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**MAIN STRATEGIES FOR WRITING**

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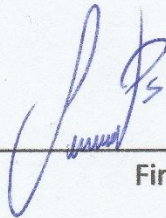
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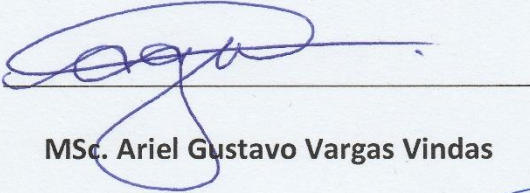


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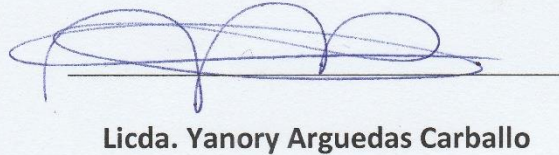
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Esta tesis fue aprobada por el Tribunal Examinador de la carrera de **Enseñanza del Inglés**, requisito para optar por el grado **Licenciatura**



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05 DE ENERO DEL 2019

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**CHAPTER I**  
**INTRODUCTION**

## 1.1 Introduction

The student's motivation is very important as it reflects the reasons a student has for acting in certain way and to continue learning about certain topic or subject. Therefore, when a student achieves good results it is said that he is highly motivated. On the other hand, when the student is not getting good results this can be an indicator about the student not being motivated.

Motivation causes big influence in students, and it has become an important problem when talking about teaching English as a Foreign Language specially when teaching writing. It is also important to mention that the strategies that the teacher applies when teaching writing can

affect the lack of motivation mention before. Therefore, researchers have a very important task during the process of conducting this action research. It is necessary to fully understand what strategies researchers apply, how they apply it, but most importantly to prove how those strategies affect the learning process.

Besides the previous information, researchers are also interested in understanding if students are conscious of the importance of managing the writing skill, as they do with other skills, and to apply the best strategies for teaching and developing writing

Writing may be stressful for students, for this reason, it is very important to develop strategies for them to internalize the process of the skill as good as the rest of the skills. Therefore, this investigation could work as a guide for other teachers that are struggling when teaching writing.



## **1.2 Abstract**

The present investigation was based on the writing skill, following a series of steps to reach a specific result, a survey was applied to a group of students of seven grade, in the first hand, to know how familiar they were with the different reading strategies that exist, and thus determine how much knowledge on the subject they had, also, to know the weaknesses that the students had regarding the subject.

The research describes the different writing strategies that exist, explained one by one, these strategies were explained to the students after the first survey, and they were put into practice by the students as well. At the end, using another instrument, students were applied a new survey that helped us know how much the students had learned during the process of learning these strategies and putting them into practice.

The present research exposes the problem that exists in the institution where it takes place when teaching the writing skill. It explains the importance of the skill when learning a second language and provides information on the different writing styles and strategies that can be use when teaching writing in the English as a foreign language classroom.

## **1.3 Rationale and significance of the study**

The main reason for this research paper is to show the lack of the use of different strategies that researchers were able to find in the teaching process of English as a Foreign Language from now on EFL, from Colegio Cooperativo San Carlos Borromeo, located in San Carlos, in the writing skills. To find a solution to this problem it is necessary to determine how the poor use of these strategies is affecting student's learning process and their performance when writing.

The purpose for applying these strategies is to find the ones that better suits the student's necessities when teaching English as a second language, and to use the correct and effective tools for teaching this skill. Researchers truly believe that not only students are benefited by this research; but teachers as well. This research can lead to develop the classes more effectively when teaching writing.

## **1.4 Purpose**

### **1.4.1 General Objective**

a) To develop strategies to enhance the learning of the writing skill in the English learning process

### **1.4.2 Specific Objectives**

- a) To evidence student's weaknesses in the learning of the writing skill
- b) To apply writing strategies to enhance the learning process of the writing skill
- c) To assess the different strategies applied to the students

## **1.5 Research Questions**

Researchers determine that it is important to find a solution to the problem that is causing that students do not feel connected during the writing process. Therefore, the following questions are important for the purposes of this action research.

