

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



UNDERGRADUATE RESEARCH:

What is the influence of vocabulary size and the use of writing techniques in the proficiency of students in the level of academic writing that students reach in the English Composition II course, semester I 2015 at the Foreign Language Department of the Arts and Sciences School of the University of El Salvador.

IN ORDER TO OBTAIN THE DEGREE OF:

Licenciatura en Idioma Ingles: Opción Enseñanza.

PRESENTED BY:

María José Cáceres Salinas.	CS05048
María de los Ángeles Córdova Ortiz.	CO05006

ADVISOR:

MsE: Cesar Augusto Guzmán.

Main Campus, February 8th, 2016

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

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HEAD OF THE FOREIGN LANGUAGE DEPARTMENT

LIC. MANUEL ALEXANDER LANDAVERDE

GENERAL COORDINATOR OF THE GRADUATION PROCESS

MsE. CESAR AUGUSTO GUZMAN

ADVISOR

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MARIA JOSE CACERES SALINAS

MARIA DE LOS ANGELES CORDOVA ORTIZ

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OBJECTIVES

GENERAL OBJECTIVES:

- ❖ To demonstrate how the vocabulary size and the use of writing techniques influence the level of academic writing that students reach at the end of English Composition II at the Foreign Language Department of the School of Arts and Sciences at the University of El Salvador in the semester I - 2015.

SPECIFIC OBJECTIVE:

- ❖ To determine how vocabulary size and the use of writing techniques influence students' proficiency reached at the end of composition II, in the Foreign Language Department of the School of Arts and Sciences at the University of El Salvador.
- ❖ To determine the extent in which students apply writing techniques when writing essays in English Composition II.
- ❖ To find out which of the following variables: vocabulary size or writing techniques are more influential in the process of writing.

CHAPTER I

INTRODUCTION

1.1 Statement of the problem

Writing is one of the four macro skills that students who are learning English as a Foreign Language need to master in order to become a proficient bilingual person. However, the full understanding of it, can be difficult to achieve. It has been identified. During the English Composition classes students go through many problems because writing is not worked on systematically in the mother tongue, so students can not apply techniques like: pre- writing, drafting, revising-editing and the publishing etc. Moreover, students that frequently write in their mother tongue have a better understanding of a passage in the target language; therefore, it is essential to study the factors that influence the writing techniques. So, it is crucial for students to become aware of the things that are influence their writing techniques and how they can improve this important skill.

1.2 Significance of the problem

The origin of English started with the arrival of three important Germanic tribes who invaded Britain during the 5th century AD. These important tribes for the British people are the Angles, the Saxons and the Jutes, who crossed the North Sea from what nowadays is the Denmark and northern Germany. At that time the inhabitants of Britain spoke an important language that was the Celtic language. But most of the Celtic speakers were pushed to move in a hurry by the invitations that other tribes made. The Angles came from “England” and people called their language “English”.

American English is particularly very influential around the world, a lot of countries such as the United States, Canada, England, etc. where this important language is spoken know that this language is very important and popular.

Nowadays it is very important to know English since it provides students with important opportunities in a lot of areas. English is consider an International language that provides a lot of opportunities for those students who know English to succeed in the society practicing and sharing their knowledge about the language. English is consider the most important for a lot of countries around the world. Actually, English is the official Language in 70 important countries around the world. When students develop proficiency in the language it provides them multiples opportunities in environments like bilingual

schools, call centers, tourism etc. It also gives them opportunities to study abroad, since most of the scholars available around the globe require a good command of the English language in both oral and written. Writing is one of the four macro skills that students need to focus on, since their begging of their language learning because if they do not develop this ability they may not communicate creating a barrier. For that reason it is very important for a person learning a second language to develop good study habits who start learning a second language. In the FLD when students take English Composition II they have to put in to practice everything that they learned during the process of learning the language. The process of writing is not easy because students must have to put in to practice and apply multiples skills such as: grammar, punctuation and spelling. They also need to learn about the writing process, including (Pre-writing, Drafting, Revising-Editing to Word Process) It is very important for students who take English Composition II to use and apply the writing techniques in order to make the most of the writing process.

Writing Techniques: Writing techniques are memes. They evolved over time as the best solutions from the best writers to the common problems of writing.

The right choice of writing techniques makes you more productive, more persuasive, and more effective in your writing. But since these memes, these writing solutions, are neither taught in school nor widely understood, I will show you here how learning writing techniques brings a high return on your time investment. In fact, I believe the right writing techniques (unlike, for example, the study of grammar) can mean life or death for your writing. (https://en.wikipedia.org/wiki/Free_writing_techniques).

Pre- Writing: It is essential for the writer whose first language is not English. Especially at the lower levels of proficiency, students have a limited lexicon and therefore often have difficulty expressing their ideas. Therefore, teachers or other students may need to assist second language students to generate vocabulary and grammatical structures relevant to the topic. Models and samples are often. (<http://www.learnnc.org/lp/pages/672>)

Drafting: At the drafting stage students write their ideas down using some of the notes, language, and structures generated during the pre-writing activities. Second language students especially need to be aware that their first draft does not have to be perfect and that the purpose of this activity is to get words on paper. Spelling will often not be accurate and there may be many grammatical errors. Some students may also insert words in their native language. (<http://www.learnnc.org/lp/pages/672>)

Revising- Editing: Second language learners will also need assistance during the revising/editing stage from teachers and from other students. Changes in writing will need to address word usage and clarification of ideas, as well as grammatical accuracy, punctuation, spelling and capitalization. It is important to remember that second language students may have difficulty recognizing their own errors or the errors of their peers. A self-assessment checklist may help them monitor their own writing. However, care should be taken with peer editing groups. In addition, it is important that correction be done in a comfortable environment. (<http://www.learnnc.org/lp/pages/672>)

Word processing: Second language learners should be encouraged to use word processing programs throughout the writing process. The programs facilitate the process and are especially helpful with the composing, revising, and editing stages because they do not require students to rewrite their work. They help students format their work and produce copies which are clearly legible and professional. (<http://www.learnnc.org/lp/pages/672>)

At the same time students have to improve and develop a good vocabulary that help a lot when the students write, to have an extensive vocabulary is a great advantage because facilitates express the ideas easily and can write more about a topic. For ESL students at the Foreign Language Department especially for students that course English composition II, because they need to write a variety of English articles, poems, pieces of writing, etc. in order to put to practice and develop the Language. However there are many factors that affect the writing process like and why students don't apply writing skill: The environmental influence, lack of motivation and interest, vocabulary size, writing habits, writing techniques. This research project will aim at describing how vocabulary size and the use of writing techniques students reach in the level of academic writing in English composition II at the foreign language department of the School of Arts and science at the University of El Salvador.

The website [wisegreek.com](http://www.wisegreek.com) defines vocabulary as the body of words that make up a language and play an important role in the process of learning a second language,

and also it mentioned the importance of vocabulary at the moment that students are in the writing process that is very important to write correctly any kind of article. Also we read that without a good working knowledge of words and the correct meaning students cannot express correctly their ideas by written and have troubles in the writing skill. In a few words this definition says that vocabulary has a big importance in the level of academic writing that students have.

Taking into consideration both the vocabulary size and the use of writing techniques, our research project goal is to investigate what is the influence of vocabulary size and the use of writing techniques students reach in the level of academic writing for the students of English compositions II course from the Foreign Language Department of the School of Arts and Science at the University of El Salvador.

1.3 Purpose of the study

The main purpose of this research project is to determine how vocabulary size and the use of writing techniques affect the process when students don't use the writing techniques and don't apply enough vocabulary. The focus of our research will be on students of English composition II courses at the Foreign Language Department of the School of Arts and Science at the University of El Salvador. Since these students have already taken the Intensive English and Composition I and they are supposed to have reached a high level of proficiency English. Students from these course might use the results of this research to strength their English Proficiency that they have at the moment. Moreover through this research it will be determined the level of vocabulary these students have and also if they use writing techniques. Besides that the research aims at finding out which of these two important variables vocabulary size or the use of writing techniques is the one that influences the most in the student's proficiency.

