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Trabajo Fin de Máster

**IN SEARCH OF A POSSIBLE APPROACH TO
IMPROVING STUDENT WRITING.**

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1. INTRODUCTION

Gardner and Johnson (1997) describe writing as "a fluid process created by writers as they work."

The focus of this study was to explore the writing competence of students in third year of Compulsory Secondary Education. The major concern was that students are having difficulties in their development of writing skills. We identified a problem with regard to students' writing competence in students' compositions and answers in reading comprehension tests. In order to improve the weak writing competence of the students, we decided to implement two different writing approaches, product and process approach, in two different classes. In my search to find effective ways to help students write more effectively we found information on the product and process approach and the eclectic approach. We felt that the teaching and learning context was suitable to apply the methods and that the learners might benefit from the implementation of the approaches. We decided to carry out action research to gauge the outcomes of the implementation, the implications of change and to reflect on practice. After the study, evaluation of the outcomes of the study resulted in the application of another approach, the eclectic approach, and the outcomes of this intervention were also reflected and reported on. The eclectic approach was selected as it is a combination of the effective characteristics of the process and process approach.

2. JUSTIFYING ACADEMIC AND PERSONAL INTEREST OF THE TOPIC.

Learning to communicate has become the main goal while studying a foreign language. Learning a foreign language entails learning to write it. Writing is a form of communication that enables students to express their feelings and ideas, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed texts. It has been acknowledged that producing a coherent, cohesive, well-organised piece of writing is a challenging task. Therefore, writing is one of the most difficult language skills for second language learners to master. There is a very important connection between writing and language development. Writing involves a lot of language processing in the brain in order to produce a message. First the student must come up with an idea, then



find the words to say it, then start to put it on paper and spell it correctly, and then create another sentence to continue expressing the idea.

The present study attempted to identify, and then analyse some factors behind students' poor writing productions among English students in third year of Compulsory Secondary Education. It was important to try different writing approaches with the aim of to improving the situation. This situation can be traced back to students 'previous learning experience. Writing, as one of the communicative activities, has been neglected, compared with other aspects such as building on knowledge of grammar and vocabulary in a mechanical way. In addition, students lack writing skills and motivation to write in English. First of all, learners did not see the point of writing a composition. Moreover, students did not attach importance to the development of writing skills because of their previous learning experiences. They were used to instruction and assessments that gave priority to grammatical and lexical accuracy. This learning system did not involve any processes which enabled the learner to understand or interpret the information learnt. These systems only allowed students to memorise or store the input for later use. It was basically a simple and passive process. Understanding and production of language in different contexts and through speaking, listening and writing skills had been neglected. As a result, learners did not know how to put into practice what they had learnt, that is, they had a hard time trying to use language to express meaning. The negative attitude of students towards writing as a time consuming activity, demanding a lot of concentration and thinking, adds to the problem as well. Besides, the instruction in writing they received only encouraged students towards model-centred learning, where the students were guided by a model .Concerning the strategies that students used to carry out their tasks, they relied on the use of translation .The biggest challenge for teachers was translated compositions because English language learners thought and generated ideas in their mother tongue first and then tried to translate them into English. This gave rise to compositions that were full of incorrect verb tenses and incomprehensible sentences. The writing was difficult to understand due to the awkward sentence structure and poor grammar. The students resorted to tools such as online translators or dictionaries however, they made use of them wrongly .The temptation was great for students to simply put words, phrases, or entire paragraphs into the online translator to receive in seconds what it might have taken minutes or hours to compose in the target language on their own without using a translator. On the other hand, examples of poorly-translated words or



phrases demonstrated students some potential pitfalls of using translators to create texts in the L2. As for students' dictionary-using habits, some errors were caused by the learners' lack of dictionary-using skills. Learners sometimes had difficulty finding the most relevant information in the entry. Other times, they chose words that did not fit in the given context. In other cases, learners misidentified the grammatical categories of the word, which lead them to choose an incorrect definition. This stems from the lack of effective strategy instruction in the English classroom. Teachers usually employed varied teaching strategies to help students learn. We made use of visuals to introduce new ideas, we drew students' attention to relevant elements, and we activated students' background knowledge before introducing a new idea. However, we needed to increase learners' awareness on learning strategies to promote learner autonomy. Learning strategies are devices that empower students to complete a language task independently. So, the goal of learning strategies instruction is to equip students with tools to become autonomous learners who are able to use strategies correctly in different situations. Learning strategies instruction can help students acquire a foreign language.

As a result, students' writing competence had decreased significantly and had become inadequate to the present global needs. Consequently, we, as teachers, faced the task of paying more attention to the improvement of students' writing skills. Investigating this issue stemmed from a personal interest in the field of education motivated by my experience in teaching writing in English class where it was witnessed that the majority of the learners faced problems with written composition. The common errors in student writing range from spelling mistakes, run-on sentences, subject-verb agreement, word order to poor organization, lack of topic sentences. They result in difficulty in understanding the written composition.

3. STATEMENT OF THE PURPOSE

Once the development of this study has been justified regarding academic and personal reasons, it is essential to establish the objectives it intended to fulfil, both general and specific targets. The fundamental goal of the study was to come up with the best approach to develop students' writing competence. The role of product approach, process approach and eclectic approach in this sense, as a tool for improving it, as well as for aiming at fostering communicative competence in students will be researched.



Regarding general and specific objectives, they may be grouped as follows:

3.1. General objectives

- To encourage accuracy and fluency in 3rd year of CSE learners 'writing.
- To consider the advantages and disadvantages of using process and product approach .
- To seek ways in order to provide effective written feedback.
- To improve students 'writing skills.
- To make writing communicative.

3.2. Specific objectives

- To analyze the effects of process and product approach on learners 'performance.
- To figure out and study factors causing demotivation in writing lessons.
- To promote error analysis.
- To facilitate students' understanding of the writing process.
- To find out the reasons behind learners' poor writing skills.
- To observe how students use writing strategies.
- To work on strategies for improving students writing.
- To encourage students to read their own writing.
- To translate the results into possible improvements and suggestions.

3.3. Research questions

The fulfilment of the general and specific aims indicated above were closely connected with the research questions that guided and centred the research. We selected and pursued questions that focused on the immediate problems of the classroom.

What are the strengths of product approach?

What are the weaknesses of product approach?

What are the strengths of process approach?

What are the weaknesses of process approach?

Which strategies do students employ?

Are students aware of writing strategies?



- Do lessons include an explicit focus on strategies?
- Why are students unmotivated to write compositions?
- Does process approach contribute to make writing communicative?
- Does process approach contribute to make writing communicative?
- Which writing approach yields better written compositions?
- Does teacher`s correction help and improve students` writing?
- Do teacher`s comments make sense to students?
- Do learners make the same error once the teacher corrects it?
- Does correction inhibit students` writing?
- Is it important to pay attention to the quality and organization of ideas?
- Does peer-correction have any significant impact on the improvement of EFL learners` writing?
- Do students show improvements in some features but not in all of them?
- Does product approach contribute to the improvement of form, meaning and structure?
- Does product approach contribute to the improvement of form, meaning and structure?
- Does product-process approach contribute to improve students `writing competence?
- Does the teaching role promote or inhibit outcomes?
- Can form-focused instruction promote written compositions of good quality?
- Is an explicit focus on meaning and structure closely related to students` well-written texts?
- Is the combination of process and product necessary to encourage fluency and accuracy?
- Why do our learners produce poor pieces of writing?
- What should be done to improve the situation?

4. THEORETICAL BACKGROUND

4.1 Writing as a skill

English learners are expected to learn and master writing. It is a productive skill and a means of communication that allows the students to organize information in a text that is in accordance with English writing conventions such as using appropriate content, format, sentence structure, vocabulary, punctuation and spelling. Brown (2001:335) states that writing is the written product of thinking, drafting, and revising .These processes involve the use of specialized skills in order to generate ideas, organize them coherently, use



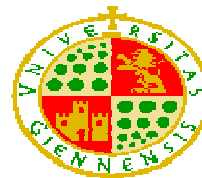
discourse markers and rhetorical conventions coherently into a written text, revise text for clearer meaning and edit text for appropriate grammar.

Brown (2001: 342-343) mentions a list of micro and macro skills for written communication which focuses on both the form of language and the function of language. Firstly, the micro skills include important aspects like producing lexical items; conforming to the purpose; exhibiting correct word order patterns and acceptable grammatical systems such as tense, subject verb agreement ; using different grammatical forms to express a particular meaning ; using cohesive devices ; using writing conventions .At the same time, the macro skills of writing cover fulfilling the communicative functions of written texts according to form and purpose; expressing relations such as main idea, supporting ideas, new information, old information and examples; developing writing strategies such as using accurate methods for the prewriting stage; paying attention to fluency when writing the first drafts ; using paraphrases and synonyms ; seeking peer and teacher feedback; using feedback for revising and editing. Spratt et al (2005:16) also state that writing entails several sub skills. Examples of these sub skills are spelling correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using correct grammar correctly, and using paragraphs correctly.

According to Harmer (2004), both cohesion and coherence are needed to make good paragraph compositions. Cohesion can be defined as the relationship of a number of linguistics elements that we use to stick the text together. There are two types of cohesion: lexical and grammatical cohesion .Lexical cohesion has to do with repetition of words and grammatical cohesion involves pronoun, possessive reference, and article reference. On the other hand, coherence is a device that connects ideas smoothly and clearly so that the reader can follow along easily (Castro, 2004). There are four ways that can be employed by the writer to achieve coherence in their compositions. They consist of repeating the main nouns, using pronouns, using words or phrases that strengthen the internal cohesion of writing and putting the sentences in logical order.

4.2 Approaches to writing

Several different approaches to teaching writing have been incorporated into the EFL/ESL classrooms and widely studied. “One of the most controversial aspects of writing



pedagogy has been the tension between process and product approaches to the teaching of writing”(Nunan 1999:272). Controversy is triggered by the fact that there is no agreement among researchers on whether using one approach is better than using the other. McCrimmon (1984) contrasts writing as a way of knowing and writing as a way of telling. A way of knowing refers to the process and a way of telling makes reference to the product. Donald Murray (1980) sees a difference between using revision in order to make what you say understandable for one self and using revision in order to make what we say understandable for the reader. Nunan (2001) clearly states that process approach is very different from the traditional product-oriented approach. Research into second language and foreign language writing and studies on the above mentioned approaches allow us to understand how we can improve and evaluate learners' writing competence.

4.2.1 The product approach to writing

Attention to correctness is one of the most distinguishing features of the product approach. This is explained by the fact that the final output is the main purpose of writing. As it is reported by Nunan (1989 : 36) , "the teacher who adopts a product- approach makes sure that the end product is grammatically correct" .In classes where product approach dominates, teachers provide the students with text samples and the students are encouraged to take them as examples to write new compositions. In the product – oriented approach the text, the most important aspects are the end product of the writing process and the superficial elements of language, namely grammar and mechanics. Since the concerns of this approach have to do with producing correct products, the activities of writing are controlled by the teachers. As there is an explicit focus on the correctness of grammar, learners try hard to avoid errors in their piece of writing. According to Kroll (1990), the reader's main interest is the correct use of formal linguistics features. From this perspective, students are expected to demonstrate their awareness of the target structures and their knowledge of explicit linguistic rules.

According to Steele (2004), Product Approach Model comprises of four stages .First, learners study the features of a model text. The grammatical patterns and grammatical rules used in different kinds of texts are presented in model composition, which are constructed to display the rules that learners should use in their own writing. So, teachers guide students by providing a fixed outline as well as vocabulary and grammatical structures for students to follow. Second, learners are asked to practise the language



used to write the model text. For this purpose, the students complete exercises where they are expected to combine, imitate, and substitute. Third, students organize their ideas because the product approach attaches more importance to the organisation of ideas and the control of language than the ideas themselves. Four, individually, learners produce the written composition by applying the structures, skills and vocabulary they have caused to acquire.

According to Hyland (2003), the teaching of writing that is based on language structure is comprised of four stages: familiarization, controlled writing, guided writing and free writing. First, teachers use a text to teach students grammar and vocabulary. Then the students complete tasks that consist of putting or rearranging words into grammatical sentences. Third, learners are encouraged to write by imitating the standard sample texts so as to guide them through the stages of writing. Four, learners are expected use the patterns they have learnt to write a text. So, writing instruction emphasizes accuracy over fluency rather than communication.

“As with sentence-level activities ,composing tasks often include so-called free writing methods , which largely involve learners reordering sentences in scrambled paragraphs selecting appropriate sentences to complete gapped paragraphs and write paragraphs from provided information” (Hyland 2003 :6)

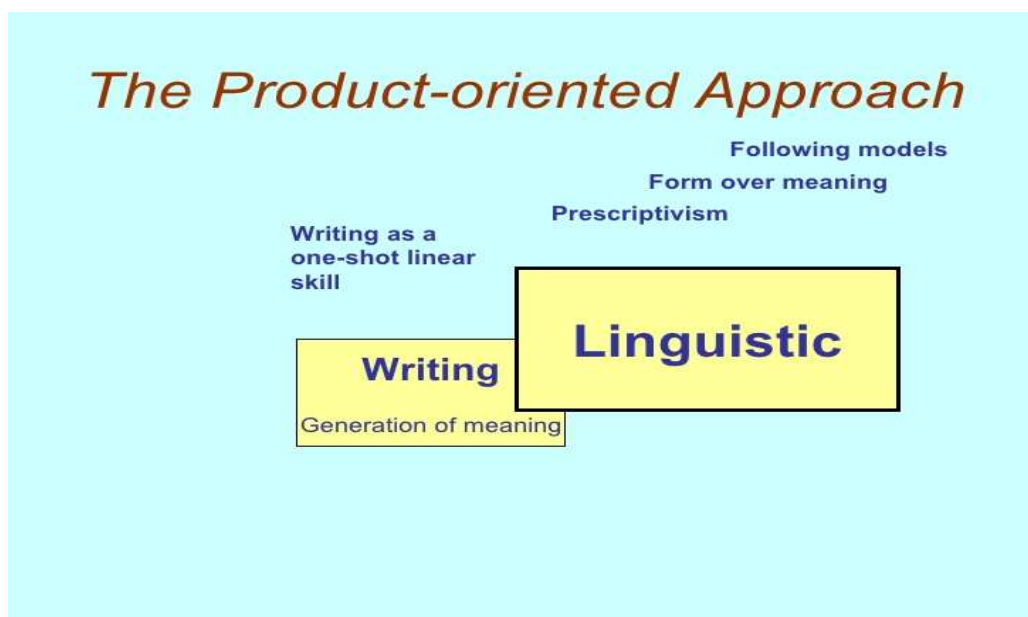




Figure 4.1: The Product –oriented Approach, Mayora (2009:5)

Under the product approach, the teacher's feedback is based on the grammatical and lexical errors. In this perspective, teachers' response to the piece of writing is correction. Tribble (1997: 20-22) said that "teachers see errors as something that they must correct and eliminate given the importance accurate language has". Teachers also tend to reward students for compliance to the prescribed outline and structure. Structural elements such as introduction, body and conclusion are the major components of texts and students are instructed to employ patterns of text organization such as description, narration and exposition.

As far as limitations of the product-oriented approach are concerned, process skills, such as planning a text, do not have a vital role, and the knowledge and skills that learners bring to the classroom are undervalued. The most common activity required is copying and imitation but not creativity .Nevertheless, Nunan (1991) states that" learning by imitation was thought to be appropriate at the sentence level. The structure is somehow relevant; however, imitation doesn't match with more recent views of language learning at the level of discourse". According to Richards (1992), the product approach allows students to practice the structure and organization of different kinds of paragraphs and texts" This approach emphasizes the students' ability to memorise and apply grammatical rules in a controlled context .Students complete a set of exercises that emphasise syntactic accuracy, while the act of creating meaning does not receive attention .They are required to write a composition following fixed organizational patterns. As a consequence, a great importance is attached to errors seeing the importance of linguistic accuracy. Teachers respond to students 'writing by spotting and correcting errors, whereas meaning, audience and purpose are overlooked. Cohen (1987) delved into the effect of feedback given to students on their writing. He concluded that students do not understand many of the general comments made by teachers on their pieces of writing since teachers do not have time to explain their indications to the students. Students are asked to write the composition again, but this time the composition has to be free of the errors that have been corrected. The problem is that despite such efforts on the part of the teachers to mark compositions students commit the same kinds of errors occur repeatedly. As a result, there is no evidence that an approach which only focuses on the end product



without giving help to students in the process of writing benefits students in the acquisition of a foreign language.

Previous studies on teacher feedback have examined student reactions to teacher feedback.

Previous research on student views of feedback has consistently shown that students treasure teacher feedback and attach much greater importance to it than other forms of feedback, such as audio feedback, peer evaluation, and self-evaluation (Leki, 1991; Saito, 1994; Yang, Badger, & Yu, 2006; Zhang, 1995). Most surveys of student preferences show that students are particularly positive about receiving feedback on language issues, although they also want teachers to comment on content and ideas of their writing (Hedgcock & Lefkowitz, 1994; Leki, 1991; Oladejo, 1993; Saito, 1994). As L2 students place a high premium on accuracy in writing, they are eager to have all their errors pointed out by the teacher (Komura, 1999; Lee, 2005; Leki, 1991; Rennie, 2000). While studies by Radecki and Swales (1988) and Lee (2005) show that students wanted overt correction of errors (i.e., direct error feedback) from teachers, most of the other studies (e.g., Arndt, 1993; Hyland, 2001; Saito, 1994) suggest that students preferred indirect to direct error feedback, where they were given clues and also a more active role to play in the feedback process. Since these studies involved learners of different ages, backgrounds motivations, and proficiency levels and took place in different classroom contexts, learner and contextual factors might have influenced students' preferences. More advanced students like the L2 graduate students in Leki's (2006) and Riazi's (1997) studies, for example, particularly valued teacher feedback as a useful means to help them develop disciplinary literacy. Thus, learner individual differences may have a direct impact on students' expectations and reactions to teacher feedback (Lee 2008: 69-85)

Still on the theme of limitations, teachers should understand that students do not merely write a text for evaluation and grading. Writing is a process that should include generation of ideas, revision of drafts, communication between teachers and students during the writing process, training in writing skills, and creation of meaningful and organised paragraphs. Zamel (1992:74) stated that "students get very few opportunities to write, and when they do so there is still a tendency to look at texts as final products for evaluation".



Thus, this might make learners think that the purpose of writing is for evaluation rather than for communication.

Previous studies on approaches to writing in EFL/ESL context have shown that the choice between approaches depends on us, the teachers, on the students and on the genre of the text. Both process and product approaches are significant in teaching writing; however, there are advantages and disadvantages associated with every approach to writing.

Under the product approach, we found that the maximum number of students tried to recall their previous knowledge and some of them imitated model writing and some reproduced the original. This approach did not help them in producing a good composition given in the exam hall as they failed to showcase their ability to write effectively the structure of the composition in their answer scripts.

Under the process approach, we observed that most of the students faced problems in brainstorming and organizing their ideas cohesively as they were not familiar with the method. Our observation showed that later they could cope with it, but it took a long time to gather their ideas and organize them. We also noticed that some failed even after their several attempts as they could not extract the important points necessary for the topic. The researchers found that the students retreated back to their old fashioned paragraph writing without providing the structure of a paragraph, namely topic sentence, supporting details and a conclusion. The researchers took substantial time to correct them, and even it was found that at the end of the semester, some students did forget to write topic sentence of a paragraph, even gave two or three paragraphs when they were asked to write a paragraph in spite of much varying help from other sources. (Hasan & Akhand 2010:84).

