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“PROCESS-GENRE BASED APPROACH AND THE WRITING SKILLS”

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SUPERVISOR APPROVAL

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I, Lcda. Mg. Ruth Elizabeth Infante Paredes holder of the I.D No. 060301610-6, in my capacity as supervisor of the Research dissertation on the topic: “**PROCESS-GENRE BASED APPROACH AND THE WRITING SKILLS**” investigated by Miss: Ana Belén Acurio Armas with I.D No. 1804393344 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

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DECLARATION PAGE

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DEDICATION

I am devoting this research work to my Heavenly Father for his infinity love and his blessings in every step I take.

To my grandparents, Hilda and Jorge, and my mother, Martha. They are proof of unconditional love here on earth who are my guidance and inspiration to always be standing.

To my sister and my best friend, Gabriela Fernanda, for helping me to face the challenges that have been presented throughout my life. Moreover, for her support and motivation in each moment.

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Topic: Process-genre based Approach and the Writing Skills

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“Process-genre Based Approach and the Writing Skill”

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ABSTRACT

The current research is expected to assess the relationship of Process-Genre Based Approach (PGBA) and how EFL students improve their Writing Skills (WS). This was an experimental investigation in which a mock Ket Writing Part pre and post-test were applied to assess the WS elements as: content, organization, and language. To improve those elements, PGBA was utilized inside the classroom such as: planning, drafting, revision, correction, and publish. The subjects of the examination were the third semester students of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. The study population is made up of 31 students from third semester as the experimental group (EG). Pearson’s correlation test contributed to find the relationship between PGBA and the WS. The findings were that in Content students got an improvement of 0,7 %, in Organization got 0,9%, and in Language got 0,3%. Thinking about the results of this examination, the conclusion of the investigation is drawn as the followings. English Foreign Language Students vanquish their Writing Skills issues by using Process-Genre Based Approach to communicate in English Language.

Keywords: Content, English Foreign Language, Process-Genre Based Approach, Teaching Strategies, Language, Organization, Writing Skills.

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“Enfoque Basado en el Proceso de Género y las Habilidades de Escritura”

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RESUMEN

Se espera que la investigación actual evalúe la relación del Enfoque basado en el proceso de género (EBPG) y cómo los estudiantes de inglés como lengua extranjera mejoran sus habilidades de escritura (HE). Esta fue una investigación experimental en la que se aplicó una prueba previa y posterior para evaluar los elementos de las habilidades de escritura como: contenido, organización y lenguaje. Para mejorar estos elementos, se utilizó EBPG dentro del aula, tales como: planificación, redacción, revisión, corrección y publicación. Los sujetos del examen fueron los estudiantes de tercer semestre de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. La población de estudio estuvo compuesta por 31 estudiantes del tercer semestre como grupo experimental (EG). La prueba de correlación de Pearson contribuyó a encontrar la relación entre EBPG y HE. Los resultados fueron que en Contenido los estudiantes obtuvieron una mejora del 0,7%, en Organización obtuvieron un 0,9% y en Lenguaje obtuvieron un 0,3%. Pensando en los resultados de este test, la conclusión de la investigación se presenta como sigue. Los estudiantes de inglés como lengua extranjera superan sus problemas de habilidades de escritura utilizando el enfoque basado en procesos de género para comunicarse en inglés.

Palabras clave: contenido, lengua extranjera inglesa, enfoque basado en procesos-género, estrategias de enseñanza, idioma, organización, habilidades de escritura.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

Writing as one of the language abilities that has a significant role in conveying thoughts in composed structure is by all accounts hard for EFL students. This is because writing required the EFL students to consider different perspectives, for example, content, organization, jargon, dialects and mechanics. Process genre-based approach is one of the systems that is a combination of cycle-based methodology and sort-based methodology, it is anticipated that it can beat students' concern recorded as a hard copy (Agesta, 2016). This methodology offers an answer in assisting learners to develop their writing ability by improving the five parts of writing.

Writing is one of the language skills that has a place with the gainful expertise. It is the most troublesome ability since it is significantly more intricate than the others. This is valid since writing is a thinking process where the students should acquire thoughts and oversee thoughts. Accordingly, writing skills needs an extraordinary learning model for learners (Mataram, 2017). Genre-based language learning is proposed to empower the students to write a language linguistically accurate and socially fitting.

First, In Spain there is a research carried out by Pascual (2019) where the author expects to offer an instructing proposal, to be obviously actualized in the English classroom, on the most proficient method to build up students' communicative and computerized abilities dependent on an advanced genre like the sightseeing blog. Initial, a corpus of touring websites was accumulated, and the online journals' communicative purposes and conspicuous linguistic and desultory features were recognized. Then, the author designed different lesson plans on the standards of communicative language instructing and task-based learning, along with the corpus-based outcomes. As a result, students were required

to follow a process-writing approach that empowers them to connect carefully in touring sites.

Second, in Brazil there is also a research in which Dias (2020) suggests that writing abstracts assume a fundamental part in the scholarly field since they are the primary segment of a research where readers have available to them to decide its importance. Its principal objective is to give a brief perspective on the articles that go with them. Furthermore, the author talks about the standards of an instructive learning cycle that can help students in the improvement of their English scholarly writing skills.

This cycle joins two philosophies generally used to create or write, the process-oriented approach and the genre-based one. The members were freshmen who were studying English One, they were pointed toward examining the phases of the learning cycle to help students' comprehension of how to compose abstracts in English. The learning exercises are altogether disclosed to show how the stages can be academically applied to educating rehearses. A concise examination of one of the abstracts composed by a participant of the research is given to show that the learning cycle can function admirably in helping university students to sufficiently compose abstracts.

Next, there is another research carried out in Brazil where the authors Mendonça & Marciotto (2017) discussed and examined a few standards of a genre-oriented approach to deal with foreign language instructing from the point of view of Functional Linguistics. Additionally, they argue for the pertinence of utilizing innovative instruments to enhance composing instructional method. To do that, the authors break down some example in-class exercises that come from two distinctive instructive settings.

A diploma course expected for English instructors in proceeding with training and a seminar on scholarly composition, intended for clinical alumni. The discoveries highlight the meaning of joining a process and a product-oriented approach to deal with composing, including guidance; text amendment and rewriting; and scaffolding. At last, they

discovered that a functional perspective on language ought to support a genre-oriented pedagogy, as it opens space for dissecting language as a social endeavor.

Fourth, in Colombia there is a research in which Padilla (2016) reports the way of planning and partially executing and assessing a content-based and genre-oriented syllabus with a gathering of 9th students from a public school in Barranquilla. The syllabus tried to advance reading systems to improve students' understanding of natural science books. The findings of this research showed that the utilization of scholastic writings with low achievers can build up a decent comprehension of various sort of writings, if these students know about the construction of the writings they are reading and if they are aware of the reading strategies for each genre.

Furthermore, in Colombia there is another research carried out by Herazo (2012) who states that the gender-based approach (GBA) has been utilized in various educational plans to build up students' significance potential. Utilizing books as the principal unit of correspondence and teaching method, this methodology considers language learning and use as a social, text based, and objective arranged cycle. Hence, it comprises a promising option in contrast to the training – normal EFL Colombian´s classroom.

Besides, the author contends that the GBA may encourage students' oral relational abilities since it 1) includes them in significance situated, text-based, and sensible practice, 2) accepts an unequivocal teaching method that uncovers the lexical and syntactic assets required for fruitful correspondence, and 3) encourages students' expanding control of oral correspondence based on their apportionment of the essential metalanguage to discuss the way of making meaning in English.

Additionally, the author suggests that this methodology gives educators phonetically devices for arranging guidance and surveying learning. At last, talks about different educational curriculum and syllabus because of the adoption of the GBA for EFL learners and recommend explicit objectives and exercises with an example exercise dependent on Colombian guidelines.

Finally, Valencia (2017) in her work investigates the effect of the Process Genre-based Approach with students from 6th grade at Alfred Binet school. The data for this task was gathered through diaries, students' works, and map making methods; the investigation of this accumulated data demonstrated that students experienced English writing issues. After the execution of the methodology referenced previously, it was discovered three results: 1. The methodology cultivated student's uplifting perspectives in English classes; 2. Student's assessments about writing changed positively; and 3. Students' writing improved significantly in their last and final project.

At the end of the research the author found information that had relevance to the subject of study, it could be determined that there was previous research which would help in the execution of the same, on the one hand, the previous sources would help as a guide model in the search for the conclusion to the problem raised and on the other hand, current information would be added which will provide new results for future research.

As mentioned in the previous paragraphs, there are investigations that can help to solve the problem posed by the researcher, which will facilitate at the time of developing the investigation, since as the authors of that investigations point out, there are different measures with which to start and once the present research is completed, it will serve as a source of research for future studies.

1.2 Theoretical Framework / Independent Variable

1.2.1 English Language Teaching

As per Parvathi (2016), English is viewed as perhaps the main dialects in current world because of its scholarly and expert advantages. Additionally, he referenced that English is imperative for worldwide exchange and business permitting nations to adjust in this globalized world. In the present world, the majority of the organizations lean toward individuals who have a decent degree of English correspondence. In any case, many

individuals face numerous English correspondence issues on the grounds that, in a few cases, this language isn't seen as an essential term to get social and social connection.

The English language began a process of expansion for decades adhering to the known phenomenon worldwide as globalization. More and more people are learning to speak this language, and more and more people depend on it for a job or thrive on it. The Argentine professors and researchers Biava and Segura (2010) affirm in the same way that the use of a foreign language, with an emphasis on English, has gone from being a privilege to be a necessity in the different productive sectors. The globalization process has been the main reason why which English has gained importance worldwide, to the point of being considered today as the universal language of business.

