

The Perceptions of High School Teachers about the Effects of Written Production Tasks on
Foreign Language Students

By

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Abstract

The learning of English as a foreign language is a fundamental axis in the Dominican Republic, since the use of this language allows obtaining more employment and academic opportunities. The increasing access to the labor market has promoted the inclusion of tools in the classrooms to achieve an excellent written production. Then, there is a need to know the perceptions of teachers about the effect of written production tasks on foreign language students, especially at the middle level. To this end, a semi-structured interview was applied to the language teachers of the technical-professional lyceums Ramón Agustín Corcino Acosta, and 30 junior high school students of that educational institution, located in Arroces, Bonaó.

The results highlight, from the perception of the students, the interactive role of the tasks in their learning and the possibilities offered to the different learning styles. From the perspective of the teachers, the written production tasks support the students' learning and allow the diversification of the pedagogical strategies they use with their students.

The conclusions indicate that the use of written production is the process of teaching and learning the most important foreign language that must be taken into account, as well as the effects that the latter has on the student, their learning styles, the importance of the resource selected for use, its support for learning, the role of the teacher and its teaching approach.

Keywords: EFL (English as a Foreign Language), perceptions, learning processes, written production, tasks.

Introduction

According to the Ministry of Education (Minerd, 2005). The learning of English has become a priority for the Dominican education system. The cultural and social doors that open for those who speak this language are added to the economic ones, since the use of English allows for more opportunities for study and work. The latter is highly valued given the competitiveness of the labor market in the Dominican Republic.

Faced with this panorama, and with the purpose of achieving the fulfillment of the person in an integral way, the management of English has been considered as one of the needs that guide Dominican public policies. The Ministry of Education has implemented access to the teaching of a foreign language throughout the educational process of Dominican children, which begins in the second cycle of basic education (8 - 11 years of age) and extends to sixth year of high school (12 - 18 years old). The entity of the Ministry of Education declares that "the purpose of the sub-sector of foreign language in Secondary Education is to provide students with a tool that allows them to access information, knowledge and technologies, as well as to appreciate other lifestyles, traditions and ways of think "(Minerd, 2017).

To this is added the growing technological development that has been experienced in the world. The management of computer networks such as the Internet and social networks is fundamental in various productive and recreational activities. In this same way, there has been a need to incorporate these tools into pedagogical practices, as part of new teaching strategies. Thus, the use of technology in the teaching of languages is an increasingly relevant factor in the Dominican educational reality. Consequently, it is a priority to reach consensuses that lead to a new reinterpretation of the communicative acts that are generated from simulated realities and that seek to delve into better theoretical and

practical livelihoods that have a direct impact on the classroom. With this vision, the mediating function exercised by foreign languages is important (Lopez & Gallardo, 2005) capable of displaying multiple effects in learning.

In this context, there is the concern to know the point of view of the two fundamental actors in the teaching and learning process: students and teachers. It has been considered relevant to understand the perceptions of teachers about the effect of tasks in the written production of foreign language students. They seek training in the production and understanding of English.

From this perspective, we seek to find a solution to face this situation that arises in this institution, since its effects are very noticeable in the written production tasks, which affects their learning process.

The research proposal is structured in four parts: Chapter I; Introductory part of the investigation; Chapter 2: Theoretical framework of the investigation; Chapter 3: Methodology; Chapter 4: Analysis of the results, conclusions and bibliographical references.

Chapter I: Introductory Part of the Investigation

Statement of the Problem

The development of the four communicative skills in a language student foreign is the main objective of a teacher in this area. Among these skills, written production is one of the most complexes because the writer must have basic knowledge of the language and also have certain knowledge of it. However, according to the standards for foreign language and according to the degree to which the research process is centered, finds that the student must be able to create short texts related to their environment and small stories that should arise from creativity of student. Writing, which is defined as a cognitive process centered on the apprentice of meaning, has recently formed an important part of task-based research (Cho, 2018; Ong, 2014). The problem with the current study is to describe the perceptions of secondary school teachers about the effects of production tasks written on students of foreign languages.

Ellis (2003) defined a task as a work plan that "aims to result in a use of language that resembles, directly or indirectly, the way in which language is used in the real world" (p.16). The common affirmation of the TBLI is that language students must perform significant and collaborative actions while participating in the previous, subsequent and subsequent phases of the task to perform a task and achieve their pedagogical or communicative results; therefore, it is expected that the apprentices, within a TBLI program, learn to write. According to this, it can be deduced that these weaknesses in the written language are presented due to the few spaces that are generated in the English classes for the creation of own texts in EFL, since the activity of writing is limited to writing sentences or activities to complete (fill in the gaps).