4.2.2 The process approach to writing

Attempts to understand the process underlying the production of a piece of writing led to the process approach. This latter focuses on how writers develop their writing skill with the help of the teacher as a facilitator who provides students with encouragement. According to Vanessa Steele (2003), the process approach entails different classroom activities which help the development of language use. These activities include brainstorming,



group discussion, re-writing. In process-oriented classrooms, as a first step the students develop and organize ideas. As the next step, the students are involved in writing drafts, receiving constructive feedback from peers or teachers and editing before the completion of the written product. It is important to stress the fact that the emphasis is placed on meaning rather than form. Unlike the product-approach that focuses on the final product, this approach concerns more on the process of how the students develop ideas and formulate them into effective writing works. Students are seen as the language creators because they have the opportunity to experience the process of writing, trying to organize and expressing their ideas clearly. Hyland (2003) views writing as an act of free expression that involves a planning-writing-reviewing framework. Writers “discover and reformulate their ideas as they attempt to approximate meaning”. (Zamel 1983 :165). According to Silva (1993), teachers’ role is to help students develop writing strategies with easiness. These strategies include finding topics, generating ideas, planning structure, revising and editing. Hedge (2005) saw this approach as a process which involves activities such as establishing aims, generating ideas, organizing information, selecting appropriate language, making a draft, reading and process. The activities are intentionally designed to make the students be involved in the writing process. The process approach tends to:

“1) focus on the process of writing that leads to the final written product; 2) help student writers to understand their own composing process; 3) help them to build repertoires of strategies for prewriting, drafting, and rewriting; 4) give students time to write and rewrite; 5) place central importance on the process of revision; 6) encourage feedback from the instructor and peers”. (Brown 1994: 320)

Furthermore, teachers no longer behave as editors and examiners, but rather as facilitators. During the composing stage of writing, teachers help students produce meaningful, coherent and creative texts. Moreover, language accuracy can be encouraged during the revision stages, when students can consult dictionaries and linguistic texts to improve lexis, grammar and collocations. The process approach to writing entails a totally different feedback system. Ferris (2003:30) reports the findings of student survey research:”Students say that they value teacher feedback, that they pay attention to it, and that it helps to improve their writing”. The major types of feedback are peer feedback, teacher written feedback, teacher –student conversation. In the process approach, appropriate comments should be provided during the various stages of writing. Teacher’s response to a first draft should consist of helpful comments on their progress



and suggestions for improvement in subsequent drafts. Ferris (2003) suggests that teachers should provide students with feedback at intermediate stages with the view of allowing students to improve their writing based on teachers' feedback. Final draft feedback should include suggestions for future compositions.

The Process Approach Model comprises of eight stages (Steele 2004). In stage one the students generate ideas through brainstorming and discussion. The teacher provides language support if needed, so that students are not inhibited to produce ideas. Stage two is based on planning and structuring. Students write the main ideas and select the most useful ones. Stage three is mind mapping because students visually organize information by using a mind map. This stage helps the students explain the connections between the ideas by organizing and structuring their thoughts. In stage four, students are encouraged to write the first draft in collaboration with peers and the teacher. This is done in class in order to work collaboratively. Stage five is dedicated to peer- feedback. The students exchange their drafts, so that students can read each other's composition. As the students respond to their peers' drafts as readers, we promote audience awareness. The students become aware of the fact they are writing something to be read by a target audience, what encourages them to improve their own drafts. Stage six is editing. They provide feedback on their peers' work and the students make improvements that are based upon this feedback. In stage seven a final draft is written. In stage eight teachers evaluate the students' work and provide feedback on it. Students can exchange and read each other's work by writing a response. Students' writings are evaluated and teachers provide a feedback on it. According to Hyland (2003), a process model of writing instruction implies that different steps have to be taken. The first stage is the selection of the topic by teachers or students. The second stage is prewriting through techniques such as brainstorming, collecting data and note taking. The third stage is composing, that is, students get their ideas down on paper. The fourth stage is response to draft because teachers or peers respond to ideas, organization and style. The fifth stage is revision since students reorganize and enrich ideas, improve style, and adjust to the intended audience. The sixth stage is response to revisions. The teachers or peers respond to the students' work by paying attention to ideas, organization and style. The seventh stage is proofreading and editing. Learners check and correct aspects such as form, layout and evidence. The eighth stage is evaluation since teachers evaluate progress over the process. The next stage is publishing by class presentation, website, and notice boards. The last stage is based on follow-up tasks in order to deal with weak points.



Figure 4.2: The Process Approach, Mayora (2009: 6)

The experimental study “Process Approach to Teaching Writing Applied in Different Teaching Models” focused on the process approach, using teaching models with minimal control and maximal control to different English level students. It showed that the subjects were all making significant progress in their writing skill.

Experimental study shows that the two groups of students who received two different models of teaching writing were all making significant progress in their writing skill, while the control groups who as a whole class received full open process model of teaching made less progress in their writing skill except for some good students who scored almost as high.

It is concluded that the process approach to teaching writing can be and is ideally applied in different teaching models ,and when we use the same process approach but different models of teaching writing to teach the different students, an optimal teaching effect can be realized. (Sun & Feng 2009: 155).

Research demonstrating the effectiveness of the process approach has been conducted by Stewart (1986) with a group of tertiary students .The results showed that the adapted process approach turned out better than the traditional product oriented model. Students made improvement on their quality of writing in terms of meaningful content and more appropriate use of language. There are also attempts by teachers in the United States to apply the notion of the process approach to conduct writing workshops to teach English



language to learners whose first language is Spanish from elementary to high school levels. (Peyton et al 1994).The teachers modified the process oriented model to solve the problem of limited time .For example teachers integrated the writing workshop with content area study to achieve learning objectives teachers in the writing workshop. All reported positive changes in students writing performance in that they showed better attitudes towards writing, overcame the need to write error free compositions, interacted more successfully with their peers and scored better on the district writing test than their counterparts who had not participated in the workshop

However, drawbacks of process –oriented approach can be stated .First at all , it does not help learners write successfully because they are not provided with necessary input, namely in terms of linguistic knowledge. In addition to this, the students should be well-prepared in taking part in the learning process. It takes a long time to implement this process and the teacher should be able to create innovative materials to facilitate learning and to avoid boredom. The teacher should master the steps of writing well. Each step must be done completely before continuing the next step .It is difficult to handle the classroom, especially in the steps of drafting and editing. Teachers’ worries are that the process approach emphasizing writing of several drafts for feedback is too time consuming to be carried out in class. Last but not least, the entire teaching and the attention of the students is oriented toward examinations.

4.2.3 The collaborative approach

According to Arndt (1987), writing can be both the product of composition and the act of composing. Thus, both process and product approaches are significant in teaching writing in EFL/ESL context. Process approach enables students generate their ideas in a comprehensive manner. It helps students to organize their thought in a systematic way, providing them with the necessary tools to write fluently in a different language which is not their mother tongue. On the other hand, the product approach is also important for the focused use of texts as models without sacrificing the flexibility to acknowledge elements of other approaches. So a collaborative approach, that is, using both product and process approaches may be adapted by a teacher in an EFL/ESL classroom.

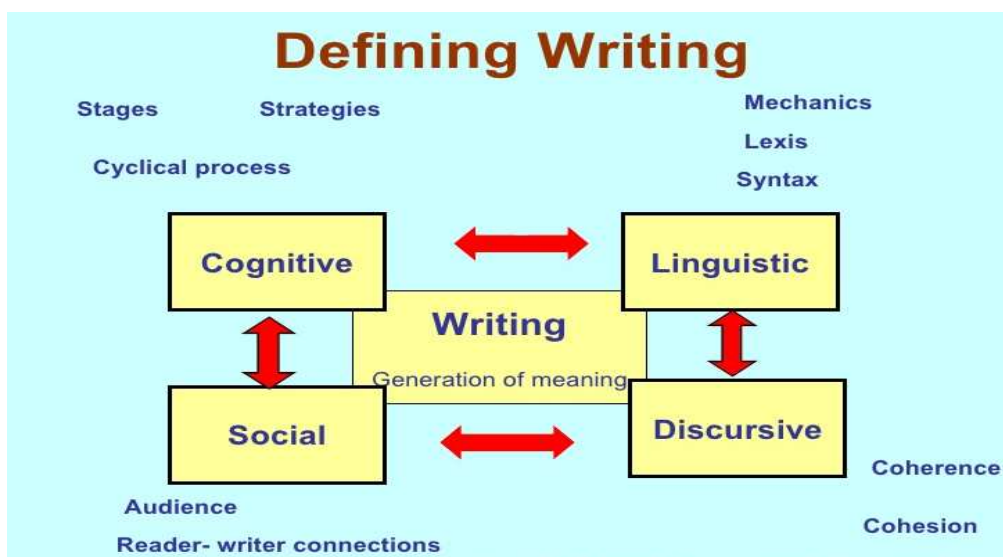


Figure 4.3: The Process Approach, Mayora (2009: 2)

5. METHODOLOGY

5.1 The research paradigm

Action research is “posing questions, gathering data, reflection, and deciding on a course of action.” (Ferrance 2000: 2)

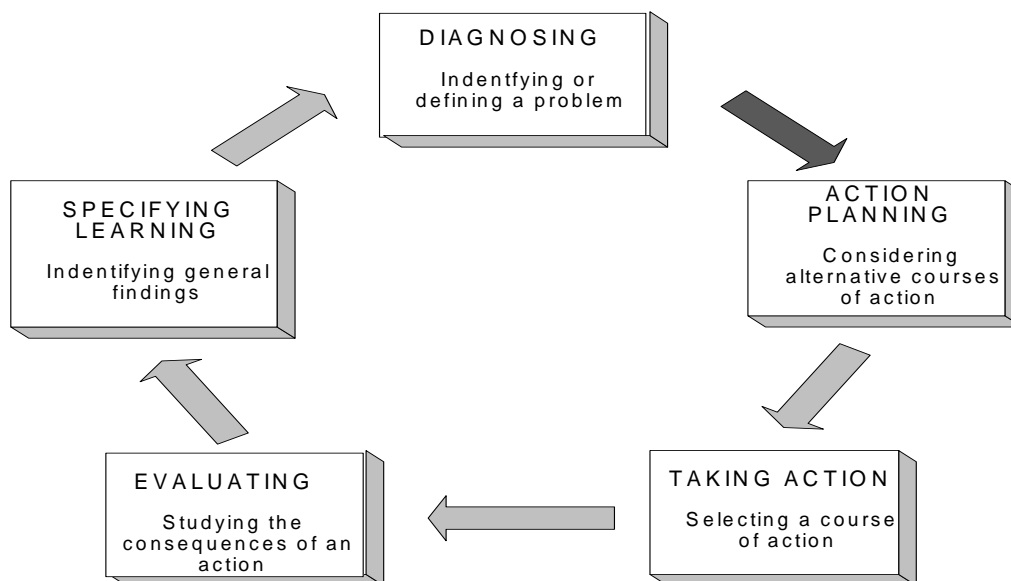


Figure 5.1: Action Research Model, Susman (1983: 102)



The classroom research followed the five -phases model proposed by Susman. After identifying the weak writing competence of students, data was collected for a more detailed analysis. Learners completed an initial questionnaire focusing on their attitudes towards writing and teachers' responses to student writing, performance and strategies. This was followed by a suggestion of possible solutions, from which a plan of action became apparent and was implemented. The students were embarked on the product and process approach to writing in order to examine their effects on the students 'writing performance. We collected and analyze data on the results of the implementation and then we interpreted the findings taking into account how successful the implementation of these approaches had been. At that juncture, we re-evaluated the problem and we began another cycle. This process continued until the problem was resolved.

Research questions and the topic were looked into from different perspectives and by using different procedures. As the kind of research we wanted to carry out is a classroom research and we wanted to control variables by adopting new approaches to writing, the eclectic research paradigm was considered the most appropriate. The independent variables are those that we have control over. This control involves introducing new variables by adopting new writing methods in the research setting. The dependent variables show the effect of introducing the independent variables. The dependent variable is the students' achievement using the methods. However, other variables played a role in or influence what we observed, namely intervening variables and moderator variables. Intervening variables refer to the language learning processes that used by the subjects and that kink the use of the new writing methods and the students 'achievement. Extraneous variables refer to the language proficiency of the subjects. In this way, the study took the form of an educational research using a multi-dimensional methodology, involving both qualitative and quantitative methods of data collection.



	Quantitative Research	Mixed Research	Qualitative Research
Scientific method	Deductive or "top-down" The researcher tests hypotheses and theory with data	Deductive and inductive	Inductive or "bottom-up" The researcher generates new hypotheses and grounded theory from data collected during fieldwork
View of human behavior	Behavior is regular and predictable	Behavior is somewhat predictable	Behavior is fluid, dynamic, situational, social, contextual, and personal
Most common research objectives	Description, explanation, and prediction	Multiple objectives	Description, exploration, and discovery
Focus	Narrow-angle lens, testing specific hypotheses	Multilens focus	Wide-angle and "deep-angle" lens, examining the breadth and depth of phenomena to learn more about them
Nature of observation	Attempt to study behavior under controlled conditions	Study behavior in more than one context or condition	Study behavior in natural environments Study the context in which behavior occurs
Nature of reality	Objective (different observers agree on what is observed)	Commonsense realism and pragmatic view of world (i.e., what works is what is "real" or true)	Subjective, personal, and socially constructed
Form of data collected	Collect quantitative data based on precise measurement using structured and validated data collection instruments (e.g., closed-ended items, rating scales, behavioral responses)	Multiple forms	Collect qualitative data (e.g., in-depth interviews, participant observation, field notes, and open-ended questions) The researcher is the primary data collection instrument
Nature of data	Variables	Mixture of variables, words, and images	Words, images, categories
Data analysis	Identify statistical relationships	Quantitative and qualitative	Search for patterns, themes, and holistic features
Results	Generalizable findings	Corroborated findings may generalize	Particularistic findings Representation of insider (i.e., "emic") viewpoint Present multiple perspectives
Form of final report	Statistical report (e.g., with correlations, comparisons of means, and reporting of statistical significance of findings)	Eclectic and pragmatic	Narrative report with contextual description and direct quotations from research participants

Figure 5.2: qualitative, quantitative and mixed research, Johnson & Christensen (2008)

5.2 Research tools

As far as research tools are concerned, the sort of data we used to analyze classroom language was obtained from different sources such as using questionnaires, teacher diary, direct observation, interviews, collection of writing samples from each student, notes from direct observations and student feedback. We collected qualitative data in the form of descriptions while at the same time we also collected data that could be measured and represented in numbers. We gathered quantitative data from a number of different sources. Many of these are similar to sources of qualitative data. However all the quantifiable data was interpreted qualitatively. During this study, learners embarking on both process and product approach completed an initial questionnaire focusing on their



attitudes towards writing and teachers' responses to student writing, their writing habits and performance. The questionnaire evolved after wondering about the reasons behind students 'poor writing production (see Appendix I). The questionnaire was designed to "gather data at a particular point in time with the intention of describing the nature of existing conditions", (Cohen and Manion 1994:83). After the implementation of the approaches, their effectiveness was investigated through class questionnaires, interviews, writing samples and notes from direct observation. Questionnaires were printed and used for data collection. They included questions or statements that were responded in an anonymous way. The students were asked to complete the questionnaires at the end of each writing lesson, with the aim of collecting and gathering students' impressions on the spot. So we made sure that their experiences and feelings were still fresh. Open-ended questions were included to allow students to express the thoughts that came to their mind after each lesson, encouraging them to state what they liked or disliked and their reasons. The questionnaires also included closed-ended questions or statements with a rating scale in order to generate numbers that indicate the intensity of feeling (see Appendix II, III & IV). The objective of interviews was to obtain information by actually talking to the students. Sometimes, it was also necessary to ask the students questions about the classrooms events either individually or in groups. They were semi-open interviews since we provided students with core questions predetermined in advance but the students felt quite free to answer them. Semi-structured interviews were chosen to be conducted because it allows for authentic responses (see Appendix V). Another important instrument to gather information is the teacher diary. Notes from direct observation were included in this diary and varied prompts were used to stimulate self-reflection on the part of the teacher (see Appendix VI). The diary entries allowed us to re-create and react to the immediate experience, providing rich data about learning strategies and language learning processes. Observation also enabled us to collect quantitative data such as the number of students with similar responses to the brainstorming sessions. Furthermore, writing samples from each student were coded and analysed using a writing rubric. This rubric paid attention to conventions of language use, content, vocabulary and organization (see Appendix VII & VIII)

5.3 The data analysis and interpretation.

The analysis and interpretation of data were important parts of the classroom research process. Once the data was collected, we went back to the original questions that we



were trying to answer. We analyzed the data always keeping in mind what we were trying to find out. Once we answered the original questions, we explored other ideas that came out of the data. We looked at them in terms of how they related to our research questions and in terms of future considerations."Valid analysis is immensely aided by data displays that are focused enough to permit viewing of a full data set in one location and are systematically arranged to answer the research question at hand." (Huberman and Miles, 1994, p. 432) .As far as qualitative data is concerned, we exploited all the data collected from the different sources. Questionnaires and interviews were organized by actual questions (see Appendix IX). As for notes from teachers' diary, data was organized and analyzed according to significant themes (see Appendix X).Concerning samples of students writing, data was organized according to the sections in the writing rubric. These samples were one of the most useful sources of information since they yielded both qualitative and quantitative data, including strengths, weaknesses, common mistakes and statistics about marks .In this way, it was possible to compare results describing patterns, differences and likeness. Furthermore , in order to look at previous activities , the processes of improvement and continuity, and the reasons for the present situation , students ' written work pre-implementation were collected for analysis and comparison. When looking at the various data, we paid attention to patterns and specific ideas that kept coming up by making a list and organizing them into categories. As far as quantitative data is concerned, once we collected the data you we made sense of the responses. Quantitative data analysis enabled us to understand data by organizing and summarizing them. We also used quantitative data to communicate the meaning through tables and to see similarities, differences and relationships in students' responses.

As there was only one primary researcher, we aimed at constructing validity and reliability by developing a consistent way of carrying out and analyzing the research. As themes and patterns came out of the data, we searched for negative instances of the patterns. According to Miles and Huberman (1994), these are called "outliers" because they do not fit into the pattern and themes of the data. In addition to this, these negative patterns were considered carefully to reach a conclusion. We attempted to enhance validity through triangulation from different methods, that is, measuring the same thing by means of different tools. We looked at the same issues but trying to answer them using different research methods, such as questionnaires, individual interviews, observation and samples. Moreover, each issue was explored in more than one question with the aim of improving clarity, reinforcing validity and increasing reliability. This enabled us to revise



and reconfigure the findings in order to provide relevant answers to the research questions .In this way, both qualitative and quantitative research gave us different perspectives and complemented each other.

