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FINAL PROJECT'S TITLE

**The Writing in Action Program (WAP) for the Improvement of 4th grade
IB Students' essays at Colegio Mayor Secundario Presidente del Peru-
COAR LIMA.**

Thesis to qualify for:

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I would like to thank my students for giving me the motivation to research looking for the best way to touch not only their cognitive side but also their vibrant learning spirit, and become better persons in the future. Special thanks to my close friends who have encouraged me to finish this program.

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0. TITLE

The Writing in Action Program (WAP) for the Improvement of 4th grade IB Students' essays at Colegio Mayor Secundario Presidente del Peru- COAR LIMA.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

All professions require some form of writing on the job, like writing reports or letters, filling in formats, among others. Most secondary school, college and graduate students are required to submit book reports, research papers, term papers, essays or theses, depending on their academic level degree or course requirements such as the International Baccalaureate program, that all COAR schools in Peru are registered to obtain a Diploma program, and the reason of this project.

During our academic life, we have realized that developing academic writing skills is something that we need to learn through systematic instructions and reading; it is not acquired as speaking because it involves more cognitive activities in order to organize ideas into a well-defined, coherent explanation; on the other hand, it is also important as a personal satisfaction, because it gives us the opportunity to explore our creativity when writing a romantic letter or a song to express our feelings in a more formal or informal way. It is clear stated that developing writing skills can improve our lives in all aspects.

This paper highlights the necessity to develop writing skills in our students who are going to be enrolled in the International Baccalaureate Program, it means academic writing. Our main concern is how to achieve better results in our students writing tasks by enriching students' writing competence using some strategies to help them organize their ideas throughout the developing of the Writing in Action Program (WAP). For that reason, a set

of gradual, designed material is proposed to be applied by students in a number of seventeen lessons in a period of two months, in order to make our students skillful in academic writing and continue their academic life in a more successful way.

The didactic material presented in WAP Program has considered three aspects to deliver the workshop: the teacher's guide the student's guide and two PPT presentations to help the teacher with the explanation of each part. In the same way selected material have been collected from reliable sources to present students good examples, accompanied with useful handouts clearly described and presented in the guides to help the teacher and the student accomplish the task.

Unfortunately, very little has been done to help our students improve their writing skills in state schools. So, one of the goals of this paper is to call the attention of the ministry of education to create an operative educational policy that considers developing gradual effective writing skills program, starting in primary level, to avoid the numerous struggles at university, professional and personal life of our students. The didactic material presented in this paper could be also adapted to students of lower levels and gradually solve this problem.

Teachers around the world evidence almost the same difficulties in their students; they have not received writing instructions per se, therefore, so, when they are required to write in an academic formality, they evidence lots of problems, it is more than evident the necessity to develop some writing strategies and concepts that make them succeed in their writing task. Some research has been done in different parts of the world, for example in Colombia, The Technological University of Pereira in the Faculty of Arts - English language nomination, 2011, supported the importance of the implementation of writers' workshop as a tool to improve the students' academic writing in an English Language Teaching program in a public university. Statistics show that it is difficult for the majority of students to adapt to the university life due to the independent studies and the delivery of many written products at an academic level.

Writing has been seen basically as a product where the teacher gives students a model and students have to use it to replace some information, adapt it to the new situation with almost no intervention of the teacher. This approach is well received by strong students, but it does not offer enough support for the weak ones. On the other hand, writing as a process provides students with several revisions of a paper from the teacher and peers. Students learn how to organize their ideas, write coherently, and reflect on all the process

the writing activity involves. Once they recognize the steps and adopt them as part of their natural process to write, they will be able to create pieces of stress free writing in different contexts.

Several reasons have been explained as justification of the academic and personal interest of this study that motivates the research. The impact of this kind of instruction have caused on students abroad, especially when it comes supported by the authorities that understand the importance of implementing writing instructions to develop the academic writing skills, which definitely are aligned with the position of WAP program. The kind of material that will be used to accomplish this program is friendly and sequenced to give the students all confidence to work with it, in the same way and based on my five years of experience, a list of expected results and discussion will be described, to finally, some recommendations to be considered by the authorities and teachers about the important role we play in the teaching and learning process are presented.

CHAPTER II

JUSTIFICATION OF ACADEMIC AND PERSONAL INTEREST

2.1. Justification of academic and personal interest

According to our national plan in “Educación de Básica Regular” (EBR), students should finish school with a B1 – B2 proficiency of the English language, based on The Common European Framework of Reference for Languages (CEFRL). Our education system also has a parallel program that has become a new challenge, called “Colegios de Alto Rendimiento” (COAR) for talented students gathered in a boarding school; students of this program are evaluated by the International Baccalaureate Program (IB) (i.e. teachers from all around the world). COAR schools have adopted the Diploma Program (DP). The idea is to make them become leaders of their hometown and help their communities to grow socially and economically.

The experience of having worked at Colegio Mayor Presidente del Peru - COAR Lima for five years, has inspired the natural curiosity and the necessity to solve recurring problems that the students experienced especially when writing academically. It means that the students have to write many formal written texts in an academic style but not all of them have developed the strategies needed to achieve the personal and school goals. So that, there is no guarantee that the students will get their diploma, yet they will likely be stressed out with the responsibility. We do care about our students’ academic and emotional health.

One of the reasons why the Minister of Education (MINEDU) decided to engage all the graduates, and not a select group only, is the good results that COAR Lima got until 2015. For that reason, the government decided to increase the number of COAR schools, to give more students, from the different regions of Peru, the same higher education with international standards as it is offered at COAR Lima. Nowadays, COAR schools have expanded to twenty schools, almost one in each department of the country.

Another important reason to support my proposal is that the number of students registered in the Diploma Program of the International Baccalaureate program increased from one hundred in 2015 to three hundred in 2016 in COAR Lima. Even though they are talented students, they did not have the same skills and background. This fact was evidenced in the results of 2016, when only 85% got the diploma and 15% of the students did not. Latest news about 2017 prom tells that only 75% got the diploma and the remaining 25% did not. As we can see the number of students that got the diploma is decreasing in 10% in comparison with the previous year (2016). The question is: why did not the 100% of the students get the diploma if they are talented students?

Statistics of good results have come true from the IB, and the universities where our students are studying now a day. However, students had to experience too much stress trying to cope with all the requirements, something that could be avoided if we take into consideration what is the most difficult aspect students had to face in fourth grade. For example they took too much time and effort to mend their lack of strategies for speaking, reading, listening, and writing. It was understandable because they had very poor knowledge of the target language, especially students that come from far off places of our country. The challenge was really hard not only for students but also for teachers who had to fulfill the topics already established in the curriculum and meet the standards and deadlines.

My proposal "Writing in Action Program" (WAP) for the Improvement of IB students' academic written texts in Peru is aimed at transforming the Diploma Program writing task into a stress-free, enjoyable experience for the students, while increasing the graduation rate as much as possible.

School " Colegio Mayor Secundario Presidente Del Peru (CMSPP)- COAR Lima, has adopted a new educational system that is the International Baccalaureate (IB) program,

For these reasons, the study of this thesis must be considered of practical implications, since our school has adopted the IB system. Furthermore, conditions will be more challenging because the students that were invited to participate in this program in the past were a selection of the best ones; now all students, with no exception, are going to be part of the IB program. Thus, it is more than relevant to consider the suggestions given at the end of this study and take actions in order to be successful in this enterprise.

CHAPTER III

RESEARCH QUESTION AND OBJECTIVES

3.1. Research Question And Objectives

To design didactic material to make students of the IB program aware of the process of writing and help them to improve their performance in writing. Students of the International Baccalaureate program have to hand in several academic style reports, essays and written assignments during and after the two years of the Diploma Program. Students are also evaluated by external assessment and measured internationally. The second purpose of the study is to reverse this stressful situation into an enjoyable task without being rigorous but responsible in their production and deadlines.

3.1.1. Main aim of the Project:

Our main concern is to achieve better results in our students writing tasks by enriching students' writing competence using some strategies to help them organize their ideas throughout the developing of the Writing in Action Program (WAP).

The aim of the project is to improve IB students' academic writing skill, through the WAP program in the first year of the Diploma Program. The application of this program in the first year will give them more chances to use this knowledge not only for English subject but with the other areas as well, taking into account this program last two academic years.

3.1.2. Specific aims:

- Identifying the pre-writing strategies and make them use, as part of the WAP program, to see the effects of **planning** on students' production of academic texts.
- Developing Writing and Drafting skills using the sources obtained in the prewriting step, to help students to effectively organize their ideas when writing.
- Recognizing that Revising and giving and receiving Feedback, will increase students' consciousness in the production of academic texts.
- Editing using the feedback from peers and teacher will reinforce student's performance to address the task of a writing text.
- Determining that Publishing, as the last step of WAP program, will reinforce student's awareness on the audience they are writing to that involves hand in a neatly version of it.

CHAPTER IV

THEORETICAL BACKGROUND

4.1. Theoretical Background

Many attempts have been done looking for the best way to develop students writing skills. And after all these attempts we have found that there is no one way to do it, because of different factors: students' context, teacher's style, different approaches and different techniques that support those approaches. WAP program has been prepared in gradual activities that will start from writing a short composition to finally write an argumentative essay, as Omaggio Hadley (1993) explains that perhaps writing is best viewed as a continuum of activities that range from the more mechanical or formal aspects of "writing down" on the one end, to the more complex act of composing on the other end. .If students can write a sentence then they could write a paragraph to finally write five paragraph essay, so teach them the strategies how to do it is part of our concern.

Some important factors that intervene in the development of the writing skills have to be taken into account: context, cognition and sociocultural aspects. Vigotsky in his sociocultural theory says that humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. It means that children develop these tools in the need for communication with others and then it comes the learning. This theory answers the reasons why some students are skilled ones and others not. So, It will depend on the context where they grow up and the stimulus they have received from their socio cultural environment to learn.

According to these points of view we realize that to develop a good writing skill does not depend only on having a good background in L1 writing. It depends on some factors such as social and cognitive as well as conscious effort and much practice on the side of the students and similar effort on the side of the teacher. Another important factor that keeps the writing skill deficiency in our state-school students is that students' competence in the language is low; it means that students that have an English competence well developed will have better results in their writing task than the other which English competence is low. Therefore, it is important that teachers plan their lesson, teaching them strategies using the process approach in L2 and language skill at the same time. It means that, the role of the teacher has to shift from delivering teacher-centered classes to student-centered classes that will let them experiment the strategies and the language at the same time in class. In that practice, students will develop collaborative work to lose that fear of writing, under the teacher supervision. Teacher's main concern should be to help students to achieve their goals, providing them with all the tools available.

It is important to understand that, to learn how to write appropriately, we need formal instructional settings to develop the ability to write a piece of text since it is not a natural acquisition, especially if we need our students develop the Academic writing competence. To reach that complexity of composing will bring many troubles to those students who do not have English competence, because it will demand other strategies like: paraphrasing, summarizing and quoting the information they will research; that is more challenging and complex than writing as telling. It can become even critical situation if students do not have strong bases on writing even in their own language. They fear writing because of their previous negative experiences in the process of their mother tongue (L1). Teaching writing is not a matter of English subject, it must be a matter of all teachers from all subjects.

One of the reasons why, until now, teaching writing is not well delivered by teachers especially in state schools is because teaching writing is considered as time consuming activity, which demands an extra time, in most cases, family time in order to check and provide feedback to each of student piece of writing. Another important reason is that even teachers do not know how to teach academic writing. Equally important and worrying at the same time is that, almost nothing has been done from the education system, knowing that one of the problems that students face in their university life is that they do not know how to write with the level of formality that universities' faculties require. One solution to solve this difficulty is to teach academic writing processes since schools;

teaching strategies that will give students more confidence in their learning process in order to generate, develop and analyze ideas to accomplish a task.

4.1.1. Writing skills

Developing writing skills, as we have analyzed before, requires of some especial conditions the students should acquire through structural formal lessons administrated by a skillful writing teacher, starting from basic level in primary to finish with academic writing in secondary. To understand better what writing means here it is a definition:

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year.

Retrieved on 26-09-17: <https://msu.edu/course/cep/886/Writing/page1.htm>

Approaches to teaching writing in ESL classes, suggest that various writing skills should be taught as a unified entity, and not isolated, but dependent entities. According to the encyclopedia of the social and cultural foundations of education states that:

Holistic education views all aspects of life as interconnected, interrelated, and interdependent. Holistic education encourages individual and collective responsibility in an ongoing quest for greater realization, fulfillment, meaning, understanding and connections.

This is the way, WAP program has established the activities; a word, sentence or paragraph cannot be understood if they are placed isolated from its context. They are presented to be worked in a holistic, integrated and collaborative way. In order to demonstrate this workshop has good impact in our students' academic writing skills, it will be first delivered as a module and after authorities accept its effectiveness, WAP Program should accompany our students along the three years they stay in a COAR school; it implies to include it in the curricula as a cross curricular course to assure the obtaining of their academic goals as well as improving personal life.

WAP Program brings together the best in each trend, method, and approach to teach writing. First, Writing is going to be addressed mainly as a process, to finally get the

product. Students need to value the process, the reflection after each step; it is a matter of metacognition that will make students realized about the process to later adopt and internalize it. Murray (1992:16) defines the process-oriented approach, as follows:

The process-oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as a product-oriented approach. The process-oriented approach may include identified stages of the writing process such as: pre-writing, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing.

WAP Program starts by teaching students how to generate ideas using different strategies; organize the brainstorming ideas to plan the writing task, write the first draft, then ask for peer feedback; in between students will re-draft and re-edit until reach to the final version. This process is explain by Jeremy Harmer as the “process wheel”

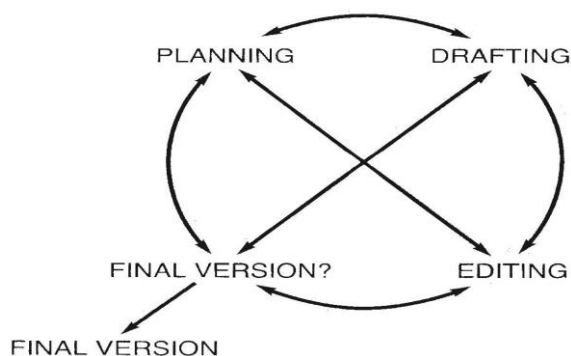


Figure.2. Process Wheel. (Harmer, 2004: 6)

It is know that when students receive peer feedback, they feel more relax with less fear of the critics. Caulk (1994) found that, teacher feedback was rather general, whereas student responses were more specific. Feedback is an important element that WAP Program is considering because; both peer and teacher’s feedback can be seen as complementary. Giving and receiving feedback from peers and teacher is a good practice that not only will benefit the one who is receiving the feedback but also the one who is giving it: when students become a critical reader of other’s writing may make students become more critical readers and revisers of their own writing.

Another concern of WAP program is to change this stressful task into an enjoyable experience; to make students understand that it is not a wasting time to devote a time for planning/prewriting and drafting, revising and editing to finally publishing the last version.

So make our students conscious about the writing process will help them consolidate his writing practice to finally master the skill. An study performed by Mr. Mokhtar Hamadouche in his dissertation to get the Art Degree in Language Science, develop a research title “Developing the Writing Skill through Increasing Learners’ Awareness of the Writing Process” shows the importance of awareness in writing, he tried to show that all the stages are significant, crucial and helpful in the activity of production and that they are not just a time-consuming sequence of procedures. The research reaches the following conclusion:

- The adoption of the process approach is effective and can prove the students’ level of writing if they are given enough time and the necessary strategies to deal with the writing activity.
- Confirm the hypothesis that awareness about the writing process will lead to better compositions.
- Prove that students lack the necessary awareness about the recursive nature of writing and the importance of proceeding through the different writing stages for more effective writing.

An article about Approaches to the teaching of writing skills, written by Blanca Frydrychova Klimove, from the University of Hradec Kralove, Czech Republic, focuses on the development of students’ writing through using two most common approaches to writing: The product approach and the process approach. The author of this study conducted a small-scale experiment in order to discover whether the product or process approach is more suitable for the development of students’ writing skills. Surprisingly, results showed that the product approach to writing is slightly better for the teaching of writing skills. One important aspect that has to be taken into account in this study is that students from group A (product approach) had a higher level of English while the results in group B(process approach) were undoubtedly influenced by one student whose English was the worst. The author of this study argues that since both approaches to the teaching of students’ writing skills are equal, students’ grasp of writing is more dependent on their level of English.

It is clear that if the students do not have the English language proficiency the results could not change as expected. In this case, COAR students have 10 hours classes per a week, time enough to provide them with the basic requirements that WAP Program requires. Another factor that counts on our favor is that these students are highly motivated and hardworking to assure the accomplishment of their task. Some of the requirements that students need to fulfill in order to succeed in this workshop are:

- Students need a B1 as minimum level of proficiency of the target language.
- Types of sentences (simple, compound) knowledge
- Use of some linking words and modifiers
- The basic components of a short paragraph (topic and concluding sentence)

The aim of this workshop is to show students the importance of following writing processes as part of the training to develop writing skills. Students need to incorporate writing processes in their writing activities, first in a conscious way by reflecting until these processes become automatic when students plan and write an academic written task. This determines the important role of the teacher, the responsibility to raise awareness in every single step of the writing process, to finally, reverse this challenging activity in a worth it and enjoyable experience.

In the *Journal of the Krishnamurti Schools -The Philosophical Underpinnings of Holistic Education* comments about the role of the teacher, they say the teacher's role is an active one involving the preparation of rich, supportive learning environments for effective facilitation of growth through learning. Teacher direction and supervision are required in order to put the dynamics of freedom to proper use. Teachers' preparation is a must. Teachers in a COAR school are involved in lots of responsibility too; they have to be well prepared almost experts in a topic to face all kind of talented student questions, because they are always willing to ask. Some students may feel burden for the quantity of tasks they are required to fulfill at International Baccalaureate program, especially those students who are less-skilled language learner and need more help. Teacher's preparation is a must. In this endeavor, teachers need to know what kind of students they have in order to tailor the lesson for them. It is not the same to work with skilled and less-skilled language learners.

Flower and Hayes also set out characteristics of good writers.

- ✓ A good writer is a person who can juggle all of these demands.
- ✓ Good writers often give themselves many such instructions and seem to have greater conscious control over their own process
- ✓ The distinctive thing about good writers is their tendency to return to that higher-level goal and to review and consolidate what has just been learned through exploring.

Retrieved from <https://files.eric.ed.gov/fulltext/EJ1082330.pdf>

4.1.1.1. Skilled and unskilled Language Learners

The fortune to work with a group of selected high-performance students in a high school, such is the case of COAR student's, could be considered as to working in the heaven of teachers, where the teaching and learning process flows above a high standard. However, the experience of working in this kind of school brought to light some aspects about how student learn, see how they bright or fail and how well prepared teachers should be to face this challenge.

While some students are so smart that catch ideas in a speed of time, there are others that take more time to process the information. Even though they are talented students, they have different rhythms and styles. The true is that not all students perform in the same way; most of them come to school with a lack of learning conditions to keep on in this school. This fact makes them meet for the first time, the failure. Students that are accustomed to be the first, now, they are just one in the group; the sense of competence become high as well as the demotivation. Having this scenario described, some questions arise automatically, what is the role of the teacher that most of the time, took for granted that all learners have those skills well developed or simply avoid going on deep of the problem? How important is it to know the students strengths and backwards to understand that they come from different environments, with different backgrounds, motivation and interest that have affected their writing skills and need of our help?

Some researches in second language writing have been done from 1970s to 1980s. Psychologist and educational researchers have attempted to answers the many questions that arises when students performance in writing skills fail. Studies shifted form **analyzing written** texts to addressing **learner's writing processes**. They have noticed that not all students respond in the same way; they have identified characteristics of the writing processes of skilled and unskilled writers (Bereiter & Scardamalia, 1987), Cumming (1987) noted that previous research on second language writing had not clearly distinguished writing expertise from second language proficiency. Using think-aloud protocols with a large number of students, Cumming (1987) reported that "basic writers" "exhibited a lack of control or appropriate self-regulation" in their approaches to L2 composition (p. 112). However, "expert writers" approached their composition tasks with "clear notions of what it should entail, knowledge of how it should be organized as discourse, and concern for how it might be best expressed in language" (p. 112).

After the 1960's, writing was considered important central in the language learning context. Therefore, a great number of approaches and methods of teaching have come out. However, none of these approaches can be considered the best, since they have all proved to be successful in one period or another, in a particular context.

This paper aims to provide less-skilled writers the tool they need to succeed in their writing task, and takes into account two main approaches to teaching writing in the classroom, they are: Product Approach and process approach.

Nunan (1991) differentiates the two in this way:

Broadly speaking, a product-oriented approach, as the title indicates, focuses on the end result of the learning process – what it is that the learner is expected to be able to do as a fluent and competent user of the language. Process approaches, on the other hand, focus more on the various classroom activities which are believed to promote the development of skilled language use. (Nunan, 1991:86)

4.1.2. Product- Based Approach

Product-based Approach has been the most popular approach for writing that has been practiced since 1950s to 1970s. It deals with sentence-level writing and paragraph-level organization. It emphasized in grammar, spelling and the correct use of the language, known as traditional approach. It was viewed as a linear process where the teacher assigned a topic of the task and received the paper without doing any intervention in its process. It concerns about the final product based mainly on imitating the model provide by the teacher.

A typical example of the product based approach is the five paragraph essay.

4.1.3. Process- Based Approach

In the Process-Based Approach, students need to lower the anxiety and feel confident on what they are doing. Conditions that should be provided by the teacher who should always monitor the class and the responsible to keep that mood in order to comprehensible input reach the language acquisition gradually, as Heald Taylor stated, that it is not mandatory to correct grammar or spelling at the beginning until they gain some confidence during the process.

Heald-Taylor (1986) describes this approach in the following way:

"Process Writing is an approach which encourages ESL youngsters to communicate their own written messages while simultaneously developing their literacy skills in speaking and reading rather than delaying involvement in the writing process, as advocated in the past, until students have perfected their abilities in handwriting, reading, phonetics, spelling, grammar, and punctuation. In Process Writing the communication of the message is paramount and therefore the developing, but inaccurate, attempts at handwriting, spelling, and grammar are accepted, know that within the process of regular writing opportunities students will gain control of these sub-skills. These skills are further developed in individual and small group conference interviews."

Gardner and Johnson (1997) have described the stages of the writing process: It was divided in 8 steps: Prewriting, Rough Draft, Reread, Share with a Peer Revisor, Revise, Editing, Final draft, Publishing. In fact, the writing process is not a highly organized linear process, but rather a continual movement between the different steps of the writing model. This theory was firstly confirm by Linda Flower and John R. Hayes with the research called "A Cognitive Process Theory of Writing" May, 1989 they maintain that writing does in fact happen in "steps", but they aren't necessarily followed in the same order. There is a cognitive process student follow when writing.

I can state that there is no one better approach for teaching writing, they all are complementary and while we are exploring more and more we realize that they all have some strength and drawbacks which we need to distinguish and apply in our particular context. Some practices prove to be more effective than others. Take into account these researches to be in the best position to design and develop comprehensive writing programs.

4.1.3.1. Process Approach vs. Product Approach

Actually, what is expected from our students is that they improve their writing skills and enjoy the activity. Once, students get used to the stages of writing, so they can channel their ideas more **effectible**. These would help them avoid confusion in their minds. It would be different if they would know how to plan it regarding logical argument or narrative sequence; they need to plan what they are going to write, who they are going to write to, and how they are going to write.

Product based approach and process based approaches complement each other, so this paper proposes to work them in an integrated way and incorporate up-to day methodologies, strategies in favor to the students. For example, the analysis some essay samples will be an effective strategy to make students be aware of grammatical structures, lexical chunks and modifiers observed in this analysis to later reflect what they have learned on their own writing. In the same way, Students will work collaboratively, supporting each other, realizing about the different steps of the writing processes and becoming conscious of their own learning; giving and receiving positive feedback among them and from the teacher.

The process writing approach involves the steps of prewriting, rough draft, rereading, sharing with a peer reviser, revising, editing, final draft, and publishing. What is unique with process writing method may be that: 'these skills are further developed in individual and small group conference interviews' (Jarvis, 2002). Gardner & Johnson (1997) note that young writers benefit from the structure and security of the writing process, which may be a good reason for teachers to adopt process writing. However, there are more advantages of using a process approach in the English classroom. These advantages will become evident in this study case.

The results of these studies confirm my position of adopting WAP Program to let students recognize their strength and incorporate other sub skills that they were not using because they were not advised in their former studies; researches confirm that there is a tremendous interrelation among them because writing is not only the sum of its parts, writing is a whole interdisciplinary activity which requires specific time to teach and learn how to write successfully. Definitely, it is not an easy work to do, since education in Peru does not follow a standard, there are many limitations starting from logistics to well-prepared teacher and no educational policy to rule the writing instructions in the curricula.

John Archibald and a team of researchers at the University of Calgary conducted a study in 2007. They found that students who learn other subjects in a foreign language likely to gain fluency and competence faster. The method known as content- based language teaching (CBLT), involves teaching subject matter content such as math, geography and other subjects in a foreign language. Especially in programs where students have limited second-language proficiency and less time is devoted to second-language learning, the concrete and highly contextualized content is required. Language B is a course part of the curriculum of the Diploma Program. It contemplates a variety of topics that in one way

make students research and reflect about some environmental issues, society or the individual aspects, topics like: Communication and Media, Global Issues, Social Relationship, or the optional topics like: Cultural Diversity, Customs and Traditions, Health, leisure and Science and technology. I can categorically confirm that students increase tremendously their vocabulary and grammar structures while doing research, discuss or report themes like these. English in this context is seen as a medium for students to be aware of the problems around the world and an opportunity to speak up orally or written and let others know about what is happening in the world.

4.1.3.2. Five-step writing Process model

WAP Program applies the writing process steps to accomplish its purpose. As it was explained before it is an activity in which teachers encourage learners to see writing not as grammar exercises themselves but as the discovery of meaning and ideas. During the writing process, teachers can enable learners to explore their thoughts and develop their own writing by using the five-step writing process model (adapted from Herwins 1986).

