UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

"The academic process carried out for teaching academic writing, the case of students at 2nd Bachillerato General Unificado class "B" at Unidad Educativa Fiscomisional Pacifico Cembranos in the academic period February – September 2022"

Research work to qualify for the degree of English Teacher

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Riobamba, Ecuador. 2023

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Riobamba, 14 de julio de 2022

Mgs. Daysi Fierro
TUTORA TRABAJO DE INVESTIGACIÓN

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RESUMEN

El idioma inglés tiene un gran impacto en toda la comunidad ya que es una lengua importante para la comunicación. Una de las dificultades que lleva aprender este idioma esta la escritura ya que es una de las habilidades en las cuales es un poco olvidada y con el tiempo a los estudiantes se les complica escribir cuando ellos van a expresar sus ideas. Cuando los maestros enseñan la escritura, el proceso de escritura no se muestra correctamente para que los estudiantes mejoren sus habilidades de escritura.

El trabajo de investigación tuvo como objetivo describir el proceso de escritura académica que se aplica con los estudiantes para mejorar su habilidad de escritura. El proceso de escritura conlleva en que los estudiantes deben conocer los tipos de escritos académicos (párrafos y ensayos) y a la vez deben conocer las estrategias que lleva cada uno para comenzar a escribirlos y aplicar el proceso de escritura. En esta investigación se utilizó un enfoque cualitativo ya que ayudó a entender las dificultades que existe durante la enseñanza de la escritura en un entorno natural haciendo una observación directa de las diferentes circunstancias que se presentaron.

Una guía de observación fue el instrumento para recolectar los datos. Como conclusión, la guía de observación demostró que los estudiantes de 2° de Bachillerato General Unificado paralelo "B" de la Unidad Educativa Fiscomisional Pacifico Cembranos; no podían expresar sus ideas adecuadamente cuando desarrollaban actividades de escritura; debido a la falta de aplicación del proceso de escritura utilizando diferentes estrategias. La enseñanza de la escritura debe actualizarse; así, los estudiantes tendrán un mejor desarrollo y desempeño en el proceso de enseñanza-aprendizaje.

Palabras claves: proceso académico, habilidades de escritura, proceso de enseñanza-aprendizaje, estrategias de escritura.

ABSTRACT

The English language has begun to have a great impact on the community because it is essential language for communication. One of the difficulties involved in learning this language is writing, since it is one of the skills that are a little forgotten, and over time it becomes difficult for students to write when they are going to express their ideas. Sometimes when teachers teach writing, the writing process is not correctly shown for students to improve their writing skills. The objective of this research work was to describe the academic writing process that is applied with the students to improve their writing skill. The writing process implies that students must know the types of academic writing (paragraphs and essays), and at the same time, they must know the strategies that each one has to start writing them and apply the writing process. In this investigation, a qualitative approach was used since it helped us to understand the difficulties that exist during the teaching of writing in a natural environment by making direct observations of the different circumstances that arose. An observation guide was the instrument to collect the data. The observation guide showed that the 2nd students of Bachillerato General Unificado class "B" at Unidad Educativa Fiscomisional Pacifico Cembranos; could not express their ideas appropriately when they developed writing activities; due to the lack of application of the writing process using different strategies. As conclusion the teaching of writing skills should be updated; thus, the students will have better development and performance in the teaching-learning process.

Keywords: academic process, writing skills, teaching-learning process, writing strategies.

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CHAPTER I. INTRODUCTION

Writing skill belongs to productive skill. Writing has been around us for a long time, and nowadays it has taken, without a doubt, an important role lately. Writing helps to express ideas, feelings, and thoughts to get people communicated. According to Sekhar Rao & Sri Durga (2018), "writing is very important that communication is transmitted more through writing than any other type of media. Therefore, students need effective writing skills to meet their academic needs and workplace requirements."

Undoubtedly, academic writing has an important position in education. People must have in mind that academic writing has a clear purpose. It is to clarify something so that the readers can better understand or help it guides with some issue. In the writing process, some authors add or reduce some steps to have a final paper, but all these steps lead to the same result. According to Bak (2003), "the writing process is cyclical. In other words, different parts of the process happen more than once. You will therefore write several drafts before the thesis is ready for examination submission" (pág. 3). Prewriting, drafting, revision, editing, and publication are feasible processes for the students in the usage of the writing.

Moreover, this research work examined the strategies that were used by the teacher during the writing process to write paragraphs and essays. These activities were analyzed to determine if the academic writing process were achieved to improve the writing skills of the students of 2 B.G.U. parallel "B" in the Unidad Educativa Fiscomisional Pacifico Cembranos. The research evidenced the writing skill weaknesses in the students; sometimes, the writing process and strategies used by the teacher did not permit the learners to advance in their writing skills and could not bring out the best from them to express their ideas in their works.