“By narrowing the divide between quantitative and qualitative researchers, mixed methods research has a great potential to promote a shared responsibility in the quest for attaining accountability for educational quality.” (Johnson & Onwuegbuzie 2004:4)

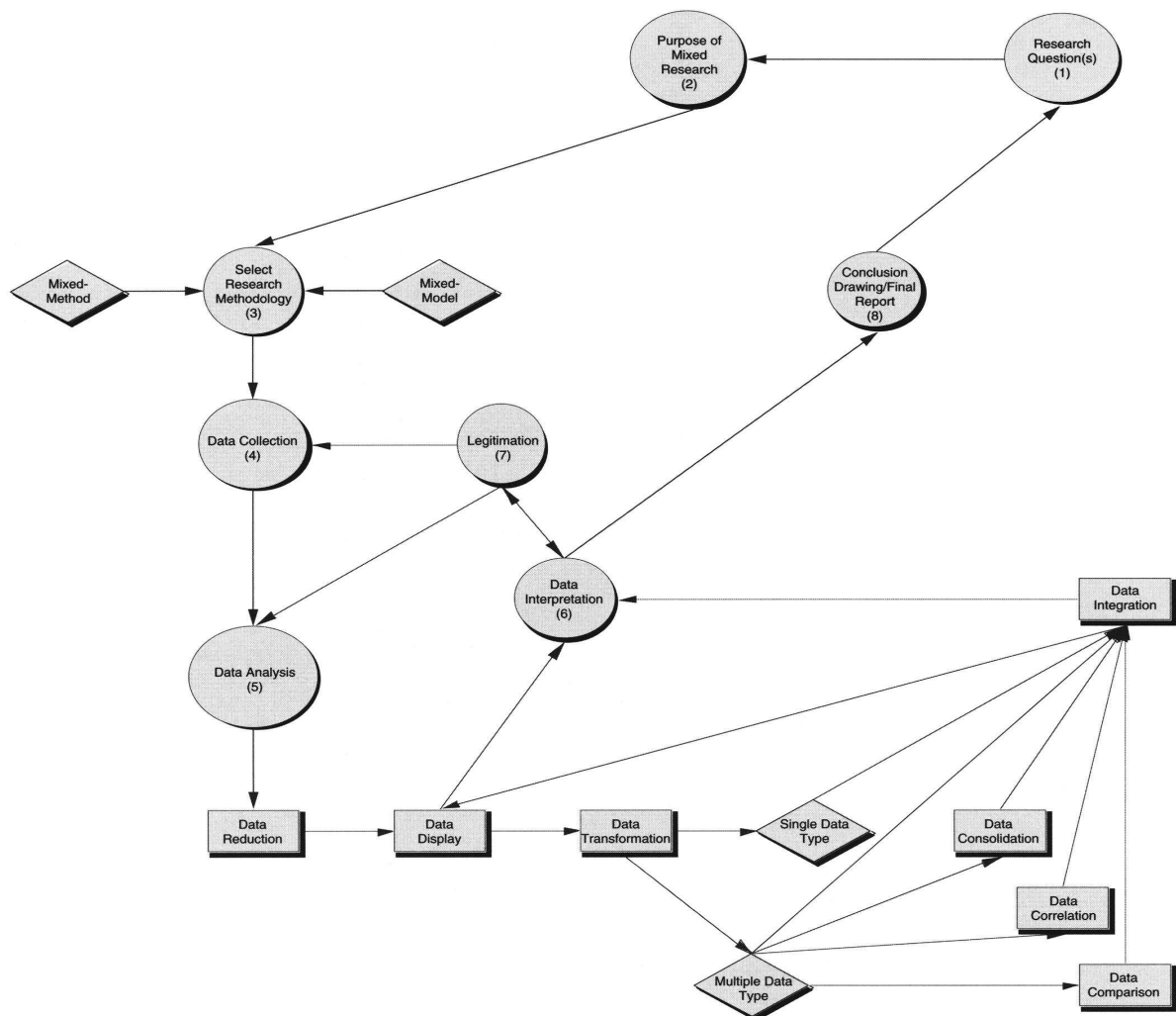
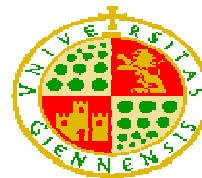


Figure 5.3: Mixed Research Process Model, Johnson & Onwuegbuzie (2004)



6. STUDY

6.1 Context description.

The research was carried out in a public school which offers Compulsory Secondary Education. It is well equipped with ICT resources, including computers and the interactive whiteboard. The introduction of bilingual education took place in the school year 2012/13. Following the content-based approach, English is used to partly teach the subjects of Biology and Technology. The school is located in a small town on Spain's Costa del Sol with an important multicultural population. People have made of the Costa del Sol one of the most important holiday destinations in the world. As English is the main language of international communication, everyone needs to have the ability to use English today. English proficiency is important in all professional areas but it is essential for people living in tourist areas.

The background of students helps us to categorize them as mixed ability group. In every class, there are students with high, average and low ability ranges. There is a total of 20 students, who are between 14-15 years old, a period in which students undergo constant physical, behavioural and emotional changes. Most students have been together in the same class for years, which makes communication easier among them. Another important characteristic of the class is diversity as there are students who attend private lessons, students who failed previous year, students with gaps in their command of language and there are two immigrant students who joined the education system in Primary Education. Our assistance and initiatives in the area of diversity education focus on improving student learning outcomes. In order to attend the wide range of knowledge and motivation that different students have, we use mixed-ability approaches. Diagnostic tests at the beginning of the academic year will be carried out to assess the level of the students. I put special emphasis on group work, which is organized mixing more able with less able students in different groups, to foster cooperation, respect and autonomy according to their characteristics and abilities. In addition to this, if necessary we make use of a contingency plan which involves a resource bank with extension and reinforcement activities. The bank of resources includes photocopies of materials under creative common license, photocopyable material from teachers' books, links to web pages, and on the other hand I have multimedia and electronic resources, and images or electronic book that I can use with my interactive whiteboard for activities in digital format. An individual



plan for reinforcement is designed for low –level students and students who failed last year. The material for reinforcement consists of a remedial booklet with a register of work. In general, the students face a lack of motivation, however they show interest identifying and improving their problem areas that affect English proficiency. Therefore, we have decided to involve the students in this study because most of the students are well aware of the importance of English language.

6.2 Description of the process.

The research was designed to be cyclical and flexible, taking into account the contributions of students at any moment .Anyhow, it was important to organize corpus and data collection to avoid improvisations in the classroom where the research was carried out. One class received instruction on the product approach to writing, and the other class received instruction on the process approach to writing. Under Product approach, we had eleven students and under Process approach, we had nine students.

6.2.1 Process approach

Since the students were not acquainted with the process approach, two sessions were devoted to familiarize students with the elements and stages of this approach to writing. For example, we taught students how to brainstorm ideas effectively. We made students come up with different ways to generate new ideas. Then we told the students that they were going to try an activity called brainstorming to generate ideas about why people smoke. We organized the students into two groups and assigned one student in each group to be the spokesperson. We gave students fifteen minutes to do the brainstorming activity and got feedback from students about the brainstorming. The spokesperson in each group read out their ideas to check which group produced more ideas. We wrote the rules of successful brainstorming on the board to make them decide which group was doing the brainstorming activity correctly. After this, the students brainstormed other topics by applying these rules. Once the students gained understanding of elements and stages of the process approach to writing, different lessons over a period of three months were needed to determine what the results told us about the behavior patterns. Each lesson



consisted of two sessions of 60 minutes each one and involved a series of steps to follow in producing a finished piece of writing.

First, we promoted students' creativity by getting them thinking of the topic. For example, one of the topics was the debate about paper books versus e-books. Students divided into groups were encouraged to come up with words and ideas about the writing by means of a guided brainstorming activity. We used questioning and discussion to generate lots of ideas about the topic. We only provided language support if required. In this stage, students were encouraged to focus considerable attention on the content. We provided students with suggestions on how to improve their initial ideas. A mind map was used to visually organize and structure their ideas. Then, students took the notes written in the pre-writing activities and wrote a draft. Students were expected to write without paying much attention to the accuracy or the organisation of their work because the essential feature was meaning. Moreover, students were encouraged to think about the audience, developing an awareness of the fact that they are writing something to be read by someone else. The writing is adapted to a readership because they were encouraged to write and publish a blog for young readers. Here, we also promoted group compositions by making students work together in groups, sharing ideas. Furthermore, the students check their own language and look for errors with the aim of evaluating their own language. They made use of the editing checklist (see appendix XI) for this purpose. We helped with error correction and gave organizational advice. Here, the students exchange the texts and evaluate other students editing the texts and concentrating on the most important information. Assessment by peers was carried out by using the peer editing checklist (see appendix XII) and focusing on the content. Drafts were returned and the students made improvements taking into account peer feedback. Then the final draft was written and the students once again exchanged and read each other's composition. Finally, we provided feedback on students' composition, paying more attention to the content of student writing than the form.

One of the setbacks that we experienced was the fact that the students found it very difficult to get used to the different stages of the process writing. This new writing approach was so different from the one that their former teachers had used that we made students see writing through different lenses. The differences related to the way of generating ideas, focusing ideas, editing, structuring and evaluation. For example, they tried hard to get used to the brainstorming activity and the organization of ideas into a



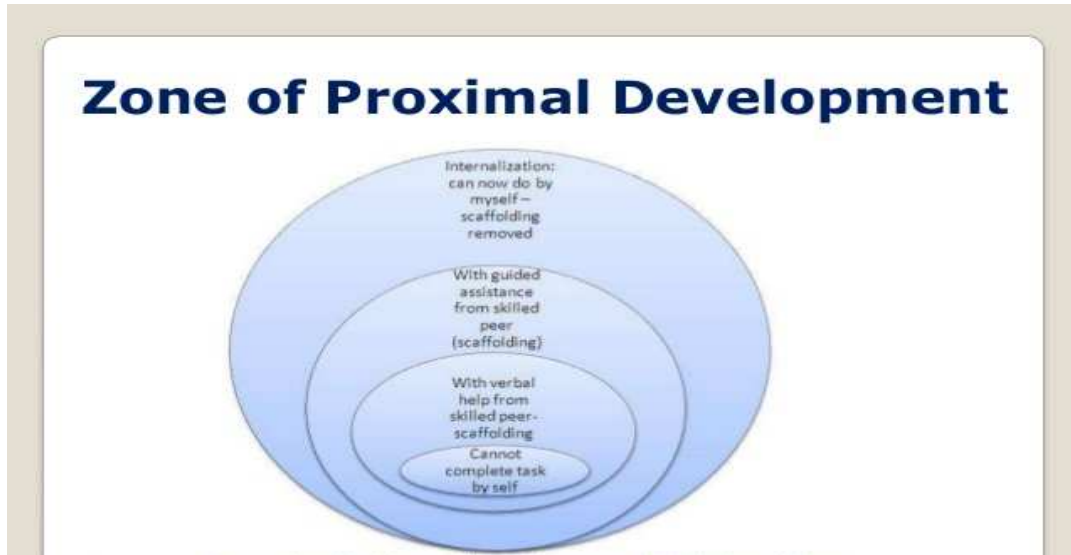
mind map. This was due to the fact that they just wanted to write full sentences and they did not know how to synthesise ideas .Other delays in their progress had to do with the fact that they were very concerned about form .They could not avoid asking questions about vocabulary, structures, grammar, what had negative impacts on the flow of ideas and expression of meaning. Their prior writing experiences and their concern with form also took them time to realize that that what they put down on paper could be changed, that is , things could be deleted, added, restructured and reorganized. From my perspective as teacher, time constraints were the main limitations in the study. As all the tasks were carried out in class and students took a long time to complete them, we ran out of time for the development of speaking, reading and listening skills. In addition to this, the interviews were time –consuming and it was difficult to enable authentic responses.

6.2.2 Product approach

As the students were familiar with model based writing we did not need to devote much time to get acquainted with writing as product .In this approach, learning to write comprised four essential stages. First, students were asked to read a model text .For instance, they read a blog exploring the topic of electronic books versus paper books. Students' attention was drawn to the features of the genre, that is, the blog .Then, students were asked to practice the language and structure used to write a blog. The next stage was important because learners were expected to organize their ideas .As aforementioned above, the organisation of ideas and accuracy are more important than meaning. Individually, they wrote their own blog entry by using the skills, structures and vocabulary they had been taught. In writing the blog they are to follow the fixed outline that we provided for them. In marking students compositions heavy emphasis was placed on accuracy and we highlighted every error in structure, grammar and vocabulary.

Delays in their progress were caused by the fact that they were concerned about checking every word in order to understand the whole text, betraying their limited use of learning strategies. Other setback that we experienced was due to the fact they were neither proactive nor engaged in the activities that we proposed.

6.2.3 Product-process approach



Source: <http://tadahgroup.files.wordpress.com/2009/11/untitled.jpg>

Figure 6.1: Zone of Proximal Development.

As far as a balanced approach is concerned, the teacher combines “the careful control of language for learner (as in product), and the creative use of language by the learner (as in process)” (Kim 2005:7-8). Scaffolding was used for that purpose. Scaffolding was used to support students' development of writing competence such as builders work with scaffolding while a building is being built. The term ‘scaffolding’ is actually related to Vygotsky’s notion of the zone of proximal development (ZPD). It refers to the gap between what learners cannot do, what the learners can do unaided and what the learners are able to do with help from a more experienced peer or teacher. The most effective learning takes place when the learners are challenged with a task that is ahead of learners’ actual development. The new learning takes place when support is required, since the learner is then likely to be working within the ZPD. During the early stages, direct instruction was essential in making sure that students were able to understand and produce language. By studying examples of texts, doing exercises to practice and using format examples, all in collaboration with us and peers, students take advantage of the reading/writing connection which they could not normally do on their own. For instance, the students were asked to analyze the features of an informal letter. Examples of exercises which helped the students learn through practice were grammatical scaffolding, writing frames, translation,



re-writing, genre scaffolding, rhetorical models, peer response feedback, peer response feedback and teacher feedback. Grammatical scaffolding included exercises designed to practise particular grammatical structures. Writing frames implied completing exercises that gave writers a structure to write in. Translation was a necessary step in the learning of English writing, an important stage for training students' ability to use precise words and structures. Re-writing exercises provided language elements of a text but required rewriting in some way. Genre scaffolding consisted of using models of emails to discover and then imitate language features which are commonly used in this particular genre. Rhetorical Models implied using incorrect or incomplete models to practise improvement. Peer Feedback was an exercise where learners worked in pairs, having students respond to each other's writing out of prompts. Teacher Feedback was used not just to evaluate and mark students' work, but also to suggest improvements for future compositions. We also incorporated product-process approach in the classroom through guided brainstorming .Guided brainstorming was adopted because we had provided them with main points and we asked the students to organize sub points to support them in the brainstorming session. Since students did not seem to have ideas to write their composition, we helped students gather ideas for writing at the beginning of the writing task so as to teach students how ideas could be stimulated .Then students wrote their first draft by focusing on the ideas they wanted to communicate .We ensured students understood that it was possible to modify what they have written .Students were reminded to think of the purpose and the audience. Drafting was done at home in order to deal with the time constraint. Another important element in the development of writing competence was revision. Since peer revision promoted audience awareness, we encouraged students to carry out the revision task. They were expected to pay attention first to the content, structure, conventions and organization of the composition (see appendix XIII). After students did their evaluation, we went over their drafts and gave additional comments and input for improvement .Editing was done after the revision of content and structure mainly for the modification of forms and the improvement of the language. On completion of the editing work students wrote the final version for submission to the teacher. Our final feedback took the form of cards consisting of explanation of a particular error on the front and exercises on the back for students to practice (see Appendix XIV). Teacher correction also involves providing students with a correct version of their written composition. Finally, students have their work read out or published since having a real audience is what makes doing the task realistic and motivating for students.



7. RESULTS

7.1 Common student writing problems before implementation

We began this study by pointing out the difficulties in the development of writing skills and formulating questions about the major factors that hamper students to produce a correct piece of writing. We attempted to answer this question at different points in the research timeline. We examined the results of student writing questionnaire and the samples of student writing before the implementation with the view of describing the existing conditions from different perspectives. From the samples of student writing, we could point out that very poor writing skills made it hard for students to express ideas with clarity. Generally speaking, these poor writing skills had to do with the failure to master text structure, the organization of ideas, lexis and grammar (see Appendix XV)

Actually, nineteen students completed the questionnaire. From the students' perspective, they had trouble getting good ideas to write on; organizing ideas in a clear way; finding the right ways to express their ideas; using correct grammar, spelling and punctuation to a greater or lesser extent. The most significant aspects were that fifty-eight percent of students sometimes found it hard to organize ideas in a clear way and find the right words to express their ideas. Moreover, fifty-three percent of the students sometimes had difficulty using correct grammar.

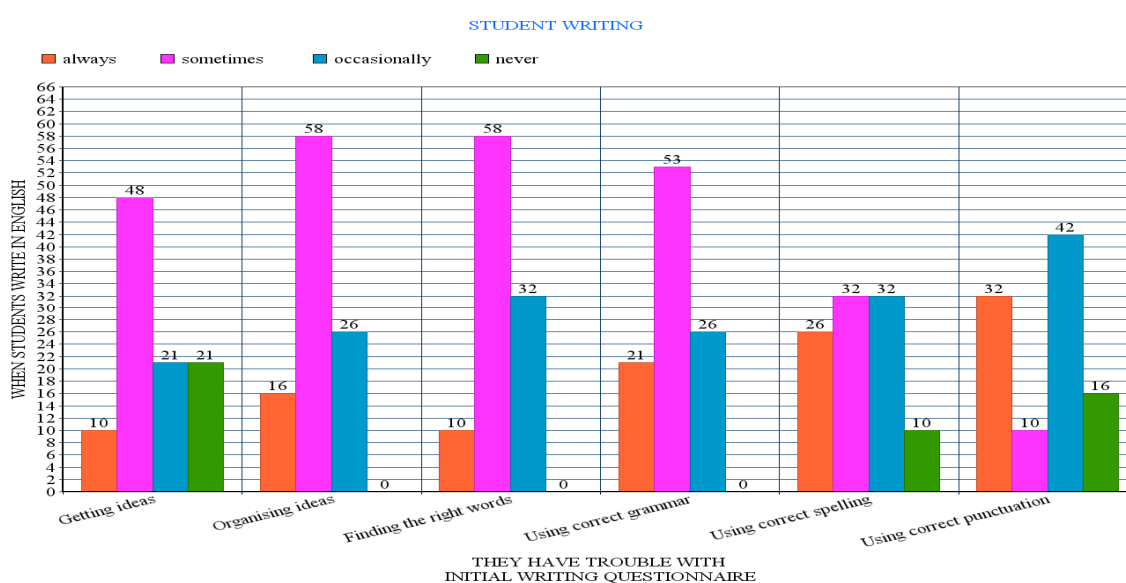
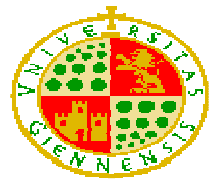


Figure 7.1: Student writing questionnaire.



With regard to students' attitude toward the writing process, the respondents underlined the importance and usefulness of working with classmates in groups ;reading other students' writing ; getting corrections from the teacher ; learning to correct their own writing ; practicing writing in order to improve English. More significantly, the majority of students saw eye to eye on the importance of corrections .Seventy-four percent of the students considered it relevant to receive corrections from teachers and recognized the significance of learning how to correct themselves .