On the other hand, there is no evidence of didactic strategies that generate in the student the concern for the development of this skill. However, for a better understanding of the researchers, studies on the performance of written production tasks are scarce and need further investigation.

Therefore, the study problem is highlighted by answering the following questions: What is the teacher's perception of the average level in the English area in relation to the effects of the production tasks written on the students? How to improve the written production in English of the fifth grade students of the Polytechnic Ramon Agustin Corcino Acosta?

Justification

Within the curricula of the polytechnic, the foreign language has become an area of special interest, because it is the language that makes possible the intercommunication between different cultures and access to technological and scientific advances. Therefore, English is a requirement to enter this globalized world and a tool that allows you to be more competent and competitive in it.

In response to these needs, it is necessary that the preschool is included in the language in the curriculum until the end of the 6th secondary level. In addition, in most employment fields, there is a growing demand for professionals with a high command of the English language, which implies a greater commitment on the part of educational institutions and their stakeholders to form competitive citizens in this regard. Despite the regulations that govern the teaching of English in all the educational institutions of the Dominican Republic, are still presented disadvantages in this area, as well as students in different grades, do not have English competences that correspond to the current level.

Within the skills that the student must develop, the written production, especially in the tasks, object of this research project, is a prevailing form of communication; however, it is not for some.

Therefore, the interest of the research is that the student faces the challenge of creating more creative texts in their tasks, according to the level in which they are, in order to have the competence that the standards in the foreign language require, for the level at which they are and at the same time have the bases to achieve the proposed for the following grades and texts that require a more formal writing not only for the tasks, but also for the other context of the classes, and so these students can improve their learning process of a second language.

Objective

General Objective

To Describe the perceptions of secondary school teachers about the effects of production tasks written on students of foreign languages of the 5th., degree of the Polytechnic Ramon Agustin Corcino Acosta.

Specific Objectives

1. To analyze the role played by the teacher in the classroom in terms of written production tasks.
2. To investigate how students manipulate the condition of the written production task.
3. To inquire about teaching strategies of the English language used to improve written production tasks.

Research Questions

1. How the students manipulate the condition of the written production task?
2. What is the role of professor in the classroom in the context of tasks of written production?
3. How are learn and teach a foreign language?
4. What element are necessary for learn a foreign language with success in the classroom?

Delimitation

The following research study was carried out at the educational center Prof. Ramón Augustin Corcino Acosta, old (Biemvenido del Castillo), located in the Community of Los Arroces, in this city of Bonaó, Province of Monseñor Nouel, Dominican Republic; The problem studied is about the perceptions of secondary school teachers about the effects of production tasks written on students of foreign languages of the 5th level. The same was done during the current school year 2018-2019, in the months of August-December.

Geographical Context

History of the educational center Prof. Ramón Agustín Corcino Acosta (Biemvenido del Castillo).

Motivated by the distance in which the nearest high school was located for students from the communities of Los Arroces and other surrounding areas, as well as other reasons of economic and social origin, the attempt to create a night school in the city arose for the first time community of Los Arroces of the municipality of Bonaó. This idea was started by

Professor Bolívar Gómez who was the director of the school nucleus No. 04, which along with other people from the community started this project in 1992; among those people we must highlight Mr. José Maria Batista (maro) Demetrio Cepeda, Severino Núñez, Prof. Vinicio Lora, among others.

This first attempt began with the first and second courses at the Bienvenido del Castillo school, but failed due to lack of follow-up and the students passed to finish the school year as free students at the Elias Rodríguez high school to which the project was attached.

For the year 1996 a new attempt to form a night school arises this time the project began the teacher German Valerio Acosta which had certain experiences in this type of project because he had created in previous years the Maria Batista night school of the community of Juma y other schools of adult education, said professor called meetings to several people from Los Arroces and other surrounding communities raised the idea of the project and was welcomed by the present being formed the steering committee to give initiative of a second attempt like this,

The professor German Valerio Acosta was accompanied on this committee by the professors; Laureano Rosario, José de León De Los Santos, Feliciano Batista, Francisco Tejada, Angel Abreu, Severino Núñez, José Antonio Batista Marte (Moreno), Manuel De Jesus Sánchez (Manolo) Rosa Ulerio, Balbina Ramírez, Juana Gervasio, Pedro Fabian and others people.

