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CRITICAL THINKING TO HELP STUDENTS REDUCE L1 INTERFERENCE IN FCE WRITING ACTIVITIES

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Critical Thinking to Help Students Reduce L1 Interference in FCE Writing Activities

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Approval

The thesis entitled, *Critical Thinking to Help Students Reduce L1 Interference in FCE Writing Activities*, presented by Patricia Isabel Nieto Tiburcio, in accordance with the requirements of being awarded the degree of Master in Education with a mention in Teaching English as a Second/Foreign Language was approved by the thesis director: Mgtr. María Luisa Mu, and defended on ..... before a Jury with the following members:

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Analytical-Informative Summary

Title: Critical Thinking to Help Students Reduce L1 Interference in FCE Writing Activities

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Key Words: critical thinking skills, L1 interference, use of questions, videos, and mind maps, FCE writing activities

Description: Thesis based on the use of Critical Thinking skills and their effect in writing performance. The research shows the results of research conducted between late April and Mid June 2013 on how critical thinking skills can be introduced with the use of questions, videos, and mind maps before asking students to write.

Content: The research has three moments: First, information is collected through a survey and Pre-Test Writings. Second, critical thinking skills were inserted in the writing lessons through the use of the three variables mentioned above. Third, the results of the use of these variables were analysed to see the effects they have in students' writing performance.

Methodology: Action research focused on quantitative approach with an empiric-analytic orientation.

Conclusions: Employing critical thinking skills through videos, mind maps and questions can help students self-assess and self-edit their writings in order to reduce L1 interference.

Sources: Surveys to detect problems regarding L1 interference in students' writings. The use of rubrics for correcting students' compositions and analysis of students´ samples.

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Introduction

In today's world, there is a great need to enhance our writing skills, and EFL learners are even in a greater need. For one thing, most communication is done in written form due to the Internet, so the utterance that technology makes our writing visible is true. A written expression can tell the type of person we are; furthermore, our intellect and learning can be judged based on it. Students are not the exception; they are also exposed to the Internet during their school life as well as the use of English in different online courses or courses taken in English. For another, considering that these students will eventually take international exams such as the FCE, they urgently need to upgrade and master writing skills in order to pass the exams successfully. The truth of the matter is that most students are still struggling and facing inaccuracy when they are asked to write an English composition. Because of that, this research aims to offer an aid for improving their writing skills in regards to L1 interference and Critical Thinking.

Consequently, this investigation demonstrates the role critical thinking can have when instructing students at the moment of presenting a writing task. It will explain how an appropriate use of questions and presentations that stimulate students' interests and activate students' schemata can result in a more positive effect on students' performance and motivate them to do their best. Also, it will exemplify how videos and mind maps are other resources students can use to optimize their skills as well as their reflective analyses.

In Chapter One the problem is formulated in the form of the following question: Is critical thinking a viable resource to use for minimizing students' L1 interference? The hypotheses are presented as well as the studies about L1 interference and Critical Thinking performed in countries where English is learnt as a foreign language.

In Chapter Two, many relevant concepts are defined and explained fully such as writing and critical thinking. Also, the role of process writing is addressed and there is a wide explanation on what mind maps are and their use. In addition to that, the use of questions and videos to promote critical thinking is also mentioned and explained in this chapter.

Chapter Three explains how the treatment was used in order to implement critical thinking during the writing tasks of three different genres: an article, a story, and a for and against essay.

In Chapter Four, the results and findings are presented in the form of graphs, tables, and charts. This information explains to what extent critical thinking can really help students minimize their L1 interference when they are writing a composition in English.

Chapter 1
Investigation Outline

1.1. Formulation of the problem

In order to obtain their bachelor's degrees, students from the university San Ignacio de Loyola are required to pass the FCE exam. One of the skills assessed in this international exam is writing, so students need to improve this language ability in order to graduate. Unfortunately, students are still in the process of developing their interlanguage, which results in errors that make their writings inaccurate and ineffective.

It has also been noted that when performing a *writing* activity, students practically translate literally from their L1 into English as a writing aid (Calis, E., & Dikilitas, K., 2012, p. 5079), which in several occasions results in unclear ideas, so how does "L1 interference" hinder students' written production?

Students learning a foreign language always need to face this situation because L1 is generally used to understand a new concept, especially vocabulary. Interestingly, it has been observed that speakers of other languages make common mistakes in regards to their L1 use when doing writing. Take for example the conclusion reached by Haifa Al-Buainain (2009) when he asserts, "Many of these errors [made by the subjects being studied] are, of course, common to all non-native users of English" (p. 313).

Many times, translating or using their L1 worsens it and continues widening this gap. According to Bhela (1999), "mastery of the second language involves *the gradual abandonment of the translation equivalence*, the internalization of the syntactical structures in L2 independently of the L1 equivalent, and the ability to 'think in the second language' (Blum-Kulka and Levenston, 1983)" (pp. 30, 31).

Consequently, the investigation problem is as follows: Is critical thinking a student's resource to minimize L1´s negative influence?

Bhela (1999) continues explaining that students use L1 when there is a gap in their L2 syntactical structures and use L1 to narrow it, resulting in L1 syntax interference with L2 (p. 31). Thus, the translation of words when necessary can help students understand better; however, what would it be a more effective way to help students to come up with a rule, with a better and coherent sentence when writing? Have we thought about critical thinking and its uses to make students not only understand difficult concepts but to also examine their own writings so that they can evaluate if they are using English or just Spanish into English?

Hence, is critical thinking helpful in order to overcome L1 interference when students are engaged in the process of doing their writings for the preparation of the FCE exams? Is it also the use of questions, video clips, and mind maps a truthful resource for promoting critical thinking skills in these students' writings?

1.2. Hypothesis

1.2.1. General hypothesis

Critical thinking minimizes negative L1 interference through the use of questions, video clips, and mind maps in writing activities for FCE students.

1.2.2. Specific hypotheses

a) The use of engaging questions promotes students' critical thinking and helps minimize L1 use.

b) The use of videos helps students activate their schemata and become more critical and aware of different aspects when writing.

c) The use of mind maps leads to a more organized methodology employed when gathering ideas to convey a message, which becomes a fundamental pre-writing activity that helps to reduce negative L1 interference.

1.3. Delimitation of the objectives

1.3.1. General objective

To use critical thinking skills through the use of questions, video clips, and mind maps in the FCE writing activities.

1.3.2. Specific objectives

1) To indicate how the use of engaging questions promotes students' critical thinking and helps minimize L1 use.

2) To determine how videos help students activate their schemata and analyze how they become more critical and aware of different aspects when writing.

3) To explain and analyze how mind maps lead to a more organized methodology employed when gathering ideas to convey a message, which becomes a fundamental pre-writing activity that helps to reduce negative L1 interference.

1.4. Justification of the investigation

English has become a lingua franca and people all over the world need to use it for communication. There is a great need to use it appropriately since it is the vehicle to sustain

not only oral but also written communication. Therefore, it is the teacher´s role to create all the opportunities for students to notice and learn how they can write more logically, coherently, and appropriately so that their written communication could be more eligible and understandable.

The main reason why this research was conducted is to help the students who enrolled in this FCE preparation course at San Ignacio de Loyola University to do something different in order for them to notice what else they could do to improve their writing skills. These students needed to feel interested in the writing task and feel encouraged to explore using their inner thoughts and knowledge to attempt writing more coherently in the L2, especially because they are taking their last English cycle before this proficiency exam.

If these students can achieve this desirable goal, the benefits will be immeasurable. On the one hand, the writings will be more readable and comprehensible, which will result in reducing the time teachers spent deciphering students' writing and become a more enjoyable time correcting writings. On the other hand, the students can also start developing their own confidence when writing and learn from their mistakes. If appropriate techniques are used, the writing task can become an enjoyable activity not a dull and threatening one.

A study called *Self-Regulation in Academic Writing Tasks* written by Lynne Hammann from Mansfield University the USA reveals that students can experience enjoyment when they believe that writing as well as the development of their writing skills can be *learnable*. According to this study, writing promotes critical thinking and its instruction should involve students´ active engagement and higher order thinking. If students can approach the writing activity this way, there will be less boredom and higher intrinsic motivation (Hammann, 2005, p. 15).

Thus, when working with highly motivated students, writing teachers can little by little help them shape their writing skills. It is necessary to remember that those students are more aware of their learning process, so there is a need to take advantage of that to help them develop other relevant skills such as critical thinking in the form of analysis and reflection.

1.5. Limitations of the investigation

Time seems to be one of the challenges every researcher has to deal with. This not only applies to the research itself, but also to the time allotted to perform the writing process activity, which if we had enough, there would be more insights to mull over and come up with different techniques and approaches to help students manipulate the target language.

The writing activities addressed in this research were part of a course preparation for the FCE examination, which had many points to cover in order to enhance students' preparedness. Students need to develop different skills and the syllabus of the course demands the coverage of several activities, in which writing is one of them, so the limited time spent on it can be a limitation to this investigation.

Besides that, another limitation was to work with a group of students whose level was lower than the required one for the course. This has been another difficulty to face since it takes more time for them to fully understand what to do. However, this challenge raises other questions to be investigated and addressed in a future study. Additionally, in some writing activities, students' absenteeism did not allow me to record complete information regarding the results of the intervention.

It is also necessary to mention that this research was not conducted in my workplace. It was done with "borrowed" students from a fellow teacher named Katya Corzo, a teacher from USIL, who lent me two of her classes. She gave me the opportunity to work with her two groups "Inglés 6" at 1:00PM and 3:00PM. These two groups' writings were first analyzed; afterwards, the 1:00PM class received the remedy, for being the experimental group, when performing the last three writing activities for the course: an article, a short story, and a For/Against essay. The 3:00PM class remained as the control group for further comparison and contrast with the other group due to the *experimental* nature of this research.

Despite this limitation, it is pivotal to add that the lessons were faithfully prepared, and there was also a committed attendance to the writing classes where Ms. Corzo applied all the techniques suggested in the lesson plan that promoted critical thinking. The power points and all the material required to perform the writing tasks in a different way than the one suggested by the book were also carefully prepared.

Although they were "borrowed" students, I had an active role during the intervention and the teaching of the writing tasks. I worked conscientiously as if they were my students. To assure reflection and commitment these writing classes were videotaped, which helped me write comments and notes on students' responsiveness toward this approach.

Though there have been several studies regarding Critical Thinking skills in writing and L1 Interference, none of them were studies that make use of critical thinking skills to lower and reduce L1 interference in students' writings. Critical Thinking skills and L1 interference studies are presented separately in the next section of this research.

1.6. Antecedents of the investigation

Interestingly, in the last few years, there have been many investigations regarding L1 interference, which was later called L1 influence in the learning of L2. Apart from that, there has been a movement encouraging more critical thinking in the classroom. Using these two concepts together, this research will be based on the findings already proposed and investigated by other researchers and teachers.

For example, in regards to L1 interference there is an investigation called *A study of L1 interference in the writing of Thai EFL students* performed by Pairote Bennui (2008) from the University of Thaksin, Thailand. There were 28 participants in this research, students who were in their third year as minor students in the former university. They enrolled the basic writing course in the 2006 Semester I from that university. This research main objective was to describe and analyze L1 interference in these students' writings.

The students' paragraphs were analyzed in three different ways: L1 syntactic interference, L1 lexical interference, and L1 discourse interference. The data was interpreted using four different approaches: contrastive analysis, error analysis, interference analysis, and contrastive rhetoric.

Here the author points out there are different types of interference that occurred in those Thai students. Among them, these students translated literally, and they also had word order, subject–verb agreement, and discourse interference problems. In the discussion of the results, the researcher classifies this L1 interference into three different features:

1) Lexical Interference by literal translation of vocabulary and the use of Thai words.
2) Syntactic Interference by using the word order Thai structure, subject-verb agreement and tense, the use of the infinitive, the verb have, prepositions, and noun determiners.
3) Discourse Interference in four language style level categories and the level of cultural knowledge.

The researcher proposed three possible solutions to minimize students' interference: (1) appropriate use of both bilingual and monolingual dictionaries, (2) teaching the writing process, not only the product, and (3) using English in the classroom as an instructional medium (pp. 72-102).

Therefore, due to this research's findings, it is evident that foreign students of English face similar problems although their languages vary. They make the same mistakes the students in my research do.

The students' mistakes from the experimental and control groups can also be categorized into the three types of interference mentioned in the study above. Their mistakes fall into lexical, syntactic, and discourse interference as it was recorded when they wrote a movie or book review. Their mistakes were later analyzed and classified in a chart, which clearly shows that the students in this research also struggle with the same problems as the ones in Thailand.

Furthermore, a research called *Content-Based Reading and Writing for Critical Thinking Skills in an EFL Context* explains the importance of critical thinking in the learning of English as a foreign language. Here, Meei-Ling Liaw (2007) quoting Kabilan (2000) asserts that knowing and using the target language itself is not enough to achieve proficiency; learners also need to display creative and critical thinking skills when using the language (p. 48), which can be achieved if it is embedded in the English course. Liaw emphasizes by citing Renner (1996) that helping students develop higher order thinking skills can turn into higher levels of proficiency (p.46).

This study was performed with 32 students whose ages ranged between 12 and 13 in a high school in Central Taiwan. The main reason for this research was to design and implement critical thinking in an EFL classroom, in a content-based setting. This study found that critical thinking skills are crucial for students that need to improve their academic skills (pp. 45-87).

Due to this fact, the latter research is being used as a pillar for this investigation since critical thinking skills a very important and necessary tool in students' progress. The students in this research also need to improve their proficiency, which is a similarity between these two groups even though they are not the same age, so helping my research students develop their thinking skills will be an asset for their learning.

In addition, many research findings have proven that *writing* is pertinent and important in the developing of thinking skills, which can promote a variety of learning strategies that a student can use to learn how to write more appropriately for the level and genre. One of these studies was named *An Investigation on the Effect of Critical Thinking (CT) Instructions on Iranian EFL Learners' Descriptive Writing: A Case of Gender Study* performed by Bahman Gorjian, Abdolreza Pazhakh, and Kayhan Parang (2012) in Iran at the Islamic Azad University. They investigated the effects of critical thinking instructions on Iranian EFL learner's descriptive writing, and their findings support the fact that critical thinking can help students improve their writing skills and perform better when doing writing tasks.

The subjects involved in this research were chosen randomly and 50% of them were male and the other 50% were female, which made a total of 120 students and divided in two groups of 60 for each group, the experimental and control groups. The results of this study proved that instructions given with systematic critical thinking skills helped students' writings' outcomes. These students did not consciously learned to use CT skills but they were asked to write their descriptive essays with some strategies and were encouraged to ask questions, solve problems, and seek for reasons. Four steps were followed to achieve this in order to create writings that could have unity, coherence, and organization. As it was done in the second research, one of the main goals of this research was to promote critical thinking skills in students' writing compositions by generating the appropriate atmosphere to do so (pp. 114-118).

For this reason, this research also uses this latter investigation to support the importance of critical thinking skills when doing writing activities. CT skills are encouraged throughout the whole writing process in the form of questions, videos, and mind maps.

Chapter 2
Theoretical Framework

2.1. Background and rationale

2.1.1. What writing is

Writing is one of the productive skills, and as one of them, it needs care and thought when teaching and performing it. According to Brown (2001, p. 335), writing needs to be taught since it "requires an entirely different set of competencies." He also quotes Peter Elbow (1973, pp. 14-16), who said that "writing is a way to end up thinking something you couldn´t have started out thinking. Writing is, in fact, a transaction of words whereby you free yourself from what you presently think, feel, and perceive."

Scrivener (2009, p. 192) also agrees that writing is "a skill that is worth focusing on." This skill needs a different mental process due to the fact that writers take time thinking, reflecting, preparing and changing when mistakes are made in order to find ways to improve a piece of writing.

Writing is also a way to express ourselves with a pen and it allows us to shape and rearrange what we want to say. It is our own power because of this (Walter, 2015, p.1).

Additionally, Roger Caswell and Brenda Mahler (2004) mentioned that writing is "a developmental process" (p. 4), which gives the students many opportunities to "develop clear thinking skills" (p. 3).

These definitions clearly state that writing is a skill that needs to be learned and developed through practice and an adequate teaching approach.

2.1.2. Why it is important

Its importance lies on the fact that today students need to know how to write essays and stories for international examinations as the FCE. Not only that, as quoted by Lee (2003, p. 112) "It is likely that most business and technical writing in the world is done in a second language [English]."

Additionally, through writing students are pushed to develop their autonomy and responsibility since this gives them the chance to think and analyze their thinking. They start depending on cognitive reasoning rather than just sudden thinking. Furthermore, teachers play an important role; they become "models of active writers" in order to create a good atmosphere that can encourage students to express their ideas, reasoning, and feelings more freely (Caswell & Mahler, 2004, p. 4).

Finally, as explained by Langer and Applebee (1987), writing plays an important role in students' thinking development. Writing aids to "a logical, linear presentation of ideas […], permitting reflection upon and review of what has been written. Written language not only makes ideas more widely and easily available, it changes the development and shape of the ideas themselves." Besides, "Thinking skills are taught best when related to some content, the argument goes, and writing provides a particularly welcoming context for thinking deeply about such content" (p.3).

Therefore, it is clear to see how writing is deeply connected with thinking, a type of thinking that through guidance, students can benefit a lot. They can learn how to become more critical when writing and how to support their ideas more consistently. Critical thinking skills need to be taught, and they can be taught through writing.

2.1.3. How writing is taught

There are mainly three different approaches for the teaching of writing. Over the years, teachers have used them to approach the teaching of this skill. They are called the Product Approach, the Process Approach, and the Genre Approach.

The Product approach focuses on the final piece of writing in terms of vocabulary, grammar, and mechanics (Brown, 1994, p. 335). It mainly makes students imitate a previous model and produce a good or perfect product.

The Process approach makes the student write in different stages such as pre-writing, drafting, revising, and editing (Tribble, 1996, p. 39). Students go over these stages before they write their final product. This approach also relies on constant feedback and revision with room to improvement.

The Genre approach makes the students use a variety of written texts from essays to editorials and letters. According to Cope and Kalantzis (1993), the genre approach to writing consists of three phases: (1) the target genre is modeled for the students, (2) a text is jointly constructed by the teacher and students, and (3) a text is independently constructed by each student (p. 15).

In today´ s teaching practice, many teachers agree that it is not necessary to use only one of these approaches. Writing teachers can also use the process genre approach, in which students go over the process in the production of a specific type of text.

As Yan (2005) says,

This approach allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, revision,

and editing. Using these steps develops students' awareness of different text types and of the composing process. (p. 20)

There are definitely many advantages of using the process genre approach when dealing with the teaching of writing. Many textbooks present genre and process at the same time, especially when students have acquired a higher level of English.

2.1.4. L1 interference in writing and interlanguage

Anyone learning English as a foreign language will definitely use his/her first language to understand and learn the target language. Comparing L1 and L2 will come instantly and naturally without thinking so much. This happens due to the fact that learners are developing their interlanguage, which involves the use of their L1 to construct their L2.

Hence, everyone learning English as a foreign language will be engaged in the process of developing his/her interlanguage. This term was coined by Selinker (1972) and it is defined as "the language a learner has constructed at a specific point in time" (Tang & Johnson, 2002, p. 105). It is also seen as "a separate linguistic system, clearly different from both the learner's 'native language' (NL) and the 'target language' (TL) being learned, but linked to both NL and TL" (Tarone, 2006, p. 747). For Selinker acquiring a second language is not the same as acquiring a first language; there is no child language but interlanguage when learners are developing their own language system (p. 214).

Ellis (1997) explains that students´ interlanguage is derived from their L1 but it is neither their L1 nor their L2, it is their own and "unique linguistic system" (p. 33). Language transfer is an essential part of students' learning and production, as well as other characteristics such as overgeneralization and simplification. All of them contribute to students' development of their interlanguage, necessary for learning to take place.

As it is exemplified in the following chart, the interlanguage system is formed from L2 input and instruction as well as borrowing from L1:

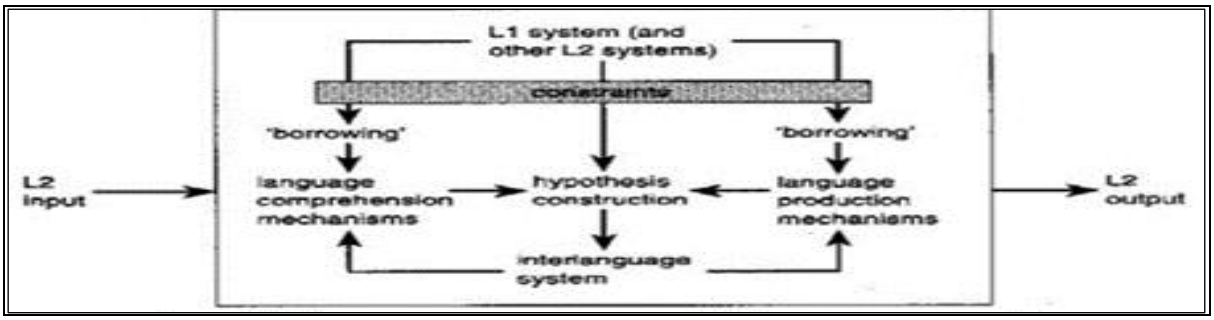


Figure 1. L1 Influence on L2. Reprinted from The Study of Second Language Acquisition by Rod Ellis (1994:339).

One of the characteristics of the interlanguage system is that it is dynamic and changes as the student progresses and develops it, which "results in an interlanguage continuum" (Ellis, 1997, p. 33). Because of this, students' grammar tends to fossilize and errors with L1 interference tend to dominate students' production. This is one of the reasons for dealing with "fossilization", which is also part of students' interlanguage development.

Considering that students' L1 is reflected in the students' L2 writing (Bennui, 2008, p. 73) as it usually happens when students are developing their interlanguage, if the teacher pinpoints this issue that may hinder students' progress, students are given the opportunity to correct and make positive modifications in their production. L1 interference is going to be present while students are involved in the process of writing; it is unavoidable. However, it is possible to understand under the umbrella of current investigation what types of errors occur and how to deal with them.

Based on several studies, there are countless reasons why students use their L1 when doing a writing task. First, students try to solve lower-order problems such as linguistic problems, but they can also focus on higher-order activities such as planning and cognitive overload prevention due to the complexity of the writing activity (Van Weijen, D. et al. 2009, p. 237).

This goes in accordance with the study done by Centeno-Cortés and Jiménez Jiménez (2004); they found out that L2 learners often switched to L1 during problem-solving tasks when they were too difficult and resulted in ''breakdowns in the thinking process'' (p. 20).

Wang and Wen (2002) have also concluded that students tend to combine the language systems of L1 with L2 causing like this language transfer or syntactic transfer because of L1 interference. They even asserted that "L2 writing process is a bilingual event: L2 writers have two languages (i.e., L1and L2) at their disposal when they are composing in L2" (p. 239). In addition, Fromkin et al. (2003) explain that learners depend so much on their L1 syntactic that they transfer their native language grammar rules into their L2 production (p.p. 297, 363). Because of these arguments, Watcharapunyawong, S. and Usaha, S. (2013) have concluded that the two main problems L2 writers face is the interference of L1 grammar and L1 vocabulary.

> *All in all, grammar and vocabulary are perceived to be the principal problems obstructing the effective writing of ESL/EFL learners. What causes such trouble can be from the different systems between mother tongue and the target language. Due to this, L2 writers are dominated by the rules of their first language, which, eventually, leads to committing errors in their written works. (p. 70)*

Also, Woodall (2000) indicates that "the fact that some L2 writers grapple with words or that some are unable to include details […] suggests that L2 proficiency does affect L2 writing, at least to the level of the demands it places on the writer's working memory" (p. 64).

Other researchers have also supported the argument above. Take for example Frankenberg-Garcia´s comment (1990), she asserts that "linguistic proficiency" is one of the most "serious problems" (p. 92) L2 learners have to deal with since they are not as competent as they are in their first language (Jones & Tetroe, 1987, p. 34). They need to learn the writing conventions besides acquiring other language properties such as morphology, syntax, semantic, and phonology. They need to realize that "lexical and syntactical barriers" may "constrain their writing processes" (Frankenberg-Garcia, p. 92) affecting like this cohesion and coherence in their L2 compositions (Jimenez-Lugo, 2007, p.2).

After citing several researchers, Edna Jimenez-Lugo (2007) claims that "the use of L1 while writing in L2 elicits contradictory viewpoints from researchers of second language writing" (p. 3). For example, depending on L1 while doing L2 writing is "a fairly common strategy among L2 writers" (Krapels, 1990, p. 49). She then quotes Woodall (2000) and says that "relying on the first language in the process of generating text in English, without being instructed to do so, is known as language switching [LS]" (p. 3). Interestingly, Woodall (2000) also says regarding LS that "although many of the behaviors of Ll writing have been observed in L2 writing, language-switching may represent a significant key to understanding development in L2 writing" (p. 70). Once more, Jimenez Lugo quotes Woodall (2002) and says that LS is defined as "any use of the first language during the L2 writing process. The switch […] usually occurs privately; that is, language-switching during L2 writing is an example of 'talking to oneself' " (p. 8). Therefore, "researchers who investigate L-S should be cautious that not all L1 use in L2 writing can be identified as L-S behaviors" (Wang, 2003, p. 369), but researchers "have addressed language use as one of the mental activities of L2 writers" (Jimenez-Lugo, 2007, p.32).