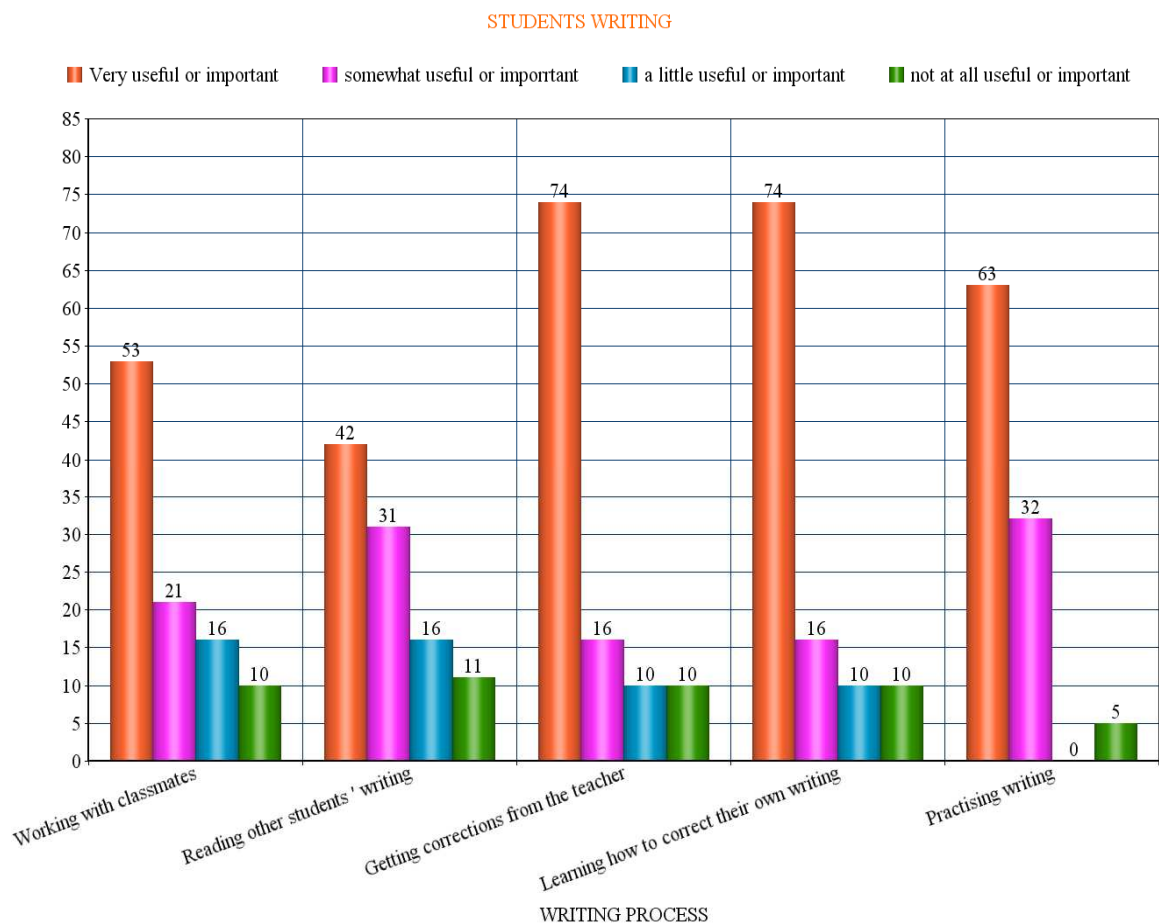


Figure 7.2: Student writing questionnaire.

Concerning students' perception of error correction, the questionnaires highlighted the fact that it was very important for them and the teacher to have a few errors as possible. The teacher should point out errors in grammar, spelling, punctuation, organization and ideas to a greater or lesser extent. They attached less importance to punctuation error



correction. It was noticeable that teachers' comments did not make much sense to seventy-nine percent of the students.

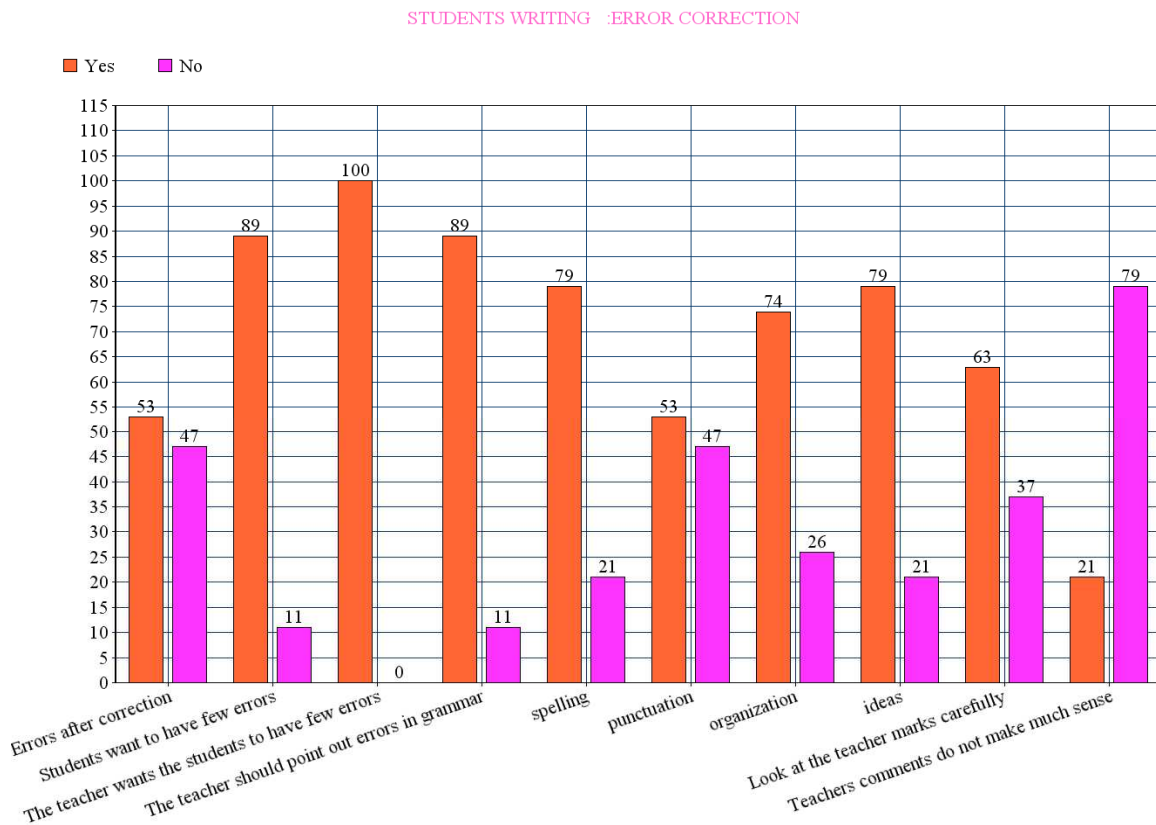


Figure 7.3: Student writing questionnaire.

The results from the questionnaire and the representative samples of student writing indicated that the students have difficulty organizing and expressing ideas clearly in writing and more specifically using grammar. The question of error correction was made prominent. As the students attached importance to having as few errors as possible, they were interested in learning how to correct themselves and getting feedback from their teachers. It seems to be closely connected to the fact that the teacher wanted the students to have as few errors as possible and put emphasis on achieving correct grammar. As the learners did not understand teachers' comments, they were not involved in their learning process through error analysis. It had a negative impact on areas of improvement, reflection and implementation of change. In this way, error analysis is very important for teachers because we are made aware of the difficult areas to be



encountered by the students and devote special care and emphasis to them. Error analysis is also important for students because they are made aware of their problem areas at a particular stage of learning. Corder (1974:125) stated that “the study of errors is part of the investigation of the process of language learning. In this respect it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process.” This highlighted the importance of coming up with the best way to provide students with effective feedback since it has an important influence on the development of their own writing competence.

7.2 Product approach

In an attempt to answer the research questions, the starting point for the description of the results is the issue of weaknesses and strengths of the product approach. The difficulties that the students faced in the product-based lessons had to do with grammar, vocabulary, expression of ideas and lack of great ideas to write on. This underscores the importance of paying attention to the quality and organization of ideas, which gives a clear picture of the existing gaps in the product approach. Direct instruction, did not seem to be very effective because the students still stressed the fact that they found it hard to understand grammar and vocabulary. It is worth pointing out that the students were aware of form and meaning when referring to the difficulties they encountered. Even though there were activities that allowed the students to practice grammatical structures, vocabulary and organization of ideas in paragraphs and texts, they suggested completing more exercises as preparation for writing the final product, especially grammar exercises.

As far as the question of learning strategies are concerned, we observed that students were not aware of the fact that they could employ strategies to improve their learning outcomes in writing. They were really concerned about understanding the meaning of every single word in the model text. It becomes apparent that students should practice vocabulary strategies such as guessing meaning of unknown words from the context or reading strategies such as getting the overall idea. The students knew little about effective ways of dictionary consultation due to the lack of dictionary use training. The lack of training and instruction resulted in the misuse of the dictionary. When looking up a word in a dictionary, students only read the first or the first few meanings, without paying attention



to other meanings, illustrative sentences, collocations or context .The students failed to choose definitions that fitted in the given context and misidentified grammatical categories. As learners were not equipped with effective dictionary-use skills. Thus, we should help learners improve their writing skills through dictionary-use skills training because language users need to understand the structural patterns in which a new word is used. Moreover, student writing was usually nonsensical and garbled because they made use of online translators.The translator literally translated the text which often resulted in grammatically incorrect, if not completely incoherent, text. This is closely connected to the fact that they tended to compose words and sentences in L1 at first and then translated them into L2 thus making negative transfer. Translation during L2 writing gave rise to the transfer of errors such as word order , subject-verb agreement , article usages , tenses and word choice among others .In this case , the students relied on translation as a learning strategy in writing but they did not use it properly. Students could make the best out of their learning, if they were encouraged to use translation skills properly. Therefore the lessons based on the product approach did not include an explicit focus on learning strategies, meaning that this was one weakness of the approach.

Concerning the weaknesses of the product approach, we can bring focus to the issue of motivation. The students were not very engaged in the proposed activities since they were familiar with model-based approaches to writing and they were also pessimistic about possible learning outcomes. Moreover, we could notice a lack of motivation because they were just writing for grading and correction not for communication. They did not see the point of writing without any real audience in mind, what increased their lack of motivation and involvement. Writing is a communicative aspect of language, however, the product approach to writing failed to make writing communicative. It is important to make sure that these writing tasks have a communicative purpose and address an audience. This is why many students said: “Teacher, puff why we write this?”

Discussing the question of motivation has brought forth the fact that corrections appear as double-edged tools .On the one hand, many of the students recognized that feedback on compositions was very useful since mistakes were outlined according to categories like word order or tense and the correct forms or structures sentences were provided. On the other hand, as we responded to student writing using a product-oriented approach, we treated each piece of writing as a final draft and we did not give them help in the writing



process. The feedback was not useful after the students handed in their composition to be graded. Corrections on compositions seemed to do little to improve student writing when the students received them after the process had finished. When students received the marked compositions, they felt disappointed because they had numerous red marks from the teacher indicating all the errors they made. Furthermore corrections inhibited students' writing in different ways. As the teacher's feedback was based on grammatical and lexical errors, we placed heavy emphasis on accuracy when marking students' compositions. In this way we promoted attention to correctness and avoidance of errors, however, the act of creating meaning did not receive attention. As our response was correction, students were expected to demonstrate linguistic awareness by applying grammatical rules in controlled contexts. Moreover, we rewarded students for compliance to the prescribed outline and structure. All that meant that the creation of meaning and purpose was neglected and creativity was inhibited. We can encourage learners to make more effort to communicate when they write for us by finding effective ways of responding to the content of student writing apart from the control of language.

As far as the strengths are concerned, the questionnaire and interview provided data on the positive aspects of the product approach. Under the product approach, eleven students completed the questionnaire and participated in the interview, however, some of them did not answer the open-ended questions or provided brief responses. On the basis of the answers to the question about what they liked best from the lessons, the students underlined the exercises about verbs, the interesting topics, learning how to express themselves and learning to write in English. It is noticeable that fact that students attached importance to being able to express their ideas in a clear way again and considered grammar as an essential aspect of writing. This is why the majority of students regarded practice exercises and direct instruction as very or somewhat useful. We observed that although students we not very motivated, involvement and participation was somewhat triggered by the fact that the topics of the lessons were interesting and close to students' lives. For example the topic of paper books versus electronic books allowed for a genuine debate. Seventy-three percent of the students considered the time spent to be very appropriate. The lessons went smoothly since the students were familiar with the types of activities and the composition was written at home. Despite the initial lack of motivation and willingness, the students' feedback on the product lessons was mostly positive as we can see in the chart.

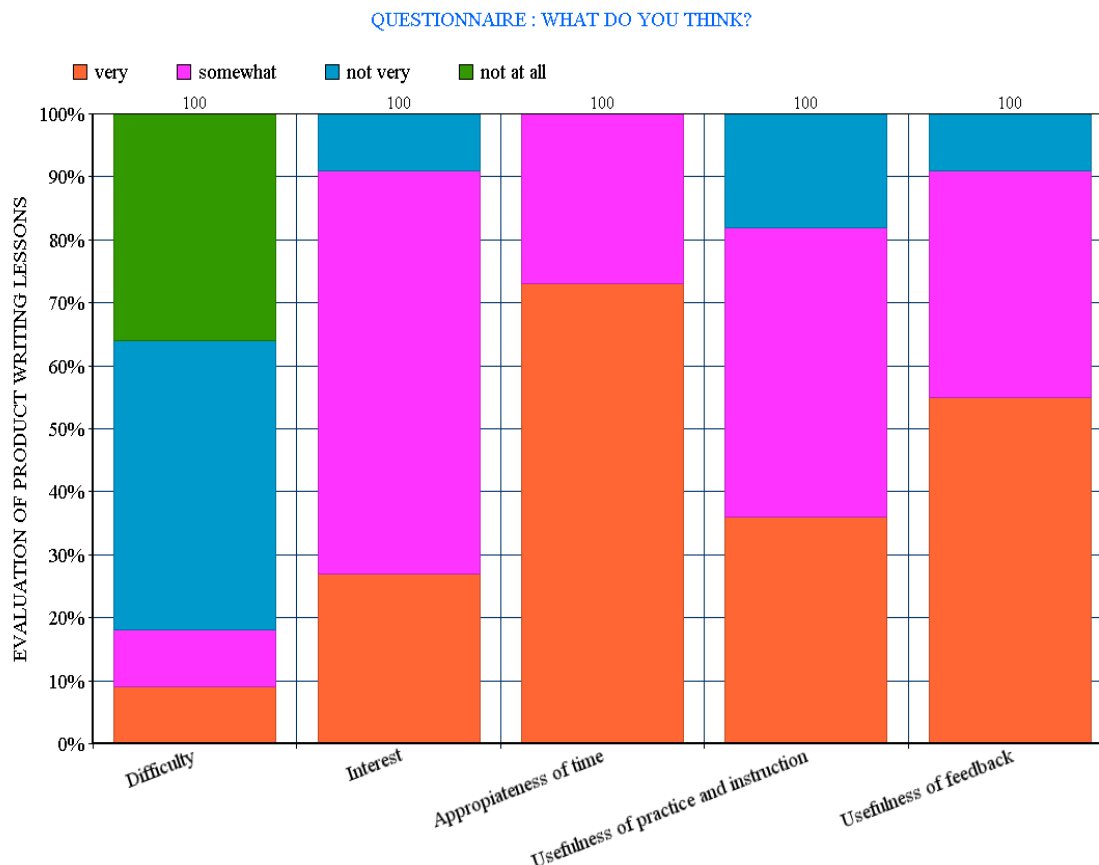


Figure 7.4: Questionnaire for the evaluation of product writing lessons.

While the findings showed that, generally, many of the students considered that some aspects of the product approach were valuable, some problem and improvement areas became evident in the data from the interview, questionnaire and teacher's diary. Now it is important to compare these findings with the data generated through the analysis of students' written work. Actually, nine students handed out the compositions. With regard to content, ninety percent of the students obtained from five to nine points out of the maximum twenty points. Many of the weaknesses in content had to do with the fact that response lacked sufficient information due to the brevity to provide a sense of completeness. Supporting ideas were vague, general or undeveloped and there is a lack of topic sentences. Response did not demonstrate genre awareness and reader concerns. Moreover, many of the students mimicked the model text to appoint and they copied some portions of the text. Only ten percent of the students obtained scores above the mean.



Some of the parts of the paper were well developed but other parts were only partially developed. As for vocabulary , ninety percent of the students accumulated from five to nine points out of the maximum twenty points .Vocabulary deficiencies were reflected on the use of basic vocabulary , repetition of expressions , incomplete sentences and incorrect use of lexical items such as wear ,ecologic , gift , take , move .We also noticed that the students had problems in choosing the right combination of words. Only ten percent of the students received scores above the maximum twenty points. Concerning organization, it was remarkable that ninety percent of the students received from five to nine points out of the maximum twenty points. In some cases, demonstration of competence was limited by the brevity of response .The compositions exhibited little order because the ideas were unrelated within paragraphs. We could notice a limited use of introduction, body and conclusion paragraph structure or all the ideas were arranged in one paragraph. Another important point to mention was the lack of necessary connectors such as also, but, however, because, on the other hand. As a result, the compositions were poorly disorganized with an illogical sequence of ideas and unclear writing. As for conventions, ten percent of the students obtained eighteen points out of forty points. Ninety percent of the students obtained from twenty- one to thirty-two points out of the maximum forty points. The types of errors listed were word order ; punctuation; capitalization , plural and singular forms , subject-verb agreement ; missing subject ; spelling ; adjectives with “s” ; missing direct object ;article usage; grammatical structures; incorrect subject; wrong tense ; missing adverb , voice ; incorrect verb form ; pronouns without reference ; incorrect pronouns as direct objects ; prepositions .The errors that were repeated by students more times were spelling , missing subjects ,grammatical structures , capitalization and subject-verb agreement.



COMMON ERRORS IN WRITING CONVENTIONS.

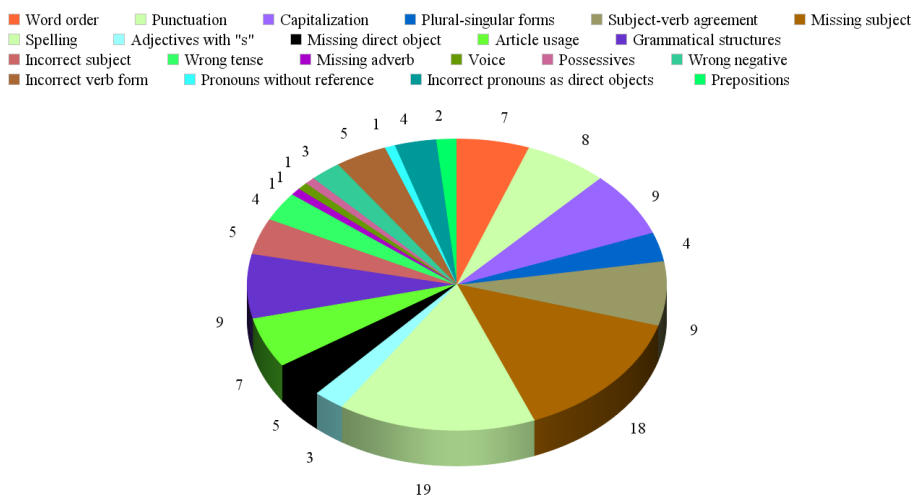


Figure 7.5: Common errors in writing conventions.

As we can see, the product approach did not contribute to improve meaning, text structure and organization of ideas. It showed improvement in accuracy because of the explicit focus on form through practice activities and direct instruction (see Appendix XVI). The question of generating and expressing ideas in a clear way, vocabulary strategies and dictionary use were not addressed specifically, what have contributed to the above mentioned results. Although the lessons included activities based on useful vocabulary, connectors and characteristics of the format, they did not promote compositions of quality. There is an aspect of vocabulary learning that deserves more attention that it has received and this is the problem of wrong combination of words. Thus, it is necessary to concentrate on the teaching of lexical collocations. We, as teachers, should look at different areas that include how learners handle the topic and follow the assignment; the quality of their ideas; the way they organize their paper; the quality of their writing style and grammar. They should be encouraged to create meaning, form and structure without imitating the model. The kinds of tasks we set learners should be motivating and very communicative. Writing is not an essential element of the lesson plan, but writing homework. As a result, this reduces the possibilities to make writing communicative. Learners become aware of their limitations when they try to express ideas on paper and course books do not help us develop writing because they do not provide relevant, real and communicative practice.



The results of the composition analysis also highlighted the fact that corrections did not help and improve students' writing since they made the same mistakes over and over again. Overall, creativity, meaning, organization, error reflections, communication are essential aspects for the improvement in writing.

