THE EFFECT OF THEME-BASED INSTRUCTION ON WRITING AT THE
LANGUAGE CENTER OF THE UNIVERSITY OF NARIÑO

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ABSTRACT

This study investigated the effect of a theme-based approach on writing of a group of fifteen students. Participants were teenagers at a first-level course who belonged to the Language Center of the Linguistics and Languages Department at the University of Nariño. Students wrote a hundred-word paragraph. From these samples, seven errors were identified as the most common ones. Then, authentic materials were modified to focus student's attention on error correction. Later, another written activity was assigned and analyzed as the post test. The results demonstrated that the implementation of this approach in Pasto was successful because it enhanced accuracy on writing. Therefore, some recommendations are expressed for the audience to apply this approach effectively.

RESUMEN

En este estudio se investigó el efecto de "theme–based Instruction" en la habilidad escrita, el cual fue aplicado a un grupo de 15 estudiantes. Los participantes en esta investigación fueron jóvenes que pertenecían al primer nivel del centro de idiomas de la Universidad de Nariño. Esta investigación se desarrollo de la siguiente manera: los estudiantes escribieron un párrafo de 100 palabras. De estos escritos 7 errores fueron identificados como los más comunes. Luego, algunos materiales auténticos fueron modificados basándose en el tratamiento de los errores identificados anteriormente. Después de esto, otra actividad escrita fue asignada y analizada como "posttest". Los resultados obtenidos en esta investigación demostraron que la aplicación de esta metodología en Pasto fue exitosa ya que facilitó la precisión gramatical en la habilidad escrita. Por lo tanto, algunas recomendaciones son expresadas para las personas que estén interesadas en implementar esta metodología efectivamente.

INTRODUCTION

Due to the fact that content-based instruction (CBI) integrates language and content, there has been an increased interest over it in the last ten years. CBI in the USA and Canada has been proven to be a very effective approach in ESL immersion programs. This interest has now moved at EFL classrooms where teachers are discovering that their students find CBI appealing because they learn English using authentic materials, (Davis, 2003). Taking the previous into account, this research suggests the implementation of a model of CBI which is called *theme-based instruction.* In this approach, thematic instruction permits an enhanced acquisition of language because it establishes low anxiety environments for using the foreign language and presents a language-rich classroom which is focused on many aspects of a particular topic. Thus, theme-based instruction presents a variety of content-related activities in which students have opportunities to make connections between what they know and what they are learning.

CHAPTER 1: INTRODUCTION OF THE STUDY

This chapter presents a series of aspects associated to a quasi-experimental research. In consequence, topics like subject, title, the problem statement, justification, objectives, hypothesis and variables, as well as the reference framework will be introduced through this section.

Subject

Content-based instruction

Title

The effect of Theme-based instruction on writing at the Language Center of the University of Nariño, 2005

Description of the problem

Studying the theory of teaching English as a second or foreign language (TESOL), it was appealing to know that there are many ways to teach English using approaches like content-based instruction (CBI). This approach presents various models, among them, Theme-based instruction. This approach describes the use of authentic materials to teach a foreign language. Moreover, materials and activities are adapted to the proficiency level of students. However, research about the implementation of this approach at the University of Nariño had not been carried out to know

whether it was appropriate for the characteristics and needs of students and teachers of English in Pasto.

Problem Statement

Which is the effect of Theme-based Instruction on writing at the Language Center of the University of Nariño?

Research Questions

How can the theory of Theme-based instruction be applied at the Language Center of the University of Nariño?

How can the effect of theme-based instruction be assessed on writing at the Language Center of the University of Nariño?

Which were the limitations of theme-based instruction on writing at the Language Center of the University of Nariño?

Justification

The development of this research was innovative in this setting because previous work about CBI had been mostly realized in ESL settings, specifically in immersion programs. However, at the University of Nariño research about this topic had not been presented. Therefore, the development of this project provided information that drew the attention of English teachers as well as language students because CBI presents a different view of language teaching and learning. Then, this research offers the theory

required to apply this approach. This work also provides the information needed to know whether these principles were successful in the area of teaching and learning English as a foreign language, especially in the enhancement of accuracy in writing.

Objectives

General objective

To analyze the effect of content-based instruction on writing at the Language Center of the University of Nariño

Specific objectives

To apply theme-based instruction on writing at the Language Center of the University of Nariño

To assess the effect of theme-based instruction on writing at the Language Center of the University of Nariño

To identify the limitations of the application of theme-based instruction at the Language Center of the University of Nariño

Hypotheses and Variables

Hypothesis 1

Students from the Language Center who learned English as a foreign language through theme-based instruction improved their writing skills, especially accuracy.

Hypothesis 2

Students from the Language Center who learned English as a foreign language through theme-based instruction did not improve their writing skills, especially accuracy.

Variables

Improvement in the writing skill depends on the adequate application of theme-based instruction.

CHAPTER 2: LITERATURE REVIEW

Reference Framework

   Antecedents

   Although Content-based instruction has been used in ESL many years ago, this approach in EFL settings is relatively new. Nevertheless, Nanzan University which is located in Japan implemented CBI using workshops.

    According to Murphey (1997) participants were Japanese students ages eighteen to twenty-one. Although all the students had to take the course because it was part of the required program of English, the courses were especially effective for students who were planning to study abroad or those who were going to study English for more than a semester. The level of proficiency was varied. 10% of the students were fluent speakers, 50% of them had a bit of passive knowledge about English after six years of grammar translation courses. The rest of the group had different levels depending on experience with travels abroad and teachers who used English in their classes.

   The results obtained in this research were positive. Workshops were allowed to continue because administrators were not only convinced of the effectiveness of workshops but began to believe in the underlying rational of CBI.

However the author suggests that the specifics of each situation need to be taken into account to apply this approach.

Theoretical Framework

Historical background of content-based instruction

First of all, the definition of content-based instruction is presented to understand concepts related to this topic. According to Brinton, Snow and Wesche (1989) quoted by Halvorsen and Gettings (1995) "content-based instruction is the concurrent teaching of academic subject matter and second language skills", (A content-based course section, para. 1). On the other hand, Davies (2003) states that: "CBI is a teaching method that emphasizes learning about something rather than learning about language" (p. 1). Content-based instruction can also be defined as: "the teaching of content or information in the language being learned with little or no explicit effort to teach the language itself separately from the content being taught", (Krahnke, 1987; Richards and Rodgers, 2001, p. 204). Thus, during a content-based lesson students are learning about something which could be anything that interests them from a serious science subject to their favorite pop stars, news, stories or films. Students learn about a subject matter using the language they are trying to learn, while they are

acquiring knowledge about a topic and developing their linguistic abilities in the target language, (Peachey, 2005).

Although these authors in general define the term in a similar way, there is a doubt about whether CBI corresponds to a method or to an approach. For some authors like Richards and Rogers (2001), Snow (2001) or Brown (1994) CBI is an approach while for other authors like Davies (2003), Halvorsen and Gettings (1995) or Reilly (1998) CBI is defined as a method. Nevertheless, this research takes the term as an approach due to the fact that it presents *theory of language* as well as *theory of learning*. In the first theory, CBI employs the language as a vehicle for learning content in which the four skills (listening, speaking, reading and writing) are emphasized to express different purposes of the language which can be vocational, social or recreational. In the second theory, a language is more effectively learned when people use it as a means of acquiring information, not as an end in itself. As a result, the information or subject matter has to be interesting, useful, and guiding to a desired goal. It means that the topics address the needs of students and are built on the previous experienced of them, (Richards and Rodgers, 2001).

On the other hand, the word *content* is explained to know the meaning of the term in this approach.

As Snow (2001) affirms, the word content refers to the use of subject matter which includes topics or themes based on students' interests, needs in an adult EFL setting or the subjects that students are currently studying in their elementary school classes.

Having explained these aspects related to CBI, the contributions of some authors are revised to provide the rationale of this approach.