1.4 RESEARCH QUESTIONS

Research question:

What is the influence of vocabulary size and the use of writing techniques in the proficiency of students in the level of academic writing that students reach in the English Composition II course, semester I 2015 at the Foreign Language Department of the Arts and Sciences School of the University of El Salvador?

Subsidiary questions:

- ❖ How does the use of writing techniques help students improve their proficiency in academic writing?

- ❖ How does vocabulary help students improve their proficiency in academic writing?

1.5 Limitations

Although the research team was able to carry out the most of the plan for the present research there were also some hard times in carrying out this research. Here are some limitations the research team faced during the process of this research:

- ❖ The members of the group in charge of conducting the research project had different time schedules available, so the research process took more time to be done as planned due to the personal occupations of each one.

- ❖ Sometimes it was not possible to administer the instruments because, not all teachers gave the researchers the opportunity to do so.

- ❖ Another is, the limited access to appropriate bibliography written by well-known researchers and update information that could support this research work.

1.6 Definition of Key Terms

It is really important in this research project to define the main terms that are going to be use, because in this way readers can have a better understanding of this research project.

Vocabulary Size: Refers to a number of words of which a learner has in the process of learn a second language at least some special knowledge of the meaning. Another definition is the number of words that a person knows from a context that they are going to read or write. (<http://enegres.ied.edu.hk/vocabulary/vocabulary2-3.html>.)

Writing Techniques: Writing techniques are memes. They evolved over time as the best solutions from the best writers to the common problems of writing. The right choice of writing techniques makes you more productive, more persuasive, and more effective in your writing. But since these memes, these writing solutions, are neither taught in school nor widely understood, I will show you here how learning writing techniques brings a high return on your time investment. In fact, I believe the right writing techniques (unlike, for example, the study of grammar) can mean life or death for your writing.

(https://en.wikipedia.org/wiki/Free_writing_techniques)

Student's proficiency: are based on some form of standards or measurement system, and that proficiency levels change in direct relation to the scales, standards, tests, and calculation methods being used to evaluate and (<http://edglossary.org/standardized-test/>)

Word Family: it is a group of words that share a common base, to which different prefixes and suffixes are added a word. According to Birgit Umbreit, "Language users are able to analyze complex words and to establish synchronic relations between words both formally and semantically because they have an implicit or even explicit knowledge of word-family organization." (<http://grammar.about.com/od/il/g/languageterm.htm>)

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 Review of related literature and analysis of previous researches.

Writing skills development

Writing is one of the four macro skills that foreign language learners should master in their language learning process if they want to become well-rounded users of the target language. The ability to write is seen as the most stable and durable of the foreign language skills since learners acquire most of their vocabulary through writing. Also, it provides learners with the opportunity to be exposed to well-organized and well-written pieces of writing which help them to improve their language abilities. Like writers who are native speakers, when foreign language learners write a text their main goal is to comprehend its messages. Hence, it shows that foreign language students need to master writing since it is a component of target language proficiency.

Many authors claim that there are factors which influence writing developing writing skills. (Georgia Dennis) a contributor of How website, mentioned vocabulary size, the use of writing techniques, writing habits, educational background, motivation, previous knowledge etc. as factors that influence at the moment of comprehending a writing. According to the investigation vocabulary size and the use of writing techniques that learners apply in order to comprehend a piece writing are determinants on writing comprehension. Therefore, this study will focus firstly on the influence of vocabulary size and secondly on the use of writing techniques.

Vocabulary size

The first influential factor in writing developing writing skills, is the vocabulary size since authors like Anderson, Free body and Calixto (2006) state that it is significant on the comprehension of a text. “It has long been accepted that vocabulary knowledge is an instruments for writing comprehension” (Anderson &Free body, 2000). If foreign language learners do not have enough vocabulary they will not be able to comprehend a writing text because language learners need to have a high level of vocabulary which allows them to have a good understanding since it is considered an essential tool. Also, Calixto (2006) says that the amount of unknown vocabulary is crucial in order to know if it enables the foreign language learner to write with reasonable comprehension. In essence, the amount of vocabulary known is determinant at the moment of writing a text.

In order to fully understand a text, language learners have to manage a high amount of words. Schmitt & McCarthy (1997) presented some data that establishes that there are over 54,000 word families in English, although the educating adult native speakers know around 20,000 of the these families. They Said that a minimum of number of words, between 3,000 to 5,000 word families, are need to provide more strategies to English learner a basis for meaningful English proficiency. In a proficient level do not know have a good amount of words they will face problems at the time to writing an article in English.

To have a correct meaning of the words is very important for students in order to write and understand correct. It is for that reason that MC. Quinter mentioned some facts about the

word meaning. He states that students know or at least have a little knowledge about the meaning students can express the ideas easily.

Vocabulary has already been described as a factor that influences on writing; to start to say on the other hand. Grellet claims that the use of writing techniques affects the comprehension of a text as well. It important when students write that everything takes a sequence to make sense of what is being written, for that reason it is very important that students apply the writing techniques so writing becomes easier each time. There are some steps that help a lot to students to write correctly and easy a piece of writing such us: an article, an essay, a paragraph etc. in English. Grellet claims on his book: Developing writing skills that understanding ideas and expressing them in a correct way are essential to produce a structured paragraph.

There are some writing techniques that help students to write an article easily and help improve their understanding and transmit the message correctly, increase the ability to write and express their ideas correctly, link ideas in to their mind and then in the article. So is very important and necessary to use and apply the writing techniques at the moment of writing.

How well English Language Learners can write is directly related to their level of English language proficiency in writing. It is important to note that language learners often make mistakes in vocabulary and grammar. As they take risks and experiment, their

accuracy level may be negatively affected. It is important to realize that this is a normal part of the language development process. If too much attention is placed on accuracy, students will not progress. The following table indicates what students can do at each level of proficiency.

Proficiency Level	Description	Strategies/Activities
Novice	Students can copy words and phrases and write them from memory. They can identify, list, and label. They can write one of more familiar phrases, statements, or questions in context.	Simple descriptions to accompany visuals; paragraph completion, cloze passages, dictations, filling-in forms, poetry, organization of information on graphic organizers
Intermediate	Students can create statements and questions well enough to meet practical needs and limited social demands. They can write short messages, notes, letters, paragraphs, and short compositions and can take simple notes. They can	Descriptions with visuals, cloze passages, sentence combining, elaboration, guided descriptions and narrations, compositions based on interviews, journals

	compose a series of related sentences that describe or compare. They can narrate a sequence of events and write one or more sentences that classify, summarize, or predict.	
Advanced	Students can write social and more formal correspondence, discourse of several paragraphs, cohesive summaries with some details, and narrative and descriptive passages. They can take notes. They can express feelings and preferences and give supporting details. They can develop an organized composition, report, or article of more than one paragraph. They can explain their point of view simply.	Detailed descriptions, sentence combining, elaboration, guided descriptions and narrations, compositions with rewrites, free compositions, dialogue journals

(<http://www.learningcn.org/lp/pages/672>)

The investigations that have been carried out, demonstrate that both, vocabulary size and the use of writing techniques, influence the level of proficiency that students acquire at the end of the English compositions Courses. All this findings evidence that the use of

writing techniques and vocabulary size are not only positively related with the proficiency, but also they provide a significant help in the successful understanding of a given text or a piece of writing. Since within the literature review was not found an author that compares which of those variables is the most influential on the level of proficiency in students that finish the course of composition II, the research seeks finding out which of these two variables already described is the one influences the most on the level of proficiency reach by students of composition II at the foreign Language Department of the school of arts and sciences at the university of El Salvador.

CHAPTER 3

METHODOLOGY

3.1 Description of Research Design and Procedures Used.

Type of research: correlational research

This research project was a correlational study since its main purpose was to find the connection between independent variables, vocabulary size and the use of writing techniques, with the dependent variable student's proficiency. Moreover, this research had the perspective of mixed method because of the combination of qualitative and quantitative method. The data gathered was interpreted into numbers and those results helped the researchers to describe how the independent and dependent variable associated one to another. This process was carried out in order to find the influenced of vocabulary size in the use of writing techniques in students of composition II of the Foreign Language Department school of Arts and Science at the University of El Salvador.