7.3 The process approach.

In an attempt to answer the research questions, the starting point for the description of the results is the topic of learning strategies. This topic furthers the issue of weaknesses and strengths of the process approach. Under the process approach, we observed that the students were not aware of their learning styles and strategies to improve writing skills or their learning experiences made them build a repertoire of strategies that they used incorrectly. Though resorting to the first language was not encouraged by us when teaching language skills, language switching occurred naturally in writing tasks. Lower-level learners tended to first think in Spanish and then translate their ideas into English. A substantial number of L1 interference can be observed in areas of linguistic study, namely grammatical and lexical interference. The most common types of interference errors that students make were incorrect use of verbs, elision of personal and object pronouns, incorrect use of prepositions, frequent use of articles, and inappropriate word order. It is evident that there is still a lack of strategies and activities being employed by us to prevent such errors from occurring. We also noticed that they used translators to enter a word, phrase or sentence in their Spanish and receive a translation in English when drafting compositions. Students using online translators committed, many mistakes regarding syntax and verb morphology. Moreover, the students used bilingual English-Spanish dictionary to look for equivalent terms, however, they did not select words that were appropriate for the particular contexts. The rationale behind this was that they did not consult information such as parts of speech, syntactic patterns, definitions, derived forms, synonyms, examples and usage. Battenburg (1991: 115) states that "skills and strategies for using dictionaries should be taught in every second and foreign language classroom, for students are not only learning about dictionaries but also about language." We should teach students how to use dictionaries, online translators and translations as strategy tools with the view of improving writing skills. On the other hand, the different stages in the process approach helped them build writing strategies such as generating ideas, planning structure, revising, editing, and drafting. However, they did not realize the importance of these strategies in helping them improve their writing. Consequently, the students



regarded these strategies as stages that they had to follow in order to write their composition. This stresses the fact that writing strategies should be taught explicitly, gradually and repeatedly to give learners the opportunity to incorporate the strategies into their learning process, so that they actually use and benefit from them.

Under the process approach, we observed that most of the students faced problems in brainstorming and organizing their ideas cohesively as they were not familiar with the method. It took them a long time to generate ideas and express them because they could not select the necessary points for the topic. We even facilitated this stage by asking them questions in order to promote outcomes (see Appendix). Although they were encouraged to write without worrying about correct language in order to keep the flow of ideas, they could not avoid asking questions about vocabulary because it was difficult for them to generate ideas and words about the writing. As the most important thing was to keep writing, we advised them to leave a space or write the word in their own language in case they could not think of a word. It was also difficult for them to understand that ideas changed and developed while writing and the text could be revised. Discussing the question of brainstorming has brought up the issue of problem areas. The questionnaire and interview provided data on the problems that the students encountered on process writing. Under the process approach, eight students completed the questionnaire and participated in the interview; however, some of them did not answer some of the open-ended questions or provided short answers. Fifty percent of the students found the process writing lessons difficult and the rest of the students pointed out that the lessons were somewhat difficult. While some students underlined that the whole process was difficult, others identify their problem areas such as finding ideas quickly, brainstorming, expressing ideas, writing in a clear way and put sentences in order to make paragraphs. It is interesting to point out that when asked whether they liked generating ideas through brainstorming, the students had mixed feelings. Despite of the difficult nature of process writing, thirty-eight percent of the students liked generating ideas through brainstorming to a lesser or greater extent. On the other hand, fifty percent of the students were interested in producing ideas through brainstorming. It highlights the fact that the process writing lessons drew students' attention away from accuracy and made them realize the importance of content, organization and structure in writing.

The perception of difficulty in process writing also had to do with the lack of a model text and the duration of the process. Getting started was difficult because they were so used to



mimic a model text that they found it hard to write an introduction. Although we focused on the general characteristics of the texts, the lack of a model text was reflected on the types of errors that we detected in structure, organization, grammatical structures and vocabulary. All the students considered that the time devoted to writing was not appropriate. They made concrete comments as regards the fact that writing the composition involved a very long process. As they were used to write the composition straight away, fifty percent of the students complained about writing so many drafts. Nevertheless, the rest of the students sometimes liked writing more than one draft before submitting their finalized work.

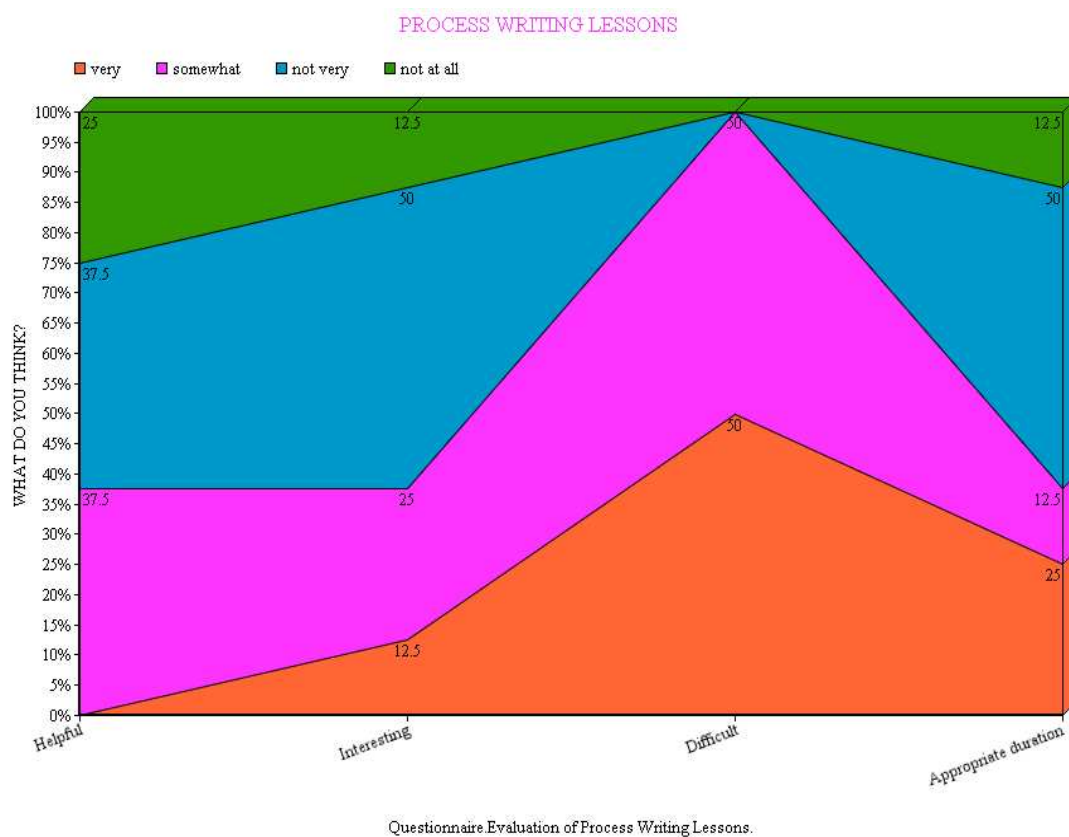
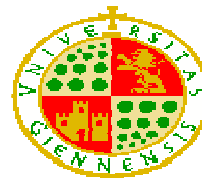


Figure 7.6: Evaluation of Process Writing Lessons.

As it can be seen, process writing lessons involved more than putting ideas on paper. It took a lot of time and hard work to write, and so feedback was of particular relevance in the whole process. This issue of corrective feedback brings to debate both the weakness and strengths of the process approach. On the one hand, although we provided students with feedback on errors and advised them on how to organize the text during the process,



we commented the final draft by taking into account meaning more than accuracy. The study showed that content feedback improved the content of student revisions more than the lexis, grammar, collocations and mechanics. Accuracy should also be encouraged during the revision stages by placing more emphasis on consulting dictionaries and linguistic texts and responding to grammatical issues with the aim of covering all the aspects of the student text. On the other hand, they found feedback between drafts valuable because they could change, add, restructure, reorganize what they put on writing. They constantly demanded our attention to have their composition errors checked, what hinted at their involvement and motivation. As the teacher was in class at their disposal while they were writing, it turned out to be a two-edged sword. The students were willing to write since the teacher could help them during the writing process. Seventy-five percent of the students found the feedback on their draft from the teacher very or somewhat useful. However, they wanted to have their grammatical mistakes revised all the time mistakes, what inhibited the production of ideas and made the whole process demanding for us. As for self-editing, it is worthwhile to mention that there are opposing views. Fifty percent of the respondents found evaluating their own drafts useful. By contrast, fifty percent of the students found self-editing little or not at all useful. The data from this study suggests that lower-level students tended to have more difficulty detecting error and editing. Nevertheless, learners who attended private lessons or displayed a high level of proficiency made the most of the self-editing tool. With regard to peer feedback, twenty-five percent of the students recognized the usefulness of feedback on their draft from peers to lesser or greater extent. By contrast, seventy-five percent of the learners found peer feedback a little or not at all useful. It is closely related to the fact that fifty percent of the students liked being able to edit their peers a little and twelve and one half percent disliked editing their classmates' writing. Only twelve and one half of the respondents liked being able to edit their peers and twenty-five percent of the respondents sometimes liked editing their classmates' work. The data from the observation and interview threw light on these results. When lower-level learners gave feedback to their classmates on their writing, they were not able to spot many errors and they felt that their feedback was not very helpful. In turn, the classmates considered that the feedback on their draft did not serve a useful purpose.

Tackling feedback issues brings us to the matter of working in pairs and sharing work. The data reflects different learning preferences. During the brainstorming sessions, they were



quite motivated and they found it useful to generate ideas in group. The collaborative writing made students not be inhibited and they were very participative. Nevertheless, half of the students preferred to write their own compositions individually and have a quiet time to concentrate on what they were writing. Twenty-five percent of the students suggested working in pairs instead of groups. Moreover, thirty –five percent of the students liked sharing their work with classmates a little and thirty –five percent disliked sharing their work. The rest of the students sometimes enjoyed doing this with peers. Unfortunately, these students tended to imitate their peers' writing.

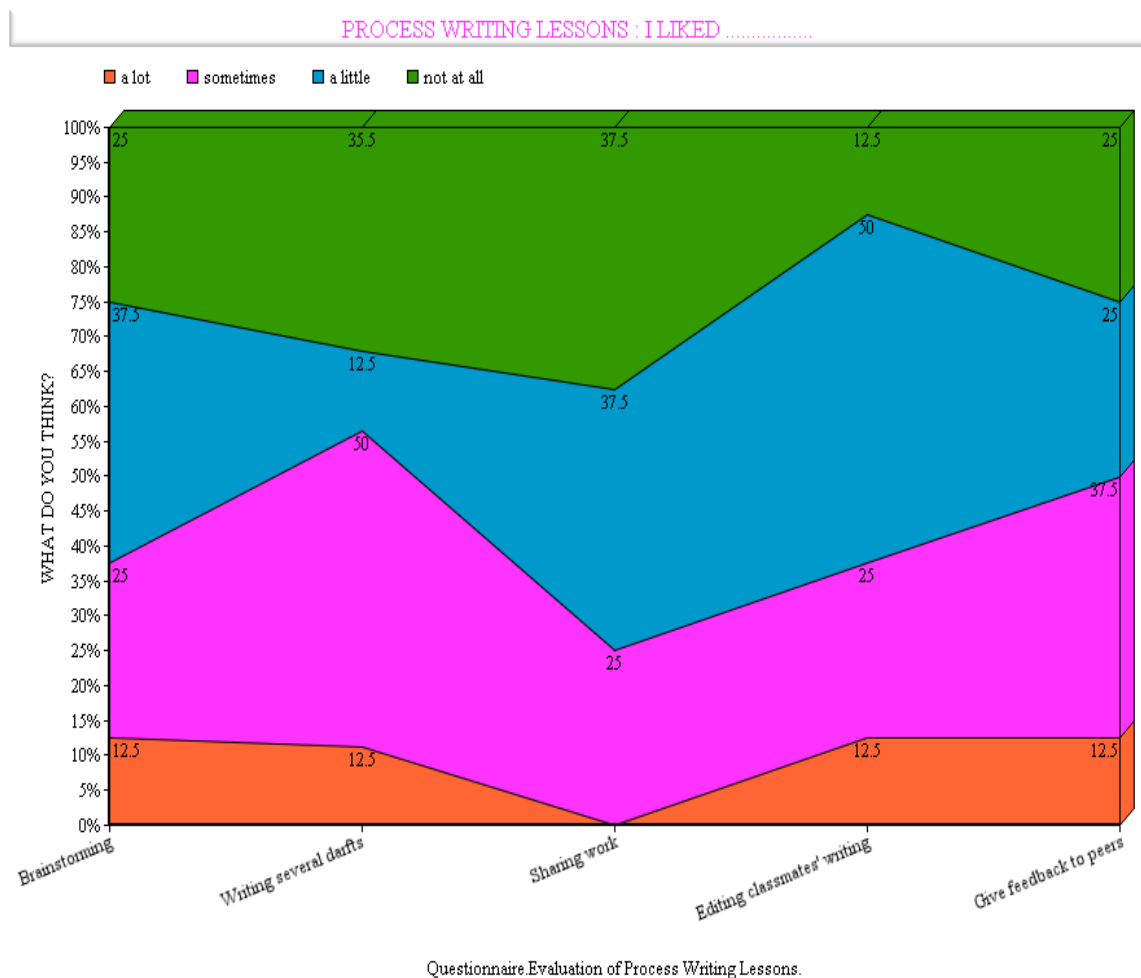


Figure 7.7: Evaluation of Process Writing Lessons.

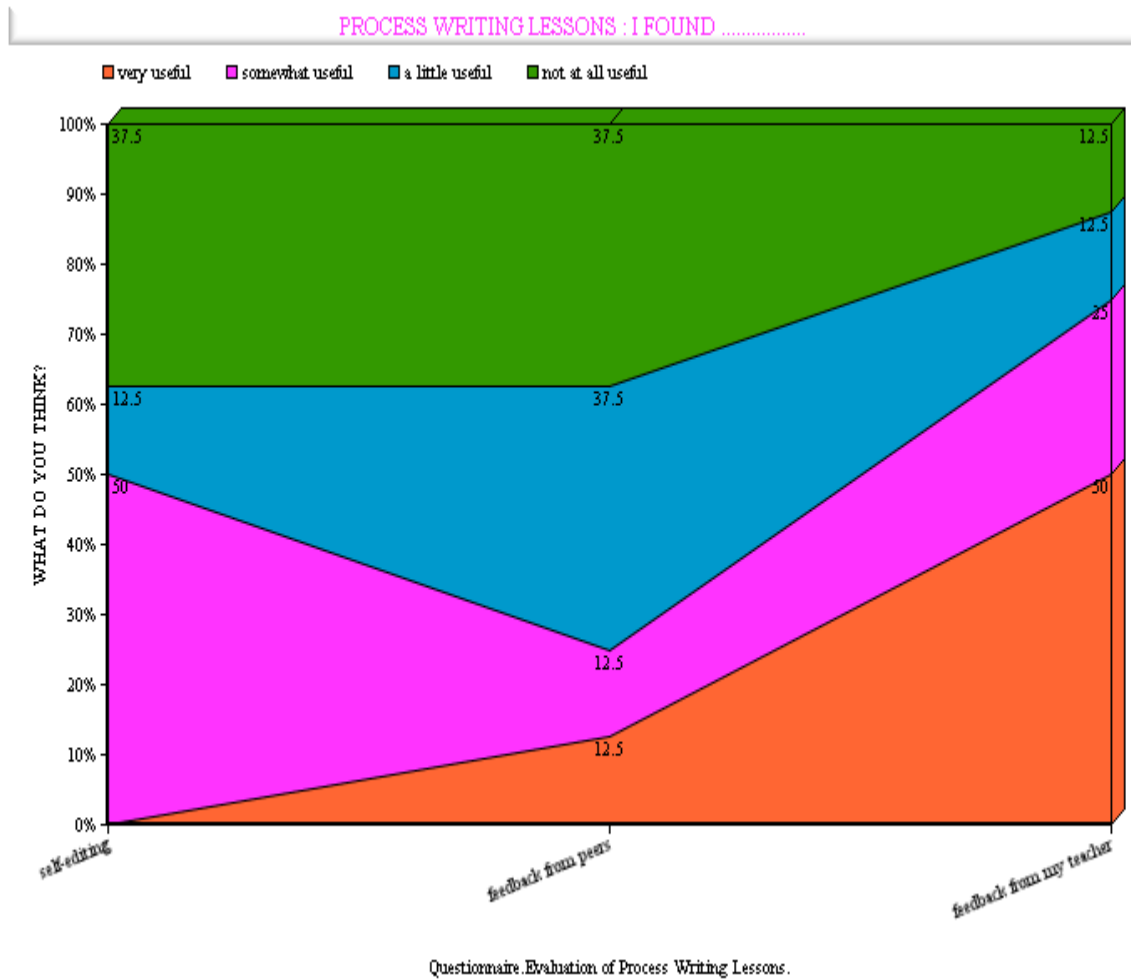


Figure 7.8: Evaluation of Process Writing Lessons.

Although sixty-two and a half percent of the respondents reported that process writing lessons were not very or not at all interesting because of the aforementioned difficulties, the topics for writing drew their attention to a greater or lesser extent .Although some students only indicated a preference for particular topics, these topics generally brought real life and their interests into writing. As we made writing communicative by communicating ideas, sharing experiences and providing a real audience, feelings of responsibility were generated. Many of the students tried their best to write a good composition with the aim of making themselves understood.

Given the above , and further to the concerns expressed in the questionnaires, thirty –five percent of the students would not have the process approach again because the whole writing process was difficult and namely the brainstorming session. Meanwhile ,sixty-two



and half percent of the participants would have the process writing again because they helped each other ; they became aware of the fact that they did not know how to produce authentic language ; the method help them improve writing; they learnt more ; they had fun.

To ascertain whether there are differences between the groups in terms of improvements in learning outcomes, the focus should be on the data generated through the analysis of students' written work. Actually seven students submitted the written compositions in English. Concerning content, fourteen percent of the students obtained scores below ten out of the maximum twenty. The sense of development and completeness was lacking due to brevity. The students retreated back to their old fashioned paragraph writing without providing the structure of a paragraph, namely topic sentence, supporting details and a conclusion. The compositions also failed to address reader concerns. Forty-three percent of the students received from ten to twelve points out of the maximum twenty. Supporting ideas were general or some ideas are partially developed while others were simply listed. Some supporting ideas were not developed with specific examples and details. Forty –three percent of the learners obtained from sixteen to seventeen points out of the maximum twenty. The controlling idea was well developed and the supporting ideas were developed with specific examples and details. With regard to vocabulary, fourteen percent of the students obtained scores below ten out of the maximum twenty. The writing was insufficient to determine competence, so the vocabulary was not varied due to brevity. Forty-three percent of the students received from ten to twelve points out of the maximum twenty. The vocabulary was repeated and the students used basic expressions because there was no attempt to vary expressions. Twenty –nine of the students got from fourteen to sixteen points out of the maximum twenty. Although there was inappropriate use of some lexical items such as untoward, vocabulary was just adequate to respond. Fourteen percent of the students accumulated twenty points because the response was generally good due to the use of appropriate vocabulary. As for organization, forty-three percent of the students obtained five or six points out of the maximum twenty because the writing was not sufficient enough to determine competence in organization. Ideas within paragraphs are not linked in a meaningful order and transitions are missing. Twenty-nine percent of the learners received from ten to twelve points out of the maximum twenty. We could observe a limited use of linkers for adding, contrasting and concluding. Transitions that link parts were repeated or overused .Twenty –eight percent of the students



accumulated eighteen points because the composition exhibited a logical sequence but some ideas were not linked within paragraphs. As far as conventions are concerned, fourteen percent of the students obtained scores below twenty out of the maximum forty. Ninety percent of the students received scores above twenty and forty-three percent of the students accumulated scores above thirty. The types of errors listed are missing subject ; subject-verb agreement; wrong negative such “ is no occupy”; incorrect verb form such as “can be broke” ; capitalization; punctuation; adjectives with plural suffix –s ; possessives ;spelling ,plural-singular form; article usage ; grammatical structures; incorrect subject; word order; determiners; demonstratives; prepositions ; wrong noun phrase. errors that were repeated by students more times were missing subject ; subject –verb agreement; plural-singular form; adjectives with plural suffix –s.

