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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÒN

CARRERA DE IDIOMAS

MODALIDAD: PRESENCIAL

Proyecto de Investigación previo la Obtención del Título de Licenciada en Ciencias de la Educación,

Mención Inglés

TEMA

" THE PROCESS APPROACH AND THE DEVELOPMENT OF THE ENGLISH LANGUAGE WRITING SKILL IN STUDENTS OF SECOND SEMESTER OF THE CAREER OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS OF HUMAN SCIENCE AND EDUCATION FACULTY OF AMBATO TECHNICAL UNIVERSITY, IN AMBATO CITY, TUNGURAHUA PROVINCE".

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Ambato- Ecuador

2017 - 2018

SUPERVISOR APPROVAL

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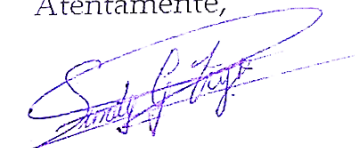Lcda. Sarah Jacqueline Iza Pazmiño

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I declare this undergraduate dissertation entitled **:" THE PROCESS APPROACH AND THE DEVELOPMENT OF THE ENGLISH LANGUAGE WRITING SKILL IN STUDENTS OF SECOND SEMESTER OF CAREER OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS OF HUMAN SCIENCE AND EDUCATION FACULTY OF AMBATO TECHNICAL UNIVERSITY, IN AMBATO CITY, TUNGURAHUA PROVINCE"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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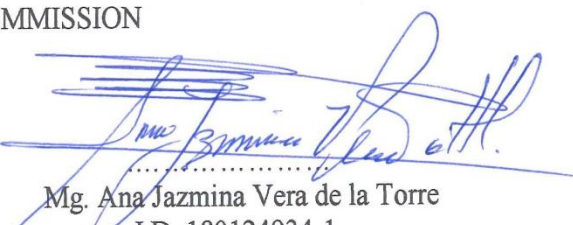## TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION

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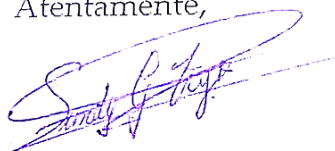Ambato, *March, 2018*

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V

TO:

At the end of one more stage of my life, I want to dedicate this research work to the effort and constancy of my mother Gladys and father Edus; who with infinite love, they knew how to guide and support me unconditionally to fulfill this great goal in my life, since through their day-to-day effort, they allowed me to pursue a university career to prepare me professionally. In a special way, I want to dedicate my work to my father; who through his example, he has been my strength, he always believed in me and supported me in all possible ways. To my siblings Ligia and Darwin who supported me on this road.

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To my classmates who turned into part of my life inside and outside the university.

Sandy

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UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

THEME: "The Process Approach and the development of the English language Writing skill in students of Second semester of the career of Pedagogía de los Idiomas Nacionales Y Extranjeros of Human Science and Education Faculty at Ambato Technical University, In Ambato City, Tungurahua Province".

AUTHOR: Sandy Gabriela Tigse Toapanta   **TUTOR:** Lcda. Mg. Sarah Iza

Abstract

Expressing ideas, feelings, and opinions in a writing way is one of the most common and used forms of communication among individuals. However, errors in spelling and word choice, unclear phrases, and disorganization of ideas are some of the frequent mistakes that students have because of the lack of domain of the writing skill. Consequently, this investigative work shows students have many difficulties when they do a written composition. It could be because students do not put enough importance to the development of writing. Additionally, students have a limited knowledge and use of new, useful and innovative approaches to improve this skill as in the case of the Process approach. The primordial objective of this research work was to determine the relationship between the Process approach and the development of the writing skill in students of the second semester of Pedagogía de los Idiomas Nacionales y Extranjeros. Regarding the methodology, this investigative work had a qualitative and quantitative approach. In addition, the type of research was exploratory and field research. On the other hand, the data were collected and analyzed through a survey directed to 54 students and 4 teachers. The collected information was proof by the statistical calculation Chi-square which lets proving the hypothesis. Finally, the results of the Chi-square allowed concluding that the Writing Process approach influences on the development of the English language writing skill.

Key words: Process approach, development of writing skill, written composition, English language.

Introduction

The present investigative work called "THE PROCESS APPROACH AND THE DEVELOPMENT OF THE ENGLISH LANGUAGE WRITING SKILL IN STUDENTS OF SECOND SEMESTER OF THE CAREER OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS OF HUMAN SCIENCE AND EDUCATION FACULTY AT AMBATO TECHNICAL UNIVERSITY, IN AMBATO CITY, TUNGURAHUA PROVINCE" seeks to evidence that the Process approach influences in the English language writing skill.

Unfortunately, the students of the second semester who were part of this research evidenced many difficulties when they write. Mistakes, unclear ideas, no relevant information are some problems that show their written compositions. Furthermore, not enough interest on the importance, on the development of the writing skill by students and a weak knowledge about approaches, methods, and strategies to improve writing form part of the causes which have contributed to lack of the domain of the writing skill.

Furthermore, this investigative work tries to drive teachers to know more about the Process approach and all the activities that it involves. In this way, it motivates teachers and students to implement this approach in a more frequent manner as a good way to improve writing. So the students will be able to do academic compositions properly.

On the other hand, in terms of methodology, this research worked under a qualitative and quantitative approach. The basic method of this research was field and bibliography or documentary research. Moreover, the level used for this investigative work was exploratory and descriptive research. Ultimately, Chi-square allowed verifying the hypothesis evidenced that the Writing Process approach influences on the development of the English language writing skill which was the main objective of this research.

Finally, it could be mentioned that this research is important because it contains relevant information about the Process approach that could be used for future investigative works.

The whole content of this research was divided into five chapters, each one will be described below.

Chapter I. The problem

This chapter contains the theme of this research. Moreover, the chapter describes the main problem in a macro, mezzo and micro level related to the Process approach and the English writing skill. In the same way, the justification is detailed to know why this investigative work. Also, this investigative work mentions the importance, originality, purpose, beneficiaries, and feasibility. Finally, it states the general and specific objectives which the researcher wants to reach the end of this research.

Chapter II. Theoretical Framework

The second chapter analyzes other investigative works with almost the same characteristics of this investigation which are a help to support it. In addition, this chapter details in a deep manner the independent and dependent variable, and their categories by using valid information of books and scientific articles. The hypothesis is raised to be verified later.

Chapter III. Research Methodology

This chapter establishes the approach, the basic method and the level of the research. In addition, the population is described in a detailed way. Later, the operation of the variables is made. Finally, the collection and processing of the information are explained by the researcher.

Chapter IV. Analysis and interpretation of results

This chapter analyzes, tabulates and shows the results obtained after the application of a structured survey to the students of the second semester of Pedagogía de los Idiomas Nacionales y Extranjeros and teachers. Also, the hypothesis is verified through the statistical calculation Chi-square to know if the Ho or H1 is accepted which were stated in chapter III.

Chapter V. Conclusions and results

This chapter establishes the conclusions and recommendations based on a thorough study, analysis, and interpretation of the collected data, research questions, and objectives in order to try to give a possible solution to the stated problem and give support for future research.

CHAPTER I

THE PROBLEM

1.1 Theme

"The Process Approach and the Development of the English Language Writing skill in students of Second semester of the career of Pedagogía de los Idiomas Nacionales Y Extranjeros of Human Science and Education Faculty at Ambato Technical University, In Ambato City, Tungurahua Province".

1.2 Problem Statement

1.2.1 Contextualization

Nowadays, the teaching-learning of English language has been considered important because this language offers many advantages and it is one of the most spoken around the world for different purposes. Unfortunately, countries of Latin America have a poor domain of English as the case of **Ecuador**. According to EF English Proficiency Index (2017), Ecuador ranks 55 among 80 countries which evidence a low dominance of English.

The Ministry of Education in Ecuador established English as an obligatory subject in all public schools from the second grade of Basic Education since the scholar year 2016-2017 (Notiamerica, 2017). However, for Ecuadorians, English is still seen as a foreign language which is studied and used only in the classroom, this makes it difficult a high domain of the four English language **skills writing, speaking, reading and listening.**

One of the stereotypes that most hinder the domain of written skill is the Ecuadorians considered speaking as more important than writing. In this way, People in Ecuador are focused on learning to speak and they neglect writing skill. Also, based on an analysis of the English books that the Ministry of Education gives

students, it could be possible to note that these books in most part offer short writing activities such as sentence completion or short questions. Under these circumstances, students cannot develop the writing skill in a deep way.

In the same way, based on experiences, observations and some informal interviews of the researcher, it could be possible to evidence that students in **Tungurahua** have many problems to produce the English language in a written way. Students cannot write complete essays, letters and another kind of written academic productions, students hardly can write small paragraphs. Moreover, many of written compositions of students show a **low level in the domain of writing** and errors at a spelling and grammar level.

On the other hand, due to the curriculum that teachers manage, they are required to complete a number of units of the book in a short time. As a result, they cannot work on the writing skill or in the other English language skills in a deep manner. To put it differently, teachers cannot make emphasis in any of English skills, which makes difficult the English teaching-learning process.

At **Ambato Technical University** specifically in the language school of **Pedagogía de los Idiomas Nacionales y Extranjeros**, there are excellent teachers, they are prepared and certified to teach classes. However, the researcher has evidenced that **students have problems when they write** academic compositions through an observation and analysis of these written productions. Students are not able to use appropriate vocabulary. Moreover, students have problems with spelling, grammar, and organization of ideas. Another problem is the high number of students in each classroom which makes difficult to do a deep follow-up to each student considering that writing is a complex skill requires time and a critical analysis.

1.2.2 Critical analysis

Graphic 1*: Problem tree

Effects:

Slight use of Process approach in class

Short written activities

Deficit in the production of writing skill.

Problem

English language writing skills difficulties.

Causes:

Unknowing the benefits of the Process Approach

Limited time to develop writing process

Little importance in developing the writing skill by students
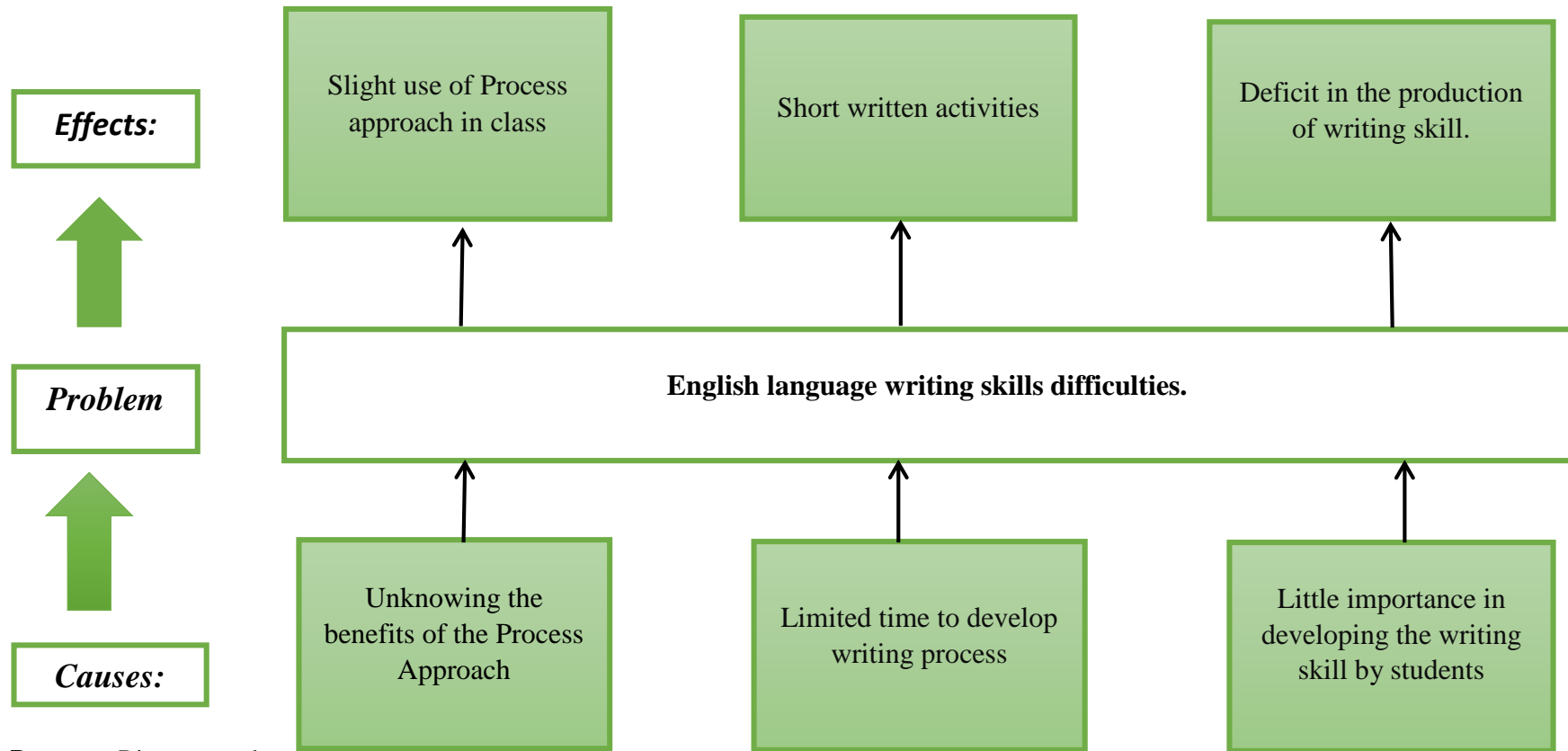
Resource: Direct research

Produced by: Tigse, S. (2017)

Through observations, experiences and informal interviews with teachers and students of the second semester at the language school of Pedagogía de los Idiomas Nacionales y Extranjeros, the researcher has detected some causes that have produced difficulties on the development of the writing skill, and therefore the teaching-learning process of the English language.

Firstly, a slight use of Process approach in class has affected the development of this important skill in some way. This because it has contributed to the unknowing the benefits of this approach. Consequently, students could leave aside this approach because they do not know its positive points and advantages that help students to improve the writing skill.

Another cause of the present problem is that there is a limited time to develop writing process. As a result, the class is forced to apply just short written activities. Under these circumstances, students do not have enough opportunity to practice the writing skill through complex and long tasks such as essays, reports, stories and biographies. So writing takes place in an insulated form, only superficially with no many opportunities to focus on the subskills of writing such as coherence and cohesion in a composition.

Finally, the little importance in developing the writing skill by students appears as the last cause of the stated problem. The researcher could perceive that many students are more focused on learning to speak English than writing it. Students keep on having the traditional thought that the only important skill in English is speaking; if they learn to speak they can dominate the target language. Consequently, the students do not try to find out ways to improve their writing skills outside of class, they only comply the information given in class by the teacher. Under these circumstances, it is notorious a deficit in the production of writing skill, students cannot write good compositions or they have many mistakes at a grammatical, structural and spelling level.