- a) How the lack of the use of strategies in the teaching and learning process of the writing skill, is affecting their learning?
- b) What type of strategies can enhance the learning process of the writing skill?
- c) How to apply the writing strategies to the students in class?

**CHAPTER II**  
**LITERATURE REVIEW**

## **2.1 Importance of writing in English as a foreign language**

One of the most important skills in the process of learning a second language is the writing skill. A person cannot say that they are bilingual if they haven't accomplished writing in the same level as speaking, listening, or reading. In most areas of life, people need writing to let's say, survive; for any job, to study any career, and even to send a message using a cellphone, or to use social media, a person need to know how to write properly. According to Hui (2013) indicates:

Writing in English is important because it is a form of written communication. English is an international language that allows people to communicate with others from all over the world. It is one of the six official languages of the United Nations. That is why English is a widely spoken and written language. Many books, manuals, newspapers, letters, emails and information are written in English. If a person does not learn English, he is isolating himself away from almost half of the world's knowledge.

English is also important when traveling, most of the information and signs for tourist is written in English. Writing in English is a task that is often required in the university. Therefore, having good writing English skills is important for a positive passing of university assignments. In university, usually students are requested to construct essays, project report and thesis in English.

It is clear, that writing is more than important, not only in an academic level, but also to any other areas of life. One could say that it is a necessity to learn how to write, without it, you lose an important via of communication that will give you a powerful weapon to use.

## **2.2 Types of writing styles**

When it comes to writing there are categories or styles that helps students to understand better how the process of writing functions. In the following information the author explains each of the styles with examples; Goodwin (2017), indicates:

- a) **Expository Writing:** Expository writing, or informative writing, involves relaying facts to the audience. In this style, the author provides facts and figures or explains how a process is completed. The information is typically presented in a logical order or sequence. Also, the author should refrain from adding his or her opinion into the piece, making sure that the information is shared in an objective fashion.

Some examples of expository writing include textbooks, instruction manuals, news stories, research papers, recipe books, and technical writing.

- b) **Descriptive Writing:** Because it calls on the reader to describe something, the second style of writing is referred to as a descriptive style. The thing being described could be an event, person, place, action, etc. Unlike expository writing, descriptive writing is highly objective. The author infuses their personal feelings into their writing. This is done by using analogies, metaphors, adjectives, and other figurative language. With the help of these literary devices, the author works to evoke a particular image in the reader's mind.

Descriptive writing also focuses on appealing to the readers' senses. To do this, the author should focus on the five senses: touch, taste, hearing, sight, and smell. For example, while describing a place, the author could discuss what the place looks like, sounds like, and smells like. Then, the author can discuss some of the things he or she touches and tastes while at the place in a way that makes the reader feel like they are actually at that place, too.

- c) **Persuasive Writing:** A persuasive, or argumentative, style is used to convince the reader of a particular position or point of view. The author discusses his or her opinion, which often leads to writing that is biased. Of course, a strong argument should have plenty of facts, data, and reasoning used to convince the reader, too. The author should focus on ethos (credibility), logos (logic of the argument), and pathos (emotional appeal to the reader) in order to craft an effective argument.

Oftentimes, a persuasive essay ends with a call to action to the reader, trying to convince them to side with the author and take appropriate action. For example, the author could discuss the benefits of becoming an organ donor. Then, the conclusion could

include a call to action, encouraging readers to visit their state's organ donor registry to sign up. (Persuasive writing is also a great place to use parallelism!)

**d) Narrative Writing:** A narrative tells a story. It includes characters, a plot, setting, dialogue, and action. Narratives can be used in fiction or non-fiction writing. Most narratives are told sequentially with a beginning, middle, and end. The author may choose to use first-person narrative to tell the story from their own point of view or the point of view of one of the characters in the story.

