



**UNIVERSIDAD NACIONAL  
“PEDRO RUIZ GALLO”  
ESCUELA DE POSTGRADO**



**TALLERES CON ESTRATEGIAS SIGNIFICATIVAS QUE UTILIZAN LAS TIC  
PARA LOGRAR UN MEJORAMIENTO SIGNIFICATIVO EN LA  
PRODUCCION ESCRITA BASADA EN EL ENFOQUE COMUNICATIVO DE  
DAVID NUNAN CON ESTUDIANTES DEL II CICLO DE DESARROLLO DE  
SOFTWARE EN SENATI – TARAPOTO – PERU**

**Tesis para optar el Grado académico de maestra en Ciencias de la  
Educación con Mención en Didáctica del Idioma Inglés**

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## **DEDICATION**

I must dedicate this research work to my parents and to my spouse for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis.

## **ACKNOWLEDGEMENT**

I would like to express my sincere gratitude to all my fellow master partners for their feedback, for the continuous support of this study and related research, to my professors for their patience, motivation, and immense knowledge. Their guidance helped me in all the time of research and writing of this thesis.

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## RESUMEN

El presente trabajo de investigación es realizado con el objetivo de diseñar y proponer Talleres para Enseñanza del Idioma Inglés usando las TICs basados en el enfoque Comunicativo de David Nunan para desarrollar y mejorar de una manera significativa la habilidad de escritura en los alumnos del II ciclo de la Escuela de Tecnologías de la Información (ETI) SENATI – Tarapoto 2017.

Para diagnosticar el problema, se aplicó un pre-test, asimismo la rúbrica con los criterios de la habilidad de escritura fueron diseñados. Luego de obtenidos y analizados los resultados, los talleres para la enseñanza del idioma inglés se diseñó en base a: La Filosofía del Lenguaje de Ernst von Glasersfeld, Cognición Social de Lev Vygotsky y el Enfoque Comunicativo de David Nunan para desarrollar y mejorar de una manera significativa la habilidad de escritura en los estudiantes del II ciclo de la Escuela de Tecnologías de la Información (ETI) SENATI.

Los resultados obtenidos de los estudiantes del II ciclo de la Escuela de Tecnologías de la Información (ETI) SENATI, muestran la falta de la habilidad de escritura impidiendo así a los estudiantes estructurar oraciones, párrafos y textos e incluso lidiar con características especiales de escritura en el idioma inglés como son el vocabulario, gramática, entre otras lo cual conlleva a una argumentación y comunicación y además afrontar las dos características fundamentales al momento de escribir en inglés como es la cohesión y coherencia.

Se concluye como logros de la investigación, haber confirmado la hipótesis, haber dado cuenta de la naturaleza del problema y de haber matrimoniado la base teórica con la propuesta.

## **ABSTRACT**

This research work is presented in order to design and propose workshops with a meaningful strategy that use ICT to do a significant improvement in written production to make a meaningful improvement on writing skill in students of II cycle of Information Technology school (ETI) SENATI – Tarapoto 2017.

To diagnostic the problem, a pre-test was applied to students and rubric matrix with writing criteria was designed and applied as well. After having the results, they were analyzed and workshops with a meaningful strategy that use ICT in English teaching activities based on: The Philosophy of Language by Ernst von Glasersfeld, Social Cognition by Lev Vygotsky and Communicative Approach by David Nunan which ones are supporting this propose called “Workshops with a meaningful strategy that use ICT to do a significant improvement in written production based on Communicative Approach by David Nunan With II Cycle of Software Development Students At Senati – Tarapoto – Peru”.

Students in II Cycle of Software Development Students At Senati in Tarapoto due to results obtained by the instrument applied show that they lack writing skill preventing students from building up sentences, paragraphs and texts, and to handle English writing features such as: vocabulary, grammar and so on leading to a really bad argument and communication and therefore with two main characteristics in English writing which are cohesion and coherence.

As achieved objectives in this research, the hypothesis is supported, the nature of the problem has been studied and the proposal work with theories have been gathered and attached.

## INTRODUCTION

From the ancient time, writing is an extension of human language across time and space. Writing most likely began because of political expansion in ancient cultures, which needed reliable means for transmitting information, maintaining financial accounts, keeping historical records, and similar activities.

At present, within the teaching-learning process of the English language, deficiencies have been evident in the ability of written production. In studies carried out by ESADE (2010), it was stated that 70% of Spaniards recognize that the English language is important, in addition the study reveals that 4% of the population study it, 17% read and write correctly, 14% understand it When they listen and 11% say speak well. Due to this problem, EECL (European Study of Language Competencies) recommends that teachers emphasize oral and written skills (writing and speaking) in the initial phase of teaching foreign languages.

In our country, it has also been observed that within the teaching-learning process there are deficiencies regarding the ability of written production, thus generating a problematic within the educational context. As main causes to this problem we have the lack of texting or writing activities; the teaching is based only through reading and practical exercises in grammar, without giving students the opportunity to write or speak in English. Another cause we have; The scarce vocabulary learned or taught. In order to express ourselves in a target language, we need to make use of a vocabulary that is adapted to the reality in which the individual develops, otherwise, difficulties arise to start a description.

In our region, San Martin; The teaching-learning process of the English language, in the different public and private educational institutions, has deficiencies that have been evidenced in the majority of the students especially in the development of the ability of the written production, the cause of such deficiency is verified at the time of applying interactive texting or writing activities, readings and practical exercises of grammar, one of these causes being the lack of vocabulary.

The **research problem** was formulated at SENATI Institute in Tarapoto, specifically in the Information Technology School, the career of Software Development exactly, the problem of the development of the ability of the writing in recurrent form with students of the II cycle of the ETI has been presented. The peculiarities that have been presented are: motivation, nervousness, and incoherence in texts, deficiency in comprehension and other manifestations. The lack of motivation in students generates a distrust in them and therefore greater nervousness to develop the ability of written production, these factors have led to this problem; Being necessary to develop this ability through adequate strategies that allow them to write in the English language without feeling pressured, which leads to appropriate knowledge and use them collectively in real situations of writings, to achieve the desired results.

The **research object** is the teaching learning process that is the heart of education. It depends on the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. Teaching learning are related terms. In teaching - learning process, the teacher, the learner, the curriculum, the environment and other variables are organized in a systematic way to attain some pre-determined goal.

The **objective** is to propose workshops using the ITCs to do an important Improvement in written English Skill using meaningful strategies founded on Communicative Approach to express their own ideas on a text. The **specific objectives** to diagnose students' level in writing skills, to design a theoretical framework to support the proposal design, to select the ICT's strategies which can apply in teaching process, to elaborate the instruments to evaluate and to propose workshops through activities based on Communicative Approach.

The **hypothesis** was formulated: If we design a workshop of meaningful strategies founded on Communicative Approach in writing English skill, then students of II cycle at SENATI Institute with a high teaching of meaningful strategies will do an important improvement in their writing skill.

The **research fieldwork** is the teaching learning process of the writing skill in the II cycle of the Information Technology School at SENATI – in Tarapoto 2016.

The following scheme was designed for the presentation of this thesis:

**The first chapter:** This describes the location of the research objective, the limit and the administrative division of the province of San Martin. Then the history of the district of San Martin, leading to “SENATI - ETI” school in Tarapoto, how the problem arises, where is considered all the trends since the international context to the local one. Description of the characteristics of the problem and the methodology applied.

**The second chapter:** The theoretical framework is based on reviewed thesis where many research works had already studied the presented problem and main themes from three works were taken into account, as: : The Philosophy of Language by Ernst von Glasersfeld, Social Cognition by Lev Vygotsky and Communicative Approach by David Nunan.

**The third chapter:** The instruments of data collection obtained the necessary data which later on was analyzed and tabulated. Therefore, the proposal work was designed and elaborated based on the philosophical, didactical and technical work mentioned above. The principal elements of the proposal work were considered: topic, rationale, objectives, methodology, evaluation, recommendation, and bibliography.

Finally, the conclusions, recommendations, bibliography and annexes could be seen in the end of the chapter.

# **CHAPTER I: ANALYSIS OF THE RESEARCH OBJECT**

## 1. LOCATION OF THE OBJECT STUDY

### 1.1. THE PROVINCE OF SAN MARTIN

The Province of San Martín is one of the ten provinces that makes up the Department of San Martín, under the administration of the regional government of San Martín, Peru.

The history of the province of San Martin dates back to the time when the fierce chancas, persecuted by the Incas, make Lamas their new habitat and form an extensive cultural family known as "Motilonos Lamistas"

They were the ones that in their search for food went down to the valley of Tarapoto, where the warriors and wild "Cumbazas" lived dedicated to the hunting and fishing between river Cumbaza and the ravine of the Choclino. At that time, where today stands the Plaza Alberto Leveau, there was the "Cocha" or lagoon of Suchiche, whose name comes from the group that initially inhabited it.

The confluence and fusion of families of these two ethnic groups in the "cocha" of Suchiche, which in time would be added other groups descendants of the Chancas, Pocras and Incas, as Chimbinos, Atumpampas and Patinos, became in the conformation of A resident group that established commercial relations with the Lamistas; Which, with its progressive growth, not only motivated the increase of the native population, but the establishment of the bases in the socio-economic development of San Martín.

Background of the creation of the district of Tarapoto

- D. February 7, 1866 - Establishing in Department, the Loreto Coastal Province
- Law 00201 - Creation of the Department of San Martin
- Law 00297 - Elections in San Martin 1906
- Law No. 9233 - Changing the name of Tarapoto with that of San Martin
- Law No. 10754 - Repealing Law 9233 and restoring the name of Tarapoto.

### 1.1.1. LIMITS

In the north and by the east with the Department of Loreto

In the south with the Province of Picota

In the west with the Province of Lamas.

**MAP N° 01: Map of the department of San Martín**



Source: World Map

### 1.1.2. ADMINISTRATIVE DIVISION

The province has an extension of 5640 Km<sup>2</sup> and is divided into 10 districts.

**TABLE N° 01**

#### **POPULATION IN THE DEPARTMENT OF SAN MARTIN - 2007**

PROVINCES	2007		
	MALE	FEMALE	TOTAL
MOYOBAMBA	59,829	55,560	115,389
BELLAVISTA	26,361	22,932	49,293
EL DORADO	17,914	15,724	33,638
HUALLAGA	12,916	11,532	24,448
LAMAS	41,489	37,586	79,075
MAR. CACERES	27,048	23,836	50,884
PICOTA	20,001	17,720	37,721
RIOJA	54,292	50,590	104,882
SAN MARTIN	82,159	78,973	161,132
TOCACHE	40,508	31,838	72,346
<b>TOTAL</b>	<b>382,517</b>	<b>346,291</b>	<b>728,808</b>

Source: INEI, Censo Nacional del 2007: XI de Población y VI de Vivienda

### **1.1.3. DISTRICT OF TARAPOTO**

The District of Tarapoto, known as the "City of Palms", is a thriving commercial hub in northern Peru, an hour by plane from Lima, situated in the San Martín Province of the San Martín Region, located in the high jungle plateau to the east of what is known as the selva baja (low jungle). Although Moyobamba is the capital of the region, Tarapoto is the region's largest city and is linked to the Upper Amazon and the historic city of Yurimaguas by a relatively well-maintained transandean highway, paved in 2008-9.

In the territories of San Martín developed ancient pre-Hispanic cultures as the Chachapoyas and then the Incas, leaving a legacy of important archaeological sites like the Gran Pajatén within Río Abiseo National Park, Cultural and Natural World Heritage Site (UNESCO).

From Tarapoto can enjoy many of its lagoons and waterfalls where the contact with nature and relaxation will make your visit a great experience. El Sauce lagoon, also known as the blue lagoon, is located only 35 kilometers south of the city and is itself a destination of lush landscapes and quiet waters, around which are located lodges that offer various programs to visit.

Contact with nature offers unique options for the observation of orchids and birds and a rich flora and fauna particular to the cloud forest zone and opportunities for adventure tourism such as white water rafting, jungle expeditions and treks.

Tarapoto sits approximately 356 metres above sea level on the high jungle plateau, also called the cloud forest. It was founded in 1782 by Baltazar Martínez Jiménez de Compagnon. According to the 2007 census Tarapoto has a population of 63,484 within the city limits, and over 117,184 inhabitants including the outlying Morales and Banda de Shilcayo districts.

Tarapoto is often used by tourists and local visitors as a base for excursions into the vast Amazon Rainforest. The region's main activities are tourism, commerce, agriculture and a thriving illicit "shadow economy" that includes production of coca leaves, extraction of lumber and trading in land concessions.

The folklore in the area also offers a variety of expressions, crafts, festivals, fine dining, traditional food such as juanes, tacacho with cured meat, cocona and grape juices and exotic liquors. It is almost obligatory visit the native community of Lamas to appreciate their peculiar customs, dress and architecture, people of many myths.

Tarapoto is home to the Universidad Nacional de San Martín, an important center of higher education serving the professional and technical needs of a region of high biodiversity. With its active nightlife, Tarapoto offers a wide variety of hotels and restaurants in and around the city. Moreover, the area's beautiful landscapes, waterfalls and lagoons form a tempting location for adventure tourism, such as river rafting and hiking in the tropical Andes, and attract numerous visitors to the "City of Palms".

#### **1.1.4. "SENATI" INSTITUTE**

"SENATI" is an institution at national level, the central cede is located in the capital of Peru - Lima. The other centers of professional training are distributed in different cities of our country, one of them is located in the city of Tarapoto-San Martin.

#### **ORIGINS OF THE INSTITUTION**

Motivated by the fact that traditional vocational training and technical education did not provide the qualifications required by modern productive activity, the entrepreneurs of the National Society of Industries decided in 1960 to promote the creation of an institution specifically designed to develop human skills for The competent performance of the professional

occupations of the manufacturing industrial activity and of the work of installation, repair and maintenance; For which financing was imposed a self-assessment or monthly financial contribution. In view of this entrepreneurs' initiative, SENATI was created on December 19, 1961 by Law No. 13771.

## **LEGAL NATURE**

The National Service of Industrial Training SENATI, in accordance with Law No. 26272, as amended by Law No. 29672, is a legal person governed by public law, with technical, pedagogical, administrative and economic autonomy, with its own assets, private management, Not falling within the scope of the rules of the public sector administrative system, which is intended to provide vocational training and training to workers in productive activities considered in category D of the International Standard Industrial Classification (ISIC) of all Economic activities of the United Nations (Revision 3) and all other industrial activities of installation, repair and maintenance contained in any other category of the same classification. SENATI is governed by the provisions contained in Law No. 26272, its amendment to Law No. 29672, its Statute approved by the National Council, and Law No. 17045, which give it the nature of being a private management organization because it does not form Part of the Budget of the Public Sector and enjoys autonomy in its management and the national council has exclusive responsibility in the administration and application of the income of SENATI, as well as to dictate all the control rules that ensure the correct application of the income, In accordance with the purposes of SENATI.

## **FINANCING ACTIVITIES AND RESOURCES**

SENATI finances its activities with the following resources:

The economic contribution contributed monthly by companies of more than 20 workers, with respect to personnel engaged in industrial manufacturing activity and to the work of installation, repair and maintenance. The amount of the contribution is equivalent to 0.75% of the total remuneration paid by companies to their workers. The contributing companies have the right to train future operative workers, as well as to train their employees in service.

- The resources generated by the provision of training and technical assistance services.
- Those coming from the International and National Technical Cooperation.
- Legal devices and rules governing the contribution to SENATI.
- Regulation of Organization and functions. (STATUTO DEL SENATI APPROVED BY ITS NATIONAL COUNCIL).
- Contribution Regulation.
- Tributary Code.
- SENATI Organization and Functions Act No. 26272.
- Law No. 29672, Law authorizing SENATI to grant titles in the name of the Nation.

**MISSION:** Train and train people for decent jobs and high productivity, in support of national industry in the global context, and to contribute to the improvement of the quality of life of society.

**VISSION:** Lead in Peru and Latin America, technical education for the development of employability and competitiveness of productive units.

## **FUNCTIONS**

SENATI: National Service of Training in Industrial Work is an institution whose purpose is to provide professional training and training for manufacturing industrial activity and for the work of installation, repair and maintenance performed in other economic activities.

## **LEVELS**

Depending on the different requirements that are presented in the occupational structure of the productive activity, SENATI has established training and professional training programs for the following occupational levels:

- Technical Operative Level.
- Technical Level Medium.
- Superior Technical Level.

## **METHODOLOGY**

The most characteristic teaching methodology of SENATI is "learning by doing" and in real production conditions. Training in operational technical occupations is carried out mainly with the "Dual System SENATI-Empresa", which is characterized by alternating activities in Vocational Training Centers with practical learning within companies.

There are about 8,600 companies that, at a national level, participate in Dual Learning conducted by SENATI.

## **Functions of SENATI**

The main function of SENATI is to provide training and professional training for industrial manufacturing activity and for installation, repair and maintenance. It also develops technical services.

For the fulfillment of its functions, SENATI has established a System of Training and Professional Training that responds to the real demands of the productive activity. This system has the following characteristics:

- Participation of entrepreneurs in management bodies and in the planning and development of vocational training: approximately 250 entrepreneurs, at national level.

- Programs, professional profiles, curricular contents, methodologies and organizational forms that follow the approach of vocational training by specific labor competencies.
- Technical-teaching and management personnel with industrial experience, trained and perfected in highly developed countries of America, Europe and Asia.
- Training and professional training centers with modern and permanently updated equipment.
- Innovative educational technology in the field of technical vocational training, with national and international recognition.
- Experience in economic-financial management in accordance with modern techniques of quality, productivity and profitability.

## **1.2. HOW THE PROBLEM ARISES - DESCRIPTION OF THE OBJECT STUDY.**

### ***1.2.1. HOW THE PROBLEM ARISES.***

Writing is an essential skill, many students at high school are not interested in it. According to Robert Todd Carroll (1990), many students were never required to learn proper spelling or grammar. These poor students come to think that “English” and “writing” are nothing but spelling and grammar. To them, writing means inevitable failure. Good writing is sometimes they believe they will never be able to achieve, because they not only identify good writing with proper spelling and grammar etc. They are even not aware of the importance of writing skill in their learning.

They often get low marks when doing the tests on writing skill and it affect their learning’s result. In fact, students often have many basic mistakes in written works about spelling, grammar, punctuation and organization. Besides that, learning writing at high school have many problems at the present such as lack of experienced writing skill teacher and lack of time to study, the time for teaching writing skill is not enough for students to improve their ability. In addition, students do not know principles of writing. The problems that students at high school usually have to face are the

motivations for my research. I choose this topic because I want to investigate the difficulties in writing skill among students at high school and find out the problems they commonly make so that I can suggest solutions to improve their writing skill.

### ***INTERNATIONAL CONTEXT***

Writing is one of the ways to transmit thoughts or ideas to the other people. Writing is also the important skill in studying English, which need great investment from the students. Many students in high school do not know the important of writing, so they only spend a few times for it. It is not true because good at writing can help them study other skills in English more effectively. Besides that, practicing writing skill will help students get acquainted with new types of writing as well as consolidate their writing skill. For example, students study writing skill from low to high, from basic to advance.

