



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

Title of the project

**“The learning process for teaching academic writing, the case of Seventh Semester of the Career
Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Nacional de Chimborazo in the
city of Riobamba, Chimborazo Province during the academic period May 2021- September 2021”**

**Trabajo de Titulación para optar al título de Licenciatura en
Pedagogía de los Idiomas Nacionales y Extranjeros**

Author:

Sara Elizabeth Bermeo Barragán

Thesis Tutor:

Mgs. María Mercedes Gallegos Núñez

Riobamba, Ecuador. 2021

DECLARATION OF AUTHORSHIP

I, Sara Elizabeth Bermeo Barragán, with citizenship card 060262549-3, author of the research work entitled: “The learning process for teaching academic writing, the case of Seventh Semester of the Career Pedagogía de Los Idiomas Nacionales y Extranjeros at Universidad Nacional de Chimborazo in the city of Riobamba, Chimborazo Province during the academic period May 2021- September 2021 ”, I certify that the production, ideas, opinions, criteria, contents and conclusions expressed are my sole responsibility.

Likewise, I assign to the Universidad Nacional de Chimborazo, in a non-exclusive way, the rights for its use, public communication, distribution, disclosure and / or total or partial reproduction, through physical or digital means; in this assignment it is understood that the assignee will not be able to obtain economic benefits. The possible claim of third parties regarding the copyright of the referred work, will be my entire responsibility; ridding the Universidad Nacional of Chimborazo of possible obligations.

In Riobamba, September 24, 2021



Sara Elizabeth Bermeo Barragán

C.I:060262549-3

FAVORABLE VEREDICT OF THE TUTOR PROFESOR

Who subscribes, Mgs. María Mercedes Gallegos Núñez professor attached to the Facultad de Ciencias de la Educación, Humanas y Tecnologías, through this document I certify that I have advised and reviewed the development of the research work entitled: “The learning process for teaching academic writing, the case of Seventh Semester of the Career Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Nacional de Chimborazo in the city of Riobamba, Chimborazo Province during the academic period May 2021-September 2021 ”, under the authorship of Sara Elizabeth Bermeo Barragán; Therefore, it is authorized to execute the legal procedures for its support..

It is all that report in honor of the truth; in Riobamba, on the 24th of the month September of 2021



Mgs. María Mercedes Gallegos Núñez

C.I: 0601665839

CERTIFICATE OF MEMBERS OF TRIBUNAL

Who subscribe, professors appointed Members of the Undergraduate tribunal for the evaluation of the research work **“The learning process for teaching academic writing, the case of Seventh Semester of the Career Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Nacional de Chimborazo in the city of Riobamba, Chimborazo Province during the academic period May 2021- September 2021 ”**, presented by Sara Elizabeth Bermeo Barragán, with identity card number 060262549-3, under the supervision of Mgs. María Mercedes Gallegos Núñez; We certify that we recommend the APPROVAL of this for titration purposes. Previously, the research work has been evaluated and the support from its author has been listened to; having nothing more to observe.

In accordance with the applicable regulations, we signed in Riobamba March, 16, 2022.

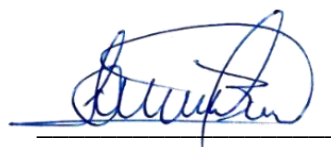
Presidente del Tribunal de Grado
PhD. Magdalena Inés Ullauri Moreno



Miembro del Tribunal de Grado
Mgs. María Dolores Ávalos



Miembro del Tribunal de Grado
Mgs. Daysi Valeria Fierro López



Tutor
Mcs. María Mercedes Gallegos Núñez



ANTI-PLAGIARISM CERTIFICATE



Dirección
Académica
VICERRECTORADO ACADÉMICO



CERTIFICACIÓN

Que, **BERMEO BARRAGÁN SARA ELIZABETH** con CC :**0602625493** estudiante de la Carrera **Pedagogía de los Idiomas Nacionales y Extranjeros**, Facultad de **CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado " **"The learning process for teaching academic writing, the case of Seventh Semester of the career Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Nacional de Chimborazo in the city of Riobamba, Chimborazo Province during the academic period May 2021 - September 2021"**", cumple con el 4%, de acuerdo al reporte del sistema Anti plagio **URKUND**, porcentaje aceptado de acuerdo a la reglamentación institucional. por consiguiente, autorizo continuar con el proceso.

Riobamba, 2 de Diciembre de 2021

Mgs. Mercedes Gallegos
TUTORA

DEDICATION

I want to dedicate this research work to God, for his blessings. Of course, to my parents for all the unconditional love and support that have been giving me during all my career, but in particular to my dad, who is with God right now. To my friends who become my family. As well to my teachers for all their advice and wisdom.

Sara Bermeo

ACKNOWLEDGMENT

First, I want to express all my gratitude to the National University of Chimborazo for having trained me as a professional. In addition to the teachers who were pending in helping me to accomplish one of my dreams.

My thankfulness to thank God for giving me the necessary strength and wisdom to achieve this goal in my life, in particularly in the last few months. I thank all my family for always being by my side and teach me to be perseverant and never give up in life. Also, a special thanks to my thesis tutor Mgs. Mercedes Gallegos who have guided me in this hard road and without her guidance I couldn't done anything. Since she taught me with a lot of patience and love to accomplish this reach project.

Sara Bermeo

GENERAL INDEX

	Page
COVER PAGE	I
DECLARATION OF AUTHORSHIP	II
FAVORABLE VEREDICT OF THE TUTOR PROFESOR	III
CERTIFICATE OF MEMBERS OF TRIBUNAL	IV
ANTI-PLAGIARISM CERTIFICATE	V
DEDICATION	VI
ACKNOWLEDGMENT	VII
TABLE INDEX	X
GRAPHIC INDEX	XI
RESUMEN	XII
ABSTRACT	XIII
CHAPTER I.	
1.1 INTRODUCTION.	14
1.2 PROBLEM STATEMENT	16
1.3 PROBLEM FORMULATION	17
1.4 JUSTIFICATION	17
1.5 OBJETIVES: GENERAL AND SPECIFICS	18
GENERAL OBJECTIVE	18
SPECIFIC OBJECTIVES.....	18
CHAPTER II. THEORICAL FRAMEWORK.	19
2.1 THEORICAL BACKGROUND REGARDING TO THE PROBLEM TO INVESTIGATED	19
2.2 THEORICAL FOUNDATIONS	20
2.2.1 WRITING	20
2.2.2 IMPORTANCE OF ACADEMIC WRITING.....	20
2.2.3 ACADEMIC WRITING CHARACTERISTICS	21
2.2.4 ACADEMIC WRITING RHETORICAL FUNCTIONS	23

2.2.5 TYPES OF ACADEMIC WRITING.....	24
2.3 THE ADVANTAGE AND DISADVANTAGES OF ACADEMIC WRITING.	
.....	25
2.4 ACADEMIC WRITING STRATEGIES	27
2.4.1 STRATEGIES	27
2.5 TEACHING ACADEMIC WRITING	28
2.5.1 PROCESSES FOR TEACHING WRITING.....	28
2.5.2 RELATION BETWEEN LEARNING PROCESS AND THE TEACHING PROCESS	30
2.6 BASIC TERM DEFINITIONS	31
CHAPTER III. METODOLOGY.....	32
3.1 FOCUS ON	32
3.2 INVESTIGACIÓN MODALITY	32
3.3 INVESTIGATION TYPE	32
3.4 STUDY POPULATION	33
3.5 SAMPLE SIZE.....	33
3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTION DATA	33
3.6.1 TECHNIQUES: OBSERVATION	33
3.6.2INSTRUMENTS	33
3.7 ANALYSIS THECNQUES AND INTERPRETATION OF INFORMATION	34
CHAPTER IV. RESULTS AND DISCUSSION.....	35
4.1 ANALYSIS OF OBSERVATION GUIDE.....	35
4.2 ANALYSIS OF TEACHER’S INTERVIEW	37
4.3 ANALYSIS OF STUDENT’S SURVEY.....	41
CAPÍTULO V. CONCLUSIONS AND RECOMENDATIONS	48
5.1 CONCLUSIONS	48
5.2 RECOMENDATIONS	48
ANNEXES	53
ANNEX A: OBSERVATION GUIDE.	53
ANNEX B: INTERVIEW.....	55
ANNEX C: STUDENT SURVEY.	56

TABLE INDEX.

	Page
Table 1.- Observation Guide of academic writing class.....	35
Table 2.- Components of academic writing.....	42
Table 3.- Helping to write essays.....	43
Table 4.- Teaching methodology.....	44
Table 5.- Cohesion and coherence.....	45
Table 6.- Planning, accuracy, and organization.....	45

GRAPHIC INDEX

	Page
Graphic 1.- Quality of instruction.	42
Graphic 2.- Importance of applying academic writing.	43
Graphic 3.- Types of academic writing.	43
Graphic 4.- Contents of academic writing.	44
Graphic 5.- Implementation of skill.	45

RESUMEN

Debido a la actualización de las normativas en el sistema educativo, se dio a conocer cómo se está dando el proceso de enseñanza - aprendizaje de la escritura académica del idioma inglés. El propósito de esta investigación fue observar e identificar como los estudiantes se están desempeñando en el campo de la escritura académica. Se implemento un breve análisis con un cierto grupo de estudiantes de la carrera de pedagogía de los Idiomas Nacionales y Extranjeros, los cuales están en séptimo semestre. Se logro conocer cuál es la manera más efectiva para desarrollar esta habilidad, que fue mediante el auto aprendizaje entre aprendices para descubrir tanto sus fortalezas como debilidades. Además, ellos demostraron que el escribir ensayos de forma académica tiene una gran influencia en su formación como profesional. Por otro lado, les permite ser críticos y reflexivos al obtener una comunicación clara en los que se quiere transmitir por su escrito. Pero a su vez es importante tomar en cuenta, que tipo de estilos de aprendizajes los estudiantes utilizan con frecuencia para llegar a tener un aprendizaje de calidad, los cuales son el significativo, colaborativo y cooperativo. Asimismo, el docente debe prestar atención con un constante monitoreo de la forma en la cual se desarrollan las actividades sus aprendices especialmente en lo que todavía les hace falta mejorar para tener un amplio dominio en esta área del idioma inglés. Algunos de los factores son ser más críticos, y no siempre tomar los bueno comentarios como buenos, si no como retroalimentación para una evolución académica.

