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

Universidad de El Salvador
Hacia la libertad por la cultura

RESEARCH PROJECT

"THE IMPACT OF WRITING TUTORING SESSIONS ON STUDENTS REGISTERED IN ENGLISH COMPOSITION, AND ENGLISH COMPOSITION II OF THE BACHELOR OF ARTS IN MODERN LANGUAGES SPECIALIZATION IN FRENCH AND ENGLISH, AND ENGLISH TEACHING AT THE FOREIGN LANGUAGE DEPARTMENT, SEMESTER I-2018."

PRESENTED BY:

Diego Adonay Muñoz Martinez   MM10081

German Alexander Alfaro Mancía   AM03118

TO OBTAIN THE DEGREE OF: BACHELOR OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING.

Ana Ruth Luna Morán   LM08015

TO OBTAIN THE DEGREE OF: BACHELOR OF MODERN LANGUAGES: SPECIALIZATION IN FRENCH AND ENGLISH.

ADVISOR:

Lic. Miguel Ángel Carranza Campos

University Campus, November 27th, 2018

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

ROGER ARMANDO ARIAS
RECTOR

MANUEL DE JESUS JOYA
ACADEMIC VICE-RECTOR

NELSON BERNABÉ GRANADOS
ADMINISTRATIVE VICE-PRESIDENT

CRISTOBAL RIOS
SECRETARY GENERAL

AUTHORITIES OF THE SCHOOL OF ARTS AND SOCIAL SCIENCES

JOSE VICENTE CUCHILLAS
DEAN

EDGAR NICOLAS AYALA
VICE-DEAN

HECTOR DANIEL CARBALLO DIAZ
SECRETARY

AUTHORITIES OF THE FOREIGN LANGUAGES DEPARTMENT

JOSE RICARDO GAMERO ORTIZ
HEAD OF THE DEPARTMENT

MAURICIO SALVADOR CONTRERAS CARCAMO
COORDINATOR OF THE GRADUATION PROCESS

MIGUEL ANGEL CARRANZA CAMPOS
RESEARCH ADVISOR

ACKNOWLEDGMENTS

At the end of this thesis, we would like to take some time to thank all the people that made this project have been possible. Although it has our names on the cover, many people contributed to the research in different ways and for that we want to give them special thanks. First, we would like to express our special appreciation to our advisor Professor Miguel Carranza, we were extremely lucky to have an advisor who cared so much about our work, and who responded to our questions and doubts so promptly no matter the time. We greatly appreciate the guidance and support he offered when needed.

We would also like to thank Professor Anabel Rodriguez, Professor Ana Lilian Olivares and Professor Ricardo Fuentes because they helped us a lot too, providing interesting and valuable feedback and motivating the students to participate in the project. In addition, thanks to professor Magaly del Carmen Abrego, professor Mauricio Contreras and professor Alexander Landaverde for serving as our committee members and letting our final presentation to be an enjoyable moment, thanks for giving us those brilliant comments and suggestions.

And last but the most important, we thank our God, for letting us through all the difficulties, we could experience his guidance day by day and He is the one who let us finish our degree and we will keep on trusting him for our future. Finally, we want to thank our family members for believing in us and being there for support us in the difficult moments.

INDEX

ACKNOWLEDGMENTS

ANNEXES

I. INTRODUCTION

Writing is one of the most important skills to be mastered at any level of education and it requires a lot of training. The challenge becomes more intense when someone studies a second or a foreign language. To learn how to write well requires not a lot of dedication but plenty of practice as well.

In the Foreign Language Department of the University of El Salvador, some teachers have started suggesting writing centers or programs focused on the areas of writing because they consider that most of the students that start to study a language in the University of El Salvador have a basic knowledge and poor communication skills. As a result, the writing center emerges as part of the implementation process of languages, but writing implies sorts of mechanisms, and the Language Department students must express themselves in a written way either in formal documents or in professional projects or researchers and most of them will be teachers, so they need to be taught writing properly.

This project includes all the components related to a real research, components such as: problem stated, research objectives, justification, methodology, and the consulted references. In the methodology, all the needed details of the research approach are presented, the type of study, the research design, the population and sample. It also includes the research techniques.

In addition, this approach research will use a mixed methods approach because the topic that has been chosen deals with a variety of characteristics on students who study English Composition and emphasizes the writing level in students of Modern Languages and Teaching English bachelor.

In the type of study, it has been decided to use a quasi-experimental study because the research is going to evaluate the impact on students´ writing. In the population and sample, it has been included a great number of students from the two majors, English Teaching and Modern Languages major.

II. RESEARCH TOPIC

"The Impact of Writing Tutoring Sessions on students registered in English Composition, and English Composition II of the Bachelor of Arts in Modern Languages specialization in French and English, and English Teaching at the Foreign Language Department, semester I-2018."

Scope: Students registered in English Composition courses of both majors: The Bachelor of Arts in English Teaching, and the Bachelor of Arts in Modern Languages specialization in French and English.

Time: Semester I-2018

Place: Foreign Language Department, University of El Salvador

A. Description of the Problem

It is highly important to know how students learn to write better, it is also equally pivotal to analyze the impact of a tutoring session so they can improve the areas of writing skills where they feel that they need more assistance. This is the main reason why this research **"**The Impact of Writing Tutoring Sessions on students registered in English Composition, and English Composition II of the Bachelor of Arts in Modern Languages specialization in French and English, and English Teaching at the Foreign Language Department, semester I-2018" comes to fruition.

Nowadays, we see more and more examples of poor writing skills in some academic reports in the Foreign Language Department. Poor writing skills create a bad impression of someone, especially if that person has a bachelor in English Teaching or Modern languages. Due to that lack of writing skills the research team designed tutoring sessions where the students would be free to write essays or reports and would receive assistance to organize and edit their ideas.

Tutoring would not be the same as teaching a Composition class. The idea of a tutoring session is that the writing tutor is not going to be a proofreader or editor because the tutor is not going to make all the students' work. In the research project, the writing tutor is going to be a mentor or coach who guides students through the process of revision and helps them focus on writing tasks that they can accomplish during the tutoring sessions. The full attention of the tutor is on students' tasks, providing them opportunities where they can find the right resources to improve the areas the students need more help.

The tutoring sessions project will make students think about their writing: from grammar, spelling and punctuation, how to plan their writings, and it will provide guides on social networks or any virtual platform for specific information of writing that they may need to produce their composition reports or essays, whether in their composition subject, other subjects, or in their workplace.

For this investigation, the researchers are going to interview experts in the English composition courses who have knowledge about this kind of topic. Also, as complement of the theoretical framework, the history of tutoring sessions, writing approaches, factors that influence the writing skills and ideas on how to improve writing are going to be analyzed.

B. Objectives

GENERAL OBJECTIVE:

To analyze the impact of tutoring sessions to the English Composition students of the Bachelor of Arts in English Teaching, and the Bachelor of Arts in Modern Languages at the Foreign Language Department in the   University of El Salvador during semester I-2018.

SPECIFIC OBJECTIVES:

- To identify the advantages and disadvantages of the tutoring sessions to the English Composition students of the Foreign Language Department.
- To find out the main reasons why English Composition students attend tutoring sessions.
- To notice the kinds of errors students commit at writing their compositions.
- To measure the level of satisfaction of the students of English composition subject at attending the tutoring sessions.

C. Research Questions

GENERAL RESEARCH QUESTION

What is the impact of tutoring sessions on students registered in English Composition courses in the Foreign Language Department at the University of El Salvador?

SUBSIDIARY QUESTIONS

- What are the advantages and disadvantages of the tutoring sessions for English Composition students at the Foreign Language Department?

- What are the main reasons students from the Foreign Language Department choose to go to the tutoring sessions?

- Which are the most common errors that the students present when they visit the tutoring sessions?

- What is the level of satisfaction of the students who choose to go to the tutoring sessions?

D. Justification

Due to the difficulties that many students from the Foreign Language Department have in the area of writing such as grammatical, punctuation, the misuse of coordinating conjunctions, spelling, and coherence, the research group decided to create tutoring sessions with the purpose of helping students to improve their writing skills in the English composition courses.

It is believed that teachers do not implement enough extracurricular activities in order for students to have free writing practice. Also, the classrooms are overcrowded, the students do not receive the needed attention to participate and their motivation decreases because there are a few opportunities to make all the students' corrections and their proficiency is not being improved. Due to these facts, the research group is motivating the Composition students to continue with their revision and progress through this writing tutoring session taken as an extracurricular activity which is not obligatory but also is necessary to help them in their writing proficiency skill.

Finally, the implementation of a free writing tutoring session represents a great benefit for those Composition students who want to improve their writing skill and do not have the economic condition to pay for a written course outside the University, so this research team wants to provide all the tools that would be necessary to increase the knowledge they already have and improve the areas they need more help.

E. Delimitation of the problem

Social Delimitation: The tutoring sessions will be implemented with students registered in English Composition from the English Teaching major and the Modern Languages major.

Space delimitation: The research will take place in the Foreign Language Department at the University of El Salvador.

Time delimitation: The research will be developed Monday to Thursday from 8:00 am to 10:00 am, starting in February and Finishing in May, 2018.

Focus: To measure the impact of giving writing tutoring sessions to the English Composition students of second and third year at the University of El Salvador.

III. THEORETICAL FRAMEWORK

A. Background

Writing is not an easy skill to be mastered. It takes time to learn it. To master writing is a matter of spending time practicing it. The teacher in charge of any writing composition course may not be enough at attending a given number of students who want to learn the skills of writing. In the United States institutions at all levels have implemented settings to help the writing teachers with this issue. It is a time out of the regular class to help the students with their writings. That setting is called tutoring. Through tutoring, students have a place to reinforce their writing learning process with a tutor.

We know that good writing, like good thinking, cannot be taught once and for all. It is not a simple skill like swimming; indeed, even a swimmer can be coached to get better and better. How is writing like swimming? The psycholinguist Eric Lenneberg (1967) in a discussion of "species specific" human behavior noted that human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviors. We learn to swim if there is a body of water available and usually only if someone teaches us or supervise us, the same way we learn to write if someone teaches us.

Just as there are non-swimmers, poor swimmers, and excellent swimmers, so it is for writers. Why isn't everyone an excellent writer? What is it about writing that blocks so many students even in their own native language? Why don't students learn to write "naturally", as they learn to talk? How can best teach the English writing skills? What should we be doing to improve that skill? Those were the questions we had when we started to work on this project.

Based on that, the team will focus this research on the Impact of Writing Tutoring Sessions on students registered in English Composition and English Composition II of the Bachelor of Arts in Modern languages and English Teaching at the Foreign Language Department, semester I-2018." The main purpose of this project was focused on the writing skill difficulties of the English Composition I and II students.

The Salvadorian educational system does not prepare students to write. Good writing requires practice and adequate places or groups that motivate the students to write. Besides that, students or people in general are rarely interested in writing; for that reason, we do not have places like writing centers or tutors in our country where or with whom we could explore our ideas and imagination.

In addition, there are many problems that students present at the moment of writing. The students with writing difficulties may have one or more of the following problems:

Dificulties	Characteristics
Organization	Students do not understand how to organize their ideas in a paragraph or an essay.
Syntex	Poor sentence structure (ideas are not complete or the ideas are not connected).
Abilities	Write short paragraphs or simple essays.
Vocabulary	Students use complex words and sometimes they do not understand the meaning.

Many of the problems that have been presented above are not only for English Composition course but also for the ones that already completed the English teaching or Modern languages major. A graduated person that have already mastered English grammar, spelling, and sentence structure may still have problems in organizing the ideas and writing essays or to put into practice all the strategies and techniques that have been taught to them in their composition courses since they have to think in English, not in their native language.