Snow (2001) affirms that CBI draws its theoretical support from a variety of resources that include second language acquisition, cognitive research, and work in educational and cognitive psychology. Then, Krashen (1982) quoted by Crandall (1994) suggests that a second language is more successfully acquired when the conditions are similar to those present in first language acquisition. Thus, Krashen (1995) explains that these similarities include *subconscious process* and *comprehensible input*. The first term means that language learners are not usually aware of the fact that they are acquiring a language, but they are aware of the fact that they are using the language for communication. The second concept means that content must be understandable and linguistically somewhat beyond the

current proficiency of learners. Therefore, he explains why it is practically impossible for someone to acquire a second or foreign language merely by listening to the radio, unless the acquirer speaks a very closely related language. For this reason, simply being a native speaker of a language does not qualify one as a teacher of that language. Conscious and extensive knowledge of grammar does not make one a language teacher, either. Thus, an essential characteristic of a good teacher is to make input comprehensible to students, regardless of the teachers' competence in the target language. Some ways to collaborate in this aspect are: slower rate and clearer articulation which help acquirers identify word boundaries more easily, and allow more processing time. More use of high frequency vocabulary, less slang, fewer idioms, syntactic simplification, and shorter sentences also help make input comprehensible. Then, Richards and Rodgers (2001) mention that the discourse that results from these simplifications is called *foreigner talk* which involves modifications in the language that teachers use to make the content more comprehensible to their students. Thus, Swain (1985, 1993) cited by Snow (2001) affirms that in order to develop *communicative competence*, learners must have extended opportunities to use the second or foreign language

productively. As a consequence, in addition to receiving comprehensible input, learners must produce comprehensible output. In other words, explicit attention must be paid to the productive language skills of speaking and writing.

Taking into consideration those aspects of a language, Krashen (1995) proposes the use of subject matters for language teaching, using the second language as a vehicle, as a language of presentation and explanation. It means classes in which non native speakers participate as students, and teachers make some linguistic and cultural adjustments in order to help students understand the target language. Therefore, the subject matter must present some characteristics such as: *comprehensibility* which means that subject matter teaching will be used for acquisition only to the extent that it is comprehensible. Some subject matters are more useful to teach English than others depending on student's proficiency. For this reason, Krashen (1995) based on Candzen (1979) points out that mathematics is ideal for teaching in an imperfectly acquired L2 because there is a limited vocabulary, less demand of interaction than in some other subjects, and considerable extra-linguistic support aids comprehension. However, students with more second language proficiency could handle a subject matter that is more displaced in time and space such as literature and

history. The subject matter may not always be interesting, but it has to be relevant. Subject matter affords a good chance of meeting the *forgetting principle* which indicates that students are more focused on what is said rather than how it is said.

On the other hand, Snow (2001) states that content-based instruction receives support from socio-cultural approaches of the work of Vygotsky who proposes the *zone of proximal development* and the *inner speech*. According to Gibbons (2003) based on Vygotsky (1978) the Zone of proximal development refers to the distance or the cognitive gap between what a learner can do independently and what she or he can do in collaboration with a more competent other. Stoller and Grabe (1997) define inner speech as "internally directed speech as problem solving and rehearsing strategies" (p. 7). Furthermore, Vygotsky quoted by Snow (2001) explains that the inner speech can be effectively realized in content-based settings because students have opportunities to negotiate not just language, but content as well, in increasingly complex ways.

Later, Grabe and Stoller (1997) explain the support for CBI from educational and cognitive psychology based on the research of Anderson in *cognitive academic language learning* (CALLA). He affirms that teaching approaches that combine

the development of language knowledge, practice in using that language, and strategy training promote independent learning. According to the theory of this author, skills and knowledge follow a sequence of stages from a *cognitive* and *associative stage* to an *autonomous one.* In the first stage, students notice and attend to information in working memory; typically these people are learners engaged in solving basic problems with the language and concepts they are encountering. In the associative stage, errors are corrected and connections related to declarative and productive knowledge are strengthened; the knowledge and skills are emphasized. Finally, in the autonomous stage, performance becomes automatic, requiring little effort, and it is well integrated within a strong network that activates additional information through spreading activation.

 According to Snow (2001) based on Anderson (1990) another area of cognitive psychology that provides support for CBI is *depth-of -processing research.* It explains that when learners are exposed to coherent and meaningful information and have opportunities to elaborate the information, their linkages become more complex and recall is better. According to Stoller and Grabe (1997) another support of cognitive psychology is on the *discourse comprehension processing research*. With this research, the

author explains that more coherently presented information, thematically organized, is easier to remember and leads to improved learning. Moreover, motivation, positive attributions, and interest are critical factors that support students' success because challenging informational activities help them learn complex skills.

Snow (2001) based on Bereiter and Scardalia (1993) proposes the *nature of expertise*. It refers to a process in which learners reinvest their knowledge in a sequence of progressively more complex problem-solving tasks. It means that as learners are exposed to increasing complexity in learning activities, learning improves and they develop intrinsic motivation. They seek connections between sets of information, acquire relevant skills to accomplish tasks, and become increasingly more adept at problem solving.

On the other hand, discussing about proficiency, Reilly (1988) based on Cummins (1979-1981) argues that individuals develop two kinds of language proficiency. The first kind of language proficiency is called *basic interpersonal communication skills* (BICS) which is composed by the skills used in interpersonal relations or informal situations. The second one is the *cognitive academic language proficiency* (CALP) which is the kind of language proficiency required to

make sense of, and it is used in less contextualized situations.

Other support for CBI comes from *cooperative learning* which uses small groups where students work together to facilitate their own and each other's learning. The teacher gives the instruction and they work through the assignment until all members understand and complete it.

The use of cooperative learning helps develop some positive aspects such as interdependence, and face-to-face interaction. In addition, it makes each member a stronger individual, and requires interpersonal and small group skills.

Cooperative learning also permits group processing. It means that group members discuss how well they are achieving goals and maintaining effective working relationships (Cooperative Learning, n.d).

In cooperative learning, the most common activities are jigsaw tasks. According to Aronson (n.d), the following are steps to implement a *jigsaw activity*.

The teacher divides the class into 5 or 6 people in each jigsaw group. These groups should be varied in gender, ethnicity, race, and ability. Each group has a leader. This person is in charge of discipline, use of the target language in the group and the fulfillment of the activity.

The lesson is also divided into 5 or 6 segments. Each student is assigned one part, but the teacher must be sure students have access only to their own segment.

The teacher gives students time to read their section at least twice and to become familiar with it. But, there is no need for them to memorize it. Then, the teacher forms temporary *expert groups* by having one student from each jigsaw group join other students assigned to the same segment. So, the teacher gives students in these expert groups time to discuss the main points of their segment, and to rehearse the presentations they will make to their jigsaw group.

The students come back to their jigsaw groups. Then, each student presents her or his segment to the group. At this time, the teacher needs to encourage others in the group to ask questions for clarification.

At the end a quiz on the material makes students realize that these sessions are not just fun and games but really count.

Having explained these principles and the influence on CBI, it is useful to describe how the role of teachers, learners and materials are seen through this approach.

This approach anticipates a change in the typical role of language teachers. In CBI, according to Wilcox (1997) the

role of teacher is not to teach using textbooks or lectures, it is engaged students in open-ended tasks that enhance observation and problem solving. Then, there are some aspects to take into account by a teacher such as simplification of input, the contextualization of new language, the sequencing and recycling of concepts.

On the other hand, the teacher needs to take into account that the pedagogy in CBI includes the whole language approach, experiential learning, process writing, cooperative learning, heterogeneous grouping, active teaching, alternative assessment techniques, the integration of language and content, and use of both L1 and L2 in the classroom. Taking into account the use of L1 (student's first language), Halvorsen (1995) affirms that it is sometimes adequate to use the students' first language to clarify anything they did not understand because L1 makes students feel more comfortable when requesting clarification. Although students ask in their first language, the teacher answers in English.