1. Pre-writing

Pre-writing is the planning phase of the writing process. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information to help students to generate vocabulary and ideas without concern for correctness or appropriateness in the first stage of writing; the most important is that students can identify and organize ideas that will most effectively tell what you know and think about the topic of your writing task. Some strategies are applied in this stage:

- Cubing
- Listing
- Journalist's questions: who, what, when, why and how.
- Clustering

2. First draft composing

Students will use their plan to start writing, the idea is that students do not worry about grammar or word-count at this stage; they should consider this first draft as a free writing exercise, just with more direction and using the vocabulary and ideas taken from the

previous stage to express them into sentences and paragraphs. Students will receive some writing sample to help them build a visual map of the task. They will also watch a video to receive different inputs as well as some worksheet to guide the process.

3. Revising and Feedback

This writing stage focuses on improving students' writing skill. Students will receive comment from their peers right after writing the first draft in order to modify any inconsistency. Students will use a checklist to give their partners' feedback. They will analyze the suggestions given and do the changes before asking for the teacher's feedback.

4. Editing (Second draft writing)

Based on the comment of teachers and peers, learners will modify their previous draft by adding, and rearranging ideas for example: correct error in grammar, mechanics, and usage; these changes can be done in peer or group when the task is in group or independently when doing their individual work. Some checklist and rubrics will be used to help students be more accurate in the editing process.

5. Publishing

In the final stage, student writers will not only discover new ideas and language forms to express their ideas in writing but also focus on the appropriate use of vocabulary, layout, grammar, and mechanics. It involves preparing a neatly handwritten or word processed copy of the final draft. It will lead to a gallery walks so other students from the school can read their work.

Some of the limitations, this process has, are that learners have to spend quite a long time to complete a piece of writing in the classroom which could make the process longer to cause decrease students' learning motivation and impede them from learning another way of producing a piece of writing; that is why it is important to work collaboratively to allow learners to take turns giving and receiving comments on their writing task, having the opportunity to learn in a good friendly environment to lose the fear of writing. This exercise will help students develop their critical thinking and to learn not to depend only on the teacher's feedback. The experience I have teaching English as a second language at COAR Lima gives me the right to affirm this assumption.

Virtually all current composition theorists make a distinction between process-oriented and product-oriented writing, James McCrimmon sees it as the difference between writing as a way of knowing (process) and writing as a way of telling (product), Donald Murray sees it as the difference between internal and external revision (revising in order to clarify meaning for oneself vs. revising in order to clarify meaning for the reader.), Linda Flower sees it as the difference between writer-based and reader-based prose. Nunan (2001) clearly states how very different this “process approach” is from the traditional product-oriented approach. Whereas the product approach focuses on writing tasks in which the learner imitates, copies and transforms teacher supplied models, the process approach focuses on the steps involved in creating a piece of work. The primary goal of product writing is an error-free coherent text. Process writing allows for the fact that no text can be perfect, but that a writer will get closer to perfection by producing, reflecting on, discussing and reworking successive drafts of a text. Though these theorists differ in their explanations of the distinction between process- and product-oriented writing, there is one important point upon which they all agree: good product depends on good process.

Retrieved from <https://files.eric.ed.gov/fulltext/EJ1082330.pdf>

There are many reasons why we need to learn how to write, according to Nunan's assertion, the most important is to make our students learn something that they can apply in other circumstances, thus, to let them know about the writing process will make them understand the way the brain works when organizing ideas, for them to internalize the process to then be able to create many types of texts in different contexts. We can apply this motto here “do not give them the fish, teach them how to fish.”

This research helps us to understand these cognitive/ instinct processes some good writers possess. However, our concern is about those students that do not find the way to success in writing; they need to be guided following a route that lets them put their ideas in order, and helps them with their reasoning ability. This theory demonstrates that there are more than one approach to use in favor of our less-skilled students.

All in all, we can state that each learner employs different strategies that usually apply for learning situations. It will depend also on the background knowledge, personal skills, motivation, context and many other factors that will influence in a skilled or less-skilled learner's written production. Therefore, to help students improve this kind of lacks, teachers should make students be aware of the process to plan their writing, identify the purpose of the task, revise and edit their text through the use of the WAP program which definitely will have positive impact on them, based on the research we have done.

4.1.4. Language for learning movements

4.1.4.1. England

Teaching Writing across the Curriculum (WAC), was an initiative that started with the “language for learning” movement in England in the 1960s and 1970s. The first focus was on writing in the schools. Later on, in the mid-1970s, it was adopted at college level; since then WAC has become stronger and be taken by most of the universities in the USA. There has been literally hundreds of cross-curricular writing programs that has been adopted according to the different needs of the different institutions along this time, however, there is one that has made a permanent impact on the modern literacy in America.

According to Russell D.R. (1990) WAC is one way to prepare students for the complex new roles many of them will play in professional communities. Ideally, cross-curricular writing instruction would initiate students into the discourse of a professional community and give them extensive experience in negotiation the discourse of other communities, others disciplines...

As we realized, this program has already been taken in other countries, in different universities and schools, teachers, principals and authorities each one adapting the program to their own context and needs, working as a community to give literacy the importance that it has. Why not then take this experience as an example to reflect on what is being done in our educational system, and what we can do, definitely, it is much more work for everybody, but we need to start someday, thinking about the positive effects this program could bring to our students, it will worth it.

He also explains that, with WAC, the oldest battles between access and exclusion, scientist and humanist world views, liberal and professional education, all come down to very specific and humanist world views, liberal and professional education, all come down to very specific questions of responsibility for curriculum and teaching. ...In what ways will graduates of our university use language and how shall we teach them to use it in those ways? What discourse communities – and ultimately, what social class – will students be equipped to enter?

There is a long way to go in this respect, and many obstacles to defeat as Russell say (pp.66) Cross-curricular writing programs, past and present, are negotiated by many competing interests, which have a cultural, economic, or political stake in the expansion of advanced forms of literacy... it is due to literacy conceived as a single, unitary attainment to be acquired independently of its social matrix by some quick fix.

A very important aspect that authorities need to understand is that teaching writing is not something that can be taken as a workshop only. It might start like that as this assignment is proposing to an initial point; however, a big objective in the future is to incorporate an instructional writing program in the curriculum. The intention to present Writing Across the Curriculum program as part of the framework of my assignment is to make people be aware of the potential changes we can do in our educational system. It means an interdisciplinary effort in which teachers from different disciplines work together to develop a comprehensive program for the institution they work.

The government of New Zealand updated his new curricula in 2012 to support school leaders and teachers as they work to design and review their school curriculum in line with the new curriculum and with current knowledge and understandings about effective classroom teaching in order to foster students of these ages to progress at a faster rate and achieve appropriate levels in writing.

Efforts like these made in New Zealand and other countries support my position of starting teaching writing process instructions at an early stage of formal education. Working on this program since primary schools will be the ideal, however I suggest, because of the particular circumstances of IB schools in Peru, to start in the first year of the Diploma Program to avoid the struggles students have when handing in academic written tasks at school.

Writing has been always relegated and not taken seriously. How successfully our students could become proficient in writing will depend on how open our minds are and the responsible decisions made by the educational authorities to change this situation. Now we realize that this is not an exclusive problem of our educational system, no, this is worldwide problem. And teachers play an important role, because there is no a program to be successful if we do not have well prepared teachers in charge of doing so. A key point to get an educational reform is to empower teachers as a main core of the educational process.

4.1.4.2. USA

National Writing Project is a governmental project in North America. It is the only federally funded program that focuses on the teaching of writing in the USA that seeks to solve the many problems students and teacher handle in the writing teaching and learning process.

The NWP states that writing is essential to communication, learning, and citizenship. It is the currency of the new workplace and global economy. Writing helps us convey ideas, solve problems, and understand our changing world. Writing is a bridge to the future.

These statement make us realize that writing is not a problem of a country it is a worldwide problem and we need to forge and tackle doing our best effort to improve writing and learning for all learners.

According to the last report hold on November 2015, results were positive: SRI's two-year random assignment evaluation found consistent program implementation and positive impacts of the National Writing Project's College-Ready Writers Program (CRWP). Despite the challenge of implementing a program in 22 districts across 10 states delivered by 12 Writing Project sites, CRWP was implemented with a high degree of fidelity to key program components. Teachers in CRWP districts took up the materials and approaches presented by the program, and as a result the writing instruction that students experienced in treatment districts was significantly different from that in control districts. Ultimately, CRWP had a positive, statistically significant effect on the four attributes of student argument writing—content, structure, stance, and conventions—measured by the National Writing Project's Analytic Writing Continuum for Source-Based Argument. In particular, CRWP students demonstrated greater proficiency in the quality of reasoning and use of evidence in their writing.

Retrieved from https://www.sri.com/sites/default/files/publications/sri-crw-p-research-brief_nov-2015-final.pdf

Evidences like this statistic report add more credibility to my proposal. But at the same time, shows us the hard work delivered by the government and committed teachers. There was an intensive professional development to support classroom implementation;

teachers received 90 hours of instructions over two years. Besides that, they were supported by demonstration lessons, coaching, co-designing learning task and co-planning; a serious and organized work.

4.15. International Baccalaureate Program – IB Program:

The International Baccalaureate® (IB) a worldwide recognized educational programme; a foundation created in 1968 is being applied over 140 schools all over the world, nowadays. The principal office is in Geneva, Switzerland with branches in all continents.

They offer four educational programmes:

- IB Diploma Program (16-19)
- IB Career-related Programme (16-19)
- IB Middle Years Programme (11-16)
- IB Primary Years Programme (3-12)

Adapted from http://www.ibo.org/globalassets/publications/become-an-ib-school/ibdp_en.pdf

Diploma Programme (DP) was adopted for state IB schools in Peru. They required high quality standards, because after the two years study students will be evaluated under that standard to get the diploma. Even though, this program is for students of 16 to 19 age, our students from 4th and 5th grade of secondary aged from 14 to 16 are taking this challenge, it means the school has two years to develop different skills in the students as part of the curricula requirements of the DP.

Working with COAR's students has an advantage, our students are talented ones, different from student of a state schools, they are always with good attitude to work and, they are accustomed to deal with; nevertheless some skills are not well developed for that reason this Writing in Action Program - WAP, recommend to supply students with a writing workshop that will help them to overcome any academic writing skills problems.

4.1.5.1. Diploma Programme Curriculum:

The curriculum is made up of the DP core and six subject groups.

The three core elements are:

- ✓ Theory of knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- ✓ The extended essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- ✓ Creativity, activity, service, in which students complete a project related to those three concepts.

There are different courses within each subject group.

The six subject groups are:

1. Studies in language and literature
2. Language acquisition (AB Inicio and Language B)
3. Individuals and societies
4. Sciences.
5. Mathematics
6. The arts.

Adapted from: <http://www.ibo.org/programmes/diploma-programme/curriculum/>

4.1.5.2. Group 2 – Language B

Group two consists of two modern language acquisition courses language AB inicio and language B, planned to provide students with the necessary tools and skills to permit them to communicate successfully and encouraging them to go beyond the classroom, expanding an awareness of the world and promoting respect for cultural diversity. Language B courses develops students' linguistic abilities through the development of receptive, productive and interactive skills.

One of the tasks IB students have to hand in Language B is the “Extended Essay” that is a text within the 4000 word limit. Students are supported by the supervisor who has to be a teacher at the school, during the whole process of researching and writing. The information gathered by the students is processed and analyzed, including critical analysis and evaluation of sources.

The curriculum of Language B exposes students to search in many different topics that let them later get their own opinion, use it in their extended essay and support it with

evidence they find during the research process. The presentation of this task has become a problem for some students who besides having grasping the knowledge of the topic are limited to express their opinion in coherent-well constructed paragraphs that meet the standard established by the Diploma program.

4.1.6. Academic Writing:

Writing is not easy to learn as speaking. For that reason, it needs to be learned along the school period, with more accuracy in high school. One of the most common writing tasks the IB ask students do are essays, so some general aspects of the academic writing papers are detailed as follows:

Academic writing has three distinct sections – the introduction, body and conclusion

- **Introduction:** It is the first paragraph where the attention of the reader is captured by a well-defined thesis of the paper presented through different strategies like a quote from a famous work or person, or some interesting facts or information.
- **Body:** This is the principal part of the paper; it is developed in paragraphs depending on the kind of information and number of interesting facts you get to support your thesis. It should also be arranged in a logical order, like chronologically or in order of importance. Each sentence needs to refer back to the topic. In the same way, cohesion is important since each initial sentence links the preceding paragraph.
- **Conclusion:** It is the last paragraph where the thesis is reinforced and the main points are summarized. It also shows the final conclusion and reasoning for the reader to understand the conclusion.

Retrieved from Your Dictionary's Word Finder <http://grammar.yourdictionary.com/word-definitions/definition-of-academic-writing.html>

4.1.7 The Essay as a pedagogical tool

An essay is one of the types of formal writing and, at the same time, the most required type in the academic life of our students. Essays are required to apply for a scholarship, or for studies abroad; students at schools are also asked to explain, comment on, or persuade readers by writing essays. However, most students have troubles to accomplish this task.

Why is becomes difficult for students? It is mainly because students do not have access to academic writing training. It is not the same the vocabulary we use when speaking or even writing that when we have to write an Academic piece or writing. To understand better what does writing an essay mean it is necessary to know that the word essay come from the verb “To essay” that means “to put to the test, to attempt something difficult”. So, writing an essay is a challenge for the students. It is not easy to engage the readers and demonstrate knowledge or expertise on the topic, unless we have been trained and researched about the topic. Students’ mastery and comprehension of a topic are being evaluated in an essay.

This is one of the reasons why, WAP program will devote all its attention to teach students writing process from writing a paragraph to finally write an essay. In this case the argumentative essay due to this type is the most common academic writing in the academic world and one of the written tasks asked for the Diploma programme.

One aspect that is considered paramount is the concept of intellectual rights; it is something that needs to be taught in parallel with academic writing. Students need to be acknowledged and rewarded for their own ideas and analysis, as well as, those ideas that are cited to avoid intellectual theft or plagiarism which is penalized by the IB program or any other academic institution.

4.2. Terminology

Concept	Definition
High-stakes writing	Assignments for which professors expect polished academic writing that demonstrates knowledge of the course's subject matter; writing for tasks with momentous consequences whether for publication, passing a class, or other significant reasons.
Low-stakes writing	Writing that is characteristically ungraded and exploratory; generally this material has greater meaning to the writer since s/he is also the intended reader
Informal writing	Assignments meant to develop students' understanding and their ability to communicate it; rarely assessed for the conventions of writing these assignments are meant to generate ideas and clarify thoughts.
Meaningful writing	Writing that is significant to the author.
Effective writing	Effective writing requires a number of things: a high degree of development in the organization of ideas and information; a high degree of accuracy so there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers. (hedge, 1998:5)
Pre-write	Process by which an author or class generates ideas about a topic, questions those ideas and develops lists or other organizational means of understanding the need for the questions.
Process	The recognition that writing is an on-going series of actions directed toward a specific aim or purpose; the "writing process" consists of pre-writing, drafting, reviewing, revising, editing, and proofreading
Process approach	Encouraging writers to move through a series of actions directed toward a specific aim or purpose thus allowing for correction of errors and allowing time for review and revision.

Portfolio	A collection of a writer's work including several drafts of projects as well as artifacts from different stages of the writing process; portfolios are often used as assessments tools that allow teachers to see a writer's growth and to value different moments in a writer's process.
Proofreading	Close reading of a text, using symbols of correction, examining it for errors in conventions, mechanics and/or grammar.
Publishing	the distribution of a piece of writing with the intent that it will be read by people other than the writer; publishing may be as informal as sharing in a small group or as public as submitting a piece to a professional journal or publishing house.
Research	A process of inquiring into a topic through various means including exploring what one believes and knows about the topic, seeking out other voices in the conversation, investigating and documenting others' ideas, considering them in relation to one's own.
Thesis statement	An explicit statement of the purpose, intent or main idea of a piece of writing
WAC	Writing Across the Curriculum is a philosophy that maintains that writing is a valuable learning tool that can help students to synthesize, analyze, and apply course content; clear writing helps to develop clear thinkers in any curriculum.
Writing centers	on-campus sites where writers of all levels are supported in a one-to-one program which provides writers with feedback on their work and helps them develop strategies for approaching future writing tasks; teachers who are interested in better supporting their students' writing may also use the writing center as a valuable resource for instruction
Writing process	Recursive progression of thinking and writing undertaken by a writer in the development of a particular text; steps in the writing process usually include invention workshops, peer review workshops, and several stages of revision.

Taken from the University of Nebraska-Lincoln,
Writing Center Glossary.

Community of Learning	A group of practitioners with shared learning aims who communicate regularly about their learning and support each others' learning goals.
Pedagogy	The theory and practice of teaching. Specifically, pedagogy refers to the theory and practice of teaching children. Andragogy is the theory and practice of teaching adults.
Pedagogical Approaches	Different approaches to teaching, underpinned by different theories about human cognition, development, behavior and skill acquisition, and adapted to the needs of the student and preferences of the teacher.
Writing for Education	is any writing done to fulfill a requirement of a college or university. Academic writing is also used for publications that are read by teacher and researchers or presented at conferences. There are some documents where academic writing is used for example: Books and book reports, Translations, Essays, Research paper or research article, Conference paper, Academic journal, Dissertation and Thesis, Abstract, Explication.

Taken from British Council, Glossary

CHAPTER V

METHODOLOGY OF THE PROJECT

5.1. Methodology of the Project

5.1.1. Description of the approach selected for the design of the materials.

The approach selected for the design of the material is **Task Based Learning** approach. Students are engage on a recovery previous knowledge activity first, to later let them scaffold the new knowledge. After the students have received all the information and samples necessary to start writing, the task is assigned under clear instructions using clarifying questions to be sure students have understood the instructions and can carry out the task in the time established. Students work in groups to support each other, decide who will be the speaker of the group to share their findings/product to the class. The next class students are asked to work individually taking into consideration the previous experience.

The material prepared for this proposal is a set of different worksheets divided in the different steps followed in the writing process:

- Sample of Types of sentences: simple, compound, and complex sentences
- Structures to organize ideas in paragraphs, transitions words
- Paragraph Layout
- Introductory and concluding paragraphs
- The writing process

- Prewriting: brainstorming (cubing, listing, clustering, journalist's questions)
- Planning/outlining
- Feedback (peers' and teacher's evaluation)
- Rubrics and check list

The developments of all these steps/ material will help students organize the whole text into a well-coherent text to communicate effectively. It follows a sequence by which students will develop the process in a natural way using real topics that generate interest and motivation to write as well as to increase their confidence to use the writing process approach. However, there is some basic knowledge of the target language that teachers must provide students with during the third grade, before they are enrolled in the IB Programme; topics such as:

- The basic structure of a simple and compound sentences
- Punctuation marks
- Use of some prepositions
- The most common transition words

5.1.2. Description of the target group.

The target audience for the Writing in Action Program will be the 300 IB students at CMSPP – COAR LIMA.

“The IB - Diploma Program (DP) addresses the intellectual, social, emotional, ethical and physical well-being of students, aged 16 to 19, in order to (succeed) in their future academic life and face the real world with strength”.

Students at COAR schools who are registered on the IB – Diploma Program are aged 14-16, and are in their 4th and 5th grade of secondary school. The age difference is definitely an aspect that psychologists and tutors must take in consideration when working with these students. It is also important to mention that they are in a boarding school, so It is our responsibility to keep them healthy, physical and emotional.

Supported by the good results that COAR Lima got in 2015, the Minister of Education (MINEDU) decided to engage all graduates at COAR Lima in the IB- Diploma program, and not a select group only, as it was initially done. It meant the number of students

registered in the Diploma Program of the International Baccalaureate program increased from one hundred in 2015 to three hundred in 2016.

Even though they are talented students, they did not have the same skills and background. This fact was evidenced in the results of 2016 when only 78% got the diploma while the remaining 22% did not. This experience will be replicated by the other COAR students around Peru; it means we need to prepare more students in the different regions of Peru to reach the expected standard.

Under these circumstances, the Writing in Action Program focuses on our students' well-being; it will give them tools to handle the multiple written tasks they are going to be involved with once enrolled in the IB program. This year Students of 2017 will be the second prom of 300 students as an average that will finish this experience. We hope results will be better than 2016.

5.1.3. Description of the structure that surrounds the materials.

The material that has been prepared considers the writing instructions process as one of the best approaches that fits the needs of IB students in Peru. As this approach proposes, the Writing in Action Program will be divided in 16 lessons to teach the process to build from a well written paragraph to a five paragraph essay in this case an argumentative essay. The sessions will be developed following the WAP program instructions based on the writing process steps:

- ✓ Pre writing
- ✓ Drafting and peers feedback
- ✓ Revising and teacher's feedback
- ✓ Editing
- ✓ Publishing

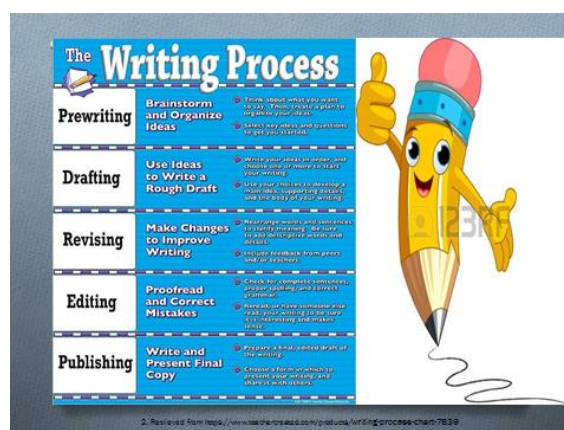


Figure 1

Retrieved from <https://www.teachercreated.com/products/writing-process-chart-7639>

The program was proposed to be taken in 2 months, two lessons a week, two hours each class. It should be delivered in the first year of the Diploma program. Students at COAR schools receive 10 hours English classes a week. It means when they are enrolled in the Diploma Program they would have received the bases of the English language in the third grade that will let them deal with the writing workshop in the fourth grade. The proposal intention is to prove WAP program will help students to meet their goals and release the heavy load of work studies they have at school.

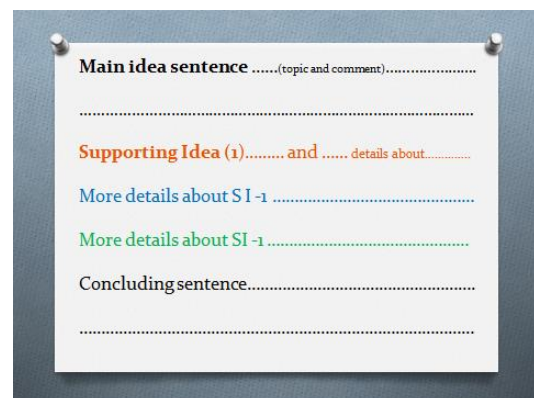
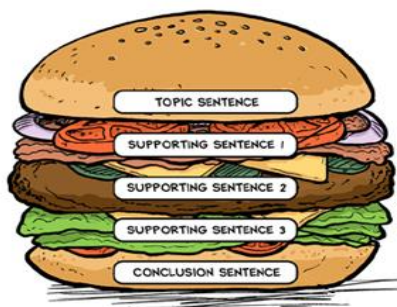
5.1.4. Description of the creative process

Based on the observation done during the 5 years' experience working in this school, the material prepared is tailored to satisfy the needs and difficulties students had to write a piece of text. Few of them knew how to start writing a short assignment; most of them didn't realize that a text follows a format.

Taking this problem into account, the material will be designed to fulfill students' lack of skills in the writing process, let them grow in confidence to familiarize with the structure that was always there but ignored, or worst, even slightly explained by the teacher.

The revision of different books about teaching the writing process also provided good examples to start the designing of the material. Conversations with students make them realize they are capable to do it; the problem is that they have never been taught how to do it. So:

✓ To present writing in a very nice and simple way for them to meet their goals, worksheets like this will be prepared.



Figure

2

Retrieved from http://www.readingrockets.org/strategies/paragraph_hamburg

- ✓ To make them write with simple sentences and little by little turn it to academic writing.
- ✓ Showing students the different layouts used to write from a paragraph to an essay.

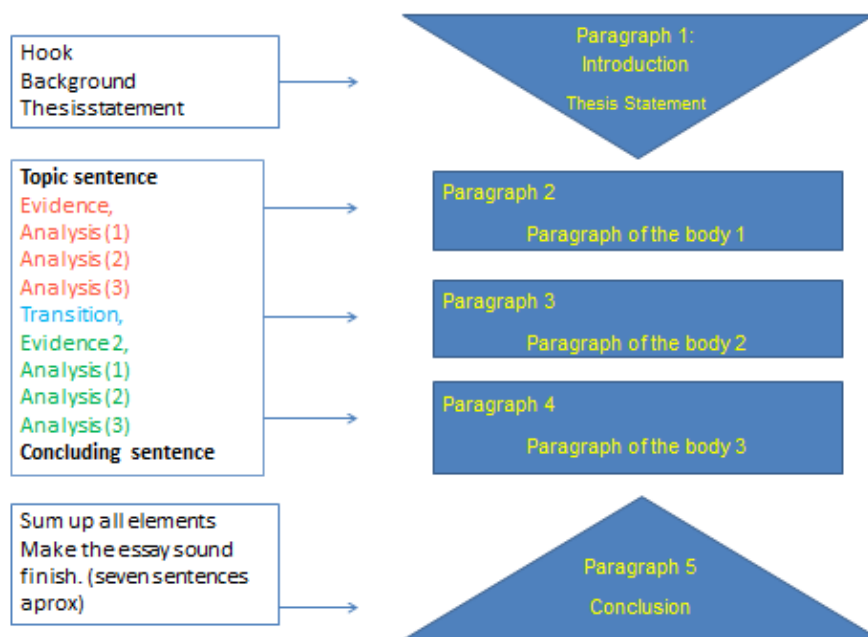


Figure N°3

Retrieved from <https://www.teachercreated.com/products/writing-process-chart-7639>

- ✓ They will recognize the format and analyze the language used in real essay samples. in order to observe how transitional words and phrases , signposting sentences are used in an argumentative essay to make it easy to understand.

For example:

Signposting stems for an introduction

- To understand the role of...(your topic) this essay aims to provide a discussion of..... (ideas you will develop).
- This essay seeks to investigate/evaluate/ illustrate/discuss the impact of...(your topic) in relation to....(the ideas you will develop).

Signposting stems for a paragraph which introduces or develops a new idea

- One aspect which illustrates... (your topic) can be identified as ...(the idea you want to develop).
- The current debate about...(your topic) identifies an interesting viewpoint on...(the idea you want to develop).

