

UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: THE PORTFOLIO AS A RESOURCE AIMED AT THE
DEVELOPMENT OF THE ENGLISH WRITING PROCESS IN
HIGHER EDUCATION

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster
en la Enseñanza del Idioma Inglés como Lengua Extranjera

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Ambato – Ecuador

2018

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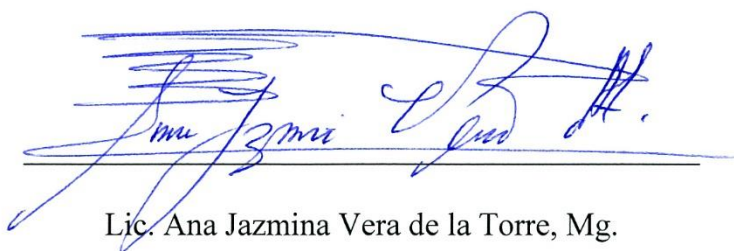
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AGRADECIMIENTO

Mi agradecimiento infinito a Dios por haberme brindado las fuerzas y la sabiduría para alcanzar con esta meta. De igual manera agradezco a mi familia quien es y ha sido mi fortaleza en tiempos de debilidad. Como no agradecer de manera especial a mis hermanas Sara y Lisette quienes siempre estuvieron prestas a brindarme su apoyo y comprensión en el desarrollo de esta investigación. Además, quiero agradecer a la Lcda. Ana Vera por haberme brindado sus conocimientos, pero quien además de ofrecerme ayuda en lo profesional fue quien me animó a continuar y terminar con el proyecto investigativo. Finalmente, quisiera reconocer la valiosa ayuda de cada uno de mis estudiantes que fueron parte fundamental de esta investigación. Gracias por siempre estar prestos en cada actividad realizada.

Gabriela del Rocío Armijos Ango

DEDICATORIA

Dedico este trabajo de investigación a Dios quien ha sido mi fuerza en este camino. Sin lugar a dudas ha sido un año lleno de varias vicisitudes y situaciones inesperadas, que me hacían pensar que iba a ser imposible terminarlo. Sin embargo, una vez más pude constatar que **TODO LO PUEDO EN CRISTO QUE ME FORTALECE.**

Gabriela del Rocío Armijos Ango

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TEMA:

**“THE PORTFOLIO AS A RESOURCE DIRECTED TO THE
DEVELOPMENT OF THE ENGLISH WRITING PROCESS IN HIGHER
EDUCATION”**

AUTORA: Licenciada Gabriela del Rocío Armijos Ango

DIRECTORA: Licenciada Ana Jazmina Vera de la Torre Magíster

FECHA: 21 de junio 2018

RESUMEN EJECUTIVO

Este proyecto investigativo tiene como objetivo determinar la eficacia del uso del portafolio en el desarrollo del proceso de escritura en los estudiantes de educación superior. Es por esto que, a través de una metodología cualitativa cuantitativa, y correlacional de variables se logró determinar que los estudiantes mostraban deficiencia en el desarrollo de la escritura para lo cual se realizó el pre-test y post-test. Es importante mencionar que este trabajo de investigación se llevó a cabo durante el semestre septiembre 2017- febrero 2018 donde participaron los señores estudiantes del nivel principiante A1 de la Universidad Técnica de Ambato. Para obtener una muestra representativa de la población de estudio fueron seleccionados aleatoriamente cuatro paralelos correspondientes a este nivel. Los mismos que corresponden a un número de 119 estudiantes divididos en dos grupos, el grupo experimental y el grupo de control, quienes fueron examinados mediante Después de aplicar estos instrumentos de evaluación se realizó el análisis de los datos de los mismos. Los cuales reflejaron un progreso significativo en el desarrollo de la destreza de escritura a través del uso de portafolios. Además, se evidenció que el uso de portafolios en la clase ayuda a que los estudiantes sean más autónomos en su proceso de aprendizaje ya que los portafolios ayudan a brindar una

retroalimentación de las tareas que realizan y es este el motivo por el cual los portafolios benefician al desarrollo del proceso de escritura y por ende al mejoramiento de la producción escrita.

Debido a estos factores se desarrolló la propuesta del presente trabajo de investigación, la misma que está enfocada en el uso de actividades para desarrollar el proceso de escritura a través del uso de portafolios.

Descriptores: actividades del portafolio, educación superior, géneros de escritura, grupo de control, grupo experimental, proceso de escritura, proceso de aprendizaje, producción escrita, tipos de portafolio, tipos de escritura.

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THEME:

**“THE PORTFOLIO AS A RESOURCE DIRECTED TO THE
DEVELOPMENT OF THE ENGLISH WRITING PROCESS IN HIGHER
EDUCATION”**

AUTHOR: Licenciada Gabriela del Rocío Armijos Ango

DIRECTED BY: Licenciada Ana Jazmina Vera de la Torre Magíster

DATE: June 21th, 2018

EXECUTIVE SUMMARY

This research project aims to determine the effectiveness of the use of the portfolio in the development of the writing process in higher education. That is why, through a quantitative qualitative methodology, and correlational variables it was able to determine that students showed deficiency in the development of writing and for this reason a pre-test and post-test were done. It is important to mention that this research work was carried out during the semester September 2017 - February 2018 where students from A1 starter level of the Universidad Técnica de Ambato participated. To obtain a representative sample of the study population, four parallels corresponding to this level were randomly selected. To obtain a representative sample of the study population, four parallels corresponding to this level were randomly selected. These number of students were 119 and they were divided into two groups; the experimental group and the control group. These groups were examined through the pre-test and post-test.

After applying these assessment instruments, the data analysis was carried out and it reflected significant progress in the development of writing skills through the use of portfolios. In addition, it was evidenced that the use of portfolios in the class helps the students to be more autonomous in their learning process since the

portfolios help to provide a feedback of the tasks they perform and this is the reason why the portfolios benefit the development of the writing process and therefore to the improvement of written production.

Due to these factors, the proposal of this research work was developed and it is focused on the use of activities to develop the writing process through the use of portfolios.

Key words: control group, experimental group, higher education, learning process, portfolio activities, types of portfolio, types of writing, writing process, writing genre, written production.

INTRODUCTION

The importance of the English language every day is more evident and its usage is growing in the academic world. This is the reason why it is very important to develop the English skills in higher education. One of the linguistic productive skills that is important in the academic setting is writing because this skill is used in academic papers, journals, scientific reports and so on. Moreover, Alfaki (2015) states that writing facilitates learning. It is for this reason that this research project is based on the writing process development through the use of portfolios in the English classroom.

This research project is organized in the following chapters:

CHAPTER I. The problem contains the research topic of this investigation which is going to be developed. It also contextualizes the problem in different levels. The critical analysis is also included as well as the general and the specific objectives.

CHAPTER II. Theoretical framework, it is composed of the research background, philosophical and legal foundation, fundamental categories, hypothesis and the identification of variables. All of these elements are described from a scientific and bibliographical angle.

CHAPTER III. Methodology, describes the way the research is carried out. It includes several elements such as: the method of research, the research modality, the type of research, the population and sample, the operationalization of variables, the method of collection and the data collection analysis. All of these elements provide explanation of the process of the research.

CHAPTER IV. Analysis and Interpretation of Results, the results of the pre- test and post-test of the participants are analyzed. Furthermore, this chapter includes the hypothesis verification which permits the evaluation of the feasibility of the investigation.

CHAPTER V. Conclusions and Recommendations, this chapter includes the final thoughts based on the data collection and to provide suggestions about the solutions for the problem.

CHAPTER VI. The Proposal, explains the reasons for the elaboration of the handbook. In this chapter there are some elements such as: the data information, the background, justification, objectives, feasibility, foundation and methodology.

CHAPTER I

1. The Problem

1.1. Research Topic

THE PORTFOLIO AS A RESOURCE AIMED AT THE DEVELOPMENT OF THE ENGLISH WRITING PROCESS IN HIGHER EDUCATION.

1.2. Problem Statement

1.2.1 Contextualization

As stated by the British Council in *The English Effect* (2013) English makes a remarkable contribution to sustainable global development because it facilitates trade among countries that do not share a common language. Moreover, Vano (as cited in *The English Effect*, 2013) states that English language skills are indispensable tools for daily international communication in professional or personal life. In addition, Alkhalidi, Davies, Timmis, Hann, Troncoso and Yong (2014) remark that English gives a sense of global citizenship which is not restrained to the native speaker world. Furthermore, “The English Effect” (2013) points out that there is an immense demand for English in public education systems worldwide; being this one of the reasons why English has become a crucial element in today’s international education.

Additionally, Alkhalidi, Davies, Timmis, Hann, Troncoso and Yong (2014) comment that there is a growing need for English medium schools and universities in a lot of countries. As a result, Dearden (2014) remarks that higher education is internationalizing and English is being used as the academic lingua franca. She also explains that learning in English no longer means going to study in English speaking countries. For instance, in Europe several courses are taught in English and this contributes to attract international students from all over the world. Due to these facts the Ecuadorian Government also considers English a key component of education and one example of this matter is the higher education reform. This

reform increases equality and improves quality in teaching languages. The 2010 Organic Law on Higher Education (Ley Orgánica de Educación Superior) made further changes to the higher education system and it requires having a B2 level according to the Common European Framework (CEFR) of proficiency in foreign languages, being English the one that is studied the most.

On the other hand, the British Council in *English in Ecuador: An examination of policy, perceptions and influencing factors* (2015) suggests that university students do not take enough classes to reach the required level. This is one of the challenges for university English teachers because they must work hard to try to help their students to develop all the linguistic skills and reach the expected international language standards. Moreover, as Castro, Abreus and Hernández (2016) mention in their lecture another factors which affect the learning of English in higher education is the insufficient motivation that students have. This demotivation affects their learning process and their academic results. Owing to these issues, the development of the linguistic skills is a defy in higher education.

Concerning higher education in Ambato, it is important to mention that there are four universities; Pontificia Universidad Católica del Ecuador Sede Ambato (PUCESA), Universidad Regional Autónoma de Los Andes (UNIANDES), Universidad Indoamerica (UTI) and Universidad Técnica de Ambato (UTA) where this research project takes place. At UTA learners study English at the Language Center (Centro de Idiomas) where they have to study four levels which are divided into four semesters. Every semester, students receive 128 hours of classes. Besides, students have a wide range of schedules starting at 7 am in the morning until 9 pm in the evening. The language Center also offers courses every day of the week to facilitate learners in the study of the language because one of the main objectives of this center is to offer different courses for students. Furthermore, the diversity of English courses benefits students in the improvement of the linguistic skills to reach the national standards required by law. In addition, in order to achieve with the national goals, the language Center organizes cultural activities where students are able to show their productive skills (speaking and writing). However, due to observations in this place students show issues in the use of the English language.

Learners show difficulties to develop their productive skills specially their writing one.

According to Abreus and Hernandez (2016) in order to develop the linguistic skills at university in Ecuador it is crucial to implement diverse techniques and strategies to achieve the worldwide and governmental criteria. Abreus and Hernandez (2016) additionally advocate the importance of meaningful learning using different teaching materials and using various techniques and strategies, the creation of teaching programs according to the governmental regulations, and the usage of different ways of evaluation with a focus on international standards for language assessment. For this reason, this research will address the importance of the portfolio resource in the English writing process development of students of level A1 at UTA university to help English learners improve their writing skill.

Problem Tree

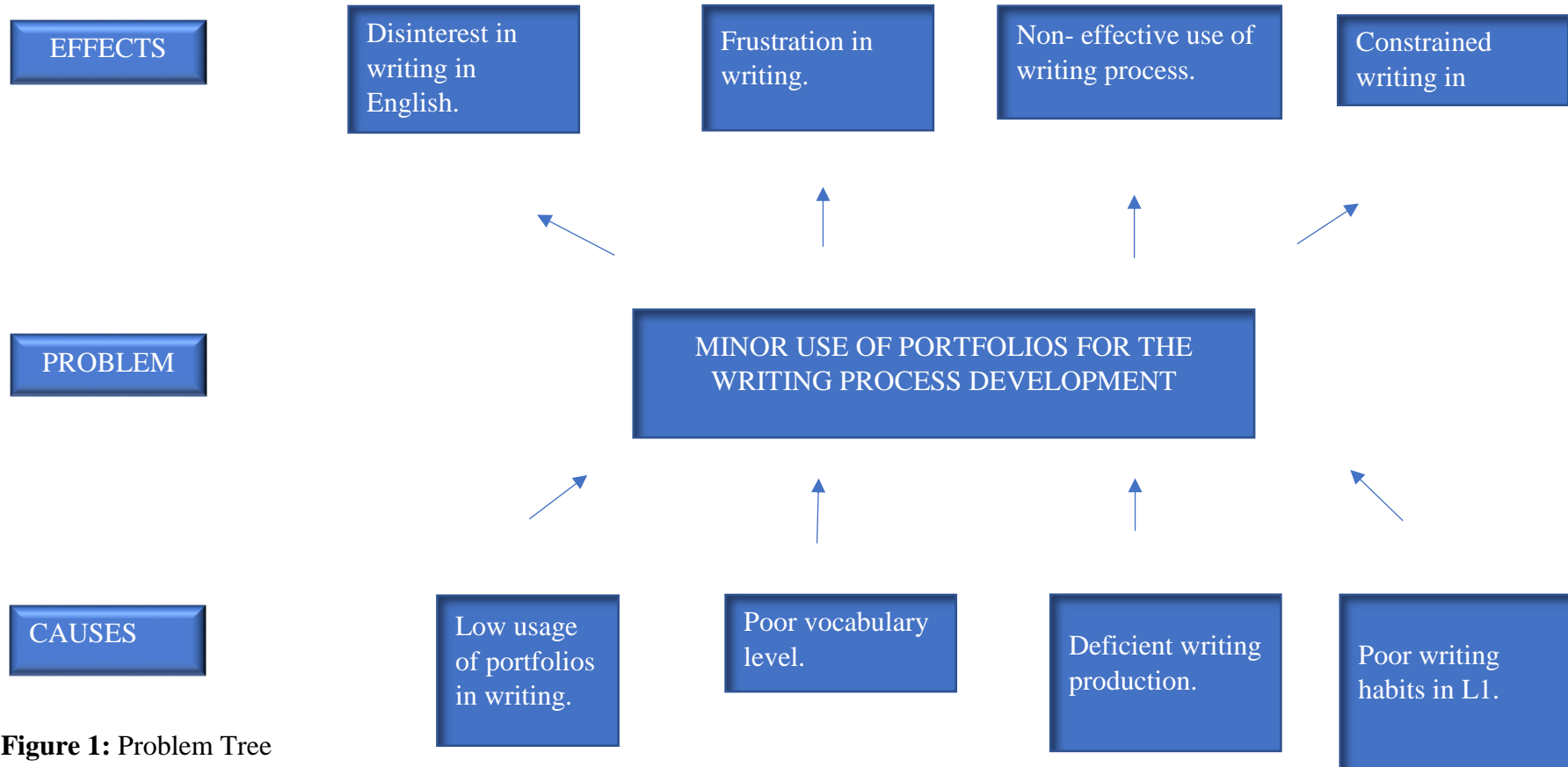


Figure 1: Problem Tree

Source: Contextualization of the Problem

Author: Armijos, G. (2018)

1.2.2 Critical Analysis

Once the problem has stated it is important to mention the possible reasons of it. The following are the reasons on which this research problem is based. The first one is the low usage of portfolios to develop the skill of writing. Nowadays, there are a lot of resources that teachers can use in their classrooms such as, music, literature, games or portfolios. According to Lee (as cited in Mak and Wong 2017) writing portfolios play an important role in the EFL/ESL classroom because they uniquely place students in the driver's seat rather than having students become passive or unmotivated when faced with the intimidating task of writing in their second language. Furthermore, it is important to practice the ability to write in a second language because as Aydođan and Akbarov (2014) remark writing is a more complicated skill than it seems at first. In addition, it seems to be the hardest of the skills, even for native speakers of a language because it involves not only a graphic representation of speech, but the development and presentation of thoughts in an organized way.

Another reason that affects the development of the writing skill is that learners do not see the importance of studying carefully the language and they are not worried about increasing and acquiring new lexicon. Consequently, their writing production is limited and deficient, and this is evidenced by a lack of words that create coherent units of text. Regarding this matter Lines (2014) concludes that writing is a complex activity because when students write they need to take into consideration different aspects such as their knowledge about the topic, their purpose, audience, use appropriate structures and vocabulary. Moreover, Ali (2017) comments that it is difficult for students to express their ideas appropriately when they write; and they might depend on words, which are not sufficiently accurate. Therefore, students' writing tasks are not effective and often results in student confusion and frustration.

Besides, it is vital to mention that through observations in the EFL classroom in Ambato, pupils have shown low knowledge about the writing process development. This has a direct result over the expected writing production. Limited awareness of writing conventions makes it difficult for students to create strong pieces of writing.

As Gonzáles (2015) states in her practical project named “Methodological strategy that should be used in class by the teacher to develop the writing skill” teachers should guide learners in the writing process so that they could achieve the development of the skills and gain domain of the language. Likewise, Parsons and Taylor (2011) mention that portfolios have the capacity to engage learners in the writing process, that is to say they stimulate students on in their development as writers.

Finally, there is a limitation when it comes to the development of good writing habits of these students in their L1. According to the UNICEF (2013) the Ecuadorian educational system has some flaws in the development of the reading skill, and the issue is even bigger when it refers to the writing one. Often times, the problems that are present in their mother tongue are transferred into the target language. However, Silva (1993) remarks that writing in a second language differs in various aspects to writing in the L1. For this reason, it is crucial to instruct students in the use of the writing development process to avoid constraints in writing English.

1.2.3 Prognosis

English is the official language of 67 countries and approximately 750 million people use it as a way of communication globally. It is also a well-known fact that the language of business, technology and the main source of information is English. This international language has a big impact on people’s lives because of its usage. Furthermore, it has a significant role in different domains that can go from sports to politics. Additionally, learning English allow people to open their horizons to new cultures and experiences and it is decisive to develop the study of this language and its linguistic skills to create more opportunities for a real use of it. Moreover, Zoztmann (2013) points out that English is considered as the language of Science and it dominates what is called international peer reviewed journals.