So far, research has led to several ideas regarding L2 writing as mentioned by Edna Jimenez Lugo (2007). She clearly explains that there are several factors that affect students use of L1 when doing L2 writing in the classroom.

> *Research suggests that the use of LI for L2 writing is affected by L2 proficiency (Wang, 2003; Woodall, 2000), topic knowledge (Friedlander, 1990; Lay 1982), writing mode (Wang & Wen, 2002; Manchon, Roca de Larios, & Murphy, 2000), language group (Woodall, 2000), task difficulty, and linguistic constraints (Jones &*

Tetroe, 1987; Woodall, 2002). For instance, in a study by Kobayashi and Rinnert (1992), low-proficient writers translating text from LI produced better L2 text in terms of content and style. In another study, by Wang and Wen (2002), the amount of LI use decreased with L2 development, indicating that the L2 writers' proficiency may be a determinant factor for LI use while composing in L2. Wang and Wen also found that LI use varied for writing modes, suggesting that narrative writing was related to use of LI more often, while argumentative writing represented less use of LI. (p. 5)

2.1.5. The role of critical thinking in writing

Surely, an EFL teacher would realize that there could be different ways to approach this issue such as improving the quality of instruction. However, another way to improve this could be a more widely use of critical thinking skills since learners need to develop them in order to regulate their own learning and try new strategies to achieve more proficiency, as their own interlanguage develops.

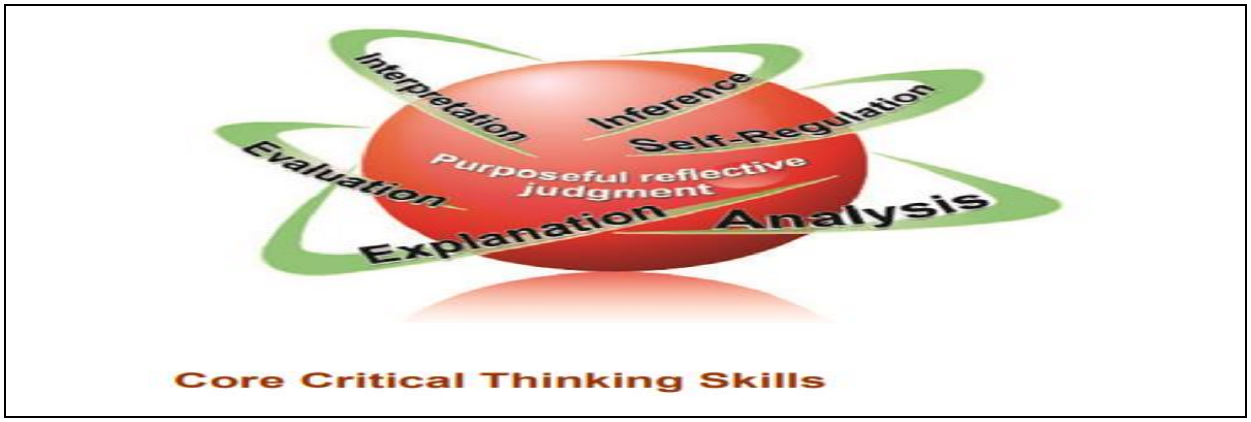


Figure 2. Critical Thinking Skills Core. Reprinted from Critical Thinking: What it is and Why it Counts by Peter Facione (1998).

Self-regulation is one of the elements that form the core of critical thinking skills. Facione (1998) quotes a panel of experts who defined it as "self-consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis, and evaluation to one's own inferential judgments with a view toward questioning, confirming, validating, or correcting either one's reasoning or one's results" (p. 7).

Students will be able to regulate their own thoughts, then their writing by self-correcting and self-monitoring their work. Self-regulation plays an important role in the learning of writing as a skill that can be improved with the use of strategies and a high level of

motivation. It integrates different types of behavior that can result in academic success (Hamman, 2005, p. 17).

Interestingly, Yue Lin (2014) asserts in a Case Study the relationship between teaching critical thinking and learning L2 more meaningfully. She clearly observes the benefits these learners have had when critical thinking skills are developed while learning a foreign language:

> *Empirical studies have also supported the effectiveness of teaching critical thinking in university L2 classes (Gorjian et al. 2012; Gibson 2012; Shahini and Riazi 2011; Rao 2007). The results of these studies showed that teaching thinking could help L2 learners improve both thinking and language skills, and it also enabled students to recognise their linguistic and cognitive limitations. In these studies, the students were also found to be more active and persistent in performing tasks. (p.27)*

What is critical thinking then? The literature provides several definitions and ideas on how to implement it in the classroom, in this research, in writing activities.

Across the literature available today, critical thinking has been described as the process of taking charge of our own thinking, which implies the development of appropriate criteria and standards to assess and analyze this thinking to improve it (Elder and Paul, 1994, p.34). It also aims the achievement of understanding, evaluating different perspectives, and solving problems. To do so, it is necessary to pose questions, therefore, it is the inquiry to understand, evaluate and solve problems as mentioned by Maiorana (1992, pp. 17,18). Above all, latest research suggests there is a greater impact on the students' proficiency when critical thinking skills are used along with the teaching of English as a foreign language. As exemplified by Shirkhani and Fahim in their presentation (2011), at the 1st International Conference on Foreign Language Teaching and Applied Linguistics on May 5-7 2011 in Sarajevo, called ***Enhancing Critical Thinking in Foreign Language Learners***, critical thinking can lead toward proficiency and a better understanding of the L2. They mentioned what previous educators have found in regards to critical thinking, students' performance, and teachers' attitudes towards it.

According to them, critical thinking promotes self-analysis and regulation due to the fact that language learners become in charge of their own thinking, can monitor and evaluate their own learning process and learn how they can go beyond. As a result, the learning experience becomes more meaningful and motivating (Shirkhani & Fahim, 2011, p. 112). Critical thinking also impacts the development of students' abilities when writing in the

foreign language. Rafi (2011) conducted a research in which he investigated the effects of critical pedagogy in the development of critical thinking in English essay writing. This research used both qualitative and quantitative methods with 53 English Language Teachers and 34 Civil Superior Services (CSS) students, and he found that proficiency and thinking are closely related due two main factors: (1) Students should be motivated. (2) They should be taught "how to display critical thinking in their language use," (p. 107) which mainly means that they should know how to reflect on their ideas and how to support them logically with examples and reasons. Rafi (2011) also adds what Applebee (1984) said regarding writing and thinking, "writing improves thinking because it requires the individual to make ideas explicit, evaluate and choose tools for effective discourse" (p. 108). He also quotes Marzano (1991), who suggests that writing can restructure the individual's knowledge; as a result, this will enhance the use of higher order thinking skills (p. 108).

Çavdar and Doe affirm that "writing, as 'thought on paper,' can provide a unique opportunity to develop critical thinking skills" (p.298). Interestingly, several case studies and students' self-reports (Tsui 1999,2002) reveal that "writing is among the strategies students find most helpful to develop critical thinking skills" (p. 299).

These quotes reaffirm the belief that writing and critical thinking skills are interdependent and needed in language development. "Some researchers have stated that thinking and writing skills go hand in hand and are inseparable (Brown, 2001, p. 335); therefore, the better one thinks, the better that person is going to deal with writing." (Moghaddam and Malekzadeh, 2011, p. 790). They also concluded that the teaching of critical thinking skills should be an integral part of a writing course and in any writing composition done in an EFL context in order to help the student overcome any difficulty in the process of writing.

> *However, through teaching the principles of critical thinking, learners are more likely to overcome some of the problems that they will encounter in the process of writing. As it was mentioned in this study, learners were able to organize their compositions after they were acquainted with critical thinking skills and their implications. […] To put it in a nutshell, teaching L2 writing can go further than considering the linguistic elements. Increasing learners' consciousness and higher-level thinking processes can improve learners' proficiency in dealing with writing and even with other aspects of L2 competence. (p. 796)*

Consequently, there is a great need for EFL teachers to know how to promote and introduce critical thinking in the classroom, especially when writing, since students will unconsciously start using their L1 instead of displaying critical thinking to evaluate what they are trying to convey.

These ideas lead to another important point. This research will address different ways to address critical thinking in writing activities for the preparation of the FCE. However, the first point to consider will be how writing is approached. Therefore, it is pertinent to mention that the writing activities use the process-oriented approach, which finally resulted in a more satisfying product.

Additionally, many writers agree that writing is highly connected to critical thinking and it has already been studied that it can be used to overcome L1 interference and other problems that arise while doing academic writing. Take for example, the following study done with Arab university students. Mustafa N Abdulkareem (2012) states, "the main challenge of Arab students is learning to write academically in English and to improve their efficiency regarding the effective use of strong ideas and critical thinking in English. In addition [to that], the interfering of the Arabic language (L1) on some aspects of the English language (L2) [was the major goal of that study]" (p. 14).

Students with different native languages face similar problems when trying to learn to write academic English. They lack knowledge, which results in L1 interference; however, the use of critical thinking skills can help them organize ideas better and write more efficiently.

2.1.6. Promoting critical thinking through videos

Films or videos have been used in different teaching contexts. For example, in the health profession education, teachers link critical thinking skills with video watching and writing. Jina Oh, et al (2013) explain that after watching a video clip, nursing learners use critical thinking skills to assess "how the characters' illnesses influenced their behaviors, relationships, and lives (Zauderer & Ganzer, 2011)" (p. 152). "Writing, [considered] an effective strategy to enhance personal reflection, stimulates the active involvement of critical thinking through learning to make judgments (Billings & Halstead, 2009; Schmidt, 2004)" (p. 152). This is the reason why they assign "personal reflection essays, position papers in a debate format, weekly journals, two- to three-page film critique assignments, and other compositions ranging from a four-page written assignment to an up-to-3,000-word essay" (Oh et al., 2013, p. 152). Videos are used as a teaching resource to promote thinking and reflection so that these students really benefited from them. Jina Oh, et al (2013) conclude

that “the positive impact the use of films had on their learning in both theory classes and clinical experiences” is a good reason for saying that “film is effective with teaching–learning activities to improve cognitive outcomes” (p. 154).

How can this experience be used in our teaching environment?

First of all, You Tube videos can become very motivational when teaching L2 and it should be regarded as a “pedagogical resource.”

> *Teachers and students alike will find that video is an effective catalyst and facilitator for classroom discourse and analysis. Coupled with hands-on learning, a new media, video-enhanced curriculum can be invaluable for expanding the learning experience and by incorporating a medium that is as popular, forceful and familiar; educators can tap into the existing enthusiasm towards this form of new media. (Duffy, P. 2008, p.125)*

The use of videos in the classroom can motivate students and make them more involved in their learning. Besides, videos can also enhance students´ comprehension and give them background information to use afterwards in their writing assignments. According to Adel Zakariazadeh and Bahram Moghaddas (2011), video watching as a pre-writing activity was a very productive and beneficial activity in the case of 120 female and male Indian students at Osmania University, Hyderabad. Their writings improved dramatically.

> *The empirical findings of the present study suggest that the Indian students' English writing ability at the advanced level benefit more from video viewing than from text reading as the pre-writing task. That is to say, video was a more effective pre-writing activity than reading comprehension. This study suggests that a writing task in a foreign language is facilitated by the richness of context, and authentic foreign language (FL) visual materials provide a rich context for L2 learners to improve their writing skill. It can also help L2 learners overcome their content knowledge deficits by providing audiovisual formation. (p. 94)*

Thus, videos can assist the development of writing skills since it provides interesting and motivating clues in the production of written language (Merita Ismaili, 2013, p. 122).

Videos are also used to promote critical thinking when they are well incorporated into instruction due to the active engagement of students´ mental processes as claimed by David Denning (no date). He also mentions that videos encourage curiosity and speculation, but it mainly fosters higher order cognitive skills such as evaluation, synthesis, hypothesis and

problem solving (p. 3), which are important elements in Bloom's taxonomy and critical thinking.

In addition to the above information, videos can help students activate their schemata, and in a writing course, videos can help students deepen their understanding of writing structures and use those ideas in their writings (Medina, 2012, para. 2).

2.1.7. Promoting critical thinking through questions

Critical thinking can also be fostered through the use of questions, which are also called in the literature review Socratic questions. These questions are generally asked by the teacher, but after some practice students can also use them to ask their peers. They are very useful since "the Socratic questioning approach stimulates students' minds" (Yang, Y. C., Newby, T. J., & Bill, R. L., 2005, p. 164) enabling students to become active questioners. This will turn into good learning as it is explained in the article How to Study and Learn (Part Four)[1] where it is added that "to learn well is to question well" (para. 5).

The article also explains the role deep questions have. These types of questions help students go beyond a topic. Students are forced to think about different aspects of an issue. It is believed that "learning begins when questions are asked."

> *Questions of purpose force you to define tasks. Questions of information force you to look at your sources of information as well as assess the quality of information. Questions of interpretation force you to examine how you are organizing or giving meaning to information. Questions of assumption force you to examine what you are taking for granted. Questions of implication force you to follow out where your thinking is going. Questions of point of view force you to examine your perspective and to consider other relevant viewpoints.*
>
> *Questions of relevance force you to discriminate what does and does not bear on a question. Questions of accuracy force you to evaluate and test for truth and correctness. Questions of precision force you to give details and be specific. Questions of consistency force you to examine your thinking for contradictions. Questions of logic force you to consider how you are putting the whole of your thought together, to make sure that it all adds up and makes sense within a reasonable system of some kind. (Elder and Paul, 2001, paras. 3, 4)*

[1] The information in the article How to Study and Learn (Part Four) is taken from Paul, R. & Elder, L. 2001, The Thinker's Guide to How to Study and Learn, Dillon Beach, CA: Foundation For Critical Thinking.)

It is interesting to see that Fahim and Bagheri (2012) include the work done by Gunter et al (2010) to explain the importance of using questions according to Paul´s taxonomy, which has been organized into several categories: (p. 1124)

1. Questions for clarification: Why do you say that?

How does this relate to our discussion?

2. Questions that probe assumptions: What could we assume instead?

How can you verify or disapprove that assumption?

3. Questions that probe reasons and evidence: What would be an example?

What is...analogous to?

What do you think causes this to happen.? Why?

4. Questions about Viewpoints and Perspectives: What would be an alternative?

Would you explain why it is necessary or beneficial, and who benefits?

Why is it the best?

What are the strengths and weaknesses of...?

How are...and ...similar?

What is a counterargument for...?

5. Questions that probe implications and consequences:

What generalizations can you make?

What are the consequences of that assumption?

What are you implying?

How does...affect...?

How does...tie in with what we learned before?

Therefore, through the use of the right questions teachers and learners are able to foster critical thinking skills.

Students should be taught how to use questions more systematically to attempt to describe, analyze, and evaluate their ideas before and during a writing activity. Scholars at Plymouth University (2010, para. 2) state that "*Critical Thinking* is the key to learning and to making progress." They also say that by means of the use of questions we can connect the three dimensions of critical thinking mentioned earlier: description, analysis, and evaluation.

To *describe* a topic, *What*, *Who*, *Where*, and *When* questions can be asked; to *analyze*, *How*, *Why*, and *What if* can be used; finally, to *evaluate*, *So What* and *What Next* can be requested, as it is exemplified in the following figure:

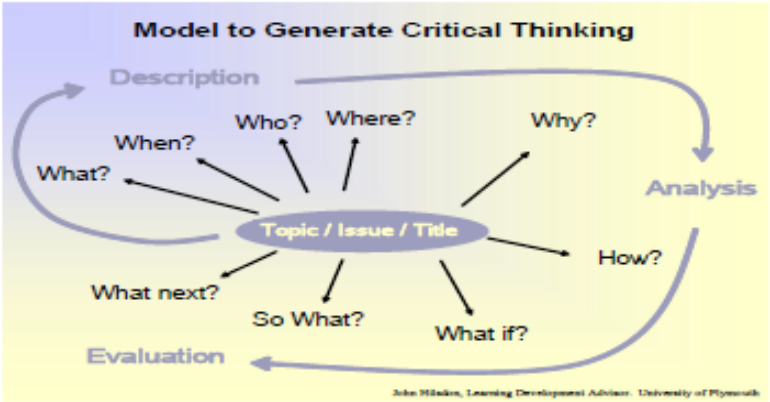


Figure 3. Model to Generate Critical Thinking through Questions. Reprinted from Plymouth University. Critical Thinking. Learning Development (2010).

2.1.8. Promoting Critical Thinking through mind maps

Over the years, mind maps have been used in education. Take for example Ausubel´s theory about advance organizers, which were used as a pre-learning activity to help students retain information by connecting previous knowledge with the new information and link the new with the old (Ruffini, 2008, p. 56). Also, according to Hector Santiago, Ausubel "promotes visual mapping as a tool to promote meaningful learning" (p. 126).

Mind maps are used as a strategy or technique for note-making as a pre-writing activity. They help in the generation of ideas as the mind makes associations. There is evidence that both the left and right hemispheres are used when using mind maps as supported by Tony Buzan. According to Mind Mapping: Scientific Research and Studies, Buzan argues that "Mind Mapping […] is the external expression of Radiant Thinking and […] provides a limitless, more natural and efficient way of using your brain (Buzan and Buzan, 1994), in other words mind maps potentiate learning by using both hemispheres (p.33).

There are many advantages for L2 writers to use mind maps before writing. Mind mapping really assists students in the generation process as asserted by Joyce Wycoff (1986), "Mind Mapping is an excellent way to generate and organize ideas before beginning to write. It is an almost guaranteed way to break writer's block" (p. 59).

As of critical thinking skills, other studies have revealed the usefulness of mind mapping to promote critical thinking. AlJarf (2009) indicates that "mind mapping helps students develop many skills such as dynamic thinking, critical thinking, recall and more coherent writing" (p. 376).

For example, a study performed by Wai Ling (2004) demonstrates the efficacy of mind maps. The purpose of this investigation was to study the effectiveness of using Mind

Maps as a pre-writing planning strategy. The subjects of this research were two classes from Secondary 1 (51 students) and Secondary 4 (54 students) in a school in Hong Kong. They were trained to use mid maps to plan their writings and three different teachers, including the researcher rated them. They also chose 6 students from each group to be interviewed about the effectiveness of this approach. Finally, the ratings revealed that there was an improvement after the intervention, and students asserted that this approach helped them work on several aspects. This study states that most students found mind maps a useful pre-writing technique. They actually believed that "it enabled them to plan more organized and systematic points, generate more ideas, order these ideas much easier, improve the clarity of ideas, decide the number and structure of paragraphs to be included and write faster by following the framework of the Mind Map" (pp. 72, 73).

Furthermore, mind maps promote critical thinking skills and problem solving. A mind map helps you explore relationships among ideas and find possible solutions by seeing important aspects and options through a clear understanding of what it has been expressed in it. As found by Mueller et al (2002), the use of Mind Maps has resulted in upgraded thinking skills that include critical thinking, whole-brain thinking, and comprehensive thinking (p. 24), which are important tools for thought organization as indicated in Mind Mapping: Scientific Research and Studies (p. 12).

2.1.9. Process writing and critical thinking

What is process writing and what are its implications in L1 influence and critical thinking?

Jeremy Harmer (2004) addresses this point when he explains what strategies can be used to lead students towards a successful approach. He mainly points out that first the teacher needs to consider how they get students to plan. Teachers should encourage them to think, creatively and critically, what they want to include in their writings (p. 11). A way to achieve this is through brainstorming activities, for example, the creation of a mind map. Another type of brainstorming can also begin with oral discussions, done in pairs or very small groups, before they start jotting down ideas. Also, teachers can make use of guided questions, as we know these types of questions help students think more critically. Therefore, teachers can prepare questions that are thought provoking such as the ones suggested by Freire (2000), which are also known as the Pedagogy of Question (Bruss & Macedo, 1985, p. 8). Freire proposed that teachers should not only answer questions; they should also pose questions that force and challenge the learners to think critically, by doing so students may

have a more critical attitude towards the world (pp.83, 84). Thus, students will not be seen as mere “empty vessels” (pp. 72, 79) that need to be filled; on the contrary, students will use what they know to generate ideas for the writing task.

Another thing to take into account is the way teachers encourage their students to draft, reflect and revise since “the process of composition often involves going back and forth through the writing process” (Raimes 1985, p. 229). Also, “writing is a recursive process and text is often moved around, modified, cut and expanded” (Smith 1982, p. 17). Without overusing these steps in the process of writing, students can benefit from reading, correcting and making changes to improve their writings due to the fact of its “recursive nature”; it is never linear. After proofreading their writings on their own, it is advisable to work in pairs or in small groups of three to give each other feedback. A writing teacher should train their students on how to provide that feedback; that interaction will help them see writing in a more critical way. There are countless of experiences that explain how peer feedback can enable students to develop critical reflection skills.

In addition, Servat Shirkhani and Mansour Fahim (2011) have said when talking about Critical Thinking and writing that feedback is a very important component in students’ learning and improvement.

> *It must come from a variety of perspectives: from students' reflection on their own work, from classmates reflecting on one another's work, and from the teacher. Model for students how to provide feedback that both tells them how well they are doing and gives them information about how they might do better. (p. 114)*

2.1.10. FCE writing test

According to Michael John Perrone (2010), the purpose of Paper 2, where the writing activities appear is “to assess a candidate's ability to write non-specialized types of discursive, narrative, or descriptive texts” (p.156). Students can be writing articles, letters, reviews, narratives, and essays.

The writing section is divided in two parts, and all of them last eighty minutes. Part 1 has only one writing task, which is usually an essay and students are given prompts to write. Part 2 requires that the student chooses one activity out of four choices, which can be and article, a story, a letter, a report, a review, and an essay.

Here is a table exemplifying the writing task.

Table 1. FCE Format Description Writing Task

Description of the FCE Writing Paper Format			
Section	Paper/tasks	Time (minutes)	# of items
2	Writing Task 1 140-190 words Task 2 140-190 words	80	2

Note. Data adapted from The Impact of the First Certificate in English (FCE) Examination on the EFL Classroom: A Washback Study by Michael J. Perrone (2010).

2.2. Definition of important concepts

L1 interference: Ellis (1997) defines interference as 'transfer' and says that it is "the influence that the learner's L1 exerts over the acquisition of an L2" (p. 51). In other words, L1 interference occurs when a learner uses language forms and structures from their first language in the language they are learning.

Interlanguage: Selinker (1972) defines Interlanguage as the language system that a foreign language learner creates based on the information he/she had been exposed to. He literally states that Interlanguage is "a separate linguistic system based on the observable output which results from a learner's attempted production of a TL [= Target Language] norm"(p. 214). Consequently, Interlanguage is the type of language (or linguistic system) used by second- and foreign-language learners who are in the process of learning a target language, in this case English.

Critical thinking: Lipman (1988) indicates that critical thinking is "skillful, responsible thinking that facilitates good judgment because it 1) relies upon criteria, 2) is self-correcting, and 3) is sensitive to context" (p. 39).

Process writing: Goldstein and Carr (1996) defined Process writing as "a broad range of strategies that include pre-writing activities, such as defining audience, using a variety of resources, planning the writing, as well as drafting and revising. These activities, collectively referred to as 'process oriented instruction,' approach writing as problem solving" (p. 2). Therefore, process writing involves a series of overlapping steps that lead to a final product.

Mind maps: According to Al-Jarf (2009) mind maps enhance the written work due to the fact they provide more relevant details and better organized ideas, they are an excellent tool for pre-writing activities, and students become more efficient in the process of generating and organizing ideas for their writing (p. 376).

Chapter 3

Methodology of the Investigation

3.1. Investigation type

This research uses a quantitative approach to gather and analyze data.

To begin with the investigation, observation and reflection were used to figure out the problem, which finally resulted in a hypothesis regarding L1 use. Next, students' writings were analyzed to highlight examples in which L1 interference occurred, so factual information was gathered. The writings used for this analysis came from **a book or movie review writing activity**. After having this information, a survey was conducted to know more about students' habits in relation to the development of their writing skills and how L1 is considered an important element in the elaboration of their writings. There were open-ended questions as well as yes/no questions. This survey was tallied, and the results indicated that to a certain point students rely on their L1 for different reasons. These results were interpreted using the quantitative approach.

After obtaining this information, the hypothesis was tested and implemented through the use of **three writing activities** that promote more **critical thinking skills** by means of **videos**, **questions**, and **mind maps**. Indeed, Critical Thinking plays a crucial role in students´ progress as it is quoted by Moghaddam and Malekzadeh (2011). They actually say that "Increasing learners' consciousness and higher-level thinking processes can improve learners' proficiency in dealing with writing and even with other aspects of L2 competence" (p. 796).

Consequently, due to its nature, this research lies on the quantitative approach with an empiric-analytic orientation where two groups are compared for analysis: the experimental and the control groups.

3.2. Design of the investigation

This investigation has been designed based on two aspects: assumptions and research questions.

3.2.1. Assumptions

Students' writing mistakes usually reveal an L1 interference, which made me wonder of the reasons why they write so unclearly. By analyzing them, L1 interference stands out among other syntactic and grammatical errors, so what can be done to help them take control of their learning and become aware of how they can minimize this interference?