Narratives are used in novels, short stories, personal essays, anecdotes, biographies, and oral histories.

On the other hand, it is hard to make learners of a second language write, especially, because people as something cultural, most of the time believe that writing is harder than speaking. For example, there is a preconceive idea of this, that is one of the biggest reasons why students are indisposed when the writing skill is involves, the mind is so influential in a person, that even if the task is not hard, it could become in something really difficult, just because a preconceived idea that something is bad, difficult, or not enjoyable; when actually it could be totally the opposite. According to Valle (2012), indicates:

The developing of the language skills has always been a very hard and an interesting task. The process of writing suggests that we can actually teach students how to write with coherence, an appropriate grammar structure and an acceptable spelling. One of the effective ways to do this is to motivate the students and make them aware of the steps involved in effective writing. Four reasons why students dislike writing are:

- a) It leaves as more permanent record of proficiency than speaking; so it seems a threat for them.
- b) Students feel that they lack sufficient knowledge of the language.
- c) Students believe that writing must be grammatically correct.
- d) They think that formal correctness must be achieved at their very first attempt.

Moreover, it is very important that the teacher in charge of the learning process creates a safety environment for the learner, in which the writing skill is not demonized, instead, the teacher should make it look as something easy and fun, and as a very important part of acquiring a second language.

As it was shown by Valle, students create a barrier when it comes to writing, which makes the process harder. They feel that the level of competence is higher, that they do not have the enough vocabulary, or that they do not know the language very well; most of the time they also believe that they cannot make mistake when writing, because it is something that the teacher in charge is able to see in paper, and for that reason it would be point it out right away; mistakes are something that people by culture, think that they cannot commit, when it is actually the opposite, by making mistakes students can actually learn. The idea of not writing perfect at the very first time makes them lose their mind, when in fact, not in speaking, listening, writing or reading someone do it correctly since the beginning, everything is a process and the learners must be comfortable with it. Being comfortable with this skill, and especially with writing, it is the teacher's duty, by showing students that it is safe to make mistakes and to learn from it.

As it was shown by Valle, students create a barrier when it comes to writing, which makes the process harder, they feel that the level of competence is higher, that they do not have the enough vocabulary, or that they do not know the language very well; most of the time they also believe that they cannot make mistake when writing, because it is something that the teacher in charge is able to see in paper, and for that reason it would be point it out right away; mistakes are something that people by culture, think that they cannot commit, when it is actually the opposite, by making mistakes students can actually learn. The idea of not writing perfect at the very first time makes them lose their mind, when in fact, not in speaking, listening, writing or reading someone do it correctly since the beginning, everything is a process and the learners must be comfortable with it. Being comfortable with this skill, and especially with writing, it is the teacher's duty, by showing students that it is safe to make mistakes and to learn from it.

Therefore, strategies and techniques are necessary to enhance the writing skill. According to Hoch (n.d), remarks that for a second language learner, writing is an extension of listening and speaking. Therefore, the student must be provided opportunities to build, extend, and refine oral language to improve written output.

It is also important to find activities, or techniques that go along with the writing skill, and specially for each type of the writing styles, in the learning process of acquiring a second language; to make it fun, and interesting, and to relieve the stress that might have acquiring this skill. According to Zhetpisbayeva and Beiysenbayeva (2014), states:

Having activities that engage students is the best way to practice writing. The more practice students get, the more they will improve upon any skill, including writing. Each type of writing can be practiced using different and interesting ideas for activities. Narrative Writing: Narrative writing is about telling a story and is the type of writing most often involved in creative or literary works. To practice this type of writing, students need to tell a story using a beginning, middle and end. An amusing idea is to write a story imagining yourself as a pair of shoes. Before writing the actual story, students should create an outline of the plot and setting and do brief character sketches. This helps to put the story together and can be a means to brainstorm ideas.