Under these circumstances it is vital for higher education students to master English and its writing skill to have more educational opportunities. If they master English, they will do their post graduate studies in Ecuador as well as in different countries.

Nowadays, the CES (Consejo de Educación Superior) has established to have a proficiency level of English to study in the postgraduate programs. Being able to communicate in English at a postgraduate level is not enough. It is crucial to manage the writing skills to develop research and academic papers. If students do not learn how to write properly at university, it will be very difficult to do at this level of studies. The scientific papers they will write are complex and use academic writing. For this reason, it is determining to teach students how to write properly and give them the opportunity to practice the process of writing using portfolios. Otherwise, post-graduate students will lose time and they will be frustrated writing their tasks, projects and research papers.

In addition, as stated by the British Council in *English in Ecuador: An examination of policy, perceptions and influencing factors* (2015) the Ecuadorian government and the English language learning reform open up the opportunity for a broader cross-section of students to study in the best universities around the world. To achieve with this goal, the Secretaría de Educación Superior, Ciencia, Tecnología e Innovación (SENESCYT) provides full scholarships for studying masters as well as doctoral programs in different domains at top-ranking international universities where English is the teaching medium. On account of these reasons, it is essential to develop writing activities in the English classroom through portfolios because they enable learners practice and provide feedback in their tasks. That is to say, students will have the opportunity to practice their writing skills and at the same time they will improve them and they will have confidence to apply for a scholarship and study in the best worldwide universities.

Another vital reason why the importance of the writing process development through portfolios should be carried on in higher education is to raise awareness of the importance of taking English international, standardized tests such as the Test of English as a Foreign Language (TOEFL), The International English Language Testing System (IELTS), Certificate in Advanced English (CAE), among others. As it is mentioned in British Council in “English in Ecuador: An examination of policy, perceptions and influencing factors” (2015) few students in Ecuador are able to take these tests due to their weaknesses in the language. These tests help learners to show their proficiency in the academic linguistic skills and a small amount of

Ecuadorian students succeed in them. For this reason, the use of portfolios in the writing process development it is essential to develop the writing skill because of the variety of activities learners can develop with it.

Finally, an important factor that students will not gain if the students do not use portfolios in the writing process is the engagement in their learning. If students are not engaged, they will not be conscious about all their potential when they write in another language. As stated by North Carolina Department of Public Instruction (1999) portfolios place responsibility on the students by involving them in monitoring and judging their own work. As a result, portfolios help students to be more autonomous in their learning and aware about the strengths and weaknesses while they write in a foreign language.

1.3. Formulation of the Problem

This study focuses on the portfolio resource in the writing process development.

1.3.1 Research Questions

- How does the portfolio resource aid the writing process development?
- Which types of writing tasks are used in a portfolio to enhance the writing process development?
- How does the writing process development contribute on students' writing micro skills?

1.3.2 Delimitation

This research has the following features:

Content delimitation

Area of research: Education

Line of research: Methodology

Aspect: Learning

Spatial delimitation

This research will be developed in Ambato, with a concentration on higher education. The students from the A1 starter level of Universidad Técnica de Ambato

Temporary delimitation

The study will be developed in the semester September 2017- February 2018.

1.4 Justification

According to the British Council (2013) English is spoken by 1.75 billion people worldwide. By 2020, it is estimated that two billion people will be using it or learning to use it. Moreover, the British Council further (2013) states that the English language is the economical active, the thought leaders, the business decision-makers, the movers and shakers in the present and in the future for people who are learning and speaking it. Besides, the British Council (2013) remarks that people are talking to each other more and more through English and it is considered the operating system of international conversations. Furthermore, according to Jindapitak (2015) the number of non-native English speakers has surpassed that the native speakers, meaning that English is also used as a lingua franca. Due to these facts, English usage around the world has become a necessity for people in different fields and a reason why nowadays teaching and learning English is uttermost important.

Helping people with this necessity, different skills such as listening, speaking, reading and writing are developed in the English classrooms. One fundamental skill in the English learning process is writing. Harmer (2007) indicates that writing gives pupils more “thinking time” than they get when they have spontaneous conversations, and this allows students more opportunity for language processing. In addition, this skill is relevant in today’s society, as Likaj (2015) points out, it is difficult to envision the world without scientific writings, academic essays, business

letters, medical and engineering reports or e-mails for commercial purposes. Therefore, writing is inherent in every aspect of people's life for interaction and communication. Moreover, it also gives the opportunity to share and influence thoughts, ideas and opinions with others through books, newspapers, and even by social networks.

In order to encourage students in the development of the writing skill, it is necessary to train students to promote the ability of writing in the classroom. Something that learners should know it is how to use the grammar structures, punctuation and vocabulary when they write, and the writing process development facilitates students with these issues. Puengpipattrakul (2014) explains that the steps of the writing process help students how to write systematically and effectively and as a result it enhances student's writing fluency and language accuracy. Moreover, Puengpipattrakul (2014) further points out that process-oriented writing instructions build motivation and confidence in writers.

Furthermore, the development of writing in the English class is crucial because of all the benefits that learners have in the use of it in their academic and personal lives. It is for this reason that this research project is based on the development of the writing process through the use of portfolios to support students with the progress of this skill. Likewise, it is essential to mention that portfolios provide meaningful advantages in the learning process. As Nakayama K. (2012) mentions in his case study "A case study to make language learning more visible at a Japanese Senior High School" portfolios aid to make the language more visible to teachers and they also provide a more significant picture of students' growth. Besides, according to Melek and Hatice (2014) portfolios contribute to the constructivist learning theory because students need a construction in their minds for each activity to be placed in their portfolio, and at the same time they reflect about their own learning.

Given these points, higher education students have numerous benefits from the use of portfolios in the writing process. Learners can improve their writing skills as well as their abilities to work more independent using their critical thinking to select the best activities for their portfolios. As a result, higher education students are more

responsible and they are more aware of their learning. Due to these facts, this research project has a great concern to help students in the development of the English language learning and more specific in the development of the writing skill. Besides, this study allows students to discover the best activities to use in portfolios to develop the writing process.

1.5 Objectives

1.5.1 General

- To determine the effectiveness of the portfolio in the writing process development.

1.5.2 Specific

- To assess students' progress in written production using a portfolio.
- To use different writing tasks in a portfolio that influence the writing process development in A1 students.
- To apply the writing process in increasing students' writing micro-skills.

CHAPTER II

2. THEORICAL FRAMEWORK

2.1 Problem Background

Melissourgoua and Frantzi (2015) indicate that various researchers have described writing as a cognitively challenging task. This is one of the reasons why this

research project focuses on the portfolio as a resource aimed at the development of the English writing process to help students improve their weakness in writing and reach national and international standards.

As problem backgrounds related to this topic, there are some researches that present some solutions to this dilemma. It is worth emphasizing that all of these research projects show the importance of the use of portfolios in the English classrooms and how to improve one of the productive skills that is writing. Additionally, the different studies were developed in the different levels of education: university, secondary and primary school.

Regarding researches developed in higher education it is essential to state the research by Selami Ok with “Reflections of ELT Students on Their Progress in Language and Vocabulary Use in Portfolio Process” (2017). The main objective of this study is to explore the reflections of learners at an ELT department in Turkey on the portfolio process in The Advanced Reading-Writing Course in relation to their progress in language and vocabulary use. During this study a qualitative research was used and there were 46 participants. They were freshmen learners attending The Department of English Language Teaching at Pamukkale University. The data that was collected in this research was students reflect essays in which students wrote their experiences about the portfolio process as well as their improvement in writing, reading and vocabulary. Besides this instrument, interviews were carried out at the end of the term. Furthermore, the data analysis was done by means of content analysis which draw into the conclusions that learners were satisfied and it seemed that the portfolio-keeping process became a significant and enjoyable language learning act. Moreover, this study showed that students were pleased with their progress in language usage regarding the length and complexity of sentences they could write.

Moreover, it is necessary to mention the research by Sánchez (2014) at the Pontificia Universidad Católica del Ecuador. The aim of this project is to promote the use of the academic portfolio to facilitate the planning of the graduation dissertation in Applied Linguistics in Language Teaching. In order to achieve with this goal an analytical investigation was done. The participant of this study were

114 students who had studied this major during the years 2003 to 2008 at the school of Applied Linguistics in Language Teaching. This project research mentions the importance of portfolios to help the acquisition of skills that students need to produce a research paper as well as to facilitate the work of professors. As a result, the participant of this research agree with the idea to use an academic portfolio to help in the elaboration of their graduation dissertation.

In relation to secondary education it is essential to cite the research by Vásquez (2015) which focuses on the developing of the writing skill. This research aimed to identify the metacognitive strategies to develop the writing skill. During this research a descriptive work had been done and the participants were 105 students of Colegio Central Técnico. The results of this study show that 88% of the students don't write using pre-writing activities. Besides, this research work concludes that it is necessary to provide activities or tasks which develop the correct use of the structure of statements in English.

Concerning researchers in primary education the research by Reyes (2015) has a focus on portfolio as well as the writing skill. The research topic of this project is "The use of a student portfolio to promote writing skills through graphs and pictures in students of tenth grade at Escuela de Educación Básica Veinticuatro de Julio in Santa Elena, Province of Santa Elena, school year 2014-2015". The main objective in the research is to employ friendly pictures in a student portfolio in order to promote writing skills in students of tenth grade. In addition, this research is based on the Qualitative and Quantitative approach because students developed a survey and the data from this instrument was measured. This research affirms that a student portfolio is a practical and handy tool that helps both students and teacher in the fulfilment of their obligations.

Finally, the research by Barzola (2016) with the research topic "The use of an electronic portfolio for increasing English writing skills to tenth grade at Escuela de Educación Básica "José Pedro Barela", La Libertad, Province of Santa Elena, 2015-2016." This research aimed to evaluate the impact of an electronic portfolio by analyzing different theoretical fundamentals in order to increase the English writing skill in students of 10th grade. The participants of this study were 81

students and after the analysis of the data the participants explain that it is difficult for them to write in English (87%). However, they also declare that they enjoy writing in English (83%). As a result, the researcher concludes that it is clear that writing in English is difficult for the children, but they like it because of the activities they did using an e-portfolio.

2.2 Philosophical Foundation

This research is based on the Critical-Propositional paradigm because it pretends to recognize the reasons why a problematic occurs by developing different activities such as explaining, predicting and controlling the phenomena. This paradigm also involves the utilization of theory to establish a hypothesis that was tested during the study process. Furthermore, the Critical-Propositional looks for strategies that intend to solve a problem in order to contribute to society and at the same time change their way of living.

In the regard of this analysis, the research focused on improving students' writing process by implementing the portfolio resource. It is for this reason that the Critical-Propositional paradigm plays an important role in helping learners develop their writing skill.

2.2.1 Ontological Foundation

It is worth mentioning that the interaction between what people thought and they are it is in a constant transformation and this research project had an ontological focus because of human interaction in social processes. During the development of this research, students and teachers were the main focus due to the interaction among them in the teaching-learning process.

Moreover, it is crucial to say that this research project was an active collaboration and interaction teacher-student and student-teacher because learning is developed with the interaction of these participants. As a result, the participation and collaboration among teachers and students benefit the learning environment, facilitating the teaching as well as the learning process.

2.2.2 Epistemological Foundation

This research had an epistemological focus because the epistemological foundation considers knowledge as one of the most important elements in education. These days, learners are the principal actors who build their learning. They learn by doing and creating what is significant for acquiring their own knowledge. Learning is a process that never stops, and always there will be new trends and innovations. However, portfolios in the classroom are effective tools to increase students' engagement and to promote development in writing.

Furthermore, Vasilachis de Gialdino (2009) explains that the epistemological focus in a research facilitates the possibility of sharing and repeating the process by others to assess the quality of the research and the reliability of those findings.

2.2.3 Axiological Foundation

As Cury (2003) states that “educate is believe in life” and be part of this process is believe in that teachers have a great impact in people's lives. This is the reason why this research project is founded in sharing knowledge with free spirit students who are creative, sensitive and have a strong concern for others where they also practice values for helping the society.

Therefore, this study entitled “The portfolio as a resource at the development of the English writing process in higher education” aimed to improve academic skills as well as developing values in the classroom because of the importance of help students to become better human beings not only in the academic field but as people who can show understanding for others.

2.3 Legal Foundation

Legal foundation of this Project is based on Ecuadorian law. Some articles of the Reglamento de Régimen Académico (2016) of Consejo de Educación Superior are stated bellow:

Artículo 23.-Trabajo de Titulación en Programa de Posgrado.- Es el resultado investigativo, académico o artístico, en el cual el estudiante demuestra el manejo integral de los conocimientos adquiridos a lo largo de su formación de cuarto nivel.

Artículo 31.- Aprendizaje de una lengua extranjera.- Las asignaturas destinadas al aprendizaje de la lengua extranjera podrán o no formar parte de la malla curricular de la carrera, en todo caso las IES deberán planificar este aprendizaje en una formación gradual y progresiva. Sin embargo, las IES garantizarán el nivel de suficiencia del idioma para cumplir con el requisito de graduación de las carreras de nivel técnico superior, tecnológico superior y sus equivalentes; y, tercer nivel, de grado, deberán organizar u homologar las asignaturas correspondientes desde el inicio de la carrera. La suficiencia de la lengua extranjera deberá ser evaluada antes de que el estudiante se matricule en el último periodo académico ordinario de la respectiva carrera; tal prueba será habilitante para la continuación de sus estudios, sin perjuicio de que este requisito pueda ser cumplido con anterioridad.

En las carreras de nivel técnico superior, tecnológico superior y equivalentes, se entenderá por suficiencia en el manejo de una lengua extranjera el nivel correspondiente a B1.1 y B1.2, respectivamente, del Marco Común Europeo de referencia para las Lenguas. En las carreras de tercer nivel, de grado, se entenderá por suficiencia en el manejo de una lengua extranjera al menos el nivel correspondiente a B2 del Marco Común Europeo de referencia para las Lenguas.

2.4 Key categories

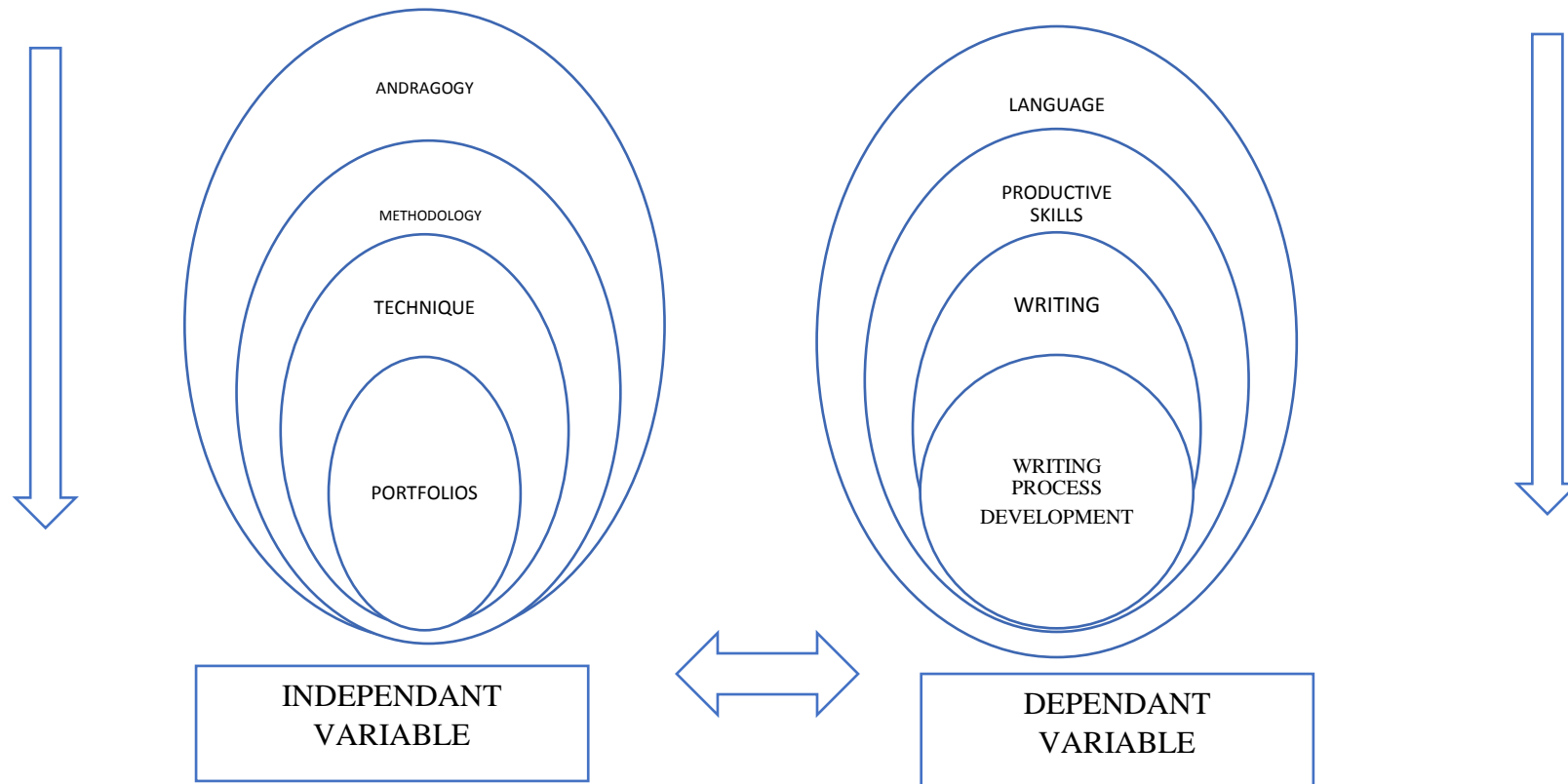


Figure 2: Key Categories

Source: Contextualization of the problem

Author: Armijos, G. (2018)

VARIABLE STATEMENT

INDEPENDENT VARIABLE

Andragogy

Etymology

Andragogy comes from the Greek word "anere" for adult and "agogus" the art and science of helping students learn.

