# TECHNICAL UNIVERSITY OF COTOPAXI

## ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

**ENGLISH MAJOR**

RESEARCH PROJECT

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**"STUDENTS AND TEACHERS' PERCEPTION ABOUT THE WRITING PROCESS"**

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Research project presented for obtaining the Sciences of Education Degree with major in the English language.

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Latacunga – Ecuador

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# AUTHORSHIP

We, Campaña Pallasco Gissela Jacqueline and Panchi Herrera Diana Maribel declare to be authors of the present research project "STUDENTS AND TEACHERS' PERCEPTIONS ABOUT THE WRITING PROCESS", being MSc Cando Guanoluisa Fabiola Soledad tutor of the present work; we expressly exempt to the Technical University of Cotopaxi and their legal representatives of any claims or legal action.

Moreover, we certificate that the ideas, concepts, procedures and findings in the present research are of our sole responsibility.

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**TUTOR'S ENDORSEMENT**

As a tutor of the research work titled: "STUDENTS AND TEACHERS' PERCEPTIONS ABOUT THE WRITING PROCESS" presented by Campaña Pallasco Gissela Jacqueline and Panchi Herrera Diana Maribel, of English major, I certify this research report meets the methodological requirements and scientific and technical contributions to be evaluated by the Project Validation Committee that the Honorable Academic Board of the Academic Unit of Administrative and Humanistic Science of Technical University of Cotopaxi assign for its study and evaluation.

Latacunga, July 2016

Sincerely,

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MSc. Cando Guanoluisa Fabiola Soledad
**Research Project tutor**

# COMMITTEE APPROVAL

As members of committee, we approve this research report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative and Humanistic Sciences; since the researchers: Campaña Pallasco Gissela Jacqueline and Panchi Herrera Diana Maribel with the research project title: "STUDENTS AND TEACHERS' PERCEPTIONS ABOUT THE WRITING PROCESS", have considered the recommendations presented and the work has all the requirements to be deserted

Therefore, it is authorized to lath the project, according to the institutional regulations.

Latacunga, July 2016

Yours faithfully

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## GRATEFULNESS

To our God, who gives us life and the opportunity to have excellent parents who have been our guides and always have been with us, supporting to get our professional objectives. To our dear tutor MSc Fabiola Cando because with her patience and dedication guided us with her knowledge to complete our project. In addition, thanks to our dear authorities and teachers who opened the doors of this institution "Technical University of Cotopaxi".

Diana & Gissela

## DEDICATION

We dedicate this project to our parents because they supported us during all our academic life and for demonstrating their love and their advices in order to accomplish our dreams and challenges. To our sisters and brothers who were with us in the difficult moments.

Diana & Gissela

# TECHNICAL UNIVERSITY OF COTOPAXI
## ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE
## TITLE: "STUDENTS AND TEACHERS' PERCEPTIONS ABOUT THE WRITING PROCESS"

**AUTHORS:**
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## ABSTRACT

The main aim of this research was to identify the tenth grade students and teachers' perceptions respect to the teaching of English writing skill. A survey of 14 question were applied to fifty eight tenth graders of Jorge Icaza Educative Unit, Latacunga-Ecuador in order to identify their perception regarding to writing skill and the methodology teachers use to teach it. In addition, a survey of 17 questions were applied to English teachers of institutions that belong to Eloy Alfaro Parish, Latacunga Ecuador in order to know their beliefs about how and when to teach writing skill. Data were processed in *excel* and presented in graphics. The analysis was done by pointed out the main findings; concepts form literature reviews and researchers' point of view. Results of students' survey show that they are not able to write simple pieces of writing like paragraphs, letters, stories and personal experiences because there is not an appropriate process of writing practice in the classroom. Writing is given little attention by teachers and students and its practice is not regular into the classroom. Additionally, students are not taught strategies that can help them to organize ideas before of writing. Results of teacher's survey showed that writing is the most difficult skill to teach. Even though, teachers considered it is important to teach students to write they don't usually incorporate writing task neither in the classroom not in the house. In general, writing is not seen as a process that involves a series of stages that allow structuring written text accurately. There are many who considered that there should be given attention to the process of writing which involves several steps: prewriting, drafting, and revising, proofreading, evaluating and publishing allowing to the teachers to evaluate the development of writing skill in students. Into this process, feedback not only helps to correct the errors of students, but also, it allows taking into account the strengths and motivating them to do the thing much better. Finally, the ministry of education must offer trainings to all English teachers about different approaches of writing as a process.

**KEY WORDS**: Perceptions, teaching writing, writing process, writing skill, feedback.

# UNIVERSIDAD TECNICA DE COTOPAXI
## UNIDAD DE CIENCIAS ADMINISTRATIVAS Y HUMANISTICAS
## TITULO: "PERCEPCIONES DE ESTUDIANTES Y DOCENTES ACERCA DEL PROCESO DE LA ESCRITURA"

**AUTORAS:**
Campaña Pallasco Gissela Jacqueline
Panchi Herrera Diana Maribel

## RESUMEN

El principal objetivo de esta investigación fue identificar las percepciones de los estudiantes y docentes con relación a la enseñanza de la escritura en inglés. Se aplicó una encuesta de 14 preguntas a 58 estudiantes de los décimos años de la unidad educativa "Jorge Icaza" para identificar sus percepciones con respecto a la escritura y la metodología que los docentes usan para enseñar esta habilidad. Además, una encuesta de 17 preguntas fue aplicada a 10 docentes de inglés de instituciones pertenecientes a la parroquia Eloy Alfaro, Latacunga- Ecuador, para conocer sus creencias acerca de cómo y cuándo enseñan enseñar a escribir en inglés. La información fue procesada en excel y presentada en gráficos. El análisis fue hecho señalando resultados principales, conceptos de revisión literaria y puntos de vista de los investigadores. Los resultados de la encuesta de los estudiantes mostraron que ellos no son capaces de escribir simples escritos como párrafos, cartas, cuentos y experiencias personales porque no existe un proceso apropiado de práctica de escritura en la clase. La escritura en inglés es dada poca atención por los docentes y estudiantes, y su práctica no es regular en el aula de clase. Además, estrategias no son enseñadas a los estudiantes que puedan ayudarlos a organizar ideas antes de escribir. Aunque, los docentes consideran que es importante enseñar a los estudiantes a escribir, ellos usualmente no incorporan tareas de escritura ni en la clase ni en la casa. En general, la escritura no es vista como un proceso que implica una serie de etapas que permiten estructurar un texto escrito adecuadamente. Hay muchos quienes consideraron que deberían dar más atención al proceso de escritura, la cual envuelve distintos pasos: pre-escritura, redacción, revisión, corrección de pruebas, evaluación y publicación permitiendo a los docentes evaluar el adecuado desarrollo de la escritura en los estudiantes. Dentro de este proceso, la retroalimentación es muy importante porque no solamente ayuda a corregir errores de los estudiantes, sino también tomar en cuenta sus fortalezas motivándolos hacer las cosas mucho mejor. Finalmente, El ministerio de Educación debe ofrecer entrenamientos a todos los docentes de inglés acerca de los diferentes enfoques de la escritura como un proceso.

**PALABRAS CLAVES:** percepción, enseñanza de escritura, proceso de escritura, habilidad de escritura, retroalimentación.

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## Content

## 1. GENERAL DATA

**Research Title:**

"Students and teachers' perceptions about the writing process"

**Starting date**: April 4th, 2016.

**Completion date:** July 15th, 2016.

**Site:** La Estacion neighborhood, Alfaro Eloy parish, Latacunga Canton, Cotopaxi province, Zone 3, "Jorge Icaza" Educative Unit.

**Academic Unit Sponsor:** Unit of Administrative and Humanistic Sciences

**Major Sponsor:** English major.

**Work team:**

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**Knowledge Area:**

English as a foreign language

**Research Line:**

Education and communication for human and social development.

**Research Major sub line:**

Methodologies to teach general English.

## 2. PROJECT DESCRIPTION:

This present research project titled "Students and teachers' perceptions about the writing process" is referred to English writing skill problem. Many students can not write simple sentences and they can not connect them into a paragraph. It is because writing is not taught as a process that consists of several steps: prewriting, drafting, revising, proofreading, evaluating and publishing. So, the main objective of this research is to identify the teachers and students' perceptions respect to the teaching and development of writing skill through surveys which allow knowing the real situation that students and teachers face about writing skill. It was used a descriptive method and as technique was used students and teachers' surveys. It was based on questionnaires. This research has been divided up into two parts:

The first part is based on literature review about writing skill and its competences and writing process stages. These categories allow understanding all writing process. The second part gives an overview of results which are taken from surveys applied to students of Jorge Icaza Educative Unit and English teachers of Eloy Alfaro Parish. The answers of the surveys determine the students and teachers' perception about writing and its way of teaching. Finally, it is concluded with conclusions, recommendations and annexes of instruments which were used for the development of this project. There is a special annex which describes the writing process in a clear example.

## 3. PROJECT RATIONALE

The research was quite relevant because it allowed identifying the students and teachers' perceptions respect to the teaching English writing skill. It permitted realizing the strength and weaknesses that both students and teachers present in the writing skill.

Having as a result that teachers teach writing in a superficial way and it is not considered as a process by them. Writing to win program presents English writing as a process which can help teachers to improve writing in their students. It has steps that enable students to identify their own mistakes and to learn from them when they are writing, benefiting not only to students of 10th grade of Jorge Icaza Educative Unit, but also to students in lower grades. That means students of 8th and 9th of general basic education. In addition, English teachers are benefited because they are able to help students to improve their writing ability. Thus, as a result of following the writing to win program in the teaching writing process, students could understand that writing is a process that requires attention in each stage letting them to learn from their errors and then, they are be able to structure simple sentences in a correct way. All in all, this project was important because nowadays English is considered as a lingua franca and all people use it around the world, and students must have at least a bit knowledge of English language and be able to use it in their lives.

## 4. BENEFICIARIES OF THE PROJECT:

**Direct:** 58 Students of tenth year of basic education whose average age is among 13-15 years old. They were 22 women and 36 men. In addition, 10 English teachers of Eloy Alfaro Parish are direct beneficiaries.

**Indirect**: 76 Students of ninth year of basic education whose average age is among 13-14 years old. They are 45 women and 31 men; 72 students of eighth year of basic education whose age varies among 11-12 years old. There are 40 women and 32 men.

**5. THE RESEARCH PROBLEM:**

English is an important language around the world and it can be seen so difficult to learn by students in many institutions. Students have difficulties in the development of their skills, especially in writing. This skill involves different aspects that are not taken into account by teachers when they teach to write. So, students do not have a good process of writing in the classroom.

In this context, Joyner, Gibson, Willey, Leech, Leader, Fiester & Kim (2015) carried out a research on strategies to improve student achievement in writing among fifth grade learners which the main purpose was to determine the teachers' perceptions about writing and the instruction of writing, to determine students' attitudes about writing and to implement and evaluate strategies for improving student achievement in the area of writing among fifth grade learners. The research study was a mixed methods study. Findings from the teachers' survey and the teachers' interviews revealed the majority of teachers in this study had positive perceptions about writing and the instruction of writing. Two-thirds of teachers considered themselves effective writers, and 11 out of 15 teachers maintained they were effective or moderately effective teachers of writers. Even though teachers had positive perceptions about writing, they did not fully support the Writing to win program.

By other hand, Tekle and Tefera (2012) carried out a research on a descriptive survey on teachers' perception of EFL writing and their practice of teaching writing: Preparatory school in Jimma Zone in focus. The main aim was to examine the perception about writing and the practice of teaching the skill among English language teachers. It was used quantitative and qualitative method. Nineteen teachers and two hundred ninety five students were included in the research. Findings show that, due to

teachers' failure to put into classroom practice their beliefs about the nature of writing and how it show be taught , writing is given a little attention and taught inappropriately.

Thus, the problem of this research was about English writing skill, because students of tenth year of basic education of Jorge Icaza Educative Unit do not develop their writing correctly. They can not structure simple sentences in a correct way, so their writing is not so good.  There are many reasons why this problem occurs.  Students of $10^{th}$ EGB have deficiencies in grammar and they do not have a lot of knowledge about grammatical rules. They neither practice in class nor in the house. In addition, they do not have good habits like reading, so their vocabulary is limited.  Their teachers do not use new methodologies and strategies, so that students can not improve their writing. They feel bored by the bad methodology applied by the teachers and they show disinterest towards writing. So, teachers and students do not see the writing as a process and its teaching is not appropriate.

## 6. OBJECTIVE:

### 6.1 GENERAL:

To identify the teachers and students' perceptions respect to the teaching and development of writing skill through surveys which allow knowing the real situation that students and teachers face about writing skill.

### 6.2 SPECIFICS:

To ascertain the nature of teaching writing to EFL high school students through a literature review.

To contrast students and teachers' perceptions regarding to the teaching of writing by comparing the findings which were found in the surveys.

## 7. ACTIVITIES AND SYSTEM TASKS IN RELATION TO RAISED OBJECTIVES.

| Objectives: | Activities | Result of the activities | Verification means |
|---|---|---|---|
| To identify the nature of teaching writing to EFL high school students through a literature review. | Literature review | Identification of the English writing process. | Analytic and deductive research method. |
| To contrast students' and teachers' perceptions regarding the teaching of writing by comparing the findings which were found in the surveys. | Design, validate and apply questionnaires  Data analysis | Comparison of teacher's and students' perceptions about the writing process | Survey |

**8. SCIENTIFIC AND TECHNICAL FOUNDATIONS:**

**8.1 WRITING SKILL:**

Writing is a way of communication that allows students to express their ideas, feelings, opinions and points of view to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. Writing evolves from the first simple sentences to elaborate stories, paragraphs, letters and essays. Regarding to writing, there are some authors talk about writing.

Audrey & Prince (2008) state "writing is an essential skill and a habit. It is more than just putting words on paper. Writing is a process of communicating that plays an important role in child's life; both in and out of the classroom" (p.1). Also, Graham claims "writing is an essential tool for communication, learning, and self-expression. Through writing individuals are able to maintain personal links with friends, family, and colleagues from a distance". (Cited in Papadopoulou, 2007, p. 1)

According to these authors, writing is an essential skill. At the same time, it is an important process of communication in student's life. Also, it is considered that good writing habits can make a big difference in students' attitude about writing. All in all, writing is an essential skill and a process of communication. It is used by people in order to express their ideas, feelings, and concepts through well composed text. It is necessary that all students have good habits of writing. If they practice a lot, they will feel attracted and familiarized by writing skill. Moreover, its process will be easy to understand and develop.

**8.1.1 COMPETENCES:**

Writing is an ability or productive skill of English language. This skill involves different aspects that help to structure good pieces of writing using appropriated words, sings and following the correct grammatical rules. All these aspects can contribute to show the quality of writing of a person. These important aspects are vocabulary, grammar and punctuation. These are the features of writing skill.