The study of several languages, not only the mother tongue, is of great importance for any professional. Especially English is essential, due to its scope and because it has become one of the first languages of the world, learning English is not a luxury, but an undeniable necessity. According to the Doctor of Science, Hernandez (2014) English is undoubtedly the language that more is taught in the world, it is taught as a foreign language in more than 100 countries such as: China, Russia, Germany, Spain, Egypt, Brazil and Ecuador and most of the time it starts at the primary stage.

Moreover, to emerge ELT in education is the main work of the teachers considering they are the active part in this process of English Language Teaching who have a leading role. Archana and Rani (2017), states that English teachers take various positions in education and they should take different roles such as Learner, Facilitator, Assessor, Manager and Evaluator. ELT is in charge of teaching English and its skills more effectively and know powerful techniques, methods, approaches and strategies that teachers can use for the different roles with the language. They have to consider a wise decision according to what students need and it could be covered by adequate methods and approaches.

1.2.2 Methods and Approaches

Method is the way to approach the reality of studying the phenomena of nature and society (Lebedin, 1984). It also emphasizes that for idealists or philosophers, a method is a set of established rules arbitrarily by the human spirit for the comforts of knowledge. In other words, the method is the defined knowledge by the human being through a study process in order to obtain a specific result, in this case for the English Language Teaching. Scrivener (2005) indicates that a method is a form of teaching, which depends on what a language is, how people learn and how teaching helps people's learning.

In addition, for the language teaching, decisions must be methodologically made based on the objectives of a course to be taught, teaching techniques, types of activities, ways of relating to students and ways of advising them. Teachers can understand that the teaching methodology varies in the learning styles of each student, objectives of a course, what will be taught, what techniques should be applied. Where the teacher's job is to introduce a viable, flexible, and creative methodology that support all the needs and difficulties of the students and teachers, for effective teaching.

Approach and method are two significant concepts in performing any task. These two elements can really choose the achievement of the assignment. The approach is how students will move toward the task. On the other hand, the method is the manner by which students will finish the task. Teaching methods and approaches, particularly in English language, has been an important aspect to be treated for years. This primarily concerns the teacher in their way of teaching and students as entities of meaningful learning, thus giving a natural implementation in the use of the English language in the classroom.

Approach is the level at which presumptions and convictions about language and language learning are indicated (Rusmawa, 2017). It fills in as a valuable method of recognizing various levels of reflection and particularity found in various language educating proposals. In addition, is a way of looking at teaching and learning. Hidden any language instructing approach is a hypothetical perspective on what language is, and of how it can be learned.

An approach offers ascend to strategies, the way of teaching something, which use classroom exercises or procedures to help students learning.

1.2.3 Language Teaching Approach

Language Teaching Approach is a theoretical view on what language is, and of how it tends to be taught. An approach offers ascend to strategies, the method of showing something, which use classroom exercises or procedures to help students learn. Teaching a language, especially English, has been a primary practice and change in education, where the use of different methods has been emphasized through the history of the teaching of this language. As Richards and Renandya (2002) point out in the 20th century language teaching emerged as an active area in debate and educational innovation, where linguists created procedures for the development of different methods for the linguistic and psychological field.

It is common for teachers of a language to interact with different methodologies, techniques, materials, and activities in the practice of teaching. As Gower, Phillips, and Walters (2005) points out, we can learn a lot about teaching through discussion, use of materials and techniques including effective use of the English language, to be able to describe what they are going to do in a class lesson, taking into account the situations that could be given in the progress of a class.

Gower, Phillips, and Walters (2005) say that teaching practice is focused on four areas:

1. Perceptibility of language use problems for students
2. Perceptibility of how students learn, the skills they need, the strategies they use and the problems they have.
3. Classroom management and control skills
4. Teaching techniques

For Harmer (2007) teaching a language is reflected in the needs of the students, in their age, level, individual abilities, preferences and knowledge. Teaching English is based on

the knowledge of each person. The English teachers generally make basic distinctions in their students' language knowledge, as well as beginner level, intermediate level, and advanced level Harmer (2007). Beginners are those who do not know anything about English, intermediate students have a basic competence in oral and written skills and a medium understanding listening and reading skills, and advanced are those who have a proficient level of English, allowing them to speak fluently and read academic texts (2007).

According to Richards and Renandya (2002) the aspects that improve the quality of teaching and language learning are as follows:

- Understand students in their roles, rights, needs, motivations, strategies, and the processes they employ in language learning.
- Understand the teaching and learning nature of language, the roles of teachers, teaching methods, teaching materials that play an important role in facilitating successful learning.
- Understand how English works in students' lives, the way English works, students' difficulties in learning the language, and how the students can achieve their goals in their learning.
- Understand how schools, classrooms, communities, and teachers can support the English teaching and learning process.

In addition, the teaching of the English language is mainly focused on planning classes and in the control and management of student behavior in a lesson. The Planning is often viewed as an important aspect of lesson success. During the planning phase the teacher makes decisions about the objectives, activities, resources, time, and other aspects of a lesson depending on the skills (Richards & Renandya, 2002).

1.2.4 Process-Genre Based Approach

The Process-Genre Based Approach in writing can be ideal in a current study hall. This methodology consolidates a few key components of option and some more conventional composing approach, esteeming model writings (as the product approach), the cycles

engaged in writing, including planning, and drafting (as the process approach does) and moreover furnishes students with genre knowledge (as like the genre approach).

While thinking about different methodologies, the Product Approach alone does not adequately think about the necessary cycles of writing. The Process Approach does not give students with genre information. Also, The Genre Approach underestimates the aptitudes (or processes) expected to create a text. Students can experience issues at the moment of generating thoughts, organization, and suitability of language when writing. Also, as Scrivener (2005) recommends, formal writing has diminished in the classroom. Students ought to thusly be offered the chance to build up their writing skills through the process genre approach (Badger & White, 2000).

Process-genre based approach is defined by the author of the current research as the approach that focuses students on a real circumstance for which a text is required (reason), so they recognize why, to whom, what, and how they will write by following a key process, including planning, drafting, revising, correcting, and publishing which empower their autonomy at the moment of creating a text.

The writing process refers to the basic processes of planning, writing and review. The student is the one who controls and regulates the sequence of writing without a particular linear pattern, but as necessary, resorting to modifying the ideas, production and elaboration at any opportune moment during any task stage. According to Flower and Hayes (1981), the model to follow consists of planning, writing or draft and finally the revision.

Planning

Through planning, students search for the topic and genre of what is going to write, this is looking for information, brainstorming and specifying who are the recipients (Agesta, 2016). In addition, the reasons for writing such as: duties, jobs, give opinions, advice, personal, informative, fun, among others. The importance of knowing who the text is

addressed to is because the same tone is not for different receivers such as: teachers, classmates, authorities of the institution, the general public, among others.

On the other hand, the selection of the topic in education is chosen by the teacher, but they must not forget that students are motivated and carry out their work better if they are related to their interests (Christie, 1990). This is because through the experiences lived or their tastes, will facilitate their written production. By means of the brainstorming it will be possible to establish a topic in question which will answer questions easy like: Who? When? Where? What? Why? In this way, students practice writing, arguing each answer given.

Finally, searching for information confirms what is known, what is needed know and want to convey to the public about the topic (Herazo, 2012). For which it is advisable to have a previous research before producing the text, since this way the ideas will flow in a better way, making it easier for readers to understand.

According to Professor Ratto (2003), in his article in the newspaper *Talentos Para La Vida* cites that writing is planned based on the information proposed by the teacher at the time of the workshop or the written production. Highlighting that the teacher is essential for students to learn to plan and produce the different texts, strengthening their abilities and skills of a language.

Drafting or draft

The next step to follow in the model is the writing, which is nothing more than the draft of a writing. In this step the mechanical part is not taken into consideration, but the ideas taken for its development (Harmer, 2007). This is important because if it does not flow, students can continue to add ideas which give coherence and cohesion to the text. Each draft that people write will improve the previous one.

Revision

The word revision comes from two Latin words "re" which means again and "vis" which means to look or observe something (Sharwood-Smith, 1974). The reviews are intended to look again at what has been written to improve it. In this step, the content is analyzed, errors are corrected, and what is inappropriate is deleted. Some parts are rearranged so that the meaning is clearer or more interesting.

Decisions made in the review are controlled by the topic chosen and its limitations. It is essential to have a clear sentence on the topic or a sentence in which its thesis is explicitly stated. A colleague can be asked to read the paper and explain what the topic is. Revision includes many strategies such as editing but can entail conceptual shifts of purpose and audience as well as content.

Correction / Edition

Draft preparation and revision can be repeated until a satisfactory test is achieved. When the final review is reached, a final correction must be made, and edit the paper; this is sometimes known as cosmetic surgery (Kiefer, 2021). This is an important step in the writing process due to it is necessary to check grammar, mechanics, and spelling. It is important to bear in mind to follow the previous steps and do not edit until the process is done.

Publish / Share

The final clean and well-presented copy constitutes the product that should be shared with the audience, it could be the teacher, classmates, class, parents, school, school newspaper, and so on (Derewianka, 1990). The work can be presented for example to be published, in a magazine, newspaper, or any other medium. Writing it is not a linear process, writers should move back and forth between its components along the way.

Genre-based Approach

Genre is not a kind of message which transmit every example of language but represents and happens inside of a specific culture (Hammond & Derewianka, 2001). In the western nations, genre, either spoken or written, is frequently distinguished/assembled by its essential social purposes, the genre which share similar purposes have a place with a similar book type. Derewianka (1990) distinguished further six fundamental genres as per their essential social purposes:

- (1) narratives: recount a story, normally to engage
- (2) recount: to determine what occurred
- (3) information reports: give authentic data
- (4) instruction: instruct the audience or readers what to do
- (5) explanation: clarify why or how something occurs
- (6) expository: present or contend a perspective.