### ***CONTEXT OF LATIN AMERICA***

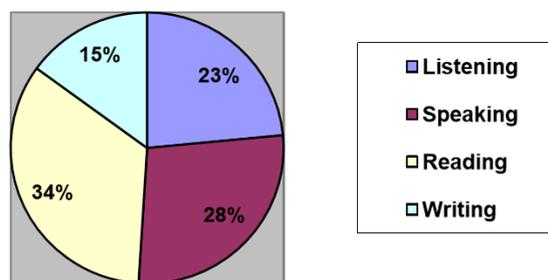
In Brazilian schools, especially public ones, a recurrent problem highlighted by teachers is that of teaching the subject to students who are not properly literate. This is understood here in its instrumental meaning, involving competence in reading and writing. It is a cause of wonder and complaints among teachers, and researchers, and reflects on the actual relationship that teachers have with their students. Together with other conditions, such as whether or not there exist writing materials for use in the classroom (books or reproductions of texts on pages), the representations of the characteristics of a student as more or less lettered direct the teacher towards determined didactic choices, which involve in turn, a more or less problematizing treatment of the history it is intended to teach. Furthermore, they collaborate to shape a certain relationship with writing in the classroom.

Here it will be presented a brief analysis of the situation of Brazilian students in relation to their mastery of writing based on data obtained in the performance evaluation instruments prepared by the Ministry of

Education. I also discuss the expectation of history teachers in relation to students from the old fifth grade of primary school, now the sixth class. According to results which were collected from questionnaires and observation, the researcher will try to find out students' problems in writing skill and the causes of those problems as well as survey how students learn writing skill.

**Figure N° 01:** The students' interest toward writing skill

**Which of the following skills do you like best?**



**Source:** Results in Brazilian public school.

According to Figure N° 01, a small number of students like to learn writing skill. Only 15% of them are interested in writing. This indicates that writing is not a favorite subject to most of students. Observing two periods of writing, researcher recognized that not many students took part in writing tasks actively. It can be inferred that students' attention to writing skill will be less than the others.

In 2004 the figures of the National Evaluation System of Primary Education (Sistema Nacional de Avaliação do Ensino Básico – Saeb)<sup>1</sup> show a serious situation in relation to Brazilian students' mastery of writing at the end of the fourth class, in other words one year before the end of Fundamental Education.<sup>2</sup> The situation got even worse in relation to the performance of students concluding the eighth grade. The use of the results of the National Evaluation System of Primary Education (Saeb) gives a magnitude to the problem experienced by teachers in the classroom. I work with figures that discriminate the achievements of

students in public and private schools, since the complaint usually presented refers especially to public school students. As we will see, there are actually relevant differences in student performance in the two networks in relation to their reading competence.

Education at the global level has been subject to significant changes at both the macro and micro levels, among which the use of information and communication technologies (ICTs), known as (ICT), can be mentioned, breaking with the traditional scheme of The formal classes, that is, within a space established since the appearance of the palace in Mesopotamia, called classrooms. Such is the impact of these, not only education is overwhelmed but also has begun to displace traditional media, such as television, radio, print, among others. In this sense, the attachment and interest on the part of the children and adolescents of the schools and schools toward these technologies is evident. To such an extent that Aguilar (2010) has called them "cyber-generation".

### ***PERUVIAN CONTEXT***

Piscitelli, A (2009), These "digital natives" as they are also called, handle cell phones or cell phones daily, personal computers, I pods, Tablets and a myriad of elements that day by day can be observed within the basic and diversified school in Peru. In spite of this, the national education system does not use these resources for the integral and quality education of the students, much less designs programs that include these elements within the range of educational opportunities.

Given this circumstance, it is necessary that teachers have some skill and knowledge about these technologies since the good use of them would facilitate the development of some educational activity and achieve the success of students.

## ***REGIONAL CONTEXT***

In our region San Martin; The area of the English language in the different public and private institutions is evident that within the teaching-learning process there are deficiencies in the majority of the students to develop the ability of the production of written texts, the cause of such deficiency is in writing activities and interactive exercises, reading and practical exercises in grammar, improper use of written texts, and a lack of vocabulary.

## ***LOCAL CONTEXT***

At SENATI institute, specifically in the Information Technology School, the problem of the development of the ability of written production recurrently with students of the II cycle of the professional career of Software Development is presented. The particularities that present these are: error in writing a text from L1 to L2, incoherence in written texts, deficiency in the understanding of texts and writing of the same, and motivates motivation. Motivation is a very important factor in students so if they do not have a reason or motivation to learn, this will generate a distrust in them and therefore greater nervousness to develop the ability of written production, these factors have led to this problematic; Being necessary to develop this ability through appropriate strategies that allow them to write in the English language without feeling pressured, which entails appropriating knowledge and using them collectively in real situations of writing, to achieve the desired results.

Teacher's methodology is very traditional because it does not let students to develop writing skills, a few times are applied writing activities in the English course. Teacher is most centered in acquiring vocabulary and rules but less written production. Motivation is not enough to encourage students to output the target language by themselves; students always memorize a piece of dialogue or a paragraph to speak in front the class.

Teachers do not use a meaningful strategy to teach writing, their classes are not matching the students real life.

Students are not aware about the real importance of writing English nowadays. There is not an accurate environment to write English, classrooms are not setting to attract the attention and encourage the students to participate in English writings i.e. they do not have enough motivation.

Students are just in touch to the English inside the classroom but when they leave it, they neither write, speak nor listen any word that is a pitiful disadvantage for them.

### **1.2.2. DESCRIPTION OF THE OBJECT STUDY**

The process of teaching is formed by steps which include planning, implementation, evaluation and revision. Thus, classroom assessments and feedback receiving are very important as well. A teacher must create an environment of mutual respect and trust by relying on students for feedback. Therefore, students can be a valuable resource for verifying whether the class pedagogy is or is not working. Self-examination with feedback from your students and the instructor are key to improving your teaching.

As for planning, in each level, goals might be settled, it must be tasked from the scale of an entire semester (syllabus) to a single class (lesson plan). Day – to –day aims should be explained and be more specific. In addition, the day-to-day teaching must fit into the larger goals of the course.

In the revision stage, pedagogic methods must be kept in consideration and it has to be focus on student learning. It must encourage a relationship of cooperation and mutual discovery.

By the assessment, students must be actively and regularly assessed because this will provide if the students have learnt and there, it will give you the results so If you are able to get meaningful feedback from your

students and the professor on a regular basis (not just at the end of the semester), they can modify and improve their teaching strategies. Assessments do not need to be overly complex or involved. In fact, the more focused teachers are in the assessment, the more impact the changes will have.

Finally, teacher should implement great ideas in teaching process. Teachers must know if they keep doing the same thing it may be easy and safe, but if something common has not been working right, change it would be the good thing not only for the teacher, but for the students. Willing changes and experiments will find it difficult but it can improve teaching skills and help get good students' results.

### **1.3. HOW THE PROBLEM IS MANIFESTED AND WHAT FEATURES IT HAS**

The students of II cycle of Software Development at "SENATI" Institute that is located in a city called "Tarapoto", province of "San Martin", department of "San Martin" in Peru, show a lack of writing skill and the failure is elicited in: Types of writing and elements of writing.

#### **1.3.1. TYPES OF WRITING:**

Students lack of knowing the existence styles in writing. Therefore, they just write without following a line.

Expository, descriptive, persuasive, and narrative are the 4 types of writing. Students do not differ and they mix it without knowing that each one is used for specific purpose. However, a single text may include more than one style.

#### ***EXPOSITORY***

This is one of the most common types of writing. Writers try to explain a concept, imparting information from themselves to a wider audience.

Expository writing does not include the author's opinions, but focuses on accepted facts about a topic, including statistics or other evidence. They

can be: textbooks, articles, recipes, news stories (not editorials or Op-Eds), business, technical, or scientific writing.

### ***DESCRIPTIVE***

This type of writing is often found in fiction, or nonfiction as well (for example, memoirs, first-hand accounts of events, or travel guides). Writers are painting a picture in words of a person, place, or thing for their audience. Metaphor or other literary devices can be employed in order to describe the author's impressions through their five senses (what they hear, see, smell, taste, or touch). Convincing and explaining the audience are not the purposes but just describe things as they really are. Descriptive texts can be: Poetry, journal/diary writing, descriptions of Nature, fictional novels or plays

### ***PERSUASIVE***

This can be found in academic papers. Writers are trying to convince the audience of a position or belief. This contains the author's opinions and biases, as well as justifications and reasons given by the author as evidence of the correctness of their position. They are cover letters, Op-Eds and Editorial newspaper articles, reviews of items, letters of complaint, advertisements and letters of recommendation.

### ***NARRATIVE***

Writers are not just trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict, and settings. For example: Oral histories, novels/novellas, poetry (especially epic sagas or poems), short stories and anecdotes.

## **1.3.2. ELEMENTS OF WRITING**

### ***STRUCTURE:***

As our body has a skeleton, texts have their own structure. The bare bones of every piece of writing connect to form a solid and uniform building.

In most of the assigned paper work students are asked to do, teachers ask them to work with the three elemental parts: introduction, supporting paragraphs making up the body of the work, and a conclusion. However, This general format is the root of the six common writing structures that can be used for both formal and informal written communication.

**Categorical:** It is a series of equally important topics are addressed.

**Evaluative:** A problem is introduced, and then pros and cons are weighed.

**Chronological:** It is the actual telling of the story than the end result, employ a chronological structure.

**Comparative:** There are more layers to the situation at hand that is being weighed.

**Sequential:** This structure is when people use how-to voice when a step-by-step process is being described. Writers should use sequentially words like, "First," "Next," "Then," and "Finally" to clarify your instructions.

**Causal:** It discusses the causes and then the effects regarding a particular topic or issue in that order.

### **STYLE:**

Every writer's style is set on his or her own writing, making it unique. Writing style is dressed to fit the specific context, purpose, or audience.

The way each writer chooses words and structures sentences impact and effect the style.

Novelists such as Cesar Vallejo, Pablo Neruda, Gabriel Garcia Marquez are well known for their distinctive literary styles. But journalists, scientists, historians, and mathematicians also have distinctive styles, and they need to know how to vary their styles to fit different audiences.

**Word choice:** Precise words — active verbs, concrete nouns, specific adjectives, adverbs— help the reader visualize the sentence. Choosing the exact word conveys meaning.

**Sentence fluency:** A variety of sentences with different lengths and rhythms must be used to achieve different effects. It must be avoided monotony by varying their sentence structures. Sentence fluency is the flow and rhythm of phrases and sentences.

**Voice:** A writer's voice can be impersonal or chatty, authoritative or reflective, objective or passionate, serious or funny. It reveals the writer's personality.

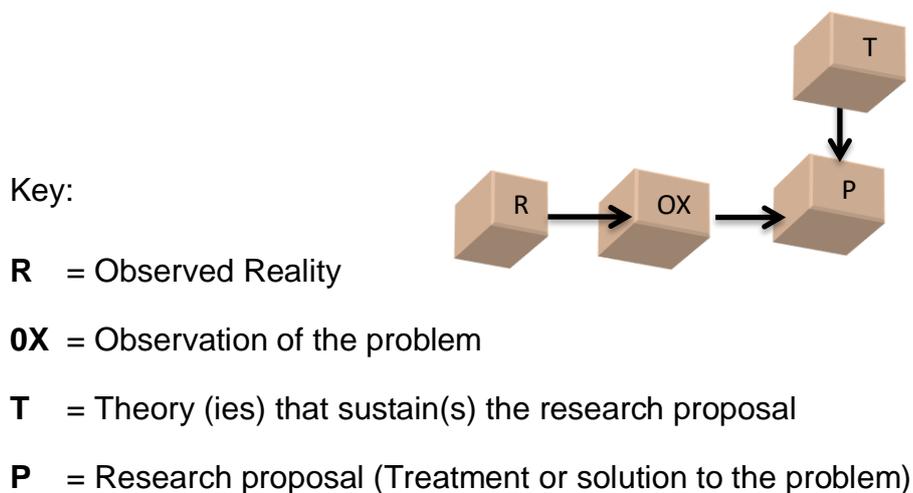
**CONTENT:**

Writers must think about the readers, by questioning these: how much information and detail do they need? What kind of word must writers use: specialist terms or should you "translate" these to make oneself understood by a generalist reader? and how formal or informal should the writing be?

## 1.4. DESCRIPTION OF THE METHODOLOGY

### 1.4.1. RESEARCH DESIGN

This research adopts the following **proposal design**:



## Analytical Design

The action plan for the development of this research was held in the following stages that are detailed below:

**First stage:** Perform trend analysis of the development of the teaching-learning process (writing skill) international level, America and Peru. To carry out this work was use the historical- logical method.

**Second stage:** Carry out the diagnosis in the field of study which was done by the method of instrument with writing story test for the students that will be applied just once.

**Third stage:** Design and substantiate formally strategies with the support of the methods of modulation and dialectical, For the purpose of establishing relationships and regularities of the processes and components, this, to justify the problem.

### 1.4.2. POPULATION AND SAMPLE

**The population** was defined by the II cycle of Software Development at “Senati” Institute located in a city called “Tarapoto”, district of “Tarapoto”, province of “San Martin”, department of “San Martin” in Peru.

POPULATION	MALE	FEMALE	TOTAL
Software Development “Senati	80	125	205

**The sample** was defined by the II cycle of Software Development at Senati Institute and it is different to the population because it was chosen only one classroom from the whole that make up the population.

SAMPLE	MALE	FEMALE	TOTAL
II Cycle	18	7	25

### 1.4.3. MATERIALS, TOOLS AND TECHNIQUES OF DATA COLLECTION

#### 1.1.1. Materials

- Printed papers
- Markers
- Pens
- Photocopies
- Computer
- Printer

#### 1.1.2. TECHNIQUES, TOOLS AND DATA COLLECTION

PRIMARY TECHNIQUES AND TOOLS	
QUANTITATIVE RESEARCH	
TECHNIQUES	TOOLS
OBSERVATION	Observation guide
	Pattern observation log
TEST	Pre-test

SECONDARY TECHNIQUES AND TOOLS	
QUALITATIVE RESEARCH	
TECHNIQUE	TOOLS
REGISTERING	Bibliography
	Textual, quotes

### 1.4.4. METHODS AND PROCEDURES FOR THE COLLECTION OF DATA METHODS

- To coordinate with the director at Senati Institute.
- To prepare the instrument for gathering information.
- To apply the instrument for gathering information.
- To obtain database.

- To analyze data.
- To code data.
- To present results.

#### **PROCEDURES FOR THE COLLECTION OF DATA**

- In the case of the primary data, it is collected, analysed and interpreted. The research to have truly information would be done by 80% of primary data.
- In the case of secondary data were taken on loan and are supplementary to the primary data. Comprise 20% of the research.

#### **1.4.5. STATISTICAL ANALYSIS OF DATA**

- **Encode** : Encode the tools.
- **Tabulation and graphic:** Development of categorical boxes and charts.

# **CHAPTER II**

## **THEORETICAL – CONCEPTUAL FRAMEWORK**

## 2.1. BACKGROUND FRAMEWORK

Research in strategies to teach writing English is new in Tarapoto, but there are some research thesis about this topic in other countries far away from our reality.

### ***INTERNATIONAL BACKGROUND:***

**Jáimez Sánchez in his thesis titled “The use of literary texts in the teaching of the English language through mobile learning in secondary education. University of Granada. Unpublished Doctorate Thesis, Granada, 2009.**

Its general objective was to establish the basis for a curricular design where the language and literature is integrated in the teaching of English of the secondary in a course of 1st degree of Bachillerato.

His methodology was: The methodological objective, therefore, the use of the great variety of imaginative texts, especially literary texts that do not allow activities of comprehension, production and linguistic reflection combined with communicative tasks where personal involvement and creation play a decisive role , The same ones that are also reinforced through current mobile applications.

His conclusion was: The use of literature in the teaching of English, in the pristine conception of McRae (1991), ie as a set of representational texts, that appeal to the senses, imagination and imagination of the learner, brings a rich Source of resources that stimulates motivation participation and school effort, produces a second language learning more meaningful and lasting the development of knowledge according to authentic and contextualized materials, increased linguistic interaction build knowledge socially and Cooperative, and ultimately promotes the autonomy of learning by transferring responsibility from the teacher to the student body.

**Pulido, Yerome in his thesis “The lexical interference Spanish (L1) - English (L2) and English (L2- Spanish (L1) in the written text of 9th grade students of the Bilingual Pio XII school (2010)”.**

Its general objective was to analyze the most recurrent lexical interferences in three types of texts (narrative, expository and argumentative) written in Spanish and English of students of degree 9º of the Bilingual School Pío XII.

Their methodology was: The methodological objective is therefore the use of the great variety of imaginative texts, especially literary texts that allow students to perform activities of comprehension, production and linguistic reflection combined with communicative tasks where personal involvement and creation play a decisive role, which will also be reinforced through current mobile applications. The lexical interferences in the English text (narrative, expository and argumentative) are given mainly in the narrative text if the total number of interferences are taken into account.

Their conclusions were: The conclusions reached in this work are given from different perspectives. First, reference is made to the frequency of occurrence of lexical interferences in each of the languages studied. Second, we present the conclusions obtained regarding the analysis of the English text following the order of type of text, grammatical category and type of interference. Third, conclusions are drawn from the analysis of texts in Spanish following the order of type of text, grammatical category and type of interference. Fourth, other conclusions.

The results of this study allow us to determine that the situation of additive bilingualism experienced by 9th grade students of English-Spanish bilingual education leads this population to productive bilingualism manifested in the ability of subjects to write comprehensible texts in Spanish and In English, although it should be noted that the bilinguals of the study have a better command of the Spanish language (L1) than of the English language (L2), that is, a dominant bilingualism in L1.

From the practical point of view, the finding, description and discussion of the lexical interferences found in the texts in English and Spanish of this study can be a useful tool for teachers who teach English as a foreign language in general, Different ways in which lexical interference occurs and to understand the reason for its appearance can generate a reflection, study and pedagogical action that has as purpose the creation of strategies for the teaching of English as a second language in terms of its receptive and productive phase in The areas of non-formal and informal education, of monolingual and bilingual subjects.

***NATIONAL BACKGROUND:***

**De La Nuez, G and Sánchez, J in their thesis. “Use of mobile devices in teaching and learning English. Unpublished degree thesis Colegio Particular Mixto Wolfgang Goethe, Arequipa – 2013”**

Its general objective was to analyze the strategies used by English teachers of the third year of high school at the National College "Teodoro Gómez de la Torre to identify their shortcomings and propose a guide with effective strategies to correctly develop the skills of writing in English in the school year 2012 2013.

Their methodology used was: The traditional approach to teaching writing, basic activities of language: listening, speaking, reading and writing are viewed separately and attempts to consolidate these skills and abilities in a piecemeal manner, even when the official programs Recommend that they be fulfilled in an interrelated way during the teaching process.

