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TEFL.**

CASO DE ESTUDIO

**DESIGNING AND INCORPORATE A WRITING COMPONENT TO
THE TEEN AND PRETEEN COURSES.**

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I. INTRODUCTION

Background

The training of adolescents within the educational field in a world as globalized as the current one increasingly implies greater demands. That is why knowledge of a foreign language is no longer an option, it is a necessity. The English language has been listed as the second most important language in the world due to its use even in countries where it is not a mother tongue. It is a mechanism to communicate worldwide regardless of the nationality of the people. (Surviving the 21st Century by Learning English - LEMBAGA PENGEMBANGAN BAHASA | Universitas Muhammadiyah Malang, s. f.)

Regarding the educational field, there are several components of the English teaching-learning process (Kurniasih, 2016), writing is one of the most complex because students mustfully know not only grammar, but a wide vocabulary that allows them to distinguish the words to use, structure them and translate them into writing properly.

Students normally feel a natural tendency to speak the English language more easily than to write it (Plunkard, 2023). Pronouncing certain phrases or words in English is possible even without knowing how to write them, and this generates a certain lack of interest whenit comes to learning how to write them correctly. In turn, this generates that when evaluating students in writing, there are a large number of them who obtain low grades.

General objective

Develop a writing component for the correct learning of writing the English language aimed at adolescents and pre-adolescents.

Specific objectives

- Diagnose the main shortcomings of adolescents and pre-adolescents with regard to writing English.

- Analyze theoretical foundations related to the writing components of the English language.
- Identify methods applicable to preteens and teens to improve English writing.

Research questions

1. What are the main difficulties that students present when writing in English?
2. What methods are currently used to improve the teaching of the writing component in English?
3. How can an English writing component be designed that satisfactorily raise student performance?

Description of the type of case

The case study is specifically based on the analysis of the writing of the English language in the formation of adolescents and preadolescents who are in an age range that goes from 10 to 16 years. It was initially possible to diagnose that the students do not have English writing skills, since in the evaluations taken so far, they have obtained much more satisfactory grades in the oral test than in the written one.

Of the students evaluated, it was possible to identify that the majority already had some type of prior knowledge of the English language, a fact that facilitated their understanding of the language to a certain extent, especially when listening to it. However, at the time of writing it, it was possible to demonstrate a high need for reinforcement within this field, shortcomings in the writing of both words and grammatical structure.

In general, the institution in which these students are trained has given greater relevance to education focused on oral communication skills, with reading and writing skills in English being a secondary option. That is why, from the analysis of the results of the evaluations, the need to reinforce the English writing component and raise the quality of teaching in this area within the institution is revealed.

It is for all of the above that the need to design a component for writing the

English language is generated that allows students not only to expand their knowledge of vocabulary and word formation correctly, but it is also necessary to implement in them the correct use of grammatical structures that allow them to write sentences with the correct meaning of the language.

