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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA
MODALIDAD PROYECTO DE INVESTIGACIÓN.**

TEMA:

**TECHNIQUES BASED ON PROCESS WRITING APPROACH TO
IMPROVE ACADEMIC COMPOSITIONS AT “LUIS ULPIANO DE LA
TORRE” HIGH SCHOOL, 2021 – 2022.**

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GRATEFULNESS

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RESUMEN

Los fundamentos del siguiente proyecto se basan en el desarrollo del idioma inglés. El objetivo general de esta investigación es proponer técnicas de escritura basadas en el Writing Process Approach para el mejoramiento de la composición escrita académica de la segunda lengua de los estudiantes de último año del colegio “Luis Ulpiano de la Torre”. La metodología de la investigación muestra un aspecto cualitativo y cuantitativo; para diagnosticar las principales dificultades que tienen los estudiantes al escribir composiciones, se aplicó una encuesta con preguntas de sí o no, opción múltiple y escala de preferencia. Por otro lado, para conocer la perspectiva de los docentes, respecto a las habilidades de escritura y sus composiciones, se aplicó una entrevista semiestructurada. Los resultados de los instrumentos de investigación demostraron que existe una carencia en el desarrollo de esta habilidad y en la forma en que los estudiantes realizan composiciones escritas. Los estudiantes piensan que existe una guía para la escritura, pero no existe una variedad de técnicas a seguir, esto lleva a muchos de ellos a tener poco interés en la destreza de la escritura. Así mismo, los maestros sugieren que esta habilidad requiere mucha práctica y que los estudiantes deberían estudiar más tiempo para mejorar su escritura. Todo esto conduce al objetivo de crear una guía para docentes, que muestre, en detalle, técnicas se puede utilizar en clase de acuerdo con el tema a tratar. Además, esta guía cuenta con material claro, estructurado y entretenido para los estudiantes que, tiene bases teóricas que contribuyen a la mejora de la escritura de los estudiantes.

Palabras clave: Técnica, composición, escritura, proceso, guía, estructura.

ABSTRACT

The foundation of the following project is based on the development of the English language. The general objective of this research is to propose writing techniques based on the process writing approach in the improvement of second language academic written composition of the Senior students at the "Luis Ulpiano de la Torre" high school. The research methodology shows a qualitative and quantitative aspect. To diagnose the main difficulties that students have when writing compositions, a survey with yes or no, multiple-choice, and preference scale questions was applied. On the other hand, to know teachers' perspectives regarding writing skills and their compositions, a semi-structured interview was applied. The results of the research instruments showed that there is a lack in the development of this ability and how students make written compositions. The students think that there is a writing guide, but there is no variety of techniques to apply in class. This leads many of them to have little interest in the skill of writing. Otherwise, teachers suggest that this skill requires much practice and that students should study extra time to improve their writing. All this leads to creating a guide for teachers, which shows techniques that the teacher can use in class according to the subject matter. In addition, this guide has clear, structured, and entertaining material for students. The information presented in the guide has well-founded bases that contribute to improving the students' writing.

Keywords: Technique, composition, writing, process, guide, structure.

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INTRODUCTION

Motivation for this research

This research project was born from the desire to continue contributing to the educational system, specifically to improve and develop the level of English in Ecuador. As a result, students must acquire the necessary skills to develop correctly in the future environment. This is something that will benefit the progress of the country and will provide students with better opportunities.

Furthermore, this project is motivated to create a suitable educational environment according to the needs of the students. Thus, it is desired to help the development of writing skills in the classroom, in which learners express themselves academically. From the formal or informal aspect, the way students write speaks of their learning, values, ideas, or arguments.

Problem description

As a fundamental part of the problem, it is relevant to put the country's situation in context within international standards. The information presented by Teresa Romero (2021) in the statistical report on English proficiency scores among all Latin Americans shows us that Ecuador is in the last place scores in the region, with 40 points below the average. This gives us a broader perspective of a significant teaching deficit - learning around the English area.

According to pre-professional practice, it was observed that most of the students have difficulties when structuring academic texts. Therefore, learners find it difficult to explain or clarify a point of view. In addition, the teacher guides the activities to isolated word responses that prevent the student develop the ability to write a specific context. In other words, the educational environment where the problem occurs is oriented to a methodology in which students carry out basic writing activities with limited knowledge.

The most common mistakes are using the wrong lexicon, punctuation marks, disorder between sentences, communicative intention, and the distinction between formal and informal texts. Furthermore, when students observe a text, they cannot fully understand the information they receive because they are unfamiliar with academic connectors that join the sentences in the paragraphs. Therefore, learners cannot complete the activities correctly.

This project will be aimed at Senior students from the "Luis Ulpiano de la Torre" high school. This institution is in Cotacachi – Imbabura during the 2021-2022 high school period. According to the Ministerio de Educación (2016), the senior students' exit profile - level of knowledge corresponds to the basic level - A2. This indicates that students cannot formulate paragraphs according to their academic level of English. In turn, it cannot be easy to understand business development.

Considering the above described, the questions that set this research are: How can the application of this project contribute to the development and improvement of English as a foreign language? How beneficial is the application of writing process techniques in writing compositions?

Justification

As a fundamental part of teacher training in Pedagogy of the English language, the application of this project will reflect the knowledge acquired during the university career. In addition, it intends to contribute to the teaching-learning process of the second language through techniques focused on the English area. Furthermore, this project expects to give way to the development and use of the English language to achieve a common good and improve the quality of international foreign language standards in Ecuador.

The importance of this project lies in developing writing skills and, therefore, helping to understand and apply academic texts that will contribute to future professional roles in the English language area, directly or indirectly. According to Tench (2003a), cited by Wise (2005), writing is the foundation of a relations expert, and the ability to articulate words clearly and concisely is one of the various skills. The writing of academic texts demands to understand, analyzing, and searching for information and techniques that allow learning a new language through the use and development of writing skills.

Learners must communicate effectively, understand and express the language in each context, using an appropriate and accurate lexicon. All this, through the application of techniques based on the process writing approach, will help develop the learners' writing skills so that they can express ideas, perspectives, or points of view. The direct beneficiaries of this project are the Senior students of the "Luis Ulpiano de la Torre" high school located in Cotacachi, Imbabura province.

For the Senior students, being able to formulate paragraphs with the quality that their level requires is something that they should acquire throughout their student life. Developing their writing skills will help them accomplish their tasks in the classroom more easily. In addition, it will be helpful when looking for information that is available in the universal language, English.

Impacts

In the academic field, this project focuses on providing techniques that will contribute to the development of writing skills. It will share accurate and verifiable data, increasing the appropriate informative communication. The correct structure of the language will allow students to carry out academic work according to the required level. In addition, it will serve as the basis for future research, allowing researchers to have the information to improve the academic training.

The following project will reflect the importance of the area of English in social terms. This shows that knowing how to write academic compositions can be applied to other aspects of our lives. Through writing, students reflect their perspectives and make their training and credibility known to their social environment. As a result, they can get better opportunities, work, or personal relationships.

Objectives

General objective

Propose writing techniques based on process writing approach in the improvement of second language academic written composition of the Senior students at the "Luis Ulpiano de la Torre" high school.

Specific objectives

- ✓ Diagnose the main problems or difficulties students have when writing an academic text.
- ✓ Establish theoretical foundations based on process writing approach in the development of writing compositions.
- ✓ Design an academic teachers guide with techniques for the improvement of the academic writing skills.

Structure of this research report

Following the above information, this part presents the structure of this research project. This research comprises five chapters, which are the following. The first chapter shows all the theories consulted and the theoretical framework, referring to the variables of this project, which will serve as a basis for understanding the proposal mentioned above. The second chapter, the methodology, refers to the analysis of the resources applied throughout the project, which were the methodology, resources, and instruments used. Then, the third chapter explains the results and discussion of the investigation and the techniques used. Following that, the academic proposal mentions the techniques to improve compositions in writing, considering the information from the data collected. Finally, the conclusions and recommendations as the results of this research project are presented.

1.1.1 Method

A method, also known as pedagogical trends, is a general view of how the teaching-learning processes will be carried out in class, all based on pedagogical approaches. Each method is a systematic process that requires a set of techniques to achieve a linguistic objective. All parts of the theory and our assumptions are the practical development of the approach.

1.1.2 Approach

The concept of approach can be defined as the general perspective of the teaching-learning process to later put into practice. As Hofler (2010) mentions, "It is a set of principles, beliefs, or ideas about the nature of learning which is translated into the classroom" (p.71). It considers the theoretical attitudes and beliefs, taking into account the institutional and social factors, course objectives, and applicability for all in each educational context.

1.1.2.1 Writing approaches.

Penmanship Approach.

This approach focused on copying - the physical act of writing - and creating clear and precise. The children learned calligraphy through imitation and practice, so they often copied patterns from printed books. Young children began by practicing single letters, followed by words, sentences, and eventually paragraphs (Kristen A. Munger, n.d.). There is a clear conception of perfection in writing, in which students must transmit their knowledge through the transcription of texts. As a result, students do not write their own opinions, which restricts their fluency development.

Rules-Based Approach.

The Rules-based approach focuses on teaching the rules and structures that should apply in academic writing. It is considered a technique for identifying words or parts of the sentence, correct punctuation, and order (Weaver, 1996). As students write their own opinions, the application of grammatical structures and rules that students must follow is visualized. This shows that learners first learn how to write and then communicate their ideas, leading to isolated words instead of more complex compositions.

Genre Approach.

The Genre Writing approach proposes the writing of different types of texts, considering the objective or the intention of what a person wants to communicate and to whom it is directed (Kristen A. Munger, n.d.). According to Dean (2008), teachers use genre approaches to learn the various writing situations and forms required. In this case, learners can analyze each aspect of writing and be clear about the different types of texts. One aspect that must be considered

with this approach is the combination with other strategic approaches. It considers that it can help integrate these different perspectives to improve writing. It is not possible to observe how feasible it can be to use this approach by itself (Kristen A. Munger, n.d.).

Multimodal Writing Approach.

Kress (2010) shows that the multidimensional dimension of his theory of social semiotics revolves around the resources required to impart meaning and semantic potential of "...all signs in all modes as well as their interrelation in any one text" (p. 97). This approach includes writing on paper, but it also talks about digital writing. Beyond typing on a computer, this encompasses the components of digitization, which can include images, photographs, icons, videos, and audio, among others, which requires skills further on than established writing (Kristen A. Munger, n.d.).

Process Writing Approach.

The process writing approach was born in the 1970s as a counterpart to the use of the Rules-based approach, in which students follow a series of writing rules guided by the teacher. Donald Murray, who was the winner of a Pulitzer Prize, defended the idea that students can use the technique that advertising writers use in writing development (Murray, 1968 quotes Kristen A. Munger, n.d.).

As its name expresses it, the Process Writing approach is a process in which students focus on the process of writing full texts. With this approach, learners learn to collect ideas, write initial drafts, and modify and work on these concepts (Onozawa, 2010). As a result, learners engage in their work as part of it rather than as a finished structured product, according to their manner of learning. Brown (2001) expresses that writing is a thought process where the authors produce the final written product based on their thinking after going through the thought process.

A fundamental aspect of the writing process approach is feedback. It is crucial that students, as writers, receive feedback during the writing process. The observation and procedures provide students with a better understanding of how they write, enable them to critique their own and others' writing, and build audience awareness (University of Waterloo, n. d.).

1.1.3 Techniques

As part of the implementation of the approach, the technique is defined as "...the immediate procedure on a strategy that is used to implement the method. It is the flash card, game, or ditto and how it is used" (Hofler 2010, p. 71). By using techniques, the lesson objectives are achieved; teachers can apply different techniques in the classroom, depending on the subject, the students, the context, or what is deemed necessary.

1.1.3.1 Writing process techniques.

“A writing technique is a style an author uses to convey their message in a manner that is effective and meaningful to their audience” (Indeed Editorial Team, 2021). With the objective of transmitting a message, it is necessary to know what procedure, activities, or tests can be applied. It is relevant to find the most effective techniques, according to the context, to connect with people.

The Writing Process approach includes five stages described by Graves (1983): prewriting, drafting, revising, editing, and publishing (Laksmi, 2006). The following figure shows each state:

Figure 2:

Graves' five stages.