Besides that, if they have not developed this ability in their own language, probably it will be impossible to become a good writer in a field that is completely strange to them. If professors believe that just by taking a writing composition course their students will be better and will be able to create excellent compositions, they are

wrong. This is a subject that needs to have a writing center to improve the techniques every day and mostly in teaching composition and the instructor of the writing tutoring sessions must be very careful in the strategies he/she will apply with his/her students and must pay attention to those students who need extra help.

Considering the importance of writing well, the research group thought of the idea of having a writing center and tutors in charge of them to work with students in The English Composition and English Composition II.

B. History of tutoring sessions as a matter of improving learning.

Tutoring sessions have existed in the United States, in the 50s and throughout the twentieth century; the idea surfaced as a method. In the idea that instructors would organize classes in a way that transferred power and responsibility to students by having they complete their writing under teacher supervision. In 1950 the writing tutoring sessions occupied one space in the writing centers (Boquet, 1999); however, it was not until the 1970´s that tutoring sessions started proliferating throughout the USA as a technique for writing centers.

Susan C. Waller (2002) in her thesis called Development of writing Centers said that historically tutors were poor scholars whose services were underwritten by the student's family and tutoring was provided by honor societies or social organizations that paid for tutoring for their members. In the 1950s, colleges offered free tutoring for athletes and World War II veterans, usually paid for by the athletic department. In the mid-20th century tutoring was provided by the institutions to the students freely.

Tutors may be peers, professionals, master´s students, part-time instructors, or full-time teachers. According to the Macmillan dictionary a tutor is "someone who gives private lessons on a particular subject". Logman dictionary states that a tutor is someone who gives individual, or is some cases a small group, instruction, and the person who is under a tutor is called a tutee.

Kalin Lebrun (1996) an SNC Writing Center consultant for two years, explains that the tutoring session "goes beyond whether the student received a good grade on the paper — I wanted the students to learn something, too, and to be able to help themselves."

With the help of tutoring, any teaching and learning process becomes easier. Students are benefitted with tutoring because to have a personalized assistance they have more confidence with any trouble they have with learning, and the teachers get the satisfaction of having helped someone clarify his or her doubts.

C. Factors that influence the writing skills

Writing is one of the most challenging areas in learning a second language. It is based on appropriate and strategic use of language with structural accuracy and communicative potential (Dar& Khan, 2015; Hyland, 2003; Mahboob, 2014). Kellogg (2001) opines that writing is a cognitive process that tests memory, thinking ability and verbal command to successfully express the ideas because proficient composition of a text indicates successful learning of a second language (Geiser & Studley, 2002; Hyland, 2003; McCutchen, 1984; Nicker-son, Perkins, & Smith, (2014). The composition teacher Miles, J. (1975) expresses the position that teaching writing is responsibility of each faculty member. He says, "We know that good writing, like good thinking, cannot be taught once and for all. It is not a simple skill like swimming; indeed, even a swimmer can be coached to get better and better". The writing skill is the most complex and difficult skill for it requires a lot of training. Like all learning problems, difficulties in producing a good piece of writing can be devastating to the learners' education. This involves some factors that affect the writing skill like: self-efficacy and motivation of the students, methodology of the instructors, students' writing at high School level, writing as a product of reading.

<u>Both the concept of writing self-efficacy and motivation:</u> are rooted in social cognitive theory. As a construct of social-cognitive theory, self-efficacy is viewed as an individual's perception of his or her ability to achieve in a given area (Bandura, 1986). Another aspect of social-cognitive theory is motivation and self-regulated

learning (Pintrich, 2003). Students' motivation is linked to their ability to self-regulate their learning activities. Eccles & Wigfield (2002) explain self-regulated learning is being metacognitive, motivationally, and behaviorally active in one's own learning processes and in achieving one's own goals. This framework assumes motivation and learning strategies are not static traits of a learner, but that "motivation is dynamic and contextually bound and that learning strategies can be learned and brought under the control of the student" (Duncan & McKeachie, 2005) Students' motivations change from course to course, depending on their interest in the course, efficacy for performing tasks in the course, and other social and environmental factors. Their learning strategies may vary as well, depending on the nature of the course (Artino, 2007).

The methodology of instructors: is another factor that influences in the writing skill. Theoretician Kitzhaber, A. R. (1963) surveyed composition courses in four years colleges and concluded that their quality and content were exceedingly diverse. He punished composition instructors and their approaches with phrases that ring true today: "Teaching young people to write well has always proved so frustratingly difficult and the methods used so time-consuming and laborious for teachers and students alike". In other words, no one approach has solved the problems nor does it seem likely that any strategy or writing skill difficulties of the English Composition students' philosophy will provide remedy. "Each method helps some students and fails with others. Writing needs to persist; teachers must teach composition if students want to develop effective writing skills ", Kitzhaber added.

Although some of the strategies teachers use encourage their students to be creative and organized, that is not enough. Students must consider many aspects at the time of writing such as: vocabulary, mechanics, grammar, organization and content and not only one of these items because to create adequate compositions students must consider every single detail. The problem is that they do not care about the kind of essays they are creating and they do not follow the correct steps that will provide all the sources for their compositions. They just care about the grade they will receive

at the end of a homework assignment so that doesn't allow students to improve their writing skill.

Several researchers argue that the problem of student writing is also deteriorated by teaching staff members who are at times under-qualified, underprepared and inefficient (Engstrom 2008:17; Moutlana 2007; Niven 2005). In addition, Engstrom (2008:17) contends that institutions that are serious about supporting the academic success and persistence of underprepared students must prepare the teachers, not just the students, about what these students need to learn and succeed. Engstrom (2008:6) further argues that many urban two- and four-year colleges are ill-prepared to deal with the substantial developmental needs students bring to the classroom. To address academic writing difficulties, lecturers or tutors should also see themselves as active participants in the process by making sure that they are fully equipped and trained to help students with academic writing. Engstrom (2008) is to be applauded for these brave remarks.

Students' writing at high school level: plays a critical role in developing students' reading and writing skills. If student writing is not addressed adequately at school level, the higher education sector will always be inundated with students who are academically under-prepared. Hart (1995:118) reports that such ESL learners seldom use English in their daily lives, and that crowded classrooms and poor facilities dominate their learning and teaching environment. Notably, it is clear that what students learn in high school either prepares or under-prepares them for university studies. Cliff and Hanslo (2009:267) also observed that students from under-resourced school backgrounds are often characterized by weak academic performance, and that this was likely to continue in higher education. In addition, Lea and Street (2006:369) argue that the Academic Literacies (AL) model might make explicit how teaching procedures are framed, not as deficit for students who are non-native speakers of English, but as something that all students encounter as they shift from secondary to tertiary education. In the same way, van Schalkwyk, and van der Walt (2009:192) argue that reading and writing play a fundamental role in student

learning and their acquisition during the first year at university could be regarded as a critical factor in student success. More importantly, Scott (2006 in van Schalkwyk and van der Walt 2009:196) reports that under-prepared students may need further support before they achieve membership to the communities of practice in higher education.

<u>Writing as a product of reading:</u> is one more factor that takes place in the writing skill. Writing cannot be discussed in isolation from reading. Research has shown that the two complement each other. Jurecic (2006) argues that teaching writing in high school or college is challenging in this era where the reading culture has been eroded by television, movies, videos and games, amongst other factors. He maintains that students need to read more to be prepared for reading and writing in different disciplines (Jurecic 2006:10). He also suggests that students also need more practice in using writing to explore ideas, develop positions, deliberate about problems and paradoxes, make arguments and think new thoughts about the world. Baker (1974 in Maloney 2003) found that 85% of all learning in college comes from independent reading. These studies underscore the fact that reading and writing are indispensable skills that needed in all education levels. Learners without these basic skills have been robbed of fundamental education.

Reading involves two things, *comprehension* of the subject matter, and the *memory* to retain the material read, both of which are components of the learning process. In fact, a lot of studies have even suggested that writing skills improve from reading as a whole, rather than the separate learning of language and grammar. These days even a small bit of writing, like making a business presentation, often requires research skills that involve a lot of reading.

Finally, writing skill is crucial for the language acquisition process that involves some factors that influence on it development like: Self efficacy and motivation, these are linked since they focused on Students engage in tasks and learning towards a specific subject. The second factor is the methodology of the instructors, institutions that are serious about supporting the academic success and persistence of

underprepared students must prepare the teachers, not just the students. Third factor is the Students' writing at high School level; it mentions that If student writing is not addressed adequately at school level, the higher education sector will always be inundated with students who are academically under-prepared. The last factor is the writing as a product of reading. It mentions about that Writing cannot be discussed in isolation from reading Research has shown that the two complement each other. In conclusion writing is not an easy skill to develop but going over all of these factors students will have the capacity of write properly.

D. How to improve written English

Writing skills are an essential component of literacy; students need to be proficient writers in order to participate in our literate society. The National Council of Teachers of English and the International Reading Association (1996) have stated that the literacy requirements of our society are increasing and are expected to continue to rise. It is estimated that by the year 2020, students will need powerful literacy abilities to participate fully in society and in the workplace. for that reason, it is necessary to develop this skill. There are some suggestions that universities can use in order to improve the writing skill as:

Writing across the curriculum

Anson (1993) reported that writing across the curriculum programs seem to have grown from a consensus among educators that writing is central to learning and should be part of all academic contexts. Researchers have found that limited composition instruction alone has not improved students' written literacy; and writing across the disciplines can contribute to students' growth in writing abilities and intellectual development. Writing across the curriculum proponents believe that teachers of all disciplines should include writing as part of their course content in order to improve subject-area learning and improve writing skills. Harris and Schaible (1997) stated that "anecdotal evidence suggests that both students and faculty believe that students improve their writing and subject-area knowledge in writing across the curriculum-based courses.

Instructional Strategies for Improving Students' Writing

Hillocks (1984) reviewed experimental treatment studies in composition from 1963-1982 and reported his findings in the article "What Works in Teaching Composition: A Meta-analysis of Experimental Treatment Studies" in the American Journal of Education. He found four main modes of composition instruction: (1) the presentational mode, characterized by teacher-led discussion, specific assignments imitating a pattern or following rules, and feedback from the teacher; (2) the natural process mode, characterized by general assignments, emphasis on student-chosen topics and free writing, response from peers, and opportunities to revise writing; (3) the individualized mode, in which students receive individualized instruction through tutorials; and (4) the environmental mode, characterized by specific objectives, short lecture time, engaging students in concrete, structured tasks, and activities involving high levels of peer collaboration.

The Writing Process

The writing process, as defined by the NCTE and IRA (1996), includes "the many aspects of the complex act of producing a written communication, specifically, planning, drafting, revising, editing, and publishing". Zemelman and Daniels advocated using the writing process as a way to improve students' writing skills. They reported that improvement in students' writing performance is related to the following elements: regular and substantial practice at writing; instruction in writing process strategies; exposure to models of writing in process, including skilled adult writers and classmates; peer and/or teacher collaboration in every stage of the writing process; and one-to-one teacher-student writing conferences. Zemelman and Daniels pointed out that research studies have shown that the constant marking of every error on a student's paper is not helpful to the student; low morale and frustration may occur. The authors suggested using focus 26 corrections, stating that "the best way to respond to weaknesses in a piece of student writing is to direct the author's attention to one or two related sets of problems at a time"

E. Negative and positive effects.

<u>**Negative effects**</u>

Writing is essential for students' success; However, this assignment remains as a practice merely for English and Language classes in developed countries such as the United States where students are requested to read and write a lot because that is usually the way the curriculum is designed for their students.

Nevertheless, in our Composition courses at the University of El Salvador, students learn in a deeper way how to write and convey their ideas properly. They are taught to write academically and they learn the process required for writing which involves different stages.