Palabras claves: Escritura Académica, Proceso de Enseñanza-Aprendizaje, Estrategias de la escritura y los tipos de escritura académica.

ABSTRACT

Due to the updating of the regulations in the educational system, it was announced how the teaching-learning process of academic writing of the English language is taking place. The purpose of this research was to observe and identify how students are performing in the field of academic writing. A brief analysis was implemented with a certain group of students of the Pedagogía de los Idiomas Nacionales y Extranjeros career, which are in the Seventh Semester. It was achieved to know what the most effective way is to develop this skill, which was through self-learning among learners to discover both their strengths and weaknesses. In addition, they showed that writing essays in an academic way has a great influence on their training as a professional. On the other hand, it allows them to be critical and reflective by obtaining a clear communication in which they want to convey their writing. But at the same time, it is important to take into account what type of learning styles students frequently use to achieve quality learning, which are meaningful, collaborative and cooperative. Likewise, the teacher must pay attention with constant monitoring of the way in which their learners develop their activities, especially in what they still need to improve to have a broad command in this area of the English language. Some of the factors are being more critical, and not always taking good comments as good, but as feedback for an academic evolution.

Keywords: Academic Writing, Teaching Learning process, Writing Strategies, Types of Academic Writing.

Reviewed by:



Unach FCEHYT
FEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y
EXTRANJEROS
DIRECCIÓN

Mgs. Mónica Noemi Cadena Figueroa
English Professor
C.C. 0602935926

CHAPTER I.

1.1 INTRODUCTION.

Over the years, the English language is known as a universal language throughout the world. Since there are many countries that chose it as their main or second language. Consequently, many writers have used this language to inspire the writing academic process in several texts by including their own ideas and a unique writing style. Writing is fundamental to allow to develop certain skills as a primarily way of written communication. Therefore, the purpose is to uncover the writing level of each academic generation, which can contribute with the academic literacy. Also, the Russian Universities mention that Academic Writing is built on disciplines for a comprehensive competence and a scientific interaction to promote a better publishing development activity to incentive the academic area. It brings a lot of challenges in domain written a language in this case English. (Gulnar, Poleyaya, & Kapadova, 2016, pp. 2-3).

In a present and global scale, Academic writing has reached other countries from Central and Southern Europe in relation to growing dominance of English. Due to the fact, that is not the first language to speak. It is necessary to know the meaning of communication specially on academic publications. Additionally, some scholars emphasized the English and “its effects on academic text, knowledge, production, participation” (Lilis, 2011, p. 2). It has been drastically changed because of their writing influence. The scholars expressed some experiences related in how some manuscripts were elaborated by being under pressure on what language they must write whether in the national or English while their knowledge levels were different from each other.

Similarly, in Ecuador there are several difficulties that teachers have to face for the teaching process of writing in English. They consider that there is not enough time for teaching and feedback to be able to impart a broad knowledge of this area. So, it is very complex to focus on what students really need to know related in how to write properly. Teachers prefer to ask their students about what activities they want to do in relation to writing. (Tamayo & Cajas, 2020, p. 3).

The aim of this project is to recognize Academic Writing demands an adequate proficiency with different skills in the English language. The practice and theory from the student’s instruction on academic turn out to be a possible cause of the challenge through

teaching process of writing for the reason that the normal process of learning lacks the notion of academic discourse, which is seen as a crucial element of academic literacy and writing guidance. (Gulnar, Polevaya, & Kapadova, 2016, p. 3).

This project is essential to show why the academic writing is a challenge for many students in the educational field. To develop this study having a group of students in the last stages of Pedagogía de los Idiomas Nacionales y Extranjeros Career in this case of Seventh Semester, is beneficial. Since these students have gone through an arduous learning process, hence they possess a high level of academic writing. To analyze the educational process, observation will be used, that will require a special attention in how teachers teach this component to their students and the manner they apply this ability. Finally, to encounter the different techniques, strategies, and methodologies that educators have to promote a proper use on the academic script in their students.

Chapters

This research has been organized in three chapters:

- **Chapter I:** This chapter is about referential framework which consists of the research problem, problem statement, formulation of the problem, general and specific objectives, and the justification.
- **Chapter II:** This chapter refers to the theoretical framework and background regarding to the different aspects related to the academic writing which involve how this skill could be acquire.
- **Chapter III:** This chapter represents the methodological framework which contains on research design, type, level, methods, population and sample of research techniques and instruments for collecting data, schedule, bibliography, and annexes.
- **Chapter IV:** This chapter refers to Analysis and discussion from all the instruments for collecting data to identify how the academic writing learning and teaching process is accomplish regarding to the population study.
- **Chapter V:** This chapter is related to the conclusions and recommendations from the respective research and the improvements that will be excellent to apply in the academic writing.

1.2 PROBLEM STATEMENT

As many people say, writing is just a means of getting a message across to other people. As a result, a different understanding need of academic writing in all aspects and how important it is to our lives. According to (Scott, 2003, pág. 90) indicates that students of this type of writing are stuck in its meaning and in the proper use of its application. Undoubtedly, this has generated many difficulties in the study of academic writing in students of higher education.

The writing style is different in many countries. It is based on their culture. For example, China and Japan have adopted new styles and in how writing context is associated with communication. It was a big change in writing. Also, there are dilemmas of writing in other places of the world that deals with the teaching performance of some professors to the students. That is why some others writing problems emerge on the U.S students who are complained that their language instructors were unable to guide them with appropriate feedback regarding to writing.

Through various investigations, the adaptation of writing has changed at higher education institutions around the world. Some of these universities is CUNY at Brooklyn College, according to (Otter, 2010, págs. 8-9) says that a certificate program called the "Higher Academic Program" to help "unprepared students" has develop in their writing. His learning ability was based on collaborative work. In addition, other CUNY-related colleges have considered "Association Writing Supervisors" for a different teaching approach that will increase students' ability to write.

Now, to get into Ecuador, in academic writing, it has been shown that here a writing teaching technique is used to generate well-structured sentences. This is taught to college students of English as a Foreign Language. In fact, some Ecuadorian universities have developed research to expand academic writing in different literary practices, particularly in essays, showing great benefits to their students. Since using this teaching process of academic writing, their composing has improved, which generate more confidence in how to properly write something based on the sentence structures learned through teaching and learning process. To add, (Moya, 2019, pág. 176) giving an example of the “Universidad Nacional de Cuenca”, their academic writing training of Ecuadorian university students is focused on linguistic competences, didactic material, and methodology effects.

For all the facts previously discussed, this proposed is entitled “The learning process for teaching academic writing, the case of Seventh Semester of the Career Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Nacional de Chimborazo in the city of Riobamba, Chimborazo Province during the academic period May 2021- September 2021”. The aim is to observe and know how the academic writing is imparted to students at Seventh Semester, and as a byproduct of that improving writing skills on future teachers of the English Language.

1.3 PROBLEM FORMULATION

How does the learning process for teaching academic writing is imparted at Seventh Semester students?

1.4 JUSTIFICATION

The proposed research will be focused on the learning process for teaching academic writing, particularly at Seven Semesters students as future EFL teachers. Nowadays, academic writing is essential for everyone most notably in the training of learners that will become English teachers. With this in mind, analyzing the way how a writing project is developed is crucial, in order to improve this ability and achieve a better coherence in every text.

Writing is a communication source to express an idea of what you want to demonstrate based on the combination of attached words in meaningful sentences. It must be known what the deed consists of and what its possible benefits. All literature must be written with coherence, cohesion, and grammar in order to convey what the learner wants, and thus become a good writer. So, if a student wants to write something, being aware of everything that writing involves is a must, since it implies a lot of organization and a unique ability to understand the language. In the teaching learning process of academic writing, it necessary to know etymology, to have a wide vocabulary, and a deep understanding of writing structures such as punctuation, spelling; also realizing the proper manner to organize different ideas to avoid misunderstandings. (Pesantez, 2019, pág. 4).

This research is important because of Ecuadorian education changes done. Therefore, EFL teachers (English as a foreign language) have had to follow new alignments in

agreement with the ministry of education (MinEduc). Those incite to develop additional skills in various aspects that can benefit society. Some of them are in social, intercultural, equity. Consequently, everyone will have the necessary skills to overcome any obstacle in life and achieve new opportunities to open towards other languages. In addition, (Educación, 2014) English Curriculum based on Ministry of education main point is to develop the communicative language skill, but as principal focus of this research is writing.

The objective is to enhance the writing skills to proofread writing problems that usually writing academic students have when developing a paragraph, an essay, or any writing work they have to complete.

The purpose of this study is to describe how the academic writing is developed at Pedagogía de los Idiomas Nacionales y Extranjeros Career Seventh Semester students regarding to the learning process of this ability. This will give a better comprehension of the different methodologies and strategies that the new teachers will have to instruct the next generations.

1.5 OBJETIVES: GENERAL AND SPECIFICS

GENERAL OBJECTIVE

To determine the learning process for teaching academic writing, the case of Seventh Semester of the Career Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Nacional de Chimborazo in the city of Riobamba, Chimborazo Province during the academic period May 2021- September 2021.

SPECIFIC OBJECTIVES

- To recognize how the learning process for teaching academic is developed in Students of Seventh Semester.
- To analyze what type of learning processes for teaching academic writing is used in Seventh Semester Students.
- To verify the relation between the learning and teaching process in academic writing in Seventh Semester Students.

CHAPTER II. THEORICAL FRAMEWORK.

2.1 THEORICAL BACKGROUND REGARDING TO THE PROBLEM TO INVESTIGATED

Academic education is the most sophisticated and difficult to manage in the context of learning a new writing style. The conception of writing has been changing over the years specially in the way it was originated until now. Writing was exclusively for accounting purpose until third millennium in Mesopotamia and it was based on phonetic symbols up to letters appeared. By the time writing was improved and independent in the places of Near East, China and Mesoamerica. (Wright, 2014, p. 1).

After a couple years, Academic writing has been perceived in a different view. Academic writing has a different stance from the creative and personal script. Each of them is focus on histories or information which described them as an informal writing. In this case both can be used with abbreviations or contractions. Theses one the opposite of what academic writing is. This style is formal and as a writer is fundamental to pay attention on how to write complete sentences and in the certain way to organize them to make sense to the reader. (Oshima & Hogue, 2007, p. 2).

