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**FACULTAD DE CIENCIAS SOCIALES LICENCIATURA LA ENSEÑANZA DEL
INGLÉS**

**INNOVATIVE TEACHING STRATEGIES IN NEUROEDUCATION IN WRITING
SKILL IN THE PROCESS OF LEARNING ENGLISH AS A FOREIGN LANGUAGE IN
HIGH SCHOOL**

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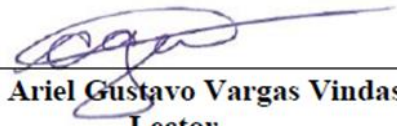
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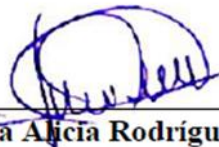
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Abstract

Neuroeducation has become popular in educational system as it promotes teaching techniques based on students' needs. English teachers must be looking for strategies to improve the teaching way that promise significant learning and it will be remarkable to apply Neuroeducation strategies. Moreover, to develop writing skills will be outstanding to use different strategies to catch students' attention and make them love the writing classes.

Resumen

La Neuroeducación se ha vuelto popular en el sistema educativo, ya que promueve técnicas de enseñanza basadas en las necesidades de los estudiantes. Los docentes de la enseñanza del inglés como lengua extranjera en el colegio deben buscar constantemente estrategias para mejorar la forma de enseñanza que prometan aprendizajes significativos tales como las estrategias propuestas en la Neuroeducación. Además, para desarrollar las habilidades de escritura será fundamental utilizar diferentes estrategias para captar la atención de los estudiantes y hacer que amen las clases de escritura.

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I would like to thank Professor Roy Alfaro Alfaro for his support in the thesis process, he have been so nice giving me advises in order to finish the thesis.

Dedicatory

This thesis is dedicated to my family that they are always there for me and they have been supporting me through the process. Also to my husband that encourage me to continue studying.

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Chapter I

Introduction

Introduction

This research is about the investigation of innovative teaching strategies in neuroeducation in writing skill in the process of learning English as a foreign language in High School. Writing skill is very important to practice and learn in the correct way in order to improve communication skill. Also, it expands creativity and imagination, and it helps students in academic success.

In high school most of the students already know the basics of grammar in their native language and that knowledge is going to help them to associate the new language in the writing process of acquiring a foreign language

Adolescents are more involved with technology. They think is boring to write, but the teachers must try different techniques with the intention of improving the class and catching the students' attention. There are many strategies on going to teach the writing skill in a funny way and will catch students attention improving the skill in significant learning.

The teachers should be refining the teaching strategies as much as possible to have catchy classes that students are going to love (to be there) and learn without thinking. As teachers the way they manage the class and the way they cover the topics is going to define the learning process for the students.

The implementation of the new Neuroeducation strategies in classes will help students to learn easier and faster, the writing skill, having a significant learning and they will also learn the importance of the skill loving the activities and they will be waiting for the writing class because is funny and interactive.

1.1 Problem Statement

The neuroeducation analyzes strategies that can help teachers to be accurate in the teaching process by studying the brain behavior to different stimuli. How to improve the students learning using the neuroeducation strategies?

1.2 Justification

To teach others have big responsibilities, one important part of being a teacher is that one should be updated with the greatest innovative strategies that are on the top continuously. However, it is imperative to analyze the strategies before implementing them with the group because not all work well. In a class, when a teacher applies a new strategy to teach a topic, students maybe will love it or not; nevertheless, students prefer to make interactive and different activities in class with this they will have significant learning.

1.3 Objectives

1.3.1 General Objective

To analyze the emotional link and active learning strategies in the neuroeducation in Writing Skills in the process of learning English as a foreign language in high school.

1.3.2 Specific objectives

a-To identify innovative teaching strategies in neuroeducation in writing skills for high school students

b-To recognize the emotional link and active learning strategies of teaching writing skills in Neuroeducation that makes students have significant learning about it.

c-To interpret how the innovative teaching strategies in writing skills work in a class

1.4 Scopes and Limitations

1.4.1 Scopes

The thesis have been challenging but with good results. Instituto Bilingüe Montecarlo is a private institution with clear educational objectives that are focus on students' needs, the owners are update with the new educational movements and they are always trying to improve the education in the institute. Through the thesis asking the students the strategies used on classes and talking with the teachers it is understandable the educational level that they are looking for. The teachers are well prepare and update with the new educational strategies and also are open to more trainings about Neuroeducation as they notice the students are more comfortable and exited with the English classes and in the moment of writing classes learners enjoy using technology to write something that they considered interesting or useful and the grammar have improve significantly.

1.4.2 Limitations

San Carlos is a region that most of the time is raining the summer season it is only like five month of the year; however, it also rain on the summer season so people get sick often; by the time that the questionnaire was applied some students were absent because they were sick or on vacations with their parents. The questionnaire was applied with an app and even that it was send to their emails to fill it up they did not want to participate. The teachers help convincing the students to answer the questions but it was not successful. So the questionnaire was just applied to fifty students instead of seventy students.

Chapter II

Theoretical Framework

2.1 Theoretical Framework

To create good class activities the teachers should understand about students' needs and how they learn. The Neuroeducation is going to have an active role on the best way of teaching. According to Battro, et al. (2008) mentioned that Neuroeducation "is considered the scientifically substantiated art of teaching, or the confirmation of best pedagogical practices with studies on the human brain" (Tokuhama, T. June 2008, pag 34) However, an important part of teaching is the material is used.