Process vs. product

Recognition of the compositional nature of writing has changed the face of writing classes. A half century ago, writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, and what that product should look like. Compositions were supposed to (a) meet certain standards of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity with what the audience would consider to be conventional. A good deal of attention was placed on model compositions that students would emulate and on how well a student's final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. Brown (2001).

Product and process Approaches

"Writing is such a complex process that attention cannot easily be given to everything at the same time. Given time constraints and the physical constraints of a full classroom, most writers find it difficult to produce quality writing. To include

information from written sources without violating conventions of acceptability is even more difficult". Kroll (1991).

Writing has always been systematized because it is one of the most important macro and output English skill. At the moment of tutoring or couching, the person in charge of doing this needs to know the existence of the product and process approach in order to guide and orient the students to write properly.

Product Approach

A product approach is "a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage" (Gabrielatos, 2002, p.5). For example, in a typical product approach-oriented classroom, students are supplied with a standard sample of text and they are expected to follow the standard to construct a new piece of writing. Product Approach Model comprises of four stages (Steele, 2004)

Stage one: Students study model texts and then the features of the genre are highlighted. For example, if studying a formal letter, students' attention may be drawn to the importance of paragraphing and the language used to make formal requests. If a student reads a story, the focus may be on the techniques used to make the story interesting, and students focus on where and how the writer employs these techniques.

Stage two: This stage consists of controlled practice of the highlighted features, usually in isolation. So, if students are studying a formal letter, they may be asked to practice the language used to make formal requests, for example, practicing the 'I would be grateful if you would...' structure.

Stage three: This is the most important stage where the ideas are organized. Those who favor this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language.

Stage four: This is the end product of the learning process. Students choose from the choice of comparable writing tasks. To show what they can be as fluent and

competent users of the language, students individually use the skills, structures and vocabulary they have been taught to produce the product.

Process Approach

Kroll (2001), defines process approach as: 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. The Process Approach Model comprises of eight stages.

Stage one (Brainstorming): This is generating ideas by brainstorming and discussion. Students could be discussing the qualities needed to do a certain job.

Stage two (Planning/Structuring): Students exchange ideas into note form and judge quality and usefulness of the ideas.

Stage three (Mind mapping): Students organize ideas into a mind map, spider gram, or linear form. This stage helps to make the hierarchical relationship of ideas which helps students with the structure of their texts.

Stage four (Writing the first draft): Students write the first draft. This is done in the class frequently in pairs or groups.

Stage five (Peer feedback): Drafts are exchanged, so that students become the readers of each other's work. By responding as readers students develop awareness of the fact that a writer is producing something to be read by someone else and thus they can improve their own drafts.

Stage six (Editing): Drafts are returned and improvements are made based upon peer feedback.

Stage seven (Final draft): A final draft is written.

Stage eight (Evaluation and teachers' feedback): Students' writings are evaluated and teachers provide a feedback on it. (Steele, 2004).

Some experts suggest that one single approach could not be enough to help students to learn to write properly. Both of the approaches have positive sides and drawbacks. Another element to consider whether to choose one or the other approach is the fact that it is necessary to know what kinds of students are being taught with these kinds of approaches. Students who are learning English in the U.S. might have a great advantage from those students who are learning in a Latin American country or in India. Considering the background of the students and to be well theorized and experienced about these approaches, the combination of the two approaches can be in result of a very meaningful and significant learning experience from the writing learning skill students. Hasan Kamrul & Akhand Mohd M. (2010).

"Many people actually do very little writing in day to day life, and a great deal of what they do write is quite short. The need for longer, formal written work seems to have lessened over the years, and this is reflected in many classrooms where writing activities are perhaps less often found than those for other skills". Scrivener (2005).

Teachers experience.

A writing center is an important resource that has been included two times as part of the teaching method in the Foreign Language Department at the University of El Salvador; however, the idea did not have the expected results.

Lic. Lilian Olivares was the first teacher who tried to manage a writing center in the Foreign Language Department at the University of El Salvador and according to her many topics were developed depending on the students' needs such as understanding about paragraphs and essays organization, grammar issues, APA, MLA, citations, references, punctuation among others.

Unfortunately, that idea did not cause a big impact on the students' community. Few students participated on the tutoring sessions, there were not enough teachers to

cover the writing tutoring sessions via online or face to face and it did not exist any program or a community of writers to support with material or training the teachers who were participating volunteering in the project.

Positive effects.

Despite all the negative aspects presented above, here we can mention how a well-organized writing center could change the negative effects on a benefit for students and tutors. Well applied tutoring sessions will result in a big success on students who want to learn writing meaningfully.

"Educators have employed a number of approaches to individualizing the learning process, among which have been teaching machines" this quote by Skinner (1961) cited in the article of tutoring by Pohn P. Dineen (1977) means that despite the approaches that exist to teach students, tutoring will always have a place in the teaching and learning process.

Johanna Dvorak in her thesis called the college tutoring experience: a qualitative study (2001) stated: "While tutoring has been generally accepted and employed extensively on college campuses to improve students' academic success, most institutions have assumed its benefits without utilizing research or theoretical frameworks". Thus, there must not be any course without any tutoring session because the success depends a lot on a good tutor and a willing-learning tutee.

From the following stated above there can be a list of benefits students may get by receiving tutoring sessions, students benefit from:

- ➢ Receiving one by one attention
- ➢ Improving academic performance
- ➢ Improving self-esteem and confidence
- ➢ Improving work and study habits
- ➢ Helping overcome learning obstacles
- ➢ Encouraging the freedom to ask questions
- ➢ Increasing ability to manage self-learning

The experience that a student has by receiving a tutoring session would not be the same by a student who is in a crowded classroom because in the tutoring session they will have an individualized attention, in the classroom they do not receive too much assistance, the students feel insecure to participate, they have less confidence, the classes have a time limit where the teachers have to follow a lesson plan, they do not have time to clarify all the students questions, or review all the students activities.

IV. METHODOLOGY

A. Research Approach

The approach that has been used by the researchers is the mixed method. It focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone (Creswell, J. W., & Plano Clark, V. L. (2011).

The writing performance will be measured with instruments such as interviews and questionnaires in order to know students writing level since the beginning of the tutoring sessions to the end of this investigation. During our tutoring sessions, students will be discussing different ways to write essays providing them with online resources and physical material that can be used to increase their English vocabulary and use it in their writings.

In addition, the researchers will measure the impact of tutoring sessions, to see if the students are implementing the new information and vocabulary provided. The tutors will compare the data obtained at the beginning, during and at the end of the sessions with the purpose of getting reliable findings and show the impact that this project will have on English Composition students at the Foreign Language Department, semester I-2018.

B. Type of study

Based on the topic and objectives, this type of study is descriptive. The descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study.

Descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution. Because the human mind cannot extract the full import of a large mass of raw data, descriptive statistics are very important in reducing the data to manageable form. When in-depth, narrative descriptions of small numbers of cases are involved, the research uses description as a tool to organize data into patterns that emerge during analysis.

C. Research Design

This research project is quasi-experimental since there is a manipulation of one or more independent variables and the sample will not be chosen randomly and according to some experts they describe the prefix *quasi* as "resembling." Thus, quasi-experimental research is research that resembles experimental research but is not true experimental research. Although the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions (Cook & Campbell, 1979).

As part of the feedback that will be used for students´ performance, it would be their grammar, spelling, punctuation, coherence, and vocabulary, in order to measure the impact on the students writing performance and all the activities implemented in the writing tutoring sessions will focus in the use of writing skills like: short videos, writing activities, discussions, etc.

Finally, the researchers will administer a writing survey to both groups to determine if the research caused an impact in their writing compositions and compare the differences between each other.

V. POPULATION AND SAMPLE

A. Population

The research group has decided to carry out this research with the population of a total of eleven English Composition courses, six courses from Modern Languages (English Composition) and five from English Teaching (English Composition II) at the Foreign Language Department, University of El Salvador, semester I-2018.

B. Sample

All of the students from both majors are going to be invited to participate in this project. The researchers will use non-random sampling, which would be volunteer, the only requirement is being registered in one of these groups (English Composition or English Composition II).

C. Purposive sampling

The team applied this sampling technique because it allowed the researchers to study the entire population. It means that the whole universe was studied under this technique according to the stated objectives. The English Composition courses have a population of twenty-five students per group, following schedule from 10:00 a.m. to 12:00 m, Tuesdays and Fridays groups 1 to 4, and two groups, 5 and 6, from 3:00 p.m. to 5:00 p.m., Tuesdays and Fridays.

The English Composition II has a population of twenty-five students per group as well, in the following schedule: Group 1 and 2, Wednesdays, from 6:00 a.m. to 8:00 a.m. and Fridays from 8:00 a.m. to 10:00 a.m. Group 3, Fridays, from 8:00 a.m. to 10:00 a.m. and Wednesdays, from 10:00 a.m. to 12:00 m. Group 4, Wednesdays, from 1:00 p.m. to 3:00 p.m. and Fridays, from 3:00 p.m. to 5:00 p.m.

Since that research group, the researcher will apply the following rule:

285 --→ 100%

Two hundred and eighty-five students are the total population of English Composition and II of the Teaching English and Modern Language majors at the Foreign Language Department meaning that a 100% represents the total population; and any student is the sample, all of them can participate in our writing tutoring sessions.

<h1 style="text-align:center">VI. DATA GATHERING PROCESS</h1>

A. Research technique and instruments

Research technique

Interview

The group will employ an interview and a survey as techniques for collecting data. According to Vivien Palmar, 2015, the interview constitutes a social situation between two persons, the psychological process involved requiring both individuals mutually respond though the social research purpose of the interview call for a varied response from the two parties concerned. (Vivien Palmar, 2015. Research Methodology: tools and techniques, Dr. Prabhat Pandey and Dr. Meenu Mishra Pandey).

This interview will be administered to some teachers who already had the experience of being a tutor in a writing center or in the English Composition course and it allowed to collect important information not only from the conversation with them, but also from their personal experience. The research group has chosen the interview because it was completely necessary to get as many details as possible in relation with the writing center and what professors think about it in order to know the areas in which they found advantages or disadvantages.

Self-evaluation survey

As a second part of the techniques to collect data, the research group implemented a survey. The survey, according to S. Herman who is cited in the book of Dr. Pandey is defined as a method of analysis in scientific and orderly form for defined purpose of given social situation of problem and population. This is going to be applied to the students of the Composition Subjects. The students have to fill out this survey to evaluate the impact and the level of satisfaction of the tutoring sessions.

Research Instruments

Instrument #1: Paragraph Checklist

Checklists are valuable tools to confirm the essential elements, and they facilitate the development of a study. The first instrument that is going to be used is a paragraph checklist in which there are some items such as composition check, language check, editing check, punctuation, and capitalization, spelling and diction, grammar and syntax, and content and conclusion to measure the kinds of mistakes the students make in their paragraphs.

Instrument #2: Essay Checklist

The second instrument is an essay checklist in which there are some items that are similar to the ones used in the paragraph checklist such as Composition Check, Language Check, Punctuation and Capitalization, Spelling and Diction, Grammar and Syntax, and Content and Conclusion to measure the kinds of mistakes the students made in their Compositions.

Instrument #3: Students Record Sheet

The third instrument consists of a page that diagnoses students' performance. It keeps a record of every student and serves as a guide to the tutor to successfully fulfill his job at coaching the students in the continuum of the tutoring sessions.

Instrument #4: Writing Tutor Evaluation Form

The fourth instrument that will be used consists of an evaluation of eight items in which students' individually have to evaluate the tutoring sessions and select every category by answering if they agree or disagree.

VII. DATA ANALYSIS

A. Research techniques and instruments

Research techniques

Interview

The research team looked for the aid of two experts from the Foreign Language Department to be more specific, professors that currently teach or have taught the Composition course or worked like tutors in a writing center and that would be experts in this field to share their experience with the research team. They shared their own personal experience they had as tutors; we asked them about the advantages and disadvantages and benefits we could get to continue working in a similar project.

