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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

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Process-Based Approach and the Writing Skills

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SUPERVISOR APPROVAL

CERTIFY:

I, Lcda. Mg. Lorena Fernanda Parra Gavilánez holder of the I.D No. 180310352- 0, in my capacity as supervisor of the Research dissertation on the topic: **"Process-Based Approach and the Writing Skills"** investigated by Ms. Diana Caroline Valverde Escalante with I.D No. 180361098-7 confirming that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled **"Process-Based Approach and the Writing Skills"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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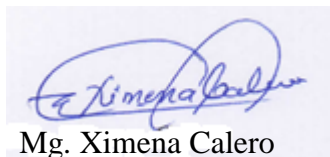Diana Caroline Valverde Escalante

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TO:

God thanks for all the blessings and opportunities that I have received so far, but most of all to help me to achieve each one of my goals in life. To my dear grandparents, Chelita and Bolivar for their support during my life, for the advices and values that they have taught me during each step. To my mother Silvia and my brother Andrés, who are my family and refuge when I must face a problem, for their love, for their support and for being my motivation to never give up, thanks a lot.

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Author: Diana Caroline Valverde Escalante.

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"Process-Based Approach and the Writing Skills"

ABSTRACT

The following research presents an overview and the application of "Process-Based Approach and the Writing Skills" which investigates the different strategies and steps that can be followed to develop a proper writing and improve the Productive Skills. The application of this research was developed by using a qualitative methodology by applying a pre and post-test which assess the criteria of the Writing performance such as: use of language, content and organization. To analyze those elements Process-Based Approach steps were applied during the class periods such as: preview of the main topic, group brainstorming, students` investigation, class discussions, hamburger template, first draft, peer assessment, teacher assessment and final draft. The subjects of the examination were tenth grade English learners at CEBI high school. The results are connected with the conclusion of the investigation point out the achieved objective of it. English Language Students improve their Writing Skills by using Process-Based Approach strategies and indicated that most of the English Language Students improve their organization and content in the writing product which shows a better communication of ideas in the foreign language.

Key words: English Language, Writing Skills, Productive Skills, Process-Based Approach.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1 Research Background

It is transcendental to analyze different resources about a topic before deliberating it to the experimental side because there are different points of view that can contribute to the improvement in the development of the final results. Writing ability is one of the most studied skills due to the impact it can have on improving the language learning process. In addition, the amount of information available about this skill is sufficient to obtain different ideas to support this research.

According to the research developed by Rohmatika (2014), **"The effectiveness of the process-based approach in the teaching of writing seen from the level of students' creativity and its involvement in the evaluation of writing",** where creativity levels were analyzed in writing ability, it was found that it is one of the most difficult skills to acquire for students. The methodology used in this study was experimental with a quantitative approach, and the researcher used different methods and materials to obtain the final results about writing and verbal creativity. It was applied to a population of 124 people and divided into groups that were classified according to creativity levels. In the end, the researcher concluded that the process and product approach did not change much, but the process-based approach gave a better result because the students were able to develop their creativity and organization.

In the work entitled **"The impact of the project work and the method of the writing process on the writing production"** developed by Diaz (2014), it is mentioned that it is necessary to introduce effective methodologies to improve the writing ability that truly improves the student academic results. The methodology applied in this investigation

was "case study", focused on an individual case that involved a thorough examination. The study was applied to environmental engineering students at level A2 of English in Colombia. The results indicated two different limitations that were: the time of the investigation and the amount of material to be analyzed. The study also mentions that to apply this type of project in the development of writing, the participation of the teacher is necessary because he must guide the process. Additionally, the research mentioned that some areas were improved such as Fluency, the one that involves the ability to communicate easily. Additionally, the organization of ideas and speed of writing are two of the clearest improvements about this research which shows the efficacy of the process on the writing skill.

In addition to this, there are some studies that preferred to apply additional tools to improve this important skill. For example, **"The use of Plotagon to improve the ability to write in English in high school students"**, investigated by Guzman & Moreno (2019), exposed that students can create better writings through the use of interactive programs. This study was applied to find a new way for students to improve writing and create their own material, at the same time. The research took place in a high school in Colombia with 18 tenth grade students. The methodology applied in this research was an action research study that is a description of the problem and a plan to solve it. In addition, to obtain better results, the researchers used surveys, tests, observation, diaries and conversations with the students to learn more deeply about the significant results they obtained in the end. In conclusion, they concluded that this tool is truly useful for improving writing ability because students left the traditional teaching and also followed a fun process.

Other studies focused on the improvement of L2 while the L1 process was also verified. In **"Writing processes in a product-oriented context: challenges and possibilities"** Villas (2014), the author analyzed how effective the use of the process-based approach in an English classroom as a foreign language is. The study was conducted in Brazil

with intermediate level teenage students. The investigation lasted 17 weeks, where the previous knowledge of each semester was analyzed. The methodology applied was a case study based on observations and questionnaires to know the real experience. The final results indicated that the use of this approach is useful not only in the development of L2 writing skills, but evidenced that L1 improved a lot. Therefore, they were able to cover the missing gaps in the content of previous teaching.

Another study is **"Sharing ideas: process-based approach to writing in English education"** developed by Li & Razali (2019) that mentioned the importance to have more information because the government is concerned about the process of learning English and the way that people are going to obtain the necessary knowledge to be able to express themselves. Additionally, there are also some questions about the correct application of this approach. The research was based on the investigation of different articles about the subject and analyzed them to obtain a better overview of the main theme. In the end, the study displayed that following a process to write a good essay is necessary because L2 is going to follow a path and reach the ultimate goal, which is to communicate information to others through writing.

Finally, there is a lot of information about the writing process, where teachers can find different resources to improve the result. However, most studies have shown that the process is essential for the correct development of the topic and transmission of ideas for the reader. In addition, the impact it has on L1 can be verified in the different results presented by the previous documents. The study about this topic should continue because there is always something else to study and discuss, helping students get the right way to write a good essay and organize it.

1.2 Objjetives

1.2.1 General:

- To evaluate the relationship between the Process-Based Approach and the Writing Skills.

1.2.2 Specific:

- To identify the stages of the Process-Based Approach.
- To evaluate the students` writing level before and after the Process-Based Approach.
- To analyze the elements involved in the Writing Skills.

