



ARMY POLYTECHNIC SCHOOL
DEPARTMENT OF LANGUAGES
APPLIED LIGUISTICS IN ENGLISH
PROGRAM

**HOW THE INAPPROPRIATE LEARNING
MATERIAL AFFECTS THE WRITING SKILL ON
STUDENTS OF THE 1ST YEAR IN THE TOURISM
CAREER AT THE BOLIVAR UNIVERSITY IN
GUARANDA, ECUADOR SCHOOL YEAR 2007 -
2008. ALTERNATIVE PROPOSAL (MOTIVATING
ALTERNATIVE MATERIAL)**

BY

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CERTIFICATION

We, Msc Renán Perez Director and Dr. Galo Gonzalez Co- Director, duly certify that the thesis under the title “How the inappropriate Learning Material affects students of the 1st year in the Tourism career at the Bolivar University in Guaranda, Ecuador as evidenced during the school year 2007 – 2008”, has been reviewed and found it apt for formal sustain

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DEDICATION

*“The stars in the sky, guide the sailors through the
journey”*

*We dedicate the present work to our families, the stars
that support us along this special journey in our
lives.....*

ACKNOWLEDGMENT

We want to express our special gratitude to ESPE -
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INTRODUCTION

The present investigation was made in Guaranda (Bolívar – Ecuador), at the Bolívar's University on students of the first year of tourism career.

In the mentioned university about three years ago a particular phenomenon is occurring; the tourism students are having some problems with the English subject.

In the statistics of failures we found that 39 % of the students have only a fair academic yield and the 87% of them do not possess writing abilities.

The results of this statistics call our special attention in order to analyze the specific problems they have and propose a possible solution to the main problem they have in their English learning process.

We found that the poor didactic material they have influence their lack of writing ability, in addition the teachers are not well trained so the students shows a considerable low grade of motivation during the class.

The thesis has been divided in five chapters as follow:

Chapter I (pp. 9 -16) states the problem identification as well as the problem formulation, the variable operation, the objectives, the feasibility and the justification.

Chapter II (pp. 17-52) presents a theoretical frame that deals the following topics: generalities of linguistics skill, the integration of the linguistics skills with the tourism career, the development of writing skill and the evaluation of writing skill, also special topics of didactic material and motivation in the teaching – learning process.

Chapter III (pp. 53 - 68) deals with investigation methodology, the kind of investigation, a description of the population and lastly the sample and data processing. Also displays the data analysis, results of the study and conclusions and recommendations. In this chapter we also include our alternative proposal that will help the tourism career students to develop and evaluate by them selves their English writing ability with practical exercises according to their specialization and level of learning.

Chapter IV (pp. 69 - 70) consists of conclusions and recommendations about the investigation already made.

Chapter V (pp 72 – 74) describes the structure of the alternative proposal.

This thesis has the main objective to describe how relevant is the appropriate didactic material to develop specific linguistics skills.

CHAPTER 1

1. REASEARCH PROBLEM

1.1. Problem identification

In the educational area of teaching English language, the basics habits of reading and writing in the learning process are fundamental because, while one is reading one is learning; consequently when one is writing –making work class, summaries, and etc- also is learning. Once the student has acquired the basics skills, the complex skills or abilities start to be developed as the capability of learn new information to structure in the brain in a coherent and organized way, or the capability to express what we know or feel in an appropriate mode.

Bearing in mind what is exposed above; we want to focus a problem that is given on the first year of tourism career students at the Bolivar University, the students have deficiencies in the English language communicative skills principally they do not posses writing abilities.

As well three years ago a particular phenomenon is occurring; the students of tourism career have problems with English subject, in the statistics of failures we found that 39% of the students have only a fair academic yield and the 87% of the students do not posses writing abilities.

We have observed that the teachers just use photocopies of writing exercises from any books without planning, if there is not a planning the teacher have not established teaching objectives.

The students are similar to passengers of a boat without a steering wheel; the students receive their photocopies and solve the exercises but we observed that most of the students do not know what they are doing, and what this exercises are for.

We ask to some of them what will they do if they found a job in a hotel and the boss ask them to make an apology letter for a American customer who just speak in English, they just do not know what to do. This gives us a reference of the problem's incidence in the future, we suppose, the failures of the students will increase or at least keep in the same percentage. On the other hand the students who approve the career will have a poor performance as professionals, in this area they have to face many situations where they will have to be so skilled in writing, for example, they have to take notes, they have to write tourism offerings, they have to check in or out the guest and many other situations.

The teachers are not aware how important is to develop writing skill on students due to the fact that writing involves different kind of mental process.

As we investigate this phenomenon we determine that this issue mere our attention and analyze, other universities are worried for this problem. In the Bolivar University we found that the main cause for their deficiencies in writing is due to the lack of a didactic material. Then we want to propose the design a basic booklet with objectives, main concepts, and applicative exercises for the students.

The students are worried about their obtained grades on English Language subject and by the incidence of this problem on their future performance as professionals while the teachers are not satisfied with those results and by the methodology they are using in order to succeed the English language objectives. Furthermore they are worried about the lack of appropriate didactic material to help the students to develop their skills, in this case the writing skill.

In this situation emerge the need to propose some solution that let provoke important changes in this area.

Finally we circumscribe the research work defining the field as follows:

- **Place:** State University of Bolivar
- **Level:** College education
- **Study Area:** English Language
- **Human Group:** Students from the Tourism and Hostelry career, first year
- **Period:** 2005-2006
- **Instruments:** survey, questionnaire, test.

Indicators	<ul style="list-style-type: none"> • Lack of students writing ability • Students statistics of fair academic yield in the last 3 years • Uninterested students • Unskilled teachers 	89% 39% 78% 68%
Causes	<ul style="list-style-type: none"> • Not appropriate learning material • Not feeding • Inappropriate Methodologies and techniques • Not good study habits • Not training courses for teachers 	90% 60% 80% 56% 75%
Effects	<ul style="list-style-type: none"> • Students do not posses writing abilities. • Statistics of students' failures in the last 3 years. • Unmotivated students • Lack of teaching abilities 	87% 61% 98% 78%

"Our language is indissolubly bound to our humanity. To be a human being is to use a language, and to speak it is to be a person". So comments Lewis Thomas in the Lives of a Cell (1974, p. 89).

The economical and social development will demand the employment of skilled professionals who can master at least two languages as well as they are very efficient in communication; also we do not forget that writing is a very important issue in this field.

It is evident that the universities should facilitate the learning of this language to students who lead and manage tourist companies in our country; moreover if it is to lend their services to people that tour in our country and who leave big quantities of money because tourism is considered as the second item here in Ecuador, after petroleum, in regard to revenues that feed on the economy of the country.

Unfortunately, in our country and especially in our province a problem is that the University of Bolívar does not satisfy the expectations outlined in its projects of the tourism career.

The globalized world requires professionals that master English as a daily language and, even more the students of tourism who compulsorily will have to meet the requirements and to be related with foreigners who speak up to three languages, among them English.

The students of first year of the Career of Tourism facilitate our research, because we know about their deficiencies in the skills of the English language after having obtained their grades.

In consequence, the specific problem is: In our province the students of first year of the School of Tourism of the University of Bolívar, *do not possess writing abilities*. Thus, their academic yield leaves a lot to desire in this area for the learning of the English language. Their performance as students is

poor and their performance as professional will also be poor, which implies a possible lost of job.

If the students are not qualified and they do not improve their English learning, they will not be able to act as competent professionals.

Briefly, we conclude that the main cause of these failures specially in English writing, is the lack of a pedagogic material that fulfils the expectations of the students of this important career of tourism; not only for their personal development but also as an economic contribution for the province exaltation.

1.2. Problem Formulation

THE UNEFFICIENT WRITING ABILITY OF THE STUDENTS IS CAUSED BY THE LACK OF APPROPRIATE DIDACTIC MATERIAL.

1.3. Variable operation

1.3.1 Variable

- Skill of English writing
- Didactic Material
- Teaching training courses
- Students motivation

1.3.2 Variables operation

VARIABLE	Concept	Dimensions	Sub dimensions(Indicators)
Writing skill	Symbols, the art, practice, style or form of literary composition	<ul style="list-style-type: none"> • Students' skill level. • Teacher's materials. 	High Medium Low
Didactic Material	All the tangible media used for applying any teaching - learning process, in order to reinforce or integrate knowledge or skills	<ul style="list-style-type: none"> • Efficiency Impact on the students. • Audio – visual. • Texts, booklets. 	High Medium Low
Teaching training courses	Process and method to training someone in teaching abilities, field of study dealing with the problems; methods and theories of teaching and learning	<ul style="list-style-type: none"> • The global media of the students' grades. • Methods. • Procedures. 	High Medium Low
Students motivation	The techniques used to increase or awake the students' stimulus in the teaching process	<ul style="list-style-type: none"> • Students' behavior and partaking during the lessons. • Teachers' and student's interaction. 	High Medium Low

1.4. OBJECTIVES

1.4.1. General

- To analyze how the inappropriate learning material affects writing skill in the students of the 1st year in the Career of Tourism.

1.4.2. Specific

- To establish correct writing techniques according to their need and level of knowledge.
- To determine the didactic material contents that let the students to interact with the real language.
- To set up evaluation methods specifically focused on writing skill in order to let the students to be aware of their failures and success.

1.5. Feasibility

This research will be made, in Guaranda city, at the Bolivar University, on first year students of Tourism School.

This first year of the tourism school is suitable to carry out our research because the students from this year are beginners and unskilled, they do not have appropriate didactic material, and according to the study program they have for this career; the development of the writing skill is very crucial.

Due to this our research has the purpose to analyze how the inappropriate learning material affects the writing skill development on students of Tourism and Hostelry.

Trough the analysis we will determine the writing skill level of the students; also the teachers' performance and ability in their techniques and teaching methods.

We expect as a result of the carried out analysis applied to students and teachers will let us to elaborate a manual that strength the deficient students' writing skill. Besides, we expect the design of the manual will increase the motivation in the students.

1.6. Justification

The diffusion of English in our country and in the whole world has been unquestionable. There from the references made by Dr. Alicia Pousada from the English Department of the University of Humanities from Puerto Rico, (Río Piedras) are right. Today English is considered as "a world language" (Brutt-Griffler 2002), and is promoted globally as the language used for science, technology, business and diplomacy.

The present research will be centred in the analysis of the writing skill development considered of great importance in the relationship that the students of tourism establish with people that visit our country. We hope by means of the alternative proposal to be developed to contribute to a more practical English teaching adapted to our reality in order to stimulate the students by having a dynamic and pleasant material. In consequence, the contribution of our work is methodological, as it will help in the process of developing the writing skill of the English language, because of motivating English teachers to use techniques which avail the didactic resource executed in the alternative proposal.

CHAPTER 2

THEORETICAL FRAME

2.1. LINGUISTIC SKILLS

Basic concepts

In the process of teaching a language the concepts of four basic language skills have long used:

- Listening
- Speaking
- Reading
- Writing

The four basic skills are related to each other by two parameters:

- The mode of communication: Oral or written
- The direction of communication: receiving or producing the message.

The relationships among the skills we could represent in the following chart for an easy understanding:

Direction	Oral	Written
<i>Receptive</i>	Listening	Reading
<i>Productive</i>	Speaking	Writing

2.1.1. Listening:

Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear.

In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably are not even aware of how complex a process it is. Here we will briefly describe some of what is involved in learning to understand what we hear in a second language.

Listening Situations

There are two kinds of listening situations in which we find ourselves:

- interactive, and
- Non-interactive.

Interactive listening situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some non-interactive listening situations are listening to the radio, TV, films, lectures, or sermons. In such situations we usually do not have the opportunity to ask for clarification, slower speech or repetition.

Micro-skills

Richards (1983, cited in Omaggio, 1986, p. 126) proposes that the following are the micro-skills involved in understanding what someone says to us.

The listener has to:

- retain chunks of language in short-term memory
- discriminate among the distinctive sounds in the new language
- Recognize stress and rhythm patterns, tone patterns, intonational contours.
- recognize reduced forms of words
- distinguish word boundaries
- recognize typical word-order patterns
- recognize vocabulary
- detect key words, such as those identifying topics and ideas
- guess meaning from context
- recognize grammatical word classes
- recognize basic syntactic patterns
- recognize cohesive devices
- detect sentence constituents, such as subject, verb, object, prepositions, and the like

2.1.2. SPEAKING:

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Speaking Situations

There are three kinds of speaking situations in which we find ourselves:

- interactive,
- partially interactive, and
- non-interactive

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

Micro-skills

Here are some of the micro-skills involved in speaking. The speaker has to:

- Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.

- Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- Put words together in correct word order.
- Use vocabulary appropriately.
- Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- Make the main ideas stand out from supporting ideas or information.
- Make the discourse hang together so that people can follow what you are saying.

