



# **UNIVERSIDAD NACIONAL DE LOJA**

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

## **TITLE**

**COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES  
TO IMPROVE WRITING SKILLS AMONG STUDENTS IN  
THIRD YEAR OF BACHILLERATO “A” AFTERNOON  
SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO  
MONTEROS IN THE CITY OF LOJA DURING THE 2018-2019  
SCHOOL YEAR**

Thesis as a previous requirement to  
obtain the Bachelor 's Degree in  
Sciences of Education, English  
Language Specialization

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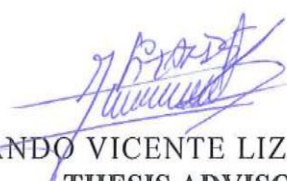
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The present research work entitled: **COMMUNICATIVE LANGUAGE  
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been thoroughly revised and fully analyzed; therefore, I authorize the presentation  
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Loja, March 14th, 2019

  
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## **THE AUTHOR**

## **DEDICATION**

I want to dedicate this thesis to God for giving me the opportunity to continue my academic life accompanied by the people I love the most.

Furthermore, I want to dedicate this research work to my parents who have always trusted and given me their financial and emotional support. To my siblings whose words of encouragement have helped to make all my decisions. To my nieces and nephew who are a significant part of my life.

In addition, I want to dedicate my thesis to all the professors who helped by sharing their knowledge, during my university life. Finally, I want to dedicate it to my classmates because I considered them to be my second family. We frequently shared funny and unforgettable moments together and they always made me feel at home.

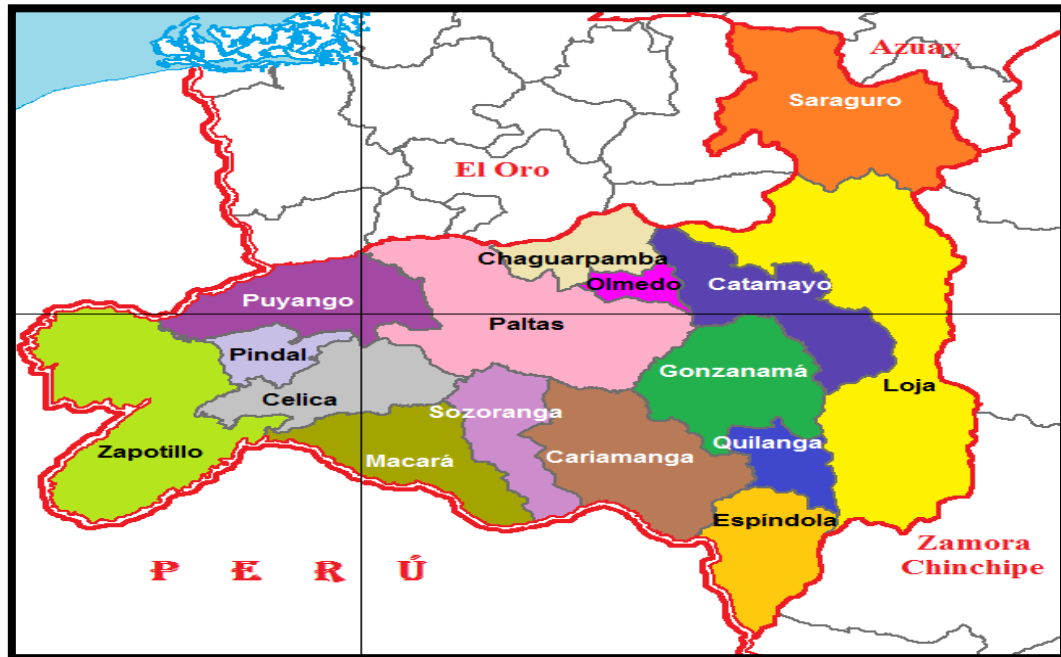
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## MATRIZ DE ÁMBITO GEOGRÁFICO

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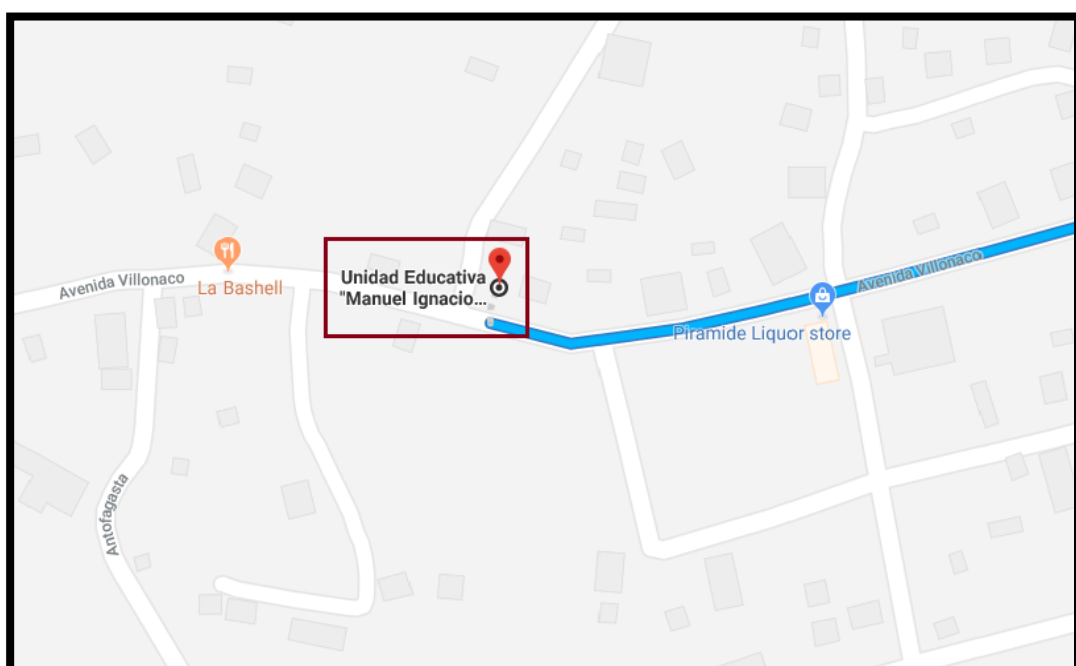
## MAPA GEOGRÁFICO Y CROQUIS

### UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA



### CROQUIS DE LA INVESTIGACIÓN

#### UNIDAD EDUCATIVA “MANUEL IGNACIO MONTEROS”





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**a. TITLE**

COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO IMPROVE  
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MANUEL IGNACIO MONTEROS IN THE CITY OF LOJA DURING THE 2018-  
2019 SCHOOL YEAR

## **b. RESUMEN**

El objetivo general del presente trabajo de investigación fue mejorar la habilidad de escritura mediante las actividades de enseñanza del Lenguaje Comunicativo en los estudiantes de Tercer año de Bachillerato “A” sección vespertina en la Unidad Educativa Manuel Ignacio Monteros en la ciudad de Loja durante el periodo académico 2018-2019. Los métodos utilizados en esta investigación fueron: científico, descriptivo, analítico y estadístico, los cuales ayudaron a obtener, describir, analizar y representar los datos obtenidos. Hojas de observación y notas de campo fueron usadas para registrar el comportamiento de los estudiantes. Dos pruebas y dos cuestionarios fueron aplicados a dieciséis estudiantes de la institución. Los resultados obtenidos indicaron que los estudiantes mejoraron su escritura usando patrones gramaticales, vocabulario y puntuación correctamente. En conclusión, las actividades de enseñanza del Lenguaje Comunicativo mejoraron la habilidad de escritura satisfactoriamente ya que aprendieron a expresar sus ideas y pensamientos de manera escrita.

## **ABSTRACT**

The general objective of the present research work was to improve writing skills through Communicative Language Teaching activities among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year. The methods used in the research were; the scientific, descriptive, analytic and statistical methods, which helped to obtain, describe, analyze and represent the data gathered. Observation sheets and field notes were used to record the behavior of the students. Two test and two questionnaires were applied to sixteen students of the institution. The results gathered indicated that students improved their writing using grammatical patterns, vocabulary, and punctuation correctly. In conclusion, Communicative Language Teaching activities improved the writing skills satisfactorily, since they learned to express ideas and thoughts in a written way.

### **c. INTRODUCTION**

English is considered one of the most spoken language around the world. Today it is recognized as an official second language around the world due to the fact that English Language is essential to communicate, interchange language culture, meet people, travel and get opportunities to work.

In Ecuador, the Ministry of Education wants to train students from primary School to High School to get a high level of English as Foreign Language. According to the English National Curriculum, it is expected students to achieve four important Curricular Threads, which are focused on the four skills: Speaking, Listening, Reading and writing.

Writing is an important skill, it is used to communicate ideas, opinions or thoughts to people. However, it is considered a difficult ability specially in English. Writing in a Foreign Language is difficult because writers have to write following grammatical structure, and use of the correct vocabulary.

According to observations at Unidad Educativa Manuel Ignacio Monteros, in third year of Bachillerato “A” afternoon session, students faced difficulties when they expressed themselves in writing exercises, and tasks. Learners had problems with sentence structure, word order as well as the absence of vocabulary knowledge. Therefore, most of them could not write sentences or write simple paragraphs according to their level.

Taking into account the problem mentioned previously. It was necessary to formulate the research question: how does the communicative language teaching activities improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?

The Communicative Language Teaching activities (CLT) were applied since students needed to improve their writing skills to express themselves in written way, making use of the correct grammatical structure and the appropriate vocabulary. Drill activities, dialogues and scripted role play encouraged students to write and make use of the correct writing.

To carry out this research, it is essential to establish these specific objectives: to research the theoretical and methodological references about Communicative Language Teaching activities and its application in writing skills; to diagnose the issues that limit the improvement of writing skills; to design an intervention plan based on Communicative Language Teaching activities to improve writing skills; to apply the most suitable activities of Communicative Language Teaching to improve writing skills; to assess the obtained results after the application of Communicative Language Teaching activities among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year.

The following methods were applied to execute this research, the scientific method to gather the appropriate theoretical references about the two variables; Communicative Language Teaching activities and the writing skills.

The descriptive method helped the researcher to explain and analyze the object of the investigation and describe the stages of the study and the resources used by the researcher. The analytic/synthetic allowed the researcher analyze and interpret the data obtained from test and questionnaires to provide the respective conclusions according to the results. The statistical method was useful to analyze and represent the data gathered in both ways; quantitative and qualitative, in which the information collected is represented in graphs and tables to indicate percentages and mean.

This work consists of eight parts: First, the Abstract which contains the general objective, methods, instruments, population, main results and conclusions. Then, the Introduction, which involves the statement of the main problem, the reasons why the theme was chosen, the Specific Objectives, Methodology of the research, and finally the contents of the thesis.

The Literature Review includes information about the Theoretical References including the two variables Communicative Language Teaching activities and Writing skills. The Materials and Methods section contains the design of the research, Materials and Instruments that were used during the investigation; furthermore, the population who is part of this research.

The Results section contains the analysis and the interpretation of the information obtained in the research, which are presented in tables and graphs. Next, the Discussion that includes a general analysis of the results and finally, Conclusions and Recommendations about the research work.

#### **d. LITERATURE REVIEW**

##### **The Communicative Language Teaching**

“The communicative language Teaching approach (CLT) is the most influential language teaching methodology in the present world. Communicative Language Teaching is a better way to teach second or third language to the students” (Islam 2016, p.2).

Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richards, 2006, p.2).

Brown (as cited in Wood 2011) “defines Communicative Language Teaching as “an approach that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for the real world, meaningful purposes” (p.232).

Richard and Rodgers (as cited in Ferdous 2016) states that “the aim of Communicative Language Teaching is to develop the learner’s four skills (listening, speaking, reading and writing) that allow the independence of language and communication. One of the most important characteristic features of Communicative Language Teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view (p.10).



“The communicative approach in language learning and teaching considers that the primary goal of language learning is to build up communicative competence and to be able to use the language appropriately in a given social context” (Ferdous, 2016, p.11).

### **Characteristics of CLT**

There are six interconnected characteristics of CLT.

- Classroom goals are focused on communicative competence and not restricted to grammatical or linguistic competence.
- Language techniques are designed to engage learners in the pragmatic, authentic functional use of language for meaningful purposes.
- Fluency may have to take on more importance than accuracy in order to keep the learners engaged in language use. Accuracy can be judged not in abstract but in context.
- Students should be given opportunities to be coached on strategies for how to improve their comprehension, their learning style and process.
- The teacher acts as a facilitator in setting up communicative activities and as an advisor or guide during the activities. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others
- Students have to use language productively and receptively as these are needed in authentic communication. (Islam, 2016, pp. 7-8).

## **Communicative competence**

Chomsky's linguistic theory differentiates two aspects of language, competence 'and performance '. According to him, competence consists of the principal knowledge of the grammatical system of a language, and such knowledge makes it possible for a user of a language to generate and comprehend an unlimited set of sentences out of a limited set of rules, while performance, according to Chomsky, refers to the use of the underlying knowledge to communicate (Abahussain ,2016, p.49).

The idea of communicative competence is considered to be the fundamental notion of CLT. Communicative competence includes knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions (Ozsevik, 2010).

The model of communicative competence involves four components:

- **Grammatical competence:** the knowledge of the sentence structure of a language. This knowledge includes the knowledge of vocabulary, rules of pronunciation and spelling, word formation, and sentence structures. (Abahussain, 2016, p. 50).
- **Socio linguistic competence or socio-cultural competence:** this is the ability to comprehend the social context in which the language is used for particular communicative functions, such as describing, negotiating, and persuading, taking into consideration the roles of the participants, the settings, and the purposes of the interaction (Abahussain, 2016, p. 51).

- **Discourse competence or textual competence:** this is the ability to distinguish diverse models of speech and to connect sentences or utterances to an overall theme or topic and to infer the meaning of large units of spoken or written texts. A person of high-discourse competence is able to use consistent devices such as transitional verbs and conjunctions and is skilled in considering and expressing the meanings of and relationship among different ideas in a text (Abahussain, 2016, p.51).
- **Strategic competence:** this is the ability to use verbal and nonverbal communication strategies to bridge the potential gaps in communication which arise from either limiting conditions in actual communication or insufficient competence in one or more of the other areas of communicative competence, and to enhance the effectiveness of communication. Strategic competence also includes coping strategies to initiate, terminate, maintain, repair, and redirect communication (Abahussain 2016, p. 51).

### **Classroom Activities in CLT**

Larsen-Freeman (as cited in Abahussain, 2016) consider that “language learners can build up their communicative competences by using the second/foreign language in a meaningful way. Interactions is one of the means through which a language can be used meaningfully (p.57).

Abahussain (2016) suggests that “In a communicative language classroom, learners are offered chances to practice the language through communicative activities. There are various categorizations of activities that are normally found in

a communicative class. Activities used in CLT are categorized into two essential groups with subgroups under each” (p. 57).

**a) Pre-communicative activities:** these activities emphasize practicing isolated elements of third/foreign language knowledge and skills in order to endow students with a fluent command of the linguistic system and the ability to produce acceptable language rather than merely communicating meanings efficiently. Most of these activities are associated with drills ‘activities, which concentrate mainly on the replication of structural pattern (Abahussain 2016, p. 57).

Abahussain (2016) suggests that “activities, classified as quasi communicative, are used to generate links between language structures and their potential functional meanings with the consideration of communicative and structural facts about the target language. Most activities are question-and answer activities based on classroom situation or social contexts, with the emphasis on practicing linguistic structures.

### **Drill activities**

Drills help students to develop quick, automatic responses using a specific formulaic expression or structure, such as a tag ending, verb form, or transformation. Drills can be useful teaching-learning material because it provides the practice of small, manageable chunks of language. This helps to build confidence and automatic use of structures and expressions that have been drilled (Albay & Khetagury, 2016).

Drills are useful language materials to practice language chunks. At the same time, they will allow learners to comprehend language patterns with ease. This facilitating role of drills in foreign language learning will help learners produce the language effectively. Furthermore, drills will build confidence that will enable the learners to provide prompt responses without hesitation in real communications. Drills in language learning can be used to practice grammatical structures and vocabulary items (Albay & Khetagury, 2016).

### **Types of drills**

“A drill come in various forms—repetition drills, substitution drills, and transformation drills are among the main types. Each type of drill can be meaningful or mechanical, depending upon how you develop it”. (Ormiston, Epstein, & Campbell, 2005, p.3).

### **Repetition Drills**

Ormiston *et al.* (2005) say that “repetition drills are useful for familiarizing students quickly with a specific structure on formulaic expression. The teacher’s language is repeated with no change. Be sure to teach the meaning of the utterance first.

**Teacher:** it’s cold outside.

**Students:** it’s cold outside.

**Teacher:** it’s warm outside.

**Students:** it’s warm outside.

## **Substitution Drills**

Ormiston *et al.* (2005) substitution drills are slightly more interactive than repetition drills because teachers usually give students practice in changing a word or structure in response to a prompt or cue from the teacher or another student. The teacher's prompt can be a whole sentence, a word, a phrase, or a picture.

**Teacher:** you're a student, aren't you?  
farmer

**Students:** you're a farmer, aren't you?

**Teacher:** you're a farmer, aren't you?  
accountant?

## **Transformation Drills**

Transformation drills involve changing the structure of a sentence. If the cue is I like ice cream, for example, the response in a positive to negative statement transformation drill could be "I don't like ice cream."

- **Statement to question:** e.g., I like ice cream. To: Do you like ice cream?
- **One tense to another tense:** e.g., I'm going shopping. To: yesterday I went shopping.
- **Active to passive:** e.g., The teacher gave them the answers. To: they were given the answers by the teacher.