Writing is not so easy at it looks for many people that are applying this skill. This skill depends on how the writers express their thoughts. The essential point of this is about what to say and how to say it all the information. Then the playwriting must revise every single sentence to verified if it is acquired of what to say. Where writing process has various steps to be able to obtain a good construction. The first step is to come up with some ideas about what the topic will be. Then, organized them in the way are considered correct. Later, begin to write to see if all the things are exactly as it was imaged, so that it could edited. (Oshima & Hogue, 2007, p. 15).

By the time, Academic writing had had fundamental changes in higher education where some educators and researchers were analyzing the situation of the student writing purpose. Since writing it was a requirement to get into to the university and many freshman students ignore the correct use of writing. As a result of this difficulty these professionals add advanced writing courses to obtain a proficiency in this field in which it has a great influence in the increasing of non-traditional students in the United States. Because of this, the composition studies had increased in the way to be teaching and learning writing. (Coffin, Curry, Goodmam, & Swann, 2005).

2.2 THEORETICAL FOUNDATIONS

2.2.1 WRITING

Writing is a form of communication which use of symbols and signs chart. In writing, someone can express ideas in a written on a paper. It is a difficult skill to master as a first and second language. The most challenging parts of doing it is to find adequate ideas and use them in the correct manner or structure in order to deliver the receiver truly and effectible. (Stianingshih, 2015).

Additionally, an essential understanding of the basic system of a language is necessary to write clearly. This basic acquaintance includes knowledge of grammar, sentence structure and punctuation. A correct formatting and spelling are also necessary, so a writer needs a wide vocabulary related to writing. The reasons to write for a writer are diverse, it may be for personal enjoyment, for an audience of a single individual or more, or for an assignment. The audience may be known, in which case the author can make variations to please the reader, or the viewers may be unknown. An example of a one-person audience is when we take notes for study purposes. Blogging openly in the web is an illustration of writing for an undefined reader. In another case, a letter to a friend is a sample of writing for a targeted lector. As with any type of communication, it is important to know your audience when expressing yourself. There are numerous styles of writing, from informal to formal. (Serang, 2017, pág. 14).

Academic Writing does not require a complex formation of sentence or use of an advance vocabulary. The main point of this to be as clear, concise as possible to give an appropriate reader's comprehension. Additionally, academic writing is to provide the correct and accurate information to the reader. (Knowles, 2021)

2.2.2 IMPORTANCE OF ACADEMIC WRITING

As we know writing skill has an important role in communication, but also, it is grounded in a cognitive domain. Writing consists of a great variety of elements that make it essential for all writers. It involves comprehension, synthesis for a new knowledge that creates certain effects on people, such inspiration, reflection, criteria and problem-solving for an accurate script. In which it is important to consider some rules as spelling, citation, and grammar for a mastery in inscribing. (Defazio, Jones, & Hook, 2010, p. 1).

In addition, everything depends in how well structure is the written text for a successful career for many professional people. The written communication is crucial since it belongs to a disciplinary culture because it helps to realize how useful is for the working field specially for applying a job. (Zhu, 2004, pp. 34-36).

Moreover, the importance of academic writing is to make emphasis on the student's skills that really need to prosper at school and subsequently their future career will be excellent. Another important aspect is the core form Academic Writing will help them to march triumphantly in every single assignment to complete and to be able to apply the rationality, objectivity, and argument to reflect on their writing knowledge that includes personal side as well. (Williams, 2006, pp. 710-715).

2.2.3 ACADEMIC WRITING CHARACTERISTICS

There are few main characteristics of what Academic writing is? If we consider all of these, we could improve our writing in a better manner. (Gillett, 2021, p. 1)

Introduction

A specific topic of argumentation is the focus of Academic Writing since it is straight. In addition, convey an idea correctly to the reader regardless it being on a foreign language (English) is the essential objective of the writer. To achieve this, there are several characteristics that any given text should meet, particularly and academic one.

Complexity

Complexity is a complicated term. It is a dense form of communication compared to spoken. In the most cases, that is due to texts having several grammatical and lexical clues, scripts have a more complex composition, uses long sentences, and a deep vocabulary. As a result, a written work acquires the characteristics of complex.

Formality

Academic writing is strictly formal, for the simple reason that it must use a language with grammatical expressions in a relevant and deep context and, in turn, an appropriate vocabulary to express ideas. Words or colloquial phrases, abbreviations, and two words verbs that are known as phrasal verbs, should not be applied in this type of writing.

Precision

Academic writing relies most of its composition on the accuracy of its content. A written text must be concise, precise, and clear without giving many twists or redundancies not lose the message idea that the author wants to convey. For this reason, giving specific data such as dates or events must get to the point.

Objectivity

Objectivity in relation to academic writing focuses more on the content the author wants to provide. The information and arguments connected to the objective study. A report should highlight how important it is, and most of all, its clarity, while it is processing. The only thing that should not be incorporated in this writing is a personal vision of the subject at hand, especially if there is not the scientific background to support it.

Explicitness

Academic writing is explicit because it tends to make connections to different parts of the text. Especially the main change is on the argument about what the writer wants to communicate. Also, if there are given reasons already established in a sentence by adding more information. On the other hand, the applied quotes from some resources must be recognized to support the issue.

Accuracy

The accuracy in a writing context is based on a sophisticated vocabulary. It means that the word to be used must have a specific meaning. Therefore, each word should express something concrete in relation of what is the real message. It is regarding to the topic to be discuss.

Hedging

Coverage is a way of expressing all information cautiously, but without deviating from the topic. So now the use must be slightly different where introductory or lexical verbs, modals, frequency adverbs, adjectives, clauses, among others, are incorporated. These would facilitate everybody in the write in different contexts.

Responsibility

The responsibility in a written text is huge and more if it is academic. So, every writer must be able to analyze, reasoning and demonstrate his understanding based on the exposed text. To do this, it must verify its validity on real justifications and supported by authors who show their position. Normally, this takes a process of paraphrasing between the analyzed and the author.

Organization

The organization in an academic text is based on two things, its gender, and its structure. By having these compounds, the organization of a text becomes easier in the

process of elaboration. Because in them, the writer must take account different aspect in the address, type of text to develop, and the way to do the topic. This can be of great help in organizing any text.

Planning

The planning in the academic part is carried out by means of a conscientious investigation and evaluation. Normally, this requires specific data and with a clear purpose in mind of how the written text will be expressed, so that the reader fully understands it.

2.2.4 ACADEMIC WRITING RHETORICAL FUNCTIONS

In higher education must be apply critical writing to justify writing evidence in various aspects. For that reason, there are rhetorical functions to help to describe how writing must be develop according to point of views. (Gillett, 2021, p. 10)

The following functions will enable our writing technique:

Knowledge function

This relates to all the information that is acquired according to the facts, terms, concepts, and answers learned. In addition, this function is established by means of trends, ratings, criteria with methodology based on structured generalizations. So, there is a base of words to make a correct use of it. These are recalls, knows, matches, outlines, selects, states and more. The few questions to do are what is...? where is...? to produce enough knowledge.

Comprehension Function

It is about how the understanding is to be able to demonstrate a good organization, comparison, interpretation of all the ideas and facts that came out of fathom. Consequently, the own words must be used to communicate with all the elements and implications that understanding have given a clearer overview. For this reason, some essential words are based on this function are converts, distinguishes, extends, summaries, predicts etc. And the possible question to elaborate could be what was the text about it? Can your summaries be the author perspective? to create a better comprehension.

Application Function

It is about applying the knowledge acquired in education in a situation different from that experienced in class, thus showing an evolution in that ability. For which it is usage concepts in new situations that implies a new technique in what has already been learned. And in that way request the application of general ideas for specific events to emphasize

them in an article. The keywords for a good application are changes, manipulates, modifies, predicts solves, uses and more. The connection questions to this function could be what examples can be found...? to elaborate a superior application in any text.

Analysis Function

This is related to examining the information given and then highlighting the causes, inferences that will support the generalizations as evidence. when analyze the components with hidden facts, the better way to identified them is based on some clues words that may guide the inferences. These ones are breaks down, compares, discriminates, infers, illustrates. what are the features of...? and what is the connection between...? To improve the individual analysis.

Synthesis Function

This is related to taking different ideas in a congruently manner as a totality for the creation of a new meaning. In which, by putting all the elements together, a new arrangement is generated for better solution. For this, the keywords to develop a new model are designs, combines, generates, reorganizes, categorizes and more. In which also the questions come out as what changes would be incorporate to solve this. To get a good synthesis form the ideas.

Evaluation Function

This is related to the judgment of ideas and their value to define something concrete, with a connection to a certain proposal. The keywords to be able to support this idea in mind are contrasts, criticizes, explains, justifies, describes and more. Likewise, if some associated questions will be asked about the information for the validity of the ideas. what is the opinion? How would prove the statement or action according to the position are making?

2.2.5 TYPES OF ACADEMIC WRITING

There are different types of Academic Writing some of them as known as Descriptive, Analytical, Persuasive and Critical. Each one has a unique purpose to specify how the Academic Writing must be divided and written. Of course, they are focused on a different way of expression about what they really mean. (University of Sydney , 2021).

Descriptive Academic Writing

It is an easier and simple writing style. The central purpose is to give truthful information or facts that might be supported through various elements. Some of the elements

we can include in a descriptive text are details, event, place, situations, reports, about what you want to talk. To then visualize in one way or another the specific description is trying to project to the reader.

Analytical Academic Writing

It is one of the most challenging writing styles specially for university student's level. In this case inside of analytical writing the descriptive can also be included. The key point of this writing is to analyze the topic discussed to be able to appreciate from a different perspective all the information given. Besides, there are several categories related to this writing in which these categories can be viewed as groups, parts, or relationships regarding of discipline. Where the comparison, contrast, investigate and survey.

Persuasive Academic Writing

In persuasive writing have to go one step deeper of analytic writing. In persuasive writing must emphasize the position to persuade or convince others based on the evidence to expose. In addition, the writer point of view must include a strong argument to justify with appropriate reason why this is an opinion about the topic.

Critical Academic Writing

Critical Writing is best use to make a research or for undergraduate composing. There is small difference feature between persuasive and critical writing style. Persuasive writing is based on support the people's own point of view. Whilst critical writing is based on consider at least two extra opinions and your own. It is to indicates a fulfil interpretation of the topic debated.