Signposting stems for a conclusion

- The evidence presented in this assignment has shown that...(mention the conclusions you have drawn).
 - To conclude, this assignment has addressed a number of significant issues which show that... (mention the conclusions you have drawn).
- ✓ Providing students with the opportunity to work individually or in groups in a collaborative way.
 - ✓ Taking care of context and audience when writing.
 - ✓ Revising and editing the times they consider necessary to verify clarity, coherence and unity in the task.

5.2. Description of the typology of materials and/or activities.

The proposal will consist of the following material:

- Teacher's guide
- Students' guide
- PPT presentation from day 1 to day 7 - Part I
- PPT presentations from day 8 to day 17 -- Part II
- Didactic Material

The didactic material will consider the following criteria:

- Session developed considering students' background and interests.
- Handouts to practice in class.
- Arguable topics that are in the interest of the students.
- Feedback worksheets (peers' and teacher' feedback)
- Conventions gradually taken into account
- Basic Academic writing formats used.
- Check list
- Rubrics
- Portfolio

5.2.1. Description of the general learning objectives of the materials.

The General objective of the proposal “Writing in Action Program” (WAP) is designed to Improve IB students’ academic writing skills in Peru, because now not only COAR Lima is registered in the Diploma Programme, but the other 24 schools all around Peru. The general learning objective is to make students aware of the writing process steps that will transform the Diploma Program writing task into a stress-free, enjoyable experience for the students and teacher, while increasing the graduation rate as much as possible.

WRITING IN ACTION PROGRAM (WAP)

This document is a complement material for teachers to develop WAP program focused on improving academic writing in IB students at COAR Lima 2018.

Teacher's Guide

GUIDELINES FOR TEACHERS

The following guidelines are intended to give teachers some suggestions to apply the Writing in Action Program (WAP); however, teachers do not need to follow it to the letter since it is a guide for them to consider. You can change examples or the order of the themes, provided that this change will end up in the application of the WAP program to benefit students learning process.

The aim of this workshop is to show students the importance of following writing processes as part of the training to develop writing skills. Students need to incorporate writing processes in their writing activities, first in a conscious way, until these processes become automatic when students plan and write an academic written task.

This teacher's booklet is divided in two main parts; the first part on how to write a paragraph, and the second part on how to write a five paragraph essay. It is important that the teacher reinforce whenever possible that to invest time for planning is worth it.

1. Approaches

The task based learning (TBL) is not teacher-centered but a student-centered approach. It means that teachers have the role of monitor, advisor, coach to encourage students to fulfill a task, providing them with the necessary vocabulary and model for them to follow. The teacher creates a need for the students to do the task which has to be meaningful; that is why the activities reflects real life situation. TBL focus is on process rather than product and in the same way, it does not focus on grammar but focuses on function. Grammar is done after a task has been completed.

Most of the time students are going to work in groups to support by themselves. Even though, it is a collaborative work at times the students will have to work with the program WAP on an individual basis.

It consists of three components, Pre-task, Task and Language Focus; each class will follow this structure.

1.1. Pre task

Pre-task activities are necessary to give students an idea of the context and make the activity more meaningful for them. When the activity is meaningful, it will be easier to capture the student's interest and keep their motivation during the lesson. It is divided in the following steps:

1.1.1. Recovering prior Knowledge activity is done as a review of the topic that has been delivered in the previous sessions, and we need to bring back to their memories to scaffold with the new lesson.

1.1.2. The Objective of a lesson is introduced at the pre-task so that students will know that all the activities at this stage has a purpose and to complete successfully an outcome.

One of the principal roles of the teacher is to prepare learners for tasks:

- The teacher has to put all his/her creative skills in action to introduce the topic. This can be done indirectly by using activities taken from the news or a particular event that arises from the students own lives, ages and interests which will help give them a good context.
- Use clarifying questions to insure that instructions were understood by the students to facilitate task accomplishment.
- The vocabulary and phrases are also introduced while demonstrating task procedure.
- Set the time for each activity and let them know from time to time how many minutes are left to finish the task.
- Students need to know why they are going to learn something, so let them know the purpose and the objective of the lesson; it will help make sense for the students.

1.2. Task

The TBL approach teachers have to assume different roles in their teaching practice. They monitor students in groups and individually, boost a good learning environment; play the role as facilitator of meaning in other words. The teacher and students are going to assemble the knowledge working together, shoulder to shoulder. Another role, not less important, is that teachers will spend some significant time for planning lessons that should be tailored for a particular group of students, to help them achieve the task.

- Motivate learners taking into account learners needs, interests and language skill levels.
- Topics should come from real-life experience or any important event around their own context in this way the activity become meaningful
- Activities have to be well thought to make them useful and real-life oriented
- Students can participate in the choice of topics for lessons
- Make the students feel part of the class by including their names in the exercises. This make the students feel identified with the situation presented
- Provide prompts that students will need to participate in class and in group task.
- Give them positive feedback. It means, if students do not do right, encourage them to do it better next time taking into account your suggestions, otherwise get together for personal coaching.
- Individualize the feedback for as many students as it is possible and necessary.
- Challenge your students in a supportive way.

1.3. Language focus

- Teacher promotes Consciousness-Raising Activities giving them the input and the grammar in context.
- Once the task is complete, then the teacher discusses the language that the students have used.
- Positive feedback is necessary to improve confidence. Teachers will monitor individual and group work to help the students whilst the teacher takes notes of points to be clarified, explained and exemplified. Errors are part of a natural learning, so take advantage of them to introduce grammar.

2. WAP program strategies:

Each lesson will start with a pre-task activity which will demand teachers' creativity to introduce the topic indirectly.

The most common brainstorming strategies that we will use in the pre writing stage are: Cubing, Listing, journalist questions and clustering. Every time students will start writing a new topic, one of these strategies will be used in class in groups or individually at home.

Another strategy that will be used in class is called "Gallery Walking". This strategy is going to be used to share the product in front of the class; it means that, once the task is finished every group will stick their flipchart on the walls around the classroom. The audience is going to walk around the classroom as if it were a gallery observing and taking notes of the most important facts they consider will help them. The teacher can also ask students to do a specific observation over a specific topic to be analyzed in the class.

2.1. Homework / review in advance

Students will do theory and practice in the classroom; however, it is also important to reinforce the lesson, so there will be a task to be done at home after each class. For example, watching a video in the pace they need to understand the message. It is known that students feel more comfortable listening or watching a video in their privacy first and then in class. This practice is allowed to do in this way since this is not a listening exercise it is an explanation about how to write academic text. It means, it will not affect the result of our purpose.

2.2. Group work:

The teacher should teach students the way they should work in groups:

1. Give each member of the group a responsibility depending on each one's ability. The speaker, the secretary, the time keeper, the designer, etc.
2. Let them know this is a group work and each one is paramount important for each other, so it is important to get into thoughtful agreements and be responsible to finish the task on time.
3. Be respectful of the time for each mini task in the group and to the other member of the group to discuss an issue.

2.3. Portfolio

Help students to see the progress in their learning process. The use of a Portfolio will help teachers and students to document the growth, so ask them to file all the pieces of writing produced since day one, and at the end of part I, ask them to bring their portfolios and hand in to the teacher.

Register all the accomplishment of each student to give them timely feedback. Also important to have a record of whom is doing the best and who required for extra help.

The University of the Arts London gives the following definition of an application portfolio:

A portfolio is a collection of your work, which shows how your skills and ideas have developed over a period of time. It demonstrates your creativity, personality, abilities and commitment, and helps us to evaluate your potential.

You can access extra information about how to manage a Portfolio, in this webpage:

<https://www.studentartguide.com/articles/how-to-make-an-art-portfolio-for-college-or-university>

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DAY 1: Introduction

1. Introduce the topic by giving the students a quote about writing and eliciting.
2. "If there's a book that you want to read, but it hasn't been written yet, then you must write it." - *Toni Morrison*
3. Invite students to write something about communication and media, give them some examples. The task should be done in 30 minutes.
4. Tell them that the task is called **pre-test** that will help the teacher to diagnose the class profile
5. Give them the worksheet "Writing Skills Questionnaire" If possible, read aloud each statement to be sure all the students understand the different questions.
6. The purpose of the questionnaire is to identify which elements of the writing process are used by the students.
7. Explain the purpose of the workshop:
8. *"To apply the Writing in Action Program (WAP) for the Improvement of 4th grade IB Students' essays at "Colegio Mayor Secundario Presidente del Peru - COAR LIMA".*

DAY 2: Short composition – Topic sentence

Writing process steps - Pre writing

Pre task:

1. **Activate prior knowledge:** Call up students' previous knowledge by asking them about the objective of the WAP Program introduced last class.

"To organize and brainstorm ideas about Communication and media through the use of one type of Prewriting Technique"

2. Show students a video about social media. Promote some opinions about the video using the following statement:

<https://www.youtube.com/watch?v=-9qCua9u4Bc>

3. **Time to talk:** Ask students to tell about the video, what they have understood, explain that it is not necessary to understand every word; we can deduce the meaning by associating them with the other words around. Encourage students to participate in class, all opinion value.
 - Ask them to discuss this question in pairs or as a group activity.

There exist some apps for parents to know who their children are talking with and where they are. However, some parents do not know about this technology yet.

- Then ask students these questions
 - a. Would you agree your parents have such control over your interactions on social media?
 - b. Why don't you want your parents to know about your interaction on social media?
 - c. What is the topic of the class today?

4. Tell the students the objective of this class: is to focus on the writing process structure for the final outcome.

“To organize and brainstorm ideas about Communication and media through the use of one type of prewriting technique”.

5. The topic for the class is **Communication and Media**. Write it on the board and ask them to brainstorm about it. Put into practice the clustering strategy to organize students' ideas. Possible answers: internet, telephone, social media, newspaper, radio, etc. Or maybe by categories

- Networking website: Facebook
- Messenger for smartphones: Whatsapp
- Blogs and micro blogs: Twitter
- App to share photos, videos and messages: Instagram

6. It is also important to bear in mind some aspects that will help students to start writing, such as: the purpose, the audience, clarity, reliability and previous knowledge. (slide 17). Invite students to reflect on the following questions: (possible answers are shown)

a. What do I want to write? Purpose

Time people spend surfing the internet, privacy issues, reliable websites, etc.

b. What is my position about the topic and how to say it? **Clarity and reliable**

I want to: be Critical, show it is useful, show support or against, and the possible contradictions.

c. Who will read my writing? Audience

Students of other schools, parents, people in general, only girls, only boys, children, etc.

d. What else do I need to know to begin? Previous knowledge

Look for some experience and background research.

e. Who can I talk to about my ideas? feedback

My parents, friends, teachers or peers.

Give students time to think, analyze and evaluate about the different aspects they have to consider before writing.

7. Academic writing is not learned as learning speaking. It requires some effort and a formal teaching of the writing process steps to guarantee the students could undertake the task assigned.
8. Introduce the writing process: Develop each of these parts step by step: Prewriting strategies, Drafting, Revising, Editing, and Publishing. Make them aware of the importance of following writing process instructions.
9. Introduce and explain how to use the different strategies for Prewriting:

Brainstorming is useful whether you have too few ideas, or too many. It can help you whether you don't know how to organize your thoughts, or whether you don't even have any thoughts. But before you start, remember the first rule of brainstorming: Enumerate, don't evaluate. Just get the ideas down, and don't judge them or organize them until the creative phase has wound down.

Print these cards, made the changes you consider necessary according to the topic or the moment of the session. Let them know that these strategies can be done in many moments of the writing process.

Cubing

This strategy is a critical-thinking exercise to help students express their thoughts, it is examined from six viewpoints, such as:

- Describe the topic - what is it?
- Compare it - what is it like or unlike?
- Associate it - what does it make you think of?
- Analyze it - what constituent parts are it made of?
- Apply it - how can it be used?, and
- Argue for and/or against it - how can you support or oppose it?

Taken from Daily writing tips- Brainstorming Strategies for Writers, by Mark Nichol
<https://www.dailywritingtips.com/>

Listing

Ask students to write down a list of phrases or single words. The list can consist of opinions, arguments, facts, questions, or components, or any combination of the above. Remember, brainstorming should be an uninhibited activity.

If your intent is to write an essay or a review or profile, what do you want to communicate? If you wish to craft a story, which ideas and elements do you wish to convey?

Don't outline at this point. Outlining stalls the creative act of brainstorming by requiring you to evaluate and organize your thoughts. Remember, brainstorming should be an uninhibited activity.

Taken from Daily writing tips- Brainstorming Strategies for Writers, by Mark Nichol
<https://www.dailywritingtips.com/>

Clustering/ Mapping

Mapping, also known as clustering and webbing, is a graphic form of listing that simply involves writing down ideas on a large writing surface and then making connections by associating similarly themed ideas with color-coded circles or underlines of distinct patterns and then indicating other relationships by linking with lines.

This brainstorming tool, give you the freedom to write down as many words until you run out of ideas, when this happen then students start making connections, and if it is the case continue adding more words as you organize the ideas.

Taken from Daily writing tips- Brainstorming Strategies for Writers, by Mark Nichol
<https://www.dailywritingtips.com/>

Journalist's questions

This strategy uses 5W's and 1H questions: Who? What? When? Where? Why? and How?

Use the same technique to generate topic ideas, possible angles to take on the topic and the most pertinent information to include when addressing the topic by answering all the questions relating to your topic in brief and then review the answers.

Research your topic further to improve on areas you are least knowledgeable in, build on areas you are most knowledgeable in or the best way to organize what you already know to balance your topic more.

Taken from Daily writing tips- Brainstorming Strategies for Writers, by Mark Nichol
<https://www.dailywritingtips.com/>

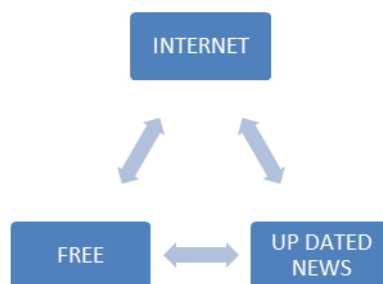
Try one of these strategies with the students, let them know that the topic for the class is “Social Media”, write on the board and ask them to brain storm about it. Possible answers: facebook, whatsapp, twitter, television, newspaper, etc.



Task

10. Divide the classroom in 4 groups and assign them one type of a prewriting strategy and one of the categories mentioned to each group. This activity could be adjusted by the number of students otherwise use a different strategy.

Once students have warmed up and gathered their ideas, ask them to divide the ideas into three or four basic categories. Ask them to distinguish between general ideas and specific ideas only.



11. **Time To Share:** One student of the group will explain to the class, how this particular strategy was helpful for them. They present their ideas organized written on a flipchart.

Language Focus

12. After students have experienced the language doing the task and appreciate why the grammar and spelling is important, then the teacher gives feedback that make student reflect about the correct grammar and spelling used to improve the efficiency of communication in a foreign language.

13. **Homework:** Students choose a topic and write about it and hand it in for next class.

DAY 3:

Short Composition: Topic sentence.

Pre-Task

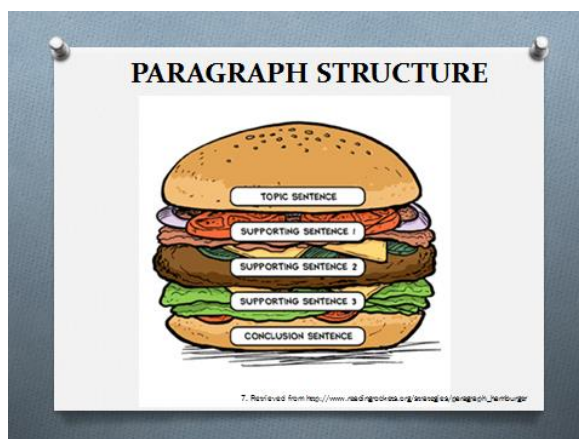
1. **Activate prior knowledge:** Evoke students' prior knowledge by asking them **what the writing process steps are?**
2. Exploit the students' experiences to help them warm up using an analogy:

Do you like hamburgers?

Which one is your favorite?

Use the hamburger picture as an analogy to explain the structure of a paragraph.

Ask them to guess what would be the topic of the lesson. **"Paragraph Structure"**



3. Introduce the objective of the lesson

"To identify and analyze the paragraph's structure and create a new topic sentence".

4. Clarify this concept to the students:

A short composition states and develops one main idea. If the short composition is just one paragraph, that paragraph will include the main idea, supporting ideas and details, and the conclusion.

Retrieved from Writers at work - from sentence to paragraph.

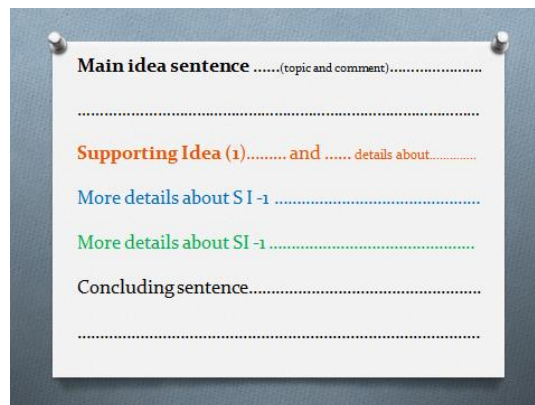
5. Show them a one paragraph composition to analyze together; identify its structure.

The following are important aspects of all body paragraphs:

- A clear topic sentence
- Specific evidence or supporting detail
- Examples
- Unity and cohesion
- Transitions between sentences and paragraphs
- A concluding sentence that ties the evidence or details back to the main point and brings the paragraph to a close

6. Ask the students questions of comprehension about the text to help them identify its parts:
- a. What is the short text about?
 - b. How does the writer support his position?
 - c. How many arguments are there?
 - d. Is there a sentence that summarizes the whole idea?

Slide 38 shows another way to see a paragraph structure.



7. Provide students another example to analyze in groups.

Ask them what the main ideas are in those paragraphs?

Possible answers:

Paragraph 1: *Social network*

Social network plays an essential role in teenagers' lives.

Paragraph 2: *Social media and social network*

Social media and social networking seem to play an imperative part of people's lives around the world.

8. Explain what a **main idea sentence** is and how it is structured.

The main idea sentence contains two key parts: the topic and the comment. *Main idea is a complete sentence; it includes the topic and the comments.*

- *The topic is the subject or general idea the writer is presenting. It is just a word or a phrase.*
- *The comment is the writer's opinion, emotion, or other controlling ideas about the topic*

If the main idea is in a paragraph, it is called a "Topic Sentence".

9. To help students to identify the topic easily they should answer these questions:

- a. What is the paragraph about?
- b. What is the author teaching me about?
- c. *The paragraph is teaching me about.....*
- d. (Students should write down the concept, not a complete sentence)

Show them a three minutes video to clarify these concepts and practice with them.

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

10. Provide students with extra examples of main ideas to identify the topic and the comments. The ask students to identify the topic sentence / the main idea in a paragraph from the handouts.

TASK

11. **Group work:** Provide them sample of paragraphs in an article to analyze together; ask them to identify just the main idea: topic and comment.

12. Students are able to differentiate concepts like: main idea, topic, comment or topic sentence, so ask them to:

- a. Create their topic sentence.
- b. Check their first drafts with their partners.

FOCUS LANGUAGE

Review all the concepts already explained and come to the next class ready to start writing your own paragraph, step by step.

Advise students to watch videos in advance.

- Justing time EnglishClip (2014) “How to Write Basic Topic Sentences & Paragraphs ESL Color Code”
Retrieved from <https://www.youtube.com/watch?v=lqxuNrhKhMc>
- Williams, S. (2013). Supporting sentences
Retrieved from <https://www.youtube.com/watch?v=svB0p2NErKY>

DAY 4:

The Body of the paragraph: Drafting and revising

Pre Task

1. **Activate prior knowledge** and Ice breaker: Teacher uses a picture of different types of body (people) to have fun and also to introduce the topic “the body of the paragraph”

2. Objective of the lesson: students read slide 50

“To identify and analyze the components of a paragraph’s body and write supporting ideas and details in groups”.

3. Play the video to show students how easy it could be to create the body of a paragraph.

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

(Track: from 2.58 to 4.33)

4. Ask students what they have understood from the video.

Questions 1: Answer: b

Questions 2: Don’t forget all the sentences that follow must support and explain the topic sentences.

5. Reinforce the topic by giving some important aspects of all body paragraphs:

Make students have these concepts clear enough to carry out a good task later.

- The part of an essay, report, or speech that explains and develops the main idea (or thesis).
- Body paragraphs come after the introduction and before the conclusion. The body is usually the longest part of an essay, and each body paragraph may begin with a topic sentence.

6. Students observe a paragraph and, with the help of the teacher recognize the supporting ideas and as well as details to analyze them. Show them a format to reinforce the paragraph structure. Ask students to do the same exercise with a new paragraph (slide 55).

7. To identify **the main idea** students should ask themselves:
 - a. What does the author want me to know about the topic?
 - b. What is the author teaching me?

8. To find the supporting details that back up the main idea, students should ask themselves:
 - a. Who?
 - b. What?
 - c. When?
 - d. Where?
 - e. Why?

Task

9. Give students instructions to create their own supporting details. They should check the main idea of the topic sentence created last class that stays on track to their original introductory sentence.

10. The instructions should be short and clear for them to follow, for example tell them:
 - a. Group work: your topic sentence was done last class. Now create your body sentences.
 - b. You will have 20 minutes to organize ideas and write them down on your paper.
 - c. Exchange papers with the other group of students for peer evaluation and feedback.
 - d. Your teacher will deliver a rubric for a well-written paragraph to help you to evaluate yourself and your partners.
 - e. The second draft should be handed in neat and on readable handwriting to be presented in front of the classroom.

11. **Drafting:** Before exchanging papers with the other group, students should answer the following questions, to assure their work fulfills the requirements for a good paragraph,
 - a. Are my thoughts organized?
 - b. Which ideas do I want to develop?
 - c. In what order do I want to say them?

12. **Revising**
 - a. Have I read what I have written?
 - b. Are my details correct and clear?
 - c. Should I add or take out parts?
 - d. Have I used the best ideas and words?
 - e. Is my writing in a sensible order?
 - f. What suggestions have others made?

Language Focus

13. Teacher gives some explanation about types of sentences: Refresh this topic just in case they have had serious mistakes about it. It is suppose they have received this instruction in their regular English classes.
 - A **simple sentence** consists of one independent clause.

- **A compound sentence** contains two independent clauses. It usually has a comma and a coordinating conjunction between the clauses. Common coordinating conjunctions include and, but and so.
- **A complex sentence** contains one independent clause and one or more dependent clauses. The dependent clause is introduced by a subordinating conjunction. If the dependent clause comes first, it is separated from the independent clause with a comma. If the independent clause comes first, no comma is necessary.

14. Homework:

- Students should do more extensive research on the topic to prepare the outlining/planning of the individual paragraph.
- Look for updated information to write supporting ideas and details and prepare their paragraph planning/outline for the next class.

DAY 5:

Individual work: Supporting Ideas and Details in a Paragraph

Pre Task

1. **Activate prior knowledge** Activating prior knowledge through questions.
2. Students watch a video to refresh some concepts.
3. Students present their outlining. If they do not have it, they have to prepare it (Pre-writing strategies). The process is very important, so tell them to do it in class and present it attached with the task.
4. Tell students what the class objective is:
“To write supporting ideas and details in a paragraph”.

Task

5. Teacher reminds students of the homework and ask them to use it to develop the task. They start writing their own paragraph (the topic sentence and the supporting ideas & details)

In case students haven't done the homework, recall them that the writing process is very important and that is the purpose of the workshop. Give them time to prepare and present their planning (prewriting).

6. Teacher establishes the time and monitors the individual work, especially with those students that need more help.
7. Try to mix strong students and weak ones in the same group, so that they can support each other.
8. Teacher monitors all the groups and help students with grammar and vocabulary if it is necessary takes notes to explain some principles of grammar or lexical in the language focus stage.

Language Focus

9. Linking words worksheet
 - a. Sequence words
10. After teacher's feedback, give students 20 minutes to edit their final version of the paragraph.

DAY 6:

Concluding Sentence In A Paragraph: Drafting And Revising

Pre Task

1. **Activating prior knowledge:** Start the class by brain storming some concepts about previous classes.
 - Writing process
 - Pre writing strategies
 - What is a topic sentence?

2. Introduce the objective of the lesson.

“To be able to recognize and use five different types of concluding sentences”

3. Introduce the topic “Concluding Sentence” using a quote

A story really isn't truly a story until it reaches its climax and conclusion.

4. Show students a video and promote some interaction amongst the students. Ask them why it is important to finish a paragraph with a **Concluding Sentence**.

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

Track: 4.35

Tell SS to take out the homework requested the day before to continue working in groups.

5. Show students that there are 5 concluding sentences types to finish a paragraph. Try that each group has a different type of concluding sentence. If it is not possible, do not force it; the most important is that the concluding sentence type they chose should be suitable for their paragraph ending.

Task

Drafting revising and editing

6. Students continue working in groups, try that each group has a different type of concluding sentence .This task should last about 15 minutes, depending on the level of the students. Students finish the first draft of their short compositions and exchange papers with the other group for peer evaluation.
7. Give SS the rubric to evaluate their first paragraph and do the necessary corrections.
8. Tell students to exchange their work for peer evaluation.
9. Teacher monitors the students' work to help them with some grammar or lexical needs.
10. SS edit their first draft and stick them around the classroom.
11. **Time to Share:** Gallery Walking Strategy: Students walk around the classroom to read some of their work and choose three paragraphs they consider are well designed and fulfill all the criteria for a good paragraph.
12. T and students analyze the best three paragraphs to understand how a good paragraph is constructed.
13. Teacher's feedback

Focus Language

14. Tell them to be aware of transitional expressions that make sentences flow.
15. **Homework:** Students do further research on Communication and media's sub-topics and bring them to the next class.

DAY 7:

Individual Work: One Composition Paragraph

PRE-TASK

1. Activating prior knowledge
2. Introduce the objective of the lesson.

"To hand in a well written paragraph"

Task

3. Give students clear instructions about the task
 - a. Choose one topic you would like to talk about Communication and media, do some research to help you to write a paragraph, you can also use the same topic you were working on previously.
 - b. Be aware of the elements you have to consider to create a well written paragraph (rubric)
 - c. Look at some reliable up-dated webpages from BBC, Journals, on line newspapers and universities sites to bring some sources for the next lesson.
4. Revising and editing
5. Peer feedback
6. Teacher monitor students work and assist them with some grammar or lexical hints.