In addition, Richards (1987) cited by Wilcox (1997) proposes *a macro approach* and *a micro approach*. In the first one, the teacher needs to take into account the context of the class for decision making, planning, and the use of a variety of teaching styles to suit the situations. In the

second one, assessment, lesson planning, preparation and evaluation of materials, student assessment, and giving and accepting feedback are considered.

Instructors in CBI must also be proficient in language teaching as well as in the subject matter (Stryker and Leaver, 1993; Richards and Rodgers, 2001). Brinton et al. (1989) cited in Richards and Rodgers (2001) affirm that teachers are asked to view their teaching in a new way, from the perspective of contextualizing their lessons by using content as the point of departure. Moreover, teachers must take learners' needs as the central point around which the second language curriculum, materials and teaching practices are based on.

Besides, Stryker and Leaver (1993) quoted by Richards and Rodgers (2001) suggest some essential skills for any CBI instructor. Varying the format of classroom instruction, using group work and team building techniques, organizing jigsaw reading arrangements, defining the background knowledge and language skills required for students success, helping students develop coping strategies, using process approaches to writing, using appropriate error correction techniques, and developing and maintaining high levels of student esteem, these aspects must be taken into account for a language teacher to apply CBI.

On the other hand, one goal of this approach is for learners to become autonomous so that they can understand the learning process and take charge of own learning from the very start (Stryker and Leaver, 1993; Richards and Rodgers, 2001).

However, according to Kinsella (1997), when students are enrolled in a content class, there are some problems that do not permit effective instruction and learning. These problems can be produced by a lack of background knowledge, inefficient or nonexistent academic strategies. The author affirms that: "the more we are able to specify strategies and skills employed by effective learners, the more we will be able to successfully instruct and guide novice learners.", (p. 54). Thus, she proposes some strategies to activate the learner language strategy, to pre-read a textbook chapter, to use flashcards to learn vocabulary, and to employ self-assessment.

In CBI materials that facilitate language learning are the ones that are used with the subject matter of the content course. Then, it is recommended these materials be authentic. Authentic material according to Jordan (1997, p. 113) citied by Kilickaya (n.d) refers to the texts that are not written for language purposes, for example: real

magazine articles, newspaper reports, advertisements, cookies recipes, horoscopes, etc.

These kinds of materials are significant because they increase students' motivation for learning, and make the learner be exposed to real language, (Guariento & Morley, 2001, p. 347; Kilickaya, n.d). Then, the author affirms that authentic materials which provide information about culture are closely related to learner's needs and permit a more creative approach to teaching. However, some materials contain difficult language, unnecessary vocabulary or complex language structures. Therefore, they may need modification in order to ensure comprehensibility which may mean linguistic simplification or adding redundancy to text materials, (Richards and Rodgers, 2001).

Syllabus design in content-based instruction

Many syllabi focus its attention on learning grammatical rules. However, when learners need to use that knowledge, they do not know what to say in particular cases because they must choose what should be said or how to interpret the information they receive. So that, Eskey (1997) affirms: "in real language, use speakers do not begin with a list of either forms or functions that they wish to produce, but with a subject that they happen to be

interested in and would like to learn more or say something about" (p. 136).

Therefore, when learners acquire new knowledge it is necessary to relate new information to what they already know (Schemata). In addition, before they can manage a subject, they need to acquire what Grabe (1986) quoted by Eskey (1997) has called a *critical mass* of information on that subject. This term refers to sufficient information to handle with a topic.

However, before the learner understands content in the target language, s/he needs to comprehend most of the structures and words that the speakers use. For this reason, linguistic forms and functions are necessary and important aspects in CBI, but they are not ends in themselves. In other words, language is simply something to explore content with. Grammatical forms and functions are means of achieving communicative goals which can be comprehension or production of information about a subject they are interested in. So, negotiation of meaning is required to understand the topic (Eskey, 1997).

Assessment in content-based instruction

In CBI assessment plays an important role because it permits to make decisions about individual students and to evaluate the effectiveness of the program. It is necessary

to clarify that theme-based instruction is focused on language skills and functions rather than mastery of the content material. Therefore, when the teacher makes tests, it is imperative to remember that language as well as content objectives need to be tested.

Bachman and Palmer (1996, p 18) quoted by Cushing and Jensen (1997) proposes six qualities of tests in content-based assessment. In these characteristics of a CBI test are found: reliability, validity, impact, practicality, authenticity and interactivity.

A test is *reliable* when the same source applied under similar circumstances shows the same results. To avoid problems, it is necessary to define the skills to be tested, to present the scoring procedure, to give clear items, to choose items that measure the skill that it is supposed to assess.

Construct validity refers to the process of determining whether the test measure what it is supposed to measure. In CBI, the balance of language/content is critical in assessing the validity of interpretations based on test scores. So, if the primary focus of instruction is language rather than content, the same must be reflected in assessment.

Impact refers to the effect of tests on individual and institutional levels. In addition, for teachers it gives formation about individual students and about the curriculum. At the institutional level, tests produce washback which can be negative or positive. *Negative washback* occurs when there is a mismatch between the stated goals of instruction and the focus of assessment. *Positive washback* happens when a test task requires the same language promoted in the classroom. So, there is a match between what is taught and what is tested.

A test is *practical* when it is not so expensive, stays within time constraints, is easy to administer, and the scoring procedure is specific and time efficient.

A task is *authentic* when it has real world language tasks. So, these tasks require students to process and produce language associated with content that has been dealt with in class.

Interactive tests are those in which the test taker is involved in the accomplishment a test task, (Cushing and Jensen, 1997).

On the other hand, CBI corresponds to an approach that has various models. This section presents a brief explanation of them.

The models of content-based instruction

According to Met (1998) quoted by Snow (2001), the models of CBI are the following:

Immersion education is the prototypical content-based approach. In this kind of education, students receive the majority of their schooling through the medium of their second language.

In *Content-enriched foreign language in the elementary school,* teachers meet with elementary school children to select or reinforce subjects from the standard school curriculum for approximately 20 to 30 minutes, several times per week.

Theme-based model is a type of content-based instruction in which selected topics or themes provide the content from which teachers extract language learning activities.

Sheltered model in this model limited-English-proficient students take a content course in an understandable second language to them.

Adjunct model occurs when students are currently enrolled in a language class and a content course where they share the same content but with a different emphasis. In the content course the teacher is focused on the content, and in

the language course the teacher is focused on the forms of the text.

Nevertheless, according to Richards and Rodgers (2001) there are two more models.

Team-teach approach is a variation of the adjunct model where the same course is shared by two teachers, a subject teacher and a language teacher, with a same group.

Skills-based approach is characterized by a focus on a specific academic skill area (e.g., academic writing).

Furthermore, other approaches that have similarities with CBI are described to differentiate them.

Computer-based instruction applies CBI principles because it provides opportunities to facilitate comprehensible input. In addition, it is contextualized, provides an authentic environment, and real audiences for students. It combines step-by-step computing instructions and the learning of discrete computing applications to complete content projects. The English language and computer skills used are complemented and reinforced in the service of learning content.

Vocational English as a Second Language (VESL) and CBI have aspects in common because VESL refers to language instruction that is related to finding a job, maintaining a job, and advancing on the career ladder. So that, the

learner acquires knowledge about work related language and content like in CBI, (Wong, 1997).

CBI and *English for Specific Purposes* (ESP) have some similar characteristics such as the need to use the genuine discourse from the real world in the language class, and that both use the language in meaningful activities focused on content rather than on language. But, they have differences such as CBI has been used in ESL settings to teach all the audiences using a multiskill approach and it has promoted research especially on pedagogy. In contrast, ESP has been carried out in EFL settings where the audience is composed by adults that want to know about a science or technology, so the emphasis is mostly on reading text books. Moreover, ESP has realized research only about the texts they use (Johns, 1997).

Writing in Content-based instruction

According to Olhstain (2001) writing is the way by which a person communicates messages to a reader. Therefore, the writer must be aware of the audience that will read the text. In addition, because of the lack of immediate interaction among readers and writers, the written text must be clear, relevant, truthful, informative, interesting and memorable. Thus, to obtain an appropriate text, the writer

needs to take into account linguistic accuracy, clarity of presentation, and organization of ideas.