1.3 Key Categories

Graphic 1 Key Categories

Teaching

Teaching Methods and Approaches

Process-Based Approach

IMPROVE

English language

English language Skills

Productive Skill

Writing Skills
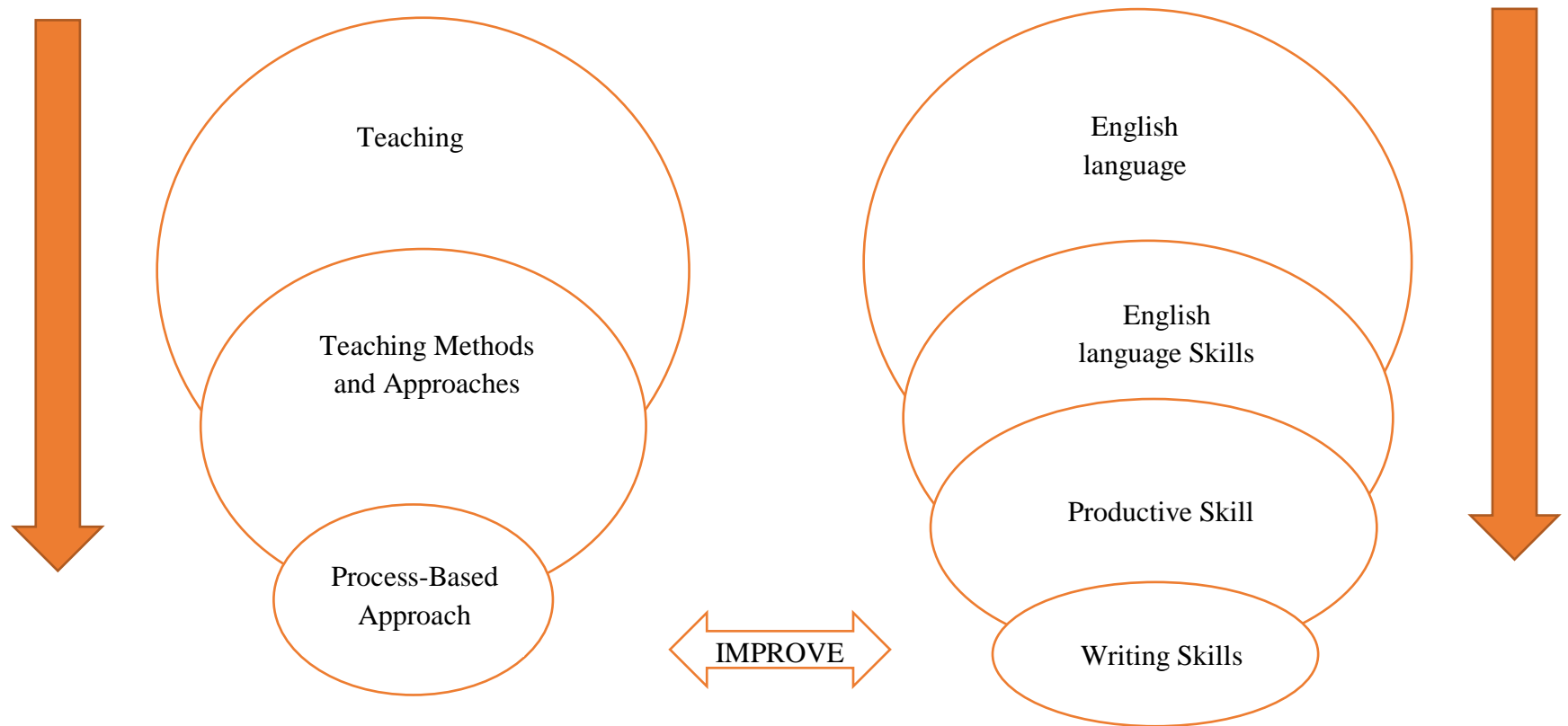
Source: Direct Research.
Elaborated by: Valverde, C.
(2019)

1.3.1 Theoretical Basis

1.3.1.1 Independent Variable: Process-Based Approach

Teaching

To begin, Sequerira (2012) mentioned that teaching is a set of events outside of students, designed to support the internal learning process. During this process, students can increase prior knowledge and obtain more information about any subject. In addition to that, Ababio (2013) stated that "The main objective of teaching is that teacher makes sure that students learn what they have been taught". In passing, the study developed by Francisco (2013), showed that the current condition of foreign language teaching can be described as a situation of struggle between traditional learning and innovation.

All this research is focus on the way a language is taught, especially as L2. As already mentioned, the teaching process involves many things that the teacher is responsible for, therefore, he has to improve this process by adding new methodologies and approaches. The teaching process is constantly changing and teachers are the main key that must be updated and available to change the way of teaching for students to maintain knowledge temporarily.

Teaching Methods and Approaches

Saeed Al-Sobhi (2018), stated that "It is very important that teachers choose the most effective methods and approaches to improve the results of teaching in general and develop the oral competence of students in a specific way". The methods applied within the class will improve the way students will maintain knowledge and comprehension. All the same, as part of the language teaching theories, these methods come partly from social, economic, political or educational circumstances, partly from theoretical consideration (new changes in language theories and in a new psychological perspective on language learning), partly from practical experience, intuition and inventiveness (Liu & Shi, 2007). Methods and approaches in general are changing due to the different factors that society presents every day, especially in

language, culture and new ways of learning. In the field of language, methods and approaches will be a crucial part of its development and improvement, therefore, students can create their own ways of acquiring knowledge that will be important according to their needs.

Additionally, Issue, Inclusive, For, & societies (2017) expressed that an approach is a vision of things. It has no scientific logic. It is a set of ideas. It is an overview or ideas to face a problem. It is a personal teaching philosophy. The approach can also have many methods. In other words, they are the different ways in which the student or the teacher can reach an ability completely. Fortuitously, Mermelstein (2015), mentioned that teaching methods can include lectures, asking questions, grouping students, leading debates, assigning homework and tests.

It means that there are ways that someone in the learning process can introduce to improve an area or simply activities to make the learning process different. In addition, Karavas (2010) stated that these theories are derived from the areas of linguistics, sociolinguistics, psycholinguistics and are the source of principles and practices of language teaching. The language learning and teaching process is the main field that will present all these methods and approaches because learning must be updated and look for new things to create permanent knowledge and achieve the objectives set at the beginning of the lessons.

Writing Approaches

Each of the skills goes together with strategies and methods that improve the process to achieve the results established at the beginning. However, during the process there will not be enough time to review them all, but planning a certain period to review each one will produce a better effect. According to Publishing (2015), numerous approaches to the teaching of writing have circulated over time. However, in recent years, emphasis and debate had been placed on the differences between three main approaches: the product-based approach, the process-based approach and the gender-based approach. The number of approaches that are available to improve writing ability are listed on the Internet with different results and approach to apply.

However, some of them are the most useful due to the practice that teachers and professionals have made, over time. Otherwise, Kwak (2017) affirmed that a creative writing approach emerged in response to the need to expand the scope of writing, looking for critical, imaginative and creative activities. It means that the approach will differ from one writer to another. Instead, Norhisham (2006) mentioned that there has been emphasis and debate on the differences between three main approaches: the product-based approach, the process-based approach and the gender-based approach. This statement was mentioned a long time ago and, in fact, the different approaches that are most used when teaching a new language are those mentioned above. Especially, teachers are trying to create a better knowledge development and also desire that students apply previous knowledge about real-life situations and things that they will face in different areas of life, such as jobs, academic development, society, etc.

However, Steele (2004) established a table with two different approaches with some characteristics mentioned to provide a clear idea about each of them.

Writing process	Product writing
- Emphasis on the creative process. - Text as a resource for comparison. - Ideas as a starting point. - More than one draft. - More global, focus on purpose, topic, type of text that is, emphasized on the reader. - Collaborative. - Emphasis on the creative process.	- Imitates the model text. - Organization of ideas is more important than the ideas themselves. - A draft. - Outstanding features, including the controlled practice of those features. - Individual. - Emphasis on the final product.

Table 1 Product and process writing: A comparison

Elaborated by: (Steele, 2004)

Process-Based Approach

The process based approach is considered as a set of steps that helps the learner to achieve the complete knowledge based on the organization and correction of the material in order to have an improved material. This approach can be applied to the English language English to improve the knowledge management of the students helping them with extra tools to develop each one of them.

Within the classroom process method, the purpose of instructional events is to permit students to express themselves easily, think and consolidate their ideas before writing and revising drafts. Teachers are invigorated to form cooperative learning, such as peer responses and group work, release their authority and participate in a less monitoring role by allowing students to select their own subject and permit them to work at their own speed (Herlinda & Corresponding, 2015).

On the other hand, there are mixed approaches that will provide additional help to students and teachers, but it will be better to set them at higher levels or according to the students' needs. The process approach in writing lessons can be constructive in a modern classroom. This approach associates several strategic elements of alternative and some more conventional writing approaches, valuing model texts (like the product approach), the procedures involved in writing, including planning and writing (as the process approach does). Additionally, it provides students with gender knowledge (such as the gender approach) (Tudor, 2017). In summary, the approach is a set of steps that can be followed, one by one, to improve writing and show improvement as well. In addition, it may be compatible with other approaches to implement a better view. Furthermore, one of the main objectives of the process-based approach is to develop student creativity and allow them to create their own knowledge (Rohmatika, 2014).