The term “andragogy” was first introduced by the German high school teacher Alexander Kapp in 1883. In the book entitled 'Platon's Erziehungslehre' which means Plato's Educational Ideas, he describes the constant necessity to learn through our lives. Kapp remarks that education, self-reflection, and educating the character are the first values in human life. Kapp does not describe or explain the concept of Andragogy, however, he mentions that Andragogy is a necessity of teaching adults.

During many decades the term andragogy was not used because adult education was handled without designating a specific name. However, the concept of Andragogy started in 1930 by the American Malcolm S. Knowles. He developed a theory and made Andragogy a popular field in the USA. Moreover, he published books and articles on this field. In 1969, he also applied andragogy in his adult education graduate courses at Boston University.

According to Knowles (1980) andragogy is a set of assumptions about adults as students and a series of recommendations for the planning, management, and assessment of adult learning. Furthermore, there are two important beliefs regarding this concept. First, self-directedness is an essence of adulthood. Second, andragogic practice involves collaboration with the learners in their search for learning.

Principles of andragogy

Knowles (1980) mentions four important principles of andragogy.

1. Adults need to be involved in the planning and evaluation of their instruction. Learning and assessment should be created according to the needs of individual learners.
2. Instruction should be task-orientated instead of memorization. Learners should acquire knowledge by experience. Making mistakes is important because students will remember their mistakes and they will try to avoid them next time.
3. Adults are most interested to learn when topics have relevance and impact to their job or personal life. They prefer context instead of content.
4. Adult learning is problem-centered rather than content-orientated. It is important to know what learners know before they go to the class in order to teach what they do not know. Therefore, work based training is efficient to achieve a qualification.

Assumptions about the characteristics of adult learners

According to Knowles (1980) there are some important characteristics of adult learners:

1. Self-concept: As a person matures his self-concept moves from one of being a dependent personality toward one of being a self-directed human being. A person also sees him or herself as a producer or doer.
2. Experience: As a person matures he accumulates a growing reservoir of experience that becomes an increasing resource for learning.
3. Readiness to learn: As a person matures his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles. Besides, a person becomes ready to learn something when he or she experiences a need to learn it.
4. Orientation to learning: As a person matures his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem centeredness. Moreover, learners see education as a process to achieve their full potential in life. They want to be able to apply effectively their acquired knowledge or skill.

5. Motivation to learn: As a person matures the motivation to learn is internal.

Difficulties in the learning process

According to García (1998) adults have to overcome certain difficulties in the learning process.

- a) They demand practical goals.
- b) They can lose interest to learn.
- c) They have difficulties to understand content due to a slow learning process.
- d) As adults they have responsibilities with their families and jobs; thus, they do not have a lot of time to study.
- e) They do not adapt easily to new situations

Methodology

Methodology refers to more than a simple set of methods. It is the rationale and the philosophical assumptions that underlie a particular study.

Methodology in Language Teaching

In language teaching, methodology means the study of pedagogical practices in general, including theoretical implications and related research. It includes what is involved in how to teach.

The Longman dictionary of applied linguistics states methodology as the study of the practices and procedures used in teaching. It includes the study of the nature of language skills and procedures to teach them. Moreover, methodology it also included the study of the preparation of lessons plans, materials, textbooks which helps in teaching language skills. Finally, evaluation and comparison of language teaching are part of methodology.

Methods and Approaches

According to Richards and Rogers (1999) approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. On the other hand, a method is the prescriptions for the teachers and learners. Besides, they are a pre-packaged set of specifications of how the teacher should teach and how the learner should learn derived from a particular theory of language and a theory of language learning.

Method

Richards and Rogers (1999) additionally explains that a method is the way of teaching a language which is based on organized principles and procedures. Besides, it is an application of opinions on how a language is paramount taught and learned using a particular theory of language and of language learning.

Elements and sub-elements that constitute a method

Richards and Rogers (1999) explains that there are three important elements that constitutes a method. These elements and their sub-elements are mentioned bellow:

Approach

It is the theory of nature of language based on the account of the nature of language proficiency and the basic unit of language structure.

It is also considered the theory of the nature of language learning that focuses on the account of the psycholinguistic and cognitive processes involved in language learning.

Design

The design is formed of the following elements:

- a. *Objectives*: They describe the general and specific objectives of the method.
- b. *A syllabus model*: contains the criteria of the collection and organization of linguistic and / or subject matter content.
- c. *Types of learning and teaching activities*: they are the tasks to be employed in the classroom and materials.

- d. *Learner role:* it describes the types of learning tasks set for learners. It also includes the degree of control learners have over the subject matter of learning. In addition, in this section it is uttermost important to specify the patterns of learner groupings that are recommended or implied. Besides, something that is crucial to remark is the degree of learners' influence on others.
- e. *Teacher roles:* In this section the types of functions teachers fulfill are the great value. The degree of teacher influence as well as the degree to which the teacher determines the content are significant when describing the teacher roles. Additionally, it is significant to determine the types of interaction between teacher and students.
- f. *The role of instructional materials:* it is significant to identify the primary function of materials, their form (textbooks, audiovisuals, etc.) and what is their relation to other input.

Procedure

The procedure involves all the classroom techniques, practices and behaviors observed when the method is used. It also refers to the resources in terms of time, space, and equipment used by the teacher.

Methods and Approaches in Language Teaching

Celce- Murcia (2001) comments that in language teaching there are different methods and approaches. They have been applied and used among years. The following are the most common methods and approaches used in the twentieth century: Grammar Translation Method, Direct Method, The Reading Approach, The Audiolingual Method (United States), The Oral Situational Approach (Britain), The Situational Language Learning, Suggestopedia, The Silent Way, Total Physical Response, Community Language Learning, Task Based Learning, The structural Approach, The Natural Approach, Communicative Language Teaching.

Communicative approach

According to Harmer (2001) the Communicative Approach or the Communicative Language Teaching (CLT) is the name for a set of beliefs which include not solely

aspects about what to teach, but it is also a shift in the emphasis about how to teach. This approach stresses the significance of language functions rather than focusing only on grammar and vocabulary. Moreover, it is important to train students to use language forms appropriately in a variety of contexts and purposes. Additionally, Celce- Murcia (2001) comments that in the Communicative Approach the goal of language teaching is to increase the learner ability to communicate in the target language. In order to develop the learner ability language skills are integrated.

Harmer (2011) further advocates that activities in CLT involve students in real or realistic communication. For instance, students role-play or simulate television programs or scenes in an airport. Besides, learners can write a poem or construct a story. The most important in CLT activities is to enable students to communicate ideas with a real purpose. Students focus more on the content of what they say or write rather than on a particular language form. They are able to use a variety of language rather than using just one language structure.

Technique

According to the Oxford dictionary a technique is the manner of carrying out a particular task, especially the execution or presentation of an artistic work or a scientific procedure.

Technique in Language Teaching

According to Antony mentioned in Richards and Rogers (1999) a technique is implementational - that which actually takes place in a classroom. It is a particular trick, strategem, or contrivance used to accomplish an immediate objective. Nevertheless, Doff (1988) states that teaching techniques have to do with the organization of learning activities. In other words, an activity can be developed in different ways in order to obtain different results in accordance with the steps followed by the teacher. Similarly, Brown (1995) mentions his own definition of the term technique which, according to him, constitutes the ways teachers select for presenting language items to learners taking into consideration that they must fulfill students' needs.

Taxonomy of Language Techniques

Brown (2001) illustrates a taxonomy for language techniques adapted from Crookes & Chaudron (1991). This is a comprehensive taxonomy of common techniques for language teaching which is divided in three categories controlled, semi-controlled and free.

Table 1. Techniques

| Controlled Techniques | Semi-controlled Techniques | Free Techniques |
|--|--|---|
| <ul style="list-style-type: none"> • Warm up • Setting • Organizational • Content explanation • Role-play demonstration: • Dialogue/Narrative presentation: • Dialogue/Narrative recitation: • Reading aloud • Checking • Correction or feedback • Question-answer, display • Drill • Translation • Dictation • Copying • Identification | <ul style="list-style-type: none"> • Brainstorming • Story-telling (especially when student-generated) • Question-answer, referential: • Cued narrative/Dialog: • Information transfer: • Information exchange • Wrap-up • Narration/exposition • Preparation • Portfolios | <ul style="list-style-type: none"> • Role-play • Games • Report • Problem solving • Drama • Simulation • Interview • Discussion: • Composition : • A propos |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • Recognition • Review • Testing. • Meaningful drill | | |
|---|--|--|

Source: Crookes & Chaudron

Author: Armijos G. (2018)

Crookes & Chaudron (1991) explained the techniques in deep:

Controlled Techniques

- *Warm-up:* This activity helps the students to be stimulated, relaxed, motivated, attentive or and ready for the lesson. In some cases, it does the target language is not used. Some of the typical warm-ups are mimes, dance, songs, jokes, play, games.
- *Setting:* It gets focusing in on lesson topic. The teacher directs attention to the topic by verbal and or nonverbal elicitation of the context relevant to the lesson by making questions, miming or picture presentation.
- *Organizational:* These activities include general procedures for the interaction and performance in the classroom. It also provides structure and purpose of lesson, etc.
- *Content explanation:* It includes different aspects of language such as grammar, phonetics, vocabulary, sociolinguistic or pragmatic aspects, or any other.
- *Role-play demonstration:* It is the selection of students or teacher illustration of the procedure(s) to be applied in the lesson segment to follow. It includes a brief illustration of language or other content to be incorporated.
- *Dialogue/ Narrative presentation:* It is the presentation of reading or listening material presented for passive reception. The student production or other identification of specific target forms or functions are not necessary (students may be asked to “understand”).

- *Dialogue/Narrative recitation*: Students recite a previously known or prepared text, either in unison or individually.
- *Reading aloud*: Students read directly from a given text.
- *Checking*: In this technique the teacher either circulates or guides the correction of student's work, providing feedback as an activity rather than within another activity.
- *Question-answer, display*: This activity involves prompting of student responses using questions (i.e., teacher or questioner already knows the response or has very limited expectations for the appropriate response).
- *Drill*: This is a typical language task that involves fixed patterns of teacher prompting and student responding, usually with repetition, substitution, and other mechanical alterations. Classically, with little meaning attached.
- *Translation*: In this activity student or teacher provides L1 or L2 translations of a given text.
- *Dictation*: Student write down a presented text by means orally.
- *Copying*: Student write down a text that is presented visually.
- *Identification*: Students pick out and produce/ label or otherwise identify a specific target form, function, definition, or other lesson-related point.
- *Recognition*: Students identify forms, as an identification (i.e., checking off items, drawing symbols, rearranging pictures), but a verbal response is not necessary.
- *Review*: Teacher-led reviews previous week/month/or other period as a formal summary.
- *Meaningful drill*: It is a drill activity which involves responses with meaningful choices, as in reference to different information. It is distinguished from information exchange by the controlled sequence and general form of responses.

Semi-controlled Techniques

- *Brainstorming*: It is a special form of preparation for the lesson, like setting. It involves free, undirected contributions by the students and teacher on a

specific topic, to generate multiple associations without linking them. Teacher intervention, analysis or interpretation is not required.

- *Story telling* (especially when student-generated): It is not necessarily a lesson-based, a lengthy presentation of a story by teacher or student (might overlap with Warm-up or Narrative recitation). It can be used to maintain attention, motivate, or as extended practice.
- *Question-answer, referential*: This activity involves prompting of responses by means of referential questions (i.e., the questioner is not provided beforehand the response information). It is different from Question-answer display.
- *Cued narrative/Dialogue*: This is a student production of narrative or dialogue following cues from pictures, cue cards, miming, or other stimuli connected to narrative/dialogue (e.g., metalanguage requesting functional acts).
- *Information transfer*: It is the application from one mode (e.g., visual) to another (e.g., writing), which involves some transformation of the information (e.g., students fill out diagrams while listening to its description). The students are expected to transform and reinterpret the language of information.
- *Information exchange*: This task involves two-way of communication as in information-gap exercises, when one or both parties (or a larger group) must share information to achieve a goal. The difference from Question-answer is that sharing of information is critical for this task.
- *Wrap-up*: This is a brief teacher or student formed summary of point and/or items that have been previously practiced or learned.
- *Narration/exposition*: It is the presentation of a story or explanation resulting from prior stimuli. The difference of Cued narrative because of the lack of immediate stimulus.
- *Preparation*: Pair planning, student study, silent reading, and rehearsing, preparing for later activity. Usually a student-directed or oriented project.

Free Techniques

- *Role-play*: It is a relatively free acting out of specified roles and functions. This activity is different from the Cued dialogues by the fact that cueing is provided only minimally at the beginning, and not during the activity.
- *Games*: There are innumerable kinds of language game activity not like other previously defined activities (e.g., board and dice games making words).
- *Report*: Description of experiences, project work, without immediate stimulus, student-prepared exposition on books, and elaborated on according to student interests.
- *Problem solving*: It is an activity which involves a specific problem and limitations of means to resolve it. It also requires cooperation of participants in small or large groups.
- *Drama*: It is a planned dramatic interpretation of play, skit, story, etc.
- *Simulation*: It is an activity which involves complex interaction between groups and individuals based on simulation of real-life actions and experiences.
- *Interview*: It is a student directed information from another student or students.
- *Discussion*: Debate or other form of grouped discussion of specific topic, with or without specified sides/ positions.
- *Composition*: It is a report (verbal), written development of ideas, story, or other exposition.
- *A propos*: It is a socially oriented interaction/ speech by teacher, students, or event visitors, based on general real-life topics. Typically, authentic and genuine.

Portfolios

The concept of portfolio is not new and different professionals such as artists, photographers, architects, and financial advisors have long used it. The use of

portfolios in education especially in higher education was born during the 70s and 80s in the United States to show students' writing abilities and academic performance. Moreover, as Belanoff and Elbow (cited by Sánchez 2014) indicate that they had proposed the portfolio usage as a tool of evaluation instead of taking the final exam at the Stony Brook University in New York.

Furthermore, during the last decades the use of portfolios has succeeded in academic fields and it has been a vehicle as well as professors and students to show their knowledge, professional abilities and performances. As a result, its relevance and usage has spread around the world and nowadays it is not only used in education in the United States.

Many researchers in language have defined them as a physical systematic and organized collection of student work that includes materials such as written assignments, journal entries, completed tests, artwork, lab reports, physical projects (such as dioramas or models), and other material evidence of learning progress and academic accomplishment, including awards, honors, certifications, recommendations, written evaluations by teachers or peers, and self-reflections written by students. Moreover, according to Nezakatgoo (2011) portfolios show a student's work from beginning of the term to the end allowing both teacher and students to evaluate their progress. That is to say it is a purposeful compilation of learner work that provides information of effort and growth over a period of time. Furthermore, portfolios demonstrate proficiency and improvement of a learner.

Types of Portfolios

The following are the different types of portfolios for students and teachers: assessment portfolio, process portfolio, showcase portfolio, cumulative portfolio, reflective portfolio, teaching portfolio, electronic Portfolio, working portfolio

Assessment Portfolio: It is perceived as a methodical collection of student work to standardized testing which contains specific criteria to measure learner's capability and progress.

Process Portfolio: It shows students' performance over a period of time. The aim isn't to prove something, but rather to improve something.

Showcase Portfolio: It is a collection of the best work that a student has done. All the material is selected by the owner of the portfolio.

Cumulative Portfolio: It is all relevant work to each objective into the portfolio.

Electronic Portfolio: It contains multimedia compilation of students' work. In other words, it is a product, procedure, or showcase portfolio captured, arranged, saved, or presented in a digital format.

Teaching Portfolio: It is the collection of evidence of good teaching practice.

Learning Portfolio: It is a collection of students' work.

Working Portfolio: It is a project which contains work in progress as well as finished samples of work.

Purposes

Portfolios have different purposes and the following are the most relevant: evaluate individual student progress, certify student accomplishment, diagnose learner's needs, help teachers become more effective, encourage reflective practice, support teacher's professional development, promote students' self-assessment.

Benefits

The aid of portfolios in the learning process enable students as well as teachers to develop different activities and achieve goals. This is the reason why it is relevant to mention some of the most significant benefits in the portfolio usage and these are mention bellow:

- They have a diversity of usages.
- They provide feedback about how students can improve future works.
- Portfolios promote reflection which can lead meaningful learning and build up the learners' awareness of their learning process.
- They serve as a vehicle for continued growth in the learning process.
- They allow ownership, reflection and teacher student interaction.
- They help students become better learners.

- Portfolios motivate student performance.
- They enable to see students' weaknesses and strengths.

DEPENDANT VARIABLE

Language

According to the Oxford dictionary language is the method of human communication that uses either speaking or writing, consisting of the use of words in a structured and conventional way.

Besides, Eifring and Theil (2015) state that language is a system of communication based on words and the combination of words into sentences. By the same token Derwing (1973) points out that language integrates acts of communication and cannot be accordingly described and understood out of communicative contexts.

The properties of language

According to Yule (2004) there are five properties of human language. These features are the following:

Displacement: It is the ability to use the language to talk about times, places and people that are not present in the immediate environment. Indeed, displacement allows language users to talk about things and places whose existence is not certainly real. For instance, people could talk about Santa Claus, Superman, fairies, angels, heaven, hell and they cannot even be sur of their reality.

Arbitrariness: It is not a natural connection between a linguistic form and its meaning. This connection is quite arbitrary, for example using the English translation word for dog. The linguistic form of dog has no a natural relationship with dog the animal.

Productivity: It is the attribute to create new utterances, whether these are sounds, words or sentences. This human ability of manipulating their linguistic resources to describe new objects and situations is infinite.