An author that explains clearly the neuroeducation is Le Cunff. A(n.d) when mention than most people are aware that learning and mental performance are a function of the brain. As such, neuroscientists spend a lot of time exploring the biology behind processes such as the formation of memories, creative processes, social and emotional cognition, and more. But how can these scientific findings be translated into the real world? That's what neuroeducation is all about.

The Neuroeducation studies how the brain works based on different stimuli in order to start the learning process and also it takes into account the needs of each person these studies make not just for neuroscientists, those are made by educators, educational psychologists in order to try to understand better the connection of brain and education.

Martin. A (Feb 24th, 2017) commented "so why do I need to know how to modify the physical brain when I create my learning? Since the brain changes, so does the behavior of the learner. And, by knowing this, you can increase the learning and enhance a person's acceptance and retention." Discussing the changes that the brain should have and the importance, it is considered that the changes are going to make the learner have significant learning based on the stimulus and it can be done with attractive activities but most of all should be active. Also, to plan a class it is important to make a catchy activity at the

beginning of the class in order to change students' minds and be ready for the new learning, it can be about the subject such a brainstorm or questions about the last class but also it can be about something not related of the class that allows the student to move.

Moreover, Martin. A (Feb 24th, 2017) listed strategies in order to improve the classes such as the beginning and end, emotion, interactivity, immediate use of learning, taking a break, just saying no to multitasking, and remembering. To summarize the strategies mentioned is important to make small activities about 5 to 20 minutes so the brain can be focus on the activity that period of time; also, to produce emotion with the activities such as telling experiences based on the topic or give examples about real life. Furthermore, to involve the learner on participation asking for active participation using the topic they just study in order to identify the importance. Besides, to take a break during the learning day or the classes is going to help the brain to rest and be ready for next learning activity it can be done using an activity that is not related on the topic such us sing a song, play musical chairs or to make a joke. Additionally, to try to do one activity at the time so the brain is going to be focus on only one activity to do it easier and faster.

Using innovative material is an alternative and untraditional way of teaching which helps students to acquire an effective communicative competence in the target language. Moreover, the use innovative materials in ESL classroom benefit the teachers to bridge the gap between the classroom knowledge and students' participation in the classroom. (Madut.T & Yunus. M, 2016, p.)

The writing skill is one of the four skills that all students should learn when they are acquiring English as a foreign language; however, the writing skill is quite difficult to learn. According to Pazilah, Fetylyana N, et al (30 Nov. 2019) "The acquisition of English skills particularly in writing has gained tremendous prominence not only as an academic skill but

also for business purposes as well as cultural globalization." The importance of the writing skill is high for life when learning a foreign language because to domain it as much as possible to be able to produce it in the correct way giving the chance to be more prepared for the future in the business world. Nevertheless, the writing skill is one of the skills that are difficult to learn and teach as it is a productive skill and it involves many characteristics. Selvaraj, M., & Aziz, A. A. (2019) mentioned in their article that "the biggest challenge is lack of proficiency in English language among ESL students to complete writing task assigned. Thus, students need vocabulary, grammar, and ability to structure good sentences is a requirement to compose writing." The writing also needs good reasoning that can have the input with the listening or reading skill to improve the thinking.

The brain is complex and depending on each person can be different the way of learning, and Sousa, David. (2010) commented on his investigation "The brain is wired for novelty, patterns, questions, relationships, and survival. When we instruct our students building on the impact of "connection" with one another, subject matter, and their own expertise "learning" feels relevant and meaningful and is sustained." Applying the suggestions of Neuroeducation on their own strategies a class can be more than successful, through the past until now the main goal of education is to prepare student with all subject they need in order to apply it on the real life but sometimes for them was not meaningful and learner just study to pass the exams and the learning grades; however, if the class is attractive for them is going to be eloquent and they will learn for live. Sousa, David. (2010)

The brain has five principles to affect the learning that are:

1. Movement enhances learning and memory. Movement brings additional fuel-carrying blood to the brain. It allows the brain to access more long term memory areas (an ancient survival strategy), thereby helping students make greater

connections between new and prior learning. Exercise was shown to be strongly correlated with increases in brain mass and cell production, as well as improved cognitive functioning and mood regulation.

2. Emotions have a great impact on learning. Students cannot focus on the curriculum unless they feel physically safe and emotionally secure.
3. The varying pace of brain development helps to explain the behavior of children and adolescents.
4. The school's social and cultural climates affect learning. A school's culture is characterized by openness of communication, level of expectations and appreciation for effort, involvement in decision-making, and degree of caring.
5. Brains can grow new neurons in the hippocampus. The hippocampus encodes long term memory. Sousa, David. (2010)

Based on the principles that affect the learning process, it should be take it into account when a teacher is explaining a topic. Even that the educator is applying the Neuroeducation strategies in order to catch students' attention and get a meaningful learning; also should take into consideration aspects that can affected on the moment such as the classroom environment, the students feelings about the classmates and teachers, and also the way they acquired the previous learning.