This investigation has been divided into five chapters:

- Chapter I. – This chapter presents the referential framework; problem statement.
- Also, it contains general and specific objectives.
- Chapter II. - This chapter presents the theoretical framework; background investigations and theorical foundations.
- Chapter III. - This chapter presents the methodological framework, which are types of research, the population and sample, techniques and instruments for collecting data.
- Chapter IV. - This chapter presents the analysis and interpretation of results.
- Chapter V. - This chapter presents the conclusions and recommendations of this research.

1.1. Research problem

The students at 2nd Bachillerato General Unificado class "B" at Unidad Educativa Fiscomisional Pacifico Cembranos have problems with writing skills.

1.2. Problem definition

According to Lowe & Zemliansky (2010) "academic writing relies on how the writers understand what they are doing, how they write, and which approach they will use in the writing task." The writers must have previous knowledge about the different forms to write a paragraph or essay. Therefore, they have to know the topic to have an idea of what they will write. The writers must consider their audience to know how they are going to write or how their papers are going to be directed to their readers.

Writing is an important skill because learners can express different ideas. When the students write some tasks, they can be evaluated, and the teacher determines their learning. If the learners cannot communicate correctly, the readers will not understand what they try to transmit. According to Bazerman (2017) "writing is a key skill to share ideas, building critical thought, developing reasoning and intellect, and communicating intelligently with others" Writing is an important skill that helps to lead many doors. People can share different points of view, and at the same time, they are communicated by changing information, ideas, or feelings. Therefore, some people discuss or write facts about a topic in forums; as a result, the writers are critical and learn to reason.

According to Spivey (2006) "most teachers in grades as early as kindergarten use a writing process. This process involves several steps to guide children from the beginning of writing to creating a finished piece. Teachers use these steps to provide structure and continuity." In high school, writing skill is not taken into account a lot. The students do not develop this ability and the learners have some problems when they have to write a sentence, paragraph, or essay. It was noticed in the classes that the learners must use the writing process, but it could be observed that students did not know how to transmit their ideas at the moment to develop the writing tasks. These issues have been seen in the practices done during the English classes. Besides, most of the students did not have extensive knowledge of vocabulary. Furthermore, they did not have a clear idea of how to organize the text because the punctuation and grammar did not have order; as a result, the work was not understandable.

This study was designed to collect evidence about how the teacher teaches academic writing in Pacifico Cembranos high school, the second course of B.G.U parallel "B" in the academic period February – September 2022.

1.3. Problem formulation

How is the academic writing teaching process carried out in the Second Course "B" at Pacifico Cembranos High School?

1.3.1. Research questions

What is the process that the teacher uses to develop writing skills?

What strategies are applied to improve the writing skill?

What are the most applied academic texts during the academic writing process?

1.4. Objectives

1.4.1. General objective

To describe the academic writing process that is applied with the students to improve their writing skill in Pacifico Cembranos high school, second course of B.G.U parallel "B" in the academic period February – September 2022.

1.4.2. Specific Objectives

To determine the academic procedure to improve the writing skill.
To establish which strategies are applied during the writing process.
To identify the most used academic writing during the writing process.

1.5. Justification

English is one of the languages more used to communicate with others. English is divided into four skills; listening, speaking, reading, and writing. Each ability has its difficulties, but writing is one of the skills that the students are hard to develop. József (2001) states "writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and experience with subjects." Learners have difficulties when it comes to writing but developing this skill has some benefits to students. If the students get used to expressing their ideas, feelings, and goals, they will communicate ideas more effectively and clearly. It means that learners can effectively connect their ideas, the readers will understand what they are reading. Also, when they develop this skill, students will be more focused because it will be easier to write.

Abduh Nasse (2016) states "writing is important for language, learning and teaching.". Writing is vital for language because it helps to maintain languages through transmitting knowledge from generation to generation and from one culture to another. It is important for learning because the writer explores different thoughts, and they learn about these thoughts. Also, they reinforce learning grammar and vocabulary when they write academic writing. Last but not least, writing has an important role in teaching because teachers can make different activities in the diverse stages of teaching.

According to Valdez (2017) "writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing. It is known as a recursive process. While you are revising, you might have to return to the prewriting step to develop and expand your ideas". It is fundamental to mention that prewriting, drafting, revising, and editing can vary with other steps, but they are the same. These steps are like guidelines to write with coherence and cohesion.

This research work could help students to learn with more facility the writing process so that they can communicate their ideas easily. On the other hand, this study could be helpful for teachers since they could learn about different strategies that they can use in the writing teaching process. This investigation was accessible due to the students, and the teacher contributed to collecting the information. The students followed all the instructions that the

teacher gave them, having the required results. In addition, this research work gathers important information from different authors to assure that the obtained material will be relevant and trustworthy.