2.1.3. READING

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

Micro-skills

Here are some of the micro-skills involved in reading. The reader has to:

- Decipher the script. In an alphabetic system or a syllabary, this means establishing a relationship between sounds and symbols. In a

pictograph system, it means associating the meaning of the words with written symbols.

- Recognize vocabulary.
- Pick out key words, such as those identifying topics and main ideas.
- Figure out the meaning of the words, including unfamiliar vocabulary, from the (written) context.
- Recognize grammatical word classes: noun, adjective, etc.
- Detect sentence constituents, such as subject, verb, object, prepositions, etc.
- Recognize basic syntactic patterns.
- Reconstruct and infer situations, goals and participants.
- Use both knowledge of the world and lexical and grammatical cohesive devices to make the foregoing inferences, predict outcomes, and infer links and connections among the parts of the text.
- Get the main point or the most important information.
- Distinguish the main idea from supporting details.
- Adjust reading strategies to different reading purposes, such as skimming for main ideas or studying in-depth.

2.1.4. WRITING:

Writing is the productive skill in the written mode. It is also, more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Micro-skills

Here are some of the micro-skills involved in writing. The writer needs to:

- Use orthography correctly, including the script, and spelling and punctuation conventions.
- Use the correct forms of words. This may mean using forms that express the right tense, or case or gender.
- Put words together in correct word order.
- Use vocabulary correctly.
- Use the style appropriate to the genre and audience.
- Make the main sentence constituents, such as subject, verb, and object, clear to the reader.
- Make the main ideas distinct from supporting ideas or information.
- Make the text coherent, so that other people can follow the development of the ideas.
- Judge how much background knowledge the audience has on the subject and make clear what it is assumed they don not know.

2.1.4.1 Concepts

Writing, in its most common sense, is the preservation of and the preserved text on a medium, with the use of signs or symbols. In that regard, it is to be distinguished from illustrating such as cave drawings and paintings on the one hand, and recorded speech such as tape recordings and movies, on the other. Writing was first invented by the ancient Mesopotamians.

Writing, more particularly, refers to two activities: *writing* as a noun, the *thing* that is written; and *writing* as the verb, designates the *activity* of writing. It refers to the inscription of characters on a medium, thereby forming words, and larger units of language, known as texts. It also refers to the creation of meaning and the information thereby. In that regard, linguistics (and related sciences) distinguishes between the written language and the spoken language. The significance of the medium by which meaning and information is conveyed is indicated by the distinction that is made in the arts and sciences; for example, in speech, or speaking: public speaking is a distinctly different activity, as is poetry reading; the former is governed by the rules of rhetoric, while the latter by poetics.

The person who composes a text is generally styled a writer, or an author. However, more specific designations exist, which are dictated by the particular nature of the text; for example, poet, essayist, novelist, and the list go on.

Writing is also a distinctly human activity. It has been said that a monkey, randomly typing away on a typewriter (in the days when typewriters replaced the pen or plume as the preferred instrument of writing) could re-create Shakespeare-- but only if it lived long enough (this is known as the infinite monkey theorem). Such writing has been speculatively designated as coincidental. It is also speculated that extra-terrestrial beings exist who may possess writing. The fact is, however, that the only known writing is human writing.

Writing also presupposes, at a minimum, three other activities.

Letter and word recording used to presuppose penmanship, and in earlier times, there were professional scribes who were especially talented in that regard. In more recent times, a new requirement emerged - the skill of typing. But today, one-, or two-fingered typing is sufficient, though inefficient, a new skill is presupposed, though not necessary: the knowledge of dedicated software, such as WordPerfect, and Word. The elements of such writing are, of course, the letters of the alphabet and the alphanumeric character set included within the standardized ASCII family of signs or symbols. When appearance factors such as legibility and aesthetics of the words are of greater concern, graphic design-related letter and word recording skills such as typography and typesetting may be required.

The next skill required is the ability to spell words, or significant knowledge of the contents of a dictionary, and the rules of grammar. However, with the advent of the computer a useful new tool has emerged, the so-called spell check, which automatically checks, and, or, corrects, often both spelling and grammatical mistakes and errors. But even the best program can not find all errors, so spelling is still an important skill.

But the most important skill in writing is considered to be talent, which is believed to be an inborn ability. Nevertheless, courses and schools exist which, if they do not promise to teach one how to become a writer, at least are recognized as being able to improve one's technical skills on the road to improving one's writing ability¹.

¹ <http://www.wikimediafoundation.org/>

2.1.4.2. A linguistic of writing

- When we write, we use graphic symbols that are letters or combination of letters which relate to the sounds we make when we speak. On one level, then writing can be said to be the act of forming these symbols making marks on a flat surface of some kind. But writing is clearly much more than the production of sounds. The symbols have to be arranged, according to certain connections, to form words, and words have to be arranged to form sentences, although again we can be said to be writing if we are merely making list of words, as in inventories of items such as shopping list. As a rule, however we do not write just one sentence or even a number of unrelated sentences. We produce a *sequence of sentences arranged in a particular order and linked together in certain ways*. The sequence may be very short –perhaps only two or three sentences – but, because the way the sentences have been put in order and linked together, they form a coherent whole. They form what we may call a “text”.

Writing involves the encoding of a message of some kind: that is, we translate our thought into language. Reading involves the decoding or interpretation of this message².

² Don Byrne

2.1.4.3. SPECIFIC DEVELOPMENT OF WRITING SKILL

First of all, if we talk about the development of writing, it is necessary to focus in the *purpose* of writing.

In real life normally everybody has a reason for writing and we write to or for somebody. These are factors which have often been neglected in teaching and practising writing. Yet it is easy to devise situations which allow students to write purposefully: for example: they can write to one another in the classroom or use writing in role-play situations.

Although, like fluency writing, this approach does not solve specific problems which the students have when handling the written language, it does motivate them to write and shows how writing is a form of communication

Even though some writing schemes and programmes have tended to rely largely or exclusively on one or other of these approaches, in practice most teachers and textbook writers have drawn one or more than one and have combined and modified them to suit their purpose.

In recent years classroom methodology has been heavily influenced by the communicative approach, with its emphasis on task-oriented activities that involve, where possible, the exchange of information and free use of language, without undue concern for mistakes. Receptive skills are also given more prominence and students are exposed to a wide range of spoken and writing language. A good deal of recommended writing practice directly reflects the main concern of this approach, although in practice both teachers and textbook writers deal with the classroom situation pragmatically and therefore retain a good deal of controlled practice. In general, however, attention is paid to motivation and there is usually some room for self expression, even at the lower levels.

No less interesting and significant are some of the “side effects” of the communicative approach. For example:

- Students get more opportunities to read (and also to read more interesting and naturally written texts) and this kind of exposure to the written language is beneficial to writing.
- Learners are encouraged to interact and the activities required for this often involve writing (e.g. questionnaires, quizzes, etc) Many of these activities involve an element of “fun”, so that the students often enjoy writing (without perhaps realising it)
- Students are encouraged to work together in pairs and groups and to share writing tasks. This removes the feeling of isolation which bothers many learners.

In spite of these advances, however, writing skills are still relatively neglected in many courses. Objectives are rarely spelt out as they are for oral work and there is an overall lack of guidance for the systematic development of written ability. It is likely, therefore, that many teachers will need to look for ways of supplementing their course books if they want their students become proficient in writing. This in any case, will always be necessary, as with oral work, when trying to meet the individual needs of certain groups of students.

In view of many difficulties with which the students are faced in learning how to write a foreign language, the fundamental principle of guiding them in various ways towards a mastery writing skills and sometimes controlling what they write, is no one we can lightly dismiss, even if the principle has to some extent been misapplied (for example to eliminate mistakes). Rather we should give them particularly in relation to the various problems they have when they writing.

On a linguistic level, since our aim is to develop their ability to write a text, one way of helping the students and therefore of providing guidance, is by using the text as our basic format to practice, even in the early stages. While this does not rule out some sort of sentence practice, which may be necessary for mastery of certain types of compound and complex sentence structure, best practiced through writing because they are most commonly used in writing we do not need to build into the writing programme a step-by-step approach which will take the learners in easy stages from sentences practice to the introduction of a text. With the text as our basic format for practice we can teach within its framework all the rhetorical devices – logical, grammatical and lexical – which the learners need to master. While we must be careful not to overwhelm them with too many difficulties at any one time, there is not apparent justification for attempting to separate features of the written language which go naturally together.

By using texts (letters and reports, for example –even dialogues in the early stages) as our basic practice format, rather than some other unit such as the sentences or even the paragraph, we can make writing activities much more meaningful for the students and thereby increase their motivation to write well. The text provides a setting within which they can practice, for example, sentence completion, sentence combination, paragraph construction, etc, in relation to longer stretches of discourse. In this way they can see not only why they are writing but also write in a manner to the communicative goal of the text.

This, then, is one way of helping the learners: by making writing tasks more realistic, by relating practice to a specific purpose instead of asking them to write simply for the sake of writing. In order to find out contexts to written work, we shall also need to explore opportunities for integrating it effectively with the other classroom activities evolving not only reading but also speaking and listening. Writing tends to get relegated to the level of exercises partly because it is treated as a compendium to the lesson rather than as a worthwhile learning activity in itself. While it is convenient, as we

have acknowledged being able to set written work as homework and while writing may not come very high on the list of priorities, this does not mean that it cannot take its place as part of natural sequence of learning activities.

2.1.4.4. The writing activity

A writing activity, for example, can drive in a natural way from some prior activity such as a conversation or something read. As in *real life*, it can be the consequence of a certain situation. We see an advertisement for a job, for example, which involves *reading*. We talk about it and perhaps phone up about it, which involves *speaking* and *listening*. We then decide to apply for the job –which involve *writing*. Although perhaps, we cannot completely integrate writing with other activities without a radical change in material design, there is much we can do to relate it more effectively to other classroom activities: for example, by extending the context which we have set up for oral work, through simple role – play activities, to provide a meaningful setting for writing activities as well. In this way we can hope to overcome some of these difficulties which the learners have with role projection for writing tasks.

So far we looked at guidance in terms of what kind of framework – linguistic and contextual – we can provide in order to make writing tasks more purposeful Rather than in terms of the actual support we can give the students in order to ensure they complete their tasks with reasonable success. Since the major part of this book is concerned with an exploration of the various techniques and procedures we can use, at this stage we shall only stress that we need a *whole range of techniques*, each appropriate to specific goals and needs. Variety is important, as in oral work. This is essential for the sake of interest: the learners get bored if they are constantly asked to perform the same type of tasks. But other significant factors techniques are effective for developing particular writing skills. For example, texts (read or heard) provide the right sort of context for note – taking: they not only lead on to meaningful writing tasks but also provide a model for the kind of writing expected.

Visual material on the other hand, properly used provides an open-ended framework for writing activities than is often assumed. Particular kinds of visual material such as diagrams and tables are valuable for developing organizational skills. Clearly, then our approach should be as eclectic as possible, using those forms of guidance which are appropriate to different kinds of writing at different levels of attainment.

One thing that needs special emphasis however is that guidance should not imply tight control over what the learner write. If, for example, we accept that errors in speech are not only inevitable but are also a natural part of learning a language, then we should accept that they will occur, and to some extent should be allowed to occur , in writing too. Unless the learners are given opportunities to write that they want to write, they will never learn these skills. As in speech, when we provide opportunities for free expressions, errors will occur, but this is a situation which we must accept. Perhaps it is largely our attitude towards these errors that is wrong because they occur in writing, we feel that they must be corrected, whereas in speech, perhaps because it is more transient, we are inclined to be more tolerant.

This is far from suggesting that free expressions are the solution to learning to write: on the contrary, the learners have need of guidance, as they do with oral work. They must also be encouraged to look critically at what they write and thought to draft, correct and rewrite. But since no approach to teaching writing has yet been devised which will take them smoothly from writing under control to free expressions, it seems reasonable to provide some opportunities for writing freely, even in the early stages, as we do for oral work. This will not only enable us to see whether the students are making any real progress; it will also ensure that they become learners rather than *leaners*.

2.1.4.5. Development of the writing skills

It is important to keep in mind the need that the students have to develop the writing skill, between their needs we can analyze some of them:

a. - Teach the learner how to write.

The ability to write is often assumed, especially if the students or learners are mature, can write reasonably well in their mother tongue and have also acquired some proficiency in the spoken language. But oral skills - both listening and speaking- have to be taught, through appropriate techniques and through appropriate forms of practice since the spoken and writing forms of the language are not the same and since writing is a different way of communicating from speech, it follows that writing skills require special teaching too.

b. - provide adequate and relevant experience of the written language.

