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ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE:

“THE COGNITIVE STRATEGIES AND THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS AMONG 8TH YEARS STUDENTS, BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” HIGH SCHOOL OF LOJA CITY. ACADEMIC YEAR 2012-2013”

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

AUTHOR:

Fredin Rolando Cruz Rosales

THESIS ADVISOR:

Lcda. Mg. Sc. Karina Alexandra Celi Jaramillo

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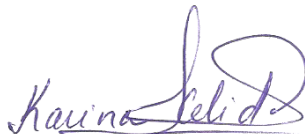
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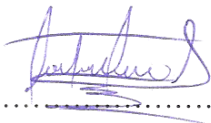
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Firma:


Cédula: 1104518301

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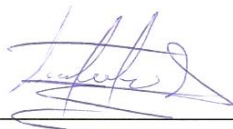
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Firma: _____



Autor: Fredin Rolando Cruz Rosales.

Cédula: 1104518301

Correo electrónico: rolandoteye@hotmail.com

Dirección: Loja, Sector Jipiro Mirador

Teléfono: 2570-785

Celular: 0969803896

DATOS COMPLETARIAS

Director de tesis: Lcda. Mg. Sc. Karina Alexandra Celi Jaramillo

Tribunal de grado

M.Sc. María Augusta Reyes Vélez

Presidenta del Tribunal

Dra. M.Sc. Carmen Enith Dávila Vega

Miembro del Tribunal

Dr. M.Sc. Olivio Floril Pacha Puchaicela

Miembro del Tribunal

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DEDICATORY

First, I dedicate this work to God for being the guide of my life. After, with incommensurate love and affection to all my family, especially to my parents, because they believed, supported and provided me worthy examples of improvement and delivery. Thanks to them, I can see my goal achieved.

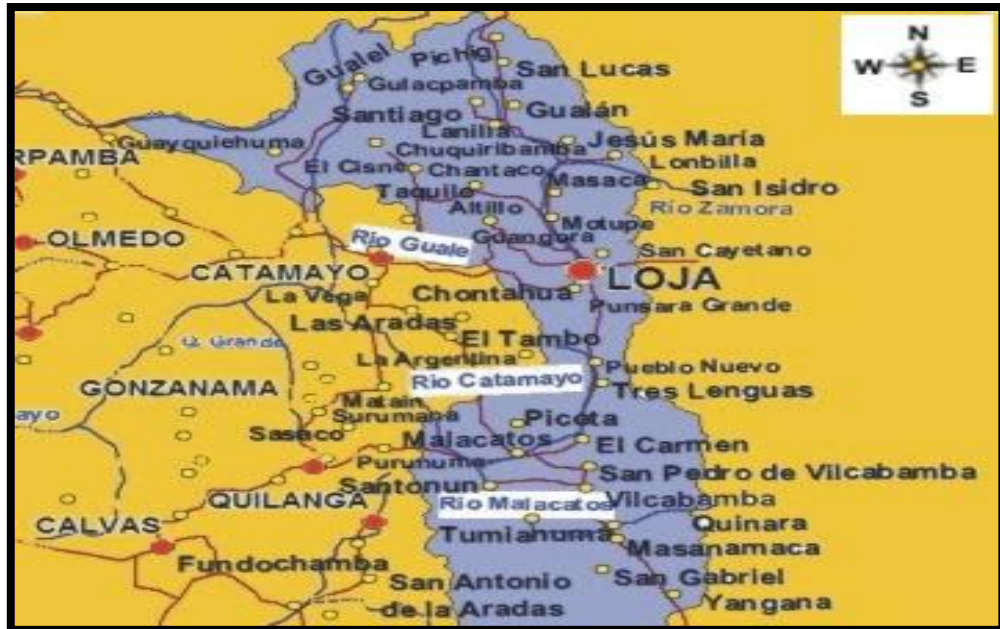
To brothers for their unquestioning support and motivation, every single day to accomplish one of the goals of my life.

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THESIS SCHEME

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a. TITLE

“THE COGNITIVE STRATEGIES AND THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS AMONG 8TH YEARS STUDENTS, BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” HIGH SCHOOL OF LOJA CITY. ACADEMIC YEAR 2012-2013”

”.

b. RESUMEN

El presente trabajo de investigación titulado, **“THE COGNITIVE STRATEGIES AND THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS AMONG 8TH YEARS STUDENTS, BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” HIGH SCHOOL OF LOJA CITY. ACADEMIC YEAR 2012-2013”**, se llevó a cabo con el propósito de determinar la influencia de las estrategias cognitivas en el desarrollo de las habilidades productivas, del idioma Inglés.

En este trabajo de investigación, se utilizaron los métodos científico, descriptivo y analítico.

El instrumento de la encuesta fue aplicada a los profesores y estudiantes, quienes proporcionaron información para comprobar las hipótesis establecidas, mediante el análisis lógico y el uso de la estadística descriptiva, la cual ayudó a describir los resultados en tablas y gráficos.

La información fue presentada, organizada, descrita en tablas estadísticas y representada gráficamente, para luego ser interpretada y analizada en una forma lógica; lo que permitió llegar a las conclusiones y formular las recomendaciones más pertinentes.

Por último, se ha demostrado, que las estrategias cognitivas afectan el desarrollo del aprendizaje de idiomas Inglés.

SUMMARY

The present research work entitled **“THE COGNITIVE STRATEGIES AND THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS AMONG 8TH YEARS STUDENTS, BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” HIGH SCHOOL OF LOJA CITY. ACADEMIC YEAR 2012-2013”** has been made with the purpose of determining the influence of the cognitive strategies in the development of the English language productive skills.

In the development of the present research work, the scientific, descriptive, analytical-synthetic and explicative methods were used to develop every part of the work.

The surveys, were applied to 3 teachers and 127 students, who provided information to verify the hypotheses through the logical analysis.

The data were presented, organized, described in statistic tables, represented graphically, interpreted and analyzed in a logical process that allowed to draw conclusions and formulated the most pertinent recommendations.

Finally, it has been demonstrated, that the cognitive strategies affect the development of the English language learning.

c. INTRODUCTION

The present research work associated: “THE COGNITIVE STRATEGIES AND THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS AMONG 8TH YEARS STUDENTS, BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” HIGH SCHOOL OF LOJA CITY. ACADEMIC YEAR 2012-2013”, was developed with the purpose of determining the influence of the cognitive strategies and the productive skills on English learning.

The cognitive strategies that teachers apply are very essential to develop the productive skills in English learning. It is a difficult process, but there are explicit strategies and techniques that align to develop and improve the productive English skills. It is important, that teacher has good training in methodology to teach a foreign language.

For these reasons, it was necessary to study which cognitive strategies influences in the development of English productive skills among 8th years students, basic education at “Unidad Educativa anexa a la Universidad Nacional de Loja” high school of Loja city. Academic year. 2012-2013.

The sub-problems were connected with the main problem in this work, were the type of cognitive strategies that teachers use to develop English writing skills

among 8th years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City? Academic year 2012-2013.

The specific objectives associated with the research were: To find out the types of cognitive strategies used by teachers to develop English writing skills among 8th years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year. 2012-2013.

In congruence, with the main problem, the general hypothesis states, the use of visual aids, videos, mnemonics practice, repetition and others are the cognitive strategies that influence the development of English productive skills among 8th, years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year. 2012 – 2013.

To achieve the proposed objectives and to confirm the hypotheses, it was necessary to use different methods. The first was the scientific method, which oriented systematic steps to explain logical relations of the researched object and acquired respective conclusions and recommendations. The descriptive method demonstrated the obtained results in the research. The analytical-synthetic method was used to analyses and synthesize the obtained results and establish some conclusions. The explicative method helped to explain the current situation of the variables in order to explain the major tendencies.

Survey applied to teachers and students, permitted to achieve information about the variables of the specific hypotheses; as well as, observation was used for a better understanding of productive skills.

The present work is organized in the following way:

First, the summary describes briefly, clearly, effectively the relevance of the research, main conclusions and outcomes accomplished through this thesis work.

Second, introduction presents the thesis work and describes the main problem that motivated the researcher to this work.

The literature review, where the main categories of the variables mentioned in the hypotheses are synthesized.

Next, it includes the methods and materials, where the techniques, procedures, and instruments used in the research process are detailed, as well as, a reference about the researched population.

Afterwards, it presents the description of the results arranged in tables and in graphics, to facilitate their interpretation and logical analysis. Moreover, it shows the results discussion, which considers the most important information and includes the verification of the stated hypotheses through a descriptive analysis.

Following, the conclusions, have been drawn after the analysis of the information obtained with the applied instruments, and establishes the logical relation among them, with the specific objectives stated in the project.

Finally, it contains the conclusions and recommendations to the problem found which made the whole research worthy. This can be used to foster more learning, respect to the application of cognitive strategies to develop the English productive skills.

d. LITERATURE REVIEWING

To develop this research work, it was necessary to support in the following theoretical frame.

COGNITIVE STRATEGIES.

DEFINITION OF COGNITIVE STRATEGIES.

What is a strategy?

Cognitive strategies are mental routines or procedures for accomplishing cognitive goals like solving a problem, studying for a test, or understanding what is being read. While, this definition may seem mundane, complications arise in the literature on cognitive strategies as different researchers have focused on different aspects of cognitive strategies over the last several decades. The earliest work using the term strategies focused on general strategies for solving problems, some of these strategies include trial and error in which an individual randomly tries various ways of solving a problem, means-end analysis in which an individual examines the end and looks at the sequential steps to get to that end, and working backward to solve a problem. One of the hallmarks of these strategies is that they are transferable across many types of problems (LuAnn Jordan, 2009).

Harris R. Karen (2003) says: the cognitive strategies are useful tools in assisting students with learning problems.

The term "cognitive strategies" in its simplest form is the use of the mind (cognition) to solve a problem or complete a task. Cognitive strategies may also be referred to as procedural facilitators, procedural prompts (Scovel, 1991).

A related term is metacognition, the self-reflection or "thinking about thinking" necessary for students to learn effectively.

A cognitive strategy serves to support the learner as he or she develops internal procedures that enable him/her to perform tasks that are complex, reading comprehension is an area where cognitive strategies are important (Barak Rosenshine 1997).

A self-questioning strategy, can help students understand what they read. States that the act of creating questions does not lead directly to comprehension. Instead, students search the text and combine information as they generate questions; then they comprehend what they have read (Karen R. Harris, 2003).

The use of cognitive strategies can increase the efficiency with which the learner approaches a learning task. These academic tasks can include, but are not limited to, remembering and applying information from course content, constructing sentences and paragraphs, editing written work, paraphrasing, and classifying information to be learned (Rosenshine, 2007).

In a classroom where cognitive strategies are used, the teacher fulfills a pivotal role, bridging the gap between student and content/skill to be learned. This role requires an understanding of the task to be completed, as well as knowledge of an approach (or approaches) to the task that he/she can communicate to the learner.

IMPORTANCE OF COGNITIVE STRATEGIES

The importance of the cognitive strategies is it facilitates the acquisition of knowledge. It means that the subject not only acquires the same information, also learn the process that he used to do (Rosenshine, 2007).

The teachers care about what goals to achieve , what to teach, what method apply, on how students learn, what strategies to apply and accomplish the goals and develop the skills, It helps to succeed effective learning.

A cognitive strategy serves to support the learner as he or she develops internal procedures that enable him/her to perform tasks that are complex. The use of cognitive strategies can increase the efficiency with which the learner approaches a learning task. These academic tasks can include, but are not limited to remembering and applying information from course content, constructing sentences and paragraphs, editing written work, paraphrasing, and classifying information to be learned. . (Olson, A Cognitive Strategies Approach to Reading and Writing, 2007).

Cognitive strategy develops the thinking skills, which will make students strategic, flexible learners. People use such strategies all the time, like writing a note to remember an important fact. For some students, cognitive strategies must be explicitly taught, so they will be able to consciously think.

Students must also have multiple opportunities to practice cognitive strategies. So, strategies become power tools, with greater flexibility (Rosenshine, 2007).

Cognitive strategies apply in the class

At the beginning of the class.

Cognitive strategies are very important at the beginning of the class because lets motivate students, how to interact in the classroom, how to relate to their students, maintain a certain discipline or resolve various conflicts.

During all of the class

The use of cognitive Strategies can increase the efficiency and confidence with which the learner approaches to learning task, as well as his / her ability to develop a product, retain essential information, or perform a skill. While cognitive teaching requires high degree strategies of commitment from both the teacher and learner (LuAnn Jordan, 2007)

Applying the cognitive strategies during the class permit teachers to provide different activities, feedback and adjust questions at the level of student, to decide in each case what is the most relevant information in different activities, offer help and support students for the tasks. (Beltran, 1993) and (Cabanach, 1994)

Beltran (1993) and Cabanach (1994) notes is currently developing a new role of teacher, based on quality teaching. Teachers are:

- a) Manager: manager class group performs and maintains records of students, and attends to the problems that arise in the classroom.
- b) Executive: making fundamental decisions about school problems.
- c) Guiding: acts as specialist, provides activities, feedback and adjusted question at the level of student.
- d) Acts as a real thinker, a specialist in making decisions, anticipate problems, make knowledge structures.
- e) Expert: has a rich knowledge base that will allow to decide in each case what is the most relevant information in each activities in the class
- f) Support person: must provide help and support students for the tasks.

Each phase is a set of activities to be developed in the form of increasingly complex skills of students to produce written texts. We intend these incremental proposals that students know the strategies, they are able to apply and come to their effective and flexible use. This represents a cognitive and metacognitive control progress by students and faculty an active role in achieving the expected

results. It is necessary for the teacher, as a mediator, support students in recognizing and conceptualizing strategies.

At the end of the class

It is very important because permit to know the level of learning of the students in each class. To know their achievement the teachers can apply guided practice, independent practice, verbal practice, and written or oral tests may also be used.

CHARACTERISTICS OF COGNITIVE STRATEGIES

Cognitive strategies are organized skills that the students acquires, presumably during a period of several years, to govern its own process to meet, learn, reason, and solve problem.

In general, cognitive strategies are behaviors, and sequential procedures, planned and guided by rules that make easier for a person to understand, think and be creative in order to make decisions.

Cognitive strategies are divided into learning strategies when used by the student, and teaching strategies when used by the teacher.

Moreover these allow the students planning and organizing their own learning activities.

Cognitive strategies need a certain degree of meta-knowledge, knowledge of psychological functioning itself, in this case, on learning. This meta- knowledge is necessary for the student to be able to make strategic use of their skills, especially in relation to three essential tasks: selection, planning and evaluation.

CLASSIFICATION AND TYPES

It is refers to the steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials. Rubin identified 6 main cognitive learning strategies contributing directly to language learning. (P. Robinson (Eds.), 2009)

- ✓ **Clarification/verification:** Asks for an example of how to use a word or expression, repeats words to confirm understanding.
- ✓ **Monitoring:** Corrects errors in own/other's pronunciation, vocabulary, spelling, grammar, style.
- ✓ **Memorization:** Takes notes of new items, pronounces out loud, finds a mnemonic, and writes items repeatedly.
- ✓ **Guessing/inductive inference:** Guesses meaning from key words, structures, pictures, context, etc.
- ✓ **Deductive reasoning:** Compares native/other language to target language; Groups words; Looks for rule of co-occurrence.
- ✓ **Practice:** Experiments with new sounds; Repeats sentences until pronounced easily; Listens carefully and tries to imitate.

PRODUCTIVE SKILLS.

STRATEGIES TO DEVELOP THE WRITING SKILLS

WRITING POST CARDS

The Postcard helps students learn to identify all the typical parts of a postcard. Using postcards in class can be a motivating writing task and add a level of stimulation for students. The student has always been very fond of this activity as they don't have to write too much and it involves a level of communication and imagination. The finished postcard can then be previewed, edited, and printed. After printing their texts, students can illustrate the front of their postcards in a variety of ways, including drawing a picture, creating a collage of images, etc.

Writing letters, gives children experience of writing for different purposes, and for different audiences. It is also very enjoyable, especially when the children receive replies to their letters (Rava, 1998).

WRITING COMPOSITIONS.

Fleith D. d. (2000.) says: the writing composition is a complex activity that includes the mechanics of writing, including handwriting (or keyboarding, using an adaptive device, etc.), spelling, and the basics of language knowledge (i.e.,

word morphology, syntax, and vocabulary). In addition, it includes the following cognitive, meta-cognitive, self-regulatory, and motivational aspects:

- ❖ Planning what to say and how to say it.
- ❖ Organizing the ideas into a coherent whole.
- ❖ Self-monitoring the process and reviewing the content, organization, and mechanics and then editing as needed.
- ❖ Possessing the cognitive capacity to deal with all of these aspects of complexity.
- ❖ Possessing the confidence, motivation, and perseverance to engage in the hard work needed to create a well written product.

Writing is considered by many students with and without disability to be their most challenging academic task. Therefore it is no surprise that writing is among the major concerns for students with learning and other cognitive and language disabilities.

WRITING AN OPINION ESSAY

McDonald (2000) says: writing is a framework to improve students' planning, production, and revision of text. (i.e., develop and activate background knowledge, memorize, support, and perform it independently). Students learn to develop background knowledge, and set a purpose through a teacher-guided

discussion on opinion writing. The teachers need the use of the strategy for students by thinking out loud while employing the self-regulation steps (i.e., self-instruction, self-questioning, and self-monitoring).

The teacher provides guided practice until the students are able to use POW-TREE independently.

THE POW-TREE STRATEGY

P - Pick an idea

O - Organize notes.

W - Write and say more.

T – Topic sentence.

R – Reasons – at least three.

E – Explain each reason.

E – Ending.

GENERATING IDEAS

When students engage in rapid writing at the beginning of a writing assignment, they access their prior knowledge, engage with content, review, reflect, and begin to set direction for writing letters, essays, and other subject-based assignments.

Purpose

- ❖ Help students to start writing and ultimately to produce more writing.
- ❖ Encourage fluency in generating ideas for writing on any topic, in any subject area.
- ❖ Helps student begin organizing ideas.

Pay off

Students will:

- ❖ Rapidly generate fresh ideas about topics in any subject area.
- ❖ Write down ideas without self-editing.
- ❖ Generate raw material for more polished work.
- ❖ Complete writing activities on time, overcome writer's block, and improve test-taking skills.

DEVELOPING AND ORGANIZING IDEAS.

An effective writer uses different strategies to sort the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing. This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify and cluster their notes.

Purpose

- ❖ Identify relationships, and make connections among ideas and information.
- ❖ Select ideas and information for possible topics and subtopics.

Pay off

Students will:

- ❖ Model critical and creative thinking strategies.
- ❖ Learn a variety of strategies that can be used throughout the writing process.
- ❖ Reread notes, gathered information and writing that are related to a specific writing task.
- ❖ Organize ideas and information to focus the writing task.

DEVELOPING AND ORGANIZING IDEAS: SUPPORTING THE MAIN IDEA.

In this strategy, student learns how to select the better of two possible main ideas to use as a topic sentence in an information paragraph, and then learn how to choose details to support it. Student samples are selected from a variety of subject areas. Samples may also be used to teach summary writing.

Purpose

- ❖ Distinguish main ideas and supporting details for a paragraph.

Pay off

Students will:

- ❖ Write well-organized paragraphs for different subject areas, with supporting details.
- ❖ Demonstrate a clear understanding of the topic.
- ❖ Improve reading comprehension by spotting main ideas and supporting details.

Tips and Resources

- ❖ Write the sentences into a paragraph, starting with the most general and writing the remaining Sentences in order of importance (most to least or least to most).
- ❖ Use this strategy in mathematics to deal with word problems, or in law and history to argue a point.
- ❖ See Finding Organizational Patterns for a follow-up activity.

Further Support

Alternative methods:

- ❖ Complete the activity on paper.
- ❖ Work either individually or in pairs.
- ❖ Read groups of sentences.
- ❖ Look for the best-supported general statement.
- ❖ Cross off statements that do not fit the general statement selected

Revising and Editing: Reorganizing Ideas.

