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FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

TITLE OF RESEARCH WORK:

Analysis of learning process of Writing skill

**Work presented as requirement to obtaining the Bachelor's Degree
of Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros.**

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Riobamba, Ecuador. 2022

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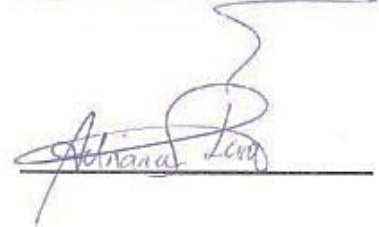
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This research work is dedicated to my lovely family, in special to my mother Susana Naranjo, whose tenacity has inspired me to never give up. To my father Carlos Soria, whose immense support and help me to accomplish my objectives. To my boyfriend, Cristian, who always has been by my side giving me encouragement and love. To my friend Mary, who believes in me and helps me all the time.

Angelli N. Soria Naranjo

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Angelli N. Soria Naranjo

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RESUMEN

Actualmente, la enseñanza del idioma inglés está enfocada en las cuatro habilidades: leer, hablar, escuchar y escribir. Estas son fundamentales para dominar el idioma extranjero. Uno de los retos que tienen los estudiantes es el aprendizaje de la escritura. Este aprendizaje requiere de seguir de un proceso apoyado de estrategias y diferentes enfoques. Por este motivo, en esta investigación se hizo un análisis del proceso de aprendizaje de la escritura en estudiantes de Décimo de Educación General Básica de la Unidad Educativa “Cap. Edmundo Chiriboga”. Para alcanzar este objetivo se utilizó una investigación de enfoque cualitativo y método micro- etnográfico. Los instrumentos empleados fueron fichas de observación. Los principales resultados mostraron la falta de motivación por parte de los estudiantes, convirtiéndose en un aprendizaje pasivo, dando como resultado que los estudiantes presentaran problemas de ortografía y sintaxis. Además, del desconocimiento del uso de diferentes estrategias en el proceso de desarrollo de escritos. Con base a la observación se determinó que los estudiantes llegan a frustrarse al hacer mayor esfuerzo en las actividades de escritura por cometer mayor cantidad de errores. Como consecuencia a esto, los estudiantes se sienten desinteresados en desarrollar la destreza de la escritura.

Palabras claves: destreza de la escritura, estrategias, proceso de aprendizaje, enfoques

ABSTRACT

Currently, English language teaching focuses on four skills: reading, speaking, listening, and writing. These are essential to mastering a foreign language. One of the challenges that students have is learning to write. This learning requires following a process supported by strategies and different approaches. For this reason, in this research an analysis was made of the learning process of writing in students of Décimo de Educación General Básica at Unidad Educativa “Cap. Edmundo Chiriboga. To achieve this objective, a qualitative research approach and a micro-ethnographic method were used. The instruments used were observation sheets. The main results showed the lack of motivation on the part of the students, becoming a passive learning, resulting in the students presenting spelling and syntax problems. In addition, the lack of knowledge of the use of different strategies in the process of writing development. Based on the observation, it was determined that students become frustrated by making more effort in writing activities due to making more errors. As a consequence of this, students feel disinterested in developing Writing skills.

Keywords: writing skill, strategies, learning process, approaches

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CHAPTER I. INTRODUCTION

English has achieved the highest status by becoming the most widely spoken language in the world. Many students find it difficult to learn English skills effectively. The introduction of English brought the need to set clear goals, which are different from traditional learning goals.(Nuñez, 2010).

As one of the four language skills, Writing has a place in most English language courses. One reason is that more and more people need to learn to write in English for professional or academic purposes. Also, to write well, one needs to have good writing skill. Also, some people who want to write articles or stories need to know how to write academically. Authors must be able to organize ideas to construct sentences and use punctuation and spelling. The student must be able to organize writings correctly. (Amalia, 2018). For this reason, practices and application of the various techniques help students to learn English easily to communicate. There are many methods to teach English but not all of them are useful. Therefore, in the current research the qualitative method will be used in order to collect information. This study is of an exploratory level because it helps researchers to choose the best way to address the research question posed. In addition, micro-ethnographic analysis is required because qualitative methods have direct observations which are very useful when analyzing people in real settings and allow researchers to describe in detail what will happen in the classroom.

This aims is to improve the students' competencies in writing skill. Also, teachers have another perception about the possible weakness within the process of developing writing pieces. This research has been organized into five chapters.