Research design: Non-Experimental Design.

Non- experimental research is a category of research design in which the researcher observes the phenomena as it occurs naturally, and no external variables are introduced. It was a non- experimental research design since the variables were not manipulated at all. Researches collected data without making changes. The instruments in this project were administered without any review about the use of writing techniques or any previous preparation.

Procedure used

First of all, researchers looked for the teachers of each group of class, they had a previous meeting with all of them in order to explain the purpose of their project. At the same time, they asked for the permission to talk with the students because they need students' collaboration in their project. The teachers gave the authorization to enter the classroom. Some days later researchers came to the classrooms and talked to students because they need their cooperation giving them one copy of one essay that they wrote during the course. Teachers made peace of papers that contains numbers according with the number of students of each group, the next session researchers put the papers in a little box and the students picked one paper and the lucky numbers that we selected previously from the list will be our sample of students.

3.2 Sources of Data.

In order to gather the data, researchers took so much time in the search with the main purpose of getting the most reliable and valid data. First of all, researchers looked for internet an example from some rubrics how they have to evaluate essays because they needed to create one that comfort the subject. So they looked for some of them and use some details in order to do their own rubric. They tried to create the best rubric with the main purpose of obtain good result in their investigation. Researchers used the rubric to check each essay and gather the best results that answer their questions.

3.3 Sampling Procedures.

Universe

The universe in the investigation included all the students the Foreign Language Department of The Arts and Science School at the University of El Salvador who were taking English Composition II course during the semester I-2015. The total of students in the courses was 140, which were distributed in 5 different groups at different schedules in the morning and in the afternoon.

Sample

The sample was 10% of the universe which was equivalent to 50 students ideally. Because it was necessary to achieve reliability and validity in the investigation project, 10 students from each group of 5 different groups of Composition II course were going to be selected as sample in the investigation.

3.4 Methods and Instruments of Data Gathering

Instruments

In this correlational study researchers used one essay as an instrument the fact that there were two independent variables and one dependent variable, it was necessary for us to measure all of them. it requested the students of different groups one of their essays that they have written during the course in order to measuring the student's vocabulary and if they apply the writing techniques at the moment that they write, also researchers want to know the level of proficiency that they have and reach at the end of the composition II. They use a rubric that creates with important parameters in order to evaluate each essay and get the information that they want to know. So with this instrument the data had been collected.

Essays: researchers used the essays that students of composition II of the different groups wrote during the course. It requests them for one of the essays in order to measure student's vocabulary and if they applied the writing techniques at the moment that they write, also they want to know the level of proficiency that they have and reach at the end of the composition II. We evaluated the essays with a check list that we created in order to check if students applied the writing techniques and used enough vocabulary according with the topic. We took into account aspects from others rubrics of the websites.

CHAPTER 4

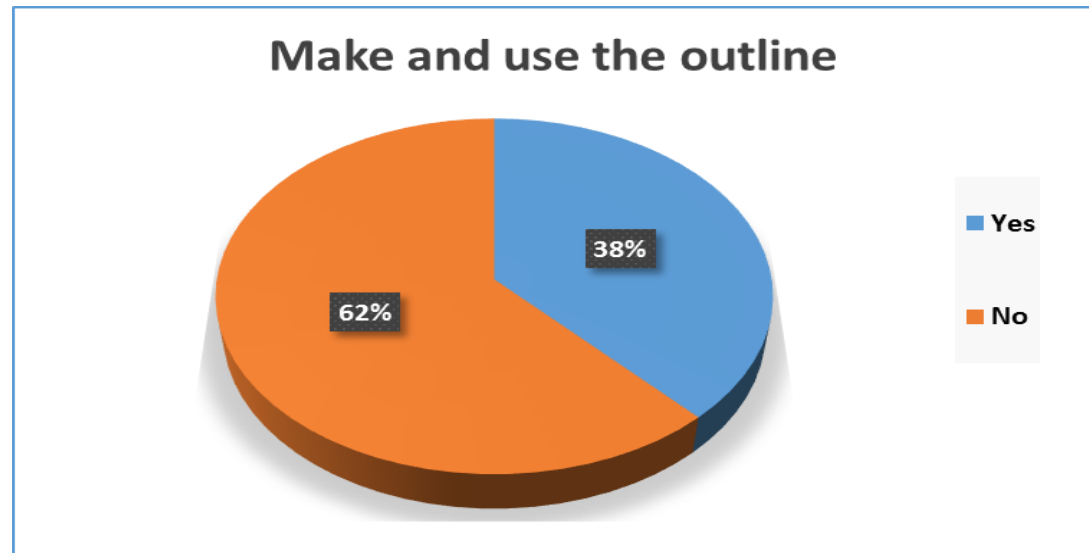
ANALYSIS AND RESULTS

In order to analyze the data the researchers were going to select fifty essays, from the five groups of English Composition II course semester I 2015 for a better understanding of the data. The rubric was the instrument that researchers were going to be used; it has three principal aspects organization /structure, vocabulary and writing techniques

Researchers had to arrange the data based on scores obtained in the essays by students of English Composition II course. The results were presented in graphs that showed the scores that students obtained for each of the aspects that researchers evaluated students for organization/structure, vocabulary and writing techniques. Its purpose was to identify the influence of vocabulary size and the use of writing techniques for students who were taking English Composition II course.

Student's making and using an outline

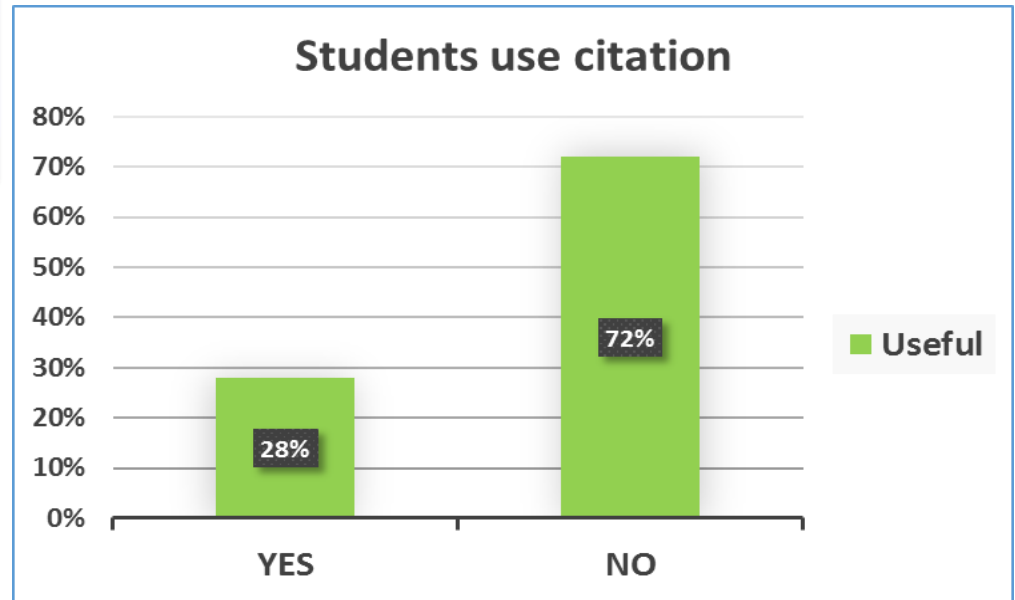
		Frequency	Percentage
Useful	Yes	19	38 %
	No	31	62 %
	Total	50	100 %



This graph represents the scores obtained by the first aspect to take into account in organization and structure, out of 50 students just only thirty eight percent of students make and use the outline and the sixty two percent students did not make and use the outline for writing an essay, representing a high score for this aspect.

