# UNIVERSIDAD NACIONAL DE CHIMBORAZO

## FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

### CARRERA DE IDIOMAS

Work presented as requirement for obtaining the Bachelor`s Degree of "Licenciada en Ciencias de la Educación, professor e Idiomas Inglés"

### TITLE OF THE PROJECT:

"ANALYSIS OF THE WRITING STRATEGIES USED FOR TEACHING WRITING SKILLS IN CAMILO GALLEGOS TOLEDO SCHOOL, SEVENTH GRADE OF E.G.B PARALLEL "A" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2017-2018."

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### Riobamba - Ecuador

2019

# CERTIFICATE OF MEMBERS OF COMMITTEE OF THE TRIBUNAL
## UNIVERSIDAD NACIONAL DE CHIMBORAZO

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS**

**"ANALYSIS OF THE WRITING STRATEGIES USED FOR TEACHING WRITING SKILLS IN CAMILO GALLEGOS TOLEDO SCHOOL, SEVENTH GRADE OF E.G.B PARALLEL "A" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2017-2018."**

Research presented as a part of requirements to obtain the degree of "Licenciada en Ciencias de la Educación, Profesora de Inglés." It has been approved by the Committee Members at Universidad Nacional de Chimborazo.In constancy with all exposed sign:
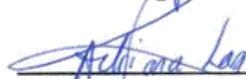
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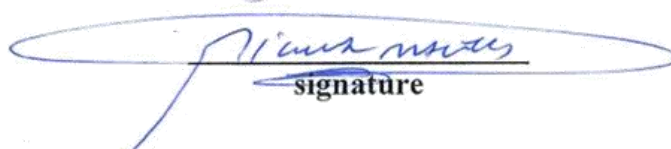Directora de la Carrera

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El citado trabajo cumple con todos los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en la virtud certifico la presentación del mismo, con por consiguiente autorizo continuar con el proceso.

Riobamba, 22 de julio del 2019

Dra. Monica Torres
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The content of this research is under the single responsibility of the author Ana Gabriela Pesantez Mijas, student's language School, with the following theme:

**"ANALYSIS OF THE WRITING STRATEGIES USED FOR TEACHING WRITING SKILLS IN CAMILO GALLEGOS TOLEDO SCHOOL, SEVENTH GRADE OF EGB PARALLEL "A" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2017-2018".**

The contents, thoughts, analysis and conclusions are those of the author and correspond to the National University of Chimborazo

Riobamba junio, 2019

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First, I want to express my deepest gratitude to the Alma Mater Universidad Nacional de Chimborazo, to the faculty of Education and especially to all of the teachers of the languages career for the helping to reach my dreams.

My thankfulness to God for guiding me in this road full of knowledge and experiences. I thank my family who taught me the value and reward of being perseverant. I could not achieve this important step in my professional life without the guidance and help of my thesis director Dra. Monica Torres C. who has supported and dedicated her time, knowledge, and patience along with this research.

*Gabriela Pesantez Mijas*

# DEDICATION

I want to dedicate this research work to God, for his lovely bless, care and constantly lead, for all the wisdom.

To my family, for their support, unconditional love, to my friends and my teachers who were my inspiration.

*Gabriela*

# INDEX

# RESUMEN

A través de un análisis previo, es posible demostrar que los estudiantes de 7º grado de Educación General Básica "A" en la Unidad Educativa "Camilo Gallegos Toledo", no pudieron expresar sus propias ideas cuando desarrollaron actividades relacionadas con la escritura. Debido a la falta de aplicación de las estrategias de escritura, este estudio analizó las estrategias de escritura que ayudan a mejorar las habilidades de escritura en los estudiantes. El propósito de este trabajo fue observar el proceso de escritura que se usó para adquirir las estrategias de escritura de los estudiantes, para proporcionar ideas y conocimientos adicionales a los maestros de inglés que trabajan con niños. Es necesario alentar el proceso de escritura. Es importante corregir los errores gramaticales. Se utilizó una técnica de observación no participativa ya que el investigador desempeñó un papel pasivo; El instrumento de recolección de datos fue una guía de observación. Se determinó que, los profesores deberían analizar otras estrategias que tengan un mayor impacto en sus alumnos para que tengan un mejor desarrollo y rendimiento durante el proceso de enseñanza-aprendizaje.

**PALABRAS CLAVE:** estrategias de escritura- Análisis- destrezas de escritura- etapas del proceso de escritura.

# ABSTRACT

Through a previous analysis, it is possible to show that the 7th grade students of Basic General Education "A" in the Educational Unit "Camilo Gallegos Toledo", were not able to express their own ideas when developing activities related to writing, due to the lack of application of writing strategies, this study analyzed writing strategies that help to improve writing skills in students. The purpose of this work was to observe the writing process that was used to acquire student's writing strategies, to provide ideas and additional knowledge to English teachers who work with children need to encourage the writing process. It is important to correct the grammatical errors. A non-participatory observation technique was used since the researcher played a passive role; the data collection instrument was an observation guide. It was determined that teachers should be constantly updating learning, and using new strategies to teach writing skills, also they should analyze other strategies that have a greater impact on their students so that they have a better development and performance during the teaching-learning process.

**KEY WORDS:** writing strategies- writing skills- analysis- stages writing process

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**DIRECTORA DE CARRERA**

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# INTRODUCTION

English is present in all the activities developed by the human being. An important statement was made by Garcia (2016) that said "Beyond being a language, English is important as professional and cognitive advantage that facilitates access to knowledge of all kinds. In addition, the multiplicity of cognitive, socio-affective, cultural and occupational projection advantages offered by the use of the English language in the handling of information and the use of technological tools that support the acquisition and mastery of different knowledge." Writing is a complex skill because it is associated with an essential part of communication; good writing skills allow understanding and comprehending messages, with good cohesion and coherence. Also, it is important to know that grammar, punctuation, and vocabulary are part of the process of learning these abilities.

