

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



**UNDERGRADUATE RESEARCH:**

THE EFFECT OF TEACHING THE WRITING PROCESS IN THE DEVELOPMENT OF THE WRITING SKILL IN STUDENTS OF ENGLISH COMPOSITION II COURSE OF THE ENGLISH TEACHING MAJOR AT THE FOREIGN LANGUAGE DEPARTMENT AT THE UNIVERSITY OF EL SALVADOR, SEMESTER I-2018.

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## **1. Statement of the research problem**

### **1.1 Delimitation of the problem**

This research study was developed with the aim of determining the way that the writing process is taught and how it influences the students' development in their writing skill. This mix method study was carried out at the University of El Salvador, in the Foreign Language Department; the data was gathered from five English composition II courses of the English teaching career.

### **1.2 Research problem**

Learning English is important in a globalized world, there are four skills that learners need for complete communication, which are listening, speaking, reading and writing. The four language skills are related and connected to each other in two ways; which is the direction of communication (in or out) and the method of communication (spoken or written). These four language skills or sometimes called the "macro-skills" are very important and necessary towards learning a second language.

All the macro skills are important to learn a second language but teachers learn more and more about how to teach fluency, not just accuracy, how to use authentic texts and contexts in the classroom, how to focus on the purposes of communication, and how to motivate students to learn. Those same trends help them to be applied to advances in the teaching of writing in the second language context. The ability to write is seen as the most stable and durable of the foreign language ability since learners acquire most of their vocabulary through writing (Nunan, 1999).

Learners learn to write by writing, but it is not easy because students must have to put into practice and apply multiples skills such as: grammar, punctuation and spelling (Lynn, 2010). Moreover, writing is the ability to create coherent and cohesive discourses following prescribed patterns for developing and organizing discourse (Yeon, 2009). To learn writing in a correct way is necessary for learning the process of writing.

Students who want to learn a second language must not to forget the macro skill of writing and for that they must learn and emphasize in the writing process, which is a method of prewriting and organizational skills, visual organizers and reinforces (Jay, 1999). Brown (2001, p. 336) mentions that writing is a thinking process; a writer produces a final written product based on their thinking after the writer goes through the thinking process

The Foreign Language Department of the University of El Salvador in its academic program offers the English teaching major in which students receive the subject of composition I and II, the first in the fourth semester and the second in the fifth one of the respective career. In Composition II, one of the objectives is learning the process of writing primarily. The worrying part of this situation is the fact that students after two years of receiving English education ignore the process of writing, but in the evaluation of English subjects like English I contains the writing as a part of its evaluations, so it is necessary to study carefully the problematic in order to describe the effect of teaching the process of writing in student of composition II, in addition, to verify if teachers taught the process, and if it helps students to develop their writing skill.

### **1.3 Research Questions**

According to the facts explained above, this investigation pretended to go in depth with the following questions:

- What is the effect of teaching the writing process in the development of the writing skills in students of composition II at the Foreign Languages Department to the University of El Salvador, semester I-2018?
- How do teachers encourage students towards the writing process in developing their skill?
- How do teachers teach the process of writing?

## **1.4 Objective**

### **1.4.1 General Objective**

- To determine the effect of teaching the writing process in the development of the writing skill of students as a way to assess the quality of writing they are expected to have.

### **1.4.2 Specific Objective**

- To analyze the process of writing taught by the professors of composition II from the English Teaching major at the Foreign Language Department at the University of El Salvador, semester I.2018.
- To verify that students follow the writing process learnt in class and if it helps them to develop the writing skill.
- To find whether composition teachers teach or not the process of writing and its impact on the students' writing product.



## **1.5 Research justification.**

This project was focus on the writing process taught by composition II instructors and its effectiveness in students' writing skill. The main purpose was to know if learners followed or not the writing process in their papers, notes and any kind of paragraphs they could provide related with the subject.

It is important to define the concept of writing and the process that a good writer must follow in order to create academic and professional pieces of writing. According to Brown (2001, p. 336) writing is a thinking process; a writer produces a final written product based on their thinking after the writer goes through the thinking process.

Based on the previous definition writing is not just write whatever comes to the mind, it needs thinking, analysis and organization. Writing is a very active process which needs too much attention in order to get an efficient final product.

In brief, this research will help to identify the main problems students present in their papers, also, if it is difficult for them to understand and follow the writing process, beside, teachers and students' opinions about the strategies implemented to improve this skill through the writing process.

## **2. Theoretical framework.**

This research showed one of the four macro skills of the English language. The writing process is very important at the moment of creating a document or paragraph because it needs coherence and cohesion (Yeon, 2009). Therefore, the study showed the knowledge acquired by the students of the University of El Salvador of the composition II subject. This search contains some citations of writers that made understand better the topic and they showed their different points of view.

### **2.1 What is writing?**

Writing is one of the four macro skills that foreign language students should master in their language learning process if they want to become well-rounded users of the target language. It is fundamental at the moment to express something to someone else. Teachers learn more and more about how to teach fluency, not just accuracy, how to use authentic text and contexts in the classroom, how to focus on the purposes of communication, and how to motivate students to learn. The ability to write is seen as the most stable and durable of the foreign language abilities since learners acquire most of their vocabulary through writing (Brown, 2009).

Also, it provides learners the opportunity to be exposed to well-organized and well-written pieces of writing which help them to improve their language abilities. Like writers who are native speakers, when foreign language learners

write a text their main goal is to comprehend its messages. Hence, it shows that foreign language students need to master writing since it is a component of target language proficiency. This skill is a complicated and often mysterious process. In the context of education, for example, it is worth remembering that most exams, whether they are testing a foreign language abilities or others competences, often rely on the students' writing proficiency in order to measure their knowledge. There are more definitions about what is writing (Harmer, 1998).

According to Numan, (1999) and Silva, (1990) Writing is a sentence level, or discourse, emphasizing cohesion and the process ability of text by readers. To former corresponds to the traditional Product-based approach or Controlled composition approach, and the latter to the more recent Discourse-based approach.

The view of "Texts-as-autonomous objects" (Hyland, 2002: 6) refers to "the mechanistic view that human communication works by transferring ideas from one mind to another via language because meanings can be encoded in texts and recovered by anyone with the right decoding skills" (Hyland, 2002: 6-7). As a result, this approach focuses on the formal features of texts, and the goal of writing instruction is to train students in propositional explicitness and accuracy.

The Product-based approach (Nunan, 1999), Controlled composition approach (Silva, 1990), Controlled-to-free approach (Raimes, 1983) and Traditional text-based approach (Tribble, 1996) correspond to this "Texts-as-autonomous object view, focusing on the learners' final product, with error-free performance at sentence level graded favorably and emphasis placed on language form. (Nunan, 1999; Raimes, 1983; Silva, 1990; Tribble, 1996). Writing is regarded as a secondary concern that functions as reinforcement for oral habits. In psychological terms, the approach carries traits of behaviorism: learning is a habit

formation, in that learners are instructed to imitate and transform models provided by textbooks and teachers.

Learners learn to write by writing, experiment, discovery, trial and error, regular opportunity to write in all the subjects, good writing models, and consistent approach to the writing process, constructive and formative feedback. Compared to the others, writing is a much more recent phenomenon, and for many centuries it was assumed that the best way to learn to write well was either to pray, entreat the muses, or carefully imitate writings that were already considered great. Eventually, as more people desired to write, teachers began creating rules to help them write correctly (Lynn, 2010).