Cultural transmission: It is the process whereby language is passed from one generation to the next. It is evident that human beings are born with some

predisposition to acquire a language. Therefore, people are not born with the capacity to produce utterances in a specific language such as English. Humans acquire their first language as children in a culture.

Duality: It refers to the organization of the language at two levels or layers simultaneously and it is also called “double articulation”. Regarding speech production there is a physical level at which people can produce individual sounds, like /n/ /b/ /l/. These individual sounds do not have any intrinsic meaning by themselves. However, if they are in a particular combination such as bin its meaning is clear. Moreover, if the sounds are combined in a different way such as nib, the meaning of this word also changes. As a result, it is clear that people are able to produce large numbers of sounds combinations which have differ in their meanings.

Structural aspects of language

Herbst (2010) indicates that there are categories for analyzing the language. The analysis of the sound system of language (phonetics and phonology), the analysis of structure of words (morphology and word formation) and sentences (syntax) and also the analysis of words and the meaning of sentences (semantics).

Phonetics: It describes the properties of the speech sound and deals with the formal or physical analysis of concrete entities (phones).

Phonology: It is concerned with different contrasts at the level of sound which create differences of meaning in a specific language. In addition, it deals with phonemes which are abstract units of linguistic analysis.

Morphology: It is the study of how words can be analyzed into smaller significant units.

Syntax: It studies the arrangement of words into types of sentences. It includes parts of speech, word order, linguistic universals, syntactic rules, and sentence structure.

Semantics: It concerns the study of the meaning of words.

Language functions

Harmer (2007) states that a language function is a purpose that someone wishes to achieve at the moment of writing or speaking. By performing a function people perform an act of communication. These are some example of language functions: inviting apologizing, agreeing, giving advice, asking for information, etc.

Moreover, according to the Longman Dictionary of Language Teaching and Applied Linguistics language has the following major functions:

Descriptive function: It is the organization of a speaker's or writer's experience of the world to transmit information which can be stated or denied and in some cases tested.

Social function: It is used to create, continue and signal relationships between people.

Expressive function: It is through which speakers give information about their opinions, prejudices, past experiences, and so on.

Textual function: It is the creation of written and spoken texts.

Productive Skills

The Cambridge dictionary defines a skill as a particular ability that you develop through training and experience.

In addition, the Longman Dictionary of Language Teaching and Applied Linguistics defines skill as an acquired ability to perform correctly an activity, generally one that is composed of a number of coordinated processes and actions. It is important to mention that many aspects of language learning are commonly considered as the learning of skills, such as learning to speak, or read fluently.

The Longman Dictionary of Language Teaching and Applied Linguistics additionally remarks what language skills are in language teaching. They are the mode or manner in which language is used. Listening, speaking, reading, and writing are generally called the four language skills. Moreover, speaking and writing are called the active/productive skills and reading and listening, the passive/receptive skills.

According to Saville-Troike (2006) receptive skills (listening and reading) have highest priority in academic competence because they function mainly in processing input. Conversely, productive skills (speaking and writing) have priority for interpersonal competence because they process both input and expression.

On the other hand, Nunan (2015) remarks that another way of grouping the skills is in terms of modes of communication and the distinction of these modes of communication is between visual and aural. This characterization of the four skills can be represented schematically as follows:

Table 2. Skills

| | PRODUCTIVE | RECEPTIVE |
|---------------|-------------------|------------------|
| VISUAL | Writing | Reading |
| AURAL | Speaking | Listening |

Source: Teaching English to speakers of other languages: An Introduction.
Author: Nunan D. (2015)

Saville-Troike (2006) additionally explains that productive skills require prior knowledge of vocabulary, language structures such as morphology, phonology, syntax and discourse structure to access words and connect them into phrases, clauses, and longer units of text. Moreover, productive skills involve the use of top-down and bottom-up processing. Top-down processing includes prior knowledge of content, context and culture whilst bottom-up processing requires prior knowledge of the language system (vocabulary, morphology, phonology, syntax and discourse structure) and the interpretation of physical (graphic and auditory) cues.

Saville-Troike (2006) further points out that productive skills correlate with receptive skills. For instance, writing presumes the ability to read and speaking regularly occurs in contexts which also involves listening. Moreover, in many situations production can only occur in combination with the practice of receptive skills. In other words, the knowledge of a language that can be accessed for production it is only a subset of what might be used for interpretation of language. However, writing and speaking differ from reading and listening in constructing

one's own linguistic forms rather than interpreting what others write or say. The difference among the two productive skills are that writing is addressed to readers and speaking to listeners. Besides, writing allows time for planning and editing while speaking is often unplanned and requires real time. Finally, writing set apart from the immediate time and space of production and from a specific audience while speaking needs time, space of production and a specific audience to convey meaning.

Writing

Cave drawings had found in different parts of the world such as France, India, Zimbabwe and elsewhere. The discoveries of these drawings are considered the precursors of writing. However, the human activity of writing dates about from 5500 years ago in Mesopotamia where the cuneiform written system appeared, and the first written language was Sumerian. Since then, various written systems have evolved around the world. According to Eifring and Theil (2015) nowadays there are about 6 900 languages are spoken throughout the world. There are more than 2 000 languages in Africa, 1 000 in the Americas, more than 2 250 in Asia, about 220 in Europe, and more than 1 300 in Australia and the Pacific.

According to the Oxford dictionary writing is the skill or ability of writing.

By the same token Eifring and Theil (2015) define writing as a set of tactile or visible signs used to represent units of language in a systematic way.

Writing in language teaching

As stated by Celce- Murcia (2001) writing in language teaching is the ability to express one's ideas with reasonable coherence and accuracy in a second or a foreign language.

Second Language Writing

Maggie Sokolik mentioned in "Teaching English to Speakers of Other Languages: An Introduction" (2015) states that writing can be defined in terms of three key contrasts:

- Physical as well as mental act.

- Purposes: express and impress.
- Process and Product

Moreover, Brown (2001) research in Second Language Writing remarks that during the past decades a number of issues about teaching writing have appeared and they are:

1. Composing vs. Writing
2. Process vs. Product
3. Contrastive vs. Rhetoric
4. Difference between L1 and L2 writing
5. Authenticity
6. The role of the teacher

Types of writing language

Brown (2001) additionally asserts that there are different types of writing to use in the English class and they are listed below:

Non-fiction: reports, editorials, essays and articles, reference (dictionaries, encyclopedias); fiction: novels, short stories, jokes, drama poetry; letters: personal, business, greeting cards; diaries; journals; memos (e.g., interoffice memos), messages (e.g., phone messages); announcements; newspaper “Journalese”, academic writing: short answer test responses, reports, essays and papers, theses and books; forms; applications, questionnaires; directions; labels; signs; recipes; bills (and other financial statements); maps; manuals; menus; schedules (e.g., transportation information); advertisements: commercial, personal (“want ads”); invitations; directories (e.g., telephone, yellow pages); comic strips; cartoons; and e-mails.

Genres of written language

Brown (2010) further advocates that in second language learning there are some common genres that writers might produce. The list below show options of written genres that second language students need to acquire.

Table 3 Genres of written language

| Academic writing | Job-related writing | Personal writing |
|-------------------------|----------------------------|-------------------------|
|-------------------------|----------------------------|-------------------------|

-
- | | | |
|---|--|--|
| - Papers and general subject reports. | - Messages (e.g., phone messages). | - Letters, e-mails, greeting cards, invitations |
| - Essays, compositions | - Letters/e-mails | - Messages, notes |
| - Academically focused journals | - Memos (e.g., interoffice) | - Calendar entries, shopping lists, reminders |
| - Short-answer test responses | - Reports (e.g., job evaluations, project reports) | - Financial documents (e.g., checks, tax forms, loan applications) |
| - Technical reports (e.g., lab reports) | - Schedules, labels, signs | - Forms, questionnaires, medical reports, immigration documents |
| - Theses, dissertations | - Advertisements, announcements | - Diaries, personal journals |
| | - Manuals | - Fiction (e.g., short stories, poetry) |
-

Source: Language Assessment

Author: Armijos, G. (2018)

Types of writing performance

Brown (2010) explains that there are four categories of written performance and they are described below:

1. *Imitative.* – In this category the ability to spell correctly and to perceive phoneme-grapheme is included. In this at this level that learners are trying to master the mechanics of writing.

2. *Intensive (Controlled)*. - Meaning and context are important to determine correctness and appropriateness. The assessment in this section is concern with a focus on form.
3. *Responsive*. - In this category learners require to perform a limited discourse level, connecting sentences into paragraphs.
4. *Extensive*. - It implies successful management of all the processes and strategies of different writing purposes, up to the length of an essay.

Micro- and macro skills of writing

According to Brown (2010) in order to have an assessment procedure it is crucial to consider the macro and micro skills of writing. Micro skills are more appropriate to imitative and intensive writing tasks whereas macro skills are essential for responsive and extensive writing. These skills are listed below:

Table 4 Micro- and macro skills of writing

| Micro skills | Macro skills |
|---|--|
| <ul style="list-style-type: none"> - Produce English patterns (graphemes and orthographic) - Produce efficient rate of speed to suit the purpose - Produce acceptable core of words - Use acceptable grammatical systems (tense, agreement, pluralization) - Express particular meaning in different forms - Use cohesive devices | <ul style="list-style-type: none"> - Use rhetorical forms - Accomplish communicative functions of written texts. - Convey links and conventions between events and communicate relations among ideas (main idea, supporting idea, new information, given information, generalization, and exemplification) - Differentiate between literal and implied meanings - Communicate culturally specific references in the context of the written text |

| | |
|--|---|
| | <ul style="list-style-type: none"> - Develop and use a battery of writing strategies (e.g., accuracy, audience's interpretation, using prewriting devices, writing with fluency, use paraphrases and synonyms, solicit peer and instructor feedback , use feedback for revising and editing) |
|--|---|

Source: Language Assessment

Author: Armijos, G. (2018)

Components of Writing

According to the Professional Development Service for teachers (2014) the components of writing are: grammar, punctuation, spelling, vocabulary, free writing, handwriting.

Conventions of Writing

According to Broughton, Brumfit, Flavell, Fill and Pincas (1980) the conventions of writing tend to be less malleable than those in speaking interaction, and the language which is used tends to be standardized. If the purpose of the English teacher is to enable students to produce fluent, accurate and appropriate written English, there are different aspects which need to be considered. These are:

- Mechanical problems with the script of English;
- Problems of accuracy of English grammar and lexis;
- Problems of relating the style of writing to the demands of a particular situation;
- Problems of developing ease and comfort in expressing what needs to be said.

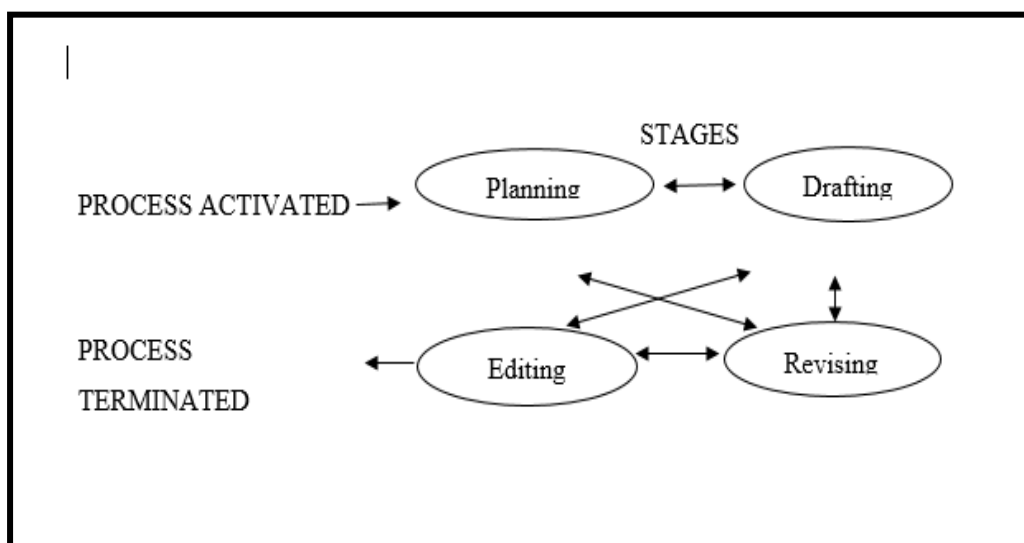
Writing Process

The writing process is a series of steps that help the activity of writing.

Reis (2008) states that the writing process may be a more adequate method of teaching writing since it helps students to focus on the process of creating texts through different stages.

According to Seow (2002) mentioned in “Methodology in Language Teaching” explain that the writing process as a private activity is formed of four main stages: planning, drafting, revising and editing.

Figure 3. Writing Process Stages



Source: Approaches and Methods in Language Teaching.

Author: Seow (2002)

Seow (2002) further suggest that the writing process in the classroom might be constructed as a program of instruction that provides learners planned learning experiences to help them to understand the nature of writing at every moment. Moreover, the writing process as a classroom activity includes the four basic writing stages: planning, drafting, revising and editing and three other stages externally that the teachers should impose particularly responding, evaluating and post-writing.

Planning

It is also called Pre-writing and it is an activity that encourages learners to write. It also stimulates thoughts for getting started. The following activities are examples of this stage:

- Brainstorming: students spew out ideas about the topic.

- Clustering: students from words related to a stimulus given by the teacher.
- Rapid free writing: between 1-2 minutes, students spontaneously and quickly write down single words or phrases about a topic.
- Wh Questions: students generate who, why, when, what, where and how questions about a topic.
- Review assignments: students receive feedback about their assignments.
- Small group discussions: learners talk about a specific topic and share their ideas.
- Listing: students make a list about words or phrases related to a topic

Drafting

In this stage writers are focused on the fluency of writing and grammatical accuracy is not a priority for them. Students are encouraged to write for different audiences and they use all the information they know about the topic.

Moreover, in this stage learners write and refine paragraphs with a focus on communication of meaning. A conscious sense of audience can dictate a certain style to be used. However, depending on the genre of writing (narrative, expository or argumentative), an introduction to the subject matter of the writing might be used to call the reader's attention.

Responding

It has a central role in the writing process because responding intervenes between drafting and revising. The responses can be oral or in writing, after the students first production (draft). Teachers can help learners providing meanings and facilitating the revision of the initial drafts. Besides, peer responding can be effective. Peers responding may be done in small groups or pair discussions using checklists.

Revising

At this stage student revise their texts to reexamine what they have written to see how effectively they communicate their messages to the readers. Revising is not about checking for language mistakes. However, it is to enhance global content and organization of ideas so that the reader has a better understanding.

To assure learners are not copying their previous activities it is worthy that the teacher collects and keeps the students' drafts and ask them for rewriting.

Editing

This stage helps learners to tidy up their texts as they prepare their final draft for evaluation by their teachers. They can edit their own as well as their peers' texts. At this stage it is essential to check grammar, spelling, punctuation, diction, sentence structure and accuracy.

In order to help students to be aware of their common errors it is suitable to use a simple check list. For example:

- Are verbs in the correct form?
- Have you checked for subject-verb agreement?
- Have you used all the pronouns correctly?
- Are the verbs in the correct tense?
- Have you used the correct prepositions?
- Have you left out the articles where they are required?

Evaluating

This is the activity where teachers score the writing performance. The criteria for evaluation should be made known by the students in advance.

Learners might be motivated to evaluate their own and each other's texts once they have been properly trained how to evaluate their own and others activities.

Post-writing

This includes different activities such as reading aloud, publishing, transforming texts, sharing. Moreover, this stage is a platform to recognize students' work as important and beneficial. Students feel that they are writing for very real purposes.

2.5 Hypothesis

The use of portfolios in the English classroom improve the development of the writing process?

2.6 Signaling the Hypotheis Variables

During this research the variables of this project has been mentioned and they are mentioned bellow for a better appreciation:

DEPENDANT VARIABLE

Writing Process

INDEPENDANT VARIABLE

Portfolio resource

CHAPTER III

3. METHODOLOGY

3.1 Basic Method of Research

This research is based on two basic forms: qualitative and quantitative research. It is based on the qualitative approach because this research project emphasizes the human aspects of the educational development. Moreover, it is a quantitative approach because it is focus on the analysis of statistical procedures.

According to Walliman (2011) a qualitative research focuses on people, particularly in social groups or as individuals. During the development of this research students from level A1 were part of this research project and due to their participation it was

possible to draw conclusions. Besides, Patten (2005) explains that a qualitative research usually examines previous published literature and includes reviews of them. In this study library research about portfolios and the writing process development was done to understand better the variables of the project.

On the other hand, MacDonald and Headlam (2000) comment that quantitative research quantifies data and generalizes results from a sample of the population of interest. At the beginning and the end of this research project a pre-test and a post-test were carried out to have statistical data of the results of this research. It is for this reason that this study is based on a quantity approach.

3.2 Research Modality

3.2.1 Bibliographical –Documentary Research

In this study a lot of information has been collected because it is essential to understand what other people have written about the variables of the research. According to Walliman (2011) it is important to develop bibliographical research because it gives useful source of relevant information in order to develop the different aspects of a research project.

3.2.2 Field Research

This research project is a field research because the study was carried out in the place where the research problem occurred. The researcher went to four A1 classrooms to collect data at the Language Center of Universidad Técnica de Ambato. Moreover, Walliman (2011) advocates that field research is a key element in the investigation because it facilitates in collecting data and its analysis.

3.2.3 Observational research

It is observational because it enables to do an objective analysis about what happens in the field of study. In addition, during this project observation benefited the researcher to detect the behavior of the participants. Due to this fact, the researcher

had the opportunity to detect the whole situation and come up with ideas that helped in the process.

3.3 Level or Type of Research

3.3.1 Correlational Research

This research was correlational because it was determined the relationship between the portfolios and the English writing process to see the degree or relationship among the variables. Furthermore, social research in general, and educational research is concerned about establishing interrelationships among variables. (Cohen, L., Manion, L. & K. Morrison,2005).