**8.1.1.1 Vocabulary:**

Vocabulary refers to words or set of words within a language. It is very useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. When people have an extensive vocabulary, they can express their ideas and feelings using different words. Regarding the vocabulary, Beck, McCaslin, & McKeown (1980); Coleman, (1971); Draper & Moellar (1971); Klare (1984); National Reading Panel, (2000) defined the following:

> Vocabulary is defined as knowledge of words and the ability to use these words in the generation and understanding of sentences. Vocabulary is considered essential for language acquisition and development and is recognized as a necessary factor for success in school and achievement in society. There is a substantial body of evidence demonstrating a link between vocabulary and students' ability to read and comprehend passages. (p.15)

Baker, Gersten, & Graham,(2003); Roth, (2000) mention

Vocabulary, however, has also been considered an important part of the writing process. Even though it has not been established that students' vocabulary predicts writing quality with elementary school students, the development of a rich and varied vocabulary is considered an essential step in becoming an effective writer. (Cited in Papadopoulou, 2007, p.50)

According to these different authors, vocabulary refers to words or set or words that takes place in the communicate process. It is fundamental to have a wide vocabulary because through words, people show the quality of their writing. They can use distinct words to say a same idea. Finally, wide vocabulary gives the opportunity to be effective writers and understand written text.

**8.1.1.2 Grammar**

Grammar refers to the way in which the sentences must to be made, and the functions that each word have in each sentence. There are some authors that can conceptualize grammar. For linguists, grammar is simply the collection of principles defining how to put together a sentence. It is the mental system of rules and categories that allows humans to form and interpret the words and sentences of their language.

Wilcox states (2004) points out: "Grammar involves the rules and relationships through which we construct meaningful sounds, words, and sentences; we could not enjoy the language of content without it. Grammar lives within language, nearly invisible compared to content" (p.14)

According to this author, grammar includes the study of rulers that allow us to know the correct way of organizing the words in sentences. Also teachers must teach grammar to the students because it will help them to write better. In addition, the wrong way to teach grammar is the traditional because students spend the time memorizing rulers and it doesn´t help them to become better writers.

**8.1.1.3 Punctuation:**

Punctuation refers to signs that must be used into paragraphs in order to understand the ideas that the authors want to transmit. It is also simply about a series of conventions that make it easier for readers to follow the train of thought.  A complete sentence (one thought or idea) is indicated by a full stop (.). A pause in a flow of thought, for example, to allow additional information, is indicated by a comma (,). A semicolon (;) is used to indicate a fuller pause than a comma, but not the final end of a sentence. A colon (:) is used to indicate the beginning of a list.

Dawkins (2005) states: "punctuation rules in handbooks and style manuals are not sacred texts for a great many good writers" (p.1) In other words, Punctuation is very useful because we can order ideas, sentences and also it is like grammatical rulers that help to understand much better a text and also by using the punctuation, sentences show sense and coherence and people are able to identify the main and secondary ideas.

**8.1.1.4 Spelling:**

This part of the writing refers to spell each word in a correct way. It is an integral part of learning the language, not a matter of memorization. Regarding this topic, there are autors that talk about this:

Webster (1793) wrote that "Spelling is the foundation of reading and the greatest ornament of writing. (Cited in Potter 2008, p. 156). Potter (2006-2012) claims that "spelling is the art or practice of writing or reading the proper letters of a word; called also orthography" (p.8)

In other words, spelling refers to the orthography. It is the ability to write words correctly. However, students have misspelling when they are writing. It is because they do not practice writing regularly.

To sum up, vocabulary, grammar, punctuation and spelling are closed because the combination of these three aspects helps to have a good writing. Vocabulary is a fundamental part in the acquisition of a language. It helps to the communicate process because people use adequate words to express ideas and opinions according to the context that they are. It also is important in the writing process because a varied vocabulary is one option to be effective writers. Grammar allows the correct structure of sentences and punctuation allows the correct separation of ideas permitting to readers understand what is written.

**8.1.2 TEACHING STRATEGIES OF WRITING:**

Writing as a difficult skill to teach requires some strategies that teachers might use in order to facilitate the learning of their students. Teaching strategies are a set of approaches that teachers use in the teaching of writing process. There are some strategies like: modeled writing, shared writing, guided and independent writing. There are authors that talk about these strategies, but it is considered that the most important teaching strategy of writing is the guided writing.

**8.1.2.1 Modeled writing:**

Giving students the facility of developing something is the main characteristics of this approach. In other words, teachers do all the writing and take examples which have already been done and ask to students to do the same but changing some words. Taylor, Pearson, and Peterson, & Rodriguez, 2003 mention:

> Modeled writing is an effective instructional practice that provides a foundation for understanding the complexities of writing. Research contrasts the effectiveness of telling students how to write versus modeling for them. High levels of telling are negatively related to writing growth whereas high levels of modeling are positively related, especially for children in high-poverty classrooms. (p.11)

The authors mention that modeled writing is better that telling students what they must do. It is why; students can follow a model in order to write paragraphs. It has a positive aspect in their learning because it provides them the opportunity to learn easily. This approach can motivate to students. However, it limits their capacities and restrain the development of their creativity because they only copy and change some words. They do not create anything, but they only adapt words.

**8.1.2.2 Shared writing:**

In this approach, teachers and students work together for writing something. Students are not passive. They contribute ideas while teachers write. There are many questions and answers. Routman (2005) states:

> Shared writing is especially critical to writing success for our English Language Learners and learners who struggle. Giving students many opportunities to first express their ideas orally and without fear of failure or worrying about the actual writing helps set them up for writing success later. (p.1)

So, shared writing helps to teachers to make the writing process more effective for students. Students and teachers work together sharing their thoughts and ideas to obtain an effective writing the text. Students are able to express their points of view and they are able to discuss with their teachers in a positive way. They help to create piece of writing and understand its process.

**8.1.2.3 Guided writing:**

In guided approach, teachers provide feedback to their students, they utilizes prompts and clues to help to develop ideas and organization. Teachers are not instructors, they are guides. They help to students by clarifying doubts and explaining them the process of writing. They guide them in each step. Tyner (2004) states: Guided writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice. (p.149)

In other words, guided writing helps to the students during the writing process step by step and also the guided writing lessons give opportunities to them to create their writing independently. In guided writing, students take as example to their teachers. Teachers provide their students fundamental words to facilitate their writing. Teachers are guides.

**8.1.2.4 Independent writing:**

Here, students elaborate their own pieces of writing. Teachers only provide them some key words and they are responsible to write a text without forgetting the instructions given by their teachers. Regarding to this approach, Davidson (2004) states: During independent writing, students are able to produce their own written texts by drawing on knowledge and skills that have been taught during previous teacher modeling and guided practice. (p.11)

It means that students will write freely. They can express their ideas and thoughts, then, they will be evaluated by their teachers. Students write by themselves without help. They write independently their ideas about a topic which is provide by the teachers.

All in all, there are different teaching strategies of writing that can be used in order to help students to develop their writing skill. However, teachers are who select which strategy use to teach their students. Any strategies that teachers select must be appropriate and apply correctly because the students' success in writing depends on these strategies. Perhaps, the bad implementing of strategies of classroom when teachers are teaching writing is the reason why students have difficulties in their writing process.

**8.1.2.5 Writing to win program.**

Writing to win is a program whose founder is Warren E. Combs, Ph.D. who has a doctorate of English linguistics and is a former classroom teacher. It was designed to provide students with writing skills necessary to successfully graduate from high

school by passing the GHSGT (Georgia High School Graduation Test). This program was introduced in 1980. It helps students to structure English sentences better. It is useful for the teachers because help them to improve and understand the writing process of their students.

**Brown, D. (2006)**

> Students are increasingly required to explain themselves or communicate in written form. Large numbers of students are not able to express themselves in formal written language. One program to improve the writing of high school students is the Writing to Win Program. This program teaches students to express themselves by developing their writing skills. Improved writing expression is linked to the improvement of critical thinking skills. (p.7)

According to this author, writing to win program show writing as a process whose steps are prewriting, drafting, revising, proofreading, evaluating, and publishing. These steps contribute to the communicative written form in students because students can write a text following steps and knowing new strategies. It is useful because students can develop their writing skill and critical thinking.

This program considers writing cycle approach which helps teachers set specific expectations for each step of the process, while students self-check how well they meet those expectations, becoming masters of their own thoughts in writing. According to writing to win program, writing cycle involves some stage: prewriting, drafting, revising, proofreading, evaluating and publishing.

**8.2 WRITING PROCESS STAGES:**

Writing is a process that involves several steps that contribute to have an effective writing. Each step helps students to develop their ideas using different strategies and correcting their mistakes, having at the end a well composed text or paragraph. These steps are: prewriting, drafting, revising, proofreading, evaluating and publishing. Moreover, feedback and self- correction take place in the writing process. So, there are authors that talk about these elements.

**8.2.1 Prewriting**

It is the first stage of the writing process. It is everything that people do before to start writing like selecting their topics and the audience. Prewriting invites exploration and promotes the motivation to write.

Prewriting is a stage which allows to students to think about what they what to write and find the ideas that are related to the topic. It is an important step because students are able to select topics according to their likes and their capacity of thinking. If teachers allow to their students to choose the topic about they want to write, they are motivating them and creating a good environment in the classroom and helping to students to have good attitudes in front of writing.

Altland & Higgins (2002) mention:

> Prewriting simply means what you do "before you write." It allows the author to explore initial ideas about the subject. Students can engage in prewriting through

graphic organizers, brainstorms, etc. Prewriting should not be skipped, because it is an important part of the writing process. (p.10)

Prewriting will help to students to organize their ideas in a coherent manner and thinking in a correct way before writing. Students will interpret their thoughts in brainstorms, graphic organizers, because this involves a process of organization of ideas, setting goals, and exploring topics that students will be interested in.

### 8.2.2 Drafting:

It is the second stage of the writing process. It is a vital part of successful writing. Here, the students start getting ideas in sentences and short paragraphs. Students must organize ideas so that teachers or the readers understand what they want to say.

Bruce (2008) states:

Students use the remainder of the time to write a first draft, using their ideas from the prewriting stage. Remind students to incorporate into their narratives the same elements found in the sample personal narrative examined earlier. Encourage students to refer to their notes on writing effective hooks and effective paragraphs, if needed.(p.26)

Drafting is the process of writing down ideas, organizing them into a sequence, and providing the reader with a frame for understanding these ideas. The end result is a composition or "first draft" of the ideas. Drafting lets to organize the ideas in sequence in order to provide students a good understanding and organization of their ideas to start producing sentences.

**8.2.3 Revising:**

The word revision literally means "to see again". It is the third stages of the writing process. Teachers identify the mistakes that students present in their short paragraphs. The most common mistakes are based on punctuation, spelling, capitalization, grammar and formatting of the paragraph.

Graham, Bollinger, Booth Olson, D'Aoust, MacArthur, McCutchen,& Olinghouse (2012) mention:

> Revising involves making content changes after students first have evaluated problems within their text that obscure their intended meaning. Students should make changes to clarify or enhance their meaning. These changes may include reorganizing their ideas, adding or removing whole sections of text, and refining their word choice and sentence structure.(p.14)

This means that revising allows identifying the errors in order to modify the draft in of a correct way. During the revising process is important a multiple drafting during the writing process. In this step, they will identify their errors in the writing and then they will check then and obtaining better results. In addition, revising for teachers is an essential step which requires an especial attention in the mistakes and subsequently students will correct their errors.

**8.2.4 Proofreading:**

It is the fourth stage of writing cycle. Proofreading is the process of reviewing the final draft of a text to ensure that all information is accurate and all surface errors. Proofreading is the step which allow checking the errors that students present in their writing in order to improve it. Kiefer (2016) mentions:" Proofreading generally involves only minor changes in spelling and punctuation".(p.1)

Kenneth (2004) mentions:

> Proofreading is much more straightforward: It is finding and correcting mistakes. This includes misspellings (or correctly spelled words used in the wrong place, the bane of computer spell chequers, sic), sentence fragments, punctuation, subject-verb agreement, word omissions, all those things on which teachers drilled us in school. (p.130)

Children produce a copy of their writing with all corrections made from the editing stage and then discuss this final draft with the teacher. The teacher offers the last suggestions for improvement at this point.

**8.2.5 Evaluating:**

It is the fifth stage of the writing cycle. It can be carried out by teachers or peers who provide feedback or by the writers themselves as they reread their text and consider whether they are meeting their writing goals. Brachter & Ryan (2004) state: "Evaluating Children's Writing introduces and explains a wide range of evaluation strategies used by classroom teachers to arrive at grades. Samples of student writing accompany the instructions to illustrate the techniques". (p.13)

Brachter & Ryan (2004) mention:

> It also offers a philosophy of evaluating student writing that encourages teachers to put grading into a communication context and to analyze their own individual communication situations. It suggests making choices among the many options for evaluation by determining the instructional purpose of the assignment and considering the advantages and dis- advantages of the particular strategy. (p.13)

The process of evaluating the students' writing helps the writer think about what they have learned from their writing experiences. Evaluating writing may also include opportunities for students to self-assess, reflect and write goals to improve their writing.

**8.2.6 Publishing:**

The word "publish" might remind you of another word you know. That would is "public" because that's what publishing is all about: preparing a piece of writing so that it can be read, understood, and enjoyed by the public. The main idea is that the Publishing stage is your chance to prepare your writing in a way that will best reach your audience. Murphy (2010) mentions: "Publishing generally refers to making your work available to a wide readership through print in journals, books, or websites".(p.47)

Becky & Spivey (2006) mention:

> Publishing is the end of the writing process. Children publish their writing by making a copy in their neatest handwriting or using a word processor. This is a time for

students to celebrate. They may share their pieces with the class during story time, make a class book or a personal portfolio, or send their work to local newspapers or children's magazines for publication (p.112)

It is the final stage of writing cycle. Publication entails the final preparation of a piece of writing for the intended audience and may involve preparing a neatly handwritten or word processed copy of the final draft and the addition of illustrations or other graphic elements. Publication may extend to a multimedia presentation or lead to a public performance such as a speech or a debate. The Presentation Trait is emphasized during this phase of the writing process as the writer works to make the piece appealing and inviting to the audience.

In conclusion, writing is a process to communicate ideas, thoughts, and feelings in a readable form. Steffens & Walker (cited in Merwin, 2013) mention "Across-the-curriculum writing finds its merit in removing students from their passivity. Active learners are active thinkers, and one cannot write without thinking." (p.7).

This means that teachers must form active learners and thinkers because a person, who does not think high, will not able to write anything. Writing can be a complex process for EFL students to be done. This process involves six important stages: (1) prewriting where students can apply other strategies like brainstorming, free writing, and clustering, graphic organizers and so on in order to choose an interesting topic according to the level that they have.  (2) Drafting in which students start writing sentences without matter the grammatical rules or punctuation. (3) Revising, in which teachers correct the mistakes in the short paragraph of their students. (4) Proofreading, in which students must correct their errors according to the suggestions of their teachers. And finally, (6) evaluating and (5) publishing, that are the final stages in

which teachers can evaluate the performance of the writing practice of their students. These stages allow students to organize in an adequate way ideas in order to create short paragraphs with coherence and sequence. They also allow identifying the errors, correct them and learn from them. The arrangement of the steps cannot be separated because it works like a wheel. Each stage in the process of writing will work in line to help the students in composing the text.