We work on the principle that oral ability requires a firm foundation in listening and that the latter must be on a broader basis than speaking. Similarly, writing has to be preceded and accompanied by wide exposure to appropriate models of written language. If the learners have only seen dialogues in their textbooks and narrative prose in theory readers, they cannot be expected to produce other varieties of the written language appropriate for example, to letters or reports.

c. - Show the students how the written language functions as a system of communication.

Exposure to written form of the language by itself is not sufficient. The learners also have to be made aware of how we communicate through the written medium and how it differs from speech. In particular, they need to be shown that any piece of writing, whether or not it is addressed to a specific reader, has a communicative purpose. The need to understand, therefore,

how the resources of the written language are used to fulfil this purpose, by establishing and maintaining contact with the reader in order to get one's message across.

d. - Teach the student how to write texts.

We have already seen that writing, at least in any significant form involves the ability to organise sentences into a coherent whole or text. Most writing practice should reach those devices of the written language which are needed to write various types of text. The practice of those devices should, wherever possible, be within the framework of a text which has a definite communicative goal, so that the learners see the purpose of what they are writing. The learners must also be given opportunities to practice organising their ideas to form acceptable paragraphs.

e. - Teach the learners how to write different kinds of texts.

The learners cannot be expected to master all the different varieties of the written form of the language. Many of them, in any case, would not be relevant to their needs, to the extent that these can be identified in a writing programme. At the same time, it is not enough to try to teach them a kind of neutral general purpose form of written expression. As in speech, they have to some extent at least to be able to select an appropriate style, formal or informal, depending on what they are writing about and who they are addressing, and to be able to present this in an appropriate form, such as a letter or a report. Although it cannot be said that is easy, many of the difficulties which the learners have in this area arise because of the nature of the writing tasks: for example, simply being asked to write a paragraph out of context. Also this kind of task does not encourage them to think of writing as communication. Likewise, it might be noted, our goal should not be to teach different kinds of writing (such as narrative, descriptive, expository and so on) but rather to see that these are practiced within the wider context of a text. For example, a letter may involve some narration or

description, while a report might provide the setting for some expository writing.

f. - Make writing realistic and relevant.

Often writing tasks lack reality for the learners because they do not give them the feeling that they are writing to for or somebody. They are done solely as a form of exercise for the benefit of the teacher, who reacts to them more like a judge than a genuine reader. The use of text as the basic format for practice is only part of the solution. We must also attempt to identify those forms of writing which are most likely to be relevant to learners needs, such as various types of personal communication (notes, letters) and institutional communication (formal letters, reports) and to establish classroom contexts for practicing them. This not rule the possibility of other kinds of writing (for example, creative writing, such as stories, although of course at a fairly low level) provided the motivation for this kind of work can be established.

g. - Integrate writing with other skills.

Writing tends to be the Cinderella of the four skills (at least lower levels) and is often relegated to the end of the teaching unit and used mainly for homework. This is unlikely to make the learners want to write. Where possible, we should introduce writing activities that lead naturally onto or from the use of other skills, so that the learners see writing as a real activity.

h. - Use a variety of techniques and practice formats

This is important because the learners get bored with the same type of activity (however worthy) Also, as we have seen, some techniques and formats are appropriate to certain levels. For example, letter writing is especially suitable for use in the early stages because it permits the learners to make some use of the spoken forms of the language within a

new framework. We must also recognise that, in terms of developing writing skills, we cannot be sure how effective any single technique is.

I. - Provide appropriate support.

We have already noted the importance of guidance and how broadly, it can be interpreted in the writing programme in a variety of ways. It has been argued that guidance should be tempered with opportunities for free expression. We should remember, however, that writing tasks are generally imposed and that the learners may not have either the relevant ideas, when this involves some contribution on their part, or be sufficiently stimulated by the tasks to think of them. The problem is further compounded by their having to work on their own. Clearly there are many solutions to this problem and they need to be explored in flexible way. In particular, however, the use of techniques and procedures which have proved valuable for oral work, such as a pair and group work, need to be examined within the context of the writing programme. There seems no reason why, in the classroom at least, writing need be a solitary activity.

Be sympathetic.

We have considered at length the many problems involved in writing and these are freely acknowledge to prevail when we write in our mother tongue, not only in a foreign language. Except in specialised programmes, heavily weighted in favour of reading and writing skills, we cannot expect a high level of proficiency. With the help of a programme which takes the learners' problems into account, we can hope to make writing a more rewarding activity for them, both in terms of attainment and satisfaction. But we need to surrender our role as judges, except when writing is being tested or examined, and view what the learner write as attempts, however inadequate to communicate. There is always a great temptation, perhaps a natural inclination, to concentrate on what is wrong in a piece of writing, mainly because, as we have already noted, it is there for us to read and reread. But

if we are to be truly readers rather than judges, we should perhaps look not so much at what the learners have failed to achieve but rather at what they have actually succeeded in doing.

2.1.4.5. WRITING FOR SPECIFIC PURPOSES

As our current world has entered the era of international communication and advanced technology, there are more and more chances for engineers and professionals to convey technical information in English for various purposes. Therefore, besides learning general English as an international language, engineering students of colleges and professionals need to be equipped with adequate writing ability so that they can communicate technical information clearly on at least a basic level. A good English writing proficiency can be a contributing factor to their professional recognition and career prospect.

Some college students may think that English writing is a very difficult task; yet they can still write comprehensibly if they know how to apply the basic grammar rules and make use of simple, concrete words. The ability to express their ideas in clear and understandable English is something they can acquire systematically.

Students today face a fast-changing job market and high competition with the advancement of e-commerce as well as e-knowledge. It is evident that English is the lingua-franca of almost all jobs available today, especially in science and technology, business management and hotel industry. This contemporary reality forced many students to open their eyes on what they want to achieve in a language classroom.

In view of university graduates' need of a good English Language command in the workplace. Education at the university is a crucial stage because at this level students are preparing themselves to enter into another phase of their life that is their career, and therefore, they have certain expectations of what they want to learn and achieve in their learning process.

Developing writing skills is among the most challenging situation at tertiary level. According to Raimes, "... research in the writing of college ESL students, however, is still at the beginning stage and researches in ESL writing has not provided us with universally accepted theoretical and practical answer" (1985: 16). Therefore, research in the area of writing especially at tertiary level should be encouraged. The need to develop the skill is crucial due to the rapid change and development of the job market that requires graduates to acquire certain level of writing skills.

Besides that, the widespread use of computers and the Internet have dramatically raised the profile of writing and the need for effective communication. In a case study conducted by Warschauer (2001) that involved an ESL writing course in Hawaii, one of the students in the course (a graduate from China) had problems writing business letters and even short memos and notices. At the time of the enrolment, he listed the writing skills he crucially needed and they were all job related written communication. Keeping this in view, it is felt that writing courses offered at university level should target on skills related to job needs and job functions to ensure that the learners are well equipped with the required writing skills in order for them to perform at the workplaces.

Writing is a social practice in that writing and the writer are implicated in discourse and institutional practices. In EAP (English as a Specific Purposes), from elementary school through university graduate courses, students write to succeed in mastering the subject matter. Academic writing ranges from sentences to short paragraphs to essays and even research papers. In brief, EOP (English for Occupational Purposes) writing is more concerned with the content and format while EAP focuses more on writing techniques such as process and development of ideas and logic. In an EOP context, emphasizing the difference in writing purposes and the resultant text structure are crucial in order to match the needs of the workplace skills. Furthermore, according to Baynham (1995: 4), "... to characterize the knowledge and skills of a fluent writer, the need to emphasize the dimension of the required met linguistic must exist. For example, the awareness of the

different types of texts as well as the pragmatics is an important dimension". Thus, in ESP context, the pragmatics and types of texts have to be explicit and narrowed. The interests and needs of the learners are necessary for them to realize the significance in acquiring the skill. In many EOP studies and modules, the needs analysis leads to a well structured and organized program.

Research was conducted by Sidy (1999) to examine the relevance of freshman composition to writing in the workplace. Four professionals who had graduated from college for several years were asked about their writing in the workplace, college, writing classes and the importance of skills employers expected. The results indicated that:

- All participants felt that effective workplace writing must be job-related, concise and clear,
- All participants have negative attitudes towards the writing classes they had because there is a vast mismatch with the job expectation.

In general, the findings from this research suggest that the participants could not relate what they did in the freshman writing classes to the types of writing they have to do in the workplace.

Philips and Powers (1999) surveyed 200 public relation practitioners in Canada to investigate the type of writing varieties involved in their profession. The result indicated that the practitioners spent a lot of time writing memos, reports and proposals. The survey was also used to find out whether writing efficiency comes with writing experience and among the findings are:

- a. writers improve their text from time to time,
- b. they write better for work-related writings, and
- c. they show evidence of becoming good and better writers through the end product quality.³

³ Anthony, L. (1997). ESP: What does it mean?

2.2. INTEGRATION OF THE LINGUISTIC SKILLS TO THE TOURISM CAREER.

2.2.1. CHARACTERISTIC

Effective English language and interpersonal skills are now an essential job requirement in the hotel and tourism industries. In a global working environment where employees are in constant contact with each other and the public, the ability to use English skills is an absolutely necessary.

Reading and writing skills are so important to be developed when performing work-related tasks such as:

1. Travel programs, types of offers, travel contracts
2. Information and transportation and hotel services
3. Making and receiving reservations
4. Methods of payment
5. Providing information on topics of interest for tourists
6. Tourism brochures
7. Tourism boards: local tourist offices, consortia, etc.
8. The market of tourist products
9. Tour operators and organized tours
10. Tourism marketing
11. National work contracts

Then take into consideration the topics above, the goals of the English programme must satisfy the students' needs in their professional

performance as well the objectives must to content the training of specific skills that the students have to master in order to attain the goals. For instance if the students must design a tourism brochure (as a goal) he have to learn (as objectives) specific vocabulary, grammar tense and imperatives, the students have to use formal language expression and so on.

In conclusion the integration of the linguistics skills must have specific objectives that can achieve the program goals which involve the students' needs.

2.3. WRITING SKILL EVALUATION

2.3.1. PRINCIPLES

Some specialists propose that the evaluation should be realistic and coherent with the contents and objectives of the course as well as the different learning strategies that the students have, they present some principles as the following ones:

- Evaluation should be an integral part of the teaching-learning process. Evaluation provides students with evidence of what they have learned and it provides teachers with the necessary feedback indicating whether or not instructional objectives are being met.
- Evaluation should take place in the context of meaningful activities which are congruent with the way in which students are taught.
- The percentage of the mark allotted to each of the four skill areas should correspond to the amount of time that the students spend on the respective areas. For example, students spending 70% of their time doing listening comprehension and oral production activities should be evaluated accordingly.

- When choosing learning objectives and evaluation strategies the teacher should take into consideration the individual needs of the student.
- Evaluation should focus on the development of communicative and linguistic competence.
- Tests should relate to real-life situations. Since the program is based on a communicative approach, then this should be reflected in the tests.
- Tests should measure what they say they are measuring. For example, if students are doing a listening comprehension exercise and have to write down specific information, they should be marked on whether or not they understood and found the information rather than on whether or not the information was spelled correctly.
- The teacher should use a variety of assessment techniques that clearly reflect this communicative, learner-centered and activity-based approach to second language acquisition. There is a wide range of assessment techniques to choose from including observation checklists, rating scales, self and peer evaluation, anecdotal reports, communicative tests, etc.
- Evaluation should be based on the English Language curriculum objectives; in general, the teacher will use foundational objectives for summative evaluation and learning objectives for formative evaluation.
- Evaluation should be fair and equitable. It should be sensitive to family, classroom, school, and community situations; it should be free of bias. Students should be given opportunities to demonstrate the extent of their knowledge, understandings, skills and attitudes.

- Evaluation should provide positive and effective feedback for students. If students are to become life-long second language learners, they will need to appreciate feedback and use it to improve their language development.
- Students should have a clear understanding of the types of evaluation procedures that will take place throughout the unit.
- The criteria involved in the evaluation of the experiential goal should be determined by both students and teacher. Students should comprehend early in the unit the elements that will be required to complete the experiential goal. ⁴

2.3.2. METHODS OF EVALUATING WRITING

It is well known about the principal type methods of evaluation as: diagnostic evaluation, formative evaluation and summative evaluation.

Although, to emphasize the context of the study into consideration is necessary to focus the attention on *formative evaluation*. Formative evaluation is used for writing improvement. It produces information which instructors can use for writing improvement *during* a course. The instructor is in control of how and when the evaluation occurs, and the method of eliciting feedback can be crafted to match the needs of the course.

The methods of formative evaluation include:

- Preparing specific developing skill test
- Information from Yourself: evaluating your own teaching to help you become aware of what is going on in class.