2.3 THE ADVANTAGE AND DISADVANTAGES OF ACADEMIC WRITING.

Most researching has pros and cons for different reasons. According to Anderson (2020, p.1.) he says that the advantages that it can be found are based on interreflection on how writing should be, which are divided into sections.

- **Advantages**

Being Analytical and Knowledgeable

Normally, being analytical in relation to a research topic helps to deepen the criteria and reasoning of each student by showing their own perspective. It increases their knowledge

in different fields of study and how they see the reality of their life. In this case, their academic writing and how the evolution of it can bring you benefits for your life.

Being Perseverant

Generally, being a perseverant human being helps to achieve your goal in a specific way. Therefore, this increases the development of the confidence in each one and abilities as well. Where academic writing involves a lot of attitudes in the writers in how they perceive this challenge. By keeping in mind that perseverance will help them to be better.

Developing Creativity

Creativity provides a positive approach to writers, allowing them to expand their judgment with unconventional ideas. This means that their writing becomes a solution to the problems to be faced by using a deeper reasoning of how to express what they think or believe about it.

Increasing Focus Levels

The best way to increase your focus or concentration on a topic to be elaborated depends a lot on its context. This would draw the writer's attention to how to process the work. In addition, it is based on a continuous practice of this ability for a positive impact on knowledge in the individual.

Discovering the Power of Writing

As we know, writing is not a skill for everyone. However, academic writing generates a special interest in those who use it. This encourages students to enjoy it more by being in contact with reading. Therefore, it helps them to discover their true writing style and in turn acquire a better motivation for their development.

On the other hand, the disadvantages according to (Herbst, 2017, p. 1) She refers to the students' feelings in how hard is to deal with advance writing.

Disadvantages

It takes up a lot of time.

Academic writing involves a lot of command of the language. It consists of a wide knowledge in the different parameters of writing. As a result, many students do not have this skill. They take a lot of time in organize their ideas, until the minimum grammatical error, their proposal, analysis, coherence. In relation if the content of their writing is well structured.

It can get confusing.

Many times, students get confused on how to write properly. It is because they do not know how to demonstrate their proposal in adequate way. The confusion that is generated is that you do not get good basics from your instructors related in what writing really consists of. Moreover, if it in the academic aspect for their own training.

2.4 ACADEMIC WRITING STRATEGIES

2.4.1 STRATEGIES

There are several strategies that English language has to develop an accurate writing. (University of Reading , 2019, pp. 1-5). It describes the main approaches in English be able to use in academic writing.

Thinking about grammar

Grammar is an approach that people use to communicate in a meaningful manner. It consists of a set of codes that English speakers use to share various ideas between them. That is why in the grammar of academic writing; it fulfills a role that is to adopt a change in the demonstration of very complex ideas, to transmit them with precision, clarity and see the importance of grammar in this style of writing.

Thinking about words

It is very important to consider the appropriate use of words while we are writing. Each time a word is chosen, the focal point of this is the meaning, the connotation that is concerned in the text. Most words to be used are based on different classes that writers use on an idea. Some of these classes are substantive, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, but when someone joins an incredible fusion is created. But always the writer must lend attention if it is the chosen word is the correct.

Ambiguous pronouns

Ambiguous pronouns refer to the unclear use of the nouns in relation to the meaning want to provide in most of the cases. It is for the overuse of repetition of the same pronoun. This has been replaced with another type of pronoun to make coherence in the sentence and, make sure that there is no doubt at all about the meaning of the statement.

Verbs - using the passive voice

The use of passive voice is complicated because the action expressed in a sentence is more objective since the subject receives an action out of the sentence to be carried out. In addition, it is when you are not sure about what department is preferring in the action. That is why the passive voice is applied.

Imprecise and subjective descriptions - adjectives and adverbs

The imprecise and subjective description will turn confusing when the adjectives and adverbs are not applied closely. The best approach to using them, it should be in a precise and direct for an effective interpretation. It is essential avoiding the superlatives that deviated from these. Since its use could be more extremely and difficult to understand.

Building your vocabulary

Building an accurate vocabulary is important when the contrast of its meaning is equivalent to the context that is referring to. One of the ways to use a good vocabulary in writing is placing the chosen word in a sentence and make sure that the understanding obtained from it is adequate. In addition, it helps to work better with the language and allows to expand the knowledge by means of the use of a varied vocabulary.

Writing complete sentences

The writing of a sentence can be complex if its structure is not known. A sentence consists of two different clauses known as dependent and main. But many times, the writers ignore the accurate use of them. That is why a run-on sentence shows up and it is the separation of this one way into a complete sentence without editing.

Correct punctuation

The use of the punctuation in writing is very important, because this helps to identify every single sentence expressed clearly that acts as road signs for the reader. Some of the punctuation patterns to be used are comma, semi-colon, colon, a full stop, and apostrophe. All of them have a specific purpose in relation to the ideas in the text.

2.5 TEACHING ACADEMIC WRITING

2.5.1 PROCESSES FOR TEACHING WRITING

Some developments for teaching writing are connected to various approaches that the teacher use towards his own potential and techniques about the nature of writing. For (Graves, 2015, pp. 697-701). There are a few steps to follow in how to teach writing is.

Concept

The identification of the concept deals with teaching. The main problem is that writing could have a good and bad use of it, because most of the writers do not understand in how to get a good accuracy in the composition. Since the composition consists of some components. It is important to take into consideration the concept to proceed teaching writing with caution. for the purpose to illustrate the concept as a technique to achieve coherence through certain definitions.

Example

The example is based on a basic technique for teaching good learning. Normally, this compensates for a vague concept, at the beginning it seems without any logic, but later it will teach new things. Some of the teaching examples that instructors use are passages where students give their criteria or opinions on the topic to discuss which it is favorable by taken to an effectiveness of learning. In addition, another example is the projection by showing some information to students and explaining in detail, the most important thing in what is been seeing.

Highlighting

The highlight is a clear way to establish the unknown and what should be taught. It is to distinguish between what it is important or not, with the use of different suitable pens, that each color will represent such as a principle or concept to know on what the students should learning based on the content to be imparted in class.

Activity

In the activity the learners get involved in the learning process and at a certain point the teacher could verify their results through his teaching. The activities to develop might be individual or in groups based on the content given in the class. It is necessary to apply both methods to allow a better performance on the students.

Evaluation

The evaluation refers to making known as the student learns where the standard evaluation is the most applied. In addition, own writing is the best, but in turn it is the most complex in evaluating its performance. Although, this is only carried out inside the classroom to emphasize the effectiveness of the teaching of the teacher in the learners.

2.5.2 RELATION BETWEEN LEARNING PROCESS AND THE TEACHING PROCESS

Before to make the analysis of what is the relation between both concepts. It is essential to know the meaning of each one and the purpose that these once have in the education, in this case the academic writing teaching and learning process from the population to be study.

Learning is about a change that the people develop using new abilities and a different way of thinking. It is something natural that usually appear when one is growing up. It is a relatively permanent change that originates when the person is ready to learn. There are various learning models, but the main point is about the people experience in how these models can be imparted. The Pedagogical approach can be applied by the teacher to identify the learning situation and the Andragogical approach refers to how the learner is performing and learning the information. Moreover, the learning process has three phases that support how this process is accomplished. The first one is the learner's experience need that is provided by the program. The second phase is reflection or criteria that the student builds to expand his knowledge. The last one is establishing a specific learning to acquire a better understanding. (Dr. Segueria, 2017, pp. 2-4).

Teaching is related to a join of events that support the internal learning process of the student. It involves motivation, a good teaching must have a self-motivate teacher to be able to interact with their students. This process deals with a motive and behavior section where the behavior is seen most of the time in class whereas the learning as motive is hide. The teaching process is given trough the instructor, where this one professor performances different roles to focus on the learning. The teacher centered as a traditional is when the student follow exactly how is been taught. The teacher as a facilitator in student centered to help them in the problem solving. The process to perform a good teaching and learning approach is based on Evaluation and feedback that requires a certain step as objectives, entry behavior, instructional techniques, and assessment. (Dr. Segueria, 2017, pp. 4-5).

Now, the connection between learning and teaching process has with each one is referring to give the whole information to the student, this one could be formal or informal according how comfortable the students and the teacher feel inside the classroom. A good teaching may outcomes in a good student performance. Both processes need a lot of creativity, innovation, cooperation to obtain positive effects. The teaching needs of an

excellent communication to give the accurate message and learning requires of a great listening skill to understand the content. (Pushkaragarwal, 2021)

2.6 BASIC TERM DEFINITIONS

Coherence – It is achieved when the ideas and sentences are connected to each other and flow smoothly all together. (Slawson, Whitton, & Wimelt, 2011, p. 1).

Cohesion – It is to attach our words, sentences, sentences, or paragraphs to develop a text to generate a relationship of each one and then call the reader's attention to develop an argument. (Moxley, 2015, p. 1).

Validity - It refers to the truthfulness of the inferences that comes to be measure. (PHD Martin).

CHAPTER III. METODOLOGY.

3.1 FOCUS ON

This study is a qualitative investigation, because it deals with the obtainment of a precise data on how the research object really learns to make good use of writing focused on an academic writing.

3.2 INVESTIGACIÓN MODALITY

This research is Descriptive, according with (Guevara & Verdezoto, 2020, pp. 4-5). This level of research is related to the facts from population to study, with its main characteristics, through an accurate interpretation of the phenomenon, to obtain statistical data. It means, it shows the real situation where the population is immersed; in this case, the students of the Seventh Semester of the Career Pedagogía de los Idiomas Nacionales y Extranjeros, to deliver a brief description of the following activities based on techniques, strategies, methodologies. In order to study the learning process for teaching academic writing on them as future English students.

3.3 INVESTIGATION TYPE

The type of investigation used in this project is Ethnographic. It helps to verify and analyze, how is the behavior, criteria, experience, and learning processes of the population to be studied based on their culture and attitudes. The priority is to engage the context to research and the influence will have in how the students learn. (Lazar, 2017, p. 1).

This method will be applied based on a survey; it allows to recognize the type of population stated in the research. This survey is to get a deeper understanding in how the population will interact with the prior knowledge that they could achieve through the leaning process of academic writing by their teacher. In addition, an observation will be require taking special attention to Seventh Semester students' response to the content to be seen in class, and how they can replicate the new knowledge, not only on tasks inherent to classes, but in communication in general.