### 8.2.7 Feedback:

Feedback in students is very effective because it helps them to know about what to do or not to do with respect to their awareness of strengths and improve their performance of writing for that reason is very important to implement the feedback during the first year of education. Hattie & Timperley (2007) said: Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. (p.81)

Hawf & Shah (2008) claims: "Feedback is an integral part of learning processes. It provides the opportunity for incremental adjustment and/or expansion of one's knowledge base and understanding" (p.66)

Feedback influences in the students' performance in a positive or negative way because in previous studies they had found wonderful results in this .Through the feedback, they can obtain powerful learning and in the future they cannot make the same errors.

### 8.2.8 Self- correction:

Self-correct helps students to control the number of mistakes, so is important to consider that through this, students will take responsibility for their learning .It makes students more conscious about their awareness in writing.

Serdechny (2011) mentions: self -corrections fosters autonomous learning. It does this by helping students develop sensitivity to three areas: their own strengths and weaknesses, differences between their mother tongue and the target language, and the necessity for constant testing out and adjustment of their assumption about how the target language works in the face of new information. (p.5)

Self-correction techniques are very useful because the students can be benefited enriching their knowledge, learning from their mistakes, giving an especial time to analyze and understand their corrections, especially with the help of their teachers.

## 9. SCIENTIFIC QUESTIONS:

What is the importance of following a writing process in high school student's English learning?

What are teacher and students' perceptions about teaching of writing in high school?

## 10.  METHODOLOGY

The following research project is a descriptive research because this work allowed identifying and describe the characteristics of the phenomenon (*writing process)* being studied. The descriptions of these characteristics were done in two different ways. First, by analyzing and deducing content from literature review and second by data gather by means of surveys. Both processes were done in correspondence of two research questions stated in this project. The overall research process consisted on: firstly, it was ascertained the nature of teaching writing to EFL high school students through a literature review. Secondly, it was contrasted students and teachers' perceptions regarding to the teaching of writing comparing the findings which were found in the surveys; finally, it is possible to suggest sources to apply writing skill as a process with steps and strategies that help to improve the writing process in students.

The technique applied for this study was a survey for students and teachers by using a questionnaire as instrument. A survey was applied to fifty eight students of tenth year of basic education whose ages range among 13- 15 years old in "Jorge Icaza" Educative Unit of Latacunga city; they were 22 girls and 36 boys. Another survey was applied to ten English teachers who belong to different institutions of Eloy Alfaro Parish, of Latacunga city. Students' survey consisted of 14 closed questions and teachers' survey consisted of 17 closed- questions. The questionnaires for the survey were adapted from a research title "A descriptive survey on teachers' perception of EFL writing in their practice of teaching writing: preparatory school in Jimma Zone in Focus" developed by Tekle and Tefera (2012).

## 11. ANALYSIS AND INTERPRETATION OF THE SURVEY APPLIED TO ENGLISH TEACHERS OF INSTITUTIONS OF ELOY ALFARO PARISH

**Question Nº1.** Writing is the activity or skill of marking coherent words on paper and composing text.

**Chart 1:** Writing.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Strongly agree | 6 | 60 |
| Agree | 4 | 40 |
| Undecided | 0 | 0 |
| Disagree | 0 | 0 |
| Strongly disagree | 0 | 0 |
| Total | 10 | 100% |

**Source:** English teachers of Eloy Alfaro Parish.

**Graphic 1:** Writing
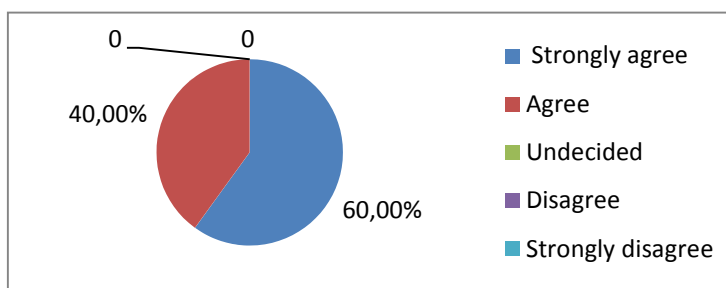


**Source:** English teachers of Eloy Alfaro Parish.

In the first question, 6 English teachers that represent the 60% of the population strongly agree with the statement: writing is the activity or skill of marking coherent words on paper and composing text.4 English teachers representing the 40% agree that writing is the activity or skill of marking coherent words on paper and composing text.

The majority of the English teachers consider that writing is the activity or skill of marking coherent words on paper and composing text. Respect to this Alderson (1995) says: "as a consequence, writing a coherent text that communicates the writer's intended message is a challenging task". (p.25). All in all, writing is not only create sentences, it is the ability to structure paragraphs in order to transmit information and messages.

**Question Nº 2**. Writing is to write isolated sentences.

**Chart 2:** Writing.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Strongly agree | 2 | 20 |
| Agree | 1 | 10 |
| Undecided | 3 | 30 |
| Disagree | 4 | 40 |
| Strongly disagree | 0 | 0 |
| Total | 10 | 100% |

**Source:** English teachers of Eloy Alfaro Parish.

**Graphic 2:** Writing
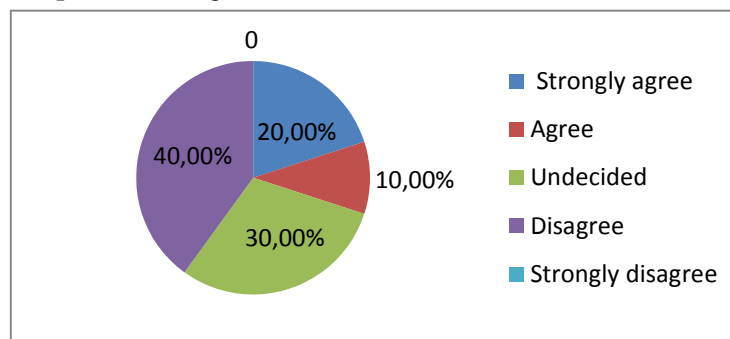


**Source:** English teachers of Eloy Alfaro Parish..

The second question shows that 2 English teachers that represent the 20% of the population strongly agree that writing is write isolates sentences.1 English teacher representing the 10% agrees that writing is write isolates sentences. 3 English teachers are undecided with the statement and 4 teachers disagree with it.

The majority of English teachers disagree that writing is to write isolated sentences. Coulmas (1999) state: writing is a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system. (p.560). In other words, if teachers teach students to write only isolated sentences, there is not a writing process because this process presents steps to follow at the moment of structuring coherent paragraphs. Then, there is a correct writing process.

**Question Nº 3.** Writing requires regular practice.

**Chart 3:** Writing

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Strongly agree | 8 | 80 |
| Agree | 1 | 10 |
| Undecided | 0 | 0 |
| Disagree | 0 | 0 |
| Strongly disagree | 1 | 10 |
| Total | 10 | 100% |

**Source:** English teachers of Eloy Alfaro Parish.
.

**Graphic 3:** Writing
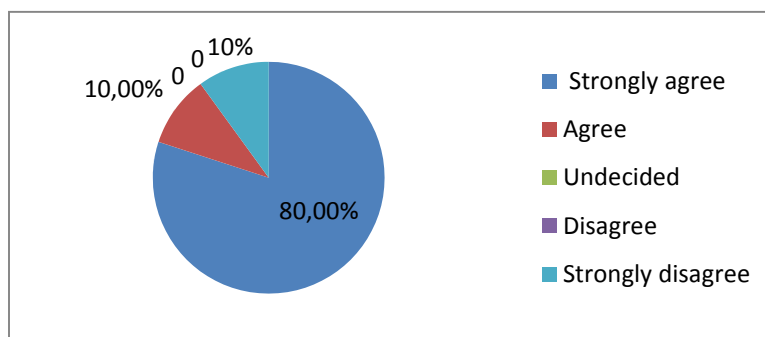


**Source:** English teachers of Eloy Alfaro Parish.

In the third question, 8 English teachers that represent the 80% of the population strongly agree that writing requires regular practice. 1 English teacher representing the 10% agrees that writing requires regular practice and only 1 English teacher who represents the 10% strongly disagrees with the statement.

A high percentage of English teachers consider that writing is a skill that requires regular practice. Respect to this, Graham & Bollinger (2012) says "writing instruction and practice should occur every day and in all school subjects (totaling up to 1 hr. each day for most grades) to help students gain confidence and competence with writing for varied purposes and audiences". (p.9). All in all, it is important practicing the writing skill every day in order to fortify this skill in students, so that they can connect sentences in well-composed paragraphs. Also, the continual practice can be a way of motivation and students can feel attracted by writing.

**Question Nº 4.** Writing is more difficult to teach than other language skills (listening, speaking and reading).

**Chart 4:** Writing, difficult skill.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Strongly agree | 5 | 50 |
| Agree | 4 | 40 |
| Undecided | 0 | 0 |
| Disagree | 1 | 10 |
| Strongly disagree | 0 | 0 |
| Total | 10 | 100% |

**Source:** English teachers of Eloy Alfaro Parish.

**Graphic 4:** Writing, difficult skill.
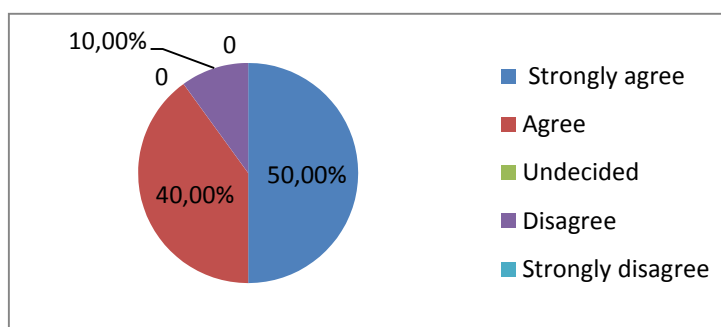


**Source:** English teachers of Eloy Alfaro Parish.

According to this question, 5 English teachers that represent the 50% of the population strongly agree that writing is more difficult to teach than other language skills (listening, speaking and reading). 4 English teachers representing the 40% agree that Writing is more difficult to teach than other language skills, and only 1 English teacher who represents the 10% disagrees with the statement.

The 50% of researched English teachers consider that writing is the most difficult to teach. Khaled (2007) points out that writing is one of the most difficult skills that second-language (L2) learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and socio cultural competencies. (p.35). So, writing is a difficult skill because it requires time, attention, dedication and a good process with steps such as: prewriting, drafting, revising, proofreading, evaluating, and publishing.

**Question Nº5.** Teaching writing in English requires more effort than teaching grammar, vocabulary and other language skill. So, I do not teach writing.

**Chart 5:** Teaching writing

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Strongly agree | 2 | 20 |
| Agree | 4 | 40 |
| Undecided | 1 | 10 |
| Disagree | 1 | 10 |
| Strongly disagree | 2 | 20 |
| Total | 10 | 100% |

**Source:** English teachers of Eloy Alfaro Parish.

**Graphic 5:** Teaching writing
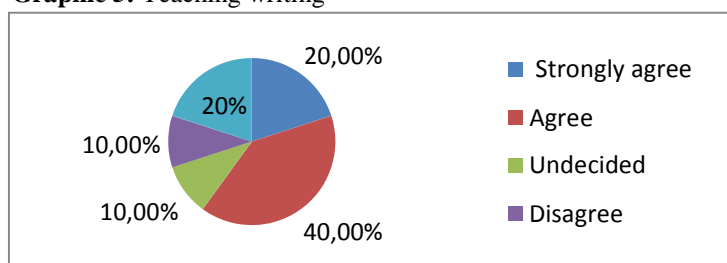


**Source:** English teachers of Eloy Alfaro Parish.

The fifth question indicates that 2 English teachers that represent the 20% of the population strongly agree that teaching writing in English requires more effort than teaching grammar, vocabulary and other language skill. So, they do not teach writing. 4 English teachers representing the 40% agree that teaching writing in English requires more effort than teaching grammar, vocabulary and other language skill. 1 English teacher who represents the 10% is undecided with this statement. 1 English teacher disagrees and 2 English teachers that represent the 20% strongly disagree with it.

Most of the teachers believe that teaching writing requires more effort than teaching grammar, vocabulary and other language skill. Hamzah (2010) state that writing is a skill that is difficult to master. It demands a great deal of skills as writing readiness and grammatical rules for the students to become proficient and effective writers. (p.54). In others words, vocabulary and grammar are elements of writing skill and they are learned only by repetition. However, writing is learned by a continual practice following the steps.

**Question Nº 6.** Students should not be made to write in English before they master the vocabulary of the language.

**Chart 6:** Vocabulary in writing.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Strongly agree | 1 | 10 |
| Agree | 5 | 50 |
| Undecided | 1 | 10 |
| Disagree | 3 | 30 |
| Strongly disagree | 0 | 0 |
| Total | 10 | 100% |

**Source:** English teachers of Eloy Alfaro Parish.

**Graphic 6:** Vocabulary in writing.
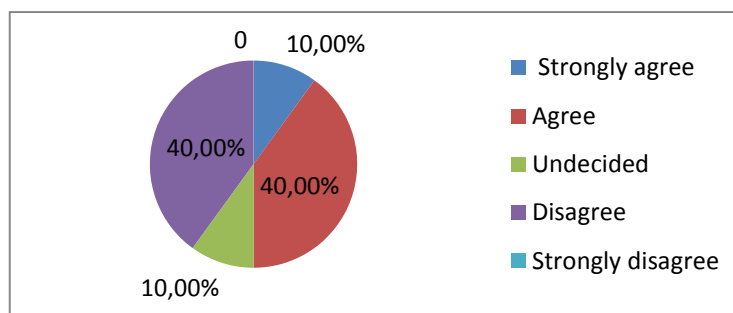


**Source:** English teachers of Eloy Alfaro Parish.

In this question, 1 English teacher who represents the10% of the population strongly agrees that students should not be made to write in English before they master the vocabulary of the language.5 English teachers representing the 50% agree that students should not be made to write in English before they master the vocabulary of the language. 1 English teacher who represents the 10% is undecided with the statement. 3 English teachers with the 30% disagree that students should not be made to write in English before they master the vocabulary of the language.

Most of the teachers agree that students should not be made to write in English before they master the vocabulary of the language. Respect to this, Mukoroli (2011) states: "An increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning" (p.8). Then, vocabulary is quite important in the writing process because students need new and adequate words to express their ideas in a written text.