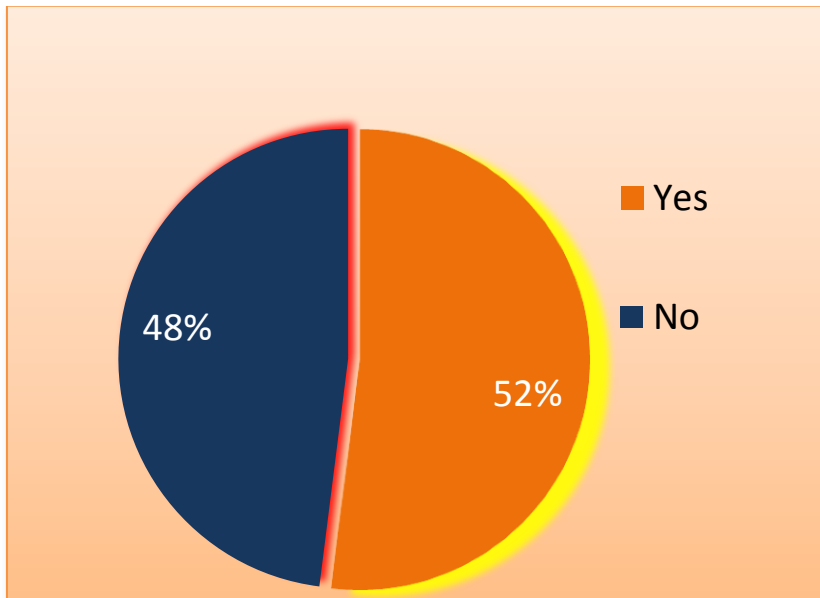
Students use citation

		Frequency	Percentage
Useful	Yes	14	28 %
	No	36	72 %
	Total	50	100 %



The second graph is for organization and structure aspect has a high score too, because only twenty eight percent students use citation and the seventy two percent students did not use citation.

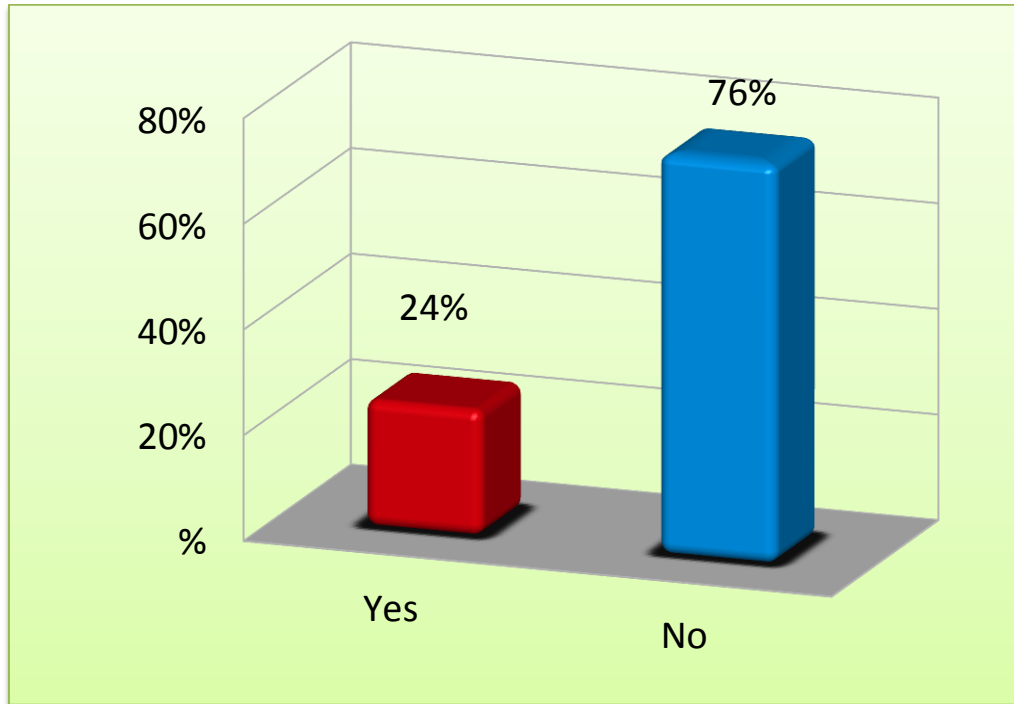
Students have spelling problems



		Frequency	Percentage
Useful	Yes	26	52 %
	No	24	48 %
	Total	50	100 %

The third graph represents the scores for students who have spelling problems, in this graph the fifty two percent students have spelling problems and the forty eight percent students did not have spelling problems in their essays.

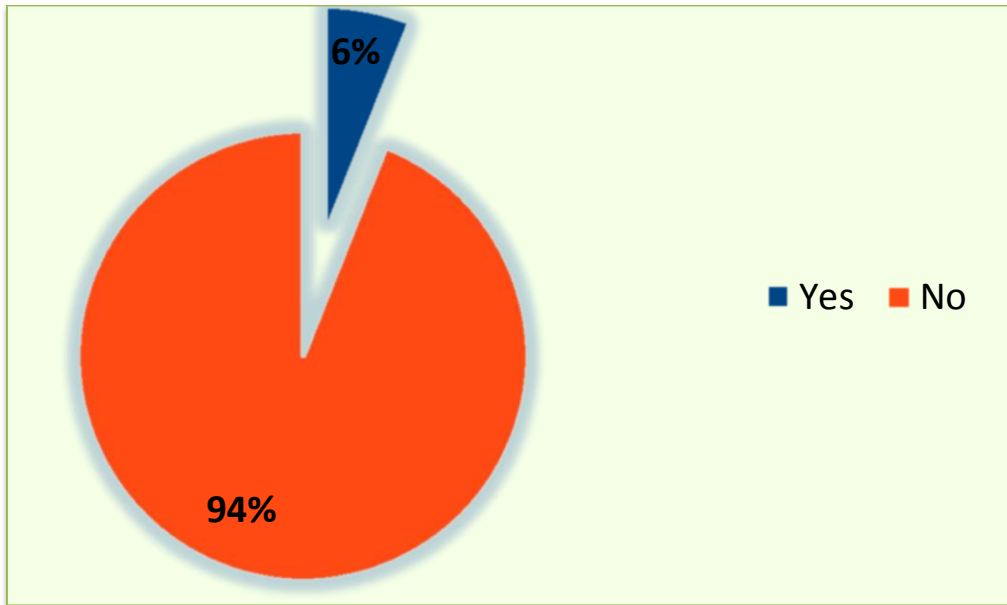
Pre- Writing



		Frequency	Percentage
Useful	Yes	12	24 %
	No	38	76 %
	Total	50	100 %

This graph represents that twenty four percent students use this writing techniques and the rest that is the seventy six percent students did not use it.