3.4 STUDY POPULATION

The population to study in this research is merely limited to a specific group of the Pedagogía de Idiomas Nacionales y Extranjeros Career. This group correspond to the Seventh Semester students, from Universidad Nacional de Chimborazo at Chimborazo Province. The total numbers of participants are 25 related to the semester described. This group was chosen for the purpose that they are beginners in the learning process of academic writing. This population was taken into consideration for this research to know how they are learning this writing skill and all the complements that come with it. It is also important to analyze the development and improvement that the class participants should show.

3.5 SAMPLE SIZE

The size of the population is a small group of students regarding to the Seventh Semester of Pedagogía de los Idiomas Nacionales y Extranjeros Career. In which the total number of participants are 25 learners.

3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTION DATA

3.6.1 TECHNIQUES: OBSERVATION

For (Díaz, 2011, págs. 5,7), observation is a fundamental tool for any research, it is a great support to obtain relevant information based on the phenomenon to study. In addition, perception greatly influences the interpretation of data to be seen and analyzed. Furthermore, it is important to observe in detail the theories and type of practices that the student receives on the subject. The way to use this technique in the teaching learning process with the research group, that is Seventh Semester students, will be indirect and participant. The instrument to be used will be through an observation guide, it will contain specific parameters about the teaching and learning development.

3.6.2 INSTRUMENTS

The instruments to be applied will be for an individual purpose, and semi-structured, to obtain exact data of each one. These instruments are going to be a survey, an interview to the study subjects. And the last instrument it would be the observation to the teacher during classes. They will help to have a better understanding of teaching and learning process in the study population to discuss.

The Observation Guide. – The purpose of an observation guide is to obtain relevant information about how the research will be developed based on the study. Also, to describe some behavioral situations or events observed during the research. However, how to apply this research will be established on how Seventh Semester students are learning the different techniques and strategies related to the academic writing skill. Needless to say, all of this information will be provided by their teacher. Besides, how students deal with the new knowledge and how they will apply it as future teachers. (Lynn Driscoll, 2011, pp. 160-161)

Survey. - The purpose of a survey is to obtain information regarding to a list of questions which could be open, multiple choices, or more. These help to figure out how the study population think within the context to investigate. The length time of a survey could vary depending in how it is distributed based on the questions to the population to study. Additionally, this intervention is given to Seventh Semester students related to academic writing, and how their formation and performance during in the learning process is. (Lynn Driscoll, 2011, pp. 166-168).

Interview. - The purpose of an interview is to obtain information toward several questions to a specific person, but it is important to choose the right person to do it. It is developed based on experiences, opinions, and criteria of the topic to discuss. Where approximately two or more individuals are getting involve in a single conversation, and each one share different perspectives about it. Certain interviews could be developed through face-to-face, email, chat, or a video. In particular, the type of interview to be used is semi-structured, because it consists of a freely style of answering questions, while the dialogue continues between both, interviewer, and interviewee. Also, give them the opportunity to fully understand the intention of the questions made, thus allows to have less change for misunderstandings. (Lynn Driscoll, 2011, pp. 164-166)

3.7 ANALYSIS THECNQUES AND INTERPRETATION OF INFORMATION

The analysis with reference to the observation guide and interview is exploratory. On the other hand, for the respective analysis of the information in relation to the survey, it will be applied thought collective statistics to interpret the results obtained. The same ones that will contain a certain criterion related to the proposed topics. Which will be illustrated by means of tables or graphs.

CHAPTER IV. RESULTS AND DISCUSSION

4.1 ANALYSIS OF OBSERVATION GUIDE

The objective of the observation guide is to identify how academic writing is developed in class.

The analysis of the observation guide of the classroom of seven semester students is based on a qualitative and descriptive way.

The features of the teaching and learning process are presented and analyzed in the following table.

Table 1.- Observation Guide of academic writing class.

Observation Guide		
Teacher performance		
<i>Place:</i> UNACH	<i>Course:</i> Seven semester of the career	<i>Class N.</i> 1
<i>Date:</i> 17/08/2021	<i>Start time:</i> 3pm	<i>End time:</i> 5pm
Aspects to observe		
At the beginning		
Warm up activity	Greetings and attendance	
Content Review	Check the content been discussed in the last class to be able to create the purposed activity for today	
Introduction	Evaluate about the application topic related to summative and formative assessment	
Class instructions	Be prepared with the whole material to explain the chosen topic, then analyzed together. Remember that the class is divided in two groups for the tasks. Each group will be represented by a symbol <ul style="list-style-type: none"> • Group 1 ➤ Group 2 	
During class		
Content presentation	<ul style="list-style-type: none"> • Academic Writing through a documentary of Riobamba's polvorin - use an image and linking words. ➤ Brainstorming developing of writing skills – create a letter. 	

Topic Análisis	<ul style="list-style-type: none"> • How to develop a documentary, its structure, compression of the given topic – Look the picture and make a brief connection with some liking words. ➤ Create a story to generate ideas of a specific information – came up with different ideas to describe someone in a letter.
Sequence activities to work on	<ul style="list-style-type: none"> • Each member will speak about the topic- Write 2 paragraphs within relation with the pictures. ➤ Try to organize the ideas for a short story – based on the selected someone’s pic connect with feelings, memories or just sentences about that person.
Usage of interactive resources	<ul style="list-style-type: none"> • PPT Presentation, video concerning to polvorin, Google docs. ➤ Online tool called Jamboard, Google docs, Canva, app sorteos.
Task distribution	<ul style="list-style-type: none"> • Everyone must provide some polvorin information – in couples write something about culture. ➤ In peers compose a brief story. – all must add information their relative.
Participation of students	All the participants for both groups understand the content and lead to script in order to explain the activity.
Cooperative work	<p>All the students have a good relationship to be able to connect what is the purpose of each activity such as a narrative essay, with all the structure elements, and ideas.</p> <p>All students have support with ideas to complete the story and relation with the pic.</p>
Showing results	The work stablished for both groups was presented through PPT presentations, Google Docs, Jamboard etc. They showed a documentary, a couple of pictures to elaborate a short story and a listing of ideas for a letter.
Closing class	
Feedback	<p>The students must need to plan and practice the activity before to show the content in the class to avoid any complication.</p> <p>The evaluation tool has to be unique and designed from students.</p>

	To monitor each member to give some tutoring with the task development
Evaluation	The purpose of each activity generated positive effects in the student leaning regarding to academic writing.

Done by: Sara Bermeo

Analysis of Observation Guide of Academic Writing class.

The subsequent analysis forms this observation guide is described how the teaching process of academic writing is developed, but in this case while the class was emerging, the main purpose was the student's center since they were in charge in how the content will be present to the rest of their peers. The class was divided in two separate groups and each of them was ready to prepare the activities to work on and show which of the two groups had a better performance related to what they are leaning in academic writing course. A student become the teacher who was supposed to explain the next activities according to the selected task. After that, the students should discuss about how to write or speak related to the topic exposed. The interactive resources they used were office applications, and online support to create their dynamic material. Evey activity helped them to improve a specific aspect of academic writing in where they intend to compose a paragraph, a letter, story or even a documentary. All these script exercises aided to understand and explain the activity suggested by the teacher in which the participation and the cooperative work between both groups were a little different depending on the activities but in a positive result.

Based on the following analysis according to Singh, Lebar, & Kepol (2017) suggest that a peer evaluation develops the critical thinking in each student about academic writing performance. It will provide them a great benefit regarding to the collaborative learning activities and in their self-steem via rising the confidence between them.

4.2 ANALYSIS OF TEACHER'S INTERVIEW

The objective of teacher interview is to determine the strategies, methodologies used while teaching academic writing at Seventh Semester.

The analysis of the teacher's interview is based on a qualitative and descriptive way. The questions and teacher answers are presented and analyzed in the following content.

First question: Is technique or organization needed to teach academic writing?

Teacher's answer: Of course, because at the beginning you may don't know how to do it, and improvising every single time is not an option for teaching or learning academic writing. That is why it is necessary planning to help you to visualize in relation what could happen next.

Analysis question 1

The professor's strategy is adequate because it will support how the ideas are going to be organized when the writing task will be elaborated. Because improvising is not acceptable since everything will be a mess about the things the student has in mind. According to Davis (2021) mentions that planning is necessary since it helps to end up with all writer's ideas in a coherent argument in which the logical structure of writing is present for both academic processes.

Second question: What are the techniques applied to teach coherence and cohesion in academic writing? Teacher's answer:

There is not a technique at all, it could be a methodology based on reflection on themselves as students. By describing if their ideas are well organized and makes sense between them and the main topic to discuss. Also, if the content is related to the previous thoughts since everything depend on them. Then, all together evaluate their peers work to see if there is cohesion and coherence in their writing. This approach is to improve their writing in each other to observe the committed mistakes.

Analysis question 2

The professor's methodology instead of a technique is trying to encourage reflection in the students themselves when they write a competition. This allows them to realize if their ideas are connected to the chosen topic. Then make a brief cooperative analysis by exchanging their written work with the rest of the class, so they can notice when they are failing and avoid the same mistakes. According to Xhepha (n.d) says that cohesion and coherence are essential to connect sentences related to each other, but the most important thing is to give a specific message to the reader to understand what the writer is communicating through his written text.

Third question: What is the type of methodology applied to academic writing becomes favorable in the formation of students? Teacher's answer:

The method used is about real things and do not speculate on it. The best way to use is through a familiar topic where the

students could express easily in what they are trying to communicate in their script. In addition, each one could give authentic information from the selected topic that may be controversial Such as politics, abortion etc.... in which could be in a formal or informal manner.

Analysis question 3

The teacher's procedure is related to real and familiar topics to facilitate each student in their writing and in that way the ideas expressed in it could be direct and simple with respect to their structure and what they trying to convey to the reader. According to Yuli, Halimi, & Sisilia (2020) comments that apply a familiar topic is a fundamental factor in the student performance since it motivates them and improve their writing skill by relating some personal experiences.

Forth question: Is a benefit to write properly for a college student? Why? Teacher's answer: Definitely, it helps to the writers to be specific with the content and to who are writing to. Consequently, they must consider the audience that is like a guide for the author to make use of an appropriate vocabulary.

Analysis question 4

The instructor's suggestion that it will provide a great opportunity to the college scholars on the manage of the language and who are referring to when are writing something advance by making use of a particular vocabulary. According to Alharbi (2015) suggests that to write properly may give to these students a lot of opportunities to make several improvements in their writing, as in the metacognitive as self- regulation writing in relation to the ideas for an effectively impact in the learning process.