**a) Expository Writing:** A daily journal entry is a good way to practice expository writing. This type of writing is informative, so keeping a journal allows students to inform the teacher (or whoever reads the journal) of what is going on in their everyday lives and what is on their minds.

**b) Descriptive Writing:** These activities should help the reader create a clear picture in his mind. Ask students to recreate a scene from their favorite vacations. Let the students know that not only should they describe what they see, but other sensory details, such as what they hear, smell, taste and touch, create a complete picture.

**c) Persuasive Writing:** Pose a yes or no question and have students take a position on one side or the other. For example, should weekends be increased to three days instead of the current two days? Most students undoubtedly will say yes, but they should give good reasons to support their stance so that they can persuade the reader to formulate the same opinion. The best questions are relevant to the students.

As exposed in the previous information, there are several activities that teachers can use in order to enhance the writing skill, these activities are attached to the type of writing that the student has to write, in the information the authors mentioned Narrative, Expository, Descriptive, and Persuasive writing, and activities that might help learners to improve writing for each of



these categories in writing. It is completely important that the facilitator focus on the positive advances that the student could possibly have, and not in the mistakes, the environment should be comfortable for the learners, it is vital that pupils feel calm when making mistakes, the mistakes will give them a lesson, and it would teach them more than anything else.

### **2.3 Importance of using strategies in the writing skill**

According to Malouff, Rooke and Schutte (n.d), indicates: *“Emphasise to students that good writing skills are important, both to their satisfactory completion of the unit and to their future careers. Encourage students to improve their writing skills. (Motivation)”*.

As it is shown, is very important to implement strategies in the classroom to motivate students when it comes to the writing skill, taking into account that writing is one of the most important skills. Applying such strategies will make students more comfortable with their writing process.

It is very significant for this research to expone these strategies that can be applied in the classroom to enhance such skill. As following such strategies are explained.

### **2.4 Writing Strategies**

According to Graham and Perin (2007), indicates:

Teaching adolescent’s strategies for planning, revising, and editing their compositions has shown a dramatic effect on the quality of students’ writing. Strategy instruction involves explicitly and systematically teaching steps necessary for planning, revising, and/or editing text (Graham, 2006). The ultimate goal is to teach students to use these strategies independently. Strategy instruction may involve teaching more generic processes, such as brainstorming (e.g., Troia & Graham, 2002) or collaboration for peer revising (MacArthur, Schwartz, & Graham, 1991). In other instances, it involves teaching strategies for accomplishing specific types of writing tasks, such as writing a story (Fitzgerald & Markham, 1987) or a persuasive essay (Yeh, 1998). Whether generic or highly focused, explicitly teaching adolescents strategies for planning, revising, and/or editing has a strong impact on the quality of their writing. Writing strategy instruction has

been found especially effective for adolescents who have difficulty writing, but it is also a powerful technique for adolescents in general.

**a) Summarization:** Writing instruction often involves explicitly and systematically teaching students how to summarize texts. The summarization approaches studied ranged from explicitly teaching summarization strategies to enhancing summarization by progressively “fading” models of a good summary. In fact, students can learn to write better summaries from either a rule-governed or a more intuitive approach. Overall, teaching adolescents to summarize text had a consistent, strong, positive effect on their ability to write good summaries.

**b) Collaborative Writing:** Collaborative writing involves developing instructional arrangements whereby adolescents work together to plan, draft, revise, and edit their compositions. It shows a strong impact on improving the quality of students’ writing. Studies of this approach compared its effectiveness with that of having students compose independently.

**c) Specific Product Goals:** Setting product goals involves assigning students specific, reachable goals for the writing they are to complete. It includes identifying the purpose of the assignment (e.g., to persuade) as well as characteristics of the final product. Specific goals in the studies reviewed included (a) adding more ideas to a paper when revising or establishing a goal to write a specific kind of paper and (b) assigning goals for specific structural elements in a composition. Compared with instances in which students were simply given a general overall goal, these relatively simple procedures resulted in a positive effect size, and the average effect was strong.