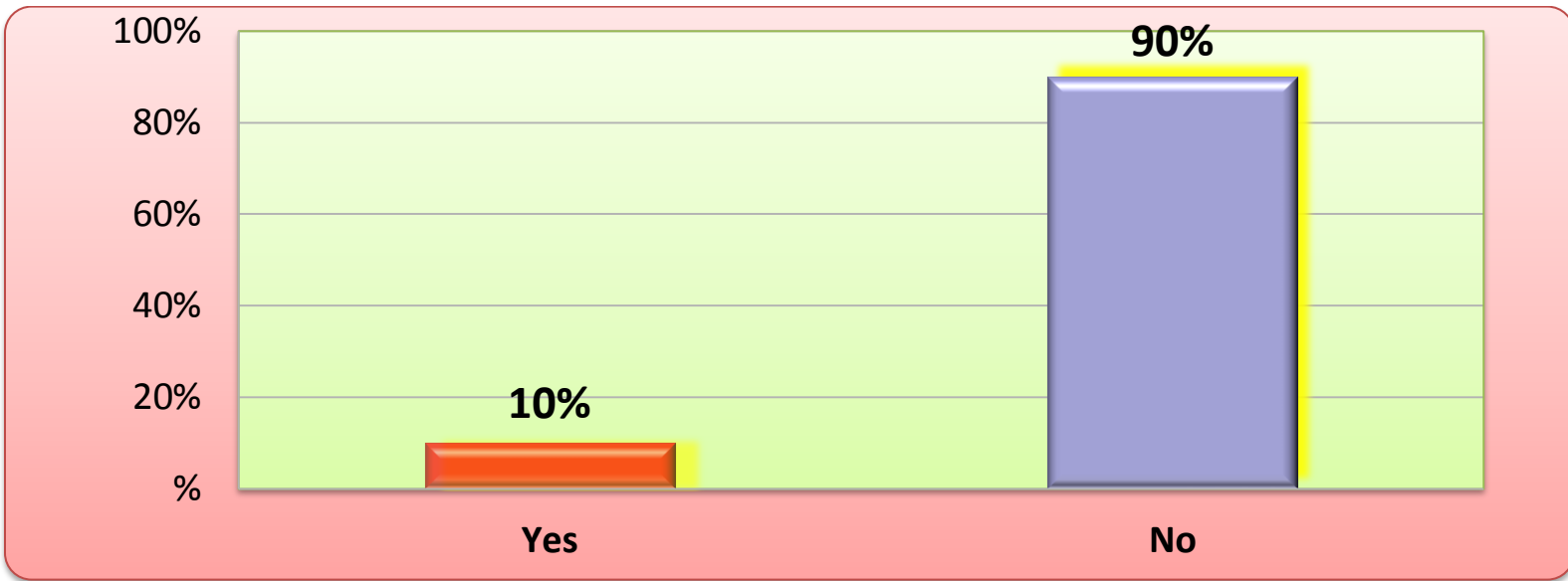
Drafting



		Frequency	Percentage
Useful	Yes	3	6 %
	No	47	94 %
	Total	50	100 %

For drafting writing technique there is a low score because the six percent of students use the drafting writing techniques and the rest of ninety-four percent of students did not use it.

Revising-Editing



		Frequency	Percentage
Useful	Yes	3	6 %
	No	47	94 %
	Total	50	100 %

For the process or revising and editing the ten percent students use it and the ninety percent students did not use this writing techniques.

Word

Processing

		Frequency	Percentage
Useful	No	50	100 %

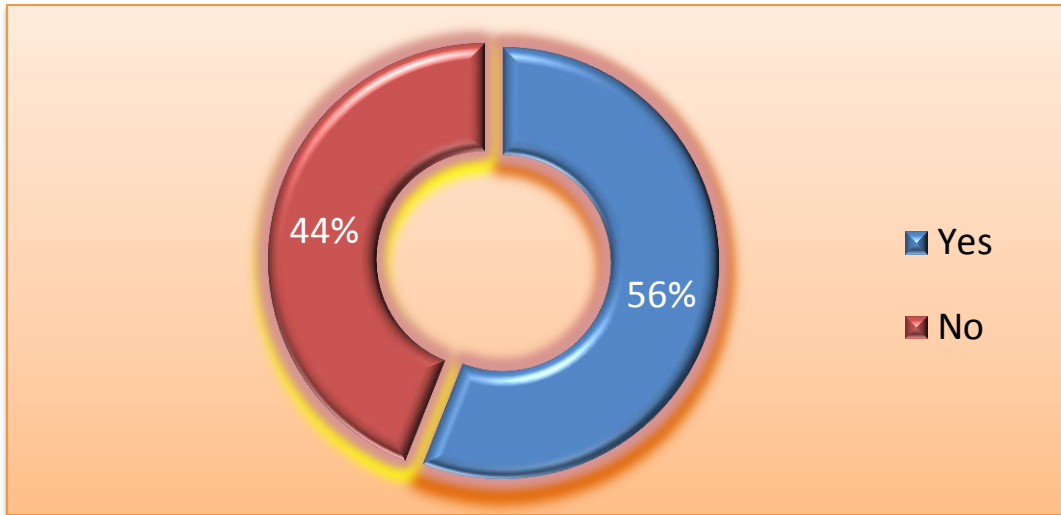
This graph represents the score obtained for word processing writing technique, for this one nobody uses it.

Translating

		Frequency	Percentage
Useful	No	50	100 %

Translating writing techniques is another one that students did not use.

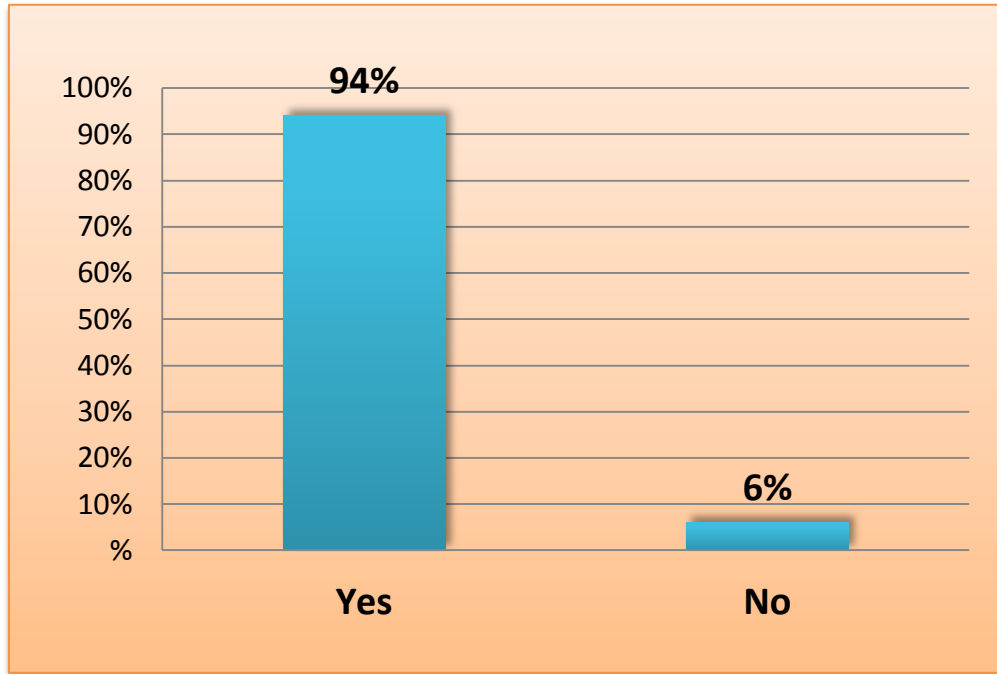
Students use transitions words



		Frequency	Percentage
Useful	Yes	28	56 %
	No	22	44 %
	Total	50	100 %

In this graph the fifty six percent of students use transitions words meanwhile the forty four percent of students did not use this aspect for vocabulary size.

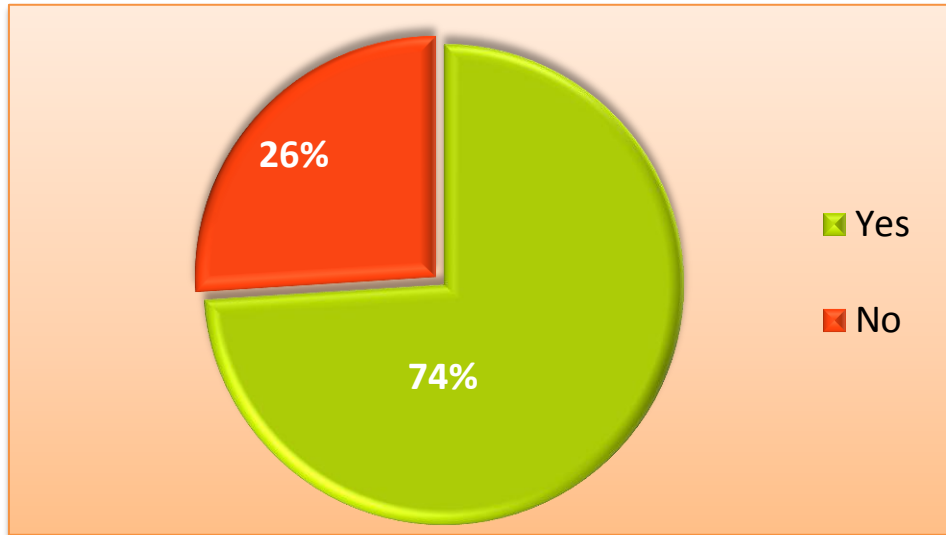
The vocabulary refers to the topic



		Frequency	Percentage
Useful	Yes	47	94 %
	No	3	6 %
	Total	50	100 %

This graph represents the score that forty nine percent of students use the vocabulary related for the topic, and the six percent of students did not use it.