To learn the writing skill the teacher can implement different activities or strategies those are going to catch the students' attention and help them to learn the skill faster funnily or interactively. Indeed Editorial Team (June 9, 2021) state "Writing skills include all the knowledge and abilities related to expressing ideas through the written word. The ability to clearly communicate ideas through writing is in high demand for employers in any industry." Making the mentioned skill important to express thoughts and also to create

documents and to communicate to others by writing. However, the study by Pazilah, Fetylyana N., et al (30 Nov. 2019) says "Visual aids has helped so many students in visualizing their work especially in writing." So with the strategy of visual aids students can associate the vocabulary with the objects to produce a sentence. Moreover, Borja. C. n.d states that "emotions affect learning, and learning affects emotions: they are complementary and, when looking at the brain, they often overlap with each other. Emotions are essential to learning and learning outcomes: therefore, they are central to effective and efficient teaching and learning processes." In this study it can be identify that in the process of teaching teacher must create the emotional link in order to achieve the significant learning. Also, Borja. C. n.d mentioned different strategies to improve the emotional link and active learning such as "Create class activities that require students to apply course material to personal situations" "To make learning more authentic, incorporate outings, field trips and class demonstrations where possible" and "It is important to design activities that are challenging to students but not so challenging that the students are overwhelmed". To do this by taking a complex task and dividing it into smaller, more manageable pieces" with those strategies can be easier to catch students' attention for them to learn in the better way understanding their needs.

Chapter III

Methodological Framework

3.1 Research Method

The investigation applied the inductive research method. According to Streefkerk. R(April 18, 2019) “When there is little to no existing literature on a topic, it is common to perform inductive research because there is no theory to test.” The Neuroeducation is a new teaching strategy that is trying to test students brains based on theirs preferences. Through the years in the education different strategies have been trying to improve the education but it takes time to prove if it works. So, the Neuroeducation is in the process to be applicate to find out if it improves the teaching methods for that reason there are not a lot of existing literature on the topic.

3.2 Type of Investigation

The investigation type is experimental, Darci. J (n.d) commented that the “experimental research is a study that strictly adheres to a scientific research design. It includes a hypothesis, a variable that can be manipulated by the researcher, and variables that can be measured, calculated and compared. Most importantly, experimental research is completed in a controlled environment.”

McLeod. S (2012) the experimental method involves the manipulation of variables to establish cause and effect relationships. The key features are controlled methods and the random allocation of participants into controlled and experimental groups.

An experiment is an investigation in which a hypothesis is scientifically tested. In an experiment, an independent variable (the cause) is manipulated and the dependent variable (the effect) is measured; any extraneous variables are controlled.

An advantage is that experiments should be objective. The views and opinions of the researcher should not affect the results of a study. This is good as it makes the data more valid, and less biased.

The investigation is for educational purpose it should be clear that the education system have been improving through the years based on hypothesis with different strategies that pretends to advance in the learning process. The neuroeducation strategies try to understand the brain of the students in order to optimize strategies to students' necessities. As it has not been proved the methodologies are still an experiment.

3.3 Research Approach

In this investigation it is applied the qualitative method. The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research problem. According to Bhandari. P (June 19th, 2020) mentioned that “qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research.” As the investigation main objective is to analyze about the emotional link and active learning strategies in the neuroeducation in Writing Skills in the process of learning English as a foreign language in high school the opinions and experiences are important to develop the analysis. Also, Bhandari. P (June 19th, 2020) commented “qualitative research is commonly used in the humanities and social sciences, in subjects such as anthropology, sociology, education, health sciences, history, etc.” by way of the search is made for education subject, considering students perspectives about the neuroeducation strategies.

In addition, with qualitative methods, the relationship between the researcher and the participant is often less formal than in quantitative research. Participants have the opportunity to respond more elaborately and in greater detail than is typically the case with quantitative methods. In turn, researchers have the opportunity to respond immediately to what participants say by adapting subsequent questions to information the participant has provided.

3.3.1 Differences between Quantitative and Qualitative Research Method

Depending on the type of investigation should be choose the quantitative or qualitative research method. Bodnar. N (Sep. 22, 2015) mentioned “Quantitative Research: is a formal, objective, systematic process in which numerical data are used to obtain information about the world. This research method is used: to describe variables; to examine relationships among variables.” This method should be used for investigations that requires results with numerical data. Also, Bodnar. N (Sep. 22, 2015) commented “Qualitative Research: is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research.” So, the qualitative research should be used for research that requires information about feelings, experiences based on objectives and to understand the assumptions about a topic.

3.4 Sources and Subjects of Information

3.4.1 Subjects of Information

There are approximately seventy students in high school from seventh grade to eleventh grade.

The institution has internet and all students must have a computer. Also there is a high interactive technology projector in each class. It should be highlighted that students can use the computer just if the teacher states it on the lesson plan with an interactive activity.

3.4.2 Sources of Information

The sources of information according to the University of Minnesota Crookston (n.d) means that “sources of information or evidence are often categorized as primary, secondary, or tertiary material. These classifications are based on the originality of the material and the proximity of the source or origin. This informs the reader as to whether the author is reporting information that is first hand or is conveying the experiences and opinions of others which is considered second hand.” With the sources the investigation also is going to be organized to be more successful.

3.4.2.1. Primary Sources

Based on Clark State Library (Nov 18th, 2021) “Primary sources allow researchers to get as close as possible to original ideas, events and empirical studies as possible. Such sources may include first hand or contemporary accounts of events, publication of the results of empirical observations or studies, creative works such as a novel or painting, and other items that may form the basis of further research.”

On this investigation is apply an interview to the English teachers about asking them questions regarding the strategies used to teach writing skill as a foreign language. Also, a questionnaire was applied to the student about how do they like the writing class, with engaging activities; moreover, to analyze the strategies that English teachers are doing and to examine if those strategies are working.

3.4.2.2. Secondary sources

This investigation uses different articles that provide significant information about the Neuroeducation and its strategies to engaged students with the class.