The process of writing is not easy because students must have to put into practice and apply multiples skills such as: grammar, punctuation and spelling. They also need to learn about the writing process, including (Pre-writing, Drafting, Revising-Editing to Word Process) It is very important for students who take English Composition II to use and apply the writing techniques in order to make the most of the writing process (Lynn, 2010).

The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product (Brown, 2001, p. 335). Writing ability is the ability to create coherent and cohesive discourses following prescribed patterns for developing and organizing discourse. (Yeon, 2009).

## 2.2 What is the writing process?

To be a good writing it is necessary to know how to do it through an approach called process of writing; however, it is important to start with some meanings of this term. Writing process is a method of prewriting and organizational skills, visual organizers and reinforces (Jay, 1999). Brown (2001, p. 336) states that writing is a thinking process; a writer produces a final written product based on their thinking after the writer goes through the thinking process. In addition, Brown quotes Elbow (1973: 14-16) as saying that writing should be thought of as an organic, developmental process not as a way to transmit a message but as a way to grow and cook a message. Kroll (1990) also quotes Applebee (1986) as saying that the process approach “provided a way to think about writing in terms of what the writer does instead of in terms of what the final product looks like (p. 96). The writing process usually involves several steps.

The selection of an appropriate topic is the first step during the writing process. In many academic settings, this task is simplified by working with a faculty mentor who is already familiar with an interesting area of study and may even have defined one or more researchable questions. There are no simple rules for selecting a topic of interest, but there are some considerations for making a decision as to appropriateness. It is generally unwise to define something as important as a dissertation topic without first obtaining a broad familiarity with the field. This implies a large amount of exploring the literature and talking with the experts. Writers need to select a topic that has the potential to make an original contribution to the field and allow you to demonstrate your independent mastery of subject and method. In other words, the topic must be worth pursuing. At the very least, the study must generate or help to validate theoretical understanding in an area or, in those fields where applied dissertations are permissible, contribute to the development of professional practice. (Selecting a Suitable Topic, 2007). Writing is better when the author is interested and passionate about the topic.

The following step is generating ideas using the brainstorming technique. It is a creative thinking technique that has been used by management for over fifty years and was popularized by advertising executive Alex F. Osborn in the 1950's which was invented to be used in creative problem solving. Osborn himself defined brainstorming as "a conference technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously by its members" (Osborn, 1967). He also described it as "a means of group problem solving that considerably increases the quality and quantity of ideas produced by groups" (Osborn, 1967). The emphasis of brainstorming was on, coming up with as many deliberately unusual solutions as possible. But unfortunately, its interpretation vary widely even between the various scientific papers produced from brainstorming studies. Researchers have revealed that group level creative output extends beyond simple brainstorming or idea generation. It is a quick and easy way to generate novel ideas for problem solving and innovation. As the name suggests, Brainstorming is meant to stimulate or exercise the brain into thinking about issues in a new way. It encourages people to arrest conventional, logical thinking and embrace spontaneity, originality, and imagination.

Ending the brainstorming, writers need to structure the outline and rough draft for a long research paper; writers will need to think about how they want to organize their research. Doing this in advance will help them to plan arguments, order the research, and cite the research properly (Tardiff and Brizee, 2013). An outline allows a writer to categorize the main points, to organize the paragraphs into an order that makes sense, and to make sure that each paragraph or idea can be fully developed. Essentially, an outline helps prevent a writer from getting stuck when performing the actual writing of the essay. An outline provides a map of where to go with the essay. A well-developed outline will show what the thesis of the essay is, what the main idea of each body paragraph is, and the evidence or support that will be offered in each paragraph to substantiate the main points. In addition, the

sole purpose of a rough draft is to give a place to start to formally put together ideas with evidence.

After writing the rough draft, the next step is to revise it. When revising writers change what they have already written in order to improve it. The writers read over their draft carefully focuses on the general aspects and making notes about it in order to achieve the stated purposes, to check logic, coherence, unity and the use of transition signals in each paragraph giving the reader enough information to understand the main idea. Finally, it is important to verify if the text has or needs a concluding sentence or final comment about the topic. In this step writers can change, rearrange, add or delete all for the goal of communicating their thoughts more clearly, effective and in a more interesting way. (Oshima and Hogue, 1999)

The next step is to proofread the paper in order to correct grammar, sentence structure, spelling and punctuation. Writers have to check over each sentence for correctness and completeness that means no fragments and irregular sentences. Look over each sentence for a subject and a verb, subject-verb agreement, correct verb tenses, etc. In addition, to verify some details as punctuation, spelling, capitalizations, typing errors and change the vocabulary words as necessary. Doing the proofreading, writers get a better and more organized second draft.

After following all those steps, writers are able to create a final version of their composition work. This paper has to have the correctness required during the proofreading. In this stage is necessary to be sure that writers make all the corrections and get a neat and legible paper in order to create a final product to hand in. Even in this phase it is possible that writers decide to make a few minor

changes. Doing all the changes needed and being satisfied with the final product, this is ready to be published.

During the writing process, a series of stages have to be developed in order to get a final product which has to have unity, coherence and clarity. The method could seem long and even hard but following step by step without skipping any of them the final paper will be a success and the best version of the written work.

### **2.3 How to teach writing?**

During the written performance, teachers are called to play a number of different roles. Chris Tribble suggests that at one extreme they will be seen by students as the examiner. Almost all teachers will set class tests or mark practice papers for the public exams their students are taking. The students will justifiably expect some kind of an objective evaluation of their performance. This role contrasts strongly with the teacher's potential as the audience, responding to the ideas and perceptions that the students have written about. Between these two extremes the teacher may act as an assistant (helping students along), a resource (being available when students need information per guidance), an evaluator (saying how well things are going so far), or an editor (helping to select and rearrange pieces of writing for some kind of publication- whether in or beyond the classroom), (Harmer, 2006).

Teachers play a role of assistant during the writing process. Many teachers use a writing model and help students understand what is expected. They organize so that students are not confused and can cooperate with each other. Though teachers are flexible to help their students and meet instructional goals, they also are thoughtful and systematic in organizing for writing. Organizing, of course, refers



to planning as well as the classroom activities and routines, practices established to help student develop as writers. It is necessary for teachers to guide learners through the whole process (modeling the way a writer thinks through shared and guided writing sessions) so that the process becomes familiar and fully understood by all learners (Harvey and Hyde, 1998). Effective teaching will often focus on particular aspects of the writing process.

In the development of the process, teachers are available to guide students and provide them with resources to get information. Teachers determine how reading plays an important role in helping students develop as writers. Typically, the reading materials are used as models of writing or examples of genres, as a means of discussing a writer's strategies and techniques, as a means of stimulating students' interest and thinking about an issue or topic, and as resources to help students complete a task. Teachers can help students develop as writers by encouraging students to apply the techniques and characteristics of materials they read. Teachers can construct mini-lessons drawing on reading materials, and they can ask students to identify in the reading material important features they can apply in their own writing. They provided resources to students in order to improve the quality of writing.

Teachers should intervene with editorial, comment motivating suggestions, or language advice during the process but at the end when the final product is done, they evaluate it. They correct mistakes in the students' written performance on issues such as syntax, concord and collocation or word choice (Harmer, 2006). Teachers focus their attention primarily on surface features of a student's composition related to the mechanical aspects of writing, or conventions. A balanced assessment should look at all five aspects of a student's writing like fluency, content, conventions, syntax, and vocabulary. Teachers evaluate only after the writing was done. They marked the papers, often focusing only on errors,

provided a grade, and went on to the next assignment but during the process, they response and give some advice in order to improve the writing.

