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CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS- UNIMINUTO
FACULTAD DE EDUCACIÓN

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LICENCIATURA EN IDIOMA EXTRANJERO-INGLÉS

MONOGRAPH

Title

**A Syllabus Proposal Based on Information and Communication Technology and the
Process Approach for Teaching English Writing**

Author (s): Yury Mabel Benavides Paez

Bogotá, June 3rd 2021



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**A Syllabus Proposal Based on Information and Communication Technology and the
Process Approach for Teaching English Writing**

Research Group Cibeles

Research Line Didácticas en saberes y disciplinas

Author (s): Yury Mabel Benavides Paez

Advisor (s): Mariluz Ortiz Vergara

Bogotá, June 3rd 2021



**CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS - UNIMINUTO
FACULTAD DE EDUCACIÓN
PROGRAMAS DE PREGRADO**

ACTA DE SUSTENTACIÓN

La examinada:

Yury Mabel Benavides Paez

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Ante los jurados:

Andrea Alexander Bernal Hernández

José Alexander Benito Durán

Obtuvieron el concepto:

APROBADO

REPROBADO

Observaciones La propuesta del syllabus es innovadora, y sin duda puede contribuir sustancialmente al desarrollo de habilidades de escritura en lengua inglesa.

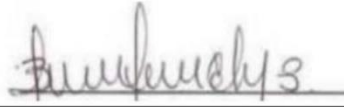
Para constancia se firma en Bogotá, D.C., el día 03 del mes de junio de 2021

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VoBo. _____

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Directora de programa

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Dedication

I dedicate this project to my family, my strong pillar, my source of inspiration, wisdom, knowledge, and understanding. Also, to those teachers who were a model to follow and offered their experiences and expertise.

Analytical Academic Summary

According to GrupLac, the research group CIBELES was created with the collaboration of Fundacion Universitaria Juan N. Corpas and Bachelor in English as a Foreign Language in Bogota in 2014. This research group has as main objective contribute to generating educational and social knowledge, aimed at improving understanding around real problems that affect the quality of life and human and social development. Currently, the CIBELES group is classified in category B of Colciencias since 2017. The group has 3 lines of research: 1. Comunidades y Ambientes, 2. Didácticas en Saberes y Disciplinas, and 3. Gestión Educativa. (Communities and Environments, Knowledge and Discipline Didactics and Educational Management).

Knowledge and Discipline Didactics

According to GroupLAC, the present research is linked to the next line of research: Didácticas, Saberes y Disciplinas (Didactics, knowledge, and disciplines). This line leads its projects to the reflection, analysis, and implementation of different pedagogical methodologies that promote the processes of teaching and learning in foreign languages. This research is in link to this line because there was a reflection, analysis to achieve the final product, which was the design of a syllabus. This research promotes specific strategies and methodologies in teaching for the learning of writing skill and writing process and ICT tools to motivated students as the trail for the teacher and student's professional development in the Bachelor in English as a Foreign Language.

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Abstract

The below qualitative research proposes a skill-based syllabus (Rahimpour 2010) design to develop the writing skills and the learning of the writing process through the process approach and ICT (Information and Communication Technology) tool to enhance writing skills and motivated students. The syllabus proposed was based on a need analysis done to students from the 4th to 9th semesters of the Bachelor Degree in English Language Teaching at Universidad Minuto de Dios to recognize the needs, perceptions, and weaknesses of the participants regarding writing skills. The needs, perceptions, and weaknesses were identified using 3 different data collection instruments. (Documents, questionnaires, and interviews) that allowed me to categorize the findings into three categories. Afterward, the categories and subcategories decoded in the needs analysis presented proofs of regular writing skills and low motivation during the writing courses. The pieces of evidence collected were the foundation for the syllabus design that had as result the creation of twelve sessions in which the writing skills and writing process are developing.

Key words:

Writing, Process Approach, Information, and Communication Technology (ICT), Attitudes toward writing, Syllabus, Skill-Based Syllabus.

Resumen

La siguiente investigación cualitativa propone diseñar un Syllabus basado en habilidades (Rahimpour 2010) para desarrollar las diferentes habilidades de escritura y el aprendizaje del proceso de escritura a través del enfoque de proceso y las herramientas TIC (Tecnología de la Información y la Comunicación) para mejorar las habilidades de escritura y motivar a los estudiantes. El programa de estudios propuesto se basó en un análisis de necesidades realizado a estudiantes de 4º a 9º semestre de la Licenciatura en Enseñanza del Idioma Inglés de la Universidad Minuto de Dios para reconocer las necesidades, percepciones y debilidades de los participantes en cuanto a habilidades de escritura. Las necesidades, percepciones y debilidades se identificaron utilizando 3 instrumentos diferentes de recopilación de datos. (Documentos, cuestionarios y entrevistas) que me permitieron categorizar los hallazgos en tres categorías. Posteriormente, las categorías y subcategorías decodificadas en el análisis de necesidades presentaron evidencias de habilidades regulares de escritura y baja motivación durante estos cursos. Las evidencias recogidas fueron la base para el diseño del programa de estudios que tuvo como resultado la creación de doce sesiones en las que se desarrollan las habilidades y el proceso de escritura.

Palabras claves:

Escritura, Process approach, Tecnologías de la Información y la Comunicación (TIC), Actitudes hacia la escritura, Programa de estudios.

Introduction

The current world is being globalized and with this, the interest to learn a language that allows people to belong to the globalized world has increased. English has become a language that opens doors in each professional field. Like every language in the world, this language requires the learning of 4 main skills, speaking, listening, reading, and writing. This last one is very important for the communication of the human being and needs to be developed adequately. According to McArthur 1992 writing is seen to be a very basic requirement for human beings since it goes in connection with his/her daily life.

In Colombia, the National Ministry of Education (MEN) has been developing different programs to gradually become bilingual nations. The MEN establishes that the importance of learning foreign languages lies in that they are vehicles of communication, interaction, generation of opportunities, and development and they seek to guarantee that the student develops communicative competence and oral and written skills that allow him to function in common and simple interaction contexts. This is a proposal that has to be achieved during 2018-2022. The Ministry of Education 2017 present that the bilingualism program carries out projects with Higher Education Institutions with these lines: Strengthening degree programs in languages / English, Professional development program for teachers of English in the official sector, Diagnosis of language level, and professional development program in English for English teachers of technical and technological training institutes.

In this way, developing the different skills in English is vital to be competent in the language in a communicative way. Therefore, the main objective of this research is to design a skill-based syllabus that helps students to improve their writing skills based on the results of a needs analysis done in students from 4th to 9th semester in Bachelor in English as a Foreign Language program from UNIMINUTO. Furthermore, this proposal will enrich the program in terms of methodologies, didactic, and learning since it will allow them to understand the writing process.

This research was born because of the study of the syllabus of some of the writing courses in the program and the outcomes of a needs analysis in students to identify needs and deficiencies. As a result, three categories arose from need analysis: 1. Students stated have difficulties in the performance of the writing skills, 2. There is not enough time to teach and practice the writing process and writing courses are more focused on the structure, resulting in low motivation in students towards writing skills, 3. To enhance the methodology and tools used in the writing courses.

Finally, this qualitative research seeks the perceptions, experiences, and methodologies of the participants through the implementation of instruments for data collection. Besides this research is framed in developmental research since is related to the creation of a product in an educational context that finishes with a skill-based syllabus with 12 sessions based on the process approach and the ICT tools to motivate students.

Chapter 1:

In this chapter, you will find information on the macro context where the research took place in Bogotá at UNIMINUTO university and the micro context of the research, that mentions the participants and the program and semester they belong.

1.1 Contextualization

1.1.2. Macro Context

This research took place in the Minuto de Dios neighborhood located in the 11 districts of Bogotá, in the private and catholic university Minuto de Dios. This university was one of the social projects the priest Rafael Garcia Herreros founded in 1990 and has as purpose to provide high-quality university education, shape excellent human beings, competent professionals, ethically oriented, and committed to social transformation through an innovative, comprehensive, and flexible model. The university offers technological programs, undergraduate professional programs, postgraduate specializations, and the research was made in one of the programs, Bachelor English as a Foreign Language, this academic program has an objective to train professionals with skills and competencies to frame in the field of pedagogical practices of teaching English.

1.1.3. Micro Context

The participants who took place in this research were students and Professors of Uniminuto university in the program Bachelor English as a Foreign Language Teaching who were registered in different writing courses, like fundamentals in writing, writing skills, academic writing and the 6 level of English during the program. These are courses that the program offers from 1st to 9th semester. Each course offers different levels of English from intermediate to advance level with different methodologies and topics. This university

is in a middle-class zone, belonging to the social status 3, the participants have different social strata from 1 to 6. Likewise, this program offers a curriculum of 9 semesters divided into 3 components, professional basic, Minuto de Dios, and professional. The basic component is subdivided into a general and specific component. The professional is subdivided into the pedagogical area and disciplinary area with a total of 144 credits. Depending on the level of the semester student will develop different skills in the language.

Chapter 2:

In this chapter, you will find the problem of the research, the description, statement, and justification. Additionally, why the project needs to find solutions and recommendations. After this, you will find the research question and objectives.

2.1. Problem

2.1.1. Description of the Problem

Learning a second language especially English is necessary in the new context of the globalization of the world where English is considered an international language. Rao (2019) argues that the world has become close, accessible, and shareable, for everyone living on this earth. English is considered as a universal language, despite there are some fluctuations in inhabits, cultures, traditions, regions, and idiosyncratic aspects. In this way, as English has got the common features, it is not just considered but also has been accepted as the global language among the speakers of thousands of different languages. According to this, we see the importance in the current education to learn a second language, especially English if students want to have more opportunities in different fields like education, business, investigation, and job being part of a globalized world.

Clearly, during the learning of a second language students face different challenges in terms of cultural differences, fears, lack of resources, vocabulary, grammar, etc. Nevertheless, English writing is a skill that requires the use of other skills of the language, and developing these skills is also a challenge for teachers. As stated by Besides, Moses,& Mohamad (2019) each student can face different challenges in learning writing. All the students are exceptional and unique in their ways. These challenges could

somehow pull back the students from being unable to produce a good piece of writing. As far as he says, we think about the difference that students have in learning and the kind of challenges that they face may be different.

Besides, Moses and Mohamad (2019) claims that one of the highest challenges is the lack of vocabulary. This has caused the students to face challenges in acquiring writing skills since vocabulary is the crucial element in constructing sentences which is the heart of effective writing skills. In addition, students use spoken and written words every single day to communicate their ideas, beliefs, and feelings with people around them. Moses and Mohamad (2019) stated that a good vocabulary repertoire can support students to speak or write to present their thoughts, and the usage of electronic dictionaries and more reading activities can benefit students with limited vocabulary. To conclude, the challenges of acquiring a range of vocabulary in the language are essential to develop the writing skills in students and these depend not only on teachers but also on students and their autonomous work.

In the same way, weak spelling is another cause of anxiety for students in learning writing skills and having a satisfying ability in spelling will lead to positive learning of writing skills. If the students are grappling with spelling, it will hold them back to advance. According to the questionnaire applied to students from the 4th to 9th semester, they stated that spelling is a skill in which they have difficulties in different words. The students incline to spell according to their pronunciation, and this leads to wrong spelling which is supported by Afrin (2016). For instance, a word like February can be written wrong since the pronunciation is /'feb.ru:.er.i/ and the student confuse the (ru:.er) and omitted one of the letters (u, a). Furthermore, the lack of exposure to materials and sources is another

challenge students have, and according to Muhammad (2016) numerous students find it extremely challenging to get a suitable and significant source of information. The absence of extensive readings will not help to write good sentences or paragraphs because reading and writing are interrelated. If the students are not reading books or other reading materials like tales, blogs, they are going to have a deficit of ideas and vocabulary to write.

To sum up, students are unique, and each one can face different challenges in the development of writing skills. These challenges go from vocabulary acquisition and spelling to the lack of sources to develop the skills. These concerns are also correlated to the development of reading skills, therefore reading different kinds of text might help them acquire more vocabulary and grammar and at the end overcome those challenges.

2.1.2. Statement of the Problem

The students' writing skill development is not high, it is the main issue that this research addressed. Even though the Bachelor in English as a Foreign Language program offers 3 subjects focused only on the teaching of writing skills from the basics to academic writing and the 7 levels of English which have a component of writing skills, it was evident that students have a modest or competent level of performance of this skill. The results of the International English Language Testing System (IELTS) between 2017 and 2019 is an evidence of their performance. 4 exams were evaluated during those years with scores between 5.7 to 6.3. According to (Education Limited, International English Language Testing System [IDP IELTS] 2021) the band score 5 correspond to a modest user and the band score 6 correspond to a Competent user and the writing part is assessed according to the following criteria: task achievement, coherence and cohesion, lexical resource and grammatical range and accuracy. Based on these, students sometimes write in a not clear

overview and sometime with inappropriate structures with a limited range of vocabulary with some inaccuracy. On the other hand, the students stated in questionnaire apply that despite they sometimes enjoy writing; they consider have some deficiencies in some skills in writing like spelling, punctuation, coherence, and paragraph structure. Nevertheless, teachers are another part of this issue since they apply different methodologies that are not engaging or don't achieve completely the main objective of these courses likedeveloping writing skills and motivating students to write more.

On the other hand, two syllabi of 2 writing courses that the program offer (Writing skills, Academic writing) were revised. These two are electives CP (Professional component) that are offered since the 8th semester; however, the Writing skills course is basic and the academic writing is for advance, these courses are not mandatory. This may hinder writing skills development in students with different levels since they can participate in academic writing courses without participating in writing skills course to review the basic concepts. These courses are focused on the teaching of writing and have as objective developing writing skills to write simple and coherent text, also write different types of academic text taking into account the structures them. In the part of the session, in the first course, writing skills (Appendix C) the first term is focused on the rules, structures, punctuation, in the second term presents the structures of paragraphs and some of the stages of the writing process like editing and revising. Finally, in the third term other types of paragraphs and the structure of the essay. This course provides crucial knowledge that gives information for the student of the structure and the paragraphs that they can implement in different texts.

In the other courses Academic writing (Appendix D) in the first term, students will be exposed to stages of the writing process, like choosing a topic, peer review,

researching, and plagiarism. In the second term, the topics are related to the language of research papers and the first draft of the final project, the structure of the essay, and academic languages for texts. In the last term, the other part of the academic language, editing stage, and the development of the final product. This course also offers vital knowledge regarding academic writing and some of the stages of the writing process. Despite these courses provide vital knowledge of the writing process, it is very general. That is why students do not completely understand the importance of these stages and how to implement it to achieve a good writing paper.

Consequently, this research proposes a syllabus design based on the process approach and ICT tools for a writing course for students in 4th semester. In this syllabus, students are guided through the different stages of the process approach that will allow students to develop and enhance their writing skills significantly learning more focused on the complete process of writing than just on the product.

To carry out both, research design and methodology applied in this project, it was asserted as a research question. *How the outcomes from a needs analysis in the Bachelor in English as a Foreign Language can contribute to design a syllabus proposal based on the writing process approach and Information and Communication Technology (ICT) tools addressed to students of 4th semester to enhance and motivated their writing skills?* Then, exist the need to improve this main writing skills in the English language within the design of activities based on the Skill-based syllabus to develop and give solutions to the mentioned low writing skills in students of the English program.

2.1.3. Justification

For students, learning a second language implies learning different skills. The 4 main skills are speaking, listening, reading, and writing. Each one requires other skills and writing is one of the skills that need the complete skills to be carried out. Skills in terms of grammar, vocabulary, spelling, sentence, paragraph structure, cohesion, coherence, punctuation. Students need to have in mind all these skills in the moment of writing to have a successful work. Writing is defined as “the skill to make marks that express letters, words, or numbers on a surface, such as paper or a computer screen to use this method to record thoughts, facts, or messages.” (Cambridge Dictionary; 2021, definition 4) For students, writing is a skill developed during the process of acquiring a second language and they deepen in the learning of the specific skills that are necessary to perform writing. For students, sometimes, it becomes difficult to find a way to integrate all the skills. This makes students do not feel confident about their skills when they write.

Commonly, students find it difficult to learn how to write in English because this skill has many rules, and it requires the mind to translate thoughts and emotions into words. According to Adas and Bakir (2013) multiple students can understand the language, but most of the students face the problem of communicating their ideas effectively. Students have ideas and understand them in their minds. However, when they must portray these ideas in a paper, this becomes difficult. Students need to have in mind not just the ideas if not how to use each skill to write in a coherence and cohesive way. Jashari and Fojkar (2019) argue that writing is considered one of the essential language skills that need to be developed for successful communication. As future teachers, students need to have the skills and assurance that they can teach writing that they understand the process that this

ability requires to achieve it, if students cannot apply or perform this ability how they will teach it.

The students from the Bachelor in English as a Foreign Language in UNIMINUTO university present these difficulties that is why they were the target population of this research. Throughout data collection, the International English Language Testing System (IELTS) results, interviews, and questionnaires, I analyzed information to identify needs. The questionnaire allowed us to know the real situation of students from their own opinions and it was evident the need of designing a new syllabus that helps the Bachelor in English as a Foreign Language students in an effective way to develop the writing skills.

In terms of personal experiences, this contributed to my teaching since this research enabled me to deal with the difficulties of students in terms of writing. In addition, designing the syllabus with the process approach as the method and the tool such as Information and Communication Technology (ICT) allowed me to enrich my knowledge in the design of the syllabus for the development of specific skills in the language enhancing my teaching by choosing better methods to teach and motivate students.

2.1.4. Research Question:

How the outcomes from a needs analysis in the Bachelor in English as a Foreign Language can contribute to design a syllabus proposal based on the writing process approach and Information and Communication Technology (ICT) tools addressed to students of B1 level to enhance and motivated their writing skills?

2.1.5. Research Objectives

The purpose of this study is focused on the design of a syllabus with the process

approach methodology and ICT tools to enhance motivation in a foreign language learning applied with a small group of students. For this purpose, the following research objectives were defined.

2.1.6. General Objective

To examine the needs analysis in the Bachelor in English as a Foreign Language, for the design of a skill-based syllabus based on the writing process approach and Information and Communication Technology (ICT) tools to enhance students writing skills.

2.1.7 Specific Objectives

1. To explore the perceptions and experiences of the students and teachers towards writing courses.
2. To identify students' needs to propose a skill-based syllabus for the enhancement of their writing skills and motivation.
3. To create a skill-based syllabus with the methodology of the writing process approach and the use of Information and Communication Technology (ICT) tools.

Chapter 3:

Through this chapter, you will find the 3 important aspects of the framework of the research, the first one is the background, the second one theoretic, and the last one legal. Here, you will read different research that has been done related to the problem of this research. Also, the theory about the main concepts in this research. The last part about the politics that cover the study in the Colombia context and internationally context.

3.1. Referential Framework

3.1.1. Background Framework

This research is focused on the perceptions and experiences of students and teachers towards the process of developing and teaching writing skills at UNIMINUTO university. The topic, perceptions of students regarding writing skill, recently began to be investigated and can be found in different research that has as objective identify the perceptions of the student but also the real level of students in writing to compare with the perceptions.

These topics have been studied in different countries which are interested in learning English as a foreign language and one important research by Ismail "Exploring Students' Perceptions of ESL Writing." This research was made in United Arab Emirates University by Dr. Sadiq Abdulwahed Ahmed Ismail of the Faculty of Education. This was a quantitative and qualitative research, where the authors used questionnaire, focus group, and interview as instruments. It took a population of 64 females with objective to investigate students' perceptions of writing, learning styles, writing ability. 4 research questions were stated to gain their objective. As a result, the research gave an answer to

each question that helped the author to get to the main conclusion. These stated students use to have a good perception of their level of writing. The author also argues that many students expressed they were satisfied with their writing skills, while they still needed to pay attention to this particular skill. Since, according to the different instruments, it was evident that the perception of students was not reflected in their writing activities because they presented different flaws in the process of writing. As recommendation of the author, the first language should be considered during writing courses since the use of L1 can improve better writing performance in L2. Another recommendation was the writing curriculums, tools, and textbooks must consider not only students' needs, but also which influence their learning abilities.

This research had a tremendous influence because one important point that helps to support my research. The first is that this research also has as base the perceptions of students towards writing and is evident they have two points. Students use to feel confident with their capacities and other students use to feel very confident but, in the results, it reflects that they have a low level in the skills.

A qualitative research is developed by Gómez in 2011. Teaching EFL Academic Writing in Colombia: Reflections in Contrastive Rhetoric in Colombia which stated that students from public schools get to higher education without the basic level of written communication in English to be parts of an academic writing course. This research had an objective to figure out a solution for this problem in public universities. Through different observations in courses from the first to the fourth semester, Gomez proposed a solution, the proposing of the teaching of context-awareness to help students in their writing of academic texts in English. Considering the role of the teacher from this perspective would

help students to have a more complete understanding of the language, result in more realistic, achievable goals, a franker attitude toward language learning.

This research has an important significance in my project. It studied the problem that students of higher education in Colombia must develop academic writings in English from school. This lack of knowledge is caused by factors in the teaching in the public schools and the teaching in the universities which hope that students would be able to write in high level.

In Slovenia, Jashari carried out a mixed research article, Teachers' Perceptions of Developing Writing Skills in the EFL Classroom Teachers' in 2019 that had the objective to address the issue of teachers' perceptions concerning developing learners' and propose different recommendations. For this reason, I decided to carry out the data collection with the next instruments. Questionnaire was applied to 20 students. The results showed that students experience various difficulties while writing in English, mostly because of a lack of vocabulary (29.4%), followed by writing anxiety (18.8%), lack of ideas (16.5%), reliance on mother tongue (12.9%), grammar difficulties (9.4%), weak structure organization (8,2%) and poor spelling (4.7%). To conclude the research argued that only by empowering teachers to use modern technology in their teaching and applying differentiated methods of writing instruction can we be sure that their students will become successful writers in a foreign language and use this skill effectively in their professional and personal lives.

According to the previous study, technology plays an important role in the nowadays teaching methodologies, in writing it is important the implementation of multimedia tools that allow students to engage in the class and provide different strategies to carry out the process of writing.

Another research study was developed by Fageeh in Saudi Arabia, EFL learners' use of blogging for developing writing skills and enhancing attitudes towards English learning in 2011. The objective of this research seeks to identify the effectiveness of blogging in developing writing skills and improving attitudes towards English learning. This research was carried out in an EFL context to achieve the objective used it the triangulated research approach. Involving an experimental research method using as instruments, questionnaires, Students' blogs and Assignments, and Writing Assessment. The results confirmed the benefits of blogging in the language classroom, the addition of new perspectives to their thoughts, and the motivational aspect. Having the previous study in mind, the use of ICT tools improves considerably the writing skills and the attitude of students, since they feel more engaged and are involved in a process to write, not just thinking about the product.

In the United Arab Emirates research was produced by Shehadeh in 2011, Effects and student perceptions of collaborative writing in L2 which involved 38 first-year students in two intact classes at a large university and had as aim to investigate the effectiveness and students' perceptions of collaborative writing in the second language. Moreover, the instruments were observations, data collection, and analysis that facilitate the results. These showed that collaborative writing has had an overall significant effect on improving students' writing in L2. Nevertheless, this effect varied from one area to another and showed that most students were quite supportive of the activity and found it useful in multiple ways. In this way, since the writing process required the sharing stage, where students share their paper and receive feedback and collaborative writing present a high level of interest and improvement in students to develop the writing skills.

The last qualitative study developed by Cunningham et al (2019). The Effect of Learner Training on the Use of Digital Tools to Support English Writing Skills took place in New Zealand. This proposed to investigate the effects of learner training for (Computer-Assisted Language Learning) CALL general use tools on students whose digital literacy is lower than that assumed by the New Zealand university system. The instruments for this research were data collection, observation, and lessons that were applied in English courses of the university. As a result, students showed a positive attitude towards technology and were eager to get more training in using it effectively for language learning. Also, it showed that students perceived technology in various forms as flexible and easily accessible.

To sum up, the importance of knowing the perception of students towards writing skills is imperative to provide effective lessons where students can develop the skills with methodologies and tools that engage them. The other part is the necessity to introduce the digital tools in the process of teaching and teachers must be trained to have the abilities and knowledge to use and implement them in the courses.

3.1.2 Theoretical Framework

3.1.2.1. Writing Skills

Writing is an important part of communication in any language. Having good writing skills allows learners to transmit their message with clarity. However, according to Fattah (2015) writing is a process that needs several learnings about language like, grammar, punctuation, vocabulary, but the most important is a good approach to teach the process

of writing. These are some important aspects of what a writing skill is and how to develop it well.

On the other hand, Tangpermpoon (2008) presented that writing is the most difficult skill for learners since they need to have a number of L2 background knowledge about the appropriate use of language. This skill requires several points to be carried out in an appropriate way and this is one of the reasons why students do not feel good in this skill of English.

Fattah (2015) carried out a study implementing new methodologies to improve writing skills. This study wanted to prove the Effectiveness of using WhatsApp Messenger. This research is limited to punctuation marks, sentence structures, and generating ideas. This study revealed that the WhatsApp technique yielded significant effects on students' writing skills. To summarize, we can say that these skills need to have a modern focus to work better and give the students useful methodologies to achieve the objective of lessons.

To support this, writing is considering a very basic requirement for human beings since it goes in connection with the daily life. So, writing as a craft goes in parallel with human life since people need it to fulfill their different transactions. It has been used for accomplishing many jobs in our daily life since the old centuries of human life (McArther 1992). It is not just a skill to learn and implement for professional fields, it is present in the daily life of humans.

As it is a skill presented in our life, humans use it for different purpose either personal or professional terms and write for portray ideas. Calkins (1986) stated "at the beginning, I saw writing as a process of choosing a topic, turning the topic into the best possible draft, sharing the draft with friends, then revising it. But I have come to think that it

is very important that writing is a process not only of recording, but also of developing a story or an idea" (p. 44). Therefore, for humans the writing gives the opportunity to express ideas, thoughts or believes throughout the process of writing who implies not just choose a topic but reflect about it.

The act to write to express idea in the mind it is own of the humans but what an idea is in the mind can be change in the writing. According to Campbell et al. (2010) an idea clearly understood can be clearly written. Disorientation in the writing, lack of clarity is then, following a sign of intellectual confusion. When student do not have clear their ideas, it would be difficult to transfer the ideas in the written form. That is why, it is very important to know the skill of writing and how to develop them to write clearly and understand why I am writing and for whom.

Additionally, writing in English is a key competence for learners in upper secondary education. According to Fleckenstein et al. (2020) English is the lingua franca of science, business, and higher education in a modern, globalized world. According to the (Common European Framework of Reference for Languages [CEFR]) describes foreign language competencies in three broad stages which can be divided into six proficiency levels, A1/A2 = basic user; B1/B2 = independent user; C1/C2 = proficient user. At the individual level, it describes and expresses what learners can do at different levels of proficiency in reading, listening, speaking, writing as well as a range of communicative competencies. Regarding writing, for level B2 students will be able to produce clear, and detailed text on a wide range of subjects, explaining a viewpoint on a topical issue giving the advantages and disadvantages of various options. For level C1 Students will be able to produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.

To conclude this part, we can say that writing skill is an essential part of any language that requires several points to be developed effectively and learners need to develop this skill through different strategies to do this process, approaches that allow learners to write in conscious of the process of writing.

3.1.2.2. Process approach

When it comes to teaching writing, it is common to observe several kind of methodologies to teach writing. This depends on the institution method and the autonomy and preferences of the teacher. In writing there are 2 main approaches, process, and product. Teachers use to bow down for one depending on them. Nonetheless, other teachers show their interest in an approach that, as stated by Ariza (2005), focuses on the process of writing in which the students have to discover and reformulate their ideas constantly and the teacher has to be a guide, facilitator, and reader during all the stages. Besides, Sun & Feng (2009) assert that this approach perceives all types of writing as a creative act that requires time and positive feedback to have success.

Furthermore, López (2017) affirms that this approach is divided into four essential stages. The first one is pre-writing or planning. As its name suggests, the students have to plan what their texts will be about, the purpose of the writing, the audience, and the structure. The second one is drafting, here the students join the ideas conceived when planning and produce the first version of the text. The third one is called editing, in this step the writers modify their texts after receiving the feedback provided by the teacher.

Lastly, the fourth one is final revision, in this level the students produce an improve version which is the final product after refining different aspects.

On the other hand, according to Sun & Feng (2009), this approach can be used in the classroom in two different methods, known as the full open process teaching of writing and close process teaching of writing, each one can be understood like teaching models with minimal or maximal control in the practice. These two teaching models are classified in according to 2 students writing levels. First, those of good writing skill and second those of average writing skill. Teacher can also divide students into independent, average groups according to their different learning strategies. Depending on this factors teacher can decided what model implement with the class. Besides, these teaching models are chosen in class depending on the writing level of students. Moreover, something interesting about this method is that it allows us to divide the students into groups of extroversive who have more interaction and participation in class with fuzzy students who are those who do not feel confident to participate.

A study was made by Sun and Feng (2009) putting in practice both methods in two groups of students. The first one was a group with good writing skills using the minimal control teaching model and the second one with average writing skills using the maximal control. As a result, the study showed that both groups of students made significant progress in their writing skills, however, the groups which used the minimal control model made less progress compared to the other group, the process approach can be applied in different teaching models in an effective way.