The transcripts of these interviews are provided in the appendix of this research project. Here is a brief summary of what the English Composition experts answered:

Interview, teacher 1.

1. When you studied in the United States, did you realize about the existence of writing centers to help students write better? _Yes_
2. Did you ever work as a tutor in one of these writing centers? _No_
3. Do you know if writing centers exist in the universities of our country? _No_
4. If not, would it be realistic to have writing centers in universities of our country? _Yes, it would be a great resource for students and teachers. Many topics are developed in the writing centers and it depends on students' needs. For example: grammar issues, organization problems, APA, MLA, citations, references, punctuation, among others._
5. According to you, what are some of the benefits for students after attending writing tutoring sessions? _They will improve writing skills such as: understanding about paragraphs and essay organization. Also, they will know about American conventions as part of their culture._

6. Other comments or ideas that you have about writing centers? *Writing centers seem to be a great resource for students to improve their writing skills, in the courses teachers could tell learners to attend the writing center to have a second audience to read their process of writing. However, a person does not constitute a writing center as there are different teachers at different hours and developing different topics or issues.*

Interview, teacher 2.

1. When you studied in the United States, did you realize about the existence of writing centers to help students write better? *Yes*
2. Did you ever work as a tutor in one of these writing centers? *No*
3. Do you know if writing centers exist in the universities of our country? *No*
4. If not, would it be realistic to have writing centers in universities of our country? *I consider that Writing Centers would be a great support for students' academics. They could also support a more specialized support for research that can make students be competitive internationally.*
5. According to you, what are some of the benefits for students after attending writing tutoring sessions? *I taught Composition I and II at University level and held individual tutoring sessions with my students and also peer evaluation sessions. I could see the benefits in different areas: increase level of motivation, higher level of self-efficacy and self-confidence, students' trust in their teacher and clarity of expectations, students' deeper knowledge of structures and writing format, self-directedness, self-reflection and correction, a more structured and complex thinking level.*
6. Other comments or ideas that you have about writing centers? *Tutoring centers benefit not only the student getting the session, but it also benefits the student tutor and the university. The student feels more supported by the institution increasing the level of retention and belonging to the university besides a deeper knowledge of the writing process and topic being developed. Also, the institution is building the competences of students that can participate in international journals. Many of the researches in our country*

are limited by the language. They are written in Spanish and directed to a limited number of readers. By building the competences of our Writing students, we can make them competitive to write academically to a wider range of readers and position the universities among prestigious universities in The United States, England and others.

Self-evaluation survey

	QUESTIONS	STRONGLY AGREE	AGREE	INDIFFERENCE	DISAGREE	STRONGLY DISAGREE
1	Do you agree that a writing tutoring session is effective for students in English Composition?	22	26	1	0	0
2	The writing tutoring sessions have fulfilled your expectations to improve your writing skills?	7	28	11	2	1
3	The suggestions that were provided to you on the tutoring sessions were useful to your writing?	10	29	8	2	0
4	Were the writing tutors prepared to give you the tutoring session?	10	33	4	2	0
5	Have the tutoring session helped you to increase your writing skills?	10	23	13	2	1
6	Should tutoring session be implemented at the Foreign Language Department as part of an extracurricular activity?	29	15	4	1	0
7	Would you keep on attending to a tutoring session in the future?	16	24	8	1	0
8	Do you think that the schedules were flexible to attend to the writing tutoring sessions?	16	17	5	5	6

This chart represents students' point of view in the English Composition II course, group 01 and group 03, from the English Teaching Major, at the Foreign Language Department, University of El Salvador, Semester I, 2018. They were involved in the research project being part of the writing tutoring sessions, the students provided us their own opinions about their experience during the sessions. Furthermore, to evaluate the work done during the sessions a survey was generated to measure if this extracurricular activity was of the students´ interest, where 24 students from

Group 1 and 25 students from the Group 3 participated and expressed their opinions through a self-evaluation survey which was elaborated with this purpose to get a better idea about it. Later on, some graphics were created to observe the students" opinions which the data for each question is elaborated in the survey, this data is represented in a range from strongly agree to strongly disagree per each question.

1. Do you agree that a writing tutoring session is effective for students in English Composition?

Graph 1

	Agree	Neutral	Disagree
Group 1	24	1	0
Group 3	24	0	0
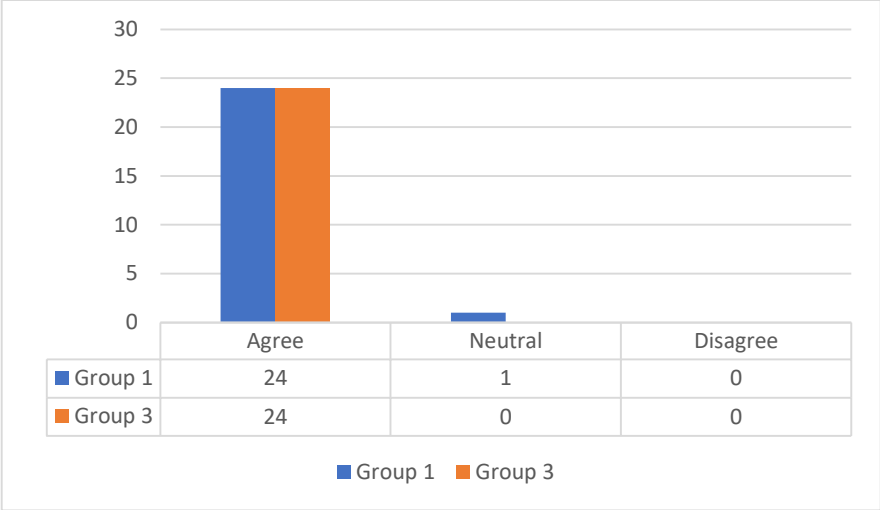
Positive	Neutral	Negative
98%	2%	0%

According to question number one, forty-eight students agreed that a writing tutoring session was effective for them in the English Composition course. That means that 98% or the majority of the students think that a writing tutoring session become useful at the moment to produce the paragraphs and essays; students had the chance to practice more these areas through different activities and material which were presented during the sessions.

2. The writing tutoring sessions have fulfilled your expectations to improve your writing skills

Graph 2

	Agree	Neutral	Disagree
■ Group 1	15	7	3
■ Group 3	20	4	0

■ Group 1   ■ Group 3
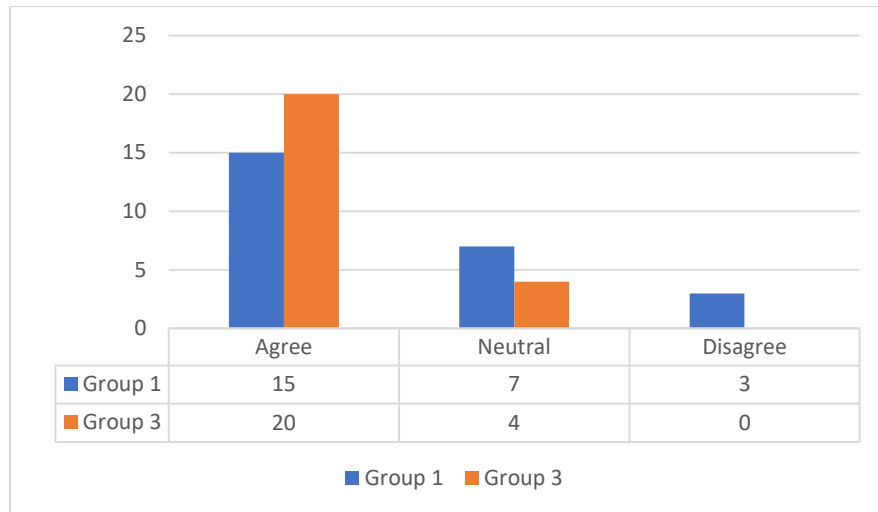
Positive	Neutral	Negative
71%	22%	8%

Based on question number two, thirty-five students agreed that the writing tutoring sessions developed in the FLD as part of the research project completed their expectations, meaning that 71% improved their written proficiency. On the other hand, 22% kept a neutral answer and 8% of them expressed the session was not the expected. According to the outcome, a writing tutoring session was a good alternative and tool to students who wanted to increase their ability to write essays and paragraphs. The writing tutors offered advice and guidance to the students, helped them get ready for examinations, assessed the students learning needs, explaining writing principles and concepts, evaluating student pieces of work, giving feedback and answering to student inquiries; However, they expected that the FLD would had a classroom where they could receive training about how to write paragraphs and essays, and one of the main purpose of the session was to guide students with the writing process and not with editing essays.

3. The suggestions that were provided to you on the tutoring sessions were useful to your writing?

Graph 3

	Agree	Neutral	Disagree
Group 1	17	7	1
Group 3	22	1	1

Group 1   Group 3
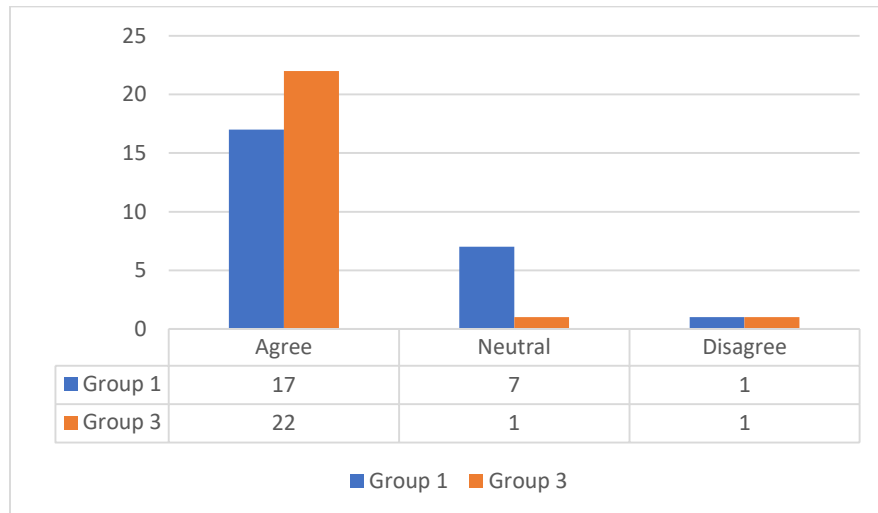
Positive	Neutral	Negative
79%	16%	4%

According to question number 3, 79% of the students agreed that the suggestions presented in the writing tutoring sessions helped them in their writing essays. These suggestions emphasized providing extra material such as lessons in English grammar and mechanics, academic writing examples, styles, videos and structures of various forms of essays, citations and paragraphs. Some of these suggestions were provided via Facebook, email and during the sessions. On the other hand, seven students gave neutral answers and only one student disagreed that the information provided was not helpful. The students that did not show empathy about this project wanted to receive a specialized training in techniques dealing specifically with methods of citations (APA, MLA, etc.) and explaining various writing strategies, etc.