Fifth question: What should teachers and students focus on when they are writing a composition? Teacher's answer: Both characters must focus on the academic writing structure, rules, language, and the development of the composition specially in the introduction. Since from this writing section all the information to be describe comes from. Then, the body and conclusion to emphasis the most important details stated in the writing.

Analysis question 5

The professor's idea about of what teachers and students must focus on is in the structure, grammar rules, and the accurate use of the language in how a composition has to be developed according to academic writing parameters. In this case all the students must take

into consideration an essay structure in which the hook, background and thesis statement is related to the introduction, body, and conclusion. According to Alharbi (2015) declares that a writing composition is fundamental to improve the students' comprehension. It allows them to communicate and share ideas not only for academic purposes, but for their lives, giving them another tool to socialize in a better manner.

Sixth question: Is it important to take into account the audience in academic writing?

Teacher's answer: Yes, because everything depends on the audience in that way the use of English will change. There are specific expressions and vocabulary for certain ages by using synonyms or related to phrases. Also, as writer must consider that you are not writing for yourself, you are writing for someone else as reader. And the information to include on it will be judge and evaluated without pay attention what you should consider.

Analysis question 6

The teacher's consideration says that it is essential to pay some attention to the audience, because when writers write any type of composition, they must focus on whether it is suitable for the age their readers are. Consequently, the use of language may vary in several ways. According to Grant (2019) express that audience has a meaningful influence in the student writing style. It allows them to determine what type of voice the writer desires to convey through his compositions since everything depend on the audience and how it perceives the outgoing idea to the reader.

Seventh question: Is it important for learners the academic writing learning? Teacher's

answer: It does not depend only on the students; it is influenced by teachers and by society in general. That is the cause for losing interest on academic writing, despite the fact that this skill will be necessary for the learner's future. Also, as instructors, it is important to make a functional class to increase their learning

Analysis question 7

The professor's thought is that the learners do not have only the fault of losing interest in this academic field. It comes with the influence of the society and the educative community that have on them. It is because many teachers do not have enough motivation to teach which affect in their effectiveness teaching performance and as well in the leaning process of their students. According to Farooqi (2019) says that taking into account that the Scholar System is a human creation to transfer the existing knowledge form one generation to the

next. Every society structures education in according to their social norms, values, social classes, and even religion.

Eighth question: What is the importance of usage bibliography in academic writing?

Teacher's answer: It depends on the type of composition the student is developing, but not always a bibliography is necessary. For instance, oral compositions, or something personal.

Analysis question 8

The teacher's opinion says that the bibliography is important because from it the validity of any research is effective, but as he mentioned in the example in just few cases this toll is not necessary at all. According to Popescu (n.d) reveals that in a world with a wide amount of knowledge it is imperative to differentiate real and valid information from hoaxes, and to do that there are bibliographic instruments to identify the best content even though not all the type of bibliography is necessary for research.

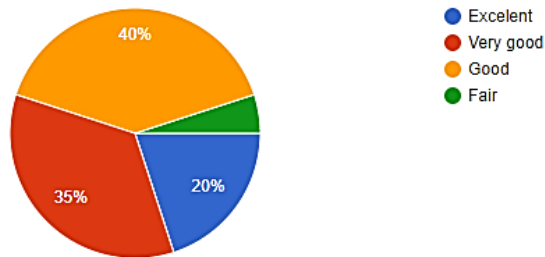
4.3 ANALYSIS OF STUDENT'S SURVEY

The objective of the student's survey is to Identify how the study population perceives new knowledge through the context of academic writing.

The analysis of the student's survey of Seven Semester students is regarding to a quantitative and descriptive way.

1. Do you consider that the instruction you are receiving from your teacher is?

Graphic 1.- Quality of instruction.



Done by: Sara Bermeo.

Analysis:

As the population is questioned regarding to the instruction, they receive from their teacher is excellent, very good, good, or fair. A 40% consider that the teaching process is good because of the methods to be included are to their liking. While 35% think it is very good for all the interaction they have between teachers and students during classes. On the other hand, 20% think that it is excellent since it helps them to be critical. Finally, 5% believe it is regular, perhaps because of certain things that are not necessary.

2. What component of academic writing catch your attention the most?

Table 2.- Components of academic writing.

CATEGORY	PERCENTAGE
Types of writing	15.79 %
Types of essays	26.32 %
Activities and Strategies	15.79 %
Nothing	5.26%

Done by: Sara Bermeo.

Analysis:

According to the opinion of those surveyed about what is most catch their attention about academic writing. 26.32% focused on the types of essays such as argumentative, descriptive, narrative and more. In addition, the types of writing attached to the activities and strategies sustained 15.79% because it is useful for them to develop their writing in a better way. Finally, 5.26% are not interested in this topic.

3. How academic writing could help to write essays or scientific articles?

Table 3.- Helping to write essays.

CATEGORY	PERCENTAGE
Accurate manner	52.63 %
All aspects	26.32 %
Scientific vias	5.26 %
Professional vias	15.79%

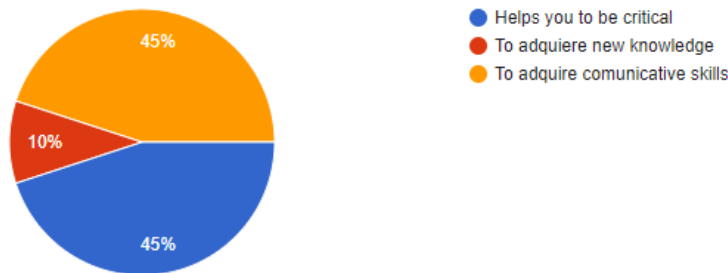
Done by: Sara Bermeo.

Analysis:

Regarding those questioned, they believe that the way in which academic writing will helps them to write properly in relation to scientific articles or essays. It is through an accurate manner with 52.63%, because this allows their writing to have coherence and cohesion. Then at 26.32% consider that it supports them in all aspects of the language. Meanwhile, 15.79% insensitive in the part of professional training. Finally, 5.26% is purely scientific in a few words with an advanced vocabulary.

4. Why it is important to apply academic writing for your professional training?

Graphic 2.- Importance of applying academic writing.



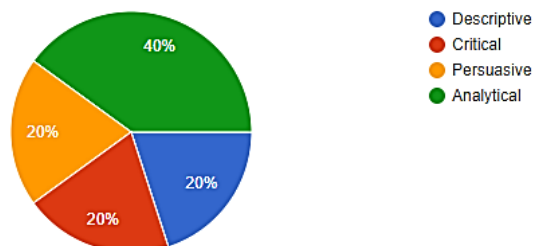
Done by: Sara Bermeo.

Analysis:

When students are questioned regarding the importance of the application of academic writing for their professional training. 45% agree that it helps them to be critical people and to develop communication skills for better development. While 10% only think that it helps them to acquire new knowledge in what academic writing really is.

5. What is the type of academic writing to help developing writing skills?

Graphic 3.- Types of academic writing.



Done by: Sara Bermeo.

Analysis:

As the population is questioned regarding what type of academic writing is essential for the development of skills in it. There is 40% who argue that analytics is more necessary since these skills are shown. While 20% consider that the descriptive, persuasive and critical lead to generate the same level of importance, because these are the most applied.

6. Which teaching methodology for academic writing is the most appropriate to apply as a future teacher?

Table 4.- Teaching methodology.

CATEGORY	PERCENTAGE
Practice	42.10 %
Methods	47.37 %
Editing	10.53 %

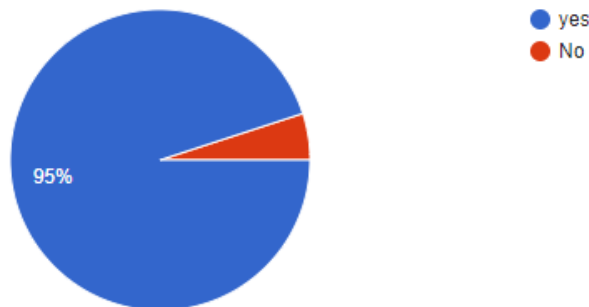
Done by: Sara Bermeo.

Analysis:

When the subjects were questioned about what would be the best teaching methodology for their future pupils, 47.37% consider that the best strategy is a combination of different methods since in this way a greater number of people can be influenced, while 42.10% suggest that the best method is the practice or application of theoretical knowledge in a quasi-real environment; finally, the remaining 10.53% propose that a good way to learn this skill is by editing writings by other authors, looking for their mistakes or, failing that, improving it.

7. Do you consider that the contents related to academic writing should be taught in depth?

Graphic 4.- Contents of academic writing.



Done By: Sara Bermeo.

Analysis:

When the students are questioned as to whether the contents should be taught in depth in relation to academic writing. The majority of them consider that yes in a 95%, because that way they could acquire a better knowledge about what academic writing is. While 5% say the opposite since it is not so essential to go into detail.

8. Why is it necessary for students the usage cohesion and coherence in their writing?

Table 5.- Cohesion and coherence.

CATEGORY	PERCENTAGE
Convey Ideas	84.21 %
Connection between ideas	15.79 %

Done by: Sara Bermeo.

Analysis:

When the population is surveyed regarding whether it is necessary to use cohesion and coherence in writing. There are two important factors that describe why to apply them. 84.21% is directed to convey ideas to make more sense. While 15.79% refers to the connection between ideas which help to order the content of what is going to be written next.

9. Why are planning, accuracy and organization elements of vital importance for academic writing?

Table 6.- Planning, accuracy, and organization.

CATEGORY	PERCENTAGE
Give a goal	31.58 %
Organization	52.63 %
Writing rules	15.79%

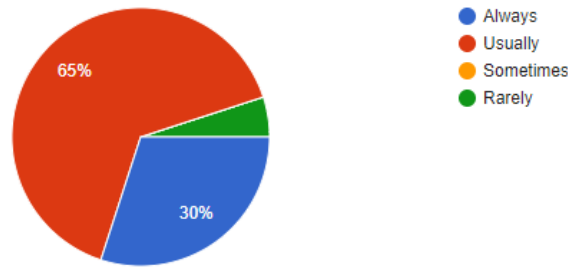
Done by: Sara Bermeo.