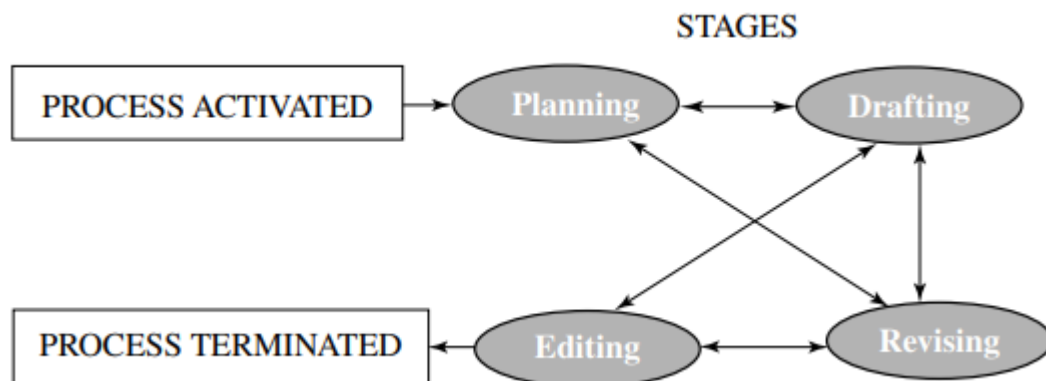
Having in mind the advantages of the process approach in face-to-face classes, a study was carried to know how effective it could be in English virtual classes, specifically, using a platform. The research found that for the students writing was smoother on a

computer than on paper, this made them knuckle down to the activities. Likewise, both the teacher and the students showed a positive attitude towards the online platform (Quia) and the activities centered on the process approach (López, 2017).

On the other hand, the writing process consists of a number of stages that vary depending on different authors. However, Seow (2002) talked about the main 4, planning, drafting, revising, and editing and the plan behind it is not really to separate writing entirely from the written product and to only lead students through the various stages of the writing process and construct process-oriented writing instruction that will improve the performance. The main stages are present in figure 1 where the author showed the role of the stages in the activated and terminated process.

Figure 1

Basic stages of the writing process



Note. Planning, drafting revising and editing stages in writing process. Taken from (Seow, 2002, p. 315.)

Seow (2002) also shares other stages which make part of the main 4, in the case of planning (Pre-writing) is any activity in the classroom that encourages students to write, brainstorm. Where once sufficient ideas are gathered at the planning stage, the first attempt at writing that is, drafting. Responding (Sharing) to student writing by the teacher or by peers has a central role to play in the successful implementation of process writing since they provide feedback about the drafting and what can be changed or improved. In evaluating students' writing, the scoring may be precise; students should include overall interpretation of the task, sense of audience, relevance, development, and organization of ideas. Revising, when students revise, they review their texts based on the feedback given in the sharing stage. The final stage is editing, at this stage, students are involved in the organization of their texts as they prepare the final draft for evaluation by the teacher. They check their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples.

To conclude, the process approach gives us several advantages to enhance the writing skills in our students. Different methods which allow teachers to put in practice the best option according to the level of students and the stages of the writing process. This allow the teacher to design a syllabus to teach students the different stages that are necessary to achieve the writing, and how to implement them to be more focused on the process than in the product.

3.1.2.3. Information and Communication Technology (ICT)

The use of ICT in human life has increased in the last 20 years. Everything can be found on the internet and it impossible to find an app, webpages that help people to do something easier or more entertainment. For Warschauer (2010) Over the last decade,

important tools have emerged for the teaching and learning of writing. For instance, blogs, wikis, automated writing evaluation, and open-source netbook computers. Most of what I write about will focus on English language learners, as that is the target of my most recent research; some of it may be applicable to teaching other languages as well. The implementation of new technologies and the development that these technologies have contributed to have made the teaching and learning of writing more important for students and teachers. Fortuitously, these technologies can support the teaching of second language writing that can aid writing instruction.

Many students in the current context use the technology for several things in the life not just in personal issue, also in academic context. Kreutz and Rhodin (2016) stated that the majority of students are affected by ICT in a positive way. The authors made and investigations to measure the motivation of students with these tools. Working with ICT in the English language classroom can have advantageous results in motivation but also improve the interaction in the teaching since ICT can be used both individually and collaboratively.

Technology has always been involved in human development since it promotes comfort, calm, and wisdom through different contributions in different fields. This fact may be evident in language teaching where it has supported processes such as writing. An example of this is the ICT tool “WebQuest” that, as Portilla and Camacho (2017) explain, is a didactic activity in which students have to analyze, synthesize, understand, transform, create, judge, value, and compile information that is found in the web.

In addition, Mora et al. (2012) claim that Webquest contains six elements: Introduction, it entails an engaging presentation of the background and other relevant information; task, through this component, the students will discover what they are

supposed to do to carry it out; process, it implies that students will have to accomplish smaller activities; resources, teachers must provide good examples of ideal websites; evaluation, students need to know how they will be evaluated; conclusion, in the last part, the teacher will say some words of encouragement and add important information.

On the other hand, there have been many studies showing positive effects of using Information and Communication Technology (ICT) in the teaching and learning process of English in general, but Yunus et al.(2013) argue that the use of different ICT tools in teaching writing skills in English as a Second Language (ESL) classrooms is still not very encouraging so they did research to seek findings on the use of ICT in the teaching of ESL writing skills in Malaysian secondary schools. Their study revealed that the use of ICT in the teaching of ESL writing was very low. Despite this, the advantages of using ICT were attracting students' attention, facilitating students' learning process, helping to improve students' vocabulary, and promoting meaningful learning.

Besides, the disadvantages found were the difficulty of class control, distraction, and the students' tendency to use short forms in their writing but also it was evident that teachers generally are weak in managing problems and planning activities involving the use of ICT in the teaching of ESL writing.

3.1.2.4. Web 2.0

The definition of web 2.0. means such internet applications which allow sharing and collaboration opportunities to people and help them to express themselves online. Currently, these applications and tools have been used in the education field, since they allow students to share and practice different skills with apps like WhatsApp or other social networks. Mazman (2009) defines Web 2.0 to fulfill the shortages of Web 1.0 and to provide more effective interaction and collaboration, investigation for the ways of using

blogs effectively, wikis, podcasts, and social network in education has been started. The main characteristic of these tools, called Web 2.0, is users' active participation in the content of the creation process. In studies of learning and teaching, as well as efficacious evolution of technology.

De la Torre (2006) explains that the greatest exponents of this new Web 2.0 are blogs, weblogs, or blogs, with their corresponding educational version: edublogs as a very easy and free way of being able to write periodically, personally, or collectively on the Internet, allowing debate or comments on each of the topics or messages that are produced. Information or knowledge now does not come only from classical sources, but it is possible to find a wide variety of nuances and even biases that are making them more subjective or relative. A clear example of this is the strong debate that exists right now on the Internet about Wikipedia. Web 2.0 has brought several tools every day, for a different field. The educational field has been taking advantage of those tools that support teachers and students to learn in a different way and motivated too.

To conclude, the modern tools that the world has created have brought a new way to teach and motivate students from the technology in a global context, where everything is connecting to share ideas, beliefs, and learning.

3.1.2.5. Attitude toward writing

The attitudes towards the writing of students can vary depending on their experiences during different classes. The attitude refers to the feelings of mood that the students have when they have to do writing activities or are learning different writing processes.

The writing skill requires many processes to develop it since in this skill students need to use different skills like grammar, word order, coherence to be sure that the product would achieve with the guidelines to be a good writer. In English, there are some common rules to write different types of writings, for instance, a specific order in paragraphs, thesis statement, supporting ideas, and conclusion. This is a guide to help students to write in order but above all coherence, this process makes those students not feel interested or positive when they have to write.

There is a term, to define the negative feelings towards writing, which is writing apprehension. This term was coined by Daly and Miller (1975). They hypothesized that some individuals can also experience anxiety about writing, they designed a test to measure the writing skills and the attitudes. Based on this, Smith (1984) says writing apprehension can interfere with the development of writing skills, and this shows why students feel uncomfortable with writing works and why they feel anxious with the process that they apply.

According to the previous paragraph, Erkan and Saban (2011) argue that students avoid writing activities, especially when they know that their works would be evaluated, then students who experience this feeling usually find it hard to express themselves about this topic and find such classes negative, or boring. In this way, students always try to do this activity as fast as they can, to avoid the laborious process of an activity that they do not enjoy.

3.1.2.6. Syllabus

The syllabus is one of the principal documents prepared necessarily for course design work. The syllabus is more specific and more concrete than a curriculum.

According to Nunan et al. (1988), the syllabus is concerned essentially with the choice and grading of content, while methodology is concerned with the selection of learning tasks and activities. Furthermore, the syllabus specifies the content of the lessons used to lead the learners to achieve the goals. Based on this the design of a syllabus take three aspects into consideration, the curriculum, methodology, and theories of learning to order design syllabus, first, we need to decide what gets taught and in what order.

On one hand, Reilly (1988) stated that the role of the syllabus in teaching English is distinguishing six major types of syllabi and how they might be implemented in various teaching situations. The authors presented six major syllabi are structural (formal) syllabus, notional/functional syllabus, situational syllabus, task-based syllabus, content-based-syllabus, and finally skill-based syllabus which is the one that was chosen for this project. On the other hand, the basis of this research is the process approach as the methodology to teach writing. The writing process requires the implementation of stages that were mentioned before. Depending on these stages the order of the syllabus will be organized. As this research seeks to design a syllabus to enhance the writing skills, the type of syllabus that was chosen was the Skill-based syllabus.

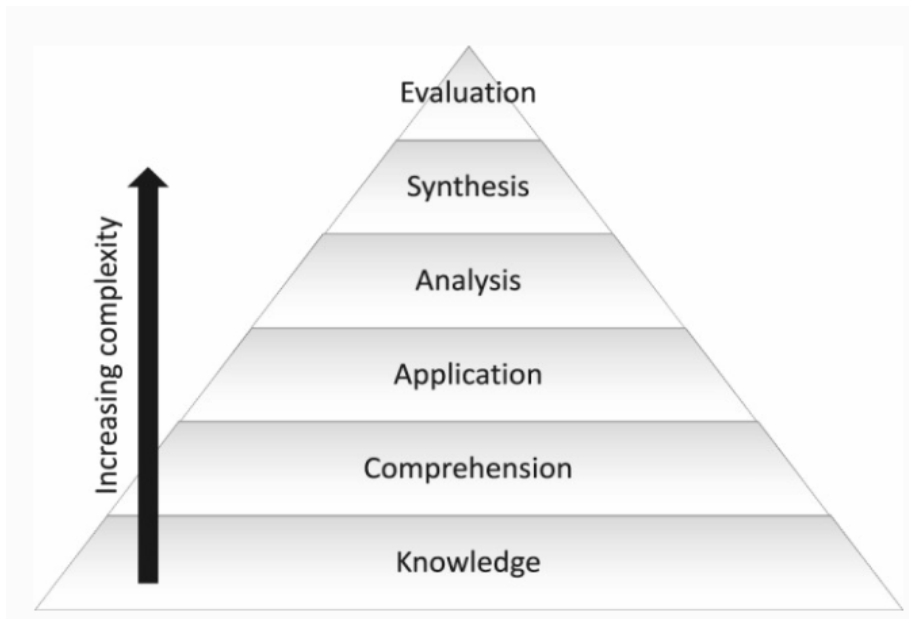
The skills in a syllabus are developed depending on the content of the course and the objectives. Reilly(1988) defined skills as things that people must be able to do to be qualified in the language, independently of the situation or setting in which the language use can occur and the author defined the skill-based syllabus with two main purposes. The main purpose of skill-based instruction is to learn the specific language skill. The second purpose is to develop more general competence in the language. Another point that supports this syllabus is argued by Rahimpour (2010) who explained that skill-based syllabus integrates different systemic units like pronunciation, vocabulary, grammar, and

discourse to give learners command over specific language skills or skills like listening to the main idea or writing well-formed paragraphs.

The syllabus proposal of this project would be developed through stages to conduct students progressively to get an understanding of the writing process. In this way, teachers know that learning some tasks are more difficult than others. This syllabus will be integrated with Bloom's taxonomy skills. Benjamin Bloom's (1956) developed the classifications. Contain six categories of cognitive skills, ranging from lower-order skills that require less cognitive processing to higher-order skills that require deeper learning, and a greater degree of cognitive processing. These skills would be used in the syllabus using one lower-order skill and one higher-order skill per unit.

Figure 2

Bloom's categorization model of critical thinking skills.



Note. Adapted from Adams, (2015, p. 152)

To conclude, the goal of this project was achieving a syllabus to develop the writing skills in students. This syllabus allows to be focused on how the process will strengthen the skills in students.

3.1.3. Legal framework

In Colombia, Spanish is the official language, nevertheless, in education and current life the bilingualism is growing up and it becomes necessary to have more opportunities in the professional field. According to the official website of Ministerio de Education Nacional (MEN), since 1994 in the general law of education, the importance of learning a second language; it was established. Teaching English in schools became mandatory, providing guidelines and curriculums to help institutions and teachers in the process of learning English as a second language. On the other hand, Colombia watched how the whole world grows up in different aspects and one was to learn other languages. According to this and thinking that the country must evolve with the others. In 2004 the MEN decided to create the National Bilingualism Program 2004-2019 that included the standards of communicative competence in English and consider the Common European Framework (CEFR) .

The Council of Europe, (2020) claims that the Common European Framework (CEFR) was designed to produce a transparent, coherent, and comprehensive basis for the elaboration and design of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is an international standard for describing language ability which uses a six-point scale to describe or qualify language skills, from A1 for beginners to C2 for those who master the language. This makes it easy for anyone involved in language teaching and testing like

nations, institutions, teachers, or learners to view the levels of different qualifications.

Besides, this means that students and educational institutions can easily compare qualifications with other exams in the countries. Regarding the writing part, CEFR has in their scale, descriptive scales of each skill, the abilities that learners must have or should be able to do in writing, it is according to the things they can express, it will be qualified in one of the 6 levels, but also have different kinds of interaction like overall written, correspondence, notes, messages. According to these standards, Colombia has designed different decrees and laws to achieve the objective to be a bilingual nation.

Since 2007 the MEN has begun projects to improve the teaching of English in the higher education institutions promoting the improvement of Bachelor in English as a second language program. The last program that was applied in the country according to Correa, (2017) was "Colombia very well" which gave continuity to the previous programs through the projects to strengthen the development of skills in foreign languages, and the recent enactment of the Bilingualism Law (Law 1651 of 2013). Based on this, the MEN hopes that in the test Saber Pro (The Saber PRO Exam is a standardized instrument for external evaluation of the quality of higher education in Colombia.) for 2025 the 55% of students gain results of B1 and B2+. Despite this, the challenges for Colombia are titanic since in Colombia just 36% of students reach the B1 level. The nation needs to invest in the training of teachers and institutions to develop the learning and teaching of English as a second language.

Chapter 4:

This chapter will introduce the methodology that the current research implemented in order to answer the research question. Then there is information concerning the methodology, instruments, and phases to develop the project. You will find the information in this order. Research approach, research design, phases of the investigation, sampling, and data collection instruments.

4.1. Methodological Design

4.1.1 Research Approach: Qualitative Research.

This research follows a qualitative approach to identify the perceptions of the students towards their writing abilities to create a syllabus based on the results. Jackson, Drummond, and Camara, (2007) stated that if you are a qualitative researcher, you will want to statistically assess some aspect of a research problem through the use of experimental or survey design procedures that will allow the study of the human being. Furthermore, the problem of this study was raised by listening to the opinions of the English learners, who showed a negative attitude having in mind their skills. In other words, this work seeks to approach how a person in a learning process perceives the acquisition of writing abilities.

4.1.2 Research Design: Developmental study

According to Richey and Klein (2014) development, in its most generic sense, implies gradual growth, evolution, and change in a research. This concept has been applied to diverse areas of study and practice. Developmental research, as opposed to simple instructional development, has been defined as the systematic study of designing, developing, and evaluating instructional programs, processes, and products that must

meet criteria of internal consistency and effectiveness (Richey, R. C., 1994). This method guided the research to the final purpose of creating and designing a syllabus and according to the data collection took into account the needs.

Richey (1994) stated 2 types of developmental research. In type I the results are typically context and product-specific and has an emphasis on the study of a specific product or program design, development &/or evaluation projects. Type II is oriented toward a general analysis of either design, development, or evaluation processes as a whole or any component and study of design. The development, or evaluation processes, tools, or models. Based on this, the present project implemented the Type II since this study searched to design and development of a product with new tools and models for learning.

4.2. Phases of Investigation

Table 1

The research phases to develop the project.

RESEARCH PHASES	
Phase 1 Exploration	In this phase, information was gathered about the different writing courses that the program offers during the degree and general students' perceptions through the courses.
Phase 2 Sampling	In order to study the different perceptions of the courses of the program, I decided to address this proposal from the fourth semester onwards, the sample was 20 students from fourth to the ninth semester and 5 teachers who have taught different writing courses during their career and in the program to gather the essential specifications to the needs analysis.

Phase 3 Data collection	In this phase, 3 instruments were implemented to collect data, collecting information about the perceptions of teachers and the perceptions of students and the level of their writing skills. The instruments were questionnaires, interview, and Archival Documents.
Phase 4 Needs analysis	After the previous phases, the needs analysis was planned to determine students' needs for the design of a skill-based syllabus to enhance writing skills. Each of the previous phases were critical for this phase because they showed that writing skills in students were not highly performed.
Phase 5 Syllabus design	Once the needs analysis was finished, the syllabus proposal was designed taking into account the results of the questionnaire and interviews since these results had to be part of the units of the syllabus to develop the writing skills in a progressive way.
Phase 6 Conclusions	It is necessary the creation of syllabus with an approach and tools based on the needs of students and program. Students stated that they have difficulties in the Performance of the Writing Skills, there is not enough time to teach and practice the writing process and writing courses are more focused on the structure, as a result of these, it is low students' motivation towards writing skills, and it is important to enhance the methodology and tools used in the writing courses.

4.3. Population and Sample

The participants of this research were students from the Bachelor in English as a Foreign Language program from UNIMINUTO. The sample was compound by 20 students, 11 males, and 9 females from the 4th to 9th semester, between 18 to 30. All of them had already completed one of the writing courses and at least 3 English courses and most of them got between B1 to C1 level of proficiency in English. The other sample were 5 professors of the same program. Professors who have taught different subjects and different writing courses in the program and know their perceptions, experiences, and methodologies in the teaching of writing.

4.4. Data Collection Instruments

4.4.1. Instruments 1. Interview

For this research, it was important to know the direct information of the professor and according to Zohrabi (2013), these instruments help the researchers to get firsthand information directly from some knowledgeable informants. This instrument allowed us to collect information about different aspects. The first one is information about the methodology that the professor uses to teach the writing skills and the second one is to know about the perceptions and experiences of students with the methodology and their abilities in writing.

In qualitative research, the interview is a common instrument, and there are different types of interviews. Alsaawi (2014) presented 3 types of interviews for qualitative research. The first is the structured interview. This type of interview is a controlled way to obtain information from interviewees. In other words, it is a pre-planned interview where the researcher writes down the interview questions before conducting the interview. The

second type is the unstructured interviews. This type of interview is contrary to the structure, in that the flexibility of this type is open. Interviewees can elaborate, leading in unpredictable directions. This type is similar to a conversation. The last type of Semi-structured interviews. It is very common for social science researchers to conduct this type of interview. This type is a mix of the structure and unstructured.

The type of interview of those researchers was the structured interview, the questions were prepared previously to know specific information of teachers.

4.4.2. Instrument 2. Questionnaires

This instrument was useful to know in a specific way the perception that students have about their abilities in writing. This instrument allows to design questions to ask specific points to understand them but also to know their experience during the different writing courses in the program. Zohrabi (2013) supports that questionnaires are one of the primary sources of obtaining data in any research. Nonetheless, the critical point is that when designing a questionnaire, the researcher should ensure that it is valid and reliable. In this way the instrument allowed this project to gather essential information.

Codó (2008) stated that an important thing to bear in mind is that the questionnaire must not be too long (four pages maximum) and should not take more than 30 minutes to complete. Otherwise, the informants will get tired and start answering randomly, and this can reduce the reliability of the instrument. Another fundamental consideration has to do with the way questions are phrased. It is advisable that they are short and easy to understand, but the most important thing is that they are adequate for the population group we intend to survey. This project used a questionnaire with 10 questions short and concise to gather the information with a time of 15 minutes to complete it.

4.4.3. Instrument 3. Documents

This research obtained the level of students in the four skills of the language (Speaking, writing, listening, and reading) throughout the results of the IELTS (International English Language Testing System) mock exam from 2017 to 2019. The specific skill that was analyzed in the IELTS was the writing score in each year and made a final general average for the results in terms of writing. In order to do this, it was necessary to study archival documents. Ajagbe et al. (2015) mention that exist secondary sources such as books, journals, earlier research, personal records, electronic documents, journals, websites, online materials, mass media, and government or semi-government publications. Based on this, this secondary instrument chosen for this research allowed the study of the results of each year and the comparison doing graphics to evidence the information.

Chapter 5:

This chapter presents the results of the implementation of the needs analysis. First, it showed the background information about the meaning of need analysis and the purpose to implement 3 instruments, documents, questionnaires, and interviews. Then the results for each of the instruments and the explanation of them are presented.

5.1. Results

5.1.2. Needs Analysis

Below the introduction and background regarding the significance of a needs analysis is presented. The data collection techniques were used to recognize students' needs and teachers perceptions, the participants who formed part of this process, and the principal findings that appeared after a codification for every instrument of the data collection used for the needs analysis of this research.

5.1.3. Introduction and Background

To develop this qualitative research, it was necessary to implement a need analysis to comprehend the perceptions, and experiences of students. But also methodologies, perceptions of professors. Primarily, it is important to know what a needs analysis is. Fatihi (2003) defined needs analysis as a device to know the learners' necessities, needs, and lacks in order to produce courses that have reasonable content for exploration in the classroom. We can see the needs analysis like the process to identify and defining valid curriculum and instructional and management aims. This research aimed to identify the student's perceptions towards writing skills to know the needs that students have to improve writing teaching.

Fatih (2003) also stated that there are 2 types of needs analysis. The objective needs analysis pointed at collecting accurate information to set broad goals related to language content, and subjective needs analysis pointed at gathering information about students which can be used to lead the learning process. Based on this, this project managed a subjective needs analysis since it recompiled information of students and professors with the purpose of using the information to make changes in the teaching methodologies.

5.2. Data Collection

Below, the methods of data collection are going to be described to present information about the aims of each instrument and the participants that formed part of the data collection.

5.2.1 IELTS Results

At first, the IELTS (International English Language Testing System) mock exam results of students from 2017 to 2019 were examined (Appendix E). Below is shown the average of the results of the IELTS mock exam, applied in the Bachelor in English as a Foreign Language program at UNIMINUTO university from 6th to 7th semesters. 2017 and 2018 exams correspond to one semester per year and the results of 2019 correspond to the results of the 2 semesters of the same year. In total, I obtained the results of 276 students who presented this exam which is taken in the last level of the English C1. The exam shows the results divided into the main 4 skills of the language (Speaking, listening, reading, and writing) and provides a score from 1 to 9 to certify the Common European Framework of Reference for Languages (CEFR) level. (A2, B1, B2, C1). According to the

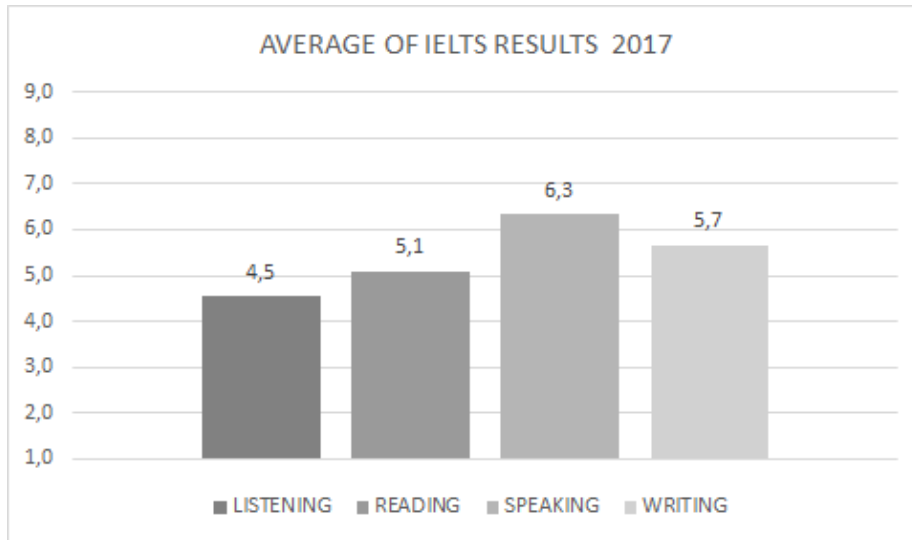
official web pages (IELTS Partners 2009–2019) this exam is graded on a scale from 1 to 9 and assesses the ability to listen, read, write and speak; the higher the score reflects the better understanding and ability to communicate in English.

This examination was applied to know the English level of students and specially the level of students in the writing part of the mock exam. In this way, to verify that the students are in a modest or component level with mistakes in terms of coherence and cohesion, lexical resource and grammatical range and accuracy according to the band score of the IELTS exam.

In *figures 3, 4, 5, and 6* we see the results of the IELTS divided in each ability, it is evident that speaking and writing had the highest scores, being speaking the ability with a higher score; however, even when the writing skill was one of the highest with a score between 5.7 to 6.6, according to the description of each score in the exam they are modest user and competent user, they are likely to make many mistakes and with some inaccuracies, inappropriate usage, and misunderstandings. This means that students require a higher score to achieve the description of a good or expert user in the languages which gain between 7 and 9 points.

Figure 3

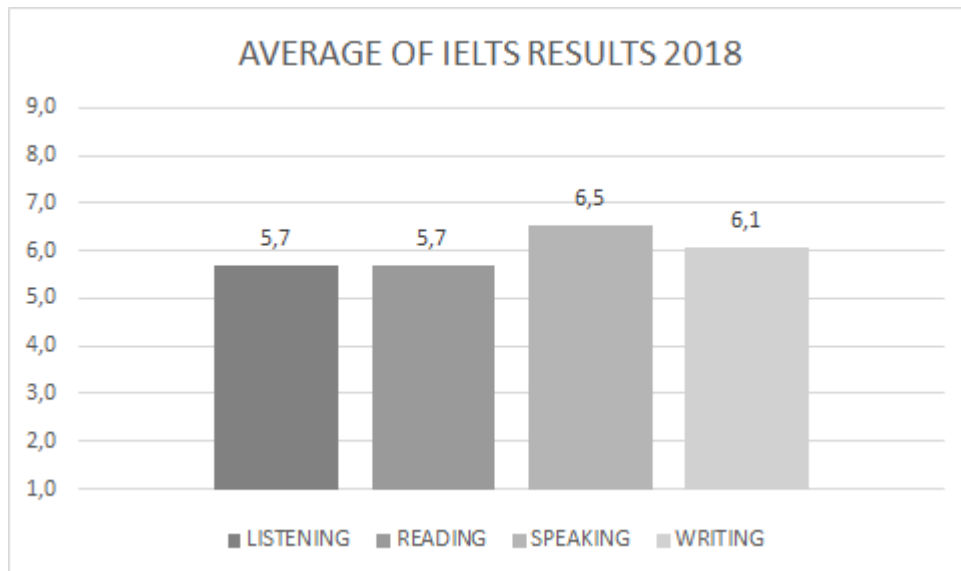
Average of IELTS results in 2017



Note. Scores band from 1 to 9, listening= 4.5, reading = 5.1, speaking = 6.3, writing =5.7.

Figure 4

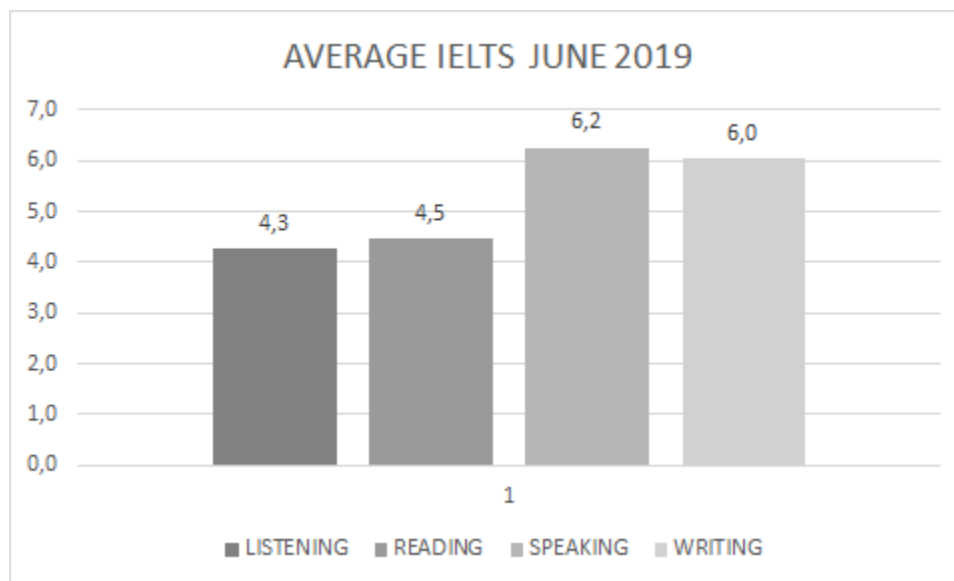
Average of IELTS results in 2018



Note. Scores band from 1 to 9, listening= 5.7, reading = 5.7, speaking = 6.5, writing = 6.1.

Figure 5

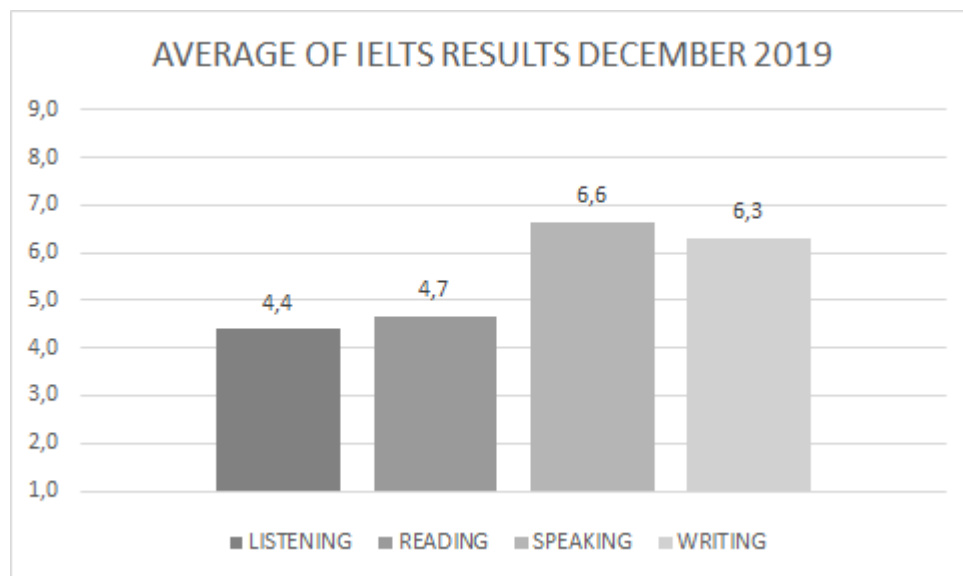
Average of IELTS results June 2019



Note. Scores band from 1 to 9, listening= 4.3, reading = 4.5, speaking = 6.2, writing = 6.0.