Due to observation, educators can feel motivated to think of the need of helping students minimize L1 negative effect and choose something that can be individually

monitored such as critical thinking. According to a vast amount of literature cited in the previous chapter, Critical Thinking skills can actually help students minimize L1 negative effect. This could happen through the use of mind maps as a brainstorming technique, the use of questions and video clips. The three of them are a great source of critical thinking, therefore, students could write more properly.

3.2.2. Research questions

This research is responding the following questions regarding Critical thinking and the treatment:

1) Can Critical Thinking minimize L1 negative effect?
2) Can mind maps help students use their critical thinking skills to generate more ideas as a pre-writing activity in order to reduce negative L1?
3) Can video clips help students activate their schemata to become more critical when writing?
4) Can questioning play a role when performing a writing task?

3.3. Variables

In this research, discreet and continuous variables will shape the investigation.

Independent variable: Questions, videos, and mind maps are used when introducing or doing the task to promote critical thinking.

Dependent variable: Critical thinking engages students, activates their schemata, and diminishes gradually L1 negative influence.

Regarding their classification, the independent variable becomes the stimulus that will affect students' performance in their writings.

Consequently, critical thinking will be the result of using appropriate questions, videos and mind maps that will engage students, activate their schemata, and diminish L1 negative influence gradually.

As shown above, the students' writings show how all of these variables have been combined with the purpose of helping students achieve more proficiency when writing.

3.4. Population and samples

Institution:

This research is carried out in a course given at San Ignacio de Loyola University, and one of its strategic pillars is ***globalization***, so it is necessary for every student to certify their English knowledge in order to be prepared to face the challenges in today´s world. According

to Dr. Ramiro Salas Bravo, the president of this university, some major subjects are taught in English; therefore, the teaching of English helps them guarantee they are forming bilingual professionals that are ready to do research and have an ample knowledge of English terms used in their professions. This is done with the purpose of helping students benefit from all the alliances they have with other universities in the world, obtain a double degree in Peru and the US, and be part of the work and travel experience in Disneyworld in Orlando and California.

Population:

It is conducted with two groups of English 6, which is the preparation course for the Cambridge English First examination (FCE); an exam that has a B2 difficulty level/upper intermediate in the common European framework. Students come from different majors such as administration, international business, engineering, gastronomy, and communications, among others and gather three times a week, which is an equivalence of 6 hours a week throughout a whole semester. Since they are undergraduate students, their ages range from late teens to mid-twenties.

Sample:

The two groups that have participated in this research are called the control group and the experimental group. The 20 students that belong to the control group attended the 3:00PM class and the other 20 students that belong to the experimental group attended the 1:00PM class. Unfortunately, not all the students attended classes limiting the control group into 19 and the experimental group into 18 at the moment of conducting the survey.

Each group has been taking English lessons in the university for the past 5 semesters, but the level of the students varies although they have been taking classes in the university for the similar amount of time. Their ages range from 18 to 24 and there are male and female students as well. Regarding their writing abilities, it is interesting to notice that though most of them find writing in English easy, they still struggle finding the right words when expressing their ideas in the target language. In regards to the use of their L1, both groups admit thinking in their L1 first to support their ideas when writing. The reasons why they do this are mainly because they find it helpful, easy, and a good way to see what they are writing. Some of them translate from Spanish to English due to the fact that they find it useful for organizing their ideas.

These two groups are going to be compared, and the comparison will be based on the activities performed for this research, which are writing *an article*, *a report*, and *a for/against essay*. These writings should incorporate the three independent variables: questions, videos,

and mind maps since they foster critical thinking skills and have a positive effect on the students´ writing performance.

At this point, it is imperative to bear in mind that the aim of this research is to indicate how the former variables promote critical thinking skills in those who are engaged in doing these writing activities. With the use of questions, students become more interested in the topic they have to write, as a result, more thinking takes place. Also, video clips activate their schemata and mind maps help them organize ideas more effectively in order to help them minimize and control L1 negative effects whenever possible.

Course book:

The book used for this course is called New Total English; a book that pays important attention to the writing skill by providing different types of writing and by helping learners to develop their writing skills. Besides using this book, some writing activities came from *Brays online help* ***FCE Paper 2 Writing*** *How to pass the Cambridge First Certificate Writing Section*. This online book comes with a brief explanation of eight different types of writing assessed in the FCE; it also gives tips, useful phrases as well as samples. Throughout students´ writings, there were many instances in which there was L1 interference and the need of using critical thinking skills.

3.5. Techniques and instruments for gathering data

Data has been gathered using different instruments and techniques: pre-test writings, a survey, videotaping, and students' compositions from an online resource called Turnitin, their scores in the mark sheets as well as rubrics to assess students' compositions and the use of critical thinking skills.

3.5.1. Pre-test writings

To begin, the students' writings from the two groups were collected in order to learn what problems these students faced. This writing was about *a movie or book review*, and the main reason for analyzing these writings was to find out what issues in regards to L1 interference students still struggle with (Annexes1,2,3, and 4). In addition to that, corrective and evaluative feedback was provided in the form of correction and grading. Finally, the grading results were later analyzed to find the mode, the mean, and the median.

3.5.2. Survey

A survey with four questions and alternative responses about writing and L1 was conducted to understand how much students from both groups rely on their L1, what they do

to improve their writing skill. Through this survey, relevant information about the students´ characteristics and learning habits was observed and tallied as well (Annex 5).

This survey offers a broad view of students' preferences and habits related to their writing skills in general. The questions and the answers were classified to find frequencies and percentages to support the survey's reliability and validity.

3.5.3. Videotaping

At the moment of teaching the writing activities in the experimental group, the presentations were recorded to observe the outcome and efficiency of the intervention when using the variables presented in this thesis. These videos also provide information about students´ response towards this approach.

3.5.4. Students´ compositions on Turnitin

Students turned in their writing assignments on a virtual platform called turnitin: http://turnitin.com/en_us/home

All of the writings from both groups were downloaded from this web page, whose role is to prevent plagiarism and give teachers the opportunity to offer online feedback and grading. The students uploaded their writings for *the article*, *the short story*, and *the essay* (Annexes 6, 7, 8, 9, 10 and 11), and all of the students' participation on Turnitin appear in Annexes 17 and 18.

3.5.5. Mark sheets

These are used to compare the results between the control and experimental groups and notice if there is some sort of influence on the students´ results in the grading system. Their grades can also reveal the impact of the approach used during the writing process (Annexes 19 and 20).

3.5.6. Rubrics

Even though the FCE uses its own rubrics to assess students' writings performance, the San Ignacio de Loyola University has its own scoring rubric for assessing students´ writings. With the following scoring rubric all the textbook writings were assessed and graded as it is outlined in the FCE Criteria for Correction Rubrics (Annex 30).

The final exam (writing) also has its own rubric, which is similar to the one above, but the converter table multiplies the final score x 4 = up to 20. There are two writing activities, so all the writing section is worth 40 points.

Category	Score	FCE Mark
Task Completion (1.5)		Final Score x 4 = (up to 20)
Language & Vocabulary (1.5)		
Mechanics and Length (1)		
Organization (1)		
Final Score (Up to 5)		

Chart 1. Final Exam Writing Rubrics. Data from San Ignacio de Loyola University FCE Writing, 2013-01.

Additionally, a Critical Thiking Scoring Rubric was used in all of these writing tasks to see if there were modifications in students' performance due to the use of Critical Thinking. This scoring rubric was created by Peter A. Facione and Noreen C. Facione (1994) as a response to requests for a tool that could evaluate a variety of educational work. They named this tool the Holistic Critical Thinking Scoring Rubric (HCTSR).

The HCTSR:

Strong 4: Consistently does all or almost all of the following:	**Acceptable 3: Does most or many of the following:**	**Unacceptable 2: Does most or many of the following:**	**Significantly Weak 1: Consistently does all or almost all of the following:**
Accurately interprets evidence, statements, graphics, questions, etc. Identifies the most important arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows where evidence and reasons lead.	Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious alternative points of view. Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons. Fair-mindedly follows where evidence and reasons lead.	Misinterprets evidence, statements, graphics, questions, etc. Fails to identify strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Draws unwarranted or fallacious conclusions. Justifies few results or procedures, seldom explains reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.	Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. Fails to identify or hastily dismisses strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons, and unwarranted claims. Does not justify results or procedures, nor explain reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions. Exhibits close-mindedness or hostility to reason.

Chart 2. HCTSR Rubrics to Assess Critical Thinking Skills. Adapted from the Holistic Critical Thinnking Scoring Rubric in English PDF. Retrieved from: https://www.insightassessment.com/Resources/Teaching-Training-and-Learning-Tools/Holistic-Critical-Thinking-Scoring-Rubric-HCTSR

These rubrics were used to assess if students displayed some critical thinking skills in the writing tasks.

Also, the mean, the mode, and the median were found by analyzing each writing activity and they were also illustrated in different graphs to assure validity and reliability with the research findings.

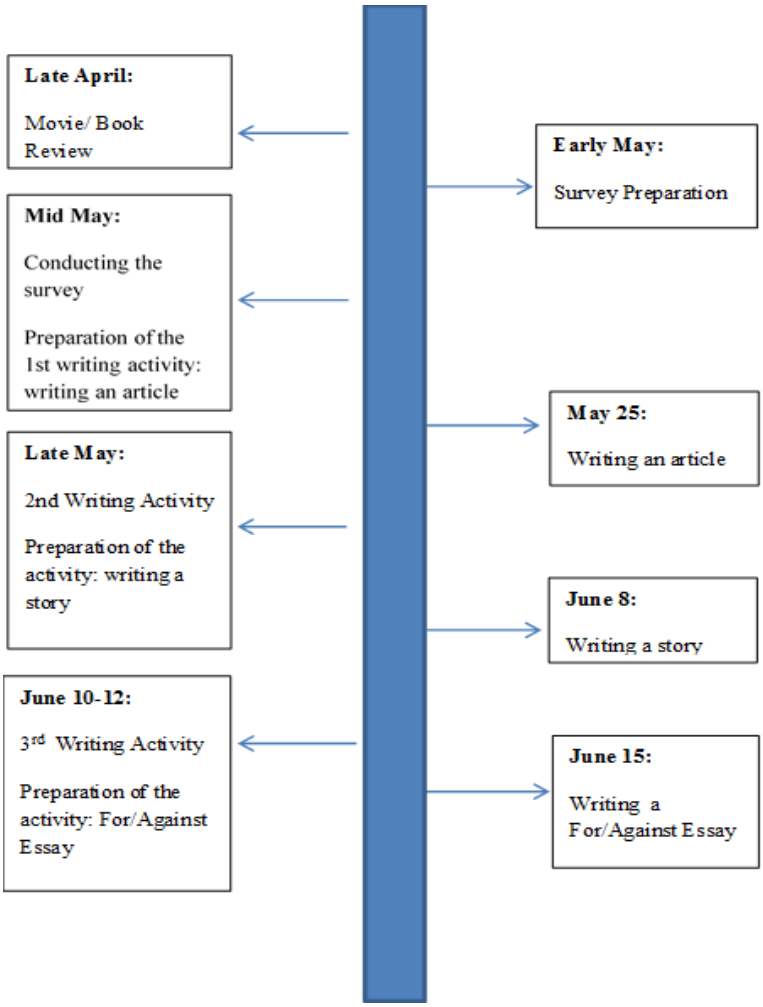
To sum up, the HCTSR and the university FCE criteria for correction rubrics were used to analyze the data and see to what extent students were able to expand their writing abilities and become more critical thinkers when they face writing tasks such as the ones done in this FCE preparation course.

3.6. Procedures

This research was conducted during the first semester 2013, mainly from late April to mid-June. In the following section, a timeline and a chronological grid will exemplify how the activities were organized and the process involved in their elaboration and application.

Here is a timeline with dates in which this research was carried out.

2013: Late April to Mid-June



Here is the chronological grid:

2013	What	Why	Instruments	Evidence
Late April	Writing Activity: Movie or Book Review	Used to gather data in order to learn which L1 interference occurs when students are involved in the writing task.	The writing procedures from the book are followed.	Chart of errors with examples of L1 interference.
Early May	Survey Preparation	Used to find out if students actually rely on their L1 when writing and the reason for doing this. .	Survey with four questions. The first three questions to gather dichotomous data. The last one a multiple choice question.	The surveys were printed out and photocopied to be used in the next class.
Mid May	Survey	Used to gather information with further analysis.	Survey administration.	Both groups answered the survey and their results were analyzed using graphs.
	1st Writing Activity Preparation: an article	To teach students how to write an article and incorporate, critical thinking skills. The variables were used in the presentation.	Lesson plan and a power point presentation were also prepared. In both of them, video links, questions and mind mapping were included.	The lesson plan and the ppt.
May 25	Article	This is one of the writing activities assessed in an FCE exam.	Application of the lesson plan and the use of the ppt.	Students' articles uploaded on Turnitin and their grades.
Late May	2nd Writing Activity Preparation: a story	This is another writing style assessed in the FCE.	Lesson plan and the power point presentation prepared. Critical thinking skills inserted in the form of questions, videos and mind mapping.	Lesson plan and ppt.
June 8	Story	To teach this genre as part of the writing skills required to pass the FCE exam.	Presentation of this activity. Students were explained how to write a story and later it was uploaded on turnitin.	Students' writings and grades.
June 10-12	3rd Writing Activity Preparation	To learn how to present an argument	Preparation of the activity: For/Against Essay	Lesson plan and ppt.
June 15	For/Against Essay	Another writing style assessed in the FCE exam.	Presentation of this activity in which critical thinking activities were also included. Students first worked in class and later they uploaded their writings on turnitin.	Students' writings and grades.

Chart 3. Chronological Grid of the three Writing Activities of the Intervention. Source: Own elaboration.

All of the activities were videotaped to ensure their post observation and analysis in order to monitor the delivery of the activities, students' acceptance regarding the use of the

independent variables and their effect in their progress. In the videos, the teacher in charge of the experimental group is able to engage the students to work and develop their writing abilities in a different way. It is also clear to see that students enjoyed watching video clips and using mind maps before being involved in the writing task as these two variables enhance students' skills as it is suggested by some research mentioned in chapter two.

3.6.1. Pre-test writing L1 interference study

As explained previously, to identify the problem students from both groups wrote a review of a book or a movie (Annexes 1, 2, 3 and 4). In almost all of them, there are at least one or two ideas written as if Spanish were taking part of the review.

Take for example the chart below with the students' mistakes/errors from the experimental and control groups. These errors were taken from the book/movie review pre-test writings and were classified as followed:

Mistakes	**L1 Interference**
history	Students do not distinguish between story and history, using history mostly as in Spanish
the bad of the book	Literal translation: lo malo del libro. Instead of writing: the worst part of the book
I remember that this film is the first movie with the I cried in a moment special of the movie.	**"the first movie with the I cried"** la primera película con la que lloré**...”in a moment special of the movie”...**en un momento especial de la película
After a hurricane comes a rainbow	English order is different: After a hurricane, a rainbow comes. That mistake reflects L1 influence.
If you like the **mithiology** or creatures ***that never see in the real life***	Si a usted le gusta la mitología y las criaturas que nunca se ven en el mundo real. Instead of... that **you never see**... subject omission is a common mistake done by Spanish speakers due to the use of "sujeto tácito" in Spanish.
This film is very interesting, ***I really enjoy*** because it is ***very different of other films*** and is part of "the Lord of the Rings."	Esta película es muy interesante, la disfruté porque es muy diferente **de** otras películas y es parte del "Señor de los Anillos." Instead of...**I really enjoy it** (object omission due to the lack of use of this object in Spanish), "different of" instead of "different from"...this happens because in L1 we use the preposition of /de.
Last year I decided read a book.	El año pasado decidí leer un libro. It is clear that **in Spanish "to" is not used**, so students imply that it is not required.
I would highly recommend this book, ***because had a lot of historys that take you involved and let you with a lot of wishes of continue reading***	Recomendaría este libro porque tiene muchas historias que te envuelven y te dejan muchos deseos de continuar leyendo. It should be *I would highly recommend this book because it has a lot of stories that draw you in and leaves you with the desire of continue reading.*
The story is different to others.	La historia es diferente a las demás. This is another example of wrong use of the preposition due to L1 interference.
The life is difficult but we can live good, is depent of our	La vida es difícil pero podemos vivir bien, depende de nosotros. The correct way to say this in Englis is *"Life is difficult, but we can live well. It depends on us."* Mistakes take place because of two reasons: use of article for generic words in Spanish but not in English, and inappropriate forms good & our..., and a misspelling problem for "it depends."

Mistakes	L1 Interference
Freddy Ternero just won the only cup of team peruvian.	Freddy Ternero sólo ganó la única copa del equipo peruano. It is clear that the student translated or used Spanish literally to write a sentence in English.
The only thing that don´t like me was that each book was more extense than the other from 200 pages to 500 or 700 so, I retired in the fifth book.	Lo único que no me gustó fue que cada libro era más extenso que el otro de 200 páginas a 500 o 700 entonces me retiré en el quinto libro. The English sentence was translated literally.

Chart 4. Control and Experimental Groups' Errors and L1 Interference from the Pre-Test Writing Activity: A Book or Movie Review. Source: Own elaboration.

As we can see, there are many errors coming from negative transfer done by the students, which are also pretty similar to the ones made by the Thai students in the investigation done by Bennui (2008). The Thai students´ errors were classified into three categories: L1 lexical, syntactic and discourse interference (pp. 77-80). They similarly translate literally, make grammar errors due to their L1 use, and they do not use subjects in several sentences.

In this research paper, the samples come from both groups, so after collecting these data and verifying that L1 really influences on students' elaboration, the investigation was carried out to provide the students with a different writing perspective.

Students still needed to comply with other writing genres such as writing an article, a story, and a for/against essay. Also, for the final exam, students wrote an email and one of the genres previously mentioned. There are plenty of writing occurrences in which critical thinking was inserted to promote more students' involvement and learning.

3.6.2. The three writing interventions

In the textbook, the other three writing activities, ***an article***, ***a short story***, and ***a for/against essay,*** were treated differently to introduce the critical thinking skills through questions, videos, and mind maps. In order to do so, there are lesson plans and power point presentations (Annexes 21, 22, 23, 24, 25, and 26) that explain how this is done. The three writing activities used thought provoking questions to engage students to the writing task and make them think about the topic or the points they could include in their writings.

In the case of **the article** and **the story**, there are **video clips** that provide tips on how to write them. These videos were prepared by a language center called *International House Porto* (www.ihporto.org) in Portugal found on YouTube where two students explain what expressions to use, the different parts they have, and all the important features they should contain. They also come with writing samples that were printed out and given to the students while preparing for these two tasks. Students were also given mind maps that I prepared with the expressions they should use (Annexes 29, 30 and 31).

Besides these two videos, the presentation comes with other short videos from YouTube that helped students activate their schemata and imagination. For instance, when writing the article, they needed to write about an invention, so there is a YouTube video clip about a very innovative invention that inspired students to do their writings. In the case of the story, there is a brief story of a stray dog, which also inspired students to write.

For the last writing activity, students had to write **a for/against essay**. To do so, first students were given the essay sample text from their course book cut into different pieces to arrange them; they worked in groups and a lot of negotiation took place. You Tube videos were also used to present the topics they could argue about so that they could have plenty of ideas for their writings. As mentioned earlier in this research, videos can provide students with the tools to employ critical thinking skills as analysis, evaluation, inference, and explanation, which are pivotal for the writing of this argumentative essay and at the same time they helped students expand on their ideas.

Additionally, the **survey** revealed that the participants' age ranges between 18 and 24; therefore, these students have grown up watching videos and using technology. They belong to the Generation Y (Reiley, 2012, p. 4), which is more attracted to a web video, so implementing video-based activities as it is done in these writing tasks had a great impact in raising their interest in what they had to write. Several students in the experimental group used the videos as a starting point for their writings.

Also, Oblinger (2003) adds that the Generation Y students look for information and understanding from the web and videos (pp. 38, 39), which stresses the importance of using them not only to present a new feature of the language but also to engage them. Once students are engaged, they can feel motivated to discuss and write. Along with the use of videos, there was also room for questions and mind maps.

3.6.3. Explanation of the three writing activities: the intervention

1) An Article:

To begin with this activity, students from the experimental group watched a video clip about how to write an article: https://www.youtube.com/watch?v=wYjWZ_5yC3s

During and after watching the video, they discussed the main points presented in this video clip to help them understand clearly how to write the article. They also review the parts an article should contain such as a catchy title, rhetorical questions in the introduction, expressions to develop their ideas, and a conclusion.

Then the writing task was presented and these students were asked to write about an invention that could affect our lives. Due to this, another video clip was shown about an innovative invention that can help them think of something they would like to write about.

https://www.youtube.com/watch?v=rSHwFkhLH78

After watching this second video, students discussed some of the things seen in the video, and right after that they were asked to discuss in pairs some questions to set and plan the activity. These questions kept the students focused and helped them analyze what they were going to include on their pieces of paper. The questions provided them a framework to use in order to help them reflect on the task and notice if they are including all of the points an article should contain. The questions are also included in the power point presentation:

1) Which invention would be interesting to write about? What information must you include about the invention?

2) What title could you give to your article?

3) How are you going to introduce the topic?

4) How are you going to organize your ideas into paragraphs? What are you going to write about first? Second?

5) Who is the reader? What style will you use? What type of language could you use?

6) What register is appropriate? formal (serious) or informal (light)?

Questions were asked throughout the activity to engage students to the task, clarify understanding, check their comprehension, and most importantly to start connecting themselves to the topic and their thoughts that were going to be used later on a piece of paper. Questions are an essential part of Critical Thinking skills.

Next students received an article sample that was presented in the first video as a model to study it and notice how the suggestions for writing an article were used, and they also got a mind map that I prepared with all the expressions used to write the article. Students also prepared their own mind maps to brainstorm ideas before doing the article about an invention (Annex 15). Students were then ready to complete the task and the three variables were used in this activity promoting critical thinking skills.

2) A Short Story:

When students worked on the writing of the story, the class was also guided with thought provoking questions and a video with a story that engaged and motivated them to write.

The questions used to introduce the video are the following:

Have you seen stray animals on the street?

Do you think these animals have their own story?

What if you find one? Would you recue it? Let´s watch this interesting video and please think about the story behind it.

http://www.youtube.com/watch?v=nnYRhanK3XA (3:41)

Then the questions used to analyze the video are the following ones:

What did you see in this video?

What is the beginning of this short story?

Is there a climax? When was it? What happened?

Students provided their answers and they concluded that what they saw in the video are some components of a story: some background, the main part and a climax.

After watching the video and using the questions to raise interest in the writing of a story, the teacher presented another video showing them how to write a story. Here they were given tips on how to write their own stories:

https://www.youtube.com/watch?v=eY4Bssdv5iM

While watching the video, the teacher paused the video at crucial points to emphasize how to write their own short stories. Then they revised the components of the story one more time in the power point presentation so that they could continue thinking on the process and the words they had to use. Right after that, students also got another writing sample as a model; this also appeared in the video. Students could see how a story has three parts, how linking words are used to describe a sequence, and how descriptive adjectives and adverbs are included to add flavor and color to their stories.

Then a mind map with time phrases, direct speech, dramatic expressions, expensive words, and concluding words was prepared, distributed, and given to every student to outline the sequence suggested in the writing of the stories (Annex 28).

Students were then ready to write their own story based on the prompt provided for this writing activity:

Your story must **begin** with the following words:

Alice knew that it was going to be a very special day for her.

Once again the variables were also present in this activity to help students enhance their critical thinking skills to counteract negative L1 interference.

3) A For/Against Essay:

To begin with this activity, students worked in groups to arrange the for/against essay model they have in their books. While working together, students exchanged knowledge, criteria, and evaluated the content of the essay to provide the correct order. Then students

analyzed how the article is written and the types of sentences used in this model. The reason for doing this is that they usually write run-on and comma splice sentences, which hinders illegibility when presenting their final product.

After working on that, students classified the different parts the essay has so that they could see that the writing should include an introduction, two body paragraphs (for arguments/against arguments presented separately), and the conclusion. They also analyzed this writing sample to learn how this type of essay is written and how important is to take a stand in an argumentative essay as well as acknowledge the other opposing viewpoint.

Right after that, students watched the power point presentation to review once more the elements that the essay should have. This power point presents the three topics they should write about and they come with web links and video links that are used to generate thoughts and discussions to activate their schemata and engage them more to the writing task. These three topics are presented in the writing bank: *Teenagers should not be allowed to wear designer clothes or shoes at school, Shows which include mind-reading and hypnosis should be banned, and Background music and TV screens should be banned in public places.*

Students also received a mind map with the most common expressions to use when writing the essays, which included words and phrases of how to list advantages, disadvantages, points in an essay as well as expressions on how to introduce points for/ against, how to make contrasting points, and so on (Annex 29).

In this activity, the use of questions, a video clip, and a mind map were used as well to promote critical thinking as a way to help them write their argumentative essays.

Chapter 4
Discussion of the Results

4.1. Data analysis

The data began being collected from the beginning of this research when students worked on the review. This data was used to examine the type of L1 interference students made in their writings.