Their conclusions were: It concludes that there should be a commitment of teaching in the search of methodologies, according to the knowledge and understanding of the students. The students showed interest in learning development with respect to grammar. Teachers do not use enough didactic material in their classes to develop writing skills. There was an interest in students' learning of writing as well as in the skills of: speaking, listening, reading.

The extraordinary advance of mobile technology allows us to develop new forms of teaching and learning in formal and informal environments that motivate us to rethink our teaching practice. We have reflected through the discoveries in cognitive science about the basic concepts that have sustained and affected our educational reality, we have been confronted with the reality present in our universities in the gradual process of adaptation to the EHEA; Proposing something as usual as a tablet or a mobile to enhance innovation and we have finished with the presentation and We have finished with the presentation and analysis of different materials available for the devices in the network. We wish that all those who read the article can then apply it in their classes and continue to innovate to educate.

**Chavez, Z - Murata, C and Uehara, Ana in their thesis “Descriptive study of the written descriptive production and written narrative production of the students of the 5th grade of primary education of the Educational Institutions of Fe y Alegría – Peru – 2012” Unpublished degree thesis. Lima Peru.**

Its general objective was to determine the similarities and differences in written descriptive and narrative productions in children of the 5th grade of primary education of the Educational Institutions Fe y Alegría Peru, considering the sex and place of origin (Lima and Province).

His methodology used was: It corresponds to a comparative descriptive research because it will outline the most important characteristics of the line of study, in this case, the characteristics of written descriptive production and written narrative production of students in 5th grade education On which they will establish relations of comparison between them considering the variables gender, place of origin and regions according to the educational organization of Fe y Alegría Perú.

Their conclusions were: The descriptive written production in the students of the 5th grade of primary education of Fe y Alegría Peru found a higher percentage concentration in the middle level. There are no significant differences in written descriptive production among children in the 5th grade

of primary education in Fe y Alegría Perú. There are significant differences in written descriptive production between children from Lima and provinces in favor of Lima in the 5th grade children of Fe y Alegría Perú. In the written narrative production in the students of the fifth grade of primary education of Fe y Alegría Peru is a greater percentage concentration in the average level. There are significant differences in written narrative production between boys and girls, in favor of girls in the 5th grade of primary education in Fe y Alegría Perú. There are no significant differences in written narrative production among children from Lima and province in children of the 5th grade of primary education in Fe y Alegría Peru. Fifth grade students from Fe y Alegría Perú in Lima and provinces have similar levels of descriptive and narrative writing.

**Pérez, N in his thesis "Influence of the use of the Educaplay platform in the development of the ability to comprehend and produce written texts in the English area in 1st. High school year of a particular lime educational institution. Unpublished degree thesis, Lima, Peru – 2014"**

Its general objective was to identify the type of learning strategies used by the students of the Graduate Degree in Modern Languages of the Javeriana University to promote the development of their production of written texts.

The methodology used was: This work is a quantitative research since it is a collection of quantitative data on variables, which are then studied and analyzed by statistical procedures (Hernández and Sampieri (2013)). "In a non-experimental study, no situation is constructed, but rather, there are already existing situations, so the researcher has no control over the variables, Can not manipulate them, nor can they influence them because they have already happened as well as their effects. "So, this work is non-experimental since no variable is intentionally manipulated, only a phenomenon is observed and described.

Their results were: The results of the post-test show that the use of the "Educaplay" platform helped in a minimum percentage the academic performance of the experimental group.

The results obtained with reference to the influence of the use of the platform to develop the ability to comprehend texts, we see that the percentage of influence was minimal, and having a higher percentage of variability in the post-test in this capacity.

***REGIONAL BACKGROUND:***

**Arévalo, M and Horna, S in their thesis “Methodological strategies to develop the ability of the production of texts written in the English language in the students of the first level of secondary education of the Educational Institution "Francisco Izquierdo Ríos". Unpublished bachelor thesis, Morales, San Martin, Peru – 2009”**

Its objective was to analyze the strategies used by English teachers of the first grade of secondary education of the Educational Institution Francisco Izquierdo Ríos to identify their shortcomings and to propose a guide with effective strategies to correctly develop the skills of writing in English in the academic year 2009.

Their methodology used was: The traditional approach to teaching writing, basic activities of language: listening, speaking, reading and writing are viewed separately and attempts to consolidate these skills and abilities in a piecemeal manner, even when the official programs Recommend that they be fulfilled in an interrelated way during the teaching process.

Their results were: The use of methodological strategies such as: we develop our production of texts by writing and painting about our experiences, allows students to develop the ability to produce written texts in a clear and coherent way.

The constant exercise of the production of texts: writing, dialoguing, painting, describing, narrating, reciting and creating, habituates the student to express himself freely and without fear.

Learning is a process and therefore worked in this way facilitates the assimilation of the basic knowledge in the student to begin the production of texts.

**Abanto, J; Garces, M and Torres, N in their thesis “Comics as a pedagogical tool in the classroom and its relation with the production of texts written in English, in the 1st grade of the I.E.P "San Antonio de Padua". Tarapoto, San Martin - Peru, 2011” Unpublished degree thesis, Tarapoto, Peru.**

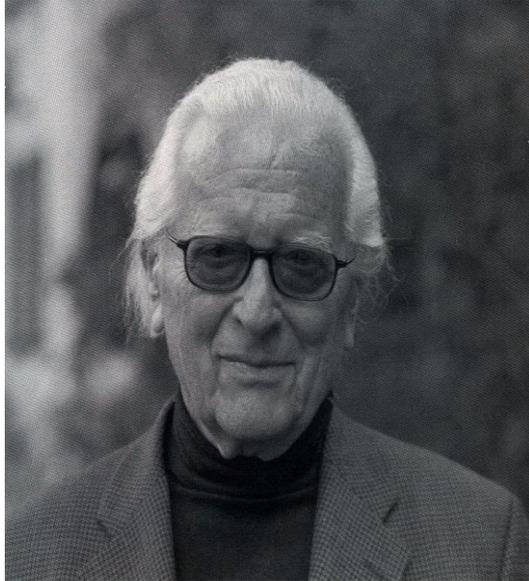
It's General Objective was to determine the similarities and differences of the comics as a pedagogical tool in the classroom through the descriptive and narrative written productions in children of the 1st level of secondary education of the I.E.P "San Antonio de Padua". Tarapoto, San Martin - Peru, 2011.

His methodology used was: It corresponds to a comparative descriptive research because it will outline the most important characteristics of the line of study, in this case, the characteristics of the written descriptive production and the written narrative production of the first grade students On which they will establish relations of comparison between them considering the variables gender, place of origin and regions according to the educational organization of the El San Antonio de Padua.

Their results were: The comic had its first apogee during the first half of the twentieth century, nowadays it has returned to take relevance but from another perspective. In a first instance, in an era where the information bombing of television or the Internet was not available, the comic appeared as a form of dominant entertainment alongside radio in infants and youth. Nowadays the excess of information is an irrefutable fact. We are constantly overcome by the number of options that exist, and it is the responsibility of one to filter and take what is useful for us. The mass media correspond to those mass media, that is to say those branches highly linked to mass consumption. Here comics have re-emerged as an international phenomenon.

## 2.2. THEORETICAL FRAMEWORK

### 2.2.1. PHILOSOPHY OF LANGUAGE, GLASERSFELD



**Ernst von Glasersfeld** (March 8, 1917 in Munich – November 12, 2010 in Leverett, Franklin County, Massachusetts) was a Emeritus Professor of Psychology at the University of Georgia, Research Associate at the Scientific Reasoning Research Institute, and Adjunct Professor in the Dept. Of Psychology at the University of Massachusetts, Amherst. He

was a member of the Board of Trustees, American Society of Cybernetics, from whom he received the McCulloch Memorial Award in 1991; and a Member of the Scientific Board, Instituto Piaget, Lisbon.

He was considered as a philosopher and cybernetician, he spent large parts of his life in Ireland [1940s], in Italy [1950s] and the USA. Elaborating upon Vico, Piaget's genetic epistemology, Bishop Berkeley's theory of perception, James Joyce's *Finnegans Wake* and other important texts, Ernst developed his model of Radical Constructivism - which is an ethos shared by all of these writers to one degree or another. Ernst von Glasersfeld's literary estate is administered and curated at the Ernst-von-Glasersfeld-Archive at the University of Innsbruck. (VINCENT, 2012)

#### ***THE VIEW OF LANGUAGE BY ERNST VON GLASERSFELD***

Constructivism is a current based on the theory of constructivist knowledge. Von Glaserfeld postulates the need to deliver to the student tools that allow him to create his own procedures to solve a problematic situation, which implies that his ideas are modified and continue to learn.

Processional, participatory and interactive of the subject, so that knowledge is an authentic construction operated by the person who learns.

On the other hand, the constructivist theory considers the student possessing knowledge, on the basis of which he will build new knowledge. That is, based on the previous knowledge of the students, the teacher guides students to build new and significant knowledge, being the main actors of their own learning.

Applied to a classroom with students, constructivism can create a context favorable to learning, with a motivational climate of cooperation, where each student rebuilds his learning with the rest of the group. On the other hand and also by way of example, from the instruction would choose a content to impart and would optimize the learning of that content through a method and objectives previously set, optimizing said process.

***THE IMPORTANCE OF SOCIAL INTERACTION*** (STEFFE & GALE, 1995)

Playing chess is a social activity and the way one acquires knowledge of the rules and conventions that govern the game is through social interaction, of which language is probably the most frequent form. This is obvious in games such as chess, but I would claim that social interaction is no less essential in the acquisition of the basic geometric forms and of a multitude of far more general concepts such as “coastline.” Much recent writing has stressed the social component in the development of conceptual knowledge and the term “social constructionism” has been used to distinguish this orientation from the “radical constructivism” some of us have been propagating. A little clarification would seem in order. Piaget, who is undoubtedly the most important constructivist in this century, has been criticized, mainly on this side of the Atlantic, for not having considered social interaction in his theory of cognitive development. I think, this criticism is unfounded. If one reads Piaget’s original works with the necessary attention – by no means an easy task, because

his explanations are not always immediately transparent – one finds that somewhere in almost every book he reiterates that the most important occasions for accommodation arise in social interaction. It is quite true that Piaget did not spend much time on working out the details of how social interaction is supposed to work. He was predominantly interested in something else, namely the logical structures by means of which the developing child organizes the world it experiences. For Piaget, just as for the contemporary radical constructivists, the “others” with whom social interaction takes place, are part of the environment, no more but also no less than any of the relatively “permanent” objects the child constructs within the range of its lived experience. That is to say, it is the subject’s interaction with constructs of its own that have proven viable and have been categorized as permanent external objects.

### ***THE CONSTRUCTION OF “OTHERS”***

If one takes this position, a question will sooner or later arise: How do these “others,” the other people with whom the child populates its experiential world, come to be different from the innumerable physical objects the child constructs? The question focuses on a point that seems crucial for constructivism. If all knowledge is the knowing subject’s own construction, how can one know of other subjects? I have tried to answer this question, by suggesting an hypothetical model in some of my papers.<sup>6</sup> The model is based on a passage in the first edition of Kant’s Critique of pure reason. We can only conceive of another subject, Kant wrote there, by imputing our own subjectness to another entity (1781, A354). In order to develop viable ways of acting in its experiential environment, the child learns to make predictions about the objects it constructs. The glass you hold will drop if you let go of it, and it will break when it hits the ground. The lizard you want to catch will dart away if it sees you. To learn this, you have to impute the capability of seeing to lizards. The entity you call “Daddy” will tell you not to do this or that because you might hurt yourself. To think this, you have to impute to Daddy (and to other entities like him) the capability of making predictions similar to, and perhaps even greater than, the predictive capability you

yourself are using. In this way you construct “others” out of elements of yourself, and soon these others contribute to the image of your self. This hypothetical model, clearly, would need a lot of elaboration to become a plausible model. For the moment, it will have to do as an example. I am using it only to show that if we do not want to assume some innate or mystical knowledge of the “existence” of other thinking subjects, we must find a way of explaining our knowledge of others on the basis of individual experience. That is to say, we must generate an explanation of how “others” and the “society” in which we find ourselves living can be conceptually constructed on the basis of our subjective experience.

### ***SOME SUGGESTIONS FOR TEACHING***

Learning, from the constructivist perspective, is not a stimulus-response phenomenon. It requires self-regulation and the building of conceptual structures through reflection and abstraction. Problems are not solved by the retrieval of rote-learned “right” answers. To solve a problem intelligently, one must first of all see it as one’s own problem. That is to say, one must see it as an obstacle that obstructs one’s progress towards a goal. The desire to reach what one believes to be at the end of an effort is the most reliable form of motivation. To have searched and found a path to the goal provides incomparably more pleasure and satisfaction than simply to be told that one has given the “right” answer. Having found a viable way of solving a problem does not necessarily eliminate all motivation to search further. At that point, as I mentioned earlier, other criteria may become relevant. The solution found may seem cumbersome, costly, or inelegant, and this may generate the motivation to find another more satisfactory one. In this regard, needless to say, a teacher can be extremely effective in orienting the students’ attention. As Thorndike realized full well, satisfaction is individual and subjective. But the behaviorist dogma that still orients many educational programs obscured this with the assumption that “reinforcement” could be standardized and administered at a trainer’s discretion. The effective motivation to continue learning can be fostered only by leading students to experience the pleasure that is inherent in solving a problem seen and

chosen as one's own. While the trainer focuses only on the trainee's performance, the teacher must be concerned with what goes on in the student's head. The teacher must listen to the student, interpret what the student does and says, and try to build up a "model" of the student's conceptual structures. This is, of course, a fallible enterprise. But without it, any attempt to change the student's conceptual structures can be no more than a hit or miss affair. In the endeavor to arrive at a viable model of the student's thinking, it is of paramount importance to consider that whatever a student does or says in the context of solving a problem is what, at this moment, makes sense to the student. It may seem to make no sense to the teacher, but unless the teacher can elicit an explanation or generate an hypothesis as to how the student has arrived at the answer, the chances of modifying the student's conceptual structures are minimal.

In this context, something has to be said on the topic of "misconceptions." With regard to mechanics, for example, students have a considerable range of experience. They have learned to govern the movement of their bodies, they play games with moving objects such as balls, and some of them drive cars at considerable speeds. Inevitably they have derived all sorts of rules from these activities, rules which for the most part are different from those that are considered "correct" in physics. From the physicist's point of view, these notions and rules are misconceptions. But within the students' experiential world, they are quite viable. As long as the counter-examples provided by the teacher are taken from areas that lie outside the students' field of experience, they are unlikely to lead to a change in the students' thinking. Only when students can be led to see as their own a problem in which their approach is manifestly inadequate, will there be any incentive for them to change it. Besides, in teaching science we, too, should learn from our experience and realize that much of what one reads in textbooks as a student will be considered a "misconception" a few decades later. Indeed, it is far more important to teach students to see why a particular conception or theory is considered scientifically viable in a given historical or practical context than to present

it as a kind of privileged truth. Let me close by saying that the best teachers have always known and used all this. But they have known and used it more or less intuitively and often against the official theory of instruction. Constructivism does not claim to have made earth-shaking inventions in the area of education; it merely claims to provide a solid conceptual basis for some of the things that, until now, inspired teachers had to do without theoretical foundation.

### 2.2.2. SOCIAL COGNITION, VYGOTSKY

Social interaction plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky felt social learning precedes development. He states: "Every



function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child

*"Learning is more than the acquisition of the ability to think; it is the acquisition of many specialised abilities for thinking about a variety of things."* - Lev Vygotsky, *Mind in Society*, 1978

Lev Vygotsky was born in Orsha, a city in the western region of the Russian Empire. He attended Moscow State University, where he graduated with a degree in law in 1917. He studied a range of topics while attending university, including sociology, linguistics, psychology and philosophy. However, his formal work in psychology did not begin until 1924 when he attended the Institute of Psychology in Moscow and began collaborating with Alexei Leontiev and Alexander Luria.

Lev Vygotsky was a prolific writer, publishing six books on psychology topics over a ten year period. His interests were quite diverse, but often centered on topics of child development and education. He also explored such topics as the psychology of art and language development. Vygotsky's life was cut tragically short in 1934, when he died of tuberculosis at the age of 38.

Some of the major theories developed by Lev Vygotsky include:

***PEDAGOGY: ZONE OF PROXIMAL DEVELOPMENT (ZPD)***

According to Vygotsky, (quoted by McLeod, 2012) the zone of proximal development is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers." Parents and teachers can foster learning by providing educational opportunities that lie within a child's zone of proximal development.

Vygotsky viewed the ZPD as a way to better explain the relation between children's learning and cognitive development. Prior to the ZPD, the relation between learning and development could be boiled down to the following three major positions: 1) Development always precedes learning (e.g., constructivism): children first need to meet a particular maturation level before learning can occur; 2) Learning and development cannot be separated but instead occur simultaneously (e.g., behaviorism): essentially, learning is development; and 3) learning and development are separate but interactive processes (e.g., gestaltism): one process always prepares the other process, and vice versa. Vygotsky rejected these three major theories because he believed that learning always precedes development in the ZPD. In other words, through the assistance of a more capable person, a child is able to learn skills or aspects of a skill that go beyond the child's actual developmental or maturational level. Therefore, development always follows the child's potential to learn. In this sense, the ZPD provides a prospective view of

cognitive development, as opposed to a retrospective view that characterizes development in terms of a child's independent capabilities.

### ***SOCIOCULTURAL THEORY***

Lev Vygotsky (quoted by Cifuentes, 2016) also suggested that human development results from a dynamic interaction between individuals and society. Through this interaction, children learn gradually and continuously from parent and teachers. This learning, however, can vary from one culture to the next. It is important to note that Vygotsky's theory emphasizes the dynamic nature of this interaction. Society does not just impact people; people also impact their society. "Zone of proximal development" is Vygotsky's term for the range of tasks that a child can complete. The lower limit of ZPD is the level of skill reached by the child working independently (also referred to as the child's actual developmental level). The upper limit is the level of potential skill that the child is able to reach with the assistance of a more capable instructor.

### ***PSYCHOLOGY OF PLAY***

Less known is Vygotsky's (quoted by Kumar, 2013) research on play, or children's games, as a psychological phenomenon and its role in the child's development. Through play the child develops abstract meaning separate from the objects in the world, which is a critical feature in the development of higher mental functions. Vygotsky gives the famous example of a child who wants to ride a horse but cannot. If the child were under three, he would perhaps cry and be angry, but around the age of three the child's relationship with the world changes: "*Henceforth play is such that the explanation for it must always be that it is the imaginary, illusory realization of unrealizable desires. Imagination is a new formation that is not present in the consciousness of the very raw young child, is totally absent in animals, and represents a specifically human form of conscious activity. Like all functions of consciousness, it originally arises from action.*"

The child wishes to ride a horse but cannot, so he picks up a stick and stands astride of it, thus pretending he is riding a horse. The stick is a *pivot*. “Action according to rules begins to be determined by ideas, not by objects.... It is terribly difficult for a child to sever thought (the meaning of a word) from object. Play is a transitional stage in this direction. At that critical moment when a stick – i.e., an object – becomes a pivot for severing the meaning of horse from a real horse, one of the basic psychological structures determining the child’s relationship to reality is radically altered”.