Figure 6

Average of IELTS result December 2019

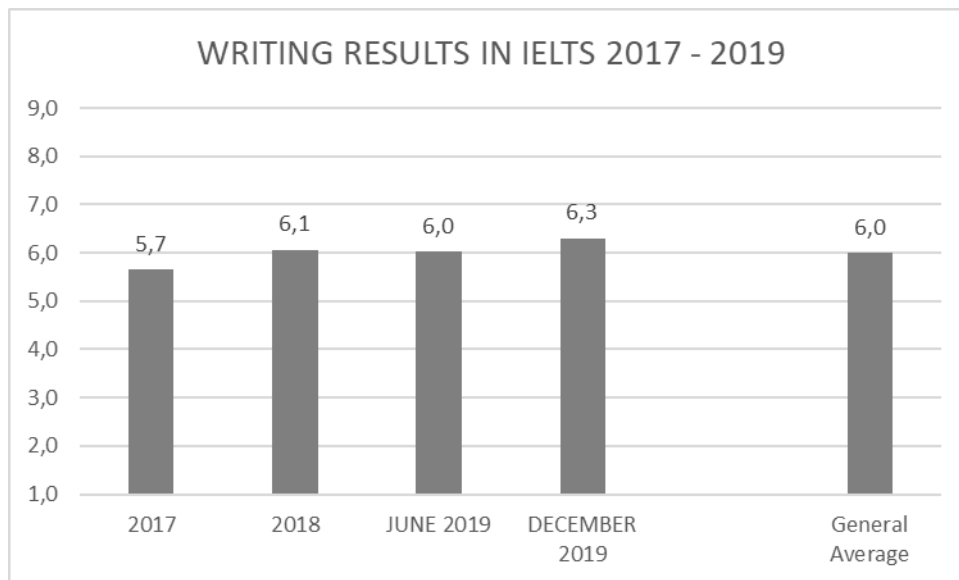


Note. Scores band from 1 to 9, listening= 4.4, reading = 4.7, speaking = 6.6, writing = 6.3.

Below is the general average of the writing part in the IELTS mock exam results from 2017 to 2019 in the Bachelor in English as a Foreign Language students. It is evident that even when writing is not the lowest skill during these years, it doesn't have either a very good level score according to the score band of the IELTS. According to the scores, students are between 5 and 6 and these corresponds to the modest and competent level. The final average was 6,0 this corresponds to the competent level. It stated this level is described as "The test taker has an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. They can use and understand fairly complex language, particularly in familiar situations." (IDP IELTS, 2021)

Figure 7

Writing results in IELTS 2017-2019



Note. Writing average of writing part in the IELTS mock exam results, 2017 = 5.7, 2018 = 6.1, June 2019 = 6.0, December 2019 = 6.3, general average = 6.0.

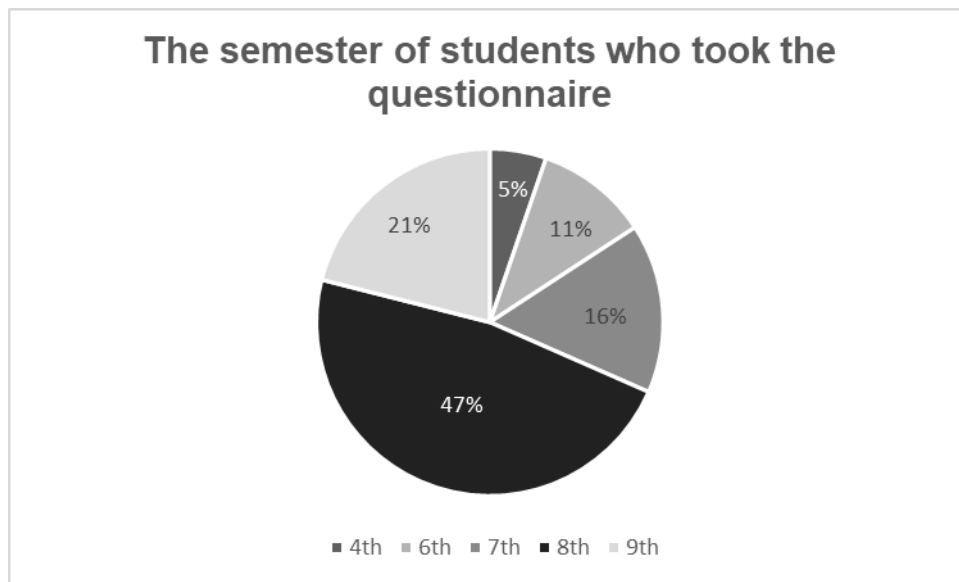
5.2.2. Questionnaire

In the second place, a questionnaire was designed to know the students' perceptions towards writing skills and writing courses (Appendix F) in the Bachelor English as a Foreign Language program at the University Minuto De Dios, this questionnaire was designed in Google Forms with seven questions. Five close questions, and two with open questions applied to 20 students from 4th to 9th semester.

The 2 questions below in *figure 8* and *figure 9* show the context of students with the semester and English level. 47% of the students consider their level is B2+ and 23% consider their level is B2. On the other hand, students from the 4th to 9th semester participated in this questionnaire, being 47% students of 8th semester and 5% of 4th semester.

Figure 8

The semester of students who took the questionnaire.

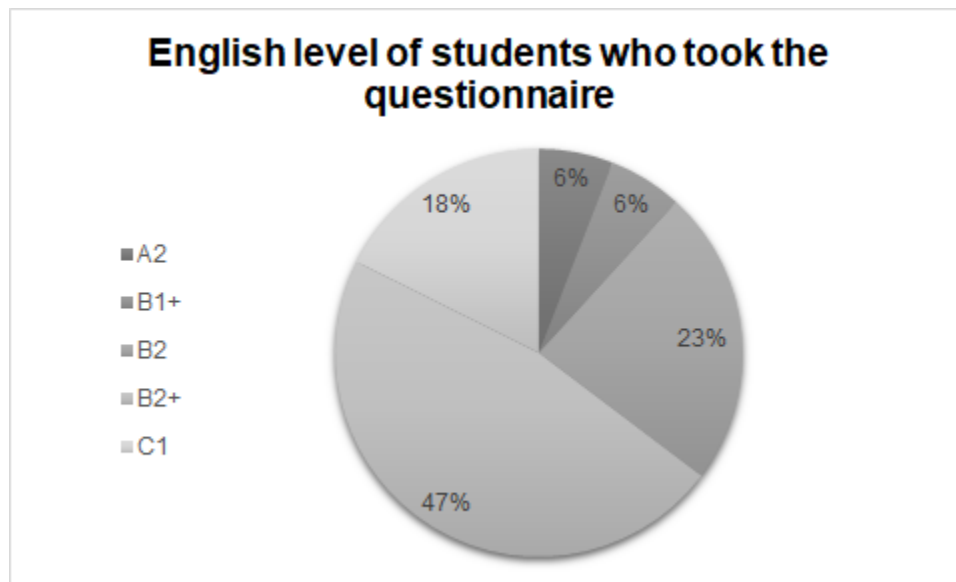


Note. 4th semester = 5%, 6th semester = 11%, 7th semester = 16%, 8th semester = 47%, 9th semester = 21%.

Note. The graph presents the percentages of students who participated in the questionnaire according to the semester, being 47% students of 8th semester and 5% students of 4th.

Figure 9

English level of students who took the questionnaire.



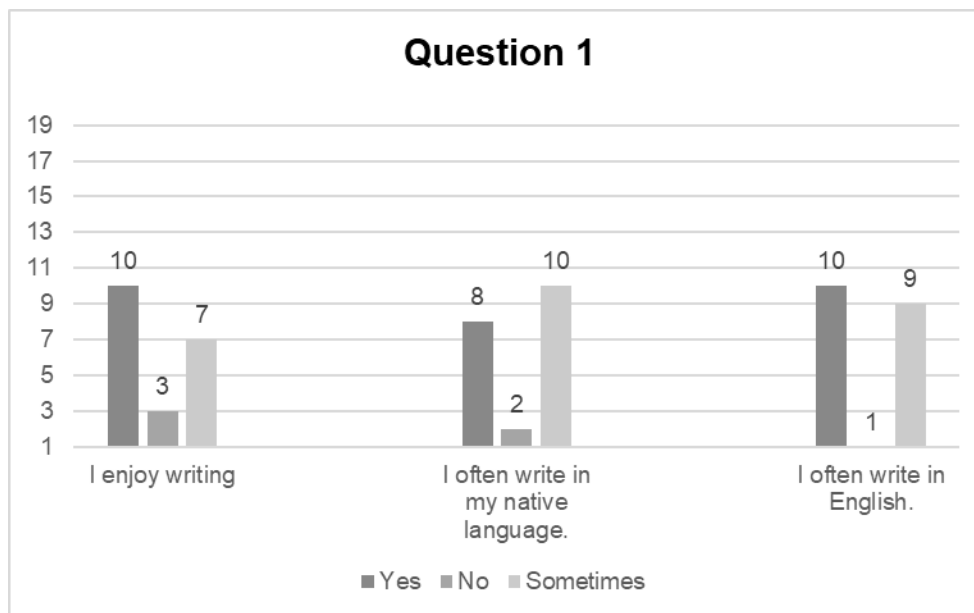
Note. A2 = 6%, B1+ = 6%, B2 = 23%, B2+ = 47%, C1 = 18%.

Below you will find the close questions. They show the perceptions of students regarding the writing activities and skills. The first question is about the students' enjoyment and the use of the skill when they must write any kind of writing activity. There were three options in the question (I enjoy writing, I often write in my native language, I often write in English) and they could say yes, no, or sometimes. As you can see in *figure 10*, students manifested that in general, they enjoy writing. The second and third options revealed that students write more in English rather than in their native language. To sum

up, this question provided information to let us know that students usually enjoy writing and use their second language when they must write.

Figure 10

Question 1 about the enjoyment and frequency to write of students in their native language and English.

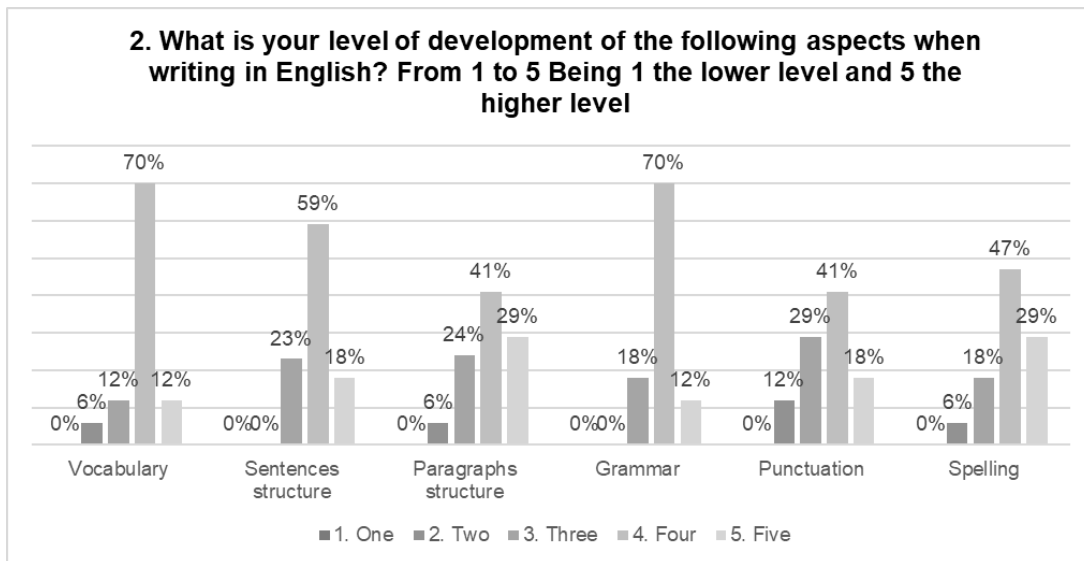


Note. I enjoy writing: Yes =10, no = 3, sometimes = 7. I often write I my native language: Yes = 8, no = 2, sometimes = 10. I often write in English: Yes = 10, no = 1, sometimes = 9

In question 2, it was focused on the perception of students towards their development of some of the important and basic aspects of writing in an appropriate way. In *figure 11*, you see there are 6 aspects (Vocabulary, Sentences Structure, Paragraph structure, Grammar, Punctuation, Spelling), and students could choose from 1 to 5 the level they thought they had in each aspect. Most of the students chose options 3 and 4 in the aspects. The aspects they considered, they are not good at, correspond to paragraph structure and punctuation since students have the same percentage in each option. This

shows that in general students have a good level in the aspects to develop an appropriate writing. **Figure 11**

Question 2, What is your level of development of the following aspects when writing in English? From 1 to 5 Being 1 the lower level and 5 the higher level.

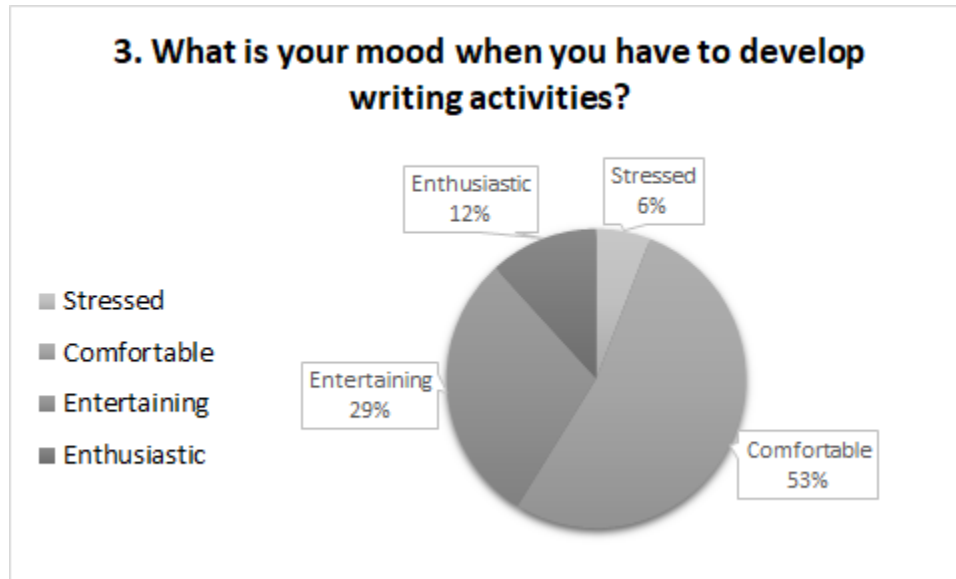


Note. This graph represents the percentages of student who choose from 1 to 5 the level they think they have in these skills.

Despite question 1 in *figure 10*, I noticed in question 3 in *figure 12*, where the question is about the feelings when students must do a writing activity like essays or articles, students had 5 options (Stressed, Irritated, Comfortable, Entertaining, Enthusiastic) and 53% of them chose the option of comfortable which means that they feel relax or think is easy work and just 12% feel enthusiastic. I could conclude when students must do academic writings they do not feel as well as when they write for their intention, or for topics that they like.

Figure 12

Question 3, *What is your mood when you have to develop writing activities?*

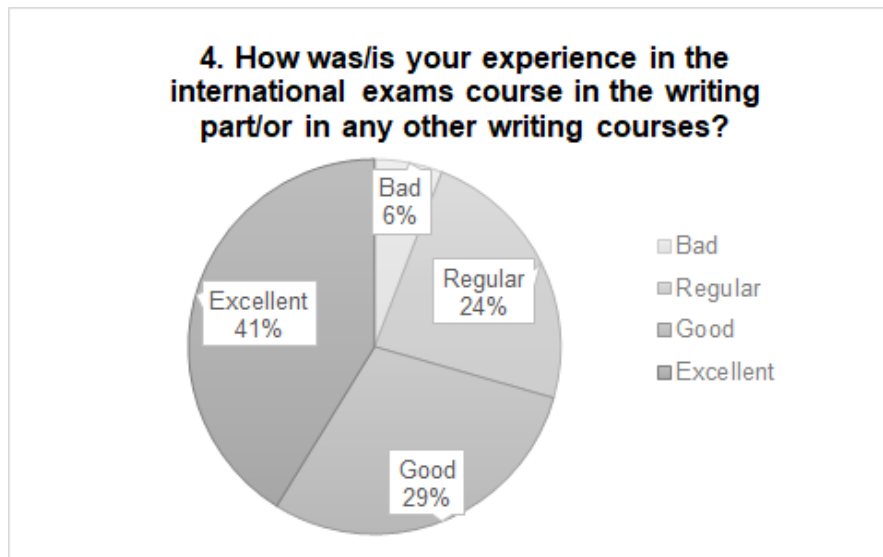


Note. Stressed = 6%, comfortable = 53%, entertaining = 29%, enthusiastic = 12%

In the questions below, 4 and 5, I focused on the experience of students during the writing courses of the program. Students take different courses focus on writing mentioned before in the theoretical framework from the beginning of the degree until the end. In *figure 13*, students show their experience during the different courses through 4 options (Bad, Regular, Good, Excellent). The 41 % feel their experience was/is excellent and the other 59% is between good and bad. In related to question 4 with question 5 in *figure 14* since this is about the grades that they have gained during these courses from 1 to 5 and the 60% are between 4 and 5 and the other 40% is between 1 to three, this shows that a great part of students has had good results in their scores; however, the 40% is a high number of student who stated that need to improve their scores in writing.

Figure 13

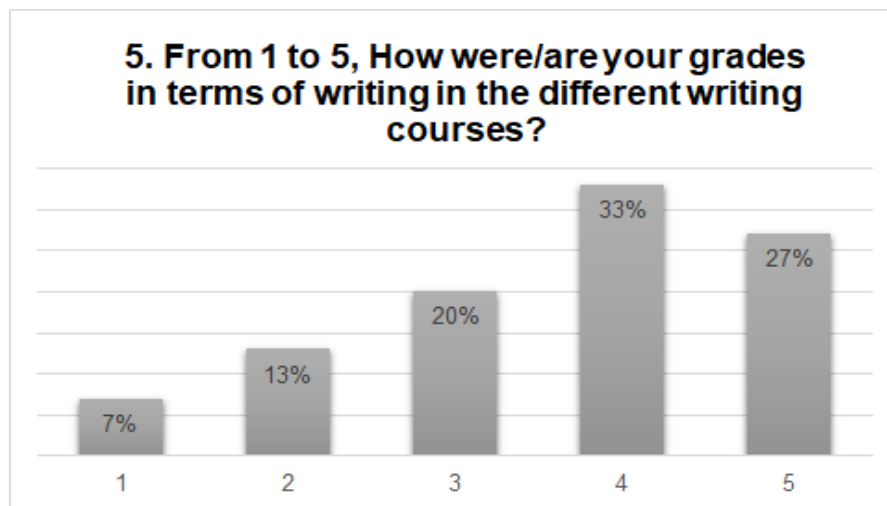
Question 4, How was/is your experience in the course of the international exam in the writing part/or in any other writing courses?



Note. Bad = 6%, regular = 24 %, good = 29%, excellent = 41%.

Figure 14

Question 5, 5. From 1 to 5, How were/are your grades in terms of writing in the different writing courses?



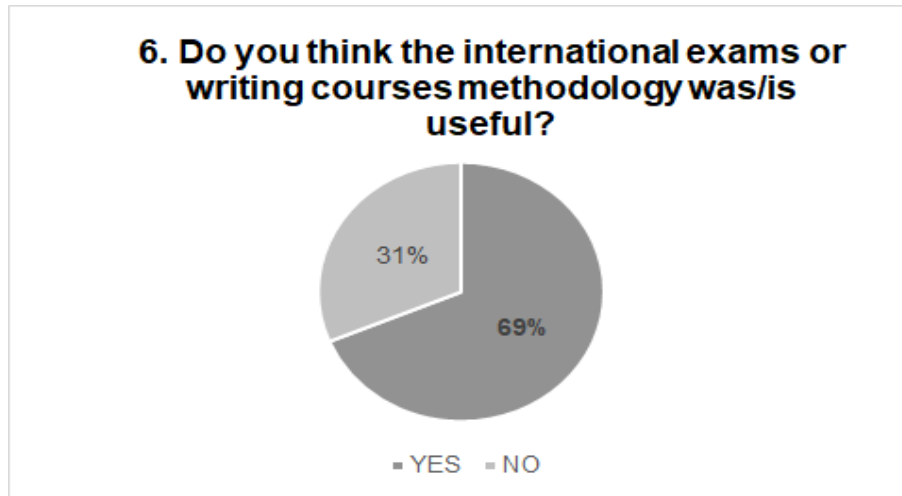
Note. 33 % of student had have 4 in their writing score, 20% had have 3 in their writing score.

In the next two questions, in figures 14 and 15. Students must answer if for them the methodology in the international exams course was useful. 69% chose the answers yes, and the other 31% the answer no. In this question students could justify the answers writing in two lines. Some of the justifications say that they consider the methodology was useful because of feedback to develop the writing skill for an exam. Additionally, they could put into practice the vocabulary and grammar. Students who perceive a positive methodology, they referred about the exam or specific things that they put into practice instead of a methodology to learn techniques or approaches to writing. On the other hand, students with the negative answer argued that the time was not enough, a lack of explanation of specific structure to develop the writing part in these kinds of exams, and problems with the instructions to do the writing activities.

The last question in figure 16, it asked about the use of ICT tools during the writing courses. 47% students answered no and the students who answered yes, mentioned some of the tools. Most of the students mentioned the traditional tools like Drive, word, videos, but one of the answers mentioned tools, like Nearpod, class craft, Powtoon, Prezi, or Blogs. However, these tools were not used specifically for the writing part, they were used in general in the course. To conclude, in these questions, we had important aspects of the course to know how the experience was for students.

Figure 15

Question 6, Do you think the international exams or writing courses methodology was/is useful?



Note. Yes = 69%, No = 31%.

Figure 16

Question 7, In the writing courses, did/do you use ICT tools to learn or practice writing?



Note. Yes = 53%, No = 47%.

5.2.3. Interview

The third instrument was an interview (Appendix F) design for the professors of the program. This interview was applied to 5 professors with 11 open-ended questions related to the 5 categories, teachers' experiences in terms of teaching writing, teachers' feelings towards teaching writing, methodology to teach writing, students' skills, and feelings, needs for teacher and program to identify the types of activities that teachers implement. Also, the perception that they have about their student writing skill and if they thought of something that can be better to teach writing in the program. Below you will find the complete analysis.

Table 2

Quotes by the interviewed according to the category teachers' experiences in terms of teaching writing.

CATEGORY	INTERVIEWS
1. TEACHERS' EXPERIENCES IN TERMS OF TEACHING WRITING	<p>Interviewed #1 I have taught international exams twice. Yes, twice. And also I've given some kind of instruction in the student resource group. Inspire that. I am the head teacher of it, so I am connected to teaching, writing and in the Student Research Group</p> <p>Interviewed #2 I have been teaching that like I taught that course in the first semester to twenty seventeen that was called fundamentals in writing. However, I have been teaching, also writing in other subjects in English subjects and other content subjects that demand students write different kinds of writing. In addition to that, I have been working with the Underground magazine in which I also</p>

have to guide the students how to write different kinds of articles

Interviewed #3 So I was working and in school and in secondary. So in that case, I had the possibility to teach writing and also in my English classes here at university.

Interviewed #5 I have been a language teacher for over 15 years. Yes, I have taught writing courses. And it's not that I am not an expert in the area. But I would say that I've been doing and I've done well as a writing teacher because I think this is a process that should be organized, I would say I've been in contact with these sorts of courses for over five years. And then I have also taught writing in Spanish

In the first category (Teachers' Experiences In Terms Of Teaching Writing) the topics in the interviews are the experience of teachers during their careers in terms of writing. In *table 1*, you can evidence different quotes from the interviews where the topic of the category is evident. In these quotes, we saw similar answers in terms of the experience with writing, the interviewed have an experience between 5 to 10 years teaching any kind of English course and developing the writing skill in students in different subject as international exams, fundamentals in writing and English or areas like research projects, magazines, but also they have experience in different institutions like schools in primary and elementary courses and different universities not just teaching writing in English but also writing in Spanish. As teachers mentioned that they have had different experiences teaching English. They also argue that they are not experts in the writing field, however, all the time they are investigating new information and methodologies to apply in their lessons and achieve the objectives.

Table 3

Quotes by the interviewed according to the category teachers' feelings towards teaching writing.

CATEGORY	INTERVIEWS
2. TEACHERS' FEELINGS TOWARDS TEACHING WRITING	<p>Interviewed #1 I feel motivated when the students start writing very clear versions of articles because they have, I mean, a process. They have a companion from me in the process for writing something. For example, we start from scratch and write a specific text and I give students several examples, several comments and feedback in the process. I feel excited at the end when they come with the final version. I feel excited when the paper is organized and when the paper is clear</p> <p>Interviewed # 2 it is a challenge and it is something that I feel motivated because I also learn, yes, there are some aspects about writing, some skills about writing that you forget and you start remembering when you prepare the class and where you teach the different modules about writing</p> <p>Interviewed #3 I feel comfortable because I feel that I know the methodology that we can implement with our students depends on our needs.</p> <p>Interviewed #4 Well, I can say that it is interesting in the sense that, well, people realize some aspects, but it's also a bit frustrating because people I don't know what happens, but. It takes long for them to grasp the concepts. Yeah, how people stick to their habits and they don't change them.</p>

The second category presented in *table 3* (Teachers' Feelings Towards Teaching Writing), which is focused on the feelings of teachers towards teaching writing, professors

argued they use to feel excited, motivated, and comfortable since they can see the progress of students from the beginning to the end when the teacher can see positive results in students' works. Besides, the teachers have different opportunities to apply the methodologies depending on the different needs of students. On the other hand, teachers sense that can be a challenge too because as teachers they forget some aspects and skills about teaching the language. When they teach these skills, they can remember and put on practice the skills they forgot. Other parts that make this process challenging or frustrating for teachers is when it takes a long time for students to grasp the concepts, and this hinders the process to have a successful lesson.

Table 4

Quotes by the interviewed according to the category methodology to teach writing.

CATEGORY	INTERVIEWS
<p>3. METHODOLOGY TO TEACH WRITING</p>	<p>Interviewed #1 When I started teaching, I usually followed this methodology of the students. It is like some steps, students brainstorm, then they write the first, the first draft. Then they revise the draft. Then they check the grammar errors, they check the language use and make corrections. And then they give a final revision. And then the paper is ready to be delivered or to be published. This model starts with it starts when the teacher assesses the students to understand the purpose, the audience and the context of the test then the teacher and can give the student prototypes or samples or models, in terms of evaluation or evaluating the writing skills of the students, so I like to work with assessment rubrics, when I asked a student to write something, I need to, I give them the parameters that are going to be evaluated. OK, so one of the easiest ways that I find a way to evaluate a student's final product are assessment rubrics.</p>

Interviewed #2 I mainly have a structure to make students understand the different steps, you can because there are others, of course, you can go through. For example, first of all, you just go with the brainstorm of ideas about what to write and how to write it. Yes, then you need to get students familiar with the kind of writing they are going to write an article, an essay, a tale and check out the structure. then check the formal aspects of the language and the proofreading and then the peer reading, you are like checking that the person has followed the steps to get to the final point.

Interviewed #3 So it depends on the level of my students. I'm going to select the activities of mythology and methodology to try to develop this especially skill. It's important for me, for example, to begin explaining to my students how to write a first sentence in a paragraph and after that how they can create new text, for example, articles, essays and reviews. So according to the purpose of writing. So I'm going to decide which elements I'm going to take into account, for example, if I'm going to pay attention to the spelling.

Interviewed #4 I designed a workshop about writing. The first thing I do is make people familiar with the capitalization, that's the first thing I do. Then we check how well, how to use full stops. That's very important. And then we try to analyze sentences that go beyond simple sentences. I think definitely they need to produce. Sentences and texts and evaluating writing is very demanding because you always need to check products. what I do is to to test, capitalization by giving students, I think without any capital letters, they need to capitalize it then, then, as I told you, production, they mainly need to write, Text sentences or maybe to in the case of punctuation, you can give them a text with no punctuation at all, and they can they they're supposed to include the punctuation.

Interviewed #5 I also understand that this process is an individual process that later on, that's what you're going to do, you're going to write individually. So I would say that I understand the process from the very basic level, And then from the paragraph I move on to the text and the appearance of the text and the, let's say, the instruction of what that is like. Any academic text should have an introduction, body of development. I like my students to work in groups, or I'd like to take into consideration peer evaluation so they can assess their process. And I would say that in the evaluation system, I think that part of it is Feedback that I give to my students

This category presented in table 4 (Methodology to Teach Writing) the interviewed encompasses the different strategies and methodologies that they implement to design a writing course. The interviewed #1 start the lesson with a methodology based on some steps with brainstorming and doing the first draft then they revise possible errors in grammar, paragraphs and sentences order, coherence, and cohesion and make the correspondent corrections. In this way, the student can develop the writing depending on these aspects. This method is interesting since the teacher assesses the student to know their level and then the teacher explains the purpose of the writing of why to write in that way and this motivate students since they have clear instructions and information of how and why write in a specific way.