1.2.3 Prognosis

In the case of not giving a solution to the previously stated problem, students will not be able to develop writing skill in a proper way. So students will not be able to write correct written compositions, they will have many difficulties to organize ideas when writing. Additionally, many of their compositions will be difficult to understand by teachers or another audience. On the other hand, if the Process approach is analyzed, studied and applied to develop writing, students will be able to learn and use new methods, strategies or activities to help them to write in a correct way. Moreover, students could write academic compositions and use relevant information to catch the audience attention.

Therefore, the deep analysis of the Process approach is essential in the English teaching-learning process in students of second semester of the career of Pedagogía de los Idiomas Nacionales y Extranjeros of Ambato Technical University located in Tungurahua province.

1.2.4 Formulation of the problem

Does the Process approach influence in the development of English language writing skill in students of second semester of the career of Pedagogía de los Idiomas Nacionales y Extranjeros at Ambato Technical University?

1.2.5 Research questions

- What are the benefits of the Process Approach in the English language writing skill?

- Which is the current situation of the students of the second semester in terms of their writing skill?

- Is there a relationship between the Process Approach and the English language writing skill?

1.2.6 Delimitation of the Research Object

The present research has the following characteristics:

- **Field:** Educative
- **Area:** English language teaching
- **Aspect:** Process approach and the writing skill
- **Temporary:** September 2017-February 2018
- **Space (Place):** Second semester at the career Pedagogía de los Idiomas Nacionales y Extranjeros at Ambato Technical University.

1.3 Justification

The present research is **interesting** because the teachers of the language school of Pedagogía de los Idiomas Nacionales y Extranjeros do a big task of motivating students to develop the writing skill to get good results. So this research will offer teachers and students the opportunity to know more about this approach because it contains useful information for teachers about the theoretical principles of the process approach and writing skill.

The **purpose** of this investigative work to support in some way in the development of the English teaching-learning. Taking into account writing is as important as the other skills, this research tries to motivate teachers to know more about the Process approach and its functions in the English language learning. In this way, this approach will be recommended use to help students to strengthen their writing skill with the purpose of making them produce the language successfully.

Also, this research is **important** because one of the most relevant things at the moment to learn a new language is to keep people in contact with others through writing or oral communication. The writing is the second way of communication after the speaking and it is as important as speaking. With this in mind, the process approach is seen outstanding, it is because it will help students to improve their writing skill. Thus, they will be able to deal with different situations as students and future teachers.

This research is **original**; it because the interest of the educators to know about the process approach and its importance in the English teaching-learning process is increasing in the last years. However, no other research has been done with similar characteristics of the raised problem especially in Ecuador, being this one primordial for the effective learning of English Language in students and teachers of second semester of Pedagogía de los Idiomas Nacionales y Extranjeros.

The direct **beneficiaries** of this research will be the students of the second semester of Pedagogía de los Idiomas Nacionales y Extranjeros, the teachers and the career in general who will have opportunities to improve their writing skill. Finally, the university will be benefited in an indirectly from having good professionals in the area of English.

Finally, it is **feasible**, it will count with the necessary time to do it. Also, the educational institute has all the tools to execute it; the career has an adequate number of students and teachers that the research demands. In addition, it does not need greater economic investment or human resources to execute it. Finally, the research will count with all the necessary technological devices.

1.4   Objectives

1.4.1   General objective

To determine the influence of the Writing Process approach on the development of the writing skills in students of second semester of Pedagogía de los Idiomas Nacionales y Extranjeros from Human Sciences and Education faculty at Ambato Technical University, Ambato city, Tungurahua province.

1.4.2 Specific objectives

- To evidence the benefits of the Process Approach on English language writing skill.
- To show the current situation of the students of the second semester in terms of their written skill.
- To perceive if there is a relationship between the Process approach and the English language writing.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Investigative Background

In order to develop this research in the best way, it has been necessary investigate, inquire and consult information related or similar to this work. Some investigative works have been presented to show a different point of views of their authors which have been a big help to support this research.

Johari (2018) in the investigative work called "The effect of task based process writing approach on the Academic Writing skills among second language tertiary learners" had the purpose of knowing which are the effects of the task-based in conjunction with the Process writing approach on the development of the academic writing skills. This research takes place at University Malaysia Sabah Labuan International Campus. Additionally, the participants were 138 learners divided into two groups; 69 in an experimental group and 69 in the control group. The method used in this research was qualitative and quantitative approach and the researcher used charts with questions and meaningful task to collect information needed for this investigation. Later of the study the next conclusions were stated:

- At the beginning of the research, many students evidenced many problems to do good academic writings. Most of this compositions showed poor information about the topic, mistakes in grammar coherence and cohesion.

- The process writing approach implied cooperation, collaboration and communication which were the key to develop the writing skill and use the language with communicative purposes.

- The application of the task-based and the writing process approach have a positive effect in the participant. The experimental group evidenced better structured and organized writing compositions.

- The writing process approach motivated students to interact with others, and it gave students the opportunity for learning to write about and monitor de language use.

Nordin & Mohammad (2017) in their work "The best of two approaches: Process/Genre-Based approach to teaching writing" had as the main objective to propose a coherent theory of teaching writing by the use of these two approaches. This investigative worked with 50 ESL learners at Universiti Teknologi PETRONAS. The method of this research was an action research because the authors had a direct intervention with the writing class. The instruments used in this work were writing activities which were evaluated by the researchers.

Although this work talked about two approaches, the researcher made reference to the conclusions about the process approach:

- Students had many problems when they wrote, most of their compositions showed a poor level of comprehension about the topic of the written tasks.

- The researchers proposed the writing approach as a powerful, useful in writing classrooms, it gave students more opportunities to generate ideas feelings that learners tried to convey through writing.

- In this approach, teachers assisted students a lot making their writing more effective determining the purpose and appropriate use of the language.

- Peer review was very important during the development of the process approach, it promoted more communication between students. Also, peer review provides learners with authentic audiences and discussion that leads to discover.

In a research by Bayat (2014)"The Effect of the Writing Process Approach on Writing Success and Anxiety", the author showed this approach as really important in the writing instruction. Moreover, the author mentioned several researchers which validate the importance of the process approach as a way to motivate cooperation and communication of students. Also, it reduced the anxiety of students when they write a composition. The methodology applied in this research was a pretest and posttest quasi-experimental design. The participants of the research were about 74 students of first-years of preschool at Akdeniz University, they were divided into an experimental and control group. To the collection of data the researcher used a pretest and posttest, the results were analyzed with statistical programs.

Base on the information of the research, some conclusions were evidenced:

- The experimental group who received the treatment showed a significant change. As result, it evidenced that the writing process approach affects in a positive way in the development of the writing skill.

- Once applied the process approach, the experimental group and the control group showed relevant differences based on the scores of the posttest.

- The process approach reduced anxiety in the participants on the experimental group.

Another investigative work considered to support this research was from Alodwan & Ibnian (2014); "The effect of using the Process approach to Writing and Developing University´ students´ Essay writing skills in EFL", the aim of this research was to determine and develop writing essay skills needed by college students. This research worked with a population about 90 non-English speakers. This group was divided into two groups; an experimental and a control. The

instruments used to collect and analyze information was a checklist, pre-test, and post-test; both were essay writing tests. About the methodology, this research applied a quasi-experimental design and a descriptive method. This research showed the following results.

- The process approach had a positive effect on the writing essay skills needed by college students.

- Once applied the writing process approach and the analysis of the post-test in the experimental group, they showed an improvement rather than the control group.

- Students developed their knowledge about writing and writing mechanisms through the activities developed in the stages of this approach.

- Researchers thought that this approach gives students the freedom to promote confidence and awareness. In addition, it gave students the opportunity to experiment with the language which helps to develop the writing skill as a communicative form.

The research of Johari, Nordin & Mohammad evidenced that the students had difficulties to develop their English writing skills. Several students showed problems with grammar, spelling, and vocabulary which represent obstacles that prevent the students to do properly written academic compositions. On the other hand, peer review represented cooperation, collaboration as a good way to help students to motivate interaction with other and use the target language. In this way, students and the teacher were able to exchange knowledge about ideas, feeling and troughs to write structured compositions in a better way.

It is important to mention, the two investigative works from Bayat and Alodwan & Ibnian showed the positive effect of the Process approach in English teaching-learning process; if it is applied in a correct way by using a variety of activities in different contexts to guarantee effective results. In addition, they showed that this approach stimulates confident in students and give them some freedom; it this way students feel more comfortable at the moment to show their own ideas.

2.2   Philosophical foundations

The present project was focused on the constructivist approach. It because this research tried to find resources to benefit students in order to provide them useful tools. In this way, students will improve on the domain of the writing skill in the English teaching-learning process. So students will be able to use these tools to solve problems in a dynamic and interactive way through the participation of the student in the class. Likewise, the research tried to motivate students to create and improve their own learning.

It is well-known that there are some different constructivist models. However, this research was based on Piaget model. Piaget (cited by Rivera, 2016) established that the learning process develops in a social sphere but not in an individualistic framework. To put it differently, the knowledge acquirement in this investigative work was linked to the interaction with the environment being the teacher, tutor, classmates and the university community participative entities in the development the student.

2.3   Legal basis

The following investigative works supported by laws and statutes established by the government of Ecuador Republic.

COSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR (2008)

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible es inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art. 343.- El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente.

PLAN NACIONALDE BUEN VIVIR 2013-2017

Objetivo 4.- Fortalecer las capacidades y potencialidades de la ciudadanía.

Política 4.8: Impulsar el dialogo como eje articulados del modelo pedagógico y del uso del espacio educativo.

Lineamiento i: Promover el aprendizaje de una lengua extranjera bajo parámetros de acreditación internacional, desde la educación temprana hasta el nivel superior.

CONSEJO DE EDUCACIÓN SUPERIOR 2011

Según el acuerdo No 201-11 considera que:

En la actualidad el idioma ingles es uno de los más utilizados a nivel mundial, por eso su enseñanza-aprendizaje debe enseñarse debe desarrollarse en el sistema nacional de educación, pues constituye una herramienta fundamental para la formación y desarrollo de destrezas, capacidades y competencias para estudiar, crear y trabajar en beneficio individual y social.

2.4   Key Categories

Graphic 2 : Variable Categorization

Teaching – Learning Process

Didactics

Approaches to teach Writing

The Writing Process Approach

Communicative Competence

English language skills

Productive skills

Writing skill

INDEPENDENT VARIABLE

INFLUENCE

DEPENDENT VARIABLE

Resource: Direct research
Produced by: Tigse, S. (2017)

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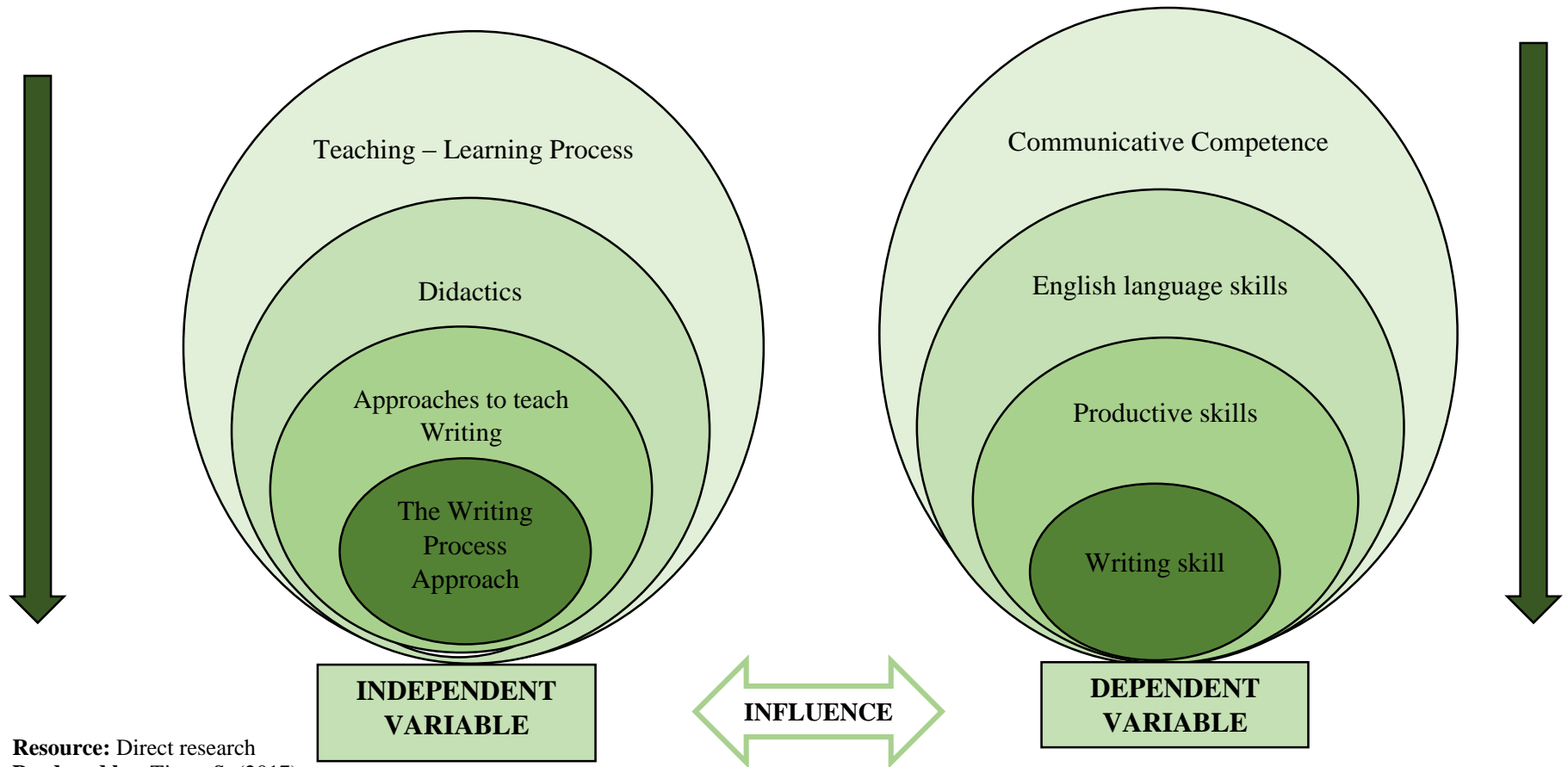
2.4.1   Independent Variable

TEACHING – LEARNING PROCESS

Definition

In the education, the learning-teaching process is a set of individuals with a specific role, methods, steps, approaches, and materials. Also, a community where the teacher uses and adopts these resources in order to transmit knowledge to a group of students or just one; taking into consideration the social, cultural and cognitive perspective of each student.

Ortiz (2015) considered the teaching-learning process as a succession that causes changes, transformations or adaptations in an individual, who uses the learned experiences to coexist with different situations in the real world. It is important to mention, the teaching-learning process is not about providing data and information, but rather a scope of experience. It is the teacher who through methods strategies and materials will cause reactions in the student. In the same way, Garcia (cited by Almeida, 2015) established that the teaching-learning is a personal process of development with the purpose of acquiring knowledge, it has to be articulated with the real world to know how to be and how to do in a society.

On the other hand, Zubiría (2004) thought that in the Education of the XXI century, the teaching-learning process more than focusing on convey knowledge to use it in real contexts, it focuses on creating a developmental area where the teachers promote and potentiate the capacities of students. Zubiría focused on Constructivism as the better form to get these goals.