Right after that, the surveys were conducted and tallied to learn more about students' writing habits. That data has been analyzed several times to make sure they provide reliable information about the way students perceive writing, grammar, reading, translation, and other aspects that could influence on their writing skills and progress.

Also, in regards to the three writing tasks: an article, a story, and a for/against essay, the writings were saved in a file for further analysis and comparison to find how the use of the questions, videos, and mind maps helped students from the experimental group become more critical thinkers and like this improve their writing skills by noticing how L2 works and diminish their L1 progressively.

Students' final exams were also saved with the same purpose. This information was analyzed and represented in graphs.

To describe the analysis, Excel and SPSS were used to codify the statistics results.

4.1.1. Survey

The first group to be analyzed is **the Experimental group**. This class had 20 students enrolled on the list, but when the surveys were given, there were 11 female students and 7 male students. This makes a total of 18 students.

Table 2. Experimental Group Class Description

Ages	Female Students	Male Students
18	**2**	**0**
19	**4**	**2**
20	**2**	**4**
21	**3**	**0**
24	**0**	**1**

Note. Source: Own elaboration

Table 2 indicates the number of students in the experimental group according to their ages and sex.

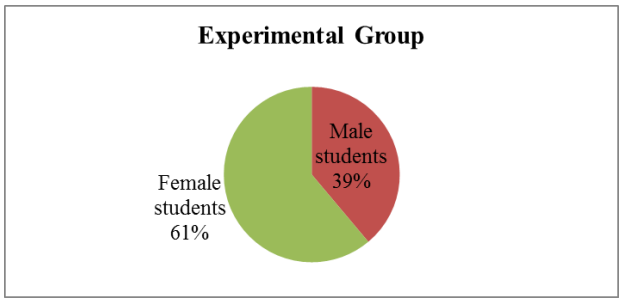


Figure 4. Male and Female Percentages in the Experimental Group. Own elaboration.

Figure 4 shows the percentages of female and male students in this class, which reveals there are more female students taking this course.

Both illustrations describe who the students in the experimental group are in terms of their identity and age. It is clear to see they are young adults that come from different majors and meet three times a week to take this preparation FCE course.

The questions from the survey and the results obtained from it are discussed in detail below:

Question Nº 1: Do you find writing in English an easy task? Why?

Table 3. Reasons and Percentages for Finding Writing in English Easy or not

Reasons	No 32%	Yes 68%
	use tenses incorrectly	express better in comparison to speaking
	have problems with vocabulary	explain their ideas in a neat way
	experience difficulty in expressing their ideas	not so hard to put ideas on a piece of paper
	confusion of meaning of words	previous English learning experience
	It is complicated	

Note. Own elaboration

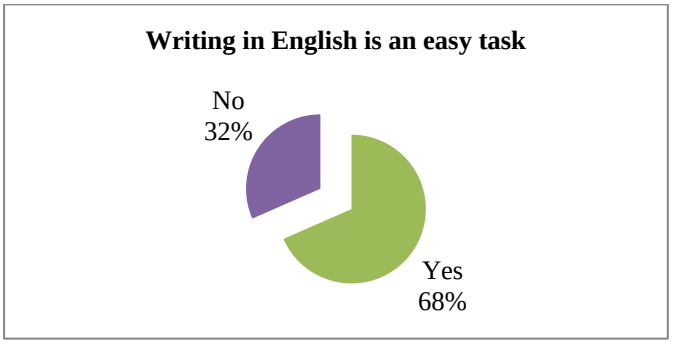


Figure 5. A Higher Percentage of Students Find Writing in English an Easy Task. Source: Own elaboration

Table 4. SPSS's Results for Question Number 1 and Reasons for Students' Answers

Do you find writing in English an easy task?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	77.8	77.8	77.8
	No	4	22.2	22.2	100.0
	Total	18	100.0	100.0	

Why?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	similar to Spanish	3	16.7	16.7	16.7
	I know some English	5	27.8	27.8	44.4
	vocabulary problems	2	11.1	11.1	55.6
	confusion	2	11.1	11.1	66.7
	organization	5	27.8	27.8	94.4
	grammar problems	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Note. Source: Own elaboration

As shown in Figure 5, most students from the experimental group find writing an easy task. The SPSS statistics results in Table 4 indicate that they considered it easy because of their previous knowledge, similarity to Spanish, and organization. They also feel more confident when writing in comparison to speaking as it appears in Table 3.

Question Nº 2: Do you have problems finding the right grammatical form in English to express ideas? Why?

Table 5. How Hard it is to Find the Right Grammatical Form: Percentages and Reasons

Reasons	Not so hard 58%	Really hard 42%
	Know different ways to express their ideas	Need of improving grammar
	Exposed to the language through movies and music	Lack of vocabulary words

Note. Source: Own elaboration

Interestingly, 58% of them assure they know how to express their ideas because they are exposed to English through music and movies. However, the other 42% admit lacking vocabulary and a need to improve their grammar.

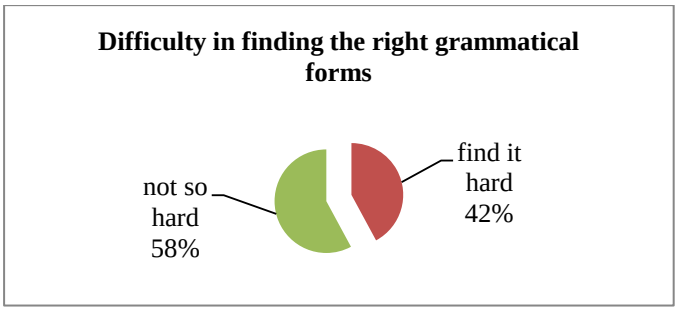


Figure 6. A Higher Percentage of Students Find the Right Grammatical Forms. Source: Own elaboration

Table 6. SPSS' s Results for Question Number 2 and Reasons for Students' Answers

Do you have problems finding the right grammatical form in English to express your ideas?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	44.4	44.4	44.4
	No	10	55.6	55.6	100.0
	Total	18	100.0	100.0	

Why?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	5.6	5.6	5.6
	lack of vocabulary	2	11.1	11.1	16.7
	lack of grammar	6	33.3	33.3	50.0
	I know some English	6	33.3	33.3	83.3
	confusion	1	5.6	5.6	88.9
	practice	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Note. Source: Own elaboration

The SPSS statistics show most students in this group accept that lack of grammar is a reason for having problems when writing in English. There are some who feel confident, though. The reason for this is that they know some English, but at the same time their grammar needs improvement.

Question Nº 3: Do you think in Spanish when you are writing a composition in English? Why do you do it?

Table 7. Reasons and Percentages for Thinking in their L1

	No 15.78%	Yes 84.22%
Reasons	Do not think in their L1	Think in their L1
	Think the structures in English	Do not feel sure in English
	Do not rely on translation	Need of translation
	Elaboration of sentences in English is different from their L1	Translation is done in order to help themselves organize their ideas

Note. Source: Own elaboration

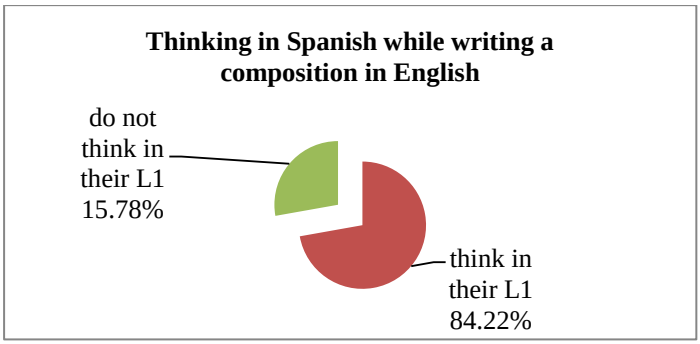


Figure 7. A Higher Percentage of Students Think in their L1 While Writing a Composition in English. Source: Own elaboration.

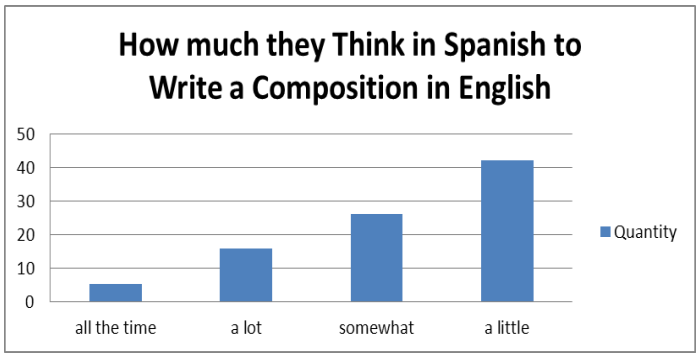


Figure 8. Quantity and Amount of Thinking in their L1. Source: Own elaboration.

Table 8. SPSS's Results for Question Number 3 and Reasons for Students' Answers

Do you think in Spanish when you are writing a composition in English?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	83.3	83.3	83.3
	No	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Note. Source: Own elaboration

How much?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	11.1	11.1	11.1
	a little	8	44.4	44.4	55.6
	somewhat	4	22.2	22.2	77.8
	a lot	3	16.7	16.7	94.4
	all the time	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Note. Source: Own elaboration

Why do you do it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	it is easier	3	16.7	16.7	16.7
	organization	2	11.1	11.1	27.8
	translation: Spanish to English	5	27.8	27.8	55.6
	to help me	5	27.8	27.8	83.3
	a habit	1	5.6	5.6	88.9
	I just think in English	1	5.6	5.6	94.4
	confusion	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Note. Source: Own elaboration

Most of them do think in their L1 because it mainly helps them. They directly translate their ideas and they resort to it to help them write easily.

This finding is really important in this research since it proves to what extent students in the experimental group use their L1 to write an English composition.

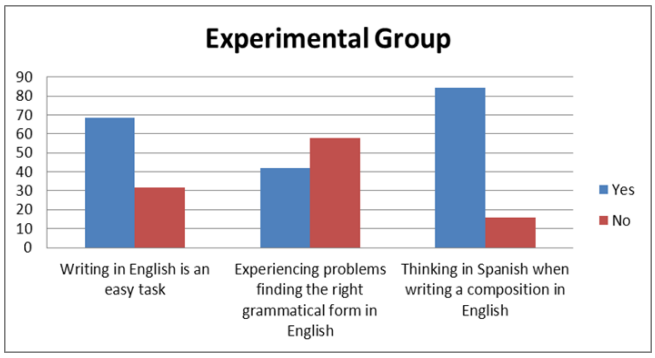


Figure 9. Summary of Results in Terms of Agreeing or Disagreeing with the First Three Questions. Source: Own elaboration.

Question Nº 4: What do you do to improve your writing skills? Mark everything you do.

In this multiple response question, each number means something they do to improve their writing skills. Students were given different options to choose from and they wrote options on their own. The most common items checked are numbers 6, 2, and 3.

Table 9.Things Students do to Improve their Writing Skills

1	I keep a journal.
2	I do free writing activities whenever I can.
3	I sometimes read English books.
4	I usually read English books.
5	I always read English books.
6	I do homework.
7	I don't do anything.
8	I listen to music.
9	I watch TV series and movies in English.
10	I practice with others and somewhere else.
11	I play video games in English.

Note. Source: Own elaboration

Table 10. SPSS' s Results for Question Number 4 Multiple Response

The most frequent answers

		Responses		
		N	Percent	Percent of Cases
Multiple Response Question 4	1.00	3	8.3%	16.7%
	2.00	6	16.7%	33.3%
	3.00	5	13.9%	27.8%
	4.00	3	8.3%	16.7%
	5.00	1	2.8%	5.6%
	6.00	11	30.6%	61.1%
	7.00	2	5.6%	11.1%
	8.00	1	2.8%	5.6%
	9.00	1	2.8%	5.6%
	10.00	2	5.6%	11.1%
	11.00	1	2.8%	5.6%
Total		36	100.0%	200.0%

Note. Source: Own elaboration

The second group is **the control group**. It also has 20 students enrolled on the list, but 19 students responded the questionnaire. Out of this group, 7 of them are female and the other 12 students are male.

Table 11. Control Group Class Description

Ages	Female Students	Male Students
18	**0**	**1**
19	**3**	**2**
20	**4**	**2**
21	**0**	**4**
22	**0**	**1**
23	**0**	**1**
24	**0**	**1**

Note. Source: Own elaboration

Table 11 describes this control group in terms of gender and sex. In this case, there are more male students in comparison to the female ones as in Figure 10.

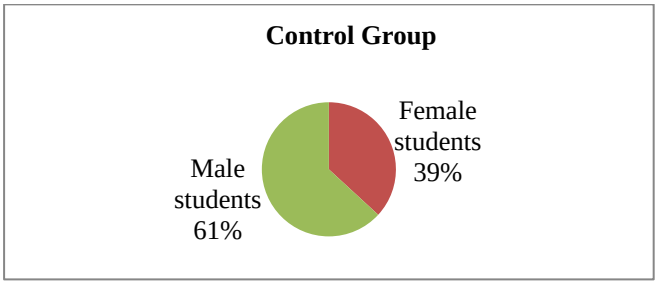


Figure 10. Male and Female Percentages in the Control Group. Source: Own elaboration.

They are also young adults studying different majors in the university that meet in the FCE preparation class.

Now the results of the survey for the Control Group are going to be described in the next part.

Question Nº 1: Do you find writing in English an easy task? Why?

Table 12. Reasons and Percentages for Finding Writing in English Easy or not

Reasons	No 44%	Yes 56%
	Grammar rules in English are different from the ones in Spanish	Know how to use grammar and vocabulary
	English grammar is complicated	Can express ideas easily
	Words and order are confusing	

Note. Source: Own elaboration

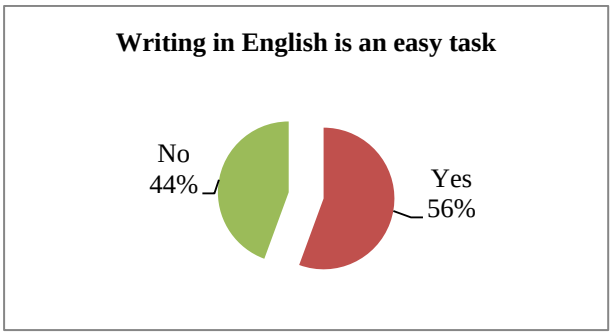


Figure 11. A Higher Percentage of Students Find Writing in English an Easy Task. Source: Own elaboration.

As shown in Table 12, 56% of students in this group think that writing in English is an easy task in comparison to the other 44% that consider writing difficult due to their limited lack of grammar knowledge. To them, English grammar is quite different compared to Spanish, their L1, which also indicates their L1 dependence to understand grammar rules in English.

Table 13. SPSS' s Results for Question Number 1 and Reasons for Students' Answers

Do you find writing in English an easy task?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	57.9	57.9	57.9
	No	8	42.1	42.1	100.0
	Total	19	100.0	100.0	

Why?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	10.5	10.5	10.5
	I know some English	6	31.6	31.6	42.1
	vocabulary problems	1	5.3	5.3	47.4
	confusion	1	5.3	5.3	52.6
	organization	2	10.5	10.5	63.2
	grammar problems	5	26.3	26.3	89.5
	practice	2	10.5	10.5	100.0

Total	19	100.0	100.0	

Note. Source: Own elaboration

Also, Table 13 lists the reasons why the students in this group find writing in English an easy or difficult task. Though there are more students that find it easy because they know some English, which means that they have been studying for a longer time than the ones who struggle with grammar, word order, and L1 interference.

Question Nº 2: Do you have problems finding the right grammatical form in English to express ideas? Why?

Table 14. How Hard it is to Find the Right Grammatical Form: Percentages and Reasons

Reasons	Not so hard 17%	Really hard 83%
	Not serious problems since they sometimes make mistakes	Lack of grammar knowledge
	Everything is in a dictionary	Confuse L2 with L1 making them feel insecure

Note. Source: Own elaboration

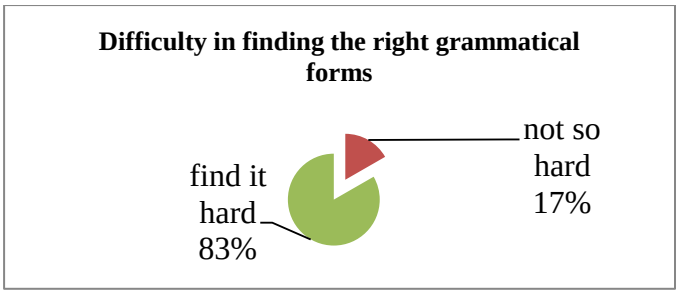


Figure 12. Most Students Find Hard Using the Right Grammatical Forms. Source: Own elaboration.

Table 15. SPSS' s Results for Question Number 2 and Reasons for students' answers

Do you have problems finding the right grammatical form in English to express your ideas?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	78.9	78.9	78.9
	No	4	21.1	21.1	100.0
	Total	19	100.0	100.0	

Why?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	2	10.5	10.5	10.5
	lack of vocabulary	4	21.1	21.1	31.6
	lack of grammar	4	21.1	21.1	52.6
	I know some English	3	15.8	15.8	68.4

	confusion	4	21.1	21.1	89.5
	practice	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

Note. Source: Own elaboration

The statistics reveal that grammar is still a difficult aspect about learning English. They also added lack of vocabulary and confusion as another predominant reason why it is hard to express their ideas on a piece of paper.

Question Nº 3: Do you think in Spanish when you are writing a composition in English? Why do you do it?

Table 16. Reasons and Percentages for Thinking in their L1

Reasons	Do not think in their L1 28%	Think in their L1 72%
	Translating is not the same as writing a composition	They know what they are saying
	The order in Spanish is different from the order in English	Easy for them to change from one language to another
		Not much time to write in English right away

Note. Source: Own elaboration

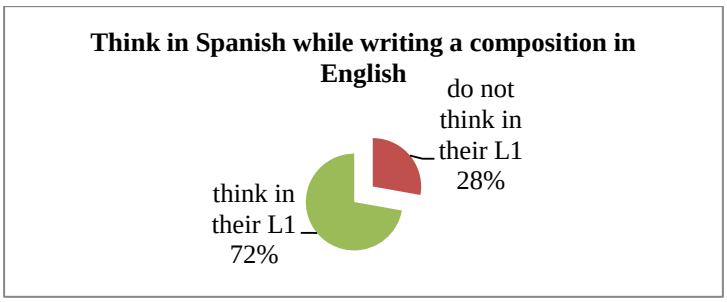


Figure 13. Most Students Think in their L1 While Writing a Composition in English. Source: Own elaboration.

There is a great number of students that assert they think in their L1. They think it is better to do it because there is not much time to write in English immediately and they find it convenient to switch from their L1 to L2 as it is mentioned in Table 16.

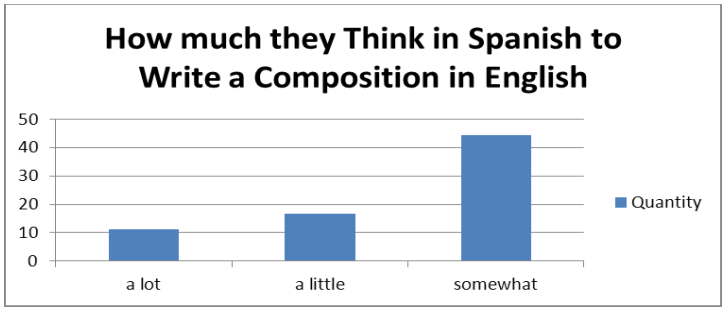


Figure 14. Quantity and Amount of Thinking in their L1. Source: Own elaboration.

Table 17. SPSS' s Results for Question Number 3 and Reasons for students' answers

Do you think in Spanish when you are writing a composition in English?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	73.7	73.7	73.7
	No	5	26.3	26.3	100.0
	Total	19	100.0	100.0	

Note. Source: Own elaboration

How much?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	5	26.3	26.3	26.3
	a little	3	15.8	15.8	42.1
	somewhat	9	47.4	47.4	89.5
	a lot	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

Note. Source: Own elaboration

Why do you do it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	4	21.1	21.1	21.1
	it is easier	3	15.8	15.8	36.8
	translation: Spanish to English	3	15.8	15.8	52.6
	to help me	5	26.3	26.3	78.9
	a habit	3	15.8	15.8	94.7
	I just think in English	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

Note. Source: Own elaboration

Students definitely use their L1 to write compositions in their L2 as shown in Table 17. Among the reasons for that are this helps them, it has become a habit and it is easier to translate. Very few students can just think in English, so very few make the effort to do it.

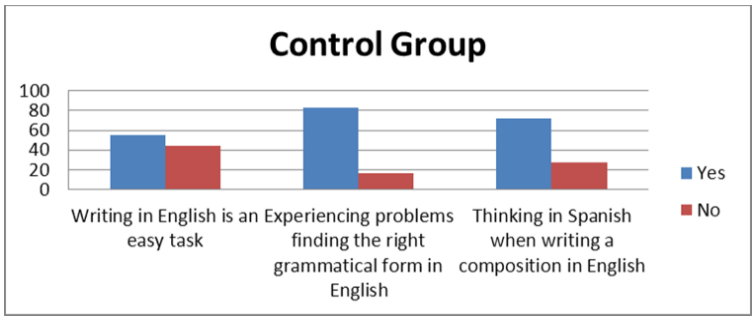


Figure 15. Summary of Results in Terms of Agreeing or Disagreeing with the First Three Questions. Source: Own elaboration.

Question Nº 4: What do you do to improve your writing skills? Mark everything you do.

Each item marked indicates what they do to improve their writing skills:

Table 18. Things Students do to Improve their Writing Skills

1	I keep a journal.
2	I do free writing activities whenever I can.
3	I sometimes read English books.
6	I do homework.
7	I don't do anything.
8	I listen to music.
9	I watch TV series and movies in English.
10	I practice with others and somewhere else.
12	I read magazines and lyrics of English songs.

Note. Source: Own elaboration

Here the students from the control group marked numbers 3 and 6 as the most common things they do to improve their writing skills. The other two popular items were numbers 2 and 8.

Table 19. SPSS' s Results for Question Number 4 Multiple Response

The most frequent answers

		Responses		
		N	Percent	Percent of Cases
Multiple Response Question 4	1.00	2	5.6%	10.5%
	2.00	5	13.9%	26.3%
	3.00	8	22.2%	42.1%
	6.00	8	22.2%	42.1%
	7.00	2	5.6%	10.5%
	8.00	4	11.1%	21.1%
	9.00	2	5.6%	10.5%
	10.00	3	8.3%	15.8%
	12.00	2	5.6%	10.5%
Total		36	100.0%	189.5%

Note. Source: Own elaboration

In conclusion, through the conduction of this survey, it is noticeable what students from both groups believe regarding the way they address their writing skill and the writing activity.

Take for example the case of the students from the experimental group, who most of them consider that writing in English is an easy task due to their previous knowledge of the target language, which facilitates the organization of their thoughts. Some of them also think that a similarity between the target language and their native language helps them write easily.

The students in this group also agree that they face grammatical problems, but more than half of that group does not see these problems as a disadvantage. They assert that their

previous knowledge helps them; nevertheless, there are some who admit that there is some lack of grammar and vocabulary as shown in the tables and figures above.

Interestingly, most of the students in the experimental group have admitted that they tend to think in Spanish while doing their writings mainly because it helps them, so writing becomes easy to them. This proves they often depend on their L1, which can turn into interference.

In order to improve their writing skills, most of these students do homework and freewriting activities whenever possible as well as other things such as reading in English and practicing in other English language centers.

The survey clearly reveals that these students see writing as a skill they know how to work with it in most of the cases. However, there are few students that honestly admit they struggle when doing a writing task.

4.1.2. Pre-test writing activity

Book or movie review: Here the two groups are compared to find the mean, the mode, and the median. These three findings will be present in all the activities performed by the students from both groups. In the case of this Pre-Test activity, the grades obtained from these two groups indicate that the experimental group had a more active participation in this task in comparison to the control group.

Even though the experimental group obtained better grades, the results have shown that the students from both groups make use of their L1 to express themselves in English, which is an indicator of L1 interference in the written production stage.

As this pre-test activity was done before the intervention, its main purpose is to indicate how the students' grades give information about this situation, its frequency, and the average score.

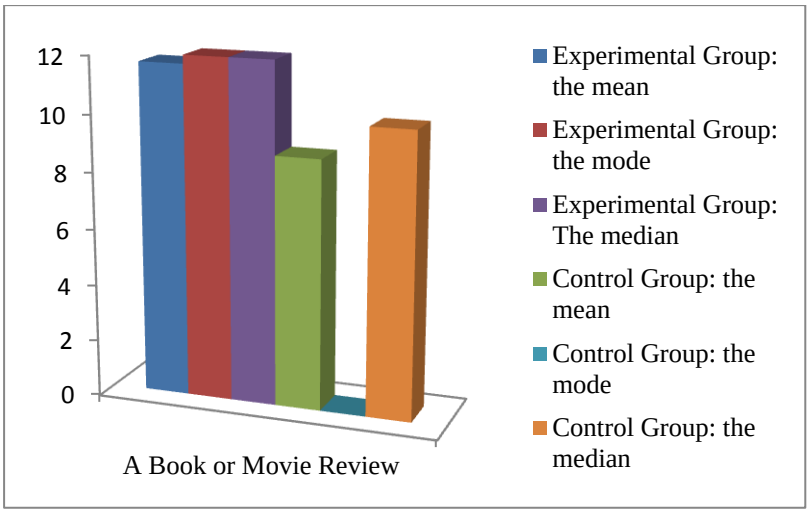


Figure 16. Pre-Test Review The Mean, the Mode, and the Median: Experimental and Control Groups. Source: Own elaboration.