⁴ *Student Evaluation: A Teacher Handbook*, Saskatchewan Education, (1991)

2.3.3. TECHNIQUES

TECHNIQUES	
LEVEL: BEGINNERS	
STRATEGIES	PURPOSES
Sentence Transformation	Help students to expand their usage skills through testing various ways of stating the same idea
Gap-filling with cue word given	It lets show different sources of lexical activation during sentence comprehension
Gap-filing with out cue word given	This technique allows the student to activate his previous knowledge in practical exercises.
Gap-filling with picture prompts	It allows the students to develop their mental process ability
Labelling pictures showing action	The students makes a relation between the word with the action, useful to test verbs concepts
Making sentences based on word prompts	The students can really analyze their writer's focus in order to develop their own creativity and they could take decision of what to write as in a free style

TECHNIQUES	
LEVEL: ADVANCED	
STRATEGIES	PURPOSES
Informal/formal letters	It builds up on students the formal written communication
Filling in forms	It familiarize the students with the common forms used un different context at work
Postcards	Applicable to practice description of interesting places in a friendly way
Messages	Elicit main idea, and write down important words for the message
Articles for magazines	Expands the students' ability to express their thoughts and knowledge of a specific topic.
Applications	Familiarize the students with the forms and appropriate
Autobiographies/CVs, letters to magazines	Let the students to use appropriate vocabulary in different circumstances

2.3.4. OBJECTIVES OF WRITING EVALUATION

Writing skill evaluation objectives let the teacher determines:

- the efficiency of the instructional material
- the methods application
- the learning progress
- the students performance in writing skill
- the ability to produce different kinds of texts
- the students' creativity

2.4. DIDACTIC MATERIAL

2.4.1. CHARACTERISTICS

Didactic materials enable learners to interact with the real language in its form. Learners feel that they are learning a target language as it is used outside the classroom. Considering this, it may not be wrong to say that at any level didactic materials should be used to complete the gap between the competency and performance of the language learners, which is a common problem among the nonnative speakers. This requires the language patterns being put into practice in real life situations. Since learning about a culture is not accepting it and the role of the culture in the materials is just to create learner interest towards the target language, there should be a variety of culture in the materials.

2.4.2. Definitions

- As didactic material we understand all those means and resources that facilitate the teaching-learning process, within an educational context, and that are good to stimulate the senses and to be able to accede more easily to the information, as well as to acquire abilities and skills, attitudes and values.⁵
- Didactic material refers to those means and resources that facilitate the teaching and learning, within an educational context, stimulating the function of the senses to accede in an easy way to the acquisition of concepts, abilities, attitudes and skills.⁶

⁵ FAUSTO ANÍBAL AGUILERA AYALA, *Técnicas de Estudio A Distancia y Presencial*. Única edición 2001
Pag. 26, 27, 28

⁶ http://es.wikipedia.org/wiki/Material_did%C3%A1ctico

- Didactic Material refers to any kind of material that has been used to facilitate the students their learning process. Teacher should be creative to decide whether the instructional material can use or not in teaching process or to teach students. Realia material is a good teaching aid. Instructional Materials include textbooks, handouts, worksheets, video and audio tapes, computer software and visual aids. They influence the content and the procedures of learning.

We use instructional material as a resource for ideas and activities for learning, as a source of language, for support in learning, as a stimulus or motivation for students and a record of learning.

At the beginning of this century, the answer might have been simply textbooks and workbooks. Today, however, the range of broadened considerably, including paperback novels, magazines, computer software, videotapes and much more.

Note:

The definitions of didactic materials are slightly different in literature. Rogers (1988) defines them as 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life. Didactic material is significant since it increases students' motivation for learning.

2.4.3. ADVANTAGES TO USE APPROPRIATE DIDACTIC MATERIAL

The main advantages of using didactic materials are:

- They have a positive effect on learner motivation.
- They provide authentic cultural information.
- They provide exposure to real language.
- They relate more closely to learners ' needs.
- They support a more creative approach to teaching.
- There are many advantages of using instructional material. These include the context you can bring in immediately relevant stuff, you

can target learning styles, it gives lessons a personal touch, and students may appreciate it and enhance teacher creativity.

We can claim that learners feel that they are learning. This is what makes us excited and willing to use didactic materials in our classrooms, but while using them, it is inevitable that we face some problems⁷.

2.4.4. Using didactic materials

Using didactic materials is one of the mainstays of an imaginative and motivating higher level course, but rarely features at levels lower than intermediate. There are several reasons for this, primarily a kind of fear that students will panic when faced with language that is largely unfamiliar, and a feeling that to prevent this the language should be edited to the students' level. This is an unnecessary fear, as using authentic materials can be rewarding and stimulating for both teacher and students.

2.4.4.1. Sources

When people first think of didactic materials they usually assume that we are talking about newspaper and magazine articles. However, the term can also encompass such things as songs, web pages, radio & TV broadcasts, films, leaflets, flyers, posters, indeed anything written in the target language and used unedited in the classroom.

The materials used, will of course, depend on the *'usual'* factors:

- topic
- target Language area
- skills
- students needs and interests

⁷ (Philips and Shettlesworth 1978; Clarke 1989; Peacock 1997, cited in Richards, 2001)

It's no good trying to get your students fascinated by a text on the latest art movie if they are all fans of action films. You might as well save your time and energy and just use the text book!

2.4.4.2. Are didactic materials not too difficult?

Yes they are, but that is the point! Your text, written or recorded, is likely to be too hard, even, in some cases, for advanced students. The trick, regardless of the text used, is not to edit and grade the text, but to grade the task according to your students' abilities. This is for three reasons: most importantly, it reflects the kind of situation your students may face in an English speaking environment, it saves you time and energy (more of an added bonus than a reason) and lastly it encourages and motivates your students when they can '**conquer**' a real text.

2.4.4.3. An example

The same text could be used in a variety of different ways. Let us take a tourist information leaflet. This kind of authentic material has the added advantage that it can be easily and swiftly ordered for free and in multiple copies from tourist boards and agencies. This also removes issues of copyright, which is a common problem of using authentic materials and should be checked depending on your particular situation. (Some countries allow a small number of copies to be made for educational purposes, but this can vary).

- With a little pre-teaching a low level class can use the leaflet to find out key information, '**What is the telephone number for..?**' or '**When is..?**' and so on.
- At higher levels the same text could be used together with similar or related texts to form part of a research project (in this case, web sites, posters and similar leaflets spring to mind).

2.4.4.4. The question of levels

Naturally certain texts will lend themselves more easily to certain levels.

At lower levels some possibilities include leaflets, timetables, menus, short headline type reports, audio and video advertising, or short news broadcasts. The task should be simple and relatively undemanding, and it is important to pre-teach key vocabulary so as to prevent panic.

At intermediate levels this list could be expanded to include longer articles, four or five minute TV or radio news reports, a higher quantity of shorter items, or even whole TV programs, if your copyright agreements allow it. Again pre-teaching is important, although your students should be able to deal with unknown vocabulary to some extent.

At higher a level it's a case of anything goes. At an advanced level students should have some tactics for dealing with new vocabulary without panicking, but it's still useful to have a few quick definitions to hand for some of the trickier stuff!

2.4.4.5. Dealing with unknown language

As can be seen, a key skill here is dealing with unknown language, in particularly vocabulary. It is hard to cover this topic here, as there are several methods, although one which seems immediately appropriate is the skill of ignoring it, if they can complete the task without it!

Especially with lower levels, it needs to be emphasised that students do not have to understand everything. I have found that students do not often believe you until you go through a few tasks with them. Teaching them this skill and developing their confidence at coping with the unknown is an important element in their development as independent learners.

2.5. MOTIVATION

2.5.1. MOTIVATION PROCESS

Motivation is considered as a stimulating process or reward which allows that the academic activity on the part of the student is developed naturally, with confidence and commitment. For this reason motivation allows the student to reach his maximum academic potential and that the objective proposed in class are achieved.

The motivation also involves impulses and efforts to satisfy complete desires, goals or activities, that is to say a student who is motivated, will be a proactive and committed learner with his objective "to learn."

- Motivation can be defined like the search of satisfaction of the need that diminishes the tension caused by the same need⁸.
- The academic motivation is a general process by which a behaviour begins and toward the achievement of a goal.
This process involves cognitive and affective: cognitive as for in thought abilities and instrumental behaviours to reach the proposed goals; affective, as much as they comprehend elements like self-value and self-concept⁹.
- Motivation is a hypothetical construction used to explain the beginning, address, intensity and persistence of the behaviour directed to an objective¹⁰.

⁸ <http://www.uc3m.es/marketing2/concmotiv.htm>

⁹ <http://www.monografias.com/trabajos/lamotivaci3n/lamotivaci3n.shtml>

¹⁰ <http://www.uc3m.es/marketing2/concmotiv.htm>

2.5.1.2. WHY IS MOTIVATION SO IMPORTANT?

Motivation in class is an important factor in the student's yield of learning. So that the learner success in his educational life, he has to be encouraged and congratulated not only by the teacher but also by his family when the student demonstrates his progress, advance and improvement.

Not only the learners finally grades is important but also to be attentive to their daily accomplishments, to how he overcomes small difficulties and to offer him a certain degree of confidence so that he shares his problems and difficulties with his teachers

2.5.1.3. STUDENTS' MOTIVATION

The student's motivation places his academic success because it generates interest and concern on students for the knowledge that the teacher will impart. It will also develop their self-esteem, independence and emotional security that will redound directly their achievements

2.5.1.4. How to motivate:

We will try to order and to discipline the efforts of the students so that there is efficiency in what we want them to achieve.

We will coordinate the actions so that there is a rational use of the power of our material and human resources.

We will establish norms so that they carry out the tasks better.

We will transmit them knowledge attitudes and ideals to drive them toward our objectives.

2.6. HYPOTHESIS

General Hypothesis

“An appropriate Didactic Material will develop the writing skill on students of the 1st year of Tourism Career at Bolivar’s University”

Specific Hypothesis

- The correct techniques according to their knowledge will help the students to develop their writing skill
- The content of the didactic material will enable the students to interact with the real language.
- The proper evaluation methods will let the students to be aware of their failures and success on their writing skill.

CHAPTER 3

METHODOLOGY

ANALYSIS OF INVESTIGATION

TYPE OF INVESTIGATION

The study we have carried out is a “descriptive” type investigation since the main goal is to establish if the inappropriate learning material affects the writing skill in students of the 1st year in the tourism career at the Bolivar University in Guaranda.

Then, it is necessary to analyse the variables: “*the inefficient writing ability of the students and the lack of didactic material*”

POPULATION

Our population considers all the students men and women, legally registered in the first year of Tourism Career at the University of Bolívar, school year 2004 - 2005 and that, according to data provided by the faculty of administration they are 36 students; in this instance the universe of the study is represented by the 100% of the referenced students.

SAMPLE

Since the population is small, we will carry out the research in the whole universe. Therefore the size of the sample is 36 students registered at University of Bolivar in the tourism career school year 2004 – 2005.

FORMULA

The formula used for data interpretation is the following:

a= Number of times with the answer “**Yes**”

b= Number of times with the answer “**No**”

c= the total of the sample answers

Then:

C= a+b

x= % a with relation to a c

$$\mathbf{x = (a/c)*100}$$

y= % b with relation to c

$$\mathbf{y = (b/c)*100}$$

Then:

$$\mathbf{x+y=100\%}$$

INSTRUMENTS OF INVESTIGATION TO BE USED:

The technique to be used to collect data which allows us to measure the variables of our investigation is the survey subsequently the instrument will be the questionnaire.

The questionnaire is organized in 10 questions, some of the items are yes/no question and some are multiple choice.

Basically the items' content is about the abilities or skills that the students possess in writing English, these items are carefully selected in order to determine the level of their writing ability

DATA COLLECTION PROCEDURES:

We have made a questionnaire which is our instrument to investigate the inefficient writing ability in students of the tourism career due to the lack of appropriate learning material.

The questionnaire will be applied to 36 students that represent the 100% of the 1st year students of the tourism career of October 2004 at the Bolivar's University.

The questionnaire meets the requirements of all instruments of data collection: **Reliability** (the fact that its application repeats to the same subject or another group with the same characteristics, produce the same results) To proof the reliability of our data collection we made two questionnaires with the same items to the same students but on different days the first one was made on Monday while the last one was made one week after it means the next Monday and **Validity** (the degree in which an instrument measures the variable that it tries to measure) We choose the

items very carefully those items was according to the curricula and the problems we expect to find out.

DATA ANALYSIS

We have carried out the quantitative analysis of the obtained data of the investigated students. For that it has been elaborated the charts of distribution of frequencies and then it has been empty the information in a matrix of data for each one of the investigated skills.

We illustrate the graphic representations that correspond to each one of the data charts.

Finally, to carry out the hypothesis test, we proceed to the calculation of the percentage that is the statistical measure that allows us to determine the grade of acquisition or development of each one of the skills of the English language.