There are several strategies for raising students' awareness of the importance of editing in general. The first strategy involves setting classroom tasks in which writers look at sentences or a short student text containing a variety of editing problems. Another useful strategy for convincing students of the necessity to develop editing skills is to give them a diagnostic essay assignment early in the term and provide them with comprehensive feedback about their writing, including detailed information about their editing weaknesses, so that they have specific grammatical features on which to focus (Ferris, 2002b, pp. 78-85). Nevertheless, they want to describe what they see in the student's work, ask questions about content and form provide suggestions or options, and explain strategies or techniques identify resources the student could use. (Ontario ministry of education, 2006).

In addition, according to Ferris (1995c), some teachers assume that foreign languages writers focus excessively on grammatical form at the expense of developing and organizing their ideas. However, many foreign languages students have little interest in editing their written production. Such writers may find editing tedious, may not see it as important, or may have become overly dependent on experts (i.e., teachers, tutors, and so on) to correct their work for them. A crucial step in teaching students to become good editors is to convince them of the necessity of doing so.

Recapitulate, teachers play important roles during the student writing process so they must adapt the best strategies to assist, evaluate, guide and respond students in order to help them in all the process.

## **2.4 What is the importance of the writing process?**

Following a group of steps for producing a paragraph is very important to get a good piece of writing as a final product. In composition or writing courses, teachers emphasize how relevant the process is in order to get an excellent result that means logical, clear, interesting and well written documents. Moreover, it helps writers to become effective, good communicators and experts about a topic not only in the academic but also in personal and professional contexts as well. Also, following a process conduct writers to create an appropriate message for a specific audiences in an explicit period of time. It is not possible to create a good paper without the different stages required in the process of writing.

At first sight writing could seem a complicated and sometimes annoying activity, mostly if learners don't like it. Teachers' task is to change this students' idea about writing showing them a process. The writing process is very important because it guide students to get good results, that means well structure texts that contain logic, that is a particular way of thinking, especially one that is reasonable and based on good judgment(Cambridge Dictionary, 2018). It is also important for writers in order to get a clear, neat, interesting and well done final work.

The writing process is vital for any author because studying certain qualities of personal writing and identifying patterns, an individual can improve her writing (Talbot, Z, 2010). In other words, following a scheme helps writers to identify their own witnesses and strengths in writing so that help them to improve. Having a writing process helps students to build confidence in their writing abilities and create very good documents. Moreover, it provides structure and organization to

those who might feel lost or unsure of where to start or where to go next with their writing.

Besides, with the writing process learners develop effectiveness that means the ability to be successful and produce the intended results (Cambridge Dictionary,2018). Having a writing process helps students build confidence in their writing abilities. Students can be successful by doing the different activities required in each stage.

Another reason why this process is important is because learners become good communicators, they are able to transmit their ideas to the readers, so they are communicating what they want, also the writing process supports peer to peer interaction and discourse because students share their progress with one other and engage in conversations about their work, that is other kind of communication during writing.

Becoming expert in one specific topic is another reason that shows the importance of the writing process. When writing students should read and find information about their topic the most as they can. The more sources they get, the more experiences they will be about the chosen subject. In addition, the writing process promotes independence and self-direction among students because the best way to learn a topic and become an expert is creating a document about it.

It is important to mention that this process will be useful not only in the academic field but also in personal and professional environment. There are many people who like to write and create their own homemade papers for pleasure, hobby or distraction. Or people at work are required to do a professional

presentation or emails. Following a process will help to improve and facilitate writing in many contexts.

Finally, the process is important because it will guide students to identify and select their audience. Knowing their audience helps writers to make decisions about what information they should include, how they should arrange that information, and what kind of supporting details will be necessary for the reader to understand what is presenting. (Writing for audience, n.d.)

To sum up, the importance of the writing process for producing a good final product is clear. It is needed in personal, academic and professional contexts in order to get logic, effective, neat and well written work that conquer the specific chosen audience.

To know the points of view of different writers will be very important for the achievement of this investigation. They show the importance of an excellent writing process in students. Students need to put in practice different techniques that help them to make a good composition at the moment of writing.

### **3. Methodology**

This part details about the methodology and the steps that allowed the research to take place. Several aspects were taken into account at the moment of performing the research such as type of study, techniques used to gather and process of the relevant information, as well as the instruments and the procedures to analyze the resulting data.

#### **3.1 Research approach:**

This research study adopted a quantitative and qualitative approach. First, it was qualitative because it deals with teachers and students 'opinions of Composition II courses of English Teaching major at the Foreign Language Department at the University of El Salvador. Second, it was also quantitative because the data collected through the questionnaires were tabulated, analyzed and interpreted to know the percentages concerning to each answer.

#### **3.2 Type of research:**

The type of this research was mixed-method approach since the objective was to determine the effect of teaching the writing process in the development of the writing skills of students in composition II from the English Teaching major at the Foreign Language Department at the University of El Salvador, semester I-2018.

From this research depended the knowledge about reality, that's why the aim of it was to explain the results and reasons why this phenomenon occurs, Moreover, this research work examined the strength relation among the effect of teaching the writing process and the development of writing skills, Studies like the ones conducted by Burns and Grove, (2003) define a research design as "a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings".

This research was descriptive study as well, it is one in which information is collected without changing the environment, it can provide information about what is naturally occurring, behaviors, attitudes or other characteristics of a particular group. According to Polit (2001), mix-method approach studies are used in researches whose purpose is description. Moreover, Arriola et al. (2006) states that the descriptive research can be used in qualitative or quantitative approaches. In this research, the collection of data will provided a description of the objects of study, groups or situations.

### **3.3 Research design:**

The research design was non-experimental, because the situation to be studied was already given; nothing was going to be provoked. The process was going to be based on observation, interaction, and interpretation of the information to come up with the results. Researchers used a survey directed to students as well as an interview to teachers. The researchers were going to observe, during a focus group, the process that students used at the moment of writing a paper like a document, paragraph or any other text. Also, the involvement of all people in the investigation was going to be important to get to the last result; and finally go through the collected information to be interpreted to get the main and closing findings.

### **3.4 Population and sample.**

#### Population

The study was implemented at the University of El Salvador at the Foreign English Department; the population was students enrolled in the four groups of English composition II courses at the English teaching major.

#### Sample

The sample was three students of each group selected by randomization, this is the process of assigning participants to groups so that each participant had an equal chance of being assigned to a given group (randomization, 2009) which took a total of twenty students due to researchers were working with a focus group.

According to Sampieri, Fernandes-Collado and Lucio (2006: 605), authors of the book "Metodología de la Investigación": Some authors consider a focus group as a kind of group interviews. The latter consist of meetings of small or medium groups (3 to 10 people), in which the participants talk about one or several topics in a relaxed and informal environment, under the guidance of a dynamics specialist group, but the format and nature of the session or sessions depend on the objective and characteristics of the participants and the approach of the problem. (Creswell, 2005, cited by Sampieri, Fernandes-Collado and Lucio, 2006: 605).

In this research, the sample population was twenty students due to the quantity of composition students in each course which was around twenty five students per group and taking into account that there were three people acting as moderators of each session. Those students were a stratified sampling because the sample included representative subgroups (four composition groups), that's



why the size of the sample; the researchers would use randomization to select the participants. It ensured different groups that were studied had similar characteristics when the research began, allowing a fair comparison between the five subgroups.

### **3.5 Research instruments.**

To accomplish this research study four types of instruments were used with the purpose of collecting all the information needed by researchers.