4. Were the writing tutors prepared to give you the tutoring session?

Graph 4

	Agree	Neutral	Disagree
Group 1	21	3	1
Group 3	22	1	1
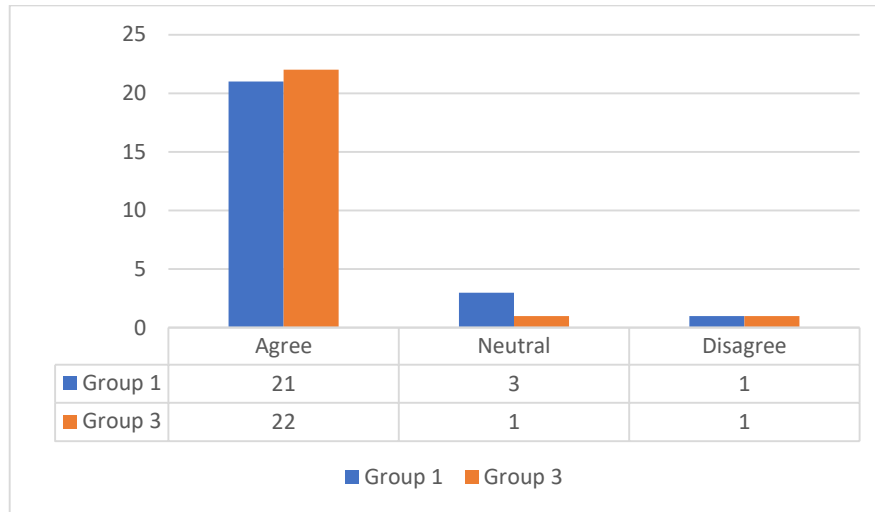
Positive	Neutral	Negative
87%	8%	4%

The next chart represents students' opinion concerning whether the tutor of the writing tutoring session was prepared to give all the topics presented in the sessions; 87% agreed that the tutors were well prepared. On the other hand, 12% of the students gave us a negative answer about the tutor performance. Based on this, it is necessary to be very prepared to answer to all the students' questions in order to achieve the purpose of helping them to improve their writing proficiency, it is required that the tutor in charge of this have a good development during the session and to lead the decisions and deals with other needs.

5. Has the tutoring session helped you to increase your writing skills?

Graph 5

	Agree	Neutral	Disagree
Group 1	17	5	3
Group 3	16	8	0
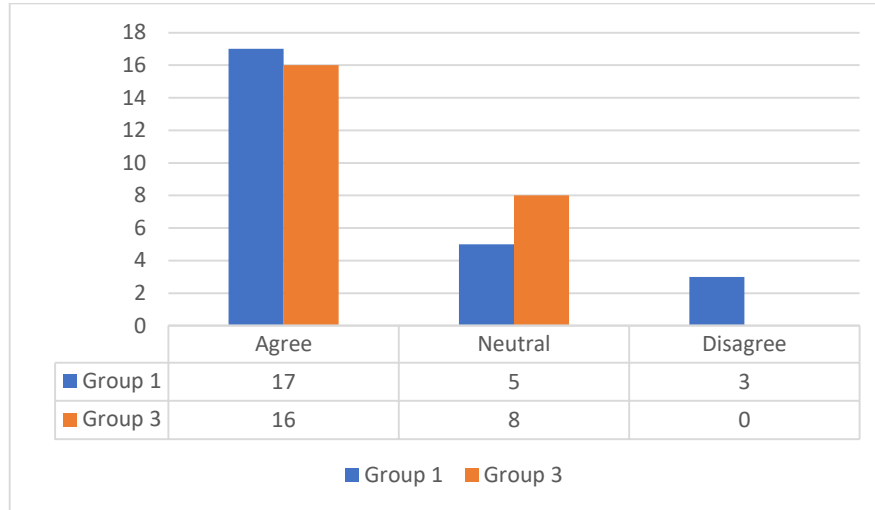
Positive	Neutral	Negative
67%	27%	6%

According to this 5th chart, 67% meaning thirty-three students strongly agreed, 27% kept neutral and 6% disagreed that a writing tutoring session helped them to increase their writing skills. The students that attended to the sessions had the opportunity to develop more self-confidence through practicing their writing abilities in an atmosphere free of peer pressure, control activities or fear of making mistakes. On the other hand, 33% of them were very smart, their writing papers were good that did not need to be reviewed.

6. Should tutoring session be implemented at the Foreign Language Department as part of an extracurricular activity?

Graph 6

	Agree	Neutral	Disagree
Group 1	22	2	1
Group 3	22	2	0
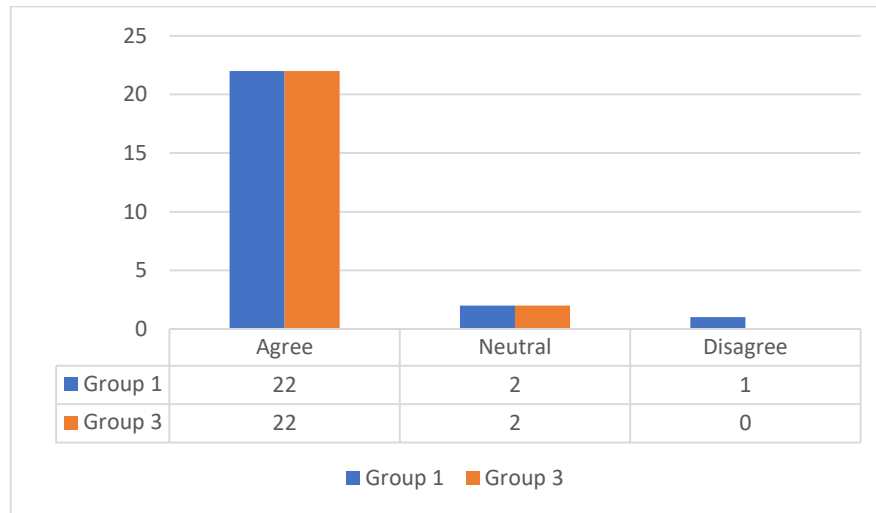
Positive	Neutral	Negative
90%	8%	2%

According to this chart that represents question number six, it is observed that twenty-nine students strongly agreed and fifteen students agreed being the 90% of students' population expressed that a Writing Tutoring session should be implemented in the Foreign Language Department as part of an extracurricular activity promoted by the teachers or students from the FLD. On the contrary, four students gave neutral answers and one of them disagreed being the 10% of the students studied. Thus, this information provided it by the students might be used as a good initiative to the FLD in order to promote in a near future a new writing center which may become very useful for the students who are needing this type of activities.

7. Would you keep on attending to a tutoring session in the future?

Graph 7

	Agree	Neutral	Disagree
■ Group 1	18	6	1
■ Group 3	22	2	0

■ Group 1 ■ Group 3
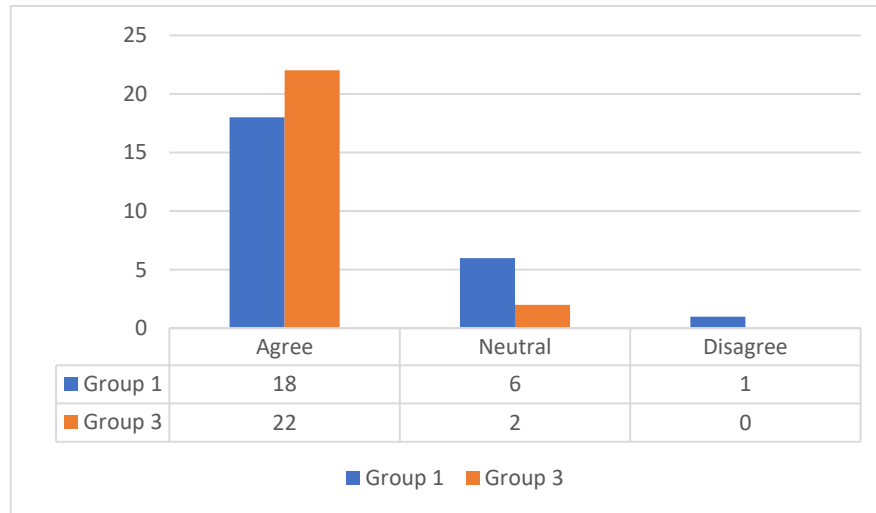
Positive	Neutral	Negative
82%	16%	2%

According to question number seven, sixteen students strongly agreed, twenty-four students agreed, meaning a total of 82% agreed that, if there were a new writing tutoring session or a writing center in the FLD, they would attend it. On the other hand, 16% gave neutral answers and only 2% of them disagreed; however, the majority of the students from the FLD are aware that improving their writing proficiency is very important to apply for a higher education, a job, improve grades and achieve their goals.

8. Do you think that the schedule was accessible to attend the writing tutoring session?

Graph 8

	Agree	Neutral	Disagree
Group 1	18	3	4
Group 3	15	2	7
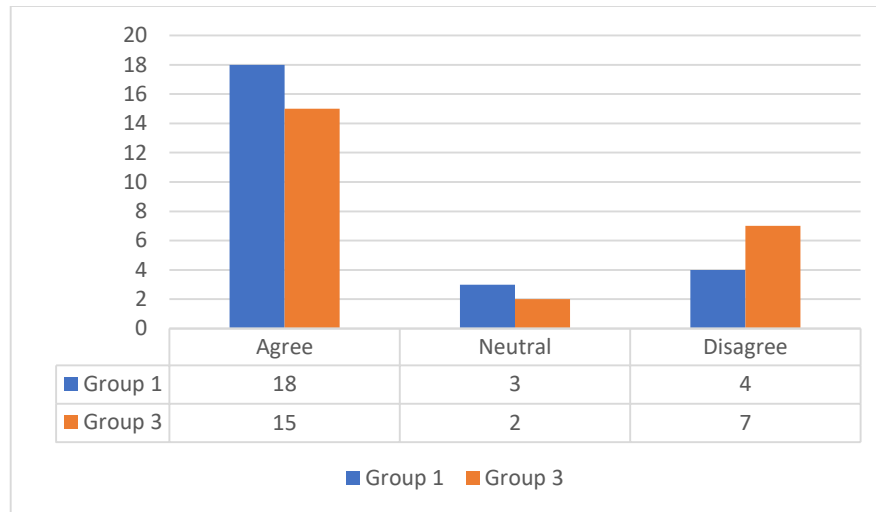
Positive	Neutral	Negative
68%	10%	22%

According to question number eight, sixteen students strongly agreed and seventeen students agreed, meaning a total of 68% of the students who considered that the schedule provided by the tutor was accessible to attend the writing tutoring sessions. On the other hand, 10% of the students were neutral and 22% of them disagreed with the schedule because they received other classes at that same time.

Research Instruments

Essay checklist

QUESTIONS	ANSWERS	
Composition check	Yes	No
1. Does the essay have an introductory paragraph, body paragraphs, and a concluding paragraph?	80%	20%
2. Does the introductory paragraph have a thesis statement?	83%	17%
3. Does the essay has a clear and interesting hook or is the hook well formulated?	77%	23%
Punctuation and capitalization		
4. Is there a period, semi-colon, colon, dash and comma correctly?	67%	33%
5. Has the essay text capitalized the words that should be?	93%	7%
Grammar and syntax		
6. Are the clauses in the sentences linked properly and punctuated correctly?	83%	17%
7. Is the verb properly conjugated to the subject in the sentences?	90%	10%
Content and conclusion		
8. Do the ideas make sense?	80%	20%
9. Is the content developed with relevant details, facts and examples?	77%	23%

To carry out this quasi-experimental research successfully, the research group administered a checklist instrument to collect required data. The checklist was addressed to the students' essays and it had nine statements in the categories of Composition Check, Punctuation and Capitalization, Grammar and Syntax, and Content and Conclusion to revise students' compositions. This checklist instrument was administered in the subject of English Composition II and in the case of students of the Bachelor of Arts in English Teaching at the University of El Salvador in the semester I – 2018.

The students of the Bachelor of Arts in English Teaching attended a session during the week where their writings were checked and it was given feedback for them to improve their writings. The checklist was used for every student after their compositions were checked.

Results

The results gotten from this checklist instrument are presented in the following graphs. Every item of the category of the checklist is described in the graphs below.

➢ **Composition Check**

This aspect called composition check deals with clear topic sentences, relevant sentences, thesis statement, and the inclusion of a hook in the students' writings. There was a total of 30 students who attended constantly the tutoring sessions. Six students (20%) of 30 students did not include relevant sentences in their compositions. Despite the fact that students had written many sentences in their paragraphs, some of the sentences were somehow irrelevant.