4.1.3. The three writing interventions

After performing the three writing interventions, all of the grades in the mark sheets from both groups were used to find the mean, the mode, and the median in order to compare them and see if there have been any changes or progress related to the improvement of students' writing skills.

These grades were given based on the rubrics used by the University San Ignacio de Loyola (Annex 32) when evaluating writing tasks. The rubrics were used when correcting these three writing activities in the FCE preparation course: an article, a short story, and a for/against essay.

An Article

Bear in mind that in this activity, students in the experimental group are already working with the variables that intend to promote more critical thinking skills as with the use of the questions, videos, and mind maps. Unfortunately, there is still a number of students that are absent at the moment of doing this activity. This is the reason why the mode is 0. On the other hand, the mean and the median are higher in the case of the experimental group.

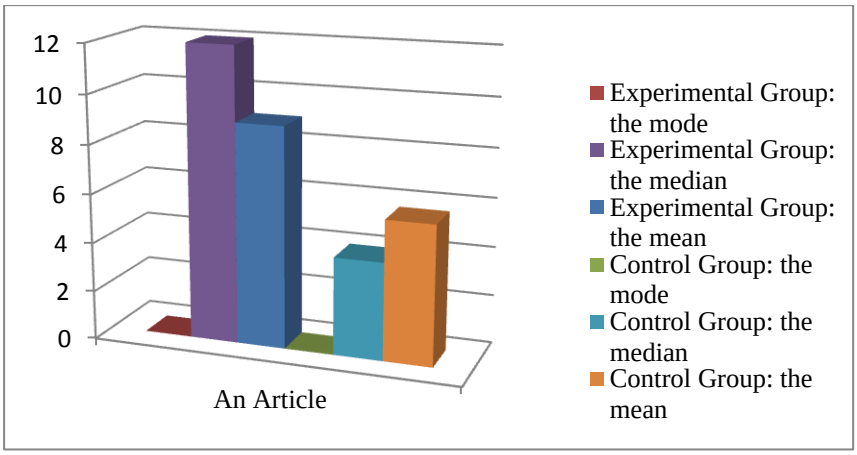


Figure 17. Article The Mean, the Mode, and the Median: Experimental and Control Groups. Source: Own elaboration.

Additionally, here is a chart that represents the grades obtained by the students that attended this class and wrote the article; their results look different, favoring the experimental group:

Table 20. Grades Obtained by Students' Attendees

Values	Experimental Group	Control Group
the mean	13.85	11.4
the median	14	11
the mode	16	10

Note. Source: Own elaboration

Once again to find the values shown in Table 20, the grades from both groups were used, but only from the ones who attended the class.

Evidently, the experimental group got higher scores because they were exposed to the treatment. They watched videos, were guided through the use of questions, worked in pairs to exchange information, used a mind map to create their writings and recall the expressions they had to use. This was done to promote critical thinking in order to analyze first what to do, then how to do it, and finally do it based on what they learned to use.

A Short Story

The mean, the median, and the mode were obtained from all the grades from the work sheets**.** This time the control group obtained a higher average due to absenteeism and lower results. Unfortunately, several students were absent in both groups, which resulted in 0 for both the median and the mode.

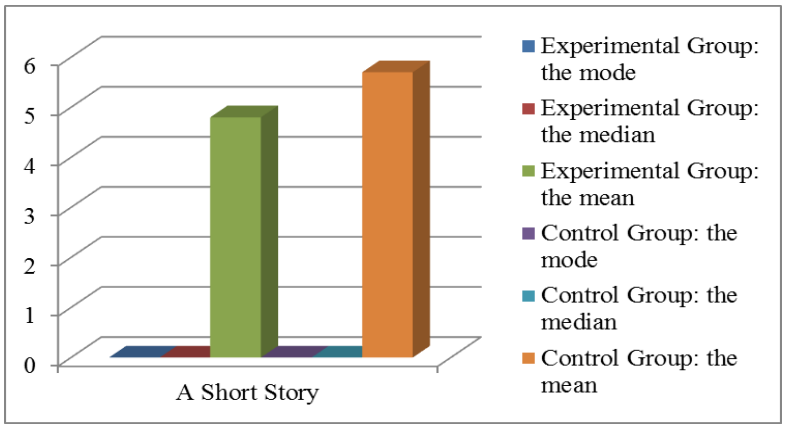


Figure 18. Short Story The Mean, the Mode, and the Median: Experimental and Control Groups. Source: Own elaboration.

Nevertheless, after comparing the strengths and weaknesses between the experimental and control groups when performing this writing task, it is evident that the experimental group benefited from the treatment:

Table 21. Strengths and Weaknesses in the Writing of a Story

	Strengths	**Weaknesses**
Experimental Group 8 stories (turnitin) 5 stories (pdf) (Annex 16) (13 stories)	5 students used titles 11 students used the prompt sentence 8 students used useful phrases to add flavor to their writings 9 students' stories have well-defined three key parts of a good story	8 students did not write an exciting title as it was suggested in the power point 5 students used very few useful phrases to construct their stories. These phrases were presented in the video and in the mind maps. 4 students did not fulfill presenting the 3 main parts of a story. One of them just wrote an entire paragraph, in which the three components were not stated. 2 students did not use the prompt sentence, which resulted in an ineffective story since the task required the use of it.
Control Group 9 stories	1 student wrote a title 4 students used the prompt sentence 3 students tried to use direct speech 1 student used the useful phrases to narrate this story 7 stories have the 3 parts a story should have, but they are not well defined	8 students did not write an exciting title 5 students did not comply with the requirement of using a prompt sentence 8 students did not use the useful phrases widely, there is a lack of them 3 stories do not have a clear background, main part, and climax 1 story was plagiarized

Note. Source: Own elaboration

The chart clearly shows that the students from the experimental group were more committed in trying to comply with all the requirements established at the moment of delivering the task.

During the task explanation, those students were inductively told what parts a story should have so that they could figure out what elements they needed to consider.

Although the groups do not have the same number of students that handed in their writings, the numbers can tell the difference regarding the quality of production found there. This analysis is based on the instructions delivered from the guidelines provided by the e-book called *FCE Paper 2 Writing How to pass the Cambridge First Certificate Writing Section* written by Alan Bray (2008).

In the experimental group, out of the 13 essays written for this task, 84.61% use the prompt sentence, which was mandatory for the accomplishment of this task. 69.23% had the three well-defined parts that make it a good story. 61.53% used the useful phrases to help them achieve cohesion in their writings. Finally, 38.46% used exciting titles in their stories.

The writing outcomes in the control group are different. Out of the 9 essays written for this task, 44.4% used the prompt sentence. 77.7% had the 3 parts, but they were not well defined. 11.1% used the useful phrases, and another 11.1% used a title for the story. Interestingly, there was an attempt to use direct speech. 33.3% tried to use it.

The following table summarizes the comparison explained above:

Table 22. Characteristics of a Good Story according to Brays

	Experimental Group	Control Group
Exciting title	38.46%	11.1%
Prompt sentence to initiate the story	84.61%	44.4%
Useful phrases	61.53%	11.1%
Story components	69.23%	77.7%

Note: Information adapted from FCE Paper 2 Writing How to pass the Cambridge First Certificate Writing Section by Alan Bray (2008).

A For/Against Essay

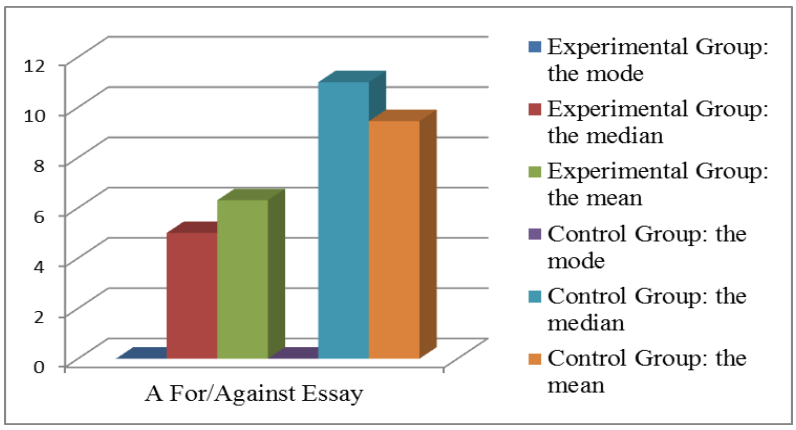


Figure 19. Essay The Mean, the Mode, and the Median: Experimental and Control Groups. Source: Own elaboration.

Although the students of the control group got higher scores, they confused this type of essay with an opinion essay. There is one student that understood how to write the essay

and got the highest grade; however, he has several spelling mistakes and some expressions were thought first in his L1 showing like this that L1 interference was still present in his own writing conventions (Alexander Z.).

In order to see how these two groups, the experimental and control, compared, the students' writings that scored higher, average, and low will be contrasted to see how the introduction of questions, videos, and negotiation of ordering the essay had an impact on the content of the essay and its proficiency for the students in the experimental group (Annexes 12, 13 and 14).

The following students got the lowest grade (10) in this activity Katherine Z. (Experimental group) and Carlos M. (Control group).

While reading their essays, it is clear to see that Katherine and Carlos are still developing their interlanguage and there are many instances of L1 interference when trying to convey meaning. As we have seen in the survey results, students rely on that because it is easy for them to write their ideas in English. They just try to continue with the flow of ideas, but in English. This certainly creates unambiguity in their writings.

On the other hand, Katherine demonstrated that she understood what to do; she wrote a for/against essay. Carlos, however, did not really present arguments for or against the statement. He just presented the topic and wrote about it. Katherine used stronger arguments in comparison to Carlos. She also used expressions that were provided in the mind maps.

It is obvious to see that the analysis of the essay, the introduction of the video and the discussion in class helped Katherine write a more consistent essay. Also when giving her feedback, I suggested Katherine to work on her weak points so that in the future she can pay attention to the expressions that hinder a better written production.

The students that got the average grade in this activity are Juan Carlos T. (14, Experimental group) and Nivardo C. (15, Control group).

The main difference between Juan Carlos and Nivardo is that Juan Carlos has presented arguments in favor or against the statement. He explained in the essay the reasons without changing the statement. Nevertheless, Nivardo changed the topic of argumentation of the essay and focused on why students should wear uniforms instead of explaining why they should not be allowed to wear expensive clothing in school.

Although both of them still produce lexical interference, spelling and grammar mistakes, Juan Carlos was able to write a more cohesive essay by displaying English writing conventions.

The last two essays correspond to the students that got the highest grades in this writing activity. The students are Kevin T.(16, Experimental group) and Alexander Z. (18, Control group).

Both students followed the conventions used in this type of essay. They stated the topic in the introduction paragraph, explained the arguments for and against in the body paragraphs separately, and they concluded with their opinion using appropriate expressions for that.

However, after reading these two essays very closely, there are some differences between them that make Kevin's writing more proficient than Alexander's writing. For instance, in the introductory paragraph, Kevin mentions that there are "two sides of the argument" presenting like this the for/against position toward the statement. On the other hand, Alexander only mentions the issue.

In the body paragraphs, Kevin presents, in the first body paragraphs, the reasons for not allowing students to wear designer clothes/shoes in school, and in the second body paragraph he presents the arguments against this issue and concludes with a balanced consideration of his opinion. Since Alexander did not write the title for this composition, he mixed the for and against paragraphs order. Also, in the first body paragraph he writes "and for me is a good idea". In this type of essay, writers have to present the reasons for/against objectively; they cannot include their opinions yet. Stating an opinion or using opinion words come only in the conclusion paragraph.

It is clear that Kevin accomplished a better writing task. Although he still experiences some L1 influence and grammatical problems, he was able to write a for/against essay more proficiently, taking into account the process and the conventions for this type of essay. He has demonstrated that he employed critical thinking skills since he used the prompts presented in the class when preparing for this essay.

All of these essays were corrected and evaluated using the university' s rubrics that appear in Annex 32, which assure similar results when grading students' compositions.

4.1.4. Final exam

In regards to the exams, all of the students' grades from the mark sheets were used to find the mean, the mode, the median and the standard deviation. This provides another opportunity for comparison. Here the control group mean was just a bit higher. The reason for that might be absenteeism since some students were absent on the day of the written exam and did not take it.

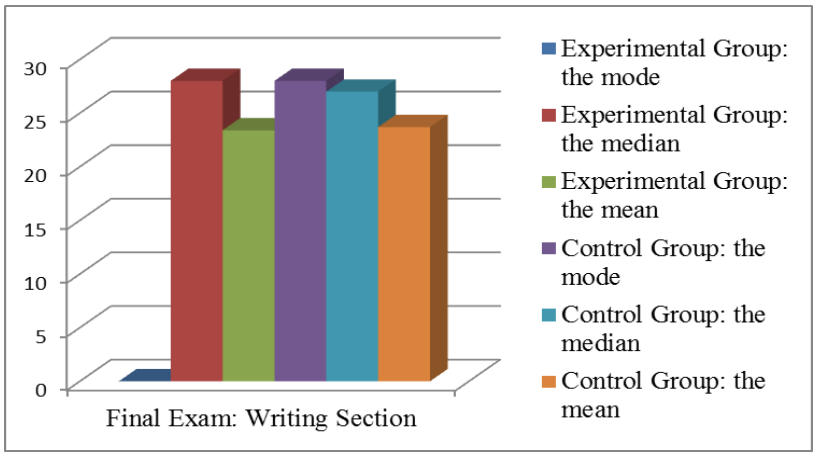


Figure 20. Final Exam The Mean, the Mode, and the Median: Experimental and Control Groups. Source: Own elaboration.

Both the control and experimental groups obtained an average of 23 points with a slight difference of 3 decimals in favor of the control group. However, the experimental group got higher grades more often, but four students were absent, which makes a mode of 0. In the case of the control group only one student was absent.

4.1.5. The HCTSR

The first sample, the three proposals, and the final exams were also analyzed using the Holistic Critical Thinking Scoring Rubric to evaluate if students made use of critical thinking skills and to what extent. The values were compared using the standard deviation (among the students present for this activity), the mean, the mode, and the median.

Pre-Test: Book/Movie review

Even before the intervention, students in the experimental group were more inclined to support their ideas a bit more consistently. They scored a little higher in comparison to the other group when finding the mean, but in the case of the mode and median their score is identical.

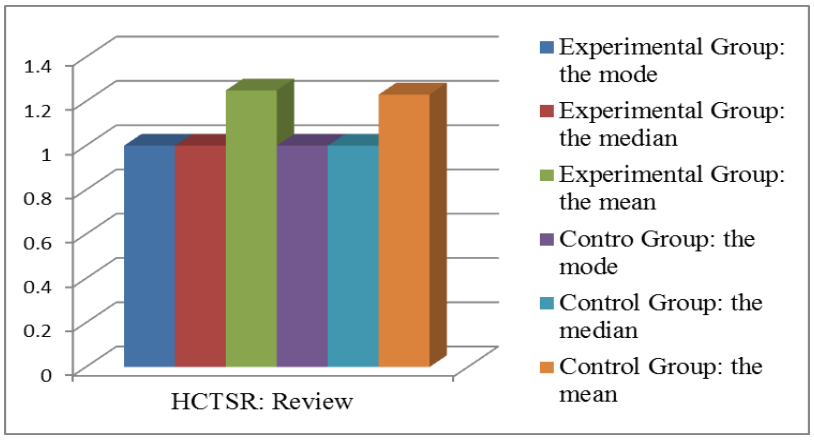


Figure 21. HCTSR Review The Mean, the Mode, and the Median: Experimental and Control Groups. Source: Own elaboration.

An Article

To find the standard deviation, the writing copies of the attendees were kept resulting in a number of 13 writings for the experimental group and 10 for the control group. These students also uploaded their writings on turnitin.

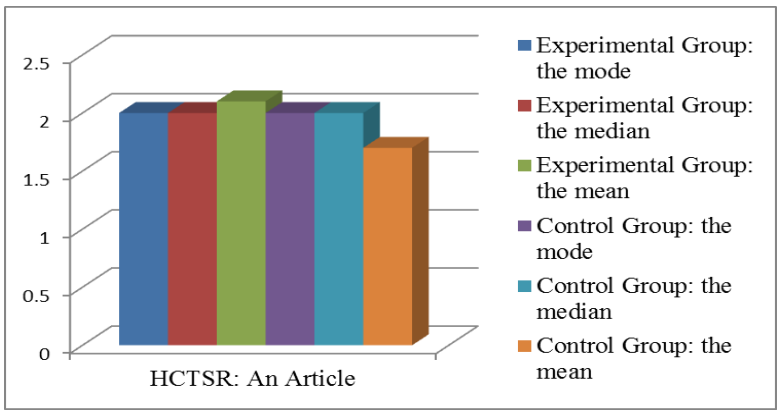


Figure 22. HCTSR Article The Mean, the Mode, and the Median: Experimental and Control Groups. Source: Own elaboration.

Here in the writing of the article, the experimental group used a variety of reasons to support their points. The mean is also higher than the one for the control group though the mode and median are the same.

A Short Story

Even though in the writing of the short story students followed directions more closely, they did not provide so many reasons and explanations to support their stories. This is the reason why their mean is lower.

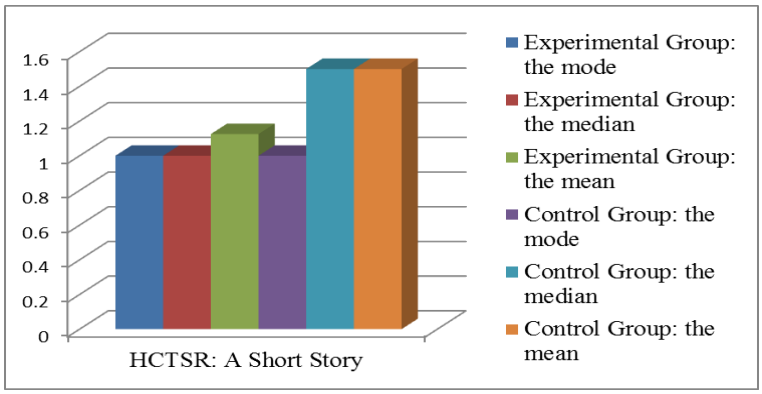


Figure 23. HCTSR Short Story The Mean, the Mode, and the Median: Experimental and Control Groups. Source: Own elaboration.

A For/Against Essay

In the writing of the essay, the experimental group had more frequent acceptable scores regarding the way they sustain their points of view. Because of that, the mean from these two groups is the same though there are different numbers of writings. In the experimental group there are only 10 and in the control group 14.

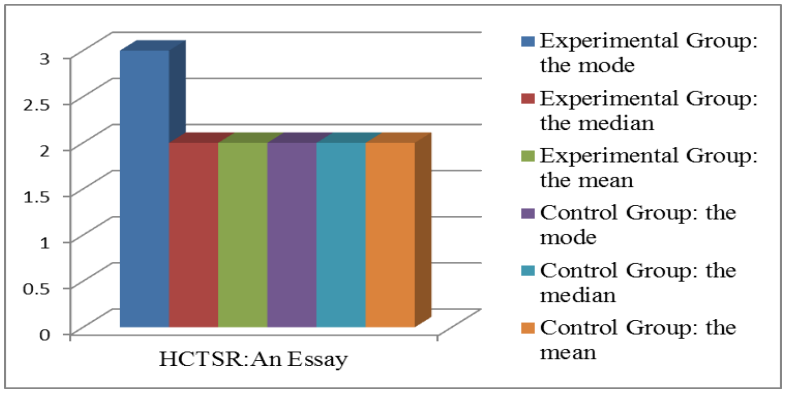


Figure 24. HCTSR Essay The Mean, the Mode, and the Median: Experimental and Control Groups. Source: Own elaboration.

Final Exam:

The students in the experimental group also had more chances to widely use criteria for explaining their points. On the other hand, the mode and the median had similar representations. In this case, all of the grades were considered to find the mean and the other results in both groups. The results clearly show that the students in the experimental group had a better performance.

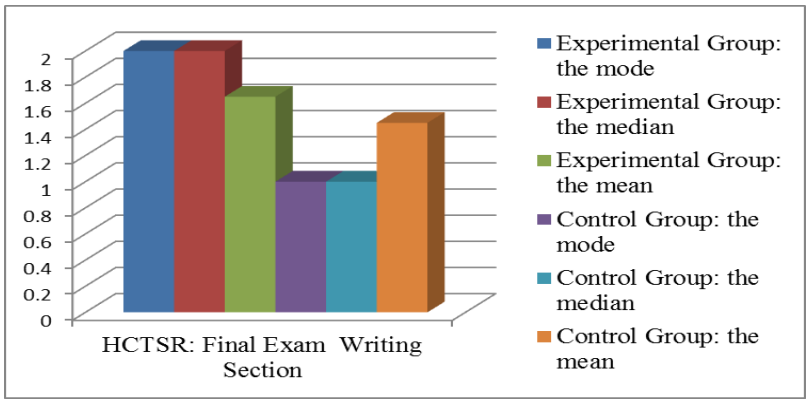


Figure 25. HCTSR Final Exam The Mean, the Mode, and the Median: Experimental and Control Groups. Source: Own elaboration.

4.2. Research findings

In general, it can be asserted that the application of the treatment on the students' writings in the experimental group had a positive impact. First, in regards to the writing of the article, students' grades improved dramatically. Their grades went up in comparison to the other group. The students in the experimental group were more motivated to use the writing prompts and were engaged with the use of questions and the videos presented in this activity.

Also, when writing the story, the students in the experimental group complied with the writing conventions more effectively resulting in good quality production. Here students also watched a video, were guided through questions and used mind maps, which resulted in better outcomes regarding the treatment. Their work was more meaningful as they used the writing conventions for a story more frequently. Also, the mind maps served as a springboard to their writings.

Finally, when these students wrote the essay, they had more arguments to support their view points and became more resourceful. Videos played an important role here because they got ideas about the topics they had to write giving them more chances to become critical thinkers. Therefore, it is true that critical thinking can be promoted as a result of using mind maps, videos, and questions. These three writing activities and their results proved that. There are no doubts of their effectiveness.

Another evidence of this intervention effectiveness is the writing section in the final exams, the students from this group got higher scores more often since they were more prepared to write the writing genres requested in this exam. The practice done in the classroom with the video watching for tips and ideas and the question formulation for becoming more critical as well as the mind maps that students still need to polish, all of them helped them scored higher.

As for the use of the HCTSR, the students of this group could make use of their critical thinking skills more widely in most of the activities. It is true that in the writing of the story the students in the experimental group did not use a wide range of reasons and critical thinking in their writings; nevertheless, they are the ones that applied most of the tips provided for this activity. They actually benefited from the treatment tremendously.

In relation to the L1 interference and Critical Thinking, it is clear to see throughout this research that students will diminish L1 use gradually as long as they internalize L2. Critical Thinking skills play an important role here because it helps students become more aware of their mistakes as well as it helps them analyze and evaluate their own writing. The students' writings for the three proposals are certainly demonstrating that the treatment helped them realized the role of Critical Thinking when writing although this was not mentioned directly to the students. Students progressively improved their grades due to application of the treatment.

4.3. Other findings

Other aspects gathered as response of the research questions were found in the videotaping of the presentation of the treatment. Some of the findings observed there regarding critical thinking and the use of mind maps, videos, and questions are the following:

a) Students have become more enthusiastic in their learning, so they performed better and used all the techniques provided by the teacher in charge. This happened when they had to write the short story. In this activity, students in the experimental group worked enthusiastically in order to try to comply with the tips provided in the videos.
b) Videos arouse students' interest and provide arguments and comprehension so that in all of the three proposal activities, videos were used to give the students background and information that could be used in their writings. Videos are not only entertaining, they can also be a source of motivation and knowledge that can be used when doing the writing as it was performed in the three proposal activities. They were a source of background information that could be used in their writings.
c) Strategic and provoking questions are very engaging and this makes students become more involved to start to hypothesize easily. Here, students were constantly engaged by the use of questions. These questions were not only used to check comprehension, they were used to provoke thinking and engagement.

d) Mind maps helped them connect and generate more ideas. However, mind mapping is still a brainstorming activity students need to practice to master it. Many of them have an idea on how to do it, but they still need to reinforce the flow of ideas.

e) In the completion of the proposals, students have worked in pairs to exchange and negotiate information in order to help them think on how they could write the writing task and what to include in their writings.

f) Many times grades do not always reveal the student's accomplishment in regards to the use of critical thinking skills. There are students that are still developing their interlanguage, so errors are still present, but they can present arguments more consistently because they have learned how to think critically and deepen their points of view. This happened when students did the for/against essay. The students from the experimental group got lower scores, but this did not mean their argumentation was wrong. On the contrary, their arguments were much better than the ones from the other group as it was explained previously. It is necessary to point out that each group had two different co-teachers that worked closely with the main teacher, Ms. Corzo. Each co-teacher has used the rubrics provided by the San Ignacio de Loyola university, but they have also displayed a variation in the way they use their own criteria to apply the rubrics.

g) Throughout the proposal activities, students had many opportunities to deeply think and use their CT skills especially when they had to write. This happened more clearly in some writings more effectively than in others. For example, the writing of the essay provided many opportunities to argue and think, but when the students wrote the short story they mainly focused on the procedures rather than CT.

