



Abstract

We as teachers of the sixth level in the London English Institute have realized the need to provide a supplementary material which could improve the students' knowledge in the writing skill, since the book, Postcards 3B, they use has no a proper process in which they can clarify their ideas and resources on a paper which could be understandable and clear in all its sense.

The require to create a kit of activities that includes a meaningful learning process, based on the Constructivism Theory by Ausubel, and a correct writing process, that contains five basic steps, are essential for the sixth level students, who are getting familiar with the writing skill. For this reason, we have developed this project with the two process mentioned before in order to help the teachers of this level to create an appropriate environment in class.

Finally, we must say that the motivation in class is essential for developing the writing process and teachers must not forget to encourage students to keep writing.



KEY WORDS

AUSYBEL'S MOMENTS, SIGNIFICATIVE LEARNING, CONSTRUCTIVISIM,
WEITING PROCESS, ACTIVITIES FOR WRITING



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**All the content of this thesis is
the exclusive responsibility of its authors.**

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Introduction

The book Postcards 3B which is used in the sixth level lacks of an appropriate writing process which can help students to organize, clarify their ideas and resources on a paper in order to make their writing more understandable and clear in all its sense.

We have seen the need to provide a supplementary material which could improve the students' knowledge in the writing skill. As a result, we have developed a project which will help teachers to create an enhancing and motivating English class environment in order to improve the writing process in the book Postcards 3B.

With this in mind, we developed the constructivism process of moments from Ausubel which are: recovery of previous Knowledge moment, moment of Motivation, Basic moment, Practice moment, moment of Assessment, and moment of Extension. We have to remember that these moments also were his contribution to the teaching of meaningful learning process.

In addition, many students do not follow a process for writing, that's why the students need to know the five basic steps for writing which will be used as a guide for a better performance in the students' writing tasks, the moments are: prewriting, writing, revising, editing, and publishing.

We also mention here the most important recommendations for teachers before writing the comments on the students' papers.

Finally, we can find in this thesis how work the moments of Ausubel's work, how to follow the five steps for a proper writing process, and some important recommendations in teachers' comments.



CHAPTER I

LEGAL SUPPORT

This project is founded according to the Executive Ordinance number 1786, where the Ministry of Education has formulated the document “Curricular Reforms for High school”, which establishes the elements that mark general normative for the reformation in high school. To sum up, the National Government intends to impel a process of decentralization of the Ecuadorian educational system in all his levels.

Besides, the reformation says that it is urgent to create a new structural classification of all Ecuadorian educational system levels under the focus of an integral reformation. Moreover, there is a need of establishing coordination bonds among basic education, high school, and the superior education.

Our purpose is to connect the goals of the Curricular Reformation in the English writing process and coordinate them in the book Postcards 3B, which is used in the London English Institute and in many other Institutions. With this in mind, we are going to develop this project according to the Reformation Ordinance.



Theoretical Framework

Constructivist Theory

An increasing number of educators explore the use of different theories in order to improve education, and they have found the need to consider which theory can provide more than a traditional classroom. So from our point of view, one of the most important theories is the Ausubel's Constructivism, which says that in a classroom the focus tends to shift from teacher to students. In the constructivist model, students are urged to be actively involved in their own learning process. Here, the teacher's function is to be like a facilitator who coaches, mediates, prompts, and helps students develop and evaluate their understanding, and thereby their learning.

Therefore, the constructivist classroom is no longer a place where a teacher "expert" pours knowledge into passive students, who wait like empty vessels to be filled. Besides, both teacher and students think of knowledge not as inert information which needs to be memorized, but as a dynamic, ever-changing view of the world we live in, and the ability to successfully stretch and explore that view. As a final point, we can say that constructivist teachers encourage students to constantly evaluation on how the activity is helping them gain understanding by questioning themselves and their strategies. One of the teacher's biggest jobs is asking good questions. Also, students become "expert learners" in the constructivist classroom because it gives them ever-broadening tools to keep learning. Furthermore, with a well-planned classroom and good



environment, students learn how to learn, so they can apply their new knowledge.

We have considered the constructivism of Ausubel important because of the reasons mentioned above and because of his big thoughts based on the meaningful learning process.

Meaningful Learning

Ausubel based his theory on the learning process (cognitivism) and distinguishes two types of learning:

1. Rote learning:

This kind of learning stores the new knowledge, so it's arbitrary and literal as in a daily routine. Therefore, it does not involve a substantive incorporation of new knowledge into cognitive structure.

2. Meaningful learning:

This kind of learning occurs when new information acquire meaning for the individual through interaction with existing concepts, being assimilated by individuals and contributing to their differentiation, development and stability.

Meaningful learning requirements:

Conceptually meaningful – learning materials transparent

An attitude to learn – significantly

An adequate cognitive – structure



These requirements have implications about teaching:

- Knowledge of student's – cognitive structure.
- Proper planning of curriculum and instruction.
- Promoting positive attitudes to this type of learning in students developing the potential of requiring motivation.

Finally, there are three types of meaningful learning:

*** Learning representations**

When students acquire the vocabulary, first they learn words that represent real objects that have meaning for them. (Yet not identified as categories.)

*** Learning concepts**

Students base their knowledge on concrete experiences; they understand that the word "mom" can also be used by others referring to their mothers. It also occurs when students undergo reception learning contexts or through discovering and understanding abstract concepts like "government", "country", and "mammal".

*** Learning propositions**

It happens when students know the meaning of concepts. Students can form sentences that contain two or more concepts in which they can affirm or deny something. Thus, a new concept is assimilated and integrated into their



cognitive structure as prior knowledge. This assimilation is given in the following processes:

a. For Progressive differentiation: when the new concept is subject to subsume concepts that students already knew. That is, new ideas are incorporated by an element that acquires meaning and can be modified by the incorporation of additional meanings.

b. For Integrative reconciliation: when the new concept is the most inclusive of the concepts that students already knew. This is a way of progressive differentiation of cognitive structure.

c. In Combination: when the new concept has the same status as the familiar one. In which, new ideas are potentially significant because they can relate to appropriate general content of the cognitive structure because of its similarity to that content.