These social motivations behind the content classifications in turn choose the phonetic contributions of the content (for example their phonetic conventions, frequently in type of schematic structure and linguistics features). Specifically, schematic design suggests inside construction or text relationship of the substance sort in kinds of presentation, body and end, while language highlights contain semantic perspectives, for instance, syntax, jargon, connectors, and so on, that the authors need to use to make a translation of information/contemplations into a significant book.

A genre-based approach set incredible accentuation with respect to the connection between text-sorts and their settings (Hyon, 1996). In doing thusly, it expected to help students become amazing individuals in their academic and capable climate similarly as in their broad organizations (Hammond & Derewianka, 2001). Following are a few qualities of the genre-based approach.

First and foremost, the class-based methodology focuses on the meaning of examining the social and social setting of language use on a piece of composing. The setting picks the

justification a book, a general design of a book in regard to language highlights and text includes as often as possible as phonetic shows Hammond and Derewianka (2001); Hyon (1996). This technique battles those understudies can simply create a piece to be viably recognized by a particular English-language talk network once they consider the setting of a book into their own forming papers.

Second, this strategy features the degree of the readers and the semantic shows that a piece of forming needs to keep on being viably recognized by its readership (Muncie, 2002). As per this methodology, any student who needs to be effective in conveying in a specific English-language discourse network should have the option to create messages which fulfill the suspicions for their readers concerning language, association, and content.

Third, it highlights that composing is a social development. This thought began from the social-social theory began by Vygotsky (1978) as indicated by this theory, information is best developed when students work together, uphold each other to urge better approaches to form, build and ponder new information. For the current circumstance, social communications and backing of gathering individuals have a vital influence in developing new data.

In the composing classes, understudies are encouraged to participate in the activities of significance exchange and plan with peers and the instructor. Writing thusly, can wipe out the vibe of isolation which aggravates various understudies when forming and, at the same time, helps them empowering remarks about the data of phonetics, content and considerations in the creative cycle.

To wrap things up, the class-based methodology features the educating of the phonetic shows of the class for second language essayists (Christie, 1990). It is battled those students cannot convey a particular book type successfully on the off chance that they are not taught explicitly about semantic shows of that text-type for language highlights and schematic design.

Dependent Variable

1.2.5 English Language

The English language is one of the most widely spoken languages around the world. For this reason, students from all over the world of all ages are learning to speak English, but their reasons for doing so differ greatly. Some students only learn English because it is only a school curriculum at the primary and secondary level, but for others, studying the language reflects something important in their life (Harmer, *How to Teach English*, 2007).

The English language is extremely necessary to function naturally in an academic environment, where English is an educational priority. This language helps students interact successfully with native speakers, that is, in an environment where English is a national and cultural language.

Many people learn the English language for a specific purpose (ESP; English for a Specific Purpose), where these people need to learn a legal language, or the language emphasized in tourism, in banking, in nursing, for business (Harmer, 2007). Also, other people need the English language for academic purposes (EAP; English for Academic Purposes), to study at a foreign college or university or from speaks English, because they need access to academic texts in English (Harmer, 2007).

Many other people learn the English language because they think it will be useful to communicate internationally and travel. Such general English people often do not have a particular reason for going to English classes, they just want to speak, read and write in English indeed (Harmer, 2007). It should be noted that the English language is in itself a very necessary tool for any field either educational or professional in people's lives, where the English language is learned and taught in different contexts.

According to Harmer (2007) the different contexts of the English language are the following: EFL (English as a Foreign Language); students tend to learn this language to use it when traveling or to communicate with other people from any other English-speaking

country. ESL (English as a Second Language); students need to learn a variation of a particular language, in this case a variation of the English language such as (Scottish English, British English, Australian English, etc.) ESOL (English for Speakers of Other Languages); refers to the use of the English language as international communication, where the context of language is based on the needs of the people, in their tastes and in the skills they must acquire.

1.2.6 English Language Skills

English language skills are skills that together help the learner development and development of the language mainly in how it is organized and structured it. These skills in turn involve essential categories of language. such as: grammar, phonology, vocabulary, functions, etc. The fundamental skills of the English language are: Listening, Speaking, Reading and Writing. Obviously different aptitudes, for example, articulation, language structure, jargon, and spelling all assume a job in successful English correspondence.

The measure of consideration students provide for every expertise region will depend the degree of the students just as their situational needs. By and large learners, particularly the individuals who are nonliterate, advantage most from listening and speaking guidance with generally little work on reading and writing. As familiarity expands, the measure of reading and writing in students exercises may likewise increment. With cutting edge students, up to half of the exercises can be spent on composed aptitudes, despite the fact that students may wish to maintain their center weighted toward oral correspondence if that is a more noteworthy need.

It seems clear that, in some sense, speaking the language that is being learned is the most important and influential factor in the learning process, but there are occasions or circumstances in which its importance should decrease, as in those courses whose students' main goals - for whatever reason - is to learn to read and write in English (Agesta, 2016). It seems to be demonstrated that the harmonious development of the four skills in modern language classes favors not only each one of those, but all the others.

To this Sharwood-Smith (1974) states: “In fact, reading and writing may positively speed up spoken performance” and even says: “The four skills are to some extent facets of the same diamond”. Teachers must not separate them too rigidly for the purposes of constructing specific teaching materials. All of the above leads us to the conclusion that in learning English it is as important to listen and speak as to read and write.

1.2.7 Productive Skills

Speaking and writing abilities are called productive skills. They are crucial as they offer students chance to rehearse genuine exercises in the study hall. These two aptitudes can be utilized as an 'indicator' to check how much the students have learned. According to Nunan (1989), although writing and speaking skills are different in many ways, a basic model can be tested for its teaching and organization.

A key factor in the success of productive skills is the way teachers organize them and how students respond to assigned work (Harmer, 2015), establishes the following phases for the teaching of productive skills introduction to the topic, homework, monitoring, feedback and tracing. In the introductory phase teachers engage the students with the topic, perhaps teachers can ask them if they know anything about the topic presented, or that they can share their experiences related to the topic.

In the homework phase, students are explained exactly what they are going to do, at this point they need to demonstrate the activity in some possible way. For example, if the teacher wants students to work in pairs or groups. Teachers ask students to repeat the instructions to make sure if they understood and if they have all the information necessary to complete their task.

In the monitoring phase, once the students have started their work, the teacher will have to monitor, this implies that the teacher has to walk in the classroom, listening to how students work and helping them when they have difficulties. With writing assignments, teachers can

actively engage in the process as they respond to students' work and guide them with new directions.

The feedback and tracing phase is when the task is finished, teachers give feedback on the task, this is where it somehow helps to students and it is observed how well they have done the task, the teacher not only has to evaluate the language that the student has used, but the content of what they are going to say, show the positive aspects that the student has achieved and not only concentrate on the negatives.

To achieve successful communication, both in writing and speaking, it depends, to some extent, on knowledge of the rules. Competent speakers know how and when to take turns, just as successful writers do in a discourse community in particular know the differences between accepted norms to write emails, business letters, Facebook posts and blogs. There are also more general sociocultural rules, such as the way in which men and women communicate with each other, between people of the same age or people who are of a higher age.

Teaching speaking is crucial except if somebody is learning English only for scholarly reasons and does not expect to convey in English, which is very uncommon. Great command of speaking skills builds up a genuine feeling of progress among students, furthermore, helps their certainty. Teaching writing is significant because it is a fundamental ability. Students may have to take notes, fill in structures, and compose letters, reports, stories, and so on. Writing is a successful method of strengthening grammar, it helps significantly to recycle and look for new lexicon.

1.2.8 Writing Skill

Writing is a process in which thoughts and criteria are transformed into a written and this involves the elaboration of a non-linear sequence of stages or creative acts. The writing skill is closely involved with the art of communicating critical thoughts in a language or

language by means of signs, letters, words, sentences and paragraphs on an object or paper, to express through symbols or pictograms a communicative message for readers.

Writing is the method of communicating between human beings in a written way in order to send a message and express feelings, impressions and criteria by means of pictograms, letters, or drawings captured on an object paper. The author Golkova (2014) states that writing skills are a way of persevering or storing information about beliefs, theories, knowledge, about life itself, to be able to share them not only with people today but also with people in the future.

Writing skills have been very challenging when trying to decipher the symbols described by an older generation in which information exists to preserve their cultures in history. According to Golkova (2014) one can write correctly, acquiring receptive skills complementary to the knowledge they should have and those are:

- The correct way to structure a sentence.
- Knowledge about pluralization of nouns.
- Appropriate and unambiguous use of pronouns.
- An efficient management of the times of the sentence.
- Correct use of punctuation, capitalization and writing of words.

Written skill is based on communicating a message via signs on a page. To write people need to have something to communicate and usually someone to transmit it. They should have the option to shape letters and words to frame sentences or a progression of sentences to convey the message and extend it to other people (Spratt, Pulverness, & Williams, 2011).

According to Brown (2009) there are 3 kinds of genres of written production.

- Academic Writing; academic articles, technical reports, essays, compositions, academic journals, academic theses.
- Writing related to work; messages, letters, e-mails, reports, schedules, advertising, manuals.

- Personal Writing; letters, e-mails, invitations, messages, financial documents, questionnaires, medical reports, diaries, stories, poetry.

