

MAIN CAMPUS, SAN SALVADOR, EL SALVADOR, CENTRAL AMERICA

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

Mario Roberto Nieto Lovo, Engineer.
PRESIDENT

Ana María Glower De Alvarado, M.A.
ACADEMIC VICE – PRESIDENT

Oscar Noé Navarrete, M.A.
ADMINISTRATIVE VICE – PRESIDENT

Francisco Cruz Letona, B.A.
ATTORNEY GENERAL

Ana Leticia Zavaleta De Amaya, Doctor.
SECRETARY GENERAL

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

José Raymundo Calderón Morán, B.A.
DEAN

Norma Cecilia Blandón De Castro, M.A.
VICE – DEAN

Alfonso Mejía Rivera, M.A.
SECRETARY

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

José Ricardo Gamero Ortiz, M.A.
HEAD OF DEPARTMENT

Edgar Nicolás Ayala, M.A.
COORDINATOR OF GRADUATION PROCESSES

Rolando Guzmán Martínez, M.A.
RESEARCH ADVISOR

EVALUATING COMMITTEE

Rolando Guzmán Martínez, M.A.
José Israel Oliva, M.A.
José Ricardo Garay, M.A.

ACKNOWLEDGMENTS

This work is dedicated first to God for blessing my life. He has guided me all these years as all achievements and everything that I have is only by his mercy.

Thanks, Lord for your faithfulness.

Thanks to my precious angel on earth, my beloved mother Maria Lucia Orellana Melgar, my model, a fighter and tireless woman who blessed me to complete this stage of my life, with sacrifices, hard work, dedication and especially with her love by teaching me to do well. Also thanks to the unconditional support of my grandmother Virginia Melgar de Orellana; and to my angel in heaven Begoña Sopelana.

I would like to show my gratitude to my Professors and let them know that I am really grateful to them for sharing their knowledge with me. I am thankful for their encouragement, patience, guidance, and all those advice that positively and successfully allowed me to grow not only personally, but also professionally.

To Alberto Reinoso, my dear boyfriend, who believed and trust every time of my studies thanks for all your love and support I love you. And to my friend, Patricia Navarro, thank you for everything that we shared in these years during classes, at home, in a new city and also in this project; I really appreciate your friendship.

To conclude, thanks to the University of El Salvador, for facilitating me the opportunity to study in such a prestigious institution. This university opens its doors to knowledge; a place that allowed me to meet wonderful people, professional professors who guided me in the pursuit of success in this competitive world. It has been a pleasure!

Sincerely,

Betty Lorena Orellana

ACKNOWLEDGMENTS

GRATITUDE: No matter how long it took, what matters is that it has been achieved.

In all the achievements of my life, Jesus my Lord, has always been my rock, the cornerstone of all my projects; even without ever deserving such blessings. His arms have always supported me. Thanks, Lord for your faithfulness.

Thanks to my guide and hero, my lovely father, Juan Navarro, who always advise me about the importance of finishing a career, moreover, I thank to my sweet brother a fighter and tireless man, Francisco Navarro, who support me, with sacrifices, hard work, dedication and especially with love; it is the achievement not just for me it is for both.

To my lovely friend, Lorena Orellana, who helped more than I deserved, being my friend, sister, partner, and help me in all the ways that it was possible, with money, love, friendship, patience, advices, and her family who support me and guide me all the way. To my team, thanks for the patience, and support.

To my precious angel on earth, my beloved little sister, Marlene Navarro, my model, who gave me a reason to complete this stage of my life, with her love. To my angel in heaven, my lovely mother, Concepción Rivera, my siblings, my lovely nieces, and my sister-in-law for the unconditional support in this important stage of my life.

To the University of El Salvador: an institution that opens its doors to knowledge; a place that allowed me to meet wonderful people, professional professors who guided us in the pursuit of success in this competitive world.

Sincerely,

Patricia Elizabeth Navarro Rivera

INDEX

Abstract	Vi
CHAPTER ONE	
1.1 Statement of the Problem	8
1.2 Objectives	9
A. General Objective	9
B. Specific Objectives	9
1.3 Research Question	10
1.3.1 Subsidiary Research Questions	10
1.4 Justification	11
1.5 Delimitation	12
CHAPTER TWO	
2.1 Theoretical Framework	13
CHAPTER THREE	
3.1 Methodology	24
3.2 Research Approach	24
3.3 Type of Study	25
3.4 Research Design	25
3.5 Population and Sample	25
3.6 Method and instruments of data gathering	27
3.7 Validity and reliability	29
CHAPTER FOUR	
4.1 Data Analysis and Interpretation	30
4.2 Data Analysis of interview	30
4.3 Data Analysis of Observation Method	38
4.4 Data Analysis of survey	58
CHAPTER FIVE	
5.1 Major Findings	96
5.2 Conclusions	103
5.3 Limitation of the Study	107
CHAPTER SIX	
6.1 Recommendation	108
A. Students of English Composition	108
B. Teachers of English Composition	109
C. Authorities of the FLD	110
CHAPTER SEVEN	
7.1 Reference section: Bibliography	111
7.2 Appendix	113
Appendix A	114
Appendix B	115
Appendix C	117
Appendix D	119
Appendix E	122
Appendix F	123
Appendix G	124
Appendix H	128
Appendix I	131
Appendix J	132

ABSTRACT

The current research work focuses on, the most common strategies and techniques in the writing process applied to English Composition II courses in the Teaching English Major at the Foreign Language Department of the School of Arts and Sciences at the University of El Salvador, semester I-2015. This research looks for an exploration and description of the phenomenon mentioned above. Also, in this research is used FLD meaning Foreign Language Department and EC for English Composition.

Chapter one, there is the statement of the problem, the objectives and the research questions, which guided the research group to develop this study. To continue, it describes the justification for the study of this topic, stating the main reasons that took the group to develop this research. In addition, there is the delimitation of the topic.

Chapter two, in this chapter there is the theoretical framework, theories from experts on the topic, also authors and theoreticians who had studies and information who help the research group to do the investigation, moreover, there are two important concepts to know. First, it is essential to know what a strategy is, according to the Cambridge Dictionary: strategy is a plan that you use to achieve something. And the second concept to know is technique: a technique is the way in which a (usually skilled) process should be carried out.

Chapter three, it has the methodology applied, it contains the steps followed, the instruments, and the participants of the investigation. Chapter four the presentation of the result; in this chapter there are the result about the interview for the teachers of English Composition II, the product of the survey submitted to 82 student who were taking English Composition II, and also it includes the result of the observation done by the research team during a period of time.

Chapter five, it comprises the major findings obtained on the investigation, thus, it is presented the proper conclusions and limitations of the research. Chapter six, it encloses the recommendations for students, teachers and authorities, with the objective of contributing in the future development of the writing skill.

Chapter seven, it includes a reference section the main bibliography consulted by the research team through the investigation, and also it embraces the appendices like the schedule of activities done in the research.

To conclude this research project was intended to demonstrate what the most common strategies and techniques are, in the writing process applied to the English Composition II courses. In order to achieve this aim, the study presents a sample of students and teachers from English Composition II courses at the Foreign Languages Department. The research presented a comparison between all the results in order to identify what the frequently strategies and techniques were.

CHAPTER ONE

Chapter one, there is the statement of the problem, the objectives and the research questions, which guided the research group to develop this study. To continue, it describes the justification for the study of this topic. In addition, there is the delimitation of the topic.

1. 1 STATEMENT OF THE PROBLEM

“The most common strategies and techniques in the writing process applied to English Composition II courses in the Teaching English Major at the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador, semester I-2015”

Writing has become one of the most significant difficulties that affect not just people who were born speaking a specific language like English, but also hundreds of students that are learning English as a second or foreign language around the world. The fact that not many people like to write leads them to be poor writers, getting lower scores in their courses of composition, it gives as a result: increase of errors in the evaluations and homework, and create incoherent paragraphs.

In elementary and in high school many students have learned how to camouflage their lack of writing, so most of the time for teachers at the university it is difficult to identify this deficiency until students hand in papers or take exams. Then the weaknesses in writing are visible. It is the main reason why is important to mention that academic writing involves many requirements that students should learn and practice as much as it is possible in order to avoid future issues and complications at the moment of getting a job that involves the writing skill.

As English students and due the problems mentioned above; it was necessary to carry out a research, showing what the most common strategies and techniques that teachers from the FLD are applied when teaching composition, in order to know what the less practical and the most practical strategies and techniques are. The members of the teamwork wanted to help other students and teachers (for understanding the students learning process) or anyone who is having problems on the writing process in order to better understand the situation and to set a precedent for future researches in this field because they experienced the difficulty that learning how to write represents; at the moment of facing the real world.



1.2 OBJECTIVES

A. General Objective

- ✓ To identify the most common strategies and techniques applied in the writing process from the Composition II courses in the English Teaching major from Foreign Language Department at the University of El Salvador semester I-2015.

B. Specific Objectives:

- ✓ To explore the most common strategies and techniques that teachers use in the writing process.
- ✓ To look into the less practical techniques in the process of writing according the student's opinion.
- ✓ To seek the most practical techniques in the process of writing according the student's opinion.



1.3 RESEARCH QUESTION

What are the most common strategies and techniques in the writing process applied to Composition II courses in the Teaching English major at the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador semester I-2015?

1.3.1 SUBSIDIARY RESEARCH QUESTIONS

- A. What are the most common strategies and techniques that teachers use in the writing process?
- B. What are the less practical techniques in the process of writing according to the student's opinion?
- C. What are the most practical techniques in the process of writing according the student's opinion?



1.4 JUSTIFICATION

Through investigation, the research team has identified, classified and analyzed the most common strategies and techniques that students use in the writing process in English Composition II.

The main reason that encouraged us to focus this research on the writing skill was our experience as students of the Foreign Language Department when we were learning English Composition. It was common that teachers talk about strategies and techniques to improve our writing, also it was common to hear teachers talk about some ways of getting better compositions such as essays, letters, etc. Also it is important to remember that writing is the skill with fewer studies showing the importance of having good strategies and techniques to facilitate the writing process.

The importance of this research lies on the following facts. First, it is intended to identify the writing strategies that instructors use with more frequency. Second, the research has found the less practical writing techniques by students. Finally, it has recognized the most practical writing techniques by students. With the results obtained from the instruments, the research team analyzed the most common strategies and techniques that students and teachers used in the writing process.



1.5 DELIMITATION

This research was carried out at the Foreign Language Department of the University of El Salvador; covering 104 students taking the English Composition II course of the Major of English Teaching, semester I-2015, in the groups available for this semester. It was done in two semesters, starting on August 2014 and ending on June 2015. In the first four months, the profile research was planned. Many important aspects like the subsidiary research questions that were going to answer our research question at the end were taken into account. Also, relevant theories regarding writing pedagogy have been considered in the literature review. Then, during the last five months, the data gathering, the analysis of data, and the conclusions and main findings of the research were carried out.

Also, it is important to mention that the main objective during this research is to find the techniques and strategies that teachers and students applied in their courses focused on English Composition II. The research group has neither looked for an evaluation of the process by teachers nor attempted to say what the best technique or strategy in the process of writing is. In the end, the research intends to show just the techniques and strategies that are common in the courses of English Composition II. This information wishes to be helpful to students and teacher from the FLD.



CHAPTER TWO

In this chapter there is the theoretical framework, theories from experts on the topic, also authors and theoreticians who had studies and information who help the research group to do the investigation, moreover, there are two important concepts to know. First, it is essential to know what a strategy is, according to the Cambridge Dictionary: strategy is a plan that you use to achieve something. And the second concept to know is technique: a technique is the way in which a (usually skilled) process should be carried out.

2.1 THEORETICAL FRAMEWORK

The writing skill is one of the four skills should be improved while learning a second language. So it is important to know about the process of writing in the career that the FLD offers. In this case this research presents the techniques and strategies that are applied in the process of teaching-learning in the writing process. The writing process has had a developing in the history since it was considered as another skill not as a part of the skills taught in a classroom.

In the 1970s many English L2 language program writing classes were in reality, grammar courses. The teaching philosophy grew directly out of the audio-lingual method. In the early 1980s, writing was limited to structuring sentences, often in direct answer to questions, or by combining sentences the result of which looked like a short piece of discourse. (Reid, 1994) (Kroll's, 1990)

The slow but significant shift from language-based writing classrooms to the study of composition techniques and strategies began with (1) researchers' recognition of the newly developing field of NES composition and (2) teachers' realization of the needs of English L2 students in the academics environment. During the 1980s the 'expressive approach' became prominent in NES composition classrooms: writing was taught as a process of self-discovery; writers expressed their feelings in a climate of encouragement. In English L2 pedagogy, nearly a decade later, this approach entered the classroom as the 'process movement': a concentration on personal writing (narratives, journals), student creativity, and fluency (Zamel 1982).



In the twenty-first century, writing classrooms have achieved a more balanced perspective of composition theory. Traditional teacher-centered approaches are evolving into more learner-centered courses, and academic writing is viewed as a communicative social act.

During the last decade, recognition of the importance of L2 writing in school settings internationally has been demonstrated in different ways. One, the inclusion of direct tests of writing have been included on standardized tests of English language proficiency such as the TOEFL Test of written English, the University of Michigan's MELAB writing sub-test, and the University of Cambridge Local Examinations Syndicate/ British Council's IELTS writing sub-test. (David Nunan & Ronald Carter, 2001)

In the field of creative writing in TESOL classrooms and in the context of literature in language teaching; approaches to writing have been taken that involve strategies such as:

- ✓ Re-writing from different viewpoints.
- ✓ Shifting registers to explore changing communicative effects;
- ✓ Writing predictions and completions to texts as of a process of detailed text study. And
- ✓ Cross-genre writing (e.g. from poetry to prose and vice versa).

Common Features of Language Learning Strategies (Kroll's, 1990). All language learning strategies are related to the features of control, goal-directedness, autonomy and self-efficacy. About the techniques for applying to the strategies some are scheduling time to read articles, skimming for main ideas, noting key vocabulary and guessing from the context, all of which might be called a strategy chain. Learning strategies help learners become more autonomous. Learning strategies also enhance self-efficacy, individuals' perception that they can successfully complete a task or series of tasks. (Bandura 1997).

Strategy instruction research: learning strategies are teachable, and positive effects of strategy instruction emerged for proficiency in listening (Johnson 1999), speaking (Dadour and Robbins 1996; Varela 1999), reading (Park-Oh 1994) and writing (Sano 1999). In various language learning investigations, strategy instruction led to greater strategy use and self-efficacy (Chamot et al. 1996), anxiety reduction (Johnson 1999), and to increased motivation, strategy knowledge and positive attitudes (Nunan 1997).



This investigation shows the most common strategies and teacher techniques in the process of writing taught to the students in English Composition II.

First of all, it shows the meaning of the writing process. The writing process is complicated, and often seems loosely defined. According to the Webster Dictionary, writing is “the way you use written words to express your ideas or opinions.” Becoming an expert in composition and writing sometimes is a little complex, this is why so many teachers search the easiest way to teach composition, they approach strategies and techniques that help to improve and to make the process of writing less complicated than it is. This investigation is about the strategies and techniques that are applied nowadays in the process of writing in the courses of composition II at the Teaching English Major in the Department of Languages at the University of El Salvador.

While reviewing previous works related to this topic, we realized that there is no much background strictly related to it. There are, though, some investigations that are in an indirect way related to this topic. For example; it can mention one study “Main causes of grammar errors in the writing discourses made by the students of fifth year of the B.A English: emphasis in teaching (2008-2010)” (Maria Alicia Flamenco, 2010) According to them, one of the reasons why students in the fifth year of the major have some problems in writing discourses is because the methodology those teachers have in the moment to teach and evaluate.

Students of English at the University of El Salvador struggle with learning and communicative activities; for this reason, this project attempted to determine what the most common strategies and techniques in the writing process are. It was also oriented to provide the easiest and hardest techniques for students in the writing process.

This was limited to describe the phenomenon: The most common strategies and techniques in the writing process applied in the English Composition II courses from the English Teaching Major at the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador semester I-2015.



The importance for this investigation was to identify the most common strategies and techniques that learners of EC II applied when they learn and experience the writing process. Since this is a field without much previous investigation, the present research project is intended to provide a general perspective for this phenomenon. Besides, the work team views to set a precedent for future researchers in this important topic. Under this vision, the researcher studied the course of EC II since it was in this subject when students start to deeply apply the strategies and techniques for writing.

Now, some strategies that are used in the process of writing are presented. Authors who are pioneers in the subject-matter have been taken into consideration hereby. The research team found eight strategies, which are the most important, yet the three most relevant ones have been considered to focalize the investigation. They are: Topical structure analysis, coaching the process of writing, and writing an act of cognition.

The following part has enlisted the most referenced strategies which were found in different books, including a brief explanation of each one and the research team is going to focalize the investigation in the last three one.

A. One of the strategies that we found was the **Controlled composition**. *In essence, in the controlled composition model, writing functions as “the handmaid of the other skills” (listening, speaking, and reading), which must not take precedence as a major skill to be developed” (Rivers 1968:241) and must be considered as a service activity rather than as an end in itself.”* (See appendix H)

B. *Perspective of this version of current-traditional rhetoric, writing is basically a matter of arrangement, of fitting sentences and paragraphs into prescribed patterns. Learning to write, then, involves becoming skilled in identifying, internalizing, and executing these patterns. The writer fills in a preexisting form with provided or self-generated content.* (Kroll's, 1990) (See appendix H)

C. Strategy Reading-writing

Another strategies that is “Reading-writing connections: toward a description for second language learners” by Joan Carson Eisterhold: “Reading in the writing classroom is understood as the appropriate input for acquisition of writing skills because it is



generally assumed that reading passages will somehow function as primary models from which writing skills can be learned, or at least inferred”. In fact, Krashen (1984) claims that the development of writing ability and of second language proficiency occur in the same way: via comprehensible input with a low affective filter. He theorizes that writing competence derives from large amounts of self-motivated reading for interest and/or pleasure. (Kroll's, 1990) (See appendix G and H)

D. Methods of Process Research

Teachers of writing have always used the techniques of literary criticism to evaluate a writer's finished product and the techniques of linguist and the grammarian to study the structure of language. The transcription of already formulated thought, gave rise to the maxim “Think, then write”. Building on such research in seminal essay, Emig (1977) proposed that writing corresponds to learning in four important ways: learning is multifaceted, as is writing, which uses eye, mind, hand, and right and left brain.

Students are being taught to use outlining not only in the early stages of the writing of the writing process, but at many other points in the process of writing. Outlining is being joined by other planning devices, such webbing-the practice of drawing a diagram or web showing the relationship of ideas in a paper that is being planned. The technique of free-writing proves helpful to students who find it difficult to work with constricted planning forms, such as the outline, or who get stuck trying to make everything perfect on the first draft. (See appendix H)

E. The product-focused approach (Richards, 1990)

In Second and Foreign language programs, the teaching of Second Language Writing has often been synonymous with the teaching of grammar or sentence structure. This view of writing reflects the principles the audio-lingual theory. Speech was considered primary in the Audio-lingual approach, and writing “served to reinforce speech in that it stressed mastery of grammatical and syntactic forms” (Raimes 1983:6) In recent years, writing researchers have pointed out the limitations of a product approach to the teaching of writing. A product approach concentrates on ends rather than means. By focusing on the form and structure of writing rather than on how writers create writing that has form and structure, the composing processes of good writers are ignored. But as

Murray observes, (1980:3) if our goal is teaching writing is to develop fluent writers, it is necessary to examine how fluent writers compose and reexamine our writing methodology in the light of this information. (See appendix H)

F. Topical structure analysis

According to Ulla Connor and Mary Farmer another strategy is Topical structure analysis. In the process-centered approach to composition, writing is viewed as a recursive process which students are encouraged to revise as they write and to produce multiple drafts of their essays. This approach toward writing instruction is based on an accumulating body of empirical support that suggests that this is the process successful and experienced writers typically follow when they write. (Kroll's, 1990) (Richards, *Methodology in Language Teaching: An Anthology of Current Practice*, 2002)

Topical structure analysis, originally developed by Lautamatti (1978) for the purpose of describing coherence in texts, focuses on the semantic relationships that exist between sentences topics and the discourse topic. (See appendix E, H & I)

G. Coaching the process of writing by Barbara Fassler Walvoord and Hoke L. Smith

In this chapter is explained that in the past, teachers of writing have concentrated mainly on the scribing and evaluating the written product, not on coaching the writing process. (See appendix H & I)

H. Writing: an act of cognition by Toby Fulwiler

In the chapter "Cognitive processes in writing" it is mentioned that *research on writing strategies is important for the insights it yields into differences between skilled and unskilled writers*. In addition, successful writer appear to produce better-quality writing because they use more appropriate writing processes. Their successful use of rehearsing, drafting, and revising behaviors ultimately gives them better control both of the content and form of what they write. (Kroll's, 1990) (Harmer, 2004)

Successful writers appear to produce better-quality writing because they use more appropriate writing processes. Their successful use of rehearsing, drafting, and revising behaviors ultimately gives them better fundamental changes toward the teaching of writing



are hence emerging for attempts to incorporate a process perspective into second language writing programs. (Kroll's, 1990) (Richards, 1990) (See appendix H&I)

Learners now have more opportunities for meaningful writing, are less dependent on the teacher, and work collaboratively with other students. Different patterns of classroom interaction may thus develop, as is seen in Carey (1986). Carey describes how throughout the workshop, children selected topics to write about, initiated collaborative writing, and developed characteristics interaction patterns with other learners:

- ✓ *Topics* came from experience at home and in school and from imitation of peer. “Cult” figures like Garfield and literary forms like choose-your-own-adventure books provided models.
- ✓ *Writing together evolved from social talk* and created a context for the composing process that offered multiple points of view, natural motivation, and minimized the need for direct teaching.
- ✓ *Two patterns of collaboration developed:* expert\novice, novice\novice. Students used their strengths to help other worked through composing problems together, problems together, alternating combat and negotiation. Collaboration took students through the writing process, without isolating stages or strategies.
- ✓ *The teacher role* became that of adult writer useful experience to be shared on request as part of collaboration. The children’s composing rhythms dictated the appropriate moment. In addition a close relationship kind to reading-together with young children developed between adult and child.
- ✓ While the preferred mode was narrative, *collaborators used techniques of explanations and persuasion* to select appropriate materials and story lines, or to resolve disputes.
- ✓ *Drawing was used extensively to find, explore, and revise ideas.*
- ✓ *Revision* meant reworking a familiar topic rather than redrafting the same piece. An essential part of revision was permission to abandon a piece or leave it unfinished without a sense of failure.



- ✓ *Within the limits of the workshop*, participants gained confidence, explored the writing process and their own resources, and in at least one case improved mechanical proficiency.

The teacher's role is likewise redefined and renegotiated in a process focused classroom. Rather than attempting to constrain learners to ensure that they produce correct writing, teachers act as facilitators, organizing writing experiences that enable the learners to develop effective composing strategies.

I. TECHNIQUES

The techniques are the activities that teachers use to achieve their strategy. (See appendix F)
Here the team group presents a list of them:

1 exploring the writing process

PART A the writing process

PART B subject, audience, and purpose

Many students mistakenly think that good writers simply sit down and write out a perfect letter, paragraph, or essay from start to finish. In fact, writing is a process consisting of a number of steps:

One of the techniques that is found frequently is prewriting

- ✓ Thinking about a topic
- ✓ Freely jotting down ideas about the topic
- ✓ Narrowing the topic and writing it in one sentence
- ✓ Selecting and dropping ideas
- ✓ Arranging ideas in a plan or an outline

Another technique is writing

- ✓ Writing a first draft

And another technique is revising and proofreading

- ✓ Rethinking and rewriting as necessary
- ✓ Writing one or more new drafts
- ✓ Proofreading for errors

In prewriting are these techniques:

For generating ideas: Freewriting, brainstorming, clustering, asking questions, and keeping a journal.

J. PREWRITING TECHNIQUES

PART A freewriting

Freewriting is an excellent method that many writers use to warm up and get ideas. These are guidelines: for five, ten, or fifteen minutes, write rapidly, without stopping, about anything that comes into your head. (LI, 2013) (Fawcett, 2006)

PART B brainstorming

Another prewriting technique that may work for you is brainstorming or freely jotting down ideas about a topic. As in freewriting, the purpose is to get lots of ideas on paper so you have something to work with and choose from. Write everything that comes to you about a topic – words and phrases, ideas, detail, examples. (Christmas, 2011) (Fawcett, 2006)

PART C clustering

Some writers use still another method- called clustering or mapping- to get their ideas onto paper. To begin clustering, simply write an idea or a topic, usually one word, in the center of your paper. Then let your mind make associations, and write these associations, branching out from the center. (Adriati, 2013) (Fawcett, 2006)

PART D asking questions

Many writers get ideas about a subject by asking questions and trying to answer them. This section describes two ways to do so. (Fawcett, 2006)

PART E keeping a journal

Keeping a journal is an excellent way to practice your writing skills and discover ideas for further writing. Mostly, your journal is for you- a private place where you record your experiences and your inner life; it is the place where, as one writer says, « I discover what I really think by writing it down. » (Fawcett, 2006)

Another techniques are these:

The writer-reader connection



Based on this writer-reader relationship, there are three basic rules for successful academic writing:

- ✓ Identify a purpose for writing. Only then can you communicate your ideas.
- ✓ Write about what you know. If you are familiar with your topic, it will be easier to write.
- ✓ Always write for an audience. If you can identify for whom you are writing, the purpose of the paragraph will become clearer and your communication with the audience will be more successful.

Writing for an audience

In personal writing, for example, your vocabulary, your ideas, and even your sentence structures will be less formal than those elements will be in academic writing. Moreover, if you write about the same topic for different audiences, the elements of your writing will differ, depending on that audience.

Pre-writing Strategies (Brizee, 2011)

Before you begin, you will make three major decisions:

- ✓ Choose a subject that you know about and are interested in
- ✓ Choose an audience
- ✓ Decide on a purpose

Choosing a subject: Listing, Clustering, Trees, Brainstorming, and Looping. (Elbow, 1998)

The topic sentence

The topic sentence is the most general, most important sentence in the paragraph it:

- ✓ Introduces the reader to the topic of the paragraph
- ✓ States the main idea of the paragraph
- ✓ Focuses the paragraph

The topic sentence contains controlling ideas that need to be explained, described, and supported. The controlling ideas are words or phrases about which questions can be asked and answered. Usually, a topic sentence can be:

- ✓ A statement of intent
- ✓ A statement of opinion
- ✓ A statement that is a combination of intent and opinion

A statement of opinion makes a judgment: A statement of intent is an objective sentence that tells the reader what will be objectively explained in the paragraph that follows.

Controlling ideas: Controlling ideas are words or phrase in a topic sentence that need further explanation.

By answering the following questions, the author was able to expand his paragraph and make it more interesting for the reader: How, What, In what ways; What kind of, Are there other?

Pre-writing and drafting: in your pre-writing for this assignment, answer as many of the following questions as possible in your journal: (Brizee, 2011)

Who? Where? What? Why? When? How? What kinds of? In what ways?

Then formulate a possible topic sentence for your paragraph and write a first draft (called a rough draft) of your paragraph in your journal.

Peer feedback: exchange rough drafts with the classmate you selected as your audience for this paragraph. As you read your classmate's paragraph, at the end of that paragraph. (Angelo, 1993) (Grami, 2010)

- ✓ Write the questions the author answered in the paragraph
- ✓ Write what you found most interesting about the paragraph
- ✓ Write one detail you remembered after you read the paragraph

Return the paragraph to your classmate and discuss each other's comments.

Revision: make any changes that will improve your paragraph. Then write the final draft of the paragraph.

Concluding sentences (McEnerney)

The concluding sentence at the end of an academic paragraph usually uses one or more of the following techniques:

- ✓ Summarizes the material in the paragraph
- ✓ Offers a solution to the problem stated in the paragraph
- ✓ Predicts a situation that will result or occur from the statements made in the paragraph
- ✓ Makes a recommendation concerning material presented in the paragraph
- ✓ States a conclusion to information given in the paragraph

CHAPTER THREE

This chapter contains the applied methodology, followed steps, instruments, and participants of the investigation

3.1 METHODOLOGY

The methodology of this investigation is based on Jack R. Fraenkel & Norman E. Wallen's "How to Design and Evaluate the Research in Education" (2009) and Sampieri's "Metodología de la Investigación" (1996) which are pioneering investigation models. Also, the qualitative and quantitative methods have been chosen to develop the current investigation. In the first place because each one complements the other and that facilitates objective achievement. Also, they allow the researchers to describe the strategies and techniques.

3.2 RESEARCH APPROACH (MIX METHOD)

In the present research, the **Mix Method** approach was used to develop the investigation due to the multiple advantages that this approach offers. Pragmatic researchers chose the methods, techniques and procedures typically associated with quantitative or qualitative research depending on the desired result. It recognizes every method has its limitation and that different approaches can be complementary; in this way, the result was more specific and with a broader perspective.

On the one hand, the type of data what this research aims to render was quantitative. For instance, the most common strategies and techniques that most students applied on the process of writing were listed from the least common to the most applied. In addition, the research presented percentage to measure the frequency with which students use the strategies and techniques in written form. On the other hand, with the qualitative method through observation and interview the researchers contrasted statistics and analyzed the different kind of strategies and techniques and the writing process.



3.3 TYPE OF STUDY

In this study, a **Descriptive Design** has been carried out by using the interview, observation, and survey because the main goal for this research was to know what the most common strategies and techniques in the writing process applied to Composition II Courses in the English Teaching major were. It was necessary to provide information concerning the situation that the students of English Composition II faced when using the strategies and techniques in the process of writing. The Descriptive study has been conducted by using different technique such as *interviews, observation, and surveys*.

Descriptive studies describe a given state of affairs as fully and carefully as possible. In educational research, the most common descriptive methodology is the survey, as when researchers summarize the characteristics (abilities, preferences, behaviors, and so on) of individuals or groups or (sometimes) physical environments (such as schools). Qualitative approaches, such as ethnographic and historical methodologies are also primarily descriptive in nature. (Wallen, Jack R. Fraenkel & Norman E., 2008)

3.4 RESEARCH DESIGN

This study was non-experimental because the researcher could not control, manipulate or alter the predictor variable or subjects; instead, reaching conclusion has been the result of interpretation, observation or interactions.

3.5 POPULATION AND SAMPLE

The sampling of this research took place at the University of El Salvador. The sample was students from each of the four different courses of English Composition II from the English Teaching major at the Foreign Language Department in the University of El Salvador.

In order to choose the teachers, non-probabilistic sampling by criteria was taken into consideration. In this case those who teach English Composition II courses were interviewed.

The procedure to design the sample of students was very simple; it was randomly, so any member of the universe was the chance to be chosen. However, the teacher sampling were non-probabilistic by criteria. The criteria were teachers of English Composition II in the semester I -2015 from the Foreign Language Department.



Non-random (non-probabilistic) sample by quotas: the research group used a quota **Sampling**; Population was divided into categories; elements were then selected from each category. Purpose was to select a representative sample and facilitate subgroup analyses. Elements within each category were selected using availability sampling. Random sampling error could not be estimated. The sample was distributed into the following order and considering the non-probabilistic sampling by criteria. (Wallen, Jack R. Fraenkel & Norman E., 2008) and (Sampieri, 1996)

For getting the sample of the students, **simple random sample** was used. A simple random sample is a sample selected from a population in such a manner that all members of the population have an equal chance of being selected. It is considering the probabilistic sampling by using a formula. The formula that will be used is the next one. (Sampieri, 2003) (Wallen, Jack R. Fraenkel & Norman E., 2008)

$$n = \frac{Z^2 \cdot p \cdot q \cdot N}{(N-1)E^2 + Z^2 \cdot p \cdot q}$$

N= 104 population

Z= 96 confidence level

P and Q= variability of the phenomenon studied P= 0.5 Q= 0.5

E= sampling error E=0.05

Numerator of the formula: $Z^2 \cdot p \cdot q \cdot N$

$$n = (1.96)^2 \cdot 0.5 \cdot 0.5 \cdot 104$$

$$n = 3.8416 \cdot 0.5 \cdot 0.5 = 0.9604$$

$$n = 0.9604 \cdot 104 = \underline{99.8816}$$

Denominator of the formula: $(N-1) E^2 + Z^2 \cdot p \cdot q$

$$n = (N-1) = 104-1 = 103$$

$$n = 103 \cdot E^2 = 103 \cdot 0.0025 = 0.2575$$

$$n = 0.2575 + Z^2 \cdot p \cdot q = 0.2575 + 3.8416 (0.25) = 0.2575 + 0.9604 = 1.2179$$

Final procedure:

$$n = \frac{99.8816}{1.2179}$$

$$n = 82.01133098 = 82 \text{ people for the survey}$$

3.6 METHODS AND INSTRUMENTS OF DATA GATHERING

In order to collect the information needed for the study, the research team resorted on the observation method, surveys and interviews. They were chosen taking into account the objectives of the investigation. With the purpose of putting in practice the chosen techniques, it was necessary to design and elaborate the instruments, which were a questionnaire in the survey for students, a guide in the Interview for people belonging to composition teachers of the Foreign Language Department at university of El Salvador and a guide in the Observation method teachers and students.

For this research study, the group has decided to have three different instruments, which are observation method for teachers and students, teacher interview, and student survey.

A. INTERVIEW

The first one is an interview that was addressed to four teachers of the English Composition II courses from Teaching English major. With this tool, the group achieved the objective of “exploring the most common strategies and techniques that teachers use in the writing process.” The interview in the first part had all the information about the university and the department where the teachers work, then the investigation topic was presented to them; afterward the objective that the research group pretended to accomplish and then it presented the direction. This interview has ten open questions about the strategies and techniques they used in the courses of English Composition II.

B. SURVEY

The second one was the survey. With this instrument the group fulfilled the objective “To look into the less practical techniques in the process of writing according the student’s opinion”. The information that students gave us when they filled in the questionnaire helped us to know what kind of strategies and techniques they know and they use.



The description for student's instrument is the following: the questionnaire for the students was organized in seven parts; each of them explained a strategy and others mentioned some techniques. In the first part of the survey was the information about the university, the name of the investigation, the objectives, the general direction and the general information of the students which were two questions. Then the first section about one strategy and the techniques that were used with the strategy were presented; there were seven questions. In section two was another strategy with four items.

Then, the third strategy had six questions. Also, section four asked about some prewriting techniques, eighteen of them were mentioned. Section five had nine questions about the techniques for writing a paragraph. Next was section six, with four items for knowing the frequency that teacher talked to the students about strategies and techniques. Those sections were about the frequency students recognized the strategies and techniques that teachers taught. The last section was about the students' opinion, there were four close questions and one open. This part showed the rating and effectiveness that the teachers' help provide to the students in the correction and motivation of writing according to the students, and finally an open question for knowing about the extra strategies and techniques they knew.

C. Observation Method

The third one was the observation method, by which the last objective was pursued, namely, "To seek the most practical techniques in the process of writing according the student's opinion."

The Structure for the observation method was with this method the population to be observed was teachers and students who were in English Composition II at the FLD because with the information it was possible to know what were the strategies and techniques that were teaching to the students in the process of writing. The group of the investigation was considering that it was accessible to observe some English composition classes for noting the activities that the teacher showed and the most important how students decided to participate in the activities. The group asked to the teacher the permission for staying in their classes for three weeks.

The places for the observation were classrooms. The observation was four hours per week. The data of the observation was collected with a guide in which it was all the



information about strategies and techniques. The field staff was divided to cover all sites most effectively. The investigation team was compound by two members. It was coordinated with the program and the schedule from the English Composition II courses.

During the classes the member of the investigation group took note while students were developing the activities or the exams in a natural way. It was important to take always the field notebook and a pen, and a list with the strategies and techniques the research group investigated. After observation, the research group scheduled time soon after participant observation to expand their notes. And finally, it typed the notes into computer files using the standard format set for the study (IBM SPSS Statistics Data Editor).

3.7 Validity and reliability

In order to test the data gathering instrument and identify potential trouble, a pilot test was done, such pilot test was administrated randomly with ten students of English Composition II courses at the Foreign Language Department at the University of El Salvador to verify students were capable of answering the items as briefly and concisely as possible. The pilot test was developed on April 7th, 2015. The pilot test was created with the purpose of getting comments and questions about the different items presented in the survey, just to make sure all the items are understandable and otherwise to improve some of the items if necessary.

The instrument had 7 sections and 53 items, each paper was identified with a number in order to avoid future issues; this survey was distributed in 10 students of English Composition II at the FLD, the time they took to answer the questionnaire was from 8 to 15 minutes. After analyzing each item the researchers concluded that the instrument was understood by the 100 percent of the students. As a conclusion the instruments was able to answer the objective of the research “To seek the most practical techniques in the process of writing according the student’s opinion”.



CHAPTER FOUR

4.1 DATA ANALYSIS AND INTERPRETATION

In this part of the work it is presented the data analysis of the three techniques that were used to gather the information about the research. The techniques used are the interview, observation method and the survey.

4.2 DATA ANALYSIS OF INTERVIEW

First, it is presented the interview. With the interview as an instrument for gathering information addressed to the teachers who are teaching English Composition II in the Teaching English Major at the Foreign Language Department, the researchers intend to answer this question *what are the most common strategies and techniques that teachers use in the writing process?*

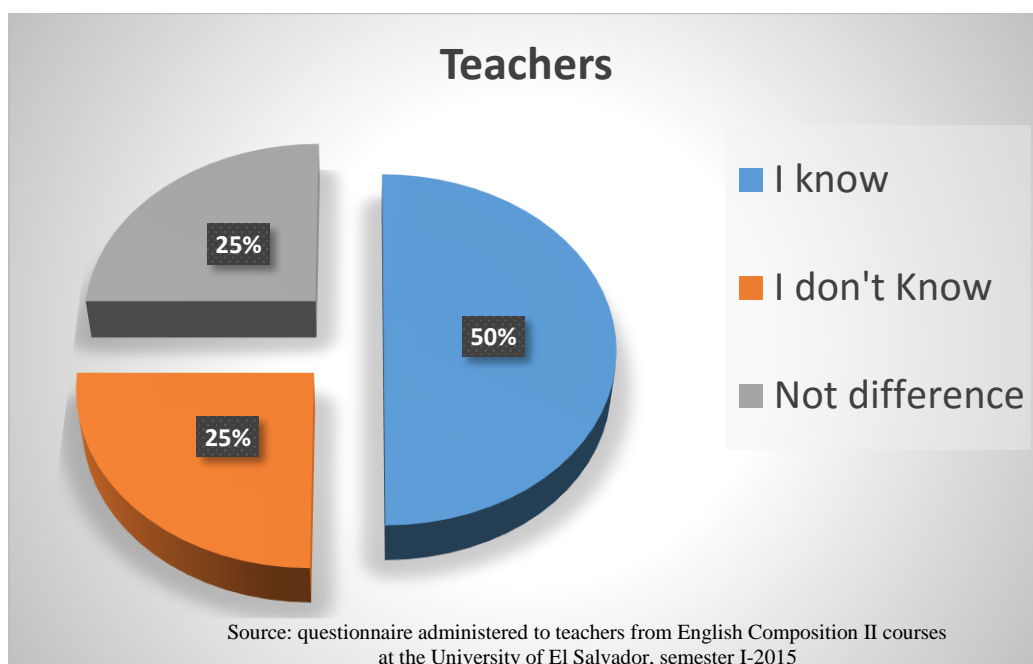
The interview had ten questions. The answer of each item was according the teacher experience as a composition teacher and to the experience he is living with the current course of English Composition II. In this case, it will present the question, the chart and then the interpretation of it. For more information it is presented the guide of the interview, see appendix two.



Univariate analysis

CHART 1

1. Could you be so kind and tell me what is for you strategy and technique?

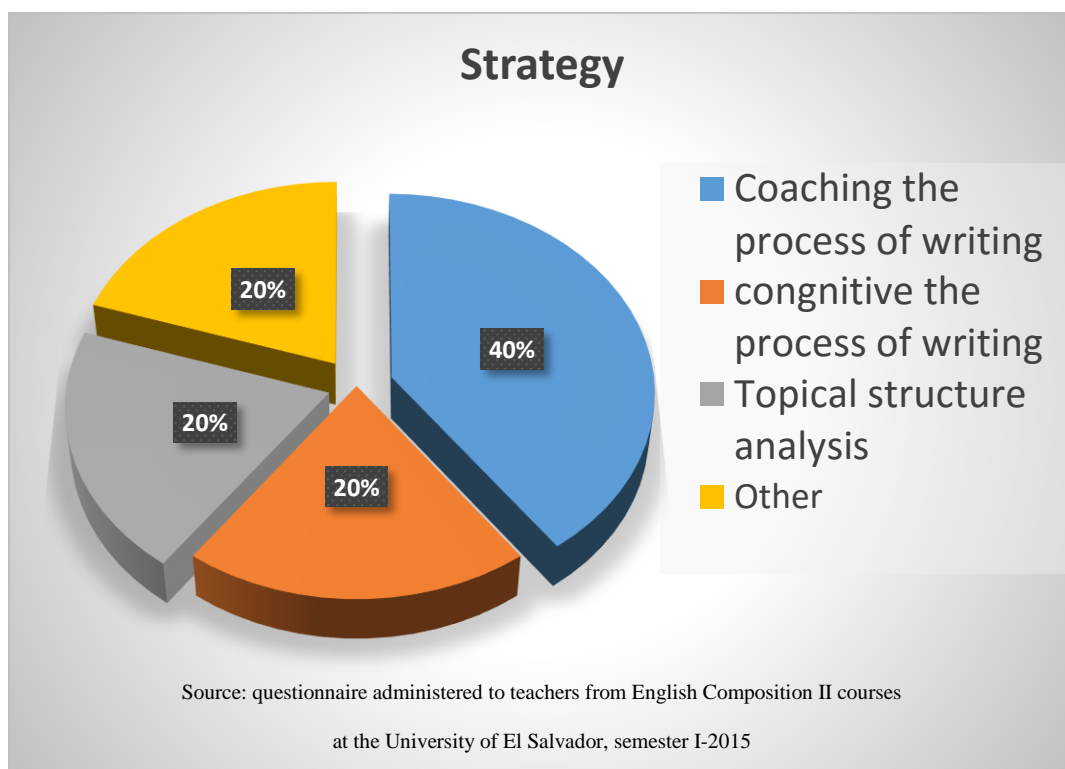


In this question, 2 out of 4 answered *I know*, so the fifty percent of the teachers know the meaning of strategy and technique. 1 out of 4 said *I don't know*, so the 25 percent does not know the meaning of the concepts, and 1 out of 4 said *I don't see the difference*, so the last 25 percent is confusing the meaning of the terminology.



CHART 3.1

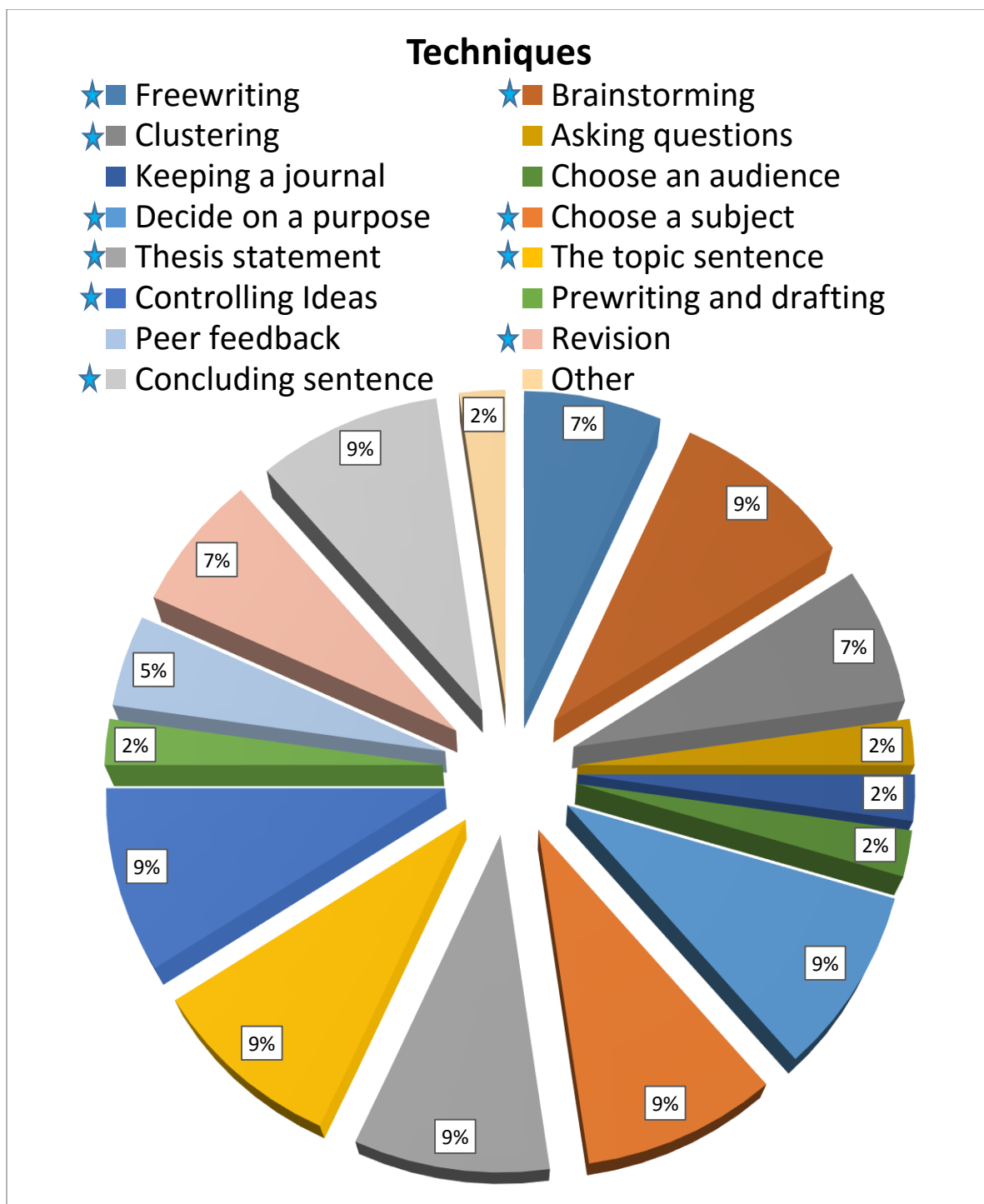
3.1 What are the most common strategies and techniques that you applied when teaching composition, in order to do the writing process easier?



The 40 percent of the teachers said they apply *Coaching The Process Of Writing*, the 20 percent the *Cognitive The Process Of Writing*, the 20 percent *Topical Structure Analysis* and the other 20 percent *other*; that it is the strategy a teacher said *Don't Give The Course By Himself*.



CHART 3.2



Source: questionnaire administered to teachers from English Composition II courses at the University of El Salvador, semester I-2015

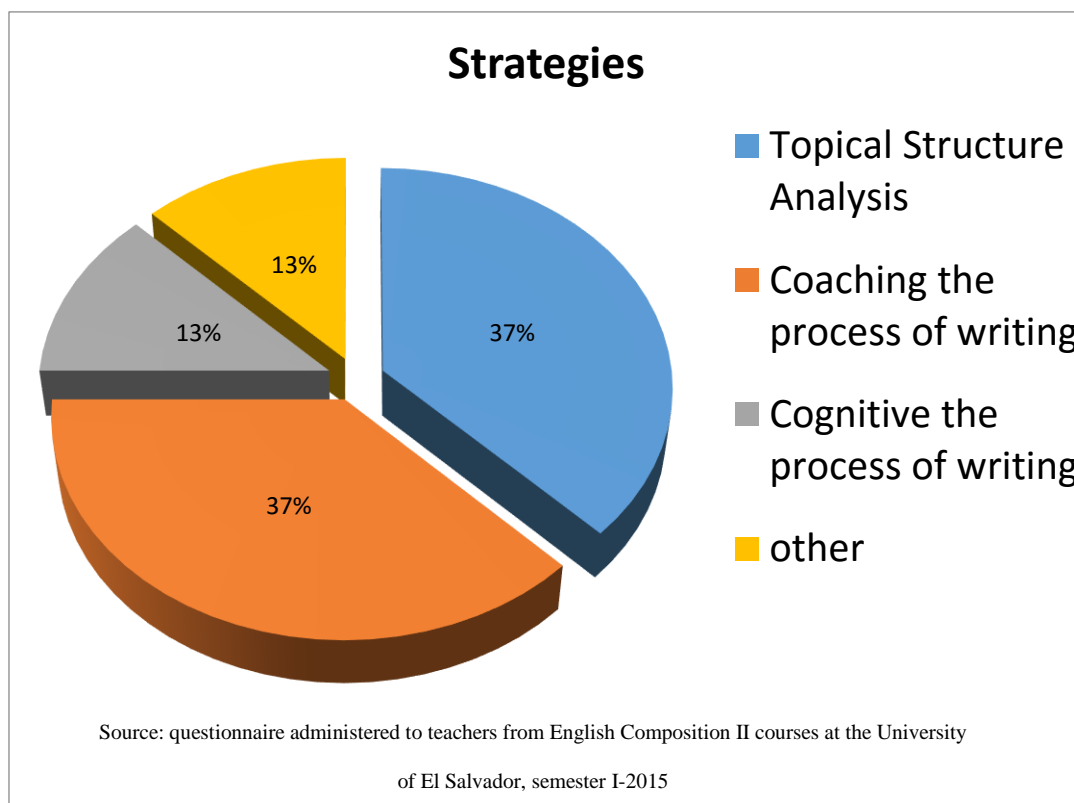
In this chart 3.2 it is presented the most common techniques those teachers apply in their courses of English Composition II. The techniques that have 9 percent are controlling ideas, the topic sentence, thesis statement, choose a topic, decide on a purpose, concluding sentence, and brainstorming. The techniques that have 7 percent are free writing; revision, and clustering. The techniques that 5 percent is peer feedback, the techniques that have the 2 percent are keeping a journal; choose an audience, asking questions, prewriting and drafting and other.



CHART 4

4. In your current courses of composition II do you apply Topical Structure Analysis, Coaching the Process of Writing And\Or Cognitive Process in Writing?

If not, what are the strategies that you regularly apply?

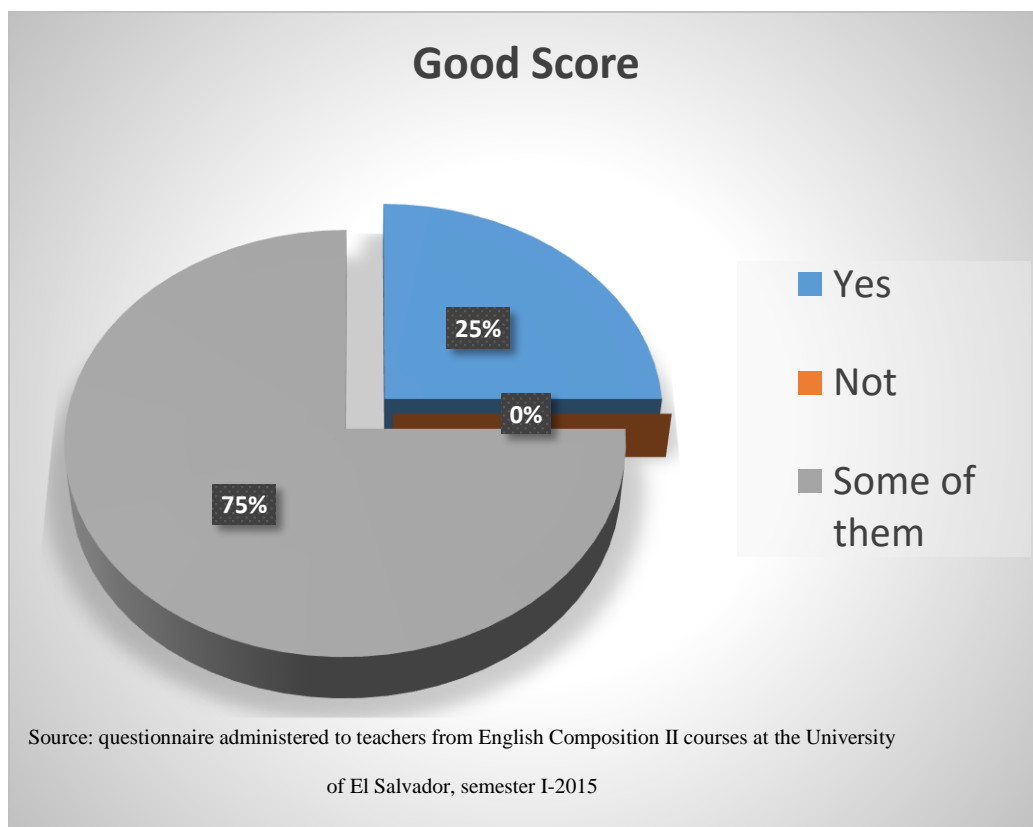


In this question it was expressed that almost all of the teacher apply the strategies mentioned in the question. The 37 percent apply *Topical Structure Analysis*. The other 37 percent apply the *Coaching the process of writing*. The 13 percent apply the *Cognitive process in writing*. And the 13 percent other. In this part the teacher said the strategy he used is *Develop Critical Thinking Skill*.



CHART 6

6. Could you explain me how your students react when you apply these strategies?
Do they have a better score on their evaluations?

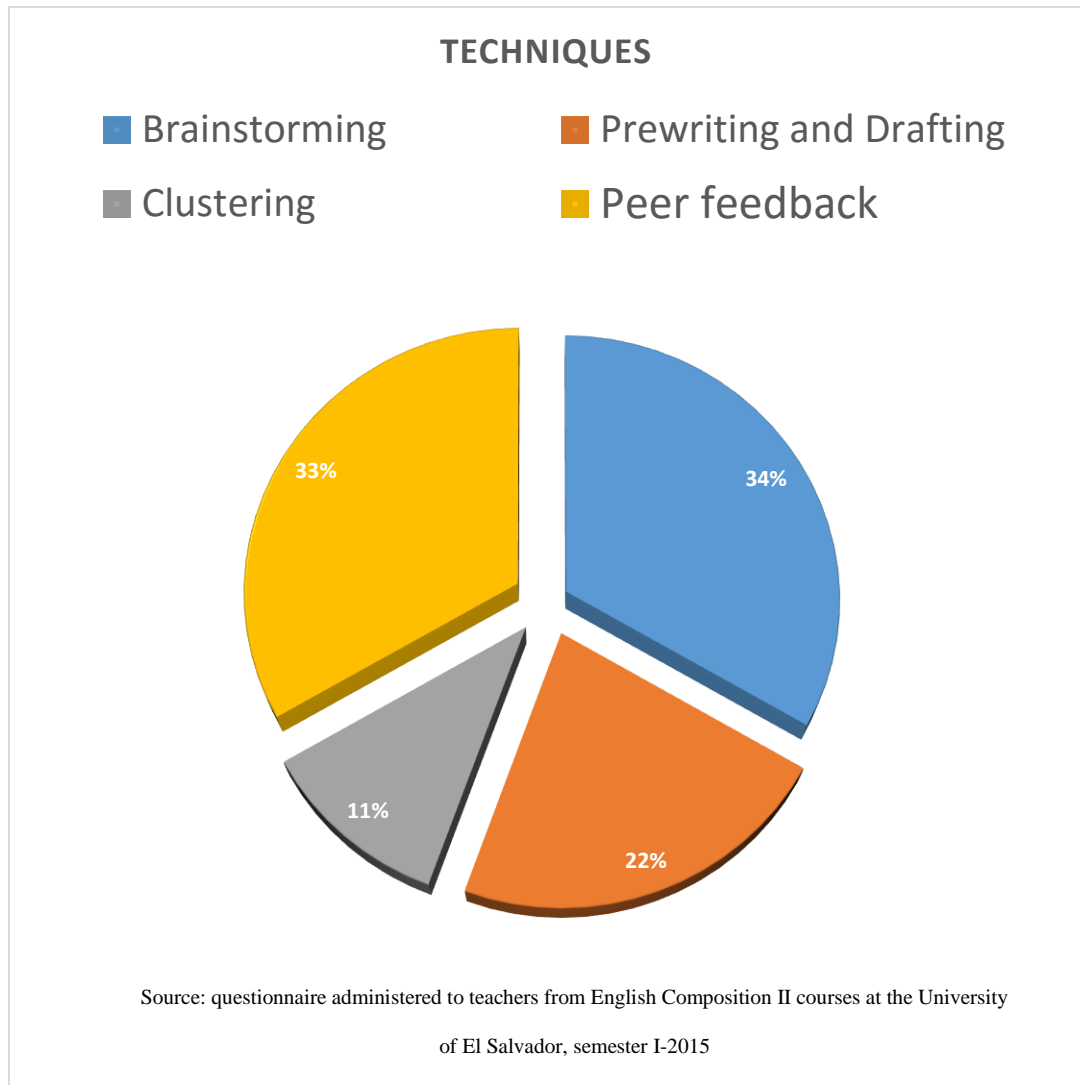


The 75 percent of the teachers answered that according to their experience some of the students got a better score, just the 25 percent of the students keep the same score using these strategies



CHART 7

7. Would you mind telling me what of these 4 techniques you apply more often with your students of English Composition II?



The 34 percent of the teachers answered that the technique that they applied more often is *brainstorming* the other 22 percent applied *prewriting and drafting*, the 11 percent use *clustering*, and the 33 percent applied *peer feedback*



4.3 DATA ANALISYS OF OBSERVATION METHOD

Second, it is presented the observation method, with the observation method as an instruments for gathering information addressed to the teacher and students who are in English Composition II courses, in the English Teaching Major at the Foreign Language Department; the research team intended to answer the following question: “what are the less practical technique in the process of writing according to students opinion?”.

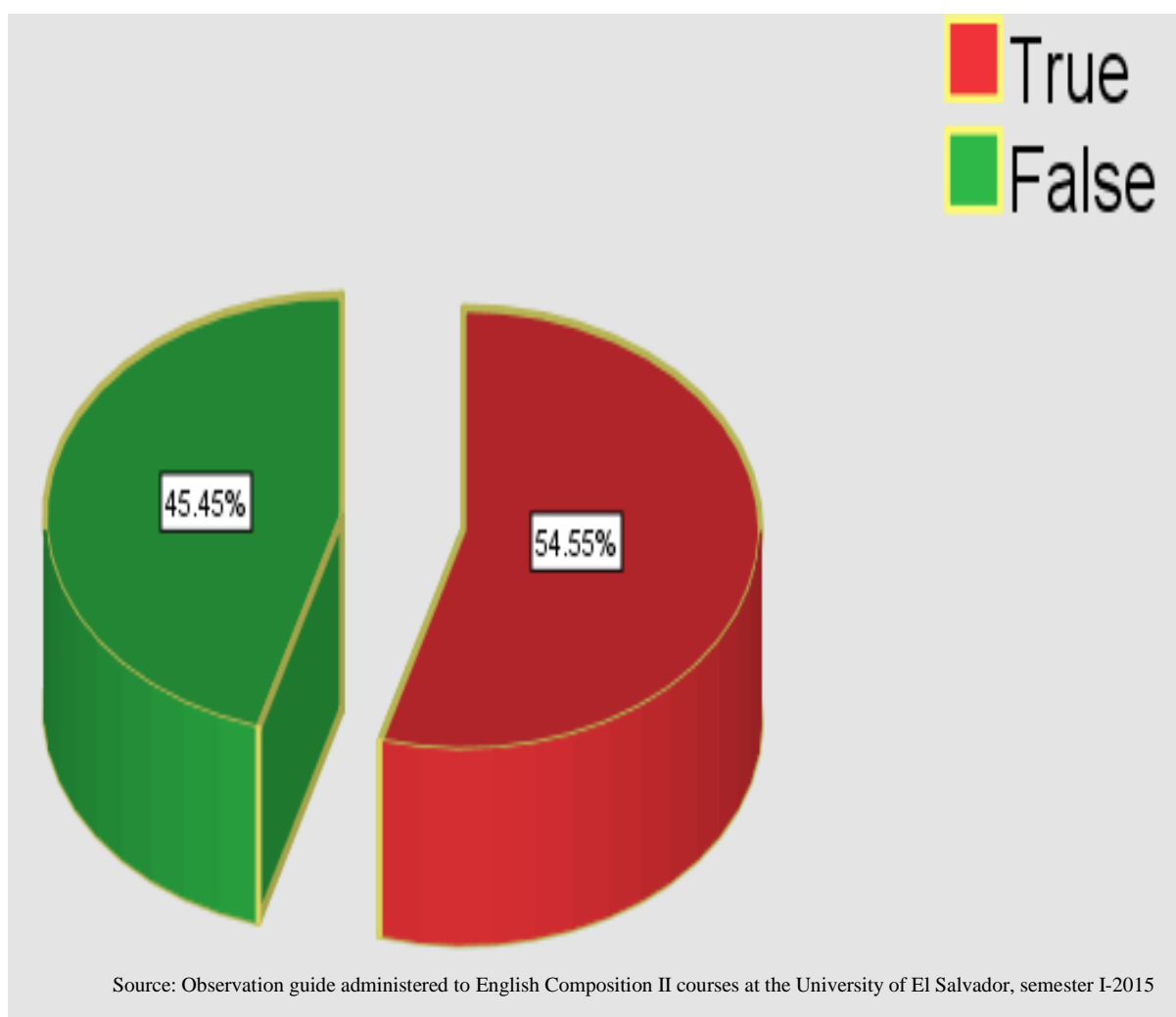
The observation method is a guide with 51 variables; each item was checked by a researcher, who stayed in the classroom during the English Composition class. The team has observed the English Composition II courses, 22 days with an average of 44 hours. For more information it is presented the guide of the researchers, see appendix three.



Univariate analysis

Chart 1

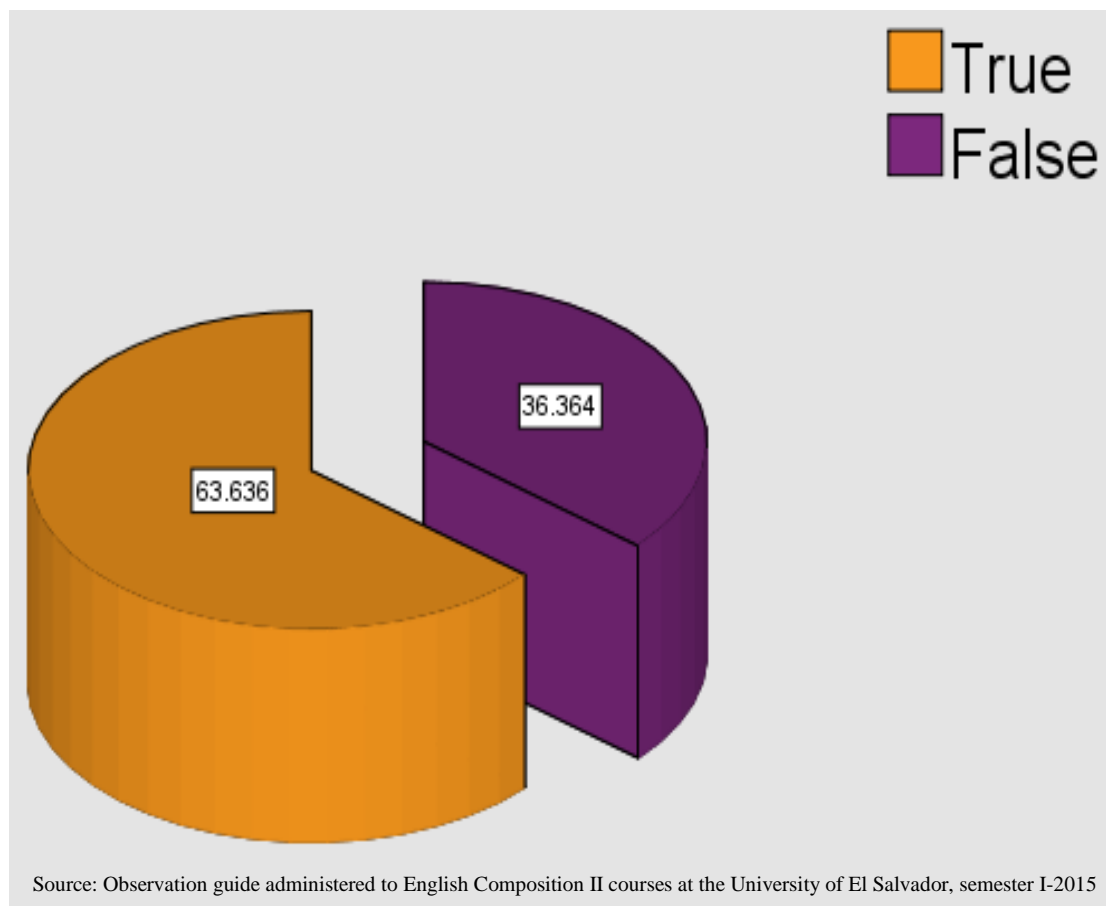
1. Several samples texts are analyzed.