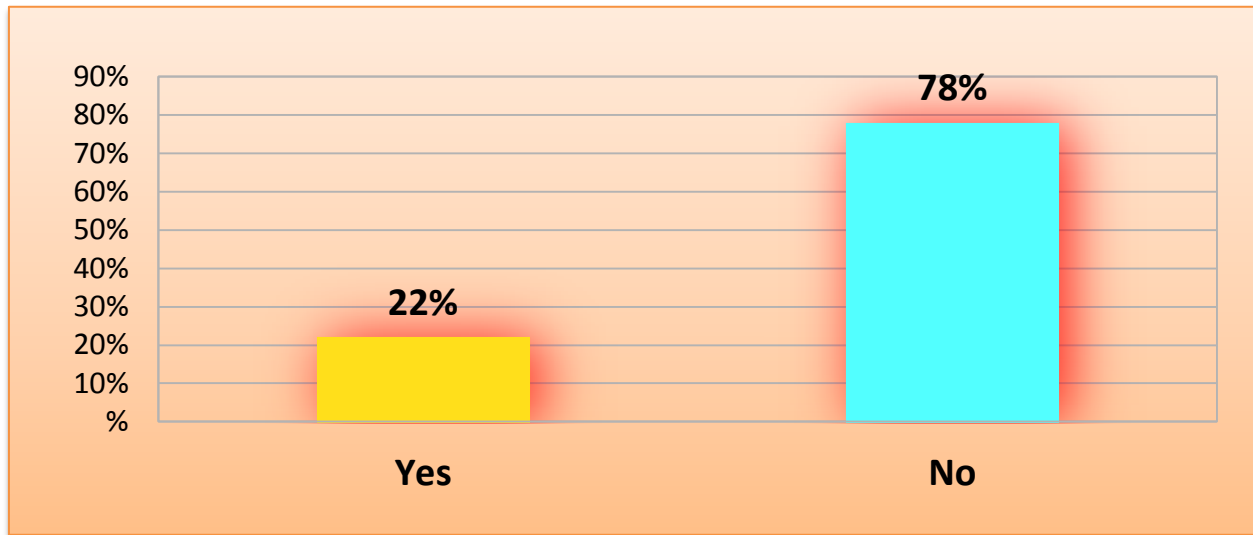
The vocabulary that students use help express their ideas clearly and correctly



		Frequency	Percentage
Useful	Yes	37	74 %
	No	13	26 %
	Total	50	100 %

Seventy four percent of students represent the score that the vocabulary use for students help express their ideas clearly and correctly.

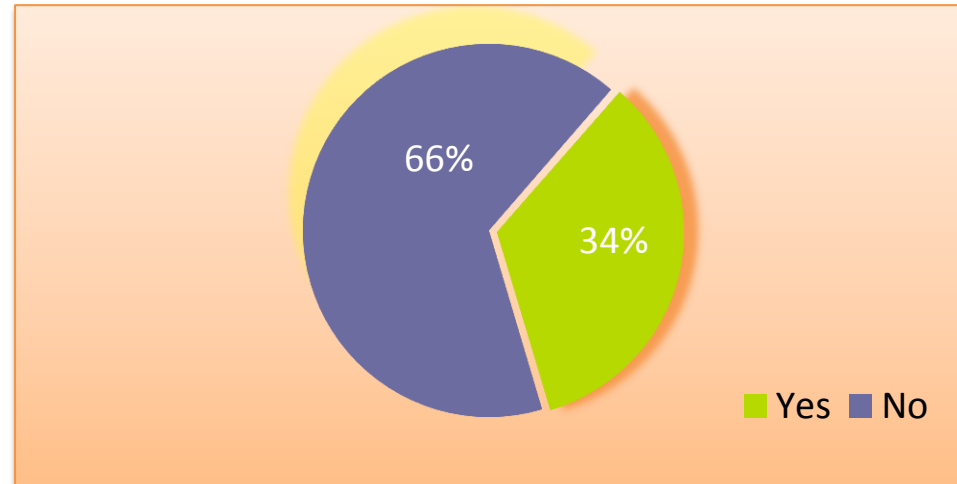
Use students synonyms and antonyms



		Frequency	Percentage
Useful	Yes	11	22 %
	No	39	78 %
	Total	50	100 %

The twenty two percent of students use synonyms and antonyms, and the seventy eight percent students did not use it.

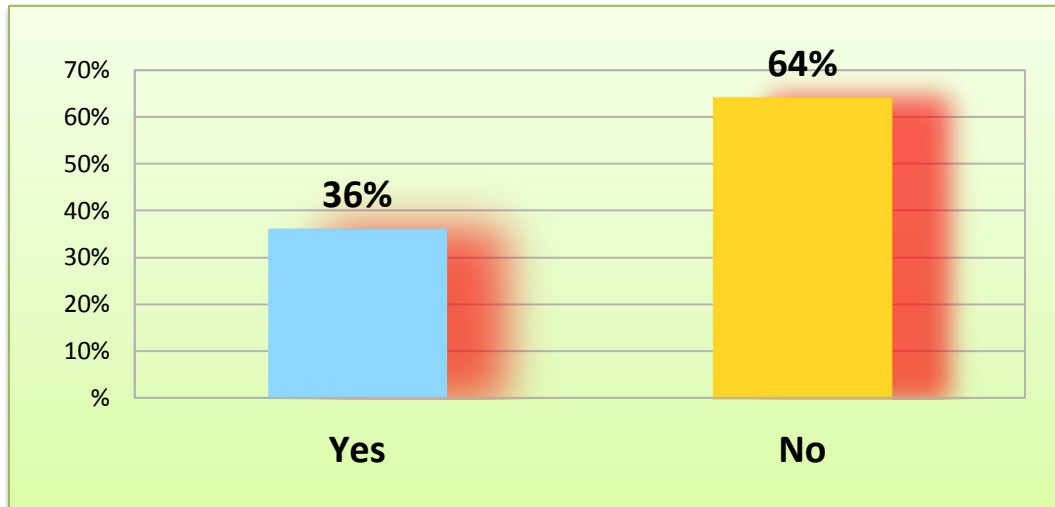
Sophisticated range



		Frequency	Percentage
Useful	Yes	17	34 %
	No	33	66 %
	Total	50	100 %

In this aspect the graph represents the thirty four percent of students have a sophisticated range and the sixty six percent students did not.

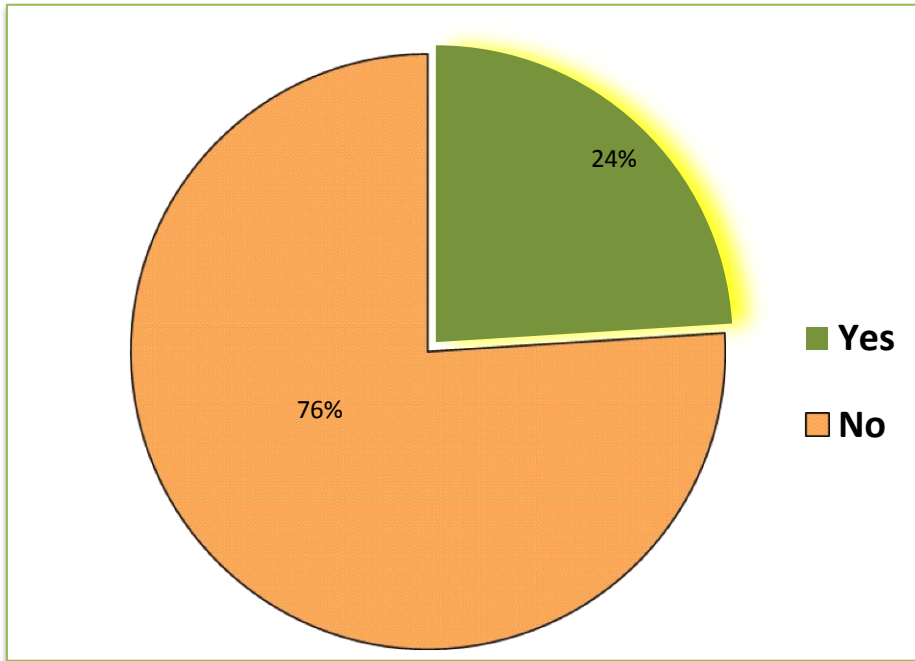
Effective word/idiom choice and usage



		Frequency	Percentage
Useful	Yes	18	36 %
	No	32	64 %
	Total	50	100 %

The effective word/idiom choice and usage graph obtained the thirty six percent, and the rest that is the sixty four percent of students did not have it.