In the same way, the interviewed #2, #3, #4, and #5 have similar methodologies that are based on steps to obtain at the end a good product, for instances, interview #2 have a part of theory where explain the kind of text and the function of each one, another one is interviewed #3 which depending on the level of student will choose the proper

methodology to gain the objective of the course which is to develop the writing skill in students. Interviewed #4 begins with theory using workshops from the sentences to the types of texts. They argue that writing is a process that requires some steps to develop the activity and skill, students must learn how to carry out this process to have an immeasurable level of writing because it is not just about structure but also about the content and how to make it interesting for the reader.

To conclude, for teaching writing, there are two main methodologies which are the process approach and the product approach, and as it is evident in the quotes of the interviews the teacher used to be focused on the process approach where they go step by step with students giving them the feedback of each part and the theory which is also important, the teachers teach it with workshops and examples. Besides, teachers also having in mind the level of students and start the teaching from this point, this is quite important to achieve a successful session starting from the basic concepts to advanced level in the course. Finally, the interview #1 use assessment criteria to evaluate the work of student and start giving them the parameters to the work and in this way, the student knows what he/she would be evaluated taking into account the development of the activities.

Table 5

Quotes by the interviewed according to the category students' skills and feelings

CATEGORY	INTERVIEWS
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1. STUDENTS SKILLS AND FEELINGS

Interviewed #1 The students' perception of writing at the beginning of the course is that they don't, I mean, they lack of knowledge. And there is a lot of a lot of lack of knowledge regarding academic writing and informal writing. it's like to break the student's perceptions and the students' paradigms that they have in writing, because I said, as I said before, the students do not have enough knowledge regarding a content system, regarding the context of the process or even the genres of tests.

Interviewed #2 I think that sometimes the big challenge is that, yes, they are good at writing, however, they are transferring their writing patterns, the Spanish, the Spanish writing partners, into English. Yes. So in this case, we can use it in your favor. In writing, I think that you will have more time to think what you're going to say and how you're going to say it. So that's why I consider they consider writing as much easier than speaking

Interviewed #3 they don't feel that they are good at writing and for the reason they are going to have some negative perspective about how to produce that is because in Spanish we are not good at writing. So we are going to transfer that feeling into English, too. And the idea to try to give our students the tools in order that they can produce a good paper.

Interviewed #4 The students have some myths about writing and they think that they know how to use punctuation. And when you correct them, nobody is any like in Spanish the other day they write badly in Spanish, but they are writing well. The students have a lot of flaws and are not real, I mean, clearly concepts about writing and they told us when writing finishes you get some satisfaction. But there are a lot of students who miss the main points
I think that after they have been exposed to a writing workshop, they're really grateful at the end. Well, finally, I clarified some doubts. But I guess they might feel some frustration, too. Yeah. Because they work hard, work hard,

and in the end, the same mistakes seem to seem to show up again.

Interviewed #5 depends on the level they get to the course. Those are in the first levels. I don't expect them to be perfect. I expect them to make mistakes and of course, bring them in. They're going to learn. That's the ultimate goal of this course. So I would say that at the beginning of the courses, I would say that my students tend to have a weak basic level, but then when they finish the courses, their level should be improved.

I think that depends on. Yes, on the students. I can say that I know that some of them like your writing. Therefore, for them it is easier because they like reading.

In the table 5, the category (Students Skills and Feelings), teachers speak about the perceptions and skills that they have been able to see during their classes. Some of them have similar experiences and thoughts about the students. For instance, interview #1 argue that the perceptions of students and skills change from the beginning to the end of the course. In the beginning, they used to feel insecure about their skill since it is a new class where they do not know the methodology, and this is more present at the beginner's levels where students are initiating the learning of this skill. Another important point of view is presented by interviewer #2 who says that students can be good at writing but something that is challenging is that students transfer the Spanish writing patterns, and this depended on the teacher to use in favor to explain the differences in Spanish and English writing.

Moreover, in interviews is also evident that students use to think that writing is one of the most easier skills in English to develop and this can be since during this process they have more time to think about what they are going to say or write and organize ideas, otherwise, also it is something that interview #4 mentioned too, that students used to think that they have a satisfactory level but the reality is that they have several failures in terms of organization, punctuation and even cohesion and coherence which are important features to develop a good paper.

Table 6

Quotes by the interviewed according to the category needs for teacher and program

CATEGORY	INTERVIEWS
<p>2. NEEDS FOR TEACHER AND PROGRAM</p>	<p>Interviewed #1 there is always and there are always things to improve as teachers and students. OK, so as a teacher, I would like to improve. I would like to improve more independence for the students. OK, so we need independent students for developing writing skills. OK, we have independent students. We also need motivated students.</p> <p>Interviewed #2 The methodology is effective, however, it has to be modified, taking into account the person I am teaching to. Yes, sometimes I need to grade my methodology. if I am working with basic levels, intermediate levels, or else sometimes I consider I am too fast when I am working with basic levels. So that is really important to consider when I applied</p> <p>Interviewed # 3 So I think that we can improve every time and we can discover the more elements that can provide some specific tools in order to help our students. And so the process that we follow in our classes are the key elements that really are going to give to our students the possibility to</p>

feel better at the moment that they have to produce any type of print

Interviewed #4 I think that writing is the skill we don't work very well with. I mean, when I say we refer to teachers for two syllabus designers, we tend to think the writing is just putting sentences together. And, well, let's say that it implies that the students never get proper training about writing. First, as teachers, we need to make it part of the syllabus more specifically. If you go step by step

The last category (Needs for Teacher And Program), in table 6, touches on important aspects about the needs that professors think, students and the program of the university need to enhance the teaching and learning of this skill. For students, interview #1 argues that teachers need to develop independence in students. Students with self-learning and not just keep the things that they see in class. Besides, it is imperative to learn when we need to modify the methodologies to implement them according to the students' level. According to the interview # 5, sometimes as teachers, they forget to take into account the context of students and this is a failure that can hardly affect the learning process since it is not the same as teaching to level A2 to B2. On the other hand, Interview #3 manifests that teachers must use different tools to teach and to make a difference to engage and motivate students. Finally, interview #4 admit that teachers do not work very well in the writing skills since they are involved in the syllabus design since this skill is not just putting sentences together and this implies that students use to have regular training in writing so the teacher must be more involved in the design of the syllabus and the methodologies that can work better.

5.3. Interpretations of Results

Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). Having this in mind, this research implements 3 instruments to comprehend the problem and propose a possible solution. Denzin (1978) and Patton (1999) identified four types of triangulation: method triangulation, investigator triangulation, theory triangulation, and data source triangulation. For this study, triangulation was implemented according to the instruments to compare the information of the 3 instruments.

Three fundamental categories emerged from the analysis of the data gathered from the instruments: Students have a regular level in the performance of the writing skill, teachers focused on the structures and product more than in the process as a result of low students' perceptions towards writing skills, and to enhance the methodology and tools used in the writing courses.

5.3.1. Students stated they have difficulties in the Performance of the Writing Skills

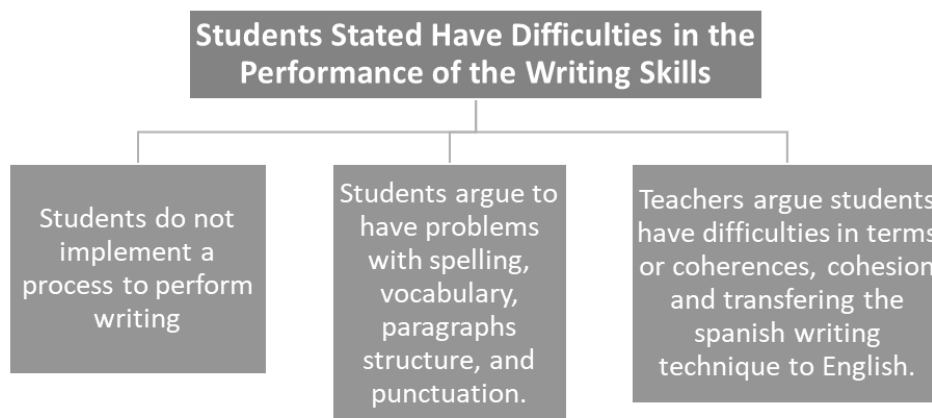
According to the analysis made with the triangulation, arose the first category, shown in each instrument of the triangulation. Most of the students of the questionnaire do not implement strategy or process to carry out the writing. They argue they have difficulties with some skills like vocabulary, spelling, punctuation, and paragraph structure. Also, students used to think that writing is the easier skill in English, but the teachers argue that it is very common that the students applied some strategies from Spanish writing, and these cause problems in the creation of text in a different language with other rules. On the other hand, the teacher also argues that students present some problems in terms of coherence and cohesion. Also, teachers said that at the beginning of the courses, students

do not feel confident about their writing skills, and this shape a negative perspective of their own works and the development of it. The IELTS analyses also showed that even when they do not obtain a low score, they present a modest or competent level between a score band of 5 and 6, with some difficulties in terms of grammar, cohesion, and coherence, and vocabulary too.

As a result of the difficulties to develop the writing skill, the general level in the language is also affected. Additionally, is important for student's parts but also for the future teachers that they would be for this country. Crystal (2003) stated that the importance of writing in English is regarded as one of the basic elements of intercultural communication. This is regarded as a significant requirement especially in the present era which is characterized by what has been recently termed as globalization. In this regard, English is a global language.

Figure 17

Students Stated they have Difficulties in the Performance of the Writing Skills



Note. This shows the 3 reasons of the first category.

5.3.2. Writing courses are more focused on the structure and product than the writing process and a lack of time resulting in low motivation in students towards writing.

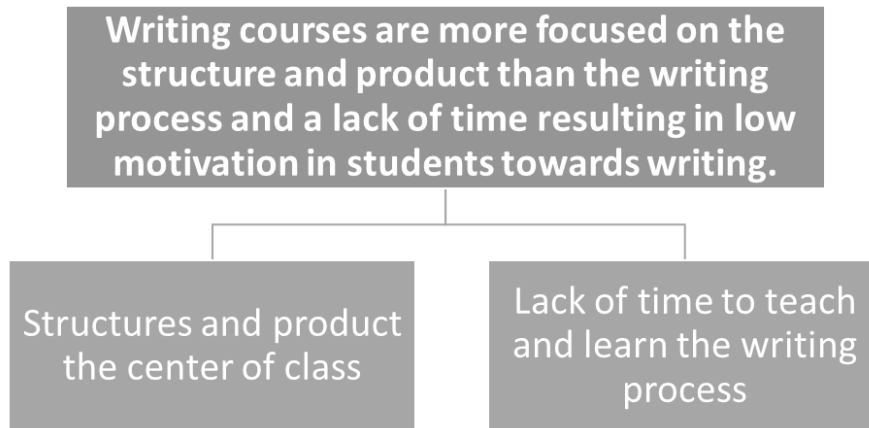
In interviews evidenced one of the main topics, where professors used to teach writing based on the structure and product. Professors manage different methodologies based on the process of writing, however, they put more attention on the structure like paragraph structure, sentence structure, punctuation, order of paragraphs, and types of text. These parts are very important to learn writing, however, to be focused on the product generating that student does not pay attention to the process. Klimova (2014) explained the product approach to writing usually involves the presentation of a model text, which is discussed and analyzed. According to this model, text learners construct a similar or a parallel text. This might seem a mechanical task and learners can discover the structure of the given discourse. Also, according to the document, the program offers 2 subjects focused on writing, fundamentals in writing, and academic writing. The others are the level of English, which is 6, in this level students learn and practice the 4 different skills in the language. As a result, it was evident that students and teachers do not count on enough time to teach and learn about the writing process and how to implement it.

Moreover, the lack of time is a factor that plays a role in the motivation of students and the development of the lesson for teachers. According to the writing courses that are offered in the program the courses just have one hour and a half per week. Considering this, the program offered 2 writing courses focused on writing one in the first semester (Fundamentals in writing) the second one (Academic writing) from the 8th semester. In total there are 24 hours per semester for each course, not counting the autonomous

learning hours, since teachers in the interviews stated that students are not independent in learning. Nguyen et al. (2014) stated that the lack of time in English classes affects the development of activities since students have from 5 to 15 minutes to do an activity and this time is used to be very short. The time in writing courses needs to be longer since this skill requires time to practice activities and to teach the process.

Figure 18.

Factors for low motivation of students towards writing.



Note. Those are the factors that influence in the motivation of students in writing course.

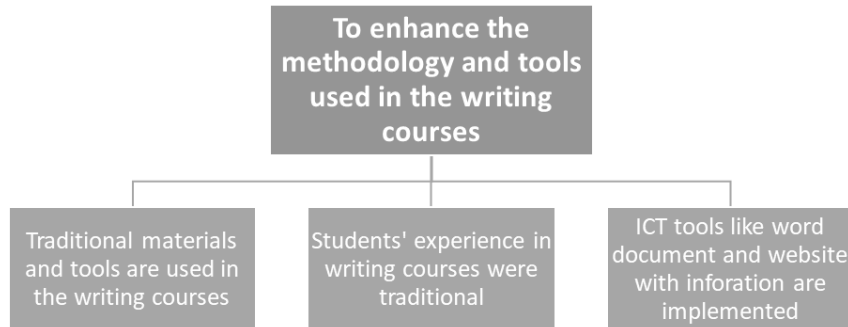
5.3.3. To Enhance the Methodology and Tools Used in the Writing Courses

According to the interviews and questionnaires, it was visible that the materials and tools used in the writing courses are traditional, materials like workshops and writing final products, activities to practice topics like punctuation and sentence structure. In the

interviews, teachers argue that the methodologies are effective however some changes need to be done to enhance the experience of students and improve the perceptions but also in questionnaires students manifested that they don't use ICT tools or use tools like the workshops and pdf, word document, and drive. Strassman and Connell (2007) explored the advantages of using technology to motivate students in writing activities. The students' motivation in writing texts is sparked by their desire to communicate with the reader and by their pride in authorship. ICT supports the current principles of learning and language acquisition. Individualization, interaction, and student motivation.

Figure 19

The reasons to enhance the writing tools and materials to engage and motivate students.



Note. This presents the 3 reasons to innovate in the methodologies and tools of the writing courses.

5.4. Conclusion of Needs Analysis

To sum up, the categories that emerge from the triangulations exposed a number of ideas, perceptions, experiences, methodologies, and needs of both program and students that were considered in the design of the syllabus proposal for enhancing the writing skills. The student's perceptions in the performance of the writing skills are not good, they argue they have some weaknesses in specific skills of writing. The range of vocabulary, spelling, structures in paragraphs and sentences. These difficulties cause problems when the students must put on practice the writing. Moreover, the motivation of students during these courses also affects their production. According to the questionnaire they feel the activities or materials can be more appealing and didactic since the common material use during these courses is traditional with workshops, presentations, and writings. One way or another, methodologies of these courses have good bases, most of them go step by step and teachers try to provide feedback during the process and evaluated according to criteria that student can know but the teacher also evidence that the student use to have difficulties with the coherence and cohesion, punctuation, order and transferring Spanish patterns to English writing, however, the courses do not explain in detail the writing process and why it is important to learn this not just as a student but also as future teacher.

Nevertheless, the incorporation of a course based on different stages and strategies to develop writing effectively will support students of B1 levels. On the other hand, the low motivation of students was another important finding that showed that students need more innovative methodologies and tools to learn and practice the writing process. Also, another part that contributes to the low motivation was the lack of time for students in the courses with just 24 hours per semester for each writing course and the

time in the other six courses of English level with general practice about writing. That is why the authors mentioned before, support the idea to design a new course to respond to the necessity not just for students if not for the future teachers that this program shape.

Chapter 6:

Throughout this chapter is presented the syllabus proposal with the types of syllabus, methodology, and the syllabus with each session.

6.1. Syllabus Proposal

6.1.1 Skill-based Syllabus

Designing a syllabus for languages for specific purposes is one of teachers' recurring chores. For teaching English, designing a syllabus to enhance the different skills will help as teachers and students. (Oxford Dictionary, definition 1) the word syllabus made its debut in the English language in 1656. In essence is a table of contents. It is more particularly used in referring to an outline of lectures or course dates. Besides, Parkes and Harris (2002) stated 3 main purposes for a syllabus, syllabus as a Contract, Syllabus as Permanent Record, and Syllabus as a Learning Tool. The purpose of the syllabus proposal in this research is the syllabus as a learning tool since the syllabus would be focused on the teaching of the writing process.

In accordance with Reilly (1988) exist 6 types of the syllabus, structural (formal), notional/functional, situational syllabus, task-based, content-based, and skill-based syllabus. Based on the results of the needs analysis, the syllabus will be focused on the development of writing skills and the learning of the process of writing and the type of syllabi for the research will be the skill-based syllabus. For Reilly (1988), the main purpose of skill-based instruction is to learn the specific language skill. The content of language teaching is some specific abilities that may play a part in using language. The syllabus proposal seeks to develop the writing skills in the language but first is necessary to know what a skill is. For Attewell (1990) the core of all definitions is the idea of competency and

proficiency, the ability to do something well. In this way, it is how the skill-based syllabus will help students to enhance their writing skills.

Another part of the syllabus is the process approach. According to Graham Stanley (1993), the process approach treats all writing as a creative act that requires time and positive feedback to be done well. Another perspective by Vanessa Steele (1992) defines the process approach as focusing more on the varied classroom activities that promote language use, brainstorming, group discussion, and re-writing. Based on these perspectives the process approach provides the syllabus with an approach to ensure the learning through a process more than be focused on the product.

Furthermore, the stages that are in the writing process are also taught in the different sessions of the syllabus. According to the previous definitions in this research, the process approach to teaching writing should be a process including various stages. For instance, by Sun and Feng (2009), these are some of the stages. Prewriting (brainstorming, group discussion, assessing ideas,); drafting, seeking feedback from peers or the instructor; revising (looking at the overall focus, reconsidering organization, deciding whether there is enough evidence); followed by revising at the paragraph or sentence level, proofreading, and “publishing” the final text.

6.1.2. Recommendations for teachers

As for recommendations for teachers who will implement this syllabus. The development of skills during the course will be the main objective, the skills in terms of writing and in terms of higher and lower thinking skills. In the procedural part, the syllabus guides teachers throughout the parts of each session guiding the process approach going

step by step. Additionally, in terms of evaluation and assessment, the teacher will need to count first, the process of students during each session to evaluate the final activity or product of the session. At the end of the course, the evaluation will depend on the development of the student in writing skills according to each session and final work. Also, the assessment part will depend on the teacher and students since this must be self-assessment, peer assessment, and feedback from the teacher and classmates.

Table 7

Syllabus Proposal

GENERAL INFORMATION	
Faculty	Education
Program	Bachelor in English as a Foreign Language
English level	B1
Course length	12 weeks
Session Length	One hour and a half
Course Description	The writing process will be a practical course that will allow students to learn about the stages of the process approach and develop writing skills. The session will be supported with a process approach to the use of ICT tools to enhance the motivation of students and the learning process for this skill.

Course Achievement	At the end of this course, the students will develop writing skills and learn the stages of the process to perform writings effectively using the stages and other writing skills.
Formative Assessment	This course will use the peer assessment and self-assessment between students to evaluate their progress and the teacher will assess the different activities and papers that they present along the course.

SKILL-BASED SYLLABUS			
Session 1			
Objective: To identify the previous knowledge and preferences of students in writing terms and introduce the general topic of the lessons.			
Stages	Skills	Activity	ICT Tools
Introductory session	Activating prior knowledge, Communicating	<p>1. The teacher will start with a warm-up, where students must get in a Jamboard (Appendix G) and choose a board and answer these questions.</p> <ul style="list-style-type: none"> · Do you like to write? · What do you like to write about? · How do you write? · Do you have a technique to write? <p>2. The teacher will share an Edpuzzle (Appendix H) with the explanation of the writing process. During the video, students must answer some questions based on the video. After this, the teacher will start a discussion with students</p>	<p>Jamboard</p> <p>Edpuzzle</p> <p>Pear Deck</p> <p>WhatsApp</p>

where they have to share with the class what they learned the video and what they think about the process to write.

3. In a Pear Deck presentation (Appendix I), the teacher will explain the basic concepts of the writing process, through the presentation students can participate in different ways, writing or drawing, and talking with the class.

Autonomous work

Students will work in groups of 3 and with the help of the app Whatsapp, they will discuss a question.

- What is most important in writing, the process, or the product?

Each student must have at least 10 interactions in chat and they will share the screenshots with the teacher to check and share the next class.

Session 2

Objective: To recognize the Prewriting stage in the writing process and how to work with it.

<p>Pre-writing</p>	<p>Brainstorming , Planning, generating ideas, Questioning, Discussing, debating</p>	<ol style="list-style-type: none"> 1. The teacher will start with a warm-up activity related to the autonomous work, where students will share their chats and the discussion. 2. In a Padlet (Appendix J) students will write a brainstorming. They must write about topics of interest that they would like to write about and explain in short words why they like these topics. Then students will comment on the ideas of the others if they like or which one, they prefer. 3. According to the topics they write in Padlet student will look for information (pictures, videos, short reading) and will show them in groups of 3, students will have a meeting through Google Meet to present the information and discuss, give an opinion, and ask about their topics to their classmates, and help themselves to choose one topic, in this way, students can debate about why the topics are good or not. <ul style="list-style-type: none"> ● Why did you choose these topics? ● What are the subtopics? ● Which one do you prefer? ● Why this one and not the other one? ● What kind of text would you like to write? ● For whom will you write? 5. The teacher will ask about the meeting and what are the new thoughts, or if something changes or this helps to choose one topic taking into account the opinion of the other classmates. Every student will share the idea. 3. The teacher will explain the importance of planning what we are going to write, thinking about, purpose, public, topic, kind of text, and goals. 	<p>Google Meet Padlet Canva</p>
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Autonomous work

1. In Canva students will design a graphic organizer with the topic that they choose. The graphic organizer must include:
 - a. topic
 - b. Why this topic?
 - c. subtopics
 - d. Where can you find information?
 - e. Type of information
 - f. purpose
 - g. Public

Session 3

Objective:

- To present the types of text
- **To recognize them and understand the advantages** to knows them.

<p>Types of text</p>	<p>Recognize different types of text</p> <p>Participating actively</p>	<ol style="list-style-type: none"> 1. The teacher will start the class with the presentations of the graphic organizer and questions about <ul style="list-style-type: none"> ● Which can be your goals with this writing? ● Was the graphic organizer technique useful? Why? ● How does this technique help you to write? 2. The teacher will present the topic in a presentation in Quizizz (Appendix K: https://quizizz.com/admin/quiz/607b8a6dd24c4d001b8005f4) in the first part T. will ask about what types of text students know and they can answer in the presentation 3. The teacher will explain the 5 most common types of texts and will provide examples. 4. Students will practice with some examples, they must decide what type of text is the example, after the question teacher will explain the example, answer, and why. 5. The teacher will present a video (Appendix L: https://www.youtube.com/watch?v=5xV7LOqLkXc) about the advantages to recognize the types of text and other types of text. Then, the students will share what they learned with the video. <p>Autonomous work</p> <ol style="list-style-type: none"> 1. Students will write a paragraph taking into account the topic and ideas they used in the graphic organizer and the type of text they would like to write. 	<p>Canva</p> <p>Quizizz lesson PPP</p> <p>Youtube</p>
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Session 4

Objective: To apply the different drafting tips in their writings and understand how to use them.

<p>Drafting</p>	<p>Speaking Recognizing tips Discussing</p>	<ol style="list-style-type: none"> 1. The teacher will start with a warm-up in Wheel of names (Appendix M: https://wheelofnames.com/qd2-r8e) where students will see the topics of the previous lesson and they have to say what they remember or know about the topics and provide examples. 2. The teacher will present a video about drafting, (Appendix N: https://www.youtube.com/watch?v=xwM-fej8ZY8), the teacher will be stopping the video to explain some features and given key points to take into account in the drafting stage. Students also have the opportunity to do questions or comments. <p>Tips</p> <ul style="list-style-type: none"> ● Choose the medium in which you are going to write. (Paper, computer, cellphone) ● Heading <ul style="list-style-type: none"> ○ Topic ○ Page ○ Name ○ Date ● Skip lines ● Write on one side only <ol style="list-style-type: none"> 3. Each student will look for 1 drafting tip, in Flipgrid (Appendix O: https://flipgrid.com/d96hdck1) they are going to record a short video saying the tip and how to implement it and if they think they implemented it in the previous autonomous work. 	<p>Wheel of names Youtube Flipgrid</p>
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		<p>4. The teacher will share some of the videos to discuss with the class tips and the dating of the students to provide feedback.</p> <p>Autonomous work</p> <p>1. Students will correct the first draft with the tips</p> <p>2. Look for information about types of sentences.</p>	
<p>Session 5</p>			
<p>Objective: To recognize the type of sentences and the structure of sentences and use them in short writing</p>			
Type of Sentences, sentences structures	Identifying features of writing and types of sentences, writing sentences	<p>1. The teacher will start the class with a warm-up in Quizizz (Appendix P) where students must guess the name of some movies with emojis.</p> <p>2. In a pear deck presentation (Appendix Q), the teacher will present the features to have in mind to write.</p> <ul style="list-style-type: none"> ● Sentence structure ● Paragraph structure ● Punctuations marks ● Type of text <p>and the topic Sentences with the different types of sentences providing different examples.</p> <ul style="list-style-type: none"> ● Simple ● Compound ● Complex 	<p>Quizizz-Quiz mode</p> <p>Pear Deck</p> <p>English Grammar</p> <p>Grammarly</p>

		<p>3. Students will do an exercise in www.englishgrammar.org (Appendix R) where they must read some sentences and choose if they are simple, compound, or complex.</p> <p>Autonomous work</p> <p>1. Students must use the app Grammarly to write a paragraph of a maximum of 10 lines, using the 3 types of sentences about the topic they chose in the last class.</p>	
<p>Session 6</p>			
<p>Objective: To understand the usefulness of sharing the writing and be able to give feedback and analyze it</p>			
Sharing	Reading, Giving Feedback,	<p>1. The teacher will start with a warm-up activity related to the types of sentences.</p> <p>2. According to the paragraphs in the autonomous work in the previous session, students will form couples to work and will open a document in drive and each group will paste their paragraphs in the document, and they will check the work of the other.</p> <p>They must highlight:</p> <ul style="list-style-type: none"> ● Main topic (Blue) ● Types of sentences (Yellow) ● Mistakes in terms of grammar (Orange) or sentence structure (green) <p>At the end of the paragraphs, the students will write an opinion about the paragraph if the student thinks it was good, interesting, clear, what can be better? in terms of topic and structure. After this, students will</p>	<p>Drive</p> <p>Google Documents</p> <p>Youtube</p> <p>HapYak</p>

		<p>have time to analyze the corrections and opinions that the couple made about their pieces.</p> <ol style="list-style-type: none"> Students must share with the class what they concluded according to the correction of the other partners. The teacher will share 2 videos about peer feedback (Appendix S: https://www.youtube.com/watch?v=jJIY9DM-ts) and feedback About Writing (Appendix T: https://www.hapyak.com/portal/viewer/4ba517f0391610ffdfa8a359a259efcc). And the teacher will explain the importance of sharing our writings and appropriately receive feedback. <p>Autonomous work</p> <ol style="list-style-type: none"> Correct the paragraph according to the feedback of peers and teacher, check the punctuation, and look for information about the punctuation in writing. In the same couples, write 2 paragraphs of one of the topics you prefer. 	
<p>Session 7</p> <p>Objective: To comprehend the component of the paragraph structure and be able to apply it in a text</p>			
<p>Paragraph structure</p>	<p>Writing, Correcting</p>	<ol style="list-style-type: none"> The teacher will start the class with a warm-up in SongTrivia (Appendix U), the teacher will send a link and students can connect to the webpage. Students will hear different songs and they must guess the name of the song or the singer. The teacher will explain the topic of the session (Paragraph structure) in Genially (Appendix V: 	<p>SongTrivia</p> <p>Genially</p> <p>Google meet</p>

		<p>https://view.genial.ly/607a4181c54e6b0d0da68155/learning-experience-didactic-unit-paragraph-structure), explaining the components and presenting examples and one activity.</p> <ol style="list-style-type: none"> The teacher will present a video with more characteristics about the components (https://www.youtube.com/watch?v=fs6EKs31u5A) According to the topic, students must find the components in the previous autonomous work they did with a partner and correct them to share in class. <p>Autonomous work</p> <ol style="list-style-type: none"> Students will correct their paragraphs individually with the topic of this lesson, they must have at least 3 paragraphs of their text. 	
<p>Session 8</p> <p>Objective: To explain the structure of a text giving the information and examples and analyzing the text that they write during the class.</p>			
<p>Structure of texts</p>	<p>Writing, Reading, sharing ideas</p>	<ol style="list-style-type: none"> The teacher will begin the class with a warm-up activity in Lyrics training (Appendix W) students will hear a song and they must write the missing words. This activity helps students in listening and spelling practice. The teacher will present the topic in Nearpod (Appendix X: https://share.nearpod.com/fy0Yx8o5ygb) doing a collaborative activity where students will see a complete text with 5 paragraphs and they must answer the next question, "When you see this text, what structure do you think it has? Write your ideas." and each 	<p>lyricstraining.com</p> <p>Nearpod</p>

		<p>student can read the ideas of others after this teacher will discuss with the student some of the ideas the wrote in the mural.</p> <ol style="list-style-type: none">3. The teacher will explain the 3 parts of the text (Introduction, body, and conclusion). Then. the teacher will share a website link (https://www.sophia.org/tutorials/introduction-body-and-conclusion#:~:text=Introduction%3A%20The%20first%20paragraph%20of%20your%20es say.&text=Topic%20Sentence%3A%20The%20sentence%20at,last%20paragraph%20of%20your%20paper.), where students will find more information about these parts (Why is important, tips, parts of the paragraphs) while they check the information teacher will explain the information on the web page.4. Students will do a short activity, of matching where they are going to read parts of a text, and they need to do a match of the part that corresponds with the introduction, body, or conclusion.5. The last part of the session is a writing activity divided into 3 parts. The teacher will choose a topic (Endangered species) and student must write in practice 1, 2, and 3 an introductory, body, and concluding paragraph of 5 lines, and after each practice, the teacher will share the answers and give some feedback and will ask of opinions to the students. <p>Autonomous work</p> <ol style="list-style-type: none">1. Students must identify in their own writing the parts of a text and correct if it is necessary, they must also remember the goals and purposes that they planned for their writings at the beginning of the course.	
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Session 9

Objective: To analyze the progress of the work according to the previous goals and purpose that students planned.