The process-based approach is one of the most useful approaches that a student can apply to write and express ideas to other communities around the world. In addition, it will help the classroom to have a collaborative work and a self-assessment because

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during the writing process can exist errors, so the students will support each other to improve the development of the subject and also provide comments. However, it is crucial to keep in mind that all writing skills depend on the level and objectives that the teacher desires that students achieve at the end of the lesson. Furthermore, this approach motivates students to write because they will feel afraid to make mistakes or even write their own ideas on paper about the things they want to communicate (Miftah, 2018). Moreover, students can communicate with their peers during the process and not only follow a model and write themselves. Afterwards, communication will be improved in the four skills present in the language (Onazawa, 2010).

On the contrary, Writing & Networks (2005) mentioned that activities aimed at web-based social networking tools, offer excellent opportunities to perform the steps prior to writing, peer review and review of the writing process. This approach can be combined with other tools that teachers can use, in this case, the technological resources in the students can work in groups creating a project or simply as a task. In summary, students can greatly improve their use of the English language by following a process, where they can investigate and improve the knowledge obtained. Similarly, the writing process generally involves several steps. A typical sequence consists of three steps: prewriting, writing and review. However, some sequences use four steps, such as thinking, planning, writing and editing, while others use five steps, prewriting, writing, reviewing, editing and evaluating. (Onazawa, 2010).

The steps mentioned in this approach can be modified according to the level and the need to complete it. Similarly, there are cases where teachers implement new steps that facilitate the writing skill process. In addition, the process-based approach to the teaching of writing can be applied, and ideally applied in different teaching models. When using the same process approach but different teaching models of writing to teach diverse students, an optimal teaching effect can be achieved. (Sun & Feng, 2009).

There are several strategies, methods and approaches that can be implemented in writing ability. However, the process-based approach and the product approach are the main ones considered when developing this skill. This study focuses on the process-based approach and how it works during the development of writing activities. In addition, students will be the creators of the language itself and will have time to think and manage the language as they consider. Likewise, Onazawa (2010) mentioned that the advantage of the process-based approach is the possibility to combine several approaches and also incorporate other skills. As mentioned, this approach is good to be applied because it can be mixed with other approaches to achieve the expectations and abilities of students, reaching a high level of this ability.

Elements of the Process-based Approach

There are different perspectives when mentioning the elements that the writing skill process should follow. According to Sadiku (2015), the steps that must be considered before, during and after writing are the following:

- **Pre-writing:** where students exchange ideas about almost anything about the topic.

 The learner finds a topic, narrow it, and consider the purpose, audience, as well as, the form of writing.

- **First draft:** which is a compilation of random thoughts.
- **Review**. "Watching again."

The review consists of three activities: reread the draft, share the draft in a writing group, with anyone and review based on the comments.

- The cleaning process: here the disorder is cleared and the ideas are allowed to shine.
- Publish the final piece.

However, Abas & Hashina (2018) mentioned the William's model for the writing process that has more steps to follow in order to have a better final product. Those steps are:

- **Prewriting:** students will have a previous idea about the whole essay, but especially the organization of ideas.
- **Reflection planning:** students plan the entire structure and ideas to correct errors on time.
- **Writing:** students write the first essay model.
- **Pause:** peer evaluations or comments from teachers can be obtained.
- **Reading:** self-assessment is crucial because the students can recognize their own mistakes.
- **Review:** according to all the corrections made, the students can verify and improve them.
- **Edition:** Rewrite the essay without errors.
- **Publication:** Turn in the final product without errors and correctly.

Both authors share some elements that belong to the approach, but Donald Murray in 1987 showed that the Writing skill can included the following steps:
- Understand the assignment/ topic.
- Create the ideas: as an outline or brainstorm.
- Draft
- Do a revision of the material.
- Edit the writing and create the final product
- Feedback from the teacher.

Additionally, he mentioned that during the process approach the teacher becomes just a listener and just help the learner by answering questions about the organization of the writing, so the students will be allowed to do as many drafts as they can.

1.4.2 Dependent Variable: Writing Skill

English language

Currently, the English language has become the most important when choosing a language to learn. The importance of learning this language is crucial for the development of societies in all aspects known.

Language is a set of rules, unconsciously present in the mind, that allows human beings to represent and communicate meanings by producing audible, visible or tactile symbols that are systematically related to those meanings (Delahunty & Garvey, 2010). In addition to that, Algeo (2012) stated that any language spoken (English, Chinese, Hindi, Swahili) helps individual define and identify the community which him belongs to. It is important to consider that the language is modified day by day and, regardless of the place, it helps people share ideas and needs, as well as to differentiate one culture from another.

According to Mijwil (2018), the English language was born thanks to the Germanic invaders who arrived to the British Isles, and like all languages, English began by communicating from one community to another, worldwide. The continuity of the language has been a great step towards obtaining new cultural characteristics, because according to Husain (2015), it is diverse, even in the native communities that adopted the language, as one of the most important, but still maintain the base culture.

English language Skills

Language is essentially a skill. Husain (2015), expressed that the English language is considered a skill due to the objective of communicating and improving other aspects. Therefore, teachers must work to create the necessary conditions for students to learn effectively and achieve the desired result. Thus, for the English teaching to be successful, the four skills, reading, listening comprehension, oral expression and writing, must be effectively integrated (Sadiku, 2015).

Each language skill should have equal importance and students should develop ample opportunities to use English for a variety of purposes to improve their communication skills (Hossain, 2015). It is important to keep in mind that all skills are important for the correct development of language, but there are some of them, that must be improved according to the situation and the need of the student. Finally, the skill group will help learn the language in different parts and obtain good results in the end.
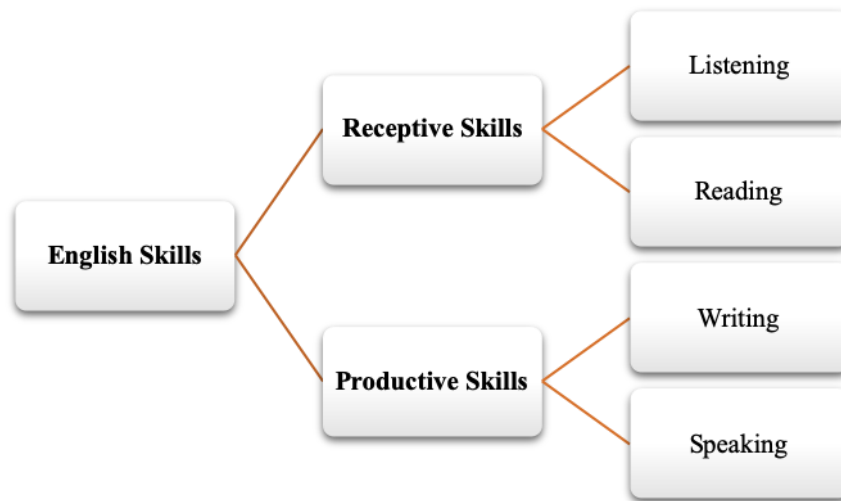
Graphic 2: English Skills

Source: Receptive versus Productive Skills in Foreign Language Learning JOURNAL

Author: Norman F. Davies (1976)

Likewise, Maung (2014) mentioned that communication skills can be considered as a contact method in which the transmission or exchange of news, information and feelings occurs in the ways of listening, speaking, reading and writing and, sometimes, in language of signs. In addition, Worth (2004) declared that writing, listening and speaking are fundamental communication skills for successful communication.