DIDACTICS

Definition and importance

Carrasco (2004) defined Didactics as a normative science with the purpose of teaching. The author used the term *normative* because it established that didactics does not just focus on seek forms to transmit and explain information (it is not just theory) rather it is based on practice.

In the same way, Herrera (2002) considered Didactics as a practical and applicable science in the pedagogy. However, the author recognized that didactics needs the theory to works and analysis all the components in the learning-teaching process. Thus, didactics is linking with the theory and practice which find an equivalence to work in a better way.

Candau (1987) claimed that didactics adopts an important role in the educators training process. Didactics allows teachers to increment their knowledge. So they know more about methods and strategies that teachers can use in class. Anyway, giving teachers different resources for their overcoming.

On the other hand, Parcerisa (2007) recognized that the importance of didactics does not just focus on the classroom but rather outside of it. People have to consider that students are part of a social group. The task of education is to find forms to motivate students to get ways to develop the environment they live: it is based on adapting an individual in the society. In this point, didactics adopt different points of view and perceptions about how to teach and give students resources to deal with problems in the real world. Herrera (2002) in her book analyzed how didactics appears in the society. The author mentioned that didactics appears in the society as the need of education and learning about the world, it emerged in Europe in the XII century in the chivalry as a system in charge of preparing the youth with values about the society that surrounds them.

APPROACHES TO TEACH WRITING

There have been several approaches used to teach writing. They could be good or bad depending on how with whom and under what circumstances they are applied. Raimes (1983) considered the following approaches used in writing:

1. - The free-controlled approach

In the 1950s and early 1960s, the oral domain was prioritized as the most important way of communication. So writing skill became a tool for the reinforcement of oral skill. This approach is based on grammar rules, syntax and mechanisms. On the other hand, this approach is characterized by the gradual use of written exercises (easy to difficult). All these exercises and compositions are controlled by the teacher. Here, students do not have many opportunities to make mistakes. Also, students are limited to demonstrate their own ideas; the compositions are limited and restricted by the teacher. This approach is more applied at the beginner level.

2. - The Free Writing Approach

In this approach, teachers give students just the theme of the composition. Then, students have all the freedom to make the composition without limits or restrictions. Also in this approach, teachers do not pay much attention to terrors, grammars or spelling. In addition, content and fluency are more important than the form of the language used in the composition. The evaluation of the composition is based on feedback. It is more applied at the intermediary level.

3. - The paragraph pattern approach

In this approach, students copy paragraphs and analyze them to organize their information according to the composition that they are writing. During the analysis, students add or remove sentences to create coherence between them; they analyze which are primary sentences and which could be the secondary ones (support sentences).Then, based on the written sentences, students looking for an appropriate title for their paragraph. The principle of this approach is organization.

4.-The syntactic grammatical organization approach

Many teachers have thought that writing should not be something isolated, but rather an integral skill. In this approach, teachers intend students focus on the syntactic, grammar and organization at the same time while they write a composition. In this way, students will not just focus on what they want to write but also why they need to do it; that is to consider other characteristics of the writing more than only the vocabulary that will be used.

5.-The Communicative Approach

This approach aims to make writers aware that their written compositions are directed to an audience. Usually, the teacher is the only audience that students have. However, this process tries the written composition receives other people more than the teacher. For example, the same students can give comments and opinions (positive) about the written message. This can be done by exchanging compositions, asking questions about composition, role plays, and so on.

6-The process approach

The process approach was developed recently. Teachers do not focus on the final product of the composition; they focus on the process. This approach is based on several stages such as previous writing activities, first draft, revision, re-draft, and publication.

Jia (2006) talked about the **Point by Point approach**. In this approach, students list the points that will be supporting in the essay. Then, each point is developed in the body essay. The number of the paragraphs in the essay will depend on how much supporting points students established to defend their topic, they are generally three.

Curry & Hewings (2003) mentioned another approach called Writing focus on text. In this approach, writing focuses on text features, these features are perceived in the final product. Register, the purpose of the writing and grammar accuracy are important elements in this approach.

THE WRITING PROCESS APPROACH

Definition

During the recent years, the perception of writing as a process rather than an isolated way to put and organize sentences has improved the performance of writers. Today, most of the writers, students, and educators have adopted the process approach as the best instruction to teach and learn this important skill. The writing process approach refers to see writing as a set of organized steps in which different sub writing skills and written activities are developed.

One relevant feature of the process approach is that it focuses more on the process than on the final product, It because it is considered that during the process it develops all methods, strategies, and activities that help students to get the knowledge of writing. The final product is the result that reflects a deep, thorough and exhaustive proceeding.

Hatcher & Goddard (2005) established the writing process as a number of stages that go from the first idea about writing to the final product. The authors considered that every step in the process is important, However, they said that there is not a unique model of the process, as well as nobody writes in the same way, the steps of the writing process approach can vary in different manners. It could depend on the writers: their perception about writing thought and the early writing instruction.

Writers start their compositions, with drafts and little by little their ideas are clarified with re-drafts until these ideas will be clear for the audience. Three important aspects are considered to an effective process 1) time, 2) be familiarized with the written composition and 3) support and advice of the teacher (Raimes, 1998).

History

Through the history, educators have made countless investigative works in their attempts to improve the writing skill and written performances. Rahma (2015) mentioned some researchers who applied the process approach as a writing instruction in several institutions. In the results, he established that the process approach started to have importance and be considered as a way to teach writing by teachers since 1980. On the other hand, Vanderpyl (2012), claimed that the process approach has existed since the old Greek times many centuries ago. However, it was in 1947 when it was a theme of professional literature and education.

Importance

In the last years, the importance of the writing process approach has increased facing the need for the teachers who seek good performances in writing by students. Although the writing skill is categorized crucial in the education development, students persist with the same difficulties when they write. Students are not able to write properly in their mother tongue, much less in the target language.

Castañeda & Cañaveral (2013) highlighted the importance of the process approach, this approach helped educators to identify strengths and weakness of students during the process. Furthermore, it promotes cooperation in writing which benefits students to recognize mistakes among them in their compositions and promote communication given opportunities to use and experiment with the language.

Hillocks (cited by Smagorinsky, 1991) established the importance of making students aware of what they write and how they do it through each strategy, activity that students develop in each stage. Students absorb experience about how to write in their long-term memory. As a result, all the knowledge about writing will be used in the future compositions. Additionally, if students are aware of what they are building step by step, it increases their confidence about their written compositions.

Zamel (cited by from Alodwan & Ibanian, 2014) mentioned that this process allows students build meaning through the organization, discovering ideas and thoughts.

One thing is clear, many writers do not focus on what they write. What I write on the paper? What is the purpose of my composition? What do I want to achieve with this? Many times students only receive a set of instructions in order to present a written composition and get a high score. They are not conscious of what they do during all the period they write or as it happens they are only focused on grammatical or structural aspects.

The writing process approach results beneficial due to it tries to make students aware of what they write and how performance it how they build their own work. Furthermore, the approach activates the cognitive skills through a variety of exercises that are developed in each stage. Equally important, methods, strategies and other dynamic activities are taken as a part the process which gives student tools to solve future problems in writing skills.

The role of teachers and students.

In his experiments and researches about writing as a process, Hillocks (cited by Smagorinsky, 1991) referred to the role that the teacher and student play during the process. The author defined a teacher as a facilitator who has the task to convey the experience to students. Likewise, the teacher must provide enough input in order to make students produce an efficient output. On the other hand, students have a moderate freedom when they write to show their own ideas. Also, the key is to achieve optimal results in the process is the cooperative work: where student have the opportunities to receive recommendations, share ideas by teachers and students, and feel more confident.

Stages of the process approach

The model of the writing process approach has adopted some adjustments or alterations. Some models establish a certain number of stages and others make

series of changes in order and number. The most well-known model is based on five stages in the process: Prewriting, Drafting, Revising, Editing, and Publishing.

Roe, Kolodziej, Stoodt-Hill & Burns (2012) adhered to the model of five stages in the writing process approach. Following, a more detailed definition of each stage based on authors' criteria and perspectives.

1. – Pre-writing

Although this stage has been considered less important than the other stages by several writers and educators, it is the most significant in the writing process. Is here, where the students select the topic, organize their ideas, activate the prior knowledge and determine the purpose of the written compositions. During this stage, it is when the teacher applies a variety to of activities to make students aware of the significant value of what they will write.

According to the theory of Hayes and Flower, cognitive activities are essential in the process approach, these cognitive or mental activities are applied at the beginning and active pre-knowledge in students. Their development during the process composes much of the final product (cited by MacArthur, Graham & Fitzgerald, 2008).

Spratt, Pulverness & Williams (2011) in their book TKT Course showed that before writing or pre-writing, students have the opportunity to:

- Planning
- Organizing ideas
- Developing ideas

These help students to achieve and determine the objectives of their writing compositions.

2. - Drafting

During this stage, students have the freedom to convey their ideas in a paper. In this state, the students write without considering in depth the mistakes that they could

do while writing. The point here is not interrupting the student. In this stage, the teacher has to be ready to respond questions or doubts of students and provide them all the possible help.

3. – Revising

Although revising is the third stage of the process, writers revise the composition since the first stage until the last; each time that the writer has the opportunity. However, it is better if writers find a different person to revise their document. It is important that the person who checks the composition is focused not just on grammar rules, spelling or vocabulary, the checkers should focus on coherence and cohesion of the text.

4. – Editing

During the edition, students have the opportunity to correct wrong spelling and grammar. Also, they can find, add or delete vocabulary as they consider necessary. Almost all the changes will be based on the previous revising. Try to find the perfection of their written composition will be the task of students during this stage.

5. - Publishing

At the end stage of the process, student presents their final product to an audience. The Publishing give students a wide audience, student can perceive different points of view and receive suggestions and recommendations for future written works.

Tyner (2007) agreed with the model Roe, Kolodziej, Stoodt-Hill & Burns about the writing process. In the same way, the author establishes that in every stage a variety of activities are developed to impulse students writing skill.

Evaluation of the Writing process approach.

It is clear that scores are important for teachers and students. However, putting a grade is not the only form to measure the progress of students. During the process, students have the need to know if their written compositions are right or not. One

technique to get feedback is exchanging the paper with another classmate. Students can ask the teacher for a guidance or advice before publishing it.

The use of a rubric or a checklist is perfect to guidance for students, in this way they will know what kind of points they have to focus during the revision. Finally, students could read the answers or part of their compositions aloud with the whole class. Another way to evaluate students in writing process could be surveyed, by surveys teachers could know if the students follow the process of writing properly and if it results beneficial for them. Finally, students can do groups and give reports about their compositions (Mlynarczyk & Haber, 1998).

Feedback in the writing process approach

Rahma (2015) established feedback as the most primordial in the writing process of the ESL students. Feedback allows students to know their progress; teachers could give correction and comments to improve their pieces of writing. In addition, Rahma talked about different forms of feedback in the writing instruction: teacher-students and peer feedback where students have the opportunity to be aware of their own strengths and weaknesses.

Process approach as part of communicative approaches

Barker (2013) considered that communication is vital to success in the world. Because of increase of technology it can take place in an oral way like video conferences or in a writing way by texting. In the same way, Fortner (2007) affirmed that communication occurs in an oral or writing way in which writing demands a high level of complexity to transfer the language properly.

One of the aims of the process approach gives students the opportunity to experiment and use the language whether to share ideas or to express other functions like agreeing, disagree, doubt, likes, dislikes and so on. Graham, MacArthur &Fitzgerald (2007) said the process approach communication motivates

between students, this due to the integration of communicative activities during the process. Also, this approach reduces the anxiety of students who have some freedom to get mistakes in their communication and they are not so focused on accuracy at the moment to talk, it could be considered a help to improve fluency.

2.4.2   Dependent Variable

COMMUNICATIVE COMPETENCE

Definition

According to the Common European Framework of Reference for Languages, communicative competence is a group of linguistic, sociolinguistics and pragmatics components to get a knowledge about the language as a system of communication and how to use it in any situation of a speech community (Council of Europe, 2001).

On the other hand, Hymes (cited by Pilleux, 2001) claimed that the communicative competence is acquired by humans as an ability to interact with others in a speech community. Children acquire the communicative competence while they start articulating to be part of a group. Communicative competence is not based only linguistics forms rather is focused on motivation, attitudes, values, and language uses and its functions in order to use them in a real context in an appropriate way.

Linguistic and Pragmatic Competence

1.   -Linguistics competence.

Linguistic competence is known as a system of mental representations innate of each human being that acquires when acquiring a language. This linguistic competence is acquired from birth by being in contact with another individual or in any communicative event in which the person is exposed to the language; in these cases, the mother tongue is almost always the first to be acquired Peréz (2013-2014).It was Noam Chomsky (cited by Savignon, 2017) who inserted the theory of

linguistic competence to refers to the innate ability of human beings to communicate with their peers.

2. -Pragmatic Competence

On the other hand, Martínez, Usó & Fernandez (2003) refered to pragmatic competence as the study of the authentic language use of humans, it is focused it the language used in a real context rather than only its linguistic forms. The key to this competence is that the communication which can vary depending on the different human communication aspects such as behavior, attitude, and intentions with the language use.

ENGLISH LANGUAGE SKILLS

Hernández (2014) talked about the language skills as the receptive and productive linguistic capacities own of the human beings. It is not only to understand the elements of each language skills, it about combines them to produce the language in a writing or speaking form.

The four English language skills

(Spratt et al., 2011) in the book *The TKT Course* gave a clear definition about the four skills in the English language as will be seen below:

Speaking

Speaking is a productive skill that develops speech in order to communicate and transmit meaning to others. When people speak, usually different features of the speaking are developed in an unconscious way like intonation, stress, gestures, hesitations, and others. One of the biggest characteristics of speaking makes it different from the others is that speaking is spontaneous.

Writing

Writing is another productive skill. Here, the language is produced through letters and words to transmit meaning. Writing is the most accurate skill in the English language. Furthermore, writing is considered a complex skill where people usually is conscious of what they write to guarantee a good production of the language. To write people need to have a purpose and someone to communicate.

Listening

Listening is a receptive skill which involves the understanding of the meaning of an oral message base on meaningful sounds. Listening is directly involved with speaking skill; the success of message comprehension will depend on the domain of the speaking skills. Nobody listens in the same way, the receipted meaning is clearly related with context and the knowledge of the world, and the circumstances in each individual.

Reading

The fourth skill is reading which involves the comprehension of a writing text. It is not enough to understand letters, words and grammatical structures to understand a message, people need to understand the knowledge of the world to find out the purpose of the message. In addition, to understand the connected sentences, they must have coherence and cohesion.

PRODUCTIVE SKILLS

Definition

Golkova & Hubackova (2014) defined productive skills as "active skills - mean the transmission of information that a language user produces in either spoken or written form"(p. 478). Then, productive skills are the way to show how much knowledge the people learned or acquired about a language in a physical way as writing or in an abstract way as speaking.

Importance and differences of productive skills

These skills are the most practiced since an early age, people are able to communicate successfully in the environment in which they live. Although each classroom seeks a balance between the four English language skills, the importance of the oral skill is the most prioritized since it is possible to evaluate and measure not only aspects of speech but also grammar, lexicon and other aspects people have acquired and mastered about the new language (Abio, 2011).