**Question Nº7.** At high school level, it is not necessary to teach writing because students can learn it at higher institutions**.**

**Chart 7:** Teaching writing at high school

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Strongly agree | 0 | 0 |
| Agree | 2 | 20 |
| Undecided | 1 | 10 |
| Disagree | 5 | 50 |
| Strongly disagree | 2 | 20 |
| Total | 10 | 100% |

**Source:** English teachers of Eloy Alfaro Parish.

**Graphic 7:** Teaching writing at high school
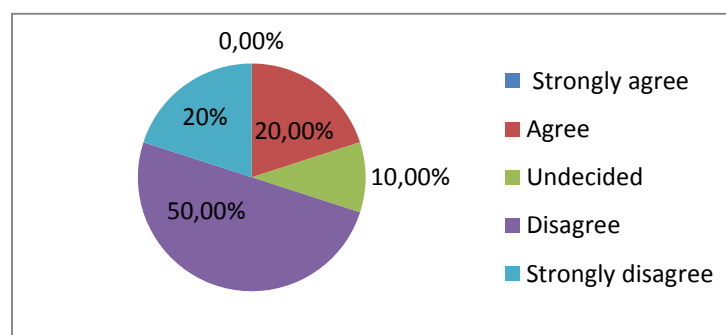


**Source:** English teachers of Eloy Alfaro Parish.

This question shows that 2 English teachers who represent the20% of the population strongly agree that at high school level, it is not necessary to teach writing because students can learn it at higher institutions. 1 English teacher representing the 10% is undecided with this statement. 5 English teachers who represent the 50% disagree that at high school level, it is not necessary to teach writing because students can learn it at higher institutions, and 2 English teachers who represent the 20% strongly disagree with the statement.

The half of the researched teachers disagree that it is not important to teach writing in secondary school. This result is similar to Tekle & Tefera's research (2012) in which all participants articulated disagreement to this idea. That means, teaching writing in high school is essential for students because they acquire previous knowledge of vocabulary and grammar rules facilitating the writing process in higher institutions.

**Question Nº 8.** In the process of teaching writing at high school level, more focus should be given to grammar and vocabulary.

**Chart 8:** Grammar and vocabulary in writing

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Strongly agree | 2 | 20 |
| Agree | 4 | 40 |
| Undecided | 2 | 20 |
| Disagree | 2 | 20 |
| Strongly disagree | 0 | 0 |
| Total | 10 | 100% |

**Source:** English teachers of Eloy Alfaro Parish.

**Graphic 8:** Grammar and vocabulary in writing
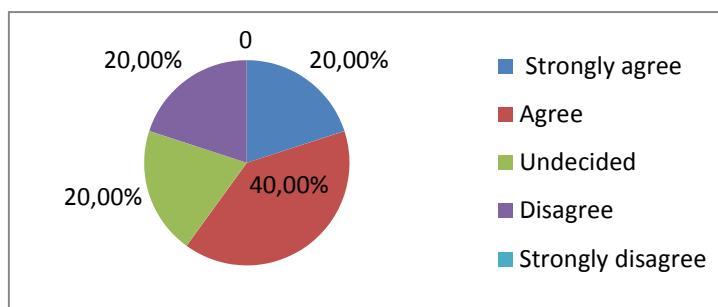


**Source:** English teachers of Eloy Alfaro Parish.

The eighth questions indicates that 2 English teachers who represent the 20% of the population strongly agree that in the process of teaching writing at high school level, more focus should be given to grammar and vocabulary. 4 English teachers representing the 40% agree that more focus should be given to grammar and vocabulary in the process of teaching writing at high school level. 2 English teachers who represent the 20% are undecided with the statement and 2 English teachers who represent the 20% disagree with it.

A high percentage of the population state that more focus should be given to grammar and vocabulary in the process of teaching writing to high school students. Regarding this topic, Hamzah (2010) state that the process of writing demands the writer to have careful choice of vocabulary and understand grammatical patterns and to be able to write appropriate sentence structures. (p.54). In conclusion, grammar and vocabulary are base elements for starting writing because grammar offers the structure of sentences and vocabulary refers to specific words.

**Question Nº 9.** In a writing class, more focus should be given to make students practice constructing error free sentences.

**Chart 9:** Error free sentences.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Strongly agree | 2 | 20 |
| Agree | 6 | 60 |
| Undecided | 2 | 20 |
| Disagree | 0 | 0 |
| Strongly disagree | 0 | 0 |
| Total | 10 | 100% |

**Source:** English teachers of Eloy Alfaro Parish.

**Graphic 9:** Error free sentences
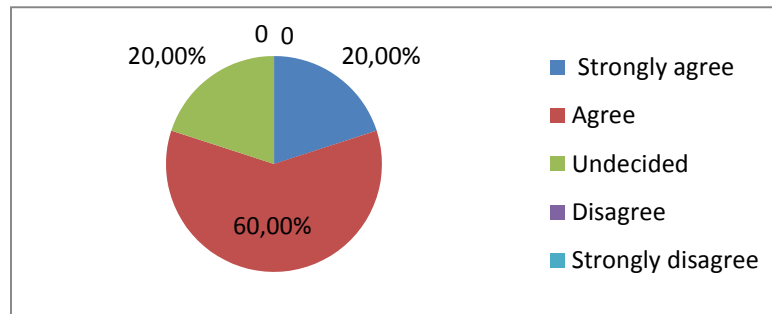


**Source:** English teachers of Eloy Alfaro Parish.

2 English teachers who represent the 20% of the population strongly agree that in a writing class, more focus should be given to make students practice constructing error free sentences.6 English teachers representing the 60% agree that in a writing class, more focus should be given to make students practice constructing error free sentences, and 2 English teachers who represent the 20% are undecided with this statement.

The majority of the teachers agree that, more focus should be given to make students practice constructing error free sentences in a writing class. Schmaltz, Rush & Shieber (2009) mention "Grammatical error identification is one such application of potential utility as a component of a writing support tool". (p.1). It is necessary that teachers check the mistakes of their students in order to avoid frequent or repetitive mistakes because the constant repetition of them could cause a bad habit.

**Question Nº 10.** If students are allowed to make mistakes while writing in English, it will be difficult to make them write correctly later on.

**Chart 10:** Mistakes in writing.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Strongly agree | 4 | 40 |
| Agree | 4 | 40 |
| Undecided | 0 | 0 |
| Disagree | 2 | 20 |
| Strongly disagree | 0 | 0 |
| Total | 10 | 100% |

**Source:** English teachers of Eloy Alfaro Parish.

**Graphic 10:** Mistakes in writing.
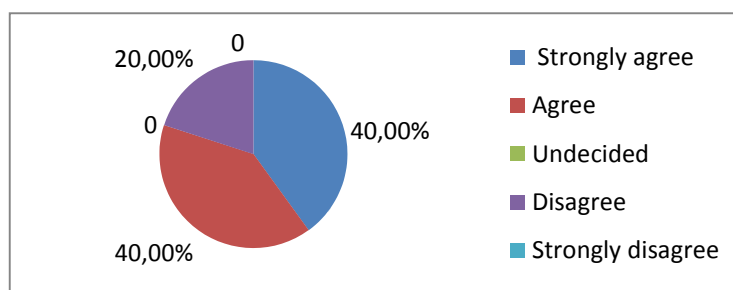


**Source:** English teachers of Eloy Alfaro Parish.
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Respect to this question, 4 English teachers who represent the 40% of the population strongly agree that if students are allowed to make mistakes while writing in English, it will be difficult to make them write correctly later on. 4 English teachers representing the 40% agree and 2 English teachers who represent the 20% disagree that if students are allowed to make mistakes while writing in English, it will be difficult to make them write correctly later on.

Most of the teachers are strongly agree and agree that if students are allowed to make mistakes while writing in English, it will be difficult to make them write correctly later on. Gomaa (cited in Adas & Bakir, 2013) indicated that mistakes are students' first language affects learning the target language. This is why students make certain mistakes and repeat them. (p.255). From the researcher's point view, mistakes are common in learning process and teachers have to help students to face them.

**Question Nº11.** The guided approach (Teachers guide students during the writing process) of teaching writing is preferable to a free writing approach (Students write without teacher's help).

**Chart 11:** Guide approach is preferable.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Strongly agree | 2 | 20 |
| Agree | 6 | 60 |
| Undecided | 1 | 10 |
| Disagree | 1 | 10 |
| Strongly disagree | 0 | 0 |
| Total | 10 | 100% |

**Source:** English teachers of Eloy Alfaro Parish.

**Graphic 11:** Guide approach is preferable.
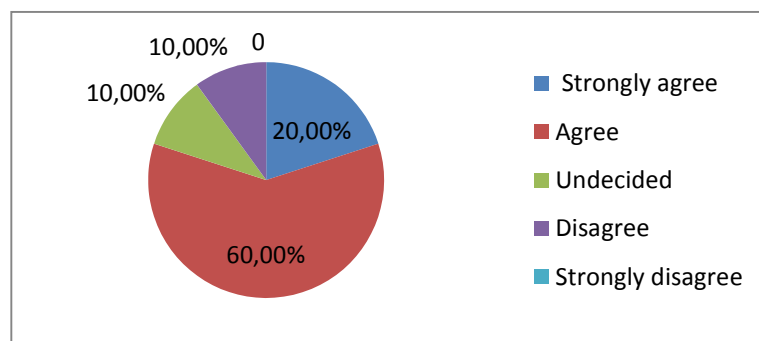


**Source:** English teachers of Eloy Alfaro Parish.

2 English teachers who represent the 20% of the population strongly agree that the guided approach of teaching writing is preferable to a free writing approach. 6 English teachers representing the 60% agree with this statement. 1 English teacher who represents the 10% is undecided with this statement and a English teacher who represent the 10% disagrees that the guided approach of teaching writing is preferable to a free writing approach.

The majority of teachers consider that guided approach is preferable to free writing approach. Regarding to this topic Tyner, A (2004) states: "Guided writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice" (p.149). That is, guided approach presents teachers as guide who can identify the strengths and weakness on each student in their class.

**Question Nº 12.** Teachers' written feedback can help learners improve their writing skills.

**Chart 12:** Feedback improve writing

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Strongly agree | 5 | 50 |
| Agree | 4 | 40 |
| Undecided | 0 | 0 |
| Disagree | 1 | 10 |
| Strongly disagree | 0 | 0 |
| Total | 10 | 100% |

**Source:** English teachers of Eloy Alfaro Parish.

**Graphic 12:** Feedback improve writing
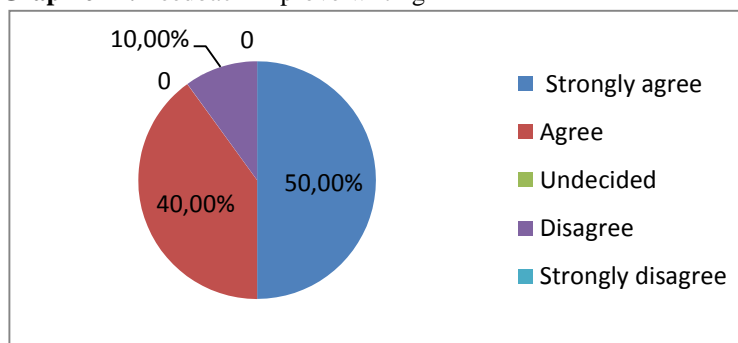


**Source:** English teachers of Eloy Alfaro Parish.

This question indicates that 5 English teachers who represent the 50% of the population strongly agree that teachers' written feedback can help learners improve their writing skills.4 English teachers representing the 40% agree that teachers' written feedback can help learners improve their writing skills and 1 English teacher who represents the 10% disagrees with this statement.

The half of researched teachers strongly agrees that teachers' written feedback can help learners improve their writing skills. Kroll (2001) states that it is necessary to highlight the teachers' written feedback to improve students' writing because it permits to correct them and clarify doubts. (p.227). Consequently, making a feedback can be very useful in the teaching learning of writing because it allows correcting mistakes and learning from them.

**Question Nº13.** Making students rewrite what they have written helps them to write better.

**Chart 13:** Rewriting

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Strongly agree | 4 | 40 |
| Agree | 4 | 40 |
| Undecided | 0 | 0 |
| Disagree | 2 | 20 |
| Strongly disagree | 0 | 0 |
| Total | 10 | 100% |

**Source:** English teachers of Eloy Alfaro Parish.

**Graphic 13:** Rewriting
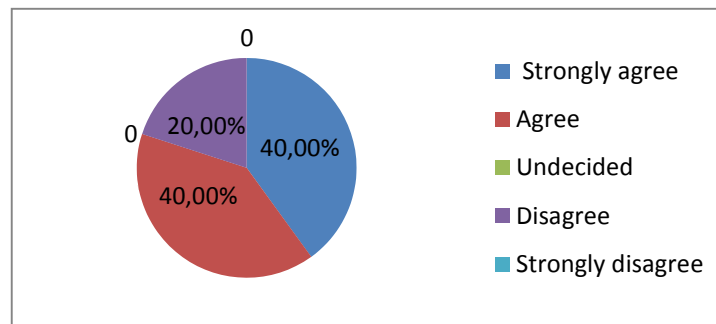


**Source:** English teachers of Eloy Alfaro Parish.

According to this question, 4 English teachers who represent the 40% of the population strongly agree that making students rewrite what they have written helps them to write better.4 English teachers representing the 40% agree with this statement and 2 English teachers who represent the 20% disagree that making students rewrite what they have written helps them to write better.

Most of the teachers strongly agree and agree with making students rewrite what they have written helps them to write better. This result is closed to what Tekle & Tefera found in their research (2012); the majority of teachers agreed that making students rewrite what they have written helps them to produce quality pieces of writing. Rewriting can be a way of identifying and correcting students' mistakes helping them to understand their process of writing.

**Question Nº 14.** I often give my students out-of-class writing activities.

Chart 14: Out of class writing activities.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Strongly agree | 1 | 10 |
| Agree | 8 | 80 |
| Undecided | 1 | 10 |
| Disagree | 0 | 0 |
| Strongly disagree | 0 | 0 |
| Total | 10 | 100% |

**Source:** English teachers of Eloy Alfaro Parish.

**Graphic 14: Out of class writing activities.**
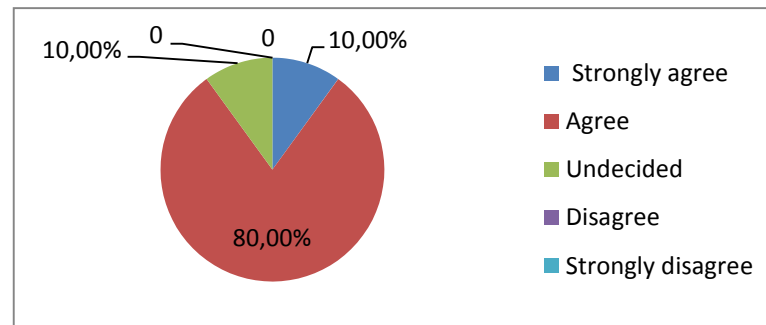


**Source:** English teachers of Eloy Alfaro Parish.

This question demonstrates that 1 English teacher who represents the 10% of the population strongly agrees that he/ she often gives his/her students out-of-class writing activities. 8 English teachers representing the 80% agree that they often give their students out-of-class writing activities. And 1 English teacher who represents the 10% dis undecided with it.

A very high percentage of researched teachers often give their students out-of-class writing activities. Out-of-class writing activities can contribute to writing improvement because students have more time to think about, they work without stress and in a familiar environment. Since, writing requires regular practice like Bollinger (2012) have mentioned.

