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THE USE OF THE PROCESS APPROACH TO IMPROVE THE WRITING SKILLS OF THE IV CYCLE SYSTEMS AND COMPUTER ENGINEERING STUDENTS AT ALAS PERUANAS UNIVERSITY OF ICA, 2011

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SILVIA LILIANA VÁSQUEZ ACUÑA

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN

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EXTRANJERA**

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APPROVAL

The thesis titled “the use of the process approach to improve the writing skills of the IV cycle Systems and Computer Engineering students at Alas Peruanas University of Ica, 2011”, presented by SILVIA LILIANA VÁSQUEZ ACUÑA in accordance with the requirements of being awarded the Degree of Master in Education with Mention in Teaching English as a Foreign Language, was approved by the Thesis Director, Dr. Majid Safadaran Mosazadeh, and defended on before a Jury with the following members:

President

Secretary

Informant

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INTRODUCTION

Writing, for various reasons, usually seems to be an extremely intimidating prospect for both the teacher and student. The main focus has traditionally been on the final product. Owing to this focus, students pay little attention to the whole process of writing since they know little about how to generate ideas for writing. Very rarely do students struggle with text organization and generation of ideas.

Flower and Hayes suggest that writing is a complicated recursive process instead of a linear one whereby writers are supposed to go back and forth when they compose.¹ Few native speaker writers, let alone EFL student writers, can be expected to produce a highly structured text without first going through various pre-writing and drafting stages. However, this has not always been made clear to students of English as a Foreign Language (second language), who are still “often assigned writing tasks with little advice or support on the processes involved in completing them”.²

Furthermore, writing is sometimes viewed primarily as a tool for the practice and reinforcement of specific grammatical and lexical patterns. Students are given a topic and asked to write with no practice,

¹ Flower, L. and Hayes, J., A cognitive process theory of writing. *College Composition and Communication*, Vol. 32, N° 4, 1981, pp.365-387. National Council of Teachers of English. Retrieved August 20, 2011 from <http://kdevries.net/teaching/teaching/wp-content/uploads/2009/01/flower-hayes-81.pdf>

² Tribble, C., *Writing*. Oxford University Press, 1996, p.75.

using only the grammar and lexical patterns taught previously; writing assignments which tend to serve a text-oriented purpose, are set as homework as it is time consuming in terms of the syllabus requirements. In addition there is little priority on the content and students' self expression; students do not get enough teacher guidance; students only priority is to pass examinations or get a high grade.

Considering the poor quality of the produced written texts of the IV cycle Systems and Computer Engineering students at Alas Peruanas University of Ica, the decision was taken to initiate the present research so as to teach students appropriate strategies to render them into efficient writers. The activities suggested for the purposes of the present research are based on the "process-focused"³ approach to writing. That proposal was found interesting, relevant and an easy alternative which is not a linear but a cyclical process, and which provides a great variety of activities for each of the stages proposed.

Thus, the objective of this research is to validate the applicability and efficiency of the process paradigm to improve the students' performance.

For a better understanding, the research is structured as following:

Chapter one formulates the problem of the research identifying the context of the study. It also presents the hypotheses based on the problem formulation, delimitates the objectives, justifies the conduct of the research as well as explains its limitations. Finally it refers to similar studies in different contexts and highlights the scarcity of relevant studies in the Peruvian university context.

Chapter two describes the ability to write and how the Process Approach works. An overview of the history of the Approach, a description of it including its characteristics and the different stages are also described with the aim of justifying the selection of the process-approach as the most appropriate in promoting writing abilities.

³ White, R. and V. Arndt, Process Writing. Longman, 1991, pp. 4-5.

Chapter three describes and explains the main characteristics of the methodology design used in the research. It also specifies the variables and describes the participants and techniques and instruments for data gathering.

Chapter four presents and discusses the results of the research. A quantitative analysis of the findings is involved. The quantitative analysis refers to the students' performance at the entry and the exit point of the study. The data aspire to demonstrate whether the process writing approach can help learners to enhance their writing proficiency.

After the presentation and discussion of the results, the conclusions of the investigation in function of the findings and the research questions are enumerated. Recommendations for the teachers in the use of the Process Approach to improve their students' writing are provided in a following section.

Finally, the sources of information consulted in this research and the annexes of complementary information are presented in a concluding section.

CHAPTER 1

INVESTIGATION OUTLINE

In this chapter, the problem formulation will be presented. It entails a specification of the topic of the research and a description of the relevance of the thesis. The problem formulation consists of one research question and five sub questions that are derived from the research question. The chapter will also present the delimitation of the objectives, the justification of the investigation and its limitations. Finally the antecedents of the investigation will be provided, explained and compared with the results of similar studies in order to trace similarities and differences.

1.1. Formulation of the problem

Writing in English is a skill that is not given enough attention in English classes. This might happen due to the lack of writing activities of some textbooks or because teachers find writing quite a daunting task to put into practice in their classes. However, learning to write in English is one of the required skills for students in the School of Systems and Computer Engineering at Alas Peruanas University since the syllabus emphasizes the understanding of written and oral messages and also the correct production thereof.

The learning and teaching of writing has received little attention from the teachers of English in the School of Systems and Computer Engineering. Furthermore, only three 50-minute periods every week are allocated for the teaching of English in all the cycles. This allocation leaves little time to prioritize the teaching of writing and consequently poorly-organized texts are produced by the students. Thus, students receive little practice in writing in English so when they are asked to do a piece of writing, they cannot express their ideas properly because they are confused with word choice, grammatical use, organization and generation of ideas. Other students tend to translate ideas from their mother tongue into English, and many of them are not conscious of the different kinds of writing. Owing to limited background knowledge, they often feel bored when doing written work, especially when they do not have support and motivation from teachers.

On the other hand, owing to the pressures of the formative tests and summative examinations English teachers are compelled to focus their attention on grammatical rules, linguistic accuracy and students' final "piece of work" instead of functional language skills consequently students show little knowledge about how to develop their process of writing. Thus, because of students' low level proficiency, time constraints and low motivation, writing still remains neglected.

Many are the reasons that explain why most students have problems in writing. They are explained as follows:

1. Importance given to language accuracy. Although the English Syllabus in the School of Systems and Computer Engineering involves developing four functional language skills, correct linguistic forms are highly valued by the test and examination formats. In this regard, English teachers must direct their attention at teaching correct language forms and test-oriented skills rather than helping students develop their creative thinking and language skills for communicative purposes.

Besides, most writing activities are designed on the basis of the product-oriented approach. First, a model text is presented and analyzed and then students are encouraged to copy it dissuading them from using their own creativity. In other words, students cannot use their own experiences to express themselves. All they have to do

is to answer comprehension questions, to fill in the blanks with the provided information, or to build complete sentences using the given cues. Thus, when giving feedback, the teacher focuses more on grammatical and lexical errors instead of meaning-oriented exploration.

2. The development of writing ability in class. Although the role that writing plays in the four basic language skills, it has long been ignored for some teachers since compared with the other three skills, writing is considered too complicated to teach. This happens because some teachers are not self-assured in their ability to write in English and sometimes they do not know how to help their students. As a result teachers avoid designing writing tasks or getting students to write more than just grammatical exercises and just follow exactly what the tasks in the textbook require. In fact, they do nothing more about it and when writing, the model text is always taken as the starting point. The structures of grammar, content and sentences organization are analyzed and then students are given a new topic and invited for a parallel writing task.
3. Over-emphasis on the final product. In some English classrooms, the product-oriented approaches are still adopted by most language teachers because the textbook presents the writing tasks on the base of controlled composition. Teachers using product-oriented approaches, would emphasize the students' final pieces of work and pay a great deal of attention to the correctness and usage. Due to this product focus, students know very little about writing strategies. They do not go through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher. As a consequence, the interaction between a teacher and students or between students themselves does not exist.
4. The need for more diverse types of feedback. In the English classrooms, it has long been the habit that teachers are the only ones in charge of correcting their students' writing. Thus, students write for the teacher, not for themselves. This means teachers are the only audience they have and so students get experience writing from their teachers and from anyone else. As a consequence, teachers are often overloaded with the task of correcting and then giving feedback to

students' writing. This has led to the situation in which teacher-controlled feedback still remains dominant in the classrooms.

On the other hand, some English teachers mainly focus on the correction of grammar and spelling mistakes because they consider that such errors need to be eliminated forthwith. They have the idea that the best way to help students is correcting all the errors in their writing in order to help students make progress. However, this traditional treatment does not influence significantly on students. On the contrary, students do not like such a way because they feel discouraged and embarrassed. Too much teacher correction can be demoralising for students. Besides, some students just take a glance at what the teacher has corrected, while many others may not even look at the corrections. Thus, teachers' comments have little impact on students writing. The reason is that students are never asked to revise their work for improvements based on the teacher's feedback. The first drafts are always the final ones. This may occur because there are too many students in a class and they are of different levels. They may have different starting levels of English or they may learn at very different speeds. As a consequence, revision may be very tedious and time-consuming for the teacher.

Due to the students' passive role in the classroom, they do not feel comfortable with cooperative interaction that requires them to take an active role. In fact, students feel reluctant to do so because they think that writing in English is individual work, not a collaborative effort. They are not familiarized with pair work or group work when they do the writing. They are never asked to share their written texts with their peers in order to get feedback as well as to learn from their friends' written products.

As a result, the teacher-led assessment makes writing irrelevant and fruitless; students lose the opportunity to become more agentive and be responsible for their own learning, student creativity is hindered, and therefore motivation and proficiency in writing remain low.

This need to help deal with the above mentioned problems, help with the decision to conduct an experimental study in order to test whether using the process-oriented approach could have a

positive impact on the IV cycle Systems and Computer Engineering students' quality of writing. Thus, the context raises one question to which this thesis responds:

Does the use of the Process Approach improve the writing skills of the IV cycle Systems and Computer Engineering students at Alas Peruanas University of Ica, 2011?

1.2. Hypothesis

1.2.1. General hypothesis

Based on the question referred above, the following general hypothesis was formulated:

The use of the Process Approach improves the writing skills in English of the IV cycle Systems and Computer Engineering students at Alas Peruanas University of Ica, 2011.

1.2.2. Specific hypotheses

- a. The use of the process approach improves the students' skills to write the content of their texts in English.
- b. The use of the process approach improves the students' skills to organize their texts.
- c. The use of the process approach improves the students' skills to employ grammar in their texts.
- d. The use of the process approach improves the students' skills to employ vocabulary in their texts.
- e. The use of the process approach improves the students' skills to employ mechanics in their texts.

1.3. Delimitation of the objectives

1.3.1. General objective

The research is aimed to:

Improve the writing skills of IV cycle Systems and Computer Engineering students at Alas Peruanas University of Ica by using the Process Approach.

1.3.2. Specific objectives

- a. To improve the students' skills to write the contents of their texts by using the process approach.
- b. To improve the students' writing skills to organize their texts by using the process approach.
- c. To improve the students' writing skills to employ grammar in their texts by using the process approach.
- d. To improve students' writing skills to employ vocabulary in their texts by using the process approach.
- e. To improve the students' skills to employ mechanics in their texts by using the process approach.

1.4. Justification of the investigation

Learning a language is not only knowing grammar rules and word lists. Learning a language is to use it as a medium that facilitates the process of communication between men, whether in the first language or a foreign language. Then we must understand that learning a language is not only being able to speak but being able to write it too.

In the teaching of English, the School of Systems and Computer Engineering has encouraged from the first cycle of studies a trend towards the communicative approach, which emphasizes the

development of students' abilities to interact fluently in the language they learn. However, the term communication has resulted in the field of teaching English as a synonym for natural oral expression. In other words, if the student has learned English and has a degree of fluency when speaking it is said that he has learned under a communicative approach. Learning a language is not only speaking well and fluently, but also writing with clarity and consistency. So, if we are to teach English in a communicative context, writing must also be seen as a communication tool and therefore the development of fluency and the understanding of the impact that it can have on the process of communication should be fostered. That is, students should be encouraged to write with a purpose as well as think about the recipient of the text: the reader.⁴

Writing is not very often one of the skills that can engage students in the same way as oral expression can; similarly, writing is an aspect that is not being properly addressed in some English classes. Teachers of English in the School of Systems and Computer Engineering at Alas Peruanas University of Ica do not seem very interested in the development of their students' written expression either, to such an extent that they are leaving writing aside. For this reason, the English class has devoted to writing only a small portion of class time for teaching, editing and proofreading tasks.⁵ This can be seen in the type of compositions that students write in class.

Writing is a difficult skill to develop in the mother tongue and as a result, it is also in the foreign language. The development of the writing skill is acquired through a learning process since it requires the mastery of form and structure of the language that are not frequently used in the oral discourse, but they are important elements to achieve an effective communication when writing.⁶ Furthermore, in the development of writing skills, a number of areas such as handwriting, spelling, punctuation, sentence construction, organization of text and paragraph, cohesion as well as the register and style have to be worked.⁷ Although many languages have similarities, there are also differences. These

⁴ Browne, A., Teaching Writing at Key Stage 1 and Before. Stanley Thornes. 1999, p.4.

⁵ Bower, T. and J. Marks. Inside Teaching. Heinemann.1994, p.143.

⁶ Byrne, D. Teaching Writing Skills. Longman, 1998, p.5.

⁷ Gower, R. Phillips, D. and S. Walters. Teaching Practice Handbook. Heinemann. 1995, p.113.

differences are the ones which cause difficulty to students when they have to communicate by using writing in a foreign language, in this case, English.

Due to the linguistic difference, the teaching methodology plays a key role. Teaching writing in a traditional context involves the repetition of patterns in order to refine the shapes. However, this practice makes the students become an automaton capable of filling in forms, but at the same time it limits their creativity. Hence the interest in experimenting with a different method, for this reason, the use of the process approach can function as a suitable method to improve students' writing. The aim is to increase the quality of compositions when students write in English.

Using the process approach as a method for developing writing skills can also benefit the students in the sense that in addition to acquiring knowledge and skills to create a text in a foreign language, it also involves them in a process of reflection, since through the different stages of the approach the students should evaluate their own work while they become aware and responsible of the learning process itself. The approach also promotes interaction between students and interaction between students and the teacher because he or she can participate at the different stages of the process and does not just criticize the outcome product.

In addition to the mentioned above, this project aims to solve a problem that is latent in the classrooms of the School of Systems and Computer Engineering at Alas Peruanas University of Ica: the lack of quality in the students' compositions. With the development of this project it is intended to experiment with another method which improves writing skills, if the method works efficiently, it will not only be solving a problem but also forming better students who will respond efficiently to labor market demands, with the ability to express themselves orally as well as in written form.

1.5. Limitations of the investigation

- One of the major limitations was that some students were absent during many lessons, being deprived consequently of the opportunity to receive training of the different stages of the writing process.

- Another major limitation was that some students stopped attending lessons for various reasons: work, economic and even crossing class schedules.
- Data analysis was not an easy matter to work with. I had some problems understanding how to analyze the data, for that reason I had to ask a specialized person in statistics treatments for help.
- Another limitation had to do with the beginning of the research. Originally, it was scheduled to begin with the pretest on August 19, after two weeks of the beginning of the cycle but as not all students were present the start was suspended until after the first practice scheduled by the institution, it means until September 23.
- The research was also suspended on another week because of examinations scheduled by the university. It was an examination week so there were no classes at university.
- On another date, classes were suspended due to an unexpected and strong earthquake that took place in the morning and because of that the researcher was forced to reschedule the stage of the project for the following week.

1.6. Antecedents of the investigation

A number of studies explored the challenge of introducing the process approach to a product-oriented educational tradition. The studies show consistent findings in that they presented positive results from the application of the process paradigm.

A research demonstrating the effectiveness of the process approach was done by Scanella. In 1982, he conducted a yearlong experimental study on the effects of the writing –as-process model on the writing of 121 average and above ninth-and tenth-grade students in a high school in the USA. Students assigned to the experimental group received instruction in the process approach to writing while the control groups received instruction using the standard methods of teaching composition at the time (textbooks, worksheets, teaching grammar in isolation,

providing the topic to students, giving assignments and due to dates). Scannella found that, the total number of students taught in the process method greatly improved their expository writing, but not their creative writing, than did students in the control group.

On the other hand, in an experimental study with 654 third-, fourth- and fifth grade students in Pennsylvania, Bruno (1983) compared the writing achievement of students taught using the writing process method with that of students taught using the textbook and workbook method. Using pre- and posttests, Bruno found that the writing of students taught using the writing process approach was rated superior to that of students using the traditional method, especially in terms of the overall organization and format.