For the month of September of the year 1996 the teaching of said lyceum begins with the professors German Valerio Acosta and Laureano Rosario as advisers, the professor Severino Núñez like interim director and a group of professors like teachers of voluntary

form, inside them , José de León De Los Santos, Feliciano Batista, José Antonio Batista, Francisco Ed. Tejada, Manuel De Jesus Sanchez, Balbina Ramírez, Juana Gervasio, Ángel Abreu, among others, it is worth noting that a large number of these professors worked with their two during the day and night they dedicated it to collaborate freely with this project.

It was started by teaching the 1st and 2nd year of the baccalaureate with an enrollment between 45 and 50 students in both grades, for the following years the enrollment was increasing and all the grades from 1st to 4th were completed. This high school was made official in March 1997, seven months after she began her work, at that time she was the director of the 16-04 educational district of Bonaola Licda. Dulce María De Jesús de Leonardo, who put all her efforts and support in achieving this purpose, was then in charge of the Secretary of State for Education, the Licda. Ligia Amada Melo de Cardona and as president of the Republic Dr. Leonel Fernández Reyna (1996-2000).

As the classes were given in the construction of the basic school Bienvenido del Castillo, it was given the same name. Student enrollment increased each year to exceed 300 students, as not only students from Los Arroces attended, but also from other communities such as; Jayaco, Caribbean, La Ceiba, Masipetro, Los Bleos, Caño Piedra, among others.

The first promotion of high school graduates arises in 1999 (three years later). In the year 2005 being at the head of the educational district 16-06 the Lcdo. Candido Caba, an extension of this center was created, in the morning session in the same premises of the school Bienvenido del Castillo, the 1st and 2nd courses were created to decongest a bit the high school Dr. Elias Rodríguez de Bonaola where he attended a large amount of students from Los Arroces, Jayaco, la Ceiba.

Motivated by the growth of enrollment and the disadvantages faced by the average level with the management of the basic level who opposed the operation of this extension, came the idea of managing the construction of a site for the high school. This idea put forward by the professors Severino Nunez and Alcibiades Perez high school executives was taken to the 16-04 educational district and this to the education ministry, this request being approved by the ministry with the condition that the community had to contribute the land for the construction of the same.

Community leaders were summoned to form a management committee for the construction of said works. In the middle of 2010 the land was acquired and at the beginning of the year 2011 such construction was started being completed at the end of the month of April 2012 and inaugurated on May 2 of the same year by Dr. Leonel Fernandez President of the Republic of that time and the education minister Josefina Pimentel. The new lyceum in his morning session was given the name of Professor Ramón Agustín Corcino Acosta (Bienvenido del Castillo), for the 2013-2014 school year the night shift was eliminated, and in October 2013 the school day began extended, for this same year we become part of the modality in arts together with the general modality, (Operational manual of the Polytechnic Professor Ramón Agustín Corcino Acosta, 2019).

Historical Backgrounds

A review of the degree works that have addressed the subject of writing in EFL was carried out, at local, national and international level, and it was possible to observe that various strategies have been proposed so that students can improve and develop skills in this field. The selection process for these works focuses on the following aspects: written production and homework. First, Ong and Zhang (2010), in an exhaustive study on the

manipulation of the pre-task planning time condition, examined 108 argumentative essays of students of English as a foreign language.

The findings partially supported the hypothesis of Robinson (2003) in which the dimensions of resource dispersion deteriorate the CAF and also partially that of Skehan (1996) in that there is a compensating effect when the working memory is overloaded with the cognitive demands of homework. In this investigation, it was evidenced that from written activities that were linked to the interests of the students, they improved significantly in this ability, an aspect that they observed when making a comparison between the first workshop applied and the last one in which it was also analyzed that by giving priority to the written message as such, it facilitated the writing by the students, allowing them more freedom in the moment to express yourself in this way.

In another international study conducted by Ong (2014), the effects of the manipulation of task conditions over planning time and the students' prior knowledge in the frequency of five metacognitive processes (generation of new ideas, elaboration of new ideas, organization of new ideas, thought of structures of essay and thought of the aspects of the language of the task) and CAF. One hundred and six students of an English language program participated in this research.

The results showed that prior knowledge had a greater influence on metacognitive processes than the planning condition; and the planning time alone was significantly different with respect to the thought frequency of the language aspects. In addition, with respect to the overall quality of the writing, the results indicated a prioritization of the form over the content. But the question is whether this prioritization of the form over the content occurred due to a series of limitations imposed on the access of mental and linguistic

resources or for the type of attention (form / meaning) required by the condition of the task. That is, the type of task condition may require a preference for attention to the form instead of the content. While the findings were consistent with predictions that complex tasks overload mental abilities and lead to a compensatory effect, more research is needed to solve the role that the type of attention requirements of the task can play.