**Question Nº15.** I often give my students writing activities in the class.

Chart 15: Writing activities in class.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Strongly agree | 2 | 20 |
| Agree | 8 | 80 |
| Undecided | 0 | 0 |
| Disagree | 0 | 0 |
| Strongly disagree | 0 | 0 |
| Total | 10 | 100% |

**Source:** English teachers of Eloy Alfaro Parish.

**Graphic 15:** Writing activities in class.
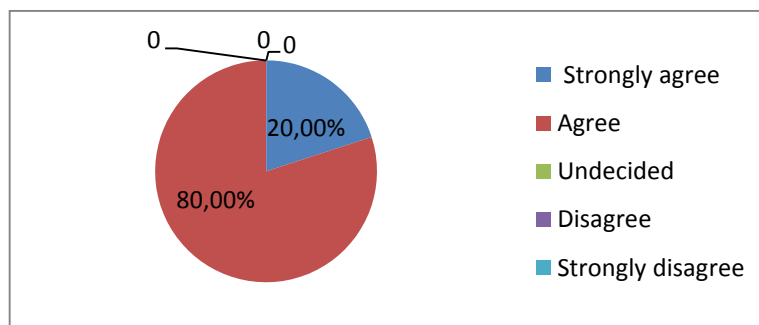


**Source:** English teachers of Eloy Alfaro Parish.

2 English teachers who represent the 20% of the population strongly agree that they often give their students writing activities in the class. 8 English teachers representing the 80% agree they often give their students writing activities in the class.

The majority of researched teachers agree with they often give their students writing activities in the class. Writing activities in class can be very effective to develop the writing skill because students can practice regularly and be guided by their English teachers. So, they can help to organize ideas before of writing. However, writing activities in class need a controlled time because teachers need to start with new topics.

**Question Nº16.** In the teaching learning process of writing, more focus should be given to teaching the writing strategies (thinking, planning, writing and checking).

**Chart 16:** Writing process

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Strongly agree | 3 | 30 |
| Agree | 4 | 40 |
| Undecided | 1 | 10 |
| Disagree | 1 | 10 |
| Strongly disagree | 1 | 10 |
| Total | 10 | 100% |

**Source:** English teachers of Eloy Alfaro Parish.

**Graphic 16:** Writing process
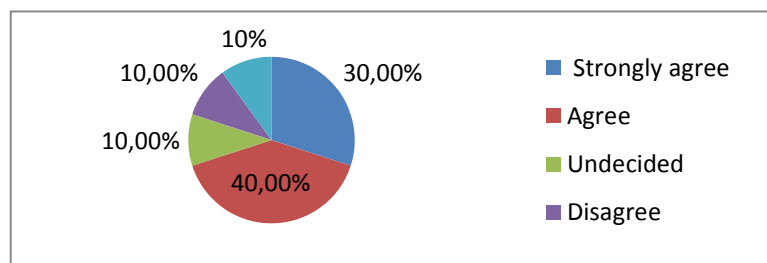


**Source:** English teachers of Eloy Alfaro Parish.

3 English teachers who represent the 30% of the population strongly agree that in the teaching learning process of writing, more focus should be given to teaching the writing strategies (thinking, planning, writing and checking).4 English teachers representing the 40% agree with the statement. 1 English teacher who represents the 10% is undecided, 1 English teacher who represents the 10% disagree and 1 English teacher that represents the 10% strongly disagree that in the teaching learning process of writing, more focus should be given to teaching the writing strategies.

Many teachers agree that more focus should be given to teaching the writing strategies (thinking, planning, writing and checking) in the teaching learning process of writing. Graham & Perin (2007) state: writing have strategies such as planning, evaluating, and revising text to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence.(p.9). All in all, into the writing process is fundamental do different activities that can facilitate a written text, it is necessary, thinking, planning, writing and checking.

**Question Nº 17.**  In the process of teaching writing, making students brainstorm for ideas, write outlines, write a first draft, revise and edit it is a waste of time. Therefore, it is not necessary.

**Chart 17:** Writing process

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Strongly agree | 2 | 20 |
| Agree | 3 | 30 |
| Undecided | 2 | 20 |
| Disagree | 1 | 10 |
| Strongly disagree | 2 | 20 |
| Total | 10 | 100% |

**Source:** English teachers of Eloy Alfaro Parish.

**Graphic17:** Writing process
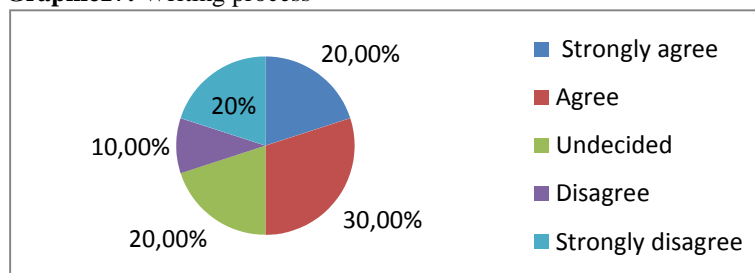


**Source:** English teachers of Eloy Alfaro Parish.

With respect to seventh question, 2 English teachers who represent the20% of the population strongly agree that making students brainstorm for ideas, write outlines, write a first draft, revise and edit is a waste of time. 3 English teachers representing the 30% agree with it. 2English teachers who represent the 20% are undecided with the statement. 1 English teacher who represents the 10% disagrees and 2 English teachers that represent the 20% strongly disagree.

Many teachers agree that making students brainstorm for ideas, write outlines, write a first draft, revise and edit it is a waste of time. Vernon (2001) states that the basic writing process includes six steps: brainstorming, outline, rough draft, evaluation, final draft, and publishing. (p.1). It is essential that teachers know the writing process for teaching to write because many of them do not know it. So, their students do not understand that writing carries out a process with steps.

## 12. ANALYSIS AND INTERPRETATION OF THE SURVEY APPLIED TO TENTH GRADE STUDENTS OF JORGE ICAZA HIGH SCHOOL.

**Question N° 1**. In which of the following activities your English teacher focuses more?

**Chart 1:** English skills.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---------|-----------|------------|
| Reading | 12 | 21 |
| Speaking | 29 | 50 |
| Writing | 10 | 17 |
| Listening | 7 | 12 |
| Total | 58 | 100% |

**Source:** 10th grade students of Jorge Icaza school.

**Graphic 1:** English skills.
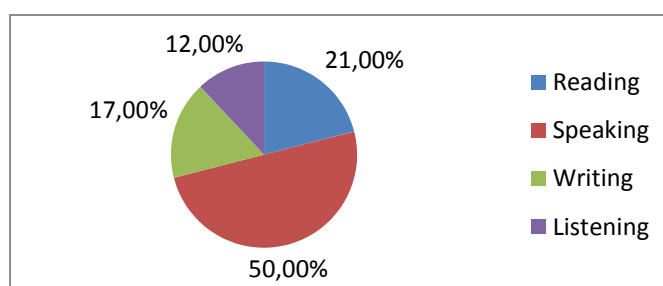


**Source:** 10th grade students of Jorge Icaza school.

In the first question, 12 students that represent the 21% of the population state that their English teachers focus more in reading skill. 29 students that represent the 50% of the population state that their English teachers focus more in speaking skill. 10 students who represent the 17% said writing skill and 7 students that represent the 12% states listening skill.

The majority of the students mention that their English teachers focus more in speaking skill allowed the reading skill. That means that teachers do not emphasize the development of the writing skill in their students which is also a productive skill like the speaking. This result is similar to what Tekle and Tefera (2012) found in their research; a high percentage of students mentioned that their English language teachers focus more in speaking.

**Question N° 2.** You have 5 hours of English language per week. How many hours are dedicated to English writing?

**Chart 2:** Hours of English writing.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---------|-----------|------------|
| 5h-4h | 2 | 3 |
| 3h-2h | 10 | 17 |
| 1h-30min. | 30 | 52 |
| Any | 16 | 28 |
| Total | 58 | 100% |

**Source**: 10th grade students of Jorge Icaza school.

**Graphic 2:** Hours of English writing.
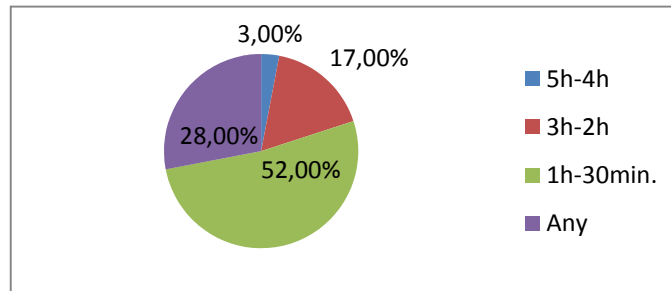


**Source:** 10th grader students of Jorge Icaza school.

This question shows that 2 students that represent the 3% of the population state that among 4 hours and 5 hours are dedicated to English writing per week. 10 students that represent the 17% of the population state among 2 hours and 3 hours are dedicated to English writing per week. 30 students who represent the 52% said among 30 minutes to 1 hour and 16 students that represent the 28% state any.

Most of the students mentioned that only from 30minutes to 1 hour are dedicated to English writing. However, it is not enough because writing need regular practice. Bollinger (2012) says "writing instruction and practice should occur every day and in all school subjects (totaling up to 1 hr. each day for most grades) to help students gain confidence and competence with writing for varied purposes and audiences". (p.9). The constant practices of writing help students to reinforce this skill.

**Question N° 3.** Does your teacher teach you to write paragraphs in English?

**Chart 3:** Writing paragraphs

| OPTIONS | FREQUENCY | PORCENTAJE |
|---------|-----------|------------|
| Always | 4 | 7 |
| Usually | 4 | 7 |
| Sometimes | 14 | 24 |
| Never | 36 | 62 |
| Total | 58 | 100% |

**Source:** 10th grade students of Jorge Icaza school.

**Graphic 3:** Writing paragraphs
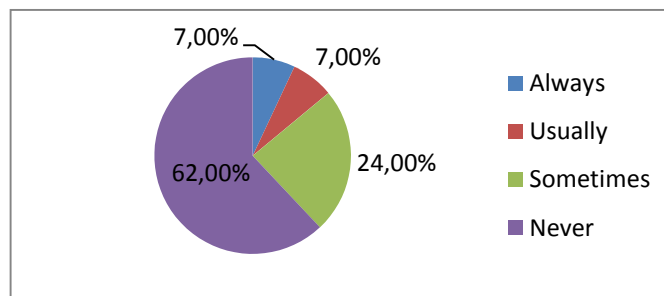


**Source:** 10th grader students of Jorge Icaza school.

Fourth question indicates that 4 students that represent the 7% of the population state that their teachers *always* teach them to write paragraphs in English. 4 students that represent the 7% of the population state that that their teachers *usually* teach them to write paragraphs in English. 14 students who represent the 24% said *sometimes.* 36 students that represent the 62% said *never*.

More than half of students said that their teachers do not teach them to write paragraphs in English. This result is different to Tekle and Tefera' research (2012) in which most students manifested that their teachers teach them to write paragraphs, but only in some selected units. Students need to be guided by their teachers to do something. They are responsible in students' learning. If they do not teach and guide their students, they will not be able to writing anything because they do not know how to do it. They ignore the writing process.

**Question N° 4.** Can you write paragraphs, join sentences with logical sequence and appropriated use of punctuation and connectors?

**Chart 4:** Writing paragraphs.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---------|-----------|------------|
| Much | 5 | 9 |
| Sufficient | 5 | 9 |
| Little | 10 | 17 |
| None | 38 | 65 |
| Total | 58 | 100% |

**Source:** 10th grade students of Jorge Icaza school.

**Graphic 4: Writing paragraphs.**
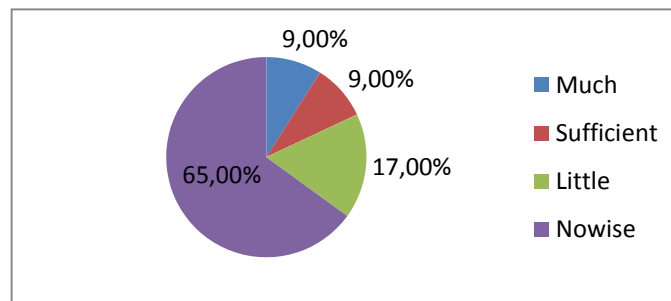


**Source:** 10th grade students of Jorge Icaza school.

With respect to this question, 5 students that represent the 9% of the population state that they are *much* capacitated to write paragraphs, join sentences with logical sequence and appropriated use of punctuation and connectors. 5 students that represent the 9% of the population state that they are able to write paragraphs join sentences with logical sequence and appropriated use of punctuation and connectors. 10 students who represent the 17% said *little*. 38students that represent the 65% said *none*.

The majority of the students stated that they are not able to write paragraphs, join sentences with logical sequence and appropriated use of punctuation and connectors. This could be because their teachers do not focus more in writing skill and they do not explain them the main steps that writing involves. So, students do not understand how to start writing and organize ideas.

**Question N° 5.** In which year of basic education did you start practicing the English writing?

**Chart 5:** Starting practicing English.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---------|-----------|------------|
| 4th-5th | 2 | 3 |
| 6th- 7th | 5 | 9 |
| 8th-9th | 8 | 14 |
| 10th | 43 | 74 |
| Total | 58 | 100% |

**Source:** 10th grade students of Jorge Icaza school.

**Graphic 5:** Starting practicing English.
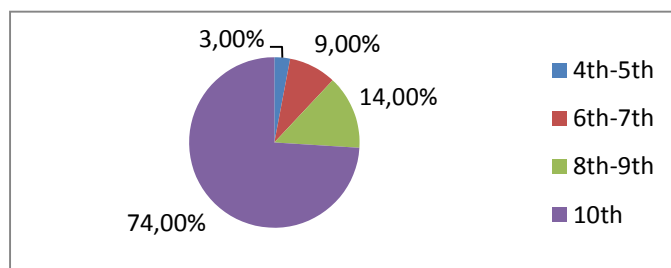


**Source:** 10th grader students of Jorge Icaza school.

2 students that represent the 3% of the population state that they start practicing English writing in $4^{th}$ and $5^{th}$ year of basic education. 5 students that represent the 9% of the population state that they start practicing English writing in $6^{th}$ and $7^{th}$ year of basic education. 8students who represent the 14% said in $8^{th}$ and $9^{th}$ year of basic educational and 43students that represent the 74% said $10^{th}$ year of basic education.

The majority of students mentioned that they start practicing English writing in $10^{th}$ year of basic education. It is because they do not have a sequence in their English classes due to the Ecuadorian government dispose that English subject is not necessary to teach in school. It was a disadvantage because students lost the opportunity to learn English from early ages.

**Question N° 6.** When your teacher teaches you to write in English, which part of the writing does he/ she give more emphasis?