The Ecuadorian Education Ministry Curriculum de Educaciòn Básica General, Curricular Thread Nº4 (Writing) said that: It is important to note that some learners may have rudimentary writing skills in their mother tongue and these will very likely be transferred to English. For this reason, the main goals in EGB Elemental are to learn the standard writing mechanics (spelling, punctuation, and capitalization), in addition to developing handwriting.

Also, the research process was able to evidence that sometimes the strategies used by the teacher to improve and teach writing strategies do not permit the students to bring out the very best from them. This research will establish which would be the strategies to follow for enhancing writing skills. Along the research process it was able to evidence that sometimes, for this reason, most of the students of the Seventh grade of E.G.B Parallel "A" in the Unidad Educativa "Camilo Gallegos Toledo"; the students showed a notable writing skill weakness.

This research examined the strategies and techniques that were used by the teacher during the writing process. These activities were analyzed in order to determine if the students achieved their goals of strengthening the writing skills development in the students of Seventh grade of E.G.B Parallel "A" in the Unidad Educativa "Camilo Gallegos Toledo".

This investigation has been systematized into five chapters that are exposed:

- **Chapter I. –** This chapter presents the referential framework, problem statement. In addition, it includes general and specific objectives and justification.

- **Chapter II. -** This chapter presents the theoretical aspects of Writing Strategies and Teaching activities to improve writing skills.

- **Chapter III. -** This chapter presents the methodological framework, which includes design and type of research, the population and sample, techniques and collecting instruments of data and techniques of procedure for the analysis.

- **Chapter IV. -** This chapter presents the analysis and interpretation of results.

- **Chapter V. -** This chapter presents the conclusions and recommendations of this research.

# CHAPTER I

## 1. REFERENTIAL FRAMEWORK

### 1.1. RESEARCH PROBLEM

**Problem:** Students have difficulty writing words by pronunciation.

### 1.2. PROBLEM DEFINITION

According to Penny Ur (2012) the purpose of writing is the expression of ideas, where the ability to convey a message to the reader takes precedence over other aspects of writing. Massi (2001) affirms that writing is: "...an interactive process by nature since it evolves out of the symbolic interplay between writer, text, and reader". Writing is treated as a collective practice. In other words, it always has a purpose and an audience. Writing is considered a production of language that allows communication, used for transmitting information, ideas, and knowledge. Writing is a communicative tool. One writes for an audience with a specific purpose in mind, and based on this audience the writer chooses (formal/informal) lexis, and content, context and connect and practice with other skills.

This is supported by who Jacome (2012) who argues that it seems obvious that writing skill should be practiced in class as the others, and of course, it should not be dismissed as a passive, useless, and lower-level skill. Practicing writing skill is an extraordinary consolidation exercise, and it must be practiced at the same time as the other skills. In addition, these strategies by nature interconnected and must be integrated into the classroom. For instance, A student writes and speaks in the same way as the student listen and reads. Thus, the four skills are part of an integrated approach to language learning and as such must not be completely separated from one another.

The "Unidad Educativa Camilo Gallegos Toledo" High School is located in Lizarzaburu parish, city of Riobamba, in Chimborazo province, situated in the north of the city of Riobamba; the institution has basic and bachelor education. It is oriented to educate children and teenagers with a quality education, based on values and principles. The institution counts

with 460 students and 25 teachers. Their administration model is a fiscal system for this reason the students receive four hours of English during the weekday.

In Séptimo de Educación General Básica of "Unidad Educativa Camilo Gallegos Toledo" which counts with 25 students between the ages of eleven and ten years old. During the English classes, while the pre-teaching practices were developed, it has been possible to observe that students did not know how they can communicate their ideas, that they wanted to express at the moment to develop activities related with writing. In addition, some students did not have a wide knowledge of vocabulary; furthermore, they did not have a clear organization and forget important steps like punctuation, grammar, cohesion and coherence and so on.

## 1.3 PROBLEM FORMULATION AND GUIDING QUESTIONS.

| AREA OF STUDY | QUESTIONS | | OBJECTIVES | |
| --- | --- | --- | --- | --- |
| | GENERAL | GUIDING | GENERAL | SPECIFIC |
| Methodology | Which writing process does the teacher use for teaching writing skill? | How students develop writing skill Activities? | To observe the writing process the teacher uses for students to acquire the writing skill. | To recognize the methodological process of writing (stages of the writing process) to develop writing skill. |
| | | Which activities does teacher do for developing the writing skills in English? | | To describe the strategies used to develop along the process of writing |

*Made by Gabriela Pesantez*

**1.4 OBJECTIVES:**

**1.4.1  GENERAL OBJECTIVES**

   To determine the writing process that teacher uses for students to achieve the writing skills at Séptimo Año de Educación General Básica "A", at "Unidad Educativa Camilo Gallegos Toledo", in Riobamba city, Chimborazo province during the academic year 2017-2018.

**1.4.2 SPECIFIC OBJECTIVES**

- To recognize the methodological process of writing (stages of the writing process) to develop writing skills.
- To describe the strategies used to develop the writing skill along the process of writing.

**1.5 JUSTIFICATION**

   Writing is the formation of letters in words that come together to express an idea. To be a writer the student has to be able to organize their thoughts and ideas and write coherently. Writing requires a student to learn a complex range of skills. The student has to learn how to form letters, get vocabulary, learn the correct spelling of words, how to organize their thoughts in order to convey ideas, how to use correct grammar, and punctuation. Writing is a hard work because it requires more than one attempt to present the message. A student first writes the first draft, then reviews the content and then revises punctuation marks and misspellings and finally reaches the final draft. The writing process is to edit and revise.

   This research is important because bearing in mind that it fits with the actual Ecuadorian ministry alignments according to the New Curriculum for EFL teachers, since long time ago, one of its main objectives is to evolve the personal, social and intellectual skills necessary to reach their potential and participate productively in an increasingly globalized world that operates in other languages. Also it develop students' understanding

of the world, other cultures and their own and their ability to communicate their points of view through the foreign language.