The 54.5% of the observed time this technique was developed, the 45.5% it was not used. See **Charts 2, 3, 4, 5, 6 in appendix J**

Chart 7

7. Comments of the text in conjunction with teacher and peers.

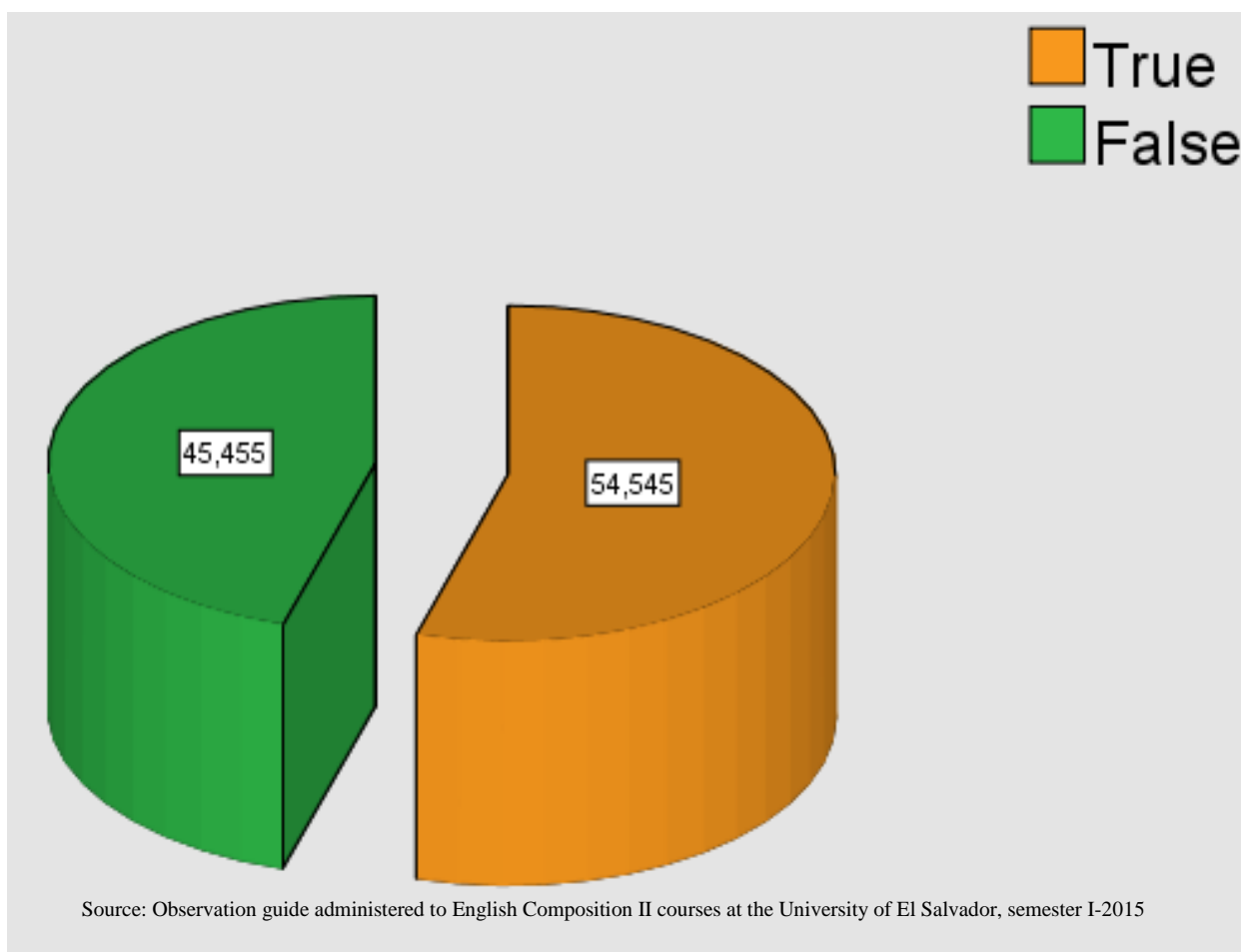


The 63.6% of the observed time this technique was developed, the 36.4 % it was not used. See in appendix J **Chart 8, 9, 10.**



Chart 11

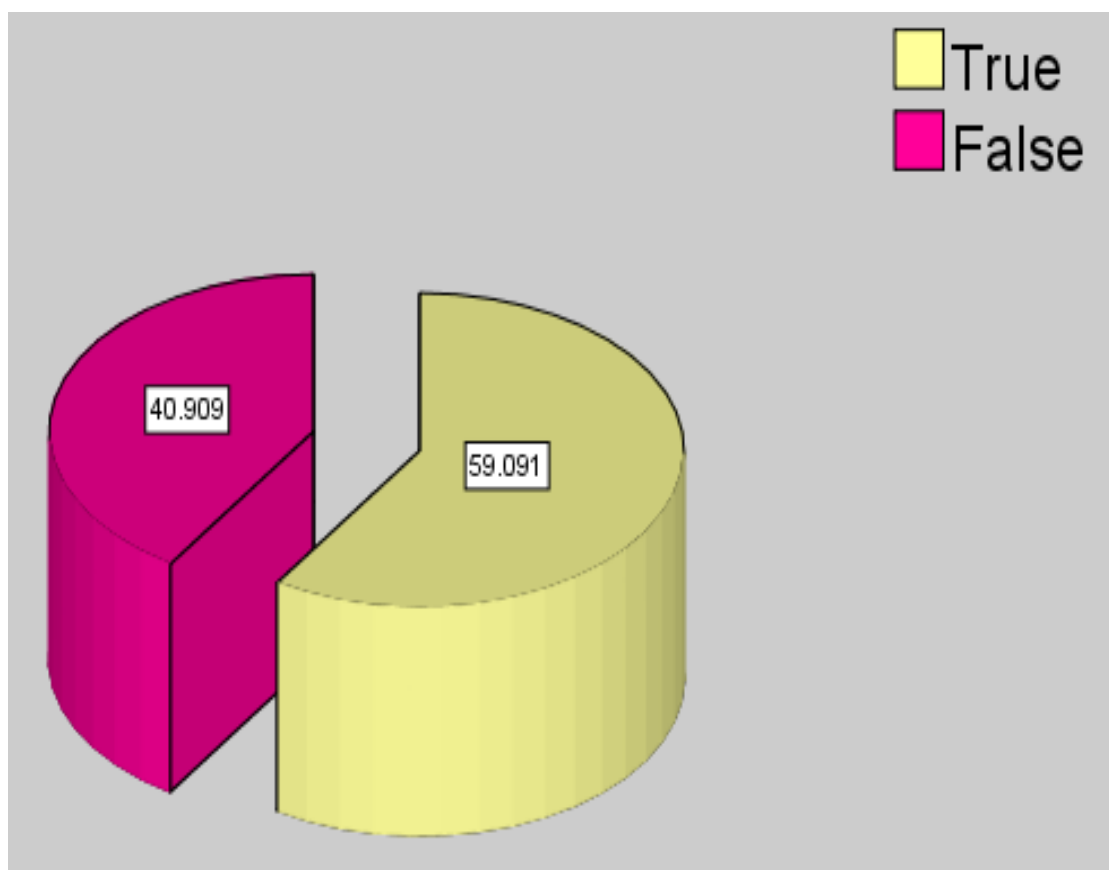
11. The technique of free-writing: as the outline, or who get stuck trying to make everything perfect on the first draft.



The 45.45% of the observed time this technique was not developed, the 54.54% it was used. See in appendix J **Chart 12,13, 14**

Chart 15

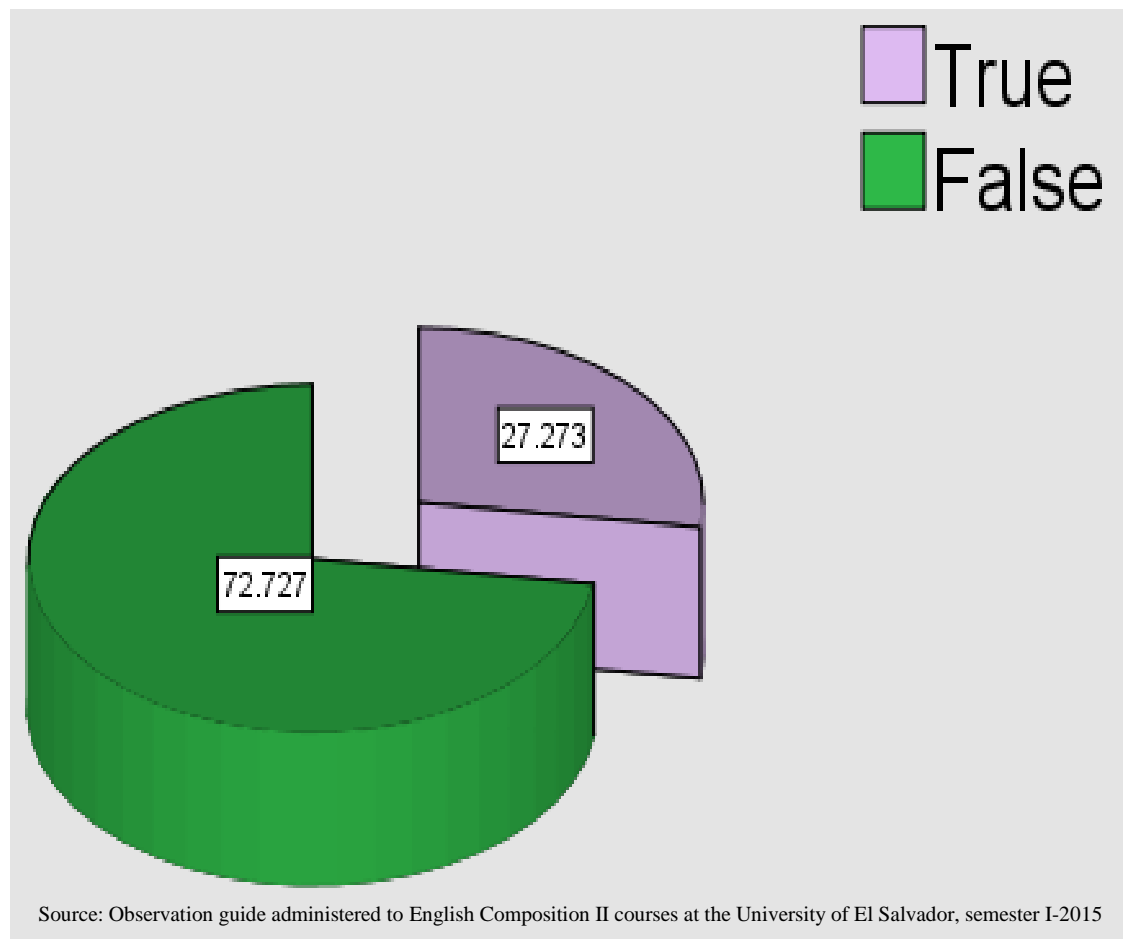
15. The teacher role becomes a useful experience to be shared on request as part of collaboration.



The 59.91% of the observed time this technique was developed, the 49.90% it was not used in appendix J chart 16

Chart 17

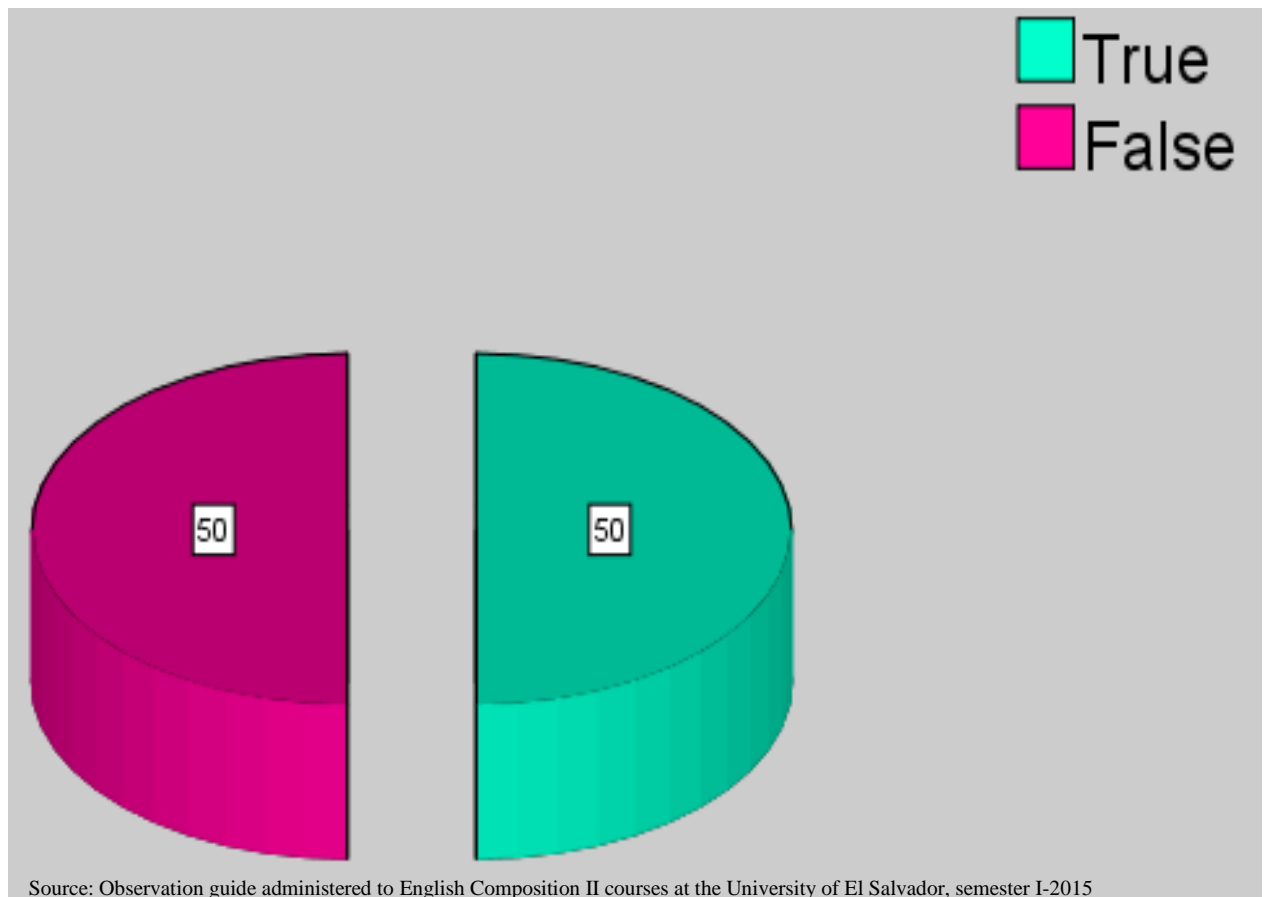
17. Revision means reworking a familiar topic rather than redrafting the same piece.



The 27.27% of the observed time this technique was developed, the 72.72% it was not used.

Chart 19

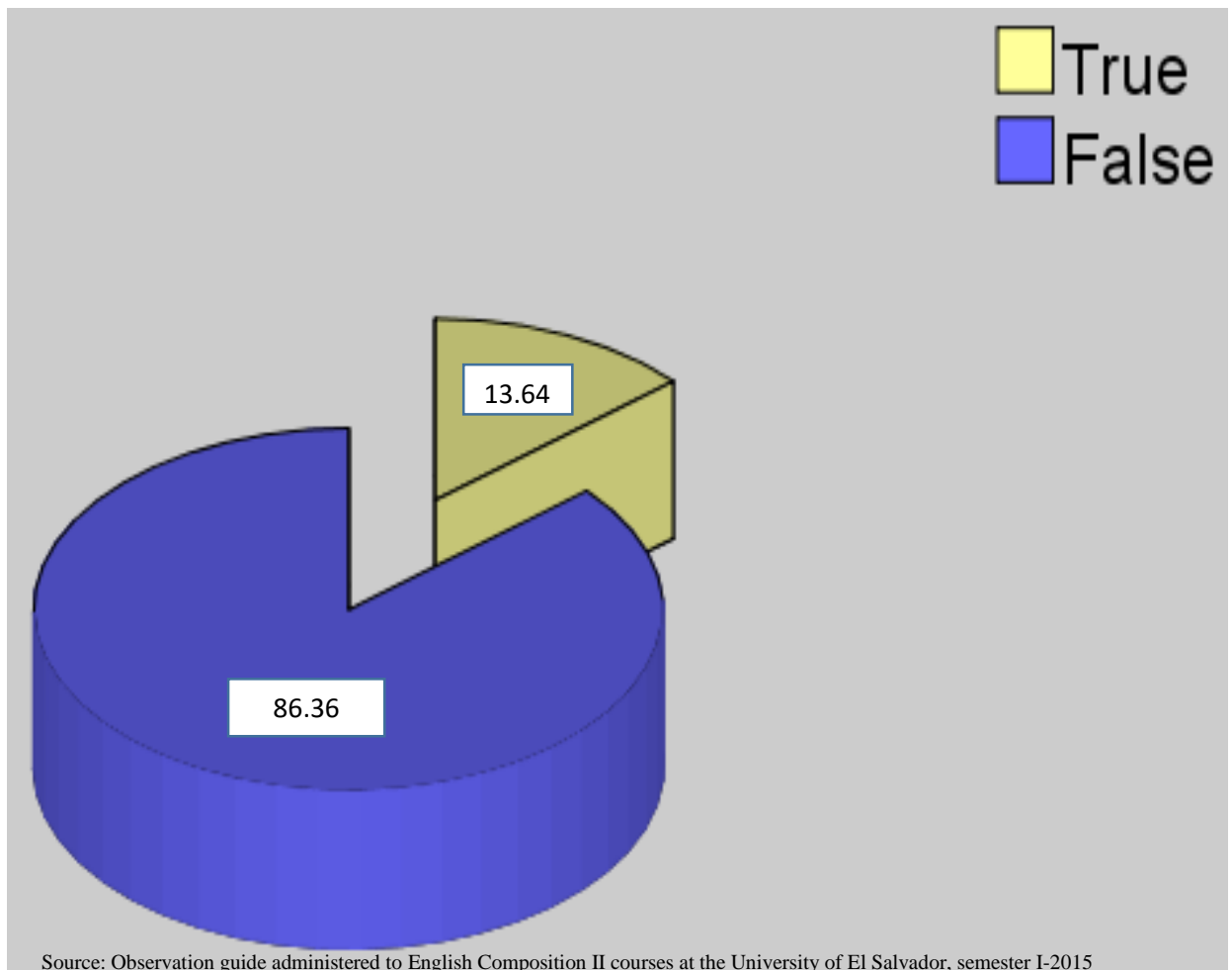
19. Brainstorming



The 50% of the observed time this technique was developed, the 50% it was not used.

Chart 20

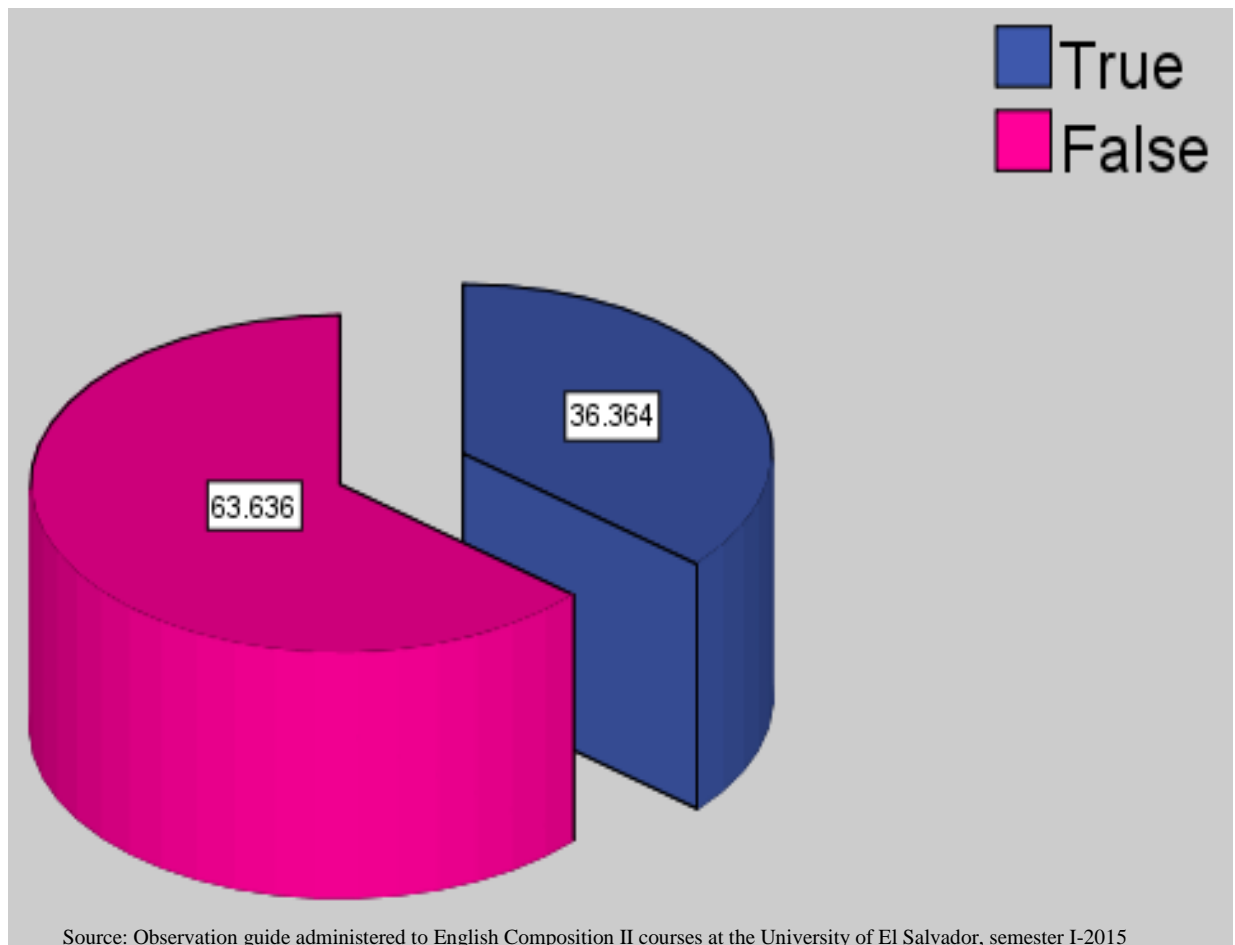
20. Clustering



The 13.64% of the observed time this technique was developed, the 86.36% it was not use

Chart 22

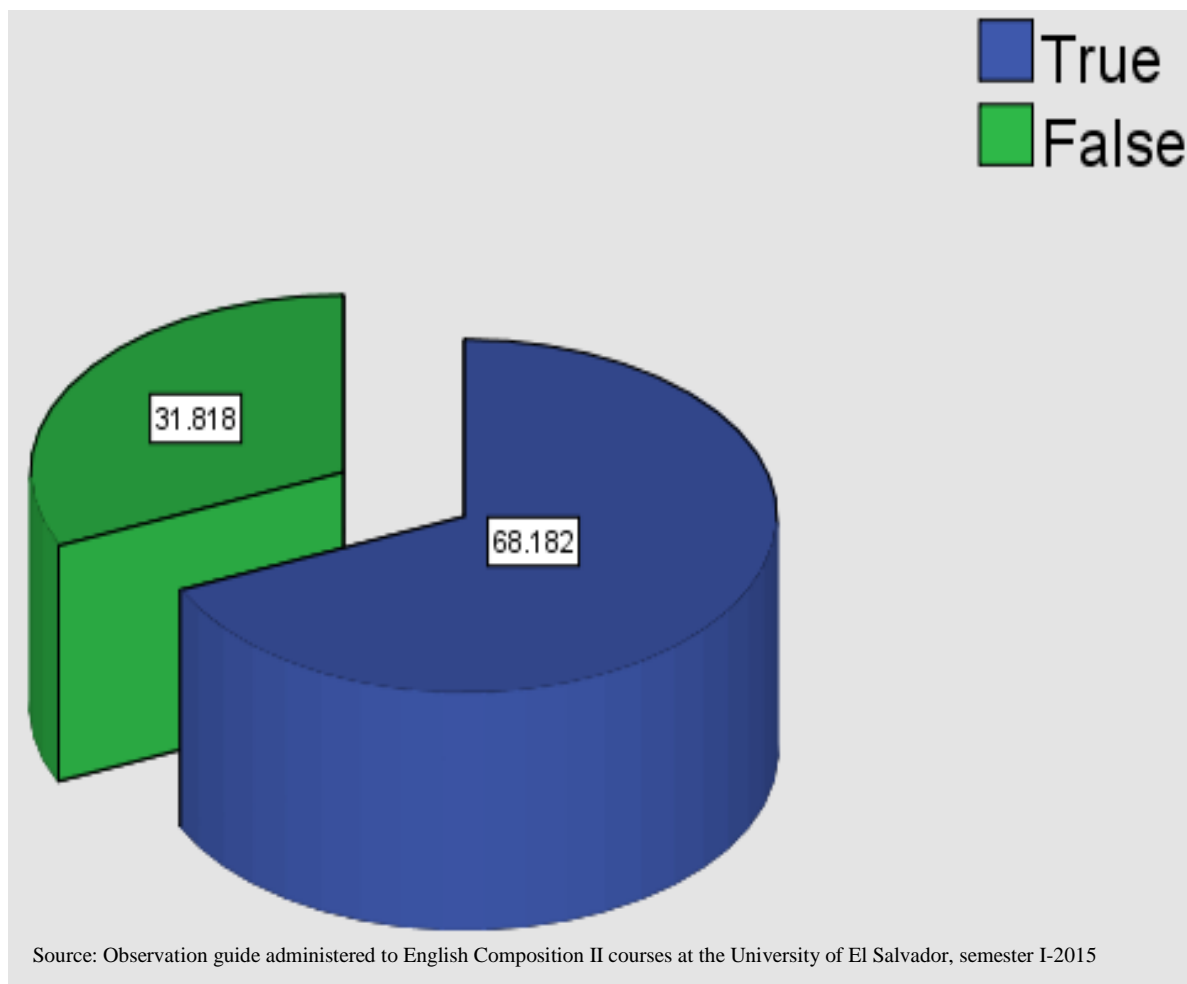
22. Keeping a journal



The 36.36% of the observed time this technique was developed, the 63.64% it was not used.

Chart 23

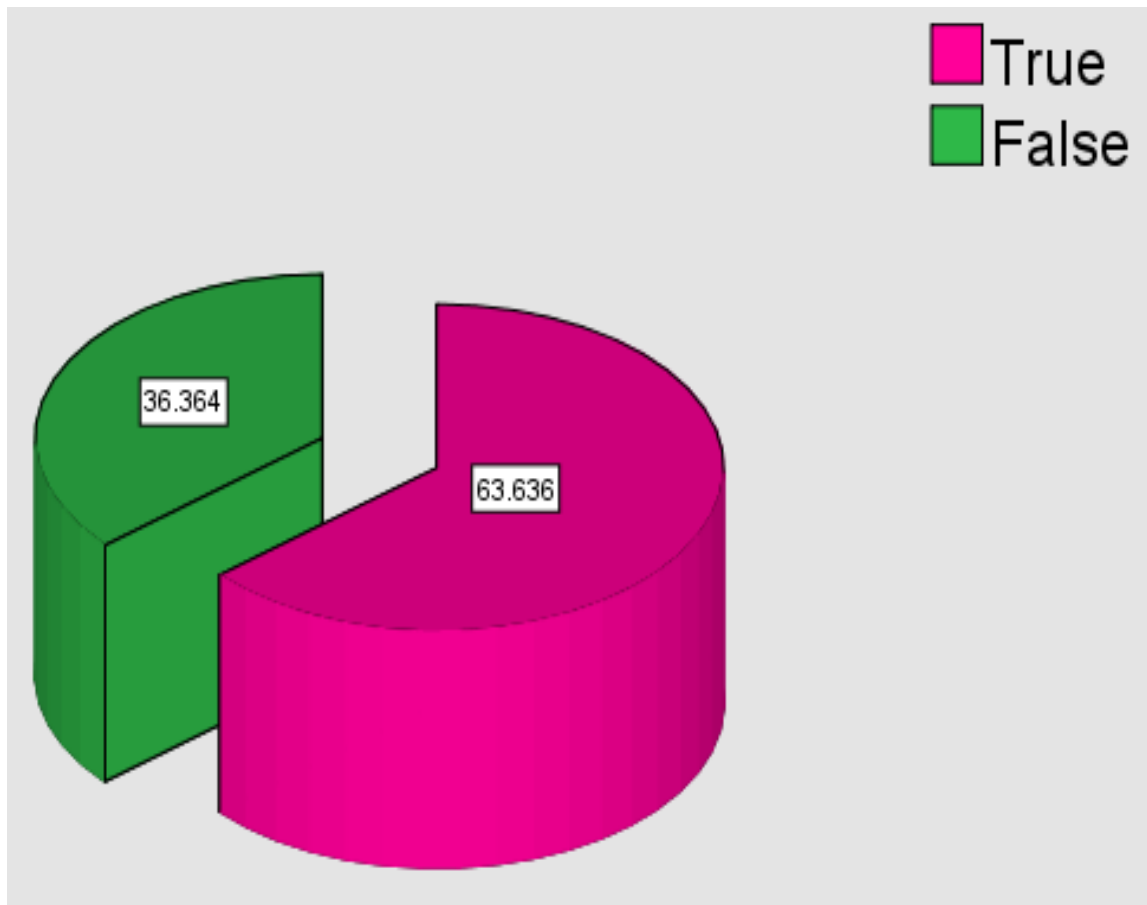
3. Choose an audience



The 31.81% of the observed time this technique was developed, the 68.18% it was not used

Chart 24

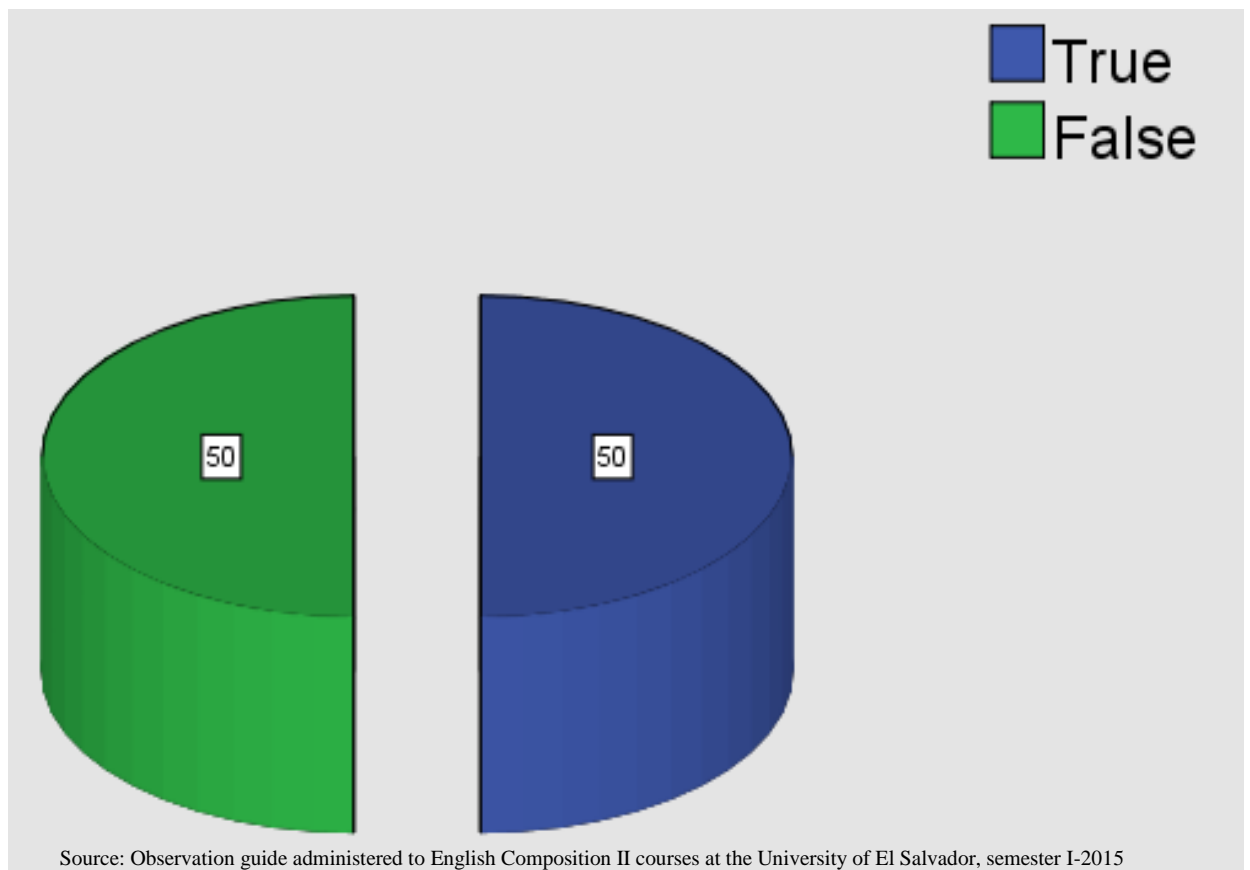
4. Decide a purpose



The 63.64% of the observed time this technique was developed, the 36.36% it was not used.

Chart 26

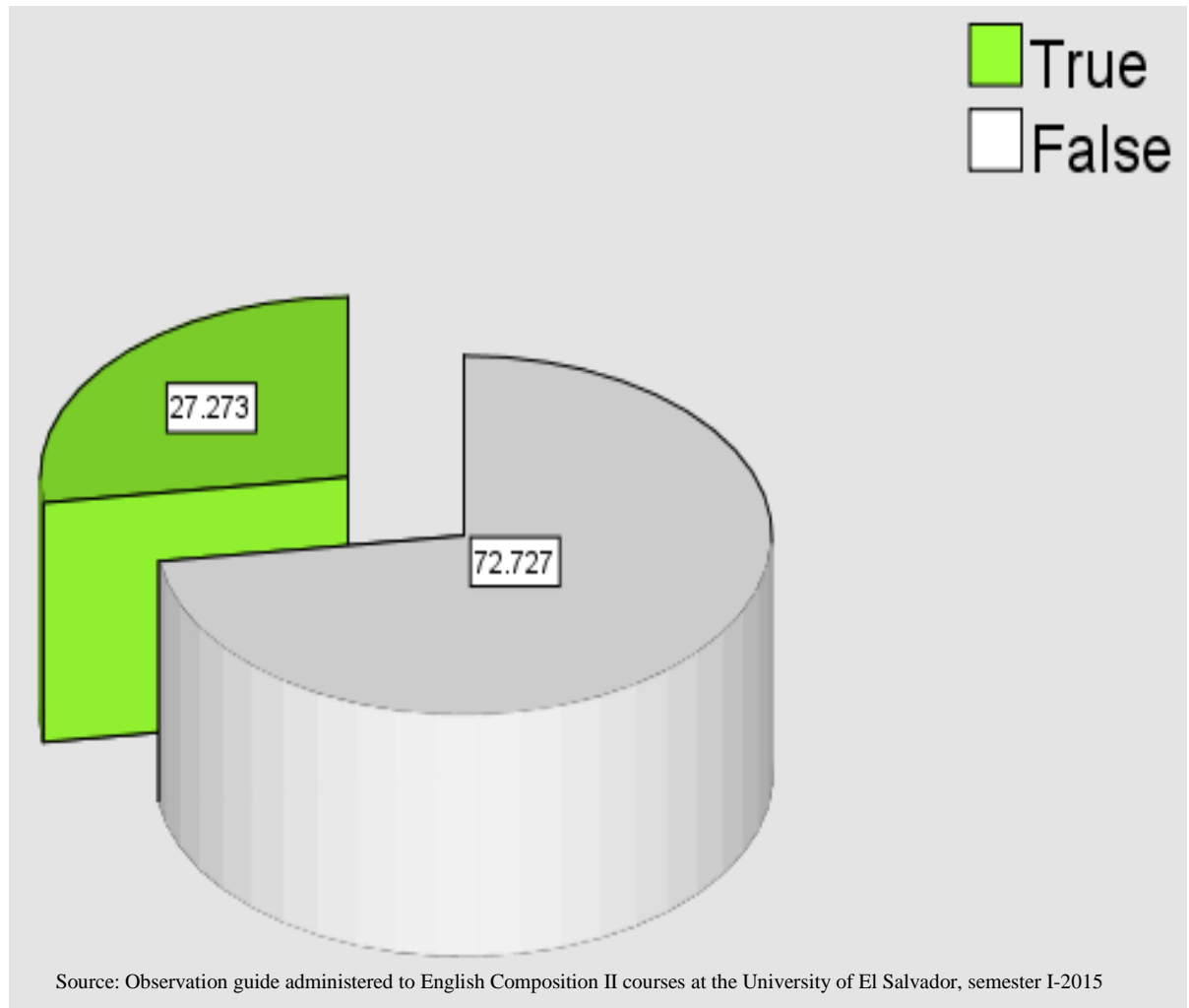
26. Listing



The 50% of the observed time this technique was developed, the 50% it was not used.

Chart 27

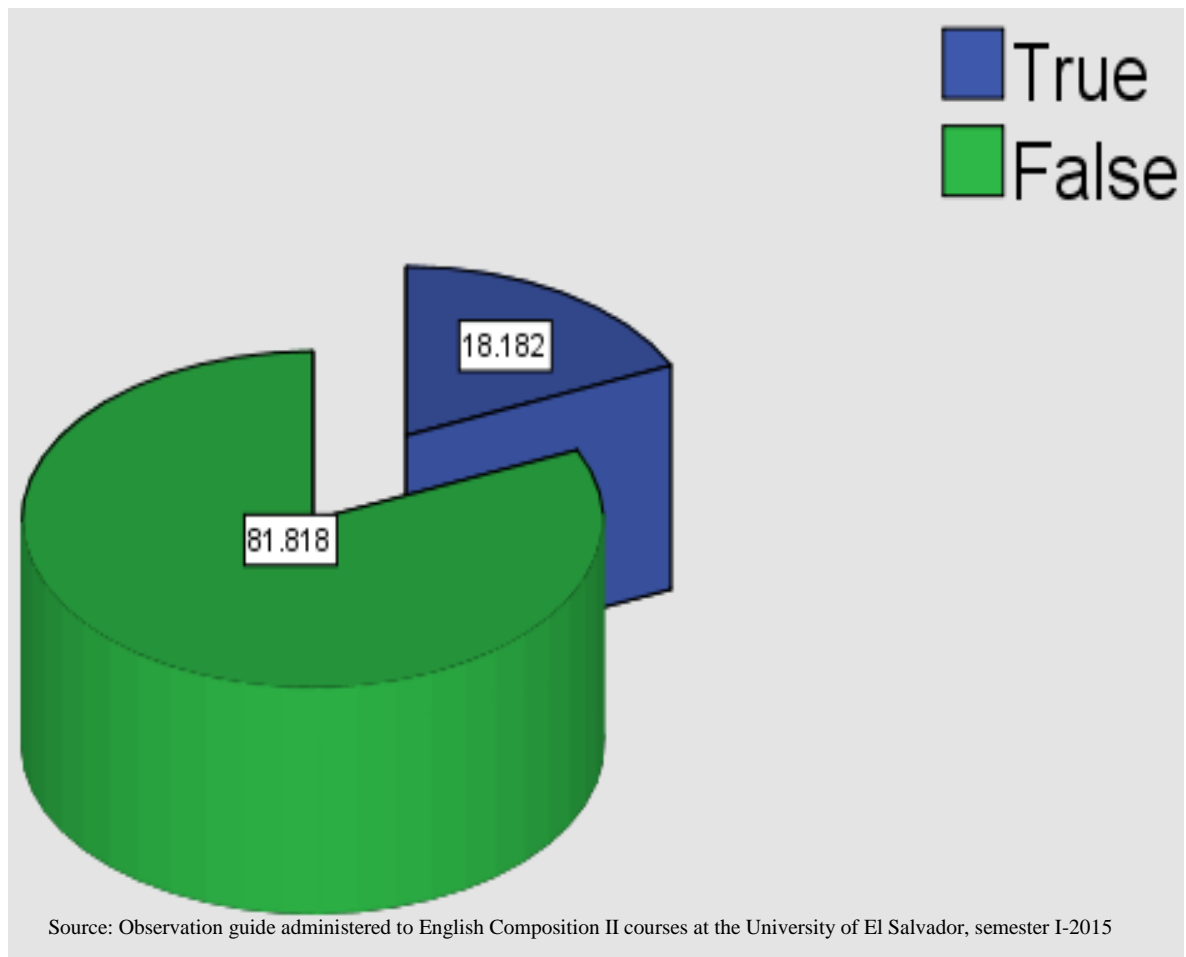
27. Trees



The 27.27% of the observed time this technique was developed, the 72.72% it was not used.

Chart 28

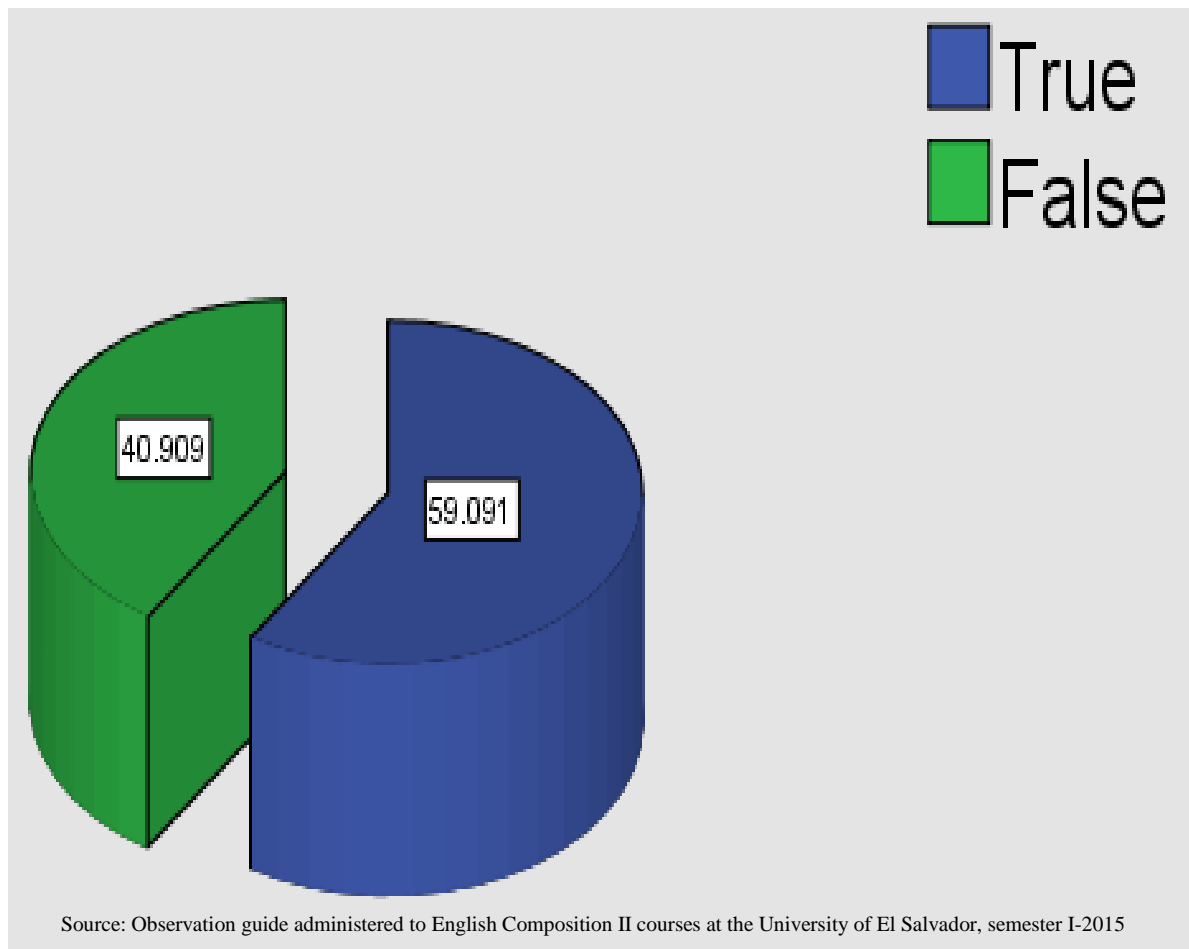
28. Looping



The 18.18% of the observed time this technique was developed, the 81.81% it was not used.

Chart 30

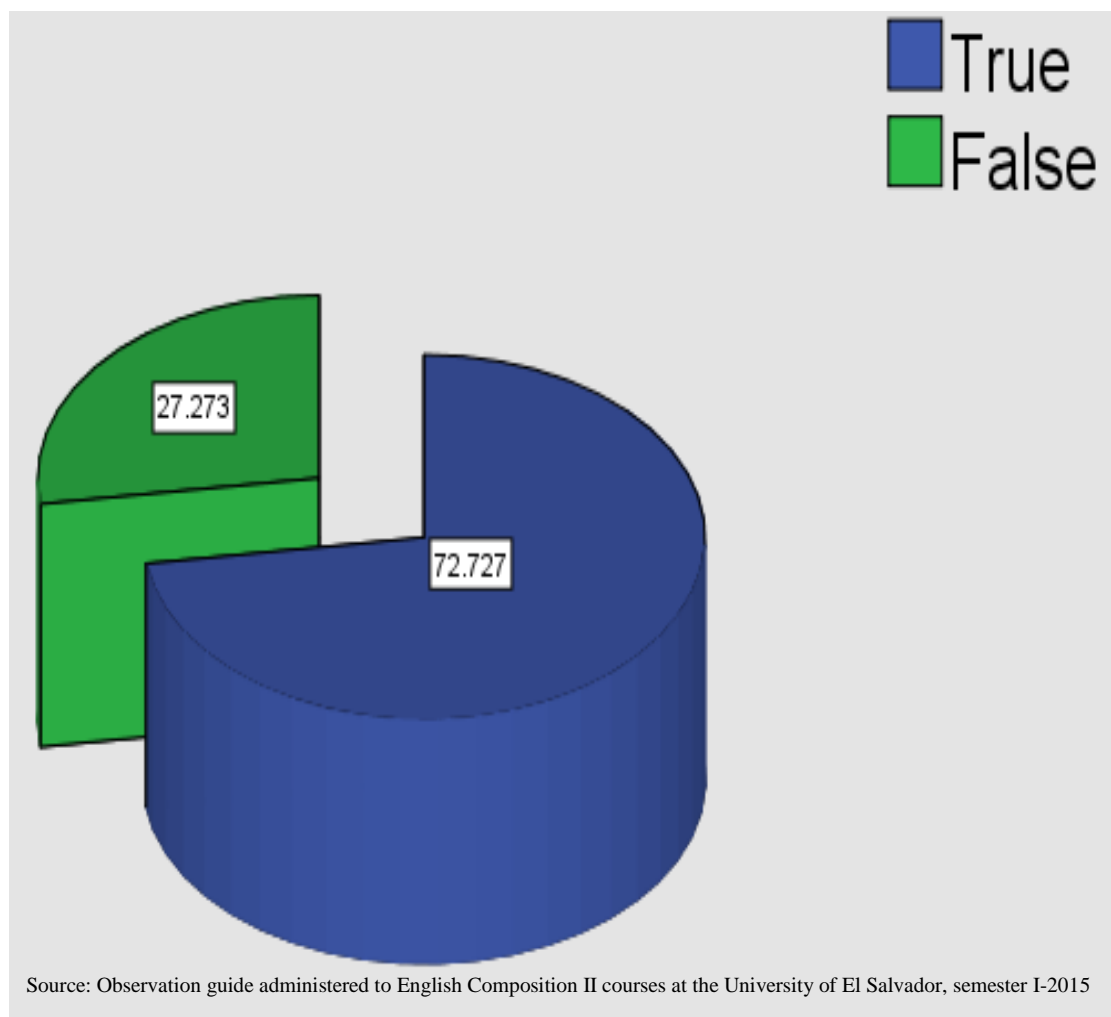
30.A statement of opinion makes a judgment



The 40.9% of the observed time this technique was developed, the 59.9% it was not used

Chart 31

31. Controlling ideas

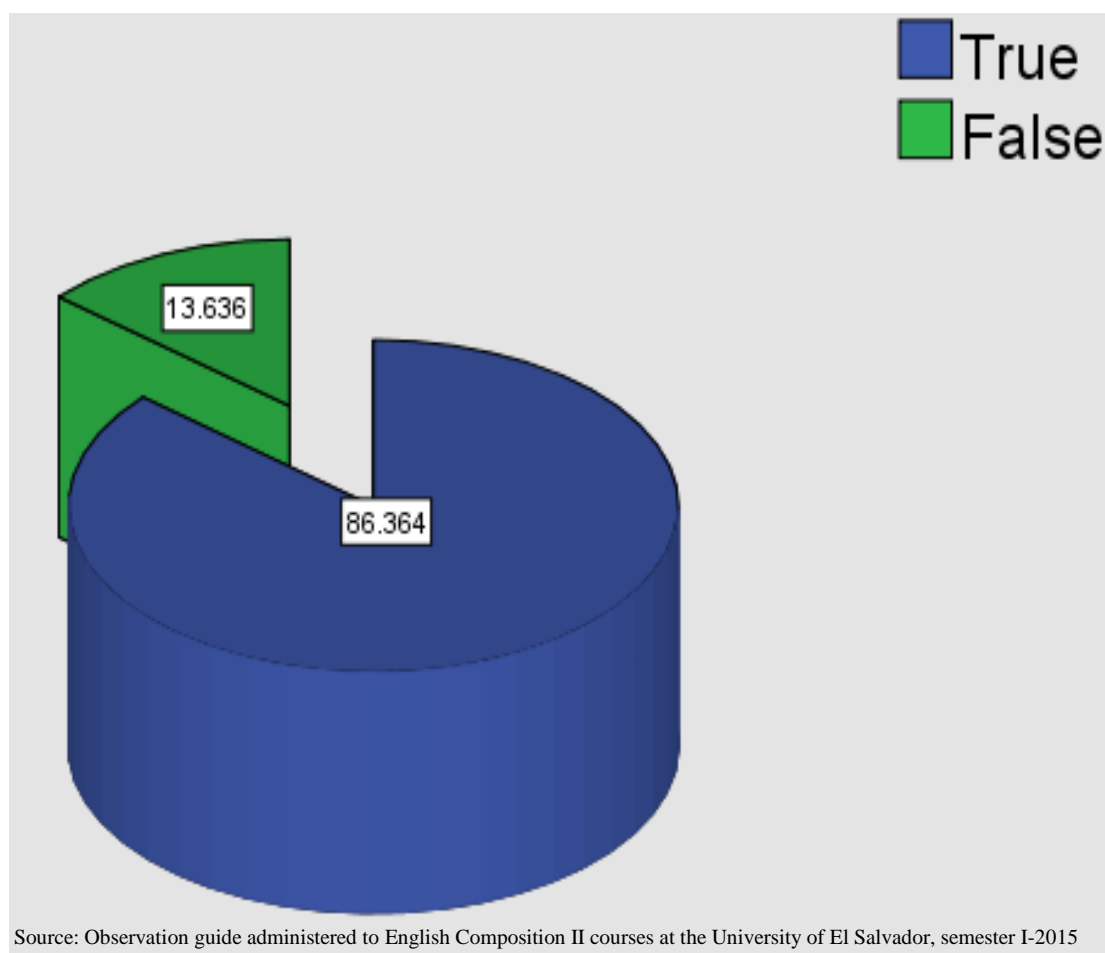


The 72.72% of the observed time this technique was developed, the 27.27% it was not used.



Chart 35

35. Concluding Sentence

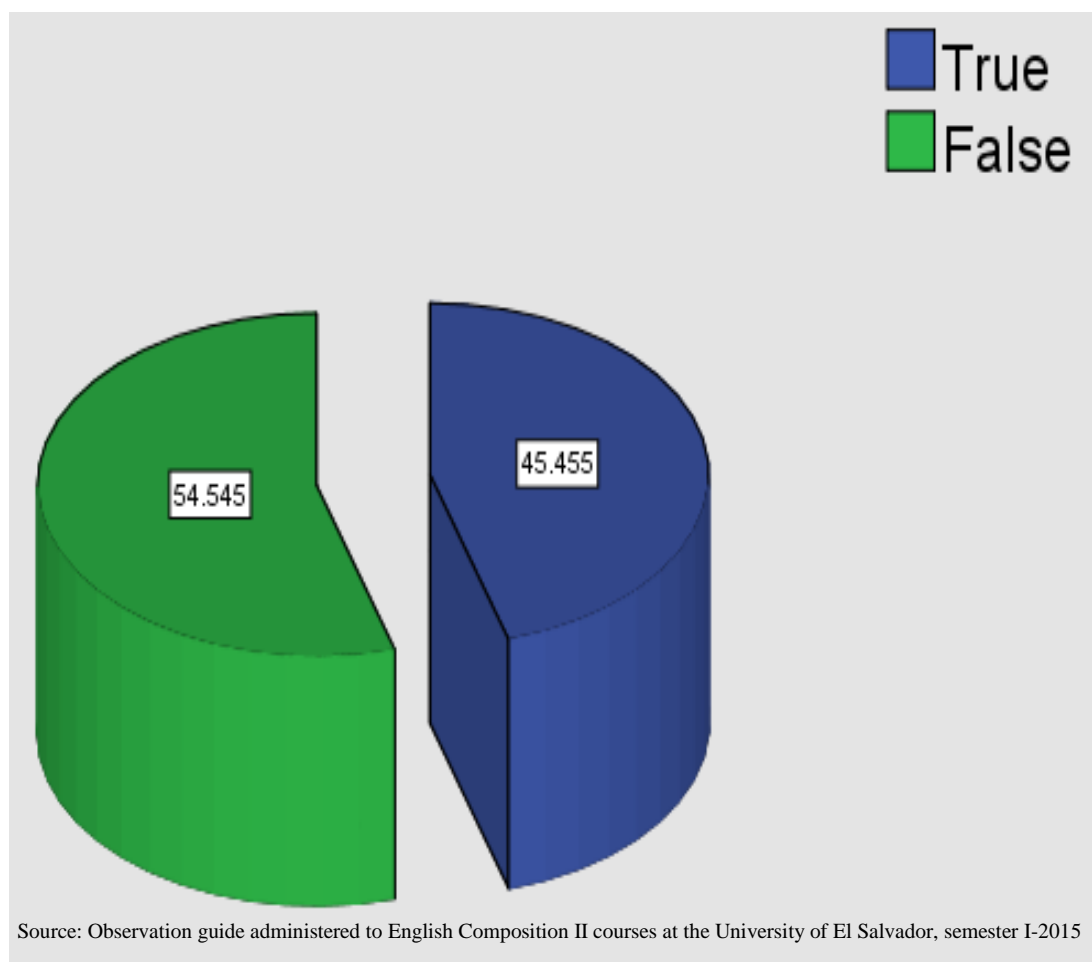


The 86.36% of the observed time this technique was developed, the 13.63% it was not used.



Chart 36

32. Thinking about a topic

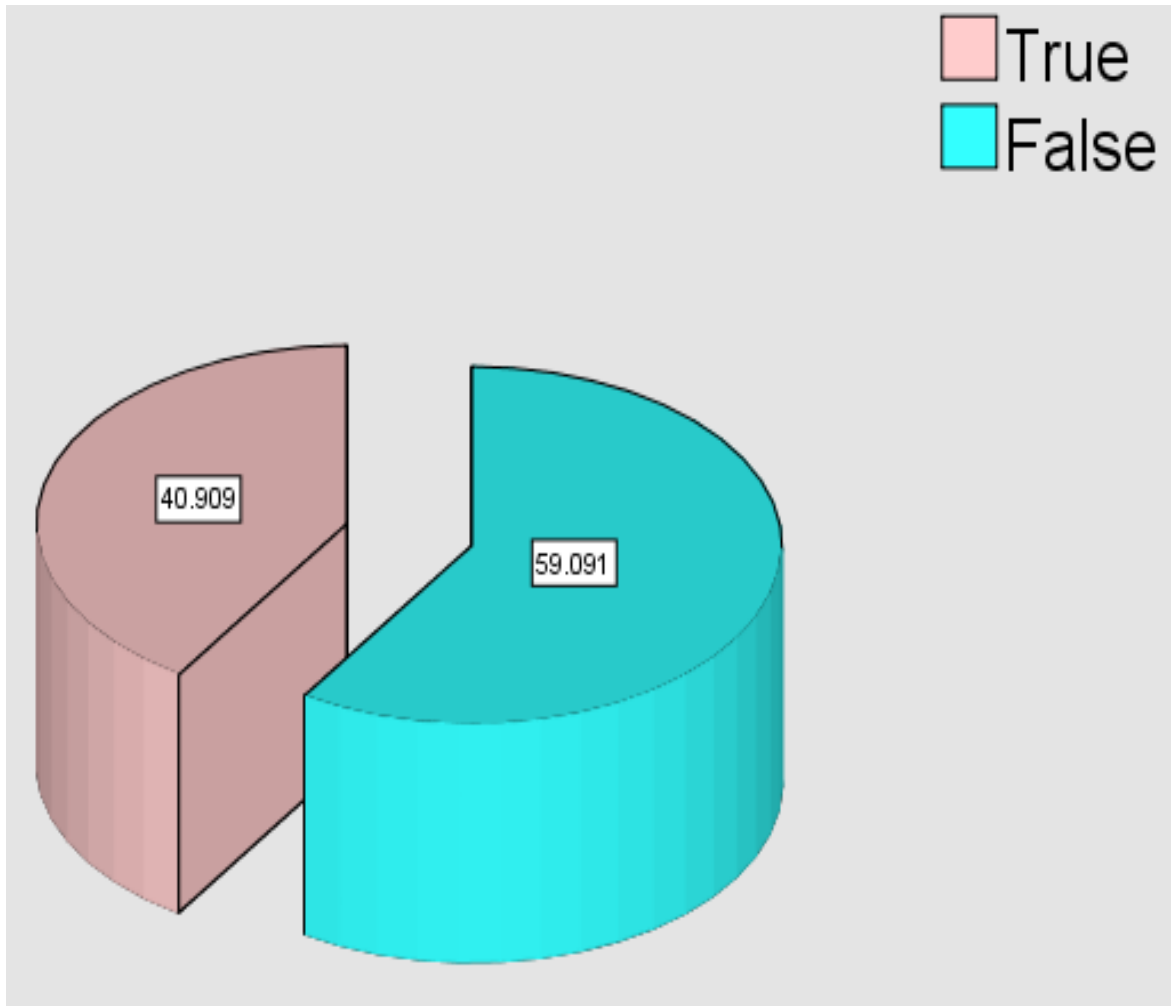


The 45.45% of the observed time this technique was developed, the 54.54% it was



Chart 44

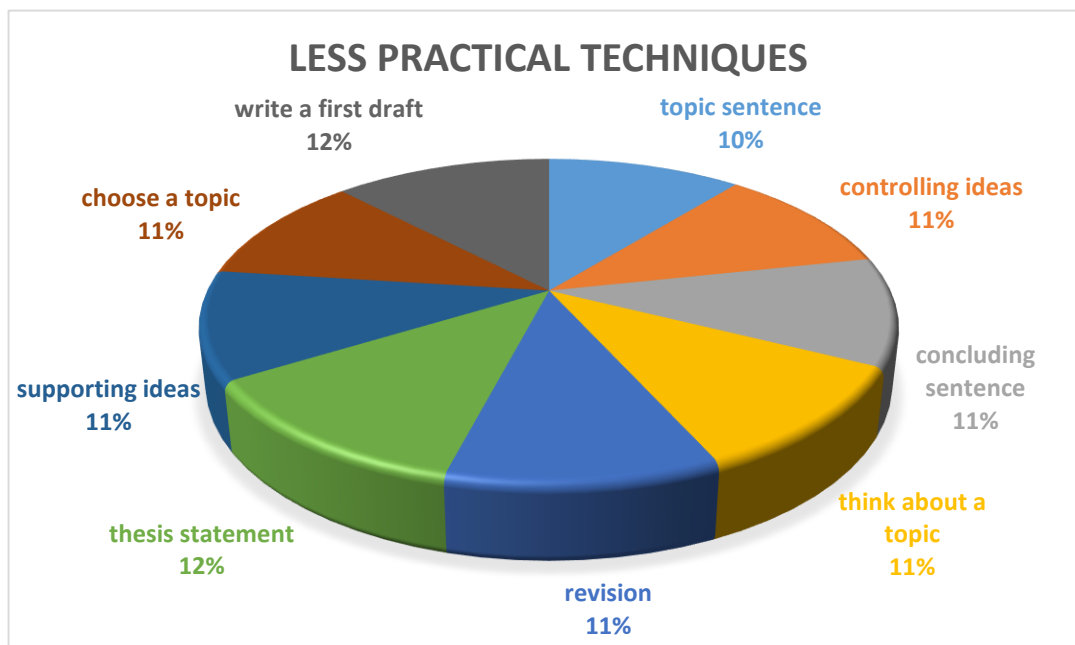
43. Proof reading for errors



The 40.9% of the observed time this technique was developed, the 59.9% it was not use

CHART 51

51. What is the less practical technique students apply?



Source: Observation guide administered to English Composition II courses at the University of El Salvador, semester I-2015

These techniques are one of the most used but in the same time are the same in which the students have more difficult to identify and to create for their work.

4.4 DATA ANALISYS OF SURVEY FROM STUDENTS

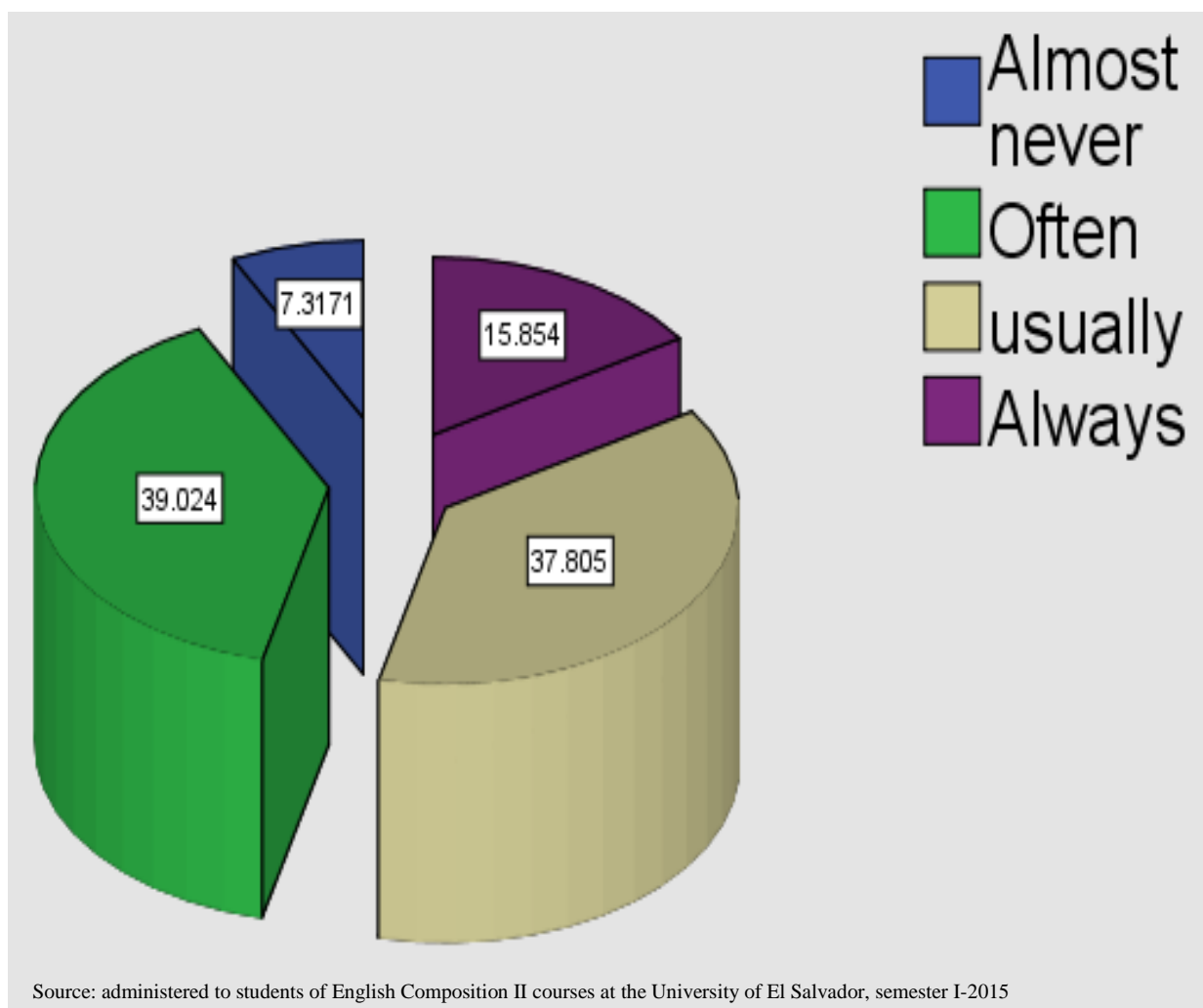
Third, it is presented the survey to student, with the survey as an instruments for gathering information addressed to the students who are in English Composition II, in the English Teaching Major at the Foreign Language Department; the research team intended to answer the following question: “what are the most practical techniques in the process of writing according to students opinion?”

The survey has 55 variables; each item was checked by the students of English composition class. The team administered the survey different days from the English Composition II courses, during a week. For more information it is presented the guide of the survey, see appendix four.