As children get older, their reliance on pivots such as sticks, dolls and other toys diminishes. They have *internalized* these pivots as imagination and abstract concepts through which they can understand the world. “The old adage that ‘children’s play is imagination in action’ can be reversed: we can say that imagination in adolescents and schoolchildren is play without action”.

Vygotsky also referred to the development of social rules that form, for example, when children play house and adopt the roles of different family members. Vygotsky cites an example of two sisters playing being sisters. The rules of behavior between them that go unnoticed in daily life are consciously acquired through play. As well as social rules, the child acquires what we now refer to as self-regulation. For example, when a child stands at the starting line of a running race, she may well desire to run immediately so as to reach the finish line first, but her knowledge of the social rules surrounding the game and her desire to enjoy the game enable her to regulate her initial impulse and wait for the start signal.

### ***CULTURAL MEDIATION AND INTERNALIZATION***

Vygotsky (quoted by Jo Zembar, 2013) investigated child development and how this was guided by the role of culture and interpersonal communication. Vygotsky observed how higher mental functions developed historically within particular cultural groups, as well as individually through social interactions with significant people in a child's life, particularly parents, but also other adults. Through these

interactions, a child came to learn the habits of mind of her/his culture, including speech patterns, written language, and other symbolic knowledge through which the child derives meaning and which affected a child's construction of her/his knowledge. This key premise of Vygotskian psychology is often referred to as cultural mediation. The specific knowledge gained by children through these interactions also represented the shared knowledge of a culture. This process is known as internalization.

*Internalization* can be understood in one respect as “knowing how”. For example, riding a bicycle or pouring a cup of milk are tools of the society and are initially outside and beyond the child. The mastery of these skills occurs through the activity of the child within society. A further aspect of internalization is *appropriation*, in which the child takes a tool and makes it his own, perhaps using it in a way unique to himself. Internalizing the use of a pencil allows the child to use it very much for his own ends rather than drawing exactly what others in society have drawn previously. (VYGOTSKY, 1978)

### 2.2.3. COMMUNICATIVE APPROACH, DAVID NUNAN



David Nunan (born 11 October 1949 in Broken Hill, Australia) is an Australian linguist who has focused on the teaching of English. His ELT textbook series "Go For It!" is the largest selling textbook series in the world with sales exceeding 2.5 billion copies.

Nunan's academic and student textbooks are published by Cambridge University Press, Oxford University Press, Anaheim University Press, Palgrave/Macmillan, and the EFL publishing division of Cengage Learning. Nunan is Vice-President for Academic Affairs at Anaheim University based in Anaheim, California. Nunan serves in a concurrent

role as Dean of the Graduate School of Education and Professor of Teaching English to Speakers of Other Languages (TESOL) at Anaheim University where he has worked since 1996.

In 2000, Nunan served as President of TESOL Inc., the world's largest language teaching association, and was the second person to serve as President from outside North America. Previously Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong and has been involved in the teaching of graduate programs for such institutions as the University of Hawaii, Monterey Institute for International Studies, Sophia University, Chulalongkorn University, Thailand and many others. He is Academic Advisor to the GlobalEnglish Corporation, and is on the Executive Committee of The International Research Foundation for English Language Education. ( Goodreads Inc, 2018).

Nunan began his career in Teaching English as a Second Language (ESL) in Sydney, Australia before completing graduate studies in the United Kingdom. He has worked as a teacher, researcher and consultant in many countries including Australia, the United Kingdom, the United States, Thailand, Singapore, Japan, Hong Kong and in a number of Latin American countries.

He has written over 100 books and articles in the areas of classroom based research, curriculum development and discourse analysis. Recent books include *What Is This Thing Called Language?* (Palgrave/Macmillan) and, with Kathi Bailey, *Exploring Second Language Classroom Research* (Heinle).

The Communicative Approach places emphasis on developing the communicative competence, viewed as “the overall underlying knowledge and ability for language use which the speaker-listener possesses” (BRUMFIT & JOHNSON, 1983). Through the communicative teaching, learners are encouraged to “consider language not only in terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs” (LITTLEWOOD, 1981). By

giving opportunities to use the language for real communicative purposes the teacher helps them to develop strategies for relating the structures of a language to the communicative functions they can perform.

#### **2.2.4. WRITING SKILL**

Tarigan (quoted by Helmasena) writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability. Writing is a person's ability to communicate information and ideas to someone, public, government. Also writing is not only an activity of arranging words into form of sentences, but also when people write, they should organize some interesting stuffs, which are experiences or ideas in written form.

Writing is a form of communication to deliver through or to express feeling through written form. (HARMER, 2004)

Activities is not easy to write because writing should be able to produce something new and can give you an idea or ideas to the reader through writing.

History of ESL Academic Writing Defining what academic writing is and deciding on the methods to teach it are hard tasks to accomplish and ELT has changed its approach to teaching of academic writing in course of time. Early approaches involved controlled writing moving from paragraph to essay. Starting from 60's ESL writing mode from controlled writing with emphasis on structure and practice to process method which borrowed a lot from L1 composition research, and later to newer approaches based on research in L2 writing. Many researchers drew attention to the differences between cultural practices, differences in rhetorical patterns and even differences in logical processes since logic is not something universal. It was observed that different cultures approach logical reasoning and conventions of logic differently. For ESL students the gap is even bigger: there are linguistic problems and cultural differences involved. The role of

the university level ESL/EFL teacher is to bridge the linguistic and the cultural gap. Whether she is teaching basic writers or highly trained writers, she has to find a way to initiate the students into the culture of the university and at the same time help the students master the language of the discourse community they are heading for. (Bogazici University SFL, 2006).

### **WHAT IS THE DEFINITION OF TEXTS?**

Texts are anything that is produced with the intent of conveying a meaning to an audience, incorporating both spoken and written acts of communication, and the associated use of images and visual and aural stimuli. Texts under this definition can be literary or non-literary. They include any communicative device used to convey a message or idea, for example: Single images/ films/ voice recordings/ books/ blogs/ twitters/ poetry/ prose.

These various types of texts make different demands on the readers, viewers or listeners. Thus they are open to various interpretations based on the context in which they are written and received. The texts used in this course give students the opportunity to understand them according to their form, content, purpose and audience and through the social, historical, cultural and workplace contexts that produce and value them.

### ***MODELS TO WRITE***

Since the beginning of the 1980s, there have been several writing models proposed with the aim of explaining the complexity and “major cognitive challenge” of writing.

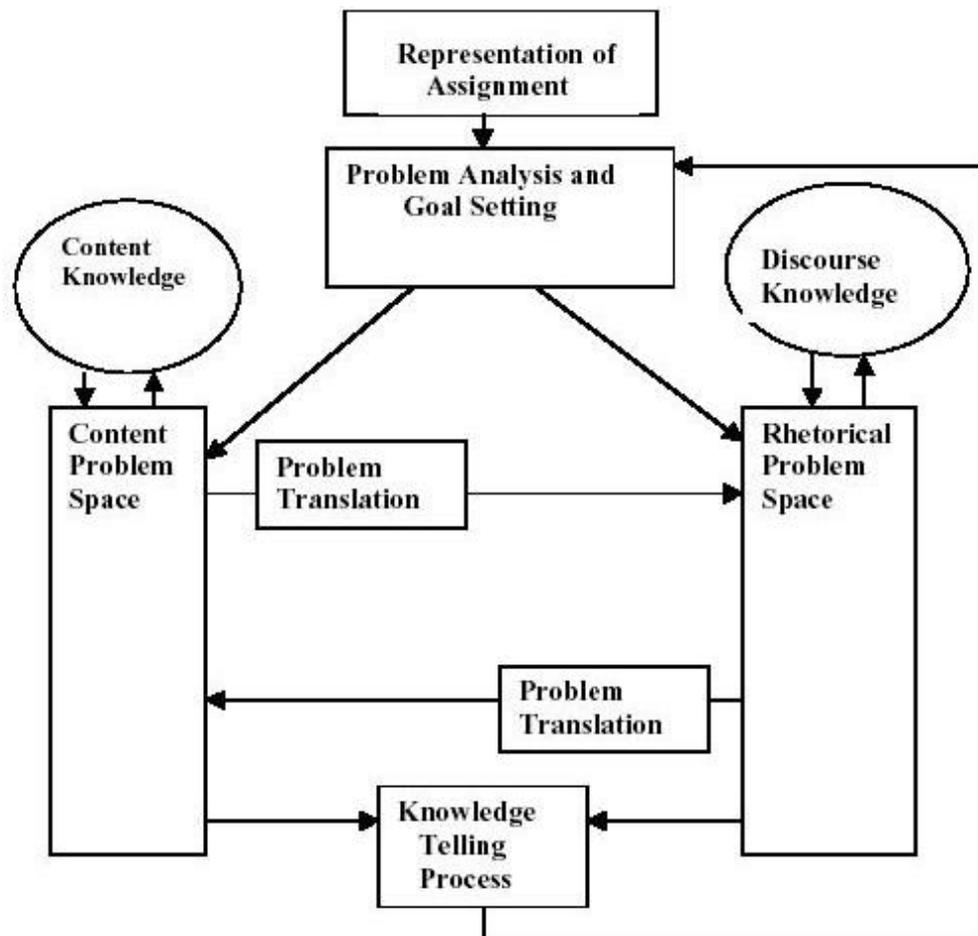
Many authors have described that writing is a progression and a process that goes through stages, it mostly takes maturation, instruction and training to get through these stages.

There is a short list below trying to explain the process writing:

- Bereiter and Scardamalia’s model in 1987 (quoted by Johansson, 2009) which is called the knowledge-telling model, it consisted in 3 stages:

- ✓ Stage 1: Knowledge-Telling is the beginner's stage, where the writer simply tells what she knows. At this stage writer, mostly children, might have ideas, of their own conceptions and it can be represented in writing. The ability may increase with age, practice and schooling.
- ✓ In Stage 2, Knowledge- Transforming, the writer transforms what she knows "for the author's benefit". At this stage the writer is reviewing/reading the text, new ideas rise, more text and additional planning. Also, at this point writing can entail that knowledge is stored in long-term memory.
- ✓ Stage 3, Knowledge-Crafting, the writer also include the reader's perspective in the text composition. Only adults aiming to become skilled professional writers reach the third stage, this last stage was Kellogg's innovative. The writer able to fully access the three representations of author, text and reader in working memory.

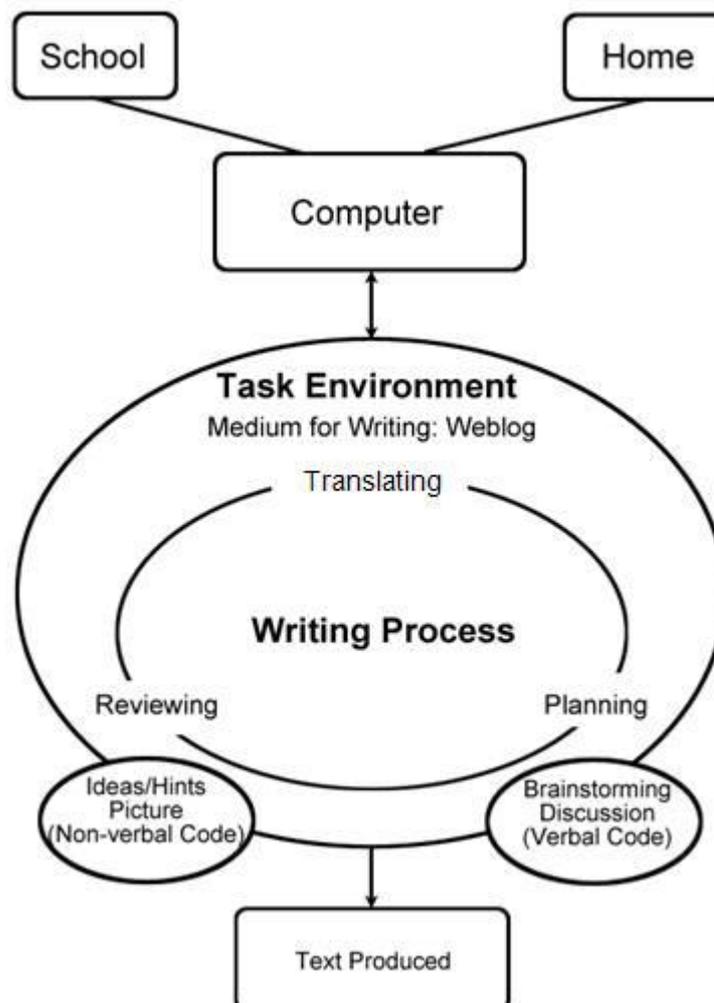
**Figure N° 02: Knowledge - Transforming Model of Writing Process**



**Source:** "Thinking aloud" and teaching the writing process

- Another writing model is the one from Flower and Hayes in 1980 (quoted by Johansson, 2009) they settle three fundamental processes of text production are suggested: planning, translating and reviewing. These processes should not be seen as sequential elements but rather as iteratively performed actions carried out throughout text composition.

**Figure N° 03: Weblog Text-image Transmission Model of Writing Process**



**Source:** Design and Implementation of a Model for Using Blogs in a Writing Class for Schoolchildren by Hsueh-Hua Chuang and Chia- Lin Shih

**Planning:** Generate and organize ideas.

**Translating:** Transcription and text generation. The ideas from the planning phase are given linguistic form and put onto paper or screen.

**Reviewing:** Comprise reading and editing of the text already written text.

It is important to know that writing in cyberspace has raised some provocative issues, such as the presence of electronic orality in writing, children of the digital generation continue to become significant users of information technology, conveying their thoughts and opinions through them. The WTTM (Weblog Text-image Transition Model) sees the weblog as a space in which the mediation of technology introduces technologically-related demands on writers such as the incorporation of new interactive techniques and the management of information.

## 2.2.5. MOBILE APPLICATION

### Definition

A mobile app is a software application developed specifically for use on small, wireless computing devices, such as smartphones and tablets, rather than desktop or laptop computers. Mobile apps are designed with consideration for the demands and constraints of the devices and also to take advantage of any specialized capabilities they have. Mobile apps are sometimes categorized according to whether they are web-based or native apps, which are created specifically for a given platform. (ROUSE, 2013)

A mobile application, most commonly referred to as an app, is a type of application software designed to run on a mobile device, such as a smartphone or tablet computer. Mobile applications frequently serve to provide users with similar services to those accessed on PCs. Apps are generally small, individual software units with limited function. This use of

software has been popularized by Apple Inc. and its App Store, which sells thousands of applications for the iPhone, iPad and iPod Touch. A mobile application also may be known as an app, Web app, online app, iPhone app or smartphone app. (Techopedia , 2015)

### **Most Useful Mobile Applications In The World**

In its latest mobile app report.com score tracks the 25 most popular apps in the US. This is an interesting list of the App Store, as it highlights active usage, not just one-time downloads or recent popularity.

- Facebook: 115.4 million
- YouTube: 83.4
- Google Play: 72.2
- Google Search: 70.2
- Pandora: 69
- Google Maps: 64.5
- Gmail: 60.3
- Instagram: 46.6
- Yahoo Stocks: 42.1
- iTunes Radio/iCloud: 40.5
- Facebook Messenger: 39.2
- Yahoo Weather Widget: 36.1
- Twitter: 34.7
- Google+: 28.8
- Netflix: 27.6
- Snapchat: 26.5
- Amazon Mobile: 26.5
- Pinterest: 24.6

- Skype: 18.8
- Shazam: 18.4
- Yahoo Mail: 17.6
- Kik Messenger: 17.2

## **Applications for Learning English**

### **Duolingo**

One of the biggest draws of Duolingo is its gamified learning system: instead of the usual progression through lessons, Duolingo structures lessons as a skill tree, with "skill points" being awarded for completing lessons, achievements for tracking progress as well as a lives system that encourages to answer each question correctly. Students can then use your knowledge to translate real-world content, which is then rated by other users.

### **Memorize**

Memorize offers a large variety of courses for a lot of different languages, including English, all for free. These courses are actually constructed by other members of the Memorize community, making Memorize something of a crowd-sourced learning platform. The app integrates with main Memrise.com account, but also offers an offline mode so that students can continue learning even without an Internet connection. Memorize, also has some elements of game field learning, including a points system.

### **Lingua.ly**

Lingua.ly is a language learning and vocabulary tool that tries to turn web content into language-learning opportunities. Lingua.ly uses a proprietary language-processing method that makes it able to recommend real texts to students, based on vocabulary tests and interests. This means that there is not limited to texts written specifically for learners and can read

real text in whichever language students are learning, particularly useful if they really want to improve their command of a language.

### **Learn English Grammar UK Edition /Us Edition**

LearnEnglish Grammar, developed by the British Council, is an interactive app that's designed to help improve grammar, especially grammar accuracy. Both the UK and US English editions offer four levels of questions, starting at the Beginner level and going all the way up to Advanced level. Each difficulty covers 12 grammar topics, with 20 activities per topic. Both editions also have easy-to-access in-app help so that student never get stuck trying to solve any of the interactive tasks.

### **Johnny Grammar's word Challenge**

Johnny Grammar's Word Challenge is a fun little quiz application that tests spelling, grammar and vocabulary, by having students solve as many questions as possible within 60 seconds. There are three difficulty levels, easy, medium and hard, and 10 different question topics including Food & Restaurants, Small Talk and Hobbies. Students can earn and share badges as they progress through the questions, and can even compete with other users on a global leaderboard.

### **Speakingpal English Tutor**

SpeakingPal English Tutor is a highly interactive app that helps improve English by using device's voice-recognition technology to simulate a voice call with a native English speaker. This will help improve spoken English and pronunciation. To this end, SpeakingPal English Tutor provides more than 100 levels and a lot of different dialogs, sentences and vocabulary items. However, students have to pay for most of these, as the free version offers only 16 levels.

### **MyWordBook 2**

MyWordBook 2 is an interactive vocabulary notebook app. Students can learn important English words through interactive flashcards that contain pictures, sounds and sentences to help them remember these words. All words and word data are sourced from Cambridge University

Press' learner dictionaries. MyWordBook 2 also has a number of extra activities, a quick word review feature as well as the ability to create their own flashcards.

### **Busuu**

Busuu is actually something like a social network for learning languages, with complementary Android and iOS apps to help learn while on the go. Busuu's lessons are based on the Common European Framework of Reference for Languages (CEFR), so the quality of Busuu's reading, writing and speaking practice and lessons are guaranteed. Lessons range from beginner to advanced, and Busuu offers more than 150 topics with more than 3,000 words and phrases. The free version, however, only offers 20 units.