II. ANALYSIS

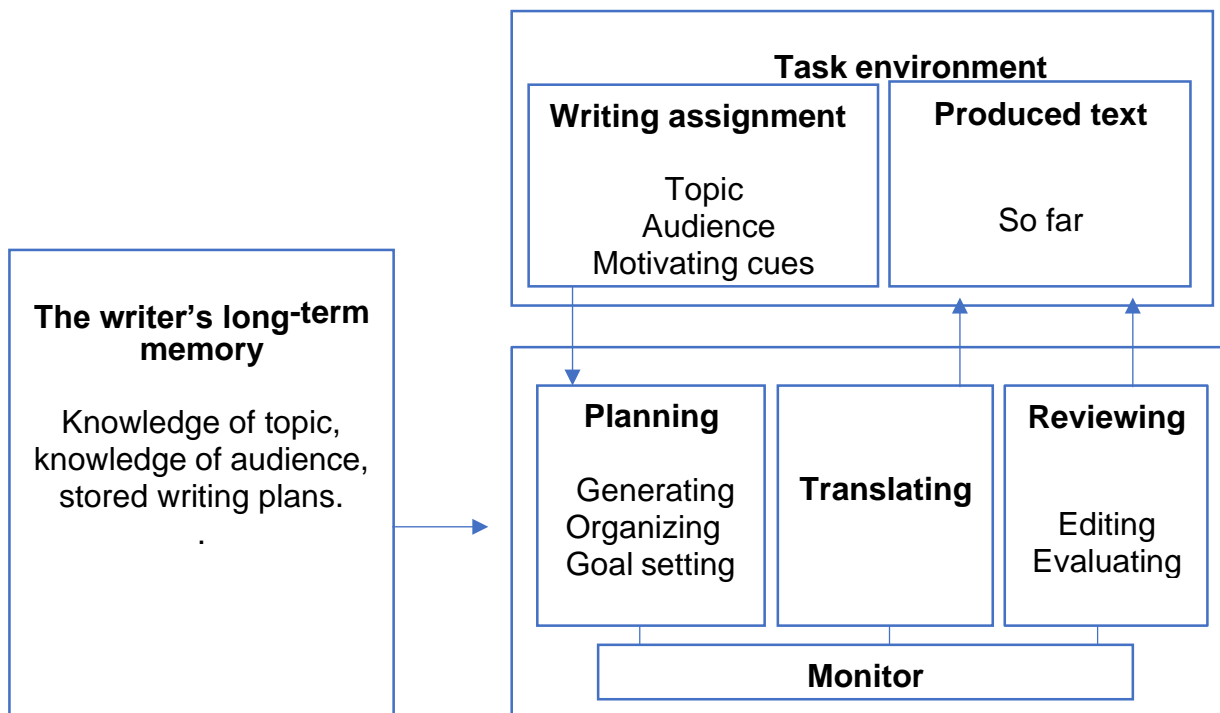
Theoretical framework

Theoretical bases of writing in general

It is necessary before analyzing the theories of writing in the English language, to study the essence of writing in general to understand more clearly the process of text production. Among the most influential studies in this field, we can mention Hayes and Flower's (1980) model on the writing process. In this model, three key elements are considered for the written production process: the task environment, the writer's long-term memory, and the cognitive processes themselves, which in that order represent prewriting, writing, and rewriting (Reyes, 2019).

Figure 1

Communicative model for learning to write.



Fuente: Hayes and Flower (1980)

The aforementioned model is a benchmark since its efficiency in improving writing processes has been proven. Hayes and Flower 's model take into account the communicational purposes of the author of the text, be it informative, argumentative, expository or narrative. In the first instance, the model uses the writer's long-term memory considering the communicative intention, the key ideas and the specific topic.

In addition to this, other elements are contemplated such as experiences and scriptural knowledge, organization, planning and contextualization (González, 2019). Aspects such as spelling, punctuation, and proofreading are of great importance to reach the point where the text is congruent and coherent with what you want to convey through written production.

Writing approached from different theoretical bases can be defined as a communicative type process that is based on the construction of meanings through the use of words, which is why it must be carried out in a coherent and correct manner. Cassany (2011) expresses that the written code is the set of abstract knowledge about a language that the human being keeps in his brain over time (p.18).

From this perspective, learning to write occurs in different ways that can be reading, memorizing, learning grammatical rules, and even linguistic skills. The author mentions that what is really important when practicing writing is to have competence in it and relate it to the written code. In this way, the production of the written text can be raised to another level.

Construction process of writing English

The construction process of writing in the English language has a certain degree of complexity compared to the Spanish language because the combination of the letters of the alphabet has a different sound. In the English language, consonant-vowel-consonant combination patterns are very frequent and, on many occasions, there is not much variation in terms of pronunciation compared to writing.

The difficulty increases when the combination of letters is much more complex and the sound that this combination causes is different from what can be seen in writing

(Saborit, 2019). In Spanish, for example, there are three types of double letter combinations, while in English there are five types. In the English language you can make the combination of 26 letters that generate 42 sounds.

Writing in English must necessarily be supported by oral, listening and reading skills because students start the learning process of that language by listening to it and then understanding it, just as they did in their first years with their native language. Learning a second language is much more suitable when it occurs naturally as your mother tongue, and if you add to this the use of didactic resources and the necessary techniques to achieve grammatical structures, effective learning is achieved.

For many decades, the learning of the English language began with the teaching of the grammatical part, norms and rules that served as a guide to form correct structures in terms of text production, also including repetitions and transformations of sentences, as well as translations. In the 70's the communicative method originated, a fact that gave a radical change to the way in which the English language was learned (Ruíz, 2018). Grammar went from being the main axis to becoming a secondary one that goes as a complement to perfect the natural process of learning in that language.