This research enriches the languages skills field because it focuses on how to improve writing skills development in students of the Seventh grade of E.G.B Parallel "A" in the Unidad Educativa "Camilo Gallegos Toledo". Those students present several mistakes along the writing process; such as transfer the rules of the structure of their mother tongue to English, another common rule are grammatical mistakes and background vocabulary. Therefore, this study provides ideas and additional knowledge to English Teachers who works with kids and need to foster the writing process. It is important that the teacher knows writing skills in order to correct the common mistakes and grammatical structures of EFL students.

This investigation was useful for improving the investigator's teaching and researcher skill, and overall for writing skills problem mentioned before, making possible to do the students and the teacher the main beneficiaries of this research. Moreover, this study will provide ideas and additional knowledge to the English teachers who work with teenagers, about how writing skills work.

The accomplishment of this project was feasible due to different factors such as: **academic**: teachers at Universidad Nacional de Chimborazo guided me through their knowledge and experience to canalize my ideas to work out this research; **human:** all people involved in the academic process at Unidad Educativa "Camilo Gallegos Toledo" showed their kindly predisposition along this process, and **economic** due to the research type was not necessary to spend more than was predicted.

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**CHAPTER II**

**2. THEORETICAL FRAMEWORK**

**2.1. BACKGROUND OF A PREVIOUS RESEARCH REGARDING THE PROBLEM TO BE INVESTIGATED.**

Once analysed the library at Facultad de Ciencias de la Educación Humanas y Tecnologías of Universidad Nacional de Chimborazo, was found a similar research like; **"Diagnosis of Cooperative Method in the Writing Skill development at Noveno Grado de Educación Básica, Class "A" At Unidad Educativa "Víctor Proaño Carrión", Calpi Parish, Cantón Riobamba during the Academic Year 2015-2016".** Done by Huebla Amaguaña Yesenia Guaraca Guaraca José, in 2016. The authors mentioned that: "There are still several problems with writing skills and comprehension, although there are several alternatives given and applied to them. Therefore, these matters are the reason to develop this research. Acosta, (2009) mentioned that "That is how important is to foster in our students their writing skills through the practice of activities in which students can develop writing skills in which they produce their own learning. As one main of the specific objective of this research they have "To identify the main characteristics of a cooperative method in writing skill", subsequently the authors conclude that: having performed the analysis of the causes and consequences which develop the skill of writing while using the cooperative method in teaching English language in students from ninth year of basic education, class "A" concludes what: as a result, shows that using the group method in the development of writing skills students 40 % only "sometimes" get satisfactory grades, and even more than 40% of students at sometimes write correctly activities focused on grammar.

## 2.2 THEORETICAL FOUNDATION

### 2.2.1 CONCEPT OF WRITING

The meaning of writing according to the Oxford Learner's Pocket Dictionary (2005) produces something in written form so that people can read. According to Troyka (1987) writing is a way of communicating a message to a reader for a purpose.

The process of writing is how to create a creative idea and write down it into essay form Gebhard (1996). As the Hadisubroto (2005) by the book Belajar Sendiri Mengarang Bahasa Inggris Page 7; *"kegiatan mengungkakan pikiran, pendapat, ide atau gagasan dalam bentuk tulisan dilakukan oleh manusia sejak ditemukannya huruf sebagai lambang bunyi"*

"An activity expresses mind, opinion, idea or statement in written form that has been done since finding the letter as a symbol of sound by human."

Leo (2007) states writing as a process of expressing ideas or things in words should be done at our lea sure. Writing can be very enjoyable as long as we have the ideas and the means to achieve it.

Rahman (2010) argues writing is one way to express an idea, opinion, and feeling in written form, it is also a kind of communication to transmit messages in which are produced in writing. A Zamel (1982) state writing was a product of a person's search for meaning. From the statement above, it can be concluded that writing was a written form of what we think about everything.

### 2.2.2 THE COMPONENTS OF WRITING

Jacob in Wasmayanti (2008) points out five kinds of components in writing. They are content, organization, language use, vocabulary, and mechanics

**A.-Content**

The content of writing should be clear for the readers so that the readers can understand the message convey and gain information from it. In order to have a good content of writing, its content should be well unified and completed. The term is usually known as unity and completeness, which become characteristic of good writing.

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## 1) Unity

The writing regards to have good unity if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentence and related to that idea of the topic sentences. If a writer wants the writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentences.

## 2) Completeness

Writing is said to have completeness if the main idea has been explained and developed fully completeness. The controlling idea with develops thoroughly by these of particular information. It is relative to know how complex or general Content

### b. Organization

In an organization of the writing concern with the ways through writer arranges and organizes the ideas in order the message in the words. There are many ways used by the writers to organize or arrange the writing the organization was mainly recognized as order. There are two parts of the organization in the case, they are below:

### 1) Cohesion and Coherence

Writing coherence and cohesion. Academic writing in English involves producing texts, which are appropriate for formal contexts, such as schools and universities (Oshima & Hogue, 2007). These authors have suggested that English academic texts may differ from those written in other languages regarding words, grammar, and organization. As a result, EFL/ESL learners should develop study skills like writing for academic purposes (Hyland, 2006). According to this author, it is necessary for them to learn how to produce academic texts in order to express ideas to other users of the L2. For this reason, textual coherence and cohesion are essential components of academic writing. On the one hand, a written text needs to be coherent to be understood by a reader. Hyland (2006) defined coherence as: "The ways a text makes sense to readers through the relevance and accessibility of its configuration of concepts, ideas, and theories" (p. 311). From this point of view, coherence involves logical connections at the idea level (topic). Thus, so as to facilitate the reader's comprehension, all

the sentences that make up each paragraph have to be logically arranged by following a continuous order based on the message they are trying to convey (Hinkel, 2004). Within this framework,

Coherence is important in writing as it relates to expressing consistent and understandable ideas in a text. On the other hand, cohesion has been defined as "joining a text together with reference words (e.g. he, theirs, the former) and conjunctions (e.g. but, then) so that the whole text is clear and readable" (Bailey, 2011, p. 115). In other words, cohesion refers to the logical connections of a text at the sentence level. This term involves grammatical and lexical relationships between the elements of written production (Grabe & Kaplan, 2014). Some examples of cohesion are reference through personal or possessive pronouns, substitution or ellipsis, connectors to link the sentences of a paragraph, synonyms to avoid lexical repetition, and punctuation (Ferris & Hedgcock, 2014). Cohesion plays an important role in academic writing because it affects the interpretation of a writer's discourse. According to Halliday & Hasan (2013), "it is the continuity provided by a cohesion that enables the reader or listener to supply all the missing pieces, all the components of the picture which are not present in the text but are necessary to its interpretation" (p. 299). Therefore, writers should correctly produce cohesive texts to ensure others understand their messages.