Meaningful Learning Advantages:

- * Produces a more permanent retention of information.
- * Facilitates the acquisition of new knowledge related to the one acquired previously. This clear cognitive structure facilitates the retention of new content.
- * helps to retain information in the long-term memory
- * Is active and students learn by finding different ways to solve problems.



Ausubel sees students' background in terms of knowledge patterns, which consists on the representation that a person has on a particular point in its history on a parcel of reality.

If we apply the meaningful learning process in the writing skill, we have to be aware about the positive impact it will produce in the learning process. Therefore, we will start each writing activity with a feedback on the previous knowledge that students already have, just like the constructivism requires.

Moments in the Meaningful learning Activity

Meaningful Learning Activities have arranged moments that allow students to go step by step and achieve the learning process goals, such as exercise of self-esteem, development of group work, etc.

Moreover, there is a logical reference below which is not basically lined since some moments of meaningful activity may be extended beyond. We must be careful not to consider it a single sequence but using a several sequences that are appropriated to reach significant learning.

1. Recovery moment of previous knowledge:

Emphasizing in games and picking up the previous knowledge are important factors that must be developed in the meaningful learning activity. Therefore, recovering previous knowledge can be achieved through a test exercise performance, image analysis, discussion of a particular issue, or other simple strategies.

2. Moment of motivation:



At this moment, teachers make students face a learning situation that motivates and grows their curiosity and interest in the learning process in which the principal target is to build an emotional link. It is important to use students' imagination and creativity to plan the most appropriate strategies in order to maintain their motivation awake.

3. Basic moment:

At this moment, students must develop a set of actions such as creating, researching, and analyzing in order to obtain new knowledge. At this point, we have to discuss with students the possible answers that may occur in the preceding moments and associate them with their previous knowledge and with a new content. Meanwhile, the teacher uses different strategies, which will be varied to achieve students' learning progress; for example, experiments, consultations, solving problems, surveys, etc. It must involve students' rhythms and learning styles. In fact, the results of these activities must be specific; for example, a creative text, a summary, an experiment, solving problems, or exercises, etc.

4. Practice moment:

At this time, students reinforce and consolidate their learning, which is supported by teachers, by applying new learning to their daily life. This is where the learning becomes meaningful to students because it allows students make an appropriate use of this new knowledge.

5. Moment of assessment



At this moment, students make their own assessment in relation to the process of meaningful learning activity which provides information on how students have learned in order to strengthen and feedback, their completion of the task, their degree of participation in them, the skills development, learned attitudes, and reflect on their learning process (Meta cognition¹). To sum up, to develop this point we can place strategies for self-evaluation or group evaluation. It is now crucial to increase students' self-esteem, give them the opportunity to seek alternatives to overcome difficulties and take appropriate decisions.

6. Moment of Extension:

In general, to conclude a meaningful learning activity, students must be motivated to develop other initiatives and ideas for new learning needs which are arising from the classroom curriculum project.

Additionally, it should be considered as part of the learning activities planning for each strategy an estimated time, resources, and evaluation indicators. Finally, it is important to remember that students participate in all activities, and they need to be evaluated.

Writing

What is writing?

Writing is the manner of communicating ideas and information. The responsibility lies on teacher's shoulders to enhance their students' capacities to



communicate and express themselves successfully. Students need to spread out their **Cognitive Academic Language Proficiency** level (CALP), which contains the genres of power that lead to success. It is crucial for students to learn how to think critically and creatively, and it is teacher's duty to initiate this thought process. Writing improves a person's ability to think concisely and clearly. Students learn to organize their ideas in a cohesive and flowing manner. Writing is an essential part of the language development.

Writing Process

We can say that writing process is a philosophy that promotes the teaching of composition through progressive activities that encourage drafting, proof reading for specific skills, and rewriting. The writing process teaches students how to work toward a worthy result of "publication."

Publication may take the form of a "reading" for family members or even a showcased piece on a bulletin board or refrigerator, a printed newspaper, and other many different reasons for writing. Nowadays, written communications are essential daily requirements in most professional occupations and students must know how to write in English, since English is considered as the universal language and many bilingual people are required for many jobs. Also, teachers must keep in mind that students are encouraged to consider the relationship between themselves, their purposes, their audience, and their subject, and how to present their written contents in a clear, concise, and logical way. Writing needs practice, but it can certainly be mastered by using some simple techniques that can be used in the classroom.



As a result, there are 10 steps in the writing process which can be useful in class.

1. Identify the purpose for writing.
2. Analyze the audience that you are writing to.
3. Brainstorm and write any idea that may come into your head.
4. Research your subject matter.
5. Write an outline by grouping your ideas together.
6. Compose your first draft.
7. Revise various times.
8. Proof read repeated times.
9. Evaluate your final draft.
10. Publish or send to your specific audience.

With this in mind, students can get started to produce a better writing task. In addition, each of these steps will help students to organize their ideas and thoughts before writing. In fact, the writing process can help clarify the reason for writing and help students to develop a solid strategy for any writing requirement. Therefore, we have 5 important tips for a correct writing:

1. Prewriting

“Hatching new ideas”, Students need to find some sources of inspiration in order to get ideas. Here, we have a list of possible sources that will be helpful before writing.

- Magazines/ news papers /periodicals/CD-ROM
- Conduct an interview based on your topic



- Media - radio, TV, internet
- Experiences
- Film - movies and documentaries
- Music
- Visual art - observing or creating
- Dreams
- Memories
- Discussion and brainstorming
- Responding to literature
- Role playing
- Research
- Imagination
- Personal interest inventories
- Class interest inventory

After finding the best source, students need to get a working copy of their paragraph or paper so that they have something to work with.

Here we have some useful suggestions that will be useful in prewriting.

