



**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA  
FACULTAD DE LENGUAS**

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**EXPLORING STUDENTS' WRITING PRACTICES IN SPANISH AT A  
HIGHER EDUCATION LEVEL**

**Tesis presentada para obtener el título de:  
LICENCIATURA EN ENSEÑANZA DEL INGLÉS**

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## **Abstract**

This thesis reports on a qualitative study concerning expository text a kind of academic writing text. The study was carried out at a public university in a language department which has an English Language Teaching program. This study had two aims. First, it was to study the teacher's and students' perspectives regarding academic writing and second, it was to identify the main mistakes students have in this subject.

The research data were collected via teacher's interview, students' questionnaires and 20 expository texts from a course of academic writing in Spanish.

The research findings reveal that the teacher participant perceived academic writing as a complex process in which the most difficult task to carry out by students is the text structure. This can be caused for the different viewpoint of teachers regarding academic writing and also for the lack of a link between school and society. In order to overcome these problems, for the participant, it is necessary to create a standard way of teaching academic writing. On the other hand, for students there is consensus regarding their academic writing perspectives. Besides, the participants mentioned to have problems, mainly with the structure and coherence of the text because of the lack of practice. Feedback, reading and reflection, writing courses, and so on, were some suggestions proposed for these students to improve the writing situation. Finally, the results from the texts reveal that indeed, coherence and cohesion are the most significant mistakes in the students' writings. The findings also show that students are not able to write an essay including the basic components. These results and their implications are described within this thesis.

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## CHAPTER 1: INTRODUCTION

### 1.0 Chapter introduction

Writing is not a skill that is learnt at once and forever, but it is a social practice that is acquired through an acculturation process (Carlino, 2013). According to Bazerman (2009) writing should be seen as a process too.

Looking at cognitive practices in different forms of writing means considering writing processes as multiple and varied, depending not just on personal characteristics of the writer but on the genre, situation, and social activity system within which the writing is taking place and which support the writing in various ways (p. 282).

Along with this definition, scholars know that writing is not an easy task and it gets relatively complex when it deals with academic conventions. Therefore, there is a concern all over the world about university students that do not develop the writing skill necessary at a higher education level. Early surveys of writing teachers in a university setting showed that, among other deficiencies, first year composition (FYC) students were not able to organize information successfully and failed to use transitions between ideas (Newkirk, Cameron & Selfe, 1977 in Hardy, Römer, & Roberson, 2015). “Composition teachers, the broader university faculty, and researchers alike are certainly interested in continuing the conversation about how best to serve first year writing students” (Hardy et al., 2015).

In the case of Latin America, this is also an issue that has been investigated. This decade in Argentina, there has been an increase in the numbers of literacy courses at the beginning of different careers, constituting the most widespread way of teaching writing and reading (Carlino, Iglesia & Laxalt, 2013; Fernández Fastuca, 2010, in Carlino 2013). As Carlino states (2013, p. 360):

Sugiero considerar que los talleres sirven para aprender a leer y a escribir lo que genuinamente se lee y se escribe dentro de ellos, siempre y cuando ofrezcan oportunidad

de ejercer, con colaboración del docente, prácticas de lector y escritor completas y con sentido para los estudiantes. Asimismo, contribuyen a gestar la necesaria "duda ortográfica y gramatical": actitud metacognitiva de detectar cuándo no se está seguro sobre el uso aceptado de la lengua y la ortografía, para entonces consultar alguna fuente apropiada, si se escribe con un propósito y una audiencia que lo ameritan.

As seen above, there are many studies that state the significance of academic writing in first year university students. These studies also contemplate the importance that teachers and students have in working collectively during the writing process. "Those students who are not native speakers of English often find the written demands of their courses very challenging. In addition to learning academic English they need to adopt new conventions of style, referencing and layout" (Bailey, 2006, p. vii). Within this process, transferences can be presented from L1 to L2. "Learning transfer can variably depend on context, students, disciplines, languages, language components and even the emotions of the instructor and students" (Zarei & Rahimi, 2014, p.1). For instance, "students who are successful readers and writers in their first language and who have good study habits in that language are able to transfer these attitudes and habits to reading and writing in a second language" (*Literacy instruction*, n.d.). That is why I strongly believe that a good L1 writing leads to good L2 writing.

The participants of this study are enrolled in an English Language Teaching (ELT) program and they have to take a course of Spanish Academic Writing in the first four-month period of the career. The general objective of the course is that students develop discursive strategies that help them to write brief academic texts. It seems to me that those strategies can be transferred from the mother tongue to the second language, but as it is expected, students and teachers are faced with an important problem, students' writing mistakes. The first thing needed to be done to solve this problem was to study how teachers and students

perceived writing and study the common mistakes in these students' writings, so this study attempted to explore those problems.

### **1.1 Study Justification**

There are three main reasons for doing this study; all of them are based on my personal experience. First, as a student of the English Language Teaching program, I took a course of Spanish academic writing at the beginning of the career. I remember that the teacher always complained with the group because students had problems with writing, what is more, the different mistakes that we had in our texts made him mad. The teacher took for granted that as we were Spanish native speakers, we were supposed to manage the language perfectly. Furthermore, he considered that students knew how to write so he did not have to spend time to teach us what we need to know. Moreover, he used to tell us that if we did not improve our writing practices we would never become good at writing in English. At that moment I really wanted to know my mistakes to overcome what made me being a deficient writer in my own language. Also I wanted to know my teacher's and peers' perspectives regarding academic writing to see if they were different, I thought that maybe those dissimilar ways of seeing academic writing could be one of the reasons why we did not get close to the teachers' expectations.

My second and third reason for pursuing this issue has to do again with two more subjects I took two years later. These subjects were Target Language V and Research Methodology, and in both areas I had to deal again with academic papers.

The idea for this research arose when I could notice once more that I was not the only one who had problems with academic writing. Teachers blamed our Academic Writing teacher not to have taught us how to write an essay or a research paper. Therefore, when I

started the first Thesis Seminar, I decided to choose this topic for my thesis project. I became very interested in knowing what the most common writing mistakes in Spanish academic writing could be and the perspectives teachers and students have concerning this issue, all this in order to help students through teachers providing information in writing instruction and in the kinds of writing issues.

## **1.2 Study significance**

This study will contribute mainly to the different studies that have been done in Latin America regarding Spanish writing practices in order to understand the main mistakes that students face when writing in Spanish. It is worth mentioning that in Latin America there is a growing interest regarding the Spanish writing practices in higher education (Carlino, 2013). Then, this study will explore how writing is perceived by a group of undergraduate students and their academic writing teacher, also this study will present the main mistakes that they have in a Mexican university context. In the same line, I believe this research can raise teachers and students' awareness about this issue and try to find ways to improve students' Spanish academic writing in a near future.

## **1.3 Research context**

This project fits into several areas. The first areas that are related to my subject are writing, academic writing, and academic writing in Spanish language; a topic that researchers have been conducted. For example, Bidiña (cited in Martins, 2005, p.252) mentioned the results of a study carried out in Argentina between 1998 and 2000 which was presented within the framework of the "Congress for exchange of experiences on reading and writing

as university academic practices”, organized by the Department of University Education and Pedagogy of the Universidad Nacional de Luján (Buenos Aires) in 2001:

We have found that a high percentage of students do not have the skills necessary to comprehend and produce those forms of language that enable the communicative and cognitive operations specially required within the academic context. (...)

As a consequence of this lack of competence, students face many problems when they start writing their research papers, which become a very complex task for them. In this case they have even more difficulties, because they have to handle a number of sources at the same time, then reformulate fragments of the texts they think are relevant to their work and then come up with a comprehensive reformulation.

Along with this, some other topics such as the main characteristics of essays in Spanish, academic writing in English and the main characteristics of its essays, Spanish grammar, and orthography are also related to my study. This chapter also presents the subjects of coherence, cohesion, critical thinking, and linguistics in which morphology and syntax are included. Error vs mistake and error analysis method are two more fields of research involved in this study. Finally, some theories about writing skill transfer from L1 to L2 (Wolfersberger, 2003; Fukuda, Okazaki, & Hashimoto, 2012; Zarei & Rahimi, 2014) are also included. It is important to highlight that all those studies have provided a firm research basis for the current research.

#### **1.4 Background of the researcher**

At the time of this study I was a student in an English Language Teaching program. My interest in the topic came because of my experience as a student of Spanish academic writing, target language V, and research methodology courses. During the three courses, my classmates and I had to do many academic writings and as writing was a difficult task to develop, we always had mistakes in our assignments. So, while taking these courses, I was interested in investigating about this topic, particularly after I realized how difficult it was

for me and my classmates to write an academic paper. Consequently, this study was carried out because of the need to know the perspectives of teachers and students about academic writing, and the difficulties that students have when writing academic papers in Spanish (L1).

### **1.5 Research location**

The research was done at a language department from a public and large university which is located in central Mexico. At the time of the study the language department had an English Language Teaching program in which this study was carried out.

### **1.6 Study aims**

This study had two aims. First, it was to study the teacher's and students' perspectives regarding academic writing and second, to identify the main mistakes students had when writing academically. The framework described in Chapter 2, was then used to interpret the data gathered related with the teacher's and students' perspectives and the students' mistakes regarding academic writing.

### **1.7 Research questions**

The study had three research questions which guided the data collection and analysis.

RQ1. What are the teacher's perspectives regarding academic writing from a course of academic writing in Spanish?

RQ2. What are the students' perspectives regarding academic writing from a course of academic writing in Spanish?

RQ3. What are the mistakes that future English language teachers have in their academic writing in Spanish?

## **1.8 Chapter summary and overview of the thesis document**

This chapter introduced the thesis study. The justification and the significance of the research were described. Then the context of the research was presented and I provided some background about me as the researcher. It was also mentioned the location of the research, the study aims, and the research questions. The overall topic of the thesis was to discuss the importance of knowing teacher and students perspectives regarding academic writing along with the most common grammar mistakes in this context.

In the following chapters, the theoretical framework and literature review of the study, and the methodology will be presented. Finally the results are presented followed by the conclusions of the study.

## **CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW**

### **2.0 Chapter introduction**

This research was focused on exploring university students' writing practices in Spanish language (L1) to identify the mistakes they have in academic writing. Therefore, the purpose of this chapter is to explore the literature and research related to the main topics involved in this project. Firstly, information related to writing and academic writing will be described. Then, for the purpose of this project, information regarding commonalities and differences in essays will be presented. Moreover, the topics of Spanish grammar, orthography, coherence and cohesion will be established as well as information related to critical thinking. Linguistics will be another subject analyzed, in which morphology and syntax will be included as two sub-areas of this field and that are associated with this study. A general discussion of the error vs mistake will be mentioned to have a better understanding between these two concepts. Besides, a theoretical framework for understanding error analysis method will be examined. Finally, some theories and research of writing skill transfer from L1 to L2 will be built because according to some studies, there is a high correlation between writing skill transfer from L1 to L2.

### **2.1 Writing**

Different researchers have their own understandings towards the definitions of writing. According to Grabe and Kaplan (1996) the writing skill is clearly an unnatural acquired skill because it is commonly studied. Tribble (1996) also states that the ability to write well is not a naturally acquired skill since it is usually learned or culturally transmitted in instructional sceneries or through other environments as a series of exercises. Learning

how to write implies learning a new set of cognitive and social relations so it is not just a matter of a set of mechanical orthographic skills developed.

Bazerman et al. (2005) mentions that writing is not simply taught in passing because it requires prolonged concentration away from other concerns, mainly related to the more complex and contemplative functions of literacy we have developed. They also state that in the later nineteenth century in the U.S., the relationship between writing and subject matters changed with the rise of the departmental research university. First, the different subject matters were separated from language and rhetorical study. Although one might continue with reading and writing within biology or history or moral philosophy, there was little instruction or attention on the writing, which was seen as one merely vehicle of disciplinary communication. Writing was taken for granted, and it was viewed as a fault of students' language instruction or the weakness of themselves when they had difficulty in the literacy tasks.

Similarly, in Latin America, "teachers complain that students can't write, they don't understand what they read, they don't read. Undergraduates' reading and writing problems make headlines every year" (Carlino, 2009, p. 284). In other words, students cannot achieve the writing skill necessary in a high educational level because effective writing includes several things such as a high degree of development in the organization of ideas and information, a high degree of accuracy so there is no meaning ambiguity, the use of complex grammatical devices for focus and emphasis, and careful choice of vocabulary, grammatical patterns, and sentence structures to create an appropriate style to the subject matter and eventual readers (Hedge, 1998). To finish, Carlino (2004, p. 10) states that "writing involves rethinking. Although one knows much about a topic, writing does not come easily".

## 2.2 Academic writing

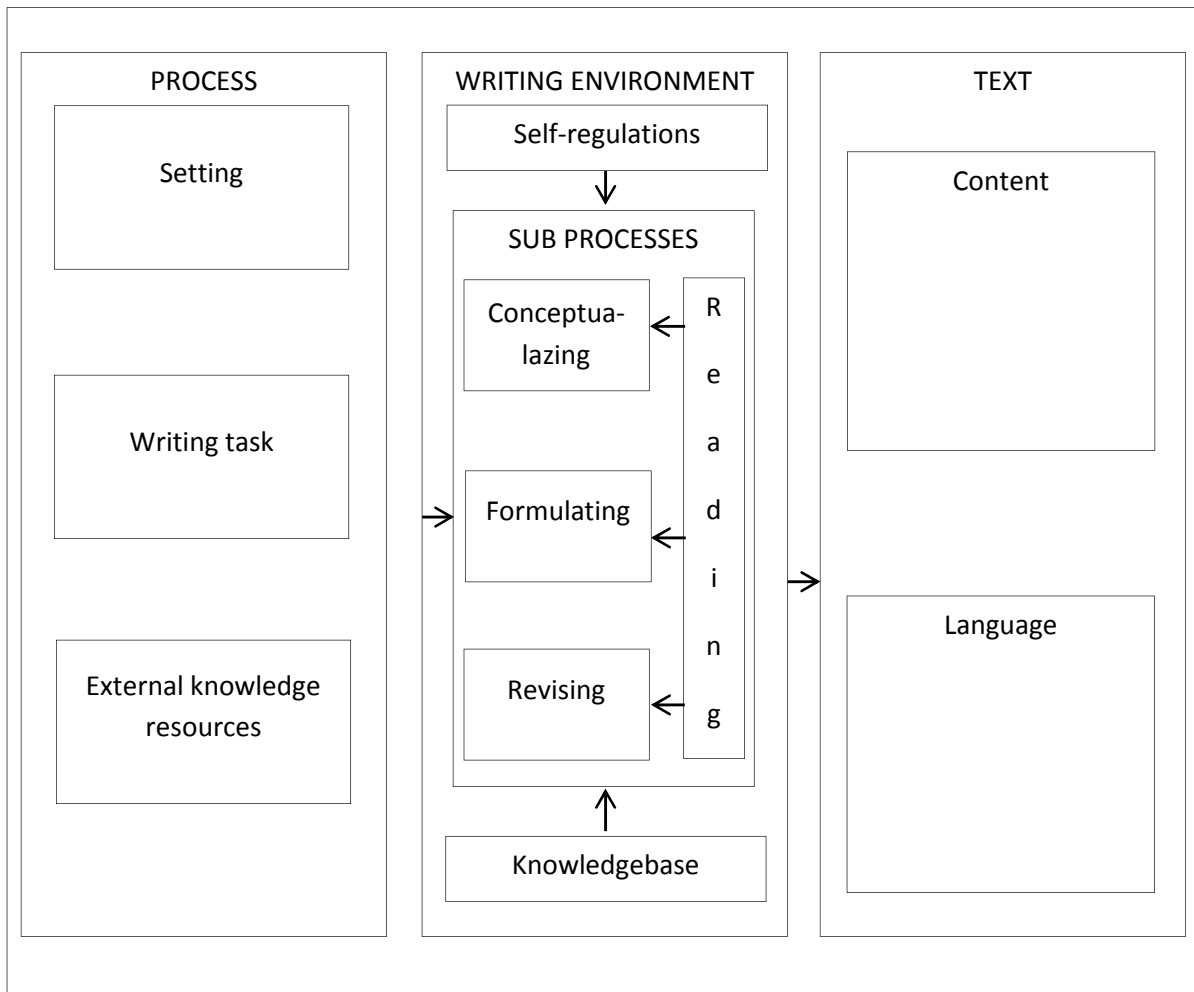
“The reading and writing activities in school were often closely tied to the specific social functions that created the need for advanced literacy” (Bazerman et al., 2005, p. 6).

The study of literacy demonstrates that writing should be viewed as a set of practices which are socially contextualized – academic writing is simple one valued set of practices appropriate to that context – rather than as a single universal set of cognitive skills. Academically valued writing requires composing skill which transforms information or transforms the language itself (Grabe & Kaplan, 1996, p.17).

According to Bazerman et al. (2005) academic literacy exemplifies a wide variety of abilities, practices, and interactions, which take scholars into intellectual engagement with thought, knowledge, and the work of professions. “Insofar as writing was explicitly taught within the research university it was typically taught in a first year course meant to prepare students for the writing demands of the university” (Bazerman et al., 2005, p. 9).

Taking this into account, academic writing is not easy even for university students although this kind of writing is very similar to other writings. Paltridge et al. (2009) state that writing any kind of text has much in common with writing an academic text. First, in order to produce the text, the writer performs a variety of internal and cognitive processes. Next, academic writing is influenced by elements that are outside the writer, some serve as direct input used to produce a text, and some others have a less direct influence on it, so writing does not occur in a vacuum. Third, there is output in the structure of a writing, product that is included in the real text the writer produces. Figure 2.1 gives a simple representation of writing that describes the three elements: process, writing environment, and text. This representation has been guided by models of writing in the literature: the famous Hayes-Flower model (Hayes & Flower, 1980); the revised Hayes model (Hayes, 1996); and the Chenoweth and Hayes model (Chenoweth & Hayes, 2001).

**Figure 2.1 A Simple Representation of Writing**



Now that we are familiarized with writing and academic writing, we can continue with the next section (2.3) in which some studies regarding to academic writing in Spanish with university students will be presented.

### **2.3 Academic writing in Spanish**

Academic writing can be considered as a discursive genre with its own structures and rules (Jiménez, n.d.). “In the Social Sciences and Humanities, reading and writing are usually required but academic literacy skills are not taught explicitly” (Carlino, 2009, p. 284). There

are two studies which are very related to my study. The first report was presented at the *XI Congreso Nacional de Investigación Educativa* by Alma Carrasco and Klency González with the name of *Dificultades de escritura entre estudiantes universitarios* (Writing difficulties among university students). This paper was carried out in a public university in Mexico. Carrasco and González (n.d.) analyzed written answers (regarding writing difficulties) of 27 university students in the last semesters of the business administration career. The reported difficulties were the following:

1. In terms of content organization: the challenge of the expository structure and coherence versus the absence of objectives that guide writing and rewriting.

Here are presented some students' answers about the biggest difficulty they have had in writing a paper during the career:

- *Many times I don't even know from where to start or how to start to do it [...].*
- *To give presentation, coherence and organization to my writing. To know how to express an idea.*
- *I consider that I do not know how to organize well a text and it's hard for me to express an idea.*

2. In terms of expression: the challenge of the appropriate vocabulary and syntax as fragmented resources versus the lack of writing as an integrated activity.

The opinions of two students about the biggest limitations they have seen in the occupational training received are showed below.

- *The lack of more vocabulary to express myself in a better way.*
- *To organize the ideas, I don't know to distinguish between the main and secondary ideas.*

3. In terms of interpretations: alternative interpretations are not recognized, nor critical reading is valued.

To illustrate this concept better, one student's answer shows that the personal assessment of what is expressed by other authors is not recognized, critical reading of the materials does not seem to be a resource of conversation in class. Some other students mention that the author is not recognized because it may be deficient.

4. In terms of accompaniment: teachers are partly responsible for the student deficiencies versus the lack of institutional responsibility.

Two students think that teachers do not teach them. Their answers are presented below.

*- There are some teachers that only give the bibliography, take attendance and they reserve themselves to answer questions or to support within the research project, but they rigorously require to carry out each of the procedures requested.*

*- [...] Teachers only tell you what you have to do, but they don't teach the basis to do so.*

The second study similar to my research is discourse genres and most frequent mistakes in academic reports of nursing students. The research was carried out by Arechabala, Catoni, Ávila, Riquelme, and Aedo (2006) in the Catholic University of Chile. 68 papers (27 individuals and 41 groups) were chosen from nursing students. In total there were 16 most frequent mistakes in the construction of academic writings which were categorized into 11 different levels of linguistic analysis: graphic, spelling, lexical, lexical-discursive, grammatical, textual-grammatical, textual, textual-stylistic, discursive, discursive-pragmatic, and spelling-pragmatic. The results indicate that problems in the construction of

the text were mainly linked to inappropriate use of vocabulary, academic informality, and deficient construction of sentences. Table 2.1 presented below shows some examples of these mistakes.

**Table 2.1 Some examples of the most frequent mistakes in academic reports of nursing students**

Problema	Descripción	Ejemplo	Versión mejorada
Nivel léxico Uso adecuado de vocabulario	Uso de palabras con una intención de significado distinto al que poseen	"Génesis presenta tres comidas diarias y rara vez cuatro"	Génesis <i>ingiere</i> tres comidas diarias y rara vez cuatro
Nivel léxico / discursivo Registro (formalidad académica)	Uso de palabras o estructuras propias de lo informal; no adecuadas a la situación de enunciación.	"la participación en este curso, me deja el deseo de buscar oportunidades para contribuir al desarrollo de la Enfermería"	La participación en este curso resulta estimulante para contribuir al desarrollo de la enfermería.
Nivel textual / gramatical Construcción de oraciones	Problemas de deixis (uso de pronombres), problemas de referencia (de lo que se está hablando), oraciones incompletas, estructuras de sujeto y predicado mal construidas.	"un estudio realizado por Chaparro y Díaz, en el 2003, se concluyó que el uso adecuado y oportuno de los registros de enfermería permiten calidad en la atención de enfermería"	En un estudio realizado por Chaparro y Díaz (2003) se concluyó que el uso adecuado y oportuno de los registros de enfermería permiten mejorar la calidad en la atención.

The next section (2.3.1) provides the main characteristics of essays in Spanish. The purpose of the section is to make a comparison with the section 2.4.1 in which the main characteristics of essays in English will be presented.

### 2.3.1 Main characteristics of essays in Spanish

According to Anguiano, Huerta, Ibarra, and Almazán (2014, p. 27):

An academic essay is a kind of text of the argumentative genre in which it is exposed, it presents and defends a point of view (a position) about a topic, or an object is analyzed, in response to a specific issue. This occurs by proposing a thesis and its justification through reasoning and evidences, especially including examples and references to reliable sources that support it.

**Table 2.2 Characteristics of an essay**

Partes del ensayo	Ensayo expositivo	Ensayo argumentativo	Ensayo analítico
Introducción (exordio)	Plantea el tema de manera general. Contiene la tesis.	Plantea el tema de manera general. Contiene la tesis.	Presenta el tema de manera general; delimita el objeto de análisis; determina las partes que lo componen; contiene la perspectiva teórica desde donde será analizado y plantea la tesis.
Cuerpo o desarrollo (argumentación)	Define, explica o describe cada una de las ideas implicadas en la tesis.	Demuestra o comprueba la tesis mediante argumentos y evidencias.	Analiza y evalúa cada una de las partes y establece la relación entre ellas.
Conclusión (epílogo)	Sintetiza los ideas elaborados en el desarrollo. Retorna la tesis a la luz de la evidencia presentada. Expresa las implicaciones de la tesis.	Sintetiza los argumentos presentados. Retorna la tesis a la luz de la evidencia presentada. Expresa las implicaciones de la tesis.	Sintetiza el análisis de las partes. Retorna la tesis a la luz del análisis efectuado. Expresa las implicaciones de la tesis.
Lista de referencias	Fuentes consultadas.	Fuentes consultadas.	Fuentes consultadas.

### **Introduction or exordium**

As shown above, (Table 2.2), the introduction contains the general approach of the topic which provides to the reader the perspective from which the issue will be addressed. The introduction also encloses a thesis statement, it means a debatable proposition that the writer tries to prove; or in an expository essay, it is a declarative statement (assertion) expressing the central idea of the writing. This idea is developed through the topic sentences of the paragraphs that define the body or the argument of the writing.

### **Body or argumentation**

In this part, when it is about an expository essay it is needed to dedicate the necessary paragraphs to explain the main idea (thesis statement) of the writing, or demonstrate the

validity of the authors' position if it is argumentative. Each paragraph must concentrate in one single idea or argument to support the thesis statement. The ways to organize the information has been called "composition structures", in which some of the most common are from the general to the particular, the comparison, the contrast, the patterns of problem-solution and cause-effect.

### **Conclusion or epilogue**

Its function is to synthesize the arguments presented in the body, restate the thesis statement in the light of the evidence presented, and derive their implications. Thus, the conclusion closes the circle started with the thesis formulation, followed by the argumentation and finished with the synthesis of the argumentation and the restatement of the thesis.

### **References list**

The last section of the essay is the bibliography used in the elaboration of the writing. There are different standards to write down the sources analyzed; in the field of education, the agreements of the American Psychological Association (APA) are generally applied. It is recommended to consult the sixth edition of this manual.

To finish this section, it is important to make clear that these are the general characteristics commonly included in an essay, which means that these are not the only characteristics that writers must take into account when writing essays.

## **2.4 Academic writing in English**

Now that we have a better definition of academic writing in Spanish and that we are familiarized with its characteristics, we can talk about academic writing in English. With reference to Coffin et al. (2003, p. 6):

First-year writing, or 'freshman composition', is usually a required course at the beginning of university study in the United States. Depending on university policy, first-year students may take remedial/basic writing courses, freshman composition, or more advanced writing courses. As the provision of writing instruction has increased, higher level courses in academic writing have been developed.

Bailey (2006) cites essays as example of the assignments required in the majority of the academic courses in high level:

Most academic courses in English-medium colleges and universities use essays or other written tasks to assess students' work. These can be done as coursework, when a deadline of one or two months may be given, or in exams, when an essay often has to be finished in an hour (p.1).

Bailey (ibid) adds that "although it is essential to learn the basic writing process, at the same time it is useful to be aware of the elements that contribute to good academic writing." Consequently, the next section provides the main characteristics of essays in English in order to find the similarities they have with the characteristics of essays in Spanish (2.3.1).

#### **2.4.1 Main characteristics of essays in English**

The common writing assignment in college level ESL/EFL courses is the personal opinion essay in which the student is asked to draw on his personal experience. Be it argumentation, cause and effect or comparison, the student rarely utilizes or analyzes information he obtains from other sources (Gulcat, 2004).

Besides, university students are not able to write essays following the basic structure.

According to the Department of History at the University of Sydney:

A well-structured essay shows the reader, clearly, logically and step-by-step, how you have reached your final conclusion. It does not matter how many thought-provoking ideas and

good arguments you have if you present them in an essay that is poorly structured. Arguments have no impact unless they are systematically set out.

In other words, a good essay must follow this commonly known structure: introduction, main body, and conclusion (Department of History at the University of Sydney, 2006). These three characteristics are presented below in order to have a better idea of what they are about.

### **The Introduction**

The purpose of an introduction is to tell the reader what the essay is about and why it is worth reading it, in order to do so, you must include these three elements:

- **An orientation to the topic:** To provide the general background to or the context of the essay topic
- **Thesis statement:** State the position that will be argued or the proposition that will be debated
- **Aim/Purpose statement:** To state the purpose of the essay and tie this aim/purpose of the essay to the essay question

### **The Main Body**

The main body is the heart of your essay because it is here where you will provide evidence that supports your thesis; you must also relate this evidence to your main argument and find evidence that directly contradicts your thesis. Your essay will look more persuasive to the reader if you consider the contradictions to your own point of view so that you can critically assess and respond to these opinions in your essay.

Each paragraph you write should remind the purpose of your essay. Paragraphs also have a structure which contributes to the overall effectiveness of the essay. The following points are important to consider when writing a paragraph:

1. One idea per paragraph
2. Each paragraph should have a clear link to the next
3. There must be always a topic sentence
4. There must be often a concluding sentence that:
  - a) sums up what you have said
  - b) links the paragraph to the next
5. Sometimes concluding sentences also indicate what will be discussed in the next paragraph

## **The Conclusion**

This is the last thing the reader will see, so here is where you remind him/her what your essay has been about. The conclusion provides to the reader the last opportunity to consider your arguments in light of the evidence you have used to be convincing. There are two components that must be included in the conclusion:

- **Summary/overview of your main argument:** Summarize and/or comment on the arguments and evidence you have presented, particularly in relation to the position you stated in your introduction
- **Restate your thesis:** Confirm the position you stated in your introduction

## **The bibliography**

It is essential that you mention the sources used to write the essay in order to verify the facts and views presented. Using such sources also allows the reader to obtain more information about the topic.

According to these characteristics and the characteristics presented in section 2.3.1, there are several similarities of the structure that an essay must follow in both Spanish and English. Thus, a comparison between both languages will be presented with the purpose of supporting the idea of writing skill transfer from L1 to L2. In other words, due to the fact that both languages are similar regarding to writing academic papers; it would be easier for undergraduate students to bring the good abilities they have when writing in Spanish (L1) into writing in English (L2). It is important to highlight that this is the main reason why this study is significant, because if students learned how to write academic papers in Spanish, it could be easier for them to write academic papers in English. So, the main similarity found between Spanish and English language is that both academic essays require an introduction, body, and conclusion. Within the introduction, these two languages include the following elements: the general background of the topic to provide the reader the issue that will be addressed, and the thesis statement to state the position argued or the proposition debated. In the case of the English language, it adds the aim/purpose statement element which is not included in the Spanish language.

Within the main body, the similarities between Spanish and English are two: provide evidence to support the thesis, and use this evidence to explain the main idea of the essay. One more likeness is that each paragraph must have a structure, but they differ in how to do it. For Spanish language, the most commonly ways to organize the information are from the general to the particular, the comparison, the contrast, the patterns of problem-solution, and cause-effect. In contrast, for English Language some important points to consider are the

following: one idea per paragraph, each paragraph should have a clear link to the next, and there must be always a topic sentence and often a concluding sentence.

Within the conclusion, for both languages the characteristics are the same: summarize the arguments used in the body, and restate the thesis statement in the light of the evidence presented.

Finally, in Spanish and English language, the references list is the last but not less important section, in which is necessary to mention all the sources used to write the essay.

## **2.5 Spanish grammar**

First, to understand better the Spanish grammar I will mention some definitions of grammar. Fromkin et al. (2000) state that grammar is a mental system, a cognitive part of the brain/mind, which, if it is one's first native language, it is acquired as a child without any specific instruction when seen as the representation of a speaker's linguistic competence. The word grammar is frequently used merely in reference to syntax but we use it to refer to all characteristics of linguistic competence. Additional to its use as referring to the mental system, the linguistics' description of this knowledge shared by a language community is also called the grammar of the language. Obviously no two speakers of a language have the same grammar; some may know words, may have certain particular rules or pronunciations that others do not. Finally, "the rules of syntax, together with all the other rules of one's language, constitute the **grammar** of the language" (Fromkin et al., 2000, p. 90).

Spanish grammar is a very complex field, for this reason I will only focus on some of its features necessary for this study, those that are associated to writing.