<p>Stage 1: Prewriting</p> <ul style="list-style-type: none">• Students write on topics based on their own experiences.• Students gather and organize ideas.• Students define a topic sentence.• Students write an outline for their writing. <p>Stage 2: Drafting</p> <ul style="list-style-type: none">• Students write a rough draft.• Students emphasize content rather than mechanics. <p>Stage 3: Revising</p> <ul style="list-style-type: none">• Students reread their writings.• Students share their writings with teacher.• Students participate constructively in discussion about their writing with teacher.• Students make changes in their compositions to reflect the reactions and comments of teacher. Also, students make substantive rather than only minor changes. <p>Stage 4: Editing</p> <ul style="list-style-type: none">• Students proofread their own writings.• Students increasingly identify and correct their own mechanical errors. <p>Stage 5: Publishing</p> <ul style="list-style-type: none">• Students make the final copy of their writings.• Students publish their writings in appropriate forms.• Students share their finished writings with the teacher.
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Note: Taken from Laksmi, E. D. 2006. “Scaffolding” Students’ Writing in EFL Class: Implementing Process Approach. TEFLIN Journal: A publication on the teaching and learning of English, Vol 17, No 2.

Selecting a topic

According to Munoz (et al., 2006), “In negotiation with the students, teachers select a topic based on the writing standards, the genre, and the most appropriate discourse modes for the course” (p. 5). The topic must be clear, precise, and measurable for students to know what the text to write will be about. The topic must be under what the teacher wants to teach in the class.

Generating ideas

One of the most relevant procedures is to generate ideas, and here students can cover everything that refers to the chosen topic. The main point is that they can have the general and specific ideas embodied in a whole to have enough information to organize them later. In the writing process, students explore ideas on the topic with the help of different techniques such as the ones proposed by Leki (1989):

a) Free writing

This technique shows how students have the freedom to generate ideas about what involve the topic, there is no pressure to follow an established order. As a result of free writing, students do not waste time trying to figure out which idea might come after another or having to reorder the list of ideas. It can be very useful when the teacher wants to introduce the subject in a more subtle way. Students write down any related ideas in the set time.

Students write the topic at the top of a page. Then they begin to write down everything that comes to their mind on this topic, no matter how disorganized it is. Students write continuously for ten minutes. Finally, they underline or circle the ideas and expressions they like and that will help them write. (Leki, 1989 quotes Muñoz, Gaviria, & Palacio, 2006)

b) Listing

Here, the intention is for learners to come up with a list of words or phrases that they consider related to the topic. In this case, it is intended to do a quick activity of ideas since they are written words or small phrases. Time is used, and students do not feel pressure to follow an order or write whole ideas. The point is that learners do not feel pressure to write down their ideas and that they can complete their ideas in the process.

Students write everything that comes to their mind about a topic, but they do not write sentences. Instead, they write words or quick phrases. This technique is one of the most useful ways for writers to get started if, for some reason, their ideas dry up as they are writing a draft. Listing can be an individual, small group or whole class activity. (Leki, 1989 quotes Muñoz et al., 2006)

c) Mind mapping

Another way to generate ideas is by writing them around the topic. If the case requires it, the ideas can continue generating sub-ideas. This technique can be helpful when trying to sort the ideas that go within another idea. Students can further develop their ideas when they have main ideas and generally visualize where each idea comes from. In addition, it can be a more visually attractive technique since students can accompany their ideas with figures or colors.

Students write the subject of their composition in the middle of a piece of paper, and then write down all the things associated with it. They continue the process by finding associations for each of the things they have written down. Sharing associations might trigger memories for students having difficulty thinking of topics. When they are done with the associations, they try to group items into clusters or categories. (Leki, 1989 quotes Muñoz et al., 2006)

d) Cubing

In this technique, students can generate ideas through questions that allow them to observe what establishes the topic in more detail. Students must answer the questions clearly to know what idea or ideas can be generated from that answer. When they finish, students can analyze the answer and develop ideas for it. Sometimes one of the ideas can turn into a new concept. (Leki, 1989 quotes Muñoz et al., 2006).

- ✓ Description (What does it look like? What do you see?)
- ✓ Comparison (What is it similar to? What is it different from?)
- ✓ Analysis (What is it made of? What are its parts?)
- ✓ Association (What does it remind you of? What do you associate it with?)
- ✓ Application (What can you do with it? What can you use it for?)
- ✓ Arguing for or against it. (Take either position. Give any reasons, even crazy ones.)

Organizing

Considering all the ideas that arose from the topic, the organization is what comes next, in which the students can clarify the order of their ideas and be able to translate them. This process consists of putting all the ideas together. According to the topic, learners structure the words or phrases in the correct sequence (Singer & Bashir, 2004). As a result, learners can establish the order patterns that will direct the composition to be written.

Writing a draft

With the procedures mentioned before, learners can proceed to write the first draft. This will allow them to visualize their work already together and identify possible errors. In this way, when they feel that the ideas generated are necessary according to our topic, what follows is: "...a searching for words, trying out sentences, and putting pieces together" (Muñoz et al., 2006, p. 6).

Revising

As the name implies, in this section, we review the composition; it is possible to view any mistakes that the composition presents in different aspects of writing. Students will check the necessary things in the text (MacArthur & Graham, 1987). Both learner and teacher examine that everything is correct. Reviewing the finished composition will always be necessary to ensure it is practical academic work.

Editing

Following the previous step, what we do now is edit. The teacher oversees providing feedback, and therefore, "...students can make major (or minor) revisions in ideas, organization, sequence, sentence structure, and word choice (in class activity or homework). Students can also use revision techniques of insertion, deletion, reordering, rephrasing, etc." (Muñoz et al., 2006, p. 6). The learners themselves must be the ones to review their work, internalize knowledge and thus, know their style.

1.2 English as a foreign language

In recent years, the growth of English studies and teaching worldwide has created a new staff of experts in both public and commercial institutions. Many starts without any specific training and others feel the need to rethink the basics of teaching (Broughton, Brumfit, Flavell, Hill, & Pincas, 2003). Some do not teach English as a mother tongue, while others have switched to teaching modern language. Many came to work because they spoke English well or perhaps because they spoke English as their first language.

1.3 English skills

English as a foreign language comprises four primary skills: writing, reading, speaking and listening. These skills need to be developed during the foreign language learning-teaching process. It requires constant practice within an appropriate environment to acquire the necessary knowledge that foreign language communication requires. English skills are related to each other and contain specifications in each.

These four language skills are sometimes called the "macro-skills". This contrasts with the "micro-skills" such as grammar, vocabulary, pronunciation and spelling. The four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message (Supina, 2018, p. 129-128).

1.3.1 Writing

One of the English skills is writing. This ability relates to the ability to read and allows students to organize the ideas better, and therefore, it will be easier to remember information. It is considered an essential aspect within the academic context since it is the presentation of our knowledge and perspective reflected in academic composition. According to Hanbury King (n.d) in Writing Skills mentions:

Writing Skills provides a comprehensive overview of the skills students need to become good writers, including grammar, sentence structure, sentence structure, technology and practice, usage, and writing. For students with learning differences, reluctant writers, or at-risk students, Writing Skills helps build fluency and confidence and provides a variety of strategies and opportunities to apply them. (p. 2)

1.3.1.1 Writing compositions.

Certain elements are required when a message wants to be communicated in a complete, logical, and structured way. It is necessary to know the components of writing, its structure, and the message's intention. First, it is essential to define a writing composition; it could be short or long. This can be defined as follows:

In the literary sense, a composition (from the Latin "to put together") is the way a writer assembles words and sentences to create a coherent and meaningful work. Composition can also mean the activity of writing, the nature of the subject of a piece of writing, the piece of writing itself, and the name of a college course assigned to a student (Nordquist, 2019).

The sentence.

It should start with formulating a sentence that makes sense and is correctly structured and thus conveys a clear and logical idea. To formulate a written composition, we must begin with the sentence's base. According to Acharyya (s.f.), "A group of words that is complete in itself, typically containing a subject, modifier, and predicate, conveying a statement, question, exclamation, or command."

- **A simple sentence**

The simple sentence is made up of an independent clause, which is understandable on its own (Lingard, 2016). This type of sentence does not depend on anything other than this clause; it would be understandable and clear for the readers. This type of sentence may be the most common, and the learners do not require many components. This may be the most accessible way for students to continue building their compositions.

- **A compound sentence**

“A compound sentence is made up of two independent clauses (each with a subject and a predicate) that are equal in importance and can each stand alone” (Lingard, 2016). This type of sentence is complex, but it could be perfect for expressing more profound ideas, opinions, or points of view. Students must be clear about the components of this type of sentence in order not to leave loose ideas that clearly express the message.

- **A complex sentence**

The last is the complex sentence, consisting of one independent and a dependent clause. It should be considered in the content and complementary to the other sentence. It will always need one sentence from the other in this type of sentence. Therefore, it is necessary to find the relationship between the two coherently. According to Lingard (2016):

Each clause has a predicate. What distinguishes complex from compound sentences is that, in complex sentences, the two clauses are not equal in importance. The dependent clause is less important and cannot stand on its own; it is signalled by a subordinating conjunction whose function is to join the two clauses. (para. 6)

The paragraph.

As a prominent part of this project, we have the definition of a paragraph. Although there are different definitions of paragraph concepts, we can mention some. According to García Berrio and Albadalejo (1983), “are sections of the speech delimited by marks that group sequences of sentences that correspond to the same topic” (p. 2). On the other hand, Hernández Alonso (1984) defines it as a “textual unit superior to the sentence and forming texts (monological or dialogical) in the mouth of an issuer, which, when combined with others, is capable of forming structures with a self-contained and intelligible message” (p. 54-55). That is, a sequential formation of a group of sentences referring to the same topic that can come to compose independently understandable texts.

- **Formal paragraph**

The academic writing of the paragraphs expresses the situation in which we feel more attached to what it is necessary to know how to distinguish and formulate writings with formality. It is relevant that students know to whom the writing is directed, who will be the audience that will read the text, therefore, to know the words they will use, how to structure it and what information to make known.

Academic writing is a genre of writing with its own conventions. This means that academic writers employ specific literary techniques which have been established by general consent and usage by the international scholarly community. As members of that scholarly community, we need to become familiar with these literary practices so that we can effectively communicate our research in a language that is acceptable to our readers. (Azariadis, 2018, p. 2)

- **Informal paragraph**

Informal paragraphs have specific characteristics that are related to the intention that is had at the time of writing, which means: "...is represented by personal correspondence, thank you letters, letters of congratulation or condolences. All of these can be printed or handwritten" (Morháčová, 2011, p. 1).

Communicative Intentions.

When writing a particular text, it must always have a communicative intention. In other words: "...it is the aim, the goal or purpose that the participant of a communicative act wants to achieve, through his speech" ("La intención comunicativa", 2020). Depending on the message you want to communicate, these are:

- **Informational intention**

Informative texts are intended to inform employing data, events, occasions, etc., of what is happening in the environment. ("Intención Comunicativa", 2012). Learners must consider the information to be communicated to provide a reading according to the topic. In this case, the intention is informative, so the content must show verified data within an authentic context.

- **Persuasive intention**

According to Bosch (1997), what a persuasive text is looking for is "...to persuade and convince: it is intended to influence the receiver to act in a certain way" (p. 183). When the intention is to convince someone of something, it requires meaningful, valid, and verifiable arguments. Thus, learners must know what information to use and, above all, where it comes from.

- **Appellative intention**

When a person wants to modify some behavior, excellent language knowledge is needed. Its primary function is to modify behaviors through the message transmitted so that the receiver accepts what it wants to propose (Vargas, 2016). If learners use the correct words and the way they communicate them, the audience will accept what the students are proposing.

- **Warning Intention**

Be careful with the words used to keep the reader interested. When we refer to warning texts, as the name says, what it wants to achieve is to warn, prevent or be aware of some situation ("Intención Comunicativa", 2012). In this case, it must be taken into account to prevent, making sure not to use false or unverified information.

Structure of an academic paper

- **Introduction**

The main goal of writing an introduction is to communicate to the reader the reason for the academic paper, and this includes a general background of the topic. The writer must engage readers with an exciting begging and involve all the information seen later (Charles Sturt University, n.d.). In general terms, the introduction should be attractive, and it must be limited to the aspect to be spoken.

- **Body**

According to the outline mentioned in the first part, each idea must be explained in order. In the body part, it is explained, in detail, the information that the writer mention in the introduction. Paragraphs must be connected, the first one with the second paragraph, depending on how much information the academic paper covers (Charles Sturt University, n.d.). Furthermore, it must be considered to compare the body paragraphs information with the introduction to verify how the paragraphs support the first part.