Teachers will find it relatively easy to develop substitution and transformation drills to provide students with practice in automatic manipulation of a form. (Ormiston, Epstein, & Campbell, 2005, pp.3-5).

**b) Communicative activities:** these require learners to use and integrate their pre-communicative knowledge and skills for real communication of meaning. These activities are divided into two subcategories: functional communication activities, such as problem-solving and information-gap activities; and social interaction activities, such as simulation, dialogues and interviews and role-playing, requiring learners 'imagination in a situation or adopting a specific role to act out accordingly (Richards, 2006).

### **Information gap activities**

“An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess” (Richards, 2006).

This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their Linguistic and Communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task (Richards, 2006, p.18).

### **Jigsaw activities**

These activities are also based on the information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The is supposed to fit the pieces together to complete the whole. In that way, they must use their language resources to communicate

meaningfully and so take part in meaningful communication practice (Ozsevik, 2010).

## **Dialogues**

Ormiston, Epstein, & Campbell, (2005) say that “dialogues are popular activities in ESL textbooks for a number of linguistic as well as cultural reasons.

Dialogues can be used or adapted to:

- Demonstrate grammar in context
- Facilitate conversation—this may parallel grammar instruction, but also gives specific language practice
- Provide recreation such as a skit—these dialogues are bridging activities that provide spontaneous use of learner knowledge.

Ormiston *et al.* (2005) suggest that “dialogues are used to introduce and practice a function, structure, or vocabulary, and to illustrate degrees of politeness, levels of formality, and values and attitudes of the target culture. Dialogues are useful for listening to and practicing pronunciation, intonation, and other phonological features. It can be combined with writing by having students make comics with pictures and bubble dialogue boxes to fill in.

For example,

**A:** Hello. May I help you

**B:** No thanks. I’m just looking

**A:** Well, let me know if you need anything.

**B:** Okay, thank you.



## **Interviews**

The classroom interview activity requires students in the class to pair up and interview each other. The interview is for the purpose of getting to know the other individual. Students will be required to come up with their own questions for their interviewees and will have to write a short paragraph that they will read to introduce their interviewees to the class (Carlson, 2011).

## **Role play**

Doff (as cited in Ormiston *et al*, 2005, p.15) “Role play is a way of bringing situations from real life into the classroom. It may also include plays, dramas, sociodramas, and simulation. In role play, students need to imagine a role, a context, or both and improvise conversation.” Richards (2006) says “in role plays activities students are assigned roles and improvise a scene or exchange based on given information or clues.

## **Scripted Role Play**

Iman (2014) suggest that “this type of Role play involves interpreting either the textbook dialogue or reading text in form of speech. The main functions of the text after all is convey the meaning of language items in memorably way”.

The following procedure, demonstrate a role play activity based on a dialogue.

1. First, teacher guides the role play by writing prompts
2. If necessary, go through the prompts one by one, and get students to give sentences or questions for each one.

3. Call two students to the front, one plays the role as A and the another one as B.

They should improvise a conversation. The conversation should be similar to the one in the textbook, but not exactly (Iman, 2014, p. 59).

“Based on these procedures, it can be said that the ways of organizing this dialogue can be carry out into pair of students who would improvise a conversation in front of class. Teacher can also ask the students to practice the conversation privately with their partners before, they act it out in front class” (Iman, 2014, p. 59).

### **Other activity types in CLT**

There are other activity types have been used in CLT, these are the following:

**Task-completion activity:** puzzles, games, map-reading and other kinds of classroom tasks in which the focus is on using one’s language resources to complete a task (Richards, 2006, p.19).

**Information gathering activities:** student-conducted survey, interviews, and searches in which students are required to use their linguist resources to collect information (Richards, 2006, p.19).

**Reasoning gap activities:** these involve deriving some new information from given information through the process of inference, practical reasoning etc.

**Opinion-sharing activities:** activities in which students compare values, opinions and beliefs (Richards, 2006, p.19).

### **Teacher’s role**

The teacher’s role in implementing a communicative learning exercise is somewhat malleable in comparison with others, more instructor-oriented

approaches to language learning. In traditional language classrooms, the instructor is generally the dominant figure; the focus of the class is on the teacher, and students may assume a passive role as they receive direct instruction. In the communicative classroom, on the other hand, the focus is on interaction between students (Çelik, 2014, p.189).

Breen and Candlin (as cited in Islam, 2016, p.11) “in CLT classroom the teacher has to play a dimensional role.

- **Facilitator:** is the person who facilitates the communication between the participants by the various activities and texts (Islam, 2016).
- **Resource:** he/she organizes the resources of the activities or can acting the role of resource being helpful and by giving information to students (Islam, 2016).
- **Researcher:** he/she is a learner or researcher with much to contribute in terms of appropriate knowledge and activities, actual and observed experience of the nature of learning and organizational capacities (Islam, 2016).
- **Monitor:** during the activities, teacher needs to monitor student’s performance the instructor should refrain himself from stopping the activity and correcting the mistakes. The teacher can note down the errors and provide with the suitable feedback at the end of the task (Islam, 2016).
- **Counselor:** as a counselor teacher “is expect to exemplify and effective communicator seeking maximize the meshing of speaker intention, hearer interpretation through the use of paraphrase, confirmation and feedback.” (Islam, 2016).

## **Role of the students**

Richards (as cited in Çelik, 2014) argues that “In the Communicative approach students are the focal point of classroom activity, assuming primary responsibility for their own learning” (p.190).

Belchamber (as cited in Çelik, 2014) suggest that “as it is assumed that using a language is the most effective way to learn it students are encouraged to work together to negotiate meaning in order to accomplish a given communicative task; thus, learning activities are highly interactive and may take place in smaller groups or with an entire class” (p.190).

The emphasis in CLT leads the students to different role in classroom. These can be mentioned in following terms (Islam, 2016).

- **Communicator:** they need to communicate with each other and share their opinions in the class. (Islam, 2016).
- **Discoverers:** they need to discover how to improve their learning
- **Contributors of knowledge and information:** the implication of it, is that learners should contribute as much as they gain and thereby learn in an independent way (Islam, 2016).

## **Writing Skills**

Abu-Ghararh (as cited in Al-Khairy, 2013) “witting has been defined as the recording of human communication, using signs or symbols to represent the spoken words. Writing is the logical organization and arrangement of the written sentences

within a paragraph and paragraphs within the units of discourse and the expression of ideas” (p.2).

Writing is a process of communicating with others in which a writer sends his ideas and thoughts in written forms to readers. Moreover, it is about conveying meaning by using words that have been chosen and put together in written or printed form (Hidayati, 2018, p.23).

Abu- Rass (2018) says “writing is a difficult skill for native speakers and nonnative speakers alike, because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization”.

Lindsay and Knight (as cited in Sochorová, 2016) argues that “writing is very important because helps students to learn: to practice and reinforce the language, to memorize, and record the language. Writing also gives opportunity to go beyond what has been learnt as learners have to take risks when writing”. Furthermore, writing helps to reinforce the grammatical structure, enhance the students’ vocabulary and assist other language skills such as reading, listening and speaking” (p.10).

### **Writing Attitude**

Nitinkumar & Bharat (2017) say “attitude is an important factor that plays a large part in students’ literacy learning. Attitude affects motivation to learn and write and influences how students approach the task in writing. Attitudes are based

on self-efficacy beliefs, and that is important to understand as well. Negative attitude can make writing even more challenging”

Graham (as cited in Nitinkumar & Bharat, 2017) writing attitude is an affective disposition involving how the act of writing makes the author feel, ranging from happy to unhappy, in other words, the more positive attitude students have towards writing, the more energy they spend on the task. The relationship between writing attitude and academic achievement has received rather little attention in the field of education because writing attitude is highly effective on improving or hindering writing achievement (p. 111).

### **Purpose of Writing**

Wayne (as cited in Vines, 2016) manifests that “there are some reasons for writing: people write to inform, to persuade, to entertain and to describe various things in their daily life. Three factors must be considered at the moment to write: the subject, the purpose, and the audience. One of the biggest problems facing many writers is deciding what to write about. Much of the time, the subject is determined for students by the teacher or professor” (p.9).

“The purpose of writing has an influence on the style and format used. The style of writing is to inform readers. The audience that is being written to will also influence the style that is used. Remember that different audiences have different expectations and the writing style should reflect this. In college classes the audience is most likely the professor” (Vines, 2010).

In these cases, the style of writing should be very formal and exact. Slang, idiomatic expressions, and inappropriate vocabulary should never be used. On the

other hand, if writing a short story for an English creative writing class, the style used will be much less formal. The use of slang, idioms, questionable vocabulary, and grammatical correctness may be welcomed to maintain the readers interested and enhance the entertainment value of the assignment (Wayne, 2010).

### **The Writing Process**

The process writing involves six stages:

- 1. Generating Ideas:** Byrne and Raimes (as cited in Sochorová, 2016) argue that getting started is one of the most difficult parts of writing and therefore appeal how significantly important it is to help students with generating ideas. The most common techniques that support this process stage are brainstorming, asking questions, making notes (p.20).
- 2. Focusing:** having gone through a generating stage, the writer now sets their focus on a central idea they intend to convey, as if answering the reader's question 'What is the writer trying to tell me?' White and Arndt (as cited in Sochorová, 2016, p.20) argue that "the expression of the main idea is closely connected to (a) the writer's purpose for writing the particular piece of text, (b) taking into account the reader, and (c) the form the text is going to take.
- 3. Structuring:** conveying a message through writing is essentially a matter of selecting information – both factual and linguistic – and arranging, or more precisely, structuring it. White and Arndt (as cited in Sochorová, 2016) suggest a more helpful approach to structuring – in the form of questions that the writer

answers. If willing to be effective, the writer should adopt skills of grouping ideas and sequencing them (p.20).

- 4. Drafting:** once the writer has gone through the previous ‘pre-writing’ stages, students can now embark on writing a first draft which is more reader-based and therefore of more significant concern for the writer, after having considered the best way of selecting and organizing ideas, the writer now starts thinking about how to attract and keep the reader’s attention (Sochorová, 2016, p.21).
- 5. Evaluating:** White and Arndt (as cited in Sochorová, 2016) assumed that “writers have to learn to accept responsibility for their writing and become their own critics, able to sensibly assess their product and make appropriate improvements. Evaluating can take the form of written or spoken instructions/feedback and can be done by the teacher, the student reader, groups of students or class (p.21).
- 6. Re-viewing:** once the writer has gone through all previous process stages, the writing has come to the point of almost final version. What now remains is to look at the text once again with “a new pair of eyes. After having handled all previous parts, the writer’s task is now to work on proof-reading and editing, the final touches before writing out a definitive version of the text (Sochorová, 2016, p.22)



## Types of writing

Sochorová (2016) says “there are four basic types of writing”:

1. **Expository:** providing and explaining credible information and straightforward facts. It is used in textbooks, informing or business letters, news articles, announcements, reports, advertisements, invitations, instructions, recipes, etc.  
**Descriptive:** depicting a person, thing, place or event in a detailed manner. It is used in letters to a friend, journal writing, characteristic, poetry, fiction, instructions, etc (Sorochová, 2016).
2. **Persuasive:** giving opinion, argument, and justification. It is aimed at influencing readers and gaining their agreement or action. It is used in editorials, reviews, advertisements, covering letters, letters of complaint, etc (Sorochová, 2016).
3. **Narrative:** describing experience, event or telling a story containing characters and dialogues. It is used in novels, short stories, poetry, biographies, personal letters, etc (Sorochová, 2016).

Each text is written in a different mode and claims a different communicative function: to inform, to explain, to describe, and the like. To give an illustration, in a personal letter there can appear all modes and almost all possible communicative functions. Whereas in a newspaper article prevailing will be expository mode and communicative function will be to inform (Sorochová, 2016).

### **Pair and Group work in writing**

The use of small group and pair work in classrooms, particularly in second language (L2) classrooms, rests on strong theoretical and pedagogical bases. From a theoretical perspective, the use of small groups/pairs accords with a social constructivist view of learning. From a pedagogical perspective, the use of small group and pair work is further supported by the communicative approach to L2 instruction and its emphasis on providing learners with opportunities to use the L2 (Ghufron & Hawa, 2015).

Finocchiaro and Brumfit (as cited in Dahland, 2015) suggest that “in Communicative Language Teaching class, teachers expect students to interact with other people through pair and group work or even in their writing. Because the teachers’ roles are facilitators and guide, the teachers might attempt to encourage students to use language communicatively” (p.3).

### **Advantages of pair group and group work**

Pair and group work offer teachers a variety of advantages in teaching writing. First, there is no doubt that when the whole class works simultaneously in pairs or groups, the class atmosphere is no longer filled with frequent and long silences (Tran, 2001).

Working in pairs or groups, moreover, encourages students to be more involved and enables them to focus on the task. This creates a situation in which students must exchange their ideas. Thanks to the contribution of many individuals, ideas flow easily and students do not get stuck. They can communicate with one another, both in speech and in writing (Tran, 2001).

A feeling of group solidarity and cooperation can be a source of encouragement to both students and teacher. Significantly, it reduces the element of teacher domination, which is an inevitable result of the control and overcorrection described above (Tran, 2001)

### **Students' writing problems**

“One of the main problems among students is the fact that many of them cannot develop their writing skills, mostly the ones who are making compositions in a foreign language” (Aragón, Baires, & Rodriguez, 2013, p.9)

Aragón *et al.* (2013) “there are many problems that students present at the moment of writing. The individual with writing difficulties may have one or more of the following problems:

- 1. Poor handwriting/ writing illegibly:** students do not follow lines on a paper, they write too small or too large, writes letters or numbers backwards or upside down and mix capital and lower-case letters inappropriately (Aragón *et al.* 2013).
- 2. Poor spelling skills:** spells phonetically and cannot remember patterns, spells words differently in the same document, reverses letters in spelling, difficulty copying from board, difficulty copying from a book or other printed material, difficulty filling out forms, and difficulty completing fill-in blank worksheets. (Aragón *et al.* 2013).

3. **Problems with grammar, syntax and organization:** learners demonstrate inconsistent memory for sentence mechanics (e.g. lack of punctuation and capitalization), persistent problems with sentence structure (sentences may be incomplete or syntax may be incorrect or disassociated) and they not have all parts of a well-organized paragraph (Topic sentence and supporting sentences) (Aragón *et al.* 2013).
4. **Demonstrates writing skills inconsistent with verbal abilities:** learners write short and/or simple essays even though he can verbalize more complex thought, they can verbalize answers to tests but written answers are wrong, left blank or incomplete, the oral vocabulary more complex than written vocabulary (Aragón *et al.* 2013).

### **Writing Descriptors**

Montaño (2016) says that writing skills comprises a number of elements that students need to be aware about when writing, to know:

#### **Grammar**

Grammar is the mental system of rules and categories that allows humans to form and interpret the words and sentences of the language. Grammar also adds meaning that are not easily inferable from intermediate context (Hasan, 2015). Similarly, to the previous definition, Close (as cited in Hasan, 2015) defines "grammar is a chief system of syntax that decides the order and the patterns in which words are arranged in sentences" (p.10).

## **Vocabulary**

Neuman & Dwyer (as cited in Alqahtani, 2015) say “vocabulary can be defined as words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” vocabulary is the total number of words in a language, vocabulary is a list of words with meanings” (p.24).

## **Parts of speech**

There are eight parts of speech in English: the basic parts of speech include: noun, pronoun, verb, adjective, adverb, preposition, and article. The parts of speech indicate how the word functions in meaning as well as grammatically within the sentence. An individual word can function as more than one part of speech when used in different (Butte Colleague, s.f.)

**A noun:** is a word for a person, place, thing, or idea. Nouns are often used with an article (the, a, an) but not always. There are proper and common nouns (Butte Colleague, s.f.)

**A pronoun:** a pronoun is a word used in place of a noun. A pronoun is usually substituted for a specific noun, which is called its antecedent can be used in place of nouns. They can be personal pronouns, possessive pronouns, reflexive, reciprocal, demonstrative, and indefinite pronouns (Butte Colleague, s.f.)

**A verb:** is a word used in a sentence to explain what a noun is doing or to explain what is being done to a noun. It is an action word. It can also express emotional/psychological response or action, or a state of being (Butte Colleague, s.f.)

**An adjective:** an adjective is a word used to modify or describe a noun or a pronoun (Butte Colleague, s.f.)

**An adverb:** it modifies or describes verbs, adjectives, or another adverb but not a noun. They enhance one of this type of words or sentences (Butte Colleague, s.f.)

**A preposition:** is used to join parts of sentences sense without it. They can be prepositions of place or location and prepositions of time (Butte Colleague, s.f.)

**An article:** it precedes a singular noun when it doesn't express a general thing. In some cases, plural forms of nouns are also preceded by an article, but when plural nouns are specific (Butte Colleague, s.f.)

**Conjunction:** (Butte Colleague, s.f.) suggest that “conjunctions join word, phrases, or clauses and indicates the relationship between the elements joined (and, but, or, while).

## **Mechanics**

Mechanics refers to the rules of written language such as: spelling and punctuation

### **Spelling**

In dictionaries, the definition of spelling can be found as the formation of words with the correct letters in the correct order. A writer must rely his or her own memory for spelling words correctly since it is difficult to remember the large number of rules for spelling a word (Montaño, 2016).