Univariate analysis

Chart 3

3. Several samples text are analyzed

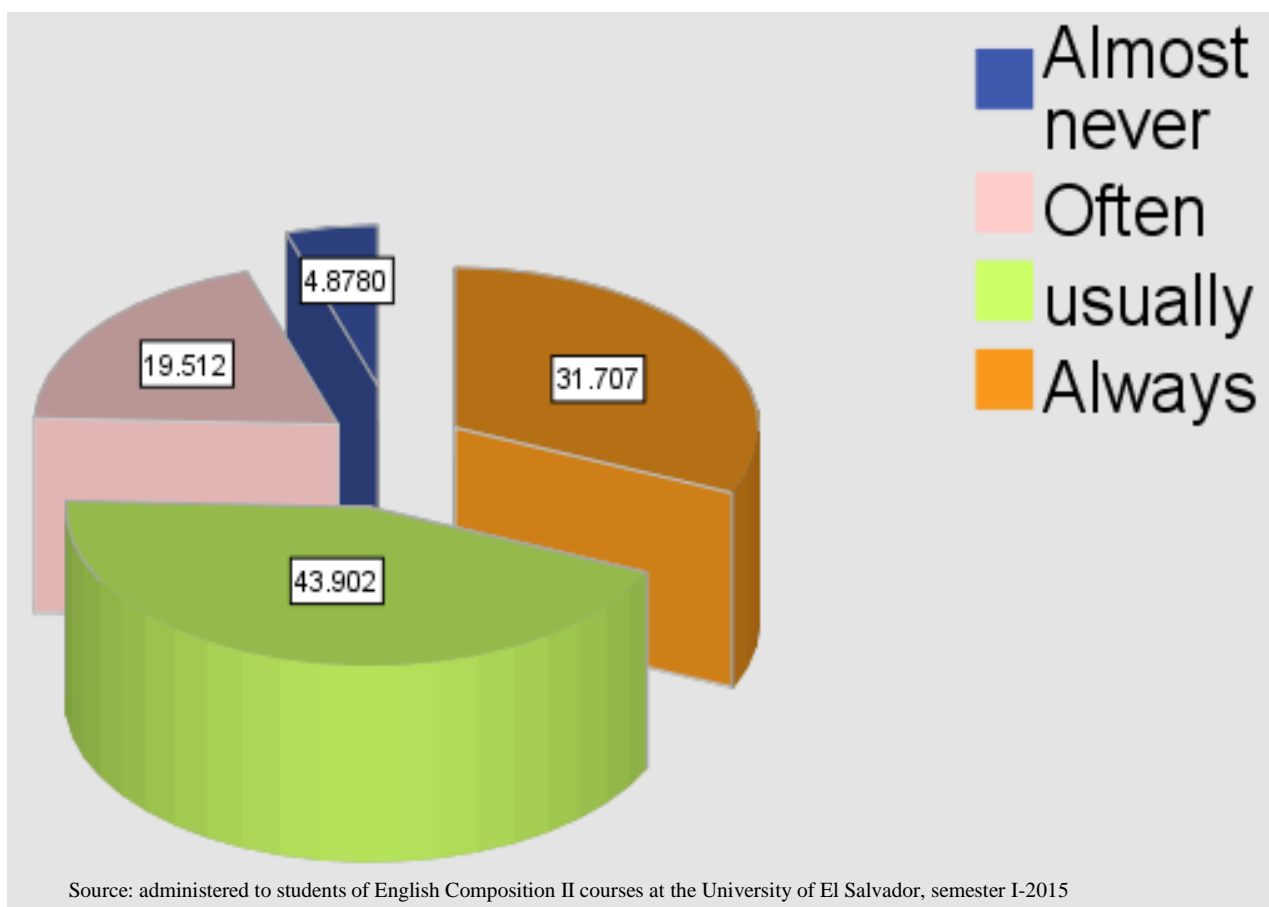


The 39.0% of the students who took the survey answered that they *often* analyze several samples texts; the 37.8% replied *usually*, the 15.8% marked *always*, the 7.3% answered that they *almost never* analyze several texts.



Chart 6

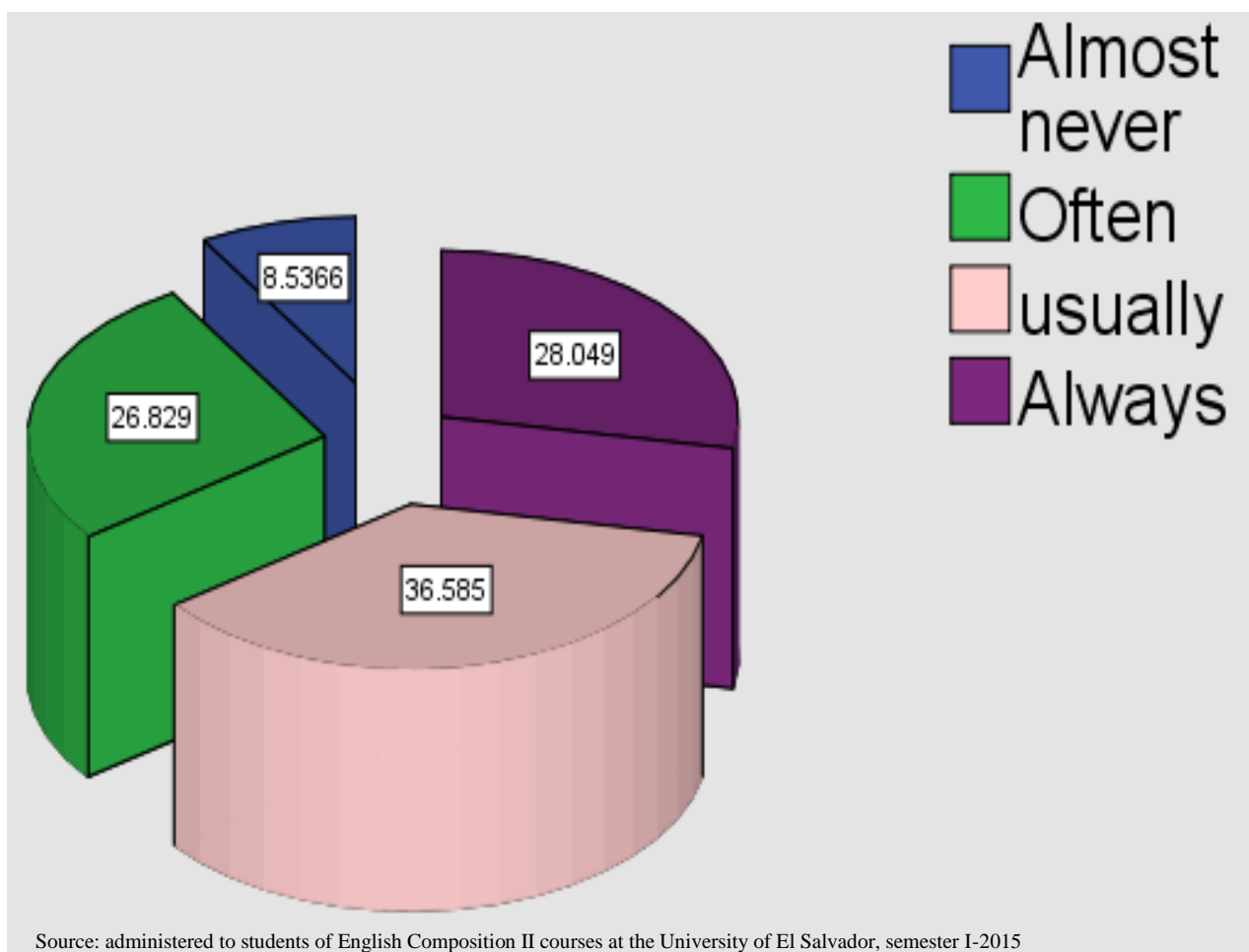
6.First Draft



The 43.9% of the students who took the survey answered that they *usually* write a first draft; the 31.7% replied *always*, the 19.5% marked *often*, the 4.8% answered that they *almost never* write a first draft.

Chart 7

7.The analysis as a revision tool

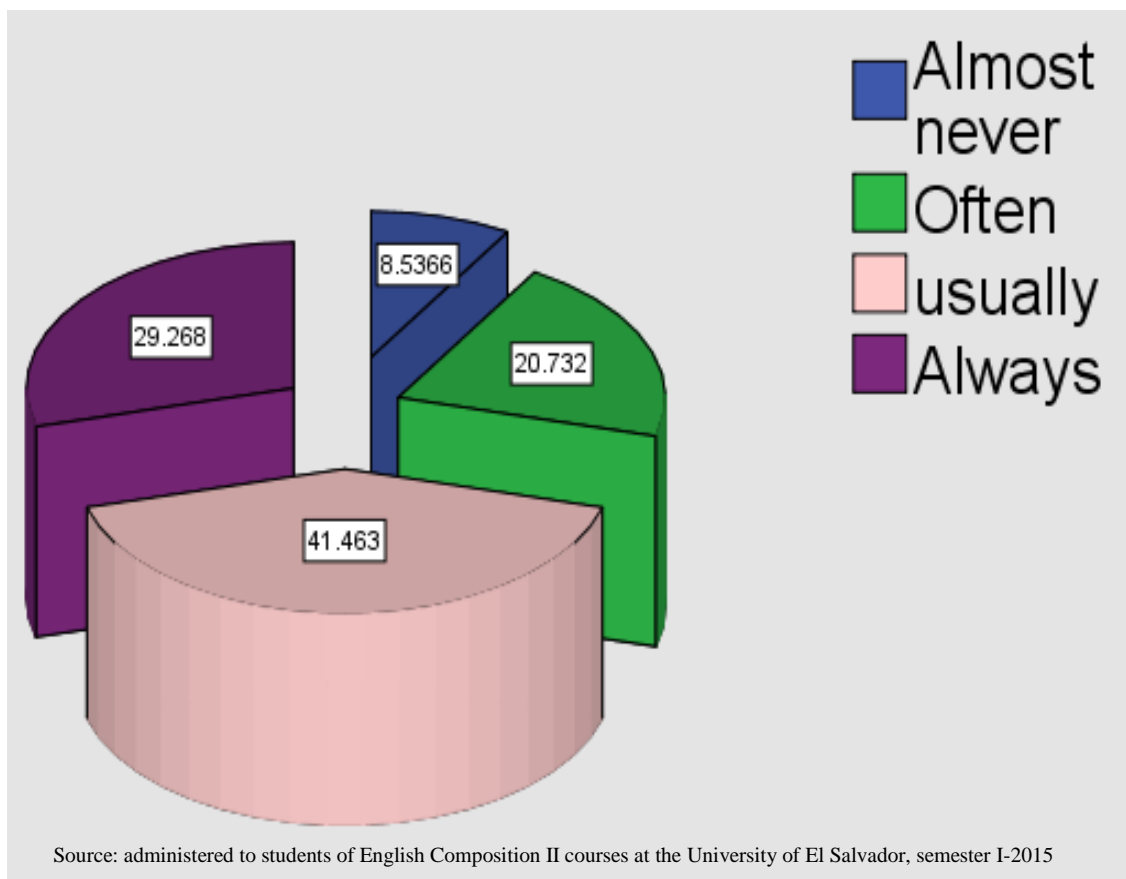


The 36.5% of the students who took the survey answered that they *usually* have the analysis as revision tool; the 28.0% replied *always*, the 26.8% marked *often*, the 8.5% answered that they *almost never* have the analysis as a revision tool.



Chart 10

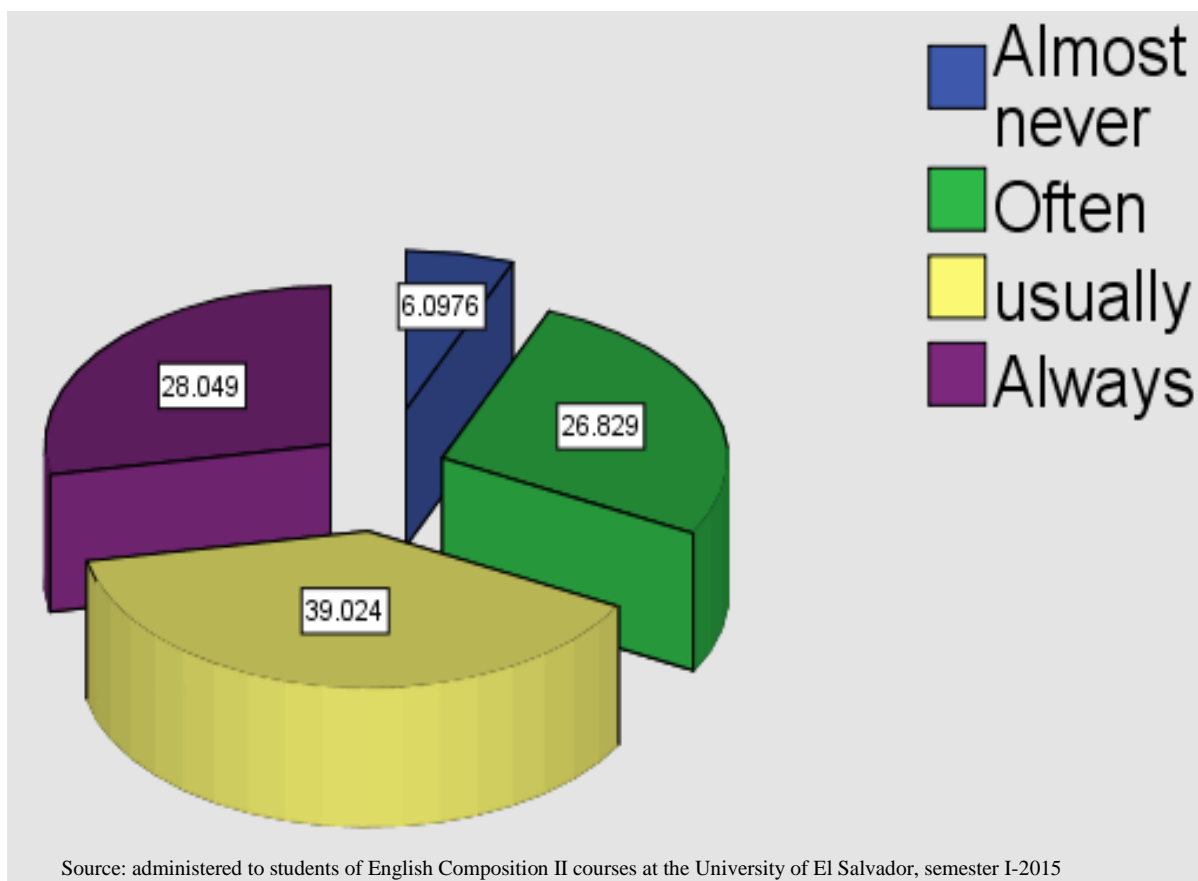
10. Learning is multifaceted as is writing which use eye, mind and hand



The 41.4% of the students who took the survey answered that they *usually* learn in a multifaceted way; the 29.2% replied *always*, the 20.7% marked *often*, the 8.5% answered that they *almost never* learn in a multifaceted way.

Chart 11

11.Outlining is being joined by other planning devices

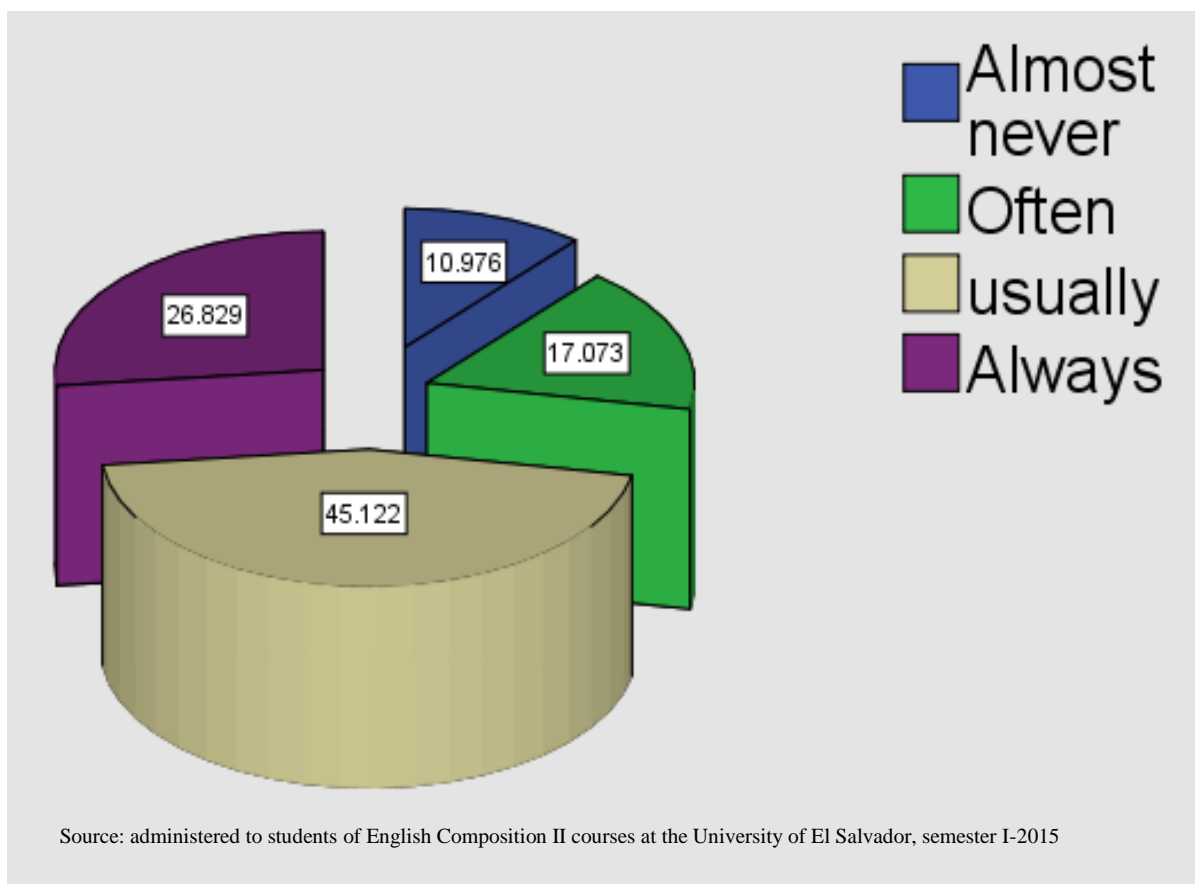


The 39.0% of the students who took the survey answered that they *usually* use outlining by other planning devices; the 28.0% replied *always*, the 26.8% marked *often*, the 6.0% answered that they *almost never* use outlining by other planning devices.



Chart 13

13. The technique of free writing: as the outline or who get stuck trying to make everything perfect in the first draft

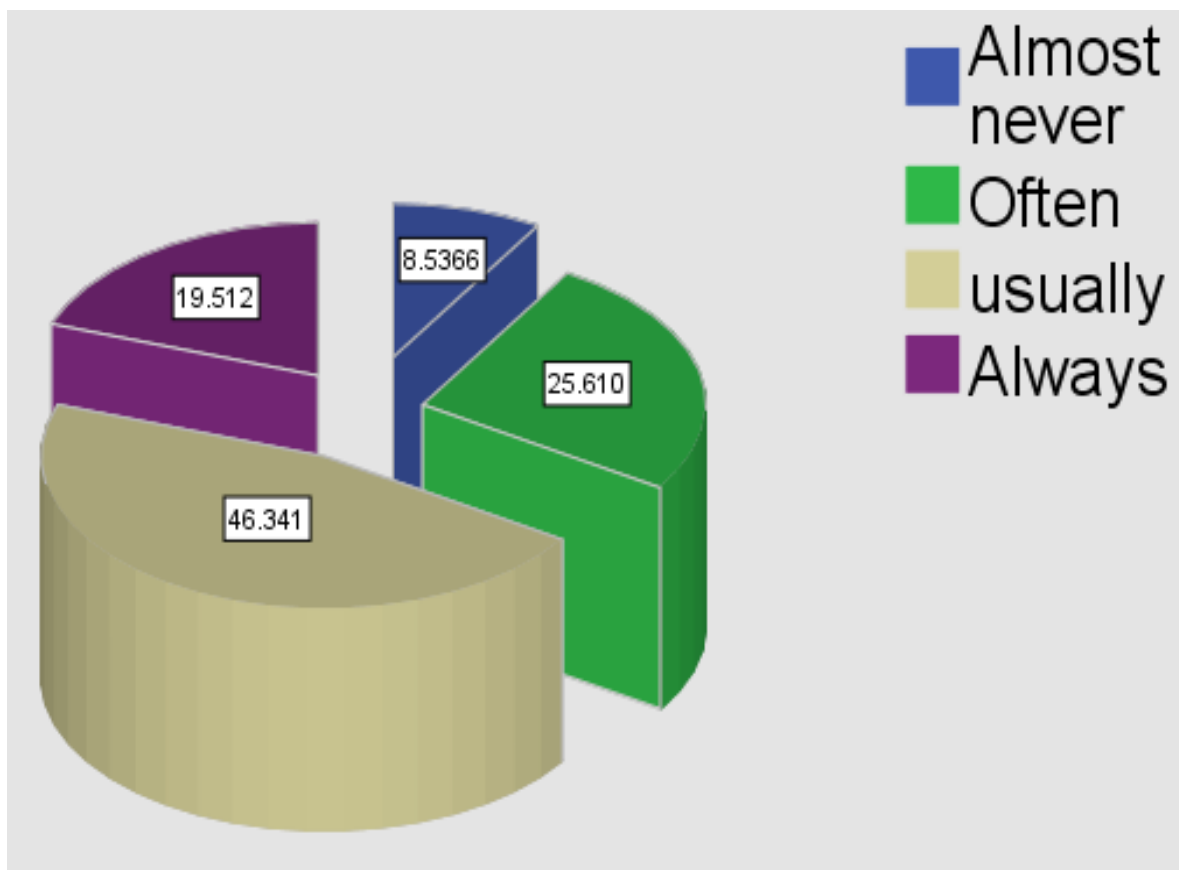


The 45.1% of the students who took the survey answered that they *usually* use free writing and outlining trying to do a perfect draft; the 26.8% replied *always*, the 17.0% marked *often*, the 10.9% answered that they *almost never* use free writing and outlining trying to do a perfect draft.



Chart 14

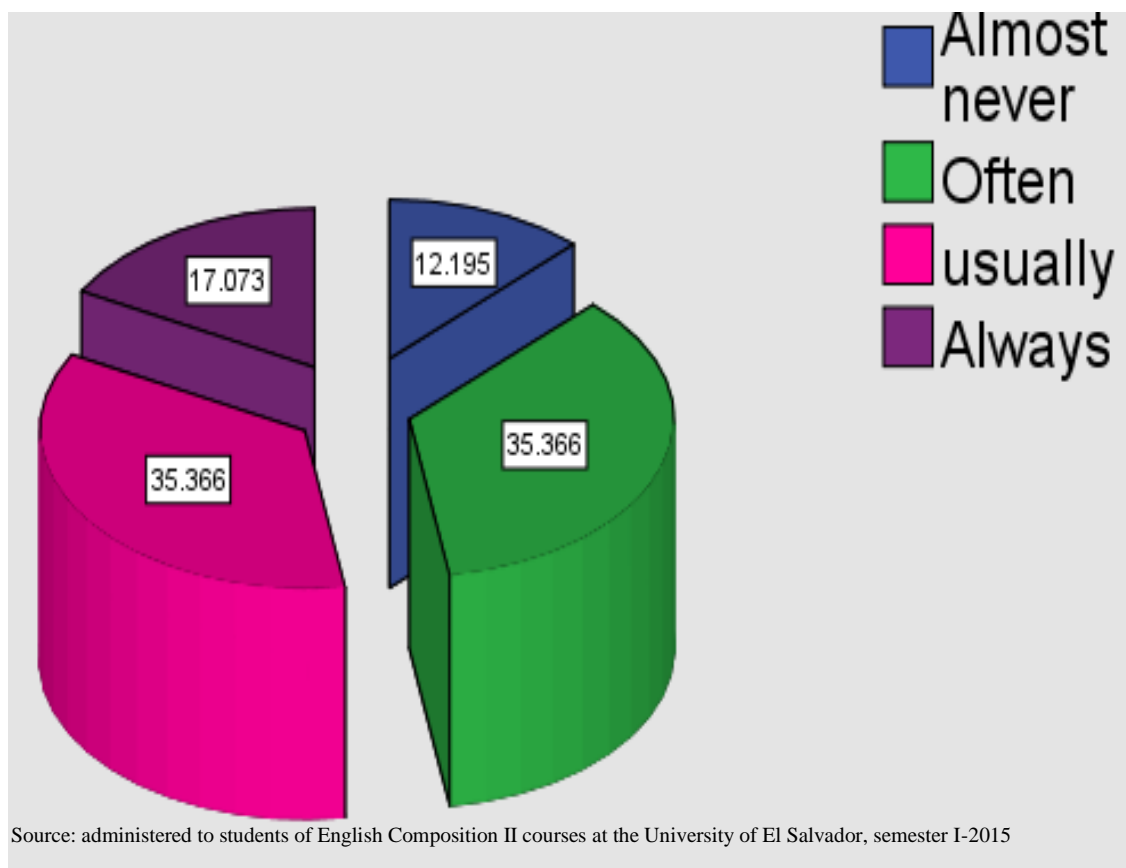
14. Topics come from experience at home and in school and from imitation of peer



The 46.3 % of the students who took the survey answered that they *usually* use topics that come from their own experience; the 25.6% replied *often*, the 19.5% marked *always*, the 8.5% answered that they *almost never* use topics that come from their own experience.

Chart 15

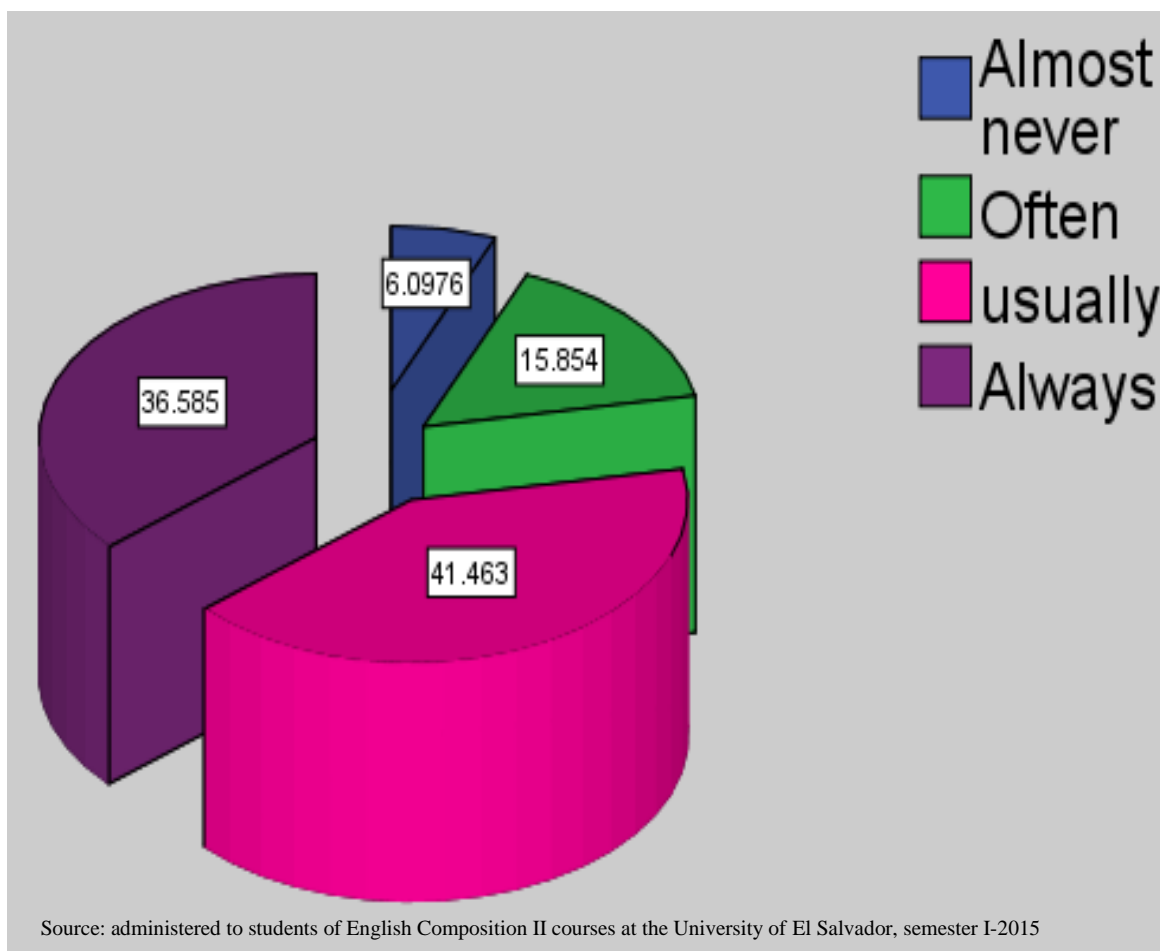
15. Writing together creates a context for the composing process that offers multiple points of view and minimizes the need for direct teacher



The 35.3 % of the students who took the survey answered that they *usually* write together to create a context for the composing process ; the 35.3% replied *often*, the 17.0% marked *always*, the 12.1% answered that they *almost never* write together to create a context for the composing process.

Chart 17

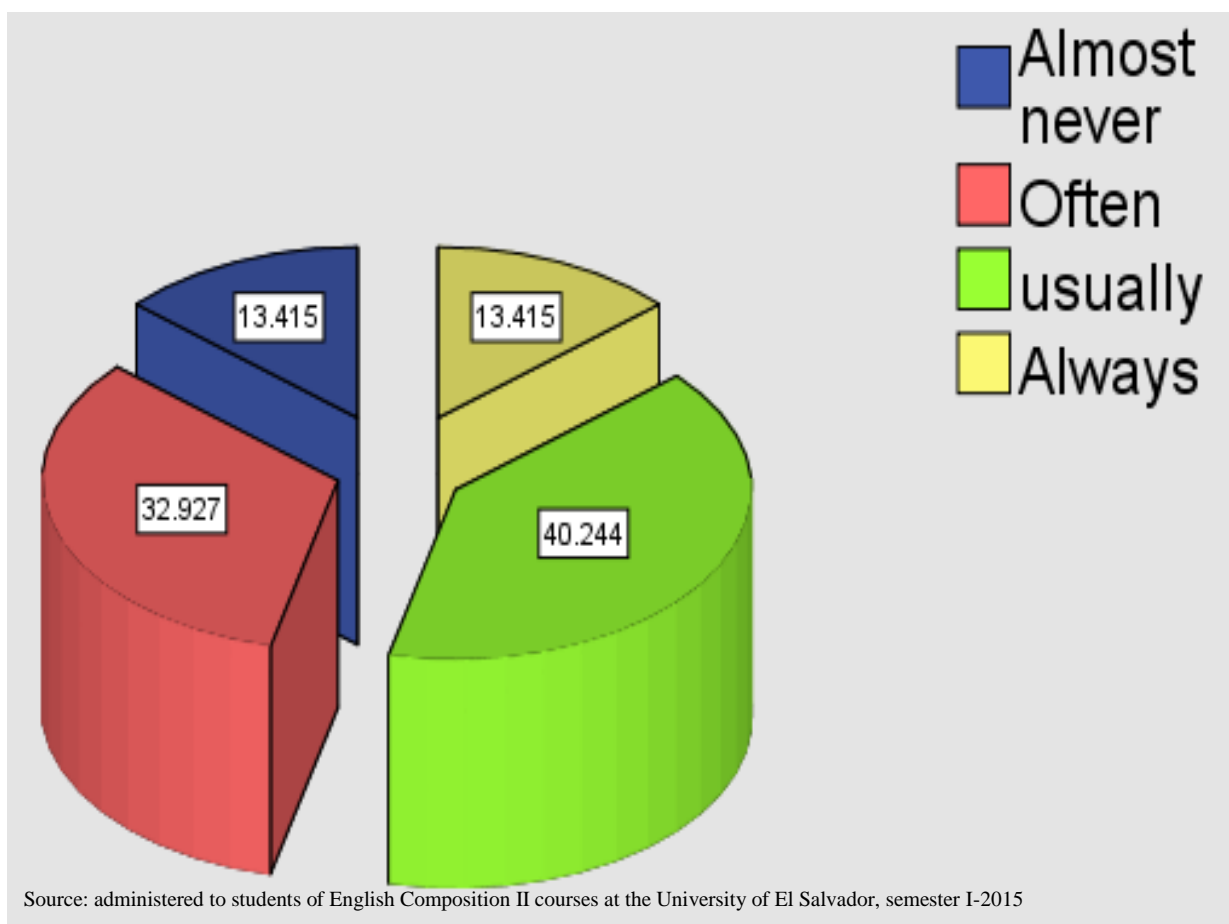
17. The teacher role becomes a useful experience to be shared on request as part of collaboration



The 41.4% of the students who took the survey answered that *usually*; the 36.5% replied *always*, the 15.8% marked *often*, the 6.0% answered that they *almost never*.

Chart 18

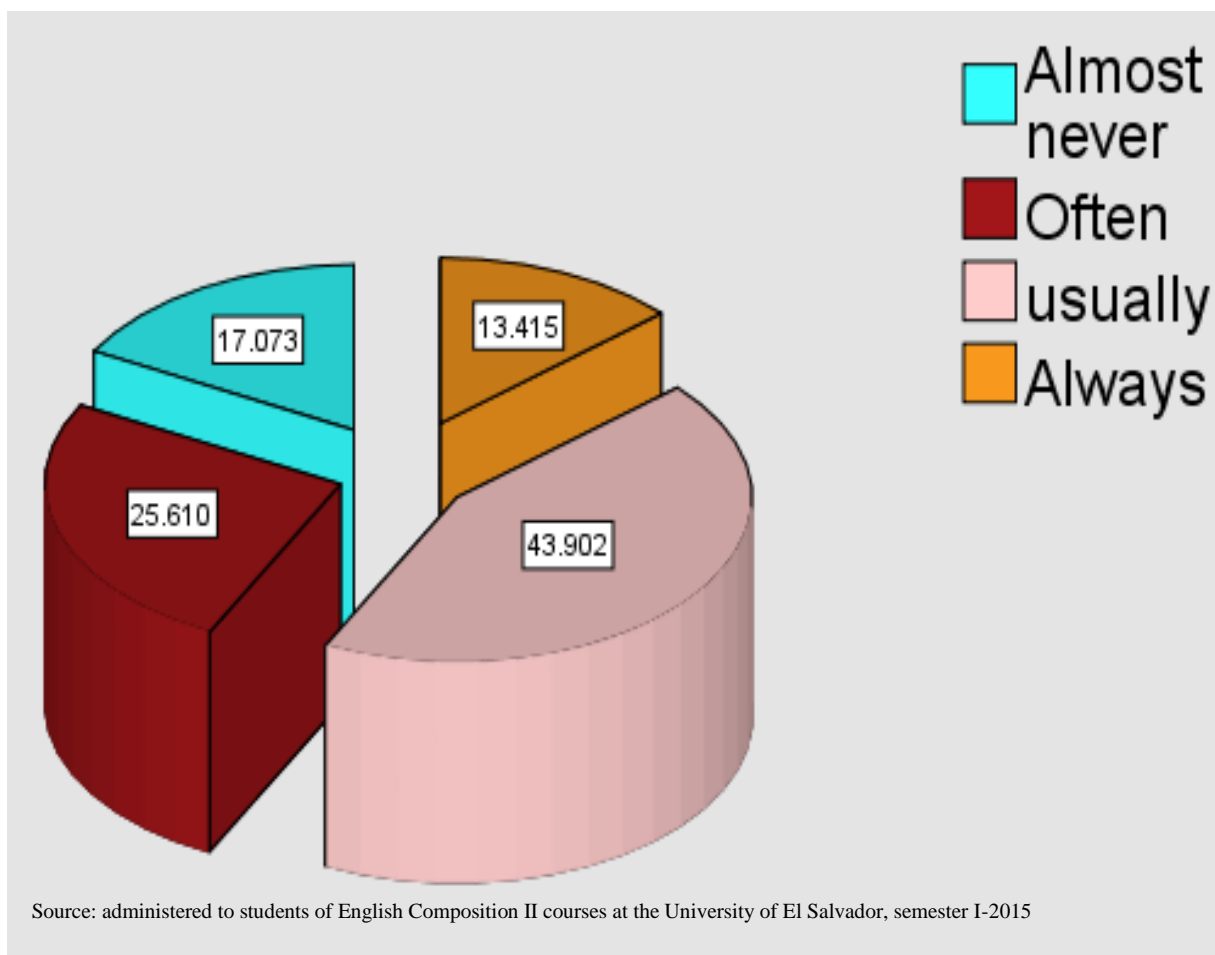
18. Drawing was used extensively to find, explore, and revise ideas.



The 40.2 % of the students who took the survey answered that they *usually* draw to find and explore ideas; the 32.9% replied *often*, the 13.4% marked *always*, the 13.4% answered that they *almost never* draw to find and explore ideas.

Chart 19

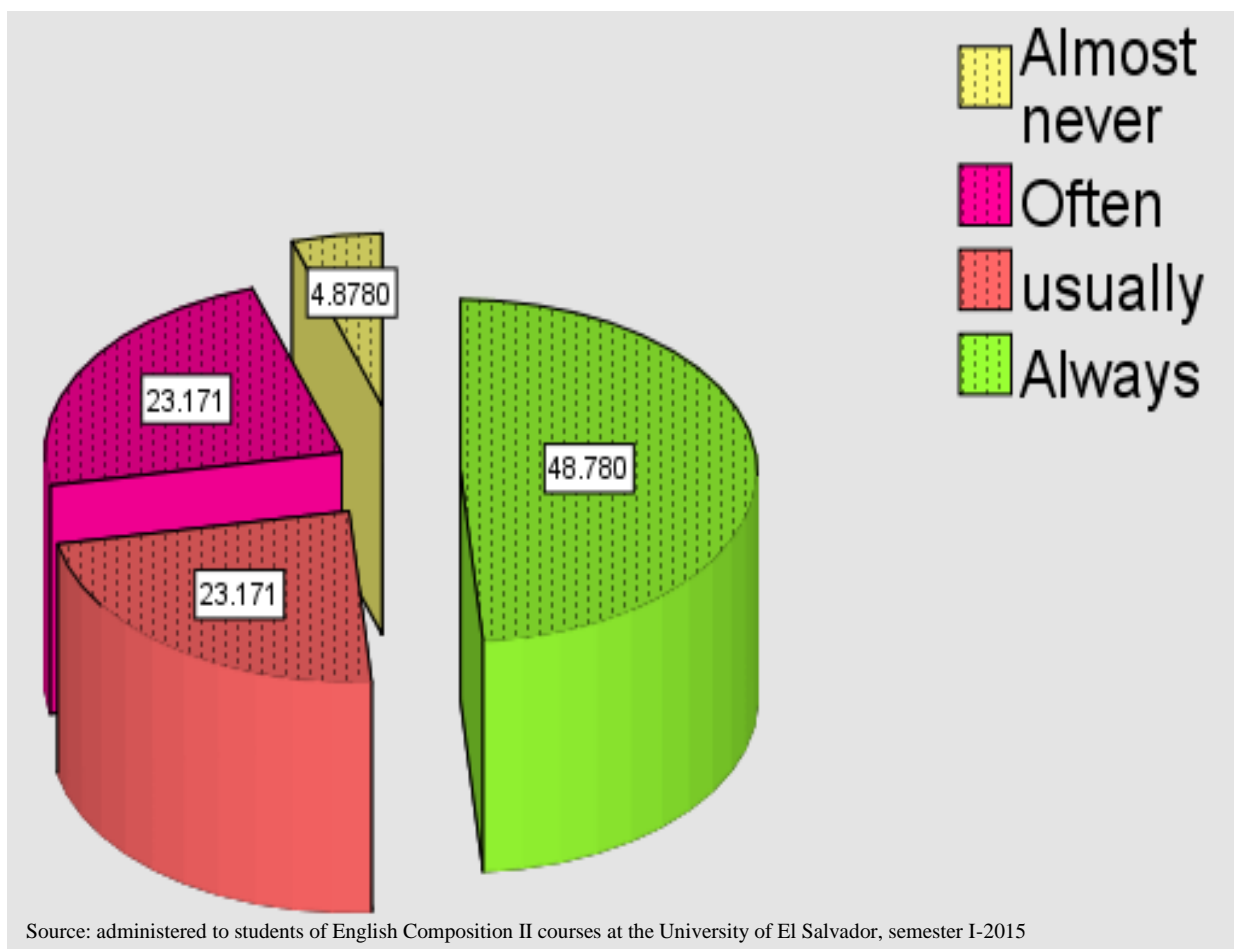
19.Revision means reworking a familiar topic rather than redrafting the same piece



The 43.9% of the students who took the survey answered that they *usually* rework a familiar topic; the 25.6% replied *often*, the 13.4% marked *always*, the 17.0% answered that they *almost never* rework a familiar topic.

Chart 21

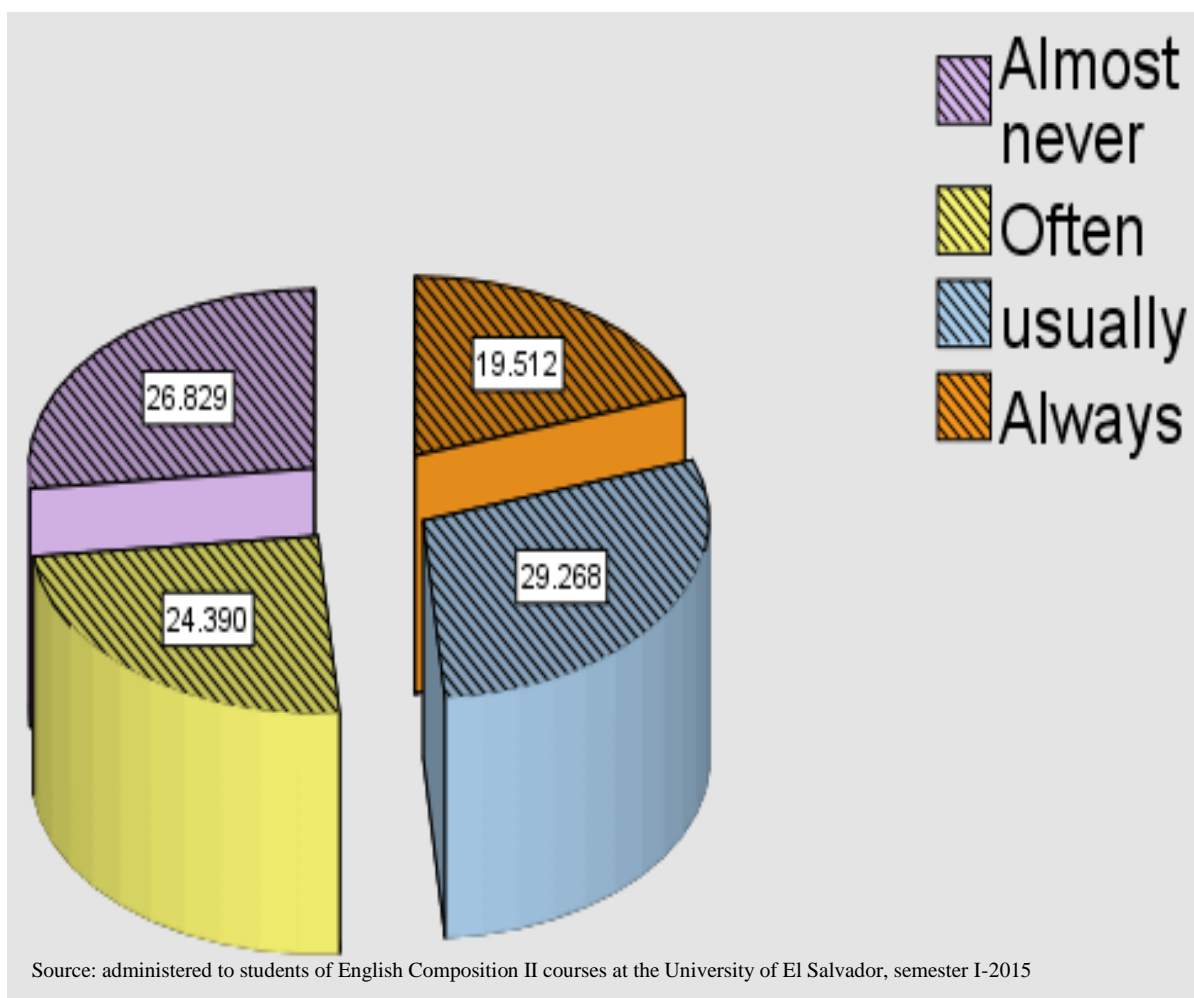
21. Brainstorming



The 48.7% of the students who took the survey answered that they *always* do brainstorming; the 23.1% replied *usually*, the 23.1% marked *often*, the 4.8% answered that they *almost never* do brainstorming.

Chart 22

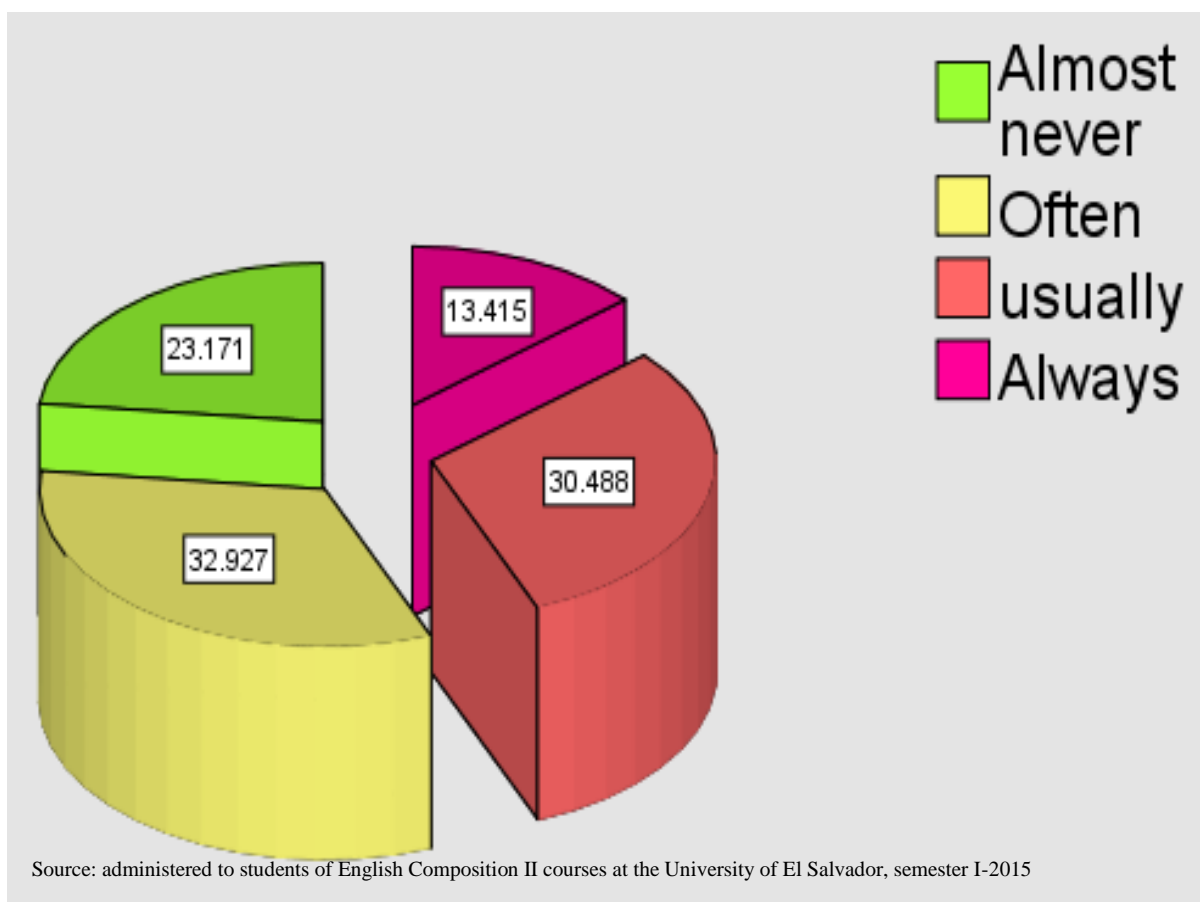
22.Clustering



The 29.2% of the students who took the survey answered that they *usually* do clustering; the 26.8% replied *almost never* do clustering, the 24.3% marked *often*, the 19.5% answered that they *always*.

Chart 23

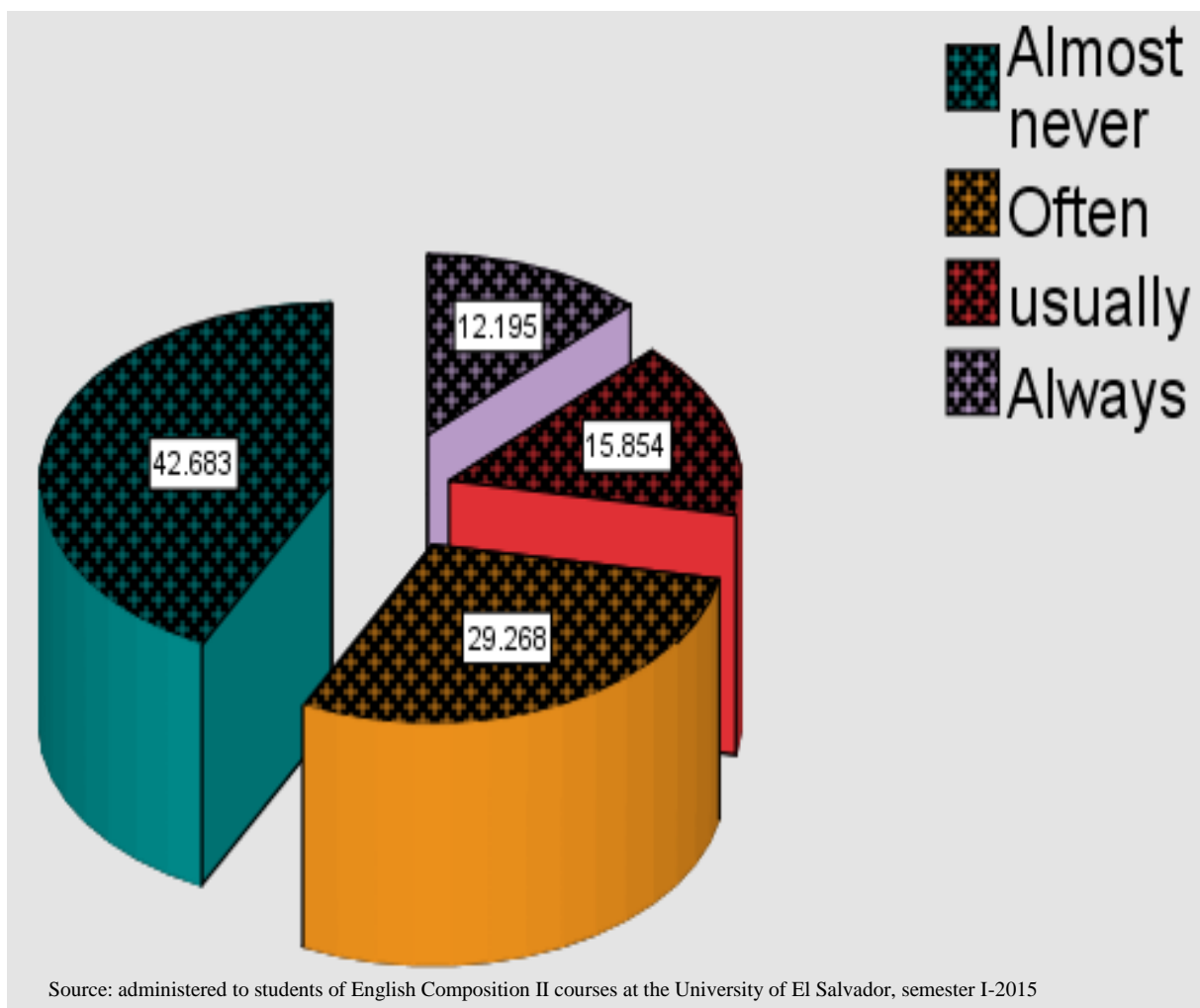
23. Asking questions



The 32.9% of the students who took the survey answered that they *often* ask questions about a topic; the 30.4% replied *usually*, the 23.1% marked *almost never*, the 13.4% answered that they *always* ask questions about a topic.

Chart 24

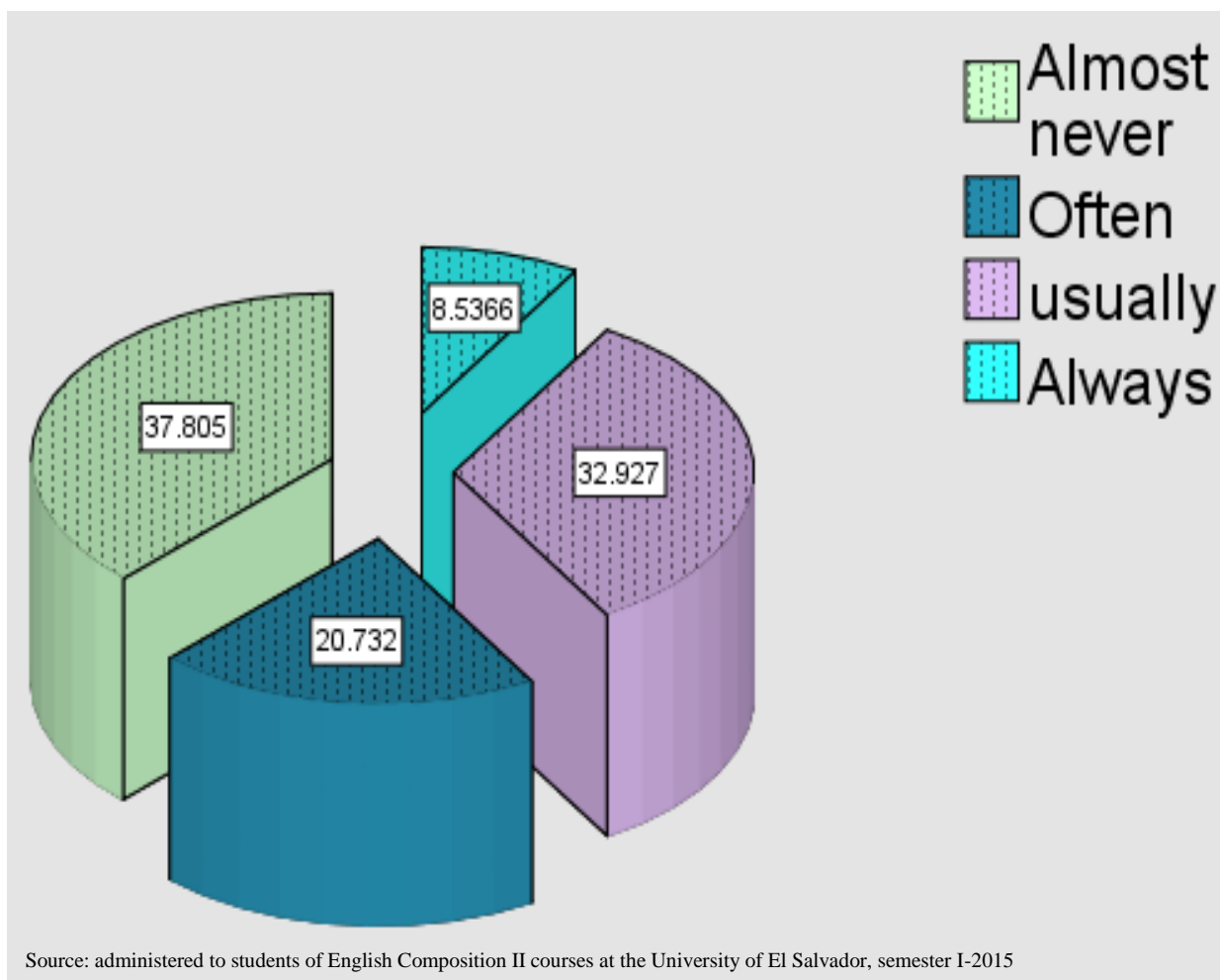
24. Keeping a journal



The 42.6% of the students who took the survey answered that they *almost never* keep a journal; the 29.2% replied *often*, the 15.8% marked *usually*, the 12.1% answered that they *always* keep a journal.

Chart 25

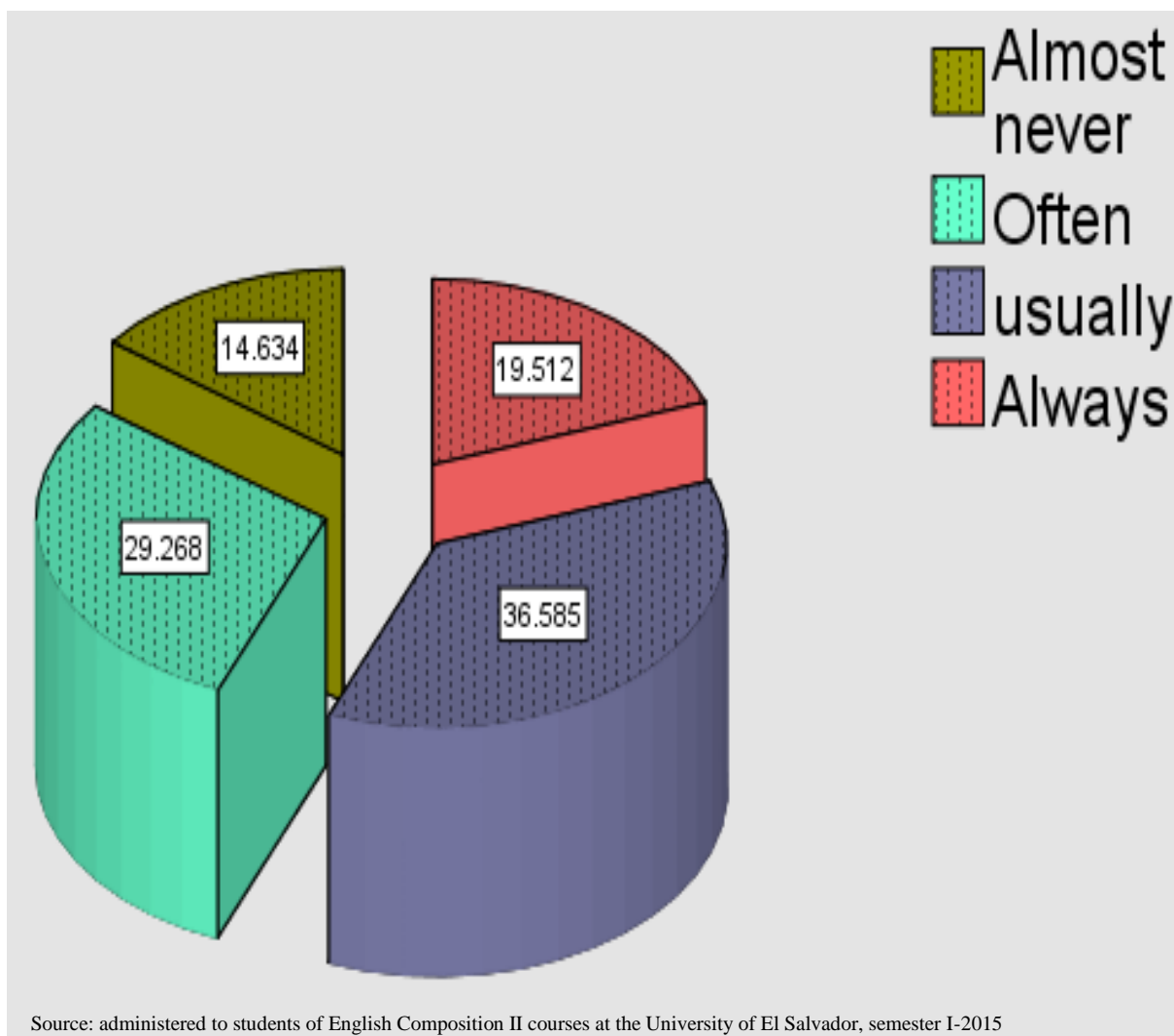
25. Choose an audience



The 37.8% of the students who took the survey answered that they *almost never* choose an audience; the 32.9% replied *usually*, the 20.7% marked *often*, the 8.5% answered that they *always* choose an audience.

Chart 26

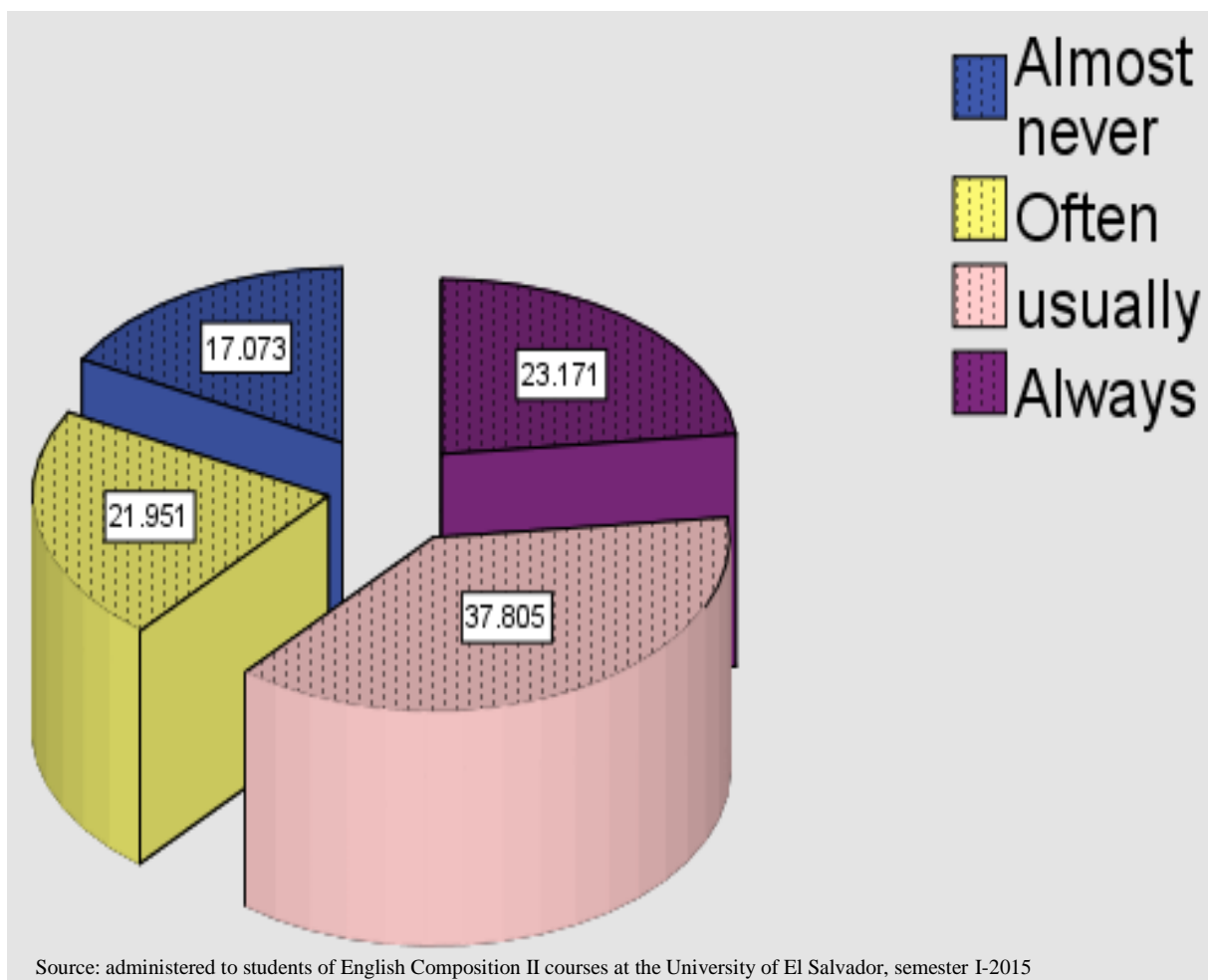
26. Decide a purpose



The 36.5% of the students who took the survey answered that they *usually* decide a purpose; the 29.2% replied *often*, the 19.5% marked *always*, the 14.6% answered that they *almost never* decide a purpose.

Chart 28

27.Listing

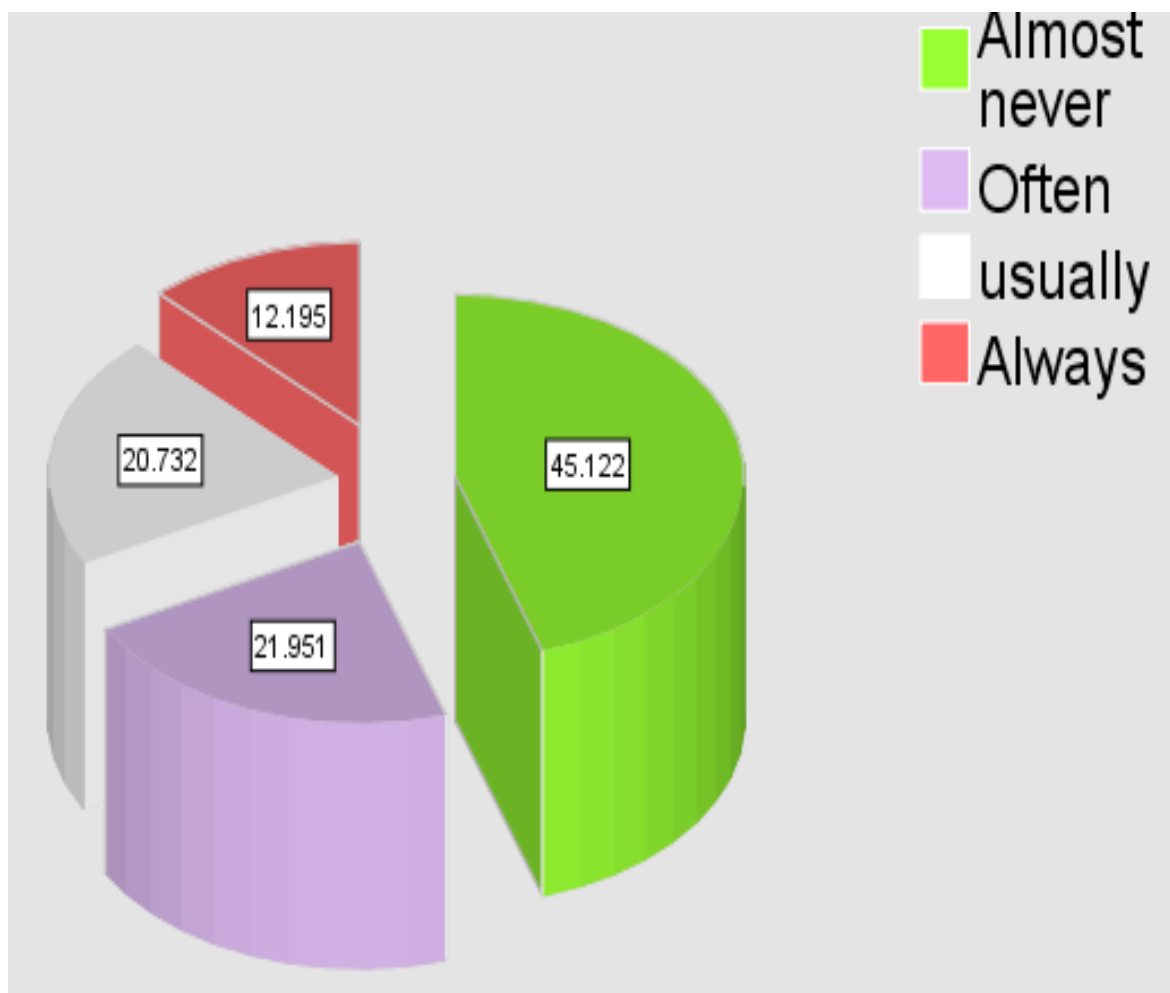


The 37.8% of the students who took the survey answered that they *usually* do a list; the 23.1% replied *always*, the 21.9% marked *often*, the 17.0% answered that they *almost never* do a list.