INSTRUMENT FOR DATA COLLECTION

The technique to be used to pick up information and/or data that allow us to measure the variable of our study is a **survey** consequently the instrument will be the **questionnaire**.

PROCESSING AND ANALYSIS.

We have designed an instrument that evaluates the acquisition of the writing skills of the Basic English language, in the first year tourism career students at the University of Bolívar.

The questionnaire will be applied to the 36 students who are the sample of our research.

The questionnaire gathers the requirements demanded to every instrument for gathering data: dependability and validity.

The dependability of a measuring instrument refers to the fact that its repeated application to the same fellows or another group of the same characteristics produces the same results.

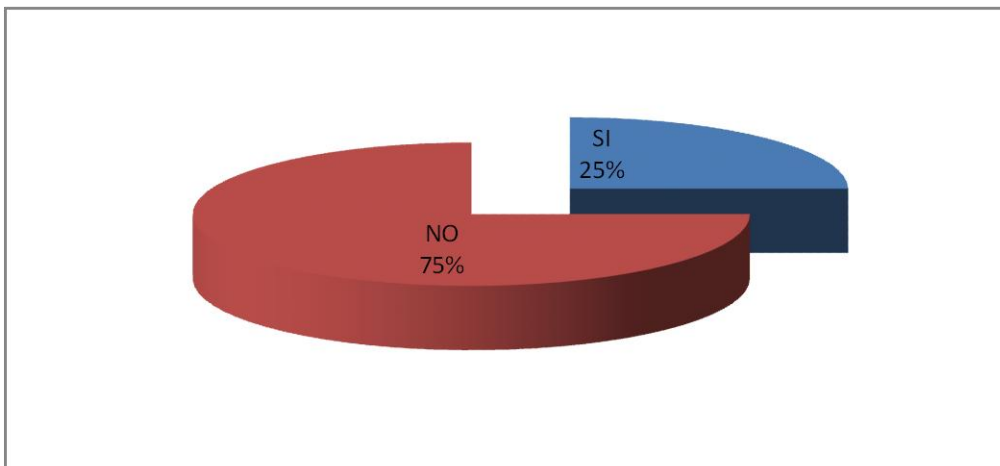
The validity, on the other hand, refers to the grade in that an instrument measures the variable that it seeks to measure. To verify the dependability and validity of our instrument, we will carry out a pilot test to 15 students that do not correspond to the sample in study.

RESULTS

The following results were obtained after the survey application which is analyzed qualitatively and quantitatively.

Table 1. Writing skill applied on specific purposes.

Question	Answers	Percentage
Do you believe you could elaborate an informative leaflet in english promoting a turistic place ?	YES	9 25%
	NO	27 75%
Total	36	

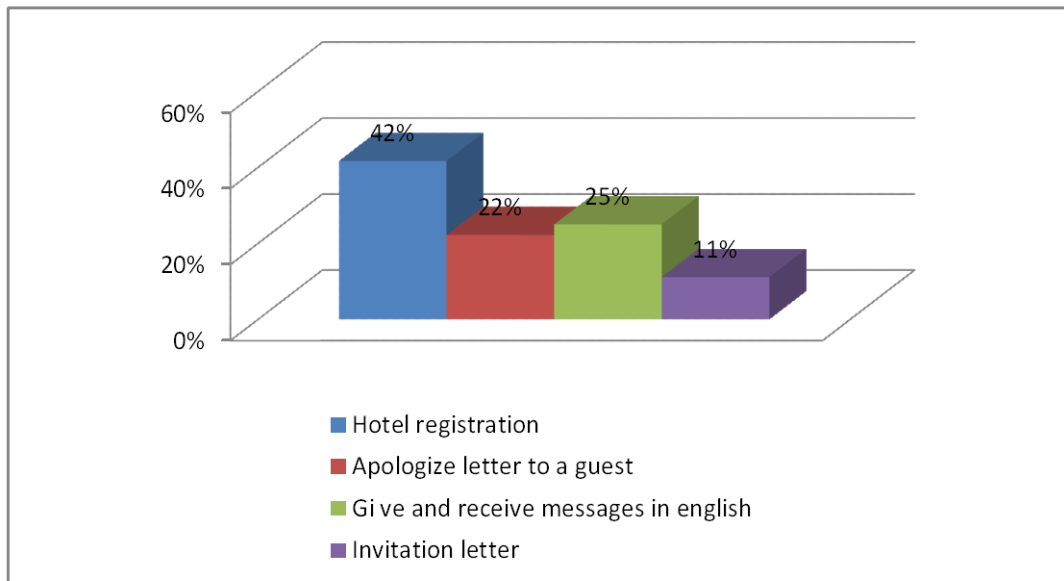


Analysis

The 75% of the surveyed ones state that they can not make an informative triptych offering a touristic place in English language, while the 25% affirm they can do the triptych.

Table 2 .Difficult level of writing English commercial

Choose with an “x” the options you could write in english:	Percentage	Answers:
Hotel registration	42%	15
Gi ve and receive messages in english	25%	9
Apologize letter to a guest	22%	8
Invitation letter	11%	4
Total	100%	36



Analysis

Most of the surveyed students 42% can check in guests in a hotel which is the minor difficult level of writing English commercial. 22% of the surveyed students can write an apologize letter for guest. The 25% of the students think they can receive and give written messages, while just 11% of the surveyed students can write an invitation letter which is the major difficult level of English writing commercial

Table 3. - English language use as communicative tool

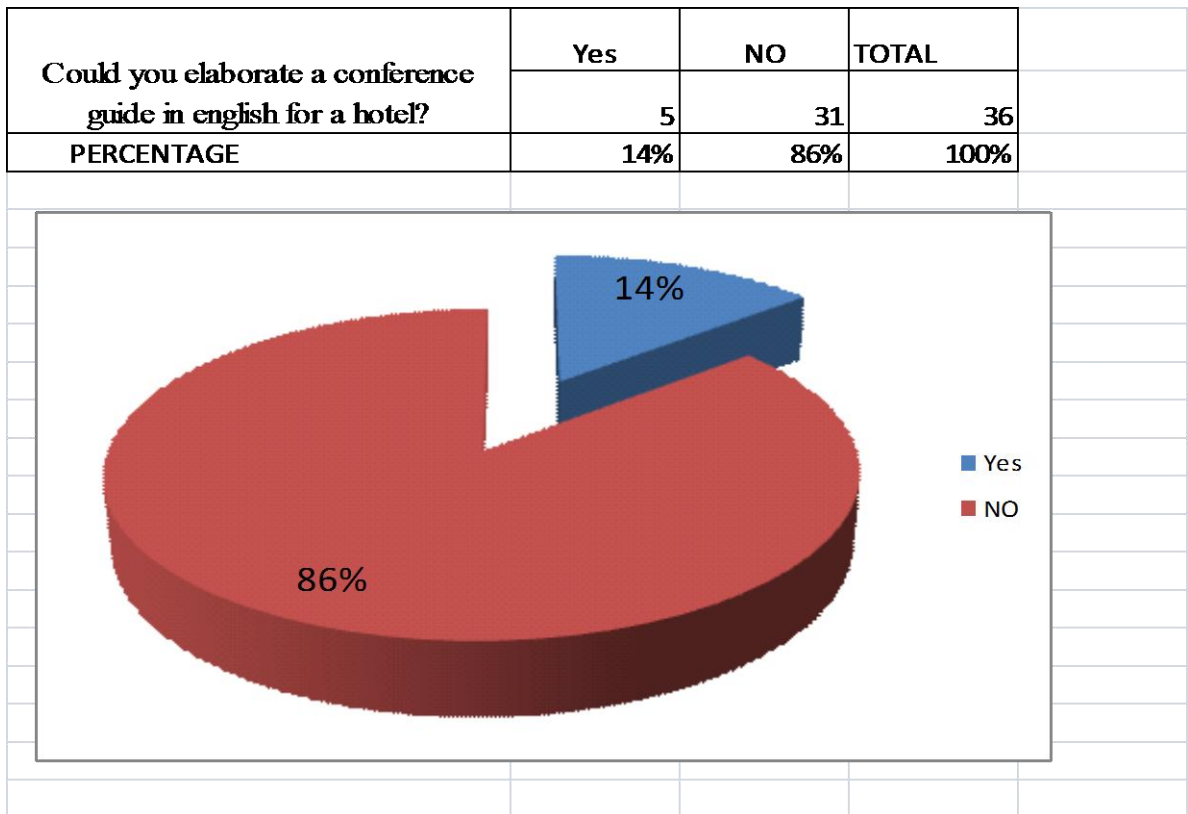
As an operator of a turistic agency could you elaborate a turistic package in english?	yes	no	TOTAL
Answers	4	32	36
Percentage	11%	89%	100%

Response	Percentage
yes	11%
no	89%

Analysis

Most of the surveyed students that is 89% can not produce a touristic package in English ; while a minor amount of the students that is 11% state that they can produce a touristic package in English.

Table 4. - Advanced writing skill and students creativity

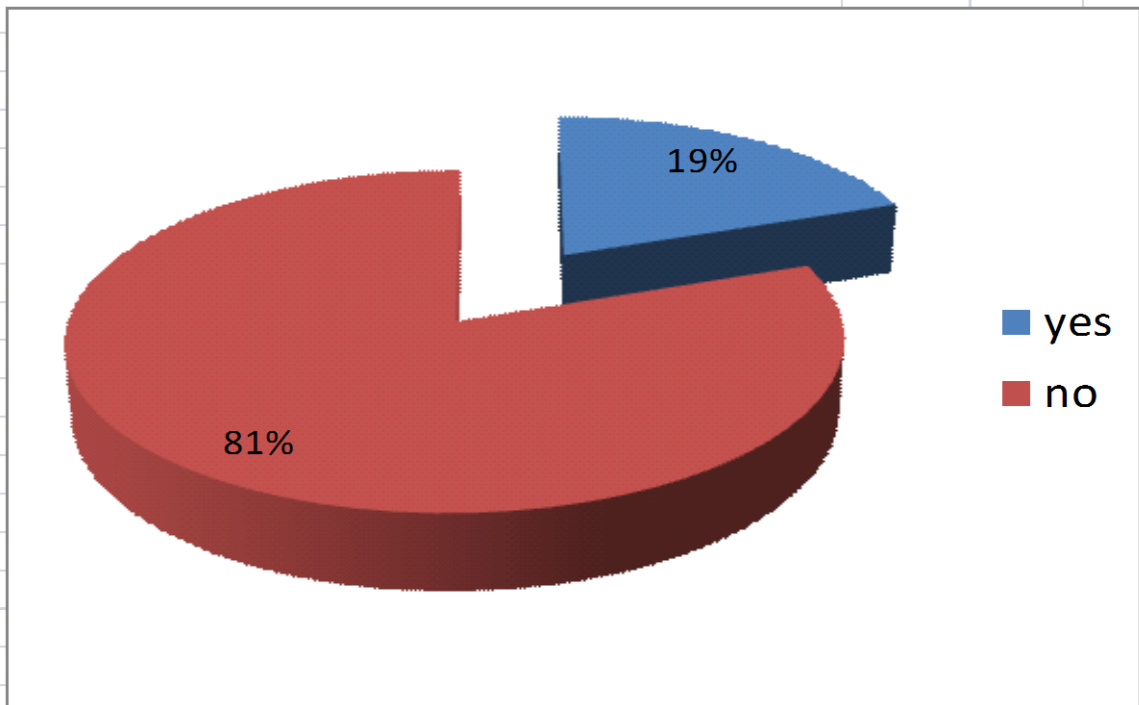


Analysis

Most of the surveyed ones 86% affirm that they do not poses the advanced skill to produce a guide conference for a hotel; but just 14% of the students said they can produce a conference guide

Table 5. - Writing subskills: composition ability

Could you describe the turistic places of your city on a essay?	yes	no	total
	7	29	36
percentage	19,44%	80,56%	100,00%