COMMON ERRORS IN WRITING CONVENTIONS

- MISSING SUBJECT SUBJECT-VERB AGREEMENT WRONG NEGATIVE INCORRECT VERB FORM CAPITALIZATION
- PUNCTUATION ADJECTIVES WITH -S POSSESSIVES SPELLING PLURAL-SINGULAR FORM ARTICLE USAGE
- GRAMMATICAL STRUCTURES INCORREC SUBJECTT WORD ORDER DETERMINERS DEMONSTRATIVES
- PREPOSITION INCORRECT NOUN PHRASE

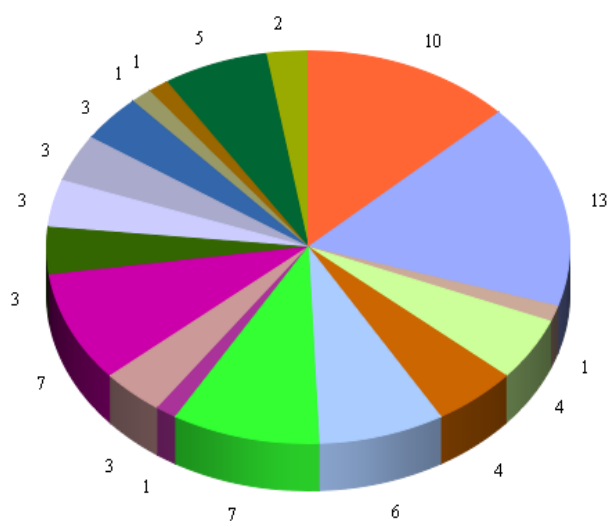


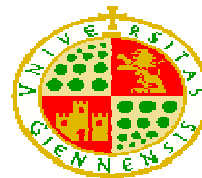
Figure 7.9: Common errors in writing conventions.



As we can see, the process approach contributed to improve meaning. The results suggested the majority of students participating developed the cognitive skills to generate and express their ideas efficiently and creatively (see Appendix XVIII). Meanwhile, under the product approach students' writing represented bad examples of content development. Although some elements of the process approach to writing were difficult and not very useful for students, the brainstorming techniques and collaborative writing had a significant impact on content. In spite of the fact that the process writing lesson did not include direct instruction and practices exercises for vocabulary, the students under process approach had better vocabulary in their writing that the students under the product approach. The use of brainstorming, revision and drafts, feedback from peer, self-editing and teachers' feedback between drafts were essential aspects for the improvement in lexis. Even though the students under the process approach performed better in terms of organization than the students in the other group, we identified organization as an area for improvement. Although we gave students organizational devices, the lack of a model text, direct instruction and practice exercises turned to be directly related to the writing of poorly organized texts. The texts were poorly organized because they lack transitions or clear sense of division or progression of ideas. We should pay special attention to transitions since they are words or phrases that help a reader see the connection or relationship between ideas. As for conventions, the students under the process approach committed fewer errors and fewer repeats of these errors. It shows that feedback was more useful during the writing process, not when it was done after the students handed in their composition to be graded. So, corrections on compositions did not contribute to improve student writing since students received them at the end of the process. It is worth mentioning that missing subjects and subject –verb agreement were the two types of errors that were repeated by both groups of students a significant number of times. It may be important to emphasize that the worst results that were listed corresponded to a student who was not very participative, missed some lessons and had a disruptive behavior.

7.4 Collaborative approach.

As the product approach and the process approach showed improvement in some features and not in others and areas for improvement emerged from the data, the problem was re-assessed and the balanced approach was implemented in both groups. From now



on, students who were under the product approach and the students who were under the process approach will be referred as students in class A and students in class B respectively.

The starting point for the description of the results is the question of usefulness. Fifty percent of the respondents in the study reported that the product-process writing lessons were very helpful. The rest of the respondents pointed out that the lessons were somewhat helpful. The majority of students highlighted practical aspects such as practice brainstorming; activities and direct instruction; feedback on their draft from classmates; self-editing; feedback on their drafts from the teacher. When asked about what they liked best about the writing lessons, the students referred to their perceptions of interest and usefulness toward the approach; the exercises based on grammar and vocabulary; exercises based on verbs. Indeed, eighty-three percent of the students underlined the fact that the writing lessons were somewhat interesting. Moreover, they would have the collaborative writing again because they learnt more and their writing was better.

As we can see they appreciated the positive aspects of both approaches, becoming aware of the importance of both form and meaning. They realized that it was important to generate ideas through brainstorming, receiving instruction; being able to understand and produce language through direct instruction; studying the structure, organization, the features and language of texts. Although the students under the process approach described the brainstorming session as one of the most difficult stages in the writing lessons, the guided brainstorming caught on. Guided brainstorming had a pivotal role in improving the quality and organization of ideas because we supplied the main points and the students provided the sub-points to support them. Apart from this, we provided students with some questions they had to answer. For example, the students wrote an email by writing a reply and addressing questions. As for practice exercises, translation was essential in promoting written compositions of good quality. The use of translation as a learning tool had many benefits. It decreased the negative interference from their mother tongue. Moreover, the students became aware of learning strategies and used them correctly. They also became aware of the differences between Spanish and English. In turn, it improved their own writing. Many of the students had a basic repertoire of vocabulary and grammar structures. The fact that useful expressions and structures were translated into English contributed to their language enrichment. Even though the interest and usefulness of peer editing was not perceived by the students under the process



approach, the guided peer feedback proved to be more effective and practical. Similarly, self-editing was finally understood as a way understanding all the mistakes they made and fixing them. The fact that the students become more familiar with this tool through guided practice. Once they students gained confidence, they applied the tool independently. Feedback from the teacher was also of practical use because it aimed not only at grading but also at responding to their writing, scaffolding their future writing and helping them during the whole process. Both the product and process approaches were exploited by combining feedback based on vocabulary, grammar, meaning and organization. In addition to this, the students happily received the idea of using feedback cards as part of their final correction. Al though it took us a long time to prepare these feedback cards, they could be used for future students. The students in the study recognized they had learnt and had done better with this new type of feedback. Once they completed the exercises on the back, they were eager to know if their answers were right .This showed their increased interest in improving their writing skills and learning from errors. Reformulation also made them learn from errors and reflect on them. Students' compositions were recast so that it resembled the target language model. It was available for comparison with students' own composition. As a result, the students felt supported and encouraged through the complex process of writing. They regarded these new elements and methods in their writing lessons as conscious efforts on our part to improve writing skills. They appreciated our concern with attention to their problem areas and the creation of personalized writing experiences.

On the other hand, the students were roughly divided in their opinion regarding the issue of writing more than one draft and sharing their work with classmates. Some of them wanted to have their composition written without going through all the rewriting. Nevertheless, all of the students believed that the time devoted to the writing process was appropriate because some of the tasks were done at home. There were also some students who were reluctant to share their work, what reflects their learning preferences. Some of them typically displayed a preference for working in pairs rather than in groups. Active learners tended to like group work more than reflective learners, who preferred working alone. It is very important to explore the learning preferences and difficulties that the students faced .It is worth mentioning that sixty-six percent of the students found the writing lessons difficult. When asked what they found most difficult about the product-process lessons, the students referred to vocabulary, grammar, the amount of writing and the act of writing the text. Once again students made connections between the issue of



difficulty and writing several drafts or expressing their ideas in a clear way. The difficulty of vocabulary and grammar was explained by the incorporation of input hypothesis into the balanced approach. This hypothesis is Krashen's explanation of how the learners acquire a second language when they receive comprehensible input that is beyond their current level of linguistic competence.(Krashen :1985) .Although they found the model texts difficult in terms of vocabulary and grammar , they proved to be useful and helped improve the quality of compositions.

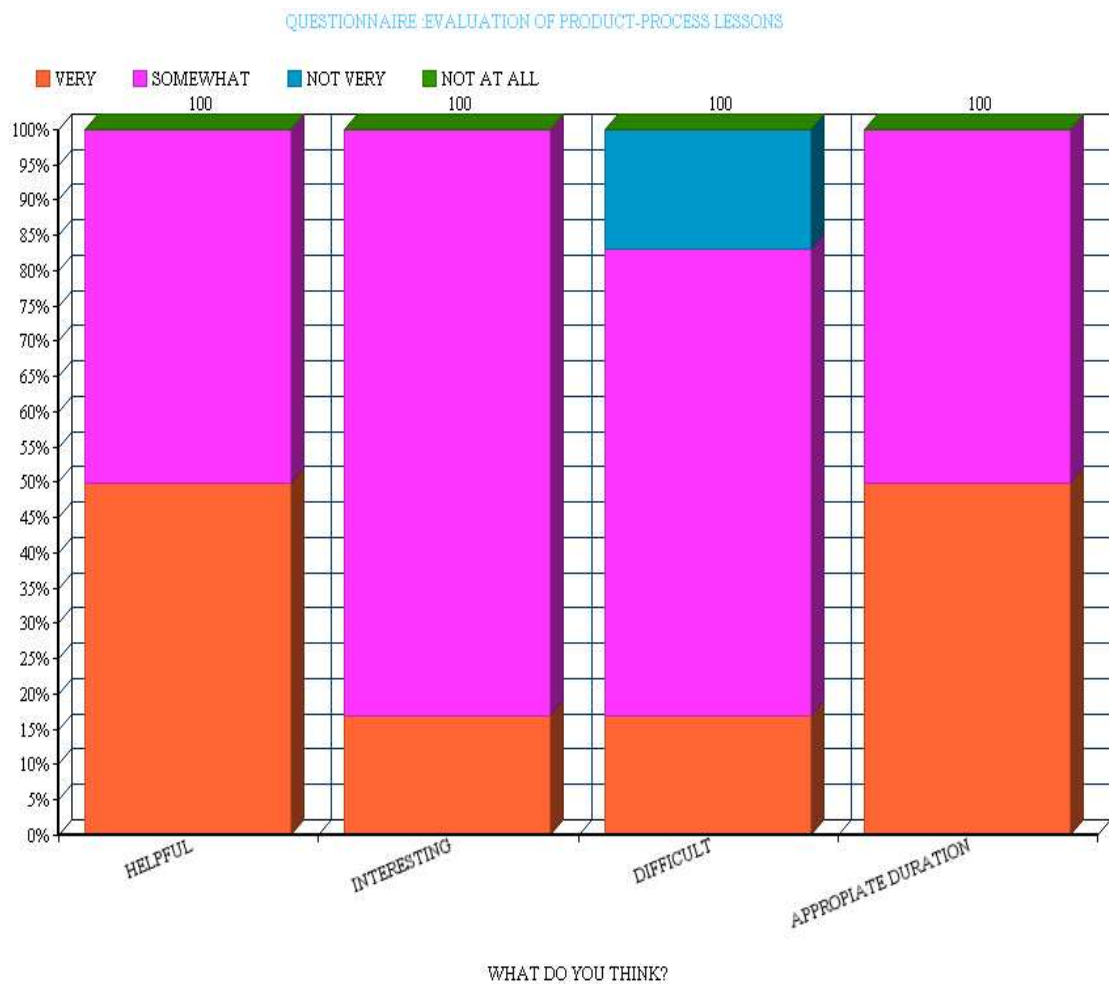


Figure 7.10: Evaluation of balanced approach to writing.

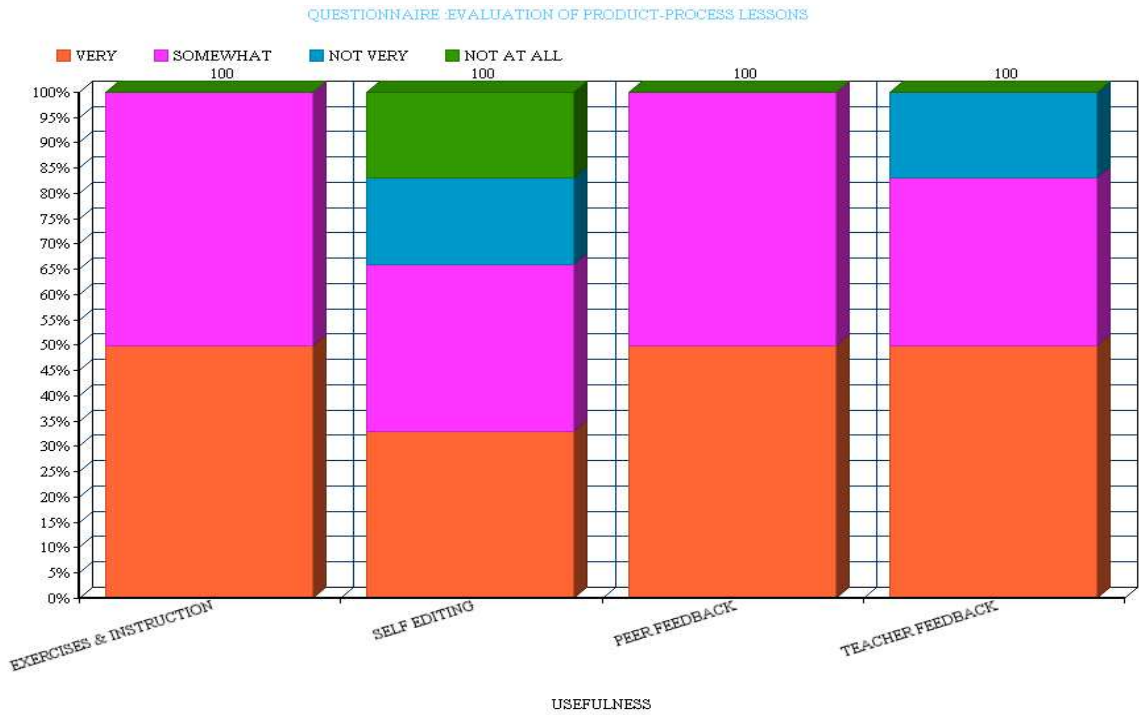


Figure 7.11: Evaluation of balanced approach to writing.

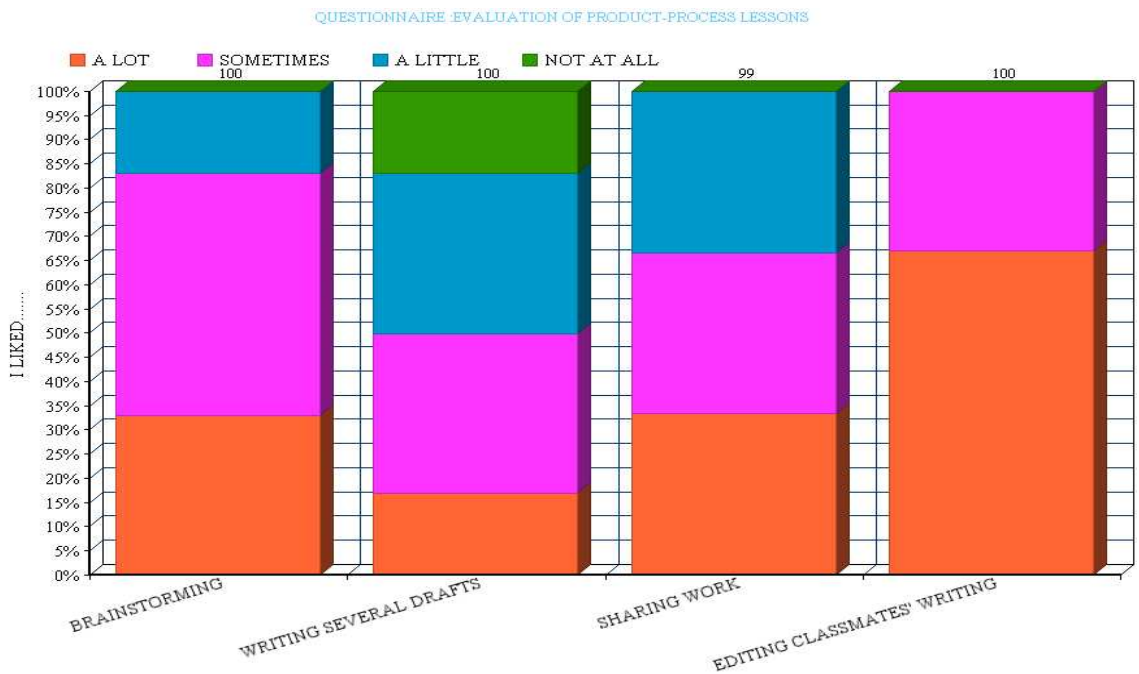
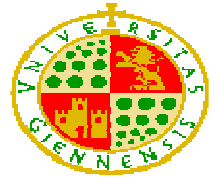


Figure 7.12: Evaluation of balanced approach to writing.



Now it is time to capture the observations made in class A on the one hand and class B on the other. Students in class A were motivated to participate in the activities and optimistic about the possible results because the approach was completely new to them. They were interested in different aspects of the collaborative approach, namely generating ideas through brainstorming and writing in collaboration with the teacher and peers. Despite the fact they were under the product approach in the previous lessons, they were used to generate ideas using mind maps in other subjects. They also found it useful to be corrected by peers, what encouraged them to be more participative. Peer feedback was one of the elements that contributed to promote audience awareness. The editing checklist was also of practical use for them since they felt that they were involved in their learning process. As a result of brainstorming ideas, having a purpose and an intended audience, the content of their work improved. Moreover, they appreciated teacher feedback before the final draft because we could have a look at their writing before being submitted. They were eager to receive feedback and explanations. Students in class B were full of expectation because we were implementing a new approach. They were worried about the fact they committed many errors, especially in vocabulary and conventions. The use of a model text gave rise to mixed feelings. On the one hand, the model text was useful for the students because they had a clear idea of the format, useful expressions, grammar structures and content. On the other hand, they were overwhelmed with the text because it was beyond their level of linguistic competence and it contained new expressions and grammar structures. They appreciated the fact that the writing process was shorter in the new approach. Everything went smoothly since they were acquainted with brainstorming, self-editing, peer revision and drafts.

The areas for improvement in the previous approaches to writing were taken into account when implementing the balanced approach. However, the data obtained from students' writing was explored to ascertain the effect that the product-process approach had on outcomes.