Productive Skills

According to Bashrin (2013), "productive skills are speaking and writing because students need to articulate words and write to produce language. Students receive language by listening to conversations, music, videos and similarly by knowing reading, newspapers, poems, books, etc.". (p.3). In addition, when a student starts learning a foreign language, he is directly or indirectly exposed to both categories of language ability. For Astawa, Artini, & Nitiasih (2017), in the language educational environment, with speaking and writing activities, students have the opportunity to experiment with the target language. Additionally, "productive skills, also called active skills, mean the transmission of information that a user of a language produces orally or in writing" (Golkova & Hubackova, 2014, pág. 2). Moreover, Kumar (2015) mentioned that receptive skills are easier to achieve than productive skills, since they need enormous practice. However, in the case of EFL learning, this sequence does not always work the same way.

Therefore, productive skills are the ones that show the results when producing the language. Furthermore, productive skills are present in language development, especially in communication purposes, because as mentioned earlier, productive skills are writing and speaking and help students show their knowledge and control about a topic, where elements such as grammar and vocabulary are displayed.

Writing Skill

As Revolution (2016) said, writing is a complex, multifaceted communication act that takes place in a variety of environments, with a diversity of linguistic resources and technological tools. In addition, Sadiku (2015) said that students need opportunities to develop their reading and writing skills because they are essential language learning processes. Therefore, the development of reading and writing skills requires exposing students to reading materials and writing tasks of gradual complexity. Sreena & Ilankumaran (2018), indicated that writing skills are similar to

speech skills, since they are productive or active skills, therefore, writing also needs systematic attention.

According to Skills, Assessing Understanding: Receptive and Productive Skills (s.f), writing implies the integration of several skills, including comprehension, grammar and higher order thinking skills. Ali & Nodoushan (2014), mentioned that writing, as a productive skill, is perhaps, the most difficult linguistic ability to teach and the most delicate to evaluate. The ability to write can be affected by multiple factors during development, which is why there must be a commitment from the teacher and the student to improve the final result in order to write correctly and organized.

On the other hand, it is mentioned that "writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of the variables simultaneously (Sekhar & Rao, 2018). Writing is one of the four skills that English requires mastery in order to use the language correctly. As detailed earlier, this skill requires the use of different secondary skills to achieve a good final result.

Writing is the productive ability in written mode, further more complicated than it seems at the beginning, and often seems to be the most difficult of skills, even for native speakers of a language, because it implies not only a graphic representation of speech, but also the development and presentation of thoughts in a structured way (Hossain, 2015). Sekhar & Rao (2018), affirmed that "writing is the system of written symbols, which represent the sounds, syllables or words of the language, with different mechanisms: capital letters, spelling and punctuation, form and function of words" (p.3). In addition, Schmandt-Besseart & Erard (2008) mentioned that writing not only offers ways to reclaim the past, but is a critical ability to shape the future.

For Santana, Rodríguez, Martínez, & Pérez (2010), the exercises and activities, through which students can develop and improve their habits and skills in written expression, are multiple and should encourage students to:

- Answer questions.
- Narrate and describe with gradual incorporation of creative elements.

- Expose ideas, feelings and emotions.

- Discuss different topics.

- Write correctly structured narrative, descriptive or expository paragraphs.

- Write free or suggested compositions.

- Write family letters, reports, summaries, etc.

- Value and correct their own work and colleagues.

Macro and Micro skills

Micro Skills	Macro Skills
- Produce grapheme and orthographic patterns of English. - Produce writing at an efficient rate of speed to suit the purpose. - Produce and acceptable core of words and use appropriate word order patterns. - Use acceptable grammatical systems. - Express a particular meaning in different grammatical forms. - Use cohesive devices in writing discourse.	- Use the rhetorical forms and conventions of written discourse. - Carry our communicative function of written texts. - Convent links and connection between events. - Distinguish between literal and implied meanings. - Carry our culturally specific references in the context of written text. - Develop and use of writing strategies.
Types of Writing Performance	
Imitative and intensive.	Responsive and Extensive.

Table 2 Micro and Macro Writing Skills

Source: Assessing writing by Imelda Hermilinda Abas

Author: Brown, 2004

Types of writing

According to different authors and documents, such as for different types of writing styles (Four Different Types of Writing Styles Narrative Writing, 2016), there are four types of essays especially focused on the objective they have. In this research, four of them are going to be highlighted (Narrative writing, 2016).

Narrative: This type of essay is going to focus on storytelling and how the writer uses their imagination to create a document with their ideas. One of the most important features of this type of essay is that sequence connectors are mandatory to be used because those help the writing be organized in a correct way. Another aspect about this writing is that first person is used, so the writer is involved on the story.

Descriptive: This type of essay is related to *Narrative Essay*, but the main objective differs because the writer can project a deeper description of a place, person, animal, etc., to others, creating more than a list of characteristics. In this writing, emotions and feelings are a crucial part. (Pérez, 2014).

Expository: A set of facts, characteristics, statistics and examples are presented to create a cause and effect on the reader. Incidentally, the writer`s feelings are not included as well as the first person (Johnson, 2015).

Persuasive: The main objective of this is to convince the reader trough recommendations. In addition, the point of view of the writer is presented and supported with different ideas and details that are going to influence on the reader´s critical thinking about a topic. Besides, the writer must show an excellent communication and facts to prove that his opinion is a good one (Latif & Sumeyye, 2018).

By contrast, there are other documents that present a different perspective about writing styles. For example, it is mentioned by Panagiotou, Momncy & Senior (2016) that are different forms of writing explained as follows:

- **Narrative:** Its main goal is to entertain the reader.
- **Personal Narrative:** it expresses life experiences.
- **Informational:** It provides facts and the most important characteristic is to organize ideas.
- **Persuasive:** It tends to argue with the reader while reading.
- **Compart and Contrast:** Shows similarities and differences about a topic.
- **Recount:** Its main objective is to retell a story or event.
- **Report:** Provides graphics and extra information to support the topic. The writer needs to investigate and include bibliography.

The aforementioned aspects according to Santana, Rodríguez, Martínez, & Pérez (2010) are achieved through the production of various types of texts such as:

Dialogues: where questions and short answers are used, expressions permit to show emotional reactions, phrases are often selected for appointments, invitations, agreements, disagreements, in addition to the distinction in the use of formal and informal language.

Summary: represents a synthesis of information that collects the most important through clear, simple and concise phrases.

Letters: This type of writing could be formal or informal depending on who is addressed. However, it is necessary an explanation of the reason for the letter, development of the content and a closing paragraph, and be clear about what is expected of the receiver.

Stories: type of writing where intervene defined characters. There is a plot with a knot, a development and an outcome. These types of writings try to expose a story in an orderly and framed manner in a specific theme such as: humor, tragedy, drama, mystery, etc.

Article

This type of writing is developed, both in a school and work context. The premise is to offer an attractive topic in an informative way, where opinions, criteria, reflections or personal conclusions of the subject are exposed, being able to capture the attention of the person who reads it.

Essay

This text type is the one which is going to be used on this research. It is a type of opinion writing. This time, the opinion is more personal and both, the advantages and disadvantages of a given topic must be addressed. The writer must respect a scheme: an introduction that expresses the matter to be treated, and also the criteria that he has in this regard (Cambridge Michigan Language Assessments, 2014). The following paragraphs try to offer arguments that support the opinion both, in favor and against the subject in order to give a judgment.