In addition, it is worth highlighting the written production classes. According to Brown (2009) are the following:

- Imitative; is based on producing written language, where the student manages to write letters, words, use correct punctuation and sentences. Also, the student must distinguish the corresponding phonemes and graphemes of the sentence.
- Intensive; is based on producing an appropriate vocabulary in a context, expressions idiomatic characteristics and the correct grammatical characteristics in a sentence.
- Responsive; is based on connecting sentences in paragraphs and creating a sequence logic of two or three paragraphs with freedom of expression of ideas.
- Extensive; is based on the successful management of all processes and strategies of writing for all purposes, organizing and developing ideas logically, using details to illustrate ideas, demonstrating lexical and syntactic varieties.

This skill has its own Micro and Macro skills as indicated by Brown (2009):

Micro Skills

- The production of graphemes and orthographic models of the English language.
- The production of writing in an efficient rhythm of speed to adapt to the purpose.
- The production of an acceptable base of words and the appropriate use of models of word order.
- The utilization of worthy linguistic frameworks (eg action word tenses, pluralization, designs and rules).
- Express a specific significance in various linguistic structures.

Macro Skills

- The utilization of predictable components in composed practice.
- The utilization of logical structures and rules in composed practice.
- The proper satisfaction of the open elements of composed writings of as indicated by structure and reason.
- Transmit connections and associations among occasions and impart such connections like primary thought, optional thoughts, new data, data given, speculation, and models.
- Distinguish among understood and strict implications when composing.
- The right transmission of explicit social references with regards to a composed book.
- Develop and utilize different composed systems, for example, precisely evaluating the understanding of the audience, the use of prior writing mechanisms, writing fluently in early drafts, using interpretations or paraphrasing and synonyms, request the opinion and comments as a couple or the instructor and finally the use of opinions and comments to review and edit a work written.

Content in writing

Content is the way in which the information is presented with a purpose to a specific audience through a channel in a determine form. The definition encompasses five subcomponents such as: information, purpose, audience, channel, and form.

Information are the ideas to be shared, the combination of the most significant ideas, details, explanations, and examples that audience needs to know about. Purpose represents why to do this; an important fact is that content is more successful when it achieves a goal. Audience is the consumer of the piece of writing, in other words; are the people, type of people or group of people that are going to read it. Channel is the reference or medium through which the message is transmitted. Form represents the final way in which the information will be rendered, once the writher had chosen the information, purpose, audience, and channel the final stage is to present the text (Lester, 2011).

Organization in writing

Organization is the plan of the bigger units of importance in a paper. That is something that will be altogether different from one course onto the next (Reid, 2021). The organization will be different from a logical report, is altogether different from a poem, is altogether different from a report in the newspaper. These have their own patterns of organization, which are all worthy in explicit controls.

Kiefer (2021) alludes to the enormous components of text structure. In some cases these components are formalized in practice, as in the lab report, through steady utilization of headings. Now and again components of organization are just informally recognized - like the thesis of an academic paper.

Organization is the manner by which thoughts are introduced. Commonly, organization alludes to the bigger pieces of a bit of writing, despite the fact that it additionally alludes to how paragraphs and sentences are composed. The progression of writing influences how readers decipher thoughts. If the organization does not furnish readers with the data they are searching for in a systematic way, they will rapidly lose interest. Chaotic writing makes readers get confused if the data is unorganized.

Language in writing

This is the way people state what they need to state, or the words a writer decides to unmistakably and adequately express thoughts or to bring out a specific mind-set. Building up a rich and broad jargon will empower students to make assortment in their texts (Biava & Segura, 2010).

Colloquial Language

Colloquial language is utilized in casual writing circumstances and creates a conversational tone (Golkova, 2014). Everyday language gives students' writing an easygoing and relaxed

impact. Colloquial language is not really "wrong," however it is utilized when an author is attempting to accomplish informality. A few school writing tasks may expect authors to utilize colloquial language, yet most require a formal tone that is discipline explicit.

Sexist and Racist Language

Similarly, as students edit their work for linguistic mistakes and ease and lucidity of articulation, they ought to likewise rehash their syntheses for predisposition (Agesta, 2016). Language can regularly reflect hurtful biases that individuals have toward others based on sex, sexual orientation, ethnic gathering, incapacity, or even age. This would be improper to use in either writing or speaking.

Abstract and Concrete Language

Abstract words name characteristics and thoughts. For instance: magnificence, love, liberty, freedom, independence, and obscenity. Abstract words may inspire various implications dependent on a person's emotional interpretation of the words (Agesta, 2016). Instead, utilize more exact language to pass on their careful significance.

1.3 Objectives

1.3.1 General Objective

- To determine the relationship between Process-genre based approach and the writing skill of students from third semester from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

1.3.2 Specific Objectives

- To identify the stages of the process-genre based approach.
- To state the writing skills elements that students use to develop their writing skills.
- To analyze the effects of the process-genre based approach on the development of writing skills.

CHAPTER II

METHODOLOGY

2.1 Resources

For this research work was crucial the use of some resources such as human, institutional, materials, and economical resources. As main resource was the human with the participation of a research tutor, an investigator, and students of third semester “B” from “Pedagogía de los Idiomas Nacionales y Extranjeros”. This latter was essential to apply activities based on the process- genre based approach for their writing skill. The next was the institutional resource through “Universidad Técnica de Ambato”. It provided the facilities and authorization to develop the project. Furthermore, a computer was needed as a relevant technological material for each part of the investigative process. The last resource, the economic, was presented in the usage of the Internet.

2.2 Basic Method of Research

2.2.1 Research Approach

The present research is mixed approach because it required quantitative and qualitative approach. Shorten and Smith (2017) state that mixed methods analysis needs a purposeful mixing methods for the processing of data, data analysis, and proof interpretation. Accordingly, it is quantitative approach because the analysis of this investigation was based on the collection data. It used numerical and statistical techniques in order to get the results developed in the field research. The statistics applied inferred in relevant research events such as: hypothesis, conclusions, and recommendations. Moreover, it is qualitative approach because it discovered or refined research problems in the interpreting process using techniques for data collection, but it didn't apply numerical calculation. This analyzed the reality of the participants applying process-genre based approach in order to improve their writing skill.

2.3 Research Modality

2.3.1 Field

It is field because it is performed on the site where the object of study is located, so it helps to have a better understanding of the investigation (Graterol, 2016). In this modality, the researcher needed to make direct contact with the real situation of a particular research group to get information. The project was carried out to the students of third semester “B” from “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato, for the purpose of identifying the relationship between Process-Genre Based Approach and the Writing Skills, where a diagnostic process was useful to know the advance of the skill through an approach.

2.3.2 Bibliographic – documentary

Bibliographic documentary has the aim to identify, broaden and deepen various approaches, conceptualizations, theories, and criteria of different authors on a given question (Naranjo, Herrera, & Medina, 2010). The current research is bibliographic-documentary due collection of relevant academic information taken from sources such as: books, papers, thesis, academic journals, documents and others. The information collected will be analyze and evaluated in the investigation about the two variables, Process-Genre Based Approach and the Writing Skills. This modality generated knowledge about vital information of the two topics.

2.3.3 Experimental Research

This type of research is experimental because the researcher operated with the two variables. Process-genre based approach and adequate activities of the approach were developed for the progress of the writing skill of students of third semester “B” from “Pedagogía de los Idiomas Nacionales y Extranjeros”. The author applied an experiment selecting different activities of the approach and following the appropriate steps of the approach. As part of the experiment in the research, the standards of Cambridge about KET

were used to assess the level of the students with three sub-skills of writing such as content, organization, and language.

The experimental group were the students of third semester who participated in the project. The participants were evaluated with the pre-test toward the start of the treatment and the post-test to get the anticipated outcome. As a result, the process measured the effects and impact in the writing skill using the process-genre based approach.

2.4 Level or Type of Research

2.4.1 Exploratory Research

According to (Escudero & Cortez, 2018), a first approach to the problem that is expected to be analyzed and known is provided by this type of research. Exploratory research, as reference of its name, consists of exploring the topic in depth, based on examining the problem about the two variables. Besides, it helped the researcher to data collection and the methods to get it such as experiences, observations, studies and others.

2.5 Population and sample

In the following research, the study population were 31 students of third semester “B” from “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato. The mother tongue of the students is Spanish, and their foreign language is English with an A2 English level. The individuals have an average age between 19 and 25 years old.

Table 1: Population

Population	Experimental group	Total	Percentage
Male	18	18	58%
Female	13	13	42%
TOTAL	31	31	100%

Source: Student´s list

Author: Acurio, A (2020)

Techniques and Instruments

The research project was developed by a test as the technique and a validate questionnaire of Cambridge as the instrument. This research used the writing section of Ket Mock Writing Part Test to take a pre-test and a post-test for the group of students with an elementary level (A2). The time of the test lasted 20 minutes in this section which identifies the level of their writing skill by answering an email and creating a story. To measure their knowledge before developing the project was required the pre-test. Therefore, the post-test helped to measure the improvements with the writing skill after to perform the treatment.

Procedure

The data collected was using KET writing examination to A2 level, where the author took the two tests, pre-test and post-test, individually. All the section of writing was examined which contains two parts, one was a real-life situation answering an e-mail and the second part was to write a story depending on some pictures given. As a result, before and after the treatment, the researcher could measure the writing skill of the experimental group. Reinforcing this validate questionnaire, the author used another relevant instrument which was the writing assessment scale from Cambridge 2020. The scale considered three categories: content, organization, and language with a score over 5 each one.