Chart 29

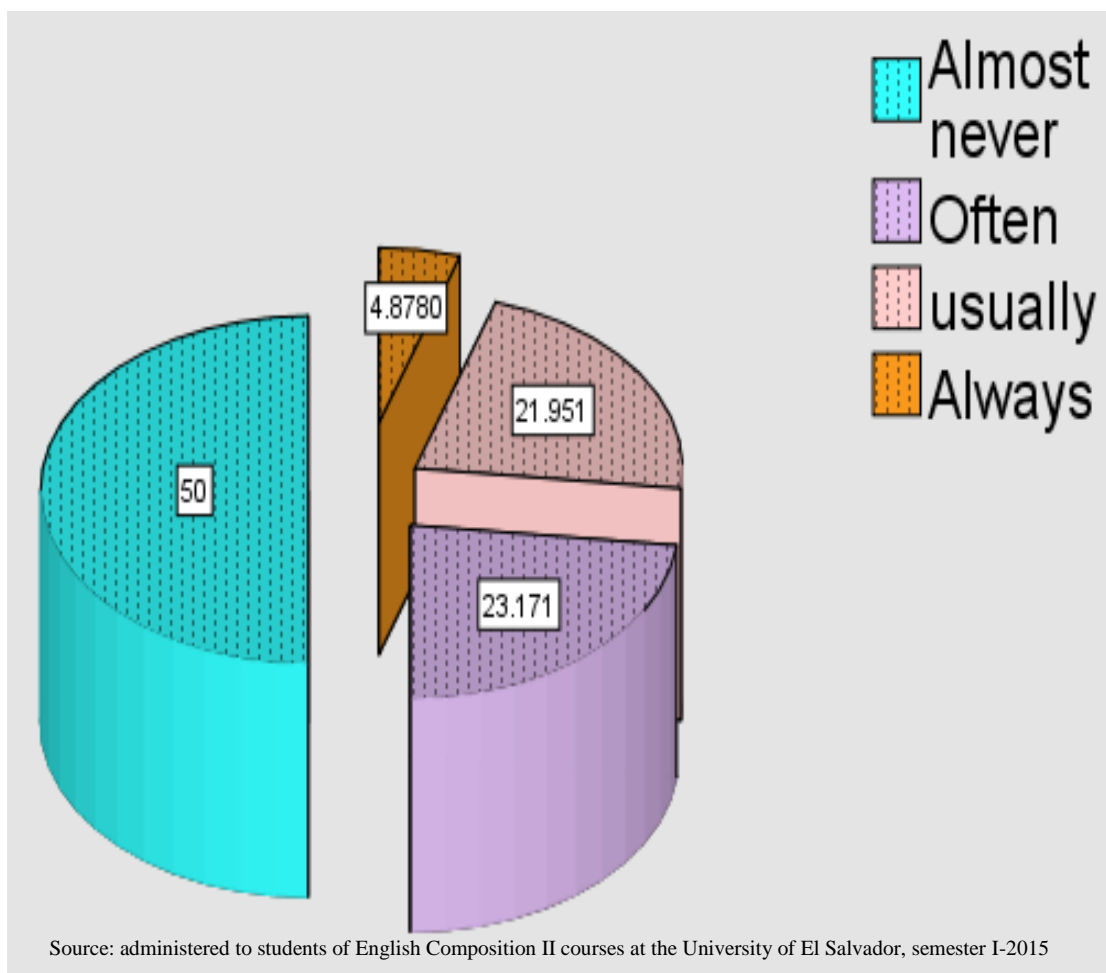
30.Trees



The 45.1% of the students who took the survey answered that they *almost never* create trees; the 21.9% replied *often*, the 20.7% marked *usually*, the 12.1% answered that they *always* create trees.

Chart 30

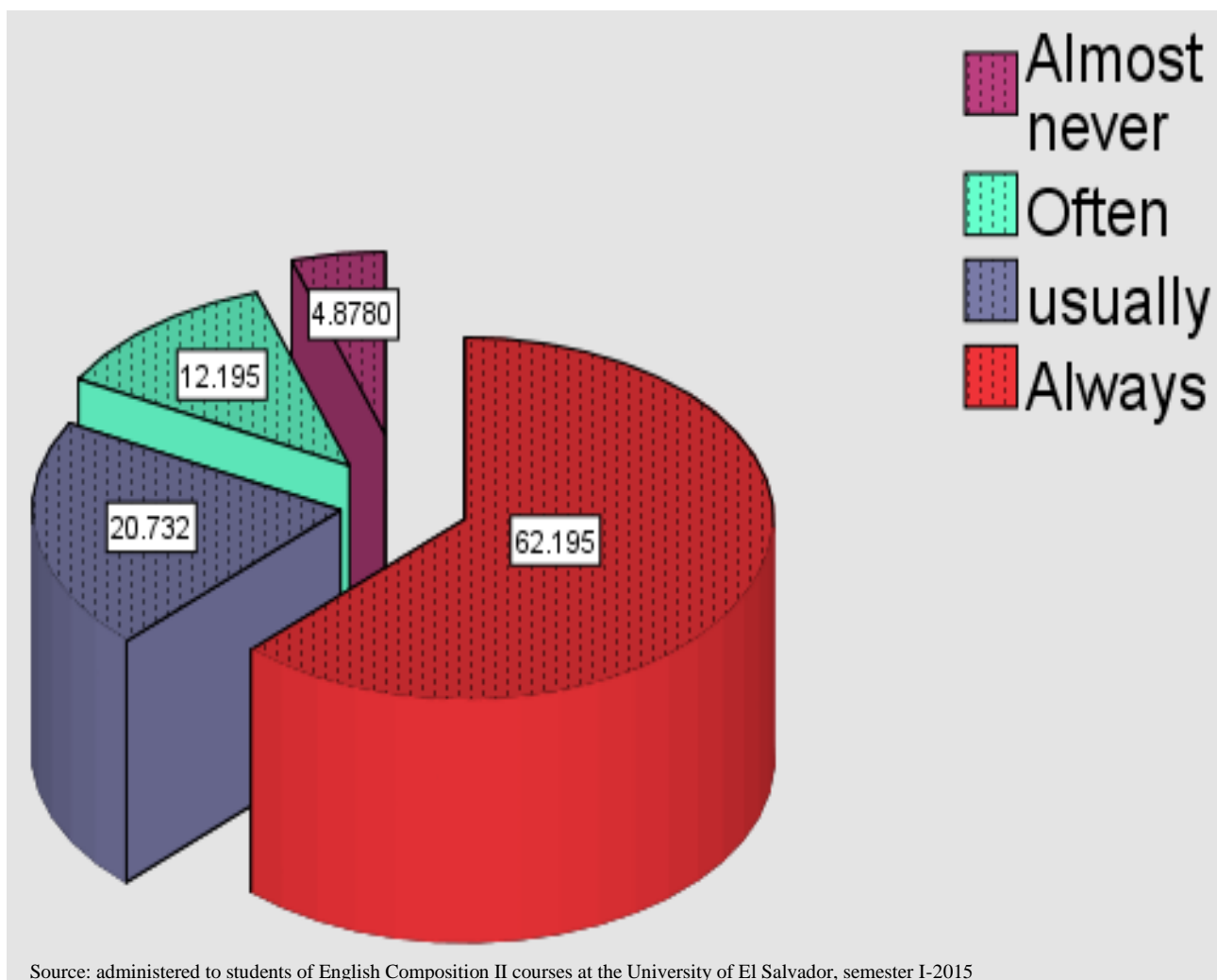
30.Looping



The 50% of the students who took the survey answered that they *almost never* do looping; the 23.1% replied *often*, the 21.9% marked *usually*, the 4.8% answered that they *always* do looping.

Chart 31

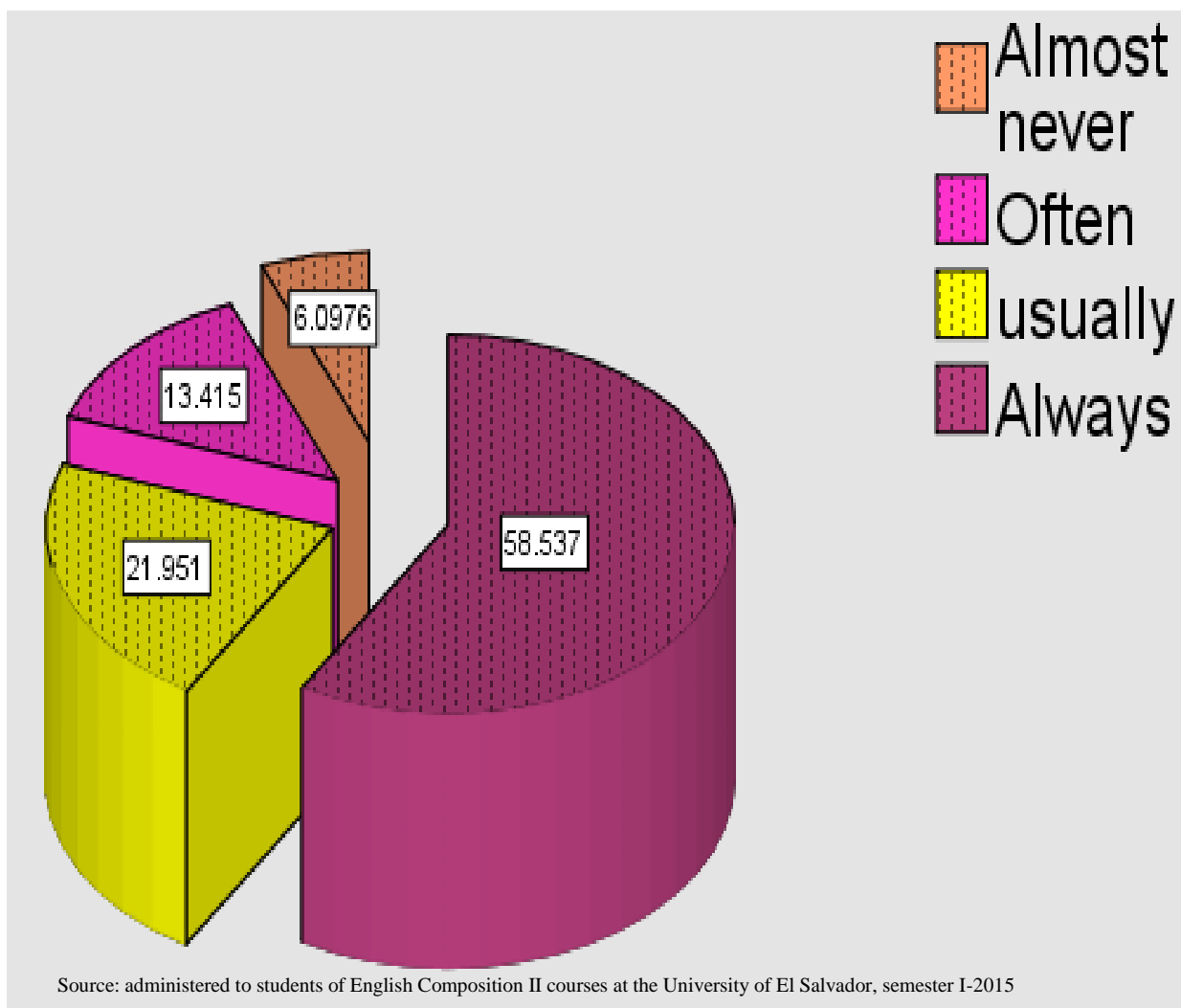
31.The topic Sentence



The 62.1% of the students who took the survey answered that they *always* write a topic sentence; the 20.7% replied *usually* the 12.1% marked *often*, the 4.8% answered that they *almost never* write a topic sentence.

Chart 33

33. Controlling ideas

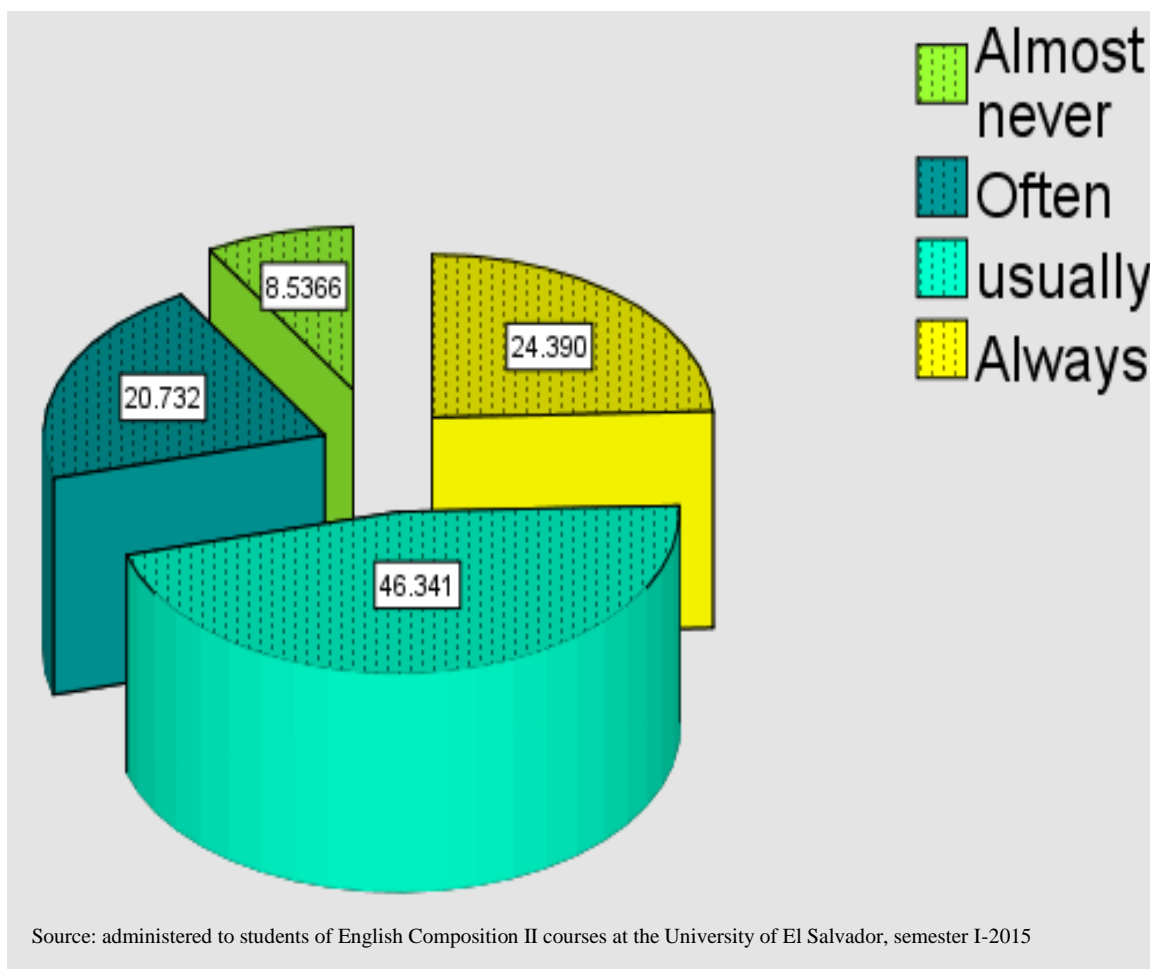


The 58.5% of the students who took the survey answered that they *always* use controlling ideas; the 21.9% replied *usually*, the 13.4% marked *often*, the 6.0% answered that they *almost never* use controlling ideas.



Chart 35

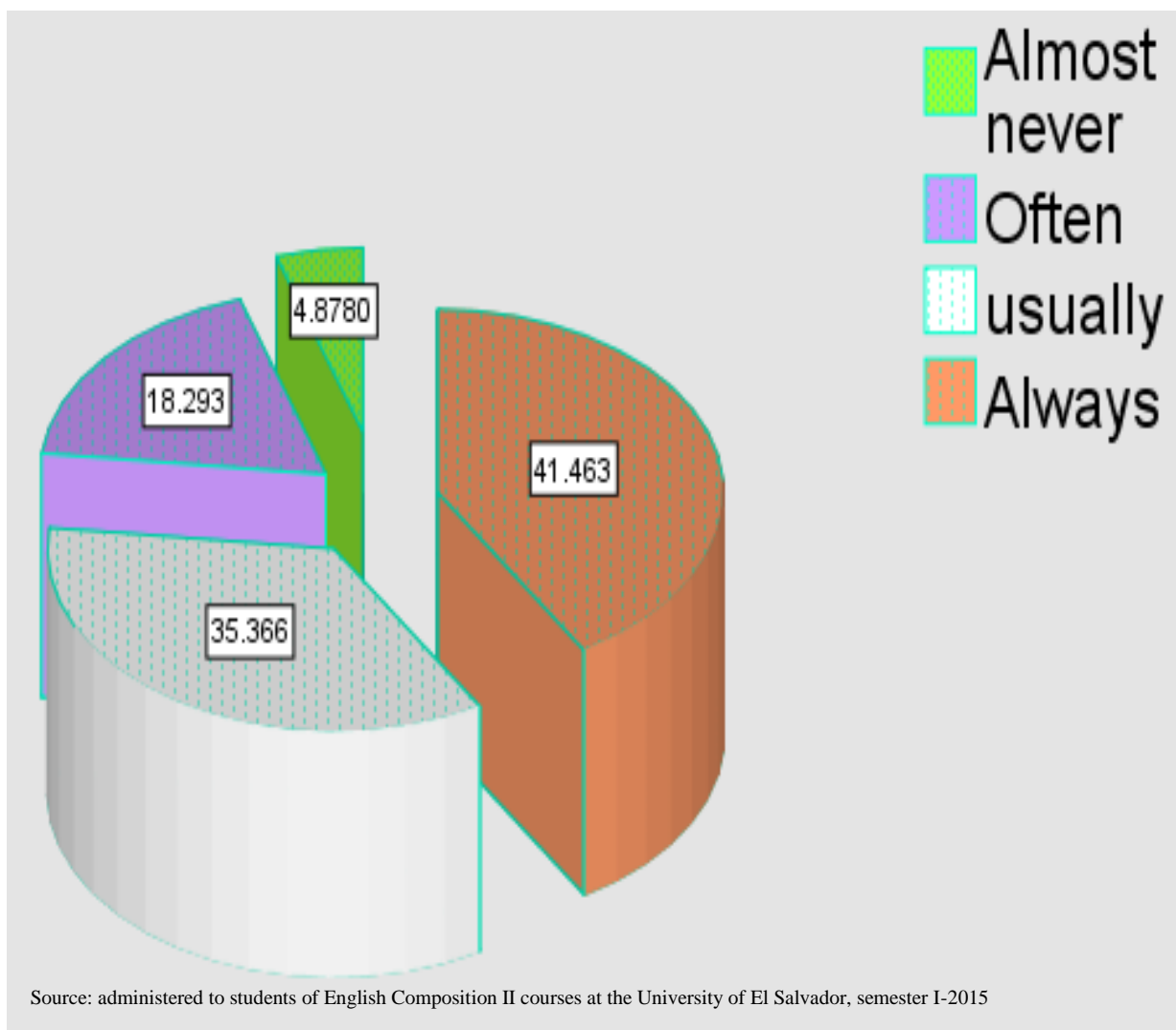
35. Peer Feedback



The 46.3% of the students who took the survey answered that they *usually* do peer feedback; the 24.3% replied *always*, the 20.7% marked *often*, the 8.5% answered that they *almost never* do peer feedback.

Chart 36

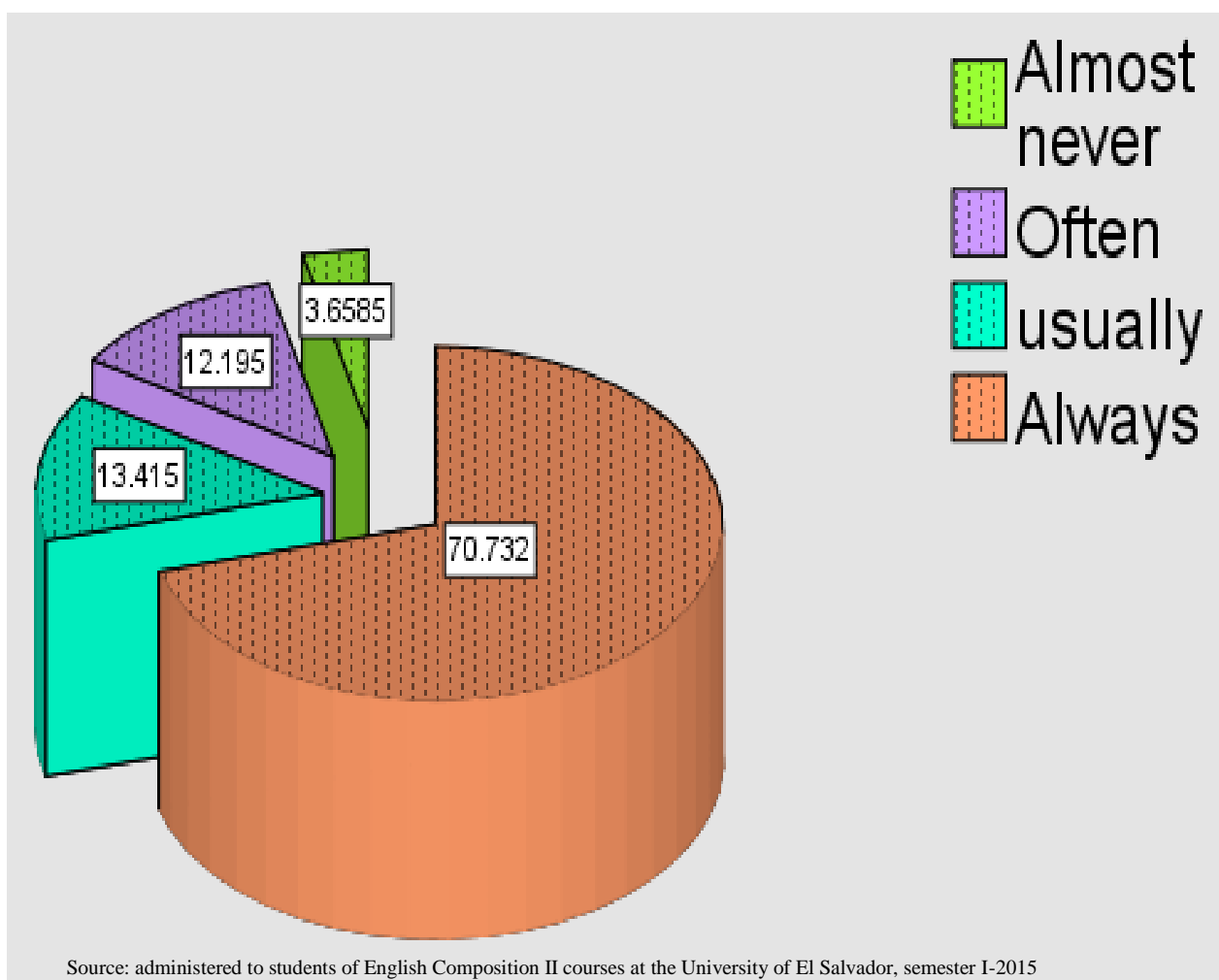
36.Revision



The 41.4% of the students who took the survey answered that they *always* have a revision; the 35.3% replied *usually*, the 18.2% marked *often*, the 4.8% answered that they *almost never* have a revision.

Chart 37

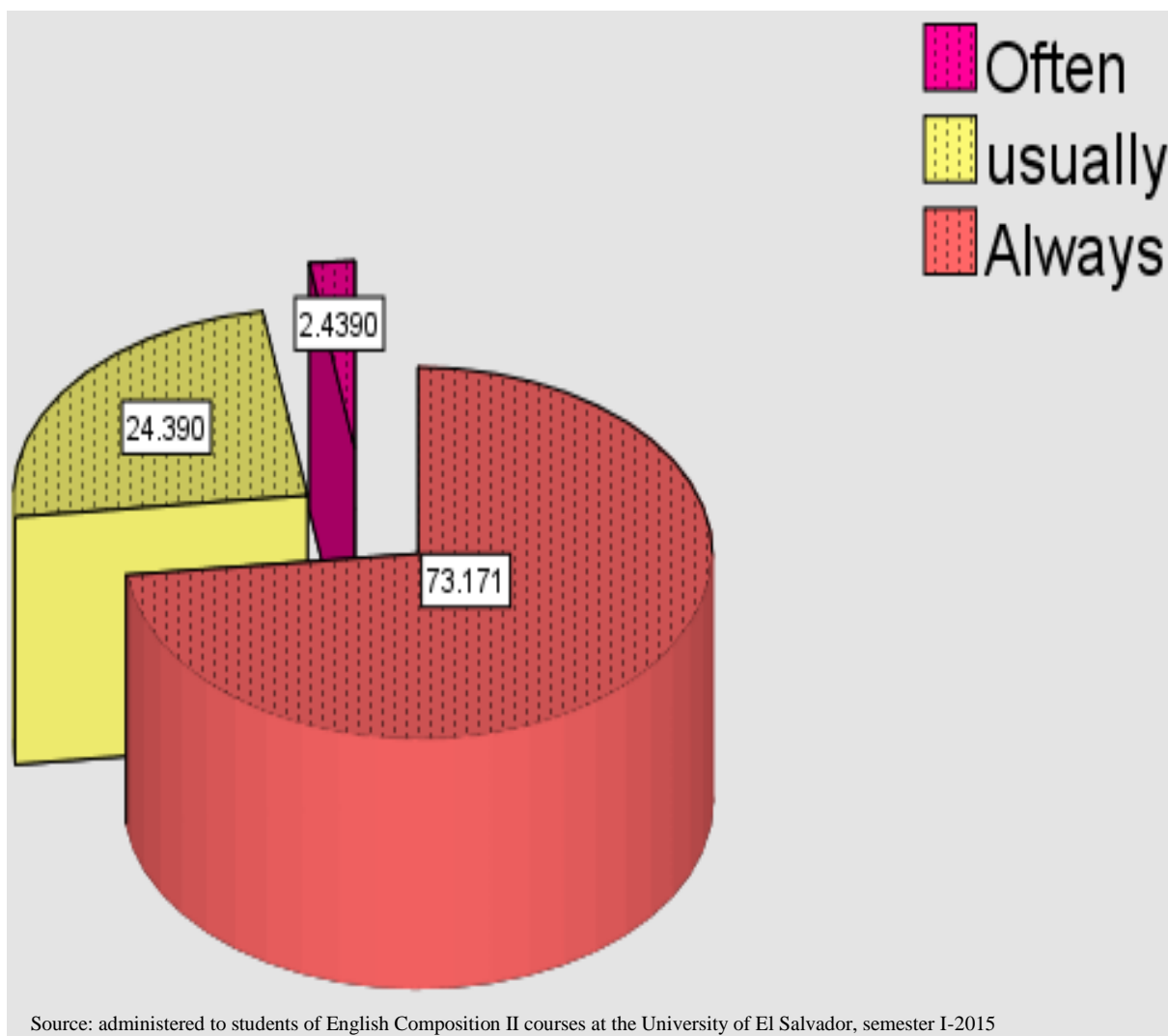
37. Concluding Sentence



The 70.7% of the students who took the survey answered that they *always* do a concluding sentence; the 13.4% replied *usually*, the 12.1% marked *often*, the 3.6% answered that they *almost never* do a concluding sentence.

Chart 38

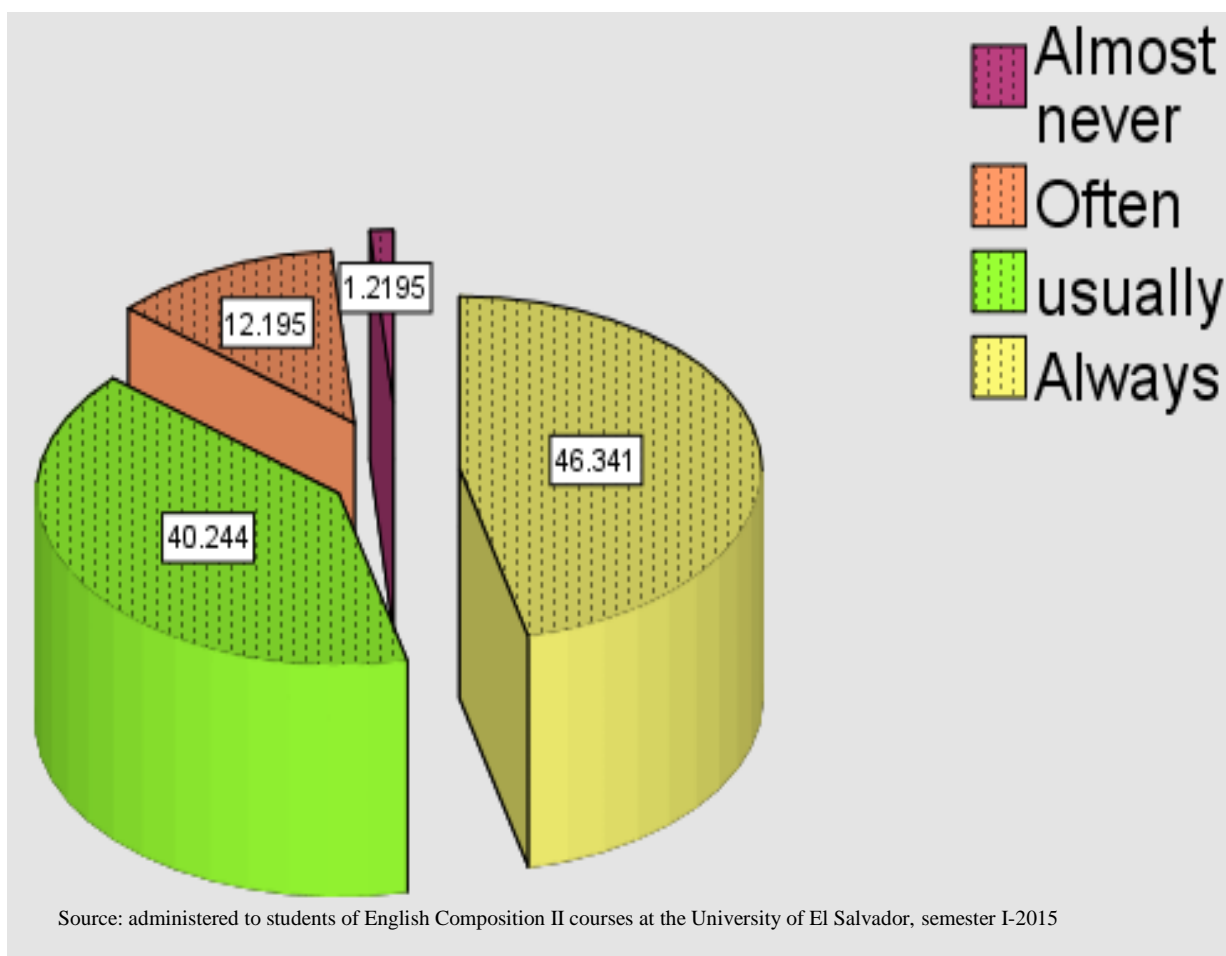
38. Thinking about a topic



The 73.1% of the students who took the survey answered that they *always* think about a topic; the 24.3% replied *usually*, the 2.4 marked *often* they think about a topic.

Chart 40

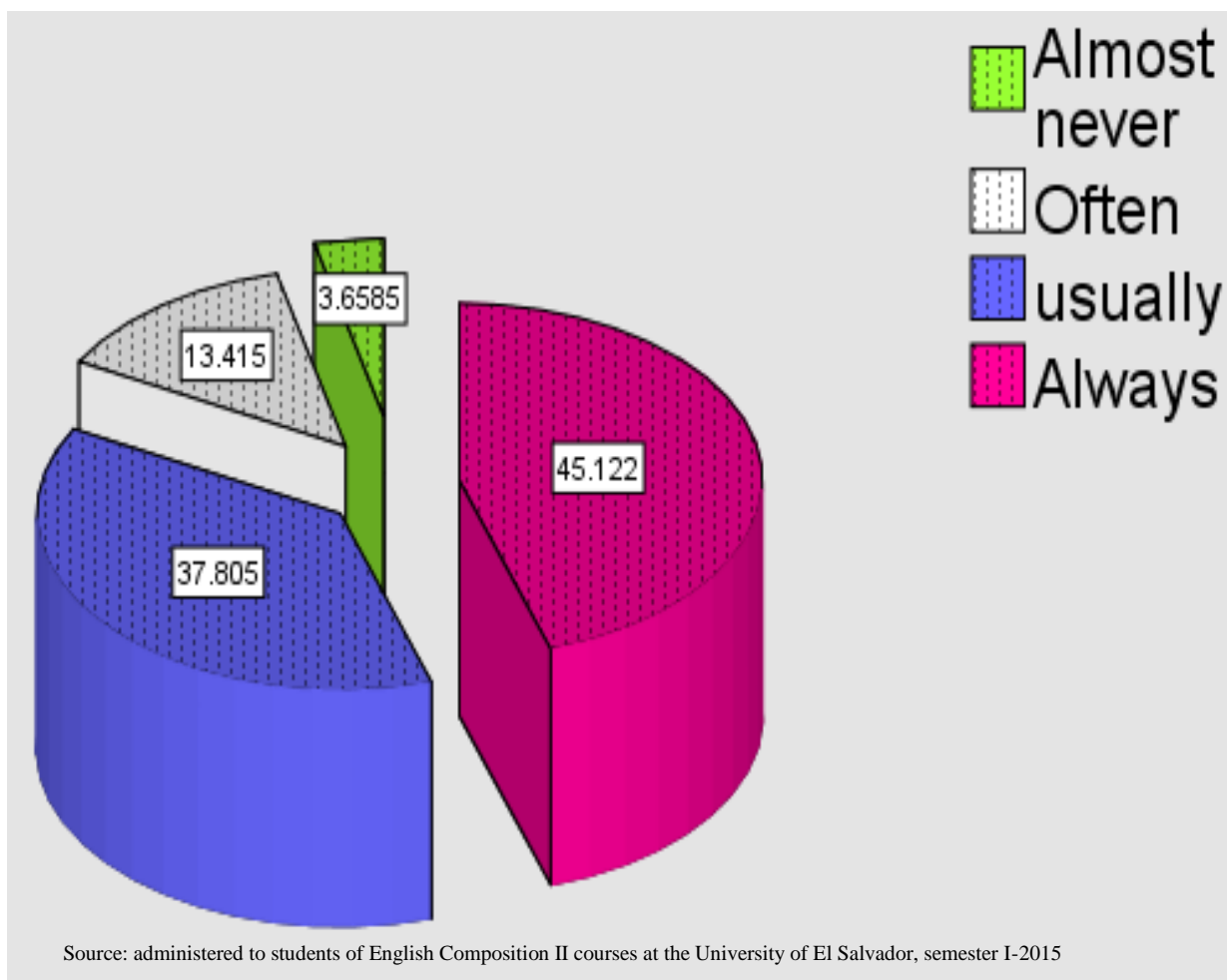
40. Narrowing the topic and writing it in a sentence prewriting



The 46.3% of the students who took the survey answered that they always narrow the topic; the 40.2% replied *usually*, the 12.1% marked *often*, the 1.2% answered that they *almost never* narrow the topic.

Chart 42

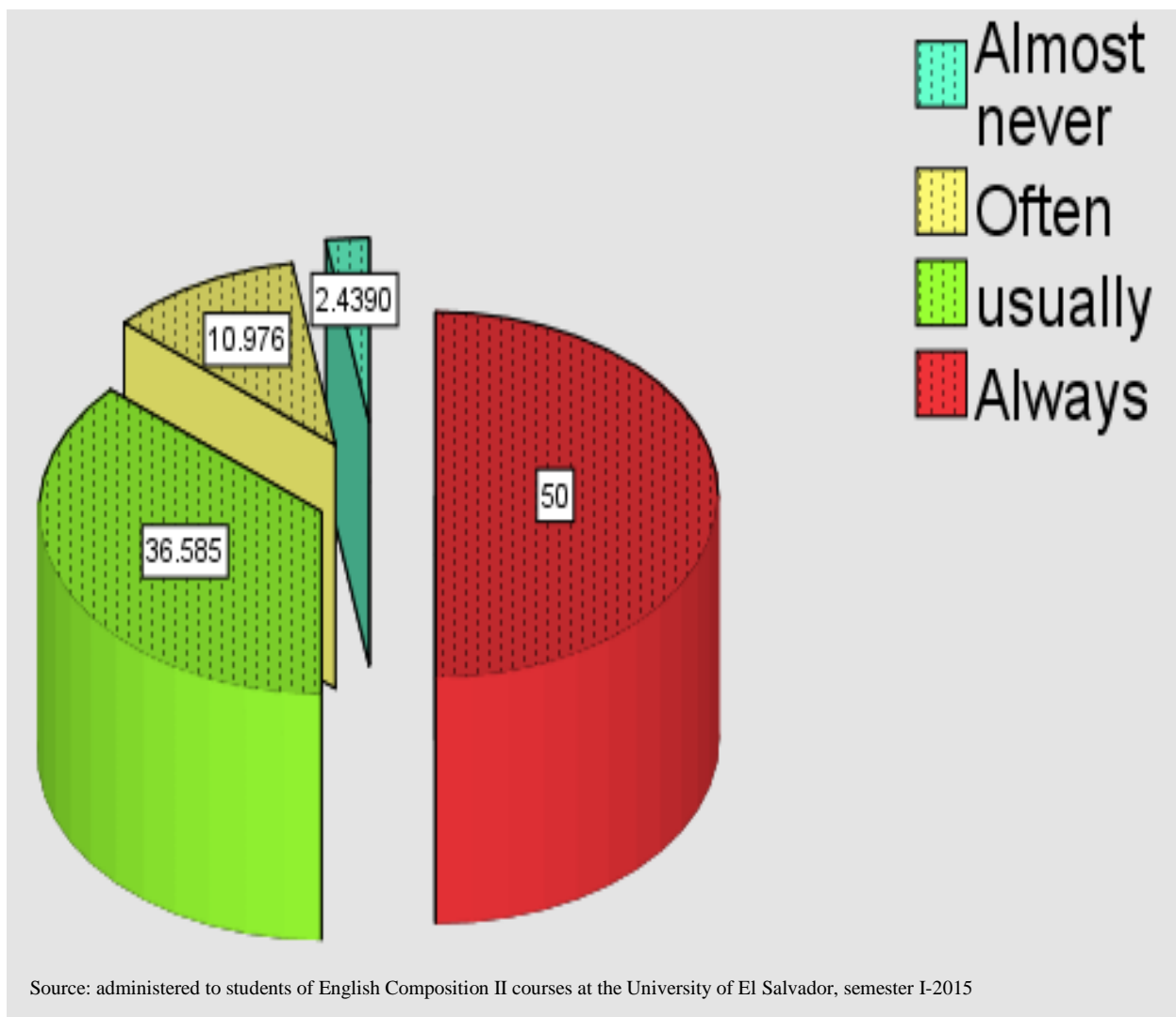
42. Arranging ideas in a plan or an outline



The 45.1% of the students who took the survey answered that they *always* they have arranging ideas; the 37.8% replied *usually*; the 13.41% marked *often*, the 3.6% answered that they *almost never* have arranging ideas.

Chart 43

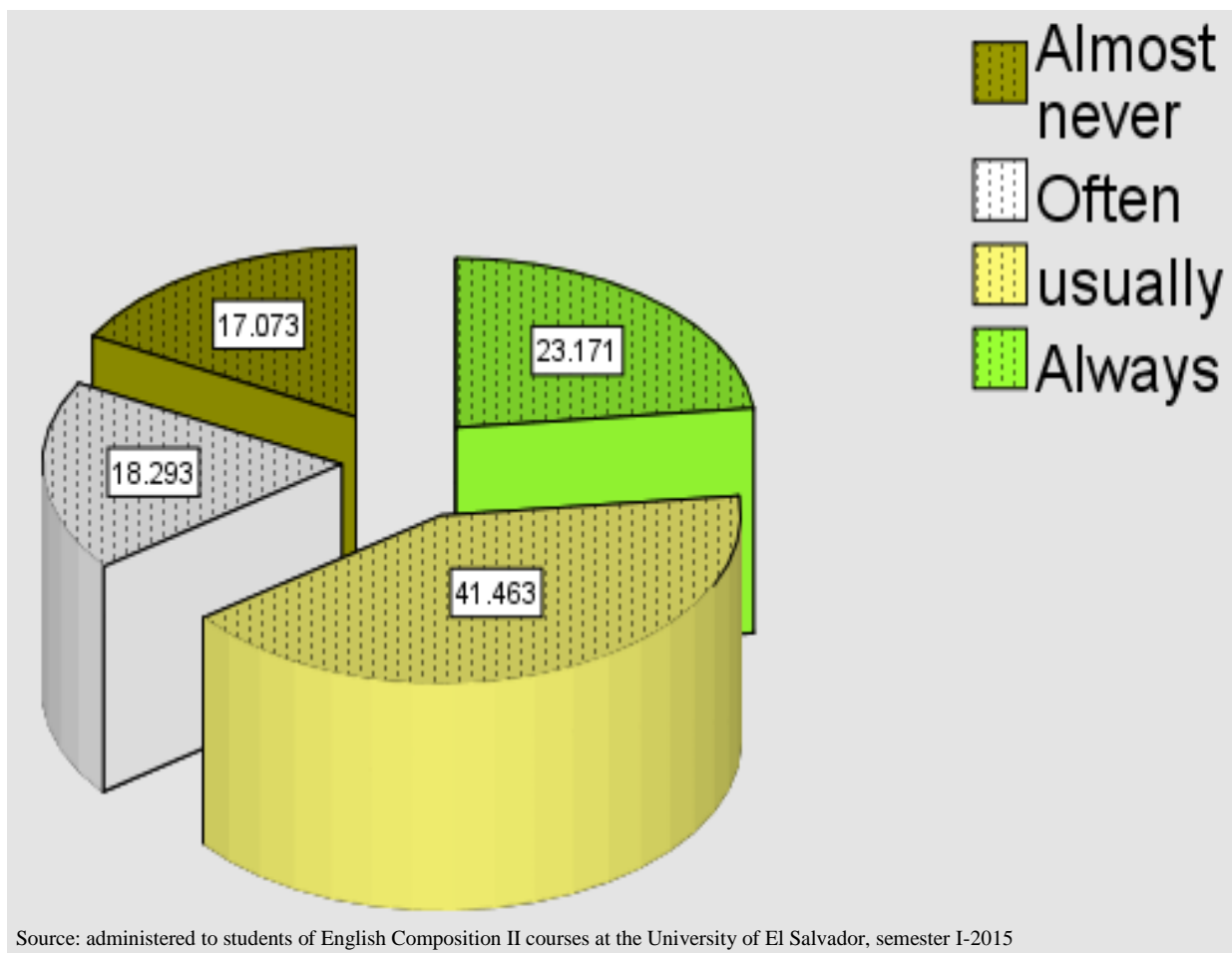
43. Writing a first draft



The 50% of the students who took the survey answered that they *always* they write a first draft; the 36.5% replied *usually*, the 10.9% marked *often*, the 2.4% answered that they *almost never* write a first draft.

Chart 45

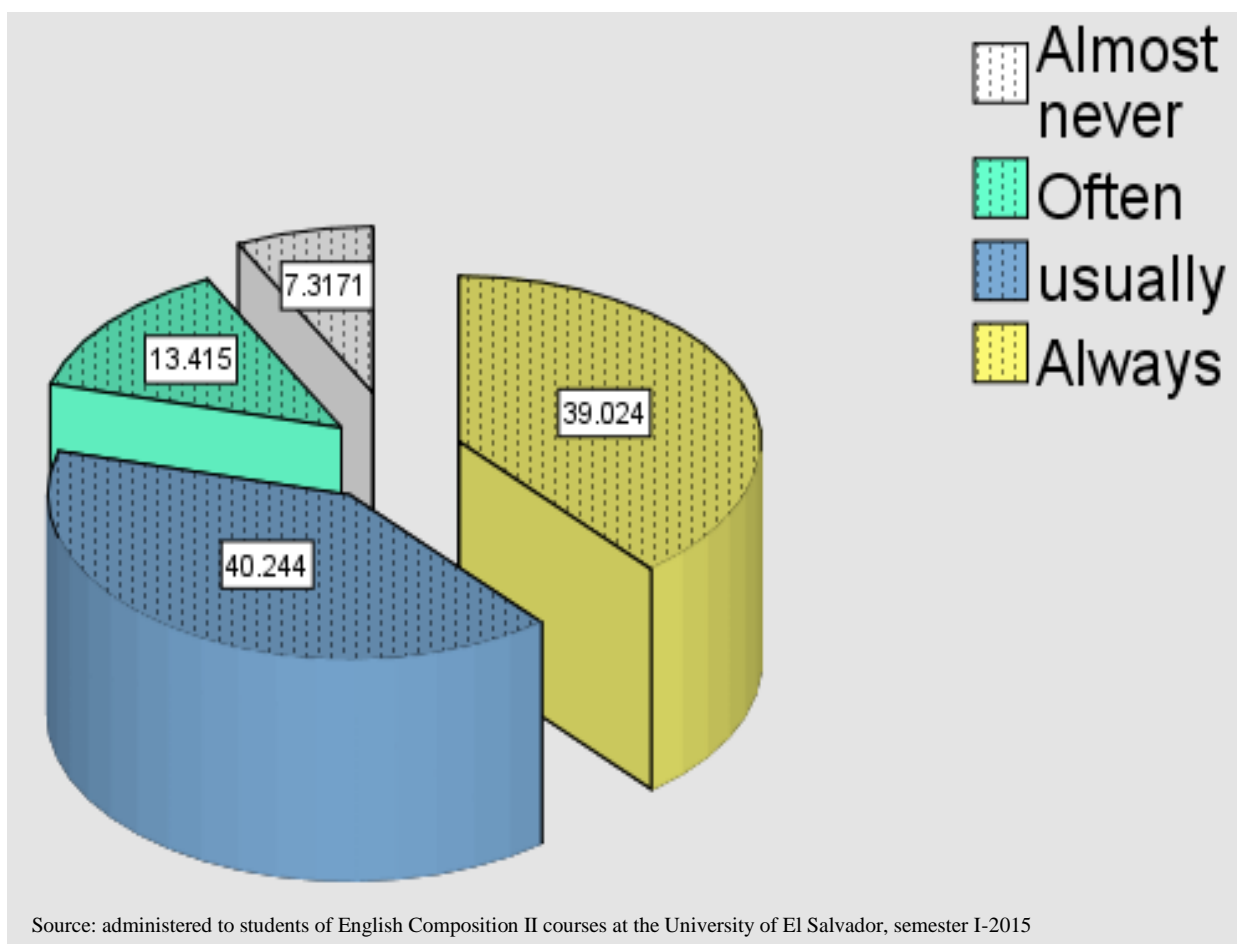
45. Writing one or more new draft



The 41.4% of the students who took the survey answered that they *usually* they write one or more new draft; the 23.1% replied *always*, the 18.2% marked *often*, the 17.0% answered that they *almost never* write one or more new draft.

Chart 46

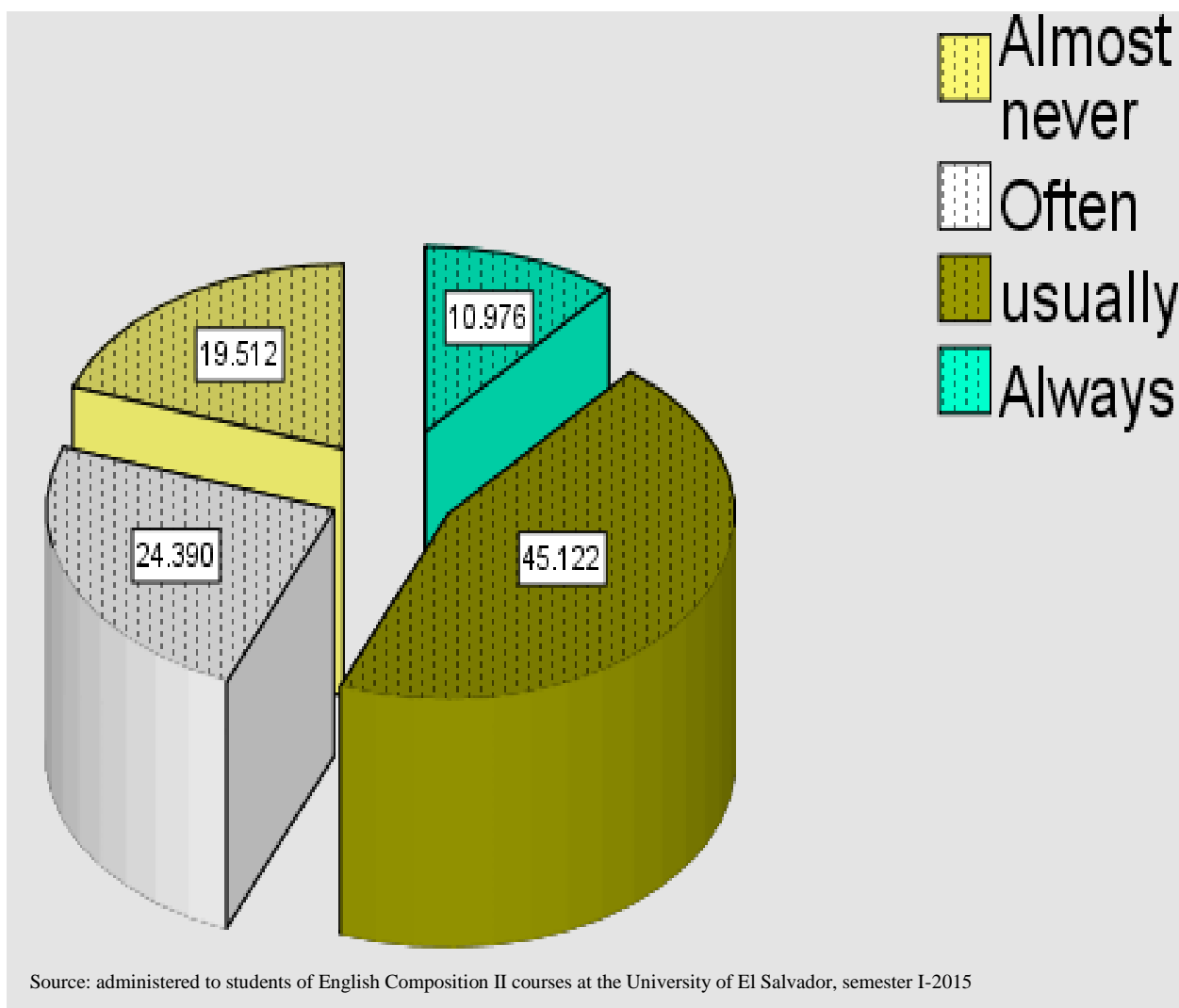
46. Proof reading for errors



The 40.2% of the students who took the survey answered that they *usually* they have a proof reading for errors; the 39.0% replied *always*, the 13.4% marked *often*, the 7.3% answered that they *almost never* have a proof reading for errors.

Chart 48

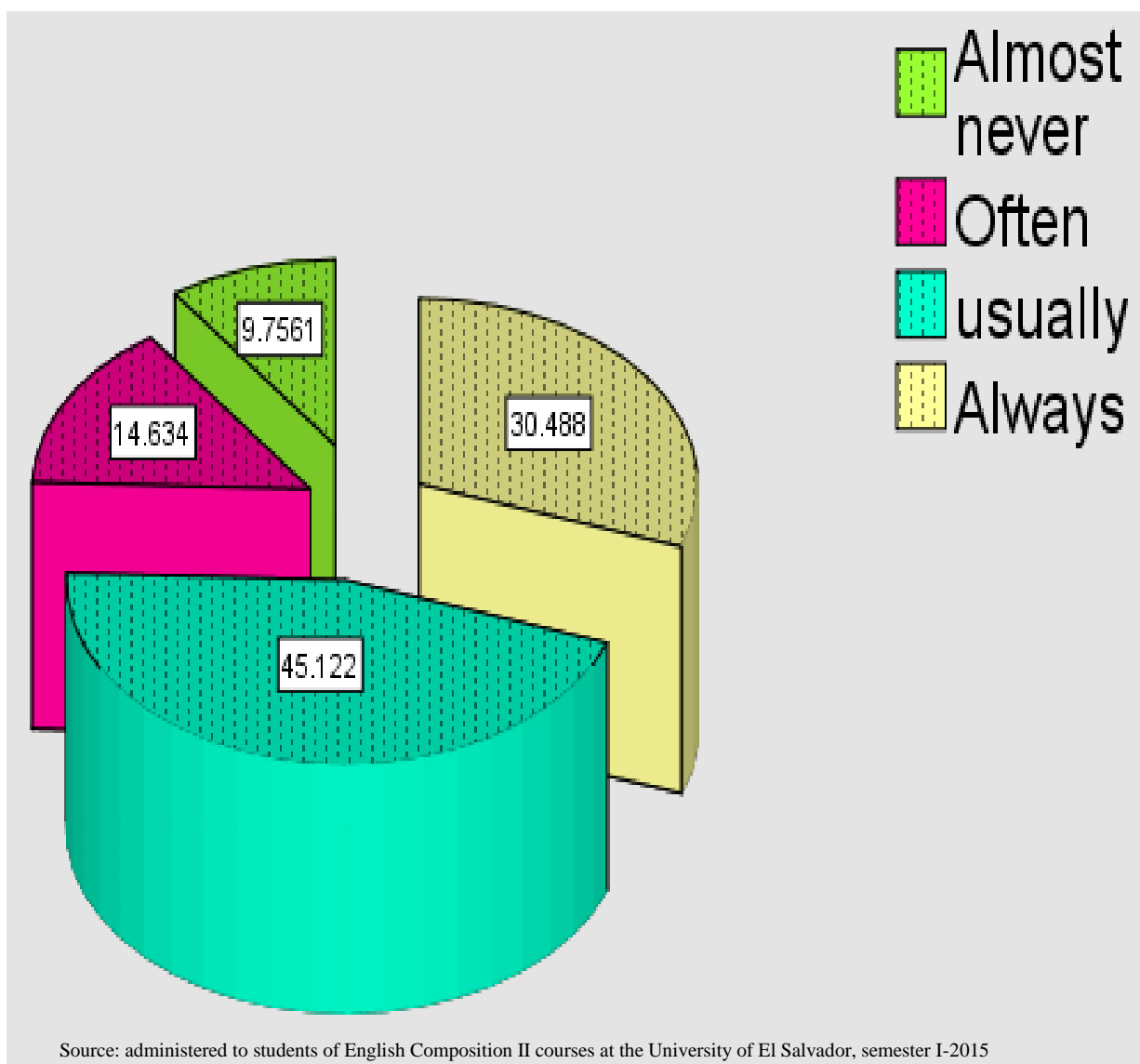
48. Not completing Assignments



The 45.1% of the students who took the survey answered *usually*; the 24.3% replied *often*, the 19.5% marked *almost never*, the 10.9% answered *always*.

Chart 49

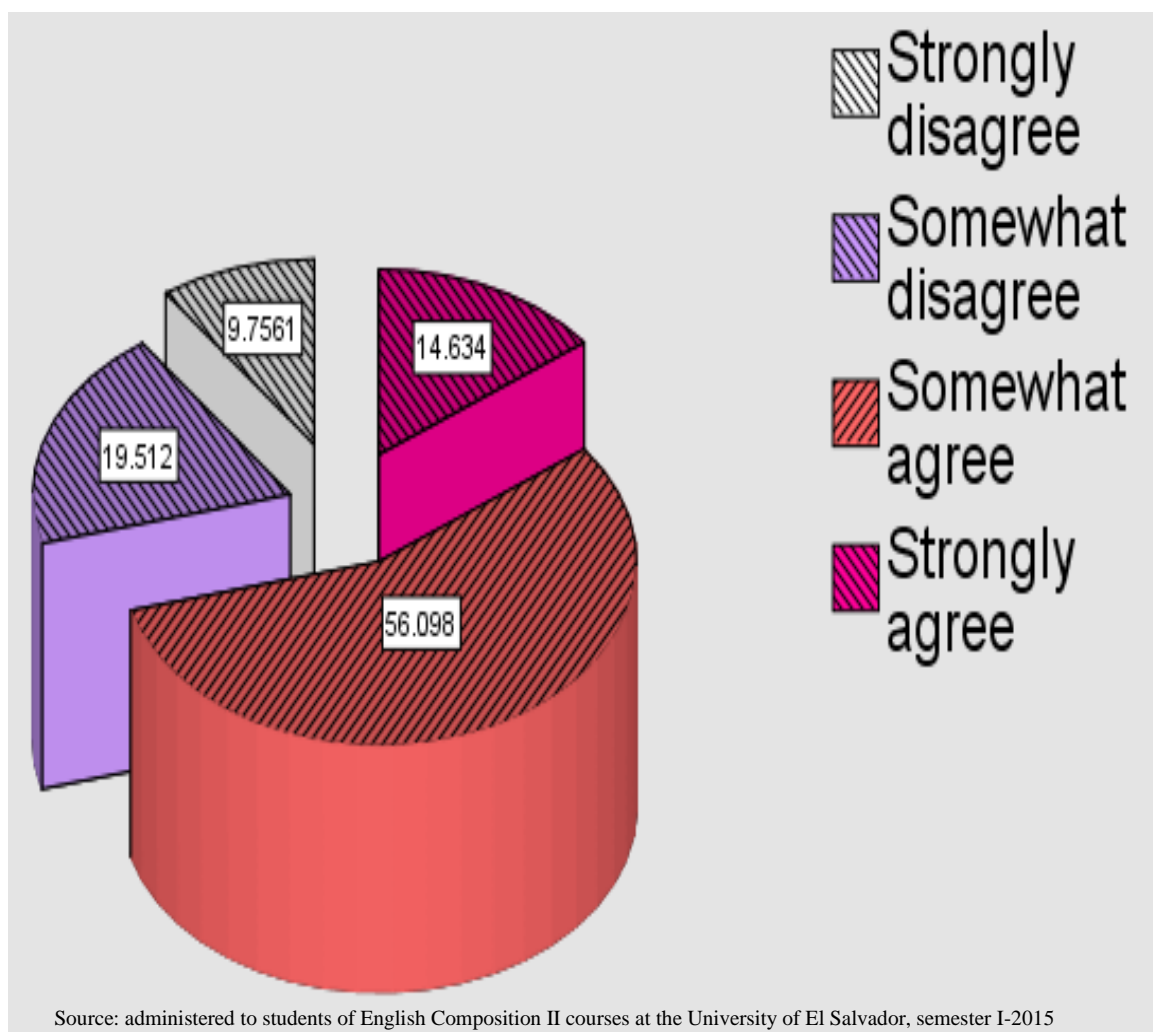
49. The best strategy in the process of writing



The 45.1% of the students who took the survey answered *usually*; the 30.4% replied *always*, the 14.6% marked *often*, the 9.7% answered that they *almost never*.

Chart 51

51.I feel emotionally safe in the composition test

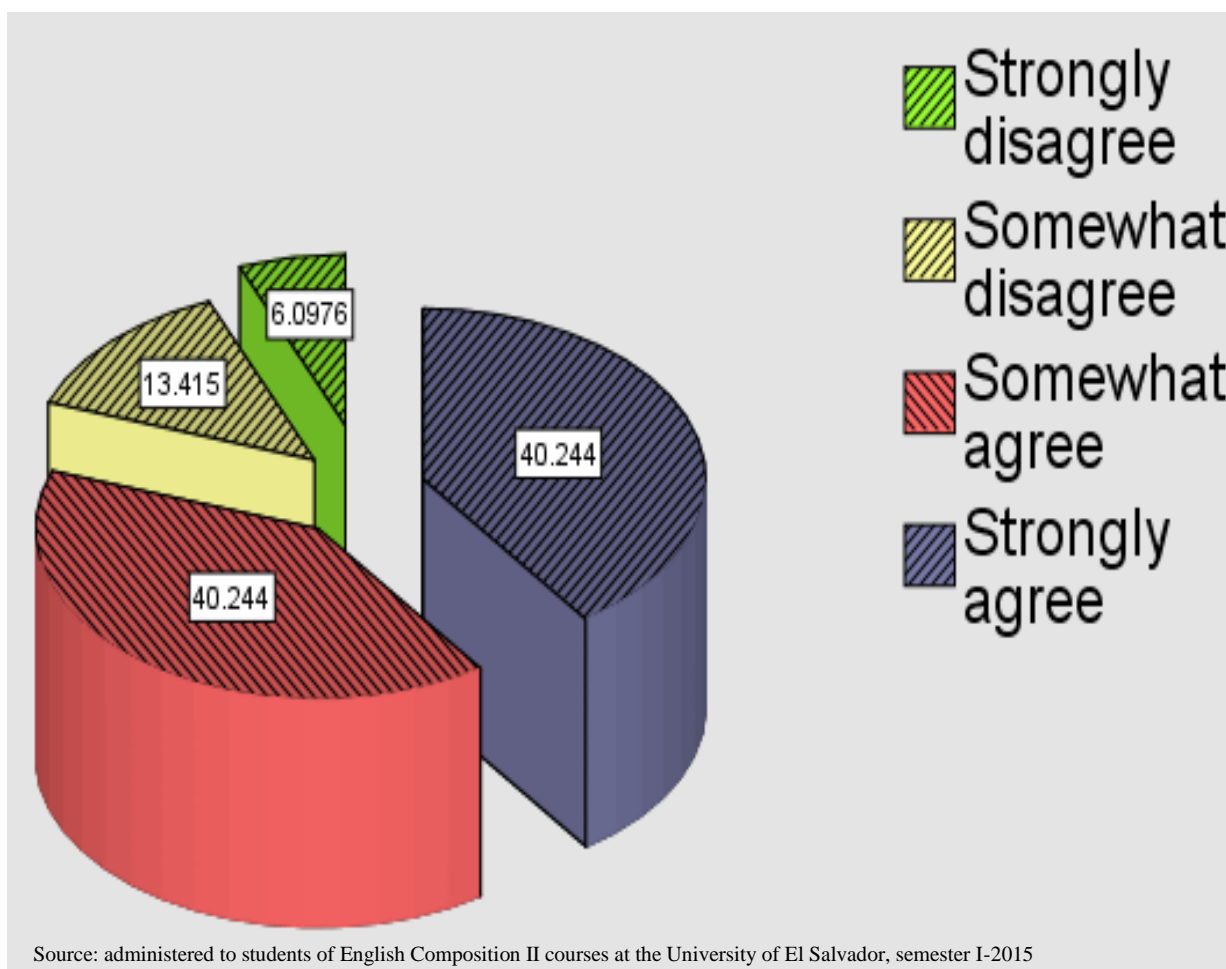


The 56.0% of the students who took the survey answered that they *somewhat agree* to feel emotionally safe in the composition test; the 19.5% replied *somewhat disagree*, the 14.6% marked *strongly agree*, the 9.7% answered that they *strongly disagree* to feel emotionally safe in the composition test.



Chart 52

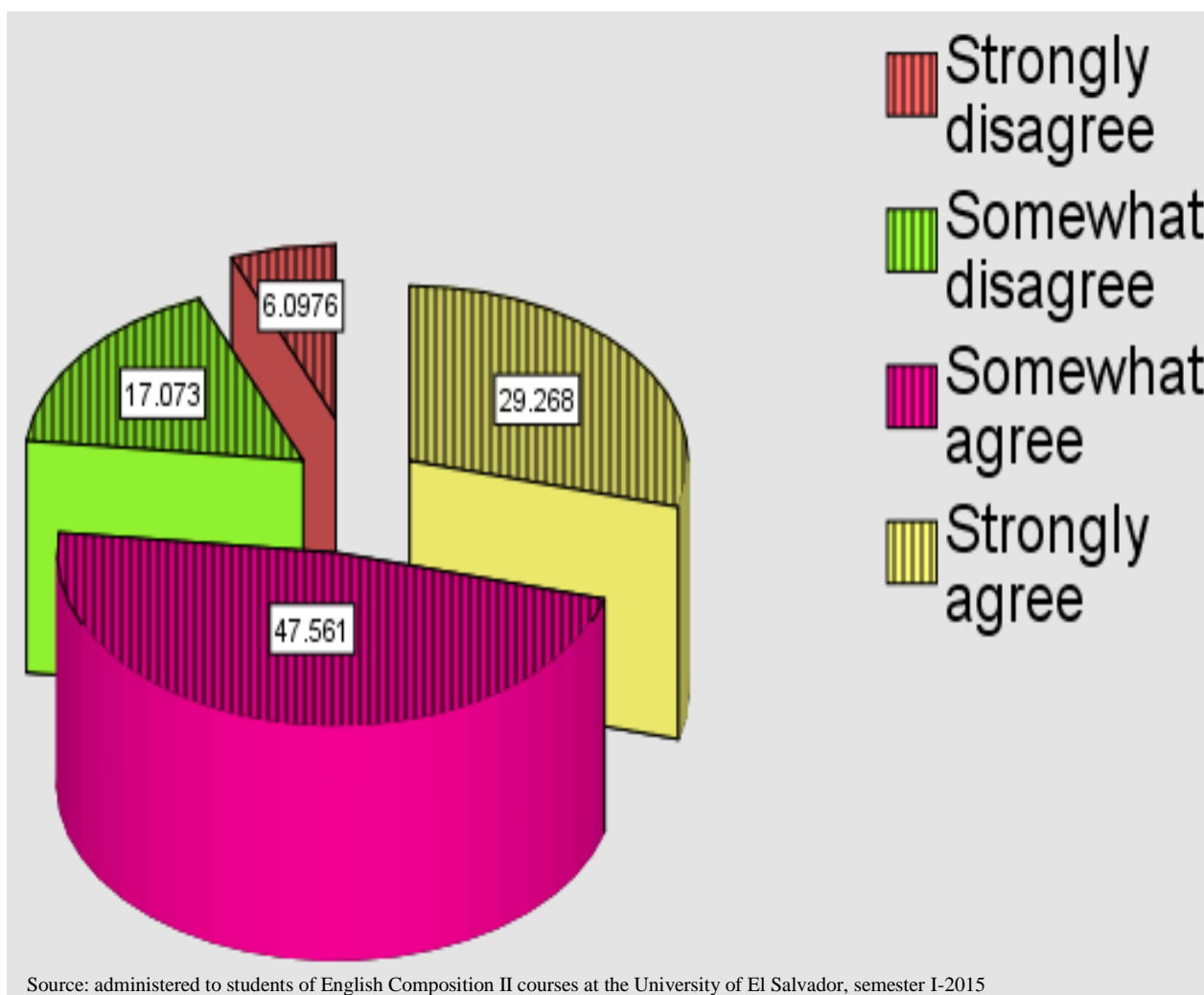
52.I feel confident outside the classroom while writing



The 40.2% of the students who took the survey answered that they *somewhat agree* to feel confident outside the classroom; the 40.2% replied *strongly agree*, the 13.4% marked *somewhat disagree*, the 6.0% answered that they *strongly disagree* to feel confident outside the classroom.