**d) Word Processing:** The use of word-processing equipment can be particularly helpful for low-achieving writers. In this type of instruction, students might work collaboratively on writing assignments using personal laptop computers, or they might learn to word-process a composition under teacher guidance. Typing text on the computer with word-processing software produces a neat and legible script. It allows the writer to add, delete, and move text easily. Word-processing software, especially in more recent studies, includes spell checkers as well. Compared with composing by hand, the effect of word-processing instruction in most of the studies reviewed was positive, suggesting that word processing has a consistently positive impact on writing quality.

**e) Sentence Combining:** Sentence combining involves teaching students to construct more complex and sophisticated sentences through exercises in which two or more basic sentences are combined into a single sentence. Teaching adolescents how to write increasingly complex sentences in this way enhances the quality of their writing. Studies establishing the effectiveness of sentence combining primarily compared it with more traditional grammar instruction. The effect sizes for all studies were consistently positive and moderate in strength.

**f) Pre-writing:** Pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Engaging adolescents in such activities before they write a first draft improves the quality of their writing. Pre-writing activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write. For example, some common pre-writing activities include encouraging group and individual planning before writing, organizing pre-writing ideas, prompting students to plan after providing a brief demonstration of how to do so, or assigning reading material pertinent to a topic and then encouraging students to plan their work in advance.

**g) Inquiry Activities:** Inquiry means engaging students in activities that help them develop ideas and content for a particular writing task by analyzing immediate, concrete data (comparing and contrasting cases or collecting and evaluating evidence). Involving adolescents in writing activities designed to sharpen their inquiry skills improves the quality of their writing. Effective inquiry activities in writing are characterized by a clearly specified goal (e.g., describe the actions of people), analysis of concrete and immediate data (observe one or more peers during specific activities), use of specific strategies to conduct the analysis (retrospectively ask the person being observed the reason for a particular action), and applying what was learned (assign the writing of a story incorporating insights from the inquiry process).

**h) Process Writing Approach:** The process writing approach involves a number of interwoven activities, including creating extended opportunities for writing; emphasizing writing for real audiences; encouraging cycles of planning, translating, and reviewing; stressing personal responsibility and ownership of writing projects; facilitating high levels of student interactions; developing supportive writing environments; encouraging self-reflection and evaluation; and offering personalized individual assistance, brief instructional lessons to meet students' individual needs, and, in some instances, more extended and systematic instruction. The overall

effect of the process writing approach was small to moderate, but significant. Only three studies specifically examined the impact of the process writing approach with low-achieving writers, making it difficult to draw any conclusions about its efficacy for these students

**i) Study of Models:** The study of models provides adolescents with good models for each type of writing that is the focus of instruction. Students are encouraged to analyze these examples and to emulate the critical elements, patterns, and forms embodied in the models in their own writing.

**j) Writing for Content Area Learning:** Writing has been shown to be an effective tool for enhancing students' learning of content material. Although the impact of writing activity on content learning is small, it is consistent enough to predict some enhancement in learning as a result of writing-to-learn activities.

**CHAPTER III**  
**DESIGN AND METHOD**

### **3.1 Research Approach**

This investigation is based in the theories of a qualitative and analytical research. It is qualitative because is seeking to understand a social phenomenon, in a particular population, in their natural environment. According to Crossman (2018) indicates. “Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places”.

It is analytical because, this method permits to identify more deeply about the object of study, which can explain, and it will give analogies, superior understanding of the behavior, and establish new theories and also offer new strategies to help with the diagnose. According to Kalpesh (2013), indicates. “Analytical approach stands applicable in all stages of research, right from the articulation of thesis to the formulation of arguments on the issues mentioned in the research”.