Working in a university context, in 1993, Gallego de Blibeche conducted a research in the USA called *A Comparative Study of the Process versus Product Approach to the Instruction of Writing in Spanish as a Foreign Language*. He compared the impact of the process approach and the product method on students' output. Two groups of elementary level college learners of Spanish took part in this case study. The experimental group received practice in the various stages of the process methodology that is, pre-writing, generation of ideas, pair work, drafting and peer revision. The control group, on the other hand, similarly to the research of Scannella and Bruno followed grammar exercises and was asked to produce compositions which were valued for grammar errors, without having been provided with any assistance, though. The experimental group produced better texts in terms of length and quality of organization but both groups benefited equally in content, language use, syntactic complexity and error treatment.

Another study related to the topic was done by Ana Virginia Ariza Martínez about the use of some strategies of the process oriented approach with which she guided 9th graders of a school in Colombia in 2004. That was a project concerning how English teachers can help or guide their students to write or to improve their compositions in this foreign language. She planned the use of different strategies and activities that White and Arndt pose in their work about the writing process. In spite of the short time she had to implement that study, she managed to try two of White and Arndt's proposed stages: generating ideas and focusing. With these two strategies and other activities carried

out, she could realize that it is not really very difficult to guide the learners towards a good output. For the generation of ideas, she applied several activities where she could notice that the best results were those in which pictures were involved to help the students generate ideas. Students began to get bored or discouraged when the activities proved too long or when they had to write a lot. So the activities for these types of groups should be short, visually aided and clear. For the focusing stage, it was important to get students to realize that nobody writes without a specific purpose or for a specific audience. The teacher's role is also an important one. We must be guides and facilitators instead of judges or linguistic elements correctors.

In 2005, Sutlak Meeampol conducted a research called "*A Study of the Effectiveness of the Process-Based Writing in an EFL Classroom of Second-Year Students at Bangkok University*" aimed to study the results of using the process-based approach in an EFL writing classroom by comparing its effectiveness to that of the product-based approach and to study the attitudes of the students taught with the process-based approach.

One of the research hypotheses that he established was that there will be a statistically significant difference of the writing scores between the students who have received and those who have not received the process-based teaching. After 14 weeks of the process-based treatment, it was found that the students with the treatment could gain a better writing ability. The students with the process-based treatment could outperform the students who did not receive the treatment on three tests: Writing Quiz 1, Quiz 2, and Posttest. However, the statistically significant differences of the score results of the two groups were found only on Writing Quiz 2 and the Posttest.

Another research was the one done by Alexandra Anastasiadou in two state schools in a town in northern Greece during the school year 2007-2008. In that research she investigated whether the process writing (White & Arndt, 1991) approach to teaching writing, which focuses on the process rather than the product of writing, helps sixth grade students of the Greek state primary schools develop their writing skills in English. The main hypothesis was addressed as following: The process approach to writing helps sixth grade students of the Greek state primary schools develop their writing skills in English. To this end, two experimental and

two control groups were randomly chosen in the two participating schools. A pre-test defined the students' original writing performance, while a post-test detected their writing attainment at the end of the study. The control group followed the materials assigned by the Ministry of Education for this grade, whereas the experimental group members attended a supplementary writing syllabus designed by the researcher under the philosophy of process writing. The results indicated that the research verified the hypothesis that the process approach to writing aids sixth grade students of the Greek state primary schools to develop their writing skills in English.

As it could be seen, the studies described above were worth mentioning since they throw light on all the research needed to contribute to the improvement of writing skills not only at the university but also in high school levels. Another important reason to consider them is that they bear a certain relation to the present research in terms of methodology and design. The studies were designed to determine the cause-and-effect interaction between an independent and dependent variable (the Process Approach and the improvement of the writing skills) and they used an experimental and control group in which both groups underwent a pre-test and a post-test.

With respect to Peru, no researches have been found. I know there have been done some projects concerning the use of the process approach to improve writing but the results were not published or formally informed.

To sum up, this chapter has presented related research studies conducted under the philosophy of the process approach and it seems that the effectiveness of the process approach to writing in every context is in general positive. In the coming chapter, the related theories and readings pertaining to the research will be presented and discussed.

CHAPTER 2

THEORETICAL FRAMEWORK

In this chapter, relevant literature and theoretical framework of this study will be presented, which include firstly some considerations about the Writing Skill and then a description of the Process Approach. The description will include the History of the Process Writing Approach, some definitions of the Process Approach, its characteristics, and a description of its different stages focusing more on the ones proposed by White and Arndt.

2.1. The writing skill

The ability to write well is not acquired naturally, it is usually learned in formal instructional settings or other environments. This skill must be practiced and learned through experience. Writing involves composing, which implies telling or retelling pieces of information in the form of narratives or description, or transforming information into new texts, as in expository or argumentative writing.

Therefore, it is perhaps best viewed as a continuum of activities that range from the more mechanical or formal aspects of writing down

on the one end, to the more complex act of composing on the other end.⁸ It is undoubtedly the act of composing, though, which can create problems for students, especially for those writing in a second language (L2). Formulating new ideas can be difficult because it involves transforming or reworking information, which is much more complex than writing as telling. By putting together concepts and solving problems, the writer engages in "a two-way interaction between continuously developing knowledge and continuously developing text".⁹ Without any doubt, conscious effort and practice in composing, developing, and analyzing ideas are required when writing. Furthermore, when students write in L2, they have to also acquire proficiency in the use of the language as well as writing strategies, techniques and skills.

In order to be able to help students to be better writers, it is very important and necessary to first understand the students and the writing process. It is not a great secret that a large number of students do not like writing; in fact, some have a strong aversion to it. This does not mean that there are not those who love the activity of writing, but they are not very usual.

Writing seems to be hated and avoided since students feel frustrated when they can not achieve their goal of writing. Compared with speaking, writing is not natural because when we speak, we open our mouths and we start talking without thinking about the grammatical correctness of the utterances or mechanics. In addition, we do not repeat utterances over and over again to check for correctness or appropriateness. Unlike speaking, most writing does not flow out easily. We write a few lines, reread them, scribble out or erase one of the lines, and move on. When we write, we are constantly checking for correctness or asking someone else to do that for us.

According to Raimes, the most important thing that a teacher needs to know is that we are not dealing with ESL but rather TSL (Thinking in a Second Language). He also affirms that if we can get our students to do

⁸ Omaggio, A. Teaching Language in Context. Heinle & Heinle Publishers. 1993, p.23.

⁹ Bereiter, C. and M. Scardamalia. The Psychology of Written Composition. Lawrence Erlbaum Associates. 1987,p.12.

that we have surely taught them something.¹⁰ People's minds have difficulty processing and retaining so much information at one time. When we write, we are thinking about editing and generating ideas at the same time. These are conflicting processes because we create and also destroy. If those thoughts are got down on paper as they happen and before they are lost, they can be organized on paper, organizing thoughts in our minds is too difficult. There are students who can organize ideas in their minds and then get them down on paper coherently, but they are only the minority. Teachers, however, are teaching to the majority and a large number of students are not mental organizers.

Therefore, since writing is avoided and disliked, Martin suggests that it is essential for the students to learn to turn off the editor when writing. The students need to learn to generate ideas without destroying them at the same time. They can go back to the piece later (with a chain saw if necessary) and edit, after all the ideas are safely down on paper. But until all the ideas are down on paper, the editor must remain turned off.¹¹

According to Martin, one of the best ways to teach students how to turn off their editor is to teach them how to free-write. Free-writing is writing that is "free" of the editor. The student feels relaxed, and as a result there is no frustration about writing. The goal of free-writing is to generate as much material as possible (usually in 10-20 minutes).¹² Getting students to free-write means winning the battle of frustration. Frustration is the main cause of the dislike and avoidance of writing. When students are given the opportunity to learn for themselves, they engage more, produce more, feel better about themselves, and become their own praise. Regarding free-writing, Elbow claims that the most important thing is to remember: don't stop for anything, don't stop to think about mistakes; don't stop to check spelling; don't stop to think about grammar; don't stop to cross out or read what you have written.¹³ When free-writing, students are also forced to think in English. If students are really free-writing and not stopping for anything, then there

¹⁰ Raimes, A. What Unskilled ESL students do as they write: a classroom study of composing, TESOL Quarterly 19 (2), 1985, p.92.

¹¹ Martin, D. How to be an Effective EFL Teacher. Retrieved August 19, 2011 from http://www.eflpress.com/teacher/writing_teacher.html

¹² Ibid.

¹³ Elbow, P. Writing Without Teachers. Oxford University Press.1973, p.3.

is not sufficient time to translate from the mother-tongue into the second language.

Teaching students that writing is more a mode of learning than a skill is another way of changing negative attitudes towards writing. When people think about skill, ideas of success and failure spring to mind. Learning, on the other hand, is something everyone can attain and for this reason it is less imposing of an idea.

Raimes points out that writing should be primarily a means of communication. For her, the teaching of writing should stress the students' ideas and how they express those ideas rather than stressing grammar.¹⁴ For example, if a student's essay does not have any grammatical mistakes, and is well organized, that does not make it a good essay. It could be that the student is merely imitating information.

Traditionally, the writing of a paper began with an outline and after that the introduction was written. Conversely, process-oriented writing teachers suggest that the outline not be written first and not begin with an introduction.¹⁵ Flower and Hayes also comment on the dangers of outlining or organizing a paper during the first stages of the writing process: "Unfortunately, the original organization of the data itself rarely fits the most effective plan."¹⁶ Taylor argues that organization grows out of ideas and meaning.¹⁷

Students need to be taught to sit down and write uninhibitedly. They must not look back, organize or stop. If they do stop, the editor sneaks in the back door and the writing loses its coherence thus destroying the writing process.

Assigning a topic is only a small part of the teacher's job however topics are often assigned to students but they are left to fend for themselves. The result, obviously, is a bunch of confused and uncertain students. The best thing to avoid this is to help the students learn how to achieve their goal. Raimes comments on this: "Giving an assignment

¹⁴ Raimes, A. Op.cit., p 83.

¹⁵ Taylor, B. Content and Written Form: A two-way Street, TESOL Quarterly 15 (1): 5-13.1981.

¹⁶ Flower, L. and Hayes, J. Op.cit.

¹⁷ Taylor, B. Loc. cit.

involves more than selecting a topic for the students to write on. It means giving the suggestions as to how to go about writing it."¹⁸ Sometimes teachers do not know how to give their students a goal. They only give an assignment, and the result is a lifeless piece of writing written to the teacher. It could be a good idea for the teacher to create a specific audience for the students to write to so that the writing can be goal-oriented. Therefore, it could be pedagogically valuable if teachers systematically encourage learners to reflect on what they want to write and also help them to make an appropriate choice of language forms

On the other hand, teachers need to help students look at their writing critically. Teachers should engage students in the process of error correction rather than simply providing corrections for them, writing conferences is one way to achieve this. Meeting individually with students to discuss the weak and strong points of their compositions is far more rewarding than marking them all up in red pen. Students have to use feedback as a tool to improve their writing. Writing conference can help students take feedback more seriously. The teacher can explain the remarks that were put on the paper carefully and effectively in the writing conference. It is important that the paper not be graded prior to the conference. The students will not sit and listen if they have already received a grade.¹⁹ During the conference the teacher should point out weaknesses as well as praise good parts of the paper otherwise the students would feel frustrated and discouraged.

With feedback, the students are given direction in their revision. This helps them make decisions on the kinds of changes that must be made. Thus, the interaction between teacher and student must be deepened by teachers because it is such interaction that ultimately stimulates the students to discover, develop, and expand their ideas in writing. Teacher feedback must help the students make their meaning clear. Teachers must converse with their students and motivate them to see that the success of their written work largely depends on how they respond to the multiple demands that their decisions about their writing assignments elicit from them. To assist them, teachers must provide their students comments that challenge their thoughts. Sometimes, teachers should even recommend

¹⁸ Raimes, A. Op. cit., p.85.

¹⁹ Carnecelli, T. A. The Writing Conference: A one-to-one conversation. In Timothy R. Donovan and Ben W. McClelland (Eds) *Eight Approaches to Teaching Composition*, Urbana, IL: National. Council of Teachers of English. 1980, p.103.

ideas to be incorporated in their compositions. It is true that individual conferences in many teaching situations are sincerely not possible due to lack of time and space. However, teachers can give students feedback in the form of written comments and students can also converse with the teacher in the classroom. Peer editing can be a very useful way to work on revising a paper. It will also help students get used to having others review their work.

According to Martin the most effective way in which we, as EFL writing teachers, can help our students to be better writers is by:

1. Helping them get rid of negative attitudes towards writing through the free-writing process.
2. Giving them feasible writing assignments, complete with specific instructions.
3. Giving specific feedback and correction in writing conferences, or in written form.

If these three suggestions are followed, combined with the teacher's patience and care, then "writing that can be postponed, won't be."²⁰

2.2. The process approach

2.2.1. History of the process writing approach

English Second Language (ESL) writing studies lag behind Native English Speakers (NES) composition research by one or two decades. That is, NES research has impacted the development of ESL writing to a great degree. This is partially because writing was not considered the most important skill in ESL learning, but just a sub-skill.

Until the 1980s, the focus of ESL writing was mainly accuracy. For example, up to the early 60s, the Audio-lingual Method (ALM), which emphasized practice, punctuation, and

²⁰ Martin, D. Loc. cit.

grammatical structure was predominating. With this method, learners just copy sentence structures provided by the teacher until they acquired it. Teachers and researchers did not have so much knowledge about or experience in teaching writing,²¹ so those people had no choice but stick to the ALM. This may sound like a vicious cycle, and as a result, research into ESL writing gained little attention.

In the 70s, there was a gradual, but small change in ESL writing. The classes still focused on grammar and accuracy, which stemmed from the ALM, but learners would copy the provided sentences, and change them where necessary, or fill in the blanks. This is called controlled writing. According to Silva, controlled composition seems to have originated in Charles Fries's oral approach. Fries's approach is based on the notions that language is speech (from structural linguistics), and that learning is habit formation (from behaviorist psychology).²² This trend continued into the early 1980s with value placed on grammatical structure, or with language-based writing. Then some ESL teachers and researchers started with a pattern-product approach or writing-based approach, which focuses on creative composition and the organizational conventions.²³ This approach is still applicable in the current academic setting because of its practicality.

In the 1980s, ESL writing moved from a language-base approach to the process approach. It is not clear what brought the process approach to ESL. Conforming to Reid's opinion, it arose for two reasons: researchers' recognition of the newly developing field of NES composition and teachers' realization of the needs of English L2 students in the academic environment.²⁴ During the 1980s, NES composition research conducted prior to ESL became accessible. For example, in 2001 Reid introduces the most remarkable approach at that time in NES: the 'expressive

²¹ Reid, J. M. *Teaching ESL Writing*. Prentice Hall Regents. 1993, p. 22.

²² Silva, T. *Second language writing: Research insights for the classroom*. In B. Kroll (Ed.), *Second language composition instruction: developments, issues, and directions in ESL*, Cambridge University Press, 1990, pp. 11-23.

²³ Reid, J. M. *Op. cit.*, pp. 29-31.

²⁴ Reid J.M. *The Cambridge guide to teaching English to speakers of other languages*. In Ronald C. and D. (Eds.) *Writing*. Cambridge University Press, 2011, pp. 23-33.

approach'. He regards this approach as the basis for the process approach in ESL, in which writing was taught as a process of self-discovery; writers express their feelings in a climate of encouragement.²⁵ Silva, on the other hand, points out that the introduction of the process approach to ESL composition seems to have been motivated by dissatisfaction with controlled composition and the current-traditional approach.²⁶ He goes on to say that neither approach fosters thought or its expression nor encourages creative thinking and writing. For those possible reasons, the process writing approach began to be embraced by various ESL researchers and teachers.

English as a second language (L2) writing classes were grammar-oriented up until the 1960s. Since then various approaches and suggestions have been developed through laborious studies and research. More recently, some researchers have presented the post-process approach for L2 writing,²⁷ which adds more social dimensions to writers,²⁸ but the process approach seems to remain preferred and an approved approach.

2.2.2. What is the process approach?

The Process Approach is an approach to writing, which focuses on the process of writing, such as how writers get started or how they develop their ideas. As students are given enough time to go through the writing process along with appropriate feedback from both their teachers and peers, they can develop their first drafts which might be unorganized and full of grammatical errors to final drafts which are better organized with fewer grammatical errors. Therefore language learners focus on the process by which they produce their written products rather than on the products themselves. In the end, learners surely need to and are required to complete their products, yet the writing process itself is stressed

²⁵ Reid J. M. Op. cit., p.4

²⁶ Silva, T. Op. cit., p.15.