Chart 54

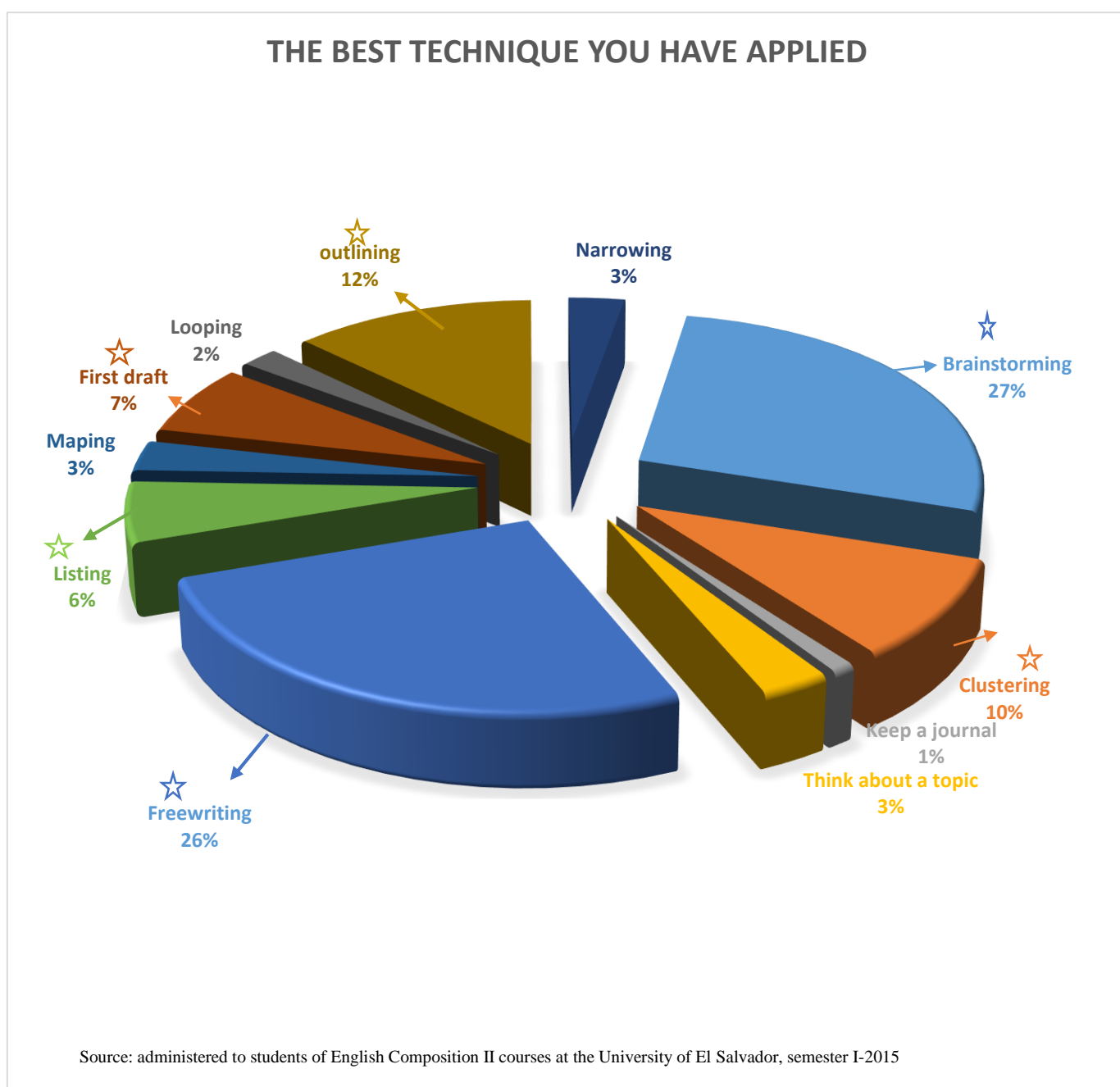
54.Classes in my composition course are challenging



The 47.5% of the students who took the survey answered that they *somewhat agree* that composition classes are challenging; the 29.2% replied *strongly agree*, the 17.0% marked *somewhat disagree*, the 6.0% answered that they *strongly disagree* that composition classes are challenging.

Chart 55

55. Think of the best techniques you have applied. Why that made them good techniques?



The 27% of the students who took the survey answered that for them the best technique that they have applied is *brainstorming*, because it is useful and make you think about interesting topics and students develop composition easily because it is easy to applied, also it helps to collect good ideas; the 26% replied that the best technique for them is *free-writing*, because it is easy to find ideas about a topic, also you can write freely according to your own knowledge about a topic, you can write your ideas coming to your mind at the moment of writing an essay, it is the easiest way to write an essay; the 12% have the opinion that *outlining* is the best and easier technique when writing because you can organize ideas about a topic, it guide you to write a paragraph, it is easier to write the essays because with this technique you classify your objectives, findings and information; the 10% of the students answered that *clustering* is the best technique because it makes the process of writing easier and effective, you can organize your ideas in logic way.

The 7% replied that *first draft* it the best and effective technique because with this technique you can do a draft first and then you check if your writing is good or poorly and you can modify what is wrong; the 6% of the students replied that the best technique is *listing* because it is helpful and do easier the process of writing when you list your ideas you classify better the information; the 3% answered that the best technique is *mapping* it is easier to organize ideas about a topic, the 3% replied that the best technique is *think about a topic*, because you can have a clear idea about what you can write; the 3% said that *narrowing*, is the best technique because you can the main idea of a topic in one sentence, 2% replied that *looping*, is the most effective and easiest technique because you can look information in different sources, the 1% answered Keeping a journal because you can practice your writing.



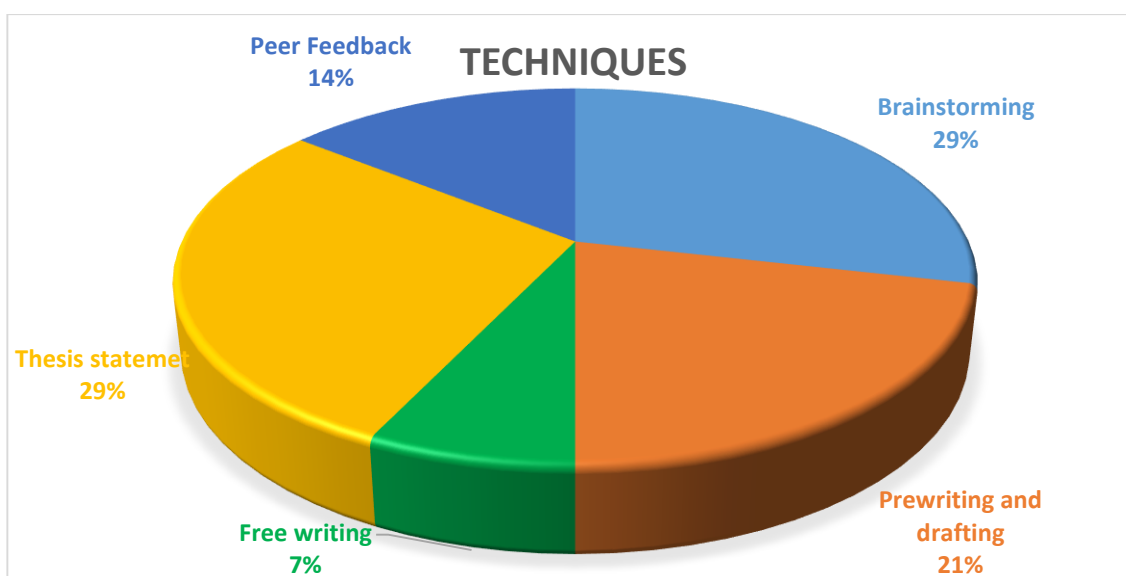
CHAPTER FIVE

5.1 MAJOR FINDINGS

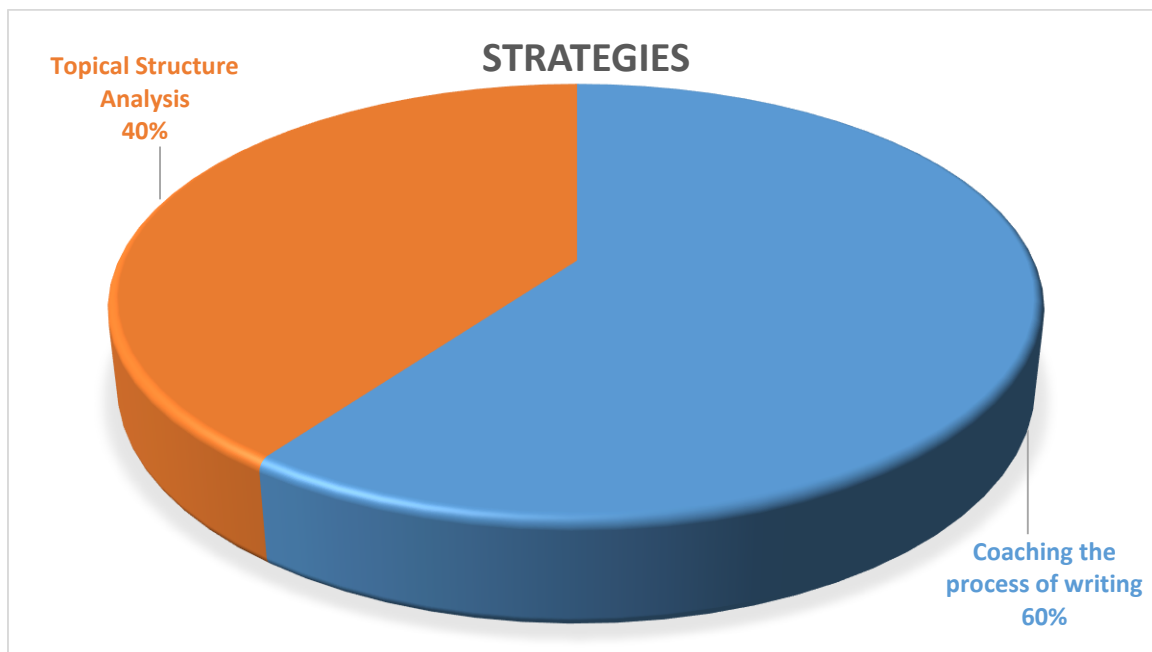
In this chapter are presented the major findings of the research. First, it is the research question of the investigation. Afterwards is a chart answering the question with the information gathered from the three techniques used in all the investigation, then it is the explanation of the findings following the information which is in the graph. In the second part of the chapter is presented the conclusion about the research; and at the end of them it is the charts of the conclusion taking in account the summary of the teachers, researchers and students' opinion. At the end of the chapter five, it is the delimitation of the study.

 **What are the most common strategies and techniques that teachers use in the writing process?**

CHART 1 TEACHERS' PERSPECTIVE SUMMARY

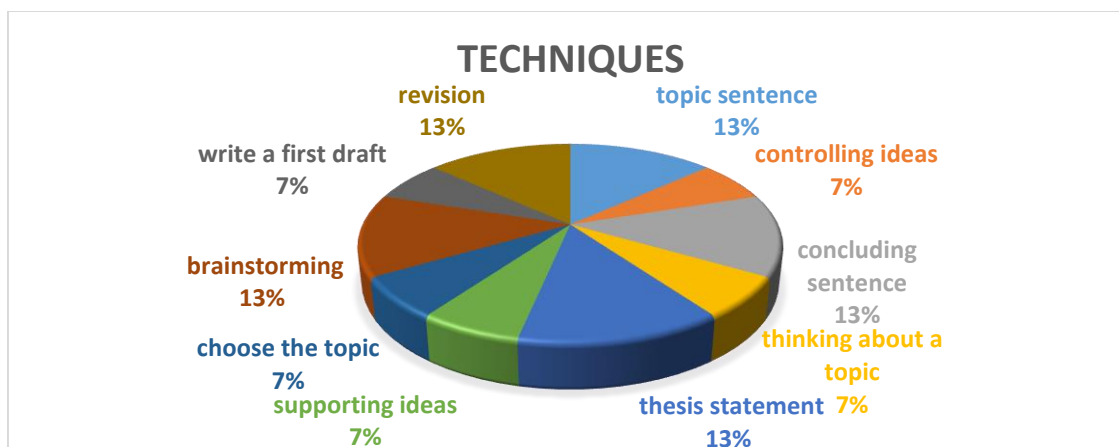


According to the obtained results, after analyzing each interview and organizing it into charts, it is clearly stated that most teachers have a rich vision of what a technique is, so they are applying those techniques in the courses of English Composition II. According to them, the most common techniques (Effective and understandable) are *brainstorming, prewriting and drafting, free writing, thesis statement and peer feedback*. (See chart 3.2 from teacher's interview)

CHART 2 TEACHERS' PERSPECTIVE SUMMARY

According to the obtained results, after analyzing each interview and organizing it into charts, it is clearly stated that most teachers have a rich vision of what a strategy is, so they are applying those strategies in the courses of English Composition II. According to them, the most common strategies that teachers apply in their courses are *Topical Structure Analysis and coaching the process of writing*. Then the most common strategies are coaching the process of writing with 60% and Topical Structure Analysis with the 40%. (See chart 3.1,4,5 interview teacher)



CHART 3 OBSERVATION COURSES SUMMARY

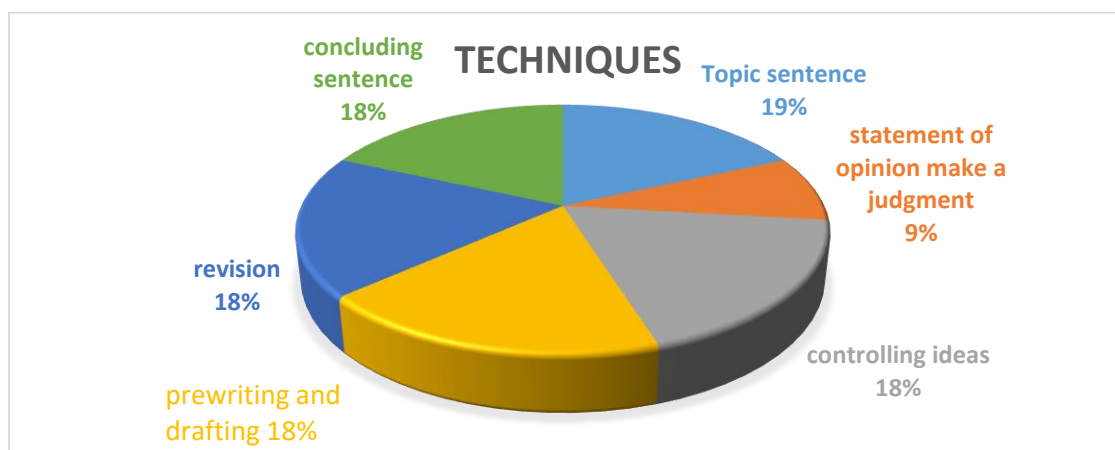
Brainstorming, topic sentence, revision, concluding sentence, thesis statement have the same percentage 13% (see chart 19, 29, 34 35 guide of the observation method) and, choose the subject controlling ideas, thinking about a topic, supporting ideas, and write a first draft have the 7%. (See chart 25, 31, 36, 41 guide of the observation method)

CHART 4 OBSERVATION COURSES SUMMARY

The most common strategies according the opinion of the researchers the strategies are coaching the process of writing and cognitive process in writing (See chart 12 to 17 guide of researchers). Having the high percentage coaching the process of writing. (See chart 8 to 11 guide of researchers)

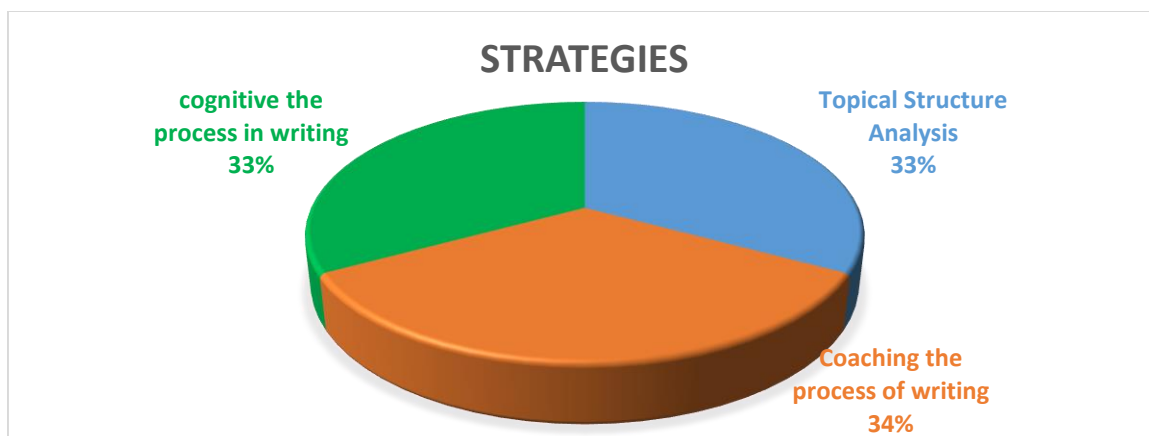
This research has found similarities with the result in the second instrument, the observation method, and the techniques which are the most common in the process of writing are the prewriting techniques. Inside these are the topic sentence, controlling ideas, concluding sentence, thinking about a topic, revision, thesis statement, supporting ideas, choose the topic, brainstorming and writing a first draft. But the research group found a contrast with the teachers' opinion about the strategies for the group the strategies most used in the English Composition II are *coaching the process of writing* and *cognitive process in writing*. In change for teacher are *Topical Structure Analysis* and *the Coaching the process of writing*. (See chart 3.1 guide of teachers) But the way the most used in both is coaching the process of writing.

CHART 5 STUDENTS' PERSPECTIVE SUMMARY



The frequently applied techniques are topic sentence with 19 % (see chart 31 of survey from students) controlling ideas, prewriting and drafting, revision, concluding sentence, 18% (see chart 33, 34, 36, 37 of survey from students) and the statement of opinion make a judgment 9%. (See chart 32 of survey from students)

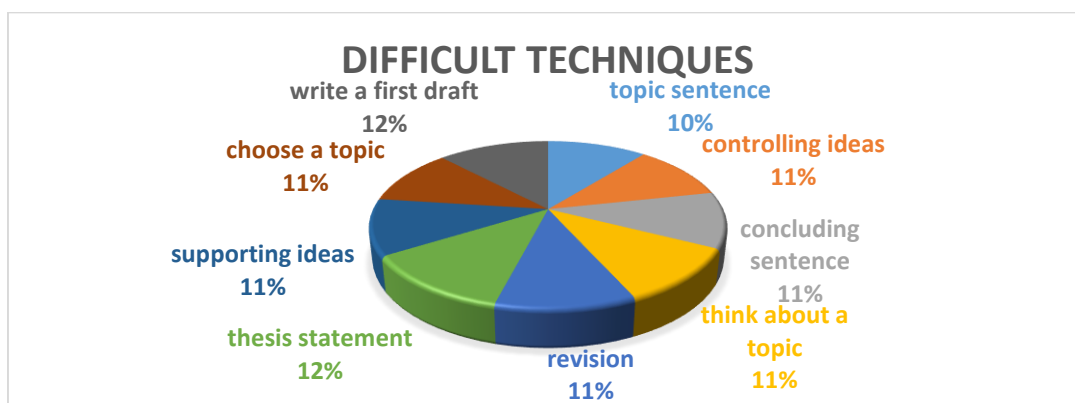
CHART 6 STUDENTS' PERSPECTIVE SUMMARY



Depending on the result obtained in the survey for the students, the strategy most use for the teacher are *Topical Structure Analysis*, *Cognitive process in writing* and *coaching the process of writing*. And the techniques most common are *topic sentence*, *statement of opinion makes a judgment*, *controlling ideas pre writing* and *drafting*, *revision* and *concluding sentence*..

✚ What are the less practical techniques in the process of writing according to the student's opinion?

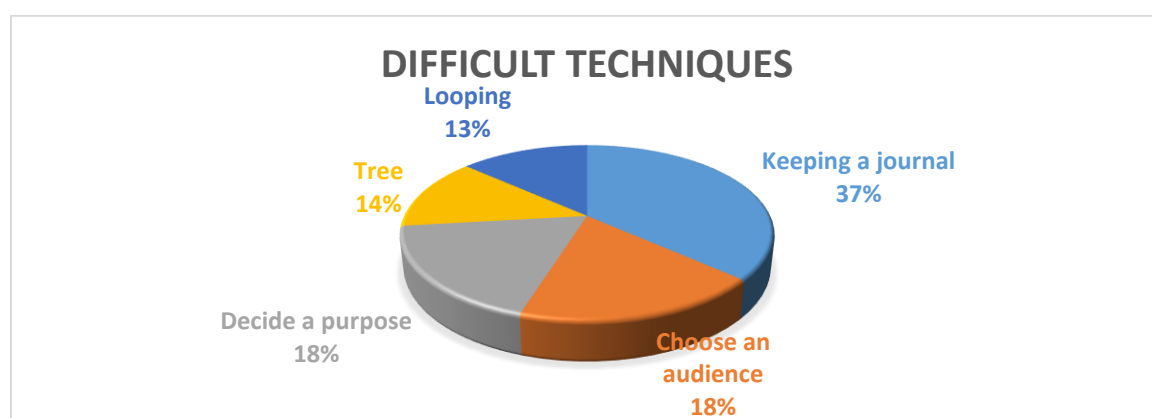
CHART 7 SECOND QUESTION OBSERVERS



According to the observation, the techniques that are less practical in the process of writing are the *topic sentence*, *controlling ideas*, *concluding sentence*, *thinking about a topic*, *thesis statement*, *supporting ideas*, *choose the topic*, and *write a first draft*. (See chart 51 guide of researchers)

During the observation time, those techniques were imparted to the students of English Composition II so they are the most common in the different groups were observed but some of them are the less practical. The research group recognized that the less practical techniques to the students of English Composition II are topic sentence, choose an audience, thesis statement, supporting ideas, and controlling ideas. Depending on the research group opinion, they are difficult because the students are confused at the moment of applying the techniques.

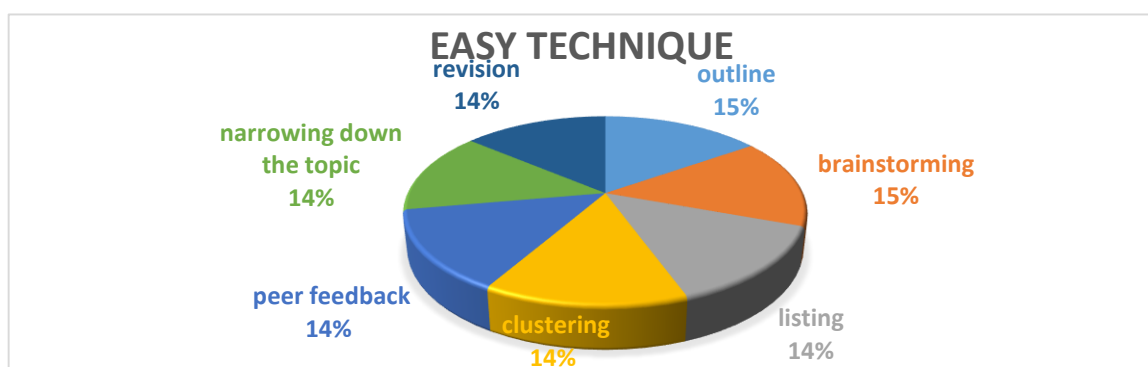
CHART 8 SECOND QUESTION STUDENTS



According to student opinion, the less practical techniques are keeping a journal, choosing an audience, deciding a purpose, treeing, and looping (see chart 24, 25, 26, 29 & 30 of the survey from students). In contrast, the teachers' opinion about the less practical techniques was that there is not an practical or not practical techniques because it depends on the topic and students.

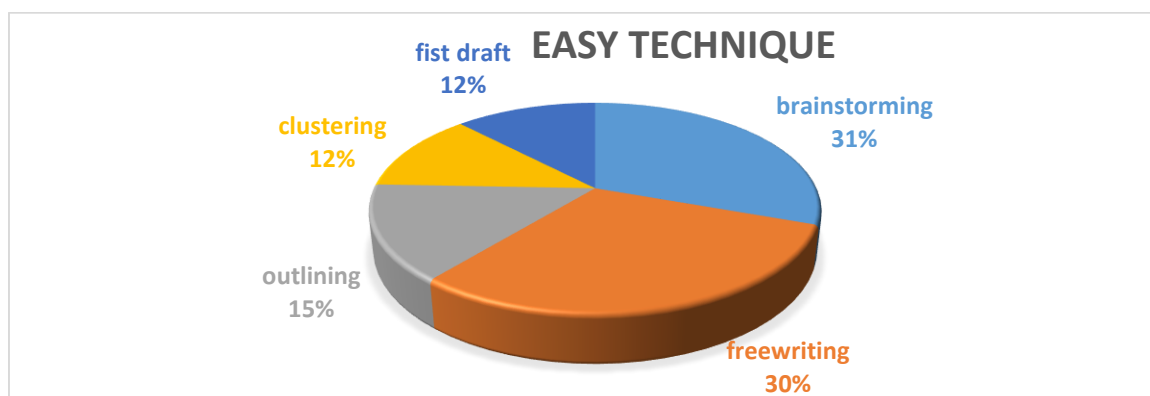
✚ What are the most practical techniques in the process of writing according the student's opinion?

CHART 9 THIRD QUESTION OBSERVERS



Just as seen in the observation method, the most practical techniques in the process of writing are outline, brainstorming, clustering, listing, peer feedback, revision, and narrowing down the topic. With this techniques of prewriting students have no difficulties. (See chart 19, 20, 26, 33, 34, & 38 from de observation guide)

CHART 10 THIRD QUESTION STUDENTS



Just as the result in the survey that was addressed to the students, the most practical technique is *brainstorming* because it is useful and makes you think about interesting topics and students develop composition easily because it is easy to applied, also it helps to collect good ideas. The other one is *free-writing*, because it is easy to find ideas about a topic, also you can write freely according to your own knowledge about a topic, you can write your ideas coming to your mind at the moment of writing an essay. It is the easiest way to write an essay; another one is *outlining* because you can organize ideas about a topic, it guides you to write a paragraph, essays become easier to write because with this technique you classify your objectives, findings and information; also the *clustering* is the best technique because it makes the process of writing easier and effective, you can organize your ideas in logic way. The last one is first *draft* it the best and effective technique because with this technique you can do a draft first and then you check if your writing is good or poorly and you can modify what is wrong. (See chart 55) In contrast, the opinion of the teacher about the easiest techniques is that there is not an easy technique because it depends on the topic and student.

5.2 CONCLUSIONS

Through the development of this project, and according to the information gathered from students, teachers, and the observation method, the following conclusions were made. The strategies which were analyzed in this investigation were topical structure analysis, coaching the process of writing and cognitive the process of writing. The research team was looking for the most common strategy; to know which one is, the researchers administered three instruments, questionnaire in survey, interview, and the observation guide.

- In the survey administered to the sampling population of eighty two students from English Composition II; at the Foreign Language Department, the result was that three strategies are applied in their courses of English Composition II. The strategies are Topical Structure Analysis, Coaching the Process of Writing and Cognitive the Process in Writing.
- In the interview that was addressed to four teachers who were in charge of the English Composition II groups was found a remarkable similarity in the three opinions, is that they applied with frequency the same strategy which is coaching the process of.
- This research found a contrast in the three opinions about the most common strategy. The researchers established that the three strategies were presented in the courses, but the most common for them was the Cognitive the Process in Writing and Coaching the Process of Writing. Furthermore, the students mentioned the Cognitive Strategy as one of the most common in their courses of English Composition II, but not one of the most frequently as the researchers observed because students had the same percentage for the three.
- To conclude, the researchers determined that the three strategies are applied in the English Composition II courses, but the most common strategies is Coaching the Process of Writing because the teachers, students and researchers' opinion



summaries are in agreement in one of the strategies which is Coaching the Process of Writing .

- Another conclusion of this research is about the most common techniques in the English Composition II. These techniques are *brainstorming*, the topic sentence, controlling ideas, concluding sentence, thinking about a topic, revision, thesis statement, supporting ideas, choose the topic, write a first draft and *peer feedback*.
- Furthermore, the research team concluded that the less practical techniques in the process of writing according to the observation method are the topic sentence, concluding sentence, thesis statement, and supporting ideas, choose the topic, choose an audience, controlling ideas and write a first draft.
- Also, according to the student opinion, the less practical techniques are keeping a journal, choosing an audience, deciding on a purpose, treeing, and looping technique. One similarity in both opinions about the less practical techniques is choosing an audience.
- The teachers expressed that the less practical technique does not exist because it depends on the topic and student. So, the less practical techniques in the four courses of English Composition II are the mentioned above because as the teacher said they can differ depends on the topics and the undergraduates.
- The team research concluded that the most practical techniques when learning composition are outline, brainstorming, listing, clustering, peer feedback, narrowing down the topic, and revision (*see chart 9 of researcher's' perspective summary*). With these techniques of prewriting students have not difficulties (*see chart 10 of students' perspective summary*).



CHART 11 CONCLUSION

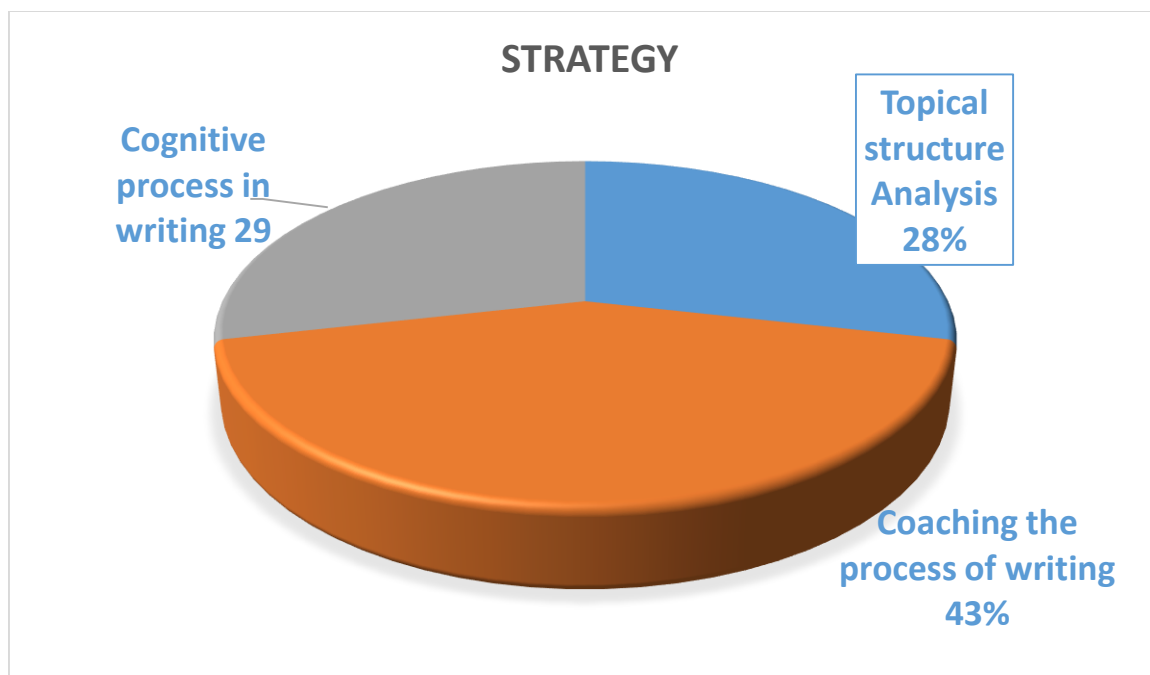


CHART 12 CONCLUSION



CHART 13 CONCLUSION

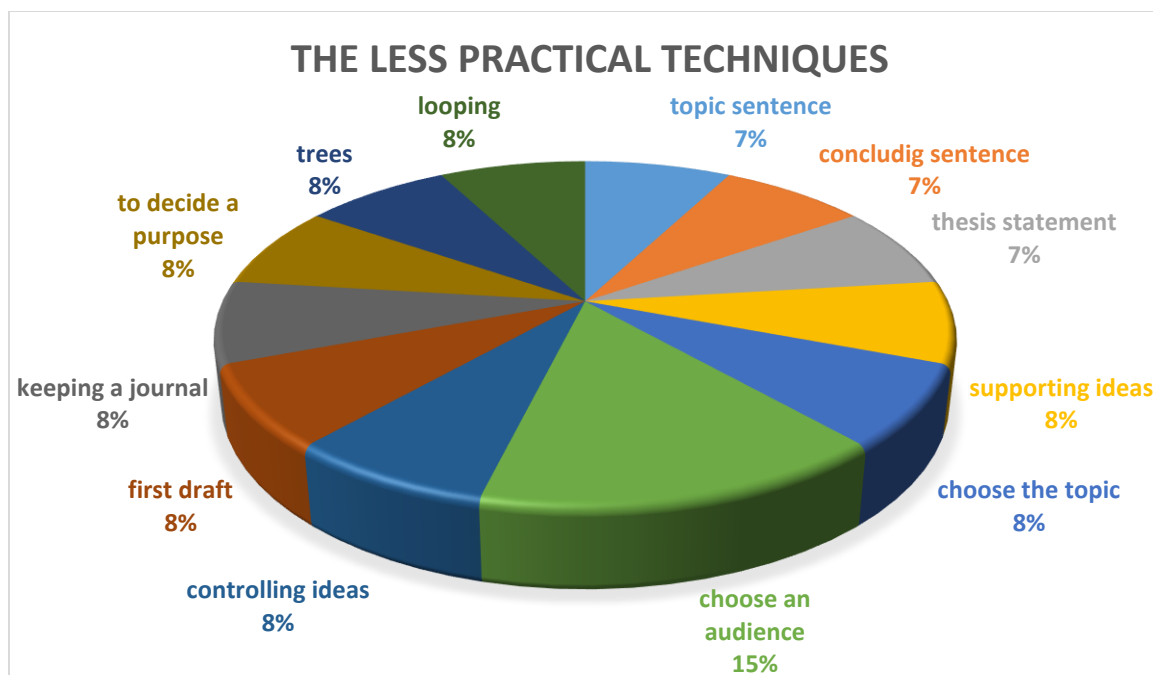
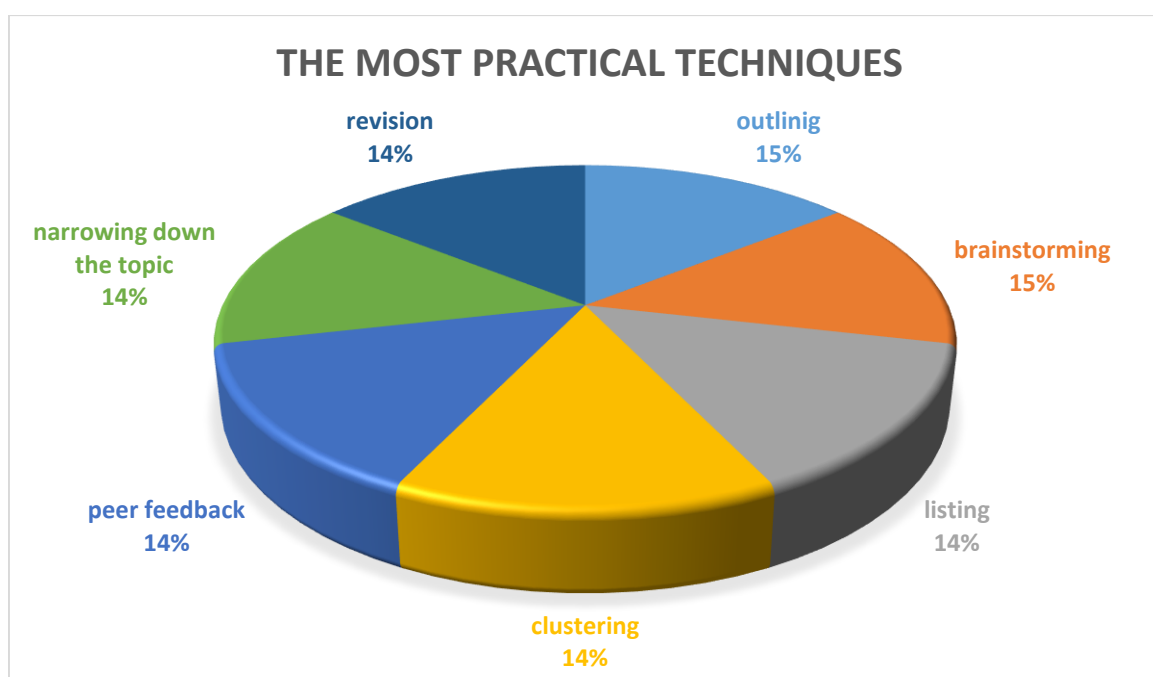


CHART 14 CONCLUSION



5.3 LIMITATION OF THE STUDY

Some limitations to do this research are listed as follows:

- ✓ The schedule of the four groups of English Composition II courses were the same, so it was not possible to observe the four groups in the same period of time.
- ✓ The courses of English Composition II were taken in different buildings.
- ✓ Some teachers could not arrive to the classroom the days that the team group scheduled the surveys to the students because they had some last minute emergencies.
- ✓ In two groups of English Composition II some students did not attend the day that the survey was passed, so for this limitation the progress of the information gathering was delay. The research group was a second time to the classroom for getting the surveys that were needed.
- ✓ March 26th, 2015 was a holyday, so that was another delay for the Observation Method. For this, two groups were observed just five sessions, not the six that were expected.
- ✓ The research was focused on exploring and describing the topic so the researchers did not present solution to potential problems.



CHAPTER SIX

6.1 RECOMMENDATIONS

This research involves students, teachers, and authorities of Foreign Language Department at the University of El Salvador; that is why recommendations will be addressed to them.

A. Recommendation for Students of English Composition

- ✓ English Composition II must apply the writing techniques, by practicing them; they will be able to write good essays.
- ✓ English Composition II students should read more often any book or other compositions from peers or teachers in order to see what techniques they apply and if they can use this technique too with this activity they can improve the way to write.
- ✓ Students must increase their motivation to write.
- ✓ Students in English Composition II must create tales, stories, etc. to publish because through practice, they will domain the techniques they have problems to apply.
- ✓ Students need dedicated instructional time to learn the skills and strategies necessary to become effective writers, as well as time to practice what they learn.
- ✓ Time for writing practice can help students gain confidence in their writing abilities.
- ✓ Students should encouraged one another to comment on their writing in order to have correction from peers.
- ✓ Students should apply the techniques that they consider easier for them in order not get stressed when writing an essay.
- ✓ The techniques the students applied more often are the same they have more difficulties to apply in a proper way, so they must practice them more frequently.
- ✓ Students should realize that written skill is important as the other skills for learning a second language.



B. Recommendations for Teachers of English Composition

- ✓ Teacher in English Composition II should take time to the class for teaching the techniques that students should apply to create essays.
- ✓ Teacher should use the revision tool more frequently to help students who have some difficulties in the process of writing.
- ✓ Teacher should motivate to the student for writing not just good essays also to write as a hobby.
- ✓ Teacher should continue with the strategies that are using to teach, also they should improve the strategies doing combinations of them.
- ✓ Providing adequate time for students to write is one essential element of an effective writing instruction program.
- ✓ As teachers observe the way students write, they can identify difficulties and assist students with learning and applying the writing process.
- ✓ Writing teachers should themselves be writers who enjoy the art of creating a composition.
- ✓ Writing teachers should be familiar with the current strategies and techniques that students better understand in order to do easier the process of writing.
- ✓ Teachers should know how students understand the composing process.
- ✓ Teacher should not invest too much time to teach the techniques to generate ideas (as brainstorming free writing or clustering) because these techniques should be taught in English Composition I, in English Composition II are for practicing and improving the written skill in students practicing more that the first draft because students should continue rethinking and rewriting and as well they should have many revisions.



C. Recommendation for Authorities of Foreign Language Department

- ✓ Authorities of the FLD should have a website where the students and teacher can publish their pieces of writing.
- ✓ Provide an environment to have good learning process in the building.
- ✓ Prepare a writing festival to reward the best pieces of writing, to increase students' motivation.
- ✓ Authorities should provide writers with materials like textbooks and other instructional resources; in order to help students for learning how compose the different kind of documents.
- ✓ Authorities should give spaces for composition clubs; in order that students share what they compose.
- ✓ Authorities should share the essays and other composition papers made by students to other universities with the objective that they can improve their composition skills.
- ✓ Authorities should motivate the future researchers to investigate the writing skills, they should focus on this research because it will give a continuity to look at the strategies and techniques more effective in the process of writing.
- ✓ To create a Social Service project where students must publish their own composition works in a professional way.



CHAPTER SEVEN

7.1 REFERENCE SECTION

Bibliography

- ✓ Adriati, M. (2013). The use of Clustering Technique in Teaching Writing. Indonesia.
- ✓ Angelo, T. (1993). Interactive Techniques. San Francisco : Jossey-Bass .
- ✓ Brizee, A. (2011). Introduction to the prewriting. Newcastle University .
- ✓ Christmas, B. (2011). The role of Brainstorming in Improving Student Writing Performance. Newcastle University .
- ✓ David Nunan & Ronald Carter. (2001). The Cambridge Guide to Teaching English to Speakers of Other Languages. United Kingdom: Cambridge.
- ✓ Elbow, P. (1998). Writing with Power: Techniques for Mastering the writing process. New York: Oxford University Press .
- ✓ Fawcett, S. (2006). A Guide to Writing with Readings: ever green. Boston: Cengage.
- ✓ Grami, M. A. (2010). The Effect of Integrating peer feedback into University level: curriculum A (2010). Newcastle University .
- ✓ Harmer, J. (2004). The Practice of English Languages Teaching. England: Pearson Education.
- ✓ Jack R. Fraenkel & Norman E. Wallen. (2009). How to Design and Evaluate Research in Education. New York: McGraw-Hill.
- ✓ John, D. (1974). Writing books reviews, New York : Boston. . New York : Boston.
- ✓ Kroll's, B. (1990). Second Laanguage writing: Research Insights for the Classroom. Cambridge University Press.
- ✓ LI, L. (2013). Exploring the Use of Focused Freewriting in Developing Academic Writing . Camberra : University of Canberra.
- ✓ Maria Alicia Flamenco, D. C. (2010). Main causes of grammar errors in the writing discourses by the students of fith year of the B.A English: emphasis in teaching (2008-2010). San Salvador: UES.
- ✓ McEnerney, J. M. (s.d.). A strategy of Analyzing and revising first draft. Chicago : Chicago University.
- ✓ Merriam-Webster's . (2008). Merriam-Webster's Advanced Learners English Dictionary. Massachusetts: Merriam-Webster's.

- ✓ Reid, J. M. (1994). *The Process of Paragraph Writing*. New Jersey: Prentice Hall Regents.
- ✓ Richards, J. C. (1990). *The Language Teaching Matrix*. United States: Cambridge University Press.
- ✓ Richards, J. C. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. United states: Cambridge University Press.
- ✓ Sampieri, R. H. (2003). *Metodología de la Investigación*. Mexico: BMc Graw Hill.

Websites

- ✓ Adprima. (s.f.). Adprima.com. Recuperado el Octubre de 2014, de <http://www.adprima.com/Printer/printmistakes.htm>
- ✓ Busyteacher. (s.f.). Busyteacher.org. Recuperado el Noviembre de 2014, de <http://busyteacher.org/4650-how-to-teach-writing-6-methods-for-generating.html>
- ✓ Cele. (s.f.). cele.unam.mx. Recuperado el Octubre de 2014, de <http://cele.unam.mx/index.php?categoria=2&subcategoria=9&contenido=12>
- ✓ Eumed. (s.f.). Eumed.net. Recuperado el Noviembre de 2014, de <http://www.eumed.net/rev/ced/07/amg.htm>
- ✓ Files.eric.ed.gov. (s.f.). Files.eric.ed.gov. Recuperado el Diciembre de 2014, de <http://files.eric.ed.gov/fulltext/EJ693936.pdf>
- ✓ Fountasandpinnellleveledbooks. (s.f.). fountasandpinnellleveledbooks.com. Recuperado el Octubre de 2014, de <http://www.fountasandpinnellleveledbooks.com/shared/onlineresources/E00801/chapter1.pdf>
- ✓ Hosbeg. (s.f.). Hosbeg.com. Recuperado el Noviembre de 2014, de <http://hosbeg.com/written-communication-advantages-and-disadvantages-ofwritten-communication/>
- ✓ Pearson. (s.f.). pearson . Recuperado el 20 de enero de 2015, de pearson.com: <http://www.pearsonhighered>



7.2 APPENDIX



N°	Activities	year	2014															2015																									
		month	August					September						October					November					February					March					April				May				June	
		weeks	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2					
1	To enrolled the graduation process																																										
2	To assign the advisor																																										
3	To conceive the idea of the project.																																										
4	To establish research objectives.																																										
5	To develop the research questions.																																										
6	To justify the research and analyze its viability.																																										
7	To elaborate the theoretical framework.																																										
8	To definite the type of research to be done.																																										
9	To create the experimental research designs.																																										
10	To identify the sample.																																										
11	To organize the methodology.																																										
12	To create the conclusions and introduction.																																										
13	To establish the Schedule of activities.																																										
14	To hand in the report.																																										
15	To present the profile																																										
16	To select the sample and apply the selection procedure																																										
17	To collect the data.																																										
18	To code the data.																																										
19	To analyze the data.																																										
20	To do the report.																																										
21	To hand in the final report.																																										
22	To go to advisor tutoring																																										
23	To present the investigation.																																										



Appendix B



UNIVERSITY OF EL SALVADOR
SCIENCES AND HUMANITIES SCHOOL
FOREIGN LANGUAGE DEPARTMENT



UNDERGRADUATE RESEARCH
RESEARCH ABOUT THE MOST COMMON STRATEGIES AND TECHNIQUES THAT TEACHERS APPLIED
WHEN TEACHING WRITING

Interview addressed to composition teachers

Objective: To explore the most common strategies and techniques that teachers use in the writing process.

Directions: Answer the interview below about strategies and techniques that teachers applied when teaching writing. The answer has to be related to your experience working with composition courses.

2. Could you be so kind and tell me what is for you strategy and technique?
3. According to your experience as composition teacher, what is the material (book, authors, copies, websites, etc) that better work when teaching composition?
4. What are the most common strategies and techniques that you applied when teaching composition, in order to do the writing process easier?
5. In your current courses of composition II do you apply topical structure analysis, coaching the process of writing and/or cognitive process in writing? If not, what are the strategies that you regularly apply?

If the answer to the above question was yes continue with question 5

6. According to your experience what of these strategies of writing do you apply more often with your Composition II class?
 - Topical structure analysis strategy
 - Coaching the process of writing strategy
 - Cognitive processes in writing strategy



7. Could you explain me how your students react when you apply these strategies? Do they have a better score on their evaluations?
8. Would you mind telling me what of these 4 techniques you apply more often with your students of English Composition II?
 - Brainstorming
 - Prewriting and drafting
 - Clustering
 - Peer feedback
9. What is your students' behavior when you apply these techniques? Are they motivated to write?
10. According to your experience as a composition teacher, what of the above techniques is the most practical when teaching composition?
11. I would like to know what are the techniques that students better understand



Appendix C



UNIVERSITY OF EL SALVADOR
SCIENCES AND HUMANITIES SCHOOL
FOREIGN LANGUAGE DEPARTMENT



UNDERGRADUATE RESEARCH
RESEARCH ABOUT THE MOST COMMON STRATEGIES AND TECHNIQUES THAT TEACHERS APPLIED
WHEN TEACHING WRITING

Guide for the observation method addressed to composition II students

✓ **Objective:** To look into the less practical techniques in the process of writing according the student's opinion.

Name of the teacher						
Circle the group	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
Number of student for day	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
Dates of observation	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>	6 <input type="text"/>
Topic	1. <input type="text"/>		3. <input type="text"/>		5. <input type="text"/>	
	2. <input type="text"/>		4. <input type="text"/>		6. <input type="text"/>	
Lessons Focus	1. <input type="text"/>		3. <input type="text"/>		5. <input type="text"/>	
	2. <input type="text"/>		4. <input type="text"/>		6. <input type="text"/>	

General Directions: Checklist about techniques that students applied to the writing process. The answer is related to the experience while learning in composition courses. (English Composition II, English Teaching Major) "F" for false and "T" for true.

N°	Section I Strategy: Topical structure analysis	Days						Comments (evidence)
		1	2	3	4	5	6	
1.1	Several samples texts are analyzed							
1.2	Students draw their own diagrams							
1.3	Students individually help themselves to interpret what they write							
1.4	First draft							
1.5	The analysis as a revision tool							
1.6	Check of coherence in writing							
1.7	Comments of the text in conjunction with teacher and peers.							

N°	Section II Strategy: Coaching the process of writing	Days						Comments (evidence)
		1	2	3	4	5	6	
2.1	Learning is multifaceted, as is writing, which uses eye, mind, and hand.							
2.2	Outlining is being joined by other planning devices							
2.3	Such webbing-the practice of drawing a diagram or web showing the relationship of ideas.							
2.4	The technique of free-writing: as the outline, or who get stuck trying to make everything perfect on the first draft.							

N°	Section III Strategy: Cognitive processes in writing	Days						Comments (evidence)
		1	2	3	4	5	6	
3.1	Topics come from experience at home and in school and from imitation of peer.							
3.2	Writing together create a context for the composing process that offer multiple points of view, and minimize the need for direct teaching.							
3.3	Two patterns of collaboration developed: expert\novice, novice\novice.							
3.4	The teacher role become a useful experience to be shared on request as part of collaboration.							
3.5	Drawing was used extensively to find, explore, and revise ideas.							
3.6	Revision meant reworking a familiar topic rather than redrafting the same piece.							



N°	Section IV Prewriting techniques	Days						Comments (evidence)
		1	2	3	4	5	6	
4.1	Freewriting							
4.2	Brainstorming							
4.3	Clustering							
4.4	Asking questions							
4.5	Keeping a journal							
4.6	Choose an audience							
4.7	Decide on a purpose							
4.8	Choosing a subject							
4.9	Listing							
4.10	Trees							
4.11	Looping							
4.12	The topic sentence							
4.13	A statement of opinion makes a judgment							
4.14	Controlling ideas:							
4.15	Pre-writing and drafting:							
4.16	Peer feedback							
4.17	Revision							
4.18	Concluding sentences							

N°	Section V Techniques to write a paragraph	Days						Comments (evidence)
		1	2	3	4	5	6	
5.1	Thinking about a topic							
5.2	Freely jotting down ideas about the topic							
5.3	Narrowing the topic and writing it in one sentence prewriting							
5.4	Selecting and dropping ideas							
5.5	Arranging ideas in a plan or an outline							
5.6	Writing a first draft							
5.7	Rethinking and rewriting as necessary							
5.8	Writing one or more new drafts							
5.9	Proofreading for errors							

N°	Section VI Teachers talk to the students	Days						Comments (evidence)
		1	2	3	4	5	6	
6.1	Errors in the composition texts.							
6.2	Not completing assignments.							
6.3	The best strategies in the process of writing							
6.4	The techniques that you applied to do a paragraph							
6.5	Teacher's directions are easily understood by students							
6.6	Classes in my composition course are challenging.							

Section VII Research's opinion

7.1 What is the difficult techniques students apply?



Appendix D



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



**UNDERGRADUATE RESEARCH
RESEARCH ABOUT THE MOST COMMON STRATEGIES AND TECHNIQUES THAT
TEACHERS APPLIED WHEN TEACHING WRITING**

Survey addressed to composition II students

Objective: To seek the most practical techniques in the process of writing according the student's opinion.

General Directions: Answer the survey below about strategies and techniques that students applied to the writing process. The answer has to be related to your experience while learning in composition courses. (English Composition II, English Teaching Major)

GENERAL INFORMATION			
Please indicate your gender.	A. male	<input type="checkbox"/>	B. female
		<input type="checkbox"/>	<input type="checkbox"/>
Please indicate your grade level.	A. 2nd	<input type="checkbox"/>	B. 3rd
		<input type="checkbox"/>	<input type="checkbox"/>

- ✓ **Section 1 Directions:** Please indicate how often have you applied the techniques in the writing process? (Strategy: Topical structure analysis)

N°	Strategy: Topical structure analysis	A. almost never	B. often	C. Usually	D. always
1.1	Several samples texts are analyzed				
1.2	Students draw their own diagrams				
1.3	Students individually help themselves to interpret what they write				
1.4	First draft				
1.5	The analysis as a revision tool				
1.6	Check of coherence in writing				
1.7	Comments of the text in conjunction with teacher and peers.				

- ✓ **Section 2 Directions:** Please indicate how often have you applied the techniques in the writing process? (Strategy: Coaching the process of writing)

N°	Strategy: Coaching the process of writing	A. almost never	B. often	C. Usually	D. always
2.1	Learning is multifaceted, as is writing, which uses eye, mind, and hand.				
2.2	Outlining is being joined by other planning devices				
2.3	Such webbing-the practice of drawing a diagram or web showing the relationship of ideas.				
2.4	The technique of free-writing: as the outline, or who get stuck trying to make everything perfect on the first draft.				



- ✓ **Section 3 Directions:** Please indicate how often have you applied the techniques in the writing process? (**Strategy: Cognitive processes in writing**)

Nº	Strategy: Cognitive processes in writing	A. almost never	B. often	C. Usually	D. always
3.1	Topics come from experience at home and in school and from imitation of peer.				
3.2	Writing together create a context for the composing process that offer multiple points of view, and minimize the need for direct teaching.				
3.3	Two patterns of collaboration developed: expert\novice, novice\novice.				
3.4	The teacher role becomes a useful experience to be shared on request as part of collaboration.				
3.5	Drawing was used extensively to find, explore, and revise ideas.				
3.6	Revision meant reworking a familiar topic rather than redrafting the same piece.				

- ✓ **Section 4 Directions:** Please mark how often do you apply these techniques with each of the following: almost never, often, usually and always.

How often do you apply the next technique when writing? (**Prewriting techniques**)

Nº	Prewriting techniques	A. almost never	B. often	C. Usually	D. always
4.1	Freewriting				
4.2	Brainstorming				
4.3	Clustering				
4.4	Asking questions				
4.5	Keeping a journal				
4.6	Choose an audience				
4.7	Decide on a purpose				
4.8	Choosing a subject				
4.9	Listing				
4.10	Trees				
4.11	Looping				
4.12	The topic sentence				
4.13	A statement of opinion makes a judgment				
4.14	Controlling ideas:				
4.15	Pre-writing and drafting:				
4.16	Peer feedback				
4.17	Revision				
4.18	Concluding sentences				



- ✓ **Section 5 Directions:** Please indicate how often have you applied the techniques in the writing process?

Nº	Techniques to write a paragraph	A. almost Never	B. often	C. Usually	D. always
5.1	Thinking about a topic				
5.2	Freely jotting down ideas about the topic				
5.3	Narrowing the topic and writing it in one sentence prewriting				
5.4	Selecting and dropping ideas				
5.5	Arranging ideas in a plan or an outline				
5.6	Writing a first draft				
5.7	Rethinking and rewriting as necessary				
5.8	Writing one or more new drafts				
5.9	Proofreading for errors				

- ✓ **Section 6 Directions:** Please mark how often do your teachers talk to you about next affirmations with each of the following: almost never, often, usually and always.

How often do your teachers speak with you one-on-one about the following? For each statement, please check the appropriate box.

Nº	Teachers talk to the students	A. almost Never	B. often	C. Usually	D. always
6.1	Errors in the composition texts.				
6.2	Not completing assignments.				
6.3	The best strategies in the process of writing				
6.4	The techniques that you applied to do a paragraph				

- ✓ **Section 7 Directions:** student's opinion. Please mark how much you disagree or agree with each of the following: Strongly Disagree, somewhat Disagree, somewhat Agree and Strongly Agree.

Thinking about your course, how much do you agree or disagree with the following? For each statement, please check the appropriate box.

Nº	Opinion's students	A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
7.1	I feel emotionally safe in composition tests				
7.2	I feel confident outside the classroom while writing				
7.3	Teacher's directions are easily understood by students				
7.4	Classes in my composition course are challenging.				

8.5 Open question: Think of the best techniques you have applied. Why that made them good techniques?

Thanks for your help, have a good day!



Appendix E

How to perform a topical structure analysis by *Barbara Kroll*

In order to be able to identify sentence topics, students need to have some familiarity with the arrangement of information within a sentence according to what might best be termed is *topic* and *comment*. *Topic* can be explained as simply the main idea or topic of the sentence, which often but not always coincides with the grammatical subject of the sentence. Students are asked to identify sentence topics first in isolated sentences and then in passages. When reading passages, students are asked to read the whole passage and tell what is about in order to link the sentence topics whole passage and tell what it is about in order to link the sentence topics with the discourse topic.

In order to be able to determine sentence progression, students would need to know how topics can build meaning through parallel, sequential, or extended parallel progression. This kind of progression-repetition-of topic- is meant to reinforce the idea for the reader. In sequential progression the sentence topics, which are always different, are typically derived from the content of the comment in the previous sentence. This helps to develop individual topics by adding details to an idea- a requirement for good prose. Too much development for a sentence topic (if it is not the main idea of the essay) may distract the reader from the main idea. In extended parallel progression, the writer returns to a topic mentioned earlier in the essay.

Drawing a diagram and interpreting it.

After students have identified and underlined the sentence topics in their essays. Sentence topics with parallel progression are placed exactly below each other. Sequential topics are indented progressively, and extended parallel progression is aligned under the parallel topic to which it refers.

After students have drawn the diagrams, they should study them carefully to check for coherence of ideas and make changes accordingly. This is the most challenging part, and student writers need a lot of practice. Sequential progression is especially difficult to master because it can be found in a text that is completely incoherent.



Appendix F

TECHNIQUES IN THE DEVELOPING OF SOME STRATEGIES LOOK SOME TECHNIQUES FROM THE BOOK: Evergreen with reading

1 exploring the writing process

PART A the writing process

PART B subject, audience, and purpose

Many students mistakenly think that good writers simply sit down and write out a perfect letter, paragraph, or essay from start to finish. In fact, writing is a process consisting of a number of steps:

- | | | |
|--|---|---------------------------|
| ✓ Thinking about a topic | } | prewriting |
| ✓ Freely jotting down ideas about the topic | | |
| ✓ Narrowing the topic and writing it in one sentence | | |
| ✓ Selecting and dropping ideas | | |
| ✓ Arranging ideas in a plan or an outline | | |
| ✓ Writing a first draft | } | writing |
| ✓ Rethinking and rewriting as necessary | } | revising and proofreading |
| ✓ Writing one or more new drafts | | |
| ✓ Proofreading for errors | | |

The important thing is that writing the first draft is just one stage in the process. Before they write, good writers spend time prewriting- thinking about and planning for a paper. Steps 1 through 5 above are prewriting steps. Here writers think, let their imaginations run free, jot down ideas, decide which ideas to use, and come up with a plan for writing. Many beginning writers get into trouble by skipping the prewriting phase. They don't realize that doing this early work saves time and frustration later and usually creates a much better piece of writing than just sitting down and starting to write.

Next comes writing the first draft. Writers who have planned ahead are now free to concentrate on writing the best possible draft. The focus is on presenting ideas, feeling, and experiences as convincingly as possible, rather than on correction.

The text phase of the process – and one that many writers rush through to omit altogether- is revising. Steps 7 and 8 are revising steps. Experienced writers do not accept the first words that flow from their pens; they are like sculptors, shaping and reworking rough material into something meaningful. Writers do this by letting the first draft sit for five minutes, an hour; or a day. Then they read it again with a fresh, critical eye and rewrite- adding, dropping, or rearranging ideas ; changing words to achieve more clarity and punch ; and so on. Many writers revise two of three times until they get it right- until their writing says clearly and effectively what they want it to say. Finally, they proofread for grammar and spelling errors.



Appendix G

THE PROCESS OF PARAGRAPH WRITING by Joy M.Reid,

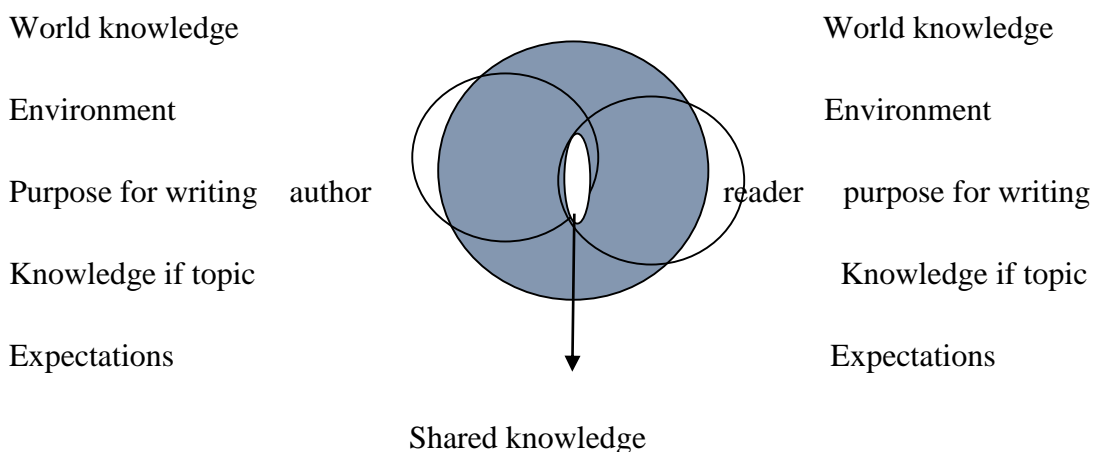
1 -The writer-reader connection

In the past, writing and reading were considered separate skills: the writer wrote a message, and later, the reader extracted the message. The writer was an active composer whose message was more important than the reader; the reader was a passive receiver who could understand the message if she or he were clever enough. The relationship between writer and reader was thought to be like this:

WRITER → TEXT (message) → reader

Both writing and reading are active, complex skills, and the more writers know about their readers, the more successful their writing will be.

Figure A. reader-writer relationships



As the reader reads, the outside circles move closer and closer, and the area of « shared knowledge » increase. Based on this writer-reader relationship, there are three basic rules for successful academic writing:

- ✓ Identify a purpose for writing. Only then can you communicate your ideas.
- ✓ Write about what you know. If you are familiar with your topic, it will be easier to write.

- ✓ Always write for an audience. If you can identify for whom you are writing, the purpose of the paragraph will become clearer and your communication with the audience will be more successful.

Writing for an audience

In personal writing, for example, your vocabulary, your ideas, and even your sentence structures will be less formal than those elements will be in academic writing. Moreover, if you write about the same topic for different audiences, the elements of your writing will differ, depending on that audience.

Pre-writing Strategies

Before you begin, you will make three major decisions:

- ✓ Choose a subject that you know about and are interested in
- ✓ Choose an audience
- ✓ Decide on a purpose

Choosing a subject

1. Listing
2. Clustering
3. Trees
4. Brainstorming
5. Looping

The topic sentence

The topic sentence is the most general, most important sentence in the paragraph it:

- Introduces the reader to the topic of the paragraph
- States the main idea of the paragraph
- Focuses the paragraph

The topic sentence contains controlling ideas that need to be explain, described, and supported. The controlling ideas are words or phrases about which questions can be asked and answered. Usually, a topic sentence can be:

- A statement of intent
- A statement of opinion



- A statement that is a combination of intent and opinion

A statement of opinion makes a judgment: A statement of intent is an objective sentence that tells the reader what will be objectively explained in the paragraph that follows.

Controlling ideas: Controlling ideas are words or phrase in a topic sentence that need further explanation.

By answering the following questions, the author was able to expand his paragraph and make it more interesting for the reader:

1. How
2. What
3. In what ways
4. What kind of
5. Are there other

Pre-writing and drafting: in your pre-writing for this assignment, answer as many of the following questions as possible in your journal:

Who? Where? What? Why? When? How? What kinds of? In what ways?

Then formulate a possible topic sentence for your paragraph and write a first draft (called a rough draft) of your paragraph in your journal.

Peer feedback: exchange rough drafts with the classmate you selected as your audience for this paragraph. As you read your classmate's paragraph, at the end of that paragraph.

- Write the questions the author answered in the paragraph
- Write what you found most interesting about the paragraph
- Write one detail you remembered after you read the paragraph

Return the paragraph to your classmate and discuss each other's comments.

Revision: make any changes that will improve your paragraph. Then write the final draft of the paragraph.

The topic sentence and writing strategies

Constructing a topic sentence for a paragraph can occur at any time during your writing processes. For example, some writers prefer to write the body (that is, the middle) of the paragraph before they decide what the topic sentence will say. These writers "discover"

their topic sentences as they write. Often these writers prefer to brainstorming or cluster as their pre-writing, and to then select the ideas they wish to communicate. For these writers, beginning with a topic sentence can limit their ability to develop a complete paragraph; for them, beginning in the middle is a more successful writing strategy.

