



# BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: "The Writing Process within a Secondary EFL Class"

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Benemérita y Centenaria  
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*“Solo los locos que piensan que pueden cambiar el mundo, pueden cambiarlo realmente”*

*-Steve Jobs*

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## INTRODUCTION

In Mexico the development of the reading and writing skills is important for the citizens to have a social and individual progress, for that reason government is dedicated to minimize the population who do not read or write.

In 1970, 25.8% of Mexicans of 15 years of age or more were illiterate, in 2015 this percentage was reduced to 5.5% which correspond to 4,749, 057 people in Mexico (INEGI). These results reinforce the importance of learning to read and write in our country to communicate with others and be integrated with the society, which is an important aspect to achieve during Basic Education, described it in the Grade Profile "Use of the language to communicate clearly and with fluency within different contexts, and have basic tools to communicate in English language" (SEP, 2011, p. 39) forming a competitive, responsible, active and a prepared citizen in a Global dimension.

Considering the previous aspects, I decided to dedicate this study to the development of writing skill in English as a foreign language with the objective for students to achieve their grade profile and they would be able to communicate with others by written texts. It was also a topic of my interest because when I was learning English I liked to learn first how to write words and connect sentences correctly and then learn how it sounds and how to pronounce words.

I was an insecure girl and I needed to see first the written text and then try to say it, doing it in that way made me feel in confidence because I knew the correct order to say the sentences and I was over worried about making mistakes. During my studies to become an English teacher, I remember a class when a teacher told me that we used to teach depending on how we have been taught, but we must think about what we needed to learn better. For doing this study I thought about it and decided to focus it on writing skill which was the one that helped me to develop my English learning and my confidence to practice it, and to continue learning the language, and I hope to help students to do the same.

In order to get to the goal of the English subject described in Plans and Programs of Basic Education Study “students develop skills, knowledge, attitudes and strategies to participate and interact in social language activities with oral and written practices, with different communicative and cultural contexts with native and non-native speakers of English” (SEP, 2017. p. 265) and focus in writing tasks, I designed a plan based on different authors to develop the writing process, these authors coincided in four recommendations to develop successfully the writing process; Brainstorming, Rough Drafting, Revising and Final Draft.

The plan also was based on the results of different research, such as interviews, tests, observation and investigation in different media to analyze the context of the school, student’s hobbies and interests, student’s previous experiences learning English and the English level of the students. This information helped me to plan actions to deal with their difficulties writing texts appropriately.

After planning actions with the previous information, I applied and described the two classes where the process was developed and I used two questions to analyze the process; what results my students had in each of the four recommendations of the writing process; which recommendation was more effective in students’ difficulties writing texts and why. To answer these questions, I used different rubrics and interviews to get the results and analyzed them. I explained my conclusions, the learning obtained during this process and finally I stated new questions this study incited.

All this process corresponds to the methodology of action research which has a qualitative nature and it permitted on analysis of the problem, to plan different strategies to deal with the problem, to act according to the plan, to observe, to describe, to analyze the results and finally to make an evaluation about the results and about my performance during this study to propose new strategies.

I consider that during my future transition as a teacher, I will be facing different learning difficulties with students which I will have to deal with. This study helped me to develop and reinforce abilities which are an important tool of a good teacher such

as to be observer, to analyze problems, to search information, to apply new strategies or methodologies, to be critic while I am evaluating myself and my actions.

During the application of this study I had to deal with different difficulties, the main difficulty was the suspension of classes that were not expected because it made difficult to achieve the general goals of the period of practices, sometimes they were projects or presentations, and I had to reduce times to achieve it on time working in them at home.

Other difficulty I dealt with was the electricity. As a Teacher of a foreign language I needed to use different resources to show the language in their four abilities, such as audios, videos, pictures, etcetera, and It was difficult to me did it without a electricity contacts, I bought different sources to bring students these kind of materials such as speakers, batteries and charges.

This project helped me to analyze and understand the importance of my actions during classes to teenagers, my decisions affected my students even if there are small actions they could make big changes in them. My four groups were unique, all of them worked, reacted and learned in different ways. I used the same topics for my four groups but they reacted in a different way. To complete this last year and my intensive practice and study successfully I had and I needed to be a good observer to describe and know my student's context.

I also had to propose solutions to possible problems and I needed to investigate different strategies to achieve the goals, this are basic skills are needed for my future teaching.



# CHAPTER I



## I. TOPIC OF STUDY

### 1.1 Nucleus and Topic Line

During my observation and my first period of practices, I observed that students had difficulties to express themselves in written texts in the English language. In fact, the results of the Diagnostic exam coincided with True Beginner Level in the Listening, Reading and Writing skill but this last one had the lowest score, and according to Graves (cited by Laksmi, 2006) students had difficulties “in getting ideas, organizing ideas and developing ideas, choosing correct words and structuring ideas in correct sentences, as well as maintaining paragraph unity” (pp. 144-145). I decided to dedicate this study to the incorporation of writing tasks to encourage EFL learning.

The analysis of this process falls under the nucleus “The didactic competence in teaching the specialty” because I focused on the teaching and learning process. Likewise, the topic line is “Analysis of the teaching practice” because I intend to explain the process I had to follow to get results in my school of practices.

### 1.2 School Context and Geographical Location

The study took place within the school Dionisio Zavala Almendarez. The school code is 24DES0018Z. It is located in Fernando De Magallanes Street No.239, Industrial Aviacion II Section, San Luis Potosí, San Luis Potosí, and its postal code is 78140 (Appendix A). The school was founded in 1972 which means that the school has been working with 46 generations up to now.

Around the school there are several stores, for example in front of the school there are two paper stores where students buy material for their classes before the classes start or after classes, around two blocks away from the school there also are grocery stores where some students buy lunch before the classes start. At the end of the school day students used to go to a little park four blocks from the school to socialize with their classmates but sometimes they have problems between each other. In front of this little park is there is an Oxxo store and on Pedro Moreno street

where some students take the bus. Students consider that their context is safe for them. However during this scholar year the Police Department have been giving them conferences about the insecurity of that zone. In addition, some other institutions gave them talks about sexting and cyber-bullying as well as first aids courses, where students showed interest and participation.

### 1.2.1 Current Physical Condition of the School

It is important to emphasize the characteristics of the school infrastructure because according to the Mexican Constitution in the 3° Article, it is established that all the Mexicans have the right to the education, and in that education, basic conditions of dignity, health and wellbeing are guarantee of quality educational services. Therefore, the infrastructure is part of the "basic structure" of ECEA (Evaluation of the Basic Conditions for Teaching and Learning) there is sufficient evidence supported by the right to education, to emphasize that the existence of a campus with certain characteristics it is important if we want students to learn in conditions of dignity and security.

The importance of educational infrastructure is reflected in different laws like General Education Law (LGE) National Educative System (SEN), General Law of Education Physical Infrastructure (Infe), published in 2008. For this reason, a place has been designated to the description of the school condition in this document in order to have a better understanding of the context.

The school has six buildings, the first building only has one floor and it is used by the school personal like secretaries, teachers, principal and sub-principal. The other five buildings are used by the students and they have two floors, the five buildings have in total eighteen classrooms, of which three buildings have four classrooms each one, one building has one classroom and the last building has five classrooms, where the 448 students are divided by their grades and groups. There are six groups of each grade. In first grade there are 150 students, in second grade there are 160 students and in third grade there are 138 students.

The classrooms have a whiteboard, students' chairs, a teacher's desk and chair, windows and a door. There are 5 courts designed to do sport activities and civic ceremonies. The courts are mostly used by the Physical Education teachers, but they are available for other subject teachers. You can also find rooms to do research or extra academic activities like Library, Laboratory, Computer Center, Media Room and an Auditorium that could be used by the students, which could be used in the English class, because there we can have better, interesting and fluent work with the students, for example to do research, to use technology to learn, to do a play, to watch videos, etc.

As the different courts of the school, these rooms could be used by all the teachers of the school but before a teacher decided to use a room, he or she has to check availability of the rooms because sometimes more than one teacher wanted to use the same room at the same time, to avoid any kind of difficulties, teachers have to set a date and hour to use it some days or weeks before with the person in charge of the corresponding department. .

Nowadays the school has different services like water, electricity, internet and medical assistance available for students during the scholar year. Unfortunately, last year the school had problems with the water service in the students' restrooms. Because of this, many students' parents decided to change their children to another school, most of them were girls.

Talking about the electricity service, most of teachers feel limited to plan a class, because in all the classrooms plugs don't work, so they can't use technology tools to give a class. Talking with English teachers of the school, this problem have made them face challenges to give their classes, like buy expensive electronic applications and bring them from room to room.

### 1.2.2 School Personal

Talking about the school personal , The Secretary of the State Government of San Luis Potosi is in charge to administrate and control the 81 workers at this school. There is a principal, Enrique Arevalo, the vice-principal is Natividad Francisca Hernandez. There are 5 secretaries, 71 teachers and 3 counselors (one for each grade) working with 448 students of all the grades.

### 1.2.3 English Academy

This school is organized by academies, each academy corresponds and it is named according to one subject of the curricula of the school, which means that the English subject has an academy. According to Rolando Cruz Garcia, Academic Director of COBAED (Colegio de Bachilleres del Estado de Durango), in his article called “The role of academies in educational institutions” mentioned that “The purpose of the academies is to raise the quality of the PEA (Teaching-Learning Process), which will allow us to influence the high failure rates, reduce school failures and increase the general averages per subject” (2008, p.1)

There are 4 teachers of English working with the 18 groups. These English teachers form the English Academy, the president of the Academy is the teacher Alexandra Sukei Delgado Aleman who is in charge of organizing them to do extra activities in the English subject for the students. Teachers considered that some important national holidays are the key to increase students’ interest to participate, so they organized different events before these important dates like Halloween, Christmas, etc. To give an example the last year the Academy created a Halloween party at the school where the students and the teachers participated in different activities to practice their knowledge in English such as costume contest, presentations, songs, etc.

The English Academy has its own web page where activities organized by the English teachers are captured in photos with the purpose to present all the activities

made by the Academy at the end of the school year in CTE (Consejo Tecnico Escolar).

This school year 2018- 2019 the academy organized for Halloween workshops for students like make-up of wounds or characterization, a costume contest and a presentation of scary stories, all of them in English language.

In my first contact with the Head Teacher of my groups, he answered a brief inquiry (Appendix B) about his experience working as an English Teacher at school Dionisio Zavala Almendarez, in which he had worked for six years, he mentioned that the purpose of the English subject is that students learn to communicate in English language contextualizing them in real situations. To develop his classes he selects his material, he usually uses the book, flashcards, worksheets and tracks. The methodology he uses is Communicative Language Learning with the PNIEB (Programa Nacional de Ingles de Educacion Basica) activities, he mentioned that the English Academy is organized by the English teachers and the evaluation of learning is through projects, tests, oral exams or presentations.

#### 1.2.4 Relevant Social and Academic Characteristics

I was assigned 4 groups to complete my practices, these groups correspond to second grade of secondary school. The groups are A, B, C and F. Group A has 29 students, group B has 31 students, group C has 31 students and group F has 32 students. I decided to dedicate my study in 2° C because in my first contact with the group I observed that their reaction to my practices was positive because they showed more empathy and enthusiasm with the English language than other groups and I thought that it could help my topic of study because I could focus mainly in the incorporation of writing tasks.

Group “C” is made up of 31 students, 16 are girls and 15 are boys. Their ages are from 12 to 13 years old. It is necessary to know the age of the students because “the age of our students is a major factor in our decisions about how and what to teach” (Harmer, 2007, p. 81). This age range told me that they are adolescents, and

according to Laurence Steinberg (2005) in his article “Cognitive and affective development in adolescence”, he established that in this life stage adolescents marked improvements in deductive reasoning, information processing and expertise. However, they do not achieve it completely or easily. I understood that I could not made high expectations about my students’ learning in short time. Rather I had to modify my lesson planning and my purpose according to their needs. Working with adolescents Harmer said “Our job, therefore, must be to promote student engagement with material which is relevant and involving” (Harmer, 2007, p. 84) then material is an important key to work successfully with them.

“The most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of them clearly associated with motivation” (Ur, 1996, p. 275) To contextualize and understand students’ activities and motivation, they were interviewed (Appendix C) in the first week of class about their likes, dislikes, extra activities they do in the afternoons and their motivation to go to school and the results were the next ones (Appendix D).

In their free time (Appendix E) 35% of the students do exercise or practice some sports, 25% of students interviewed like to play videogames, 22% of students like to listen to music and 19% of the students like to watch TV, movies and series in their free time. This result told me that to increase the interest of the class I needed to add activities related to athletes, sports and technology, which are topics that they may know.

As the last result, students expressed their topics of interest (Appendix E) and 51% of the students chose sports and music, 48% of the students chose technology as their topic of interest, 35% of the students chose another options like literature, dancing, culture, arts, and 6% of the students are interested in politics, this result reinforces the last survey questionnaire about the activities in their free time and their topics of interest.

“Motivation is essential to success” (Harmer, 2007, p. 98) In the questionnaire the students had to choose among their families, their classmates, their teachers and

themselves the person or people who motivated them to go to the school and these were the results (Appendix F); 70% of the students chose their parents, 45% of the students chose themselves, 22% of the students chose to their classmates and 6% of the students chose to their teachers. “Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in task” (Ur, 1996, p. 277)

According to students’ answers most of them are motivated by others to go to school, it helped me to understand that in some cases, if others do not consider important to learn English my students neither. Ur wrote that there are many sources that affect this extrinsic motivation (1996, p. 278) most of them by their authority figure such as their parents or peer-group influences, but she also mentioned other five sources that certainly affected by teacher action, for example, success and its rewards, failure and its penalties, competition, etc. It helped me to understand that teachers affect the students’ motivation too, but reading these pages I realized that the use of extrinsic motivation is not necessarily incorrect or wrong.

“Intrinsic motivation – the generalized desire to invest effort in the learning for its own sake” (Ur, 1996, p. 280). Less than half of my students considered that they go to school for decision by their own. For me at the beginning, it meant that these students have their own personal purposes going to school, so it could be easier for me to give the class, nevertheless Ur also wrote “For real-time classroom learning a more significant factor is whether the task in hand is seen as interesting” (Ur, 1996, p. 280), when I read this line I understood that the fact of students wanted to learn for their own interest would not mean that I as a teacher would not make an effort arousing learning interest.

Ur (1996, p. 281), gave us nine ways of arousing interest in tasks and I found them very useful for my lessons planning in my practices, I used six of them which were: clear goals, varied topics and tasks, visuals, tension and challenge games, play-acting and personalization. Talking about “clear goals” I used to write on the board the objective of the class every day since my second period of practices because in my first practices in the middle of the class I used to forget my objective,

in this way students started to think about the possible topic of the class and writing it on the board was easy for me to remember. “Varied topics and tasks” I liked to change the activities in each group because each one had different reaction so I could analyze which kind of activities could help me to achieve my goal depending on the group.

The use of “visual aids” had been a key to arouse interest in students since my first years of teaching training, I used a lot of visual material such as flashcards, posters and worksheets during my practices, I even recycled some material I had from the last years. “Tension and challenge games” I used to apply this kind of activities during Warm Ups in all my classes, for example by contest per teams or lines, but at the end of each Warm Up students started to be very competitive with them so it was difficult for me to continue with the next stage of the lesson, so I decided to apply these activities when I noticed my students felt sleepy (in the first class of the day) or when the weather was so cold (December) and students did not want to work. Students also do “play-acting” in this school year with Children’s stories during December and made personalized activities according to the results of the Diagnostic test, students’ interviews and Learning Styles test.

Talking about students’ experiences learning English, most of them considered that their experience learning English is good (Appendix G), 42% of the students considered that their experience learning English had been regular, 42% of students said that their experience learning English had been good and 16% of the students considered that their experience had been bad. This result helped me to understand that most of the students had enjoyed their English class, so I wouldn’t have many difficulties in this aspect.

Students’ reasons to learn English are different in this group (Appendix H), 19% of the students considered the English language important to finish the university, 16% of the students considered that English is necessary every day so they are interested in learning it, 16% of the students considered that learning English is important to get a better job, 16% of the students like to learn English because they consider that it is necessary to travel around the world, 12% of the group would like

to live in USA which means that they are interested to learn English, 3% of the group like to learn English because they enjoy it and it is easy for them and 6% of the students feel obligated to learn English because they do not think it will be useful for them. All this information helped me to know that most of students considered the English language as a key to achieve their goals and it reinforces that I as a teacher have to contextualize the learning. In this case I guided my students to communicate themselves in L2 in interviews, asking for information, role plays etc. They found helpful all these activities for their life.

A Diagnostic Test (Appendix I) was applied to know the level of the groups, which helped me to plan my classes according to their results. This Diagnostic consisted in the evaluation of the Reading skill, Writing skill and Listening skill, the Speaking skill wasn't evaluated because the time wasn't enough.

Listening was evaluated by 26 items divided in 5 parts, part number one had six items. They consisted in listening to the description and identifying a person. Part number two had five items which consisted in listening to an announcement and writing the information. Part number three had five items, which consisted in listening to a conversation and identifying the hobbies of each family members. Part number four had five items, which consisted in listening to different conversations and ticking a box with the correct answer. Finally part number five had 5 items where they had to listen and color a picture.

Reading and Writing skills were evaluated together, they were evaluated by 35 items, these items were divided in six parts. Part number one had 5 items where the students had to read and choose the definition with the word. Part number two had six items that consisted in the reading of a conversation and choosing the best answers, part number three had six items, which consisted in reading an incomplete text and choosing a word from a box that completes it better. Part number four had 5 items that consisted in reading an incomplete text and choosing a word from a box that completed it better. Part number five had seven items that consisted in reading a text and answering questions about it. Finally, part number six had six items where the students had to look at a picture and answer open questions about it.

According to the results of the Diagnostic test (Appendix J) the overall grade of the group is True Beginner, according to CEFR and paraphrasing its description a true beginner is the lowest level of the language, the learner is able to interact in a simple way, ask and answer simple questions about him/ her, where he/she lives, people they know, and things he/she has, initiate and answer to simple statements in spaces of immediate need or on very familiar issues.

### 1.3 Description of the Case Being Studying

I focused my study on Writing Process to encourage EFL learning because according to Plans and Programs of Basic Education Study the general purpose of the English subject is:

“That the students develop skills, knowledge, attitudes and strategies to participate and interact in social language activities with oral and written practices, with different communicative and cultural contexts with native and non-native speakers of English” (SEP, 2007, p. 265) I had different purposes to do this study, talking about my personal purposes I would like to learn this methodology including its advantages and its disadvantages because I would like to work with it in my future groups and I think that the Writing Process is very important for students to communicate something in real situations.

My academic purposes were firstly for students to enjoy writing something in English, for students to find easy to identify their ideas, after that organize them and write them down and then for students to express themselves in written texts.

In order to achieve these goals successfully, I used some of the tools that authors recommended to accomplish each step of the writing process. I evaluated students' progress by check lists, rubrics and observation to know my students' needs. At the end of each step I collected some students exercises to observe the evolution or retreat of the learning process.

#### 1.4 What is Known About the Topic?

“Writing is a combination of process and product” (Sokolik, 2003) .I identified this author’s definition about writing because I consider that before having a text completed you have to follow some steps first.

“The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers” (Linse, 2005, p. 98). This concept about the writing process is very important to me because of two reasons; one of them is that in this study I would like to clarify the writing process. The second reason is what she mentioned and I agreed with her about the ideas at the end of the process “they are presented in a manner that is polished and comprehensible to readers” (Linse, 2005, p. 98). At the end of a writing process, the text has to achieve its objective itself because it had to have an organized content but not only that, students would be able to read and comprehend their own texts but also their classmates’ texts. Ur (1996) also wrote that the purpose of writing is “the expression of ideas, the convey of a message to readers; the ideas themselves should arguably be seen as the most important part of the writing” (Ur, 1996, p. 163). At the end of the writing process, writers need to achieve this purpose regardless of the kind of text. So here, I could have two important purposes or objectives of the writing process which involve, the writer and the reader, to express ideas and to comprehend them, both of them writer and reader need to participate in this process.

As I mentioned before the writing skill is a process which is divided into different stages or steps, depending on the authors, I will quote some of them to analyze the process I will apply during my study.

Lisa Vernon (2001) described six steps for the writing process which are: Brainstorming, Outline, Rough Draft, Evaluation, Final Draft and Publishing, she also described each step.

Paraphrasing the description of these 6 steps,

- 1) Brainstorming suggests a random approach to getting thoughts out of the mind and onto some type of picture, it should be guided by the teacher before

students are expected to complete this step independently. You as a teacher can use graphic organizers, web, map, frame, etc.

- 2) Outline, she mentioned it “is used to further organize the thoughts revealed in the Brainstorming step” (Vernon, 2001, p. 2). In this stage Teacher have to guide students to visualize the different topics and sentences within the paper.
- 3) Rough Draft, and paraphrasing what she mentioned about it, the change between Outline and Rough Draft is relatively small, because in this step a solid outline visually recognizes the segments of the paper then “students can transfer the isolated sentences or details into flowing paragraphs”. (Vernon, 2001, p. 3)
- 4) Evaluation contains peer and teacher proofing as well as editing. Teacher give a “list of questions and instructions that is both general and that guides the evaluator through this stage of the process.” (Vernon, 2001, p. 3) In this stage students make a self-evaluation, peer-evaluation or an evaluation of the teacher to correct their mistakes based on the feedbacks.
- 5) Final Draft, it is “usually a handwritten copy that the students submit for a grade” (Vernon, 2001, p. 3) after the mistakes were corrected, students hand in the final product with a final grade. And finally the last step 6) Publishing consists in the incorporation of technology, art, music, drama, it is an optional step for the writing process.