- * Name, class, and date on top right hand corner of all pages
- * Number all your pages
- * One staple on the top left hand corner
- * Double space
- * Margin to margin
- * Single sided



- * Pencil or pen (depending on teacher's preference)
- * Line space at the end of the page

2. Writing

Next, it is time for our students to jump from prewriting to writing, and we have some important tips to remember. They are:

- a. Students must be selective in the ideas that they include. They don't have to include everything that was in their prewriting! They need to pick their best ideas. Besides, students have to make sure their ideas relate to each other and their topic.
- b. WRITE!, WRITE!, and WRITE! Students don't have to stop once they start writing because revising and editing come later. Just let the ideas flow from them.
- c. They do not need to count words, they can ask their teacher how long it should be or when it is done. When they feel that they have complete their ideas; then they are ready to go to the next stage.

However, before going to the next stage, we have to make sure students have enough content to work with. If they feel that they are lacking content, they need to go back to their prewriting for more ideas and details.

3- Revising

At this step, students have to search for things to fix; nevertheless, they should be aware of what revising is, before they start doing it.



Revising is making decisions about how you want to improve your writing. Also, it is looking at your writing from a different point of view picking places where your writing could be clearer, more interesting, more informative, and more convincing.

On the other hand, we have some methods that will help students revise their writings. We have considered these two methods which can be applied in class:

a. **A.R.R.R.** This method allows you to make four types of changes.

- **Adding** - What else does the reader need to know?
- **Rearranging** - Is the information in the most logical and most effective order?
- **Removing** - What extra details or unnecessary bits of information are in this piece of writing?
- **Replacing** - What words or details could be replaced by clearer or stronger expressions?

b. **A.R.M.S** - **A**dd, **R**emove, **M**ove Around, **S**ubstitute. This method can be applied in the following way:

- 3-5 writers per group in varying abilities
- Make sure there are no names on the pieces of writing.
- Student need to remain anonymous. Photocopies work well.



- In each group, everyone reads each paper once. Nothing is written on the papers. This is the first read. It is written to get a general idea about what has been written.
- During the first read, on a separate piece of paper, each person puts them on a scale of 1-4. (4 - outstanding, 3 - above average, 2 - acceptable, 1 - insufficient) Students also write comments about each piece for later discussion with the group.
- Students discuss about the assigned score they did.
- Staying in the same group, students revise the anonymous work during a second reading. Students can:
 - a) Read each paper and mark suggestions on it.
 - b) Read the piece as a group and mark the group's suggestions on each paper.

4. Editing

The next step that students must follow is called editing, which contains the basic grammar references and punctuation. Moreover, students need to keep in mind in the six following points:

- Spelling
- Capitalization
- Punctuation
- Grammar
- Sentence structure
- Subject/verb agreement



- Consistent verb tense
- Word usage

We can add some methods in editing, starting from “self editing” which must be remembered by students with the following clues.

- Read your own work backwards.
- Read the last sentence, then the second last sentence, etc.
- Does each sentence make sense when you read it?
- Do you see or hear any errors in the sentence?

Furthermore, it is imperative for students not to forget these guidelines:

- Be sure that every sentence has two parts :
subject (who or what)
predicate (what's happening)
- Use sentence combining words:
and, but, or, yet, so
who, whom, which, that, whose
because, although, when, if, where, and others.
- Use periods and commas where necessary, but do not overuse them.
- Do not overuse the exclamation mark!
- Use a dictionary to check spelling.

5. Publishing

Finally, students have to remember these twelve final tips.



- a. Blue or black ink pen or word processed
- b. Centre title on top line with a line space that follows
- c. Name, class, and date on the right top hand corner
- d. Margin to margin
- e. Leave a line space for paragraphs depending on teacher`s preference
- f. Leave a line space at the bottom of the page
- g. Single sided
- h. Single spaced
- i. Neat - no scribbles or overuse of liquid paper!
- j. Number the pages
- k. Staple on the top left hand corner
- l. Good copy
- m. Rough copy with evidence of revision and editing
- n. Prewriting

In conclusion, based on the “Bachelorhood Curriculum Reformation” from the Ecuadorian Ministry of Education, which encourages the increasing of knowledge in all levels, plus the Ausubel’s Constructivism Method, which motivates teachers to be facilitators who have the responsibility to create a motivating class environment; besides, by focusing on the significant learning process as the way in which students construct their own knowledge based on their own experience and applying the writing process and all the recommendation given before; as a result, we will obtain a really good significant learning process in writing.



CHAPTER II

“Activities to Improve the Writing Skill of the Sixth Level in London English Institute”