CHAPTER II. THEORETICAL FRAMEWORK

2.1 BACKGROUND INVESTIGATIONS REGARDING THE PROBLEM TO BE INVESTIGATED

In the repository of the Universidad Nacional de Chimborazo it was found similar research such as; "Analysis of the writing strategies used for teaching writing skills in Camilo Gallegos Toledo school, seventh grade of E.G.B parallel "A" in the city of Riobamba, Chimborazo province in the academic year 2017-2018". This research was done by Ana Gabriela Pesantez Mijas, in 2019. The main objective of this investigation is "To determine the writing process that teacher uses for students to achieve the writing skills." The author mentions that was difficult determine the writing process because the teacher does not follow the correct order of this process, as a result, the learners can not achieve to develop the writing skills. This study is an exploratory investigation due to it helps to analyze which writing strategies were applied by the teacher with the students. In conclusion, the author mentions that the students do not feel comfortable at the moment of writing since they do not know the grammatical structures or basic vocabulary. Therefore, most of the time, the strategies are not applied, and the learners can not improve their writing skills. For this reason, the students have a negative impact when they develop the tasks.

Another similar research work in the repository of the Universidad Nacional de Chimborazo was found: "The learning process for teaching academic writing, the case of Seventh Semester of the Career Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Nacional de Chimborazo in the city of Riobamba, Chimborazo Province during the academic period May 2021- September 2021." This research work was done by Sara Elizabeth Bermeo Barragán. The main objective of this investigation is: "To determine the learning process for teaching academic writing." The author mentions that the students have a good teaching academic writing due to the type of essays have a good influence because they are more critical and acquire communicative skills. This study is a qualitative investigation due to the students learns to make good use of writing focused on academic writing. The author mentions that the essays help society to be more critical. Besides, when the learners use analytical writing with diverse methods, the students have a deep comprehension of the materials used. In conclusion, the teaching process and learning were significant, cooperative, and collaborative due to there is a good relationship between teacher and students. As a result, the students have an appropriate teaching-learning process since they can increase their knowledge.

2.2 THEORETICAL FOUNDATIONS /BASIS

2.2.1 WRITING DEFINITION

According to Lowe & Zemliansky (2010) "adequate writing is a matter of reaching your desire effect upon an intended audience so show proficiency with certain disciplinary skills; thinking, interpreting, and presenting." Writing helps to express different ideas in various ways; to achieve it; the writer must consider the audience and the correct words to the public. Moreover, the writer must consider the proper way to write a text.

Komariyah (2015) affirms that "writing is an intellectual activity of finding the ideas, thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It indicates that the writers are demand to show the thoughts and organize them into a good structure. Besides, writing presents the writer's concept in understanding an issue that is shown to the subjects." Writing helps to create ideas, express their better way, and have a specific order so the public can understand the work. Therefore, the paper shows the writer's ideas about a topic, but those ideas must be well structured for the audience.

Based on the before statements, it can be concluded that writing helps to express the writer's thinking, feelings, views, or ideas in a written manner. These aspects must be clear to the lectors to know what it is about the work.

2.2.2 WRITING PROCESS

Writing is art due to different people can express one idea in different ways. Writing is a cycle where the ideas can be revised constantly during the process, and it is called the writing process. As Johnson (2016) states a procedure is a set of processes that help to obtain a final result. Writing is a process that has different steps that must be followed to create an appropriate text.

According to Johnson (2016) "the writing process is more than an assortment of steps to follow in the right order. It means; the writing process does not have a unique way since writing has a cycle, and it can back to change the statements or ideas having the same result, a text." The writing process is not only following the steps in a correct order rather the writing process is a cycle where it can change, but the writers will have the same result in their works.

In other words, the writing process is the different steps that the learners will use to generate a complete and adequate piece of writing. There are commonly five stages in the writing process; prewriting, drafting, revision, editing, and publication. These steps can change when it is necessary. The stages are performed in sequence, but the learners can go back and then continue with the steps.

1. **Prewriting:** Before writing a text, the writer must research about the topic. When the author has the information, the writer must read critically to take important notes. The information must be obtained through reliable sources that will provide the knowledge essential to write. According to Komariyah (2015) this stage is how the author organizes the ideas or how the writer communicates the information found on paper. Prewriting helps to produce points of view in

various types, such as brainstorming, outlining, and rewriting. Kramer (2021) said that prewriting is not just about having a topic or the information obtained to cover the text. It is to know the best way of how the author will present the information to the audience. The writers must think about whom the paper is directed.

2. **Drafting:** Surber (2015) affirms that the writer selects the necessary information that he found. Then, the author tries to write with their own words. The writer starts to write sentences and paragraphs, but he must remember that a draft cannot be perfect because this will come later. In this case, the author must focus on the content and not on the structure. Their ideas must be understandable and detailed to the audience. The writer must realize if their ideas transmit what he means. The author can write several drafts before continuing with the next stage. According to Spivey (2006) the purpose of the rough draft is for the student to focus on the ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure.

3. **Revision:** According to Caulfield (2020), the writer carefully studies the first drafts and finds possible mistakes for a change. It means the writer must add or eliminate content. Therefore, the structures and arguments can make possible changes. The best way to revise is to leave the paper for a moment after finishing the draft. Then, the writer comes back to evaluate with a new perspective. The author looks at concerns such as the changes in the arguments or structure. It means that the author looks at the ideas that are not clear, information can be presented in a different order, or eliminates information irrelevant to the text. The writer must remember that the writer can go back several times to prewriting, drafting, and revision to have a final draft.