Linse (2005) also described 5 steps to develop a writing task, which are:

- 1) Prewriting were students are guided by the teacher to think, to participate and say their options, she recommend them to draw their ideas and think about the title of the writing task (Linse, 2005, p. 107).
- 2) Writing in this stage “the point is to get the thoughts down on paper” (Linse, 2005, p. 107) she mentioned that it doesn’t matter if they leave out information or repeat it, the aim is to write their ideas down.
- 3) Revising, “revising occurs when a writer looks for feedback from a teacher or another student” (p.107) in this part the role of the teacher is very important but students also can help each other.

- 4) Editing, in this stage students correct their mistakes, she mentioned that it could be demotivating for them because they “know how painful it can be to rework a piece they feel is already finished”. (Linse, 2005, p. 109)
- 5) Publishing where students share their final text with the school or classmates, in this step students used to be motivated.

Jim Scrivener also described the Writing Process, it “involves a different kind of mental processes. There is more time to think, to reflect, to prepare, to rehearse, to make mistakes and to find alternatives and better solutions” (2005, p. 192) He also established 14 different stages (2005,pp. 194-195) to develop the writing process;

- 1) Introduction. Get students interested by reading a text, showing pictures, discussing some key issues.
- 2) Introduce and summarize the main writing task. Students are clear what they have to do.
- 3) Brainstorming Ideas. Use the board to collect as many ideas as possible.
- 4) Fast-write. Overcome ‘blank page’ terror and get ideas flowing is to ‘fast-write’.
- 5) Select and Reject Ideas. What is worth leaving out?
- 6) Sort and Order Ideas. Start to plan structure of text by arranging ideas.
- 7) Decide on Specific Requirements: style, information and layout. How is the text to be laid out, paragraphed and organized? Are there any special rules?
- 8) Focus on Useful Models. Help students to study one or more samples of written texts similar to the one they are writing.
- 9) Plan the Text. Use notes, sketches or cut-up cards to start organizing a possible shape for the text.
- 10) Get Feedback. You, other individual students or groups can read and make helpful comments and suggestions about a text.
- 11) Prepare Draft(s). Students benefit from preparing a draft version before the final one. This gives them the chance to get reader reactions and corrections.
- 12) Edit. Students go through their own text, checking if it says what they want it to, if it reads clearly and smoothly, if its language is correct.

13) Prepare Final Text. Based on feedback, students write a finished text.

14) Readers! Rather than simply 'mark' a text, it is great when students can respond to it in some more realistic ways.

There are also more authors that described the writing process. Roger Gower, Diane Phillips and Steve Walters (2005) divided the Writing process into 6 steps; 1) Introduction. To stimulate students' interest, 2) Working with ideas. To get ideas from students, note down, develop them and choose order, 3) Planning. Remind students of the typical features and structure of the text, 4) Drafting. Students write a first draft using dictionaries, grammar reference books and model texts, 5) Reviewing/Editing. Students correct and improve their first draft, and 6) Re-writing. Students write out the final version and give it to the intended reader(s). (Pp.115-116)

Finally, I will mention a brief description about the Writing Process by Harmer (2007) which described the process "involve planning what we are going to write, drafting it, reviewing and editing what we have written and then producing a final version" (p.113) All this references helped me to choose four of the steps which are the most mentioned by these authors to practice the writing process with the students during this study.

My students practiced Brainstorming to get students' ideas, Rough Draft to select and organize their ideas, Revising to check and give feedback about their text by be self-assessment, teacher assessment or peer assessment, and Final Draft to the students hand in their edited texts. The authors mentioned before coincided that these 4 recommendations should be included within the Writing Process.

Harmer (1998) wrote four reasons for teaching writing to students of English, which I considered important to take account in this study. "Reinforcement, some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable". (p. 79).

I agreed with this first author's reason because in my short experience in teaching English I realized that students with low English level showed confused when you as a teacher are only talking to them, but for example when you write on the board the instructions, it makes them easier for them to understand the meaning.

"Language development, process of writing helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience" ( Harmer, 1998, p. 79). Definitely to write a proper text consist on a hard effort for the writer even in his/her L1, and I considered that at the end of this process, you as a writer learn many useful things, like organizing time and content, learning new vocabulary or phrases, being creative and interesting, to investigate and working in pairs or group.

Harmer (1998) established "Learning style, some students are fantastically quick at picking up language just by looking and listening" ( p. 79). When I read this reason I immediately thought about the results my students got in the Learning style test, most of my students easily learn through visual aids, so written tasks would help them to learn quickly.

The last reason that Harmer (1998) mentioned was "Writing as a skill, students need to know how to write letters, how to put written reports together, how to reply to advertisements, how to write using electronic media" (p. 79). When I read this paragraph I reinforced my belief about learning a new language involves writing words down and practicing them, because in my case most of the time, when I read something I don't pay attention to details about spelling but when I try to write a text it is very important every single letter.

Ur (1996) classified the writing activities in three, which I considered important to develop in my study because it helped me to identify the purposes of my writing activities. The first writing activities she mentioned are "as a means" these ones are focused on "note down vocabulary; copy out grammar rules, write out answers to reading or listening comprehension questions" (p. 162) I considered that I worked with my students using these writing texts at the beginning of a period of practices

because it helped me to provide them important information that would be used in the next lessons, for example to present new vocabulary or to check grammar.

The next writing activities are “As an end” which are focused in micro and macro skills to express an idea, “examples of such activities would be: narrating a story, writing a letter” (p. 162) My students also worked with these kind of activities, in the second period of practices they wrote different stories without an specific vocabulary learned but with a specific audience, for example writing a plot of a movie and describing stories.

The last classification she mentioned was “As both means and end” in this kind of writing activities combine the two last activities, where the writers use the vocabulary or grammar and express themselves, but it includes writing and reading, for example “a written response to the reading of a controversial newspaper article” (p. 162)

Brown (2003) mentioned three genres of written language, the first one is “Academic Writing” and he gave some examples: “papers and general subject reports, essays, compositions, academically focused journals, short-answer test responses, technical reports, theses, dissertations” (p. 219). The second genre is “Job-related writing” which are “messages, letters/emails, memos, reports, schedules, labels, signs, advertisements, announcements, manuals” (p. 219). And finally the last genre is “Personal writing” such as “letters, emails, greeting cards, invitations, messages, notes, calendars, entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration document diaries, personal journals, fiction” (p. 219).

This information is fundamental in my study because it is important to know what genre of the written language my students would use, at first sight I believed that the most common genre would be “Academic writing” because I worked with students at school, but analyzing each example, I realized that most of the activities done in an English class are from “Personal and Job-related writing” genres: like “advertisements, announcements, diaries, short stories” (p. 219).

In addition, Brown categorized the types of writing performance in four. “Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area” (Brown, 2003, p. 220). In this part I understood that not only the Writing skill has these performances, the other three fundamental skills have some similar ones.

“Imitative. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences” (p. 220)

I considered that the first step before my students start to write is to show them an example, without this step done my students could not have clear what to do, so I always had in mind this important first step during my practices when I asked them to write a text some lessons before I worked with them in the book or on the board with some other real example doing tasks to comprehend the purpose and the content of the text and the audience for which it was designed, for example we worked with plots and scripts of different movies.

“Intensive (controlled). Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms and correct grammatical features up to the length of a sentence” (p. 220). This type of writing performance is focused in form, and it is developed when in a lesson we are considering a specific tense, for example during my practices we analyzed simple past and we learnt some verbs in past, regular and irregular, to describe actions done in our last vacations.

“Responsive. Assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs” (p. 220). To practice this writing performance, students created some sentences describing them when they were seven years old, their physical appearance, their likes and dislikes, they created a brief autobiography including their date of birth. Trying to link the sentences in the previous activities.

“Extensive. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis” (p. 220). I considered that this writing performance is difficult for them according to their result of the diagnostic test, so I did not apply this kind of activities.

During the writing process, there is a step where students have to identify their own mistakes to correct them, “They may not be able to see or define all the good qualities or shortcomings of an assignment, but they will detect at least some of them” (Ur, 1996, p. 171) during my practices I used to ask my students to work in pairs or teams to check their texts which was a good strategy for me because of two reasons, the first one was that it helped them to analyze their own and their classmates mistakes, so next time it would be harder to make the same mistakes; and the second one was that “correcting written work is very time-consuming” (p. 171) and it helped me not to spend a lot of time of the class assessing one student.

Harmer (1998) wrote “Over-correction can have a very demotivating effect. As with all types of correction, the teacher has to achieve a balance between being accurate and truthful on the one hand and treating students sensitively and sympathetically on the other” ( p. 84). I always tried to keep in mind these lines when I was checking my students’ texts, I used to write positive notes in my students’ notebooks after checking homework, and they showed motivating to correct their texts.

Ur (1996) mentioned “The correcting of mistakes is part of the language instruction, but too much of it can be discouraging and demoralizing” (p. 171). When I corrected my students’ texts I tried to be clear about what I wanted them express, sometimes I focused in form or tense, sometimes in vocabulary, sometimes in coherence, but I did not correct all the mistakes I identified, because it could take me more time, considering the short time I had to work with them.

Harmer (1998) wrote “Correcting is important, but it can be time-consuming and frustrating, especially when it is difficult to know what the mistake is because it is unclear what the student is trying to say” (p.84) Something that I noticed with my

students was that in some text or sentences I could not identify the students purposes, so taking account to Harmer(1998) and Ur (1996) when she said “We might correct only mistakes that actually affect meaning” (p. 171) I used to ask questions to my students about their purposes of writing some text or sentence, because they sometimes did no write how, what, or who did an action, so the text was not clear.

During the correction of my students texts I asked them to rewrite their texts because “rewriting is very important: not only because it reinforces learning, but also because rewriting is an integral part of the writing process as a whole” (Ur, 1996, p. 171)

I focused this study to Narrative texts, which “entertains, instructs or informs readers by telling a story” (Mundand, 2014) Students practice this type of text mostly in past tense to talk about, their biographies, their best vacations, their last weekend, their Valentine´s Day and their favorite movie. I described 2 writing processes with two different narrative texts to analyze if the application of the 4 authors´ recommendations helped students to deal with their difficulties in written texts.

### 1.5 Key Questions this Case Will Attend

- 1) What results did my students have in each of the 4 recommendations of the writing process?
- 2) Which recommendation was more effective in students´ difficulties in written texts? Why?



## **CHAPTER II**



## II. CHAPTER 2

### 2.1 Description of the Analysis Applied

This chapter has the objective of analyzing the results of the use of four specific recommendations proposed by five authors; Linse (2005), Vernon (2001), Scrivener (2005), Harmer (2007) Gower, Phillips and Walters (2005), that attend writing tasks within a secondary EFL class. These are Brainstorming, Rough Draft, Revising and Final Draft which all form part of the writing cycle proposed by the same authors. These recommendations were done throughout 2 classes using the PPP approach. The following key questions were attended in order to guide the description and analysis of my practice:

1. What results did my students have in each of the four recommendations of the writing process?
2. Which stage was more effective to deal with students' difficulties in written texts? Why?

#### 2.1.1 Description of Brainstorming Process 1

My first writing process was developed on November 26 from 10 am to 10:50 am (Appendix K). The objective of the process was for students to be able to start creating the Plot of a movie.

Before I started Brainstorming, in the Practice stage I asked them to open their Yes We Can 2 books (2012, pp.39) and identify the genre of each movie reading its description. We checked the answers in plenary, some students got excited to know that their answers were correct and they started to compare their answers with their classmates to know the number of right answers. This showed that students had a competitive and it could be useful for the following classes because it could increase their interest in some activities.

During Brainstorming I started with a question, What is a Plot? some students participated in Spanish giving some examples:

- |            |                                |
|------------|--------------------------------|
| 1. Reseña  | 4. Synopsis                    |
| 2. Resumen | 5. Trama                       |
| 3. Trailer | 6. Descripción de una historia |

I wrote their examples in L2 on the board and I realized that they had an idea because of the previous exercise in their books; I asked them

- What contents does a Plot have?

Students participated in Spanish as a plenary and I wrote their opinions on the board as a Brainstorming, some of their answers were:

- |                   |            |
|-------------------|------------|
| 1. Characters     | 4. Genre   |
| 2. Setting        | 5. Problem |
| 3. Main character |            |

#### 2.1.1.1 What Results did my Students get in Brainstorming Process 1?

"Brainstorming is the process of free thinking and generating ideas without being bound by restraints such as "is this a good or bad idea?" (Slater and Cory, 2003)."

Following the components and aspects that Brainstorming has such as participation, expression of ideas and show respect to other's ideas, I evaluated Brainstorming with an individual checklist (Appendix L). According to the results (Appendix M) and taking account the 28 students in the class, 24 students were participating in an active or passive way, participation in known as how "students involve themselves in class" according to the English Dictionary Collins. 13 students of 28 shared their ideas to the group and 6 students of 28 did not show respect to their classmate's ideas.

There were 3 students that did not participate nor share ideas and they didn't show respect to their classmate's ideas. Considering the previous results and that Brown (2007) wrote "Brainstorming is a technique whose purpose is to initiate some sort of thinking process" (p.233) and it is "often put to excellent use in preparing students to write on a topic" (p.233) I considered that during Brainstorming I focused

mostly in my students share their ideas, which is considered as a content. However during assessment the balance between content and form was appropriate when the ideas and vocabulary provided were written correctly.

#### 2.1.1.2 Did Brainstorming Attend Student's Difficulties in Written Texts? Why?

Considering that students had difficulties “in getting ideas, organizing ideas and developing ideas” in written texts (Graves, cited by Laksmi,2006, pp.144-145) and considering that “Writing involves a different kind of mental process (Scrivener, 2005, p.192)” which Scrivener (2005) mentioned such as thinking, reflecting, preparing, rehearsing, making mistakes and finding alternative and better solutions, I decided to apply a brief interview(Appendix N) to students at the end of each writing process to determine if the process was appropriate to deal with their difficulties. The Interview was anonym, and I explained them that it would not count in their evaluation.

The results of Brainstorming (Appendix O) were the following; on one hand 18 students considered that Brainstorming helped them to write their texts, and they wrote different reasons, the most common reason was that Brainstorming helped them to think about the characteristics that the text had to include and did not forget it. In the other hand 10 students mentioned that Brainstorming was not necessary to start writing the text because they had already an idea of what to write.

The results showed that these 10 students were intrinsically motivated because they showed “self-determination and autonomy” (Brown, 2007, p.92) during Brainstorming for that reason “learners develop their own ideas freely and openly” (Brown, 2007, p.92) and they did not consider necessary or important to start with Brainstorming. However the rest of the group need somebody else who help them to organize and decide the information or ideas to write in a text.

As I mentioned before some of their difficulties were “getting ideas, organizing ideas and developing ideas” (citeb by Laksmi, 2006, pp. 144-145) and analyzing the previous results I considered that effectively Brainstorming helped to deal with this part of some students' writing difficulties, keep them in mind and work with them.

### 2.1.2 Description of Rough Draft Process 1

I asked them to choose a movie and identifying all the information they considered important for the Rough Draft and to start writing their Plots, considering the writing components; focus, organization, support, style, grammar and mechanics. I guided students to choose the information they considered important to write their plots, it helped students to feel in confidence to write.

The Rough Draft was established to take 10 minutes. They had to choose a movie and write the information they needed to start to write the Plot. Around 10 students started immediately to do the exercise and got excited because of the topic, nevertheless, there were several students' doubts when I was monitoring, they asked me; how I can say "pelicula de ciencia ficcion" in English, movie of science fiction or science fiction movie? Or How can I link the sentences? but their classmates started to explain in their own words.

Five students asked me personally what they had to do and the other 4 students started to do the exercise when they noticed that the rest of the group was finishing their draft. Something that could have helped my students to save time could have been to provide them an example about how to fill and link the information on the board. Because even though they had already different examples in their books, some of them needed to see all the process to get the plot.

I considered that the information provided during this stage is a key to the final product, because it was the base of the final product. When I was monitoring the activity I tried to have my students focus on the main aspects of the plot, some students started to get stressed because they did not feel capable to describe the movie in L2. They tried to describe almost every scene of the movie. I asked them for the main characteristics and I tried to give them many examples they could use.

Example:

- Who is the main character of the movie? Where does the movie take place?  
What happened? When does the movie take place?

- You can write “This movie is based in future time, where Charley has a problem with robots in Mars” or “This story is about Charley, a future boy who is living in Mars and has problems with robots” you can use the same information in different ways.

Students’ reactions with this answer was positive because they started writing the information they had and ordering as they wanted to do. (Appendix P), even though after that the same students had doubts about how could they link the sentences, so I understood that I had to explain them first some conjunctions they could use to link the information, such as and, but, because, if, when.

#### 2.1.2.1 What Results did my Students get in Rough Draft Process 1?

I decided to use the next rubric because it values the 3 last aspects which are accomplishing with the definition of Linse of the writing process, “refers to the act to gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers” (2005, p.98) and in this process I considered that the most important aspects were “Focus and Organization” and “Elaboration, support and Style” because it was a “as an End” writing activity which according to Ur are “examples of such activities would be: narrating a story, writing a letter”(1996, p.162) and following the purpose of writing which is “ the expression of ideas”, ideas that “should be seen as the most important of the writing” (Ur, 1996, p. 163) I used the resulting rubric (Appendix Q) were student’s Rough Drafts were evaluated by me according to the writing components used by the Book Writer’s Choice Grammar and Composition (2002, p.11) which were:

Focus and Organization 35%

Elaboration, Support and Style 35%

Grammar, Usage and Mechanics 30%

The results (Appendix R) helped me to understand that my students had difficulties to support their ideas giving examples and details about their ideas in L2. They also had difficulties to express their ideas grammatically correct, they had

difficulties in punctuation and they did not have enough vocabulary, however they had abilities to organize their content and maintain the purpose of their written text.

#### 2.1.2.2 Did Rough Draft Attend Student's Difficulties in Written Texts? Why?

At the end of the process an anonym interview (Appendix N) was applied to analyze the students' opinions about the writing process and if each authors' recommendations were helpful for them to write their texts. The following results (Appendix S) correspond to the students' opinions about Rough Draft; 20 students considered that Rough Draft was helpful for them to complete their text, the most common reason they explained was that it helped them to organize their ideas and select information.

Considering that one of their difficulties on written text is "organizing ideas" I could say that in fact Rough Draft helped these 20 students to deal with their difficulties in written texts. However 8 students did not consider Rough Draft was helpful tool for them, the most common reason was that they could not start to write because they needed more vocabulary before starting to write. These students' comments helped me to analyze the Rough Draft process and I noticed that I need to provide students more vocabulary or information they could use to write their draft with fluency.

#### 2.1.3 Description of Revising Process 1

In the Feedback, I asked them to read and check their classmate's sentences during Revising because according to Lisa Vernon (2001) and Linse (2005) students can help each other to correct their texts even they could learn certain topics when they are explained by others. When I was monitoring their peer revising, students showed interest in the exercise and they had new questions about word's meaning, for example:

- What is the difference between home and house?
- What is the difference between ocean and sea?

I expected to take 5 or 7 minutes, however I considered that we as a group needed to take more time revising their texts because they had difficulties to find written mistakes. When I asked students to work in pairs to read and check their classmate's texts, at first around 15 students started to show an active participation sharing the movie they chose and their reasons, which was motivating for the rest of the group because they started to participate in an active form.

Nevertheless, I had to intervene asking them if they had already read the text and if they could identify any mistakes, because they started to talk about different movies, actors, etc. When students read and checked their classmates' texts, I monitored their work, and I realized that 4 of the students had a higher English level and helped easily to check their classmates' texts. They helped another 4 students, they even asked each other for grammar and vocabulary, and used the dictionary. Around five times they asked the head teacher or me for information.

For example:

- Is it correct to write "HE" if I am talking about a dog which is the main character?

These students focused their corrections in form, content and details to support their ideas. Around 9 students had difficulties finding mistakes in their classmate's texts, their corrections were focused on content. They considered important to add the information provided during Brainstorming; characters, setting, main character, genre, problem, even if their grammar and vocabulary were not appropriate. Other 7 students could not create sentences to describe the movie, they wrote a list of characters, setting, genres and problems of the movie without linking them in a paragraph.

For example:

Characters: Mary Jane, Peter Parker, aunt, uncle, green goblin

Setting: City

Main Character: Peter Parker

Genre: Science Fiction

Problem: family tragedy, new job, villains

Some factors I consider that helped the development of their text were the movie selected. They felt motivated to write and that some of them chose the same movie, nevertheless some of them were distracted for the same reason of the main aim of the stage which was to read their classmates texts and give some recommendations to them.

#### 2.1.3.1. What Results did my Students get in Revising Process 1?

During Revising I answered a Check List (Appendix T) based on the previous rubric (Appendix Q) for the Rough Draft, considering the aspects mentioned before to analyze students' priorities doing feedback to their classmates. Considering that the text written was within the category of Narrative Writing I used the criteria mentioned in the book *Writer's Choice Writing Assessment and Evaluation Rubrics* page 31 published in 2000. The students' feedbacks were categorized into 3 aspects:

Students which were focusing their correction and feedback in "Focus and Organization" must notice if the narrative fulfills its purpose by telling an interesting story, if the story is appropriate to its intended audience, if the story has a strong beginning, if the time order is used to organize the story's events.

Students which were focusing their correction and feedback in "Elaboration, Support and Style" they must notice if every sentence is important to the story, if are enough details provided to describe the setting and characters, if realistic dialogue contributes to the story and is used appropriately and if transition words help move the story along.

Students which were focusing their corrections and feedback to "Grammar, usage and mechanics" they must consider if the writing is free of misspelling, and words are capitalized correctly, if the sentences are punctuated correctly, and the

piece is free of fragments and run-ons, if the Standard English usage is employed, if the paper is neat, legible and presented in an appropriate format. Following the previous information and doing observation, a checklist (Appendix T) was answered. With the results (Appendix U) I noticed that all students were giving feedback focused in “Focus and Organization”, 5 students considered another aspects which were “Grammar, Usage and Mechanics”, and 4 students considered the 3 aspects giving feedback to their classmates. These results reinforce the results in “Rough Draft” because students focused their texts and their feedback in the same aspect, focusing firstly in “Focus and Organization”, secondly in “Grammar, Usage and Mechanics” and finally in “Elaboration, Support and Style”.