**Chart 6:** Aspect of writing.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Grammar and vocabulary | 46 | 79 |
| Writing strategies | 0 | 0,00 |
| Content | 0 | 0,00 |
| Punctuation and connector | 12 | 21 |
| Total | 58 | 100% |

**Source:** 10th grade students of Jorge Icaza school.

**Graphic 6: Aspect of writing.**
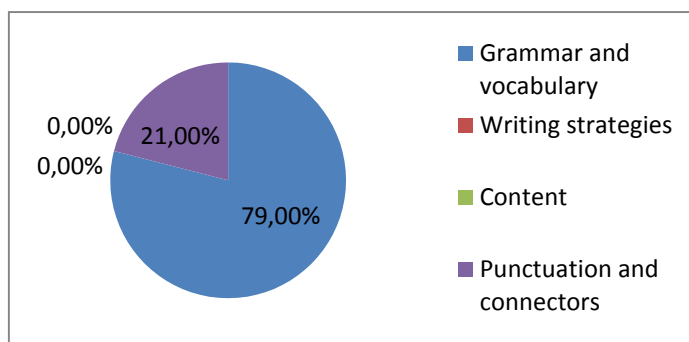


**Source:** 10th grade students of Jorge Icaza school.

In this question, 46 students that represent the 79% of the population state that their English teachers give more emphasis to grammar and vocabulary when they teach them to write in English. 12 students that represent the 21% of the population state that their English teachers give more emphasis to grammar and vocabulary when they teach them to write in English. None of the participants' said that teachers focus on writing strategies and content.

A high percentage of students said that when their teachers teach them to write, more emphasis give to grammar and vocabulary. Students can know the structure of sentences and new words. However, they do not know other elements that are involved in writing: strategies for writing and connectors. Then, they can not write.

**Question N° 7.** Does your teacher help you to organize ideas before of writing paragraphs?

**Chart 7:** Teachers help to organize ideas.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---------|-----------|------------|
| Always | 5 | 9 |
| Usually | 10 | 17 |
| Sometimes | 12 | 21 |
| Never | 31 | 53 |
| Total | 58 | 100% |

**Source:** 10th grade students of Jorge Icaza school.

**Graphic 7:** Teachers help to organize ideas.
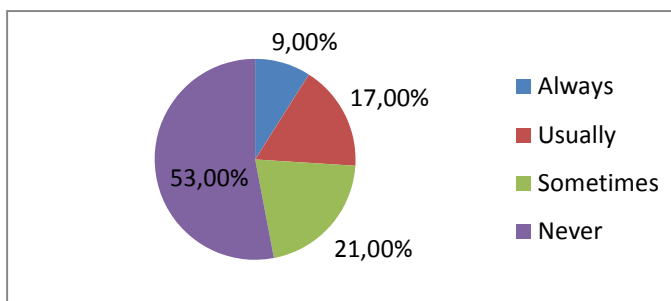


**Source:** 10th grade students of Jorge Icaza school.

Referring to this question, 5 students that represent the 9% of the population mention that their teachers always help them to organize ideas before of writing paragraphs. 10 students that represent the 17% of the population mention state that their teachers usually help them to organize ideas before of writing paragraphs. 12 students who represent the 21% said *sometimes* and 31 students representing the 5% mention *never.*

The majority of students mentioned that their teachers do not help them to organize ideas before of writing. So, they cannot organize their ideas and they do not know which strategies they can use in order to organize ideas and start writing in a correct way.

**Question N° 8.** Does your teacher encourage you to write letters in English into class?

**Chart 8:** Writing letters.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---------|-----------|------------|
| Always | 0 | 0 |
| Usually | 2 | 3 |
| Sometimes | 4 | 7 |
| Never | 52 | 90 |
| Total | 58 | 100% |

**Source:** 10th grade students of Jorge Icaza school.

**Graphic 8:** Writing letters.
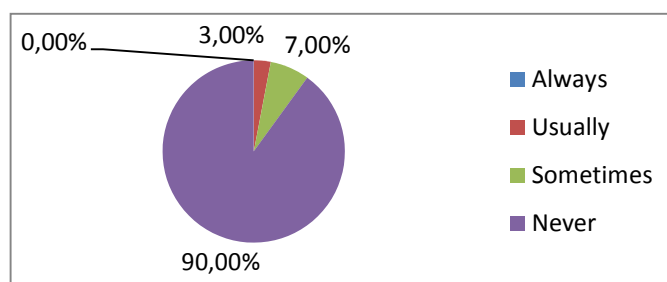


**Source:** 10th grade students of Jorge Icaza school.

The eighth question shows that 2 students that represent the 3% of the population mention that their teachers *usually* encourage them to write letters in English into the class. 4 students that represent the 7% of the population mention state that their teachers *sometimes* encourage them to write letters in English into the class. 52 students who represent the 90% said n*ever* and any student mentions *always.*

The majority of students mentioned that their teachers never encourage them to write letters in English into class. This result is little similar to Tekle and Tefera' research (2012) in which most of the students said that teachers rarely encourage them to write letters in English into class. If teachers do not help students to write, students are not going to learn. They need clear explanation and many examples because these facilitate their understanding.

**Question N° 9.** Does your English teacher encourage you to write stories or personal experiences?

**Chart 9:** Writing stories or personal experiences.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Yes, usually | 7 | 12 |
| Yes,sometimes | 9 | 15 |
| Yes, rarely | 15 | 26 |
| Not at all | 27 | 47 |
| Total | 58 | 100% |

**Source:** 10th grade students of Jorge Icaza school.

**Graphic 9:** Writing stories or personal experiences.
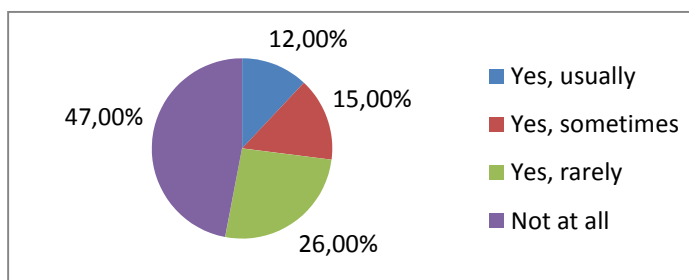


**Source:** 10th grade students of Jorge Icaza school.

7 students that represent the 12% of the population mention that their teachers *usually* encourage them to write stories and personal experiences in English. 9 students that represent the 15% of the population mention state that their teachers *sometimes* encourage them to write stories and personal experiences in English. 15 students who represent the 26% said *yes, rarely* and 27 students representing the 47% mention *not at all.*

Most of the students stated that their teachers not at all encourage them to write stories or personal experiences. This could be the reason why they can´t practice regularly English writing and they know how structure a paragraph.

**Question N° 10.** Does your teacher make comments and correction of your English writing?

**Chart 10:** Comments and corrections.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---------|-----------|------------|
| Always | 10 | 17 |
| Usually | 10 | 17 |
| Sometimes | 18 | 31 |
| Never | 20 | 35 |
| Total | 58 | 100% |

**Source:** 10th grade students of Jorge Icaza school.

**Graphic 10:** Comments and corrections.
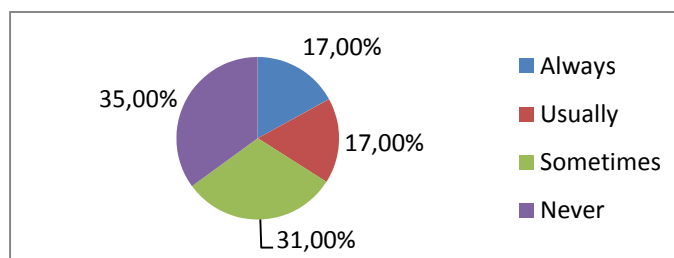


**Source:** 10th grade students of Jorge Icaza school.

In this question, 10 students that represent the 17% of the population mention that their teachers *always* make comments and correction of their English writing. 10 students that represent the 17% of the population mention state that their teachers *usually* make comments and correction of their English writing. 18 students who represent the 31% said *sometimes* and 20 students representing the 35% mention *never*.

The majority of the students said that English teachers never make comments and correction of their English writing. Regarding to this topic, Shute, V. (2007) points out "Formative feedback represents information communicated to the learner that is intended to modify the learner's thinking or behavior for the purpose of improving learning". (p.1). However, according to students, teachers do not do feedback in their writing process. It is a deficiency that teachers present in the class, as a result students cannot clarify their doubts and the same mistakes are committed over and over.

**Question N° 11.** Do the comments and corrections, that your teachers give you, help you to improve your English writing?

**Chart 11: Useful comments and corrections.**

| OPTIONS | FREQUENCY | PORCENTAJE |
|---------|-----------|------------|
| Much | 24 | 41 |
| Suffient | 8 | 14 |
| Little | 20 | 35 |
| None | 6 | 10 |
| Total | 58 | 100% |

**Source:** 10th grade students of Jorge Icaza school..

**Graphic 11: Useful comments and corrections.**
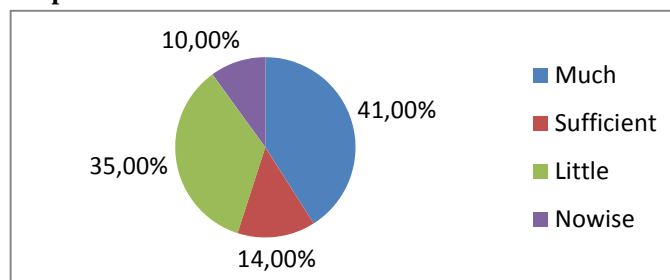


**Source:** 10th grade students of Jorge Icaza school.

According this question, 24 students that represent the 41% of the population state that the comments and corrections that their teachers give them, help them *much* to improve their English writing. 8 students that represent the 14% of the population mention state that the comments and corrections that their teachers give them, help them *sufficiently* to improve their English writing. 20 students who represent the 35% said *little* and 6students representing the 10% mention *none.*

Most students said that their teachers' comments and corrections are very useful for them. Respect to it, Shute, V. (2007) states: "the main aim of formative feedback is to increase student knowledge, skills, and understanding in some content area or general skill" (p. 6) Teachers' comments and corrections allow students to recognize their mistakes and correct them. It has a positive influence when teachers do it with good attitude.

**Question N° 12.** Does your English teacher make you correct your own writing?

**Chart 12:** Self- correction

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Yes, usually | 10 | 17 |
| Yes,sometimes | 14 | 24 |
| Yes, rarely | 20 | 35 |
| Not at all | 14 | 24 |
| Total | 58 | 100% |

**Source:** 10th grade students of Jorge Icaza school.

**Graphic 12:** Self- correction
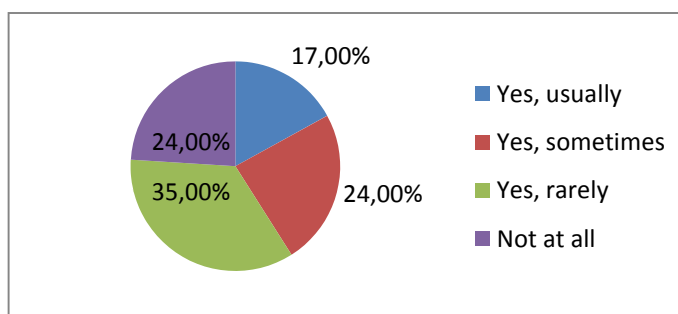


**Source:** 10th grade students of Jorge Icaza school.

With respect to twelfth question, 10 students that represent the 17% of the population mention that their English teachers *usually* make them to correct their own writing. 14 students that represent the 24% of the population mention state that their English teachers *sometimes* make them to correct their own writing. 20students who represent the 35% said *yes, rarely* and 14 students representing the 24% mention *not at all.*

The majority of the students said that English teachers never make comments and correction of their English writing. Kavaliauskiene G. (2003) ''the contemporary emphasis on learner-centeredness and autonomy suggests that learner's self-correction of mistakes might be more beneficial for language learning than teacher's correction''. (p.2). Self-correction can be beneficial to students because they reflect on their own learning. They identify their own strengths and weakness.

**Question N° 13.**   Does your English teacher encourage you to comment the written work (paragraphs, letters, stories and experiences) of your classmates?

**Chart 13:** Comment friends' written work.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---------|-----------|------------|
| Yes, usually | 0 | 0 |
| Yes,sometimes | 4 | 7 |
| Yes, rarely | 4 | 7 |
| Not at all | 50 | 86 |
| Total | 58 | 100% |

**Source:** 10th grade students of Jorge Icaza school.

**Graphic 13:** Comment friends' written work.
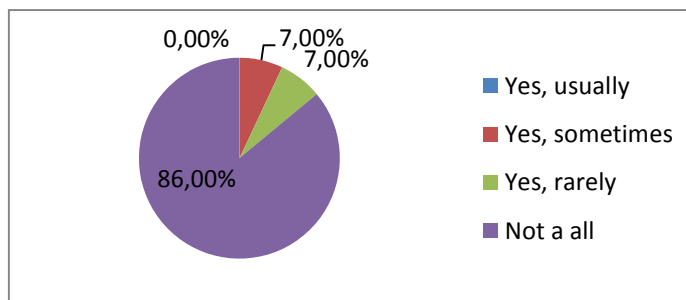


**Source:** 10th grader students of Jorge Icaza school.

Here, 4 students that represent the 7% of the population mention that their English teachers *sometimes* encourage them to comment the written work (paragraphs, letters, stories and experiences) of their classmates. 4 students that represent the 7% of the population state that their English teachers *rarely* encourage them to comment the written work (paragraphs, letters, stories and experiences) of their classmates. 50students who represent the 86% said *not at all* and nobody said usually.

The majority of the students said that their English teachers don not encourage them to comment on their written work (paragraphs, letters, stories and experiences) of their classmates. However, on the research made by Tekle and Tefera (2012) many students mentioned that their teachers sometimes encourage them to comment the written work (paragraphs, letters, stories and experiences) of their classmates.

**Question N° 14.** What strategy does your teacher present to publish your written work?

**Chart 14:** Publishing.

| OPTIONS | FREQUENCY | PORCENTAJE |
|---|---|---|
| Exhibition on billboards | 6 | 10 |
| Magazine editing course | 0 | 0 |
| Publication in social networks | 0 | 0 |
| Presentation at the institutional platform | 0 | 0 |
| All f the above | 0 | 0 |
| Any | 52 | 90 |
| Total | 58 | 100% |

**Source:** 10th grade students of Jorge Icaza school.

**Graphic 14:** Publishing.
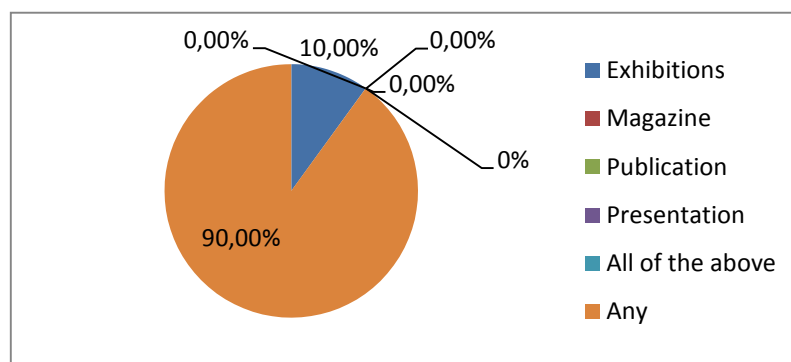


**Source:** 10th grade students of Jorge Icaza school.

Referring this question, 6 students that represent the 10% of the population mention that their English teachers make exhibition on billboards of their written work. 52 students that represent the 90% of the population state that their English teachers do not use any strategy to publish their written work. Magazine editing course, publication in social networks and presentation at the institutional platform were not selected by any student.