More specifically, Dörnyei (2002) investigated the internal and external motivation of students was constructed using written argumentative tasks, and confirmed that there was a strong relationship between language variables and situation-specific variables, such as attitude towards the task and the course. In particular, Dörnyei (2002) illustrated that there was a significant relationship between the interlocutor and the students' task and linguistic variables. In addition, Dörnyei (2002) focused on the "written production of the interlocutors". As well as the disposition that is a very important factor that affects the processes of written evaluation and control of the action of the students.

Ma (2009) explored the effects of students' written production task and Ma confirmed that there was no significant difference between the subject of choice and non-choice. This was attributed to three factors. First of all, all the students voluntarily participated in the study; all received alternative activities to the subject of the task in the no-choice condition, and all the participants were fifth-year high school students, who are generally not influenced by the lack of choice (Iyengar and Lepper, 1999). However, ma (2009) also showed that students in the condition of choice produced more words and turns when speaking, than when writing.

Finally, Thurman (2007) used the SDT to investigate the homework of students at the secondary level of foreign language, using three different types of tasks: descriptive,

narrative and decision-making, and three different conditions for choosing the subject of the task: no choice of theme, limited selection of the theme and free choice of theme.

Thurman confirmed that students showed higher levels of motivation for the task when given a limited option compared to a full choice or no choice. With respect to the interaction between the effects of the task, the type of task and the choice of topic.

Thurman found that the effects of the students' task were greater in the condition of choosing the subject of the narrative task. Based on these findings, Thurman highlighted the importance of curricular design for the classroom, as suggested by Swain (1985, 1995) and Zuckerman et al. (1978). Swain (1985, 1995) also argued that language production in a task-based environment could facilitate the learning of a foreign language. In addition, Zuckerman et al. (1978) suggested that if students were intrinsically motivated, they would take more time to process a task.

In summary, Ma (2009) suggested that students produce more discourse when given a choice of task or subject, and Thurman (2007) found that students were more motivated for tasks and used more language in the narrative task as a condition of choice of topic than in two other types of tasks.

Definition of Terms

EFL (English as a Foreign Language) reference to English that is learned in school as a subject and is not used as a regular means of communication, as a foreign language practiced almost exclusively in the classroom and gives rise to a type of acquisition in a formal context (Richards et al., 1992: 143)

Effect is the result, the end, the conclusion, the consequence, what is derived from a cause, hence the fundamental principle of cause and effect, of science and philosophy. The

term effect comes from the Latin effects, and has several meanings depending on the area in which it is used. (<https://www.significados.com/efecto/> Consulted: April 9, 2019, 04:32)

Perception is the way in which the brain senses the sensations it receives through the senses to form a conscious impression of the physical reality of its environment.

(<https://definicion.de/percepcion/>)

Chapter II: Review of The Literature

Teachers' Perceptions of Error

The Effects of first language and experience. Responding to student error is one of the writing teacher's most enduring and difficult tasks. Despite shifting perceptions on the importance of "accuracy" and current pedagogies which reject "grammar practice" orientation to writing instruction, error correction is widely seen by teachers as crucial for writing development and generally expected and welcomed by L2 students (e.g. Ferris 2002; Hyland, F. 1998).

While the positive effects of grammar correction have been questioned (e.g. Truscott, 1996), recent research has sought to establish the importance of attending to students' writing errors (see Ferris, 2006 and Hyland and Hyland, 2006 for reviews). This research shows that L2 students attend to and make use of teachers' corrections to their drafts and that, combined with instruction and repetition, correction facilitates student writing improvement both in the short and medium term (e.g. Chandler, 2003; Ferris, 2002). The effectiveness of such correction, however, can be undermined by the inconsistent or uninformed assessment of errors and teachers vary enormously in their marking practices. While Ferris (2006) found teacher feedback to be overwhelmingly accurate, for example, Lee (2004) reports that half her sample of teachers corrected errors inaccurately.

In practice, error correction involves a threefold process of identification, evaluation and correction, and the majority of studies have focused on the latter two areas. So while research has explored the strategies and treatments teachers use for error correction and the

effects these have on students 'revisions and writing development, the important issue of how teachers recognize and judge errors has received less attention.