- Questionnaire

The sample group was surveyed with a questionnaire that contains a series of closed-ending questions in order to know their opinion about the research topic. According to Balestrini (2002), the questionnaire is considered a written and basic means of communication between the interviewer and the respondent, it facilitates translating the objectives and the variables of research through a series of very specific questions, previously prepared in a careful way, susceptible to be analyzed in relationship with the problem studied.

In this case, a questionnaire was used, from which this instrument aims to demonstrate the validity and reality of the situation.

- Check list

Students provided one of their composition works to be observed by researchers following the guideline of a rubric previously elaborated with the purpose of knowing if the writing process had been effectively developed.

The checklist, as a methodological tool, is composed of a series of items, factors, properties, aspects, components, criteria, dimensions or behaviors, necessary to be taken into account, to perform a task, control and evaluate in detail the development of a project, event, product or activity. These components are organized in a coherent manner to allow for an effective evaluation of the presence or absence of individual items listed or by percentage of compliance or idea. (Oliva, 2009)

The check list served to verify the degree of compliance with certain rules or activities established in order to determine what was the effect of teaching the writing process in the development of writing skills of students of composition II, because students presented composition works which were object of study in order to corroborate that students followed or not the writing process.

- Interview

Composition teachers were interviewed. Researchers provided a list of open-ending questions to know instructors opinions about the effectiveness of the writing process in the development of the writing skills. According to Denzin and Lincoln (1994:353), the individual teachers' interview is "a conversation, the art of asking questions and listening." They state that interviewing is one of the most common and powerful ways researchers use to try and understand human beings. Individual teachers' interviews were conducted after classes and not during school hours. This was to avoid disturbing the teaching schedule.

The purpose of the individual teachers' interviews was to get information from the participating teachers themselves, thereby ensuring getting relevant and credible data.

- Focus Group session.

Researchers used a plan discussion elaborated to obtain perceptions on a define area of interest in a permissive, non-threatening environment. The discussion was relaxed, comfortable, and often enjoyable for participants as they shared their ideas and perceptions. Group members influence each other by responding to ideas and comments in the discussion. Krueger, R.A (19889), Borg, W.D, Borg, W. R, and Gall, J.P 819969.

### **3.6 Information analysis plan.**

After having administered all the instruments (questionnaires, check list, interviews and having carried out the discussion of the focus group), the process of data collection was done manually, and then systematized in the computer, to make the final document as follows:

- A data dump was made.
- The questions were grouped by categories, taking into account the questions that correlated in common aspects.
- The quantitative and qualitative analysis were elaborated, using the data tables, the respective percentages and opinions of each question were extracted.
- The graphs that represent the values were elaborated.
- Afterwards, the interpretation of results was carried out in relation to the data obtained quantitatively and qualitatively.
- Compared the final product of composition work of the four composition II courses.
- Finally, the interpretation of the result leded to possible recommendations.

## 4. Data analysis

### 4.1 Survey data tabulation

No	Question	YES		NO		ANALYSIS
		Absolute Fr/%		Relative Fr/%		
1	Do you consider writing a difficult skill to develop?	16	80%	4	20%	Most composition students consider that writing is a difficult skill to develop.
2	Do you consider form (grammar, syntax) is important when evaluating writing?	20	100%	0	0%	All surveys consider that the form their composition works contain is very important at the moment of the evaluation.
3	Do you consider content (coherence, and cohesion) is important when evaluating writing?	20	100%	0	0%	Surveys consider that the content in their composition works is very important at the moment of evaluating them.
4	Do you consider content is more important than form?	13	65%	7	35%	More than half of the respondents consider that the content of their composition works is more important than the form of these.
5	Are you familiar with the stages of the writing process?	20	100%	0	0%	All students surveyed know or are familiarized with the steps of the writing process.
6	Choosing a topic is the first step that you do when composing a paragraph?	20	100%	0	0%	To select a topic is the first step of the writing process, which students are aware that it is.
7	After choosing a topic you confirm if it is	20	100%	0	0%	After selecting the topic, the students emphasize in their

	enough specific to develop it?					entirety that the second step of the writing process is narrowing the topic
8	When you have a well-elaborated and specific topic, do you write all the ideas that come to your mind about it?	16	80%	4	20%	More than half of the population surveyed after having selected and delimited their topic, they begin to write all the ideas that come to mind about the selected topic.
9	Do you organize the ideas in a logical and coherent way?	18	90%	2	10%	90% of respondents organize their ideas in a logical and coherent way in their composition work.
10	After having all your ideas organized, do you create your paragraph?	20	100%	0	0%	100% of the surveys begin with the creation of their composition after having organized their ideas.
11	Do you revise your composition work?	17	85%	3	15%	Only 15% of respondents do not review their final product before it is delivered to teachers for evaluation.
12	Do you prefer to get feedback by your classmates?	9	45%	11	55%	55% of surveys prefer to have feedback from their classmates, while 45% prefer not to receive feedback from them.
13	Do you prefer to get feedback by your teacher?	18	90%	2	10%	Most of the students surveyed prefer the teacher give the feedback.

**Table 1.** Results provided by the survey instrument.

#### 4.1.1 Survey analysis

In order to achieve the objectives set at the beginning of this investigation, researchers surveyed students of the English Composition II courses to the English

teaching major, then the researchers proceeded to the tabulation which performed using the manual tabulation method getting the following interpretations.

After having passed the surveys to the students, the results showed that the writing process implemented by the teachers who taught the composition II courses helped students to create a piece of writing for several reasons since the students followed all the process step by step with the purpose of getting favorable results.

The first reason why the writing process helped composition students was because they recognized that writing is not an easy skill to acquire or develop. Writing does not mean writing just for writing, a composition work must have a good content, that is, it must be coherent and cohesive as well as it must have good form, that is, good grammar and syntax.

Following step by step the writing process leads to create good composition works. Students followed the steps of the writing process to obtain better results since the teachers evaluated the form and content presented in each of their works. In other words, following the steps of the process facilitates that the works presented by the students have the requirements stipulated by the teachers when evaluating the development of their tasks.

Another reason that facilitated the composition work was the feedback that students received. In this case, most students preferred to have feedback from their teachers; however, they received feedback from both their teachers and their

classmates. Also, they had peer evaluations, meaning that they were first evaluated by themselves or by their classmates following a rubric that the teachers provided and then evaluated by the teachers.

With the results obtained in this survey, it can be concluded that students followed the writing process step by step and it facilitated that their final products had a good form and content. In addition, these results helped answer the first research question related to what is the effect of teaching the writing process in the development of students' writing ability because it showed that students knew the process and that was a positive effect since they knew they had to write coherently and cohesively without leaving aside the grammatical and syntactic part.

#### 4.2 Data tabulation check list

<b>Statement</b>	<b>Below basic</b>	<b>%</b>	<b>Basic</b>	<b>%</b>	<b>Proficient</b>	<b>%</b>	<b>Goal</b>	<b>%</b>
<i>Choosing the topic.</i> There is a topic that calls readers 'attention			<b>6</b>	<b>30 %</b>	<b>14</b>	<b>70%</b>		
<i>Narrowing the topic down.</i> Shows evidence of selecting the topic from general to specific			<b>4</b>	<b>20 %</b>	<b>16</b>	<b>80%</b>		
<i>Brainstorming.</i> Confirm the use of brainstorming technique.					<b>3</b>	<b>15%</b>	<b>17</b>	<b>85%</b>

<i>Outlining.</i> Detailed ideas are listed and organized to support the piece of writing.					2	20%	18	80%
<i>Drafting</i> Student shows a first draft of his/her composition.					1	5%	19	95%
It presents form (Grammar and syntax).					8	40%	12	60%
There are sentence connectors.					7	35%	13	65%
It has content (coherence and cohesion).					7	35%	13	65%
There is coherence between each paragraph.					6	30%	14	70%

**Table 2.** Results provided to observe composition works.

#### 4.2.1 Check list analysis

The research team validated one of the objectives which was to verify if students followed the process of writing was accomplished with the rubric that evaluated students using the writing process in composition works. Students gave the necessary information in their works that showed the effect of teaching the writing process in the development of writing skills in students of composition II.