A very high percentage of students said that teachers do not use any strategy to publish their written work. Publication may extend to a multimedia presentation or lead to a public performance such as a speech or a debate. It can be a way of motivation for students because their teachers recognize and reward their effort.

## 13. IMPACTS (TECHNICAL, SOCIAL, ECONOMIC OR ENVIRONMENTAL)

**Educative impact**

In the present project, it was found the different perceptions which students and teachers have with respect to the teaching and development of English writing skill. This project tries to make aware about the way in which teachers are teaching their students to write. In addition, it offers an innovative option to facilitate the teaching and students' understanding about writing, looking at writing as a process as it is detailed in writing to win program. It presents strategies and methods that teachers can use in each step of writing, letting to students to have a meaningful learning. It offers a great contribution not only to the educational aspect, but also to the society because English writing is a mean of communication that permits interact with other people. Students will be beneficiaries of this project because their teachers can adapt in their plans to the writing as a process and dedicate more time in order to teach it successfully. This adaptation will help students to understand much better the process and steps that they need to follow to write any piece of writing like paragraphs, stories, and letters and so on.

## 14. CONCLUSIONS AND RECOMENDATIONS:

### 14.1 CONCLUSIONS:

Writing is a process which involves a series of steps that need to be followed in order to create a finished piece of writing. The correct way of teaching writing is step by step because each step permits understanding the benefits of making feedback to identify strengths and weaknesses that students present in their writing process.

Writing has main elements: vocabulary, grammar, punctuation and spelling. These elements are closed and they are quite useful at the moment of writing because its quality depends on them. The correct use of punctuation and grammar give the facility to understand much better what the writers want to transmit. Furthermore, using different vocabulary show the high level of culture and it is possible to express an idea by using distinct words. All in all, teachers must give emphasis in all aspect of writing not only in one.

Teachers give less attention to writing skill and they focus more in speaking. However, it does not occur with the last stage of writing process that is publishing. Teachers do not ask their students to prepare an exposition about their written work because only 30 minutes are dedicated per week to write and it is not enough time for practicing. Nonetheless, teachers consider that writing requires regular practice.  This is a belief, not a reality.

Teachers know something about writing; they think writing is the action to write, but the real meaning of writing as a skill to learn a foreign language means following a process to carry out different steps to write paragraphs.

## 14.2 RECOMMENDATIONS:

It is recommended that teachers apply the writing process and its stages which consist of pre-writing, drafting, revising, proofreading, evaluating, and publishing. Each step can help students to understand the process of writing much better and learn different strategies that can be used for its development.

Teachers must control and guide to their students during all process of writing. So, they can avoid some writing problems referring to punctuation, grammar or spelling. Also, they can provide feedback to their students and it is quite necessary during writing process because it allows recognizing mistakes and not repeating them again.

Writing is a productive skill and a mean of communicating and it needs to be given more attention. More time and practice need to be dedicated to this skill in order to help students to be effective writers. It is recommended that all teachers take into account all stages of writing process in order to develop an effective writing process in students. It helps to improve their writing skill identifying their own mistakes in each stage and learning new strategies to develop each one.

Teachers have to make aware to their students about their own mistakes in the writing process. That means, self-correction takes an important role in this process permitting reflecting about mistakes and learns from them. So, self- correction contributes to the meaningful learning because students learn correcting their own mistakes and they reflect about the way in which they are learning.

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**16. ANNEXES:**

**Objetivo:** Determinar las percepciones de los estudiantes del décimo año de Educación Básica de la Unidad Educativa "Jorge Icaza" acerca del desarrollo de la habilidad de escritura del idioma Inglés.

**Instrucción:** Lea detenidamente cada pregunta y escoja una sola respuesta, la que más se apegue a su realidad.

**1.-, ¿En cuál de las siguientes actividades se centra más su docente de inglés?**

✓ Leer ☐
✓ Hablar ☐
✓ Escribir ☐
✓ Escuchar ☐

**2.- De las horas de inglés semanales (5 horas), ¿Cuántas se dedican a la escritura en inglés?**

✓ 5 horas- 4horas ☐
✓ 3 horas- 2horas ☐
✓ 1hora- 30minutos ☐
✓ Ninguna ☐

**3.- ¿Te enseña tu profesor a redactar párrafos en inglés?**

✓ Siempre ☐
✓ Por lo general ☐
✓ Algunas veces ☐
✓ Nunca ☐

**4.- ¿Usted está en la capacidad de redactar párrafos (unir oraciones con secuencia lógica y uso apropiado de signos de puntuación y conectores?**

✓ Mucho ☐
✓ Bastante ☐
✓ Poco ☐
✓ Nada ☐

**5.- ¿Desde qué año de básica comenzó a practicar la redacción?**

✓ 4to E.B- 5to E.B ☐

✓ 6to E.B- 7mo E.B ☐

✓ 8mo E.B- 9vo E.B ☐

✓ 10mo E.B ☐

**6.- Cuando tu profesor te enseña a redactar en inglés, ¿qué parte de la escritura él / ella le da más énfasis?**

✓ Gramática y vocabulario ☐

✓ Estrategias de escritura ☐

✓ Contenido ☐

✓ Signos de puntuación y conectores ☐

**7.- ¿Tu profesor de inglés te ayuda a organizar ideas antes de redactar párrafos?**

✓ Siempre ☐

✓ Por lo general ☐

✓ Algunas veces ☐

✓ Nunca ☐

**8.- ¿Tu docente te anima a redactar cartas en inglés en la clase?**

✓ Siempre ☐

✓ Por lo general ☐

✓ Algunas veces ☐

✓ Nunca ☐

**9.- ¿Tu profesor de inglés te alienta a redactar cuentos o experiencias personales?**

✓ Sí , por lo general ☐

✓ Sí, a veces ☐

✓ Sí , rara vez ☐

✓ No, en absoluto ☐

**10.- ¿Tu profesor realiza comentarios y correcciones de tu escritura en inglés?**

- ✓ Siempre ☐
- ✓ Por lo general ☐
- ✓ Algunas veces ☐
- ✓ Nunca ☐

**11.- ¿Los comentarios y correcciones que te da tu profesor te ayuda a mejorar tu redacción en inglés?**

- ✓ Mucho ☐
- ✓ Bastante ☐
- ✓ Poco ☐
- ✓ Nada ☐

**12.- ¿Tu profesor de inglés te hace corregir tu propia redactar?**

- ✓ Sí , por lo general ☐
- ✓ Sí, a veces ☐
- ✓ Sí , rara vez ☐
- ✓ No, en absoluto ☐

**13.- ¿Tu profesor de inglés te alienta a comentar sobre el trabajo escrito (párrafos, cartas historias, experiencias) de tus amigos?**

- ✓ Sí , por lo general ☐
- ✓ Sí, a veces ☐
- ✓ Sí , rara vez ☐
- ✓ No, en absoluto ☐

**14.- ¿Qué estrategias presenta tu profesor para publicar tus escritos?**

- ✓ Exposición en carteleras ☐
- ✓ Edición de revista de curso ☐
- ✓ Publicación en redes sociales ☐
- ✓ Presentación en la plataforma institucional ☐
- ✓ Todas las anteriores ☐
- ✓ Ninguna ☐

**GRACIAS POR SU COLABORACIÓN!**

**Objective:** To determine teachers' perceptions about the development and the teaching of the English writing skill in 10<sup>th</sup> graders students.

**Instruction:** Read each question carefully and choose an answer (only one answer).

| ITEMS | OPTIONS | | | | |
|---|---|---|---|---|---|
| | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| **1.-** Writing is the activity or skill of marking coherent words on paper and composing text. | | | | | |
| **2.-** Writing is write isolates sentences. | | | | | |
| **3.-** Writing requires regular practice. | | | | | |
| **4.-** Writing is more difficult to teach than other language skills (listening, speaking and reading). | | | | | |
| **5.-** Teaching writing in English requires more effort than teaching grammar, vocabulary and other language skill. So, I do not teach writing. | | | | | |
| **6.-** Students should not be made to write in English before they master the vocabulary of the language. | | | | | |
| **7.-** At high school level, it is not necessary to teach writing because students can learn it at higher institutions. | | | | | |
| **8.-** In the process of teaching writing at high school level, more focus should be given to grammar and vocabulary | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **9.-** In a writing class, more focus should be given to make students practice constructing error free sentences. | | | | | |
| **10.-** If students are allowed to make mistakes while writing in English, it will be difficult to make them write correctly later on. | | | | | |
| **11.-** The guided approach (Teachers guide students during the writing process) of teaching writing is preferable to a free writing approach (Students write without teacher's help). | | | | | |
| **12.-** Teachers' written feedback can help learners improve their writing skills. | | | | | |
| **13.-** Making students rewrite what they have written helps them to write better. | | | | | |
| **14.-** I often give my students out-of-class writing activities. | | | | | |
| **15.-** I often give my students writing activities in the class. | | | | | |
| **16.-** In the teaching learning process of writing, more focus should be given to teaching the writing strategies (thinking, planning, writing and checking). | | | | | |
| **17.** In the process of teaching writing, making students brainstorm for ideas, write outlines, write a first draft, revise and edit it is a waste of time. Therefore, it is not necessary. | | | | | |

**THANKS FOR YOUR COLABORATION!**

**ANNEXE 3**
**UNIVERSIDAD TÉCNICA DE COTOPAXI**
**INSTRUMENTO DE VALIDACIÓN DE LA ENCUESTA DE DIAGNÓSTICO**

**Instrucción:** El siguiente cuestionario será aplicado con el objetivo de determinar las percepciones de los estudiantes del décimo año de Educación Básica de la Unidad Educativa "Jorge Icaza" acerca del desarrollo de la habilidad de escritura del idioma Inglés. Lea cuidadosamente cada pregunta y marque en una opción según corresponda. Si es necesario emita sugerencias.

| PREGUNTAS | REDACCIÓN Y CONTENIDO | | RELACIÓN CON EL OBJETIVO | | SUGERENCIAS (Cualquier sugerencia que crea pertinente) |
|---|---|---|---|---|---|
| | Adecuado | Inadecuado | Adecuado | Inadecuado | |
| **1** ¿En cuál de las siguientes actividades se centra más su docente de inglés?<br>* Leer<br>* Hablar<br>* Escribir<br>* Escuchar | | | | | |
| **2** De las horas de inglés semanales (5 horas), ¿Cuántas se dedican a la escritura en inglés?<br>* 5 h- 4h<br>* 3 h- 2h<br>* 1h- 30mints<br>* Ninguna | | | | | |
| **3** ¿Te enseña tu profesor a redactar párrafos en inglés?<br>* Siempre<br>* Por lo general<br>* Algunas veces<br>* Nunca | | | | | |
| **4** ¿Usted está en la capacidad de redactar párrafos (unir oraciones con secuencia lógica y uso apropiado de signos de puntuación y conectores?<br>* Mucho<br>* Bastante<br>* Poco<br>* Nada | | | | | |
| **5** ¿Desde qué año de básica comenzó a practicar la redacción? | | | | | |

| | | | | |
|---|---|---|---|---|
| * 4to E.B- 5to E.B<br>* 6to E.B- 7mo E.B<br>* 8mo E.B- 9vo E.B<br>* 10mo E.B | | | | |
| **6** Cuando tu profesor te enseña a redactar en inglés, ¿qué parte de la escritura él / ella le da más énfasis?<br>* Gramática y vocabulario<br>* Estrategias de escritura<br>* Contenido<br>* Signos de puntuación y conectores | | | | |
| **7** ¿Tu profesor de inglés te ayuda a organizar ideas antes de redactar párrafos?<br>* Siempre<br>* Por lo general<br>* Algunas veces<br>* Nunca | | | | |
| **8** ¿Tu docente te anima a redactar cartas en inglés en la clase?<br>* Siempre<br>* Por lo general<br>* Algunas veces<br>* Nunca | | | | |
| **9** ¿Tu profesor de inglés te alienta a redactar cuentos o experiencias personales?<br>* Sí , por lo general<br>* Sí, a veces<br>* Sí , rara vez<br>* No, en absoluto | | | | |
| **10** ¿Tu profesor realiza comentarios y correcciones de tu escritura en inglés?<br>* Siempre<br>* Por lo general<br>* Algunas veces<br>* Nunca | | | | |
| **11** ¿Los comentarios y correcciones que te da tu profesor te ayuda a mejorar tu redacción en inglés?<br>* Mucho<br>* Bastante<br>* Poco<br>* Nada | | | | |

| | | | | |
|---|---|---|---|---|
| **12** ¿Tu profesor de inglés te hace corregir tu propia redactar?<br>* Sí , por lo general<br>* Sí, a veces<br>* Sí , rara vez<br>* No, en absoluto | | | | |
| **13** ¿Tu profesor de inglés te alienta a comentar sobre el trabajo escrito (párrafos, cartas historias, experiencias) de tus amigos?<br>* Sí , por lo general<br>* Sí, a veces<br>* Sí , rara vez<br>* No, en absoluto | | | | |
| **14** ¿Qué estrategias presenta tu profesor para publicar tus escritos?<br>* Exposición en carteleras<br>* Edición de revista de curso<br>* Publicación en redes sociales<br>* Presentación en la plataforma institucional<br>* Todas las anteriores<br>* Ninguna | | | | |

| | |
|---|---|
| Nombre del validador: | Firma: |
| Años de experiencia docente: | |
| Lugar de Trabajo: | |
| Cargo que desempeña: | |
| Lugar y fecha de validación: | _____<br>_____<br><br>CC. |

Adaptado de Ferede &Tefera  (2012). Disponible en:
http://www.ajol.info/index.php/ejesc/article/viewFile/88369/77982

**ANNEXE 4**
**UNIVERSIDAD TECNICA DE COTOPAXI**
**INSTRUMENTO DE VALIDACIÓN DE LA ENCUESTA**

**Instrucción:** El presente cuestionario será aplicado con el objetivo de determinar las percepciones de los docentes acerca del desarrollo y enseñanza de la escritura en inglés en los estudiantes de los décimos años de educación básica. Lea cuidadosamente cada pregunta y marque en una opción según corresponda. Si es necesario emita sugerencias.