According to Clark State Library (Nov 18th, 2021) mentioned that secondary sources are the ones that analyze, review or restate information found in primary resources or other secondary resources. Even sources presenting facts or descriptions about events are secondary unless they are based on direct participation or observation. Secondary sources often rely on other secondary sources and methods to reach results. Since primary sources are often direct reporting, secondary sources are the principle sources of analysis about the primary sources. Indeed, secondary sources written by experts may be far more informative and useful to you than a primary source when trying to interpret research data or understanding a complex topic.

An interesting article analyzed on this thesis is from Borja. C (May 24th, 2019) about the brain emotions and learning that states “Learning is shaped by our experiences. Experiences are caused by external stimuli that are perceived by our senses and communicated to our brain for processing. However, the journey of our experience is not as simple as it might seem.”

Also, Borja. C (May 24th, 2019) commented that “since we know emotions have a pivotal role in learning, we can use affect-based strategies to improve the teaching and learning processes. Make an emotional connection to a particular class assignment and use personally relevant and authentic activities.”

Based on Borja. C (May 24th, 2019) can be analyzed the teaching strategies that the Neuroeducation provides to the teachers.

Furthermore, other important article on the thesis is the one from Selvaraj, M., & Aziz, A. A. (2019). About a systematic review of approaches in teaching writing skill that commented students need vocabulary, grammar, and ability to structure good sentences is a requirement to compose writing. Besides that, students feel lost and tough to compose in English since writing requires to use many cognitive and linguistic approaches that students are unsure about. Generating and organizing the ideas is seen as major problem for students who have some linguistic competency in English. They struggle to produce a good writing pieces due to lack of knowledge in generating and organizing ideas and to present their writing with good coherence.

Moreover, this article helped to recognize the problems that students have while learning the writing skill as a foreign language.

3.4.2.3 Tertiary Sources

Based on Clark State Library (Nov 18th, 2021) “Tertiary resources provide overviews of topics by offering a more concise version of information gathered from other (usually secondary) resources. The primary and secondary sources referenced by a tertiary source are not always fully credited. Tertiary resources often provide data in more convenient form and can provide context helpful in interpreting information in primary and secondary sources.”

On this investigation uses two from Basri, H, Hashim, H. and Yunus, M (2019) about the use of Video Games to teach English and the use of google apps. Those articles

helped in order to give examples of attractive activities to engaged the students with the subject.

3.5 Population

The School Instituto Educativo de Formación Integral Montecarlo was founded on February 5th, 1996. The Mission is to addresses the need for education for the population that trusts and believes in private education as the best option for the training of their children, in a dynamic, active and creative way.

On the other hand, the vision is to instruct students to acquire comprehensive knowledge and skills that will support them in their learning for and for life. Thus, contributing to their participation in the global world supported by fundamental values such as perseverance, respect, tolerance and inclusion.

3.6 Instruments

3.6.1 Teacher interview

The interview has some questions to determine the activities used in classes to teach the writing skill in the high school.

It is highly important to mention that the answers only are going to be use for the investigation and the information is totally confidential.

3.6.2 Students Questionnaire

This questionnaire has the objective to collect information about the techniques use to teach the writing skill in the school based on students perspective.

It is highly important to mention that the answers only are going to be use for the investigation and the information is totally confidential

Chapter IV

Results and Analysis

4.1 Analysis

Neuroeducation has become popular based on their objectives. It is focus on understand students mind in the learning process. Le Cunff. A(n.d) mentioned on his investigation the importance of Neuroeducation because it is based on biology process, in the way that students learn and process the information. A methodology applied on Neuroeducation is to expose students' brain to changes, according to Martin. A (Feb 24th, 2017) the variations in the learning process by doing different short activities no more than 20 minutes help the retention of the knowledge. Those activities must be attractive for learners to encourage the active participation, so, the main question is how to make the catchy activities? The answer is easy, make it based on students likes, and includes emotion and technology; also, remember to make one activity at the time so it is going to take less time and students are going to continue focus on the class. On English classes, it is recommendable to make activities that include real life situations; in this way learners are going to understand the importance of the topic. Furthermore, Sousa. D. (2010) commented about principles that affect the learning such as the movement, emotion, climate.

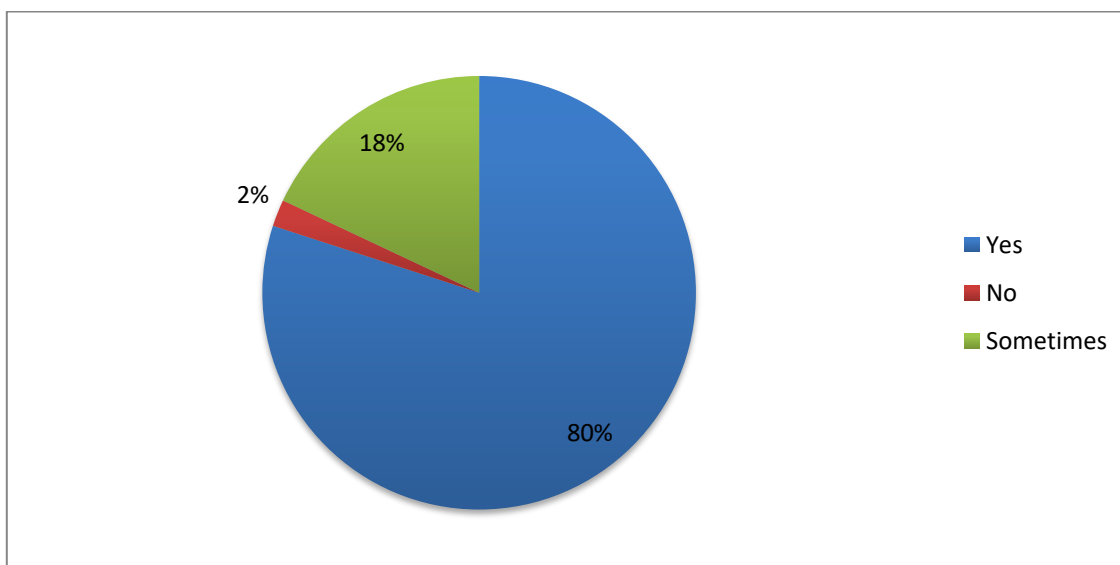
To learn English as a foreign language involves challenges to overcome, to learn it takes time depending on the skills and when learning it as a foreign language implicates to learn listening, reading, speaking and writing skills, some takes more time to learn it than others but the most difficult is the writing skill. According to Indeed Editorial Team (June 9, 2021) state "Writing skills include all the knowledge and abilities related to expressing ideas through the written word. The ability to clearly communicate ideas through writing is