- **CHAPTER I:** The introduction, the research problem, the problem statement, general and specific objectives, and the justification have been written.
- **CHAPTER II:** The Theoretical Framework and all theoretical aspects about writing skill, approach, strategies, stages of the writing are included.
- **CHAPTER III:** The Methodological Framework refers to the procedure done by the researcher to obtain the type, level, design, population, and sample of this research, through the application of the observation instrument to get information.
- **CHAPTER IV:** The analysis and interpretation of results showing the obtained information by the observation sheet.
- **CHAPTER V:** The conclusions and recommendations are presented. Besides, the references and annexes are included.

1.1 RESEARCH PROBLEM

The students of Décimo de Educación General Básica at Unidad Educativa “Cap. Edmundo Chiriboga” present difficulties in acquiring Writing skill, due to the reduced application of the learning process.

1.2 PROBLEM STATEMENT

The English language is considered a lingua franca. So it is one of the most spoken language worldwide. Thus, this focuses on developing competency in the four aspects of linguistics.

This argument was formulated when the researcher observed during their internship, the problems in the learning process to write that occur in students of Décimo de Educación General Básica at Unidad Educativa "Cap. Edmundo Chiriboga".

In view of the above, we identify that students have difficulty improving their writing and struggle in English class. In general, writing has not been taught or practiced equally as the other language skills.

Unfortunately, the learning process for academic writing does not have a deep reflection on its application and development during English class. During my observation of the practices developed in various educational institutions, I could see that in some writing classes, students had difficulty expressing and organizing ideas as well as a lack of interest to improve their writing. This discovery seeks to increase the teacher's vision about the processes that are used for learning to write.

1.3 JUSTIFICTION

For social and educational reasons, learning a foreign language is a process through the use of tools, strategies, and methods. This always focused on the student achieving linguistic knowledge. English is the most generally communicated in language on the world. Katherine Bjornson (2013) affirms that: "Learning a second language and connecting with other cultures can broaden your horizons worldview, expanding your worldview can help you understand your own life and culture"(pp. 5).

Due to superior cognitive abilities, studies have shown that the benefits of learning another language include advanced results in other fields. Thus, bilingual students outperform monolingual students on standardized math tests, text analysis comprehension tests, or vocabulary tests. When children get used to switching from one language to another. Students who speak two or more languages have stronger working memory than students who grew up speaking one language. This means they are better at mental arithmetic, reading, and many other important skills because their brains work faster. (Blázquez, 2018).

According to what was reviewed above, the learning of a language should take on more importance for teachers, parents, and students. The student will achieve greater cognitive development, not only will it help him in learning a new language, it will be in other areas of knowledge as well. That is why the objective of this research was to analyze the learning process of students. This will help us to know what strategies and approaches are used, and also, what their weaknesses are presented in this learning process. In this way, teachers will have another perception of the strategies and approaches they use with their students and what their scope is. According to this, they will be able to adapt to the needs of their students and achieve all the benefits that have learned a new language.

Focus on the learning writing skill gives benefits to students. At the point when students are writing something on paper, they become more cautious in picking the right words. This implies their composing will be more smooth, concise, and exquisite. Understudies will begin to utilize extended vocabulary, which will have a superior impression of you on the individual you are speaking with in the academic or professional area.

It is important to consider that the students and teachers of students of Décimo de Educación General Básica at Unidad Educativa "Cap. Edmundo Chiriboga" were the primary beneficiaries of this research, about to know the process of learning Writing skill and the possible challenges to face. Moreover, this study is possible for the drawn-out accessibility of bibliographic, human, and financial resources.

The purpose of this research is to motivate the teaching of Writing skill to high school students. That it be focused more to develop the writing's abilities with various approaches and uses of strategies within the learning process.

1.4 OBEJECTIVES:

1.4.1 GENERAL OBJECTIVE

To analyze the learning process of Writing skill in students of Décimo de Educación General Básica at Unidad Educativa "Cap. Edmundo Chiriboga".

1.4.2 SPECIFIC OBJECTIVES

- To identify the writing strategies employed in the EFL teaching and learning process of participants.
- To examine the writing process approaches in which participants are involved.
- To describe the learning weaknesses of the participants towards the Writing skill.

CHAPTER II. REFERENCE AND THEORETICAL FRAMEWORK.

2.1 BACKGROUND OF INVESTIGATIONS

Nationally, there is a research in Universidad Nacional de Chimborazo, whose author is (Amaguaña & Guaraca, 2015) named "Diagnosis of Cooperative Method in the Writing skill". The authors analyzed 38 students in their English classes in order to diagnose the causes of misuse of cooperative method in the process of writing skill.