Graph 9
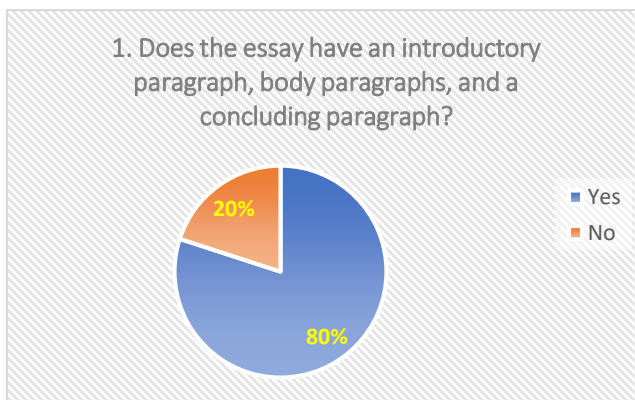
Category: Composition Check		
1. Does the essay have an introductory paragraph, body paragraphs, and a concluding paragraph?	Yes	No
	24	6

This graph shows that twenty-four (80%) students of 30 had an introductory paragraph, body paragraphs and concluding paragraph in their essays. On the other hand, six (20%) of them did not have a completed assay with an introductory paragraph, body paragraphs and concluding paragraph. The most likely cause of

this issue is that students just presented assay drafts not the last version of the assays.

Graph 10
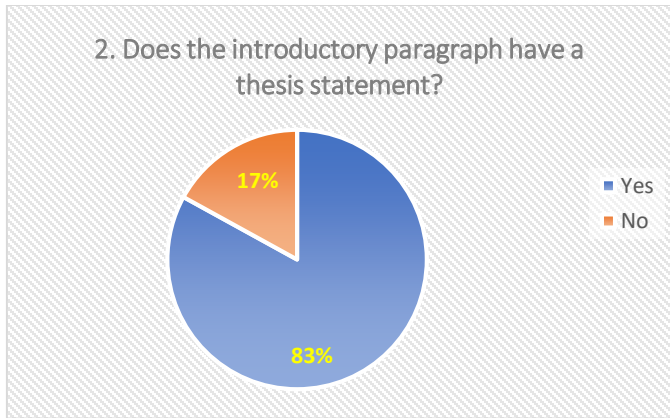
Category: Composition Check		
2. Does the introductory paragraph have a thesis statement?	Yes	No
	25	5

Regarding this second chart, twenty-five students (83%) had included a thesis statement. However, twenty-five students (17%) of a total of 30 did not have a thesis statement in their writings.

Below the research team identified some of the most common problems with thesis statements:

- Too much information

The thesis statements were too long and it had too many examples or different ideas.

- Confusing supporting points

The ideas or supporting points were not logically connected.

- Lack of supporting points

The ideas were not supportive with evidence (quotes or references)
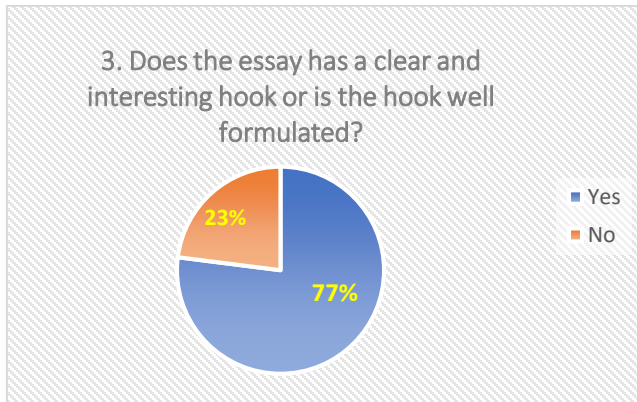
- Lack of Focus

The thesis statement did not answer the research question.

- Poor structure and vocabulary.

They repeated the same sentences and the vocabulary was not under stable.

Graph 11

| Category: Composition Check		
3. Is the essay with a clear an interesting hook or is the hook well formulated?	Yes	No
	23	7

The first graph shows that twenty-three students (77%) had a hook or an interesting hook that was well formulated in their introductory paragraph. On the contrary, seven students (23%) did not have a hook in the introductory paragraph to attract the reader's attention.

Hook is one of the most important part in an essay. It grabs the reader's attention and keep them reading the essay till the end. Students wrote very well pieces of writing and they had great ideas but some of them did not have a clear or well formulated hook.

➢ **Punctuation and Capitalization.**

It seems that from the results. Punctuation and capitalization topics need to be reinforced in English Composition and English Composition II classes. The use of comma, the use of colon, semi-colon, and the use of period or full stop are essential at the moment of writing essays. The application of these topics was not perceived in a hundred percent when checking and giving feedback to the students in the tutoring sessions. Concerning punctuation and capitalization, ten students (33%) from a total of 30 had problems with punctuation and capitalization in the essays.

Graph 12
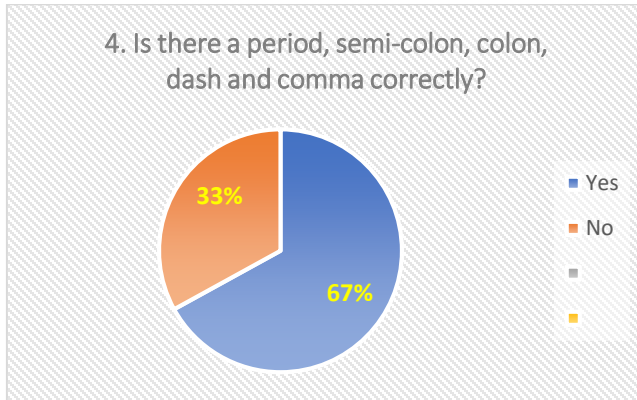
4. Is there a period, semi-colon, colon, dash and comma correctly?

- Yes 67%
- No 33%

Category: Punctuation and Capitalization		
4. Is there a period, semi-colon, colon, dash and comma correctly?	Yes	No
	20	10

The responses to this statement on the fact that including a semi-colon, colon, dash, and coma correctly in the writings, the data states that ten students (33%) had them. On the contrary, a total of twenty students (67%) did not included a semi-colon, colon, dash, nor a coma correctly.

Graph 13

5. Has the essay text capitalized the words that should be?

- Yes 93%
- No 7%
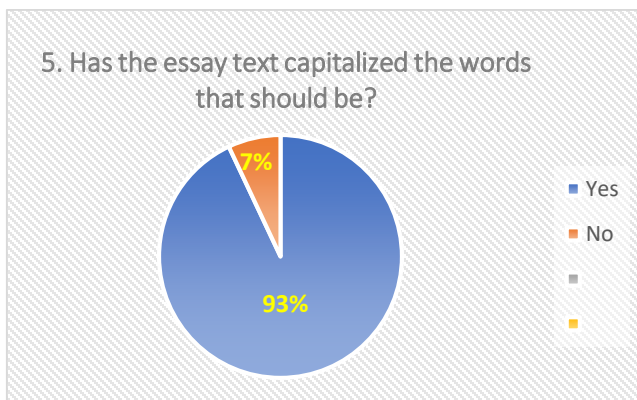
Category: Punctuation and Capitalization		
5. Has the essay text capitalized the words that should be?	Yes	No
	28	2

It is clearly observed that most of the writings, representing a total of twenty-eight students (93%) capitalized the words. Nevertheless, two students (7%) did not.

> **Grammar and Syntax.**

In this category, it shows the highest percentage of all mentioned aspects give a positive result. From a total of 30 students, twenty-six students (87%) showed minimal errors in their compositions. The students had their clauses linked properly and well punctuated on the sentences.

Graph 14
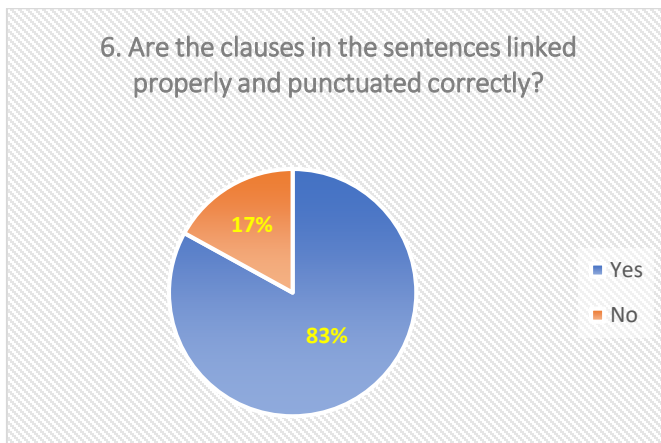
Category: Grammar and Syntax		
6. Are the clauses in the sentences linked properly and punctuated correctly?	Yes	No
	26	4

Regarding this statement that asks whether the clauses in the sentences are linked properly and punctuated correctly, twenty-six students (87%) had accomplished this in their writings. On the contrary, four students (13%) did not link clauses or punctuated them correctly in their writings.

Here we mentioned the most common punctuations errors students made:

Apostrophes: The main issue we noticed in their paragraphs was that students put apostrophes where they did not belong.

Use of commas: They did not use commas where they have to use it or the opposite they used excessive number of commas in a sentence.

Quotation mark placement: Sentence-ending punctuation marks often go outside of quotation marks rather than inside and we found some writings where they used it the other way.

Graph 15

7. Is the verb properly conjugated to the subject in the sentences?
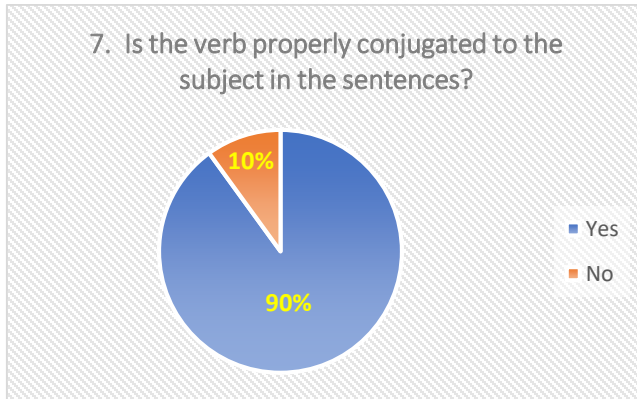
Category: Grammar and Syntax		
7. Is the verb properly conjugated to the subject in the sentences?	Yes	No
	27	3

According to this result, twenty-seven students (90%) conjugated the verbs properly in the sentences. However, three students (10%) did not have the verb and the subject conjugated properly in most of the sentences.

Learners face several difficulties in their writings. The use of verb forms is one of the two or three most difficult areas for English language learners to master. As a result, learners sometimes make mistakes in the proper use of verb forms as they attempt to express the time of an event in the target language.

➢ **Content and conclusion**

This is the last aspect concerning the categories that evaluate students' essay. This deals with sense of ideas, content developed with relevant details, facts and examples, and good conclusion. Twenty-four (67%) of a total of 30 students who assisted to the tutoring wrote sentences that made sense, they had relevant details, facts and examples in their writings and made a good conclusion.

Graph 16

8. Do the ideas make sense?

20%

80%

- Yes
- No
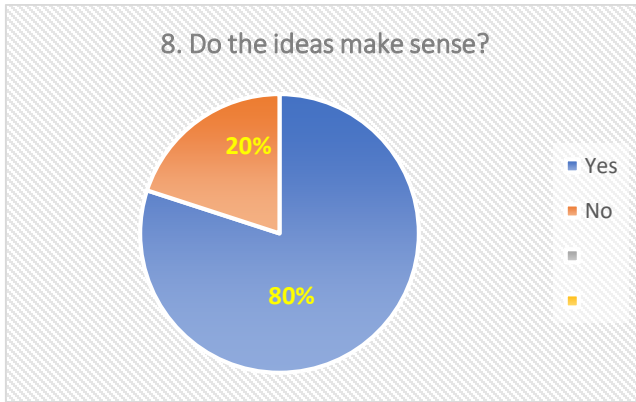
Category: Content and conclusion		
8. Do the ideas make sense?	Yes	No
	24	6

In the first two Charts we discussed about the most common problems students had when they write the introduction, thesis statement, body paragraph and the conclusion. On This graph, 80% of the students' essays had great ideas, paragraphs had a connection between each other, and the paragraphs were supported with good arguments. On the other hand, 20% of the students had difficulties to structure their ideas, they did not have sources to support them, the sentences were not well connected and the paragraphs were not well organized.