On the other hand, writing has suffered some changes through the development of new tendencies and needs. Thus, Kroll (2001) affirms that prior to the mid 1960s the *traditional paradigm* consisted on the evaluation of the final product without taking into account the strategies and processes involved in the production of a text.

In the 1960s a model for ESL composition was based on Fries' Oral Approach. However, the written text was only a way to reinforce language rules controlling the writing task to avoid errors.

In the late 1960s Janet Emig proposed the technique of *think aloud* which consisted on analyzing how the writer produces a text.

Later, another view of the writing process was established which was called the *process approach* or the *process classroom*. This approach consisted on a writing course about general academic writing or personal writing that was linked to a content course in charge of other instructor. In addition, the writer made drafts and received feedback from the teacher or from his or her peers. Thus the writing process changed from a focus on form to a focus on the writer.

In the mid 1980s the approaches were focused on content-based instruction and reader dominated approach. It established the integration of earlier tendencies of writing with the new ones.

After revising the history of writing, the activities start incorporating morphological aspects of the language to continue with the discourse level. So, in advanced tasks the students are focused on accuracy and content of the message.

Therefore, some specifications for the teacher and the student to cope successfully with writing tasks are suggested by Olhstain (2001). These specifications include task description, audience description, format cues, linguistic cues, and spelling and punctuation.

Task description specifies the goal of the task and its importance.

Content description presents the content areas that can be significant to the task.

Audience description guides students to understand the intended audience, their background, needs, and expectations.

Format cues help learners to organize the structure of the written product.

Linguistic cues help students to select the appropriate grammar and vocabulary.

Spelling and punctuation help learners to pay attention to spelling rules, and the use of acceptable punctuation and capitalization conventions.

On the other hand, there are many tasks that can be applied to students depending on their level or need. Olhstain (2001) proposes some writing activities like practical writing, emotive writing and school-oriented tasks.

Practical writing tasks include lists of things to do, list of things done, shopping lists, notes and messages. The first list is useful to practice verb base forms and reinforce sound-spelling correspondence. On the other hand, the second one is composed by lists of things done help review regular past tense formation, spelling and punctuation. Shopping lists provide the opportunity to practice the plural endings of countable nouns, and the use of quantifiers. Notes and messages permit students to practice brief and simple sentences with proper punctuation and a meaningful message.

Emotive writing tasks refer to personal writing. It includes letters to friends, personal journals and diaries. Letters allow students to use limited structures and vocabulary knowledge while journals and diaries permit the students demonstrate proficiency in the language.

School-oriented tasks permit students to practice linguistic accuracy and message-transmission. It is composed by writing assignments, summaries, answers to questions, and essays.

Another useful tool to teach writing is the use of readings in writing because it provides models of what English language looks like. In addition, it helps use skills as summarizing, paraphrasing, interpreting and synthesizing. In addition, a non-proficient reader cannot become a proficient writer, (Kroll, 2001)

On the other hand, Kroll (2001) proposes some techniques to develop the writing skill.

Brainstorming is often a group exercise in which all students in the class are encouraged to participate by sharing their collective knowledge about a particular subject.

Listing can be a quiet and essentially individually activity in which students are encouraged to produce a list of all the main ideas and subcategories that come to mind as he or she thinks about the topic at hand.

Clustering begins with a key word or central idea placed in the center of a page around which the student jots down all of the free-associations triggered by the subject matter, using words or short phrases.

In *Freewriting,* students write for a specified period of time without taking the pen from the page.

On the other hand, Frodersen, 2001 mentions many ways to deal with error detection and correction techniques in writing.

In a text with different types of errors, students identify them and correct them.

Some sentences with the same type of errors they identify and correct it.

Teacher feedback on writing

Feedback means comments or information learners receive on the success of a learning task, either from the teacher or from other learners, (Richards, Platt J & Platt H). This information can be provided in a direct or indirect form. However, *indirect feedback* is more useful than *direct* one because students are involved in the correction. It includes putting a check in the margin of the lines when errors occur, underlining or highlighting selected errors, and coding errors. However, teachers should not give feedback on all errors in one piece of work because it can overwhelm students. They need to select what errors need more attention. With drafts the student can know his/her errors and has the time to find out and correct them.

Feedback in a writing task can be oral or written. In the *oral teacher feedback*, she or he gives a conference of about 15 minutes with the student to decipher misunderstandings.

Another type of feedback is *Peer response* in which students work in groups of four or five people where each of them read his/her paper and listen to the group reaction. It is also possible to use a short list of questions so the students read their papers and they or other person answer the questions grammatical forms or organization of the content.

In addition, Kroll (2001) proposes the *evaluation criteria* so that the student knows in advanced how the assignment will be judged.

Conceptual framework

In this research the organization of content resources and the selection of appropriate language learning activities of a theme-based approach are taken from the point of view of Stoller and Grabe (1997) who present a six T's approach which involves themes, topic, text, threads, tasks and transitions.

Themes are the central ideas that permit the organization of major curricular units. Those themes are chosen to be related to the needs and interests of students,

institutional expectations, program sources, and teacher abilities and interests.

Texts are content resources from which it is possible to establish the basic planning of themes units. Text selection will depend on: the interest of students, relevance, and instructional appropriateness which provide a set of guidelines for determining text selection. Format appeal, length, coherence, connection to other materials, accessibility, availability, and cost are also taken into consideration.

Topics are the subunits of content from which specific aspects of the theme are drawn. Those topics complement the interests of students, content resources, teacher preferences, and larger curricular objectives. In addition, topics are planned to produce coherence for the theme unit and to provide opportunities to explore both content and language.

Threads are connections across themes to create greater curricular coherence. They are abstract concepts (e.g., responsibility; ethics, contrasts, power) that provide means for linking themes, for reviewing and recycling important content and language across themes, and for revisiting selected learning strategies. There can be a number of aspects that link thematically different content and provide

opportunities to integrate information for language and content perspectives.

Tasks are basic units of instruction through which daily classes are focused on. These activities and techniques are useful for content, language, and strategy instruction in language classrooms (e.g., activities for teaching vocabulary, language structure, discourse organization, communicative Interaction, study skills, academic language skills). Moreover, tasks are designed according to the texts being used.

Transitions are actions which provide coherence across topics within units and across tasks within topics. Transitions generate links across topics and provide possibilities for new tasks and topics within a theme unit.

 However, before implementing theme-based instruction, there are some considerations that have to be taken into account.

Planners need to pay attention to student's needs, institutional expectations and objectives, resource possibilities, and teacher preparation. These aspects permit determine the content, language and learning skills that students will be focused on.

Administrators need to identify whether the curriculum is determined by the institution or by teacher and students needs.

Teachers need to keep content and language in balance. In CBI, content and language are equally important. As a result, it is necessary to find a balance between sufficient and excessive tension to promote student involvement and engagement with the content.

The designer needs to consider the number of theme units and time required to develop each one. Moreover, they need to pay attention to content and language learning objectives and the time to fulfill these objectives. Moreover, there are many aspects to aboard in a topic, so it is not necessary to overwhelm students with too much information about an issue.

Planners need to be aware of their own responsibility to CBI and its objectives.

Designers have to remember that content as well as language need to be assessed in the appropriate way (Stoller and Grabe, 1997).

Contextual Framework

Nature of the Language Center at the University of Nariño

The language center belongs to the Linguistics and Languages Department at the University of Nariño. In the general objectives, this institution pretends:

To open courses that permit to acquire knowledge about foreign, native and indigenous languages using the language studied to communicate culture, science and technology.

To promote innovative pedagogy in the field of languages through experimental research, this work will be realized by teachers or students that belong to this department.

On the other hand, the Language Center presented the following specific objectives:

To enhance the knowledge about foreign, indigenous or native languages of students from the University of Nariño or from other institutions

To offer foreign language courses to children taking into account their characteristics.

To offer courses of foreign, native or indigenous languages to professional and public in general.