Writers revisit their writing as they draft to add, delete and change ideas and information. (Olson, *The Reading/Writing Connection*, 2007).

EVALUATION.

The overall goal of assessment is to improve student learning. Evaluation provides teachers valid information concerning student progress and their achievement. Evaluation, should always be viewed as information to improve student achievement. Evaluation requires the gathering of evidence of student performance over a period of time to measure learning and understanding. Evaluation on the other hand occurs when a mark is assigned after the completion of a task, test, quiz, lesson or learning activity. A mark on a spelling test will determine if the child can spell the given words and would be seen as an evaluation, and will demonstrate a sense of more permanent learning and clearer picture of a student's ability (*The reading writing connection* by Caro Booth Olson 2007).

TECHNIQUES TO DEVELOP WRITING

SENTENCE COMBINING

It may sound too simple, but teaching students how to combine sentences is one of the most effective techniques for improving students' prose style. And it's relatively simple. Even if you don't have a textbook to use for sentence combining activities, teachers already have plenty of sentences to practice with at their disposal: students' previous writing assignments.

Use sentences from student papers to provide guided practice in class. Teachers don't have to name the students to pull a few sentences from several papers and place them on the overhead. With continued practice, students will begin to combine sentences as they revise their own writing.

Don't be afraid to pull out old student papers. Teachers may be surprised to see a few tweaks here or there will help a student's paper jump up an entire letter-grade.

(NCLRC's, 2013)

PICTURE WRITING.

Pictures are valuable resources in the ESL classroom. Drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables,

charts and maps contribute a lot to learning, specially writing in the ESL classroom. Pictures are valuable as they help to generate common vocabulary and common language forms. In addition, a single picture can be used for a range of activities like controlled compositions, sentence combining exercises, writing of dialogues, letters, reports, stories and essays (Ann Raimes, 1984).

THE USE OF PICTURES IN THE CLASSROOM.

All ESL writing teachers can find a valuable resource in pictures. The following are the uses of pictures in the ESL classroom:

- ❖ Pictures provide a shared experience for students in the class.
- ❖ As everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students' attention.
- ❖ Pictures bring the outside world into the classroom in a vivid and concrete way.
- ❖ Pictures generate interest for students in the classroom.

PERSUASION.

Persuasion is the process of one person trying to convince someone to do something. A writer might try to persuade someone to take an action, to support a cause, or to change a habit. Regardless of the purpose, the general process for

writing a persuasive text begins with thinking about determining the reader's feelings on the topic and then deciding what it will take to convince that reader to act.

Persuasive writing is an important skill that can seem intimidating to elementary students. This lesson encourages students to use skills and knowledge they may not realize they already have. A classroom game introduces students to the basic concepts of lobbying for something that is important to them (or that they want) and making persuasive arguments. Students then choose their own persuasive piece to analyze and learn some of the definitions associated with persuasive writing. Once students become aware of the techniques used in oral arguments, they then apply them to independent persuasive writing activities and analyze the work of others to see if it contains effective persuasive techniques.

REVISING THE MEANING.

During revision, writers may add, remove, move and substitute text. They have opportunities to think about whether their text communicates effectively to an audience, to improve the quality of their prose, and even to reconsider their content and perspective and potentially transform their own understanding" (McDonald, 2000).

Revision begins with the large view and proceeds from the outside in, from overall structure to paragraphs and finally sentences and words, toward ever more

intricate levels of detail. In other words, there's no sense in revising a sentence to a hard shining beauty if the passage including that sentence will have to be cut. (McDonald, 2000).

SELF-EVALUATION

When it comes to critiquing, students will learn more from evaluating their own writing than from anyone else's evaluation, including the teacher's. Provide students with the rubric, on which a piece of writing will be graded, and have they "graded" their own papers.

As part of the project, ask students to include a one page, typed assessment of the activity. Include goal-setting for writing improvement. Help students by providing sentence stems if necessary.

While these examples are very general, when creating your own sentence stems, try using more detailed sentence stems pertaining to lesson-specifics for your content.

By teaching students to evaluate their own writing, teachers provide students with exceptional educational tools. First, students have the power to identify how they learn, which is monumental for continuing to improve writing skills (as well as other skills) after leaving your classroom. Students also learn problem-solving and

decision-making skills by identifying strengths and weaknesses as well as learning how to assess what to keep and what to cut from their writing. (CENTER, 2013)

THE SUB-PROCESSES OF THE WRITING.

According to the cognitive conception, writing is a process that requires the active participation of the writer, who must implement complex mental operations: planning, drafting and revising. Each of these operations requires that the writer takes into account various textual levels involving various aspects: purpose of writing, potential reader, action writing plan task, content, text type characteristics, appropriate vocabulary, morpho-syntax rules, cohesion, spelling, etc.. The writing is understood as producing texts of various types and for various purposes, a complex of high cognitive engagement, you need to assign him enough time in the classroom to meet the different phases through which passes the development of a text. Cassany, (1993); Teberosky, (1995); Jolibert, (1997) indicate that the task of writing a coherent text appropriate to its purpose and not done directly but several and recurrent stages in which the writer must coordinate a set of specific procedures:

Planning (purpose of writing, predictable reader, content).

Drafting or contextualization (text type characteristics, appropriate vocabulary, morpho-syntax rules, cohesion, spelling, punctuation).

Review (coming back on what has been written, re-reading and evaluating it). Therefore, writing as a mediator in the psychological processes, active and enables the development of other functions such as perception, attention, memory and thought. Donald Mc, (2000) indicates: that the basic assumptions underlying cognitive models on written composition are:

Writing involves cognitive processes and activities, which in turn imply threads organized into a comprehensive, written text.

Writing is a flexible, resourceful and interactive.

The processes and structure of the composition are affected and controlled by internal variables (prior knowledge of linguistic constraints and writing topic) and external (communicative context and audience)

CONSTRUCT THE GIST.

It is an essence, a first draft. In other words, he or she is constructing the gist of the text. An early step in creating a "personal text-world" is to visualize it (Langer, 1989, p. 2).

Writers also conjure up a vision of what they want to create; but this perception, which calls the "felt sense," is perhaps more kinesthetic than spatial. According to Perl, the felt sense is "anchored in the writer's body", and it is from the felt sense

that the writer summons the images, words, ideas, and feelings that will be transformed into written words (Joe Sheils, 1993).

Students also personalized what they are reading or writing about by making connections—drawing on their own real-world experiences to make meaning and enrich what they are constructing.

As the reader or writer constructs the gist of this first draft, he or she will also identify main ideas and organize information, sequencing and prioritizing the events or ideas into main and supporting details; into beginning, middle, and end.

STRATEGIES FOR DEVELOPING SPEAKING SKILLS.

ROLE PLAY AND DIALOGUE.

Dialogue is a conversation between 2 interlocutors. It is always situational and emotionally colored. Dialogue is generally unprepared. Sometimes it can be both prepared and planned as well. (Bacon, 2010)

To carry on a dialogue pupils need words and phrases to start a conversation, to join it, to confirm, to argue, to reject, to invite, to comment and others phrases like
a:

“I’d like to tell you; and what about; I hope; I mean to say; thank you; I’m sorry; don’t mention it; good luck etc. These phrases make dialogues more lively and emotional.”

While teaching dialogue we should use pattern dialogues in three stages:

1. **Receptive:** pupils listen to the dialogue once or twice recorded or reproduced by the teacher, then they read it silently for better understanding. The teacher helps them in comprehension of the dialogue using pictures.

2. **Reproduction:** 3 kinds of reproduction must be underlined:
 - ❖ **Immediate** - Pupils listen to the dialogue imitating the speaker. Attention should be paid to pronunciation and intonation.
 - ❖ **Delayed** - Pupils enact the pattern dialogue in person (listen second time before it).
 - ❖ **Modified** - Pupils enact the dialogue changing some element in it. The more elements they change in the pattern the better they assimilate the structure of the dialogue.

These first two types aim to store up the patterns in pupils’ memory for expressing themselves in different situations.

3. **Constructive or creative** - Pupils are given a picture of situation and they make up their own dialogues.

There is a great variety of dialogue structures. Here are main four lead-response units, which should be taught in schools within the topic and linguistic material the syllabus requires.

Question-response dialogue is usually taught in schools. Above mentioned 4 lead-response units should be taught and their peculiarities should be taken into account.

The use of dialogues in language teaching has a long tradition. Stereotyped dialogues and dialogues in unnatural language have been recently replaced by more natural dialogues, which illustrate how sentences are combined for the purpose of communication in clearly defined (specific) social context.

In dialogue activities not only accurate expression is important but also the appropriate use of language forms in a specific social context. Therefore the interlocutors (learners) should take into consideration:

- ❖ who is speaking to whom
- ❖ about what
- ❖ for what purpose

CONVERSATION AND DISCUSSION

The teacher seeks to engage children in talk with other children in a relaxed atmosphere. Socialization skills as well as language are enhanced when students engage in conversations and discussions. Conversation is informal, spontaneous, and relatively unstructured. Discussion is more formal and usually topic-centered talk. It focuses on a specific topic or purpose. Both are similar in that they build on the student's home-learned experiences and serve to give practice in pronunciation, fluency, expression, and vocabulary. They also help children build confidence to express themselves orally.

In the discussion strategy, sticking to the point is essential. The goal of a discussion is to reach a conclusion or solve a problem. Before starting the discussion, the topic should be clearly defined and understood by everyone.

Usually, it is stated in the form of a question (Should children have to do chores to earn an allowance?). Great discussion topics come from literature, school events or problems, experiences, current news, etc. Students discuss the topic and try to reach some sort of consensus. Other types of discussions are panel discussions and debates. }

USE MINIMAL RESPONSES

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying.

Agreeing with what was said: absolutely; yes, that's right

Indicating possible doubt: really? Are you sure?

Agreeing to cooperate or not: of course; okay; sorry, I can't; I'm afraid not

.Expressing an opinion: that's nice; how lucky! That's too bad.

Expressing interest, encouraging the speaker to continue: what happened next?

That's really interesting; what did you do?

BRAINSTORMING

One of the best ways to generate a number of ideas in a short amount of time is through the brainstorming strategy. Brainstorming helps to stretch a student's imagination, encourages group cooperation, and leads to creative thinking through spontaneous contributions by all group members. Key principles of brainstorming include the following:

- ❖ Select a problem or topic and react to it quickly.
- ❖ Designate one person in the group as the recorder of ideas.
- ❖ Accept and record all ideas or suggestions.
- ❖ Build on other people's ideas.
- ❖ Do not criticize anyone else's ideas.
- ❖ Remember that, initially, quantity of ideas is more important than quality.

Many teachers are familiar with brainstorming but do not utilize it effectively or frequently enough. Plan to make the brainstorming strategy part of your teaching practices. Model the process for students:

- ❖ Begin with a whole-class brainstorming session where each student records his or her own ideas.
- ❖ Provide a problem question as a stimulus and a time limit to eliminate frivolous ideas and daydreaming.
- ❖ When time is called, let each student share his or her list. Second, open up the brainstorming session to everyone.
- ❖ The teacher records the ideas for the whole class at the chalkboard to model the role of the recorder.
- ❖ Begin to evaluate some of the ideas in terms of their effectiveness in solving the initial problem.

INTERVIEW

Most information students gather for school projects comes from traditional sources like the encyclopedia or internet. Students need to learn that another way of gathering information is through interviewing, or asking someone for information or opinions. ((Yellen, 2004))

Donald Graves recommends teaching young children about interviewing by having them poll their fellow classmates for information. In this simple polling technique, students choose a different interview or polling question to ask their

classmates each day. (Which is your favorite meal—breakfast, lunch, or dinner? What is your favorite color?) After polling, a bar chart could be made to show the results of the survey.

Most students are familiar with interviews because of the many that are shown on television. You could show models of good interviews and analyze them as a class. Good interviewers keep in mind the following points:

- ❖ Learn something about the interviewee (person being interviewed).
- ❖ Decide ahead of time on the information desired.
- ❖ Formulate appropriate questions.
- ❖ Anticipate follow-up questions based on the interviewee's responses.
- ❖ Determine how to begin and end the interview politely.

Interviewing is an important strategy for gathering information and conducting research on many topics. However, you must eventually tie interviewing to real projects so that students can see a relevance to the research they are doing. Here are two group projects that make interviewing authentic:

- **Dialogue**

Dialogue is one of the media in teaching speaking. It helps the students practice in speech, pronunciation, intonation, stress. Dialogue also increases students' vocabulary. The primary objective of using dialogue is developing student's

competence (pronunciation, intonation, stress) in teaching speaking like native speaker. Therefore, in teaching learning uses dialogue (short and long), the students are motivated by the teachers' questions to reason rather than to recollect. Dialogues is two sides communication, it means we just not have to express.

TECHNIQUES FOR TEACHING SPEAKING

WORK IN GROUPS

Activity-Based Classrooms - ESL students succeed in activity-centered classes because of two main factors:

- 1) Students have regular opportunities for extended discourse.
- 2) Students are highly motivated because they use the target language in situations of personal choice.

Joe Sheils, (1993) says: the pair work students can practice language together, study a text, research language, or take part in information-activities. They can write dialogues, predict the content of reading texts, or compare notes on what they have listened to or seen "Here as many kinds of pair work, there are:

Conversation

Conversation is the first kind of pair work because students communicate or share about opinion, ideas, and feeling with their friends. Besides that, conversation activity can increase the students' vocabulary and pronunciation.

Dialogue

This activity also same with conversation activity that need two members to practice it. Generally, the dialogue should be four or to six lines long. That must include grammatical items and vocabulary, which the students need to master as well as the items of typical feature of spoken English, such as short answer, contracted word, and question tag.

Before students act their dialogues, the teacher gives some instruction for the ways of dialogue or gives the theme for dialogue activity. This activity draws on cognitive skills to produce appropriate language in context.

GIVE INSTRUCTIONS

Some of the activities that we use in the classroom are fairly complex in terms of the way they're organized, and I doubt if there are many teachers who can honestly claim that they've never got a class totally confused by the way they've given instructions

- ❖ Plan how you're going to give the instructions before you go into the classroom, and make sure that you can explain them within the limits of the language which the students can understand. For example, the following instruction would be fine for an intermediate class, but would

lose a group of beginners: You're going to hear a description of a famous person and you have to guess who it is. For beginners, listen to my description of a famous person. Who is it? Would be far more comprehensible.

- ❖ Think too about the speed of your speech - slow down slightly if necessary - and insert pauses to allow students to take in each piece of information before you go on to the next.

ORAL PRACTICE

Speaking a language involves using the components correctly – making the right sounds, choosing the right words and getting constructions grammatically correct. Pronunciation, grammar and vocabulary tasks will focus on the need for practice in language accuracy. At the same time, we also need to get a clear message across and this involves choosing appropriate content or ideas to suit a situation, e.g. deciding what is polite or what might appear rude, how to interrupt or how to participate in a conversation. All this involves practice in language fluency. Both types of practice are equally important, although some traditional approaches can concentrate rather too much on accuracy tasks which result in students speaking like a grammar book. (Pressley, 1995)

How to prepare students for real communication in English

✓ Personal response

Give students tasks which ask them to contribute information about themselves.

✓ Variety of responses

Give them dialogues which require more than one set response so they have to decide and create their own dialogues.

✓ Work in pairs or groups

Give students tasks in which they have to communicate with others to exchange information, as this gives a greater number of students a chance to talk.

✓ Less teacher talking time

Be careful not to do all the talking, and aim for student participation from the very start of lessons. When preparing pair work, bring in student responses, use students to rehearse roles, get all the class to repeat key items and try to avoid lengthy explanations. Demonstrate. Keep your own talking to a minimum during the activities.

PRACTICE PREVIOUS LESSON

It helps students to not only to know about something, but to also see or hear examples of an acceptable finished product (a story, poem, model, diagram, graph), or to observe a person's actions or hear him talk-aloud about how he decided to perform a task (how to identify the main idea, or determine ways of thinking or making decisions while completing the assignment).

It is important that the visual input of modeling be accompanied by the verbal input of labeling the critical elements of what is happening (or has happened) so that students are focused on essentials rather than being distracted by transitory or no relevant factors in the process or product. (Elliot, 2009)

In lessons designed to produce divergent thinking or creativity, a teacher usually should not model because students will tend to imitate. The modeling should have occurred in previous lessons so that the students have acquired a repertoire of alternatives from which they synthesize an outcome satisfying to them—thereby being creative in their responses to the assignment.

e. MATERIALS AND METHODS

➤ DESIGN OF THE RESEARCH

The present research work was considered as a descriptive one, because, the researcher could not manipulate the variables. So that, the result was described using the descriptive statistics, representing them in tables and graphs that let the interpretation and analyzes of them.

➤ METHODS, TECHNIQUES AND INSTRUMENTS

METHODS

➤ **Scientific method:** was used to develop the present research work, because helped to carry out a systematic, and ordered process to develop a logic explanation of the relations established in the research work and therefore, to suggest alternatives of solution to the discovered problem.

✓ **Inductive – deductive methods:** was applied for the delimitation of the problem, to obtain the corresponding solutions generalized in all the particular knowledge.

It was used especially in the elaboration of the conclusions and recommendations.

- ✓ **The descriptive method:** was used to describe the main results obtained with the applied instruments. Also, it served to confirm the hypothesis and the final redaction of the research report.

- ✓ **Analytical-synthetic method:** It helped to analyze the obtained results through the field instrument, and makes the interpretation of the data and to establish the conclusions, based on the result of mayor tendency. Also, it helped to examine the cognitive strategies in the development of the productive skills.

- ✓ **Explicative method:** was used to explain the implicit relations of the established variables of the researched problem. Also, it permitted to give our point of view according to the obtained results, and to explain the theoretical reference about the cognitive strategies. It is important mention that the descriptive statistics, was used as a tool to facilitate the data presentation in tables and graphs.

- ✓ **Descriptive statistics:** was used as an instrument to represent the data in tables, squares and graphs to get a better comprehension of the information.

➤ **TECHNIQUES AND INSTRUMENTS.**

The techniques and instruments that were employed during the research work were:

The **survey**, which was applied to obtain the empiric information about the cognitive strategies in the English language learning process. Also, allowed to know the kinds of cognitive strategies the teacher used to develop the productive skills with the students. It was implemented with teachers and students using a previous elaborated questionnaire, which contained different types of closed questions about the research topic with the indicators. They helped to support the stated hypotheses.

➤ **PROCEDURES.**

After, the researcher picked up the information the data was processed using the excel program involving these steps:

- ✓ **Tabulating:** the tabulation of the data was carried out in a quantitative way, in the case of the objective questions and the criteria questions were classified by categories in order to facilitate information. The tabulation of all applied instruments allowed to contrast the information and to analyze the obtained results.

- ✓ **Organization:** the empiric information was made according to the specific variables that guided to prove every hypothesis.
- ✓ **Graphic representation:** was represented using tables and in other to visualized the data easily, and the tendency of the indicators in each variable.
- ✓ **Interpretation and analysis:** the information presented in tables and graphs; helped to interpret the corresponding percentages of every question. Which, also were analyzed in detail, contrasting it with the theoretical referents and the variables of the specific hypothesis, in order to get a better understanding of the results
- ✓ **Hypotheses verification:** it was done through the empiric method, with a description of the indicators with major tendency and contrasting them, used the information of the theoretical frame.
- ✓ **Conclusions and recommendations:** conclusions were done through the analysis and interpretation of the discovered problems and these were based on the specific objectives which led the research process.
- ✓ To elaborate the final report was necessary to integrate all the components of the research. Finally, some recommendations were established for the administration, teachers and students.

➤ **POPULATION AND SAMPLE.**

The sample and population was represented by 3 English teachers and 127 students from 8th year of Basic education who were taken at random.