The essay is located on the level of expression and the level of content, therefore it has an argumentative and expository character. From the argumentative point of view, the essay must confront ideas, appeal to judgment and statements already made, defend or demonstrate positions among others. From an expository point of view, the writer of the text must inform, describe and explain the facts in order to reach the other side of the essay that is the scientific character (Rubio & Rodríguez, 2007).

The essay is a particular genre of writing that is at the heart of academic writing today, the essays are documents on specific topics that contain a mix of fact and opinion, laid out in logical sequences and employing appropriate strategies of expression (Baden, 2012).

The essay is recognized as a strategy to improve writing because it is a discursive framework that makes it very rich and stimulating for students to develop and improve their skills. Hence, it is assumed that the incorporation of the essay in the academic media is important in order to help in the ability to write because it is a

resource that gives freedom of expression, allows students to approach the act of writing less prejudiced. Additionally, because ideas can be expressed more easily and, finally, because they help them develop one of the highest level speeches such as the argumentative (Rubio & Rodríguez, 2007).

Types of Essays

There are some types of essays according to their objective. Apropos, each one of them shows elements that makes them different from one and other.

Research: It is going to present a lot of information based on researches and multiple resources (College, 2013).

Argumentative: The author is going to give his opinion to change the readers´ point of view. If the author asked to argue, he would need to systematically support or reject a point of view by presenting evidence. The writer also needs to show that he is aware of the opposing point of view (Charles Darwin University, 2014).

Analysis: This is going to be presented in an academic way, and a good thesis by the author will be displayed (Borzi, 2013).

Compare and Contrast: Use different objects to compare and identify ideas that connect or separate those things. The compare/contrast essay discusses the similarities and differences between two things, people, concepts, places, etc. The essay could be an unbiased discussion, or an attempt to convince the reader of the benefits of one thing, person, or concept. It could also be written simply to entertain the reader, or to arrive at an insight into human nature (Bianco, 2008).

Descriptive: Give qualities to the subject by focusing on the senses. Write about the facts, process or event. Write in a systematic order, and emphasize the most important points, that are not expected to explain or interpret (Charles Darwin University, 2014).

Evaluation: Examine the different features of the topic, it implies a criticism where the positive and negative aspects are identified and discussed. (Charles Darwin University, 2014).

Narrative: The narrative essay tells a story. It can also be called a "short story". Generally, the narrative essay is conversational in style, and tells a personal experience. It is most commonly written in first person. This essay could tell about a single, life-shaping event, or simply a mundane daily experience (Bianco, 2008).

Exposition: Report an event of situation, mainly about historical events (Borzi, 2013).

Classification: Organizes ideas into categories (College, 2013)

CHAPTER 2

2. METHODOLOGY

2.1 Basic method of investigation

The following research has the following method: Quantitative method, the investigation is focused directly on numerical results because a rubric over 15 points was used pointing out each one of the aspects that were graded to get the final results, and how they can be improved by giving a permanent solution, also the data collected is based on different features that help the results to be clear. Additionally, along the process various characteristics will appear in other to provide a proposal to improve the skill mentioned in this document. In fact, quantitative approach can be extra useful for academicians and investigators in all research area specifically those who are studies in the social science area. In this regard, the investigators endeavor to illustrate and explain more about these a practical approach in methodology till the other researchers apply appropriate method or approach based on their investigations and expand the world of science in the correct way based on their knowledge and investigations (Mehrad & Tahriri, 2019, p.6). For example, in this research the results were illustrated and showed how the approach applied can modified the writing process, providing a better overview of the criteria graded such as content, grammar and vocabulary and organization. It is crucial to use the different methods available because those are going to show the feasibility of the investigation by providing real results and evidences.

Along the research different materials were used in order to collect data and support the main objective of this document. First of all, rubrics from the institution were reviewed and selected according to the different criterias that the research will present. Additionally, a certified rubric was a main tool to use, the Cambridge Writing rubric for B1 level was compatible with the research as well as the level of

students. Also, as the investigation is about process in the writing skill, different instruments were used to support the approach, such as a template for brainstorming and a "Hamburger" essay organizer template for writing as well as a Pre-test and Post- test to check the improvement. After setting all the materials needed, a planner was created to organized the research and the time that it will take to do the whole investigation. As a result of it, a 2-week planner was implemented with students from 10th Grade in high school.

2.2 Level of type of research

Pre- experimental: This type of research was carried out because the topic was directed to one group students that showed their ability to respond to the skill studied and how they can learner a new way to improve the first results, to evidence and compare the before and after the process implemented. For instance, a Pre-test was applied at the beginning of the investigation in order to have an overview about their previous knowledge, and to know the different aspects the students need to implement and improve. After that, a process for writing was introduced taking into account some strategies and following a process to make the final product better than the first one. Finally, the learners used all the information and applied them into the Post- test. Also, it is said that the main characteristic of this type of research is the way the researcher is going to stimulate the learners to respond to different materials that were used to enhance the topic and get a real result. In addition, the institute where the study was applying has a good English environment to notice how it can improve. (Villas Boas, 2014).

CHAPTER III

3. ANALYSIS AND INTERPRETATION OF RESULTS

Pre- test and Post-test contrastive analysis of results.
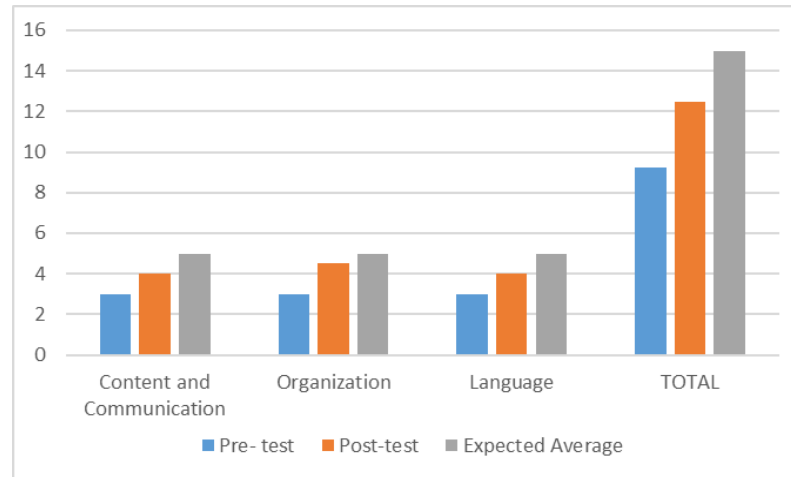
Figure 1 Pre-test and Post-test results

There is certainly evident the results changes from the Pre-test to the Post-test. First of all, each section that was mentioned on the rubric is over 5 points, that is why at the end there is a final grade over 15 points. On the Content and Communication aspect the students good an average of 3.25 points over 5 which is not low level but they need to improve. By contrast on the Post-test, the grades increased to 4.00 points over 5 that shows a good improvement after applying the Process-based approach. For grading this first part of the rubric a Brainstorm of idea was applied, so the students were able to share ideas and look for information to increase the knowledge about the topic.

Then, the organization aspect which is significant on the research since the approach mentioned before is directed to organization and writing structure, obtain absolutely good results because from a 3.00 on the Pre-test to a 4.00 on the Post-test, the

students showed that they surely improve their knowledge and accomplished the main goal of the research. This result was achieved by using a "Hamburger Structure" which was helpful for organizing their ideas in a sequential way. So, they were able to create a draft with an overview of their final essay. Finally, the language aspect was checked.

This aspect was focused on the way students use a variety of vocabulary and expressions to set their ideas, additionally, a grammar overview was graded too. The results on the Pre-test was a 3.00 over 5, which went higher on the Post-test to a 4.00 over 5.00 points, which showed that students used on the final product the different expressions and linking words they can use on the essay development. To improve the final presentation, peer assessment and teacher assessment were implemented to correct different mistakes and enhance the final output.