In the research study, the author applies suitable activities of process-genre based approach in the writing skill and students were involved in a real setting accordance with their level, A2. Four lesson plans have been established in accordance with KET of writing section and a book *Writing in Paragraphs*, units 2 and 3 of students of third level from “*Pedagogía de los Idiomas Nacionales y Extranjeros*”. They were focused on a validated lesson plan structure of the National Institution of Education as part of Nanyang Technological University in Singapore.

Furthermore, the validated lesson plan of the National Institution of Education was employed in the experiment including the basic elements of a lesson plan such as the aim,

objectives, procedure, time, and materials. Moreover, the author modified the lesson plans according to the level of students and other components of the experiment. The activities followed the procedure of the approach and based on three subskills of writing which were content, organization, and language. The main activities were related with content and organization because students showed to have more problems with them.

The information collected through a statistical program was centered on the pre-test and post-test to get the results of numerical data. Besides, it followed a process in the experiment with process-genre based approach activities and was analyzed in two ways, qualitative and quantitative approach. Quantitative described the effect of process-genre based approach in improving the writing skill through the scores of the experimental group. Qualitative detailed the results of implementation of process-genre based approach to improve the writing skills.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter depends on the analysis of the experimental group which was carried out in the Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato, the subjects for this examination were 31 students from 3rd semester. KET Cambridge exam was used to assess the level of the students with three sub-skills of writing such as content, organization, and language.

Pre-Test and Post-Test Results from the Control Group and Experimental

In the current research, the examination of the Writing skill was created taking into account the criteria of the rubric from the KET test. Besides, three elements of writing skills were assessed such as, Content, Organization, and Language with the application of Process-Genre based approach as follows, planning, drafting, revision, correction, and publishing.

Table 2: Pre and Post-test results

Content			
Group	Pre-test	Post-test	Expected Average
Experimental	3,4	4,5	5

Source: 3rd Semester, Pedagogía de los Idiomas Nacionales y Extranjeros

Author: Acurio A. (2020)

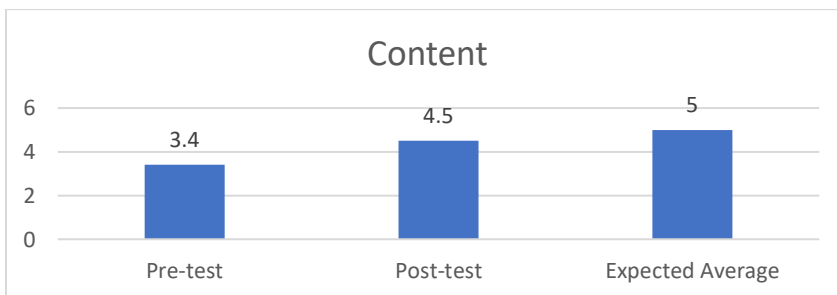


Figure 1: Pre and Post-test results

Source: 3rd Semester, Pedagogía de los Idiomas Nacionales y Extranjeros

Author: Acurio A. (2020)

Analysis and interpretation

The table 2 shows the results from both the pre and post-test carried out at Pedagogía de los Idiomas Nacionales y Extranjeros with students from third semester in which content was analyzed and it is clear that in the pre-test they got 3,4, meanwhile in the post-test there is a significant improvement with 4,5 which means that the methodology used was useful for students in their learning process. However, the expected average was not fulfilled which means that students need to practice by accomplishing the objective.

Table 3: Pre and Post-test results

Organization			
Group	Pre-test	Post-test	Expected Average
Experimental	2,8	3,5	5

Source: 3rd Semester, Pedagogia de los Idiomas Nacionales y Extranjeros

Author: Acurio A. (2020)

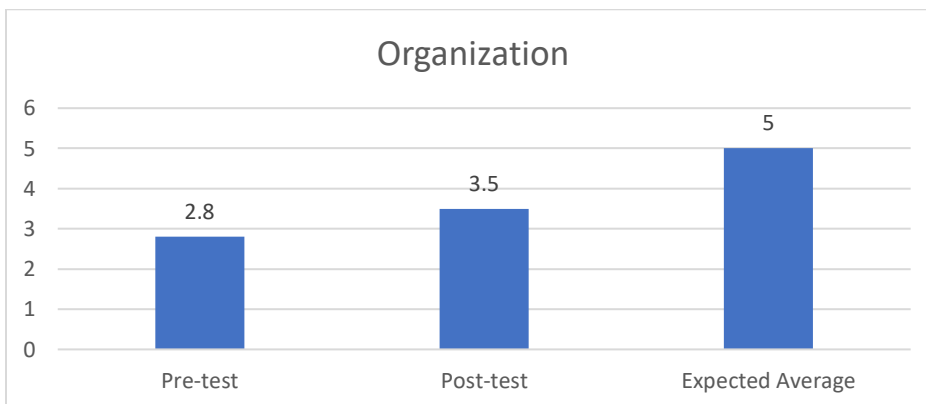


Figure 2: Pre and post-test results

Source: 3rd Semester, Pedagogia de los Idiomas Nacionales y Extranjeros

Author: Acurio A. (2020)

Analysis and interpretation

Table 3 shows the results after having carried out the analyzes to students from 3rd semester from Pedagogia de los Idiomas Nacionales y Extranjeros, where the variation between the pre-test with a value of 2.8 is shown, while the post-test presents a value of 3.5. Once the results were obtained, it can be observed that the expected average was not met, so the students need extra practice to be competent with the language.

Table 4: Pre and Post-test results

Language			
Group	Pre-test	Post-test	Expected Average
Experimental	3,2	4,5	5

Source: 3rd Semester, Pedagogia de los Idiomas Nacionales y Extranjeros

Author: Acurio A. (2020)

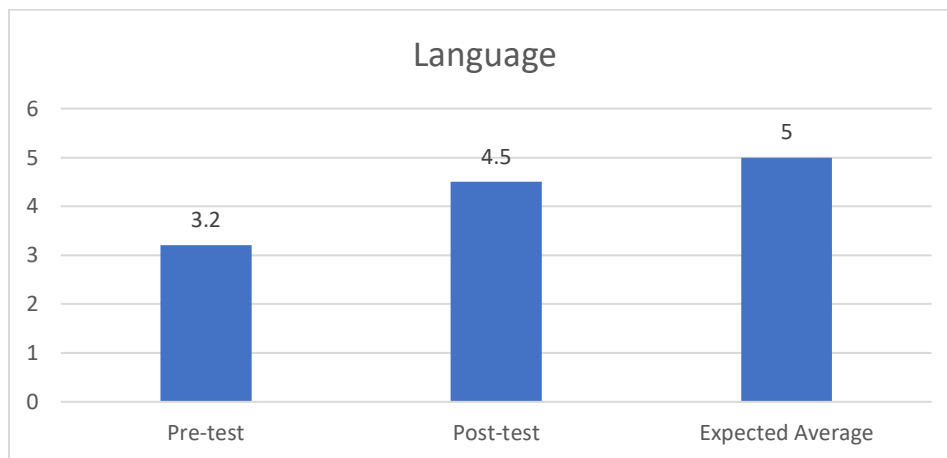


Figure 3: Pre and Post Test Results

Source: 3rd Semester, Pedagogia de los Idiomas Nacionales y Extranjeros

Author: Acurio A. (2020)

Analysis and interpretation

Table 4, once the analysis has been carried out with students from Pedagogia de los Idiomas Nacionales y Extranjeros, shows that the students in the pre-test obtained a result of 3,2, however, when applying the methodology proposed by the author of the project, a value of 4,5 was obtained. It should be noted that the value did not reach the expected average, which suggests continuing to work to meet this parameter for the benefit of students.

Table 5: Element of the writing skills of the experimental group

Elements	Experimental		Expected Average
	Pre-test	Post-test	
Content	3,4	4,5	5
Organization	2,8	3,5	5
Language	3,2	4,5	5

Source: 3rd Semester, Pedagogia de los Idiomas Nacionales y Extranjeros
 Author: Acurio A. (2020)

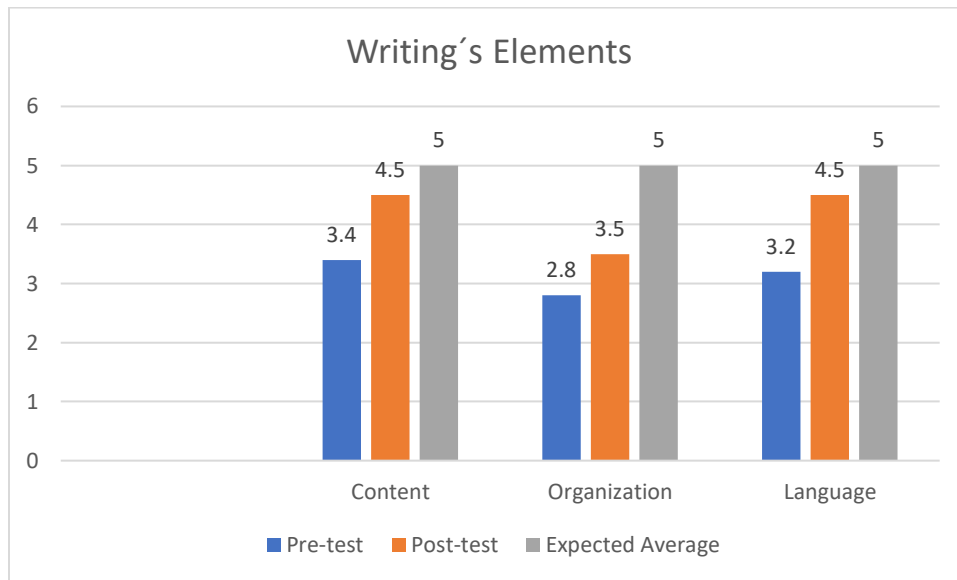


Figure 4: Element of the writing skills of the experimental group
 Source: 3rd Semester, Pedagogia de los Idiomas Nacionales y Extranjeros
 Author: Acurio A. (2020)

Analysis and interpretation

Table 5 shows in a summarized way the results of the analyzed elements highlighting the element in which students improved by applying the process-genre based approach. The results show that the students through the application of the proposed methodology by the author of the project improved with 1,3 in language, followed by the content with a value of 1,1, and finally the organization with a 0,7. which shows that students have a good use of language and content but need to work on the organization of texts.