²⁷ Atkinson, D. L2 writing in the post-process era: Introduction. *Journal of Second Language Writing*, 12, 2003, pp. 3-15.

²⁸ Fujieda, Y., A brief history sketch of second language writing studies: A retrospective. *Maebashi Kyoai Gakuen College Journal*, 6, 2006, p. 68.

more. By focusing on the writing process, learners come to understand themselves more, and find how to work through the writing. They may explore what strategies conform to their style of learning.

Goffman and Barkowitz state that the writing process refers to everything a writer does from the moment he starts thinking about what to write until the final copy is completed.²⁹

According to Tribble, the 'process approach' is 'an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models'.³⁰ Thus, the focus shifts from the final product itself to the different stages the writer goes through in order to create this product. Kroll defines process approach as follows:

The "process approach" serves today as an umbrella term for many types of writing courses What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts.³¹

Brown states that writing is a thinking process, a writer produces a final written product based on their thinking after the writer goes through the thinking process.³² In addition, Elbow says about writing that it should be thought of as 'an organic, developmental process ... not as a way to transmit a message but as a way to grow and cook a message'.³³ He also says that 'producing writing...is not so much like filling a basin or a pool once, but

²⁹ Goffman, L. W. and D. Berkowitz, *Thinking to Write: A Composing-Process Approach to Writing*. Maxwell Macmillan, 1990. p.2.

³⁰ Tribble, C. Op. cit., p.160.

³¹ Kroll, B. Considerations for teaching an ESL/EFL writing course. In M. Celce-Murcia (Ed.), *Teaching English as a second/foreign language*, 3^o ed. Heinle&Heinle, 2001, p. 220.

³² Brown, D. *Teaching by Principles. An Interactive Approach to Language Pedagogy*. 2nd ed. White Plains: Addison Wesley Longman. 2001. p.336.

³³ Elbow, P. Op. cit., p.15.

rather getting water to flow through to till it finally runs clear'.³⁴ Applebee notes that the process approach 'provided a way to think about writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, and grammar)'.³⁵

Thus, in the process approach, learners are looked upon as central in learning, so that learners' needs, expectations, goals, learning styles, skills and knowledge are taken into consideration. Through the writing process, learners need to make the most of their abilities such as knowledge and skills by utilizing the appropriate help and cooperation of the teacher and the other learners. It encourages learners to feel free to convey their own thoughts or feelings in written messages by providing them with plenty of time and opportunity to reconsider and revise their writing and at each step seek assistance from outside resources like the instructor.

2.2.3. Characteristics of the process approach

According to Cahyono, the characteristics of the process approach can be classified into five categories: cognitive process, the components to be written, types of writing, the theoretical basis, and the requirement of a good teacher. The descriptions of those five categories are as follows:

1. Cognitive process: The process approach is focusing on the writing process. It means that the teacher will involve in students' writing during the process.
2. The components to be written: The process approach is oriented to rhetorical consideration. In this case, the teachers evaluate the written product by how well it fulfills the writer's intention and meet the audiences' needs.

³⁴ Elbow P. Op. cit., p. 82.

³⁵ Applebee, A. Problems in Process Approaches: Toward a Reconceptualization of Process Instruction. In A. R. Petrosky and D. Bartholomae (Eds.), *The Teaching of Writing*. The National Society for the Study of Education, 1986, p. 96.

3. The types of writing: The types of writing taken into account include a variety of writing modes, expressive as well as expository.
4. The rhetorical basis: Writing is considered as way of learning and developing as well as communication skill. In other word, the process writing is also supported by other disciplines, especially cognitive psychology and linguistics.

The requirement of a good teacher: The process approach stresses the principle that writing teachers should be people who write.³⁶

2.2.4. Stages of the process approach

There are many conceptions dealing with the writing process. Oshima and Hogue state that there are four main stages in the writing process: pre-writing, planning, writing and revising draft, and writing the final copy to hand in.³⁷ O'Malley and Pierce mention that there are three stages in writing process namely; pre-writing, writing, post writing.³⁸ Brown also mentions three stages of writing process. The stages include pre-writing, drafting, and revising.³⁹

According to Ghaith, the stages of writing process are pre-writing, planning, drafting, and post-writing.⁴⁰ Langan points out that the writing process includes four stages: prewriting, writing the first draft, revising, editing.⁴¹ All the opinions above contain similar ideas meaning that when students produce a piece of writing, they

³⁶ Cahyono, B. Effectiveness of Journal Writing in Supporting Skills in Writing English Essay. Jurnal Ilmu Pendidikan Vol. 4. 1997, p.66.

³⁷ Oshima, A. and A. Hogue. Writing Academic English. Pearson Education Ltd. 2006 4th ed. p.265-279.

³⁸ O'Malley J. M. and L. V. Pierce. Authentic Assessment for English Language Learners: Practical Approaches for Teachers. Addison-Wesley Publishing. 1996, p.138-139.

³⁹ Brown, D. Op. cit., p.348.

⁴⁰ Ghaith, G. Writing. American University of Beirut. Retrieved August 20, 2011 from <http://www.nadasisland.com/ghaith-writing.html#approaches>

⁴¹ Langan, J. College Writing Skills with Readings. 6th ed. McGraw Hill. 2005. p.22.

will go through between the stages in which they make revision for the improvement of their writing until finishing the final draft.

In relation to this research, the process writing stages used are based on the concept proposed by White and Arndt which can be seen in Figure 1.

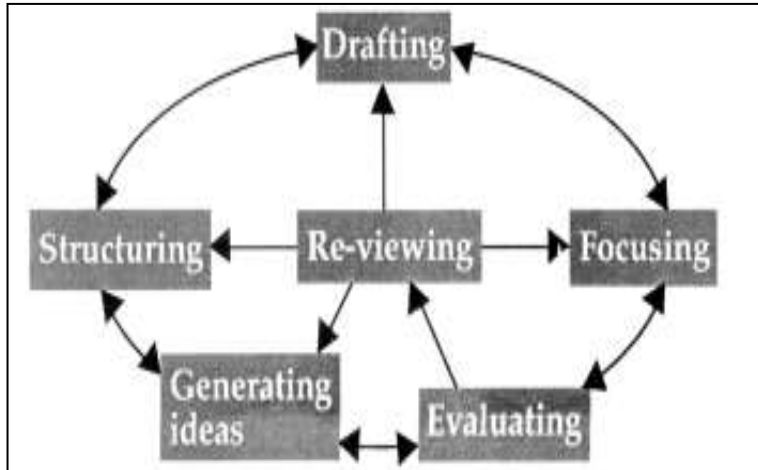


Figure 1. The writing process (From: Process Writing by Ron White and Valerie Arndt, Longman, 1991:43)

According to White and Arndt, the writing process is a cycle of generating ideas, structuring, drafting, reviewing, focusing, and evaluating. As we can see from the directions shown by the arrows, writing is not a linear process (that is, it does not go in a straight line from start to finish), but one which involves a constant cycle of thinking, drafting, and reviewing.

The deep description of the stages is discussed as follows:

1. Planning/Generating Ideas. It draws from long-term memory, knowledge, experiences, and beliefs all of which are selected and refined according to:
 - a. the writer's intended meaning, that is, the information the writer wishes to impart to his/her readers;

- b. the writer's intended audience, taking into account its knowledge, experience and beliefs;
- c. the image of himself/herself the writer wishes to project through the writing, (this image is often called the writer's "voice", for example, an authority on a subject wishing to inform less knowledgeable readers).

White and Arndt divide ways of generating ideas into guided and unguided. "Guided" ways of generating ideas usually use specific questions to help writers remember ideas or create new ones. "Unguided" ways of generating ideas do not use prompts, but generate ideas themselves. Brainstorming using free writing and listing is an unguided way of generating ideas.

- 2. Focusing. It has to do with the purpose for writing, the real reasons for writing. Often our main idea is not discovered here, or at least we do not know what we want to say about our main idea, until we have started writing. Focusing involves thinking about which of the many ideas generated are the most important or relevant. When we focus our writing, our feelings towards the topic about which we are writing are also expressed.
- 3. Structuring. It deals with the organization of ideas in an acceptable way for the reader. When we structure we link ideas and put them into categories. Then we decide how useful they are in developing our writing. As students write, they should not be afraid to change the structure or organization of their writing.
- 4. Drafting. In the process approach to writing, students write and improve their compositions through a series of drafts. Students use the first, rough drafts to express their ideas freely without paying too much attention to spelling, punctuation and other mechanical errors.

Students do not begin writing their first draft with the composition complete in their minds. They begin, instead, with

preliminary ideas which they developed through the rehearsal activities. Through writing, rewriting, and more rewriting, students discover what they have to say. Murray calls these first drafts “discovery drafts” in which “writers use language as a tool of exploration to see beyond what they know”.⁴²

Drafting shows the transition from writer-based into reader-based text because students produce multiple drafts and each one has feedback from the teacher or from peers.

5. Reviewing/Revision. In the revision stage, students should decide how to improve their writing by looking at their writing from a different point of view. Students should learn that revision is not only correcting minor grammar errors but focusing on content and organization of the whole text.

According to Tompkins, during the revision stage students have the chance to refine their work. He states that “revision is not just polishing writing but a possibility to meet the needs of readers through adding, substituting, deleting, and rearranging material”.⁴³

Furthermore, Sommers highlights the importance of the revision stage in the writing process characterizing the revision process as the writing process itself. In the revision process, not only do writers polish their writing, but they also develop their ideas. Less experienced writers focus on vocabulary and local grammatical errors in the revision stage whereas experienced writers are concerned with developing content and organization of ideas. Therefore, teachers should help students apply what experienced writers do in the revision stage.⁴⁴

⁴²Murray, D. Internal Revision: A process Of Discovery. In C. Cooper and L. Odell (Eds.) Research on Composing: Points of departure. Ed. Urbana, IL: National Council Of teachers of English, 1978, p.87.

⁴³Tompkins, G. Teaching Writing: Balancing Process and Product. Merrill Pub. Columbus, 1990, p. 83.

⁴⁴Sommers, N. Revision Strategies of Student Writers and Experienced Adult Writers. College Composition and Communication 31.4., 1980, pp. 386-387.

With respect to teachers as guides or facilitators, Brown prompts teachers to provide students with specific directions for revision “through self-correction, peer-correction, and instructor initiated comments”⁴⁵. He further provides some guidelines for teachers’ giving feedback on students’ first drafts. Teachers should not treat minor grammatical errors but major content related errors within relevant paragraphs and should comment on the general thesis and structural organization. Moreover, teachers can point out awkward word choices and expressions and give some suggestions for better word choices and expressions.⁴⁶ In short, to provide adequate feedback on students’ first drafts, teachers should respond to the first drafts focusing on the overall meaning of the writing. Most importantly, teachers should try not to rewrite a student’s sentences. Instead, teachers can ask students about the meaning of a particular sentence or give suggestions for helping students express what they mean in an adequate way.

6. Evaluating. This is given during the process to assist students permanently and not merely at the end. It involves criticism and assessment of one’s writing and is likely to be carried out through self- or peer-evaluation rather than by the teacher. Students often feel that the teacher is the only one who has the responsibility to evaluate their writing however it is important that students develop the skill of evaluating their own writing and not to rely only on the opinion of a teacher.

In conclusion, this chapter has presented and discussed the related theories and readings pertaining to the research that was carried out. In the coming chapter, discussions on the methodology of research and a description of the participants will be presented. The chapter will also present a description of the techniques and instruments the researcher used to collect the data.

⁴⁵Brown, D. Op. cit., p. 355.

⁴⁶ Ibid.

CHAPTER 3

METHODOLOGY OF THE INVESTIGATION

This chapter will provide an overview on the research framework. Specifically the type and design of investigation, the number and profile of participants, variables, as well as techniques and tools of the study (i.e. entry and exit writing test, observation guides, writing lessons and teacher's diary) will be explicated.

3.1. Investigation type

This research is primarily quantitative since the researcher is mostly interested in collecting numerical data to explain the relationship among the use of a writing process approach and the students' proficiency.

The research is also quasi experimental since it determines the cause-and-effect interaction between the independent and dependent variable (the Process Approach and the improvement of the writing skills).

3.2. Design of the investigation

The design used in this investigation is Quasi-experimental of two Nonequivalent groups because the subjects were not randomly assigned. Both groups underwent a pre-test and a post-test. However, only the experimental group was exposed to the treatment.

The scheme of the design is described below and the relation between the two groups and the pre and post test is detailed.

E.G	O ₁	X	O ₃
C.G	O ₂		O ₄

Where:

O₁ ==> Measures the writing performance of the experimental group before using the process approach.

O₂ ==> Measures the writing performance of the control group before the application of the process approach at the same time it is measured in the experimental group.

O₃ ==> Measures the writing performance of the experimental group after using the process approach.

O₄ ==> Measures the writing performance of the control group after the application of the process approach at the same time it is measured in the experimental group.

X ==> Intervention Program

3.3. Population and study sample

3.3.1. Population

The research was developed in the School of Systems and Computer Engineering of the Faculty of Engineering and Architecture which had 601 students distributed in ten cycles of studies.

The students at Alas Peruanas University come from different parts of Ica region: Chincha, Pisco, Ica, Palpa and Nasca and from public and private secondary schools of the different provinces and districts of Ica.

3.3.2. Sample

The investigation was conducted to 37 IV cycle students from the School of Systems and Computing Engineering which belonged to the Faculty of Engineering and Architecture. They were administratively divided into only two groups and these two groups were randomly selected to be the control and the experimental group. The students were between the ages of 18 and 28. The number of students in the experimental group was 18, with 13 boys and 5 girls while in the control group there were 19 students with 15 boys and 4 girls.

3.4. Variables

The variables in this research were the following:

Independent variable: The process Approach

Dependant variable: The improvement of the writing skills

3.5. Techniques and Instruments for data gathering

The researcher conducted this study by using the following techniques and instruments for data collection:

- a. Quantitative Observation. According to McMillan and Schumacher, all data collection techniques involve some type of observation.⁴⁷ In this research, a quantitative observation was used to gather information focused on numbers and measurements based on results of statistics analyses.
- b. Equivalent tests (Entry writing test - Exit writing test). An entry writing test was given to the participants to monitor their writing performance and make an attempt to trace any differentiation and improvement at the exit point of the study for which an exit writing test was also applied. The content of the equivalent writing tests was chosen following two criteria:
 1. The requirements of the Systems and Computing Engineering students at IV cycle explicitly expressed in the Syllabus of the university: "English IV involves developing the understanding of written and oral messages and emphasizes the correct production thereof, incorporating the study of structural aspects required for such purpose at an Elementary English level."
 2. Two specific objectives in the Syllabus which are the following:
 - Describing people's physical appearance in the elementary spoken language.
 - Describing people's personality in the elementary spoken language.

Therefore, the control and experimental subjects of the research were required to write an article about a friend and a member of their family where they had to include personal

⁴⁷ Macmillan, J. and S. Schumacher. Investigación Educativa. 5º ed. Pearson Educación, 2008, p. 253.

information, daily routine, hobbies and free time activities (see Appendix 1 and 2).

- c. Observation guides to evaluate pre and post test. For the assessment of the writing tests, an analytic scoring was employed. In analytic scoring, the compositions are rated on several aspects of writing or criteria rather than given a single score.

The marking scale used consisted of five aspects: content, organization, grammar vocabulary, and mechanics. Each aspect was analyzed and graded by specific criteria with a four-degree scale, so the total score of each test ranged from 5 as the minimum to 20 as the maximum (see Appendix 4).

The reason for using marking scales was to identify strong and weak points in the students' texts.

- d. Writing lessons. Seven special lessons of 50 minutes (samples in Appendix 5), which were spread out throughout seven weeks, were conducted with the experimental group. The group was given especially instruction with materials selected by the researcher under the philosophy of the "process approach" while with the control group, the syllabus assigned by the university for the 4th cycle students was followed so students used their course book. Here is the description of the lessons especially prepared for the experimental group.

The first lesson aimed at choosing a topic for writing a text which was describing a favorite animal/pet. Then the students familiarized with generating ideas and brainstorming. The students worked in pairs to organize the ideas and prepared a graphic organizer. At the beginning it was difficult to do such activity as they were not used to doing that kind of work before writing a composition. Then they started to collaborate and managed to get to an agreement. Finally, some students volunteered to show their work in front of the class.

The second lesson followed the drafting stage. The students were asked to look at the graphic organizer they prepared the previous lesson and then they were given 50 minutes to write a piece

of writing describing a pet using the ideas from the graphic organizer.