3.1 Hypothesis verification

To do the previous research a Pre-experimental design was used by using a Pre-test and Post-test, in which the Writing Skill was evaluated in First Year of Bachelorate students from Unidad Educativa CEBI, in order to support the effect of Process-based approach on the writing skill. In order to investigate the research, an analysis was done for each one of the categories.

3.1.1   Hypothesis Approach

For hypothesis verification, the following logical model was formulated:

Null hypothesis:

H_0 = Process-based Approach **does not improve** the Writing Skills applied to 1st year of Baccalaureate students at Unidad Educativa CEBI, Ambato.

Alternative hypothesis:

H_1 = Process-based Approach **improves** the Writing Skills apllied to 1st year of Baccalaureate students at Unidad Educativa CEBI, Ambato.

Selection of level of significance

$$H_0: \widetilde{X_1} = \widetilde{X_2}$$

$$H_1: \widetilde{X_1} \neq \widetilde{X_2}$$

In order to verify the hypothesis, the level of significance that follows, was selected: 5% ($\alpha = 0,05$).

3.1.2 Statistical Specifications

The selection of the correct Statistics Test to validate the hypothesis is based on the following aspects:

- **Normality Test:**

Because of the samples are less than 50, the Shapiro - Wilk normality test has been applied:

- Results: The software presents the final results on the chart that is shown below:

Table 3 Shapiro-Wilk results

	Shapiro-Wilk		
	Estadístico	gl	Sig.
Content and Communication - Pre test	,919	10	,352
Organisation - Pre test	,915	10	,317

Language - Pre test	,892	10	,180
Grade - Pre test	,921	10	,368
Grade Likert - Pre test	,925	10	,400
Content and Communication - Post test	,764	10	,005
Organisation - Post test	,832	10	,035
Language - Post test	,605	10	,000
Grade - Post test	,894	10	,189
Grade Likert - Post test	,837	10	,041

The results of the test lower tan 0,05 in the data related to the Post-test reject the null hypothesis, so, there is no normality.

- **Type of data:** The data belongs to a scholar field, not normal, so it is necessary a Non-parametric Test.
- **Sample size determination:** The research was developed with a smaller population equal 10.
- **Sampling type:** The field research was designed to get two types dependent samples. As a result, it is necessary to use the WILCOXON test.

3.2 Decision Rule

- Null hypothesis is validated if the test value (sig. Bilateral) is greater than the significance level.

$H_0: P_{valor} > \propto$

- Alternative hypothesis is validated if the test value (sig. Bilateral) is less or equal to the significance level.

$H_0: P_{valor} \leq \propto$

3.3 Estimate

By using the database in SPSS created for the normality test.

Results:

Table 4 SPSS Normality test

	Content and Communication - Post test - Content and Communication - Pre test	Organisation - Post test - Organisation - Pre test	Language - Post test - Language - Pre test	Grade - Post test - Grade - Pre test	Grade Likert - Post test - Grade Likert - Pre test
Z	$-2,032^b$	$-2,384^b$	$-2,555^b$	$-2,670^b$	$-2,524^b$
Sig. asintótica (bilateral)	,042	,017	,011	,008	,012
Prueba de Wilcoxon de los rangos con signo					

The calculation results show that the test value is less than the level of significance ($\alpha = 0.05$) in all the dimensions of the dependent variable and in the total assessment, therefore, the null hypothesis is rejected: The median of the results of the Writing Skill assessment before the application of the Process-based Approach is **different** from the median of the results of the Writing Skill assessment after the application of the Process-based Approach.

The measures of central tendency of the results obtained in the Pre and Post-test are used to present a comparison of numerical results between the tests applied, those results are based on a rubric used to grade the three different aspects that were crucial on the research,

Table 5 Pre-test and Post-test results

			Estadístico
Content and Communication - Pre test	Media		3,1000
	95% de intervalo de confianza para la media	Límite inferior	2,2949
		Límite superior	3,9051
	Mediana		3,2500
Organisation - Pre test	Media		3,0000
	95% de intervalo de confianza para la media	Límite inferior	2,1569
		Límite superior	3,8431
	Mediana		3,0000
Language - Pre test	Media		2,9500
	95% de intervalo de confianza para la media	Límite inferior	2,2258
		Límite superior	3,6742
	Mediana		3,0000
Grade - Pre test	Media		9,0500
	95% de intervalo de confianza para la media	Límite inferior	6,6928
		Límite superior	11,4072
	Mediana		9,2500
Grade Likert - Pre test	Media		6,0600
	95% de intervalo de confianza para la media	Límite inferior	4,5164
		Límite superior	7,6036
	Mediana		6,1500
Content and Communication - Post	Media		3,9000
	95% de intervalo de	Límite inferior	3,5306

test	confianza para la media	Límite superior	4,2694
	Mediana		4,0000
Organisation - Post test	Media		4,1800
	95% de intervalo de confianza para la media	Límite inferior	3,7799
		Límite superior	4,5801
	Mediana		4,5000
Language - Post test	Media		3,9500
	95% de intervalo de confianza para la media	Límite inferior	3,6861
		Límite superior	4,2139
	Mediana		4,0000
Grade - Post test	Media		12,2300
	95% de intervalo de confianza para la media	Límite inferior	11,5405
		Límite superior	12,9195
	Mediana		12,5000
Grade Likert - Post test	Media		8,1200
	95% de intervalo de confianza para la media	Límite inferior	7,6977
		Límite superior	8,5423
	Mediana		8,3000

The analysis of the descriptive statistics of the pre-test and post-test assessments shows an increase in the results of the evaluations applied to the students, therefore, it can be stated that: "The Process-based approach improves the Writing Skills"

Table 6 Pre-test and Post-test results

PARAMETRES	Pre- test	Post-test	Expected Average
Content and Communication	3,2500	4,0000	5.00
Organization	3,0000	4,5000	5.00
Language	3,0000	4,0000	5.00
TOTAL	9, 2500	12,5000	15.00

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

1. The Process-Based Approach has a deeper connection with the Writing Skills. During this process students showed a noticeable improvement on the presentation and content of the final product which evidence that by using this set of strategies the Writing Skills will be develop in a higher level. By applying this approach, the learners will be able not only to improve their writing level, they will enhance their vocabulary, grammar and most of all general knowledge about multiple topics. In short, this approach and skill belong together to make the final results greater as well as the understanding of the language.

2. Different stages were identified and applied such as brainstorming, organizing their first draft into a template to get an overview of the final product, peer assessment, teacher feedback and presenting a final document. Those helped to investigate information, reflect ideas, implement peer- assessment and design a final writing in a greater style.

3. Through the development of the research, the findings of the Process-Based Approach in the Writing Skills supported that this Approach improved the students` level. By applying the Pre-test, the students showed that they had a A2 level on the Writing Skills, but on the others skills they presented a B1 level. So, during the approach the students were able to learned new steps to apply to this skill and to know the correct path they needed to go by in order to develop their understanding. Finally, by applying the Post-test, the learners presented a greater improvement on their level reaching a B1, but they need to keep practicing to fulfill this level.

4. The elements involved in the Writing Skills were Content, Style and Organization, which enclose the different steps followed by the students during their learning process. If those elements are considered from the beginning of the Writing Skills development, the learners can focus on specific elements to follow during the learning process of this skill.

4.2 Recommendations

1. By using the Process-Based Approach, students can improve the Writing Skills, so it is recommendable to implement this approach along the writing learning process. It will follow a pattern such as by starting and presenting a good organization of ideas to produce a high quality writing. In addition, they will be able to improve their level by learning with different strategies and developing the topics they need to write about to communicate a clear idea.