- **Conclusion**

The writer reaffirms a position to make clear to the reader the objective of the academic paper. The objective of the conclusion is to provide an overview of what was treated in the body part, a summary of the ideas that constitute the topic should be shown. It is relevant not to include new information or ideas (Charles Sturt University, n.d.).

Academic Connectors.

One of the most relevant aspects of writing formal or informal compositions is the correct use of connectors. The connectors are those that join words, phrases, and sentences, giving meaning to the message ("Los conectores y su función", n.d.). Each connector has its function, and we must identify when we should use them. The following lists show some of the examples that can be used to form sentences, paragraphs, or texts.

Table 1:

Listing, ordering, and time connectors.

✓ Firstly
✓ Secondly
✓ Thirdly
✓ Fourthly
✓ Lastly/ last but not least/
✓ Finally/ eventually
✓ Meanwhile
✓ Initially
✓ Henceforth
✓ As long as/ as soon as

Note: Taken from IELTS Academic Writing Task 2. Cambridge English Language Assessment (2009).

Table 2:

Adding Information connectors.

✓ In addition
✓ Additionally
✓ Furthermore
✓ Moreover
✓ Also
✓ Not only.... but also
✓ As well as...

Note: Taken from IELTS Academic Writing Task 2. Cambridge English Language Assessment (2009).

Table 3:

Giving example connectors.

✓ For example
✓ One clear example is
✓ For instance
✓ Such as
✓ Namely
✓ To illustrate
✓ In other words

Note: Taken from IELTS Academic Writing Task 2. Cambridge English Language Assessment (2009).

Table 4:

Results and consequences connectors.

✓ As a result
✓ Consequently
✓ Therefore
✓ Thus
✓ So
✓ for this reason

Note: Taken from IELTS Academic Writing Task 2. Cambridge English Language Assessment (2009).

Table 5:

Reasons and causes connectors.

✓ Because
✓ Owing to
✓ Due to
✓ Since
✓ As

Note: Taken from IELTS Academic Writing Task 2. Cambridge English Language Assessment (2009).

Table 6:

Concessions and contrasts connectors.

✓ Admittedly
✓ However
✓ Nevertheless
✓ Even though
✓ Although
✓ Despite
✓ In spite of
✓ Still
✓ On the other hand
✓ By contrast
✓ In comparison
✓ Alternatively
✓ Another option could be

Note: Taken from IELTS Academic Writing Task 2. Cambridge English Language Assessment (2009).

Table 7:

Highlighting and stressing connectors.

✓ Particularly /in
✓ particular
✓ Specifically
✓ Especially
✓ Obviously
✓ Of course
✓ Clearly

Note: Taken from IELTS Academic Writing Task 2. Cambridge English Language Assessment (2009).

Table 8:

Giving your opinion connectors.

✓ In my opinion
✓ I think
✓ I believe
✓ I admit
✓ In my view
✓ I concur/ I agree
✓ I disagree/ I cannot
✓ Accept

Note: Taken from IELTS Academic Writing Task 2. Cambridge English Language Assessment (2009).

Table 9:

Concluding linkers connectors.

✓ In conclusion
✓ To conclude
✓ To sum up/ to
✓ Summarize
✓ To reiterate

Note: Taken from IELTS Academic Writing Task 2. Cambridge English Language Assessment (2009).

CHAPTER II: METHODOLOGY

2.1 Types of research

The following project was developed with the qualitative and quantitative method. In the first instance, the qualitative method was used to analyze the information from the interviews with teachers of the English area. As a result, it focuses on analyzing the perspectives of the participants in a deeper way to have a better understanding of the situation. According to Condelli & Wrigley (2004), this will help provide relevant data on how the language is used within different environments and systems.

On the other hand, the quantitative method was used to diagnose the main difficulties students have when writing an academic text, their perspective about their writing English level and, therefore, the use of techniques applied in class in the subject of Foreign Language (English) to greatly contribute to the improvement and implementation of techniques. Through the application of a survey, numerical data was obtained to have a general view with exact patterns of the writing skill in an objective way. The application of quantitative instruments help identifies the strengths and weaknesses that students have in relation to language (Lennon, 1990).

In the same way, the content analysis method was considered, with the aim of establishing a relationship within the answers of the interview (Elo S, 2014). This method was very useful when identifying and analyzing patterns in the information obtained from the recording. In the same way, this method helped to understand and interpret the perspective that teachers have about the writing ability of students. On the other hand, the descriptive method was used to present the information obtained from the questionnaires to the students to illustrate processes that students follow when writing since it is relevant to visualize the situation in a general way.

2.2 Methods

2.2.1 Deductive

To accomplish this project, it was essential to mention the used methods. This will help us visualize the path for data collection and, therefore, data analysis. In the first instance, the deductive method is considered. It helped us overview the difficulties that students have in the composition of academic writings to conclude. Creswell (1998) defines it as:

a type of educational research in which the researcher relies on the view of participants, asks broad, general questions, collects data consisting mainly of words (or texts) from participants, describes and analyzes these words for themes, and conducts the inquiry in a subjective, biased manner. (p. 39)

2.3 Research techniques and instruments

2.3.1 Interview.

According to Davis (2021), an interview is "...a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions" (para. 2). In this project, it was considered as a vital data collection instrument to involve verbal communication between the teacher and researcher.

First, a semi-structured interview was applied with the teachers of the English area of the high school "Luis Ulpiano de la Torre" to know the techniques that they used to improve writing skills. It is relevant to know the perspective that teachers have about the practice of writing activities to contrast their opinions with students' opinions, observe how these activities are developed in class and how the academic processes are conducted concerning that ability. The questions were strictly related to writing ability to visualize the main difficulties from the teachers' viewpoint. This type of interview was face-to-face to have more direct and enjoyable communication with the teachers and it was carried out in Spanish. The use of their mother tongue facilitated to have elaborated answers with significant information.

2.3.1.2 Questionnaire.

To gather data from students a questionnaire was used to obtain students' opinion through questions. According to GAO (2004) these questions "...help us to establish a shared understanding of language learners' strategy use." The use of this instrument allowed to collect numerical data and thus, to conclude in a general way about the phenomenon studied.

A questionnaire was applied to the senior students of the "Luis Ulpiano de la Torre" high school for information about their problems or difficulties regarding academic writing composition. It was intended to explore several aspects involved in students' writing process. The instrument contained close-ended questions such as yes or no, multiple-choice, and a 4-point Likert scale was included as well. The purpose was to diagnose the main problems or difficulties students have when writing an academic text.

2.4 Research questions

- ✓ How can the application of this project contribute to the development and improvement of English as a foreign language?
- ✓ How beneficial is the application of writing process techniques in writing compositions?

2.5 Participants (population and sample)

The participants in this project were the senior students of the "Luis Ulpiano de la Torre" high school. In the same way, teachers of the English area were involved in developing this research project. The sample of this project will be non-probabilistic since the determined population is

selected for the application of the research project. Regarding the students' sample, they were divided into seven courses, two of them were from music specialty, and five were from the general specialty. The total number of senior students is 248. In the "Luis Ulpiano de la Torre" high school, there are two teachers of English.

To determine the sample of this research the following formula was applied:

$$n = \frac{PQ \cdot N}{(N - 1) \frac{E^2}{K^2} + PQ}$$

n = Size of sample.

PQ = Population standards deviation, constant value = 0.25

N = Sample/Universe.

E = Acceptable margin of error:

0.05 = 5% (recommended in education)

K = Error correction coefficient, constant value = 2

$$n = \frac{0,25 * 248}{(248 - 1) \frac{0.05^2}{2^2} + 0.25}$$

$$n = \frac{62}{(247) \frac{0.0025}{4} + 0.25}$$

$$n = \frac{62}{(247)0.000625 + 0.25}$$

$$n = \frac{62}{0.4044}$$

n = 153

153 surveys obtained

Stratification of the sample

In applying the formula, it was possible to observe the size of the number of students to be surveyed. Besides, the following table shows descriptive academic information about the teachers.

Table 10: *Table 10*

Teachers information..

Teachers	Age	English level	Years of experience	Work experience
Teacher A	52	B1	27	-Dolores Sucre High School -José Joaquín de Olmedo High School -Teodoro Wolf Artesanal Center -José Peralta High School -Luis Ulpiano de la Torre
Teacher B	49	B1	22	-National Pimampiro High School -Mariano Suárez Veintimilla High School -Luis Ulpiano de la Torre High School

Note: Own elaboration. Source: January 2022 interview.

2.6. Procedure and data analysis

The questionnaire was applied online due to security protocols, caused by the Covid-19 pandemic, it was not allowed to attend the Educational Unit. The link of the Google forms survey was sent through the teachers of the English area to the students, of which 5 of them did not answer due to technological problems. After collecting the survey information, tables and graphs were used to visually represent the results, and then, descriptive statistics were used to infer about data collection.

The interview with the teachers was organized on different dates, which were carried out at the school. Each interview was recorded (only the audio to maintain confidentiality) to later transcribe and analyze the teachers' responses. Content analysis was applied to analyze the qualitative part of the study.

CHAPTER III: RESULTS AND DISCUSSION

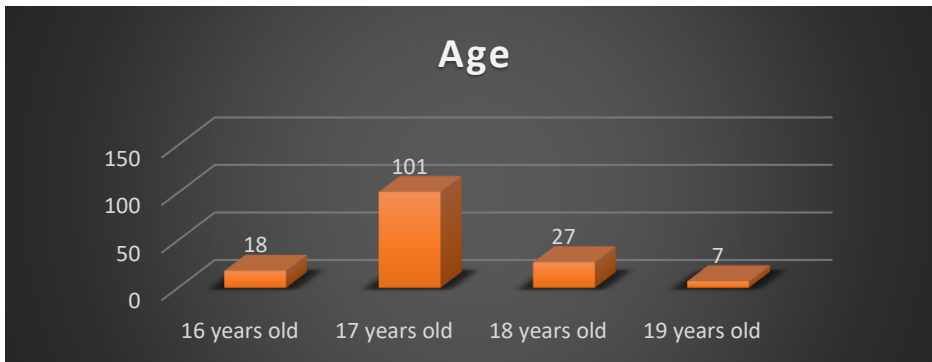
Results

The following chapter shows us the results of the research instruments applied at "Luis Ulpiano de la Torre" High School. As one of the research instruments of this degree project, the survey results applied to the Senior students show below. In the same way, the answers of the teachers and their respective interpretations.

3.1 Students survey

Figure 1:

Age of Senior students.

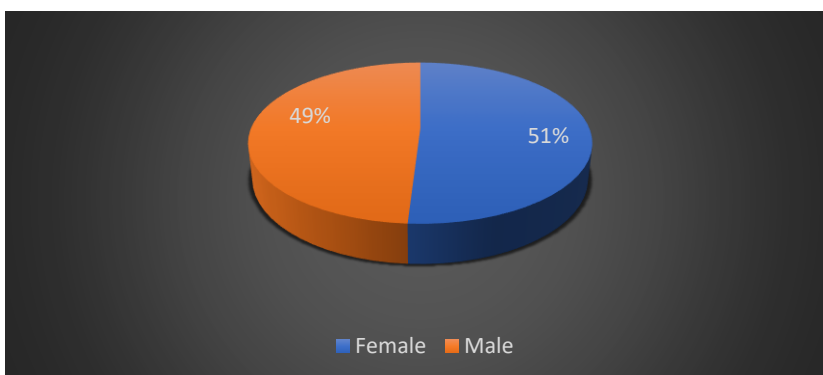


Note: Own elaboration. Source: January 2022 questionnaire.

In the survey applied to the students, it was taken into account to ask the students' age to establish a typical pattern in the respondents. This graph shows the age range of the senior students of "Luis Ulpiano de la Torre" high school. Most students are still minors.

Figure 2:

Students gender.