Like any new method, it obtained positions for and against, since grammar is an essential point for learning to write. Despite this, a balance was achieved by highlighting the importance of grammar as a fundamental part of the process, but adapting it to the needs of the students, in such a way that their learning is carried out in a more natural and fluid way through adequate techniques and resources.

It is necessary to emphasize that the communicative method does not leave aside the grammatical field, but rather it no longer takes it as the first axis of learning. In fact, this method emphasizes that grammatical linguistic competence is essential for the editing phase of the written production process. What the method promotes is the fluent and unsystematic learning of the language.

Both vocabulary and grammar are essential elements for written production.

The consolidation of grammar within the English language must be given in a simple, adequate and attractive way for students in the sense that it must attract their attention so that a significant learning process can be carried out (Second Language Acquisition: An Introductory Course, second edition, s. f.).

Factors that affect the writing of the English language

Learning English as a second language is a complex process since several factors intervene that directly or indirectly affect each phase (Justlearn, s. f.). These factors can be of a cognitive, affective or social nature and with regard specifically to writing it is essential to recognize and understand the way in which each one of them is immersed, and that in one way or another affect the construction of writing as such.

Starting from the essence of writing, in any language, it is a process in which the production of words intervenes in a written way as a consequence of the previous thought of them; that is, knowing how to think and later knowing how to organize said thought in sentences is the phase prior to translating it into a written text. That is why it is said that writing is not only a systematic procedure, but also implies thought as a prelude to it.

Although it is true that reading and writing are indisputably linked because both cognitive processes are based on critical thinking abilities, writing by itself implies not only mastering graphic signs with greater accuracy, but also requires interpretation based on reality. Therefore, it involves the creation of ideas that are subsequently captured to be exposed to others (Pamplón, 2021).

Writing skills are often transferred from one language to another. That is why it is said that when learning to write in a foreign language, the incidence of the mother tongue is noted since, as mentioned above, thought is involved when structuring phrases or sentences. This generally hinders efficiency in writing the foreign language and causes inconsistencies when it comes to getting it right in terms of grammatical structure, due to the difference in both languages.

Methodological framework

For this work, it was considered appropriate to use bibliographic research because the best way to carry out an in-depth analysis of learning to write the English language is by studying proven theories related to the subject and that could provide relevant data that serve as a foundation to improve this aspect in students.

Hernández (2007) affirms that bibliographic research is essential to carry out research work that requires being guided by theoretical or scientific bases, being suitable for this to be carried out from sequential phases that go from the analysis of the theories in question to the production of the reflective content itself on the subject.

In addition, the use of the analytical research method was contemplated, which, according to what was mentioned by Cruz and Olivares, (2018) consists of the procedure that allows a whole to be broken down into its basic elements, going from the general to the particular. In this way, the laws that make it up and the effect it causes can be understood (p.53).

Results Obtained and Analysis

The writing of the English language is a complex process that must be adequately approached to guide students in a smooth path towards the acquisition of knowledge both in grammatical structures, vocabulary and coherence with what they want to express. However, for many years traditional techniques (monotonous and repetitive) were applied at the general educational level, which did not give the expected results since they were generally perceived by students as a learning phase with which they did not usually integrate correctly.

With the passing of the years, new methods, resources and tools appeared that have transformed the teaching-learning processes for the foreign language (Nelson, 2020). The communicative method, as mentioned in previous points, is one of those that prioritize learning to write English in a more natural and fluent way, choosing to adapt the grammar to the previous learning of sounds, and words that facilitate its subsequent writing.

III. PROPOSAL

Enhancing English Writing Skills Among Adolescents and Preadolescents

In today's globalized world, proficiency in the English language is more important than ever. The ability to communicate effectively in writing is a crucial skill, yet many adolescents and preadolescents face challenges in developing strong English writing skills. This proposal outlines a case study aimed at analyzing the writing skills of adolescents and preadolescents (ages 10 to 16) and implementing strategies to improve their proficiency.