Activities to Improve the Writing Skill

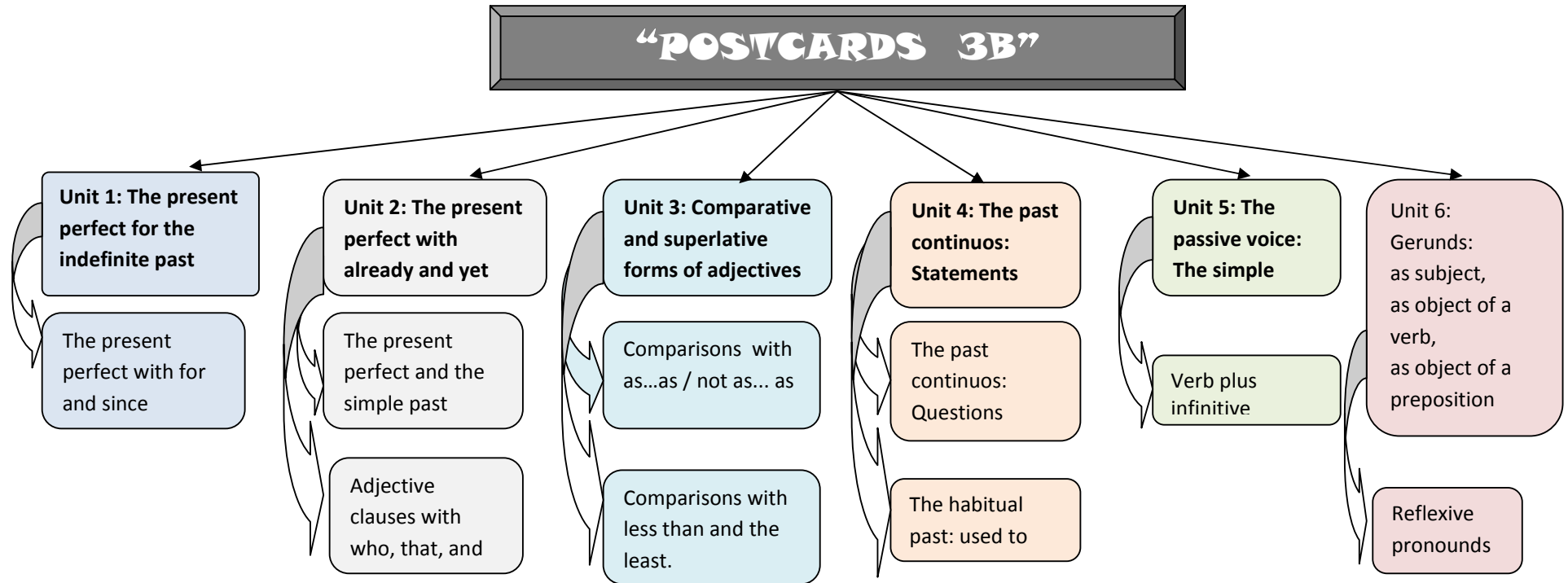
English is used to learn and communicate. Planning must include goals and objectives on a linguistic content. The planning process is very important because it does not merely transfer skills, but it takes into account the competition that the student needs to be involved. The curriculum is what determines the linguistic aspects which are required.

In fact, a curriculum needs a support in which all the activities, skills, strategies, techniques, methods, and evaluations could be involved in the Teaching- Learning process. With this in mind, we have the unit planning class with all the components mentioned before for the book Postcards 3B for the students of sixth level in The London English Institute.

The Postcards 3B contains six units which should be developed in two months according to the London English Institute Program. The Didactic Unit Plan and Lesson Plans are shown below.



Diagnosis: Didactic Unit Plan and its contents.





Analysis of strengths and weaknesses of teaching in the Didactic Units

We as teachers who use the book Postcards 3B have noticed that the current activities are well attached to the purpose of the unit; nevertheless, there is not a good writing process by which the students can develop a better writing skill. So, we consider the next kind of writing activities to be applied in this unit that contains four lessons. We must remember that the writing activity can be developed all along the unit.

The lesson plan can be seen in the Appendix N° 5



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Unit	Lesson	Moments	Kit Activity	Evaluation
One: Have you ever been here before?	One	1. Recovery moment of previous knowledge:	<ul style="list-style-type: none"> • Review Grammar on pages 8, 9 <p>Structure: The present perfect for the indefinite past and the present perfect with for and since.</p> <ul style="list-style-type: none"> • Pre-writing: (gather ideas) ✓ Read the grammar high lights ✓ Complete the tasks of the grammar high lights. • Drafting: (Decide what is important) ✓ Write sentences about your favorite celebrity. ✓ The sentences must include: the present 	<ul style="list-style-type: none"> • Punctuation • Structure • Coherence • Vocabulary • Paraphrasing • General Agreement • Grammar
	Two	Discussion of the student's favorite celebrities.		
	Three	2. Moment of motivation:		
	Four	Motivate students to know more about their favorite celebrity.		
		3. Basic moment: Students must search for more information about the celebrities.		



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	<p>4. Practice moment: Students make an outline in order to organize the information.</p> <p>5. Moment of assessment: Students present the edited writing.</p> <p>6. Moment of Extension: Students present their exchange to the rest of the class.</p>	<p>perfect for the indefinite past with for and since.</p> <ul style="list-style-type: none">• Revising (check the draft)<ul style="list-style-type: none">✓ Write all about the celebrity✓ Include as many sentences as you need.• Editing (check spelling orthography)<ul style="list-style-type: none">✓ Consult your classmates, teacher, and a dictionary for possible corrections.• Publishing (Presenting)<ul style="list-style-type: none">✓ Present your final work in a separate sheet of paper.✓ Extra Activity: Students exchange their writing works with their classmates and sum up	<ul style="list-style-type: none">• Information
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Unit	Lesson	Moments	Kit Activity	Evaluation
Two: He's the one who gave me a D.	One Two Three Four	<p>1. Recovery moment of previous knowledge: Discussion of the student's sub-groups for 21st century.</p> <p>2. Moment of motivation: Motivate students to know the different sub-groups.</p> <p>3. Basic moment: Students must search for more information about the sub-</p>	<ul style="list-style-type: none"> • Review Grammar on pages 16, 17,19 <p>Structure: The present perfect with already and yet. Adjective clauses with who, that, and where.</p> <ul style="list-style-type: none"> • Pre-writing: (gather ideas) ✓ Read the grammar high lights ✓ Complete the tasks of the grammar high lights. • Drafting: (Decide what is important) ✓ Write sentences about the characteristics of sub groups. Use the information on page 20 as a 	<ul style="list-style-type: none"> • Punctuation • Structure • Coherence • Vocabulary • Paraphrasing • General Agreement • Grammar