#### 2.1.3.2. Did Revising Attend Student’s Difficulties in Written Texts? Why?

At the end of the writing process, students answered an interview (Appendix N) to know their opinions about the process done and if it was helpful for them to get the final text. The following results (Appendix V) correspond to students’ answers about Revising; 25 students considered that Revising between them was helpful for them, the most common reason they explained was that it helped them because while they were giving feedback to their classmates they were thinking about their texts and they compared and made self-corrections to write a text with less grammar mistakes.

Considering one of their difficulties in written texts which is “choosing correct words and structuring ideas in correct sentences” (Graves cited by Laksmi, 2006, pp.144-145) I could say that Revising was effectively a helpful recommendation to deal with students’ difficulties in written texts. However there were 3 students that did not consider Revising like a helpful recommendation, they explained that it was difficult for them to give feed back to their classmates because they did not know what aspects to evaluate and they felt insecure because they did not have enough English level to give feedback. Analyzing the development during Revising I noticed that I asked students to read and check their classmates’ texts but I did not give them a specific criteria to revise for students that had more difficulties detecting mistakes.

#### 2.1.4 Description of Final Draft Process 1

Then I asked them to do the necessary corrections and bring the plots corrected to the next class (Appendix W) ready to present with visual support for the Final Draft. They chose the aspects to evaluate for their classmates' presentations and to make a self-evaluation, which were selected for them; grammar, voice, visual aids and content.

Students presented their Final Draft (Appendix X) in front of the class and they had the option to use any kind of visual aids as a support, they used a checklist to evaluate their classmates' presentations. While students were presenting their texts, I gave them brief feedback to pronounce better a word. At the end of the presentations I picked up the checklist and the plots to check and determine the final grade for their first evaluation, considering the previous activities, tasks, participation and presentations.

##### 2.1.4.1. What Results did my Students get in Final Draft?

For the Final Draft I used the same rubric (Appendix Q) answered in the Rough Draft to compare the results after their peer Revising with the following results (Appendix Y): The Final Draft had a general overall of 63%, 24.3% of 35% in Focus and Organization, 20% of 35% in Elaboration, Support and Style, and 18.7% of 30% in Grammar, Usage and Mechanics. In the Final Draft I noticed that students showed more information describing detail about the movie, students not only corrected their organization and grammar, but also added more information about their movie such as, physical appearance of different characters and personality.

#### 2.1.4.2 Which of the Previous Recommendations Attend the Most of the Students' Difficulties in Written Texts? Why?

To analyze this question, an anonymous interview (Appendix N) was answered by students where they had to explain if the writing process was helpful for them to get the Final Draft. Students had to choose one of the recommendations used getting the following results (Appendix Z); 16 students chose Revising as their most helpful task to get their Final Draft because they mentioned that finding other's mistakes they could focused first in their owns and correct them. It is part of the mental process that writing involves "there is more time to think, to reflect, to prepare, to rehearse, to make mistakes and to find alternative and better solutions" (Scrivener, 2005, p.102)

Then 9 students considered that Rough Draft was the most helpful task because they need to organize and think about the content that wanted to write about. They also explained that it helped them to find vocabulary and do research in their books, notebooks and dictionary to write their texts.

It also helped them to develop their Autonomy which is part of the Cognitive Principles by Brown (2007) where he explained "successful mastery of a foreign language will depend to a great extent on learner's autonomous ability" (p.70) and I as a teacher could help them to achieve it "helping students to recognize their own self-satisfaction in having done something well" (p. 94) Finally, 3 students considered Brainstorming an important task before they started writing because sharing ideas, information and some examples, they had many ideas of how they could start writing about the movie.

#### 2.2.1. Description of Brainstorming Process 2

During this writing process (Appendix AA) students had to write a brief narration about 5 scenes of a soccer match, the aim of Brainstorming was to activate previous knowledge and vocabulary about a soccer match and to share their ideas. I decided to talk about this topic because according to their interview (Appendix C) and its

results (Appendix D) 35% of the students spend their free time doing exercise and sports, most of them play soccer and 50% of the students' topics of interest were sports.

During Brainstorming I asked students; "have you ever watched a soccer match?" "What things happen during a soccer match?" Students' answers were:

- |                             |                 |
|-----------------------------|-----------------|
| 1. Times                    | 11. Ball        |
| 2. Goals                    | 12. Scream      |
| 3. Sing the national anthem | 13. Referee     |
| 4. Teams                    | 14. Red card    |
| 5. Celebrate goals          | 15. Penal       |
| 6. Players                  | 16. Win         |
| 7. Spectators               | 17. Lose        |
| 8. Wear uniform             | 18. Yellow card |
| 9. Break                    | 19. Get angry   |
| 10. Falls                   | 20. Get excited |

Students showed interest during Brainstorming because of the topic, It was easy to engage their attention and many of them knew a lot of vocabulary to talk about it. I consider that some of them connected the vocabulary used in video games to this exercise, because they were making comments each other such as:

- Acuerdate como se dice "Jugadores" en el video juego!
- Ah! Player or Players
- Acuérdate como se dice el botón de "empezar partida"!
- Ah! Start

They were helping each other to participate during Brainstorming. It took 5 minutes.

#### 2.2.1.1. What Results did my Students get in Brainstorming?

A check list (Appendix AB) was answered to analyze the results of the students during Brainstorming, the results (Appendix AC) were; 100% of the students were participating during Brainstorming, 75% of the students shared ideas and 92% of them showed respect to their classmates' contributions, these results were more effective in comparison with the results (Appendix M) of the previous Brainstorming described, and I consider that this results were more positive because the topic selected was one of their principal topics of interest. Students' ideas increased 400% of the previous Brainstorming, during the last Brainstorming students ideas were 5 and during this Brainstorming students develop and generate 20 ideas, which is a considerable positive change for Brainstorming.

This results helped me to notice 1) the importance of the use of topics of students' interest because it could make the difference between an activity works or did not work, 2) the importance in knowing the students by a brief interview, because this same activity did not work with other groups as well as this group, which means that even with the same years of age students, there are differences.

#### 2.2.1.2. Did Brainstorming Attend Student's Difficulties in Written Texts? Why?

As in the previous process, an Interview (Appendix N) was answered by students to know if Brainstorming effectively helped them to deal with their written texts difficulties, and the results (Appendix AD) of Brainstorming of this second process were the following; 100% of the students considered that Brainstorming was useful for them, they explicated that they could think of the vocabulary the knew by other media such as, video games and internet, and they got many concepts to write their texts.

"Getting ideas and developing ideas" (Graves, cited by Laksmy, 2006) were the difficulties they deal with during Brainstorming. It also helped them to activate previous knowledge and to reinforce their "ego, self-image and self-esteem" (Brown, 2007, p.106), factors that I as a teacher need to have in consideration is teaching

teens because they “are an age of transition, confusing, self-consciousness growth, and changing bodies and minds” (Brown, 2007, p. 106) therefore “teens are ultrasensitive to how other perceive their changes” (p.106) for these reasons this topic helped them to affirm their talent and strengths.

### 2.2.2. Description of Rough Draft Process 2

During Rough Draft I pasted 5 soccer scenes (Appendix AE) on the board, when I finished students were asking each other if they looked the match. They easily identified the teams playing in the scenes and the match was controversial for them because it was recent. It caused a polemical talk between them, 3 students standed up and came to the board to see the pictures, 4 students asked me about the match and my favorite team, the rest of the group talked each other them about that match and other ones.

I told them about some of my favorites teams or matches I had watched and students showed attention about it, when students´ attention was engaged I asked them to look at the pictures and write a brief narration (Appendix AF) about the 5 soccer match scenes considering all or some of the words of Brainstorming using Simple Past tense, they spent 7 minutes to write it.

While they were writing their drafts, they talked each other about the several matches they watched or attended with their families and some habits or costumes they have when they watch a match. The topic helped me to develop a good learning environment, where students were sharing their experiences and being creative to write their texts.

#### 2.2.2.1. What Results did my Students get in Rough Draft?

The same rubric (Appendix Q) used in the previous process was answered in this process because it also was a Narrative text which falls into the category of “as an end” (Ur, 1996, p.162.) writing activity which is focused in content, that is why the rubric dedicates higher grade to details and organization. The results (Appendix AG)

were radically different in comparison with the previous Rough Draft because they got a higher score; talking about “Focus and Organization” 23 students got 4 and 3 points of the score and 7 students got 2 or less points. These results showed that more than a half of the group did not have problems to organize the content and keep the objective of the task. I considered that an important factor that helped to students do the activity, was the topic because they already knew key vocabulary to write their text and that the 5 scenes pasted on the board were previously put in order.

However 7 students could not organize the content in their texts effectively because they had doubts about what to write. They were thinking that they had to describe a previous experience during a match or invent some, instead of describing the story of the scenes. In this case some important tool I would next time is writing down the instructions by steps and key words on the board, so they could see clearly what they had to do in case they did not understand the instructions.

In “Elaboration, Support and Style” 13 students got 3 and 4 points and 17 students got less than 2 points, it showed that 13 students wrote details of the scenes effectively with a few mistakes and 17 students tried to write and support their ideas but some of them were not clear. In comparison with the results (Appendix K) of the previous Rough Draft, 8 students got better score and decreased the number of students, from 6 to 1, which got an 0 trying to write and support their ideas.

I considered that these propitious results were caused for the topic “soccer” which was of their interest because it is part of their daily life like a hobby. That is why even the purpose was the same in the previous process; to write a brief narration, the results were different. In “Grammar, Usage and Mechanics” 16 students got 4 and 3 points and 14 students got 2 or less points. It showed that more than a half of the students did not have serious difficulties talking about spelling, punctuation, capitalization, or tense, in this case, simple past, 8 students had a few errors in this area, and 6 students had serious problems with these aspects.

#### 2.2.2.2. Did Rough Draft Attend Student's Difficulties in Written Texts? Why?

To analyze this question I applied an Interview (Appendix N) where students had to decide if the Rough Draft was useful for them to write the text, the results (Appendix AH) were the following; 24 students considered that Rough Draft was helpful for them because even they knew the vocabulary they could use, they needed to analyze and organize the sentences and look for vocabulary in their dictionaries to support with details some of their sentences. Analyzing their drafts I noticed that students wrote and supported with details depending on their experiences watching or attending to matches, for example, students wrote about the uniforms of the players and teams, about the number of the players, about the middle time or about the feelings when a team won.

#### 2.2.3. Description of Revising Process 2

After they finished their texts, I asked them to read and give feedback to their classmates in pairs, I gave them 5 minutes to do it, after 2 minutes students started to ask each other about their texts and making teams of 4 or 6 members to talk about it. They were talking and debating about the best way to define the match, soccer match or football match, and they gave many apportions such as:

- St1: Se dice "football match" porque la misma palabra lo dice cuando usan "foot" que significa pie.
- St2: Si, pero la forma más común de decirlo en Estados Unidos es "soccer"
  - St1: Pero "soccer" hace referencia a football rápido en el que usan una cancha más pequeña, y ese no es el caso.

This was one of their topics and questions during "Revising", which I was not prepare to answer because I did not have the enough knowledge to give a specific answer. When they asked me about it, I told them that the purpose of the activity was to check if the text was comprehensible, it did not matter if they wrote "soccer match" or "football match" if we know that he or she were doing reference to the match. I told them that they could chose individually the term they consider correct

to their own text. Students understood the aim of Revising and they continued checking their classmates' texts. Students were helping each other to complete their texts with details, they interchanged vocabulary to have more complete their text.

#### 2.2.3.1. What results did my students get in Revising?

For Revising I used a checklist (Appendix AI) to evaluate students' priorities giving Feedback to their classmates. I was based in the rubric (Appendix Q) and considering that the writing task falls into the category of Narrative texts according to the book *Writer's Choice Writing Assessment and Evaluation Rubrics* (2000, p.31) the types of feedback could fall within the area of "Focus and Organization" when students focused their feedback in the time order to organize the story events and in the audience checking if the story is appropriate and has a strong and interesting beginning.

The types of feedback could also fall within the area "Elaboration, Support and Style" when students notice if every sentence is important to the story, if there are enough details provided to describe the setting and characters, if there are realistic details to contribute to the story and is used appropriately, and if transition words helped move the story along. Feedbacks could also fall within the area "Grammar, Usage and Mechanics" if the students focused their feedback in spelling, capitalization, punctuation and the presentation of the paper, which has to be neat and legible.

Considering the previous information students got the following results (Appendix AK); 30 students focused their feedback in "Focus and Organization", 21 students focused their feedback in "Grammar, Usage and Mechanics" and 6 students focused their feedback in "Elaboration, Support and Style". These results showed that 100% of the students focused in the content and organization of the texts, I considered that it was because they had previously the organization of the story on the board therefore it was easy for them to recognize if there were some sentences in disorder. 70% of the students also focused in the grammar, punctuation, spelling and presentation of the text, I considered that an important factor that helped it happen

was that the most common vocabulary they could use was written on the board, therefore they could check if it was correct. Finally 20% of the students also included within their feedback the description of details and support for their ideas, these students had higher English level which I consider was an important factor to get these results.

#### 2.2.3.2. Did Revising Attend Student's Difficulties in Written Texts? Why?

To analyze if Revising helped students to deal with their writing difficulties, they answered a brief inquiry (Appendix N) in order to describe if Revising was helpful for them and they explained their reasons. The results (Appendix AK) were; 28 of 30 students considered that Revising was helpful to write the text because it helped them to share their experiences and think about different forms to express the same aspect, they also explained that it motivated them to investigate how to spell different words correctly using their dictionaries and books.

This results showed me that the topic was very interesting for them that it helped me to increase their interest to know the correct spelling of vocabulary in English language and to increase their creativity and think about the possible vocabulary they could use to describe details. However there were 2 students of 30 students that considered that Revising was not helpful because their classmates made fun about their texts and they did not help them to improve and they decided to ask for help to another classmate.

I understood with these comments that, 1) even when students have similar topics of interest they have personal differences or problems between them 2) they need to work in teams or pairs, to develop one of the 5 life competences described in their grade profile of Basic Education (SEP,2011), and 3) I need to work in the pedagogic principles described in Plan de Estudios (2011) in this case in "promoting learning environment where the communication and interactions could be developed to be possible the learning" (p.28)

#### 2.2.4. Description of Final Draft process 2

During the Final Draft students had to edit their texts with the corrections they noticed with their classmates, then they had to hand them in to me and I did some other brief observations, all my observations were focused in grammar that affected the content of their texts, I noticed that students had good spelling but they used to omit some important aspects of the sentences, for example:

A student wrote: Started the match and ran the players.

When I read that sentence I identified the idea the student tried to express and I asked him to change the order of some words:

- Perfect Oscar! Just remember the subject is first, what started? Who ran?  
Just change it.

Result: The match started and the players ran.

I gave this type of feedback to the students and they corrected it, it took 6 minutes, while some students were editing their Final Drafts (Appendix AL). The rest of the group read their texts in front of the group but when I noticed that I was losing the group control, I talked about their strengths and weaknesses during the class and some improvements they had in general about their behavior and participation.

##### 2.2.4.1. What Results did my Students get in Final Draft Process 2?

To get the Results of the Process 2 applied and individual Rubric (Appendix Q) to the students Final Drafts and I analyzed it with the following results (Appendix AM); talking about “Focus and Organization” 11 students of 30 students develop the ideas logically and the ideas were well organized, 7 students of 30 students had difficulties ordering their ideas but they were written correctly, 7 students of 30 students had difficulties to express the main ideas and its order, and 3 students of 30 students had difficulties to focus on the task objective. Considering “Elaboration, Support and Style”, 7 students of 30 students supported each main idea with details, all details related to topic and chosen effectively. 6 students of 30 students supported the main

ideas with details, all detail related to the topic but some detail were not used effectively. 10 students of 30 students wrote details without an integration or coherence and 5 students of 30 students did not support all their main ideas with details, some of them were irrelevant without transitions.

Within the last aspect “Grammar, Usage and Mechanics” in their Final Draft 9 students of 30 students demonstrated good spelling, capitalization, and few or any errors in punctuation, 7 students of 30 students wrote few errors but not sufficient to interfere with meaning, few or any capitalization or spelling mistakes, 8 students of 30 students made error that may interfere with meaning at some points, weaknesses in spelling and capitalization and some punctuation mistakes, 4 students of 30 students showed errors that obscured meaning, inadequate spelling, capitalization and frequent punctuation mistakes.

#### 2.2.4.2. Which of the Four Recommendations Attend More Effective the Student’s Difficulties in Written Texts? Why?

To know which of the previous recommendations were more helpful for students, a brief inquiry (Appendix N) was applied to the group. The results were (Appendix AN); 9 students of 30 students considered Brainstorming as the most important part of the writing process, their reasons were varied, some of them considered it a key to start thinking about the topic and it forced them to remember the vocabulary they already knew, they surprised when they noticed that they knew a lot of vocabulary and it motivated them.

5 students of 30 students considered Rough Draft the most helpful part of the writing process because they believed that it helped them to think and organize their ideas and look for vocabulary they were interested to use in their texts. And finally 16 students of 30 students considered Revising such as the most helpful part of the writing process because for them it was a good experience to know that they could help each other to learn English.



# CONCLUSION



## CONCLUSION

Analyzing my decision focusing my investigation in the Writing Skill, and thinking about my students' reaction during the written activities, I considered that focusing this study in the Writing skill with True Beginners students was an error. Writing skill involves "different kind of mental processes, there is more time to think, to reflect, to prepare, to rehearse, to make mistakes and to find alternatives and better solutions" (Scrivener, 2005, p. 192) Talking with my Spanish teachers classmates, they had in common that third graders students even had difficulties to express themselves in L1 within written texts, and of course for second graders students was more difficult to write texts in L2.

Writing this conclusion, I even remembered how I learned Spanish, how I learn to speak, to read and then to write, and how difficult was for me. Nowadays, I am thinking about my future teaching, and considering the experience applying this study, definitely I will start with other skill.

During the application of the plan I noticed different areas of opportunity which I had to work in, one of them, which I consider was the most difficult to deal with was during the application of "Revising", it was difficult to me made a balance giving feedback. I read and analyzed different documents about giving feedback and correcting, and I found that all the authors agree with recognizing errors is part of the learning process but they also agree that "there are times when it can be impractical or inappropriate to correct" (Gower,2005, p. 170). To recognize these "inappropriate or impractical times" was difficult for me because one of my goals was to encourage students to write and be creative writing texts but if I were indicating all their grammatical errors it could be demotivating for them.

I always had in mind the age of the students and I knew that I had to avoid "embarrassment of students at all costs" (Brown, 2007, p. 106) because they are "ultrasensitive to how other people perceive them" (p. 106) therefore when I gave them feedback I did it individually by talking or writing notes, or as a group when all students had the same types of mistakes without making emphasis to an specific case.

However, even when they corrected some of these mistakes and they edited the text, the final product still had the same or different type of mistakes, at that moment I tried to give feedback “just enough to be helpful, but not so much that you stifle their creativity” (p. 71) Maintaining a balance giving feedback to teens is still an area the opportunity which I, as a future teacher, have to work in.

Another important area of opportunity I detected was giving instructions, when I noticed this area of opportunity I tried to find different strategies such as, using simple language and short expressions because “short instructions are entirely appropriate” (Gower, 2005, p.40) and “break the instructions down” (p. 40) I used to write in my lesson planning my key phrases and give my instructions divided into shorter ones. Nevertheless, students worked in different ways and they spent different time to do different activities. For example, when I asked them to draw a simple picture some of them did it in seconds but some others dedicated effort and considered details, even if I established them time to do it and even if I continued with the next instruction, they preferred to continue doing the previous activity and I had to spend time repeating instructions again as a group or individually, it happened with I asked them to draw, to cut, to paste, to underline, to write.

Another difficulty I dealt with, was working with students which had different English level. In each group, one or two students had a considerable different English level from their classmates’ level, so while their classmates were understanding the activities, they were finishing the activities. In these cases I used to ask them helped me pasting material on the board, monitoring their classmates in some activities, writing the answers on the board, etc. However, I considered that the English class was not very helpful for them, because I needed to bring them challenger activities.

However, there are aspects that I improved along my intensive practices such as the use of visual resources, when students did not understand me I used my fingers, hands and gestures to do some useful expressions in order they could comprehend what they had to do. I also used to asked them to repeat the instructions, it helped me to know when they had doubts or unclear the instructions.

An ability I developed during the intensive period of professional practices was to be more flexible with the time. During my practice as a teacher, I learned that there are times when I had to change some activities for other but now I also learned that there are times that I need to think and suggest solutions when the time is less than I expected. During my intensive practices there were days that classes were suspended without a previous advertisement for different reasons, once the police department gave them a talk, twice the sub principal needed the groups to interview them, other times teachers of the same or different subjects needed the groups to present a project, and I had to get agreements with the groups to finish our final product, doing it from homework or sending it via email.

Other agreements I had to do were with other English Teachers, my classmates who practiced in the school, even with other subjects' teachers or tutors of the groups. Sometimes I had to talk with them to know about the strategies they implemented to have control of the group or a specific student, to organize a school's presentation or festival in Halloween, Christmas or Valentine's Day. I reinforced that teamwork is not only to be promoted for students to work but also to be practiced by teachers to help.

Teachers took me account when some parents came to school to talk about the behavior of their son or daughter. I could notice the importance of communication between other teachers, students and their parents to promote an appropriate learning environment. Within this communication I realized that I need to work on talking with parents because it is part of my future development as a teacher, but I did not practice it at all because it was not my function at that time.

This study also allowed me to think and create new questions, considering some students' improvements during writing task; How will I know when students are ready for more challenging writing task? As I mentioned before, I had difficulties to know if my feedback was helpful enough for students, I need to think about How can I maintain balance between being helpful or not giving feedback? And considering the recommendations I applied Should I include any other recommendation? If so,

Which other recommendations should I include to develop students' writing skill?  
And Why?