On the other hand, writing skill guarantees people an enduring communication that goes from generation to generation. In addition, this skill has been present in all areas of education regardless of the learning area (León & Ortiz, 2005).

Differences between productive skills

The speaking and writing skill differs each other in many features. Both are in charge of the language production but both are produced in a really different form. Because they are considered active skills, they allow teachers assess learning the process of students through oral and writing tasks that are made in class Raimes (1983).

There are many differences between speaking and reading. Spratt, Pulverness & Williams (2011, p. 43) mentioned some of the most relevant differences among these two productive skills:

SPEAKING

• Disappears immediately

• Uses punctuation

• Consist in words, letters and sentences

• Accuracy in language

• Often well organized

• Usually complex grammar

WRITING

- No disappears

- Uses stress and intonation

- Consist on connected speech

- Uses body language

- Sometimes not organized

- Usually simple grammar

WRITING SKILL

Definition

There is no exact way to define writing due to many researchers look it from different criteria. However, Fischer (2001) defined writing as a set of durable marks joined together with the end to transmit communication in general, the same that could be by hand or in an electronic way. Lindemann (1987) established writing as a process of communication through a system of graphics to transmit meaning to a reader.

On the other hand, DeFrancis (1989) recognized writing as a graphics system to convey meaning. However, the author considered two important terms; Partial and full writing. In partial writing, people transmit only part of their thoughts and in full writing consider that across writing people transmit all their thoughts but in some way both are related.

From a point of view, it could be possible to define writing as an organized system of printed or electronic graphics with the purpose of communication. Through writing humans convey meaning with a part of their thoughts, how they will be perceived will consist of the social and cognitive context of the audience.

Importance

Writing is considered as the way of communication for excellence. All of this is due to technological advances and the emergence of new communication devices focused on writing. One clear example of it is the social networks have invaded the world in the last years.

Coulmas (2003) considered that, because of the increasing use of technology in everyday life, writing is becoming the first communication resource. As an example, it is clear to see how computers encroach the society every day, so, computers process, receive and organize information in writing way rather than in other forms. With this in mind, it is not a surprise that writing is the skill that best develops in the current world. In the same way. Fischer (2001) claimed that with the increase of technological devices, writing has turned into a fast and easy way of communication for the individual. Then, writing has changed as human change. Every day, the current writing dispositive like laptops or smartphones create new forms and digital programs to facilitate writing to the modern society.

Lindemann (1987) considered writing as a powerful tool of communication in the society; writing means knowledge, a need in the communicative world and the power of education, politics. Also, writing lets people solve personal or social problems. To get the knowledge in writing, it is important to dominate the theoretical and practical.

Writing through history

The interest in the development of writing itself appeared not very early in the history of humans; especially if people take into account that according to the historians; the humanity began in the caverns more than 100,100 years ago. The earliest signs in the development of writing were made 5,000 years ago, and new signs have appeared. On the other hand, with the passage of decades and the arrival of technology, they have caused that the writing systems have changed over the

years. It has identified changes in spelling, vocabulary and word formation (Harmer, 2005).

For Berry (2008), writing started in caves by the use of graphics and pictures as letters with meaning. The writing was looked as an art rather than a way to communicate. In the ancient time, the Middle East civilizations considered writing as a divine gift that not everyone could do. As a result, written symbols were written in stone in order to be preserved for the future generations. In this way, the writing appeared as a resource to save and transmit the events that constitute the ancient society and that is part of the current world.

Components of writing

Roman Jackobson (cited by Lindemann, 1987) introduced five components that he considered the most important elements of writing.

The sender

The person who creates the message. Through the message the sender does not send a set of symbols with a common meaning, rather through the message, the sender demonstrates the dominance of the language, lifestyle, culture, beliefs, and so on. This is how it is shown that writing is a reflection of the people in themselves; their aptitudes and attitudes depending on the environment in which they live.

The receiver

The person or people who receive the message. The person who sends the written message should take into account that the message should be clear enough to accurately understand the purpose or end of the message, not to make mistakes or misunderstandings with the receiver, since it must be taken into account that many times that the recipient does not have prior knowledge about the content of the message.

The message

The message is a set of combined and organized symbols having a specific meaning, the same that is addressed to one receiver or to a specific audience. It is the information that people want to transfer through a verbal or written channel. The message may express several functions; agreement, disagreement, thanks, explanation, congratulation and so on.

The context

The context refers to the situation in which the message is produced. In a written message the context often reflects previous experiences, culture, and beliefs of the senders who reflects part of themselves through the message. On the other hand, the context affects not only the issuer but also the receiver. For example; if the sender sends a letter of love to another person, this person could misinterpret its content; perhaps because of past bad experiences.

Contact

The contact (phatic function) refers to the situation in which the sender and receiver communicate through a channel (in this case the script). Both elements; sender and receiver are placed in linguistic contact.

The code

On the other hand, the code refers to what language that the sender uses to create and transmit his message. It is the metalinguistic part of the elements of writing mentioned by Jacobson. Through the code, people know what phrases, expressions, and idioms can employ. In addition, through the code, it is possible to recognize what language style is used. Property or features of it are to be taken into account for a successful written communication.

Writing as cooperative work

Sometimes teachers think that working in groups could produce disorder in the classroom. However, Raimes (1998) considered that the cooperative work is the best form to promote communication during the writing process.

When teachers made students get in groups of pairs for a speaking activity, it results beneficial for students, it is because they have the opportunity to use the language and express ideas with no thinking a lot about accuracy. This kind of instruction could have many advantages in writing activities too. Students can develop ideas with their classmates.

Furthermore, students can ask for feedback to their classmates, this will be useful. Also, students can adopt this as an example when they have to revise they own work. Discussions are the better form to promote communication and know how well they are going. Through discussions, students can solve problems about difficulties in their compositions, have an audience. Teachers should know if the process results beneficial for students.

Sometimes work with students in groups could represent some problems in the classroom such as noise, disorder, students play with their classmates instead of pay attention. However, teachers can solve this problem by looking how the groups are formed, establish clear instructions, guidelines, and tasks to control and monitor the class.

Types of writing

In writing as in other English language skill, it is divided into different types. Each type: with specific features with which the writer has to deal. Foster (2014) established personal writing, persuasive writing, information writing and creative writing as part of this categorization.

1. **- Personal writing:** Most of the time, writers transmit ideas, thoughts, and feelings about themselves. Usually, writers describe their personal events

about their life and they are their own audience. Some activities related to personal writing are autobiographies, messages, journals, recounts, diaries and letters.

2. – **Persuasive writing:** In this type of writing, writers usually write to a specific audience. Writers try to convince people about their arguments and opinions. The found activities in persuasive writing are: letters expressing an opinion, arguments, advertisements, blurbs.

3. – **Information writing**: In this type of writing, writers often try to inform the audience about a subject or research. In this types of writing. Usually, expert writers transmit information based on credible and confident resources to prove the veracity of the information. Some activities in information writing are: biographies, newspapers, reports, descriptions, instructions, glossaries and summaries.

4. – **Creative Writing:** Most of the time it is informal, usually free in order to enhance students writing skill without many restrictions. Most of the time it does not follow schemes. Some activities related to creative writing are: poems, stories, traditional tales, tales, and play-scripts.

2.5   Hypothesis

Ho: The Writing Process approach DOES NOT INFLUENCE on the development of the writing skill in students of second semester of Pedagogía de los Idiomas Nacionales y Extranjeros.

H1: The Writing Process approach INFLUENCES on the development of the writing skill in students of second semester of Pedagogía de los Idiomas Nacionales y Extranjeros.

2.6   Identification of Hypothesis Variables

Independent Variable. - The Writing Process Approach

Dependent Variable. – Writing skill

CHAPTER III

RESEARCH METHODOLOGY

3.1 Approach

According to the current problem and the arguments of Herrera, Medina & Naranjo (2004), the present research applied a qualitative and a quantitative approach. This research was qualitative due to it is characteristic of the human sciences
. In the same way, once recollected information, it was analyzed and interpreted to understand this social phenomenon; it guided by a hypothesis. Furthermore, this analysis was done with qualitative techniques assuming a dynamic position during all the process of the research.

On the other hand, this research had a quantitative approach because it used quantitative techniques to get as precise results as it could be possible. Moreover, this approach tried to understand the problem and its possible causes through a controlled measurement of collected data

3.2 Basic method of investigation

Field research

It was a field research because the researcher was in the second semester of the language school of Pedagogía de los Idiomas Nacionales y Extranjeros were the raised problem took place. Additionally, the researcher had the opportunity to observe analyze the current situation of the students in term of writing through a critical analysis of their written compositions. In the same way, the researcher had a direct contact with the population and environment of the research to get the information to achieve the proposed objectives of the research.

Bibliography or documentary

It was about a bibliographic - documentary modality because the researcher used the secondary information to sustain this research. For this reason, the author of this investigative work analyzed other resources such as books, academic articles, scientific journals, texts, newspapers, and internet in order to get enough information about the two variables; the process approach and the writing skill with their respective categorizations.

3.3 Level or type of research

Exploratory research

According to Namakforoosh (2005), the purpose of the exploratory research is to perceive a general perspective of a problem. For this reason, this investigative work is exploratory because the researcher through observations analyzed the population and the environment in reference to the raised problem. In this way, the author was able to have a general vision about the current situation of students.

Descriptive research

It is a descriptive research because the researcher observed and described the characteristics of the studied phenomenon in the students of the second semester of the career of Pedagogía de los Idiomas Nacionales y Extranjeros. Also, the author described the current situation, the problems and obstacles that students have when they write academic compositions.

3.4 Population and sample

A population is the set of individuals that share some specific characteristics; these features are which the researcher wants to study. According to Icart, Fuentelsaz & Pulpón (2006), when the number of the individuals is known, it is called "Finite population". The present research works with a finite population of 54 individuals which students of the second semester of Pedagogía de los Idiomas Nacionales y

Extranjeros from the courses A and B; due to they shared the same curriculum, level, and workload, the two courses have been considered as a whole for the present investigation. In this way, the research got needed information through surveys applied to all the students. Furthermore, 4 teachers were considered to this research. These teachers worked with the students of Idiomas and Pedagogía de los Idiomas Nacionales y Extranjeros.

Chart 1*:* Population

Description	Number	Percentaje
Students	54	93%
Professors	4	7%
Total	58	100%

Resource: Universidad Técnica de Ambato
Produced by: Tigse, S. (2017)

3.5 Operation of variables

Independent Variable: Writing Process Approach

Chart 2: Operation of Independent Variable: Writing Process Approach

Conceptualization	Dimensions	Indicators	Basic items	Techniques and instruments
The process approach considers writing as a process instead of a product. This approach is based on **stages** in where some activities are developed to produce awareness about what students write and with	Stages	- Prewriting - Drafting - Revision - Edition - Publication	Would an effective application of the writing process approach contribute to the development of writing skill? In order to know students development which is considered more important: "Process of writing" or "Final product"? As part of the writing process: Do the stages of Pre-writing, Draft, Review, Editing, and Publication follow?	**Technique:** Survey **Instrument:** Structured questionnaire

which purpose. This approach also has as aim to develop the **communication** due to it tries to make students experiment and use the language during the process to exchange information about a specific topic. In this approach, prewriting is considered the most important stage because is here where students activate pre-knowledge to achieve the	Communication	• Written communication • Oral communication	As part of the writing process: do written compositions take the necessary time to do? Do communicative activities like discussions or debates used before a written composition?	
	Pre-writing	• Planning • Organizing ideas • Developing ideas	Do pre-activities carry out to activate prior knowledge before a written composition?	

objectives of the composition.				

Resource: Universidad Técnica de Ambato
Produced by: Tigse, S. (2017)

Dependent Variable: Writing skill

Chart 3: Operation of dependent Variable: Writing skill

Conceptualization	Dimensions	Indicators	Basic items	Techniques and instruments
Writing is a **productive skill** which uses organized graphic symbols to express different ideas, opinions and thoughts through different **types of writing**. Writing is also considered as an art which has been developed through times with	Productive skills	• Writing • Speaking	Do diagnostic tests include written activities? Is the autonomous practice of writing skill stimulated? Are instruments of evaluation applied to verify the progress of the writing skills during the semester?	**Technique:** Survey **Instrument:** Structured questionnaire

		Personal	Is the development of the writing skill promoted through written activities in class?	
the purpose of preserve information of the past events that built the evolution of the society. Writing could be considered a **cooperative** skill where more than one writer takes place to produce a composition, It could offer many advantages to produce a properly written message.	Types of writing	Persuasive Information Creative		
	Cooperative work	• Pairs • Group • Teams	Are the writing assignments reviewed in conjunction by peer evaluation technique?	

Resource: Universidad Técnica de Ambato
Produced by: Tigse, S. (2017)

3.6 Information Collection Plan

Chart 4: Information collection plan

Questions	Explanation
1.- For what?	To achieve the research objectives.
2. - To what people or objects?	To the students of second semester of the career of Pedagogía de los Idiomas Nacionales y Extranjeros.
3.- On what aspects?	Writing Process approach and the development of the writing skill.
4.- Who?	The researcher: Sandy Gabriela Tigse Toapanta
5.- When?	During the academic period 2017-2018
6.- Where?	Universidad Técnica de Ambato
7.- How often?	Two times
8.- What collection technique?	Surveys
9.- In what situation?	In the hours available for research

Resource: Universidad Técnica de Ambato
Produced by: Tigse, S. (2017)

3.6.1 Validity

Before the application of the survey, the researcher asked some teachers for some corrections and recommendations to improve the questionnaire. These modifications allowed correcting slips, any spelling and grammar mistakes in order to make the questions clear, precise and simple to answer, especially for students

3.6.2 Reliability

To verify the reliability of the items of the questionnaire, a pilot test to 8 students was applied, this allowed to know the reliability of the questionnaire based on the results. It was because a Cronbach Alpha coefficient was applied to verify the items.

González and Pazmiño (2015) refered to the Cronbach Alpha as a coefficient used to evaluate the degree of reliability of the items of an instrument like tests or questionnaires. So the result was 0, 77, it showed that the instrument is reliable.

3.7   Information Processing Plan

To the present research, a process was followed in order to do the research in an organized way.

Previously to the application of a survey, it was necessary to get an authorization by the coordination of the career. There were openness and collaboration by the teacher and students. Thanks to that, the survey was applied to students of second the semester of the career of Pedagogía de los Idiomas Nacionales y Extranjeros A and B.

Before the application of the survey, the researcher gave a brief and theoretical explanation about the Process approach in order to explain students the main characteristics of it. It is important to mention, most of the students do not know the theoretical principles of this approach. Later, the collected information was analyzed. The different items in the questionnaire; which was the instrument to get information, showed different percentages, they were analyzed using statistical techniques and represented in a graphic form in order to visualize them in a better way.

It is important to mention, the obtained results through the survey were of qualitative and quantitative nature, the same that were used to elaborate the chapter 5. It means the results were used by the researcher to establish conclusions and recommendations. So the results helped to verify the veracity of the raised hypothesis.