The majority of the composition works contained a proficient topic that called readers attention, showing the importance of choosing a good topic at the moment of writing a paragraph, idea, or document. Students put in evidence the selection of one topic from general to specific. That means they “Narrowed the topic down” obtaining as a result a score in the evaluation rubric.

In addition, composition works contained the brainstorming technique, that helped students to organize or select the best words for choosing the correct topic for their works and then they made an outline that detailed the ideas that were listed for supporting the piece of writing. Moreover students made drafting technique where showed their first draft of the composition work, in this part they could receive corrections about grammar, syntax, connectors, coherence and cohesion between each paragraph. All these points mentioned before got a goal score because teachers helped students in their compositions works.

Finally, it was confirmed that teachers did a good job giving an excellent feedback at the moment of checking the students’ works of composition II. In that way students put in practice all the techniques that involves the writing process getting as a result the best written works.

### **4.3 Focus group' analysis**

The answers obtained by the students during the focus group session answered the research questions of this research which were how the teacher teaches the writing process and how they encouraged the students towards the writing process developing their skill. First the instructors acted as students’ guides. Throughout the process they were in charge of guiding them, responding and correcting their mistakes and suggesting them clearly and correctly to improve

their composition as well they were in charged to guide them to follow step by step the process.

Second, composition teachers gave students extra material that helped them to develop the topics of which they made their composition. They provided the students with important information about the topics to be developed in classes and also gave examples of how to follow the writing process therefore teachers encouraged students to always apply the techniques learned because they evaluated them according to the materials provided.

Finally, teachers during the writing process acted as evaluators. Teachers were responsible for evaluating everything that concerns the process, however, before evaluating the work teachers were responsible for giving feedback with the purpose that students corrected their mistakes in time and thus obtained possible better results at the moment of the evaluation. In addition, teachers evaluated the following parts: grammar, parallelism, vocabulary and punctuation, development of the topic, thesis statement and organization of ideas.

To sum up, teachers were responsible for guiding, evaluating and responding to students during the writing process. Besides, for directing and encouraging students to follow step by step throughout the process in order to develop in learners their writing skills.

#### **4.4 Analysis of teachers' interview.**

Following the objectives set at the beginning of this investigation, researchers interviewed the professors in charge of the four composition II courses

imparted to students of the English Teaching major with the purpose of obtaining important information about the effect of teaching the writing process in the development of the writing techniques in this specific group of students.

When finalizing all the interviews the investigation group compared the answers and realized that each teacher used different techniques during the semester but with the common goal of teaching the writing process and taking students in a more advanced writing level.

The group of teachers interviewed agreed that writing is a difficult skill to develop in students of English Teaching because most of the instructors probably didn't pay attention to this ability in the intensive courses at the beginning of the major and didn't make learners create their own pieces of writing, that's why students decided to look for information on internet and got writing techniques even if those were not right, because of that too many students were fossilized with the wrong writing steps. Moreover, most of the students admitted that they don't like to write and read neither in their native language.

According with the instructors both form and content were important at the moment of evaluating a composition assignment. They considered necessary to check details like grammar, punctuation and syntax but also coherence, cohesion and the deepness in the meaning of the text because student will teach in the future so they must know all the writing rules and steps.

The technique each instructor used to teach the writing process varied but had the same purpose: the students learned the correct way of writing a paragraph, were able to create, think and analyze about a topic. In class, the

teacher guided learners to develop prewriting activities, outlining, drafting and final version. Besides, to emphasize that writing is a process and that a writing piece will never be complete because it can be edited and revised too many times. Moreover, the teacher asked students to recognize the term they were going to learn, the procedure they were going to follow and to practice all the knowledge gotten in class.

All teachers agreed that teaching the writing process helped students to develop this skill because it allowed them to open their minds to new ways to learn and communicate the language. Once they knew the process they automatically developed academic texts. This only was possible if learners worked hard and followed the process step by step.

From teachers' points of view and professional experience the steps of the writing process were: Pre-writing, narrow the topic down, generate too many ideas as possible about the chosen topic, organize them, make a topic sentence, outlining and starting to create a paragraph. In other words: Prewriting, outlining, drafting, editing and publishing.

All Composition II professors promoted the writing process not only in the class but also in others English courses and social media like Facebook. In addition, they emphasized since the beginning the relevance of followed the writing process in a careful way.

Teachers shared with the researchers what they considered which were the most frequent mistakes students make in their composition assignments, these could be about grammar, punctuation, capitalization, connectors, but also

organization problems, lack of an outline, didn't write clearly the ideas they wanted to convey, so basic English writing, and a bad translation of the messages.

At the moment of asking what students preferred, if get feedback from the teacher or the classmates, they considered from both because it was useful for students to get a double opinion about their writing works.

All teachers assured they made sure that students followed the process when they checked the composition tasks. Students had to present the prewriting activity, the outline, the first draft and the final version, that means all the proofs needed.

In summary, the information obtained during the interviews to the Composition II teachers of the English teaching major helped researchers to complete the objectives set at the beginning of the investigation. The most of the answers were similar, positive and demonstrated how engaged teachers are with students' writing abilities acquisition.

## **5. Discussion**

The results obtained in the instruments (survey, focus group session, teachers' interviews and check list) that were administered to both teachers and students of the courses of English composition II of the Teaching English major helped the researchers to answer the research questions which were: What is the effect of teaching the writing process in the development of the writing skill?, How teachers teach the writing process and How do teachers encourage students

towards the writing process in developing their skill? as well as to accomplish the followed proposed objectives: to determine the effect of teaching the writing process, to analyze the process of writing taught by the professors of composition, to verify if students followed the process and to find whether composition teachers taught or not the process of writing and its impact in the students' writing product.

The researchers were able to determine that the effect of teaching the writing process in English composition students II was positive, since the students know the steps to follow the process because the teachers taught it step by step being this verifying in the documents that the students presented to inquiry with the check list that they followed the process; when interviewing the teachers, it was found that each one of them taught the process confirming this information with the opinion given by the students who affirmed in the focus group session that the teachers guided them throughout the process. The first step that teachers taught was how to select a topic and it was the first stage that students put into practice. The researchers were able to confirm that each student selected a topic, and then they proceeded to narrow the topic down, showing evidence that they had selected it from the general to the specific.

The writing process continues with the use of techniques, in this case the procedure used by most teachers and students was the brainstorming technique. In the documents written by the students it was possible to observe the use of this technique. Having a specific theme and a brainstorming about the topic, the step that followed in the process according to the composition teachers was the creation of an outline, a step that was shown in all the composition works that were observed by the researchers in which the students presented their ideas in a well-organized form to support the topic selected by each one of them.

In the teachers' interviews, they mentioned that after the students had the ideas of their topic well organized they proceeded to create the first draft, which should have had coherence and cohesion as well as good grammar and syntax. Then this first draft was reviewed by students and teachers in order to improve some mistakes that students could have in their drafts to be later evaluated by teachers.