| ITEMS | REDACCIÓN Y CONTENIDO | | RELACIÓN CON EL OBJETIVO | | SUGERENCIAS (Cualquier sugerencia que crea pertinente) |
|---|---|---|---|---|---|
| | Adecuado | Inadecuado | Adecuado | Inadecuado | |
| **1** Writing is the activity or skill of marking coherent words on paper and composing text. | | | | | |
| **2** Writing is write isolates sentences. | | | | | |
| **3** Writing requires regular practice. | | | | | |
| **4** Writing is more difficult to teach than other language skills (listening, speaking and reading). | | | | | |
| **5** Teaching writing in English requires more effort than teaching grammar, vocabulary and other language skill. So, I do not teach writing. | | | | | |
| **6** Students should not be made to write in English before they master the vocabulary of the language. | | | | | |
| **7** At high school level, it is not necessary to teach writing because students can learn it at higher institutions. | | | | | |

| | | | | |
|---|---|---|---|---|
| **8** In the process of teaching writing at high school level, more focus should be given to grammar and vocabulary | | | | |
| **9** In a writing class, more focus should be given to make students practice constructing error free sentences. | | | | |
| **10** If students are allowed to make mistakes while writing in English, it will be difficult to make them write correctly later on. | | | | |
| **11** The guided approach (Teachers guide students during the writing process) of teaching writing is preferable to a free writing approach (Students write without teacher's | | | | |
| **12** Teachers' written feedback can help learners improve their writing skills. | | | | |
| **13** Making students rewrite what they have written helps them to write better. | | | | |
| **14** I often give my students out-of-class writing activities. | | | | |
| **15** I often give my students writing activities in the class. | | | | |
| **16** In the teaching learning process of writing, more focus should be given to | | | | |

| | | | | |
|---|---|---|---|---|
| teaching the writing strategies (thinking, planning, writing and checking). | | | | |
| **17** In the process of teaching writing, making students brainstorm for ideas, write outlines, write a first draft, revise and edit it is a waste of time. Therefore, it is not necessary. | | | | |

| | |
|---|---|
| Nombre del validador: | Firma: |
| Años de experiencia docente: | |
| Lugar de Trabajo: | |
| Cargo que desempeña: | |
| Lugar y fecha de validación: | |
| | _____ <br> _____ <br> CC. |

Adaptado de Ferede & Tefera  (2012). Disponible en:
http://www.ajol.info/index.php/ejesc/article/viewFile/88369/77982

**WRITING PROCESS PRACTICE**

**Teacher's instruction:** Write a little biographic about a member of your family.

Students must follow a writing process to accomplish the task.   Let's start

1. **PREWRITING:** Students select the member of their family and the aspects that they are going to take into account in their writing. This is the way.
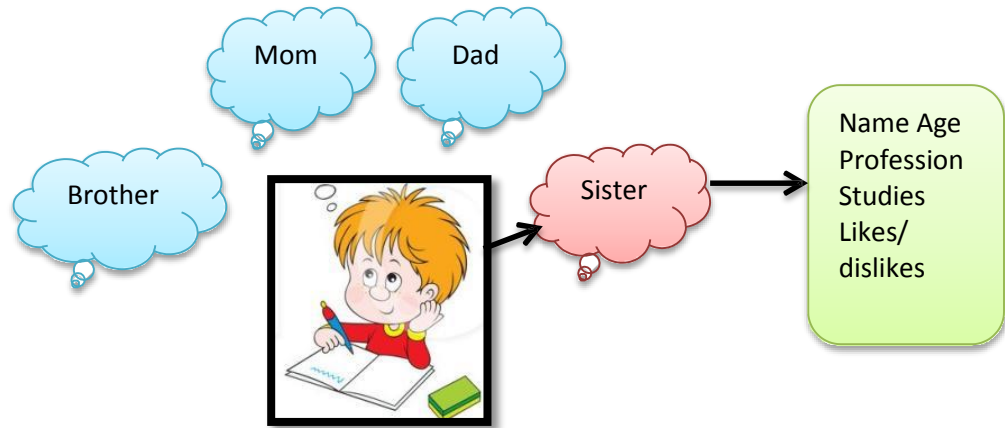


2. **DRAFTING:** Students start writing their first draft.

My sister is Nataly. She have 18 years old she is a student very good. She study in university. She do not live in the city of latacunga. She live in Riobamba. When she were a child she study in the school Jorge Icaza. She study in the high school Victoria Vasconez Cuvi. She like cook every day. She like look tv. She like make his homework and she do not like sing. She do'not like play sports.

3. **REVISING:** Teachers check the mistakes of student´s writing.

My sister is Nataly. She have 18 years old she is a student very good. She study in … university. She do not live in the city of latacunga. She live in Riobamba. When she were a child, she study in the school Jorge Icaza. She study in the high school Victoria Vasconez Cuvi. She like cook every day. She like look tv. She like make his homework and she do not like sing. She do'not l ike play sports.

**4. PROOFREDING:** Students reflect on their mistakes and correct them.

My sister is Nataly. She **is** 18 years old. She is a **very good student**. She **studies** at the university. She **does** not live in **Latacunga city**. She **lives** in Riobamba. When she **was** a child, she **studied** in **Jorge Icaza School**. After, she **studied in Victoria Vasconez Cuvi high school**. She **likes cooking** every day. She **likes watching TV**. She **likes making her** homework and she **does** not like **singing**. She **does not like playing** sports.

**5. EVALUATING:** Teacher evaluates the final written text.

My sister is Nataly. She **is** 18 years old. She is a **very good student**. She **studies** at the university. She **does** not live in **Latacunga city**. She **lives** in Riobamba. When she **was** a child, she **studied** in **Jorge Icaza School**. After, she **studied in Victoria Vasconez Cuvi high school**. She **likes cooking** every day. She **likes watching TV**. She **likes making her** homework and she **does** not like **singing**. She **does not like playing** sports.

**10/10**

**Congratulations**

**6. PUBLISING:** Teacher selects the best work and asks to be shared with all classmates through the oral exposition.

**CURRICULUM VITAE**

## 1.- DATOS PERSONALES:

**Nombres**: Gissela    Jacqueline

**Apellidos:** Campaña    Pallasco.

**Fecha De Nacimiento**: 23 De Julio De 1992

**Lugar De Nacimiento**: Latacunga

**Edad**: 24 Años

**Estado  Civil**: Soltera

**Numero De Cedula**: 050377664-3

**Dirección** Parroquia Toacaso

**Teléfono**: 0983427701


## 2.- ESTUDIOS  REALIZADOS

**Estudios Primarios:** Escuela  Luis  Felipe  Borja.

**Estudios  Secundarios**: Instituto  "Victoria Vásconez Cuvi "

**Estudios  Superiores:** Universidad Técnica De Cotopaxi


## 3.-TITULOS OBTENIDOS: Bachillerato en Químico Biólogo


## 4.-REFERENCIA  PERSONAL

**Padre:** Fausto  Campaña        **Teléfono:**  0997502756

**Madre:** Laura  Pallasco

**Tía:**    Susana  Pallasco        **Teléfono:** 0984282711

**CURRICULUM VITAE**



## 1.- DATOS PERSONALES:

**Nombres**:                          Diana Maribel

**Apellidos:**                        Panchi Herrera.

**Fecha De Nacimiento**:              06 De Enero Del 1993

**Lugar De Nacimiento**:              Latacunga

**Edad**:                             23 Años

**Estado Civil**:                     Soltera

**Numero De Cedula**:                 050397798-5

**Dirección:**                        Barrio Colatoa. Parroquia Juan Montalvo.

**Teléfono**:                         0979308390- 240-068


## 2.- ESTUDIOS REALIZADOS

**Estudios Primarios:**               Escuela Fiscal Mixta "Pampite"

                                      Escuela Fiscal Mixta "Jorge Icaza".

**Estudios Secundarios**:             Instituto "Victoria Vásconez Cuvi "

**Estudios Superiores:**              Universidad Técnica De Cotopaxi


**3.-TITULOS OBTENIDOS:**             Bachillerato en Químico Biólogo


## 4.-REFERENCIA PERSONAL

**Padre:** Arturo Panchi              **Teléfono:** 0992938265

**Madre:** Blanca Herrera             **Teléfono:** 0997594627

**CURRICULUM VITAE**

**DATOS INFORMATIVOS:**

NOMBRES Y APELLIDOS: Fabiola Soledad Cando Guanoluisa

FECHA DE NACIMIENTO: 15 de Febrero de 1984

CEDULA DE CIUDADANÍA: 0502884604

PROVINCIA: Cotopaxi

CANTÓN Latacunga

PARROQUIA: Eloy Alfaro

DIRECCIÓN: Av. Iberoamericana, Montevideo y Bogotá s/n

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PREGRADO: Licenciatura en Ciencias de la Educación, Especialización inglés. Universidad Técnica de Cotopaxi, 2007.

POSGRADO: Diplomado en Didáctica De La Educación Superior. Universidad Técnica de Cotopaxi, 2010.

Maestría en Planeamiento y Administración Educativos. Universidad Técnica de Cotopaxi, 2012

Maestría En Lingüística Aplicada a la Enseñanza Bilingüe Español- Inglés, 2016

### 3. EXPERIENCIA LABORAL:

- Docente de inglés en la escuela de Educación Básica Dr. "Plinio Fabara Zurita, 2003-2005.
- Docente de inglés e inspectora de cursos en el instituto tecnológico "Victoria Vascones Cuvi", 2006-2007.
- Docente de Inglés en la Universidad Técnica de Cotopaxi  2007-
- Directora de Tesis Pregrado en la Universidad Técnica de Cotopaxi,  2007- 2009.
- Directora de Tesis de Maestrías en la Universidad Técnica de Cotopaxi, 2012-
- Directora de Tesis en la Pontificia Universidad Católica del Ecuador Sede Ambato, 2013-2014.

### 4. CURSOS DE CAPACITACION:

| TIPO | NOMBRE DEL EVENTO (TEMA) | EMPRESA / INSTITUCIÓN QUE ORGANIZA EL EVENTO | DURACIÓN HORAS | TIPO DE CERTIFICADO | FECHA DE INICIO | FECHA DE FIN |
|---|---|---|---|---|---|---|
| OTROS | PREPARACIÓN PARA EXAMEN "ADVANCED 1" | CAMBRIDGE SCHOOL | 70 | APROBACIÓN | 05-nov-12 | 15/01/02013 |
| JORNADA | GESTIÓN ACADÉMICA EN EL AULA UNIVERSITARIA | UNIVERSIDAD TÉCNICA DE COTOPAXI | 32 | APROBACIÓN | 12/03/2013 | 15/03/2013 |
| OTROS | PREPARACIÓN PARA EXAMEN FCE | CAMBRIDGE SCHOOL | 80 | APROBACIÓN | 11/04/2013 | 20/05/2013 |
| CURSO | INGLISH SUFFICIENCY COURSE | CAMBRIDGE SCHOOL | | APROBACIÓN | 10/07/2013 | 10/07/2013 |
| JORNADA | REFORMA UNIVERSITARIA | UNIVERSIDAD TÉCNICA DE COTOPAXI | 40 | APROBACIÓN | 01/09/2013 | 01/09/2013 |
| SEMINARIO | DIDÁCTICA EN EDUCACIÓN SUPERIOR | CIENESPE | 42 | APROBACIÓN | 15/11/2013 | 15/11/2013 |
| TALLER | DISEÑO  PROYECTOS DE POSGRADO | CONSEJO DE EDUCACIÓN DE SUPERIOR | 30 | APROBACIÓN | 11/11/2013 | 14/11/2013 |
| CURSO | TUTOR VIRTUAL EN ENTORNOS VIRTUALES | UNIVERSIDAD TÉCNICA DE COTOPAXI | 40 | APROBACIÓN | 01/05/2014 | 01-may-14 |
| SEMINARIO | PERSPECTIVAS DE LA UNIVERSIDAD ECUATORIANA | UNIVERSIDAD TÉCNICA DE COTOPAXI | 16 | APROBACIÓN | 14/07/2014 | 15/07/2014 |
| CURSO | TOEFL | UNIVERSIDAD TÉCNICA DE COTOPAXI | 120 | APROBACIÓN | 29/09/2014 | 10/10/2014 |
| SEMINARIO | TÉCNICAS E INSTRUMENTOS DE EVALUACIÓN | UNIVERSIDAD TÉCNICA DE COTOPAXI | 40 | APROBACIÓN | 01/09/2014 | 01/09/2014 |
| JORNADA | JORNADAS CIENTÍFICAS | UNIVERSIDAD TÉCNICA DE COTOPAXI | 40 | APROBACIÓN | 23/03/2015 | 25/03/2015 |
| SEMINARIO | PEDAGOGÍA, APRENDIZAJE Y DOCENCIA | UNIVERSIDAD TÉCNICA DE COTOPAXI | 40 | APROBACIÓN | 23/03/2015 | 27/03/2015 |

| SEMINARIO | HERRAMIENTA TECNOLÓGICA | UNIVERSIDAD TÉCNICA DE COTOPAXI | 40 | APROBACIÓN | 22/04/2015 | 24/04/2045 |
|---|---|---|---|---|---|---|
| TALLER | RÉGIMEN ACADÉMICO | CONSEJO DE EDUCACIÓN DE SUPERIOR | 20 | APROBACIÓN | 12/05/2015 | 13/05/2015 |
| SEMINARIO | DESAFÍO DE LAS TECNOLOGÍAS | UNIVERSIDAD TÉCNICA DE COTOPAXI | 40 | APROBACIÓN | /05/2015 | /05/2015 |
| SIMPOSIO | INTERNATONAL ENGLISH LENGUAJE TEACHING | PONTIFICIA UIVERSIDAD CATÓLICA DEL ECUDOR SEDE AMBATO | 40 | APROBACIÓN | 20/11/2015 | 04/12/2015 |
| OTROS | GRADED EXAMINATION IN SPOKEN ENGLISH | TRINITY COLLEGE LONDON | CERTIFICACIÓN INTERNACIONAL ORAL | | | 10/09/2015 |

## 5. MERITOS ACADEMICOS:

Becaria del Programa de Intercambio Cultural en la Universidad de Aalborg en Dinamarca, Agosto 2005- Febrero 2006.

Delegada al Congreso "Introduction to Scandinavia" en la Universidad de Aalborg - Dinamarca, Enero – Febrero 2006.

Mejor egresada de la carrera de Licenciatura en Inglés de la promoción 2006.

Reconocimiento a la labor profesional otorgado por la Dirección Académica de Ciencias Administrativas y Humanísticas de la Universidad Técnica de Cotopaxi, 2010.

Reconocimiento por las publicaciones realizadas otorgado por el Honorable Consejo de la Universidad Técnica de Cotopaxi, 2015.

## 6. PUBLICACIONES:

Libro: *"Basic Principles of Classroom Management and Teaching in the EFL Context.* Universidad Técnica de Cotopaxi. AIDIGITAL.Quito – Ecuador.ISBN 978-9978-395-12-7.

Capítulo de libro: *"El lenguaje docente y el aprendizaje del idioma inglés en los colegios del cantón Latacunga"* en Alma Mater. Universidad Técnica de Cotopaxi. AIDIGITAL. Quito – Ecuador  (págs. 287-295). ISBN 978-9978-395-08-0.

Capítulo de libro: *"Selección de un tema de Investigación: De la idea inicial al enunciado"* En proceso de  publicación.

Artículo Científico: *"Influence of Oral Homework on Oral Competence in a beginning English class at Technical University of Cotopaxi"* Aceptado para publicación en Revista UTCiencia; aceptada el 22 de diciembre del 2015.

Ponencia: *"Setting up Oral Homework through the combination of Task Based Learning Approach and Lexical Approach"* Red Iberoamericana de Pedagogía. Aceptada el 24 de Febrero del 2016.