### **3.2 Sources and subjects of information**

They refer specifically to where the information is collected to support the investigation. In this case, the information is obtained through other investigations made with the same purpose, or at least with a very similar topic; also obtained through surveys apply to seventh grade students of a high school institution. For the specific purposes of this small investigation, the subject of study is one group of seventh grade, of the institution of Centro Educativo Cooperativo San Carlos Borromeo, which belong to circuit 3 of the region of San Carlos

### **3.3 Population and Sample**

This investigation is established in a seventh grade classroom at the Institution Centro Educativo Cooperativo San Carlos Borromeo seeking to collected all the information related to their writing skill development in a natural environment. The investigation is developed through a diagnose, then an implementation of the proposed strategies and finally an evaluation of the results. The instruments implemented are two questionnaires, one for the diagnose and another one for the evaluation. This instrument is applied in eleven students of seventh grade and one teacher.

### **3.4 Data collection procedures and tools**

The researchers developed diverse tools to get the information needed. An instrument It is used to make the diagnose, then the proposal is applied through a different method, and the evaluation is made through an instrument.

#### **3.4.1 Diagnose**

The diagnose used, is developed with the idea of analyzing the different answers collected, in order to see the level of management that the students have with the writing skill. With the diagnose, the researchers can make an evaluation of the abilities and carry out strategies to improve it. Also, the students indicate what type of methodology is the teacher using to enhance the writing skill process. The investigators create a small questionnaire where the student can select the best answer according to what its being asked; and a space where they can write a story with a free topic to see what they know.

#### **3.4.2 Implementation of the strategies**

Students are explained about summarizing strategy, after that, the students watch a video using the platform YouTube, where they watch a short story, that contains lyrics on the screen, then students write a summary about the video, and then they perform a role-play about the video the watched.

Using the collaborative writing strategy, the students are divided in two groups, together they write a draft, about a possible short story that they might invent, after the draft, students write a short story all together, they can divide the parts of the story, and then collaborate to create a whole story; then the groups interchange the summaries in order to correct possible mistakes the might have.

Using the word processing strategy, students use Microsoft Word, to write a song, the program is going to correct all the possible mistakes that they have, as well as the incorrect sentences who do not have a good grammatical structure. Then using songs without lyrics, they will sing the song.

### **3.4.3 Evaluation**

The evaluation made has the idea of proved strategies that were taught to the students, improve their knowledge and devolved the process of the writing skill. In this way the investigators will prove if the strategies worked out or not. Also, in this evaluation the students can evaluate. The investigators create a small questionnaire where the student has to select the best answer according to their development in the writing skill. Student can select if what they learned, was significant and they can actually use it to write, and a small space where they write a short story, basing it in images that are presented to them, with a time of five minutes each one, they see the images and write their short story, at the end the investigators, can compare the two stories, the first one that they wrote in the diagnose, and the last one to see the improvement.



**CHAPTER IV**  
**FINDINGS**

## **4.1 Findings**

### **4.1.1 Data Analysis**

#### **4.1.1.1 Diagnostic Questionnaire**

It was found that the ninety percent of the students agreed that, when learning a foreign language, it is very important to learn how to write in a correct way. For them writing is important as a way of communication, which makes extremely necessary for them to be able to communicate effectively by text. The other ten percent does not consider writing important, these students are more interested on developing the ability to express themselves in an oral way.

When students were asked about practicing enough writing during classes, the hundred percent of the students said they practice writing regularly during classes, but they all agreed that writing is the most difficult skill to learn above the other ones.

It is also important to mention that the hundred percent of the students do not know what are writing strategies and they all expressed that they have not been taught any of those.

It is interesting to find that the ten percent of the students said they enjoy the process of writing, but the other ninety percent do not.

#### **4.1.1.1 Questionnaire for the evaluation**

After the application of the strategies, students were asked about whether they consider the writing process as much difficult as they did before. The answer to this question was that for the sixty percent of the students writing is not as difficult as before, and the other forty percent consider writing as difficult as they did before.