Johnson (2016) claims that revision is the core of the academic writing process where the author can see it again and again. The writer can repeat the above steps to have the final text. Extra information is added or removed. Moreover, the author should have a logical organization and see if the sentences and paragraphs make sense.

4. **Editing:** According to Alton L. (2021) the writer revises what he has written. The author concentrates on simple mistakes. The writer corrects any punctuation, grammar, capitalization, and spelling errors to have good clarity, and sentence structure does not have ambiguous phrasings, redundancies, and repetitions. Another thing is that the author must change words that are not used correctly or are unclear. The writer must remember to use the appropriate Style formatting.

According to Davenport (2020) editing means eliminating the content that can affect the accuracy, legibility, and readability. By the time editing is performed, the paper should be free of grammatical; mechanical; and spelling errors, repetitions, and misquoted content. Good editing makes that it can be easier and more agreeable to read the work.

5. **Publication:** Bello (2021) affirms that this stage of all the process means sharing the paper with the readers. Whatever the writing may be, the writing process described before will help to create an exceptional paper.

2.2.3 WRITING STRATEGIES

Agreeing with Gordona (2020) a writing strategy is a method that the learners use to get to a result of learning. The strategies are applied to overcome the difficulties throughout the learning. First, to produce a piece of writing writer has to put into practice some technical work into it. Before the author writes the first draft, it is called **prewriting**. The strategies are:

1. **Mind-mapping:** Gordona (2020) states it is a strategy to put scrambled ideas on one piece of paper. The best way to organize the brainstorms is to put them into a circle, and that is connected to the principal theme. Mind-mapping will help the writer to get all thoughts out onto a clear layout. The author needs to be careful not to wander from the central topic.
2. **Outlining:** Gordona (2020) affirms that the writer should be aware of the outlining of the paper. Each kind of writing has its outline that the author should follow either a paragraph or an essay.
3. **Researching:** According to Gordona (2020) the students need to inquire a little about the topic before concluding. The research can reach from studying unknown words to analyzing relevant sources that can support claims. The author must verify if the references are credible, relevant, and objectivity. The writer must be sure the evidence can be fact-checked, see if the authors are valid, and make sure the paper is not old. It is necessary to apply critical reading while selecting which sources are relevant for your work.
4. **Targeting readers:** Agreeing with Gordona (2020) before the author starts to write a text, the writer must know who the audience is. When the public is recognized, the author will fit terms for that the sentences are clear, polite, and written in a formal style. Finally, the paper must be appeal to the audience.
5. **Getting feedback on your outline:** Gordona (2020) states when the students start to write, they should show their work to get constructive criticism. It is essential to get feedback on your outline to then improve on your draft. A personal external like a teacher helps determine if the students are going in the accurate direction or provide them ideas to get the desired results.

When the prewriting step is made, the writer will want to put the words on the paper. There are some strategies to get the outcome they desire in the drafting.

a) **Freewriting**: Gordona (2020) affirms that this strategy will help with any words that come from the writer's mind. Finally, the inspiration will do that the author starts to form a text. It is applied to create any piece of content that the writer wants to express. It does not matter if the rules of grammar, punctuation, or spelling are not followed in the freewriting strategy. This method will help to get to the actual work, and the fixing will be realized after.

b) **Body Come First:** Gordona (2020) states here, freewriting is similar. Writing the body paragraph is a strategy that helps to have interesting little things in the paper. It is considered to start with the arguments thought of the body paragraph. When the writer has the principal part, the introduction and conclusion will come after.

c) **Hook your readers:** Gordona (2020) affirms that the writer must call the attention of the audience from the beginning. There are different or interesting ways that the writer can start. The author can begin with a fun fact or a thought-provoking quote.

d) **The knitter's method**: According to Gordona (2020) this strategy is called that because the writer can give a form to the text while it is created. In some cases, the authors write perfectly ordered sentences at once during the first draft.

e) **The carpenter's method:** Agreeing with Gordona (2020) it means that the author starts with irregular points in the text. The writer works in any part of the text at the given moment. When people write a long paper, it is chaotic or disordered. Usually, this strategy helps to improve the text when it cannot be drafted in the order in which the result is supposed to be delivered.

f) **Choosing strong words:** Gordona (2020) said that the words should be chosen appropriately for your text when the author writes a paper. It is recommended to perfect this ability because wrongly selected terms can affect the paper.

According to Gordona (2020) when people write something as simple, it requires a thorough revision. There are the strategies the writer could use to improve the first draft in this process:

1. The author should take a break and read the text later.
2. People will proofread for grammar, spelling, and punctuation errors.
3. The writer should edit the sentences more concisely and effectively.
4. Have someone else go over your text.

The best advice is to let go of the phrases or sentences that are neither relevant to the text.

2.2.4 ACADEMIC WRITING

According to Davis (2021) "academic writing is clear, concise, structured, and shows evidence. Its purpose is to aid the reader's understanding. It has a formal tone, but it is not complex and does not require the use of long sentences and complicated vocabulary". Academic writing is a way in which the writer can clearly express their ideas, organized them, and the obtained evidence will be shown to the readers. The works are formal, but the papers must not be complex to the audience because it is supposed to help the reader understand the topic.