I consider that during my future teaching I will face different challenges, such as being prepare for the new normativity that government implements and changes every year, students noticing the importance in learning a new language, innovating my strategies and topics according to new generations, investigate about new methodologies to teach, implementing and trying different techniques inside the classroom, these abilities are elemental for a teacher. I enjoy teaching English as a foreign language because I can teach it with different topics, my function is that students enjoy it too.

I need to be prepared for the last challenges. My previous preparation as an English Teacher helped me to understand the importance to read, investigate, try, ask, and search to be informed about what I have to do in any case, not only at school as a teacher but also as a citizen.



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Z.,G.H. (1994). *Concepciones y Prácticas pedagógicas sobre la lengua escrita en seundarias urbanas del Estado de México*. México. Secretaria de Educación Pública.



# APPENDIX

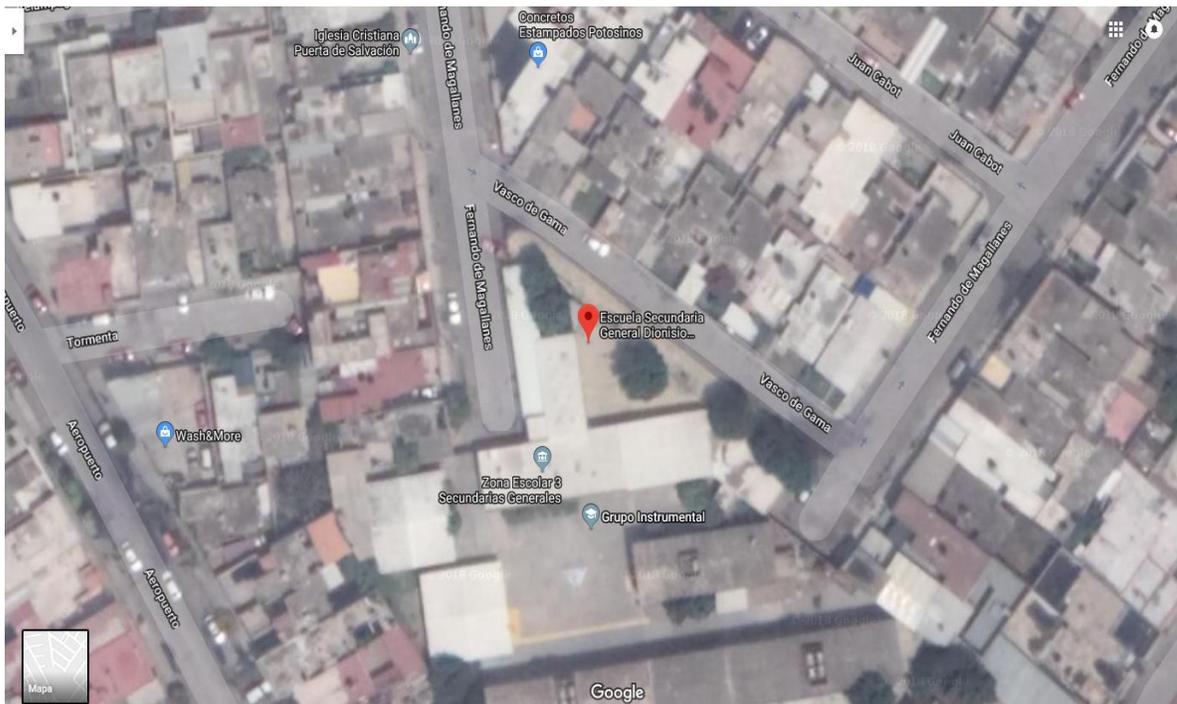


## Appendix A

### Map of “Dionisio Zavala Almendarez”

Taken from Google Maps

Link: <https://www.google.com.mx/maps/place/Escuela+Secundaria+General+Dionisio+Zavala+Almendarez/@22.1676878,100.991506,18z/data=!4m8!1m2!2m1!1sec+sec+dionisio+zavala+almenarez!3m4!1s0x842a9f5b14d6244f:0xbeec322fa1ae367!8m2!3d22.1678042!4d-100.9904134>



Appendix B  
Inquiry applied to Head Teacher  
Adapted from ICELT

**TUTOR QUESTIONNAIR**

**NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_

- 1 What is the main aim of the English Program?
- 2 What type of material do you use in your classes? Who selects them?
- 3 What other resources are available in your school?
- 4 Is there any particular approach or methodology that must be followed in your school?
- 5 Are there any particular practices that you have to follow?
- 6 How is the English academy organized?
- 7 How in learning evaluated?

**YOUR LEARNERS**

- 8 How big are your groups?
  - 9 What are their interests?
  - 10 What are their learning strengths and weaknesses?
  - 11 What are they like as students? Are they cooperative/quiet/load/disciplined?
  - 12 What type of exposure to English do they have?
-

## Appendix C

### Interview applied to Students

Adapted from <https://es.surveymonkey.com/mp/survey-templates/>

Nombre \_\_\_\_\_ Grado: \_\_\_\_\_ Grupo: \_\_\_\_\_

Fecha: \_\_\_\_\_ Edad: \_\_\_\_\_ Cumpleaños: \_\_\_\_\_

#### ENCUESTA

Contesta las siguientes preguntas de acuerdo a tu propia opinión

1.- ¿Cómo consideras tu contexto escolar? Subraya 3 opciones

Seguro Inseguro Nivel económico bajo Nivel económico medio

Nivel económico alto Rural Urbano

2.- ¿Con que equipo cuenta tu salón?

Pupitres Escritorio Silla(s) Cañón Pizarrón Enchufes eléctricos

Otro: \_\_\_\_\_

3.- ¿Con que servicios cuenta tu escuela?

Agua Internet Luz Otro: \_\_\_\_\_

4.- ¿Qué otras aulas tiene tu escuela?

Laboratorio de Química Centro de Computo Biblioteca

Otro(s): \_\_\_\_\_

5.- ¿Cuál fue tu promedio general el año pasado? \_\_\_\_\_

6.- ¿Cuál fue tu promedio general de Inglés? \_\_\_\_\_

7.- ¿Cómo consideras tu lectura en español? Bueno Regular Malo

8.- ¿Cómo consideras tu lectura en Inglés? Bueno Regular Malo

9.- ¿Qué haces en tus tiempos libres?

\_\_\_\_\_

\_\_\_\_\_

10.- ¿Qué temas te interesan?

Política Música Deporte Arte Cine Danza Cultura Tecnología

Otro: \_\_\_\_\_

11.- ¿Por qué te gustaría aprender Inglés?

\_\_\_\_\_

\_\_\_\_\_

12.- ¿Qué personas te motivan a ir a la escuela?

Mis papas Mis compañeros Mis maestros Yo Otro: \_\_\_\_\_

13.- ¿Cómo ha sido tu experiencia aprendiendo inglés? Bueno Regular Malo

INSTRUCCIONES: Lee cuidadosamente la oración; escoge una o varias actividades y marca con el número correspondiente:

Marca con un 1 las actividades más comunes en la clase de Inglés.

Marca con un 2 tus actividades favoritas en la clase de Inglés y explica por qué son tus favoritas:

\_\_\_\_\_

Marca con un 3 las actividades que crees que te ayudarían a aprender Inglés

Marca con un 4 las actividades que se te facilita concluir a tiempo



Crear diálogos entre mis compañeros en Inglés



Contestar el libro de Inglés



Escribir varias veces una palabra con su traducción y un dibujo.



Cantar en Inglés



Leer; traducir lecturas y escribirlas en la libreta



Ver videos o películas en inglés



Aprender la estructura gramatical del Inglés



Aprender conversaciones ya diseñadas y practicar



Escuchar audios o música



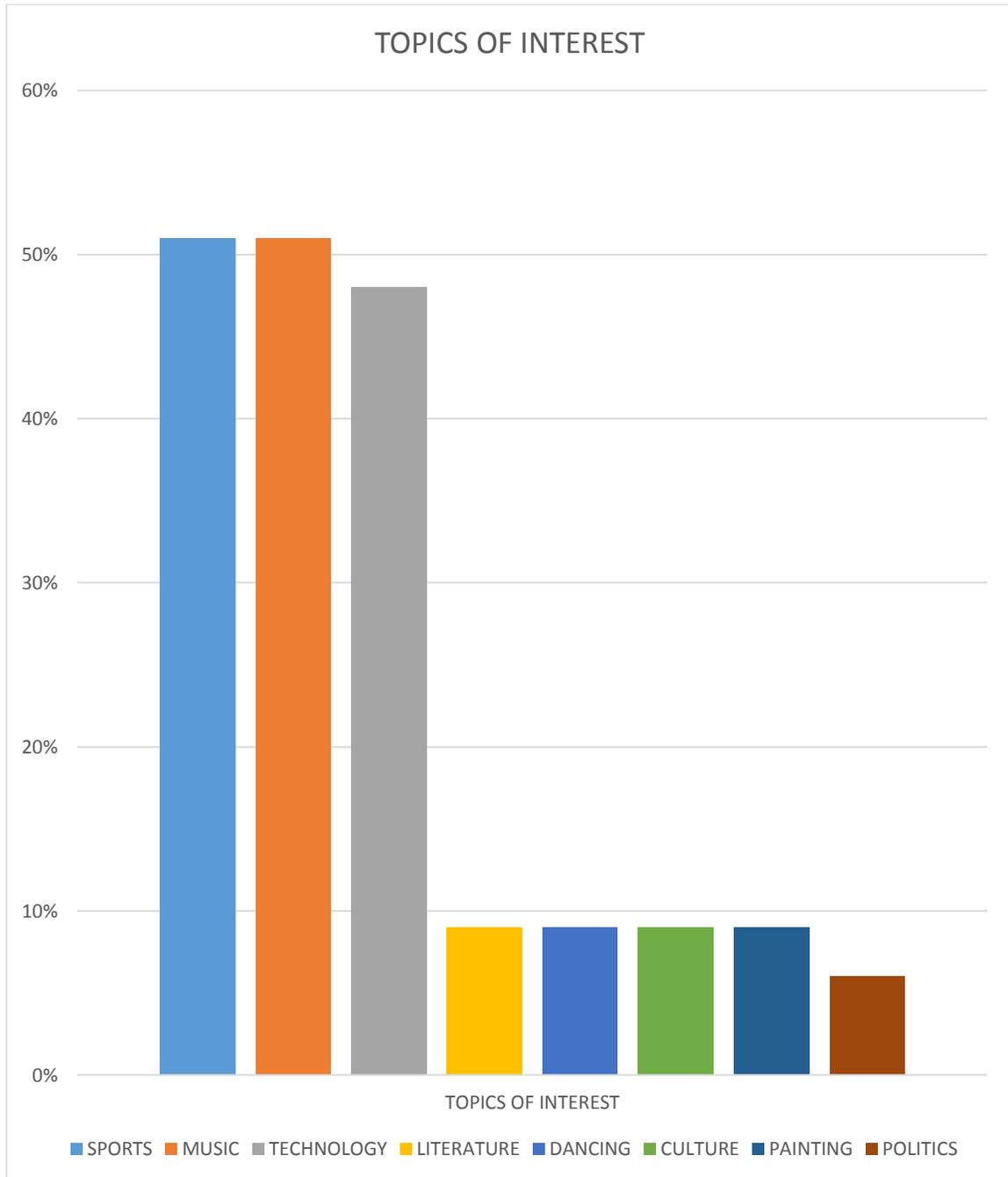
Otra:

\_\_\_\_\_

\_\_\_\_\_

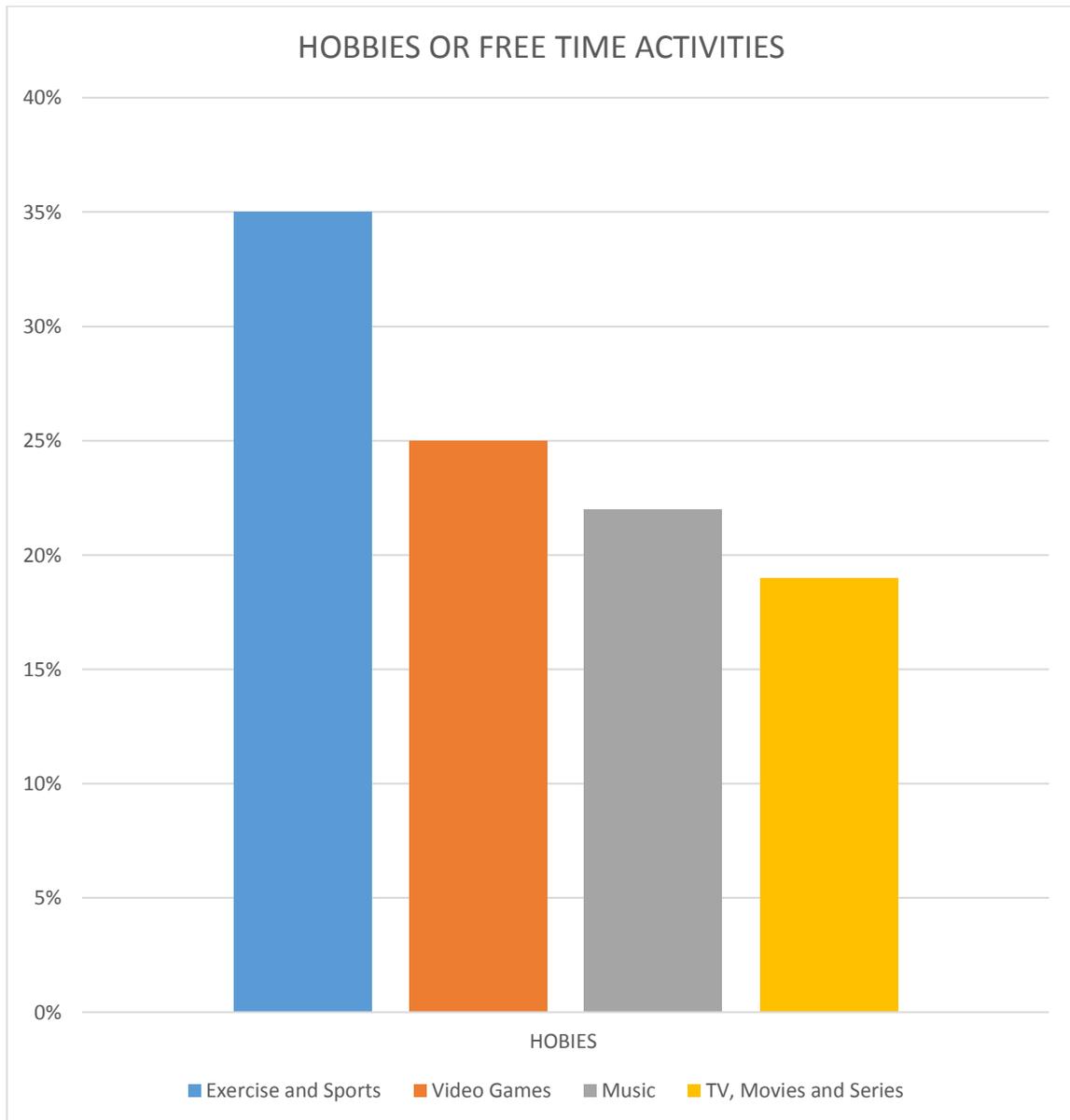
## Appendix D

### Results of students' topics of interest



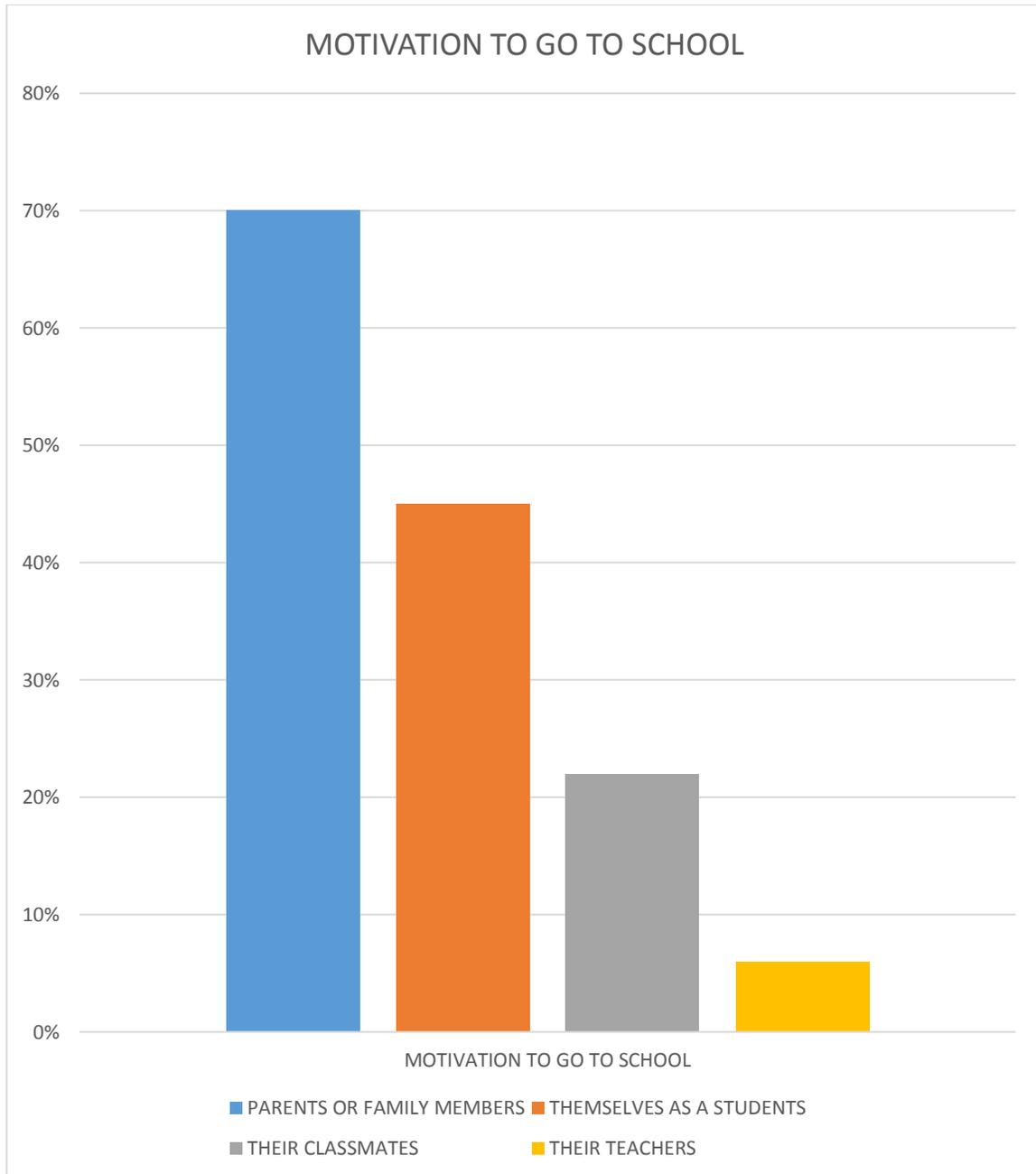
## Appendix E

### Results of students' hobbies or free time activities



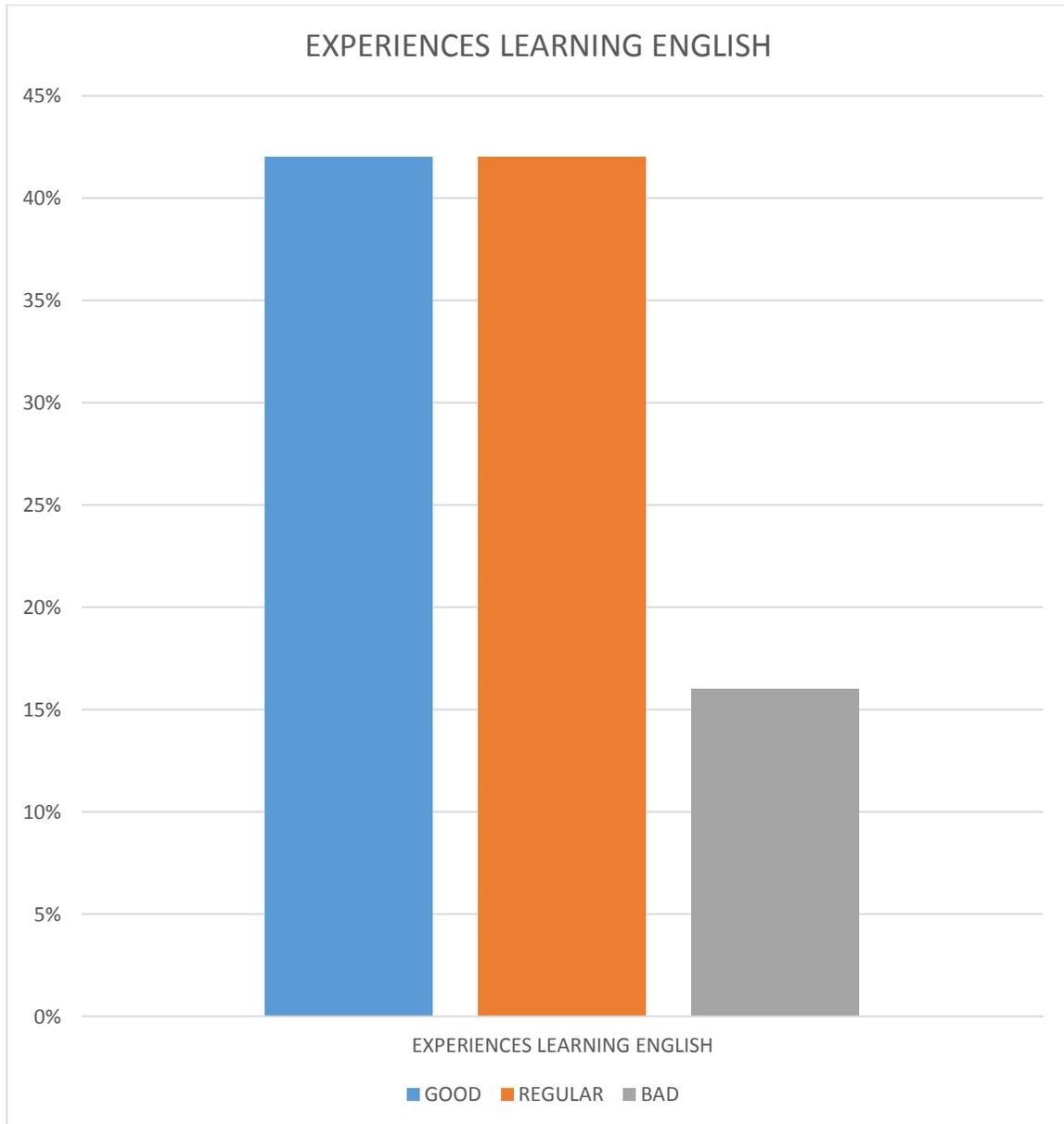
## Appendix F

### Results of Students' motivations to go to school



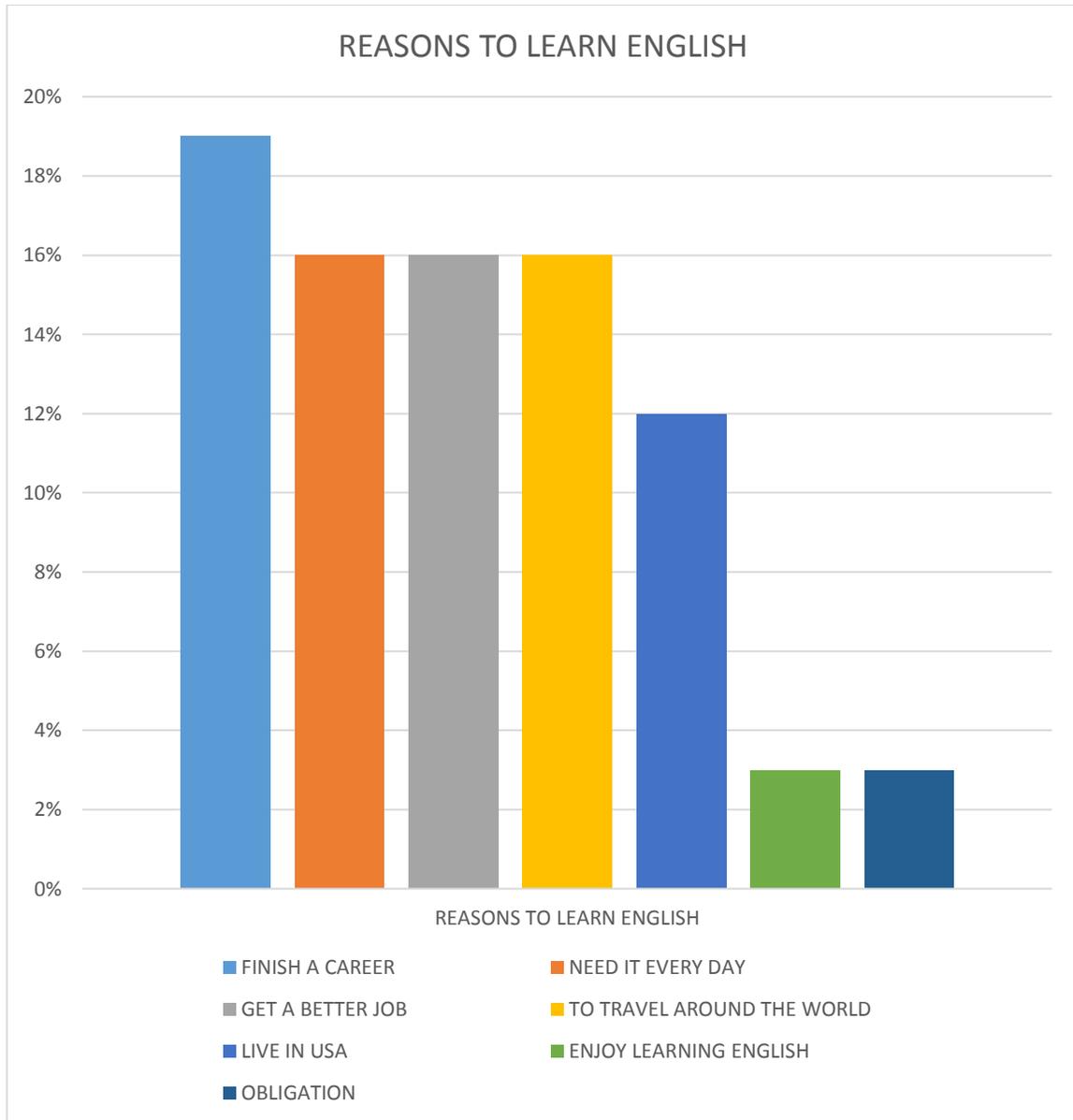
## Appendix G

### Results of Students' experiences learning English



## Appendix H

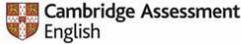
### Results of Students' reasons to learn English



# Appendix I

## Diagnostic Test

Download the audio files for the sample paper here:  
[cambridgeenglish.org/movers-audio-sample-v1](http://cambridgeenglish.org/movers-audio-sample-v1)



Centre Number		Candidate Number	
---------------	--	------------------	--

### A1 Movers Listening

There are 25 questions.  
 You have 25 minutes.  
 You will need a pen or pencil.

My name is: .....

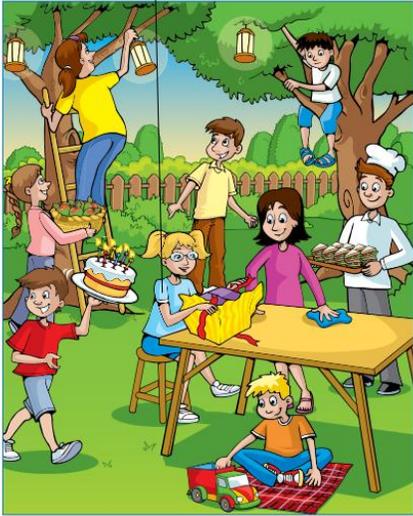
Copyright © UCLES 2018

### Part 1

– 5 questions –

Listen and draw lines. There is one example.

Ben	Sally	Nick	Kim
-----	-------	------	-----



Jane	Paul	Mary	
------	------	------	--

28 Cambridge Assessment English

### Part 2

– 5 questions –

Listen and write. There is one example.



#### Going to the zoo

Going to zoo today by: ..... train

1 Name of zoo: Jungle .....

2 Number of different kinds of animals: .....

3 Can give food to: .....

4 Animal food in store next to: .....

5 Food on train: ..... and lemonade

A1 Movers 29

### Part 3

– 5 questions –

Mrs Castle is telling Sally about the people in her family and about their *different* hobbies. Which is each person's favourite hobby?

Listen and write a letter in each box. There is one example.

	her parents	<input style="width: 20px; height: 20px;" type="text" value="H"/>
	her uncle	<input style="width: 20px; height: 20px;" type="text"/>
	her son	<input style="width: 20px; height: 20px;" type="text"/>
	her cousin	<input style="width: 20px; height: 20px;" type="text"/>
	her brother	<input style="width: 20px; height: 20px;" type="text"/>
	her daughter	<input style="width: 20px; height: 20px;" type="text"/>



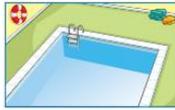
A



B



C



D



E



F



G



H

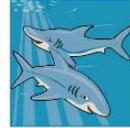
**Part 4**  
- 5 questions -

Listen and tick (✓) the box. There is one example.

What is the DVD about?



A



B



C

1 Who is Vicky's piano teacher?



A



B



C

2 What clothes does Nick want to wear at school today?



A



B



C

**Part 5**  
- 5 questions -

Listen and colour and write. There is one example.

3 Where did Peter find the shell?



A



B



C

4 What is Daisy doing now?



A



B



C

5 What sport did Anna get a cup for?



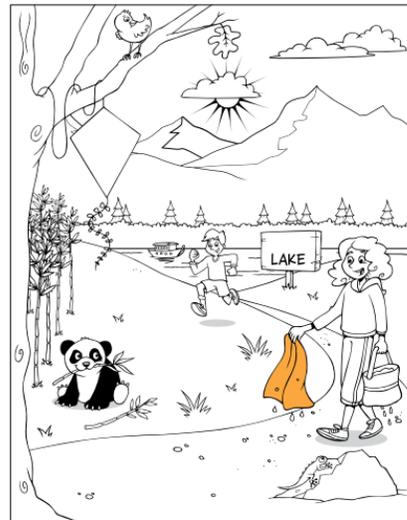
A



B



C



Centre Number		Candidate Number	
---------------	--	------------------	--

# A1 Movers Reading and Writing

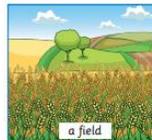
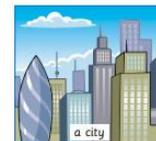
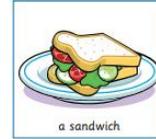
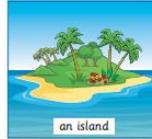
There are 35 questions.  
You have 30 minutes.  
You will need a pen or pencil.

My name is: .....

## Part 1

- 5 questions -

Look and read. Choose the correct words and write them on the lines. There is one example.



### Example

The people in this sometimes sing or play guitars. a band  
.....

### Questions

- This person helps people who aren't well in hospital. ....
- Some people put milk or lemon in this drink. ....
- There are lots of cars, buses and people in this busy place. ....
- You can put cheese or meat between bread to make this. ....
- This is part of a farm where you often see vegetable plants. ....

## Part 2

- 6 questions -

Read the text and choose the best answer.



### Example

**Paul:** What did you do last night, Daisy?

- Daisy:**
- A I watched television.
  - B I'm watching television.
  - C I don't watch television.

### Questions

1 **Paul:** Did you see the film about pirates?

- Daisy:**
- A Yes, so do I.
  - B Yes, it was great.
  - C Yes, that's him.

- 2 **Paul:** Which was your favourite pirate in the film?  
**Daisy:** A I liked it best.  
 B She was a pirate.  
 C Ben Bluebeard.
- 3 **Paul:** Was he the one with long, curly hair?  
**Daisy:** A No, he hasn't.  
 B Yes, that's right.  
 C He's got one.
- 4 **Paul:** I like films which are funny.  
**Daisy:** A Me too.  
 B It's all right.  
 C Do they?
- 5 **Paul:** How about going to see 'Treasure Train' at the cinema? That's very funny.  
**Daisy:** A It's nice.  
 B What a good idea!  
 C Fine, thank you.
- 6 **Paul:** Let's ask Fred to go with us.  
**Daisy:** A OK, we can phone him.  
 B OK, that's Fred's.  
 C OK, he can ask us.

### Part 3

- 6 questions -

Read the story. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

Jane loves reading about different animals in her school library. Last Friday, Jane's teacher told the class to find pictures of animals. 'Look on the (1) ..... I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2) ..... first.'

Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3) ..... of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.'

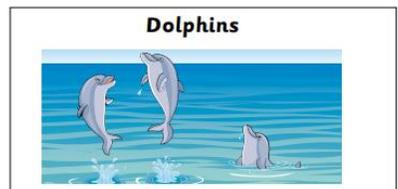
'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4) ..... ! Their back legs are the strongest, too.'

Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5) ..... girl in the class!'

### Part 4

- 5 questions -

Read the text. Choose the right words and write them on the lines.



**Dolphins**

- Example** Dolphins are part ..... of ..... the whale family. They are smaller ..... most whales and they have small teeth.
- 1 Dolphins are very clever animals. They learn things very ..... and a dolphin can make noises to 'talk' to another dolphin.
- 2 Dolphins live with their families. They like to play in the water and to jump ..... of the water and back in again.
- 3 A lot of people ..... sail boats say that dolphins like to be near people. They come very near to boats and sometimes they ..... with the boats for days.

library	website	frightened
hopping	address	surprised
cleverest	bounce	ideas

(6) Now choose the best name for the story.

- Tick one box.**
- Paul's favourite bear
- Jane's new teacher
- A lesson about animals

<b>Example</b>	in	of	by
1	then	that	than
2	quick	quickly	quickest
3	out	from	up
4	which	what	who
5	swam	swim	swimming

### Part 5

- 7 questions -

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

#### Daisy at the farm



Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm.

In the car, last Saturday, the family talked about the farm.

'It's so quiet there!' Daisy's mum said.

'I like working outside!' her father said.

'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

#### Examples

Daisy's home was in ..... the city .....

Daisy's family went to the ..... countryside ..... by car every weekend.

#### Questions

- Daisy's mother liked the farm because it was a ..... place.
- Daisy enjoyed working with ..... on the farm.



They were surprised when they saw six noisy trucks on the farm. And when they got out of the car, it started to rain. It was cold, too.

'Oh dear!' Daisy's mum said. 'It's very noisy here today.'

'And I can't work outside in this rain,' Daisy's father said.

'Well, you two can sit and have tea with Grandma,' said Daisy. 'But I have to help Grandpa with the cows and sheep!'

- There were some ..... outside the house when they drove into the farm.
- Daisy's dad didn't want to ..... in the wet weather.
- Daisy told ..... to go and have tea with her grandmother.



Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables.

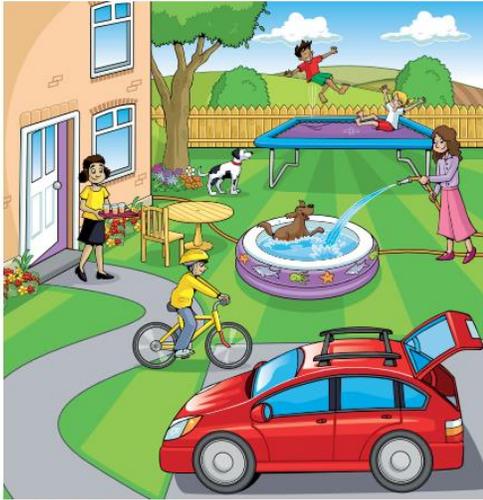
After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum. It's you, Daisy!' her grandfather said.

'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered!

- Daisy was ..... after all her work outside.
- Grandfather said Daisy was the ..... in her family!

**Part 6**  
- 6 questions -

Look and read and write.



**Examples**

The dog is playing in some ..... water .....

What's the mother wearing? ..... a purple shirt .....

**Complete the sentences.**

- 1 The boy on the bike is wearing grey .....
- 2 One dog is brown and one dog is .....

**Answer the questions.**

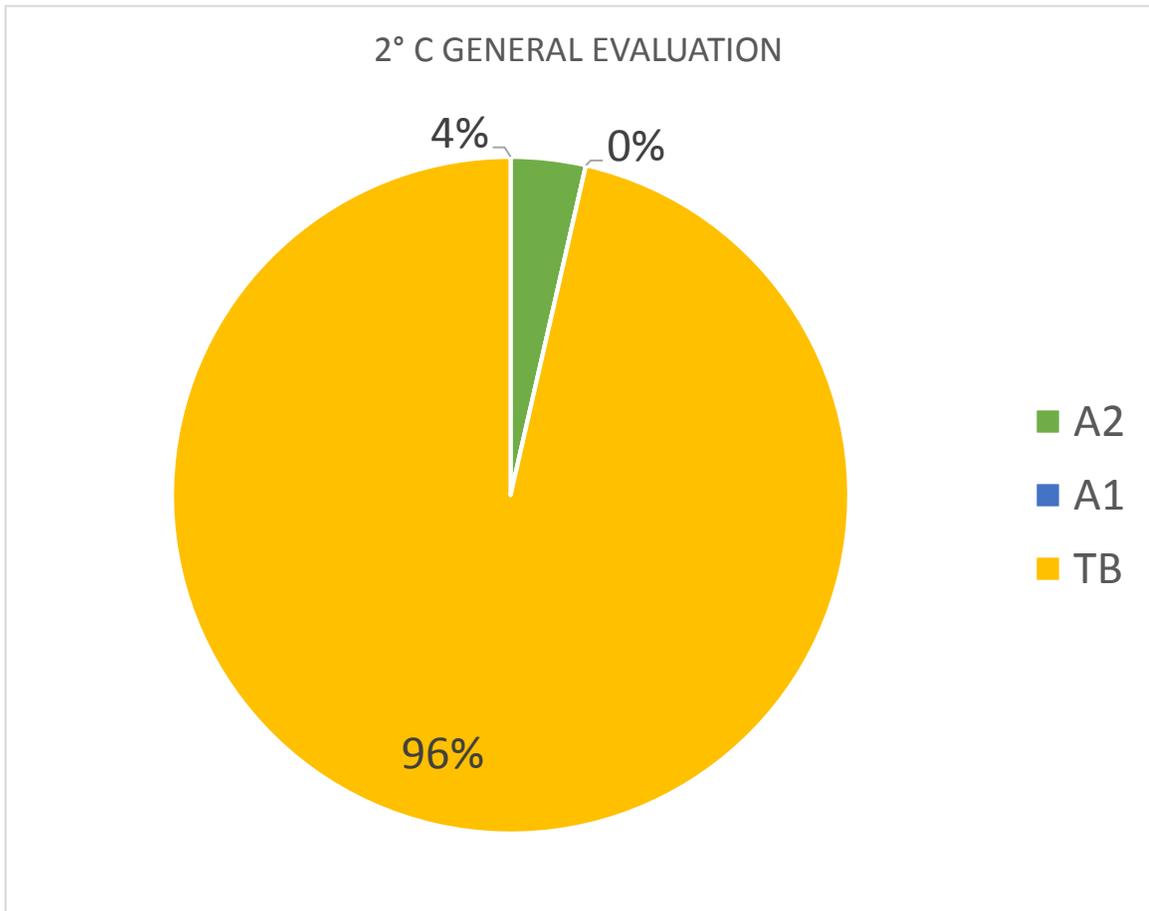
- 3 What's the girl in the black skirt doing?  
.....
- 4 Where are the flowers?  
.....

**Now write two sentences about the picture.**

- 5 .....
- 6 .....

Appendix J  
Results of Diagnostic Test

LEVEL	LISTENING DIAGNOSTIC EXAM		READING & WRITING DIAGNOSTIC EXAM		GENERAL EVALUATION	
	Percentage	Count	Percentage	Count	Percentage	Count
A2	100%	1	100%	1	100%	1
A1	89%	2	89%	1	89%	0
TB	59%	25	59%	26	59%	27



## Appendix K

### Lesson Plan Class 1 Process 1

**Objective: By the end of the lesson students should be able to identify different movies genres and start to create their plot.**

Stage / Time	Stage Aim	Procedure	Material
Warm up 5 min.	Introduce the language to the class.	Students will play a Memory Game about Movies Genres.	Cards (Appendix 7)
Presentation 10 min.	To present the topic to the class.	Teacher will ask students... TELL ME SOME EXAMPLES OF MOVIES GENRES... I AM GOING TO PRESENT SOME MOVIES GENRE AND SOMEEXAMPLES. Teacher will show students some flashcards with different genres (Science-fiction, Comedy, Romance, Horror, Musical, Animation) Teacher will show students... STARWARS IS SCIENCE FICTION, IT IS INTERESTING... _____ IS A COMEDY MOVIE, IT IS FUNNY... _____ IS A ROMANCE MOVIE, IT IS... CAN YOU GIVE AN EXAMPLE OF A MUSICAL MOVIE? ... COMEDY MOVIE? Teacher will write on the board the students examples.	Flashcards with Movie Genres Appendix 6  Board Markers
Practice 15 min.	To identify some movies genres.	Teacher will say... NOW THAT WE HAVE IDENTIFIED DIFFERENT MOVIES GENRES, OPEN YOURS BOOK PAGE 39, THERE WE HAVE THE DESCRIPTION OF GENRE AND SOME OTHER EXAMPLES, _____ PLEASE READ THE DESCRIPTION. NOW, LETS READ TOGETHER THE TEXTS INSIDE THE BOXES, AND TRY TO IDENTIFY THE GENRE OF EACH MOVIE. Check answers in plenary.	Book page 39
Production 15 min.	To produce a movie plot.	Teacher will ask students: <u>BRAINSTORMING (5 min):</u> WHAT IS A PLOT? Teacher will write on the Board the Student's answers. WHAT CONTENT DOES A PLOT HAVE? Teacher will write on the Board the Student's answers.	Notebooks

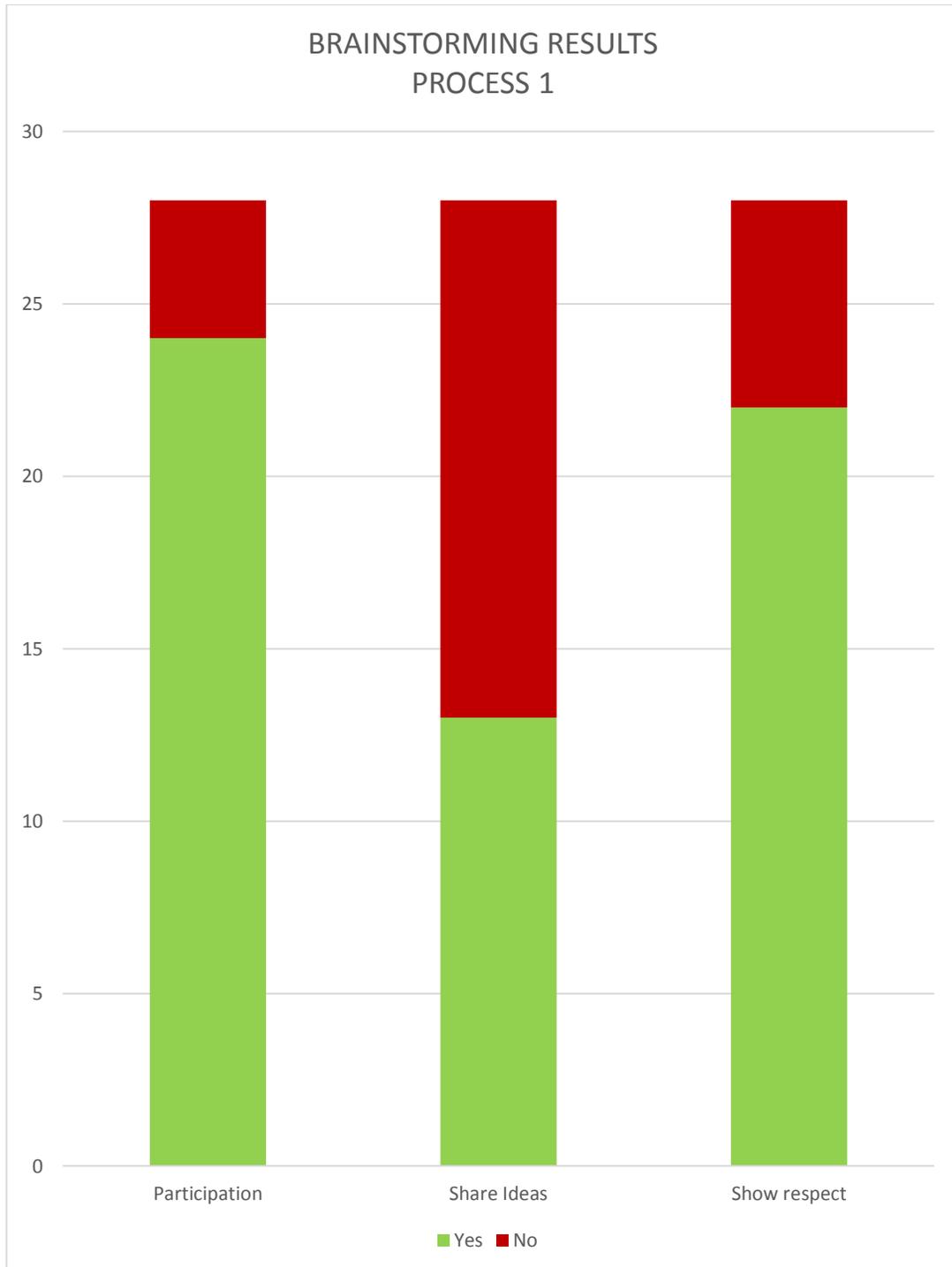
		<u>ROUGH DRAFT (10 min)</u> NOW THINK ABOUT A MOVIE AND START TO WRITE THE PLOT WITH THE PREVIOUS CHARACTERISTICS.	
Feedback. 5 – 7 min.		<u>REVISING (5min)</u> Teacher will ask students: CHANGE YOUR PLOT WITH A CLASSMATE AND CHECK THE TEXT AND CORRECTE IT IF IS NECCESARY. BRING YOUR PLOT CORRECTED NEXT CLASS AND READY TO PRESENT.	