<p>Evaluating</p>	<p>Assessing, justifying, Speaking, Writing</p>	<ol style="list-style-type: none"> 1. The teacher will begin the class with a warm-up activity where students will write in Word as much as possible in 1 minute what they have around. When time finish, each one will count the number of words they wrote. Then, they will start another round of 30 seconds and they will count again. 2. The students will do a review of the planning and the goals that they proposed at the beginning of the course students will form groups of a maximum of 4 students and will connect through a Meet session and will discuss these questions. While they discuss they must fill a chart individually (Appendix Y) according to their own answers <ul style="list-style-type: none"> ● Do you think you have achieved your goals? ● What is missing? ● What can be changed? ● What has not worked? 3. Based on the previous work, each student will share with the class their analysis of how their progress goes? showing their papers and teacher and students will be able to read them and give opinions. 4. To have a general idea of the writing, the student will do a word cloud in WordItOut (Appendix Z: https://app.mural.co/invitation/mural/missyury6097/1619061118878?sender=u3b83ad195fb16580e5534021&key=4712c731-9a91-4921-b073-12266021beae), They must copy their complete writing and paste its website, then 	<p>Word Document Excel google. WordItOut</p>
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		<p>they are going to click on Generate to see their Word cloud.</p> <p>Autonomous work</p> <p>1. The student will finish the text which must have a minimum of 5 paragraphs and checking information about the use of Punctuation in the text</p>	
<p>Session 10</p>			
<p>Objective: To differentiate the function and steps of revising to apply a good revision in texts</p>			
<p>Revising</p>	<p>Collaborative Writing</p> <p>Organization</p>	<p>1. The teacher will start the class with a warming up activity, two truths, and a lie, the teacher will present an example, and then students will do the activity. They must write 3 things about themselves, but one must be a lie and the other have to guess which one the lie voting in the presentation (Appendix AA: https://www.mentimeter.com/s/382b1eed9dd2108d0865625ea7265fc2/327db0f04b07).</p> <p>2. The teacher will present the topic in the same presentation in Mentimeter, (Revising) the teacher will do a brief explanation first and show a chart with the main characteristics of Revising. then, students must answer this question.</p> <ul style="list-style-type: none"> ● How would you carry out this stage? <p>The teacher will read aloud some of the comments and students participated too.</p> <p>3. The teacher will present a checklist to do a global revising to help students with this stage and clarify how to do it.</p> <ul style="list-style-type: none"> ● Purpose and audience ● Focus ● Organization and paragraphing 	<p>Mentimeter</p> <p>Drive</p> <p>Word Document</p>

		<ul style="list-style-type: none"> • Content • Point of view <p>Students can do questions or comment while they hear the explanation of the checklist.</p> <p>4. Students will practice, they must upload their paper to a drive folder and work in couples, their couple will do the revising of the first paragraphs of the other following the checklist and highlight the possible problems they think they have, if it is unclear or needs changes.</p> <p>Autonomous work</p> <ol style="list-style-type: none"> 1. Students will finish individually revising their papers in Drive and the teacher will do the last revision. 2. Students must look for information about proofreading. 	
<p>Session 11</p> <p>Objective: To revising the paper and applying the proofreading to rewrite or correct mistakes</p>			
<p>Proofreading</p>	<p>Writing, Speaking, working in a group</p>	<ol style="list-style-type: none"> 1. The teacher will start the class with activity in Mural (Appendix AB: https://app.mural.co/invitation/mural/missyury6097/1619061118878?sender=u3b83ad195fb16580e5534021&key=4712c731-9a91-4921-b073-12266021beae), the student has to share their Word cloud in the mural and check the pictures of the other classmates and write at least 3 comments for different partners, they have to write about what the word cloud said about the topic of the text. Then, the teacher will read some comments and give different opinions. 	<p>Mural</p> <p>www.ef.com</p> <p>Visme</p> <p>www.helpfulgames.com</p>

2. In couples, students will explain to choose one of the next punctuation marks. They will go to this website (<https://www.ef.com/ca/english-resources/english-grammar/punctuation/>) and look at the information of their punctuation mark. Then, in Visme students will create an infographic showing their topics and this must include the functions and examples. Then the student will present in class in 5 minutes.

- The Full stop
- The comma
- The exclamation mark
- The question mark
- The colon
- The semicolon
- The quotation mark
- Parentheses and brackets

3. The teacher will explain the Proofreading stage with an infographic (Appendix AC). After the explanation students will do the proofreading of their papers.. While they correct, the teacher will check the work.

- capitalization
- grammar
- punctuation
- spelling
- omitted words
- repeated words
- spacing and format
- Autonomous work

Autonomous work

1. Students will finish the corrections and bring the complete paper for the next class.

		<p>2. Students will practice punctuation on the next website (Appendix AD: https://www.helpfulgames.com/subjects/english/correct-punctuation.html) and send the screenshot with the results.</p>	
<p>Session 12</p> <p>Objective:</p> <ul style="list-style-type: none"> • To design the final paper to present it. • To assess the different stages and achievements during the course. 			
<p>Publishing</p>	<p>Reading, Assessing, Evaluating</p>	<ol style="list-style-type: none"> 1. The teacher will start with a warmup activity in Kahoot to practice the punctuation topic (Appendix AE: https://create.kahoot.it/share/writing-activity/68334a80-b396-4052-8edb-6f19c5201d10) 2. The teacher will share a link in Canva to edit a magazine "More than Writings"(Appendix AF: https://www.canva.com/design/DAEccPzV0s8/share/preview?token=Ji2C9RxzgotgVYXLJn7yUg&role=EDITOR&utm_content=DAEccPzV0s8&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton) here each student will choose a page and will paste their paper. They must design a creative paper depending on their topics. <p>When students finish, the magazine will be shared in the program to be read by professors and students.</p> <ol style="list-style-type: none"> 3. The teacher will start a discussion about the final stage "publishing" where the student will share their final progress and what they think about the process of writing. 	<p>Kahoot</p> <p>Canva</p>

- | | | | |
|--|--|--|--|
| | | <ul style="list-style-type: none">• was it useful?• What was the best?• What can improve?• What can be changed? | |
|--|--|--|--|

Chapter 7:

This chapter presents the final conclusions of this project. The conclusions are presented according to the objectives raised at the beginning of the project. How the different perceptions, experiences methods, and tools contribute to getting the conclusion and the syllabus proposal to enhance and motivate students.

7.1. Conclusion

This research had the objective to design a skill-based syllabus proposal for developing the writing skill and learning the writing process founded on the upshots of the needs analysis accomplished from fourth to the ninth semester from the Bachelor in English as a Foreign Language from UNIMINUTO.

The skill-based syllabus was proposed by the author mentioned before, Reilly (1988) and adapted to develop the writing process and teach the stages to write. Nevertheless, to have as result this syllabus proposed, it was necessary, in the first part, to apply a needs analysis to identify the participants' needs, perceptions, weaknesses, experiences, and methodologies in terms of writing skills. In the second part, to design the didactic syllabus proposal applying the stages of the writing process for each session. All this, to answer the research question that was stated at the beginning of the project. How the outcomes from a needs analysis in the Bachelor in English as a Foreign Language can contribute to design a syllabus proposal based on the writing process approach and Information and Communication Technology (ICT) tools addressed to students of B1 level to enhance and motivated their writing skills?

The needs analysis played the main role in this research since throughout it and their instruments that were implemented (Documents, questionnaires, and interviews) it was possible to collect vital information to understand the needs of the students and program. From the needs analysis arose three categories: 1. Students stated have difficulties in the Performance of the Writing Skills, 2. There is not enough time to teach and practice the writing process and writing courses are more focused on the structure, because of low students' motivation towards writing skills, 3. To enhance the methodology and tools used in the writing courses. The first one revealed the general level of the student from the 4th to the 9th semester in terms of writing according to the IELTS results and questionnaire that showed a general view of the level in writing and the own students' perceptions regarding writing skills. The second one showed information of the methodologies implemented for teachers and their perceptions towards students writing skills. Also, it was evident the facts for the lack of motivation of students towards writing activities and skills. And the third one showed the reasons to enhance the methodology in the writing course to increase the level of students and teach them the writing process through a different approach and tools to motivate them.

After recognizing and categorizing the needs of the participants regarding the writing skills, I decided to design a skill-based syllabus having in mind the categories, the syllabus was composed of 3 components, the process approach, according to Sun and Feng (2009) that is focused on the process of writing and the different stages to carry out a text. The skills by Bloom's taxonomy are based on the lower and higher thinking skills and the different writing skills that are required to develop the writing activities. And the ICT tools which according to Yunus et al. (2013) ICT are attracting students' attention,

facilitating students' learning process, helping to improve student's vocabulary, motivation, and promoting meaningful learning. Each of these components answers the needs found in the needs analysis.

Following the categories and the components are chosen to implement in the course, a twelve-session syllabus was designed in order to present the 7 stages of the writing process and the basic component of the structure from a sentence to a complete text. The twelve sessions start with the introductory session and then the stages and structural component of the writing, between the stages, have presented the structures and the session are student-centered where they provide information, knowledge and investigate according to the topics in the sessions and applying the different concept in the writing that they must develop during the course.

Conclusively, the future implementation of this new course "Writing process" to students from the B1 level of the Bachelor in English as a foreign language in UNIMINUTO will benefit them in two ways. Firstly, as a writing course to complement the other writing courses offered for the program, it may complement the professional education developing one of the essential skills in the language, the writing skill. Secondly, the implementation of this course in the program will ensure not just the student will be able to develop this skill but also that the future teacher understands the different aspects of the writing and teaches it in a proper way.

7.1.1. Limitations

One of the things that could be better was the number of students who participated in the questionnaire since there were 20 students, if more students had participated in the

questionnaire, they would have given more information to analyze. Additionally, the analyze of other scores of students in writing courses could be useful to compare with the IELTS results to have a more specific of the development of student during these courses. Finally, to carry out interviews with students to know their perceptions towards writing closer.

Chapter 8:

8.1. Prospective

This project counted with a complete design of a skill-based syllabus in which different explanations and activities to develop the writing skill are developed. The next step for this proposal is the piloting or implementation of the course in students B1 level. The future work will increase the writing skills of students and will provide the teacher with a complete syllabus and material to implement and test the different activities and provide information if something must be changed or enhanced in the syllabus.

For future piloting or implementation, the syllabus could be adapted according to the level of students of different semesters. Additionally, the syllabus can be adapted too, depending on the autonomy of the teacher to be linked to the curriculum of the Bachelor program as a specific component of an elective.

Chapter 9:

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Appendix

Appendix A

Bogotá D.C, 18 de agosto de 2020

Carta

Dirección del programa de Licenciatura en Idioma Extranjero, inglés

Cordial saludo,

Por medio de la presente, Yury Mabel Benavides Páez con número de ID 570257 solicito que nos asignen un asesor para la propuesta titulada *WebQuest and the Process Approach as a Tool for Learning English Writing*.

Atentamente,

Yury Benavides - Ybenavides9@uniminuto.edu.co

Appendix B

Bogotá D.C, noviembre de 2020

Carta Consentimiento

Estimado (a) Docente

Por medio de la presente quiero invitarlo (a) a ser parte del proyecto de investigación

“Thesis - Information and Communication Technology and the Process Approach as a methodology for teaching English Writing”, con el fin de identificar y analizar sus experiencia y metodologías durante diferentes cursos de escritura en el programa Licenciatura en Idioma Extranjero.

Es por ello, que la estudiante Yury Mabel Benavides Paez, identificada con cédula de ciudadanía número 1.018.491.970 de Bogotá, solicita su consentimiento para realizarle una entrevista para mi proyecto de grado que tiene como objetivo el diseño de un syllabus con el uso de ICT y Process Approach como metodología para mejorar el nivel de escritura de los estudiantes de octavo y noveno semestre. Esta entrevista tiene como fin saber sus percepciones y experiencias.


Agradezco la atención prestada.
Cordialmente,



Yury Mabel Benavides Paez

Firma del docente

Appendix C

	ESTRUCTURA METODOLÓGICA DE CURSO PARA PROGRAMAS DE NIVEL TÉCNICO PROFESIONAL, TECNOLÓGICO Y PROFESIONAL				VERSIÓN: 2.0
	UNIVERSITARIOS EN METODOLOGÍA PRESENCIAL.				CODIGO: FR-FO-DAP-01
	Docencia				FECHA: 1-abr-16
INFORMACIÓN GENERAL DEL CURSO					
Denominación del curso	Electiva CP: Writing Skills			Alfanumérico	UEI 1370
Programa o Unidad	LICENCIATURA EN IDIOMA EXTRANJERO INGLÉS			Sede	Principal
Componente Curricular	Componente Profesional - CP		Área de formación	LENGUA Y CULTURA ANGLÓFONA	
Metodología del curso	Presencial		Tipo de curso	Curso electivo específico del programa	
Créditos académicos	2	Horas de acompañamiento directo	2	Horas de trabajo autónomo	4
DESCRIPCIÓN GENERAL DEL CURSO					
<p>El curso Writing Skills está diseñado para brindar al estudiante las herramientas necesarias para crear textos sencillos. Es importante recordar que la escritura involucra procesos de pensamiento, planeación, organización, revisión entre pares, edición y re-composición. Por esta razón, los estudiantes revisan en este curso diferentes conceptos tales como la estructura de la oración, las reglas de ortografía y puntuación entre otros.</p> <p>Los ejercicios de práctica y de evaluación que se realizan en clase giran en torno a las experiencias de los estudiantes. En cada sesión se realizarán ejercicios de escritura libre y guiados y se proporcionará retroalimentación de los trabajos de práctica por parte del profesor y de los compañeros. Los productos finales de los cursos corresponden a los escritos de los estudiantes en los cuales se ha puesto en práctica la teoría estudiada.</p>					
OBJETIVO DE FORMACIÓN DEL CURSO					
Objetivo general del curso	Desarrollar habilidades de escritura que permitan al estudiante redactar textos sencillos y coherentes en inglés.				
COMPETENCIAS A DESARROLLAR EN EL CURSO					
Competencia 1	Redacta textos sencillos sobre diversos temas haciendo buen uso del vocabulario, la gramática y la puntuación mientras se adopta una postura crítica sobre la importancia de la escritura para la formación docente.				
Competencia 2	Implementa la pedagogía praxeológica en los procesos de enseñanza del inglés como lengua extranjera en los distintos contextos donde se desempeña como parte del desarrollo de su proyecto de vida con responsabilidad y ética profesional.				
Competencia 3	Se comunica de manera clara, fluida y coherente demostrando un alto dominio de la lengua materna y extranjera para expresar y comprender temáticas de tipo social, académico y profesional, adaptando nuevas tecnologías informáticas acordes a los ambientes escolares donde desarrolla su labor.				
PROCESO DE EVALUACIÓN EN EL CURSO					
<p>La evaluación diagnóstica aborda:</p> <ul style="list-style-type: none"> • El perfil de los estudiantes (edad, trabajo, estado civil, experiencia con respecto a la docencia y a la materia). • El nivel de los estudiantes, sus competencias, comunicativas, escriturales y reflexivas. • Las expectativas de los estudiantes con respecto a la clase. <p>La evaluación por procesos aborda:</p> <ul style="list-style-type: none"> • La auto evaluación como mecanismo de reconocer debilidades y fortalezas en el proceso. • La hetero-evaluación que centra su atención en el crecimiento académico observado desde la dimensión humana en relación con los aportes, las propuestas y las obras generadas a partir del desarrollo de los ejes temáticos. <p>La evaluación final comprende:</p> <p>Examen 40% Trabajo en clase 40% Trabajo autónomo a través del aula virtual 20%</p>					

A SYLLABUS PROPOSAL BASED ON ICT TOOLS AND THE PROCESS APPROACH FOR TEACHING ENGLISH WRITING

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	ESTRUCTURA METODOLÓGICA DE CURSO PARA PROGRAMAS DE NIVEL TÉCNICO PROFESIONAL, TECNOLÓGICO Y PROFESIONAL UNIVERSITARIOS EN METODOLOGÍA PRESENCIAL.		VERSIÓN: 2.0
	Docencia		CODIGO: FR-FO-DAP-01
			FECHA: 1-abr-16
REFERENCIAS BIBLIOGRÁFICAS DEL CURSO			
El primer libro se encuentra disponible en la biblioteca de la Universidad: Bailey, Stephen , (2011.) Academic writing : a handbook for international students.Third Edition. New York : Routledge. Oshima, Alice (2007). Introduction to Academic Writing. Third Edition. New York: Pearson Longman. Wilcox Peterson, Patricia (2003). Writing Skills Practice Book for EFL . Recuperado de http://americanenglish.state.gov/files/ae/resource_files/developing_writing.pdf			
Los siguientes libros se encuentran disponibles en la biblioteca de la Universidad: Harmer, Jeremy , (2014.) How to teach writing. First Edition. Harlow : Pearson Always Learning. Kroll, Barbara (2011.) Exploring the dynamics of second language writing. New York : Cambridge University Press .			
PROFESOR DEL CURSO			
Nombres y Apellidos	PAOLA VILLAMIZAR		
Correo electrónico	pvillamizar@uniminuto.edu		
Oficina	Diagonal 81 # 73A-14 BOGOTÁ SEDE PRINCIPAL		
Teléfono / ext.	2916520		
Títulos y formación	Licenciada en Lenguas Modernas y Magistra en Literatura		
Semana 14	Estructura del Ensayo		
Semana 15	Estructura del Ensayo		
Semana 16	Examen Tercer Período		

A SYLLABUS PROPOSAL BASED ON ICT TOOLS AND THE PROCESS APPROACH FOR TEACHING ENGLISH WRITING

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	ESTRUCTURA METODOLÓGICA DE CURSO PARA PROGRAMAS DE NIVEL TÉCNICO PROFESIONAL, TECNOLÓGICO Y PROFESIONAL UNIVERSITARIOS EN METODOLOGÍA PRESENCIAL.		VERSIÓN: 2.0 CODIGO: FR-FO-DAP-01 FECHA: 1-abr-16
	Docencia		
	INFORMACIÓN GENERAL DEL CURSO		
Denominación del curso	Escritura Académica en Lengua Inglesa		Alfanumérico LUEI BG223
Programa o Unidad	Licenciatura en Idioma Extranjero Inglés		Sede Principal
Componente Curricular	Componente Profesional - CP	Área de formación	Lengua y cultura anglófono
Metodología del curso	Presencial	Tipo de curso	Curso específico del programa
Créditos académicos	2	Horas de acompañamiento directo	2
			Horas de trabajo autónomo 4
DESCRIPCIÓN GENERAL DEL CURSO			
<p>El curso de habilidades en escritura académica busca que los estudiantes identifiquen los tipos de textos académicos los aborden y puedan diferenciarlos con claridad, además de que estén en la capacidad de producir los diferentes tipos de textos estudiados de forma completa y apropiada.</p> <p>En el curso se ve la escritura como un proceso que demanda de varios momentos de elaboración, entonces los ejercicios de práctica como los de evaluación giran en torno a temáticas de interés para los participantes.</p> <p>En cada sesión el participante tendrá la oportunidad de hacer ejercicios guiados, yendo desde la selección del tema, el orden del texto, la planeación y finalmente hará un escrito poniendo en práctica la teoría estudiada en clase, incluyendo la retroalimentación que recibirá de sus trabajos de práctica.</p>			
OBJETIVO DE FORMACIÓN DEL CURSO			
Objetivo general del curso	Escribir variedad de textos académicos teniendo en cuenta los aspectos importantes en cuanto a la forma, estructura, sentido y normas que estos observan.		
COMPETENCIAS A DESARROLLAR EN EL CURSO			
Competencia 1	Escribe diferentes tipos de textos coherentes producto de la reflexión académica del proceso de enseñanza -aprendizaje del idioma inglés, que a la vez le permiten participar crítica y responsablemente en diversos contextos académicos y sociales.		
Competencia 2	Utiliza efectivamente estrategias de lectura y escritura para la interpretación y producción de textos académicos, a partir de la comprensión de situaciones, problemáticas, revisión bibliográfica y de su ejercicio de investigación en el área de enseñanza de idioma extranjero inglés para su participación efectiva en el medio educativo actual.		
Competencia 3	0		
PROCESO DE EVALUACIÓN EN EL CURSO			
<p>La evaluación diagnóstica aborda:</p> <ul style="list-style-type: none"> • El perfil de los estudiantes (edad, trabajo, estado civil, experiencia con respecto a la docencia y a la materia). • El nivel de los estudiantes, sus competencias, comunicativas, escriturales y reflexivas. • Las expectativas de los estudiantes con respecto a la clase. • La socialización del Programa y los ajustes y compromisos que se acuerden con los estudiantes. <p>La evaluación por procesos aborda:</p> <ul style="list-style-type: none"> • La auto evaluación como mecanismo de reconocer debilidades y fortalezas en el proceso. • La hetero-evaluación que centra su atención en el crecimiento académico observado desde la dimensión humana en relación con los aportes, las propuestas y las obras generadas a partir del desarrollo de los ejes temáticos. <p>La aprehensión que hace el estudiante de la realidad contenida en la obra de arte, que ha de vincular con la experiencia personal.</p> <p>La evaluación final comprende:</p> <p>First exam: 30% Proyecto 10% Trabajo en clase 30% Final exam: 30%</p>			

Appendix D

 ESTRUCTURA METODOLÓGICA DE CURSO PARA PROGRAMAS DE NIVEL TÉCNICO PROFESIONAL, TECNOLÓGICO Y PROFESIONAL UNIVERSITARIOS EN METODOLOGÍA PRESENCIAL.		VERSIÓN:	2.0
Docencia		CODIGO:	FR-FO-DAP-01
		FECHA:	1-abr-16
REFERENCIAS BIBLIOGRÁFICAS DEL CURSO			
<p>Vetter, Craig. 2009. "Bonehead Writing." In Essays on Writing, edited by Lizbeth Bryant and Heather Clark, 35–39. New York: Longman.</p> <p>Zemach, D., Broudy, D. y Valvona, Ch. (2011). Writing Research Papers: from essay to research paper. Student Book. Thailand: McMillan</p>			
<p>Vetter, Craig. 2009. "Bonehead Writing." In Essays on Writing, edited by Lizbeth Bryant and Heather Clark, 35–39. New York: Longman.</p> <p>Zemach, D., Broudy, D. y Valvona, Ch. (2011). Writing Research Papers: from essay to research paper. Student Book. Thailand: McMillan</p> <p>O'Dell, Felicity (1997). CAE Writing Skills. Cambridge University Press</p> <p>Withrow, Jean (1987). Effective Writing Student's Book. Cambridge University Press</p> <p>Haynes, Anthony (2010). Writing Successful Academic Books. Cambridge University Press</p> <p>Taylor, Gordon (2009). A Student's Writing Guide. How to Plan and Write Successful Essays. Cambridge University Press.</p> <p>Quiller-Couch, Arthur (2008). On the Art of Writing. Cambridge University Press.</p> <p>Eubanks, Philip (2014). Metaphor and Writing. Figurative Thought in the Discourse of Written Communication. Cambridge University Press.</p> <p>BIBLIOGRAFÍA DIGITAL</p> <p>Bailey, Stephen (2003). Academic Writing. A handbook for international students. https://www1.doshisha.ac.jp/~ji-ii/BaileyAcademic_Writing.pdf</p> <p>Wilcox Peterson, Patricia (1982). http://seas3.elte.hu/coursematerial/TakacsJulius/Writing_Academic_English.pdf</p> <p>Bowker, Natilene (2007). Academic Writing: Aguide to Tertiary Level Writing. Massey university. http://owl.massey.ac.nz/pdf/Academic-Writing-Guide.pdf</p> <p>Trzeciak, John y Mackay, S.E. Phoenix ELT Edition. http://www.uefap.com/materials/history/eas_ss.pdf</p> <p>How to improve your academic writing. https://www.essex.ac.uk/myskills/How_to_improve_your_academic_writing.pdf</p> <p>L Lennie Irvin. What is Academic Writing. http://www.parlorpress.com/pdf/irvin-what-is-academic-writing.pdf</p>			
PROFESOR DEL CURSO			
Nombres y Apellidos	Giselle Sarmiento Mercado		
Correo electrónico	giselle.sarmiento@uniminuto.edu		
Oficina	0		
Teléfono / ext.	0		
Títulos y formación	Licenciada en ciencias de la educación, especialidad en lenguas modernas español- inglés, Magister en lingüística española		


A SYLLABUS PROPOSAL BASED ON ICT TOOLS AND THE PROCESS APPROACH FOR TEACHING ENGLISH WRITING

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 ESTRUCTURA METODOLÓGICA DE CURSO PARA PROGRAMAS DE NIVEL TÉCNICO PROFESIONAL, TECNOLÓGICO Y PROFESIONAL UNIVERSITARIOS EN METODOLOGÍA PRESENCIAL. Docencia		VERSIÓN:	2.0
		CODIGO:	FR-FO-DAP-01
		FECHA:	1-abr-16
DESARROLLO DEL CURSO			
Semana 1	Presentación del curso		
Semana 2	Choosing The Topic		
Semana 3	Peer Review		
Semana 4	Researching		
Semana 5	Outlining		
Semana 6	Avoiding Plagiarism		
Semana 7	The Language of the Research Paper		
Semana 8	Writing the First Draft		
Semana 9	The Essay		
Semana 10	The Essay		
Semana 11	The Academic Language		
Semana 12	Academic Language		
Semana 13	Editing Your Paper		
Semana 14	Research Paper		
Semana 15	Entrega ejercicio final		
Semana 16	Evaluación final del proceso.		