Language Focus: Teacher's feedback

7. Punctuation marks rules.

Places and Addresses

- I visited Stockholm, Sweden, for my vacation.
- Your last task should be sent to Mery De la Cruz, Teaching trainer, MINEDU, 193 El Comercio Street, San Borja, Lima 41, by March 30.

Dates:

- Martin was born on July 24, 1990, at 8.30 p.m.
- Classes will begin next Monday, March 12, at 7.30 a.m.

Nouns in Direct Address

- If the book, Managing Cultures, is on sale I would buy it.
- Mario Vargas Llosa, the most famous Peruvian writer, won the Nobel Prize in Literature in 2010.

Exercise answer key

A. Please add commas where necessary:

1. This study was made in Clemente, Singapore in the faculty of educational technology,
2. The number of Internet users who are members of Instagram has increased greatly, from twelve percent in 2012, to thirty-five percent in 2013.
3. As of September 26, 2006, everyone over the age of thirteen was allowed to register for a Facebook account.
4. The most popular social networking site, Facebook, was created on February 4, 2004 and was originally intended for the use of Harvard students only.
5. Twitter, founded in March of 2006 by Jack Dorsey, has over 650 million members.

PART II

Give students the introduction to the second part of the workshop. Explain them that there are some important documents that are a requirement to continue performing the lessons: The reading of “Academic Honesty” and “APA style” documents. They constitute paramount elements to take in consideration when writing formally. Therefore, it is part of the students’ responsibility to do this by their own; however it would be helpful if the teacher asks some questions from time to time to assure they are doing this reading.

- **Academic honesty in the IB educational context:** <http://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>
- **APA Citation Guide**
<http://www.normativa-academica.info/en/pf-en/info-en/documentos-desarrollo-avances-en/normativa-estilo-apa-en/>

DAY 8:

Academic writing: Argumentative Essay

Pre task

1. **Activating previous knowledge:** give students some concepts for them to guess the word. Paragraph, Topic, Topic sentence, Supporting details, Academic Writing
2. Make students remember the short composition format the hamburger.
3. Introduce the Academic writing; first making a comparison with the hamburgers drawings, to introduce the Essay.
4. Ask students to give some definitions of an ESSAY, explain them that: An Essay is about a presentation of not only their ideas but also the ideas that they've acquired that proves that they understood the subject.

Some characteristics and a definition are provided for the students (slide 7 and 8)

5. Make them aware of some characteristics of an Essay.
6. Introduce the objective of the lesson:

“To analyze and recognize Academic writing - Essay’s types and format”.

7. Highlight some important hints to write an essay. (Slide 11)
 - a. Define your thesis very well.
 - b. Provide evidence to back up what you are saying.
 - c. It should be concise.
8. Make them aware of the importance to respect the specific styles and structures of their discipline. (slide 12)
9. Make a comparison between: the writing Process Vs Essay writing process. Reinforce this method to help students to value the process as well as internalized it. Tell them that “Writing process” is also called a recursive method because you can go back to the prewriting stage the times you need to generate and expand your ideas to continue writing.
10. Introduces the four main Essay types: (slide15-16)
 - a. Personal or reflective
 - b. Expository
 - c. Argumentative or persuasive
 - d. Analytical or compare and contrast.

11. Tell students that the type of essay they are going to work on the following lesson will be the ARGUMENTATIVE ESSAY, due to this is the kind of papers the Diploma program request the most. Show a video.
12. Tell students that the classic format for compositions is the five paragraph essay. Show them the layout and format
13. Describe the characteristics of each part of an essay
 - a. Introductory paragraph
 - b. The body paragraphs
Take into account that different authors suggest different order of the body paragraphs. For example, in order of importance: the less important, the more important and the most important; while other scholars say that the first strongest argument should be the first paragraph of the body and not the last paragraph of the body.
 - c. Conclusion
14. Ask students to give you some definitions of an argumentative essay, help them with some ideas, for example: This is the type of essay where you make a claim about an opinion, theory or hypothesis and support your demand with explicit information. The aim of the argumentative essay is to convince the reader that the argument is true based on the evidence provided. And then provide them a definition.

Task

15. Individual work: students will analyze essay examples:
 - a. Identify the main idea of the essay, the body argument and how it is closed.
 - b. Highlight the essay format and underline the connectors.
 - c. Set the time. It depends on the groups, so it could be less or more.
16. Group work:
 - a. Students will get into groups to share their findings about the essay analysis.
 - b. Set the time.
 - c. Monitor the students work
17. Time to share: One representative of the group will present their analysis to the class.
18. Each group will have three minutes to present their work.

Focus Language

19. Teacher's feedback and homework: Students choose a topic and prepare their plan to write their own Argumentative Essay. Recommend them to go back to the prewriting stage to generate more ideas to write an argumentative/ five paragraph's essay. They could use the same topic they were working on writing a paragraph.

DAY 9:

Lexical Chunks Analysis

Pre-Task

1. **Activate prior knowledge** by doing some questions:

a. What is an Essay? And how is it divided?

It is one of the most universal pieces of writing students from schools, universities are asked to perform during their academic life.

b. What is the objective of writing an Essay?

To make evidence of the students reasoning and critical thinking to create comprehensible written text.

c. Mention some characteristics of an essay:

- It is formal
- It is objective
- It is technical

The writing Process

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

d. Writing an Essay is a process of six steps, Can you mention them?

- Understanding the task
- Plan and prepare
- Write the first draft
- Review first draft
- Write final draft
- Deadline

e. What are the four most common essay types?

- Personal or reflective
- Expository
- Argumentative or persuasive

- Analytical or compare and contrast
- f. What is the classic format to write an essay?
A classic format for compositions is the five-paragraph essay
 - g. What is an argumentative essay?
An argumentative paper makes a claim about a topic and justifies this claim with specific evidence.
2. Introduce the objective of the lesson:
"To identify the different types of lexical chunks used in an argumentative essay to incorporate them to the students' repertoire"
 3. **Lexical Chunks.** They are words and word combinations that students need to incorporate in their vocabulary to help them to become a successful academic writer. They are also sentences called signposting sentences especially selected to write an Argumentative Essay. Different studies divide Chunks in different groups, however we will use only these three groups for writing purposes:
 - a. Poly-words: they are fixed and short lexical phrases: Idioms, topic shifters, summarizers, it also include discourse makers, preposition phrases.
 - b. Collocations: they are words that form fixed relationship. For example, noun + noun, verb + noun, adjective + noun.
 - c. Signposting sentences: refer to those phrases that allow for substitutions of their structure to express different ideas. This sort of chunks is usually used in writing.

Adapted from http://www.is34.org/pdfs/Examples_of_Argumentative_Language.PDF

4. Introduce the "Useful Argumentative essay list of words and phrases" to raise awareness in Lexical Chunks.

Task

5. Provide students some argumentative essay samples to be analyzed, first in pairs (10 minutes), then compare their findings with the members of their group (10 minutes).
 - a. Ask them to highlight key words, connectors and transitional words.
 - b. Underline some collocations
 - c. Circle sentences frames
6. Rise students' awareness about the importance of learning lexical chunks as part of their training to become a successful academic writer. Promote oral analysis of their findings for instance:
 - Transitions words; that, then, however...
 - Collocations:

Language Focus

7. Advise students to do the following suggestions:
 - a. Create a notebook especially for lexical chunks.
 - b. Practice and memorize them.
 - c. Take them always with you.

Note: The essay examples given for the analysis will be done according to the essay layout. Therefore, it will be used from now on. Tell students, that it is necessary to bring them to the following classes and avoid any problems to carry out the development of their subsequent tasks.

DAY 10

Individual work: Planning an argumentative Essay.

Pre-task

1. **Activate prior knowledge** by asking some questions about lexical chunks:
 - a. What are lexical chunks?
 - b. Have you used lexical chunks before?
 - c. Do you consider they are useful?
 2. Introduce the Objective of the lesson
- “To make a plan to write the outline of their argumentative essay”***
3. Reinforce the importance to follow the Writing Process steps.
 4. Tell students this time they will engage in group work, so they have to work collaboratively.
 5. Provide them with the material prepared for this session appendix 10 day 10.

TASK

6. Accompany students to start with the prewriting step. Your support will make them follow the instructions and help them create habits when planning a task.
7. **Instructions:**
 - Choose one topic from the list below and do some research to develop a plan to write an argumentative essay. (10 minutes)
 - a) Follow the Pre-writing activity: brainstorm ideas about the topic that you have chosen. Give them 10 minutes to do so.
 - b) If you do not have many ideas about the topic, you can do research on some reliable webpages such as ProCon.org, BBC, New York Times, the Guardian,

The Daily Telegraph, Wall Street Journal and universities pages among others. (10 minutes).

- Respect the time set for this activity.
- Be sure to hand in a clean and well organized plan to your teacher. This plan will be developed in the following individual sessions.

8. After giving **the instructions**, you should ask clarifying questions to be sure they have understood the task completely. Monitor them all the time and take notes of their needs and lacks.

Topics:

- What is the impact of social media in the success of businesses?
- Why are cyberbullying and social media connected?
- Social media is present at schools, but what are the advantages and disadvantages of this?
- Is social media considered an addiction?
- What is the positive contribution of social media during calamities?
- What are the ethical considerations that get lost when a person signs up for an account in social media?
- Are the Web Filters at Your School Too Restrictive?
- Do Apps Help You or Just Waste Your Time?
- Should People Be Allowed to Obscure Their Identities Online?
- What Should the Punishment Be for Acts of Cyberbullying?
- Is Online Learning as Good as Face-to-Face Learning?
- Can Cellphones Be Educational Tools?
- How Young Is Too Young for an iPhone?
- It is said social media can contribute positively during natural disasters. Make an argument agreeing or disagreeing with that viewpoint.
- Cyber bullying and social media are, without a doubt, connected. Do you agree?
- "Social media is an addiction" Would you agree with that statement?
- There are many ethical aspects that a person must consider if they sign up for an account on social media. Agree or disagree?
- The Web filters at your school are far too restrictive. Make an argument for or against that option.
- Cellphones are considered to be good educational tools. What is your opinion?
- Eight years old is too young for a child to have an iPhone. Do you agree?

Language Focus

Teacher's feedback: Try to use some motivational phrases or quotes to inspire students and keep on the track. Time is gold!

“Time stays long enough for those who use it” *Leonardo Da Vinci.*

9. The main purpose of this workshop is to raise student's awareness about the writing process steps and therefore, reinforce the writing process steps and make them remember the importance of planning.
10. Motivate students to Increase the target vocabulary to write an essay by memorizing Lexical Chunks.

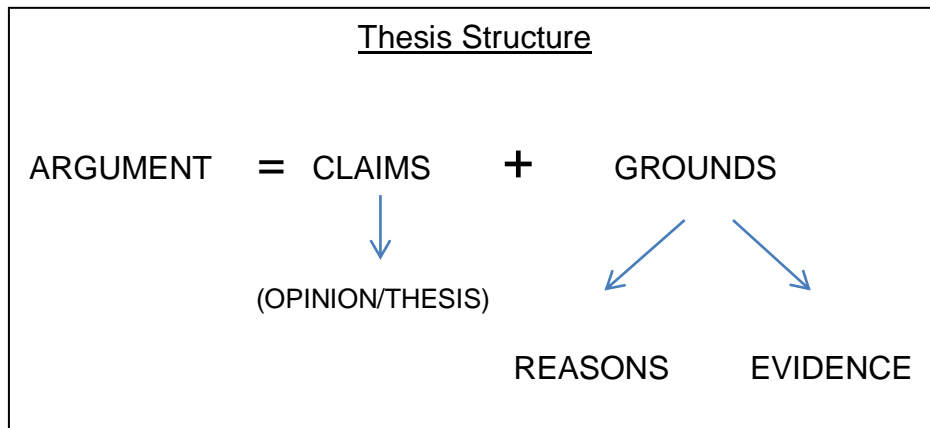
DAY 11:

Essay Components: Analysis of an AE Introductory paragraph

Pre task

1. **Activate prior knowledge** by doing some questions about argumentative essay:
 - a. What kind of essay are you going to write on?
 - b. What is the characteristic of an argumentative essay?
2. Introduce the Objective of the lesson
“To identify and analyze different types and components of introductory paragraphs” in order to write down a good introductory paragraph of an argumentative essay”
3. Provide students with different types of introductory paragraphs to give them the chance to choose which one will suit their group and individual task. Analyze with them the four types of introductory paragraph.
 - a. Use an Anecdote or “Story” to introduce your Thesis Statement.
 - b. Provide Factual or Historical Background as an Introduction.
 - c. Say what is mistakenly believed to be true by many people; then use your thesis statement to provide correct information.
 - d. Summarize the literary work or works you are writing about
4. Make them realize that the introductory paragraph has some components suggested by some scholars. However, we can skip some of them depending on the length and type of essay you are asked to do. In this case students are working on an argumentative essay, so it is recommended to follow these steps:
 - a. Start with a Hook: engage the reader with the topic
 - b. Include the Background:

- It provides context and history crucial for the reader to make sense of your topic.
 - It gives validity, add relevance to your essay, and helps transition from the opening line into the thesis.
 - You can use a quote, personal experience, a surprising statistic or an interesting question.
- c. State your thesis: It is the road map of your essay. It introduces and sets up your argument.



5. Provide an example for them to follow in the task.

Task

6. Instructions: Explain the task has two parts so time should be controlled in order to complete the task in the time assigned.
- Analyze and identify the type of introductory paragraph and its components in the essay. Work in pairs for 5 minutes.
 - Get together as a group to share your findings. You have 10 minutes to prepare your analysis and hand it in to your teacher.
 - Since you have chosen the topic of your essay in the previous classes, now you have to start working on your group task.
 - 15 more minutes will be given for your group to prepare an introductory paragraph as a group work.
 - Remember this essay will be worked step by step in class in parallel with your individual task.
7. Time to share:
- One representative of the group will show the analysis of an introductory paragraph in front of the class. (Three minutes per group).
 - Identify which strategies you could use next time.

Language Focus

8. Peer evaluation
 9. Teacher's feedback: Use all the notes you have done during the monitoring time. They could be about the writing process techniques, any new vocabulary or grammatical expression they had problems to deal with. If it is necessary, bring some exercises for them to reinforce that issue.
 10. Homework:
 - You have already chosen one topic from the list for your individual task.
 - Prepare a plan. Bring all that information for the next class.
-
- There is a video recommended to see in advance. Tell the students to check the web page provided in the students' guide.
<https://www.youtube.com/watch?v=o9aVjBHEEbU>

DAY 12

Individual work: Drafting an AE introductory paragraph

Pre task

1. **Activate prior knowledge** by asking some questions about the previous class and highlighting the importance of planning and following the writing process steps.
 - a. Why is the introductory paragraph important?

2. Introduce the objective of the lesson

“To write an introductory paragraph of an argumentative essay”

3. Students watch a video “How to write a good essay: Introduction paragraph Techniques: <https://www.youtube.com/watch?v=o9aVjBHEEbU>

Since this video lasts 14.38 minutes, and the recommendation given for students was to watch the video and bring questions for the class. If they have not watched the video before suggest them to take notes and do it now.

4. Make some video understanding control questions for the students.
 - Was this piece of advice helpful for you? Can you explain it?
 - What is/are...?
 - a. Paraphrasing the question/statement
 - b. Changing sentence structure
 - c. Concessions

Show students slide 93,94,95 to summarize the video.

- Why is the Introduction paragraph important in an Essay?

5. Ask students to answer these questions. Listen to them carefully and value their answers.
6. Give students some tips to write interesting and effective introductions. (Slide 97)
7. Make them aware of some common pitfalls to avoid.

Task

8. Students are asked to put theory into practice, working on their individual work task. They are going to write an argumentative essay step by step, so in this class they will start with the introductory paragraph.
9. Give students clear instructions to achieve the task successfully.

Recommendations

- a) Tell students to use the information they got after the prewriting step. (Previous class).
- b) Reinforce the use of the target language for an argumentative essay (signposting stems and sentences, transitional phrases).
- c) Tell them to use time efficiently. The time assigned for the task is 35 minutes.
- d) Advise them to hand in a neat and clear paper.

Instructions:

- a) Exchange your paper with your partner for peer evaluation.
- b) Make the necessary corrections (revising).
- c) Respect the time assigned for the task. It is 15 minutes.
- d) Final teacher's feedback.

Language Focus

10. Peer evaluation
11. Teacher's feedback: Ask students to reflect on the process – Metacognition strategy.
 - a) What was the biggest problem you faced to write your introductory paragraph?
 - b) What did you do to overcome that problem?
 - c) Was this task easy for you? Why?
 - d) How many steps have you followed to get your task done?
 - e) Did you skip some processes in comparison with your partner?
 - f) Do you recognize you are learning something new? What was new for you?
 - g) Would you like to share a piece of advice with your partners?
12. Finish the class acknowledging the students' effort. "There are no secrets to success. It is the result of preparation, hard work, and learning from failure" by Colin Powell

DAY 13:

Analysis of the body paragraph in an AE

Pre-task

1. Activating prior knowledge by asking some questions:
 - a) Why is the introductory paragraph important?
 - b) How many parts does an introductory paragraph have
 - c) Give some tips to write a good introductory paragraph
 - d) Mention some pitfalls to avoid.
 - e) Would you like to share a piece of advice with your partners?
2. Show students a picture with some body types as an ice breaker to introduce the topic “the body paragraph of an argumentative essay.
3. Introduce the objective of the lesson:
“To analyze the components of the body paragraphs in an Argumentative Essay”
4. Show students a video about :
The Five Paragraphs Argumentative Essay Structure
<https://www.youtube.com/watch?v=57qLMT6tZp0>
Track N° (from 2.47' to 4.09')
 - **Extra material for Ss: Outline for a Five-Paragraph Essay**
http://www.bucks.edu/media/bcccmcdialibrary/pdf/FiveParagraphEssayOutlineJuly08_000.pdf
5. Ask students some questions according to the video:
According to the video what do these three key words represent?
 - Warrant = a statement that support your thesis
 - Multiple evidences= statements that support your warrant (facts, logic, statistics and anecdotes)
 - Transition statement. Statement at the end of each body paragraph (body to body or body to conclusion)
6. Introduce the concept of Counter–arguments as a tool to organize the body paragraph. They are usually included in the third paragraph of the body.
7. Make a list of the kind of information students can use to support their arguments.
8. They are: facts, Statistics (numbers), Authorities – experts, quotes, real life examples and analogies- comparisons.
9. The paragraph layout contains:
 - Topic Sentence (reason)
 - Supporting evidence
 - Second piece of evidence

- Third piece of evidence (counter-arguments)
- Concluding Sentence

10. Involve students in the analysis of an argumentative essay.

Read the introductory paragraph to know what the essay's arguments are, the sources used as evidences and the lexical chunks used to connect ideas in the paragraph.

Tell them NOT TO analyze the conclusion paragraph. It will be done in the following lessons.

TASK

11. Provide students with clear instructions and be sure they have understood the instructions before starting doing the task:
- a) Tell students they are going to receive an argumentative essay to be analyzed in groups.
 - b) Tell students to respect the time assigned for the task. It is 15 minutes (5 minutes per paragraph).
 - c) Ask them to exchange their papers with the other group to give and receive feedback (5 minutes).
 - d) Make the necessary changes in your analysis (10 minutes).
12. You could also ask some clarifying questions to assure they have understood the task:
- a) What are you going to do?
 - b) How much time do you have to do your task?
 - c) Who is going to check your first draft?
 - d) After your partners' feedback, what are you going to do?
 - e) How much time do you have as a whole to hand in your task?
13. Time to share: Ask them to share their findings and present the task in front of the class.
- a) One representative of the group will display their body paragraphs analysis in front of the class.
 - b) Take notes about the steps you followed to achieve your task.
 - c) Identify which strategies you could use next time.

Language Focus

14. Teacher's feedback
- a) Review the components of a paragraph.
 - Topic sentence

- Supporting ideas and details
 - Concluding sentence
- b) Reinforce the use of signpost stem and sentences.

DAY 14:

Individual work: Drafting the body (three paragraphs) of an AE

Pre task

1. **Activating prior knowledge** by asking some questions:
 - a) How many paragraphs does the body of an argumentative essay have?
 - b) What is the approach you have chosen to use is the most important argument in the first paragraph or in the last paragraph of the body, why?

Task

2. Introduce the objective of the lesson
3. Show students the video about the body paragraph again, to refresh some aspects to be considered in the developing of the body paragraphs.

<https://www.youtube.com/watch?v=57qLMT6tZp0>

Track N° (from 2.47' to 4.09')

4. Give students some recommendations:
 - a. Take into account the introduction paragraph you have already done and continue writing the body of your individual argumentative essay.
 - b. Use the Target language for an argumentative essay (signposting stems and sentences, transitional phrases).
 - c. If you run out of ideas, go back to the prewriting steps and start again with another idea of the main topic.
 - d. Be sure your handwriting work is neat and clear to be read.
5. Provide clear instructions for the students and be sure they have understood them completely,
 - a. Respect the time assigned to write the body of your essay. It is 30 minutes (10 minutes per paragraph approx.)
 - b. Exchange your paper with your partners for peer evaluation (5 minutes).
 - c. Ask your partner for feedback (5 minutes)
 - d. Make the necessary corrections (Drafting, revising & editing) (10 minutes).
 - e. After you receive your teacher's feedback, keep your work in your portfolio

Language Focus

6. Teacher's feedback:

- Ask them what they understand by "Academic Integrity" show them slide 139.
- Make them remember that the IB program is very strict when talking about Academic honesty, so it would be important to check the IB publication Academic honesty in the general regulations concerning to the Diploma Programme:
<http://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>
- Recall them that the citation style used in the school is APA.

DAY 15:

Essay components: Analysis of a concluding paragraph

Pre task

1. Activating prior knowledge: Ask students some questions to recover previous knowledge.
 - a) Could you finish your last task in class, why? Why not?
 - b) Could you share your strategy to succeed?
 - c) How important is the time you spend for planning your writing task? Why?
2. Objective of the lesson: tell students what the objective of the class is, so they will keep the purpose in mind along the lesson.
"To analyze the components of the concluding sentence in order to write the concluding sentence of the collaborative task"
3. Introduce the topic by giving them some advice to create an effective concluding paragraph in an argumentative essay.
4. Let them watch a video about "How to write a conclusion for an argumentative essay" (5 minutes) <https://www.youtube.com/watch?v=FPHxMg9cc0A>
5. Promote participation by asking some video understanding questions.
 - a. Why is it important to write an effective concluding paragraph?
 - b. What are the goals when writing a concluding paragraph?
6. Show them the goals for a concluding paragraph based on the video,

Task

7. Give students clear instructions about the task, be sure they have understood the instructions completely:

- a. Get together into your groups again to finish with the cooperative argumentative essay task.
 - b. Bear in mind the suggestions given to organize your concluding paragraph.
 - c. You have 20 minutes to finish your task.
 - d. Exchange your paper with the other groups for peer evaluation and feedback (5 min)
 - e. Edit and publish your final version.
8. You could also ask some **clarifying questions** to verify they have understood the task.
- a. What are you going to do?
 - b. How much time do you have to perform your task?
 - c. Who is going to check your first draft?
 - d. After your partners' feedback, what are you going to do?
 - a) How much time do you have as a whole to hand in your task?
9. Time to share: Ask them to socialize their findings and present the task in front of the class.
- a. One representative of the group will display their body paragraphs in front of the class.
 - b. Take notes about the steps you followed to accomplish your task.
 - c. Identify which strategies you could use next time.

Language Focus

10. Teacher's feedback: Ask students some questions to make them visualize the writing process and also the difficulties they had to overcome when doing the task.
- a. What was the biggest problem to continue writing your concluding paragraph?
 - b. What did you do to overcome that problem?
11. Homework: let them remember that next class they will write the concluding paragraph of their individual task, so for that reason they had to bring the portfolio with all the parts of an essay they have done to finally write the last version of the whole argumentative essay.

DAY 16:

Individual task: Drafting an AE concluding paragraph.

Pre task

1. Activating prior knowledge: Ask students some questions about writing a concluding paragraph.

- a. What are your goals to write a concluding paragraph?
 - b. Why is it important to keep your goals in mind?
2. Objective of the lesson: tell students what is the objective of the class so they will keep in mind the purpose along the lesson.
- “To create the concluding paragraph of an Argumentative essay”**
3. Revise the concepts of clarity and unity.
 4. Give students some recommendations and tell them what we expect from them.

Task

5. Give students clear instructions about the task, be sure they have understood the instructions completely:
 - a. You will have 20 minutes to perform the task. Comply with the time assigned.
 - b. Read the whole essay and check for clarity and unity in your essay. It is time to do any improvements if you consider necessary.
 - c. Exchange your paper with your partners for peer evaluation (10 minutes).
 - d. Ask your partner for feedback (5 minutes)
 - e. Make the necessary corrections (drafting, revising & editing) (20 minutes).

Language Focus

6. Teacher’s feedback

Metacognition:

- a. What was the biggest problem to finish your individual task?
- b. What did you do to overcome that problem?
- c. Would you like to share some reflections about the writing process you have been involved?

DAY 17:

Closure and Rewarding Excellence

1. **Objective:** To evaluate the development of the workshop through a survey.
2. Some students are going to be awarded because of their good performance during the workshop. They have shown perseverance and good attitude towards the learning process.

Make them feel proud of themselves and highlight that any effort they do in life will make them achieve their goals. So for this reason, the teacher had to choose in advance those students who have developed a good attitude during the workshop.

Name them following these criteria:

1. The students who finished the task in class.
2. The student who has improved his/her vocabulary notably
3. The most interesting topic
4. The best arguments
5. The best conclusion
6. The best presentation of the essay
7. The best presentation of their portfolios.

Call them one by one and make the whole class clap these students acknowledging their efforts. Make sure every name is called in any of the former criteria.



Certificate of Recognition

This certificate is awarded to
[Name of Recipient]
for their valuable contributions



Signature

Signature



**STUDENT'S
GUIDE**

WRITING IN ACTION PROGRAM (WAP)

Mercedes Mery De la Cruz Ramírez

Guidelines for Students

"Good writing does not just happen. The best writers spend a great deal of time thinking, planning, rewriting, and editing."

Elizabeth West

The following guidelines are intended to provide IB students with information and some exercises to help you achieve your goal by using WAP program. This material is focused on writing an essay because it is one of the tasks you are going to need in most of your academic life. Moreover, learning this skill will be useful because you could transfer this knowledge to any other subject.