3.3.2 Quasi-experimental research

This research is quasi-experimental because the aim is to explain some kind of causation. In this regard, Patten (2016) explains that experimental designs are applied to explore cause and effect. In other words, the researcher wants to see the possible effect of a cause. As a result, this study consisted on working with two sampling groups. One sample group which was the control group and another that was the experimental group.

3.4 Population and Sample

This research has been developed at public universities in higher education in Ambato. The students who belong to A1 starter level are the participants of this research project.

3.4.1. Population

The whole population in the A1 starter level at the Languages Center of Universidad Técnica de Ambato was 1575 students in the semester September 2017 – February 2018.

Table 5. Population A1 starter level students

| POPULATION | NUMBER |
|-------------------|---------------|
| A1 Students | 1575 |

Source: Secretary at the Languages Center, Universidad Técnica de Ambato
Author: Armijos, G. (2018)

3.4.2 Sample

From the whole population in the A1+ starter level, four groups were chosen to carry out this study. They are described as follows:

Table 6 Sample

| | POPULATION | NUMBER |
|--------------|--------------------|---------------|
| Students | Control Group | 30 |
| | Experimental Group | 89 |
| Total | | 119 |

3.5 OPERATIONALIZATION OF VARIABLES

3.5.1 Operationalization of the Independent Variable

Table 7. Operationalization of the Independent Variable

| INDEPENDANT VARIABLE | DIMENSIONS | INDICATORS | Items | Techniques | Instruments |
|--|----------------------------|--|--------------------------------|-------------------|--------------------------------|
| PORTFOLIO <i>Characterization</i> A collection of selective academic work including content, progression, reflection and self-evaluation compiled over a period of time that depicts student’s activities such as written assignments, journal entries, completed tests, artwork, lab reports, physical projects that can also be presented as digital archives with the purpose of exhibiting measurement of achievement in learning standards, academic requirements, academic achievements, grade level promotion and all of this involves various stages of conception, drafting, and revision. | Academic work | - Content - Progression - Reflection - Self-evaluation | Writing about past activities. | Pre- test | Diagnostic evaluation (Rubric) |
| | Students activities | - Written assignments - Journal entries - Completed tests - Artwork - Lab reports - Physical projects - Digital archives | | | |
| | Measurement of achievement | - Learning standards - Academic requirements - Academic achievements - Grade level promotion | | | |
| | Stages | - Conception - Drafting - Revision | | | |

Source: Bibliographic research

Author: Armijos, G. (2018)

3.5.2 Operationalization of the Dependent Variable

Table 8. Operationalization of the dependent Variable

| DEPENDANT VARAIABLE | DIMENSIONS | INDICATORS | Items | Techniques | Instruments |
|---|-------------------|---|----------------------------|-------------------|----------------------------|
| WRITING PROCESS DEVELOPMENT <i>Characterization</i> A recursive process that involves at least four steps: pre-writing, drafting, revising, and editing, it is also presented in a variety of genres in all areas of the curriculum using different types of writing such as essays. | Recursive process | <ul style="list-style-type: none"> - Pre-writing - Drafting - Revising - Editing | Write about their holiday. | Post-test. | Final evaluation. (Rubric) |
| | Genre Variety | <ul style="list-style-type: none"> - Descriptive Writing - Expository Writing - Journals and Letters - Narrative Writing - Persuasive Writing - Poetry Writing | | | |
| | Curriculum areas | <ul style="list-style-type: none"> - Arts - Math - Languages - Technologies - Social studies - Sciences | | | |
| | Writing standards | <ul style="list-style-type: none"> - Essays - Constructive feedback - Accuracy - Punctuation - Connectors | | | |

Source: Bibliographic research

Author: Armijos, G. (2018)

3.6 Method of Collection

This research was carried out at the Languages Center of Universidad Técnica de Ambato. The participants in this study were 119 students who were studying their first level (A1) of English. In order to collect data information for this research project a pre-test and a post- test were done to the control and the experimental group. The pre-test was done at the beginning of the research and the post- test at the end of the study to compare the results developing the statistical analysis of them. The use of the portfolio resource was implemented during the semester September 2017- February 2018.

Table 9. Data Collection

| Basic Questions | Explanation |
|---------------------------------------|--|
| What is the purpose? | To achieve main goals of the research. |
| Who are the people and object? | Population |
| What are the aspects? | Portfolios- writing process development |
| Who? | Researcher |
| When? | Semester September 2017- February 2018 |
| Where? | Public universities of Ambato |
| How many times? | October 2017 – February 2018 |
| Which instruments of data collection? | Pre-test and Post-test |

Source: Data Collection

Author: Armijos, G. (2018)

3.7 Data Collection and Analysis

During the pre-test students of both groups were asked to write a 60 to 80-word paragraph about their activities they did during their last weekend. In order to evaluate their written performance, the researcher used a rubric which contains the writing parameters that are used in formal evaluations at The Languages Center.

This rubric was validated by the Academic Coordinator of the Center. (See Annex 8)

On the other hand, in the post-test both groups (control and experimental) were asked to write a 60 to 80-word paragraph about their activities they did during their last holiday. During the post-test the same rubric that was used for the pre-test was used for the post-test. Moreover, it is important to mention that the t test was applied to a statistical analysis.

Finally, during the data collection the following steps were taking into consideration to process and analyze the information

- Development of a research process
- Revision of collected information
- Description of variables
- Statistical presentation
- Analysis of results
- Interpretations of results
- Hypothesis verification
- Determining conclusions and recommendations

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Hypothesis Verification

It was taken an experimental group (EG) and a control group (CG) of students to determine whether or not the use of portfolios in the English classroom improve Writing process of A1 English students at the Languages Center- Universidad Técnica de Ambato. The aim of the statistical is to compare the results obtained between the pre-test and post-test in the experimental group.

The paired sample Student t-test is applied to verify the hypothesis because it is used a numerical scale (Writing section was rated over 20). It starts from the identification of the null hypothesis and the alternative hypothesis, as follows:

4.2 Hypothesis Approach

Null Hypothesis H₀: The use of portfolios in the English classroom do not improve the development of the writing process of A1 English students at the Languages Center- Universidad Técnica de Ambato.

Alternative Hypothesis H₁: The use of portfolios in the English classroom improve the development of the writing process of A1 English students at the Languages Center- Universidad Técnica de Ambato.

4.2.1. Variables

Independent variable: Portfolio resource.

Dependent variable: Writing process.

4.2.2. Description of the Population

The researcher took an experimental group of 89 students and a control group of 30 students of A1 level in the Languages Center in Universidad Técnica de Ambato.

4.2.3. Mathematical Model

The mathematical model of the test is the next:

H₀: $\mu_1 = \mu_2$

H₁: $\mu_2 > \mu_1$

Where:

μ_1 = population average in the pre-test.

μ_2 = population average in the post-test.

It is considered a statistical test of hypotheses to a single tail because the researcher aims to demonstrate if portfolio resource in classroom improve writing process in English. (post-test mean is upper than pre-test mean).

The Student t-test formula is the next:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

t = Student t-test from the data.

\bar{x}_d = differences average in the sample.

n = pre-test and post-test data number (89 data EG - 30 data CG).

S_d = standard deviation of the differences.

4.2.4. Specification of the regions of acceptance and rejection

The distribution under the null hypothesis of the variable t is a Student t-test with $(n - 1)$ degrees of freedom.

4.2.5. Decision Making

The null hypothesis (H_0) will be rejected and the alternative (H_1) will be accepted if the 'p' value or level of bilateral significance is smaller than or equal to a (0.05). It means if the Student t value is on the null rejected region in the Student t-test distribution, the alternative hypothesis (H_1) will be accepted.

4.2.6. Selection of the level of significance

To verify the hypothesis, the following level of significance was used: $\alpha = 0.05$

4.2.7. Degrees of Freedom

The formula to determine the degrees of freedom is the next:

$$df = n - 1$$

Where:

n = pre-test and post-test data number (30 data in control and experimental groups).

df = degrees of freedom

Experimental group:

$$df = 89 - 1$$

df = 88 Control group:

$$df = 30 - 1$$

$$df = 29$$

According to the selected level of significance (0.05) and the degrees of freedom (88 data EG - 29 data CG), Student t value is 1.6624 EG and 1.6991 CG (see Annex 1).

4.2.8. Data collection and calculation of statistics

The results the pre-test and post-test from both the experimental and control groups were compared and analyzed. They are presented in the tables below:

Table 10. Data collection control and experimental group.

| CONTROL GROUP | | | | EXPERIMENTAL GROUP | | | |
|----------------------|-----------------|------------------|--------------------|---------------------------|-----------------|------------------|--------------------|
| No. | Pre-Test | Post-Test | Differences | No. | Pre-Test | Post-Test | Differences |
| 1 | 16 | 17 | 1 | 1 | 9 | 16 | 7 |
| 2 | 15 | 18 | 3 | 2 | 13 | 20 | 7 |
| 3 | 12 | 15 | 3 | 3 | 13 | 18 | 5 |
| 4 | 14 | 16 | 2 | 4 | 8 | 19 | 11 |
| 5 | 13 | 18 | 5 | 5 | 8 | 17 | 9 |
| 6 | 15 | 16 | 1 | 6 | 10 | 14 | 4 |
| 7 | 11 | 19 | 8 | 7 | 10 | 15 | 5 |
| 8 | 8 | 15 | 7 | 8 | 8 | 9 | 1 |
| 9 | 8 | 18 | 10 | 9 | 8 | 17 | 9 |
| 10 | 14 | 15 | 1 | 10 | 10 | 18 | 8 |
| 11 | 13 | 15 | 2 | 11 | 8 | 13 | 5 |
| 12 | 13 | 13 | 0 | 12 | 15 | 18 | 3 |
| 13 | 12 | 17 | 5 | 13 | 10 | 18 | 8 |
| 14 | 12 | 14 | 2 | 14 | 14 | 19 | 5 |
| 15 | 7 | 10 | 3 | 15 | 10 | 10 | 0 |
| 16 | 14 | 17 | 3 | 16 | 8 | 15 | 7 |
| 17 | 14 | 15 | 1 | 17 | 10 | 20 | 10 |
| 18 | 14 | 15 | 1 | 18 | 15 | 20 | 5 |
| 19 | 12 | 16 | 4 | 19 | 10 | 17 | 7 |
| 20 | 12 | 16 | 4 | 20 | 8 | 18 | 10 |
| 21 | 14 | 18 | 4 | 21 | 12 | 16 | 4 |
| 22 | 12 | 9 | -3 | 22 | 8 | 14 | 6 |
| 23 | 10 | 12 | 2 | 23 | 15 | 18 | 3 |
| 24 | 12 | 12 | 0 | 24 | 10 | 13 | 3 |
| 25 | 10 | 13 | 3 | 25 | 12 | 16 | 4 |
| 26 | 9 | 12 | 3 | 26 | 8 | 13 | 5 |
| 27 | 8 | 16 | 8 | 27 | 10 | 15 | 5 |
| 28 | 12 | 15 | 3 | 28 | 10 | 16 | 6 |

| CONTROL GROUP | | | | EXPERIMENTAL GROUP | | | |
|---------------|----------|-----------|-------------|--------------------|----------|-----------|-------------|
| No. | Pre-Test | Post-Test | Differences | No. | Pre-Test | Post-Test | Differences |
| 29 | 8 | 12 | 4 | 29 | 8 | 17 | 9 |
| 30 | 8 | 8 | 0 | 30 | 9 | 16 | 7 |
| - | - | - | - | 31 | 8 | 20 | 12 |
| - | - | - | - | 32 | 9 | 11 | 2 |
| - | - | - | - | 33 | 8 | 16 | 8 |
| - | - | - | - | 34 | 12 | 18 | 6 |
| - | - | - | - | 35 | 10 | 17 | 7 |
| - | - | - | - | 36 | 8 | 15 | 7 |
| - | - | - | - | 37 | 10 | 17 | 7 |
| - | - | - | - | 38 | 18 | 20 | 2 |
| - | - | - | - | 39 | 8 | 15 | 7 |
| - | - | - | - | 40 | 15 | 16 | 1 |
| - | - | - | - | 41 | 15 | 14 | -1 |
| - | - | - | - | 42 | 8 | 16 | 8 |
| - | - | - | - | 43 | 8 | 10 | 2 |
| - | - | - | - | 44 | 8 | 14 | 6 |
| - | - | - | - | 45 | 15 | 19 | 4 |
| - | - | - | - | 46 | 8 | 10 | 2 |
| - | - | - | - | 47 | 8 | 10 | 2 |
| - | - | - | - | 48 | 13 | 19 | 6 |
| - | - | - | - | 49 | 8 | 14 | 6 |
| - | - | - | - | 50 | 15 | 18 | 3 |
| - | - | - | - | 51 | 16 | 19 | 3 |
| - | - | - | - | 52 | 8 | 19 | 11 |
| - | - | - | - | 53 | 8 | 18 | 10 |
| - | - | - | - | 54 | 12 | 16 | 4 |
| - | - | - | - | 55 | 8 | 14 | 6 |
| - | - | - | - | 56 | 10 | 14 | 4 |
| - | - | - | - | 57 | 10 | 20 | 10 |

| CONTROL GROUP | | | | EXPERIMENTAL GROUP | | | |
|---------------|----------|-----------|-------------|--------------------|----------|-----------|-------------|
| No. | Pre-Test | Post-Test | Differences | No. | Pre-Test | Post-Test | Differences |
| - | - | - | - | 58 | 10 | 19 | 9 |
| - | - | - | - | 59 | 15 | 18 | 3 |
| - | - | - | - | 60 | 8 | 14 | 6 |
| - | - | - | - | 61 | 15 | 19 | 4 |
| - | - | - | - | 62 | 8 | 16 | 8 |
| - | - | - | - | 63 | 18 | 19 | 1 |
| - | - | - | - | 64 | 7 | 10 | 3 |
| - | - | - | - | 65 | 13 | 19 | 6 |
| - | - | - | - | 66 | 8 | 18 | 10 |
| - | - | - | - | 67 | 5 | 17 | 12 |
| - | - | - | - | 68 | 10 | 18 | 8 |
| - | - | - | - | 69 | 4 | 14 | 10 |
| - | - | - | - | 70 | 5 | 16 | 11 |
| - | - | - | - | 71 | 5 | 13 | 8 |
| - | - | - | - | 72 | 5 | 18 | 13 |
| - | - | - | - | 73 | 5 | 16 | 11 |
| - | - | - | - | 74 | 5 | 13 | 8 |
| - | - | - | - | 75 | 5 | 15 | 10 |
| - | - | - | - | 76 | 15 | 19 | 4 |
| - | - | - | - | 77 | 16 | 18 | 2 |
| - | - | - | - | 78 | 5 | 11 | 6 |
| - | - | - | - | 79 | 5 | 12 | 7 |
| - | - | - | - | 80 | 5 | 14 | 9 |
| - | - | - | - | 81 | 5 | 16 | 11 |
| - | - | - | - | 82 | 5 | 16 | 11 |
| - | - | - | - | 83 | 16 | 20 | 4 |
| - | - | - | - | 84 | 12 | 18 | 6 |
| - | - | - | - | 85 | 14 | 17 | 3 |
| - | - | - | - | 86 | 7 | 15 | 8 |

| CONTROL GROUP | | | | EXPERIMENTAL GROUP | | | |
|---------------|----------|-----------|-------------|--------------------|----------|-----------|-------------|
| No. | Pre-Test | Post-Test | Differences | No. | Pre-Test | Post-Test | Differences |
| - | - | - | - | 87 | 10 | 18 | 8 |
| - | - | - | - | 88 | 8 | 18 | 10 |
| - | - | - | - | 89 | 4 | 9 | 5 |

Source: Test applied to students.

Author: Armijos, G. (2018).

4.2.9. Student T-Test Results

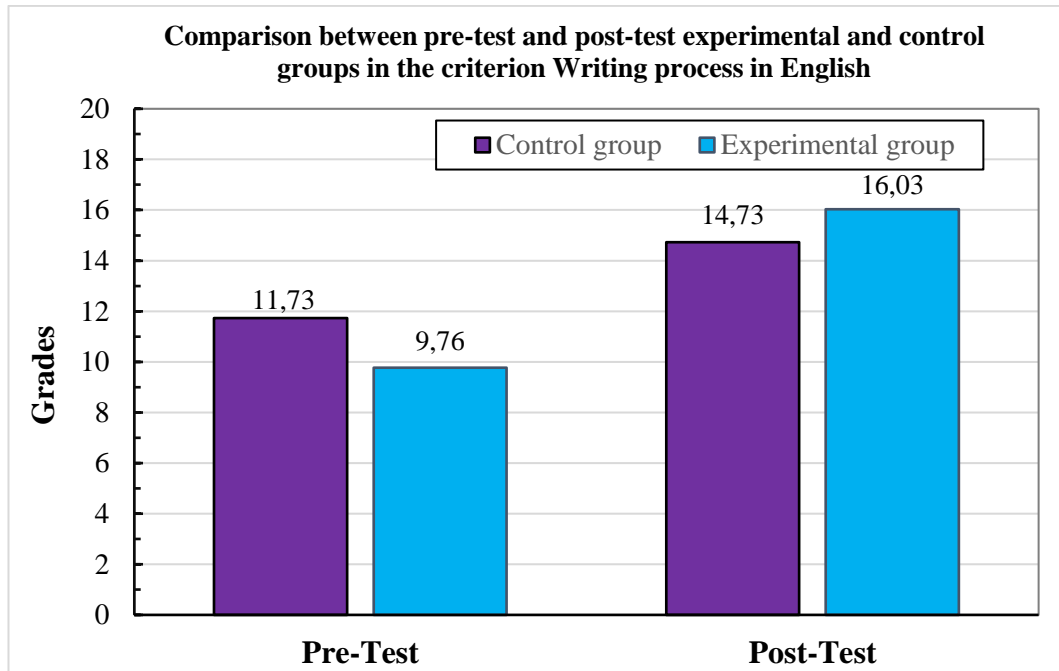
Through the use of a statistical software, the following results were obtained:

Table 11. Paired sample statistics.

| Paired sample statistics | | | | | |
|--------------------------|------------------------|---------------------|-----|--------------------------------|---|
| | | Mean \bar{x}_d | n | Standard deviation S_d | Standard error of the mean $\frac{S_d}{\sqrt{n}}$ |
| Control group | Pre-test Total | 11.73 | 30 | 2.5042 | 0.4572 |
| | Post-test Total | 14.73 | 30 | 2.7660 | 0.5050 |
| | Differences (Pre-Post) | 3.00 | 30 | 2.7165 | 0.49596 |
| Experimental group | Pre-test Total | 9.76 | 89 | 3.4871 | 0.3696 |
| | Post-test Total | 16.03 | 89 | 2.8661 | 0.3038 |
| | Differences (Pre-Post) | 6.27 | 89 | 3.1253 | 0.3313 |

Source: Test applied to students.