in high demand for employers in any industry.” The writing skill is highly important academically and on jobs in order to express thoughts or ideas correctly.

Throughout the students' questionnaires, it can be identified the characteristics of the English classes and how it is applied the strategies.

Graph 1

Do you like English classes?

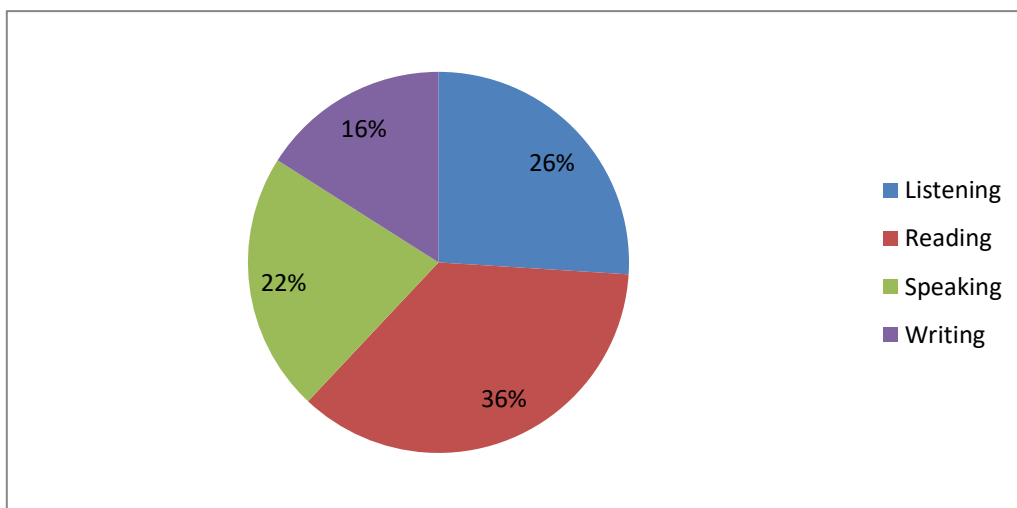


Source: Taken from questionnaire applied on Instituto Bilingüe de Formación Integral Monte Carlo to high school.

As it is shown in the graph the 80% of the students are in agreement that they like the English classes with a significant meaning that the classes have been attractive for them, and then 18% of those students agree that sometimes they like it and only 2% of learners mentioned that they do not like it. As a result, it is considerable that most of students enjoy the English classes with the strategies applied.

Graph 2

What skill is easier for you?

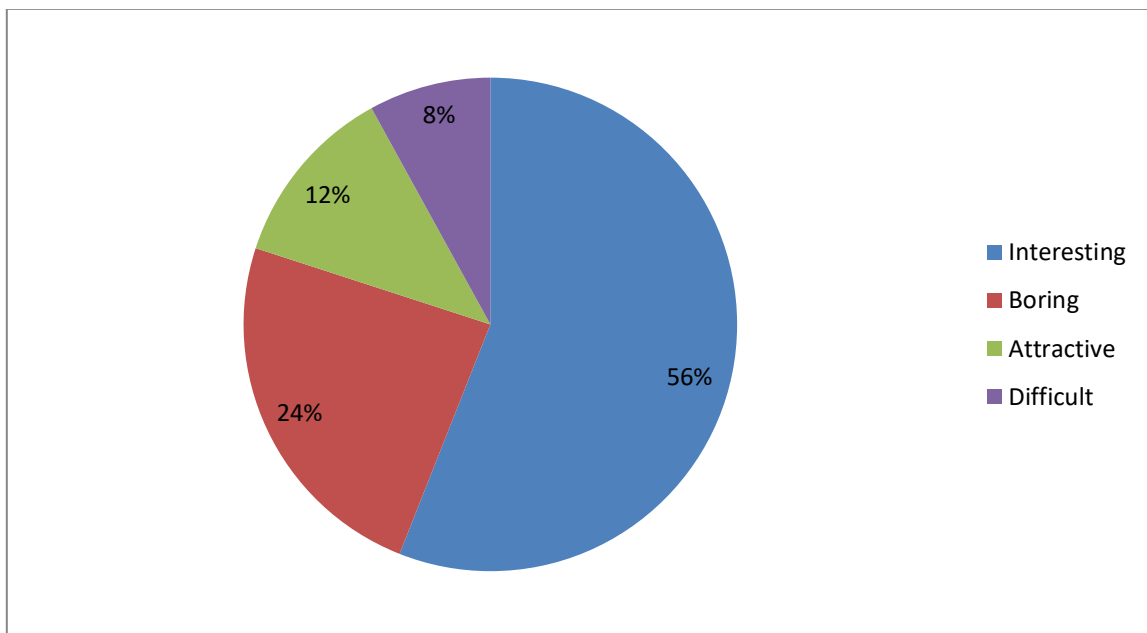


Source: Taken from a questionnaire applied on Instituto Bilingüe de Formación Integral Monte Carlo to high school.