Statistical Model

Table 6: Parametric Correlation

	Process-Genre Based Approach	Writing Skills
Correlación de Pearson	1	,464**

Process-Genre Based Approach	Sig. (bilateral)		,009
	N	31	31
Writing Skills	Correlación de Pearson	,464**	1
	Sig. (bilateral)	,009	
	N	31	31

** . La correlación es significativa en el nivel 0,01 (bilateral).

Source: Pearson´s Correlation

Author: Acurio, A (2020)

This table shows correlation of the variables and at the same time shows the value of sig, asymptotic (bilateral) which is less than 0.05, so the null hypothesis is rejected, and the alternative hypothesis is accepted with a 95% confidence level, which establishes that there is a significant relationship between the Process-Genre Based Approach and the Writing Skills in students of third semester “B” from “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato.

T test

Table 7: Paired sample test

	Average	N	Desv. Desviación	Desv. Error promedio
Par 1 Process-Genre Based Approach	3,80	31	,421	,076
Writing Skills	4,80	31	,285	,051

	N	Correlación	Sig.
Par 1 Process-Genre Based Approach & Writing Skills	31	,464	,009

Paired samples test

		Diferencias emparejadas							Sig. (bilateral)
		Media	Desv. Desviación	Desv. Error promedio	95% de intervalo de confianza de la diferencia		t	gl	
					Inferior	Superior			
Par 1	Process-Genre Based Approach - Writing Skills	-1,003	,383	,069	-1,144	-,863	-14,569	30	,000

Source: Pearson's Correlation
 Author: Acurio, A (2020)

Table 8: Descriptive data

Case Processing Summary

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
Process-Genre Based Approach	31	100,0%	0	0,0%	31	100,0%
Writing Skills	31	100,0%	0	0,0%	31	100,0%

Descriptives

		Estadístico	Desv. Error
Process-Genre Based Approach	Media	3,80	,076
	95% de intervalo de confianza para la media		
	Límite inferior	3,64	
	Límite superior	3,95	
	Media recortada al 5%	3,80	
	Mediana	4,00	
	Varianza	,177	
	Desv. Desviación	,421	
	Mínimo	3	
	Máximo	5	
	Rango	2	
	Rango intercuartil	1	
	Asimetría	-,249	,421
	Curtosis	-,356	,821

Writing Skills	Media	4,80	,051
	95% de intervalo de confianza para la media	Límite inferior	4,70
		Límite superior	4,90
	Media recortada al 5%	4,83	
	Mediana	5,00	
	Varianza	,081	
	Desv. Desviación	,285	
	Mínimo	4	
	Máximo	5	
	Rango	1	
	Rango intercuartil	0	
	Asimetría	-1,346	,421
	Curtosis	,918	,821

Source: Pearson's Correlation
 Author: Acurio, A (2020)

Normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Estadístico	gl	Sig.	Estadístico	gl	Sig.
Process-Genre Based Approach	,266	31	,000	,901	31	,008
Writing Skills	,339	31	,000	,718	31	,000

a. Corrección de significación de Lilliefors

This table shows that the value of sig, asymptotic (bilateral) is less than 0.05 according to Shapiro-Wilk due to the whole population is less than 50, so the null hypothesis is rejected and the alternative hypothesis is accepted with a 95% confidence level, which establishes that there is a significant relationship between the Process-genre based Approach and the Writing skills in students of third semester "B" from "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing and interpreting the results obtained from the application of the Process-genre based approach in students from third semester of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato to excel their Writing Skills, there are some conclusions and recommendations to share for future investigations.

- Once the research was carried out, the author of the project identified the stages of the process-genre based approach that contributed to the fulfillment of the objectives, being the content, organization, and language the most outstanding when applying the methodology, which facilitates students to apply the skills to compose a written sentence following its parameters and to be able to transmit the message.
- Different writing skills were identified and applied in the process approach such as planning, drafting, revision, correction, and publication the final product. The skills that the author considers most important to teach were planning and drafting because these helps to carry out the entire text at the time of expressing the ideas, on the other hand, the aspects that showed great support were the revision and delivery of the text, which shows that students managed to improve these elements.
- The results show that the students through the application of the Process-genre based approach improved gratefully in language, content, and organization, which shows that students developed high writing skills which means that the effects of the current methodology were and gave great support to students in the whole process highlighting planning and drafting as the main stages of them.

4.2 Recommendations

After the execution of Process-genre based Approach, the following proposals are set for further investigations:

- By using the Process-genre based Approach, students can improve the Writing Skills, so it is recommendable to implement this approach along the writing learning process. It will follow a pattern such as: planning, drafting, revising, and publishing to produce a high-quality writing.
- Teachers must take into account planning, drafting, revision, and publishing at the time of writing a text since these elements will allow students to develop a complete process when expressing their ideas, so students can express what they feel in the target language.
- It is recommended to use the process-genre based approach since this methodology helps the better performance of the content, organization and language, so the students at the end of the research project developed a great improvement in these fields allowing them to be more competent with the language they are learning.

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Annexes

Annex 1: Approval

ANEXO 3

CARTA DE COMPROMISO

Ambato, 05 de octubre de 2020

Doctor,
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Idiomas
Facultad de Ciencias Humanas y de la Educación

Lic. Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Idiomas, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **“PROCESS-GENRE BASED APPROACH AND THE WRITING SKILL”** propuesto por la estudiante ACURIO ARMAS ANA BELÉN, portadora de la Cédula de Ciudadanía 180439334-4, estudiante de la Carrera de Idiomas, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

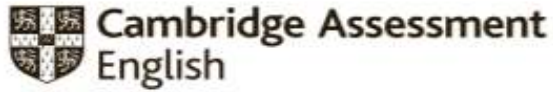
Particular que comunico a usted para los fines pertinentes.

Atentamente.



Lic. Mg. Sarah Iza Pazmiño
0501741060
0984060528
sj.iza @uta.edu.ec

Annex 2: Pre and Post-test
KET WRITING PART



KEY ENGLISH TEST

Reading and Writing

Sample Test

Time 1 hour

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

Part 6

Question 31

You want to go swimming on Saturday with your English friend, Toni.
Write an email to Toni.

In your email:

- ask Toni to go swimming with you on Saturday
- say where you want to go swimming
- say how you will travel there.

Write **25 words** or more.

Write the email/story on your answer sheet.

Part 7

Question 32

Look at the three pictures.
Write the story shown in the pictures.
Write **35 words** or more.



Write the email/story on your answer sheet.

Annex 3: Scale Pre and Post-Test

KET WRITING PART – CONTENT, ORGANISATION, AND LANGUAGE

Assessment of Writing scale

Band	Content	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>	

Annex 4: Lesson Plan Templates

URL: <http://aae236-nie.weebly.com/sample-lesson-activities-for-process---genre-approach.html>

Aim: Students will acquire the understanding of the objectives and structure of an argumentative genre and also the processes involved; pre-writing, drafting, revising and editing. They will use the knowledge to produce a text as a group and individually.

Activity 1 (10min)

Objective:

- To activate schema and provide the context for students to construct their writing.

Procedure:

- Announce to students the following and allow them to discuss in their groups:
“The school’s discipline committee is discussing whether or not students in the school should be allowed to use mobile phones in school. All students are welcome to give their suggestions on this matter.”
- Highlight that the purpose of the lesson is to write and present letters on the above matter to the committee.
- Elicit the key word ‘persuade’ through question like “What is the purpose of the letter to the HODs?”
- Explain to students that they are going to learn a genre of writing called “argument”.

Activity 2 (15 min)

Objectives:

To reinforce the purpose of an argumentative essay by providing students with a basic understanding of the argumentative genre.

Procedure:

- Distribute [sample argumentative text](#)
- Tell pupils to read on their own and bear in mind the 4 following questions:
 - What is the purpose of the text?
 - Who do you think it is written for (target audience)?
 - Did the writer achieve the purpose?
 - Do you think the text is persuasive? Why?
- After students finish reading, review the questions and summarize main points.

Activity 3 (25 min)

Objectives:

To allow students to be familiar with the structural features of a typical argument.

Procedure:

- Students to re read given text and pay special attention to structural features by focusing on the following questions:
 - How does the text start and end?
 - What is the pattern/sequence you see in the text?
 - What are the different stages in the text that you can identify?
 - What does each stage function as?
- Students to work in groups and discuss their findings after re reading the text.
- Get a representative from each group share their findings and ideas with the class.
- Once every group has presented, consolidate the learning points. As a reinforcement, explicitly teach on the structural features in the writing that make it persuasive using. Clearly mark/highlight the features on the sample text.

Activity 4 (25min)

Objective: To allow students to compare good and bad examples of an argumentative essay and reinforce their understanding of the structural features.

Procedure:

- Distribute another **sample argumentative text that has random order of structure**.
- Allow pupils time to read and compare it with the earlier sample using the following questions as criteria:
 - *What is the purpose of the text?*
 - *Do you think this text achieve its purpose like the first one does? Why.*
- Discuss the responses with the students
- Pupils to work in pairs and reorganize and improve the random structure according to the different stages of argumentative text.
- Encourage students to improve the text's effectiveness in persuading audience/readers.
- Get pairs to exchange and read each other's results.
- Consolidate the results with class and clarify important points raised.