Chart 5: Calculation of Cronbach's Alpha

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	TOTAL
Individual 1	2	3	3	3	3	3	2	2	3	3	27
Individual 2	3	2	3	3	3	3	3	3	3	3	29
Individual 3	3	3	3	3	2	3	3	3	3	3	29
Individual 4	3	2	3	3	3	3	2	2	3	3	27
Individual 5	3	3	3	3	2	3	3	3	3	3	29
Individual 6	2	3	3	3	2	3	3	3	2	3	27
Individual 7	3	3	3	2	2	2	3	2	3	2	25
Individual 8	3	3	3	3	3	3	2	2	3	3	28
Variances	0,214	0,214	0	0,125	0,286	0,125	0,268	0,286	0,125	0,125	1,982
k	10										
Suma V.	1,768										
VT.	5,714										
A	0,77										

Resource: Pilot test.
Produced by. Tigse, S. (2017)

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis and interpretation of results

It is important to mention before any instrument to collect information, observations, experiences and informal interview with teachers was the first resource of information for the researcher. In fact, this information allowed the author detecting the raised problem, causes and effects of it and in this way proceed to the realization of this investigative work.

Before the application of the survey the researcher explained all the questions to the students in order to help them to understand the questions in a better manner; it because some student had some doubts about unknown words and vocabulary in the questionnaire for them. Later, the following questionnaire was applied with the purpose of knowing the influence of the Process approach on students of the second semester of the career of Pedagogía de los Idiomas Nacionales y Extranjeros. The survey was applied to 54 students and four teachers of the career. Furthermore, the results were shown with graphics called Pie chart templates which were reproduced by Excel to a better view of the researcher. The results were interpreted in every question in a detailed manner with numerical values, the same that was analyzed by the researcher with a critical thinking.

4.1.1 Survey directed to students

1. Do teachers apply diagnostic tests with written activities at the beginning of the semester to measure the level of students' written skill?
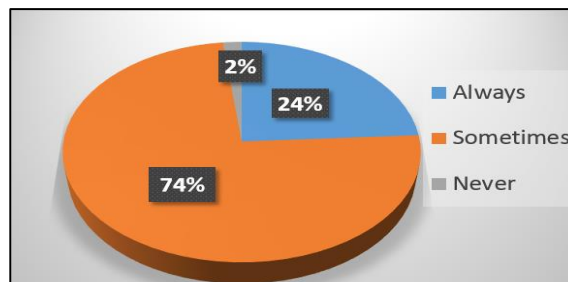
Chart 6: Measuring the level of written skill

Alternative	Frequency	Percentage
Always	13	24%
Sometimes	40	74%
Never	1	2%
Total	54	100%

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

Graphic 3 : Measuring the level of written skill

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

This item determines that 40 students who represent 74% affirm that written activities are sometimes included in the diagnostic tests, 13 students who represent 24% agree that written activities are always included in the diagnostic tests. Finally, 2% which is represented by1 student shows that these activities are never included in the diagnostic tests

These percentages evidence that teachers use written activities in diagnostics tests. However, these type of tests are not always applied, being them necessary to know the level of students writing skill. It could affect in the future: it could be difficult for teachers detect the capacities and weakness of students in the written skill. Thus, these diagnostic tests have to be considered as a starting point.
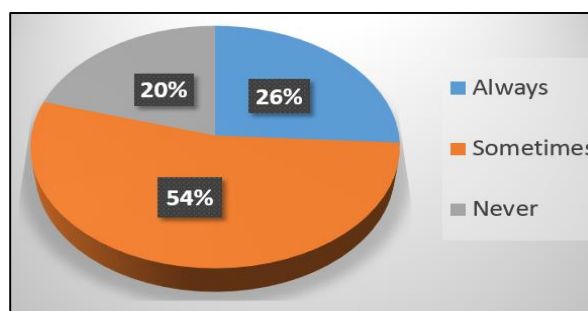
2. Do teachers do pre-writing activities (brainstorming, showing pictures, etc.) before a written composition?

Chart 7: Stimulation of input

Alternative	Frequency	Percentage
Always	14	26%
Sometimes	29	54%
Never	11	20%
Total	54	100%

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

Graphic 4 : Stimulation of input

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

The results show that 54% which is 29 students consider that teachers sometimes do pre-writing activities before doing a written composition in order to activate prior knowledge, while 14 students who represent 26% affirm that pre-writing activities are always done before a written composition. Finally, 20%, 11 students agree that it never occurs.

It points teachers do not do pre-writing activities frequently. Only a small part of the population: which represents the 26 % sure teachers applies these activities. It affects students in the development of the written skill. It is because according to the writing process approach students need to activate their pre-knowledge to produce a well-written composition. So the need input to produce an output.

3. Do teachers use communicative activities like discussions or debates before a written composition?
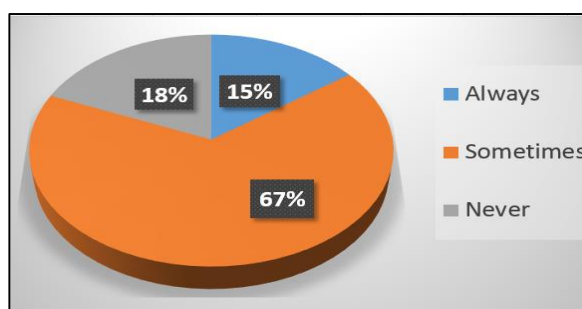
Chart 8: Productive skill

Alternative	Frequency	Percentage
Always	8	15%
Sometimes	36	67%
Never	10	18%
Total	54	100%

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

Graphic 5 : Productive skill

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

In this item, 67% which is 36 students affirm teachers sometimes use communicative activities like discussions or debates before a written composition. On the other hand, 10 students who represent 18% agree communicative activities are never used. Finally, 15 % of they, which are 8 students mention that teachers always use communicative activities.

These results show communicative activities are not always promoted before doing a written composition frequently. This reflects that many times there is no communication between students. Without communication, a written activity turns into an isolated task where students do not have the opportunity to practice or use the language. It is important to motivate students to produce the language as many times as it could be possible, in written activities is not an exception. Especially with students of this level.

4. Do teachers promote the development of the writing skill through written activities in class?
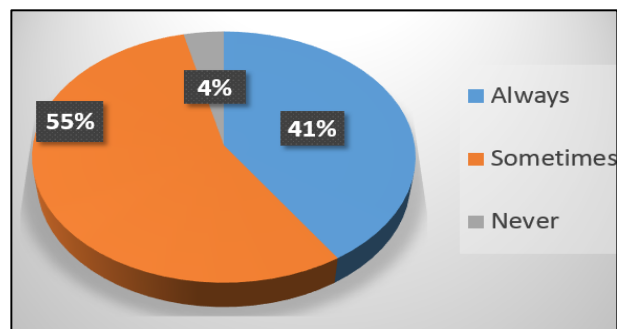
Chart 9: Development of writing skill

Alternative	Frequency	Percentage
Always	22	41%
Sometimes	30	55%
Never	2	4%
Total	54	100%

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

Graphic 6 : Development of writing skill

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

55% or 30 students agree teachers sometimes promote the development of the writing skill through written activities in class. 22 students who represent 41% testify teachers always promote written activities in class. Finally, 4% which represents 2 students say that these activities are never promoted.

It is clear that teachers are worried about the performance of students in the writing skill, As a result, most of the time they use written activities in class to promote the development of writing. However, according to the percentage only 41% of the population sure that writing activities are always promoted, it could affect the future because it could limit their writing knowledge. It is important to find forms to stimulate the development of the writing all the time.

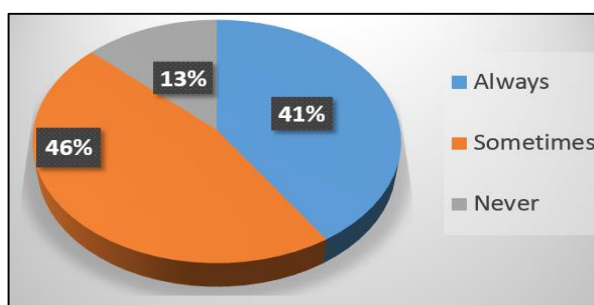5. Does the teacher take the necessary time to make a written composition?

Chart 10: Time

Alternative	Frequency	Percentage
Always	22	41%
Sometimes	25	46%
Never	7	13%
Total	54	100%

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

Graphic 7 : Time

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

It can be determined that 22 students who represent 41% affirm teachers always take the necessary time to make a written composition, while 25 students who represent 46% agree teachers sometimes take enough time to do it. Finally, 13% of they which is 7 students mention that the given time is not enough.

It could be shown, teacher give students enough time to do a written composition, but not always. It is important to consider that being second-semester students, most of they do not have a high level of the target language domain. As a result, teachers should give students more time to do a written composition due to they do not have enough knowledge and practice in the writing skill.

6. Do teachers follow this process to develop writing skill: Pre-writing, Drafting, Reviewing, Editing, and Publication?

Chart 11: Writing process approach application

Alternative	Frequency	Percentage
Always	16	30%
Sometimes	24	44%
Never	14	26%
Total	54	100%

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

Graphic 8 : Writing process approach application
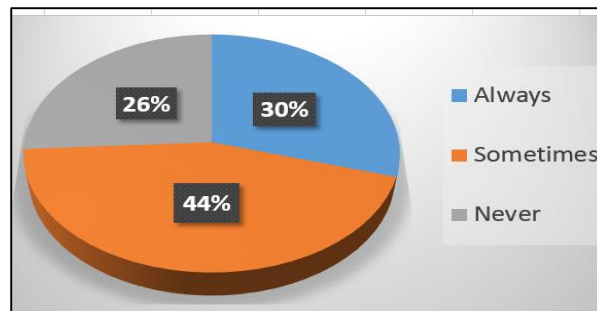
Resource: Survey directed to students
Produced by: Tigse, S. (2017)

It shows that 44%, who are 24 students affirm teachers sometimes consider writing as a process and they follow the steps of the writing process approach: pre-writing, drafting, reviewing, editing, and publication. Likewise, 16 students who represent 30% agree teachers always follow the steps above. Finally, 26 %, 14 students mention that these steps are missed in some way.

It shows the majority of the population sure teachers adopt the writing process approach in the class, However not the total number of students agree with it. Therefore, the opportunity to give students a support to improve their written ability is left aside in a certain way. The writing process approach must be considered as a good instruction for ESL students since this approach offers students to be aware of what they write and how do it step by step.

7. Do teachers evaluate "Process of writing" or "Final product"?

Chart 12: Writing process and Final product

Alternative	Frequency	Percentage
Process of writing	15	28%
Final product	39	72%
Total	54	100%

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

Graphic 9 : Writing process and Final product
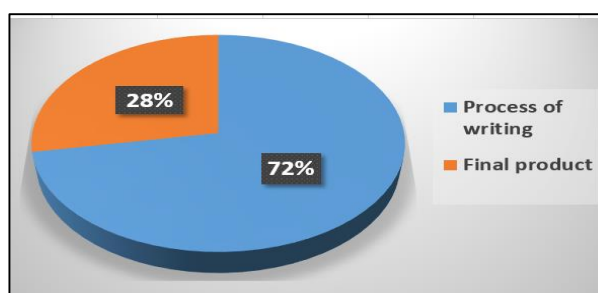
Resource: Survey directed to students
Produced by: Tigse, S. (2017)

The above graph illustrates, 39 students who represent 72% affirm teachers just evaluate the final product in a written composition activity, while 15 students who are 28% declare teachers focus on the process of writing.

In relation to the collected data, it is evident that teachers sometimes focus more on the final product without considering all the process. It could be negative for students because educators do not know how students evolve and deal with different aspects of writing while they do a written composition.

8. Are the writing assignments reviewed in conjunction by peer observation technique (pairs or groups)?
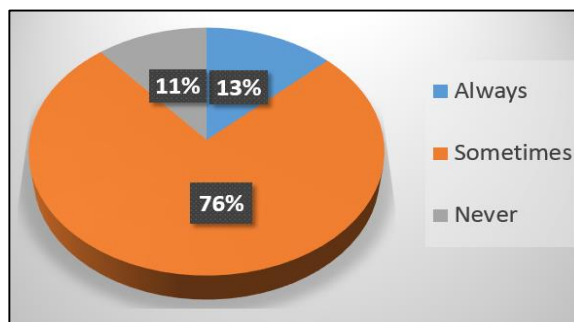
Chart 13: Peer evaluation technique

Alternative	Frequency	Percentage
Always	7	13%
Sometimes	41	76%
Never	6	11%
Total	54	100%

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

Graphic 10: Peer evaluation technique

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

It could be determined 41 students who represent 76% affirm writing assignments sometimes are reviewed by peer evaluation technique. On the other hand, 7 students who state13% agree these assignments always are checked with this technique. Finally, 11%, 6 students consider peer evaluation is never applied.

It evidences peer evaluation technique to review written assignments is used. However, not all the population agree that this technique is applied frequently. It should be noted that this type of technique could be beneficial for students, especially for students with a low level of English, it is because this evaluation helps students to develop their critical thinking. Moreover, peer evaluation allows writers turning into readers.

9. Do teachers stimulate the autonomous practice of writing skill?

Chart 14: Autonomous writing practice

Alternative	Frequency	Percentage
Always	21	39%
Sometimes	29	54%
Never	4	7%
Total	54	100%

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

Graphic 11 : Autonomous writing practice
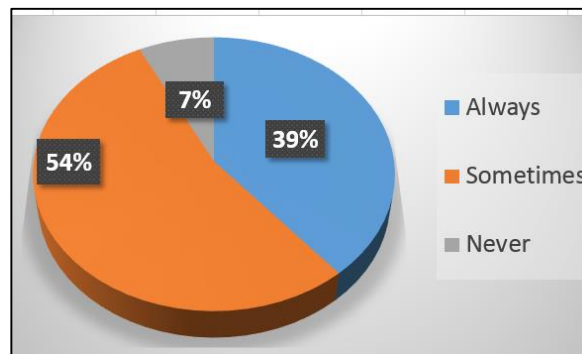
Resource: Survey directed to students
Produced by: Tigse, S. (2017)

The results show that 54% represented by 29 students mention teachers sometimes stimulate the autonomous practice of writing skill, while 21 students who represent 39% affirm teachers always motivate autonomous practice of it. Finally, 7%, 4 students agree that the stimulation of practicing writing by themselves never occurs.

The results above evidence: most of the time teachers stimulate students the autonomous practice of writing skill. Thus, it represents a positive factor because teachers want students to get enough practice to develop the writing skill by themselves.

10. Would the application of an effective process contribute to the development of writing skill?

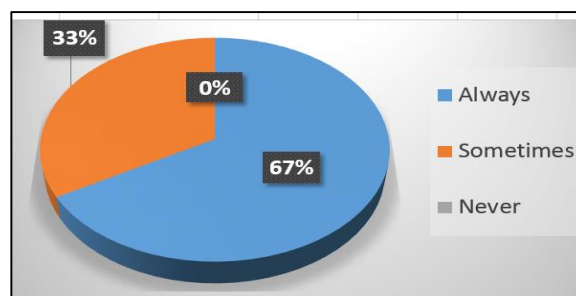**Chart 15:** Contribution of an effective writing process

Alternative	Frequency	Percentage
Always	36	67%
Sometimes	18	33%
Never	0	0%
Total	54	100%

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

Graphic 12 : Contribution of an effective writing process

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

This item shows, 36 students who represent 67% agree the application of an effective process always would contribute to the development of writing skill. 18 students who represent 33% testify that an effective writing process sometimes helps students to develop the writing. Finally, 0% believe that this approach is not so good for writing instruction.