2. Following the different stages mentioned on the research, students will understand more about writing in a second language, as well as expressing their ideas clearly. The stages can be modified according to their needs and level, so the teachers as guiders should share the stages they consider appropriate for the learners keeping the organization aspect as the main one.

3. The investigation revealed that the Process-Based Approach is important for mastering not only the Writing Skills, the students` level too. On this basis, the teachers should implement this approach from the beginning, so step by step the learners will reach a good level in all of the skills, with the main goal of increasing their knowledge and understanding of the language.

4. The study has shown that the elements of the Writing Skills need to be considered and used during the development of this skill. To understand the elements on this skill, it is therefore recommended that teachers emphasize on each one of them during the process as well as the connection with the stages too.

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ANNEXES

ANNEX 1

ANEXO 3

CARTA DE COMPROMISO

Ambato, 11 de noviembre del 2019
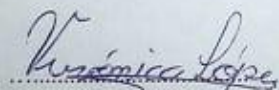
Doctor
Marcelo Núñez Espinosa
Presidente
Unidad de Titulación
Carrera de Idiomas
Facultad de Ciencias Humanas y de la Educación.

Yo, Verónica López Loayza, en mi calidad de Rectora del Centro Educativo Bilingüe CEBI, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Process-Based Approach and the Writing Skills" propuesto por la estudiante Diana Caroline Valverde Escalante, portadora de la Cédula de Ciudadanía 180361098-7, estudiante de la Carrera de Idiomas, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Msc. Verónica López Loayza
Rectora del Centro Educativo Bilingüe CEBI
C.I. 1801624072

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	CENTRO EDUCATIVO BILINGÜE CEBI	
	WRITING AN ESSAY LESSON PLAN	

Teacher: Caroline Valverde

Topic: Process- Based Approach.

Year: 1 year of Diploma

Age: 16 years old

Number of students: 11

Date: November 25th 2019- December 09th 2019

General Objective: Apply the Process- based approach in the development of writing an essay.

Specific objectives:

- Identify the different steps learners can develop to write a proper essay.

- Analyze each one of the steps by practicing in the class.

• Produce evidence of each step by following the process learned.						
WEEK	**TIME**	**OBJECTIVE**	**TEACHER´S ACTIVITY**	**STUDENTS´ ACTIVITY**	**RESOURCES**	**EVIDENCE**
W E E K ONE	8:55-9:30 AM	Check previous knowledge about writing by asking to write a short paragraph.	Sets a topic for the short writing and monitors the students. Also, answers questions if they ask.	On a sheet of paper, write a paragraph about the topic set that moment, after so peer assessment and check their mistakes.	-Projector -Board -Power Point Presentation. -Worksheets	-
	8:55-9:30 AM	Check previous knowledge about how to write an essay.	Provides worksheets to the students with the topic they should write about. Monitors the activity.	On the provided worksheet complete the short essay in the set time of 30 minutes. They should write what they know about the topic.	-Projector -Board -Power Point Presentation. -Worksheets	Pre- Test worksheet and rubrics with the criteria used.

	8:55-9:30 AM	Introduce the process they should use to improve their writing organization and results.	Provides students with ways of setting ideas before writing by giving examples. Explains and monitors the activity.	In groups, they create a brainstorm of ideas about the topic they wrote about on the Pre-test. Use their personal knowledge about the topic and include info from the internet.	-Projector -Board -Power Point Presentation. -Worksheets	Brainstorming worksheet and rubrics.
	8:55-9:30 AM	Analyze the importance of using linking words.	Provides a list of linking words with their correct use according to their function.	Give examples of linking words they know according to the function.	-Projector -Board -Power Point Presentation. -Worksheets	Brainstorm on the board.
W E	8:55-9:30 AM	Review about the different sections they	Asks students about wat they know about this	Complete the worksheet with the ideas discussed before in order to	-Projector -Board	Hamburger graphic organizer

E K TWO		have on an essay by using the hamburger organizer.	topic. Projects the hamburger and makes a connection with the topic. Provides a list of linking words too.	organize each part of the essay in a better way. Include linking words.	-Power Point Presentation. -Worksheets	and rubrics.
	8:55-9:30 AM	Evaluate their classmates by giving their personal point of view about their hamburger organizers.	Monitors the activity and provides ideas that will help them to give a correct feedback. Checks the activity to set a correct feedback.	Analyze their classmates work and provide feedback and recommendations about their work.	-Worksheets	Hamburger graphic organizer and rubrics.

	8:55-9:30 AM	Provide a final feedback about their previous work.	Gives individual feedback and set the instructions for the final activity.	Take notes about the things they need to improve and start work-in on the final product.	-Worksheets	Hamburger graphic organizer and rubrics.
	8:55-9:30 AM	Check the final results by collecting the Post-test.	Ask for the final product. Collects the Post-test and rubrics.	Provide the teacher with the printed Post-test and the rubrics.	-Worksheets	Post-test and rubrics.
W E E K THREE	8:55-9:30 AM	Provide a feedback about their final work.	Gives individual feedback.	Take notes about the things they need to improve.	-Worksheets	Post-test and rubrics

ANNEX 3: WORKSHEETS AND RUBRICS

CAMBRIDGE
SCHOOL OF LANGUAGES

Grade	Content and Communication	Organisation	Language
5	• Covers all aspects of the task and the reader is fully informed • Layout, format and style are fully appropriate to the task • Straightforward ideas are clearly communicated, and the message would be fully and easily understood by the reader	• The ideas in the text are logically and coherently organized • A variety of linking words are used to connect ideas • A variety of cohesive devices are used to connect ideas	• A range of simple structures and some more complex structures are used appropriately and fairly accurately • Any errors that are present do not obscure meaning • There may be errors in language structures which the learner has not yet formally met • Simple punctuation (full stops, capital letters, commas) are used effectively, and punctuation in more complex structures are sometimes successful.
4	Some aspects of Band 3 and Band 5		
3	• Covers most aspects of the task with some irrelevant information and / or omissions and the reader is informed on the whole • Layout and format is generally appropriate to the task, with some inaccuracies • Straightforward ideas are mostly clearly communicated, and the message would be understood by the reader	• The ideas in the text are mostly logically and coherently organized • Linking words are used to connect ideas • A limited number of cohesive devices are used to connect ideas	• A range of simple structures are used fairly appropriately and fairly accurately, though certain lexical items may be overused at times • While errors are noticeable, they do not obscure meaning too much • There will be errors in language structures which the learner has not yet formally met • Simple punctuation (full stops, capital letters, commas) are used effectively most of the time.
2	Some aspects of Band 1 and Band 3		
1	• Irrelevant information and / or omissions may be present, or the task may have been misunderstood, meaning the reader is not sufficiently informed • Inaccuracies in layout and format may obscure communicative effect • Is able to communicate simple ideas in a simple manner, but the message is easily understood	• The ideas in the text may not be logically and coherently organized. • Basic linking words are used to connect ideas	• Simple structures are used fairly appropriately and fairly accurately, though with a certain amount of repetition in structures and lexis • Errors may obscure meaning at times • There will be errors in language structures which the learner has not yet formally met • There are noticeable errors in simple punctuation (full stops, capital letters, commas) and may sometimes obscure the message.

CENTRO EDUCATIVO BILINGÜE CEBI

Writing Essay Assessment Rubrics

Name: _____

Course: _____

Criterion C: Communicating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way iii. lists sources of information inconsistently.
3-4	The student: i. communicates information and ideas in a way that is somewhat clear ii. somewhat organizes information and ideas iii. creates an adequate reference list and sometimes cites sources.
5-6	The student: i. communicates information and ideas in a style that is mostly appropriate to the audience and purpose ii. mostly structures information and ideas according to the task instructions iii. creates an adequate reference list and usually cites sources.
7-8	The student: i. communicates information and ideas in a style that is completely appropriate to the audience and purpose ii. structures information and ideas completely according to the task instructions iii. creates a complete reference list and always cites sources.