Word form mastery



		Frequency	Percentage
Useful	Yes	12	24 %
	No	38	76 %
	Total	50	100 %

This graph represents the twenty four percent student's word form mastery and the seventy six percent of students did not have it.

CHAPTER 5

FINDINGS AND CONCLUSIONS

MAJOR FINDINGS

-Students of English Composition II course have a low level of vocabulary.

-Students know the writing techniques but they cannot apply them for writing an essay.

ANSWER TO RESEARCH QUESTIONS

RESEARCH QUESTION:

What is the influence of vocabulary size and the use of writing techniques in the proficiency of students in the level of academic writing that students reach in the English Composition II course, semester I 2015 at the foreign language department of the arts and science school of the University of El Salvador?

After analyzing the data, we can say that the vocabulary level and the use of writing techniques have a big influence in students who took English Composition II course, so there was a low level for vocabulary and writing techniques, having an acceptable vocabulary size it is really necessary and fundamental for writing essays, because English vocabulary level is the fundamental base in the English writing techniques. In this research project there is a poor use of writing techniques, most of the students do not apply them because the vocabulary that students have is low so it is necessary to have a high level of vocabulary in order to use the writing techniques for the writing English skill.

SUBSIDIARY QUESTIONS:

How does the use of writing techniques help students improve their proficiency in academic writing?

Researchers concluded that, the use of writing techniques did not help students for improving their proficiency in academic writing, because most of the students got a low level for the use of writing techniques so it means that students did not use the writing techniques, students just wrote but they got an acceptable vocabulary.

How does vocabulary size help students improve their proficiency in academic writing?

It is seen in the data that vocabulary size help students it is something really important because students got a high score in vocabulary size, getting a high vocabulary size can help students in academic writing. But in this research project students do not apply the vocabulary in writing techniques, even though students got an acceptable vocabulary and also students can have an excellent vocabulary but they do not like to write, for improving their proficiency in academic writing students need to write.

CONCLUSIONS.

At the end of this study, the researchers reached the following conclusion:

The influence of vocabulary size and the use of writing techniques in the level of academic writing for students who took English Composition II, there was a positive influence for the level of academic writing students need to have vocabulary size because in that way students can improve the academic writing, and for the use of writing techniques, students did not use them before to write an essay, they just write.

Vocabulary size and writing techniques are together, both are really fundamental for improving the academic writing, if students do not get vocabulary size can be really difficult for writing and also students have to identify the writing techniques too, because in this research project some students have an acceptable vocabulary but students do not apply that vocabulary in the writing techniques. So both vocabulary size and writing techniques have a positive influence in the level of academic writing.

RECOMMENDATIONS

FOR THE FOREIGN LANGUAGE DEPARTMENT.

Department has to encourage students in the writing skill providing activities in order to practice the writing English skill, because it is very important the comprehension of a text and also it is recommendable to make emphasis in the use of writing techniques as well as to have a high vocabulary level because it is so necessary.

FOR TEACHERS

English composition II teachers should encourage students to learn which writing techniques they have to use when writing a text because students are not able to identify the writing techniques.

FOR STUDENTS

Students of English Composition II course should develop a high level of vocabulary and the optimums use of writing techniques as well since both are really important in academic writing.

CHAPTER 6

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CHAPTER 7

ANNEXES

University of El Salvador School of Arts and Sciences
 Semester I/2015
 Foreign Language Department

Objective: To determine the influence of vocabulary size and the use of writing techniques for students who are taking English Composition II course semester I-2015 for writing an Essay Rubric

Organization and Structure	Yes	No
The students make and use the outline	x	
Students use citation	x	
Students have spelling problem		x
Which of following writing technique the students use more		
Pre-Writing		
Drafting		
Revising -Editing		
word Processing		
Translating		
Vocabulary		
Students use transitions words		x
The vocabulary refers to the topic	x	
The vocabulary that students use help express their ideas clearly and correctly	x	
Use students synonyms and antonyms	x	
Sophisticated range		x
Effective word/idiom choice and usage		x
Word form mastery	x	

Argumentative essay

Outlining

Pattern A: Argument followed by refutation.

Thesis Statement: Citizens in San Salvador City should be allowed to carry guns.

I. Recently the level of violence has increased greatly in the San Salvador City.

A. Most people in El Salvador are honest.

1. Statistics of crime in San Salvador are showing an alarming increase in killings every day.
2. Citizens in San Salvador City need to defend themselves.

B. On San Salvador' streets, there is a major feeling of insecurity because of delinquency.

II. San Salvador City needs an implementation of a real public security policy.

A. There are areas in San Salvador where they have banned the use of firearms.

1. Business zones are affected by delinquency.
2. Residential zones are attacked by the crime.

B. Communities are organizing and looking for all kind of alternatives of safety.

III. Citizens carrying guns is a controversial topic for the authorities of government.

A. Politicians say that violence generates more violence.

B. There are not real solutions proposed by politicians in order to reduce delinquency.

CONCLUSION

In conclusion, if the authorities in San Salvador City which have the responsibility to reduce the delinquency fail in their task citizens have the right to think their own solutions. If among the solutions presented by them there is the option to get the license to carry guns that should be proved by the authorities meanwhile exists the hope of new laws will be created to break the crime.

Citizens in San Salvador City should be allowed to carry guns.

Recently the level of violence has increased greatly in the country of El Salvador. Policemen clad in bullet-proof vests and balaclavas, elite squads of soldiers and police are preparing to wage a guerrilla-style war on El Salvador's gangs, trying to fight a surge in violence that experts warn may only intensify. El Salvador had its bloodiest month in a decade in March, 2015. As gang members armed with high-caliber assault rifles repeatedly attacked police stations and army posts. However, most people in El Salvador are honest. But, the reasons why they are worried increase with the statistics. Statistics of crime in El Salvador are showing an alarming increase every day. This country with about six million people registered 481 homicides in March 2015. That capped a bloody first three months of the year, in which 23 police and six soldiers were killed in clashes with gangs. In response, President Salvador Sánchez Cerén has created four new "rapid response" battalions — one for the police and three for the army. The country is now in a "defining moment" in its drawn-out fight against the ultra-violent gangs Mara Salvatrucha and Barrio 18, said security expert Juan Ramon Medrano. "The government has not given up on prevention and rehabilitation, (but) it is fighting the gangs with intensifying repression, which has unleashed an escalation of violence," he told. So, violence concern to whole country. But, there are departments with the highest rates of violence. San Salvador is one of them. Citizens in San Salvador need to defend themselves. On San Salvador' streets, there is a major feeling of insecurity because of delinquency. The point is simple and many people are asking it. Citizens in San Salvador City should be allowed carry guns.

As a matter of fact, San Salvador City needs an implementation of a real public security policy. Public safety's authorities say that nothing justifies open carry guns, and they hold that more guns out in the open will lead to more intimidation and less safety. As a result, San

Salvador is one of those places in the world where citizens have banned the use of firearms. But, the high rates of de crime press to honest citizens. As a consequence, business zones are affected because of delinquency. Also, residential zones are attacked by the crime. By that reason, communities are organizing and looking for all kind of alternatives of safety. There are people in San Salvador who see a solution carrying guns as a deterrent against to criminals. They consider what happens in other parts of the world. In the United States, for example, open carry guns are legal in 28 states without restriction. In another 13 states, a license is required. As ABC News, which is a prestigious news network, entitled a recent report, "Open carry is on the rise." On that report, Shane Belanger, is the head of the Maine Open Carry Association. He organized a rally where attendees were carrying openly. He told ABC News that "the purpose of the public display was to accustom people to seeing guns and realize that they are not threatening". (U.S. News weekly; an insider's guide to politics and policy, 2014). Department of Justice of that country developed a survey of incarcerated felons. This reported that 57 percent of the felons polled agreed that "criminals are more worried about meeting an armed victim than they are about running into the police." At this point, for many people in San Salvador open carry guns include providing a visible deterrent to crime and providing more comfort.