Activity 5 (10 min)

Objective: To arouse students' interest in the topic for the writing lesson and prepare them for the joint construction of the text.

Procedure:

- Revisit the context and ask students to focus on the word 'mobile phones'.
- Write the word and create a word map.
- Students to brainstorm about things related to the words 'mobile phones'. Teacher to list them on the word map as students contribute.
- Instruct students to group the information on the topic into advantages and disadvantages.

Activity 6 (15 min)

Objective: To provide students with the opportunity to produce a plan for an argumentative text (using a graphic organizer) as a class, in preparation for individual work.

Procedure:

- Inform students that they are going to jointly create a plan (with a **graphic organizer**) to craft a letter to the HODs by using the genre that they have just learnt.
- Tell them to adopt the following position: "*Students should be allowed to use mobile phones in the school.*"
- Demonstrate the process involved in producing text by eliciting responses from students and suggestions about the structure of the text.
- As students contribute, write the text clearly on the board or visualiser so that students can focus on the meanings that they create.
- Preview the jointly constructed graphic organizer.
- Make revision where necessary.
- Clarify and consolidate major points.

Concluding Activity 7 (20 min)

Objective: Students to apply what they have learnt to write their first draft independently.

Procedure:

- Present the context again to students.
- Instruct them to write individually on the given topic.
- Encourage students to present their own ideas and perspectives.
- Offer guidance to students where necessary.
- If students are unable to finish within the allocated time, allow them to complete their first draft as homework and bring it the next lesson for revising.

In subsequent lessons, teachers will allocate time for students to revise and edit their individual piece of work.

Annex 5: Experiment

Experiment: The Process-Genre Based Approach and The Writing Skills

Author: Ana Belén Acurio Armas

Universidad Técnica de Ambato

2020

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Introduction

The following experiment was created and putted in action with the aid of The Process-Genre Based Approach to develop The Writing Skills. The lesson plans have activities implementing the content, the organization, and the language which are based on the Writing Skills of Cambridge. Mainly, the activities are focused on the content and organization of the Writing Skills according to the students' needs.

The classes include all the stages of the approach (PGBA) and different genre such as narrative, argumentative, and descriptive. Furthermore, a relevant guide for the classes was part of unit two and three of the book *Writing in Paragraphs* by Dorothy E. Zemach. The 31 Ecuadorian participants are students at Universidad Técnica de Ambato. The students are part of "Pedagogía de los Idiomas Nacionales y Extranjeros and they are in third semester of Writing class.

Furthermore, the participants who were part of this research project will achieve benefits thanks to this experiment. They experienced two essences of the project; as students to improve their writing skills, and as future teachers to apply in their classes. In the same way, any English teacher and any student in process to be a teacher can use in order to guide, help, and develop their students' need in writing.

General Guidelines

This experiment shows the learning and the development of the writing skills through the process-genre based approach where students can be assessed the content, the organization, and the language. The application of the pre-test to 31 students of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato, helped to get the results. In different parts of writing skills, the evaluator detected that they have some difficulties, mainly with the content and organization. The next step was to use The Process-Genre Based Approach in order students improve their speaking skills.

Scope Design

Subject	Units	Book: Writing in Paragraphs	Time	Writing Elements	Lesson Plan
Writing	2	Giving and Receiving Presents	1 hour	Content, organization, and language	1
Writing	2	Giving and Receiving Presents	1 hour	Content, organization, and language	2
Writing	2	Giving and Receiving Presents	1 hour	Content, organization, and language	3
Writing	3	A Favorite Place	1 hour	Content, organization, and language	4

Author: Acurio, A. (2020)

Source: Writing in Paragraphs

Lesson Plans

Author: Acurio, A. (2020)
Source: Writing in Paragraphs

Lesson Plan #1

Number of students: 31

Level: 3rd semester “B”

Subject: Writing

Aim: Students will acquire the understanding of the objectives of a narrative genre and also the processes involved.

Objective: Students will be able to write a recommendation report following the Process-Genre Based Approach.

Activity 1 (5 minutes)

- Ask questions to elicit the topic.
 - Are important presents? Why are important presents?
 - What is the best present that you have given?
 - What is the best present that you have received?
 - Why is it the best present?
- Ask options for possible topic and give the answer (Giving and Receiving Presents).

Activity 2 (15 minutes)

- Complete the chart (Annex 1, part 1): Students will write their ideas about the best presents according to their likes.
- Make a quick list (Annex 1, part 2): Students will categorize presents that they have given and received.
- Select a partner randomly: Students will ask questions orally, based on their classmates’ lists of the previous activity.
 - Who gave you the present?
 - When did they give you the present?
 - What was the present? Did you like it?

Activity 3 (15 minutes)

- Read the paragraph (Annex 2): Students will read an example of narrative text and will answer the questions.
- Ask some questions to infer the objective of a narrative genre.
 - What is the purpose of the text?
 - Who do you think it is written for (target audience)?
 - Did the writer achieve the purpose?
 - Do you think the text is persuasive? Why?
- Explain to students that they are learning a genre of writing called “narrative”.

Activity 4 (25 minutes)

- Write a paragraph (Annex 1, part 3): Students will write about their experiences giving and receiving presents, similar to the previous text.
- Peer feedback (Annex 1, part 4): Students will read their classmate’s paragraph and will give their opinion about some problems or mistakes that they find.
- Ask student to rewrite their paragraphs correcting the mistakes or improving their ideas (Annex 1, part 5).

Lesson Plan 1 – Annexes

Annex 1

1. Instruction: Write many ideas about the best presents according to your likes.

2. Make a quick list of presents you have given and received.

Presents given		Presents received
	PRESENTS	

3. Write a paragraph about your experience giving and receiving presents. Write 50 words or more.

4. Peer feedback.

Classmate’s name:

- After you read your classmate’s paragraph, give your opinion about some problems or mistakes that you find.

Comments:

5. Rewrite your paragraph correcting the mistakes or improving your ideas.

Annex 2

Read the paragraph and answer the questions.

- a. What is the topic of the paragraph?
 1. celebrating birthdays
 2. the writer's family
 3. choosing presents
- b. What is the writer's most important opinion about the topic?
 1. Presents should be old.
 2. Presents should be chosen carefully.
 3. A photograph is a good birthday present.
- c. Why does the writer like the photograph?
 1. It helps him think about his father.
 2. It wasn't expensive.
 3. It was a birthday present.



A Birthday Present

¹ Choosing a birthday present for a friend or family member is fun, but it can be difficult. ² The present should be personal and has to be thoughtful. ³ For example, the best birthday present I ever got wasn't fancy or expensive. ⁴ Last year my mother gave me a photograph of my father when he was my age. ⁵ He is standing with his mother and father (my grandparents) in front of their house, and he looks happy. ⁶ I think of my father every time I see that photo. ⁷ It was a perfect birthday present.

Author: Acurio, A. (2020)
Source: Writing in Paragraphs

Author: Acurio, A. (2020)
Source: Writing in Paragraphs

Lesson Plan #2

Number of students: 31

Level: 3rd semester “B”

Subject: Writing

Aim: Students will acquire the understanding of the objectives of a recommendation report and also the processes involved.

Objective: Students will be able to write a recommendation report following the Process-Genre Based Approach.

Activity 1 (3 minutes)

- Warm up. - Word Association about celebrations.
 - Students will say a word according to the topic given for the teacher and will name a classmate to continue.

Activity 2 (15 minutes)

- Explain to students the language focus of and and but to join sentences.
- Announce to students the use of and and but in Kahoo (Annex 1).

<https://create.kahoot.it/share/and-and-but/2d85ff58-1c0e-4ae8-a2fc-96fa96ad04e1>

- Play a drama game “yes, and...”and “yes, but...” giving the topic of festivities such as Christmas, Valentine’s day, Mother’s day, Father’s day, Birthday and others.

Activity 3 (15 minutes)

- Complete the chart (Annex 2, part 1): Students will write some recommendations about the type of celebration.
- Ask student to research information about the recommendation report and to explain their ideas to the class.

Activity 4 (27 minutes)

- Write a recommendation report (Annex 2, part 2): Students will select a celebration and will write their recommendation and ideas to support them. Besides, they will use the conjunctions and and but.
- Individual feedback (Annex 2, part 3): Students will check the previous writing and underline their mistakes or statements they can improve.
- Ask students to rewrite their writings correcting their mistakes, improving their ideas or adding new ones.

Author: Acurio, A. (2020)
Source: Writing in Paragraphs (kahoot)

Lesson Plan 2 – Annexes

Annex 1

The screenshot shows a Kahoot! quiz interface for a quiz titled "And" and "But". The main question is "Select the correct sentence." Below the question is an image of the United States Capitol building at night. There are four answer options, each with a different colored background and a selection icon:

- Red background with a triangle icon: "It's cold outside but I can't find my coat." (radio button)
- Blue background with a diamond icon: "It's cold outside, but I can't find my coat." (radio button)
- Yellow background with a circle icon: "It's cold outside, and I can't find my coat." (radio button, marked with a green checkmark)
- Green background with a square icon: "It's cold outside and I can't find my coat." (radio button)

The screenshot shows a Kahoot! quiz interface for a quiz titled "And" and "But". The main question is "Can the conjunctions 'and' and 'but' be used to join two statements?". Below the question is an image of a colorful, faceted geometric object. There are two answer options, each with a different colored background and a selection icon:

- Blue background with a diamond icon: "True" (radio button, marked with a green checkmark)
- Red background with a triangle icon: "False" (radio button)

Kahoot! "And" and "But" Settings ✓ Saved to My Kahoots

1 Quiz
Select the correct s...


2 True or false
Can the conjuncto...

3 True or false
Do we use "and" wh...

4 Quiz
What is the conjunc...

Add question
Question bank
Import slides
Import spreadsheet

Do we use "and" when we have a positive sentence plus a positive one?