Other writers construct topic sentences after thinking about their topic. Often their pre-writing techniques involve listing or answering questions. Beginning with a topic sentence, these writers develop their ideas directly from the controlling ideas in the topic sentence. These writers often find beginning in the middle difficult because their paragraphs seem unfocused. For them, beginning with the topic sentence is essential even though they may modify that topic sentence during their writing process.

Many writers have multiple strategies available for gathering information and writing paragraphs. For these writers, the writing process depends on the task, the audience, and the available material. Sometimes brainstorming is effective, and other times listing is more successful; sometimes they begin in the middle, and sometimes at the beginning. Developing such multiple strategies can prove beneficial for all students, though of course each student will have “favorite” strategies.

Concluding sentences

The concluding sentence at the end of an academic paragraph usually uses one or more of the following techniques:

1. Summarizes the material in the paragraph
2. Offers a solution to the problem stated in the paragraph
3. Predicts a situation that will result or occur from the statements made in the paragraph
4. Makes a recommendation concerning material presented in the paragraph
5. States a conclusion to information given in the paragraph.

N°		WRITING STRATEGIES		MAIN IDEA	
1	Controlled composition <i>Charles Fries's oral approach</i>	Guided composition			
		The notions that language is speech (from structural linguistics)			
		Learning is a habit formation (from behaviorist psychology)			
		Writing was regarded as a secondary concern, essentially as reinforcement for oral habits			
		Even written exercises might be part of the work			
2	Current traditional rhetoric	Writing functions as “the handmaid of the other skills” (listening, speaking, and reading)			
		That what was needed was a bridge between controlled and free writing			
		Combining the basic principles of the current-traditional paradigm from native-speaker composition instruments with Kaplan’s theory of contrastive rhetoric			
		The method of organizing syntactic units into larger patterns”			
		Writing is basically a matter of arrangement, of fitting sentences and paragraphs into prescribed patterns			
3	Reading-writing connections Joan Carson Eisterhold	The writer fills in a preexisting form with provided or self-generated content			
		Because it is generally assumed that reading passages will somehow function as primary models from which writing skills can be learned, or at least inferred			
		Based in krashen (1984)			
		He theorizes that writing competence derives from large amounts of self-motivated reading for interest and/or pleasure.			
		It is reading that gives the writer the “feel” for the look and texture of reader-based prose”			
Some hypothesis in the model of reading-writing					
<i>The directional hypothesis</i>		<i>The nondirectional hypothesis</i>		<i>The bidirectional hypothesis</i>	
The reading- writing connection is directional.		The reading-writing link is that the relationship is nondirectional.		The reading- writing relationship is bidirectional	
Reading and writing share structural components such that the structure of whatever is acquired in one modality can then be applied in the order.		Reading and writing are said to derive from a single underlying proficiency, the common link being that of the cognitive process of constructing meaning.		Claim that reading and writing are interactive, but also claims that they are interdependent as well	
What marks the directional model is that this transfer of structural information can proceed in only one direction.		Since there is a single cognitive proficiency underlying both reading and writing, improvement in one domain will result in improvement in the other.		What is learned at one stage of development can be qualitatively different from what is learned at another stage of development	
The most common directional model is the reading-to-writing model. The claim here is that reading influences writing, but that writing knowledge is not particularly useful in reading.		Note that the initial significant difference between the directional and the nondirectional model is the claim that skills can transfer I only one direction (reading to writing or writing to reading) for the nondirectional model.		Shanahan and Lomax (1986) argue that studies of the reading-writing relationship need to consider it as a “constellation of interrelated processes that utilize a number of knowledge bases.	

N°	WRITING STRATEGIES	MAIN IDEA		
4	The process-centered approach to composition as revision strategy	Writing is viewed as a recursive process which students are encouraged to revise as they write and to produce multiple drafts of their essays.		
		This approach toward writing instruction is based on an accumulating body of empirical support that suggest that this is the process successful and experienced writers typically follow when they write		
		It is important that we teach ESL students to consider the situational and contextual causes of revision in a piece of writing		
		The theory behind topical structure analysis, how topical structure analysis differs from some other text-based theories of coherence, how to perform a topical structure analysis, and how to make it work as a revision strategy and a check of coherence in process-centered ESL writing classrooms		
		It is not to suggest that this method would replace teacher and peer comments in writing instruction		
		Rather we are proposing a supplementary procedure that would encourage students to consider and reconsider the text as a whole and to allow them to gauge for themselves the relative coherence of their writing		
5	Topical structure analysis Lautamatti (1978)	The purpose of describing coherence in texts		
		focuses on the semantic relationships that exist between sentences topics and the discourse topic		
		Through topical structure analysis, these relationships can be studied by looking at sequences of sentences and examining how topics in the sentences work through the text to progressively build meaning		
		Lautamatti identifies three possible progressions of sentences: parallel, sequential, and extended parallel		
		In parallel progression, the sentences topics are semantically identical	In sequential progression, the sentences topic are always different, as the comment of the previous sentence becomes the topic of the next sentence, and so on	And, in extended parallel progression a parallel progression may be temporarily interrupted by a sequential progression
		Topical structure analysis has an added advantage in that by using it students are forced to assess both the global coherence (what the essay is about) and local coherence (how sentences build meaning in relation to each other and the overall discourse topic).		
	How to perform a topical structure analysis	1. identification of sentence topics	2. determining sentence progression, and	3. "Charting" the progress of sentence topics.
6	Coaching the process of writing by Barbara Fassler Walvoord and Hoke L. Smith	Methods of Process Research		
		The old notion that writing is the end product of thinking, the transcription of already formulated thought, gave rise to the maxim "Think, then write"		
		Building on such research in seminal essay, Emig (1977) proposed that writing corresponds to learning in four important ways: learning is multifaceted, as is writing, which uses eye, mind, hand, and right and left brain		
		Outlining is being joined by other planning devices, such webbing-the practice of drawing a diagram or web showing the relationship of ideas in a paper that is being planned		
		The technique of free-writing proves helpful to students who find it difficult to work with constricted planning forms, such as the outline, or who get stuck trying to make everything perfect on the first draft.		

N°	WRITING STRATEGIES	MAIN IDEA
7	Writing: an act of cognition by Toby Fulwiler	<p>Learners now have more opportunities for meaningful writing, are less dependent on the teacher, and work collaboratively with other students</p> <p><i>Topic came from experience</i> at home and in school and from imitation of peer. “Cult” figures like Garfield and literary forms like choose-your-own-adventure books provided models.</p> <p><i>Writing together evolved from social talk</i> and created a context for the composing process that offered multiple points of view, natural motivation</p>
8	<p><i>Cognitive processes in writing</i></p> <p>Book :The language teaching matrix by (Jack C. Richards)</p> <p>The 4 and 5 are of the different books the investigation is, by Carey</p>	<ol style="list-style-type: none"> 1. <i>Topics</i> came from experience at home and in school and from imitation of peer. “Cult” figures like Garfield and literary forms like choose-your-own-adventure books provided models. 2. <i>Writing together evolved from social talk</i> and created a context for the composing process that offered multiple points of view, natural motivation, and minimized the need for direct teaching. 3. <i>Two patterns o collaboration developed:</i> expert\novice, novice\novice. Students used their strengths to help other worked through composing problems together, problems together, alternating combat and negotiation. Collaboration took students through the writing process, without isolating stages or strategies. 4. <i>The teacher role</i> became that of adult writer useful experience to be shared on request as part of collaboration. The children’s composing rhythms dictated the appropriate moment. In addition a close relationship akin to reading-together with young children developed between adult and child. 5. While the preferred mode was narrative, <i>collaborators used techniques of explanations and persuasion</i> to select appropriate materials and story lines, or to resolve disputes. 6. <i>Drawing was used extensively to find, explore, and revise ideas.</i> 7. <i>Revision</i> meant reworking a familiar topic rather than redrafting the same piece. An essential part of revision was permission to abandon a piece or leave it unfinished without a sense of failure. 8. <i>Within the limits of the workshop</i>, participants gained confidence, explored the writing process and their own resources, and in at least one case improved mechanical proficiency.
9	<p>In the field of creative writing in TESOL approaches to writing have been taken that involve strategies such as:</p>	<p>Re-writing from different viewpoints</p> <p>Shifting registers to explore changing communicative effects;</p> <p>Writing predictions and completions to texts as of a process of detailed text study. And</p> <p>Cross-genre writing (e.g. from poetry to prose and vice versa).</p>

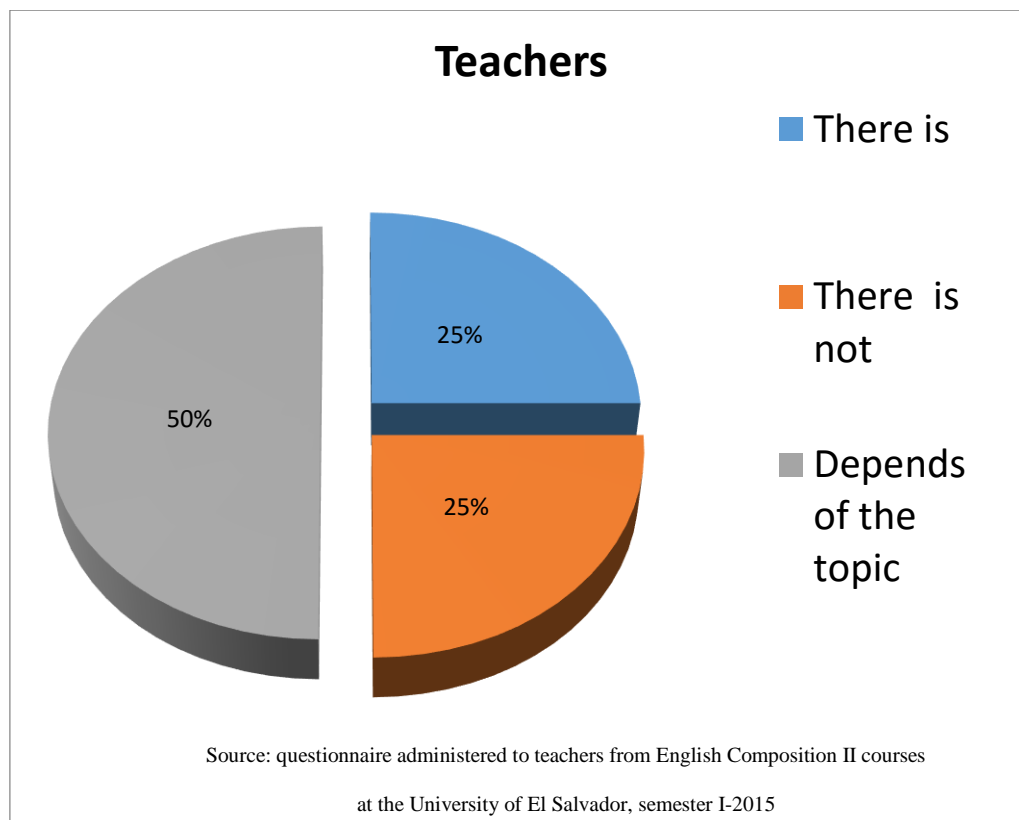
N°	WRITING STRATEGIES	MAIN IDEA WITH A TECHNIQUE
1	Topical structure analysis Lautamatti (1978)	Several samples texts are analyzed
		Rethinking and rewriting as necessary: listing, brainstorming
		Writing one or more new drafts
		Draw a Diagram and interpreting it
2	Coaching the process of writing by <i>Barbara Fassler Walvoord and Hoke L. Smith</i>	Rethinking and rewriting as necessary
		Webbing- the practice the diagram
		Free-writing
		Planning forms
3	Writing: an act of cognition by <i>Toby Fulwiler And Jack C. Richards</i>	Prewriting: brainstorming
		Writing: arrainging ideas in a plan or outline, drawing
		Prove reading for errors
		Revision : peer feedback
4	In the field of creative writing in TESOL approaches to writing have been taken that involve strategies such as:	Re-writing from different viewpoints
		Shifting registers to explore changing communicative effects;
		Writing predictions and completions to texts as of a process of detailed text study. And Cross-genre writing (e.g. from poetry to prose and vice versa)

INTERVIEWS CHARTS

Univariate analysis

CHART 2

2. According to your experience as composition teacher, what is the material (book, authors, copies, websites, etc) that better work when teaching composition?



In this question, 2 out of 4 answered *depend of the topic*, so the fifty percent of the teachers think that depends in the topic they want to teach. There is not a specific author or material. 1 out of 4 said *there are* some materials so the 25 percent of the teachers believe they can use some books, videos, and pamphlet. 1 out of 4 said *there is not material* it is the 25 percent of the teachers because the books express something and in the classroom is other story.

CHART 5

5. According to your experience what of these strategies of writing do you apply more often with your Composition II class?

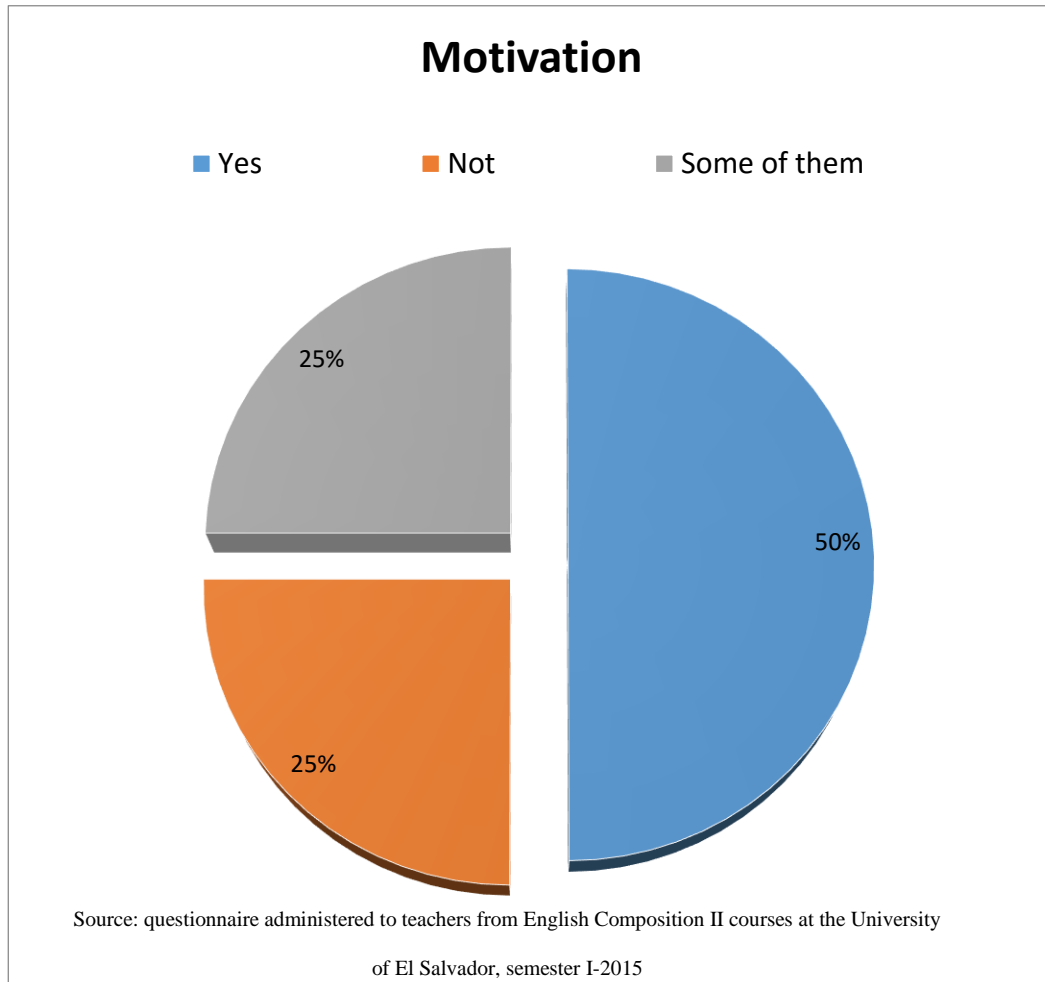


The 40 percent of the teacher apply *Topical structure analysis strategy*. The 20 percent of the teachers apply the *Coaching the process of writing strategy* and the other 20 percent apply *Cognitive processes in writing strategy*. And the last 20 percent answered *none*.

CHART 8

8. What is your students' behavior when you apply these techniques?

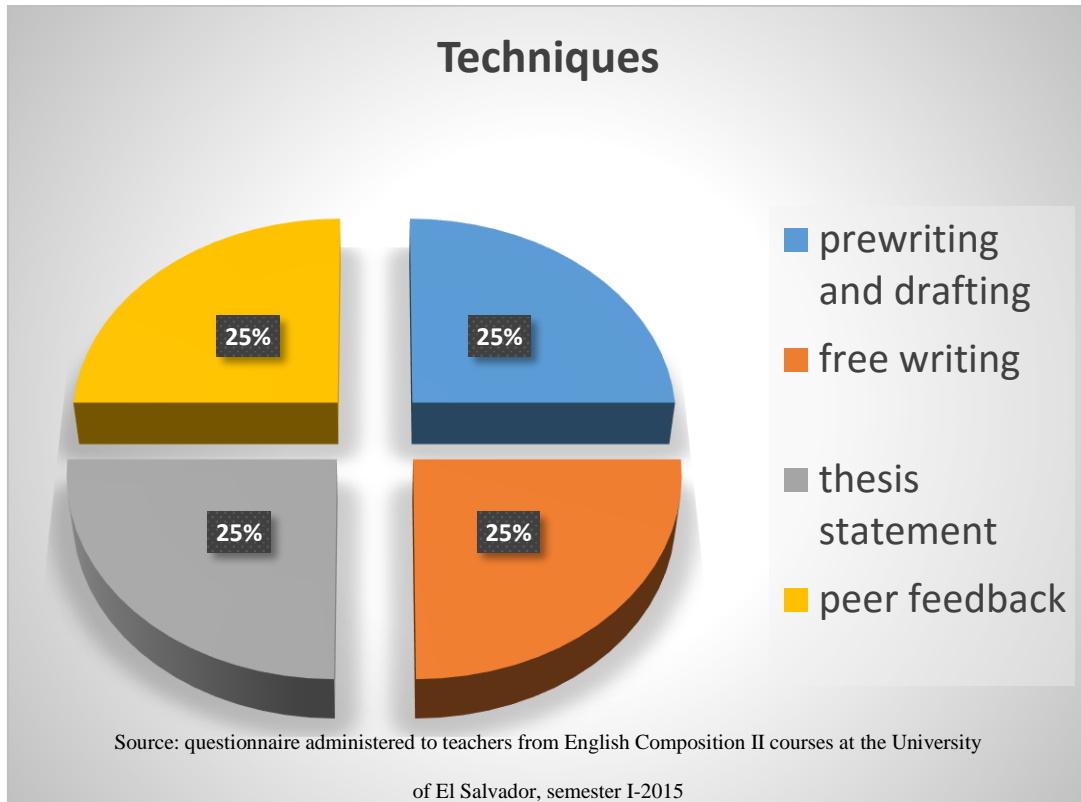
Are they motivated to write?



The 50 percent of the teachers answered that *yes they* are motivated to write, the other 25 percent told that *not* students are not motivated to write and last 25 percent answered just *some students are motivated* to write.

CHART 9

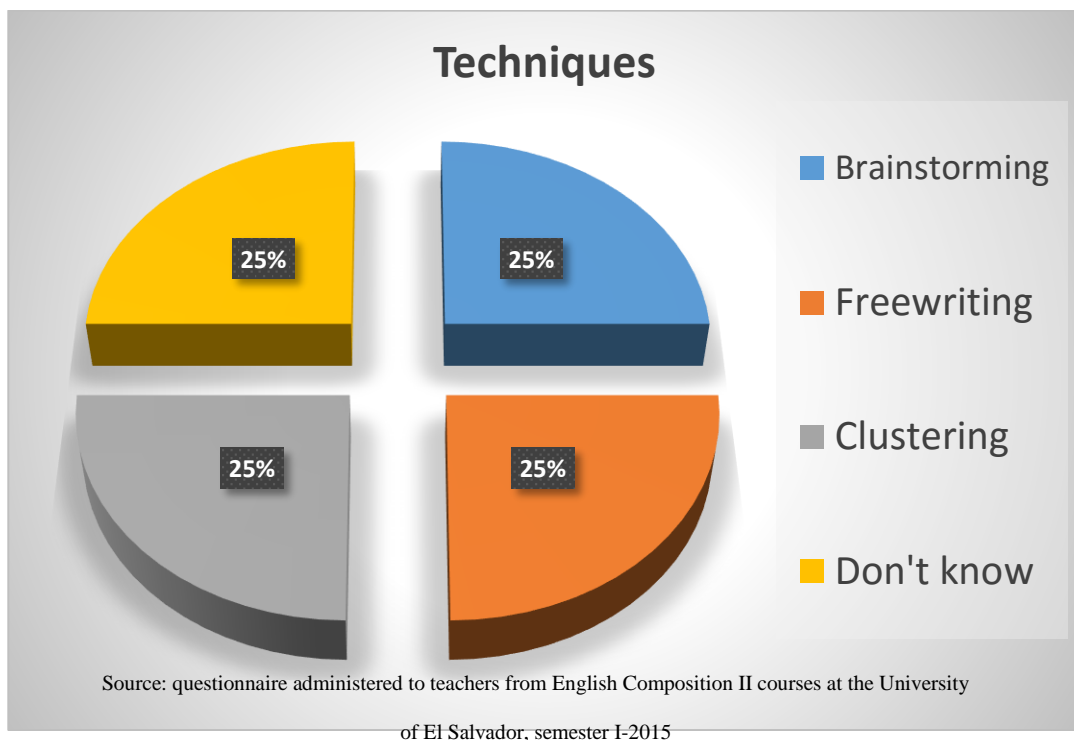
9. According to your experience as a composition teacher, what of the above techniques is the most effective when teaching composition?



According to teacher's experience the 25 percent answered the most effective technique is *prewriting and drafting*, the other 25 percent said that the most effective technique is *free writing*, the 25 percent told that *thesis statement*, and last 25 percent answered *peer feedback*.

CHART 10

10. I would like to know what are the techniques that students better understand

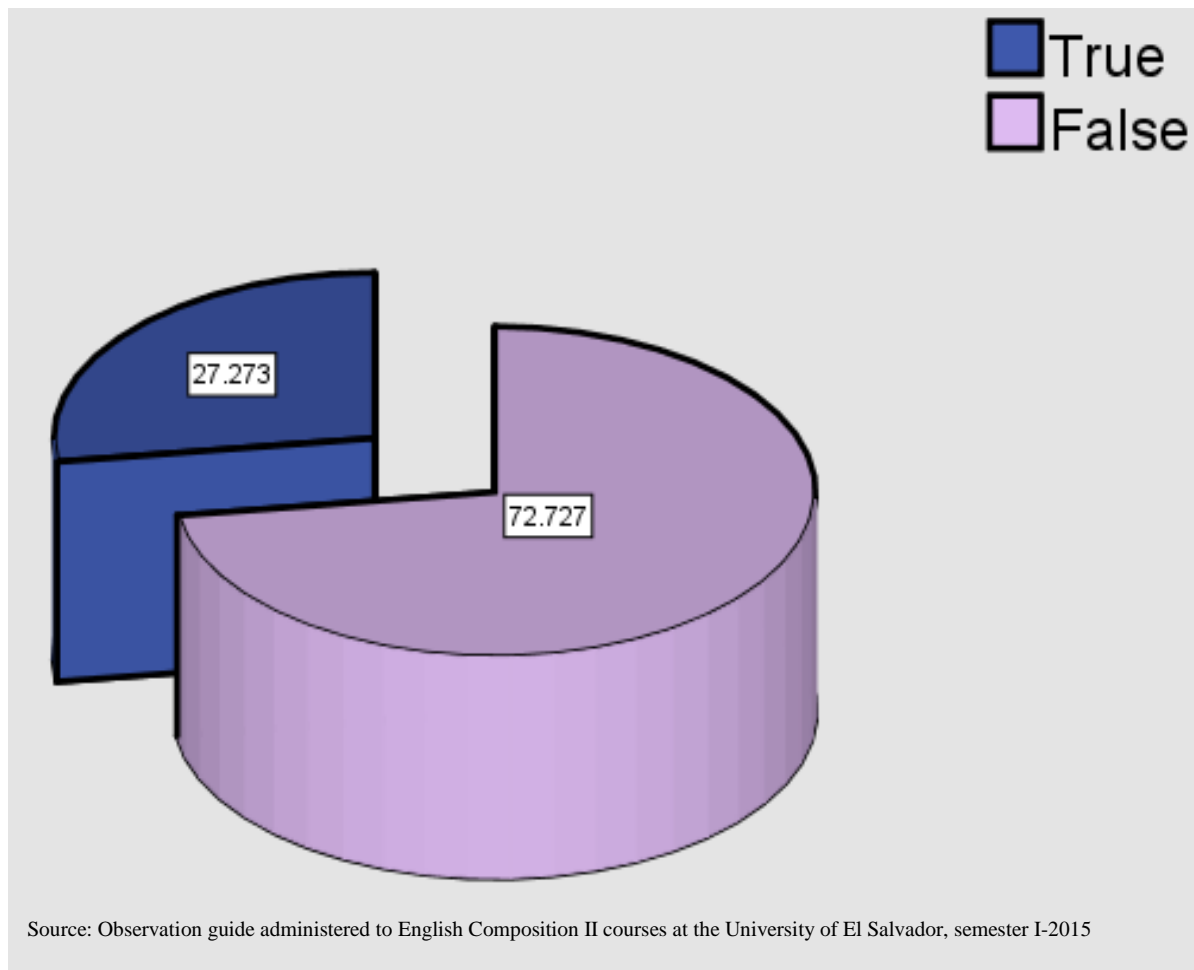


The 24 percent of the teachers answered that the technique that students better understand is *brainstorming*, the other 24 percent said *free writing*, the other 24 percent told *clustering* and 28 percent *do not know*.

Univariate analysis. Observation's Charts

Chart 2

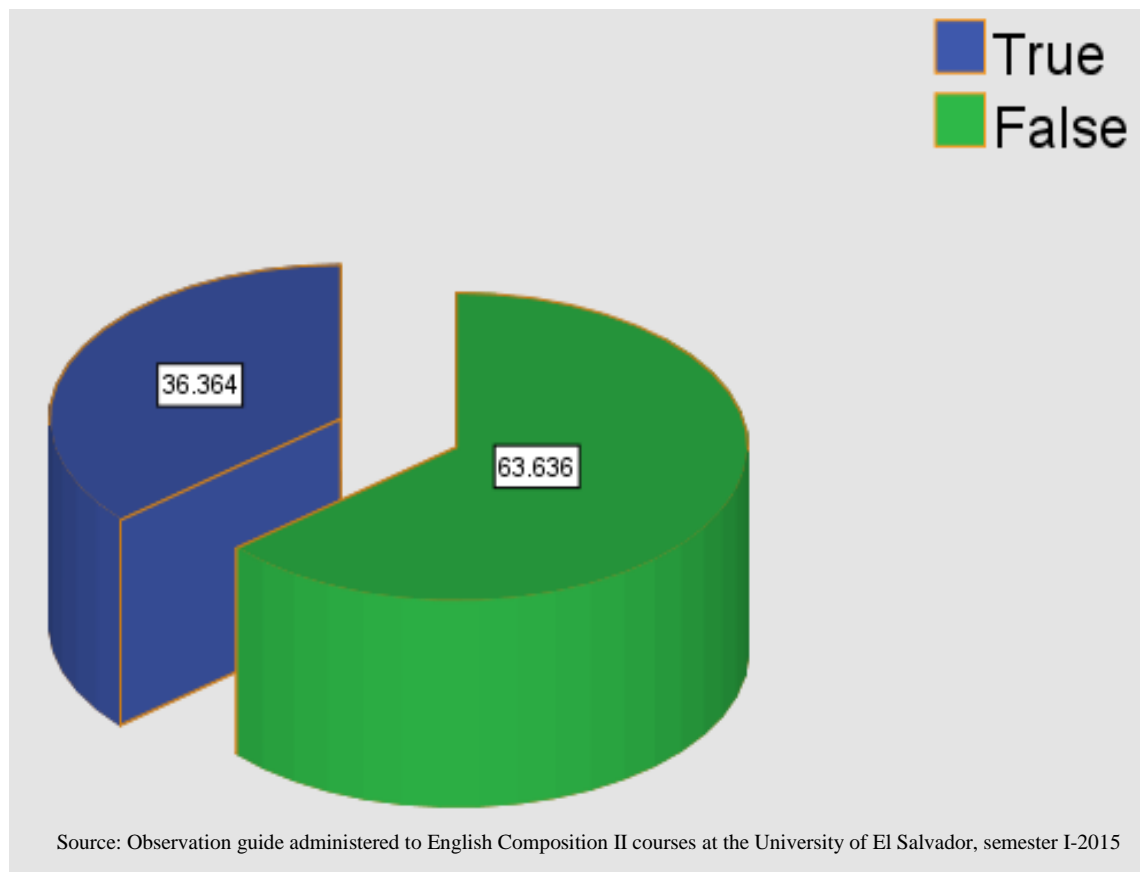
2. Students draw their own diagrams.



The 27.3% of the observed time this technique was developed, the 72.7 % it was not used.

Chart 3

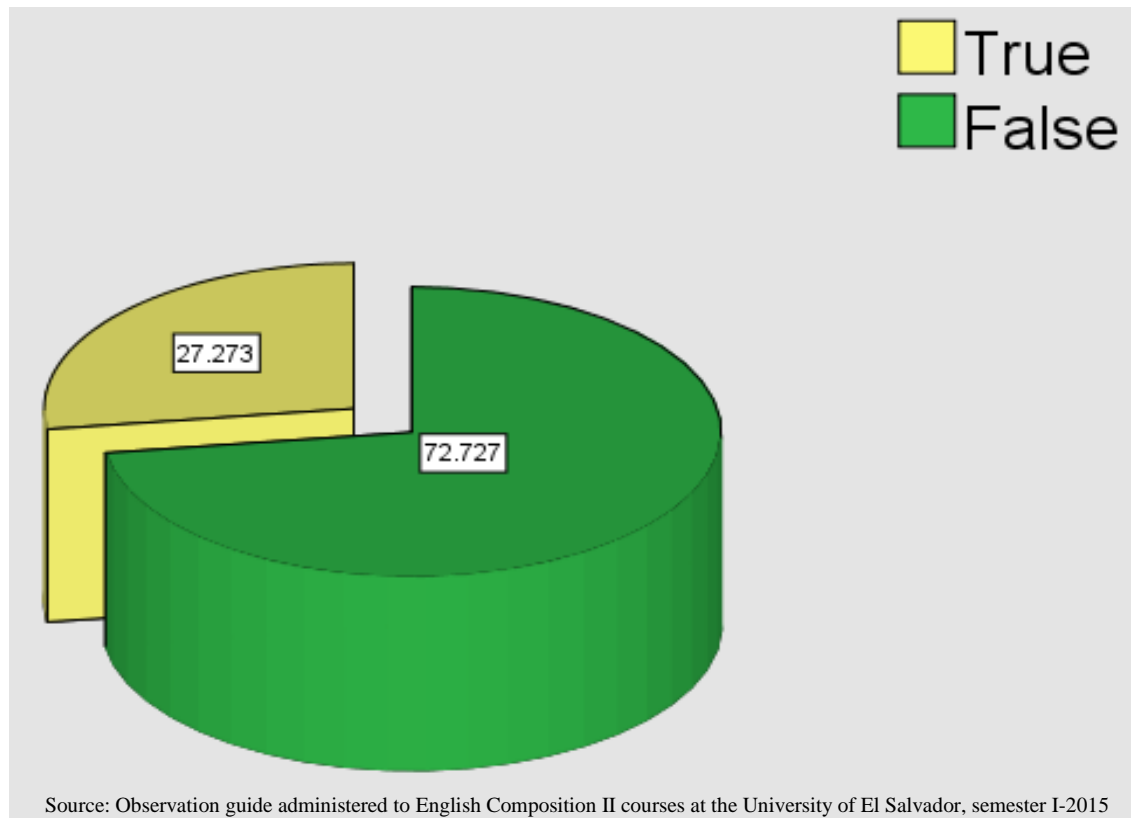
3. Students individually help themselves to interpret what they write.



The 36.4% of the observed time this technique was developed, the 63.6% it was not used.

Chart 4

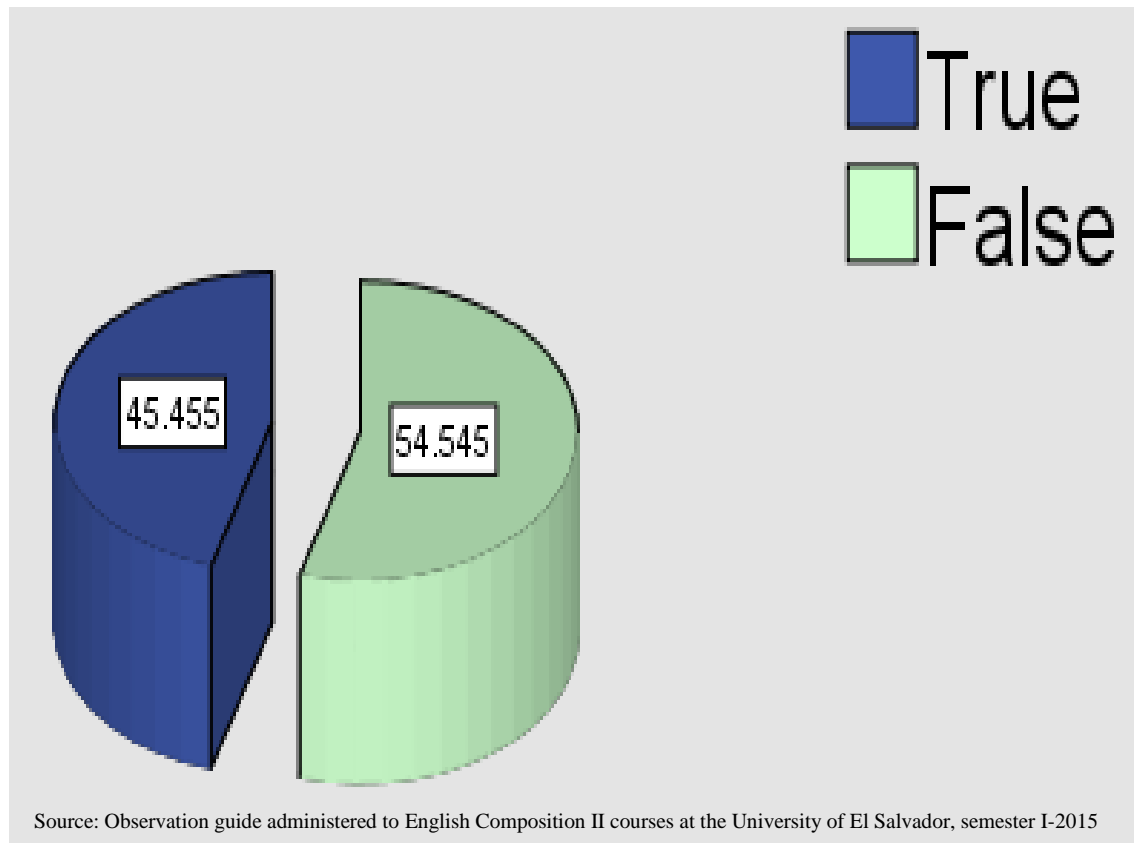
4. First draft.



The 27.3% of the observed time this technique was developed, the 72.7% it was not used.

Chart 5

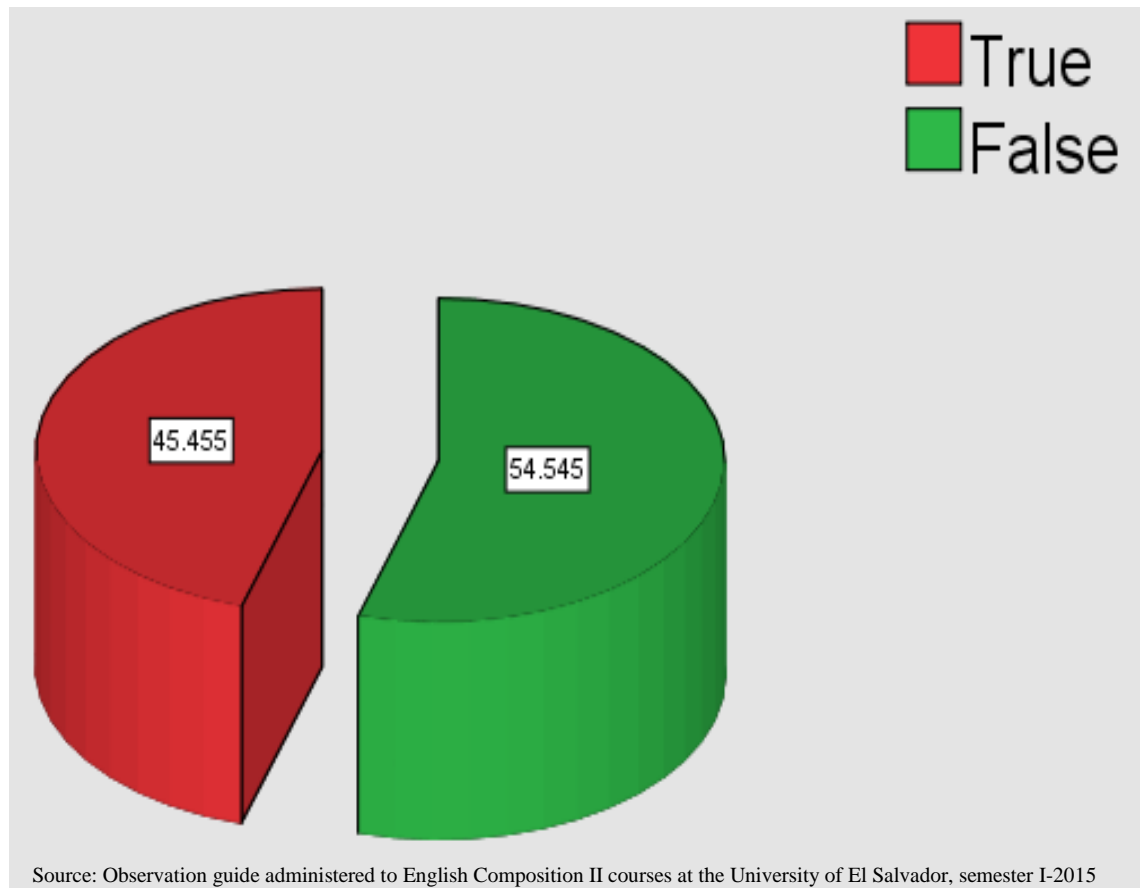
5. The analysis as a revision tool.



The 45.5% of the observed time this technique was developed, the 54.5 % it was not used.

Chart 6

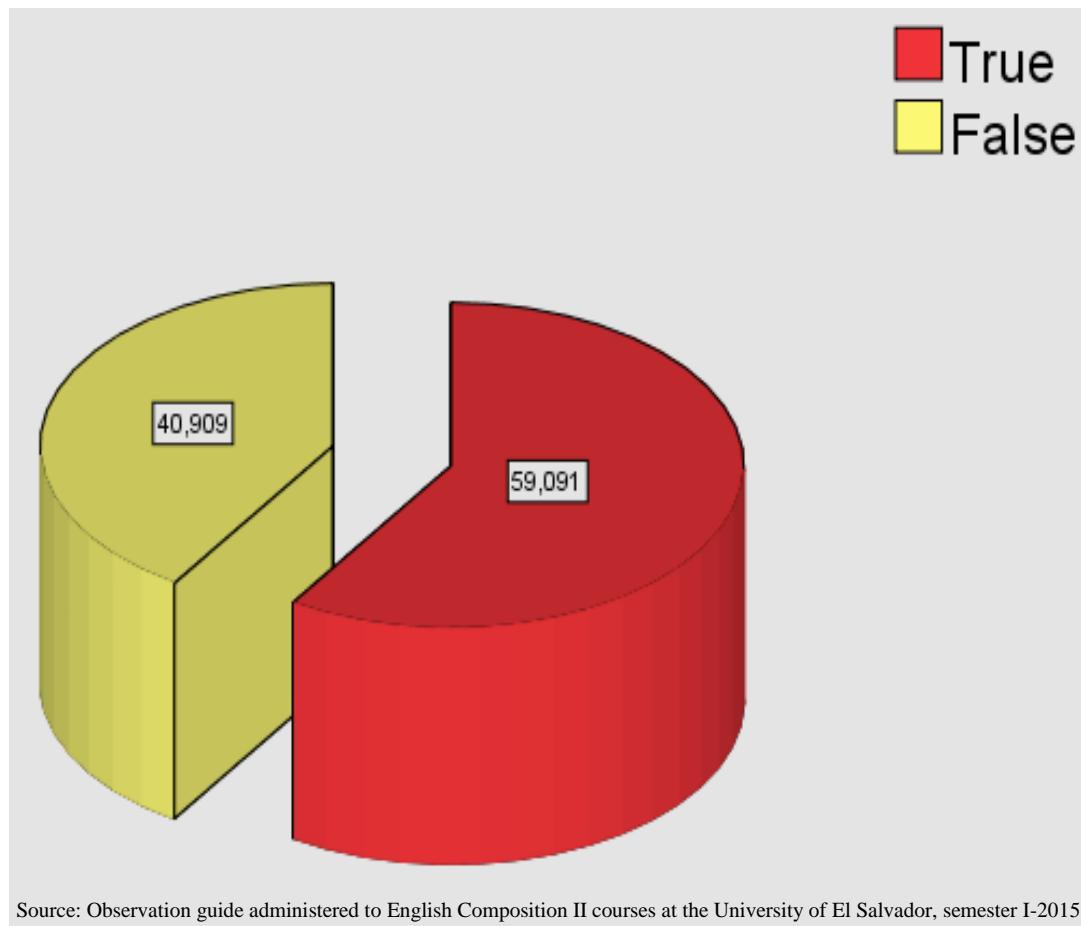
6. Check of coherence in writing.



The 45.5% of the observed time this technique was developed, the 54.5 % it was not used.

Chart 8

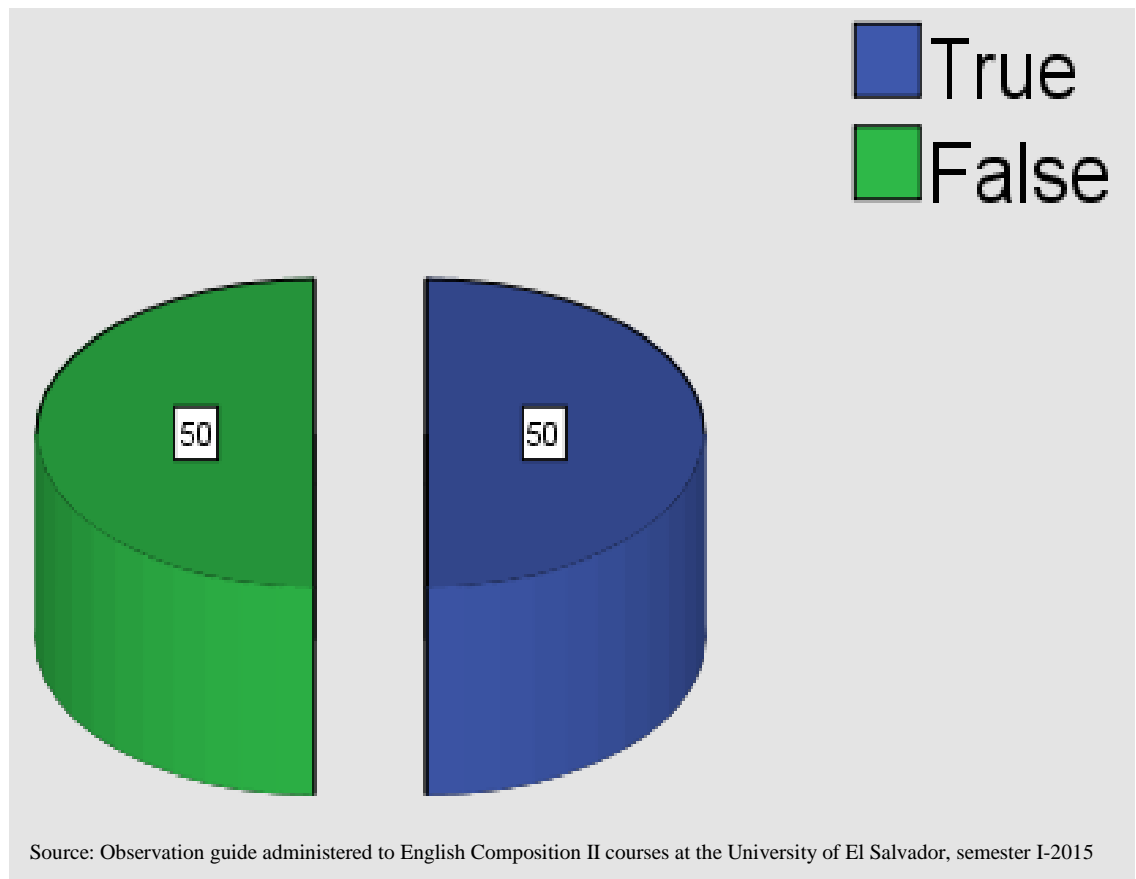
8. Learning is multifaceted, as is writing, which uses eye, mind, and hand



The 59.091% of the observed time this technique was developed, the 40.909% it was not used.

Chart 9

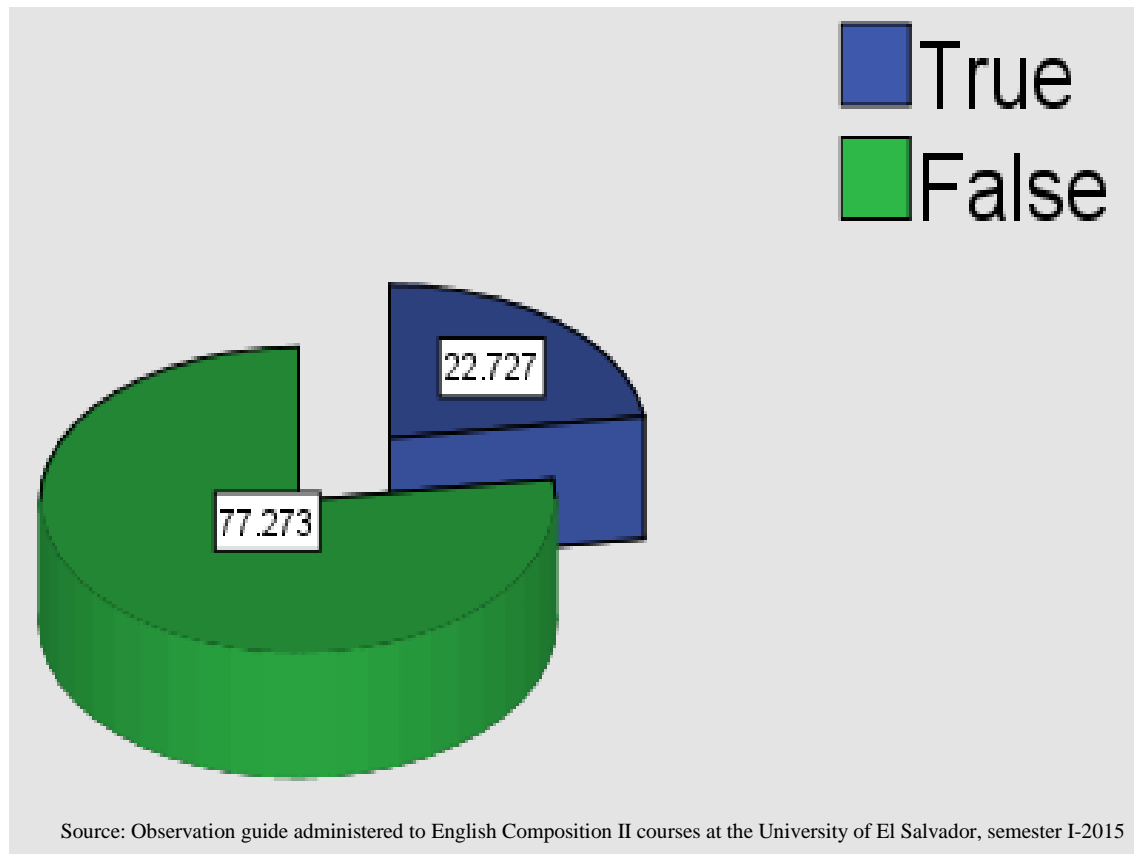
9. Outlining is being joined by other planning devices



The 50% of the observed time this technique was developed, the 50% it was not used.

Chart 10

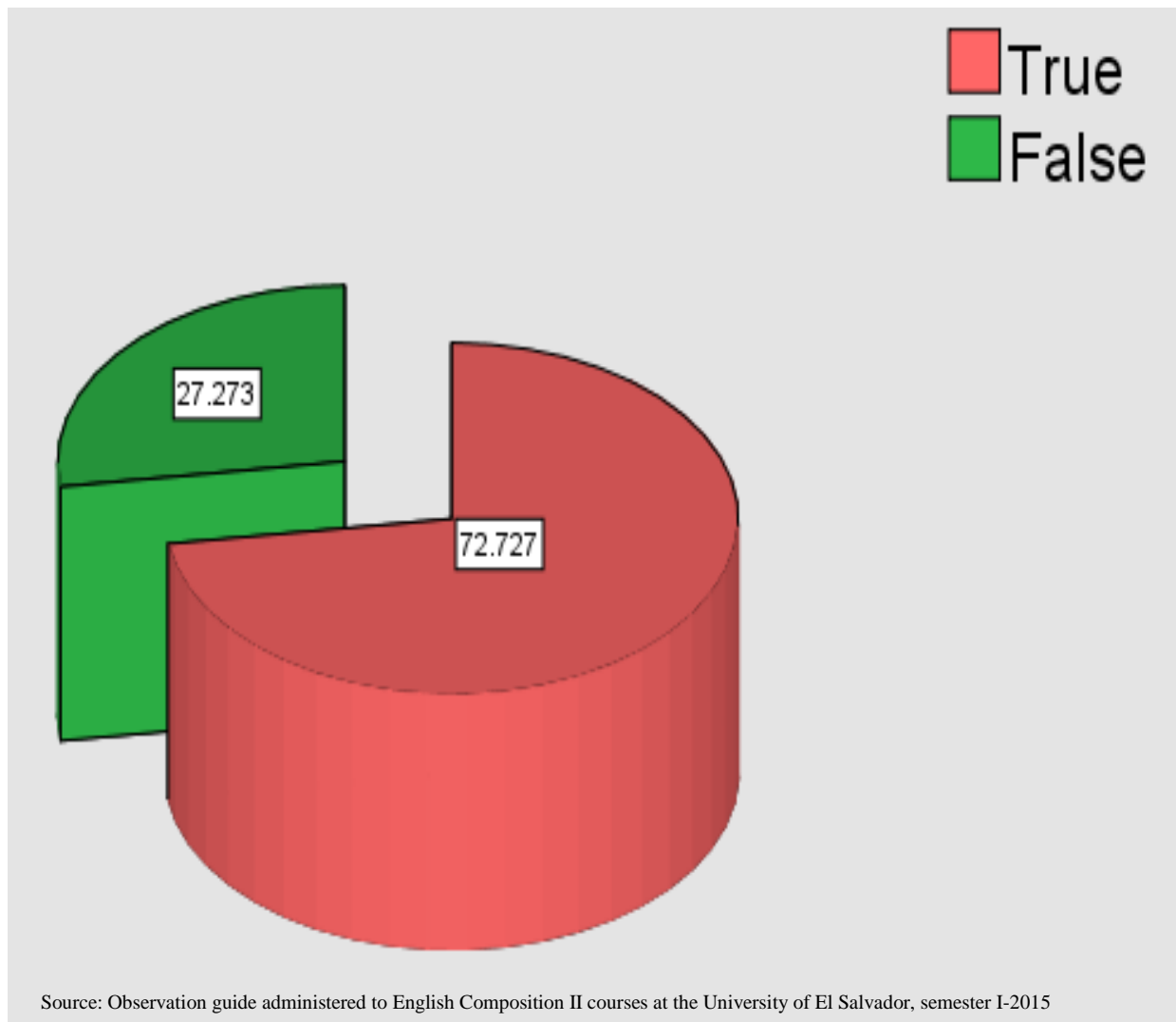
10. Such webbing-the practice of drawing a diagram or web showing the relationship of ideas.



The 22.72% of the observed time this technique was developed, the 77.27% it was not used.

Chart 12

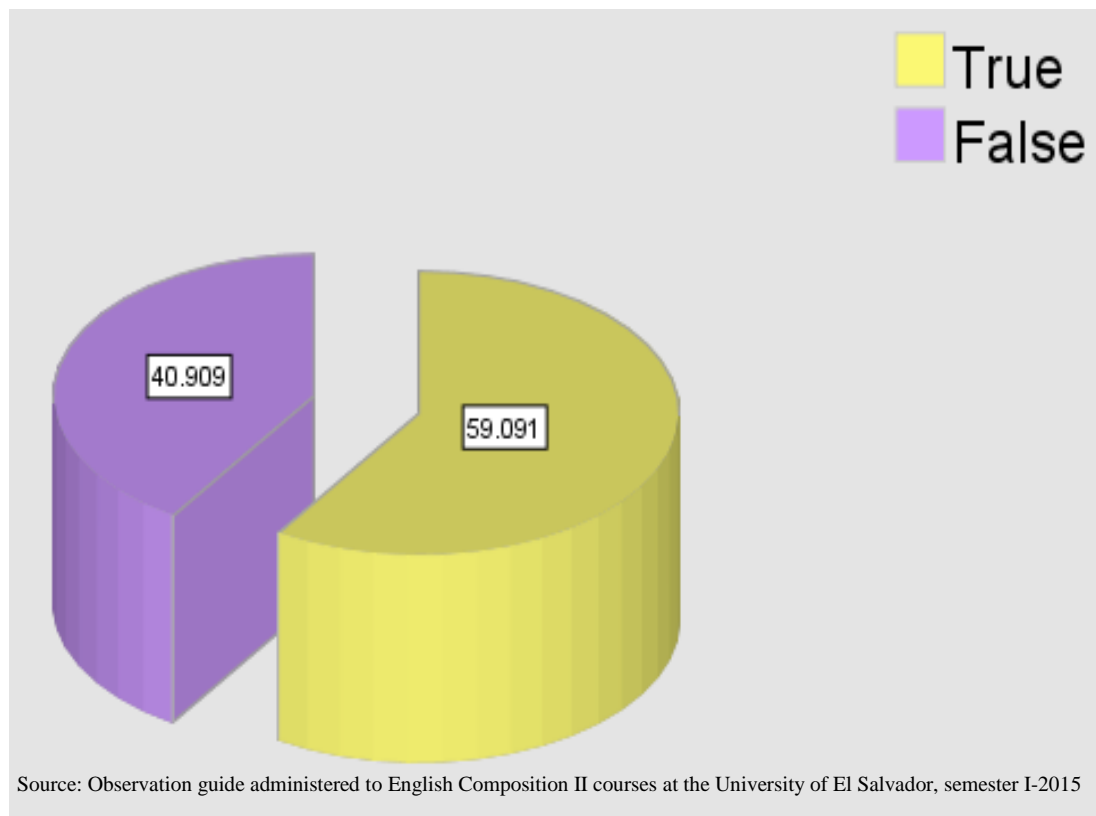
12. Topics come from experience at home, in school and from imitation of peer.



The 72.73% of the observed time this technique was developed, the 27.27% it was not used.

Chart 13

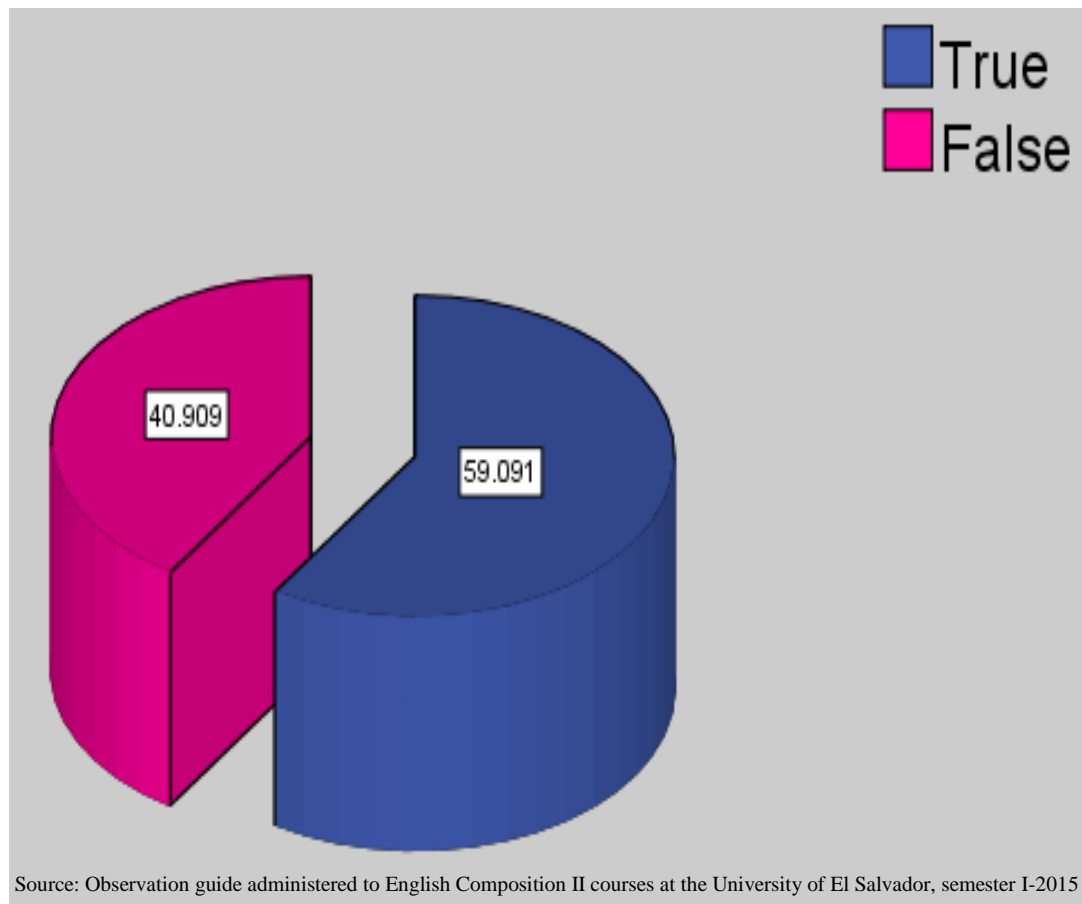
13. Writing together creates a context for the composing process that offers multiple points of view, and minimizes the need for direct teaching.



The 59.91% of the observed time this technique was developed, the 40.90% it was not used.

Chart 14

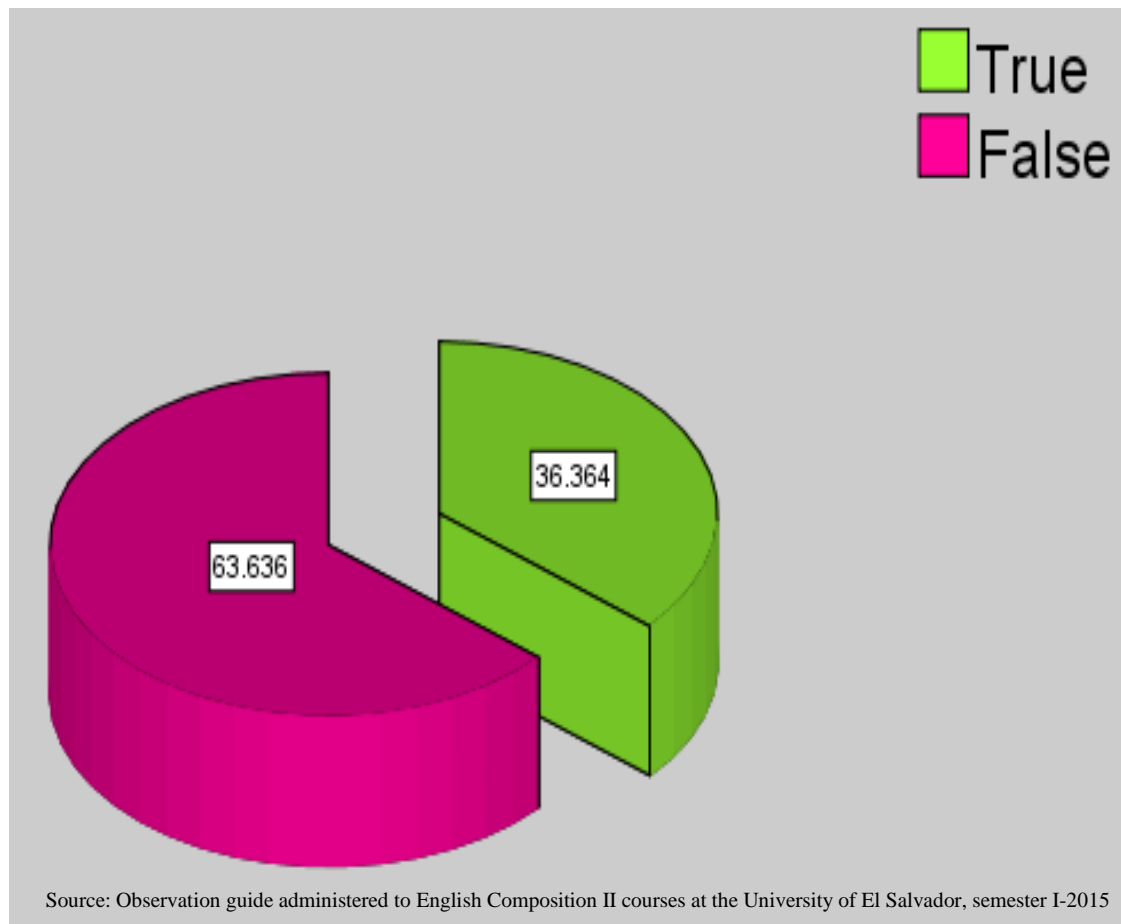
14. Two patterns of collaboration developed: expert\novice, novice\novice.



The 59.91% of the observed time this technique was developed, the 40.90% it was not used.

Chart 16

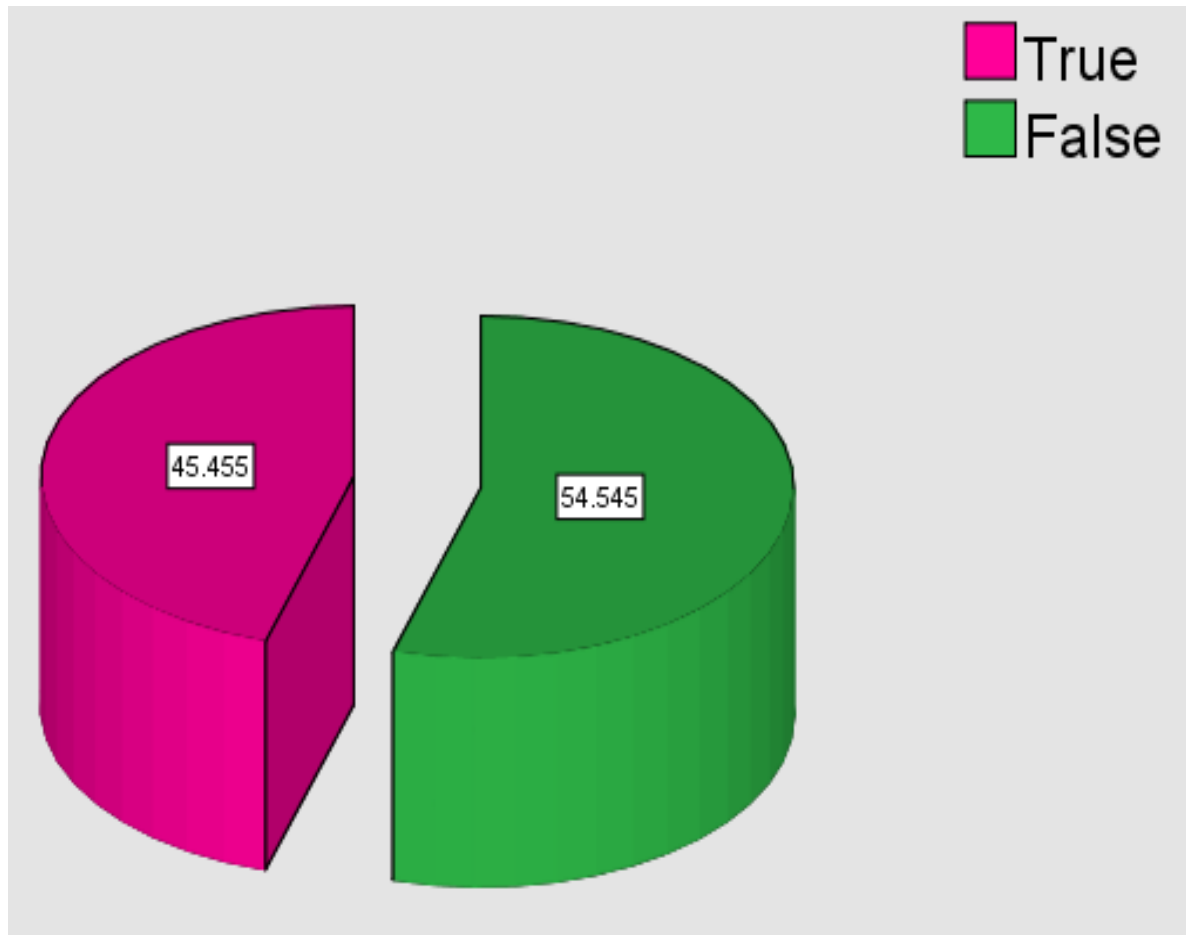
16. Drawing was used extensively to find, explore, and revise ideas.