Vision of the Language Center

The Language Center is an academic institution that implements innovative methodologies through the application of experimental research. Besides, this center aims to give students excellent academic knowledge about foreign, indigenous or native languages and space to practice the language. Consequently, students will have more social and culture opportunities.

Mission of the Language Center

The Language Center has the mission of promoting learning of foreign, indigenous and native languages. Therefore, this center contributes with intercultural and scientific instruction.

Definition of Terms

Content-based instruction

It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content, (Krahnke, 1987; Richards & Rodgers, 2001).

Theme-based instruction

It refers to a language course in which the syllabus is organized around themes or topics, (Richards and Rodgers, 2001).

Comprehensible input

It means the understandable exposure that learners need for learning, (Gass and Selinker, 1994).

Comprehensible output

It refers to the language produced by learners, (Gass and Selinker, 1994).

Authentic Material

Authentic texts are texts that are not written for language teaching purposes, (Jordan, 1997; Kilickaya "n.d").

CHAPTER 3: METHODOLOGICAL ASPECTS

Population and Sample

Population

The population of this research was composed by fifteen students who belonged to a first-level communicative course at the Language Center of the University of Nariño.

Sample

The sample of this study was composed by a group of 15 students who belonged to the first level of English at the Language Center of the University of Nariño.

Design and Research Type

Design

The design of this research consisted of a quasi-experimental research. For this reason, it was decided to apply a pretest, a treatment and finally a post-test to the established group following this design: G1 01 X 02

Research Type

The type of research of this work consisted of the application of a pre-test to know the level of proficiency of a specified group of students who belonged to the Language Center of the University of Nariño. Later, this group received English classes focused on the theme-based approach. Later on, these students took a post-test to know the effect of this approach, (Quasi-experimental research).

Subsequent to this process, the information obtained was analyzed to determine whether or not the application of this approach enhanced the conditions for learning English as a Foreign Language, (Descriptive Research).

Data Gathering Procedure

In the first part of this research, the information obtained corresponded to secondary sources. This bibliographic information was used to clarify the principles of Content-based instruction. In a subsequent stage, the results presented in pre-test and post-test were used to analyze the effectiveness of this approach in an EFL setting.

Data Analysis

The results presented in this chapter correspond to thirty texts written by fifteen students at the Language Center of the Linguistics and Language Department of the University of Nariño.

The first fifteen texts belong to the pre-test for which a series of questions were suggested (see appendix A). Then, students were asked to choose one of those questions and to write a one-hundred words paragraph. After determining the most common errors students presented writing in English, seven modified authentic materials were prepared. Every material was adapted to deal with one of the

seven errors students presented in the pre- test. After that, another writing exercise was applied. In this case, it corresponded to an activity in which the students were asked to write a one-hundred words paragraph which included information about their past and present life (see appendix B). These writing exercises corresponded to the post-test. From those texts, the implementation of theme-based instruction in writing was analyzed.

The pre-tests as well as the post-tests were corrected using seven coding errors proposed by Kroll (2001): *missing word (^), punctuation (p), spelling (sp), take it out (/), verb tense (vt), word order (wo) and wrong word (ww).*

TABLE 1. Number of errors in the pre-test

Type of Errors	Number of Errors
Missing Word	67
Punctuation	135
Spelling	46
Take it out	93
Verb Tense	33
Word Order	35
Wrong Word	64

Table 1 shows the seven coding errors found and the number of times they occurred within the texts. This

information gives a total of 473 errors found which corresponded to the pre-test. To have a clearer idea about this, graphic 1 identifies the percentage every coding error had and presented some examples to show the error, (see Appendix C).
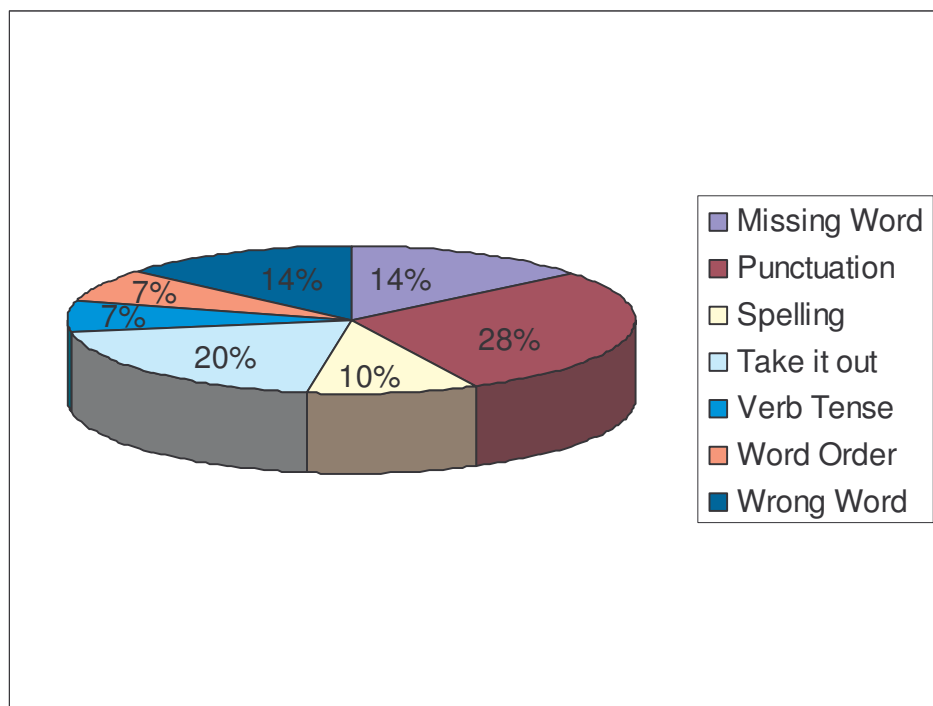

Fig. 1 Pre-test

As can be seen in graphic 1, in the majority of cases, the most common error was *punctuation*. It is found that many students do not write any kind of punctuation as commas, periods or semicolons to separate sentences or change from one idea to another. In addition, there was a lack of knowledge about the use of connectors to give flow to the

text. The only two connectors used were "*also*" and "*too*"; however, they were not used with the right punctuation or meaning. For this reason, in some cases the texts looked disorganized and they were difficult to understand o or to get the main idea in them.

The most common errors found in the category of *take it out* (i.e., a word or words students were supposed to suppress) seemed to happen with the definite article "*the*", the verb "*to be*", the preposition "*to*", and the indefinite article "a".

The article "the" tended to be used following the rules of the mother tongue. In other cases, it was found redundancy in the texts especially in descriptions about places where students write a complete sentence to talk about one thing and write again the same sentence to talk about a second thing. For instance: *I like the soccer, I like the basketball and I like the volleyball.*

In some cases, students wrote the verb "to be" as an auxiliary to conjugate other verbs. Some of them confused the transitive verbs with intransitive verbs. Then, they used the particle "*to*" as a required complement of verbs that need it in Spanish.

The particle "a" was overused because many students used it without taking into account whether the following word was a plural or an adjective.

On the other hand, in the *missing word* (i.e., a word or group of words needed to be inserted) category, some students wrote sentences in which the subject, articles or verb were omitted such as: *I listening reggaeton, rock, pop and salsa*. In some cases, they did not write the article "the" when it was necessary. In addition, they forget the use of "a" or "an" when they were writing about professions or a countable noun.

Errors in the *wrong word* category were possibly produced because some students just knew one meaning of a word, so they tended to generalize the meaning of words. In addition, the use of false cognates, the lack of differentiation between countable and uncountable nouns as well as the use of articles seemed to be common errors in this part. Moreover, many students confused the possessive adjective and used it without taking into account the person they were talking about, for example: *He likes playing football and your favorite subjects are philosophy and math*. Another aspect found here was that when students did not know how to write a word in English some of them wrote it in Spanish. It is clear that the L1 causes interference when

learning the L2 and learners use it as a strategy to supply their lack of knowledge instead of approaching the problem differently; for instance, using a dictionary, the textbook or asking the teacher.