CHART OF THE POPULATION

COURSES-CLASSES	A	B	C	D	TOTAL
8 Year of Basic Education	33	32	31	31	127
Teachers' population	3				3

f. RESULTS

❖ SURVEY APPLIED TO TEACHERS AND STUDENTS.

HYPOTHESIS N° 1

Writing post cards, writing compositions and others are the strategies used by the teachers to develop the English writing skills among 8th, years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012- 2013

1. Do you think it is important the use of the cognitive strategies to develop the productive skills in the English language learning?

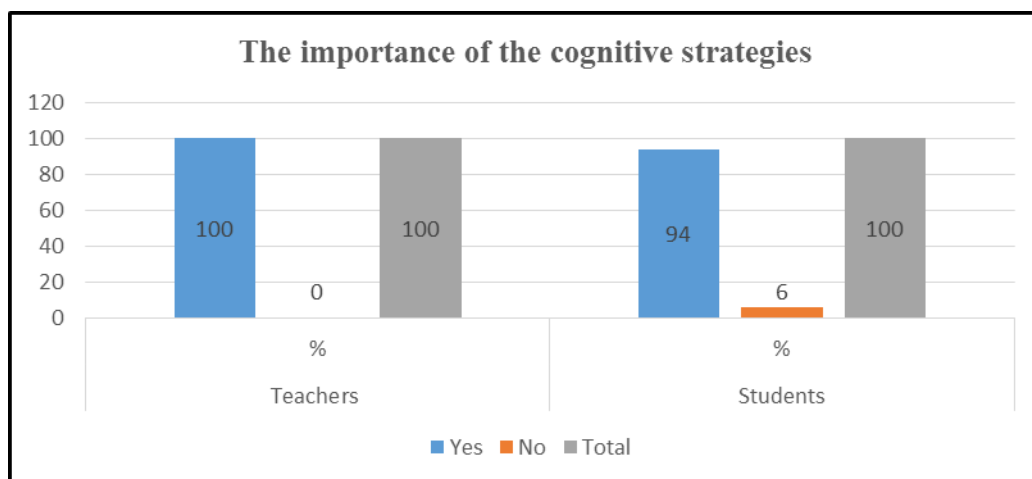
a. Chart 1

The importance of the cognitive strategies	Teachers		Students	
	f	%	f	%
Yes	3	100	120	94
No	0	0	7	6
Total	3	100	127	100

Source: Teachers and students’ surveys

Author: Fredin Rolando Cruz Rosales

b. Graph 1



c. Logical analysis

According to the graph representation above, the majority of teachers and students expressed that the use of cognitive strategies is important to develop the productive skill.

Analyzing teachers and students' results, they evidenced that all of them think that cognitive strategies are significant to develop the productive skills, because they are essential to improve knowledge. Also, it let to the teachers reach the learning goals and permit to create a good environment in the classroom.

According to Jordan LuAnn, (2009), the cognitive strategy serves to support the learner as he or she develops internal procedures that enable him/her to perform tasks that are complex, and can increase the efficiency with which the learner approaches a learning task. Cognitive strategy develops the thinking skills that will make students strategic, flexible learners.

2. What is the purpose of cognitive strategies?

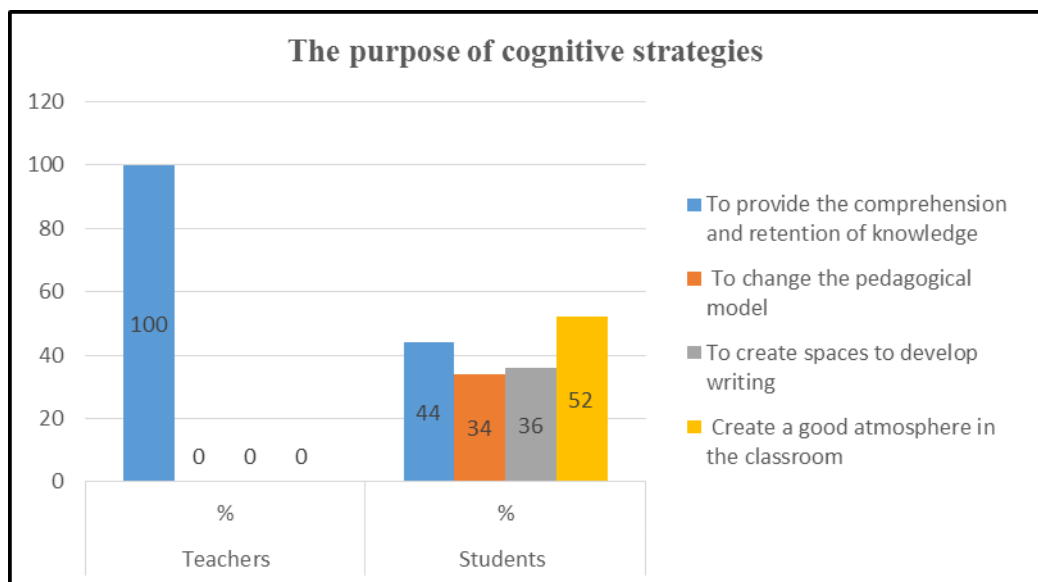
a. Chart 2

The purpose of cognitive strategies	Teachers		Students	
	f	%	f	%
To provide the comprehension and retention of knowledge	3	100	56	44
To change the pedagogical model	0	0	43	34
To create spaces to develop writing	0	0	46	36
Create a good atmosphere in the classroom	0	0	66	52

Source: Teachers students' surveys

Author: Fredin Rolando Cruz Rosales

b. Graph 2



c. Logical analysis

According to the teachers' results, it was showed all teachers have enough knowledge about the purpose of cognitive strategies. However, it is evident students do not know exactly about this.

The importance of the cognitive strategies is, it facilitates the acquisition of knowledge. It means that the subject not only acquires the same information, also learn the process that he used to do (Rosenshine, 2007).

3. What stage of the class do you apply the cognitive strategies?

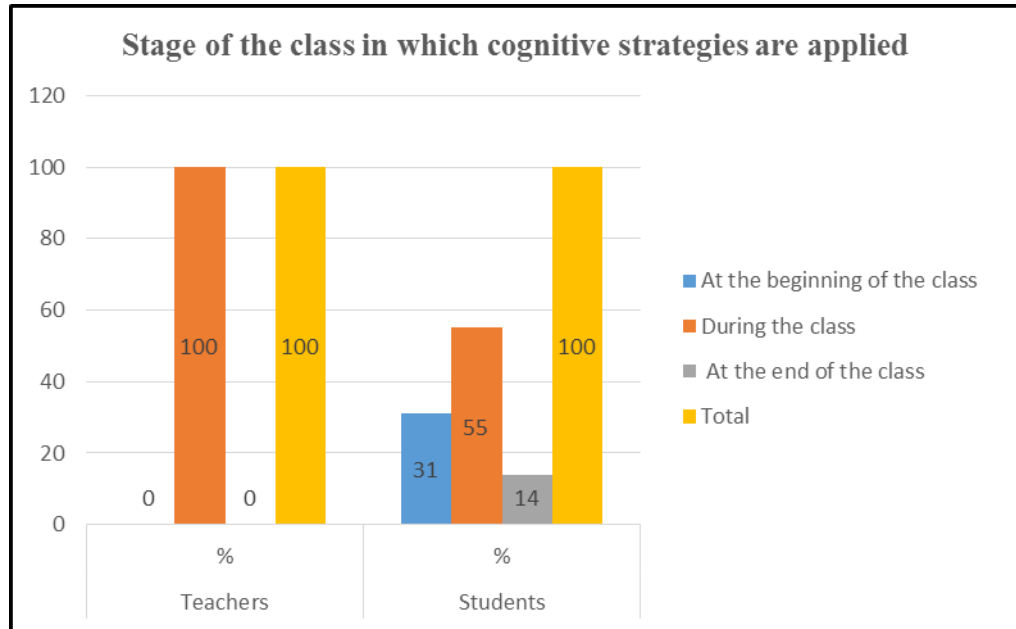
a. Chart 3

Stage of the class in which cognitive strategies are applied	Teachers		Students	
	f	%	f	%
At the beginning of the class	0	0	39	31
During the class	3	100	70	55
At the end of the class	0	0	18	14
Total	3	100	127	100

Source: Teachers and students' surveys

Author: Fredin Rolando Cruz Rosales

b. Graph 3



c. Logical analysis

According to the teacher and students' answers, it was showed that all the teachers and more than half of students indicated that cognitive strategies are applied during the class.

Rosenshine, (1997) states that in the classroom where cognitive strategies are applied; the teacher fulfills a pivotal role, bridging the gap between student and content/skill to be learned. This role requires an understanding of the task to be completed, as well as knowledge of an approach (or approaches) to the task that he/she can communicate to the learner.

Applying the cognitive strategies during the class permit teachers to provide different activities, feedback and adjust questions at the level of student, to decide in each case what is the most relevant information in different activities, offer help and support students for the tasks. (Beltran, 1993) and (Cabanach, 1994)

The use of cognitive strategies can increase the efficiency and confidence with which the learner approaches to learning task, as well as his / her ability to develop a product, retain essential information, or perform a skill. While cognitive teaching requires high degree strategies of commitment from both the teacher and learner (LuAnn Jordan, 2007)

4. What of the following strategies are applied in the class to develop the English writing skills?

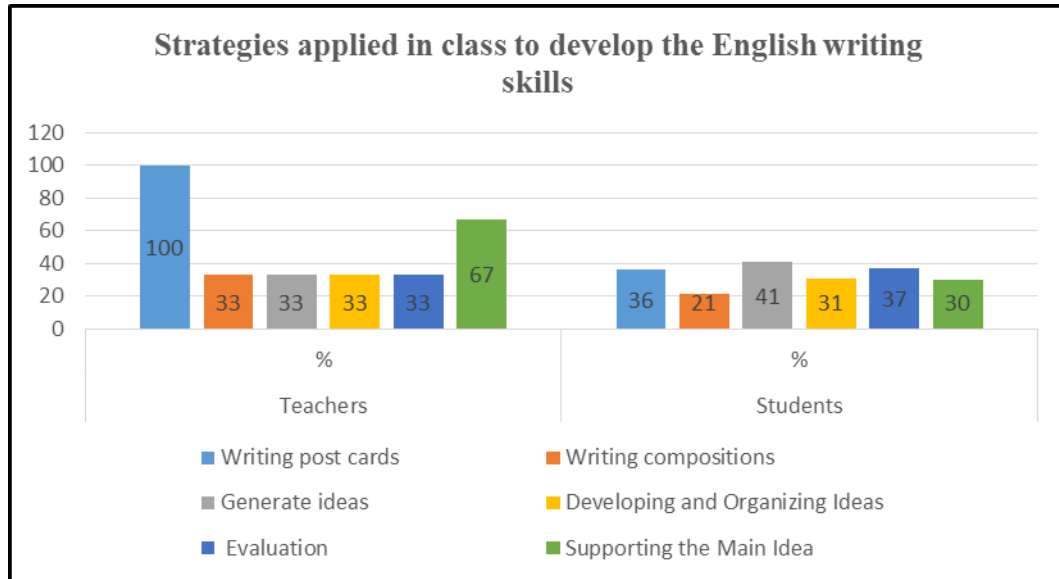
a. Chart 4

Strategies applied in class to develop the English writing skills	Teachers		Students	
	f	%	f	%
Writing post cards	3	100	46	36
Writing compositions	1	33	27	21
Generate ideas	1	33	52	41
Developing and Organizing Ideas	1	33	40	31
Evaluation	1	33	47	37
Supporting the Main Idea	2	67	38	30

Source: Teachers and students' surveys

Author: Fredin Rolando Cruz Rosales

b. Graph 4



c. Logical analysis

The results indicate that all of teachers and a few students agree that writing post cards is the strategy applied in the classroom and more than half of teachers say that they apply supporting the main idea and several students agree with this information, and a few teachers and students indicate generate ideas.

Referring to the teachers and students' results, it was noticed that the strategy most used in class is, writing post cards. The post cards give the chance to the students to practice grammar, vocabulary and understand the text information.

In supporting the Main idea and generating ideas are used in a lower percentage, supporting the main idea students learn how to select the better of two possible main ideas to use as a topic sentence in an information paragraph, and then learn how to choose details and support it (Faigley and Witte, 1981).

The strategy generating ideas, gives students the opportunity to reorganize, regroup, sort, categorize, classify and clutter their notes.

5. What kind of techniques are used to develop the English writing skills?

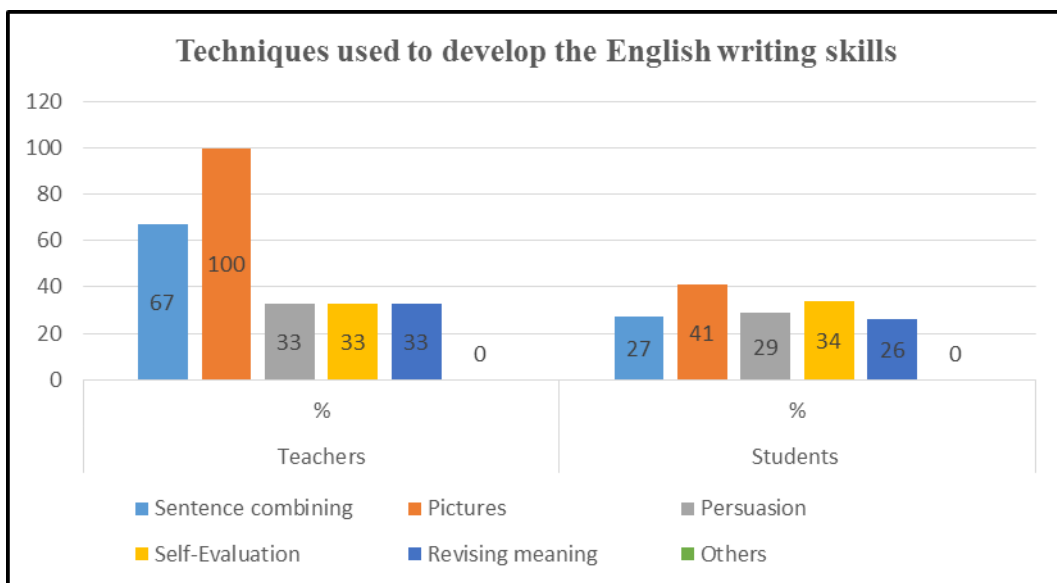
a. Chart 5

Techniques used to develop the English writing skills	Teachers		Students	
	f	%	f	%
Sentence combining	1	67	34	27
Pictures	3	100	52	41
Persuasion	1	33	37	29
Self-Evaluation	1	33	43	34
Revising meaning	1	33	33	26
Others	0	0	0	0

Source: Teachers students' surveys

Author: Fredin Rolando Cruz Rosales

b. Graph 5



c. Logical analysis

The results provided in the graph, show that all teachers and several students use make use of pictures, more than half of teachers use sentence combining and a few of students use self-evaluation.

The picture are valuable as they help to generate common vocabulary and common language forms. In addition, a single picture can be used for a range of activities like controlled composition, sentences combining exercises, reports, letters and stories.

Sentence combining is one of the most effective technique to improving students' writing (Ann Raimes, 1985).

According to Lynch Piper (2007), sentence combining is important to provide guided practice in class by the teachers, also with the continued practice students will begin to combine sentences, and revise their own writing and grammar.

6. What are the sub processes of writing used in the class?

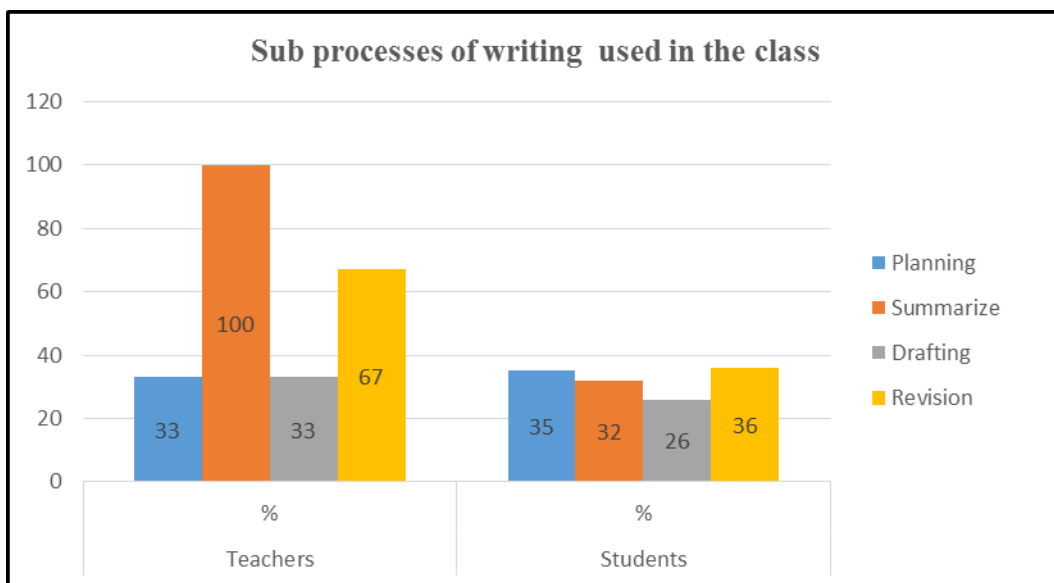
a. Chart 6

Sub processes of writing used in the class	Teachers		Students	
	f	%	f	%
Planning	1	33	45	35
Summarize	3	100	41	32
Drafting	1	33	33	26
Revision	2	67	46	36

Source: Teachers and students' surveys

Author: Fredin Rolando Cruz Rosales

b. Graph 6



c. Logical analysis

Viewing the results, it was observed that all of the teachers and few students said the summarizing is the sub-process most used in the class and more than half of teachers and several students said the revision.

Summarizing, helps students learn to determine essential ideas and consolidate important details about the topic, also it teaches students how to take a large selection of text and reduce it to the main points for more concise understanding.

Revision, in this sub-process of the writing is where the student reviews, changes and improves the message.

Therefore, writing as a mediator in the psychological processes, active and enables the development of other functions such as perception, attention, memory and thought

7. What of the following steps do you use to construct the gist?

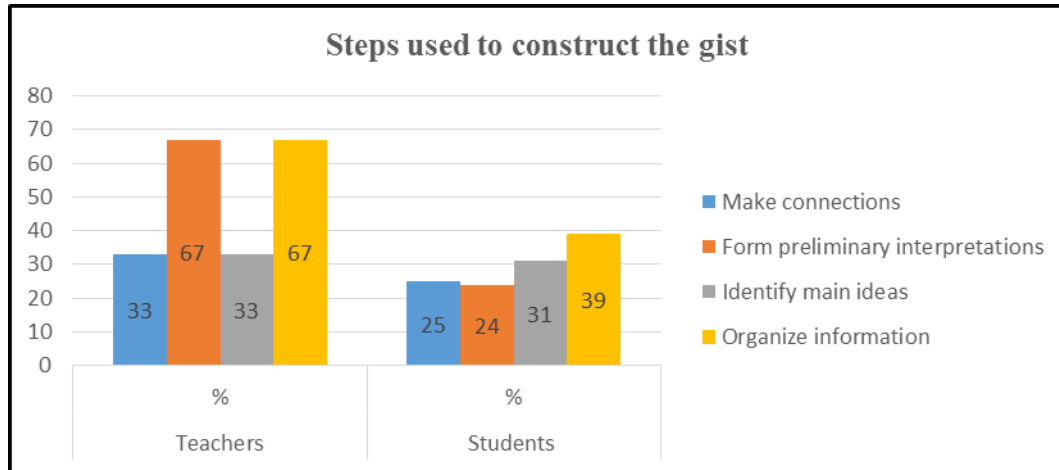
a. Chart 7

Steps used to construct the gist	Teachers		Students	
	f	%	f	%
Make connections	1	33	32	25
Form preliminary interpretations	2	67	30	24
Identify main ideas	1	33	40	31
Organize information	2	67	49	39

Source: Teachers and students' surveys

Author: Fredin Rolando Cruz Rosales

b. Graph 7



c. Logical analysis

Analyzing the data in the graph, more than half of the teachers and a few of the students indicate that the steps used to construct the gist are form preliminary interpretation and organize information.

In organizing the information, it is fundamental that students learn ways to organize, classify and order the information so they can begin to see relationships, draw conclusions and make predictions and chose the more crucial information to construct the gist about the text.

According to Langer, (1989) and Wilhelm Jeff, (1997), the preliminary interpretation is essential because, it permits to the teacher asks question for the students about the topic and discuss and interchange ideas and is so crucial for students understand the biggest idea of the text.

Forming preliminary interpretations permits infer the text and actively develop one's own conception of the text's significance, ability to achieve coherence.

HYPOTHESIS N° 2

The Role play, dialogue speech, discussion and others are the cognitive strategies used by the teacher to develop the English speaking skills among 8th years student, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012- 2013

8. What kind of cognitive strategies are used in class to develop the English productive skills?

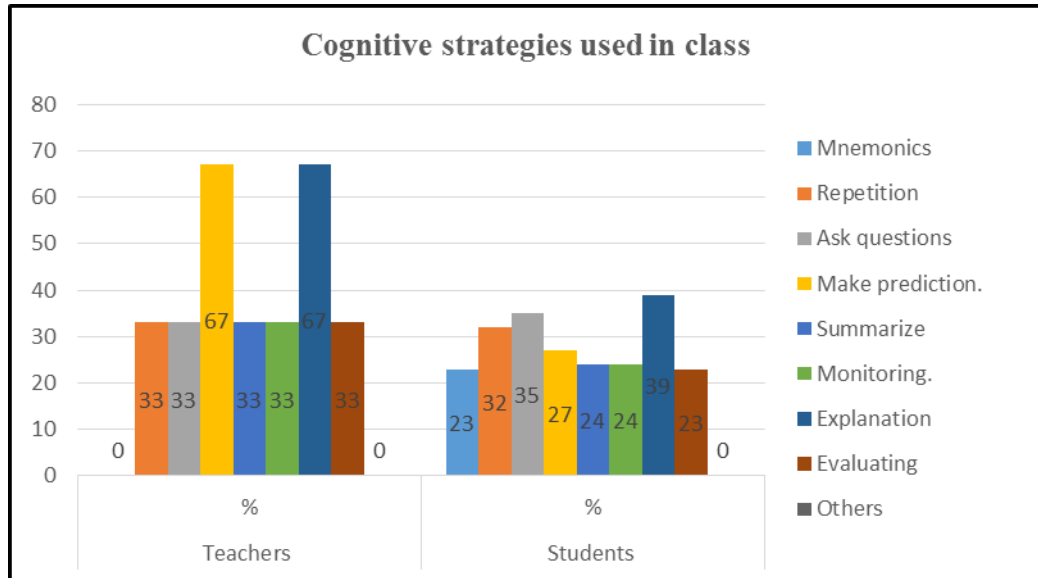
a. Chart 8

Cognitive strategies used in class	Teachers		Students	
	f	%	f	%
Mnemonics	0	0	29	23
Repetition	1	33	41	32
Ask questions	1	33	45	35
Make prediction.	2	67	34	27
Summarize	1	33	31	24
Monitoring.	1	33	31	24
Explanation	2	67	50	39
Evaluating	1	33	29	23
Others	0	0	0	0

Source: Teachers and students' surveys

Author: Fredin Rolando Cruz Rosales

b. Graph 8



c. Logical analysis

According to the graph representation above, more than half of teachers and a few students expressed that explanation and make prediction are the strategies that teachers use in class.

Making prediction is essential because it allows that students generating questions and understand about topic, also make predictions and revising meaning.

Explanation is the second stage of learning, it permits students understand how to do the activity. The explanation is important because students feel safer when they know the rules and have some source to go back to in case of confusion or for future reference.

These strategies can help to develop the thinking skills that will make students flexible learners and will be able to consciously think. Teachers need to give more

opportunity and motivate the students to practice cognitive strategies. (Robinson Piter, Eds 2009)

9. What kind of strategies are used to teach the English speaking skills?

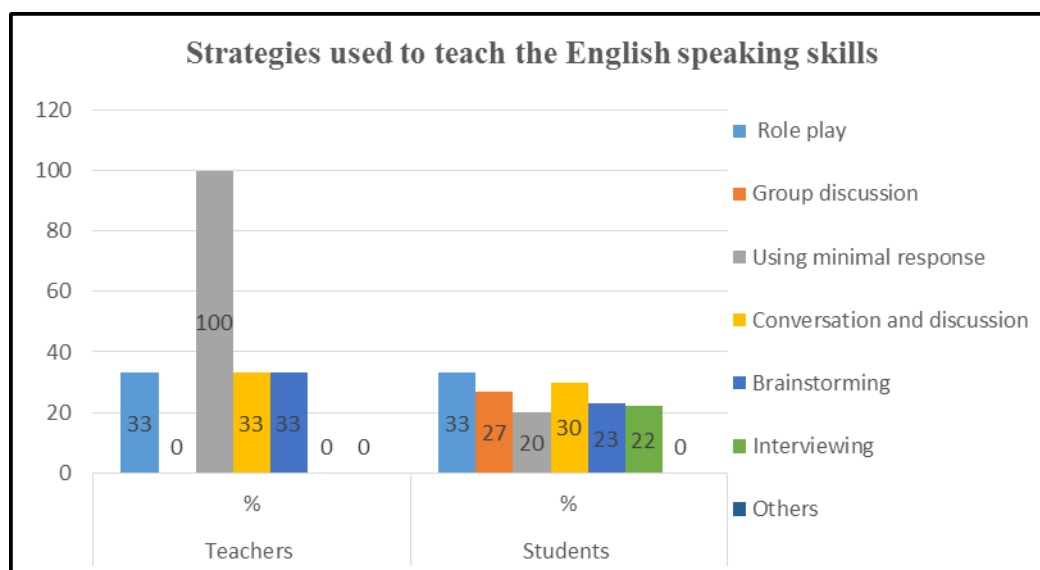
a. Chart 9

Strategies used to teach the English speaking skills	Teachers		Students	
	f	%	f	%
Role play	1	33	42	33
Group discussion	0	0	34	27
Using minimal response	3	100	26	20
Conversation and discussion	1	33	38	30
Brainstorming	1	33	29	23
Interviewing	0	0	28	22
Others	0	0	0	0

Source: Teachers' and students surveys

Author: Fredin Rolando Cruz Rosales

b. Graph 9



c. Logical analysis

In relation to this question all teachers and a few students said the minimal response is the strategies most used to develop the speaking skill and several of students use role plays.

According to Burkart Grace Stovall, (1998), minimal responses are predictable, also the students can practice idiomatic phrases in a conversation, besides the students use to indicate understanding, agreement, doubt, and other responses.. Also using minimal response helps to obtain specific information and can be used for the teacher or students

Role play in the Classroom has many benefits: role play gives students practice communicating in authentic ways and situations, it gives to the students more confidence when presenting the conversation when they are speaking.

10. What kind of techniques are used to develop the English speaking skills?

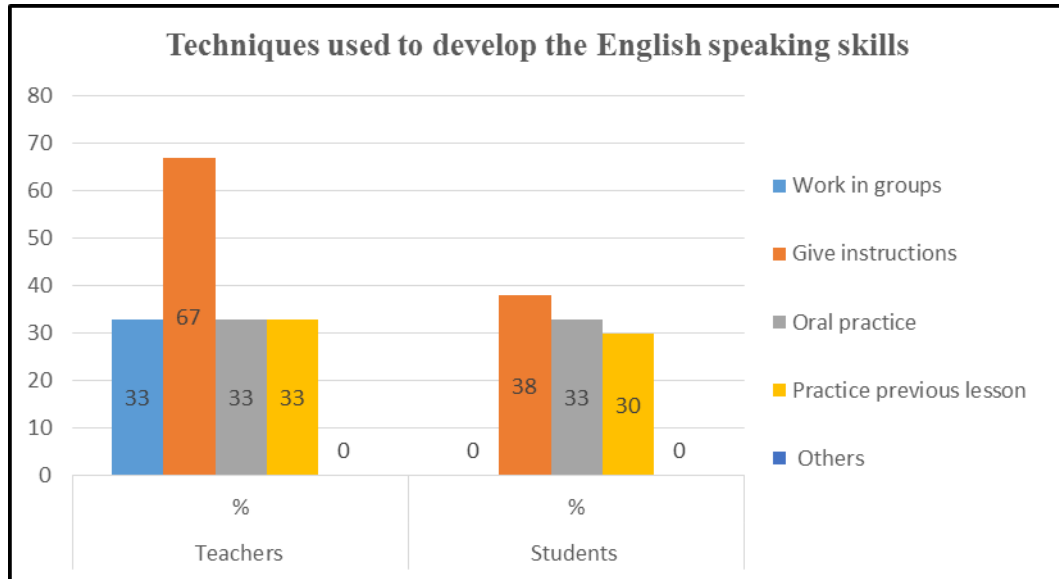
a. Chart 10

Techniques used to develop the English speaking skills	Teachers		Students	
	f	%	f	%
Work in groups	1	33	0	0
Give instructions	2	67	48	38
Oral practice	1	33	42	33
Practice previous lesson	1	33	38	30
Others	0	0	0	0

Source: Teachers and students' surveys

Author: Fredin Rolando Cruz Rosales

b. Graph 10



c. Logical analysis

The result provided in the graph, show that more than half of teachers and few of students indicated that give instruction is the technique applied by the teachers and several students use oral practice.

Giving instructions, the teachers need to plan how they are going to give the instructions before go into the classroom, and make sure that can explain to the students within the limits of the language(use correct or appropriate words) which the students can understand the activity. Oral practice is vital, because allow to the students improve their pronunciation, vocabulary, grammar and fluency.

Speaking a language involves using the components correctly – making the right sounds, choosing the right words and getting constructions grammatically correct,

as well as, pronunciation, grammar and vocabulary tasks will focus on the need for practice in language accuracy (Pressley, 1995)

11. Do you think, is it important to improve the writing and speaking skills in the English language learning?

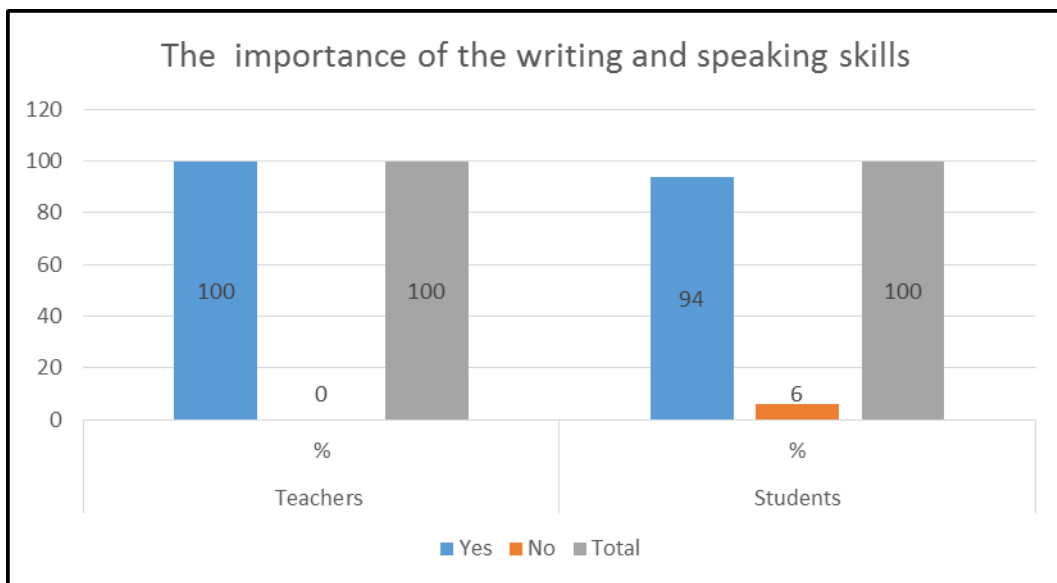
a. Chart 11

The importance of the writing and speaking skills	Teachers		Students	
	f	%	f	%
Yes	3	100	119	94
No	0	0	8	6
Total	3	100	127	100

Source: Teachers and students' surveys

Author: Fredin Rolando Cruz Rosales

b. Graph 11



c. Logical analysis

The obtained results confirm that most of teachers and students are agree, with the importance of improve the writing and speaking skills. It is crucial to develop these abilities, in order they can speak fluently and improve their knowledge of the English language. Besides they, can hold an English conversation, and improve the vocabulary and pronunciation.

To improve writing and speaking is important that teachers create a positive environment, an atmosphere of mutual respect, positive regard, and safety. Students should feel they are part of a community of people supporting each other. As a result the teachers and students are conscious about the importance of cognitive strategies to improve the speaking and writing skills.

g. DISCUSSION

1 HYPOTHESIS ONE:

a) STATEMENT.

Writing post cards, writing compositions, and others are the strategies used by the teachers to develop the English writing skills among 8th years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012- 2013.

b) DEMONSTRATION.

In relation to question **ONE**, 100% of teachers and 93% of students agree with that the cognitive strategies are useful to develop the productive skills. Therefore, it is demonstrated that the teachers and students are conscious about the importance of these strategies, and that the application of them in the class allow students to make different activities for each skill in the different stages of learning and new knowledge acquisition.

Question **TWO**, 100% of teachers and 44% of students indicate that the purpose of cognitive strategies is to provide the comprehension and retention of knowledge, 52% of students say that purpose is to create a good atmosphere in the

classroom, 36% of students indicate “create spaces to develop writing”, 34% of students indicate “change the pedagogical model. Therefore, the results, from teachers and students are not the same. It is considered that students have a limited knowledge about the purpose of cognitive strategies

According to the question **THREE**, about what stage of the class apply the cognitive strategies, 100% of teachers implement the cognitive strategies during all the class and 55% of students say the same. The results demonstrate that teachers applied the cognitive strategies during all the class, but the students did not confirm the same. Therefore, teachers are not using cognitive strategies in every class, affecting the productive skills.

Question **FOUR**, about the strategies applied in the class, 100% of teachers and 36% of students indicate that they applied writing pot card post cards, 67% of teachers and 30% of students affirmed they employ supporting the main idea, and only 41% of students specified that generate ideas are the strategies used to develop the writing skills, But they cannot distinguish what are exactly the cognitive strategies to develop the writing skills. Analyzing the results, it can be demonstrated that teachers are not making using the cognitive strategies, therefore it not permits that students increase their ability in English writing skills.

Question **FIVE**, about the techniques that the teachers use to develop the writing skills, 100% of teachers and 41% of students confirmed that they implement

pictures, 67% of teachers showed that they use sentence combining, 34% of students showed that teachers use self-evaluation. These results show that teachers are making use two of techniques, for this reason students are not able to develop their speaking and writing skills in culturally appropriate contexts.

Question **SIX**, about the sub-processes of writing, 100% of teachers and 32% of students showed that they practice summarizing, 67% of teachers and 36% of students said that they implement revision. These results show that teachers and students do not use properly the sub-processes of writing.

Question **SEVEN**, according to the steps to construct the gist, 67% of the teachers and 24% of students express they use form preliminary interpretation and 67% of teachers and 39% of students are used organize information. It is evident that teachers and students are not developing the writing skill in an appropriate way.

c) DECISION

With the obtained results in the survey applied to teachers and students, the **FIRST** hypothesis is rejected. It has been demonstrated that teachers are conscious about the importance of the cognitive strategies, but there is an insufficient use of strategies to develop the writing skill. Teachers, only use two of them, writing post cards and supporting the main idea. Also they are not using the cognitive strategies in every class.

➤ **HYPOTHESIS TWO:**

a) STATEMENT

The Role play, dialogue speech, discussion and others are the cognitive strategies used by the teacher to develop the English speaking skills among 8th years student, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012- 2013.

b) DEMONSTRATION

Question **EIGHT**, about what cognitive strategies the teachers use in class to develop the productive skills, students and teachers expressed, 67% of teachers and 39% of students use explanation, 67% of teachers and 27% of students use make predictions. These results show that teachers are using few cognitive strategies, which do not permit an effective development of the students’ productive learning of the foreign language.

Question **NINE**, was done to validate the kind of cognitive strategies used by the teachers. 100% of teacher and only 20% of student express that teacher are using minimal response and 33% of the students said that the teachers apply role plays. It is indicated that teachers and students answers do not match. Students do not agree with the teachers’ responses. It demonstrate the teachers are not familiarized with this strategies.

Question **TEN**, about the type of techniques to develop the speaking skills, 67% of teachers and 38% of students said that they use give instruction, 33% of teachers and 33% of students indicated that they develop oral practice. It is evident that teachers are only use give instructions, and students are not familiarized with these techniques.

In the question **ELEVEN**, 100% of the teachers and 94% of the students expressed that it is important to improve writing and speaking in English language learning. It means that, teachers and students agree with the importance of improving writing and speaking skill.

c) **DECISION**

Based on the above results of each question. The **SECOND HYPOTHESIS IS NOT ACCEPTED**. All the analyzed data indicate that teachers agree with the importance of improving the productive skills. But teachers are not making use these strategies appropriately, the teachers are making use of one cognitive strategy to develop the speaking skills such as minimal response, and students are not familiarized with these strategies

h. CONCLUSIONS

- The teacher and students are conscious about the importance of the cognitive strategies to develop productive skills. However most teachers and students are not using enough strategies to develop writing skills. They are making use of writing post cards and supporting the main idea. Therefore, it show that the students are not cultivating their speaking and writing skills in a good level
- Teachers are not applying the most of techniques to develop writing skills, although some teachers are making use of pictures, and more than half sentence combining. Which negatively influences in the productive skills, and it does not give students the opportunity to practice the writing, improve the vocabulary, and develop the writing skills in the classroom.
- The teacher do not use properly the sub-processes of writing, which affects English language writing skills. For this reason the students cannot practice the writing in appropriate way, these sub-processes of the writing is where the students review, change and improve the message
- Most of the teachers are conscious about the importance of cognitive strategies to develop speaking skills. But the teachers are not using the most of cognitive strategies, only they are using minimal response, and the technique using by the teachers is gives instructions to develop the speaking skills.

i. RECOMMENDATIONS

- English teachers should apply all the cognitive strategies to develop writing skills, such as post-cards, generating ideas, developing and organizing ideas, supporting the main idea, writing for a purpose. This will increase the students' knowledge. Also, teachers should strive to develop the productive skills. They have advantages for students, for instance: students can feel more comfortable and practice and develop the new language. This will also help in the comprehension and retention of their learning a new language.

- Teachers should employ different types of techniques as frequently as possible in class. For example, persuasion, sentences combining, self-evaluation, revising the meaning, and pictures. The implementation of these techniques provide learners the opportunities not only to improve their language communication skills, but also to improve their confidence, encourage to students to speak, and it leads development of positive learning.

- Teachers should improve their knowledge about the sub-processes of the writing and apply this in a correct way, and also know these sub-processes influence the students learning process. It permits the development of other functions such as perception, attention, memory and thought. It allows generate, organize the ideas and form new concepts. The purpose is that

students feel confident and encourage to make the activities, also permit improve the writing skills.

- English Teachers should put more emphasis in the cognitive strategies in order to develop the speaking skills such as role play, conversation and discussion, group discussion, using minimal response, brainstorming and interviewing. Each strategy plays a different role in the learning process. The cognitive strategies, are essential tools to develop the writing skills. Therefore, they need to be implemented in the class to make the learning more successful in the students

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

**ÁREA DE LA EDUCACIÓN EN ARTE Y LA
COMUNICACIÓN**

ENGLISH LANGUAGE DEPARTMENT

THEME

“THE COGNITIVE STRATEGIES AND THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS AMONG 8TH YEARS STUDENTS, BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” HIGH SCHOOL OF LOJA CITY. ACADEMIC YEAR 2012-2013”

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

AUTHOR:

FREDIN ROLANDO CRUZ ROSALES

LOJA – ECUADOR

2013

a. THEME

**“THE COGNITIVE STRATEGIES AND THE DEVELOPMENT OF
THE ENGLISH PRODUCTIVE SKILLS AMONG 8TH YEARS
STUDENTS, BASIC EDUCATION AT “UNIDAD EDUCATIVA
ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” HIGH
SCHOOL OF LOJA CITY. ACADEMIC YEAR 2012-2013”**

b. PROBLEM STATEMENT

BACKGROUND

The “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” High School was created by order of H. University Council of the National University of Loja, on September 28, 1971, as an establishment annex to the Philosophy, Language and Science Education Faculty.

The Ministry of Education and Culture, accepting the request of the authorities of that time, authorizes the operation of the first year of primary school, from the 1971-1972 school year, by resolution No 95 of January 29, 1972, his first headmaster was Mr. Mario Enrique Jimenez.

The high school began its academic activities with 15 teachers:

Considering the student aspiration, the community requirements and the scientific-technology advancements, the Technical High School Curriculum in business management was created, counting especially on the agreement of regional Sub secretary of Education and Culture of the Austro N° 041 on March 29 2001.

In 2001 the department of Institutional Planning proposed of undertaking processes of evaluation, planned and carried out the curricular evaluation project.

The result led to innovation to improve the quality of the education offered:

Two types of high school specialties: in Science, with specializations in Physical-Mathematics, Chemical-Biological and Social, and Commercial Administration, Accounting techniques specializing in administration.

The **vision** of the “Unidad Educativa Anexa a la Universidad Nacional de Loja”, as part of the Department of Education, Arts and Communication of the Universidad Nacional de Loja, It is a center of basic education and high school that offers quality educative services in the scientific-technical order and the formation of values like the defense of human rights, social justice, conservation and development of the environment, dignity, liberty and responsibility, with this they count on a highly qualified professional profile. It also has a sufficient and pertinent infrastructure to contribute to the human development of this educative institution.

The **mission** of the High School is to give integral education to the students that study in the Basic Education level and the High School Curriculum under a scientific conception of the world, society, science, knowledge and learning facilitating in the students, the development of creative, responsible, critical and reflective attitudes, the moral and social values that work and productive life demands. It also contributes as a teacher practice center and educative research; also it gives services of consultancy and pedagogical cooperation in this area.

Nowadays the Unidad Educativa anexa a la Universidad Nacional de Loja has 6050 students.

PROBLEMA ESTATEMENT

The low level of English Language knowledge in the Ecuadorian community is an important problem in the development of the country, if the teachers will use suitable strategies and some appropriate environment in the classroom, they would have a better development of the linguistic skills and the acquisition of the second language.

The situation of education in Ecuador is dramatic, characterized by the following factors: low education level, repetition and high school dropout rates, poor quality of education, deficient education infrastructure, deficient teaching materials, and persistence of illiteracy. The efforts that make to reverse this situation will enable to have an educated population can adequately address the challenges imposed by the current process of globalization of the economy.

Another problem is that teachers do not apply the cognitive strategies in the classroom, and therefore students do not achieve a meaningful learning. It is very important the use of cognitive strategies, because the cognitive strategies are very essential in the process of learning and through of these, the person or student can manipulate or remember before knowledge and add new information and internalized in the mind.

In the other hand the cognitive strategies can be apply for the four skills, because we have different types of cognitive strategies.

RESEARCH PROBLEM

WHAT ARE THE COGNITIVE STRATEGIES AND THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS AMONG 8TH YEARS STUDENTS, BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” HIGH SCHOOL OF LOJA CITY. ACADEMIC YEAR 2012-2013

DELIMITATION OF THE RESEARCH

Temporal: The present project will be developed during the school period 2012-2013

Spatial: the present research work will be carried at “Unidad Educativa Anexa a la Universidad Nacional de Loja”

Observation units: According to the problematic is necessary to involve in the research processes the following elements.

English teachers	3
Students from 8 th ,	127

Sub problems:

- What kind of cognitive strategies do teachers use to develop the English writing skills among 8th years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012-2013.

- What are cognitive strategies used by the teachers to develop the English speaking skills among 8th years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012-2013

c. JUSTIFICATION

The main purposes of this research, as it becomes urgently necessary, a positive change in the applications of the cognitive strategies go hand in hand with learning. Students must interact with each other, should be motivated by the problems of the educational environment and be able to solve them.

Since the **scientific** point of view, it is of great importance because, it is worrying the fact that after five or six years of secondary education, the students are not able to speak English. The cognitive strategies are very essential to achieve the educative goals in the institution, where , teachers and students are involved to achieve quality in teaching English at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School which let to know how the cognitive strategies influence in English learning from eight to tenth years basic education in order to propose solutions to the problem found in the research High School.

As the **educational point** of view, It will be also contribute to the academic improvement of the mentioned institution, especially within the English Area, therefore students and teacher will be promoted, because, the goals are to focus on improving the quality of education of the English language learning.

I can say that “The education can transform our life, for that, it is necessary that the teacher implement the cognitive a metacognitive strategies, It is worrying the fact that after five or six years of secondary education, the students are not able to speak English, or not have the respective knowledge, for this reason is important to improve the education and teaching process in mainly giving importance to the cognitive strategies in the learning English language process. My attention is to provide some kind of cognitive strategies at the teachers and students, which can be applied in the classroom, making possible the change demanded by the new society.

The purposes of this study are to investigate what are the cognitive strategies the teachers are using in class to develop the productive skills in the English language learning.

d. OBJECTIVES

GENERAL

- ❖ To identify the influence of the cognitive strategies in the development of the English productive skills among 8th years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012-2013.

SPECIFICS

- ❖ To find out the types of cognitive strategies used by teachers to develop the writing skills among 8th years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2013
- ❖ To identify the cognitive strategies used by the teachers to develop the English speaking skills among the 8th, years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012- 2013.

e. THEORETICAL FRAME

COGNITIVE STRATEGIES

DEFINITION OF COGNITION

Cognition is a term referring to the mental processes involved in gaining knowledge and comprehension. These processes include thinking, knowing, remembering, judging, and problem-solving. These are higher-level functions of the brain and encompass language, imagination, perception, and planning.

In others words cognition is a faculty for the processing of information, applying knowledge, and changing preferences. Cognition, or cognitive processes, can be natural or artificial, conscious or unconscious.

“Cognition refers to all processes by which the sensory input is transformed, reduced, elaborated, stored, recovered, and used. It is concerned with these processes even when they operate in the absence of relevant stimulation, as in images and hallucinations (NEISSER (1967))”¹

In fact, according to the constructivism, in every second of our existence we know, that is, interpreting the reality in which we live. So live it

¹ Neisser, U Cognition and Reality. S. Francisco, CA: Freeman. . 1976

knows and knowing is living since it is through our lived experiences that construct knowledge.

DEFINITION OF COGNITIVE ESTRATEGIES.

What is a strategy? At its simplest level, a strategy is a routine or procedure for accomplishing a goal.

Cognitive strategies are mental routines or procedures for accomplishing cognitive goals like solving a problem, studying for a test, or understanding what is being read. While this definition may seem mundane, complications arise in the literature on cognitive strategies as different researchers have focused on different aspects of cognitive strategies over the last several decades. The earliest work using the term strategies focused on general strategies for solving problems (Newell & Simon, 1972). Some of these strategies include trial and error in which an individual randomly tries various ways of solving a problem, means-end analysis in which an individual examines the end and looks at the sequential steps to get to that end, and working backward to solve a problem. One of the hallmarks of these strategies is that they are transferable across many types of problems.²

IMPORTANCE OF COGNITIVE STRATEGIES

The importance of the cognitiv strategies is it facilitates the acquisition of

² COGNITIVE STRATEGIES. In *Encyclopedia of Special Education: 2006*

knowledge. It means that the subject not only acquires the same information, also learn the process that he used to do (Rosenshine Bark 1997).

The teachers care about what goals to achieve , what to teach, what method apply, on how students learn, what strategies to apply and accomplish the goals and develop the skills, It helps to succeed effective learning.

A cognitive strategy serves to support the learner as he or she develops internal procedures that enable him/her to perform tasks that are complex. Rosenshine Barak, (1997). The use of cognitive strategies can increase the efficiency with which the learner approaches a learning task. These academic tasks can include, but are not limited to, remembering and applying information from course content, constructing sentences and paragraphs, editing written work, paraphrasing, and classifying information to be learned.

Cognitive strategy develops the thinking skills that will make students strategic, flexible learners. People use such strategies all the time, like writing a note to remember an important fact. For some students, cognitive strategies must be explicitly taught so they will be able to consciously think, "This is the information I want, and this is the tool I can use to get it." Students must also have multiple opportunities to practice cognitive strategies. Thus, strategies become power tools, with greater flexibility.

The importance of cognitive strategies applied during all the class

A cognitive strategy serves to support the learner as he or she develops internal procedures that enable him/her to perform tasks that are complex (Rosenshine, 1997). Reading comprehension is an area where cognitive strategies are important. A self-questioning strategy can help students understand what they read. Rosenshine states that the act of creating questions does not lead directly to comprehension. Instead, students search the text and combine information as they generate questions; then they comprehend what they have read.

The use of cognitive strategies can increase the efficiency with which the learner approaches a learning task. These academic tasks can include, but are not limited to, remembering and applying information from course content, constructing sentences and paragraphs, editing written work, paraphrasing, and classifying information to be learned.

In a classroom where cognitive strategies are used, the teacher fulfills a pivotal role, bridging the gap between student and content/skill to be learned. This role requires an understanding of the task to be completed, as well as knowledge of an approach (or approaches) to the task that he/she can communicate to the learner.

✓ Content Enhancement

Impacting both the task and the learner using cognitive strategies is referred to as Content Enhancement. Bulgren, Deshler, and Schumaker (1997) highlight three important teacher activities in their model of content enhancement:

- Teachers evaluate the content they cover.
- Teachers determine the necessary approaches to learning for student success
- Teachers teach with routines and instructional supports that assist students as they apply appropriate techniques and strategies.

In this way, the teacher emphasizes what the students should learn, or the "product" of learning. In addition, the teacher models the how or "process" of learning.

✓ **Content Evaluation**

When a teacher is comfortable with the content he/she is teaching, he/she knows which parts are the most important, the most interesting and the easiest (or hardest) to learn. The teacher evaluates the content with various questions in mind:

- How important is this information to my students?
- Is any of this information irrelevant to the point I can minimize or exclude it?
- How will my students use this information beyond my classroom (in general education classrooms, college and/or career settings, etc.)
- What parts of this information do I think my students will grasp quickly?

- What parts of this information do I think my students will need "extras" (more time, more examples, peer help, more explanation, applications, etc.)
- How should I pace the presentation?
- Which evaluations are going to help me know that my students understand this information?

The more experienced the teacher is with content, the better he/she will be able to plan students' cognitive journey through the information or skills that will be unfamiliar to them.

✓ **Determination of necessary approaches**

Now the teacher's attention turns to his/her knowledge of the students. Student characteristics such as intellectual ability, interest in the subject, and general motivation to learn are considered. The teacher selects learning approaches that complement the learner characteristics while ensuring success with the content. A teacher who teaches cognitive strategies well will connect learner and task. A strategy will be chosen because it is the best strategy for BOTH the learner's characteristics and the task and/or content that needs to be mastered.

✓ **Routines and instructional supports**

Once the best strategy or strategies have been selected, the teacher begins the work of teaching the strategy to the student(s). Explicit instruction is used to

impart the components or steps of the strategy. Often the strategy will include actions or routines that are repeated each time the strategy is implemented. Additional instructional supports such as guided practice, independent practice, verbal practice, and written or oral tests may also be used.

✓ **A Real-Life Example**

You can compare the teaching of cognitive strategies to teaching a friend to drive in your hometown. Because you are in your hometown, you know the area, or content, very well. In addition, the person you are teaching to drive is your friend, so you also know the learner well. This knowledge can make your teaching more efficient, because you have two areas of expertise (the content and the learner) at your disposal. You will use a combination of explicit instructions (turn left on Church Street) and supports (maps, the rule that "all avenues run North-South") to teach your friend how to navigate around town. You may also use verbal directions as opposed to maps, depending on your friend's preferred mode of information.

WRITING AN OPINION ESSAY

The in writing is a framework to improve students' planning, production, and revision of text. (i.e., develop and activate background knowledge, discuss the strategy, model it, memorize it, support it, and perform it independently), Students

learn to develop background knowledge and set a purpose through a teacher-guided discussion on opinion writing. The teacher models use of the strategy for students by thinking out loud while employing the self-regulation steps (i.e., self-instruction, self-questioning, and self-monitoring). The teacher provides guided practice until the students are able to use POW-TREE independently

The POW-TREE strategy

P - Pick an idea

O - Organize notes.

W - Write and say more.

T – Topic sentence.

R – Reasons – at least three.

E – Explain each reason.

E – Ending.³

WHAT ARE COGNITIVE LEARNING STRATEGIES?

Cognitive learning strategies are the strategies you use to actually learn your content (academic) material. So when you do things like studying by making summaries, repeating, categorizing ideas, linking knowledge to what you have already learned or to past experience, etc., you are using cognitive learning strategies. (Cognition is about processing information and applying knowledge.)

³ Dole, J. A., Nokes, J. D., & Dritis, D. Cognitive strategy Instruction. 2009

When we talk about cognitive learning, we talk about acquiring:

Propositional knowledge or knowing facts, assertions, propositions, etc. Some people call this declarative knowledge because it is 'declared in writing or in speech.

Classification and types

It refers to the steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials. Rubin identified 6 main cognitive learning strategies contributing directly to language learning. (P. Robinson (Eds.), 2009).

- ✓ **Clarification/verification:** Asks for an example of how to use a word or expression, repeats words to confirm understanding.
- ✓ **Monitoring:** Corrects errors in own/other's pronunciation, vocabulary, spelling, grammar, style.
- ✓ **Memorization:** Takes notes of new items, pronounces out loud, finds a mnemonic, and writes items repeatedly.
- ✓ **Guessing/inductive inference:** Guesses meaning from key words, structures, pictures, context, etc.
- ✓ **Deductive reasoning:** Compares native/other language to target language; Groups words; Looks for rule of co-occurrence.

- ✓ **Practice:** Experiments with new sounds; Repeats sentences until pronounced easily; Listens carefully and tries to imitate.

COGNITIVE STRATEGIES

VISUAL AIDS

A visual aid is an “object to relate classroom teaching to real life, such as food, clothing, a photograph, an item from school or daily life” Pham (2003, p.15), however, made it more specific by stating that Visual aids are “anything visible to learners, which the teacher uses for different teaching purposes in the class.” Accordingly, this type of aids can include photographs, flashcards, pictures, cut-outs, drawings, charts, and maps, real objects, which are available or brought into the classroom by the teacher or learners themselves.

Using visual aids is obviously beneficial for language teaching and learning, it is helpful for teaching grammar as well. Ur (1996) suggested “it is important for learners to have plenty of contextualized examples of the structure and to understand them.

Visual materials, can also contribute to understanding.” It is undeniable that the teacher can present a grammar item more easily by showing the contexts in which that item occurs, and visual materials can help provide such contexts and situations.

Learning to use the language in real communication is necessary for learners, and visuals provide learners with a chance of exposing to the reality. It is visuals that make language learning closer to real life by offering authentic topics and real situations using the target language items, which of course helps students absorb the points faster and memorize them longer. The teacher can present a structure simply and clearly by showing it “directly using things the students can see: objects, the classroom, yourself (teacher), the students themselves, and pictures”. Doff, (1995, p.23). Thus, visuals allow the teacher to talk less and encourage students’ participation in language teaching and learning, which matches with the current approach of teaching which is learner centered (Le, 2001).⁴

VIDEOS

Make mistakes is part of the learning process and encourage the children to "have a go" in expressing their thoughts in verbal and written English as much as possible

What are the benefits of using video in the classroom?

- ❖ Children enjoy language learning with video
 - 'One of the aims of teaching English to young children is to instill in them the idea that language learning is a happy experience, and

⁴ The role of visual communication in teaching English. *The Progress of Education*, 9, 266-268

video creates an attractive enjoyable learning environment.'

Tomalin (1991: 48)

- ❖ Video is an effective way of studying body language
 - Younger language learners are still learning about the world around them.

- ❖ Children gain confidence through repetition
 - Young children love to hear stories again and again and the same goes for video. By watching a video several times children can learn by absorption and imitation.

- ❖ All Young Learners
 - Video communicates meaning better than other media
 - Video presents language in context in ways that a cassette can't. Learners can see who's (or what's!) speaking, where the speakers are, what they're doing, etc. All these visual clues can help comprehension

- ❖ Video represents a positive exploitation of technology
 - Teenagers, in particular, have a positive attitude towards television and video. It is seen as being 'modern' compared to books.

ROLE OF VIDEO

Once the decision has been made to use a video in class, thought should be given as to what purpose the video is being used for i.e. the role of the video. The way the video is used and the materials prepared for use with the video will depend on the role the video is to take. Below are four possible roles for video. (Adapted from Willis' 6 roles for video 1983).

- ❖ Developing listening skills
 - Listening for a global understanding, listening for detail
- ❖ To provide information
 - To provide content relevant to students' needs and interests
- ❖ Presenting or reinforcing language
 - Grammar, vocabulary, functions.
- ❖ Stimulating language production
 - Video used as a basis for discussion, a model for learners to follow, a visual aids⁵

⁵ Allan M (1985) *Teaching English with Video* London: Longman

MNEMONIC STRATEGIES

What is a mnemonic strategy?

Mnemonic strategies can be described as transformational strategies (see Transformational Strategy Teacher Tool). Transform means to change. A student uses a transformational strategy when he/she converts difficult or unfamiliar information into more manageable information. The simpler or more familiar information is learned efficiently.

Mnemonic strategies are a special kind of transformational strategy because they apply specific language to learning, and connect information to be learned with key words or letters.

How can mnemonic strategies help your students?

Mnemonic strategies are helpful when a student has some grasp of the information to be learned, and needs to order it for efficient access. The order that the mnemonic applies allows the learner to retrieve information quickly.

How can you implement mnemonic strategies in order to effectively meet the diverse learning needs of students?

A warning about mnemonics, they should make learning easier not harder. I have seen students struggle to learn complicated mnemonics that someone else made

up, when it would have been easier for them to learn the information outright. Mastropieri and Scruggs, (1998) define mnemonics as a systematic procedure for enhancing memory. They caution that mnemonics are not a comprehensive teaching method. Moreover, mnemonics are memory strategies, not comprehension strategies.⁶

PLANNING AND GOAL SETTING

It permits developing procedural and substantive plans, Creating and setting goals, establishing a purpose and determining priorities⁷

TAPPING PRIOR KNOWLEDGE

- ❖ Mobilizing knowledge
- ❖ Searching existing schemata

ASKING QUESTIONS AND MAKING PREDICTION

It allows find a focus/directing attention, predicting what will happen next, fostering forward momentum, establishing focal points for confirming or revising meaning

⁶ - Beck, I., McKeown, M., & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction. New York, NY: Guilford Press.

⁷The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom, 2nd Edition Paperback – January 1, 2007
by Carol Booth Olson

As the reader reads or the writer writes, she or he is constructing what Judith Langer (1989) calls an envisionment—a “personal text-world embodying all she or he understands, assumes, or imagines up to that point” (p. 2). In other words, an envisionment is the text you are creating in your mind as you read or write. It will continue to change and deepen as you continue to make meaning. In the early stages of reading or writing, Langer describes the learner as adopting a “stance” toward the text that she calls “being out and stepping into an envisionment” (p. 7). The reader or writer at this point may have a somewhat distant relationship with the text and may be trying to become more familiar with it. For example, Toni Lee, a ninth grader, observes that it’s hard to get into a book at first because “it’s like meeting a new friend. You don’t really know much about him or her which makes it difficult to feel close to the person.” As the reader or writer begins to tap prior knowledge, he or she will naturally start to ask questions. Asking questions is one of the ways to get into a text. As Harvey and Goudvis (2000) put it, “Questions open the door to understanding” (p. 22). The questions readers and writers generate about the topic, genre, author or audience, purpose, and so forth will help them to find a focus and to direct their attention while composing. The predictions readers and writers make about what will happen next foster their forward momentum and become a focal point for confirming or revising meaning. Experienced readers and writers continue to ask questions and make predictions throughout the reading/writing process

CONSTRUCTING THE GIST

It is essential because permits visualizing the content of the text, making connections, form preliminary interpretation, identify the main ideas of the topic, organize the information.

Forming preliminary interpretations is activated when the reader senses that the text has levels of meaning and that to move beyond what is literally happening to what might be inferred at a deeper or more symbolic level of meaning, one must actively develop one's own conception of the text's significance.

Finding the main idea is an important comprehension skill. Knowing the topic of the entire selection helps you to remember important details. The main idea gives to the students a purpose for reading and helps to the students to relate to the overall subject, also helps to remember important information to construct the gist of the topic.

MONITORING

It permits regulating the kind and duration of activities in the classroom, confirming reader/writer is on track, signaling the need for fix up strategies

REVISING MEANING: RECONSTRUCTING THE DRAFT

This strategy is very important because allows revising meaning, seeking validation for interpretations, analyzing text closely/digging deeper, analyzing author's craft.

REFLECTING AND RELATING

Stepping back, taking stock, rethinking what one knows, formulating guidelines for personal ways of living.

EVALUATING

The application of this strategy permits to the teachers and students reviewing the leaning, asking questions, evaluating/assessing quality, forming criticisms.⁸

LIST OF SENTENCE STARTED TO HELP STUDENTS ACCESS THE STRATEGIES

In addition to declarative knowledge, students need also to develop the procedural knowledge of how to implement the strategies on their own as well as the

⁸ Note: From Olson, 2003, p. 8. Adapted from Flower and Hayes (1981); Langer (1989); Paris, Wasik and Turner (1991); Tierney and Pearson (1983); and Tompkins (1997).

conditional knowledge of when, why, and for how long to access the strategies in their tool kits as independent readers and writers. To foster such knowledge and to provide students with practice in using the cognitive strategies during teacher assigned and, especially student-selected reading, Pathway teachers also supplied students with the sentence openers shown to use in dialectical journals and in marginal notes in response to texts. These sentence starters later became guidelines for students as they met in writing groups to comment upon each other's writing⁹.

Cognitive strategies sentences started

Planning and Goal Setting

- My purpose is...
- My top priority is...
- To accomplish my goal, I plan to...

Tapping Prior Knowledge

- I already know that...
- This reminds me of...
- This relates to...

⁹ mrshatzi.com/files/reading-strategies.pdf

Asking Question

- I wonder why...
- What if...
- How come...

Predicting

- I'll bet that...
- I think...
- If, then...

Visualizing

- I can picture...
- In my mind I see...
- If this were a movie...

Making Connections

- This reminds me of...
- I experienced this once when...
- I can relate to this because...

Summarizing

- The basic gist...
- The key information is...
- In a nutshell, this says that...

Adopting an Alignment

- The character I most identify with is...
- I really got into the story when...
- I can relate to this author because...

Forming Interpretations

- What this means to me is...
- I think this represents...
- The idea I'm getting is...

Monitoring

- I got lost here because...
- I need to reread the part where...
- I know I'm on the right track because...

Clarifying

- To understand better, I need to know more about...
- Something that is still not clear is...
- I'm guessing that this means, but I need to...

Revising Meaning

- At first I thought, but now I...
- My latest thought about this is...
- I'm getting a different picture here because...

Reflecting and Relating

- So, the big idea is...
- A conclusion I'm drawing is...
- This is relevant to my life because...

Evaluating

- I like/don't like because...
- This could be more effective if...
- The most important message is...

USING COGNITIVE STRATEGIES TO DEVELOP ENGLISH LANGUAGE LEARNING

Developing the English language proficiency of these students so they can participate effectively in mainstream English classes has long been a major concern of educational institutions.

However, educators are also looking for ways to help them achieve at high academic levels, which involves reading English well, understanding academic discourse, writing coherently, and speaking English at cognitively complex and abstract levels

This digest describes ways to develop students' English language and apply the four skills and to make academic content challenging, interesting, and accessible.

They include the following:

- ❖ Building conceptual frameworks for new knowledge.
- ❖ Teaching learning strategies.
- ❖ Focusing on reading in all classes.
- ❖ Giving students opportunities to engage in free reading.
- ❖ Helping students move beyond the text. (See Crandall, Jaramillo, Olsen, & Peyton, 2001, for a fuller discussion of these and other strategies.)

Building conceptual frameworks

Teachers can employ various methods to help students see how ideas or concepts relate to one another and fit into a larger picture. Understanding the relationships among concepts helps students grasp them more quickly and efficiently and develop well-structured mental pictures about the content they are learning. (Goldman & Rakestraw, 2000). Many English language learners are unable to see how the content presented from lesson to lesson is connected. They may be able to retain facts about social studies or science, for example, but have difficulty performing more demanding cognitive tasks such as relating those facts to historical trends or relating the study of the earth's surface to the study of the moon and the solar system (Warren & Rosebery, 1995).

Schemas are interpretive frames that help individuals make sense of information by relating it to previous experiences (Schank & Abelson, 1977). Providing students with a graphic organizer—a visual aid that displays the chunks of information to be studied—gives them an interpretive frame from which to approach the information. A story map is one example of a graphic organizer (see Figure 1). A story map breaks down the components of a story—characters, setting, and dialogue in a series of events or conflicts leading to a resolution—into chunks of text that can help students organize and comprehend the events of the story. It also illustrates what the students are responsible for learning. Use of a story map repeatedly for the study of various types of literature provides a schema for the study of literature.

Graphic organizers can help teachers clarify their instructional goals. Teachers can ask themselves what they want their students to learn and how they can display this information graphically to help their students connect ideas. For example, after studying various geometric shapes in a math class, the teacher might ask the students to create a concept map showing the relationships among the different shapes and to write the ways in which they are related, moving from the general (e.g., they are made with straight lines) to the more specific (e.g., they have parallel sides). Discussions might take place as students clarify the connections, clear up misconceptions, and come to consensus on the structure of the map (Crandall, Jaramillo, Olsen, & Peyton, 2001, p. 54).

FOCUSING ON READING IN ALL THE CLASS

Because academic and cognitive demands increase with every grade level, the need for continual improvement in students' reading ability becomes especially urgent for students struggling to achieve at the same levels as their native-English-speaking peers.

Teachers can use a variety of strategies to ensure that students are actively engaged in reading. They can explicitly teach what good readers do and give students opportunities to interact with both teacher-selected and self-selected texts. For example, in reciprocal teaching Palinscar & Brown, (1984) teachers instruct students in four distinct reading strategies: questioning, predicting,

clarifying, and summarizing. A well-designed unit might include practice in all four reciprocal teaching strategies. For example, students might practice predicting by creating questions about a text based on reading the first paragraph. They can learn how to summarize by looking at a series of statements and deciding which are necessary for the summary and which can be omitted. The teacher can model how to create questions about what is happening in the text, how to hypothesize what might happen next, how to ask for clarification, and how to state the most important ideas in what has just been read. When students gain sufficient skill, they can work in groups on selected portions of text and take turns using the four strategies.

Teachers can also give students opportunities to respond to reading texts using a number of teacher-designed tasks. These may include reading logs, in which students copy quotes from the text and then write their own response; "first-response writes," in which students read and then quickly write about the ideas that came to them as they were reading; or graphic logs, in which students write quotes from the text and respond with a drawing or symbol that corresponds to the quote.

GIVING STUDENTS OPPORTUNITIES FOR FREE READING

Free voluntary reading and sustained silent reading can build students' vocabulary and develop reading habits that extend beyond the classroom (Cho & Krashen,

1994; Coady, 1997). In a voluntary reading program, English language learners have something they may not have at home: access to books.

Teachers who want to implement a voluntary reading program can use a variety of methods to heighten students' interest. They can conduct research on what their students would like to read by asking other teachers, seeing what kinds of books students check out on their own, or asking students themselves. The idea is to get students to read so they will want to read more.

It is best to make reading time extended and consistent. For example, reading may take place at the beginning of class every day for 15 minutes. Students may need to be taught how to select an appropriate book. When teachers see students struggling to maintain focus on their reading, they should help them select a book more appropriate to their reading level or interest.

HELPING STUDENTS MOVE BEYOND THE TEXT

At the end of a unit, lesson, or theme, teachers can plan tasks that move students back to the text or content to reexamine, reconnect, and rethink the major ideas or concepts. Students have the chance to gain deeper understanding of the content by representing the text in new and different ways. At this point, the classroom may be filled with posters, drawings, and writings that students have created after studying a particular piece of literature, historical era or figure, scientific concept,

or thematic unit incorporating several subject areas. A good end-of-the-study task builds on students' strengths by giving them the chance to express themselves in a variety of formats.

"Beyond-the-text" tasks force students to go back to the text, reflect on its meaning, clarify and question, and reread with a different purpose in mind. One type of beyond-the-text task has students transform a piece of writing from one genre to another (e.g., rewrite a short story as a poem or play). Another is an "open-mind" activity to help students understand what a character is thinking or feeling. In this activity, students draw or are given a picture of an empty head. Inside the head, they can draw pictures of what the character sees, write questions the character might be wondering about, or write key words that show the character's feelings or ideas.¹⁰

PRODUCTIVE SKILLS

WRITING DEFINITION

Writing is a system for thinking processes and interpersonal communication put on paper using visible signs or graphic symbols on a flat surface such as paper, cloth or even stone slabs. Every language has its own graphic symbols. Writing English, for example, uses a system consisting of 26 letters (a, b, c ... z). We come face to face with various kinds of writing every day: the daily newspapers,

¹⁰ www.cal.org/resources/digest/0205crandall.htm

advertisements, bills, notices, letters, etc. Yet, not everyone is able to write, even though every normal person is able to speak his native language from the first few years of his life. We acquire the ability to speak at home without systematic instruction. But writing is different. We need to be taught how to write first. It is usually in school that we learn to write.

As a teacher, therefore, you need familiar with what writing is all about: why people write; what kinds of things they write and for what purposes; what a writer of different kinds of writing needs in order to write successfully. You also need to know the various stages in the development of writing skills, that is, you need to know the main issues that concern teachers of writing so that you can make informed choices in your own practice as a teacher of writing.

¹¹The process of writing involves the integration of several skills including the ability to generate, plan and organize ideas, express one's thoughts with words, and structure sentences and paragraphs in proper order. Writing also requires working memory.

PURPOSES FOR WRITING

Writing is thinking put on paper. Some people, of course, write more than others, for instance, students, executives, managers and journalists. We use writing in our daily lives for a number of reasons:

¹¹ Teaching the Productive Skills in TEFL Teaching EFL Writing Skills Dr. Fadwa Dawood AL-Jawi. Doctor in Curriculum and EFL Methodology Umm AL-Qura University Education and Psychology Dep.

1. To get things done
2. To inform
3. To persuade
4. To maintain relationship.
5. To document occurrences, events, etc.
6. to record feelings, experiences, observations, etc.¹²

WRITTEN AS A COGNITIVE PROCESS

Writing as a process has been explained by contemporary cognitive models of writing: Flower and Hayes, 1980; Collins and Gentner 1980, Smith, 1982; Perera, 1984; Scardamalia and Bereiter, 1992. These models describe the mental operations that occur when writing. In this regard, study in detail three major themes

The sub-processes of writing:

- ✓ Planning
- ✓ Drafting
- ✓ Revision

¹² Dr. Fadwa Dawood AL-Jawi

According to the cognitive conception, writing is a process that requires the active participation of the writer, who must implement complex mental operations: planning, drafting and revising. Each of these are operations requires that the writer takes into account various textual levels involving various aspects: purpose of writing, potential reader, action writing plan task, content, text type characteristics, appropriate vocabulary, morph syntax rules, cohesion, spelling, etc.. the writing is understood as producing texts of various types and for various purposes, a complex of high cognitive engagement, you need to assign him enough time in the classroom to meet the different phases through which passes the development of a text. (Cassany, 1993; Teberosky, 1995; Jolibert, 1997) indicate that the task of writing a coherent text appropriate to its purpose and not done directly but several and recurrent stages in which the writer must coordinate a set of specific procedures:

- ❖ Planning (purpose of writing, predictable reader, content).
- ❖ Drafting or contextualization (text type characteristics, appropriate vocabulary, morph syntax rules, cohesion, spelling, punctuation).
- ❖ Review (coming back on what has been written, re-reading and evaluating it).

Therefore, writing as a mediator in the psychological processes, active and enables the development of other functions such as perception, attention, memory and thought. To Echeverry Romero, Ruben Darío (1996), the basic assumptions underlying cognitive models on written composition are:

- ❖ Writing involves cognitive processes and activities, which in turn imply threads organized into a comprehensive, written text.
- ❖ Writing is a flexible, resourceful and interactive.
- ❖ The processes and structure of the composition are affected and controlled by internal variables (prior knowledge of linguistic constraints and writing topic) and external (communicative context and audience)

STRATEGIES TO DEVELOP THE WRITING

WRITE POST CARD

The Postcard Creator helps students learn to identify all the typical parts of a postcard, and then generate their own postcard messages by typing information into templates. Students fill in the address, details on the postcard's artwork, and the postcard message. The finished postcard can then be previewed, edited, and printed. After printing their texts, students can illustrate the front of their postcards in a variety of ways, including drawing a picture, creating a collage of images, or printing and pasting clipart in place.

Write letters gives children experience of writing for different purposes, and for different audiences. It is also very enjoyable, especially when the children receive replies to their letters.

GENERATING IDEAS: RAPID WRITING

When students engage in rapid writing at the beginning of a writing assignment, they access their prior knowledge, engage with content, review and reflect, and begin to set direction for writing letters, essays, and other subject-based assignments.

Purpose

- ❖ Help students to start writing and ultimately to produce more writing.
- ❖ Encourage fluency in generating ideas for writing on any topic, in any subject area.
- ❖ Help students begin organizing ideas

Pay off

Students will:

- ❖ Rapidly generate fresh ideas about topics in any subject area.
- ❖ Write down ideas without self-editing.
- ❖ Generate raw material for more polished work.
- ❖ Complete writing activities on time, overcome writer's block, and improve test-taking skills.

Tips and Resources

- ❖ This strategy may be used in a number of ways, including: prewriting; brainstorming for a specific question; or writing for reflection, learning logs, mathematics journals, work journals, etc.
- ❖ This strategy may also be used as a pre-reading strategy, similar to a KWL.
- ❖ Use this strategy to review what students remember about classroom work.
- ❖ Use rapid writing regularly in the classroom, and have students select the day's topic. Possible topics might include analyzing a science hypothesis, discussing proof for a mathematics word problem, or developing an opinion on a history or geography topic.
- ❖ Students can apply this strategy when writing tests or examinations, by “scribbling down” information they are afraid of forgetting just before they begin responding to the questions.
- ❖ Use the rapid writing drafts to give students practice in proofreading and reviewing their writing for flow of ideas. When students use this strategy at the computer with the monitor turned off, they will be amused by how many errors in proofreading they have made. Be prepared for some laughter in the classroom when using this approach.

Further Support

- ❖ Write the topic on the board, and do not repeat it orally if a student comes in late. Instead, point at the board. This also reinforces the topic for visual learners and for students who have poor aural memory.

- ❖ Encourage students to use the rapid writing strategy to overcome anxiety for tests or assignments.
- ❖ Use timed writing for parts of a task - e.g., as many words as possible in three minutes, then as many more as possible in the next three min, etc.
- ❖ Vary criteria: some students may need to work in point form, or stop and break after three minutes.
- ❖ Save completed rapid writing samples to use later to teach writing conventions or organization of ideas.
- ❖ Vary the amount of time you give to students.
- ❖ Post the topic-related vocabulary in the classroom as an aid for struggling students

DEVELOPING AND ORGANIZING IDEAS.

Effective writers use different strategies to sort the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing. This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify and cluster their notes.

Purpose

- ❖ Identify relationships and make connections among ideas and information.

- ❖ •Select ideas and information for possible topics and subtopics.

Payoff

Students will:

- ❖ Model critical and creative thinking strategies.
- ❖ Learn a variety of strategies that can be used throughout the writing process.
- ❖ Reread notes, gathered information and writing that are related to a specific writing task.
- ❖ Organize ideas and information to focus the writing task.

Tips and Resources

- ❖ Strategies for webbing and mapping include:
 - Clustering – looking for similarities among ideas, information or things, and grouping them according to characteristics.
 - Comparing– identifying similarities among ideas, information, or things.
 - Contrasting– identifying differences among ideas, information, or things.
 - Generalizing– describing the overall picture based on the ideas and information presented.

- Outlining– organizing main ideas, information, and supporting details based on their relationship to each other.
- Relating– showing how events, situations, ideas and information are connected.
- Sorting– arranging or separating into types, kinds, sizes, etc.
- Trend-spotting– identifying things that generally look or behave the same.

Further Support

- ❖ Provide students with sample graphic organizers that guide them in sorting and organizing their information and notes- e.g., cluster (webs), sequence (flow charts), and compare (Venn diagram).
- ❖ Have students create a variety of graphic organizers that they have successfully used for different writing tasks. Create a class collection for students to refer to and use.
- ❖ Provide students with access to markers, highlighters, scissors, and glue, for marking and manipulating their gathered ideas and information.
- ❖ Select a familiar topic (perhaps a topic for review). Have students form discussion groups. Ask students to recall what they already know about the topic, and questions that they still have about the topic. Taking turns, students record one idea or question on a stick-on note and place it in the middle of the table. Encourage students to build on the ideas of others. After students have contributed everything they can recall about the topic,

groups sort and organize their stick-on notes into meaningful clusters on chart paper. Ask students to discuss connections and relationships, and identify possible category labels. Provide groups with markers or highlighters to make links among the stick-on notes. Display the groups' thinking.¹³

DEVELOPING AND ORGANIZING IDEAS: SUPPORTING THE MAIN IDEA.

In this strategy, students learn how to select the better of two possible main ideas to use as a topic sentence in an information paragraph, and then learn how to choose details to support it. Student samples are selected from a variety of subject areas. Samples may also be used to teach summary writing.

Purpose

- ❖ Distinguish main ideas and supporting details for a paragraph.

Pay off

Students will:

¹³ Think Literacy: cross-curricular approaches, grades 7-12

<http://www.omea.on.ca/resources/secondary/>

- ❖ Write well-organized paragraphs for different subject areas, with supporting details.
- ❖ Demonstrate a clear understanding of the topic.
- ❖ Improve reading comprehension by spotting main ideas and supporting details.

Tips and Resources

- ❖ Write the sentences into a paragraph, starting with the most general and writing the remaining Sentences in order of importance (most to least or least to most).
- ❖ Use this strategy in mathematics to deal with word problems, or in law and history to argue a point.
- ❖ See Finding Organizational Patterns for a follow-up activity.

Further Support

Alternative methods:

- ❖ Complete the activity on paper.
- ❖ Work either individually or in pairs.
- ❖ Read groups of sentences.
- ❖ Look for the best-supported general statement.

- ❖ Cross off statements that do not fit the general statement selected

Revising and Editing: Reorganizing Ideas

Writers revisit their writing as they draft to add, delete and change ideas and information. There are specific strategies writers use to revise their writing. One strategy writers use is ARMS (add, remove, move, and substitute).

(Faigley and Witte, 1981)

Purpose

- ❖ Identify different strategies for reorganizing content.
- ❖ Examine and determine effectiveness of sentence and paragraph order.

Pay off

Students will:

- ❖ Organize writing effectively for different purposes in different subject areas.
- ❖ Organize ideas and information for clarity and emphasis.

Tips and Resources

- ❖ Revising is the process of making sure that the writing says what the writer wants it to say. Most writers look for the biggest problems first and then

tackle the smaller ones. For example, a writer may begin with the completeness of the content, accuracy and depth of supporting details and evidence, and the way the writing is organized, and then look at style, grammar, spelling and usage. Sometimes it is helpful to consider reviewing the writing by looking at paragraphs, then sentences, and finally words and phrases.

Further Support

- ❖ Have students select a section of a current writing task that they want to revise, and read it aloud to another student. The partner summarizes/paraphrases the content. The student author notes changes, misunderstandings, and omissions, and then clarifies the partner's paraphrase. The partner asks questions about the content and the elements of style to clarify the writing's content and organization. The student author uses the feedback to revise his or her writing.
- ❖ Provide students with opportunities to use the computer cut/paste/copy/delete functions to demonstrate their skills in using electronic technology to revise their writing.
- ❖ Encourage students to read their writing aloud, and then circle ideas that are confusing, put arrows where information or evidence is missing, and cross out repetitious information or words. This process can also be used to edit writing by circling words and phrases that they wish to improve or that have been overused.

WRITING FOR A PURPOSE: USING TEMPLATES

When students can get the “picture” of a form of writing in their heads, they feel more confident about relating the final product. A template or framework is a skeletal structure for a writing form that allows students to organize their thoughts and researched information in order to write a first draft. Essay maps are another type of template.

Purpose

- ❖ Provide students with a template to scaffold their understanding of a form of writing and help them organize information before drafting the piece.

Pay off

Students will:

- ❖ Learn the common expectations for the form and components of a particular writing assignment.
- ❖ Organize their writing and ensure that it meets the requirements of the assignment.

Tips and Resources

- ❖ To help students understand how to construct a writing assignment, they may first need to deconstruct an example of that assignment. The same template that is used for structuring student writing can be used initially to analyze examples of a writing form. For instance, before having students use the template to write in a specific form, give them an example of the same kind of writing and have them use the template to identify the example's main idea, supporting details, transitional sentences, etc.. Using the template to deconstruct a piece of writing before writing their own version gives students an exemplar from which to work when they begin their own writing. This activity can also be done in pairs or in small groups.
- ❖ Use examples from the Ontario Curriculum Exemplars.
- ❖ See the explanations and templates for writing in various forms, in the following resources:
 - Writing a Procedure
 - Template for Writing a Procedure
 - Writing a Report
 - Information Report Template
 - Information Report Template-Blank
 - Business-Style Report template

- Writing an Explanation
- Template for Writing an Explanation.

Further Support

- ❖ The template for any individual writing assignment can be revised to make the modifications or accommodations necessary for students with special needs. For example, reduce the number of paragraphs or supporting details, create differing expectations for research, or for the complexity of the main idea, etc.

WRITING TECHNIQUES

Writing is an important form of communication. Good writers use different writing techniques to fit their purposes for writing. To be a good writer, you must master each of the following writing techniques.

PICTURE WRITING

Pictures are valuable resources in the ESL classroom. Drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts and maps contribute a lot to learning, specially writing in the ESL classroom. Pictures are valuable as they help to generate common vocabulary and

common language forms. In addition, a single picture can be used for a range of activities like controlled compositions, sentence combining exercises, writing of dialogues, letters, reports, stories, essays etc. According to Ann Raimes (1984), a whole series of connected activities can be generated from the source of one picture.

The Use of Pictures in the Classroom

All ESL writing teachers can find a valuable resource in pictures. The following are the uses of pictures in the ESL classroom:

- ❖ Pictures provide a shared experience for students in the class.
- ❖ As everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students' attention.
- ❖ Pictures bring the outside world into the classroom in a vivid and concrete way.
- ❖ Pictures generate interest for students in the classroom.
- ❖ Many types of pictures can generate whole class discussion, leading to writing.
- ❖ Group work with pictures provides a real communicative task to learners.
- ❖ Pictures broaden the imagination to visualize and be creative.
- ❖ Pictures stimulate learners to make inferences, predictions and suppositions about the world beyond the picture and the classroom.

- ❖ Sequences of pictures help learners to organize the text, where cohesion and coherence are easily learnt.
- ❖ Pictures are useful to generate vocabulary and a number of ideas.
- ❖ Pictures reduce the cognitive burden by providing a context, thereby giving many opportunities for the use of linguistic ability.
- ❖ Pictures serve as a major source of motivation in the classroom.

CONTROLLED WRITING

The chief advantages of using controlled writing classroom are its control and flexibility. The advantages of the ability to control the specific outcomes of the writing activity cannot be overestimated. This is an advantage both from the teacher`s and students` point of view. From the teacher`s point of view controlled writing activities may take a relatively short time to create and are very easy to grade. Thus, controlled writing activities allow the teacher to engage students in writing activities without having to worry about how they are going to have to correct it or assess it. In this way teachers can assign a fairly large amount of different kinds of controlled writing activities without having to worry about that tremendous time it is going to take for them to deal with the after effects. From the students point of view controlled writing is also good because it allows them to focus on one thing at a time. If the teacher has done her/his job well and set up controlled writing activities to try to focus on problem areas the students have shown during the course of the class then the student should be practicing the

points that they might need to develop more. Thus, carefully planned use of controlled writing activities can allow a teacher to really get students engaged in a lot of very useful and different types of writing practice.

NARRATION

Through narration, a writer tells a story. A story has characters, a setting, a time, a problem, attempts at solving the problem, and a solution to the problem. Bedtime stories are examples of short stories while novels are examples of long stories. The scripts written for movies and plays are further examples of narrative writing.

PERSUASION

Through persuasion, a writer tries to change a reader's point of view on a topic, subject, or position. The writer presents facts and opinions to get the reader to understand why something is right, wrong, or in between. Editorials, letters to the editor in newspapers and magazines, and the text for a political speech are examples of persuasive writing.

SENTENCE COMBINING

It may sound too simple, but teaching students how to combine sentences is one of the most effective techniques for improving students' prose style. And it's

relatively simple. Even if you don't have a textbook to use for sentence combining activities, teachers already have plenty of sentences to practice with at their disposal: students' previous writing assignments.

Use sentences from student papers to provide guided practice in class. Teachers don't have to name the students to pull a few sentences from several papers and place them on the overhead. With continued practice, students will begin to combine sentences as they revise their own writing.

Don't be afraid to pull out old student papers. Teachers may be surprised to see a few tweaks here or there will help a student's paper jump up an entire letter-grade.¹⁴

Resources for Sentence Combining

William Strong's "Sentence Combining" is one of the best resources for sentence combining activities.

Find out the basics of sentence combining, and check out the listed links for further resources.

An example of a Sentence Combining Quiz may give teachers a few ideas for activities to use in the classroom

¹⁴ Published by [Piper Lynch](#). Piper Lynch is a National Board Certified English Teacher and 2007

REVISING

Isn't the best way to learn something to teach? Have students revise their own work and/or complete guided peer-revision activities. Provide a checklist for students to use as they revise writing. Questions that focus students on grammar, as well as style, foster understanding for why students chose specific words or phrases, and if they made the best possible choice. Make sure to include positive reinforcement as well as areas for improvement.

Check out examples of different revision checklists below to find one you may use or to create your own.

SELF-EVALUATION

When it comes to critiquing, students will learn more from evaluating their own writing than from anyone else's evaluation, including the teacher's. Provide students with the rubric, on which a piece of writing will be graded, and have they "graded" their own papers.

As part of the project, ask students to include a one page, typed assessment of the activity. Include goal-setting for writing improvement. Help students by providing sentence stems if necessary. For example: "One thing I do well in my writing is..." and "One thing I need to improve on in my writing is..."

While these examples are very general, when creating your own sentence stems, try using more detailed sentence stems pertaining to lesson-specifics for your content.

By teaching students to evaluate their own writing, teachers provide students with exceptional educational tools. First, students have the power to identify how they learn, which is monumental for continuing to improve writing skills (as well as other skills) after leaving your classroom. Students also learn problem-solving and decision-making skills by identifying strengths and weaknesses as well as learning how assess what to keep and what to cut from their writing.

Resources for Students' Self-Evaluation

For teaching writing, students need immediate feedback and time to review feedback. It's part of the writing process.

While continuing to write is excellent practice for improving writing, without returning to a piece of writing and reviewing areas of strength and weakness for each individual student's writing, there's little chance for improvement. Basically, students will continue to make the same mistakes. Sometimes the only way to go forward and attain success is to spend a little time looking back.

While there may not seem enough time in the year to get all those papers completed, don't be afraid to cut one or two out. When it comes to improving

student writing, there's little doubt that quality, versus quantity, is what really matters.¹⁵

DEFINITION OF SPEAKING SKILLS

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language

¹⁵ <http://grammar.about.com/od/grammarfaq/f/faqsentcomb.htm>

(Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.¹⁶

What Is "Teaching Speaking"?

What is meant by "teaching speaking" is to teach ESL learners to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which are called as fluency. (Nunan, 2003)

TECHNIQUES FOR TEACHING SPEAKING

WORK IN GROUPS

Activity-Based Classrooms - ESL students succeed in activity-centered classes

because of two main factors:

¹⁶ Bailey, K.M., & Savage, L. (1994). *New ways in teaching speaking*. Alexandria, VA: Teachers of English to Speakers of Other Languages 2013

- 3) Students have regular opportunities for extended discourse; and
- 4) Students are highly motivated because they use the target language in situations of personal choice.

According to Harmer (2001:116) ” In the pair work students can practice language together, study a text, research language, or take part in information-activities. They can write dialogues, predict the content of reading texts, or compare notes on what they have listened to or seen “Here as many kinds of pair work, there are

Conversation

Conversation is the first kind of pair work because students communicate or share about opinion, ideas, and feeling with their friends. Besides that, conversation activity can increase the students’ vocabulary and pronunciation.

Dialogue

This activity also same with conversation activity that need two members to practice it. Generally, the dialogue should be four or to six lines long. That must include grammatical items and vocabulary, which the students need to master as well as the items of typical feature of spoken English, such as short answer, contracted word, and question tag.

Before students act their dialogues, the teacher gives some instruction for the ways of dialogue or gives the theme for dialogue activity. This activity draws on cognitive skills to produce appropriate language in context.

Story telling with picture

This kind is getting the information from the picture and explains about picture as the story telling, after that gives the chance for the one number to explain the pictures which has selected by English

GIVE INSTRUCTIONS

Some of the activities that we use in the classroom are fairly complex in terms of the way they're organized, and I doubt if there are many teachers who can honestly claim that they've never got a class totally confused by the way they've given instructions

- ❖ Plan how you're going to give the instructions before you go into the classroom, and make sure that you can explain them within the limits of the language which the students can understand. For example, the following instruction would be fine for an intermediate class, but would lose a group of beginners: You're going to hear a description of a famous person and you have to guess who it is. For beginners, listen to my

description of a famous person. Who is it? Would be far more comprehensible.

- ❖ Think too about the speed of your speech - slow down slightly if necessary - and insert pauses to allow students to take in each piece of information before you go on to the next.
- ❖ Make sure that your instructions are fully explicit - don't take anything for granted. Because we are so familiar with the activity types, we often assume that certain things are obvious. How often have you explained an activity but forgotten to say explicitly don't show your information to your partner - only to find students happily doing just that.
- ❖ Also think about how much you're going to explain at a time. If you have a long, complicated, or two part activities, don't explain everything at once. Explain the first stage, and check that students have understood before you go on to the explanation of the next part. In some cases it is not necessary for the students to have an overview of the whole activity before they start. In this case, explain the first part, do the first part and then go on to the explanation of the second part.
- ❖ Do not start the explanation until you have the students' full attention. Make sure they have stopped whatever they are doing, are turned towards you and are listening.
- ❖ Even in the first lesson, use English wherever possible. *Get into pairs* will not be understood, but *you two, you two and you two* plus a gesture "pushing" the students together will be.

- ❖ However, if you speak the students' language, for very complex activities it may be more efficient to use the L1 for explanations.¹⁷

RETROACTIVE AN REPETITION

Both are used to increase language proficiency. Repetition is how many times you repeat something in a given time period, retroactivity is how long you use and apply it from when you initially learned it. Return to vocabulary from previous units and give students a chance to apply those terms in a new instructional topic. Just like in physical exercise, the number of repetitions and the retroactivity increase strength.

ORAL PRACTICE

Speaking a language involves using the components correctly – making the right sounds, choosing the right words and getting constructions grammatically correct. Pronunciation, grammar and vocabulary tasks will focus on the need for practice in language accuracy. At the same time, we also need to get a clear message across and this involves choosing appropriate content or ideas to suit a situation, e.g. deciding what is polite or what might appear rude, how to interrupt or how to participate in a conversation. All this involves practice in language fluency. Both types of practice are equally important, although some traditional approaches can

¹⁷ Article Source: <http://EzineArticles.com> 2013

concentrate rather too much on accuracy tasks which result in students speaking like a grammar book.

How to prepare students for real communication in English

✓ Personal response

Give students tasks which ask them to contribute information about themselves.

✓ Variety of responses

Give them dialogues which require more than one set response so they have to decide and create their own dialogues.

✓ Work in pairs or groups

Give students tasks in which they have to communicate with others to exchange information, as this gives a greater number of students a chance to talk.

✓ Varied language

Give tasks which require the use of more than one type of sentence structure so students get practice in combining different language forms, e.g. tenses.

✓ **Balance accuracy tasks with fluency work**

Make it clear that you are interested in what students are saying, not just how grammatically correct they are being! Encourage them to show verbal signs of interest: ‘Really?’

That’s interesting, I didn’t know that!’, ‘I think that’s a good idea!’, ‘Are you?’, ‘Did you?’

✓ **Less teacher talking time**

Be careful not to do all the talking, and aim for student participation from the very start of lessons. When preparing pair work, bring in student responses, use students to rehearse roles, get all the class to repeat key items and try to avoid lengthy explanations. Demonstrate. Keep your own talking to a minimum during the activities.

PRACTICE PREVIOUS LESSON

The first half of the lesson required that the pupils collaborated in pairs or small groups in the drafting and redrafting of the work until each pupil and I were satisfied with the outcome.

STRATEGIES FOR DEVELOPING SPEAKING SKILL

ROLE PLAY AND DIALOGUE

Dialogue is a conversation between 2 interlocutors. It is always situational and emotionally colored. Dialogue is generally unprepared. Sometimes it can be both prepared and planned as well.

To carry on a dialogue pupils need words and phrases to start a conversation, to join it, to confirm, to argue, to reject, to invite, to comment and so on:

I'd like to tell you; and what about; I hope; I mean to say; thank you; I'm sorry; don't mention it; good luck etc.- These phrases make dialogues more lively and emotional.

While teaching dialogue we should use pattern dialogues in three stages:

Receptive: pupils listen to the dialogue once or twice recorded or reproduced by the teacher, then they read it silently for better understanding. The teacher helps them in comprehension of the dialogue using pictures.

Reproduction: 3 kinds of reproduction must be underlined:

- ❖ **Immediate** - Pupils listen to the dialogue imitating the speaker.
Attention should be paid to pronunciation and intonation.
- ❖ **Delayed** - Pupils enact the pattern dialogue in person (listen second time before it).
- ❖ **Modified** - Pupils enact the dialogue changing some element in it. The more elements they change in the pattern the better they assimilate the structure of the dialogue.

These first two types aim to store up the patterns in pupils' memory for expressing themselves in different situations.

Constructive or creative - Pupils are given a picture of situation and they make up their own dialogues.

There is a great variety of dialogue structures. Here are main four lead-response units, which should be taught in schools within the topic and linguistic material the syllabus requires:

1. question - response

e.g. - What's your name?

- Ann...

2. statement - question

e.g. - I'm going to the theatre tonight.

- Where did you get the tickets?

3. statement - statement

e.g. – I'd like to know when his going to come and see you.

- That's difficult to say. He is promising but...

4. question - question

e.g. – Will you help me?

- What shall I do?

Question-response dialogue is usually taught in schools. Above mentioned 4 lead-response units should be taught and their peculiarities should be taken into account.

The use of dialogues in language teaching has a long tradition.¹⁸ Stereotyped dialogues and dialogues in unnatural language have been recently replaced by more natural dialogues, which illustrate how sentences are combined for the purpose of communication in clearly defined (specific) social context.

In dialogue activities not only accurate expression is important but also the appropriate use of language forms in a specific social context. Therefore the interlocutors (learners) should take into consideration:

❖ who is speaking to whom

¹⁸ Council of Europe, Communication in the modern language classroom, by Joe Sheils, 1993

- ❖ about what
- ❖ for what purpose
- ❖ Where and when.

It is also important to heighten learners' awareness of how dialogue is structured, of ways of opening, maintaining and classing a conversation, and of the strategies used by the speakers to negotiate meaning so that their efforts at communication achieve the desired result.

Using dialogues to help students develop their conversation skills is common practice in most English classes. One of the main advantages to using dialogues is that students are given a rubric as a basis on which they can then build. Once they have become comfortable using a dialogue, students can then go on to have related conversations building on their familiarity with the dialogue and the vocabulary specific to the situation.

Dialogues can be used in many ways in a classroom. Here are a few suggestions for using dialogues in the classroom:

- ❖ To introduce new vocabulary and help students become familiar with standard formulas used when discussing various topics
- ❖ As gap fill exercises for students as a listening exercise
- ❖ Use dialogues for role-plays

- ❖ Have students write dialogues to test key vocabulary and language formulas
- ❖ Have students memorize simple dialogues as a way of helping them improve their vocabulary skills

SPEECH

Speech is the activity of using a language system for communicative purposes in real situation. We should seek methods of teaching not language so much, as communication through the language.

Mastery of language depends not only on what the language is, but also on what the language is for. That is for communication language system of forms is taught to help the learners to develop their philological and logical thinking on the one hand and as a means of developing communication skills, on the other. Both of them are equally important.

To get a better understanding of what speech is, the teachers should know psychological and linguistic characteristics of speech.

Speech is always addressed to an interlocutor.

We don't speak when there is no one to address the speech. Teaching oral language pupils should address, speak to someone, to their classmates, to the class, to the teacher. They should interact.

During English lesson the pupils very often don't know where to look while they speak; they look either at the ceiling or out of the window, because they don't know whom their speech is addressed to. This point is closely connected with motivation.

When we have an inner necessity to say sth, we should say it to someone. So the teacher should suggest: "Tell the class... Ask your friend... Tell me..."

Speech is always emotionally colored for a speaker expresses his/her thoughts, feelings, attitude what he/she says.

That's why the pupils should be taught to use emotional means to express their feelings about what they say.

Speech is always situational.

It takes place in a certain situation. There can be no speech out of situation. There can be no speech out of situation. Situation is the integrity of circumstances in which the human beings are motivated to develop speech activity.

The main components of situations are: the speaker, the stimulus to speech and the person to whom the speech is addressed.

Linguistic Characteristics of Speech

Oral language as compared to written language is more flexible. It is relatively free and is characterized by some peculiarities in vocabulary and grammar. We don't teach pupils colloquial English. That's why oral language taught in schools is close to written language standards and especially its monologist forms.

Linguistic peculiarities of dialogue are as follows:

1. The use of incomplete sentences (ellipses) in response: E.g. where do you live? - In Yerevan. How many books do you have? – One.
2. The use of contracted forms: doesn't, won't, haven't, can't
3. The use of some abbreviations: lab, bike, math's, fridge, comp, etc.
4. The use of conversational tags. These are the words the speaker uses when he/she wishes to speak without saying anything: e.g. of course, perhaps, surely, etc.

USING MINIMAL RESPONSES

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying.

Agreeing with what was said: absolutely; yes, that's right

Indicating possible doubt: really? Are you sure?