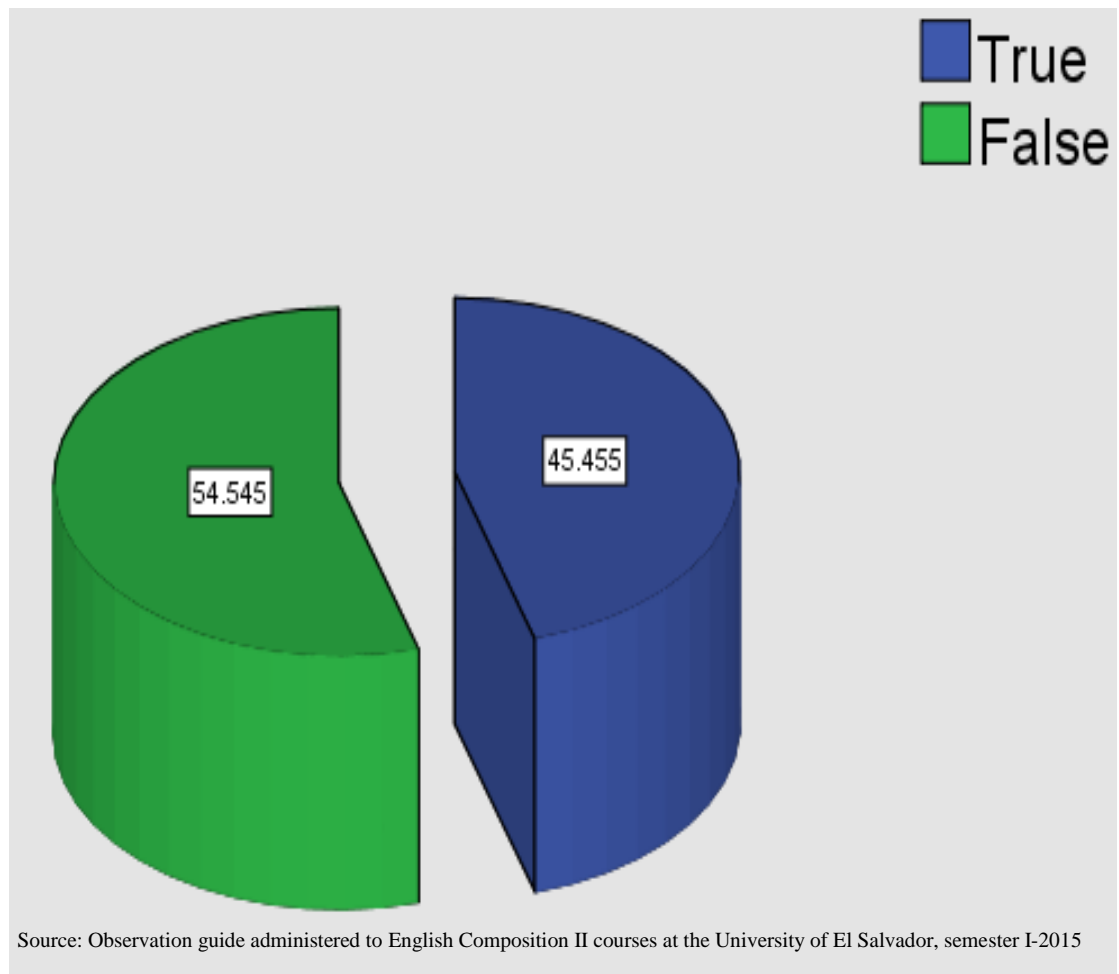
The 36.36% of the observed time this technique was developed, the 63.63% it was not used.

Chart 21

21. Asking questions



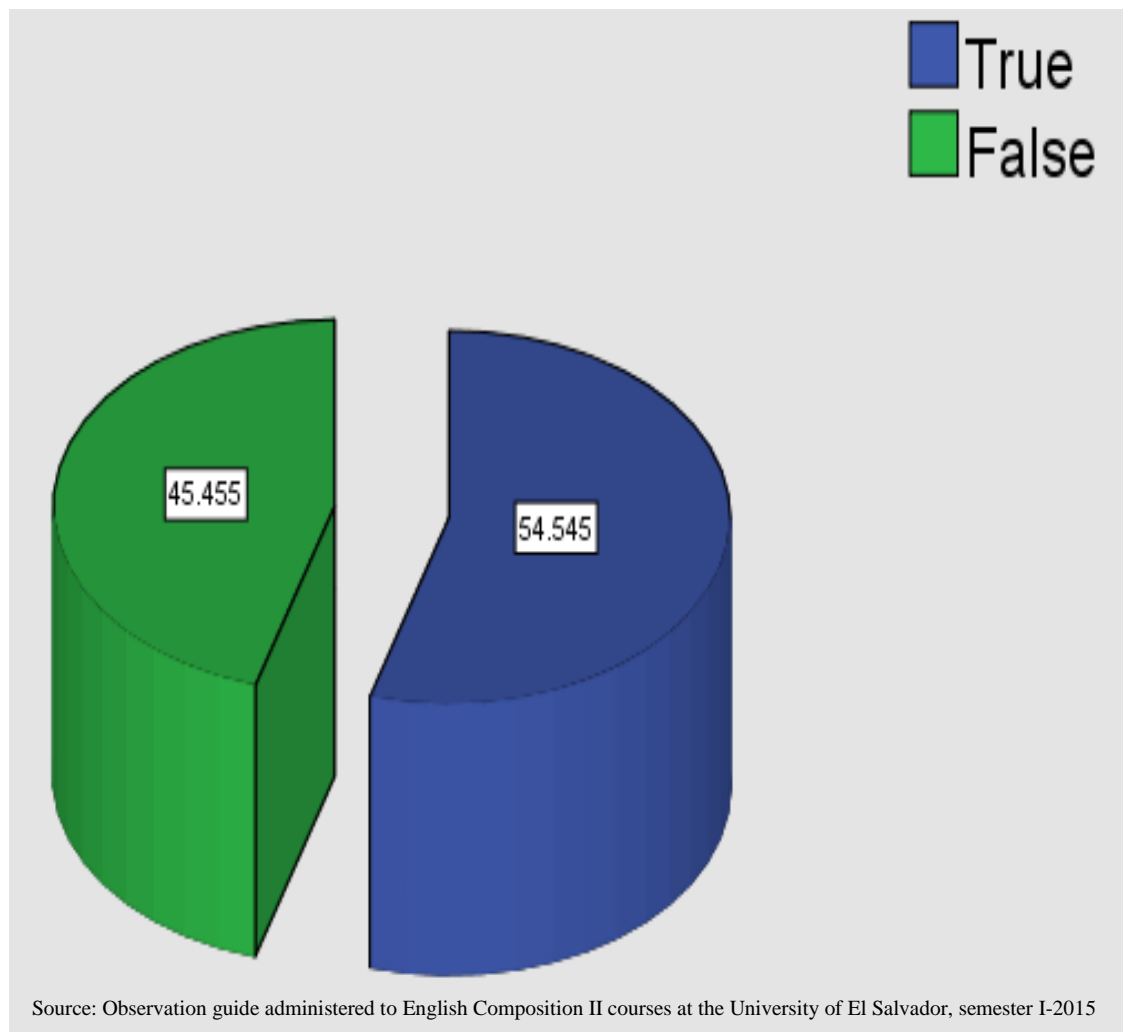
The 45.45% of the observed time this technique was developed, the 54.54% it was not used.

Chart 33**33. Peer Feedback**

The 45.45% of the observed time this technique was developed, the 54.54% it was not used.

Chart 34

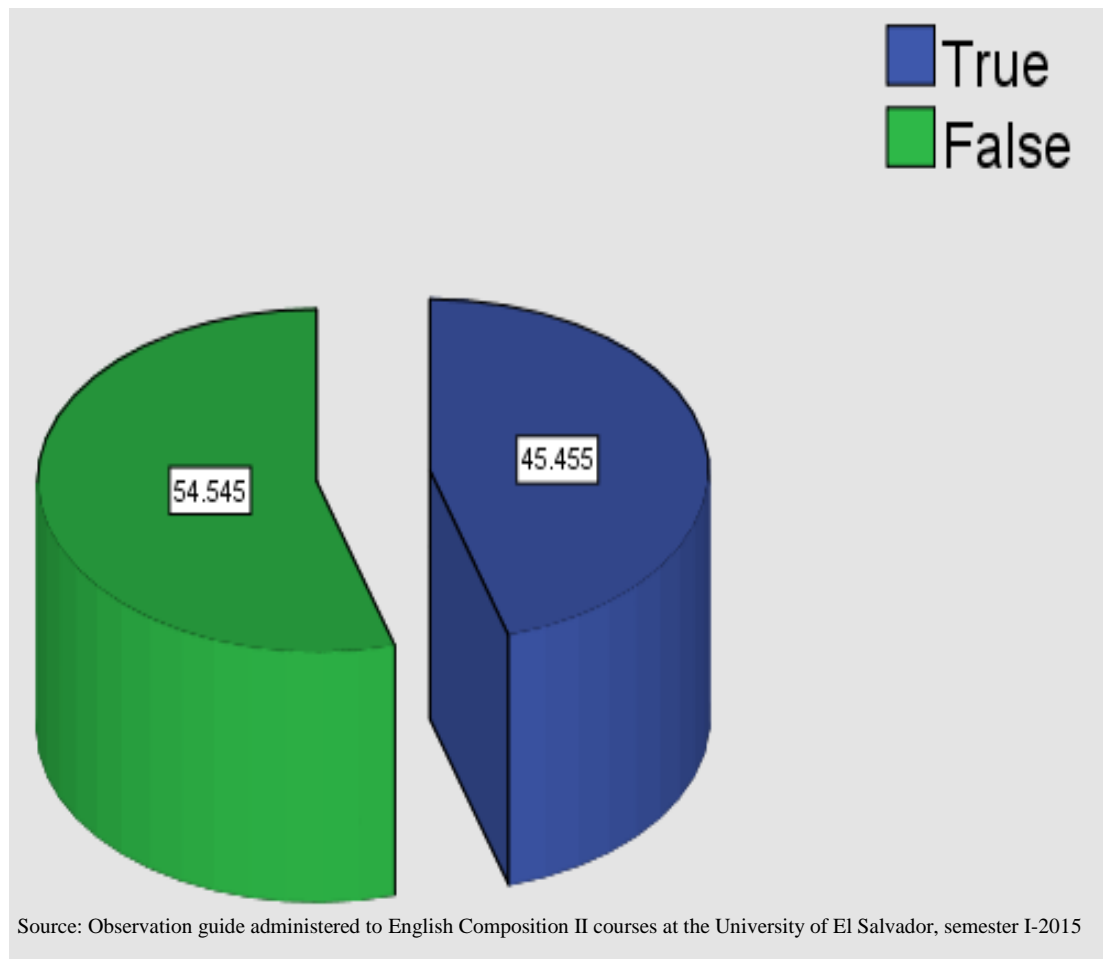
33. Revision



The 54.54% of the observed time this technique was developed, the 45.45% it was not used.

Chart 36

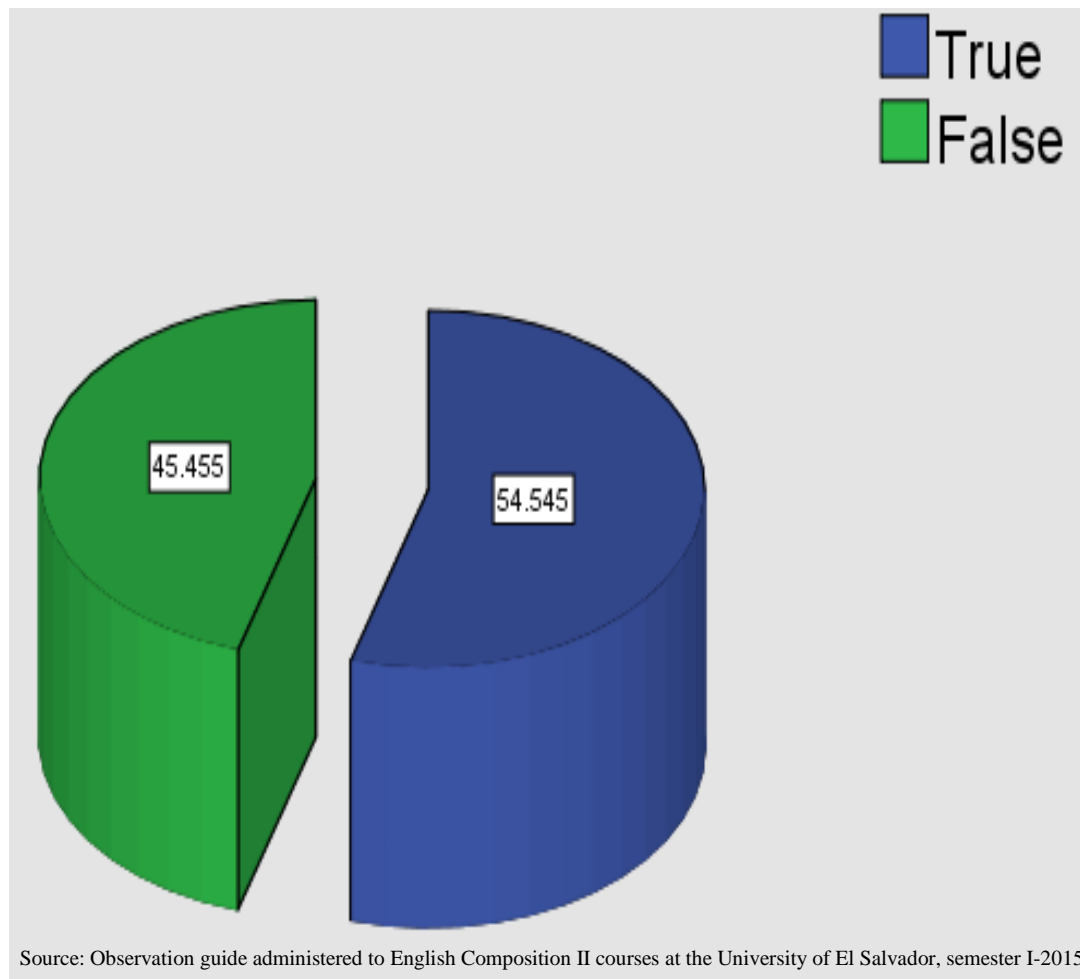
36. Thinking about a topic



The 45.45% of the observed time this technique was developed, the 54.54% it was not used.

Chart 37

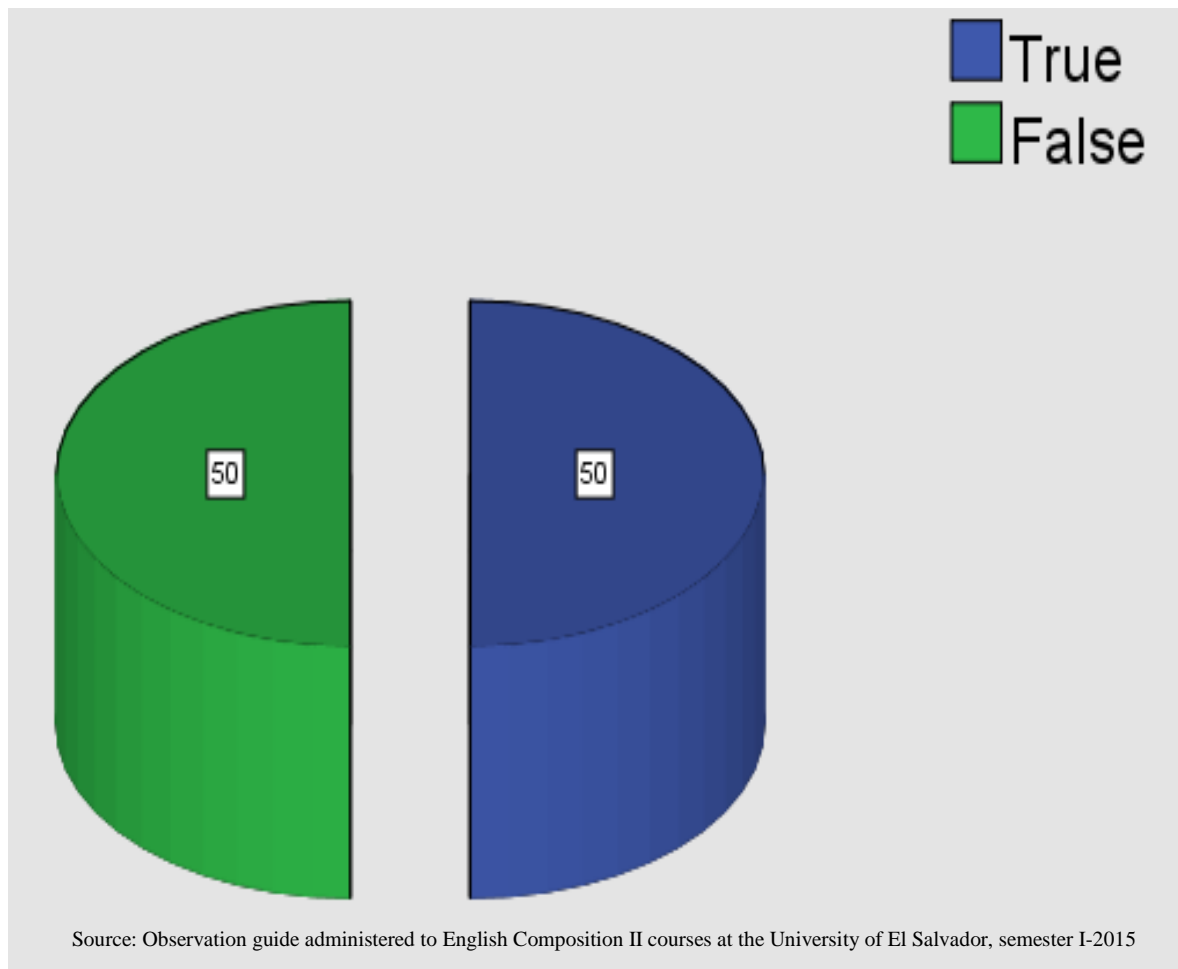
37. Freely Jotting down Ideas about the topic



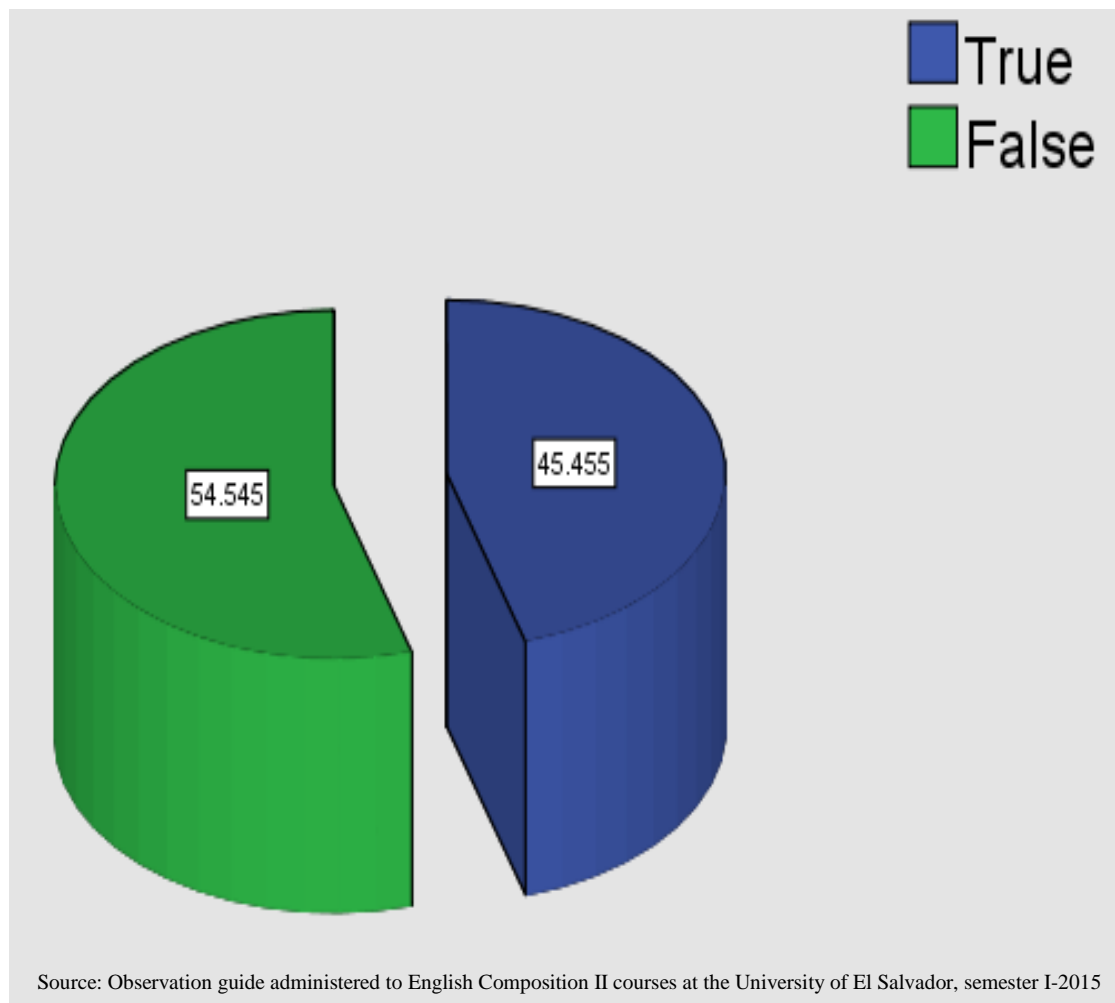
The 54.54% of the observed time this technique was developed, the 45.45% it was not used.

Chart 38

38. Narrowing the topic and writing it in a sentence prewriting



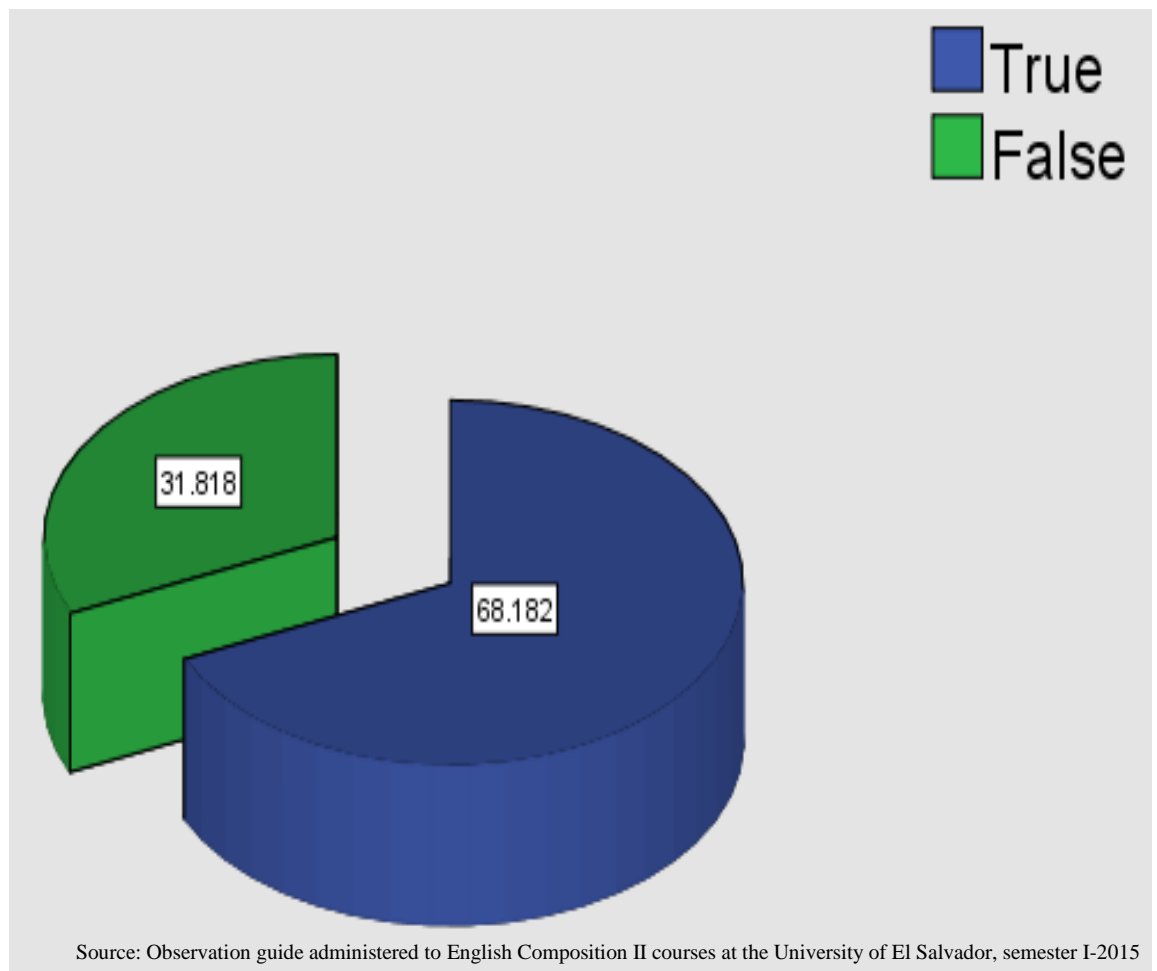
The 50% of the observed time this technique was developed, the 50% it was not used.

Chart 39**39. Selecting and Dropping ideas**

The 45.45% of the observed time this technique was developed, the 54.54% it was not used.

Chart 40

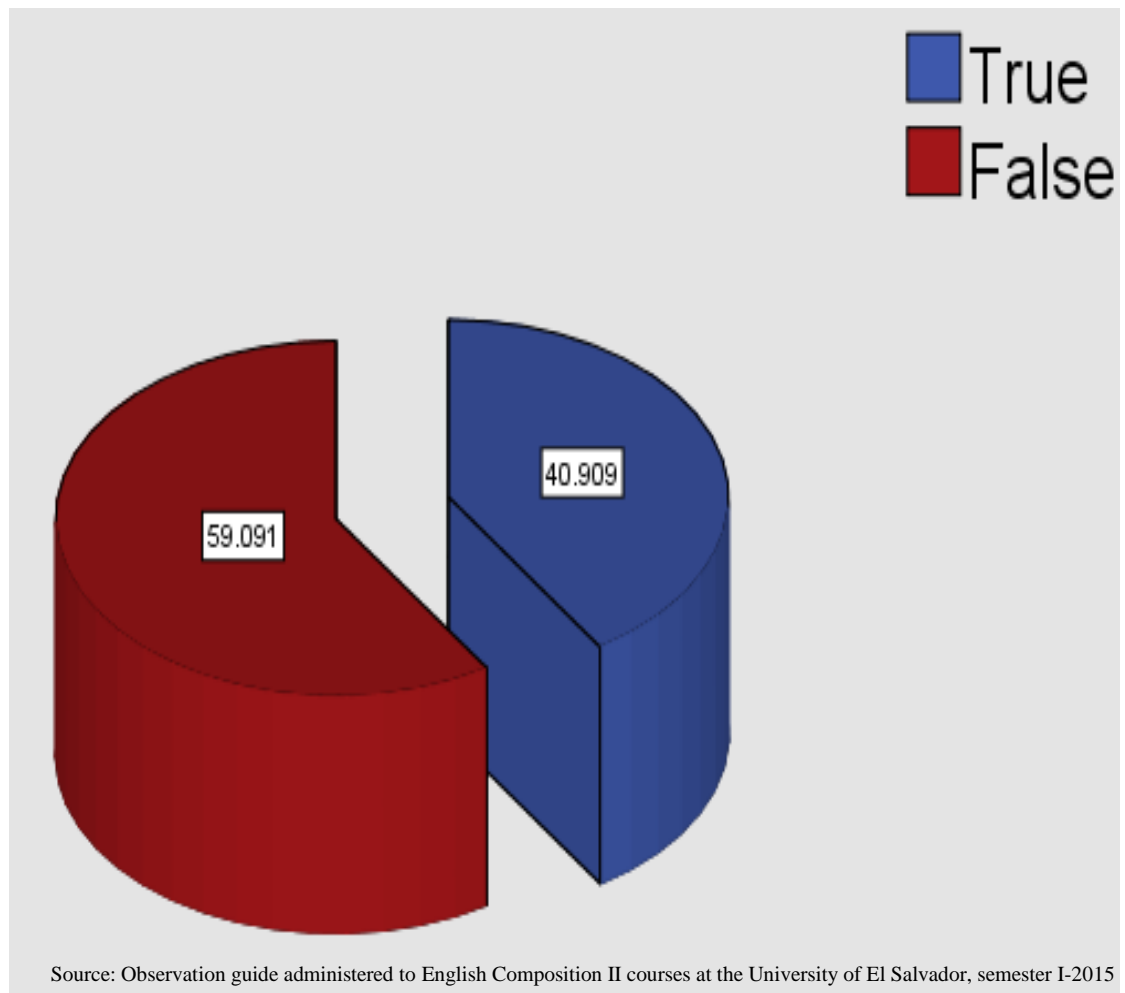
40. Arranging ideas in a plan or an outline



The 68.18% of the observed time this technique was developed, the 31.81% it was not used.

Chart 41

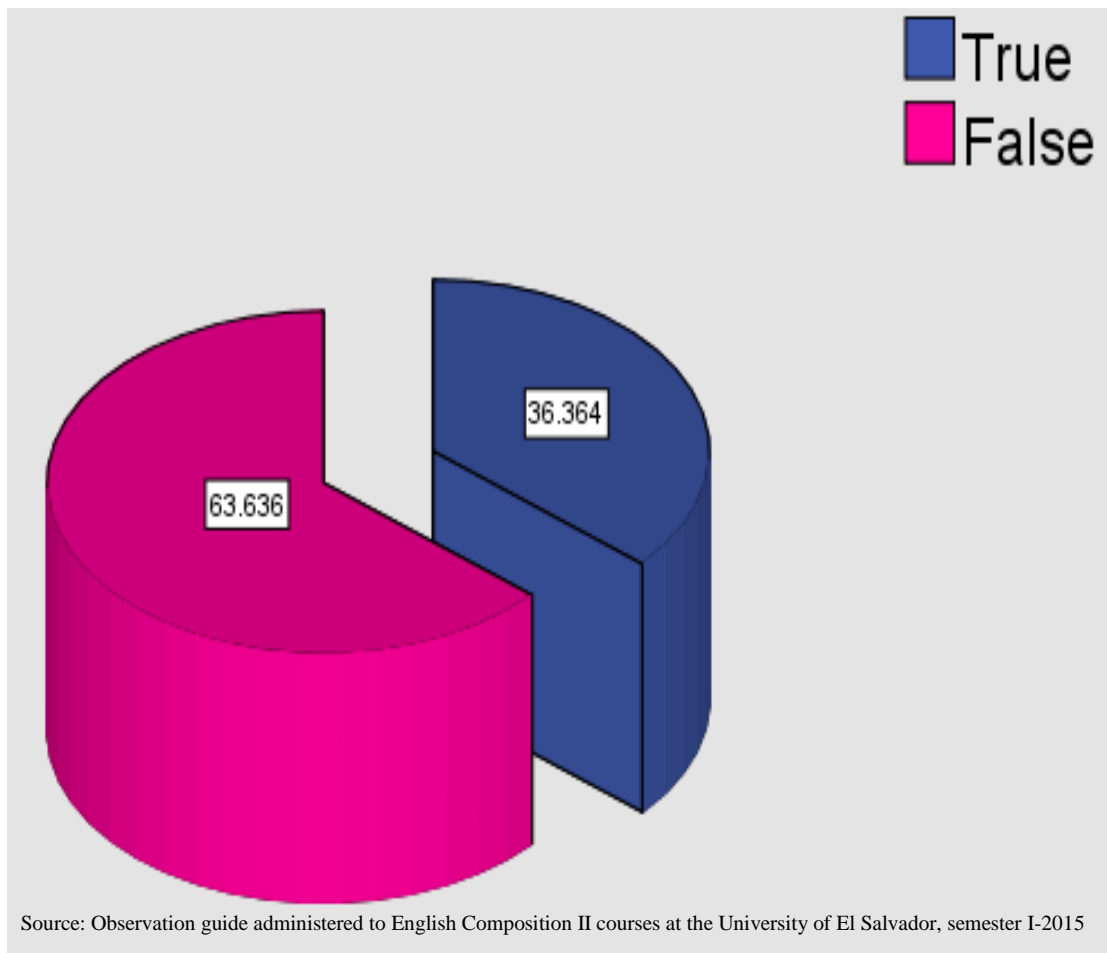
41. Writing a first draft



The 40.9% of the observed time this technique was developed, the 59.9% it was not used.

Chart 42

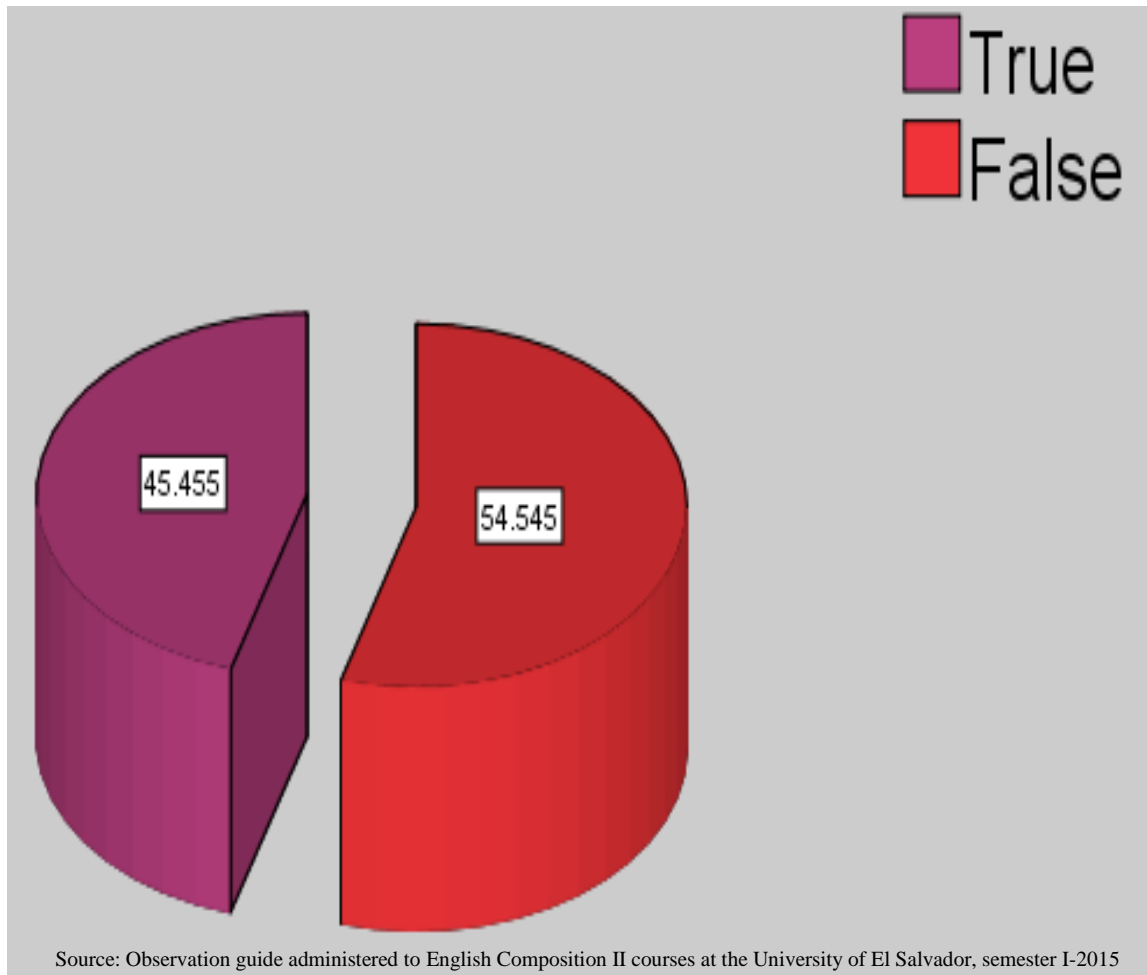
42. Rethinking and rewriting as necessary



The 36.36% of the observed time this technique was developed, the 63.63% it was not used.

Chart 43

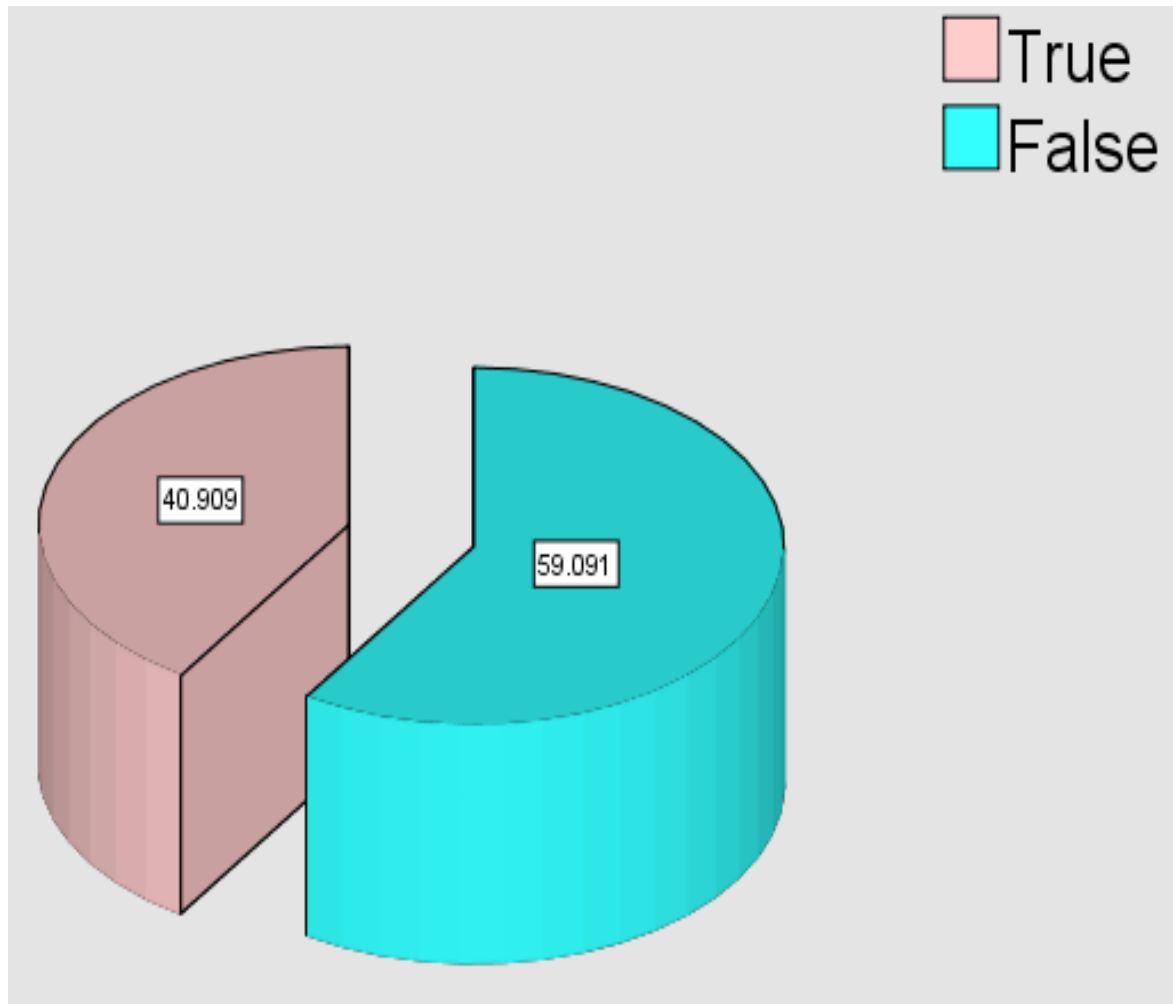
43. Writing one or more new drafts



The 45.45% of the observed time this technique was developed, the 54.54% it was not used.

Chart 44

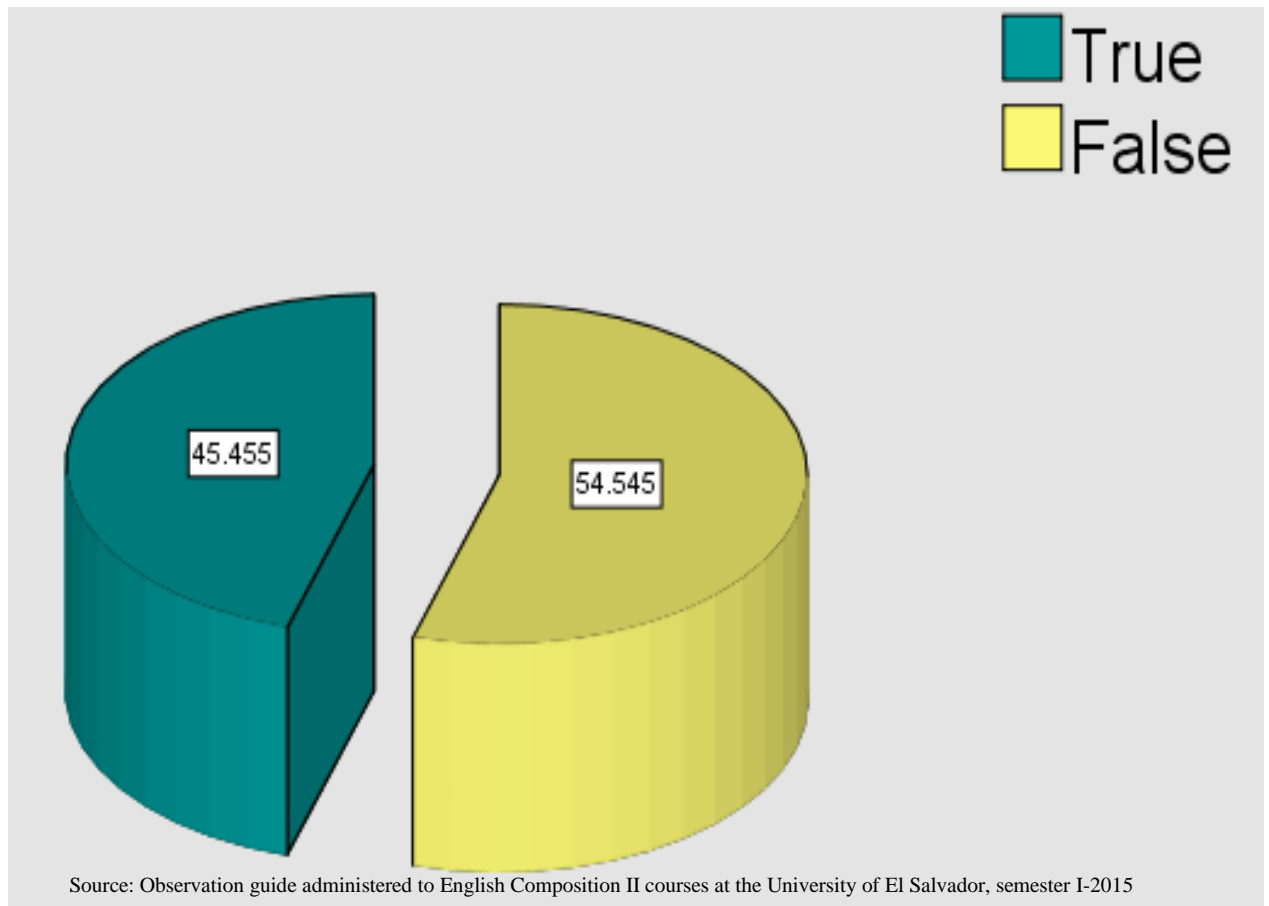
44. Proof reading for errors



The 40.9% of the observed time this technique was developed, the 59.9% it was not used.

Chart 45

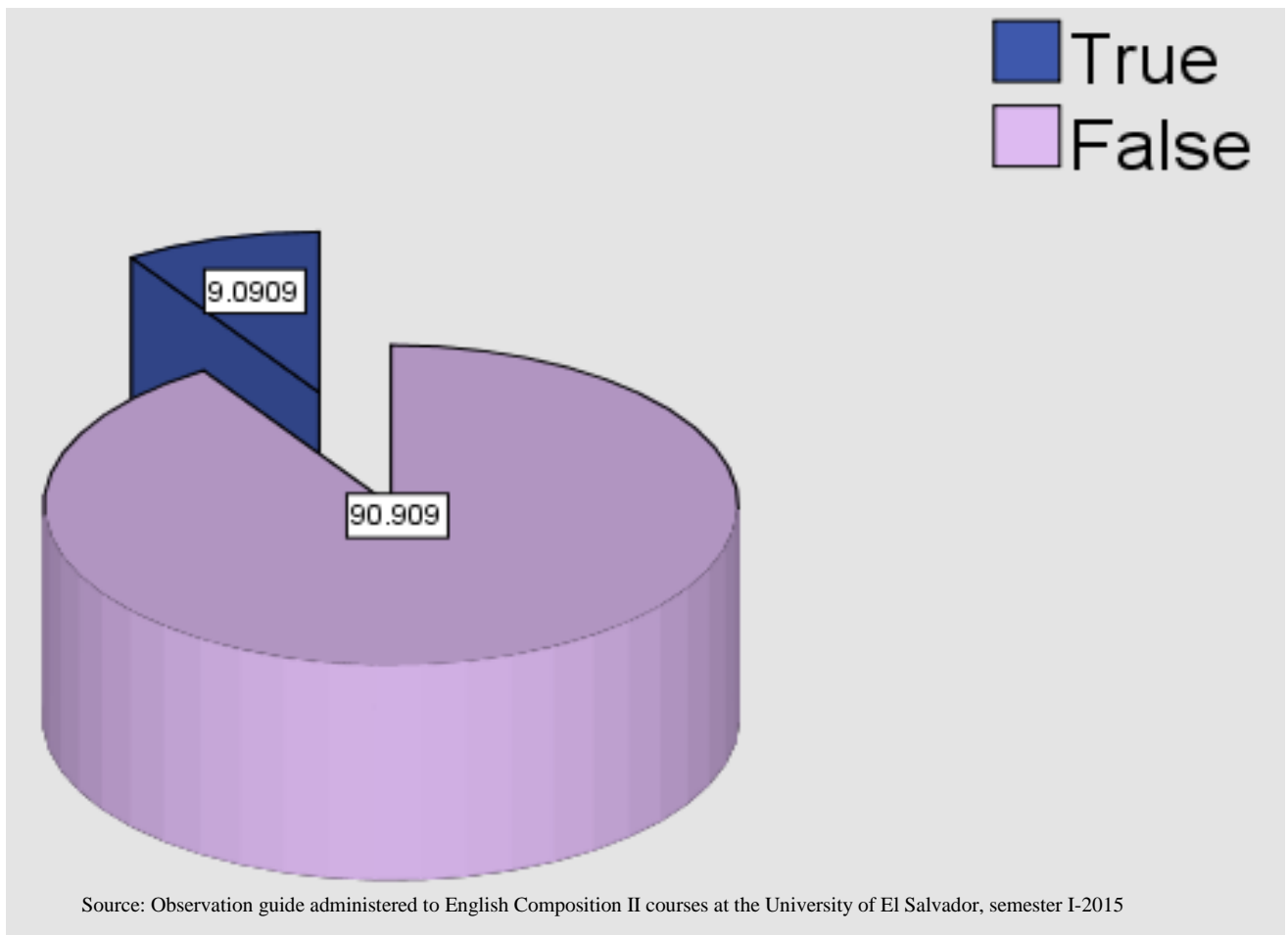
45. Errors in the composition text



The 45.45% of the observed time this technique was developed, the 54.54% it was not used

Chart 46

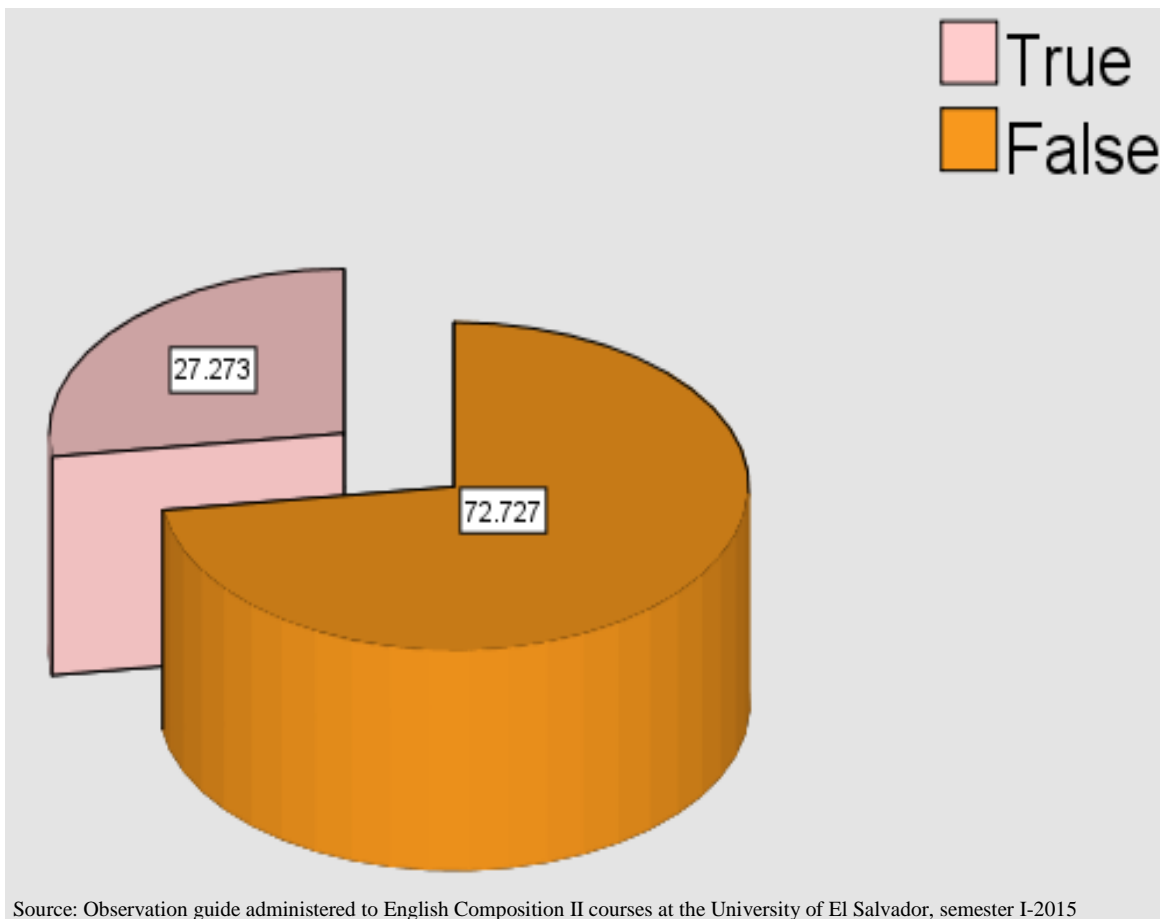
46. Not completing Assignments



The 9.9% of the observed time this technique was developed, the 90.9% it was not used.

Chart 47

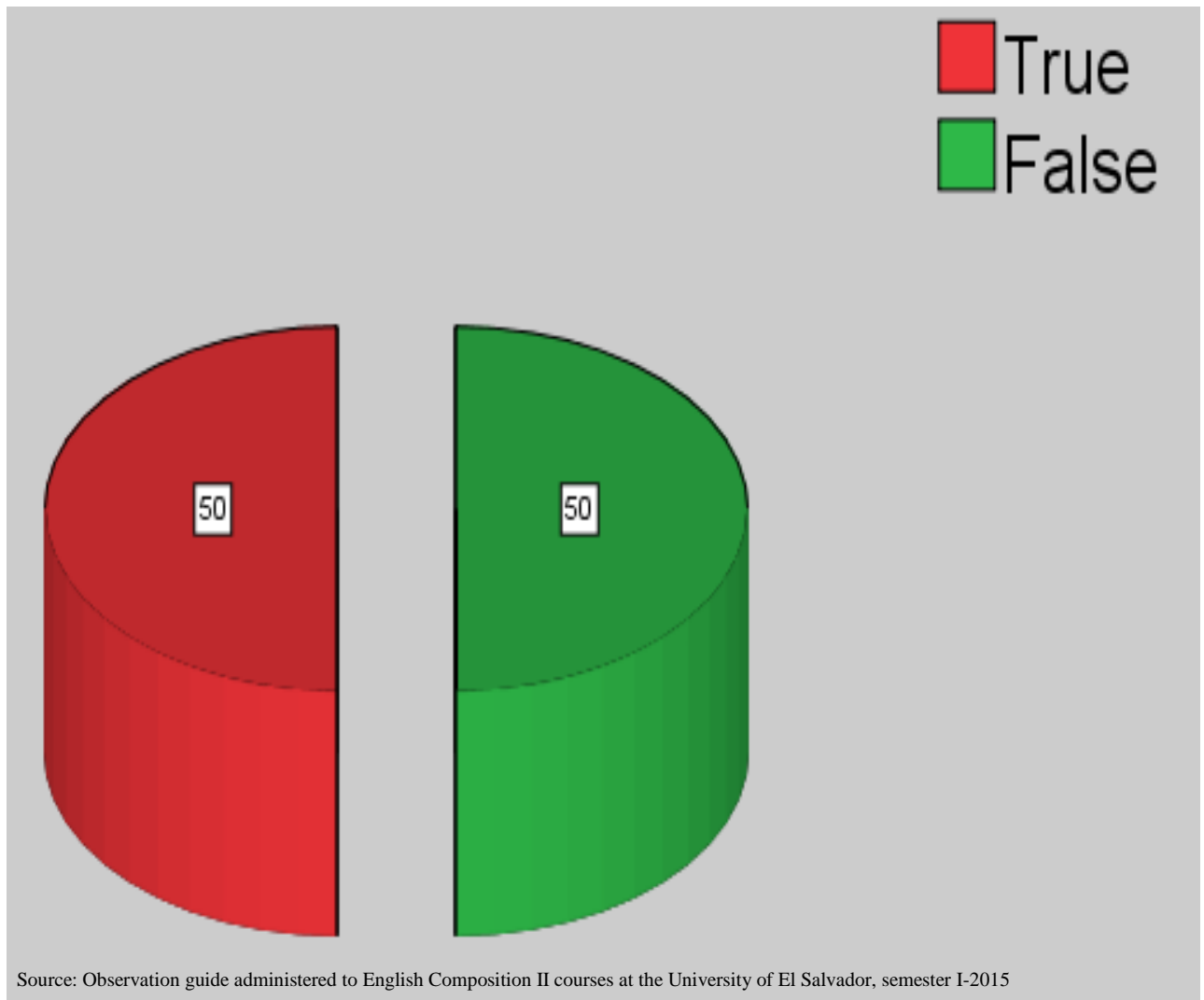
47. The best strategy in the process of writing



The 27.27% of the observed time this technique was developed, the 72.72% it was not used

Chart 48

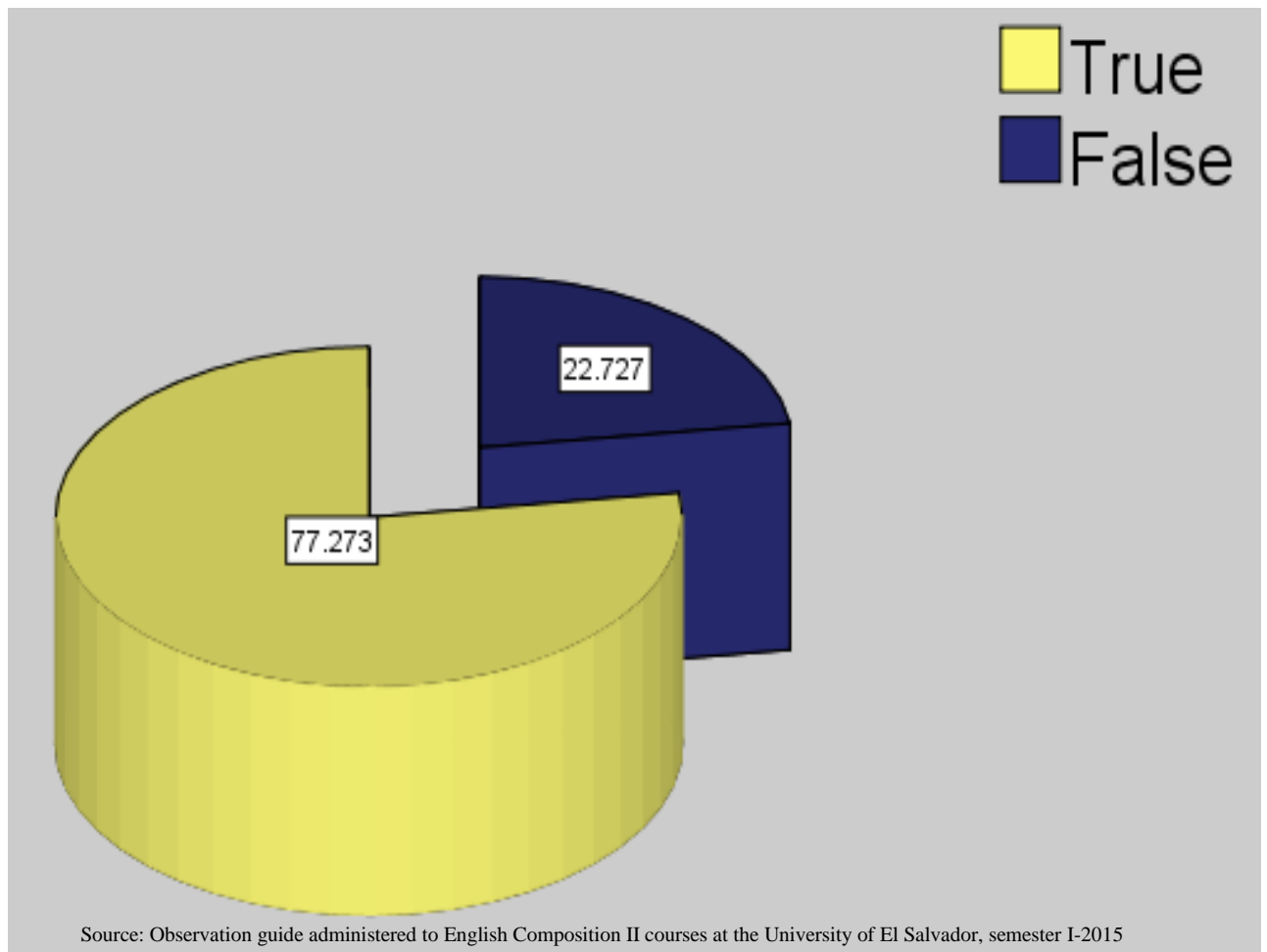
48. The technique you apply to do a paragraph



The 50% of the observed time this technique was developed, the 50% it was not used.

Chart 49

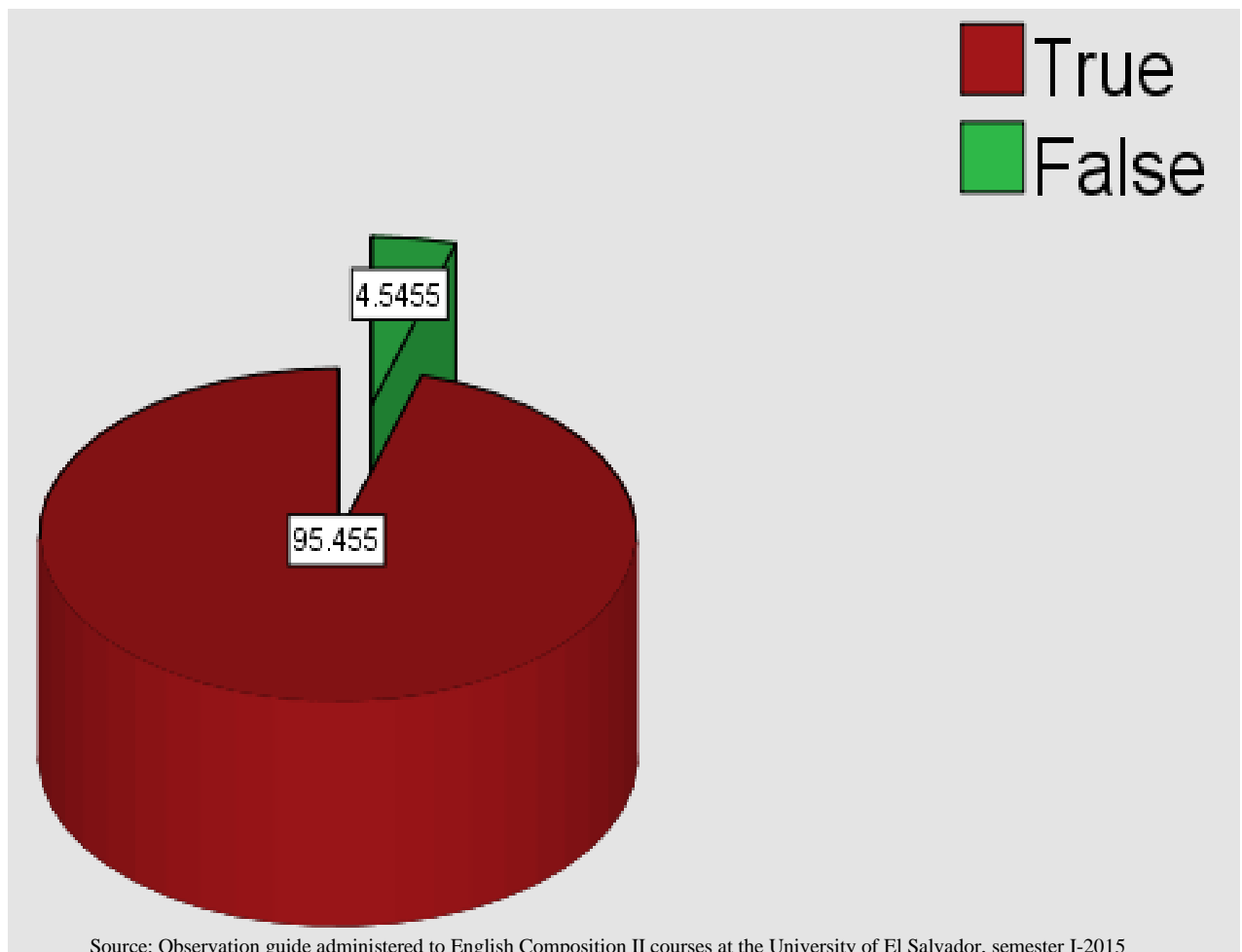
49. Teacher directions are easily understood by students



The 77.27% of the observed time this technique was developed, the 22.72% it was not used.

Chart 50

50. Classes in my composition course are challenging



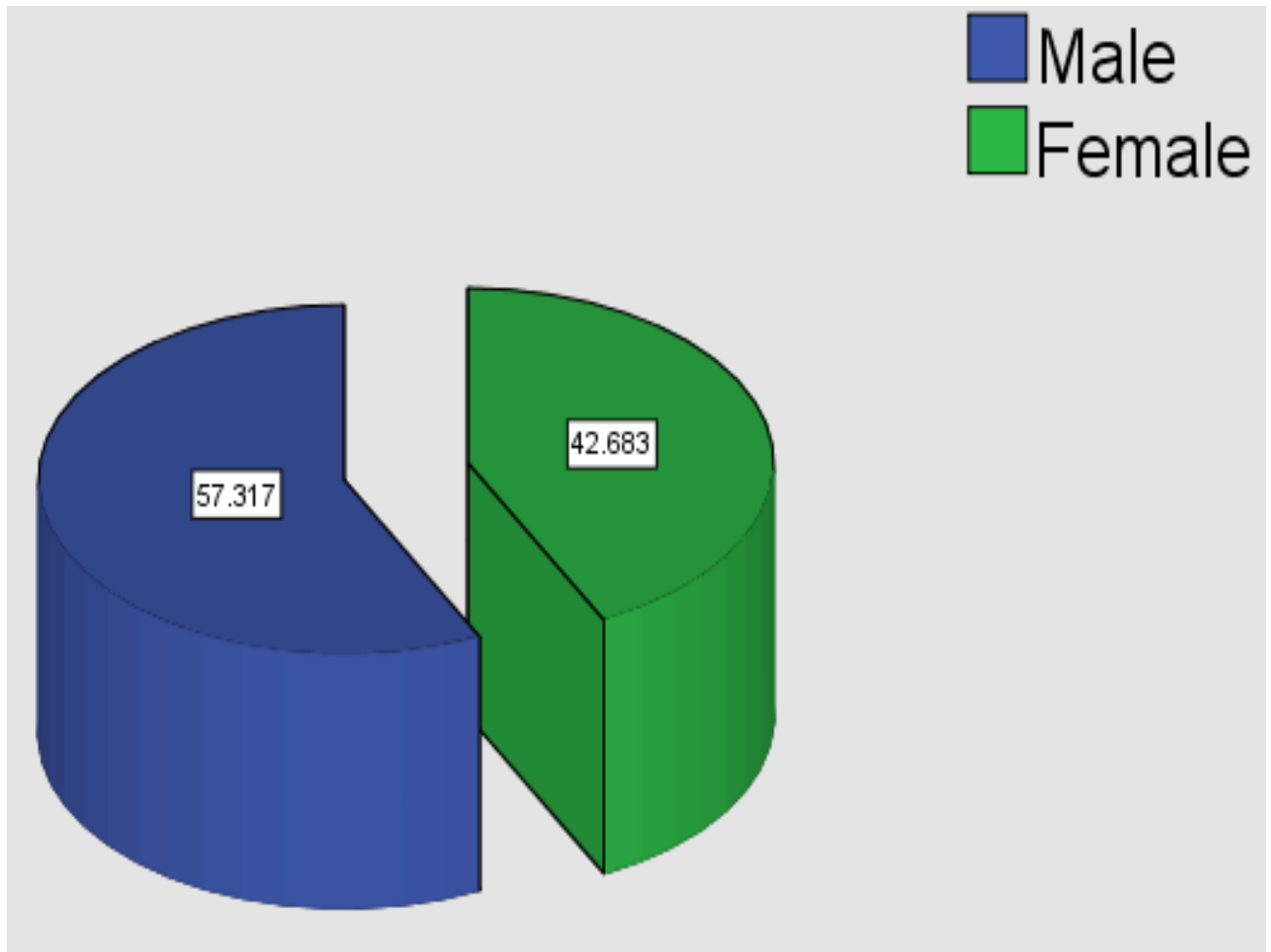
Source: Observation guide administered to English Composition II courses at the University of El Salvador, semester I-2015

The 95.45% of the observed time this technique was developed, the 4.54% it was not used.