In the third lesson, the students were allowed to look at a sample of a description of a pet and evaluated their own writing comparing it with the sample (see Appendix 6). Then the students had the chance to reorganize their drafts.

The following week a special lesson was prepared for the experimental group, providing them practice with correction codes. A correction code based on Pinheiro María (1996) and Chrysochoos Joseph (2002) was prepared (see Appendix 8), where there are symbols, their meaning and examples. After explaining the students the code of each symbol, the teacher provided them three activities (see Appendix 9). The first two texts had correction symbols for the students to find out the mistakes and correct them. In the third text, the students were requested to spot the errors and mark them with the equivalent symbols.

The fifth lesson aimed at peer correction where students put what they had learned the previous week into practice. The students were required to exchange their description and correct their peer's text. The students also had the chance to exchange their text with different peers. The majority of the students managed to spot the mistakes and write the equivalent symbols. The weak students could not trace the errors, so their partners had to cooperate with another student during this phase. Most of the problems their peers identified were related to organization, grammar and mechanics. The students produced another draft taking the comments done by their peers into account. The teacher picked up all the texts for correction.

In the sixth and seventh lesson the students received comments from the teacher. Each successive draft was better than the previous one concerning organization, vocabulary, grammar, development of ideas, etc. In fact, most students showed progress from the first draft to the final product.

- e. Teacher's diary. The researcher also filled in a daily diary to record private thoughts from specific observations made each day where

reflections on the effectiveness of each lesson while implementing the action plan were made (see samples in Appendix 10).

A teacher diary is a diary where a teacher records what happens in their classes and their thoughts about it. According to Wallace, a diary is a private document wherein the writer can keep and write his or her feelings and thoughts.⁴⁸

In summary, this section has analyzed the methodology and context of the research. The participating students were presented and described. The instrumentation of the study (i.e. exit and entry writing test, and writing lessons) was fully described.

Chapter 4 will focus on the presentation and analysis of the research data. A statistical analysis will be given along with a discussion of whether the hypothesis and research questions of the study have been verified or not.

⁴⁸ Wallace, M. Action research for language teachers. Cambridge University Press, 1998, p. 62

CHAPTER 4

FINDINGS AND DISCUSSION OF THE RESULTS OF THE INVESTIGATION

In this chapter, the data collected from the research will be analyzed and discussed. The data gathered will be used to answer the research questions posed in chapter one.

4.1. Homogeneity testing of the control and experimental group on the pretest

Since the data (see Table 1 and 2 below) followed a normal distribution and the research sample was $n_1=18$ and $n_2=19$ which was less than 30, then the statistical t- test was applied.

Table 1. Data of the experimental group on the pre test separated by criteria

STUDENTS	CONTENT	ORGANIZATION	GRAMMAR	VOCABULARY	MECHANICS
1	5	5	3	2	2
2	6	5	2	3	1
3	3	2	0	0	0
4	6	5	1	2	2
5	5	5	1	0	1
6	6	5	2	2	1
7	6	5	0	2	1
8	4	3	0	1	1
9	3	3	0	0	2
10	5	4	1	1	2
11	3	4	2	3	2
12	5	4	0	1	1
13	3	2	0	1	1
14	3	2	0	0	0
15	3	2	0	0	0
16	5	3	0	1	1
17	6	3	2	2	1
18	3	3	0	1	1

Table 2. Data of the control group on the pretest separated by criteria

STUDENTS	CONTENT	ORGANIZATION	GRAMMAR	VOCABULARY	MECHANICS
1	3	2	1	1	1
2	4	3	2	0	1
3	6	5	1	1	2
4	3	3	0	1	1
5	3	2	0	0	2
6	6	5	0	2	1
7	5	3	0	1	1
8	4	4	0	1	1
9	3	2	1	1	1
10	4	3	0	1	1
11	4	5	1	2	1
12	6	4	2	3	3
13	4	2	0	1	0
14	3	2	0	0	0
15	4	2	0	1	0
16	5	5	1	2	2
17	3	2	0	0	0
18	3	2	0	0	1
19	3	2	1	1	1

Table 3 shows that when applying the related samples statistics to the pretest of the experimental and control group, the following mean differences were obtained: $4,44-4,06=0,38$ in terms of content, $3,61-3,11=0,5$ in terms of organization, $0,78-0,50=0,28$ in terms of grammar, $1,22-1,00=0,22$ in terms of vocabulary and finally a mean difference of $1,11-1,06=0,05$ in terms of mechanics respectively.

According to the results, the two sample groups did not perform differently on the entry test. They were homogenous presenting equal writing performance.

Table 3. Related Samples Statistics of the experimental and control group on the pretest paired by criteria

		Mean	N	SD	St. error of Mean
Pair 1	Content : Experimental group	4,44	18	1,294	0,305
	Content: Control group	4,06	18	1,110	0,262
Pair 2	Organization: Experimental group	3,61	18	1,195	0,282
	Organization: Control group	3,11	18	1,231	0,290
Pair 3	Grammar: Experimental group	0,78	18	1,003	0,236
	Grammar: Control group	0,50	18	0,707	00,167
Pair 4	Vocabulary: Experimental group	1,22	18	1,003	0,236
	Vocabulary: Control group	1,00	18	0,840	0,198
Pair 5	Mechanics: Experimental group	1,11	18	0,676	0,159
	Mechanics: Control group	1,06	18	0,802	0,189

A correlation of related samples was also applied to both groups in order to see how close the relationship of the independent variable (writing skill) with the dependent variable (Process approach) was. The results revealed a sig. of 0,564 in pair 1 and a sig. of 0,661 in pair 2. On the other hand, in pair 3 the sig. was 0,511, in pair 4 the sig. was 0,581 and finally the sig. in pair 5 was 0,704.

The results shown in Table 4 indicates that there was no correlation in pairs in the pre-test of the experimental and control group since the sig. in all of them was not less than 5%. This means that both groups performed similarly.

Table 4. Correlations of related samples on the pretest paired by criteria

		N	Correlation	Sig.
Pair 1	Content: Experimental and control group	18	0,146	0,564
Pair 2	Organization: Experimental and control group	18	0,111	0,661
Pair 3	Grammar: Experimental and control group	18	0,166	0,511
Pair 4	Vocabulary: Experimental and control group	18	0,140	0,581
Pair 5	Mechanics: Experimental and control group	18	0,096	0,704

On the other hand, the results of the test of related samples paired by criteria applied to the pre test of the experimental and control group shown in Table 5 revealed that the sig. in pair 1 was 0,310 which was greater than the significance level $\alpha = 0.05$. In pair 2, the sig. was 0,207 while in pair 3 it was 0.311. Regarding pair 4, the sig. was 0.449 and finally the sig in pair 5 was 0.816.

As it can be seen in the table, the sig in all pairs was all over the significance level $\alpha = 5\%$ which means that between both groups, there was no difference among the scores of all criteria.

Table 5. Related samples testing on the pretest paired by criteria

		Related Differences					t	df	Sig.
		Mean	SD	St. error of Mean	95% Confidence Interval				
					Lower	Upper			
Pair 1	Content: Experimental and control group	0,389	1,577	0,372	-0,395	1,173	1,046	17	0,310
Pair 2	Organization: Experimental and control group	0,500	1,618	0,381	-0,305	1,305	1,311	17	0,207
Pair 3	Grammar: Experimental and control group	0,278	1,127	0,266	-0,283	0,838	1,045	17	0,311

Finally, the summary table of the pre-test of the control and experimental group shown in Table 6 indicates that the sig. for the five matched pairs was higher than the significance level $\alpha = 5\%$. This result is illustrated in the Bell curve in Figure 2 which shows that there was homogeneity between the experimental and control group before the treatment because the sig in all pairs fell in the acceptance region.

Table 6. Summary table of the pretest

Related Pairs	Sig.	Significance Level $\alpha=5\%$	Relation
Pair 1	0,310	0,05	$0,310 > 0,05$
Pair 2	0,207	0,05	$0,207 > 0,05$
Pair 3	0,311	0,05	$0,311 > 0,05$
Pair 4	0,449	0,05	$0,449 > 0,05$
Pair 5	0,816	0,05	$0,816 > 0,05$

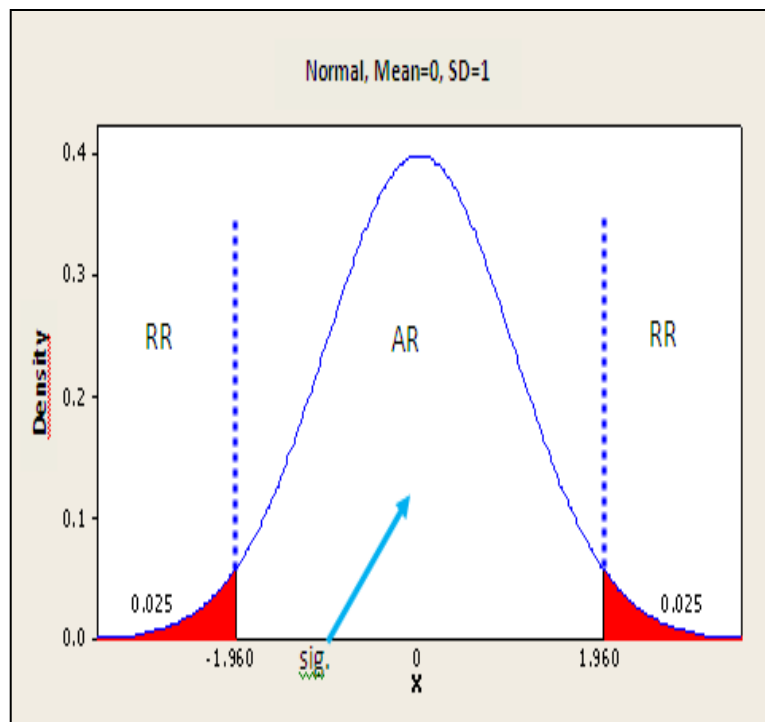


Figure 2. Bell curve which shows the homogeneity between the experimental and control group before the treatment

According to all the findings presented above, no statistical significance was detected between the experimental and control group at the beginning of the research, consequently it can be easily concluded that the two sample groups were homogenous presenting similar writing performance before the treatment.

4.2. Validation of the specific hypotheses on the post test

Since the data (see Table 7 and 8 below) followed a normal distribution and the research sample was $n_1=18$ and $n_2=19$ which was less than 30, then the statistical t- test was applied.

Table 7. Data of the control group on the post-test separated by criteria

STUDENTS	CONTENT	ORGANIZATION	GRAMMAR	VOCABULARY	MECHANICS
1	3	2	0	1	0
2	3	3	1	0	1
3	5	5	2	2	1
4	3	2	2	1	1
5	3	3	1	0	1
6	6	5	1	2	1
7	5	4	1	1	1
8	4	4	1	2	0
9	2	3	2	1	0
10	3	3	2	0	0
11	3	4	2	2	2
12	5	4	3	3	2
13	3	2	1	0	0
14	3	2	1	0	0
15	4	3	1	1	0
16	5	3	3	2	1
17	3	2	0	0	0
18	3	2	1	0	1
19	2	3	1	1	1

Table 8. Data of the experimental group on the post test separated by criteria

STUDENTS	CONTENT	ORGANIZATION	GRAMMAR	VOCABULARY	MECHANICS
1	6	5	2	2	2
2	6	5	3	3	2
3	4	4	3	3	3
4	6	5	2	2	3
5	6	5	1	2	3
6	6	5	2	2	2
7	5	5	2	2	2
8	6	4	3	1	1
9	3	3	1	3	3
10	6	5	3	1	1
11	5	4	2	2	2
12	5	5	3	1	1
13	6	5	2	3	1
14	4	4	3	3	3
15	4	4	1	1	3
16	5	4	3	2	1
17	4	4	2	2	3
18	4	3	2	1	3

Specific Hypothesis N°1. The use of the process approach improves the students' skills to write the content of texts in English.

When applying the related samples statistics, it was observed that the mean of the experimental group with respect to Content was $\overline{x}_2 = 5,06$ while it was $\overline{x}_1 = 3,67$ in the control group as shown in Table 9 below. This means that there was a difference of means of $\overline{x}_2 - \overline{x}_1 = 1,39$ between both groups which represented a relevance of the process of 27,47 %.

Table 9. Related Samples Statistics of the experimental and control group on the post test paired by the first criterion (Content)

		Mean	N	SD	Standard error of Mean
Pair 1	Content: Experimental group	5,06	18	0,998	0,235
	Content: Control group	3,67	18	01,085	0,256

On the other hand, the Bell curve in Figure 3 below shows that the t-value was 4,276, which was greater than the value of t_c that was 1,688. It is for that reason that the tail is to the right side of the curve which verifies the first specific hypothesis.

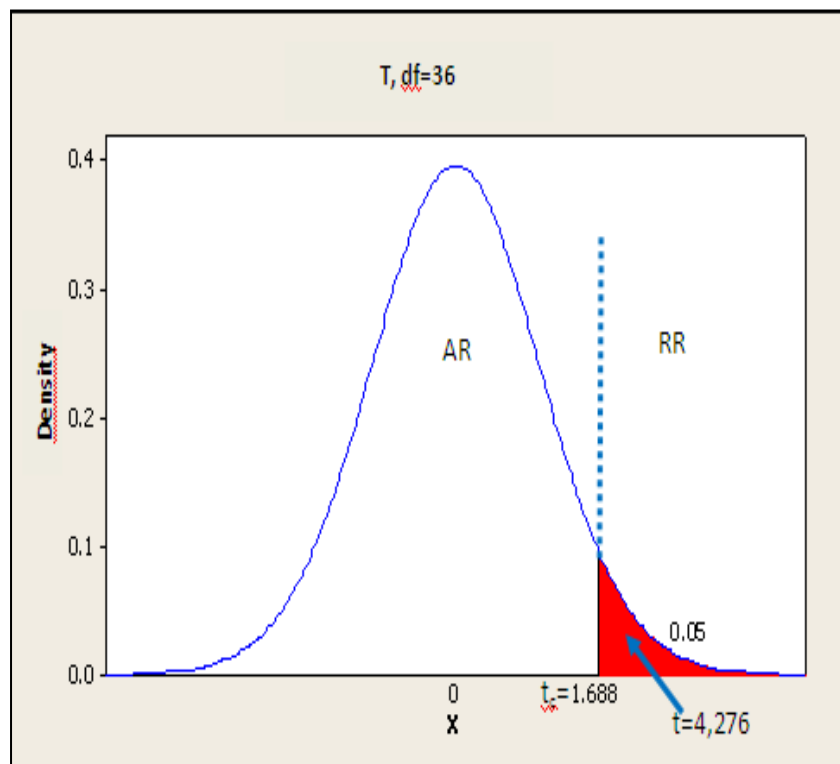


Figure 3. Bell curve with the tail to the right which verifies the first specific hypothesis

Finally, Table 10 shows that the bilateral sig. 0,001 was less than the significance level $\alpha = 0.05$. This result and all the findings presented previously show that significant difference was found in the data obtained from the post test of the experimental group in terms of Content. This means that after the treatment, the students in the experimental group produced better texts than the students in the control group that is why statistical analysis revealed significant differences in favor of the experimental group so that the first specific hypothesis was verified.

Table 10. Related Samples Testing on the post test regarding Content

		Related Differences					t	df	Sig.
		Mean	SD	St. error of Mean	95% Confidence Interval				
					Lower bound	Upper bound			
Pair 1	Content: Experimental and control group	1,389	1,378	0,325	0,704	2,074	4,276	17	0,001

Specific Hypothesis N° 2. The use of the process approach improves the students' skills to organize their texts.

Table 11 shows that when applying the related samples statistics, the mean in the experimental group with respect to Organization was $\bar{x}_2 = 4,39$ while it was $\bar{x}_1 = 3,11$ in the control group. This means that there was a difference of means of $\bar{x}_2 - \bar{x}_1 = 1,28$ between both groups which represented a relevance of the process of 29,16%.

Table 11. Related Samples Statistics of the experimental and control group on the post test paired by the second criterion (Organization)

		Mean	N	SD	Standard error of Mean
Pair 2	Organization: Experimental group	4,39	18	0,698	0,164
	Organization: Control group	3,11	18	1,023	0,241

On the other hand, the Bell curve in Figure 4 below shows that the t value was 4,600, which was greater than the value of t_c that was 1,688. It is for that reason that the tail is to the right side of the curve which verifies the second specific hypothesis.