Remove

True False

Kahoot! "And" and "But" Settings ✓ Saved to My Kahoots

Select the correct s...


2 True or false
Can the conjuncto...

3 True or false
Do we use "and" wh...

4 Quiz
What is the conjunc...

Add question
Question bank
Import slides
Import spreadsheet

What is the conjunction to show contrasting ideas?



Remove

both but
and none

Kahoot! "And" and "But" Settings Saved to: My Kahoots

5 Quiz
Select the correct s...

6 True or false
Which conjunction ...

7 True or false
Begin sentences wi...

8 Quiz


Add question

Question bank

Import slides

Import spreadsheet

Select the correct sentence.



Remove

▲ Sam tossed the ball, and watched the dog chase it.

◆ Sam tossed the ball, but watched the dog chase it.

● Sam tossed the ball but watched the dog chase it.

■ Sam tossed the ball and watched the dog chase it.

Kahoot! "And" and "But" Settings Saved to: My Kahoots

5 Quiz
Select the correct s...

6 True or false
Which conjunction ...

7 True or false
Begin sentences wi...

8 Quiz


Add question

Question bank

Import slides

Import spreadsheet

Which conjunction do we use to join similar ideas?



Remove

◆ But

▲ And

Kahoot! "And" and "But" Settings ✓ Saved to: My Kahoots


6 True or false
Which conjunction...

7 True or false
Begin sentences w...

8 Quiz
Select the correct s...

Add question
Question bank
Import slides
Import spreadsheet

Begin sentences with And or But in academic writing.



Remove

True False

Kahoot! "And" and "But" Settings ✓ Saved to: My Kahoots


6 True or false
Which conjunction...

7 True or false
Begin sentences w...

8 Quiz
Select the correct s...

Add question
Question bank
Import slides
Import spreadsheet

Select the correct sentence.



Remove

The dog barks, and plays.
 I sent my mother a birthday card, and called her.
 I speak French, but I've never been to France.
 Ana loves oranges, and she hates pears.

Annex 2

1. Imagine you have a foreign friend, and he/she needs recommendations of some ideas like presents or activities to do in the following celebrations.

Write your recommendations, suggestions.

Celebration	Recommendations
Valentine´s Day	
Anniversary	
Birthday	
Father´s day	

2. Your friend, Andrew, is confused with the way we celebrate in Ecuador. So, select a celebration and write activities he/she can do and presents to give. Give recommendations or suggestions and support them.

Write an email for Andrew, 100 words or more.

Use the conjunctions and and but.

3. Individual feedback

Check the previous letter and underline your mistakes or statements you can improve.

4. Rewrite

After you revise your email, rewrite it correcting your mistakes or improving your ideas.

Author: Acurio, A. (2020)
Source: Writing in Paragraphs

Lesson Plan #3

Number of students: 31

Level: 3rd semester “B”

Subject: Writing

Aim: Students will acquire the understanding of the objectives of an argumentative paragraph and also the processes involved.

Objective: Students will be able to write an argumentative paragraph following the Process-Genre Based Approach.

Activity 1 (5 minutes)

- Ask some questions to introduce the topic, Christmas’ presents.
 - Should people give and receive presents for Christmas?
 - What are the positive effects of Christmas’ presents?
 - What are the negative effects of Christmas’ presents?

Activity 2 (15 minutes)

- Complete the charts (Annex 1, part 1): Students will write their ideas with arguments for and arguments against.
- Select ideas (Annex 1, part 2): Students will read some classmates’ ideas of the previous activity. They will select one classmate’ opinions they agree with and support them.
- Write a conclusion (Annex 1, part 3): Students will write their conclusion for or against whether people should give and receive presents for Christmas.

Activity 3 (15 minutes)

- Select some students and ask to read aloud their activities of part 2 and 3. Students can ask questions or can say their opinions about their classmates’ points of view.

- Explain about argumentative writing, its structure, and the main points in the whiteboard of Zoom.

Activity 4 (25 minutes)

- Write a paragraph (Annex 1, part 4): Students will write an argumentative paragraph whether people should give and receive presents for Christmas.

Activity 5 (extra time at home)

- Send a homework in order students edit their argumentative paragraph after the teacher check (Annex 1, part 5).

Lesson Plan 3 – Annexes

Annex 1

1. Complete the charts. Write your ideas with arguments for and arguments against. Minimum three ideas.

Should people give and receive presents for Christmas?

Arguments for	
1.	
2.	
3.	

Arguments against	
1.	
2.	
3.	

2. Read some classmates' ideas of the previous activity. Select one classmate's opinions you agree with and support them.

Classmate's name:

Ideas:

-
-

Support ideas:

-
-

3. Conclusion. Write your conclusion for the following question.

Should people give and receive presents for Christmas?

4. Write a paragraph about the two sides of the topic, an argumentative paragraph. Write 250 words.

Should people give and receive presents for Christmas?

5. Homework. After the teacher has reviewed your paragraph, make any necessary change.

Author: Acurio, A. (2020)
Source: Writing in Paragraphs

Lesson Plan #4

Number of students: 31

Level: 3rd semester “B”

Subject: Writing

Aim: Students will acquire the understanding of the objectives of a descriptive paragraph and also the processes involved.

Objective: Students will be able to write a descriptive paragraph following the Process-Genre Based Approach.

Activity 1 (5 minutes)

- Show a picture to elicit the topic (Annex 1, part 1).
- Apply the same picture to describe it (Annex 1, part 1).

Activity 2 (10 minutes)

- Ask a question to elicit the genre of writing. What is the purpose to give details of a place?
- Clarify the descriptive genre, its structure, and relevant details.
- Show a sample of a descriptive paragraph using the book (Annex 1, part 2).
- Ask questions to analyze the paragraph and the genre.
 - What is the purpose of the text?
 - Who do you think it is written for (target audience)?
 - Did the writer achieve the purpose?
 - Do you think the text is descriptive? Why?
- Request to reread the text and answer some questions aloud.
 - How does the text start and end?
 - What is the pattern/sequence you see in the text?
 - What are the different stages in the text that you can identify?
 - What does each stage function as?

Activity 3 (20 minutes)

- Brainstorming (Annex 2, part 1): Students will select a topic and will write a list of ideas about it with key words.
- Edit the list (Annex 2, part 2): Students will edit the previous list by crossing out unrelated ideas or ones they don't like and will add new ones.
- Create with the class an example to organize the ideas with a chart or a graphic organizer and explain the purpose of it.
- Write a plan (Annex 2, part 3): Students will create an individual plan (graphic organizer or a chart) to organize their ideas. They will choose the best three of the previous lists and support them.

Activity 4 (25 minutes)

- Write a paragraph (Annex 2, part 4): Students will write a descriptive paragraph and will underline the topic sentences, the supporting sentences, and the concluding sentence.
- Peer feedback (Annex 2, part 5): Students will read their classmate's paragraph and will give their opinion about some problems or mistakes that they find.
- Ask student to rewrite their paragraphs correcting the mistakes or improving their ideas (Annex 2, part 6).

Lesson Plan 4 – Annexes

Annex 1

- 1 Describe this picture to a partner. Have you been to the beach before? Tell your partner what it was like.



- 2 Read the paragraph and answer the questions on page 21 with a partner.

Relaxing at the Beach

¹ Where is your favourite summer holiday place? ² The beach is the perfect place for me. ³ The air is hot, but the water is cool, wet and fresh. ⁴ First, I enjoy swimming and surfing in the sea. ⁵ When I am tired, I come out and lie on the beach. ⁶ The sand is soft and white. ⁷ The beach is noisy with seagulls and children laughing, but it's a pleasant noise. ⁸ I even like the beach smells. ⁹ The air smells salty from the sea and sweet from everybody's sun cream. ¹⁰ I feel peaceful and relaxed. ¹¹ When I want to relax in summer, I go to the beach!

Author: Acurio, A. (2020)
Source: Writing in Paragraphs

Annex 2

1. Choose one of the topics below. In two minutes, make a list of ideas (Key words).

a. My favourite place to relax.

b. An interesting city.

TOPIC:

List of ideas

2. Edit your list by crossing out unrelated ideas or ones you don't like.

3. Create a plan (Graphic organizer or a chart) to organize your ideas. Select the best three of the previous list and support them.

4. Write a descriptive paragraph about the topic you select in activity 1.

Highlight with **yellow** the topic sentence, **pink** the supporting sentences, and **light blue** the concluding sentence.

Write 250 words or more.

5. Peer feedback.

Classmate's name:

- After you read your classmate's paragraph, give your opinion about some problems or mistakes that you find.

Comments:

6. Rewrite your paragraph correcting the mistakes or improving your ideas.

Annex 6: Urkund



Urkund Analysis Result

Analysed Document: Urkund - Belen Acurio.docx (D110017613)
Submitted: 7/1/2021 5:32:00 PM
Submitted By: ab.acurio@uta.edu.ec
Significance: 2 %

Sources included in the report:

Manjeet Kumar Singh's PhD thesis.docx (D29638045)
https://shodhganga.inflibnet.ac.in/bitstream/10603/51437/7/07_chapter3.pdf
<https://quizlet.com/81700241/510-final-exam-review-flash-cards/>
<https://repositorio.uta.edu.ec/bitstream/123456789/28346/1/Armijos%20Gabriela.pdf>

Instances where selected sources appear:

5

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