## **Punctuation**

Capella University (as cited in Montaña, 2016,) suggest that “punctuation, in all languages, is derived from unique cultural conventions. It is the use of spacing and convectional signs. Punctuation helps to separate sentences and their elements and to clarify meaning. It helps to better organize and define language communication (p.15).

Capella University (as cited in Montaña, 2016) manifests that “without punctuation, there can be confusion and misunderstanding in sentences. The most common punctuation marks are: periods, question marks, exclamation points, comma, semicolon, colon, parentheses, dashes (hyphens), quotation marks, ellipses, apostrophes, brackets, slashes” (p.16).

## **e. MATERIALS AND METHODS**

### **Materials**

In this research work three kinds of resources were applied: human, material, and technical resources: First, the human resources were composed by the students of third year of Bachillerato “A”, the teacher of the subject who monitored the students’ work during the intervention plan, and the thesis advisor who helped to carry out this research providing the necessary support and suggestions about it.

Second, the material resources used in this process included: flash cards used to introduce the new vocabulary in each lesson in order to get students’ attention, another one was the B1.2 students’ text, which was used to develop different activities about each topic and the notebook used to write short dialogues and interviews according to the topic studied.

Finally, the technical resources used during the research work were: a computer, in order to elaborate the necessary material and information to the students, the internet, to research the appropriate information and activities according to the topic, and the printer to print flash cards, worksheets and assessment sheets to provide students the necessary didactic materials.

### **Design of the research**

This research work was based on Action Research. According to Burns (2010) the aim of this research is to identify the problematic situation that the participants consider worth looking into more deeply and systematically. This Action Research



had the purpose to improve the writing skills in students through Communicative Language Teaching Activities.

This study allowed the researcher to become an active participant in order to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of Communicative Language Teaching activities to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year.

## **Methods**

During the process of this research work, the following methods were applied:

**The scientific method** was used to provide the appropriate theoretical references about the two variables: Communicative Language Teaching Activities and Writing skills, which helped to the researcher at the beginning and at the end of the intervention phase.

**The descriptive method** was used to describe the phases of the study and also the resources used by the researcher. In addition, it describes the results through tables and graphs to describe the object of the research.

**The analytic synthetic method** was used to analyze the results obtained through observation sheets, pre- post questionnaire and pre- posttest to provide the respective conclusions.

**The statistic method** was used to make the quantitative statistical analysis of the data gathered from the pre and posttest, and the qualitative analysis of the data from the pre-post questionnaire. It helped to represent the information collected in tables and graphs to indicate the percentages and to draw the conclusions.

### **Techniques and Instruments**

Data collection was a process to collect the respective data for this research, the researcher used the quantitative and qualitative elements. Qualitative research was used to uncover trends in thought and opinions, meanwhile the quantitative research was used to quantify the problem by way of generating numerical data or data can be transformed into usable statistic. These resources were applied at the beginning, during and at the end of the application of the intervention plan.

The following instruments were used during the research work in order to collect the respective data.

### **Tests**

They were applied at the beginning and at the end of the intervention plan. The Pre-test was designed with 4 open-ended questions, which were focused on four indicators (vocabulary, grammar, part of speech and, punctuation); this test was given to the students at the beginning of the intervention plan to measure the knowledge about writing. After the intervention plan, the researcher applied a post-test in order to verify the student's improvement in writing knowledge.

### **Questionnaires.**

A pre-questionnaire with five multiple choice questions was applied to the participants at the beginning of the intervention plan in order to answer questions related to their attitudes and feelings toward Communicative Language Teaching activities. Then, at the end of the intervention plan, the same questionnaire was used as a post- questionnaire in order to verify if Communicative Language Teaching activities had a positive impact on students and also to corroborate if these activities helped to improve student's writing skills.

### **Observation sheet**

The observation sheet was a meaningful instrument to the researcher. It was used to record the participants' behavior shown on the performance of the basic writing skill and the different attitudes toward Communicative Language Teaching activities.

### **Field notes**

The researcher used a daily-field note template as a diary to record what happened in the classroom during each lesson. The field notes are intended to be read as evidence; they helped to record the findings during the intervention.

### **Population**

The population who participated in the research work was: the students of the third year of Bachillerato "A" who were between sixteen and seventeen years old; they were sixteen, ten boys and six girls.

## **f. RESULTS**

The specific objectives accomplished during the research work are showed below:

The first objective was fulfilled through the searching of information about the theoretical references of the two variables: Communicative Language Teaching and Writing Skills. This information was obtained through books and articles in order to design the appropriate intervention plan according to the level of students.

The second objective was achieved through the application of the Pre-test, with the intention of diagnosing the student's limitations in writing.

The third objective was accomplished with the design of the intervention plan which was based on eight lessons. The intervention plan was designed using different activities such as interviews, dialogues, scripted role plays and drill activities, which were applied during ten weeks.

The fourth objective was reached through the application of Communicative Language Teaching activities to improve writing skills; the improvement was validated with the application of the pre-post questionnaire.

The fifth objective was fulfilled with the formal completion of a post- test, which allowed to validate the students' progress on writing skills and the effectiveness of the application of Communicative Language Teaching activities.

## Pre Test Results

**Objective two:** To diagnose the issues that limit the improvement of writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year.

### a. Table 1

*Pre-Test Score of the Third Year students’ “A” of Bachillerato in Writing Skill.*

Student’s code	V	G	PS	P	SCORE
	/2.5	/2.5	/2.5	/2.5	/10
UEMIM001	0.5	0.5	1.0	1.0	3.0
UEMIM002	0.0	0.0	2.5	1.0	3.5
UEMIM003	0.5	0.5	0.5	0.5	2.0
UEMIM004	2.0	0.5	1.5	1.5	5.5
UEMIM005	2.0	0.0	1.5	0.5	4.0
UEMIM006	0.0	0.5	0.5	1.0	2.0
UEMIM007	2.0	0.0	1.0	0.0	3.0
UEMIM008	1.0	1.0	2.0	0.5	4.5
UEMIM009	1.0	2.0	2.5	2.0	7.5
UEMIM010	0.5	0.0	0.5	1.5	2.5
UEMIM011	1.0	0.0	2.5	0.0	3.5
UEMIM012	1.5	0.0	1.5	1.5	4.5
UEMIM013	0.5	0.0	2.5	1.0	4.0
UEMIM014	1.5	0.5	1.0	0.5	3.5
UEMIM015	0.0	0.0	2.5	1.5	4.0
UEMIM016	0.0	0.0	2.5	2.0	4.5
MEAN	0.9	0.3	1.6	1.0	3.8

Note. UEMIM= Unidad Educativa Manuel Ignacio Monteros; 001= Student’s code; V= Vocabulary; G=Grammar; PS= Parts of Speech; P= Punctuation.

## **b. Interpretation and Analysis**

Based on the results in the Table 1, the mean score obtained was 3.8/10 in writing skills, which corresponds to the Needs Improvement Level (see grading scale p.83).

The highest score obtained was 1.6/2.5, which belongs to the indicator *parts of speech*. Students could recognize just verbs and pronouns in sentences. But, they could not recognize nouns, adjectives and prepositions in a sentence. On the other hand, the lowest score was 0.3/2.5 in grammar, because some students could not order affirmative and negative sentences in present, past, and future tenses following the correct grammatical structure.

Consequently, it is notable that students had limitations in writing skill, they were unable to use parts of speech like nouns, adjectives and prepositions appropriately to express ideas or thoughts in writing. Learners presented problems in grammar, as they made mistakes in word order and the use of sentences structure and verb tenses.

Another problem that learners had, was the use of punctuation marks. The most common punctuation errors were in the incorrect use of comma, question and exclamation mark, as well as capitalization. These are some reasons why students are not able to write correctly.

Writing is a process of communicating with others in which a writer sends his ideas and thoughts in written forms to readers. It is a process of thinking which the writer discover, organizes, and communicates his or her thoughts to the readers.

Moreover, it is about conveying meaning by using words that have been chosen and put together in written or printed form (Hidayati, 2018, p.23).

### Comparison of the Pre-Post Questionnaires Results

**Objective four:** To apply the most suitable activities of Communicative Language Teaching to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year.

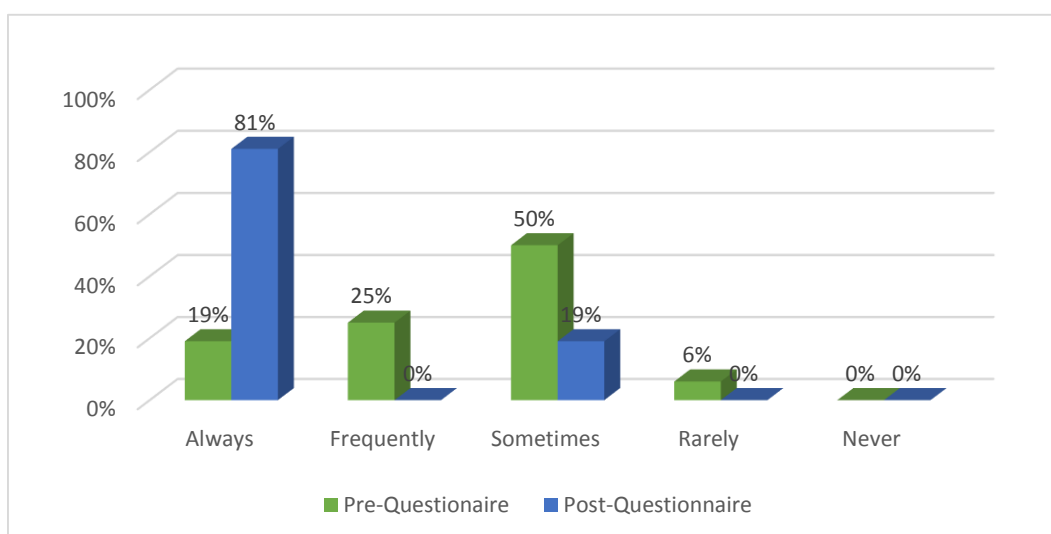
**Question 1:** How often does your teacher use drill activities in the English class?

#### a. Table 2

*Frequency of Using Drill Activities in the English Class.*

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	3	19	13	81
Frequently	4	25	0	0
Sometimes	8	50	3	19
Rarely	1	6	0	0
Never	0	0	0	0
Total	16	100	16	100

**b. Figure 1**



**c. Interpretation and Analysis**

The data presented in Table 2, shows that 50% of the students answered that sometimes drill activities are used in the English class. This indicates, students do not have the opportunity to increase their vocabulary knowledge, and follow grammatical structures in sentences. But after the intervention plan, 81% of the students answered that drill activities always are used during the English class to improve their writing skills. Students could write sentences, short dialogues and interviews following the correct grammatical structure and the appropriate vocabulary.

As Albay & Khetagury (2016) say, drills help to develop quick, automatic responses using a specific formulaic expression or structure, such as a tag ending, verb form, or transformation. Drills can be useful teaching-learning material because it provides practice of small, manageable chunks of language. Drills in



language learning can be used to practice grammatical structures and vocabulary items.

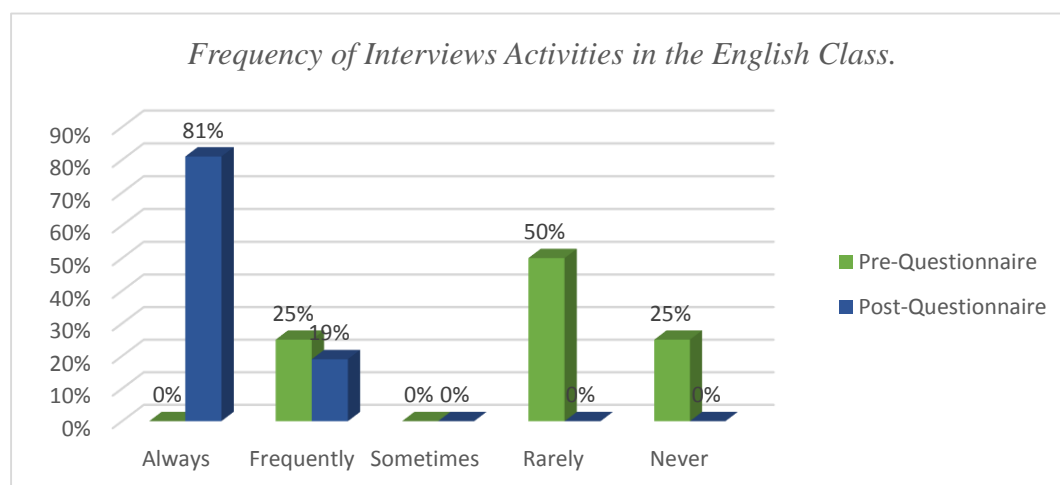
**Question 2:** How frequently does your teacher use interviews activities in the English class to improve writing skills?

**a. Table 3**

*Frequency of Interviews Activities in the English Class.*

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0	13	81
Frequently	4	25	3	19
Sometimes	0	0	0	0
Rarely	8	50	0	0
Never	4	25	0	0
Total	16	100	16	100%

**a. Figure 2**



**c. Interpretation and Analysis**

The data in Table 3 shows that 50 % of students answered that interviews are rarely used in the English class. This indicates that students were not able to practice

writing in the class, students could not structure questions and answers following the correct grammatical structure and punctuation; furthermore, they could not find enough vocabulary to express thoughts. However, after the intervention plan, 81% of students answered that interviews were always used in the English class. They were able to write short interviews with the correct structure of questions and answers, using the correct punctuation and appropriate vocabulary to write it.

The classroom interview activity requires students in the class to pair up and interview each other. The interview is for the purpose of getting to know the other individual. Students will be required to come up with their own questions for their interviewees and will have to write a short paragraph that they will read to introduce their interviewees to the class (Carlson, 2011).

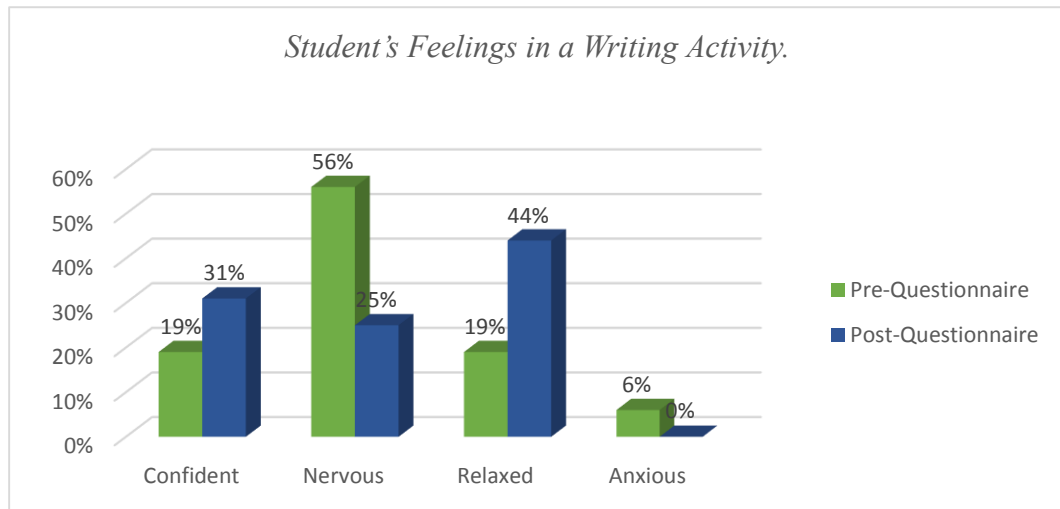
**Question 3:** How do you feel during a writing activity?

**a. Table 4**

*Student's Feelings in a Writing Activity.*

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
<b>Confident</b>	3	19	5	31
<b>Nervous</b>	9	56	4	25
<b>Relaxed</b>	3	19	7	44
<b>Anxious</b>	1	6	0	0
<b>Total</b>	16	100	16	100

**b. Figure 3**



**c. Interpretation and Analysis**

The results in Table 4 indicates that 56% of the students feel nervous during a writing activity. They are afraid of making grammatical mistakes, being misunderstood or misinterpreted by the reader. The fear of negative comments about their writing is another reason why students are nervous when writing. After the intervention plan, 44% of students answered that they felt relaxed and 31% answered they felt confident during a writing activity. They had a clear idea about how to write correct sentences, short dialogues and interviews structuring them correctly.

Graham (cited in Nitinkumar & Bharat, 2017, p. 111) writing attitude is an affective disposition involving how the act of writing makes the author feel, ranging from happy to unhappy, in other words, the more positive attitude students have towards writing, the more energy they spend on the task. The relationship between writing attitude and academic achievement has received rather little attention in the

field of education because writing attitude is highly effective on improving or hindering writing achievement.

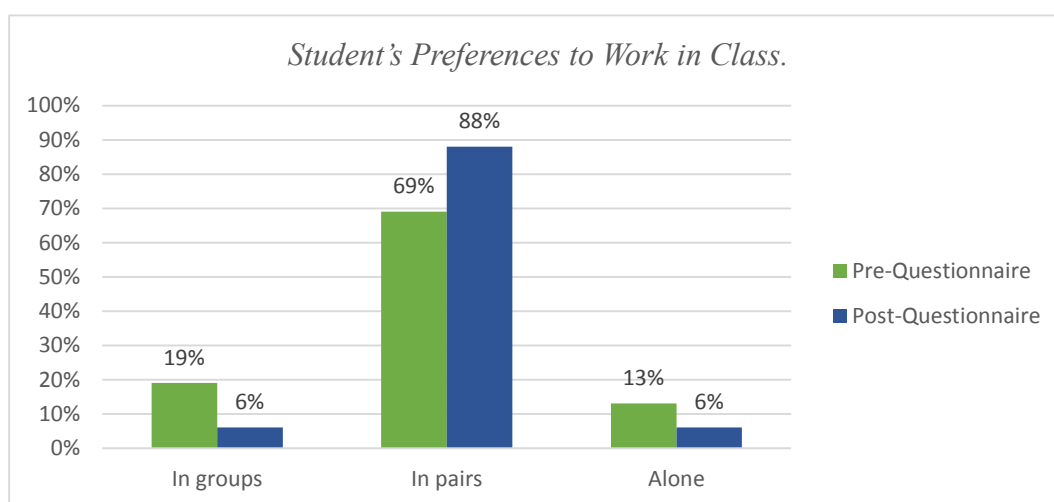
**Question 4:** How do you prefer to work in English class?