Written Production

Writing is one of the most recent skills that the human being has developed; it is a product of evolution. Thanks to her, the great step of prehistory to history, and from that moment it has developed to the point of being necessary, in our days, to access different pages on the internet, write letters and even for everyday activities such as sending a text message or chat Both writing and speech are communication systems, however, writing has certain characteristics that go beyond the limitations that oral production can have, as noted (Sánchez, 2014; 15).

Writing allows information to be transmitted through messages that overcome the barriers of time, thus acquiring a permanent and spatial reflection. Thanks to this technique it is also possible to accumulate huge amounts of information and administer complex social structures, so that their origins are confused with those of civilization.

You can see in the previous section the importance of writing, because it transcends time and space, contrary to the orality that is governed by immediacy, also adds to the above, Cassany cited by Sánchez, that writing is a powerful instrument of reflection.

The Writing: Definition and Micro-skills

When referring to the term "writing", it is necessary to observe the different conceptions that exist of the definition, since it can refer to the act as such, the product thereof or the graphic representation of orality. Asladair, citing Swales 1990, Cope & Kalantzis 1993, Fairclough 2001 and Ivanić 1998, indicates that learning to write entails learning the process and composition; of the form and organization of the product¹⁷, and

not only that, but also appropriates the writing of a social dimension, a purpose, audience and gender. On the other hand Cassany departs a little from the conception of what is writing and focuses on what it is to write:

Know how to write - and we say, therefore, that he is a good editor or writer - who is able to communicate coherently in writing, producing texts of a considerable extent on a subject of general culture.

According to the proposal by Cassany (2002. Pp. 257), it is observed that knowing how to write goes beyond to translate on a graph paper, but focuses on the process and therefore, on certain specific micro-skills that are developed to be able to effectively perform this competence. In the teaching of foreign language, as far as writing is concerned, for a long time he focused on the application of grammar and on learning the correct forms of writing so that later the teacher could revise the finished final product by the student, which in the end was a reproduction of a text prepared in advance and that was not a real model of creation. In this type of written production, only the application of the learned grammar and the product were taken into account final, forgetting the process of creation and the communicative intentions of the student.

How the Students Manipulate the Condition of the Written Production Task?

Skehan's (1996) Limited Attentional Capacity Model of task complexity shaped out of his general skepticism for the presentation practice production approaches to language teaching and his interest in statements of cognitive processes (McLaughlin, 1990). Skehan (1996) starts with a very succinct explanation of the targeted variables and their relationships and as such addresses three features of language production as the goals of investigation, namely complexity, accuracy and fluency or CAF. Complexity is defined as the scope of language usage; the correctness of lexical or grammatical choices is known as accuracy; and fluency is understood as the speed with which the language user produces the

language (Ellis, 2003; Skehan, 1996). The presumption is that the quality of these three aspects is affected by different factors during the task completion process which includes the limited capacity of mental and attentional resources.

More specifically, accuracy which is also defined by Robinson (2001) as the native-like command of rules of the target language is by definition closely linked to the aspects of well-formedness and correct choice of grammar and vocabulary. Complexity, on the other hand, is associated to the concept of restructuring as a cognitive process during which the layout of learner's interlanguage becomes more systematized and more complex. This complexity of the interlanguage then, entails successful communicative events in which more complicated ideas are exchanged (Swain, 1995). Finally, fluency is introduced as the capability to produce language during a communication event in a rate and speed comparable to the norms of native-language productions.

Schmidt (1992) discusses that fluent production presupposes the essence of access to and use of implicit knowledge during the real-world communication. It is worth noting that fluency is also related to the restructuring process and the speed by which access to interlanguage system is possible; in other words, integrating conceptualization of ideas, mentally planning their production and access to the output for the purpose of language production at the due time and with appropriate speed is what brings satisfaction in communication (Carr & Curren, 1994).

However, Skehan (1996) pinpoints those learners' mental capacities are limited. Therefore, they cannot devote their full attention to all the three aspects of language production simultaneously. The consequence in such a case would be a need for prioritizing. This means that a cognitively demanding and complex task would lead to a

prioritization of fluency over accuracy and complexity. This limitation of mental capacities is in fact the point where Robinson's predictions diverge from Skehan's. According to Robinson's (2003) Cognition Hypothesis which is buttressed by the insights from information processing hypothesis (Doughty & Long, 2003), learners are equipped with unlimited capacities of attentional and memory resources thus, an increase in cognitive loads and demands of a task would change the direction of access to these resources (it is either directing or dispersing) and would cause different effects on the production; therefore the prioritization process as was suggested by Skehan (1996) is rejected.

What is The Role of Professor in The Classroom in the Context of Tasks of Written Production?