### **Fun Easy Learn English**

Fun Easy Learn English is a vocabulary app with more than 6,000 words in its database. Students can improve their vocabulary through illustrations, recorded pronunciations and native translations, and the app also includes seven different games that should further help their efforts to learn English. The app also has a Spin Categories function that chooses a random topic, subtopic and game for them, to keep you on their toes. The app doesn't require an Internet connection.

### **Phasalstein**

Unlike the other apps on this list, Phasalstein is targeted at improving one specific element of English grammar, namely phrasal verbs. These can be tricky, so it is quite a useful app for brushing up this aspect of English grammar. The app is designed like a classic horror movie, and has 100 phrasal verbs that it will teach through humorous animations. The app provides meanings and example sentences, as well as translations in Spanish, German, Italian, Russian and French.

### **2.2.6. WEBSITES**

There is a hundred of resources by using outside websites. Online, we can find high – quality tools to encourage students in the classroom such as videos, articles, publications, and games, so on just to enhance students keeping up on learning English.

Websites, learning games, apps, virtual tutoring, e-books help students learn at their own pace. Digital materials can enhance and support classroom learning topics, and introduce different teaching methods for each student's unique learning needs.

#### **Teaching Tolerance**

Teaching Tolerance is “a place where educators who care about diversity, equity and justice can find news, suggestions, conversation and support.” It is filled with well-crafted commentary about teaching social justice, resources for teachers, and inspiration to fight the good fight.

#### **Goodreads**

With the slogan “Meet your next favorite book,” Goodreads is a bit of technological wonder for readers. Organize shelves of books you have read, and rate them for your friends to check out. Write reviews, share favorite quotes.

#### **Turnitin**

When students submit papers via Turnitin, those papers are tested against the internet as well as peer submissions past and present. Beyond that, it offers all sorts of revision tools to help improve student writing.

#### **Purdue OWL**

Whether students need clarification on grammar, style or proper citations, this site can help. With printable and online practice and teacher resources, the OWL does an admirable job of fulfilling its goal of assisting students “in their development as writers—no matter what their skill level.”

**E-mails**

This is a good way of exchanging messages between people using electronic devices.

**UNC Writing Center**

Handouts for virtually every writing issue students could come across. Videos too! This site offers easily accessible lists for when a student struggles with a particular skill.

**NoRedInk**

In most classrooms, there are huge differences in what students have already mastered and what they still need to learn. Students get individualized instruction and practice with very little time and effort from teachers.

**Kahoot**

Using Kahoot, it is simple to “create, play and share fun learning games for any subject, for all ages, for free!” Make up questions, or find a game that already exists, and students answer using their cellphones. With leaderboards and podium finishes, students are totally engaged in what used to be boring reviews.

**Blogger**

Easy to set up. Easy to post. It allows students to create a place where they can disseminate content, engage them in conversation outside of class hours and supplement classroom instruction.

**CrashCourse**

Everything that a person writes is like kryptonite for a reluctant reader. Almost as good as his books are his CrashCourse videos. With remarkable animation to support witty and insightful overviews, his videos are a great asset in the classroom.

**The Literacy Shed**

This makes the list of best websites for English teachers for its collection of great visual content. Use it to find film, animation, photographs, and picture books that add to literary themes.

### **Pixton**

This website is focused on developing creativity through stories, comics that students can create on their own, by writing bubbles speech.

### **CreaComics**

This tool helps students to create short comics: date, name of the authors, choose and zoom up and down the size of the scenarios, add characters, things, vehicles, so on.

Even though, as teacher we may know some aspects:

#### Advantages

- Students can control their own pace at learning which they even can challenge themselves.
- Lap tops and computers help students to use and develop of their senses to get information.
- Students can have experience with blended online/on premise learning.
- Hands on knowledge can be used and learnt by creating and utilizing it.
- Softwares and the Internet gives students instant access to answers beyond what's in their textbooks.
- Positive attitudes can be developed towards technology.
- Students' fundamental skills are beneficial to be developed: letters, numbers, colors, shapes, rhythm, cause and effect, problem solving, procedural thinking, creativity.
- Self-confidence and self-esteem are taught by using computers.
- Social skills can be taught.

## Disadvantages

- Software needs to be carefully chosen in order to ensure that what is holding your child's attention is also educating them at the same time.
- Some software has no educational value.
- It is rare to find a school that has enough computers for every student, thus scheduling can become problematic.
- It is difficult to get a student's attention whenever they are on the computer.
- Muscular-skeletal injuries and vision problems can arise whenever students spend too much time using the computer.

There are so many websites that can help teachers and students as well, here there is a list of some of them: (KNOLL, 2017)

### 2.2.7. INDICATORS TO EVALUATE WRITING

#### **Writing Skill Components:**

**Vocabulary** means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

**Grammar** is needed for students to arrange a correct sentence in conversation. It is in line with explanation that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

**Accuracy:** accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking or writing.

**Coherence:** means the connection of ideas at the idea level, and cohesion means the connection of ideas at the sentence level. Basically, coherence refers to the “rhetorical” aspects of your writing, which include developing and supporting your argument (e.g. thesis statement development), synthesizing and integrating readings, organizing and clarifying ideas. The cohesion of writing focuses on the “grammatical” aspects of writing.

**Cohesion:** is also a very important aspect of academic writing, because it immediately affects the tone of your writing. Although some instructors may say that you will not lose points because of grammatical errors in your paper, you may lose points if the tone of your writing is sloppy or too casual (a diary-type of writing or choppy sentences will make the tone of your writing too casual for academic writing). But cohesive writing does not mean just “grammatically correct” sentences; cohesive writing refers to the connection of your ideas both at the sentence level and at the paragraph level.

### 2.3. CONCEPTUAL FRAMEWORK

**Approach:** This refers to “theories about the nature of language and language learning that serve as the source of practices and principles in language teaching”. It offers a model of language competence.

As a language teacher is a set of principles about learning and teaching on which you depend to form the way you operate as a teacher. It is not a permanent state, indeed, the good teacher knows that there is no perfect set of principles and that one's approach can change drastically over the course of a career.

**Learning:** It is the process of assimilating information with a resultant change in behavior.

**Meaningful:** We say that something is meaningful when is serious, important, useful and has a logical meaning so it will help to clarify some aspects and improve problems.

**Strategy:** It is a general, undetailed plan of action, encompassing a long period of time, to achieve a complicated goal. It is a way of action that becomes necessary in a situation for the achievement of the main goal.

**Technique:** A common technique when using video material is called “silent viewing”. This is where the teacher plays the video with no sound. Silent viewing is a single activity rather than a sequence, and as such is a technique rather than a whole procedure.

**Teaching:** It is an active process in which one person shares information with others to provide them with the information to make behavioral changes.

**Workshop:** Training class or seminar in which the participants work individually and/or in groups to solve actual work related tasks to gain hands-on experience.

**CHAPTER III**  
**OUTCOME OF THE RESEARCH**  
**INVESTIGATION**

### 3.1. ANALYSIS AND INTERPRETATION OF THE DATA

Pre - test to determine the students' levels of writing skill

**Chart № 1: Evaluation Matrix of Writing Skill**

DIMENSION	SUBDIMENSION	A	B	C	D	E	TOTAL
<b>WRITING SKILL COMPONENTS</b>	VOCABULARY	0	0	2	5	18	25
	GRAMMAR	0	0	1	4	20	25
	ACCURACY	0	0	0	2	23	25
	COHESION	0	0	1	3	21	25
	COHERENCE	0	0	0	2	23	25

**SOURCE:** Pre - test applied to students of II cycle of Software Development at Senati Institute, Tarapoto – Peru.

KEY		
LETTER	POINTS	LEVEL
<b>A</b>	17 – 20	EXCELLENT
<b>B</b>	13 – 16	VERY GOOD
<b>C</b>	09 – 12	SATISFACTORY
<b>D</b>	05 – 08	IMPROVEMENT NEEDED
<b>E</b>	00 – 04	POOR PERFORMANCE

The pre –test applied to students of II cycle of Software Development at Senati Institute in Tarapoto, gave us low grades, indicating bad results on 5 writing microskills.

## WRITING SKILL COMPONENTS

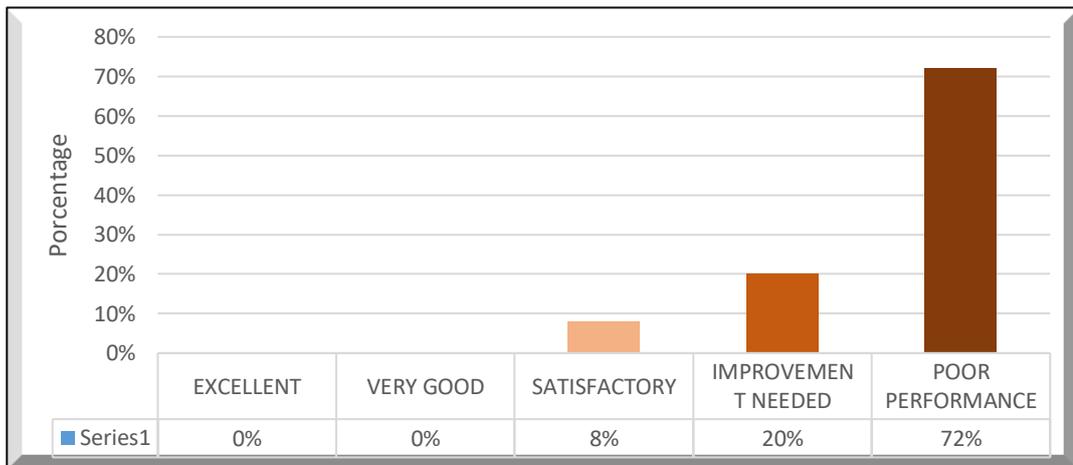
### VOCABULARY CHECK LIST

Points	Criteria
0-1-2-3-4	Demonstrate effective use of word choice.
0-1-2-3-4	Use clear words with simple phrases and sentences, and appropriate vocabulary.
0-1-2-3-4	Words used match the message context
0-1-2-3-4	Put words together easily

4-always, 3-usually, 2-sometimes, 1-rarely, 0-never

RESULTS			
LETTER	POINTS	LEVEL	STUDENTS
<b>A</b>	17 – 20	EXCELLENT	00
<b>B</b>	13 – 16	VERY GOOD	00
<b>C</b>	09 – 12	SATISFACTORY	02
<b>D</b>	05 – 08	IMPROVEMENT NEEDED	05
<b>E</b>	00 – 04	POOR PERFORMANCE	18

### GRAPHIC N° 01: VOCABULARY



**SOURCE:** Pre - test applied to students of II cycle of Software Development at Senati Institute, Tarapoto – Peru.

#### **ANALYSIS:**

The chart shows 8% of the students achieve the satisfactory criterion, the 20% need to improve vocabulary and finally the 72% indicates they really have poor performance in vocabulary. This result indicates the struggle the students face against vocabulary, they do not have a wide lexis to use it.

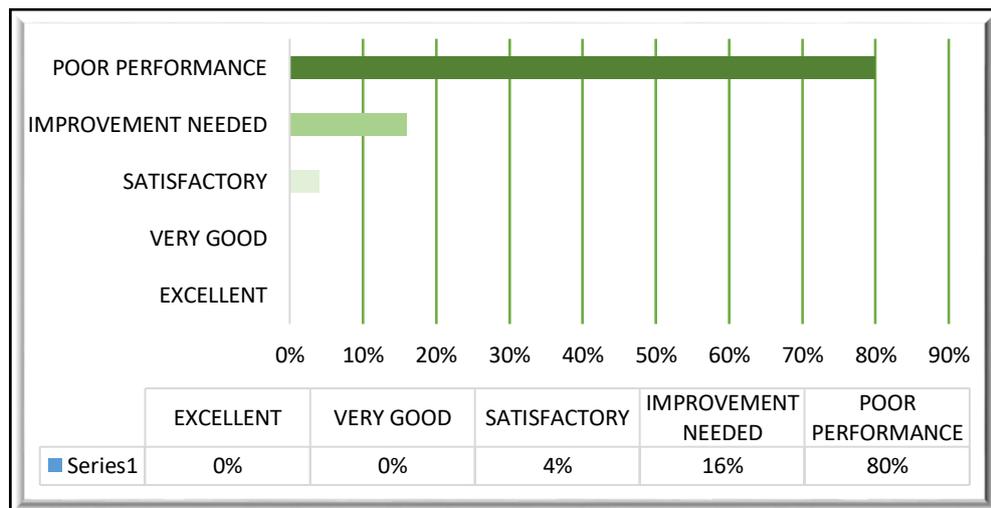
## GRAMMAR CHECK LIST

Points	Criteria
0-1-2-3-4	Build a correct sentence.
0-1-2-3-4	Manipulate grammatical structure.
0-1-2-3-4	Distinguish appropriate grammatical form.
0-1-2-3-4	Grammar use in sentences keep concordance with register, formal or informal.

4-always, 3-usually, 2-sometimes, 1-rarely, 0-never

RESULTS			
LETTER	POINTS	LEVEL	STUDENTS
<b>A</b>	17 – 20	EXCELLENT	00
<b>B</b>	13 – 16	VERY GOOD	00
<b>C</b>	09 – 12	SATISFACTORY	01
<b>D</b>	05 – 08	IMPROVEMENT NEEDED	04
<b>E</b>	00 – 04	POOR PERFORMANCE	20

**Chart № 2: GRAMMAR**



**SOURCE:** Pre - test applied to students of II cycle of Software Development at Senati Institute, Tarapoto – Peru.

### **ANALYSIS:**

The chart shows 4% of the students achieve the satisfactory criterion, the 16% need to improve grammar and finally the 80% indicates they really have poor performance in this criterion. They find difficult to build sentences and paragraphs, they translate literally in their minds so they write as they think.

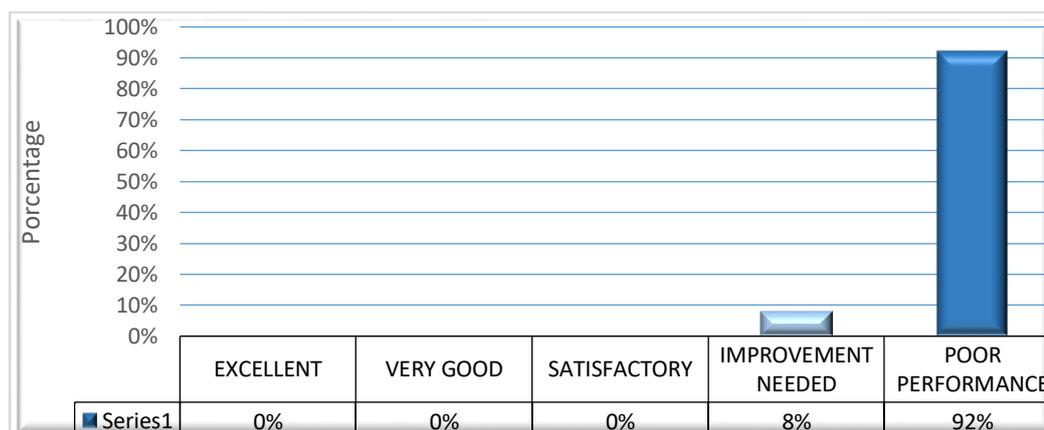
## ACCURACY CHECK LIST

Points	Criteria
0-1-2-3-4	Correct use of language system.
0-1-2-3-4	Proper coverage of topics in appropriate detail.

4-always, 3-usually, 2-sometimes, 1-rarely, 0-never

RESULTS			
LETTER	POINTS	LEVEL	STUDENTS
<b>A</b>	17 – 20	EXCELLENT	00
<b>B</b>	13 – 16	VERY GOOD	00
<b>C</b>	09 – 12	SATISFACTORY	01
<b>D</b>	05 – 08	IMPROVEMENT NEEDED	04
<b>E</b>	00 – 04	POOR PERFORMANCE	20

**Chart № 3: ACCURACY**



**SOURCE:** Pre - test applied to students of II cycle of Software Development at Senati Institute, Tarapoto – Peru.

### **ANALYSIS:**

The chart shows 8% of the students achieve the improvement needed criterion and the 92% indicates they really have poor performance in this criterion. Students cannot use correctly the language system, because they usually translate it literally and they always think of the Spanish structure, so detail in writing is lower.

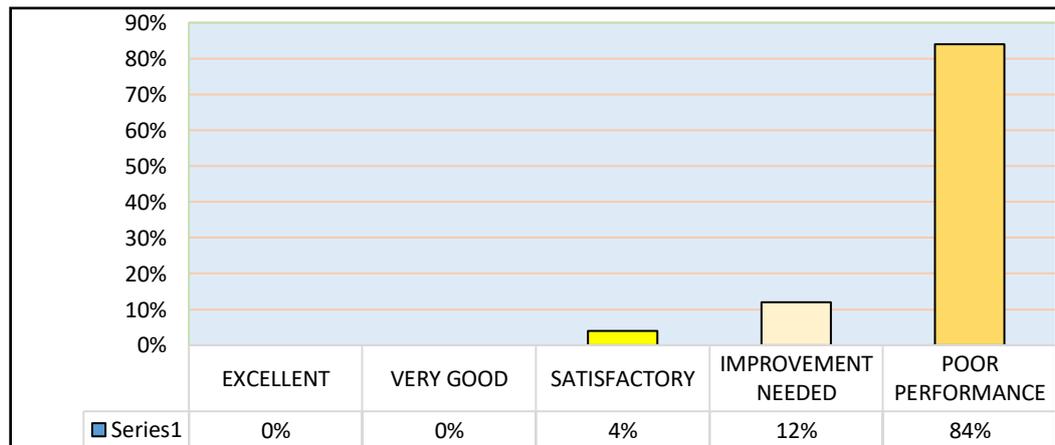
### COHESION CHECK LIST

Points	Criteria
0-1-2-3-4	Tie words, phrases, sentences and paragraphs together to create a text.
0-1-2-3-4	Clear and logical relationship between words, phrases, sentences and paragraphs
0-1-2-3-4	Grammar use in sentences keep concordance with register, formal or informal.
0-1-2-3-4	Give the text 'flow'.

4-always, 3-usually, 2-sometimes, 1-rarely, 0-never

RESULTS			
LETTER	POINTS	LEVEL	STUDENTS
<b>A</b>	17 – 20	EXCELLENT	00
<b>B</b>	13 – 16	VERY GOOD	00
<b>C</b>	09 – 12	SATISFACTORY	01
<b>D</b>	05 – 08	IMPROVEMENT NEEDED	03
<b>E</b>	00 – 04	POOR PERFORMANCE	21

### GRAPHIC N° 04: COHESION



**SOURCE:** Pre - test applied to students of II cycle of Software Development at Senati Institute, Tarapoto – Peru.

#### **ANALYSIS:**

The chart shows 4% of the students achieve the satisfactory criterion, the 12% need to improve vocabulary and finally the 84% indicates they really have poor performance in cohesion. Making sentences is very complicated because the lack of vocabulary and the wrongly use of grammar structure interferes to have clear and logical relationship between the lexicon, patterns.