Throughout the process, researchers were able to verify through the opinions given by students and teachers of the composition courses that the teachers played an important role in learning the writing process. First, they were in charge of guiding them, responding and correcting their mistakes and suggesting them clearly and correctly to improve their composition as well they were in charge to guide them to follow step by step. Second, composition teachers gave students extra material that helped them to develop the topics of which they made their composition therefore teachers encouraged students to always apply the techniques that they had learned because they evaluated them according to the materials they provided. Finally, teachers were responsible for evaluating everything that concerned the process; in addition, teachers evaluated the following parts: grammar, parallelism, vocabulary, punctuation, development of the topic, thesis statement and organization of ideas, unity and coherence.

However, before evaluating the composition work teachers were responsible for giving feedback to students with the purpose that students corrected their mistakes at time; in doing this, obtaining possible better results at the moment of the evaluation. In the case of feedback, the participants of the focus group validated the version given by the teachers, which was that the students obtained feedback from the teachers as well as from the classmates. To do this, students had a rubric that was for the peer evaluation in order to correct mistakes before being evaluated by teachers.

The technique each instructor used to teach the writing process varied but had the same purpose according to the expressed by one of them which was that students learned the correct way of writing a paragraph, were able to create, to think and to analyze about a topic. Besides, to emphasize that writing was a process and that a writing piece would never be completed because it was edited and revised several times. Moreover, the teacher asked students to recognize the term they learned, the procedure they followed and to practice all the knowledge gotten in class.

It was found that professors used the social media as an important tool at the moment of checking the works made by students of composition II, the teacher implemented this tool giving recommendation about the information of the composition works uploaded, in that way, students received feedback from their teachers and classmates and at the moment of presenting the final version of their work, they presented the best work.

The investigation team realized that most professors from the groups agreed that the most important part to evaluate was the writing process as the program says, however, one opinion in particular differed confirming that in the final evaluations all aspects shown in the papers must be taken into account, in specific, the final product was more important than confirming if the writing process was followed.

Consequently, accordingly to this differing opinion, the writing process should be introducing in the first weeks of the course and teachers had to make sure that students followed it at the beginning of the semester, then learners were responsible of accomplish all the step given in class. In that way, at the end of all lessons, the instructor could pay attention to the content and form of the writing work.



Summarizing, the writing process taught by English composition II teachers helped students to develop their writing skills as well as helped them to write well composition works with sense, coherence, unity and cohesion without leaving aside the grammatical and syntactic part. In addition, students who followed the process had a positive effect that is observed in the final product.

## **6. Conclusions**

After having administered all the instruments that helped to get relevant information for the investigation and obtaining the final results it could be possible to make some conclusion about the whole experience.

The results of the research showed that the effect of teaching the writing process on developing this skill affected writing success in a positive and significant way; the parallelism between qualitative and quantitative results also supports this affirmation. The significant improvement in the students' works writing could be attributed to steps in the process. The stages systematically involved the students in their attempts to turn out the written products, hence enhancing their writing performance. In spite of students presented grammar mistakes in their first draft, the process helped them to make corrections, in this way, they showed in their composition final version unity and coherence as well as good grammar, parallelism, syntax, vocabulary and punctuation. Another reason for the success of teaching the writing process is that written texts are evaluated several times because evaluations are carried out by students themselves, their colleagues, and their teacher, that's means, texts contained fewer errors. This outcome could result from errors' being evaluated and corrected as soon as they emerged in the writing process.

Teachers encouraged learners during the whole Composition II course highlighting the importance of knowing how to write and how it helps them to improve their writing content. Teachers motivated students to follow the process step by step without skip any of them with the use of different techniques. In addition, teachers supported the participation of students towards the peer assessment activity, practicing writing strategies in class and promoting extracurricular interaction in the social networks. Moreover, having personal meetings with each student to identify weaknesses and strengths in their papers and giving advice to improve and get them to a more academically writing level.

Throughout the process teachers were in charge of guiding, responding and correcting as well as they were in charged to guide students to follow step by step the process. The teacher's intervention during the writing process could also attribute to the obvious improvement of the students' writing performance, particularly; the oral feedback played an important role in the process since they correct the mistakes of students clearly and correctly to improve their composition. In short, more than a guide, the instructor acted as an assistance, a resource, an evaluator and editor with the only goal that students get prepared to write in an advanced level.

The present investigation put in evidence the existence of different opinions and types of responses to the interviews, questionnaires and situations observed. The focal point of each person, interview, and written work varied. It means that the writing process was not the most important point at the end of the semester for all the participants in this research, the product played a main role too. In short, the writing process is an essential part of the teaching-learning procedure, however it was found a significant variant at the moment of asking teachers about the final product because there were some documents that were not evaluated primarily by following the process but the evaluation was focused on the final product that students presented without verifying if they gave continuity to the process or not.

## **7. Recommendations**

Based on the conclusions described above of the present research study about the effect of teaching the writing process in the development of the writing skill at the Foreign Language Department to the University of El Salvador, semester I-2018, it had been possible to raise the following recommendations, hoping they are useful to the reality investigated.

### **For teacher**

- It is recommended to give continuity to the writing process applied in the English Composition II courses in the consequent subjects of the English Teaching major to improve the writing ability of students who are learning a second language. By doing this, teachers not only increase their students' writing ability but they also the understanding of the content of the topic that they have written and encourage them to acquire this important skill.
- English composition II teachers should meet at the beginning of the semester for sharing their objective about the course and what they expect at the end of the subject. In that way they would agree about the methodology implemented to teach the writing process.

### **For students**

- As language students, it is important to read books in English not only at the beginning of the semester but during the whole major, in that way students develop an eye for what effective academic writing looks like. Besides, by doing this, following the steps of the writing process will seem something natural.

- Students of the English Teaching Major have to follow the writing process even if it would seem unnecessary in some cases. This is important because they will be future English teachers and need to have strong bases and principles about all the language skills and be aware of how valuable the writing process is.

### **For authorities**

- The authorities from the Department of Foreign Languages should emphasize more in the writing skill by implementing the subject of English Composition since the beginning of the major, which is, in semester I and II of the first year or add more subjects in the curriculum to enhance the writing skill. This is, because students from the beginning of the career are evaluated in the writing part without having the knowledge of what the writing process is.
- It would be convenient to generate a Master in writing in the Foreign Language Department to students who would like to develop this skill and improve it. This Master could also call the attention of many learners who consider writing a difficult skill to develop.

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## **Annexes**



## TIME TABLE

	MONTH	FEB		MARCH				APRIL				MAY				JUNE				JULY				AUGUST				SEPT			
Nº	ACTIVITY /WEEK	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	<u>Group work selection</u>	■	■																												
2	<u>Assessor assignment</u>																														
3	<u>Advising</u>			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
4	<u>Topic selection</u>	■																													
5	<u>First draft framework</u>			■	■	■																									
6	<u>Second draft framework</u>							■	■	■																					
7	<u>First draft methodology</u>									■	■	■																			
8	<u>Second draft methodology</u>											■	■	■																	
9	<u>Delivering invitations to the sample group</u>											■	■																		
10	<u>Instruments application</u>													■	■	■	■														
11	<u>Teacher's interviews</u>														■	■	■	■													
12	<u>Summarizing data</u>															■	■	■	■												
13	<u>Data analysis process and interpretation of the results</u>																■	■	■	■											
14	<u>Conclusions and recommendations</u>																		■	■											
15	<u>Report elaboration</u>																			■	■	■	■								
16	<u>Report correction</u>																				■	■	■	■							
17	<u>Final report presentation</u>																														■



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



**Focus group discussion**

Objective: To collect information in order to determine the effect of teaching the writing process in the development of writing skills in students of Composition II course of the English Teaching major to the Foreign Languages Department at the University of El Salvador, semester I-2018.