Traditionally, the relationship between teachers and students has been the result of a hierarchical situation in which the roles were clearly identified and clearly. As the specialist John M. Sinclair said: "considering that teachers have played an active role as speakers, students have adopted a passive role as mere listeners" However, the communicative approach of teaching and learning second languages has meant the adoption of an active role of students, so that language acquisition and the development of communicative competence can and should take place. Within this new situation, the professor should not play the main role but will have to guide, coordinate and help students during their own learning process. If the student becomes the center of the teaching-learning process as a whole, therefore, the teacher will have to carry out an analysis critical of some aspects related to both students and the second language, such as the following: the motivation and interest of the student, their level of curricular competence, the different personal relationships between students in the classroom, etc. (Sinclair, 1982).

Nowadays, the role of the teacher in the classroom must be mainly the promotion of learning in the students. For this, teachers must be trained in a series of different, at the same time useful, techniques and skills that allow them to make decisions according to the heterogeneous reality of the classroom: the different levels of linguistic knowledge, the different learning rhythms, the different levels of motivation, and the different expectations of the students. (Haycraft, 1992)

Therefore, the daily teaching practice will have to face this heterogeneity, but as far as possible, in the most individualized way that the situation allows. Therefore, the foreign language teacher must, according to Professor John Haycraft: 1. Have a clear and precise knowledge of the latest studies on teaching and learning second languages. 2. Promote the greatest possible participation of students. The physical distribution of students in the classroom will decisively help achieve this goal. 3. To develop the most varied teaching practice possible, both in the subjects, materials and activities, and in the procedures used in the daily practice in the classroom, which will contribute decisively to the attention to diversity and motivation of the students. 4. Involve students in the whole process of teaching a second language, and therefore, in the decision process. 5. Contribute to cooperative learning and the acquisition of study and self-study strategies. 6. Motivate students to use the second language both in the classroom and outside of it. The teacher will dominate the conversation in the classroom, the quantity, variety, and degree of control exercised. Therefore, a fundamental restructuring of discourse is necessary to improve the communicative opportunities of our students.

According to Paul T. Wright (1987). The curricular development should be a cooperative effort between teachers and students, since the students should participate

actively in the decisions about the content, the selection of the methodology, and the evaluation. The reasons psychological approaches to adopting a student-centered approach have been reinforced by research on the acquisition of second languages, as well as in the area of different learning styles.

As American professor Paul T. Wright went on to say: "As we have previously observed, the learning outcomes will be influenced by the students' perception of how they should contribute to the nature and demands of the task itself and its definitions of the situation in which the task is carried out." EFL teachers face the challenge of planning appropriate speech activities that encourage oral production taking into account the reality of errors and the reactions of students as a risk factor for any communication effort.

Hedge (2002) states that the teacher must develop confidence in themselves and in students by using meaningful activities to create a positive atmosphere in the classroom and propose a group work to develop fluency. Teachers are asked to take into account their role as facilitators and generate better learning conditions in which all students become active participants working in teams, helping and collaborating with each other to achieve respect and understanding. In this sense, Eyring (2002) states that "teachers who want to humanize the classroom experience treat students as individuals, patiently foster self-expression, listen seriously to the student's response, provide opportunities to learn by doing and make learning be meaningful for the students in the Here and Now "(p.334).

How do You Learn and Teach a Language?

According to Bello (1990), "the child begins to learn from other children and adults, from the media, and by 5-7 years they are able to speak almost perfectly" p.14.

According to Brown (1994) "in the first year, the baby is only able to imitate sounds or words, that the boy or girl hears in the environment; however, when the child is about 18 months old, those words have multiplied considerably "p.21.

Similarly, Harmer (2007) indicates that the age of adolescents is an important factor in the decisions of teachers and teachers about how and what to teach. People of different ages have different needs, competences and cognitive abilities. Students in secondary school age are expected to acquire a large part of the foreign language through different exercise techniques, for example, while for adults one can reasonably expect greater use of abstract thinking. However, not only age is relevant when learning a language, since for Harmer (2011) "the student is an individual with different experiences, both inside and outside the classroom. The comments that are made about children and adolescents and adults are only generalizations. Much also depends on the individual differences of the learners and the motivation they have at the time of learning "p.37.

Regarding the learning of a language in an adult person, Pinker (cited by Harmer, 2011), states that "adults often depend on the considerable exercise of their intellects, unlike children in whom language acquisition it happens naturally."