### 2) *Spatial order*

If the purpose of the text is to tell them something looks most effective organization pattern is usually spatial, if the writers write a description of neighborhood, a room, or a holding that they want to the readers have a mental picture of what they are describing a house or building, they will probably describe the exterior and the interior of the building by moving systematically rather than haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene.

### c. *Language Use*

Coke in Wasmayanti (2002) states language use in writing description and other forms of writing involve correct usage and point of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, use modifier or adjective, adverbs, and participles in the writing, a modifier may other be a phrase. A single, well-chosen- modifier is often more effective than several used together. If

it is difficult to describe with an overused or warn-out modifier, find more interesting synonyms, in the dictionary.

**d. Vocabulary**

Vocabulary is one of language aspect dealing with the process of writing. The writers always think about putting words into the sentences and putting the sentences into the text until they can create a piece of writing. It is clear now that we cannot write or express if we do not have the vocabulary. Therefore, cannot be understood the writing passage without having a lot of vocabulary. Vocabulary is one of the important components of writing should take into consideration by the English learner and English teacher because there is a doubt that learning the words of the language.

## 2.2.3 PROCESS OF WRITING

Process writing in this study, students wrote on memorable experiences or events, either pleasant or unpleasant, in order to generate as many ideas as possible (Oshima and Hogue 2006). Each written task in JW was planned and organized through the 'cyclical' ***steps of generating ideas, rereading, drafting, revising, editing, and rewriting, which constitute 'process writing'*** (Li Wai Shing 1992, Sokolik 2003). The use of the process writing approach is more effective than other approaches in terms of improving writing attitudes and written tasks since writing is a cognitive task developing writers intellectually and emotionally (Li Wai Shing 1992, Appel 1995, Bello 1997, Oshima and Hogue 2006, Pritchard and Honeycutt 2007). In addition, the feature of self-selected topics of interest in JW provided students in this study with freedom of choice, which is necessary for students to develop their talents in narrative writing (Rogers 1969 cited in Groundwater-Smith et al. 2007), and it improves student motivation in the language learning process in accordance with Maslow's human needs (Huddleston and Unwin 2008).
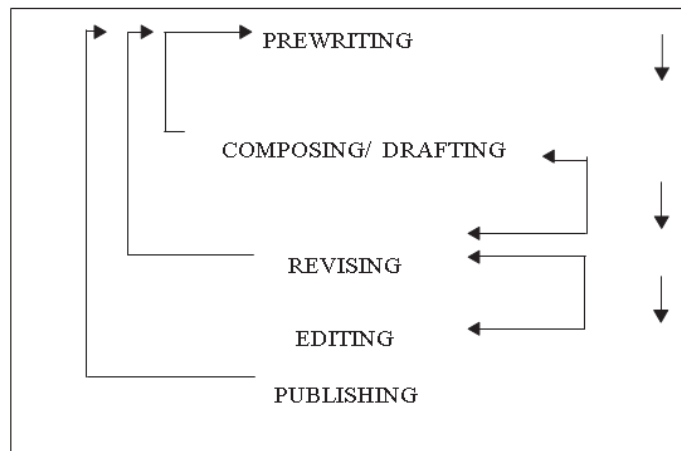
## 2.2.3.1 THE PROCESS APPROACH OR METHODOLOGICAL PROCESS

The process approaches focus on how is writing a text rather of the final result. these process approaches have a great impact on understanding the origin of writing and the way writing is taught. The process approach therefore affirms the importance of a recursive procedure of prewriting, drafting, evaluating and revising.

The pre-writing activity would involve introducing techniques that help the students determine and employ a topic rather of turning in a finished product right away; students are asked for multiple drafts of work. After discussion and feedback from readers, the learners would revise the drafts. Revision is essential part to writing and editing is a multi-level process. The multiple- draft process consists of generating ideas (pre-writing); writing the first draft with an emphasis on content (to discover meaning/ author's ideas); second and third drafts to revise ideas and communication of those ideas.

In writing classrooms that follow such a process model, the central elements are the writer, the content and the purpose, and multiple drafts.

The teacher in a process-approach classroom becomes the facilitator. In the classroom the teacher gives some guides where the writing process is taught. Providing input or stimulus for learners is considered unimportant since the teacher's task is used to facilitate the exercise of writing skills and draw out the learner's potential because the students need to engage and develop task where they practice what the teacher taught like grammatical rules, vocabulary and how to connect ideas.



*1. - Principal model of Process of Writing*

The process approach centers on revision, in response to feedback that is achieved from readers. Feedback is known as essential functioning as an input that prompts the revision of texts. As we know what guides the writer through the writing process into the final result is reader feedback on the various drafts. it is important mention the most kinds of feedback

leading to revision are peer-feedback; feedback from conferences; and teacher's comments as feedback.

the peer review contribute to students with authentic audiences, the discussion that leads to exploration and necessary peer feedback in the classroom, on the other hand, the work that develop are among the writer and the reader or the learner and the teacher. Many students and teachers, and researchers consider that conferences are essential as they allow students to control the interaction and clarify their teachers' responses, and negotiate to mean.

**STAGES OF THE WRITING PROCESS**

**1.-Prewriting:** This is the planning phase of the writing process first thing to know is when students brainstorm they investigate, gather and draft ideas, often using diagrams for organize their thoughts. also the Audience and purpose should be considered at this point a an important part and for the older students, a working thesis statement needs to be started. Agreeing with (Krashen, 2017) said that "the input hypothesis helps to explain how the learner assimilates a second language through acquisition. Comprehensible input - intelligible language is the key element for language assimilation to occur." So, The learner progresses to the extent that he receives intelligible input. Language intelligible is one that is at a level slightly above the learner's level of proficiency. It is the language that he could not produce but can still understand. It goes beyond the simple choice of vocabulary. It presupposes contextualization, explanation, use of visual resources, body language, and negotiation of meanings and replacement of obscure points in other words.