4.4. Pedagogical implications

Pedagogical implications for the teacher:

Today, Critical Thinking skills have become part of every textbook we use in a classroom. Writing is not an exception; therefore, having a clear understanding of what that is and how it plays an important role in students' writing development is a key factor for being well prepared when this skill is being incorporated in a writing activity.

This research focuses on the teacher's role when a writing task is being presented. If teachers become skillful when choosing appropriate video clips that maximize students' comprehension and engagement, they can be ready to lay the foundation stone for analysis and evaluation.

Then, another thing language instructors should do is to have in hand engaging questions. They are powerful because we can start motivating our students to think about the topic and they may even go beyond the topic. Like this, students will be self-regulating their thoughts and start considering the topic interesting and become willing to explore and write.

It has been proven that mind maps are used to connect the right and left hemispheres of our brains. This gives us as teachers a great opportunity to instruct our students about the benefit of using them and learn to benefit from it as part of the brainstorming process. By doing this, students are unconsciously pushed to activate their schemata and make use of what they know and expand their knowledge by adding information. Besides, if this mind map is shared with another partner or other partners, they will surely benefit tremendously since this type of interaction promotes collaborative learning.

Pedagogical implications for the student:

Students are going to be more aware of their role. They will definitely become more motivated because they will notice a change. They will surely see they are learning since they are making active use of their brains and criteria. However, it is very important to notice that students should have the disposition to become critical thinkers and develop this array of cognitive skills.

Another important point is that classes will be addressed considering students predisposition for learning. As explained in this research, today‘s students are more inclined to video watching. In each video presentation, students could not take their eyes away from the screen. This is a plus in a writing activity. For so long writing has been considered a boring productive skill, difficult to master, but videos can turn their interest and make them think, which is crucial for doing a good writing and like this develop more and more their abilities.

Pedagogical implications for language center institutions:

In order to introduce critical thinking in the writing activity, the curricula in a language center needs to be flexible and realistic. Thinking takes time and a lot of practice. In this research, time constraint was one of the limitations since watching videos demanded some minutes assigned for the task. The activity as presented in the book was long and monotonous and adding the proposals took more time.

Conclusions

There are many reasons to believe that Critical Thinking skills can really help our students to overcome different aspects in their learning. Throughout this research, there are several examples that show that the hypothesis presented at the beginning is valid and workable.

Therefore, in order to instill these skills in our students, a teacher needs to prepare questions that can be engaging, choose appropriate videos that can enhance learning, and provide different brainstorming activities such as mind mapping. Lastly, they should accommodate their teaching to their students' needs and interests.

This research has focused on the aspects mentioned above and it can be said that they provide a great amount of thinking and improvement.

In other words, this research shows that videos that stimulate students' interest and fit the activity properly should be used to engage them as it was done in the three proposal activities. These videos help them to connect to the topic to be written, which gave them many useful ideas related to the comprehension of the task as well as the completion of it.

Then, mind maps became visual aids that could help students see the words they needed to use in their writings, which helped them create more unity and coherence in their compositions, especially when writing the for/against essay. In this activity, students used a mind map with several common expressions to present their points and arguments, to contrast other points, to list advantages and disadvantages and so on.

In all of the proposal activities, students were involved in process writing. They worked on pre-wring tasks with mind maps or oral exchange of ideas with a peer. This is crucial since they help students think more deeply on what they can write. It also gives them the chance to evaluate and assess their own thinking and discard ideas they will not use later on.

Critical Thinking also happens when questions that provoke reflection and understanding are posed. They are good when guiding them to perform a task more successfully because the students are highly involved in the activity. Like this, a lot of thinking takes place and students are more prone to continue thinking when writing. It will hopefully help students increase their proficiency; consequently, L1 influence will diminish little by little.

L1 interference/influence is a natural process in the development of students' interlanguage. Every student learning a foreign language needs to resort to his/her L1 to begin

understanding new concepts in the target language. Many times, they start translating with the hope to have a clear comprehension of the lesson and all the things learnt, which makes them generalize and think that they can literally translate, therefore, create like this their own interlanguage. This is something we can't avoid happening, but we can encourage the use of CT skills so that students at this level can start self-assessing and self-editing their writing in order to make changes that can lead to improvement and less L1 interference.

Recommendations

In the future, some of these aspects are suggested to be studied in further research:

Future studies should focus on monitoring more closely the relationship between writing and critical thinking in order to learn to what extent critical thinking can diminish L1 negative influence. This investigation focused on promoting critical thinking skills by means of the use of the proposals discussed above; however, there is not measurable evidence that demonstrates how much of L1 interference diminishes in students' writing production.

On a wider level, research is also needed to determine the effects of students' own elaboration of provoking questions before writing. It would be advisable to learn the impact this could have in the improvement of their writing skills and how these questions could be used to explore the topic they have to address in a writing activity.

An important matter to resolve in a further study is to learn under what conditions students benefit from using critical thinking skills when writing. Therefore, an important question to answer would be if all of them get to develop their critical thinking skills. And, if they all do, can they realize when they are self-regulating their learning and monitoring more closely their writings without being too focused?

Have we thought about students that have some mental challenges or impaired abilities? Will they be able to think critically and improve their writing skills? This is an important issue for further research since today inclusive education is being promoted in different schools and universities. These students are considered smart but different only, so learning how they can apply CT skills in their writings will be pretty useful information for us to reflect on the way teachers teach them.

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Annexes

Annex 1
Pre-Test Writing Review Experimental Group Sample 1

Juan Carlos Taipe

Long time ago, I was reading the "Harry Potter" books I had read 5 of the 6 books of the saga, Who wrote J.K. Rowling. It was an amazing story, it was so sucsecc then later become a movie.

Harry Potter is a story about a young wizzard, who enter in a magic school, in Wich he became a famous because he were Wellknow for everyone due to her parents. At the beginnimg I think that it Would be boring but then I can't let down. the book became more and more interesting while I Was reading. the only thing that don't like me was that each book was more extense than the other from 200 pages to 500 or 700 so. I retired in the fifth book.

I strongly recommend the Harry Potter books, because I believe that the writer JK. Rowling is one of the best and she has amesing ideas and turn it in a best sellers around the world.

Annex 2
Pre-Test Writing Review Experimental Group Sample 2

Antonella Acurio García.

English VI
M-J-S (1-3pm)

Writing 1 – A Review.

First of all, I am going to present the book, which my review is about. If you like big stories about romance and action, you will have to hey with "50 shades of Grey" written by Ana M. Adams. Actually is a trilogy, she wrote 3 books for the complete story, this book is the first one, then you can find the second part called "Darker shades" and finally the third part called "the last shades". Is about a man called Cristhian Grey, who is a billionaire guy that has a lot of secrets and a special view of a relationship. After weird opportunity, he met a girl named Anastasia, who is an ordinary woman, without a fortune but a very smart personality. Since then, they fell in love and start a strange relationship, with a contract which define, what they can do together and what they have to avoid. I choose this book, because I've enjoyed it.

One of the strengths of this book is how the autor describes the differents situations of their lives, also I admire how she could create a man like Cristhian Grey, with a lot of mental problems. For many newspaper's critics, it's a good book, that show us another face of a relationship.

Finally I will highly recommend "50 shades of Grey" because it has an extremely good plot, their characters are so interesting and when I start reading it, I couldn't put it down, it makes you feel like you are in the story.

Annex 3
Pre-Test Writing Review Control Group Sample 1

THE BUTTERFLY EFFECT

THIS FILM IS ABOUT A GUY WHO CAN TRAVEL TO HIS LIFE IN THE PAST AND CHANGE HIS PRESENT, BUT ANY TIME HE TRAVEL TO HIS PAST HIS PRESENT CHANGE IN A BAD WAY.

I CHOOSE THIS FILM, BECAUSE THIS MOVIE TEACH US ABOUT BE HAPPY WITH THE LIFE WICH YOU HAVE AND DON'T TRY TO CHANGE SOME SITUATIONS IN YOUR PAST AND DON'T HAVE ANY REGRET OF YOUR LIFE.

ONE OF THE GOOD THINGS OF THE FILM IS THE QUANITY OF THE MOVIE SCENES AND THE GOOD SELECTION OF ACTORS IN THE FILM.
MY FAVORITE PART OF THE MOVIE IS THE INCREDIBLY SAD ENDING, BECAUSE THE GUY IN THE END OF THE MOVIE HAVE TO TRAVEL TO THE PAST AND LEAVE THE GIRL WICH IN HIS PRESENT WAS HIS GIRLFRIEND AND ALL HIS FRIENDS TO START A NEW LIFE.

I RECOMEND THIS FILM BECAUSE IS ABOUT A REALLY GOOD HISTORY AND IS A VERY EXCITING MOVIE, WITH MANY THINGS TO THINK ABOUT YOUR LIFE.

FRANCO TEJEDA

Annex 4

Pre-Test Writing Review Control Group Sample 2

Nivardo Cano 06/04/13

It was when I saw the movie of Harry Potter that I became interested in the saga. but I started reading the books years after the author finished with all the 7 books.
The books are more complete than the movies, thats why I prefer reading them. They bring you more information also the book tells you about the history of Harry and his friends. They are always in trouble and trying to find answers for the things that happens in Howarts.

After I started reading the book, I like it more than the move and can't stop reading.
The author also have a good imagination, she gives very rare names to the places that Harry visits However wherever he goes there is always Lord Voldemort trying to kill him for once and for all to stop all the rumors that says that Harry defeats him when Harry was a baby.

I recommend this book, because it has a very good history and when you start reading it you're not going to stop after you finish it and also is very exciting.

Annex 5
Survey

Student´s questionnaire

Name: _____
Age: _____
Male: ___ Female: ____

1) Do you find writing in English an easy task?
Yes _____ No _____

Why? Explain briefly.
_____

2) Do you have problems finding the right grammatical form in English to express your ideas?
Yes _____ No _____

Why? Explain briefly.
_____

3) Do you think in Spanish when you are writing a composition in English?
Yes _____ No _____

How much?
a little _____ somewhat _____ a lot _____ all the time_____

Why do you do it? Explain briefly.
_____

4) What do you do to improve your writing skills? Mark everything you do.

I keep a journal. _____

I do freewriting activities whenever I can. _____

I read English books. _____ How often? Never / Sometimes / Usually / Always

I do homework. _____

I don´t do anything. _____

Other: _____

Annex 6
An Article Experimental Group (Turnitin)

The Solution for your life "IGlasess"
Have you ever thought about the idea of wear glasses and that this glasses have the power to organize your life? This is possible now ! Most people wear glasses as a fashion accessory, However this new product apart from be a fashion accessory and protect you from sunlights, it has got the advantage to solve your life.
One advantage of this kind of glasses is that you can do everything you want to do, also this new and amazing product with advance technology solve your life.
First of all, you can do phonecalls with 3D images in real time (this is spectacular), also you can program your alarm and when it started you will see spectacular images in 3D too.
Another consideration, We need to have present is you can surf in net unlimited and share documents with different people, this great smart glasses has got a lot of functiones that you need to discover inside it.
In conclution, these glasses organize in easy form your life and help you to solve your problems very quickly. **Frank Bolivar**

The funny side of the sun
What do you think about glasses that you can personalize? Nowadays our planet is changing. We don't know in which season we are, but most of the time it's sunny. Wearing glasses that combine with your clothes it's not a problem anymore, there is "humour glasses that is the best way to be fashion.
First of all, you can choose which shape or colors do you like most. It's really creative and you don't have to buy one or another. The price is reasonable so you will be really satisfied with the product.
Moreover, the humour glasses are ecofriendly. Taking care of earth starts with you, remember that an action take a reaction so contribute with the planet.
Briefly, the humour glasses are recommendable. I strongly believe that you should invest your money in products that are useful and take care about yourself. **Angie Moreno**

Annex 7
A Story Experimental Group (Turnitin)

Happy End
Alice knew that it was going to be a very special day for her, because she was planning many things to celebrate her birthday with her parents and friends and also she was finishing her cycle en the university.
Suddenly it wasn't how she thought it. Later that day she had many problems with her final jobs which had to present that day but he couldn't present because she fell asleep that day and for this reason she was late and her teacher didn't want to receive it. She felt very sad and disappointed that day because she was working hard in this job, she didn't sleep well many days, she didn't go out many weekends only just to do her best job.
When it was all over and she was going out from the classroom her teacher call her and told her that she will give one chance to present her job, because she knew that Alice is a great student and believe her reasons, so she felt very happy and when she went to her home her family surprised her with a party for her birthday. **Kevin Tarazona**

A short story
Alice knew that it was going ro be a very special day for her, that would get a big surprise from her boyfriend. She was very happy surprise waiting for this for a week
Arrived the day Alice woke up nervous waiting for that moment arrives, starting the day went to the hairdresser to get ready to get beautiful for that occasion as memorable for her.
After leaving the salon was to buy the dress and shoes for the occasion, last night was awaited day arrived for that great sorprise Carlos boyfriend came to pick her up in a beautiful limo and went to a restaurant where expect a nice decoration with a romantic dinner
Inmmediately after dinner,proceeded to deliver a small box containing an engagement ring he asked her to marry him and told him excited if sealing that night with a big kiss and applause from the diners.
Alice finally not mistaken and it was a great day for her filled with much happiness and love. **Carolina Dongo**

Annex 8
A For/Against Essay Experimental Group (Turnitin)

Background music and TV screens should be banned in public places, e.g. shops, cafés, etc.
In this essay I will explain some reason about background music can be banned in some places. We believe that it is normal, because always we listened some music in places like restaurants and supermarkets.
First of all background music can be very pleasant and relaxing, always that the music it's soft and slowly, for example in a cafes or spas, people used to go to those places because they want to spend some time relaxing, chatting with somebody or just they feel quite. Another advantage of the background music and tv screens it is that if you are bored you can watch the TV screens and learn the latest dancing step.
On the other hand in some places put a music that it is not accord with the place, for example, you never can put a HARD ROCK background music in a café, because people go to that places to have a peaceful place to talk. Another negative aspect it's that in some places they do a completely show, while people are eating or drinking something, and I believe that it´s very bother for costumers.
Taking everything into account I believe that background music should be banned JUST if they are not appropriate for the place and if the people who are there, they don't feel incommoded with the music. **J C Taipe**

Design clothes, are necessary
In these days we can buy everything you want if you have the money for earn on it. Fashion designer know how catch people to fashion life. Some people will buy the last clothes from magazines or fashion bloggers only for be sophisticated and make difference between social classes. But fashion clothes are necessary to use on school?.
First of all we must emphasize that the boys of our days are subject to the latest advances both information technology thus travel faster than in earlier times. For this reason it is no wonder that while sharing video and photos many of them seek to copy a model and designers use actors and actresses so they can show their clothes. So it's not uncommon to see young people buying yourself everyday designer expensive clothes to go to school when it is unnecessary in many cases.
In second place is not appropriate to use these clothes because many are exposed to that may suffer theft .For many people who cannot buy those clothes may feel that they are discriminated against and that as they hit school is not necessary to use expensive clothes. At school you will learn not and is not a fashion show.
To finish in my opinion many parents must understand that although designer clothes can give exclusivity is not necessary at school, that is much more appropriate clothes to go to a meeting that a study center.
Angela Alviz

Annex 9
An Article Control Group (Turnitin)

A car of the future

Have you ever think an special invention to drive more fast? Maybe you think in movies it can be exist , just appeared on a tv program exacly in the Japanese Comic created by Akira Toriyama , the famous Dragon Ball Z , Well Nowadays the dream will be realizated in 2019-2020.

First of all I ´m talking about a specially car with no wheels , I think there is a good idea for the pollution of the world , Actually pollution destroyed the planet , The global environment increased Step by step and despite precautions , campaign , as continues to grow and wheels are one of the culprits of this because the cause of much pollution companies for the manufacture of these.

And the other thing is this car is more fast to others , you can go to your rute more fast , obviusly with traffics(nothing to do with traffic) and all , but if no traffic you drive quite , keep calm, and respect an batery conects to the computer and during 6 or 8 hours also , prize is good , more less than cars nowadays.

I think maybe is a good invention , all inventions is good because attract investment and give more people jobs and help to development of the country. **André Ponce**

Goggles Glasses: The new invention!!

Well, hi to everyone! How do you think about glasses to permit you saw all you want like yours activities or maybe search information for some problem or homework do you have in that moment well this glasses can help you in this situation.

In the first place we can talk about the colors or designs of this glasses an also all the bottoms, rules or password you can use and learn first, because this glasses have a manual whit all the information if you need for this product.

Secondly this amazing Goggles Glasses have some advantages like … you can use for programming yours homework, dates, hobbies and also all yours vacation and activities of you do all the days, but this glasses also have disadvantages like the battery is not good because only during four hours and is not for water or using in a meeting or schools…. Is not for children's.

In conclusion this glasses is a new invention for our generation and is a good idea for us for this amazing system that this glasses have, this is the perfect idea for help to the people because his function is like a GPS. You need to buy this glasses and all yours days are good. **Carlos Milla**

Annex 10
A Short Story Control Group (Turnitin)

Alice knew that it was going to be a very special day for her. Because she was going to a summer camp with her best friend. Alice was exiting the first week at the camp, but then it was happening something.
Alice was in the cafeteria when she saw a man, and thing he was the most beautiful man at the world. She tried a lot of time to talk with him, and suddenly, he found her and took breakfast. Alice in this moment felt very happy because her thing love to him, but some day she saw the man with another girl. After this day she didn’t talk with him again, because she thing that he only want to stay with her as a joke.
The next year, Alice returns to the same camp and saw the man again, and he came to her to ask why she didn’t talk with him anymore, after then he explained all that she saw last year and the answer o the man was that the girl was his cousin. After all Alice felt stupid. **Alexander Zamora**

Alice knew it was going to be a very special day for her. It was a sunny day and she decided to go out to buy some food.
At first, she wanted to go to chilli´s but she changed her mind and went to McDonalds. She rolled down the window of his car and pulled forward. Hello, welcome to McDonalds, what can I get for you? The exhausted-sounding voice asked through the speaker. She said: Hi, Thanks so for welcoming me. Yes, and what can I get for you? The employee asked again and she replied: You know, you really should sound more excited about your job, Then people will want to come back here. Look, lady, can I please take your order? His voice was with frustration. Of course! I would like two double cheeseburgers, a Mcflurry with extra Oreo cookies! Then, if it isn't too much to ask, I would like a Mcchicken with extra mayonnaise and no pickles. The employee seemed to be confused. And then, of course, two large orders of fries with no salt.
Ten minutes later Alice pulls up to the window. The employee handed her the order and slammed the window closed, he seemed to be mad. "Wow!" Alice exclaimed, "He forgot to charge me!". **Camila Ramos**

Annex 11
A For-Against Essay Control Group (Turnitin)

In this essay I will consider the question of teenagers should not be allowed to wear designer clothes or shoes at school and why are the reasons for not doing.
Firstly, now a days the teenagers are grown with the new generation of the technology and the life are more fast than the past, and we need to the teenagers grown with the equal. Using a different style of dress in school makes some feel better than others and they are worried that dress every day, which neglect the study which is essential for a good education.
On the other hand, in the lescence is when they start looking for their identity and that's when they are taught that all have the same possibilities and capabilities.
In conclusion, teenagers should wear uniforms in schools to be equal in all respects and seek to uphold one to one because the different dress does not make the person. **Briseth Gamarra**

Clothing in schools
In this essay, i will consider the question whether teenagers should be allowed to wear designer clothes or shoes at school. You will see some positive and negatives about this.
To begin with, teenagers will have the freedom to choose what they want to wear. Also, they won´t have problems at school with their clothing because they are allowed to wear anything.
Secondly, teenagers would give extra work to their mothers because they will have to wash their clothes daily. Also, teenagers should be careful in what they wear because some clothing is not appropriate.
In conclusion, I think teenagers should be allowed to wear designer clothes at school but they have to be careful on what they decide to wear.
Camila Alejandra Ramos

Annex 12
Lowest grades Experimental and Control groups

Katherine Zevalllos	Carlos Milla
Background music and TV screens in public should be banned in public places, e.g. Shops, cafés, etc. In this essay I will consider the comments and opinions from other people about the background music and the TV showing some advantages and disadvantages about it. firstly, in some cases is considered people visiting places like cafes, restaurants, or other places like these because sometimes in these places is too much noise and people talking wants just quietly without much noise or sometimes can to have certain uncomfortable for example, when two ladies go to any restaurant and the volume of the radio is very high that not even the waiter listened when this call do by the order, if can things become uncomfortable for people. On the other hand, having background music can be good for a restaurant or any other place and that way the environment and not feel so boring. In conclusion, I'm convinced that if these tools are used appropriately can be satisfactory for the place for example if you put background music, the volume not have to be so high. Also only has to be turned on only one of them, if this turned on the music and do not need to be turned on TV.	**Shows which include mind-reading and hypnosis should be banned** In this essay , I am talk about persons to realize mind-reading and hypnosis shows, this kind of persons maybe you can saw in the TV or in announces in the street, this amazing people live with this magic or power and they are very happy to show this to all the people. Well, but this kinds of wizard have a lot of arguments in his favor, like all his tricks are good and has a lot of fans and that gift a lot of money. In another's days some people are against the issue the magic because they said that is a joke is doesn't exist and robbery yours money is only an illusion. In conclusion I think this kind of jobs are good because is an entertainment for all the people and if you love to saw this wizard, you can what there and for the order persons the magic is good and is for person who believe in this power.