Author: Armijos, G. (2018).



Graph 1. Mean pre-test and post-test experimental and control groups.

Source: Test applied to students.

Author: Armijos, G. (2018).

Student t-test:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Control group:

$$t = \frac{3.00}{0.49596}$$

$$t = 6.0489$$

Experimental group:

$$t = \frac{6.27}{0.3313}$$

$$t = 18.9256$$

The resolution through the use of statistical software allows obtaining the same results, as it is showed in the following table:

Table 12. Student t test to paired sample statistics.

| Paired sample statistics | | | | | | | | | |
|--------------------------|-------------------------------|--------------------|-----------------------|-------------------------------------|---|-------|---------------|-----------|------------------------|
| | | Paired differences | | | | | t | df | Sig. (unilateral) |
| | | Mean | Standard deviation | Standard error of the mean | 95% of difference interval of confidence | | | | |
| | | | | | Lower | Upper | | | |
| Control group | Pre-test | 3.00 | 2.716 | 0.496 | 1.986 | 4.014 | 6.049 | 29 | 0.0000005 |
| | Total - Post-test Total | | | | | | | | |
| Experimental group | Pre-test | 6.270 | 3.125 | 0.331 | 5.611 | 6.928 | 18.926 | 88 | 4.4954E- 33 |
| | Total - Post-test Total | | | | | | | | |

Source: Test applied to students.

Author: Armijos G. (2018).

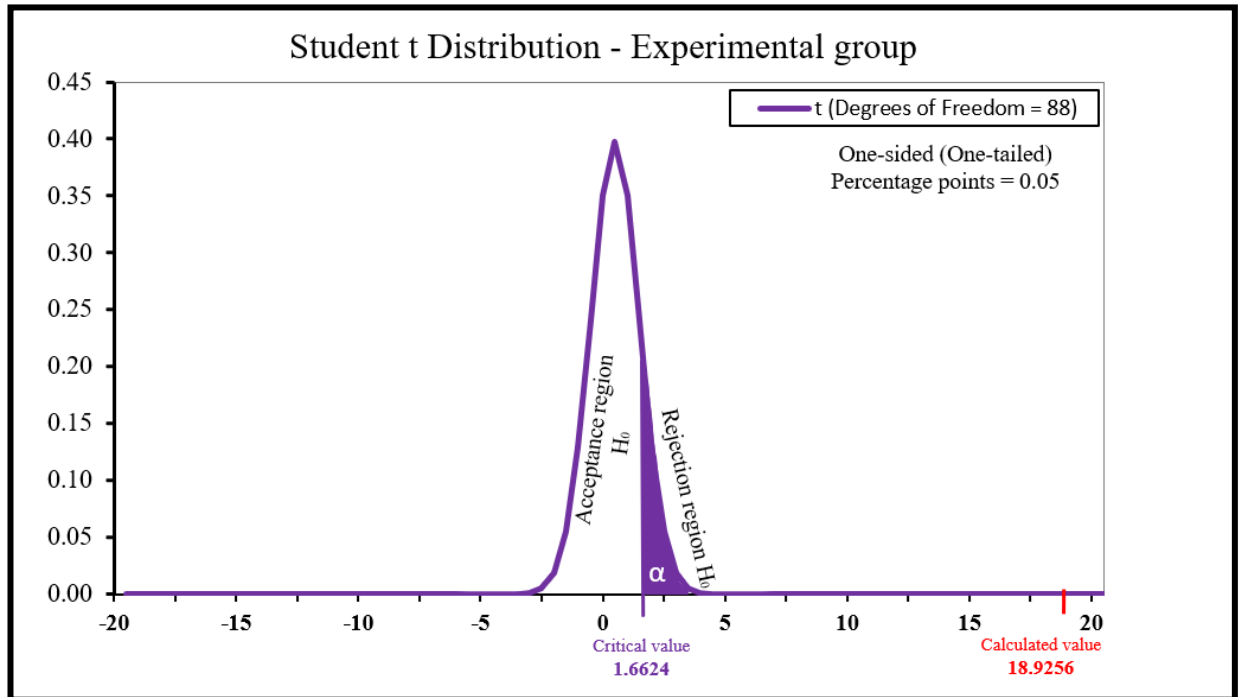
Last table shows that differences are more significant in the experimental group than in the control group.

4.2.10 Final decision

The decision from the t calculated for the experimental group with 88 degrees of freedom and with 0.05 of unilateral significance level, $p = 4.4954E-33$ (4.4954 E-31 %) which is lower than $\alpha = 0.05$ (5 %). In the same way, calculated Student t is 18.926 which is upper than critical value of 1.6624. Hence, it is on the null rejection region. It means that, the null hypothesis is rejected and the alternative one is

accepted: “The use of portfolios in the English classroom improve the development of the writing process of A1 English students at the Languages Center- Universidad Técnica de Ambato”.

The Student t distribution for the experimental group is the next:

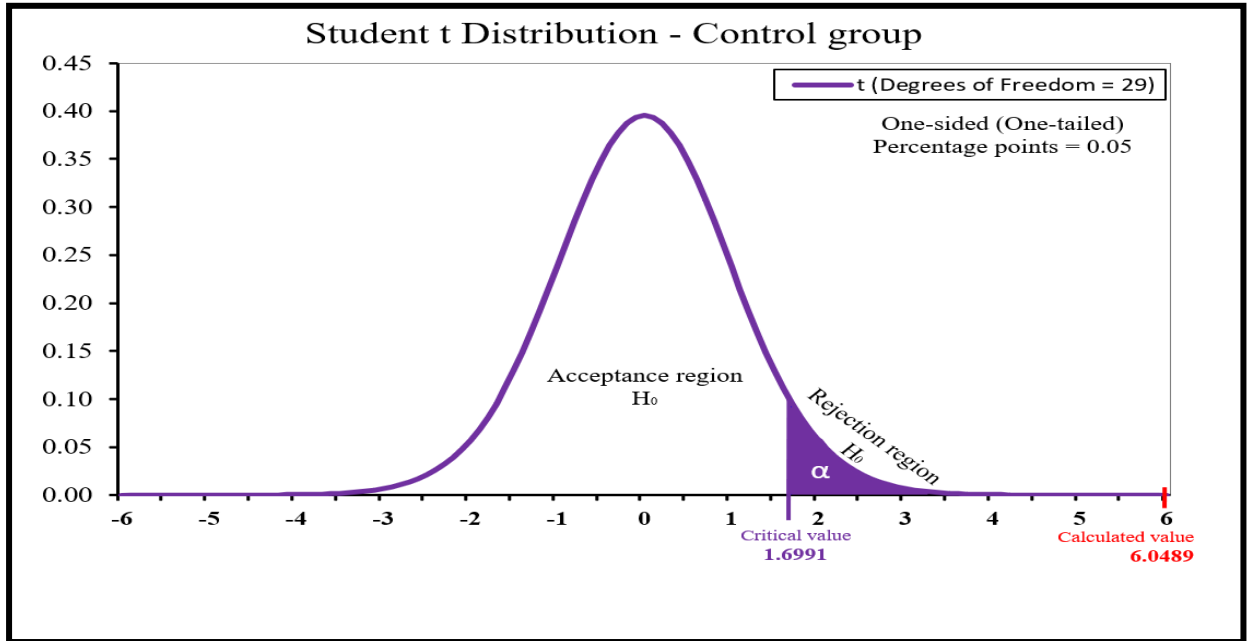


Graph 2. Student t-test distribution experimental group.

Source: Test applied to students.

Author: Armijos, G. (2018).

The Student t distribution for the control group is the next:



Graph 3. Student t-test distribution control group.

Source: Test applied to students.

Author: Armijos, G. (2018).

It is observed that the use of portfolios in the English classroom allows to obtain better results in writing process of A1 English students compared to a regular teaching methodology, when the researcher compares the results of control and experimental groups. Furthermore, it is vital to point out that using the writing process through portfolios students improve their language usage and what is even better they foster their creativity when they write.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- The use of portfolios shows students' work and progress from beginning to the end. At the beginning of this project students showed weaknesses or poor knowledge about the use of the language. This fact was noticed in the application of the pre-test. Throughout the writing process in class with portfolios, students could manage or understand better the use of the components of writing such as capitalization and punctuation. As a result, in the post-test students showed improvement in their written production and this was evidenced in their post-test results.
- All along the development of this research, different types of writing tasks were done in the classroom to promote the writing process through the use of portfolios. Every student had their own portfolio and they collected their written assignments. In addition, they showed better achievements when they wrote about themselves using blogs, e-mails or writing journals. This was evidenced in their portfolio presentation.
- The different stages of the writing process allowed students to raise awareness of the use of a systematic organization of ideas and paragraphs. In addition, learners could notice the importance of the use of portfolios to compile their writing activities in the different stages of the writing process. Consequently, the results of the post-test of the experimental group were better comparing to the post- test results of the control group. The average of the results in the pre-test for the control group was 11.73 over 20 points and for the experimental group were 9.76 over 20 points. On the other hand, the average of the control group in the post test was 14.73 and for the experimental group 16.03. According to these results, the benefits of the use of portfolios are evident for the writing process development so that students can increase their writing micro skills.

5.2 Recommendations

Based on the conclusions drawn, the following recommendations were formulated:

- It is highly recommended the use of portfolios for the writing process development because its design helps students to compile different assignments that can be used when developing this process. Thus, students can be aware of their progress at the same time that enable them to be more autonomous and create their own learning process to achieve their goals and improve one of the communicative skills. On the other hand, portfolios usage is a great tool for teachers who want to have evidence of the evolution of their students writing performance step by step.
- It is suggested that teachers use portfolios for developing different written activities because through them students can develop their writing skills as well as their creativity to communicate ideas about themselves. It is advised that personal compositions help in the writing production.
- It is suggested to use the different stages of the writing process to make better written activities. Besides, the stages of the writing process contribute to collaborative work among students. It is for this reason that is essential to elaborate a handbook about portfolio activities so that it can facilitate the writing process development.

CHAPTER VI

6. THE PROPOSAL

6.1 Informative Data

- **Name of the Institution:** Universidad Técnica de Ambato
- **Beneficiaries:** English teachers and students of the university
- **Estimated time for the execution:** Semester March –August 2018
- **Beginning:** Third week of June (Second Partial of the semester March – August 2018)
- **Ending:** Last week of July (Second Partial of the semester March –August 2018)
- **Person in charge:** Gabriela del Rocío Armijos Ango
- **Cost:** \$100

6.2. Background of the Proposal

The proposal emerges from the need of higher education students to develop their academic writing skills. During this research project and according to the results of the Post Test it is evident that portfolios help in the development of the writing process. Through the development the research students had shown confidence in themselves and are motivated to write in English. Giving them security when they write about their lives. All this as a result of a good use of the language. Therefore, the students develop and improve writing skill in the classes thanks to the application of different activities for a writing portfolio.

6.3. Justification

The English language is of great importance nowadays. This is a fundamental tool in the development of people's life. That is why teaching it is of vital importance. To potentiate the skills of this language, which is global in scope, it is essential to use activities that help us achieve this goal.

One of the skills that shows a certain degree of difficulty is the writing skill. For this reason, it is important to help students to progress in it. An alternative to improve the writing skill is the implementation of activities with a focus on the

writing process development. These activities help in an organized and entertaining way to overcome the obstacles that occur when writing in another language. Therefore, this proposal will be of great help for those who wish to improve written expression in a dynamic way and enjoying learning.

6.4 Objectives

6.4.1 General

- To devise a handbook for portfolio activities that help the writing process development.

6.4.2 Specific

- To explore the most significant and useful portfolio activities for the writing process development.
- To organize the activities with a focus on the stages of the writing process development as well as the different types of writing
- To develop micro skills of writing.

6.5 Feasibility Analysis

The present proposal is considered feasible in relation to political, sociocultural, organizational, environmental, economic-financial, and legal factors. It does not require any special resources, budget, or any other factors that may be unreachable either for teachers, students or the institution itself.

6.6 Foundation

Handbook: A handbook is basically a book that encompasses instructions, suggestions or guidelines on how to do something. It provides the most significant and helpful information about a specific subject (Dom, 2008).

Portfolios: Portfolios are collections of student work representing a selection of performance. Portfolios in classrooms today are derived from the visual and performing arts tradition in which they serve to showcase artists' accomplishments and personally favored works. A portfolio may be a folder containing a student's best pieces and the student's evaluation of the strengths and weaknesses of the pieces. It may also contain one or more works-in-progress that illustrate the creation of a product, such as an essay, evolving through various stages of conception, drafting, and revision.

More teachers have recently begun using portfolios in all curricular areas. Portfolios are useful as a support to the new instructional approaches that emphasize the student's role in constructing understanding and the teacher's role in promoting understanding. For example, in writing instruction, portfolios can function to illustrate the range of assignments, goals, and audiences for which a student produced written material. In addition, portfolios can be a record of the activities undertaken over time in the development of written products. They can also be used to support cooperative teaming by offering an opportunity for students to share and comment on each other's work. For example, a videotape of students speaking French in the classroom can be used to evoke a critical evaluation of each other's conversational skills at various points during the school year.

Written Process Development: According to Seow (2002) the writing process teaches students to internalize the steps for producing a finished piece of writing and should entail the recursive phases of pre-writing, drafting, revising, editing, and publishing. When students internalize the process approach, they are prepared to produce logical and well written documents which convey an appropriate message for a specific audience in personal, academic, and professional contexts.

Seow (2002) explains the stages of the writing process:

Planning

It is also called Pre-writing and it is an activity that encourages learners to write. It also stimulates thoughts for getting started. The following activities are some examples of this stage: brainstorming, listing, clustering.

Drafting

In this stage writers are focused on the fluency of writing and grammatical accuracy is not a priority for them. Students are encouraged to write for different audiences. Students use all the information they know about the topic.

Responding

It has a central role in the writing process. The responses can be oral or in writing, after the students first production (draft). Teachers can help learners providing meanings and facilitating the revision of the initial drafts. Besides, peer responding can be effective.

Revising

At this stage student revise their texts to reexamine what they have written to see how effectively they communicate their messages to the readers. Revising is not about checking for language mistake. However, it is to enhance global content and organization of ideas so that the reader has a better understanding.

Editing

This stage helps learners to tidy up their texts as they prepare their final draft for evaluation by their teachers. They can edit their own as well as their peers' texts. At this stage it is essential to check grammar, spelling, punctuation, diction, sentence structure and accuracy.

Evaluating

This is the activity where teachers score the writing performance. The criteria for evaluation should be made known by the students in advance.

Post-writing

This includes different activities such as reading aloud, publishing, transforming texts, sharing.

6.7 Methodology

The action plan is divided into phases that allow the development of the play activities manual. The same ones that are formed from the search of information until the creation of it. In addition, the resources at hand as well as the budget for the preparation of the necessary material must be taken into account.

The methodology of this proposal is based on the Communicative Approach. According to Richards and Rodgers one of the most essential characteristics of the communicative approach is that it pays systematic attention to functional as well as structural aspects of language. Moreover, this proposal is based on the practice and controlled practice approach because as Harmer (2007) states that practice helps students to internalize how language is constructed. In addition, controlled practice allows students to review language.

6.8 Operating Model

Table 13. Operating Model

| Phase | Objectives | Activities | Resources | Responsible | Time |
|--|---|--|--|------------------|---------|
| Organization | To plan a timetable. To present the timetable to the Director of the Center. | To ask the authorization to the Languages Center Director to follow the timetable planned. | Timetable | Gabriela Armijos | 4 days |
| Socialization of the proposal activities | To present the activities of the proposal to the Languages Center teachers. | To explain the activities to all English teachers in a meeting planned. | Proposal Computer Projector Photocopies of the proposal | Gabriela Armijos | 1 day |
| Proposal Executing | To apply the proposal activities with teachers of different levels. | To use the proposal activities in English different levels. | Photocopies of the proposal. | Gabriela Armijos | 6 weeks |
| Assessment of the implementation | To assess the efficacy of the proposal. | To apply a survey in order to elicit teachers' and students' opinions about the proposal. | Survey | Gabriela Armijos | 1 week |



The pleasure of writing

"Getting things done is not always what is most important. There is value in allowing others to learn, even if the task is not accomplished as quickly, efficiently or effectively."