## Appendix L

### Check List to evaluate Brainstorming Process 1

<b>Number Of List</b>	<b>Did the student participate?</b>	<b>Did the student share his/her ideas?</b>	<b>Did the student show respect to their classmates' ideas?</b>
1	Yes	No	Yes
2	Yes	Yes	No
3	Yes	No	Yes
4	Yes	No	Yes
5	Yes	Yes	Yes
6	Yes	Yes	Yes
7	No	No	No
8	Yes	Yes	Yes
9	/	/	/
10	Yes	No	Yes
11	Yes	Yes	Yes
12	Yes	No	Yes
13	/	/	/
14	No	No	Yes
15	Yes	Yes	Yes
16	Yes	Yes	Yes
17	Yes	Yes	Yes
18	Yes	Yes	No
19	Yes	No	Yes
20	No	No	No
21	/	/	/
22	Yes	Yes	Yes
23	Yes	No	Yes
24	Yes	No	Yes
25	Yes	No	Yes
26	Yes	Yes	No
27	Yes	Yes	Yes
28	Yes	No	Yes
29	No	No	No
30	Yes	No	Yes
31	Yes	Yes	Yes

Appendix M  
Results of Brainstorming Process 1



Appendix N

Inquiry to analyze students' opinions about the recommendations

**1.- ¿Consideras que la Lluvia de ideas te ayudo a lograr tu texto final?**  
\_\_\_ SI \_\_\_NO

**2.- ¿Por qué?**

---

---

---

**3.- ¿Consideras que el Borrador te ayudo a lograr tu texto final? \_\_\_SI \_\_\_NO**

**4.- ¿Por qué?**

---

---

---

**4.- ¿Consideras que la Revisión entre tus compañeros te ayudo a lograr tu texto final? \_\_\_SI \_\_\_NO**

**5.- ¿Por qué?**

---

---

---

**7.- ¿Cuál de las anteriores te ayudo más a lograr escribir tu texto?**  
\_\_\_Lluvia de ideas \_\_\_Borrador \_\_\_Revisión

**8.- ¿Por qué?**

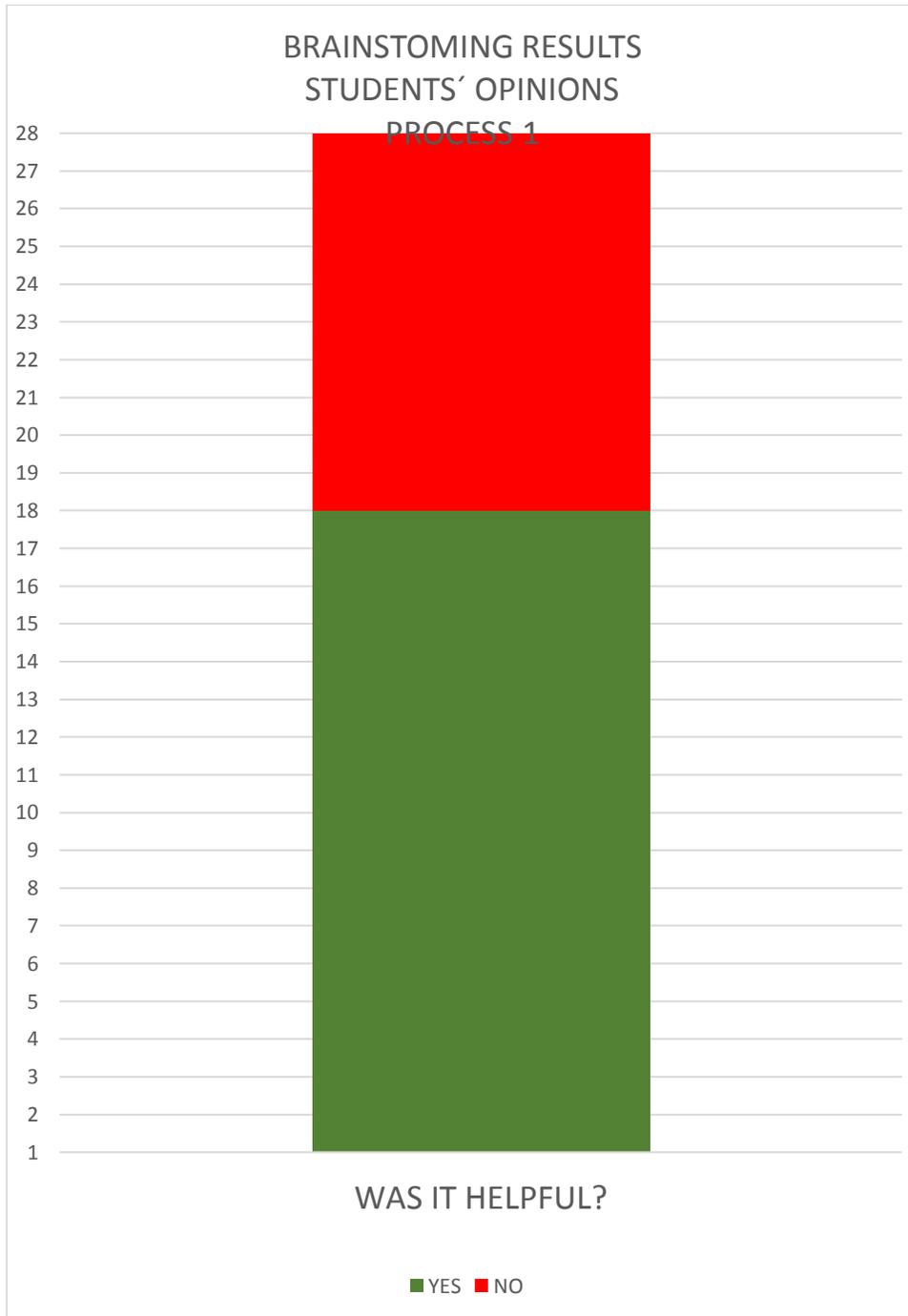
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# Appendix O

## Students' Opinions about Brainstorming Process 1



## Appendix P

### Students Products of Draft Rough Process 1

Jurassic World  
It is a science-fiction movie with dinosaurs.  
A Businessman want money, he alived dinosaurs  
and created park. crazy doctor created dangerous  
dinosaur to sell a rich people, but it was disaster  
and destroy the park.

-The Greatest Showman-  
Movie is fantastic history. It is  
about circus have different person  
special. It is a Musical Movie  
characters sing and Dance  
The protagonist always want have  
Magi world Other People tell he is  
Crazy.

Batman vs Superman  
It's a science-fiction movie  
It have scenes action and  
fights. Batman want kill  
superman, but superman not  
The final, they are friends,  
Wonderwoman help.

## Appendix Q

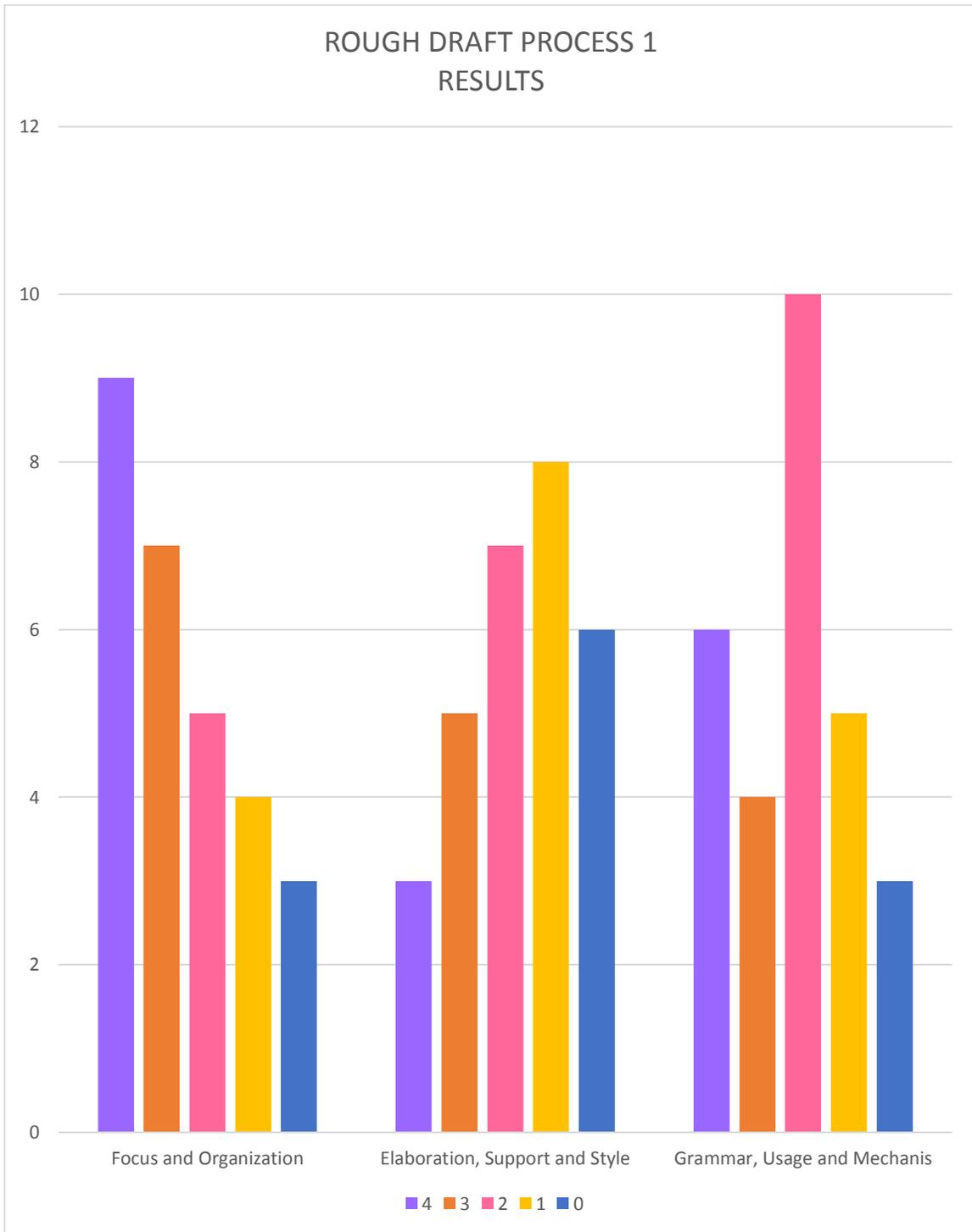
### General Rubric for Holistic Evaluation to evaluate Rough Draft and Final Draft

Taken from “Writer’s Choice Writing Assessment and Evaluation Rubrics” (2000)

Score	4	3	2	1
	A paper in this category shows a superior command of the tools of language. It exhibits some or all of the following characteristics:	A paper in this category shows an adequate command of the tools of language. It exhibits some or all of the following characteristics.	A paper in this category shows a less than adequate command of the tools of language. It exhibits some or all of the following characteristics:	A paper in this category shows a consistent pattern of weakness in using the tools of language. It exhibits some or all of the following characteristics:
<b>FOCUS AND ORGANIZATION</b>	Responds to the prompt, appropriate to the audience, single, distinct focus, generally well-developed ideas or narrative, logical flow of ideas or events, opening that draws in reader; effective closing, sense of completeness.	Responds to the prompt, appropriate to the audience, focus not clear at every point, some main points underdeveloped, ideas may not be in the most effective order, an opening, but not necessarily focused or attention getting; attempt at a closing, sense of completeness.	Responds partially to the prompt but is off target in some way, may not show evidence of attentiveness to audience, focus on topic not consistently sustained, some lack of distinction between main ideas and details, order of ideas not effective, may be no opening sentence; no attention to closing, piece seems incomplete.	Evidence of attempt to respond to prompt, no evidence of attentiveness to audience, focus on topic not sustained, no opening or closing, piece is not complete.
<b>ELABORATION, SUPPORT AND STYLE</b>	Each main idea supported by details; narrative brought to life by detail, all details related to topic, choice of details effective, ideas or events related by effective transition words and phrases, varied sentence style, precise, interesting and vivid word choice.	Each main idea supported by details, in some paragraphs may be sketchy; narrative details sufficient to flesh out events, all details related to topic, some details related not used effectively, transition used, varied sentence style, word choice adequate to convey meaning; some precise, vivid words.	Uneven development; narrative details sketchy, details may appear to be listed rather than integrated into coherent flow, some details are irrelevant, few or not transitions, most sentences simple; overall style choppy, word choice adequate to convey meaning but few precise or vivid words.	Half or more of main ideas not supported by details, half or more details may be irrelevant, no transitions, sentence style choppy, vocabulary limited.

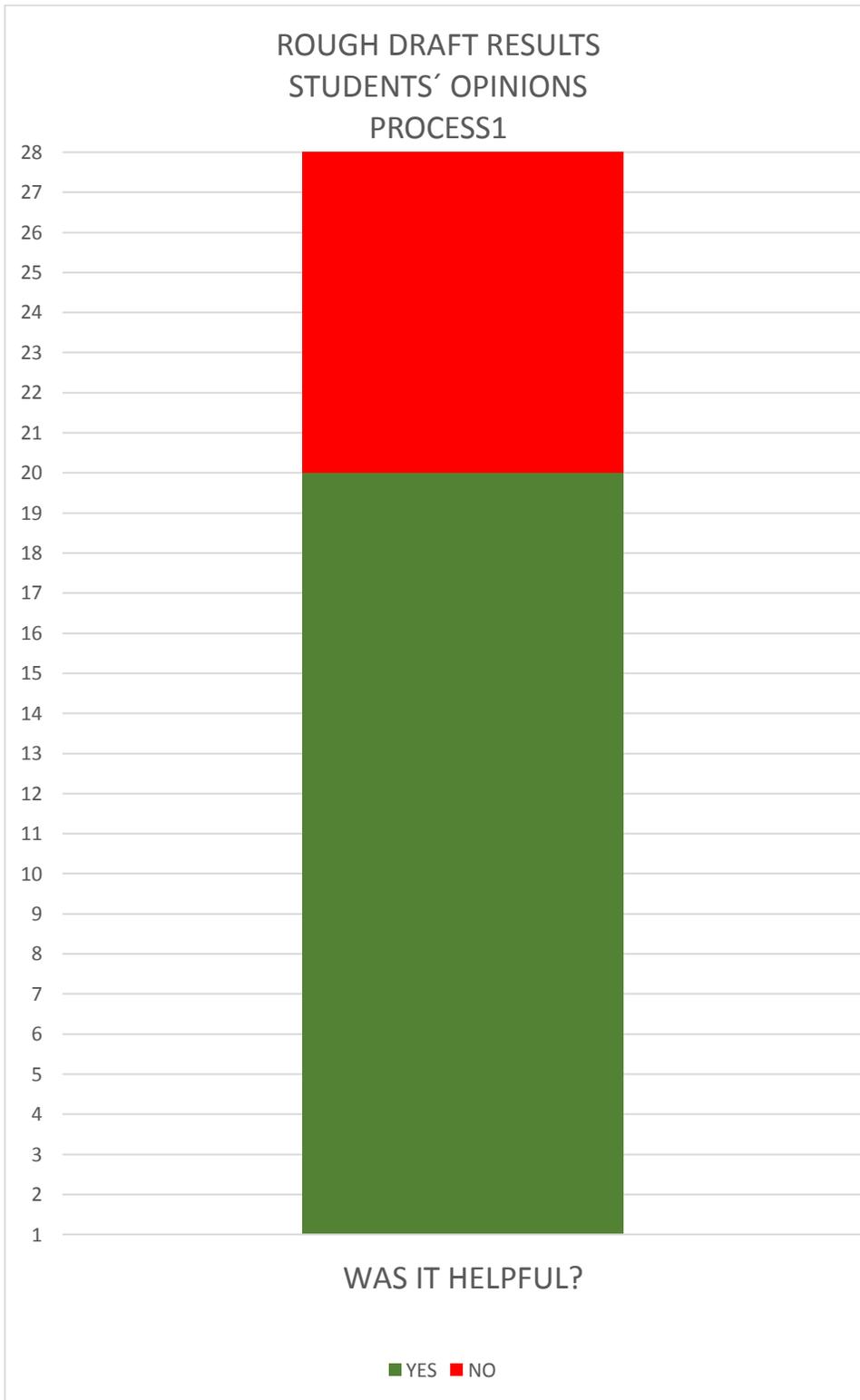
<b>GRAMMAR, USAGE AND MECHANICS</b>	Sophisticated and consistent command of Standard English, free of spelling capitalization, and usage errors, precise syntax; competence in coordination and subordination, few, if any errors in punctuation.	Number and type of errors not sufficient to interfere with meaning, consistent command of Standard English, few, if any, spelling, capitalization, or usage errors, competence in coordination and subordination.	Number and type of errors may interfere with meaning at some points, weaknesses in command of Standard English, some spelling, capitalization, or usage errors, some fragments or run-ons, some errors in punctuation.	Number and type of errors obscure meaning, inadequate grasp of Standard English, frequent errors in spelling, capitalization, and usage, many run-ons or fragments, serious and frequent punctuation errors.
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Appendix R  
Rough Draft Results Process 1