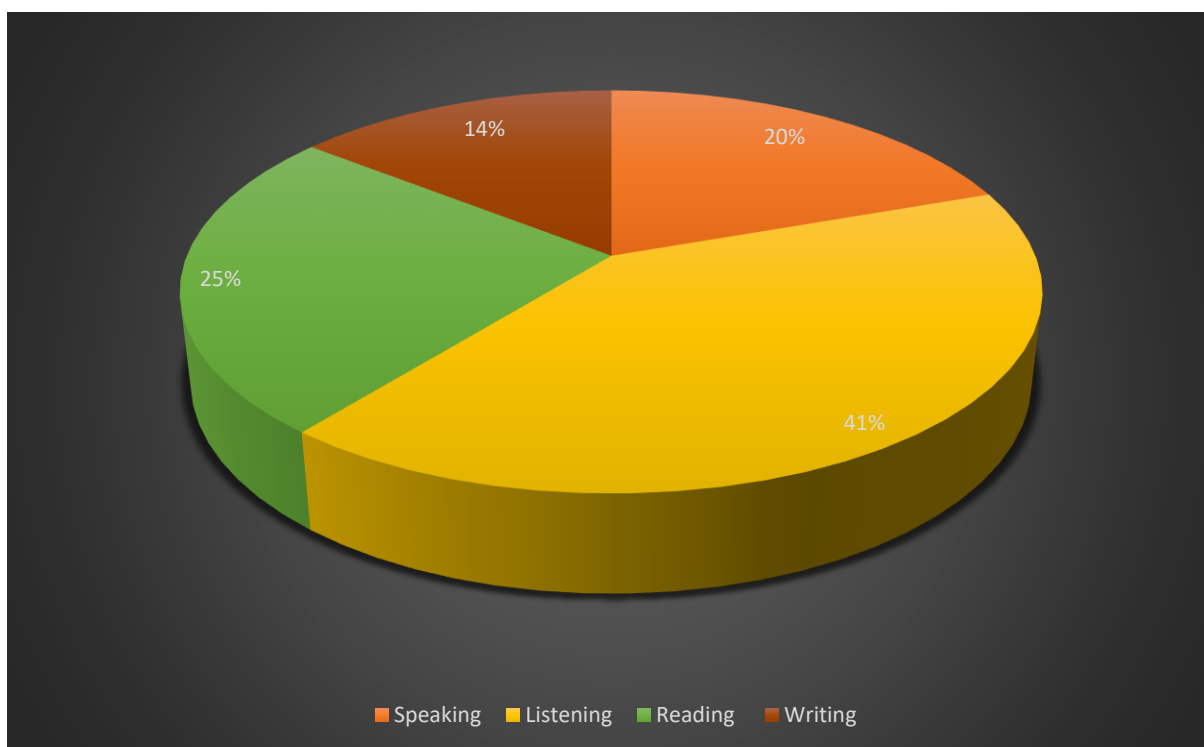
Note: Own elaboration. Source: January 2022 questionnaire.

This question was applied in the survey to visualize the gender diversity of the senior students of "Luis Ulpiano de la Torre" high school. There is the same number of male and female students in this graph. There is only a two percent difference between men and women, where the number of men surveyed stands out.

1. In English class, what activities do you like to do the most?

Figure 3:

Most liked activities in class.



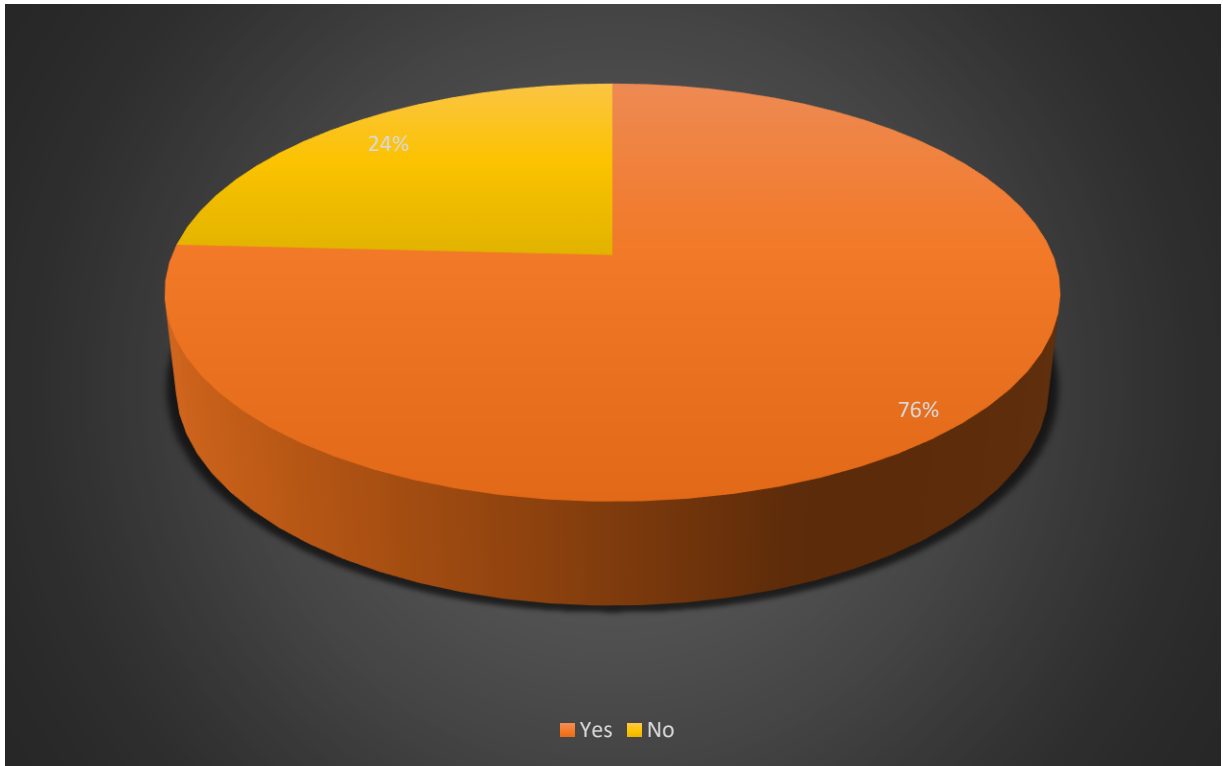
Note: Own elaboration. Source: January 2022 questionnaire.

This question was considered a relevant aspect because students must give their opinion about which activities, referring to a particular skill, they like the most. This graph shows the activities that students like the most, considering the four English skills: speaking, listening, reading, and writing. It is observed that there is little interest from the students towards the ability to write since it is the least preferred.

2. Do you find it difficult to write in English?

Figure 4:

The difficulty of writing.



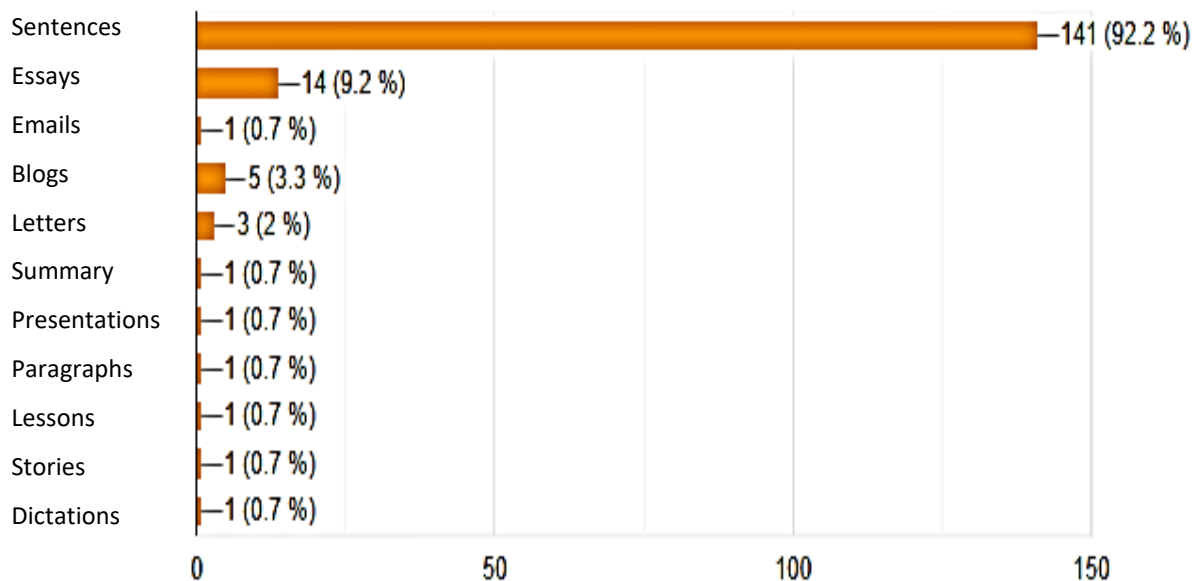
Note: Own elaboration. Source: January 2022 questionnaire.

The perspective that students have regarding writing is crucial in developing this project. That is why it was considered essential to ask students about their writing difficulties. It is proposed to have a general perspective of the point of view that the students have. This pie chart shows that most students find the writing process complicated.

3. From the following list of writing activities, which are the most common in the English class?

Figure 5:

List of writing activities in class.



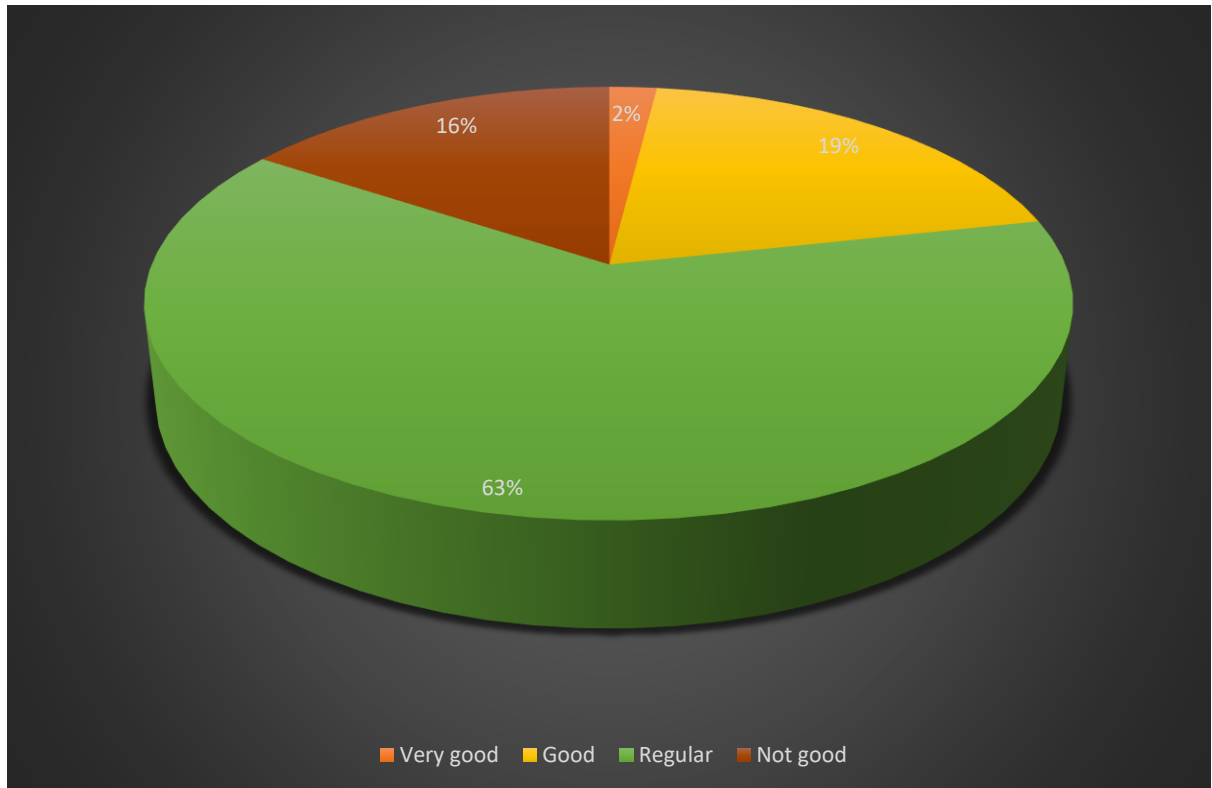
Note: Own elaboration. Source: January 2022 questionnaire.

This question was considered to learn more about the writing activities carried out in class. It is relevant to ask what the most common activities in class are to contrast the other questions of the survey and arrive at a general perspective. In this graph, it is observed that there is not a varied application of types of writing compositions since most are focused on sentences. Moreover, the answers will be of great help for integrating topics in the next chapter, which allows identifying which new activities can be incorporated.