**2. - Cue cards important to enhance the writing process:**

There are several advantages of using pictures in teaching English according to Harmer (2001:134) Pictures really help to reduce preparation time. Sets of pictures can be re-used, especially it can be laminated, and can be used at any level in classes for kids, teenagers, and exam classes. When it comes to using picture stories in class, the key point was not to limit teacher to typical class activities and writing execrates. Students need as much wrote English practice as they can get. The conclusion definition above was cue cards are combining small cards with words and pictures on them to help the students to improve their ideas.

The positive and negative points of cue cards:

The cue card is smaller than a full-size script.

It acts as a safety net for a nervous or first time the students.

The students will be more spontaneous.

If the script was in their hands, they are not free for any gesture and there.


**3. - Drafting:** Students create their initial content by writing down all their ideas in an organized way to convey a clear idea or present an interesting argument. in the other hand, Audience and purpose need to be finalized. When Joyner, 2018 said that "teachers present lectures that introduce new material to the students. Teaching assistants reinforce the lesson by tutoring individual students that consisting of a small number of students" .

The aide might circulate throughout the room to answer some questions or explain concepts or doubts to the students. In some schools, the assistant might write problems or key terms on the blackboard while the teacher is presenting the topic, in this way they can solve problems directly with the teacher.


**4. - Revising:** students as an essential part of writing they must to consider review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the style and content appropriate for the audience. The principal goal of this phase of the writing process is to improve the draft. For that reason, one of those steps is to develop interesting Reading Aloud during Peer-Review Reading aloud can also be a helpful approach while working with a partner or a group. This stage can work several different ways one of this is you could read your own paper aloud to a partner, you could have your partner read your paper aloud to you, and you should consult one another to solve each of your goals for the peer-review. This knowledge can help to resolve if you will have your partner read the entire paper at once, read paragraph by paragraph, or sentence by sentence.


**5. - Editing:** Another stage of the writing process is that writers analyze and correct errors in grammar and mechanics and edit and correct to improve style and clarity.also, Having another writer's feedback in this stage is helpful. According to Mishra (2005), "when the teacher assigns work to students; then, the work is shared among the peer students; next, they

look at errors to be corrected. After the students make peer correction, they can make self-correction which makes the students more aware of their mistakes and become more autonomous". it means that each student could be more conscious of their mistakes and be aware to avoid to commit them.

**6. - Publishing:** In this last stage of the writing process is seen when the final writing is shared with the group. Sharing can be achieve in different ways as we know one of this is with the help of computers it can even be printed or published online. Also, this is where check the paper to make sure it is in the correct format established by your tutor. And, it General things to include are:

A title page that has the title of the essay, your name, the name of your institution, the course name and number, and the instructor's name. Page numbers at the top right corner, a reference page. There are general specific stages that we can apply for the finish written work. Also, it can be applied like not it depends of the institution or tutor.

## 2.2.3.2 PROCESS/ GENRE-BASED APPROACH: THE TEACHERS' ROLE

The four basic roles for writing teachers using the process/ genre approach, they are: audience, assistants, evaluators, and examiners. As principal has audience, this propose that teachers play the role of readers when they provide responses to the ideas or feelings that learners are trying to convey through writing as long as teacher give opinion with respect for the writer as a person and a sincere interest in his improvement as a writer. when teacher plays the paper of assistants, teachers assist learners by making their writing more effective in relation to selecting the correct genre, determining the purpose and using appropriate language. On the other hand, As evaluators, teachers give their comments on the learners' strength, weaknesses, and the overall performance to help them write effectively in the future.

## 2.2.3.3 IMPORTANCE OF STRATEGIES

As we can see strategies in different applications have their expected importance in the application as much as in the teaching English. Through the strategies it makes the most

dynamic teaching and reaches your goal. If a teacher does not use teaching-learning strategies or techniques this cannot succeed on both the students as in the subject. Is important to bear in mind that if a strategy has its purpose and it fails then its efficacy cannot be counted as a purpose. due that it has not been accomplishment by the teacher.

**2.2.3.4 WRITING STRATEGIES MOST FREQUENTLY USED BY ESL STUDENTS**

This shows that the overall use of writing strategies by students in the English language classroom is at a medium level.

Overall Writing Strategies Most Frequently Used

| **Prewriting** |
| --- |
| Mind map |
| **Writing** |
| Start with the introduction |
| Re-read what is written to get the idea to continue |
| Use word in the mother   tongue |
| before finding the appropriate English word |
| Use bilingual dictionary |
| Ask help from classmates or |
| teacher when facing difficulties |
| Stop to read after each sentence |
| Stop after a few sentences covering an idea |
| **Revising** |
| Check mistakes after feedback from the teacher |

- **MIND MAP**

As a principal point the mind map is known as a means to visually represent ideas and their relationship to one another. Also it can be known like brainstorming tool frequently used in education, the business world.

Mind maps work well as their visual design enables students to see the relationship between their ideas and encourages them to group certain ideas together as they proceed in the topic. Mind maps work especially well when created in groups, since the discussion this generate the production of creation of ideas and makes the task livelier and more enjoyable.

- **INTRODUCTION**

The cue of a good introduction is providing the reader with a brief overview of the topic and a clear explanation of it. A introduction must to be impact, fascinating, and interesting. Successful introductions don't rely on clichés or irrelevant information to demonstrate their point. it pretend to give a clear a message of what is going to talk about and avoiding to be boring or falling into redundance.in the other hand, an excellent Introduction make that readers must feel attract in store when they read the main body of your paper. Ideally, your introduction will make your readers want to read your paper. and inspire to write to other people or give a clear message of what you wanted to say.