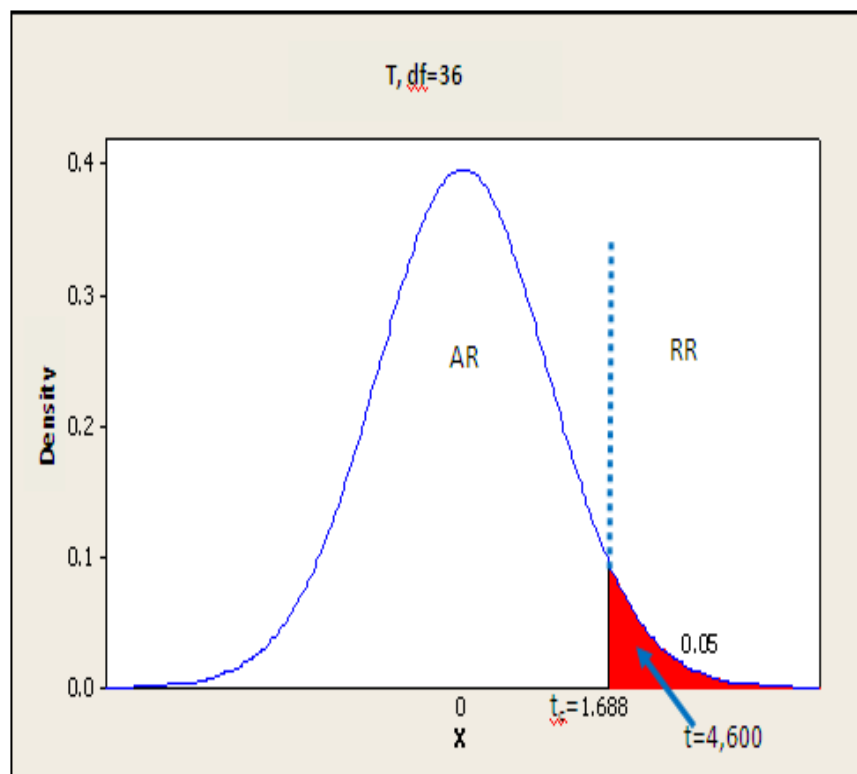


Figure 4. Bell curve with the tail to the right which verifies the second specific hypothesis

Finally, Table 12 shows that the bilateral sig. 0,000 was less than the significance level $\alpha = 0.05$. According to this result and all the findings presented previously, significant difference was found in the data obtained from the post test of the experimental group in terms of Organization. This means that after the treatment, the students in the experimental group organized their text better than the students in the control group that is why statistical analysis revealed significant differences in favor of the experimental group so that the second specific hypothesis was verified.

Table 12. Related Samples Testing on the post test regarding Organization

		Related Differences					t	df	Sig.
		Mean	SD	St. error of Mean	95% Confidence Interval				
					Lower bound	Upper bound			
Pair 2	Organization: Experimental and control group	1,278	1,179	0,278	0,692	1,864	4,600	17	0,0

Specific Hypothesis N° 3. The use of the process approach improves the students' skills to employ grammar in their texts.

Table 13 shows that when applying the related samples statistics, the mean in the experimental group with regard to Grammar was $\bar{x}_2 = 2,22$ while it was $\bar{x}_1 = 1,39$ in the control group. This means that there was a difference of means of $\bar{x}_2 - \bar{x}_1 = 0,83$ between both groups which represented a relevance of the process of 37,39%.

Table 13. Related Samples Statistics of the experimental and control group on the post test paired by the third criterion (Grammar)

		Mean	N	SD	Standard error of Mean
Pair 3	Grammar: Experimental group	2,22	18	0,732	0,173
	Grammar: Control group	1,39	18	0,850	0,200

On the other hand, the Bell curve in Figure 5 below shows that the t value was 3,828, which was greater than the value of t_c that was 1,688. It

is for that reason that the tail is to the right side of the curve which verifies the third specific hypothesis.

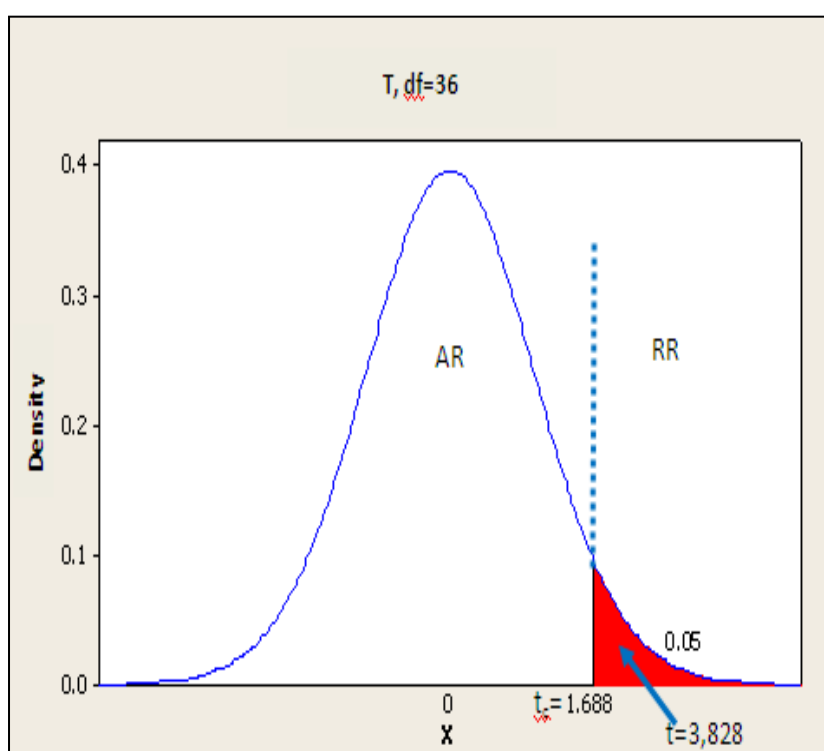


Figure 5. Bell curve with the tail to the right which verifies the third specific hypothesis

Finally, Table 14 shows that the bilateral sig. 0,001 was less than the significance level $\alpha = 0.05$. This result and all the findings presented previously show that significant difference was found in the data obtained from the post test of the experimental group in terms of Grammar. This means that after the treatment, the students in the experimental group had better use of grammar than the students in the control group that is why statistical analysis showed significant differences in favor of the experimental group so that the third specific hypothesis was verified.

Table 14. Related Samples Testing on the post test regarding Grammar

		Related Differences					t	Df	Sig.
		Mean	SD	St.erro r of Mean	95% Confidence Interval				
					Lower bound	Upper bound			
Pair 3	Grammar: Experimental and control group	0,833	0,92 4	0,218	0,374	1,293	3,82 8	17	0,00 1

Specific Hypothesis N° 4. The use of the process approach improves the students' skills to employ vocabulary in their texts.

Table 15 shows that when applying the related samples statistics, the mean in the experimental group with regard to Vocabulary was $\bar{x}_2 = 1,50$ while it was $\bar{x}_1 = 1,00$ in the control group. This means that there was a difference of means of $\bar{x}_2 - \bar{x}_1 = 0,50$ between both groups which represented a relevance of the process of 33,33%.

Table 15. Related Samples Statistics of the experimental and control group on the post test paired by the fourth criterion (Vocabulary)

		Mean	N	SD	Standard error of Mean
Pair 4	Vocabulary: Experimental group	1,50	18	0,707	0,167
	Vocabulary: Control group	1,00	18	0,970	0,229

On the other hand, the Bell curve in Figure 6 below shows that the t value was 3,092, which was greater than the value of t_c that was 1,688. It is for that reason that the tail is to the right side of the curve which verifies the fourth specific hypothesis.

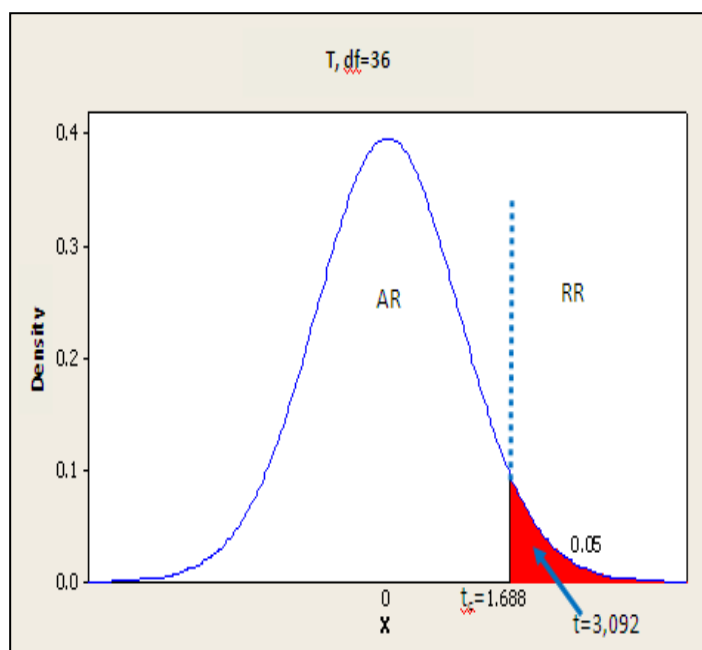


Figure 6. Bell curve with the tail to the right which verifies the fourth specific hypothesis

Finally, Table 16 shows that the sig. 0,007 was less than the significance level $\alpha = 0.05$. This result and all the findings presented previously show that significant difference was found in the data obtained from the post test of the experimental group in terms of Vocabulary. This means that after the treatment, the students in the experimental group had better use of the words than the students in the control group that is why statistical analysis showed significant differences in favor of the experimental group so that the fourth specific hypothesis was verified.

Table 16. Related Samples Testing on the post test regarding Vocabulary

		Related Differences					t	df	Sig.
		Mean	SD	St.error of Mean	95% Confidence Interval				
					Lower bound	Upper bound			
Pair 4	Vocabulary: Experimental and control group	1,000	1,372	0,323	0,318	1,682	3,092	17	0,007

Specific Hypothesis n° 5. The use of the process approach improves the students' skills to employ mechanics in their texts.

Table 17 shows that when applying the related samples statistics, the mean in the experimental group with respect to Mechanics was $\bar{x}_2 = 2,17$ while it was $\bar{x}_1 = 0,67$ in the control group. This means that there was a difference of means of $\bar{x}_2 - \bar{x}_1 = 1,5$ between both groups which represented a relevance of the process of 69,12%.

Table 17. Related Samples Statistics of the experimental and control group on the post test paired by the fifth criterion (Mechanics)

		Mean	N	SD	St. error of Mean
Pair 5	Mechanics: Experimental group	2,17	18	0,857	0,202
	Mechanics: Control group	0,67	18	0,686	0,162

On the other hand, the Bell curve in Figure 7 below shows that the t value was 5,532, which was greater than the value of t_c that was 1,688. It is for that reason that the tail is to the right side of the curve which verifies the fifth specific hypothesis.

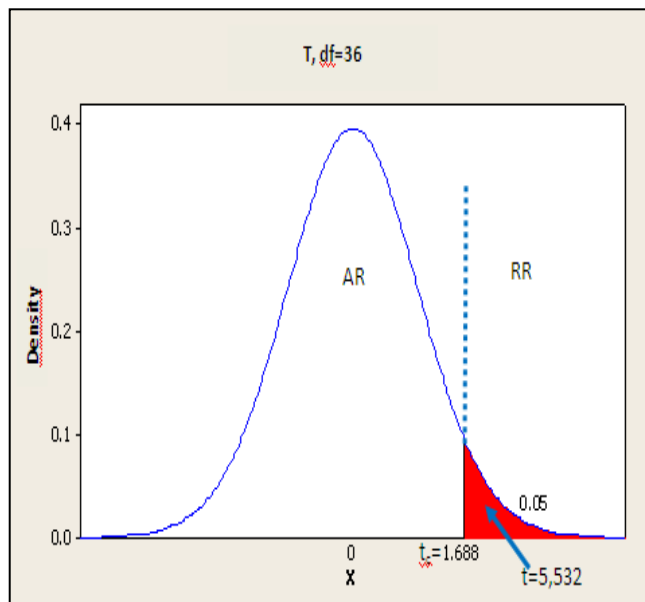


Figure 7. Bell curve with the tail to the right which verifies the fifth specific hypothesis

Finally, Table 18 shows that the sig 0,000 was less than the significance level $\alpha = 0.05$. According to this result and all the findings presented previously, significant difference was found in the data obtained from the post test of the experimental group in terms of Mechanics. This means that after the treatment, the students in the experimental group had better use of capitalization, punctuation and spelling than the students in the control group that is why statistical analysis revealed significant differences in favor of the experimental group so that the fifth specific hypothesis was verified.

Table 18. Related Samples Testing on the post test regarding mechanics

		Related Differences					t	df	Sig.
		Mean	SD	St. error of Mean	95% Confidence Interval				
					Lower bound	Upper bound			
Pair 5	Mechanics: Experimental and Control group	1,500	1,150	0,271	0,928	2,072	5,532	17	0,0

4.3. Validation of the general hypothesis on the post test

Since the data (as shown in Table 19) followed a normal distribution and the research sample was $n_1=18$ and $n_2=19$ which was less than 30, then the statistical t- test was applied.

Table 19. Data of measurements made to the post test of the control and experimental group

STUDENTS	Experimental group	Control group
1	17	6
2	19	8
3	17	15
4	18	9
5	17	8
6	17	15
7	16	12
8	15	11
9	13	8

STUDENTS	Experimental group	Control group
10	16	8
11	15	13
12	15	17
13	17	6
14	17	6
15	13	9
16	15	14
17	15	5
18	13	7
19		8

The results of the table of statistical frequencies applied to both groups (see Table 20) revealed a mean difference of $15,83 - 9,74 = 6,09$, which represented a 38,47% improvement in the students' writing skills. It was also observed that the highest qualification in the experimental group was 19 while it was 17 in the control group.

Table 20. Statistical frequencies on the post test made to the experimental and control group to validate the general hypothesis

		Vigesimal Scores – Experimental Group	Vigesimal Scores – Control Group
N	Valid	18	19
	Missing	1	0
Mean		15,83	9,74
Median		16,00	8,00
Mode		17	8
Std deviation.		1,724	3,588
Variance		2,971	12,871
Skewness		-0,254	0,659
Standard error of asymmetry		0,536	0,524
Kurtosis		-0,483	-0,772
Standard error of kurtosis		1,038	1,014
Rank		6	12
Minimum		13	5

The frequency table of the experimental group in Table 21 revealed that there were 6 students with a qualification of 17, representing a percentage of 31,6 which was higher than that of the control group (see

Table 22) with 5 students with a qualification of 08 representing a percentage of 26,3. The results from Table 21 and Table 22 illustrate that there was an improvement in the students' writing skills as it can be illustrated in the histograms in Figure 8 and 9 respectively.