In class A, eight students actually submitted all the compositions. Thirty-five and a half percent of the students obtained scores below the minimum scoring. The brevity of response contributed to create a lack of sense of completeness. The response did not demonstrate genre awareness and failed to address reader concerns. All this adds to the absence of supporting ideas and details. Thirty-five percent and a half of the students received points from twelve to fifteen out of the maximum twenty points. Some parts of the



paper were well developed, but other parts of the paper were only partially developed. Twenty –five percent of the students accumulated between sixteen and eighteen points out of the maximum twenty. The response contained sufficient information to address the topic and some reader concerns. With regard to vocabulary, thirty- five percent and a half of the students obtained scores below ten because there was insufficient writing to determine lexical competence or they used incorrect lexical items. Thirty- five percent and a half of the students received points from ten to fifteen out of the maximum twenty points. These students used basic vocabulary without attempting to vary expressions or used sufficient vocabulary for the task but still made some errors. These errors had to do with the formal use of expressions in informal writing or incorrect use of lexical items. Twenty – five percent of the students accumulated between sixteen and eighteen points out of the maximum twenty since they employed appropriate vocabulary for the assigned topic. As for organization, thirty- five and a half percent of the students obtained from five to nine points out of twenty due to the limited use of smooth transitions between ideas and lack of opening sentences. Sixty-two and a half of the students got points that ranged from twelve to eighteen out of the maximum twenty. Their compositions exhibited a logical and coherent sequence, making smooth transitions between ideas. Related ideas were generally grouped together within paragraphs. As far as conventions are concerned, thirty –seven and a half of the students obtained six points out of the maximum forty because of insufficient writing to determine competence or little control of syntax. Twelve and a half of the students received twenty five points out of forty. Fifty percent of the students accumulated points that range from thirty to thirty-five. The students committed different errors including grammatical structures ; punctuation; word order; spelling; capitalization; missing verb; missing subject ; missing direct object; prepositions; possessives ;incorrect verb forms ; quantifiers; tenses ; wrong subject; incorrect pronouns as direct objects; determiners ; plural-singular form. The errors with more number of occurrences were spelling, incorrect verb forms and grammatical structures.



COMMON ERRORS IN WRITING CONVENTIONS

- GRAMMATICAL STRUCTURES
- PUNCTUATION
- WORD ORDER
- SPELLING
- CAPITALIZATION
- MISSING VERB
- MISSING SUBJECT
- MISSING DIRECT OBJECT
- PREPOSITIONS
- POSSESSIVES
- INCORRECT VERB FORM
- QUANTIFIERS
- TENSE
- WRONG SUBJECT
- INCORRECT USE OF PRONOUNS
- DETERMINERS
- PLURAL-SINGULAR FORM

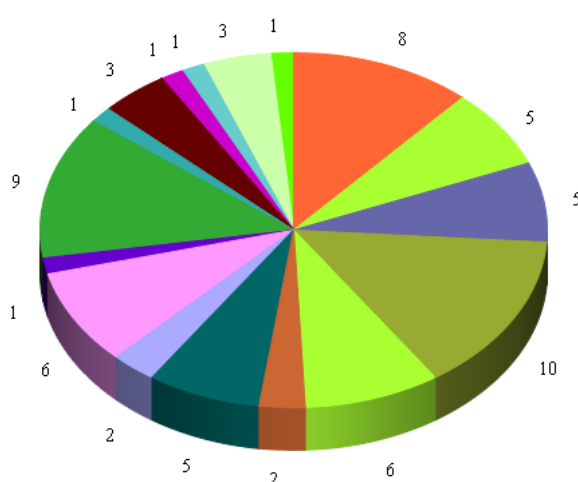


Figure 7.13: Common errors in writing conventions.

In class B, five students actually submitted all the compositions. With regard to content, forty percent of the students obtained ten points out of the maximum twenty because some parts of the paper were well developed but other parts were only partially developed. Forty percent of the students received from fifteen to sixteen points. The response contained sufficient information and addressed reader concerns. Twenty percent of the students accumulated the maximum score in content because of the well-developed ideas that addressed the assigned writing task. As for vocabulary, twenty percent of the students got nine points out of the maximum twenty due to the incorrect use of lexical items such as emotional. Twenty percent of the students used basic vocabulary without attempting to vary expressions, so they obtained fifteen points. Forty percent of the students accumulated points that ranged from seventeen to eighteen because their response was generally good. Concerning organization, twenty percent of the students did not make paragraphs and they didn't use transitions, so they scored five points out of the maximum twenty. Twenty percent of the students got ten points out of the maximum



twenty. Despite the attempts to exhibit a logical sequence, there is limited use of sequencing. Sixty percent of the students scored points that ranged from seventeen to twenty. Their compositions exhibited a logical and coherent sequence throughout. As far as conventions are concerned, forty percent of the students gained points that ranged from twenty-six and twenty-eight. Sixty percent of the students accumulated points that ranged between thirty –five and thirty –eight. The types of errors that the students committed were missing subject; spelling, grammatical structures; word order; incorrect verb forms; possessives; missing verb; prepositions; article usage; punctuation, capitalization. The errors with major number of occurrences were grammatical structures and spelling.

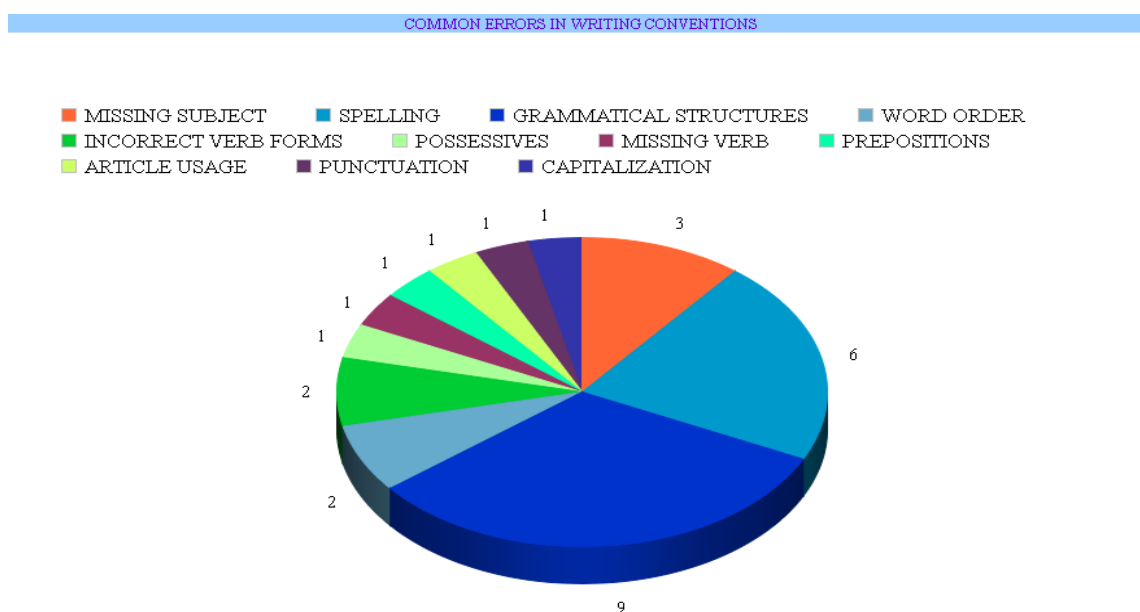


Figure 7.14: Common errors in writing conventions.

It is essential to compare the data obtained from the analysis of student writing in the different approaches with the view of exploring similarities and differences in behavior patterns .In turn, this will allow us to identify the advantages and disadvantages of the balanced approach by looking at improvements .As far as students in class A are concerned, considerable progress was made in terms of content, vocabulary, organization and writing conventions (see Appendix XIX). Generally speaking, there is evidence of



good understanding of the topic. Relevant information was presented about a range of aspects and ideas are developed in some detail. Structure was effective and accurate and the topic was introduced clearly. Transitions between ideas were made clear. The conclusion is clear stated. A range of vocabulary and sentence structures were used. Vocabulary was usually appropriate to the topic and text type. The number of errors in writing conventions decreased from twenty-one to eighteen. The occurrence of major errors such as spelling and missing subjects dropped from nineteen and eighteen to ten and five respectively. The main errors that the students under the collaborative approach committed were spelling, incorrect verb forms and grammatical structures. This is explained by the fact that we promoted creativity and the students tried different expression and structures to express their ideas. As far as students in class B are concerned, although we can notice some improvement in content and vocabulary, the most remarkable progress was made in terms of organization and writing conventions (see Appendix XX). Generally speaking, compositions exhibited a logical sequence, providing a beginning, middle, and end. There was a clear sequence of ideas because the related ideas generally grouped together within paragraphs and transitions linked parts of the compositions. The number of errors in writing conventions decreased from eighteen to eleven. The occurrence of major errors such as subject-verb agreement and missing subjects dropped from thirteen and ten to zero and three respectively. The students in class A committed the same major mistakes than the students in class B. This information proved to be useful to identify and the deal with students' problem areas efficiently.

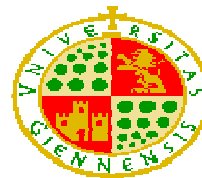
8. CONCLUSIONS

In EFL/ESL classrooms, product and process approaches have been the most important ones in the teaching of writing. On the one hand, the product approach is an approach in which students are encouraged to imitate a standard sample text, which is usually analysed beforehand. The drawbacks of product approaches are that they do not take into account process skills, such as planning and they fail to recognize how important the learners ' previous knowledge and skills are .The results of this study suggested that a majority of the students under the product approach did not improve the content, text structure and organization of their compositions. However, they made some progress concerning accuracy because of the explicit focus on form through practice activities and direct instruction. Student writing did not improve when we provided students with corrections on the final draft rather than between drafts.



On the other hand, process approaches to writing involve the students in classroom activities which promote the development of language use. The disadvantages of process approaches are that all writing consists of the same set of processes; that they do not pay sufficient attention to the types of texts students produce and the reason why the students produce those texts; and that they provide learners with inadequate linguistic input to write successfully. The majority of students improved their compositions in terms of meaning due to the brainstorming techniques and collaborative writing. In spite of the fact that the process writing lesson did not include direct instruction and practices exercises for vocabulary, the students under process approach had better vocabulary in their writing than the students under the product approach. The use of brainstorming, revision and drafts, feedback from peer, self-editing and teachers' feedback between drafts were essential aspects for the improvement in lexis. As for conventions, the students under the process approach committed fewer errors and fewer repeats of these errors. It shows that feedback was more useful between drafts, not when it was done at the end of the task after the students handed in their composition to be marked.

An adequate methodology for writing needs to incorporate the strengths of product, and process approaches. The two approaches are not necessarily incompatible since process writing can be combined with the practice of studying model texts in the classroom. The goal of writing is communication. To communicate effectively students need to get their point across and relay information clearly. The majority of the students under the balanced approach made considerable progress concerning form, meaning and structure. It is also worth mentioning that the number of errors in writing conventions decreased suggesting that this approach yielded better written compositions. Our role as a teacher began to take on great importance for the students when we promoted students' outcomes instead of inhibiting them. Considering the improvement of student writing, it may be appropriate to propose this kind of approach for future writing lessons with these two groups of students. The analysis of results as a reflection of students progress across the different approaches to writing has led us to identify essential points to include in our writing lessons. Writing should be regarded as an end by making students read, speak and listen to generate their own meaning with a purpose and an audience. Creativity should be encouraged and imitation should be discouraged by giving students the opportunity to experience writing beyond the classroom for a real purpose and a wider audience. This makes writing motivating and communicative. There is no contradiction in the guided learning through practice of grammar, collocations, useful phrases and organizational



writing structures. As for feedback, the generalization that emerged from this study is that feedback at intermediate stages, suggestions for further compositions, recasting and follow-up tasks improve outcomes. It is well worth elaborating a list of common mistakes made by the students with the aim of personalizing learning and attending to diversity. It is also important to make the most of the self-editing checklists so that the students are involved in their learning process and keep track of their progress themselves. The above mentioned aspects together with motivating topics for writing are essential to the success of the student-centered approach. Closely related to the issue of motivation and feedback is the fact that we should highlight positive aspects as well. Learn to write by writing is the key to the improvement of writing competence. The students build writing habits by putting into practice what they learn in an authentic context. Finally, further investigation has to be made in order to address newly-revealed problem areas.

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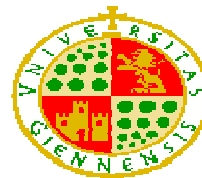
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10. APPENDIX

Appendix I: Student Writing Questionnaire

STUDENT WRITING

1. When you write in English, do you have trouble with?

A. getting good ideas to write on?

1 always 2 sometimes 3 occasionally 4 never

B. organizing your ideas in a clear way?

1 always 2 sometimes 3 occasionally 4 never

D. finding the right words to express your ideas?

1 always 2 sometimes 3 occasionally 4 never

D. using correct grammar?

1 always 2 sometimes 3 occasionally 4 never

E. using correct spelling?

1 always 2 sometimes 3 occasionally 4 never

F. using correct punctuation?

1 always 2 sometimes 3 occasionally 4 never

2. Working on English writing with classmates in a group is:

1 very useful 2 somewhat useful 3 a little useful 4 not at all useful

3. Reading other students' writing is:

1 very useful 2 somewhat useful 3 a little useful 4 not at all useful

4. Getting corrections on my English writing from my teacher is:

1 very important 2 somewhat important 3 not very important 4 not at all important

5. Learning how to correct my own English writing is:

1 very important 2 somewhat important 3 not very important 4 not at all important

6. Practising writing in order to improve my English writing is:

1 very important 2 somewhat important 3 not very important 4 not at all important

7. I do not make the same error once the teacher corrects it. Yes No

8. It is important to me to have as few errors as possible in my written work. Yes No

9. It is important to my *English teacher* for me to have as few errors as possible in my written work. Yes No

10. The teacher should always point out errors in *grammar, spelling, punctuation, organization, ideas expressed*.

11. I look at the teacher marks and comments carefully. Yes No

12. Teachers comments do not make much sense to me. Yes No



Appendix II: Evaluation of product writing lessons

WHAT DO YOU THINK?

1. Please give your honest opinion about the product writing lessons you participated in this in terms of:

a. HELPFULNESS

How *helpful* were the product writing lessons to you?

1. very helpful 2 somewhat helpful 3 not very helpful 4 not at all helpful

b. INTEREST

How *interesting* were the product writing lessons to you?

1 very interesting 2 somewhat interesting 3 not very interesting 4 not at all interesting

c. DIFFICULTY

How *difficult* were the process writing lessons to you?

1 very difficult 2 somewhat difficult 3 not very difficult 4 not at all difficult

d. TIME

The *time* spent on each product writing lesson was

1 very appropriate 2 somewhat appropriate 3 not very appropriate 4 not at all appropriate

2. What did you like best about the product writing lessons?

3. What did you find most difficult about the product writing lessons?

4. Do you have any suggestions for improving the product writing lessons?

5. I found the practice exercises and direct instruction.

1 very useful 2 somewhat useful 3 a little useful 4 not at all useful

6. I found the feedback on my composition from my teacher:

1 very useful 2 somewhat useful 3 a little useful 4 not at all useful



Appendix III: Evaluation of process writing lessons

WHAT DO YOU THINK?

1. Please give your honest opinion about the process writing lessons you participated in this in terms of:

a. HELPFULNESS How *helpful* were the process writing lessons to you?

1.very helpful 2 somewhat helpful 3 not very helpful 4 not at all helpful

b. INTEREST How *interesting* were the process writing lessons to you?

1 very interesting 2 somewhat interesting 3 not very interesting 4 not at all interesting

c. DIFFICULTY How *difficult* were the process writing lessons to you?

1 very difficult 2 somewhat difficult 3 not very difficult 4 not at all difficult

d. TIME The *time* spent on each process writing lesson was

1 very appropriate 2 somewhat appropriate 3not very appropriate 4 not at all appropriate

2. I liked generating ideas through brainstorming in process writing lessons.

1 a lot 2 sometimes 3 a little 4 not at all

3. I liked writing more than one draft before submitting my finalized writing.

1 a lot 2 sometimes 3 a little 4 not at all

4. I liked being able to share my work with my classmates.

1 a lot 2 sometimes 3 a little 4 not at all

5. I found evaluating my own drafts:

1 very useful 2 somewhat useful 3 a little useful 4 not at all useful

6. I liked being able to peer edit my classmates' writing.

1 a lot 2 sometimes 3 a Little 4 not at all

7. I liked being able to give feedback to my classmates on their writing.



1 a lot 2 sometimes 3 a little 4 not at all

8. I found the feedback on my drafts from my classmates:

1 very useful 2 somewhat useful 3 a little useful 4 not at all useful

9. I found the feedback on my drafts from my teacher:

1 very useful 2 somewhat useful 3 a little useful 4 not at all useful

10. What did you like best about the process writing lessons?

11. What did you find most difficult about the process writing lessons?

12. Do you have any suggestions for improving the process writing lessons?

13. Compared with other ways you have been taught writing previously in F1 English lessons, what did you think about the product writing approach?

I would / would not like to have the process writing approach again because

Source: Adapted from Wong Bow-Yue (2011).



Appendix IV: Evaluation of Product-Process Writing lessons

WHAT DO YOU THINK?

1. Please give your honest opinion about the writing lessons you participated in this in terms of:

a. HELPFULNESS How *helpful* were the product -process writing lessons to you?

1.very helpful 2 somewhat helpful 3 not very helpful 4 not at all helpful

b. INTEREST How *interesting* were the writing lessons to you?

1 very interesting 2 somewhat interesting 3 not very interesting 4 not at all interesting

c. DIFFICULTY How *difficult* were the writing lessons to you?

1 very difficult 2 somewhat difficult 3 not very difficult 4 not at all difficult

d. TIME The *time* spent on each product-process writing lesson was

1 very appropriate 2 somewhat appropriate 3not very appropriate 4 not at all appropriate

2. I liked generating ideas through brainstorming in process writing lessons.

1 a lot 2 sometimes 3 a little 4 not at all

3. I liked writing more than one draft before submitting my finalized writing.

1 a lot 2 sometimes 3 a little 4 not at all

4. I liked being able to share my work with my classmates.

1 a lot 2 sometimes 3 a little 4 not at all

5. I found evaluating my own drafts:

1 very useful 2 somewhat useful 3 a little useful 4 not at all useful

6. I liked being able to peer edit my classmates' writing.

1 a lot 2 sometimes 3 a Little 4 not at all

7. I liked being able to give feedback to my classmates on their writing.

1 a lot 2 sometimes 3 a little 4 not at all

8. I found the feedback on my drafts from my classmates:

1 very useful 2 somewhat useful 3 a little useful 4 not at all useful

9. I found the feedback on my drafts from my teacher:

1 very useful 2 somewhat useful 3 a little useful 4 not at all useful



10. What did you like best about the product- process writing lessons?

11. What did you find most difficult about the product- process writing lessons?

12. I found the practice exercises and direct instruction.

1 very useful 2 somewhat useful 3 a little useful 4 not at all useful

13. Compared with other ways you have been taught writing previously in F1 English lessons, what did you think about the product writing approach?

I would / would not like to have the process writing approach again because

Source: Adapted from Wong Bow-Yue (2011).)



Appendix V: Interview with students

Interview with Group Students (post-implementation)

- 1) Do you remember how writing was taught in your recent writing lessons?
- 2) What did you think of these recent writing lessons compared with the teaching of writing in your regular English lessons?
- 3) What did you think about the different parts of these writing lessons such as the
 - brainstorming session?
 - outlining session?
 - drafting session(s)?
 - peer feedback session(s)?
- 4) Which part(s) of the writing lessons did you find:
 - a. most useful? Why?
 - b. least useful? Why?
- 5) Why do you think your English teacher taught you using a different method in the past few lessons?
- 6) How do you find this approach to writing? Do you find it good? If so, in what way? If not, why not?
- 7) After experiencing this teaching approach to writing, how good are you at writing now? How many marks would you give yourself out of 100?
- 8) Will you adopt any of the strategies, methods or techniques you learnt from these classes as part of your normal approach to writing? Which ones? Why?
- 9) What do you think is the most effective way to teach English writing? Why?
- 10) Do you have anything else you'd like to share regarding writing in English or the learning of writing?

Source: Adapted from Wong Bow-Yue (2011).