It evidences that the majority of students agree that an effective writing process would help them to improve their writing. Also, it shows that almost all the students have a positive opinion about the writing process approach: it would be considered as a big help to develop the writing skill. It is due to it offers a variety of well-written activities carried out inside of the process. Definitively, as future teachers, their criteria affirm the importance of this approach in the teaching-learning process.

4.1.2   Survey directed to teachers

1. Do you apply diagnostic tests including writing activities to measure the level of student writing skill?

Chart 16: Measuring the level of written skill

Alternative	Frequency	Percentage
Always	1	25%
Sometimes	3	75%
Never	0	0%
Total	4	100%

Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

Graphic 13: Measuring the level of written skill
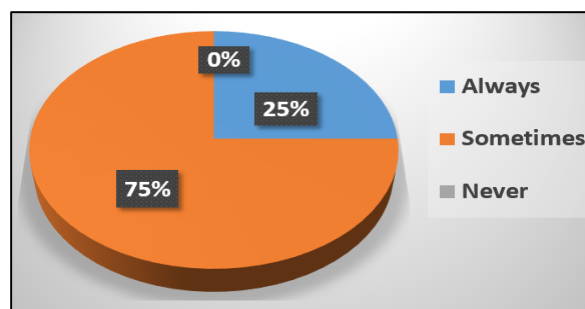
Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

According to the results, 3 teachers who represent 75 % agree that they sometimes measure the level of writing skill through writing activities included in diagnostic tests.1 teacher, 25%, affirms that writing skills are always measured these tests.

It evidences that the level of the writing skill is not always determined by teachers. It could represent some obstacles for teachers, it is because educators could have some obstacles to detect possible problems in writing of students. Knowing the level of students in writing skill let teachers strengthen, develop and improve this skill.

2. Do you carry out activities previously to activate prior knowledge before a written composition?

Chart 17: Stimulation of input

Alternative	Frequency	Percentage
Always	1	25%
Sometimes	3	75%
Never	0	0%
Total	4	100%

Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

Graphic 14: Stimulation of input
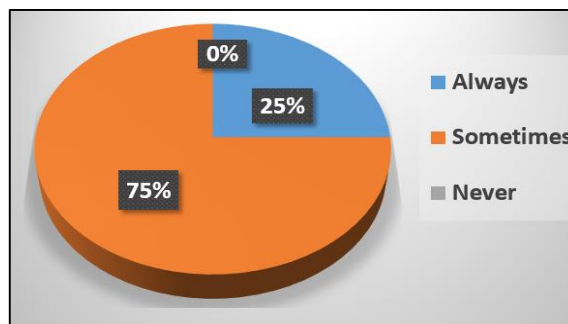
Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

Taking in account the results of the present item, 75% of the population which is represented by 3 teachers affirm they sometimes carry out written activities previously to activate prior knowledge before a written composition.25 %, 1 teacher affirm that these activities are always done.

The results above show that the pre-writing activities are not always used in the classroom. These activities are essential in the process of writing; especially in students with a beginner level, they allow stimulating and preparing students to do a writing composition properly. It is important to produce enough input to produce an excellent output.

3. Do you use communicative activities like discussions or debates before a writing composition?

Chart 18: Productive skill

Alternative	Frequency	Percentage
Always	1	25%
Sometimes	2	50%
Never	1	25%
Total	4	100%

Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

Graphic 15: Productive skill
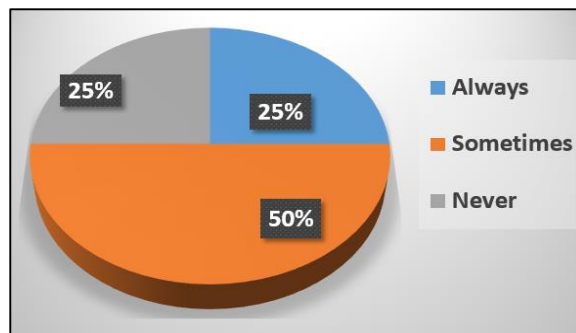
Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

As the item shows, 50 % who are 2 teachers sometimes apply communicative activities like discussions or debates before a writing composition. 25 %, 1 teacher always applies this kind of activities. Finally, 25% garret that these activities are not applied.

As it evidences 75% of the population which is the majority, demonstrate that these activities are not applied frequently. As a result, the writing skill is being taught in an isolated manner. It is important to consider that the proper domain of the English language implies the mastery of the writing skill as a way of contact as in oral. Also how speakers incorporate the skills to an effective communication and understanding of the target language is essential.

4. Do you give students necessary time to make a written composition?

Chart 19: Time

Alternative	Frequency	Percentage
Always	1	25%
Sometimes	3	75%
Never	0	0%
Total	4	100%

Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

Graphic 16: Time
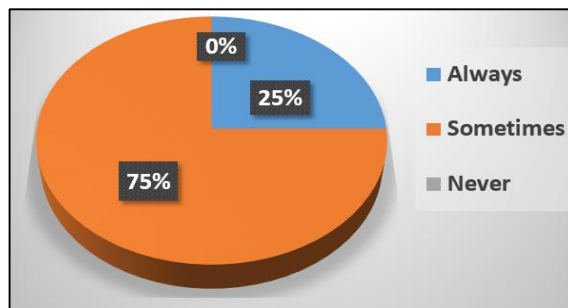
Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

According to the results, 75 %, 3 teachers agree they sometimes give students enough time to do a written composition. 25%, 1 teacher mentions that students always have enough time to do their compositions. Never was represented by 0%.

It is possible to see that students not always have enough time to prepare their written compositions. It is important to consider that being second-semester students they do not have a high level of English. Also, this is the first time that they receive writing as a specific subject. Writing is a complex skill that needs time to be developed properly.

5. Do you follow this process to develop writing skill: Prewriting, Drafting, Reviewing, Editing and Publication?

Chart 20: Writing process approach application

Alternative	Frequency	Percentage
Always	2	50%
Sometimes	2	50%
Never	0	0%
Total	4	100%

Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

Graphic 17: Writing process approach application
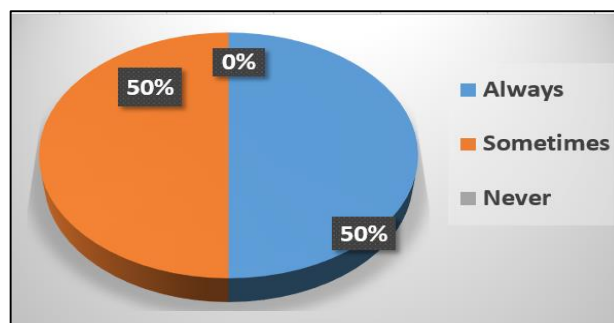
Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

The results show, 50 %, 2 teachers, mention that they sometimes follow the writing process approach in the development of the writing skill. While 50% of the teachers; 2 teachers affirm that they always follow this process approach when they do a written composition.

It shows that teachers apply the writing process approach, but it happens not so frequently which weakens the development of the writing skill. This approach gives student many benefits. A reason for what teachers have to consider it more frequently for writing instruction.

6. Which do you consider more important to evaluate: "Writing process" or "Final product"

Chart 21: Writing process and Final product

Alternative	Frequency	Percentage
Process of writing	2	50%
Final product	2	50%
Total	4	100%

Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

Graphic 18: Writing process and Final product
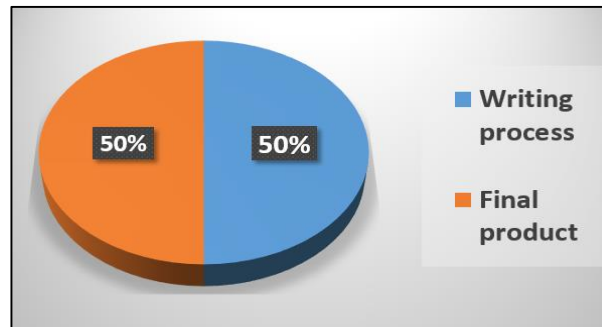
Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

It is possible to see that 50% or 2 teachers focus on the writing process. On the other hand, 50% which is represented 2 teachers agree they are focused on the final product.

These percentages show that teaches not always are focused on the writing process. It produces that the stages of the writing process are omitted, and many times students do not realize what they are writing and how they are doing it. As a result, students work superficially.

7. Do you apply instruments of evaluation to verify the progress of the writing skill during the semester?

Chart 22: Evaluation of writing skill

Alternative	Frequency	Percentage
Always	3	75%
Sometimes	1	25%
Never	0	0%
Total	4	100%

Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

Graphic 19 : Evaluation of writing skill
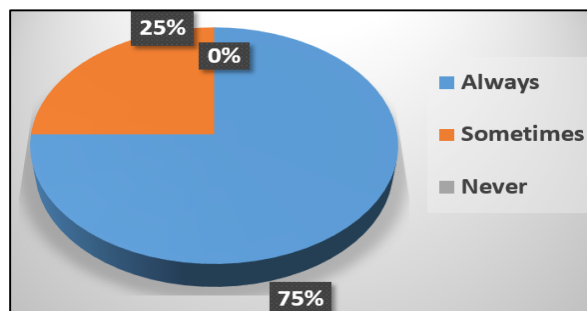
Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

According to the results, 3 teachers who represent the 75 % affirm that they always apply instruments of evaluation to verify the progress of the writing skill during the semester. 25% represented by 1 teacher affirms that these tools to evaluate the writing activities are sometimes applied.

The item shows a positive result about this question. However, it is important to consider that it always is not represented by the whole population. The evaluation of the writing skill should always be presented during all the semester to guarantee that students are developing the writing skill appropriately and possible problems are overcoming.

8. Are the writing assignments reviewed by peer evaluation technique?

Chart 23: Peer evaluation technique

Alternative	Frequency	Percentage
Always	0	0%
Sometimes	3	75%
Never	1	25%
Total	4	100%

Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

Graphic 20 : Peer evaluation technique
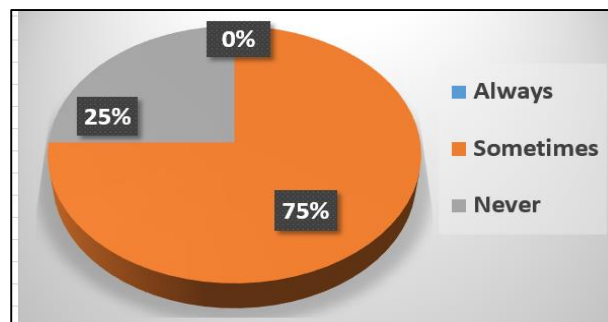
Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

The results evidence, 75% of the population represented by 3 teachers affirms they sometimes use the peer evaluation technique in writing assignments. On the other hand, 1 teacher, 25 % claims that this technique is never applied.

It is possible to evidence that peer evaluation technique is not applied frequently. Although it is known that not always this technique could be used in each writing assignment, it should be used with more frequency, teachers must consider they are teaching students to be future teachers. As a result, it is a good way to make them practice how to qualify writing since their early education.

9. Do you stimulate the autonomous practice of writing skill?

Chart 24: Autonomous writing practice

Alternative	Frequency	Percentage
Always	2	50%
Sometimes	2	50%
Never	0	0%
Total	4	100%

Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

Graphic 21: Autonomous writing practice
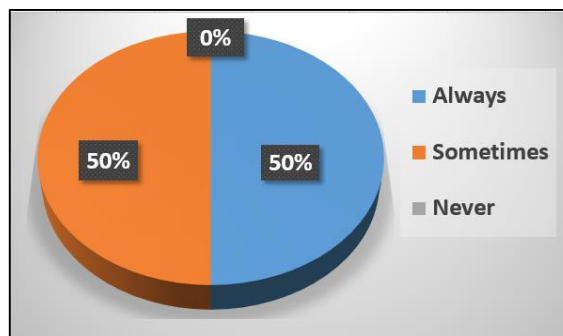
Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

This item shows that 50% represented by 2 teachers agree that they always stimulate the autonomous practice of writing skill. While 50 % represented by 2 teachers also mention that they sometimes stimulate the autonomous practice of this skill.

The result establishes that the autonomous practice of this skill is not always stimulated. It could affect students because they do not have many hours of writing. Teachers should stimulate students to practice not only in class rather than outside. Only through practice students will be able to the domain the writing skill and the other skills of English.

10. Would an effective application of the "Writing process approach" contribute to the development of writing skill?

Chart 25: Contribution of an effective writing process

Alternative	Frequency	Percentage
Always	4	100%
Sometimes	0	0%
Never	0	0%
Total	4	100%

Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

Graphic 22: Contribution of an effective writing process
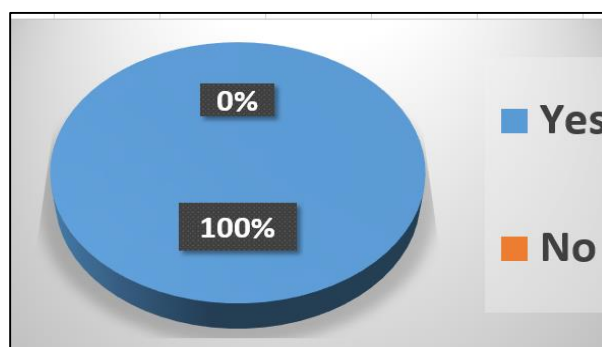
Resource: Survey directed to teachers
Produced by: Tigse, S. (2017)

Finally, it the last item of the survey, 100% of the population represented by 4 teachers affirm that an effective application of the "Writing process approach" would contribute to the development of writing skill in students of the second semester of Pedagogía de los Idiomas Nacionales y Extranjeros.

Based on the results, all the population thinks that the Writing process approach would help students to improve their writing skill. It evidences that like the students, teachers have a positive opinion about the process approach. Teachers have good perspectives and assumptions about this approach which will contribute to the English language teaching-learning process.

4.2 Verification of the hypothesis

4.2.1 Hypothesis statement

NULL HYPOTHESIS

Ho: The Writing Process approach does <u>NOT INFLUENCE</u> on the development of the writing skill in students of second semester of Pedagogía de los Idiomas Nacionales y Extranjeros.

ALTERNATIVE HYPOTHESIS

H1: The Writing Process approach <u>INFLUENCES</u> on the development of the writing skill in students of second semester of Pedagogía de los Idiomas Nacionales y Extranjeros.

4.2.2 Value selection of significance
The level used will be; $\acute{\alpha}=0, 05$

4.2.3 Description of the population

For this research, it was considered 54 students of second semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Ambato Technical University.

4.2.4 Specification of the statistical model

For this purpose, the following formula is used:

$$X^2 = \sum \left(\frac{(O-E)^2}{E} \right)$$

Description of Chi squared

χ^2= Chi squared

$\sum$= the sum of

O= the frequencies observed

E= the frequencies expected

4.2.5 Specifications of acceptance and rejection zones

In order to know the acceptance and rejection zones, it has to be calculated the Degree of freedom. To do it, it has to consider the number of rows and columns.