Questionnaires and surveys were used and determined that 40% of students "sometimes" were actively interested and involved in the implementation of collaborative approach techniques. It was concluded that 40% of respondents said they "sometimes" use different types of group activities and time and resources to complete the educational program. As a result, 40% of students only got satisfactory grades "sometimes" when using the group method to develop writing skills, and even more than 40% sometimes wrote correctly in grammar exercises. (Amaguaña & Guaraca, 2015, pp. 2)

Internationally, there is a research written in Republica Dominicana, Martínez, López-Díaz, & Pérez, 2020 with the title: "Using Process Writing in the Teaching of English as a Foreign Language" shows that the researchers analyzed and diagnosed through 4 stages such as planning, acting, observing, and reflecting. This was applied to 25 young people with a B1 level of English.

The researchers identified a problem, reflected on a proposal. This proposal was the creation of writing workshops for the next stage of the implementation of this proposal. After that, the researchers developed lessons and a survey. In the last stage, the researchers analyzed the students' progress in developing lessons and the survey. The survey helped the researchers to obtain the students' perceptions. As a result of this research, the young people completed the lessons. They were required to write paragraphs that were then corrected with a rubric. The survey showed that most of the young people considered the brainstorming tool to be very functional. Moreover, the young people took longer to start the first paragraph than when they used brainstorming in paragraph development. Most of the young people found it difficult to write in spelling and grammar. During this process, many students claimed that they were never taught deductive writing techniques. They also claimed the advantages of obtaining ideas faster by following a systematic process. (Martínez, J., López-Díaz, A., & Pérez, E. 2020)

There is the research whose author is (Wahdan & Buragohain, 2018) from University of Malaya Perlis, and its title is "Investigating the Effects of Using Writing Process on Students' Writing Performance at Foundation Program- Hai'l University" The researchers focused on effects of using Writing Process in developing EFL students and teaching methods.

They used a control group and an experimental group. In the control group, the teacher tells them the information, grammar, and vocabulary that students should include in their writing. In the experimental group, the teacher followed Hayland's model. This consisted of the teacher following a process for the students to master ideas about the topic. The researchers reviewed and analyzed the writings of the two groups with an assigned rubric.

As a result, the researchers found that in the experimental group 17 students obtained a high level, and in the first group only three students. In addition, the control group showed a low quality in their writing, they wrote less paragraphs and were disorganized, and cannot express their ideas well. Unlike, the experimental group, which implemented a writing process, they organized excellent paragraphs. The research points out the importance of following a model like Hayland's so that students efficiently organize ideas on a topic. (Wahdan & Buragohain, 2018).

2.2 THEORETICAL FOUNDATIONS

Firstly, I base my study on my research questions and problem statement to investigate the theoretical foundations. I mean it was focused on the writing process strategies and writing approaches that students apply in class.

2.2.1 *Writing Skill*

(Viridyna, 2016) defines Writing is a fun activity that brings some benefits to students, and despite its fundamental difficulties, writing is still a useful, essential, integral, and enjoyable part of foreign language teaching. Writing involves several components that must be considered, including word choice, use of appropriate grammar, syntax, mechanics, and organizing thoughts in a coherent manner (Gebhard, 1996 cited in Apsari, 2017). Writing allows students to express their ideas on any topic, if they acquire writing skills, they will be able to develop writing clearly and accurately.

2.2.2 *Importance of Writing skill*

(Rao & Durga, 2018) explains that:

Writing aims to convey thoughts, ideas and facts in simple and clear language. Students must learn the art of good writing, which is essential to excel at both academic and professional levels. All students need good writing skills to meet their educational and employment needs. Here are some reasons to show the importance of writing skills:

- To write technical documents, research papers, and put forth the right facts and information.
- In searching and obtaining a job.
- To make presentations and reports, etc.
- For improving communication skills.

- For improving creativity, exploration, and essential for self-understanding.

Klimova (2012, as cited in Maley, 2009) claims the following benefits of creative writing:

It supports language development at all levels: grammar, vocabulary, phonology and discourse; learners must manipulate language in interesting and challenging ways as they attempt to express unique personal meanings. It requires a willingness to play the language; it focuses more on the right side of the brain, focusing on sensation, bodily sensation, intuition, and musicality; and it also provides space for learners who are often disadvantaged in the formal teaching process. (pp.9)

2.2.3 Writing Strategies

Oxford (1989) states the learning strategies as “the often-conscious steps of behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information” (p. 4). The writing process uses several strategies, which help students and teachers achieve the objectives set in order to mastering this skill.

a) Guided Writing

According to (British Council - Teaching English, s.f.): Guided writing involves a teacher working with a group of learners on a writing task. The aims of the task are based on what they have previously been learning about the writing process. Guided writing aims to support learners in this psychologically and cognitively difficult activity.