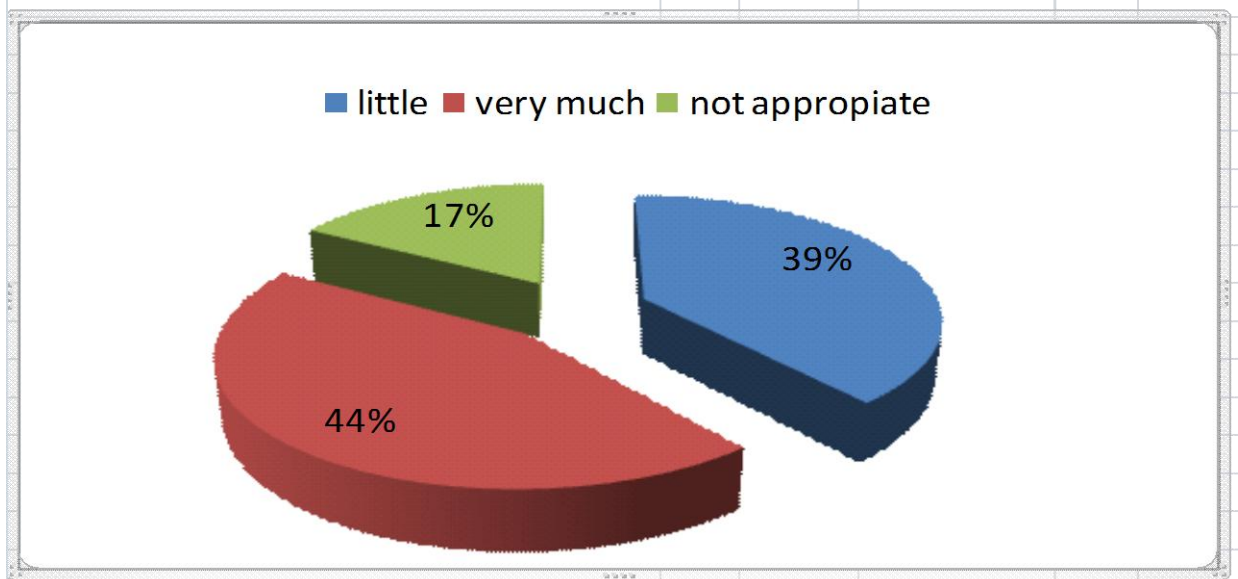


Analysis

Most of the surveyed students 81% have not developed the composition ability because they can not make a descriptive essay; while the 19% posses the composition ability because they say: they can write a descriptive essay

Table 6. - Assertive methodology

Do you believe that the method used by your teacher is appropriate to develop the writing skill?	little	very much	not appropriate	total
amount per item	14	16	6	36
percentage	39%	44%	17%	100%

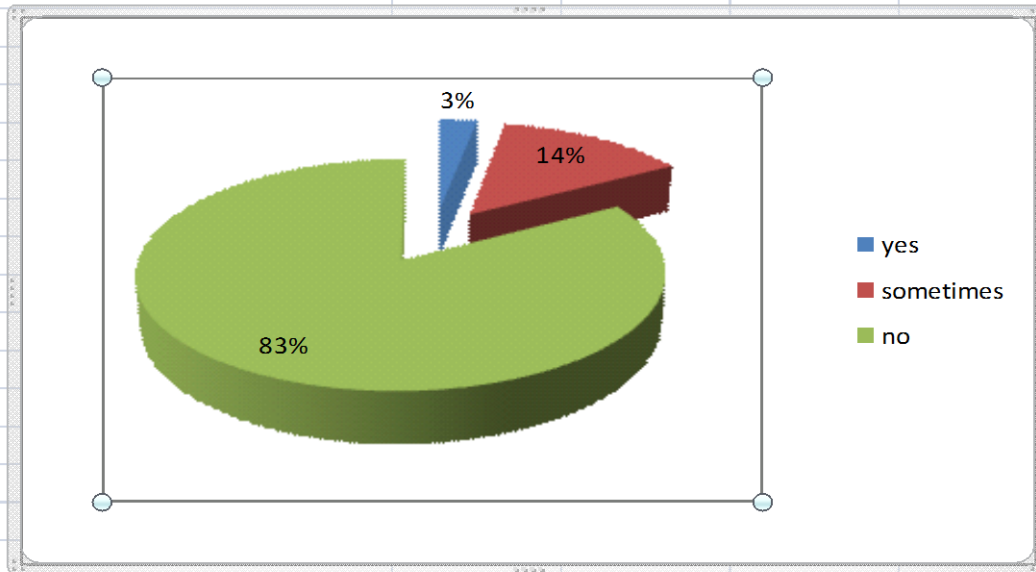


Analysis

The 44% of the surveyed students think that the methodology used by the teacher is an assertive one and a 17% thinks that is a little appropriate nevertheless a 17% think the methodology used by the teacher is not appropriate

Table 7. - Techniques and practical exercises

Does your teacher develop practical and technical exercises during the class to develop the writing skill?	yes	sometimes	no	total
amount per item	1	5	30	36
percentage	3%	14%	83%	100%

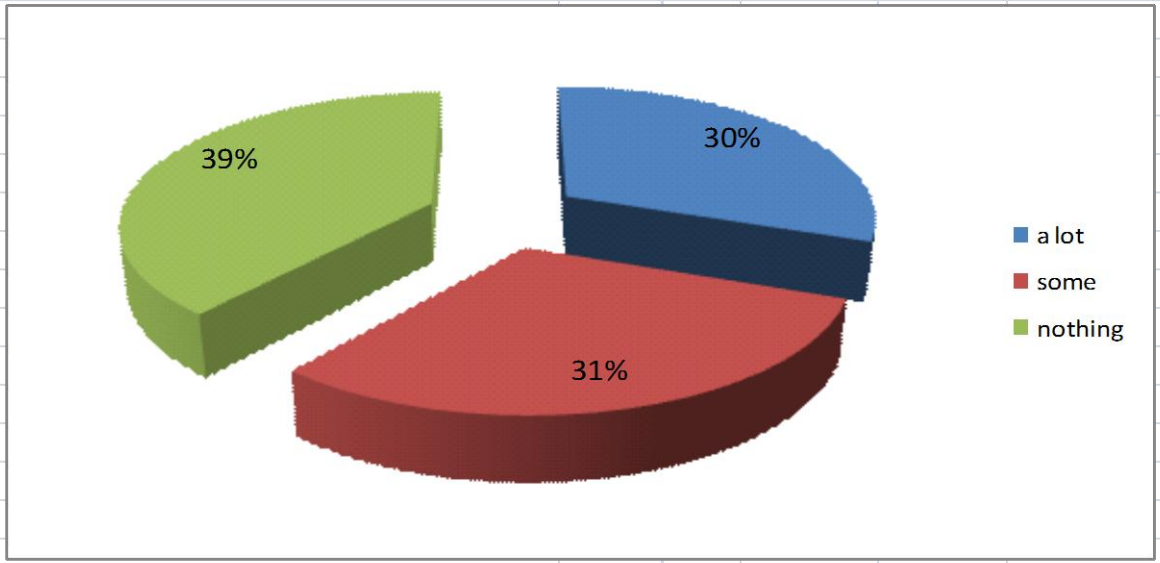


Analysis

Most of the surveyed students that is 83% of the students says that they do not do practical exercises and there are no practical techniques used to develop the writing skill; 14% of students declare that they sometimes do practical exercises but just 3% of the students state that they do practical exercises and there are practical techniques used to develop the writing skill.

Table 8. - Teachers' Training

Do you believe that your teacher is well qualified to help you to develop the writing skill?	a lot	some	nothing	total
	11	11	14	36
percentage	31%	31%	39%	100%

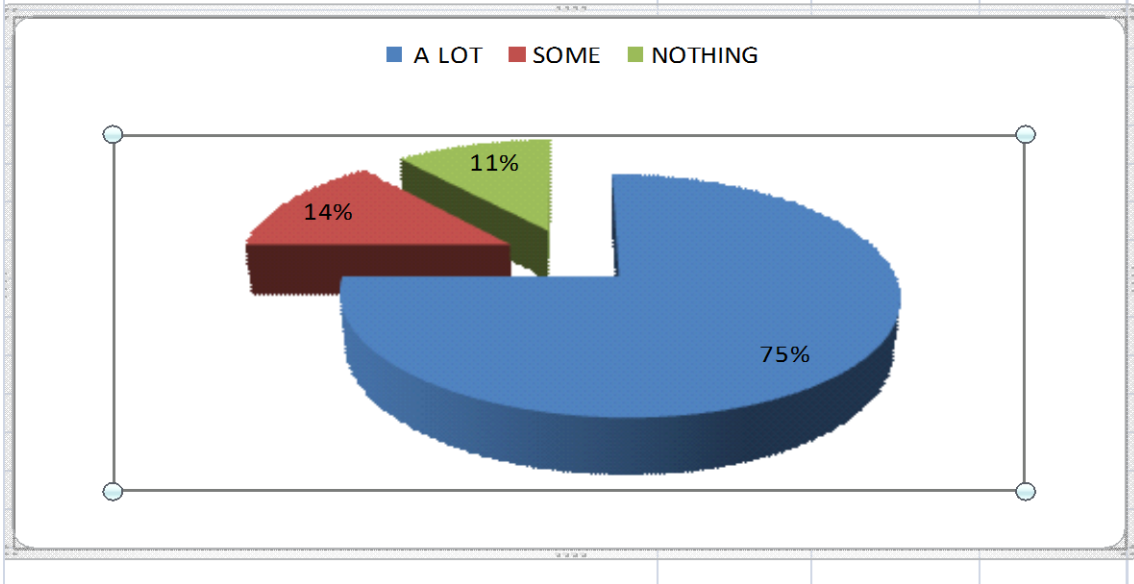


Analysis

An amount of 39% of the surveyed students thinks that the teacher has enough training; while 30% of the students think that the teacher does not have enough training

TABLE 9. - STUDENTS' MOTIVATION

Do you believe the lack of motivation affects your performance in your learning process?	A LOT	SOME	NOTHING	TOTAL
	27	5	4	36
PERCENTAGE	75%	14%	11%	100%

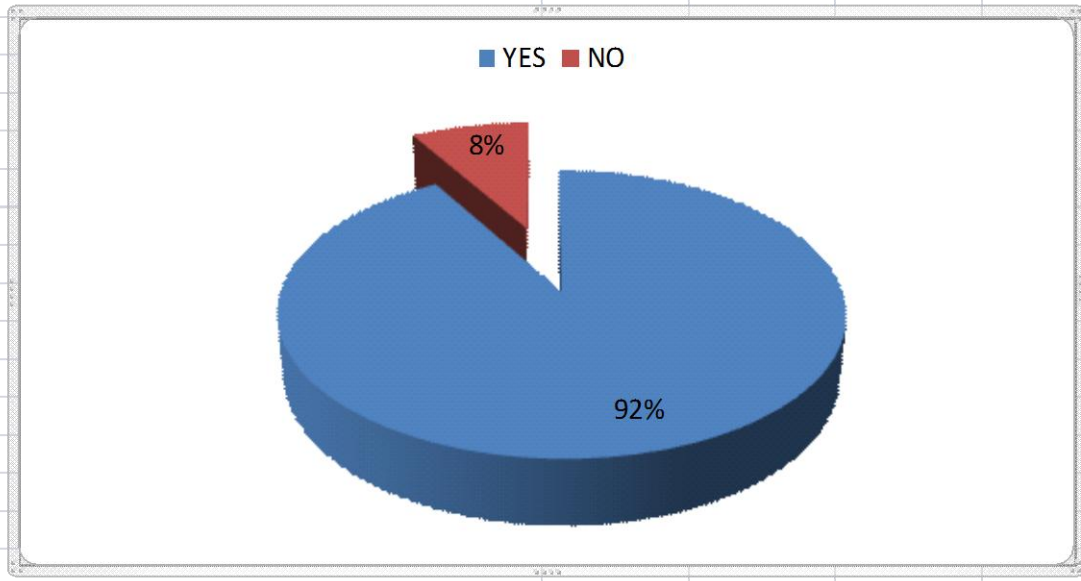


Analysis

Most of the students 75% believe that the lack of motivation during the lessons affects their performance in English Language learning; while 11% of the surveyed students think that the lack of motivation does not affect their English Language learning performance.

TABLE 10. - APPROPRIATE LEARNING MATERIAL

Do you believe that it is necessary the use of additional didactic material in order to help you to develop the writing skill?	YES	NO	TOTAL	
	33	3	36	
PERCENTAGE	92%	8%	100%	



Analysis

Most of the surveyed students 92% think that it is necessary the use of additional didactic material to help them to develop the writing skill; while 8% of the students think that is not necessary the use of additional didactic material to develop their writing skill

HYPOTHESIS TEST

- **H₀**: “An appropriate Didactic Material will develop the writing skill on students of the first year Tourism career at the University of Bolivar”.

Discussion:

- 89% of the students can not use the English writing as a tool for communicative purposes (data from table 3)
- 75% of the students state that they can not make an informative triptych offering a touristic place in English language (data from table 1)
- 92% of the students think that it is necessary the use of additional didactic material to help them to develop the writing skill. (data from table 10)

Consequently, in agreement with the general hypothesis: “*an appropriate Didactic Material will develop the writing skill on students of the first year Tourism career at the University of Bolivar*” is accepted.

- **H₁**: The correct techniques according to their knowledge will help the students to develop their writing skill.

Discussion

- 83 % of the students state that they do not do practical exercises and there are not the use of practical techniques which can help to develop their writing skill (data from table 7)

- 42% of the students can check in guest in a hotel which is the minor difficult level of writing Commercial English, while just 11% of the students can write an invitation letter which is the major medium difficult level of writing Commercial English.(data from table 2)

Consequently, in agreement with the mentioned data, **H**₁ of the Investigation is accepted.