**a. Table 5**

*Student's Preferences to Work in Class*

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
In groups	3	19	1	6
In pairs	11	69	14	88
Alone	2	13	1	6
Total	16	100	16	100

**b. Figure 4**



**c. Interpretation and Analysis**

The data presented in Table 5 indicates that 69% of the students prefer to work in pairs. They think that it is better to exchange ideas with a partner where reaching an agreement is not complicated. But unfortunately, they always prefer to work only with the same partner. However, after the intervention plan, the number of students

who indicated the preferences to work in pairs increased from 69% to 88%. They liked to work with different partners in class. They were able to discuss in pairs, they could actually work in a piece of writing answering questions about interviews and worked together in order to generate and share ideas about a topic.

Tran (2001) say that working in pairs or groups, moreover, encourages students to be more involved and enables them to focus on the task. This creates a situation in which students must exchange their ideas. Thanks to the contribution of many individuals, ideas flow easily and students do not get stuck. They can communicate with one another, both in speech and in writing. A feeling of group solidarity and cooperation can be a source of encouragement to both students and teacher. Significantly, it reduces the element of teacher domination, which is an inevitable result of the control and overcorrection described above. (Tran, 2001)

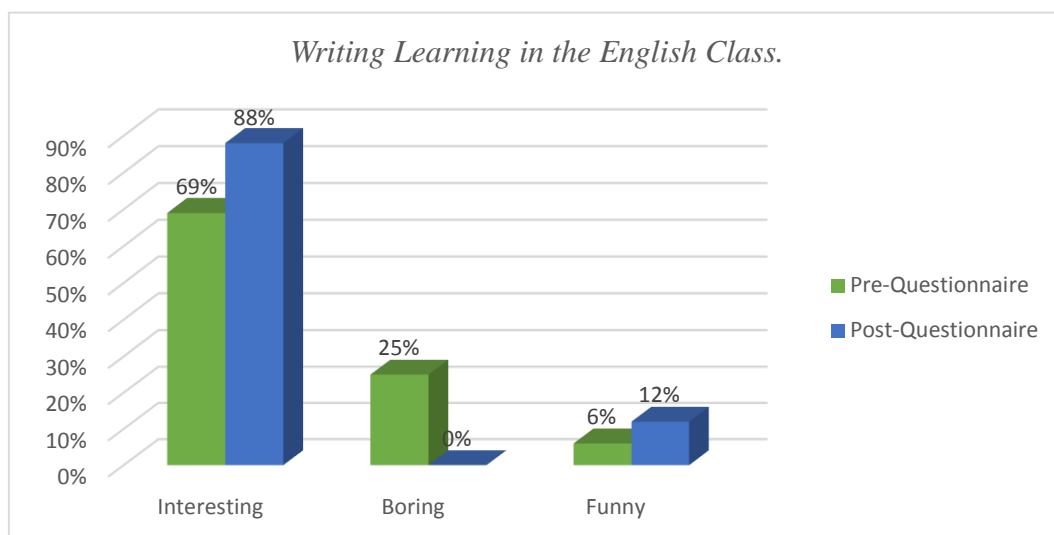
**Question 5:** In the English class the learning writing is...?

**a. Table 6**

*Writing Learning in the English Class.*

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
<b>Interesting</b>	11	69	14	88
<b>Boring</b>	4	25	0	0
<b>Funny</b>	1	6	2	12
<b>Total</b>	16	100	16	100

**b. Figure 5**



**c. Interpretation and Analysis**

In Table 6 the data collected shows that 69% of students indicated that learning writing in the English class was boring. They considered that writing is a boring activity because they were not satisfied with the kind of activities they used to work, and it did not encourage them to write. But after the application of the intervention plan, 88% of students answered that writing was interesting because the topics for writing provided to the students caught their attention and they were pleased with it.

Lindsay and Knight (as cited on Sochorová, 2016, p.10) argues that “writing is very important because helps students to learn: to practice and reinforce the language, to memorize, and record the language. Writing also gives opportunity to go beyond what has been learnt as learners have to take risks when writing”. Furthermore, writing helps to reinforce the grammatical structure, enhance the

students' vocabulary and assist other language skills such as reading, listening and speaking”.

### Post Test Results

**Objective five:** To validate the obtained results after the application of Communicative Language Teaching activities to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year.

#### b. Table 7

*Post-Test Scores of Third Year Students of Bachillerato in Writing Skills.*

Student's code	V	G	PS	P	SCORE
	/2.5	/2.5	/2.5	/2.5	/10
UEMIM001	2.0	2.0	2.5	2.5	9.0
UEMIM002	2.0	2.0	2.5	2.5	9.0
UEMIM003	2,5	2.5	2.5	2.0	9.5
UEMIM004	2.5	2.5	2.5	2.0	9.5
UEMIM005	2.5	2.0	2.5	1.5	8.5
UEMIM006	1.5	1.5	2.5	2.0	7.5
UEMIM007	2.5	2.0	2.0	1.5	8.0
UEMIM008	1.5	1.5	2.0	2.5	7.5
UEMIM009	2.0	2.5	1.5	2.0	8.0
UEMIM010	2.0	2.5	2.5	2.5	9.5
UEMIM011	1.5	2.0	2.0	2.0	7.5
UEMIM012	2.5	1.5	2.5	2.0	8.5
UEMIM013	2.5	1.5	2.5	2.5	9.0
UEMIM014	2.5	1.5	2.5	2.0	8.5
UEMIM015	2.5	2.0	2.5	2.0	9.0
UEMIM016	2.5	2.0	2.5	2.5	9.5
MEAN	2.2	2.0	2.3	2.1	8.6

Note. UEMIM= Unidad Educativa Manuel Ignacio Monteros; 001= Students code; V=Vocabulary; G=Grammar; PS= Parts of Speech; P= Punctuation

#### **a. Interpretation and Analysis**

As it can be appreciated in Table 7, the outcomes show that the students' mean score was 8.62/ 10, which means that they got a Satisfactory Level (see grading scale p.83) in writing skills.

The highest score obtained after the intervention plan was 2.3/2.5 in parts of speech. Students could recognize different part of speech in sentences, paragraphs, and short interviews. On the other hand, the lowest score was 2/2.5 in grammar. Students could write short texts following the grammar structure in present and future.

The scores gathered indicate that Communicative Language Teaching activities were suitable to improve student's writing skills. Students could write short dialogues, scripted role plays and interviews using an appropriate vocabulary, punctuation and grammatical patterns in present and future but they still had problems in expressing their ideas in past tense.

Abu-Ghararh (as cited in Al-Khairy, 2013, p.2) "Writing is the logical organization and arrangement of the written sentences within a paragraph and paragraphs within the units of discourse and the expression of ideas". Writing is a process of communicating with others in which a writer sends his ideas and thoughts in written forms to readers (Hidayati, 2018, p.23). Lindsay and Knight (as cited in Sochorová, 2016, p.10) argues that "writing is very important because helps students to learn: to practice and reinforce the language, to memorize, and record the language. Furthermore, writing helps to reinforce the grammatical structure,



enhance the students' vocabulary and assist other language skills such as reading, listening and speaking”.

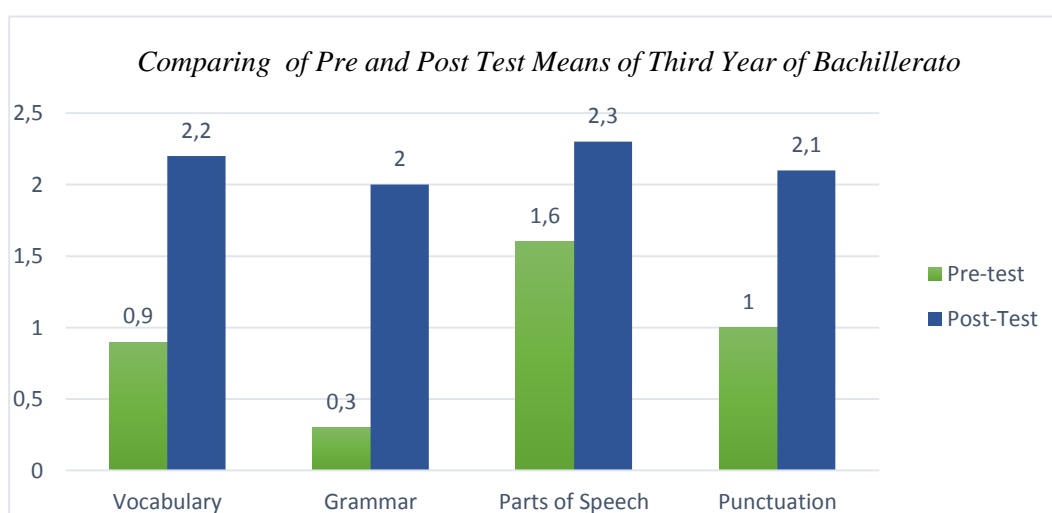
### Comparing Pre and Post Test Means

#### a. Table 8

*Comparing of Pre and Post Test Means of Third year of Bachillerato.*

	Pre Test	Post Test
<b>Vocabulary</b>	0.9	2.2
<b>Grammar</b>	0.3	2.0
<b>Parts of speech</b>	1.6	2.3
<b>Punctuation</b>	1.0	2.1
<b>Total</b>	3.8	8.6

#### b. Figure 6



#### c. Interpretation and Analysis

After the intervention plan, it can be noticed that the application of Communicative Language Teaching activities had a satisfactory effect on the improvement of student's writing skills. Students increased their scores from

0.9/2.5 to 2.1/2.5 in vocabulary. In grammar, students got a growth from 0.3/2.5 to 2.0/2.5. In parts of speech, students increased their scores from 1.6/2.5 to 2.3/2.5 finally, students achieved a growth in their scores from 1.0/2.5 to 2.1/2.5 in punctuation.

The results reflect that the use of Communicative Language Teaching activities helped students to express their opinions, share ideas in a written way. Furthermore, the use of interviews and dialogues helped students to have good relationships among classmates in the classroom.

## **g. DISCUSSION**

The application of Communicative Language Teaching activities among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year, had a satisfactory impact in the writing skills, it is noticed with the results gathered from the application of the Pre and Posttest. The Pre-test score in students was 3.9/10 which was the lowest score and The Post Test score was 8.6/10.

As Richards (2006) says Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom”

The aspects that were evaluated in the Pre and Post-test were based on vocabulary, grammar, parts of speech and punctuation. Students had some limitations in writing skill, they were unable to use parts of speech like nouns, adjectives and prepositions appropriately to express ideas or thoughts in writing. Learners presented problems in grammar, they made mistakes in the word order and the use of sentence structure, verb tenses and with the use of punctuation as well.

After the intervention plan, students improved their writing skills. They could write sentences and connect them to write about a topic using punctuation appropriately and recognizing the parts of speech in the text written.

At the beginning of the intervention plan, students were shy and nervous. They thought that writing was a difficult task that they would not achieve easily, so they did not like to work on writing activities and with their classmates. During the intervention plan, students acquired confidence, they felt motivated to practice writing, but they liked to work only with a partner that they had chosen. At the end of the intervention plan, students' self-confidence increased, students developed the writing activities by themselves, and they learned to work with all the classmates in the classroom.

In the process of the intervention plan, there were strengths as well as weaknesses. The strengths presented were: there were sixteen students in the classroom, it was convenient for the researcher because it was easy to monitor and work with the students easily. The size of the classroom was adequate for the students, which facilitated them to work individually and in pairs as well.

The weaknesses presented were: students were not interested in the subject, they did not have the appropriate material to work; furthermore, the classes started at the first hours, so students came five or ten minutes late to the class.

The application of Communicative Language Teaching activities contributed to the improvement of writing skills in students of third year of Bachillerato. These activities encouraged students to write short dialogues and interviews with the appropriate vocabulary, grammar rules and using punctuation marks.

## **h. CONCLUSIONS**

The limitations presented among students in Third year of Bachillerato “A” at Unidad Educativa Manuel Ignacio Monteros afternoon session were on writing skills. The issues were regarding the structure of affirmative and negative sentences in present, past, and future, the collocation of adjectives in sentences as in Spanish structure, identify parts of speech in sentences, the use of appropriate vocabulary to write dialogues and interviews and the use of commas, period and question marks in questions.

The application of Communicative Language Teaching activities helped students to reduce their limitations in writing. Drill activities, dialogues and interviews allowed students to write questions and answers following grammatical patterns, using the appropriate vocabulary and punctuation.

The use of Communicative Language Teaching activities improved the writing skills satisfactorily. Students learnt to express ideas and thought in a written, they were motivated and interested in the practice of writing. In addition, students learned to work with their classmates in the classroom.

## **i. RECOMMENDATIONS**

Teachers should focus on implementing and working on activities based on writing in order to improve this skill. These activities help students to practice grammatical structures, vocabulary, and punctuation. In this way, students will not face problems to express their ideas and thoughts in writing.

English teachers should use drill activities, interviews, and dialogues to allow students practice writing in an entertaining way. These provide the opportunity to increase the students' knowledge in grammar, vocabulary, and punctuation.

Finally, English teachers should include Communicative Language Teaching activities in the English classroom to improve writing skills because they facilitate the learning of writing. Furthermore, they motivate students to write in an interesting way and promote student's interaction since they have to share ideas and knowledge.

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**k. ANNEXES**



**UNIVERSIDAD NACIONAL DE LOJA**

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

**THEME**

**COMMUNICATIVE LANGUAGE TEACHING  
ACTIVITIES TO IMPROVE WRITING SKILLS AMONG  
STUDENTS IN THIRD YEAR OF BACHILLERATO “A”  
AFTERNOON SESSION AT UNIDAD EDUCATIVA  
MANUEL IGNACIO MONTEROS IN THE CITY OF  
LOJA DURING THE 2018-2019 SCHOOL YEAR**

**AUTHOR**

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**LOJA-ECUADOR**

**2018**

**a. THEME:**

COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO  
IMPROVE WRITING SKILLS AMONG STUDENTS IN THIRD  
YEAR OF BACHILLERATO “A” AFTERNOON SESSION AT  
UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS IN  
THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR

## **b. PROBLEM STATEMENT**

### **Background**

The present research work will be carried out at Unidad Educativa Manuel Ignacio Monteros Valdivieso during the 2018-2019 School year.

The Unidad Educativa Manuel Ignacio Monteros Valdivieso was created with the conviction that education is a right of every human being. It was created for children and teenagers who live in rural sectors or with economic hardship, so that they can receive the same level of education as students from more privileged backgrounds.

The High school was founded in 1990 as Colegio Nacional Nocturno. Because of the growing student's population and new academic offerings, in May 2012 it was elevated to a new category as Unidad Educativa. In 2015, it was merged with Jose Maria Burneo School. Nowadays this educational institution is called Unidad Educativa Manuel Ignacio Monteros Valdivieso, due to the posthumous tribute to Manuel Ignacio Monteros, who was a famous Ecuadorian writer.

Unidad Educativa Manuel Ignacio Monteros is located in the Villonaco avenue "Obrapia" neighborhood in the western part of the city of Loja. It currently has 974 students from Initial to Bachillerato General Unificado and 43 teachers who have professional degrees. This institution offers free education and has two sessions: morning and afternoon.

The students of Unidad Educativa Manuel Ignacio Monteros enjoy a cozy environment that helps to children and teenagers get and develop creative, reflective and critical thinking.

The mission of Unidad Educativa “Manuel Ignacio Monteros” is focused in the science and technology, due to it helps to create competitive, critic and creative students, additionally it comes together with the practice of values to achieve a democratic and practice profile for the future.

The Vision of Unidad Educativa “Manuel Ignacio Monteros” is deliver an excellent education, where the students in Obrapia and rural sectors can receive these benefits, counting with trained teachers; furthermore, it is responsible to create critical, scientific, enterprising students.

### **Current Situation of the Research Problem**

English is considered one of the most important languages around the world due to allows communicating with people from different parts of the world; also it helps to get some better opportunities to work.

English is the first foreign language in the Educational system for this reason is essential in the Education, many countries in the world teach English as a second language because of English, is a dominant language in the science, moreover most of the research and studies in the scientific field are written in English.

In Ecuador, the Ministry of Education wants to train students from the school to High School to get a high level of English and they can learn English as a foreign

language. In the teaching learning process is essential to take into account that teachers need different resources, strategies, methods or approaches so help learners to carry on their activities successfully.

The Communicative Language Teaching (CLT) has been seen as a response to the Audio-Lingual Method, The CLT is an approach used to teach a second and foreign language. According to Chomsky's suggestion the linguistic competence and performance are in fact two separate constructs and Heems's (1966) introduced the concept of communicative competence. The CLT is the most used in the language classroom.

The Communicative activities in the classroom is characterized by trying to produce a real and meaningful communication either in written or oral way.