A SYLLABUS PROPOSAL BASED ON ICT TOOLS AND THE PROCESS APPROACH FOR TEACHING ENGLISH WRITING

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		ESTRUCTURA METODOLÓGICA DE CURSO PARA PROGRAMAS DE NIVEL TÉCNICO PROFESIONAL, TECNOLÓGICO Y PROFESIONAL UNIVERSITARIOS EN METODOLOGÍA PRESENCIAL. Docencia		VERSIÓN: 2.0
				CODIGO: FR-FO-DAP-01
				FECHA: 1-abr-16
REFERENCIAS BIBLIOGRÁFICAS DEL CURSO				
Vetter, Craig. 2009. "Bonehead Writing." In Essays on Writing, edited by Lizbeth Bryant and Heather Clark, 35–39. New York: Longman. Zemach, D., Broudy, D. y Valvona, Ch. (2011). Writing Research Papers: from essay to research paper. Student Book. Thailand: McMillan				
Vetter, Craig. 2009. "Bonehead Writing." In Essays on Writing, edited by Lizbeth Bryant and Heather Clark, 35–39. New York: Longman. Zemach, D., Broudy, D. y Valvona, Ch. (2011). Writing Research Papers: from essay to research paper. Student Book. Thailand: McMillan O'Dell, Felicity (1997). CAE Writing Skills. Cambridge University Press Withrow, Jean (1987). Effective Writing Student's Book. Cambridge University Press Haynes, Anthony (2010). Writing Successful Academic Books. Cambridge University Press Taylor, Gordon (2009). A Student's Writing Guide. How to Plan and Write Successful Essays. Cambridge University Press. Quiller-Couch, Arthur (2008). On the Art of Writing. Cambridge University Press. Eubanks, Philip (2014). Metaphor and Writing. Figurative Thought in the Discourse of Written Communication. Cambridge University Press.				
BIBLIOGRAFÍA DIGITAL Bailey, Stephen (2003). Academic Writing. A handbook for international students. https://www1.doshisha.ac.jp/~ji-iiie/Bailey.Academic_Writing.pdf Wilcox Peterson, Patricia (1982). http://seas3.elte.hu/coursematerial/TakacsJulius/Writing_Academic_English.pdf Bowker, Natilene (2007). Academic Writing: A guide to Tertiary Level Writing. Massey university. http://owll.massey.ac.nz/pdf/Academic-Writing-Guide.pdf Trzeciak, John y Mackay, S.E. Phoenix ELT Edition. http://www.uefap.com/materials/history/eas_ss.pdf How to improve your academic writing. https://www.essex.ac.uk/myskills/How_to_improve_your_academic_writing.pdf L. Lennie Irvin. What is Academic Writing. http://www.parlorpress.com/pdf/irvin-what-is-academic-writing.pdf				
PROFESOR DEL CURSO				
Nombres y Apellidos		Giselle Sarmiento Mercado		
Correo electrónico		giselle.sarmiento@uniminuto.edu		
Oficina		0		
Teléfono / ext.		0		
Títulos y formación		Licenciada en ciencias de la educación, especialidad en lenguas modernas español- inglés, Magister en lingüística española		

Appendix E

IELTS Results 2017

SPEAKING	LISTENING	READING	WRITING	OVERALL	BAND	CEFR LEVEL
7.5	3.5	5.0	6.0	5.5	5.5	B2
5.5	3.0	4.0	5.0	4.5	4.5	B1
5.0	5.0	4.5	7.5	5.5	5.5	B2
7.0	4.5	5.5	6.5	6.0	6.0	B2
5.5	7.0	7.5	5.0	6.0	6.0	B2
6.0	3.0	5.0	5.0	5.0	5.0	B1
NP	3.0	5.0	6.5			
8.0	5.5	5.0	6.0	6.0	6.0	B2
6.0	5.0	4.5	6.0	5.5	5.5	B2
5.0	5.5	4.5	6.0	5.0	5.0	B1
7.0	5.5	5.5	7.0	6.0	6.0	B2
6.0	3.0	4.5	5.0	4.5	4.5	B1
8.0	7.0	7.0	8.0	7.5	7.5	C1
7.0	3.5	4.0	6.0	5.0	5.0	B1
6.5	5.5	5.5	7.5	6.0	6.0	B2
5.5	4.0	5.0	6.0	5.0	5.0	B1
6.0	4.0	4.5	7.0	5.5	5.5	B2
6.0	5.0	5.0	7.5	6.0	6.0	B2
7.0	5.0	4.0	5.5	5.5	5.5	B2
5.5	5.5	4.5	4.5	5.0	5.0	B1
6.0	3.0	5.0	5.0	5.0	5.0	B1
8.0	2.5	4.5	5.0	5.0	5.0	B1
6.0	3.5	5.0	6.0	5.0	5.0	B1
5.0	3.5	4.5	5.5	4.5	4.5	B1
5.0	7.5	6.5	5.0	6.0	6.0	B2
4.5	4.0	4.0	4.5	4.0	4.0	B1
8.0	4.5	5.0	5.0	5.5	5.5	B2
7.0	5.5	5.0	5.5	6.0	6.0	B2
6.5	5.5	5.0	0	4.0	4.0	B1
7.5	4.5	5.0	7.0	6.0	6.0	B2
6.0	5.5	5.5	6.0	6.0	6.0	B2

6.0	5.5	7.0	7.0	6.5	6.5	B2
7.0	7.0	6.0	6.0	6.5	6.5	B2
6.0	4.0	5.0	5.5	5.0	5.0	B1
5.5	3.5	4.5	4.0	4.5	4.5	B1
9.0	5.5	7.0	6.5	7.0	7.0	C1
7.0	5.5	6.5	6.5	6.5	6.5	B2
7.0	5.0	5.5	6.0	6.0	6.0	B2
6.5	4.5	5.5	5.5	5.5	5.5	B2
7.0	4.5	4.5	6.0	5.5	5.5	B2
5.0	5.5	5.5	6.0	5.5	5.5	B2
6.0	3.5	4.5	5.0	4.5	4.5	B1
6.0	3.0	4.0	5.0	4.5	4.5	B1
6.0	2.5	4.0	5.0	4.5	4.5	B1
7.0	3.0	4.5	4.5	4.5	4.5	B1
5.0	4.5	5.0	5.5	5.0	5.0	B1
9.0	6.5	5.5	5.5	6.5	6.5	B2
4.0	1.5	4.0	5.0	3.5	3.5	A2
8.0	5.5	5.0	5.0	6.0	6.0	B2
6.0	4.0	4.5	6.0	5.0	5.0	B1
5.0	4.0	4.5	6.5	5.0	5.0	B1
8.0	6.0	5.5	5.5	6.0	6.0	B2
4.5	4.5	6.0	6.5	5.5	5.5	B2
6.0	3.0	4.5	5.0	4.5	4.5	B1
5.0	3.5	4.5	4.0	4.0	4.0	B1
8.0	4.0	4.5	4.5	5.0	5.0	B1
6.0	2.5	4.5	4.5	4.5	4.5	B1
7.0	3.5	5.0	6.5	5.5	5.5	B2
5.0	4.0	5.0	5.0	5.0	5.0	B1
9.0	7.5	6.5	9.0	8.0	8.0	C1
5.0	4.0	5.0	5.0	5.0	5.0	B1
5.0	5.5	5.0	5.0	5.0	5.0	B1
NP	4.5	5.5	6.5			
6.5	6.0	6.5	7.0	6.5	6.5	B2

IELTS Results 2018

	LISTENING	READING	SPEAKING	WRITING	OVERALL	CEF LEVEL
1	6.5	6	5.5	7.5	6.5	B2
2	6	5.5	6.5	5	6	B2
3	5.5	5.5	6.5	6	6	B2
4	6	5.5	7	7	6.5	B2
5	5.5	6.5	7	8	7	C1
6	3.5	4	5.5	5.5	5	B1
7	6.5	5	7.5	6.5	6	B2
8	8	6.5	7.5	7	7	C1
9	5.5	5	6	5	5.5	B2
10	5.5	6	6.5	5.5	6	B2
11	5.5	5.5	5.5	6.5	6	B2
12	7.5	5.5	7.5	6	6.5	B2
13	5	5	6	5.5	5.5	B2
14	6.5	6.5	7	6.5	6.5	B2
15	5	4.5	5.5	2.5	4.5	B1
16	5.5	4.5	6.5	6.5	6	B2
17	4	5	6.5	6	5.5	B2
18	6.5	6	6.5	5	6	B2
19	4.5	5	6.5	5	5	B1
20	5.5	6	7	8	6.5	B2
21	6	5	6.5	3	5	B1
22	6.5	7	6	7	6.5	B2
23	5	5.5	6.5	5.5	5.5	B2
24	5	5.5	7	6.5	6	B2
25	6	6	7	5	6	B2
26	6.5	5.5	6	6.5	6	B2
27	5.5	5	6.5	7	6	B2
28	5.5	7	6.5	6.5	6.5	B2
29	6	7	6	6	6	B2
30	4.5	6	5	6	5.5	B2
31	5.5	5.5	7	6.5	6	B2
32	7	5.5	7	6	6.5	B2

33	5.5	6.5	7.5	6	6.5	B2
34	6	6	6.5	6	6	B2
35	7	6	6.5	6.5	6.5	B2
36	5.5	6	7	6	6	B2
37	5.5	6.5	6.5	5	6	B2
38	7.5	6.5	7	7.5	7	C1
39	5.5	5.5	7.5	6	6	B2
40	6	5.5	6.5	6	6	B2
41	6	6.5	6.5	6.5	6.5	B2
42	5.5	6	6	6.5	6	B2
43	5.5	6	6	6	6	B2
44	5	5.5	7	6	6	B2
45	5	5.5	6	4	5	B1
46	4	4	5.5	4	4.5	B1
47	5.5	4.5	6.5	6	5.5	B2
48	5.5	5.5	6.5	7.5	6	B2
49	5	5	6.5	5.5	5.5	B2
50	5	7	6.5	7	6.5	B2
51	7.5	6	7	7	7	C1
52	6	6	6.5	5.5	6	B2
53	6	6	7	5.5	6	B2
54	6	5	6.5	6.5	6	B2
55	7	6	7.5	7.5	7	C1
56	4.5	5.5	7.5	7	6	B2
57	6	5.5	6.5	5.5	6	B2
58	5	5.5	6	6	5.5	B2
59	5.5	7	7	6.5	6.5	B2
60	6	5.5	6.5	6.5	6	B2
61	5	7	5.5	6.5	6	B2
62	7	5.5	7	6	6.5	B2
63	5	5.5	6.5	6	6	B2
64	5	5.5	6	6	5.5	B2

IELTS Results 2019 I

	LISTENING	READING	SPEAKING	WRITING	OVERALL	CEF LEVEL
Ex	9	9	9	9	9.00	C2
1	5.5	4.5	9	7.5	6.63	C1
2	4	4	8	4.5	5.13	B2
3	0	0	0	0	-	A1
4	3.5	4	6.8	7.5	5.45	B2
5	4.5	7	7.5	6.5	6.38	B2
6	4.5	4	6	8	5.63	B2
7	5.5	5.5	7	9	6.75	C1
8	4	4.5	6.8	6.7	5.50	B2
9	4	4.5	5	5.5	4.75	B1
10	5.5	6	6.3	9	6.70	C1
11	5	4.5	7.7	6	5.80	B2
12	6	4.5	4.5	6.5	5.38	B2
13	3.5	4.5	5	6.5	4.88	B1
14	2.5	4	6	6.5	4.75	B1
15	4.5	4	7	5.2	5.18	B2
16	0	3.5	7	7.2	4.43	B1
17	4.5	3.5	6.5	7	5.38	B2
18	4.5	4.5	7.2	6.5	5.68	B2
19	4.5	4	6.5	5	5.00	B1
20	4.5	5.5	5.5	7	5.63	B2
21	3.5	4	7.5	5	5.00	B1
22	6.5	5.5	7.3	7	6.58	C1
23	3.5	4	6.8	6.5	5.20	B2
24	7.5	8	6.5	5	6.75	C1
25	4	4	5	5.5	4.63	B1
26	2.5	5	7.2	6.5	5.30	B2
27	5.5	5.5	6.5	5.5	5.75	B2
28	6.5	5.5	6.8	6	6.20	B2
29	5.5	4	6.5	5.3	5.33	B2
30	3.5	4	6	0	3.38	A2

31	4.5	4	6	7.5	5.50	B2
32	4.5	4.5	7.3	6.5	5.70	B2
33	4	5	7.2	6.7	5.73	B2
34	4.5	5	7.7	7	6.05	B2
35	7.5	6.5	8	7.2	7.30	C1
36	4.5	4	8	7.2	5.93	B2
37	5.5	5	8	7.5	6.50	B2
38	0	0	0	0	-	A1
39	0	0	0	0	-	A1
40	5	6	7.7	7	6.43	B2
41	2.5	4.5	3.8	6	4.20	B1
42	5.5	6	8.2	8.5	7.05	C1
43	5.5	5	8	8.7	6.80	C1
44	5.5	5.5	7.3	6	6.08	B2
45	7	6.5	8	7.5	7.25	C1
46	5.5	6	9	8	7.13	C1
47	5.5	4.5	8.5	5.7	6.05	B2
48	4.5	5	7.7	6	5.80	B2
49	4	4	8	7	5.75	B2
50	3.5	5	7.2	8.5	6.05	B2
51	4	5	6	4.5	4.88	B1
52	5	5.5	6	5.5	5.50	B2
53	4	5	8	6.5	5.88	B2
54	5	4	7.2	8	6.05	B2
55	4.5	5	7.7	8.5	6.43	B2
56	5.5	4.5	8	4.5	5.63	B2
57	5.5	4	7.7	6	5.80	B2
58	0	0	0	0	-	A1
59	4.5	5.5	5.8	6.5	5.58	B2
60	3.5	4.5	6	7.5	5.38	B2
61	5.5	5	7	7	6.13	B2
62	4.5	5	6.5	7.5	5.88	B2
63	4	4.5	3.5	7.5	4.88	B1
64	6.5	4.5	6.5	7.5	6.25	B2
65	0	0	0	0	-	A1
66	0	0	0	0	-	A1

67	5.5	5.5	7	7.7	6.43	B2
68	4	4.5	8	6	5.63	B2
69	4	3.5	0	7	3.63	B1
70	5	7	5	7	6.00	B2
71	4	4.5	4.8	6.5	4.95	B1
72	3.5	4.5	6	5.5	4.88	B1
73	5	5	7.2	5	5.55	B2
74	5.5	5.5	9	7	6.75	C1
75	3.5	5	7	7.5	5.75	B2
76	0	0	6.8	0	1.70	A1
77	4.5	4.5	3.5	5	4.38	B1
78	6.5	6.5	8.5	6.5	7.00	C1
79	5.5	4.5	6	7	5.75	B2
80	4	4	6.5	7.5	5.50	B2
81	4	4.5	7.3	5.5	5.33	B2
82	5	6.5	6.8	8.5	6.70	C1

IELTS Results 2019 II

	LISTENING	READING	SPEAKING	WRITING	OVERALL	CEF LEVEL
Ex	9	9	9	9	9.00	C2
1	5.5	4.5	7.5	5.8	5.83	B2
2	3.5	4	5	4	4.13	B1
3	2.5	4	5.5	4.8	4.20	B1
4	4	4.5	7	6.5	5.50	B2
5	5	5	9	7.5	6.63	C1
6	4	4.5	6	6.5	5.25	B2
7	5	4.5	7	7	5.88	B2
8	5	4.5	6	5	5.13	B2
9	4.5	6	6	5	5.38	B2
10	6	7.5	9	7.5	7.50	C1
11	4.5	4.5	8.5	6.3	5.95	B2
12	3	4	0	6	3.25	A2
13	3	4.5	6	4	4.38	B1
14	3.5	4.5	6	7	5.25	B2
15	3	3.5	0	5.5	3.00	A2

16	4.5	5	7	5.5	5.50	B2
17	3.5	4	6.5	7	5.25	B2
18	4	4	7	4.5	4.88	B1
19	3	3	4	7	4.25	B1
20	3	3.5	7	5	4.63	B1
21	5.5	4.5	3.5	7	5.13	B2
22	4.5	5	8	5.5	5.75	B2
23	5	4.5	9	5.3	5.95	B2
24	5	5	7	7	6.00	B2
25	4.5	4.5	6	6	5.25	B2
26	4.5	7.5	7	6.5	6.38	B2
27	5.5	4.5	6.5	7	5.88	B2
28	4	5	7	6	5.50	B2
29	3.5	3.5	8.8	5.5	5.33	B2
30	2	4.5	4	6.5	4.25	B1
31	4	6	9	7.5	6.63	C1
32	5.5	4.5	7	6.5	5.88	B2
33	5.5	5	7.5	6.5	6.13	B2
34	4	4	7	6.5	5.38	B2
35	4	5.5	7	7	5.88	B2
36	4	4	5.5	5.8	4.83	B1
37	4	4	9	4.3	5.33	B2
38	4.5	4.5	7	6	5.50	B2
39	3	3	7	4	4.25	B1
40	5.5	5.5	9	8.5	7.13	C1
41	4.5	4.5	6.5	7.5	5.75	B2
42	6.5	6	8	9	7.38	C1
43	4.5	3	8.5	5	5.25	B2
44	5	5	0	7	4.25	B1
45	3	3	4.5	5.3	3.95	B1
46	3.5	4.5	5	7.5	5.13	B2
47	3.5	4	6.8	6.3	5.15	B2
48	4.5	4	7	6.5	5.50	B2
49	4.5	4.5	7	7	5.75	B2
50	4	5	8	5.5	5.63	B2
51	4	5	8	6	5.75	B2

A SYLLABUS PROPOSAL BASED ON ICT TOOLS AND THE PROCESS APPROACH FOR TEACHING ENGLISH WRITING

52	4.5	4.5	7.8	5.3	5.53	B2
53	5	4.5	8.5	7.5	6.38	B2
54	5	5.5	8.5	6	6.25	B2
55	5.5	5	6	8	6.13	B2
56	2.5	4.5	8	5.5	5.13	B2
57	5.5	5	9	7	6.63	C1
58	4	4.5	6	8.5	5.75	B2
59	5.5	5.5	6	6	5.75	B2
60	3.5	5	8	5.8	5.58	B2
61	4	5	7	8	6.00	B2
62	3	4.5	7	5	4.88	B1
63	4	5	6	7	5.50	B2
64	5.5	5.5	8.5	6	6.38	B2
65	4.5	4	5	7	5.13	B2
66	5.5	5	6	5	5.38	B2
67	6.5	3	3.5	7	5.00	B1

Appendix

7/5/2021

QUESTIONNAIRE

QUESTIONNAIRE

Research Project: Information and Communication Technology and the Process Approach as a methodology for teaching English Writing

This questionnaire seeks to collect information from students who have taken or who are taking the course of the international exams or any other writing course directed to develop English writing. Information about their perception, experience, and results during the development of the courses.

Please, answer the questions below, according to your experience in the courses.

**Obligatorio*

1. Nombre *

2. Correo Institucional *

3. Semester *

4. English Level *

Marca solo un óvalo.

A2

B1

B1+

B2

B2+

C1

7/5/2021

QUESTIONNAIRE

5. 1. *

Marca solo un óvalo por fila.

	Yes	No	Sometimes
I enjoy writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often write in my native language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often write in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. 2. What is your level of development of the following aspects when writing in English? From 1 to 5 Being 1 the lower level and 5 the higher level *

Marca solo un óvalo por fila.

	1	2	3	4	5
Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sentences structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paragraphs structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punctuation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. 3. *

Marca solo un óvalo por fila.

	Stressed	Irritated	Comfortable	Entertaining	Enthusiastic
What is your mood when you have to develop writing activities? e.g. essays, articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7/5/2021

QUESTIONNAIRE

8. 4. *

Marca solo un óvalo por fila.

	Bad	Regular	Good	Excellent
How was/is your experience in the international exams course in the writing part/or in any other writing courses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. 5. How were/are your grades in terms of writing in the course of the international exams? *

Marca solo un óvalo.

	1	2	3	4	5	
Bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

10. 6. Do you think the international exams methodology in the writing part was/is useful? *

Marca solo un óvalo.

Yes
 No

11. Why? *

7/5/2021

QUESTIONNAIRE

12. 7. In the course of international exams did/do you use ICT tools to learn or practice writing? *

Marca solo un óvalo.

Yes

No

13. If your answer to the previous question was YES, please mention some of the ICT tools *

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

Appendix F



**CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS
SEDE BOGOTÁ CALLE 80
EDUCATION FACULTY
BACHELOR IN LANGUAGE TEACHING ENGLISH**

Research Project: Information and Communication Technology and the Process Approach as a methodology for teaching English Writing

This interview seeks to collect information from professors who have taught or who are teaching a course directed to develop English writing. Information about their perception, experience, and methodology during the development of the course.

Please, answer the questions below, giving a detailed explanation or description according to your work experience and in the course.

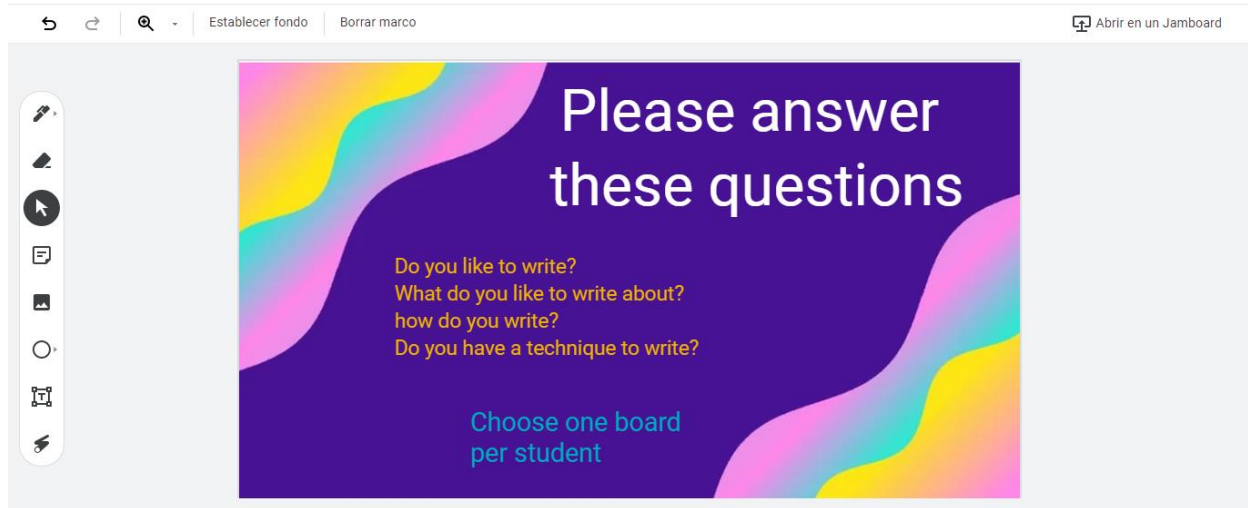
INTERVIEW

TEACHER

1. Exploratory questions
 - a. What is your name?
2. Specific questions
 - a. How long have you been teaching the course "international exams" or any other "Writing course"?
 - b. Which other experiences have you had regarding teaching writing?
 - c. How do you feel about teaching these Courses?
 - d. What is your methodology to teach the course?
 - e. What is your methodology to evaluate the writing skill of the students?
 - f. Why do you use this methodology?
 - g. What do you think about the writing skills of students in the course you have been teaching?
 - h. Do you know how students feel about their own writing skills?
 - i. Do you consider that your methodology is effective, or something could be better?
 - j. What do you think students of our bachelor program need in order to develop and have a more successful experience regarding writing skill?
 - k. What do you think about a syllabus proposal to develop the writing skill of students using ICT tools like blogs, padlet, and the process approach as the methodology?

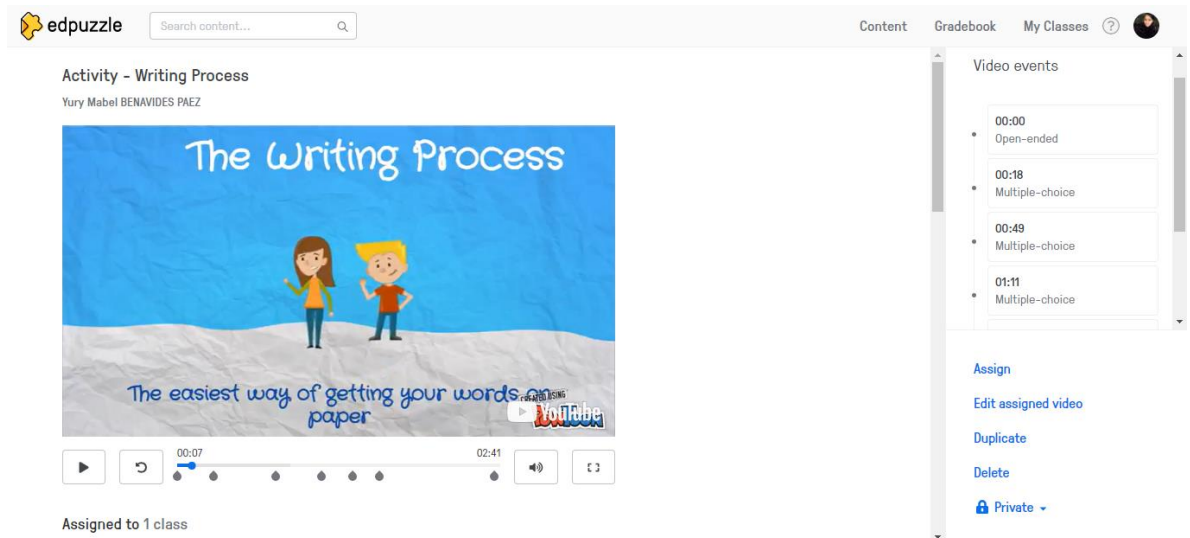
Session 1

Appendix G



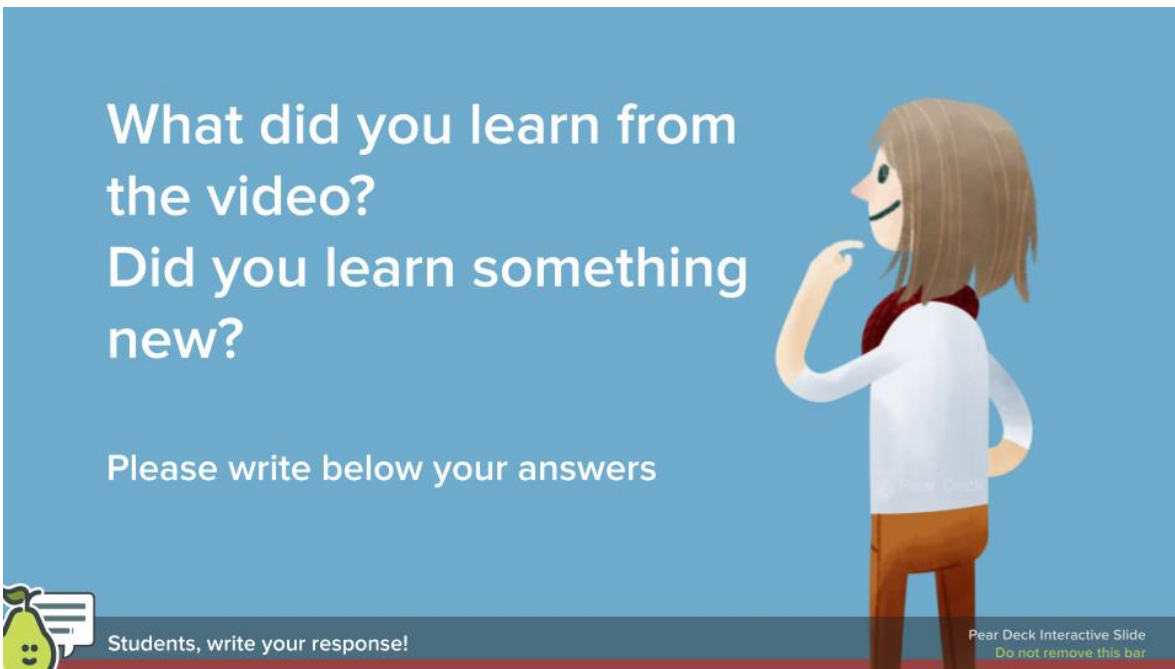
Link: <https://jamboard.google.com/d/12HTt1q5U9rIHf9DOwkypPKbR2o-ejNiOAbsbnYQtfY8/edit?usp=sharing>

Appendix H



Link: <https://edpuzzle.com/assignments/606fae02b02fb4416eb7c46f/watch>

Appendix I



What did you learn from the video?
Did you learn something new?

Please write below your answers

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

The slide features a blue background with a cartoon character of a person with long brown hair, wearing a white shirt and brown pants, standing in a thinking pose with their hand to their chin. The text is in white. At the bottom, there is a dark grey bar with a small green pear icon on the left and the text 'Students, write your response!' in white. On the right side of the bar, it says 'Pear Deck Interactive Slide' and 'Do not remove this bar' in small white text.

THE WRITING PROCESS

Draw or type 1 or 2 things about these words (1. Writing - 2. Process)

1

2



Students, draw anywhere on this slide!

Pear Deck Interactive Slide
Do not remove this bar

Meanings

Writing

Writing is a medium of human communication that involves the representation of a language with written symbols.



Process

A process is a series or set of activities that interact to produce a result or product



What is the writing process?

Good writers plan and revise, rearrange and delete text, re-reading and producing multiple drafts before they produce their finished document. This is what a process writing is.



Stages of writing process

1. Pre-writing
2. Planning
3. Drafting
4. Sharing
5. Evaluating
6. Revising
7. Editing
8. Publishing

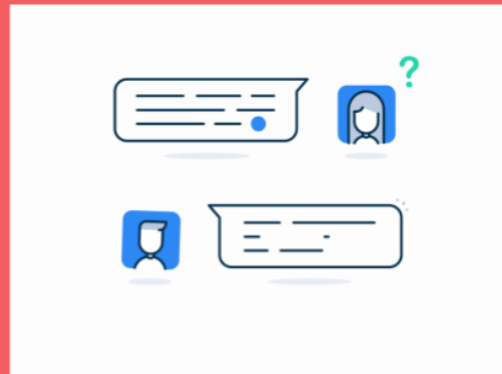
Autonomous work

In groups of a maximum of 3 students, you will use the app Whatsapp to chatting with your group about this question.

- What is most important in writing, the process or the product?

Have at least 10 interactions in the chat per student.

Send to my e-mail the screenshots of the conversation.



How well did you like this lesson?

Students, drag the icon!

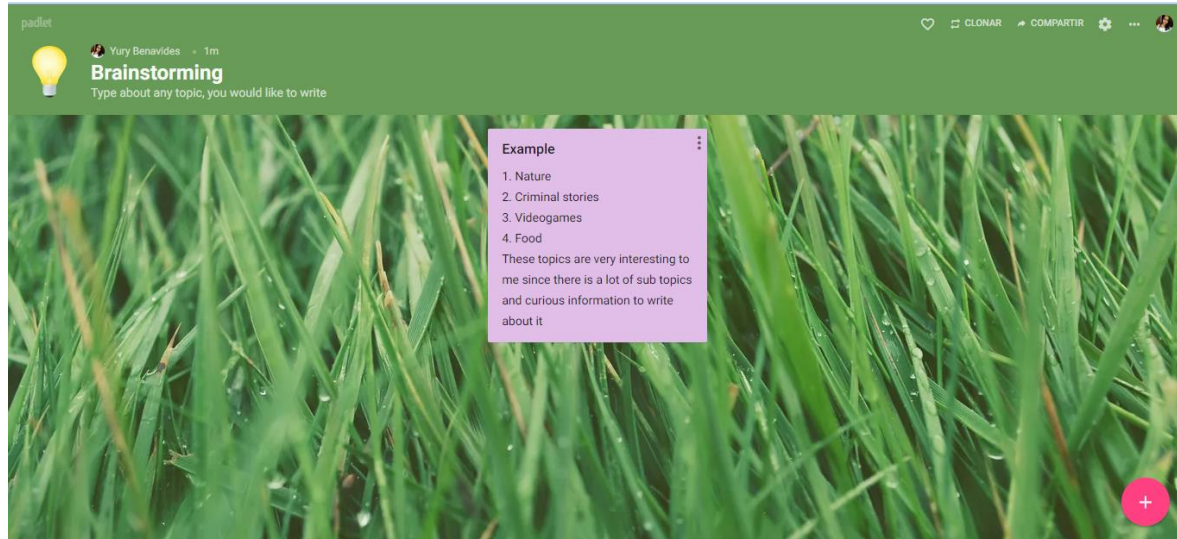
Pear Deck Interactive Slide
Do not remove this bar

Link:

<https://docs.google.com/presentation/d/1wWAxUTVsXsXd9f0xGyFdQV7zzBRsUOgWXU28ruit7jE/edit?usp=sharing>

Session 2

Appendix J




Link: <https://padlet.com/yurybenavidesp15/4iwg460wciiekx3l>

Session 3

Appendix K

Link: <https://quizizz.com/admin/quiz/607b8a6dd24c4d001b8005f4>

TYPES OF TEXT
What are they?

An illustration on a yellow background showing a white silhouette of a human head in profile, facing left. Inside the head is a glowing lightbulb. Four other glowing lightbulbs are floating in the air around the head, suggesting ideas or thoughts.

Which types of text do you know?

There are 5 major texts types:

Narrative
Descriptive
Directive
Expository
Argumentative

Narrative texts

- Narrative texts have to do with real-world events and time.
- They may be fictional (fairy tales, novels) or nonfictional (newspaper report).
- They are characterized by sequencing of events expressed by dynamic verbs and by adverbials such as “and then”, “first”, “second”, “third”
- Example: First we packed our bags and then we called a taxi. After that we... etc.