- **H**₂: The content of the didactic material will enable the students to interact with the real language.

Discussion:

- According to the data table 3, 89% of the students state that they can not produce a touristic package in English, only 11% of the students can do it
- Data from table 4, 86% of the students affirm that they can not elaborate a conference guide in English.
- According to the data table 5, 81% of the surveyed students state that they can not write a descriptive essay of a touristic place.

Consequently, **H**₂ of our investigation is accepted.

- **H**₃: “The proper evaluation methods will let the students to be aware of their failures and success on their writing skill”.

Discussion:

- Data from table No. 7 displays that 89% of the students do not do practical and technical exercises.
- According to data table 5 86% of the students can not elaborate a guide conference for a hotel.
- Consequently, **H**₃ of our investigation is accepted.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

1. An appropriate Didactic Material will develop the writing skill on students of the first year Tourism career at the University of Bolivar according to the data from table num. 10, the 92% of the students surveyed consider that is necessary the use of additional didactic material to help them to develop the writing skill.
2. The correct techniques according to their knowledge will help the students to develop their writing skill according to data table 7, 83 % of the students state that they do not do practical exercises and there are not the uses of practical techniques which can help to develop their writing skill.
3. The content of the didactic material will enable the students to interact with the real language. Write a conference guide, write a triptych of a touristic place or elaborate a touristic package are real situation that the students will face on their jobs, but most of the student do not posses this abilities.

RECOMMENDATIONS

1. The English Teachers of tourism career should use additional didactic material with the students in order to help them to develop the writing skill. We suggest: the teacher could elaborate a photocopiable sheet with exercises using the techniques from the book “Teaching writing Skills” (Don Byrne), “Language Awareness” (Kowal M. & Swain), “Process of writing” (Ron White), “Improving students writing without formal grammar instruction”. We also recommend that the teachers should assist to seminars, and specializing courses about methods and techniques to teaching English for Specific Purposes
2. This additional material should help the students to develop the writing skill by stages it means using exercises of minor difficulty to major difficulty, the content of each stage should have technical English or vocabulary of tourism and hostelry curricula. The exercises of each stage should have real language for real situation that the student is going to face on his job; this will help the student to use the writing ability as a tool for communicative purposes.
3. The additional material should have techniques and exercises for

- Beginners:** Sentence Transformation
Gap-filling with cue word given
Gap-filling without cue word
Gap filling with picture prompts
Making sentences based on word prompts
- Advanced:** Informal/formal letters
Filling in forms
Postcards
Messages
Autobiographies/CVs, letter to magazines

CHAPTER 5

PROPOSAL

DIDACTIC MATERIAL FOR WRITING DEVELOPMENT

DESCRIPTION

Our proposal is based in the data obtained in our research.

Following, we show a description of these data which are arguments and support to elaborate a didactic material in order to help the students to develop by themselves the writing skill applied to tourism career.

The survey results express that the surveyed students consider the need to have an additional didactic material which helps them to develop the writing skill to the level of their year of study also they consider the use of appropriate techniques for example:

- The 83 % of the students state that they do not do practical exercises and there are not the use of practical techniques which can help to develop their writing skill (data from table 7)
- The 69% of the students can not use the English writing as a tool for communicative purposes (data from table 3)
- The 75% of the students state that they can not make an informative triptych offering a touristic place in English language (data from table 1)
- The 92% of the students think that it is necessary the use of additional didactic material to help them to develop the writing skill. (data from table 10)

OBJECTIVES

General Objective:

- To design a sample lesson for motivating alternative material for teaching English writing to the First year in the Tourism Career at the Bolivar University in Guaranda.

Specific Objectives:

- Adjust the lesson to the real necessities of the users.
- Motivate the students through the attractive activities
- Improve the writing skill through interesting activities

FEASIBILITY

Our proposal is feasible because the technique to acquire English language Writing could be learned through a series of motivating activities that will help students understand English better and play at the same time they learn English.

Many researchers agree on the point of saying that the same way we speak, we write in a language. It can not be an exception for English. If we give students the opportunity to develop the writing skill, then in a really near future they will acquire the ability to communicate orally. In other words writing is the base for oral communication. Students form the first years, have the opportunity to learn English from the very beginning, so by this proposal, we are giving students from The Tourism Career, the possibility to learn not only to communicate, but also to learn some grammar rules, that will be helpful for later in the process of communication.

There are many reasons why to practice the writing skill:

- Improves grammar
- It's a bridge for oral communication
- Students have more time for writing and improving their mistakes
- More time for making analysis
- It's more flexible
- It helps students to get the habit of reading

BUDGET

Description	Unitary value	Estimated quantity	Value
Sheet of paper	5.00 USD	3	15.00 USD
Printing cartridge	38.00 USD	1	38.00 USD
Digital pictures	2.00 USD	48	96.00 USD
Spirals	2.00 USD	5	10.00 USD
Internet	1.00 USD	5	5.00 USD
TOTAL			464.00 USD

PARTICIPANTS AND BENEFICIARIES

According to the results of our research we can conclude that is useful to use interesting writing activities to overcome the problem we found on our research. The authors of this thesis: are the ones who are participating actively in the doing of this work.

The beneficiaries of this job will be the English teachers and Tourism students, especially the ones from First year of this career.

PROPOSAL DEVELOPMENT

Lesson 1: Vacations

Task Objective:

To write a detailed description of a vacation destination.

Task Description:

You have received a letter from María Elena Martínez, an English teacher at Verbo Divino in Guaranda-Ecuador. In the letter she explains that she and a group of her students are planning to visit the United States this summer because they want to see a variety of historical, cultural, natural, and recreational sites, they have decided to visit New York City, Washington, D.C., Florida, and at least one national park. She and her students want to know what they should see and do in the different sites. Write a response to her letter giving her and her students a thorough description of what to see and do in one of the sites. Be sure to answer the students' questions in your letter.

Minimum Requirements to Meet Expectations:

- Introduce yourself and tell a little about yourself.
- Give a detailed description of what she and her students should see and do in the site you choose.
- Answer the students' questions. Is there a paper containing the students' questions?
- Write at least 225 words or 25 sentences.

Suggestions:

You may want to mention your personal experiences if you have visited the place you choose to describe. You might also want to mention what the students should bring on their trip.

Directions:

You may use the letter from María Elena Martínez to prepare your response.

You may use your notes as you write your letter.

You may shouldn't use any dictionary.

Scoring Criteria: Level 3 writing rubric

Write as much as you can! Show off what you can do!

Lesson Plan 2

Objective: To make hotel reservations

Number of students: 36

Activities:

1. Divide the class into two groups.
2. Assign the paired students to be Students Letter A, who will be the receptionists in this activity
3. Assign the odd students to be Students Letter B, who will be the Hotel Clients Customers
4. Give each student into each one of the groups a paper, containing instructions for tasks to be done according to their roles. Assign them enough time to complete the paper.
5. Ask students to work in pairs
6. Ask students A to take notes according to information given by students B.

Evaluation:

The teacher will be monitoring the class permanently, to see if they speak English all the time. At the same time, the teacher will help Students A to write questions correctly and appropriately, and Students B should write correctly the information required. Also at the end of the activity the teacher will hand in (or pick up) the paper with the written information provided by Students B.

STUDENTS A

You are the RECEPTIONIST. In your group, on the space provided write an appropriate question to ask the hotel client, Student B. Use that question to get information from your Client, (Student B.)

HOTEL RESERVATIONS FORM

Name:

Q _____

Date:

Q _____

Phone No.

Q _____

Fax No.

Q _____

E-mail Address:

Q _____

Date of arrival:

Q _____

Airline and flight:

Q _____

Time of arrival:

Q _____

Date of departure:

Q _____

Airline and flight:

Q _____

Time of departure:

Q _____

Smoking Room: ____ Yes ____ No

Q _____

I would like a single room ____ Yes ____ No

Q _____

STUDENTS B

You are the CLIENT. Individually, on the space provided write some appropriate information to give the hotel receptionist, Student A. Use that information when talking with him.

Name:

Date:

Phone No.

Fax No.

E-mail Address:

Date of arrival:

Airline and flight:

Time of arrival:

Date of departure:

Airline and flight:

Time of departure:

Smoking Room: Yes No

I would like a single room Yes No

LESSON3

The Galapagos Island and some endangered species

- Objectives:** - To develop extensive writing skills.
- To build on students' existing knowledge of marine species.

Task 1. Do you know the names of these animals? Label the pictures.





Sea Lion – Giant Tortoise

Task 2. Read about these endangered species and make notes in the table below.

	Description	Food	Problems
Sea Lion			
Giant Tortoise			

Giant Tortoise

The **Galápagos tortoise** (or **Galápagos giant tortoise**), is the largest living [tortoise](#), endemic to nine islands of the [Galápagos archipelago](#). Adults of large subspecies can weigh over 300 kilograms (660lb) and measure 1.2 meters (4 ft) long. Although the maximum [life expectancy](#) of a wild tortoise is unknown, the average life expectancy is estimated to be 150-200 years.

The Galápagos tortoises have very large [shells](#) ([carapace](#)) made of [bone](#) which is an integral part of the [skeleton](#). The bony plates of the shell are fused with the ribs and other bones to form a rigid protective structure. When a tortoise feels threatened it can withdraw its head, neck and forelimbs into its shell for protection, presenting a thick shield to a would-be predator. The legs have hard [scales](#) that provide an effective armor when withdrawn.

The [scutes](#) of the carapace are not coincident with the underlying bony plates and grow at their outer edges. Tortoises thus keep their characteristic scute pattern throughout life. These do have annual growth bands but are not useful for telling the age as the outer layers are rubbed off in the normal wear and tear of living

The tortoises are [herbivorous](#) animals with a diet consisting of [cactus](#), [grasses](#), [leaves](#), [vines](#), and [fruit](#). Fresh young grass in particular is the favorite food of the tortoises, and others are the poison apple ([Hippomane mancinella](#)), which is highly poisonous to humans, the endemic [quava](#) (*Psidium galapageium*), the [water fern](#) (*Azolla microphylla*), and the [bromeliad](#) (*Tillandsia insularis*). Tortoises studied in the Santa Cruz tortoise reserve ate well over fifty different plant species. (Ref Linda Cayot (1981)) In the drier areas, fallen Opuntia cactus pads and fruits are an important element in the diet of tortoises. Galapagos tortoises eat a large quantity of food when it is available at the expense of incomplete digestion.

By acquiring most of their [moisture](#) from the [dew](#) and [sap](#) in vegetation (particularly the Opuntia cactus), they can go for long periods without actually drinking. They can also survive for long periods of time being forcefully deprived of all liquids, by breaking down their body fat to produce water.

On the wetter islands, the tortoises migrate down the gentle mountain slopes after the rainy season to feed on the grass-covered plains and they climb back to feed on grasses of the mountain meadows in the dry season (the increased precipitation at that altitude keeps the grasses watered). On these islands, the tortoises appear to be gregarious, often found in large 'herds'.

Being [cold-blooded](#), the tortoises bask for two hours after dawn, absorbing the energy through their shells, and then becoming active for 8-9 hours a

day. They may sleep for about sixteen hours in a mud wallow or pool or a 'pallet' (snug depressions in soft ground or dense brush) which probably helps conserve heat and may aid digestion. On Aledo Volcano, where there is a large population, repeated use of the same sites has resulted in the formation of small sandy pits.

Although capable of withstanding drought, tortoises seem to enjoy drinking and wallowing in water. When the tortoise arrives at a spring, seemingly ignoring any spectators, it puts its head in the water above its eyes, and swallows many mouthfuls, at the rate of about ten in a minute. On Aledo Volcano in the wet season, large numbers of tortoises can be found partially submerged in rain-formed pools or even the dew ponds formed by garua-moisture dripping off trees. These pools tend to be churned up into mud baths. This may be both a [thermoregulatory](#) response and a protection from parasites such as mosquitoes and ticks.

Sea Lion

Sea lions are known for their intelligence, playfulness, and noisy barking. Their color ranges from chocolate brown in males to a lighter, golden brown in females. Males may reach 1,000 lbs. (more often 850 lbs., or 390 kg) and seven feet (2.1 m) in length. Females grow to 220 lbs. (110 kg) and up to six feet (1.8 m) in length. They have a "dog-like" face, and at around five years of age, males develop a bony bump on top of their skull called a sagittal crest. The top of a male's head often gets lighter with age.

Sea lions are very social animals, and groups often rest closely packed together at favored haul-out sites on land, or float together on the ocean's surface in "rafts." They are sometimes seen porpoising, or jumping out of the water, presumably to speed up their swimming. Sea lions have also been seen "surfing" breaking waves. Sea lions are opportunistic eaters, feeding on squid, octopus, herring, rockfish, mackerel, and small sharks. In turn, sea lions are preyed upon by Orcas (killer whales) and great white sharks.