In view of above, Guided writing is based on what students have previously been learning about the writing process. In which involves teachers and students working together. In addition, this strategy helps teachers to work with ESN students according to their needs.

Example:

The learners have been looking at how conjunctions are used to contrast and compare ideas. They are now writing a short discursive essay on the subject of animal experimentation. The teacher is working with the groups to guide them in the correct use of the target language. (British Council - Teaching English, s.f.).

b) Modelling Writing

(English Standards of Learning, 2004) emphasizes that Modelling Writing allows to: The teacher demonstrates the act of writing by thinking aloud as text is composed in front of students. This allows students to hear the thinking that accompanies the writing

process, such as choice of topic, how to begin the piece, and how to look for interesting vocabulary. Modeled writing also includes revising and editing what has been written. (pp, 4).

This is considered a "think aloud strategy", which "Not only does this give the teacher opportunities to explicitly talk about elements of the writing process, but also allows students to observe the way a writer crafts and records a text". (Ehmer, 2010)

c) **Shared Writing**

(Education and Training, 2018) states: "In co-writing, students work with teachers to create written texts. Teachers play the role of writers, inspiring, questioning, and supporting students in their writing." This strategy allows students to turn to partners and talk to them about their thoughts, ideas, or opinions. Teachers walk around the meeting area, listening to students and gathering ideas.

Collaborative writing is a useful tool at any grade level and can be used throughout the school year with an entire class or small groups that may need more support. It is more commonly used in lower grades and early years when developing writers need more support. (TeacherVision, 2019).

Writing Approach Process

According to the British Council (2018) these are the main approaches in writing lessons:

Pre-writing: Teachers must stimulate creativity in students and get them to think about how to approach writing topics. At this stage, the flow of ideas is paramount, and students do not always need to actually create a large (if any) amount of written work. If this is the case, teachers can make suggestions on how to improve their initial ideas.

Focusing ideas: At this stage, students write without much emphasis on the accuracy of their work or organization. The most important feature is meaning. Here, the teacher (or other students) should focus on what to write. Is it coherent? What's missing? Is there anything extra?

Evaluating, structuring and editing. Now the font has been adapted to the readership. Students should focus more on the form and producing the finished work. Teachers can help correct mistakes and provide organizational advice.

2.2.4 Stages of the writing

Aguilera (2012) offers a complete view of the following stages of the writing process to write effectively:

- **Drafting:** It is the complete first version of a piece of writing in which the writer starts to organize and plan information. Furthermore, it is necessary to take notes and writing supporting ideas before to make the composition. It involves enough concentration to put your ideas into sentences and paragraphs.
- **Editing:** It means to check the content of the text which includes check spelling errors, grammar, capitalization, punctuation and sentence structure. Then, it is significant to edit and make sure that the composition has complete sentences and correct spelling. The goal of editing is to improve the piece of writing and recognize errors.
- **Proofreading:** This stage involves to check grammar mistakes in accuracy. Besides, it is useful to read the essay aloud in order to check common errors and make corrections. The essay needs to catch the reader's attention and it needs to be easy to read.
- **Re-drafting:** It is the final stage which consists of writing a final version of a composition before publishing. Therefore, it is important to read again and improve the writing. It gives learners the opportunity to gain experience and learn consciously where they will feel proud of their work. (Aguilera, 2012, págs. 54- 56)

2.2.5 Writing Problems

According to (Peter & Singaravelu, 2021), explains about Problems Detected in the Acquisition of English Writing Skill.

Peter & Singaravelu (2021, pp. 1511-1512) mentions some problems for instance:

Students do not understand the characteristics required by different types of writing. This is a major problem faced by educational institutions. The lack of content in the written draft points to the fact that the students lack reading habits. This factor prevents students write adequately in grammar and semantics. Vocabulary problems: Students fail to choose appropriate vocabulary in context. Students do not use many words in their compositions.

Students use basic vocabulary or use key vocabulary from the text, so their writing does not have a clear idea. Syntactic errors: Sentence structure is also a common problem for students. If students do not organize words and sentences, their writing will have

grammatical errors." (...) In periods (.), commas (,) apostrophe ('), etc. Major errors were found. Sentence beginnings have not become a habit for most students". (Peter & Singaravelu 2021)

CHAPTER III. METHODOLOGICAL FRAMEWORK

3.1 Approach

The research is a qualitative study. The educational institution that was observed was Unidad Educativa “Cap. Edmundo Chiriboga” located in Riobamba city, Chimborazo province.

Qualitative research will be used due to it focusses on understanding “how people make sense of their world and how they interpret and experience different events” (Wilson & Shraples, 2015, p. 21). Also, Sampieri (2004) affirm that qualitative research that models us is an inductive process contextualized in a natural environment. Therefore, it can be said that this study is qualitative in that it understands the problem from the perspective of teacher and students and takes place in their learning environment.