In this regard, Harmer (2011), states that "adults have expectations about the learning process and may already have their own patterns of the system" p.38. Adults arrive in the classroom, with degrees of experience that allow teachers to use a wide range of activities with them. Also, adults tend, in general, to be more disciplined than some children and adolescents and most importantly, they are often willing to fight and overcome obstacles. Unlike girls and young children and teenagers, they often wonder why they are learning and what they want to do is leave the classroom. On the other hand, for many

years the teaching of a foreign language has turned out to be an important activity for teachers and professors, students, soldiers and linguists, among others. Interest in learning other languages has basically focused on three levels; in the commercial, economic and political level, this because of the development and application of different methods, in addition to needs of change at the social or personal level of the student body. The insufficiency of communication with the inhabitants of any part of the world has provoked the development of strategies to reach such ends. Next, some unavoidable elements in the learning of a language are described.

What Elements is Necessary for Successful Language Learning in a Classroom?

According to Harmer (2007), students and students in the classroom do not usually receive the same type of exposure or encouragement as those at any age outside the classroom "exposing" them to the language. But that does not mean that those who are inside a classroom, cannot learn a language if the right conditions are given, such as motivation, exposure to language, and the possibilities of using language.

Consequently, the elements that according to Harmer (2007) must be present in a class, so that students learn more and better, are called ESA, according to its acronym in English (Engage / Link, Study / Study, Activate /Activate).

Link: this is the point of a teaching sequence where teachers try to awaken student interest, with the participation of their emotions. The activities and materials that often involve students are games (depending on age and type), music, debates, stimulating images, stories and funny anecdotes.

Study: study activities are those in which the student is asked to focus on the language (or the information given) and how it is constructed. The student can study in a

variety of different styles, study the language evidence to discover the grammar by themselves, work in groups that study a text or the vocabulary of a reading and the teacher and the teacher can explain the grammar. But whatever the style, the study will be any scenario in which the construction of language is the main focus.

Activate: this element describes exercises and activities that have been designed so that students who use the language in a free and "communicative" way use it as much as they can. The objective of the student body is not to focus on the construction of language and specific language practices (grammar patterns, particular vocabulary or functions), but it can be used whenever they are appropriate for a given situation or topic.

On the other hand, in addition to the elements mentioned above, it is necessary to have some of the learning strategies that can be carried out in class, for the development of written communication in a foreign language; according to Celce-Murcia (1991), some of these learning strategies are linguistic structure activities, execution activities, participation activities and observation activities.

According to the same author, in terms of linguistic structure activities, the structured interview can be mentioned, where the students ask each other questions and answer each other using the English language, thus exchanging real information and at the same time repeating and reinforcing specific structures . Execution activities refer to those that the student provides specific information to other classmates, for example oral presentations.

Participation activities are those in which the student participates in an oral activity in a natural setting, for example recording a spontaneous conversation with a native speaker. Finally, there are the observation activities, these are activities in which a student

observes or records a conversation between two or more native speakers in their native language. Jointly, the activities recommended in this proposal aim to achieve the scope of the objectives that have been entrusted to educational institutions, this in order for the student to learn the English language and subsequently, communicate through it.

Harmer (2011) states that the written text has a series of differences that separate it from speech. Apart from the differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested in writing, spelling, design, and punctuation. Sometimes many say that the spelling of the mother tongue is very different from that of English and they have many difficulties in forming English letters. Despite the lack of spelling, the comprehension of a written message is not usually prevented, which can negatively affect the reader's judgment.

One of the reasons why spelling is difficult for English learners is that the correspondence between the sound of a word and the way it is written is not always obvious. There are different techniques for the practice of writing, both inside and outside the classroom. Therefore, you must choose between them when deciding if the objective is that learners focus more on the written process or on their product. If what you want is creative writing, the author suggests creative tasks such as writing poetry, stories and games. These activities have a number of characteristics, the main one of which is that the end result often feels like a kind of achievement and most people are proud of their work and want it to be read.

Chapter III: Methodology and Data Collection

The methodological approach that frames this research is qualitative. According to Rodríguez, Gil and Garcia, the approach is in accordance with the project as it carries out a study of the academic context, and the problem arises from the observation and diagnostic test that was performed on the students, who described the problem situation and the incidence that it has in the English class.

Method: The method we used in this field investigation was observation, which involves collecting and analysis of data related to some aspect of professional practice. We watch the action to be able to reflect on what we have discovered and apply it to our professional action.

Technique: For the data collection we use the observation technique (to directly observe the problem) and the interview technique.