R.D. Clyde

By Gabriela Armijos

INDEX

INTRODUCTION

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- 2. Important people in my life**
- 3. A famous market**
- 4. I work everyday**
- 5. Time off**
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 - 6.1 Vocabulary practice
 - 6.2 Spelling
 - 6.3 Identifying words
 - 6.4 Good structure
 - 6.5 Checking mistakes
 - 6.6 Punctuation
- 7. Rubric**

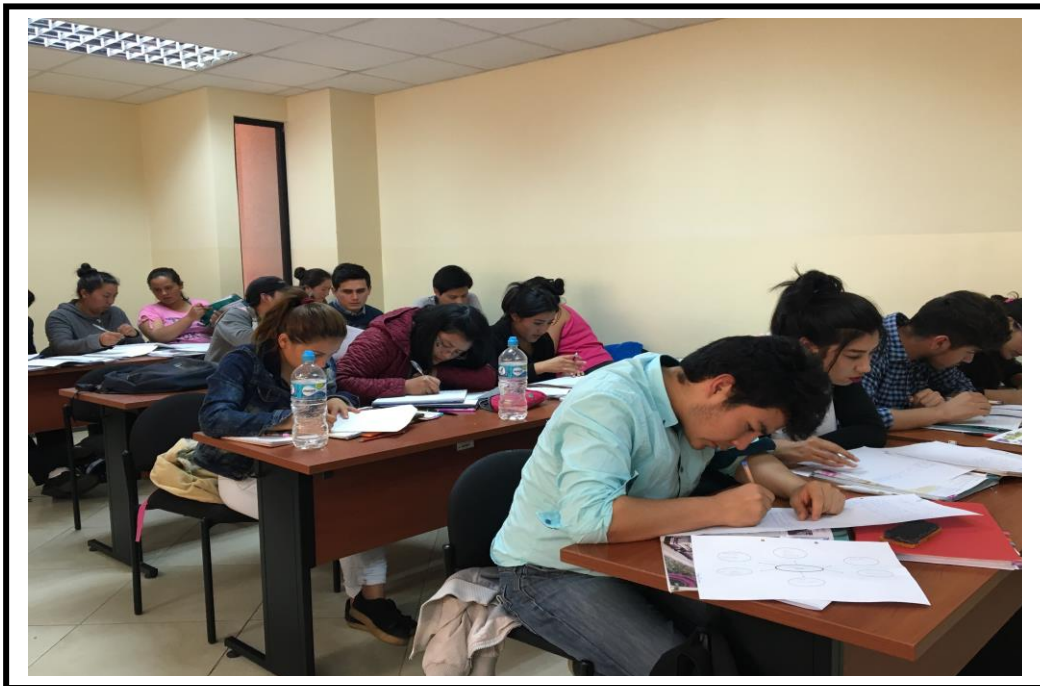
INTRODUCTION

This handbook is a brief summary of different activities that teachers can apply so that their students have fun writing in the English class.

The examples that are given in this manual focus on the use of portfolios to enhance the writing process.

To benefit from, and enjoy it to the most, you should consider the following:

- Explain and give clear instructions.
- Try students' group work for more successful control.
- Be fair with your students.



ABOUT ME

Objective:

To have students use specific vocabulary to introduce themselves.

Function:

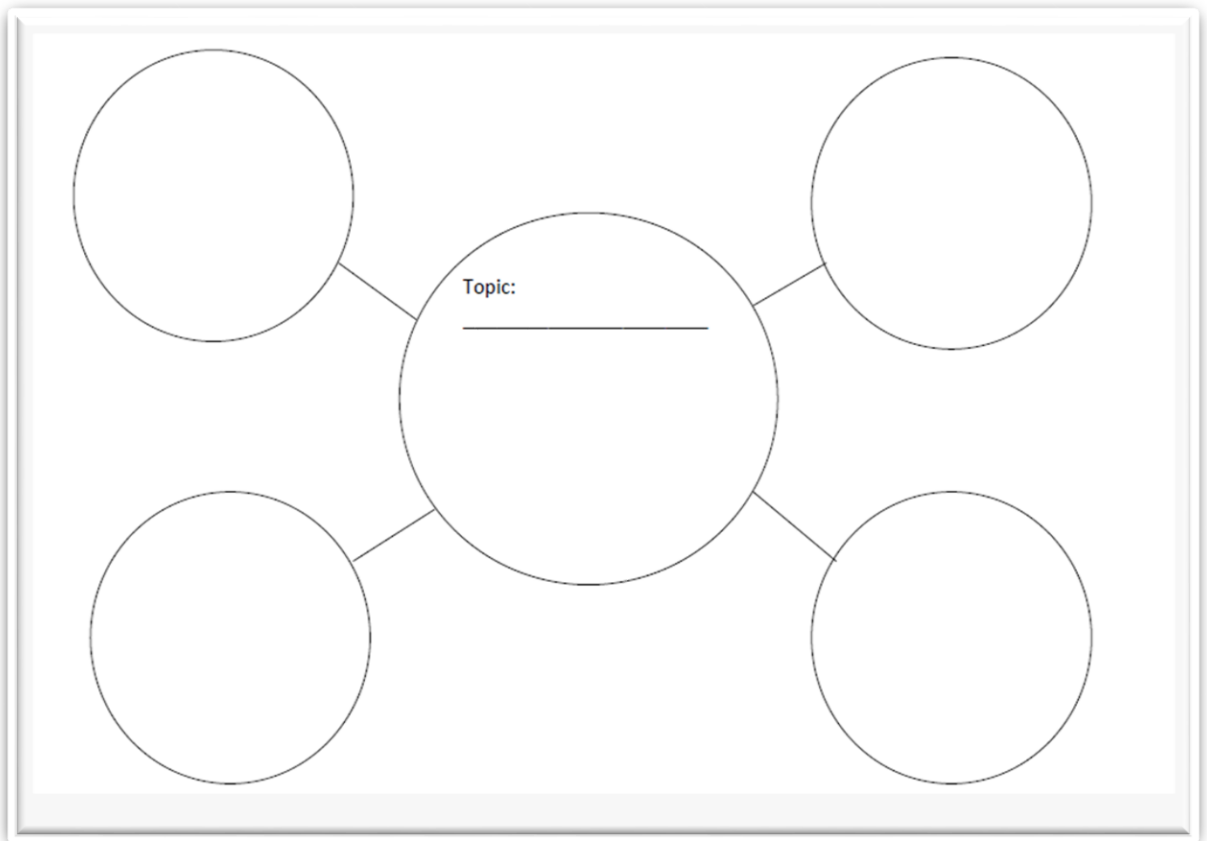
Giving personal information

STAGES:

1. PLANNING

Complete the graphic organizer using words about yourself.

Complete the graphic organizer using words about you.



Using the vocabulary of the previous activity, write a personal introduction.
Write 40-60 words.

Let me introduce! My name is.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3. & 4. RESPONDING AND REVISING

After your teacher has given you your writing back, pay attention to your mistakes and correct them. Also, add more words. Write 50-70 words.

Let me introduce! My name is.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

5. EDITING

Based on your teacher's feedback on the previous writing tasks, write your personal introduction in a blog. Please, write 80 words.

6. EVALUATING:

| MECHANICS | | | | | GRAMMAR | | | | VOCABULARY | | | | ORGANIZATION | | | | COHERENCE | | | |
|-----------|-----|---|-----|---|---------|-----|---|-----|------------|--|-----|---|--------------|---|--|-----|-----------|-----|---|--|
| | 0,5 | 1 | 1,5 | 2 | | 0,5 | 1 | 1,5 | 2 | | 0,5 | 1 | 1,5 | 2 | | 0,5 | 1 | 1,5 | 2 | |

FIVE IMPORTANT PEOPLE IN MY LIFE

Objective:

To give information about their families.

Function:

Describing family members

STAGES:

1. PLANNING

Write a list of 5 people in your life. Please, write a short description for every person. For example: Mary: friend

- Mary: friend
-
-
-
-

2. DRAFTING

Write about five important people in your life. Use you notes and write 40-60 words.

There are five important people in my life. My.....

.....

.....

.....

.....

.....

After your partner has given you your writing back, pay attention to your mistakes and correct them. Also, add more words. Write 50-70 words

Dotted writing lines for the first activity.

5. EDITING

Check your previous activities and rewrite about five important people in your life. Don't forget to use your previous tasks and write 80 words.

Dotted writing lines for the editing activity.

6 EVALUATING:

A FAMOUS MARKET

| MECHANICS | | | | GRAMMAR | | | | VOCABULARY | | | | ORGANIZATION | | | | COHERENCE | | | |
|-----------|---|-----|---|---------|---|-----|---|------------|---|-----|---|--------------|---|-----|---|-----------|---|-----|---|
| 0,5 | 1 | 1,5 | 2 | 0,5 | 1 | 1,5 | 2 | 0,5 | 1 | 1,5 | 2 | 0,5 | 1 | 1,5 | 2 | 0,5 | 1 | 1,5 | 2 |

Objective:

To write about a market based on a reading.

Function:

Giving information about a place in the city.

Read the text and answer the questions.

Covent Garden market is in the center of London. It's open every day and it's good for beautiful jewelry, clothes and pictures. It's also good for small shops and cafés. It's a famous tourist attraction for visitors to London and there are people from all around the world. I'm not a tourist, I'm from London, but for me Covent Garden market is a good place to stop and have a break.

Source: Speakout Starter

1. What's the name of the market?
2. Where is it?
3. Is it open every day?
4. What is it good for?

STAGES

1. PLANNING

Think about a market in your city and answer the following questions.

1. What's the name of the market?
2. Where is it?
3. Is it open every day?
4. What is it good for?

2. Base on the information in the reading, use your notes and write about a market in your city. Please, write 60 to 70 words.

I live in.....
.....
.....
.....
.....
.....

3 & 4. RESPONDING AND REVISING

After your partner has given you your writing back, pay attention to your mistakes and correct them. Also, add more words. Write 50-70 words



5. EDITING

Check your previous activities and rewrite about five important people in your life. Don't forget to use your previous tasks and write 80 words.

A large rectangular box with a double-line border, containing ten horizontal dotted lines for writing.

6. EVALUATING:

| MECHANICS | | | | GRAMMAR | | | | VOCABULARY | | | | ORGANIZATION | | | | COHERENCE | | | |
|-----------|-----|---|-----|---------|--|-----|---|------------|---|--|-----|--------------|-----|---|--|-----------|---|-----|---|
| | 0,5 | 1 | 1,5 | 2 | | 0,5 | 1 | 1,5 | 2 | | 0,5 | 1 | 1,5 | 2 | | 0,5 | 1 | 1,5 | 2 |

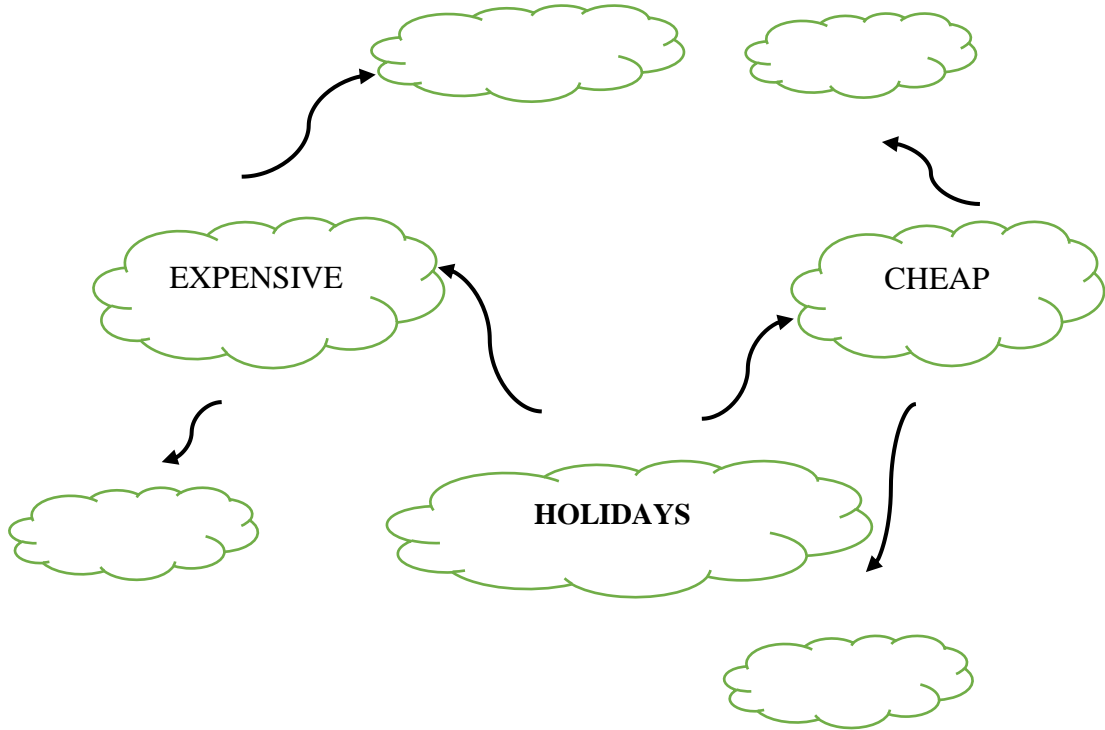
I WORK EVERY DAY

Objective:

To write about their routines using adverbs of frequency.

PLANNING

Write more words about holidays.



DRAFTING

Write a paragraph describing your last holiday. Write 50 to 60 words.

In my last holiday, I went

.....

.....

.....

.....

Look at your previous activity and check your mistakes. Use time linkers such as: and, but, because, so. Write 70-80 words.

TIPS FOR WRITING

LINKING WORDS

and = before a similar idea
idea

because = before a reason

but = before a different

so = before a result

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

5. EDITING

Check your previous activities and write a post card about your good holiday.

6. EVALUATION **ADDITIONAL PRACTICE**

| MECHANICS | | | | GRAMMAR | | | | VOCABULARY | | | | ORGANIZATION | | | | COHERENCE | | | |
|-----------|---|-----|---|---------|---|-----|---|------------|---|-----|---|--------------|---|-----|---|-----------|---|-----|---|
| 0,5 | 1 | 1,5 | 2 | 0,5 | 1 | 1,5 | 2 | 0,5 | 1 | 1,5 | 2 | 0,5 | 1 | 1,5 | 2 | 0,5 | 1 | 1,5 | 2 |

6.1 Vocabulary

6.1.1 Cardinal Numbers

Match the numbers with letters.

- | | |
|----|----------|
| 30 | five |
| 13 | thirteen |
| 80 | fourteen |
| 8 | thirty |

40 eighty

14 forty

5 eight

6.1.2 Countries

Write the words in the correct group.

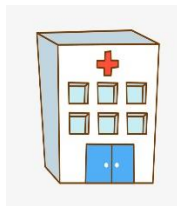
| | | | | |
|------------|-----------|------------|---------|--------|
| Ecuadorian | Colombia | Ecuadorian | Mexican | |
| British | Colombian | American | The UK | Mexico |
| Spanish | | | | |
| The USA | Spain | | | |

| Country | Nationality |
|---------|-------------|
| | |

6.1.3 Places

Look at the pictures and match them with the words in box.

| | | | |
|--------|--------|----------|------|
| school | church | hospital | park |
| cinema | | | |



6.1.4 Food

Order the food in the correct group.

| | | | | |
|---------------|----------|-----------|--------|---------|
| french fries | tomatoes | hamburger | coffee | oranges |
| lettuce water | pizza | cola | | |

| HEALTHY FOOD | UNHEALTHY FOOD |
|--------------|----------------|
| | |

6.1.5 Activities

Complete the expressions with a verb from the box.

| | | | | |
|------|-------|-------|------|------|
| cook | drive | speak | work | play |
|------|-------|-------|------|------|

1. _____ French.
2. _____ tennis.
3. _____ a taxi.
4. _____ in a restaurant.
5. _____ dinner.

6.1.6 Cardinal Numbers

Write the numbers

- | | | | |
|--------------|-------|-------------------|-------|
| 1. fifth | _____ | 7. thirty-first | _____ |
| 2. second | _____ | 8. eighth | _____ |
| 3. twentieth | _____ | 9. first | _____ |
| 4. fourth | _____ | 10. twenty-second | _____ |
| 5. third | _____ | 11. fifteenth | _____ |
| 6. ninth | _____ | 12. twelfth | _____ |

6.2 Spelling

Correct the spelling in each job.

- | | |
|-------------------|--------------------|
| 1. taxi drivar | 2. ticher |
| 3. waitres | 4. tenis payer |
| 5. shef | 6. stident |
| 7. shop assistant | 8. football player |
| 9. factory worker | 10. bank woker |

6.3 Identifying words

1. Write the words in the correct group.

| | | | | | | | |
|------|------|-------|------|------|-----------|----|-------|
| live | flat | house | walk | city | buildings | go | study |
|------|------|-------|------|------|-----------|----|-------|

| VERB | NOUN |
|------|------|
| | |
| | |
| | |
| | |

2. Write the adjectives in the correct place.

| | | | | | | |
|-------|-----------|-----------|-------------|----------|------|----------|
| Awful | fantastic | delicious | boring | terrible | good | not very |
| good | great | not bad | interesting | | | |

| POSITIVE ADJECTIVES | NEGATIVE ADJECTIVES |
|---------------------|---------------------|
| | |

6.4 Good Structure

Tick the correct sentences.

- Tennis you play.
 - You play tennis.
- I don't teach Chinese.
 - Don't teach Chinese I.

3. a. They have a flat in Quito.
- b. They in Quito have a flat.

6.5 Checking mistakes

Rewrite each sentence correctly.

- a. my home state is Texas.

- b. my birthday is next thursday.

- c. my dad goes to the supermarket every day.

- d. we want to see a movie on Saturday.

- e. yesterday, it was very hot so we went to the swimming pool.

3. Find and correct the mistakes (spelling, punctuation and grammar). There is one mistake in each statement.

- a. You live in Guayaquil?

- b. We live in a beautiful city

- c. I learn English because is important.

- d. There is a garden?

- e. Yestarday, I went shopping.

- f. She live in her new flat.

- g. Did you went to the party?

- h. They are beautifuls.

i. I live in a house big.

j. She have green eyes.

k. We went to wonderful a beach.

l. I didn't traveled to another country.

m. Did you went home at 7 pm?