4. What level do you consider your compositions written in English have?

Figure 6:

Level of written compositions.



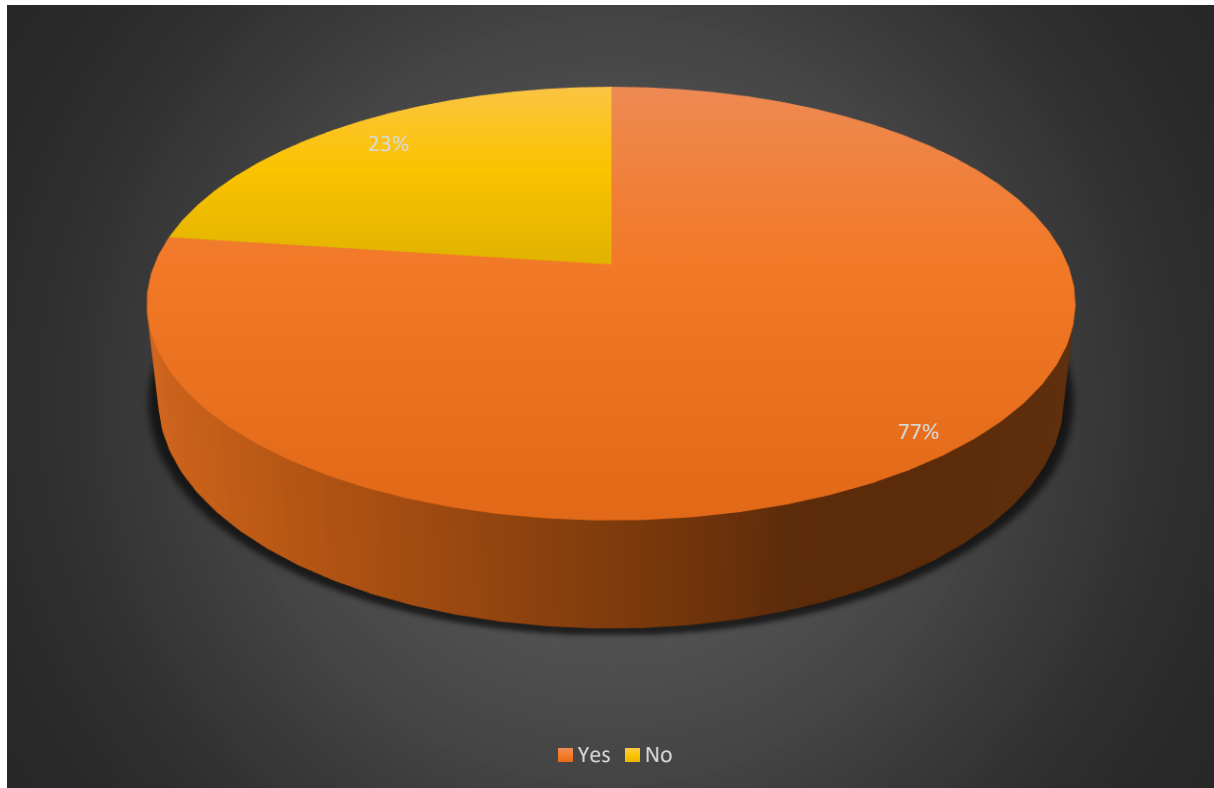
Note: Own elaboration. Source: January 2022 questionnaire.

This question was included to identify how the quality of the writing skill is perceived. The pie chart shows us students' points of view about their written compositions. They answered the range they consider their writing in four levels: very good, good, regular, and not good. As can be seen, most students consider that they need to improve their writing skills.

5. Does the teacher guide the process of written compositions?

Figure 7:

Written compositions teaching guide.



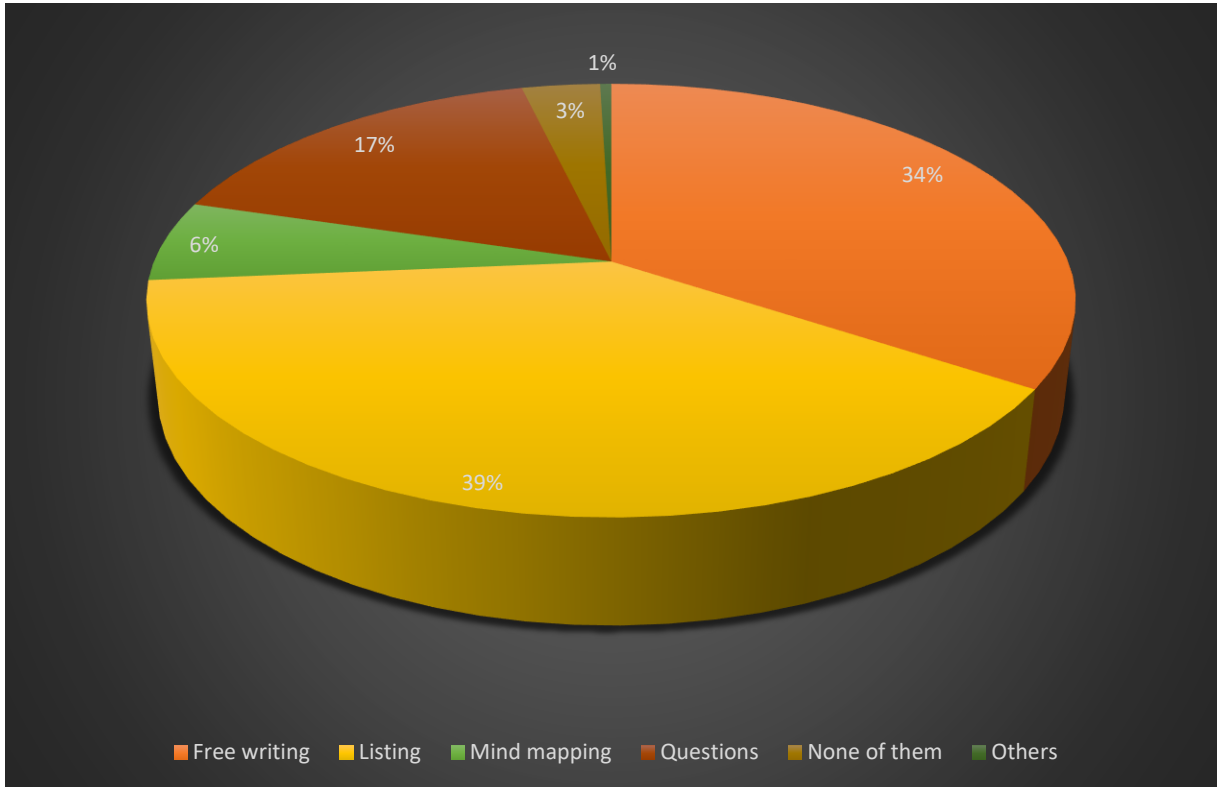
Note: Own elaboration. Source: January 2022 questionnaire.

From the aspect of teaching, this question was included to know how much the teacher is included in developing this skill. As can be seen in this graph, most students consider that the teacher guides the written compositions in different ways. The students think that the teacher explains the activity with examples and corrects possible mistakes.

6. Which of the following techniques do you find most helpful in generating ideas for writing a composition?

Figure 8:

Written compositions techniques.



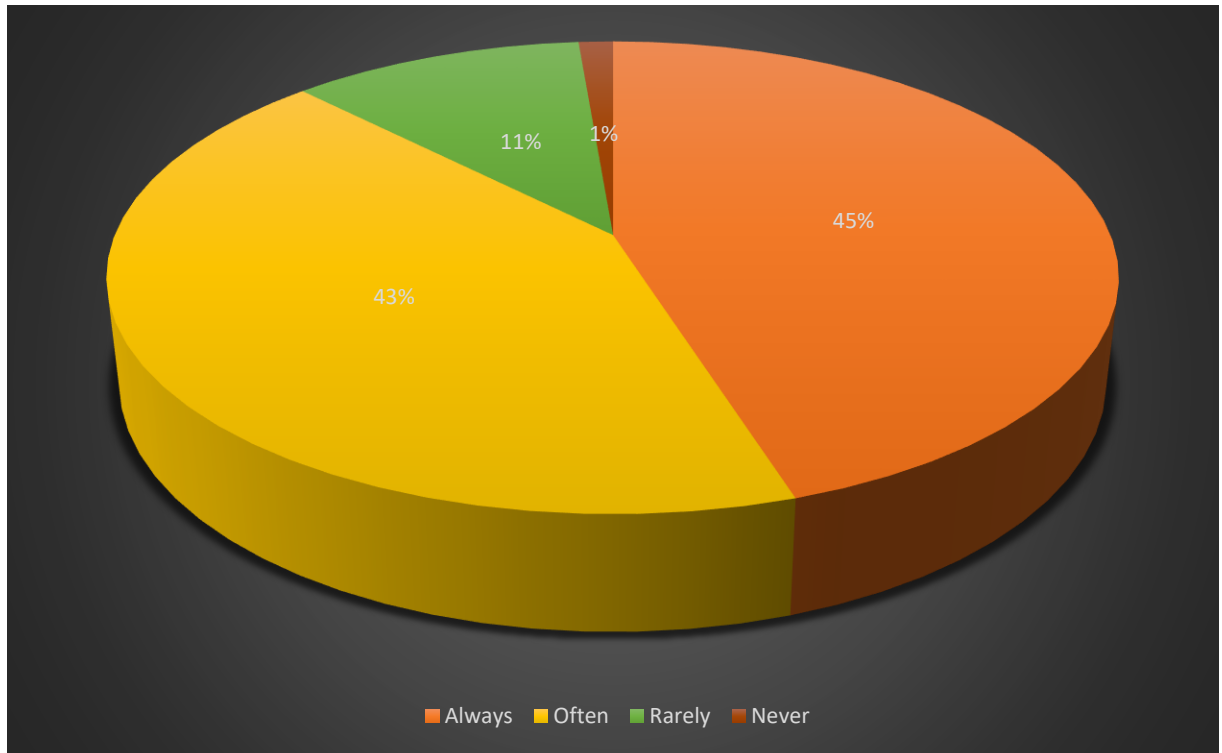
Note: Own elaboration. Source: January 2022 questionnaire.

It is essential to know about different techniques used in class. It can be seen that the students have not applied techniques other than the conventional ones. In this question, it was requested to choose the techniques that students consider most useful when writing a written composition and, in the same way, if they apply them.

7. Does the teacher give you time to organize the ideas generated?

Figure 9:

Time to organize ideas.



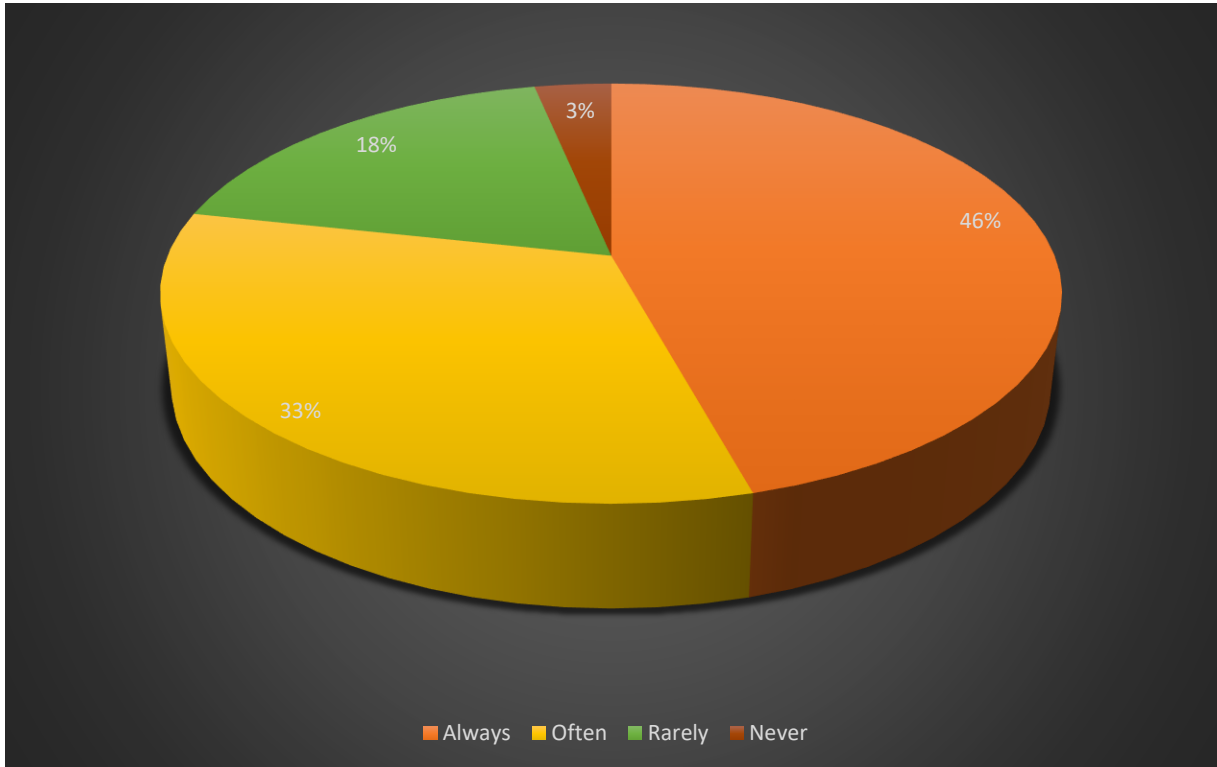
Note: Own elaboration. Source: January 2022 questionnaire.