Group: 02

Section III.

Instructions: Answer the following questions:

1. How the teacher responds to the ideas and perceptions that you have written?

Depending if it is good or not. If it is good he congratulates us or if it is wrong he helps us.

2. Does your teacher use a process? Do you feel it helps you understand?  
Explain it.

Yes, he use a process, we think the correct process to understand it well.

3. Does your teacher guides you through the whole process? How?

Yes, he gives us feedback and he helps us when we need it and he gives us material to understand.

4. Do you think your teacher provides you with resources to get information about you topic? How?

Yes, for example he looks for people who know about it.

5. Do you think your teacher encourages you to apply the techniques and characteristics of materials you read? How?

Yes, all the time our teacher helping us in whatever we want about the subject.

6. Do you think teacher identify in the reading material important features that you can apply in your own writing? Why?

Yeah, he looks for sources that can help us in our composition work.

7. The teacher intervenes with editorial, comment motivating suggestions, or language advice during the writing process? Yes/no. explains it?

Teacher intervenes when we are wrong and at that moment he gives some advices in order to correct our mistakes.

8. How you teacher evaluate your writing?

Due to a rubric he evaluates grammar, coherence, precise, etc.

9. Do your consider teacher gives you a comprehensive feedback about your writing? Why?

Yes, He tries to correct every composition work in order to give a good feedback to each student.

10. Does your teacher focus excessively on grammatical form more than in the development and organization of ideas?

In both, he explains that both have to be correct in a writing process.

11. What do you consider your teacher checks from your composition works?

He is effective at the time teacher check our works.



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Group: 01

Section III.

Instructions: Answer the following questions:

1. How the teacher responds to the ideas and perceptions that you have written?

He responds in a positive way. He tries to give us many advances to improve what we have written.

2. Does your teacher use a process? Do you feel it helps you understand? Explain it.

Certainly. He explains the process of writing step by step and we feel comfortable about it.

3. Does your teacher guide you through the whole process? How?

Yes, he does. He always reminds us to follow the step to do a correct paragraph.

4. Do you think your teacher provides you with resources to get information about your topic? How?

He provides enough information using technology and giving extra information about the topic.

5. Do you think your teacher encourages you to apply the techniques and characteristics of materials you read? How?

Yes, he does. He always makes emphasize in our mistakes while we are writing. He encourages us to apply always the techniques we have learned.

6. Do you think teacher identify in the reading material important features that you can apply in your own writing? Why?

Using technology, he selects the most important information in the book.

7. The teacher intervenes with editorial, comment motivating suggestions, or language advice during the writing process? Yes/no. explains it?

Yes, he does. He always tells us different opinions to improve our writing process.

8. How you teacher evaluate your writing?

He does test about punctuation rules and he evaluates our process of writing since the beginning.

9. Do your consider teacher gives you a comprehensive feedback about your writing? Why?

Yes, he does. He gives us a feedback or even he asks us to give feedback to all the classmates. This is a process in which we as writers learned how to correct our mistakes.

10. Does your teacher focus excessively on grammatical form more than in the development and organization of ideas?

He is very strict in grammar.

11. What do you consider your teacher checks from your composition works?

He checks that the paragraph makes sense, having unity, coherence and grammar punctuation.



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**Focus group discussion**

Objective: To collect information in order to determine the effect of teaching the writing process in the development of writing skills in students of Composition II course of the English Teaching major to the Foreign Languages Department at the University of El Salvador, semester I-2018.

Group: 03

Section III.

Instructions: Answer the following questions:

1. How the teacher responds to the ideas and perceptions that you have written?

The teacher provides feedback to every stages during the writing process in which she suggests to revise grammar and spelling.

2. Does your teacher use a process? Do you feel it helps you understand?

Explain it.

Yes, she uses a process and she indeed clarifies the writing process by doing so. Also, she always tries to give us new information about techniques.

3. Does your teacher guides you through the whole process? How?

Yes, she does. Firstly, she controls the activities by providing material, she revise every step of the process: our first draft, then she gives us feedback to improve the errors as well as assessing.

4. Do you think your teacher provides you with resources to get information about you topic? How?

Yes, she provides pieces of writing as examples for students to have a model of writing. Also, she provides the material for every single topic that we develop in class.

5. Do you think your teacher encourages you to apply the techniques and characteristics of materials you read? How?

Yes, she does. She evaluates us according to the materials that she provides us, by explicitly telling students what they have done wrong after an evaluation and explaining how things should be done.

6. Do you think teacher identify in the reading material important features that you can apply in your own writing? Why?

Yes, because as it was written before she provides material in which important features that are linked to the topic that is being studied in the class.

7. The teacher intervenes with editorial, comment motivating suggestions, or language advice during the writing process? Yes/no. explains it?

Yes, she does. She always research other essays or paragraphs on internet and then she explains because she is very concerned of both, the process and the product.

8. How you teacher evaluate your writing?

She does peers assessment first and then she gives us the criteria to evaluate us.

9. Do you consider teacher gives you a comprehensive feedback about your writing? Why?

Yes, because after revising our works she found some mistakes and then she gives us the feedback in order to correct the mistakes.

10. Does your teacher focus excessively on grammatical form more than in the development and organization of ideas?

She focuses more on the organization of ideas as well as in the development of the topic.

11. What do you consider your teacher checks from your composition works?

She checks spelling, grammar, parallelism, punctuation, development of the topic and thesis statement.





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**Focus group discussion**

Objective: To collect information in order to determine the effect of teaching the writing process in the development of writing skills in students of Composition II course of the English Teaching major to the Foreign Languages Department at the University of El Salvador, semester I-2018.

Group: 04

Section III.

Instructions: Answer the following questions:

1. How the teacher responds to the ideas and perceptions that you have written?

Most of the time in a positive way, trying to correct ur mistakes and giving us the best solution.

2. Does your teacher use a process? Do you feel it helps you understand? Explain it.

Yes, he does, he gives us as students, a set of steps while writing: first, get the ideas, secondly the outlining and a final draft. We think those steps make us the writing process easier.

3. Does your teacher guides you through the whole process? How?

Yes, he does. Though a collective work during the class (peer assessment in every step) and the final revision by him.

4. Do you think your teacher provides you with resources to get information about you topic? How?

No, he doesn't. We are the ones who look for information.

5. Do you think your teacher encourages you to apply the techniques and characteristics of materials you read? How?

Yes, he encourages us every time we are in the classes.

6. Do you think teacher identify in the reading material important features that you can apply in your own writing? Why?

Yes, identifying every part of the piece of writing (paragraph, essay).

7. The teacher intervenes with editorial, comment motivating suggestions, or language advice during the writing process? Yes/no. explains it?

Yes, he tries to let us know our mistakes.

8. How you teacher evaluate your writing?

Through a rubric, he found each error in every area (grammar, spelling, punctuation, etc.) but always according to the rubric.

9. Do you consider teacher gives you a comprehensive feedback about your writing? Why?

Yes, he does. He always gives us clearly suggestions in order to correct our works.

10. Does your teacher focus excessively on grammatical form more than in the development and organization of ideas?

No, he doesn't. Both grammar and organization of ideas have to be in the same level for him.

11. What do you consider your teacher checks from your composition works?

Spelling, grammar, vocabulary, parallelism, organization of ideas and punctuation.