Table 21. Table of frequency with vigesimal scores of the experimental group on the post test

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	13	3	15,8	16,7	16,7
	15	5	26,3	27,8	44,4
	16	2	10,5	11,1	55,6
	17	6	31,6	33,3	88,9
	18	1	5,3	5,6	94,4
	19	1	5,3	5,6	100,0
	Total	18	94,7	100,0	
Missing	System	1	5,3		
Total		19	100,0		

Table 22. Table of frequency with vigesimal scores of the control group on the post test

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	5	1	5,3	5,3	5,3
	6	3	15,8	15,8	21,1
	7	1	5,3	5,3	26,3
	8	5	26,3	26,3	52,6
	9	2	10,5	10,5	63,2
	11	1	5,3	5,3	68,4
	12	1	5,3	5,3	73,7
	13	1	5,3	5,3	78,9
	14	1	5,3	5,3	84,2
	15	2	10,5	10,5	94,7
	17	1	5,3	5,3	100,0
	Total	19	100,0	100,0	

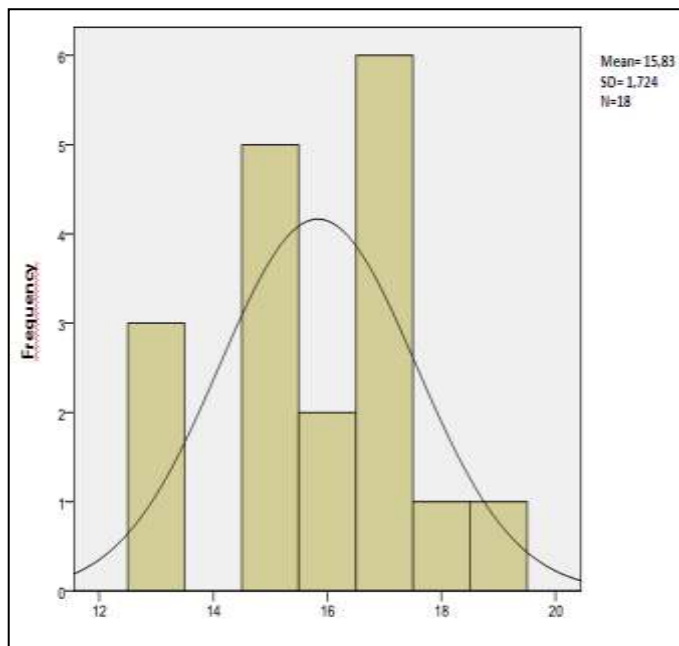


Figure 8. Histogram for the vigesimal scores of the experimental group on the post test

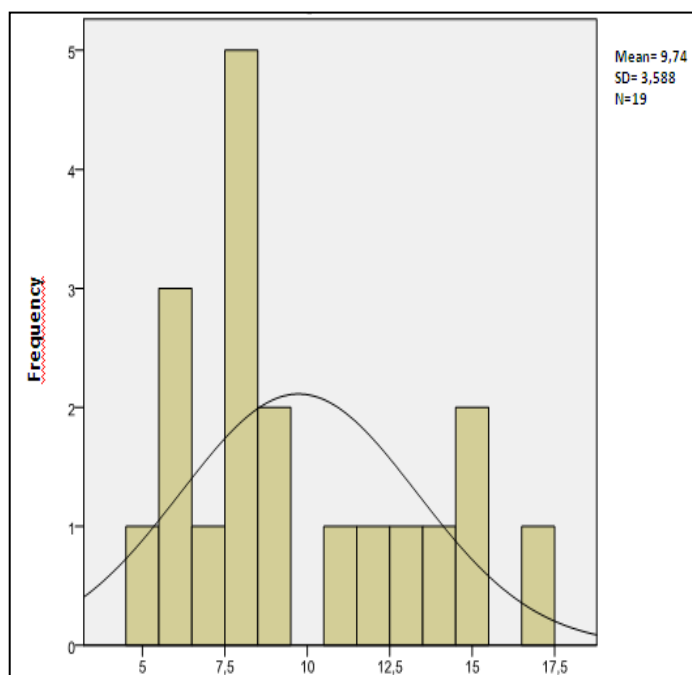


Figure 9. Histogram for the vigesimal scores of the control group on the post test

Table 23 with the results of related samples statistics revealed that the mean in the experimental group was $\bar{x}_2 = 15,83$ while it was $\bar{x}_1 = 9,83$ in the control group, this means that there was a mean difference of $\bar{x}_2 - \bar{x}_1 = 6,00$ between both groups which represented a percentage of 37,90 of the students who improved their writing skills.

Table 23. Related Samples Statistics paired by the vigesimal scores obtained from the post test of the experimental and control group

	Mean	N	SD	Standard error of Mean
Vigesimal scores: Experimental group	15,83	18	1,724	0,406
Vigesimal scores: Control group	9,83	18	3,666	0,864

On the other hand, the Bell curve in Figure 10 below shows that the t value was 6,185, which was greater than the value of t_c that was 1,688. It is for that reason that the tail is to the right side of the curve which verifies the general hypothesis.

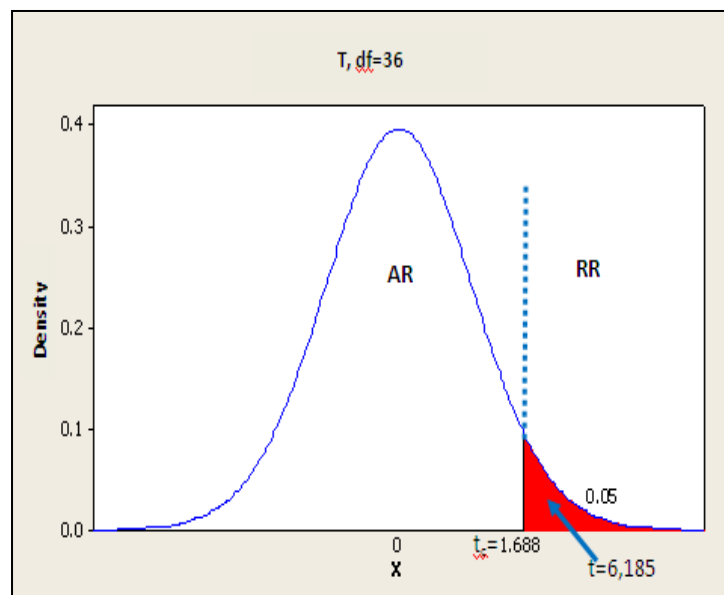


Figure 10. Bell curve with the tail to the right which verifies the general hypothesis

Finally, Table 24 shows that the Sig 0,00000998844 was less than the significance level $\alpha = 0.05$. This result and the others previously presented show that after the treatment the use of the Process Approach was successful on the whole, as it helped the students improve their writing performance and learn how to use the strategies at each stage of the process of writing; that is why statistical analysis applied to validate the general hypothesis showed significant difference in favor of the experimental group so that the general hypothesis was accepted. Besides, the verification of all the specific hypotheses and the use of the inductive method also helped reach that conclusion. This discussion is also corroborated by the histograms in figures 8 and 9 respectively (see p. 72 and 73) which show graphically that there was a significant improvement in the students who received the treatment compared with those who did not receive it.

Table 24. Related Samples Testing paired by the vigesimal scores obtained from the post test of the experimental and control group

	Related Differences					t	df	Sig.
	Mean	SD	St.error of Mean	95% Confidence Interval				
				Lower bound	Upper bound			
Vigesimal Scoring: Experimental and Control group	6,000	4,116	,970	3,953	8,047	6,185	17	0,00000998844

In summary, the main findings of the present research were analyzed and discussed in this chapter. A detailed quantitative analysis of the grades in the entry and exit writing test was provided. A discussion was given during the presentation of the findings, where it was deemed as appropriate. The following section will provide the conclusions of the whole thesis in light of the findings of the present study. This will be followed by recommendations for practice.

CONCLUSIONS

Based on the findings from the pre-test and post-test, the following conclusions can be drawn:

1. The students improved significantly the content of their texts with the use of the Process Approach. The students learnt to choose the ideas and the information that were interesting and important to include in their texts so their texts were well unified and completed.
2. The meaningful difference in favor of the post test also showed that the use of the Process Approach helped students improve the organization of their texts. The students had a better understanding of topic sentence, the use of connecting words within paragraph and logical order (about time, space, importance).
3. The study also revealed that there is highly significant difference between the writing performance of the participants in the experimental class and the control class regarding the use of points of grammar such as sentence formation, word order and form, verb tense, subject-verb agreement, etc
4. The results also indicated that using the writing process model was effective in improving the students' skills to employ appropriate words when writing. The students also used a sufficient variety of appropriate vocabulary to match the needs of their assigned writing task.

5. After the intervention, the students in the experimental group were able to employ mechanics positively. They improved the ability to use correctly those conventions peculiar to the written language: punctuation, spelling and capitalization.
6. By applying the inductive method, validation of all the specific hypotheses consequently led to validation of the general hypothesis. Therefore, it was concluded that the use of the Process Approach improved the students' writing skills on the whole. This was supported by the sig., which was less than the 5% significance level and the scoring of 15,83 of the experimental group on the post test, which showed an increase with respect to the control group that had a scoring of 9,83.
7. The change in the teacher's role from the traditional role which had been evaluating the learner's first draft as it were the final product, and assuming the role of a consultant, facilitating the learner's step-by-step creation of the piece of writing, was crucial in helping students write better.
8. A safe, encouraging, and a non-threatening environment motivated students and helped them improve their writing performance. Students needed to feel support and acceptance from the teacher and peers to take the kind of risk involved in the process of producing good writing. When they felt safe from criticism, they became eager to write and to share their writing. Therefore, the class became a community of writers and students responded positively to a supportive writing atmosphere.

To sum up, all the results substantiated the efficacy of the process writing approach and it was also shown that it is of utmost importance to help students realize that a piece of writing is not a final, predetermined product but a dynamic procedure, which follows a cyclical process and can be reorganized and improved. Only if we give them ample time in practicing how sentences and ideas can be formed and reformulated through drafting, revising and redrafting can we equip students with the necessary skills in writing. A last important consideration to be taken into account is to stress the importance of collaboration between the teacher

and the students, and among the students in pairs, groups or as a whole class.

Several implications can be drawn from the information taken from the conclusions.

- a) EFL students need to practice writing and their writing need to be taught by the teacher, either implicitly or explicitly. However, an explicit teaching of writing will obviously enhance the students' writing ability more. The process-based teaching is one explicit teaching method that will help students increase their writing ability.
- b) Using the Process Writing Approach in the classroom may be time consuming, yet its elements or components will help improve the students' writing. With the Process Approach, the students will write in stages. Planning and thinking of what to write will be the main focus. With such treatment, students will learn to take control of their writing with the help of others, while knowing that their work will be read and find response from others.
- c) With the application of the Process Writing Approach, the students will learn not to jump into writing right away once they receive the writing assignment or once they are asked to write. Rather, they will learn to spare some time to think and plan first, then write and rewrite, with the teacher as a coach.
- d) Feedback is also a very crucial element in the students' writing, either feedback from peers or teacher. Feedback can come in the form of, for example, peer reviewing, teacher's paper marking, and teacher's verbal comments. Good feedback must be clear and specific and encouraging so that it will motivate the students' learning.

RECOMMENDATIONS

In this concluding part of the thesis some recommendations are given. They are based on the results and conclusions drawn in this study:

1. Teachers need more training in writing, especially on Process Writing Approach. For those unfamiliar with writing as a process, it would be advisable to read books by experts in the field. Teachers should talk to other teachers who use the process approach to become familiar with what is happening in the field of writing.
2. It is worthwhile to devote time to writing when teaching a new language, since writing does not entail only presenting a good piece of a specific genre but it also enables students to express their thoughts correctly in writing, which is necessary for overall students learning a second language.
3. Teachers should train students in the process of writing and show them the importance of planning, drafting, redrafting (as a result of feedback) and revising before the final editing in improving their pieces of writing at the organizational, structural and ideational level. This will boost the learners' linguistic and cognitive development.
4. Teachers need to encourage their students, guide and support their hesitant steps, reassure them it is acceptable to make mistakes on first drafts and remind them the purpose of the initial writing is to

communicate ideas. Students, whatever their age or level of ability, need to feel that writing is fun.

5. Another similar types of research on process writing might be carried out in more classrooms so that the effectiveness of the process approach can be generalized.

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APPENDICES

APPENDIX 1. PRE TEST

You have to write an article for the school magazine. The article is about a friend you know very well and admire a lot. In the article include:

- His/her name, age, occupation, nationality
- What he/she does everyday
- What his/her hobbies are and what he/she does in his/her free time

Write an interesting title for your article and at the end of it say why you admire him/her.

Write up to 100 words.

[illegible]

APPENDIX 2. POST TEST

You have to write an article about a member of your family you admire a lot. In the article include:

- Personal information
- Daily routine
- Hobbies and free time activities

Write an attractive title for your article and at the end of it say why you admire him/her.

Write up to 100 words.

APPENDIX 3. SAMPLES OF TEXTS WRITTEN BY THE STUDENTS ON THE PRE AND POST TESTS

Student 1- Pre test

WRITING TEST

You have to write an article for the school magazine. The article is about a friend you know very well and admire a lot. In the article include:

- His/her name, age, occupation, nationality
- What he/she does everyday
- What his/her hobbies are and what he/she does in his/her free time

Write an interesting title for your article and at the end of it say why you admire him/her.

Write up to 100 words.

?
My friend, ^{WV}Aracely is seventeen, Peruvian and ^{WV}go to university. She studying ^{WV}Psychology.
She gets up at 7:30 o'clock and ^{WV}take the breakfast, then she ^{WV}read the news magazine.
I ^{WV}admire her because ^Pshe has a perfect control of her time and she is not a regular teen like others ^{WV}what I know!
In the morning, she ^{WV}call me and makes ^{SP}comments about the news. ^{P.C}Sometimes she ^{WV}invite me to have the lunch. then she goes to university until 8 o'clock. ^Pshe ^{WV}love ^{WV}read!
^{WV}Always we do things together.

WRITING TEST

You have to write an article about a member of your family you admire a lot. In the article include:

- Personal information
- Daily routine
- Hobbies and free time activities

Write an attractive title for your article and at the end of it say why you admire him/her.

Write up to 100 words.

My favorite nurse!

I love my mum, her name is Maria. She is 45 years old and she is so cute!

My mum is medium height and she has long black hair and brown eyes. She wears jeans and t-shirts at home but she wears a white uniform when she works.

She is a nurse and she works everyday (8 hours per day). She works in a Hospital.

On weekends, she plays with me and my sister and in the afternoon she takes the dog for a walk.

I really admire her but she always knows when I'm fine or sick! I can't lie about that!

Student 2- Pre test

WRITING TEST

You have to write an article for the school magazine. The article is about a friend you know very well and admire a lot. In the article include:

- His/her name, age, occupation, nationality
- What he/she does everyday
- What his/her hobbies are and what he/she does in his/her free time

Write an interesting title for your article and at the end of it say why you admire him/her.

Write up to 100 words.

?

I have a good friend, her name is Yeni, she is 24 years old. She study^{WV} in Alas Peruanas university of Ica. She help^{WV} her mother at work everyday in the morning because she study^{WV} in the afternoons^P. She and her mother work with crafts^I. Her hobbies are watching TV and the chats^{WV} in her computer. She is responsible^{SP} in her house, She likes to help her friends in the university. She is my friend but everyday we discussed and then reconcile, my friend Randel say^{WV}: from hate to love is a step^{CT}, I do not think^{WV}, but I admire^{WV} because she is responsible^{SP} in her house and her university, because she help^{WV} her mother^P.

WRITING TEST

You have to write an article about a member of your family you admire a lot. In the article include:

- Personal information
- Daily routine
- Hobbies and free time activities

Write an attractive title for your article and at the end of it say why you admire him/her.

Write up to 100 words.

Nella, my really love

She is my mother. Her name is Marianella but I call her Nella or mom. She is forty-six, I think!

She is tall with short and black hair and her eyes are dark brown.

In the mornings, she always ^{vv}go to the market with my sister. At 12:00 she cooks lunch and in the evening we usually have dinner together.

On weekends, she always ^{vv}relax. She doesn't go out. She sleeps a lot on Saturdays.

In her free time, she watches soap operas, reads books or ^{wp}listens music.

I admire my mom because she's very hard working and a good Housewife.

WRITING TEST

You have to write an article for the school magazine. The article is about a friend you know very well and admire a lot. In the article include:

- His/her name, age, occupation, nationality
- What he/she does everyday
- What his/her hobbies are and what he/she does in his/her free time

Write an interesting title for your article and at the end of it say why you admire him/her.

Write up to 100 words.

?

My friend is Antonio, His age is twenty-years, He's a student of the university San Luis Gonzaga of Ica, he study engineer His Peruvian. He lives in Ica and study the Monday a Friday, on the weekend he travel to nazca for visit his family and friends. Sometimes he doesn't travel because he have much work sometimes he doesn't travels because he have classes at the weekend. His hobbies are listen to music forever because he like rock and pop music. He play in the computer games on line too, he play football in the stadio with his friends in Saturday. I admire my friend because is a good friend and a hardworker person. He likes watching series on the TV also.

WRITING TEST

You have to write an article about a member of your family you admire a lot. In the article include:

- Personal information
- Daily routine
- Hobbies and free time activities

Write an attractive title for your article and at the end of it say why you admire him/her.

Write up to 100 words.

A good example

His name is Martin, he is my cousin, he is 22 years old and he is my best friend.

Martin is very hardworking and he has always a smile in his face. He works in Saga Fallabella and studies management in a university. He helps to the people everyday, for example in choose a good TV or computer. Martin is very patient in his work.

His hobbies are listening music, reading books and taking care of his pets. They are very fun.

In his free time, we run to ttugacaching. We get up at 6 o'clock in the morning.

I admire a lot because he is a good person. He is always helpful and respectful with everybody.