A relevant aspect in the composition of writings is to have the necessary time to do it. This question was applied to find out if time could be the factor in the low level of the perception of the students of written compositions. The graph shows that students have the necessary time to develop their writing, so it is indicated that other factors affect students' writing skills.

8. Does the teacher allow you to review your written composition again before presenting it?

Figure 10:

Time to review written compositions.



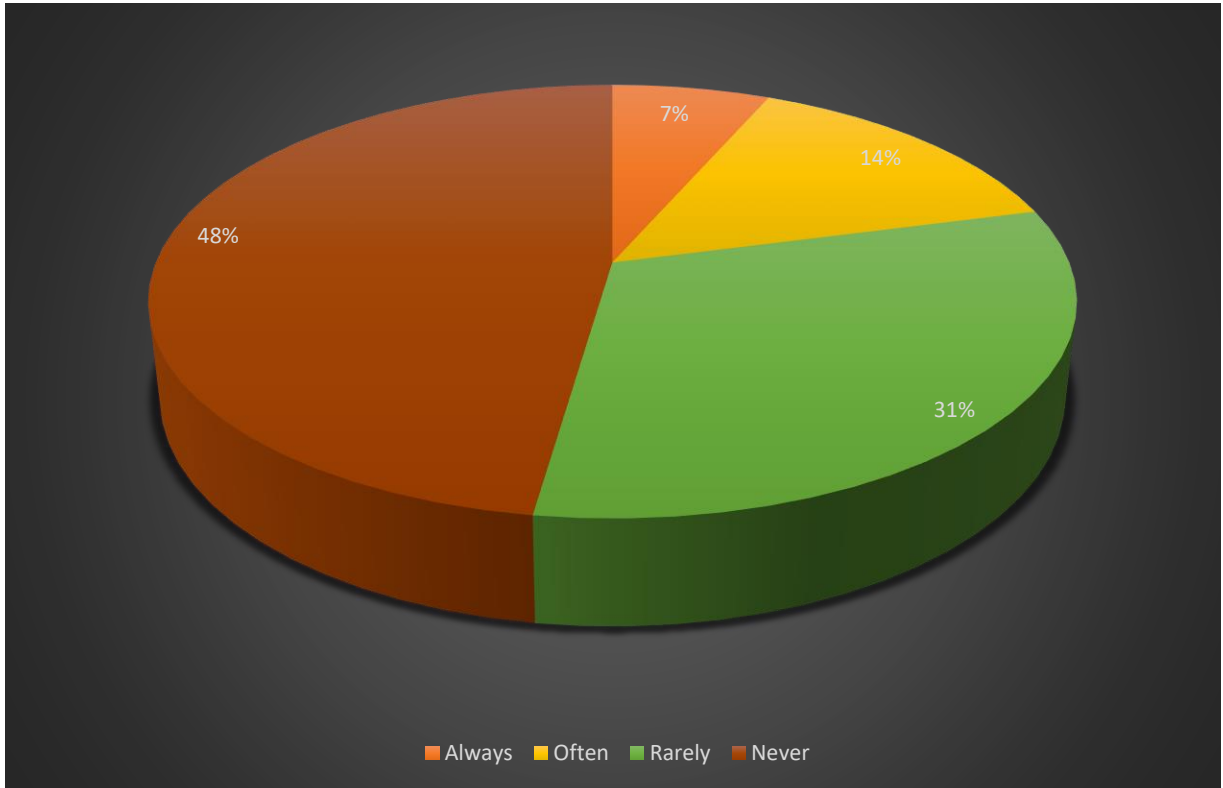
Note: Own elaboration. Source: January 2022 questionnaire.

Continuing the previous question, one way to ensure that a written composition is well developed is to double-check. For that reason, students answered if the teacher gave them the necessary time to double-check their writing. In this graph, time is not an inconvenience in writing.

9. Have you heard or used the “linking words” in your written compositions?

Figure 11:

Use of linking words.



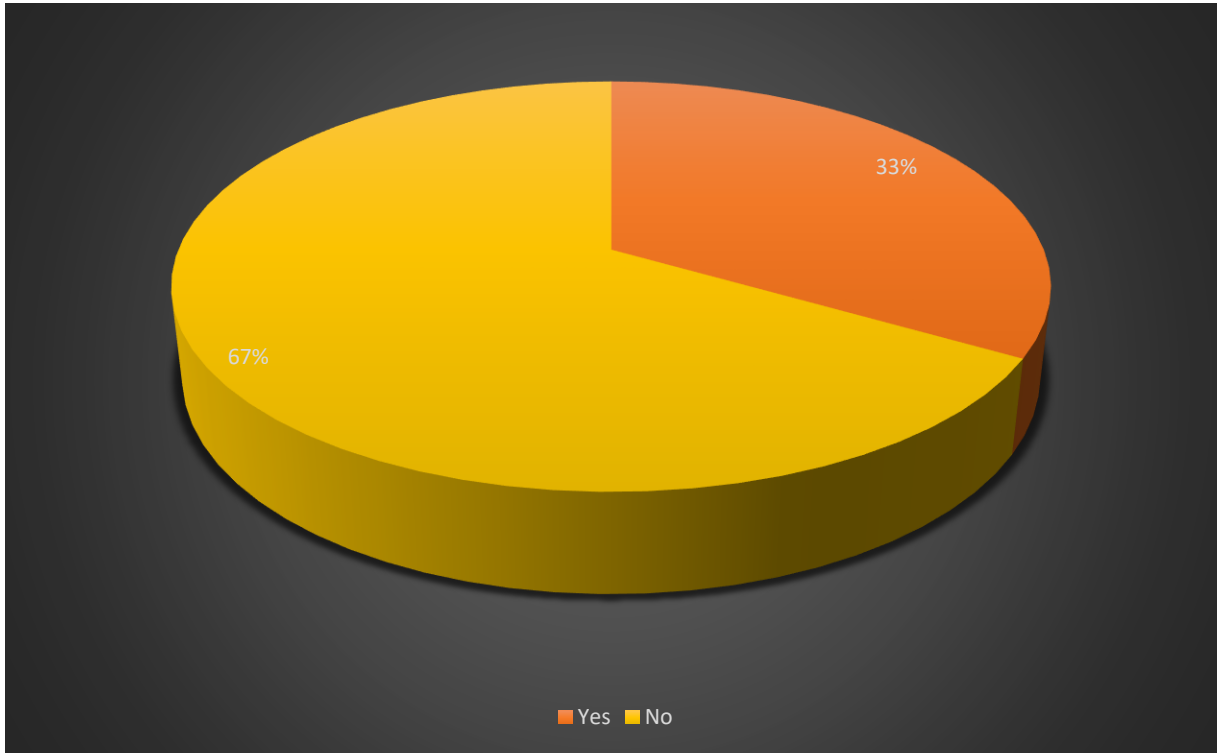
Note: Own elaboration. Source: January 2022 questionnaire.

When writing a composition, it could be short or more elaborate, and the use of linking words is essential. These allow us to communicate ideas, opinions, thoughts, arguments, and points of view clearly and concisely. This question is beneficial since it allows us to know the use of these words and, in the same way, to integrate the linking words in the writing techniques. As can be seen in the graph, there is a lack of use of these words, which tells us that they should be integrated more frequently.

10. Do you consider that the activities carried out by the teacher are enough to make written compositions?

Figure 12:

Usefulness of writing activities.



Note: Own elaboration. Source: January 2022 questionnaire.

Like any other skill, writing is an important aspect that requires constant practice and effort. It is vital to guide the writing process with the necessary knowledge and foundation. This question was applied to know what students have to integrate new writing techniques for the development and advancement of this skill. The pie chart shows that the students are aware that they require activities to improve their writing.

3.2 Teachers interviews

As part of the instruments for data collection, the interview was applied to the teachers of "Luis Ulpiano de la Torre" high school. The educational institution has four English teachers, of which two of them teach senior students. The results are shown below; they allow us to know more about the development of writing skills and, in the same way, contrast the teachers' information with that of the students.

Teacher A:

1. From your point of view, what skills are developed more frequently in class? Why?

Reading and writing. There are materials that allow the development of this skill more frequently, unlike listening materials.

2. What is your opinion about the development of students' writing ability?

Writing is an important part of language development.

3. What types of writing do you do in class: sentences, essays, long or short compositions? why?

Sentences, long and short compositions.

4. How would you describe the predisposition of the students when writing compositions? Why do you think students have this attitude?

It is somewhat complex since the language itself becomes difficult for them.

5. What strategy or strategies do you apply when students have to write a composition? Why?

A good reading comprehension because it is very important.

6. Do you consider that it is necessary to improve the students' writing skills? Why?

Written ability is important because it goes hand in hand with the oral part.

Teacher B:

1. From your point of view, what skills are developed more frequently in class? Why?

In my class, listening, speaking, reading, and writing are developed, but more than anything speaking and writing. Students need to communicate with this language and practice speaking more, in this way they lose fear of communicating.

2. What is your opinion about the development of students' writing ability?

Writing is very important, students must know the different grammatical tenses, verbs, vocabulary and write correctly. It should not be written missing a letter or placing the words incorrectly. They must learn to write correctly for there to be an understanding of this skill.

3. What types of writing do you do in class: sentences, essays, long or short compositions? why?

They make sentences, descriptions, and short letters. WhatsApp is used, so they can use the technology at hand. In this way, English writing is applied, and they can communicate through this resource.

4. How would you describe the predisposition of the students when writing compositions? Why do you think students have this attitude?

Students have the time to develop this skill, therefore we have to influence their space as much as possible. Learners must practice writing to develop their skills, therefore constant practice is required. I always tell them that half an hour a day that they practice writing will help them learn English.

5. What strategy or strategies do you apply when students have to write a composition? Why?

It is necessary to use graphics so that they can describe or narrate. Through these graphics, they can realize the context and the space to learn. This helps to make their composition, narration, or description appropriate. In addition, technological resources are already used today, for example, students can see graphics on the Internet and used them according to the situation.

6. Do you consider that it is necessary to improve the students' writing skills? Why?

Yes, students must improve their writing in every way. For a good communication, there must be meaning in what is shared. Therefore, they need to practice and apply the grammatical tenses, verbs, and vocabulary that they know.

Discussion

This section discusses the results obtained in the surveys and the interviews. Each question of the research instruments of this project was analyzed to observe in detail and contrast answers. In the first instance, the students answered some questions that showed their opinion and perception of their writing ability. In the same way, teachers answered questions related to the survey questions.

Both students and teachers believe that writing skills need to be improved. Teachers say that excellent writing allows students to communicate effectively. According to Wise (2005), clear and concise messages are qualities that differentiate a successful professional. The results shown previously showed that writing does not meet the standards of the educational actors involved. Of the students surveyed, 75.8% find it challenging to write in English. In the same way, only 21.6% of the students consider that their written compositions are suitable.

One of the aspects to consider is the activities carried out in class. The teachers affirm that writing is emphasized; in contrast with the students' responses, it can be observed that the activities are limited to single sentences. This leads to the implementation of various techniques that help the development of this skill. If the development of techniques based on the writing process approach is emphasized, students can improve their writing. As Faraj (2015) explains that "...the experimental group has achieved (%38-%52) scores in the pre-test, while in the post-test the same group has got (%60-%72) scores" (p. 139). He applied the pre-test and post-test to 30 students of 20–23-year age who belonged to the English Language Department at Koya University - Second stage.