Descriptive texts

- Descriptive texts are concerned with the location of persons and things in space.
- They will tell us what lies to the right or left, in the background or foreground, or they will provide background information which, perhaps, sets the stage for narration.
- It is immaterial whether a description is more technical-objective or more impressionistic subjective.
- State or positional verbs plus adverbial expressions are employed in descriptions
- Examples: 1) The operation panel is located on the right-hand side at the rear; 2) New Orleans lies on the Mississippi.



Directive texts

- Directive texts are concerned with concrete future activity. Central to these texts are imperatives (Hand me the paper) or forms that substitute for them, such as polite questions (Would you hand me the paper?) or suggestive remarks (I wonder what the paper says about the weather).
- Narrative, descriptive, and directive texts have grammatical forms associated with them which may be expanded to form sequences of a textual nature
- They are all centered around real-world events and things. In contrast, expository and argumentative texts are cognitively oriented, as they are concerned with explanation and persuasion, which are both mental processes.



Expository texts

- Expository texts identify and characterize phenomena.
- They include text forms such as definitions, explications, summaries, and many types of essays.
- are characterized by state verbs and epistemic modals (Pop music has a strong rhythmic beat; Texts may consist of one or more sentences) or by verbs indicating typical activities or qualities (fruit flies feed on yeast)



Argumentative texts

- Argumentative texts depart from the assumption that the receiver's beliefs must be changed
- They often start with the negation of a statement that attributes a quality or characteristic activity to something or someone (esp. scholarly texts).
- They also include advertising texts, which try to persuade their readers that a product is somehow better, at least implicitly than others.





1) Papers should not exceed 7000 words (including footnotes and Works Cited) and should follow the latest MLA Handbook. Papers should be submitted in double-spaced format (two hard copies and a disk) to the editors of the issue at the following addresses: Tina Krontiris, School of English, Aristotle University, 541 24 Thessaloniki, Greece, and Jyotsna G. Singh, Department of English, Michigan State University, East Lansing, MI 48824-1036.

Narrative

Descriptive

2) Most artists are very nervous about scientific analysis. They feel it destroys something about the human aspect of creativity. [...] Some fear that too much analysis will only break the spell. Likewise, most scientists see the creative arts as an entirely subjective development that long ago left science to tread the long road to objective truth alone.

Narrative

Expository

Descriptive

Directive

Argumentative

3) Yes, I have returned to this arcaded city, unwisely, it may be. I rented a place in one of the little alleyways hard by the Duomo, I shall not say which one, for reasons that are not entirely clear to me, although I confess I worry intermittently about the possibility of a visit from the police. It is not much, my bolt-hole, a couple of rooms, lowceilinged, dank; the windows are so narrow and dirty I have to keep a table lamp burning all day for fear of falling over something in the half dark.

Narrative

Descriptive

Directive

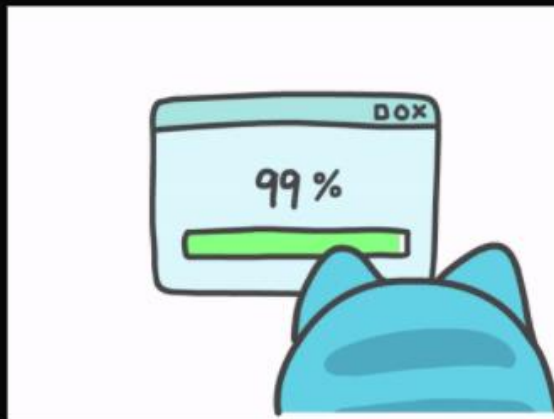
Expository

Argumentative

Go to this video

In this video, you will see other types of text and the advantages to recognize the different types of text

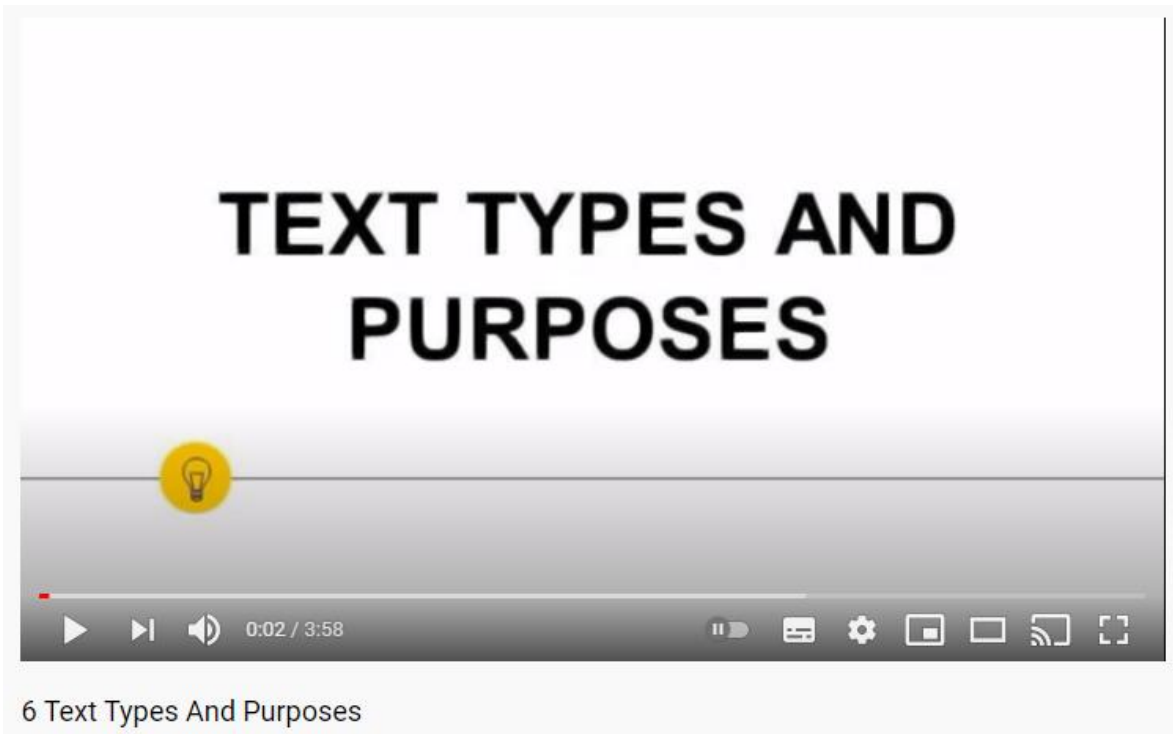
<https://www.youtube.com/watch?v=5xV7LOqLkXc>



Autonomous work

Please write a paragraph having in mind the topic and ideas in the graphic organizer and the type of text that you would like to write.

Appendix L



Link: <https://www.youtube.com/watch?v=5xV7LOqLkXc>

Session 4

Appendix M



Link: <https://wheelofnames.com/8ju-hq2>

Appendix N



How to Write a Draft (3-5)

Link: <https://www.youtube.com/watch?v=xwM-fej8ZY8>

Appendix O

Drafting Tips

Share Actions 

0 responses • 0 views • 0 comments • 0 hours of engagement

[View as student](#) Join Code: d96hdck1

[Add a CoPilot](#)



Topics Students

1 Topic [Export Data](#) Search Topics [Create a Topic](#)

<input type="checkbox"/> Actions	Title	Last Response	
<input type="checkbox"/> 	Hello, I am... 0 Responses	-	Active Share Actions 

Link: <https://flipgrid.com/d96hdck1>

Session 5

Appendix P



When we write we need to think on some aspects

1. Sentences structure
2. Paragraph structure
3. Punctuations marks
4. Type of text



What is a sentence?

Please write your ideas



Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

The slide features a blue background with a girl in a white shirt and brown pants thinking. A small pear icon with a speech bubble is in the bottom left corner.

A sentence is a group of words that express a complete thought.

Sentences can be simple or complex. They can be long or short. sometimes a single word can be a sentence.

E.g. Run!

Sentences can be silly. As long as the words express a complete thought, it is still a sentence.

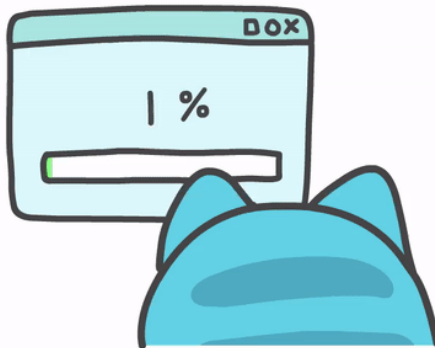
E.g. The octopus ate oranges for breakfast.



Sentence Types

Simple Sentence	Compound Sentence	Complex Sentence
<ul style="list-style-type: none">Contains a subject and a predicateExpresses a complete thought.	<ul style="list-style-type: none">Contains two or more independent clauses.Clauses are joined by a coordinating conjunction.	<ul style="list-style-type: none">Contains an independent clause and a dependent clause.Dependent clause begins with a subordinating conjunction.
<p>Examples:</p> <p>The boys went to the park. We like pizza.</p>	<p>Examples:</p> <p>The boys went to the park, but they did not go to the zoo. We like pizza, and we like spaghetti.</p>	<p>Examples:</p> <p>Because the boys went to the park, they did not go to the zoo. The boys did not go to the zoo because they went to the park.</p>
<p>Tip:</p> <p>A simple sentence is also called an independent clause.</p>	<p>Tip:</p> <p>Look for these conjunctions: <i>for, and, nor, but, or, yet.</i></p>	<p>Tip:</p> <p>Look for these subordinating conjunctions: <i>after, before, because, although, when, since, if, whenever, unless, while, so that, even though, wherever.</i></p>

Created by Rachel Lynette Copyright ©2013 all rights reserved



Please go to this link

<https://www.englishgrammar.org/simple-compound-or-complex-sentence/#:~:text=A%20simple%20sentence%20has%20only,clauses%20of%20the%20equal%20rank.>



Do you have any doubt or comment ?

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

Autonomous work



- Please download the app Grammarly which is free (<https://app.grammarly.com/>) this app will help you to correct some mistakes related to grammar, punctuation, or cohesion.
- Write a paragraph about the topic that you choose in the last class using the 3 types of sentences we saw in this class.

Stress Check

The slide features three cartoon characters at desks with laptops, representing different stress levels. Below them is a horizontal bar with numbers 0 to 10. The bar is divided into three colored sections: green (0-3), orange (4-7), and red (8-10). The character at 0 is smiling, the one at 5 is neutral, and the one at 10 is frowning.

0 1 2 3 4 5 6 7 8 9 10

I'm in a good space and can focus

Something is bothering me, but I can still focus

I can't manage my emotions or behaviors right now

Students, drag the icon!

Pear Deck Interactive Slide
Do not remove this bar

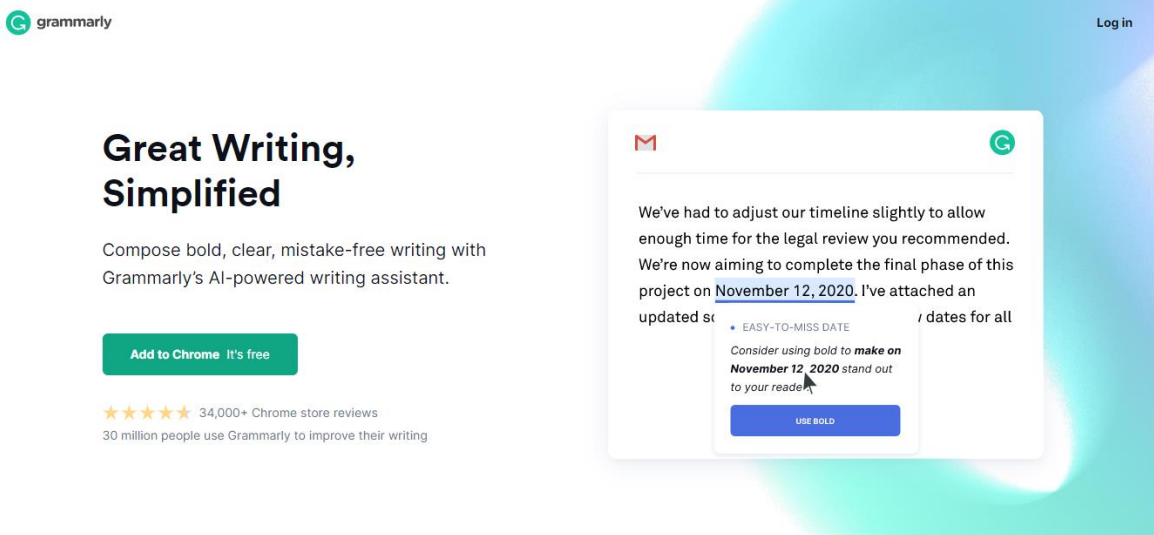
Link: https://docs.google.com/presentation/d/1mWjqm75VDLU-5OJjGmiERauL5HHhZxpF_I2We7HnbJQ/edit?usp=sharing

Appendix Q

The screenshot shows the EnglishGrammar website. The header includes the logo and a search bar. The navigation menu contains: HOME, DOWNLOAD LESSONS, GRAMMAR RULES, ONLINE EXERCISES, ONLINE TOOLS, VIDEOS, GUIDES, CONTACT. The main content area features a breadcrumb trail: You are here: Home / Exercises / Simple, Compound Or Complex Sentence. The title is "Simple, Compound Or Complex Sentence" with a date of MAY 31, 2018. The text defines simple, complex, and compound sentences. A sidebar on the left lists various topics like Adjectives, Adverbs, etc. On the right, there are social media icons for Facebook (1,116,967) and Twitter (101,801), a download button for a grammar guide, and a reCAPTCHA security check.

Link: <https://www.englishgrammar.org/simple-compound-or-complex-sentence/#:~:text=A%20simple%20sentence%20has%20only,clauses%20of%20the%20equal%20rank.>

Appendix R



Link: <https://www.grammarly.com/>

Session 6

Appendix S



20-Minute Peer Feedback System

Link: <https://www.youtube.com/watch?v=jJJIY9DM-ts>

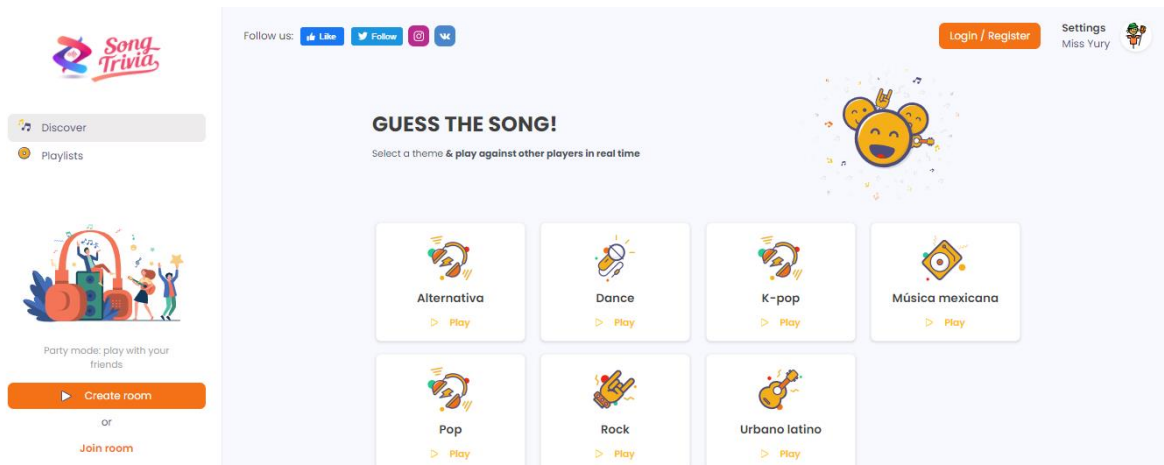
Appendix T



Link: <https://www.hapyak.com/portal/viewer/4ba517f0391610ffdfa8a359a259efcc>

Session 7

Appendix U



Link: <https://songtrivia2.io/game>

Appendix V

Link: <https://view.genial.ly/607a4181c54e6b0d0da68155/learning-experience-didactic-unit-paragraph-structure>

Paragraphs Structure

What do you know about this topic?

EMPEZAR

genially

This slide features a central illustration of a person with blue hair and a yellow shirt sitting at a desk with a pink laptop. The background is a vibrant, abstract landscape with red and orange hills and blue circles. Navigation icons for back, forward, and search are visible.

COMPONENTS OF A PARAGRAPH

- Topic sentence
- Supporting sentences
- Concluding sentence

genially

This slide features a central illustration of a pink book with a bookmark and a pink pencil. The background is white with a subtle pattern. Navigation icons for back, forward, and search are visible.

1	Topic Sentence	Clear, relevant, and broad sentence with controlling idea/blueprint for the paragraph.
2	Support Sentences	Step 1: Explains topic sentence/adds more detail. Step 2: Uses textual "evidence" that supports and develops the topic sentence using concrete details. <ul style="list-style-type: none">• Facts, details, examples, reasons• Analysis or arguments• Direct quotes, paraphrased info from sources• Statistics, data from research• Personal experience, anecdotes, stories
3	Concluding Sentence	<ul style="list-style-type: none">• Explains the significance of supporting information.• Unifies all paragraph info to answer "so what?"• Synthesizes paragraph content with topic sentence and thesis statement.

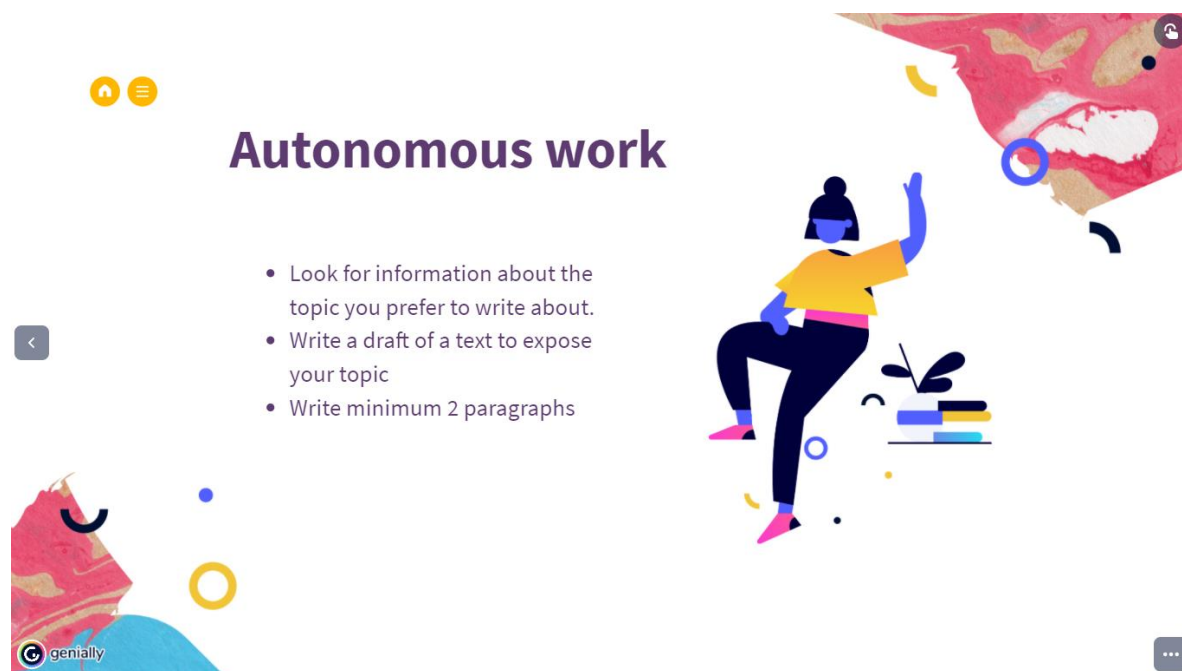
LET'S PRACTICE

Please read the next paragraph and identify the components, write on the chat.

This slide is an interactive Genially presentation. It features a central video player showing a lecture by Dr. Cecilia Wadsö-Lecaros on 'Structuring paragraphs'. The video content includes the text: 'Academic writing', 'Structuring paragraphs', 'Dr. Cecilia Wadsö-Lecaros', 'SENIOR LECTURER IN ENGLISH LITERATURE', 'CENTRE FOR LANGUAGES & LITERATURE', and 'LUND UNIVERSITY'. The video player has navigation arrows and a share icon. To the left of the video, there is a text box with the heading 'Let's go further' and a paragraph: 'In this video we are going to watch more characteristics to take into account in the components'. The slide also includes a home icon, a menu icon, and a Genially logo at the bottom left.

Link: <https://www.youtube.com/watch?v=Qa2btnwJqzs&list=PLeVxAnFsasIqIc8b03kHA3tw-xflwgO2M>

This slide is an interactive Genially presentation. It features a large illustration of a person with blonde hair, a pink face mask, and a dark blue jacket, with one hand raised. To the right, the text reads: 'PRACTICE TIME' in large yellow letters, followed by 'Remember the autonomous work of the 2 paragraphs with the help of your classmate, identify if your paragraph has these components, if not, correct them and share it with the class.' in dark blue. A small photo of two students looking at a laptop is in the top right corner. The slide includes a home icon, a menu icon, a Genially logo at the bottom left, and navigation arrows.



The image shows a screenshot of a Genially presentation slide. The slide has a white background with a colorful illustration of a person in a yellow shirt and dark pants sitting on a stack of books, looking up at a large red abstract shape. The title 'Autonomous work' is in a bold, purple font. Below the title is a bulleted list of three tasks. The Genially logo is in the bottom left corner, and there are navigation icons (back, forward, search, and a menu) around the slide.

Autonomous work

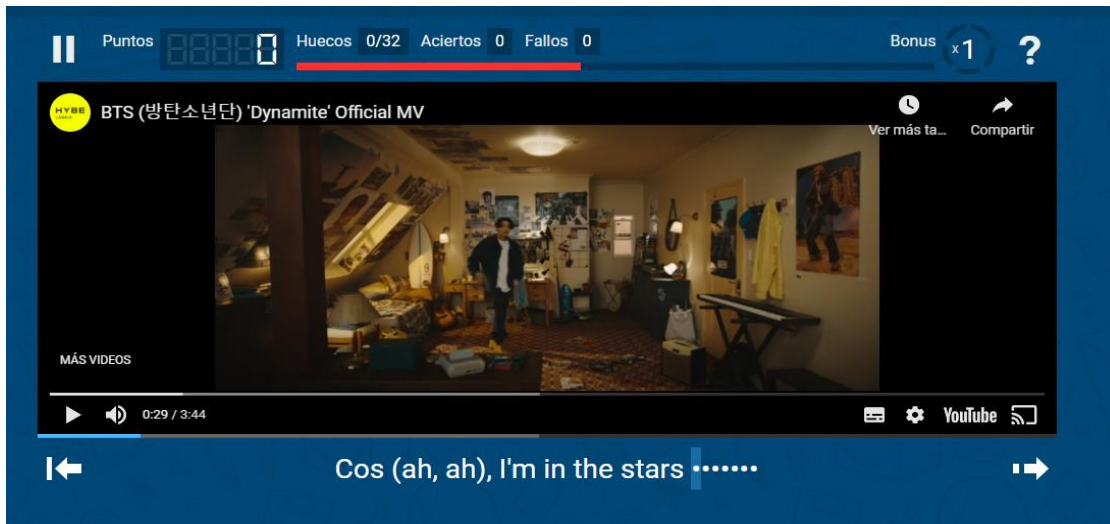
- Look for information about the topic you prefer to write about.
- Write a draft of a text to expose your topic
- Write minimum 2 paragraphs

Session 8

Appendix W

Link:

<https://es.lyricstraining.com/play/HRFPTX6qyR?t=1618768535456#0fb/w!YuryBenavides>



Appendix X

Link: <https://share.nearpod.com/sUaAqJNMCfb>



Slide 2 / 12

Protecting the Environment
the things that worries people most nowadays is the environment. In the last few decades, humans have been polluting way too much, which has had a negative effect on the environment. For this reason, we must protect it from now on.



First, we ought to start paying attention to the 3 Rs: reduce, reuse and recycle. By doing so, we will reduce the quantity of rubbish, we will not throw away so many things and we will be able to recycle most of our waste.

Second, a very good idea is to stop using cars so much and start cycling or walking a little more. For example, instead of commuting by car, we can try to do it on foot or by bike.

Finally, if we really want to change things, we should teach young pupils about the dangers of contamination and pollution. It's the only way to change the future, because they are the future citizens of the world.

In conclusion, I believe that if we do these three things, we can still prevent humans from destroying the environment.

When you see this text
what is the structure you think has? Write your ideas.

Share thoughts and/or images here 250  Post 

Slide 3 / 12

In this text, we found 3 parts

Protecting the Environment
One of the things that worries people most nowadays is the environment. In the last few decades, humans have been polluting way too much, which has had a negative effect on the environment. For this reason, we must protect it from now on.

First, we ought to start paying attention to the 3 Rs: reduce, reuse and recycle. By doing so, we will reduce the quantity of rubbish, we will not throw away so many things and we will be able to recycle most of our waste.

Second, a very good idea is to stop using cars so much and start cycling or walking a little more. For example, instead of commuting by car, we can try to do it on foot or by bike.


Finally, if we really want to change things, we should teach young pupils about the dangers of contamination and pollution. It's the only way to change the future, because they are the future citizens of the world.

In conclusion, I believe that if we do these three things, we can still prevent humans from destroying the environment.

Slide 4 / 12

1. Introduction


The first paragraph of your text. It is the first impression your readers receive, and explain the main point of your paper. Your introduction contains your thesis statement.



Slide 5 / 12

2. Body

The paragraphs in between your introduction and conclusion. The body of your paper supports the main point of your paper.




Navigation icons: back, forward, and a message icon.

Vista de Estudiante

Slide 6 / 12

3. Conclusion



The last paragraph of your paper. It closes the paper and leaves the reader satisfied with what they just read. Summarizes your paper in an effective way.

Navigation icons: back, forward, and a message icon.

The screenshot shows a Sophia Learning interface. At the top, there's a navigation bar with 'SOPHIA', 'MENU', and 'SIGN IN'. Below it, the page title is 'Introduction, Body, and Conclusion'. There's a rating of 4.5 stars from 254 reviews and an author 'Laura Kniffin'. A blue call-to-action button with a globe icon and the text 'Clic aquí para abrir la página' is overlaid on the page. Below the button, there's a 'TUTORIAL' section with 'New Terms' including 'Introduction', 'Body', and 'Topic Sentence'.

The screenshot shows a 'Vista de Estudiante' (Student View) interface. It features a grid of writing prompts and paragraph labels. The prompts are:


- Body paragraph 3:** First, we ought to start paying attention to the 3 R's: reduce, reuse, and recycle. By doing so, we will reduce the quantity of rubbish, we will not throw away so
- Conclusion paragraph:** In conclusion, I believe that if we do these three things, we can still prevent humans from destroying the environment.
- Body paragraph 1:** Second, a very good idea is to stop using cars so much and start cycling or walking a little more. For example, instead of commuting by car, we can try to do it on foot or by bike.
- Introduction paragraph:** Finally, if we really want to change things, we should teach young people about the dangers of contamination and pollution. It is the only way to change the future because they are the future citizens of the world. Many things and we will be able to recycle most of our waste.
- Body paragraph 2:** One of the things that worries people most nowadays is the environment. In the last few decades, humans have been polluting way too much, which has had a negative effect on the environment. For this reason, we must protect it from now on.

Vista de Estudiante

Let's Practice

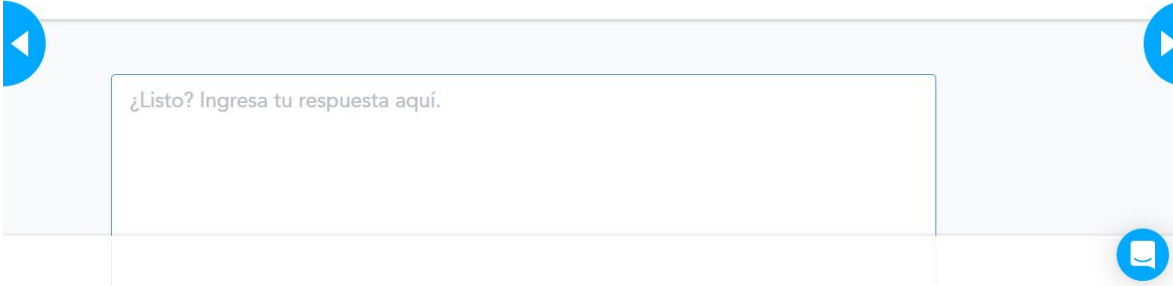
Please write an introductory paragraph for this topic, maximum 5 lines

Topic: Endangered species



Slide 9 / 12

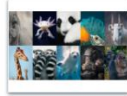
¿Listo? Ingresa tu respuesta aquí.



Vista de Estudiante

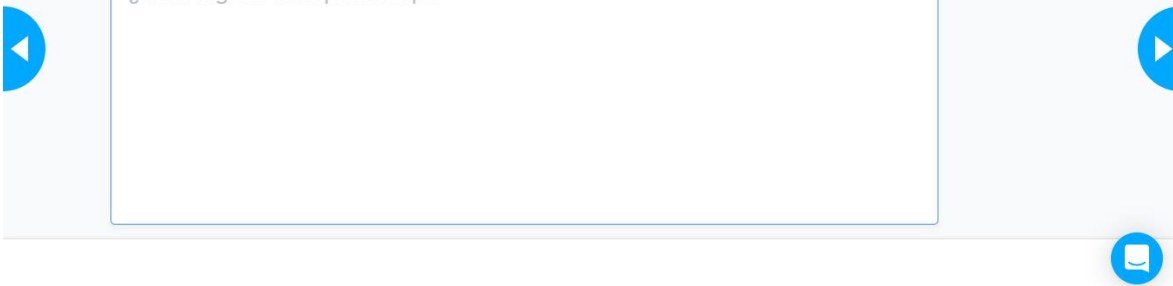
Practice 2

Please write a body paragraph for the previous work, a maximum of 5 lines



Slide 10 / 12

¿Listo? Ingresa tu respuesta aquí.




Vista de Estudiante

Slide 11 / 12

Practice 3

Please write a concluding paragraph based on the previous topic, a maximum of 5 lines



¿Listo? Ingresar tu respuesta aquí.


Navigation arrows and a chat icon are visible on the interface.