Reshmi (2019) states "academic writing generally refers to all writing tasks assigned to students for the purpose of study at the college level. It is a formal way of writing." Academic writing helps students formally write an academic task to study a group of people to have result from that observation. Therefore, it helps the readers understand the work.

Oshima & Hogue (2007) affirms that "academic writing is formal, so you should not use slang or contractions. Also, you should take care to write complete sentences and to organize them in a certain way." When the writers must write an academic task, they should bear in mind the formal way it involves. It is preferred that the writer must not use informal vocabulary, contractions, or colloquial speech. Academic writing has its structure; the information must be organized and complete.

Paragraphs

According to Auerbach (2014) a paragraph is a set of related sentences that develop an important idea or topic. Generally, the writers maintain one idea in a paragraph. According to Messuri (2016) commonly, people use this simple structure because it is effective for most writing activities. Writers should structure the paragraphs to improve the discussions and relate the ideas. As usual, a paragraph has three principal elements: a topic sentence, supporting details, and a concluding sentence. The topic sentence is generally the first sentence that is ubicated at the beginning, but it can vary. It has the central argument to the paragraph. Meantime, the supporting sentences give examples, evidence, or detail of the general idea. It typically finishes with concluding sentence, which afford the reader insight a closure. It can take many forms; a summary of the general idea or paragraph's information. The writers have to in mind that they can not add more data.

Essays

An essay is a piece of writing that analyze a specific topic. Agreeing with Kramer (2021) almost every essay is written following the same structure; introduction, body paragraphs, and conclusion. This structure has been maintained for a simple reason: it works. It simply shows the author's opinion, supports them with examples, and ties their supporting evidence together to make it evident.

In the introduction, this is where the writer introduces the topic that is discussed in the essay. The general statements are relevant so that the subject catches the reader. Also, it is where the writer states the thesis. It is the most important part of the essay because the authors tell the readers the main points. The thesis statements must present in one concise and clear sentence.

On the other hand, the body is where the writer supports the main points presented in the thesis statement. Each main idea is developed by one paragraph and must support the argument with clear evidence, facts, and examples. The thesis statement is the center of the essay, so all should be related in some way. It is relevant to use transitions to connect the paragraphs. Commonly, the writers use first, next, in addition, etc. to bring the reader to the next main point.

Finally, the last essay structure is the conclusion. The writer sums the main ideas of the essay. So, the readers have a final sense of closure with a general idea of the thesis statement

since they are familiarized with the thesis. Here, the author can not add new topics or thought that is not introduced in the text.

CHAPTER III. METHODOLOGICAL FRAMEWORK

3.1 Research design

3.1.1 Research methods

Ethnographic method. – It is studied through direct observation of individuals in their natural circumstances. This type of research aims to obtain information about how those characters interact with things in their habitual environment. According to Loshini Naidoo (2012), "it is a qualitative methodology that lends itself to study the beliefs, social interactions, and behaviors of small societies, involving participation and observation over some time; and the interpretation of the data collected during this research." This study was carried out in Pacifico Cembranos high school, the Second Course of B.G.U parallel "B", it was easier to verify the academic writing teaching process in the English language.

3.1.2 Research level

Qualitative research. - According to Aspers & Corte (2019)**,** this research "studies things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them." In other words, this research helped to understand problems in the natural environment that it was studied, where real and substantial information was collected about how the writing process was applied to the students at 2nd Bachillerato General Unificado class "B" at Unidad Educativa Fiscomisional Pacifico Cembranos in the academic period February – September 2022."

3.2 Population

The present study was developed at Unidad Educativa Fiscomisional "Pacifico Cembranos" located in the Nueva Loja city, Sucumbíos province. The population was constituted by 38 students of the Second Course of B.G.U class "B" and one teacher.

3.3 Sample

Due to the population was small, there was not necessary to take a sample.

3.4 Techniques and instruments for collecting data

Technique: The required information helped to understand the research problem. The observation technique allowed us to see behaviors and phenomena of the teacher and students in the classroom. Egyankosh (2013) affirms that "an observation is way of gathering data by watching behaviour, events, or noting physical characteristics in their natural settings."

For this study it was used the observation technique to observe how the teacher in the Second Course of B.G.U parallel B at Pacífico Cembranos high school, developed a class and how the writing process were carried out.

Agreeing to Gill, Stewart, Treasure, & Chadwick (2008) "the interview is defined as a qualitative research technique that is most appropriate where detailed insights are required from individual participants." This technique was applied to obtain information from the teacher's criteria in the Second Course of B.G.U parallel "B" about the usage of the writing process at Pacifico Cembranos high school.

Instrument: An observation guide was used as an instrument to collect information on the subject of study. It included items based on the specific objectives that were established in the theoretical framework of this research which was applied in the second course of B.G.U parallel "B" at Pacifico Cembranos high   school. The main objective is to obtain information on how the writing process is taught and how the students apply the writing techniques. Roller & Lavrakas (2016) affirms that "an observation guide serves to keep the observer on track toward the objectives and generally facilitate the ethnographic data gathering process."