- **BILINGUAL DICTIONARY**

Dictionaries can help learners to understand a text and learn the vocabulary of words that are unknown for them. However, it is important to bear in mind that here that we do not restrict the use of dictionaries as belonging only to WAS (Word Attack Strategy). Rather we use the term 'dictionary-use strategies' to refer to the type of dictionary the L2 learners use receptively and productively to learn a new language, the kind of information they check in a dictionary and the wider purposes the L2 learners. Further, a proper dictionary can tell much more about the meaning of a word. and,can provide the correct spelling of them and the use of words if this have synonyms or it is and adverb or noun. This will help students to understand how to use a word. All this is potentially valuable for learning new words, although dictionary use is a part of word study.

- **WORD BANKS**

*Word Banks* is the lists of words generated by the class and related to a topic of study are simple, yet powerful tools. By brainstorming to create the word bank, all students have the opportunity to speak, listen to each other, and experience reading and writing with words related to their learning. Posted as a reference, a word bank encourages students to review past knowledge and use the words listed to integrate content into their writing.

The word banks help the student with access to the key vocabulary and help with instructional level vocabulary. The word bank helps the student recall words that they have previously learned.

- **CUE CARD**

Cue Card is small photos or pictures stuck onto cards (Marcos penate, 2000). Here, the use of the picture was suggested by Jeremy Harmer. In was a book entitled The Practice of English Language Teaching, he says that: "Pictures can be in the form of flashcards (small wash card which we can hold up for our students to see), large wall pictures (big enough for everyone to see detail), cue cards (small cards which students use in pair or group work), photograph, or illustrations, typically in a textbook. (Harmer, 2001)" Cue cards are cards with words written on them that help actors and speakers remember what they have to say (Syaifoel Hardy, 2011). Cue Cards are cards with photos or pictures stuck on it (Bazo, 2007). Additionally, Mora (1994) suggested using cue cards to foster speaking and writing. One card per group and each card should have one word on it. The students are organized into groups and each group receives a card.

## 2.2.4. THE WRITING SKILL

Written expressions play two important roles, comprehension (Listening), reading comprehension (Reading), and oral expression (Speaking). The first one is to be an objective of teaching. It is important for students to develop writing skills in English to express easily using the basic levels of writing skills. The second one is to be away from learning. Writing can provide different ways to practice the language and helps students remember word, phrases, grammatical aspects, etc. The teacher must perform written expression tasks, where students will be involved with the language, therefore that they are going to dominate it.

Jacome (2012) writes: It seems obvious that writing skill should be practiced in class as the others, and of course, it should not be dismissed as a passive, useless, and lower-level skill. Practicing writing skill is an extraordinary consolidation exercise, and it must be practiced at the same time as the other skills. To practice writing skill is far important free composition, where students can fully exercise their creative activity. Consequently, it is necessary that the teacher prepares previously some exercises to give freedom to the students. According to Carbonell (2009) said that: to learn English, four basic communication skills are developed. These abilities must be followed by a solid competition of the first language because it helps

to learn a second language. The degree of control that is achieved in each skill determines the level of learning and performance in the new language:

There are four skills that are necessary to complete communication, the first step to learn new languages we need to listen, speak, read and finally write.

## 2.2.4.1 ENGLISH LANGUAGE LEARNING STANDARDS RELATED WITH WRITING SKILL

- Structure of English and Communication Teachers demonstrate an understanding of language as a system. Understand the components of language (phonology, morphology, syntax, pragmatics, and semantics) as an integrative system.
- Use knowledge of these interrelated aspects of language to help students develop oral, reading, and writing skills in English.
- Demonstrate knowledge of rhetorical and discourse structures as applied to English learning.
- Teachers know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Provide activities and materials that integrate listening, speaking, reading, and writing.
- Provide standards-based writing instruction adapted to students. Develop students' writing through a range of activities, from sentence formation to expository writing.
- Assess students' language skills and communicative competence using multiple sources of information.
- Use various instruments and techniques to assess language skills, both individually and integrated (e.g. listening, speaking, reading and writing, as well as vocabulary and grammar) for students at varying levels of language and literacy development.
- Use a variety of rubrics to assess students' language development in classroom settings.

# CHAPTER III
## 3. METHODOLOGICAL FRAMEWORK

### 3.1. TYPE OF RESEARCH

This study was a qualitative investigation because it uses data that arose from the empirical confrontation between the subject and the object of investigation with an emphasis on interpretation results.

### 3.1.2 RESEARCH LEVEL

This research by the level of knowledge is an **exploratory investigation** because it would help us analyze which writing strategies were applied by the teacher with her students of Seventh grade of E.G.B at "Camilo Gallegos Toledo" in order to enhance writing skills.

As it is described in Metodologia de la Investigación 5ta Edición, the exploratory scope "looks up for little-studied problems, help to identify promising concepts and prepare the field for new researches". (Hernández Sampieri, Fernández Collado, & Baptista Lucio, 2010)

### 3.2. QUALITATIVE RESEARCH METHOD

This research was an **ethnographic** method because this is suited for the educational field; this anthropological technique gathers information about student's behavior which will help to research to describe the developing of writing strategies.

This study lasted six months and it had been distributed by the following facts: the field workplace, the analytical phase, and informative phase.

### 3.3. POPULATION AND SAMPLE

Due to the small population it was not necessary to take a relatively simple. The population was represented by the English teacher and 25 students of seventh grade of Educación

General Básica class "A" at Unidad Educativa "Camilo Gallegos Toledo" Riobamba city, Chimborazo province in the academic year 2017-2018.

The researcher has already worked with this population when the researcher developed the Pre-Professional Execution practices at this institution. Then it was evident the lack of student's concentration and compromise consequently the bad scores they got at English subject when they were working out the activities and during the English lessons with the teacher.

### 3.4. PROCEDURE

The research activity has been divided into; preparatory, work field, analytical and informative. Firstly, the principal field of this research is "Skills" because of this research project is going to be applied with the purpose to find the difficulties that allow developing the writing skills. For this reason, the research selected this population in order to explore how writing strategies could help to enhance language in the students at Seventh grade of E.G.B at "Camilo Gallegos".