Vista de Estudiante

Slide 12 / 12

Autonomous work

- Students must identify the structure we learn today and correct their own writing if it is necessary.
- Remember the goals and purposes that you planned for your text at the beginning of the course.



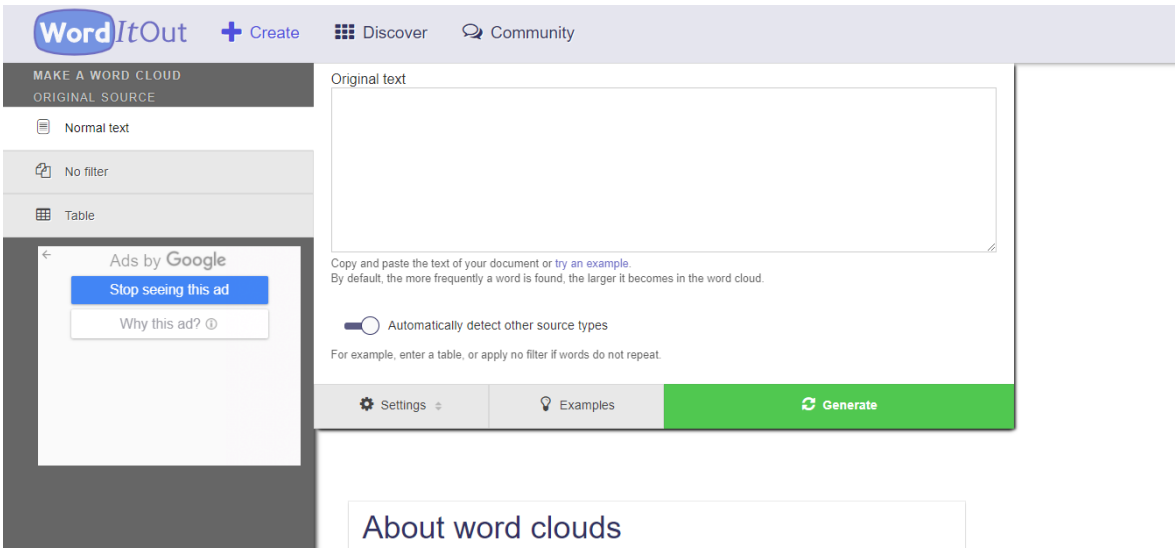
Navigation arrows and a chat icon are visible on the interface.

Session 9

Appendix Y

	Achieved			
	Nothing	Partially	Totally	Justify
Goals	x			
Porpose		x		
Public			x	
Topic				
Type of text				

Appendix Z

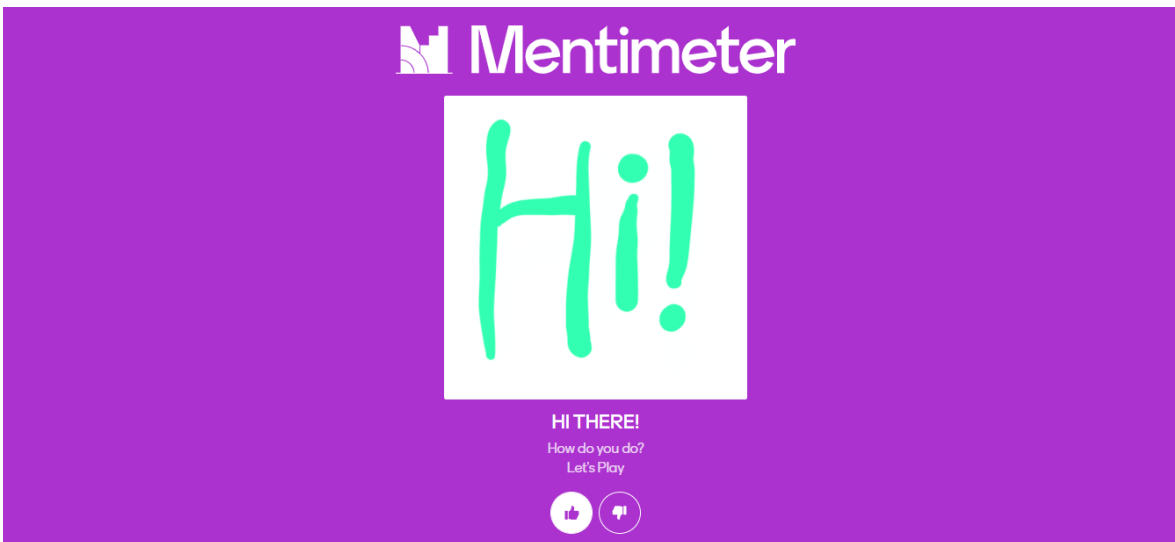


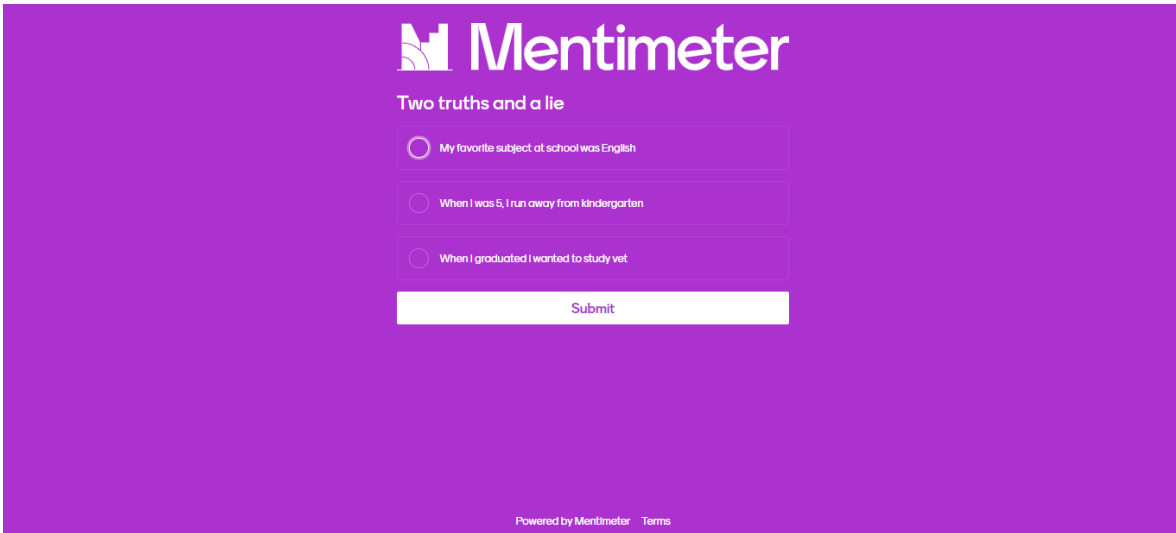
Link: <https://worditout.com/word-cloud/create>

Session 10

Appendix AA

Link: <https://www.mentimeter.com/s/382b1eed9dd2108d0865625ea7265fc2/327db0f04b07>





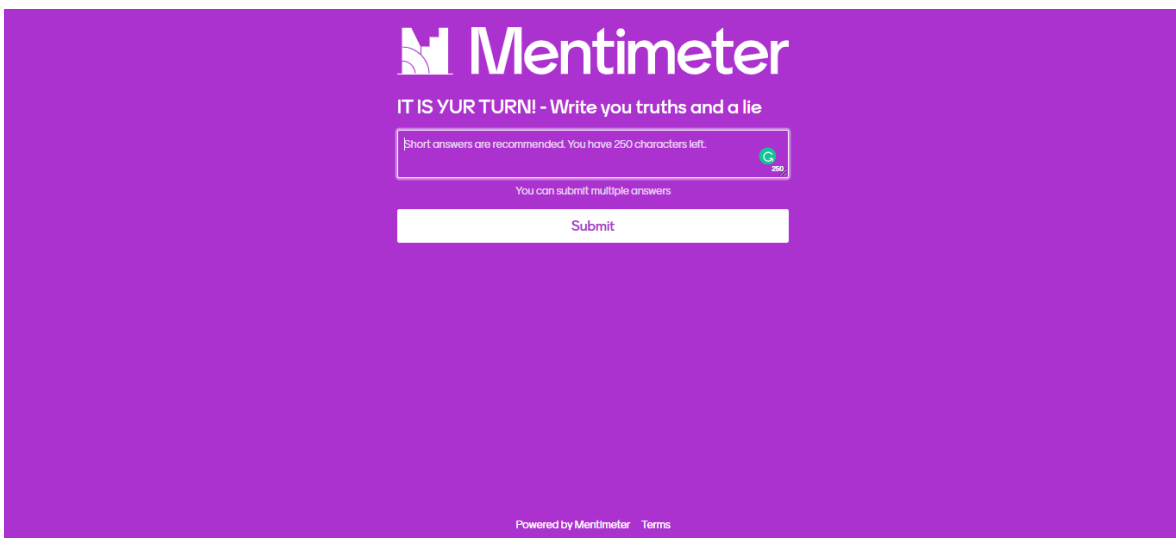
Mentimeter

Two truths and a lie

- My favorite subject at school was English
- When I was 5, I run away from kindergarten
- When I graduated I wanted to study vet

Submit

Powered by Mentimeter [Terms](#)



Mentimeter

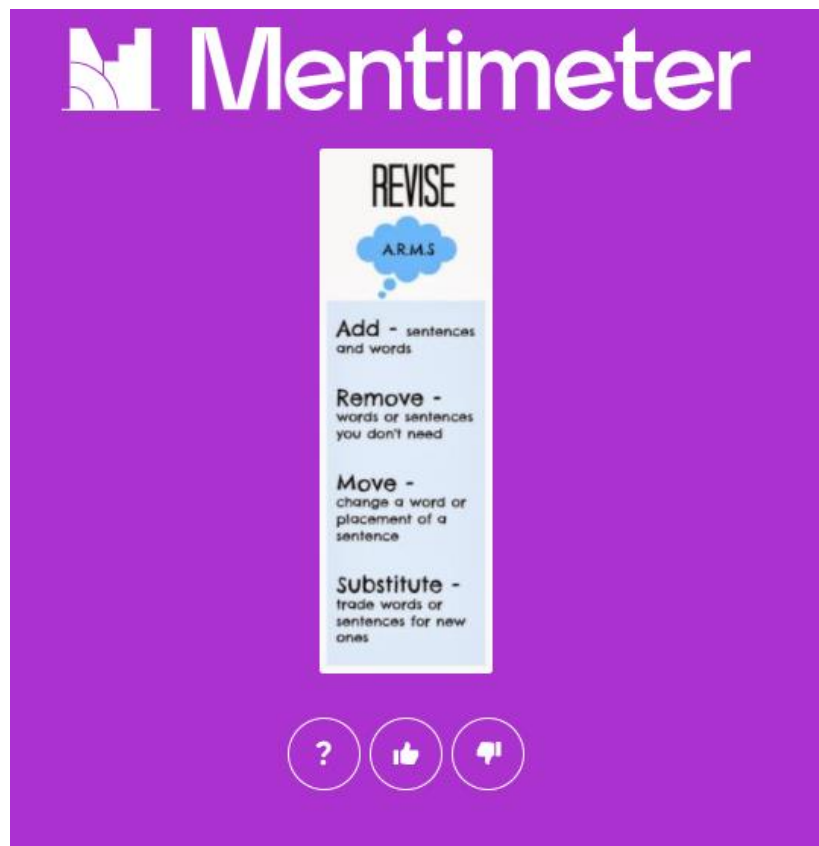
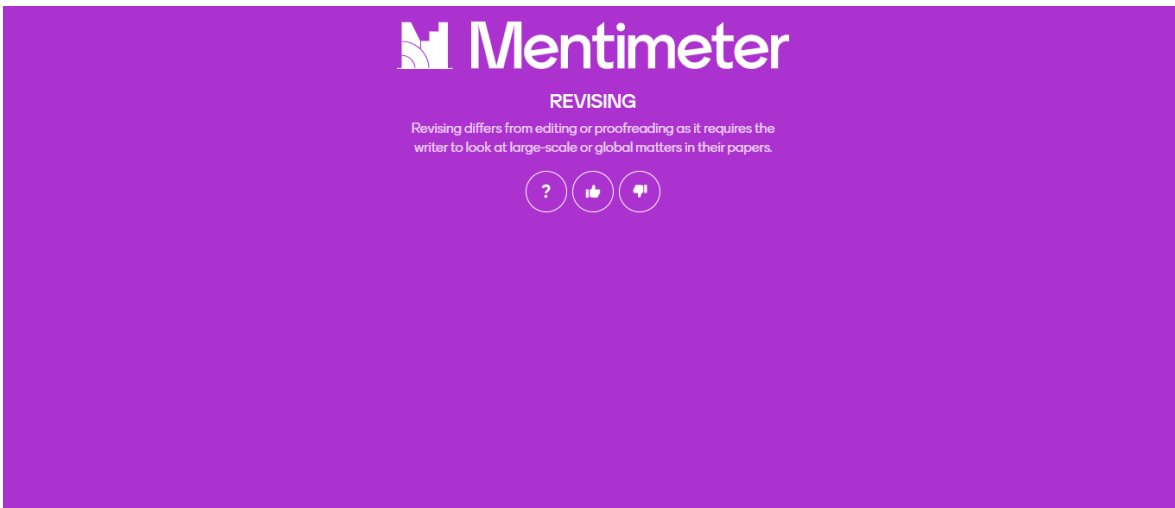
IT IS YUR TURN! - Write you truths and a lie

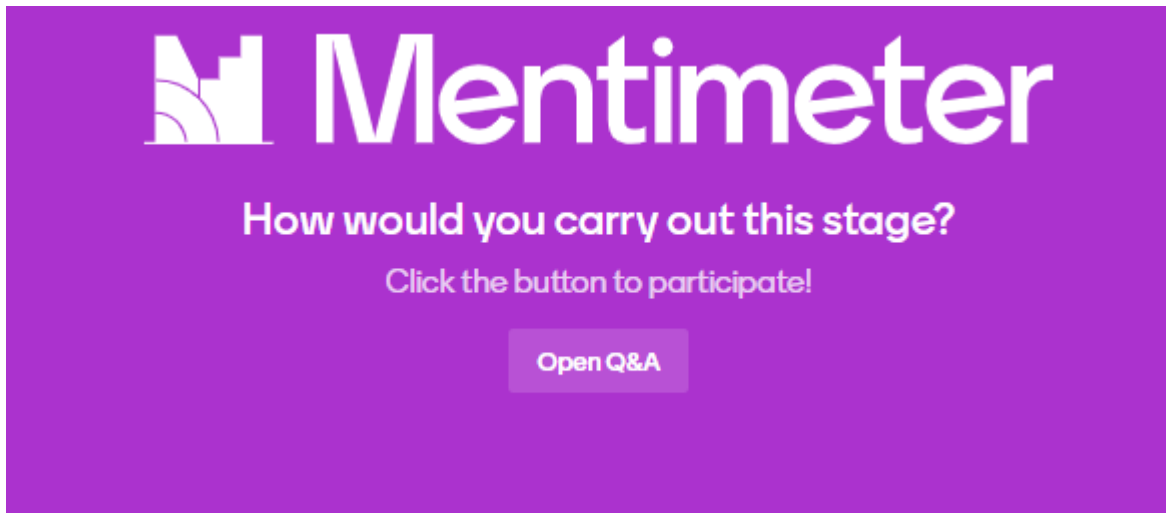
Short answers are recommended. You have 250 characters left.


You can submit multiple answers

Submit

Powered by Mentimeter [Terms](#)





 **Mentimeter**

How would you carry out this stage?

Click the button to participate!

[Open Q&A](#)

This image shows a purple rectangular interface for a Mentimeter poll. At the top left is the Mentimeter logo, which consists of a stylized bar chart with three bars of increasing height. To the right of the logo, the word "Mentimeter" is written in a large, white, sans-serif font. Below the logo and name, the question "How would you carry out this stage?" is displayed in white. Underneath the question, the instruction "Click the button to participate!" is written in a smaller white font. At the bottom center, there is a white rectangular button with the text "Open Q&A" in purple.



 **Mentimeter**



Use this checklist for global revision

This image shows a purple rectangular interface for a Mentimeter poll. At the top left is the Mentimeter logo, which consists of a stylized bar chart with three bars of increasing height. To the right of the logo, the word "Mentimeter" is written in a large, white, sans-serif font. In the center of the interface is a large, solid green circle with a white center. Below the circle, the text "Use this checklist for global revision" is written in white. At the bottom center, there are three white circular icons: a question mark, a thumbs-up, and a thumbs-down.

Mentimeter



Purpose and audience

- Does the draft address a question, a problem, or an issue that readers care about?
- Is the draft appropriate for its audience? Does it account for the audience's knowledge of and possible attitudes toward the subject?

?

Mentimeter



Focus

- Is the thesis clear? Is it prominently placed?
- Are any ideas obviously off the point?

?

👍

👎

Mentimeter



Organization and paragraphing

- Are there enough organizational cues for readers (such as topic sentences)?
- Are ideas presented in a logical order?
- Are any paragraphs too long or too short for easy reading?



Mentimeter



Content

- Is the supporting material relevant and persuasive?
- Which ideas need further development?
- Are the parts proportioned sensibly? Do major ideas receive enough attention?
- Where might material be deleted?






Mentimeter



Point of view

Is the dominant point of view – first person (I or we), second person (you), or third person (he, she, it, one, or they) – appropriate for your purpose and audience?

? 👍 👎

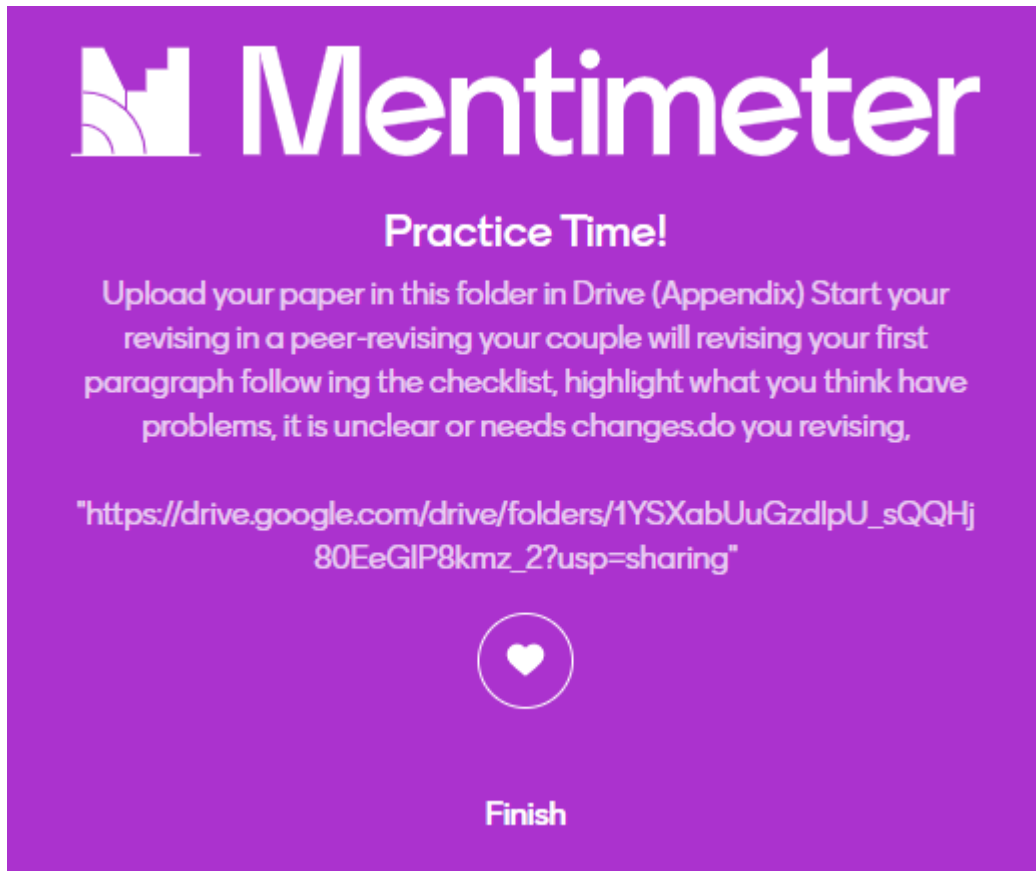


Mentimeter

Do you have any question about revising stage or about you paper?

Click the button to participate!

Open Q&A



Mentimeter

Practice Time!

Upload your paper in this folder in Drive (Appendix) Start your revising in a peer-revising your couple will revising your first paragraph follow ing the checklist, highlight what you think have problems, it is unclear or needs changes.do you revising,

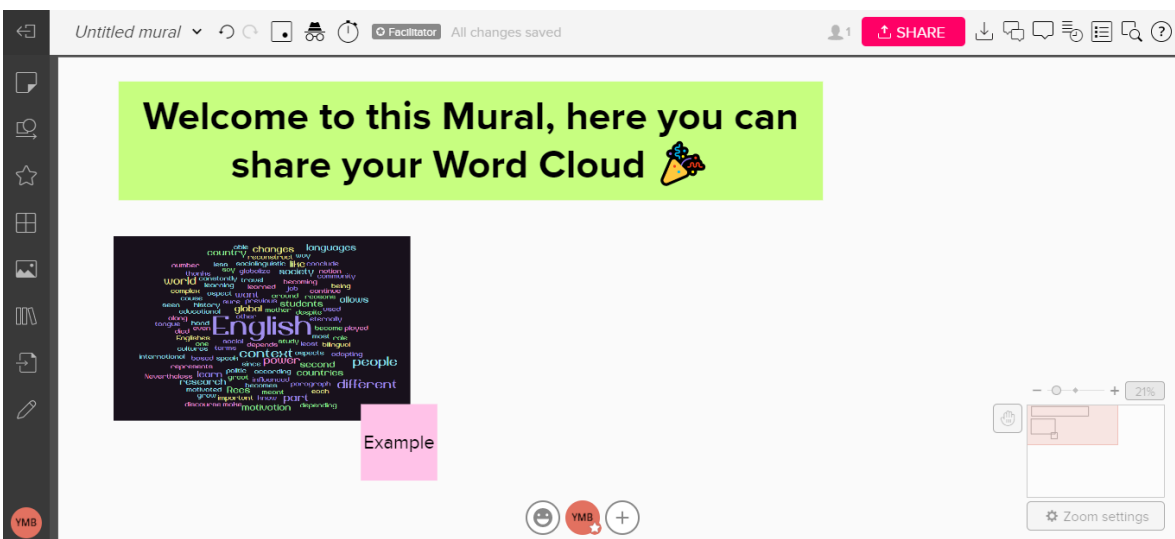
"https://drive.google.com/drive/folders/1YSXabUuGzdlpU_sQQHj80EeGIP8kmz_2?usp=sharing"

♡

Finish

Session 11

Appendix AB



Untitled mural | Facilitator | All changes saved | 1 | SHARE | 21%

Welcome to this Mural, here you can share your Word Cloud 🍦

Example

English

people

different

part

motivation

Zoom settings

Link:

<https://app.mural.co/invitation/mural/missyury6097/1619061118878?sender=u3b83ad195fb16580e5534021&key=4712c731-9a91-4921-b073-12266021beae>

Appendix AC

The screenshot shows a webpage titled "Resources for learning English". At the top right, there is a blue button labeled "Test your English" and a phone number "1800 387 1463". Below the header, a light blue horizontal bar spans the width of the page. Underneath this bar, a short paragraph reads: "Use the pages in this punctuation section to learn how to make your English clearer and better organised." The main heading is "Punctuation rules in English". Below this heading is a list of links in blue text: "The period (or full stop in British English)", "The comma", "The exclamation mark", "The question mark", "The colon", "The semicolon", "The quotation mark", "The apostrophe", "The hyphen and the dash", and "Parentheses and brackets". A vertical line is visible on the right side of the page.

Link: <https://www.ef.com/ca/english-resources/english-grammar/punctuation/>

Appendix AD

Proofreading

Meaning

It is a stage of the writing process when the paper is evaluated for mechanical correctness, such as grammar, punctuation, spelling, omitted words, repeated words, spacing and format, and typographical errors.

Process

Proofreading is a learning process. You are not just looking for errors; you are also learning to avoid making the same mistakes in the future.

Tips

- Set your text aside for a while (15 minutes, one day, one week) between writing and proofreading.
- Work from a printout, not the computer screen
- Use a blank sheet of paper or ruler to cover up the lines below the one you're reading.
- Read very slowly.
- Review comments on your old papers

Strategies

- **Spelling:** Examine each word in the paper individually. Move from the end of each line back to the beginning.
- **Subject/Verb Agreement:** Find the main verb in each sentence.
- **Pronoun Reference/Agreement:** Skim your paper, stopping at each pronoun.
- **Parallel Structure:** Skim your paper, stopping at keywords that signal parallel structures.
- **Compound Sentence Commas:** Skim for the conjunctions and, but, for, or, nor, so, and yet.

Strategies

- **Introductory Commas:** Skim your paper, looking only at the first two or three words of each sentence.
- **Fragments:** Look at each sentence to see whether it contains an independent clause (subject and verb).
- **Run-On Sentences:** Review each sentence to see whether it contains more than one independent clause.
- **Plurals and Possessives (Use of apostrophes):** Skim your paper, stopping only at those words which end in s.

Reference:
http://www.butte.edu/departments/cas/tipsheets/style_purpose_strategy/proofreading.html#:~:text=Proofreading%20is%20the%20final%20stage,your%20other%20revisions%20and%20editing.

Appendix AE

The screenshot shows the 'HELPFULGAMES' website interface. At the top, there is a navigation bar with the logo 'HELPFULGAMES', a search icon, and buttons for 'Join us' and 'Sign in'. Below the navigation bar, there is a user profile section with a score of '0' and three medals. A notification bubble says 'Sign in to keep track of your scores.' The main content area is titled 'CORRECT PUNCTUATION' and lists seven game levels:

Level	Topic	Questions	Hints	Progress	Play
1	ONLY CAPITALIZATION	2	2	0/3	▶
2	PERIOD	2	2	0/3	▶
3	QUESTION MARK	2	2	0/3	▶
4	PERIOD, QUESTION MARK	2	2	0/3	▶
5	EXCLAMATION MARK	2	2	0/3	▶
6	END OF SENTENCE	2	2	0/3	▶
7	COMMA	2	2	0/3	▶

Link: <https://www.helpfulgames.com/subjects/english/correct-punctuation.html>

Session 12

Appendix AF

22/4/2021

Kahoot!



Writing Activity

Jonathan's Class

0 favorites

0 plays

0 players

A public kahoot

Questions (16)

1 - Quiz

When presenting your first supporting sentence, which phrases can you use?

20 sec

2 - Quiz

When presenting your second supporting sentence, which phrases can you use?

20 sec

3 - Quiz

When presenting supporting sentences 3- , which phrases can you use?

20 sec

4 - Quiz

When presenting your last supporting sentence, which phrases can you use?

20 sec

5 - Quiz

When presenting your concluding sentence, which phrases can you use?

20 sec

22/4/2021

Kahoot!

6 - Quiz

What are the elements of a good paragraph?

20 sec

7 - Quiz

Which phrase is helpful to provide detail?

20 sec

8 - Quiz

Which is more important?

20 sec

9 - Quiz

Which is more important?

20 sec

10 - Quiz

After giving an opinion, what phrase should you use?

20 sec

11 - Quiz

Which phrases are similar to 'but'?

20 sec

12 - Quiz

Which conjunction do you use to connect cause and effect?

20 sec

13 - Quiz

Which conjunction do you use to connect similar ideas?

20 sec

22/4/2021

Kahoot!

14 - Quiz

Which conjunctions do you use to connect different ideas?

20 sec

15 - Quiz

Which words are similar to 'also'?

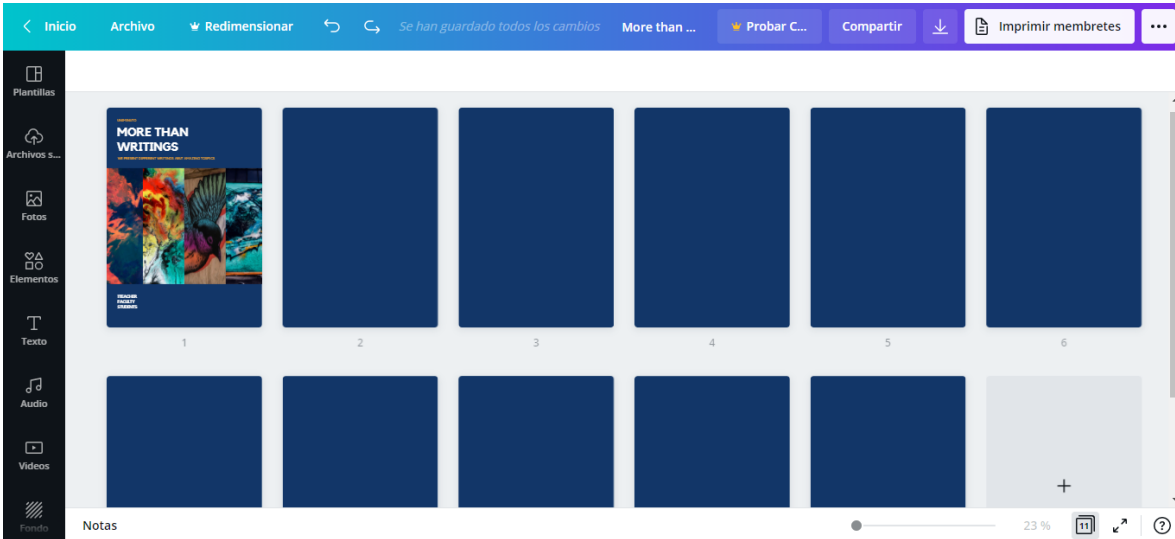
20 sec

16 - Quiz

When ordering events, which words can you use after 'first' and before 'last'?

20 sec

Appendix AG



Link:

https://www.canva.com/design/DAEccPzV0s8/share/preview?token=Ji2C9RxyzgotgVYXLJn7yUg&role=EDITOR&utm_content=DAEccPzV0s8&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton