

DESCRIPTIVE STUDY OF WRITING STRATEGIES IN THE CLASS OF  
MASTERING ENGLISH LANGUAGE TEACHING SKILLS III AT LA SALLE  
UNIVERSITY

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For those about to teach, we salute you!!!



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## 1. INTRODUCTION

Starting up from childhood, we have faced different situations in which our parents and teachers and, society in general have tried to show and teach the essential of life and the importance of literacy to be able to face the world we live in and likewise achieve goals that take us to be successful, thus, that success is obtained throughout the acquisition of different aptitudes and skills inside a system that requires constant communication among its individuals. That communication becomes an elemental part for each individual who has to be conscious of the importance of communication and express everything he wants in different existent ways and channels. Even so, it is evident that every day people use more and more their speaking and listening skills get in contact with others and make themselves be understood leaving the reading and writing skills in second order of importance. These last two abilities have not been practiced by men in their daily activities but it does not mean that they are less important because they give us a guideline to understand the world we live in now, criticizing and giving our points of view about it.

If we come back to the past, specifically since roman times taking the topic of love it had been expressed through the written language because of distance or just romanticism of those times characterized by paper, feather, and Chinese ink; however, currently we notice that mass media have changed considerably and now the written expression is done by electronic devices without a rigorous, conscious and appropriate use of the different factors inside this skill such as punctuation, grammar, and spelling, as a matter of fact, that new way to communicate permits us to shorten some words and the discourse is not well

elaborated using constantly more symbols , images, emoticons and less words. This issue has given up the art of writing by hand and its esthetics with the different types of writing due to the use of computers that offer a variety to pick out options that makes writing something more dynamic.

From an academic point of view, we can highlight that the ability of writing has not been well accepted among students due to its complexity and more if we are talking about academic writing that has been an obstacle for professors and future professors who have seen their career blocked up because they do not know how to write academically. In the same way, our experience at the university has shown us that writing can be difficult, extensive and for some people boring but, come to the truth, this ability is the most difficult to acquire among the others, because it requires attention not only in the form and structure but in content, coherence, cohesion, and a wide number of grammar rules as well that reach a precise and well elaborated style that can evidence deep sentiments , opinions, and ideas that generate new knowledge and content.

For this reason writing has become essential to highlight students' skills and competences that are necessary in order to achieve a successful learning. Thus, this project sets a descriptive research focused on the writing academic skill developed in the class of Mastering English language teaching skills III. Moreover, it is necessary to consider that learning to write implies not only a structural and lexical instruction but also an introduction into a wide range of strategies and techniques that can help students in the acquisition of that particular skill.

The present project is directed to evidence two main variables inside the learning process of Mastering English Skills III class at la La Salle University. Those variables are learning strategies and the writing academic process. During the development of the project, the reader will evidence the relation

between these two events to give response to the thesis statement. Which learning strategies for writing of the proposed in the class of Mastering III are used by the students for the same class? Which learning strategies for writing of the proposed in class are used by students of Mater English Skills III (MES III). Thus, we pretend to present a deep analysis of the results and a wide range of recommendations directed to students, teachers, and the syllabus of the class.

## 2. STATEMENT OF THE PROBLEM

This part of the Project states the main reasons of why we decided to work on a descriptive study that is directed to evidence the learning strategies for writing that were taught in the class of Mastering III. Based on self-experiences with the career and with other classmates, studies and investigations arises the statement of the problem and the objectives of this research.

### PROBLEMATIC SITUATION

“Writing is a trade in which every educated man, woman, and child should be skilled. Writing is a trade, which any one can master if he goes about it in the right way. It is true that writing skill is often the only trade of some people like the poets, novelists, newspaper reporters and editors. These might be called specialists in writing, and writing is their main occupation and way of making a living. But writing skill is a universal trade and it is necessary for every person to know it to a certain extent”. (Leavitt, 2008)

As it is clear that Leavitt expresses the importance of acquiring writing skills for any individual on earth; it means, that not only people who work every day in that particular matter as part of their profession have the opportunity and ability to write properly. Thus, we as students/researcher’s experiment a necessity of finding out issues that could be investigated in that specific subject matter.

The basis to consider the following statement as a problem is due to our experience in our career in which we have noticed that students consider difficult to acquire the writing skill and even use it properly: in fact, during that process at the university we have noticed the difficulty of that skill by our own in the more basic classes of English language and definitely, the need to propose different learning strategies that can help to overcome that difficulties.

In addition there are some questions that support the main question mainly to evidence every component of the main problem statement: Strategies and the writing process present in the class of mastering III. These questions are aimed to understand and answer the main problem, answering those inquiries related to concepts and the purpose of each one. Those questions permit, with the main question, to describe the importance of this subject in a Bachelor of Arts degree.

#### QUESTION

What learning strategies for academic writing, proposed in class, are used by students of 9<sup>th</sup> semester in “Mastering English Skills III Class” at La Salle University?

#### SUPPORTING QUESTIONS:

- What is a strategy?
- What are the different types of strategies?
- What strategies are evidenced in Mastering III class for writing purposes?
- What is the writing skill?
- What is the writing skill for?
- What is the writing process?
- What is Mastering III class for?

Considering the previous problematic situation, we consider necessary and coherent to propose the following general and specific objectives that explain exactly what we are looking of and for this research.

### 3. OBJECTIVES

#### GENERAL OBJECTIVE:

- To describe which strategies for academic writing, proposed in class, are used by students of Mastering English Skills III.

#### SPECIFIC OBJECTIVES:

- To establish strategies proposed and used class for academic writing.
- To find out the direct, indirect and specific strategies for academic writing proposed and used in class.
- To verify if students use the steps for academic writing (mainly essays) in class.
- To analyze the resources presented in class as part of the strategies.
- To recognize the strategies in the results of the interviews and the journal.
- To find out the similarities between the results of the two instruments (journal and interviews)
- To show the usefulness of those strategies for learning purposes.

#### 4. JUSTIFICATION

The experience of observation leads us to a new field in education and creates an environment of consciousness about our own career. Therefore our self-experience as bachelors of Arts has directed this research towards the ability of writing. That experience has shown that during the semesters there are people that struggle with academic writing and in last semesters it seems to appear strategies as a way to help to overcome that difficulty. This fact is relevant because we are about to become teachers and at the end of our career we must develop and manage academic language. Thus, our purpose with this project is to evidence if students use the strategies for writing proposed in class and how they used them developing mainly, academic writing (being the type of writing students learn in Mastering III class).

Writing academic texts is an essential component of language needless to say that this type of research and other academic requirements such as publications, books, academic magazines, commentaries that need specific and clear information but in a higher level. Along these lines, analyzing this process at the university in the class of MES III is essential to understand the processes students are following to write and hoe those have influence in their performance.

From a professional point of view this project will be useful to understand the writing process students must follow to obtain skills at the moment of developing an essay or any academic text. The process of before, during and after writing is an important fact that must be taught to encourage our students to write properly

to be successful writers in our professional future considering the importance of the different skills necessary to accomplish with the duty of writing.

From a personal position this research project will guide us to be more critical not only at the moment of writing or thinking about ideas to create a text, yet creating a self critical structure for our profession and life, recognizing and encouraging learners structure to understand their ideas and perceptions on different topics, generation of debates and knew knowledge.

From an academic point of view, researching on writing will lead us to create a better project since we can apply those strategies in our thesis, understanding and adapting them to our academic necessities elaborating essays, informs and any other type of writing we may need to create for our career inside or outside the university and to top it all the importance of writing correctly not only for academic purposes but common and non informal writing

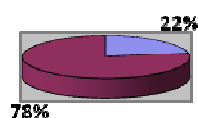
Definitely, this project will be useful not only for students but also for teachers since it collects information about the teaching practicum introducing writing academic strategies and the use of those in the classroom. In consequence, it can help teachers to realize the importance of the lessons based on strategies to learn any skill. Besides, students can be aware of the importance of the writing skill.

Lastly, the following question was asked to students from Mastering III class in order to know if the process of writing had changed before and after that class and thus, we can show with palpable results what students from nine semester thought about their process of writing and the strategies which were proposed and used in that class. What is more we want to know which strategies were taught that make students say that this class and those strategies improved their writing skill.

Question:

¿Cómo cree que ha cambiado su proceso de escritura antes y después de esta clase de Mastering III?

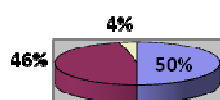
A



■ The process has changed not only for this class

■ Wide enough

B



■ Improvement

■ Clarification of doubts

■ More assignments

It is clearly evidenced that the greater part of this group thinks that the writing process has changed due to the class of mastering. The initial reason is that students feel improvement on their writing process; they think they can write more coherently and fluently without fragmenting the text. Likewise, they have learnt new grammatical structures including the accurate use of connectors,

their texts are more concrete and clear, and they believe that they have progressed.

The following explanation of this chart is that students have clarified doubts, before they did not know the correct use of writing; in fact, they feel that now they know the different types and have acquired self knowledge of their progression. In opposition to the first two reasons, a considerable part of the group found that the process has changed not necessarily because of this class; they think that they still need to work more.

Teacher's response:

- It has been very useful for them

Progression

- It is evidenced the improvement of the students

It is seen the results in part, also justify why we decided to get immerse in this project since those demonstrate that they feel improvement in the process of writing; in fact, some of them affirms that they do not how to write an essay before of that class. For this reason, we considered strategies and the writing process important and useful variants to research about.

## 5. PRECEDENTS

At this point, we present some studies that embrace some variables of this project with specific objectives.

The research in writing strategies shows that the effective use of the strategies for monitoring and self-evaluating writings is related to the knowledge the learner/writer has about writing and his/her ability about that specific skill having influence in the written quality. According to Hyland (2003) researcher from Cambridge University, there are five types of knowledge and each one has to be considered simultaneously during the writing process:

1. Content knowledge (the ideas and concepts related to the text topic)
2. Sitematic knowledge (the lexicon/grammar and appropriate conventions)
3. Procces knowledge (how to focused the writing assignment)
4. Gender knowledge (the communicative purposes of the text and its value in the particular context)
5. Context knowledge (reader's expectative and cultural preferences)

As you see, Hyland evidences five types of knowledge and, it is pertinent infer that he expresses the importance of the awareness of those types by the writer in order to achieve success in writing. The author clearly point out actions that are necessary to considered during the writing process, one of the main concepts of our research. This can give us an overview of the parts that could take place during the acquisition of the ability, and thus, give us a clue of the

possible elements that can be important and immerse during the development of our study.

Studies of the learning of the L2 expresses that in many contexts the teaching of the writing skill give importance to the process of learning how to produce and evaluate writing, the knowledge students have about the aspects that are involve in that process, and the management of the writing strategies to improve the quality of writing and thus try to achieve an autonomous learning. Autonomy is one of the most desirable skills to develop academic writing for university students who are expected to develop and evaluate their own texts with responsibility critical judgment.

It is clear that the use of strategies can avoid difficulties in any kind of skill, in this case the communicative one. Thus, the difficulties students present at the moment of writing, and the importance of using autonomously written strategies to improve the writing process has become important situations to improve and encourage in educational contexts. Definitely, the purpose of our research contributes with the clarification of certain strategies for writing that students can use to avoid difficulties at that particular moment and can contribute in the rising of autonomy perspectives as essential issue for students and teachers of language.

The first study we find is related to the description of strategies but in field of revision of academic texts of a proficient and a less proficient writer. This was an English language research established by the coordinator Alicia Vásquez from national university of Rio Cuarto in Argentina where was revealed that students with an advanced knowledge in language usually have difficulties to evaluate their writings efficiently which limits their academic and written skills, and this difficulty can be presented for different factors, the limited knowledge students have about writing, and the limited repertory of effective strategies to improve texts. Considering these necessities is an important role of the teacher in writing

classes, granting students tools to wide their knowledge about writing, and developing their metacognitive conscience of those processes and their ability to reflect on the strategies to write.

The study tried to describe the strategies that use a good writer and a less proficient writer when they revise academic writing trough a case study in which they were assigned to answer a questionnaire where they expressed their perceptions and difficulties they had while revising the texts. During the curse they had to create different types of essays where at the end they had to make a self-evaluation of each text. At the end of the curse, the students complete the same questionnaire to look if they responses had had some changes. As you see, in this descriptive study are evident the two basic variables of our project: the English writing skill and strategies used with writing purposes.

This study has been very useful for our research since it embraces the whole variables inside our project such as the description of strategies for writing in a specific context. It gives us an idea of the possible strategies evidence in the class of Mastering III for writing purposes and the efficacy of using them. At the same time it offers us a design of how gathering the necessary information, (including theoretical basis) to obtain the results. Thus, with the occasionally overview of this study we can generate hypothesis that can contribute in the justification and in the instrument analysis of our project. Besides, it contains interesting and relating information about the possible necessary elements to connect at the moment of writing, from our perspective, using those elements as strategies of improvement.

Another study found on Eric (Education resources information center) made by Kaplan, Avi; Lichtinger, Einat and Gorodetsky, Malka, SD) tested the hypothesis that self-regulation of writing is a multifaceted modular construct and that students would perceive different goal orientations for writing as involving the application of different writing strategies. Two hundred eleven Jewish Israeli high

school students engaged in a writing assignment and then reported on their goal orientations, self-regulation, and writing strategies. Smallest space analyses indicated that self-regulation and writing strategies were perceived as elements within goal orientations, thus suggesting a phenomenological integration of motivation and self-regulation of writing into task-related action orientations. The findings pointed to possible differences in the nature of these action orientations between students from different types of learning environments and with different levels of writing achievement.

This second study reported the engagement in writing assignments and with its application notified students' goal orientation, self-regulation, and writing strategies principles that are close together our research and main objectives. Definitely, the study embraces the main two variables of our research project: strategies and writing; but with the intention to show differences. Thus this study, can give support to our research in terms of concepts, and strategies possible used (hypothesis of the strategies).

## 6. THEORETICAL BACKGROUND

### basic terms

In any kind of class is very difficult to enhance students towards a specific topic and definitely, facing these situations teachers must have clear pedagogical basis; along these lines, recognize and understand the concepts of didactics, dynamism, tactics, creativity, and definitely, learning strategies. Thus, teachers can use that knowledge of educational content in classes throughout different set of activities and tasks, applying them the most accurately possible.

Furthermore, teachers should identify their main goals in teaching such as the needs of the learners and their total comprehension towards classes, to acquire with them a communicative competence, and what is more, encourage the achievement of significant learning that become the students' learning processes useful and enrich.

In order to make a clear definition of what a strategy is, we consider necessary to distinguish four familiar terms that have been confusing for students and even teachers to understand and differentiate them. Strategy, methodology, and resources share common goals in education. If teachers gather them they can achieve a successful class where students not only can learn new knowledge but also can acquire new perspectives and feel motivation and interest towards a class. Even though, there are certain characteristics that differentiate each concept in spite of its unarguable relation in education. The idea is to present punctual definitions of these three terms that can help us and the readers of this project to get a more clear idea of the main concept of this project, strategy.

A concrete definition point at the word strategy as a “plan of action designed to achieve a particular goal”. (Oxford dictionary, 1989)

On the other hand the term methodology embraces the “how” educators applied certain principles of methods that contain particular procedures or set of procedures.

Finally a resource can be defined, in the field of education, as something that can be used for support and help. Those resources can be lesson plans, activities, programs or units of work that complement any curriculum. (Teach sustainability, SD)

As you see, these terms are related since those share educative purposes but fulfilling different functions. The resource is a support and the strategy is the plan that is created to apply that resource in a certain way whereas the methodology becomes in how we direct those strategies and resources in class departing from specific principles and procedures of a method of a set of methods.

We consider pertinent to make the differentiation among these three terms due to two factors: first of all, our own experience at the university has shown us that students and even some teachers are confused when expressing about those terms; it is true that the concepts are related among them but the principles of its application is totally different. And second of all, we consider necessary to clarify the concept knowing that our study is directed to the description of certain strategies for writing that are proposed in a specific class, no about the methodology of the resources.

### *Main concept: Strategy*

In this chapter there are different perspectives about the concept “strategy” and “learning strategies” that give us a vision about what is the most viable theory to take for our thesis project.

Strategy has been a word that has been defined for many authors, teachers and researchers in education from different perspectives. In fact, many of them explain the word with definitions related to well known topics in society. Those terms refer to political, military, business and obviously, educational issues. Some of those authors understand the concepts not as isolated words; on the contrary, they mixed and made relation with other terms they consider inherent inside the complex of a strategy.

This concept comes from the ancient Greek with the term *strategia* that meant the art of war. In fact, a strategy goes with the creation of plans or steps that contributes to the achievement of any objective. This concept has been associated with many other terms as tactics, considered the art of using troops in battle and in our time, it is associated to those tools that people use in order to achieve a successful strategy (Oxford, 1990; by Von Clausewitz 1984).

According to O'Malley and Chamot (1990), strategies are tools for affective, self-directed involvement needed for developing L2 communicative ability and are related to language achievement and proficiency.

Furthermore, Cohen (1998) used the word strategy as the best solution to the problem; though it is relevant acknowledge that there is a continuum from the broadest categories of these terms such as macro-strategy to the most specific or low level such as micro-strategies and tactics.

Moreover, Ramon Ferreiro (professor and director for Latin American and Nova Southeastern University of USA) (2004) defines strategy as a component of teaching/learning processes that contains a set of activities that allows the development of any task. Also, it is a system of actions and operations that facilitates the interactivity between the participants inside the class (subject-subject) and the individual and the object of knowledge (subject-knowledge).

According to Rebecca Oxford, teacher and researcher of learning strategies in the University of Alabama says that this term has become influential in education, but it has acquired a new name that is most commonly used in this context, *learning strategies*. This concept has been defined as the operations employed by the learner to aid the acquisition, storage, retrieval, and use of information (Oxford, 1990 by Rigney, 1978, and Dansereau, 1985); in other words, learning strategies are specific actions that learners take to make learning processes easier, faster, enjoyable, self-directed, effective and more transferrable to other situations.

It is clear that the previous author coincide in some points, meanwhile, the definitions are somehow different and direct the concept of strategy to various functions. For example, O'Malley and Chamot define strategy as tools for affective self-directed involvement while Cohen considers it as the best solution of a problem. In contrast, Ramon Ferreiro says that strategy included a set of activities to develop any task, including the interactivity between subject and knowledge whereas Rebecca Oxford accommodates the concept to learning strategies that learners use to make learning processes easier, faster, and enjoyable, etc. As you see, these two authors agreed in the direction to the concept into teaching/ learning purposes where the participants (educators and learners) can get benefit; at the same time, they sustain the concept with other words that can clarify better the purpose of it.

Concluding, we consider that all the definitions are valid and pretend to show different ways of how recognize when an action is or not a strategy, however, we agreed with Rebecca Oxford's definition since she not only embraces the concept of strategy but support it whit a more wide concept that is the Learning strategies. She shows a clear, simple and understandable position that summarizes strategies as actions or plans to facilitate learning processes; we include, with general and specific objectives.

In the next page, we are going to describe, from Rebecca' voice, the different types of strategies and its main principles explaining the importance, relevance and validity of use it as main source for our research.

Language learning strategies is a concept that has as a main goal, the communicative competence. The development of this competence needs that students establish realistic interaction among them and with the teacher using meaningful and contextualize language. Besides, those strategies help learners to participate actively in authentic spaces of communication. To explain learning strategies more precisely, look at the following table with twelve principles that can explain better its features.

Features of the learning strategies (Oxford, 1990: 9)

| Language learning strategies |   |
|------------------------------|---|
| 1.                           | Contribute to the main goal, communicative competence.      |
| 2.                           | Allow learners to become more self- directed.               |
| 3.                           | Expand the role of teachers.                                |
| 4.                           | Are problem-oriented.                                       |
| 5.                           | Are specific actions taken by the learner.                  |
| 6.                           | Involve many aspect of the learner, not just the cognitive. |
| 7.                           | Support learning both directly and indirectly.              |
| 8.                           | Are not always observable.                                  |
| 9.                           | Are often conscious.  |
| 10.                          | Can be taught.  |
| 11.                          | Are flexible.   |
| 12.                          | Are influenced by a variety of factors.                     |

As you can observe, these twelve features summarize and explain better what the characteristics of the learning strategies are. Among the primary principles there is not only the contribution to the main goal that is the communicative competence, at the same time, is important to recognize that students become more self-directed in their own processes, it means, that they do not depend all the time in the educators' instruction acquiring new knowledge by themselves. On the other hand, teachers have a different role in which they serve as facilitators during the process instead to a regular authority. Other principles are important and serve as aids for educators and learners to be conscious of the importance of adopting and arising learning strategies during any lesson and identifying the learning strategies students already use directing the class with those.

Along our career we have noticed that any type of learning strategy can get easier the learning process of the language; in fact, we have acquired certain

actions not only in the educative space but also at home. Those actions are related to constant practices, habits, and the use of different resources available in the mass media; even though, we considered it is indispensable to encourage and promote the use of strategies from the more basic stages since those help students to achieve easily skills during the way not only at the end, when sometimes, can be hard to acquire.

Another important issue to point at is that in the syllabus of Mastering English skills III class is clear the encouragement to use language strategies to achieve proficiency in writing. The class is directed to consolidate students' writing and composition skills by means of steps to become better writers taking into account the self-evaluating to make clear and coherent the written style; it means, that this syllabus is directed to contribute in the student's particular understanding of their own language. At the same time is focused on providing techniques and learning strategies that will allow students to be more independent and responsible (autonomous) through writing.

It is clear that many of the features shown by Oxford (1990) are immerse as a direction for the class we want to observe: the contribution of the communicative competence, to get involve in being more self-directed, and expand the role of the teacher, among others, are some of the features immerse in the syllabus of the class and are presented by the theory chosen.

What is more, Rebecca proposed categories for strategies dividing them between direct and indirect, each one with three sub-categories. Here, are going to be accurate explained as much as possible and at the end, we will explain why we decided to used this proposal of strategies division

Learning strategies are not only Cognitive, of Memory or compensational, there are also strategies related to Metacognitive, Affective and Social patterns. Without discussion, teachers must use these two kinds of strategies, Direct and

Indirect simultaneously in their classes since they can accomplish better results while teaching and learning any lesson. Thus, a constant interrelation in its application in classes will embrace the necessary components that allow a better comprehension of any topic and what is more important, would fulfill students' needs and total understanding.

### *Direct strategies*

Initially, we find the *direct strategies* which deal with the understanding of the new language working with and for it in a variety of specific activities, tasks and situations. This primary type embraces characteristics of memory, cognitive, and compensation strategies. The first one, memory, works for remembering and retrieving new information; the second one, cognitive, works with the understanding and the production of the language; and the final, compensation, works with the use of language despite knowledge gaps. (Oxford, 1990).

### *Learning strategies (1. Direct strategies )*

#### Memory strategies

- A. Creating mental linkages
  - 1. Grouping
  - 2. Associating /Elaborating
  - 3. Placing new words into a context
- B. Applying images and sounds
  - 1. Using imagery
  - 2. Semantic mapping
  - 3. Using keywords
  - 4. Representing sounds in memory
- C. Reviewing well
  - 1. Structured reviewing
- D. Employing action
  - 1. Using physical response or sensation
  - 2. Using mechanical techniques

Inside these direct strategies we find the category of *Memory strategies* that basically help to remember practical information that can be needed later on, helping with the storing of verbal material and the retrieval of it. This type of strategy is divided in for categories such as creating metal linkages, applying images and sounds, reviewing well, and employing action. Nevertheless, Memory strategies work better using simultaneously with metacognitive and affective strategies such as paying attention and reducing anxiety.

These strategies are very useful for example, when you need to learn a wide range of vocabulary in order to reach fluency or recognize the basic grammar rules for accuracy. Its principles go from arranging things in order, making associations to reviewing.

### *Cognitive strategies*

- A. Practicing
  - 1. Repeating
  - 2. Formally practicing with sounds and writing systems
  - 3. Recognizing and using formulas and patterns
  - 4. Recombining
  - 5. practicing naturalistic
- B. Receiving and sending messages
  - 1. Getting the idea quickly
  - 2. Using resources for receiving and sending messages
- C. Analyzing and reasoning
  - 1. Reasoning deductively
  - 2. Analyzing expressions
  - 3. Analyzing contrastively (across languages)
  - 4. Translating
  - 5. Transferring
- D. Creating structure for input and output
  - 1. Taking notes
  - 2. Summarizing
  - 3. Highlighting

Subsequently, there are *Cognitive strategies* that are essential while learning a new language and are recognized as the most popular strategies with language learners. The main function of this type of strategy is to manipulate or transform the target language (action made by the learner). There are four categories existent inside this type are: practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Certainly, cognitive strategies encourage the constant practice of the language, the use of different resources to understand meaning or create new expressions, the acquisition of ideas faster, and significant comprehension and production in the new language.

### *Compensation strategies*

- A. Guessing Intelligently
  - 1. Using linguistic clues
  - 2. Using other clues
- B. Overcoming limitations speaking and writing
  - 1. Switching to the mother in tongue
  - 2. Getting help
  - 3. Using mime or gesture
  - 4. Avoiding communication partially or totally
  - 5. Selecting the topic
  - 6. Adjusting or approximating the message
  - 7. Coining words
  - 8. Using a circumlocution or  
Synonym

The final group inside these direct strategies is the *Compensation strategies* that help learners to use the new language for comprehension or production despite limitations in knowledge. These strategies give the learner tools that can be use to achieve an adequate sort of grammar structures and, mainly, a wide range of vocabulary. Two sets of compensation strategies exist: guessing intelligently and overcoming limitations in speaking and writing.

This group of strategies start to focus on guessing that is very useful not only for beginners but also for advanced and native speakers when they have not heard something sufficiently, when the meaning is hidden between the lines, or simply when they do not know a new word this compensation action works with the understanding of new language and its production either in the spoke or written expression without the necessity of a complete knowledge.

What is more, compensation strategies help to overcome any limitations in speaking or writing performance such as temporary breakdowns with the language or the lack of fluency with the knowledge already obtained.

### *Indirect strategies*

The second type is the *indirect strategies* that embrace the general management of learning. A class based on this strategy carries out metacognitive, affective and social strategies. The metacognitive strategies serve for the coordination of learning processes; the affective are in charge of regulating emotions; and the social encourage the learning with others. (Oxford, 1990)

## Learning strategies (2. Indirect strategies )

### Metacognitive strategies

- A. Centering your learning
  - 1. Overviewing and linking with already known material
  - 2. Paying attention
  - 3. Delaying speech production to focus on listening
- B. Arranging and planning your learning
  - 1. Finding out about language learning
  - 2. Organizing
  - 3. Setting goals and objectives
  - 4. Identifying the purpose of  
A language task
  - 5. Planning for a language task
  - 6. Seeking practice opportunities
- C. Evaluating your learning
  - 1. Self- Monitoring
  - 2. Self-evaluating

The first group of strategies inside this big group is the *Metacognitive strategies* defined as actions that go beyond the mere cognitive mechanisms providing learners ways that they can follow to coordinate their own learning process. These strategies are divided in three categories: centering your learning, arranging and planning your learning, and evaluating your learning.

The central aim of Metacognitive strategies is to set cognitive strategies together with specific educational purposes to generate success and effectiveness in language learning. With these strategies, learners are responsible of their own processes, which means, that they direct those strategies to their own benefit throughout self-motivation and with the mentality of improving day by day. The principles go from a constant practice, the consciousness of what you can and cannot do, to the searching of different ways that can give tools and aids while learning a new language.

### *Affective strategies*

- A. Lowering your anxiety
  1. Using progressive relaxation, deep breathing, or meditation
  2. Using music
  3. Using laughter
- B. Encouraging yourself
  1. Making positive statements
  2. Taking risks wisely
  3. Rewarding yourself
- C. Taking your emotional temperature
  1. Listening to your body
  2. Taking risks wisely
  3. Writing a language learning diary
  4. Discussing your feelings with someone else

Following, we find the *Affective strategies* which are related to the motivation, emotions, attitudes and values of the learner. These strategies are important to encourage to use in classes since that it is impossible to deny that internal human factors have strong influence in any learning process leaving them to the success or failure. In fact, it is works of the teacher teaches the learner how to use those strategies, being one of the purposes the efficient control learners can give to those emotions or attitudes turning that language learning into enjoyable and effective.

Moreover, three are the categories included in this group: lowering anxiety, encouraging yourself, and taking your emotional temperature. A brief explanation of these categories emphasizes in the self-motivation as an element of main concern that can contribute with the good of bad performance of learners in classrooms. Moreover, high levels of anxiety increase lack of fluency, limitations using the language, and those common senses of fear, worry, and lack of confidence. The idea is to keep those levels down and promote and

intrinsic motivation that can help to avoid feelings of frustration, embarrassment, and mental block.

### *Social strategies*

- A. Asking questions
  - 1. Asking for clarification or verification
  - 2. Asking for correction
- B. Cooperating with others
  - 1. Cooperating with peers
  - 2. Cooperating with proficient users of the new language
- C. Empathizing with others
  - 1. Developing cultural understanding
  - 2. Becoming aware of others' thoughts and feelings

The last category is related to *Social strategies* which indicates that if we want to communicate something that would only occurs among people. These sets of strategies are fundamental since that contributes with the development of a cooperative learning, turning it more significant and enjoyable. This group is divided in three categories: asking questions, cooperating with others, and empathizing with others. These previous categories reflect the importance of the group work inside the learning process since that learners have the opportunity to clarify doubts, encourage social relation-ships that are fundamental for any individual, and what is more, to create spaces of cultural understanding that avoid the prejudices, stereotypes and intolerance among cultures.

What we consider important of this classification is its precision, organization, and punctual since it embracers in the categories and subcategories all the necessary elements punctual strategies that we can probably see in class. Those are clear, coherent, and easily to understand at the moment of analyzing our instrument and thus give accurate results.

### *Class framework*

*Mastering of English skills 3* is an advanced course for ninth semester students of English. Students will consolidate their writing and composition skills, thus being provided with the foundation they need to write their undergraduate dissertation. At the same time, they will examine the basic steps to become effective writers. They will engage in extensive writing and revision to achieve a clear and coherent style and they will demonstrate understanding of their own language learning and its connection to classroom instruction by developing a case study expecting them to participate in classroom discussions, both by asking questions and by expressing opinions.

The class aims are to provide students with the techniques and learning strategies that will allow them to become more autonomous when expressing themselves through writing. Students will learn to write responsibly, being trained on avoiding plagiarism and enhancing their skills in self and peer editing, as well as in giving and using feedback.

The course covers creative, personal, academic, and persuasive writing. There will be a review of certain grammar topics, such as avoiding run-on sentences and comma splices –two of the most challenging skills for students of English as a foreign language. (See the whole syllabus in the annexes)

The success of the course depends upon students' willingness to give and receive helpful criticism from their peers and instructor on the content, organization, style, and structure of their work in progress. The principles of solidarity, fraternity, respect, tolerance and social responsibility are therefore at the core of the syllabus.

### *Communicative Approach*

The Communicative Approach promotes to construct the previous knowledge of the students to put into practice in the social life working proposing authentic tasks. The target language that is learnt not only works as goal or objective but is the vehicle to achieve significant communication. This approach has as a goal that students' achieve communicative competence where language is use appropriate in social contexts demanding students' knowledge of linguistic forms, meanings and functions.

The role of the teacher is very important being the manager of classroom activities, the responsible of establish situations that promotes communication, the advisor answering students' questions and monitoring their performance; definitely the teacher's role is less dominant than in other centered methods. As for students, they are mainly communicators, responsible managers of their own learning, and negotiators of meaning trying to make themselves understood. They learn to communicate by communicating.

According to Diana Larsen Freeman (2000) by Johnson and Morrow (1981) the activities in the communicative approach are truly communicative since those provide information gaps, choice, and feedback. If students have the opportunity to cooperate in the choosing of those activities it will permits a real interacting and exchange of knowledge and opinions among the individual participants in the learning process. In addition is a principle of the communicative approach to let student work in small groups (pairs, triads, small groups of five or six people, and whole group) that can maximize the amount of communicative practice they receive.

If you see the communicative approach gives many advantages for students in English language teaching lessons promoting interaction and thus, encouraging relationships among the students. What is more, it proposes the use of authentic material that helps to communicate in social contexts, it gives students more responsibility in their own communicative processes, encourage the real use of

the language with a specific contexts purposes, and let the teacher be and advisor rather than an controlled individual in the classroom.

As we were mentioned before, the syllabus of the class of Mastering III is directed to a class based on the communicative approach. The main objective of the class is primarily to achieve communication, specifically, written communication. Besides, they are immerse some principles of this approach such as understanding of students' own language learning, the interactivity among individuals with the purpose of generate discussions, clarifying doubts, and free expressions of opinions. This previous explanation gives the reader an idea of what is going to be the syllabus of the class we observed. It points out not only what is the class about but objectives and methodology.

### *Communicative competence and English teaching as a foreign language*

There are other factors that we as researchers consider important to mention on this section to understand and connect the class of mastering III to the English as a foreign language purposes inside the communicative competence. Thus any language is inherent to human beings it is the most important tool for humanity to communicate. Even though, mother tongue and foreign tongues share the essence of language they differ in codes and social use. It means that a foreign language contributes to the intellectual practice and critical thought, it helps to reflect about codes in mother tongue, it opens the spirit to other cultures and diversity and finally it offers a wider view of the world (Federico Martín Maglio, 1998) The class of mastering III in its syllabus proposes that the instruction of this subject is important to teach students strategies to write creative, personal, academic, persuasive writing, run-on-sentences and comma splices as important strategies for students of English as a foreign language. The importance of this subject helps students to understand and have patterns of comparison between L1 and EFL. These patterns are also related to the

communicative competence that establishes it as the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, *not* the ability to use the language exactly as a native speaker does (National capital language resource center; 2009). Those goals were exposed in the course providing students with techniques to become effective writers to achieve a coherent style, and the most important acquiring this competence inside writing as the main goal of the subject.

## 7. THE WRITING PROCESS

### *The art of writing*

Human beings have the necessity to understand how the writing process is done, and what steps they must follow to achieve a good writing process. This development has been in our history for centuries since human beings had the felt to express themselves starting from cave paintings to express daily habits to show their lives in that moment. The necessity to record those experiences became into a necessity to maintain information about their aboriginal communities as the British museum demonstrates in one of its researches. It was a simple process without steps but later a complex structure to communicate and express ideas and others. It is vital to recognize the importance of mentioning how we started writing since the background helps to understand and contextualize our origins.

When talking about academic writing there is a huge responsibility to remain this skill, and it starts form school where students acquire abilities to communicate accurately. The responsibility lies on society, institutions, teachers, and the family, all of them have to encourage and teach skills about writing, the proposal is that they make students develop their own style to write , to transform their ideas into written words, challenging them to create not only points of view but certain complex speech new ideas, new concepts that are interesting to them, not only books that teach them in a boring way what they have to do, hooking

students like in an essay is the key to connect them into a critical thinking, listening to the to know and understand what they want to write about, at this point is when the teacher can push , and help them to start writing.

The class of mastering III evidences on the syllabus (check syllabus in annexes) the necessity of consolidating writing and composition skills. The purpose of this course is directed to provide techniques and strategies to become more autonomous, thus it depends not only on the plan it has but also on the students willingness establishing an important fact to make students more conscious about their learning process and important part of the class. It is clear that this course apart from promoting academic skills promotes the generation of autonomy essential for successful writers.

Our students are widely benefited when they are able to choose the appropriate language for each type of writing it means, when they know how a specific text is made; for example, an e-mail, an essay, a memo, a formal letter etc. Showing examples of how these written texts are elaborated will enable students to see the difference among them, and how they have to construct each one. We as teachers cannot think that this skill might be boring for students if we do not know how to teach it. Instead, there are plenty of strategies that can help teachers to teach this important ability, providing them vocabulary activities, giving them examples of the types of writing, asking learners to develop similar texts not in other writer`s ideas but in structure and including their own thoughts (we cannot limit students to imitate) as HARMER, (2004) explains on how to teach writing, we deem this process is not only important for learning certain strategies but also make teacher conscious of the importance of teaching this skill appropriately and giving the importance it deserves.

Thus, educators have to show learners that texts written by others are just examples not models. Analyzing different readings and students` production, identifying language, and recognizing features of text construction will structure

student's ideas on planning writing. Helping them to develop, not just telling them everything.

### *The writing process*

On this section of our research we fancy describing the writing process and what writers should follow to obtain well written texts, on the first part we aimed to describe the art of writing, here the most important is explaining the steps, skills, and strategies to follow mainly described by three authors SEBRANEK, Patrick ET-al (1997), HOGUE, Anne. (2003), and FOLSE S. Keith, ET-al (1999). Who describe this process in a clear, structured and efficient way as a guide for teachers, students and writers in general; our purpose is getting the same strategies, skills and steps to become better writer as essential part of our academics and professional practicum and further practice.

Writing is not only a process in which people write ideas, it is a process to create, organize and polish, it has different steps to be successful; to be able to communicate, or defend a position, it is an extensive process that requires the whole attention from the one who pretends to create a text. We have to consider the language as well, it is not identical writing in English than writing in Spanish, Arabic, or Japanese, English is direct and linear, and the writer must follow the same topic from the beginning to end. In this section we will find the different steps that will help writers to create well done writings. (Hogue, 2003). As a complement to this author SEBRANEK; et-al (1997) explains that writing is important because it helps writers to make meaning out of experiences and helps thinking more clearly and as a consequence forms new understanding. Based on this, there are some authors that SEABREK; et-al (1997) mentioned to support this theory.

Making meaning out of your experiences

*"writing is not apart from living.*

*Writing is a kind of double living!.*

*Bowen*

*-Catherine Drinker*

*"Writing, like life itself, is a voyage of discovery".*

*-Henry Miller*

Thinking more clearly

*"writing is not a preplanned recitation*

*Of what you know; writing is thinking"*

*-Donald Murray*

*"writing and revising is a constant search*

*For what one is trying to say"*

*-John Updike*

Forming New Understandings

*"The two most engaging powers of an author are*

*To make new things familiar and familiar things new"*

*-Dr. Samuel Johnson*

*"When you write, you lay out a line of words...*

*You wield it, and it digs a path you follow.*

*Soon you find yourself deep in new territory"*

*-Annie Dillard*

*Selecting a subject*

For many writers and students including ourselves the first step may become in one of the most difficult tasks, when a teacher sets an assignment and only says "free topic" troubles appear. It can be a free writing or an academic writing but there is always a topic people write about, school students may introduce themselves by expressing their ideas on paper showing who they are, describing their personality, or a simple task that involves personal experiences

like a trip to a different place or holidays, or more complex like academic essays in which students have to set a point of view trying to convince the one who reads based on a topic.

Following the previous idea the appropriate level of language is important to consider, it is not alike writing an e-mail than writing an academic essay. The academic writing conveys some standards to be more formal, at this point language is distinguished by a serious tone, word choice, longer sentences, strict adherence to traditional conventions, and it is organized accurately so it is different to others. Personal writings or commentaries are informal and it is not necessary to apply the previous recommendations, at this stage the personal style, usage of expressions, shorter sentences, contractions are permitted.

Most of the times this first stage of the writing process depends on the teacher who sets the topic for the class, students not always have the chance to set the topic, but when they do there are some tips to choose and write an interesting topic. First of all the writers should choose a topic that interests them, when a subject is interesting the writer enjoys it, the most important is a subject that catches the attention and it may be related to daily activities or routines. Therefore the topic must be concise and small enough to fit the assignment, students tend to write about complex topics they do not manage at all, when a topic is too big, it cannot be explained completely and it turns into a general description.

### *Planning*

The second step to write is very important because it collects, organizes and plans what the writer is going to convey. Some people make detailed notes, some others just write jotted words or plan what they want to write on their minds, magazines, books or the internet are also useful they have to consider

the purpose of the writing, the language used, the information included, then the audience is also important because it will determine if it is a formal or informal writing then the content structure that means the organization of ideas, facts and arguments. This stage of writing can present certain differences according to the writer experience and intention to write, from writing notes to planning mentally no matter how it is done the purpose in creating and organizing before writing.

### *Journal writing – free writing*

There are some strategies that may help writers to find information about it to make it interesting for the author and for the readers. The first tactic is a journal writing in which personal feelings can be explored, developing what happens every day, searching the innermost thoughts and experiences, followed by underlining ideas that the creator want to search and enlarge the writing. The second strategy is free writing, the idea is writing as much as possible for ten minutes continuously to find proposals writing sentences no matter the grammar or spelling, not having a focal point is important at the beginning because later the writer will discover different ideas that can be useful.

### *Listing*

After free writing, listing is another option to generate ideas because in this technique the writer thinks about a topic and then makes a list of words related to that topic the task consists in writing as many ideas as possible. additional options to collect information and develop writing is clustering, the objective is writing the main topic in the center on a piece of paper and then the writer should connect secondary ideas to the main one, the purpose is creating a diagram that contains the main topic, and secondary ideas that support the main topic.

### *Supplementary techniques*

There are supplementary techniques that help as well as the previous ones. Creating a dialogue between the writer and the possible reader, the topic must be linked to the writing task to until an idea comes up. Reflecting, participating, listening, is other strategy that helps to think about and find new information while the person is reading or doing any other daily activity, from watching unusual conversations, to listening to conversations, interviewing family and friends about any topic to get possible information. And the last idea is using essentials of life checklist, it is a list that contains the major categories connected to our lives, that list offers a possibility but the writer can write about other subcategories, some of the topics listed are: clothing, housing, food, exercise, education, family, friends, love, senses, communication, intelligence, agriculture, science, arts, music, money, health and numerous of different subjects of concern.

### *Drafting*

Afterwards is good to start writing a draft that is the first version of the writing, it will suffer many changes, thus it does not have to be perfect, it is just a raw piece that shows a first look of the final version, writing the opening, advancing in the thesis that must be identified at once, the writer must write the topic sentences, the first introductory paragraph and the body paragraph that uses details from the free writing the idea is developing ideas more than creating the official text, the order is not really important, it depends on how the writer finds easier to start with. The most important is that the outline is followed.

To start a draft is important to consider the opening to introduce the topic and one of the most important aspects is impacting and awakening the reader's attention, setting up the direction of the writing and the language level. Then propose a thesis to offer a sip of what is next, opening with a quotation,

challenging readers with thought-provoking questions, providing, background information, or telling an anecdote. Developing the end of the writing is also important but it is not mandatory to develop, it is necessary when the person considers necessary or when it is part of the task for example in an essay, it helps to understand the purpose of the text.

### *Revising*

The first instance content is thought; planned and elaborated the writer does not get a final result, even professional writers have to revise their productions many times to get convinced and satisfied of what they have produced. There are some guidelines to revise after drafting, looking at the big picture that is connected to the thesis assignment, looking at specific chunks of information it means checking the organization and the order of the ideas so they are more efficient, cutting information that does not help and sustain the content, the most important is that the information is focused and supports the thesis, reviewing opening and closing paragraphs to be clear that those paragraphs introduce and conclude the thesis efficiently. Refining the writing to make it superior and it will keep the reader's attention.

Some additional techniques are recommended when there is short time to revise, it is necessary in case of in class-writing or informal writing: firstly do not insert any new information, secondly eliminate needless details, then discover the best information to write about, organizing the paragraphs and do a little rewriting if necessary.

### *Revising guidelines*

After the general guidelines to revise there are some strategies that will support them, they are more specific and help to revise more complex writings: Reading, reacting, reworking, reflecting and refining. Reading is necessary during the

whole process but there must be certain distance between the author and the text thus whenever possible the writing must be put aside for one day or two, then read it loud after those days, ask others (peers, family members) to read it loud. Listen to the writing to know what it says and how it sounds. The strategy of reacting will help to notice about the parts of the writing that work for the writer, if the parts work together, or they are organized in the best order.

### *Re-work, Re- reflect, Re-refine*

As soon as the written text is done students consider everything is done including us, but the reality is that as soon as the process is “complete” there must be a further analysis to be satisfied and satisfy the reader. Reworking on the writing will modify it to make it more effective and will make all the parts work well. The reflection is bonded to the comments the writer does to him/herself, it can be done in the margins of the paper or in a different paper to be successful at this stage the writer must explore reactions freely, being honest about the writing. Note what the writer plan to cut, move, and explain further. Reflect upon the changes, how they work?. Write a question to write later if the author is not sure about what to do. When refining is done the ideas are checked, writers must ask these questions to refine their ideas: will readers be able to follow my train of thought from idea to idea? did I use traditional words or phrases to link ideas?. Have I “overdeveloped” or “underdeveloped” certain points compared to others?

### *Revising problems*

All these strategies are very useful in case the writer has idea of what to write, but sometimes problems appear and there are some classic problems at the moment of revising, misspelling, twisted sentences, logic, inaccuracy, disorganization and some others that may interrupt the process, the following order gives the reviser an order to accomplish accurately this process: revision

problems with content, focus, organization and manner of expression. One of the most general problems is the lack of content, when the author does not have anything or much to say, at the moment of revision empty abstractions and unnecessary repetitions must be removed. The lack of focus is other problem writers have, sometimes the most important point or the thesis is divided into secondary points and the text is not clear, the most important is giving importance to the main topic. Passive expressions in excess mean that the object performs the action but the writer should perform the actions too. Some overworked expressions are also a problem for revising since they have to be clear and separated in logical parts.

### *Peer reviewing*

At the moment of writing there is an important strategy that suggest the writer a correction from other point of view, the peer reviewing gives a very interesting feedback in which fellow writers can tell what does and does not work for them, it is a suggestion that opens the writers view to revise and has a positive effect on the final version of the text. For this strategy is important to keep good relations with the people who are helping trying to appreciate every comment they do. The author must come prepared with a substantial piece of writing, handing in a copy for each person of the peer revisers, introducing the writing to let it do the talking, then reading it out, for this purpose the author must speak confidently and clearly, then the group will react about the writing, in this moment the writer should take notes and share problems about the text. The group members must listen carefully as the writer reads and take brief notes, imagining themselves as part of the audience the writer desires. The comments must be positive, constructive and concrete on specific aspects observed, and then asking questions may clarify certain aspects that were not understood. The relevance of this stage is connected to the presentation of the program in the class of mastering III in which the peer reading and edition is presented as part of the didactic for learning and research promotion (in class learning).

### *Editing*

The last two steps in the writing process will give the final result before being published or just handed in. Initially there must be an edition and proof reading of the text to make the text clear and appropriate for the audience or the objective proposed before writing, in this part aspects like sentences structure, grammar, punctuation, mechanics, spelling, and word choice, form, style are essential. The style is connected to the naturalism of the text from the beginning to the end. It must have a purpose; it must be clear and sincere. The sentence structure must be analyzed from different aspects, sentences must be corrected carefully, and each one must express a complete thought with appropriate connectors or relative pronouns, no fragments, run together sentences, or overuse of the word *and*. The length, beginnings and types of sentences are also important; sentences cannot be too long or too short, or they cannot begin with the same pronoun or article. The word choice allows the writer replace words that can be confusing, overused or clichés such as good, bad and thing to words that are specific, and concrete, avoiding repeating the same word numerous times. The level of diction is also important at this stage because academic writing has some standards to make it more professional.

### *Proofreading*

The proofreading is closer to the form of the text, the title that must be connected to the information, it must be quoted and cited, writers get different sources and they have to be presented. The spelling has to be carefully corrected; for example using the spell checker on the computer, reading the text backwards to focus on every word, circling every spelling the writer is not sure about and checking a list of the most common misspelled words in a book for

writers or an up-to-date dictionary. Grammar and punctuation are at the same level of importance, each sentence must have the proper punctuation marks, for example before coordinating conjunctions, compound sentences, introductory clauses commas are necessary, apostrophes in possessive expressions and contractions, quoted marks, and capital letters are the most relevant aspects of the mechanics at the moment of proofreading. The last phase of this process is measured by grammar, checking the subject-verb agreement, verb tense and verb form, articles, pronoun reference and word order.

### *Final version*

After following these steps and the process of writing the final version must be presented but these process is not linear, there is not an specific order to present a final version, it means that after planning, drafting and editing the writer may not be happy with the final result, instead he/she can re-plan, re-draft and re-edit; but, the most important is that at this stage this final version must be totally different from the first draft due to the process described previously.

## 8. ESSAYS

Writing essays have become the biggest headache for students at the moment of placing their ideas, it is not easy and the instruction we have obtained through years starting from school has not been as useful as we would expect when we started our bachelor degree. The usual strategy students apply is writing from begging to end considering it sometimes as a great writing fortunately through the pass of years and semesters we realize that our writing skills are poor and at the moment of writing an academic text problems emerge. The purpose of this component of our research is to clarify and illustrate what an essay is, its components and purposes as an essential part of our career and the class of mastering III.

The authors we decided to gather to elucidate the writing process explain the meaning and purpose of essays in different ways: Ann Hogue (2003, 291) an essay is a group of paragraphs about one topic with three different parts: an introduction, a body, and a conclusion. The introduction initiates the topic of the essay and stimulates the interest of the reader. Thus the main idea, it means the thesis statement must be established clearly. The body is made up of one or more paragraphs that give details of one part of the essay topic. Finally the conclusion recapitulates the most important aspects of the essay. FOLSE S. Keith; et-al (1999, 4) describe essays as a short collection of paragraphs that present facts, opinions, and ideas on a topic. These authors set not three but ten different parts of an essay including the subcategories it has. At last SEBRANEK; et- al (1997) Describe essays in different types. For example personal essays as the process of exploring strong feelings people have about some aspects of their lives. Writing perceptively means “circle round and round”

it means describe perceptions in order to reflect upon a pivotal time and a place in people`s life. Or writing an essay means clarifying a complex concept an abstract idea. To develop a definition and it depends on the ability to understand the subject.

Some types of essay usually have three to ten paragraphs. Each paragraph discusses one idea, often stated in the topic sentence of the paragraph. This idea is related to the topic of the whole essay. The topic sentence of a paragraph can be located in any part of the essay, but the most common place is the first paragraph, it means in the introductory.

There are many types of essays that we can use to express different ideas based on a description, an argumentation, a comparison or a cause and its effects. In fact, individuals can realize that there are essays everywhere; in newspapers, magazines, books and other printed material but, it is in the air the idea of what is really an essay. An essay is a short collection of paragraphs that present facts, opinions, and ideas of a topic. Those topics can range from a description of the plot of a movie, an argument about the use of public transport in the city, or a comparison/contrast between different subcultures.

Moreover, there are different types of essays according to what the writer wants to express and how. Here, there are four different types of essays: narrative, comparison, cause-effect, and argumentative. Although, the reader must consider that there are various methods that writers use while writing an essay.

### *Introduction*

It is the first paragraph of an essay and the reason of this paragraph is introducing the topic and grabbing the interest of the readers. The majority of academic essays are introduced by a “funnel” introduction that begins with one or two general ideas about the main topic and it is more specific until the end of

the paragraph in which the thesis is established. It means that you start with a general idea that becomes clearer until it is plainly exposed in the last sentence. Writing the introduction of an essay does not have to be the first step to do if the writer does not find it easy to write, it can also be the last part of the process. Folse, Vokoun & Solomon (1999)

### *Body*

The body of an essay contains one or more paragraphs and each paragraph contains a topic sentence, supporting sentences and if necessary a conclusion, the objective of each body paragraph is elucidating in detail one subtopic stated in the thesis statement. The number of paragraphs depends on the number of subtopics the writer desires to explain. It is useful to connect paragraphs with transition ideas to evidence the connection between paragraphs that help the readers to continue with the same idea or turns to a different one enclosed to the topic.

### *Conclusion*

The conclusion of the essays indicates the end of the essay summarizes the main point of the essay and gives the reader the opportunity to think about the ideas of the writer. There is a final connector that indicates the end of the essay plus the summary that must be done carefully since the words used in the thesis statement must be changed to clarify the idea of the thesis and avoid introducing new ideas at this part.

### *Parts of the paragraphs*

Furthermore, there are particular parts in essay, specifically, in the creation of paragraphs and sentences. The hook, the thesis statement, the topic sentence,

the supporting sentences, and the conclusion statement are essential and serve as guidance for the readers and even for the writers in order to give coherence, cohesion, and accuracy.

First of all, the hook in writing is used to “catch” reader’s attention getting their interest so that they will want to read the essay it is useful, interesting but not mandatory some writers use it to make the writing more interesting. Consequently, the thesis statement states the main idea of the essay and tells what the organization of the information will be. It is commonly located at the beginning, in the middle or at the end of the introductory paragraph. Moreover, the topic sentence tells the reader the main topic each paragraph in the essay; besides, it can also give the reader a hint about the writer’s purpose. In addition, the supporting sentences in an essay are in the body. Those always relate to the topic sentence of the paragraphs in which they occur. Regular supporting sentences give examples, reasons, facts, or more specific information; in fact, without supporting sentences an essay would be just an outline. Finally, it is the concluding statement or conclusion. The introduction and the conclusion often share some ideas and words.

### *Choosing a topic*

When you write a narrative essay, it is better to think that smaller is better. If the action is smaller you as writer have the opportunity to keep you reader’s attention and interest. If on the contrary, you decide to think in a big action will be difficult for you to develop it. Besides, the wide range of ideas you have are going to be spread over the whole text and they are not going to be clear and neither completely develop. Consequently, the reader can get confuse and tired if there is not a comprehensive writing and the interest can disappear immediately. Nevertheless, remember being very careful with the topic or idea you choose because if it is too small you are not going to have much to say. At

the end it is important to be aware that in a narrative essay should be enough an action to make a story in five or six paragraphs.

### *Calling ideas*

Most of the times, it is difficult for writers to decide what topic they want to write about. The brainstorming is a process by which you generate ideas about essay topics. There are many ways to brainstorm for a narrative essay.

1. Ask *wh* questions about your topic: this is going to help the writer to begin with a general idea of the topic he/she is interest in. the answers of these questions are going to clarify what would you like to write about.
2. Make a list of words or phrases that describe your topic: This list can help with vocabulary choices while writing an essay.
3. Make a visual map of your essay ideas: the visual map proposes here is called *clustering*. To cluster, write your topic in the center of a sheet of paper and then circle it. Right after, draws that come out from the circle and begin writing words and ideas associated to the topic. Write any idea you have in your head. Try to connect any words that you consider relevant and related to the topic. When you are done, you will have more ideas for your topic.

### *Brainstorming*

When brainstorming the first idea that comes to our minds is just writing as many words as possible but if we did the choosing a topic stage this component will not be a problem. Now we intend to present some techniques to develop brainstorming effectively:

- Use just one of these brainstorming techniques or a combination of them
- Choose a subject that you can write about in approximately five or six paragraphs

- Choose a topic that is important to you. Your essay will be easier to write and more interesting to read if you do.
- When you brainstorm, do not worry about correct grammar or spelling.

### *Thesis statement*

This is the most important part of an essay, this sentence establishes the idea of the essay and what is going to be demonstrated, the order in which the thesis appears is not the most important, the majority of times it is at the end of the introductory paragraph to give the reader a scheme of what is going to be read. One of the most important facts of a thesis is that the reader must be able to identify the topic of your thesis by reading it, avoiding generalizations and being specific.

### *Outline*

The easiest way for writing an essays depend on the planning and organization you give to it. An outline is a common and the most used strategy for planning an essay.

Here it is an example of an outline of five paragraphs. (Folse S. Keith, et-al (1999)

#### TITLE

1. Introduction (paragraph 1)
  - a. Hook :
  - b. Connecting information
  - c. Thesis statement
2. Body

a. Paragraph 2 (event 1) topic sentence

-Supporting ideas

1.

2.

3. Transition sentence

b. Paragraph 3 (event 2) topic sentence

- Supporting ideas

1.

2.

3. Transition sentence

c. Paragraph 4 (event 3) topic sentence

-Supporting sentences

1.

2.

3. Transition sentence

3. Conclusion (paragraph 5)

A. Close of the action

B.

C.

D. Final sentence (prediction or revelation)

### *TYPES OF ESSAYS*

Folse S. Keith, et-al, (1999) expose four types of essay: Narrative, Comparison, Cause-Effect, and Argumentative essay where it is explained the structure, style and the possible organization of each one.

### *Narrative essays*

An essay that tells a story is called a narrative essay. Another word for story is narrative. Besides, it gives the opportunity to the writer to describe not only stories, but also tales, and even famous characters. Even though the narrative essay has the same basic form as more as others academic essays, it allows the writer to be more creative that academic essays usually do.

The location that tells where the story happens, the basic idea of the story that can be about love, hate, envy and many others, the mood that describes the atmosphere to recreate the story the characters who perform the story and finally the plot that is the sequence of events. All this aspects are essential part of a narrative essay and are described in the introduction.

### *Comparative essays*

This essay has the same structure of other essays and as the title says comparative essays comparing two ideas, events, objects, experiments etc, the most important in the comparison essays showing the reader clearly the similarities or differences, but they must be related in some way to be coherent. One of the topics can be introduced before the other to make a point – by- point comparison to make readers go back and forth while reading. The writer presents the topic and all the characteristics to be compared later. Then the second topic introduced by a transitional word that connects both ideas and establishes the comparison. The conclusion of this essay sets why the two subjects were compared.

### *Cause-effect essays*

This type of essay gives readers a complete idea about something that happens and its direct and indirect consequences. It is based on the writer's examination

of a phenomenon, experiences, conversations, a recent event or an interesting discovery. both can start with a question to introduce the cause or the consequence. It can be divided in other two styles, the first one is focused on the cause of something, this type is called focus-on-cause method and. The second one focuses on the effects of a cause this is the focus-on-effect method.

### *Argumentative essays*

The purpose of the writer in this type of essay is persuading and convincing the reader and of a point of view no matter what the belief is but enclosed into a discussion of a subject based on research and logical thinking since that has to be coherently supported, specific, timely and debatable. The topic in this type of essay must be appropriate considering that some topics cannot be argued because they cannot be supported by facts. If the writer pretends to convince he/she must be persuasive in the most important part of this type of essay that is the thesis statement that has to include a counterargument to make it balanced and a refutation to show that it is wrong. This happens mainly because if the writer does not support ideas readers will not be convinced that is the main purpose.

The previous information about the writing process embraces two variables; the process (steps) of academic writing in general and the process (steps) of academic essays. First, Senebrack; et-al (2004) and Hogue (2003) describe the essential during the process of writing such as selecting a topic, planning, journal writing- free writing, listing, supplementary techniques, drafting, revising, revising guidelines, re-work-re-reflect-re-refine, revising problems, peer reviewing, editing, proof editing, and final version as important strategies to use at the moment of writing.

And second Folse; et-al (1999) proposes specific steps for writing academic essays such as being conscious of the essays' structure: introduction, body, and

conclusion; parts of the paragraph, choosing a topic, calling ideas, make visual maps: clustering, thesis statement and outlines.

The idea is to discover based on this theory about the strategies that are proposed in class and are used by students in class. The reader will see the connection in the final analysis and in the final recommendations.

## 9. METHODOLOGY

Our project pretends to show and describe the evidenced learning strategies in the class of Mastering English Skills III. We do not pretend to explain the causes of the phenomenon, to discover something new in researching, or to propose a new variable to discover the reaction of its application. According to the researcher Rorberto Hernandez in his book “Metodologia de la investigación” (1991), he presents four types of methodologies to make any research: Exploratory, Descriptive, Co-relational, and Explicative. Thus, we reflect on that our research must be directed to a descriptive study since it pretends to “describe” what occurs in a certain situation or event (in this case in a specific English advanced class). We are going to describe how is visible a phenomenon in a class group. This study, measure or evaluate aspects or components of the event of investigation. From a scientific point of view to describe is to measure and in this type of study a series of questions are selected and each one is measured independently, to describe what is been investigated.

More precisely, descriptive studies measure as accurate as possible in an independent way the concepts or variables that conform the research. However, they can integrate the measures of each one of those variables to say how is and how is evident the event of interest but they objective is not to indicate the relation of the measured variables. Being focused in the type of study, the researcher must be capable of define what I s going to be estimate and how to achieve accuracy in that estimation. Likewise, he/she must be capable of specify whom are have to be included in the measurement.

A descriptive research requires considerable knowledge of the area that is going to be investigated to formulate specific questions that requires accurate

responses. The description can be or not profound, but in any case, it is based on the measurement of one or more variables of the named phenomenon.

### *Class description and population*

This project was made based on the subject of Mastering English language teaching skills III in the night schedule. The studied population is in the middle class and the age average is among the 23 and 50 years old. There are two variants that we consider important for the recollection of information:

#### 1. Variant 1: Class observations

Observations were done in the first semester of 2009 in the second and third floor of P building. For the data collection we proposed a journal which contains questions about methodology, strategies, activities, resources, and attitudes that were evidenced in class. However, during the research and the analysis of the instrument we realized that some of the information required was involved in the process of strategies but it was not used in the final analysis and for the response of the statement problem. Thus, we considered pertinent interpret the instrument only with the appropriate information for the analysis. (See the complete journal on the annexes).

Below, you can see the new interpretation we gave to the instrument for the analysis.

### *Interpretation of the journal for the analysis*

#### Strategies

- What strategies in academic writing does the teacher present in class?
- What kind of strategies in the creation of essays does the teacher propose? And how does she explain them?

#### Resources and activities

- Which resources does the teacher use during the class?
- Are those resources directed and related to explain the topic that is being taught?
- What are the activities the teacher does to introduce a topic? What activities does the teacher do during the whole class, what kind of assignments does the teacher propose in class for her students?
- Are the activities related to the creation of academic essays? How does the teacher organize the activities?

We decided to give answer to these previous questions during the observations since those were referred to strategies and resources for strategies that were use in class. At the same time, those questions asked for learning strategies for writing and the resources that help as components of them. In the final analysis you will observed the relation between the results of the journal and the result s of the interviews.

#### 2. Variant 2: students and teacher's interview

The teacher and students' interview took place at La Salle University. First, the interview was applied for students on May 18<sup>th</sup> and it was applied to nine

students chosen randomly from a group of 21. There were some issues while applying the interviews due to the fact they were in classes and the noise surrounding made difficult the communication process. The teacher's interview was applied on May 28<sup>th</sup>. The interview was interrupted in question 10 due to we had to look for another room.

Likewise, during the process of measurement of results we observed that there were some non relevant question on interview's format and once more, we decided to give a new interpretation for the data analysis. Primarily, there were 19 questions were asked to the students and 22 were asked to the teacher. The additional questions for the teacher were about the evaluation management; the others were practically the same questions for both sides. The information that was relevant for the research was complete covered with 6 of those 19-22 questions. Bellow, it is evidence the format already interpret for analysis purposes.

#### *Students and teacher's interview understood for the analysis*

1. ¿Cuáles son las estrategias de escritura propuestas en clase?
2. ¿Qué estrategias fueron propuestas en la clase de Mastering III para “antes de escribir”?
3. ¿Qué estrategias fueron propuestas en la clase de Mastering III para “durante el proceso de escritura”?
4. ¿Qué estrategias fueron propuestas en la clase de Mastering III para “después de escribir”?
5. ¿Qué estrategias fueron propuestas en clase de Mastering III para “después de recibir el Feedback”?

6. ¿Qué recursos y actividades fueron usados como parte de las estrategias enseñadas en clase?

7. ¿Cree usted que sirvieron los recursos y actividades usados como parte de las estrategias enseñadas para mejorar la escritura? ¿Por qué?

From the instrument, these questions show exactly a possibility to receive more precise, appropriate and pertinent answers for the variable we want to research about.

It is worth it to clarify that after analyzing over and over again, we realized that only these previous inquiries can give the responses we were looking for; nevertheless, there is another questions in the final analysis we consider pertinent to quote to give more validity to the research and its purpose.

The questions of the interview were made in Spanish to avoid misunderstandings, omission and lack of comprehension from the participants. We thought that in some cases they would not be able to explain in English everything they would like to say.

#### *Methodology to analyze instruments*

At the beginning of the research we included a wide variety of topics that were related to strategies but then we consider it would be necessary to avoid certain categories that did not answer our research questions such as methodology and attitudes, home strategies, (check annexes for further information) because our only purpose is describing what strategies were presented in class. First we interviewed students and then the teacher to support student's answers. The journal and the interview will be analyzed separately to join and state a final conclusion.

1. The journal and the interviews will be analyzed separately to confront what we have seen during the observation process to the answers students give to the questions designed in the instrument and establish a final analysis. In the journal, established variables will be taken (questions about strategies and resources) having resources inside categories of direct, indirect and specific strategies for academic writing to set up a percentage about the strategies that were more significant during the observations. In this case there is going to be an abstract of all answers and from those answers we will determine what strategies are more apparent.
2. The interview will experience the following process: first there are four categories, direct strategies, indirect strategies, specific strategies for academic writing, and resources as an important component that supports strategies. Each question will be analyzed independently to measure the answers at the end and show what strategies are used more frequently.
3. To conclude with, the resources will be evaluated according to its use, and they will be explained and joined to a strategy to be evaluated and understood to have a wide comprehension of the type of resources are taught I the class of mastering III.
4. The last stage of the methodology is concerned to the value and importance students give to the strategies and subject they learnt. Thus those questions are related to the usefulness of those resources as part of the strategies and the second question is correlated to the improvement those strategies presented in the writing process of the students.

## 10. ANALYSIS

### *Questions categories*

For the analysis, we decided to divide the instrument into three categories that give specific responses for the main question. What is more, to analyze the inquiries, we proposed subcategories for each question and its respective response. The categories are: learning strategies, specific strategies for academic writing, and resources as part of the strategies.

On the next page you will find the analysis chart which contains three Categories in which the questions of the interviews were placed.

*Analysis' chart*

| Categories   | Questions  |
|--|--|
| <i>Learning strategies</i>   | ¿Cuáles son las estrategias de escritura propuestas y usadas en clase.   |
| <i>Specific strategies for academic writing</i><br><br>Before<br>During<br>After<br>Feedback | ¿Qué estrategias fueron propuestas y usadas en la clase de Mastering III para “antes de escribir”?<br><br>¿Qué estrategias fueron propuestas y usadas en la clase de Mastering III para “durante el proceso de escritura”?<br><br>¿Qué estrategias fueron propuestas y usadas en la clase de Mastering III para “después de escribir”?<br><br>¿Qué estrategias fueron propuestas y usadas en clase de Mastering III para “después de recibir el Feedback”? |
| <i>Resources and activities as part of the strategy</i>                                      | ¿Qué recursos y actividades fueron propuestos y usados como parte de las estrategias enseñadas en clase?   |

In the following analysis we made a precise measurement of the three categories presented before. It does not explain nothing related to the journal or the syllabus of the class but the interview interpreted afterward to be analyzed.

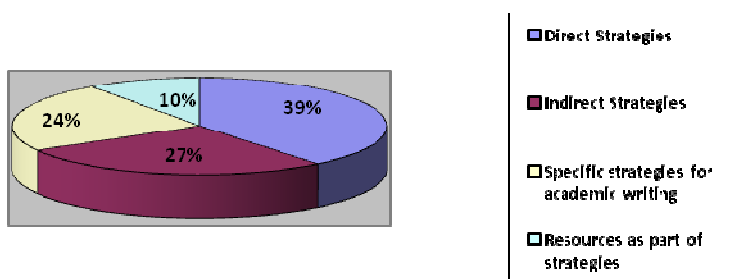
Finally we proposed two questions about the strategies usefulness for students of that specific class (MES III):

- ¿Cree usted que sirvieron los recursos y actividades usados como parte de las estrategias enseñadas para mejorar la escritura? ¿Por qué?

- ¿Qué recursos y actividades fueron usados como parte de las estrategias enseñadas en clase?

### *Interview's analysis*

1. ¿Cuáles son las estrategias de escritura propuestas en clase y usadas por los estudiantes?



This graph is divided into four different categories that evidence the use in class of different strategies and resources that support the use of those categories: direct, indirect, specific strategies for writing and resources as part of strategies. The answers of the teacher and the students were mainly directed to the use of direct strategies in the three different categories: cognitive, memory, and compensation. Inside Cognitive strategies they expressed that in class the following strategies were promoted: make deep analysis of the movies proposed in class (analyzing and reasoning), the use of the listening skill with writing purposes (practicing naturalistic), and the importance of taking notes constantly, (taking notes). The memory strategies were evident when they expressed the use of key words and concrete ideas (Applying images and sounds: using key words) and in the constant reviewing of the structured and the theory explained in class (reviewing well). In addition, they remarked the use of compensation strategies such as getting help from their classmates and for the teacher when

needing paper revising or asking for second opinions (overcoming limitations. Getting help), and the identification of the context (guessing intelligible).

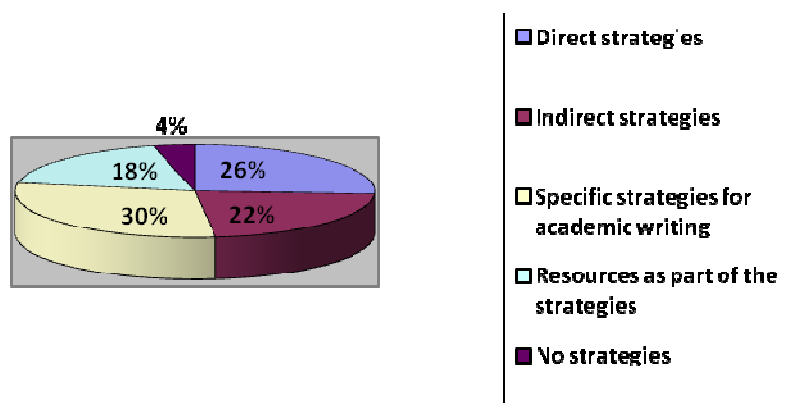
The next percentage of the teacher and students' responses were directed to the application of indirect strategies and again, using the three categories: metacognitive, affective, and social. In the metacognitive strategies we found that in class it was important the promotion of topics of interests to motivate in learning (arranging and planning your learning), the use of the English language avoiding Spanish language (seeking practice opportunities), the broadcast of having clear objectives for each paper (setting goals and objectives), being concentrated on the class (Centering your learning. Paying attention), and self editing (evaluating your learning) and peer editing (part of the social strategies, asking questions). . As for the affective strategies they remark the idea of considering the environment, being comfortable, and listening to music (lowering your anxiety). The last category is Social in which the participants of this process mentioned the revision of the feedback the teacher sent via mail and peer-editing (asking for clarification or verification), and the dialogues proposed and the interaction by peers (cooperating with others peers)

The twenty four percent of the answers pointed to the use of specific strategies for academic writing, exposing the parts of an essay as the most significant strategies for writing and its process. Brainstorming and graphic organizers as the first step, then the creation of outlines, the use of a hook, a thesis statement, topic sentences, supporting sentences, a conclusion and additional elements that help to create well done academic writings. These strategies are essential to elaborate and organize the writing process before start writing, during writing, after writing, and polishing strategies step by step.

The resources are a very important to consolidate these strategies. They are not part of this study and the theory is not based on resources but they are essential to support the idea of working with strategies, as a matter of fact the students

and the teacher mentioned them as important part of the course as one of the purposes for the class. These strategies are mainly related to the use of videos, most of the students agreed that this resource is interesting and helps. Model essays, readings, and supporting books were also consolidated as important resources for the generation of ideas together with stories and art to have a type of motivation at the moment of writing.

1. ¿Qué estrategias propuestas y usadas en la clase de Mastering III para “antes de escribir”?



The prior graph supports with a twenty-nine percent that before writing students use more specific strategies for academic writing. In this category the participants said that in class the organization before writing such as free writing and brainstorming to generate possible topics, making outlines to organize an essay, and graphic organizers to get ideas for writing were promoted. This evidences that apart from strategies students feel the necessity to be provided of ideas and be organized to get a better result. Now they need structures (cognitive strategy as well) to avoid the typical problems students have when they sit down and have no idea about what to write.

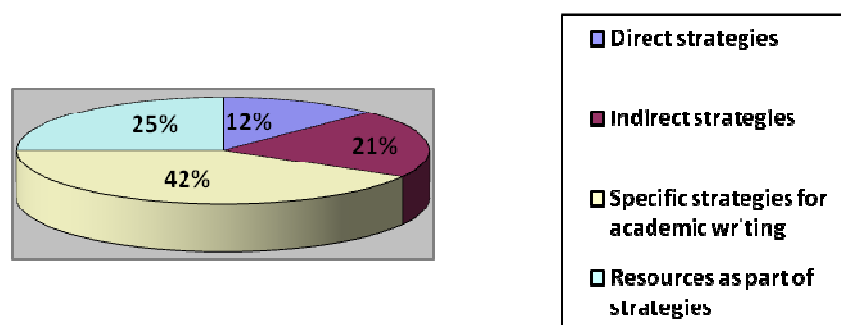
The second category is directed to direct strategies, specifically, in cognitive strategies in the fact of being well prepared about the topic and structures (recognizing and using formulas and patterns), and use strategies such as taking notes in class and read before writing (creating structures for input and output, practicing naturalistic). Besides, they also gave importance to compensation strategies (overcoming limitations); such as getting help from others to be sure of the work. This strategy can be connected to social strategies (asking for correction).

With a twenty-two percent indirect strategies are connected to a group of sub strategies starting from social strategies in which generating opinions and debates was relevant and the peer editing gathered relatives who know about the language and English teachers (cooperating with others, peers and proficient users of the new language).

There are various resources that support these strategies and they are also relevant for the writing process before doing it. This division obtained a nineteen percent of importance due to the connection of technologies and some other interesting resources for students such as browsing the internet, reading books, magazines and newspapers, and finally watching videos. It means that strategies are followed and supported by some resources that can be found everywhere and facilitate this process.

In contrast, the four percent of the responses pointed out that some students do not use pre-writing strategies because they considered they had the facility to write and everything was learnt by heart.

1. ¿Qué estrategias fueron propuestas y usadas en la clase de Mastering III para “durante el proceso de escritura”?



The forty-one percent of this graph explains that during the process of writing, specific academic strategies in this ability more commonly used. One of the steps is having clear and remembering the structure of the paragraph after planning and creating a brainstorming. Some students believed that the material given in class is also important to remember the information to create a good written text. Other answers showed that the language management was very important and the use of appropriate connectors, grammar, vocabulary, (synonyms as part of compensation strategies), prepositions, and expressions are important during the process. Writing some ideas and then organizing them is also considered as significant and the last strategy to apply in the process during the creation is the information from other authors to get ideas and have a theoretical support. This percentage shows that direct and indirect strategies are not as important as the specific strategies in writing process that students consider appropriate and essential to write papers at this stage of the process.

Following these specific strategies we found the group of resources as part of the strategies. At this point, the participants emphasized in the use of

dictionaries, books, the internet, transparencies, pictures, graphic organizers, and model essays resources that are not as important as the strategies themselves to develop high-level writings. This answer reveals that the most important is having clear the actions to write better.

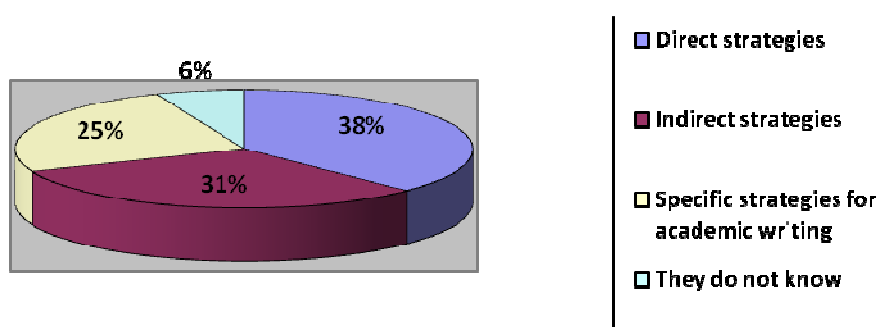
Indirect strategies with a twenty one percent follows the group of resources showing that some students are learning new strategies and they are already using social strategies such as asking for corrections, getting help (compensation strategies), and the rising of ideas interacting with others and getting different points of view (cooperating with others). It is still remarkable that one of the most common affective strategies was useful and assisted them to reconfirm that they were doing well such as having a comfortable place to write and be relaxed. In addition, the last strategy is associated to metacognitive tactics to write and it is related to the importance of having and accomplishing clear objectives (arranging and planning your learning), and writing in English from the very beginning (arranging. seeking practice opportunities).

Finally, direct strategies obtain a thirteen percent where is evidenced the importance of the cognitive strategies such as analyzing not only movies but also all elements that are inside them (images, music, dialogues (analyzing and reasoning, practicing), and understand the significant structure of them (recognizing and using formulas and patterns). It is also important to point at the relevance of making a double check to be sure that the process is going well (evaluating your learning, self-monitoring).

Even though students like writing based on their own experience, these strategies are also included inside their processes; this is important to mention

because it means that these strategies are working and students are accepting them.

2. ¿Qué estrategias fueron propuestas y usadas en la clase de Mastering III para “después de escribir”?

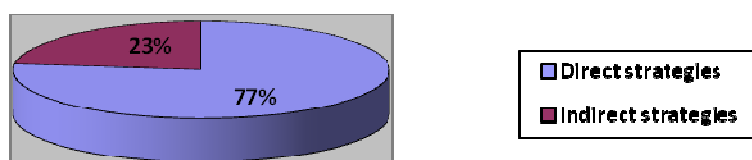


The previous graph shows that in class the use of more direct strategies for the action, “after writing” was evident. The teacher and the students’ responses were directed to actions about reading, re-reading, and rewriting that are direct cognitive strategies (practicing naturalistic). What is more they expressed the importance of using the symbols format to correct essays (recognizing and using formulas and patterns).

The following percentage of the responses was directed to the use of indirect strategies. they explained they use metacognitive strategies such as finding out errors in the paper, correcting style, self-editing (evaluating your learning. self-evaluating), social strategies such as asking for second opinions about grammar, peer-editing, coherence and structure, and contrast opinions (asking questions. asking for clarification and verification).

The next category is connected to the use of specific strategies for academic writing such as taking into account the feedback and correcting it. The final category expresses that students do not know which strategies were used after writing with a six percent.

3. ¿Qué estrategias fueron propuestas y usadas en clase de Mastering III para “después de recibir el Feedback”?



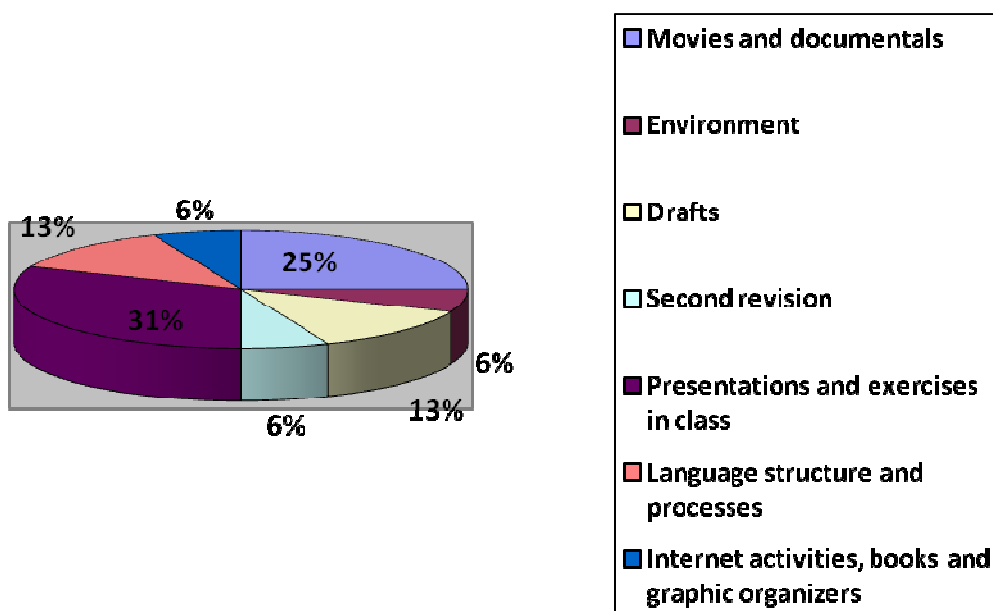
As it is clear in this graph predominates direct strategies of cognition. The participants in the process said that they checked the symbols Format and grammar rules to correct papers making the corrections they considered pertinent (practicing, recognizing and using formulas and patterns) and the strategy of reading over to find out mistakes or no coherence (practicing naturalistic).

On the other hand, the use of indirect strategies has a twenty three percent in which they remarked the importance of the metacognitive strategies; for example, make a self double check for each paper (evaluating yourself); social strategies such as asking questions to the teacher or classmates opinions (asking for clarification, verification, or correction); and affective strategies such

as taking risks based on the abilities individuals already have for each paper (encouraging yourself).

Note: the participants argued that the factor of time was relevant when checking and correcting the feedback. It is true that the syllabus of the class proposes a feedback for each assignment but the teacher and students' agreed that if they had more time they could correct all the papers and hand them in again.

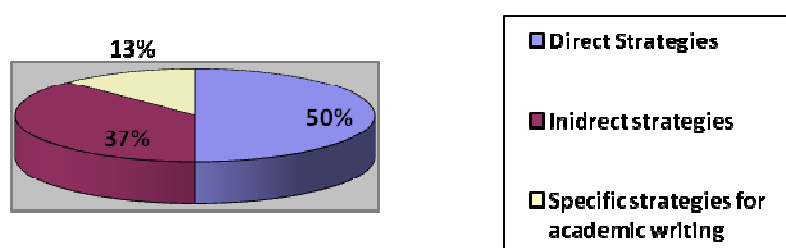
4. ¿Qué recursos y actividades fueron propuestos y usados como parte de las estrategias enseñadas en clase?



It is evident that the most significant resources in class were the presentations and exercises such as readings, photocopies and model essays. The participants expressed that those resources permitted to analyze texts and give an opportunity to organize ideas and assumptions. Then we found movies and the documental proposed in class considered as resources that give ideas of what to write about and also it arose an analytical sense. Moreover, they remarked with the same percentage the importance of drafts and the knowledge

of language structure properly and the writing process (grammatical rules and the steps for writing an essay). Finally, the use of books, graphic organizers, and internet as resources for practicing with research purposes, and asking for second revisions, and the creation of a good environment to write were mentioned.

The chart below relates the resource with its use (strategy)



To become these resources as part of the strategy it is necessary to explain the use of those resources and thus, find out the strategy; however, the use of direct strategies predominates. For movies we can inferred according to the responses, that they were for analysis and thus, to star writing a topic (Analyzing and reasoning). At the same time they remarked the importance of the revision of the language structure and process (structured reviewing), and looking for second revisions peer-editing (getting help<sup>1</sup>).

On the contrary, they expressed that those resources were used as indirect strategies as well as the presentations and the exercises in class as part of the plan for the language task (arranging and planning your learning), the internet

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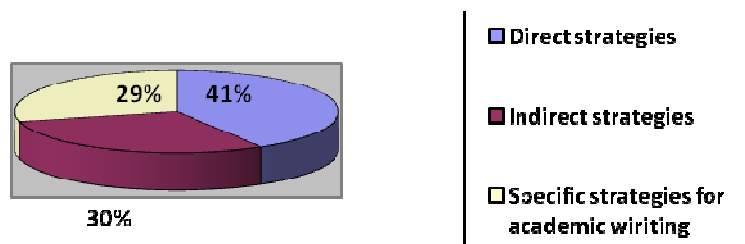
<sup>1</sup> This strategy can be also adjudicated to social strategies that proposed “asking questions” as a indirect social strategy.

activities in which students found support for practicing the skills (seeking practice opportunities).

Finally, the responses pointed out to the practice with drafts, which is a specific strategy for academic writing (essays).

### *FINAL MEASUREMENT*

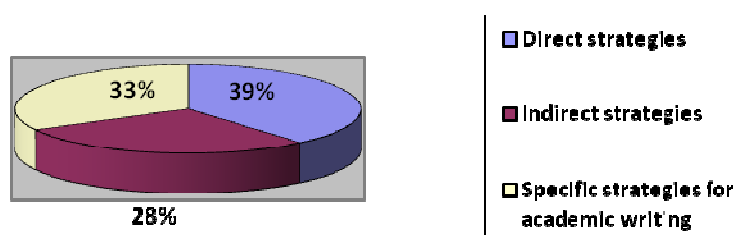
Concluding, we present the final measurement of variables for the previous questions.



To conclude with we consider pertinent to mention that the use of different types of strategies were proposed simultaneously due to the percentage similarity. In this interviews' analysis it is clear that the teacher and students exposed that the main strategies proposed in class were the direct strategies: memory, compensation, and mainly cognitive. In almost all questions the cognitive component was remarked; as a matter of fact, we can say that it had a big influence in both sides. Even though, Indirect strategies such as affective, social, and mainly metacognitive were also proposed; it is relevant to mention that strategies like being relaxed and working in group opens a path for the use of those metacognitive and also direct strategies mentioned before. Finally and

close to the indirect strategies percentage there are specific strategies for academic writing in which students and the teacher expressed mainly the use of brainstorming, drafting and outline.

*Specific measurement (before, during, after writing, and feedback)*



It is clear that strategies proposed for the specific processes of writing (before, during, after writing, and feedback) were mainly direct strategies as well. The responses were directed to the use of cognitive strategies such as recognizing patterns and analyzing. Then, they exposed the use of specific strategies for academic writing such as brainstorming, free writing, outlines, and feedback revision. Finally, we found indirect strategies mainly, joining metacognitive and social strategies. Adding, with the results we inferred that for these specific process they give importance to the specific strategies for academic writing but getting help of the other groups (direct indirect).

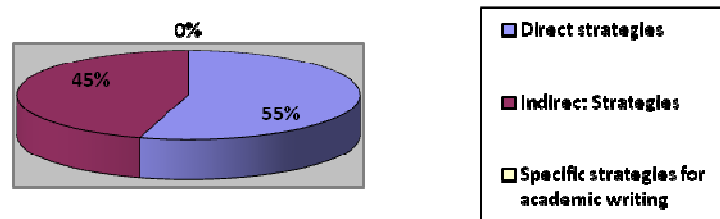
## *JOURNAL ANALYSIS*

For the journal analysis we decided to join the results of every day observed according to the parameters of the data collection (check the instrument in the methodology and annexes with the complete results). Those results are understood according to categories established: direct, indirect, and specific strategies for academic writing.

The results illustrate the following strategies and resources:

- Practice with reading, comprehension, and writing
- Review structures and processes in class
- Think faster for response
- Analyzing readings and photocopies
- Translating
- Taking notes
- Highlighting
- Getting for help (teacher, classmates, and dictionaries)

- Avoiding communication partially or totally
- The use of the English language during the class
- Relating new knowledge with previous ones (structured basis for writing an essay)
- Argumentative essays: techniques of persuasion
- Paying attention
- To focused on listening
- Using laughter
- Free expression (ideas and opinions)
- Ask questions
- Peer and group work
- Peer editing
- Visual aids
- Model essays
- Present material about writing tip
- Photocopies, (about the structure of the essay)
- Blackboard
- Transparences projector
- Pieces of paper to draw
- Cd player for the song and
- Paper to create a poster



As it is evident in the previous chart in the observations, direct and indirect strategies were evidenced simultaneously whereas specific strategies for writing were not evidenced; but it is important to mention that direct strategies predominates in the results for the instrument as well.

In the direct group, cognitive strategies predominate such as practicing in reading comprehension and writing, giving faster responses, analyzing readings and photocopies, translating (just when need it: evidenced in few classes) , taking notes and highlighting. Likewise, memory strategies were evidenced such as reviewing structures and processes from previous classes and compensation strategies like getting help ( from the teacher, classmates, and dictionaries), and avoiding communication partially or totally when students did not know how to answer.

Moreover, the chart indicates the indirect group where the metacognitive strategies had more relevance; for example, the use of English language during the class, even for personal experiences (seeking for practice opportunities), the relation of new knowledge with previous ones (basic structures for writing an essay), paying attention, and to be focused on listening for achieving writing.

What is more, affective and social strategies were evidenced in each lesson observed such as using laughter, free expression of opinions and ideas<sup>2</sup>, asking for questions and doubts (peer-editing) (teacher and classmates), and peer and group work(cooperating with others).

As for the resources we can inferred that those were part of both groups, direct and indirect strategies. In class we could observe that the actions employed for the CD player, photocopies, the blackboard, transparencies, visual aids, and model essays among others, were gathered together to achieve a writing communicative purpose. For these recourses' application, it was perceptible the use of strategies such as centering the learning, identifying the purpose of the language task, using laughter, and cooperating in groups and peers.

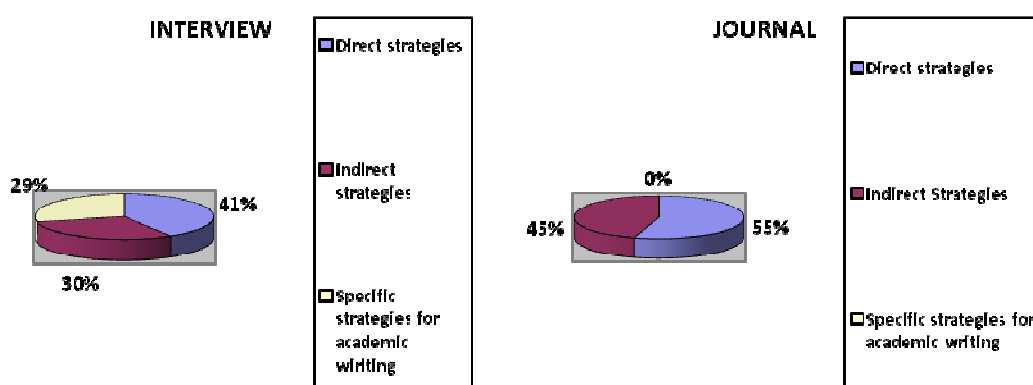
Concluding, it is congruent to say that during the classes the two types of strategies proposed in the theory were evidenced. It is true, that some subcategories immersed in both types predominate more than others, as the case of cognitive and metacognitive strategies but in average all them were observed, used, and directed to a specific objective, to achieve proficiency in academic writing.

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<sup>2</sup> This strategy is added by us since we considered they felt free to express because of the low level of affective filter. It means, they felt motivated, encouraged, and without any type of oppression.

## CONNECTING JOURNAL AND INTERVIEW'S ANALYSIS

The following charts exemplify both results "interview and journal" to compile percentages and generate a unified result.



At this point, this research has already demonstrated strategies for writing proposed in the class of Mastering English Skills III. So far, it is notable that there is a constant use of direct, indirect and specific strategies but direct strategies domain this analysis. The second predominant group is indirect strategies and the last group is specific strategies for writing. The most important fact in the journal is the absence of specific strategies that evidence that in class these strategies are not developed (According to the results mentioned on the interviews we infer that these strategies cannot be developed due to the factor of time in class that is not long enough to develop these strategies ).

Direct and indirect strategies had a close percentage in the journal and the interviews; it means that our observations and the students` responses agreed on the same fact, in the interviews specific strategies for writing obtained a percentage that was the lowest but not as insignificant as the one placed on the

journal. In the group of direct strategies cognitive strategies were more relevant and in indirect strategies metacognitive strategies were the most significant.

In-class strategies also reveal that affective and social strategies are the most used because students worked in groups and couples most of the times, highlighting the group work and peer reviewing and peer editing. In the group of affective strategies like laughter and comfort permitted that students had a better disposition to the class being a constant during the course that allowed the development of cognitive and metacognitive strategies mentioned previously.

## *FINAL ANALYSIS*

This analysis aims to evidence some relevant points in the class of mastering which was directed more to the development of a process than the assignment of essays. There was a follow up process in which results were evidenced not in scores but in the reaction of the students to the class and the process of writing that was highly positive.

During the classes it was evident the use of direct and direct strategies simultaneously; however, it was notorious the use of social strategies such as cooperating with others, cooperating with peers, asking for questions, clarification, correction and verification that contributes to the interaction among individuals, the exchanging of ideas and a free expression of opinions to create a critical thinking; obviously, taking care of a good, friendly, and comfortable classroom environment. What is more, it was remarkable the use of metacognitive strategies such as paying attention, setting goals and objectives, identifying the purpose of the language task, self-monitoring and self-evaluating (mainly evident in the essays development).

Finally, the result also notified the constant and important use of memory strategies such as structured reviewing and using keywords; cognitive strategies such as practicing naturalistic, analyzing expressions analyzing contrastively, taking notes summarizing, and highlighting; and compensation strategies such as getting help, selecting the topic, and using circumlocution and synonyms. Adding up it is pertinent to point at that most of students used some of those strategies without knowing that those were strategies to facilitate processes.

In the class of Mastering III some specific strategies to write were used and helped students to develop academic and any kind of writing more consciously making less mistakes in grammar, spelling and outlining than before. The strategies were related to the writing organization: planning, drafting, revising, revising problems, self editing and peer reviewing, editing, Proofreading, and final version.

The main goal of this class was the composition of essays and their components, considering important steps such as brainstorming to collect ideas and the outline to organize those ideas. Students seemed to be pleased about the process they followed with the teacher, they think they learnt and now they write much better than before, and it has helped not only in English but other subjects at the university and their professions.

It is pertinent to say that according to the interviews and class observations, the strategies for academic writing were more directed to the essays composition more than steps for academic writing in general. Even though, the participants highlighted the use of strategies proposed by Folse; et-al (1999) such as brainstorming, outlining, and essay's structure and organization but they also mentioned using strategies such as free-writing, drafting, planning, listing and revising proposed by Sebranek; et-al (2004) and Hogue (2003).

One of the essays students and the teacher evidenced through the observations more attention and work was the argumentative essay. In this type of essay the teacher taught about argumentations before teaching the essay itself with persuasion techniques and later the importance of brainstorms, outlines and, catching reader's attention throughout the use of a hook to make the introduction more interesting. Drafting was also considered as necessary to continue with the process to verify and start correcting mistakes, and the last point to emphasize was the use of examples.

On the other hand, it is important to highlight that not only writing strategies were taught to write well, but the importance of the use of other skills (listening, speaking, reading, vocabulary) were important elements that helped the teacher and students to improve this skill that was considered for these students as one of the most difficult to achieve.

Furthermore, there was a clear connection between the topics the teacher proposed to teach and the topics students said they learnt. Besides, the topics and the methodology that were applied in the class by the teacher (evidenced in the journal and the interviews) are clearly connected with the syllabus of the class, Mastering III. (See the overview of the syllabus in the theoretical background or the whole syllabus in the annexes)

Students definitely realized the importance of the use of strategies to write, remarking that it was a class that gives importance to the process more than the assignment and its quantitative value. We also proved the encouragement of the teacher to make her students speak in English all the time and the response of them; during the class students were speaking in English even without the teacher's instruction and not necessarily about the class topic.

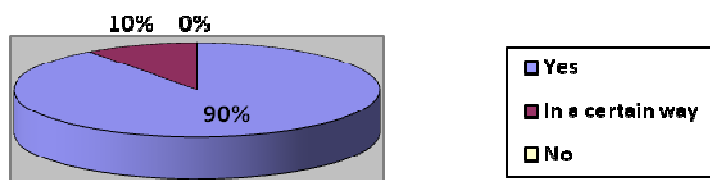
Finally, and what is definitely important is to highlight the constant students' use of autonomous strategies. They said that all of what they have learnt in class and some previous behaviors helped them to be more responsible and to work on improving the difficulties in class and at home. In fact, the majority of the students stated that before of this class they did not have any idea of how an essay was written; definitely, it was palpable the sense of satisfaction in view of the fact that students now feel they have acquired new actions and costumes to be better writers specially because of the class of Mastering III with that specific professor.

### *Describing strategies' functionality*

To end up this analysis two questions from the original interview were added to this section because we considered they did not feel in the original research question but it notifies and illustrates the opinion students had about the improvement this subject of study offered in their writing process. These questions were aimed to evidence and describe students' own analysis of the class, strategies and resources that were taught by the teacher and offered by the syllabus.

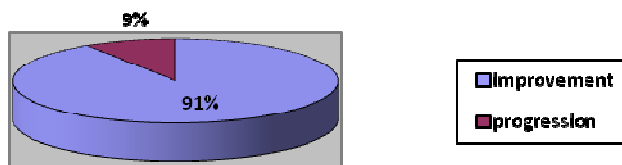
2. Esas estrategias han mejorado su habilidad en la escritura? ¿Por qué?

**A**



The graph shows that the ninety percent of the students understand the strategies for improving writing; a ten percent showed that in certain occasions those strategies have worked; and there were not responses that explained that those strategies have not worked at all; it means, that the majority of the students consider that this class has helped them considerably to improve their academic writing skills.

## B



The reason they gave to support their answer was the Improvement in the ability of writing. The ninety one percent evidences that students have improved in style, vocabulary and language management because of the activities in comparison to previous writings; and they considered they write more and better. They have improved in accuracy while making their thesis projects, in their professional performance (some of them as current educators) and they even feel that their language level has increased in contrast to their previous writings. They have qualified the writing skill in the daily writing of papers to hand in essays, in the use of less colloquial expressions and using more complex structures, in the practicum reports, in the elaboration of bigger and more complex texts using and adding new elements because they believe they have more vocabulary and for that reason they can develop easily ideas. In fact, some of them said that those strategies have made them better writers. What is more, they expressed they are not afraid of writing anymore; they highlighted the importance of writing and the importance of being concrete. One of the students said that she can write an essay perfectly now.

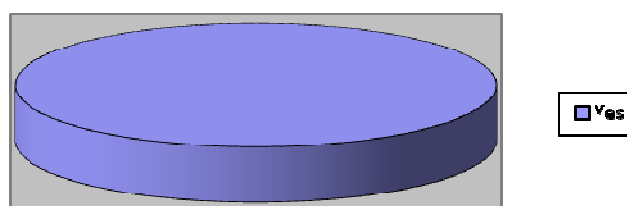
Moreover there are other reasons to support the veracity of those strategies. The first one is the improvement due to the feedback the teacher does every time they receive their writings; students are corrected and notified about their strengths and weaknesses. On the other hand, students said that their improvement is outstanding because they felt they understood because of the

explanations which were clear and specific, the facility to learn strategies and the appropriate application of them.

There is a nine percent that explains that the qualification of the process has been evident not only because of the class of mastering III but explain that it has been a progress through the three classes of mastering

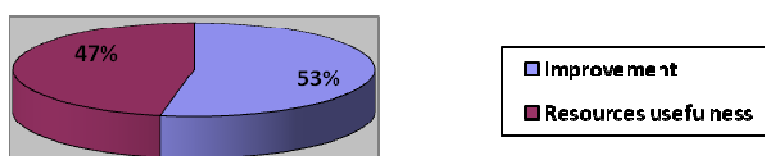
1. ¿Cree usted que sirvieron los recursos y actividades usados como parte de las estrategias enseñadas para mejorar la escritura? ¿Por qué?

**A**



The whole percentage of the responses of the participants in the project expressed that the resources and activities as part of the strategies were useful for the improvement of writing.

**B**



The two main reasons of why the participants in the process considered the resources and activities worked were divided in two variables: improvement and resources usefulness. The highest percentage of the responses pointed out that the resources and activities were useful because they learnt strategies for writing purposes, they can use strategies autonomously now, they can write better and more accurate than before, and because they can create essays and formal papers with more facility. On the same way, they expressed that the resources and activities were useful since those embraced current topics and attractive readings and because those resources clarified and make easy the topics' understanding, those demonstrated theory, practice and basis for argumentation and analysis related to the feelings, and because those increase the critical thinking.

This analysis certificates that students were satisfied with the results of this subject, not only because they learned but they felt and were conscious about their own learning process, now they fell better writers and they feel they can face more academic situations because their weaknesses have been strength, acknowledging this subject, the syllabus and the teacher great effectiveness.

## 11. RECOMMENDATIONS

### *Students:*

- As the result evidenced the usefulness to work in peers and groups, it is pertinent to recommend students to demand to teachers to propose activities in which students can cooperate with others, to get help and second opinions from them that can increase understanding of the class topic. What is more, Oxford (1990) says that social strategies are fundamental since that contributes with the development of a cooperative learning, turning it more significant and enjoyable. Besides, learners have the opportunity to clarify doubts, encourage social relation-ships that are fundamental for any individual.
- It is clear, that is quite difficult to propose in class to use all strategies that are existent. As you see Oxford (1990) propose two different groups of strategies (direct and indirect) that contains in total six different types of strategies (cognitive, memory, compensation, social, metacognitive, and affective) which, at the same time, embrace a wide range of specific strategies. On the same way, Sebranek, et-al, (2004); Hogue (2003) propose specific and clear steps to follow in academic writing that were evidence in the results such as drafting, free-writing and revising, and Folse S.; et-al, (1999) proposes the steps to write an essay also mentioned such as brainstorming and outlining. For this, it is important to encourage students in the research of those types of strategies than can be effective at the moment of writing. There are different sources (books and internet) in which they can access to get noticed that there are ways to help learning.

- It was also evident in the result that students use the different type of strategies simultaneously since those can give reinforcement to the main strategy used and in fact, the use of those strategies concurrently can fulfill other learning necessities. This is much related to the theory in which Rebecca (1990) says that strategies are more useful when they are used for complement other strategies. For example, memory strategies work better if they are used at the same time with metacognitive and affective strategies such as paying attention and reducing anxiety. What is more, and considering that this project is directed to writing strategies it is pertinent to recommend students at the moment of writing to be conscious of steps for academic writing proposed by Sebranek, et-al. (2004); Hogue (2003), and Folse; et-al, (1999) and following up, to get help of the direct and indirect strategies proposed by Oxford (1990) that serves for the whole skills.

- In the results were exposed the resources and the application of those in the class. It is pertinent that students recognize that resources are not usually good if there is not an appropriate strategy for the application of it. For example, the movie was a resource presented to develop different tasks that permitted an analysis and the possibility to choose different topics to write an essay according to the type required to write about present in Folse's; et-al, theory (1999). It had not been the same if that instrument had been proposed with other tasks or simply with any post comprehension tasks.

- We remark the importance as Sebranek; et-al (2004); Hogue, (2003) express of a second and even a third revision about the writings, or simply what is called peer editing. In several times not only in the interviews but also in the journal it was evident that ask for second opinions was very useful for students at the moment of checking what they have write so far. In the observations they seems more confident and doubtless when they did peer editing. In the interviews was clear that this was a good strategy an more if you did it with

proficient users of the language, what is called in Rebecca's theory (1990) cooperating with others.

- Another useful strategy proposed for the class and used by students was self-editing. In theory, self-editing or evaluating is a Metacognitive strategy proposed by Oxford (1990) that students can use when they need to overcome difficulties specifically, in writing since they can be critical with their own texts and thus, they have the opportunity to achieve accuracy in the paper. We recommend students to use this strategy since it goes beyond to the mere knowledge and give a possibility to be conscious of the mistakes by your own.
- The syllabus of the class of MES III (check annexes) is directed to contribute in the student's particular understanding of their own language. At the same time is focused on providing techniques and learning strategies that will allow students to be more independent and responsible (autonomous) through writing. For this reason, it is necessary that students take consciousness of the importance of acquiring self-learning habits that will facilitate them the understanding of the topics they have learnt in the classroom. It is true that the class time is limited, for this, those strategies can be also used in situations in which we can have more time to use them.
- There is nothing more real than the action of learning to learn. In fact, the Oxford (1990) makes a big emphasis in the constant practice of the language independent of the specific skill to work. The constant practice of the writing skill will improve the proper use of that writing. Obviously, being conscious of the steps and the process of writing proposed as for Sebranek; et-al (2004); Hogue, (2003) and of the specific steps for writing essays proposed by Folse; et-al, (1999). For this reason, students should start practicing using specific strategies for writing on their own for essays and any other type of writing exercise. Certainly, practicing naturalistic is a cognitive strategy that encourages the

constant practice of the language, the use of different resources to understand meaning or create new expressions, the acquisition of ideas faster, and significant comprehension and production in the new language.

- It is clear that students used mainly specific steps of writing an academic essay Folse; et-al (1999). It is recommendable to take into account the steps presented by Sebranek, et-al, (2004) and Hogue (2003) for writing academic texts since perhaps, in other classes you will have to write different types of academic texts that probably have other structures and necessities to fulfill.

#### *Teachers:*

- As it as evidenced during the interviews and the journal, we recommended English teachers of any class and syllabus, teaching the different strategies proposed by Oxford (1990) such direct and indirect strategies with a concurrently use, and those proposed by Sebranek; et-al (2004); Hogue (2003) and Folse; et-al (1999) which are related to the specific process of writing. Besides, it was checked during the research that those strategies provided confidence and usefulness to students because they can see the process easier and understandable. It is also evidence the importance of using not only one but as many strategies as possible to achieve a goal easily, and it is definitely in teachers' hands to encourage the use of them in class. As it was mentioned before in students' recommendation section quoting Rebecca's theory (1990), the strategies work better if you used direct and indirect strategies at the same time to complement each other but, taking consciousness of the specific steps of writing essays and academic writing in general as well.
- For the same line, it is pertinent to say that before of the writing skill, people learn listening, speaking and reading; for that reason we firmly recommend that

teachers use different skills that, if it was the objective, go directed to achieve a communicative competence of writing. For example, in classes we observed that the teacher proposed photocopies as part for the reading activities, debates as part of speaking activities, and CD players as part of listening activities and only with a specific purpose, to achieve writing in base of those things learnt with the other skills. According to Rebecca Oxford (1990), she expresses that it is necessary to practice but is also importance while planning and arranging the learning to seek for practice opportunities that can help in the knowledge already acquire.

- In the results specifically, in the observations was evident the promotion of the peer and group work. This was a strategy that evident was very influential for students; we could see that working in groups give confidence to them and also they work better and the classes were more enjoyable in contrast to individual work episodes. This strategy of cooperating with others (Oxford, 1990) give many advantages since they provide students with opportunities of interaction and exchange of ideas and for this reason, we resolutely, recommend teacher to propose lessons using this particular strategy.
- It is indispensable that teachers noticed the importance of the appropriate application of the resources according to the main purpose of the class, metacognitive strategy proposed by Oxford (1990). As was explained before it is important they way we apply the resource and the strategy used for its application. Besides, those resources give teachers the possibility of propose different tasks and activities that expand opportunities for learning acquisition.
- It is important that teachers make constant follow-process in each lesson to be aware of the strengths and weaknesses the class presents to know what type of resources and strategies can be adopted. It is necessary to respect and recognize the different learning strategies and thus, identify the precise strategies and resources to propose.

- Connected to the syllabus purposes, it was evident in students a sense of autonomy while practicing and using the strategies in the English language in class. For that reason, it is important that teachers promote in students intrinsic motivation in which they can realize that there are many benefits when using learning strategies not only in the classroom but also at home where they can adapt numerous resources into strategies; in this case in the process of writing and development of academic essays.
- It also evident in the observations that students work better when the classroom environment was relaxing and friendly. We recommend teachers to create environments of class where students can laugh and also can maintain the sense of anxiety low. In that classes we could see that if students feel comfortable and motivated during a lesson the learning acquisition would be more effective; as Rebecca Oxford (1990) says “self-motivation as an element of main concern can contribute with the good of bad performance of learners in classrooms. In fact, high levels of anxiety increase the lack of fluency, the limitations using the language, and those common senses of fear, worry, and lack of confidence”.
- In the interviews the participants (teacher and students) mention the importance and influence of the use of videos, movies and different audiovisual since those can be taught with writing purposes. The result of this project let us clear that the application of this resource in class properly give students opportunity of choosing, establishing connection with those topics with their own lives, to acknowledge different expressions and vocabulary that is inherent in each culture, it means, make a more significant and real learning. likewise, it is important that teachers take into account those resources while planning a lesson since those can give students opportunity to analyze and reasoning as Rebecca (1990) proposes about the concerns in the today's' world.

- Teachers must be specific and clear when proposing the main objective of the class. This is also a good metacognitive strategy evidenced in Rebecca's theory (1990) since the class goes directed to a specific purpose and it focused learning processes to achieve that goal, it means, that it is important that teachers arranging and planning the lesson being careful of the objective to follow.
- It is recommendable that teachers should think more in the lesson based on the daily processes rather than in the result of a final assignment. In the case of the academic writings, it is indispensable that teachers make constant follow up of the process students have during the creation of every paper, taking into account mainly in the use of specific strategies for writing described before where are explained steps to facilitate writing getting it into a process Sebranek; et-al (2004); Hogue (2004) and Folse; et.al (1999), and also the use of direct and indirect strategies Oxford (1990). It would be definitely more significant and helpful than give a grade for a final paper that is barely revised consciously.
- As it is important to promote self-learning and that students realized errors by themselves is it pertinent to say that teachers need to become a guide rather than a corrector for the students since it gives students an opportunity to find out the response based on clues the teacher gives them. It helps to avoid students become lazy minded.

### *Syllabus*

- It would be useful that the curriculum for all subjects in English contain principles and activities that practice in the use of the learning strategies and writing skills including earlier semesters.

- The time for this academic purpose is not enough due to the factor of time, schedule, and the wide range of strategies to propose, it means, that the time for this specific subjects that offer valuable aids to students should be extended.
- This subject was about academic writing but it is important to mention that it was assisted by the whole skills (reading, speaking, and listening), therefore there should be subjects similar to mastering III that were focused only for listening, reading and writing considering that students who are studying a bachelor degree in arts must take the IELTS in the next semester. What is more, it will help them to improve not only in writing but in the entire communicative abilities.

### *SPECIFIC RECOMMENDATIONS*

These specific recommendations for writing are not isolated; they can be linked and used simultaneously to the strategies proposed by the theory of this project (direct and indirect by Rebecca Oxford, 1990 ) demonstrated in the previous analysis, its importance was illustrated on the instrument, theory and final analysis.

#### *Before:*

- At the beginning of each writing the primary activity to do is to have clear the objective of the writing, this is, as it was mentioned before a metacognitive strategy proposed by Oxford (1990) ; it means, to have clear if you have to argue, describe or compare).
- It is very important to start writing as Oxford (1990) proposes being comfortable and calm. It is indispensable trying to look for you comfort and

tranquility. If you like to work with music do it, but try to avoid those you consider distracting elements.

- It is also recommendable to look in Florese; et-al (1999) for the Brainstorming strategy because it helps to generate ideas of what you want to write about.
- Select the topic you want to write about. Take into account that if you present problems for a specific vocabulary try to look for topics you are able to write as a compensation strategy (Oxford, 1990). Or if you want try to take risks and encourage yourself writing something new getting help of vocabulary for that unknown topic as part of the affective strategies proposed in Oxford (1990)
- Another important strategy expressed in the results is to be well informed of the topic you are going to write about taking into account the importance of being specific and embrace only one topic. Although this strategy is not clearly mentioned but the authors investigated, we considered pertinent to mention it because students highlight it as an important strategy that give them enough and truly information to write.
- Reading other essays to have a basis to start your writing. Besides, with that lecture writers can notice the structure and possible connectors of the type of essay, and checking the different writing styles. Getting help (Oxford, 1990) from model essays is another strategy that permits students having a guide or a model that help them with the structure, organization and connectors for the essay.
- Try to make a free writing of the topic (Sebranek; et-al 2004; Hogue 2004). Take into account that in a free writing you do not need to look for the structure neither for the accuracy and cohesion of the writing. It can help in the development of the outline and the body of the writing.

- Make an outline of the essay by hand (Folse; et-al 1999). It helps students to have a general vision the paper could have. In addition, it helps writers to have an order while writing and following a structure facilitating the organization of ideas.
- Re-check structures (Oxford 1990) to remember the essay structure proposed by Hogue (2003) according to the specific type and objective of the paper.

*During:*

- As is describe in Folse's; et-al (1999) Try to use a hook in the first paragraph; it helps to catch readers' interest in the writing from the beginning.
- Make use of connectors and circumlocution or synonyms as Oxford (1990) proposes that you can find in books and Internet to avoid the repetition of words and expressions in the writing process.
- Try to avoid distracters that can contribute in the lack of concentration and probably give a wrong direction to the main objective of the paper. This is another strategy that we propose form our own experience writing academic papers.

*After:*

- Read and re-read the whole essay to obtain an accurate essay. Be aware of the cohesion, coherence, expressions, connectors and right use of the words into the context. It means, that is indispensable revising, and specifically for problems to avoid the lack of coherence of the writing. Sebranek; et-al (2004) and Hogue (2003)

- Go back to the title and be sure of the connection with the whole paper. Remember that the title is the first approach readers have to start reading and give them a notion of what is the paper about. It means that you can associate and elaborate variables to achieve connection among structures (Folse; et-al, 1999).
- Work with Peer-editing or in words of Sebranek; et-al (2004) and Hogue (2004) Peer-reviewing. Make that other people that know the language and academic writing structures read your essay. It helps to have other perspectives, finding out other errors, and to contrast with the self-editing the writer critically makes. This second revision is a strategy also proposed by Oxford (1990) when she expresses cooperating with others and getting help.

#### Feedback:

- Rewrite the paper according to the teacher recommendation (correction with symbols) and if possible, hand in again for a new correction.
- Make use of the symbol chart as a strategy for help (Oxford, 1990) the students in order to do a self correction but just as a guide.

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## ANNEXES

1. Students interview format
2. Teachers interview format
3. Students and teacher interviews (first version analysis)
4. Journal format
5. Journal information (first version)
6. Students transcriptions
7. Teachers transcriptions

## STUDENTS INTERVIEW

1. ¿Cuáles son las estrategias de escritura que la profesora ha propuesto en clase?
2. ¿Considera que ha entendido como usar esas estrategias para aplicar a sus escritos?
3. ¿Qué tipo de estrategias usa en casa?
4. ¿Qué tipo de estrategias usa en clase?
5. ¿En qué medida el uso de estrategias ha cualificado su habilidad en la escritura?
6. ¿Hace uso consiente de las estrategias?
7. ¿Qué estrategias recursos, actividades, ayudas, usted conoce y usa antes de escribir?
8. ¿Qué estrategias recursos actividades, conoce y usa durante el proceso de escritura?
9. ¿Qué estrategias, recursos, actividades, después de escribir?
10. ¿Qué estrategias recursos actividades, después de recibir el retroalimentación de la profesora?
11. ¿Para usted que metodología usa el profesor para enseñar estrategias de escritura?
12. ¿Por qué cree usted que el profesor usa esas estrategias?
13. ¿Cómo cree que ha cambiado su proceso de escritura antes y después de esta clase de Mastering III?
14. ¿Cree usted que sirvieron los recursos y actividades empleados por el maestro? ¿Por qué?
15. ¿Que recursos y actividades le sirvieron mas y por qué?
16. ¿Qué factores favorecen su proceso de escritura?
17. ¿Qué factores perjudican o limitan su proceso de escritura?

18. ¿Para usted que es una estrategia?

19. ¿Qué es metodología?

#### TEACHERS INTERVIEW:

1. ¿Cuáles son las estrategias de escritura que Ud. ha propuesto en clase?
2. ¿Considera que los estudiantes han entendido como usar esas estrategias para aplicar a sus escritos?
3. ¿Cómo organiza las estrategias de escritura en esa clase?
4. ¿Cómo aplica y formula esas estrategias en clase?
5. ¿En qué medida considera que el uso de las estrategias enseñadas por usted han cualificado la habilidad en la escritura de sus estudiantes?
6. ¿Qué estrategias, recursos, actividades, ayudas usted conoce y enseña para antes de escribir?
7. ¿Qué estrategias, recursos, actividades, ayudas usted conoce y enseña durante la escritura?
8. ¿Qué estrategias, recursos, actividades, ayudas usted conoce y enseña después de escribir?
9. ¿Qué estrategias, recursos, actividades, ayudas usted conoce y enseña después dar el Feedback?
10. ¿Existe alguna relación entre las estrategias y la efectividad del tipo de trabajo?
11. ¿Por qué usted considera importantes esas estrategias?
12. ¿Cómo cree que ha cambiado el proceso de escritura de los estudiantes antes y después de la clase de Mastering?
13. ¿Cuál metodología usted usa para enseñar esas estrategias de escritura?
14. ¿Cree usted que sirvieron los recursos y actividades que usted planteo? Si, no y porque
15. ¿Cuáles considera que fueron esos recursos y estrategias que más le sirvieron a los estudiantes? Y por qué.
16. ¿Qué factores favorece su proceso de enseñanza de estrategias de escritura?

17. ¿Qué factores perjudican o limitan su proceso de enseñanza de esas estrategias de escritura?
18. ¿En que se basa para ensañar una estrategia?
19. ¿Hay una relación entre el resultado de la evaluación y el desempeño de los estudiantes en clase?
20. ¿Qué tipo de limitaciones cree que los estudiantes presentan al escribir?
21. ¿Para usted que es una estrategia?
22. ¿Para usted qué es metodología?

#### STUDENTS AND TEACHER INTERVIEWS (FIRST VERSION)

1. ¿Cuáles son las estrategias de escritura que la profesora ha propuesto en clase?



The graph shows that according to the students the teacher uses mainly non tangible resources such as: clear explanations about the theory, the essay structure, encouragement of creativity and thinking, contexts, stories, common topics of interest, promotion of a constant practice in writing, brainstorming, texts and authors references, encourages having clear objectives for each kind of writing.

Even though, there is an important percentage of tangible resources which are the movies, listening activities, art and supporting books. On the other hand, only

a small percentage of students evidence group work based on peer editing and feedback exercises (online, grammatical revision)

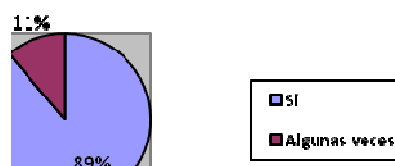
Teachers response:

*Non tangible resources:*

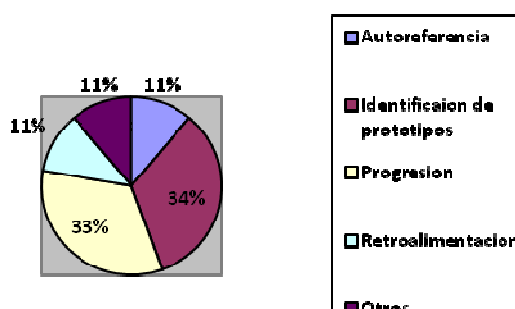
- Strategies to start writing
- How to organize a writing
- Strategies to polish the writings
- Steps by steps

2. ¿considera que ha entendido como usar esas estrategias para aplicar a sus escritos?

A.



B.



The graph A shows that the eighty nine percent of the students understand the strategies to write. The reasons of that percentage are divided in four different categories (B). First, Identification of Prototypes has the highest percentage in

which students evidence that the explanations are clear and specific, in the resource of movies its arguments and dialogs permit the construction of writing.

Progression is the second highest percentage that evidences that students have improved in style and vocabulary because of the activities in comparison to previous writings; and finally, because they considered they write more and better.

Moreover the other categories: Feedback, Self-reference, and Others present the same percentage. In the category of Self-Reference there are mainly two reasons, the facility to learn strategies and the appropriate application; in Feedback, students are corrected and notified about their strengths and weaknesses. On the other hand, the 11 percent of the students said that sometimes they understood the strategies but is has been difficult to get adapted to the course.

Teachers response:

*Progression:*

- Yes, the majority
- It is evident in the essays
- But, it is still a process

3. ¿Qué tipo de estrategias usa en clase?



The previous graph demonstrates that students use more strategies individually than in group. The ninety one percent of students' responses explain that the

most important independent strategies are: create a deep analysis of the movies to generate opinions and increase the creativity, write an essay according to the given parameters, take notes as much as possible, write down concrete ideas, synthesis, and key words; indeed, some students say that they brainstorm ideas, make graphic organizers, make the readings and exercises proposed by the teacher in class and they have writing as constant practice.

On the other hand, the nine percent of the responses were directed to strategies they use in group work such as the case of the dialogues proposed in class.

Teachers response

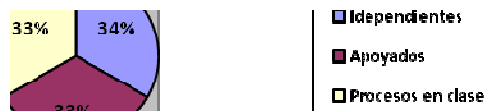
*Independent:*

- The use of videos
- Readings
- Modal essays

*Group:*

- Interaction by pairs

4. ¿Qué tipo de estrategias usa en casa?



Although the graph evidences that students use different types of strategies at home, the high percentage corresponds to Independent Strategies such as being in a peaceful place, listening to music they like and enjoy, being alone to avoid external noises, watching movies with subtitles in English, getting inspired by men, and trying to not translate but writing in English from the beginning.

Moreover, they use Supported Strategies as the use of the dictionary, looking for vocabulary and appropriate expressions, to expose the text to others opinions, to use tools in English in the computer, to use books and to look for information on the web. The category called class processes in which students say that writing and reading frequently is very helpful, to check the copies the teacher gave them and to look their own notes, to review the steps of how an essay is made, to brainstorm, to elaborate sentences that cooperates with the rising of ideas help them in the creation of any type of writing.

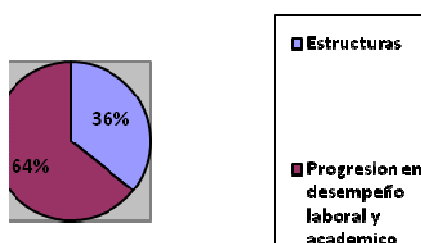
- *No asked to the teacher*

5. ¿En qué medida el uso de estrategias ha cualificado su habilidad en la escritura?

A



B. Aspectos



The graphs of question five demonstrate that students feel that they have improved enough in the writing skills. The graph A shows that eighty nine percent of students think that the writing ability has increase a lot. The results the students present have been divided in two categories, Structure and Progression in the Academic and work performance (graph B).

The category of Progression in the Academic and Work Performance has the biggest percentage in which students say they have improved in accuracy while making the thesis projects, in their professional performance (as current educators) and they even feel that their language level has increased in contrast with their previous writings; in fact, some of them say that those strategies have made them better writers (schools and first semesters at the university). In fact, they express that they are not afraid of writing; they make out the importance of writing, the importance of being concrete. One of the students says that she can write an essay perfectly now.

As for the Structure category, the students evidence that they have qualified the writing skill in the daily writing of papers to hand in essays, in the less use of colloquial expressions and using more complex structures, in the practices reports, in the elaboration of bigger and more complex texts using and adding new elements because they consider they have more vocabulary and for that reason can develop easily ideas.

Teachers response:

- Writing is a long process
- It has changed trough the three mastering classes

6. ¿Qué estrategias recursos, actividades, ayudas, usted conoce y usa antes de escribir?



The prior graph shows which strategies students use before start writing. The sixty five percent, being the highest, represents that they use more punctual actions such as taking notes in class, reading before writing, brainstorming ideas, making outlines, making graphic organizers, being well notified of the topics, to contrast ideas to generate opinions and debates. Moreover, the thirty one percent of the students responses were directed to the use of tools as Internet, books, newspapers, magazines, videos, and the help they can receive from others (relatives who know the language or teachers).

In contrast, the four percent of the responses point out that some students do not use pre-writing strategies because they consider they have facility to write and everything is in their minds.

Teachers response:

*Puntual actions:*

- Brainstroming
- Graphic organizers
- Free writing
- Teaching to learn strategies consciously

7. ¿Qué estrategias recursos actividades, conoce y usa durante el proceso de escritura?



The previous diagram evidences the strategies students use during the writing process. The categories we propose are Tools and Punctual actions and it is clear that students use similar quantity of strategies in each one.

With a fifty eight percent students still prefer making Punctual Actions as strategies in writing such as looking for opinions in favor or against, including quotations to make reference of textual phrases, giving opinions and generate controversy, interacting with others to learn, making double check, focusing on the clear objective of the paper, taking into consideration the paragraph

structure, being comfortable, brainstorming and categorizing words, having clear information, and writing down in English from the beginning.

Likewise, in the particular case of the movies, the students explain the importance of watching the movie carefully, analyzing the movie context, images, music, photography, dialogues, and through this, find out the profound meaning of the story.

Nevertheless, with a close percentage, students explain that they use tools such as logic and style connectors, the general grammar structure as vocabulary, synonyms, prepositions and expressions. As well as, they use Internet, dictionaries, Encarta dictionaries, books, and the copies the teacher gave them in classes.

Teachers response:

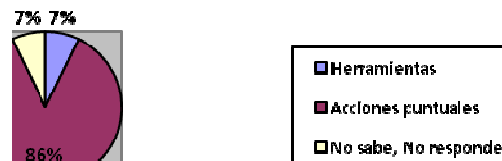
*Punctual actions:*

- Clear explanations of the essay structure through out material such as the blackboard and the transparency's projector (created by her)

Tools:

- Being guided with other essays (model essays)

8. ¿Qué estrategias, recursos, actividades, después de escribir?



Moreover, this graph demonstrates the strategies students use after writing, where still prevails the preference of the students for Punctual Actions as strategies. With an eighty six percent students do more Punctual Actions such as reading, rereading, rechecking the reading to evidence mistakes, considering the feedback and the teacher comments, looking the errors the paper has and correct them, rewriting, and contrasting the paper with other papers and opinions.

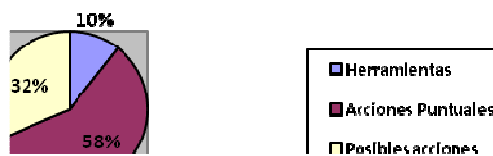
Furthermore, a seven percent of the responses evidences that they still use tools such as the symbols tables the teacher gave them from the beginning of the class and finding grammar rules in books. In fact, with the same percentage of the category of Tools students do not know what to answer to the question.

Teachers response:

*Punctual actions:*

- Self-editing
- Peer-editing

9. ¿Qué estrategias recursos actividades, después de recibir el Feedback de la profesora?



Likewise, the prior diagram demonstrates the strategies students use after receiving the Feedback from the teacher. It is clear that students still prefer Punctual Actions to be used as strategies in classes and at home with a 57 percent. Those actions are related to make corrections of grammar rules and writing style, to make a double check, to take into account the verbal and written suggestions and based on that, correct the paper, and what is more, they consider important to read a lot.

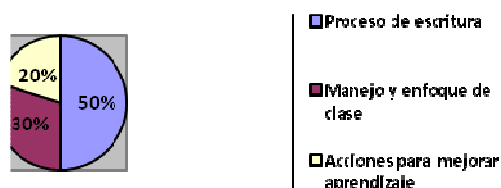
Moreover, with a thirty percent, the students demonstrate Possible Actions that they do if they would have more time. Those actions would be correcting and hand in the paper again, trying of rewrite the paper, trying to remember the mistakes at the moment of rewrite a paper or making a new one, and if there are still doubts, asking to the teacher. Finally, the lowest percentage of the responses corresponds to the category of Tools where students use the symbol tables to correct the text they received as feedback.

Teachers response:

*Tools:*

- Specific symbols

10. ¿Para usted que metodología usa el profesor para enseñar estrategias de escritura?



In this part of the survey students differ in three different groups, the Writing Process is what students consider the most significant methodology with a fifty eight percent of the answers due to contextualization, the updated information and theory, videos, and written exercises related to the essay such as the thesis, the hook, the paragraphs, connecting ideas, and drafts.

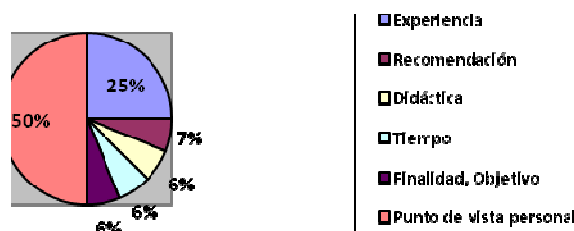
The second biggest group with thirty percent uttered that the methodology was emphasized to the Teacher's Management and the Class Approach. What they consider relevant is her class presentation, the strategies she uses to make students learn how to write, her communicative and task based approach, her strict methodology that would be similar to a school teacher but it is communicative, and how she develops a class using a warm up.

The third group of answers is directed to the Actions to Improve the Learning Process because she asks everybody in the classroom; she gets students' attention doing class exercises, giving a feedback, reading and listening exercises, comparisons, graphic organizers assignments with a clear objective and the previous work.

Teacher's response:

- Oral and writing communication
- Work with different skills not only writing (communicative approach)

11. ¿Por qué cree usted que el profesor usa esas estrategias?



According to the students, the teacher uses those strategies because they consider that she really knows and manages not only the structural part but the source and strategy components. They think those strategies are effective because what they have learnt is useful and necessary for other subjects, their career and their lives in general. From their Personal Perspective they feel they have learnt through this subject, they can express their thoughts; indeed, they considered that it is good that a teacher teaches them the correct way to write and it is the most effective manner students can acquire that writing ability.

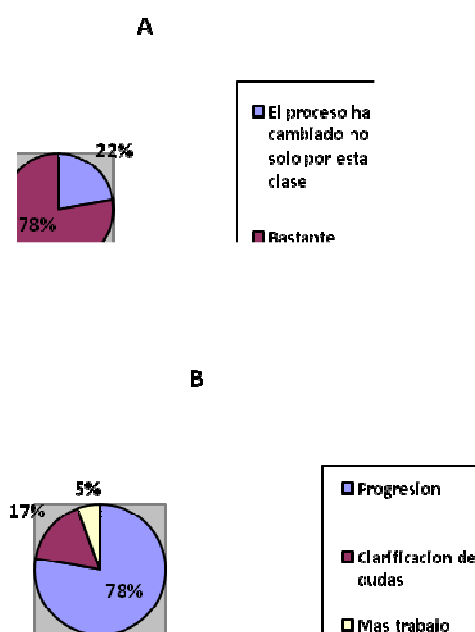
The second most relevant reply from the students is that they trust in the Experience and knowledge of the teacher. They explain that what she learnt

previously is what she is teaching now and is relevant for this group; finally they say that the topics she teaches and how she teaches are catching.

There are other factors that students consider are not strictly connected to the teacher, for instance some of them think about the fact that what she teaches has been recommended by different authors and books, or for the reason that the course is focused to that purpose, because they are in the final semesters or she teaches using those strategies mainly because it has to be meaningful.

- Not asked to the teacher

12. ¿Cómo cree que ha cambiado su proceso de escritura antes y después de esta clase de Mastering III?



It is clearly evidenced that the greater part of this group thinks that the writing process has changed due to the class of mastering. The initial reason is that students feel Progression on their writing process; they think they can write

more coherently and fluently without fragmenting the text. Likewise, they have learnt new grammatical structures including the accurate use of connectors, their texts are more concrete and clear, and they believe that they have progressed.

The following explanation for this chart is that students have Clarified Doubts, before they did not know the correct use of writing; in fact, they feel that now they know the different types and have acquired self knowledge of their progression. In opposition to the first two reasons, a considerable part of the group found that the process has changed not necessarily because of this class; they think that they still need to work more.

Teachers response:

- It has been very useful for them

Progression

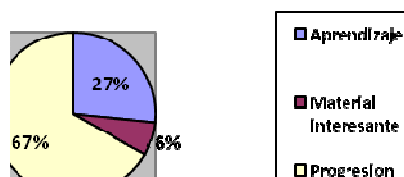
- It is evidenced the improvement of the students

13. ¿Cree usted que sirvieron los recursos y actividades empleados por el maestro? ¿Por qué?

A



B



The one hundred percent of the students think that the resources and activities that the teacher uses in class are appropriate mainly because of three reasons; first the learning process was benefited because some students learnt methodology strategies, and it can promote self learning, other reason is that those activities and resources promote the critical thinking and because practical, theoretical, argumentative and feelings points of view are shown and explained in class.

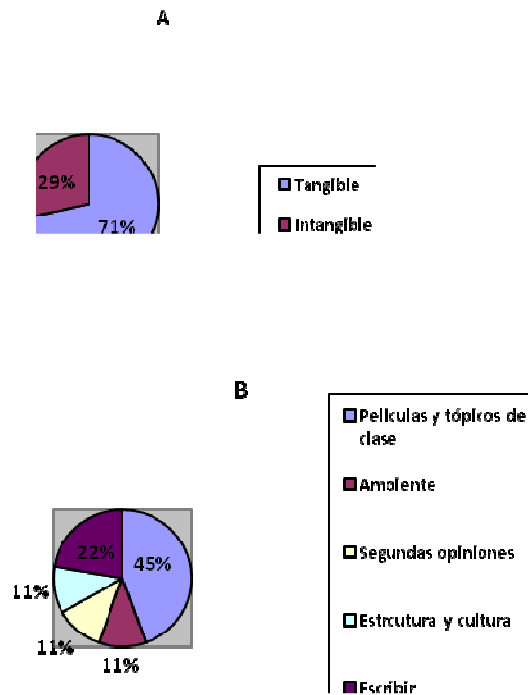
The second cause students consider relevant in the success of the resources and activities is the material that is interesting because the teacher uses updated topics and appealing readings. And finally the progression students felt in class was also important since they understand the topic taught by the teacher in that way their writing skills improve. Besides, they did not have clear the writing process itself and its importance for other subjects.

Teacher's response:

- Yes

- I realized there are things that serves other no so much

14. ¿Qué recursos y actividades le sirvieron mas y por qué?



The analysis of this question was based on tangible and non tangible resources as is shown in the graph A. The tangible resources obtained the seventy one percent of the answers that is linked to movies because they give the students too many ideas to write and an incentive to be more critical. Other tangible resources can be the drafts, presentations, internet activities, documentaries, and the written activities that help them improving and having more clear ideas.

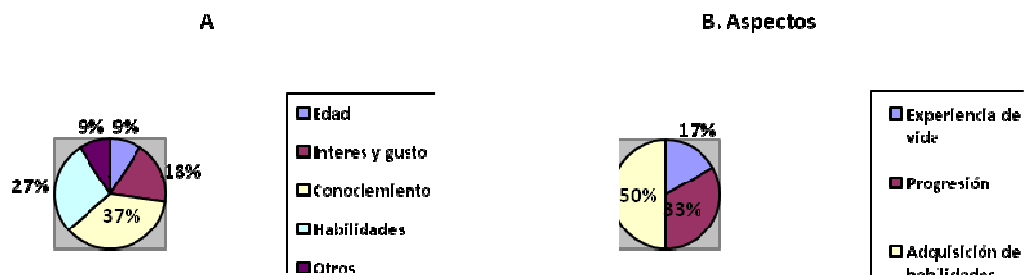
Non tangible resources illustrate twenty nine percent and it mentions the Environment that helps to have better results in the written exercises. Moreover, the students explain that Second Opinions are important and help the writers to check what they have done with the help of other person. In fact, Grammar Rules are also considered in this category together with the steps to write an essay, and to conclude structure and culture, students state that they not only learnt about writing but culture as well.

Teachers response:

*Tangible resources:*

- Model essays
- Readings
- Almost everything has worked for them

15. ¿Qué factores favorecen su proceso de escritura?



This question is divided in five different factors, the first factor is knowledge, divided at the same time in different sorts of knowledge: language knowledge (vocabulary, expressions), the fact of being a teacher (it means that some students are already teachers) and the knowledge of being updated and to know what the writer is going to write about.

The second factor that facilitates the writing process is the abilities students have. For example, to know what they are talking about, to express themselves better and the facility to have ideas. Following sequence of percentages, the interest and joy for reading, and writing is the third most relevant issue.

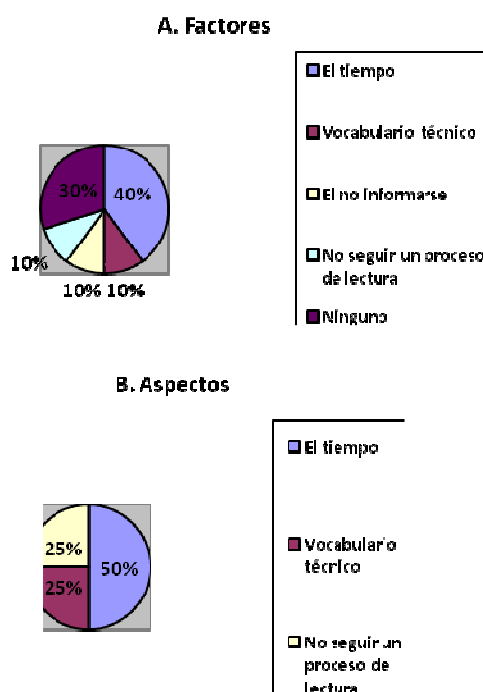
The age of the students is other aspect that students consider important because through their experiences they can transmit and give reasons of what they want. Finally, other features that evidence what students consider that help their process is the detail that the teacher corrects their mistakes and it helps

them to write better, more consciously, and so on students can give themselves a feedback and repair their mistakes.

Teachers response:

- The interest from the students
- 

16. ¿Qué factores perjudican o limitan su proceso de escritura?



In the last two charts we can observe that there are several difficulties for students in their writing process. In the chart A, the most significant intricacy is the factor of Time, in which students would like to have more instances to search, feel their process internally, and study and write what they want.

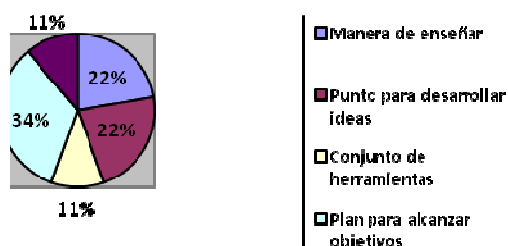
Surprisingly there is a thirty percent that say that they do not have any kind of difficulties or factors that affect their process; but the last three categories show that the technical vocabulary is a trouble because without it is difficult to develop

different types of writing. There are two categories which are associated to the reading process and not being informed because if a student does not read can not write well. As a final point there is other ten percent that evidences that there are not any factors that affect the writing process.

Teacher's response:

- Lack of interest, lack of time, late arrivals (students)
- English grammar
- Verbal tense management

17. ¿para usted que es una estrategia?



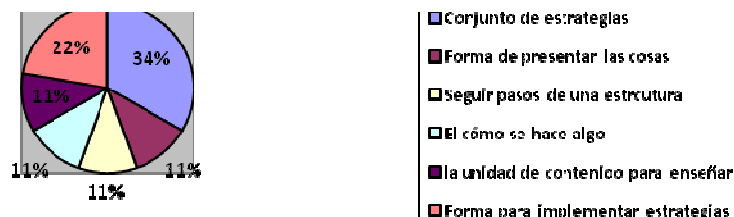
The previous graph show what students understand of what a strategy is. The thirty four percent reveals that it is a plan to achieve some goals. With a twenty two percent, the way of teaching is what students consider as a strategy. Other response defines strategy as the point to develop ideas, any concept or tool to explain and develop a class.

The last two categories show that a strategy is a set of tools together with activities, ideas and thoughts, or mechanisms that teachers use to make people manage and understand certain topics. And others that is associated to the mechanisms used to make people understand and manage certain topics

Teacher's response:

- Something that can facilitate something

#### 18. ¿Qué es metodología?



In this final question most of the students with a thirty four percent agreed that methodology is a group of strategies with a purpose. Then, the second biggest group presents a twenty two percent that is related to the form the teacher explains the topics in class. Four groups of answers have the same result with an eleven percent, the first group answers that methodology is Following Steps of a Structure, it means that teachers follow a procedure of a basic structure; in this case, a class.

The second group that obtained eleven percent mentions “How to do something” and it is basically how a person does any activity. The third group is in the category of the Unity of Content to Teach, it means that a teacher always starts teaching from the simplest part of a topic.

The last category is about strategies as well, but in this case is how teachers can implement in their students those strategies, not only mentioning but learning and applying them.

Teacher's response:

- why a teach something and how
- It is a conviction of teaching
- It is going beyond

## JOURNAL FORMAT (FIRST VERSION)

### Methodology:

- Which types of essays does the teacher teach?
- What is the methodology she applies?
- How does the teacher organize class work, (individually, pair work or group work?)
- What specific vocabulary does the teacher teach?
- How is the teacher management of time and space?
- What kind of examples does the teacher use to introduce, to explain and to clarify the topic? Do students really understand them?

### Activities

- What are the activities the teacher does to introduce a topic? What activities does the teacher do during the whole class, what kind of assignments does the teacher propose in class for her students?
- Are the activities related to the creation of academic essays? How does the teacher organize the activities?

## STRATEGIES

- What strategies in academic writing does the teacher present in class?
- What kind of strategies in the creation of essays does the teacher propose? And how does she explain them?

## RESOURCES

- Which resources does the teacher use during the class?
- Are those resources directed and related to explain the topic that is being taught?

## JOURNAL

On the next page you will find our Journal.

**JOURNAL**  
*Observation March 16th*

| Methodology   | Methodology   |
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| Which types of essays does the teacher teach?   | The teacher does not teach any kind of writing but some strategies to write essays, for example creating posters to come up with ideas  |
| What is the methodology she applies?  | First she walks around the classroom giving some instructions; she gives the materials and asks students to work in groups, and works with error correction all the time.   |
| How does the teacher organize class work, (individually, pair work or group work?)  | In this class students work in groups to create a poster  |
| What specific vocabulary does the teacher teach?  | Correction, outlining   |
| How is the teacher management of time and space?  | She walks around the classroom, asks questions to the students, sets activities I specific periods of time  |
| What kind of examples does the teacher us to introduce, to explain and to clarify the topic?<br><br>Do students really understand them? | For writing essays the teacher uses movies and songs as part of the class, first watching and listening to them and them asking for understanding. Students participate actively in class and follow the directions; it means that they understand what the teacher wants them to do. |

| <b>Activities</b>   | <b>Activities</b>   |
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| <p>What are the activities the teacher does to introduce a topic?</p> <p>What kind of assignments does the teacher propose in class for her students?</p> | <p>Firstly students comment on a movie the watched the previous class, they give their opinions and answer some questions the teacher asks, then they listen to a song and then the teacher encourages them to sing it loudly, to finish with students have to make groups and create a poster</p> <p>The assignments are clear and specific, working in groups and develop the activities she had previously prepared.</p> |
| <p>Are the activities related to the creation of academic essays?</p> <p>How does the teacher organize the activities?</p>                                | <p>All activities are related to academic writing, but first she introduces them with activities to make them more understandable, every time students watch a movie or listen to a song or do any other activity there is discussion, In this way students develop their criteria at the moment of writing.</p>  |
| <b>Attitudes</b>  | <b>Attitudes</b>  |
| <p>Do the students participate during the activities?</p> <p>How?</p>   | <p>All the time students participate of the class, asking questions, answering them, giving their point of view, clarifying concepts.</p>   |
| <p>Do they feel comfortable and encouraged during the class and the activity itself? What is student's behavior during the class?</p>                     | <p>This group presents an interesting behavior since the majority of them like to speak in English all the time</p>   |

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|   | and participate actively in the activities. In this class there was only one incident when the teacher asked a student to write a few words on the board and this student said “no I don’t want to” and the teacher answered back “yes you have to do it” |
| Does the teacher listen to the students about what they want to write, how, and why?                              | In this class the teacher sets the activities and assignments, students do not ask about what they want to write, they just do what the teacher asks them to do.  |
| <ul style="list-style-type: none"> <li>What is the relation-ship between the teacher and the students?</li> </ul> | The relationship is friendly, but sometimes it turns into serious when the teachers tells the to do any activity using words like “you have to do it”   |
| <b>Strategies</b>   | <b>Strategies</b>   |
| What strategies for academic writing does the teacher present in class?   | <ul style="list-style-type: none"> <li>Group work</li> <li>Cooperating with others</li> <li>Paying attention</li> <li>Taking notes</li> <li>Listening activities</li> <li>Analyzing the listening activity</li> </ul>                                     |

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|  | <ul style="list-style-type: none"> <li>• Readings</li> <li>• Highlighting</li> </ul>                                  |
| What kind of strategies in the creation of essays does the teacher propose? And how she explains them? | Outlining   |
| <b>Resources</b>   | <b>Resources</b>  |
| 5. Which resources does the teacher use during the class?  | Cd player for the song and paper to make students create a poster.  |
| 6. Are those resources directed and related to explain the topic that is being taught?                 | In this class she used those resources to introduce strategies for writing, but the topic has not been explained yet. |

*Observation April 3rd*

| <b>Methodology</b>  | <b>Methodology</b>  |
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| Which types of essays does the teacher teach?                                     | The teacher does not teach any type of essay, but the students has to write down a paragraph about certain topic (a listening about music)  |
| What is the methodology she applies?  | <p>First, she made a review about the techniques to avoid plagiarism.</p> <p>Then she played a listening about the benefits of music in people's lives.</p> <p>Following the students has to write down a paragraph about the benefits music brings to people in order to be discussed further</p> <p>Then the teacher proposed some questions about the listening part. Comprehension task</p> <p>After that, students socialized their paragraphs with a partner and then those were shared with the whole class.</p> <p>The teacher constantly look for the students opinions and explanations</p> <p>Afterward the teacher explain the skills to avoid plagiarism</p> |
| How does the teacher organize class work, (individually, pair work or group work? | <p>Individually</p> <p>The students work individually while the listening part and answering the questions propose by the teacher of that listening.</p> <p>The creation of the paragraph</p> <p>Group</p>  |

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|  | Socialization with the paragraphs with a partner  |
| What specific vocabulary does the teacher teach?   | Listening: Benefits of music<br>Plagiarism<br>Paraphrasing , crediting the author using the appropriate documentation style   |
| How is the teacher management of time and space?   | She walks around the classroom, asks questions to the students, sets activities in specific periods of time   |
| What kind of examples does the teacher us to introduce, to explain and to clarify the topic?<br><br>Do students really understand them?  | Concepts related to plagiarism. Mainly the examples she present are phrases or paragraphs with correct quotations and paraphrase  |
| <b>Activities</b>  | <b>Activities</b>   |
| What are the activities the teacher does to introduce a topic?<br>What activities the teacher does during the whole class.<br>What kind of assignments does the teacher propose in class for her students? | To practice the writing skill trough the creation of an argumentative paragraph<br>Discussion about the topic of the listening<br>Answer to comprehension question s form the listening<br>To work in peers and exchange ideas and opinions |

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| <p>Are the activities related to the creation of academic essays?<br/>How does the teacher organize the activities?</p>               | <p>All activities are directed to develop the writing skill, but at the same time the teacher consider necessary the application of the other strategies.<br/>The propose the activities according to her criteria and sometimes it is change of internal factors. (time, the late arrival of the students, among others)</p> |
| <b>Attitudes</b>  | <b>Attitudes</b>  |
| <p>Do the students participate during the activities?<br/>How?</p>  | <p>All the time students participate of the class, asking questions, answering them, giving their point of view, clarifying concepts.</p>   |
| <p>Do they feel comfortable and encouraged during the class and the activity itself? What is student's behavior during the class?</p> | <p>Students participate actively, it seems they like to learn new strategies to write, and participate and give their opinions, they present good results during the activities all the time.</p>   |
| <p>Does the teacher listen to the students about what they want to write, how, and why?</p>   | <p>In this class the teacher sets the activities and assignments, students do not ask about what they want to write, they just do what the teacher asks them to do.</p>   |
| <ul style="list-style-type: none"> <li>What is the relation-ship between the teacher and the students?</li> </ul>                     | <p>The relationship is friendly, but sometimes it turns into serious when the teachers tells the to do any activity using words like "you have to do it"</p>  |
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| Strategies  | Strategies  |
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| <p>What strategies in academic writing does the teacher present in class?</p>                                 | <p>Review of previous topic</p> <p>use of the listening skill</p> <p>music concentration</p> <p>peer work and group work</p> <p>Constant English oral use</p> <p>Avoid translation</p> <p>Paying attention</p> <p>Using laughter</p> <p>Taking notes</p> <p>Asking for section revision</p> <p>Practice of the writing skill</p> <p>Analyzing texts</p> |
| <p>What kind of strategies in the creation of essays does the teacher propose? And how she explains them?</p> | <p>No strategies for writing essays</p>   |

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| Are the steps for academic writing (development essays) clearly explained?             | Not explained   |
| <b>Resources</b>   | <b>Resources</b>  |
| 7. Which resources does the teacher use during the class?                              | Cd player, tape recorder                                      |
| 8. Are those resources directed and related to explain the topic that is being taught? | Everything is directed to the development of academic writing |

Observation April 13th

| Methodology                                   | Methodology   |
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| Which types of essays does the teacher teach? | The teacher moved on with the topic of "PLAGIARISM". What is the concept? How to avoid it? She started with the topic of researcher papers.   |
| What is the methodology she applies?          | <p>The teacher started the class taking list, and then she asked for the assignment she had left for holly week. For that assignment students had to make a paragraph about the previous listening about benefits of music.</p> <p>Then the students were disposed to work in pairs during the first hour. They have to exchange ideas and look for the correct citations in his/her partner paragraph.</p> <p>Then the teacher handed a photocopy about plagiarism specifically, about:</p> <ul style="list-style-type: none"> <li>6. What is a researcher paper?</li> <li>7. What is not a researcher paper?</li> </ul> <p>The pairs must read them lines and then, in a round table share ideas about 6 questions that follow the topic. Each pair was assigned to explain one question.</p> |

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|  | The other had the opportunity to add anything that they consider necessary and missing   |
| How does the teacher organize class work, (individually, pair work or group work?) | During the whole hour the students work in pairs. And at the end, they work in a round table   |
| What specific vocabulary does the teacher teach?                                   | Plagiarism, paraphrasing, crediting.   |
| How is the teacher management of time and space?                                   | <p>The teacher sets time for all activities. Each activity has to be complete in a certain period of time; ex: 2min, 5min, 10 min, etc.</p> <p>This division of time could be useful in order to complete the whole lesson and embraced the activities the teacher consider necessary to explain and share.</p> <p>The teacher is in constant movement in the classroom. She usually walks around the room listen to the students while they work. She is not static in the teacher' chair, on the contrary she goes where the students are and ask for doubts or questions.</p> <p>The space is limited, it means, the teacher only uses the classroom as a learning environment. Round tables, to make pairs, or to conform groups give students the opportunity to avoid a static and monotonous class.</p> |

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| <p>What kind of examples does the teacher use to introduce, to explain and to clarify the topic?</p> <p>Do the students really understand them?</p>  | <p>During the first activity:<br/>Citations: paraphrases, direct quotations (in text), indirect quotations (more than three lines).</p> <ul style="list-style-type: none"> <li>• What if the name of the writer is not included?</li> </ul>  |
| <b>Activities</b>  | <b>Activities</b>  |
| <p>What are the activities the teacher does to introduce a topic?</p> <p>What activities the teacher does during the whole class.</p> <p>What are the assignments the teacher does to introduce a topic?</p> | <p>Students by pairs had to exchange the paragraphs in order to look for a good citation to avoid plagiarism. Thus, students are able to correct mistakes, to adopt confidence in their knowledge and to realize their own mistakes.</p> <p>Still in pairs students were assigned to read some passages from photocopies the teacher gave to them. Then each group was assigned with one question to be shared then in a round table.</p> <p>Duties for the next class. Next time ask the teacher what is going to be the next assignment.</p> |
| <p>Are the activities related to the creation of academic essays?</p>  | <p>All activities are related to writing, she teaches them how to start writing based on activities not only writing itself, such as copies, but also on discussions,</p>  |

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| How does the teacher organize the activities?   | <p>listening activities etc.</p> <p>To know what a researcher paper is , and what a researcher paper is not are questions very related to the creation of essays and equally, the concepts that are included in the word plagiarism ( Citations: paraphrases, direct quotations (in text), indirect quotations (more than three lines).</p> <p>She organized the activities according to the plan she have for that lesson day. She at the beginning of the class proposed students the lesson that is going to be applied for that day and the activities follow the same order. The decisions of the activities are propose according to the teacher criteria and students needs.</p> |
| <b>Attitudes</b>  | <b>Attitudes</b>  |
| Do the students participate during the activities?<br>How?  | <p>Students seem to be very active, they understand and do all activities the teacher proposes, and accomplish what the teacher wants, when students have to work in group they listen carefully to the instructions and do the activity immediately. Using in several occasions the English language.</p> <p>Furthermore, some students proposed ideas for next classes in order to enrich and make the class more significant.</p>  |
| Do they feel comfortable and encouraged during the class and the activity itself? What is student's | Students participate actively, it seems they like to learn new strategies to write, and participate and give  |

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| behavior during the class?  | their opinions, present results in every activity with accuracy almost all the time.   |
| Does the teacher listen to the students about what they want to write, how, and why?                              | The teacher assigns a task and students have to do it, but she does not ask what topics students want to write about, even though students do not complain about it. Additionally, they do not propose other topics for the class.   |
| <ul style="list-style-type: none"> <li>What is the relation-ship between the teacher and the students?</li> </ul> | The relationship so far is friendly students and the teachers have a respectful relationship and students respect what they teacher says. And the teachers respect students' opinions.   |
| <ul style="list-style-type: none"> <li>How is the teacher and students language use?</li> </ul>                   | The teacher uses English language all the time. This act can encourage the students to do the same or at least to try. During the activities is really surprising that most of the students use English to communicate with their partners and also with the teacher. Even when teacher Paola is not close to them they many of them continue speaking in English. |
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| Strategies  | Strategies   |
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| <p>What strategies in academic writing does the teacher present in class?</p> <p>What kind of strategies about the language use does the teacher present?</p> | <ul style="list-style-type: none"> <li>• To work in pairs in order to help the classmates sharing and giving advises taking into account a second opinion as important.</li> <li>• Round table in order to exchange opinions, explain and clarify doubts for every student.</li> <li>• To write down ideas in the notebooks when they appear (her recommendation).</li> <li>• Writing practice. Creation of a paragraph</li> <li>• Structured reviewing</li> <li>• Taking notes</li> <li>• Paying attention</li> <li>• Highlighting</li> <li>• The use of the English language during the whole class.</li> <li>• Exchange ideas and opinions</li> <li>• Reading practice and comprehension</li> </ul> |

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| What kind of strategies in the creation of essays does the teacher propose? And how she explains them? | No strategies of this type present in this class.  |
| Are the steps for academic writing (development essays) clearly explained?                             | So far not explained   |
| <b>Resources</b>   | <b>Resources</b>   |
| 9. Which resources does the teacher use during the class?  | Photocopies, blackboard, tape recorder ( for the second hour with terry)   |
| 10. Are those resources directed and related to explain the topic that is being taught?                | The resources are related and continue the idea of the previous class. The teachers used them to know and make students explain their points of view.  |
| <b>Further observations</b>  | <p>11. The class started at 6 :20 pm with 11 students</p> <p>12. These activities only embraced the first part of the class. 1 hour since terry went there to share opinions, ask for inquiring about vocabulary/meaning about a specific song. Oral and communicative part.</p> |

*Observation April 20th*

| <b>Methodology</b>                             | <b>Methodology</b>   |
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| Which types of writing does the teacher teach? | <p>Writing tips: using your resources<br/> Paraphrasing, direct quotations (less than three lines), direct quotations (more than three lines), summary.</p>  |
| What is the methodology she applies?           | <p>The teacher started the class giving and explanation about paraphrasing, direct quotations (less than three lines), direct quotations (more than three lines), and summary.</p> <p>Then, the students started to work with a photocopy the teacher gave them the previous class about writing tips about the same topic, "quotations and references. They had to work individually at first with that photocopy, making the reading and answering the 4 questions proposed.</p> <p>Moreover, the teacher divided the students in groups to work in the same questions in order to share, compare and correct the responses. She took that decision because it was evident that students present difficulties making the assignment.</p> |

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|  | <p>Then each group presented the answer of the question assigned by the teacher in front of the class.</p> <p>In the second hour, the teacher introduced another topic using pictures and drawings. She through a “saying” introduces the topic beauty and the students had the opportunity to judge and share self opinions.</p> <p>The teacher started the class calling on students, and then she asked for the assignment she had assigned for Easter week. For that assignment students had to make a paragraph about the previous listening about benefits of music.</p> <p>Furthermore, the teacher dictated some questions that students have to response in the same groups about the topic “beauty”.</p> <p>Finally, she showed a listening abstract if the same topic. The teacher Paola told them to take notes in order to answer some questions in a sheet of paper that she gave to them.</p> <p>For homework, the students have to look for information about LGOS, PATHOS, ETHOS, and KAIROS. Techniques of persuasion.</p> |
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| How does the teacher organize class work, (individually, pair work or group work?  | At the beginning of the class the student worked individually. But due to the circumstances (difficulties during the reading and in general during the activity), they started to work in pairs and then in groups.  |
| What specific vocabulary does the teacher teach?   | Vocabulary about beauty conception, paraphrasing, crediting  |
| How is the teacher management of time and space?   | <p>The teacher sets time for all activities. Each activity has to be completed in a certain period of time; ex: 2min, 5min, 10 min, etc.</p> <p>The teacher is in constant movement in the classroom. She usually walks around the room listening to the students while they work.</p>   |
| <p>What kind of examples does the teacher us to introduce, to explain and to clarify the topic?</p> <p>Do the students really understand them?</p> | <p>During the first activity:<br/>Citations: paraphrases, direct quotations (in text), indirect quotations (more than three lines).</p> <p>Examples with flash cards and drawings to present the second topic.</p> <p>For the students were difficult to understand the first activity but not because of the instructions</p> |

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|   | <p>but for the vocabulary in the photocopies.</p> <p>the introduction of the second topic was good. She used drawings, and flash cards and students participate giving accuracy responses so it was evident that they understood.</p>  |
| <b>Activities</b>   | <b>Activities</b>  |
| <p>What are the activities the teacher does to introduce a topic?</p> <p>What activities the teacher does during the whole class.</p> <p>What kind of assignments does the teacher propose in class for her students?</p> | <p>She present photocopies about writing tips and the students had to work with it individually first, then difficulties showed up and they had to work by pairs and then in groups.</p> <p>The second hour the teacher presented them flash cards and drawings in order to find opinions, points of view, and argumentation.</p> <p>For homework, the students have to look for information about LOGOS, PATHOS, ETHOS, and KAIROS. Techniques of persuasion.</p> |
| <p>Are the activities related to the creation of academic essays?</p> <p>How does the teacher organize the activities?</p>  | <p>All activities are related to writing, she teaches them how to start writing based on activities not only writing itself, such as copies, but also on discussions, listening activities etc. the topic for this class was about writing tips in the construction of any king of writing emphasizing in paraphrasing quotes and summaries</p> <p>She organized the activities according to the</p>   |

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|   | <p>plan she have for that lesson day. She at the beginning of the class proposed students the lesson that is going to be applied for that day and the activities follow the same order. The decisions of the activities are propose according to the teacher criteria and students needs.</p> |
| <b>Attitudes</b>  | <b>Attitudes</b>  |
| <p>Do the students participate during the activities? How?</p>  | <p>Students seem to be very active, they understand and do all activities the teacher proposes, and accomplish what the teacher wants, when students have to work in group they listen carefully to the instructions and do the activity immediately. Using in several times English</p>      |
| <p>Do they feel comfortable and encouraged during the class and the activity itself? What is student's behavior during the class?</p> | <p>Although the students were confused in the first activity they achieved comprehension when they worked in groups and with the teacher helping them with the vocabulary. They participated during the activities and ask for clarification constantly.</p>                                  |
| <p>Does the teacher listen to the students about what they want to write, how, and why?</p>   | <p>The teacher assigns a task and students have to do it, but she does not ask what topics students want to write about, even though</p>  |

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|   | students do not complain about it. Additionally, they do not propose other topics for the class.  |
| <ul style="list-style-type: none"> <li>What is the relation-ship between the teacher and the students?</li> </ul>   | <p>The relationship so far is friendly, the teacher and students have a respectful relationship and students respect what they teacher says.</p> <p>The teacher respect and listen students' opinions</p>   |
| <ul style="list-style-type: none"> <li>How is the teacher and students language use?</li> </ul>   | <p>The teacher uses English language all the time. This act can encourage the students to do the same or at least to try. During the activities is really surprising that most of the students use English to communicate with their partners and also with the teacher. Even when teacher Paola is not close to them they many of them continue speaking in English.</p> |
| <b>Strategies</b>   | <b>Strategies</b>   |
| <p>What strategies in academic writing does the teacher present in class?</p> <p>What kind of strategies about the language use does the teacher present?</p> <p>What strategies of language use are evidenced in class</p> | <ul style="list-style-type: none"> <li>To write down ideas in the notebooks when they appear (her recommendation). Taking notes</li> <li>Propose readings and ask for clarifications</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• To work in pairs or groups in order to help the classmates sharing and giving pieces of advice.</li> <li>• Responses socialization</li> <li>• Present material about writing tips</li> <li>• Use of the listening skill to create further writing</li> <li>• Visual aid</li> <li>• Paying attention</li> <li>• Ask for help, ask for second opinions</li> <li>• The use of the English language during the whole class.</li> <li>• Practice of reading and writing skills</li> <li>• Getting help from the teacher, classmates and dictionaries</li> </ul> |
| What kind of strategies in the creation of essays does the teacher propose? And how she explains them? | No strategies of this type present in this class.   |
| Are the steps for academic writing (development essays) clearly explained?                             | not explained so far  |
| <b>Resources</b>   | <b>Resources</b>  |
| 13. Which resources does the teacher use during the class?   | Photocopies, board, tape recorder   |

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| 14. Are those resources directed and related to explain the topic that is being taught? | The resources are related and continue the idea of the previous class. The teachers used them to know and make students explain their points of view.  |
| <b>Further observations</b>   | 15. The first hour they continue working with the topic of paraphrasing and quotation. The second hour they started working in other topic "beauty" in order the students being critical, gave points of view, it means being argumentative. |

*Observation April 24th*

| <b>Methodology</b>   | <b>Methodology</b>   |
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| Which types of essays does the teacher teach?                                      | <p>Argumentative essay.</p> <p>At the beginning the class was directed to techniques of persuasion in order to introduce the argumentative essay.</p>  |
| What is the methodology she applies?   | <p>She began the class checking the homework about techniques persuasion. Then, she introduced the whole concepts to explain the argumentative essay.</p> <p>She gave the students an essay example to the review the structure of an essay.</p> <p>The students had to read the article individually.</p> <p>Then, she presented unknown vocabulary</p> <p>According to the context, the teacher asked students to infer the meaning of the vocabulary in the article.</p> <p>Then, the responses were socialized the by the whole classroom (students and teacher included)</p> <p>Following the teacher gave a piece of paper to each student to draw the sing the picked before. Counterarguments</p> <p>Then the students had to pasted those drawings on the flour in order the students guess the sing of each drawing.</p> <p>The class ended with no assignments</p> <p>Note: time schedule to do the tasks</p> |
| How does the teacher organize class work, (individually, pair work or group work?) | <p>Individually:</p> <p>The reading was individually</p> <p>The drawings were individually</p> <p>Peers:</p>   |

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|   | <p>there were not peer work</p> <p>Group work:</p> <p>The responses are socialized by the whole group</p>   |
| What specific vocabulary does the teacher teach?  | Vocabulary of arguments: techniques of persuasion<br>LOGOS, PATHOS, ETHOS, KAIROS.  |
| How is the teacher management of time and space?  | <p>The teacher is constantly walking around the classroom and she give some specific time to develop each task</p> <p>The teacher schedule every task in her notebook</p>   |
| <p>What kind of examples does the teacher use to introduce, to explain and to clarify the topic?</p> <p>Do students really understand them?</p>   | <p>To introduce the argumentative essay she started explaining techniques of persuasion that evidence each type of arguments.</p> <p>The students participate constantly in class, the responses they gave to her were appropriate and if they had doubts they asked to the teacher.</p> <p>They understand the explanation since the following activities were accurately developed.</p> |
| <b>Activities</b>   | <b>Activities</b>   |
| <p>What are the activities the teacher does to introduce a topic?</p> <p>What activities the teacher does during the whole class.</p> <p>What kind of assignments does the teacher propose in class for her students?</p> | <p>First, with the transparence projector she showed some examples of the different types of arguments. As they already know the theory about the techniques she ask them to guess which type of argument were each phrase.</p> <p>Second, she gave the students the structure of the essay as review.</p>  |

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|   | <p>She presented the unknown vocabulary but the students had to infer the meaning according to the context of each argumentation.</p> <p>She present saying and the students had to recreate (draw) one saying in a piece of paper.</p> <p>She use saying as an activity in order the students look for counterarguments for each one.</p> |
| <p>Are the activities related to the creation of academic writing?</p> <p>How does the teacher organize the activities?</p>           | <p>Definitely, all the activities are related to the creation of academic writing; in this lesson the creation of argumentative essays.</p> <p>The teacher organizes the activities and assignments according to the schedule she had for that specific lesson.</p>  |
| <b>Attitudes</b>  | <b>Attitudes</b>   |
| <p>Do the students participate during the activities? How?</p>  | <p>All the time students participate of the class, asking questions, answering them, giving their point of view, clarifying concepts.</p> <p>The present good attitude towards the class and it is clear that they enjoy it a lot.</p>   |
| <p>Do they feel comfortable and encouraged during the class and the activity itself? What is student's behavior during the class?</p> | <p>This group presents an interesting behavior since the majority of them like to speak in English all the time and participate actively in the activities.</p>  |
| <p>Does the teacher listen to the students about what they want to write, how, and why?</p>   | <p>Class:</p> <p>In class they do what the teacher asks them to do.</p> <p>Development of essays.</p>  |

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|   | <p>She gave the opportunity to the students to pick up among several options she proposes.</p> <p>Note: In fact the topic appears from the movies she presented and students have the opportunity to pick which topic to write about. In the movies appear a lot of topics that students can defend or judge, that depends on the criteria of each student.</p> |
| <ul style="list-style-type: none"> <li>What is the relationship between the teacher and the students?</li> </ul>  | <p>The relationship is friendly, but sometimes it turns into serious when the teachers tell them to do any activity using words like "you have to do it"</p>  |
| <b>Strategies</b>   | <b>Strategies</b>   |
| <p>What strategies in academic writing does the teacher present in class?</p> <p>What strategies of learning are evidenced in class?</p> <p>What strategies of academic writing are evidenced in class?</p> | <p>To work in groups.</p> <p>To ask for clarifications</p> <p>To review structures</p> <p>Practice with reading, comprehension and association abilities</p> <p>Analyzing expressions</p> <p>Strategies evidenced in class:</p> <p>To relate new knowledge with previous ones.</p>  |

|  |   |
|--|---|
|  | <p>Translating---- sayings case</p> <p>Taking notes</p> <p>Getting help</p> <p>Linking with know material</p> <p>Paying attention</p> <p>Argumentative essays: techniques of persuasion</p> <p>Paying attention</p> |
| What kind of strategies in the creation of essays does the teacher propose? And how she explains them? | To remember with a photocopy about the essay structure  |
| Are the steps for academic writing (development essays) clearly explained?                             | In the photocopy. the steps were explained before   |
| <b>Resources</b>   | <b>Resources</b>  |
| 16. Which resources does the teacher use during the class?   | Transparences projector, pieces of paper to draw, pieces of paper with sayings, photocopies about the structure of the essay.   |
| 17. Are those resources directed and related to explain the topic that is being taught?                | In this class she used those resources to introduce strategies for writing an argumentative essay.  |

## SYLLABUS







## TRANSCRIPTIONS

### STUDENTS TRANSCRIPTIONS

#### ENTREVISTA: MARIA PATRICIA CEPEDA

Paola Mahecha: Ehhh... buenas noches ¿su nombre es?

Maria Patricia Cepeda: mi nombre es Maria Patricia Cepeda

P.M: ehh.. buenas estas preguntas son en base...eh...con base en la clase de Mastering III con Paola Galeano...esta es la primera pregunta.

1. P.M: 1. ¿Cuáles son las estrategias de escritura que la profesora ha propuesto en clase?

M.C: muchas, yo pienso que una de las clases mas interesantes aquí para aprender a escribir en la Salle es la clase de Paola. Ella prepara desde películas hasta historias, listening, eh..da...anécdotas eh... habla de arte , ella utiliza muchos recursos que te inspiran o te mueven a pensar en que cosas quieres escribir, o sobre que cosas quieres escribir, yo pienso que el rango de posibilidad que ella da en la clase es muy grande , me parecen muy interesantes las películas y las calidad de películas que incentiva a que nosotros veamos, la música también, eh..también me llamo mucho la atención una vez que tuvimos una clase en que nos eh... nos incentivo a pensar en ambientes que ayudan a mejorar el nivel de escritura; por ejemplo, estar cómodo,ehh... con aromas que inspiraran o evocaran cosas..ehh y cosas así,...(xx).

2. P.M: 2. ¿considera que ha entendido como usar esas estrategias para aplicar a sus escritos? Si, no y porque.

M.C: si, pues la idea que tengo mas clara que tengo en estos momentos es la utilización de películas porque la imagen y los argumentos o diálogos de la película te permiten a ti construir escritura, te permiten dar al pauta para tu formarte tu propio punto de vista y argumentar ehh... a favor o en contra de ciertos tópicos que se plantean...si, si ayuda mucho.

3. P.M: 3. ¿Qué tipos de estrategias usa en clase?

M.C: ¿en mi clase?

P.M: ehh... ¿Qué tipos de estrategias usted usa en la clase de Paola?

M.C: pues primero, analizar bien en las películas las imágenes, la música ehh los diálogos y luego a partir de eso hacer mis papers, mi essays. Pues partiendo de un tema dado puedo yo generar mis puntos de vista al respecto y ser muy critica respecto a lo que yo quiero decir en el essay, y eso, eso ayuda

mucho..... yo utilizo también mucho los... la parte formal también que ella da, por ejemplo, escribir un topic sentence que (sea) the main idea of the topic ..ehh the supporting ideas y tratar de escribir el cuerpo del ensayo según los parámetros dados. Para mí eso es muy importante pero también es importante basarme en la parte de los significados profundos que hay en una historia, lo que se nos quiere narrar a través de la historia para mí es muy importante ehh hay cosas que podrían quedar en lo formal del ensayo, pero también la enseñanza profunda que nos deja la película y el mensaje que quiere dar al mundo y a nosotros no?...para mí eso es muy importante.

4. P.M: ehh...que..ehh...¿Qué tipos de estrategia usa en casa?

M.C: pues para mí es importante estar en un lugar tranquilo, muchas veces utilizo música que me gusta y que me llene a mí para hacer las cosas, nada de ruido alrededor ehh me gusta mucho tener un diccionario Inglés- Inglés a mi lado ehh para estar segura, segura de cómo se escriben las palabras ...y si el significado que yo quiero escribir es el correcto con esa palabra (xx) ehh... estar solo me ayuda mucho a trabajar bien, a estar sola conmigo misma, pero también me gusta que alguien más muchas veces no es en casa es aquí en la universidad, alguien más lea y de una segunda opinión de las cosas porque cuando tú tienes una persona que revisa tu..tu escrito tienes la posibilidad de tener feedback así sea en cosas mínimas de gramática o de escritura que te ayudan y que te enriquecen, pero para construir es importante estar contigo misma en la reflexión y después ya poner tu texto o tu producción a una segunda o tercera opinión que mire el material de la clase, que vas a dar en... que vas a presentar en tu clase.

5. P.M: ¿En qué medida el uso de estrategias ha cualificado su habilidad en la escritura?

M.C: muchísimo ehhh.... Yo no he estado con Paola solamente este semestre, yo estuve el semestre pasado y este semestre. No solamente me ha ayudado en la clase de Mastering como tal, me ha ayudado a redactar mi tesis en inglés, y todas las estrategias que ella nos da en clase no son útiles solamente para la clase son útiles para inglés diario y el escrito diario de papers, los reportes que tienes que dar ehh de práctica, la tesis, y otras cosas hasta en el desempeño profesional como profesor de inglés en otras partes me ha ayudado muchísimo y yo pienso que ..que te enriquecen estas estrategias y seguirlas , o sea no solamente pues aprender una teoría hay que te da unas pautas sino la aplicación de esas estrategias en cosas puntuales y reales no? Es mi deber como estudiantes o como profesor .

6. P.M: ehh ¿Hace uso consciente de las estrategias? Si ,no y porque

M.C: si porque siento que si uno utiliza las estrategias ehh la calidad de tu escrito es evidente se hace uso(xx) en mí en mí , en la tesis, en los reportes de práctica lo hago porque porque se ve , se ve la..el mejoramiento en la calidad y en la acuriosidad se podría decir del texto que uno escribe y los uso.

7P.M: ehh bueno ¿Qué estrategias, recursos, actividades o ayudas usted conoce y usa antes de escribir? Prewriting

M.C: a mi me gusta estar bien informada de los temas sobre los cuales voy a hablar, me gusta ver los puntos de vista que difieren de los míos y los puntos que están a favor de los míos de esta manera uno tiene como su conocimiento de lo que quiere escribir, para mi eso es muy importante, el internet ayuda mucho pero también los libros ..ehhh las opiniones leer una revista respecto, respecto a los temas importantes, para mi saber, estar informado sobre el tema es muy importante primero que todo eso es una y luego utilizar las estrategias que se nos han enseñado para mejorar los tipos ensayos que uno quiere realizar, no sé si queda clara la pregunta, contestada.

8. P.M: ehh ¿Qué estrategias, recursos, actividades, ayudas usted conoce y usa durante la escritura?

M.C: pues ya mencione que me, utilizo pues (xx) lo que ya se ha escrito o se ha dicho, trato de buscar las opiniones que están a favor y en contra, las que se parecen a las mías ehh me gusta mucho incluir quotations, quotations en en la escritura ehh cosas textuales que otras personas han dicho eh como para hacer mas creible lo que escribes o, o soportar de manera mas creible lo que tu escribes ehh pero me gusta dar mucho mi opinión, me gusta, a mi me gusta mucho controversiar, osea la controversia es interesante tu sabes que hay docsa y dogma en la vida ehh yo pienso que también uno del hablar uno con las otras personas e interactuar sobre los temas uno aprende de ellos, eso es otra forma. mm cuando se tiene que hacer un ensayo de película a mi me gusta ver la película, observar las imágenes, observar el contexto de la película, la musica, la fotografía, los dialgos, y a través de eso ver la estructura significativa que hay en el interior, no solamente lo plano, lo que se puede ver a simple vista sino lo que se quiere transmitir o el significado profundo de las cosas, me gusta. Que mas puedo utilizar, uno puede, puedes ayudarte con cosas graficas, ilustrar tu trabajo con fotografía o con mapas conceptuales puede ser interesante también, pero depende del trabajo que se requiere, que se pide no?

9. P.M: ¿Qué otras estrategias, recursos, actividades, ayudas usted conoce y usa después de escribir?

M.C: me gusta leer, primero, sí tomo en cuenta los feedbacks, el feedback que da el profesor es muy importante, mirar porque te equivocaste que falto aqui ehh algunas veces reescribo ehh pero (xx)es un escrito simpático de realizar si hubiese más tiempo para hacer las cosas siempre estamos acosados por el tiempo y no podemos reescribir todo lo que escribimos o corregirlo yo quiero, yo admiro por ejemplo García Marquez dice que él ha reescrito muchas veces y ha puesto a revisar una y otra vez sus escritos de cien años de soledad y siempre tiene algo que modificarle yo pienso que todos seres humanos deberíamos o todos los estudiantes o todos los profesores en este (xx)deberíamos hacer este ejercicio pero es una utopía porque no podemos, no tenemos el tiempo para hacerlo.

10. P.M: ehh ¿Qué otras estrategias, recursos, actividades, ayudas usted conoce y usa después de recibir el feedback?

M.C: eso, corrijo, leo, miro en que me equivoque y pudiese repetirlo otra vez sería maravilloso pero no se puede, no se puede nada eh

11. P.M: en cuanto a la metodología ¿Qué metodología usa el profesor para enseñar estrategias de escritura?

M.C: te refieres a Paola solamente, o a cualquier profesor

P.M: no Paola Galeano solamente Mastering III

M.C: ya volvía , ya creo que me hiciste esa pregunta antes, yo creo que muchas estrategias

P.M: que metodología, cual metodología usa el profesor?

M.C: siempre tiene un warm-up o sea para introducir un tema que después va a tener unas estrategias o una teoría específica (me llama que ella) (xx) siempre utiliza un warm-up para captar la atención y para contextualizar los temas que ella después quiere hacer o quiere explicar, eso me parece espectacular, o sea tener una, una afirmación ehh hace siempre sondeos en clase para saber que es el conocimiento previo que tiene el estudiante respecto al tema y lo relaciona con siempre con temas de actualidad de interés, Up-date, all the time, up-date all the time

12.P.M: ¿Por qué cree usted que el profesor usa esas estrategias?

M.C: son importantes si tu quieres enseñar teoría o estrategias sin..sin ninguna contextualización o algo que muestre previamente que eso puede ser útil para la vida real yo siento que..que pierde la motivación mmm ese warm-up ayuda a que las estrategias o la, o lo que se vaya a enseñar en la clase tenga sentido.

13 P.M: ¿cómo cree que ha cambiado su proceso de escritura antes y después de la clase de mastering III?

M.C: mucho, muchísimo, pienso que ahora soy capaz de escribir con mas coherencia ehh escribir con mas cantidad y de manera más lógica, mas ehh menos fragmentada antes era muy... expresaba ideas sueltas sin ser capaz de sostenerlas de manera coherente desde un principio hasta el final ahora creo que soy más cohesiva y coherente con respecto ha lo que (xx)

14. P.M: ehh en cuanto a los recursos. ¿Cree usted que sirvieron los recursos y actividades empleadas por el maestro? ¿Por qué?

M.C: indudablemente sí, indudablemente sí; primero aprendí estrategias de metodología que se pueden implementar en mi (xx)como maestro; y segundo mis habilidades se mejoraron en procura de transmitir habilidades mas veraces o mejor estructuradas al grupo que tengo.

15. P.M: ehh ¿Cuales recursos y actividades le sirvieron más? y ¿Por qué?

M.C: las películas me ayudaron mucho, me dieron mucha idea ;pero fijate que las..las cosas que parecieran que no son tan relevantes como el hecho de ambientar el lugar, como con un ejercicio que tuvimos de ambientación de los espacios donde vamos a trabajar pareciera que no son relevantes en demasía

para la escritura, a que me refiero, yo pienso que es más...es mas fácil creer que...que las estrategias son más importantes que las estrategias de cómo se escribe un paper son más importantes que como y en donde se escribe el paper. Esas actividades a mi me..me llamaron la atención y en este momento las puedo equiparar...aquiparar, osea estrategias de ambientación son tan importantes como el aprender pasos para construir un ensayo en estos momentos creo que los equiparo mmm y creo ahora que ninguna estrategia está por encima de la otra yo pienso que si uno las, eclecticamente uno las utiliza todas son importantes y son beneficiosas para mejorar el resultado de mis papers y en mis escritos.

16. P.M: ehh ¿Qué factores favorecen su proceso de escritura?

M.C: que factores favorecen mi proceso de escritura... yo pienso que la edad que tengo, osea yo soy una estudiante bastante mayor en edad aquí y pienso que las experiencias de vida ya me permiten mmm no se, argumentar de otra manera las cosas, creo que eso es un punto a mi favor mmm además que yo soy una persona muy curiosa respecto a todo lo que se me plantea y en estos momentos estábamos hablando sobre animales, sobre el ecosistema, como están desapareciendo ehh siempre de estar como muy receptiva a escuchar las noticias, a leer el periódico a...a ver la controversia sobre lo que pasa en el mundo, eso lo ayuda a uno....me ha ayudado, me ha ayudado mucho.

17. P.M: ¿Qué factores perjudican o limitan su proceso de escritura?

M.C: el tiempo, no hay tiempo uno quisiera hacer mas (xx)tener mas en especial me gustaría tiempo para buscar y sentir las cosas internamente, para mi eso es muy importante y no...y no ver la cosas light osea o por fuera me gusta ver más las cosas de manera profunda. Yo pienso que el tiempo no nos permite, no nos permite mas, claro que no deberíamos (poner) el tiempo como obligación pero no lo tenemos porque todos estudiamos por la noche y trabajamos por el día y nuestros horarios de trabajo y de producción son muy cortos...muy cortos

18. P.M: Por último, para finalizar, ¿Para usted qué es una estrategia?

M.C: una estrategia es una forma sistemática que tiene un orden para lograr un objetivo y las estrategias dependen mucho de la creatividad propia del maestro ehh dependen mucho de las forma (de compartir, ruido) el mundo pero de la claridad que tiene en el objetivo a (futuro).

19. P.M: y ¿para usted qué es metodología?

M.C: la metodología es un conjunto de estrategias que pro...que aplica un profesor que explica un profesor para conseguir un fin último en su clase, esa es la metodología, yo pienso que estrategias son los pasos envueltos en una metodología, yo pienso que es como cuando tú hablas de approach haber no... no la metodología es lo más amplio y la estrategias esta dentro de la metodología.

P.M: a bueno muchísimas gracias

## ENTREVISTA: JUAN DAVID SANCHEZ

Paola Mahecha: ehh listo ¿su nombre es?

Juan david sanchez: Juan David Sanchez

Paola Mahecha: Bueno ehh , en base,con base en la materia de Mastering III con la profesora paola Galeano me vas, me va a responder las siguientes preguntas .

1. P.M: ehh para usted ¿Cuáles son las estrategias de escritura que la profesora ha propuesto en clase?

D.S: ehh bueno una de las principales estrategias que ella ha utilizado es el manejo de la puesta en practica (xx) de outlines los cuales consisten en desarrollar cinco ideas principales o tres ideas principales que lo ayuden a uno a sustentar su tesis ehh la tesis de un ensayo ehh esto se ha hecho atraves de para compartir ideas con los compañeros, que los compañeros le revisen a uno los drafts ,los borradores de los trabajos (xx) que hay que entregar ehh manejar trabajos por internet que le envían a ella a su correo electrónico y ella misma nos envía correcciones y, las cuales tenemos en cuenta para entregar el trabajo final.

2. P.M: ¿considera que ha entendido como usar esas estrategias para aplicar a sus escritos? Si , no y porque

D.S: si, siempre paola tiene clara la forma de explicar ehheh y de dar ha entender esta, esta metodología además que es muy efectiva pues yo con ella vengo viendo clases desde el semestre pasado y al hacer ejercicios como los que ella pone y comparar con escritos anteriores le da a uno establecer y darse cuenta que uno ha mejorado a través de estas actividades.

3. P.M: ehh ¿Qué tipo de estrategias usa en clase?

D.S: ¿yo o la profesora?

P.M: ehh usted

D.S: ehh tomo nota siempre estoy...trato de estar muy pendiente ehh me gusta manejar mucho ehh palabras sueltas, escribir ideas concretas las cuales me ayuden a..a mi a recordar porque no soy... no me gusta tomar nota completamente delo que se dice sino recordar para tenerlo en la mente y mejor organizar mi ideas al momento de escribir.

4. P.M: ¿Qué tipos de estrategias usa en casa?

D.S: ehh leo, leo frecuentemente, escribo ehh todas las herramientas que uso en mi computador están en ingles ehh las correcciones y demás ehheh sobre todo al momento de escribir los trabajos a mi se me facilita mucho mas escribir en ingles que en español porque en los últimos tres semestres todo ha sido en ingles, entonces se acostumbra uno mucho mas a escribir, a escribir y leer mucho y ver... estoy últimamente viendo muchas películas subtitulas en ingles.

5. P.M: ehh ¿en que medida el uso de estrategias ha cualificado su habilidad en la escritura?

D.S: en que medida se ha cualificado mmm bien yo creo que me ha ayudado mucho a mejorar a entender ehh como escribir cosas, textos mas grandes, ehh no sabia como hacer un documento completo, coherente, utilizando y agregando nuevos elementos como las tesis ehhs unas ideas que soporten, que demuestren eso conectores lógicos ehh estructuras gramaticales simples que uno confunde o un poco mas avanzado que han, han cualificado y que me han hecho como mejor escritor y elevar mi nivel de lengua en la parte escrita.

6. P.M: ehh ¿hace uso consciente de las estrategias? Si no y porque

D.S: casi siempre, casi siempre, cuando tengo tiempo trato de ser muy consiente en el trabajo de hacerlo muy, muy detenidamente poniéndole atención a cada herramienta porque cuando uno mira los resultados mis notas han sido muy buenas pero no siempre es posible por tiempo o (xx) puntuales pero siempre trato de hacerlas consiente, casi siempre

7. P.M: ehh ¿Qué estrategias, recursos actividades, ayudas usted conoce y usa antes de escribir?

D.S: ehh muchas de las actividades que paola nos ha dado tales como el outline, el brainstorming, lluvia de ideas los cuales nos llevan como a...a recoger ideas a luego organizarla y empezar a...a tratar como de hacer como un esqueleto de cómo podría hacer ehh con mi hermana ella habla ingles entonces ella también me lee, me ayuda mucho a corregir y...y buscar otras personas que lean lo que uno escribe esa es una muy buena herramienta para darse cuenta uno de los errores.

8. P.M: ehh ¿Qué estrategias, recursos actividades, ayudas usted conoce y usa durante la escritura?

D.S: durante, la escritura ehh mucho, mucho uso mucho, trato de usar mucho los conectores lógicos porque nunca los usaba o usaba tres o cuatro ehh el recursos, no se a veces Internet, muchos diccionarios de encarta, de (xx), de...de diferente expresiones que me ayuden a trata de dar de entender porque yo quiero utilizar un poco un vocabulario mas avanzado que no creemos que muestren el verdadero uso de la lengua.

9. P.M: ¿Qué estrategias, recursos actividades, ayudas usted conoce y usa después de escribir?

D.S: después de escribir, aveces cuando los trabajos paola los devuelve por correo electrónico, reviso los comentarios que ella hace, los leo, los chequeo de acuerdo a las tablas de correcciones que ella nos ha dado y trato de... de buscar otra forma para decirlo mejor, pero pues obviamente no tengo el tiempo de hacerlo pero el tiempo de leerlo y mirar por lo menos que es lo que esta encerrado y lo que esta mal para ver en que me equivoque.

10. P.M: ¿Qué estrategias, recursos actividades, ayudas usted conoce y usa después de recibir el feedback?

D.S: después de recibir el feedback...ehh leo, leo mucho lo que me escriben ehh cuando estoy rehaciendo otro trabajo o cuando estoy haciendo un trabajo nuevo trato de recordar estos errores para no...no volverlos a cometer, pero por lo general leo y busco la forma de leer esos comentarios que hace, las tablas de correcciones, las siglas de correcciones para buscar la forma de...de comprender porque fue el error que es lo que está mal para (xx) con la idea de no repetirlo nuevamente.

11. P.M: en cuanto a la metodología...

P.M: para usted ¿Qué metodología usa el profesor para enseñar estrategias de escritura?

D.S: la metodología es para mí es muy teórico-práctica siempre hemos visto algo de teoría y al mismo momento nos vemos enfrentados a hacerlo por nuestra cuenta teniendo un...siempre es muy difícil al momento de escribir, o para mí lo es, encontrar un tema y siempre Paola nos ha dado temas muy... como que generan esa inquietud de algún modo temas como no se, como que generan como quisquilla ehh curiosidad o malestar o que me han dado algún tipo de sentimientos como que producen la reacción de escribir entonces (xx) lo teórico práctico y tener como un contexto en que hacerlo es fácil desarrollar las ideas, es fácil expresar las ideas y dar a conocer lo que...lo que uno está pensando porque siempre todo se ha hecho como esto es así hagámoslo así para de una vez como corregir que hay errores y saber como podemos incurrir (xx)

12. P.M: ¿Por qué cree usted que el profesor usa esas estrategias?

Porque son realmente efectivas yo creo que ella todavía tiene experiencia puedo decir que son muy efectivas, son recomendadas por libros ehh por expertos, y uno mismo se da cuenta y yo creo que ella también fue estudiante y ella durante su vida se dio cuenta que así aprendió mejor y se notaba el avance mucho más rápido, es un proceso de seis meses pero creo que mucha gente con Paola pienso que ven es con ella el avance (xx) con la metodología y además que son herramientas que lo ayudan a uno no solo para esta materia sino para en otras clases y en otras cosas, incluso en español.

13. P.M: ehh ¿cómo cree que ha cambiado su proceso de escritura antes y después de la clase de Mastering III?

Uy ha cambiado muchísimo, muchísimo, recuerdo la primera clase de Mastering tuvimos que hacer un ensayo no, fue un desastre nadie sabía que era una tesis, que era un hook, que era ehh una información que... que tratara de guiar al lector o hacer al lector interesante lo que uno iba a decir, no sabíamos que tenía que ir en cada párrafo, como se sustentaba, que era la idea de un ensayo, creo que toda la vida en el colegio (xx) los estudiantes pero nunca había tenido como tan claro que es, para que es, y en el proceso de tanto de escritura del inglés mejoro muchísimo en ese aspecto y que aprendimos otras estructuras gramaticales y otras cosas que a pesar que muchos hubieran, venían de un historial con nivel de lengua, en el momento de escribir es un poco diferente siempre las tesis se hacían enfocados a que no se usaban conectores lógicos el

hecho de adicionar conectores lógicos hacen un escrito mas agradable, menos denso, y mucho mas concreto para..para dar al lector ha entender lo que uno desea expresar uno mejora muchísimo, es mas concreto, dice lo que tiene que decir, ya son escritos cortos por escribir sino realmente efectivos que buscan y cumplen con lo que se esta esperando en ese documento.

14. P.M: ehh bueno en cuanto a los recursos. ¿Cree usted que sirvieron los recursos y actividades empleadas por el maestro?

D.S: si, si los recursos son muy validos, son siempre efectivos tienen, aparte tienen como te decía una ahorita teoría y práctica no... a la información que debe ir ahí en ejemplos guiados pues como una (xx) lo cual es muy efectivo porque si uno lo hizo mal puede devolverse al ejemplo de la teoría y chequear como lo puede hacer y hasta podría promocionar como un aprendizaje autónomo solo leyendo eso, es muy bueno, muy, muy bueno.

15. P.M: ¿Cuales recursos y actividades le sirvieron más? y ¿Por qué?

D.S: ehh me gusto mucho una actividad en la cual teníamos que traer nuestro escritos preliminares nuestros borradores para...para que otros compañeros los leyeran y nos dieran su punto de vista ehh me sirvieron mucho que otra persona le vea a uno los errores porque uno cree, hay un momento en que (xx) eso, las exposiciones, las presentaciones de textos completos mmm la presentación de conectores lógicos, las reglas sobre el uso de la coma, ehh de los signos de puntuación, esos fueron elementos muy buenos para mejorar en la parte escrita.

16. P.M: ehh ¿Qué factores favorecen su proceso de escritura?

D.S: ehh factores que favorezcan mi proceso de escritura, yo creo que tengo un buen manejo oral de la lengua pero a la vez eso fue una dificultad para mi porque usaba muchas contracciones pero siempre los elementos y el tipo de corrección era enfocado a mejorar eso y todos esos factores fueron influyendo hasta el punto en que pudimos entender todos como se debía escribir, cosas que debíamos evitar, cosas que debíamos agregar a nuestros escritos y nos llevaron como a todos a subir ese nivel de escritura para llegar al punto que estamos hoy, que siento que todos mejoramos desde las notas se puede ver que en general es un proceso desde el semestre pasado todo ha servido.

17. P.M: ehh ¿Qué factores perjudican o limitan su proceso de escritura?

D.S: el tiempo, principalmente el tiempo, muchas veces no tengo tiempo para revisar después de... de clase, las cosas, las anotaciones, lo del material dado por paola entonces como que se queda hay en la maleta hasta que vuelvo a escribir y no me acuerdo como es. El principal factor es el tiempo, el tiempo para dedicarse a estudiar y a escribir lo que quiero, lo que quiero requiere mucho tiempo.

18. P.M: bueno y para finalizar ¿Para usted qué es una estrategia?

D.S: una estrategia es una estrategia. Una estrategia es un modo, como un modo, una forma, un camino que se toma con el objetivo de llegar a algo, un punto específico. Es decir, si yo quiero lograr que mis estudiantes hablen muy bien utilizando algún tiempo una estrategia es como el camino que yo me voy a diseñar con lo cual les puedo ayudar a ellos paso a paso para llegar a ese punto y dentro de ese proceso yo tengo que tener en claro cuáles son la

variables que puedo tener y como corregir y volver a encaminar a la gente cuando se va del camino que se quiere; principalmente una estrategia es un modo un camino para llegar a un punto.

19. P.M: y...¿para usted qué es metodología?

D.S: metodología, lo definiría como un sinónimo, pues la metodología es como mas...no sé como mas pedagógica de pronto, mas la forma de presentar las cosas teniendo en cuenta los... los sistemas de enseñanza que hay para legua extranjera como que cosas, que elementos pueden servir para expresar un vocabulario nuevo por ejemplo, si es metodología, si se traducen de una vez, si se enfrasan, para mí son métodos que se pueden utilizar para enseñar y las estrategias son los caminos que lo llevan allá.

ENTREVISTA: DIANA ORJUELA

Paola Mahecha: ehh bueno ¿su nombre es?

Diana Orjuela: Diana Orjuela

P.M: bueno diana esta entrevista va a ser en... con base en la materia de Masterin III con Paola Galeano.

1. P.M: ehh primera pregunta. ¿Cuáles son las estrategias de escritura que la profesora ha propuesto en clase?

D.O: ehh han sido varias, siempre hay un contexto, después del contexto viene una revisión ehh en la parte gramatical, de nuevas expresiones ehh siempre ha tenido presente como el verdadero uso del ingles como cosas que realmente se utilizan y no como uno las piensa que se pueden ehh... que cuadrarían en español pero que (xx) en ingles. Nunca hemos utilizado la traducción siempre, siempre es contextualizado ehh empezamos con por ejemplo....este semestre, bueno hace dos semestres estamos trabajando el ensayo, los diferentes tipos de ensayo ehh nos explico claramente que era un hook, en general o... bueno el hook como se utilizan las partes, nos enseñó realmente como se realiza un ensayo porque no vas a creer pero hay muchas personas en noveno semestre que no saben cómo hacer un ensayo.

2. P.M: ehh bueno. ¿Considera que ha entendido como usar esas estrategias para aplicar a sus escritos? Si , no y porque

D.O: sí, indudablemente después de haber tenido esta materia y menos mal que con la misma con la misma profesora pues se han visto los resultados ehh hemos trabajado los diferentes tipos de ensayo: argumentativo, descriptivo ehh de todo..... y cual es la diferencia de uno a otro he mejorado el estilo y obviamente he incrementado mi vocabulario.

3. P.M: ehh ¿Qué tipos de estrategia usa en clase?

D.O: la lluvia de ideas ehh también los mapas conceptuales, para iniciar un escrito cualquiera?

mm lluvia de ideas ehh a través de videos generando opiniones

4. P.M:

D.O: ¿y cuales utilizo en casa? Ehh yo tengo es libro en los que me apoyo entonces por ejemplo tengo (xx)to improve writing o el que utilizaba paola que es el de skills y ya no mas que me acuerde... ehh a través de internet también tu tienes unos paso para realizar el escrito y ehh ele stilo que es lo que utilizo esos recursos

5. P.M: ehh ¿En qué medida el uso de estrategias ha cualificado su habilidad en la escritura?

D.O: las mias o las de paola... o todas?

D.O: todas han incrementado mi nivel de escritura, yo puedo decir ahora que puedo hacer un ensayo perfectamente.

6. P.M: ¿Hace uso consiente de las estrategias? Si ,no y porque

D.O: si , igualmente, en este trabajo yo también soy profesora de ingles también ehh para grado 11 y resulta que estoy aplicando las estrategias que ella tiene para mejorar la parte de writing y me han funcionado perfectamente.

7. P.M: ¿Qué estrategias, recursos, actividades, ayudas usted conoce y usa antes de escribir? Antes, prewriting

D.O: pues la lluvia de ideas, los mapas conceptuales

8. P.M: ¿Qué estrategias, recursos, actividades, ayudas usted conoce y usa durante la escritura?

D.O: mmm durante la escritura podríamos decir que... no sé ehh atraves de borradores inicialmente correcciones...correcciones de estilo, de gramática ehh hacer conexión de ideas ehh sacar ideas o tópicos los mas importantes, por ejemplo cuando tu escribes tu repites muchas palabras entonces cuando haces un doble check como que esas palabras cambias y amplias tu vocabulario utilizando sinónimos ehh o utilizando expresiones que podrían ser mas concretas. Otras cosa que utilizo es también ehh llegar como al punto de las coas porque en español nosotros nos expandimos agrandamos todo lo adornamos con adjetivos y en ingles es lo contrario entre mas corto y mas...mas...mas (xx) va a ser... entonces cuando hago el doble check ahí eso es una estrategia que puedo utilizar.

9. P.M: ehh ¿Qué estrategias, recursos, actividades, ayudas usted conoce y usa después de escribir?

D.O: esa, pero en esa...en esa pregunta de cuales utilizo antes de también lo que hacemos es ver videos, hacer conversatorios, generar lluvia de ideas y que nos incline a hacer un escrito sobre lo que mas nos llamo la atención entonces es como una libertad para escribir y que no te impongan lo que tienes que escribir porque te limitan y cuando te limitan entonces obviamente no te va a escribir lo mismo entonces (xx)

10. P.M: ehh ¿Qué estrategias, recursos, actividades, ayudas usted conoce y usa después de recibir el feedback?

D.O: el doble check ehh cuando hagamos el feedback trato de reescribir el texto con todas las sugerencias que se me den en mi feedback y luego vuelvo y lo entrego.

11. P.M: ehh en cuanto a la metodología para usted ¿Qué metodología usa el profesor para enseñar estrategias de escritura?

D.O: podríamos hablar del task-based ehh por todas las actividades que realizamos no es solamente saquen esta hoja y escriban esto ..NO, es un trabajo previo , es una.. ehh utilizamos un enfoque comunicativo, real y siempre sobre tareas con un objetivo claro ves? Que tu sabes que tu empezaste a ver un video, vamos a hablar del video y no terminamos hablando acerca de otra cosa ves? Entonces es una metodología como de task-based.

12. P.M: ¿Por qué cree usted que el profesor usa esas estrategias?

D.O: yo creo que ella tiene en cuenta la edad de nosotros ehh utiliza temas actuales ehh utiliza temas que son catching ehh que te atrapan porque son interesante para ti no, no vamos a hablar de temas como para ti porque es interesante el ehh la música e pop... NO, utiliza temas reales, actuales y concretos, teniendo en cuenta la edad, el nivel y que es de noche no? Entonces porque no es lo mismo que venir...

13. P.M: ehh ¿cómo cree que ha cambiado su proceso de escritura antes y después de la clase de mastering III?

D.O: ehh no solo la de mastering sino de las clase durante todos los tres semestres ehh es que ahora soy mas concreta, más precisa, más clara ehh ya tengo claro cuáles con los diferentes tipos de escritos, en que puedo mejorar, ehh se cuales son mis debilidades, sé cuáles son mis fortalezas, y definitivamente ehh al finalizar el programa de mastering ehh se siente al diferencia antes yo no sabía, osea tu escribías cualquier cosa ahora tu lo ves... ahora tiene forma

14. P.M: bueno, en cuanto los recursos ¿Cree usted que sirvieron los recursos y actividades empleadas por el maestro? Si, no ¿porque?

D.O: si, si sirvieron porque como te digo ella utilizo videos, temas actuales, lecturas que eran atractivas ehh utilizó muchísimos métodos como por ejemplo las texturas ehh que otra seria ehh texturas ehh todas esas cosas, todo ese tipo de cosas se utilizan para evitar una clase monótona y eso es lo mas importante, que cada clase, que cada sesión te traiga algo nuevo y que no fuera monótona entonces de esa manera ella también agarraba la atención

15. P.M: ¿Cuales recursos y actividades le sirvieron más? y ¿Por qué?

D.O: las actividades que hicimos en internet a través de las cuales conocimos varias paginas de plagio, de como usar en la escritura, de sinónimos y antónimos, de incrementar nuestro vocabulario ehh también en el momento en el que utilizamos los documentales ehh no solamente aprendimos acerca de

cómo escribir sino de cultura, la cultura de (miedo), de la cultura... todas las partes que se ve en los Estados Unidos ehh para mí fueron importantes también todos los papers en que ella resaltaba nuestras debilidades y que poco a poco fuimos mejorando...fui mejorando.

16. P.M: ehh ¿Qué factores favorecen su proceso de escritura?

D.O: mi interés, mi interés y mi gusto.

17. P.M: ¿Qué factores perjudican o limitan su proceso de escritura?

D.O: el tiempo, es un factor que limita todo, el tiempo.....

18. P.M: ehh para finalizar ¿Qué es una estrategia?

D.O: una estrategia es una manera de enseñar ehh y que le significa algo al estudiante ehh una estrategia es (algo) que los profesores tenemos para que los estudiantes se interesen o no por el temas que es importante que ellos aprendan.

19. P.M: y... ¿Qué es metodología?

D.O: la metodología es un conjunto de estrategias que nosotros utilizamos para enseñar.

P.M: vale gracias

D.O: ok

ENTREVISTA: MARCELA IBÁÑEZ

Paola Mahecha: eh bueno primera estudiante, ¿tu nombre es?

Marcela Ibáñez: Marcela Ibáñez

P.M: bueno marcela en base a la casa de Mastering III con la profesora Paola Galeano ehh me va a responder las siguientes preguntas.

1. P.M: ehh primero, para usted ¿Cuáles son las estrategias de escritura que la profesora ha propuesto en clase?

M.I: ehh básicamente desarrollar ensayos teniendo en cuenta los outlines que ella nos dice que hay que seguir ehh que van pues de acuerdo a unos párrafos introductorio, pues del medio del escrito y al final que va la conclusión.

2. P.M: bueno ehh marcela ¿Considera que ha entendido como usar esas estrategias para aplicar a sus escritos?

M.I: si algunas veces, si pero hay momentos en que es complicado porque para eso se necesita como un proceso de aprendizaje desde el principio lógicamente entonces aquí, pues la verdad llegue al curso y ha sido como adaptarme al curso básicamente entonces pues me ha tocado traer por mi cuenta como seguir, o sea como redactar bien un párrafo, que estrategias tengo que utilizar en el caso de que tenga que desarrollar una idea central tanto en el párrafo introductorio como en el final entonces ha sido complicado pero pues digamos que si la he entendido bien.

3. P.M: ehh ¿Qué tipos de estrategias usa en clase?

M.I: en clase sobre todo las lecturas que ella, pues que la profesora nos da ahí dentro de la clase

4. P.M: y ... ¿cuales estrategias usa en la casa?

M.I: en la casa las mismas y básicamente me baso en las copias que ella nos entrega de cómo desarrollar un escrito, como empezar a hacerlo, teniendo en cuenta de que pues uno escribe y vuelve a reescribir nuevamente pues para así mismo no cometer errores.

5. P.M: ehh ¿En qué medida el uso de estrategias ha cualificado su habilidad en la escritura?

M.I: pues la verdad... pues si ha sido bastante, de hecho en el último writing que tuve pues fue muy bueno y el uso de conectores sobre todo es muy importante al igual que el desarrollo de las ideas, entre más tú lees pues lógicamente mas vocabulario tienes y pues desarrollas mejor la ideas.

6. P.M: ehh ¿considera que hace uso consiente de las estrategias?

M.I: si, claro que si

P.M: porque?

M.I: porque primero porque pues de hecho pues se está haciendo un escrito en ingles, porque se está tomando un curso en ingles y mi tesis esta desarrollado y escrita en ingles, al igual pues de que debo sustentarla entonces pues si la escribo en ingles, pues lógicamente es mas fácil entonces me ha quedado un poco más fácil para redactar ciertas cosas que antes pues, me era complicado

7. P.M: bueno ehh marcela, ¿Qué estrategias, recursos, actividades, ayudas usted conoce y usa antes de escribir?

M.I: ehh los mapas, yo siempre, casi siempre mapeo como el tipo de tema que voy a tratar de... pues que voy a escribir en este caso entonces escribo ideas principales, ventajas desventajas siempre escribo por ahí un párrafo por ahí, algunas veces busco ayudas pues lógicamente de internet o en libros, pero la verdad no soy tan amante tan del internet pero hay cosas en los libros que están muy bien estructuradas y algunas veces le pregunto a mis profesores también de acá de la misma universidad

8. P.M: ehh ¿Qué estrategias, recursos, actividades, ayudas usted conoce y usa durante la escritura? durante

M.I: si las mismas que empelo antes de escribir pero entonces estas las hago de una manera mas fluida simplemente cojo el computador o a mano y empiezo a redactar y empiezo es ya a cuadrar ideas y tengo en cuenta de que los párrafos no deben de ir de más de ocho renglones, de que deben tener pues cierta cantidad de palabras al igual que conectores entonces ahí ya empiezo a desarrollarlos de esa manera.

9. P.M: ¿Qué estrategias, recursos, actividades, ayudas usted conoce y usa después de escribir?

M.I: después pues aprendo de los errores, hay veces que coloco pues frases que no son o... pues sobretodo en ingles si? la estructura es como que la estoy escribiendo como invertida en algunas ocasiones entonces me acuerdo como de que, y que no era palabra que pensé que era entonces pues como que todo va en cuenta de los errores que tuve

10. P.M: ¿Qué estrategias, recursos, actividades, ayudas usted conoce y usa después de recibir el feedback?

M.I: después de eso lógicamente mejorar los errores y corregirlos la idea no es dejarlos ahí sino pues corregirlos porque pues no tendría sentido escribir sin necesidad de que alguien le corrija a uno porque pues esa es la idea

11. P.M: ehh de acuerdo a la metodología ¿Qué metodología considera que usa el profesor para enseñar estrategias de escritura?

M.I: la de desarrollar mapas conceptuales y la de desarrollar ensayos y escritos desde cortos, medios y largos con numero de cantidad de palabras cada vez con un tema pues más avanzado y de la misma manera teniendo en cuenta unos parámetros que hay que seguir para poder desarrollar bien pues la tesis y ese tipo de cosas que se exigen en un ensayo.

12. P.M: ehh ¿Por qué cree usted que el profesor usa esas estrategias?

M.I: básicamente porque el curso quedo enfocado en esto y ... considero la verdad de que es algo bueno pues porque ya son los últimos semestres de la carrera y entonces la verdad que es muy bueno de que un profesor enseñe como escribir realmente en ingles cuando pues al principio de la carrera no lo hicieron

13. P.M: ehh ¿cómo cree que ha cambiado su proceso de escritura antes y después de la clase de mastering III?

M.I: ehh ha mejorado, ha mejorado bastante aunque yo igual había tenido un proceso de escritura no acá en la universidad peor yo ya había tenido un proceso de escritura y si ha mejorado bastante sobre todo a en la utilización de los conectores correctamente y sobretodo en el desarrollo de las ideas para que sean más claras y para que lógicamente siembre la atención en el lector y no lo pida tan (xx) en toda la lectura del escrito

14. P.M: ehh en cuanto a los recursos. ¿Cree usted que sirvieron los recursos y actividades empleadas por el maestro? Si , no y ¿Por qué?

M.I: sí, claro que si, de hecho pues en la clase todo el mundo los aplica así queramos o no, pero si ha sido una buena..buena estrategia también la utilización de...por lo menos de las fotocopias, de video bims, de acetatos que la profesora nos ha mostrado pues ya que pues aparte que nos aclara el tema que se va a tratar también vienen paso a paso y pues es muy bueno porque así uno entiende mejor y pues desarrolla mejor el escrito en este caso

15. P.M: ehh ¿Cuales recursos y actividades le sirvieron más? y ¿Por qué?

M.I: las fotocopias y sobre todo el diseño donde esta como desarrollar un desarrollar un ensayo tanto bibliográfico como argumentativo e interpretativo han sido unas copias muy, muy buenas para desarrollar porque uno va mapeando todas las ideas, va contestando ciertas partes tanto del inicio, de la parte media y del final del escrito entonces ha sido muy bueno ese desarrollo de ese tipo de fotocopias al igual que hubo unas en donde se señalaban las ideas principales y uno caracterizaba donde estaba la tesis, donde estaba la parte que mas acogía el lector entonces ha sido muy bueno

16. P.M: ehh ¿Qué factores favorecen su proceso de escritura?

M.I: el conocimiento de la lengua lógicamente

17. P.M: ¿Qué factores perjudican o limitan su proceso de escritura?

M.I: perjudicar no diría que la parte de vocabulario porque la verdad considero que en este momento tengo bastante, pero en algunas ocasiones si se necesita un vocabulario como técnico más bien para desarrollar este tipo de escritos cuando uno hace una crítica no siempre son destructivas algunas veces son constructivas y si uno no posee ese tipo de vocabulario pues es un poco difícil desarrollar porque, por ejemplo, en este caso hubo un ensayo argumentativo donde pues uno tiene que argumentar sustentar, defender y de la misma... de la misma manera pues refutar las ideas entonces ahí es donde uno dice que pongo cuando (xx) necesito vocabulario

18. P.M: Por último, para finalizar, ¿Para usted qué es una estrategia?

M.I: una estrategia es básicamente algo en lo que uno se enfoca para desarrollar ciertas ideas que tiene uno en mente, pues prácticamente es planificar algo con un fin a largo o a corto plazo.

19. P.M: y ¿para usted qué es metodología?

M.I: es el desarrollo de la misma estrategia, todo tiene una metodología, todo va paso a paso, algunas veces va mas rápido y otras veces va mas despacio, pero la metodología es simplemente es seguir pues como los acordes que se tienen de una estructura básica; por ejemplo, en este caso para desarrollar un ensayo pues se tiene una...una metodología que va primero la introducción, después va como la parte central, después va la conclusión y al final pues puede ir una opinión pues que uno quiera dar entonces se sigue como esa metodología para que no pierda el curso del mismo ensayo

P.M: bueno muchas gracias.

Nombre: Carlos Felipe González

1. ¿Cuáles son las estrategias de escritura que la profesora ha propuesto en clase?

1. ehh... la mayoría han sido ensayos, ensayos basados en que...ehh... en películas, ha sido más que todo, de temáticas de interés común, eh...le podría citar ahorita dos, eh... bowling for columbine, que habla de la masacre pues en la escuela de allá que todos conocemos, y la otra de Ray charls que fue de la vida de... este famoso... músico que...Pues que tocaba jazz, eh... hemos trabajado en base a estas dos películas más que todo, distintas clases de ensayos por ejemplo el argumentativo, el propositivo mmm... y para cada uno de estos, ehh... Siempre nos recuerda la estructura que debemos tomar para realizar estos escritos, eh... comenzando por un párrafo de introducción eh... cada uno de estos debe tener el hook o el gancho, eh... debe ser interesante tiene que tener información que conecte el hook con la tesis y luego la tesis que nos indique que es lo que va a hablar todo el , todo el ensayo, luego los párrafos de desarrollo, cada uno con su topic sentence y los detalles que soporten estas idea y por último eh... la conclusión eh... esto es más que todo la estructura general de cada uno de los ensayos obviamente pues variando entre los tipos de... de estos mismos.

2. ¿considera que ha entendido como usar esas estrategias para aplicar a sus escritos?

2. ehh... si, definitivamente pues además de que la profesora nos explica muy específica y claramente, eh... luego de la explicación, mmm... no, mas bien, antes de la explicación vemos un ejercicio sin que nosotros hayamos visto la pues la teoría la parte teórica luego vemos la parte teórica la especificación de cada uno d esos , luego ehh trabajamos en, en escritos o en ensayos que la profesora trae a clase y luego pues trabajamos ya ehh... individualmente la profesora nos corrige y de acuerdo a estas correcciones y a preguntas que nos hace de acuerdo a lo que nos ha faltado o las fortalezas que hemos tenido, ehh... pues creo que ha sido provechoso, ha tenido un buen provecho la... enseñanza en este tipo de escritos.

3. ¿que tipo de estrategias usa en clase y que estrategias usa en casa?

3. pues...Yo combino, yo trato de combinar...ehh...en clase la escritura de cada uno de estos ensayos ya después pues con la práctica y el tiempo no se hace tan necesario hacer como el esquema o el esqueleto de cada uno de estos escritos, sino las ideas van fluyendo y uno pues ya mediante la práctica va observando si lo que está escribiendo está bien o si necesita corregirlo, ehh también digamos cada uno tiene su tipo de escritura personal su sello privado por decirlo de alguna manera eh...yo me interesado últimamente por la sátira también porque hemos visto temas o las películas o los ensayos que hemos visto se han relacionado con temas políticos o sociales y pues mm el tipo e ensayo y la estructura se acomoda muy bien a este tipo d escritos entonces creo que he combinado los dos de acuerdo con mi experiencia laboral de este año también me ha servido mucho por la parte de literatura.

4. ¿que tipo de estrategias usa en casa?

No responde

5. ¿EN QUE MEDIDA EL USO DE ESTRATEGIAS HA CUALIFICADO SU HABILIDAD EN LA ESCRITURA?

5. mm...Mucho la verdad porque y he comparado escritos desde Pues desde el colegio la universidad, los primeros semestres hasta el día d hoy desde el colegio y si he notado bastante el cambio, mmm mas que todo mas que , la estructura, Mas que la teoría ha sido la práctica, la puesta en práctica de cada uno de estos pasos, ehh..., ya también pues con cada tipo de escritura pero, eh... la práctica y el e acompañamiento de la profesora en clase ehh ha sido de gran ayuda también extra clase pues, también tenemos la posibilidad de ser corregidos, ohhh... por medio de correos, o documentos que nos envía por vía internet.

6. ¿Hace uso consiente de las estrategias?

6. mm... consiente yo diría que ya las he internalizado a partir de la experiencia y la practica obviamente como le decía ya no hay necesidad de hacer el esqueleto eh de tener en el escrito antes de pasarlo en limpio lo que hacemos antes era , escribir topic sentence del párrafo uno, párrafo dos topic sentence , supporting details pues enumerarlos, cada uno con su estructura, ya, creo que las ideas van fluyendo mas en términos de que, de que la temática se trabaja mucho, la temática se trabaja bastante en clase y fuera de la clase, y las ideas se van juntando a partir de la discusión, eh... esto lleva mucho también pues a la hora de escribir ya, las ideas están como más claras y solo es juntarlas con coherencia y plasmarlas en el papel.

7. ¿que estrategias recursos, actividades, ayudas, usted conoce y usa antes de escribir?

7. antes de escribir me gusta documentarme mas del tema, digamos...le pongo un ejemplo bowling for columbine fue un documental bastante bueno en el que se habla de muchos temas políticos y sociales de prejuicios y...y...ehh como le dijera estigmas...no estigmas, estigmas no mm... bueno, dejémoslo (xxxxxx)ehh...igual en el documental deja como muchas cosas para pensar muchas cosas a la critica a la interpretación, eh... siempre es bueno saber de lo que se habla, en este casi los medios de comunicación ayudan bastante nos solo la televisión, ehh,... O no casi la televisión sino más que todo el internet, periódicos, revistas, videos, mmm... youtube en estos tiempos se encuentra de todo y para todo hay video entonces, estas han sido grandes ayudas para enlazar las ideas y tener más profundidad a la hora de escribir basado en la estructura.

8. ¿Qué estrategias recursos actividades, conoce y usa durante el proceso de escritura?

8.ehhh lo que hemos visto pues siempre en clase, tener un buen ambiente de escritura, estar relajado eh... si no le fluyen las ideas puede usar una estrategia que sería la lluvia de ideas también o clasificar las palabras en distintas categorías, .q otra estrategia al momento de escribir m... creo que tener claro toda la información y hacer, y aplicar las estrategias de lluvia de ideas y

categorización de palabras sería como lo mas importante que yo he realizado, que he tenido la experiencia de realizar durante la escritura.

9. ¿que estrategias, recursos, actividades, después de escribir?

9. Ehhh... ese después es muy importante por que siempre, bueno hay un dicho que habíamos visto que dice, la belleza esta en el ojo del que lo mira creo, para uno puede estar perfecto su escrito o puede estar muy mal pero para a los ojos de otra persona pueden haber errores o fortalezas o debilidades que uno no se daría cuenta, importante después de que uno escriba ehh... como... pedir la opinión en cuanto ah diferentes estrategias, gramática coherencia de ideas, eh si falta algo de la estructura por...por especificar ehhh... esa parte es muy importante además de pedir la opinión m como contrastarla con la propia y pues tomar una posición frente a esto, si yo decido hacer caso omiso de las sugerencia o si decido mirar en que fue lo que falle y mejorar para seguir mejorando, valga la redundancia en mi calidad de escritos.

10. ¿que estrategias recursos actividades, después de recibir el feedback de la profesora?

10. siempre preguntar por que, si uno no pregunta que uno no tiene dudas y que todo esta muy claro o 'pero no siempre todo esta claro, m,, preguntar mas que todo el el por que digamos en gramática así uno haya estudiando llevamos nueve semestre estudiando la gramática, pero definitivamente uno no se las sabe todas, y comete errores básicos, errores muy fundamentales que a la hora de escribir uno no se da cuenta, cuando digamos la profesora lo hace caer en cuenta a uno entonces pues uno ya esta como mas consiente de lo que no debe hacer también, de pronto también además de gramática ehhh... ideas para escribir temas, ehh... o también distintas estrategias que puede servir la escritura, digamos, si no, no resulta muy fácil la escritura en determinado sitio en determinado lugar de determinada forma, entonces la profesora también nos nos evalúa como nos sentimos frente a distinto tipo de escritura, que encontramos, que de pronto no nos seria tan útil o relevante y de acuerdo a ello pues mejorar nuestro escrito basado mas en las fortalezas y las debilidades tratando de dejarlas de lado.

11. ¿Para usted que metodología usa el profesor para enseñar estrategias de escritura?

11. Mmm... siempre presentando las , las estrategias de forma que que uno las encuentre, que uno se de cuenta, Que uno vea que uno diga vea esto es así por que acá uno cambió tal cosa y tal otra, es muy importante esto por que como lo hemos visto digamos, en distintas corrientes pedagógicas digamos el constructivismo, nos dice que, que es muy importante crear conocimiento desde lo ya aprendido desde las bases nosotros tenemos unas bases cada vez que escribimos y queremos algo nuevo eh encontramos algo totalmente distinto lo descubrimos y lo podemos aplicar con base a lo que hemos descubierto, seria totalmente distinto y inoficioso el, el que se nos presentara de una vez el, digamos la estructura sin haberla interpretado sin haberla analizado a mi me parece que es ha sido una parte clave de la enseñanza en la escritura y la

practica siempre la practica teniendo esas dudas y reponiéndolas de la mejor manera.

12. ¿Por que cree usted que el profesor usa esas estrategias?

12. mm. Por que creo yo, digamos que , ehh en la escritura es muy difícil decir si esta bien o esta mal, ehh cada uno tiene un tipo de escritura totalmente distinto un punto de vista opinión, es muy difícil si yo, bueno si ella nos pide escribir sobre un tema x , y cada uno ehh, pues escribe de puntos totalmente distintos, ehh lo importante es que sea cual sea la idea o la posición que tengamos estamos de acuerdo o en contra o una afirmación a un evento o a una acción ehh que nos sepamos expresar, mmm, creo que no seria mas.

13.¿como cree que ha cambiado su proceso de escritura antes y después de esta clase de mastering III?

13. pues la parte mas importante que yo vi en esta clase fue que hay mas pues además de ver las clases de escritura mm, como el, conocimiento del propio proceso de escritura, hubo un ejercicio en el que nos pedía recolectar información y escritos de todo lo que lo que fuéramos que había sido nuestro proceso de escritura , analizarlos siempre lo analizamos encontrando fortalezas y debilidades , en que hemos mejorado y en que todavía nos faltaría un poco de trabajo, ha sido muy importante además de escribir conocer esos errores y saber por que los esta cometiendo y saber que debido a esto mmm, podría malinterpretarse lo que se esta diciendo, la expresión escrita ahorita es muy importante en el que el mundo se basa mas que todo en el papel , y pues la palabra no tiene la misma importancia que ene la antigüedad entonces, saber, saber escribir y que lo haga bien, lo principal.

14. ¿cree usted que sirvieron los recursos y actividades empleados por el maestro? ¿Por que?

14. recursos y actividades. Mmm, una parte muy importante fueron las películas, escribir a partir de las películas, por que , por que además de , demostrarnos un punto teórico, un punto practico, nos muestra un a parte de argumentación y análisis relacionada con los sentimientos, que siento yo que pienso yo de aquella situación , esto en algún momento por algún motivo lo mueve a uno y lo lleva a pensar que habría pasado si , que, que pasaría , si que no hubiera pasado si, entonces uno juega con las posibilidades , uno juega mucho de lo que ve ahí, y no se queda en un solo puente sino que le encuentra las vertientes a las situaciones, el recurso de las películas me ha parecido muy bueno mm... Y creo que ha sido pues el mejor aparte de las presentaciones y la práctica e con base en este punto, y eh que estamos escribiendo en material autentico, en material que muchas veces uno no se detiene a pensar O a escribir sobre el mismo sino que solo lo hace por entretenimiento mas que todo diría por eso.

15.¿que recursos y actividades le sirvieron mas y por que?

15. yo diría que las películas también por que, además, mmm, bueno un punto a favor muy importante que pues es la escogencia de las películas, nooo no

podríamos escribir o argumentar o criticar sobre cualquier película, la escogencia ha sido muy relevante, ahora, creo que nos ha despertado el sentido crítico de algunas de algunas cosas, algunos eventos por ejemplo, de una película sencilla digamos para muchos ojos , oídos , como la de ray charls uno encuentra bastantes temas que pueden ser eh muy eh pueden ser, un factor de discusión , como el racismo, la discriminación, la segregación, eh eh esto lo vuelve a uno, lo vuelve mas critico, mas mas , lo vuelve mas crítico, lo vuelve mas reflexivo sobre lo que uno encuentra hoy en día en los medios de comunicación que básicamente no se preocupan por analizar, pero por presentar y transmitir información, sin trascendencia.

16. ¿que factores favorecen su proceso de escritura?

16. bueno, por ahí una vez me preguntaron mm. Bueno, para el discurso oral, no tiene tanta facultad como el escrito, por que, ahhh yo creo que uno de los factores que favorecen demasiado el proceso de la escritura es la lectura, eh básicamente por el conocimiento de vocabulario , el conocimiento de distintas formas de expresión , y a mi me preguntaron, usted como haría para escribir, que le fluya tanto, tan fácil tan rápido en tan poco tiempo, eh yo digo, no se hay que leer hay que estar pendiente de lo que pasa hay que saber de que se esta hablando y de lo que se va a hablar.

17. ¿Que factores perjudican o limitan su proceso de escritura?

17. mmm... en este momento no lo he sentido, pero hay , en semestres anteriores lastimosamente estamos en una sociedad que, que no exige lo mejor de si, nos acostumbramos a la facilidad a la mediocridad, a lo mas rápido, a lo mas fácil, actualmente, no me ha perjudicado esto por que la exigencia tiene un nivel mayor y también la imagen que refleja, la imagen de autoridad del conocimiento que refleja el profesor, digamos, sin exigencia si no hay una buena imagen uno no puede decir que no tiene digamos inspiración, no tiene motivación no tiene distintos factores, que son tan importantes para el proceso de la escritura,. Seria eso.

18. ¿para usted que es una estrategia?

18. estrategia, creo que, una estrategia es un conjunto de herramientas de actividades de pensamientos ideas, que le permiten a uno, alcanzar con mayor facilidad un objetivo, obviamente esta estrategia debe tener unos pasos que se deben seguir, peor la buena aplicación de una estrategia hace asegurara unos buenos resultados.

19. ¿que es metodología?

19. metodología, bueno, obviamente tiene su diferencia con estrategia, pues digamos que una es mas general que la otra, y la otra es mas especifica, yo diría que una metodología se basa en diferentes estrategias distintos objetivos por ser alcanzados y cuando se cumplen estas estrategias se consolidan una metodología.

Maria Fernanda villegas

1. ¿Cuáles son las estrategias de escritura que la profesora ha propuesto en clase?

1. Las estrategias de escritura, pues yo creo que lo principal es conocer bien las partes del ensayo, eh mirando que significan y como se desarrollan cada una, eso es lo que creo que es importante por que es lo que a veces mucha gente no tiene claro sino la estructura, como empezar,.

2. ¿considera que ha entendido como usar esas estrategias para aplicar a sus escritos?

2. Si a mi en lo que a mi respecta, ah sido excelente el aprendizaje con Paola Galeano, yo creo que muchos de nuestros compañeros hemos hablado que el aprendizaje con la profesora y la manera que ella explica los ejemplos son muy claros y nos ayuda como desarrollar un ensayo. Por los ejemplos por la forma como ella explica, por que todo va relacionado, si ella empieza con una cosa en la clase es por que ella la va a conectar con otra y así sucesivamente entonces las explicaciones y los ejemplos son vitales.

3. ¿que tipo de estrategias usa en clase y que estrategias usa en casa?

3. Yo uso en casa, pues yo básicamente, en lo que a mi respecta yo miro mucho las copias que nos ha dado si entonces ella nos dice haga un ensayo de la película que vimos, entonces yo miro ahí yo me pongo a repasar los pasos para hacer un ensayo, que es el topic sentence, que ( no entendí) que intuir el sujeto el verbo el controlling idea, yo miro todo eso, entonces en como mirar mis apuntes, y también online internet a veces algún vocabulario entonces yo miro que ese vocabulario sea la expresión correcta.

4. ¿que tipo de estrategias usa en clase?

4. ¿En clase? Poner atención y hacer los ejercicios, por que si uno si, yo si digo si uno no vengo a clase uno se pierde, por que no es lo mismo que un compañero le diga como fue la clase a que uno mismo este ahí en la clase, entonces poner atención y participar en los ejercicios,

5. ¿EN QUE MEDIDA EL USO DE ESTRATEGIAS HA CUALIFICADO SU HABILIDAD EN LA ESCRITURA?

5. Yo creo que si ha funcionado por que, pues una debilidad en cuanto o que yo le veo cuando uno va subiendo de semestre es que unos a veces es muy coloquial, empieza a utilizar un vocabulario que se supone que si uno esta en noveno semestre en decimos semestre debería utilizar estructuras mas complejas o vocabulario phrasal verbs entonces debería ser una forma de escribir muy buena peor no lo es, y en esta clase eso es lo que vemos, como utilizar, buenas estructuras para escribir bien y no tan coloquial, no tan no se de primer semestre como por decirlo así, de escuela.

6. ¿Hace uso consciente de las estrategias?

6. Si si lo hago consciente por que como te decía yo miro cuando yo hago un escrito yo miro que las partes sean las que corresponden y trato, por ejemplo el outline que ella nos dio, entonces que es la tesis, que es la tesis los controlling ideas,, los detalles de los controlling ideas las conclusiones si, si.

7. ¿que estrategias recursos, actividades, ayudas, usted conoce y usa antes de escribir?

7. Antes de escribí, pues la lluvia de ideas, ehh, en la película, mirar la película, escribir como ellos hablando en la película, por que eso ayuda mucho ehh libros ya internet si.

8. ¿Qué estrategias recursos actividades, conoce y usa durante el proceso de escritura?

8. Durante el proceso de ehhh pues yo utilizo mucho o sea a veces yo me confundo mucho con las preposiciones entonces no se cuando utilizar on in, yo verifico mucho en internet en Word reference por que ahí como que te dice3n cual es el uso para cada una o sea no es lo mismo utilizar on, no se entonces me gusta utilizar y no las copias, las copias que nos dan en clase por que dicen mucho dicen mucho sobre el tema.

9. ¿que estrategias, recursos, actividades, después de escribir?

9. Después de escribir, no mis conocimientos después de escribir y acabar lo que he aprendido es que pues uno a veces llega y escribe y después que le corrigen se da cuenta que tuvo errores entonces lo que yo he hecho es releer lo que escribí y corregir lo que ya había escrito por que uno se da cuenta que cometió errores y no basta con solo hacerlo y ya sino releer lo que uno ya todo hizo como hacer el edición que dicen eso es lo que hago después de escribir.

10. ¿que estrategias recursos actividades, después de recibir el feedback de la profesora?

10. No pues analizarlos, mirar obviamente cuales fueron mis errores, ella obviamente el feed back es con como ella tiene una estructura de mistakes, como por ejemplo si ella pone un signo es por que fue de grammar si pone otro signo es por que fue de spelling entonces uno si dice, huy si no eso era o uno dice ahh... si acá es esto, entonces hago si, corregir el feedback, o si no entiendo yo le pregunto también.

11. ¿Para usted que metodología usa el profesor para enseñar estrategias de escritura?

11. A mi me parece la metodología de la profesora excelente o sea a veces nosotros podemos decir que a veces es un poco como escuelera, si de pronto puede ser un poco, peor a mi me gusta a mi me fascina por que, ella tiene en cuenta todo el tema como la parte estructural en contexto haga el ejercicio entonces es todo como desde la estructura y en contexto y hasta como lo puede desarrollar.

12. ¿Por que cree usted que el profesor usa esas estrategias?

12. Yo creo que la profesora sabe, por eso ella ya se que a ella la pusieron en mastering por las habilidades que ella tiene yo se que ella fue pues obviamente profesora del colombo de Pereira, es de la javeriana entonces no se me imagino que ella sabe yo creo que es por que ella sabe por que ella ha vivido y por que ella ha estudiado.

13. ¿cómo cree que ha cambiado su proceso de escritura antes y después de esta clase de mastering III?

13. Antes ehh pues era muy coloquial, ahora lo trato de hacer mas estructurado, que tenga una cohesión a veces muchas veces unos escribe pero no no tiene conexión con una idea con la otra o no hay una conclusión exacta o no hay una tesis exacta o no se sabe de que quiere hablar sino simplemente uno como que a veces escribe y va divagando sobre el tema, entonces, ahora y me he dado cuenta que soy mas especifica en lo que escribo, traté de escribir una idea pues eh correcta y aplicar un mejor vocabulario, y estructura.

14. ¿cree usted que sirvieron los recursos y actividades empleados por el maestro? ¿Por que?

14. Si definitivamente si sirvieron, sirvieron por que, pues por que ella nos ayuda a escribir mejor, cuando ella pone en listening, este listening es obviamente para ejercitar el oído, para practicar el writing, y también después nos dice bueno, ahora vamos a ver plagiarism, entonces nos dice que es el plagio, como no plagiar, las tres clase de cómo no plagiar y huevo y después de acuerdo al listening digan que piensan del del del listening utilizando las estrategias del plagio y como no plagio, entonces si ve todo va conectado al listening no era por que si, era por que ella iba a enseñar después un tema y después ese listening, con ese listening nosotros lo íbamos aplicar entonces es muy bueno.

15. ¿que recursos y actividades le sirvieron mas y por que?

15. Ehhh me sirvieron mas los de escribir definitivamente por que el que practica aprende, o sea no basta con escuchar sino practicar entonces el practicar me ayudó mucho y aprendí mas.

16. ¿que factores favorecen su proceso de escritura?

16. Que factores? Factores en cuanto a de pronto eh expresarme mejor en inglés, mi vida laboral, mi vida como profesora en la alianza.

17. ¿Que factores perjudican o limitan su proceso de escritura?

17. A que ya no puedo escribir tan coloquialmente a que ya no puedo hacerlo a la carrera tengo que pensar para escribir, tengo que saber que el proceso de escritura es un proceso consiente que toma tiempo y que, el que escribe o sea escribir puede cualquiera, pero componer bien no no cualquiera.

18. ¿para usted que es una estrategia?

18. Es un plan para llegar a través de metas para llegar a un objetivo.

19. ¿que es metodología?

19. Es la forma de cómo, de cómo yo hago algo, entonces por ejemplo mi estrategia, mi metodología...bueno, bueno, la metodología que yo voy a utilizar estas actividades no se en este orden, creo que eso es la metodología.

Nombre: Carlos machado

1. ¿Cuáles son las estrategias de escritura que la profesora ha propuesto en clase?

1.Bueno la primera estrategia que ella nos ha tratado de inculcar es como la parte de la creatividad y para ellos nos dio ciertas estrategias para poder tener ideas, y luego de esas tratar de depurar y tener realmente lo que queremos hacer con lo que hemos pensado, creo que esa es la principal aparte de toda la teoría , los ejercicios que nos trae ehh ejemplo donde están los párrafos, como están estructurados, creo que eso ha sido importante además por que nos pone a hacer mucha practica sobre como escribir y bueno en mi caso específicamente por que a mi me agrada por que tengo gran tendencia hacia la escritura.

2. ¿considera que ha entendido como usar esas estrategias para aplicar a sus escritos?

2. Indudablemente primero por que como lo dije, me gusta escribir y se me facilita un poco y creo que he aprendido con facilidad las herramientas que ella nos da y las he aplicado correctamente.

3.¿que tipo de estrategias usa en casa?

3.Para escribir? Ehh normalmente me inspiro mucho en, en el hombre como tal en esa actitud destructiva del hombre, en eso me baso para escribir.

4.¿que tipo de estrategias usa en clase ?

4.Las mismas, normalmente los temas son muy abiertos, partiendo de una temática específica pero pues uno la acopla lo que uno le gusta y eso... siempre pienso en, en no tengo la palabra en ingles no la tengo en español, peor es eso pensar en lo desagradable que puede ser un ser humano, ese es mi punto de inspiración para escribir.

5. ¿EN QUE MEDIDA EL USO DE ESTRATEGIAS HA CUALIFICADO SU HABILIDAD EN LA ESCRITURA?

5.No de muchas maneras porque ya uno no da tantas vueltas, ya uno va a al fija por que hay una estructura determinada y con esa estructura se le facilita a uno mucho el proceso de escritura indudablemente.

6. ¿Hace uso consiente de las estrategias?

6.Creo que ha sido un uno preso de aprehensión y eso hace que no necesariamente yo sea consiente y eso hace que no necesariamente yo sea consiente sino que las cosas ya fluyan porque ya tengo la estructura en la cabeza, a media de la practica que se ha hecho con eso, además por que es que con ella venimos trabajando la parte escritura desde el semestre pasado ehh groso modo del semestre pasado ya este se4mestre nos enfocamos en su totalidad al tema de la escritura.

7. ¿que estrategias recursos, actividades, ayudas, usted conoce y usa antes de escribir?

7.Realmente ninguna, no las enseñaron pero que como le digo, no se considero que y tengo una facilidad para escribir entonces no tengo que ponerme a hacer lluvia de ideas, sino que estructuro muy rápido las cosas en mi cabeza y las empiezo a plasmar y mas que tener como una lluvia de ideas es la leer y releer y releer para determinar si lo que quería decir lo estoy diciendo y lo escribiendo de la manera correcta.

8. ¿Qué estrategias recursos actividades, conoce y usa durante el proceso de escritura?

8.El diccionario a veces hay palabras que, que uno no las conoce en ingles y tiene que acudir al diccionario para expresar específicamente y hacer sentir al lector lo que uno realmente quiere eh transmitir entonces a veces la herramienta mas útil para mi es el diccionario.

9. ¿que estrategias, recursos, actividades, después de escribir?

9.Bueno, algo que me ayudado mucho y que lo vimos con Paola es la cuestión de de cómo escribir, leerlo darse su tiempo, darse un pausa como enrollarse en otro tipo de situaciones y retomar la lectura para poder evidenciar los errores por que muchas veces cuando uno se enfrasca en la lectura una ves, dos veces de manera continua uno no percibe los errores, mientras que si se aleja y vuelve empiezan a como ha salir a la luz todos esos errores y así unos los corrige.

10. ¿que estrategias recursos actividades, después de recibir el feedback de la profesora?

10.No pues tener en cuenta todas las aclaraciones que ella nos hace , tanto verbales como sobre el papel y tenerlas en cuenta para futuros escritos m, básicamente eso

11. ¿Para usted que metodología usa el profesor para enseñar estrategias de escritura?

11.Bueno, ehnh pues lo que le decía en un principio, normalmente ella nos trae ejemplos donde ya hay un texto escrito que esta estructurado por los párrafos donde se determina cual es el gancho cuales son las frases que vana conectar que cuales la tesis y posteriormente los párrafos que vana desglosar esa tesis y finalmente una conclusión normalmente vienen los párrafos como le comento y eh después vienen unos ejercicios relacionados con eso y además pues los ejercicios que nos coloca a hacer ,que hagamos un como una especie de borrador y que con base en ese borrador miremos que hay que nos sirve que no nos sirve, como podemos mejorarlo a la luz también las cosas que ella nos ha dicho y de las retroalimentaciones que nos ha hecho previamente.

12. ¿Por que cree usted que el profesor usa esas estrategias?

12.Primeramente por que tiene el conocimiento, lo ha demostrado ehh considero que sido afortunado por tenerla a ella por que me ha enseñado muchísimas cosas, quizás he aprendido en dos semestres con ella lo que no aprendí en quizás el resto de la carrera en los temas de ingles, entonces eso ha facilitado mucho las cosas.