3.2 Research Modality

The proposed research will be focus on my ontological position which is Constructivism. According to Denzin and Lincoln (2005) "The constructivist paradigm assumes a relativist ontology (there are multiple realities)"(p.12). In this way, it helped us to understand what is the reality of students go through in the process of learning Writing skill. It focuses on relativist ontological. Guba, E. G., & Lincoln, Y. S. (1994) emphasize that "Constructions are alterable, as are their associated "realities." ". In this research, I would like to explore different people's ideas and how they developed in an academic context.

On the other hand, taking into account the following study my epistemological position was focus on transactional and subjectivist. Hugly and Sayward, (1987) emphasizes the diversity of interpretations that can be applied to the world...Transactional means that truth arises from interactions between elements of some rhetorical situation. (pp. 278). According to Ratner (2008) said that Subjectivist research positions the world, including the psychological world of the study participants, as unknowable, and the researcher's role is to construct an impression of the world as he sees it. For this reason, with the fusion of these two epistemological positions, they are linked interactively so that the findings are created while investigation progresses.

Micro-Ethnographic method will be used to gather the information about learning writing process at Unidad Educativa “Cap. Edmundo Chiriboga”. Events are carefully analyzed in the micro-ethnographic study of classroom behavior to determine its social organizational features. (Illinois, 1982). This is important because it helps researchers examine questions and compare students at specific moments knowing when and where the research needs to apply this strategy, the main goal is to get great results.

The interpretive paradigm focuses primarily on recognizing and narrating the meaning of human experiences and actions (Fossey, 2002). Therefore, we focused on methods that try to observe and interpret the experiences and behavior of students during their learning Writing skill process. The results of it were obtained of students and teacher's particular details.

3.3 Levels of Research

Exploratory Research: This research is exploratory because the research focuses on exploring and investigating a problem that is not clearly defined. Also, the data collected supports carrying out the proposed research. Cooper and Schindler (2006) define exploratory research is typically qualitative. Qualitative research is often referred to as interpretive research as its intention is to build an understanding of an issue rather than prove a theory (Cooper and Schindler 2006).

3.4 Study Population

Population: The following research was applied at Unidad Educativa "Cap. Edmundo Chiriboga" located in Riobamba city, with students of Décimo Año "A", constituted by 30 students approximately, both women and men.

Ethical considerations: Arifin (2018) points that "In a qualitative study, ethical considerations have a particular resonance due to the in-depth nature of the study process"

The Belmont Report summarizes the basic ethical principles and guidelines identified by the commission to assist in the protection of human subjects in research. The report focuses on three main areas, (1) the boundaries between research and practice, (2) the basic ethical principles that should underlie the conduct of research (autonomy, beneficence, justice) and the protection of human subjects, and (3) the application of these principles into practice. (Zucker, 2007)

Therefore. We respect the anonymity and confidentiality of our participants such as not divulging their names or any kind of private information of them.

3.5 Sample Size

It worked with a small population, it is not necessary to draw a sample.

3.6 Data Collection Techniques and Instruments

For data collection, the following technique and instrument were used:

Observation: Class observation guides were employed due to analyzing how is the process of Writing skill learning in students of Décimo de Educación General Básica at Unidad Educativa “Cap Edmundo Chiriboga”. First of all, “Observation is the systematic description of the events, behaviors, and artifacts of a social setting” (Marshall & Rossman, 1989, p. 79).

The observation was validated by expert, who approved that the instrument is well constructed in content and form. Then, we chose a sample to apply the pilot test. Thus, we ratify the content validity measuring that each item must be clear and coherent according to the objectives proposed in the investigation.

3.7 Techniques for analysis and interpretation of information

According to the characteristics of this research, we used qualitative triangulation.

Based on this, “the triangulation is conducted by using different data sources or by using different data collection method.” (Naruni, 200, p. 445). Moreover, it is required to apply data triangulation. (Rugg, 2016) explain that “Data triangulation is the use of a variety of data sources, including time, space, and persons in a study. Findings can be corroborated and any weaknesses” (p. 14).

CHAPTER IV. ANALYSIS AND INTERPRETATION OF RESULTS

Once the observation guides were applied in students of Décimo de Educación General Básica at Unidad Educativa “Cap. Edmundo Chiriboga”. The results analyze the information gathering and respond to the specific objectives set for the investigation.

Objective N° 1

To identify the writing strategies employed in the EFL teaching and learning process of participants.