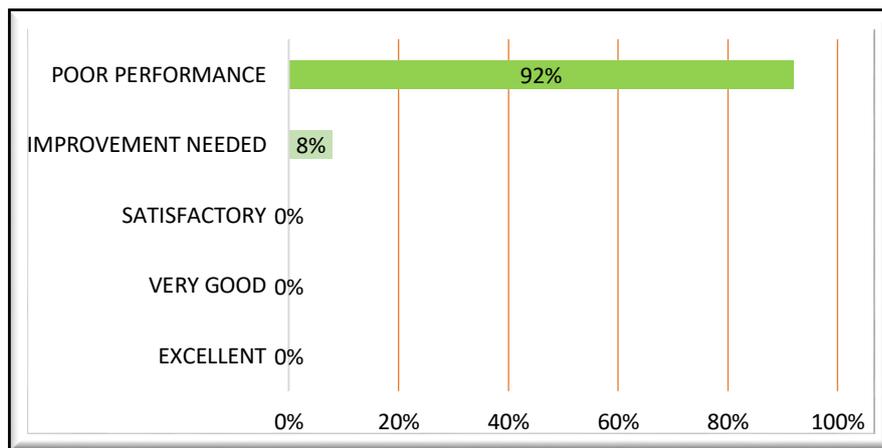
### COHERENCE CHECK LIST

Points	Criteria
0-1-2-3-4	Connection of ideas.
0-1-2-3-4	Develop and support arguments.
0-1-2-3-4	Synthesize and integrate readings.
0-1-2-3-4	Organize and clarify ideas.

4-always, 3-usually, 2-sometimes, 1-rarely, 0-never

RESULTS			
LETTER	POINTS	LEVEL	STUDENTS
<b>A</b>	17 – 20	EXCELLENT	00
<b>B</b>	13 – 16	VERY GOOD	00
<b>C</b>	09 – 12	SATISFACTORY	01
<b>D</b>	05 – 08	IMPROVEMENT NEEDED	03
<b>E</b>	00 – 04	POOR PERFORMANCE	21

### GRAPHIC Nº 05: COHERENCE



**SOURCE:** Pre - test applied to students of II cycle of Software Development at Senati Institute, Tarapoto – Peru.

**ANALYSIS:**

The chart shows 8% of the students achieve the improvement needed criterion and the 92% indicates they really have poor performance in this criterion. Students have problems making paragraphs, because they may be organized according to a sequence of time (chronological order), space (describing something from top to bottom or foreground to background) or arranging information in order of importance.

# **PROPOSAL OF STRATEGIES**

### **3.2.1. PROBLEMATIC REALITY:**

English is considered as a world wide language, all the innovation in technology and education retrieve the determinants key for new resources in English language teaching and learning in the entire world.

Even though, learning English requires to acquire all the four levels, there is one which most people tend to fail which the productive: writing.

Writing is the primary basis upon which work, learning, and intellect will be judged—in college, in the workplace, and in the community.

Teaching writing with the adequate methods and strategies help students to promote ability to pose worthwhile questions. Meanwhile, refine ideas when give others feedback. It also requires that someone anticipates the readers' needs. The ability to do so demonstrates the intellectual, flexibility and maturity. It allows to evaluate the adequacy of the argument.

Therefore, it provides students some background knowledge before studying writing tasks at secondary level. Similarly, writing tasks will prepare students essential skill to help them write well at higher level. Writing play an important role because it prepares things for students such as: grammar points, content, vocabulary and especially is helping them know how to write a paragraph or essay before they study carefully high levels.

In our region San Martin, the area of teaching English language in different public and private institutions is evident that within the teaching-learning process there are deficiencies in the majority of the students to develop the ability of the production of written texts, the cause of such deficiency is in writing activities and interactive exercises, reading and practical exercises in grammar, improper use of written texts, and a lack of vocabulary.

At SENATI institute, teacher's methodology is very traditional because it does not let students to develop writing skills, a few times are applied

writing activities in the English course. Teacher is most centered in acquiring vocabulary and rules but less written production. Motivation is not enough to encourage students to output the target language by themselves; students always memorize a piece of dialogue or a paragraph to speak in front the class.

### **3.2.2. FOUNDATION:**

The workshops are planned due to SENATI's students' lack of writing skill so they need to improve them by applying a meaningful strategy by using ITCs in the classroom who will do an important improvement in writing English skill.

The workshops' purpose is to give solutions to the problems described by applying and make them aware that they would have a better job by working together and use the technology and software existed.

SENATI's students take two pedagogical hours per week, so it is important to take any valuable minute. Softwares online may solve this problem by put the students together and work in collaboration.

All in all, the combination of the three theories presented in Chapter would lead to very good results and the lacks finding in this school would be analyzed carefully and given a solution by using meaningful strategies founded on Communicative Approach.

### **3.2.3. PROPOSAL OBJECTIVES:**

#### **GENERAL OBJECTIVE**

To improve vocabulary, grammar, accuracy, cohesion and coherence through workshops which use the ITCs to do an important Improvement in written English Skill using meaningful strategies founded on Communicative Approach to express their own ideas on a text.

## **SPECIFIC OBJECTIVES**

1. To diagnose students' level in writing skills.
2. To design a theoretical framework to support the proposal design.
3. To select the ICT's strategies which can apply in teaching process.
4. To elaborate the instruments to evaluate and to propose workshops through activities based on Communicative Approach.

### **3.2.4. RATIONALE THEORETICAL REALITY**

To Glaserfeld language and communication need to be described in terms of the purposive behavior of communicators in the praxis of living. So, meaning is not contained in texts or utterances and simply transported by communication from speakers to listeners or from writers to readers. The concept formation in autonomous cognitive systems can only happen in social interaction and must rely on viable experiences within consensual experiential domains. The most important feature of language is its symbolic capacity to evoke ideas of things, actions and situations in the speaker apart from experiencing them.

According to Vygotsky, knowledge originates in the social interaction which is co-constructed between a more and a less knowledgeable individual, instead of being sought in the mind. In Addition, the construction of knowledge is a socioculturally mediated process affected by the physical and psychological tools and artifacts.

There is a mutual benefits of participating in the internship for both teachers and students.

Communicative Approach differs from the other approaches because it focuses in more than walk to the board, holding a piece of chalk and translation. This approach needs the students` interacction with each other, including mistakes, errors. Students may find interested in doing

the activities by using real-life situations that necessitate communication. The situation is set up by the teacher so students are likely to encounter in real life, this can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. With the communicative approach, interaction becomes both the method and the goal of teaching.

### ***PEDAGOGICAL RATIONALE***

Describe the principles and characteristics of the pedagogical model that it pretends to implement with a curriculum. It gives guidance to organize the teaching learning process.

### ***LEGAL RATIONALE***

It refers to the spirit of the main rules that support the writing English of students.

### ***EPISTEMOLOGICAL RATIONALE***

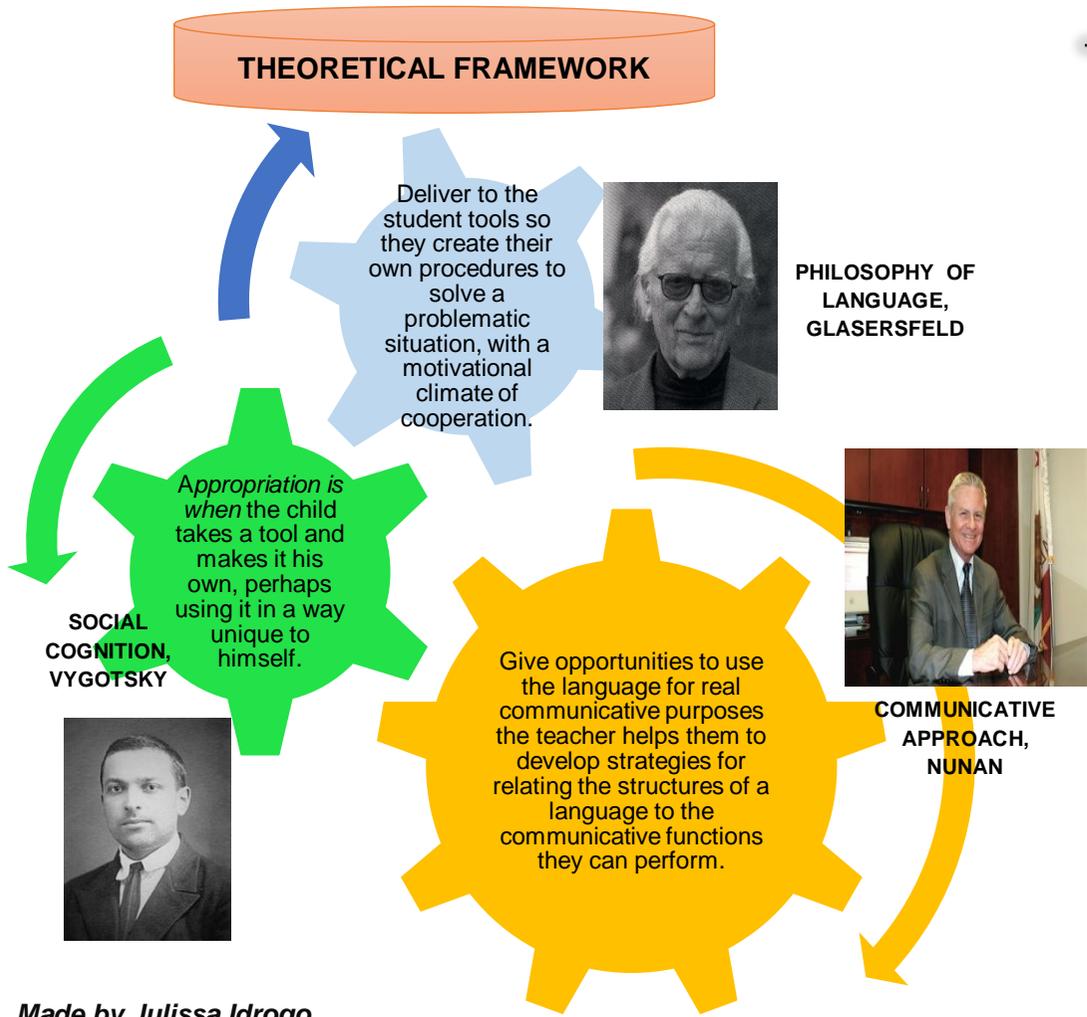
It is related to the knowledge, knowing, science, and scientific research know, and the role of this in the development of the society. The presentation of the activity to the students is located in the pedagogical stage that gives steps and strategies to get the objective.

### 3.2.5. PROPOSAL STRUCTURE:

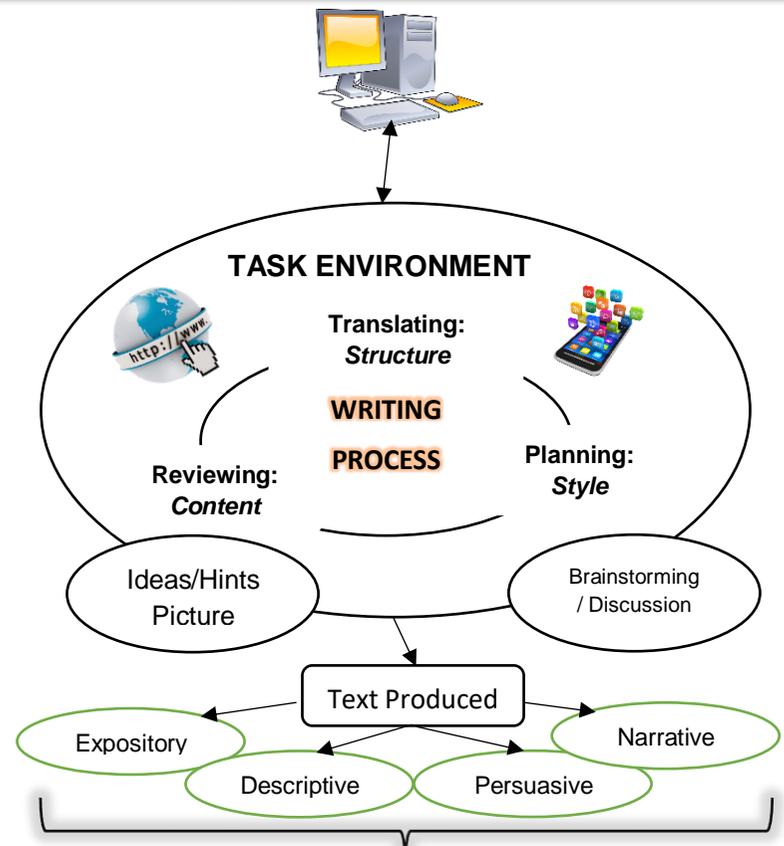
PROPOSAL STRUCTURE				
WORKSHOPS	STRATEGIES	FUNCTION	IMPORTANCE	STRUCTURE
<p>WITH A MEANINGFUL STRATEGY THAT USE ICT TO DO A SIGNIFICANT IMPROVEMENT IN WRITTEN PRODUCTION BASED ON COMMUNICATIVE APPROACH BY DAVID NUNAN</p>	<p><i>THE USE OF WEBSITES</i></p>	<p>Digital materials can enhance and support classroom learning topics, and introduce different teaching methods for each student's unique learning needs.</p>	<p>Emphazise the use of grammar, cohesion and coherence in the English Teaching Learning process.</p>	<ul style="list-style-type: none"> <li>• Topic</li> <li>• Rationale</li> <li>• Objectives</li> <li>• Methodology</li> <li>• Task Environment</li> <li>• Writing Process:               <ul style="list-style-type: none"> <li>- Planning</li> <li>- Translating</li> <li>- Reviewing</li> </ul> </li> <li>• Evaluation</li> <li>• Conclussions</li> <li>• Reference.</li> </ul>
	<p><i>THE USE OF APPS</i></p>	<p>Mobile apps are designed with consideration for the demands and constraints of the devices and also to take advantage of any specialized capabilities they have.</p>	<p>Emphasize the use of vocabulary and accuracy in the English Teaching Learning Process.</p>	

### 3.2.6. THEORETICAL MODEL:

**WORKSHOPS WITH A MEANINGFUL STRATEGY THAT USE ICT TO DO A SIGNIFICANT IMPROVEMENT IN WRITTEN PRODUCTION BASED ON COMMUNICATIVE APPROACH BY DAVID NUNAN WITH II CYCLE OF SOFTWARE DEVELOPMENT STUDENTS AT SENATI – TARAPOTO – PERU**



**OBJECTIVE:** To design and propose workshops using ITCs to do an important Improvement in written English Skill using meaningful strategies founded on Communicative Approach to express their own



**GOAL:**  
 To improve the students' writing skill by using ITCs in a social context by working in a social way.

# CONCLUSIONS

1. The pre-test was applied and the writing skill was diagnosed, the results shows 95% of the students have poor level and they need to improve writing skill.
2. The lesson plans were focused to improve writing through ICT's strategies.
3. The ICT's strategies were selected and chosen to propose the workshops in the writing teaching process based on Communicative Approach.
4. The workshops were based on Websites and Apps to improve students' accuracy, vocabulary, grammar, cohesion and coherence.
5. The workshops were included motivation and interaction based on David Nunan and Vigotsky as constructivist philosophers to improve students' writing ability.

# RECOMMENDATIONS

1. Pre-test must be taking so it will let teachers to know students' level to diagnose and identify all the lacks they have.
2. The theoretical framework must be taken in to account when building a based theory is required, to face pedagogic issues
3. It is recommended to diagnostic students' level.
4. ICT's must be considered into lesson plans and students may enjoy different tools used in class, it is another way to learn in a fun way, developing their creativity.
5. Evaluating writing microskills will be able to properly know their weaknesses and this may build these skills not only fixes the troubled academics but also increases natural learning ability in the area.
6. These workshops will help students to learn in a different way by using ITC's in the class, and this may use at home, by giving them the tools, they can learn on their own and their pace.

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# APPENDIX

## APPENDIX 1

### SENATI INSTITUTE

#### DIAGNOSTIC WRITING TEST

Dear students, it is necessary your participation in this test in order for you to give us required information which it will help us out to diagnose the “English writing skill”.

**OBJECTIVE:** To get information about your English writing level.

#### **INSTRUCTIONS:**

In this part, you will work in groups of three. Look at the slides given and create a short story by using the pictures you see and fill out the speech bubbles.

**Timing:** 40 minutes.



## APPENDIX 2: LESSON PLANS

### 1<sup>st</sup> LESSON PLAN: WORKSHOP

**TOPIC:** MY FAVE COMIC

**TIME:** 2 hours

**LEVEL:** II Cycle

**PLACE:** SENATI INSTITUTE

**OBJECTIVE:** To choose a scene with characters and create an original story by using Pixton, through speech bubbles.

**METHODOLOGY:**

- Communicative approach

### TASK ENVIRONMENT

Explain students will be working in pairs with the website: [www.pixton.com](http://www.pixton.com), they must create an account by entering with the teacher's code, so all the students can post their stories in one online classroom.

(15 minutes)

The screenshots illustrate the registration process on the Pixton website:

- Screenshot 1:** The homepage for schools, featuring a green banner with the text "INTRODUCCIÓN GENERAL" and a play button. A blue button labeled "MAESTROS" (Teachers) is circled in red.
- Screenshot 2:** The "ESCUELA O DISTRITO" (School or District) registration form. It includes fields for "Información de la Institución" (Institution Information) such as Institution, Direction, City, and Postal Code, and "Información Primaria de Contacto" (Primary Contact Information) such as Name, Surname, and Email.
- Screenshot 3:** The "PERSONALIZAR TU SALÓN DE CLASE" (Customize your classroom) page. It allows users to enter a name for the classroom (e.g., "Mi Salón de Clase 2018") and select a grade level and subject area from a list of options.
- Screenshot 4:** The "AÑADIR ESTUDIANTES" (Add students) page. It displays a unique classroom code: `Ir a Pixton.com/a/FXVK-KV`, which can be copied and shared with students.

## WRITING PROCESS:

### PLANNING:

Students enter to the online class using the code giving by their teacher.