13.¿como cree que ha cambiado su proceso de escritura antes y después de esta clase de mastering III?

13.No mucho mucho ha cambiado mucho por que, es mucho mas fluida la escritura, por que a pesar de que escribir un texto toma muchas horas, mas cuando es en ingles pero pero hay mucha fluidez hay mucha claridad, hay nuevo vocabulario y las intenciones siempre son muy concretas, no no se va uno por entre las ramas sino que uno trata de ser muy puntual y creo que en eso fue lo que ella hizo mas énfasis con todos los ejercicios que hicimos durante el semestre.

14. ¿cree usted que sirvieron los recursos y actividades empleados por el maestro? ¿Por que?

14.Indudablemente tengo toda la caridad sobre eso, peor mas allá de lo que ella nos pueda enseñar, eso parte de los deseos de uno y los interese de uno por que puede que haya personas que no les interese escribir y pues no hacen mayor cosa por eso, o sus escritos los hacen por salir del paso en mi caso puntual como lo he dicho y lo reitero, me gusta escribir y siempre trato de que mis escritos sean los mejores por que me gusta ser el mejor en lo que hago.

15.¿que recursos y actividades le sirvieron mas y por que?

15.No pues eh los ejercicios previa que hacíamos en clase y lo borradores que ella nos hacia traer para mirar el desarrollo de la habilidad.

16. ¿que factores favorecen su proceso de escritura?

16.Mi facilidad para tener ideas y plasmarla sobre el papel, creo que es una facilidad que tengo.

17. ¿Que factores perjudican o limitan su proceso de escritura?

17.No ninguno, a pesar de que nos dan un tema, no hay camisas de fuerza podemos expresar lo que queramos yo por lo menos tengo una visión un tanto misantrópica y le doy muy duro a la gente entonces mis escritos cuando tiene que ver con ese tema los hago con toda libertad y no hay ningún tipo de cómo de , que le dijera yo no hay ninguna traba para expresar lo que uno quiere simplemente mientras este bien escrito que creo que es lo que importa aprender a escribir no importa lo que uno diga, que valga y que este bien hecho eso es lo que prima sobre todo.

18. ¿para usted que es una estrategia?

18. Que es una estrategia? Es una forma a través de la cual uno puede lograr algo alcanzar algo de la mejor manera posible y de la forma mas productiva.

19. ¿que es metodología?

19.Es es el proceso con el cual se lleva a cabo una estrategia.

Nombre; Darwin espitia.

1. ¿Cuáles son las estrategias de escritura que la profesora ha propuesto en clase?

1. Hmm durante todo este periodo hemos aprendido a escribir de una forma en la cual ella dice que primero debemos tener una lluvia de ideas, debemos tener claro a que hacemos referencia, un objetivo para claro para así mismo escribir después de 3eelo ahí si elaborar un breve un pequeño párrafo un pequeño outline para que estas estrategias que , este funcionamiento de la lluvia de ideas, de tener en claro los objetivos , de tener en claro a que quiero llegar, pueda verse eh legibles dentro de ese escrito.

2. ¿considera que ha entendido como usar esas estrategias para aplicar a sus escritos?

2. Personalmente pienso que si se ha avanzado, obviamente se tiene todavía muchas falencias o pocas pero si se ha mejorado lo suficiente por que siempre que se escribe se ha hecho un retroalimentación y todo los proyectos que ella ha emprendido frente a la escritura pues creo que nos ha servido no solo a mi sino a mis compañeros.

3. ¿que tipo de estrategias usa en casa?

3. Generalmente lo que mas uso, es lluvia de ideas saber a que quiero llegar con ese escrito después de saber a que quiero llegar ahí si comienzo a elaborar ciertas oraciones que me lleven a conectar mis ideas con lo que quiero decir en el ingles, mm no e m gusta traducir, entonces lo que hago es escribir en ingles tal y como yo creo que se deba hacer y a partir de ello comienzo a corregir mi gramática y olas estructura que durante todo este periodo durante todos estos años hemos aprendido, entonces creo que esas han sido las estrategias que he adquirido durante este periodo,

4. ¿que tipo de estrategias usa en clase ?

4. En clase, pues yo tomo nota a diestra y siniestra entonces ehh esas notas son pequeñas palabras pequeñas síntesis, no me gusta tomar nota de todo lo que diga o todo lo que escriba o todo lo que presente el maestro o las presentaciones de mis compañeros entonces lo que hago simplemente es escribir palabras claves para así mismo conectarlas con lo que yo quiero con la idea principal del texto del tema.

6. ¿Hace uso consiente de las estrategias?

6. Personalmente si si hago uso consiente por que de alguna u otra forma si nos e hiciera uso consiente son se mejoraría como se quisiera y cuando uno adquiere ese conocimiento pues lo hace con conciencia lo hace por el hecho de que le importa mejorar, y si le importa mejorar lo hace bien.

7. ¿que estrategias recursos, actividades, ayudas, usted conoce y usa antes de escribir?

7. Que estrategias bueno, leer leer antes de escribir, observar de pronto, llenarme o empaparme de lo que verdaderamente se quiere escribir si, eh adquirir información eso es como lo mas básico que hago antes de escribir y obviamente pensar en a que quiero llegar obviamente.

8. ¿Qué estrategias recursos actividades, conoce y usa durante el proceso de escritura?

8. Durante del proceso de escritura ahí si ya comienzo como le estaba diciendo anteriormente ah escribir en inglés como me salga y después de eso empezar a hacer las correcciones respectivas frente al tema.

9. ¿que estrategias, recursos, actividades, después de escribir?

9.Estrategias , recursos, mm generalmente después de escribir o terminar digamos un ensayo lo que hago es releerlo, y dependiendo de lo que comienzo a releer ahí si comienzo a cambiar ciertas cositas espero que no sean muchas peor obviamente comienzo hacer como un acto juemichica si me quedo bien si me quedo mal y partir de ello comienzo a hablar.

10. ¿que estrategias recursos actividades, después de recibir el feedback de la profesora?

10.Después que recibo el feedback de la profesora mmm no corrijo el texto pero si obviamente lo que hago es como pensar en lo errores que hice entonces si digamos, mi error fue en un texto del presente simple o el pasado simple, pues lo que hago simplemente es tratar de que el otro ensayo que el otro escrito no tenga las falencias que tuvo el anterior, mirar bien eh mirar de una forma intrínseca verdaderamente lo que se hizo y mejorarlo en el otro escrito.

11. ¿Para usted que metodología usa el profesor para enseñar estrategias de escritura

11.Que metodología usa, generalmente ella utiliza mucho lo que es ensayos comparaciones graficas y a partir de ello la gente comienza a escribir, presentaciones eh tuvimos presentaciones de cómo escribir y nosotros teníamos obviamente que llenarnos de esa información para así mismo impartirla estratégicamente a nuestros compañeros entonces han sido presentaciones ensayos comparaciones mapas conceptuales y demás.

12. ¿Por que cree usted que el profesor usa esas estrategias?

12.Por que es la manera mas didáctica en la cual que nosotros podemos adquirir ese conocimiento , si , nosotros ya no estamos para recibir el conocimiento de esa forma , igualmente la universidad siempre ha tenido esa falencia desde principios de semestre en los cuales no nos han enseñado a escribir desde un principio sino que, ,hasta ahora nos están exigiendo eso entonces ha sido un golpe difícil de afrontar en estos últimos semestre empezar a escribir verdaderamente como se debe peor de una u otra forma pienso que ha sido bueno el hecho de que, de que la profesora se apropie de eso y la metodología de una u otra forma ha sido buena para nosotros adquirir ese conocimiento e la escritura.

13.¿como cree que ha cambiado su proceso de escritura antes y después de esta clase de mastering III?

13.Como ha cambiado, pues no ha cambiado a esta clase, seria mentira, si pienso que ha sido un proceso durante todos los masterings hemos recibido escritura, aprender a escribir, aprender a escribir entonces obviamente mastering uno, dos , tres, yo creo que el próximo es una base y es un proceso, entonces no solamente he adquirido este conocimiento a partir de este masrtering tres sino a partir de mastering dos y mastering uno en la escritura, obviamente aquí se ha hecho mas énfasis en eso entonces obviamente se han

visto los cambios y el proceso ha sido bastante favorable obviamente se tiene que mejorar peor ha sido favorable.

14. ¿cree usted que sirvieron los recursos y actividades empleados por el maestro? ¿Por que?

14.La verdad si, por que antes no se tenían en claro muchas cosas acerca de la escritura entonces obviamente cuando no se tiene claro muchas cosas sobre la escritura pues obviamente se tiene muchas falencias que hay muchos espacios y muchas aberturas las cuales uno sigue recayendo en el mismo error, peor cuando la profesora hace diferentes exposiciones, presentaciones y demás y nos pone a nosotros a meditar de lo que estamos haciendo pues obviamente es mas favorables nuestros escritos son mas favorables.

15.¿que recursos y actividades le sirvieron mas y por que?

15.Cuales recursos y actividades me sirvieron más? Mmm.. durante mastering tres la que mas me sirvió sinceramente fue la exposición que yo hice, con mis compañeros obviamente por que ahí tuvimos que analizar escritos, dar actividades para que la gente aprendiera a escribir eh utilizar más media utilizar diferentes cosas para que la gente tuviera verdaderamente herramientas ese proceso y esa metodología nos sirvieron mucho para de una u otra forma nosotros también aprender a escribir.

16. ¿que factores favorecen su proceso de escritura?

16.Pues yo creo que el hecho de actualizar se cada día mas favorece mi proceso de escritura el hecho de informarse de la actualidad, de la historia de del lo que verdaderamente estamos interesados a hacer o escribir o expresar eso nos lleva a que la escritura sea mejor obviamente por que escribimos con mas conciencia de lo que queremos hacer.

17. ¿Que factores perjudican o limitan su proceso de escritura?

17.El hecho de no informarse el hecho de escribir por escribir sin tener un breve conocimiento acerca de lo que se va a escribir el hecho de no seguir un proceso de lectura o un habito de escritura de lectura, por que el que es buen lector es buen escritor, entonces obediente si yo no leo bien si yo simplemente lo que hago es simplemente es estar en una clase y participar en ella cuando lo amerite y leer por que me toca pues obviamente eso va a limitar mi proceso de escritura, mas si yo leo por que verdaderamente me gusta, por que verdaderamente me toca hacerlo y por que me siento bien haciéndolo pues obviamente va a ser mas favorable.

18. ¿para usted que es una estrategia?

18.Una estrategia es una técnica que yo tengo para así mismo expresar mis ideas, y para así mismo crear un estilo de aprendizaje en el cual me sea mas fácil y mas dinámico aprender, eso para mi es una estrategia

19. ¿que es metodología?

19.Una metodología, es como le método que yo utilizo o la unidad mínima del contenido que yo utilizo para enseñar a los demás, eso es lo que yo yo veo como metodología.

MARISOL FORERO

1. ¿Cuáles son las estrategias de escritura que la profesora ha propuesto en clase?

1. Bueno, eh prácticamente estamos trabajando con ensayos, ella nos da información hemos tomado información sobre algunas cosas que hemos trabajado películas libros, eh y hemos trabajado varias clases de ensayos.

2. ¿considera que ha entendido como usar esas estrategias para aplicar a sus escritos?

2. Ehhh... si definitivamente si no habíamos tenido la oportunidad de trabajar con algún otro profesor de esta manera y esto ha hecho que nosotros de alguna manera comencemos a escribir más y nos preocupemos más por la redacción por la escritura.

3. ¿que tipo de estrategias usa en casa?

3. Eh estrategias como tal, eh no se me baso en la que la profesora nos ha dicho, tomo nota de lo que trabajamos en clase y después trato de aplicarlo en la casa con todos los escritos.

4. ¿que tipo de estrategias usa en clase ?

4. en clase, eh básicamente eh y, tomo nota de o que ella dice.

5. ¿EN QUE MEDIDA EL USO DE ESTRATEGIAS HA CUALIFICADO SU HABILIDAD EN LA ESCRITURA?

5. eh... pues prácticamente yo no escribía siempre le tenía como miedo a la escritura, pues a raíz de ese miedo que nos hemos quitado con ella he ido mejorando y me he dado cuenta de la importancia que tiene la escritura en si.

6. ¿Hace uso consiente de las estrategias?

6. si por que veo que es una muy buena herramienta que estamos utilizando y que nos ha ayudado y prácticamente ya estamos terminando la carrera y a estas alturas estamos aplicándola.

7. ¿que estrategias recursos, actividades, ayudas, usted conoce y usa antes de escribir?

7. eh... me documento trato de buscar información ya sean libros en internet eh consulto con algún profesor y comienzo.

8. ¿Qué estrategias recursos actividades, conoce y usa durante el proceso de escritura?

8. eh recursos, nuevamente libros diccionario lo necesito todo el tiempo y a un ambiente tranquilo para poderme concentrar y trabajar.

9. ¿que estrategias, recursos, actividades, después de escribir?

9. eh no, no se.

10. ¿que estrategias recursos actividades, después de recibir el feedback de la profesora?

10. ehh lo corrijo miro los errores que tengo y hago corrección de ellos y lo mejorar.

11. ¿Para usted que metodología usa el profesor para enseñar estrategias de escritura?

11. eh bueno ella nos trae demasiada información ejercicios prácticos eh ejercicios que va acompañados de listening, lecturas.

12. ¿Por que cree usted que el profesor usa esas estrategias?

12. Ehhh... bueno yo creo que ella en un comienzo tuvo algunas dificultades con los alumnos para la escritura entonces creo que empezó a implementar alguna nueva forma y la sigue trabajando por que le ha funcionado y se que ella ha trabajado con esto semestres atrás y le ha funcionado.

13.¿como cree que ha cambiado su proceso de escritura antes y después de esta clase de mastering III?

13. eh antes eh como te dije hace un momento yo no escribía, siempre me daba como miedo escribir por que siempre he tenido muchos errores a la hora de escribir, y ahora no he mejorado el cien porciento por que creo que no se puede lograr pero si he mejorado demasiado a los errores que tenia al principio de semestres digámoslo así.

14. ¿cree usted que sirvieron los recursos y actividades empleados por el maestro? ¿Por que?

14. definitivamente si, por q yo nunca había tenido un hábito de escritura y con ella de una u otra forma hemos comenzado a trabajar a escribir a hacer ensayos a hacer escritos que nunca en la vida se nos ocurre si no es por que nos tiene que decir.

15.¿que recursos y actividades le sirvieron mas y por que?

15. mm cuando nos dieron los pasos a seguir para el ensayo y cuando comenzamos a trabajar actividades junto con ellas vimos una película y comenzamos a buscar unos pasitos para comenzar a hacer los ensayos y después entonces sacamos ya el ensayo final con la recopilación de los temas.

16. ¿que factores favorecen su proceso de escritura?

16. Que factores? Eh no se si sirva el hecho que que de pronto la profesora me corrige los errores y eso hace que yo retroalimente nuevamente arregle los errores y no se.

17. ¿Que factores perjudican o limitan su proceso de escritura?

17. ehh pues con la profesora no lo he tenido que sucedía en semestre anteriores que era que el profesor lo hacia sentir a uno como el bruto como el ignorante, que definitivamente no, se olvidan las cosas que uno hacia, y nunca le enseñaba a uno y le decía, bueno es que e su error es este y hay que hacer

esto, entonces con ella no lo he tenido por que ella si se ha preocupado por mejorar.

18. ¿para usted que es una estrategia?

18. Ehh es como utilizar mecanismos para que las personas manejen ciertos temas y sean acordes a su modo de trabajar.

19. ¿que es metodología?

19. Es como la forma de manejar estas estrategias la forma en que se pueden implementar dichas estrategias.

## TEACHERS TRANSCRIPTION

ENTREVISTA: profesora, PAOLA GALEANO

Paola Mahecha: Ehh bueno estamos con la profesora de Mastering II de la noche, Paola Galeano ehh buenas tardes profe...

Paola Galeano: buenas tardes ¿como estas?

P.M: ehh bien profe gracias ehh vamos a hacerle una serie de preguntas de acuerdo a su clase, entonces primero.

1. P.M: para usted ¿Cuáles son las estrategias de escritura que ud ha propuesto en clase?

P.G: pues hemos trabajado primero que todo lo que tiene que ver con estrategias para comenzar a escribir, si, luego estrategias por ejemplo para ya organizar nuestros escritos, estrategias también por ejemplo para aprender a hacer peereader si, y finalmente, estrategias para pulir los escritos que ya tenemos, osea son como diferente pasos que hemos trabajado.

2. P.M: vele profe ¿considera que los estudiantes han entendido como usar esas estrategias para plicar a sus escritos? Si, no y porque

P.G: bueno la... yo diría que la gran mayoría sí, porque digamos que la forma como mas medible es los ensayos si, osea yo cuando...cuando ya estoy leyendo los ensayos finales y veo que los chicos definitivamente entendieron, están escribiendo de una forma bastante coherente teniendo en cuenta como todas las recomendaciones entonces uno dice "sí, lo han hecho" uhum... ehh además porque pues igual es un proceso, un proceso que se ha seguido con algunos grupos desde ya hace un año y con otros ha sido todo este semestre pero igual si se ven los resultados con ese producto final pero pues también mirando lo que ellos hacen durante la clase.

3. P.M: bueno...¿Cómo organiza las estrategias de escritura en esa clase?

P.G: si ehh eso depende, como yo decía...como te decía al inicio eh por ejemplo tiene que ver con como están organizando ellos sus escritos entonces por ejemplo ehh digamos con...con...con la primera parte cierto, como comenzar a escribir es lo primero que ellos ven si, al inicio de semestre de Mastering III porque pues igual son las bases huum y de ahí vamos construyendo entonces si comenzando como desde lo mas sencillo hasta lo mas complejo y tratando de cubrir con los diferentes tipos de ensayo; este semestre por ejemplo, trabaje outline que no había trabajado en el semestre pasado porque pues me parece también que es super necesario para ellos.

4. P.M: ehh profe ¿Cómo aplica y formula esas estrategias en clase?

P.G: como aplico y formulo esas estrategias... de diferentes formas no se perate haber...bueno entonces a través de diferentes actividades ehh por ejemplo con el uso de los videos, tenemos muchísimo de interacción en parejas por ejemplo, lecturas umm otra cosa que también hacemos es lo que se llama MODAL ESSAYS, si como seguir ensayos modelos, tratar de identificar un poco la estructura de esos ensayos modelo para luego también ehh trabajarlo, sí mas que todo eso

5. P.M: ¿En qué medida considera que el uso de las estrategias enseñadas por usted han cualificado la habilidad en la escritura de sus estudiantes?

P.G: yo creo que igual la escritura es un proceso muy largo. Hemos reconocido que las personas pues por ejemplo aquí en la universidad desde primer semestre cierto, ehh ellos ya están desarrollando cierto tipo de escritura mmm por ejemplo igual sí, siempre... de pronto no escritura academica como tal que se viene a desarrollar mas un poquito en Mastering y de pronto también, osea no sé, una diferencia de pronto entre Mastering I y II Con Mastering III es que en Mastering I y II ellos están siguiendo un libro de texto sí, Mastering II es un poquito mas como de diferentes materiales sí, ehh todo eso, pero igual para mi que ha sido un proceso que comienza casi desde que los chicos están en primer semestre y que se viene a pulir bastante en Mastering I y en Mastering II solo que ya Mastering III pues de pronto le he hecho mucho énfasis a esto de los ensayos...no se si debería, perdóname, no se si debería agregar acá que igual ehh Mastering III es un grupo que, osea que yo cree como tal porque esa materia no estaba sí, y Reading and Writing tampoco, osea ha sido propuesta...propuesta mia, digamos propuesta de trabajo, de contenidos, de silabus y fue como el enfoque que yo le quise dar a la clase

6. P.M: ehh en que...perdón ¿qué estrategias, recursos, actividades, ayudas usted conoce y ensaña para antes de escribir?

P.G: ¿para antes de? ¿Pre escritura? Bueno pues no sé, creo tu... alguna vez comentábamos esto cuando hablábamos por ejemplo ehh digamos, trabajar primero que todo lo que es brainstorming, lluvia de ideas cierto, ehh luego lo podemos llevar como a un segundo momento que es la parte de mapas jum perdón, mapas conceptuales sí, lo que también llaman (spidergram) ehh por ejemplo una técnica que me ha gustado muchísimo para comenzar a escribir es free writting sí, o escritura libre también igual no el solamente decirles- listo vamos a hacer tal cosa- sino como trtar de observar umm como los diferentes momentos cierto, lo que implica y sobre todo como osea, es aprender conscientemente estrategias que nos pueden servir a hacer mejores escritores sí, reconociéndolas como tal

7. P.M: ¿qué estrategias, recursos, actividades, ayudas usted conoce y ensaña durante la escritura?

P.G: durante la escritura... bueno pues yo diría que de pronto la parte de guiarnos con otros escritos cierto, porque igual uno dice bueno digamos, este de aca es un modelo de ensayo argumentativo etcétera, entonces ellos van

mirando cierto, se van guiando por ejemplo con la estructura, ehh por ejemplo el... los hay como unas...como unas estructuras ehh que recuerdo que yo prepare, creo que fue en como en transparency projector cierto, que venia (decía) entonces tesis, es tal cosa; connecting information es tal otra, si es como un esquema del ensayo ehh yo estuve revisando haber de pronto pues como que había de eso en internet, y en libros y tal y la verdad había poquito entonces pues también esa...esa estructura como tal esa la decidí crear yo también pues como organizarla para facilitarles a los estudiantes un poquito mas eso, entonces ellos pueden guiarse también con esas estructuras

8. P.M: ¿qué estrategias, recursos, actividades, ayudas usted conoce y enseña después de escribir?

P.G: sí, yo creo que mas que todo viene a hacer como de ehh estrategias de edición, osea, primero que todo des pues una persona escribe, tiene que ser crítico con su propia escritura jum entonces por ejemplo preguntas que nos pueden guiar a.. eh digamos como el desarrollo de nuestro propios procesos de escritura cierto, entonces primero como self-editing si, lo que se llaman self-editing strategies, también después de eso, el segundo momento ehh peer-editing strategies, osea que otras personas puedan mirar mi trabajo críticamente y decir, pues bueno, osea no es corregirme bueno aquí te faltó una tilde, te faltó aquí una S que yo no se que cuentas o lo que sea sino es mas bien por ejemplo ehh para...para enfocarnos un poquitito mas en la organización por ejemplo que el titulo este apropiado, que tenga una tesis, que la tesis sea un statement si, porque también yo creo que hay que aprender que no solamente el profesor me puede dar a mi el feedback sino que igual cada uno esta en... desde que el plano tenga su entrenamiento, igual aquí pues toda la gente llega ya con un background como bastante definido ehh osea cada persona puede dar almenos su punto de vista y decir- listo esto mira te recomiendo que tal cosa porque también ustedes son profesores igual de pronto algunos estén trabajando ya otros no etcétera, pero tiene la preparación si, entonces es mas que todo esa parte de edición, self-editing and peer-editing

9. P.M: ¿qué estrategias, recursos, actividades, ayudas usted conoce y enseña después dar el feedback?

P.G: después de dar el feedback, bueno a bueno, ehh no sé eso me faltó, nosotros tuvimos un poquito de entrenamiento en feedback si, osea como interpretar feedback pero también como dar feedback con unos símbolos mmm específicos eso es un entrenamiento que ellos tiene casi desde el inicio, porque igual, como yo decía antes, si a mi la profesora por ejemplo me dice- ok a ti te flato una letra, aquí tienes tal cosa no se que- o mejor, me hace las correcciones ahí no hay aprendizaje, entonces la idea es que ellos mismo a través de este sistema de símbolos des ubre cuales son por ejemplo los errores que tienen cierto, entonces yo les doy el feedback a través de simbolos jum y ellos tienen que ...después del feedback, tienen que interpretar esos simbolos y decir por ejemplo bueno estos son el tipos de errores etcétera, ehh de pronto pues con algunas grupos he tenido un poco mas de seguimiento con eso sí, con otros de pronto osea llega el feedback y bueno ya como que le queda a cada

cual, la idea...el ideal yo creo que seria y ese era el planteamiento creo incluso para el silabus, era que todos esos trabajos que ya tenían su feedback se iban a corregir e iban a un portafolio, esa era la idea si, entonces para que se viera el trabajo como en durante, el final y luego con las correcciones del profesor y ya pues la versión ultima pero igual me pareció como demasiado trabajo jajaja entonces por eso decidí no hacerlo, sí.

10. P.M: ehh ¿existe alguna relación entre las estrategias y la efectividad del tipo de trabajo?

P.G: definitivamente, osea, eso que le decían a uno que bueno hay que aprender a aprender cierto, es para mi con al experiencia que yo tengo es totalmente cierto osea, primero si, es eso, es enseñar a que la gente por ejemplo se interese un poquitico mas en la escritura yo digo la escritura suele ser como lo que llaman en ingles como (xxxalejo) si, como esa cosa que nadie (xx) uy no que jartera no escritura no nos gusta si, y es tratar de demostrar que la escritura, la lectura son cosas muy chéveres si, que vale la pena de verdad manejarlas, que nos abre muchas posibilidades etcétera

Continua...recorte por cambio de salón

P.G: ehh a bueno yo te estaba diciendo que definitivamente sí, porque pues mostrar que la escritura no es como esa habilidad que nadie quiere trabajar si no que es algo- (espérame yo la cojo es que me da jajaja) como ha si algo que es posible desarrollarse que se puede hacer eso amm quería decir otra cosa y se me olvido esperate haber, sobre la efectividad de las estrategias, a bueno también la parte de la motivación cierto, es como estamos nosotros motivando a nuestros estudiantes para que ellos hagan ese tipo de trabajo, no es solamente decirles listo escriban y ya cierto, sino que personalmente me parece que hay que hacer..osea son procesos largos de pronto uno no lo ve o de pronto si lo ve si, pero la verdad para uno por ejemplo trabajar una lección de hora y medio eso trae la cantidad de investigación, de lecturas, de cosas de preparación ded materiales cierto, entonces yo creo que eso puede ser también motivante cierto, por que es como bueno el profesor hace esto conmigo pero resulta que ustedes también son profesores entonces ustedes también posiblemente puedan como mas adelante o ya cierto como comenzar a decir -ola a ciertas cosas que se pueden hacer-, yo por ejemplo la forma en la que a mi me gusta enseñar yo digo que yo se la aprendi a dos profesores que yo tuve, uno en la licenciatura y otro en la maestria, que yo digo -ola, esa gente me encantaba como enseñaba- y yo dije -quiero tratar de hacer algo similar-si, y entonces igual también como dice aca cierto, igual las estrategias que ellos como que trabajaron conmigo cuando yo era estudiante me ayudaron a que yo ahora también como profesora quiera hacer ese tipo de trabajo si, entonces pues de cierta forma si es como motivación un poquito como en circulo jaja, sí.

11. P.M: ¿Por qué usted considera importantes esas estrategias?

P.G: no lo que te acabe de decir porque igual si, tiene que ver con todo de motivar, motivar a la gente sobretodo por el perfil de ustedes osea ustedes van

a hacer maestros jum y entonces se necesita especialmente jum como ese tipo de trabajos.

12. P.M: ¿cómo cree que ha cambiado el proceso de escritura de los estudiantes antes y después de la clase de Mastering?

P.G: no pues espectacular osea bueno, cuando recién llegan los chicos no tienen ni idea jajaja de verdad que tesis es la del final de la carrera ehh ensayos piensan que de pronto es escribir una cantidad de palabras pero como sin ningún tipo de organización ni nada osea que esta labor eeh yo creo que es como bastante clara cierto, como llega y como sale si, y sobre todo lo que yo te decía; por ejemplo, como dar el feedback cierto, ehh los diferentes tipos de trabajo; no, yo definitivamente, osea no es por nada pero yo creo que si les ha servido mucho

13. P.M: ehh bueno profe de acuerdo a la metodología... ¿Cuál metodología usted usa para enseñar esas estrategias de escritura?

P.G: osea básicamente yo creo que... la principal metodología que se trabaja definitivamente es la comunicativa, osea yo que es que eso suena como que todos los profesores dicen que quieren trabajar la parte comunicativa pero es que comunicacion no es únicamente comunicación por ejemplo oral sino también comunicación por ejemplo escrita si, entonces es este tipo de enfoque y otra cosa que me gusta a mi es tratar de ehh de que no sea únicamente pues por ejemplo solo escritura sino también de trabajar las diferentes habilidades si, osea para llegar a un tema de escritura yo les trato de trabajar antes, escucha, habla, lectura, escritura cierto, osea son procesos que están involucrando toda las habilidades y creo yo que eso también es parte pues de la....del communicative approach

14. P.M: ehh ¿cree usted que sirvieron los recursos y actividades que usted planteo? Si, no y porque

P.G: si. Si, si pues igual hay muchas coas que uno cambia yo por ejemplo con Mastering la ehh, la he dictado el semestre pasado y este son dos semestres hasta ahora, pero igual osea si uno descubre que hay cosas que sirven hay cosas que no sirven si, ujum.

15. P.M: ¿Cuáles considera que fueron esos recursos y estrategias que mas le sirvieron a los estudiantes? Y por porque

P.G: mm wow, ¿Qué los que mas? De pronto los ensayos modelo cierto, el tipo de...¿solamente para escritura verdad?si, pues yo diría que de pronto sí, la parte de ensayos modelo, no pero es que igual se hacen muchas cosas si que yo podría decir en estos momento que casi todo les ha servido, si pues me atrevo a decir que eso no, de pronto hay lecturas que cuando uno las hace por primera vez parecen que están bien pero cuando uno las hace por segunda vez ya no le gustan de pronto el tema ya de pronto no es como tan interesante como era antes cierto, osea en ese caso cambian los materiales pero en general yo creo que recursos y actividades que les sirvieron yo diría, que que si

casi que todo, todo lo que se ha hecho pues igual cierto, diferentes tipos de lecturas, de escritos, la.. casi todo, la parte de estrategias, etcétera.

16. P.M: ehh profe ¿Qué factores favorece su proceso de enseñanza de estrategias de escritura?

P.G: que factores...interés yo creo que también osea, es despertar el interés en los estudiantes que ellos se den cuenta que eso les sirve, por ejemplo luego, cuando digamos llevamos esto a decimo semestre IELTS entonces ya tiene una función cierto, estoy aprendiendo a escribir para poder también expresarme bien en un examen internacional, para por ejemplo también para presentarme a una universidad de los Estados Unidos, en Inglaterra mmm para un trabajo cierto, osea es por eso, para mi es como tratar de motivarlos, si

17. P.M: ¿Qué factores perjudican o limitan su proceso de enseñanza de esas estrategias de escritura?

P.G: si, igual falta de interés, falta de tiempo, las llegadas tarde ufff eso es terrible porque se pierden...se pierden la introducción, entonces ya llegan y uno..bueno y que –teacher ¿que estamos haciendo?- bueno o , porque todo es un proceso cierto, entonces eso

18. P.M: ehh criterios de evaluación ehh profe paola ¿en que se basa para enseñar una estrategia?

P.G: ehh yo diría que bueno, principalmente mm osea teniendo en mente el que al final del curso o al final de la semana o al final.. osea todo con unas metas a corto plazo cierto, entonces como un producto que va a surgir si, eh yo diría que entonces en ese caso me baso pues cuales pueden ser como los mejores pasos para que se puedan lograr esas metas a corto plazo y también metas a largo... a largo plazo e igual no se si yo te comentaba a ti esto pero lo que yo estoy tratando de enseñar acá osea, mas que todo fue lo que yo aprendí de escritura en Estados Unidos si, como tal osea es como...como un estilo de escritura que se trabaja en universidades internacionales porque la verdad yo acá nunca, osea nunca tuve ese tipo de... de aprendizaje y me hubiera encantado tenerlo entonces es mas que todo es eso, es como aprender a escribir con un estándar internacional aja

19. P.M: Ehh profe ¿hay una relación entre el resultado de la evaluación y el desempeño de los estudiantes en clase?

P.G: Pues...fácil si, si trabajan y hacen bien las cosas, se ve el esfuerzo, se ve el aprendizaje pues les va bien en la evaluación pues si, yo he tenido notas excelentes como también he tenido notas malas cierto jaja , si hay de todo dependiendo de... de ese desempeño

20. P.M: ehh ¿Qué tipo de limitaciones cree que los estudiantes presentan al escribir?

P.G: ante todo y es un error que igual a todos nos toca, yo también... osea yo no puedo tirar hay la primera piedra porque igual esta la cues... el problema con la ortografía del Inglés si, son palabras tu sabes, ehh la forma en que se

escriben en el Inglés y en el español es muy diferentes cierto, ehh los sonidos, entonces aveces yo consulto muchísimo el diccionario pues ya hay muchas palabras que uno aprende pero igual cuando le dicen a uno teacher!!! How do you say...how do you say sí, entonces que también uy!!, de pronto esa no me la sé venga a ver miramos cierto, igual uno conoce también sus limitaciones, pero yo diría que la parte de la ortografía como tal; otro problema grande es el manejo de los tiempos en el pasado y el presente, se confunden muchísimo ehh y pues ya un poquito para algunos lo que es ehh osea, estructura como tal les cuesta pero pues finalmente casi la gran mayoría lo ha sacado adelante

21. P.M: profe para finalizar ¿para usted que es una estrategia?

P.G: ajajaja...estrategia es directamente como lo que se hace en en en en....en clase como tal algo que de pronto nos puede facilitar algo sí, es como...como una estrategia.

22. P.M: y profe ¿Qué es metodología?

P.G: ya metodología vendría ser como toda la parte...ya es mas grande, tiene que ver por ejemplo como con, con como, con mi convicción por ejemplo de...de enseñanza, sí, ya es como la parte filosófica, porque yo enseño de una manera y no de otra, pero lo que uno ve en la clase son...digamos que son como, cierto?, las estrategias, las actividades, pero la metodología existe cierto?, todo esa ...como lo que está como más allá.