The approach to be used is the TBL. You are going to be asked to perform a task in collaboration with your partners; however there is going to be a time for you to work individually in such a way that your teacher observes your personal progress.

Group task: this is a collaborative participation activity where you will organize yourselves to achieve the task. The collaborative work has to be organized. Each student in the group should have a specific role depending on their particular abilities.

Individual task: this is your personal production after you have practiced in groups and received the teacher's feedback; you will be encouraged to do it by yourself.

Time: each task will have a specific time to be elaborated. It is important that you control the time effectively.

Risk-taker and innovator: since you have decided to do your extended essay in English you are a risk taker, Now it is important that you develop your innovator side. To innovate you need to research to know the topic and propose innovative ideas to solve the issue of the essay.

Didactic Material: It will be delivered with the necessary anticipation as a tool to support the topic of the class. Some digital material will be given only some papers will be printed. Your teacher will decide which ones to print depending on your needs. Remember that, as an IB school, we respect the nature harmony.

Formal writing & informal writing: formal writing refers to academic writing which means to write using the appropriate layout and appropriate language register depending on the type of writing (letters, reports, and review of a film, among others). There are some rules that we need to follow to keep conventions which precisely differ formal writing from with informal writing:

What not to do	What to do
Do not use slang, jargon, colloquialisms, or sexist language.	Use formal language
Do not use shortened verb forms (contractions), such as <i>they're, isn't, can't</i> .	Use the full verb form instead, e.g. <i>they are, is not, cannot</i>
Do not use common vocabulary, such as <i>have got, a lot, nice, the other thing</i> .	Make more formal vocabulary choices, e.g. <i>have found, a great deal, attractive/advantageous, the other issue/problem/notion/idea/topic etc..</i>
Do not use conversational opening phrases, such as <i>Well, you see, Yes..., Let's move on</i> .	Leave out conversational phrases. Use appropriate connectors and introductory phrases.
Do not write <i>I think</i> - especially not at the beginning of a sentence, i.e. do not write, for example, <i>I think James (2008) believes that global warming will...</i>	Leave out <i>I think</i> , e.g. <i>James (2008) believes that global warming will...</i>
Do not use personal pronouns e.g. <i>I, you, we</i> (unless specifically required), i.e. do not write <i>We think that you should be able to compete</i> .	Be non-personal, e.g. <i>It should be possible for everyone to compete</i> .
Do not use sweeping generalizations	State main ideas clearly and concisely in your own words in topic sentences.
Do not use bullet points or lists, unless it is in a report.	use complete sentences and link these into logical paragraphs.
Avoid making assumptions or giving your opinion (unless specifically asked).	Be objective.
Avoid waffling or repeating yourself.	Be clear and concise.
Do not plagiarize (see the AWELU section on 'Academic Integrity').	Provide references whenever you say something that is not your own (see the AWELU sections 'Academic Integrity' and 'Sources and Referencing').
Do not take for granted that the spell check on your computer is accurate or will spot all spelling mistakes, since for example, your spell check will not pick up on <i>whether</i> vs. <i>weather</i> .	Check spelling, grammar and punctuation etcetera. Proofread and use a dictionary. Ask somebody to proofread your text for you.
Do not pose (direct) questions in the running text, that is, do not write, for instance <i>Can carbon emissions be reduced?</i>	Convert questions into statements, for example, <i>The possibility of carbon emissions being reduced is questionable</i> .
Do not mix words and numbers unsystematically.	Use words for numbers nine and below and numbers for 10 and above.

Lund University, Academic Writing in English, dos & don'ts.

Retrieved from: <http://awelu.srv.lu.se/grammar-and-words/register-and-style/dos-donts/>

INSTRUCTIONS TO FOLLOW THE LESSON:

It is recommended to read this booklet before each class. There are some lessons that need a previous review to be ready for the class challenges. However, some lessons do not need any anticipation on the teacher's part.

The WAP program has divided the workshop in two parts, the first one regarding how to write a well-written paragraph, and the second one regarding how to develop into an Argumentative Essay.

PART I

DAY 1: Introduction of the program

1. Objective of the lesson:

“To apply the Writing in Action Program (WAP) for the Improvement of 4th grade IB Students' essays at Colegio Mayor Secundario Presidente del Peru- COAR LIMA”.

2. A questionnaire and a pretest has been planned to start with the workshop, this will help measure to what extend this workshop has effectively improved the students' academic writing skills based on the proposal presented in this project.

DAY 2: Writing Process Steps - Prewriting

1. Objective of the lesson

“To organize and brainstorm ideas about Communication and media through the use of one type of Prewriting Techniques”

2. You can watch the video in advance so you can get the main idea (of the video) and have an opinion or a better understanding in the next lesson. “Social Media”

<https://edition.cnn.com/2013/11/21/living/social-media-positives-teens-parents/index.html> or <https://www.youtube.com/watch?v=-9qCua9u4Bc>

3. There is homework: choose a topic related. You could bring the topic and all the ideas that you brainstormed organized according to the assigned type of brainstorming technique.

DAY 3: Short composition – Topic sentence

- Objective of the lesson:
«To identify and analyze the paragraph structure and create a new Topic Sentence».
- Remember one paragraph one idea. For further information you can read this in advance:
Langan J. College Writing Skills with Readings - One Paragraph Essay Sample.
Retrieved _____ from
<http://officeinstructor.com/EssayWriting/HandOuts/OneParagraphEssay/OneParagraphEssaySample1.htm>

Examples:

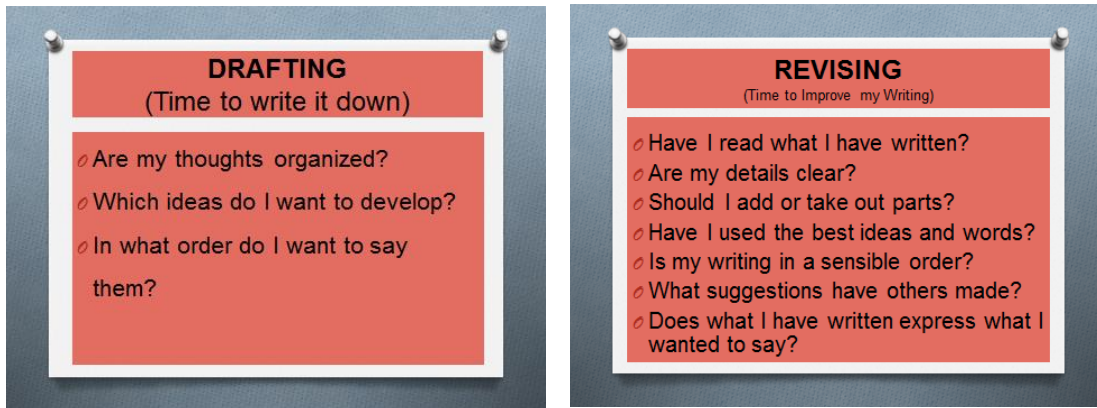
TOPIC	COMMENTS (What you want to say about the topic)
Fast food	First became popular in the 1050s
Fast food	Is causing health problems for teenagers
Fast food	Is getting healthier.

- These are the videos for the next class. It will be helpful for you to watch them in advance.
 - Justing time EnglishClip (2014) “How to Write Basic Topic Sentences & Paragraphs ESL Color Code”
Retrieved from <https://www.youtube.com/watch?v=lqxuNrhKhMc>
 - Video: Williams, S. (2013). Supporting sentences
Retrieved from <https://www.youtube.com/watch?v=svB0p2NErkY>

DAY 4: The Body of the paragraph – Drafting and Revising

- Objective of the lesson:
“To identify and analyze the components of the body paragraphs and write supporting ideas and details”

Ask these useful questions to yourself to see if you are working on the right path.



2. You should do more extensive research on the topic you have chosen to prepare the planning of the individual task.
3. Look for updated information to write supporting ideas and details and prepare your **paragraph planning** for the next class.

DAY 5: Supporting ideas and details in a paragraph

Individual work

1. Objective of the lesson:
“To write supporting ideas and details in a paragraph”
2. Review these transitional expressions to help you work on your task.

TRANSITIONAL WORDS AND PHRASES

Transitions That Show Sequence or Time		
after	before	later
afterwards	before long	meanwhile
as soon as	finally	next
at first	first, second, third	soon
at last	in the first place	then
Transitions That Show Position		
above	across	at the bottom

at the top	behind	below
beside	beyond	inside
near	next to	opposite
to the left, to the right, to the side	under	where
Transitions That Show a Conclusion		
indeed	hence	in conclusion
in the final analysis	therefore	thus
Transitions That Continue a Line of Thought		
consequently	furthermore	additionally
because	besides the fact	following this idea further
in addition	in the same way	moreover
looking further	considering..., it is clear that	
Transitions That Change a Line of Thought		
but	yet	however
nevertheless	on the contrary	on the other hand
Transitions That Show Importance		
above all	best	especially
in fact	more important	>most important
most	worst	
Transitions That Introduce the Final Thoughts in a Paragraph or Essay		
finally	last	in conclusion
most of all	least of all	last of all

All Purpose Transitions to Open Paragraphs or to Connect Ideas Inside Paragraphs		
admittedly	at this point	certainly
granted	it is true	generally speaking
in general	in this situation	no doubt
no one denies	obviously	of course
to be sure	undoubtedly	unquestionably
Transitions that Introduce Examples		
for instance	for example	such as
Transitions That Clarify the Order of Events or Steps		
first, second, third	generally, furthermore, finally	in the first place, also, last
in the first place, furthermore, finally	in the first place, likewise, lastly	

Retrieved from <file:///D:/Writing-for-Success-1st-Canadian-Edition.pdf>

3. Watch these videos before the next class

How to Write Basic Topic Sentences & Paragraphs ESL Color Code (Truck: 4.35)

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

The concluding sentence

<https://www.youtube.com/watch?v=Bt1lv04plxs>

DAY 6: Concluding sentence in a paragraph – Drafting & Revising

A story really isn't truly a story until it reaches its climax and conclusion.

By Ted Naifeh

Group work

- Objective: **“To be able to recognize and use one of the five types of concluding sentences”**

2. Rubric for a Well-Written Paragraph (Level 2)

Note: Read rubrics row by row from left to right, rather than in columns.

Categories of Performance	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence/main idea	No evidence of a main idea. The paragraph lacks clarity and cohesion	Topic sentence is present but poorly written. The main idea is not entirely clear	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
Body/supporting sentences (3-5 related sentences)	Random ideas are hard to follow. Less than 3 complete sentences.	Limited details to establish interest in the topic. Short, Choppy sentences that lack flow.	Body contains 3+ sentences. Mostly related details. Not all sentences are complete and focused.	Consistent development of main idea. Creates interest through details and varied sentence structure.
Concluding sentence	There is no concluding sentence that connects to a main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.
Organization / fluency	Paragraph lacks a clear focus. Confusing order or ideas	Limited details. Shows effort to create order using simple language to express ideas.	Appropriate choice of words. More care needed to create fluency.	Well-organized with clear topic, body, and conclusion. Flows logically. Consistent focus on topic.
Mechanics/ word choice/ presentation	Many errors in grammar and spelling. Run-ons and lack of punctuation. Limited new vocabulary. Disorganized	More than 5 errors in spelling and grammar. Words not always used correctly. Needs revision	Less than 5 errors in spelling and grammar. Show variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.

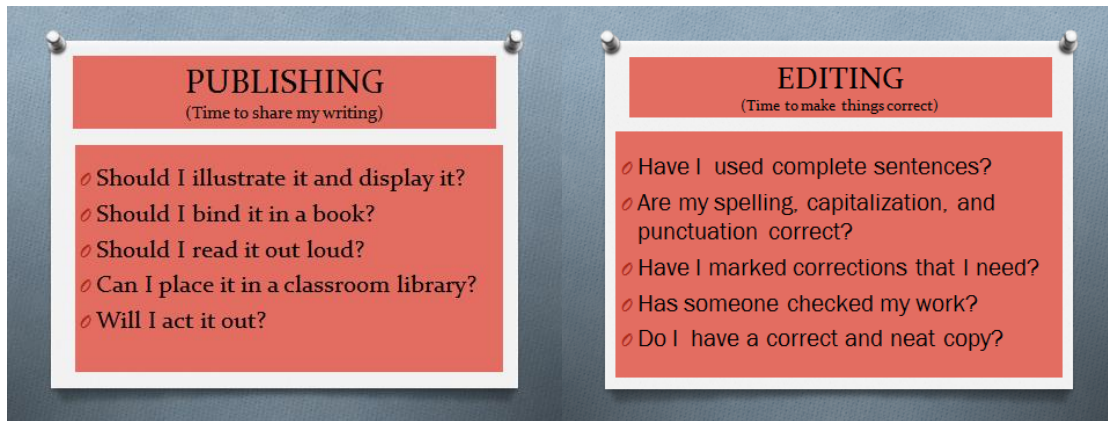
DAY 7: One Paragraph Composition

Quality is never an accident. It is always the result of intelligent effort.

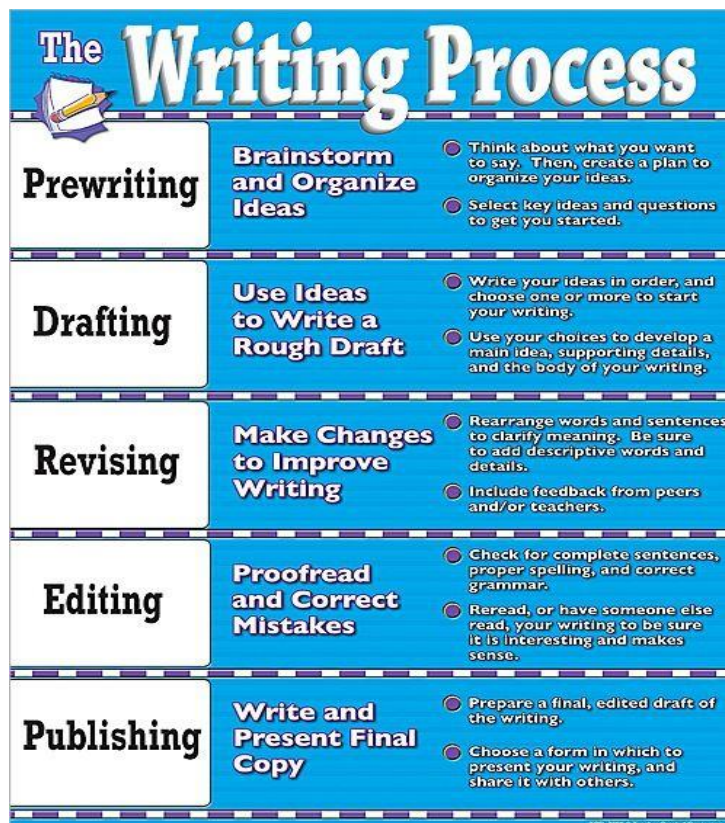
By John Ruskin

Individual work

1. Objective: To hand in a well written paragraph.



2. You have passed by these steps this far. Remember to work the same way in the second part. The more you practice them and devote time for planning your writing task, the more pleasant it will become pleasant to do. It will make you save precious time and effort.



Retrieved from <https://www.teachercreated.com/products/writing-process-chart-7639>

Language Focus

3. Punctuation Marks Symbols

Punctuation Marks	symbols
brackets	()
colon	:
full stop	.
semi-colon	;
slash	/
comma	,
dash	-
exclamation mark	!

Punctuation traces the organization of the sentence in a paragraph. Once you differentiate among simple, compound and complex sentences, you will be able to apply the logical rules.

Take these notes into account:

1. A comma does three things: it sets off items in a list, it separates a main clause from its free modifiers, and (with a coordinate conjunction) it separates two main clauses. Get more explanation.
2. A semicolon (;) is like a weak period: by itself it can separate two main clauses. It is also used to separate items in a list when the items themselves have internal punctuation. Get more explanation.
3. A colon (:) appears at the end of a main clause and introduces a list, a restatement, or elaboration of the main clause. It is also used to introduce extended quotations. Get more explanation.
4. A dash (--) is like a strong comma, but it cannot separate all the items in a list--only the last--and it cannot set off initial-position free modifiers. Get more explanation.

4. **Use of the Capital letters:**

- geographical names (the River Solent)
- nationalities and languages (German and Punjabi)
- personal names and titles (Dr. Howard Bench)
- religions and religious festivals (Islam and Eid)
- names of companies and organizations (Pepsi Cola and the Trades Union Congress)
- when beginning sentences and when quoting direct speech

5. **Use of Commas:**

- To separate items in a list e.g. She travelled to Rome, Paris, London and Munich.
- To separate non-defining relative clauses e.g. He arrived late for our meeting, which was annoying.
- Before direct quotations e.g. He exclaimed, "I've heard that before!"
- When joining independent clauses with the linking words: "but", "or" and "so" e.g. She is rich, but she is also mean.
- Before or after adverbial clauses e.g. Recently, she has been very unhappy at work.

Commas are not used:

- Before the words "however" or "furthermore" - you need a full stop (or a semi-colon) before them, and a comma after them, when they come between two independent clauses e.g. I was late. However, so were the rest of the committee.
- To separate the subject from the verb - no comma is necessary e.g. Sue and I are both good students.

Queen Mary, University of London, last updated Aug.2012, Academic English Online, Academic Writing - Punctuating

Adapted from:

<http://aeo.sllf.qmul.ac.uk/Files/Punctuation/Punctuating%20Correctly.html>

Examples

Places and Addresses

- I visited Stockholm, Sweden, for my vacation.
- Your last task should be sent to Mery De la Cruz, Teaching trainer, MINEDU, 193 El Comercio Street, San Borja, Lima 41, by March 30.

Dates:

- Martin was born on July 24, 1990, at 8.30 p.m.
- Classes will begin next Monday, March 12, at 7.30 a.m.

Nouns in apposition

- If the book, *Managing Cultures*, is on sale, I would buy it.
- Mario Vargas Llosa, the most famous Peruvian writer, won the Nobel Prize in Literature in 2010.

PART II

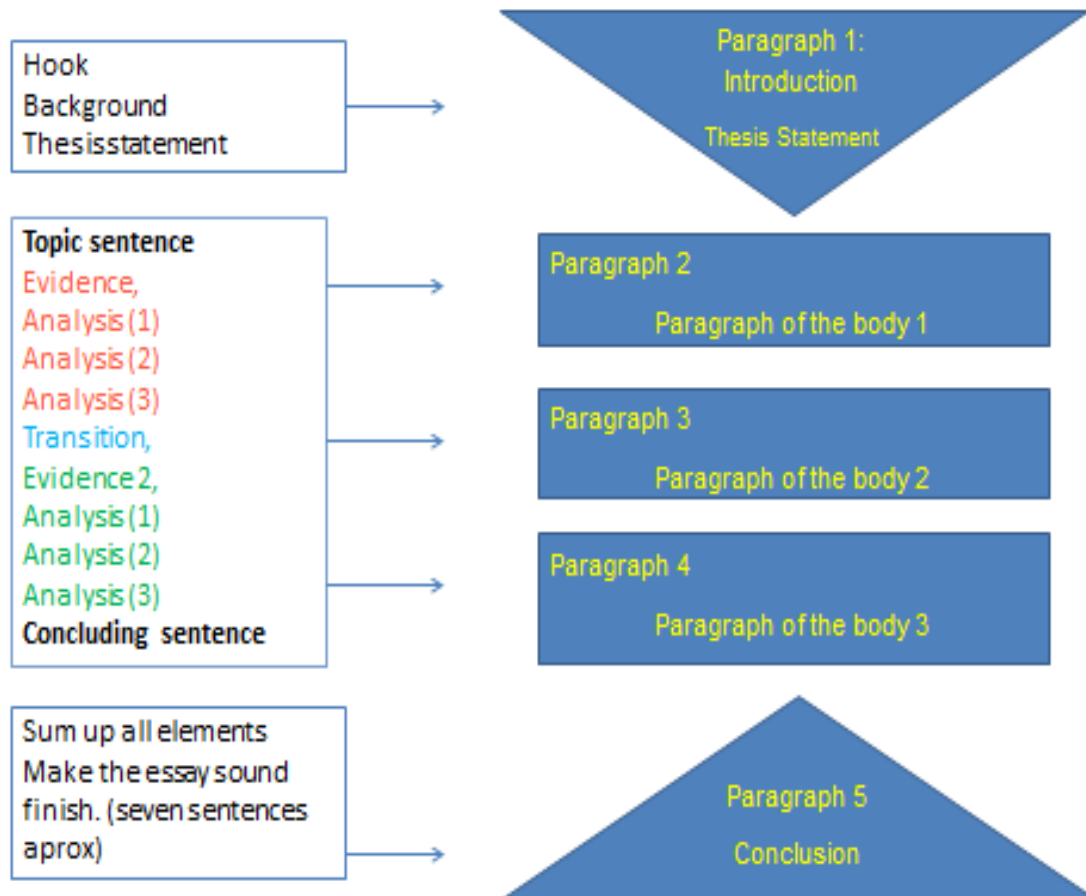
There are some requirements for you to read before starting with the development of the second part. Topics such as Academic Honesty and APA s important for you to be familiar with before tyle are They are paramount elements to take in consideration when writing formally.

- Academic honesty in the IB educational context: <http://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>
- APA Citation Guide
<http://www.normativa-academica.info/en/pf-en/info-en/documentos-desarrollo-avances-en/normativa-estilo-apa-en/>

DAY 8: Academic Writing – Argumentative Essay (AE)

Group work

Objective of the lesson: **“To analyze and recognize Academic writing - Essay’s types and format”.**



Retrieved from <https://www.teachercreated.com/products/writing-process-chart-7639>

DAY 9: Lexical chunks analysis

Group work

1. Objective of the lesson: **"To identify the different types of lexical chunks used in an argumentative essay and incorporate them to the students' repertoire"**
2. Lexical Chunks will be useful especially for those students who haven't had English lessons in their former schools. This source will give you some confidence to develop your writing skill at a starting point. It is expected that you develop your own repertoire as long as your knowledge and confidence grow. The Academic Essay Writing department for students at Charles Darwin University assists their students with these useful resources:

Signposting stems for an introduction:

- To understand the role of.... (Your topic), this essay aims to provide a discussion of..... (Ideas you will develop).
- This essay seeks to investigate/evaluate/ illustrate/discuss the impact of... (Your topic) in relation to.... (The ideas you will develop).
- Firstly, this assignment examines... (Your topic) and its links with... (Your first idea), Next, it closely examines... (Your topic) in relation to ... (your next idea), Finally, it focuses on ... and how this affects... (Your next idea)
-
-

Signposting stems for a paragraph which introduces or develops a new idea:

- One aspect which illustrates... (Your topic) can be identified as ... (The idea you want to develop).
- The current debate about... (Your topic) identifies an interesting viewpoint on... (The idea you want to develop).
- This first /next/final section provides a general discussion of... (The idea you want to develop).
-
-

Signposting stems for a paragraph which expands upon a previous idea:

- Building on from the idea that... (Mention previous idea), this section illustrates that... (introduce your new idea)
- To further understand the role of ... (Your topic or previous idea), this section explores the idea that... (introduce your new idea)
-
-

Signposting stems to sum up an idea in a paragraph:

- This evidence highlights that... (Sum up your idea).
- There is general agreement that ... (Sum up your idea).
- The strength of such an approach is that... (Sum up your idea).
-

Signposting stems for a paragraph which offers a contrasting view:

- However, another angle on this debate suggests that...(introduce your contrasting idea).
- In contrast to evidence which presents the view that...(mention your previous idea), an alternative perspective illustrates that...(introduce your contrasting idea).
- However, not all research shows that...(mention your previous idea) An alternative perspective illustrates that...(introduce your contrasting idea).
-

Signposting stems for a conclusion:

- Clearly, this essay has shown that the main factors which impact upon... (your topic) are ... (summarize your main ideas)
- The evidence presented in this assignment has shown that...(mention the conclusions you have drawn)
- To conclude, this assignment has addressed a number of significant issues which show that...(mention the conclusions you have drawn)
-

When pointing out opposing arguments (cons):

- Opponents of this idea claim/ maintain that...
- Some people may disagree with this idea, because...
-
-
-

When refuting the opposing idea:

- They have a point in thinking like that, however...
- To a certain extent they are right, but...
- After seeing this evidence, there is no way we can agree with this idea.
-
-
-

Adding more to a point already made:

- More over...
- Furthermore,
- What is more...
- In addition...
- Above all

Writing in lists:

- First, second, third.... finally
- To begin with ...
- In the second place ...
- And to conclude, lastly, finally.

Putting the same idea in a different way:

- In other words; in that case...
- To put it (more) simply ...
- In view of this; with this in mind, ...
- To look at this another way ...

Introducing examples:

- That is to say; in other words
- For example; for instance; an example of this is ...
- As follows; such as;
- Especially; in particular;

Introducing alternative viewpoint:

- By contrast; another way of viewing this is...
- One alternative is.... another possibility is...
- On the one hand...on the other hand
- In comparison; on the contrary; in fact; though; although

Returning to emphasize your earlier viewpoint:

- Despite x....
- In spite of x..
- While x may be true....
- Even if x is true; although x may have a good point...

Showing the results of something:

- Therefore ; as a result
- So, (then) it can be seen that
- The result is; the consequence is
- It is evident that

Summing up or Concluding

- My conclusion is...
- In conclusion; to conclude;

Personal opinion:

- In my view; In my opinion; I think; I believe

Useful phrases to introduce quotations:

- According to x...
- To quote from x...
- x tells /shows us that.....
- Referring to
- x argues that...
- As x stated/ wrote/argued/discussed...
- As x expressed the concern, ...

Analysis:

1. Use the essay samples given in the last class to continue with the analysis, first in pairs. Then compare your findings with the other members of the group:
 - a) **Circle** key words, connectors and transitional words.
 - b) **Highlight** collocations.
 - c) **Underline** signpost sentences.

Note: The didactic material that will be analyzed in Day 9 is the same essay examples given in the previous class. They will be analyzed step by step so, It is necessary to bring them to your following classes not to have any problems when carrying out your subsequent tasks.