### 3.5 WORK FIELD

The problem was chosen while the teaching practices were developed due to the deep awareness to identify the difficulties that not allow developing the writing skill. They worked on activities that involve writing skills, some of the students got distracted and feel bored when they had to write because most of them do not know the grammatical structures or basic vocabulary, it was realized that most of the students think that learning English is not a priority like math or another subject.

For developing the investigation, it was necessary to ask for permission to the principal of this institution; in fact, the authorities were pleased to help in everything that has to do with

this study. Because of the teaching practices, the investigator has direct contact with the participants of the project. When she talked to them about the investigation, they said they were enthusiastic to collaborate with it. It permitted that the investigator took a passive role because she did not participate in the activities the teacher proposed to her students and she was the only likes a passive participant ad a collector of data. On the other hand, the students in this grade were accomplished performing in the class, most of them had a passive role and they matter about nothing.

For data collection it was necessary to apply an instrument, an observation sheet or well know like a tally sheet. That was designed to collect evidence about how the teacher used writing strategies in the English classes, through indicators, that described the aspects of writing strategies also it helped to observe which activities the teacher used for the increase and engaged the fourth macro skills.

After gathering the information, it was possible to analyze that the teacher does not give a basic vocabulary consequently the students are not interested in writing activities; few students show that motivation helps them have a better developing in English and other subjects, and last, the teacher was applying motivational neither other strategies well. In addition, the collected information was taken from the observation to the teacher and students at this grade by the investigator, and the two instruments mentioned before were used to register the data.

# CHAPTER V

**4.-ANALYSIS AND INTERPRETATION OF RESULTS**

**4.1 ANALYSIS AND INTERPRETATION OF RESULTS OF THE SURVEY**

**APPLIED TO THE TEACHER**

| SPECIFIC OBJECTS | COLLECTED INFORMATION | ANALYSIS | THEORY CONTRAST |
|---|---|---|---|
| ● **To describe the strategies used to develop along the process of writing.** | ● **Students use Mind maps** | According to the gathered information, it was possible to analyze, that the teacher sometimes developed the topic through mental maps, where she explained how to perform the activity but students did not maintain the order of their ideas and this generated problem with texts structures. | A mind map is a useful strategy based on Broome (2010) who mentions that it is necessary for making notes on a topic, prior to writing or organizes a text. It is a structured strategy which shows the big relationship of ideas. Further having an organized display of information from the outset of the writing process may help some students, as it is more easily converted into a draft. On the other hand, a mind map is a diagram for representing the task, words that allow a visual. Structure of ideas and help to analysis and recall. |

| | | | |
|---|---|---|---|
| | ● **Students don't know how to do the introduction of a topic** | It could be seen that due to the teacher sometimes did not clearly explain the importance of an introduction in writing process, it could be evidenced in student's assignments the lack of a good argument, a vague and uninteresting introduction. | From the position of (Maynar, 2014) The introduction is the meaningful part of any document. Additionally, writing an introduction must have an established order for it to make sense. The Oxford English Dictionary points to the introduction as a preliminary explanation prefixed to or included in a book or other writing, the part of a book which leads up to the subject treated, or explains the author's design or purpose. Also, the corresponding part of speech, lecture, etc. |

| | | | |
|---|---|---|---|
| | ● **Students use a bilingual dictionary to understand the meaning of words.** | It can be said that according to the analysis most of the time the students tended to use the English-Spanish dictionary it did not helps them to internalize the new vocabulary, they evidently forgot the new word easily, and they neither learn the pronunciation and the use of it. | As it says (Nation, 2001) It is important to recognize the dictionary as one of the Word-Solving Strategies is a part of Vocabulary Learning Strategies. He also states that the use of English-English Dictionaries can help learners to understand the text and learn the vocabulary. In addition, the dictionary can be useful at the time that wants to learn new words or the pronunciation of it. However, each dictionary is different since it depends on the brand and the publisher. For this reason, the term is known 'dictionary-use strategies' to refer to the type of dictionary the L2 learners use receptively and productively. |

| | | | |
|---|---|---|---|
| | ● **Students use Word bank** | Along with the observation, it was noticed that students did not develop the word bank with the teacher as they discussed the class topic; sometimes they only received a list of words that means a decontextualized basis for them. So, they could not participate and give ideas about what the subject can refer to. Which limit their ability to write about a topic. | On word Stassi (2011) Word Bank is a useful list of words generated by the teacher to a topic of study are simple, yet powerful tools. He also states that the meaningful use of brainstorming to create a word bank. All students have the opportunity to speak, listen to each other, and experience writing with words related to their learning. Posted as a reference, a word bank encourages students to review past knowledge and use the words listed to integrate content into their writing. |
| | ● **Students' evidence Cohesion and coherence to write.** | It could be seen that in the student's work throughout the class it is noted that there is no cohesion and coherence. It is difficult for them to connect their ideas, the use of correct punctuation or grammar and structure or to maintain order in a sentence. So, they cannot produce meaningful and accurate expressions. | As expressed by (Grabe & Kaplan (2014) coherence is vital in writing as it relates to expressing consistent and understandable ideas in a text. On the other hand, cohesion refers to the logical connections of a text at the sentence level. This term involves grammatical and lexical relationships between the elements of written production. In addition, from the point of |