Analysis:

According to the opinion of the respondents about why it is vitally important to take into account planning, accuracy and organization as elements for academic writing. 52.63% consider that organization is essential, because it depends on how the writing is going to be developed. Then at 31.58% this give a goal to discover what the purpose of writing properly is. Finally, 15.79% is based on the rules of writing such as punctuation, spelling, and the vocabulary to use.

10. How often do you apply the skill of academic writing?

Graphic 5.- Implementation of skill.



Done by: Sara Bermeo.

Analysis:

When the subjects were questioned, regarding how frequently they make use of the academic writing skill as apprentices. 65% consider that they usually put this skill into practice, since it is only when they have academic jobs like homework. Then at 30% make use of always since it is essential to training and know how writing is carried out in students. On the other hand, 5% rarely applies it, perhaps because they don't like it.

Global Analysis

The subsequent analysis from the student survey is associated in how the students at Seven Semester perceive the acquire knowledge through the Academic Writing Course and what are the benefits or drawbacks are getting form this one. But not all the students participated in this study from 25 only 19 answered. It means that 6 students are not taken into account in this research. The trust percentage is 90% and 10% of error.

The first question is regarding to the instruction that are receiving from their professor in which a 40% said that it is good how the class is imparted by their educator. Other is what catch your attention most about academic writing where the type of essays had a great influence with 26.32%. Also, how academic writing helps in composing essays or scientific articles about 52.63% mention that it helps the scholar in an accurate manner. Likewise, why is it important the academic writing application for your professional life where most of them have discussed between been critical and acquire communicative skills in 45%. Moreover, type of script to develop writing skills for most of the students is the analytical with a 40%. The teaching methodology most appropriate for future teachers is considered the methods in 47.37% applied in class. The students considered that the contents should be taught in a dept way a 95% was agree with it. Cohesion and coherent is necessary in writing

with the purpose to convey ideas in 84.21% based on the students. Some of the elements such as planning, accuracy and organization are important to make any composition because it involves an organization between the ideas in 52.63%. Lastly, how often the students use the academic writing skill, it was mentioned as usually in 65%.

The general analysis about every single question regarding to academic writing gave a clear perception in how Seventh Semester students are learning, and the benefits are achieving through this educational course. Which the type of essays is the most interesting thing are studying, it helps them to be critical and more communicative between the society. They consider that applying analytical writing through different methods allows them to have a depth comprehension from the whole material to be seen in class. Also, the scholars think that conveying ideas support the cohesion and coherence for any composition, since consist of planning, accuracy, and organization in writing texts. Even though, all of these facts; the only make a usual use of this English skill and the instruction are getting for the educator is good. Carlyle (2018) mentions that having a high level of critical thinking improves the ability to express ideas in a coherent way. Which greatly influences the reasoning of how the ideas are structured and the decisions to be taken. Since writing and criticality go hand in hand. In particular if it is required to express a strong argument in written or oral form. This helps us to verify that writing essays will allow the writers in this case to this group of students to be more open with what they want to express. Since, they not only use one way of writing but several which facilitate their way of expression.

After analyzing the students' perspectives with reference to the survey. Ramsdan (n.d) comments that the results obtained from the field study, just make emphasize in the experiences, perceptions of how learners view their learning. In this case in relation to academic writing which allows them to develop positively to acquiring and mastering a new language skill.

CAPÍTULO V. CONCLUSIONS AND RECOMENDATIONSy

5.1 CONCLUSIONS

- The learning process for teaching in this group of students is based on self-teaching, taught between students who alternate to take the role of teacher. In turn, they carry out the preparation of the subject that will be exposed to their classmates who must carry out the activities proposed for an extensive academic development in relation to the subject to be covered.
- The type of learning that was used for the teaching of academic writing in the seventh semester students is not just one, since three types of learning have been noted which are significant, cooperative, and collaborative. Which are used in order to carry out an appropriate teaching-learning process among all class participants.
- The relationship between both learning and teaching processes according to academic writing was based on having a good relationship between student and teacher. Since this allowed the learners to expand their knowledge by being critical, reflective of their own learning. Also, for the incentive, motivation, interaction, and feedback given form their teacher about their academic evolution.

5.2 RECOMENDATIONS

- ✓ The students of the respective semester to study would require a wide criticality, creativity and in turn constant monitoring of how the teaching-learning process is really being carried out among the students themselves, so that teaching is more effective, and not misconceptions are taken as correct.
- ✓ Students would need to practice more, about the ways of making the content that will be transmitted known, so that the learning to be obtained has more meaning for the rest of the classmates, when doing collaborative work.
- ✓ The teacher and the student must be more connected in the way in which progress is being made between both parties so that the Teaching - Learning Process goes hand in hand, and that in this way the common case does not occur in the which the class becomes a conference or monologue of any of the interpellants of the same.

REFERENCES

- Alharbi, F. (2015, April 23). Writing for Learning to Improve Students' Comprehension at the College Level. *English Language Teaching*, 8. Retrieved August 25, 2021, from <https://files.eric.ed.gov/fulltext/EJ1075302.pdf>
- Anderson, A. (2020, November 20). Advantage of Academic Writing Explined. *Net New Ledger*, 1. Retrieved July 12, 2021, from <https://www.netnewsledger.com/2020/11/20/advantages-of-academic-writing-explained/>
- Bhasin, H. (2020, October 5). *Market research* . Retrieved July 15, 2021, from Marketing 91: <https://www.marketing91.com/exploratory-research/>
- Carlyle, J. (2018, November 13). *American Board*. Retrieved from <https://www.americanboard.org/blog/how-essay-writing-can-enhance-your-critical-thinking-skills/>
- Coffin, C., Curry, M., Goodmam, S., & Swann, J. (2005). *Teaching Academic Writing: A toolkit for higher education* . London and NY, Routledge. Retrieved August 13, 2021, from https://books.google.es/books?hl=es&lr=&id=6hKCAgAAQBAJ&oi=fnd&pg=PP1&dq=learning+process++for+teaching+academic+writing+&ots=3fSnPI7VR9&sig=BRtQLJqbwNCWgu6C25xif-_8434#v=onepage&q=CUNY&f=false
- Davis, B. (2021, May 28). *mvorganizing*. Retrieved August 24, 2021, from <https://www.mvorganizing.org/why-is-planning-important-in-academic-writing/>
- Defazio, J., Jones, J., & Hook, S. (2010, June). Academic literacy: The importance and impact of writing across the. *Journal of the Scholarship of Teaching and Learning*, 10, 1-14. Retrieved August 6, 2021, from <https://files.eric.ed.gov/fulltext/EJ890711.pdf>
- Díaz, L. (2011, Enero). La Observación. (P. M. Gómez, Ed.) *Textos de Apoyo Didáctico*, 5,7. Retrieved July 28, 2021, from http://www.psicologia.unam.mx/documentos/pdf/publicaciones/La_observacion_Lidia_Diaz_Sanjuan_Texto_Apoyo_Didactico_Metodo_Clinico_3
- Dr. Segueria, A. (2017, September 24). INTRODUCTION TO CONCEPTS OF TEACHING AND LEARNING. *Research Gate*, 2-6. Retrieved August 10, 2021, from https://www.researchgate.net/publication/272620585_INTRODUCTION_TO_CONCEPTS_OF_TEACHING_AND_LEARNING/link/59c745bf0f7e9bd2c01277fa/download
- Educacion, M. d. (2014). *National Curriculum Guilines*. Quito , Ecuador: Ministry of Education. Retrieved from <https://educacion.gob.ec/wp-content/uploads/downloads/2014/09/01-National-Curriculum-Guidelines-EFL-Agosto-2014.pdf>
- Farooqi, M. (2019, May 1). Influence of Society on the Process of education! *Kashmir Images*. Retrieved August 25, 2021, from <https://thekashmirimages.com/2019/05/01/influence-of-society-on-the-process-of-education/>
- Gillett, A. (2021, June). *Features of academic writing*. UEFAP. Retrieved July 10, 2021, from <http://www.uefap.com/writing/feature/featfram.htm>

- Gillett, A. (2021, June 1). Rhetorical functions in academic writing: Writing critically. (A. Gillet, Ed.) *Using English for Academic Purposes For Students in Higher Education*, 10. Retrieved July 10, 2021, from uefap.com/writing/function/crit.htm
- Grant, J. (2019, September 6). The Importance of Audience in Student Writing. *Grammar*, 1. Retrieved August 25, 2021, from <https://www.grammarflip.com/blog/the-importance-of-audience>
- Graves, R. (2015, July 25). CEHAE: Five Steps for Teaching Writing. *The English Journal*, 61, N.5, 697-701. Retrieved 2 Agosto, 2021, from <https://www.jstor.org/stable/812851>
- Guevara, G., & Verdezoto, A. (2020, July 1). Metodologías de investigación educativa (descriptivas, experimentales, participativas, y de investigación-acción). (S. d. Conocimiento, Ed.) *RECIMUNDO*, 4-5. Retrieved July 25, 2021, from <file:///C:/Users/sarab/Downloads/Dialnet-MetodologiasDeInvestigacionEducativaDescriptivasEx-7591592.pdf>
- Gulnar, I., Polevaya, O., & Kapadova, D. (2016). The formation of the foundation of Academic Writing. (I. Gulnar, Ed.) *International Journal of environmental and science education*, 16, 2-3. Retrieved July 20, 2021, from <https://files.eric.ed.gov/fulltext/EJ1114900.pdf>
- Herbst, A. (2017, October 19). Prons and Cons of taking an advanced Academic Writing course in college. *Study Breaks*, 1. Retrieved July 12, 2021, from <https://studybreaks.com/college/pros-cons-taking-advanced-academic-writing-course-college/>
- Knowles, C. (2021). *What is writing?* Retrieved July 10, 2021, from https://library.leeds.ac.uk/info/14011/writing/106/academic_writing
- Lazar, J. (2017). Ethnographic Method. *Sciencedirect*, 1. Retrieved July 26, 2021, from <https://www.sciencedirect.com/topics/computer-science/ethnographic-method>
- Lilis, T. (2011). Academic Writing in a global context: The politics and practices of publishing in English. In T. L. Curry, *Professional Academic Writing in a Global Context* (p. 2). Routledge, London/ New York . Retrieved July 20, 2021, from https://www.researchgate.net/publication/42798576_Academic_Writing_in_a_Global_Context_The_Politics_and_Practices_of_Publishing_in_English
- Lynn Driscoll, D. (2011). Introduction to Primary Research:. In C. L. Zemliansky (Ed.), *Writing Spaces: Readings on Writin* (pp. 164-169). Retrieved AGUST 9, 2021, from <https://wac.colostate.edu/docs/books/writingspaces2/driscoll--introduction-to-primary-research.pdf>
- Moxley, K. (2015). Cohesion in Writing. *FSH Wrtiting lab*, 1. Retrieved Agust 7, 2021, from ritingcentre.uct.ac.za/sites/default/files/image_tool/images/167/Cohesion.pdf
- Moya, M. (2019, Septiembre -Diciembre). Escritura Acedemica en Ecuador: Observaciones Teorias y Estrategias para un plan director. (U. d. Cuenca, Ed.) *ISLAS*, 194, 176. Retrieved Julio 1, 2021, from <http://dspace.ucuenca.edu.ec/retrieve/d2122043-dbc5-4a06-b9c0-77d7206c5ca4/documento.pdf>
- Oshima, A., & Hogue, A. (2007). *Introduction to academic writing* (3 ed., Vol. 3). (L. Person, Ed.) White Plains, , NY: The Longman Academic Writing series . Retrieved Agust 13, 2021