# Appendix S

## Students' Opinions about Rough Draft Process 1

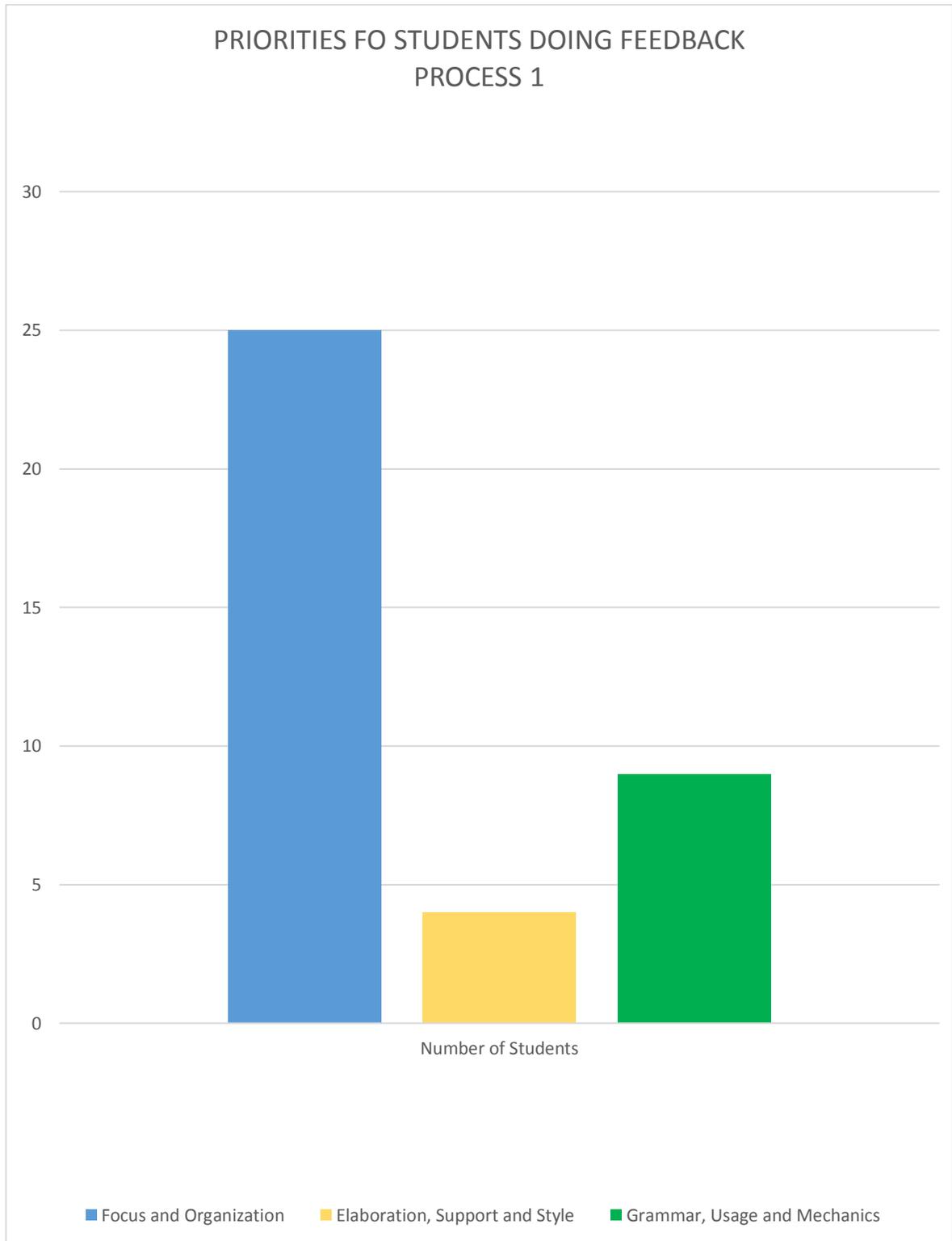


## Appendix T

### Check List to evaluate Revising Process 1

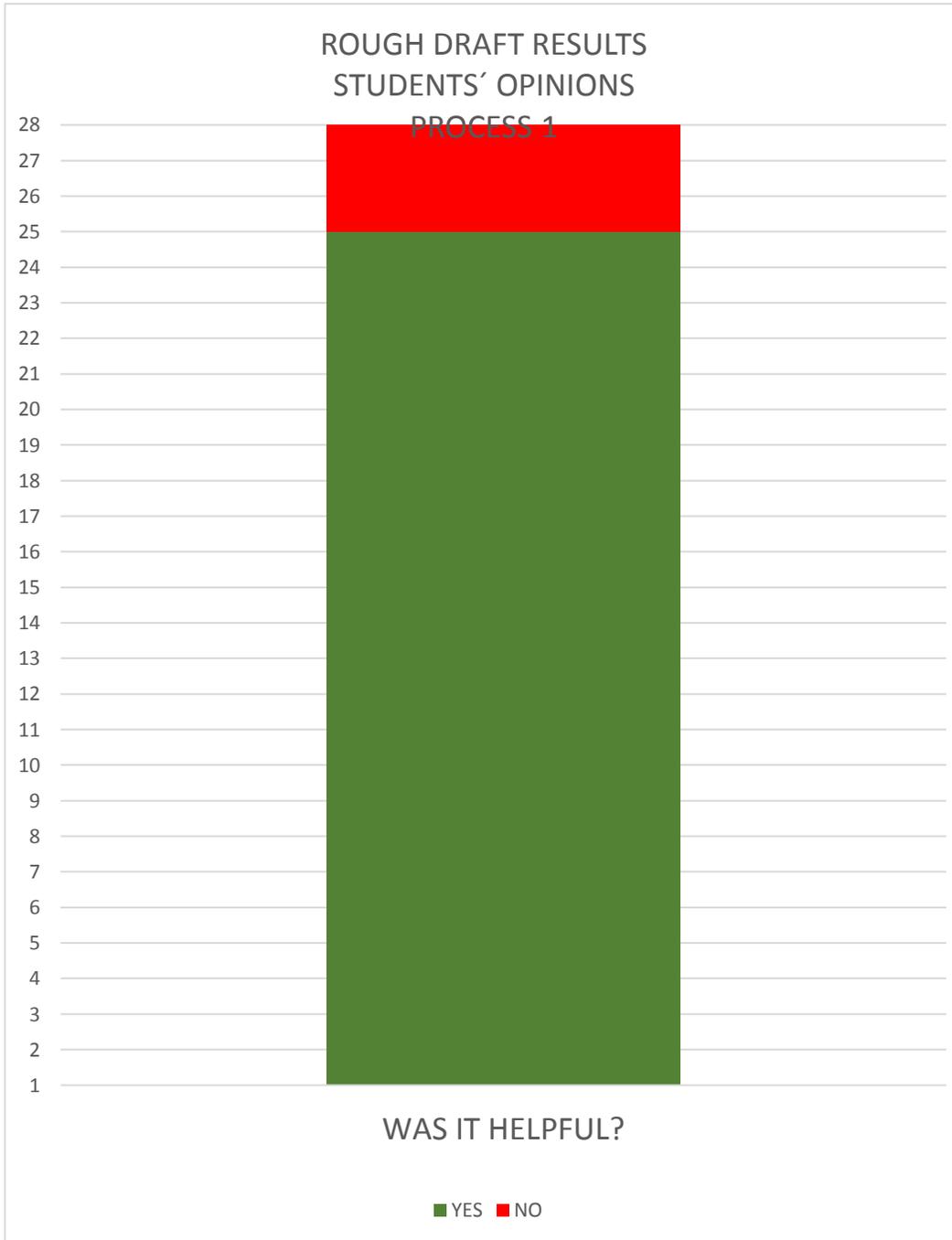
Number of List:	Focus and Organization	Elaboration, support and style	Grammar, usage and mechanics.
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		✓
7	//	//	//
8	✓		✓
9	/	/	/
10	✓		
11	✓		
12	✓		
13	/	/	/
14	✓		
15	✓	✓	✓
16	✓	✓	✓
17	✓	✓	✓
18	✓		
19	✓		✓
20	//	//	//
21	/	/	/
22	✓	✓	✓
23	✓		
24	✓		
25	✓		
26	✓		✓
27	✓		✓
28	✓		
29	//	//	//
30	✓		
31	✓	✓	✓

Appendix U  
Results of Revising Process 1



Appendix V

Students' opinions about Revising Process 1



## Appendix W

### Lesson Plan Class 2 Process 1

**Objective: Students present their PLOT and evaluate their classmates' presentations.**

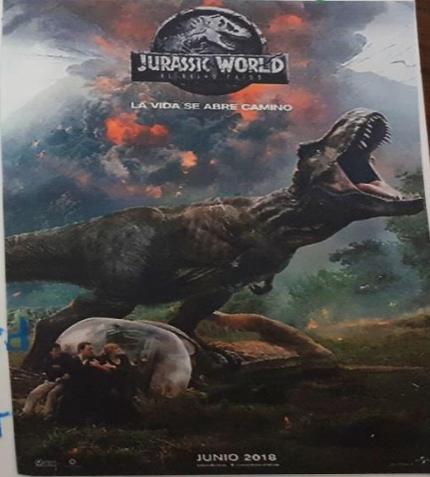
Stage / Time / Interaction(s)	Stage Aim	Procedure	Material
Warm up 7 min.	To introduce the language to the class.	Students will play HANG MAN with the phrase: MY FAVORITE MOVIES ARE MUSICAL MOVIES.	Markers Board
Production 20 – 25 min.	To present students production.	Teacher will give every student a check list to write their classmate's name, the movie and a final grade considering: (aspects they chose in the previous class). <u>FINAL DRAFT</u> Students will present their Plots.	Students Plot. Check List
Feedback. 10- 15 min.	To evaluate the teams and get an overall grade.	Teacher will pick the check list up to determine their grade.	Check List

Appendix X

Students Products of Final Draft

**Jurassic World**

It is a science-fiction movie with dinosaurs and adventures. A Businessman wanted money and he came alive dinosaurs again and created the park. But a crazy doctor created dangerous dinosaurs to sell to rich people, but it was a disaster and the park was destroyed.



LA VIDA SE ABRE CAMINO

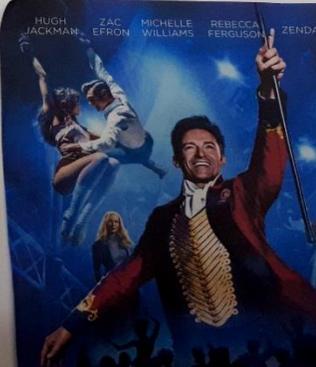
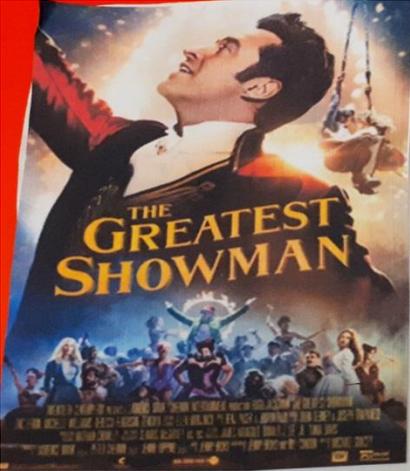
JUNIO 2018

**THE GREATEST SHOWMAN**

This movie has fantastic story. It is about a circus with people with special abilities. It is a musical movie because characters sing and dance and it is very interesting in different scenes.

The main character wants to show a magic world to others but they call him crazy.

Thanks!!!



## Batman v.s. Superman

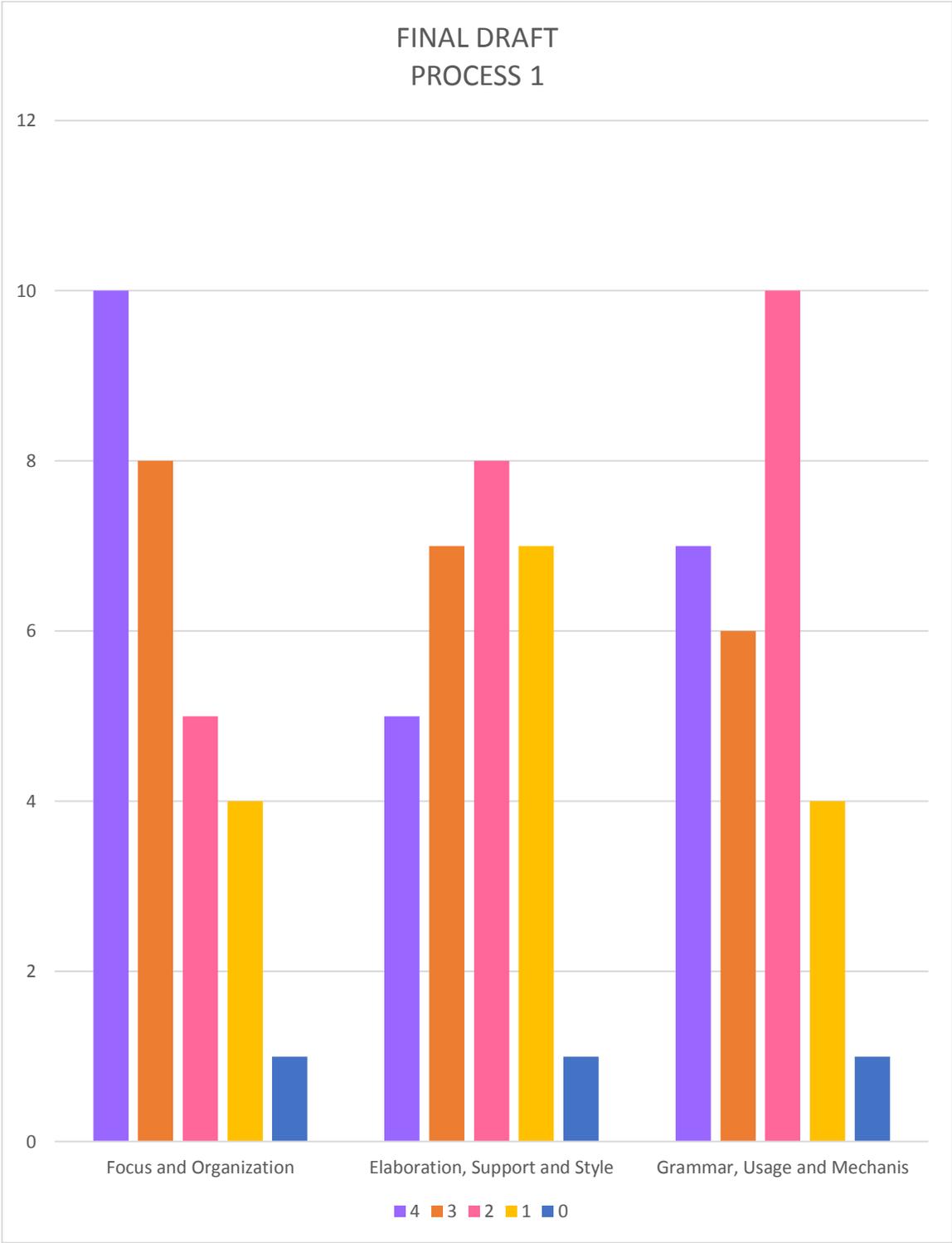


It is a science-fiction movie. It has action scenes and fights. The problem was when Batman wanted to



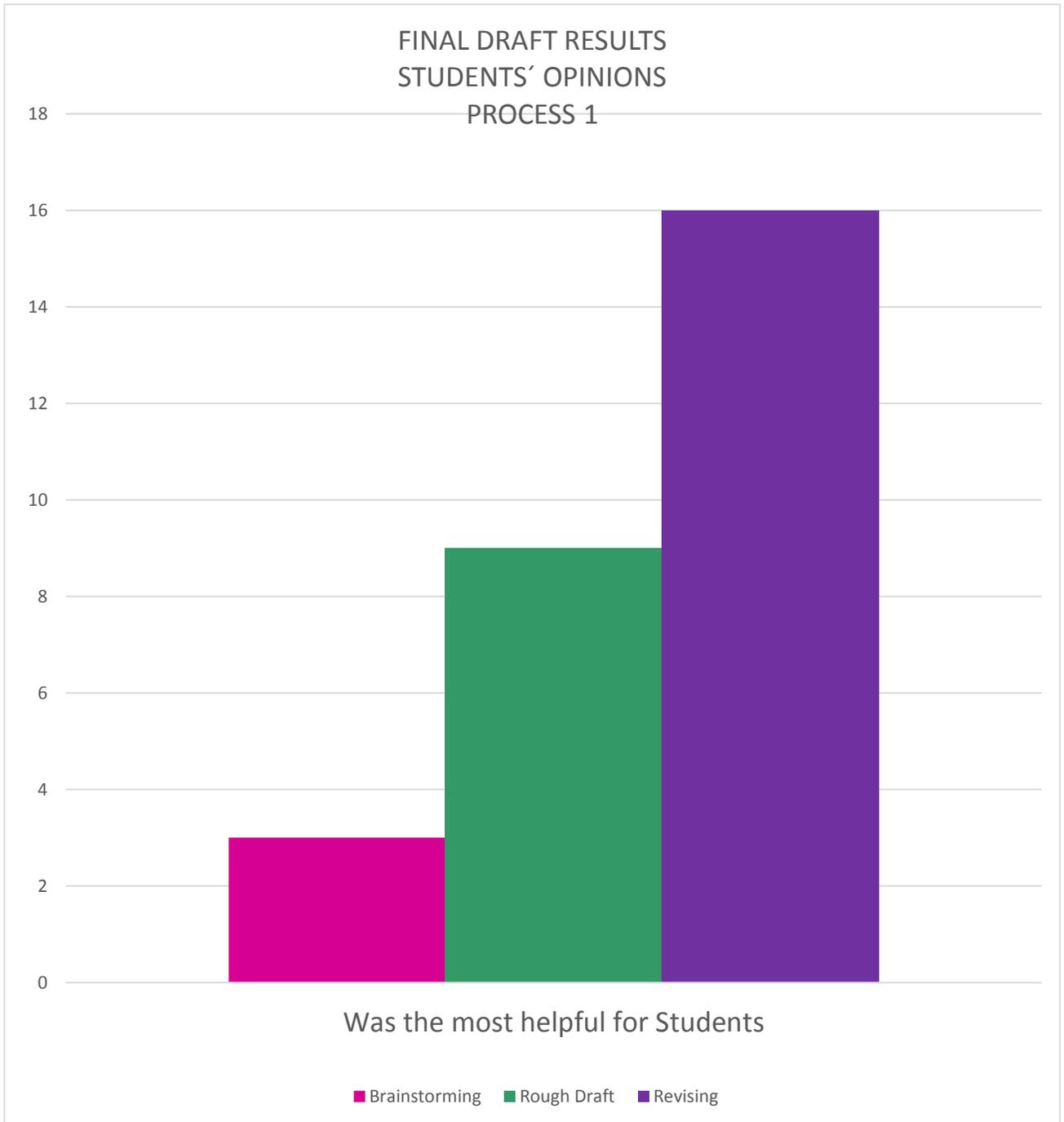
kill Superman, but Superman didn't want to fight. At the end Wonder Woman helped them and they were friends again.

Appendix Y  
Results of Final Draft Process 1



## Appendix Z

Students' opinions about what recommendation was the most helpful to get the Final Draft Process 1



Appendix AA  
Lesson Plan for Process 2

**OBJECTIVE: By the end of the lesson students should be able to narrate a football match in written texts using simple present**

Stage/Time/ Aim	Procedure	Material
<b>Warm Up</b> <b>8 min.</b> <b>Use and introduce the language</b>	Sts will play ABC with verbs. Example: Ask Buy Cook Do Eat Fly Go By lines	Board Markers
<b>Presentation</b> <b>8 min.</b> <b>Present the topic and students share ideas about the topic.</b>	<b>BRAINSTORMING:</b> Teacher will ask students: Have you ever watched a football match? What things happened during a soccer match? As a group sts will share their ideas and Teacher will write them on the board	Board Markers
<b>Practice</b> <b>10 min.</b> <b>Sts start writing their narration.</b>	Teacher will show sts different scenes of a soccer match. <b>ROUGH DRAFT:</b> Sts will choose some of the group ideas to start writing their own text about what happen during a football match.	Flashcards (Soccer match)
<b>Production</b> <b>15 min.</b> <b>Sts revise their classmates texts</b>	<b>REVISING:</b> In pairs sts will revise their classmates' texts and take note about their mistakes. Teacher will monitor them. Sts will hand their texts in to the teacher to a brief check.	Sts notebooks

<b>Feedback 8 min. Sts edit to improve their texts.</b>	<b>FINAL DRAFT:</b> Sts will edit their texts to improve them according to the feedback their classmates and teacher gave.	Sts notebooks
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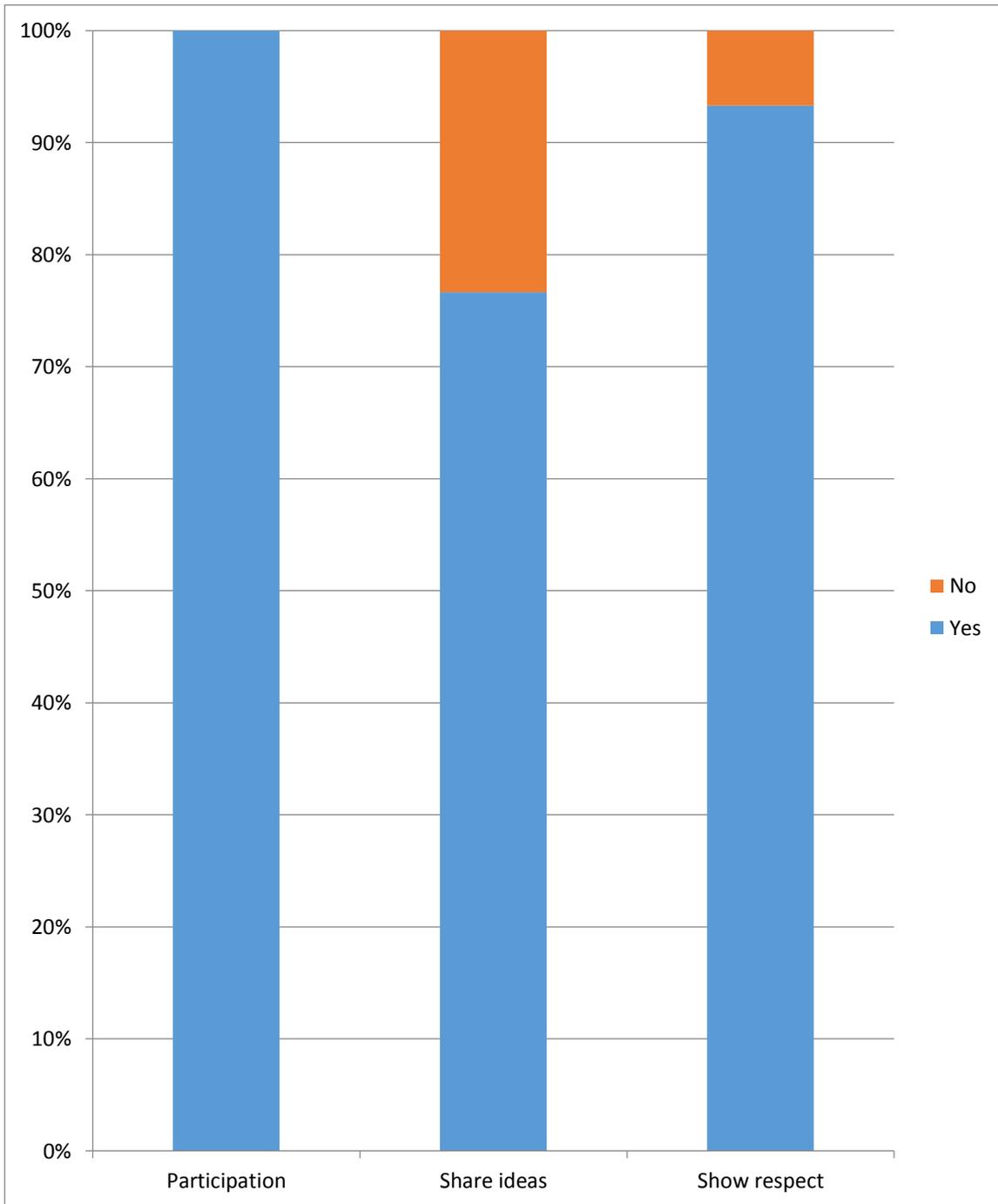
## Appendix AB