In spelling errors, many students omitted or added letters in a word, for example: *She is fourty six years old.* In addition, the omission of plurals was frequent. Some students write the words like they sound.

Again, a big influence of the first language in English was found in the *word order* (i.e., the syntax of words is not correct) category because they tended to translate in an exact way from Spanish to English. Therefore, it affected adjective-noun order, and subject-verb structure. For example: she is studying at the school San Felipe Neri

In the *verb tense* category, some students seemed to forget the subject-verb agreement especially in third person. In addition, other students did not use the gerund form when they were using verbs like *hate, love, like* or *enjoy*. For example: *My sister work in a gas factory.*

TABLE 2. Number of errors in the post-test

Type of Errors	Number of Errors
Missing Word	9
Punctuation	3
Spelling	15
Take it out	14
Verb Tense	14
Word Order	4
Wrong Word	16

After applying the experiment, another exercise was applied. In this case, it was taken as post test from which the results about the effect of theme based instruction were provided, (see Appendix D).

As table 2 presents there was an evident decreased in the number of errors committed. These texts provided a total of 75 errors.
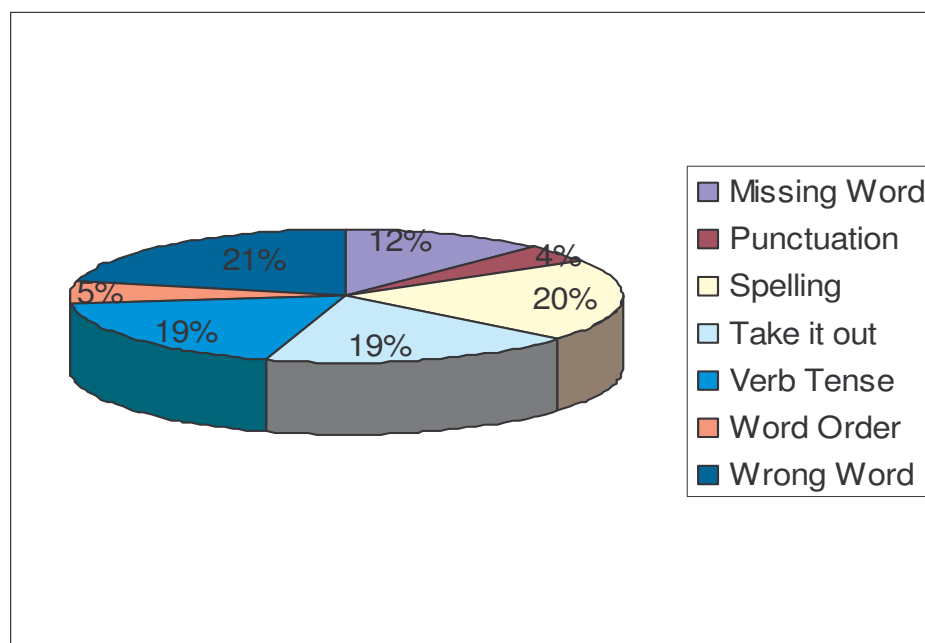
Fig. 2 Post test

However, as shown in graphic 2 the most common error in this case was *wrong word.* They used words that are not appropriate for people but for events such as: *I'm very friendly and merry.* In some cases, they know one basic meaning of the word and use it without knowing that it refers to another thing or that there is a more appropriate word. The grammatical category of words tended to be a problem because they used *nouns* instead of *verbs.* The use of *articles* for some students continued to be a problem. On the other hand, the use of some connectors seemed to confuse students because some of them change the meaning of connectors.

Spelling was the second most common error. It may be produced by a lack of attention to double consonants, countable nouns, plural nouns, unnecessary double consonants or the omission in the last consonant. For example: *my fhather has a pharmacy.*

The *Take it out category* showed in the posttest that few students continued adding or using the definite article "the" as they do in Spanish, e.g. they use it to talk about kinds of music: *I love the salsa music and the reggaeton*. In few cases, they used the indefinite article "*a*" talking or writing about plurals. In other cases, the preposition "*of*" was used such as: *I played with my friends and study a lot of in the school*

In the *verb tense category*, some students did not take into account the tenses, and did not conserve the gerund form after some verbs, such as: *I like watching TV and red books*

In *Missing word,* few students did not conjugate the verbs and continued writing professions without the indefinite article, "*a*" or "*an*", for instance: *My mother is secretary.*

The *Word order* category was the second less common error. The only problem is the Anglo-Saxon possessive and

the adjective-noun order, for example: *I'm a person very happy*.

In contrast to the first texts, students used punctuation when writing the second set of compositions, which made the content of texts easy to understand even when *students* did not use the necessary connectors to join or separate sentences. Thus, in this case punctuation errors presented the smallest number of errors.

CHAPTER 4: RESULTS

Results

This research was carried out in a group of fifteen students who are enrolled to a pre-intermediate English course. The course was carried out at the Language Center of the Linguistics and Languages Department at the University of Nariño. This group developed a writing exercise whose topics were chosen form a list, (school oriented task). Those texts were a hundred-word paragraph from which the most common errors were grouped in categories and analyzed. The treatment was based on seven chosen articles whose purpose was to correct those errors (see appendix E, F, G, H, I, J and K). After the application of that, a second writing activity was assigned. In this case, the intention was to know if the experiment would yield positive or negative results on accuracy. Therefore, after the analysis of data obtained from the post test, it is possible to express that the implementation of theme based instruction presented positive results with the group of students at the Language Center.

Research question 1

How to apply the theory of Theme-based instruction at the Language Center of the University of Nariño? The theory of theme-based instruction was applied at the language

center of the University of Nariño through the use of seven authentic materials taken from the Internet. However, as some materials contained complex language, needless vocabulary and complex language structures, they needed modification in order to guarantee comprehensibility using linguistic simplification or adding redundancy to those materials (Richards and Rodgers, 2001). The treatment was based on student's needs, background, previous knowledge and level of English. The first exercise was school-oriented, but the second one was emotive writing. However, the most relevant characteristic to take into account to modify materials was to focus the students' attention on the different errors that they presented in the pre test.

Research Question 2

How to assess the effect of theme-based instruction on writing at the Language Center of the University of Nariño?

The effect of theme-based instruction on writing at the language center of the University of Nariño was assessed through the use of free writing exercises. The first written texts were taken as pre-test. Those were taken from a list of topics in which the student had the opportunity to choose what she or he liked most. Later, after the implementation of materials which were focused on each correction code, another free writing exercise was assigned. In this case, it

was taken as post-test because it permitted to appreciate whether the students' texts improved or not. The topic of this writing exercise was a biography.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After the analysis of the pre-test and the post-test, it is possible to affirm that theme-based instruction can enhance writing skills, especially accuracy in an EFL setting.

This approach offers an integrative view of teaching because learners study English while they are acquiring knowledge about other topics. So, when students are reading or performing a task, they acquire vocabulary and rehearse grammatical structures without having to resort to traditional instruction in grammar or vocabulary which includes explicit grammar explanations and the presentation of words and their translation.

Theme-based instruction presents the language teaching and learning process as a whole so that there is emphasis on the communicative function of language, in this case writing. In addition to this, this approach increases the knowledge of both content and the foreign language.

Content is the point of departure; so, the learning of English became interesting and motivating due to the fact that students were eager to read and to perform a task about famous people. CBI provides content to which learners can easily relate and that enhances their motivation.

The language teaching is integrated which means that there is interest in the development of the four skills (listening, speaking, reading and writing) as well as the improvement of the study skills (e.g., note taking, summarizing and extracting information). On the other hand, with the use of the seven authentic materials, learners improved thinking skills (e.g., re-evaluating and restructuring information) which can be applied in other subjects. In addition to these skills, theme-based instruction permits the development of collaborative skills because of the use of group work in different tasks.