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| | | | view of (Ferris & Hedgcock, 2014) Cohesion and coherence are an essential part of writing because they are useful for maintaining connectors to link the sentences of a paragraph, synonyms and avoid lexical repetition. |
|---|---|---|---|
| **2.-**<br>● **To recognize the methodological process of writing (stages of the writing process) to develop writing skills.** | **1.-Pre-writing:**<br>The teacher provides accurate input about the topic | It is possible to analyze that due to the inaccurate input acquisition students did not show progress in the teaching-learning process and writing skills. It could be evidenced the absence of a prior explanation of the subject, students failed in the ideas that wanted to express and make the communication difficult to accomplish. | Input is of vital importance since it teaches how the learner assimilates a second language through the acquisition of what listen, read and see. (Krashen, 2017).<br>Gass (1997) states that the input is essential in learning of L2. The concept of input in the acquisition of a second language. Means that, nobody can learn a second language without some kind of input. In other words, if there is no input, the acquisition does not exist. |

| | | Teacher gives cue words and expression for writing. | Due to the teacher did not give cue words and expression; the students felt lost and did not maintain a correct order to formulate their ideas. | Harmer (2007) affirms that Cue card is a card with words, phrases, and pictures on them. Which acts as an indicator of memory, so that students can use them to remember what they want to say or the vocabulary learned. |
| --- | --- | --- | --- | --- |
| | | The teacher provides a model based on cues. | It is possible to analyze that due to the teacher did not give a model to write a story based on keywords or expressions previously learned, students could not achieve a good development of writing. | Additionally, Mora (1194) suggested about using cue card to foster writing in the students, for this reason, the teacher gives the students guidance as to the sort of stories they should do with the previous cue words. The students work in groups to guide and support each other. In the context of the research, they are organized into some groups and each group is given a cue card. Then, they have to write a short story about something or someone in detail based on a cue card that is given by the teacher. |

| | 2. - **Drafting:**<br>Teacher monitors and gives suggestions while students write. | The teacher did not monitor the drafting that the students do in the class, Because of this; students carry the mistakes they committed at the beginning until the final product of the written composition. | Joyner (2018) points out the importance of monitoring the students during the writing process. He proposes that teacher must introduce the new topic than teaching assistants reinforce the lesson by tutoring individual students or holding discussion groups consisting of a small number of students. The teacher circulates throughout the class explains concepts, answer questions. However, in some school, the teacher might write problems or key terms on the blackboard while is presenting the topic. |
| | 3.- **Revising**<br>The teacher asks someone to read their paper out loud to the class. | One of the most common ways of reviewing is that the teacher asks to read one of the students' works, the teacher asked for opinions or comments about what they understood about the reading and in that way, she corrects common mistakes for everybody. | In accordance with Rijlaarsdam G., Couzijn M., Van Den Bergh H. (2004) Reading aloud during the review is a helpful approach while working with a partner or a group. Thus, this strategy can work several different ways: a student could read his/her own paper aloud to a partner, you could have your partner read your paper aloud to you, you should consult one another to |

| | | | |
|---|---|---|---|
| | **4.- Editing**<br>Teacher corrects or uses peer correction to check and give general advice. | It is possible to analyze that sometimes the teacher applied the peer correction, allowing the students to review in general the work of each other's work. The assignment was evaluated according to the mistakes found. | determine each of your goals for the review. In this way, students are aware of their mistakes and more responsible for their work. |
| | **5.- Publishing:**<br>● Once the work is finished, the teacher is able to classify according to the best ones in order to publish in the Mural newspaper. | According to the analysis, it was possible to observe that the teacher did not provide this phase to her students, which discourages students from worrying about this part of the writing process. | According to Mishra (2005) argues that is important to the teacher assigns work to students in order to he/she can do peer correction. Then, the work is shared among the peer students; next, they look at errors to be corrected. After the students make peer correction, they can make self-correction which makes the students more aware of their mistakes and become more autonomous.<br><br>From the point of view of (Medium, 2016) publishing is crucial because is the last and final stage in the writing process. In addition, the writing |

| | | | final process is shared with the group. It is evident that sharing can be accomplished in a variety of ways like printed or published online. |
| --- | --- | --- | --- |

## CHAPTER V

## 5. CONCLUSIONS AND RECOMMENDATIONS

### 5.1 CONCLUSIONS

- Most of the time teacher does not apply important strategies to enhance writing skills this is why they are performed with low frequency, because it is difficult to determine the writing process that the teacher uses to achieve these writing skills.

- The teacher does not follow specific order within the methodological process at the time to apply the writing skills; one of the main reasons is that the teacher does not provide accurate input on a topic. So, students almost never develop the ideas they want to express.

- It has been analyzed that there are strategies that the teacher does not develop and have a negative impact on students because it discourages them from improving their writing skills in the classroom.

### 5.2 RECOMMENDATIONS

- Teachers should be in a constant updating of learning, updating and using new strategies to teach writing skill, so that students lose the fear of learning English in a more didactic way, also in order to reach out the best from all the elements involved in this teaching-learning process.
- The teacher should analyze other strategies that have a greater impact on their students so that they have better development and performance during the teaching-learning process.
- The educational institution should organize training and writing workshops focused on teachers where they acquire more knowledge about how the methodological process and the writing stages work. So, they can develop all the principles that make up this methodology, which must be fully met to achieve the best of all the elements involved in this teaching-learning process.

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**7.- ATTACHMENTS**

**7.1.- OBSERVATION SHEET**

**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS**

**Y TECNOLOGIAS**

**ESCUELA DE IDIOMAS**

● **Objective:** To describe the strategies used to develop along the process of writing.

| N° | STRATEGIES | FREQUENTLY | SOMETIMES | HARDLY EVER |
|----|-----------|-----------|-----------|-------------|
| 1 | dents use mind maps. | | X | |
| 2 | dents do not know how to do the introduction of a topic. | | X | |
| 3 | dents use English-English dictionary | | | X |
| 4 | dents use Word bank | | | X |
| 5 | dents evidence Cohesion and Coherence | | | X |

*Made by Gabriela Pesantez*

● **Objective:** To recognize the methodological process of writing (stages of writing process) to develop writing skills.

| INDICATORS | FREQUENTLY | SOMETIMES | ALMOST NEVER |
|---|---|---|---|
| **1.-PRE-WRITING:**<br>● The teacher provides accurate input about the topic | | | X |
| ● Teacher gives the cue words and expressions for writing | | | X |
| ● The teacher provides a model based on cues. | | | X |
| **2.- DRAFTING:**<br>● Teacher monitors and gives suggestions while students write. | | | X |
| **3.- REVISING**<br>● The teacher asks someone to read their paper out loud to the class. | X | | |
| **4.- EDITING**<br>Teacher corrects or uses peer correction to check and give general advice. | | X | |
| **5.- PUBLISHING**<br>● Once the work is finished, the teacher is able to classify according to the best ones in order to publish in the Mural newspaper. | | | X |

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