- Otte, G. (2010). *Basic Writing*. United States Charles Bazerman. Retrieved July 1, 2021, from https://books.google.es/books?hl=es&lr=&id=p6oWEAAAQBAJ&oi=fnd&pg=PT7&ots=yzrs_mA7S9&sig=KB28sYhtcij7Z4RvVcVGuZ4sPwg#v=onepage&q&f=false
- Otter, G. (2010). *Basic Writing*. (C. Bazerman, Ed.) Retrieved July 9, 2021, from https://books.google.es/books?hl=es&lr=&id=p6oWEAAAQBAJ&oi=fnd&pg=PT7&ots=yzrs_mA7S9&sig=KB28sYhtcij7Z4RvVcVGuZ4sPwg#v=onepage&q&f=false
- Pesantez, A. (2019). *Analysis of the writing strategies used for the writing skills*. Riobamba, Chimborazo, Ecuador : Universidad Nacional de Chimborazo . Retrieved July 8, 2021, from <http>
- PHD Martin, J. (n.d.). *Management And Accounting Web*. (U. o. Florida, Ed.) Retrieved August 7, 2021, from <https://maaw.info/ValidityNotes.htm>
- Pushkaragarwal. (2021, August 3). *Beled.in*. Retrieved August 11, 2021, from <https://www.beled.in/relationship-between-teaching-learning-for-beled-exams/>
- Ramsdan, P. (n.d.). *A Guide to Interpreting the Student Opinion Survey*. New Zeland : The University of Otago. Retrieved August 29, 2021
- Sampieri, R. (2014, June). *Methodologia de la investigacion*. *MC Graw Hill Education*, 6, 7. Retrieved July 26, 2021, from https://periodicooficial.jalisco.gob.mx/sites/periodicooficial.jalisco.gob.mx/files/metodologia_de_la_investigacion_-_roberto_hernandez_sampieri.
- Scott, M. (2003). *Teaching Academic Writing in European Higher Education*. (L. Bjork, Ed.) Sweden: Gothenburg University. Retrieved July 7, 2021, from https://www.researchgate.net/publication/226775605_Teaching_Academic_Writing_in_European_Higher_Education_An_Introduction/link/55f2a87108ae0af8ee1f9197/download
- Serang, M. (2017). THE EFFECTIVENESS OF THINK TALK WRITE STRATEGY IN TEACHING WRITING ON NARRATIVE TEXT. *FACULTY OF EDUCATION AND TEACHER TRAINING THE STATE INSTITUTE FOR ISLAMIC STUDIES*, 14. Retrieved July 16, 2021, from <http://repository.uinbanten.ac.id/1555/2/embel-embel%20neng%20fix.pdf>
- Singh, C., Lebar, O., & Kepol, N. (2017). AN OBSERVATION OF CLASSROOM ASSESSMENT PRACTICES AMONG LECTURERS IN SELECTED MALAYSIAN HIGHER LEARNING INSTITUTIONS. (F. o. Faculty of Languages and Communication, Ed.) *Malaysian Journal of Learning and Instruction*, 14 , 11. Retrieved August 27, 2021, from <https://files.eric.ed.gov/fulltext/EJ1150557.pdf>
- Slawson, J., Whitton, N., & Wimelt, J. (2011, July). Coherence. (C. Dayne, Ed.) *Southeastern writting center*, 11, 1. Retrieved August 7, 2021, from http://www.southeastern.edu/acad_research/programs/writing_center/handouts/pdf_handouts/coherence.pdf
- Stianingshih, L. (2015). *How to write a short essay in English Accademic Writing*. (J. L. Edition, Ed.) Retrieved July 10, 2021, from <http://repository.uinbanten.ac.id/1555/4/CHAPTER%20II%20b5.pdf>

- Tamayo, M., & Cajas, D. (2020). IDENTIFICATION OF CHALLENGES IN TEACHING WRITING TO ECUADORIAN EFL. *Axioma*, 23, 3. Retrieved July 23, 2021, from <http://axioma.pucesi.edu.ec/index.php/axioma/article/view/620>
- University of Reading . (2019). Academic Writing. *Study Advice Guides*, 1-5. Retrieved July 31, 2021, from https://libguides.reading.ac.uk/ld.php?content_id=32363070
- University of Sydney . (2021, May 20). *sydney.edu.au*. (U. o. SYDNEY, Ed.) Retrieved July 8, 2021, from <https://www.sydney.edu.au/students/writing/types-of-academic-writing.html>
- Williams, B. (2006, May). Pay attention to the man behind the curtain: The importance of identity in academic writing. (B. .. Williams, Ed.) *JOURNAL OF ADOLESCENT & ADULT LITERACY*, 710-715. Retrieved August 9, 2021, from <https://ila.onlinelibrary.wiley.com/doi/epdf/10.1598/JAAL.49.8.7>
- Wright, J. (2014). The evolution of writing. *Elsevier*, 2. Retrieved August 12, 2021, from <https://sites.utexas.edu/dsb/tokens/the-evolution-of-writing/>
- Xhepa, O. (n.d.). The importance of Accurate Cohesion and Coherence in the Text. In L. a. International Conference on Linguistics (Ed.), *Book of Proceedings* (pp. 3-4). United Kingdom : AAB College Repository. Retrieved August 24, 2021, from <https://core.ac.uk/download/pdf/143966018.pdf>
- Yuli, Halimi, E. a., & Sisilia. (2020). The Effects of Topic Familiarity on Eleventh Graders' Writing Performance. (E. a. Advances in Social Science, Ed.) *ATLANTIS PRESS*, 430, 1. Retrieved August 24, 2021, from https://www.researchgate.net/publication/340837683_The_Effects_of_Topic_Familiarity_on_Eleventh_Graders'_Writing_Performance/fulltext/5ea042c992851c010577e211/The-Effects-of-Topic-Familiarity-on-Eleventh-Graders-Writing-Performance.pdf
- Zhu, W. (2004). Faculty views on the importance of writing, the nature of academic writing, and teaching and responding to writing in the disciplines. doi:10.1016/j.jslw.2004.04.004 . (e. o. Education, Ed.) *Journal of Second Language Writing*, 1, 34-36. Retrieved August 5, 2021, from <https://www.sciencedirect.com/science/article/abs/pii/S1060374304000074>

ANNEXES

Annex A: Observation Guide.



Universidad Nacional de Chimborazo

Facultad de Ciencias de la Educación, Humanas y Tecnologías

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Objective: To identify how academic writing is developed in class.

Observation Guide		
Teacher performance		
Place:	Course:	Class N.
Date:	Start time:	End time:
Aspects to observe		
At the beginning		
Warm up activity		
Content Review		
Introduction		
Class instructions		
During class		
Content presentation		
Topic Análisis		
Sequence activities to work on		
Usage of interective resouses		

Task distribution	
students Participation	
Cooperative work	
Showing results	
Closing class	
Feedback	
Evaluation	

Done By: Sara Bermeo

Annex B: Interview.



Universidad Nacional de Chimborazo
Facultad de Ciencias de la Educación, Humanas y Tecnologías
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Objective: To determine the strategies and methodologies used while teaching academic writing at Seventh Semester.

Interview

1. **Is technique or organization is needed to teach academic writing?**
2. **What are the techniques applied to teach coherence and cohesion in academic writing?**
3. **What is the type of methodology applied to academic writing becomes favorable in the formation of students?**
4. **Is a benefit to write properly for a college student? Why?**
5. **What should teachers and students focus on when they are writing a composition?**
6. **Is it important to take into account the audience in academic writing?**
7. **Is it important for learners the academic writing learning?**
8. **What is the importance of usage bibliography in academic writing?**

Done By: Sara Bermeo

Annex C: Student Survey.



Universidad Nacional de Chimborazo
Facultad de Ciencias de la Educación, Humanas y Tecnologías
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Objective: Identify how the study population perceives new knowledge through the context of academic writing.

STUDENT'S SURVEY

1. Do you consider that the instruction you are receiving from your teacher is?

Excelent	Very good	Good	Fair
----------	-----------	------	------

2. What component of academic writing catch your attention the most?

3. How academic writing could help to write essays or scientific articles?

4. Why it is important to apply academic writing for your professional training?

- a. It helps you to be critical
- b. To acquire new knowledge
- c. To acquire communicative skills

5. What is the type of academic writing to help developing writing skills?

- a. Descriptive
- b. Critical
- c. Presuasive
- d. Analytical

6. Which teaching methodology for academic writing is the most appropriate to apply as a future teacher?

7. Do you consider that the contents related to academic writing should be taught in depth?

Yes ___ No ___

8. Why is it necessary for students the usage cohesion and coherence in their writing?

9. Why are planning, accuracy and organization elements of vital importance for academic writing?

10. How often do you apply the skill of academic writing?

Always___ Usually ___ Sometimes ___ Rarely ___

Done By: Sara Bermeo

OBSERVACIÓN:

Para la elaboración y presentación del informe final del trabajo de investigación, se debe considerar el INSTRUCTIVO PARA LA RECEPCIÓN DE LOS TRABAJOS DE INVESTIGACIÓN establecido por la coordinación de gestión de biblioteca.