Research Instrument: According to the purpose of the research, several instruments were used to collect information, one was the questionnaire that was administered to teachers and students to gather information about this situation, which was carried out during the first four months of the school year 2018- 2019 This will allow us to detect any problem that may arise. Diagnostic evaluation: with this instrument it was possible to verify which was the initial position of the student in front of the written production in EFL. Semi-structured interviews: this instrument is chosen because it allows, starting from a format with semi-structured questions, to address a topic and admits that the information requested by the researcher. The purpose of this instrument is to diagnose the initial position of the student against the written production in EFL. This consists of 4 points and each one asks the student for a different activity. With this instrument it was possible to

verify at the end of the investigation the appreciations that the students had in front of the tasks of creative writing production. From the socialization of this interview between the parties that make up the project, a space was created to analyze strengths and weaknesses that the latter may have.

Design of the Investigation

The term research design refers to the plan or strategy designed to obtain the information that is desired. The present investigation has a non-experimental design, since what is done is to observe the phenomena that affect how they occur in their natural context, and then update them. In this type of design according to the same author, the researcher should limit himself to observing existing situations, given the inability to influence the variables and their effects.

Population

The universe of study in this project includes the teachers and students of the English area of the 5th. secondary level, most of them are residents of the same sector or surrounding areas such as La Ceiba, Jayaco, Arroyo Toro, others move from the center of the city, issues of agreement. The research was carried out during the English classes, during the first semester of the 2018-2019 school years, of the Ramón Agustín Corcino Acosta Polytechnic, in the Los Arroces Sector, of the city of Bonaó, Monseñor Nouel Province.

Chapter IV: The Results and Data Analysis

Expect Results

Below we present in detail the collection of the data based on this study, represented in the form of tables to better prescribe the results of the instruments used, in accordance with the research objectives.

We see that some progress was made in the conduct of the teacher in dealing with the written production process. There was a closer relationship between the text and the student, fostered by the questions in the pre-reading phase, the guided reading and the questions offered for the production of written answers. Therefore, reading after collaborative actions was presented as a process of interaction between the text and the reader, unlike the practice prior to collaborative actions, in which reading was considered only as the decoding of letters in sounds and a means to make the student take care.

The analysis results point to the necessity of providing theoretical basis and methodological guidance to the EFL teachers, when working with reading and writing, as well as to provide monitoring and guidance to their practice in that particular teaching context, offering them a basis for rethinking the choices and their meaning concerning the proposed goals and objectives and student learning.

Conclusion

As far as the teaching-learning process of a second language is concerned, it does not matter which level is carried out. It cannot be just an evaluation critique of the student's development of their communicative competence, but also an evaluation of the abilities and skills developed by the student in order to control their own learning process in the foreign language autonomously. Teachers have to be aware of the most difficult aspects of learning in a second language and that will make the students aware of the difficulties in sharing that information with them and, what is even more important, the most useful methods and techniques to overcome them.

Undoubtedly, the teaching of the so-called "strategic component" (learning to learn) must be included among the different skills that will be developed in the learning of a foreign language, in order to favor the autonomous learning of the students.

Therefore the student has come to play a very active role in the teaching-learning process and the teacher is no longer the only actor responsible in the educational process, but there must be a process of decision making in it. The role of the foreign language teacher has experienced significant changes in recent times and this must be adapted to the new didactic tendencies.

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Attached

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Questionnaire about the Perceptions of High School Teachers about the Effects of Written
Production Tasks on Foreign Language Students

1. Institution _____ 2. Teacher's name _____
3. Class Level _____ 4. Age _____ 5. Sex _____

This Instrument is composed of 10 items for describing the characteristics of the situation.

1. Teachers use textbooks to teach their classes.
 - a) Yes
 - b) No
2. . Do you understand written production tasks well as explained by the teacher?
 - a) Yes
 - b) No
 - c) Hardly ever
3. Which area of the English language has difficulties?
 - a. Translation
 - b. Written expression
 - c. Oral expression
4. When the teacher leaving literacy homework uses a program of activities?
 - a. Yes
 - b. No
 - c. Hardly ever
5. What languages do you like speak more?

- a. Spanish
 - b. English
6. The system education agrees to the needs of the students.
- a. Yes
 - b. No
7. The teacher constantly monitors the tasks assigned individually.
- a. Yes
 - b. No
 - c. Sometimes
8. Are the instructional programs focused on language skills?
- a. Yes
 - b. No
9. Are the school and classroom very equipped for the teaching of a foreign language?
- a. Yes
 - b. No
10. The teaching material is in accordance with the current concepts of each level.
- a. Yes
 - b. No
 - c. Never

Thank you