Objectives:

- To assess the current level of English writing skills among adolescents and preadolescents within the specified age range.
- To identify the specific difficulties and challenges faced by students in writing English effectively.
- To explore pedagogical approaches and interactive tools that can be used to enhance English writing skills.
- To design and implement a targeted intervention plan for improving students' writing abilities.
- To evaluate the effectiveness of the intervention in terms of improved writing skills and increased engagement.

Methodology:

Effective language acquisition encompasses all four skills: listening, speaking, reading, and writing. However, writing can often pose a significant challenge for teen and preteen learners. In line with the pedagogical theories of Jeremy Harmer and Brown, H. Douglas.

Proposed Writing Component:

The writing component will be designed as a multifaceted approach that integrates the principles from

1. Pre-Writing Stage:

- Introduction to different writing genres and purposes (e.g., descriptive, narrative, persuasive).
- Guided discussions and brainstorming sessions to generate ideas.
- Reading and analysis of model texts to understand structure, style, and language use.
- Interactive activities to stimulate creativity and critical thinking.

2. Writing Stage:

- Step-by-step guided writing tasks with increasing complexity.
- Opportunities for peer collaboration and feedback to encourage peer learning.
- Focus on both content and language accuracy.
- Incorporation of authentic materials relevant to students' interests.

3. Post-Writing Stage:

- Editing and revision exercises to enhance clarity and coherence.
- Individual conferences with the teacher to provide personalized feedback.
- Presentation of final written pieces to the class, promoting confidence and public speaking skills.
- Reflection on the writing process and self-assessment.

Expected Outcomes:

- Improved writing skills demonstrated through enhanced writing assignments and assessments.
- Increased motivation and enthusiasm for writing among students.
- Enhanced understanding of the challenges adolescents and preadolescents face in developing English writing skills.
- Insights into the effectiveness of interactive tools in improving writing proficiency.
- A practical model for incorporating interactive tools into English writing instruction for this age group.

Figure 2

Observation sheet for writing component

Writing Component Observation Sheet				
Student Information	Name:			
	Age:			
	Level			
Date of Observation:				
Observer:				
Criteria for Observation:				
Pre-Writing Stage:	Excellent	Proficient	Developing	Need Improvement
Actively participates in discussions and brainstorming sessions.				
Identifies different writing genres and purposes.				
Engages with model texts, understanding structure, style, and language use.				
Demonstrates creativity and critical thinking during interactive activities.				
Writing Stage:				
Follows step-by-step guided writing tasks effectively.				
Collaborates with peers, providing/receiving constructive feedback.				
Focuses on content and language accuracy in writing.				
Incorporates authentic materials based on interests.				
Post-Writing Stage:				
Engages in editing and revision exercises for clarity and coherence.				
Benefits from individual conference with the teacher for feedback.				
Presents final written piece confidently to the class.				
Reflects on writing process and self-assesses work.				
General Comments:				
Recommendations:				
Signature of Observer:				
Date:				

Elaborado por: (Latorre, Ericka 2023)

Figure 3

Rubric for writing component

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Content & Ideas	Clear, original ideas that fully address the prompt.	Relevant ideas that mostly address the prompt.	Ideas are present but lack depth or relevance to the prompt.	Ideas are unclear or unrelated to the prompt.
Organization & Structure	Well-structured with logical progression and effective use of paragraphs.	Generally well-organized with a clear structure.	Some attempts at organization, but transitions may be weak.	Lack of clear structure and organization.
Language Use & Vocabulary	Rich and varied vocabulary used appropriately. Minimal errors.	Adequate vocabulary with occasional errors.	Limited vocabulary and noticeable errors.	Basic vocabulary and frequent errors.
Grammar & Mechanics	Accurate grammar and punctuation throughout.	Few minor errors that do not impede comprehension.	Several noticeable errors affecting clarity.	Numerous major errors that hinder understanding.
Creativity & Engagement	Highly engaging and creative approach to the topic.	Engaging approach that captures attention.	Some attempt at creativity, but it may not fully engage the reader.	Lacks creativity and reader engagement.

Elaborado por: (Latorre, Ericka 2023)

This observation sheet, along with the accompanying chart, provides a clear and visual way to monitor and assess students' performance in the writing component. The chart enables a quick overview of students' progress across different criteria, allowing for easy identification of strengths and areas for improvement. The detailed sheet and chart combination aim to facilitate effective assessment and subsequent support for enhancing students' writing skills.