Based on the graph above, there are different preferences in which students considered the easier skill for them taking the 36% with the higher percentage the reading skills, then the second one that is easier for them is the listening with 26%, the third is speaking with 22% and the last with only 16% is writing. Taking in consideration the productions skills are the most difficult for them because they should have a better English level, and talking about the writing, the skill requires a minimum of grammar and vocabulary knowledge in order to produce a sentences, paragraph or essays, so it requires more students' effort.

Graph 3

What do you think about the writing activities?

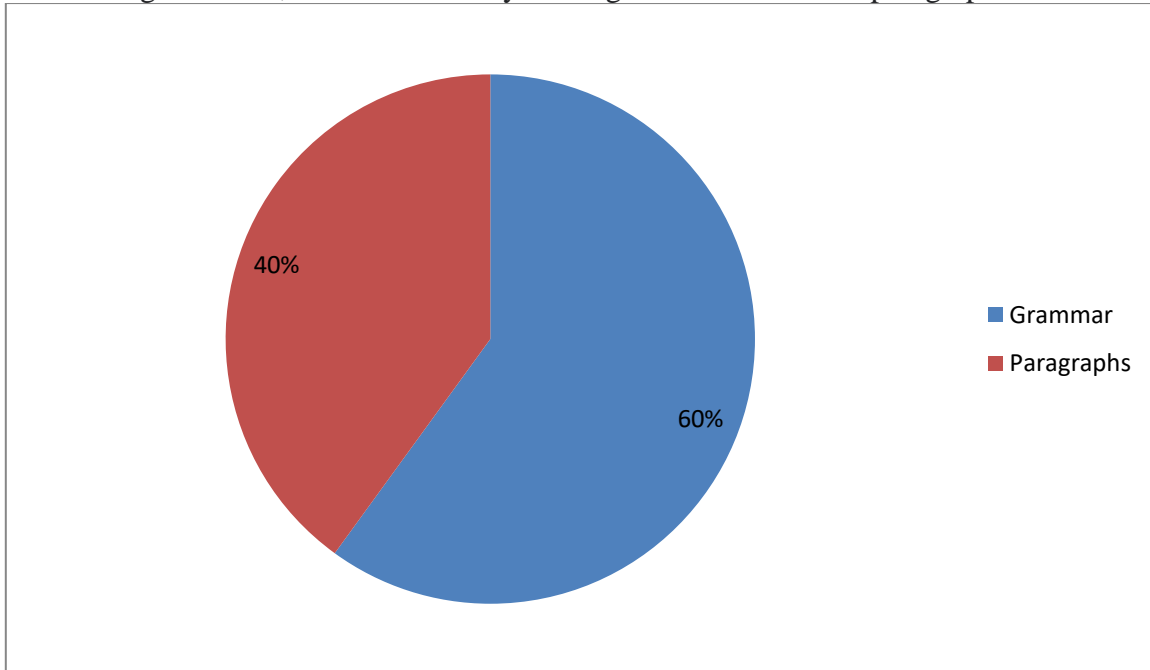


Source: Taken from questionnaire applied on Instituto Bilingüe de Formación Integral Monte Carlo to high school.

As result of the graph, the 56% of students considered that the writing activities are interesting, also there are a 12% of learners thinking that those activities are attractive, joining those results most of the apprentices like the writing exercises. However, there are an important 24% of students that mentioned that those activities are boring and 8% commented that are difficult. As teachers, it is highly important to make attractive activities for all the apprentices so they will enjoy the class and have a significant learning.

Graph 4

The writing activities, Are those usually about grammar or to write paragraphs?

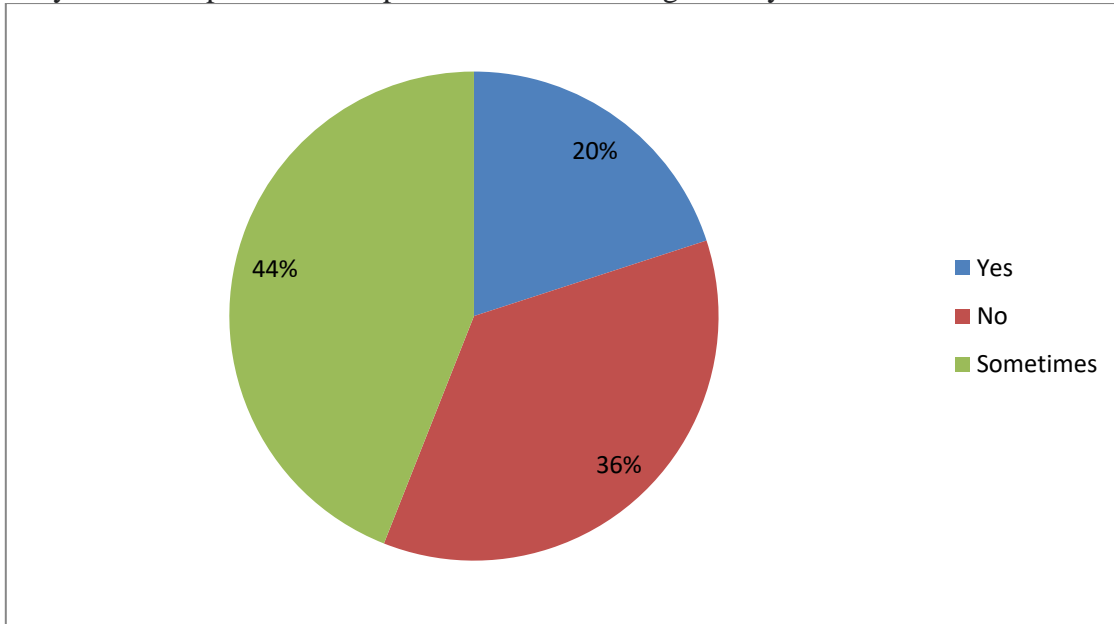


Source: Taken from questionnaire applied on Instituto Bilingüe de Formación Integral Monte Carlo to high school.