### Check List to evaluate Brainstorming Process 2

Number Of List	Did the student participate?	Did the student share his/her ideas?	Did the student show respect to their classmates' ideas?
1	Yes	Yes	Yes
2	Yes	Yes	Yes
3	Yes	Yes	Yes
4	Yes	Yes	Yes
5	Yes	No	Yes
6	Yes	No	Yes
7	Yes	Yes	No
8	Yes	Yes	Yes
9	Yes	Yes	Yes
10	Yes	Yes	Yes
11	Yes	Yes	Yes
12	Yes	Yes	Yes
13	Yes	Yes	Yes
14	Yes	No	Yes
15	Yes	Yes	Yes
16	/	/	/
17	Yes	No	Yes
18	Yes	Yes	Yes
19	Yes	Yes	Yes
20	Yes	Yes	No
21	Yes	Yes	Yes
22	Yes	No	Yes
23	Yes	Yes	Yes
24	Yes	Yes	Yes
25	Yes	Yes	Yes
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28	Yes	No	Yes
29	Yes	Yes	Yes
30	Yes	No	Yes
31	Yes	Yes	Yes

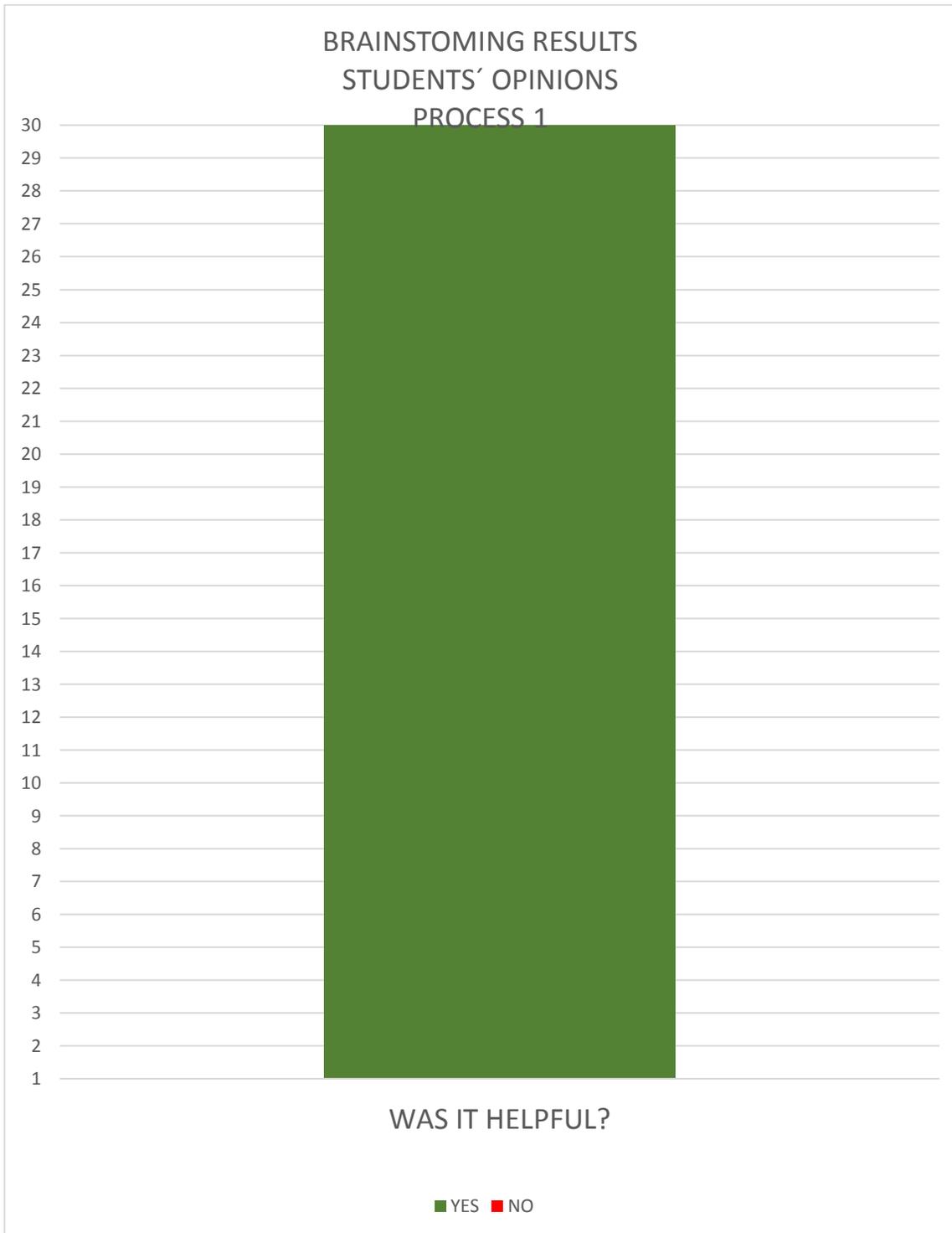
## Appendix AC

### Results of Brainstorming Process 2



Appendix AD

Student's opinions about Brainstorming Process 2



## Appendix AE

### Scenes of soccer for Process 2

Taken from:

[https://www.youtube.com/results?search\\_query=partidos+de+fut+bol+resumen](https://www.youtube.com/results?search_query=partidos+de+fut+bol+resumen)



## Appendix AF

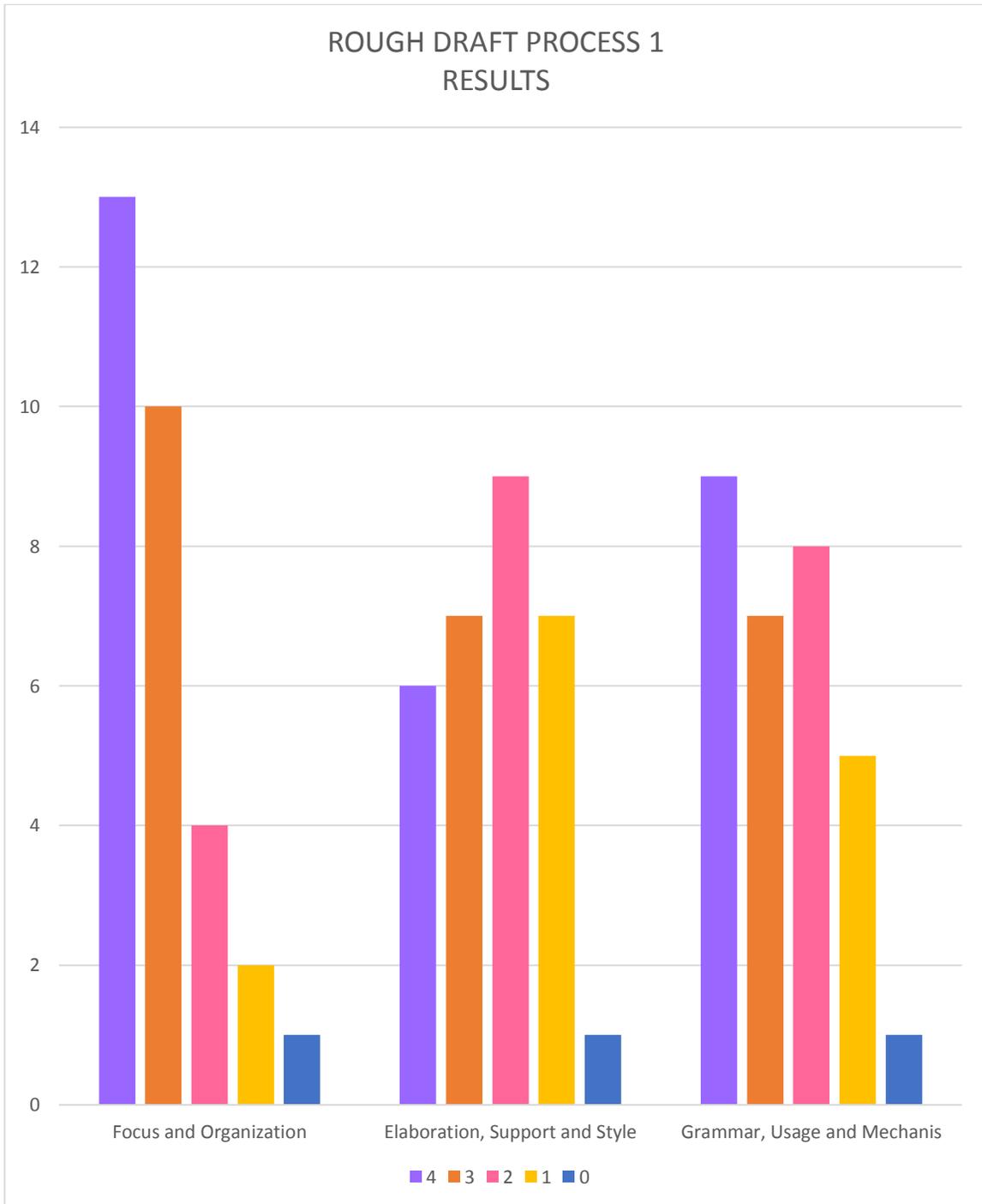
### Students Products of Rough Draft Process 2

During a football match, two teams play, players enter the courts and meet other players, start the match and teams have goal and win, when team win, players celebrate

In a football match play two teams, teams with 11 players start the match with 45 min. the objective is win with goals, when one team goals, team celebrate.

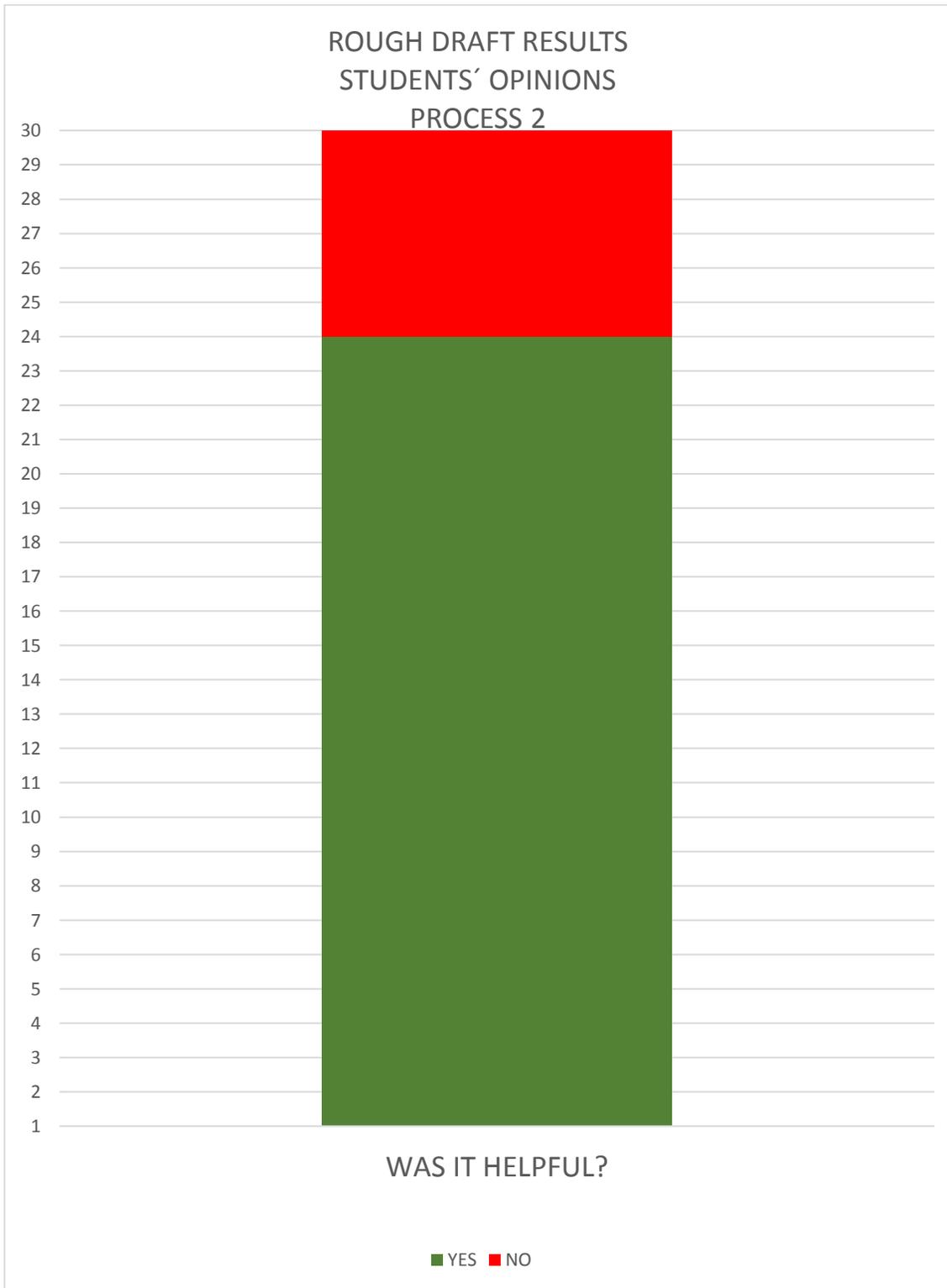
The football match start with two teams of 11 players, Players greet players then start the match. Have two times with 45 minutes and one break with 15 minutes, In the match, team with more goals, win. When one team win, players celebrate.

Appendix AG  
Results of Rough Draft Process 2



Appendix AH

Students' opinions about Rough Draft Process 2

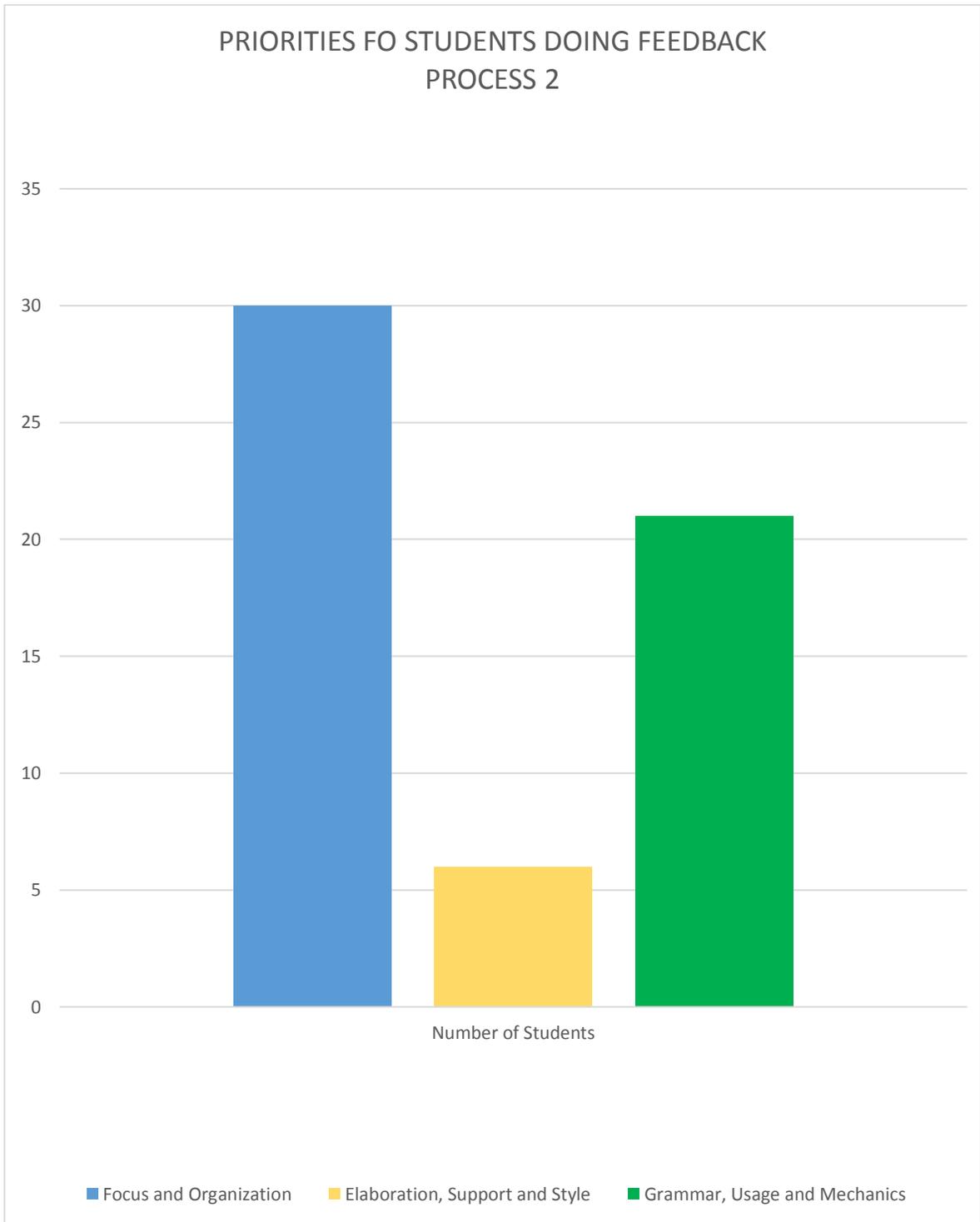


## Appendix AI

### Check List to evaluate Revising Process 2

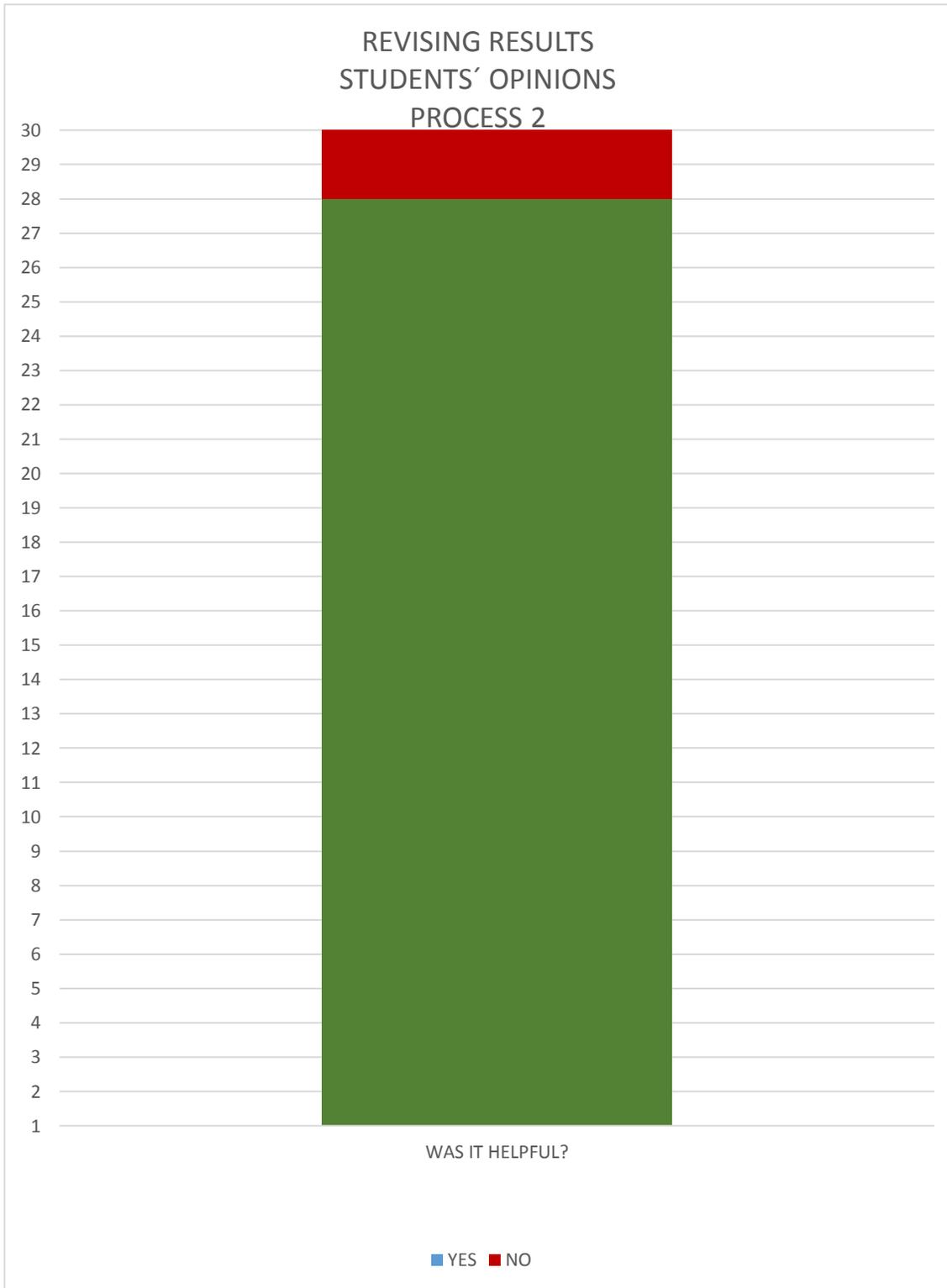
Number of List:	Focus and Organization	Elaboration, support and style	Grammar, usage and mechanics.
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2	✓		✓
3	✓		
4	✓		✓
5	✓	✓	✓
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15	✓	✓	✓
16	/	/	/
17	✓	✓	✓
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19	✓		✓
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22	✓	✓	✓
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28	✓		✓
29	✓		
30	✓		
31	✓	✓	✓

Appendix AJ  
Results of Revising Process 2



Appendix AK

Students 'Opinions about Revising Process 2



## Appendix AL

### Students' products of Final Draft 2

During a football match, two teams with 11 players compete to win the match. When players enter court, they meet other players, the match starts and players have to get goals and win. At the end the team winner celebrate

In a football match two teams play and compete to win. Each team have 11 players and use uniforms depend the country. The football match starts with 45 minutes, the objective is to win with goals, when a team wins, players celebrate

The football match start with two teams of 11 players each one. Players greet players and the match start. The match has two times of 45 minutes and a brief break of 15 minutes. At the end, the team with more goals, wing the team winner celebrate.

Appendix AM  
Results of Final Draft Process 2