An ethnographic interview was defined as an informal interview since it occurred in a natural environment to obtain information about the behaviors and opinions of the study participants. According to Allen (2018) "an ethnographic interview is an informal interview that takes place in a naturalistic setting and is often the result of participant observation." This instrument allowed to the researcher got the opinions or points of view of the teacher about the usage of the writing process at Pacifico Cembranos high school.

CHAPTER IV. ANALYSIS AND INTERPRETATION OF RESULTS

4.1 ANALYSIS AND INTERPRETATION OF RESULTS OF THE OBSERVATION GUIDE

Table 1. *Results of the observation guide at 2BGU "B" at UEF Pacifico Cembranos*

SPECIFIC OBJECTIVES	INDICATORS	ANALYSIS	THEORY CONTRAST
• To determine the academic procedure to improve the writing skill.	**The students know the writing process/topic.**	According to the gathered information, sometimes students knew some of the writing process not because they had seen it in an English class but in another subject.	As Bello (2021) said that a writing process helps it is more manageable since it is divided into different parts to complete the writing task, and it is less intimidating to the students at the moment to write. As a result, the learner will not have a block while the text is written because generally, writing comes to the writer to the anxiety and stress.
	The teacher gives detailed input about the topic.	It can be said that according to the analysis, sometimes an appropriate input about the topic was given; as a result, the students failed some parts at the moment that they wrote their ideas.	From the position of Friedrichsen (2020) explains that Krashen emphasizes that input is a second language that the students assimilate through the acquisition of hearing or reading. The author also mentions that Krashen argues that the language has to

			be comprehensible and little beyond the current level of the learners' competence to there is input.
	The teacher provides phrasal verbs and idiomatic expressions for using in the text.	It is possible to analyze that the phrasal verbs and idiomatic expressions sometimes were shared to the learners; thus, they could use to formulate their ideas, and not all the time, the learners felt lost when they wrote.	VanNest (2021) affirms that idioms help the writers give more grace to the sentence while also providing the text with more dynamic visual. When the learners write with idioms, it helps to communicate the message well and causes it more attractive to the readers.
	The teacher explains through an example.	A model usually was given to the students. It could guide them to write their texts, almost everyone could conclude with the work.	Morris (2015) points out that it is impossible to teach the learners to write papers through only theory. It is necessary to show the writer how the process that the text takes so that they have an idea. Also, the author mentions that the teacher can show a paper by one of their former students.
	The teacher observes and	It could be corrected students' mistakes	Agreeing with Kawasaki (2020)

	advises while the learners write.	because the teacher sometimes observed some learners when they wrote. Meanwhile, the other students committed errors, or sometimes the students were lost when they were writing, and as a result, written compositions were not developed effectively.	people learn a new language when mistakes are made in the use of words, sentences, grammar, or punctuation. An important that the English teachers should have in mind is correct the students' errors effectively and sensitively. Therefore, the students can develop the acquired language skills in a comfortable environment.
	The teacher chooses or asks someone to read out loud.	Usually, the teacher asked the students to share their texts with their classmates. The teacher could observe how the learners were working during all process.	When the learner reads out loud the paper, the brain gets the information differently, and also the student can notice something that he does not catch before. (Writing Center [WC], 2010)
	The teacher checks to give general suggestions.	According to the analysis, some students' mistakes were collected to correct them. Sometimes the teacher did not monitor all the students; therefore, some recommendations	As expressed by Eredics (2018) observing learners throughout the class can show important information about their learning needs and progress. The teacher can collect data through notes, these will help to

		were not given, and as a result, some learners did not know where they were wrong.	know which are the students' strengths and needs. Moreover, these observations help the teacher to give suggestions to all the students.
	When the paper is finished, the teacher chooses the best ones to publish in the Mural.	It was possible to observe that this phase was not fulfilled; hence students did not worry and did not know this part of the writing process.	Polk (2019) argues that publishing is also an important stage because it is a time for the learners to share their writing and comprehend that they wrote the paper for a specific purpose and audience. In accordance with Reimer (2001) argues that Calkins emphasizes that publishing is the step where the student shares the work with the audience. The learners will want to write on different paper to be published. Moreover, publishing is important because it provides meaning to the student's paper and appreciation.
• To establish which strategies are	**The teacher uses mind-maps.**	It could be seen that the teacher never works with mind	A mind-map is a useful strategy based on Steele