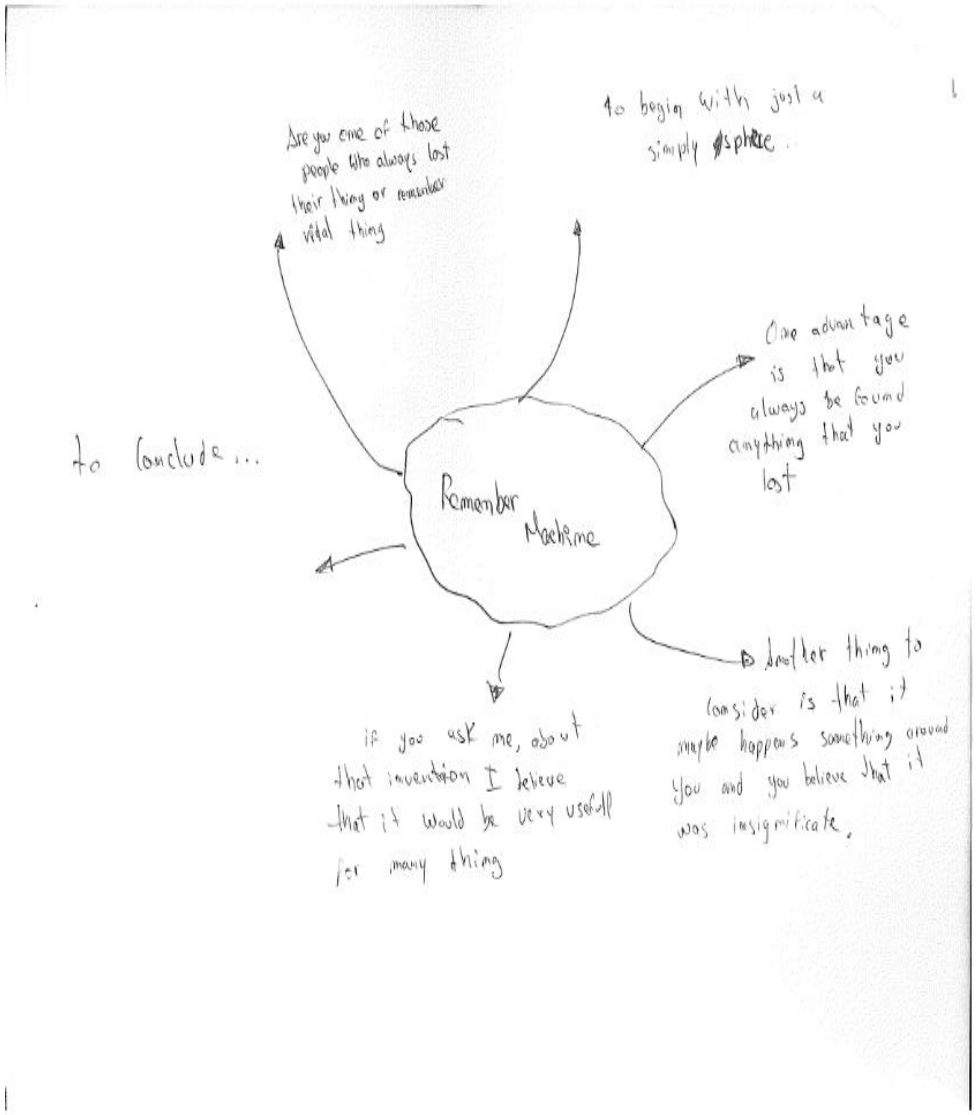
Annex 13
Average grades Experimental and Control groups

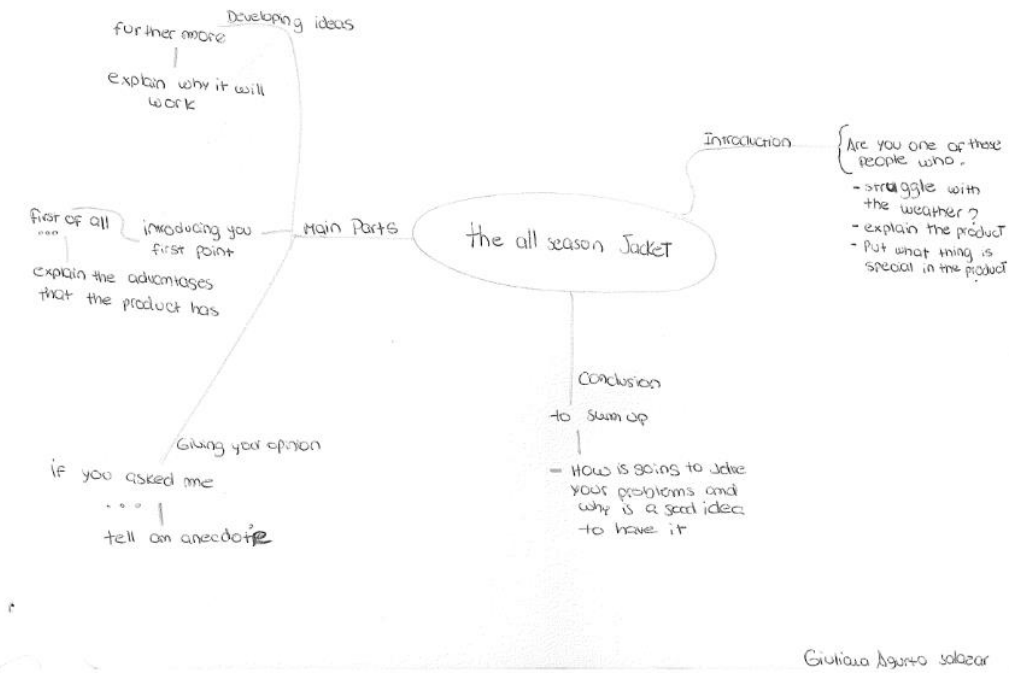
Juan Carlos Taipe	Nirvardo Cano
Background music and TV screens should be banned in public places, e.g. shops, cafés, etc. In this essay I will explain some reason about background music can be banned in some places. We believe that it is normal, because always we listened some music in places like restaurants and supermarkets. First of all background music can be very pleasant and relaxing, always that the music it's soft and slowly, for example in a cafes or spas, people used to go to those places because they want to spend some time relaxing, chatting with somebody or just they feel quite. Another advantage of the background music and tv screens it is that if you are bored you can watch the TV screens and learn the latest dancing step. On the other hand in some places put a music that it is not accord with the place, for example, you never can put a HARD ROCK background music in a café, because people go to that places to have a peaceful place to talk. Another negative aspect it's that in some places they do a completely show, while people are eating or drinking something, and I believe that it´s very bother for costumers. Taking everything into account I believe that background music should be banned JUST if they are not appropriate for the place and if the people who are there, they don't feel incommoded with the music.	**Teenagers should not be allowed to wear designer clothes or shoes at school.** Every time we go to school, we need to use the school uniform. They say that is the most adequate way to go to school and also represents the school when you are out of there. But some schools let their students to use another clothes for once in a month or another schools doesn't have a uniform. Sometimes you need to fell confortable and also helps you when the day is too cold, you can use another jacket of another color or a scarf. In addition to this, use another clothes or designer clothes are good because you can show your style and what do you like. In the other hand, we have to respect what the school says, because you go to school to study and not for model clothes. Also you have to respect the religious beliefs of the school. I say this because some clothes has satanic messages. In conclusion, the schools should not let their students to use designer clothes because goes against their rules and also against their values.

Annex 14
Highest grades Experimental and Control groups

Kevin Tarazona	Alexander Zamora
Teenagers should not be allowed to wear designer clothes or shoes at school This is concerned with the issues of wearing designer clothes or shoes at school. Wearing designer clothes or shoes for teenagers is a huge discussion. It is an important issue and there are strong feelings on both sides of the argument. In the first place, parents believe that their teenagers should not to be allowed to wear designer clothes or shoes at school; they think that teenagers who wear designer clothes or shoes, it looks very informal. And when they went to school, they had to wear a uniform and they liked because they looked themselves very polite, so they looked different from any other teenager in the street. And sometimes groups of teenagers don´t go to school because they go to the other place. On the other hand, teenagers think that it is more comfortable wearing designer clothes and shoes, so for this reasons they prefer to wear this kind of clothes, other reason that they say it is for the change of the clime of the city, sometimes in winter they leave their home when it is very cold, so they prefer to wear a sweater and jeans, and in summer they prefer to wear short shirts and shorts. On balance, I think teenagers should decide how to wear when they go to school. Parents do have a responsibility to control whether children go to school every day. To summarize I feel that is a problem between parents and children and they just have to make a deal, and parents must have a good communication with their teacher´s children.	**[Background music and TV screens should be banned in public places, e.g. shops, cafés, etc.]** In this essay, I will consider the question of whether companies (like shop, or cafes) should be allowed to put music and TV screens in their locals. Some people thing that the background music should be banned in public places, for any reason like publicity, stress or any excuse to try to banned the background music. Firstly, companies put the background music and TV screens for good reason, that is relaxing, and some people like this. Other companies put the TV screens to see different thing like humor, news, or entertaining programs, all time companies use this when the costumer was waiting in the local, and for me is a good idea. On another hand, all of this have a bad point because exist some people who do not like the background music or TV screens, for any reason, some of them said that did not like this type of music or in TV screens said that did not like this type of joke in the humor videos. In conclusion, I am convinced that all of this is not a problem, the real problem is with the people who do not like to listen relaxing music in public places, or see T and laughing while spent time in the back. I thing that the background music and TV screen should be allowed in public place.

Annex 15
Mind Maps Article Experimental group




the all season Jacket
Introduction
Are you one of these people who.
- struggle with the weather?
- explain the product
- Put what thing is special in the product
Main Parts
Developing ideas
further more
explain why it will work
first of all
...
introducing you first point
explain the advantages that the product has
Giving your opinion
if you asked me
...
tell an anecdote
Conclusion
to sum up
- How is going to solve your problems and why is a good idea to have it
Giuliana Agurto Salazar

Annex 16

Short Story Experimental group pdf Documents

Fecha: / /

the path to his best friend

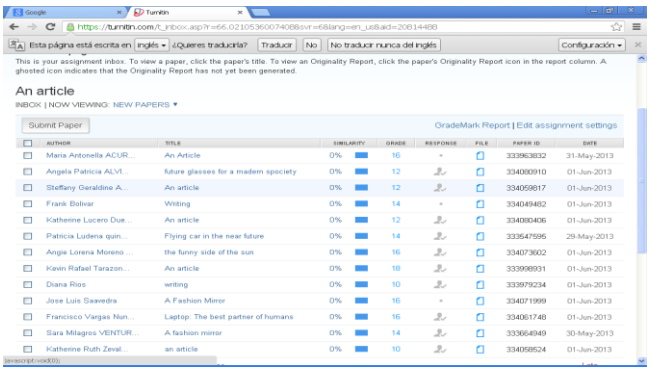
Alice knew that it was going to be a very special day for her. she knew it when she first woke up at 8:00 AM as she always do for a couple years now to make her a greasy cheese sandwich from the freeze Refrigirator.

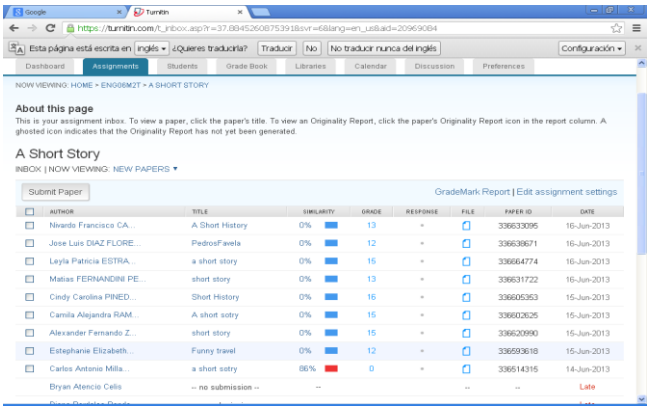
At first she didn't take the stairs from her room to the kitchen as always she choose to take the longest path to the kitchen the one who posts to the yard. I wondered now if everything would happend different if she didn't choose that road? the light where blinking and she couldn't see nothing suddenly she hear a weird sound like a screaming she run to find the lights and then she saw it. it was a baby bird lost and confused.

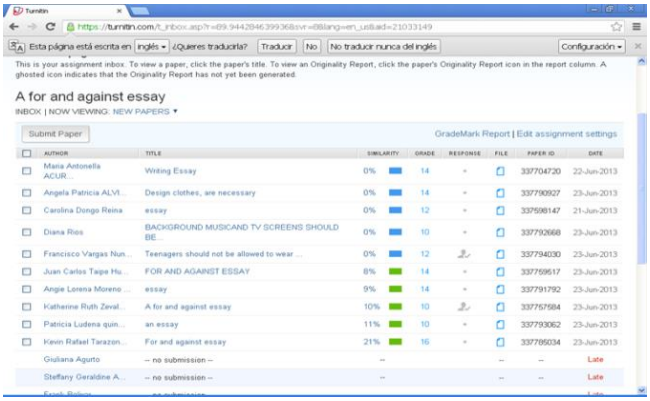
she took him with her. she actually was more fridden than him. they become friends instantly like they were mean to be together. looking back now that is the 5th bird bythay that Alice is celebrating she couldn't be more happy to not take the bad path.

Mayra Giuliana Agurto J.

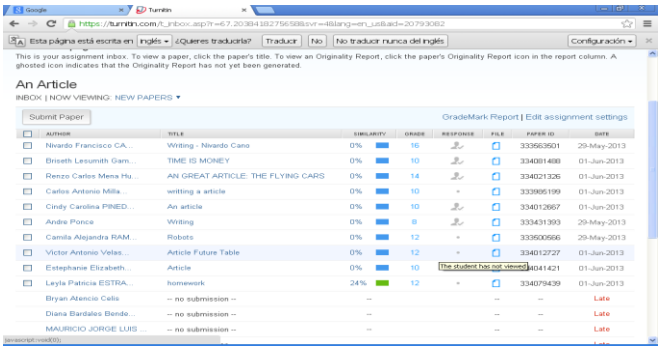
Annex 17
Turnitin Submission List-Experimental group

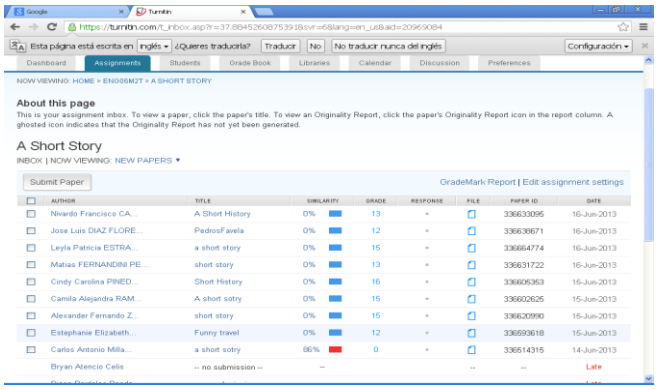


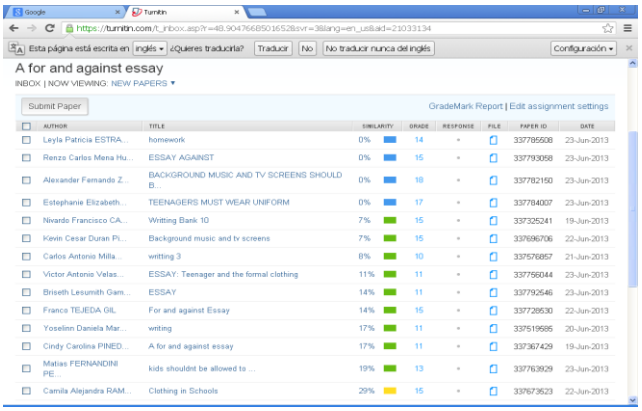




Annex 18
Turnitin Submission List-Control Group







Annex 19
Inglés 6 / Grades (Consolidado de Notas)
1PM (Experimental Group)

Consolidado de notas

Curso: English VI | Bloque: FC-ENG06L2T

Semestre: 2013-1

Profesor: Katya Corzo

ENVÍO AL TEAM LEADER: 27 de junio

ENVÍO AL COORDINADOR: 28 de junio

		Trabajo Presencial 60%													Producción Oral 20%			Trabajo Autónomo (HW) My English Lab Upper - Intermediate				PEC*	Evaluations	
		TL	TL	1	TL	TL	2	CT	CT	3	CT	CT	CT	(H/C)	CT	CT	(O)	CT	CT	CT	(A)	-	TL	CT
1	ACURIO GARCIA, MARIA ANTONELLA			0			0	16	11	14	16	0	14	7	16	19	18	0	0	0	0	8	14	12
2	AGURTO SALAZAR, MAYRA GIULIANA			0			0	0	11	6	0	0	0	1	16	19	18	10	0	0	3	5	17	12
3	ALVIZ ARAGON, ANGELA PATRICIA			0			0	13	7	10	12	10	14	8	15	16	16	4	0	0	1	8	9	11
4	ARNAO MENDOZA, STEFFANY GERALDINE			0			0	18	8	13	12	0	0	4	NP	19	10	0	12	0	4	5	12	14
5	BOLIVAR FLORES, FRANK EDWARD			0			0	17	10	14	14	14	0	7	15	17	16	10	12	16	13	10	9	11
6	CHIPOCO DIVIZIA, ALEJANDRO			0			0	17	13	15	0	0	0	3	19	19	19	10	14	0	8	7	19	16
7	DONGO REINA, CAROLINA			0			0	7	5	6	0	12	12	5	14	10	12	6	12	18	12	8	3	5
8	DUEÑAS VARA, KATHERINE LUCERO			0			0	14	7	11	12	0	0	4	12	10	11	10	14	0	8	6	8	8
9	LUDEÑA QUIÑONES, PATRICIA MILAGROS			0			0	0	7	4	14	10	10	6	12	16	14	8	10	10	9	8	5	9
10	MORENO SUMARI, ANGIE LORENA			0			0	19	14	17	16	0	14	8	19	16	18	16	20	16	17	12	13	15
11	ORTIZ VILLENA, NILTON CESAR			0			0	0	0	0	0	0	0	0	NP	0	0	0	0	0	0	0	0	0
12	RAFAEL TARAZONA, KEVIN SEGUNDINO JUAN			0			0	15	18	17	18	14	16	11	19	0	10	16	18	18	17	12	12	12
13	RIOS BENITES, DIANA CAROLINA			0			0	6	3	5	10	12	10	6	NP	9	5	10	12	0	7	6	6	9
14	SAAVEDRA GUTTON, JOSE LUIS			0			0	6	2	4	16	0	0	3	13	11	12	0	10	0	3	5	6	5
15	TAIPE HUAMANI, JUAN CARLOS			0			0	11	9	10	0	0	14	4	16	16	16	10	0	0	3	6	1	12
16	VALLADOLID PACHECO, ALEXANDRA KARINA			0			0	16	0	8	0	0	0	1	NP	0	0	0	0	0	0	1	0	0
17	VARGAS NUÑEZ, FRANCISCO GIUSEPPE			0			0	15	6	11	16	14	12	9	12	12	12	12	20	16	16	11	9	12
18	VENTURA VALLEJOS, SARA MILAGROS			0			0	13	3	8	14	0	0	4	11	0	6	0	0	0	0	3	11	6
19	VICUÑA MUHLIG, CARLO ANDREE			0			0	6	7	7	0	0	0	1	14	14	14	8	0	18	9	5	12	11
20	ZEVALLOS QUISPE, KATHERINE RUTH			0			0	6	1	4	10	10	10	6	10	0	5	12	10	14	12	7	4	6
														3			10				0	6	8	8.5
		Listening 3 - TEAM LEADER	Listening 4 - TEAM LEADER	LISTENING AVERAGE	Reading 3 - TEAM LEADER	Reading 4 - TEAM LEADER	READING AVERAGE	Use of English 3 - CO-TEACHER	Use of English 4 - CO-TEACHER	USE OF ENGLISH AVERAGE	Writing: UNIT 8 - An article	Writing: UNIT 9 - A story	Writing: UNIT 10 - For and against essay		Week 10: FCE Speaking Paper Part 3: Collaborati ve task	Week 13: FCE Speaking paper Part 4: Final Discussion		Test Unit 8	Test Unit 9	Test Unit 10		AVERAGE 2(Promedio 2) Upload this score to INFOSIS	Control 3 Listening	Control 4 - Use of English
											CO-TEACHERS													

Final Exam (Experimental Group)

UNIVERSIDAD SAN IGNACIO DE LOYOLA

									USE OF ENGLISH (50)											
Código	Alumno	Carrera	Créd. Acum.	Curso	Bloque	Vez	READING (45)	WRITING (40)	P1	P2	P3	P4	Total	LISTENING (30)	SPEAKING (40)	FINAL SCORE	%	GRADE	ACTAS	Profesor
1215525	ACURIO GARCIA, MARIA ANTONELLA	INTERNATIONAL BUS	52	ENGLISH VI	FC-ENG08L2T	1		30					0	21	32	83	40.4970049	E	8.3	K. COPPO
1235498	AQUINTO SALAZAR, MAYRA GIULIANA	COMUNICACIONES	92	ENGLISH VI	FC-ENG08L2T	1		34					0	26	32	92	44.6709498	E	9.2	L. TOLENTINO
1170739	ALVIZ ARAGON, ANGELA PATRICIA	ARTE Y DISEÑO EM	73	ENGLISH VI	FC-ENG08L2T	1		30					0	14	28	72	35.1219512	E	7.2	
1205392	ARNAO MENDOZA, STEFFANY GERALDINE	GESTIÓN AMBIENTA	84	ENGLISH VI	FC-ENG08L2T	1		0					0	0	0	0	0	E	0	
1177709	BOLIVAR FLORES, FRANK EDWARD	ADMINISTRACIÓN	58	ENGLISH VI	FC-ENG08L2T	1		36					0	5	30	71	34.5341463	E	7.1	
1235401	CHIPOCO DAVILA, ALEJANDRO	ADMINISTRACIÓN	52	ENGLISH VI	FC-ENG08L2T	1		38					0	27	38	103	50.2439024	E	10.3	
1188107	DONGO REINA, CAROLINA	ADMINISTRACIÓN	76	ENGLISH VI	FC-ENG08L2T	1		24					0	9	22	55	26.8292683	E	5.5	
1178227	DUEÑAS VARA, KATHERINE LUCERO	INGENIERÍA CIVIL	88	ENGLISH VI	FC-ENG08L2T	1		30					0	15	24	69	33.6585366	E	6.9	
1178610	LUDEÑA QUIÑONES, PATRICIA MILAGROS	ADMINISTRACIÓN HO	78	ENGLISH VI	FC-ENG08L2T	1		26					0	12	30	68	33.1707317	E	6.8	
1213899	MORENO SUMARI, ANGIE LORENA	ADMINISTRACIÓN	48	ENGLISH VI	FC-ENG08L2T	1		34					0	23	32	89	43.4146341	E	8.9	
1204652	ORTIZ VILLENA, NILTON CESAR	RELACIONES INTERN	52	ENGLISH VI	FC-ENG08L2T	1		0					0	0	0	0	0	E	0	
1200851	RAFAEL TARAZONA, KEVIN SEGUNDINO JUAN	ADMINISTRACIÓN	72	ENGLISH VI	FC-ENG08L2T	1		34					0	10	30	74	36.0975610	E	7.4	
1182483	RIOS BENITES, DIANA CAROLINA	GASTRONOMÍA Y GE	88	ENGLISH VI	FC-ENG08L2T	1		12					0	5	26	43	20.9756098	E	4.3	
1177599	SAAVEDRA GUITTON, JOSE LUIS	ADMINISTRACIÓN	108	ENGLISH VI	FC-ENG08L2T	1		24					0	8	28	60	29.2682927	E	6	
1177603	TAPE HUAMANI, JUAN CARLOS	INTERNATIONAL BUS	64	ENGLISH VI	FC-ENG08L2T	1		22					0	18	32	72	35.1219512	E	7.2	
1177672	VALLADOLID PACHECO, ALEJANDRA KARINA	ARTE Y DISEÑO EM	62	ENGLISH VI	FC-ENG08L2T	1		0					0	0	0	0	0	E	0	
1182584	VARGAS NUÑEZ, FRANCISCO GIUSEPPE	INGENIERÍA CIVIL	76	ENGLISH VI	FC-ENG08L2T	1		36					0	15	30	81	39.5122951	E	8.1	
1201693	VENTURA VALLEJOS, SARA MILAGROS	INTERNATIONAL BUS	64	ENGLISH VI	FC-ENG08L2T	1		0					0	0	0	0	0	E	0	
1195561	VICUÑA MUHLIG, CARLO ANDREE	INGENIERÍA INDUST	64	ENGLISH VI	FC-ENG08L2T	1		26					0	20	28	74	36.0975610	E	7.4	
1182532	ZEVALLOS QUISPE, KATHERINE RUTH	GASTRONOMÍA Y GE	88	ENGLISH VI	FC-ENG08L2T	1		32					0	7	24	63	30.7317073	E	6.3	

Annex 20
Inglés 6 / Grades (Consolidado de Notas)
3 PM (Control Group)

Consolidado de notas

Curso: English VI — Bloque: ENG06M2T

Semestre: 2013-1

Profesor: Katya Corzo

ENVÍO AL TEAM LEADER: 27 de junio

ENVÍO AL COORDINADOR: 28 de junio

	Trabajo Presencial 60%													Producción Oral 20%			Trabajo Autónomo (HW) My English Lab Upper - Intermediate				PEC*	Evaluations	
	TL	TL	1	TL	TL	2	CT	CT	3	CT	CT	CT	(H/C)	CT	CT	(O)	CT	CT	CT	(A)	-	TL	CT
ATENCIO CELIS, BRYAN			0			0	6	5	6	0	0	0	1	15	11	13	0	0	0	0	3	11	11
BARDALES BENDEZU, DIANA LIZBETH			0			0	9	2	6	0	0	0	1	13	12	13	14	20	20	18	7	14	9
CANO COLONNA, NIVARDO FRANCISCO			0			0	10	12	11	16	13	15	9	16	17	17	12	12	20	15	12	15	13
CUENCA PANATO, MAURICIO JORGE LUIS			0			0	0	0	0	0	0	0	0	NP	NP	0	0	0	0	0	0	NP	0
DIAZ FLORES, JOSE LUIS			0			0	6	8	7	0	12	0	3	16	14	15	10	18	20	16	8	15	13
DURAN PILLACA, KEVIN CESAR			0			0	8	9	9	0	0	15	4	15	14	15	0	0	0	0	5	14	12
ESTRADA UGARTE, LEYLA PATRICIA			0			0	6	5	6	12	15	14	8	14	15	15	12	12	14	13	10	12	10
FERNANDINI PEREZ, MATIAS			0			0	15	13	14	0	13	13	7	12	14	13	0	8	4	4	7	15	14
GAMARRA ROJAS, BRISETH LESUMITH			0			0	6	7	7	10	0	11	5	11	12	12	16	20	20	19	9	5	10
GAVINO CHAVEZ, RUBEN DARIO			0			0	8	3	6	0	0	0	1	18	19	19	0	0	0	0	4	10	11
MARCHENA RAMIREZ, YOSELINN DANIELA			0			0	5	11	8	0	0	11	3	18	16	17	0	10	0	3	6	5	11
MENA HUANCAYO, RENZO CARLOS			0			0	9	6	8	14	0	15	6	13	13	13	0	8	0	3	7	NP	6
MILLA PADILLA, CARLOS ANTONIO			0			0	9	7	8	10	0	10	5	13	11	12	8	18	20	15	8	9	6
PINEDO MONTOYA, CINDY CAROLINA			0			0	7	6	7	10	16	11	7	11	11	11	10	8	12	10	9	5	9
PONCE MIRANDA, ORLANDO ANDRE			0			0	0	3	2	8	0	0	2	0	11	6	8	12	0	7	3	9	7
RAMOS DELGADO, CAMILA ALEJANDRA			0			0	15	12	14	12	15	15	9	14	17	16	10	14	8	11	11	16	17
TEJEDA GIL, FRANCO			0			0	13	10	12	0	0	15	4	13	16	15	10	0	0	3	6	14	13
VELASQUEZ CABRERA, VICTOR ANTONIO			0			0	7	6	7	12	0	11	5	12	11	12	10	14	16	13	8	8	7
ZAMORA NACCHA, ALEXANDER FERNANDO			0			0	9	8	9	0	15	18	7	13	12	13	6	2	12	7	8	5	9
ZUAZO PARIONA, ESTEPHANIE ELIZABETH			0			0	14	6	10	10	12	17	8	13	16	15	10	18	0	9	10	15	11
													8			14				0	8.8	10	10
	Listening 3 - TEAM LEADER	Listening 4 - TEAM LEADER	**LISTENING AVERAGE**	Reading 3 - TEAM LEADER	Reading 4 - TEAM LEADER	**READING AVERAGE**	Use of English 3 - CO-TEACHER	Use of English 4 - CO-TEACHER	**USE OF ENGLISH AVERAGE**	**Writing: UNIT 8 - An article**	**Writing: UNIT 9 - A story**	**Writing: UNIT 10 - For and against essay**		Week 10: FCE Speaking Paper **Part 3: Collaborative task**	Week 13: FCE Speaking paper **Part 4: Final Discussion**		**Test Unit 8**	**Test Unit 9**	**Test Unit 10**		**AVERAGE 2(Promedio 2) Upload this score to INFOSIL**	Control 3-Listening	Control 4 - Use of English
										CO-TEACHERS													