6.6 Punctuation

Match the names of punctuation marks with symbols from the box.

| | | | | |
|---|---|---|---|---|
| A | ! | . | , | ? |
|---|---|---|---|---|

1. Capital letter _____
2. Question mark _____
3. Comma _____
4. Full stop _____
5. Exclamation mark _____

7. EXTENDED RUBRIC

PARAMETERS

DESCRIPTORS

TOTAL

| | | |
|-----------|--|-----|
| MECHANICS | Spelling and punctuation are effectively used | 2 |
| | Mostly effective use of spelling and punctuation | 1.5 |
| | Many misspelled words, some use of punctuation | 1 |
| | Several misspelled words, very little use of punctuation | 0.5 |
| | Virtually no grammar mistakes | 2 |
| | Minor grammar slips | 1.5 |
| | Obvious grammar mistakes | 1 |

| | | |
|--------------|--|-----|
| GRAMMAR | Many grammar difficulties | 0.5 |
| VOCABULARY | Wide variety of vocabulary that is used appropriately | 2 |
| | Good range of vocabulary | 1.5 |
| | Not very adequate vocabulary | 1 |
| | Fair use of vocabulary | 0.5 |
| ORGANIZATION | Ideas are evidently organized, allowing for fluency and form | 2 |
| | Ideas are logically organized demonstrating fluency and form | 1.5 |
| | Logical organization is acceptable, interrupting fluency and form | 1 |
| | Hardly any organization, fluency and form harshly affected | 0.5 |
| COHERENCE | Ideas and arguments are logically organized and the text is coherent | 2 |
| | Ideas and arguments are passably clear and the text mostly coherent | 1.5 |
| | Ideas and argument significantly unclear and the text is fair coherent | 1 |
| | Ideas and arguments are severely unclear and the text is not coherent | 0.5 |

APPENDICES

APPENDICES

APPENDIX 1: URKUND REPORT



Urkund Analysis Result

Analysed Document: TESIS G.A.docx (D40264260)
Submitted: 6/19/2018 6:19:00 PM
Submitted By: gabytarmijos@gmail.com
Significance: 4 %

Sources included in the report:

TESIS COMPLETA.docx (D33088036)
TESIS JACQUELINE ARMIJOS.docx (D39145680)
Autor Lcda. Paulina del Rocio Escobar Llanganate Tutor Dra. Elsa Hernandez Cherrez Mg..docx (D38151976)
TESIS ADRIANA FINAL 2.docx (D33306252)
TESIS COMPLETA.docx (D33084225)
<http://www.ascd.org/publications/books/197171/chapters/The-Types-of-Portfolios.aspx>

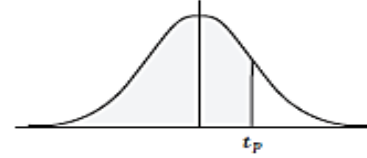
Instances where selected sources appear:

14

APPENDIX 2. T STUDENTS

Apéndice III

Valores percentiles (t_p)
correspondientes a
la distribución t de Student
con ν grados de libertad
(área sombreada = p)



| ν | $t_{.995}$ | $t_{.99}$ | $t_{.975}$ | $t_{.95}$ | $t_{.90}$ | $t_{.80}$ | $t_{.75}$ | $t_{.70}$ | $t_{.60}$ | $t_{.55}$ |
|----------|------------|-----------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 1 | 63.66 | 31.82 | 12.71 | 6.31 | 3.08 | 1.376 | 1.000 | .727 | .325 | .158 |
| 2 | 9.92 | 6.96 | 4.30 | 2.92 | 1.89 | 1.061 | .816 | .617 | .289 | .142 |
| 3 | 5.84 | 4.54 | 3.18 | 2.35 | 1.64 | .978 | .765 | .584 | .277 | .137 |
| 4 | 4.60 | 3.75 | 2.78 | 2.13 | 1.53 | .941 | .741 | .569 | .271 | .134 |
| 5 | 4.03 | 3.36 | 2.57 | 2.02 | 1.48 | .920 | .727 | .559 | .267 | .132 |
| 6 | 3.71 | 3.14 | 2.45 | 1.94 | 1.44 | .906 | .718 | .553 | .265 | .131 |
| 7 | 3.50 | 3.00 | 2.36 | 1.90 | 1.42 | .896 | .711 | .549 | .263 | .130 |
| 8 | 3.36 | 2.90 | 2.31 | 1.86 | 1.40 | .889 | .706 | .546 | .262 | .130 |
| 9 | 3.25 | 2.82 | 2.26 | 1.83 | 1.38 | .883 | .703 | .543 | .261 | .129 |
| 10 | 3.17 | 2.76 | 2.23 | 1.81 | 1.37 | .879 | .700 | .542 | .260 | .129 |
| 11 | 3.11 | 2.72 | 2.20 | 1.80 | 1.36 | .876 | .697 | .540 | .260 | .129 |
| 12 | 3.06 | 2.68 | 2.18 | 1.78 | 1.36 | .873 | .695 | .539 | .259 | .128 |
| 13 | 3.01 | 2.65 | 2.16 | 1.77 | 1.35 | .870 | .694 | .538 | .259 | .128 |
| 14 | 2.98 | 2.62 | 2.14 | 1.76 | 1.34 | .868 | .692 | .537 | .258 | .128 |
| 15 | 2.95 | 2.60 | 2.13 | 1.75 | 1.34 | .866 | .691 | .536 | .258 | .128 |
| 16 | 2.92 | 2.58 | 2.12 | 1.75 | 1.34 | .865 | .690 | .535 | .258 | .128 |
| 17 | 2.90 | 2.57 | 2.11 | 1.74 | 1.33 | .863 | .689 | .534 | .257 | .128 |
| 18 | 2.88 | 2.55 | 2.10 | 1.73 | 1.33 | .862 | .688 | .534 | .257 | .127 |
| 19 | 2.86 | 2.54 | 2.09 | 1.73 | 1.33 | .861 | .688 | .533 | .257 | .127 |
| 20 | 2.84 | 2.53 | 2.09 | 1.72 | 1.32 | .860 | .687 | .533 | .257 | .127 |
| 21 | 2.83 | 2.52 | 2.08 | 1.72 | 1.32 | .859 | .686 | .532 | .257 | .127 |
| 22 | 2.82 | 2.51 | 2.07 | 1.72 | 1.32 | .858 | .686 | .532 | .256 | .127 |
| 23 | 2.81 | 2.50 | 2.07 | 1.71 | 1.32 | .858 | .685 | .532 | .256 | .127 |
| 24 | 2.80 | 2.49 | 2.06 | 1.71 | 1.32 | .857 | .685 | .531 | .256 | .127 |
| 25 | 2.79 | 2.48 | 2.06 | 1.71 | 1.32 | .856 | .684 | .531 | .256 | .127 |
| 26 | 2.78 | 2.48 | 2.06 | 1.71 | 1.32 | .856 | .684 | .531 | .256 | .127 |
| 27 | 2.77 | 2.47 | 2.05 | 1.70 | 1.31 | .855 | .684 | .531 | .256 | .127 |
| 28 | 2.76 | 2.47 | 2.05 | 1.70 | 1.31 | .855 | .683 | .530 | .256 | .127 |
| 29 | 2.76 | 2.46 | 2.04 | 1.70 | 1.31 | .854 | .683 | .530 | .256 | .127 |
| 30 | 2.75 | 2.46 | 2.04 | 1.70 | 1.31 | .854 | .683 | .530 | .256 | .127 |
| 40 | 2.70 | 2.42 | 2.02 | 1.68 | 1.30 | .851 | .681 | .529 | .255 | .126 |
| 60 | 2.66 | 2.39 | 2.00 | 1.67 | 1.30 | .848 | .679 | .527 | .254 | .126 |
| 120 | 2.62 | 2.36 | 1.98 | 1.66 | 1.29 | .845 | .677 | .526 | .254 | .126 |
| ∞ | 2.58 | 2.33 | 1.96 | 1.645 | 1.28 | .842 | .674 | .524 | .253 | .126 |

Fuente: R. A. Fisher y F. Yates, *Statistical Tables for Biological, Agricultural and Medical Research* (Tablas de estadísticas para la investigación biológica, agrícola y médica) (5a. edición), Tabla III, Oliver and Boyd Ltd., Edinburgh, con autorización de los autores y editores.

Source: Spiegel & Stephens, 2009, p.563.

APPENDIX 3. STUDENTS DURING THE WRITING PROCESS USING THEIR PORTFOLIOS



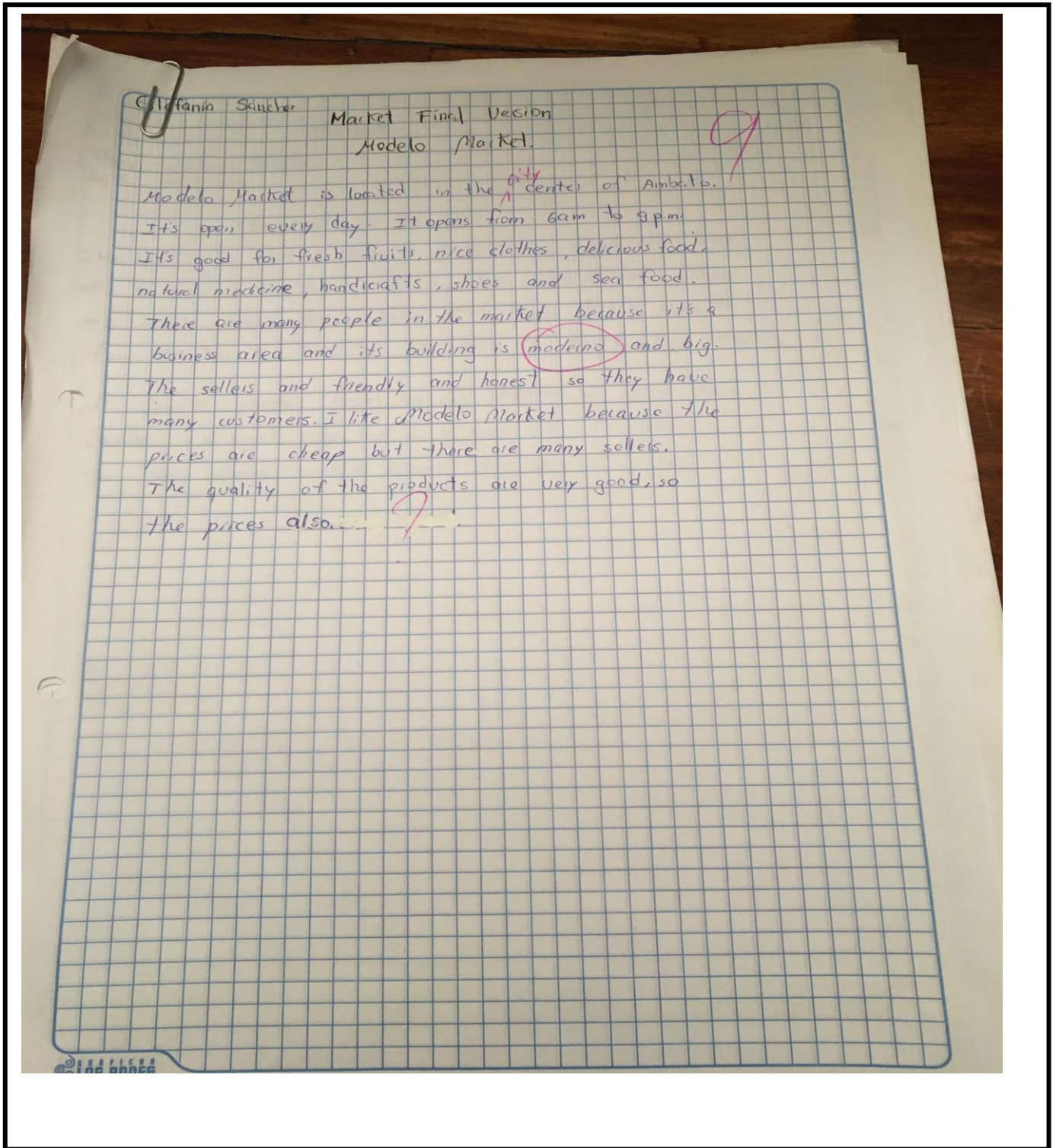
APPENDIX 4: STUDENTS DURING THE WRITING PROCESS



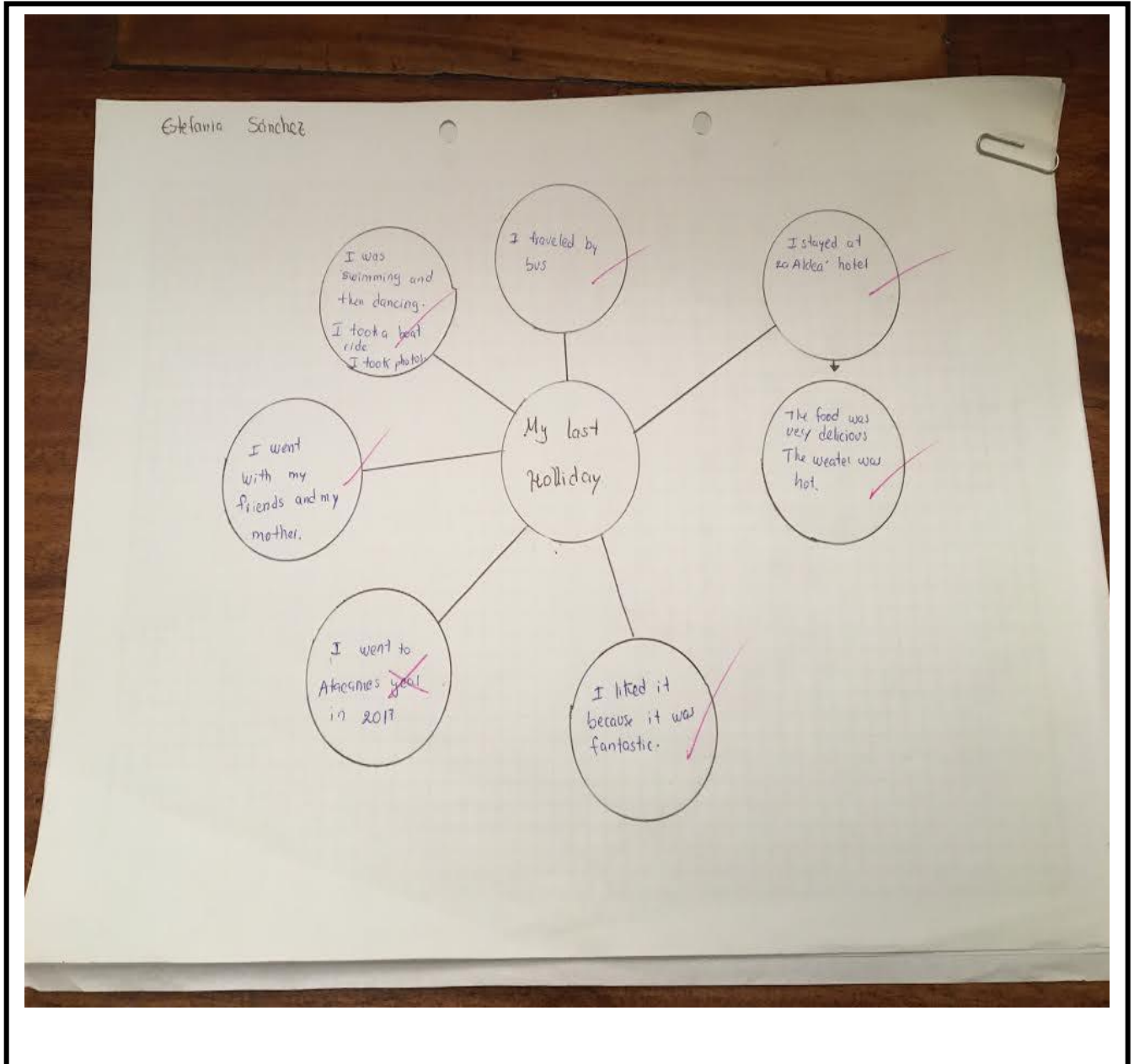
APPENDIX 5: DIFFERENT TYPES OF WRITINGS DONE BY STUDENTS



APPENDIX 6: DIFFERENT TYPES OF WRITINGS DONE BY STUDENTS



APPENDIX 7: DIFFERENT TYPES OF WRITINGS DONE BY STUDENTS



APPENDIX 8: RUBRIC FOR THE PRE-TEST AND POST-TEST


APPENDIX 9: RUBRIC VALIDATION



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

VALIDATION INSTRUMENT (Rubric)

| Parameters | Descriptors | | COMMENTS | Language usage. | | | COMMENTS | | | | | | | | | | | | | | |
|---|--|------------------------------|----------------------------------|-----------------|------|---------------|------------------|-----------------------|-----------------------------------|------------------------------|---------------------------------|--|--|--|--|--|--|----------------------------------|--|--|--|
| | Relevant | Not relevant | | Very good | Good | Not very good | | | | | | | | | | | | | | | |
| Mechanics | / | | | good | | | Corrections made | | | | | | | | | | | | | | |
| Grammar | / | | | | | | | | | | | | | | | | | | | | |
| Vocabulary | / | | | | | | | | | | | | | | | | | | | | |
| Organization | / | | | | | | | | | | | | | | | | | | | | |
| Coherent | / | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Validator information</td> <td style="width: 20%;">Name: <i>Levirana Barona, Hg.</i></td> <td style="width: 15%;">ID number: <i>1824028304</i></td> <td style="width: 15%;">Phone number: <i>0994223595</i></td> <td colspan="3"></td> </tr> <tr> <td></td> <td>Occupation: <i>Responsable de Unidad Académica</i></td> <td></td> <td>Date: <i>10 / October / 2017</i></td> <td colspan="3"></td> </tr> </table> | | | | | | | | Validator information | Name: <i>Levirana Barona, Hg.</i> | ID number: <i>1824028304</i> | Phone number: <i>0994223595</i> | | | | | Occupation: <i>Responsable de Unidad Académica</i> | | Date: <i>10 / October / 2017</i> | | | |
| Validator information | Name: <i>Levirana Barona, Hg.</i> | ID number: <i>1824028304</i> | Phone number: <i>0994223595</i> | | | | | | | | | | | | | | | | | | |
| | Occupation: <i>Responsable de Unidad Académica</i> | | Date: <i>10 / October / 2017</i> | | | | | | | | | | | | | | | | | | |



 Signature

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