APPENDIX 4. MARKING SCALE FOR THE EVALUATION OF PRE AND POSTTEST

ASPECT	SCORE	LEVEL/ CRITERIA
CONTENT	6 5 4 3	EXCELLENT : well developed GOOD : lacks details AVERAGE: insufficient ideas POOR: ideas confused or disconnected
ORGANIZATION	5 4 3 2	EXCELLENT : well organized GOOD : loosely organized AVERAGE: unorganized POOR: not enough to evaluate because of lack of content
GRAMMAR	3 2 1 0	EXCELLENT : correct use of structures GOOD : use of structures with few errors AVERAGE: use of structures with occasional few errors POOR: incorrect use of structures
VOCABULARY	3 2 1 0	EXCELLENT : variety expressions and words GOOD: variety expressions and words with occasional errors AVERAGE: basic expressions and words POOR: meaning confused and obscured
MECHANICS (capitalization, punctuation and spelling)	3 2 1 0	EXCELLENT : few errors GOOD : occasional errors AVERAGE: frequent errors POOR: no apparent understanding of errors

(adapted from Jacobs et al. (1981) cited in *Assessing Writing by Sara Cushing Weigle* (2002) and from Assoc.Prof.Dr. Hoang Van Van's suggestion cited in VNU. JOURNAL OF SCIENCE, Foreign Languages, T.XXIII, No.1, 2007)

APPENDIX 5. SAMPLES OF LESSON PLANS

LESSON PLAN 1	
DATE: September Friday 23 rd , 2011	TIME: 50 min.
GOAL: To have students acquire an understanding of the process of generating ideas and organizing them before writing a text.	
ACTIVITY 1 PURPOSE: To decide what to write about and brainstorm ideas to be included in a text. PROCEDURE: <ul style="list-style-type: none"> • Ask students to discuss what they would like to write about. • Once they have decided the topic, students think about what they expect to read in the text they have decided to write. • Tell students to discuss their ideas in groups and make notes. • Ask students to share their ideas with the whole class. • Ask some volunteers to write their ideas on the board. 	
ACTIVITY 2 PURPOSE: To negotiate the organization of the required information for the text. PROCEDURE: <ul style="list-style-type: none"> • Ask students to sit in pairs and talk about the organization of a text describing a pet. • Students share their ideas with another different peer. • Ask students to make a graphic organizer to show how the ideas on the text should be organized. • Ask for some volunteers to design their graphic organizer on the board. • Ask students to make notes and keep them in a folder for the following session. 	
LESSON PLAN 2	
DATE: September, Friday 30 th , 2011	TIME:50 min.
GOAL: To write the first draft of the description of their favorite animal/pet.	
ACTIVITY 1 PURPOSE: To give students time to use their previous notes and write the description of their favorite animal/pet. PROCEDURE: <ul style="list-style-type: none"> • Remind students what they did the previous class. • Ask students to use their notes to write about their favorite animal or pet. • Collect their writing and put them into their folder until the following session. 	

LESSON PLAN 3	
DATE: October, Friday 14 th , 2011	TIME:50 min.
GOAL: To give students the opportunity to compare and contrast their first draft with another description of a pet and become able to discriminate between bad and good writing. To reorganize their draft.	
ACTIVITY 1 PURPOSE: To compare and contrast their description with another similar text. To find similarities and differences between their text and another similar one. PROCEDURE: <ul style="list-style-type: none"> • Distribute the students a sheet of paper with a description of a pet. • Ask students to read the description. Remind students to pay attention to the organization and coherence of the text. • Hand in the text they wrote the previous class and ask students to compare their text with the text they have read. • Tell the students to find any similarities or differences and underline them. ACTIVITY 2 PURPOSE: To redraft their text. PROCEDURE: <ul style="list-style-type: none"> • Ask students if they would like to add or delete anything in their draft. • Give students time to make the necessary changes in their draft. • Collect their writing and put them into their folder until the following session. 	

LESSON PLAN 4	
DATE: October, Friday 21 st , 2011	TIME:50 min.
GOAL: To have students acquire knowledge on the different symbols for error correction	
ACTIVITY 1 PURPOSE: To practice with correction codes. PROCEDURE: <ul style="list-style-type: none"> • Remind students that when we correct a text we have to pay attention not only to the ideas or expressions used in them but also to the mistakes related to spelling, capitalization or punctuation. • Distribute students a sheet of paper with a correction code where there are symbols, their meaning and examples. • Explain each code to the students. • Provide the students two texts with correction symbols. • Ask students to find out the mistakes and correct them. • Provide the students a third text, request them to spot the errors and mark them with the equivalent symbols. 	

LESSON PLAN 5	
DATE: November, Friday 11 th , 2011	TIME:50 min.
GOAL: To have students use their knowledge on error correction to revise their peers' description. To redraft their text.	
ACTIVITY 1 PURPOSE: To practice on the use of the symbols of error correction. PROCEDURE: <ul style="list-style-type: none"> • Hand in the students their text and ask them to exchange their draft with a peer. • Tell the students to evaluate their peer's description. • Remind the students to correct their peer's draft by using the symbols of error correction they learned the previous lesson. • Ask students to return their draft back to their peers. • Tell the students to exchange their text with another peer if possible. ACTIVITY 2 PURPOSE: To enable students to revise and redraft their text again. PROCEDURE <ul style="list-style-type: none"> • Tell the students to produce another draft taking the comments done by their peers into account. • Collect the students' texts to be revised by the teacher. 	

LESSON PLAN 6	
DATE: November, Friday 18 th , 2011	TIME: 50 min.
GOAL: To write another draft.	
ACTIVITY 1 PURPOSE: To write another draft taking the feedback given by the teacher into account. PROCEDURE: <p>Call the students one by one to hand in their text.</p> <p>Give the students personalized assistance to improve their writing.</p> <p>Tell the students to redraft the text once again taking the comments done by the teacher into account.</p> <p>Collect the students' texts for a final correction.</p>	

LESSON PLAN 7	
DATE: November Friday 25 th , 2011	TIME:50 min.
GOAL: To write the final product of their text.	
ACTIVITY 1 PURPOSE: To write the final product taking the comments given by the teacher into account. To present their writing to their classmates. PROCEDURE: <ul style="list-style-type: none"> • Once again hand in the texts to the students with the last comments. • Ask the students to draw up the final product of their description and then present it to their peers. 	

APPENDIX 6. DESCRIPTION OF A PET USED BY THE STUDENTS AS A SAMPLE TO EVALUATE THEIR WRITING

Darkie, my favorite pet

My pet is a dog. His name is Darkie and he is 7 years old. He sleeps in his house in the garage.

He is gray and white and his eyes are black. His eyes sometimes become sad because I have homework and he is alone. He likes sleeping. He eats meat and food for dogs but he doesn't like bread.

I love Darkie very much because he is a good friend. In my free time, we play together with a ball. He can run fast and he brings my backpack. My mother takes him for a walk every day. I take him out on Saturdays and Sundays. We go to the park. He plays with other dogs but he doesn't like cats.

APPENDIX 7 SAMPLES OF TEXTS WRITTEN BY THE STUDENTS DURING THE WRITING LESSONS

Student 1:

First draft

Merci is my pitbull dog. has 3 months, she is playful and has hair short and white, blue eyes and 6 kilos weigh. She likes to play and the shoes to destroy.
she runs in the morning and next back home.
She eats chicito but not potato.
she likes the garden of my house. She sleeps in your house in the garden
Merci is the baby.

Second draft after comparing with the sample provided by the teacher

My pet is pitbull a dog. Its name is Merci, is small and has 3 months old. Merci is very playful. She has very short and white hair, blue eyes and weigh, 6 kilos
she is very playful and likes chew shoes to break the shoes
She sleeps in your house that is in the garden of my house because it can damage the objects in the house. She like eat chicito and do not like boil potatoes.
She go out to run in the morning a while and next come on in home. She has black colored sweater to the cold nights. we love merci because in the house is the baby.

My pet

My pet is a pit-bull dog. His name is Merci, she is small and has 3 months old. She has very short and white animal hair, blue eyes and weighs 6 kilos, she is very playful and likes to chew shoes to break them.

She sleeps in her house, is in the garden because it can break the living room things, she likes to eat chucuto and does not like poiled potatoes.

she goes out to run a while in the morning and after she return the house

she has black colored sweater for the cold. we love lot to merci because is the baby in the home.

My pet

My pet is a Pit-bull, her name is Merci. She is small and is 3 months old. She has very short and white hair. She has blue eyes and weighs 6 kilos.

My dog is very playful and likes to chew shoes to break them. She sleeps in her house that is in the garden of my house because she can damage the things that are in the living room. She likes to eat "chicitos" but does not like boiled potatoes.

Meru goes out to run for a while in the mornings and after that she returns home.

She wears a black sweater for the cold nights. We love Meru a lot because she is the baby of the house.

Student 2:

First draft

I have a cat, Mali. is small. She has three years, light blue eyes, light brown nose and ears. She likes shoes and balls. She sleeps in the room of my uncle. She sleeps in the afternoon because is hot. She runs in the house. She eats tuna, cheese, potatoes. She plays with his friends in the garden at night.

Second draft after comparing with the sample provided by the teacher

My pet is cat his name is Mali. she is small and is Siamese race, with three years old, she has light blue eyes, light brown nose and ears. She likes play with shoes and a ball small in the garden of my house, sleeps in ~~the~~ his small bed in the room of my uncle, she likes to sleep all afternoon his hobby is scratch a sofa, she likes to sleep on the roof in the afternoon because it is hot. She runs around the house and is happy when gets home my mom of the work. She eats in the mornings and afternoons, she likes to eat tuna, rice, chicken, cheese, potatoes, bread. She has a small door in my house to out my garden, she leaves the garden at night with friends.

My pet

My pet is cat, his name is Mali, she is small and she is Siamese. She is three years old. She has light blue eyes, light brown nose and ears. She likes to play with shoes and a ball in the garden of my house. She sleeps in a small bed in the room of my uncle.

She has a hobby: scratch a sofa. She likes to sleep on the roof in the afternoon because it is hot.

She runs around the house and is happy when my mom gets home from work. She eats in the mornings and afternoons, she likes to eat tuna, rice, chicken, cheese, potatoes and bread.

She has a small door in my house to go out to the garden; she goes to the garden with friends on night.

Mali, my pet

My pet is a cat, her name is Mali. Mali is small and she is a Siamese with three years old. She has light blue eyes, light brown ears and a light brown nose. Mali likes to play with shoes and a ball in the garden of my house. She has a special hobby, she scratches a sofa.

She sleeps in a small bed in the room of my uncle but in the afternoon, she likes to sleep on the roof because it is warm.

She eats in the mornings and afternoons, she likes to eat tuna, rice, chicken, potatoes and bread.

She runs around the house and is happy when my mom gets home from work. She has a small door in my house to go out to my garden. She goes to the garden with friends at night.

Student 3:

First draft

Buffi, my dog, she weigh 15 kg. My dog is 50 cm.
Buffi has blue eyes, big ears and little nose.
She has a jacket sometimes. She runs every
day, plays with his toys. She eats rice.
The dog is very jealous but sometimes
loving.

Second draft after comparing with sample provided by the teacher

Buffi is my dog. she is two years old and weigh
15 kilos, she is a bit heavy! My dog is 50 cm.
and she is siberiano. the dog has blue eyes and
black, white hair color. He has big ears and little
nose. Her favorite food is "Picoca" canned
with some rice. She wear a blue jacket sometimes
She runs every day in my garden and plays
with hers toy after the lunch. She is very jealous
but sometimes is loving and kind.
I love him!

Third draft after the feedback given by their peers

Buffi!
Buffi is my dog, she is two years old and weighs 15 kilos, she is a bit heavy!
My dog is 50 cm tall and she is Siberian.
She has blue eyes and black and white hair color.
She has big ears and little nose.
Her favorite food is "ricocen" canned with some rice. She sometimes wears a blue jacket.
She runs everyday in my garden and plays with her toys after the lunch.
She is very jealous but sometimes is loving and kind. I love her!

Final draft after the feedback provided by the teacher

Buffi, my dog!
Buffi is my dog, she is two years old and weighs 15 kilos, she is a bit heavy!
My dog is 50 cm tall and she is a Siberian.
She has blue eyes and black and white hair.
She also has big ears and a little nose.
Her favorite food is Ricocen with some rice.
She sometimes wears a blue jacket.
She runs in my garden everyday and likes to play with her toys after lunch.
She is very jealous but she is sometimes loving and kind.
I love her!

Student 4:

First draft

Of the animal I like most the dog. is a pet animal. the dog is domestic, the dogs are mammals. the dog haves 4 legs, bright eyes and two ears. there is a vandy of dogs, big and small and of different colors. When the dog is a baby, the mother gives milk but when the dog is young or adult they eat ricaoan or pedigree.

My dog Danko eat pedigree, he is 4 years and is a pitbul, he is my best friend.

Second draft after comparing with sample provided by the teacher

Of the animal I like most is the dog. Is a pet animal. the dog is domestic the dogs haves 4 legs, bright eyes, two ears, sharp tooth and a long tale. there is a variety of dogs, some dogs has fur on their body. the dogs are of diferent colors and of diferent size.

the dogs are mammals because when is a baby, its mother give milk. when the dog is young or old, they eat ricaoan or pedigree. I have a dog, my dog eat pedigree, he is 4 years old, he is American pitbull

I like the dog, is a good friend of the man. Dogs like to walk and jump, they are active. For example on weekends my dog run around the park near of my house and then we go to the beach to played soccer together, i love dogs and my dog too

Third draft after the feedback given by their peers

Of the animal I like most is the dog. It is a pet. the dog is domestic.
the dogs have four legs, bright eyes, two ears, sharp teeth and a long tail. there are a variety of dogs. Some dogs have fur on their body. the dogs are big or small. they are of different colors
the dogs are mammals because when the dogs are babies, the mother gives them milk but when the dog is young or adult, they eat rican or pedigree. I have a dog, my dog eats pedigree, he is 4 years old and he is American pitbull. He also likes eating bananas he thinks they are delicious.
I like the dogs because they are a good friend of the man. Dogs like to walk and to jump. they are active. For example on weekends, my dog runs around the park near my house and then we go to the beach to play soccer together. I love dogs and my dog too.

Final draft after the feedback provided by the teacher

The dog, my favourite animal
the animal that I like most is the dog. It is a domestic pet. Dogs have four legs, bright eyes, two ears, sharp teeth and a long tail.
there are a variety of dogs. Some dogs have fur on their body. Dogs are big or small and they are of different colors.
Dogs are mammals because when they are babies, the mother feeds them with milk. when the dogs are young or adults they eat food for dogs like "Rican" or "Pedigree". I have a dog and he eats "Pedigree". His name is Danko. He is four years and he is an American Pitbull. He also likes eating bananas, he thinks they are delicious.
I like dogs because they are the man's best friend. Dogs like walking and jumping. they are very active, for example on weekends, my dog runs around the park near my house and then we go to the beach to play soccer together.
I love dogs and Danko too.

Student 5:

First draft

Cats

- there are lot of animal but Cats are my favourite animal. They are domestics animals. and they live in the houses. the cats have a long live because live more that nine years.

- The Cats are of diffent colors. They like eat mouses, their hobby is the play with the balls. its favorite place to sleep is the sofa.

- the cat is friendly but they don't like dogs, they are of long tail and beautiful eyes.

Second draft after comparing with sample provided by the teacher

Cats

There are lot of animal but cats are my favorites, they are domestics animals. and they live in the houses with the families, the cats have a long live because live more that nine years

the cats are of different colors: black, white, black and white and like tigers, Her hair is soft and short but there is a cat with long hair: for example angoras, the cats are of long tail and have beautiful eyes

they likes eat mouses, their hobby is the play with the balls, its favorite place to sleep is the sofa; the cats are friendly but theydonot like dogs. they are playful

Third draft after the feedback given by their peers

Cats

There are lots of animals but cats are my favourite animals. They are domestic animals and live in the house with the families. The cats have a long life because live more than nine years.

The cats are of different colors: black, white, black and white and like tigers. The hair is soft and short but are cats with long hair as for example, the cats have a long tail and also have beautiful eyes.

They like eating mice, fish and food for cat. Their hobby is play with the balls and their favorite place to sleep is the sofa or the bed.

The cats are friendly but they don't like dogs. They are playful and funny.

Final draft after the feedback provided by the teacher

Cats

There are lots of animals, but cats are my favorite. They are domestic animals and live in the houses with the families. Cats have a long life because they live more than nine years.

There are cats in a variety of colors: black, white, black and white and striped. Their fur is soft and short but there are cats with long fur for example angoras. Cats have a long tail and beautiful eyes too.

Cats like eating mice, fish and food for cats. Their hobby is playing with balls and their favorite place to sleep is the sofa or the bed.

Cats are friendly but they don't like dogs. They are playful and funny.

Student 6:

First draft

the parrots is my favourite animal, the parrots is the animal of the jungle, they live 10 years old or more and sometimes they live in a jail. some parrots are of different colours.

the parrot is big and they have a big peak. the parrots can imitating the sound, and the people think that they talk. but is not true, only they imitate. they are intelligent. because some parrots sing.