Analyzing the graph overhead most of the writing activities are about grammar taking the 60% of their opinions, then there are 40% that considered that those activities are about writing paragraphs. It is imperative to clarify that sometimes the writing activities should be about grammar but not pointed to recognize the structure but focused on how to apply it correctly.

Graph 5

Do you use the phone or computer to solve a writing activity?

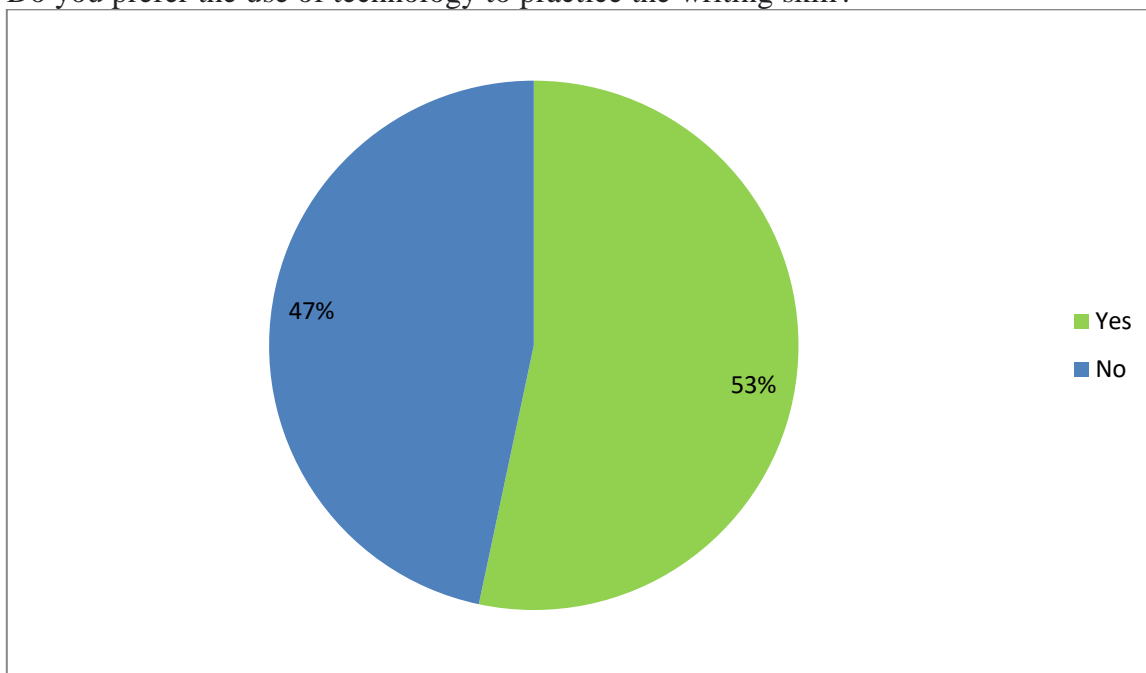


Source: Taken from questionnaire applied on Instituto Bilingüe de Formación Integral Monte Carlo to high school.

Analyzing the graph that according to the students sometimes they use the technology such as computer or phones to solve writing activities taking that 44%; also, the 36% of students considered that they do not use the technology; however the 20% of the learners mentioned that they use it. As a result based on their opinions, most of the students declare that teachers are doing writing exercises using the computer or phone.

Graph 6

Do you prefer the use of technology to practice the writing skill?



Source: Taken from questionnaire applied on Instituto Bilingüe de Formación Integral Monte Carlo to high school.

The graph 6 is clear with students opinion, having the 53% preferring the use of technology in writing classes, then there is a 47% of students favoring on not to use technology.

On the other hand, interviewing the teachers, taking into account there are only two English teachers.

Both teachers commented that they sometimes use technology to teach the writing skill, however the grammar they prefer to teach it on paper and then do some practices using technology.

The teachers commented they use different strategies to make the class attractive like games, to change the tone of voice, make outside activities.

Also, they mentioned that most of the times it is difficult to make the plan based on students' needs because there are so many students in class, but they make an effort to adapt the activities to depending on what students need.

Moreover, the teachers mentioned that the school has offered training on Neuroeducation at the beginning of the year, so they are trying to implement it in classes. Furthermore they would love to learn more about it to implement the strategies.