DAY 10: Individual work: planning an AE

Individual work

Objective of the lesson:

1. Objective of the lesson:

“To make a plan and write the outline of your argumentative essay”

2. From now on, there will be one day to put in practice all the theory by having some time for personal achievement. You will create your individual task from choosing the right topic (the one you wish to talk about because you have some special interest in to writing the complete version of your essay. Therefore, you need to file all the documents you are using to make a record of your progress in your portfolio.
3. Follow the WAP program:
 - Pre-writing activity: brainstorm ideas about the topic that you have chosen.
 - Respect the time set for this activity.
 - Be sure to hand in a clean and well organized plan to your teacher
4. Choose one topic from the list below. If you have another topic that interests you more, show it to the teacher for approval.
 - What are the impact of social media in the success of businesses?
 - Why are cyberbullying and social media connected?
 - Social media is present in schools, but what are the advantages and disadvantages of this?
 - Is social media considered an addiction?
 - What is the positive contribution of social media during calamities?
 - What are the ethical considerations that get lost when a person signs up for an account in social media?
 - Are the Web Filters at Your School Too Restrictive?
 - Do Apps Help You or Just Waste Your Time?
 - Should People Be Allowed to Obscure Their Identities Online?
 - What Should the Punishment Be for Acts of Cyberbullying?
 - Is Online Learning as Good as Face-to-Face Learning?
 - Can Cellphones Be Educational Tools?
 - How Young Is Too Young for an iPhone?
 - It is said social media can contribute positively during natural disasters. Make an argument agreeing or disagreeing with that viewpoint.
 - Cyber bullying and social media are without doubt connected. Do you agree?
 - "Social media is an addiction" Would you agree with that statement?
 - There are many ethical aspects that a person must consider if they sign up for an account on social media. Agree or disagree?

- The Web filters at your school are far too restrictive. Make an argument
- Cellphones are considered to be good educational tools. What is your opinion?
- Eight years old is too young for a child to have an iPhone. Do you agree?

TIPS

1. Choosing the right topic will make you save time and work better focused. Thus, your task will be an easier and enjoyable experience.
2. Be sure that there is plenty information about your topic and that it is available for you.
3. To write an Argumentative Essay, the topic needs to be arguable.
4. To be sure the topic you choose is the right one, ask yourself the following questions in the box.

Useful Questions to generate ideas when choosing a topic.

1. What has particularly interested me about this subject?
2. Why is this topic important?
3. Why should the readers care?
4. Choose a topic!

5. Here you have some reliable sources where you can get some ideas. And back up your opinion.

- ProCon.org
- www.procon.org
- Galileo (you can access as Guest)
www.galileo.usg.edu
- Google (use only newspaper articles or editorials)
- New York Times
- topics.nytimes.com, BBC, Journals
- Library website
<https://www.southgatech.edu/library/topics/AffirmativeActionResource.htm>



(EBSCO)

Suggestions:

- a) Follow the writing steps the times that are necessary to clarify your ideas:
- Pre-writing activity: brainstorm ideas about the topic that you have chosen.
 - Control the time set for this activity.

DAY 11: Essay components: Analysis of an AE introductory paragraph

1. Objective of the lesson:

“To analyze the components of an introduction paragraph in an argumentative essay”

2. There are different ways to start your introductory paragraph depending on its purpose and audience. The ITDC Beach City College suggest these five ways:
- a. Use an Anecdote or “Story” to introduce your Thesis Statement.
 - b. Provide Factual or Historical Background as an Introduction.
 - c. Say what is mistakenly believed to be true by many people; then use your thesis statement to provide correct information.
 - d. Summarize the literary work or works you are writing about.

For more information you can check this webpage:

<http://itdc.lbcc.edu/oer/esl/esl33xal/presentations/introductoryparagraphs/introductoryparagraphs-notes.html>

3. Homework: Watch the video and write an introductory paragraph for an argumentative essay:

https://learnzillion.com/lesson_plans/7645-write-an-introductory-paragraph-for-an-argumentative-essay/

4.52 minutes.

DAY 12: Individual work: Drafting an AE introductory paragraph

1. Objective of the lesson:

“Write an introductory paragraph of an argumentative essay”

2. This is a web page with a more detailed explanation about writing an introductory paragraph, take notes and prepare some questions for the teacher if you need to clarify any point.

- How to write an introduction paragraph
https://www.youtube.com/watch?v=YngqHI_BLOU
- For further information: Thesis statement

Tips to write interesting and effective introductions

1. Look for a serious statistic information about the topic in discussion. HOOK
2. Use a quote from an expert in the field of study and cite him or her first. HOOK

Adapted from <http://lib.illinois.edu/central/csl/11th/press/60101/introductoryparagraphs/introductoryparagraphs-ndia.html>

Tips to write interesting and effective introductions

3. Point out an erroneous idea people have about the topic that you are opposed to.
4. For a better understanding, provide the framework of the problem to contextualize it. BACKGROUND
5. Use examples like anecdotes to explain why it is a relevant topic.

Adapted from <http://lib.illinois.edu/central/csl/11th/press/60101/introductoryparagraphs/introductoryparagraphs-ndia.html>

<http://www.cws.illinois.edu/worksh>

<op/writers/tips/thes>

.....

.....

Avoid some common pitfalls

1. Don't provide dictionary definitions, especially of words your audience already knows.
2. Don't repeat the assignment specifications using the professor's wording.
3. Don't give details and in-depth explanations that really belong in your body paragraphs. You can usually postpone background material to the body of the essay.

Adapted from <http://lib.illinois.edu/central/csl/11th/press/60101/introductoryparagraphs/introductoryparagraphs-ndia.html>

.....

Avoid some common pitfalls

4. Do not use unnecessary words or irrelevant information to pretend to have a good introductory paragraph. Remember, easy English is good English, so one or two-sentence introductory paragraphs can work very well.
5. Don't repeat the same idea in several different ways.
6. Don't confess your ignorance about the subject. If you discredit yourself, the reader will wonder why he or she should read what you wrote.

Adapted from <http://lib.illinois.edu/central/csl/11th/press/60101/introductoryparagraphs/introductoryparagraphs-ndia.html>

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DAY 13: Essay Components: Analysis of the body paragraph in an AE.
 Objective of the lesson: **Analyze the components of the body paragraphs in an Argumentative Essay.**

1. Analyze the essay samples to identify its components.
 - a) Highlight the thesis statement.
 - b) Underline the evidence used to support the thesis in different colors.

- c) Circle the transition words and lexical chunks used to connect ideas in the paragraphs.
- d) Highlight the concluding sentence.

2. Consider these aspects when analyzing and planning an essay.

COUNTER - ARGUMENTS

A good argumentative essay also includes counter-arguments along with the main points usually in the third paragraph of the body. That will show the reader you have investigated and, in spite of counter arguments, yours are stronger.

What kind of information can be used to support your arguments?

You can use the following suggestions as supplementary tools that will help you to support your argument.

- Facts
- Statistics – numbers
- Authorities – experts (name and credentials)
- Quotes
- Real life examples
- Analogies - comparisons

DAY 14 : Individual work: Drafting the body (three paragraphs) of an AE

1. Objective of the lesson

“To create the body paragraph of an Argumentative Essay”

2. The purpose of the body paragraph is to present facts and details that support your thesis (claim). It is the time to take a look at transition words; they will help you to organize your ideas in a logical sequence and make it easy for your readers to follow you. Here are some of the transitions: To begin... / In addition... / Furthermore... / This suggests that... / Therefore...
3. Bear in mind these elements in your paragraphs:
 - a) **Purpose:** What are the reasons to write the paragraphs? Each paragraph has a purpose that is going to help you to accomplish your goals. In this case it is to persuade the readers to understand your point of view and could take actions about it.
 - b) **Audience:** Who is going to read your paper? Does the topic you have chosen appeal to your audience interest?
 - c) **Clarity:** Refers to avoiding unnecessary words and phrases or ambiguity when writing.

- d) **Unity:** it requires each paragraph to deal with only one main idea. All the evidences used in the paragraph should refer to the topic of the paragraph. Do not add any information that breaks the unity of your paragraph. Remember, one main idea one paragraph.
- e) **Coherence:** It is when all the sentences in a paragraph are arranged so well that gives the paragraph that consistence and fluency when the readers follow you.
- f) **Style:** It is the way the writer uses the language (sentence structures, word choices) to come across to readers
- g) **Tone:** It is the attitude toward your subject and audience expressed in your words.
4. It will be useful to write a **Purpose Statement** before writing the paragraphs of your essay. It will help you to stay on topic and focus of your writing. If you have three paragraphs in your essay you should write three Purpose Statements, one for each paragraph.

Example:

Topic: the effects of oversharing on Facebook.

Purpose statement:

1. The purpose of this paragraph is to tell the negative effects of oversharing your intimacy on Facebook.
2. The purpose of this paragraph is to know the precautions you should take into account
3. The purpose of this paragraph is to find ways to avoid problems for oversharing your intimacy on Facebook.

Create your purpose statement for each of your paragraphs and stick it at the top of your paper to help you not get off topic.

5.

INSTRUCTIONS
<ol style="list-style-type: none">1. Respect the time assigned to write the body of your essay. It is 30 minutes (10 minutes per parragraph aprox).2. Exchange your paper with your partners for peer evaluation (5 minutes).3. Ask your partner for feedbback (5 minutes)4. Make the necessary corrections (Drafting, revising & editing) (10 minutes).5. After you receive your teacher's feedback, keep your work in your portfolio.

6. You will check your partner's task using this feedback paper. Read each of the criteria to know the aspects you will observe in your partner's paper, and also to know how your work will be observed as well.

Questions for Peer Review: Organization, Unity, and Coherence

Title of essay: _____

Date: _____

Writer's name: _____

Peer reviewer's name: _____

This essay is about _____

Your main points in this essay are _____

What I most liked about this essay is _____

These three points struck me as your strongest:

Point: _____

Why: _____

Point: _____

Why: _____

Point: _____

Why: _____

These places in your essay are not clear to me:

Where: _____

Needs improvement because _____

Where: _____

Needs improvement because _____

Where: _____

Needs improvement because _____

The one additional change you could make that would improve this essay significantly is

Taken from: Writing for Success, 1st Canadian Edition, Chapter 12- *Peer Review and Final Revisions*.

Homework:

Watch this video about Concluding sentence to be prepared for the next class.

<https://www.youtube.com/watch?v=FPHxMg9cc0A>

DAY 15: Essay components: Analysis of a concluding paragraph

Objective of the lesson:

“To analyze the components of the concluding paragraph and write the concluding paragraph of the collaborative task”

Tips for concluding paragraph
• Use fresh and strong words to restate your thesis. Do not use the same wording.
• Answer question: What good things would happen, if the change is made?
• Convince your audience for action.

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.....

DAY 16: Individual task: Drafting an AE concluding paragraph

Objective of the lesson: **“To create the concluding paragraph of an Argumentative Essay”**.

1. Final tips

- Revising means to add, change, delete information that distracts your from the purpose of your essay.
- Editing is the previous stage to publish your paper, so it is important to take into account your peers’ and teacher’s feedback to made the necessary changes in your paper. Have the last look at your transitional words/ expressions, punctuation and grammar.
- Check the coherence and unity of your paper from the first paragraph to the last one. It means make sure that the organization of the ideas flows logically from the introductory paragraph to the last paragraph.
- Cite your references following APA style, and be sure that the sources used are really useful to your purpose and fits naturally support with your ideas.

- This is an academic writing paper, so check that the style and tone are consistent throughout.
- Take into account your group task suggestions as well as the teacher's feedback and peers to use them in your individual task.

Adapted from: Writing for Success, 1st Canadian Edition, Chapter 12- *Peer Review and Final Revisions*.

2.

DAY 17: Evaluation, closure and rewarding excellence.

Objective: to evaluate the development of the workshop through a survey.

1. Feel free to answer the survey honestly. It will help the teacher improve for other workshops.

Extra information for students to continue improving

- Outline for a Five-Paragraph Essay

http://www.bucks.edu/media/bcccmedialibrary/pdf/FiveParagraphEssayOutlineJuly08_000.pdf

- Time4writing.com The secrets to good paragraph writing

<https://www.time4writing.com/writing-resources/paragraph-writing-secrets/>

- How to Write an Essay

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

CHAPTER VI

RESULT AND DISCUSSION

6.1. Expected results

Expected results are mentioned not without giving first a short description of the context by which we need to apply WAP program, a remedial workshop in academic writing skills, in the school.

IB students choose, from the list of approved Diploma Programme subjects, a topic to prepare an in-depth study, besides that, a supervisor is named to accompany the student in this journey. The material for each session is prepared following the “Task Based Learning” (TBL) approach. This proposal is intended for IB students who decide to prepare their extended essay in English. The extended essay is a piece of writing of up to four thousand words as part of the requirement to achieve the IB Diploma. Students who feel more confident to work their extended essay in English take the challenge. They investigate the topic and develop the skills of independent research to promote high-level research and writing skills, intellectual discovery as well as creativity. The topic taken to develop WAP program is about communication and media that is one of the topics approved of the Diploma Programme subjects.

Writing in Action Program, (WAP) is a proposal that has been prepared based on my five year life experience working at COAR Lima, from 2012 to 2016. I had the opportunity to observe the great effort students did to accomplish the several written task required for the IB program; it was most of the time stressful and consumed their spare time working

on the extended essay. I have also heard most teachers complaining about the way students wrote their reports and essays not only in L2 but also in L1. It is still a problem, it was superficially treated by coordinators and teachers, due to there were not a policy to rule the actions. There is neither a commitment nor an understanding that this issue is a must that needs to be overcome since its roots now.

Having explained the context of the problem, some results are anticipated, for example:

- Students will **gain confidence** in their writing skills by identifying that the pre-writing step is paramount in the planning of the writing task.
- Students will not go over trial and error because spending time in a good plan is the key. They will learn to apply it to **avoid losing time and effort**.
- The writing process will help students to **organize their ideas more effectible** when writing.
- Students will improve their performance while **giving and receiving feedback** from their peers and teacher.
- Students are **aware of the evaluation criteria** that their writing task will be measured with during and at the end of the process.
- The deadline to hand in the extended essay will be **achievable in time**.
- **Teachers will not feel overwhelmed** with the number of papers to check, because they will also use some strategies like peer evaluation to help students learn from them and at the same time be aware of the most common mistakes noticed by their peers, gaining in confidence.

6.2. Discussion

Some discussion will arise from this proposal, since teaching Language B in the IB is not the same to teach English regular classes. However, based on the experience it is important to give students with the language basis the first year (3dr.grade), especially to those who come from schools where English subject was not considered important or was given by another professional with few knowledge of English.

- It is clear stated that developing writing skills we can not only improve our students' academic performance but also their lives.

- It is important that first teachers receive a sensitized workshop to understand the importance to change some paradigms in the English teaching and learning process. We cannot ask a teacher to do something that they ignore.
- It would be important to discuss the fact of devoting a research time in the school. An especial space where teachers developing their inquirer attribute en order to solve a recurrent problem and improve the studetns and teacher's experience at school.
- The changes and attempts done for the improvement of the teaching and learning process need to be registered and continued in the following academic year. There should be a binnacle, to register the advances made in the annual program and with the students to be continued and considered in the annual program for the following academic year.
- The ideal scenario is that all teachers apply this program in all 4th. Grade, to give all the students the chance to learn how to write through a writing program tailored especially for them, for IB students at COAR Lima.

CHAPTER VII

CONCLUSIONS

7.1. CONCLUSIONS

- It is clear stated that developing writing skills we can not only improve our students' academic performance but also their lives.
- It is important that first teachers receive a sensitized workshop to understand the importance to change some paradigms in the English teaching and learning process, especially how to teach writing as a process. We cannot ask a teacher to do something that they ignore.

Teachers need preparation to deliver this kind of instructions. Experiences abroad reveal that two years instructions are needed to have writing skilled teachers. It is known that would be difficult to achieve, for that reason, it would be interesting to train teachers first, it means two months before they apply the program in the school. They will need to adjust the content and style depending on their particular groups.

- It would be important to discuss the fact of devoting a research time in the school. An especial space where teachers developing their inquirer attribute in order to solve a recurrent problem and improve the students and teachers experience at school.
- The changes and attempts done for the improvement of the teaching and learning process need to be registered and continued in the following academic year. There should be a binnacle, to register the advances.

The problem was that there was not continuity in using the same approach, others coordinators and teacher came and they did what they thought it was better without considering the IB school characteristics and goals.

- The ideal scenario is that all teachers apply to this program in all 4th. Grade, to give all the students the chance to learn how to write through a writing program tailored especially for them, for IB students at COAR Lima.

Jay Richards, a Distinguished Professional Award of Southwestern University, said

“Want to be a Better Writing Teacher? Then Take a Closer Look at How You Teach Reading” – Jay Richards

- It means that reading and writing are closely related. However, we have to work them separated, because they have different strategies that need to be covered separated. This is a research I would like to do to complement the current study.

Something that has to be considered is that, those students that have good English competence require a tailored plan to help them continue growing in the language. **Otherwise, they will demotivate and the teacher could lose a great opportunity to relay on skillful students to enhance their classes.** They could have the chance to support one of their weak partners to show their caring attribute.

As it was explained before, giving and receiving feedback is a useful strategy that is used in WAP Program; however, it also needs some preparation, there should be a special moment to teach students to give feedback using some checklist and rubrics that may demand time but in this kind of programs time is an investment because students will be trained to give and respond more effectively to peer feedback.

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INDEX

INDEX 1: WAP SEQUENCE OF CONCEPT COURSE

WAP SEQUENCE OF CONCEPT COURSE					
Objective: To apply the Writing in Action Program (WAP) for the Improvement of 4th grade IB Students' essays at Colegio Mayor Secundario Presidente del Peru- COAR LIMA.					
Time	Topic	Input	Task/objective	Target Skills	Material
DAY 1	INTRODUCTION	<p>WAP description</p> <ol style="list-style-type: none"> Objective of the WAP Program Pre-test worksheet Writing Skills Questionnaire 	<ul style="list-style-type: none"> Pretest writing Diagnostic questionnaire 	<ul style="list-style-type: none"> Listening Speaking Writing 	<ul style="list-style-type: none"> A quote from an American writer Toni Morrison Worksheet: pretest and questionnaire
DAY 2	Writing Process Steps - PREWRITING	<p>Pre task</p> <ol style="list-style-type: none"> Objective of the lesson Writing Process steps Pre-writing strategies General and Specific ideas <p>Task</p> <ol style="list-style-type: none"> Time to share: Gallery walking strategy <p>Language Focus</p> <ol style="list-style-type: none"> Teacher's feedback 	<ul style="list-style-type: none"> To organize and brainstorm ideas through the use of one type of Prewriting technique. 	<ul style="list-style-type: none"> Listening Reading Speaking writing 	<ul style="list-style-type: none"> Video PPT Worksheets Flipchart Markers
DAY 3	SHORT COMPOSITION - TOPIC SENTENCE	<p>Pre task</p> <ol style="list-style-type: none"> Objective of the lesson Paragraph composition: <ol style="list-style-type: none"> The topic sentence The body of the paragraph Concluding sentence <p>Task</p> <ol style="list-style-type: none"> Create their own topic Sentence (main idea) <ol style="list-style-type: none"> the topic and comment. Group work: <ol style="list-style-type: none"> Students write a topic sentence. Peer feedback Gallery walking strategy <p>Language Focus</p> <ol style="list-style-type: none"> Teacher's feedback 	<ul style="list-style-type: none"> To identify and analyze the paragraph's structure and create a new Topic Sentence. 	<ul style="list-style-type: none"> Reading Speaking writing 	<ul style="list-style-type: none"> Video PPT Worksheets Flipchart Markers

DAY 4	THE BODY OF THE PARAGRAPH - Drafting and revising	<p>Pre task</p> <ol style="list-style-type: none"> The body of the paragraph format <ol style="list-style-type: none"> Supporting ideas and details <p>Task</p> <ol style="list-style-type: none"> Write the body of the paragraph in pairs Students: Drafting and Revising questions Time to share: Gallery walking strategy <p>Language Focus</p> <ol style="list-style-type: none"> Teacher's feedback <ul style="list-style-type: none"> Simple sentences Compound sentences 	<ul style="list-style-type: none"> To identify and analyze the components of a paragraph's body and write supporting ideas and details in groups. 	<ul style="list-style-type: none"> Listening Reading Speaking writing 	<ul style="list-style-type: none"> Video PPT Worksheets Flipchart Markers
DAY 5	INDIVIDUAL WORK - SUPPORTING IDEAS AND DETAILS IN A PARAGRAPH	<p>Pre task</p> <ol style="list-style-type: none"> Video: How to write basic topic sentences & paragraphs The body of the paragraphs <ol style="list-style-type: none"> Supporting ideas and details in a paragraph. <p>Task</p> <ol style="list-style-type: none"> Time to write Students: Drafting and Revising questions Time to share: Gallery walking strategy <p>Language Focus</p> <ol style="list-style-type: none"> Teacher's feedback Linking words: <ol style="list-style-type: none"> Sequence words Editing time 	<ul style="list-style-type: none"> To write supporting ideas and details in a paragraph. 	<ul style="list-style-type: none"> Reading and writing 	<ul style="list-style-type: none"> Video Flipchart Markers Laptop Internet connection
DAY 6	CONCLUDING SENTENCE IN A PARAGRAPH - DRAFTING AND REVISING	<p>Pre task</p> <ol style="list-style-type: none"> Objective of the lesson. 5 Concluding Sentences types Analysis of a paragraph's components. One paragraph one idea One paragraph rubric <p>Task</p> <ol style="list-style-type: none"> Group work: write the final version of your paragraph using the components of a paragraph already d <p>Time To Share:</p> <ol style="list-style-type: none"> Perform a Gallery Walking Strategy Drafting and revising questions. Peer evaluation. <p>Language Focus</p> <ol style="list-style-type: none"> Teacher's positive feedback.. Transitional expression Homework: Do some further research on Communication and media' sub-topics and bring them to the next class. 	<ul style="list-style-type: none"> To be able to recognize and use one of the five different types of concluding sentences. 	<ul style="list-style-type: none"> Listening Reading Speaking writing 	<ul style="list-style-type: none"> Video PPT Worksheets Flipchart Markers

DAY 7	INDIVIDUAL WORK - ONE PARAGRAPH COMPOSITION	<p>Pre task</p> <ol style="list-style-type: none"> Effort quotation <p>Task Instructions:</p> <ol style="list-style-type: none"> Theory into practice: One paragraph composition. Revising and editing Peer feedback <p>Language Focus</p> <p>Teacher's feedback</p> <ol style="list-style-type: none"> Punctuation Use of Capital letter and commas. 	<ul style="list-style-type: none"> To hand in a well written paragraph. 	<ul style="list-style-type: none"> Reading and writing 	<ul style="list-style-type: none"> Video PPT Worksheets Laptop Internet connection
DAY 8	ACADEMIC WRITING - ARGUMENTATIVE ESSAY	<p>Pre task</p> <ol style="list-style-type: none"> Objective of the lesson Academic Writing: an Essay Essay writing process Four main Essay types <ol style="list-style-type: none"> Five-Paragraph Essay Argumentative Essay layout <ol style="list-style-type: none"> Introduction Body of the Essay (paragraphs' order) Conclusion <p>Task</p> <ol style="list-style-type: none"> Analysis of an argumentative essay Individual work Group work Draw the Essay Layout <p>Language Focus</p> <ol style="list-style-type: none"> Teacher's positive feedback. <p>Homework:</p> <ol style="list-style-type: none"> Ss prepare their plan to write their own Argumentative Essay " 	<ul style="list-style-type: none"> "To analyze and recognize Academic writing - Essay's types and format". 	<ul style="list-style-type: none"> Listening Reading Speaking writing 	<ul style="list-style-type: none"> Video PPT Worksheets Flipchart Markers .
DAY 9	LEXICAL CHUNKS ANALYSIS	<p>Pre task:</p> <ol style="list-style-type: none"> Activating prior knowledge by asking students some questions. Introduce Lexical Chunks; a tool to increase specific vocabulary to reinforce academic writing. <ol style="list-style-type: none"> Poly-words Collocations Sentence frames "Useful Argumentative essay words and phrases" <p>Task:</p> <ol style="list-style-type: none"> Analysis of different essay samples <p>Language Focus</p> <ol style="list-style-type: none"> Teacher's feedback 	<ul style="list-style-type: none"> "To identify the different types of lexical chunks used in an argumentative essay and incorporate them to the students' repertoire" 	<ul style="list-style-type: none"> Reading, speaking and writing 	<ul style="list-style-type: none"> Video PPT Worksheets Laptop Internet connection
DAY 10		Pre task	<ul style="list-style-type: none"> "To make a plan to write 	<ul style="list-style-type: none"> Reading and 	

	INDIVIDUAL WORK – PLANNING AN ARGUMENTATIVE ESSAY	<ol style="list-style-type: none"> 1. Activating prior knowledge. 2. Objective of the lesson Task <ol style="list-style-type: none"> 3. Planning an Argumentative Essay. 4. Group work 5. Language Focus 6. Teacher's feedback: reinforce Lexical Chunks 	the outline of your argumentative essay"	writing	<ul style="list-style-type: none"> • Video • PPT • Worksheets • Laptop • Internet connection
DAY 11	ANALYSIS OF AN ARGUMENTATIVE INTRODUCTORY PARAGRAPH	Pre task <ol style="list-style-type: none"> 1. Activating prior knowledge. 2. Objective of the lesson 3. Four different introductory paragraphs of argumentative essays are provided to the students to be analyzed. 4. Introduce the components: Hook, Background and Thesis Statement. Task <ol style="list-style-type: none"> 5. Group work: Analysis of the introductory paragraphs in an argumentative essay. Language Focus <ol style="list-style-type: none"> 6. Peer evaluation 7. Teacher's feedback 	<ul style="list-style-type: none"> • "To identify and analyze different types and components of introductory paragraphs" in order to write down a good introductory paragraph of an argumentative essay" 	<ul style="list-style-type: none"> • Listening • Reading • Speaking • writing 	<ul style="list-style-type: none"> • Video • PPT • Worksheets • Flipchart • Markers
DAY 12	INDIVIDUAL TASK – DRAFTING AN INTRODUCTORY PARAGRAPH	Pre task <ol style="list-style-type: none"> 1. Activating prior knowledge 2. Objective of the lesson 3. A video about how to write a good introductory paragraph is shown to the students. 4. Clarifying questions about the video. 5. Provide some tips to write interesting and effective introductions. 6. Avoiding common pitfalls Task <ol style="list-style-type: none"> 7. Clear instructions are given. 8. Recommendations to perform a good task. Language Focus <ol style="list-style-type: none"> 9. Meta evaluation is applied to promote conscious awareness of the writing process. 	<ul style="list-style-type: none"> • "To write an introductory paragraph in an argumentative essay" 	<ul style="list-style-type: none"> • Listening • Reading • writing 	<ul style="list-style-type: none"> • Video • PPT • Worksheets • Laptop • Internet connection
DAY 13	COMPONENTS OF AN A.E. BODY PARAGRAPH'S ANALYSIS	Pre task <ol style="list-style-type: none"> 1. Activating prior knowledge 2. Objective of the lesson 3. Video: The Five Paragraphs Argumentative Essay Structure. 			