OBSERVATION GUIDE RESULTS

Writing strategy is defined as the sequence in which a writer engages in planning, composing, revising, and other writing-related activities (Torrance et al., 2000 in Penuelaz, 2012, p. 83). According to data collected with the observation guide, the writing strategy was used by "Cap Edmundo Chiriboga " high school such as:

Table 1 Results and Analysis of Writing strategies employed

Statements	Result	Analysis
The students are grouped on the basis of ability and need	No	The teacher formed groups randomly by means of raffle.
The teacher analyses writing and set targets for each group	Yes	The teacher assigned activities according to the purpose set at the beginning of class
The teacher writes the first or next paragraph of an explanation text and the students are invited to read it aloud to the group	Yes	The teacher wrote a short paragraph about his Daily routines on the whiteboard. The teacher selected one or two students to read it.
During the activity, the teacher checks students' understanding through questions and discussions.	Yes	The teacher monitored to students refer to watching and listening to learners as they perform an activity.

The teacher provides effective oral and written feedback to students in each group to ensure students are clear about the next steps needed to improve their writing.	No	The teacher provided feedback to students but some of them were still confused about structure and grammar.
The teacher, as the expert, demonstrates the writing process with an example.	Yes	Before students started to practice, the teacher wrote instructions and a short example on the whiteboard.
The students focus on the teacher's model and constructed their own texts.	No	Students look at the teacher's model and copy the same paragraph. They just changed some words and not constructed their own.
The teacher involves the children in composition by asking for their ideas and opinions to construct the text.	Yes	The teacher asks for ideas and opinions from students and the best answer include within a paragraph.
The students are active participants in sharing ideas with their classmates and teacher.	No	When the teacher made questions only two or three students respond. The rest of the students felt bored.

DISCUSSION

The strategy most used by the teacher is Modeling Writing because he employed the following patterns:

Teacher demonstration:

Based on the observation class, the teacher made a model writing to demonstrate different class purposes. One of them was the "Daily Routine " class, the teacher presents an example on the whiteboard. The teacher highlighted keywords and made emphasis on common misspellings. This strategy engages students and supports their learning. The demonstration has the potential advantage of being 'better, more visible, clearer and with more impact than a class experiment' (Wellington and Ireson, 2012, p. 165). Also, this becomes a passive learning environment where the students tend to avoid expressing misunderstandings. As a result, students are less involved in the learning experience.

The drawbacks of passive learning have become more prominent as new incremental learning methods come into focus; many have criticized these aspects of passive learning, saying it is teacher-centered and less interactive for students, so they inability to apply the skills learned in the real world. Back-and-forth communication, discussion, and analytical skills were less; these learners were also considered less able to understand and use the reading material.

Passive Participation:

The teacher provides multiple choices to motivate students to participate during the class. Opinions and ideas are suggested by students to include in the teacher's model writing. Also, this strategy allows to teacher gives feedback to the students. Wade (1994), affirms that most students benefit from it, such as the joy of sharing ideas with others, and learning more by actively participating in class discussions. This strategy contributes to encouraging's students to pay attention and learn more. However, not all students want to participate in sharing ideas or opinions, they feel insecure to make mistakes in front of the whole class. Blau & Barak 2010 affirm that there are many reasons of students, may be resistant to talking in class. For example, introversion, shyness, lack of knowledge, or cultural differences. Some students showed that they didn't know the correct answer to the teacher's questions. Thus, they did not try to speak with teacher or classmates.

Think aloud:

Thinking aloud, as the phrase implies, is the process of verbalizing thoughts and making audible to listeners and observers the decisions and the reasoning behind actions in using strategies (Davey, 1983). According to the observation class, the teacher used a "thinking loud " strategy. When the teacher writes on the whiteboard, he speaks aloud about the decisions that he is making to develop the writing model piece. This strategy allows to the teacher emphasizes the construction of the sentence, the use of correct tense sentences, and new vocabulary. However, students were passive in class. so they felt bored and not interested enough to pay attention.

Objective N° 2

-To examine the writing process approaches in which participants are involved

OBSERVATION GUIDE RESULTS

Table 2 Results and Analysis of Writing process approaches

Statements	Result	Analysis
The teacher introduces different writing techniques to organize ideas according to the level of students. (brainstorming, mind maps, etc).	Seldom	The Teacher concerned that students are able to make correct structured sentences without misspelling.
Students select ideas and organized them to support their first draft.	Sometimes	The students organized their thoughts to include in their first draft but, sometimes, they are not sure how well organized it is.
Students focus and look at capitalization, punctuation, correct spelling, and sentence structure while developing the draft.	Sometimes	The students were confused about grammar tense and their auxiliary. For example: Developing sentences in the present tense, they put do in plural pronouns by does.
The teacher encourages students to continue editing and rhythm of work that is neither fast nor slow	Sometimes	The teacher according to the duration of the class, he suggests that his students work faster or slower
The students reads one , twice or three times their writing piece	Seldom	The students doing the activities, then present their respective writing piece
During the activities, the teacher provides keywords/ ideas to include in the students' drafts.	Often	The teacher helped students with other ideas. For example, he listed

new vocabulary, activities, and phrasal verbs.