Final Exam (Control Group)

UNIVERSIDAD SAN IGNACIO DE LOYOLA

									USE OF ENGLISH (50)											
Código	Alumno	Carrera	Cred. Acum.	Curso	Bloque	Ver	READING (45)	WRITING (40)	P1	P2	P3	P4	Total	LISTENING (30)	SPEAKING (40)	FINAL SCORE	%	GRADE	ACTAS	Profesor
1204410	ATENCIO CELIS, BRYAN	ARTE CULIN	62	ENGLISH VI	FC-ENG06M2T	1		28					0	11	24	63	30.7317073	E	6.3	K. CORZO
1178019	BARDALES BENDEZU, DIA	ADMINISTRA	80	ENGLISH VI	FC-ENG06M2T	1		18					0	9	24	51	24.8780488	E	5.1	C. HURTADO
1218318	CANO COLONNA, NIVARD	INGENIERÍA	40	ENGLISH VI	FC-ENG06M2T	1		36					0	17	34	87	42.4390244	E	8.7	
939725	CUENCA PANATO, MAURI	PSICOLOGÍA	133	ENGLISH VI	FC-ENG06M2T	1		0					0	0	0	0	0	E	0	
1204773	DIAZ FLORES, JOSE LUIS	INGENIERÍA	56	ENGLISH VI	FC-ENG06M2T	1		30					0	13	18	61	29.7560976	E	6.1	
1198115	DURAN PILLACA, KEVIN C	INGENIERÍA	28	ENGLISH VI	FC-ENG06M2T	1		28					0	16	18	62	30.2439024	E	6.2	
1201087	ESTRADA UGARTE, LEYL	PSICOLOGÍA	52	ENGLISH VI	FC-ENG06M2T	1		28					0	9	18	55	26.8292683	E	5.5	
1182270	FERNANDINI PEREZ, MATI	COMUNICAC	60	ENGLISH VI	FC-ENG06M2T	1		34					0	20	38	92	44.8780488	E	9.2	
1182476	GAMARRA ROJAS, BRISE	ARQUITECTU	100	ENGLISH VI	FC-ENG06M2T	1		22					0	12	24	58	28.2926829	E	5.8	
1224051	GAVINO CHAVEZ, RUBEN	INGENIERÍA	92	ENGLISH VI	FC-ENG06M2T	1		28					0	20	38	86	41.9512195	E	8.6	
1203992	MARCHENA RAMIREZ, YO	ARTE CULIN	58	ENGLISH VI	FC-ENG06M2T	1		4					0	12	36	52	25.3658537	E	5.2	
1208279	MENA HUANCAYO, RENZO	ADMINISTRA	68	ENGLISH VI	FC-ENG06M2T	1		26					0	10	22	58	28.2926829	E	5.8	
1182199	MILLA PADILLA, CARLOS A	ADMINISTRA	56	ENGLISH VI	FC-ENG06M2T	1		20					0	3	22	45	21.9512195	E	4.5	
1182274	PINEDO MONTOYA, CINDY	ADMINISTRA	88	ENGLISH VI	FC-ENG06M2T	1		14					0	9	18	41	20	E	4.1	
1200700	PONCE MIRANDA, ORLAN	ADMINISTRA	44	ENGLISH VI	FC-ENG06M2T	1		20					0	5	26	51	24.8780488	E	5.1	
1219269	RAMOS DELGADO, CAMIL	ADMINISTRA	42	ENGLISH VI	FC-ENG06M2T	1		32					0	21	28	81	39.5121951	E	8.1	
1200666	TEJEDA GIL, FRANCO	ADMINISTRA	52	ENGLISH VI	FC-ENG06M2T	1		28					0	19	26	73	35.6097561	E	7.3	
1177755	VELASQUEZ CABRERA, V	ARTE Y DISE	86	ENGLISH VI	FC-ENG06M2T	1		16					0	5	32	53	25.8536585	E	5.3	
1176342	ZAMORA NACCHA, ALEXA	INGENIERÍA	80	ENGLISH VI	FC-ENG06M2T	1		26					0	13	32	71	34.6341463	E	7.1	
1177707	ZUAZO PARIONA, ESTEPH	ARTE Y DISE	90	ENGLISH VI	FC-ENG06M2T	1		36					0	16	24	76	37.0731707	E	7.6	

Annex 21
An Article: Lesson Plan

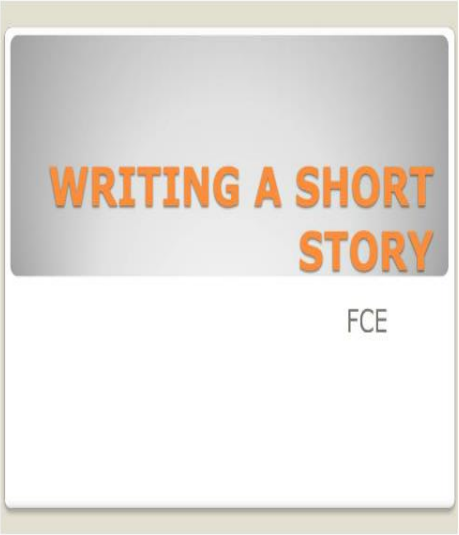
Objective	to write an article about an invention
Lead-in	Introduce the topic of writing an article by watching a video that comes from a language school in Portugal (3 minutes) https://www.youtube.com/watch?v=sLpo5y9j6GU
Conduction of the learning process	1) Go over the main components an article has. Elicit with them the ideas they watched in the video. Use questions to get students answers. Then show the slide from the power point. (3 minutes) 2) Ask students to read the assignment and think of an invention they would like to describe. Show the following video to activate their schemata (2 minutes) http://www.youtube.com/watch?v=DUjM1-1S6M4 Ask them questions about the invention and the things they can do with it. (1minute) 3) Then ask the students to work in pairs to discuss with a partner the questions in the slides. When reading the questions, explain and emphasize the points they have already seen in the first video. (7 minutes) Points to emphasize when checking the answers with the class: A title should not be too long and should mirror the style of the article - formal or informal. It has to be informative and attractive, suitable for the article. Advise students to consider that the start of the article should **be linked to the title**, **introduce the topic** and **engage the reader.** Also, they should use rhetoric questions. They should speak directly to their readers. Use vocabulary and descriptive language appropriate for the article. Linking words and expressions, and a variety of vocabulary will only improve their work and make it more interesting. They should give examples where appropriate. Use humor where appropriate. Give a conclusion and summary in the last paragraph. Finally, they should give their opinion where appropriate. They need to REVISE their article to correct mistakes. 4) Give the students the article sample to see what they need to produce. Ask them to identify and underline the expressions seen in the video. Then give them a mindmap in order to use it as a reference for the elaboration of their own mind map (brainstorming). They will work on their own for 2 minutes. (They should pick which words they plan to use to organize their writing) 5) Then for 3 minutes they will prepare a rough outline with the main points they brainstormed. 6) The remaining time is for the writing of the article. (15 minutes) 7) Finally, students revise their articles. (5 minutes)

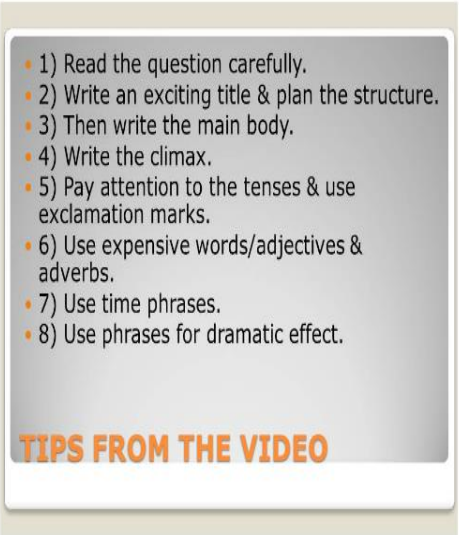
Annex 22
An Article: Power Point

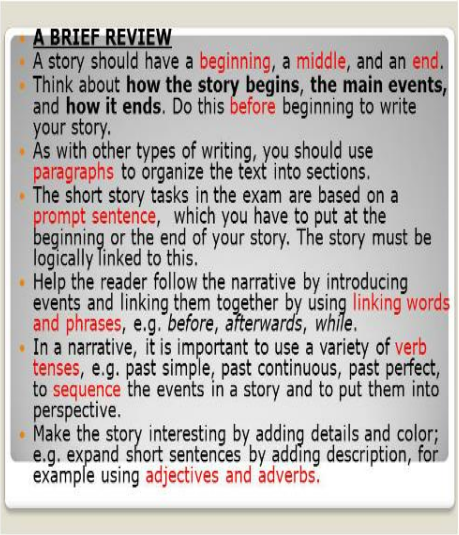
Annex 23
A Short Story: Lesson Plan

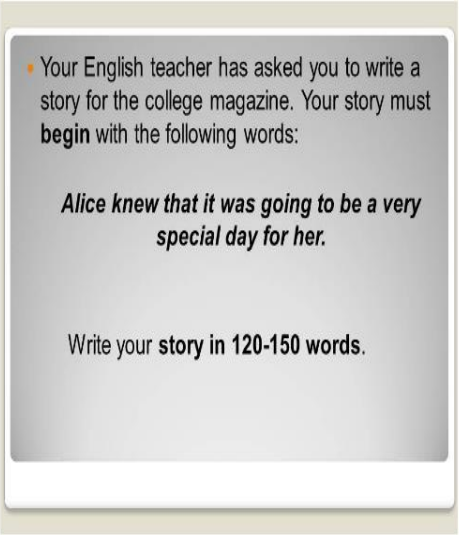
Objective	To write a short story
Lead-in	Ask the students the following questions: Have you seen stray animals on the street? Do you think these animals have their own story? What if you find one? Would you recue it? Ask the students to watch this video and think about the story behind it. http://www.youtube.com/watch?v=nnYRhanK3XA (3:41) After watching the video, ask the following questions: What did you see in this video? What is the beginning of this short story? Is there a climax? When was it? What happened? Reach a logical conclusion in regards to the development of a story and its components: some background, the main part, and a climax.
Conduction of the learning process	1) Make the students watch this video on how *THEY* can write a story (2:56): https://www.youtube.com/watch?v=eY4Bssdv5iM Pause the video in order to go over the tips with the students: a) There are 2 kinds of stories (0:14) b) Recommendation: read the question carefully (0:26) c) Write an exciting title (0:51) & plan the structure d) Then write the main body (1:06) e) Write the climax (1:14) f) Pay attention to the tenses (1:24) & use exclamation points g) Use expensive words & adverbs h) Use time phrases (2:09) i) Use phrases for dramatic effect (2:25) 2) Distribute the sample story that appears in the second video and make one of the students read the sample story to analyze and check all the parts are there. (5 minutes) 3) Show the power point and make them read it with you. For slide number 4*, just ask them to read the information. Then for slide 5, ask them to tell you what tips they remember so that you can check their comprehension and their ability to assess how much they understood. The last slide shows them their writing task. (5 minutes) 4) After that, provide the mind map prepared to help them write. 5) Ask the students to discuss with a partner how they plan to write their story. (3 minutes) 6) Then students write individually. (15 minutes) *If you consider that your students understood the process involved in the writing of a story, you can omit this slide and go directly to the next one, which will give you the chance to review the points emphasized in the video.

Annex 24
A Short Story: Power Point









Annex 25
A For and Against Essay: Lesson Plan

Objective	To write a for/against essay
Lead-in	Ask the students to work in groups of three to put in the correct order the essay. When they are done, talk about the types of sentences they see in the essay and their corresponding punctuation. (5 minutes) e.g. In this essay, If children want things, they will use pester power… In conclusion,
Conduction of the learning process	1) Ask students to open their books and read the essay sample. They have to say if the writer agrees or disagrees with the title of the essay: *Advertising on TV during children´s programs should not be allowed*. (2") Elicit the answer. 2) Then students will put the headings in the correct order (c, a, b, d). Right after that, students will answer the questions in 2b. (slide 2) (3") <u>Arguments **for** the statement</u>: Children will use pester power to persuade their parents to buy them things easily. Children are exposed to too much commercialism and are encouraged to grow up faster. <u>Arguments **against** the statement</u>: Parents also need to be aware of what children watch. Some adverts are entertaining and children enjoy finding out what it is available. <u>Phrases</u>: Firstly, … Another reason against advertising during children's programs is that… On the other hand, Finally, … 3) Use slide 3 to introduce the expressions in the box "How to…" and ask the students to tick the expressions in the box and underline them in the essay. (2") 4) Then introduce the topics students can write about. Use the PPP to help them activate their schemata. (5") While watching generate students' dialogue by making them ask questions or asking them questions. Also, make students take notes. For example, you could say: a) Let's take a look at the first topic: *Teenagers should not be allowed to wear designer clothes or shoes at school*. Why? How much are these clothes and shoes? Think of ideas for and against and discuss them with a partner. b) The second topic is *Shows which include mind-reading and hypnosis should be banned.* Why? Do you agree? What are some reasons for/against? c) The third topic: *Background music and TV screens should be banned in public places.* What are the reasons for and against having music and TV screens in this restaurant? After watching the video clips, students should discuss what they saw and use that information in their writings. If possible, make them prepare a brief brainstorming/outline process. (5") Then students are given a mind map with expressions that can be used in their writings. 5) Students write their essay (20") 6) In case students do not understand the expression "pester power" show them slide 8.

	Remind them that writing an essay in English implies the use of appropriate writing conventions. They should pay attention to the expressions commonly used to introduce their ideas, pay attention to punctuation and elaboration (grammar & vocabulary).

The Book's sample essay	**ADVERTISING ON TV DURING CHILDREN'S PROGRAMMES SHOULD NOT BE ALLOWED** In this essay, I will consider the question of whether companies should be allowed to advertise to children on television. Advertising for young people and children is a huge industry. It is an important issue and there are strong feelings on both sides of the argument. Firstly, companies know that children can be persuaded to want things very easily. They know that if children want things, they will use "pester power" to persuade their parents to buy things, and it is not right that companies use children in this way. Another reason against advertising during children's programmes is that children are exposed to too much commercialism and too many products which may encourage them to grow up too quickly. Children should be allowed to watch programmes which are appropriate for them and not be continually shown products. On the other hand, it is not only the companies who have responsibility for what children watch. Parents need to be aware of what kind of things their children are watching on TV. They also need to stand up to pester power and not give in to what their children ask for all the time. Finally, it is important to remember that many children enjoy watching advertisements and finding out what is available in the shops. Some adverts are entertaining and informative and children can be made aware of the purpose of advertising. In conclusion, I am convinced that companies should be banned from advertising to children, especially on television. Parents do have a responsibility to control how much television their children watch. However, on balance, I think it is wrong that children are exposed to so many adverts: they should be able to watch TV without the intrusion of advertising.

Annex 26
A For/Against Essay: Power Point

WRITING A FOR AND AGAINST ESSAY

FCE

READ THE SAMPLE ESSAY AND ANSWER THESE QUESTIONS:

- 1) What are the two arguments against the statement(the title of the essay)? What phrases introduce each point?
- 2) What are the two arguments in favor of the statement (the title of the essay)? What phrases introduce each point?
- Underline the phrases used to introduce either the arguments against or in favor.

INTRODUCING THE TOPIC AND STATING THE CONCLUSION

In this essay, I will consider the question of whether...	In conclusion, I am convinced that ...
This essay is concerned with the issue of...	To summarize, I feel that ...
It is an important issue and ...	On balance, I think it is ...

CHOOSE ONE OF THESE STATEMENTS TO WRITE AN ESSAY:

- 1) Teenagers should not be allowed to wear designer clothes or shoes at school.
- Men's jeans:
- http://www.raffaello-network.com/raffties/detail.php?itemid=257503&rangeid=355
- Men's shoes:
- http://www.raffaello-network.com/raffties/detail.php?itemid=255796&rangeid=495

- Women' s clothes:

http://www.raffaello-network.com/raffties/detail.php?itemid=240617&rangeid=354

- Women' s shoes:

http://www.raffaello-network.com/raffties/detail.php?itemid=254690&rangeid=1667

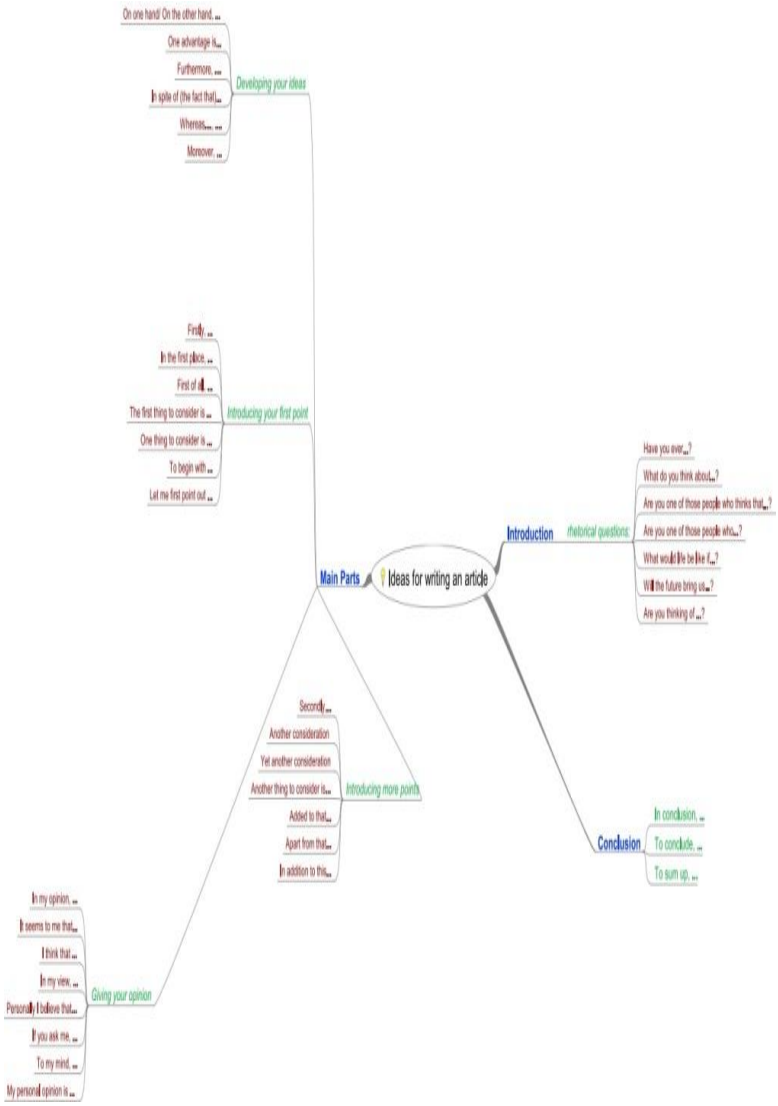
- 2) Shows which include mind-reading and hypnosis should be banned.
- http://www.youtube.com/watch?v=FQpxsBeBO8I
- 3) Background music and TV screens should be banned in public places, e.g. shops, cafés, etc.
- http://www.youtube.com/watch?v=bw268qXXq8o

TASK

- Write *a for-against essay* using the expressions for introducing the topic and stating the conclusion.
- In the body paragraphs present both arguments: for and against. Support your points.

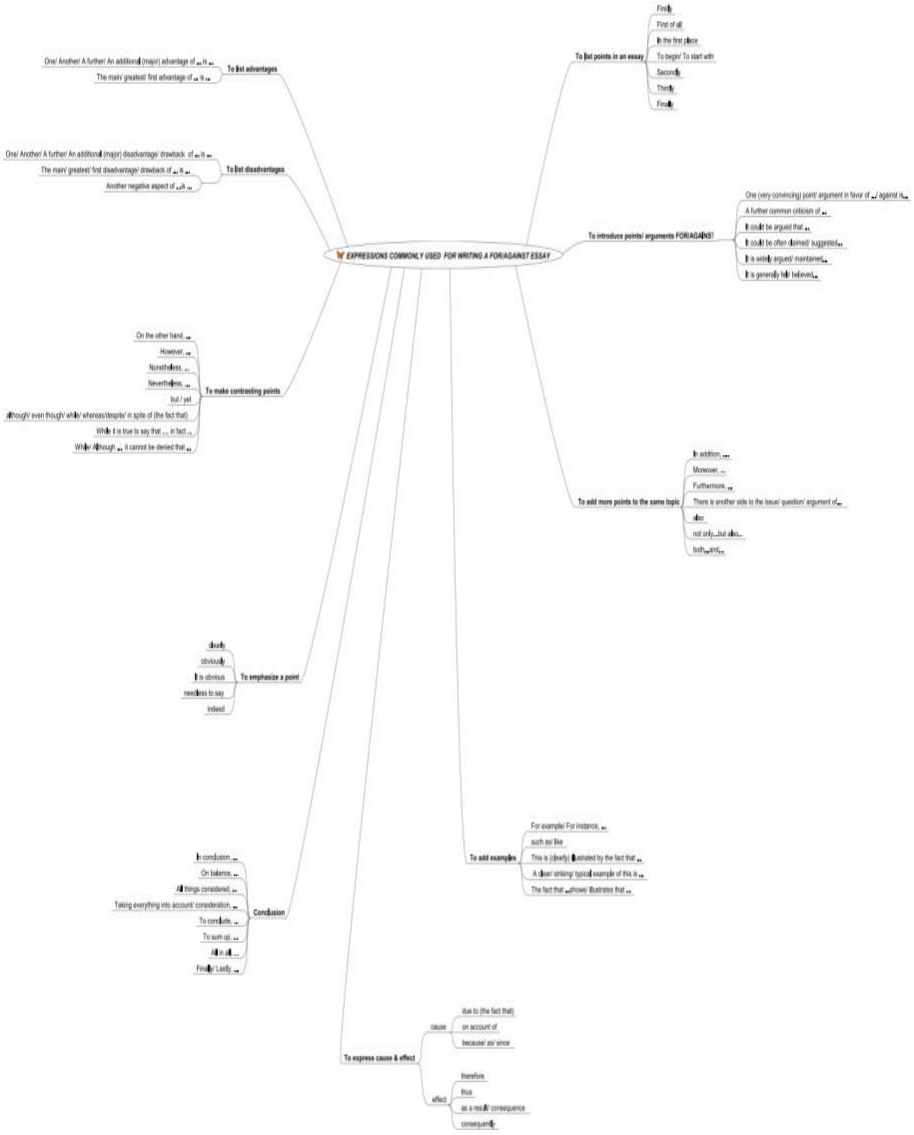
PESTER POWER

Annex 27
An Article Mind Map



Annex 28
A Short Story Mind Map

Annex 29
A For/Against Essay Mind Map



Annex 30
FCE Criteria for Correction Rubrics

ASSESSING WRITING TASKS – FCE- San Ignacio de Loyola University

FCE CRITERIA FOR CORRECTION RUBRICS

CRITERIA FOR CORRECTION	POINTS
Task completion (1.5)	
Language & vocabulary (1.5)	
Mechanics and length (1)	
Organisation (1)	
Total (5)	

FCE Mark: Total points (out of five) x 4 = _____ /20 (per task)

CATEGORY	**1.5 marks**	**1 mark**	**0.5 mark**
TASK COMPLETION	- All requested sections are complete and information is kept in a logical sequence. - There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	- One or two sections are missing. - One or two pieces of information are not kept in a logical sequence. - Main idea is clear but the supporting information is general or not enough.	- Three or more sections are missing. - Information is not kept in a logical sequence. - The main idea is not clear. There is a seemingly random collection of information.
LANGUAGE AND VOCABULARY	- Correct use of structures. - A good range of vocabulary according to the level.	- Some grammar problems don't influence communication although the reader is aware of them. - Appropriate use of vocabulary	- Numerous grammar problems which don't influence communication, although the reader is aware of them. - Little use of vocabulary for the level
MECHANICS AND LENGTH		- One or two spelling or punctuation errors. - Good use of connectors. - The student has written the number of words requested.	- Three or more spelling or punctuation errors. - Basic or no use of connectors. - The student has written more /less than the number of words requested.
ORGANISATION		- Correct register used throughout (formal or informal). - Appropriate format and layout based on the specifications.	- Inconsistent register. - Inappropriate format/layout based on the specifications.

FCE Mark: Total points (out of five) x 4 = _____ /20 (per task)

Example: **3.5 x 4 = 14.0**