Degree of freedom= (# Rows-1) (#Columns-1)

Df= (4-1) (3-1)

Df= (3) (2)

Df= 6

With a confidence of 95% and a degree of freedom of 6, the tabular value of the Chi square is determined: $\chi^2 = $ **12, 592**

4.2.6 Calculation of statistical model and decision making

Chart 26: Observed Frequencies

Questions	Always	Sometimes	Never	TOTAL
Do teachers follow this process to develop writing skill: Pre-writing, Draft, Review, Editing, and Publication?	16	24	14	54
Are the writing assignments reviewed in conjunction by peer evaluation technique (pairs or groups)?	7	41	6	54
Do teachers stimulate the autonomous practice of writing?	21	29	4	54
Would the application of an effective process contribute to the development of the writing skill?	36	18	0	54
TOTAL	80	112	24	216

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

Calculation of expected values

Always = (80) (54) /216= 20

Sometime = (112) (54)/216= 28

Never = (24) (54)/216= 6

Chart 27: Expected Frequencies

Questions	Always	Sometimes	Never	TOTAL
Do diagnostic tests include written activities?	20	28	6	54
Do teachers carry out activities previously to activate pre knowledge before a written composition?	20	28	6	54
Do teachers promote the development of the writing skill through written activities in class?	20	28	6	54
Do teachers follow this process to develop writing skill: Pre-writing, Draft, Review, Editing, and Publication?	20	28	6	54
TOTAL	80	112	24	216

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

Chart 28: Chi Square

Observed	Expected	O-E	(O-E)^2	(O-E)^2/E
16	20	-4	16	0,8
24	28	-4	16	0,57142857
14	6	8	64	10,6666667
7	20	-13	169	8,45
41	28	13	169	6,03571429
6	6	0	0	0
21	20	1	1	0,05
29	28	1	1	0,03571429
4	6	-2	4	0,66666667
36	20	16	256	12,8
18	28	-10	100	3,57142857
0	6	-6	36	6
216	216	0	832	49,647619

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

Decision making

Once the statistical formula chosen for the verification of the hypothesis has been calculated, it is possible to determine the following:

The calculated Chi square is 49,647, which is greater than the tabular value chi square $\chi^2 = 12, 592$. Thus, it is proceed to REFUSE the null hypothesis (Ho) and the alternative hypothesis (H1) is ACCEPTED. That is to say, "The Writing Process approach INFLUENCES on the development of the writing skill in students of second semester of Pedagogía de los Idiomas Nacionales y Extranjeros".

Graphic 23: Specification of Acceptance or Rejection zone

Chi-square $\chi^2 = 12,592$

ACCEPTED ZONE

REJECTED ZONE
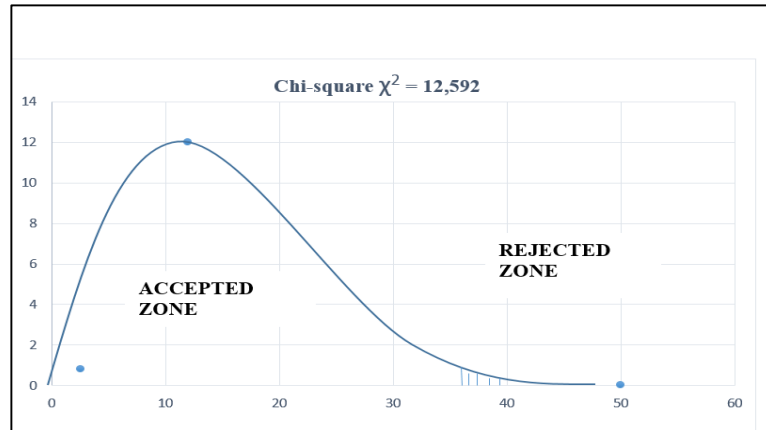
Resource: Survey directed to students
Produced by: Tigse, S. (2017)

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- It has been possible to determine that the process approach influences on the development of the writing skill in students from the second semester at the language school of Pedagogía de los Idiomas Nacionales y Extranjeros, this has been proved through the verification of the hypothesis and a meticulous analysis of the collected data through the surveys, observations and experiences of the researcher.

- It was possible to evidence the benefits of the Process approach as an instruction in the writing skill, it could be possible thanks to the theoretical framework, and this supported the theoretical principles of the process approach showing positive opinions and arguments from different authors. After the explanation and application of the survey, the results evidenced all the students agree that this approach would offer them benefits to improve their writing skill. However, it was observed that there is a lack of use of this approach in the classroom which could produce that teachers and students have a limited knowledge about the benefits, stages and all the activities that this approach involves.

- It has been possible to show the current situation of the students of the second semester. Many learners have difficulties when they made academic compositions; it was analyzed in the contextualization of the problem. On the other hand, not all the students agree that the process approach is applied completely to the class when they do a written production. In the same way, the majority of students recognize that the application of this approach would contribute them to the development of the writing skill.

- After the investigative work, it has been possible to perceive that there is a direct relationship between the Process approach and the English language writing. The previous investigations agreed in the theoretical framework that this process was created directly to the instruction of the writing skill. Moreover, students recognized through the survey that a more frequent application of the process approach would help them to improve the development of the writing skill.

5.2   Recommendations

- Improving the development of the writing skill through the most frequent application of the writing process approach in students of the second semester at career of Pedagogía de los Idiomas Nacionales y Extranjeros.

- Recognizing that the Process approach could offer benefits and advantages in writing instruction to help students of the language school of Pedagogía de los Idiomas Nacionales y Extranjeros in the development of their writing skill.

- Considering the application of pre-writing activities like brainstorms or showing pictures and the integration of the communicative activities like debates, discussions, or conversations as important at the moment of the application of the process approach.

- Applying the writing process approach using all the stages that it implies (Prewriting, Drafting, Revising, Editing, and Publication) and develop the activities that each stage involves to overcome difficulties and obstacles in the writing skill of students of the second semester.

- Promoting and motivate students and teachers to do more investigative works about the process approach with the purpose to seek and learn more about this process. Likewise, use and expand the information of the theoretical principles this approach which contributes in some way to future research to contribute to the learning of English language.

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Annexes

Appendix 1: Paper

THE PROCESS APPROACH AND

THE DEVELOPMENT OF THE WRITING SKILL

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Abstract

Expressing ideas, feelings, and opinions in a writing way is one of the most common and used forms of communication among individuals. However, errors in spelling and word choice, neat phrases, and disorganization of ideas are some of the frequent mistakes that students have because of the lack of the domain of the writing skill. Consequently, this investigative work shows students have many difficulties when they do a written composition. It could be because students do not put enough importance to the development of writing. Additionally, students have a limited knowledge and use of new, useful and innovative approaches to improve this skill. The primordial objective of this research work was to determine the relationship between the Process approach and the development of the writing skill in students of the second semester of Pedagogía de los Idiomas Nacionales y Extranjeros. Regarding the methodology, this investigative work had a qualitative and quantitative approach. In addition, the type of research was exploratory and field research. On the other hand, the data were collected and analyzed through a survey directed to 54 students and 4 teachers. The collected information was proof by the statistical calculation Chi-square which allow proving the hypothesis. Finally, the results of the Chi-square allowed concluding that the Writing Process approach influences on the development of the English language writing skill.

Key words: Process approach, writing skill development, written composition, English language.

1. Introduction

The writing skills are considered essential in the communication around the world. The present research is about the process approach as a motor to help to the development the English language writing skill in order to contribute in some way the improve of the English language writing skill in students of Pedagogía de los Idiomas Nacionales Y Extranjeros at Ambato Technical University.

The teaching-learning of English language has been considered important because this language offers many advantages and benefits around the world. As a result, more countries on a global level have the purpose of learning English. Unfortunately, countries of Latin America have a poor domain of English as the case of Ecuador. According to EF English Proficiency Index (2017), Ecuador ranks 55 among 80 countries which evidence a low dominance of English. The Ministry of Education in Ecuador tries to offer a help to improve and motivate people to learn and use this language. However, in Ecuador, English is still seen as a little-used foreign language.

In Tungurahua, students have many problems to produce the English language in a written way, they cannot write complete essays, letters and another kind of written academic productions, students hardly can write small paragraphs. Also, these written compositions show a poor level of grammar, cohesion, cohesion, vocabulary, and spelling. Additionally, the curriculum that teachers manage requires completing a number of units of the book in a short time. As a result, teachers cannot work on the writing skill or in the other English language skills in a deep manner. In fact, writing is considered as an isolated and superficial skill which makes difficult the English teaching-learning process.

In the language school of Pedagogía de los Idiomas Nacionales y Extranjeros, there are excellent teachers prepared and certified to teach classes. Unfortunately, it was possible to evidence that students have problems when they write academic compositions. In fact, students have problems with vocabulary, spelling, grammar, and organization of ideas.

In addition, a possible problem could be the high number of students in each classroom which makes difficult to do a deep follow-up to each student considering that writing is a complex. As a result, writing needs effort, predisposition and above all time

It is important to give a solution to the present problem, if there is not a solution to it, students will continue having problems in the development of the writing skill, it cause that students will not able to do written compositions properly not even written sentences correctly, or they will problems with grammar, spelling or structure. On the other hand, if the writing process approach is studied and analyzed, it will contribute in a positive way, helping students to improve their writing skill. As a result, students could write compositions of a high level using relevant information to catch the audience attention

For this reason, the present research is justified to the need to offer an integral education with a professional formation to prepare students as future English teachers with an excellent level of English language as established in The Common European Framework, it in order to confront the daily situations finding in the classroom.

It is interested because it tries to motivate students and teachers to learn more about the process approach. Also, it is important due to this work tries to improve the writing skill. In addition, this research is original because there is not many investigative woks about the importance of the process approach. Finally, the present research contributes to the teaching-learning process of the English as a target language, so, it will have many beneficiaries.

Thus, three objectives have been established in order to determine the influence of the writing process approach on the development of the writing skill in students of the career of Pedagogía de los Idiomas Nacionales y Extranjeros; to evidence the importance of the Process approach in English language learning process, to show the current situation of students in terms of writing, to establish the relationship between the Process approach and written English language proficiency.

1.1 The Process approach

Raimes (1983) defined the process approach as a view of the writing as a process rather than a final product. So this approach focused more in the process than the final product since it is considered that during the process develops all methods, strategies, and activities that help students to get the knowledge about writing skill, the final product being the result that reflects of a depth, thorough and exhaustive proceeding. Also, according to the author the most important stage in the process approach is the beginning where the ideas, purpose, the structure will be determined. The process approach has to be considered really important in the learning of writing. Hatcher & Goddard (2005) described this approach as a set of stages in which every step is important, every stage develops other activities where students acquire more knowledge about the writing skill.

According to Hillocks (cited by Smagorinsky, 1991), this approach allows writers aware about what they are writing and how they do it through each stage, these experiences could be used for students to future compositions. Furthermore, the process approach allows students have a different audience. It is because most of the time teachers are the only audience.

The process approach is not a restricted approach; it could have some variations especially in the stages. Also, the activities that are done at each stage can vary. However, in this research, it has been considered the model of five stages. Roe, Kolodziej, Stoodt-Hill & Burns (2012) explained about this model; Prewriting, Drafting, Revising, Editing, and Publishing.

Prewriting. - Consider as the most relevant stage of this approach, it here where the ideas, purpose, organization, and structure of the written composition takes place.

Drafting. - Students write their ideas without considering mistakes in depth. Teachers do not pretend interrupt students, but they are ready to offer students help and try to solve doubts.

Revising. - The mistakes of the first draft are corrected, teachers, of course, are in charge to make these corrections. However, students can be part of this process too, it could be beneficial for them because they can learn from the mistakes of others and their own mistakes.

Editing. - Based on the comments and feedback received by the teacher and other students, the writer can make changes in grammar, correct spelling. Also, add or delete vocabulary.

Publishing. - The final product is shown to an audience. Here the writer can receive comment and recommendations.

Hillocks (cited by Smagorinsky, 1991) established the role of the teachers in this approach as facilitators who through their experiences and activities make students acquire input to produce output. On the other hand, students have a kind of freedom during the process where have the opportunity to show their ideas.

According to (Mlynarczyk & Haber, 1998), in the process approach, the evaluation is not just based on a grade giving a final product; it is not the only way to evaluate. Teachers can use a rubric or a checklist, they could be good instruments as guidance for students, in this way they will know what kind of points they have to focus during the revision, reading aloud with the whole class could be a good technique of evaluation.

On the other hand, Rahma (2015) shows feedback as essential during the writing process approach of the ESL students. It is because feedback allows students to know their progress; teachers could give correction and comments to improve their pieces of writing. During each stage students enough feedback as it could be necessary. In addition, Rahma talks about different forms of feedback in the writing instruction: teacher-students and peer feedback where students have the opportunity to be aware of their own strengths and weaknesses, also the opportunity to use the language with communicative purposes.

1.2 The writing skill

Fischer (2001) defined writing as a set of durable marks joined together to produce meaning used as a tool of communication. On

the other hand, DeFrancis (1989) described writing as an organized system of graphics. Lindemann (1987) established writing as a process of communication through a system of graphics to transmit meaning to a reader. The importance of the writing in our society is primordial, people write every single day to communicate with others. Lindemann (1987) claimed that writing has a strong power in the society; it is used in politics, education, trade and personal life. Writing skill is considered as the most accurate ability in the English language, People usually is conscious about what they write (Spratt, M., Pulverness, A., & Williams, M., 2011).

Lindemann, 1987, referred to Jackobson R. as a professor who focused their studies on the writing skill. So, Jackobson stablished six elements that intervene in writing:

The sender. - The person who writes the written message.
The receiver. - The person who receives the message.
The message. - An organized set of symbols which meaning.
The context. - The situation where the message takes place.
The contact. - The situation in which the sender and receiver communicate through a channel
The code. - The language used in the message.

Foster (2014) established four types of writing: Personal, Persuasive, Informative and Creative.

1. - Personal writing: writers transmit ideas, thoughts and feelings about themselves with more freedom than in others. Some activities related to personal writing are autobiographies, messages, journals, recounts, diaries, and letters.

2. – Persuasive writing: usually writes have a specific audience. Writers try to convince people about their arguments and opinions. Some activities of persuasive writing are letters expressing an opinion, arguments, advertisements, blurbs.

3. – Information writing: Writers inform the audience about a subject or research, they transmit information based on credible and confident resources to prove the veracity of the information. Some activities of information writing are biographies, newspapers, reports, descriptions, instructions, glossaries and summaries.

4. – Creative Writing: It refers to informal writing in order to enhance students writing skills without many restrictions. Some activities of information writing are poems, stories, traditional tales, tales, play-scripts.

Writing should be considered as a cooperative work. Raimes (1998) considered that collaborative work is the best way to develop writing skill. It could be because it promotes communication during the writing process, considering that writing is a productive skill. Students can check the work of their classmates. In addition, students can have discussion or debates to promote the use of the language.

Research questions.