The students add, move, or rearranged words/ sentences to become more consisted	Sometimes	The teacher made corrections to students' writing. So, students made their respective arranged in their paragraph
The students feel confident to present a final copy to the teacher.	Seldom	The students gave up easily and they did not try to do their best to present a good piece of writing

DISCUSSION

Teacher Monitor:

According to the observation carried out, the teacher monitored the student's work most of the time. Doubts and misunderstood are cleared by the teacher. Thus, students feel more confident to develop well-done writing work. Students improve most when they receive clear and timely feedback about their progress. When teachers used monitoring allows students to provide regular feedback to let students know what they are doing and what they are doing what needs to be done to facilitate their learning. (TESS-India, 2015), but How long does the teacher communicate with the students? The teacher divided his class into three parts, the first is theoretical. In this part, the teacher explains the set targets and provides keywords and the information with examples made by himself. In the second part, the students put into practice all have learned. In this part, the teacher is constantly checking the development of the activities, and the teacher cleared doubts and makes suggestions. In the final part, the teacher assesses the work of each student and sends them home autonomous work.

Lack of knowledge about of techniques to organize ideas:

The technique of organization students choose for their piece of writing is just as important as its content. Without a clear organizational pattern, your reader could become confused and lose interest. Students should consider that is important to organize the rest of the information from most general to most specific. According to (Minnesota, 2015) When you write, you need to organize your thoughts in a meaningful order. Your writing in all courses shows the analytical and critical nature of your thinking at work.

Lack of vocabulary knowledge:

It was evidenced through the investigation the students used a very limited range of simple words and phrases with some mistakes. Studies have consistently demonstrated that a lack of vocabulary is what makes writing in a foreign language most difficult (Leki & Carson, 1994) Also, writing and vocabulary are interrelated. That is, although writing is a great opportunity to expand and consolidate vocabulary, while extensive research shows. Vocabulary is one of the most important features of writing.

OBSERVATION GUIDE RESULTS

Objective N° 3

To describe the learning weaknesses of the participants towards the Writing skill.

Table 3 Results and Analysis of learning weaknesses

<i>Statements</i>	Results	Analysis
<i>The students lack motivation. They are not interested to proceed with their learning process.</i>	Often	During the class, the students got distracted easily. Thus, they cannot follow the correct process of writing.
<i>The students have trouble with grammar. Students make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures.</i>	Often	The students were confused about the order of adverbs of frequency, prepositions and spelling rules. For example, "She come sometimes over for dinner" instead of "She sometimes comes over for dinner"
<i>The students have a limitation of vocabulary, they lacked the reading habit.</i>	Often	The students were not interested to practice English. They know a basic vocabulary that is not according to the level they should have.
<i>The students do not organize words and sentences, their writing have syntactic errors</i>	Sometimes	The most common error is prepositions (in, on, at)

<i>The time for writing is too little</i>	Often	The students did not finish the activity. Thus, they carry the activity as homework.
<i>Students are active during and after the exercise. (They make questions to teacher in order to correct their writing.)</i>	Sometimes	Few students actively participated in classes. They answered the teacher's questions but the rest of the students just listened to the teacher.

DISCUSSION

Lack of Motivation:

It was evidenced through the investigation that several students' willingness to participate in writing activities compared with their lack of interest to improve their writing skills. Most of the students find it difficult to follow the process of learning Writing skills. Collie, R.J., Martin, A.J., & Curwood, J.S. (2015) affirms that learning-oriented students are interested in learning how to improve their writing, develop new writing skills, and do good work for their own benefit, not just to receive rewards or grades for their efforts.

Teacher – Student relationship:

Based on observation guides, students feel unsure about participating in the class. For instance: making questions to the teacher. This not allow students to clarify their doubts. It is fundamental a clear communication between teacher and student. Effective teacher-student relationships minimize disruptive conduct that interferes with instruction, consequently creating a climate favorable to learning for all students in the classroom (Alderman & Green, 2011; Parsonson, 2012).