Writing is an important skill for language production, but it is considered a difficult skill, particularly in English. Writing helps to reinforce the correct grammatical structure, enhance the students' vocabulary and also assists other language skills such as: reading, listening, and speaking.

According to the English National curriculum, is expected students to achieve four important Curricular Threads, which are focuses on the four skills: Speaking, Listening, Reading and writing.

In the Curricular Thread 4, which is focused in the writing skill, the main goal of EGB Superior level is that learners should write short descriptive and informative text related to personal information or familiar topics and use them as a means of communication and written expression of thought; furthermore, learners should

write to describe their feelings/opinions in order to effectively influence an audience, learners should be able to persuade, negotiate and argue.

However, students do not accomplish with this goal since most students do not know how to write simple sentences or write paragraphs according their level, due to the difficulties presented with sentence structure and word order as well as the inappropriate use of colloquial expressions and absence of vocabulary knowledge. Additionally, they are not familiar with English as a foreign language, and they do not know the characteristics of the language in its written form.

The present research project focuses on one of the problem previously mentioned, it is about the non-application of appropriate activities to develop students' language skills.

To diagnose the incidence, the influence on the use of teaching activities, the researcher will carry out an observation process with a group of 17 students at "Manuel Ignacio Montero Valdivieso" High school from third year of Bachillerato "A" in the afternoon session.

## **Research Problem**

HOW DOES COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES IMPROVE WRITING SKILLS AMONG STUDENTS IN THIRD YEAR OF BACHILLERATO "A" AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR?

## **Delimitating of research**

### **Timing**

This present research work will be carried out during the 2018 – 2019 school year.

### **Location**

This research work will be done at Unidad Educativa Manuel Ignacio Monteros Valdivieso, which is a High school located in the city of Loja at Obrapia Neighborhood.

### **Participants**

The participants of this research work will be the students of third year of Bachillerato “A” at Unidad Educativa Manuel Ignacio Monteros Valdivieso who are all about sixteen and seventeen years old; they are seventeen students, ten boys and seven girls and the teacher of this study who is going to take part in the intervention plan.

### **Sub problems**

- What theoretical and methodological references about Communicative Language Teaching activities are adequate to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?



- What are the issues that limit the improvement of the writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?
- What are the phases of the intervention plan that help to the current issues to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?
- Which Communicative Language Teaching activities are implemented to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?
- How effective was the application of Communicative Language Teaching activities to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?

### **c. JUSTIFICATION**

This research project is about “Communicative Language Teaching activities to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year”.

From the social point of view, English language is useful in the daily life due to it is a dominant language in the sciences and also it is immersed in the education, for this reason it is used for communicative purposes.

Writing is a fundamental skill in the teaching-learning process, however the teacher does not focus on improving this ability; consequently, learners in Third Year of Bachillerato at Manuel Ignacio Monteros present a deficiency when they express themselves in a writing. This project based on Communicative Language Teaching activities is the most suitable to improve writing skills.

From the scientific point of view, it is important to carry out this research project because of the researcher will get the appropriate information to give theoretical elements that will be used to design the intervention plan that will be applied during ten weeks, whose purpose is to solve the detected problem.

Since the Educational point of view, this research project is significant due to it will help learners improve the writing skills applying Communicative Language Teaching activities, because it provides different effective activities that encourage students to write and make use of a correct writing.

This research project will be beneficial for the researcher since, it gives the opportunity to get practice and gain experience through it; furthermore, it is also an important point because nowadays is essential to have a professional view in relation to the reality of students that they have about English a second language.

Finally, the development of this research project is a requirement for the researcher to get the Bachelor's degree in Sciences of Education, English language Specialization which is established in the Facultad de la Educación el Arte y la Comunicación of the Universidad Nacional de Loja.

## **d. OBJECTIVES**

### **General Objective**

- To improve writing skills through Communicative Language Teaching activities among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year.

### **Specific Objectives**

- To research the theoretical and methodological references about Communicative Language Teaching activities and its application in writing skills among students in third year of Bachillerato A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year.
- To diagnose the issues that limit the improvement of writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year.
- To design an intervention plan based on Communicative Language Teaching activities to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year.

- To apply the most suitable activities of Communicative Language Teaching to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year.
- To validate the obtained results after the application of Communicative Language Teaching activities to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year.

## **e. THEORETICAL FRAMEWORK**

### **The communicative language teaching approach**

The communicative language Teaching approach (CLT) is the most influential language teaching methodology in the present world. CLT is a better way to teach second or third language to the students (Brown, 2001). Berlin (2005) claimed that communicative approach is underpinning to take on variety of forms, communicative approach is considered as “an umbrella” because it covers four English skills; listening speaking, reading and writing.

CLT is a set of principles about teaching including recommendations about method and syllabus where the focus in on meaningful communication not structured. In this approach students are given tasks to accomplish using language instead of studying the language.

Horwitz (2008) states that CLT class uses “authentic communication” from the beginning class. This means conversation might be important part of CLT. Communicative language teaching (CLT) is different from other methods, particularly the direct method and natural approach. Horwitz (2008) states that teachers in CLT tend to communicate in target language and the teachers do not accept the students’ answer by using the students’ first language, while direct method and natural approach teachers emphasize listening and reading. Manalullaili, M.Ed.(2015). Expresses in her journal about Applying Communicative Language Teaching in Teaching English for Foreign Language Learners in Raden Fatah State Islamic University Palembang.

## **Characteristics of CLT**

Referring to the study about "The use of the Communicative Language Teaching method at the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Larsen-Freeman (2000), Brown (2001), Richards (2006) describe more or less similar key principles of CLT. These are as follows:

- Classroom goals are focused on communicative competence. The target language is a vehicle for communication not only the object of study.
- Language techniques are designed to engage learners to use the language for meaningful purposes.
- Fluency may have to take on more importance than accuracy in order to keep the learners engaged in language use. Accuracy can be judged not in abstract but in context.
- Students have to use language productively and receptively as these are needed in authentic communication.
- Students should be given opportunities to be coached on strategies for how to improve their comprehension, their learning style and process.
- The teacher acts as a facilitator in setting up communicative activities and as an advisor or guide during the activities. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others".

## **Communicative competence**

Chomsky's linguistic theory differentiates two aspects of language, competence 'and performance '. According to him, competence consists of the principal knowledge of the grammatical system of a language, and such knowledge makes it possible for a user of a language to generate and comprehend an unlimited set of sentences out of a limited set of rules, while performance, according to Chomsky, refers to the use of the underlying knowledge to communicate (Newby 2010).

The idea of communicative competence is considered to be the fundamental notion of CLT. Communicative competence includes knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions (Ozsevik 2010). The model of communicative competence suggested by Canale and Swain (1980) and developed by Canale (1983) is considered the most accepted definition of communicative competence for language teaching (Savignon 2002). Communicative competence, based on Canale and Swain (1980) and Canale (1983), involves four components:

- **Grammatical competence:** the knowledge of the sentence structure of a language. This knowledge includes the knowledge of vocabulary, rules of pronunciation and spelling, word formation, and sentence structures.
- **Socio linguistic competence or socio-cultural competence:** This is the ability to comprehend the social context in which the language is used for particular communicative functions, such as describing, negotiating, and persuading,



taking into consideration the roles of the participants, the settings, and the purposes of the interaction.

- **Discourse competence or textual competence:** This is the ability to distinguish diverse models of speech and to connect sentences or utterances to an overall theme or topic and to infer the meaning of large units of spoken or written texts. A person of high-discourse competence is able to use consistent devices such as transitional verbs and conjunctions and is skilled in considering and expressing the meanings of and relationship among different ideas in a text.
- **Strategic competence:** This is the ability to use verbal and nonverbal communication strategies to bridge the potential gaps in communication which arise from either limiting conditions in actual communication or insufficient competence in one or more of the other areas of communicative competence, and to enhance the effectiveness of communication ‘(Canale and Swain 1980). Strategic competence also includes coping strategies to initiate, terminate, maintain, repair, and redirect communication.

As mentioned previously Abahussain, M.O. (2016) in his thesis about Implementing Communicative Language Teaching Method in Saudi Arabia in University of Stirling.

### **Teacher’s role**

The teacher’s role in implementing a communicative learning exercise is somewhat malleable in comparison with other, more instructor-oriented approaches to language learning in traditional language classrooms, the instructor is generally

the dominant figure; the focus of the class is on the teacher, and students may assume a passive role as they receive direct instruction. In the communicative classroom, on the other hand, the focus is on interaction between students. (Çelik, 2014)

Richards and Rodgers (2001) emphasize the teacher's role in this setting as that of a "needs analyst" who is responsible for "determining and responding to learner language needs.

In CLT classroom teacher has to play a dimensional role. He/she has to know when it is high time to play which one role. Breen and Candlin (1980) describe teacher's role as follows:

- Facilitator: Is the person who facilitates the communication between the participants by the various activities and texts.
- Independent participant: He/she has to participate within the learning-teaching group.
- Resource: He/she organizes the resources of the activities or can acting the role of resource being helpful and by giving information to students.
- Researcher: he/she is a learner or researcher with much to contribute in terms of appropriate knowledge and activities, actual and observed experience of the nature of learning and organizational capacities.
- Monitor: during the activities teacher needs to monitor student's performance the instructor should refrain himself from stopping the activity and correcting

the mistakes. The teacher can note down the errors and provide with the suitable feedback at the end of the task.

- Counselor: as a counselor teacher “is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention, hearer interpretation through the use of paraphrase, confirmation and feedback.” (Richards Rogers, 1986; 2001)

### **Role of the students**

In the Communicative approach students are the focal point of classroom activity, assuming primary responsibility for their own learning.

As it is assumed that using a language is the most effective way to learn it (Richards, 2006), students are encouraged to work together to negotiate meaning in order to accomplish a given communicative task; thus, learning activities are highly interactive and may take place in smaller groups or with an entire class. In this context, learners are responsible for choosing which forms of the language they use to convey their messages, rather than following a prescribed lexis (Belchamber, 2007).

The emphasis in CLT leads the students to different roles in the classroom. They can be mentioned in the following terms.

- Communicator: They need to communicate with each other and share their opinions in the class.
- Discoverers: They need to discover how to improve their learning.

- Contributors of knowledge and information: The implication for is that learners should contribute as much as he gains and thereby learn in an independent way.

### **Classroom activities**

Learning activities in a communicative context are drawn from the relevant input in order to develop competencies such interactional ability in real-life settings, skills building, or fluency and accuracy in communication (Nunan, 1989).

In a communicative language classroom, learners are offered chances to practice the language through communicative activities. There are various categorizations of activities that are normally found in a communicative class. According to Littlewood (1981), activities used in CLT are categorized into two essential groups with subgroups under each:

- Pre-communicative activities: These activities emphasize practicing isolated elements of third/foreign language knowledge and skills in order to endow students with a fluent command of the linguistic system and the ability to produce acceptable language rather than merely communicating meanings efficiently.

Most of these activities are associated with drills 'activities, which concentrate mainly on the replication of structural patterns. Activities, classified by Littlewood as quasi communicative, are used to generate links between language structures and their potential functional meanings with the consideration of communicative and structural facts about the target language. Most activities are question-and answer

activities based on classroom situation or social contexts, with the emphasis on practicing linguistic structures.

Another communicative activity mentioned by J. Harmer are pair work, dialogues, interviews and surveys. The goal of all these tasks is to increase the communication. Additionally, in order to support communicative approaches to language teaching Richard and Rodgers mention the activities such as: cue cards, activity cards, “jigsaw”. Moreover, “Finocchiaro and Brumfit offer a lesson outline for teaching the function “making a suggestion” for learners in the beginning level of a secondary school program that suggests that CLT procedures are evolutionary rather than revolutionary” Furthermore, they enlist presentation, oral practice, questions and answers, oral recognition, interpretative activities, oral production activities, evaluation of learning.

As mentioned previously Mielnik, K. (2014) in his article about Teacher’s Grammar: Teaching Beliefs and Practices in Wyższa Szkoła Europejska im. Ks. J. Tischnera Krakowie.

### **Drill activities**

Drills help students to develop quick, automatic responses using a specific formulaic expression or structure, such as a tag ending, verb form, or transformation. Drills can be useful teaching-learning material because they provide practice of small, manageable chunks of language. This helps to build confidence and automatic use of structures and expressions that have been drilled.

Mary Spratt (1991) notes that drills can be either mechanical or meaningful. Mechanical drills are controlled by the teacher who provides drill cues to which students respond. These drills can give beginning students a chance to articulate the new language fluently. Meaningful drills are controlled by the teacher as well as by the students who must understand the drill cues in order to respond. Meaningful drills are more desirable than mechanical drills because they provide a reason for speaking and are thus more engaging and motivating.

### **Types of drills**

A drill come in various forms—repetition drills, substitution drills, and transformation drills are among the main types. Each type of drill can be meaningful or mechanical, depending upon how you develop it.

### **Substitution Drills**

Substitution drills are slightly more interactive than repetition drills because teachers usually give students practice in changing a word or structure in response to a prompt or cue from the teacher or another student. The teacher's prompt can be a whole sentence, a word, a phrase, or a picture. Here is a mechanical substitution drill using a single-word (in italics) prompt:

**Teacher:** You're a student, aren't you?  
farmer

**Students:** You're a farmer, aren't you?

**Teacher:** You're a farmer, aren't you?  
accountant

**Students:** You're an accountant, aren't you?

## **Transformation Drills**

Transformation drills involve changing the structure of a sentence. If the cue is I like ice cream, for example, the response in a positive to negative statement transformation drill could be I don't like ice cream. Raymond Clark (1987, 84) lists these types of transformations:

- Statement to question: e.g., I like ice cream. To: Do you like ice cream?
- One tense to another tense: e.g., I'm going shopping. To: Yesterday I went shopping.
- Active to passive: e.g., The teacher gave them the answers. To: They were given the answers by the teacher.

Teachers will find it relatively easy to develop substitution and transformation drills to provide students with practice in automatic manipulation of a form.

## **Dialogues**

Dialogues are popular activities in ESL textbooks for a number of linguistic as well as cultural reasons. You can use or adapt dialogues to:

- Demonstrate grammar in context
- Facilitate conversation—This may parallel grammar instruction, but also gives specific language practice
- Provide recreation such as a skit—These dialogues are bridging activities that provide spontaneous use of learner knowledge.

Dialogues are primarily used to provide speaking practice but can also develop

listening. Dialogues are used to introduce and practice a function, structure, or vocabulary, and to illustrate degrees of politeness, levels of formality, and values and attitudes of the target culture.

Dialogues are useful for listening to and practicing pronunciation, intonation, and other phonological features. It can be combined with writing by having students make comics with pictures and bubble dialogue boxes to fill in. You may develop longer dialogues to provide a stimulus to problem solving and discussion about a topic. For example,

**A:** Hello. May I help you

**B:** No thanks. I'm just looking

**A:** Well, let me know if you need anything.

**B:** Okay, thank you.

### **Role Play**

Role play is a way of bringing situations from real life into the classroom. It may also include plays, dramas, sociodramas, and simulation.

In role play, students need to imagine a role, a context, or both and improvise conversation. The context is usually determined, but students develop the dialogue as they proceed (Doff, 232). This differs from reading a dialogue aloud (except with Readers' Theatre discussed later in this section). In this sense, the cue card variation to dialogues could also fit under the umbrella category of role plays.

### **Role Information**

Interview role plays allow the students to develop their characters as much or as little as they like. For role plays such as interviews, you may prefer students to play



themselves. It is worth adding emotions or attitudes to the role play. For example, you may write on a role card: *you are a grumpy, young woman, tired from a long day's shopping*. Such instructions may add difficulty but can lead students to develop the role play and the character more fully as well as experiment with social and cultural factors in the character's interactions. Allowing student input into character development increases their investment in the role play.

### **Scripted Role Play**

Based on Byrne (1986) this type involves interpreting either the textbook dialogue or reading text in form of speech. The main functions of the text after all is convey the meaning of language items in memorably way.

To demonstrate a role play activity based on the dialogue, the procedures given by Doff is as follows:

4. First, teacher guides the role play by writing prompts
5. If necessary, go through the prompts one by one, and get students to give sentences or questions for each one.
6. Call two students to the front, one plays the role as A and the another one as B.

They should improvise a conversation. The conversation should be similar to the one in the textbook, but not exactly.

Based on these procedures, it can be said that the ways of organizing this dialogue can be carry out into pair of students who would improvise a conversation in front of class. Teacher can also ask the students to practice the conversation privately with their partners before, they act it out in front class.

## INTERVIEWS

The classroom interview activity requires students in the class to pair up and interview each other. The interview is for the purpose of getting to know the other individual. Students will be required to come up with their own questions for their interviewees and will have to write a short paragraph that they will read to introduce their interviewees to the class.

### Other activity types in CLT

Many other activity types have been used in CLT, among which are the following:

**Task-completion activity:** puzzles, games, map reading and other kinds of classroom tasks in which the focus was on using one's language resources to complete a task.

**Information gathering activities:** Students conduct survey, searches in which students were required to use their linguist resources to collect information.

**Reasoning gap activities:** these involve deriving some new information from given information through the process of inference, practical reasoning etc.

**Opinion-sharing activities:** activities where students compare values, opinions and beliefs.

- **Communicative activities:** These require learners to use and integrate their pre-communicative knowledge and skills for real communication of meaning. Littlewood further divided these activities into two subcategories: functional communication activities, such as problem-solving and information-gap activities; and social interaction activities, such as simulation and role-playing,

requiring learners ‘imagination in a situation or adopting a specific role to act out accordingly.

### **Writing skill**

Writing is an important skill for language production, but it is considered a difficult skill, particularly in English as a second language. Writing is the one of the basic skills of the English language. The EFL teachers include writing skills in the syllabus because this is an essential element for students' academic success. (Kellogg, 2008) because writing helps to reinforce the grammatical structure, enhance the students’ vocabulary and assist other language skills such as reading, listening and speaking. (Fareed, Ashraf& Bilal 2016)

Writing is a complex intellectual task that involves various language and cognitive skills, everything from punctuation and mechanics to grammar and word choice. (National curriculum guidelines 2016).

Writing in CLT is transferring ideas to paper. Devorak (1986) stated that writing is an activity that transfers thoughts to paper, which focuses on language form; grammatical and lexical structure. (Lee & Vanpatten, 1995) suggested teachers attempt to give opportunities to students to write starting from a short paragraph. Sokolik (2003) added that writing is not only need product but also need process of writing, the teachers might give chances to brainstorming, drafting and revision and explain the purpose of writing assignment. Teachers’ feedback is important to develop students’ communicative ability; because when teachers give negative feedback, students are going to give up writing.

Sokolik. (2003) offered a positive feedback by using summary comment to students about what they should do in writing and give suggestion for students' next writing agrees Dahland. A. (2015).

### **Purpose of Writing**

Wayne, (2010) manifests that there are some reasons for writing: people write to inform, to persuade, to entertain and to describe various things in their daily life. Three factors must be considered at the moment to write: the subject, the purpose, and the audience.

One of the biggest problems facing many writers is deciding what to write about. Much of the time, the subject is determined for students by the teacher or professor.

The purpose of writing has an influence on the style and format used. The style of writing is to inform readers of the advantages of recycling will be much different than the style used for describing an amusing summer vacation story for English writing class (Wayne, 2010).

The audience that is being written to will also influence the style that is used. Remember that different audiences have different expectations and the writing style should reflect this. In college classes the audience is most likely the professor.

In these cases, the style of writing should be very formal and exact. Slang, idiomatic expressions, and inappropriate vocabulary should never be used. On the other hand, if writing a short story for an English creative writing class, the style

used will be much less formal. The use of slang, idioms, questionable vocabulary, and grammatical correctness may be welcomed to maintain the readers interested and enhance the entertainment value of the assignment (Wayne, 2010).

### **Types of writing**

There are four basic types of writing:

**Expository:** providing and explaining credible information and straightforward facts. It is used in textbooks, informing or business letters, news articles, announcements, reports, advertisements, invitations, instructions, recipes, etc.

**Descriptive:** depicting a person, thing, place or event in a detailed manner. It is used in letters to a friend, journal writing, characteristic, poetry, fiction, instructions, etc.

**Persuasive:** giving opinion, argument, and justification. It is aimed at influencing readers and gaining their agreement or action. It is used in editorials, reviews, advertisements, covering letters, letters of complaint, etc.

**Narrative:** describing experience, event or telling a story containing characters and dialogues. It is used in novels, short stories, poetry, biographies, personal letters, etc.

Each text is written in a different mode and claims a different communicative function: to inform, to explain, to describe, and the like. To give an illustration, in a personal letter there can appear all modes and almost all possible communicative

functions. Whereas in a newspaper article prevailing will be expository mode and communicative function will be to inform. (Sochorova, 2016)

### **Writing Descriptors**

Montaño (2016) says that writing skills comprises a number of elements that students need to be aware about when writing.

### **Grammar**

Grammar is the mental system of rules and categories that allows humans to form and interpret the words and sentences of the language. Grammar also adds meaning that are not easily inferable from intermediate context. (Hasan 2015).

English Club (2009) defines grammar as the system of language. Grammar is sometimes described the “rules” of a language; but in fact no language has rules.

### **Vocabulary**

It is understood as the group of words a person knows and uses in his or her talking or writing to communicate ideas. According to Harmer (2010), the meaning of a word can be also defined by its relationship to other words. Using words appropriately means knowing which grammatical slots they can go into. To be able to do this, it is necessary to know what part of speech a word is.

### **Parts of speech**

The basic parts of speech include: noun, pronoun, verb, adjective, adverb, preposition, and article.

**A noun:** is a word describing who or what in a sentence; it can be a person, place or thing. They can be proper and common nouns.

**A pronoun:** can be used in place of nouns. They can be personal pronouns, possessive pronouns, reflexive, reciprocal, demonstrative, and indefinite pronouns.

**A verb:** is a word used in a sentence to explain what a noun is doing or to explain what is being done to a noun. It is an action word. It can also express emotional/psychological response or action, or a state of being.

**An adjective:** is a descriptive word used in sentences to modify or describe nouns or pronouns, and they precede them most of the times.

**An adverb:** is a modifier of verbs, adjectives, other adverbs, or sentences they enhance one of this types of words or sentences.

**A preposition:** is used to join parts of sentences sense without it. They can be prepositions of place or location and prepositions of time.

**An article:** it precedes a singular noun when it doesn't express a general thing. In some cases, plural forms of nouns are also preceded by an article, but when plural nouns are specific.

## **Mechanics**

### **Spelling**

In dictionaries, the definition of spelling can be found as the formation of words with the correct letters in the correct order. A writer must rely his or her own memory for spelling words correctly since it is difficult to remember the large

amount of rules for spelling a word. When doubting, the writer should search the words on a dictionary.

### **Punctuation**

Punctuation, in all languages, is derived from unique cultural conventions. Many languages can have similarities, but each language has its own set of rules. Punctuation helps to better organize and define language communication.

Without punctuation, there can be confusion and misunderstanding in sentences. The most common punctuation marks are: periods, question marks, exclamation points, comma, semicolon, colon, parentheses, dashes (hyphens), quotation marks, ellipses, apostrophes, brackets, slashes (Capella University, 2008).



## **f. METHODOLOGY**

Action research in education is used to improve teaching and learning process, this kind of research can benefit teachers, students, colleagues, manager, administrators since they take a fundamental part in this process. Elliot (1981) has defined action research as “the study of a social situation with a view to improving the quality of action within it”. Action research is carried out by practitioners seeking to improve their understanding of events, situations and problems so as to increase the effectiveness of their practice.

The aim of action research is to solve the immediate and pressing day to day problems of practitioners. Action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the social goals science by joint collaboration within a mutually acceptable ethical framework. Rapoport (1970)

The choice of this action research will help to foment the use of Communicative Language Teaching activities in the English classes. Action research will allow the teacher candidate become a participant of this process due to he/she is going to intervene in the problematic situation through Communicative Language Teaching activities in order to improve writing skill among third year of Bachillerato afternoon session at Unidad Educativa Manuel Ignacio Monteros during 2018-2019 school year.

Action research helps to the teacher candidate, who is the principal participant in this research project to find the immediate solution to the issue of writing skills

in the students who are also the participants in this process have showed different problems in writing skill due to the lack of implementation of Communicative Language Teaching activities to teach English as a foreign language.

## **Methods, Techniques and Instruments**

The present research project will be carried out considering the most appropriate activities, which guide the researcher to use and apply them in the different action research steps. They are the following:

**The scientific method:** this method will be used as a general method; it helps to the researcher to gather the appropriate theoretical references about the two variables; Communicative language Teaching Activities and writing skills

**Descriptive method:** it will be used by the researcher because is designed to gather information about the object of the study, it describes the nature of the situation and explore the causes of the problem.

**Analytic synthetic method:** this method analyzes the gathered information through the observation sheets, pre- post questionnaire and pre- posttest, in order to provide the respective conclusions according to the result.

**Statistic method:** it will be used to analyze or present the data gathered from all collecting data instruments in quantitative and qualitative way. It helps to represent the information collected in tables and graphs to indicates the percentages to finally draw the conclusions

## **Techniques and Instruments**

**Data collection:** in order to collect the respective data for this research project, the researcher will use the quantitative and qualitative elements. Qualitative research is used to uncover trends in thought and opinions, and dive deeper into the problem meanwhile the quantitative research is used to quantify the problem by way of generating numerical data or data can be transformed into usable statistic. However, both quantitative and qualitative employ similar approaches such as, interviews or observation to collect data.

**Tests:** The test will refer a numerical score by which the researcher will calculate the mean to compare the Pre and Post, test results. Test allow the teacher to measure to students of third year of Bachillerato “A” at Unidad Educativa “Manuel Ignacio Monteros” the knowledge reflecting in a numerical way about writing and diagnose the strength and weaknesses.

**Pre-test and Post-test:** they will be applied at the beginning and at the end of the intervention plan; at the beginning the researcher will provide a preliminary test in order to measure the performance of writing skill before the participants. After the treatment of the intervention plan the researcher will apply a posttest at the end to measure again the performance of the writing skill to make a pre-test and post-test comparison of the cognitive dimension of the performance of writing skill of the participants of third year of Bachillerato “A” at Unidad Educativa Manuel Ignacio Monteros.

**Questionnaires:** this will be given to the participants to answer questions related to their attitudes and feelings toward Communicative Language Teaching activities.

It will be applied at the beginning of the intervention plan to obtain information from students, analyzing the perception of the students about writing inside the classroom, then at the end of the intervention plan the same questionnaire will be used in order to verify if Communicative language teaching activities had a positive impact on students and also to know if this activity helped to improve student's writing skills.

**Observation:** it will allow the researcher to know about the different problems that face students of Third year of Bachillerato "A" at Unidad Educativa Manuel Ignacio Monteros during their English classes. There will be two types of observations as detailed below.

**Nonparticipants observation:** in this case the researcher is not involved directly in the situation. The researcher just observes and takes notes for herself about the different student's behavior but not interact or participate in the study. The objective of this non-participant is identify the issue of this research project so the researcher will use an observation sheet as an instrument.

**Observation sheet:** it is a meaningful instrument used whether in the participant and non-participant observation in order to record the different participants' behavior show on both variables. The performance of the basic writing skill and the different attitudes toward Communicative Language Teaching activities. The

observation sheet is used to describe both variables of the action research (Communicative Language Teaching activities) and (writing skill)

**Participant Observation:** in this observation the participants takes an important part in this process due to the researcher will participate deliberately in the problematic through Communicative Language Teaching activities to improve writing skill among students of third year of Bachillerato “A” at Unidad Educativa Manuel Ignacio Monteros” during 2018-2019 academic year.

**Field notes:** the researcher will take notes using a diary to record what happens in the classroom during or after their observation. The notes are intended to be read as evidence; it will help to write the findings during the intervention.

**Population:** the population that will intervene in the research project are the teacher who teaches in the institution, and the students of the high school, they are seventeen students of third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros which are ten boys and seven girls.

### **Intervention Plan Description**

The intervention plan is designed based on a lesson plan models which contain three important stages: First, the activation (before), connection (during) and finally affirming (After). This lessons plan will cover 30 hours of instructions in ten consecutive weeks of treatment.

### **Activation**

In this stage, teacher creates a special environment through warm up activities in order to motivate students, furthermore; teacher plays a fundamental role due to he/she is the person in charge of activate the prior knowledge or transmitting the new knowledge to the student using flash card or different material to catch the student's attention.

### **Connection**

In this phase students and teacher works in a same way, teacher acts a facilitator meanwhile students play an active part in the classroom developing different activities from work sheets or activities form their books, in addition they have the opportunity to interact with each other developing the four basic skill, in this way teacher can identify if the class was clearly.

### **Affirming**

In this last stage, students take an active part due to they develop activities by themselves through assessment sheets, quiz or test to evaluate the knowledge acquired during the class, another way to prove the class attention is through homework, students develop their activities in their homes. Some activities that are will developed are: group work, pair work and games.

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**INTERVENTION AND OBSERVATION PLAN WEEK N° 1**

**INFORMATION DATA**

<b>INSTITUTION</b>	: Unidad Educativa Manuel Ignacio Monteros	<b>PARTICIPANTS:</b> 3rd BGU “A”
<b>TEACHER</b>	: Lcda. Rita Granda	<b>SCHOOL YEAR:</b> 2018 – 2019
<b>TEACHER CANDIDATE</b>	: Zuly Carolina Pucha Agüinsaca	<b>TOPIC</b> : Renewable Energy

<b>RESEARCH PROBLEM:</b> How does Communicative Language Teaching activities improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to improve writing skills emphasizing in the main aspects such as: Vocabulary, grammar, parts of speech and, punctuation.		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To use collocations to make a new concept.</li> <li>To use prefixes and suffixes to make new words from root words</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
<b>Structure</b>  Collocation  Prefixes and suffixes	<b>ACTIVATION</b> <ul style="list-style-type: none"> <li><b>Warm up Activity:</b> Teacher candidate asks students and makes a brainstorming on the board about the environmental problems, and the different forms of renewal energy..</li> </ul>	Flashcards  Student’s book B1.2  Teacher’s book  Worksheets

<p><b>Vocabulary</b></p> <p>Irrigation, rays, resources, solar panels, windmills, endangered species, global warming, greenhouse gases, renewable energy, sustainable, development, consumption, conversion, force.</p>	<ul style="list-style-type: none"> <li>• Teacher candidate presents some flashcards related to the topic (consumption, conversion, force, irrigation, rays, resources, solar panels, global warming, greenhouse gases, renewable energy, sustainable development)</li> <li>• Teacher candidate explains the use of collocations, then provides some examples about it.</li> <li>• Teacher candidate explains the use of prefix and suffix to form new words from roots words.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher candidate asks students to develop activities on their books, then they write sentences related to the topic using the vocabulary learnt on their notebooks.</li> <li>• Teacher candidate asks students to develop activities from a worksheet</li> <li>• Teacher makes groups of four students to discuss about the Renewable energy.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Students write sentences using collocations.</li> <li>• Learners write sentences using the new words formed with prefix and suffixes.</li> <li>• In pairs students write a short conversation about the environmental problems using collocations and the new words learned in this lesson.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• In an assessment sheet students develop exercises related to collocations, prefixes and suffixes.</li> <li>• Students complete the Pre-test and Pre-Questionnaire</li> </ul>	
<b>MONITORING PLAN:</b> Data source 1: Pre-Test and Pre-Questionnaire  Data source 2: Assessment sheet  Data source 3: Student's written examples		
<b>SUPPORT:</b> Coaching and guidance from Teacher Advisor		
<b>DATE/TIME:</b> November 19 <sup>th</sup> to November 23 <sup>rd</sup> , 2018		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state University, Sochorova, K. (2016). Approaches to teaching writing in English in Final years as Secondary Schools. Universitas Masarykiana Brunensis.*

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**INTERVENTION AND OBSERVATION PLAN WEEK N° 2**

**INFORMATION DATA**

<b>INSTITUTION</b>	: Unidad Educativa Manuel Ignacio Monteros	<b>PARTICIPANTS:</b> 3rd BGU “A”
<b>TEACHER</b>	: Lcda. Rita Granda	<b>SCHOOL YEAR :</b> 2018 - 2019
<b>TEACHER CANDIDATE</b>	: Zuly Carolina Pucha Agüinsaca	<b>TOPIC</b> : Renewable Energy

<b>RESEARCH PROBLEM:</b> How does Communicative Language Teaching activities improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to improve writing skills emphasizing in the main aspects such as: Vocabulary, grammar, parts of speech and, punctuation.		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To use Passive Voice when emphasizing actions.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
<b>Structure</b>  Passive Voice in simple present, Present Progressive and Simple Past	<b>ACTIVATION</b> <ul style="list-style-type: none"> <li><b>Warm up Activity:</b> Students play the game “hot seat” to remember the vocabulary learnt in previous topic.</li> </ul>	Flashcards Student’s book B1.2 Teacher’s book Worksheets

<p><b>Vocabulary</b></p> <p>Irrigation, rays, resources, solar panels, windmills, endangered species, global warming, greenhouse gases, renewable energy, sustainable, development, consumption, conversion, force.</p>	<ul style="list-style-type: none"> <li>Teacher candidate explains the use of Active and Passive voice in simple present, present progressive and simple past (affirmative and negative) then write on the board different examples about it</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Teacher candidate asks students to develop activities from a worksheet.</li> <li>Teacher divide the class in two groups, the first group write sentences in Active voice, then the second group change it in passive voice</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>Students write in a piece of paper a short paragraph about the environmental problems</li> <li>Students develop activities from assessment sheets about Active and Passive voice.</li> <li>In groups of 3 or 4 students investigate the different forms or renewable energy available.</li> </ul>	
<p><b>MONITORING PLAN:</b> Data source 1: Student's written examples</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Teacher Advisor</p>		
<p><b>DATE/TIME:</b> November 26<sup>th</sup> to November 30<sup>rd</sup>, 2018</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state University, Sochorova, K. (2016). Approaches to teaching writing in English in Final years as Secondary Schools. Universitas Masarykiana Brunensis.*

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**INTERVENTION AND OBSERVATION PLAN WEEK N° 3**

**INFORMATION DATA**

<b>INSTITUTION</b>	: Unidad Educativa Manuel Ignacio Monteros	<b>PARTICIPANTS:</b> 3rd BGU “A”
<b>TEACHER</b>	: Lcda. Rita Granda	<b>SCHOOL YEAR:</b> 2018 - 2019
<b>TEACHER CANDIDATE</b>	: Zuly Carolina Pucha Agüinsaca	<b>TOPIC</b> : Conserving the Environment

<b>RESEARCH PROBLEM:</b> How does Communicative Language Teaching activities improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to improve writing skills emphasizing in the main aspects such as: Vocabulary, grammar, parts of speech and, punctuation.		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To use active and passive voice</li> <li>To talk about environmental issues and how to conserve the environment.</li> </ul>		
<b>CONTENTS</b>  <b>Structure</b> Passive voice in Future Present Perfect	<b>INSTRUCTIONAL FOCUS</b>  <b>ACTIVATION</b> <ul style="list-style-type: none"> <li>When the message reaches the end of the chain, the last person writes it, on the board.</li> </ul>	<b>CLASSROOM RESOURCES</b>  Flashcards Dictionary Student´s book B1.2

<p><b>Vocabulary</b></p> <p>Compost, conservation, environment, extinction, pesticide, pollution, recycling, reforestation, smog, waste.</p>	<ul style="list-style-type: none"> <li>• Teacher presents some flashcards about the new vocabulary (Compost, conservation, environment, extinction, pesticide, pollution, recycling, reforestation, smog, waste.)</li> <li>• Teacher explains about how to form the passive voice in the future, present perfect and writes some examples on the board.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher candidate helps learners to use the dictionary to look up the meaning of new words, and then they write sentences using the new words learnt in this topic on the board.</li> <li>• Teacher asks students to write 5 sentences using active voice then change it to passive voice on their notebooks, and then learners develop activities from their books.</li> <li>• Teacher and students makes a brainstorming of some facts about the environmental issues on the board.</li> <li>• Teacher makes a group of two students, the first student write on the board three sentences with Active voice then the second students change it to passive voice on the board.</li> </ul>	<p>Teacher's book</p> <p>Worksheets</p> <p>Notebooks</p>
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	<b>AFFIRMING</b> <ul style="list-style-type: none"> <li>• Students develop activities from the assessment sheet about active and passive voice in Present perfect.</li> <li>• Students write five ideas about how to conserve the Environment.</li> <li>• Students write a short paragraph about the ways to conserve the Environment.</li> </ul>	
<b>MONITORING PLAN:</b> Data source 1: Assessment sheet  Data source 2: Student's written examples		
<b>SUPPORT:</b> Coaching and guidance from Teacher Advisor		
<b>DATE/TIME:</b> December 3 <sup>rd</sup> to December 7 <sup>th</sup> , 2018		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state University, Sochorova, K. (2016). Approaches to teaching writing in English in Final years as Secondary Schools. Universitas Masarykiana Brunensis.*

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**ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK N° 4**

**INFORMATION DATA**

<b>INSTITUTION</b>	: Unidad Educativa Manuel Ignacio Monteros	<b>PARTICIPANTS:</b> 3rd BGU “A”
<b>TEACHER</b>	: Lcda. Rita Granda	<b>SCHOOL YEAR:</b> 2018 - 2019
<b>TEACHER CANDIDATE</b>	: Zuly Carolina Pucha Agüinsaca	<b>TOPIC</b> : Conserving the Environment

<b>RESEARCH PROBLEM:</b> How does Communicative Language Teaching activities improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to improve writing skills emphasizing in the main aspects such as: Vocabulary, grammar, parts of speech and, punctuation.		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>• To use active and passive voice</li> <li>• To talk about environmental issues and how to conserve the environment.</li> </ul>		
<p style="text-align: center;"><b>CONTENTS</b></p> <p><b>Structure</b></p> <p>Past perfect tense</p>	<p style="text-align: center;"><b>INSTRUCTIONAL FOCUS</b></p> <p><b>ACTIVATION</b></p> <p><b>Warm up Activity:</b> Teacher candidate divides the class in groups of 2 or 3 students, then writes on the board some definitions about the vocabulary learnt in the previous</p>	<p style="text-align: center;"><b>CLASSROOM RESOURCES</b></p> <p>Flashcards</p> <p>Dictionary</p> <p>Student’s book B1.2</p> <p>Notebooks</p>

<p><b>Vocabulary</b></p> <p>Compost, conservation, environment, extinction, pesticide, pollution, recycling, reforestation, smog, waste.</p>	<p>topic. Students choose the appropriate word for each definition</p> <ul style="list-style-type: none"> <li>Teacher explains about how to form the passive voice in past perfect tense (affirmative and negative) then, writes some examples on the board</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Teacher asks students to write 6 sentences using active voice then change it to passive voice on their notebooks.</li> <li>Teacher makes a group of two students, the first student write on the board three sentences with Active voice then the second students change it to passive voice on the board.</li> <li>Students develop the activities on their books.</li> <li>Teacher dictates to the students a short paragraph about “The environment” students have to write it on their notebooks.</li> <li>Students prepare a role play about how to conserve the Environment.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>Students develop activities from the assessment sheet about active and passive voice in Past perfect tense.</li> <li>Student re-write sentences about Passive voice in Future</li> </ul>	<p>Teacher’s book Worksheets</p>
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	<p>Present Perfect and past perfect tense.</p> <ul style="list-style-type: none"> <li>Students write a short paragraph about the ways of conserving the environment using the grammar learned in this lesson.</li> </ul>	
<p><b>MONITORING PLAN:</b> Data source 1: Assessment sheet</p> <p>Data source 2: Student's written examples</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Teacher Advisor</p>		
<p><b>DATE/TIME:</b> December 10<sup>th</sup> to December 14<sup>th</sup>, 2018</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state University, Sochorova, K. (2016). Approaches to teaching writing in English in Final years as Secondary Schools. Universitas Masarykiana Brunensis.*

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**INTERVENTION AND OBSERVATION PLAN WEEK N° 5**

**INFORMATION DATA**

<b>INSTITUTION</b>	: Unidad Educativa Manuel Ignacio Monteros	<b>PARTICIPANTS</b> : 3rd BGU “A”
<b>TEACHER</b>	: Lcda. Rita Granda	<b>SCHOOL YEAR</b> : 2018 - 2019
<b>TEACHER CANDIDATE</b>	: Zuly Carolina Pucha Agüinsaca	<b>TOPIC</b> : Green Products

<b>RESEARCH PROBLEM:</b> How does Communicative Language Teaching activities improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to improve writing skills emphasizing in the main aspects such as: Vocabulary, grammar, parts of speech and, punctuation.		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To identify the topic sentence in a paragraph</li> <li>To write an informative text using a topic sentence, supporting sentences and conclusion.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
<b>Structure</b>  Paragraph organization	<b>ACTIVATION</b> <ul style="list-style-type: none"> <li><b>Warm up Activity:</b> Teacher candidate gives an explanation about Green Products then tells students that there are products which are</li> </ul>	Flashcards  Notebook  Student’s book B1.2

<p><b>Vocabulary</b></p> <p>Words related to environmental issue.</p> <p><b>Key Expressions</b></p> <p>To tune up</p> <p>To handle</p>	<p>considered environmentally friendly, then asks students that name some green products they are familiar with.</p> <ul style="list-style-type: none"> <li>• Teacher candidate makes a review about the vocabulary learnt in the previous lesson.</li> <li>• Teacher candidate explains about the parts of a paragraph (Topic sentence, supporting sentence and conclusion)</li> <li>• Teacher candidate explains the meaning of the key expression (Tune up, Handle)</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher candidate makes a brainstorming with the students about the pollution, then write a paragraph in order to explain the paragraph organization.</li> <li>• Teacher candidate presents on the board paragraphs and students identify the different parts of a paragraph.</li> <li>• Teacher candidate asks students to develop activities on their books.</li> <li>• Teacher writes three questions on the board, and then students answer these questions next, interchange information among them.</li> </ul>	<p>Teacher's book</p>
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	<b>AFFIRMING</b> <ul style="list-style-type: none"> <li>• Students identify the three parts of a paragraph (topic sentence, supporting sentence, conclusion)</li> <li>• Students complete activities on an assessment sheet about the key words learnt in this lesson.</li> <li>• Students write a short paragraph about the benefits of green products using the words related to the topic and applying the paragraph organization, then they present it in front of the class.</li> </ul>	
<b>MONITORING PLAN:</b> Data sources1: Assessment sheet  Data source 2: Student's written examples		
<b>SUPPORT:</b> Coaching and guidance from Teacher Advisor		
<b>DATE/TIME:</b> December 17 <sup>th</sup> to December 21 <sup>st</sup> , 2018		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state University, Sochorova, K. (2016). Approaches to teaching writing in English in Final years as Secondary Schools. Universitas Masarykiana Brunensis.*

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**INTERVENTION AND OBSERVATION PLAN WEEK N° 6**

**INFORMATION DATAG**

<b>INSTITUTION</b>	: Unidad Educativa Manuel Ignacio Monteros	<b>PARTICIPANTS</b> : 3rd BGU “A”
<b>TEACHER</b>	: Lcda. Rita Granda	<b>SCHOOL YEAR:</b> 2018 - 2019
<b>TEACHER CANDIDATE</b>	: Zuly Carolina Pucha Agüinsaca	<b>TOPIC</b> : In the long Run

<b>RESEARCH PROBLEM:</b> How does Communicative Language Teaching activities improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to improve writing skills emphasizing in the main aspects such as: Vocabulary, grammar, parts of speech and, punctuation.		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To use relative clauses to connect sentences.</li> <li>To use idioms to talk about environmental issues and green products</li> <li>To associate contexts with idioms meaning.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
<b>Structure</b> Relative clauses	<b>ACTIVATION</b> <b>Warm up Activity:</b> Before students see the idioms they are going to learn in the lesson, teacher’s writes	Flashcards Student’s book B1.2 Teacher’s book

<p><b>Vocabulary</b></p> <p>Day in and day out</p> <p>In the long run</p> <p>Not believe one's eyes</p> <p>Pay through the nose</p> <p>Run out</p>	<p>the phrases below on the board, but jumble the words up, then students try to rearrange the word order to create the idiomatic expression.</p> <ul style="list-style-type: none"> <li>• Teacher makes a revision about the previous lesson.</li> <li>• Teacher candidate presents flash card about idiomatic expressions (Day in and day out, in the long run, not believe one's eyes, pay through the nose, run out)</li> <li>• Teacher candidates explains about relative clauses and relative pronouns then provides examples about it.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher candidate asks student to develop activities on their books, then learners read a short dialog about the environment and match each expression with its meaning in a worksheet.</li> <li>• Students complete a chart with their own information and use it to make a dialog with a partner.</li> <li>• Teacher makes four questions, in a piece of paper learners answer the questions related to green products. (Why you selected this particular type of product? How it is made? What it is used for; What the advantage and disadvantage of this form of energy)</li> </ul>	
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	<ul style="list-style-type: none"> <li>Teacher makes two groups of students, the first group write on the board five sentences using the new vocabulary learnt in this unit, then the another one re-write this sentences using relative clauses.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>Students develop the activities from the assessment sheet related to the idiomatic expressions learned in this unit.</li> <li>Students complete the assessment sheet based on relative clauses and relative pronouns.</li> <li>Students write a short letter for The Earth using the vocabulary learned.</li> </ul>	
<p><b>MONITORING PLAN:</b> Data source 1: Assessment sheet</p> <p>Data source 2: Student's written examples</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Teacher Advisor</p>		
<p><b>DATE/TIME:</b> January 2<sup>nd</sup> to January 4<sup>th</sup>, 2019</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state University, Sochorova, K. (2016). Approaches to teaching writing in English in Final years as Secondary Schools. Universitas Masarykiana Brunensis.*

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**INTERVENTION AND OBSERVATION PLAN WEEK N° 7**

**INFORMATION DATA**

<b>INSTITUTION</b>	: Unidad Educativa Manuel Ignacio Monteros	<b>PARTICIPANTS:</b> 3rd BGU “A”
<b>TEACHER</b>	: Lcda. Rita Granda	<b>SCHOOL YEAR:</b> 2018 - 2019
<b>TEACHER CANDIDATE</b>	: Zuly Carolina Pucha Agüinsaca	<b>TOPIC</b> : Daydreaming

<b>RESEARCH PROBLEM:</b> How does Communicative Language Teaching activities improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to improve writing skills emphasizing in the main aspects such as: Vocabulary, grammar, parts of speech and, punctuation.		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To use the second Conditional to describe about imaginary situations.</li> <li>To use appropriate words to talk about bad habits.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
<b>Structure</b>  Second Conditional  Modals	<b>ACTIVATION</b> <ul style="list-style-type: none"> <li><b>Warm up Activity:</b> Teacher candidate makes a brainstorming on the board about the different behaviors that students have at the moment to do</li> </ul>	Flashcards  Student’s book B1.2  Teacher’s book



<p><b>Vocabulary</b></p> <p>daydreaming, distracting, dreaming</p> <p>Fantasizing, procrastinating.</p>	<p>their homework, then encourage them to start a conversation.</p> <ul style="list-style-type: none"> <li>• Teacher candidate presents to the class the new vocabulary in this unit (daydreaming, distracting, dreaming, fantasizing, procrastinating)</li> <li>• Teacher candidate explains the usage of the second conditional and write examples on the board.</li> <li>• Teacher candidate explains the usage of modals (would, could) using contractions then provide examples.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher asks students to write on the board some examples about the second conditional, then learners develop the activities on their book.</li> <li>• Students complete the grammar chart with the usage of second conditional from an assessment sheet, then write the correct answer on the board.</li> <li>• Teacher shows different picture about bad habits, then students writes on the board sentences related to the pictures using the second conditional.</li> </ul>	<p>Notebook</p> <p>Worksheets</p>
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	<b>AFFIRMING</b> <ul style="list-style-type: none"> <li>• Students develop activities on an assessment sheet about the usage of second conditional</li> <li>• On an assessment sheet learners complete the chart using the appropriate modal verbs in each sentence, then compare their answer among them.</li> <li>• In pairs students prepare a conversation (Questions and answers) in a written way then present it in front of the class.</li> <li>• Students complete a quiz related to the previous unit</li> </ul>	
<b>MONITORING PLAN:</b> Data source 1: Assessment sheet  Data source 2: Student's written examples  Data source 3: Quiz		
<b>SUPPORT:</b> Coaching and guidance from Teacher Advisor		
<b>DATE/TIME:</b> January 7 <sup>th</sup> to January 11 <sup>th</sup> , 2019		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state University, Sochorova, K. (2016). Approaches to teaching writing in English in Final years as Secondary Schools. Universitas Masarykiana Brunensis.*

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**INTERVENTION AND OBSERVATION PLAN WEEK N° 8**

**INFORMATION DATA**

<b>INSTITUTION</b>	: Unidad Educativa “Manuel Ignacio Monteros	<b>PARTICIPANTS:</b> 3rd BGU “A”
<b>TEACHER</b>	: Lcda. Rita Granda	<b>SCHOOL YEAR:</b> 2018 - 2019
<b>TEACHER CANDIDATE</b>	: Zuly Carolina Pucha Agüinsaca	<b>TOPIC</b> : I Wish

<b>RESEARCH PROBLEM:</b> How does Communicative Language Teaching activities improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to improve writing skills emphasizing in the main aspects such as: Vocabulary, grammar, parts of speech and, punctuation.		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To use the verb, wish to talk about situations in the present that he/she is not happy about but cannot change.</li> <li>To talk about bad habits he/she wants to change.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
<b>Structures</b> Expressions with Wish <b>Vocabulary</b> appearance, greed, health, personality, success, wealth	<b>ACTIVATION</b> <ul style="list-style-type: none"> <li><b>Warm up Activity:</b> Teacher candidate starts the class with a song focused on the new topic to encourage students to be active in the class</li> </ul>	Flashcards Student’s book B1.2 Teacher’s book Notebook

	<ul style="list-style-type: none"> <li>• Teacher presents to the class some flashcards related to the new topic (appearance, greed, health, personality, success, wealth)</li> <li>• Teacher candidate explains the usage of wish, then provides on the board some examples about it.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher provides a worksheet to the students in order to they develop the exercises based on the usage of wish.</li> <li>• Students complete the activities on their book</li> <li>• Teacher and students make a brainstorming focused on teenager's wishes.</li> <li>• Teacher makes groups of two students, they ask and answer question related to different wishes that each one have, then interchange ideas and present it in front of the class.</li> <li>• Students write two things that they wish change to make the world a better place. Then, discuss with a partner about it.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• In an assessment sheet students develop activities related to the usage of Wish.</li> <li>• In pairs students write a short paragraph about their partners' wishes, then present it in front of the class.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Students develop the exercise on an assessment sheet based on the different words learned in this lessons</li> <li>• Students write a letter for someone special for them explaining what are the different wishes that they have in their life.</li> </ul>	
<b>MONITORING PLAN:</b> Data source 1: Assessment sheet  Data source 2: Student's written example		
<b>SUPPORT:</b> Coaching and guidance from Teacher Advisor		
<b>DATE/TIME:</b> January 14 <sup>th</sup> to January 18 <sup>th</sup> , 2019		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state University, Sochorova, K. (2016). Approaches to teaching writing in English in Final years as Secondary Schools. Universitas Masarykiana Brunensis.*

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**INTERVENTION AND OBSERVATION PLAN WEEK N° 9**

**INFORMATION DATA**

<b>INSTITUTION</b>	: Unidad Educativa Manuel Ignacio Monteros	<b>PARTICIPANTS:</b> 3rd BGU “A”
<b>TEACHER</b>	: Lic. Rita Granda	<b>SCHOOL YEAR:</b> 2018 - 2019
<b>TEACHER CANDIDATE</b>	: Zuly Carolina Pucha Agüinsaca	<b>TOPIC</b> : Breaking Bad Habits

<b>RESEARCH PROBLEM:</b> How does Communicative Language Teaching activities improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to improve writing skills emphasizing in the main aspects such as: Vocabulary, grammar, parts of speech and, punctuation.		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To read and writes about bad habits and identify facts and opinions</li> <li>To use the third conditional</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
<b>Structure</b>  Types of texts  Informative and persuasive	<b>ACTIVATION</b> <ul style="list-style-type: none"> <li><b>Warm up Activity:</b> Teacher candidate encourages students participated in a brainstorming about bad habits of the society.</li> </ul>	Flashcards  Student’s book B1.2  Teacher’s book

<p><b>Expressions</b></p> <p>Fidgeting</p> <p>Cold turkey</p>	<ul style="list-style-type: none"> <li>• Teacher candidate shows flashcards related to the expressions (Fidgeting and Cold turkey)</li> <li>• Teacher candidate explains the difference between the meaning of a fact and an opinion.</li> <li>• Teacher candidate encourages students to state the characteristics of an informative and a persuasive text based on what they just read and write them on the board.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher and students make a brainstorming about the teenager's bad habits at the moment to do their homework.</li> <li>• Teacher candidate explains to the students the different types of text.</li> <li>• Teacher asks students to develop activities on their books.</li> <li>• In a worksheet students develop the activities they read and determine if the sentences are facts F or opinions O, then answer the questions.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Students think of a bad habit that they have and write a short text on how to break it, taking into account Introduction Supporting paragraph</li> </ul>	<p>Notebook</p>
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	<p>Conclusion</p> <ul style="list-style-type: none"> <li>• Students identify an informative and persuasive paragraph.</li> <li>• Students identify facts and opinion in a text</li> <li>• Students develop their activities in an assessment sheet based on the words expressions learned in the lesson.</li> </ul>	
<p><b>MONITORING PLAN:</b> Data source 1: Assessment sheet Data source 2: Student's written example</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Teacher Advisor</p>		
<p><b>DATE/TIME:</b> January 21<sup>th</sup> to January 25<sup>th</sup> , 2019</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state University, Sochorova, K. (2016). Approaches to teaching writing in English in Final years as Secondary Schools. Universitas Masarykiana Brunensis.*



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**INTERVENTION AND OBSERVATION PLAN WEEK N° 10**

**INFORMATION DATA**

<b>INSTITUTION</b>	: Unidad Educativa Manuel Ignacio Monteros	<b>PARTICIPANT</b>	: 3rd BGU “A”
<b>TEACHER</b>	: Lcda. Rita Granda	<b>SCHOOL YEAR:</b>	2018 - 2019
<b>TEACHER CANDIDATE</b>	: Zuly Carolina Pucha Agüinsaca	<b>TOPIC</b>	: Kicking the Habit

<b>RESEARCH PROBLEM:</b> How does Communicative Language Teaching activities improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to improve writing skills emphasizing in the main aspects such as: Vocabulary, grammar, parts of speech and, punctuation.		
<b>LEARNING OBJECTIVES:</b> By the end of this lesson students will be able: <ul style="list-style-type: none"> <li>To use the third conditional</li> <li>To use idioms to talk about bad habits</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
<b>Structure</b>  Third Conditional	<b>ACTIVATION</b> <ul style="list-style-type: none"> <li><b>Warm up Activity:</b> Teacher writes four idioms from this lesson on the board and asks students to get into</li> </ul>	Flashcards Student’s book B1.2 Teacher’s book Notebook

<p><b>Vocabulary</b></p> <p>Kick the habit</p> <p>For the time being</p> <p>Fed up with</p> <p>Light at the end of the tunnel</p>	<p>groups of five then they try to guess what they think of each expression might mean.</p> <ul style="list-style-type: none"> <li>• Teacher candidate presents to the class some flashcards with the vocabulary (Kick the habit, For the time being, Fed up with, Light at the end of the tunnel)</li> <li>• Teacher candidates make a revision about the vocabulary in the previous lesson.</li> <li>• Teacher candidate explains the usage of third conditional, then provides examples about it on the board.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher asks students to develop activities from their book.</li> <li>• Complete the chart using their own information and discuss with a partner.</li> <li>• Students develop activities on the worksheet about the usage of third conditional.</li> <li>• Teacher writes on the board some sentences, then students identify if the sentences belong to the second or third conditional.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Students work on activities from the assessment sheet about the third conditional</li> <li>• Students present a project about good and bad habits in the society.</li> </ul>	
---	--	--

	<ul style="list-style-type: none"> <li>• In groups of three or four students work on a survey related to the project taking into account Introduction Results of survey Conclusion</li> <li>• Students complete the Posttest and Post Questionnaire</li> <li>• Students develop the assessment sheet related to the new vocabulary learned in the unit</li> </ul>	
<b>MONITORING PLAN:</b> Data source 1: Posttest and Post Questionnaire  Data source 2: Assessment sheet		
<b>SUPPORT:</b> Coaching and guidance from Teacher Advisor		
<b>DATE/TIME:</b> January 28 <sup>th</sup> to February 1 <sup>st</sup> , 2019		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, USA, Kansas state University, Sochorova, K. (2016). Approaches to teaching writing in English in Final years as Secondary Schools. Universitas Masarykiana Brunensis*

## **Organization and Management**

### **Resources**

#### **Human**

- The teacher candidate
- Students of third year of Bachillerato "A" afternoon session.
- The thesis advisor

#### **Material**

- Flashcards
- Book
- Sheet of paper
- Charts
- Notebook

#### **Technical**

- Computer
- Projector
- Printer
- Internet.

## g. TIMELINE

ACTIVITIES	2018												2019											
	MONTHS												MONTHS											
	OCT	NOV	DIC	JAN	FEB	MAR	APRIL	MAY	JUN	JULY	AUG	SEP	OCT	NOV	DIC									
PHASE I: PROJECT	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project		X																						
Designation of the Project Advisor			X																					
Project revision and Approval				X																				
Designation of Thesis Advisor				X																				
PHASE II: ACTION PLAN																								
Application of instruments				X	X																			
Act and observe				X	X	X	X	X	X															
PHASE III: THESIS PROCESS																								
Tabulation and elaboration of tables and Graphs								X	X															
a. Theme	X								X															
b. Introduction								X	X															
c. Summary								X	X															
d. Review of Literature		X	X					X	X															
e. Material and methods								X																
f. Results (interpretation and analysis)								X	X	X	X													
g. Discussion								X	X															
h. Conclusions								X																
i. Recommendations								X																
j. Bibliography and Annexes								X	X	X														
PHASE III: REVISION AND APPROVAL																								
Thesis revision									X															
Thesis presentation									X	X	X													
Thesis approval									X															
PHASE IV: PHASE OF INCORPORATION																								
Presentation of documents									X	X	X	X	X	X	X									
Private review													X	X										
Corrections													X	X										
Public sustentation and incorporation																						X	X	X

## **h. BUDGET AND FINANCING**

<b>RESOURCES</b>	<b>COST</b>
<b>Internet connection</b>	<b>\$120.00</b>
<b>Print of reports</b>	<b>\$180.00</b>
<b>Print of the project</b>	<b>\$180.00</b>
<b>Print of the final report and thesis</b>	<b>\$120.00</b>
<b>Unexpected expenses</b>	<b>\$100.00</b>
<b>Transportation</b>	<b>\$100.00</b>
<b>Total</b>	<b>\$850.00</b>

The financing of the expenses derived from the present research work will be assumed by the researcher author.

All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

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## ANNEXES

### Annex 1: Observation sheet



**UNIVERSIDAD NACIONAL DE LOJA**  
**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

### DATA COLLECTION SOURCE: OBSERVATION SHEET

**Researcher:** Zuly Carolina Pucha Agüinsaca.

**Year:** Third year of Bachillerato "A" (sixteen- seventeen years old)

**Date:**

**Code:**

OBSERVATION SHEET					
<b>Observation #:</b>  <b>Topic:</b>  <b>Objective of the session:</b>	<b>Date/Time:</b>  <b>Participants:</b> Students of third year of Bachillerato "A" & The researcher				<b>Role of the researcher:</b> Nonparticipant observer  <b>Duration of the observation:</b>
<b>Things to be observed</b>	<b>Levels of Acceptability</b>				<b>Remarks</b>
	<b>Perfectly Acceptable</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Totally Unacceptable</b>	
Vocabulary					
Grammar					
Parts of Speech					
Punctuation					

## Annex 2: Field notes



**UNIVERSIDAD NACIONAL DE LOJA**  
**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

**DATA COLLECTION SOURCE: FIELD NOTES**

<b>FIELD NOTES</b>		
<b>Observation #:</b>  <b>Topic:</b>  <b>Objective of the session:</b>	<b>Date/Time:</b>  <b>Class size:</b>  <b>Participants: :</b> Students of third year of Bachillerato "A" & The researcher	<b>Role of the researcher:</b> Participant observer  <b>Duration of the observation:</b>
<b>Description of the event</b>		<b>Reflective Notes</b>

### Annex 3: Pre and Posttest & Scoring Guide (Rubric)



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

*ENGLISH LANGUAGE DEPARTMENT*

#### Pre-Post Test

**Researcher:** Zuly Carolina Pucha Agüinsaca

**Year:** 3rd year of Bachillerato “A”

**Code:** .....

**Date:** .....

*You have 30 minutes to answer the following questions. Pay attention to each item, read and analyze carefully. Good luck!*

1. Complete the chart and add a prefix and/or suffix to each root word to make a new word. (2p)

PREFIX	WORD ROOT	SUFFIX	NEW WORD
	Danger		
	Warm		
	develop		
	Sustain		
	Nature		

2. Put the words in correct order. (2p)

- Doesn't /let me /, my mother /go to parties.

.....

- To finish/ my homework/ enough/ time/ I don't / have

.....

- Rebeca/ in a/ very small/ lives/ house.

.....

- Will/ he / carry /bag / for you/ your.

.....

- Played / the piano/ when /She/was /a child/ She.

.....

- 3. In the following sentences, write the name of the parts of the speech (noun, verb, pronoun, adjective, preposition) of the underlined word (2,5 P)**  
**(Parts of Speech)**

1. The group went climbing in the mountains. ....
2. He asked us to go to the party with him. ....
3. My friend said, "oh! What a cold weather! ....
4. They went to the mall last night. ....
5. I'll see you in three hours. ....

- 4. Read the following sentences and insert the proper punctuation mark for each sentence (use capital letter where needed)**

**(Punctuation)**

1. When is your Birthday
2. She went to the shop and bought carrots beans bread and milk
3. I love pizza
4. i visited my brother in law on the weekend
5. when is your appointment

.....  
**Student Signature**  
**THANK YOU FOR YOUR COLLABORATION**

### Test Scoring Guide (Rubric)

1. Complete the chart and add a prefix and/or suffix to each root word to make a new word. (2,5 P)

(Vocabulary)

PREFIX	WORD ROOT	SUFFIX	NEW WORD	
en	Danger	Ed	Endangered	(0.5)
	Warm	Ing	warming	(0.5)
	develop	Ment	Development	(0.5)
	Sustain	Able	Sustainable	(0.5)
	Nature	Al	Natural	(0.5)

2. Put the words in correct order. (2,5 P)

(Grammar)

- Doesn't /let me /, my mother /go to parties. (0,5)  
**My mother doesn't let me go to parties.**
- To finish/ my homework/ enough/ time/ I don't / have (0,5)  
**I don't have enough time to finish my homework**
- Rebeca/ in a/ very small/ lives/ house. (0,5)  
**Rebeca lives in a very small house**
- Will/ he / carry /bag / for you/ your. (0,5)  
**He will carry your bag for you.**
- Played / the piano/ when /She/was /a child/ She. (0,5)  
**She played the piano when she was a child.**

**3. In the following sentences, write the name of the parts of the speech (noun, verb, pronoun, adjective, preposition) of the underlined word (2,5 P)**  
**(Parts of Speech)**

- |   |                    |              |
|---|--------------------|--------------|
| 1. The <u>group</u> went climbing in the mountains. | <b>Noun</b>        | <b>(0,5)</b> |
| 2. He <u>asked</u> us to go to the party with him.  | <b>Verb</b>        | <b>(0,5)</b> |
| 3. My friend said, “oh! What a <u>cold</u> weather! | <b>Adjective</b>   | <b>(0,5)</b> |
| 4. <u>They</u> went to the mall last night.         | <b>Pronoun</b>     | <b>(0,5)</b> |
| 5. I’ll see you <u>in</u> three hours.              | <b>Preposition</b> | <b>(0,5)</b> |

**4. Read the following sentences and insert the proper punctuation mark for each sentence (use capital letter where needed)**

**(Punctuation)**

- |  |              |
|--|--------------|
| 1. When is your Birthday?  | <b>(0,5)</b> |
| 2. She went to the shop and bought carrots, beans, bread and milk. | <b>(0,5)</b> |
| 3. I love pizza!   | <b>(0,5)</b> |
| 4. I visited my brother in law on the weekend.                     | <b>(0,5)</b> |
| 5. When is your appointment?                                       | <b>(0,5)</b> |

#### **Annex 4. Pre and Post Questionnaire**



**UNIVERSIDAD NACIONAL DE LOJA**

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

***ENGLISH LANGUAGE DEPARTMENT***

#### ***DATA COLLECTION: PRE/POST QUESTIONNAIRE***

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

**Student's code:** .....

**Date:** .....

#### **1. How often does your teacher use drill activities in the English class?**

Always ( )

Sometimes ( )

Frequently ( )

Rarely ( )

Never ( )

#### **2. How frequently does your teacher use interview's activities in the English class to improve writing skills?**

Always ( )

Sometimes ( )

Frequently ( )

Rarely ( )

Never ( )

**3. How do you feel during a writing activity?**

Confident ( )

Nervous ( )

Relaxed ( )

Anxious ( )

**4. How do you prefer to work in the English classes?**

In groups ( )

In pairs ( )

Alone ( )

**5. In the English class the writing learning is?**

Interesting ( )

Boring ( )

Funny ( )



## Annex 5: Research Matrix

**THEME:** COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO IMPROVE WRITING SKILLS AMONG STUDENTS IN THIRD YEAR OF BACHILLERATO “A” AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR

Problem	Objectives	Theoretical framework	Methodological design (Action research)	Techniques and Instruments
<p><b>General</b></p> <p>How does Communicative Language Teaching activities improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?</p>	<p><b>General</b></p> <p>To improve writing skills through Communicative Language Teaching activities among students in third year Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year.</p>	<p><b>DEPENDENT VARIABLE</b></p> <p><b>Writing skill</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Purpose of writing</li> <li>• Types of writing</li> <li>• Writing Descriptors</li> <li>• Mechanics</li> </ul>	<p><b>Preliminary investigation</b></p> <ul style="list-style-type: none"> <li>• Observing the English classes.</li> <li>• Stating background of the research problem.</li> <li>• Describing the current situation</li> <li>• Locating and reviewing the literature</li> <li>• Creating a methodological framework for the research</li> </ul>	<ul style="list-style-type: none"> <li>• Observation sheet</li> <li>• Pre and Post test</li> <li>• Pre and Post questionnaire</li> <li>• Field Notes</li> </ul>

<p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• What theoretical and methodological references about Communicative Language Teaching activities are adequate to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?</li> <li>• What are the issues that limit the improvement of writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the</li> </ul>	<p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• To research the theoretical and methodological references about Communicative Language Teaching activities and its application in writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year.</li> <li>• To diagnose the issues that limit the improvement of writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year</li> <li>• To design an intervention plan based on Communicative Language Teaching activities to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa</li> </ul>	<p><b>INDEPENDENT VARIABLE</b></p> <p><b>The Communicative Language teaching</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Characteristics</li> <li>• Communicative competence</li> <li>• Grammatical Competence</li> <li>• Socio-linguistic competence.</li> <li>• Teacher’s role</li> <li>• Students’ role</li> <li>• Role of the target Language</li> <li>• Classroom Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Designing an intervention plan</li> </ul> <p><b>Intervention and Observation</b></p> <ul style="list-style-type: none"> <li>• Administering test and questionnaires</li> <li>• Observing and monitoring student’s performance according to the intervention plan.</li> <li>• Presentation of the research findings.</li> <li>• Reflecting, analyzing and answering the proposed inquires.</li> <li>• Organizing the final report.</li> </ul>	
--	--	---	---	--

<p>2018-2019 school year?</p> <ul style="list-style-type: none"> <li>• What are the phases of the intervention plan that help to the current issues to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?</li> <li>• Which Communicative Language teaching activities are implemented to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio</li> </ul>	<p>Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year.</p> <ul style="list-style-type: none"> <li>• To apply the most suitable activities of Communicative Language Teaching to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year.</li> <li>• To validate the obtained results after the application of Communicative language teaching activities to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year.</li> </ul>			
---	---	--	--	--

<p>Monteros in the city of Loja during the 2018-2019 school year?</p> <ul style="list-style-type: none"> <li>• How effective was the application of Communicative Language Teaching activities to improve writing skills among students in third year of Bachillerato “A” afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during 2018-2019 the school year?</li> </ul>				
--	--	--	--	--

## **Annex 6. Grading Scales**

### **Writing Skills**

<b>Quantitative Score</b>	<b>Qualitative score</b>
<b>10</b>	Excellent
<b>9</b>	Good
<b>7-8</b>	Satisfactory
<b>5-6</b>	Needs improvement
<b>1-4</b>	Poor

### **The Communicative Language Teaching activities**

<b>Quantitative score range</b>	<b>Qualitative score range</b>
81-100	High level of effectiveness of CLT activities
61-80	Expected level of effectiveness of CLT activities
41-60	Moderate level of effectiveness of CLT activities
21-40	Unexpected level of effectiveness of CLT activities
01-20	Low level of effectiveness of CLT activities

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