Graph 17

9. Is the content developed with relevant details, facts and examples?

23%

77%

- Yes
- No
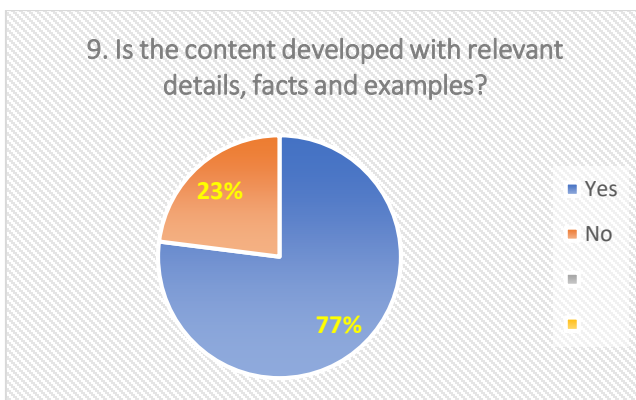
Category: Content and Conclusion		
9. Is the content developed with relevant details, facts and examples?	Yes	No
	23	7

This last graph showed that 77% of the writing essays had developed content and relevant details, facts, and examples. Similarly, 23% of the writing essays did not have content and relevant details, facts, and examples developed in the writings.

Noticing the kinds of errors students commit in their compositions and finding out the reasons why those students attended tutoring sessions throughout the whole semester was a fact that could be achieved only through this efficacy instrument because they were not too much unsatisfactory results. In the graphs above the committed mistakes were described in great detail. With the general diagnose presented in the previous graphs, it has gotten plenty of useful information for future investigations in this phenomenon.

Instrument #4: Writing Tutor Evaluation Form

	STATEMENTS	STRONGLY AGREE	AGREE	DISAGREE
1	Tutoring has been a rewarding experience for me.	13%	87%	0%
2	I believe my tutor helped me.	37%	63%	0%
3	My tutor was prepared for my tutoring sessions.	30%	70%	0%
4	The tutor's attitude was positive. He or she assisted when scheduled. The tutor clearly put the effort to assist me with the learning process.	40%	60%	0%
5	I used the tutor's suggestions in my course work.	43%	57%	0%
6	The Tutors I interacted with were helpful and supportive.	60%	40%	0%
7	I would suggest these writing tutoring sessions to another student.	50%	50%	0%
8	My experience was satisfactory and I felt confident receiving feedback from a tutor.	60%	40%	0%
	TOTAL	41%	59%	0%

This chart reflects the results of the writing tutor performance administered to 30 students that participated in the writing tutoring sessions of the English Composition course, which was carried out after the tutoring session. The purpose of this evaluation was to measure the students' satisfaction after attending the session.

They filled out a survey with eight questions which had a rating scale of strongly agree to strongly disagree. As a result, it can be observed that all of them gave us a positive feedback, and none disagreed.

In general terms, it is possible to say that the tutors were well prepared, 41% strongly agreed and a 59% agreed meaning the 100% of the students' population agreed that the tutors helped them to improve their writing skills. Some of the positive answers that the research group could identify were due to the handouts, videos and interesting topics provided during the sessions and shared in our Facebook group: "Writing Tutoring sessions for students of English Composition and English Composition II", which were developed to help the students to clarify some of the topics they had issues to understand and we provided tips to increase their previous writing knowledge.

VIII. FINDINGS

A. Answers to the Research Questions

General research question

What is the impact of tutoring sessions on students registered in English Composition Courses at the foreign Language Department in the University of El Salvador?

It had a significant impact. We had the support of two professors directly, and a total of 65 students who participated, 50 students visited the tutoring sessions as an out of class activity organized by these two professors of English Composition II, and 15 students arrived voluntarily. In addition, according to the results of the survey, 71% of the students evaluated the writing tutoring session as very helpful. 87% of the students agreed that the tutoring sessions had been a rewarding experience for them.

Subsidiary questions

What are the advantages and disadvantages of the tutoring sessions for English Composition students at the Foreign Language Department?

Every project has its pros and cons, the following are some advantages and disadvantages that were faced during and along with this investigation.

Advantages:

☐ Tutors provided convenient access to attend the tutoring sessions to the English Composition students through a group on Facebook, email address and face to face classes in order to make the tutoring sessions functioned effectively. In that way, tutors were able to work with students who had the time to visit the tutoring session and for those who did not have time, they could ask questions and discuss corrections online. The students sent the assignment or the paper as an attachment

and the corrections were discussed at the same time via Internet. It was like receiving feedback with a friend online.

☐ The students who participated in the writing tutoring sessions received an individualized and unique experience in accordance with their needs. Every student and each session was different. After the session, the student had a better understanding of their assignments, improved the areas where they needed help and reduced grammatical mistakes.

☐ By sitting down with a tutor, students' felt more secure and comfortable asking questions without feeling intimidated.

Disadvantages:

☐ Tutors were coaches and collaborators, not teachers. At the beginning, students from the English Composition course did not have a very clear understanding of the function of the tutor and tended to think of the writing tutoring session as an extra subject to complement the Composition course. The disadvantage was that students arrived at the tutoring session thinking that was a class they would receive about certain topics and the tutors were put in a position where they could not help the students as much as they would have liked or as much as the students would have liked.

☐ The tutoring session was located on the third floor in one of the Computer Labs, a place reserved for students who needed to use the computers. Unfortunately, the Foreign Language Department did not have enough classrooms to support the research team with that resource, and that was a problem, because students needed an environment free of distractions, and fewer students' disruptions.

☐ The writing tutoring session was opened Tuesdays and Fridays from 8:00 a.m. to 12:00 p.m. and 1:00 p.m. to 2:00 p.m. Some students had inconveniences to attend the sessions because they had other courses at the same time. On the other hand, tutors worked with individual students for a limited time, sometimes they could not

correct each and every mistake. Instead, they made groups and tried to get students to recognize their own mistakes.

What are the main reasons students from the Foreign Language Department chose to go to the tutoring sessions?

Here we mention the top three main reasons why students from the Foreign Language Department visited the writing tutoring sessions:

1. **To get help**

For the students, visiting a writing center was very helpful, because they were opened to share their writing essays with a tutor and they realized the tutors were not interested in judging him/her or their ideas. They helped them in different areas such as grammatical problems, to organize their ideas, and to clarify doubts, among others.

2. **To have a second opinion**

They wanted someone to read their ideas carefully, show interest, and say what they thought about it. They did not want someone to look at the papers and that is all. They wanted to receive a second opinion, see how the tutor reacted, and at the end, they wanted to hear something good in a way that moved them forward.

3. **To clarify doubts**

Students went to the writing tutoring sessions not only because they wanted someone to review their papers, but also to clarify some topics they did not understand in class, they asked the tutors about different topics, and the tutors provided as much information as they could.

Which are the most common errors that students present when they visit the tutoring sessions? The most common errors were taken from the Essay Checklist, and instrument composed of three categories:

1. **Punctuation and capitalization**

In this category the research team found the highest percentage and the most common errors committed by students that assisted to the tutoring sessions, they had the use of the period, semicolon, and colon. Ten students (33%) of 30 did not use these punctuation marks properly.

2. **Content and Conclusion**

In the Content and Conclusion category, the most common error was in the development of the content because the ideas were not supported with evidence. In this part, researchers found that seven students (23%) did not support their essay with relevant details, facts neither examples.

3. **Composition Check**

According to these results, the most common errors committed on the composition check category was presented on the formulation and application of a clear and interesting hook in the essays, question #3, where seven students (23%) did not include that part. On the other hand, twenty-three students (77%) from a total of 30 included it.

What is the level of satisfaction of the students who choose to go to the tutoring sessions?

The level of satisfaction was high, with the self-evaluation survey and the evaluation to the tutor, the research team noticed students were very satisfied with the assistance provided by the tutors, and this can be shown in the instrument results in which the students evaluated the work of the tutors.

The results below show the level of satisfaction through the writing tutor evaluation survey:

- Tutoring has been a rewarding experience for me.
  (Strongly agree 13% - Agree 87%).
- I believe my tutor helped me.
  (Strongly agree 37% - Agree 63%).
- My tutor was prepared for my tutoring sessions.

(Strongly agree 30% - Agree 70%).

- The tutor's attitude was positive, he or she assisted when scheduled, the tutor clearly put the effort to assist me with the learning process.
  (Strongly agree 40% - Agree 60%).

- I used the tutor's suggestions in my course work.
  (Strongly agree 43% - Agree 57%).

- The Tutors I interacted with were helpful and supportive.
  (Strongly agree 60% - Agree 40%).

- I would suggest these writing tutoring sessions to another student.
  (Strongly agree 50% - Agree 50%).

- My experience was satisfactory and I felt confident receiving feedback from a tutor. (Strongly agree 60% - Agree 40%).

IX. LIMITATIONS

There were some non-satisfying situations that affected and that did not allow the good development of this quasi-experimental research, we mentioned below some of them:

• **Lack of support**

285 students and 8 professors at the Foreign Language Department of the English Composition course in Modern Languages, and English Composition II course in English Teaching majors were invited to participate in this project. Unfortunately, only two professors supported directly the research team and motivated their students to go to the tutoring sessions as an out of class activity. From a total of 385 students, the research team received 50 students who arrived obligatorily, and 15 students who arrived voluntarily.

• **Limited space**

Unfortunately, the University of El Salvador and specially the Foreign Language Department does not count with enough classrooms for all the subjects; However, they supported the research team with a small space in one of the Computer Lab located on the third floor which was not very convenient for all the students because the Computer Lab was reserved for the students who needed to use the computers, and the students who arrived at the tutoring sessions needed a bigger space free of distractions and with enough seats for everyone.

• **Limited time**

As part of the lack of an official classroom, the research team had some difficulties with the time, because the Computer Lab was opened from 1:00 p.m. to 2:00 p.m. and the tutors were not able to cover the students who needed assistance in the afternoon, there were some students who did not have time to go to the tutoring session in the morning, and some of them visited the Computer Lab after 2:00 p.m. and it was already closed.

X. CONCLUSIONS

After the implementation of the writing tutoring sessions and the impact this project caused in the participants, the research team concludes the following:

☐ According to the results of the writing tutor evaluation form, all of the students evaluated to the tutors and the project with a high level of satisfaction, 100% agreed that a writing tutoring session was very effective for them. Furthermore, the results were favorable due to the good administration of the instruments because they facilitated the collection of the data.

☐ It was observed that the most common errors that students committed were in the punctuation area, ten students (33%) of 30 did not use the punctuation marks properly, and twenty students (67%) used them correctly. Content and conclusion, seven students (23%) did not support their essay with relevant details, facts neither examples. On the other hand, twenty-three students (77%) supported their essays with references. Composition, seven students (23%) did not include interesting hooks. On the other hand, twenty-three students (77%) from a total of 30 included it.

☐ Because of the few participants of this project, that was a total of 15 students from a total of 285 that were invited, the research team realized most of the students were not interested in participating in the writing tutoring sessions because they do not write essays regularly out of the class unless the essay is for a homework, for that reason they were having trouble to organize their ideas because they do not practice their writing skills.

☐ 80% of the students that participated in the writing tutoring sessions confirmed by the responses of the self-evaluation survey that the suggestions and feedback provided by the tutors were useful to their writings. That means that the implementation of this project is important for the good development of the students´ writing skills.