		<p>4. Types of evidence to support your arguments.</p> <p>5. A paragraph layout</p> <p>6. Body paragraph order of importance.</p> <p>7. Analysis of a body paragraph example.</p> <p>Task:</p> <p>8. Instructions</p> <p>9. Clarifying questions of the instructions</p> <p>10. Time to share</p> <p>Language Focus</p> <p>1. Peer evaluation</p> <p>2. Teacher's feedback</p>	<ul style="list-style-type: none"> • "To analyze the components of the body paragraphs in an Argumentative Essay's" 	<ul style="list-style-type: none"> • Listening • Reading • Speaking • writing 	<ul style="list-style-type: none"> • Video • PPT • Worksheets • Flipchart • Markers
DAY 14	<p>INDIVIDUAL TASK</p> <p>DRAFTING THE BODY PARAGRAPHS</p>	<p>Pre-Task:</p> <p>1. Activating prior knowledge.</p> <p>2. Objective of the lesson</p> <p>3. Characteristics of the body paragraphs</p> <p>4. Tips for writing</p> <p>Task</p> <p>5. Students will write the paragraph of the body paragraphs of an Argumentative Essay.</p> <p>Language Focus</p> <p>6. Introduce: coherence, unity and clarity.</p> <p>7. Intellectual property APA style.</p>	<ul style="list-style-type: none"> • "To create the body of an Argumentative Essay". 	<ul style="list-style-type: none"> • Listening • Reading • writing 	<ul style="list-style-type: none"> • Video • PPT • Worksheets • Laptop • Internet connection
DAY 15	<p>ANALYSIS OF A CONCLUDING PARAGRAPH</p>	<p>Pre task</p> <p>1. Activating prior knowledge</p> <p>2. Objective of the lesson</p> <p>3. How to create an effective concluding paragraph.</p> <p>4. Video: How to write an argumentative essay.</p> <p>5. Questions about the video</p> <p>6. Tips to write effective concluding paragraph.</p> <p>Task</p> <p>1. Instructions</p> <p>2. Group work: time to share</p> <p>Language Focus</p> <p>7. Teacher's feedback</p> <p>Metacognition</p>	<ul style="list-style-type: none"> • To analyze the components of the concluding paragraph and write the concluding paragraph of the cooperative task. 	<ul style="list-style-type: none"> • Listening • Reading • Speaking • writing 	<ul style="list-style-type: none"> • Video • PPT • Worksheets • Flipchart • Markers
DAY 16	<p>INDIVIDUAL TASK - DRAFTING AN A.E. CONCLUDING PARAGRAPH</p>	<p>Pre task</p> <p>1. Activating prior knowledge</p> <p>2. Objective of the lesson</p> <p>3. Give students some recommendations do perform the last task in class.</p> <p>Task</p> <p>4. Give students clear instructions.</p> <p>5. Clarifying questions to assure the task has been completely understood.</p> <p>6. Revising, Editing, and</p>	<ul style="list-style-type: none"> • "To create the concluding paragraph of an Argumentative Essay". 	<ul style="list-style-type: none"> • Listening • Reading • writing 	<ul style="list-style-type: none"> • Video • PPT • Worksheets • Laptop • Internet connection

		Publishing. Language Focus 7. Teacher's feedback Reinforce: Transition words, coherence, unity and clarity.			
DAY 17	CLOSURE AND REWARDS	The purpose of the last class is to award some students that have shown perseverance and good attitude toward the learning process 1. Those who finish the task in class. 2. Those who have improved their vocabulary notably. 8. Those who respect the writing process always.	"To write a five paragraph Argumentativ e essay"	• Listening and speaking	• Rewarding cards

Sources for the teacher:

Academic writing PREZI presentation

https://prezi.com/rhamngo72szs/academic-writing/?utm_campaign=share&utm_medium=copy

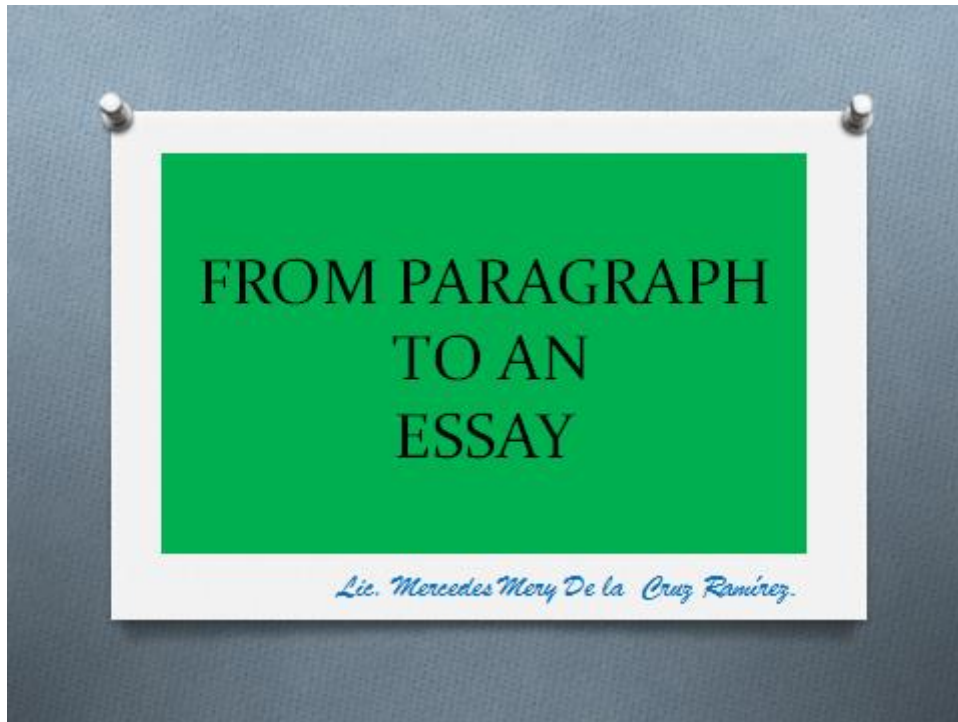
INDEX 2

COVER PPT 1 - from day 1 to day 7



INDEX 3

COVER PPT 2 - from day 8 to day 17



DIDACTIC MATERIAL

The appendix has been divided by the didactic material contained in the each day's session (day 1 to day 16).

Day 1:

Objective: "To apply the Writing in Action Program (WAP) for the Improvement of 4th grade IB Students' essays at Colegio Mayor Secundario Presidente del Peru-COAR LIMA".

WRITING SKILLS QUESTIONNAIRE

Directions: You will benefit most from this questionnaire if you fill it out three times--at the beginning, middle and end of the course. This way you'll be able to see more about what changes are taking place. (The second and third times you use this form, you may want to cover your previous answers.)

When you complete the questionnaire at the beginning of the course, fill in the *left-hand* column of the blanks. In the middle of the course, use the *middle* column and at the end of the course, use the *right-hand* column of blanks.

Use Y, N, and S, for "Yes," "No," and "Sometimes." If you don't know the answer--which may often happen at the start of the course--use a question mark.

ATTITUDES TOWARD WRITING

			Do you enjoy writing?
			In general do you trust yourself as a person who can find good words and ideas and perceptions?
			Do you think of yourself as a writer?

GENERATING

			On a topic of interest to you, can you generate lots of words fairly quickly and freely--not be stuck?
			Again on a topic of interest to you, can you come up with ideas or insights you'd not thought of before?
			On a topic that doesn't much interest you (perhaps an assigned topic), can you generate lots of words fairly quickly and freely--not be stuck?
			On a topic not of interest, can you come up with ideas or insights you'd not thought of before?
			On a topic where you start out not knowing what you think, can you write or think your way through to a conclusion?
			On a topic where you start out with your mind made up, can you write or think your way into actually changing your mind?

REVISING

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you revise in the literal sense of "resee"--thus rethink and change your mind about major things you have said?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you find a main point in a mess of your disorganized writing?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you find a new shape in a piece of your writing which you had previously organized?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you find problems in your reasoning or logic and straighten them out?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you make your sentences clear--so they are clear to readers on first reading?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you get your sentences lively? Can you give them a human voice?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you get rid of most mistakes in grammar, spelling, punctuation, and so on? Can you clean your writing up enough so most readers would not be put off?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you get rid of virtually all such mistakes?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you guess how most readers will react to something you've written?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you adjust something you've written to fit the needs of particular readers?

FEEDBACK

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you enjoy sharing with friends a draft of what you've written?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you read out loud to listeners a draft of your writing so it is really clear and "given," that is, not mumbled and "held back"?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you openly listen to the reactions of a reader to your writing and try to see it as he/she sees it, even if you think his/her reactions are all wrong?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you give noncritical feedback--telling the writer what you would like and summarizing or reflecting what you hear the words saying?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you give "movies of your mind" as a reader--a clear story of what was happening in your mind as you were reading someone's writing?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you give "criterion-based feedback"--telling the writer how the draft matches up against the most common criteria of good writing?

COLLABORATION

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you work on a task collaboratively with a small group; pitch in, share the work, help the group cooperate, keep the group on task?
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AWARENESS AND CONTROL OF WRITING PROCESS

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you give a detailed account of what was going on when you were writing: the thoughts and feelings that go through your mind and the things that happen in the text?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Do you notice problems or "stuck points" in your writing and figure out what the causes are?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you make changes in the way you go about writing based on those things you noticed?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can you vary the way you go about writing depending on the situation: the topic, the audience, type or writing, and so on?

(taken from *A Community of Writers* by Peter Elbow and Pat Belanoff)

Day 2

Objective: “To organize and brainstorm ideas about Communication and media through the use of one type of Prewriting Technique”

The Writing Process	
Prewriting	Brainstorm and Organize Ideas <ul style="list-style-type: none">● Think about what you want to say. Then, create a plan to organize your ideas.● Select key ideas and questions to get you started.
Drafting	Use Ideas to Write a Rough Draft <ul style="list-style-type: none">● Write your ideas in order, and choose one or more to start your writing.● Use your choices to develop a main idea, supporting details, and the body of your writing.
Revising	Make Changes to Improve Writing <ul style="list-style-type: none">● Rearrange words and sentences to clarify meaning. Be sure to add descriptive words and details.● Include feedback from peers and/or teachers.
Editing	Proofread and Correct Mistakes <ul style="list-style-type: none">● Check for complete sentences, proper spelling, and correct grammar.● Reread, or have someone else read, your writing to be sure it is interesting and makes sense.
Publishing	Write and Present Final Copy <ul style="list-style-type: none">● Prepare a final, edited draft of the writing.● Choose a form in which to present your writing, and share it with others.

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Teacher created sources. (n.d.). *The writing process* Retrieved from <https://www.teachercreated.com/products/writing-process-chart-7639>

ASK YOURSELF:

1. What do I want to write?
2. How do I want to say it? What is my position about the topic?
3. Who is going to read my paper?
4. What else do I have to bear in mind to start writing?
5. Who can I ask for a piece of advice?

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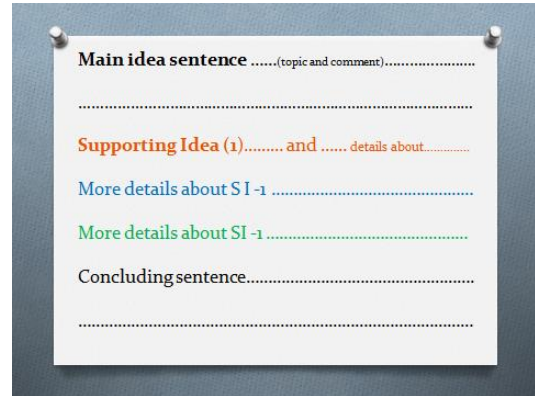
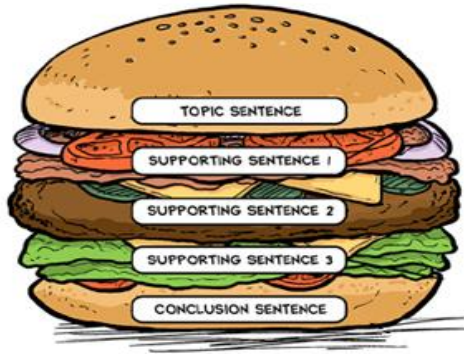
Brainstorming ideas: individual task (homework)

Name: **Date:**

Type of brainstorming:

Day 3:

Objective: “To identify and analyze the paragraph structure and create a new Topic Sentence»”



http://www.readingrockets.org/strategies/paragraph_hamburger

THE MAIN IDEA IN A PARAGRAPH

- o The **main idea** sentence contains two key parts: the topic and the comment.
- o **The topic** is the subject or general idea the writer is presenting.
- o **The comment** is the writer's opinion, emotion, or other idea about the topic.

Adapted from writers at work - when composition pg.48

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WHAT IS A TOPIC SENTENCE?

- o A topic sentence is, in most of the cases, the first sentence in a piece of writing. It tells you mostly what the main idea is in a paragraph.

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3. With the advancement in technology, communication has grown. It is now easier and cheap.. <http://www.as2writer.com/social-networking-a-three-paragraph-essay-example>

4. Social media has been influencing our lives for quite some time now and the trend of using it is ever increasing day by day. <http://www.masterpaperwriters.com/essay-writing-on-the-importance-of-social-media-in-education>

5. Facebook has acknowledged that social media use can be bad for users' mental health. <https://www.digitalsum.com/technology/social-media/facebook/mental-health-psychology-social-media>

They are also called: **TOPIC SENTENCE**

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Exercise: Write a comment on one of these topics.

TOPIC	COMMENTS
Facebook	
Instagram	
Twitter	
Whatsapp	

1. Create your own topic sentence.

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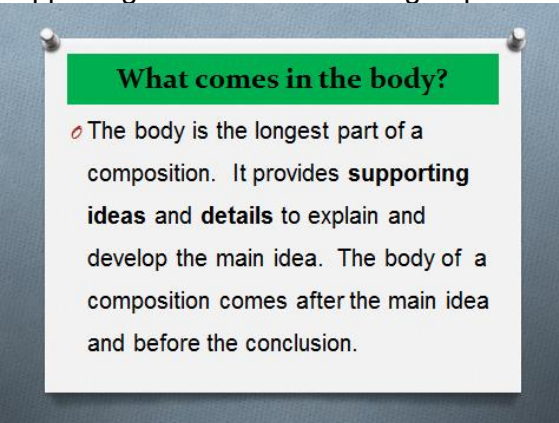
2. Analyze this paragraph example and identify the topic sentence

SOCIAL NETWORK

It is inevitable to ignore the fact that nowadays social network plays an essential role in teenagers' lives. Most youths are spending at least an hour in these popular social media sites. Generally, 1 out of 7 minutes which are spent online by most of those who can access internet is spent on Facebook according to Shea Bennett. One may ask how spending all that time on the social media sites may have a positive impact on them. Well, social media helps the youth and any other user updated with what is happening around the world, help the teenagers stay connected and interact with each other even if they are many miles apart. This strengthens their relationship even if they finished school and moved to different locations they stay connected and update one another.

Day 4

Objective: "To identify and analyze the components of the paragraph's body and write supporting ideas and details in groups"



What comes in the body?

o The body is the longest part of a composition. It provides **supporting ideas** and **details** to explain and develop the main idea. The body of a composition comes after the main idea and before the conclusion.

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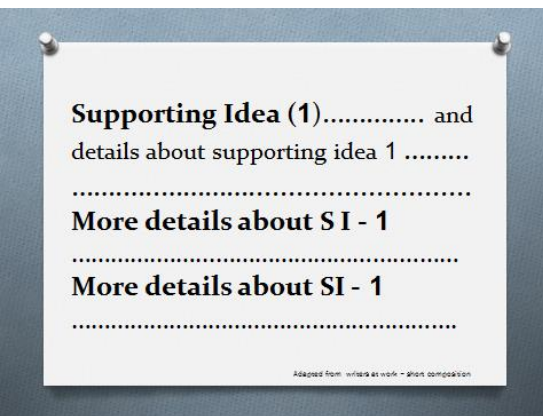
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Supporting Idea (1)..... and details about supporting idea 1

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More details about SI - 1

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More details about SI - 1

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Adapted from: [writing at work - short composition](#)

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1. Read and analyze the short text below to identify the body of the paragraph. Help yourself by answering the following questions:
 - To identify **the main idea** SS should ask themselves:
 - o What does the author want me to know about the topic?
 - o What is the author teaching me?
 - To find the **supporting details** that back up main idea, students should ask themselves: who, what, when, where, why?

Social media and social networking seem to play an imperative part of people lives around the world. There are some who debate whether it is improving or crippling communication skills. Sitting behind a computer communicating with cyber friends can be easy and fun but can weaken a person's verbal communication skills. I will not only focus on the negative impacts on communication because there are some positive impacts on communication through social media. I will explore how social media and networking strengthens and weakens communication.

Retrieved from <https://www.ukessays.com/essays/media/social-media-and-networking-and-the-role-media-essay.php?cref=1>

Rubric for a Well-Written Paragraph (Level 2)

Note: Read rubrics row by row from left to right, rather than in columns.

Categories of Performance	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence/ main idea	No evidence of a main idea. The paragraph lacks clarity and cohesion	Topic sentence is present but poorly written. The main idea is not entirely clear	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
Body/supporting sentences (3-5 related sentences)	Random ideas are hard to follow. Less than 3 complete sentences.	Limited details to establish interest in the topic. Short, Choppy sentences that lack flow.	Body contains 3+ sentences. Mostly related details. Not all sentences are complete and focused.	Consistent development of main idea. Creates interest through details and varied sentence structure.
Concluding sentence	There is no concluding sentence that connects to a main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.
Organization/ fluency	Paragraph lacks a clear focus. Confusing order or ideas	Limited details. Shows effort to create order using simple language to express ideas.	Appropriate choice of words. More care needed to create fluency.	Well-organized with clear topic, body, and conclusion. Flows logically. Consistent focus on topic.
Mechanics/ word choice/ presentation	Many errors in grammar and spelling. Run-ons and lack of punctuation. Limited new vocabulary. Disorganized.	More than 5 errors in spelling and grammar. Words not always used correctly. Needs revision	Less than 5 errors in spelling and grammar. Show variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.

Comments:

Retrieved from

[https://saskliteracy.ca/pdf links/CircleOfLearning_rubric_for_well_written_paragraph.pdf](https://saskliteracy.ca/pdf_links/CircleOfLearning_rubric_for_well_written_paragraph.pdf)

Day 6 : To be able to recognize and use one of the five types of concluding sentences.

CONCLUDING SENTENCE

- o A concluding sentence sticks together the short composition and finishes it.
- o Restate main idea for the last time.
- o Without a conclusion, the reader will not know the purpose for the paragraph.

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TYPES OF CONCLUSIONS

1. A restatement of the main idea
Social networking clearly portrays both positive and negative effects on the youth. It is decision of an individual to make whether to continue using the sites or not.
2. A summary of the points
I just cannot understand that besides your info can be used against yourself by talkers, thieves and even lawyers, there are still lost of people oversharing personal information.

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3. A look to the future
If we let social media control our time and life, there won't be room for regrets.
4. A related thought that grows out of the body of the paragraph.
I wish I could be persuasive enough to make you change your opinion about social media.
5. A combination of several types of conclusions.
It is decision of an individual to make whether to continue using the sites or not, meanwhile, moderation is the key.

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One paragraph = one idea

o A paragraph is a group of sentences about one main idea.

Main idea.....

Body.....

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Conclusion.....

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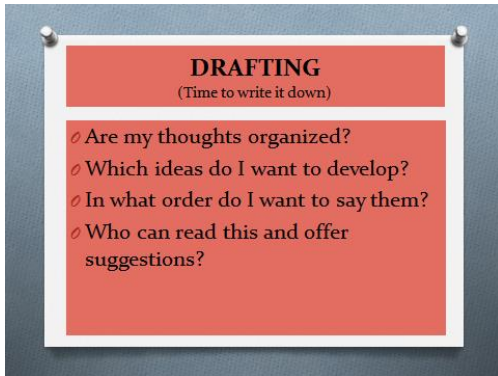
Identify the parts of a paragraph and analyze the concluding sentence.

It is inevitable to ignore the fact that nowadays social network plays an essential role in teenagers' lives. Most youths are spending at least an hour in these popular social media sites. Generally, 1 out of 7 minutes which are spent online by most of those who can access internet is spent on Facebook according to Shea Bennett. One may ask how spending all that time on the social media sites may have a positive impact on them. Well, social media helps the youth and any other user updated with what is happening around the world, help the teenagers stay connected and interact with each other even if they are many miles apart. This strengthens their relationship even if they finished school and moved to different locations they stay connected and update one another.

LOGICAL RELATIONSHIP	TRANSITIONAL EXPRESSION
Similarity	also, in the same way, just as ... so too, likewise, similarly
Exception/Contrast	but, however, in spite of, on the one hand ... on the other hand, nevertheless, nonetheless, notwithstanding, in contrast, on the contrary, still, yet
Sequence/Order	first, second, third, ... next, then, finally
Time	after, afterward, at last, before, currently, during, earlier, immediately, later, meanwhile, now, recently, simultaneously, subsequently, then
Example	for example, for instance, namely, specifically, to illustrate
Emphasis	even, indeed, in fact, of course, truly
Place/Position	above, adjacent, below, beyond, here, in front, in back, nearby, there
Cause and Effect	accordingly, consequently, hence, so, therefore, thus
Additional Support or Evidence	additionally, again, also, and, as well, besides, equally important, further, furthermore, in addition, moreover, then
Conclusion/Summary	finally, in a word, in brief, briefly, in conclusion, in the end, in the final analysis, on the whole, thus, to conclude, to summarize, in sum, to sum up, in summary.

Day 7: Objective: "To hand in a well written paragraph"

Remember the writing process steps:



DRAFTING
(Time to write it down)

- ◊ Are my thoughts organized?
- ◊ Which ideas do I want to develop?
- ◊ In what order do I want to say them?
- ◊ Who can read this and offer suggestions?

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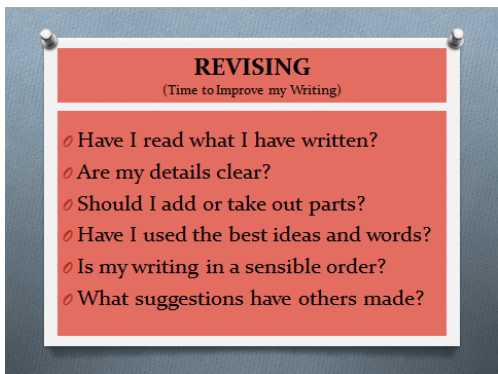
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REVISING
(Time to Improve my Writing)

- ◊ Have I read what I have written?
- ◊ Are my details clear?
- ◊ Should I add or take out parts?
- ◊ Have I used the best ideas and words?
- ◊ Is my writing in a sensible order?
- ◊ What suggestions have others made?

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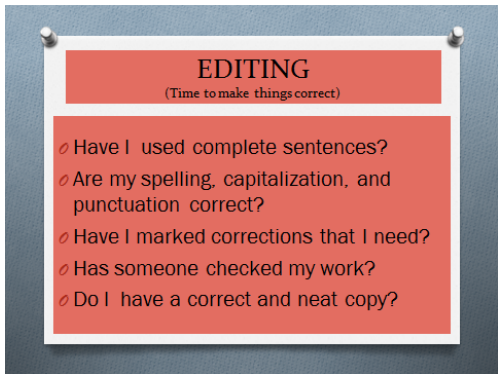
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EDITING
(Time to make things correct)

- ◊ Have I used complete sentences?
- ◊ Are my spelling, capitalization, and punctuation correct?
- ◊ Have I marked corrections that I need?
- ◊ Has someone checked my work?
- ◊ Do I have a correct and neat copy?

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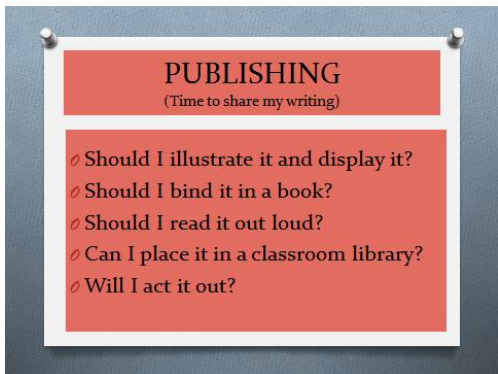
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PUBLISHING
(Time to share my writing)

- ◊ Should I illustrate it and display it?
- ◊ Should I bind it in a book?
- ◊ Should I read it out loud?
- ◊ Can I place it in a classroom library?
- ◊ Will I act it out?

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Language Focus: The use of commas

Exercises

B. Please add commas where necessary:

1. This study was made in Clemente Singapore in the faculty of educational technology
2. The number of Internet users who are members of Instagram has increased greatly from twelve percent in 2012 to thirty-five percent in 2013
3. As of September 26 2006 everyone over the age of thirteen was allowed to register for a Facebook account
4. The most popular social networking site Facebook was created on February 4 2004 and was originally intended for the use of Harvard students only
5. Twitter founded in March of 2006 by Jack Dorsey has over 650 million members

PART II

Day 8: “To analyze and recognize Academic writing - Essay’s types and format”.

Academic writing

Academic writing is any writing assignment given in schools, colleges or universities. It could be also used for publications or presented at conferences to the academic community.

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What is an Essay?

It is one of the most universal pieces of writing that students from schools and universities are asked to compose during their academic life.

It is a method to consolidate information acquired in lectures and seminars.

The objective of writing an Essay is to show evidence of the students reasoning and critical thinking to enable them to write comprehensible text.

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Argumentative Essay

- An **argumentative** paper makes a claim about a topic and justifies this claim with specific evidence. The **claim** could be an opinion, a policy proposal, an evaluation, a cause-and-effect statement, or an interpretation. The goal of the argumentative paper is to convince the audience that the claim is true based on the evidence provided.

Retrieved from <https://owl.english.purdue.edu/owl/resource/245/01/>

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CHARACTERISTICS:

- **It is formal** because it avoids casual or conversational language, such as contractions or colloquial vocabulary.
- **It is Objective** because it emphasizes in objects, facts and ideas.
- **It is Technical** because it uses specific vocabulary to the discipline.
- It sometimes could be **speculative** using the above structures.