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		<p>groups.</p> <p>4. Practice moment: Students make an outline in order to organize the three main sub-groups.</p> <p>5. Moment of assessment: Students present the edited writing.</p> <p>6. Moment of Extension: Students exchange their projects to the rest of the class.</p>	<p>reference.</p> <ul style="list-style-type: none">✓ The sentences must include: The present perfect with already and yet and Adjective clauses with who, what, and where.• Revising (check the draft)✓ Write all your opinion about the sub-group.✓ Include as many sentences as you need.• Editing (check spelling orthography)✓ Consult your classmates, teacher, and a dictionary for possible errors and correct them.• Publishing (Presenting)✓ Present your final work in a separate sheet of paper.	Information
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			✓ Extra Activity; Students exchange their writing works with their classmates and comment them.	
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Unit	Lesson	Moments	Kit Activity	Evaluation
Three: It's the best ride ever!	One	<p>1. Recovery moment of previous knowledge: Discussion of the student's favorite TV program.</p> <p>2. Moment of motivation: Motivate students to think about their three favorite programs.</p> <p>3. Basic moment:</p>	<ul style="list-style-type: none"> • Review Grammar on pages 26- 28 Structure: Comparative and superlative forms of adjectives, comparisons with as...as / not as ... as, and comparisons with less than and the least. • Pre-writing: (gather ideas) ✓ Read the grammar high lights ✓ Complete the tasks of the grammar high lights. • Drafting: (Decide what is important) ✓ Write sentences about the characteristics of your 	<ul style="list-style-type: none"> • . Punctuation • Structure • Coherence • Vocabulary • Paraphrasing • General Agreement • Grammar
	Two			
	Three			
	Four			



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		<p>Students must search for more information about their three favorite programs.</p> <p>4. Practice moment: Students make an outline in order to organize their ideas and opinions of their TV programs.</p> <p>5. Moment of assessment: Students present the edited writing.</p> <p>6. Moment of Extension:</p>	<p>favorite TV program.</p> <p>The sentences must include: Comparative and superlative forms of adjectives, comparisons with as...as / not as... as, and comparisons with less than and the least.</p> <ul style="list-style-type: none"> • Revising (check the draft) <ul style="list-style-type: none"> ✓ Write all your opinions about your three favorite TV programs. ✓ .Include as many details as you need. • Editing (check spelling, orthography) <ul style="list-style-type: none"> ✓ Consult your classmates, teacher, and a dictionary for possible corrections. • Publishing (Presenting) <ul style="list-style-type: none"> ✓ Present your final work in a separate sheet of paper. 	<p>Information</p>
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		Students exchange each other their projects.		
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Unit	Lesson	Moments	Kit Activity	Evaluation
Four: I was Roller- blading when I fell down.	One Two Three Four	<p>1. Recovery moment of previous knowledge: Discussion of the student's past habits.</p> <p>2. Moment of motivation: Motivate students to remember their childhood and actual habits.</p> <p>3. Basic moment: Students must remember their last experience.</p> <p>4. Practice moment: Students</p>	<ul style="list-style-type: none"> • Review Grammar on page 39 <p>Structure: The habitual past: used to and the Simple present.</p> <ul style="list-style-type: none"> • Pre-writing: (gather ideas) ✓ Read the grammar high lights ✓ Complete the tasks of the grammar high lights. • Drafting: (Decide what is important) ✓ Write sentences about the activities you used to do. <p>The sentences must include: The habitual past: used</p>	<ul style="list-style-type: none"> • Punctuation • Structure • Coherence • Vocabulary • Paraphrasing • General Agreement • Grammar



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	<p>make an outline in order to organize their memories.</p> <p>5. Moment of assessment: Students present the edited writing.</p> <p>6. Moment of Extension: Students exchange each other their projects.</p>	<p>to and the simple present.</p> <ul style="list-style-type: none">• Revising (check the draft)<ul style="list-style-type: none">✓ Write all your important memories.✓ Include as many details as you need.• Editing (check spelling, orthography)<ul style="list-style-type: none">✓ Consult your classmates, teacher, and a dictionary for future rectifications.• Publishing (Presenting)<ul style="list-style-type: none">✓ Present your final work in a separate sheet of paper.✓ Extra Activity: Students look for a peer who has at least one common TV program and exchange their opinions	<p>Information.</p>
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Unit	Lesson	Moments	Kit Activity	Evaluation
Five: A talk show is taped there.	One	1. Recovery moment of previous knowledge:	<ul style="list-style-type: none"> • Review Grammar on pages 44 Structure: The passive voice and verbs plus infinitive. <ul style="list-style-type: none"> • Pre-writing: (gather ideas) <ul style="list-style-type: none"> ✓ Read the grammar high lights ✓ Complete the tasks of the grammar high lights. <ul style="list-style-type: none"> • Drafting: (Decide what is important) <ul style="list-style-type: none"> ✓ Base on these questions, write sentences. <p>What is the title of the TV show?</p>	<ul style="list-style-type: none"> • Punctuation • Structure • Coherence • Vocabulary • Paraphrasing • General Agreement • Grammar
	Two	Discussion of the most popular		
	Three	TV show.		
	Four	2. Moment of motivation: Motivate students to share information about the most popular TV shows.		
		3. Basic moment: Students must recover information about		



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		<p>the most popular TV show.</p> <p>4. Practice moment: Students make an outline in order to organize their information.</p> <p>5. Moment of assessment: Students present the edited writing.</p> <p>6. Moment of Extension: Students exchange each other their projects.</p>	<p>What kind of show is it?</p> <p>Who are the actors and their rolls?</p> <p>Why do you like it?</p> <p>The sentences must include: the passive voice.</p> <ul style="list-style-type: none">• Revising (check the draft)<ul style="list-style-type: none">✓ Write all the important details of the TV show.✓ Include as many details as you can.• Editing (check spelling, orthography)<ul style="list-style-type: none">✓ Consult your classmates, teacher, and a dictionary for possible errors and correct them.• Publishing (Presenting)<ul style="list-style-type: none">✓ Present your final work in a separate sheet of paper.	Information
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			✓ Extra Activity: Students read their memories to the class.	
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Unit	Lesson	Moments	Kit Activity	Evaluation
<p>Six:</p> <p>Learning a language is cool!</p>	<p>One</p> <p>Two</p> <p>Three</p> <p>Four</p>	<p>1. Recovery moment of previous knowledge: Discussion of the extracurricular activities.</p> <p>2. Moment of motivation: Motivate students to think about what extracurricular activities they prefer.</p> <p>3. Basic moment: Students must find information about how extracurricular activities</p>	<ul style="list-style-type: none"> • Review Grammar on pages 54- 57- <p>Structure: Gerunds</p> <p>Pre-writing: (gather ideas)</p> <ul style="list-style-type: none"> ✓ Read the grammar high lights ✓ Complete the tasks of the grammar high lights. <p>• Drafting: (Decide what is important)</p> <p>Write sentences about your favorite extracurricular activities.</p> <p>The sentences must include gerunds.</p>	<ul style="list-style-type: none"> • Punctuation • Structure • Coherence • Vocabulary • Paraphrasing • General Agreement • Grammar