Does the Process approach influence in the development of English language writing skill in students of the second semester of the career of Pedagogía de los Idiomas Nacionales y Extranjeros at Ambato Technical University? What is the importance of Process approach in the English language learning process? What are the theoretical principles of the English language writing skill? Does the Process approach influence in the development of English language writing skill in students of the second semester of the career of Pedagogía de los Idiomas Nacionales y Extranjeros at Ambato Technical University?

2. Methodology

The approach used for this research work was a qualitative and quantitative approach. According to Herrera, Medina & Naranjo (2004), the qualitative approach allows the researcher analyze the collected information to interpret and understand a social phenomenon oriented by a hypothesis. On the other hand, this research was quantitative because, it used quantitative techniques, and it tried to understand the present problem through a controlled measurement of collected data.

The basic method of this research was a field research; it is because this research took place where the events were produced. Also, the investigative work was considered Bibliography or documentary due to the researcher used of resources like scientific journals, books, and internet.

The level applied in this research was exploratory; it because the researcher tried to perceive a general perspective of the present problem. In addition, this investigative work was considered descriptive due it reported the current situation of the research object.

2.1 Population

The population that was considered for this research was 54 students from the second semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Ambato Technical University and 4 teachers. It is way, it was possible to get the different points of view of the students and teachers about the theme of this investigative work.

Chart 1. Population

Description	Number	Percentage
Students	54	93%
Teachers	4	7%
TOTAL	58	100%

Resource: Universidad Técnica de Ambato
Produced by: Tigse, S. (2017)

2.2 Instruments

The information required for this research was collected through surveys. To do it, structured questionnaires with ten questions were applied. Questions were of multiple choices with three options: Always, Sometimes and Never. The survey was subjected to the test called Alpha Cronbach, which show a result of 0, 77, which verifies the effectiveness of the instrument.

2.3 Process

Before to apply the instruments to collect the information. A pilot test to 8 students was applied to prove the reliability of the survey. Also, it was required the review of the tutor who gave comments and recommendations about it. Later, it was necessary to do the respective authorizations to apply the instrument on the language school. Once recollected the information, the different items in the questionnaire were analyzed, it showed different percentages, they were analyzed using statistical techniques and presented with graphics and charts in order to be visualized in a better way.

3. Results

The obtained results were shown in a graphic way and interpret them. The most relevant question in this research was considered for this analysis and which help to the verification of the raised hypothesis.

Chart 2: Writing process approach application

Alternative	Frequency	Percentage
Always	16	30%
Sometimes	24	44%
Never	14	26%
Total	54	100%

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

Graphic 1: Writing process approach application
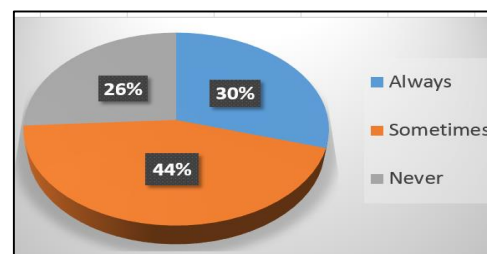
Resource: Survey directed to students
Produced by: Tigse, S. (2017)

It has been possible evidence that not all the populations agree that the process approach is applied frequently. Therefore, the opportunity to give students a support to improve their written ability is left aside in a certain way. The writing process approach must be considered as the best instruction for ESL students since this approach offers students to be aware of what they write and how do it step by step.
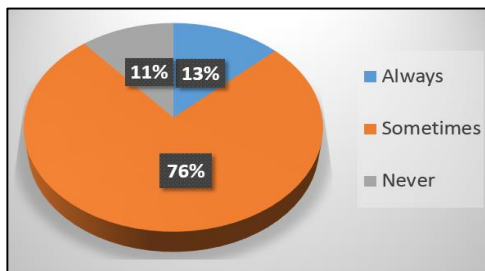
Chart 3: Peer evaluation technique

Alternative	Frequency	Percentage
Always	7	13%
Sometimes	41	76%
Never	6	11%
Total	54	100%

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

Graphic 2: Peer evaluation technique

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

It could be appreciated that not always peer evaluation technique is applied frequently. It should be noted that this type of technique could be beneficial for students, especially for students with a low level of English, it is because this evaluation helps students to develop their critical thinking. Moreover, peer evaluation allows writers turning into readers.
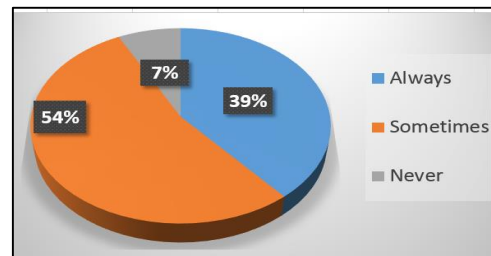
Chart 4: Autonomous writing practice

Alternative	Frequency	Percentage
Always	21	39%
Sometimes	29	54%
Never	4	7%
Total	54	100%

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

Graphic 3: Autonomous writing practice

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

On the other hand, it is important to mention that most of the time teachers stimulate students the autonomous practice of writing skill. Thus, it represents a positive factor because teachers want students to get enough practice to develop the writing skill by themselves
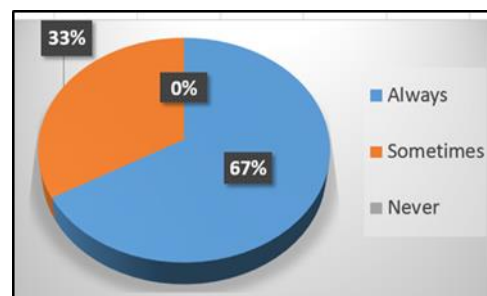
Chart 5: Contribution of an effective writing process

Alternative	Frequency	Percentage
Always	36	67%
Sometimes	18	33%
Never	0	0%
Total	54	100%

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

Graphic 4: Contribution of an effective writing process

Resource: Survey directed to students
Produced by: Tigse, S. (2017)

It is clear that majority of students agree that an effective writing process would help them to improve their writing. Also, it shows that almost all the students have a positive opinion about the writing process approach: it would be considered as a big help to develop the

writing skill. It is due to it offers a variety of well-written activities carried out inside of the process. Definitively, as future teachers, their criteria affirm the importance of this approach in the teaching-learning process.

Chart 6: Chi-squared
Resource: Survey directed to students
Produced by: Tigse, S. (2017)

O	E	O-E	(O-E)^2	(O-E)^2/E
16	20	-4	16	0,8
24	28	-4	16	0,571
14	6	8	64	10,666
7	20	-13	169	8,45
41	28	13	169	6,035
6	6	0	0	0
21	20	1	1	0,05
29	28	1	1	0,035
4	6	-2	4	0,666
36	20	16	256	12,8
18	28	-10	100	3,571
0	6	-6	36	6
216	216	0	832	49,647

The value of signification for this formula was 0, 5. Thus, it was determined the degree of freedom which was 6. As a result, the tabular Chi-squared value established was χ^2= 12, 592. Later a series of steps, the value of the Chi-squared, the result was χ^2= 49,647. This result verified that the Chi-squared obtained was greater than the tabular Chi-squared value established and with a level of confidence of 95%, the null hypothesis was rejected and the alternative hypothesis was accepted. Thus, "The Writing Process approach influences on the development of the writing skills in students of the second semester of Pedagogía de los Idiomas Nacionales y Extranjeros".

4. Discussion.

The effective application of the process approach have a positive impact in the development of the writing skills.it is due to many activities are done during the process where students have the opportunity to be aware about what they write and how to do it.

Also, this approach motivate communication among students which allow fostering the communicative competence. This could be compared with the results of Alodwan, T. A. A. and Ibnian, S.S.K. (2014), here the authors established that the writing process approach can help students to promote the essay writing skills. It is because cognitive skills and mechanisms of writing are developed during the process. Likewise this approach gives students the opportunity to use the language through communicative activities. In the present research it is clear to evidence that the Process approach could represent a tool to improve students writing skill by the use the application of strategies which help students to evaluate their own process as the case of rubric. Like the investigative work of Alodwan and Ibnian the present work enhanced the importance of the communication during the whole process, it because communicative activities promote interaction among students and give students the opportunity to experiment with the language.

Base on the information of the theoretical framework it could be deduced that the Process approach offer many benefits for students and teacher, this deducted is strengthened by the research of Johari (2018) "The effect of task based process writing approach on the Academic Writing skills among second language tertiary learners", in this investigative work cooperation, collaboration and communication are consider the key of the success to improve the writing academic skills. In the same way, the present research agreed with the research of Johari because the present work also enhance the importance of the application of a cooperative method. For the researcher cooperation in essential to motivate students. Also, students feel more comfortable and writing and writing is not seen in isolation.

The investigative work from Nordin & Mohammad (2017) "The best of two approaches: Process/Genre-Based approach to teaching writing" evidenced a positive impact and the benefits of the process approach. The author showed this approach as a good way to guide students to know all the step that the process of writing involves. Also, they recognize the benefits of the peer

review. The main purpose of the authors was to propose a coherent theory of teaching writing based on this approach. In the same way, the present research tried to determine the positive points of writing as a process. Like Nordin & Mohammad, the researcher admitted students need to be aware of the theoretical principles of this approach. So students not just learn writing as a process in an inductive way, they are conscious of the process they used. Finally, the investigator agreed to peer review as a good resource during the process which offers many advantages.

Finally, it has been considered the work of Bayat (2014)"The Effect of the Writing Process Approach on Writing Success and Anxiety", once again this research show the importance of develop the writing skill as a productive skill and a way of communication by excellence. The Process approach reduces anxiety of writers due to they are not focus on receive a grade for a final product. In conclusion, the exposed research have confirmed the importance of the Process approach to improve, develop the writing skill as well the communicative competence and confidence among students. Like the previous research, the present investigative work highlight the positive features of the Process approach. In addition, the present work evidenced that students feel that most of the time teacher are more focus on the final product than the process, it could affect students because they are worried about the grade that they will receive.

Finally, in the present investigative work the collected data showed that students and teachers share the same thought of the others investigation, the frequent Process approach would help students to improve the academic writing skills.

5. Conclusions

It has been possible to determine that there is an influence of the Process approach in the development of the writing skill in students from second semester at career of Pedagogía de los Idiomas Nacionales y Extranjeros, which has been prove through the verification of the hypothesis and the meticulous analysis of the collected data through the surveys.

It was possible to evidence the benefits of the Process approach which was supported by arguments and opinions of different authors who made other investigation using this approach. However, it was observed that there is a lack of use of this approach in the classroom, which produces that the present population has a limited knowledge about the benefits and stages of this approach. Reason for what, it is recommended the most frequent application of the writing process approach in students of students from the second semester at the career of Pedagogía de los Idiomas Nacionales y Extranjeros.

It showed the current situation of the population. It allowed the researcher perceive the weakness and problems that students had when they do a written production been this a reason why the investigator tried to find a possible form to help students to improve the writings skill.

It has been possible to show that there is the relationship between the Process approach and the written English language proficiency, it is because there is a relation between the variables of the research that were checked through the hypothesis and statistical analysis. On the other hand, the arguments of the theoretical framework evidenced that the Process approach is generated directly for the writing instruction. Finally, this research could be expanded in order to get more information, so, contribute in some way in the teaching-learning process in the student in the Ambato Technical University.

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UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y EDUCACIÓN

CARRERA DE PEDAGOGÌA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Survey directed to the second semester students

OBJECTIVE. - To determine the influence of the Writing Process approach on the development of the writing skill.

INSTRUCTIONS. - Read the questions in detail and mark with an (**X**) the option that you consider appropriate.

1. -Do teachers apply diagnostic tests with written activities at the beginning of the semester to measure the level of students' written skill?

a) Always (……)   b) Sometimes (……)   c) Never   (……)

2. - Do teachers do pre-writing activities (brainstorming, showing pictures, etc.) before a written composition?

a) Always (……)   b) Sometimes (……)   c) Never   (……)

3. - Do teachers use communicative activities like discussions, conversations or debates before a written composition?

a) Always (……)   b) Sometimes (……)   c) Never   (……)

4. - Do teachers promote the development of written skill through written activities in class?

a) Always (……)   b) Sometimes (……)   c) Never   (……)

5. - Does the teacher take the necessary time to make a written composition?

    a) Always (……)   b) Sometimes (……)   c) Never (……)

6. - Do teachers follow this process to develop writing skill: Pre-writing, Drafting, Reviewing, Editing, and Publication?

    a) Always (……)   b) Sometimes (……)   c) Never (……)

7. - Do teachers evaluate the process of writing or the final product?

a)   Process of writing (……)   b) Final Product (……)

8. - Are the writing assignments reviewed in conjunction by peer observation technique (pairs or groups)?

a)   Always (……)   b) Sometimes (……)   c) Never (……)

9. - Do teachers stimulate the autonomous practice of written skill?

a)   Always (……)   b) Sometimes (……)   c) Never (……)

10. - Would the application of an effective process contribute to the development of writing skills?

a)   Always (……)   b) Sometimes (……)   c) Never (……)

THANK YOU FOR YOUR COOPERATION

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y EDUCACIÓN

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

Survey directed to Teachers

OBJECTIVE. - To determine the influence of the Writing Process approach on the development of the writing skill.

INSTRUCTIONS. - Read the questions in detail and mark with an (**X**) the option that you consider appropriate.

1. - Do you apply diagnostic tests including written activities to measure the level of students' written skill?

   a) Always (……)   b) Sometimes (……)   c) Never   (……)

2. - Do you carry out activities previously to activate prior knowledge before a written composition?

   a) Always (……)   b) Sometimes (……)   c) Never   (……)

3. - Do you use communicative activities like discussions or debates before a written composition?

   a) Always (……)   b) Sometimes (……)   c) Never   (……)

4. - Do you give students the necessary time to make a written composition?

   a) Always (……)   b) Sometimes (……)   c) Never   (……)

5. - Do you follow this process to develop writing skill: Pre-writing, Drafting, Reviewing, Editing, and Publication?

   a) Always (……)   b) Sometimes (……)   c) Never   (……)

6. - Which do you consider more important to evaluate: "Process of writing" or "Final product"?

"Process of writing" (…..)   "Final product" (……)

7. - Do you apply instruments of evaluation to verify the progress of the writing skills during the semester?

a) Always (……)   b) Sometimes (……)   c) Never (……)

8. - Are the writing assignments reviewed by peer evaluation technique?

a) Always (……)   b) Sometimes (……)   c) Never (……)

9. - Do you stimulate the autonomous practice of written skills?

a) Always (……)   b) Sometimes (……)   c) Never (……)

10. - Would an effective application of the "Writing process approach" contribute to the development of writing skill?

a) Yes (……)   b) No (……)

THANK YOU FOR YOUR COOPERATION

Appendix 3: **Results of the URKUND analysis**
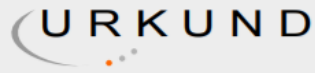
URKUND

Urkund Analysis Result

Analysed Document: SANDY GABRIELA TIGSE TOAPANTA.docx (D33419508)
Submitted: 12/6/2017 9:19:00 PM
Submitted By: sandytigse@gmail.com
Significance: 4 %

Sources included in the report:

Reyes.docx (D29989738)
Tigse.docx (D29989740)
BASIC GRAMMAR STRUCTURE-WRITING SKILLS - EDITH.docx (D29684832)

Instances where selected sources appear:

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