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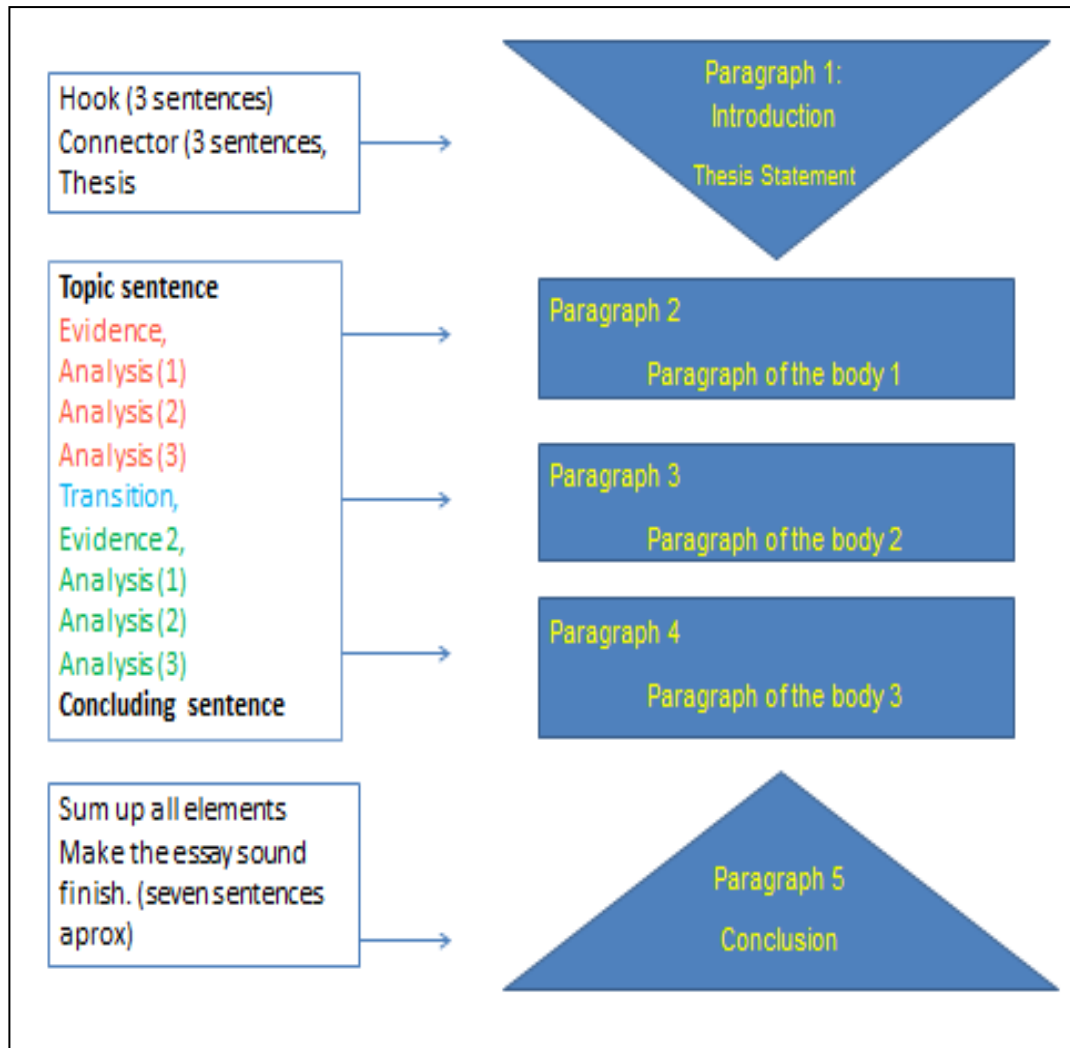
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Argumentative essay layout



Body Paragraphs' order

- First body paragraph **Less important point**
- Second body paragraph **More important point**
- Final body paragraph **Most important point**

http://www.bucks.edu/media/bccmedialibrary/pdf/FiveParagraphEssayOutlineJuly08_000.pdf

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PRACTICE: You will receive some essay samples to be analyzed:

- Identify the structure using the box below.

Use this academic essay structure adapted from (Rolls & Wignell, 2013,p 55)

INTRODUCTION	
	General statement (background information) Thesis statement (arguments) Outline of main ideas you will discuss (how they are organized)
BODY OF ESSAY	
	Paragraph A Topic sentence Supporting evidence Supporting evidence Supporting evidence Concluding sentence
	Paragraph B Topic sentence Supporting evidence Supporting evidence Supporting evidence Concluding sentence
	Paragraph C Topic sentence Supporting evidence Supporting evidence Supporting evidence Concluding sentence
CONCLUSION	
	Summary of main points Final comment (paraphrase what is in the introduction)

Social Media

Social media refers to the interaction or communication among people in which they create, share or exchange ideas on online networks. Social media is a generally new concept. The first social media site, MySpace, was only invented in 2003. This might explain the fact that only one of five adults use social media sites, while four of five people age eighteen or under said that they belong to at least one social media site. Social media greatly influences our current society in many positive ways. It is used in schools, businesses, and for advertisement. While many people today argue that social media takes away from real life relationships and that it can be dangerous, it can be very beneficial if it is used in the correct way.

For my project, I focused my research on three very popular social media sites; Twitter, Instagram and Facebook. Twitter, founded in March of 2006 by Jack Dorsey, has over 650 million members. Thirty-two percent of Internet users use Twitter and 37.6% of that number use Twitter for conversational purposes. On average, 340 million tweets are sent every day. Sixty percent of Twitter users are females. Jack Dorsey created Twitter before most mobile phones were able to send text messages. He wanted a service in which he could send a message to and it would distribute that message to all of his friends, and so he created "Twitter". Today, Twitter is one of the top 10 most visited websites on the Internet.

Said to be "Twitter's Twin", Instagram was founded in October of 2010 by Kevin Systrom, and currently has over 150 million users that are active on a monthly basis. Instagram was intended to be an online photo-sharing and social networking service that lets its users take pictures and upload them so that anyone else with an account can see them. Twenty percent of women and fifteen percent of men who use the Internet use Instagram. Instagram is said to have a higher appeal to younger users, people who live in cities and people who are not Caucasian. The number of Internet users who are members of Instagram has increased greatly, from twelve percent in 2012, to thirty-five percent in 2013. As of today's date, 35 million "selfies" have been posted on Instagram.

The most popular social networking site, Facebook, was created on February 4, 2004 and was originally intended for the use of Harvard students only. As of September 26, 2006, everyone over the age of thirteen was allowed to register for a Facebook account. Even though Facebook is almost a decade old, its number of members is still greatly increasing. In 2012, 67% of online adults used Facebook, while in 2013 seventy-one percent used it. Universities originally used Facebook as a way for their students to meet each other and communicate. It is now used as a way to communicate with friends often with no educational reason, similar to most other social media sites.

In conclusion, social media sites are very recent ideas, but they appear to have very bright futures. The opportunities that social media provides for our society are countless and many companies and organizations are using them to better their communication. It helps make advertising and communicating much more efficient and the message gets across to more people. While some people may argue that social media is a waste of time and can be dangerous, as our society develops, social media will begin to have more and more of an impact on our daily lives.

Retrieved from <https://katemoorehumanitiesfair2014.weebly.com/five-paragraph-essay.html>

SOCIAL NETWORK IMPACT ON YOUTH

Social media is a term used to describe the interaction between groups or individuals in which they produce, share, and sometimes exchange ideas over the internet and in virtual communities. The impact of social networks on young people is significant. Children are growing up surrounded by mobile devices and interactive social networking sites such as Twitter, MySpace, and Facebook, which has made the social media a vital aspect of their life. Social network is transforming the manner in which young people interact with their parents, peers, as well as how they make use of technology.

The effects of social networking are twofold. On the positive side, social networks can act as invaluable tools for professionals. They achieve this by assisting young professionals to market their skills and seek business opportunities. Social networking sites may also be used to network professionally. On the negative side, the internet is laden with a number of risks associated with online communities. Cyber bullying, which refers to a type of bullying that is perpetrated using electronic technology, is one of the risks.

Bullies have taken to internet sites such as Twitter and Facebook, where they hide behind the anonymity provided by the internet to carry out their despicable acts. Young people also run the risk of inadvertently disclosing their personal information since on most occasions; they usually neglect to read carefully websites' privacy policies. Whenever young people fail to read the policies and disclaimers, they are exposed to risks of having their personal information disclosed. This is especially a serious matter in light of the rising cases of cyber-crimes such as identity theft. New studies reveal that social networks have the ability to sway people to spend money by running advertisements on the user's page. Such forms of near-subliminal advertising can subconsciously cause an individual to buy certain merchandise.

It is becoming increasingly clear that social networks have become part of people's lives. Many young people are using their tablet computers and smartphones to check Tweets and status updates from their friends and family. As technology advances, people are pressured to adopt different lifestyles. Social networking sites can assist young people to become more socially capable. However, they may also make them clumsy and incompetent, as well. Therefore, it is imperative to exercise caution and restraint when dealing with such issues.

Retrieved from <http://www.askwriter.com/social-networking-impact-on-youth-an-essay-sample>

Social Media Essay Example (Effect & Impact / Positive & Negative)

In the past decade, the amount of internet users has proliferated replacing bygone forms of media and entertainment with a skyrocketing trend among all ages now known as social media. At its basis, social media is a website or application that enables users to create and share content or to participate in social networking which is the form of communication through social media. With social media capturing the internet's attention, as many as 65% of American adults use social networking sites. Erik Qualman states that "we don't have a choice on whether we do social media, the choice is how well we do it" (Qualman). As social media gains popularity amongst adults, the influences of social media branch off into youth creating a rapidly increasing social network audience among all ages quite contrary to the audience observed in the past decade. While social media may appear to be aiding a variety of youthful people to discover their proclaimed identity through technology, social media is gradually eradicating humanity's social interaction as online communication becomes one's voice.

The concern arises when examining the repercussions of social media such as cyberbullying and the significant decrease in social interaction amongst younger generations exposed to vast amounts of technology and media. Furthermore, social media may seem to be a harmless tool that can be utilized for socializing with acquaintances through technology, yet many youthful people do not realize that technology-oriented form of interaction is not a natural human aspect. In addition to the deficiency of natural human interaction caused by social media, social media is invading other areas of human life such as school, work, and relationships.

Prior to the invention of social media, household telephones were commonly utilized for communication with friends and family, whereas with social media, the natural interaction of conversing by voice is void. Social media eradicates the presence of conversing by voice, therefore, many people feel more secure when conversing via social media. By means of social media, people have regulated contact with society in order to increase their self-esteem. Albert Einstein, one of the most astute figures in the 20th century, quoted: "I fear the day technology will surpass our human interaction. The world will have a generation of idiots" (Einstein). This quote often applies to younger generations made up of millennials and post-millennials. Many people argue that in a certain aspect Einstein made a valid point in his reasoning while others tend to rebut his philosophy.

On the upside, as much as social media has reduced self-identities, social media has made a positive impact on society when used in a constructive manner. Social media can positively affect society by providing a canvas for a ravishing masterpiece. Many people find it easier to express their self-identities in an environment desolate of the anxiety a real-life situation possesses. Along with the ease of anxiety, social media has provided society a unique opportunity to create our self-image through the means of a "digital museum." There are many routes available on social media. One can easily mask their identity through social media due to the fact that social media allows for more control, especially when it comes to customizing the layout of one's profile. Contrary to hiding one's identity, a person can reflect on their self-image without having any anxiety from peers.

In conclusion, social media has many drawbacks in terms of the expression of identity when people feel obligated to blend in with popular idols that are adorned across social media, whereas others may simply articulate their identity

throughout social media. Individuals can either construct a synthetic identity that deviates from their true one, or construct a bona fide identity projecting their personality and qualities to the outside world. Coming to a conclusion, social media does not affect the identity of the individual, rather how the individual handles social media is what affects their identity.

Adapted from <http://academicwriting.wikidot.com/social-media-essay>

The effects of social media on language and communication

Social media's had both positive and negative impacts on language and communication. Communication can be described as an act or a process between sender and receiver using words, sounds or symbols. Having the ability to communicate effectively is definitely the most important life skill to learn. Providing us the opportunity to not only understand, but to connect with the people around us. Communication provides links, which bind an association together in order to evolve common understanding Rodgers etal (2002). Social media is our link to sharing breaking news and to communicate with larger audiences from all over the world.

As a result, if you happen to have family or friends who live out of state, you can instant message or "FaceTime" them to keep in touch. In addition, emojis as well as acronyms such as BRB (be right back) have added major elements of nonverbal communication. So, if someone is unable to see you at the present time, you're still able to express yourself by using an emoticon. Not to mention you can post photos and share them on your Facebook instead of having Grandma wait by the mailbox for those lovely class portraits.

Also, a lot of events have taken place in the past few years that we wouldn't have known about if it wasn't for social media. In regards to the recent police brutality incidents, only the officer's side of the story would have reached media not the victims nor bystanders. Then, you have the #FlintWaterCrisis hashtag which reveled to America how contaminated water in the city of Michigan resulted in more than 6,000 children being exposed to high levels of lead and a series of health problems.

Furthermore, it has become the norm for people to communicate through technology most no longer know how to interact when face to face anymore. During a party, few people are actually taking the time to communicate verbally. Most rather text friends in the same room or tweet about how much of a good time they're having. I've watched families while dining out for dinner, take calls and even their toddlers are glued to a smartphone or tablet. Social networking sites and technology as a whole takes away from the time we would spend telling loved ones about our day and that's truly unfortunate.

Retrieved from <http://academicwriting.wikidot.com/social-media-essay>

Social media is harming the mental health of teenagers. The state has to act

June Eric Udorie

Wed 16 Sep 2015 15.41 BST Last modified on Wed 20 Sep 2017 19.43 BST

The digital landscape has put increased pressure on teenagers today, and we feel it. There are so many social media channels: Facebook, Twitter, Instagram, Snapchat, Tumblr, you name it. I made a conscious decision to avoid Snapchat and Instagram because of the social pressure I saw them putting on my 14-year-old little sister. If my mum turned off the WiFi at 11pm, my sister would beg me to turn my phone into a hotspot. She always needed to load her Snapchat stories one more time, or to reply to a message that had come in two minutes ago because she didn't want her friend to feel ignored. If I refused, saying she could respond in the morning, I'd get the "You're ruining my social life" speech. Even as a teenager as well, I sometimes find this craze a little baffling.

A new study has found that teenagers who engage with social media during the night could be damaging their sleep and increasing their risk of anxiety and depression. Teenagers spoke about the pressure they felt to make themselves available 24/7, and the resulting anxiety if they did not respond immediately to texts or posts. Teens are so emotionally invested in social media that a fifth of secondary school pupils will wake up at night and log on, just to make sure they don't miss out.

Teens are so emotionally invested in social media that a fifth will wake up at night and log on

Perhaps the worst thing about this is that teenagers need more sleep than adults do, so night-time social media use could be detrimental to their health. Research has shown that teenagers need 9.5 hours of sleep each night but on average only get 7.5 hours. A lack of sleep can make teenagers tired, irritable, depressed and more likely to catch colds, flu and gastroenteritis. These days, I am always tired at school, and I'm not one to stay up until 2am chatting with a boy. Homework and the pressure to have the perfect set of grades mean I'm up late working. And it seems that at school, most of my mates are exhausted too.

During the summer holidays, I lost my phone. And for the week that I was phoneless, it felt like a disaster. I love my phone. It gives me quick access to information and allows me to be constantly looped in with my friends, to know exactly what is going on in their lives. So when I didn't have my phone for a week, I felt a slight sense of Fomo, or if you're not up to speed with the lingo, fear of missing out. By the end of the week, I'd got used to not having a phone and I'd quite enjoyed the break from social media. But there was still a lingering sense of sadness at the back of my mind that there would be conversations I had missed, messages that had been sent, funny videos shared and night-time chats that I would probably never get to see.

A separate study by the National Citizen Service found that, rather than talking to their parents, girls seek comfort on social media when they are worried. The survey also suggests that girls are likely to experience stress more often than boys – an average of twice a week.

It's becoming more and more obvious how the pressures of social media disproportionately affect teenage girls. I can see it all around me. Pressure to be perfect. To look perfect, act perfect, have the perfect body, have the perfect group of friends, the perfect amount of likes on Instagram. Perfect, perfect, perfect. And if you don't meet these ridiculously high standards, then the self-loathing and bullying begins.

What is really worrying is that time and time again, these studies pop up and demonstrate that the mental health of teenagers, especially teenage girls, is on the line. We know this. We know the perils of the internet, we've heard about online bullying and the dangers of Ask.fm, we know the slut-shaming that goes on in our schools. We know these things. We know that these studies demonstrate that we have to make personal, social and health education (PSHE) statutory in schools and ensure it covers a range of issues from healthy eating and sleeping to consent. And yet, Nicky Morgan and the government refuse to act. So I ask: what are we waiting for? Inaction on these issues is harming the physical and emotional wellbeing of young people in this country. What has to happen before we do something?

By June Eric Udorie

in <http://www.theguardian.com/commentisfree/2015/sep/16/social-media-mental-health-teenagers-government-pshe-lessons>

Day 10

Objective: "To make a plan and write the outline of your argumentative essay"

INDIVIDUAL TASK:

PLANNING MY ESSAY TOPIC AND LAYOUT

Student: _____ Date: __/__/__

Brainstorming Technique: _____

PLANNING MY ESSAY TOPIC AND LAYOUT

Student: _____ Date: ___/___/___

Organizing ideas

General Ideas

1.
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2.
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3.
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Specific ideas

1.
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2.
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3.
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Identify the strongest arguments: Consider which arguments are the strongest and which ones you can easily support with explanations, examples and facts.

Possible arguments:

1.
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2.
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3.
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4.
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Possible counterarguments:

1.
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2.
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Thesis statement first draft:

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Day 11: “To analyze the components of an introduction paragraph in an argumentative essay”

Homework:

- Bring further information about the topic you have already chosen and planned last class.

INTRODUCTION	
Hook	
Background (Introduce the issue)	
Thesis statement (State your position clearly)	
Transition to the essay body	

Day 13

Objective: Analyze the components of the body paragraphs in an Argumentative Essay's.

Use this chart to plan your individual body paragraph.

BODY PARAGRAPH	
Topic Sentence (reason)	
Supporting Evidence	
Supporting Evidence	
Supporting Evidence	
Concluding sentence	

Day 14

Objective: Create the body paragraph of an Argumentative Essay.

The purpose of the body paragraph is to present facts and details that support your thesis (claim). It is the time to take a look at transition words; they will help you to organize your ideas in a logical sequence and make it easy for your readers to follow you. Here some of the transitions: To begin... / In addition... / Furthermore... / This suggests that... / Therefore...

Tips for writing argumentative essays:

1. Make a list of the pros and cons in your plan before you start writing. Choose the most important that support your argument (the pros) and the most important to refute (the cons) and focus on them.

Retrieved from <https://access-socialstudies.cappelendam.no/c319365/artikkel/vis.html?tid=382115>

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The argumentative Essay qualities

- The argument should be a clear statement (a question cannot be an argument)
- It should be a topic that you can support with solid evidence
- The argumentative essay should be based on pros and cons.
- Be aware of your intended audience. How can you win them over?

Retrieved from <https://access-socialstudies.cappelendam.no/c319365/artikkel/vis.html?tid=382115>

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The argumentative Essay qualities

- Research your topic so your evidence is convincing.
- Don't overdo your language and don't bore the reader. And don't keep repeating your points!
- Remember the rules of the good paragraph. One single topic per paragraph, and natural progression from one to the next.

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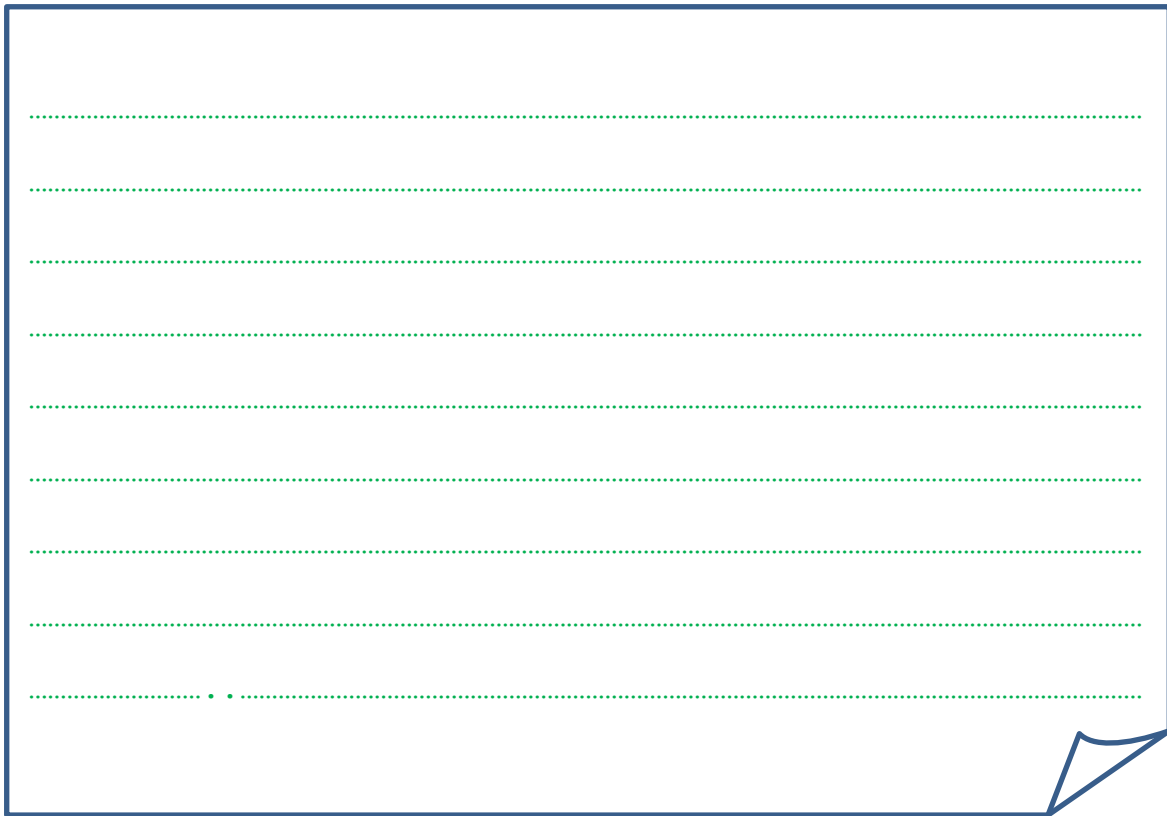
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Paragraph 3



Use the following card to verify if your work is well done, and at the same time to give your partners feedback.

PEER FEEDBACK	
Revise your partner paragraphs to verify if your partners stay focus on their topic and if it responds to a purpose. Answer the following questions. Give him/her a useful feedback.	
1. What is the writer's purpose for writing this paragraph?
2. Does the writer stay focused on one idea or topic? If not, explain where the writer gets off topic.
3. Do you think the writer achieved his or her goals for writing this paragraph? Explain.

Day 15

Objective: Analyze the components of the concluding paragraph and write the concluding paragraph of the collaborative task.

How to create an effective concluding paragraph

An effective concluding paragraph is not only restoring the thesis statement it is the moment to encourage your readers' to think about their own opinion. It is also the moment to reveal the connotation of your argument.

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Collaborative task: Join all the argumentative essay's parts worked in groups in the previous classes to finally write down your concluding paragraph.

Name: Date: .../.../.....

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Hand in a complete Argumentative Essay to your teacher. Use the format in appendix 16 for your collaborative and individual task.

Questions for Peer Review: Organization, Unity, and Coherence

Title of essay: _____

Date: _____

Writer's name: _____

Peer reviewer's name: _____

This essay is about _____

Your main points in this essay are _____.

What I most liked about this essay is _____.

These three points struck me as your strongest:

Point: _____

Why: _____

Point: _____

Why: _____

Point: _____

Why: _____

These places in your essay are not clear to me:

Where: _____

Needs improvement because _____

Where: _____

Needs improvement because _____

Where: _____

Needs improvement because _____

The one additional change you could make that would improve this essay significantly is

Taken from: Writing for Success, 1st Canadian Edition, Chapter 12- *Peer Review and Final Revisions*.

Day 17

Objective: to evaluate the development of the workshop through a survey.

Workshop Evaluation Form

I really appreciate if you could take your time to fill in this workshop evaluation form. Your feedback is very important to know if we have met your needs as an IB student and make the necessary improvements to give you and other students better service.

Please return this form to the instructor or organizer at the end of the workshop.

Thank you.

Workshop title: _____

Date: _____ Instructor: _____

	Strongly Agree			Strongly disagree	
1. The content was as described in publicity materials	1	2	3	4	5
2. The workshop was applicable to my job	1	2	3	4	5
3. I will recommend this workshop to other conservators	1	2	3	4	5
4. The program was well paced within the allotted time	1	2	3	4	5
The instructor was a good communicator	1	2	3	4	5
The material was presented in an organized manner	1	2	3	4	5
7. The instructor was knowledgeable on the topic	1	2	3	4	5
8. I would be interested in attending a follow-up, more Advanced workshop on this same subject	1	2	3	4	5

9. Given the topic, was this workshop: a. Too short b. Right length c. Too long

10. In your opinion, was this workshop: a. Introductory b. Intermediate c. Advanced

11. Please rate the following:

	Excellent	Very Good	Good	Fair	Poor
a. Visuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Acoustics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Meeting space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Handouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The program overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. What did you most appreciate/enjoy/think was best about the course?
Can you give any suggestions for improvement?

Future Needs

13. I would be able to do my work better if I knew more about

14. Please describe the top two topics you would like to learn more about next time.

Topic 1: _____

Preferred level: a. Introductory b. Intermediate c. Advanced

Preferred format: a. Seminar/workshop (how many days? _____)

b. Self-study materials

c. Interactive distance learning (i.e., Web-based)

d. Other: _____

Topic 2: _____

Preferred level: a. Introductory b. Intermediate c. Advanced

Preferred format a. Seminar/workshop (how many days? _____)

b. Self-study materials

c. Interactive distance learning (i.e., Web-based)

d. Other: _____

Thank you!

Please return this form to the instructor or coordinator at the end of the workshop.