Agreeing to cooperate or not: of course; okay; sorry, I can't; I'm afraid not

.Expressing an opinion: that's nice; how lucky! That's too bad.

Expressing interest, encouraging the speaker to continue: what happened next?

That's really interesting; what did you do?

RECOGNIZING SCRIPTS

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts (such as greetings, apologies, compliments, invitations.) for different situations.

Scripted transactional exchange:

A: May I help you?

B: I'd like to buy two movie tickets, please.

A: Which film?

B: Nightmare Monsters.

Scripted interactional exchange:

A: Hey! How have you been? I haven't seen you in a long time.

B: Yeah, I had the flu, so I was out for a while

USING LANGUAGE TO TALK ABOUT LANGUAGE

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they

develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

When unsure of the speaker's meaning, repeat what you think the speaker said in a question:

Excuse me; did you say that the sun rises in the west?

When you have missed most of the meaning:

Could you say that again, please?

3. When you don't know the word for something, describe it and ask its name:

What do you call the stuff that falls out of the sky, that is rain but froze

CONVERSATION AND DISCUSSION.

The teacher seeks to engage children in talk with other children in a relaxed atmosphere. Socialization skills as well as language are enhanced when students engage in conversations and discussions. Conversation is informal, spontaneous, and relatively unstructured. Discussion is more formal and usually topic-centered talk. It focuses on a specific topic or purpose. Both are similar in that they build on the student's home-learned experiences and serve to give practice in pronunciation, fluency, expression, and vocabulary. They also help children build confidence to express themselves orally (Yellen, 2004).

In the discussion strategy, sticking to the point is essential. The goal of a discussion is to reach a conclusion or solve a problem. Before starting the discussion, the topic should be clearly defined and understood by everyone. Usually, it is stated in the form of a question (Should children have to do chores to earn an allowance?). Great discussion topics come from literature, school events or problems, experiences, current news, etc. Students discuss the topic and try to reach some sort of consensus. Other types of discussions are panel discussions and debates (Notes from Integrating the Language Arts, 3rd Ed. 2004 Yellen, Blake, & DeVrie)

BRAINSTORMING

One of the best ways to generate a number of ideas in a short amount of time is through the brainstorming strategy. Brainstorming helps to stretch a student's imagination, encourages group cooperation, and leads to creative thinking through spontaneous contributions by all group members. Key principles of brainstorming include the following:¹⁹

- ❖ Select a problem or topic and react to it quickly.
- ❖ Designate one person in the group as the recorder of ideas.
- ❖ Accept and record all ideas or suggestions.
- ❖ Build on other people's ideas.

¹⁹ <http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htm>

- ❖ Do not criticize anyone else's ideas.
- ❖ Remember that, initially, quantity of ideas is more important than quality.

Many teachers are familiar with brainstorming but do not utilize it effectively or frequently enough. Plan to make the brainstorming strategy part of your teaching practices. Model the process for students:

- ❖ Begin with a whole-class brainstorming session where each student records his or her own ideas.
- ❖ Provide a problem question as a stimulus and a time limit to eliminate frivolous ideas and daydreaming.
- ❖ When time is called, let each student share his or her list. Second, open up the brainstorming session to everyone.
- ❖ The teacher records the ideas for the whole class at the chalkboard to model the role of the recorder.
- ❖ You may begin to evaluate some of the ideas in terms of their effectiveness in solving the initial problem

INTERVIEWING

Most information students gather for school projects comes from traditional sources like the encyclopedia or internet. Students need to learn that another way of gathering information is through interviewing, or asking someone for information or opinions (Notes from *Integrating the Language Arts*, 3rd Ed. 2004

Yellen, Blake, & DeVries).

Donald Graves recommends teaching young children about interviewing by having them poll their fellow classmates for information. In this simple polling technique, students choose a different interview or polling question to ask their classmates each day. (Which is your favorite meal—breakfast, lunch, or dinner? What is your favorite color?) After polling, a bar chart could be made to show the results of the survey.

Most students are familiar with interviews because of the many that are shown on television. You could show models of good interviews and analyze them as a class. Good interviewers keep in mind the following points:

- ❖ Learn something about the interviewee (person being interviewed).
- ❖ Decide ahead of time on the information desired.
- ❖ Formulate appropriate questions.
- ❖ Anticipate follow-up questions based on the interviewee's responses.
- ❖ Determine how to begin and end the interview politely.

Interviewing is an important strategy for gathering information and conducting research on many topics. However, you must eventually tie interviewing to real projects so that students can see a relevance to the research they are doing. Here are two group projects that make interviewing authentic:

Creating a newscast

The focus for this project is on fluent, distinct speaking so that each speaker is clearly understood. The teacher divides the students into groups. Each group researches its assigned segment of the news (local news, national news, weather, sports, etc.). Then the group collaboratively writes a script for its segment. Students practice so that their newscast is clear and fluent. It's important that each member of the group has a speaking part. If the teacher can videotape each segment, the class can analyze the whole newscast together.

Campaigning

Students learn the power of oral persuasion through campaigning for a change within the school. Students can divide into teams to write and create a campaign slogan and a 30-second campaign advertisement for the change. Students should practice the advertisement so that it is clear and fluent.

The teacher then videotapes each one and plays them for the class. They can be analyzed to determine why they are persuasive. It's important in critiquing for students to first name one or two things they really liked about the ad and why, and then to suggest one or two things the group could do to make it even better.

Dialogue Improvisation and Patterned Conversation

In dialogue improvisation, students create new dialogue for the characters in a familiar story as they act out a part of the story.

In patterned conversation, the teacher chooses literature with predictable texts. Students can use puppets or props to help them become one of the characters. They use the pattern-phrases from the text to retell the story . . . or to take it in new directions.

- **Discussion**

The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Here the teacher can form groups of students and each group works on their topic for a given time period, and present their opinions to the class. (Fauziati (2002:134) states that the main aim of group discussion is to improve fluency, grammar in probably best allowed functioning as a naturally communicative context.

- **Role Play and Simulation**

Role play has applied for students because it allows the students to be creative and to put themselves in another person's place for a while

(Richards, 2003: 222). While simulation is very similar to role-play but here students can bring items to the class to create a realistic environment: For instance, if a student is acting as a singer, he or she can bring a microphone to sing and so on.

- **Interviews**

Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present the result to the class.

- **Reporting**

In class, the students are asked to report what they find as the most interesting news. Student scan also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

- **Prepared Talks**

A popular kind of activity is the prepared talk where a student makes a presentation on a topic. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more

‘writing-like’ than spoken orally. However, if possible, students should speak from notes rather than from a script (Harmer, 2001: 274)

- **Dialogue**

Dialogue is one of the media in teaching speaking. It helps the students practice in speech, pronunciation, intonation, stress. Dialogue also increases students’ vocabulary. The primary objective of using dialogue is developing student’s competence (pronunciation, intonation, stress) in teaching speaking like native speaker. Therefore, in teaching learning uses dialogue (short and long), the students are motivated by the teachers’ questions to reason rather than to recollect. Dialogues is two sides communication, it means we just not have to express.

HYPOTHESES

➤ GENERAL

- ❖ The use of visual aids, videos, mnemonics practice, repetition and others are the cognitive strategies that influence in the development of the English productive skills among 8th year students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja “High School of Loja City. Academic period 2012- 2013.

➤ SPECIFICS

- ❖ Writing post cards, writing compositions and others are the strategies used by the teachers to develop the English writing skills among 8th year students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic period 2012- 2013
- ❖ The Role play, dialogue speech, discussion and others are the cognitive strategies used by the teachers to develop the English speaking skills among 8th year students, Basic Education at “Unidad Educativa anexa a la Universidad Nacional de Loja” High School of Loja City. Academic period 2012- 2013.

f. METHODOLOGY

The present research will be carried out in the “Unidad Educativa Anexa a la Universidad Nacional de Loja” high school.

DESIGN OF THE RESEARCH

This research is defined as non experimental because it is an educational theme, and the researcher will not have the opportunity to manipulate the variables of the stated hypotheses. The real object will be described developed through a critical analysis of the results and it will help to propose solutions alternatives of the found problems.

To carry out the present researching work is necessary to use the following methods, techniques, and procedures

METHODS, TECHNIQUES AND INSTRUMENTS

METHODS

- **Scientific method.** The scientific method will be used to develop the present research work, because it helps to carry out a systematic and

ordered process to do a logic explanation of the relations that are established in the researched object and its variables which will let us derivate some alternatives or solutions the problematic situation.

This method will allow organizing the available resources and the procedures, with which we reach the outlined objectives, and also the hypothesis verification.

- ✓ **Inductive – deductive methods.** The induction will be good for the delimitation of the problem and to raise its solutions, that is to say to generalize all the particular knowledge.

This method will be present especially in the elaboration of the conclusion and recommendations to those that we will arrive at.

- ✓ **The descriptive method.** This method will be used to describe the main results obtained with the applied instruments.

It will also serve to confirmation of the hypothesis and the final redaction of the research report.

- ✓ **Analytical-synthetic method.** It will help to analyze the obtained results through the field instrument and to make the interpretation of the data and to establish the conclusions, based on the result of mayor tendency. It will also help to analyze the cognitive strategies in the development of the productive skills.

✓ **Explicative method.** This method will explain the implicit relations of the established variables of the researched. Also give our point of view according to the obtained results and to explain the theoretical reference about the cognitive strategies. It is important to mention the descriptive statics will be used as a tool to facilitate the data presentation in tables and graphs for a better information comprehension.

❖ **Descriptive statistics:** The descriptive statistics would be served to represent the data in tables, squares and graphs to get a better comprehension of the information.

✓ **TECHNIQUES AND INSTRUMENTS**

To obtain the empiric information of the research, it will be necessary to apply the following techniques and instruments.

A **survey** will be applied to obtain the empiric information about the cognitive strategies in the English language learning process and to know the kinds of cognitive strategies the teachers use to develop the productive skills with the students of the high school. It will be applied to teachers and students with a previous elaborated questionnaire, which will contain different types of closed questions about the topic that will be researched with indicators that will help to prove the stated hypotheses

PROCEDURES

To make this research work the following procedures will develop:

After the researcher pick up the information with the research instruments information the processing will involve these steps:

✓ **TABULATING**

The tabulations of the data will be carried out in a quantitative way in the case of the objective questions and the criteria questions will be classified by categories in order to facilitate information. The tabulation of all applied instruments will allow to contrast the information and to analyze the obtained results.

✓ **ORGANIZATION**

The organization of the empiric information will be made according to the specific variables that will guide to prove every hypothesis

✓ **GRAPHIC REPRESENTATION**

The graphic presentation of the information in tables and graphs will allow the readers the visualization of the data easily and the tendency of the indicators in each variable

✓ **INTERPRETATION AND ANALYSIS**

The analysis and interpretation of the obtained information, the results in percentages and the analysis of the data will be necessary to check again the principles of the main categories developed in the theoretical referents.

✓ **HYPOTHESES VERIFICATION**

The verification of the hypothesis will be done through the empiric method with a description of the indicators with major tendency and contrasting them with the information of the theoretical frame

✓ **CONCLUSIONS AND RECOMMENDATIONS**

The formulation of conclusions will be done with value judgments that will be derived of the analysis and interpretation of the data and they will be based on the specific objectives which have guided the investigative process.

To elaborate the final report it will be necessary to integrate all the components of the research with the logic integrations among them, this will required a new revision of the theme, objectives, hypothesis, and theoretical frame to get a good relation among them.

POPULATION AND SAMPLE

The sample of the population that we took was 127 students from 8th year of Basic education who were taken at random.

COURSES-CLASSES	A	B	C	D	TOTAL
8 Year of Basic Education	33	32	31	31	127
Teachers' population	3				3

h. ORGANIZATION AND MANAGEMENT OF THE INVESTIGATION

RESOURCES

❖ HUMAN

Individual research:

Fredin Rolando Cruz Rosales

❖ MATERIAL

➤ Office material

➤ Book

➤ Pens

➤ Copies

➤ Computer

➤ Printer

➤ Paper

➤ Folders

➤ paper clips

➤ Transport

➤ Intern

BUDGET

RESOURCES	COST (USD)
Impression of the first draft	40.00
Impression of the second draft	50.00
Impression of the final work	100.00
Transport	100.00
Internet	60.00
Computers	50.00
Others	100.00
Total	500.00\$

3. FINANCING

All the expenses from the present research work will be assumed by the author.

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Annex 2. Surveys



**UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER**

SURVEY TO THE TEACHERS

Dear teacher:

The present survey has as main objective to improve the Cognitive Strategies to develop the English Productive Skills at Unidad Educativa Anexa a la Universidad Nacional de Loja. For that reason I wonder if you could complete it.

H. 1. Writing post cards, writing compositions, and others are the strategies used by the teachers to develop the English writing skills among 8th years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012- 2013.

1. Do you think it is important the use of the cognitive strategies to develop the productive skills of the students in the English language learning?

Yes () No ()

Why?.....
.....

2. What is the purpose of cognitive strategies?

To provide the comprehension and retention of knowledge ()

To change the pedagogical model ()

To create spaces to develop the writing ()

Create a good atmosphere in the classroom ()

3. What stage of the class do you apply the cognitive strategies?

At the beginning of the class ()

During the class ()

At the end the class ()

4. What of the following strategies are applied in the class to develop the English writing skills?

- Writing post cards ()
- Writing compositions ()
- Generate ideas ()
- Developing and Organizing Ideas ()
- Evaluation ()
- Supporting the Main Idea ()

5. What kind of techniques are used to develop the English writing skills among?

- Sentence Combining ()
- Pictures writing ()
- Persuasion ()
- Self-Evaluation ()
- Revising meaning ()

Others.....
.....

6. What are the sub processes of writing used in the class?

- Planning ()
- Summarize ()
- Drafting ()
- Revision ()

7. What of the following steps do you use to construct the Gist?

- Make connections ()
- Form preliminary interpretations ()
- Identify main ideas ()
- Organize information ()

H. 2. The Role play, dialogue speech, discussion and others are the cognitive strategies used by the teachers to develop the English speaking skills among 8th years student, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012- 2013.

8. What kind of cognitive strategies are used in class to develop the English productive skills?

- Mnemonics ()
- Repetition ()
- Ask questions ()
- Make prediction. ()
- Monitoring. ()
- Explanation ()
- Evaluating ()
- Others.....

9. What kind of strategies are used to teach the English speaking skills?

- Role play ()
- Group discussion ()
- Using minimal response ()
- Conversation and discussion ()
- Brainstorming ()
- Interviewing ()
- Others.....

10. What kind of techniques are used to develop the English speaking skills?

- Work in groups ()
- Give instructions ()
- Oral practice ()
- Practice previous lesson ()

Others.....
.....

11. Do you think, is it important to improve the writing and speaking skills in the English language learning?

Yes () No ()
Why?.....
.....



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

SURVEY TO THE STUDENTS

Dear student:

The present survey has as main objective to improve the Cognitive Strategies to develop the English Productive Skills at Unidad Educativa Anexa a la Universidad Nacional de Loja. For that reason I wonder if you could complete it.

H. 1. Writing post cards, writing compositions and others are the strategies used by the teachers to develop the English writing skills among 8th years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012- 2013.

1. Do you think it is important the use of the cognitive strategies to develop the productive skills of the students in the English language learning?

Yes () No ()

Why?.....
.....

2. What is the purpose of cognitive strategies?

To provide the comprehension and retention of knowledge ()

To change the pedagogical model ()

To create spaces to develop the writing ()

Create a good atmosphere in the classroom ()

3. What stage of the class do you apply the cognitive strategies?

At the beginning of the class ()

During the class ()

At the end the class ()

4. What of the following strategies does your teacher apply in your class to develop the English writing skills?

- Writing post cards ()
- Writing compositions ()
- Generate ideas ()
- Developing and Organizing Ideas ()
- Evaluation ()
- Supporting the Main Idea ()

5. What kind of techniques does your teacher use to develop the English writing skills?

- Sentence Combining ()
- Pictures writing ()
- Persuasion ()
- Self-Evaluation ()
- Revising meaning ()

Others.....
.....

6. What are the sub processes of writing that your teacher uses in the class?

- Planning ()
- Summarize ()
- Drafting ()
- Revision ()

7. What of the following steps does your teacher use to construct the Gist?

- Make connections ()

- Form preliminary interpretations ()
- Identify main ideas ()
- Organize information ()

H. 2. The Role play, dialogue speech, discussion and others are the cognitive strategies used by the teachers to develop the English speaking skills among 8th years student, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012- 2013.

8. What kind of cognitive strategies does your teacher use in class to develop the English productive skills?

- Mnemonics ()
- Repetition ()
- Ask questions ()
- Make prediction. ()
- Monitoring. ()
- Explanation ()
- Evaluating ()
- Others.....

9. What kind of strategies does your teacher use to teach the English speaking skills?

- Role play ()
- Group discussion ()
- Using minimal response ()
- Conversation and discussion ()
- Brainstorming ()
- Interviewing ()
- Others.....

10. What kind of techniques does your teacher use to develop the English speaking skills in class?

- Work in groups ()
- Give instructions ()
- Oral practice ()
- Practice previous lesson ()
- Others.....
-

11. Do you think, is it important to improve the writing and speaking skills in the English language learning?

- Yes () No ()
- Why?.....
-

ANNEXE 3:

CONSISTENCY MATRIX

“THE COGNITIVE STRATEGIES AND THE DEVELOPMENT OF THE ENGLISH PRODUCTIVE SKILLS AMONG 8TH YEARS STUDENTS, BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” HIGH SCHOOL OF LOJA CITY. ACADEMIC YEAR 2012-2013”

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
What are the cognitive strategies that influence the development of the English productive skills among 8 th , years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012-2013.	To identify the influence of the cognitive strategies in the development of the English productive skills among 8 th years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City, Academic year 2012-2013.	The use of visual aids, videos, mnemonics practice, repetition and others are the cognitive strategies that influence in the development of the English productive skills among 8 th , years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012-2013.	Cognitive strategies	<ul style="list-style-type: none"> ➤ Mnemonics. ➤ Ask questions ➤ Make prediction. ➤ Construct the gist. ➤ Monitoring. ➤ Explanation ➤ Revising meaning ➤ Evaluating
SUBPROBLEMS What kind of cognitive strategies do teachers use to develop the English writing skills among 8 th years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012-2013	To find out the types of cognitive strategies used by teachers to develop the English writing skills among 8 th years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012-2013	Writing post cards, writing compositions, and others are the strategies used by the teachers to develop the English writing skills among 8th years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012- 2013	Productive skills Writing	<p>Writing Definition</p> <p>Techniques for teaching writing</p> <ul style="list-style-type: none"> ➤ Persuasion ➤ Combining sentences ➤ Revising ➤ Self-evaluation

				<p>Strategies to develop writing skills</p> <ul style="list-style-type: none"> ➤ Writing post cards ➤ Writing compositions ➤ Generate ideas ➤ Developing and generate ideas ➤ Supporting the main idea ➤ Writing for a purpose
<p>What are cognitive strategies used by the teachers to develop the English speaking skills among 8th years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012-2013.</p>	<p>To identify the cognitive strategies used by the teachers to develop the English speaking skills among 8th years students, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012-2013.</p>	<p>The Role play, dialogue speech, discussion and others are the cognitive strategies used by the teachers to develop the English speaking skills among 8th years student, Basic Education at “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School of Loja City. Academic year 2012- 2013.</p>	<p>Productive skills</p> <p>Speaking</p>	<p>Speaking Definition</p> <p>Techniques for teaching speaking</p> <ul style="list-style-type: none"> ➤ Work in groups ➤ Give instructions ➤ Oral practice ➤ repetition ➤ Practice previous lesson. <p>Strategies to develop speaking skills</p> <ul style="list-style-type: none"> ➤ Role play and dialogue ➤ Speech ➤ Discussion ➤ Group work ➤ Brainstorming

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