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		<p>work.</p> <p>4. Practice moment: Students make an outline in order to organize their information.</p> <p>5. Moment of assessment: Students present the edited writing.</p> <p>6. Moment of Extension: Students exchange each other their projects.</p>	<ul style="list-style-type: none">• Revising (check the draft)<ul style="list-style-type: none">✓ Write all the important details of the extracurricular activities.✓ Include as many details as you can.• Editing (check spelling, orthography)<ul style="list-style-type: none">✓ Consult your classmates, teacher and a dictionary for possible errors and correct them.• Publishing (Presenting)<ul style="list-style-type: none">✓ Present your final work in a separate sheet of paper.✓ Extra Activity: Students read their memories to the class.	Information
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CHAPTER III

APPLICATION AND RESULTS

When we decided to elaborate a kit to improve the writing skill of the six level students in the London English Institute, we, as teachers of this level, have seen that our students did not have a good skill for writing. As a result, we started checking the book out and we found that the book did not teach them how to write. It just asked the students to write about a topic at once without a previous motivation. The book just started the task with a command like, "Write about your favorite singer". We figured out that there is not a previous motivation or any step which could be followed in order to improve the writing process.

Ausubel's cognitivism theory proposes six moments which we consider as a good way to improve and motivate the students when writing. Let's remember these important moments:

1. Recovery moment of previous knowledge
2. Moment of motivation
3. Basic moment
4. Practice moment
5. Moment of assessment
6. Moment of Extension



If we take these six moments and apply them into the writing process, we could say that we have already used a significant learning process. Since, the book Postcards has no a clear writing process, we added five important steps for a correct writing:

1. Prewriting
2. Writing
3. Revising
4. Editing
5. Publishing

Moreover, in order to apply the contents above we recommend to read chapter one and check the application on chapter two.

Teacher's comments

The final student's writing product, the published on, is not the end of the learning writing process. The teacher has to write comments on the student's papers, too. So, when writing comments on the student's paper, remember that comments are a sort of an art that helps the student to increase his/her knowledge. However, keep in mind that student's ego is very fragile, and the teacher must be careful in the comment and not to hurt the students unnecessarily. With this in mind, it is important to say the student's paper comments about his/her job is not a reflection of his/her worth as a human being and that a bad grade does not mean he/she is e bad human being. According to it, many students have gotten grades in school based on how well



the teacher liked them, so when you give them a bad grade they think you hate them. Explain that this is not so. It might be good to say, "The more marks you find on your paper, the more it means I appreciate you. If I didn't care of you, I wouldn't bother you to put any marks on your paper."

On the other hand, don't mark errors or make comments in red. Red ink looks like blood and scares the student, it sounds like "How dare you make this mistake!" Use pencil or neutral pen color like blue or green.

Also, it's a good idea to intermix positive and negative comments. It's usually better to begin with a positive comment about the paper, things like, this is really interesting, good idea, good point, good for you, etc. Then mention a criticism, then another positive observation, and so on. The intermixture helps the students accept the criticisms and shows that you have a balanced response to the paper. It might take time, but remember it took time to your students, too.

Finally, Use a question rather than a correction to challenge errors; a simple question could be, "Are you sure about this?", which is usually enough to initiate the appropriate forehead slapping.

Results

We have applied our project on the sixth level of the London English Institute, and we have gotten good results. Now, our students follow a process before writing. They are becoming more critical and more enthusiastic at the writing time.



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The students started to be interested not just in writing, but in reading and searching information in the internet and other sources like newspapers and magazines. We have applied the last two activities because of the time, but we are really glad to see the results, and we must say that motivation in class is an important factor before starting a task; it includes not just the writing process, but any other activity which could be hold in class.



CONCLUSION

Ausubel developed a process of motivation, in which he guides the following moments: Recovery of previous Knowledge moment, moment of motivation, basic moment, practice moment, moment of Assessment, and moment of Extension, we have to remember that these moments were also his contribution to the teaching of meaningful learning process.

In addition, many students do not follow a process for writing that's why we need the five steps as a guide for the best performance in the students' writing tasks, since these moments will help them in the future to be more orderly and accurate in writing, the moments are: prewriting, writing, revising, editing, and publishing.

In conclusion, we can say that the proper use of the writing process plus the moments of the teaching-learning of Ausubel make the process of writing meaningful for the student. Furthermore, we must not forget that motivation plays an important role in the development of the five steps of writing and in the end all teachers' comments in the students' jobs must be done with criteria which have to encourage them to keep getting better.



APPENDIX



Appendix 1

INTERVIEW

Dear London English Institute Teacher:

Please answer these questions which will help us to improve the methodology in our Institute.

1.- Do you think Writing is a difficult skill to be developed by students?

Yes..... No.....

2.- Do the students know how to write correctly?

Yes..... No.....

3.- Do the students know what the writing process steps are?

Yes..... No.....

4.- Does the Book Post cards have a methodology to motivate students to write?

Yes..... No.....