However, Citizens carrying guns is a controversial topic for the authorities of El Salvador's government. But, researcher Gary Kleck, found that "92 percent of criminal attacks are deterred when a gun is merely shown (or, rarely, a warning shot fired)". By inference, this means that open carry guns would have the effect of deterring crime in the same way that a thief might choose another restaurant when he sees police eating at the first one. (Read America's Gun Culture and Its Effect on the 2012 Election). On the contrary, in El Salvador politicians say that violence generates more violence. Although, they are not proposing real solutions in order to

reduce delinquency. Then, it should not be discussed so much that honest citizens need to defend themselves by an open carry guns' law. It would be a way where people found more security to live in the city.

On the other hand, there are strong opinions against to open carry guns. For example, Lindsay Nichols, who is a member of Staff Attorney with Legal Community against Violence in the U.S.A., says "Private Citizens should not be allowed to carry firearms openly in public. The open carrying of firearms on the street and in places like restaurants and parks intimidates the public, wastes law enforcement resources, and increases the risk that someone will be injured or killed from the accidental or intentional use of firearms". In response to these dangers and an aggressive "open carry movement" in California, in 2011 the California Legislature banned the open carrying of handguns. Other states should consider similar action. When individuals openly carry firearms in public, other citizens may become concerned about impending crime and contact the police. In this way, the open carrying of firearms causes a waste of law enforcement resources, but more importantly, it threatens public safety. In 2010, she described the particular challenges facing officers who must respond to these 911 calls: "It always like this, open carry advocates create a potentially very dangerous situation". When police are called to a "man with a gun" call they typically are responding to a situation about which they have few details other than that one or more people are present at a location and are armed. Officers may have no idea that these people are simply "exercising their rights." Consequently, the law enforcement response is one in order to protect the public from an armed threat. Should the gun carrying person fail to comply with a law enforcement instruction the police are forced to respond in kind for their own protection. It's well and good in hindsight to say the gun carrier was simply "exercising their rights" but the result could be deadly. Therefore, simply put it is not recommended to openly

carry firearms. It is appropriate for law enforcement officers and the public to treat these situations as extremely dangerous. Open carry guns advocates claim they need a gun for self-defense. Then, the open carrying of firearms and the display of aggressiveness involved only makes these situations more frequent, creating the potential for everyday interpersonal conflicts to turn into deadly shootouts.

In conclusion, if the authorities in San Salvador City which have the responsibility to reduce the delinquency fail in their task citizens have the right to think their own solutions. If among the solutions presented by them there is the option to get the license to carry guns that should be proved by the authorities meanwhile exists the hope of new laws will be created to break the crime.

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[Lindsay Nichols](#) Staff Attorney with Legal Community Against Violence.

University of El Salvador School of Arts and Sciences
 Semester I/2015
 Foreign Language Department

Objective: To determine the influence of vocabulary size and the use of writing techniques for students who are taking English Composition II course semester I-2015 for writing an Essay Rubric

Organization and Structure	Yes	No
The students make and use the outline	+	
Students use citation		+
Students have spelling problem		+
Which of following writing technique the students use more		
Pre-Writing		
Drafting		
Revising -Editing		
word Processing		
Translating		
Vocabulary		
Students use transitions words		+
The vocabulary refers to the topic	+	
The vocabulary that students use help express their ideas clearly and correctly	+	
Use students synonyms and antonyms		+
Sophisticated range		+
Effective word/idiom choice and usage		+
Word form mastery		+

3

Outline

Topic:

Social Networks

Social networks: Interesting sites for suffering. But are they safe for children?

Thesis Statement:

- I. Children under the age of sixteen should not be allowed to use social networks, such as Facebook and Twitter because the content is not suitable for them, they waste their time and also they are exposed to many risks.

- II. Watching content that is not suitable is one of the first disadvantages for children who use social networks.
 - A. They can see pornographic pictures
 - B. There is also a lot of violent and sexist material on social networking sites.
 - C. Many times the vocabulary is explicit for their age.
 - C.S those reasons show us that most of the time the content posted is social networks is not suitable for children under the age of sixteen.

- III. A second problem for children used to use social networks is that they waste their time.
 - A. They do not activities that they should do.
 - B. They forget to do school activities.
 - C. Social networks prevent children from spending time with their family.
 - C.S the time that children waste in social networks can be wasted in other important and useful activities.

- IV. One final problem children face when they use social networks is they are exposed to many risks.
 - A. Children show personal information in social networks
 - B. They can be victims of a kidnapping
 - C. Children can be use by predators in order to have more information about them or their families.
 - C.S parents should pay more attention to their children in order to know what they Post in social networks.

- V. Nowadays, it is very common that children under the age of sixteen use social networks, but most of the time people do not know the number of disadvantages they get when they use this kind of websites.

Social Networks

“Social networking refers to the interaction of different people with a common interest. When different people who share a hobby, passion or even business interest come together, it is referred to as a social network” (Kristin S. 2009). Nowadays, Social Networks has become an important part of our social life. All of us know that Social Networks is a product of technology and technology brings new kinds of crimes. In our country more and more children are using social networks and for us this is very common, but sometimes we ignore the number of disadvantages or negative effects that social networks causes in children. When children use these kinds of websites almost always they are not controlled by their parents or an adult and that is a problem because children can watch or do whatever they want. It is important to say that children under the age of sixteen should not be allowed to use Social Networks, such as Facebook and Twitter because the content is not suitable for them also they waste their time and they are exposed to many risks.

First of all, watching content that is not suitable is one of the negative effects that social networks cause in children.” When children have the access to facebook or twitter, they can watch pornographic pictures or another kind of information that is not suitable for them” (Kristin S.2009). Without parental control on inappropriate sites, young children can be exposed to material they do not need to be seeing. But even when parents set up blocks to lock out inappropriate sites, some sites may still contain materials considered appropriate for mature audiences. According to Norton, children as young as 12 years old were searching keywords “sex” and “porn”. Inappropriate information may also be accessed by teens through banner advertising. There is no way to prevent children from seeing

inappropriate material. I can add that most of the time the vocabulary is explicit, and children should not have access to this kind of vocabulary.

In addition, another issue for children used to use Social Networks is that they waste their time. Most of the time when children waste time in facebook or twitter, they do not do activities that they should do, for example: practicing any sport, read an interesting book or watch an educational program, instead of that, children prefer to suffer on the Social networks. Moreover, social networks often become an addiction in children and instead of children controlling social networks, children are controlled by social networks and this is a big problem because children cannot be without using social networks because for them these kinds of sites are really important. Also, children instead of being or spending time with their relatives, they prefer to waste time on social networks, and they lost the opportunity to enjoy with their families members moments that can be recovered..

Moreover, there exist important reasons that show me, why children should not use social networks. Usually when children use social networks they reveal personal information, for example, telephone number, full names, addresses, photos, etc. this information can be very useful for predators in order to do bad actions against children. Also with personal information that children post in social networks they can be victims of kidnapping or bullying. One example of this is that in the national news we could see a fourteen years old girl that was deceiving by a man. This man used the information that she posted in facebook and he took advantage of that, then he had the girl in his house and she was a victim of kidnapping. Fortunately the girl was found by the police and the man was in prison. This is just one of many examples how children can be victims of many bad people. With the information that children post, predators can do many things.

Finally, I can say that according to a survey from Pew Internet & American Life Project, nowadays the 91 percent of children and teenagers use social networks but most of the time parents ignore the number of disadvantages that children get when they use these kinds of social networks. As I mentioned before Social Networks can be very useful for adults, but not for children, because for children there exist many disadvantages, not only for their behaviors but also for their safety. This is a big problem, not only for children but also for parents. Nowadays parents do not have a tool in which children are safe suffering in social networks and the one and only thing that parents can do is to educate their children about social networking and safety. Social networks are interesting websites for adult people, but definitely for children under the age of sixteen they are not so good, because there are many disadvantages.