Each year, many California sea lions are treated at The Marine Mammal Center. Sea lions are known to have such diseases as pneumonia, caused by a parasitic lungworm, and a bacterial infection called leptospirosis, which affects their livers and kidneys. In 1998 and again in 2000, large numbers of sea lions were treated for domoic acid poisoning, a condition caused by harmful algal blooms which causes the animals to have seizures. Other problems for Sea lions involve humans. Sea lions have been found illegally shot and also caught in drift or gill nets and other marine debris. Between January 1986 and September 1998, 7.5% of all the seals and sea lions treated by The Marine Mammal Center had human-related injuries. The majority of these incidents involved California sea lions.

Task 3. Choose one endangered marine species and find more information about it. Then use your information to make a poster about it. Make sure you include:

Feeding **possible solutions**
Habitat **problems**

Task 4. Look at the photos of the animals and label them with the words in the box.

The Frigate bird - The Famous Finches – Boobies – Penguins - The Marine Turtle – Shark - The Waved Albatross - Land Iguanas



a) _____



b) _____



c) _____



d) _____



e) _____



f) _____

2. a body of land smaller than a continent surrounded by water.
3. one that makes a tour for pleasure or culture

Task 6. Write a sentence for each word that you found in the crossword.

LESSON 4

Ecuador's National Parks

- Objectives:** -To make students aware of the potential of Ecuador's nature Resources.
-To develop extensive writing skills.

Readings

EL ANGEL RESERVE

This reserve is located in the Carchi province. The main access is from the Panamericana Norte highway. It is also possible to access the reserve from Tulcán. It is also possible to access the reserve from Tulcán. Its climate is cold (around 10° C all year round). El Angel reserve is considered as the wettest moorland of Ecuador and it is the source of the water supply for the Carchi province. In fact, it is the starting point of many rivers. The most outstanding feature of this area is the forest of the 'frailejones' which in addition to its eye-catching beauty is one of the last remainders of this type of forest. There are many other trees and rare plants species which are worth seeing and studying.

The fauna in El Angel is impressive too. There are fish such as the rainbow trout, birds of different kinds such as the rainbow trout, birds of different kinds such as the curiingue and the gli-gli.

Additionally, there is a variety of mammals such as deer, the unique iguana called 'guagsa' and a variety of frogs.

The landscape is wonderful and visitors can enjoy nature at its purest. Warm, waterproof clothes are recommended.

MANGLARES-CHURERE RESERVE

This reserve is located in the Guayas Province. The main access road to it is on km 46 of the Guayaquil-Machala highway. An alternative access is the Guayas River and the Matorrillos channel.

There is a warning not to travel this way during the night because it could be dangerous. The reserve is a perfect habitat for mangrove forests, which at a certain point meet remaining humid and tropical forest and infinity of lagoons and estuaries of great biological diversity. This diversity helped to include this reserve in the list of important international places of the RAMSAR Convention for the protection of humid marine ambiances.

You can find 269 birds' species such as the canción lagoon from January to June when the water reaches its highest level and the birds are more active and visible. Mosquitoes are abundant at certain times of year, so it is advisable to wear light clothes and long sleeved shirts.

TASK 1. Match the names in the box with the corresponding photo.

1. Manglares-Churere Reserve
2. Yasuni National Park
3. Llanganates National Park
4. El Angel Ecological Reserve



1) _____



2) _____



3) _____



4) _____

TASK 2. Work pairs and fill in the corresponding part of the table.

Group A: Read El Angel Reserve

Group B: Read Manglares-Churere Reserve

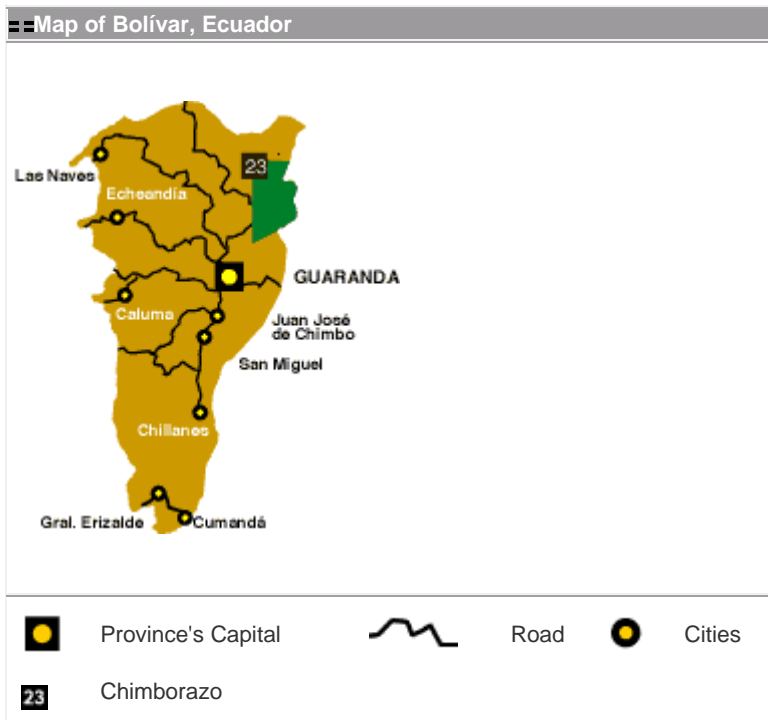
	El Angel	Manglares
Location		
How to get there		
Climate		
Special features		
Warnings		
Recommendation		

Task 3. Make a composition which is the most interesting park and why.

Lesson 5

- Objectives:** -To develop extensive writing skills.
- To Know about our province

GUARANDA



Guaranda

Traditions and Scenery

Located in the heart of the country, quaint Guaranda is the smallest provincial capital in the highlands. Its pleasant climate (22 to 25 degrees centigrade in the tropical regions) make it very popular with visitors, who are also attracted the area's cool paramo. The Carnival festivities of the area have gained fame throughout Ecuador.

Surrounded by the peaks of San Jacinto, Loma de Guaranda, San Bartolo, Cruzloma, Tililac, Talalac, and el Mirador, Guaranda is known as the City of the Seven Hills. At 2650m, this highland city is the smallest provincial capital in Ecuador. The Carnival festivities are very traditional and last for several days. Visitors are offered *chicha* (a local, maize-based alcoholic drink) and the popular firewater known as *Pájaro Azul* (Blue bird) which helps them get into the spirit of the festivities.

Towns and Villages

San José de Chimbo (14 km from Guaranda) is famous for its skilled craftsmen who handcraft guitars as well as fireworks. Chimbo has a museum dedicated to the story of Christ's shroud and the locals worship the El Guayco Virgin. Near Chillanes (67 km from Guaranda) you can visit the archaeological remains of the Chillanes tribe and in San Miguel, the Guardias Caves (10 minutes from town) and the Virgin of Lourdes Grotto (20 minutes from town) is a must-see for tourists.

Cruz Loma Hill

Cruz Loma offers a panoramic view of the entire city of Guaranda. The town is also home to a monument to the *Indio Guaranga* as well as a small museum containing the independence arms, historical documents, archaeological remains, and centuries-old artwork.

Cochas Lake

Lake Cochas is an artificial lake located 10 km from Guaranda. It is a popular destination where visitors can go for a boat ride, admire the beautiful gardens and surrounding landscape, and try some local delicacies.

Zumbi Hill

A few kilometres from Chimbo stands the pyramid-shaped Cerro Zumbi. It's considered to have been an ancient place of worship to the Gods Cuiche and Katekil.

Catequilla Hill

These hot springs are a few minutes from Chimbo and their medicinal properties attract visitors from all over.

Culture and Traditions-A Fair to Enjoy

Dating back centuries, the Guaranda Fair is a well known local celebration during which locals parade through 15 de Mayo Plaza on mules and on horseback, dressed up in gold ponchos, black hats, and masks.

Cuisine

Fritada (fried pork), mashed plantains (known as *bollos*), sweet *hornado*

(roasted pork), and *empanadas* (pastries filled with meat and cheese), aji de cuy, are traditional fare in Guaranda. In carnival are traditional the plates aji de cuy, chiguiles, chicha de jora.

Task 1. Make a brochure to attract tourists to Guaranda city. Make notes on the following points.

City to visit _____

Location _____

Climate _____

Things to see _____

Activities _____

What to drink _____

Recommendations _____

Task 2. Work in groups of three. Make a brochure to attract tourist to another tourist city. Then, look for a partner from another group for exchange brochures.

Lesson 6

Objectives: - To develop extensive writing skills.

- To know about tourism in Baños.

Baños



Task 1. Read about Tourism in Baños. Complete the text with the word in the box.

touristic- spend -foothill- city -volcano-families -water-Roman
Catholic-waterfall-attractions- sports- springs.

Baños is a ----- in eastern Tungurahua Province, in central Ecuador. Baños is the second most populous city in Tungurahua, after Ambato, the capital, and a major ----- center. It is known as the "Gateway to the Amazon," as it is located on the Pastaza River in the Amazon River basin, and has a newly paved road to Puyo.

Baños is located on the northern ----- of the Tungurahua ----- . It is named after the hydrothermal ----- of mineral ----- located around the city. The city is also a ----- religious center, as some Catholic believers say that the Virgin Mary appeared nearby a ----- . So a sculpture of the virgin, called *Virgen de Agua Santa*, was placed in the cathedral.

Baños is one of the most popular tourist ----- in Ecuador and is well known for the mom-and-pop stores where they sell taffy (Spanish: *melcocha* made from cane sugar, and for the excellent small arts and crafts shops, a favorite spot for tourists.

Entertainment

Day Activities

Baños is a little town, but it has a lot of extreme ----- . Besides the tourist spots you can find here, you can also find amazing, exquisite food.

Night Activities

This peculiar town is known globally. The tourism rate in Baños is almost the half of Ecuador's rate. During the day, people ----- time with their ----- , but when the sun goes down, it gets wild.

Task 2. Read the Tourism in Baños again. Take notes in the table.

Baños

Located	
Religion	
Entertainment	
Food	

Task 3. Get information about another tourism city. Make a composition.

ANNEXES

Administrative Frame

Description	Unit value	Estimated Quantity	Total
Ream of paper	5.00 USD	3	15.00 USD
Photocopies	0.05 USD	300	15.00 USD
Printer's cartridges	30.00 USD	3	90,00 USD
Spiraling	4.00USD	8	32.00 USD
Binding	10.00USD	4	40.00 USD
Internet	1.00 USD	40	40.00 USD
Unforeseen	BN		50.00 USD

Human Competence

No	Personnel	Fellows
1	Researchers	Ruth Bazante and Mariela Noboa
2	Project Director	Designed by the Department of Languages
3	Project Co-director	Designed by the Department of Languages
4	Specialists	Professors of the E.S.P.E

TIMETABLE

ACTIVITIES	LENGHT OF TIME	START	END	RESPONSIBLES
Thesis plan presentation to coordination department	1 day	Fri. 03/08/07	Fri. 03/08/07	Students
Delivery of the report to the Academic Coordination department for the approval or denial	1 day	Mon. 06/08/07	Mon. 06/08/07	Academic Coordination Department
Notification to the students about the approval or denial of the thesis plan	15 days	Mon. 20/08/07	Fri. 07/09/07	Academic Coordination Department
Thesis theme approval	1 day	Mon. 10/09/07	Mon. 10/09/07	Students/Academic Coordination Department
Firs questionnaire application	1 day	Wed. 12/09/07	Wed. 12/09/07	Students
Second questionnaire application	1 day	Wed. 19/09/07	Wed. 19/09/07	Students
Collecting Data and data analysis	3 days	Thu. 20/09/07	Mon. 24/09/07	Students/ Thesis tutor
First presentation revision and delivery to the students for corrections	238 days	Tue. 25/09/07	Tue. 21/08/08	Thesis Tutor
Revision and delivery to the students for corrections	8 días	Mon. 25/08/08	Mon. 03/09/08	Students
Notification from Coordination Department to designate Session Degree Tribunal	1 day	Thu. 24/09/08	Thu. 24/09/08	Academic Coordination Department
Notification from the tribunal to the students	7 days	Thu. 25/09/08	Fri. 03/10/08	Academic Coordination Department
Delivery of Final Thesis to Academic Coordination	1 day	Mon. 06/10/08	Mon. 06/10/08	Students
Notification of the date for the thesis oral presentation	1 day	Thu. 08/10/08	Thu. 08/10/08	Academic Coordination Department
Firs oral thesis presentation	1 day	Thru.23/10/08	Thur.23/10/08	Students
Graduation Ceremony	1 day	Wed. 30/10/08	Wed. 30/10/08	Academic Coordination Department

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