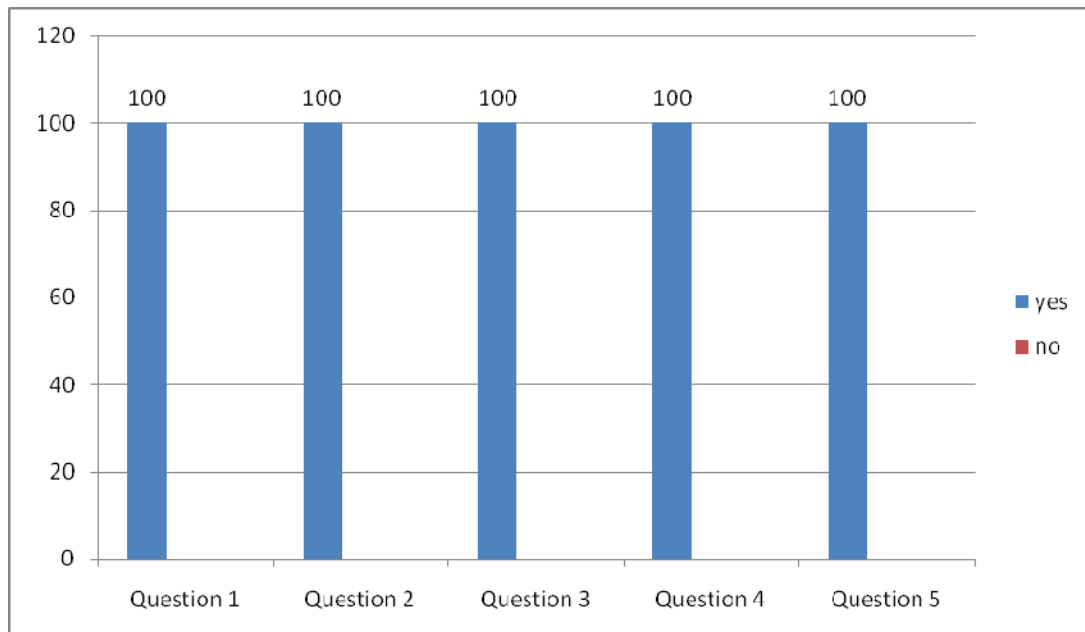
5.- Do you think the book needs a kit of complete activities in order to motivate students to write and follow a writing process?

Yes..... No.....

Thanks.