applied during the writing process.		maps, so the students did not know how was the order to express their ideas in the text.	(2005) who mentions that it is necessary for taking notes on a topic before writing. It shows the relationship of ideas in an organized way. This information from the beginning of the writing process can help learners to more easily convert into a draft.
	Examples of the outline technique are given to the students to understand how to write an essay.	It was noticed that the students could be guided more easily by the examples the teacher usually gave them. Although, sometimes, the structure of some texts were messy because they did not understand the correct organization to write a text since the input was not given correctly.	According to Tazky (2018), the students must know the outline because they learn how to share and organize their ideas in order. Furthermore, an outline helps the learners to order the main idea and the supporting details in writing. Good writing depends on how the students make an outline based on the process corresponded.
	The teacher applies different kinds of activities where involved the students to improve their writing skills.	According to the analysis, it was possible to observe that the teacher hardly ever involved the students in activities to improve their writing skills. As a	Terada (2021) claims that teachers ask students to write about a topic to assess. Also, the writing process improves the students' skills in

		result, the students committed mistakes when they wrote their texts, and they did not maintain an order to express their ideas. In addition, making connections between different ideas was the activity that students developed in the class.	activities like researching and recalling information, making connections between different ideas, knowing your audience, and resuming information in different manners. Writing is a tool for students' development.
	The teacher uses the hook to call the attention of the students.	It could be seen that sometimes this strategy was used by the students because they understood the teacher's explanation. Meanwhile, others omitted it, doing that the texts did not call attention. Therefore, some students did not recognize if the hook was in the text.	Davis (2019) mentions that a hook is generally a sentence at the beginning of the work that engages the audience in reading the paper. It sparkles the readers' curiosity, and they wonder what happens next. Also, a hook is a way to make an introduction protrude.
	The teacher uses appropriate vocabulary.	It can be said that according to the analysis, the teacher always presented a proper vocabulary. Students could use them in their texts without the work was affected.	The author Seow (2009) mentions that selecting words that are appropriate for the work can convince the readers that the paper is important and serious. Moreover, if the words are not clear or incorrect,

		the readers can be confused with the content or can think that the paper is not gain reading.
• To identify the most academic writing used during the academic writing process.	**The students know how to write paragraphs.**	According to the analysis, this topic was known by some students because the learners mentioned that they already learned another subject, but sometimes they had problems when they wrote.	Bacon (2017) points out that the students must know about paragraphs because they provide a structure and stream to the text. They permit to move from one thought to another, telling that the topic is finished. This structure makes the ideas and writer's argumentation can follow.
	The teacher explains and provides examples for each one.	It is possible to analyze that the students sometimes comprehended this topic more with examples. Moreover, the explication helped the students to understand how the text was structured.	As Gunner (2020) says, before students search the internet about the topic, it is important to show them an example of an essay and paragraph in the class. These can be written by the prior students or the same teacher to show them, which is the writing process in front of them. It is important to mention that the teacher must have an inappropriate essay and paragraph to

			show students what they must not do.
	The students practice with obtained information.	When the teacher finished with the explication about the topic, some students sometimes could implement what they learned. As a result, it helped to develop their writing skills.	From the position of Myles (2002) writing well is an acquired ability. Writing skills must be practiced through experience. Also, writing concerns composing, which means the ability to transform pieces of information into new texts. The knowledge obtained to create papers helps the students to express their ideas.
	The teacher gives the feedback about the topic.	According to the analysis, when the feedback usually was given, the students could ask their doubts or understand more about the topic.	Agreeing with Pearson (2016) feedback is an essential component of an instructional cycle. Feedback is the result of teaching and a reply to student performance. Generally, it is information provided to learners to improve their performance. Also, feedback helps the teachers to know the mistakes of their teaching methods that can be enhanced. Finally, feedback is given by external someone,

like a teacher or classmate.

4.2 ANALYSIS AND INTERPRETATION OF RESULTS FROM THE INTERVIEW FOR THE TEACHER

From the researcher's view, it was necessary to find out how teacher work when the academic writing process is used. That is to say the learners use different activities to develop the methodological process to dot not frustrate students. In this respect, six questions were proposed for the teacher.

The first interrogative was focused on knowing if the English teacher asks the students to give some ideas about the topic before starting the class. The answer of the teacher was "yes because the students have a prior knowledge." This kind of question, Do you ask the students to give some ideas about the topic before starting the class? is made when the teacher presents a topic at the beginning since the students previously have learned about it, but it could be deduced that the teacher sometimes asked students to give ideas; however, the students did not say anything because they do not have the prior knowledge about what they were learning.

The second inquiry aimed to identify how the teacher works with the students during the writing process (individual or groups). The teacher expressed, "Sometimes in groups and sometimes individually according to the theme." It can be deduced according to the teacher's response prefers to work with the students in groups when the topic is extensive. In the writing process, it can be observed that the students worked alone when they wrote with paragraphs because this is not very laborious. Meanwhile, when the learners worked in groups, they wrote essays because it was more extensive. Time is an important factor when the teacher teaches a large topic, it is preferred work in groups. The teachers can reduce time and work when the students make the activity. "Large-group teaching involves class sizes of 25 or more students. It also depends on the subject" (UCL , 2019)

The third question was formulated to identify if the teacher takes into account the students' interest in academic writing. The answer was, "The students and I agree to select the topic of interest to them." It can be assured that an agreement is reached to choose the topic that the students suggested when the learners were asked. It is possible to ensure that writing is more significant and personal when a learner is allowed to select a topic. Therefore, communication among learners and teachers increases when the students can choose a writing topic, as stated by Buchanan (2001).