Chapter V
Proposal
(Strategies and Activities)

Table 1
Proposal activities

Level	Theme	Activity
Seventh Grade	Unit 2 Scenario: Enjoying Life Theme: Things I like to do	Students are going to write a short paragraph on https://create.vista.com/es/ about the things they like to do. They can use their creativity to make a poster with the small paragraph and pictures.
Seventh Grade	Unit 5 Scenario: Let's Celebrate Costa Rican Culture! Theme: How Costa Ricans celebrate national "Tico" culture	The class is going to be divided on 7 groups. Each group is going to represents one Costa Rica province. On https://app.bookcreator.com/ they are going to write a book about How Ticos celebrate holidays on each province.
Eight Grade	Unit 5 Scenario: Unforgettable Events Theme: An event I will never forget with my family	Students are going to write a descriptive paragraph on https://www.canva.com/ about an event with their family.
Eight Grade	Unit 6 Scenario: Amazing Costa Rica Theme: Hiking, biking and walking around Costa Rica	In groups students are going to create a travel blog on https://www.strikingly.com/ About Hiking, biking and walking tours all around Costa Rica
Ninth Grade	Unit 4 Scenario: In the public Eye Theme: Breaking News: Read all about it	Students individually or in groups are going to write a newspaper article on https://www.flipsnack.com/templates/newspapers About a breaking new on high school.
Ninth Grade	Unit 6 Scenario: Open a book, Open your mind Theme: Show me: Comic strip	Students are going to create a comic strip on https://www.storyboardthat.com/storyboard-creator writing a joke.

Tenth Grade	Unit 3 Scenario: A world of differences Theme: Cultures, subcultures and cliques	Students in groups are going to create an infographic poster about cultures around the world on https://create.vista.com/es/ *Make sure the cultures are not repeated.
Tenth grade	Unit 6 Scenario: What comes next? Theme: Study here or abroad?	Students are going to write a chart about the pros and cons about study in Costa Rica and other about the pros and cons about study abroad on https://creatly.com/diagram/example/hfwnft7w1/pros-and-cons
Eleventh Grade	Unit 1 Scenario: Recipes for success Theme: Follow the recipe: a Plan for success	Students are going to write a blog about How can you be successful on https://www.strikingly.com/
Eleventh Grade	Unit 3 Scenario: The Earth— Our Gift and Our Responsibility Theme: A Helping Hand (possible solutions)	Students are going to write a poster about How can I help to save my planet? Giving advices on https://www.postermywall.com

In order to evaluate the writing activities is highly important to evaluate with a rubric including grammar, vocabulary, and coherence.

Chapter VI

Conclusions and Recommendations

6.1. Conclusions

Neuroeducation promotes strategies based on students' needs. Those strategies are trying to improve the education system, taking into account that the writing skill is a little difficult to catch students' attention because they think it is boring the way of teaching. Through the time the way of teaching the writing skill have been teaching grammar and writing short paragraphs; however, Neuroeducation encourage teachers to apply attractive and real activities using technology so it will make an active class with significant learning.

In Instituto Educativo Bilingüe de Formación Integral MonteCarlo, teachers have been trying to apply Neuroeducation strategies on the writing skill teaching English as a foreign language having good results because students love technology, also enjoy the open activities that give them freedom to write about a topic that they are interest on; however, it takes time to make the planning based on students' needs as there are many students per group but at least it is important to make the class plan and adapt the activities depending on the learners needs.

To apply Neuroeducation strategies on classes takes time and need teachers training on the topic to get involve and understand the correct way to apply the strategies as make realistic activities with topics they like or to have active recesses between long activities, also, to do small activities. All the Neuroeducation strategies have been done with brain studies focus on having significant learning based on students' needs.

6.2. Recommendations

Analyzing the questionnaire applied to teachers and students of Instituto Bilingue de Formación Integral Montecarlo, they have the objective to improve the teaching strategies and they would love to apply Neuroeducation strategies on classes.

Recommendations to have into account in administrative part:

- 1- To do Neuroeducation workshops with the teachers in order to teach them the strategies to apply the in classes.
- 2- To allow teachers to make active recess between activities that are not related on the subject, of course using the language, it can be activities such as one karaoke song, Simon says, just to stand up and move, one activity can be outside the class. Taking into account that those activities cannot be more than 10 minutes long.

Recommendations for teachers:

- 1- Plan the class based on students' needs, or make activities that it can be adapted.
- 2- Make small activities, so students are going to be concentrated and working.
- 3- Make activities with real situations or with students likes, with this students are going to be interested on the class.
- 4- Take active recess; let's move with funny or interactive activities.
- 5- Be prepare for the class, everything can happen.

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Annexes

Annex #1
Teacher interview

This interview has the objective to collect information about the techniques use to teach the writing skill in the high school.

It is highly important to mention that the answers only are going to be use for the investigation and the information is totally confidential.

1-Do you use technology to teach the writing skill? If you do, which one?

2- What strategies do you apply to make a class attractive to the students?

3- Do you plan your classes based on student needs?

4- Have you heard about Neuroeducation? If you have, what is that?

5- Would you like to learn about Neuroeducation strategies to applied?

Annex #2

Students Questionnaire

This questionnaire has the objective to collect information about the techniques use to teach the writing skill in the school.

It is highly important to mention that the answers only are going to be use for the investigation and the information is totally confidential.

- 1- Do you like English classes?
 - a) Yes
 - b) No
 - c) Sometimes

- 2- What English skill is easier for you?
 - a) Listening
 - b) Speaking
 - c) Reading
 - d) Writing

- 3- What do you think about the writing activities?
 - a) Those are attractive activities
 - b) Those are boring activities
 - c) Those are interesting activities
 - d) Those are difficult activities

- 4- The writing activities, Are those usually about grammar or to write paragraphs?
 - a) Grammar
 - b) Write paragraphs

- 5- Do you use the phone or computer to solve a writing activity?
 - a) Yes, I do
 - b) No, I do not

- 6- Do you prefer the use of technology to practice the writing skill?
 - a) Yes, I do
 - b) No, I do not