They were also asked if the strategies were explained in a correct way, to which the hundred percent of the students responded that the strategies were clear. And when referring about how learning these strategies improved in some way their writing skill, the ninety percent of the students consider that they improved in some way.

Even though the strategies were learned students still consider writing the most difficult skill to learn. On the other hand, the thirty percent of them will consider writing for pleasure.

Regarding feeling more secure when writing, the sixty percent of them feel more comfortable writing after learning the writing strategies.

#### **4.1.2 Restatement of questions and discussion of results**

##### **4.1.2.1 How the lack of the use of strategies in the teaching and learning process of the writing skill, is affecting their learning?**

According to the surveys writing is consider the most difficult skill to learn by all the students, it is easy to recognize that feel very insecure when writing even a short paragraph. There are several factors that increases this fear when writing. Students feel that they do not know enough vocabulary, the errors that they make are more noticeable when writing, because it is something that it does not disappear.

Students also expressed they do not have enough knowledge about the structures of how to start writing a paragraph and the parts that a writing text should have; and the fact of not knowing this basics structures creates a sense of anxiety when writing.

##### **4.1.2.2 What type of strategies can enhance the learning process of the writing skill?**

There are many strategies that can be applied to enhance the learning process of the writing skill. However, some of the most important are:

- a) **Collaborative Writing strategy:** with this strategy students feel more comfortable when it comes to writing because they are working together and that makes them feel more secure, besides that, if they make a mistake they will not feel as judge as if they were working by themselves.
- b) **Word processing strategy:** not knowing enough vocabulary is something that worried the students, but using equipment makes it easier for them, students are able to expand the range of vocabulary they use when writing, because sometimes they know how to pronounce a word but they do not have any idea on how to write it and by using this type

of programs or applications they can write this words and the program will correct the mistakes.

#### **4.1.2.3 How to apply the writing strategies to the students in class?**

During the process of creating the present investigation, it can be concluded that the best way to apply the writing strategies in class is by creating enough opportunity to practice. For this will be need the creativity of the teacher in order to create activities that involves the writing strategies to create a well-done paragraph. Besides that, it is necessary to motivate students by using topics of interest, this can help making the writing process more pleasant for them.

**CHAPTER V**  
**CONCLUSIONS AND RECOMMENDATIONS**

## 5.1 Conclusions and recommendations

### 5.1.1 Conclusion

- The writing skill is one of the most dreaded skill of all; the culture in the education of Costa Rica about mistakes, is very punished, for this reason students are so afraid of producing in a writing way, no leading space to make these necessary errors that at the end will be new learnings.
- The actual educational system is not so worry about the writing skill in a full way, students complete exercises while doing exams or practices, but they actually cannot produce complete paragraphs by their own.
- Students do not know in a very clear way, the writing structures of the literary genres, for this reason, is very complicated for them produce in a written way; in short, students do not have any idea of how to start writing a piece of text.
- Writing strategies are not being taught to the students, which makes very complicated the process of developing this skill in a full way, not reducing the fear, and the lack of motivation that the students have regarding to this skill.
- There is too much insecurity when it comes to writing, especially because there is still a lack of grammar knowledge, not only in knowing the correct order of sentences, but also about the spelling of words, which creates frustration and delay during the process.

### 5.1.2 Implications

- This investigation generates a mind change in the students involve about the process of writing, students are able of having a new perspective of what writing actually is, eliminating the fear and frustration that they might have.
- The use of technology is needed when teaching some of the strategies, because it makes easier the process of producing texts.
- It is necessary that the teachers in charge of the investigation, create fun and creative dynamics in which the strategies that need to be taught can reach their goal.
- To dedicate time to the practice of the writing skill its necessary, in order to fully master the skill, this skill is built step by step, starting from the basic forms of writing to a more advance ability.