Students create their avatar, then they start creating their story: first they choose a scene, then they choose the number of characters

(25 minutes)

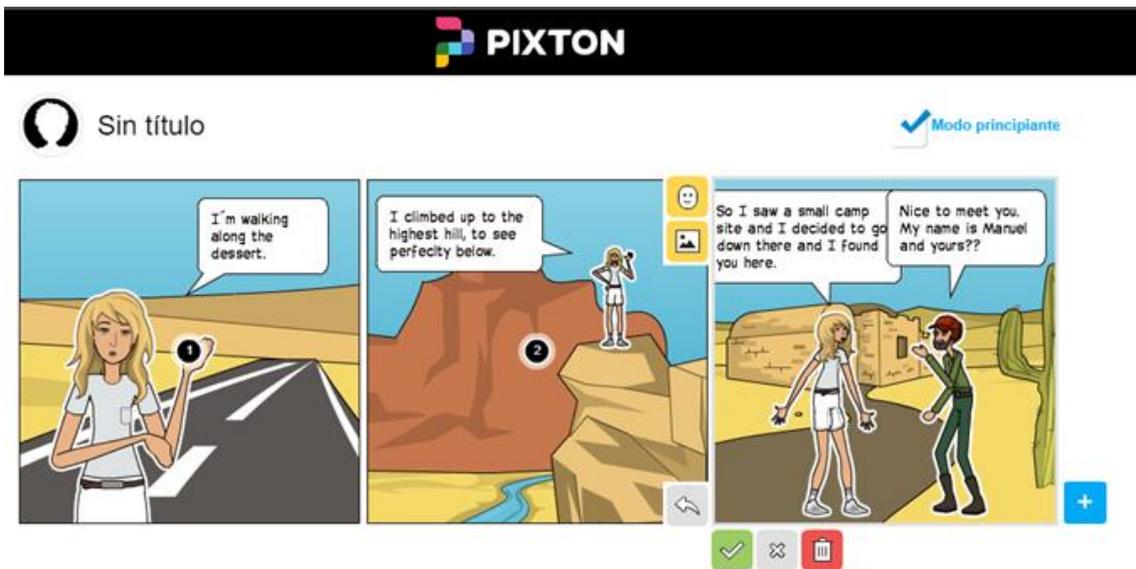
The screenshots illustrate the following steps in the Pixton process:

- Activation:** A page titled "ESTUDIANTES UTILIZANDO PIXTON POR PRIMERA VEZ" where users enter an activation code provided by their teacher. The code field shows "Pixton.com/a/XXXX-XX".
- Dashboard:** A page titled "MI SALÓN DE CLASE 2..." with a "¡CREAR UN CÓMIC AHORA!" button. It also shows a "CREAR TU AVATAR" button and a "ASIGNACIÓN ACTIVA" section.
- Scene Selection:** A grid titled "ELIJA UNA ESCENA" with various scene thumbnails and a search bar for "Palabras clave".
- Character Selection:** A screen titled "CREAR UN CÓMIC" with two difficulty levels: "Principiante" (beginner) and "Avanzado" (advanced). The "Principiante" option is selected.
- Character Count Selection:** A screen titled "ELIJE UN PERSONAJE" with three options: "1 Personaje", "2 Personajes", and "3 Personajes".
- Character Selection:** A screen titled "ELIJE UN PERSONAJE" showing six different cartoon characters to choose from.

## TRANSLATING

After setting all the elements they need to use: scene, characters, title, they start creating their story.

(20 minutes)



## REVIEWING

Students in pair review for the story: structure, voice and content. (20 minutes)

**EVALUATION:** (Go to Annex3)

Teacher can check and evaluate students' stories. Teacher can use writing matrix evaluation.

(30 minutos)

Maestros Estudiantes Estudiantes por Clase Galería de Perfiles

**ESTUDIANTES** Hay espacio para 48 estudiantes más CUENTAS VENCIDAS + AÑADIR IMPRIMIR

**No Está Activada** estudiantes sin correo electrónico Acción

Nombre	Enlace De Activación	Una clave para todos los estudiantes	Claves diferentes para cada estudiante	Vencimiento	Todo
1 No establecido <a href="#">→ editar</a>	n/a	<input checked="" type="radio"/>	<input type="radio"/>	Feb 16, 2018	<input type="checkbox"/>

**Activadas** Acción

Nombre	Nombre de usuario	Contraseña	Visto por última vez	Vencimiento	Todo
2 No establecido <a href="#">→ editar</a>	Mimi12 <a href="#">→ editar</a>	<a href="#">cambiar</a>	Hace 38 minutos	Feb 16, 2018	<input type="checkbox"/>
3 Manuel <a href="#">→ editar</a>	Mimi6 <a href="#">→ editar</a>	<a href="#">cambiar</a>	Hace 9 minutos	Feb 16, 2018	<input type="checkbox"/>

Students can also appear under Estudiantes por Clase.

## CONCLUSIONS:

- Working in pairs let students interact and give them the chance to create together a story.
- ITC's in class help the class go in a good way and facilitate the flow of it.

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## 2<sup>nd</sup> LESSON PLAN: WORKSHOP

**TOPIC: MY PENPAL**

**TIME:** 2 hours

**LEVEL:** II Cycle

**PLACE:** SENATI INSTITUTE

**OBJECTIVE:** To write an imaginative penpal by sending him or her an email. Describing his or her own lifestyle in Tarapoto, likes, dislikes, hobbies, describing the city, etc.

**METHODOLOGY:**

- Communicative approach

**TASK ENVIRONMENT (15 minutes)**

Explain students that sharing information about culture and costumes with people around the world will rich our knowledge and there is a way to do so.

A penpal is someone who you exchange letters with as a hobby, but usually have not met.

Teacher explain all the parts and the prompts and phrases use in an informal e-mail.

Parts of the email / Set phrases:

**GREETING:**

Greet the person you write to:

Dear Rubi,

Hi Sam,

Hello Sara,

**OPENING PARAGRAPH:**

Begin you email and say why you are writing:

How´s it going?

How are things? I hope everything´s Ok.

I´m writing to tell you about..

Thanks for your email

Gues what! I have some exciting news..

**MAIN PART:**

Give your news:  
The good news is ..  
Can you believe it? ..

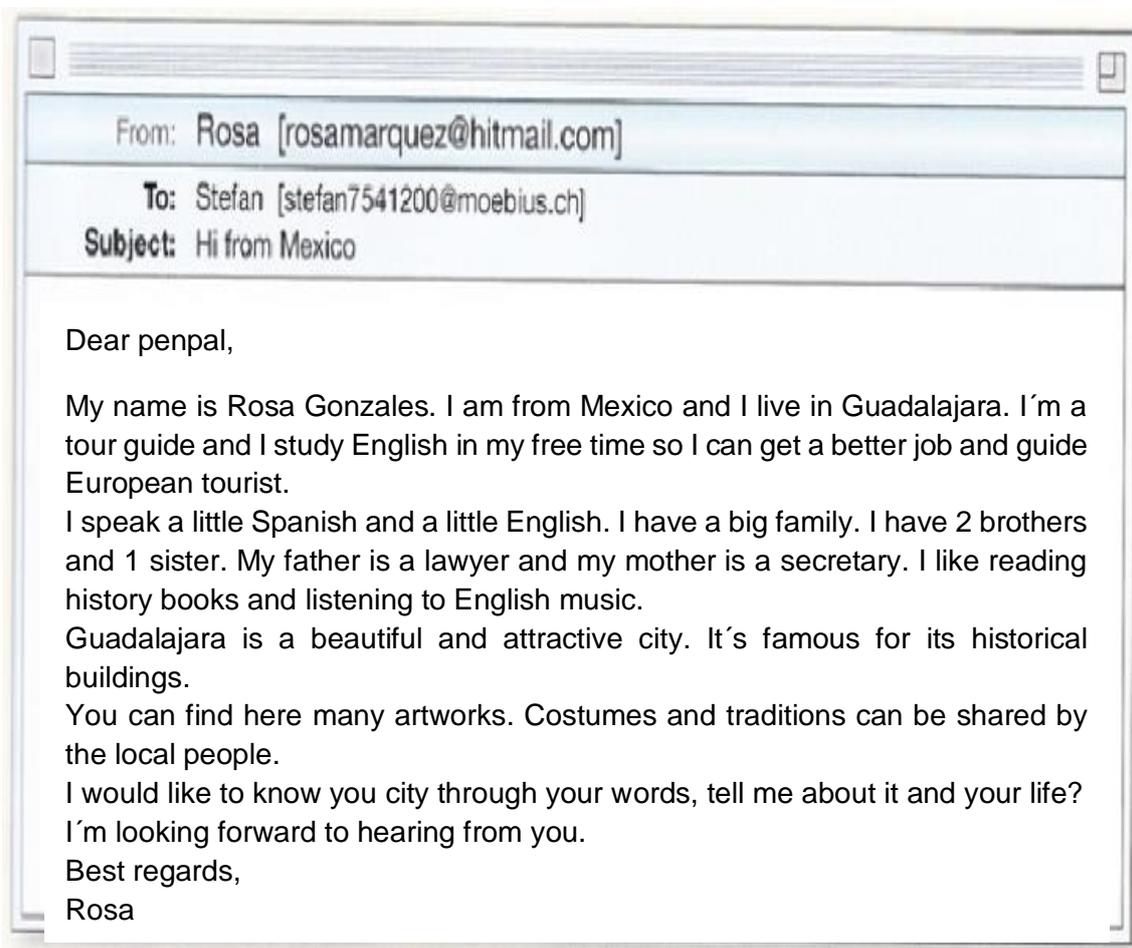
**CLOSING PARAGRAPH:**

End your email:  
Well, that’s all for now.  
What’s happening in your life?  
Send me an email when you find time

**SIGNING OFF:**

Yours, Name	Love, Name	Bye for now, Name	See you soon Name
Take care Name	Write back soon, Name		

Explain students will be sending an email responding what his or her pen pal has written to them, they need to use their institutional email and send it to the teacher, assuming the teacher is the pen pal.



## **WRITING PROCESS: (25 minutes)**

### **PLANNING:**

Students read the email sending by the teacher and start planning what they are going to write.

### **TRANSLATING**

Students start responding his or her pen pal's email.

### **REVIEWING**

Students individually review their email trying to cover out all the questions asking by their pen pal.

### **EVALUATION:** (Go to Annex3)

Teacher can check and evaluate students' stories. Teacher can use writing matrix evaluation.

### **CONCLUSIONS:**

- Emails let students to connect immediately and share information.
- ITC's in class help the class go in a good way and facilitate the flow of it.

### **REFERENCES:**

- NUNAN, D. (1999). *Second Language Teaching and Learning*. Boston: Newbury House.
- VYGOTSKY, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.
- [www.senati.edu.pe](http://www.senati.edu.pe)

### 3<sup>rd</sup> LESSON PLAN: WORKSHOP

**TOPIC:** RED SCARF

**DURATION:** 2 pedagogical hours

**LEVEL:** II Cycle

**PLACE:** SENATI INSTITUTE

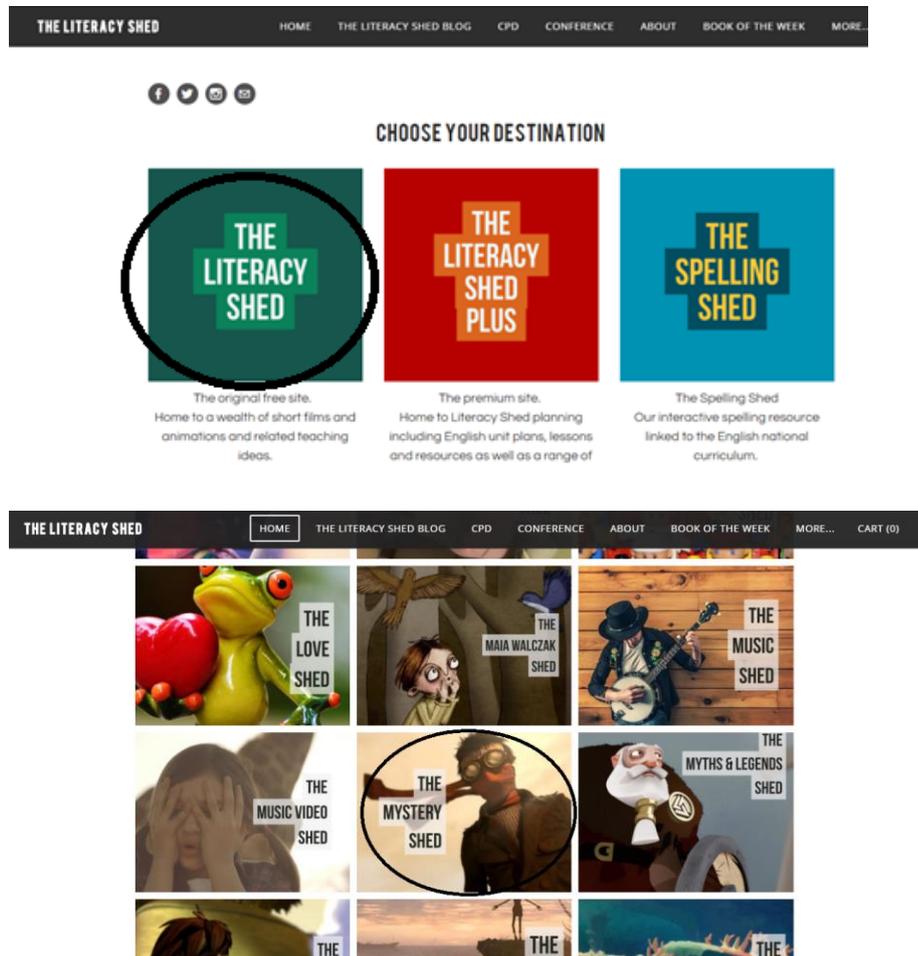
**OBJECTIVE:** To retell the story in the 3rd person.

**METHODOLOGY:**

- Communicative approach

#### TASK ENVIRONMENT

Explain students will be working in pairs with the website: <https://www.literacyshed.com/>, they will click on “The Literacy Shed”, then click on “The Mistery Shed”



## **WRITING PROCESS:**

### **PLANNING:**

Students will watch a video about a mysterious man in goggles and a red scarf and what has happened to him? Students are left to decide this for themselves as the short film begins and he is inspecting the wreckage of a car, as a viewer they assume that he has survived a car crash. Help is at hand in the form of a friendly driver who stops and offers him a lift.

Students soon realize that all is not as it seems and so does the driver. But is it too late? He looks into the goggles of his passenger and sees himself in the reflection. It is not a pleasant view of the future... and unluckily for this poor soul it comes true.



### **TRANSLATING**

Students work in pairs and start debating and talking about what it may have happened, so they put altogether their ideas and start retelling the story in 3<sup>rd</sup> person.

### **REVIEWING**

Students in pair review for the story: structure, voice and content.

**EVALUATION:** (Go to Annex3)

Students type the story in word (doc.) and save it, then this is sent to the teacher's email. Teacher can check and evaluate students' stories. Teacher can use writing matrix evaluation.

**CONCLUSIONS:**

- Working in pairs let students discuss about possible events that may have happened in the short film.
- ITC's in class help the class go in a good way and facilitate the flow of it.

**REFERENCES:**

- NUNAN, D. (1999). *Second Language Teaching and Learning*. Boston: Newbury House.
- VYGOTSKY, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.
- <https://www.literacyshed.com/>

## 4<sup>th</sup> LESSON PLAN: WORKSHOP

**TOPIC: COMIC**

**DURATION:** 2 pedagogical hours

**LEVEL:** II Cycle

**PLACE:** SENATI INSTITUTE

**OBJECTIVE:** To create a scenery and make up a comic.

**METHODOLOGY:**

- Communicative approach

### TASK ENVIRONMENT

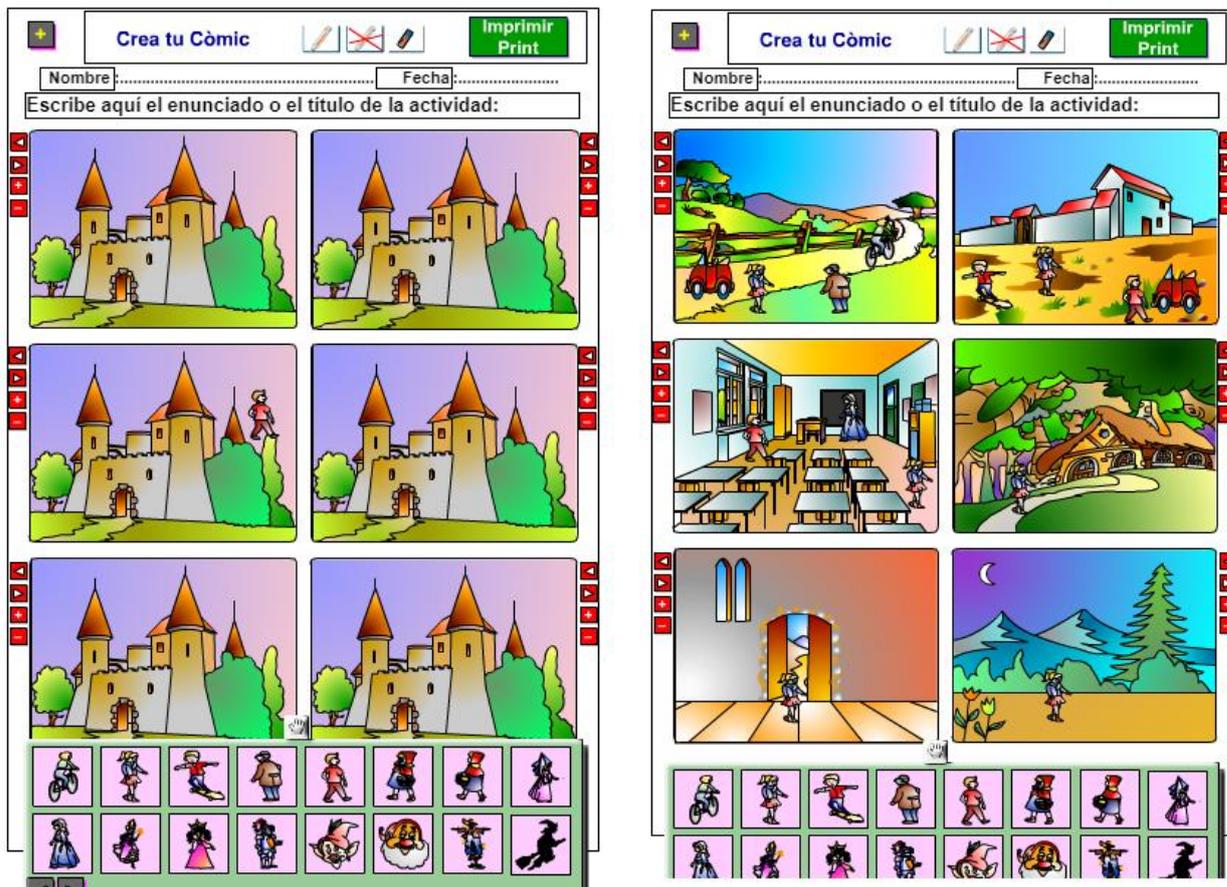
Explain students will be working in pairs with the website: <http://www.genmagic.net/generadordefichas/fichasdelengua/fcontes2.html>, they will click on “Iniciar/start”.



## WRITING PROCESS:

### PLANNING:

Students will see a set of picture, they can change the scenes and add characters and things.



### TRANSLATING

Students work in pairs and start discussing about the story they have created. They may follow a sequence according to their pictures.

### REVIEWING

Students in pair review for the story: structure, voice and content.

**EVALUATION:** (Go to Annex3)

Students type the story in word (doc.) and save it, then this is sent to the teacher's email. Teacher can check and evaluate students' stories. Teacher can use writing matrix evaluation.

**CONCLUSIONS:**

- Working in pairs let students discuss about possible events that may have happened in the short film.
- ITC's in class help the class go in a good way and facilitate the flow of it.