Appendix VI: Prompts for the teacher diary

Prompts for self-reflection

- 1) Briefly describe the impression of the lesson: did your plan match the reality of the lesson?
- 2) What worked in the lesson, and what did not? Why?
- 3) Did you have to cope with anything unexpected? If so, how did you deal with it?
- 4) Any other thoughts or reflections on student learning and responses in the class.
- 5) How well did you think the writing process worked out in your classroom?
- 6) Did you come across any difficulties? If so, what were they? How were they overcome?
- 7) What do you think are the advantages and disadvantages of teaching writing through the writing approach?
- 6) Do you think there is anything you should have taught or told them but have not? What is it?
- 7) Are you satisfied with your own teaching performance in this? Is there anything you could have done better?
- 8) How would you comment on the students' performance in this writing approach? Did you notice any change in their general performance?
- 9) How did your students respond to process writing?
- 10) Do you think this teaching approach is suitable for secondary students, lower or higher ability students? Why?

Source: Adapted from Wong Bow-Yue (2011).



Appendix VII: Writing rubric descriptors.

Writing rubric

<i>Content</i>
21-30 Consistent focus on the assigned topic and purpose <ul style="list-style-type: none">• Well developed controlling idea that addresses the assigned writing task• Supporting ideas and elaboration are relevant to the writer's topic and assigned genre of writing• Supporting ideas are developed with specific examples and details• Response contains information that addresses reader concerns and perspectives• Response is appropriate to the assigned genre
15-20 Generally consistent focus on the assigned topic and purpose <ul style="list-style-type: none">• Developed controlling idea that addresses the assigned writing task• Most supporting ideas and elaboration are relevant to the writer's topic and assigned genre of writing• Supporting ideas are developed with some examples and details; some parts of the paper are well developed, but other parts of the paper are only partially developed• Response contains sufficient information to address the topic and some reader concerns and perspectives• Response is generally appropriate to the assigned genre
7-14 Limited focus on the assigned topic and purpose <ul style="list-style-type: none">• Minimally developed controlling idea that addresses some aspect of the assigned writing task• Supporting ideas are vague, general, and/or undeveloped (or some ideas may be partially developed, while others are simply listed without development)• Response lacks sufficient information (due to brevity and/or repetition) to provide a sense of completeness and address reader concerns• Some points and details may be irrelevant or inappropriate for the writer's assigned topic, audience, and assigned genre of writing• Response does not demonstrate genre awareness
0-6 Lack of focus on the assigned topic and purpose <ul style="list-style-type: none">• Lack of a controlling idea• Absence of supporting ideas (or unclear supporting ideas)• Development is lacking due to brevity of the response and/or repetition of ideas• Lacks a sense of completeness and fails to address reader concerns• Majority of details are irrelevant• Response is inappropriate to the assigned genre• Insufficient student writing (due to brevity or copying the prompt) to determine competence in ideas



Vocabulary

15-20 Good, appropriate vocabulary. Generally good response

10-14 Vocabulary is just adequate to respond. No attempt to vary expressions. Basic

6- 9 Inadequate vocabulary or incorrect use of lexical items. Communication difficult

0-5 Incomplete sentences or fragments. Vocabulary repeated. Inappropriate vocabulary.

Organization

16-20 Exhibits a logical and coherent sequence throughout; provides a clear sense of a beginning, middle, and end. Makes smooth transitions between ideas. Logical sequencing of ideas across parts of the paper. Logical grouping of ideas within paragraphs. Varied transitions link parts of the paper and link ideas within paragraphs

10-15 Exhibits a logical sequence; provides a beginning, middle, and end. Generally clear sequence of ideas. Related ideas generally grouped together within paragraphs. Transitions link parts of the paper.

6-9 Attempts to provide a logical sequence and/or the beginning or ending is abrupt or unclear. Minimal evidence of sequencing. Ideas within paragraphs are not arranged in a meaningful order. Limited use of transitions (transitions may be formulaic, ineffective or overused). Demonstration of competence limited by the brevity of the response

0-5 Exhibits little order; provides a series of separate sentences and/or disconnected ideas. Unclear sequence of ideas. Unrelated ideas included within paragraphs. Lack of transitions or inappropriate transitions. Insufficient writing (due to brevity or copying the prompt) to determine competence in Organization

Conventions :punctuation , capitalization ,spelling, singular-plural form, subject verb agreement ,tense, article usage, prepositions , pronouns , possessives, wrong negation, word order.

21-30 Demonstrates a high degree of control of syntax/conventions: Errors *do not* hinder overall comprehensibility of the passage.

15-20 Demonstrates some control of syntax/conventions: Errors *do not* hinder overall comprehensibility of the passage.

7-14 Demonstrates some control of syntax/conventions. Errors *do* hinder overall comprehensibility and there are numerous errors.

0- 6 Demonstrates little control of syntax/conventions: Errors impede overall

Comprehensibility of passage.



Appendix VIII: Writing rubric table.

ERROR TYPE	MARKS (SCALE 1-10)
Content	out of 20 N° of mistakes : Raw score:
Vocabulary	out of 20 N° of mistakes : Raw score:
Organization	out of 20 N° of mistakes : Raw score:
Conventions	out of 40 N° of mistakes : Raw score:
	TOTAL SCORE :



Appendix X : Notes from the teacher 's diary

SALIENT THEMES	OPINION



Appendix XI: Self- editing checklist

Editing Checklist

Content

- does my introduction grab the reader's attention?
- Did I include interesting details?
- Are the ideas realistic?
- Do the paragraphs flow smoothly?
- Did I use connectors?
- Are there any gaps or jumps?

Vocabulary

- Did I spell all the words correctly?
- Did I use any words too often?
- is the vocabulary interesting and precise?

Grammar

- Do the subjects and verbs in my sentences agree?
- Did I keep the verb tenses consistent?
- Did I use complete sentences?
- Did I use the correct form of irregular verbs?
- Did I use adjectives and adverbs correctly?
- is the pronoun reference correct?

Punctuation and Capitalization

- Did I use commas and full stops correctly?
- Did I use commas to set off items in a series?
- Did I capitalize all proper nouns?
- Did I begin each sentence with a capital letter?

Format

- Did I use the basic paragraph structure?
- Did I give my text a title?
- Did I make paragraphs?

Source: Adapted from Wong Bow-Yue (2011).



Appendix XII: Peer –editing checklist for the process approach

PEER ASSESSMENT

Read each item and put a “• ” for yes, “x” for no,

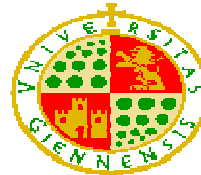


Content	Yes / No	Commentary
Are information and details specific to the topic?		
Are Information and details are relevant?		
Are ideas fully developed?		
Is the introduction effective?		
Is there enough supporting evidence?		
Is the conclusion relevant?		

Name of student assessed:

Date of assessment:

Name of assessor:



Appendix XIII: Peer –editing checklist for the product- process approach

Peer Editing Checklist

Read each item and put a “• ” for yes, “x” for no,

CONTENT

- ___ Is the main idea clear?
- ___ Is the introduction effective?
- ___ Is there enough supporting evidence?.
- ___ Is the conclusion relevant?

ORGANISATION

- ___ Are paragraphs used to organize information?
- ___ Is information placed in logical order?
- ___ Is the text well organized on paper?

WORD CHOICE

- ___ Does the writer use a wide range of vocabulary?
- ___ Is the vocabulary appropriate?
- ___ Word choice is not limited by lack of vocabulary

CONVENTIONS

- ___ Does each sentence begin with a capital letter?
- ___ Does each sentence end with a proper punctuation?
- ___ Are there any spelling errors?
- ___ Are there other words that should be capitalized?
- ___ Are plurals and possessives correct?
- ___ Is there subject-verb agreement?
- ___ Are sentences ordered correctly?
- ___ Is there any wrong negation?
- ___ Are verbs in the right tense?
- ___ Are prepositions used correctly?

Name of student assessed:

Date of assessment:

Name of assessor:

Source: Adapted from Wong Bow-Yue (2011)



Appendix XIV: Feedback cards

English exercise "Same...as / same...that"

1. My mother has the same carmy father.
2. I think that your sister is the sameMariah Carey.
3. This bike is the sameyou bought me.
4. The one who did that thing is the same persondid it a week ago.
5. John is the same clever little boyhis father.
6. This room is the same roomwas used last year for the conference.
7. The man we met yesterday in Paris is the same manwe saw in the USA
8. This dress is the same the dressI wanted to buy last week.
9. This computer is the samethat one.
10. Mum, this computer is the same computer you bought me.

Punctuation 1

Write out the sentences adding capital letters, commas, full stops and question marks:

1. it is my birthday in june i would like a book by charles dickens

2. do you know what time it is i have to go soon

3. does your train leave before eight o'clock

4. i like dogs cats horses and elephants

5. how do i get to the library in washington



Appendix XV: Sample of student writing before implementation

A lot of teens have problems in their daily life. They can be very important problems or may be not very important.

Each teenager has a problem, usually, it can be at school, about their good friend with their family and friends.

Because of this, many teens become depressed. If this problem can create another different. For example, if you have problems at home, these can affect your marks at school and you can feel guilty with the situation.



Appendix XVI: Sample texts of the product approach

ELECTRONICS AND PAPER BOOKS

Hi, I am Alberto and I am for electronic⁽¹⁾ books because you can move⁽²⁾ it⁽³⁾ anywhere, if you go to Japan you can go with your E-book too.

↓

Also if you lose your E-books, you can download for free again with your account. As well the e-book are cheaper than the normal books and they don't have limited editions.

But it has bad things too. like: You can get⁽¹²⁾ it for a birthday or you can't request⁽¹³⁾ as famous people if it can sign your book.

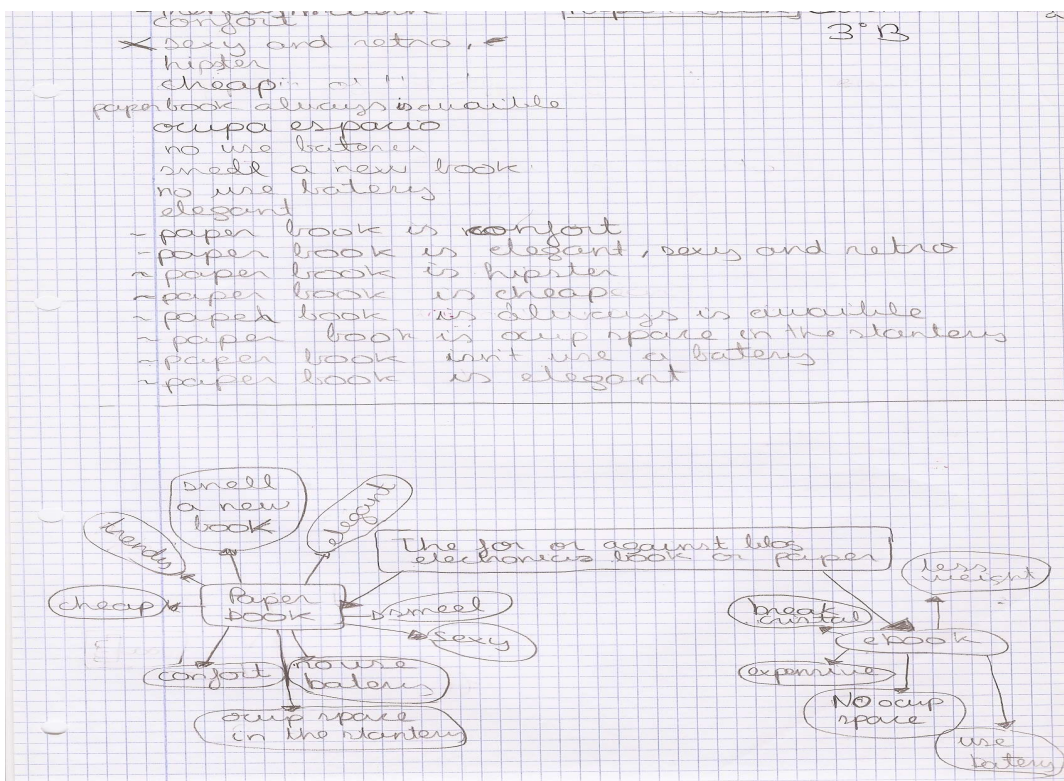
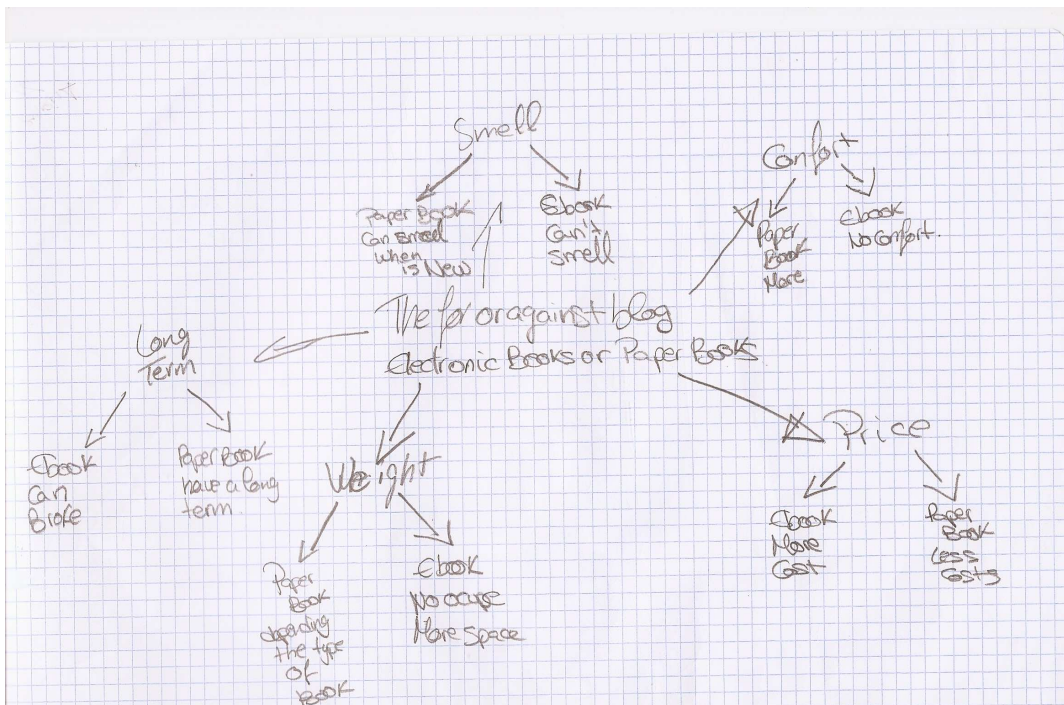
In conclusion, I like more E-books but it have bad things too.

ELECTRONIC BOOKS OR PAPER BOOKS?

I am going to give my opinion on books and ebooks. I haven't preference for none of the two. The paper books seem to be more comfortable for the eyes, but the ebooks are easier to take them with you wherever you are. Some people think that ebooks are great, and other think that are rubbish. Another drawback is that they are very expensive. People who love reading prefer the books, because aren't expensive and they buy many books. I think that electronic books are a really useful invention, but I prefer the books.



Appendix XVII: Brainstorming session.





Appendix XVIII: Sample texts of the process approach

Ebooks vs Paper books.

Hi students, I'm back. This week the topic is paper book vs e-books.

Reading
Ebooks was a trend last year. ~~Those~~ books have drawbacks but they have a lot of benefits. ~~in a long term~~ let's start with the price. ~~for a long time~~ is cheap but at first it's very expensive. ~~at the moment that you buy~~ it's so comfortable, you can read in the street, well, only if you have battery.

Advantage
As for paper book you don't have this problem with the battery. Paper books don't need to be recharged. It's a big advantage for paper books! ~~in a long term~~ They are cheap but for a long time they can be so expensive if you buy a lot of books like me.

If you compare these types of books, actually, the e-book it's better than paper books but I prefer paper books.
Why? It's very simple. I really like the smell of a new book.

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Hi students, I'm back. This week the topic is paper book vs ebook.

Reading ^{② Capitalization} E-books was a trend last year. ^{① demonstrative adjectives} Those books have drawbacks but they have a lot of benefits too. ^{③ Subject} they are ^{④ S-V agreement} cheap but at first ^{⑤ Subject} it's ^{⑥ S-V agreement} very expensive. ^{Introductory statement} It's so comfortable, you can read ^{⑦ agreement / subject} them in the street, well, only if you have battery.

^{⑧ plural} As for paper books you don't have this problem with the battery. Paper books don't need to be recharged. ^{⑨ Collocations / structures} It's a very big advantage of paper books! ^{⑩ idioms} They are cheap but ^{⑪ vocabulary} for a long term they can be so very expensive if you buy a lot of books like me.

^{⑪ Repetition of subject} If you compare these types of books, actually, the e-book it's better than paper books but I prefer paper books.
Why? ^{Simple} I really love the smell of a new book.
It's very



Today, the topic is for or against electronic books and paper books have disadvantages and advantages but I prefer paper books.

You can buy the paper books in the bookshop and you buy electronic books online. Electronic books are more expensive than paper books because e-books are trendy. You will like the smell of a new book. But, the electronic books are comfortable because they occupy no space in your bookshelf but electronic books use a battery and it is a drawback because in any moment this will discharge.

To sum up the paper books are advantages because they are trendy, cheap, no use battery and I love the smell of a new book.



Appendix XIX: Sample texts of the product –process approach. Class A

To: Jaime
Subject: Coming to London

Hi Jaime,
What wonderful news! I'm very excited about my visit. It will be a really special trip, are you going to take me to a picnic? It will be great! I love the scenery of the Regent's Park and love the food of London.
On Sunday I'd prefer to go shopping in the centre of town and we can go to the cinema later.
It's okay, don't worry about money, I'll pay my part, I've been saving for the trip. If we ~~pay~~ share cost you will spend less. Don't forget that we have a lot of plans.
You asked about my new tablet computer. I'm sorry but my dad works with it and he doesn't will me to. But don't worry, next year ~~can~~ come to Spain and try it!
It was great to hear from you Jaime.
See you soon! Take care,
Estela.

To: Jamie
Subject: Re: Coming to London

Hi David,
Thanks for your e-mail. It was great to hear from you. It will be great to see you. The picnic it's a great idea because I love Regent's Park.
About Saturday we could go to Wembley to see a football match and after the match we could go to the shopping centre to see a film in the cinema.
As for the money, you should use for an emergency and you should spend less in restaurants, eat in your house. You don't need buy anything presents or any other things.
I can't bring the tablet with me because it's very expensive ~~too~~ and I don't want to lose it, and my father doesn't want me to take it anywhere.
See you soon,
Carlos



Appendix XX: Sample texts of the product –process approach. Class B.

Hi,

It was great to hear from you. I'm excited about my visit.
It will be a really special trip.

~~About~~ The picnic, I would love to have a picnic in Regent's Park on Saturday afternoon because I had a picnic in Malaga and it was fantastic. I want to have a picnic again.

I prefer to see Chelsea vs Arsenal because I have never seen them and I would love to go.

If you want to save money, I think that you should buy less clothes and you should eat more in your house.

It isn't possible because it's broken. I had the ^{tablet} phone in my hand and dropped it in the swimming pool.

Write back soon,
lola.



Hi Jamie,

I'm very excited about my visit, ^① if the weather is fine ^② could ^③ have a picnic! That's a great idea. I love picnics but I have never had a picnic in London. Are you going to take me to the Big Ben? I look forward to go ^④ there!

I ~~was~~ was thinking about Sunday too. I don't like football very much and I love shopping. Obviously I prefer to go ~~to~~ shopping in centre of town but really I don't mind, if you want to watch football. So we can go to the football match too.

I'm not very good at giving advices. Sometimes I have the same problem ~~that~~ ^⑤ you but I remember the things I really need. So I buy only the necessary things that I can buy because I have enough money.

As for the tablet, I can bring it with me, my sister is going to Amsterdam with the school and she needs my tablet. I'm sorry but if you want I can take my laptop.

Take Care

See you soon, LUNA.