The fourth interrogative was focused on knowing if the students are motivated to improve their writing skills. The teacher said, "yes, I motivate them by letting them the importance of writing and speaking today. I tell them that those who know English have more

opportunities to get a job." It can be seen that the teacher not only lets them know but also helped them improve their writing skills with different tasks since these were impaired during the pandemic.

Another inquiry is focused if the strategies; freewriting, hook your readers, and choosing strong words have been a great help in the learning. It was answered "yes, these strategies help them to develop their writing and put into practice what they learned in their texts." It can be analyzed that the teacher used some the strategies when the students performed the activities. The learners did not achieve the expected outcomes when they wrote their texts. According to Riddle (2018), the writing strategies make the ideas aren't mixed and are presented with confidence, clarity, and success. It is relevant to write correctly to convey the intended message.

The last question aimed to identify if the teacher chooses some students to read out loud to check their progress. The teacher expressed, "Generally, I ask who wants to read their works, and they participate volunteer, but when nobody wants to participate, I choose someone. I take notes of the mistakes to check and revise with everybody." Holmes says (2021) it is a method by that teachers can take notes and socialize with the other students and, at the same time, can gather real facts about students' progress and development without relying on scores from their academic work. It can be observed that the teacher analyzed the work with the students and tried the students noticed where the mistake is or explained why was incorrect. The notes helped to teacher remember all the mistakes to everybody does not commit again.

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- Sometimes the writing process is followed to apply the writing skills. Thus, the students can express their ideas, but sometimes they commit mistakes because the input was not precise at the beginning. As a result, the students fail in some aspects during the process.
- Most of the time, some strategies are not developed when the learners write their texts. As a result, the students can not achieve writing skills because some learners can not follow the writing process.
- The learners can understand some writing processes in paragraphs and essays because they have prior knowledge, but still, they have some problems with the information obtained.

5.2 Recommendations

- It is suggested that the institution organize a meeting where all the English teachers are gathered to acquire knowledge about the writing process. Therefore, they can improve with the teaching of the writing skills.
- It is recommended that teachers are aware of the strategies; thus, students do not learn the writing process in a traditional way. If they obtain that knowledge in a didactic way, the students will be more confident in the development and performance of the methods acquired.
- English teachers should worry about academic writing (paragraphs and essays) because the students must develop and improve their writing skills when they write these compositions. Besides, teachers should develop this skill to continue with the learning process.

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Observation guide

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS

CARRERA DE IDIOMAS

- **Objective:** To determine the academic procedure to improve the writing skill.

N°	Indicators	Always	Usually	Sometimes	Hardly Ever	Never
1	The students know the writing process/topic.			X		
2	The teacher gives detailed input about the topic.			X		
3	The teacher provides phrasal verbs and idiomatic expressions for using in the text.			X		
4	The teacher explains through an example		X			
5	The teacher observes and advises while the learners write.			X		
6	The teacher chooses or asks someone to read out loud.		X			
7	The teacher checks to give general suggestions.			X		
8	When the paper is finished, the teacher chooses the best ones to publish in the Mural.					X

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CARRERA DE IDIOMAS

- **Objective:** To establish which strategies are applied during the writing process.

N°	Indicators	Always	Usually	Sometimes	Hardly Ever	Never
1	The teacher uses mind-maps.					X
2	Examples of the outline technique are given to the students to understand how to write an essay.		X			
3	The teacher applies different kinds of activities where involved the students to improve their writing skills.				X	
4	The teacher uses the hook to call the attention of the students.			X		
5	The teacher uses appropriate vocabulary.	X				

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CARRERA DE IDIOMAS

- **Objective:** To identify the most academic writing used during the academic writing process.

N°	Indicators	Always	Usually	Sometimes	Hardly Ever	Never
1	The students know how to write paragraphs.			X		
2	The teacher explains and provides examples for each one.			X		
3	The students practice with obtained information.			X		
4	The teacher gives feedback about the topic.		X			

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FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS

CARRERA DE IDIOMAS

1. Do you ask the students to give some ideas about the topic before starting the class? Explain your answer.

   Yes, because the students have a prior knowledge.
2. In the writing process, do you work individually or in groups with students? Explain.

   Sometimes in groups and sometimes individually, according to the theme.
3. Do the students choose the topic of academic writing, or do you choose it?

   The students and I agree to select the topic of interest to them.
4. Have you motivated your students to improve their writing skills? Explain.

   Yes, I motivate them by letting them the importance of both writing and speaking today. I tell them that those who know English have more opportunities to get a job.
5. Have the strategies been a great help in the learning? Explain your answer.

   Yes, these strategies help them to develop their writing and put into practice what they learned in their texts.

6. When the students write the paper, do you choose some students to read out loud to check their progress? Explain

   Generally, I ask who wants to read their works, and they participate volunteer, but when nobody wants to participate, I choose someone. I take notes of the mistakes to check and revise with everybody.