Another vital aspect of the students' results is the use of linking words. The students responded that they have never or rarely used or heard linking words, representing 79.1% of the surveys. This leads us to consider one of the most critical aspects for the improvement of writing, as expressed by J.M. Swales and C.B. Feak (1994), that "linking words and phrases can help a writer maintain flow and establish relationships between ideas" (p. 22). Then it should be considered that the implementation of this will improve the students' written compositions.

It is evident that writing skills need to be developed in the senior students of "Luis Ulpiano de la Torre" considering the survey's last question, the students believe that it is necessary to implement activities that help improve their written compositions. In addition, teachers contemplate students must be constant in practicing this skill. Analyzing the results, applying techniques based on the Writing Process Approach is a valuable option for students to deepen different techniques based on different topics with adequate information.

CHAPTER IV: PROPOSAL



A GUIDE WITH TECHNIQUES FOR THE IMPROVEMENT OF THE WRITTEN COMPOSITIONS

TEACHER'S GUIDE

**WRITING IS THE DEEPEST WAY
TO READ LIFE**

- *Francisco Umbral*

BY AYDÉ ANDRADE

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Introduction

Welcome to this guide of techniques based on the Writing Process Approach for the improvement of academic written compositions that will allow creating a creative and productive environment between teachers and students.

This proposal aims to contribute to the improvement of the English language as part of the educational advance and, above all, to introduce alternative techniques to benefit the development of writing skills.

The information described in this proposal may be useful for both teachers and students since it provides the necessary material to apply different activities in class or outside of class. Teachers will have a detailed guide for each activity, in the same way material is provided for the use of students.

The structure of this document guides each writing step that, when raised in sequence through a didactic and creative methodology, will be able to obtain significant results in the teaching-learning process of this subject; thus, achieving the objective of this proposal.

Justification

Learning a second language is, without a doubt, a key that will open the doors of job, personal, and cultural opportunities, among others. Through this new learning, students can know people, places, and customs from parts of the world.

English is an area that requires a lot of practice and perseverance, which is why different techniques are required that allow students to feel motivated to learn. Too often the classroom becomes a monotonous place of learning which isolates students to follow repeated teaching rules.

The realization of this proposal comes from the absence of techniques that prevent the student to have different alternatives in the writing process of academic compositions. Furthermore, is born from the difficulty that students have when writing.

THEORETICAL FOUNDATIONS

Writing process techniques.

With the aim of conveying a message to the audience, it is necessary to know what procedure, activities or tests can be applied. "A writing technique is a style an author uses to convey their message in a manner that is effective and meaningful to their audience" (Indeed Editorial Team, 2021). It is relevant to find the most effective techniques, according to the context, to connect with people.

Selecting a topic

According to Munoz (et al, 2006), "In negotiation with the students, teachers select a topic based on the writing standards, the genre, and the most appropriate discourse modes for the course" (p. 5). The topic must be clear, precise, and measurable, in order for students to know exactly what the text to write will be about. It is important that the topic is in accordance with what teacher wants to teach in the class.

Generating ideas

One of the most relevant procedures is to generate ideas, here students can cover everything that refers to the topic that was chosen. The main point is that they can have the general and specific ideas embodied in a whole in order to have enough information to organize it later. In the writing process, students explore ideas on the topic with the help of different techniques such as the ones proposed by Leki (1989):

a) Free writing

Students write the topic at the top of a page. Then they begin to write down everything that comes to their mind on this topic, no matter how disorganized it is. Students write continuously for ten minutes. Finally, they underline or circle the ideas and expressions they like and that will help them write. (Leki, 1989 quotes Muñoz, Gaviria, & Palacio, 2006)

b) Listing

Students write everything that comes to their mind about a topic, but they do not write sentences. Instead, they write words or quick phrases. This technique is one of the most useful ways for writers to get started if, for some reason, their ideas dry up as they are writing a draft. Listing can be an individual, small group or whole class activity. (Leki, 1989 quotes Muñoz, et al, 2006)

c) Mind mapping

Students write the subject of their composition in the middle of a piece of paper, and then write down all the things associated with it. They continue the process by finding associations for each of the things they have written down. Sharing associations might trigger memories for students having difficulty thinking of topics. When they are done with the associations, they try to group items into clusters or categories. (Leki, 1989 quotes Muñoz, et al, 2006)

d) Cubing

In this technique, students can generate ideas through questions that allow them to observe what establish the topic in more detail. When they are finished, students can analyze the answer and develop ideas for it. Sometimes one of the ideas can turn into a new concept. (Leki, 1989 quotes Muñoz, et al, 2006). It is important that students answer the questions clearly to know what idea or ideas can be generated from that answer.

Organizing

Considering all the ideas that arose from the topic, the organization is what it comes next, in which the students can clarify the order of their ideas and be able to translate them. This process consists of putting all the ideas together. According to the topic, learners structure the words or phrases in the correct sequence (Singer & Bashir, 2004). As a result of this, learners can establish the order patterns that will direct the composition to be written.

Writing a draft

With the procedures mentioned before, learners can proceed to writing the first draft. This will allow them to visualize their work already together and to be able to identify possible errors. In this way, when they feel that the ideas generated are the necessary ones according to our topic, what follows is: "...a searching for words, trying out sentences, and putting pieces together" (Muñoz, et al, 2006, p. 6).

Revising

As the name implies, in this section what we do is a review of the composition; it is possible to view any error or errors that the composition presents in different aspects of writing. Students will check the things that are necessary in the text (MacArthur & Graham, 1987). Examine that everything is correct, it will always be necessary to review the finished composition to make sure it is a suitable academic work.

OBJECTIVES

General objective

Improve writing skill through the application of a set of structured techniques in the Senior students.

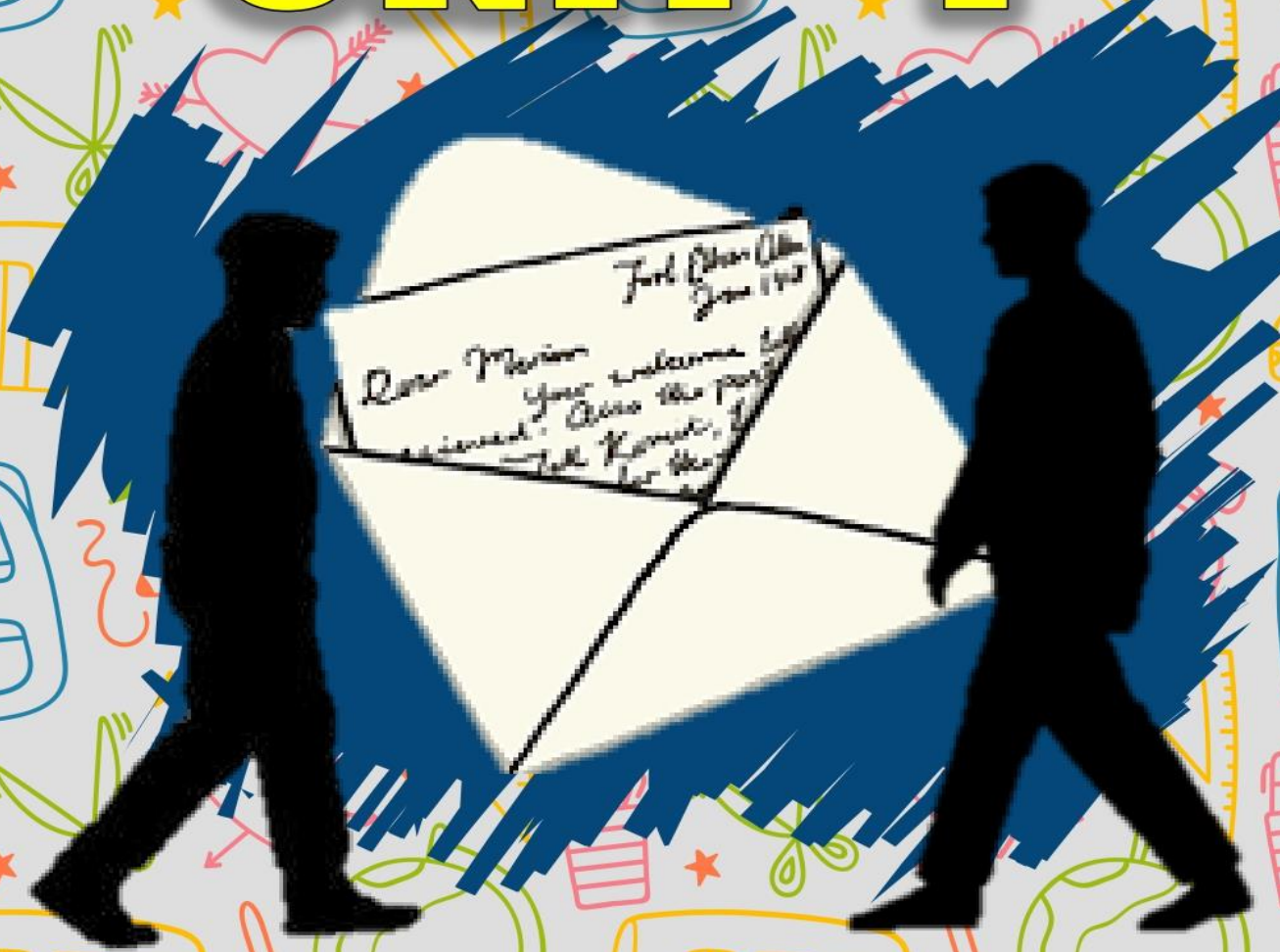
Specific objectives

Internalize the information of the technique based on the topic of each unit.

Apply the different techniques in relation to each part of the activities.

Encourage the constant use of different techniques to increase student productivity.

UNIT 1



My future self

1

MY FUTURE SELF - Teachers' guide

Writing

A letter

Lead in:

Ask students to think about how they see themselves in the future. Give them a few minutes to share ideas with the whole class.

Unit objectives:

Write a letter addressed to their future self. Link ideas with order connectors to make the writing clear.

Internalize with students some **ordering connectors** that they can use to make their writing clear and orderly.

Firstly, Secondly, Thirdly, Fourthly, Lastly/ last but not least/, Finally/ eventually, Meanwhile, Initially

Selecting a topic:

Explain to the students that they are going to write a letter to their future self. They can write everything they want to say, whether it is work, personal, economic, or cultural.

Generating ideas:

Tell the students that they are going to use the **free writing** technique to generate ideas. Students write the topic at the top of a page. Then they begin to write down everything that comes to their mind on this topic, no matter how disorganized it is. Students write continuously for ten minutes. Finally, they underline or circle the ideas and expressions they like and that will help them write.

Organizing:

According to the topic, learners structure the words or phrases in the correct sequence. They can establish the order patterns that will direct the composition to be written.

Writing:

Learners can proceed to write the letter, a searching for words, trying out sentences, and putting pieces together. This will allow them to visualize their work already together.

Revising:

Examine that everything is correct, let students review the finished composition to make sure that everything is correct.

Editing:

As a final step, if there is anything to correct, students can edit their work. They can make major (or minor) revisions in ideas, organization, sequence, sentence structure, and word choice (in class activity or homework). Students can also use revision techniques of insertion, deletion, reordering, rephrasing, etc."

MY FUTURE SELF

Unit objectives:

Write a letter addressed to your future self.
Link ideas with order connectors to make the writing clear.

Topic: A letter to my future self.

1 Write all the ideas to come to your mind about this topic, no matter how disorganized it is. underline or circle the ideas and expressions you like and that will help you write.

2 Structure your ideas in the correct sequence.

3 Write your letter, search for words, try out sentences and put all the pieces together.

4 Check that everything is correct.

5 If you have something to correct, this is the time.

Remember:

You can use **ordering connectors** to make your writing clear.

- ✓ Firstly
- ✓ Secondly
- ✓ Thirdly
- ✓ Fourthly
- ✓ Lastly/ last but not least/
- ✓ Finally/ eventually
- ✓ Meanwhile
- ✓ Initially
- ✓ As long as/ as soon as

Don't forget the parts of a letter:

- ✓ Heading
- ✓ Date
- ✓ Salutation
- ✓ Letter body
- ✓ Closing
- ✓ P.S.



UNIT 2



My favorite celebrity

2

MY FAVORITE CELEBRITY - Teachers' guide

Writing

An email

Lead in:

Ask students to think about a celebrity they admire, it could be an actor/actress, a singer, a dancer, and so on.