Univariate Analysis survey from students

Chart 1

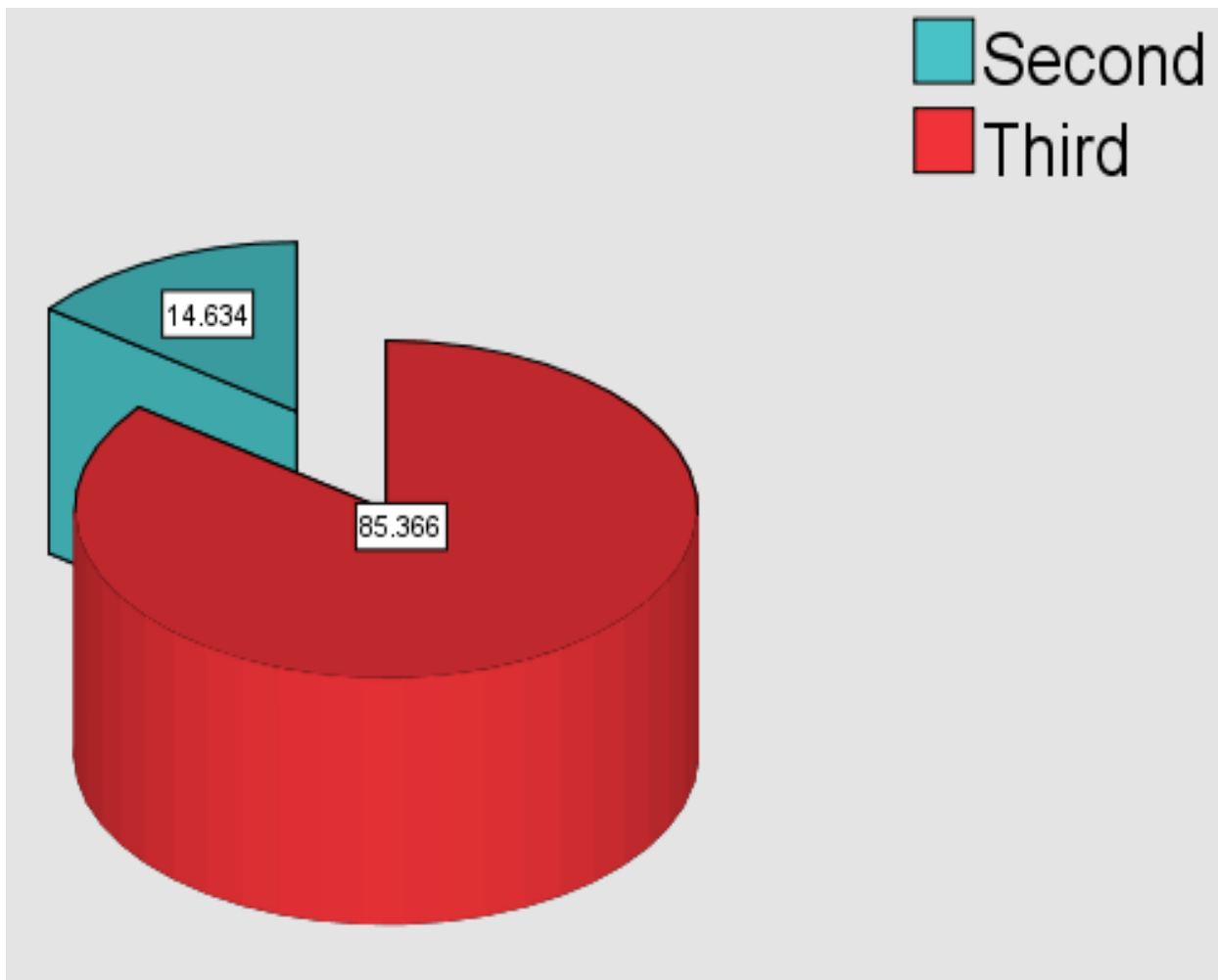
1. Male or Female



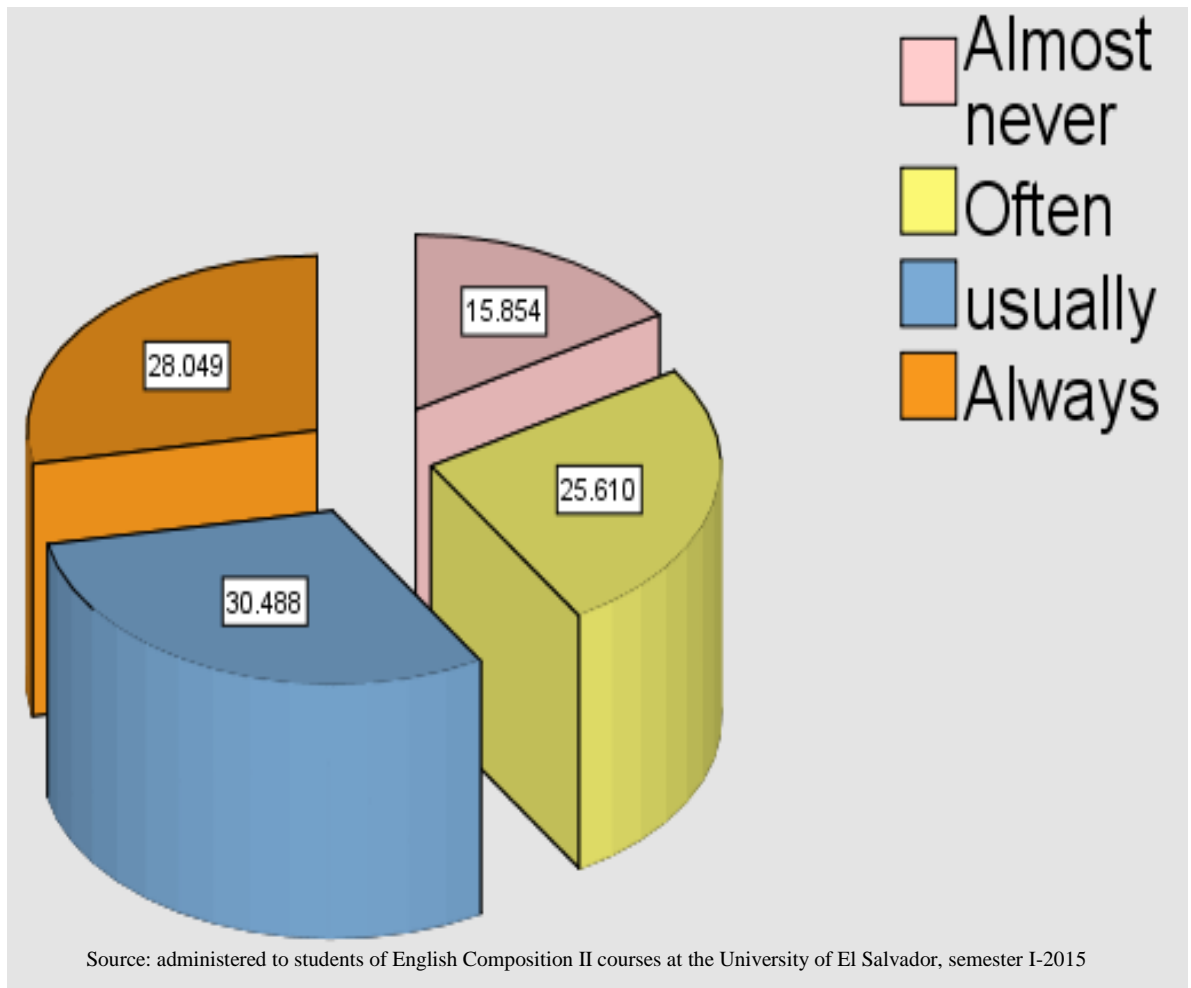
The 57.3% of the students who took the survey were male, the 42.6% were female.

Chart 2

2. Second or third



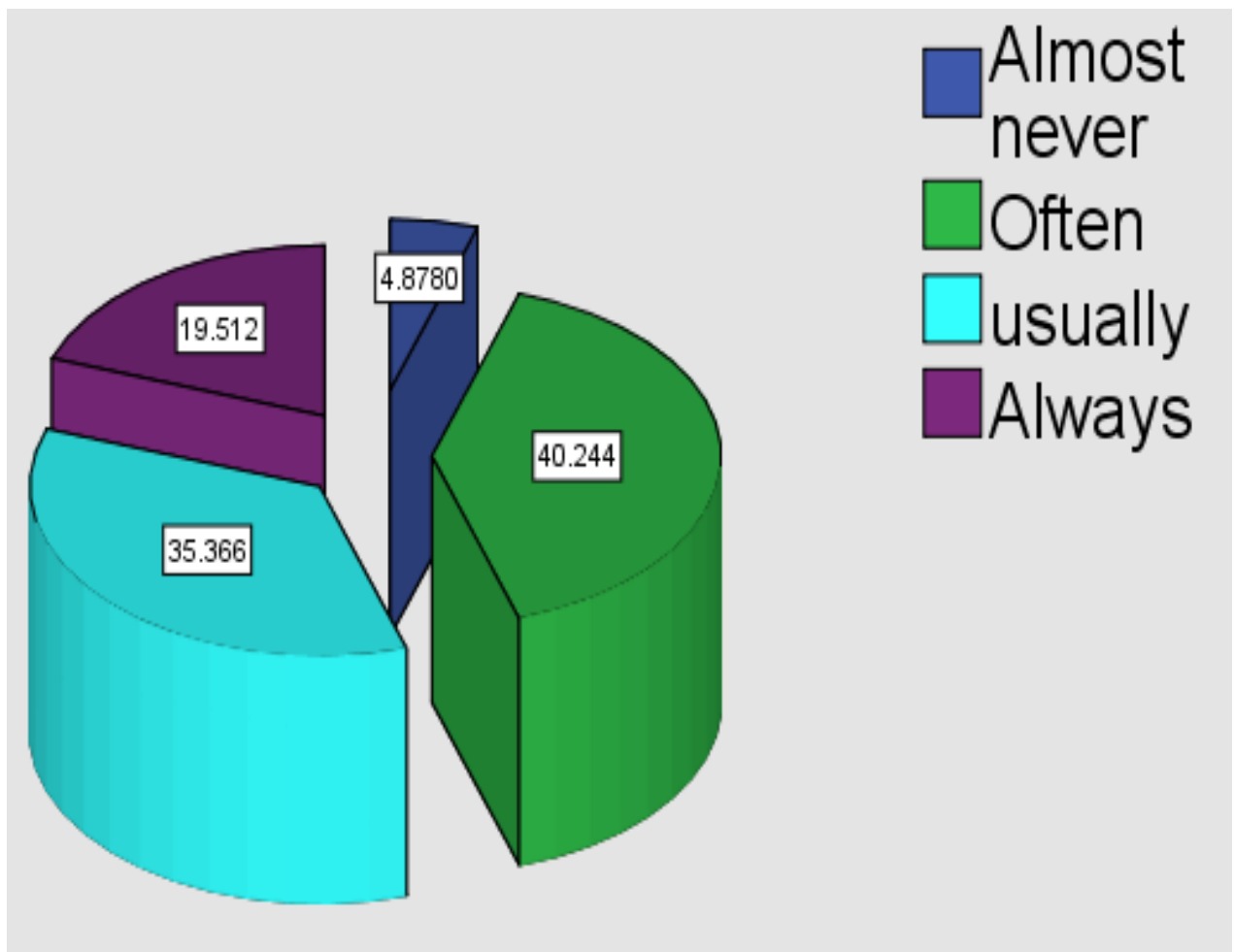
The 85.3% of the students who took the survey were from the third year of the career English Teacher Major; the 14.6% were from the second year.

Chart 4**4. Students draws their own diagrams**

The 30.4% of the students who took the survey answered that they *usually* draw diagrams; the 28.0% replied *always*, the 25.6% marked *often*, the 15.8% answered that they *almost never* draw diagrams.

Chart 5

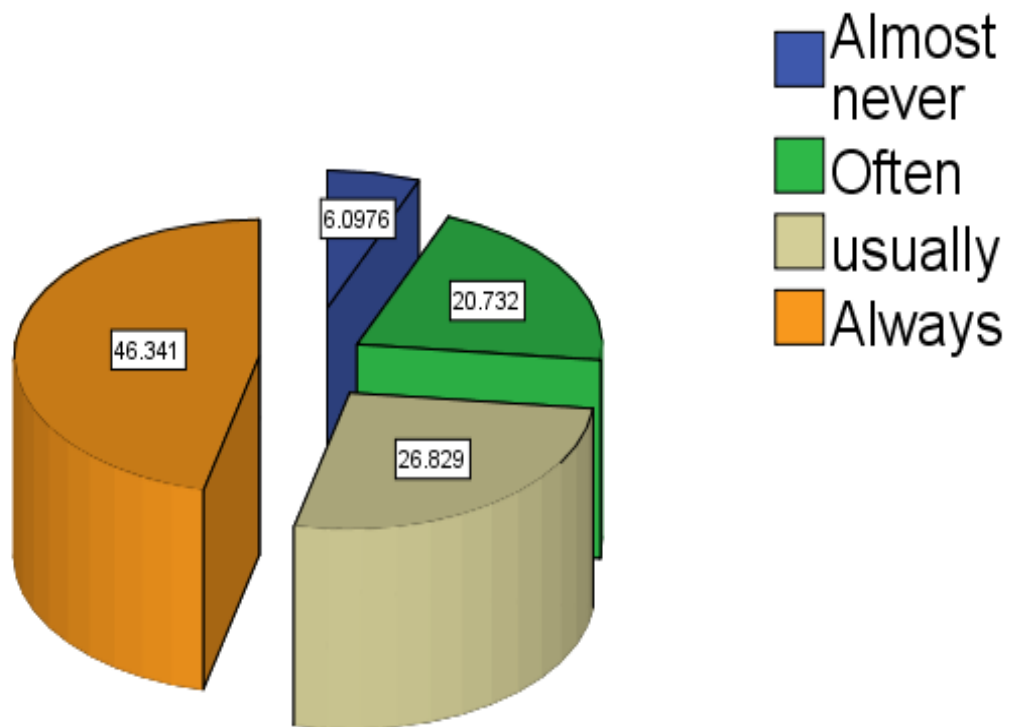
5. Students individually help themselves to interpret what they write



The 40.2% of the students who took the survey answered that they *often* help themselves to interpret what they write; the 35.3% replied *usually*, the 19.5% marked *always*, the 4.8% answered that they *almost never* help themselves to interpret what they write.

Chart 8

8. Check of coherence in writing

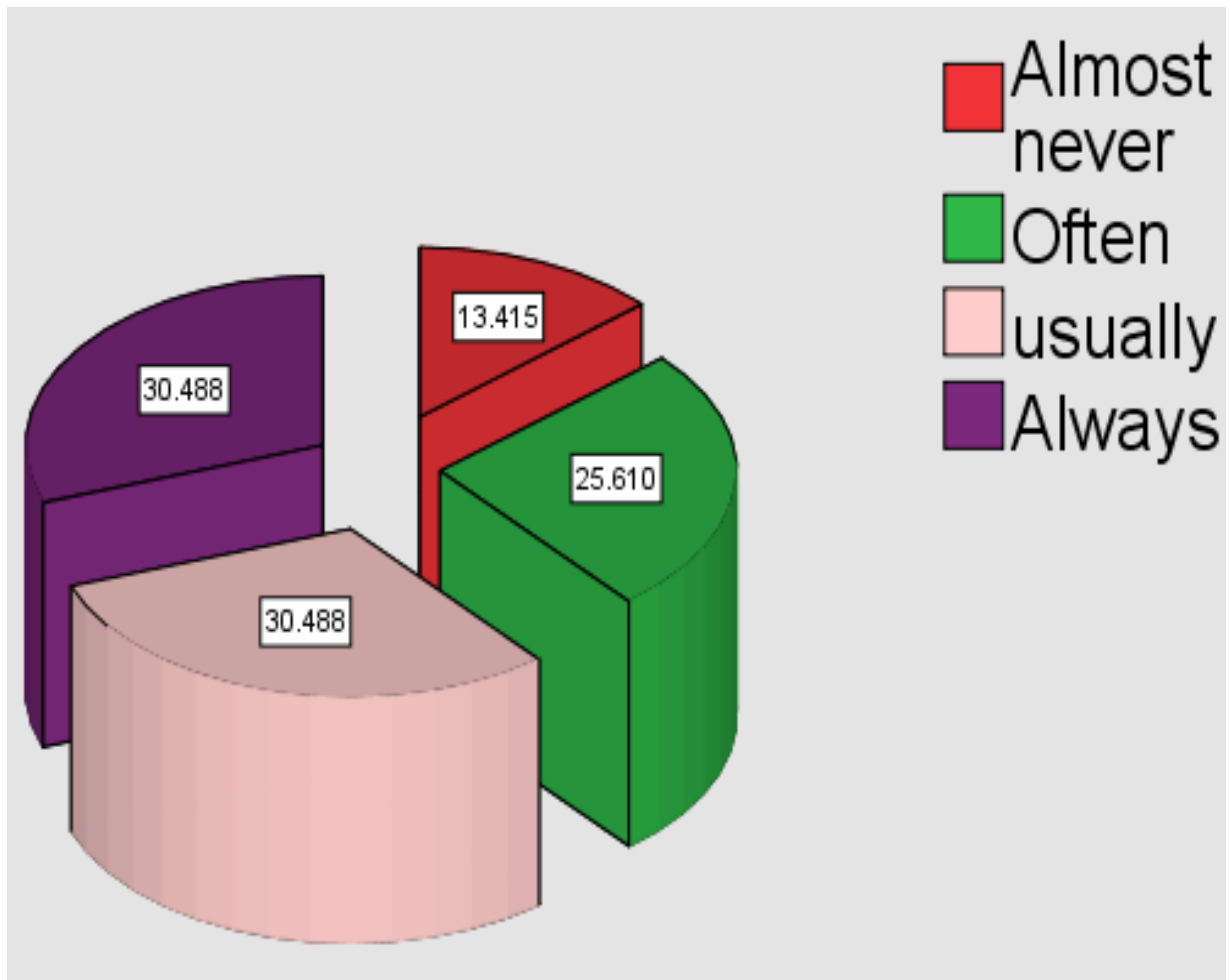


Source: administered to students of English Composition II courses at the University of El Salvador, semester I-2015

The 46.3% of the students who took the survey answered that they *always* check the coherence of writing; the 26.8% replied *usually*, the 20.7% marked *often*, the 6.0% answered that they *almost never* check coherence in writing.

Chart 9

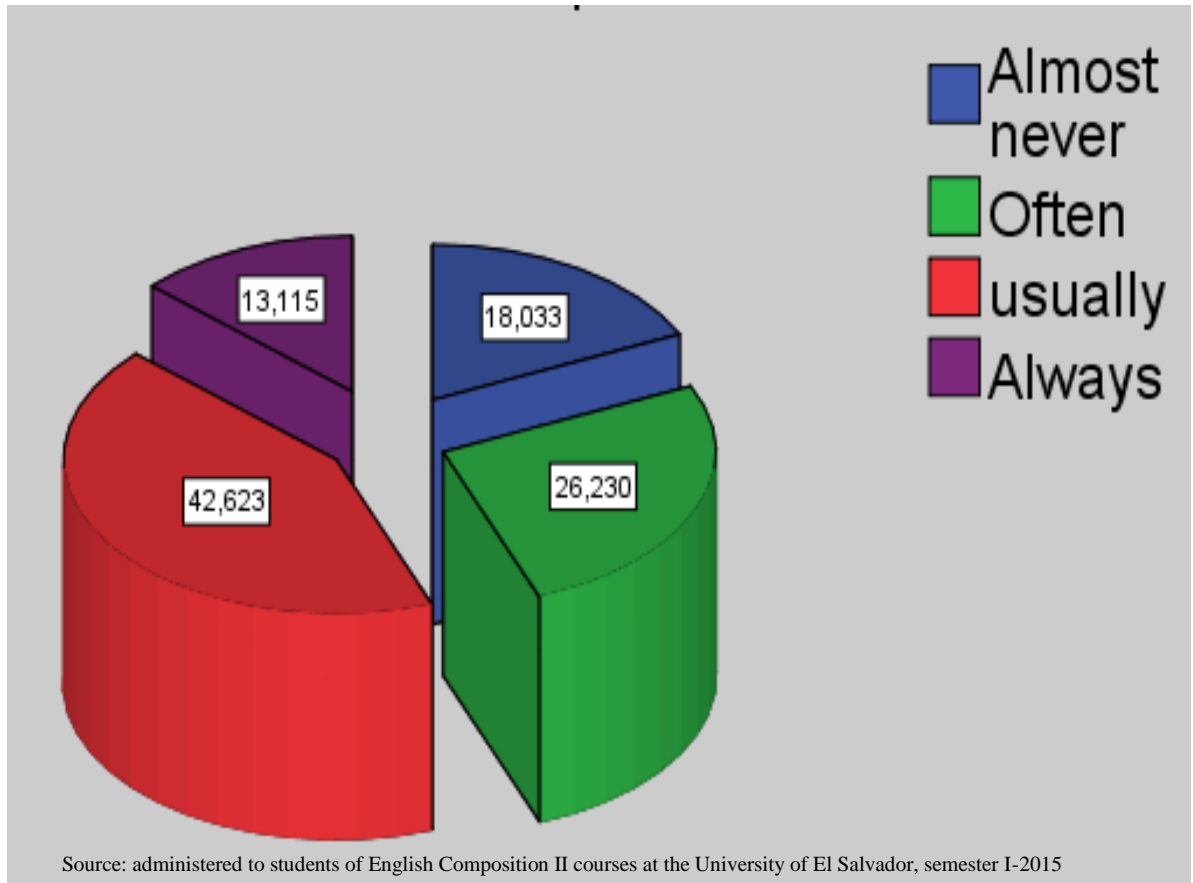
9. Comments of the text in conjunction with teacher and peers



The 30.4% of the students who took the survey answered that they *always* comment texts with teacher and peers; the 30.4% replied *usually*, the 25.6% marked *often*, the 13.4% answered that they *almost never* comment texts with teacher and peers.

Chart 12

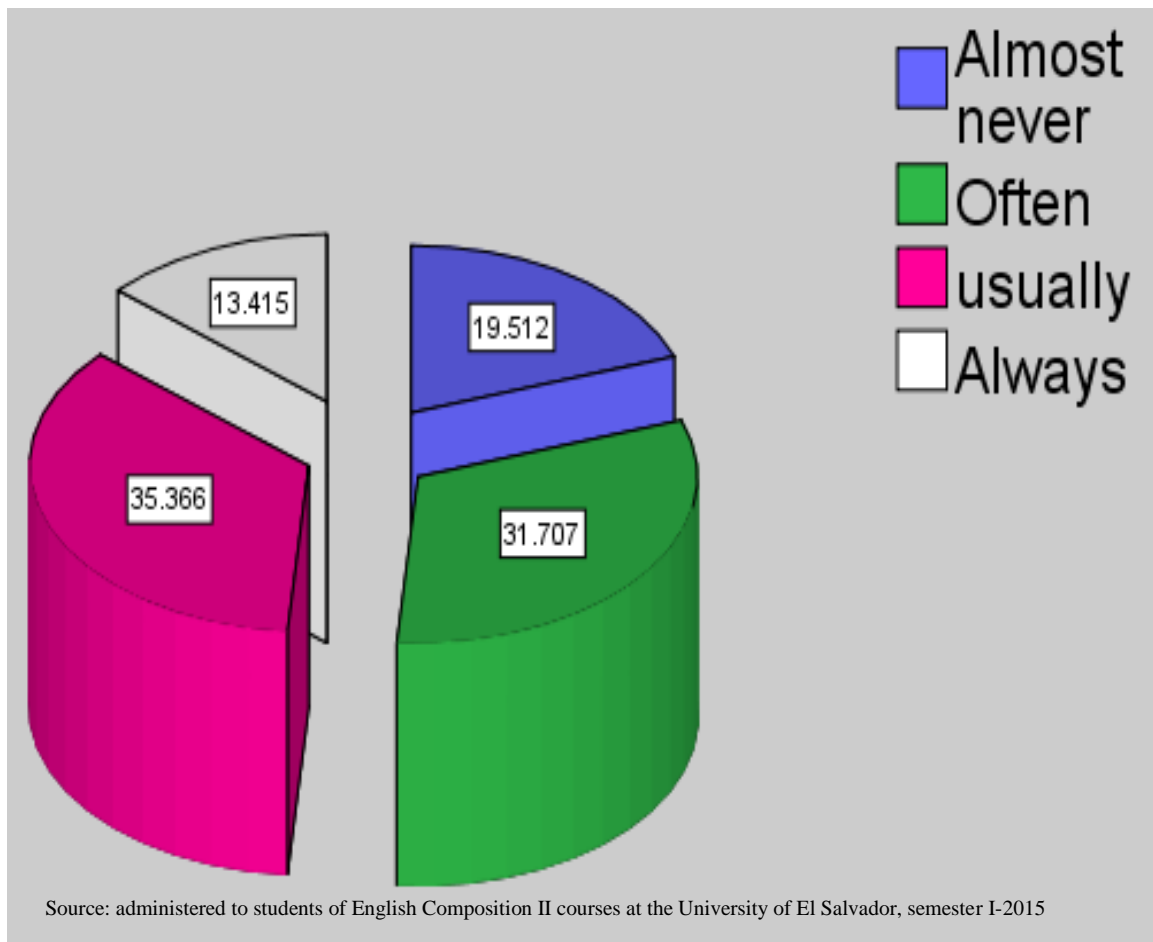
12. It is such webbing the practice of drawing a diagrams or web showing the relationship of ideas



The 46.3% of the students who took the survey answered that they *usually* use the web to practice drawing and diagrams; the 24.3% replied *often*, the 14.6% marked *always*, the 14.6% answered that they *almost never* use the web to practice drawing and diagrams.

Chart 16

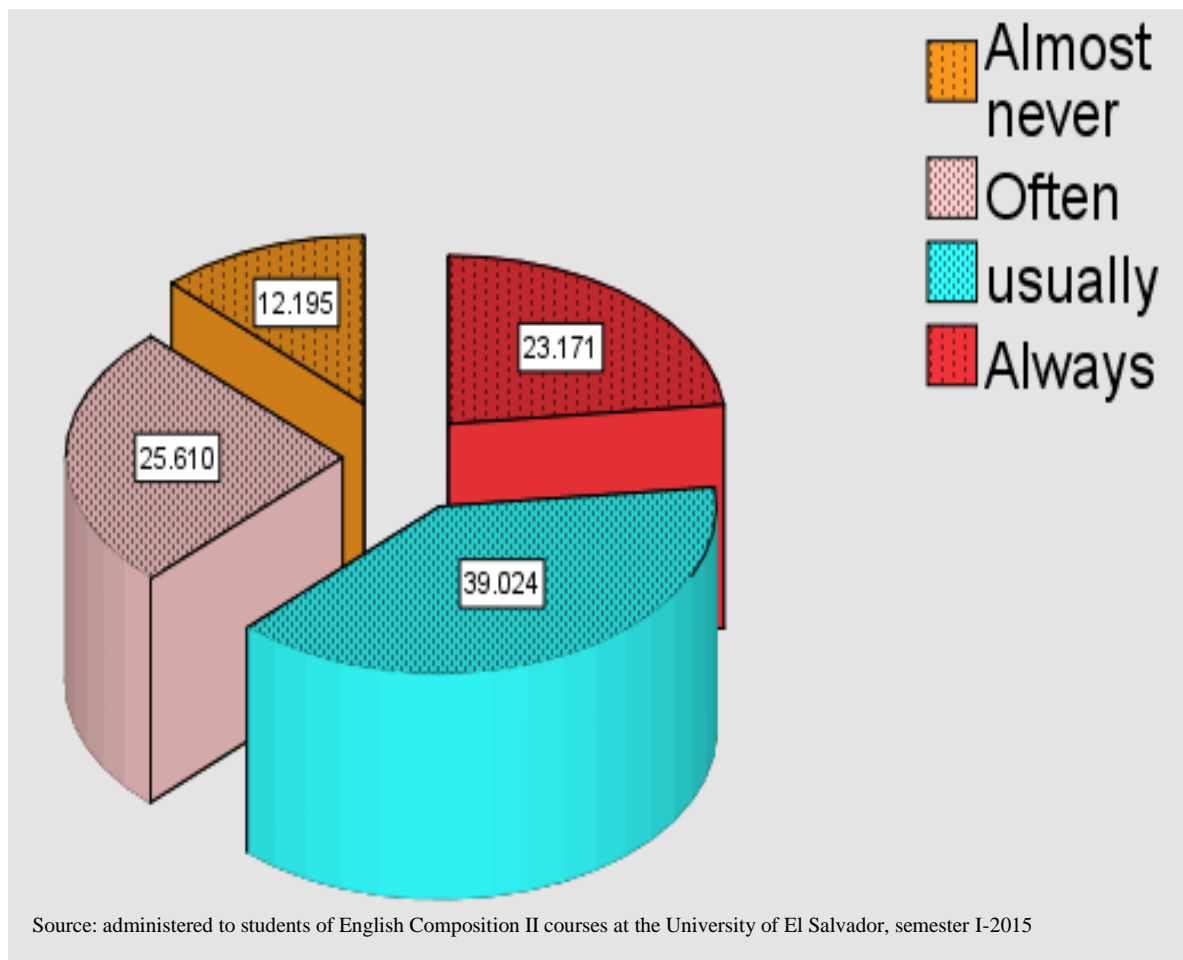
16. Two patterns of collaboration developed: expert-novice/novice-novice



The 35.3 % of the students who took the survey answered that they *usually* use two pattern of collaboration to develop writing; the 31.7% replied *often*, the 13.41% marked *always*, the 19.5% answered that they *almost never* use two pattern of collaboration to develop writing.

Chart 20

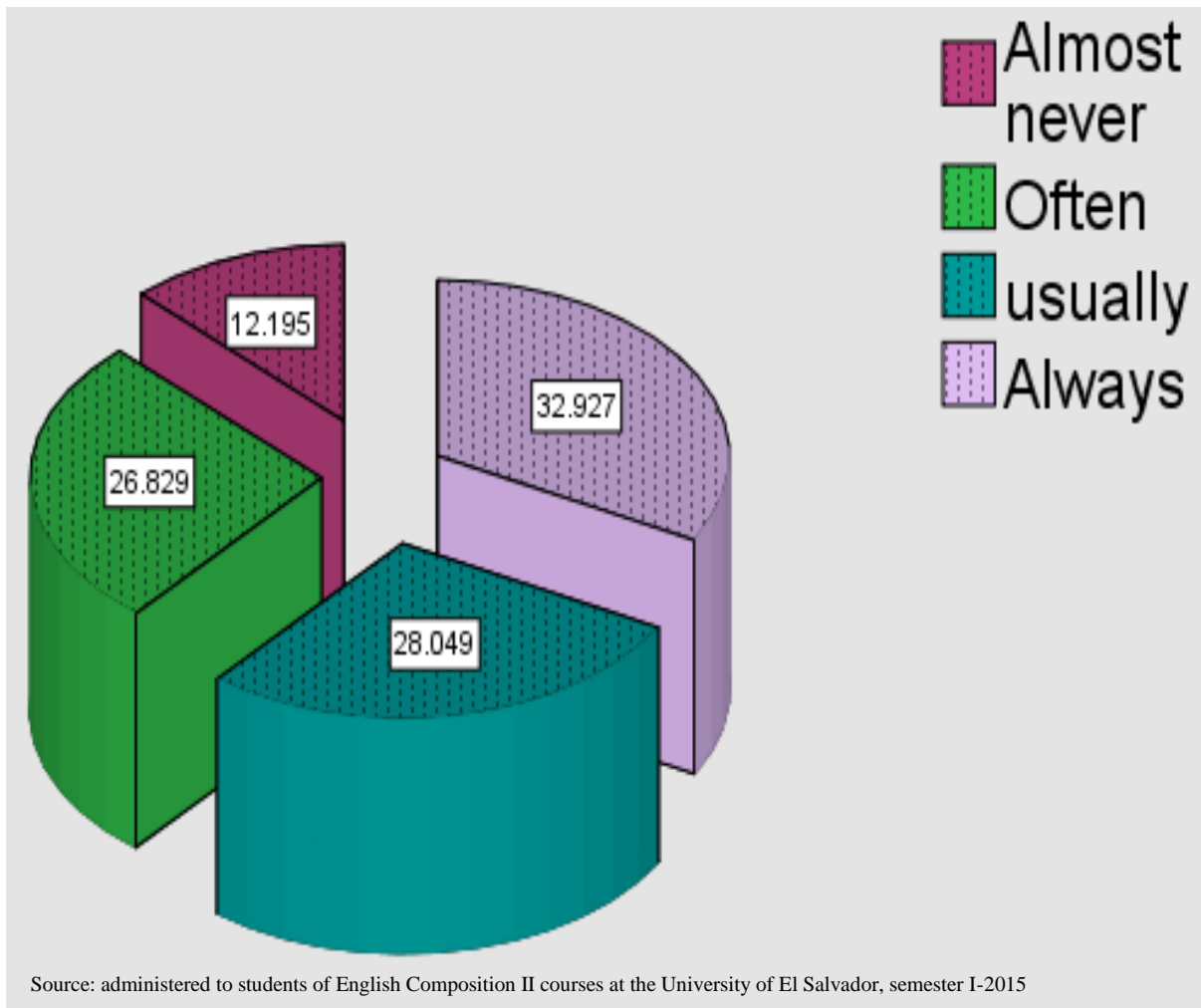
20. Freewriting



The 39.0% of the students who took the survey answered that they *usually* do freewriting; the 25.6% replied *often*, the 23.1% marked *always*, the 12.1% answered that they *almost never* do freewriting.

Chart 27

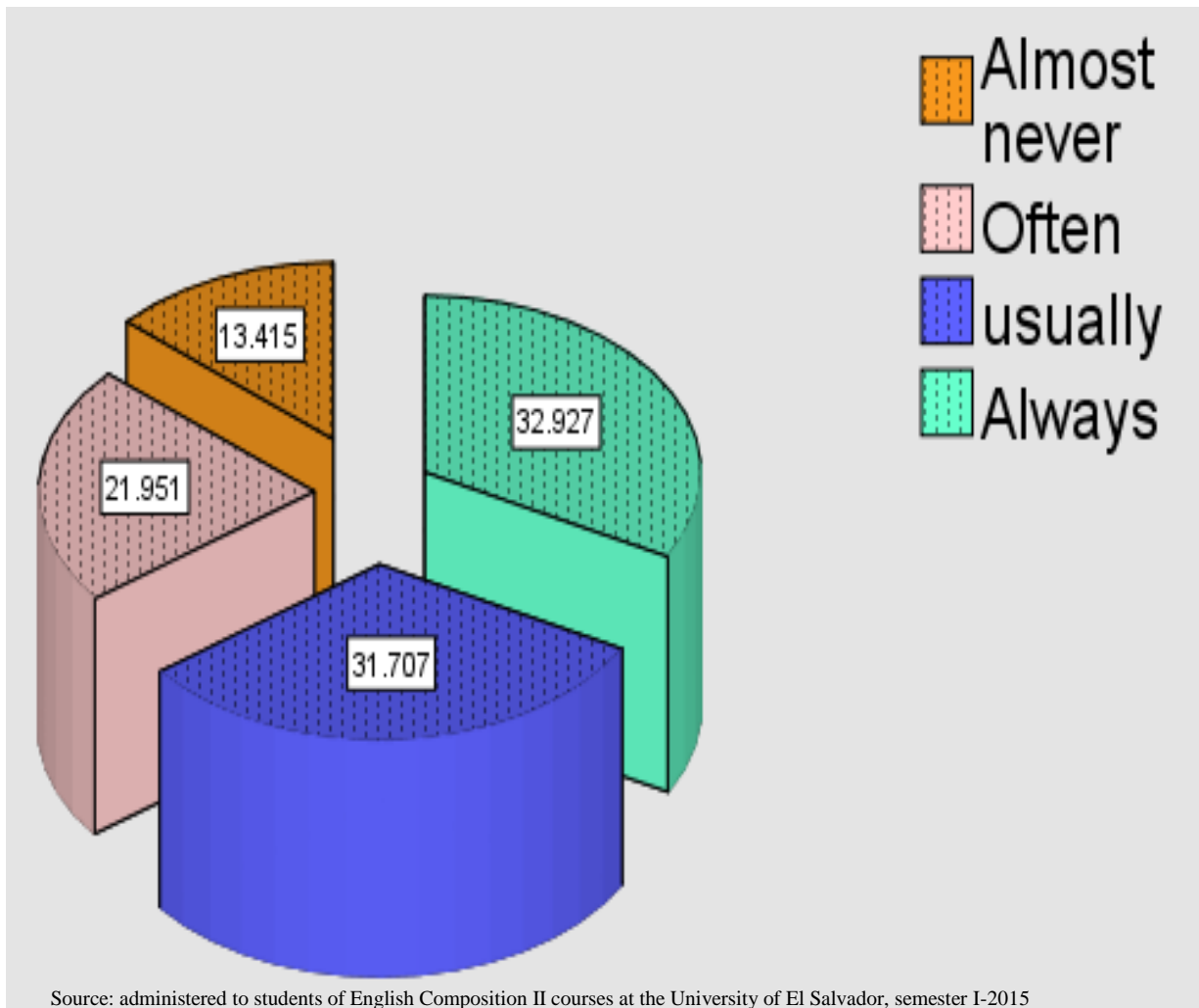
27. Choosing a subject



The 32.9% of the students who took the survey answered that they *always* choose a subject; the 28.0% replied *usually*, the 26.8% marked *often*, the 12.1% answered that they *almost never* choose a subject.

Chart 32

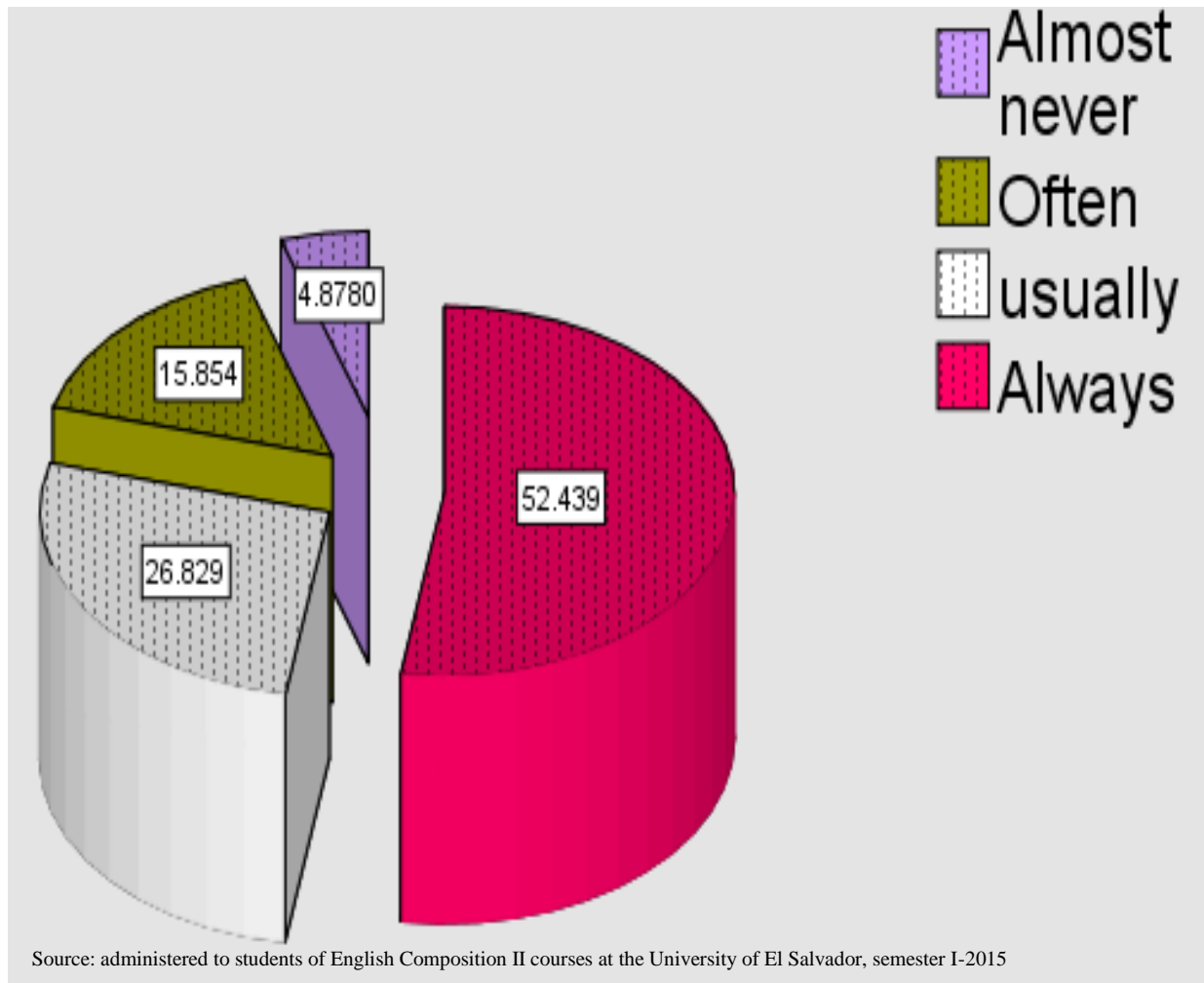
32. A statement of opinion makes a judgment



The 32.9% of the students who took the survey answered that they *always* do a statement of opinion; the 31.7% replied *usually*, the 21.9% marked *often*, the 13.4% answered that they *almost never* do a statement of opinion.

Chart 34

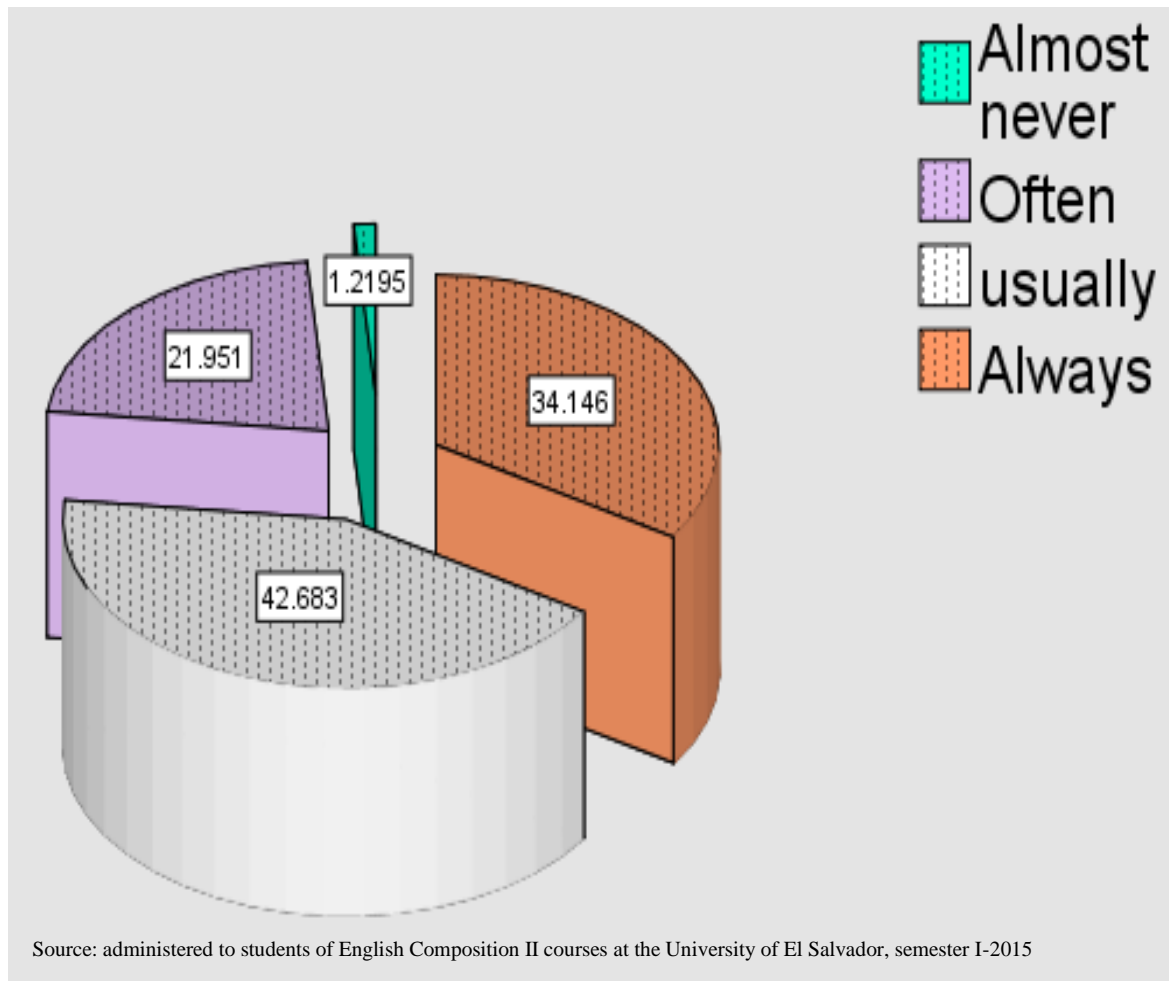
34 Prewriting and Drafting



The 52.4% of the students who took the survey answered that they *always* do prewriting and drafting; the 26.8% replied *usually*, the 15.8% marked *often*, the 4.8% answered that they *almost never* do prewriting and drafting.

Chart 39

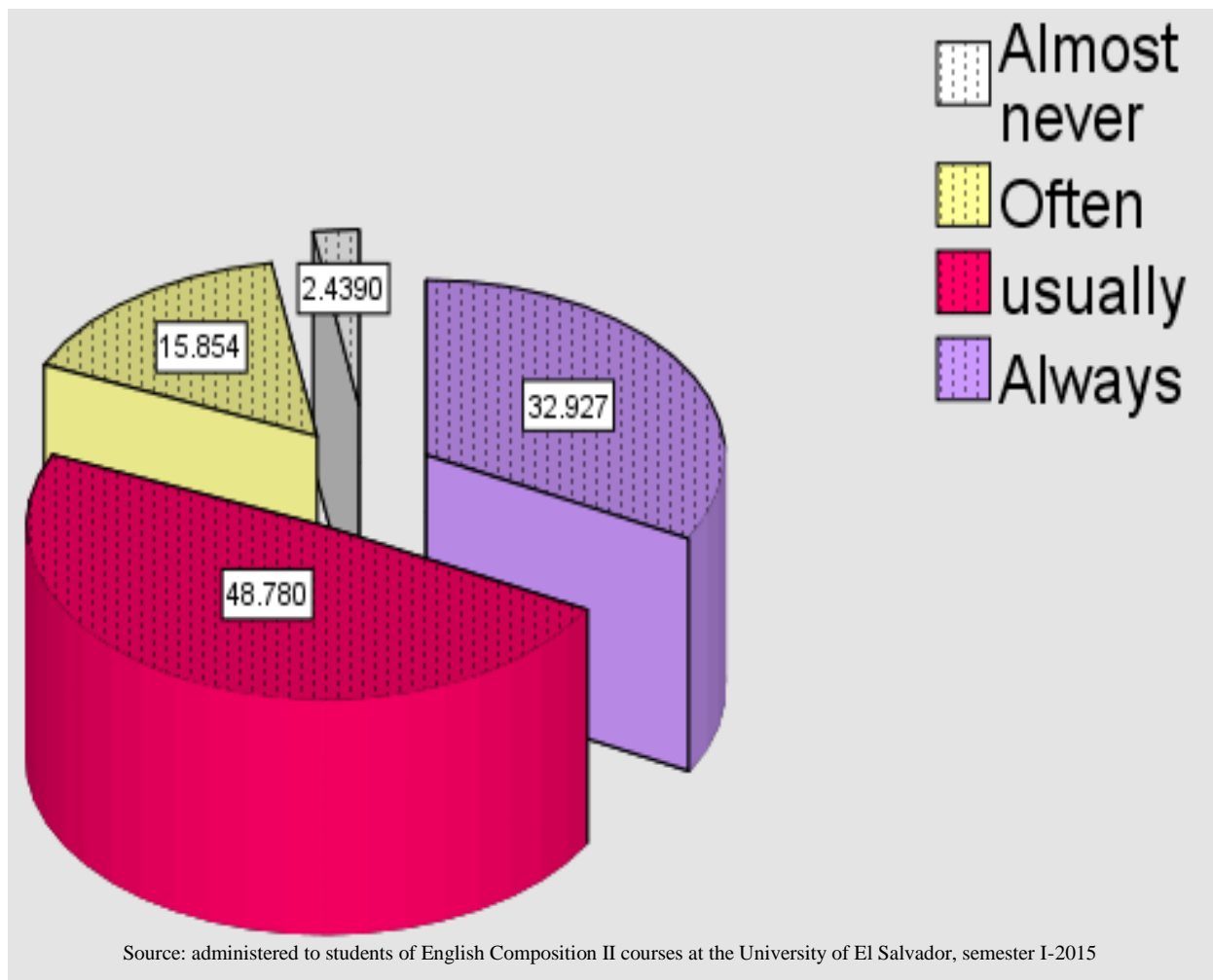
39. Freely Jotting down Ideas about the topic



The 42.6% of the students who took the survey answered that they *usually* they jot ideas about a topic; the 34.1% replied *always*, the 21.9% marked *often*, the 1.2% answered that they *almost never* jot ideas about a topic.

Chart 41

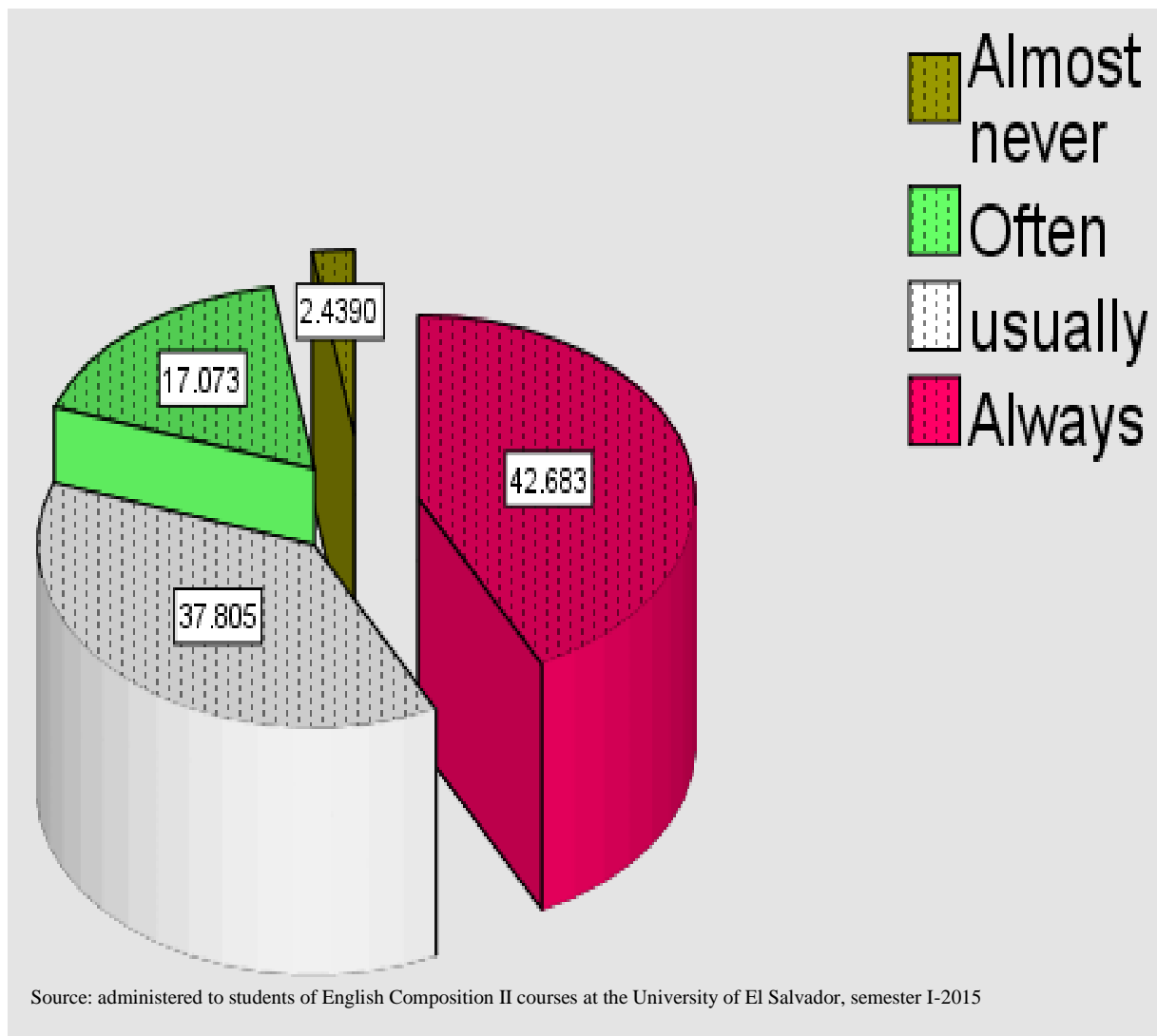
41. Selecting and Dropping ideas



The 48.7% of the students who took the survey answered that they *usually* they have dropping ideas; the 32.9% replied *always*, the 15.8% marked *often*, the 2.4% answered that they *almost never* have dropping ideas.

Chart 44

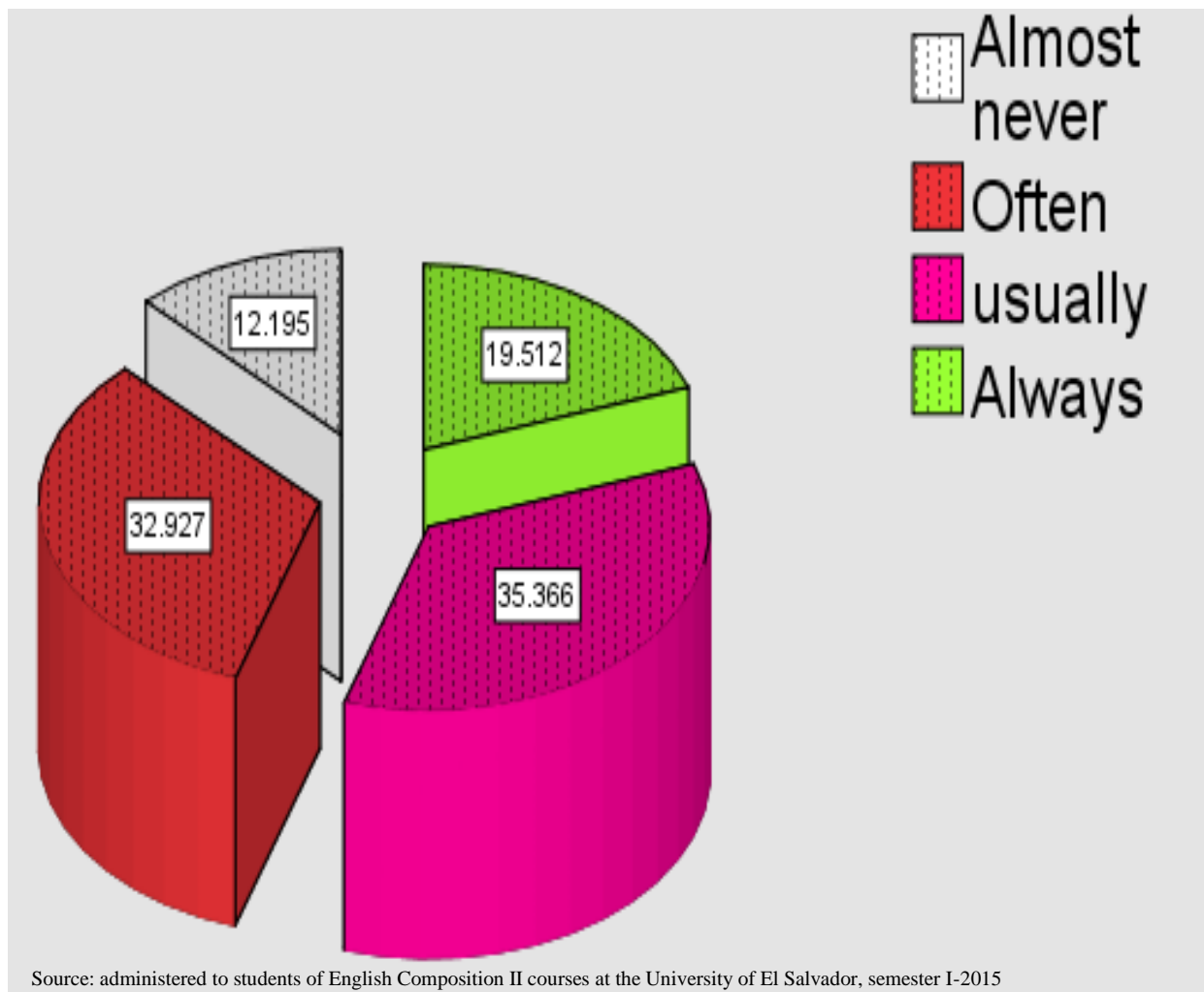
44.Rethinking and rewriting as necessary



The 42.6% of the students who took the survey answered that they *always* rethink and rewrite as necessary; the 37.8% replied *usually*, the 17.0% marked *often*, the 2.4% answered that they *almost never* rethink and rewrite as necessary.

Chart 47

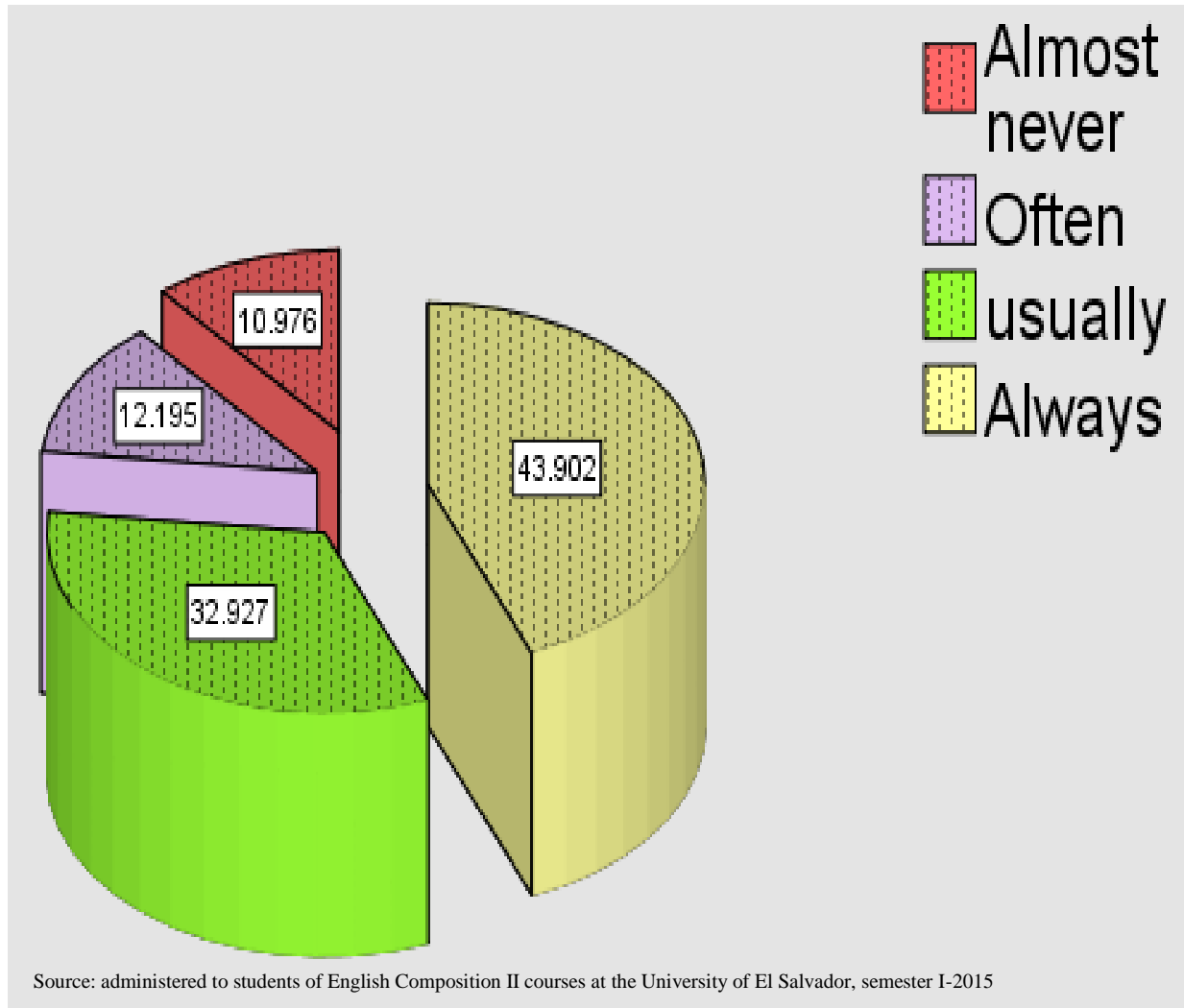
47. Errors in the composition text



The 35.3% of the students who took the survey answered *usually*; the 32.9 % replied *often*, the 19.5 % marked *always*, the 12.1% answered that they *almost never*.

Chart 50

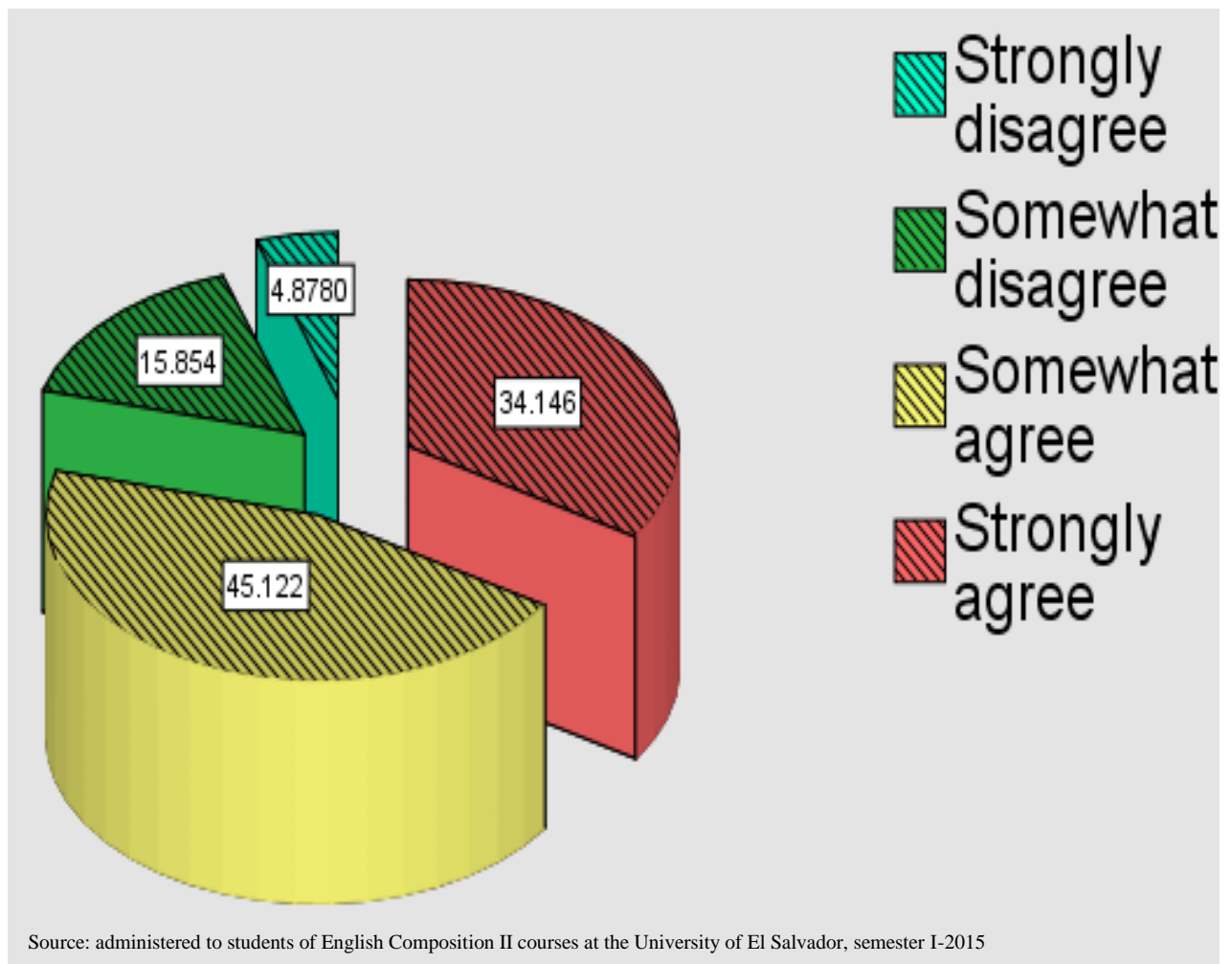
50. The technique you apply to do a paragraph



The 43.9% of the students who took the survey answered *always*; the 32.9% replied *usually*, the 12.1 % marked *often*, the 10.9% answered *almost never*.

Chart 53

53. Teacher directions are easily understood by students



The 45.1% of the students who took the survey answered that they *somewhat agree* to understand teacher directions; the 34.1% replied *strongly agree*, the 15.8% marked *somewhat agree*, the 4.8% answered that they *strongly disagree* to understand teacher directions.