**REFERENCES:**

- NUNAN, D. (1999). *Second Language Teaching and Learning*. Boston: Newbury House.
- VYGOTSKY, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.
- <http://www.genmagic.net/generadordefichas/fichasdelengua/fcontes2.html>

## 5<sup>th</sup> LESSON PLAN: WORKSHOP

### TOPIC: MAKING QUESTIONS

**DURATION:** 2 pedagogical hours

**LEVEL:** II Cycle

**PLACE:** SENATI INSTITUTE

**OBJECTIVE:** To make questions and answer them correctly.

### **METHODOLOGY:**

- Communicative approach

### **TASK ENVIRONMENT**

Give students a short story about “school”, give them 18 minutes to read and understand it. Students need to make questions about the reading and therefore answers (1 correct and 3 wrong).

Explain students will be working in pairs with the website: <https://www.kahoot.com>, they will need to sign up as a student and fill out all the information required.



### **I want to use Kahoot!**



### **Sign up**



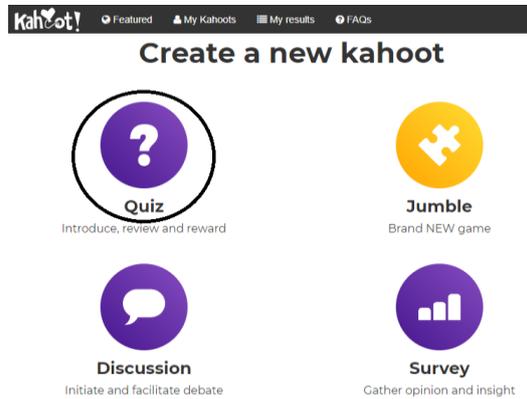
or



## WRITING PROCESS:

### PLANNING:

Having students their account, they start by choosing quiz option.



Students complete the K! Quiz section.

Students start creating questions:

## TRANSLATING

Students start typing the questions and their answers, set the time for their partners to read and answer them. Type the answers and choose the correct one. Click on Next. Then save it. Students can add 9 more questions.

The screenshot shows the 'K! Question 1' editor. At the top, there are 'Close' and 'Next' buttons. The main area is divided into two columns. The left column contains: 'Question (required)' with the text 'How many students were there in school?'; 'Time limit' set to '30 sec'; 'Award points' with a 'YES' button; 'Answer 1 (required)' with the text 'More than 100'; 'Answer 3' with the text 'Less than 100'. The right column contains: 'Media' with a preview of a classroom scene and 'Remove'/'Replace' buttons; 'Answer 2 (required)' with the text 'Only 100'; 'Answer 4' with the text 'Only 125'. At the bottom, there is an 'Exit' button, the 'K! Quiz' title, and a 'Save' button.

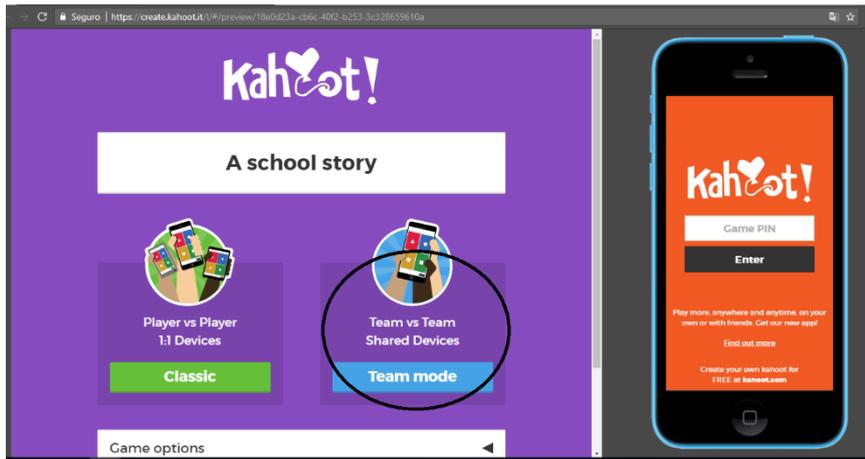
## REVIEWING

Students in pair review all the questions and their answers.

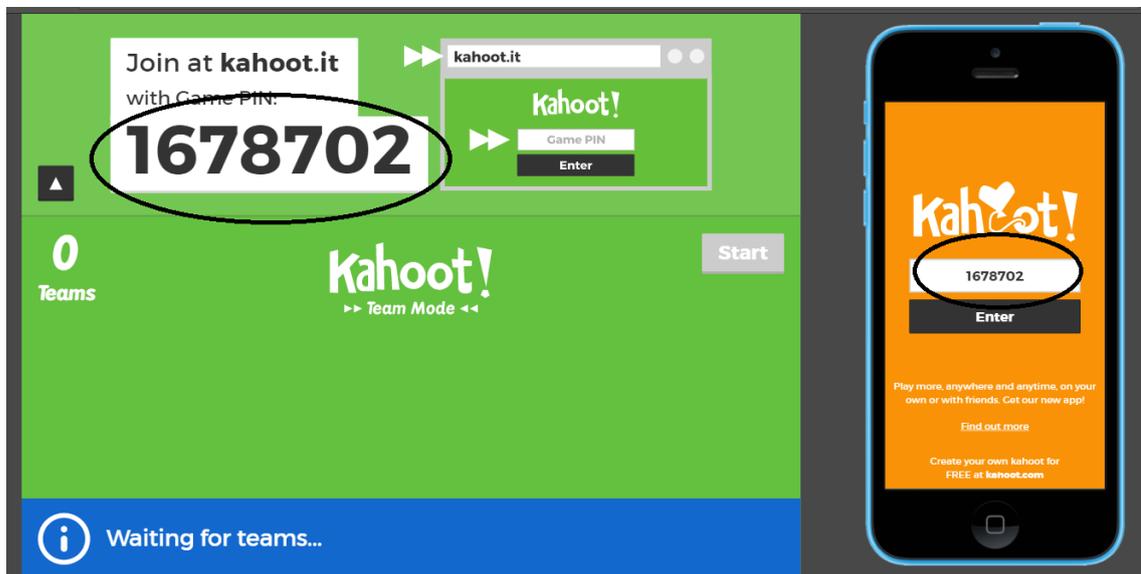
Firstly, only one group will be chosen to work with their questions.

After ending the first lap, next group will be chosen.

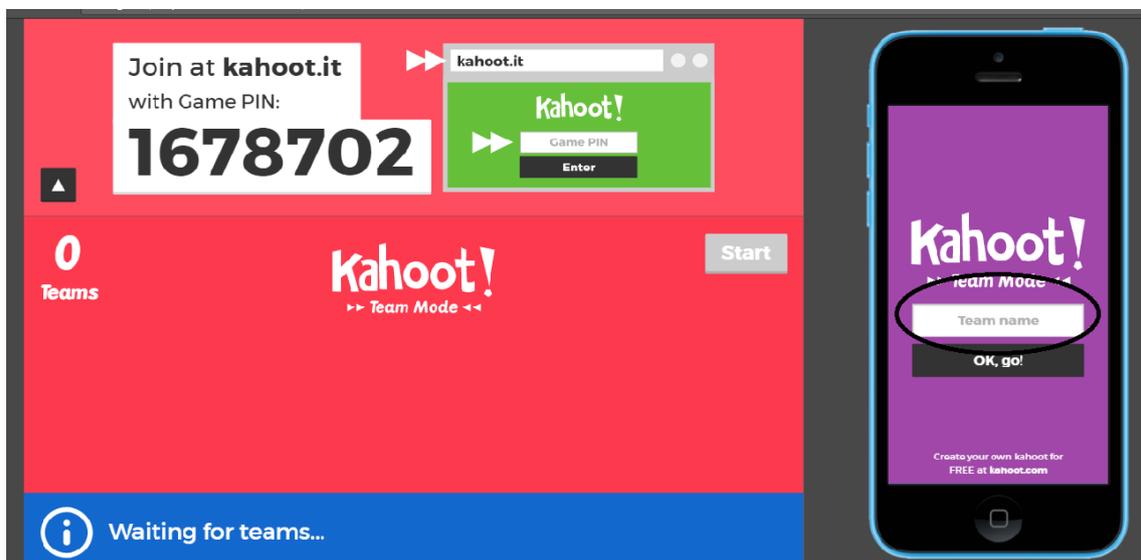
As they have been working in pairs, they will name their pair and start playing on their computer or using the smartphones. They will choose Team vs Team.

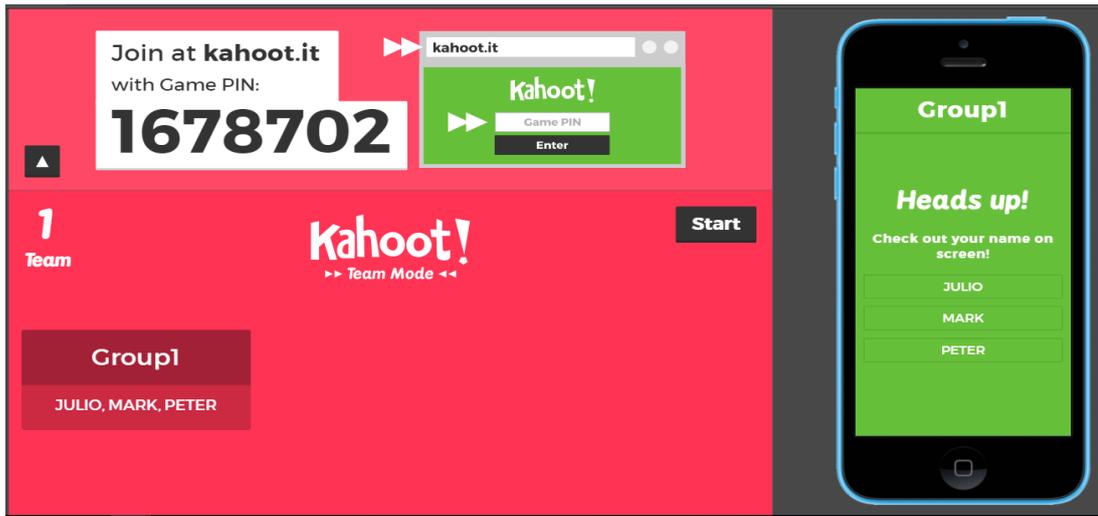


Students can participate in the game by entering the code given.



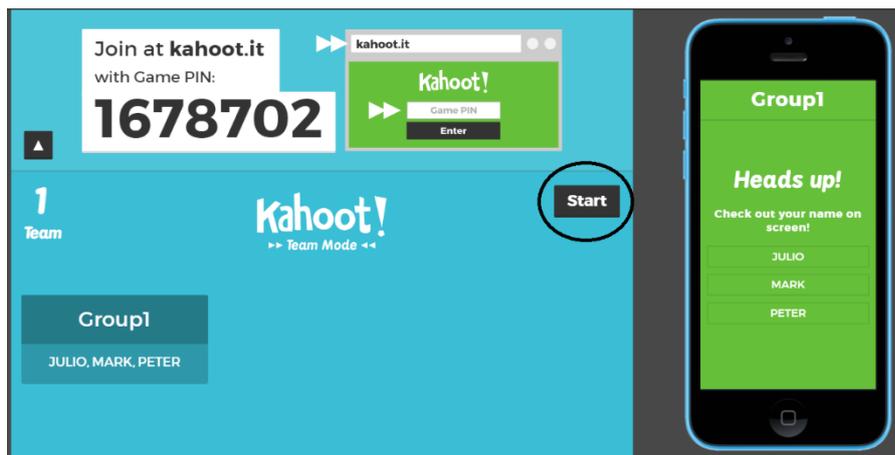
Students must name their group so they can participate and get points.



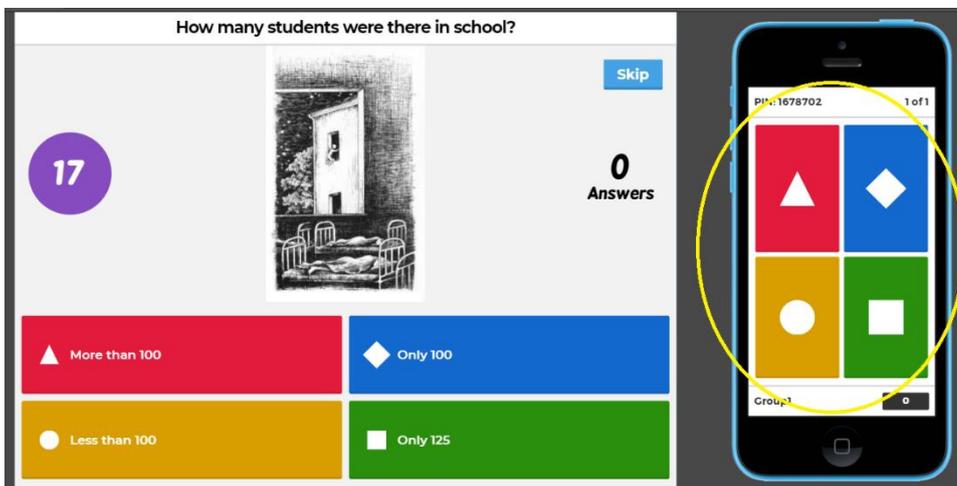


**EVALUATION:** (Go to Annex3)

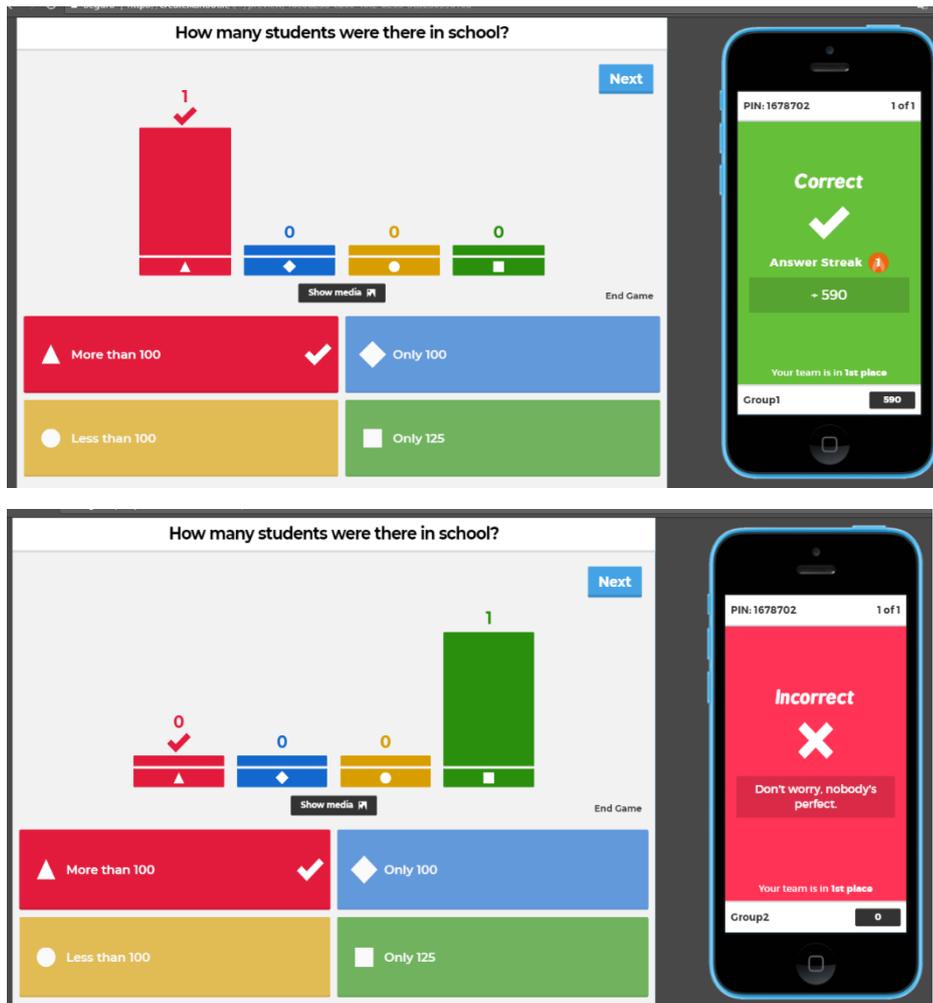
All students start joining the game by entering the code given. The teacher and the students check for the structure of all the questions and participate.



They start playing when they choose the correct figure.



If they choose the correct answer, they will get points. Otherwise, they will be wrong.



## CONCLUSIONS:

- Playing games in class while developing the lesson, it will help students relax and feel comfortable.
- ITC's in class help the class go in a good way and facilitate the flow of it.

## REFERENCES:

- NUNAN, D. (1999). *Second Language Teaching and Learning*. Boston: Newbury House.
- VYGOTSKY, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.
- <https://kahoot.com>

**ANNEX 3: Writing Rubric**

Criteria	M a r k s				
	EXCELLENT	VERY GOOD	GOOD	POOR	VERY POOR
VOCABULARY	Use a wide range of vocabulary fluently and flexibly with very natural and sophisticated control of lexical features	Use a wide range of vocabulary to convey precise meanings, rare minor errors occur only as slips.	Use a sufficient range of vocabulary to allow some flexibility and precision, use less common lexical items.	Uses a limited range of vocabulary features, attempts to control features but lapses are frequent. Make some errors in spelling and word formation.	Use an inadequate range of vocabulary for the task.
GRAMMAR	Use a mix of simple and complex structures with precision in all the writing. Use a variety parts of speech.	Use a wide range of structures with some error-free sentences with only very occasional inappropriacies.	Good control of grammar and punctuation but may make a few errors.	Write some incomplete sentences in writing, some inappropriate nouns, verbs, etc.	Cannot produce basic sentence forms.
COHESION	Use strategically words, phrases and clauses to link the major sections of the text. The text explain the relationships between the claim and the reasons as well as the evidence.	Use skillfully words, phrases and clauses to link the major sections of the text. The text identifies the relationships between the claim and the reasons as well as the evidence.	Use words, phrases and clauses to link the major sections of the text. The text connects the claim and the reasons.	Use limited words, phrases and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.	The text contains few, if any, words, phrases and clauses to link the major sections of the text. The text does not connect the claim and reasons.

COHERENCE	Create a formal organizational structure where ideas are very clear and coherent in which related ideas are logically grouped to support the purpose.	Create organizational structure where ideas are clear and coherent writing in which the development and organization are appropriate to task and purpose.	Create clear and coherent writing in which the development and organization are appropriate to task and purpose.	Create an incomplete organizational structure where ideas may not be grouped.	Do not create an organizational structure or do not group ideas.
ACCURACY	Write in complete sentences with grade appropriate sentence structure. Focuses and responds fully to a topic or text.	Give stated ideas and reasons that are supported by facts and details. Clearly states point of view.	Give limited ideas and reasons, facts and details.	States point of view showing limited understanding of the topic.	Do not focus or respond to a topic or text. Do not provide ideas, reasons, facts or details.

Made by Julissa Idrogo Cubas

SCORE	
<b>EXCELLENT</b>	4
<b>VERY GOOD</b>	3
<b>GOOD</b>	2
<b>POOR</b>	1
<b>VERY POOR</b>	0