Unit objectives:

Write an email to their favorite celebrity. Link ideas with reasons and causes connectors to explain something.

Internalize with students some **reasons and causes connectors** to explain the reason of something.

Because, Owing to, Due to, Since, As, For this reason.

Selecting a topic:

Explain to the students that they are going to write an email to their favorite celebrity. They will write the reason or reasons why they began to admire that celebrity.

Generating ideas:

Tell the students that they are going to use the **listing** technique to generate ideas. Students write everything that comes to their mind about the topic, but they do not write sentences. Instead, they write words or quick phrases. This technique can be applied as individual, as small groups or as a whole class.

Organizing:

According to the topic, learners structure the words or phrases in the correct sequence. They can establish the order patterns that will direct the composition to be written.

Writing:

Learners can proceed to write the letter, a searching for words, trying out sentences, and putting pieces together. This will allow them to visualize their work already together.

Revising:

Examine that everything is correct, let students review the finished composition to make sure that everything is correct.

Editing:

As a final step, if there is anything to correct, students can edit their work. They can make major (or minor) revisions in ideas, organization, sequence, sentence structure, and word choice (in class activity or homework). Students can also use revision techniques of insertion, deletion, reordering, rephrasing, etc."

UNIT 3



Entertainment News

3

ENTERTAINMENT NEWS - Teachers' guide

Writing

A blog

Lead in:

Ask students to think about the last movie, TV series, TV show or music video they watched. Give them a few minutes to share their opinions about it

Unit objectives:

Write a blog in which they will give a review of the last movie, TV series, TV show or music video they watched.
Link ideas with giving opinion connectors to talk about something.

Internalize with students some **giving opinion connectors** to express their thoughts about something.

In my opinion, I think, I believe, I admit, In my view, I concur/ I agree, I disagree/ I cannot, Accept.

Selecting a topic:

Explain to the students that they are going to write a blog in which they will give a review of the last movie, TV series, TV show or music video they watched.

Generating ideas:

Tell the students that they are going to use the **mind mapping** technique to generate ideas. Students write the topic of their composition in the middle of a piece of paper, and then write down all the things associated with it. When they are done with the associations, they try to group items into clusters or categories.

Organizing:

According to the topic, learners structure the words or phrases in the correct sequence. They can establish the order patterns that will direct the composition to be written.

Writing:

Learners can proceed to write the letter, a searching for words, trying out sentences, and putting pieces together. This will allow them to visualize their work already together.

Revising:

Examine that everything is correct, let students review the finished composition to make sure that everything is correct.

Editing:

As a final step, if there is anything to correct, students can edit their work. They can make major (or minor) revisions in ideas, organization, sequence, sentence structure, and word choice (in class activity or homework). Students can also use revision techniques of insertion, deletion, reordering, rephrasing, etc."

3

ENTERTAINMENT NEWS

Unit objectives:

Write a blog in which you will give a review of the last movie, TV series, TV show or music video you watched.

Topic: A blog of entertainment News.

1 Write down all the ideas that come to your mind about the last movie, TV series, TV show or music video you watched. When you are done with the associations, try to group items into clusters or categories.

REVIEW
ABOUT...

2 Structure your ideas in the correct sequence.

Don't forget:

A blog needs to be clear, interesting, captivating. Focus on giving a concise description of the topic you are going to talk about. Accept.

Remember:

You can use **giving opinion connectors** to express their thoughts about something.

- ✓ In my opinion,
- ✓ I think,
- ✓ I believe,
- ✓ I admit,
- ✓ In my view,
- ✓ I concur/ I agree,
- ✓ I disagree/ I cannot,
- ✓ Accept

3 Write your blog, search for words, try out sentences and put all the pieces together.

4 Check that everything is correct.

5 If you have something to correct, this is the time.

UNIT 4



Use of technological devices

4

USE OF TECHNOLOGICAL DEVICES - Teachers' guide

Writing

An essay

Lead in:

Ask students to think about what they like most about using technological devices. Give them a few minutes to share ideas with the whole class.

Internalize with students the structure of an essay.

Selecting a topic:

Explain to the students that they are going to write an essay about the use of technological devices. They establish a position for or against.

Unit objectives:

Write an essay about the use of electronic devices, expressing a position for or against. Identify the structure of an essay.

Introduction:

Communicate the reader about the reason of the academic paper, this includes a general background of the topic.

Body:

It is explained, in detail, the information that the writer mention in the introduction. It shows arguments that sustain or support a position.

Conclusion:

It is an overview of what was treated in the body part.

Generating ideas:

Tell the students that they are going to use **cubing** technique. Learners can generate ideas through questions, they analyze the answer and develop ideas for it. Sometimes one of the ideas can turn into a new concept.

- Description (What does it look like? What do you see?)
- Comparison (What is it similar to? What is it different from?)
- Analysis (What is it made of? What are its parts?)
- Association (What does it remind you of? What do you associate it with?)
- Application (What can you do with it? What can you use it for?)
- Arauina for or aaainst it. (Take either position. Give anv reasons. even crazy ones.)

Organizing:

According to the topic, learners structure the words or phrases in the correct sequence. They can establish the order patterns that will direct the composition to be written.

Writing:

Learners can proceed to write the letter, a searching for words, trying out sentences, and putting pieces together. This will allow them to visualize their work already together.

Revising:

Examine that everything is correct, let students review the finished composition to make sure that everything is correct.

Editing:

As a final step, if there is anything to correct, students can edit their work. They can make major (or minor) revisions in ideas, organization, sequence, sentence structure, and word choice (in class activity or homework). Students can also use revision techniques of insertion, deletion, reordering, rephrasing, etc."

4

USE OF TECHNOLOGICAL DEVICES

Unit objectives:

Write an essay about the use of electronic devices, expressing a position for or against. Identify the structure of an essay.

Topic: An essay about the use of technological devices.

1 Write down all the ideas regarding to this sentence about the topic.

Arguing for or against it. (Take either position. Give any reasons, even crazy ones.)

2 Structure your ideas in the correct sequence.

Remember your essay must have:

Introduction:

Communicate the reader about the reason of the academic paper, this includes a general background of the topic.

Body:

It is explained, in detail, the information that the writer mention in the introduction. It shows arguments that sustain or support a position.

Conclusion:

It is an overview of what was treated in



3

Write your essay, search for words, try out sentences and put all the pieces together.

4

Check that everything is correct.

5

If you have something to correct, this is the time.

CONCLUSIONS

- ❖ Theoretical knowledge is the basis for good writing, which provides information that can be applied to the students' written compositions. This project shared valid and structured data to identify the context of each situation taught in class. In this way, students can feel more confident about their ability and how to apply that information in different aspects.
- ❖ The results obtained from the research instruments show that English writing activities are limited to the use of single sentences, which limits the development of this skill. There is no variation of writing activities done in class, which makes students consider that their writing level is regular and a complex process.
- ❖ This study shows that writing skill is an aspect of the English area that needs improvement. Students are aware that it is a complex skill that requires different writing techniques to show good results at their academic level. In the same way, teachers believe that students need to constantly practice this skill to adequately express their ideas, thoughts, opinions, and arguments for effective communication.
- ❖ According to the results of the applied research instruments, the development of techniques based on the Writing Process Approach reflected a compendium of valuable and detailed information that teachers can apply in class. The opinion of the students was considered, and different topics that may be of interest to them were added. In the proposal of this project, it can be seen different techniques in each unit.

RECOMMENDATIONS

- ❖ Both teachers and students must continue to internalize the theoretical content that can contribute to English language development. Each fact is advantageous and can be taught in each class, depending on the topic. Teachers should guide each writing process so that students know what to do and how to do it.

- ❖ Teachers have an outstanding research job beyond teaching a topic and assigning homework. They must investigate different techniques based on attractive topics for students that must be useful, clear, and interesting. The teacher must work together with the students and know what they want and what would help them improve.

- ❖ The development of any skill requires practice and perseverance, so it is suggested that students spend part of their time doing activities that help improve their writing. On the other hand, teachers have an obligation to encourage and motivate students to deepen their knowledge, not only for academic purposes but as a source for the optimal development of future professional functions.

- ❖ Each technique described in the proposal of this project provides a specific topic for the development of writing. It can vary as the teacher considers necessary. In the same way, students are not required to perform each technique, and they can adapt the one that is most beneficial for them.

GLOSSARY

Composition. - a short piece of writing about a particular subject, done by a student. Something that a person has created or written, esp. a text, a work of art, or a piece of music, or the act of creating or writing something

Cluster. - a group of similar things that are close together, sometimes surrounding something.

Process. - a series of actions that are needed in order to do something or achieve a result.

Macro-skills. - macro skills are most commonly referred to listening, speaking, reading and writing in English language.

Highlight. - the best, most important, or most interesting part. The most important detail or information in a document, etc.

Linking words. - the linking words and phrases included here are used when you want to link two complete sentences together.

Non-probabilistic. - non-probability sampling is a sampling method in which not all members of the population have an equal chance of participating in the study.

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ANNEXES

Annex 1: Students' survey



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



Students' survey

Dear student, you are informed that the responses collected in this survey are completely confidential and will be for purely academic use, so you are strongly encouraged to respond as honestly as possible based on your knowledge, since your honesty will guarantee the success of this investigation. It should be noted that the survey is anonymous, neither the teachers nor the authorities of your institution will have access to your answers, so it is not necessary to write your name.

Objective: Learn about the use of techniques applied in class with respect to the written composition process in the subject of Foreign Language (English), in order to contribute to the improvement and implementation of techniques.

Age ____

Mark with an X the answer that is most convenient for you.

Gender

Female ____ Male ____ Other ____

1. In English class, what activities do you like to do the most?

Speaking () Writing ()

Reading () Listening ()

2. Do you find it difficult to write in English?

Yes () No ()

3. From the following list of writing activities, which are the most common in the English class?

- Sentences
- Essays
- Emails
- Blogs

- Letters
- Other _____

4. What level do you consider your compositions written in English have?

- Very good () Good ()
 Regular () Not good ()

5. Does the teacher guide the process of written compositions?

- Yes () No ()

If your answer is yes, how does the teacher guide this activity?

6. Which of the following techniques do you find most helpful in generating ideas for writing a composition?

- Free writing ()
 Listing ()
 Mind mapping ()
 Questions ()
 None of them ()
 Other _____

7. Does the teacher give you time to organize the ideas generated?

- Always () Often ()
 Rarely () Never ()

8. Does the teacher allow you to review your written composition again before presenting it?

- Always () Often ()
 Rarely () Never ()

9. Have you heard or used the “linking words” in your written compositions?

- Always () Often ()
 Rarely () Never ()

10. Do you consider that the activities carried out by the teacher are enough to make written compositions?

- Yes () No ()

THANK YOU FOR YOUR COLABORATION

Annex 2: Teacher interview



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



Teachers' interview

Dear teacher, you are informed that the answers you provide in this interview are completely confidential and will be for purely academic use, so you are strongly requested to answer as honestly as possible based on your experience.

Objective: Learn about the use of techniques applied in class with respect to the process of written compositions in the subject of Foreign Language (English), in order to greatly contribute to the improvement and implementation of techniques.

1. **From your point of view, what skills are developed more frequently in class? Why?**
2. **What is your opinion about the development of students' writing ability?**
3. **What types of writing do you do in class: sentences, essays, long or short compositions? why?**
4. **How would you describe the predisposition of the students when writing compositions? Why do you think students have this attitude?**
5. **What strategy or strategies do you apply when students have to write a composition? Why?**
6. **Do you consider that it is necessary to improve the students' writing skills? Why?**

Annex 3: Request for the application of the instruments.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Ibarra, 17 de diciembre de 2021

Magíster
Javier Domínguez
RECTOR UNIDAD EDUCATIVA "LUIS ULPIANO DE LA TORRE"

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, a la señorita Andrade Troya Adriana Aydé, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, portador de la cédula de ciudadanía 100462539-2, para que obtenga información y desarrolle el trabajo de grado con el tema: "Techniques based on process writing approach to improve academic compositions at "Luis Ulpiano de la Torre" high school, 2021 - 2022, en la Unidad Educativa que usted tan acertadamente dirige.

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Mgs. Raimundo Alonso López Aya
DECANO FECYT



Recibido 24/01/2022

Annex 4: Interview of the teachers.