The students write with misspellings:

During the observation process, it identifies that spelling mistakes are the most common problem among students. When students make paragraphs, they are confused with making sentence structure, auxiliary verbs, prepositions and grammar tense. Alhasiany's (2014) findings suggested that those students who learn writing and speaking rules from the beginning of their studies can avoid many spelling mistakes. The most common is the over-generalized rules to past verbs by adding "ed" all the verb. Other mistakes that students committed is the order of adverbs of frequency, prepositions and spelling rules.

Lacked of the reading habit:

With the application of the data collection instrument, it demonstrates that students struggle with English readings. Thus, they have limited use of vocabulary. Students nowadays are having less attention to read a book since the development of media technology and bring them to pay less attention to read. Surabaya, 2018 states that: Reading and writing are linked. Reading also affects writing ability because the reading part acquisition plays a role in written production.

Time management:

In class, the teacher gives his students a short time to carry out the writing activity considering the 40 minutes long class period. It affects the process of learning writing because students can develop each process step such as prewriting, drafting, revising, and editing correctly. On average, the teacher explained the topics and purpose of the task and students wrote for 15 minutes. Also, time management helps students to reduce their stress because proper timing allows students to prioritize assignments and tackle them first. That way, they know exactly what they need to do and how much time each task will take to complete. This reduces students' anxiety and overall stress because you have enough time to get everything done.

CHAPTER V. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusions

- It was identified during the observation that the teacher employed a Modeling Writing strategy. The teacher's models are paying attention to by the students in order to develop their writing texts. Their final work is to copy the content of their teacher. It is shown that students feel insecure about including their own ideas and opinions in their creations.
- The students fail in the Pre-writing in the process of learning to write. It was shown that the students had a lack of knowledge about the usage of strategies to organize and select ideas. As a result, many misspellings and grammar tenses were committed. Regardless the teacher always checks the performance of the students, clarifications and suggestions were done.
- In this study, it was possible to evidence several weaknesses that were present in the writing learning process. The lack of motivation is the main factor which induces students to only listen and observe the teacher. Thus, it is difficult for the student and teacher to have good communication. The time management is another factor for the students getting frustrated. The time is short for finishing the activities completely.

5.2 Recommendations

- Variety of techniques like brainstorm, mental maps, presentations, etc. should be applied to write academically.
- The teacher should build trust with students. The students can better express what they think, what they disagree with the class, or on the contrary what they like. Establish good communication between classmates and the teacher. According to the needs of the students, the teacher can clarify doubts and provide extensive feedback.
- It is recommended to motivate the student in their own learning, with activities that they like. For instance, read magazines, watch movies with subtitles, or games, where they can put into practice. The students learned in class, and they also became familiar with a lot of vocabulary, sentence structure, and syntax.

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ANEXXES

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS



OBSERVATION GUIDE

SPECIFIC OBJECTIVE # 1

To identify the writing strategies employed in the EFL teaching and learning process of participants.

Statements	Yes	No	Observations
The students are grouped on the basis of ability and need			
The teacher analyses writing and set targets for each group			
The teacher writes the first or next paragraph of an explanation text and the students are invited to read it aloud to the group			
During the activity, the teacher checks students' understanding through questions and discussions.			

The teacher provides effective oral and written feedback to students in each group to ensure students are clear about the next steps needed to improve their writing.			
The teacher, as the expert, demonstrates the writing process with an example.			
The students focus on the teacher's model and constructed their own texts.			
The teacher involves the children in composition by asking for their ideas and opinions to construct the text.			
The students are active participants in sharing ideas with their classmates and teacher.			

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS



OBSERVATION GUIDE

SPECIFIC OBJECTIVE # 2

-To examine the writing process approaches in which participants are involved

Statements	Often	Sometimes	Seldom
The teacher introduces different writing techniques to organize ideas according to the level of students. (brainstorming, mind maps, etc).			
Students select ideas and organized them to support their first draft.			
Students focus and look at capitalization, punctuation, correct spelling, and sentence structure while developing the draft.			
The teacher encourages students to continue editing and rhythm of work that is neither fast nor slow			
The students reads one , twice or three times their writing piece			

During the activities, the teacher provides keywords/ ideas to include in the students' drafts.			
The students add, move, or rearranged words/ sentences to become more consisted			
The students feel confident to present a final copy to the teacher.			

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS



OBSERVATION GUIDE

SPECIFIC OBJECTIVE # 3

To describe the learning weaknesses of the participants towards the Writing skill.

Statements	Often	Sometimes	Seldom
The students lack motivation. They are not interested to proceed with their learning process.			
The students have trouble with grammar. Students make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures.			
The students have a limitation of vocabulary, they lacked the reading habit.			

The students do not organize words and sentences, their writing have syntactic errors			
The time for writing is too little			
Students are active during and after the exercise. (They make questions to teacher in order to correct their writing.)			