### **5.1.3 Strengths and limitations**

#### **5.1.3.1 Strengths**

- The group in which this project was applied was very collaborative with the researchers, they all had a very good attitude towards the activities that were developed during the sessions.
- The private institution where the present research took place has a very good infrastructure, they had all the equipment the researchers needed in order to teach the writing strategies.
- Been able to use technology was a strength the researchers took advantage of, sessions were scheduled to prepare the material used during the application of the project. Technology compensates the distance between the researchers and it made possible working together.

#### **5.1.3.2 Limitations**

- The teacher in charge of the group of students had some topics left to see for this year. Therefore, it was difficult to get the lessons needed to apply the project.
- Researchers did not have the amount of lessons they had planned to apply the project as the teacher had to rush through the topics she had left.
- The distance between where the researchers lived was a limitation as it was not possible to meet in person as often as they would have liked.

### **5.1.4 Recommendations**

- It is recommended to create a safe environment in the classroom. Students need to know that it is fine to make a mistake as those become knowledge and lessons learned later on. But for that it is necessary to change the students' mind set about making mistakes when writing.
- We acclaim for teachers to encourage students to write in a daily basis, even though writing is not a priority in the syllabuses, it is important to motivate students to practice and develop this skill.

- It is recommendable to introduce students with the literary genres in writing, this can make easier the process of writing.
- We encourage the teacher to reinforce the different writing strategies during classes, this way the students will start becoming more comfortable when writing.
- We also endorse guiding students as much as they need during the process of writing. It is important to teach them the correct structure of sentences and paragraphs and being always available to clarify their doubts and questions, letting students all by themselves can make them feel frustrated and lost.



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## **ANNEXES**

**ANNEXE 1**

We kindly request for your cooperation in answering the following survey. The purpose of this questionnaire is to get information to complete a research in the field of education. We are students of the Universidad Latina and this is one of the projects needed to finish an Investigation course. All the information provided by you in this survey will be treat in a strictly confidential way, it will not be shared whit any other course or institution.

This scale is aimed at seventh grade students to determine the efficiency and effectiveness their writing skill.

Name of Educational Center: ..... Group: .....

<b>Instructions</b> <b>In relation to the writing process ..... (Mark with an x)</b>	<b>Completely disagree</b> <b>(No)</b>	<b>Completely agree</b> <b>(Si)</b>
1. Do you think that the writing skill is very important when acquiring a second language?		
2. In your regular classes with your current teacher do you practice enough of the writing skill?		
3. Do you think the writing skill is harder to master that the rest of the skills? (Speaking, listening, reading).		
4. Do you know what are writing strategies?		
5. Have you ever being taught any writing strategy?		
6. Do you enjoy writing in your regular daily life?		

- **In the following lines, write a short paragraph, of at least five lines, you can write about any topic you want.**



**ANNEXE 2**

We kindly request for your cooperation in answering the following survey. The purpose of this questionnaire is to get information to complete a research in the field of education. We are students of the Universidad Latina and this is one of the projects needed to finish an Investigation course. All the information provided by you in this survey will be treat in a strictly confidential way, it will not be shared whit any other course or institution.

This scale is aimed at seventh grade students to determine the efficiency and effectiveness their writing skill.

Name of Educational Center: ..... Group: .....

<b>Instructions</b> <b>In relation to the writing process ..... (Mark with an x)</b>	<b>Completely disagree (No)</b>	<b>Completely agree (Si)</b>
1. Do you consider the writing process as difficult as you did before?		
2. Were the writing strategies explained in a clear way?		
3. Do you think that any of the strategies learned improved in some way your writing skill process?		
4. Now the you know the main strategies for writing, Do you still consider that the writing skill is harder than the other skills?		
5. Now the you know the main strategies for writing, will you consider writing for pleasure?		
6. Do you feel more secure during the writing process?		

- **In the following lines, write a short paragraph, of at least five lines, you can write about any topic you want.**