Incorporating a writing component into teen and preteen English courses, guided by the theories of Jeremy Harmer and H. Douglas Brown, is a strategic approach to addressing the challenges of developing strong writing skills. The proposed component, encompassing pre-writing, writing, and post-writing stages, coupled with a comprehensive rubric, aims to create a balanced and effective approach that fosters creativity, critical thinking, and language proficiency among learners (ALL Six Components of Writing, n.d.). Through meaningful engagement and interactive activities, this approach will empower students to become more confident and proficient writers in English.

IV. CONCLUSIONS

In conclusion, addressing the challenge of improving English writing skills among adolescents and tweens is of paramount importance in the context of an increasingly globalized world. The ubiquity of the English language as a means of international communication makes writing proficiency essential for these students. The analysis of the educational landscape reveals a significant gap in the teaching and learning of writing in English, which has led to the formulation of a comprehensive strategy to address this gap.

The general and specific objectives identified provide a clear roadmap for this effort. By diagnosing the main deficiencies in English writing skills, delving into the relevant theoretical foundations, and exploring effective teaching methods, the proposed approach seeks to create a holistic and personalized solution. Research questions guide inquiry into the heart of the challenges faced by both students and educators, with the goal of discovering effective strategies for improvement.

The case study emphasizes the particular age group of 10-16 years, acknowledging their existing language proficiency in spoken English and highlighting the pronounced need to strengthen their writing skills. The imbalance between oral and written proficiency is a common problem, often stemming from educational institutions that prioritize oral communication over writing skills. This imbalance requires a shift in focus to bridge the gap and provide a comprehensive English language education.

The intended writing component is designed to go beyond mere vocabulary expansion; seeks to empower students with the ability to construct coherent sentences and paragraphs, communicate their thoughts effectively, and grasp the nuances of grammar and structure. By addressing these fundamental aspects, students will become not only competent writers but also confident communicators in English.

In essence, the proposed intervention represents a strategic response to the changing demands of modern education (Kim et al., 2019). It recognizes the

importance of English as a global lingua franca and strives to equip young learners with the essential skills to excel in an interconnected world. As this initiative takes shape, it is critical that educational institutions and educators collaborate, adapt, and integrate innovative pedagogical approaches that empower students to become competent and articulate writers in the English language. By doing so, we can ensure that the younger generation is well prepared to meaningfully participate in the global discourse and contribute to their personal and professional growth.

V. RECOMENDATIONS

The concluding remarks eloquently underscore the urgency and significance of enhancing English writing skills for adolescents and tweens in today's interconnected world. The proposed intervention, outlined with meticulous detail, is poised to address the existing gaps in writing proficiency within this age group. To further strengthen this conclusion, I would suggest the following recommendation:

In the pursuit of implementing the proposed writing component, it is imperative to foster a collaborative environment among educators, parents, and students themselves. A cohesive partnership will not only reinforce the importance of this intervention but also ensure its successful integration into the broader curriculum. Engaging parents in the process through regular updates and workshops can foster a sense of shared responsibility for the students' language development journey. Likewise, educators should continuously refine their instructional strategies based on ongoing feedback and student progress, adapting to the evolving needs of the learners (Collaborators, 2023).

Moreover, embracing technology as a supplementary tool can yield considerable benefits (Christensen, 2002). Interactive writing platforms, online grammar-checking tools, and virtual writing communities can provide students with a dynamic and engaging space to apply and refine their writing skills. This technological integration aligns with the digital nature of contemporary communication and can inspire a higher level of enthusiasm among the students.

As the proposed strategy takes root, it is essential to remain attuned to the individual needs of students. Implementing differentiated instruction can cater to varying levels of proficiency and preferred learning styles, ensuring that each student receives personalized support and guidance. This approach not only enhances the effectiveness of the intervention but also fosters a sense of inclusivity, valuing each student's unique strengths and challenges.

In summary, while the conclusion aptly highlights the core principles and

aspirations of the proposed intervention, this recommendation underscores the significance of collaboration, technological integration, and personalized instruction. By weaving these elements into the fabric of the initiative, we can empower adolescents and tweens with the skills they need to succeed as confident writers in the global arena. This concerted effort will not only bridge the gap between spoken and written proficiency but also shape the future discourse of these young learners in meaningful ways.

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