**UNIVERSITY OF EL SALVADOR  
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FOREIGN LANGUAGE DEPARTMENT**



**Interview to teachers**

Objective: To collect information in order to determine the effect of teaching the writing process in the development of writing skills in students of Composition II course of the English Teaching major to the Foreign Languages Department at the University of El Salvador, semester I-2018.

Instruction: Answer the following questions.

1. Do you consider writing a difficult skill to develop in composition students from the University of El Salvador? Why?

It is difficult to develop writing. I have some theories about it, but it is necessary to do some research to be sure. A) Most of the teachers probably don't develop this skill in the intensive courses. B) Most of the teachers don't make students write in the grammar courses. C) Many students don't like to write in English.

2. In your opinion, what is more important when evaluating a composition assignment: form (grammar and syntax) or content (coherence and cohesion)?

I revise ideas which means that I pay attention to the content or meaning. Then, I only circle grammatical problems, spelling, punctuation, so that means that students have to revise and correct.

3. How do you teach the writing process?

I teach the writing process by guiding learners to develop pre-activities (brainstorming, freewriting, clustering), outlining, drafting, and final version.

4. Do you think teaching the writing process helps to develop the writing skill? How?

Yes, students improve their writing skill, but if they work hard and follow the process.

5. From your point of view and professional experience, what are the steps of the writing process?

Pre-writing, outlining, drafting, editing, publishing if it is possible.

6. Do you usually promote the writing process when you assign your students the creation of a paragraph?

Yes, in all my classes, not specifically in the writing class.

7. From your point of view and professional experience, what are the most frequent errors students make when writing a composition work?

Organization problems, grammar, punctuation, spelling.

8. Do you think students prefer to get feedback from you or from their classmates? Why?

Both. Doing peer assessment in class is very useful for many students. For doing this activity I provide the check list and make the distribution such as working in pairs or in groups. Also they find it useful as the feedback that I provide which is written and oral.

9. When checking students 'composition works. Do you make sure that they followed the process? How?

Yes, they have to present the pre-writing activity which is graded, the first draft and the final one.



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**Interview to teachers**

Objective: To collect information in order to determine the effect of teaching the writing process in the development of writing skills in students of Composition II course of the English Teaching major to the Foreign Languages Department at the University of El Salvador, semester I-2018.

Instruction: Answer the following questions.

1. Do you consider writing a difficult skill to develop in composition students from the University of El Salvador? Why?

Students have the chance to know how to write since the beginning. They have to have spaces for rehearsing. In composition II there are many students that are fossilized, they have learned how to write something and they continue doing it even though you are giving the correct feedback and they insist. It is difficult.

2. In your opinion, what is more important when evaluating a composition assignment: form (grammar and syntax) or content (coherence and cohesion)?

Because students are going to teach later it is mandatory for us to evaluate everything. How you are going to speak a language without the skeleton which is the grammar. We are preparing students to become English teachers. All those aspects are related with the composition of the language.

3. How do you teach the writing process?

I ask them to know three steps in teaching: Recognition of the term that I going to ask them to learn. Procedure that they have to follow. How to use what you have ask them to learn. They have to compose things from the very beginning.

4. Do you think teaching the writing process helps to develop the writing skill? How?

Once students know the process they will automatically develop things. Sometimes they don't want to follow the steps or develop the whole process. Once they have overcome with that situation it is not necessary to go through it again.

5. From your point of view and professional experience, what are the steps of the writing process?

Pre-writing, narrow the topic, look for the information by clustering, bubbling, listing, structure de outline.

6. Do you usually promote the writing process when you assign your students the creation of a paragraph?

At the beginning of the course they know that they have to apply these steps.

7. From your point of view and professional experience, what are the most frequent errors students make when writing a composition work?

Grammar, lack of an outline, punctuation, don't write clearly the ideas they want to convey, capitalization, connectors, say something in different words, in an advanced and sophisticated way. I have to take them to another level.

8. Do you think students prefer to get feedback from you or from their classmates? Why?

Both. Peer assessment and then I re see all the mistakes and continue giving feedback.

9. When checking students 'composition works. Do you make sure that they followed the process? How?

I don't pay attention in the process but in the product. I pay attention to that at the beginning.



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**Interview to teachers**

Objective: To collect information in order to determine the effect of teaching the writing process in the development of writing skills in students of Composition II course of the English Teaching major to the Foreign Languages Department at the University of El Salvador, semester I-2018.

Instruction: Answer the following questions.

1. Do you consider writing a difficult skill to develop in composition students from the University of El Salvador? Why?

Writing is not difficult but when taking a look of students we see they don't like to read and write and they are not used to write even in Spanish. It is difficult for them to develop the writing skill.

2. In your opinion, what is more important when evaluating a composition assignment: form (grammar and syntax) or content (coherence and cohesion)?

A combination of both. We need to take a look at the format but also at the content. It has to have a good topic sentence or thesis statement, connectors, concluding sentence, unity and coherence.

3. How do you teach the writing process?

Mostly I teach that writing is a process and a writing never will be complete because you can edit and revise too many times and always find a better way to write those ideas, generating many ideas as possible, following the steps.



4. Do you think teaching the writing process helps to develop the writing skill? How?

It helps students develop their English competences, vocabulary, open their minds to new ways to learn and communicate the language.

5. From your point of view and professional experience, what are the steps of the writing process?

Choose a topic, narrow the topic, generate too many ideas as possible, organize those ideas, make a topic sentence, then an outline, write your first draft, look for sources, ask for help to people who can revise your draft, editing.

6. Do you usually promote the writing process when you assign your students the creation of a paragraph?

I promote Facebook group in which they post their paragraphs and give feedback each other. I promote the peer assessment.

7. From your point of view and professional experience, what are the most frequent errors students make when writing a composition work?

Students don't understand that writing is a process they think that they just write and that's it. A common mistake is that most of the students write a translation message because they think in Spanish.

8. Do you think students prefer to get feedback from you or from their classmates? Why?

They mostly prefer feedback from I. I have taught them that is fifty and fifty. They need to learn by themselves.

9. When checking students 'composition works. Do you make sure that they followed the process? How?

Every class we do different activities from the writing process, for example they choose a topic and generate ideas and in one class we do the pre-writing step, in another class we prepare an outline, the next class a draft and so on.



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**Interview to teachers**

Objective: To collect information in order to determine the effect of teaching the writing process in the development of writing skills in students of Composition II course of the English Teaching major to the Foreign Languages Department at the University of El Salvador, semester I-2018.

Instruction: Answer the following questions.

1. Do you consider writing a difficult skill to develop in composition students from the University of El Salvador? Why?

It is difficult to develop writing. Students don't like to write.

2. In your opinion, what is more important when evaluating a composition assignment: form (grammar and syntax) or content (coherence and cohesion)?

I revise ideas which means that I pay attention to the content or meaning.  
But it is mandatory to revise everything.

3. How do you teach the writing process?

I teach the writing process by guiding learners to develop pre-activities (brainstorming, free writing, clustering), outlining, drafting, and final version.

4. Do you think teaching the writing process helps to develop the writing skill? How?

Yes, students improve their writing skill, but if they work hard and follow the process.

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Pre-writing, outlining, drafting, editing, publishing if it is possible.

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Yes, in all my classes.

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Both. Doing peer assessment in class is very useful for many students. They find it useful as the feedback that I provide which is written and oral.

9. When checking students 'composition works. Do you make sure that they followed the process? How?

Yes, they have to present the pre-writing activity which is graded, the first draft and the final one.