Criterion D: Thinking critically

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. begins to analyze concepts, issues, models, visual representation and/or theories in a limited way ii. begins to identify connections between information to make simple arguments iii. recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/data iv. identifies different perspectives.
3-4	The student: i. completes a simple analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make some adequate arguments iii. analyses sources/data in terms of origin and purpose, recognizing some values and limitations iv. recognizes different perspectives and suggests some of their implications.
5-6	The student: i. completes a substantial analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information in order to make usually valid arguments iii. analyses sources/data in terms of origin and purpose, usually recognizing values and limitations iv. clearly recognizes different perspectives and describes most of their implications.
7-8	The student: i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make consistent, well-supported arguments iii. effectively analyses a range of sources/data in terms of origin and purpose,

| | consistently recognizing values and limitations |
| | iv. clearly recognizes different perspectives and consistently explains their implications. |

GRADE: _____/8

Writing Essay Assessment

Name: _____

Course: _____

CRITERIA C: Communicating

CRITERIA D: Thinking critically

Instruction:

Write an essay (250-300 words) about the following topic.
Include linking words.
Use pen.

Question:

People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people should attend college or university? Use specific reasons and examples to support your answer.

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Brainstorming

Names: _____

 Course: _____

Criterion B: Investigating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. identifies a research question that is clear, focused and relevant ii. formulates a limited action plan or does not follow a plan iii. collects and records limited or sometimes irrelevant information iv. with guidance, reflects on the research process and results in a limited way.
3-4	The student: i. formulates/chooses a research question that is clear and focused and describes its relevance ii. formulates and occasionally follows a partial action plan to investigate a research question iii. uses a method(s) to collect and record some relevant information iv. with guidance, reflects on the research process and results
5-6	The student: i. formulates/chooses a clear and focused research question and describes its relevance in detail ii. formulates and mostly follows a sufficiently developed action plan to investigate a research question iii. uses methods to collect and record appropriate relevant information iv. with guidance, evaluates on the research process and results.
7-8	The student: i. formulates/chooses a clear and focused research question and explains its relevance ii. formulates and effectively follows a consistent action plan to investigate a research question iii. uses methods to collect and record appropriate and varied relevant information iv. with guidance, provides a detailed evaluation of the research process and results.

___/8

Names: _____

 Course: _____

Criterion B: Investigating

1. **Create a brainstorm of ideas. You can use any graphic organizer to organize your ideas.**

Name: _____

Criterion B: Investigating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. identifies a research question that is clear, focused and relevant ii. formulates a limited action plan or does not follow a plan iii. collects and records limited or sometimes irrelevant information iv. with guidance, reflects on the research process and results in a limited way.
3-4	The student: i. formulates/chooses a research question that is clear and focused and describes its relevance ii. formulates and occasionally follows a partial action plan to investigate a research question iii. uses a method(s) to collect and record some relevant information iv. with guidance, reflects on the research process and results
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7-8	The student: i. formulates/chooses a clear and focused research question and explains its relevance ii. formulates and effectively follows a consistent action plan to investigate a research question iii. uses methods to collect and record appropriate and varied relevant information iv. with guidance, provides a detailed evaluation of the research process and results.

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Criterion C: Communicating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way iii. lists sources of information inconsistently.
3-4	The student: i. communicates information and ideas in a way that is somewhat clear ii. somewhat organizes information and ideas iii. creates an adequate reference list and sometimes cites sources.
5-6	The student: i. communicates information and ideas in a style that is mostly appropriate to the audience and purpose ii. mostly structures information and ideas according to the task instructions iii. creates an adequate reference list and usually cites sources.
7-8	The student: i. communicates information and ideas in a style that is completely appropriate to the audience and purpose ii. structures information and ideas completely according to the task instructions iii. creates a complete reference list and always cites sources.

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Essay Hamburger Structure

Name: _____

Criterion B: Investigating

Criterion C: Communicating

People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people should attend college or university? Use specific reasons and examples to support your answer.

1. **Write your 1st draft by using the following graphic organizer.**

TOPIC SENTENCE

SUPPORTING SENTENCE 1

SUPPORTING SENTENCE 2

SUPPORTING SENTENCE 3

CONCLUSION SENTENCE

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CENTRO EDUCATIVO BILINGÜE CEBI

Writing Essay Assessment Rubrics

Name: _____

Course: _____

Criterion C: Communicating

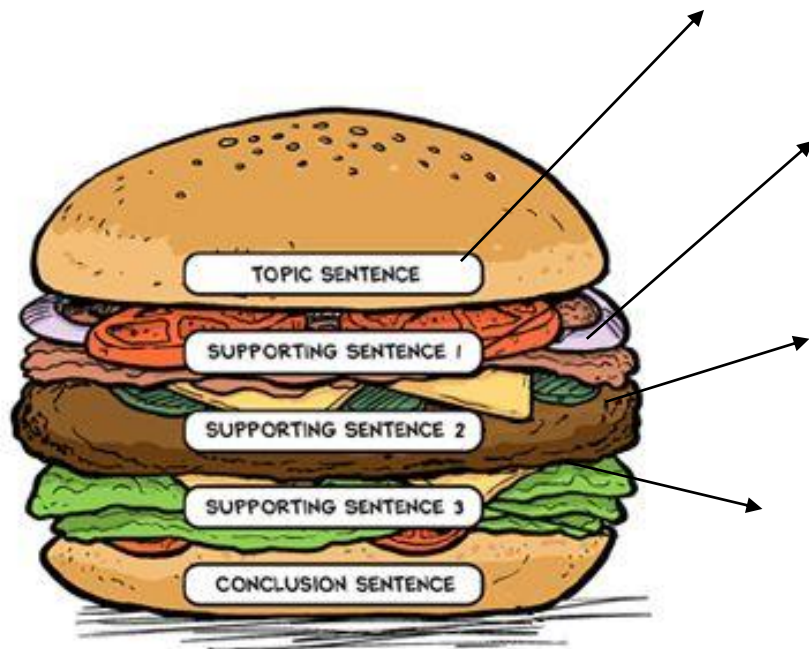| Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way iii. lists sources of information inconsistently.
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7-8	The student: i. communicates information and ideas in a style that is completely appropriate to the audience and purpose ii. structures information and ideas completely according to the task instructions iii. creates a complete reference list and always cites sources.

Criterion D: Thinking critically

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. begins to analyze concepts, issues, models, visual representation and/or theories in a limited way ii. begins to identify connections between information to make simple arguments iii. recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/data iv. identifies different perspectives.
3-4	The student: i. completes a simple analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make some adequate arguments iii. analyses sources/data in terms of origin and purpose, recognizing some values and limitations iv. recognizes different perspectives and suggests some of their implications.
5-6	The student: i. completes a substantial analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information in order to make usually valid arguments iii. analyses sources/data in terms of origin and purpose, usually recognizing values and limitations iv. clearly recognizes different perspectives and describes most of their implications.
7-8	The student: i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make consistent, well-supported arguments iii. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing values and limitations iv. clearly recognizes different perspectives and consistently explains their implications.

GRADE: _____/8

Name: _____

Course: _____

CRITERIA C: Communicating

CRITERIA D: Thinking critically

Instruction:

Write an essay (250-300 words) about the following topic.
Include linking words.
Use pen.

Question:

People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people should attend college or university? Use specific reasons and examples to support your answer.

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