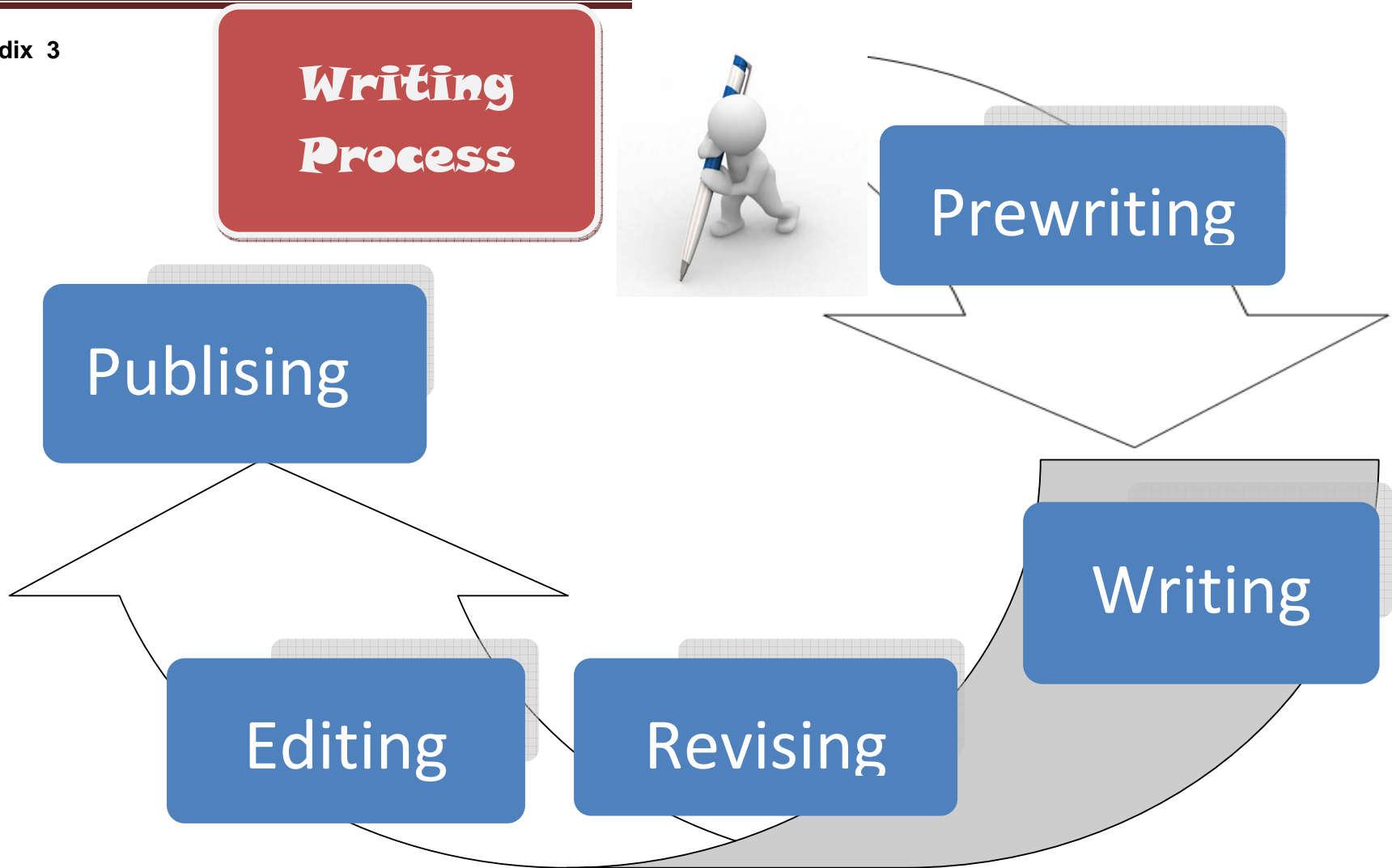
Appendix 2

GRAPHIC RESULT OF THE INTERVIEW



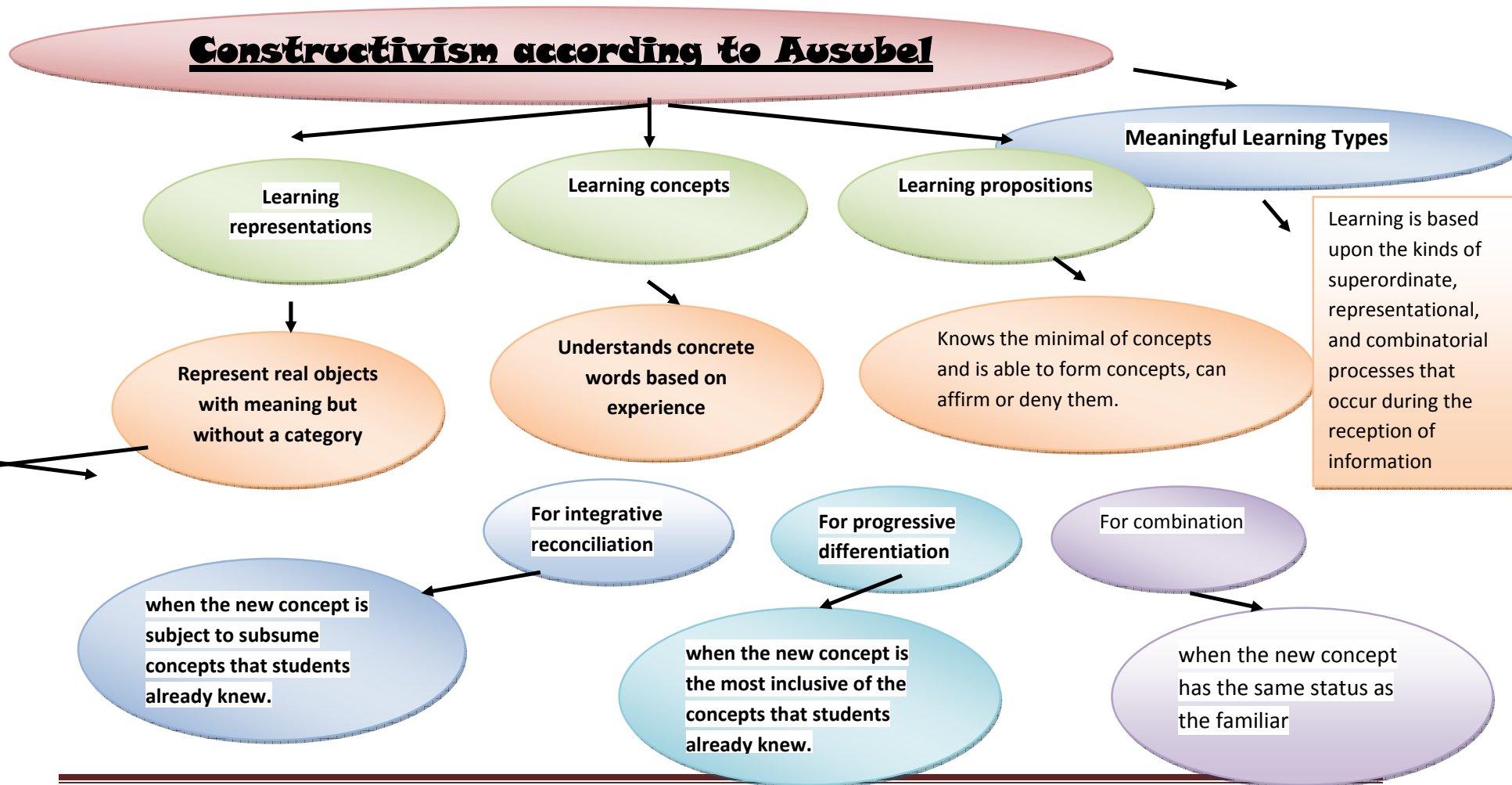


Appendix 3





Appendix 4





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Appendix 5

Unit of Competence to Develop in the Classroom

London English Institute

1. Informative Data:

Level:	Curricular line:	Area :
Basic	Instrumental	Language
	Subject:	Level:
	Foreign Language	Sixth
Teachers:	Time Amount:	Group:
Ritha Catalina Carrillo	9	"A"
Juan Pablo Contreras		

2. Referent to the Unit Competence

Specific Competence:

To use the present simple tense structure of the verb to "be" and demonstrative pronouns with coordination and respect.

3. Competence Elements

COMPETEN	OBJECTI	COMPETEN	KNOWLEDGE	PERIO
CE	VE	CE	SYSTEM	D



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UNIT # 1		ELEMENTS		
Uses affirmative and negative can, with accuracy	To use the present simple and can/can't expressing ability with responsibility.	-Describing skills and abilities	-Simple present - can/can't -question using can -Vocabulary: musical instruments, sports, languages and hobbies -Adverbs of manner: well, very well, quite well, not at all	9
		-Talking about likes and dislikes	-Vocabulary: vacation activities -present simple: Like+ noun and like + gerund -like/don't like/love/hate +gerund	6

4. METHODOLOGY:

Description

Dialogues

Games



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- Total Physical Response
- Audio Lingual Method
- Role plays
- Songs
- Community Language Learning

5. RESOURCES:

- Graphic Material
- Flash Cards
- Teacher´s book
- Student´s book
- Audiovisual Material
- Song

6. EVALUATION:

Objective of evaluation referent to EC	Criteria of Development	Methodology	Resources
The students learn affirmative and negative can	-Describing skills and abilities.	-Talk about some hobbies, asking questions students. -look at the picture and	Teacher´s book Students´ book



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with accuracy.	-Talking about	guess nationality,	Flash cards
	likes and dislikes.	occupation and favorite	Dictionary
		activities	Graphic
		-extra exercises	Material
		- listen description and	Realia
		complete with the	CD
		adverbs.	
		-write about your likes	
		and dislikes.	
		-work in pairs and in	
		groups	
		-test	

7. BIBLIOGRAPHY

Texts	Web
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Grammar in Use	
Dictionary	

8. REVISION AND APROBATION

Done	Revised	Approved
_____	_____	_____



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Ritha Catalina Carrillo Lcdo. Danilo Tinizhañay Dr. Federico Vasquez

Juan Pablo Contreras

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