Parrots are big and eat vegetables: corn, lettuce

Second draft after comparing with sample provided by the teacher

the parrot is my favourite animal, the parrot is the animal of the jungle, they live 10 years old or more. Sometimes they ~~love~~ stay in a jail or sometimes they live free.

Parrots are colorful because they have blue, yellow, green and red color on the feathers. a parrot is big and have a big peak. the parrots have legs strong. there are big and ^{small} parrots. the parrots eat plant seeds, nuts, flower and the insects.

they can imitating the sound, and the people say they speak, but is not true, only they imitate. They are intelligent because some parrots can sing, count and can subtrahing.

Third draft after the feedback given by their peers

My favourite animal, ^{are} the parrots

The parrots are my favourite animals. They are animals of the jungle. The parrots live 10 years and more. The parrots live on the trees and they feel free to fly. because : it is a bird.

Parrots are colorful, they ^{can} have green, blue, orange and red ^{plumage} feathers. ~~The parrots are big and~~ ^{the parrots} have a big beak and strong legs. There are big and small parrots. Parrots eat seeds, nuts, the flowers, insects and rice.

The parrots can imitate the sounds and the people say they can speak but this is not true, they only imitate. The parrots are intelligent because some parrots can imitate when the people sing and whistle.

Final draft after the feedback provided by the teacher

My favourite animals are parrots

Parrots are my favourite animals. They are animals of the jungle and can live more than 10 years. Parrots are birds, and live on the trees because they feel free to fly.

Parrots are colorful, their plumage can be green, blue and red. There are also parrots with orange plumage. Parrots have a big beak and strong legs. There are big and small parrots. They eat seeds, nuts, flowers, rice and insects.

People say parrots can speak but this is not true, they only imitate sounds. Parrots can imitate when people sing and whistle. Parrots are intelligent animals!

Student 7:

First draft

Rabbits are a beautiful animal, they is domestics, they live in some houses. the rabbit is white, black, ~~the~~ or brown color. A rabbit eat vegetable. The rabbit are roedors and they can jump high, they have big ears long and teeth. the rabbit is an animal of company for the children but need especial take care.

A rabbit is very active because they like run and jumping; I like the rabbit because they are beautiful.

Second draft after comparing with sample provided by the teacher

Favourite Animals!

Rabbits are a beautiful animal, they is domestic animal, they live in some houses. the rabbit lives between 8-10 years old.

The rabbit is of white, black or brown color. it has big ears long and teeth. the rabbits are roedors and ~~eat~~ eats vegetable, the rabbit is very active because they like run and jumping. it is an animal of company for the childrens but need especial take care because they are very delicate.

Third draft after the feedback given by their peers

Favourite animals

Rabbits are beautiful animals. They are domestic animals.

They live in some houses. The rabbit lives between 8-10 years.

The rabbit is white, black or brown. It has big ears and long teeth. The rabbits are rodents and eat vegetable. The rabbit is very active because they like to running and jumping.

The rabbit is an animal of company for the children but it needs special care because ~~they~~ ~~is~~ very delicate.

Final draft after the feedback provided by the teacher

My favourite animals

Rabbits are beautiful animals. They are domestic animals and live in some houses. Rabbits live between 8 to 10 years.

Rabbits can be white, black or brown. They have long ears and big teeth. They also have a short tail. Their fur is very soft. Rabbits are mammals but they eat vegetables. They love carrots.

Rabbits are very active because they like running and jumping. They are animals of company for children but they require special care because they are very delicate. They need clean food and a special place to live.

Student 8:

First draft

my favourite animal is the rabbit, the rabbit is white or black, the rabbit are beautiful and funny; the rabbit like eat a carrot but they eat the vegetables in general, it can jump but not run fast
I like the animals but i prefer the rabbit, it want to have a rabbit for my happy birthday because are funny

Second draft after comparing with sample provided by the teacher

my favourite animal

my favourite animal is the rabbit. the rabbit live in the camps or the garden of the house. the rabbits are small with a tail short, the rabbit is white, black or brown they are beautifuls and funny for its big eyes and teeth.
the rabbit like eat a carrot but they like eat all type of vegetable in general, it can jump but not not run fast because its legs are shorts.
I like the animals but i prefer the rabbit because they are funny and they not make noisy, some people give rabbit for presents. I want to have a rabbit for my happy birthay!

Third draft after the feedback given by their peers

The rabbit : my favourite animal .

My favourite animal is the rabbit. the rabbits live in the camps or in the gardens house. the rabbits are small and have a short tail. Rabbits are white, or brown. they are beautiful. and funny because its eyes and teeth are big .

Rabbits like eating a carrot, in reality they like eating all type of vegetables in general . they can jump but they donot run fast because its legs are short .

I like the animals but I prefer the rabbit because they don't make noise . Some people give a rabbit like a present, and I want to have a rabbit on my birthday.

Final draft after the feedback provided by the teacher

Rabbits, my favourite animals

My favourite animal is the rabbit. Rabbits live in the farm or in the garden of houses. Rabbits are small and have a short tail. They are white, black or brown. They have big eyes and the teeth are very big too.

Rabbits like eating carrots, in fact they like all type of vegetables . Rabbits can jump but they cannot run fast because their legs are short

I like animals but I prefer rabbits because they do not make noise . Some people give a rabbit as a present and I would like to have one on my birthday

Student 9:

First draft

My favorite animal is my aunt's pet, it is a beautiful puppy, it is call kala, kala live with my aunt Erika and have just 2 month. she is very small and she weight 4 ks. her pelage is black. it feed only on milk. She likes plays with an pink ball and lick my face. At nights we use to watch movies and walk in the outside, the dog is so cute!!

Second draft after comparing with sample provided by the teacher

My favourite animal is my aunt's pet, it is a beautiful puppy, it is call kala.

Kala live with my aunt Erika and have just 2 months. she is very small and she weigh 4 ks. Her pelage is black, her eyes are big and the nose is black too. Kala is of race labrador. and it feed only on milk because is a baby.

she like play with an pink ball an lick my face, at night we use to watch movies and walk in the outside of the house, in the park and the garden.

The labrador is a popular dog in Peru, they are intelligent because are trained for to help the people which can't see. They like to play with the children because the labradors have good temperament

My favorite animal is my aunt's pet, it is a beautiful puppy, it is called Kala.

Kala lives with my aunt Erika and she has just two months. She is very small and she weighs 4 kgs. Her pelage is black and her eyes are big. Her nose is black too. Kala is of Labrador race and it only drink milk because it is a baby.

She likes playing with a pink ball and licks my face. At night we use to watch movies and walk outside of the house in the park and the garden.

The Labrador is a popular dog in Peru. They are intelligent because they are trained to help the people that can't see.

A beautiful Labrador

My favorite animal is my aunt's pet, it is a beautiful puppy called Kalo.

Kalo is a Labrador and lives with my aunt Erika. Kalo is only two months. She is very small and weighs 4kg. Her pelage is black and her eyes are big. Her nose is black too. Kalo drinks milk because she is baby.

Kalo like playing with a pink ball and licking my face. At night we use to watch movies and walk outside the house, in the park or the garden.

Labradors are popular dogs in Peru, they are intelligent because they are trained to help people who cannot see.

I hope Kalo can help my aunt in the future.

Student 10:

First draft

The rotwailer is my favorite animal, is a dog that people have for a pet. The rotwailers are powerful and strong, they have a large head and are muscular, the ears of the rotwailer are triangular and the eyes are dark brown. Some people are afraid of the rotwailers because think it is dangerous but is not true, it depends how you care the dog. They are intelligent and very active. The rotwailer is a dog very heavy because it eat a lot of food.

Second draft after comparing with sample provided by the teacher

The rotwailer is my favorite animal, its a dog that people have for a pet. The rotwailers are powerful and strong, they have a black color in the fur, they are muscular with a large head. The ears of the rotwailers are triangular and the eyes are dark brown. The rotwailers are very heavy, they can weigh between 50 and 60 kg but varies for the sex of the dog. They live for 10 or 12 years, Rotwailers are intelligent and dominant dog. Some people are afraid of the rotwailer because think it is dangerous and aggressive but its not true, depends the way you care the dog, they love to make a lot of exercise because they are a very active.

Third draft after the feedback given by their peers

The rottweiler is my favorite animal, it's a dog that people have for a pet. Rottweilers are powerful and strong.
They have black fur. They are muscular and have a large head. Their ears are triangular and their eyes are dark brown.
The rottweilers are very heavy, they can weigh between 50 and 60 kg but the weight varies according to the sex of the dog.
Rottweilers are intelligent and dominant. Some people are afraid of the rottweiler because they think they are dangerous and aggressive but this is not true, it depends of the way you care the dog.
They love to make a lot of exercise because they are very active.

Final draft after the feedback provided by the teacher

My favorite animals
Rottweilers are my favorite animals, they are dogs that some people have as pets.
They have black fur, they are muscular and have a large head. Their ears are triangular and their eyes are dark brown.
Rottweilers are very heavy, they can weigh between 50 and 60 kg but it varies according to their sex.
They are intelligent and dominant dogs. They love exercising a lot because they are very active.
Some people are afraid of rottweilers because they think they are dangerous and aggressive but this is not true, it depends on the way they raise the dogs.

APPENDIX 8. SYMBOLS FOR ERROR CORRECTION
(Based on the symbols by Pinheiro, M. 1996:130 and Chryshoshoos, J. 2002:82)

Symbol	Meaning	Example
SP	Spelling mistake	<div style="text-align: right; margin-right: 20px;">SP</div> She's a teacher. She is a teacher.
P, P/	Punctuation errors	<div style="text-align: right; margin-right: 20px;">P/</div> <div style="text-align: right; margin-right: 20px;">P</div> They both, speak Italian They both speak Italian.
VM	Verb missing	<div style="text-align: right; margin-right: 20px;">VM</div> He a doctor. He is a doctor.
WM	Word missing	<div style="text-align: right; margin-right: 20px;">WM</div> was born in New York. He was born in New York.
/	Omit this word	The bag is a blue. The bag is blue.
WV	Something wrong with the verb form	<div style="text-align: right; margin-right: 20px;">WV</div> He go to school. He goes to school.
VT	Verb tense	<div style="text-align: right; margin-right: 20px;">VT</div> I go to Athens last week. I went to Athens last week.

G	Something else grammatical is wrong	^G The twin are in the garden. The twins are in the garden.
C, ✓	Capitalisation error	^C both brothers are ^{✓} University students. Both brothers are university students.
WW	Wrong word	^{WW} How are you? I'm good. How are you? I'm well.
^{WO} └─┐	Word order errors	^{WO} I went yesterday <u>to the club</u> . I went to the club yesterday.
?	I don't understand what you are trying to say.	
GP	Good point	

APPENDIX 9. THREE ACTIVITIES FOR THE PRACTICE OF
ERROR CORRECTION
(adapted from Anastasiadou, A, 2010)

TEXT 1

^P my favorite animal is monkey. It is a small. It live ^{WV} in Africa. It has four
^G leg and a big tail.

It can jump and ran. It eat ^{VT} bananas. It lives in ^{WV} ~~T~~[✓]rees.

I like the monkey ^{GP} because it is a funny animal.

TEXT 2

Paul is my best freend. He ^{SP} twenty years old, ^{VM} and is tall. He has curly

brown hair, brown eyes and wears ^G glass. Paul enjoys playing soccer but
he does not like cycling.

He wears jeans, T-shirts and sneakers for university. He is very well ^{WW} at
computers and math.

He ^{WO} helps me with my math homework sometimes.

He is patient and funny but he usually forgets. I love him because [?] He is [✓]

always close to me when I need some advise. ^{WW}
^C

On Fridays we go to the movies and on Sundays we do homework together

WO
We have a friendship nice.

TEXT 3

Rua Victoria 759
10640 Buenos Aires
Argentina
September 20th 2011

Dear penfriend,

my name Jose Mendoza. I'm nineteen year old. I'm tall with blond hair and blue eyes. I live in Buenos Aires, the capital city of Argentina. Luciana Salazar born here.

My father's engineer and my mother's nurse. I have two sisters. My sisters are Juliana and Sofia. Juliana's twenty-two and Sofia's seventeen year old.

I'm of college in the first year. My favorite lessons are English and marketing.

I'm very good at drawing and I like watching movies on TV. When I'm older I want to be a. I would like to find a penfriend from Australia.

Love,
Jose.

APPENDIX 10. TEACHER'S NOTES

WEEK	ACTIVITY	COMMENTS
1	<ul style="list-style-type: none"> Pre test 	<ul style="list-style-type: none"> The students didn't like the idea of writing a text. Most of them said that writing had always been set as homework and that they weren't used to doing it in class.
2	<ul style="list-style-type: none"> Deciding what to write Brainstorming ideas for a text about a pet Negotiating in pairs the organization of the text 	<ul style="list-style-type: none"> I explained the students that as the results of the test weren't so good we were going to learn some strategies to improve their writing. I asked the students to discuss about what to write and they finally decided to write about a pet. At first, it was difficult for the students to brainstorm ideas but then they were enthusiastic about the activity. As some students didn't know how to say some words in English, they said them in Spanish. With the help of their peers and the teacher they finally wrote them in English. The students collaborated and managed to get to an agreement to finally design their graphic organizer. They showed it to the rest of the class and had a lot of fun.
3	<ul style="list-style-type: none"> Writing the first draft of their text about his/her pet 	<ul style="list-style-type: none"> I realized that some students didn't know how to begin their composition. Many students were so much worried about the mistakes they could make. I was always telling the students to write their text without paying attention to the use of some words or grammar.
4	<ul style="list-style-type: none"> Comparing and contrasting their first draft with another similar text Redrafting their text 	<ul style="list-style-type: none"> Two students weren't in class so they didn't have the chance to compare and contrast their writing with another similar one. Most of the students found the activity very interesting because they could verify by themselves whether their writing was on the right track or not. Many students realized they had to make a lot of changes in their composition.
5	<ul style="list-style-type: none"> Knowing the different symbols for error correction and practicing them 	<ul style="list-style-type: none"> Three students were absent. They were deprived from knowing the symbols for error correction and therefore they didn't practice on the use of them either. The students had a lot of fun by doing the activity. They said it was the first time they had done something like it.

WEEK	ACTIVITY	COMMENTS
6	<ul style="list-style-type: none"> Practicing the symbols for error correction with their peers' description Revising and redrafting 	<ul style="list-style-type: none"> At the beginning, the students felt a bit of insecurity to identify the mistakes of their peers but with the help of other students they could overcome that difficulty. Besides that, they didn't feel very comfortable by checking their peers' text. They were intimidated by the likely reaction of their peers after the evaluation of their work. There were two students who were very critical of the work of their peers. At the end, the students valued the importance of other people read their writing before editing it that's why some students exchanged their writing with different peers. Most of the mistakes were related to punctuation, capitalization and spelling, however the students became aware of the importance of the proper use of them for the understanding of the text by the reader and happily accepted all the suggestions made by their peers. The students also liked redrafting once again because they had the chance to check their grammar mistakes and this time they were more careful because I told them that I was going to check their texts.

WEEK	ACTIVITY	COMMENTS
7	<ul style="list-style-type: none"> Writing another draft 	<ul style="list-style-type: none"> The students were asked to come one by one to my desk to hand in their writing. The students felt a bit nervous but when they realized I was calling them to discuss the strong and weak points of their writing and giving them some feedback to improve it, they came to me without any fear. The students commented that the experience was also new for them because their previous teachers were limited only to put their writings a grade without telling them what was right or wrong with their work. The students were glad to know that they had showed progress from the first draft to the third draft. I could see in their faces the joy of knowing that they were about to have their text ready. Unfortunately two students were absent again. They didn't receive the comments for their third draft and so they didn't write a fourth draft for the teacher.

WEEK	ACTIVITY	COMMENTS
8	<ul style="list-style-type: none"> Writing the final product 	<ul style="list-style-type: none"> I handed in the students their writing with the last comments. The students wrote the final product and presented it to their classmates. Many of them accompanied their text with photos and pictures of their pet. Comparing the first draft and the final product I could notice that the students greatly improved the use of grammar and how they organized their text, however they needed to improve more the use of vocabulary.
9	<ul style="list-style-type: none"> Post test 	<ul style="list-style-type: none"> This time, the students didn't object when asking them to write, instead they looked like more confident. I also noticed that the students didn't jump into writing right away once they were asked to write. Rather, they spared some time to think and plan first. Some students were absent once again that is why they did not take the post test.