The different models of CBI provide students and teachers with the opportunity to choose the model that best fulfills their interest. Taking into account the characteristics of the Language Center and of the general setting in which learning takes place, the most appropriate model of CBI was theme-based instruction. In order to choose this model the policies of the educational system in our country were also considered since some models require additional efforts on the part of institutions and they are not very likely to be made in Pasto or Nariño.

Students use the vocabulary learned in the course in their own writing exercises. Then, they did not base his/her texts on the dictionary which contributed to reducing the

number of errors made. When students used the words, they knew their meaning and they were able to make informed choices instead of using words from the dictionary incorrectly.

There was instruction on the use of simple structures to form sentences so learners did not feel they had to make a literal translation from Spanish to English because they have the knowledge they need to express their ideas in a basic but accurate and appropriate way.

Although the organization of sentences is better because of the use of commas and periods, there are students who write connectors to separate ideas or join sentences. This is an additional gain since learners can make use of different devices to enhance the flow and the cohesion in their texts. Some used punctuation while the most advanced ones started including connectors in their compositions. The exposure to authentic texts that contained some connectors may have been a factor that influenced the frequency of use of these transition words.

Learners did not write long sentences; they separated the ideas in simple sentences. Again, this is a positive element since learners tend to write in English as they write in Spanish and in Spanish it is common to have long sets of sentences only separated by commas if at all. The

instruction provided and the materials used, which featured short sentences may have been the reason why learners started creating sentences which are more similar to the structure of the L2 than that of the L1.

Recommendations

In order to ensure the efficacy of Theme based instruction on writing, it is necessary to take into consideration some characteristics about the setting, participants and teachers into account. These considerations are briefly explained as follows: teachers wanting to implement CBI in their classes must be aware that the role of students and teachers changes because Theme-based instruction intends that learners become autonomous and independent, so that teachers are a guide to help learners instead of being the source of knowledge. This characteristic could bring problems in this culture because it is supposed that the teacher is the person who encourages the learning of English, and the students just follow orders as featured in traditional methods.

Students may feel confused about assessment because they do not know if the teacher is going to test content or accuracy. Therefore, the teacher needs to clarify that both aspects, content and language, will be taken into account to grade student's performance. Clear parameters in assessment

allow learners to focus on the aspects of writing that need to be improved and to produce texts which comply with the L2 grammar.

This approach is challenging for teachers because it requires teachers to be proficient in English, not only in writing but also in speaking. Teachers also need to be knowledgeable in the field chosen (e.g., music, psychology, ecology, media) to apply a CBI model, and spend more time organizing, choosing and adapting the content.

The level of proficiency of students can be a problem because they are inclined to overuse the mother tongue due to the fact that they feel more confident using it. On the other hand, students may tend to memorize the information and not to put into practice the grammar and vocabulary they have learned. Constant attention on the part of the teacher to the use of English in class, the use of different additional tasks to reinforce grammar and vocabulary, the use of feedback and the use of group work are elements that teachers who want to implement one of the CBI models into their classes can use to prevent overuse of the L1.

CBI use is still new in EFL settings; more research is needed to see the influence this relatively recent approach may have in foreign language learning and on different skills. This study focused on writing but working with more

advanced students can facilitate the analysis of another skill or combinations of skills.

   Theme-based instruction gives teachers the opportunity to choose materials that motivate students. Therefore, students' age, background and needs require attention to decide what kind of topics can be presented. In this research students' attitude toward learning English changed because the participants were teenagers, thus the materials were focus on famous people. In addition, in these topics the use of real language and student's prior knowledge were taken into account to motivate them and to give them the opportunity to talk about topics that are interesting for them.

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APPENDIX A (Pre-test)

ACTIVITY

Choose one of the following questions and write down a paragraph. Write at least 100 words.
Use complete sentence and pay attention to grammar, spelling, punctuation and organization.

1) Imagine that you meet an interesting person in a party. Write down a dialogue in which you introduce yourself, ask him or her name, age, occupation, personality, likes, dislikes, etc.

2) Imagine that you want to get a new job. You need to write a letter in which you introduce yourself, talk about your personality, likes dislikes, salary, etc.

3) Imagine that you are talking to your best friend and a new friend arrives. Write down a dialogue in which you introduce them. Don't forget to write where you met each one, their personalities, why you're their friend.

4) Describe your father/mother. Talk about his/her physical appearance (eyes, hair, height, weight, age, and skin), his/her personality, likes and dislikes, etc.
   You can also choose one of these people and write about the same aspects.
   President Uribe
   Gabriel Garcia Marquez
   Tom Cruise
   Christina Aguilera
   Madonna
   Brad Pitt
   Marilyn Manson

5) Interview a friend about his/her likes, dislikes, hobbies, favorite singers, actors, movies, music, etc. Write questions and answers

6) Write about Lake La Cocha. What you can find there, what you can do, the landscape, an experienced you have lived there, etc.

7) Introduce your family. How many people they are, what they do, how old they are, what they do in free time, etc.

8) Describe yourself. Write about your physical appearance (eyes, hair, height, weight, age, and skin), your personality, likes and dislikes, etc.
9) Describe your bedroom. What you have, where the things are placed, colors, size, etc.

10) Describe your house. Write about different places, things, colors, etc

APPENDIX B (Post-test)

Activity

Write down a paragraph about your past life and your present life. You can write about where you lived/live, who were/are your friends, what you liked/like doing, what you ate/eat, what kind of music you listened/listen to, what TV programs you watched/watch, what kind of clothes you wore/ wear. Be careful with punctuation, grammar, order, clear ideas. Write at least 100 words

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APPENDIX C (Pre-test)

My family is ∧ three people, this are my mother, my father and my sister. My mother's name is Maria Luisa and she is fourty six year old, she work at the school where I am studing, my mother is similar to me, she has long and brown hair and her eyes are brown.

My father's name?
Is luis Carlos, he has green eyes, his hair is black and he has fairly short, my father is fourty eight years old and he is a taxi driver.

My sister work in a gas factory, she is an accounted and she is twenty five years old, she has brown eyes and her hair is blond.

APPENDIX D (Post-test)

BIOGRAPHY

My name is Paola Andrea Chaves. I was born on July twenty first of 1989 in Pasto. My father is Luis Carlos who is a taxi driver and my mother is Maria Luisa who works in my school. When I was a child, I played with my friends and study a lot of in the school. I like watching TV, listening to music and going out. My zodiac sign is cancer and I'm very frendly and merry and I don't like singing. I study in the champagnat hight school in eleventh level. I also like watching the simpsons.

APPENDIX E

ANGELINA JOLIE

❖ *Discussion: Talk with one of your classmates about these questions and be prepared because you are going to share your opinion with the whole the group.*

What's her profession?

Have you ever watched one of her movies? Which one?

Is she married or single?

What does she do to help poor people?

❖ *Read the following chart that contains information about this famous actress*

1. Name	Angelina Jolie
2. "jolie"	Pretty (meaning)
3. Profession	Actress
4. Father's profession	Actor
5. Best friend	Jane Haven (brother)
6. First job	Model (London and Los Angeles)
7. Favorite singers	Frank Sinatra, Madonna, Elvis Presley
8. Favorite character	"Dumbo"
9. Pets	Snake
10. Sons	2 (adopted)

❖ According to the information from the chart, write COMPLETE SENTENCES with each part about Angelina.

_____

Taken from http://www.netglimse.com/celebs/bio/angelina_jolie.shtml

APPENDIX F

Activity

❖   Look at the pictures and choose one of them.

❖   In groups of three, talk about these questions:

What is his/her name?

What does he/she do?

What do you know about him/her?

Would you like to meet them? Why?

❖   Write a paragraph (at least 50 words) describing the person. Describe
his/her physical appearance (height, weight, eyes, hair, skin and age) and
personality. Use complete sentences, pay attention to grammar, order,
clear ideas, spelling, punctuation, etc.

Tom Cruise

_____

Marilyn Monroe

_____

APPENDIX G

ALWAYS

(BLINK 182)

❖   *Talk with the person who is closed to you:*
       Do you know this group?
       Do you like it?
       What do you know about the band?
       Have you heard this song?