XI. RECOMMENDATIONS

☐   The research team suggests that It would be a great idea to implement this project not only for a short period of time, but also as a permanent project, where students may have the conditions to receive assistance, no matter the subject.

☐   The implementation of a writing tutoring session should be included with different sessions and schedules according to students' necessities, and it should aid the entire community of writers, including undergraduate and graduate students, as well and professors.

☐   In the tutoring sessions, there should be qualified tutors in order for students to have coaches, people who will help them to improve their writing abilities. Everyone involve could increase their vocabulary and writing skills.

☐   Furthermore, it should be mandatory for the students with low grades to attend a writing tutoring session for remedial work in order to improve their writing skills and other areas. The students who assist may receive a special training, focused on the areas they feel weak, and this could help students to get a higher score.

☐   To have success with the implementation of an official writing tutoring session in the Foreign Language Department, the researchers suggest more support from authorities and professors, to motivate students and to enroll in this kind of extracurricular activities, Also technological resources and comfortable spaces to perform the sessions would be essential.

XII. BIBLIOGRAPHY

1 Brown H. Douglas. (2001). Teaching by Principles: Approach to Language Pedagogy, 2nd ed. White Pains, New York, NY. Person Education Company.

2 Dr. Prabhat Pandey and Dr. Meenu Mishra Pandey.   (2015) Research Methodology: Tools and Techniques.

3 Kroll Barbara (1991). Second Language Writing: Research insights for the classroom, Cambridge University Press.

4 Scrivener Jim (2005). Learning teaching: The Essential guide to English Language Teaching 2nd edition, Macmillan education.

XIII. WEBSITE REFERENCES

4   A Brief History of University Writing Centers: Variety and Diversity 2002, Susan Waller at: http://www.newfoundations.com/History/WritingCtr.html#Historical

5   Boquet, Elizabeth. "'Our Little Secret': A History of Writing Centers, Pre- To Post-Open Admissions." College Composition and Communication 50.3 (Feb 1999): 463-482.DOI: 10.2307/358861

6   Boquet, Elizabeth and Lerner, Neal, "Reconsiderations: After "The Idea of a Writing Center"" (2008). English Faculty Publications. Retrieved from https://works.bepress.com/elizabeth_boquet.

7   Bruffee, K. (1984). Collaborative Learning and the "Conversation of Mankind" Available [Online]: https://www.unibielefeld.de/exzellenz/lehre/docs/Bruffee_Collaborative_Learning.pdf

8   Citation machine, a Chegg service, (2000-2018) 8th ed. of MLA, and 6th ed. Of APA. Retrieved from http://www.citationmachine.net/apa/cite-a-book

9   Harris, Muriel. SLATE (Support for the Learning and Teaching of English) Statement: The Concept of a Writing Center. 1988. Available [Online]: <http://iwca. syr.edu/IWCA/Startup/Slate.htm>

10 Harris, Muriel. Teaching One-to-One: The Writing Conference. Urbana, IL: National Council of Teachers of English, 1986. Available [Online]: https://wac.colostate.edu/books/harris/teaching.pdf

11 Lebrun, Kalin. (1996) The History of the Writing Center. Retrieved from
    https://www.snc.edu/writingcenter/history.html

12 Murphy, C., & Law, J. (1995). Landmark essays on writing centers. Davis, CA:
    Hermagoras Press.

13 Parker, M. (2001). An Analysis of Three College Writing Centers. Available
    [Online]:
    https://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1072&context
    =eng_theses.

14 The Writing Center. (2017). Tips for Writing Tutors - The Writing Center. [online]
    Available at: https://writingcenter.unc.edu/tips-for-writing-tutors/ [Accessed 21
    Oct. 2017].

15 Vanclay, JK 2013, 'Factors affecting citation rates in environmental science',
    Journal of Informetrics, vol. 7, no. 2, pp. 265-271. Published version available
    from: http://dx.doi.org/10.1016/j.joi.2012.11.009

16 Waller, Susan. (2002) A Brief History of University Writing Centers: Variety and
    Diversity. Retrieved from
    http://www.newfoundations.com/History/WritingCtr.html.

17 Writingcenters.org. (2017). Writing Center Concept, by Muriel Harris |
    International Writing Centers Association. [online] Available at:
    http://writingcenters.org/writing-center-concept-by-muriel-harris/ [Accessed 20
    Oct. 2017].

18 Hasan Kamrul & Akhand Mohd Moniruzzaman (2010) Approaches to Writing in
    EFL/ESL Context: Balancing Product and Process in Writing Class at Tertiary
    Level Md. Journal. [online] available at:
    https://www.nepjol.info/index.php/NELTA/article/view/4612/3823

ANNEXES

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT**

Thesis topic: "The Impact of Writing Tutoring Sessions on students registered in English Composition courses at the Foreign Language Department, semester I-2018."

Thesis Objective: To analyze the impact of giving tutoring sessions to the English Composition students of the Bachelor of Arts in English Teaching and Bachelor of Arts in Modern Languages at the Foreign Language Department in the University of El Salvador, semester I-2018.

Professors name: _____

Teachers Survey

1. When you studied in the United States, did you realize about the existence of writing centers to help students write better in universities there?
   Yes ☐   No ☐

2. Did you ever work as a tutor in one of those writing centers?
   Yes ☐   No ☐

3. Do you know if writing centers exist in the universities of El Salvador?
   Yes ☐   No ☐

4. If not, would it be realistic to have writing centers in universities of our country?
   _____
   _____
   _____

5. According to you, what are some of the benefits for students after attending writing tutoring sessions?
   _____
   _____
   _____

6. Other comments or ideas that you have about writing centers?
   _____
   _____
   _____

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

Thesis topic: "The Impact of Writing Tutoring Sessions on students registered in English Composition and English Composition II of the Bachelor of Arts in Modern Languages and English Teaching at the Foreign Language Department, semester I-2018."

Professors name: _____

Students Survey

QUESTIONS	STRONGLY AGREE	AGREE	INDIFFERENCE	DISAGREE	STRONGLY DISAGREE
1. Do you agree that a writing tutoring session is effective for students in English Composition?					
2. The writing tutoring sessions have fulfilled your expectations to improve your writing skills?					
3. The suggestions that were provided to you on the tutoring sessions were useful to your writing?					
4. Were the writing tutors prepared to give you the tutoring session?					
5. Have the tutoring session helped you to increase your writing skills?					
6. Should tutoring session be implemented at the Foreign Language Department as part of an extracurricular activity?					
7. Would you keep on attending to a tutoring session in the future?					
8. Do you think that the schedules were flexibles to attend to the writing tutoring sessions?					

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

Student´s Name: _____ Major: _____

Paragraph Writing Checklist

Composition Check
1. Does the paragraph have a topic sentence?   ❏Yes ❏No
2. Is each sentence related to the topic sentence?   ❏Yes ❏No
3. Does the paragraph end with a concluding sentence?   ❏Yes ❏No

Language Check
4. Does each sentence have a subject and a verb? (Look out for fragments!)?   ❏Yes ❏No
5. Are the descriptive adjectives included in your sentences?   ❏Yes ❏No
6. Are being used different words instead of repeating the same word too often?   ❏Yes ❏No

Editing Check
7. Was paragraph read at least twice before submitting it?   ❏Yes ❏No
8. Was another person let to read the paragraph?   ❏Yes ❏No

Punctuation and Capitalization
9. Is there a period, semi-colon, colon, dash and comma correctly?   ❏Yes ❏No
10. Has the paragraph text capitalized the words that should be?   ❏Yes ❏No

Spelling and Diction
11. Has the paragraph used language that is clear and easy to understand?   ❏Yes ❏No
12. Are the words being used too informal?   ❏Yes ❏No
13. Is the paragraph spelling correctly?   ❏Yes ❏No

Grammar and Syntax
14. Are the clauses in the sentences linked properly and punctuated correctly?   ❏Yes ❏No
15. Is the verb properly conjugated to the subject in the sentences?   ❏Yes ❏No

Content and conclusion
16. Do the paragraph ideas make sense?   ❏Yes ❏No
17. Is the content developed with relevant details, facts and examples?   ❏Yes ❏No
Does the conclusion sentence restate the information and make a brief statement
that will impact the reader?   ❏Yes ❏No

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

Student´s Name: _____ Major: _____

Essay Writing Checklist

Composition Check

1. Does the essay have an introduction paragraph, body paragraphs, and a conclusion?	❏Yes ❏No
2. Does the introduction paragraph have a thesis statement?	❏Yes ❏No
3. Does each paragraph have a clear topic sentence?	❏Yes ❏No
4. Does each paragraph include only relevant sentences?	❏Yes ❏No
5. Is the essay with a clear an interesting hook or is the hook well formulated?	❏Yes ❏No

Language Check

6. Does each sentence have a subject and a verb? (Look out for fragments!)	❏Yes ❏No
7. Does the essay include descriptive adjectives in the sentences?	❏Yes ❏No
8. Are different words being used instead of repeating the same words too often?	❏Yes ❏No

Punctuation and Capitalization

9. Is there a period, semi-colon, colon, dash and comma correctly?	❏Yes ❏No
10. Has the essay text capitalized the words that should be?	❏Yes ❏No

Spelling and Diction

11. Has the essay used language that is clear and easy to understand?	❏Yes ❏No
12. Are the words being used too informal?	❏Yes ❏No
13. Is the essay spelling correctly?	❏Yes ❏No

Grammar and Syntax

14. Are the clauses in the sentences linked properly and punctuated correctly?	❏Yes ❏No
15. Is the verb properly conjugated to the subject in the sentences?	❏Yes ❏No

Content and conclusion

16. Do the ideas make sense?	❏Yes ❏No
17. Is the content developed with relevant details, facts and examples?	❏Yes ❏No
18. Does the conclusion restate the information and make a brief statement that will impact the reader?	❏Yes ❏No

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

STUDENTS RECORD SHEET

Thesis topic: The Impact of Writing Tutoring Sessions on students registered in English Composition and English Composition I courses at the Foreign Language Department, semester I-2018.

Objective: To notice the kinds of errors students make when they write their compositions.

Students ID: _____   Major: L104*11/12*   Writing Course Schedule: (Morning/Afternoon)

Session 1: _____

_____

_____

_____

Session 2: _____

_____

_____

_____

Session 3: _____

_____

_____

_____

Session 4: _____

_____

_____

_____

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

Writing Tutor Evaluation Form

This evaluation will be sent to students to receive a feedback and improve our writing tutoring sessions. It is going to be filled it out after every session, in order to evaluate the effectiveness and professionalism of the tutors.

1. Tutoring has been a rewarding experience for me.

⦿ Agree ○ Strongly Agree ○ Strongly Disagree ○ Disagree

2. I believe my tutor helped me.

○ Agree ○ Strongly Agree ○ Strongly Disagree ○ Disagree

3. My tutor was prepared for my tutoring sessions.

○ Agree ○ Strongly Agree ○ Strongly Disagree ○ Disagree

4. The tutor's attitude was positive. He or she assisted when scheduled. The tutor clearly put the effort to assist me with the learning process.

○ Agree ○ Strongly Agree ○ Strongly Disagree ○ Disagree

5. I used the tutor's suggestions in my course work.

○ Agree ○ Strongly Agree ○ Strongly Disagree ○ Disagree

6. The Tutors I interacted with were helpful and supportive.

○ Agree ○ Strongly Agree ○ Strongly Disagree ○ Disagree

7. I Would suggest these writing tutoring sessions to another student.

○ Agree ○ Strongly Agree ○ Strongly Disagree ○ Disagree

8. My experience Was satisfactory and I felt confident receiving feedback from a tutor.

○ Agree ○ Strongly Agree ○ Strongly Disagree ○ Disagree