❖ *Pair Group: Read the lyrics of this song and cross out(/) 10 words that are*
       not necessary in the song. Work with another classmate and answer: Why are
       those words unnecessary?

 # 1
I've been here before a fews times
And I'm quite aware we're dying
And your a hands they are shake with a goodbyes
And I'll take you the back if you'd have to me
 # 2
So here, I am, I'm trying
So here, I am, do are you ready?
Come on you let me hold you, touch you, feel you
Always
Kiss you taste you all night
Always
 # 3
And I'll miss your laugh your smile
I'll admit I'm wrong if you'd tell me
I'm so sick of fights I am hate them
Let's start this again for real
 # 2 - #1

❖ *Now listen to the song and check your answers*
❖ *Write a fifty words paragraph about the song's message*
_____
Taken from: http://www.sing365.com/music/lyric.nsf/Always-lyrics-Blink-d

APPENDIX H

BECKHAM

❖ *Group Discussion:*
  Do you practice football?
  Who is your favorite team?
  Who is the best football player?
  Do you know Bechkham?
  How good is he playing football?

❖ *This paragraph about Bechkham has a problem; I was in a hurry so I couldn't write it well. Please rewrite it using capital letters for proper names, after periods, use periods, commas and words such as Later, Then, On the other hand, Moreover, In addition.*

his name is david robert joseph beckham he was born on may the 2nd in leytonstone london in 1975 he is an english football player he started his career at manchester united he is a midfielder for real madrid and captain of the english national team he has a special ability to hit free-kicks and corners david beckham is according to the google search engine the most famous sports personality in the world he is known for his celebrity lifestyle he got married to ex- spice girl victoria adams they have three children brooklyn romeo and cruz

❖ *Now be prepared to read your paragraph aloud.*

_____
Taken from: http://www.Wikipedia.org/beckham

APPENDIX I

BRITNEY SPEARS

✓ *Freewriting: You have 5 minutes to write everything you know about this famous actress. It doesn't matter spelling or grammar just write as many sentences as you can.*

✓ *Let's read your texts.*

✓ *Imagine that you work for a radio station and this singer gave you this interview so now you are going to tell your audience what she told you. Rewrite the paragraph, but don't use I use she or Britney*

I enjoyed my success at the end of 1998. I appeared in local dance revues. At the age of eight I auditioned for The Mickey Mouse Club. I worked there when I was between the ages of 11 and 13. I began to audition for pop bands in the New York. Later, my demo tapes arrived to the desk of Jeff Fenster who produced my debut single, ''Baby, One More Time'', and an album of the same title. They also put a promotional free phone number where fans can listen to my music and interviews. I toured American venues for a series of concerts sponsored by US teen magazines. My debut album and single go on to top the American charts at the start of 1999. The ballad ''Sometimes'' and the funky ''(You Drive Me) Crazy'' were also significant transatlantic hits.

_____

Taken from http://www.netglimse.com/celebs/bio/britney_spears.shtml

APPENDIX J

Blink

❖ *Discussion:*

Do you play any musical instrument?

Would you like to form a band?

Do you think it is difficult? Why?

What do you know about the story of this band?

❖ *In this paragraph, you have the story of this band, but the person who writes it did not know which word to use so s/he want you to choose the correct word to complete the paragraph.*

1. Punk / band	**6.** The Irish / Irish band
2. Guitarist / guitar	**7.** Their / them
3. Bass guitar / bassist	**8.** They / their
4. Drummer / drums	**9.** group's audience audience's group
5. They / their	**10.** punk / roots

Blink is a **1)**_____ formed in San Diego, California. It is integrated by Tom Delonge who is **2)**_____ and vocalist, Mark Hoppus who is **3)**_____ and Scott Raynor who plays **4)** _____. They debuted in 1993 with FLY SWATTER.**5)** ____ next album was Buddha in 1994. But, **6)** _____ had the same name. It forced **7)**_____ to give **8)** ____ band the name blink 182. The third album was Dude Ranch in 1997. This album expanded the **9)**_____. In the summer of 1999, they released Enema of the State. During that year, Travis Baker replaced Raynor. In spring 2001, they released "*take off your pants and your jacket*" with this album they returned to the **10)** _____. Finally in 2003, they produced a self titled album.

_____

Taken from: http://www.sing365.com/music/lyric.nsf/Blink-182-
Biography/642070C49DC25BCF4825689D002F0297

APPENDIX K

JIGSAW ACTIVITY
CANCUN

✓ **Brainstorming**

 Look at the picture, c*lose your eyes and tell me what things come to your mind when you listen to the word Cancun, what have you heard about that place, imagine you are there, what would you do?.*

JIGSAW ACTIVITY

✓   Before reading this text, identify and correct the ten spelling mistakes that the paragraph has

✓   Write a paragraph describing Cancun using your own words (At least 100 words). But, first of all correct the ten words that are underlined in each segment has.

The paragraph must include information about:
  ▪ The description of Cancun
  ▪ Beaches
  ▪ Sports
  ▪ Activities
  ▪ Stores
  ▪ Nightlife

Group 1

WHAT DOES CANCUN LOOK LIKE?

Cancun is a playground of ancient civilisations. It has withe sand beaches, romantic Caribbean nigts, world-class hotels, restaurants and nightlife. *Does all of this sound too good to be true?* This is Cancun! World-renowned fishing, diving, snorkeling, archaeological sites, a pleasant tropical climate and water sports. Cancun is a very complete resort where you could keep busy 24 hours a day just participating in many activities and tours available, and Cancun still remains as a peaceful place where you can relax along the beautiful shore of the Caribbean …this is the real purpose of Cancun!

WHAT DO THE BEACHES LOOK LIKE?

The beaches are probably one of the main reasons for your visite. Cancun's beaches are legendary because their incredibly white sand. These beaches seem to go on forever and each one is a beach lover's fantasy come true. The Caribbean Sea is wamr with incredibly blue water and at most times is very calm. Look down any beach, you will see people enjoing the calming effects that seem to instantly relieve the tensions of everyday life.

WHAT W A T E R   S P O R T S CAN YOU PRACTICE THERE?

Cancun is naturally a heven for water sports of all kinds. Just about every kind of water sport is available here. Almost every beach has people that offer parasailing, banana rides, jet skis and other varieties of small watercraft. Parasailing is offered in different forms for one or two flyers, one of the variations offered here resembles a small flying boat that is perfect for the less adventurus. Jet skis, wave runers and parasailing are available on the Caribbean and on the surface of Laguna Nichupté, wich also offers near perfect conditions for water skiing.

_____

Group 2

A C T I V I T I E S

Cancun is not a place where you wil get bored, unless of course, that is the purpose of your visit. Explore some of Cancun's local Mayan ruins. Go shoping, ride a bike on some of Mexico's bike paths. Take in a bull fight (Wednesday afternons), go ride an ultra fast go kart. You can rent a motorcicle to go explorring in the jungle, or to visit the alligator farm or the botany park. But, if it is not enough, the restaurantes could keep you busy for an entire vacation.

WHAT DO THE STORES LOOK LIKE?

Shopers celebrate! Cancun has all! The varied aspects of Cancun's shopping facilities are endless from ultra moderm malls whit chic boutiques, and shoups to street vendors and open-air markets, it is all here

Group 3

WHAT DOES FOOD LOOK LIKE?

You shoud not go hangry in Cancun. Great restaurants are every where and they sirve up some incredible meels. From steak lovers to vegetarians, everyone has a great choise of meals. Everywhere you go there are waterfront restaurants, taco stands, and fast food.

WHAT DOES NIGHTLIFE LOOK LIKE?

Cancun has a lot of nightclubs, discoes and bars. The discos go all night, the bars range from fancy to downright funky. From live music and Karaoke, to ultra loud disco music, it just depends on your mud. Mini skirt and bikini contests, along with other promotions are numerous. There are "Ladies Nights" where woman drink for free.

_____

Taken from: http://www. allaboutcancun.com/allaboutcancun.htm