### 2.5.1 Verbs

According to Bradley and Mackenzie (2004) “Spanish verbs are organized into three main classes or *conjugations* depending on whether the infinitive form ends in **-ar**, **-er** or **-ir** (p. 97). Actually “by far the majority of the verbs belong to the first group and nearly all new forms take the ending *-ar*” (De Bruyne & Pointan, 1995, p. 393).

### 2.5.2 Adjectives

“In Spanish, the adjective agrees in number and gender with the noun to which it relates (though some adjectives have identical masculine and feminine forms). This constitutes an important difference from English, where adjectives are invariable” (De Bruyne & Pointan, 1995, p. 94). Another difference according to Bradley and Mackenzie (2004) is that contrarily to English, adjectives in Spanish are usually placed after the noun.

### 2.5.3 Prepositions

Bradley and Mackenzie (2004) state that in the case of English, when a preposition is followed by a verb, the gerund ending in ‘-ing’ is used, but in the case of Spanish, prepositions *must always* be followed by the infinitive.

“Verbs, nouns, adjectives and past participles which are used with prepositions before a following noun need to be learned with the appropriate preposition” (Bradley & Mackenzie, 2004, p. 215).

The prepositions in Spanish are presented below:

*A, ante, bajo, cabe, con, contra, de, desde, en, entre, hacia, hasta, para, por, según, sin, so, sobre, tras.*

## 2.5.4 Adverbs

“Adverbs usually qualify verbs, adjectives (including past participles) and even other adverbs” (Bradley & Mackenzie, 2004, p. 63).

From the formal point of view, there are two kinds of adverbs in Spanish:

- (1) Adverbs regularly derived from adjectives, characterized by the ending *–mente*.
- (2) Uninflected adverbs (i.e. with no characteristic ending).

“Adverbs can be of place, time, quantity, mode, affirmation, negation, interrogatives, and doubt” (Martín & Sánchez, 2000, p. 44).

## 2.5.5 Punctuation

According to De Bruyne and Pointan (1995) the principal punctuation marks are the following:

**Table 2.3 Punctuation marks**

.	<i>el punto</i>
,	<i>la coma</i>
:	<i>los dos puntos</i>
;	<i>el punto y coma (el semicolón)</i>
...	<i>los puntos suspensivos</i>
« », ‘ ’, “ ”	<i>las comillas</i>
¡!	<i>los signos de exclamación o admiración</i>
¿?	<i>los signos de interrogación</i>
-	<i>el guión</i>
—	<i>la raya</i>
( )	<i>los paréntesis</i>

“Punctuation in English and Spanish is mostly similar, but there are some important differences” (De Bruyne & Pointan, 1995, p. 20). The punctuation marks in Spanish that have a different use in English are explained below.

### **2.5.5.1 Question marks**

According to De Bruyne and Pointan (1995) the inverted question mark is placed at the beginning of the sentence. Bradley and Mackenzie (2004) say that this punctuation mark (*¿*) is unique to Spanish, and it can occur before interrogative phrases within sentences: *Dime, ¿quieres ir o no?* ‘Tell me, do you want to go or not?’

### **2.5.5.2 Exclamation points**

Bradley and Mackenzie (2004) state that the inverted exclamation mark happens at the beginning of sentences and it also occurs before exclamations within sentences, e.g. *Me dijo, ¡hágalo ahora!* ‘He said to me, “Do it now!”’.

### **2.5.5.3 Comma**

“The comma is used in much the same way in English and Spanish, although in Spanish, it is sometimes used to mark the end of a long subject noun phrase in a way that is not usual in English. A comma may be used before the conjunction *y* if the phrases involved are fairly long and involve different subjects” (De Bruyne & Pointan, 1995, p. 23).

### **2.5.5.4 Dash**

“Direct speech is introduced by a dash; the end of direct speech is marked by a change of paragraph. Any interpolated material is separated from the direct speech by dashes, which may be used in conjunction with other punctuation marks” (De Bruyne & Pointan, 1995, p. 22).

### **2.5.5.5 Quotation marks**

“‘Inverted commas’ – « » are still found in Spanish to begin and end short quotations within a sentence, or in other instances where English would use ‘ ’ or “ ”. In the press, however, they are replaced today by “” or ‘ ’” (Bradley & Mackenzie, 2004, p. 11).

## **2.6 Orthography**

Fromkin et al. (2000) state that:

Writing systems or orthographies are systems of rules or conventions for how spoken language should be represented – there is no single rule for how a writing system will work, and what is accepted by the speakers of one language might seem inappropriate to speakers of another (p. 38).

Apart from that, the Oxford dictionaries online (2013) define orthography as “the study of spelling and how letters combine to represent sounds and form words”.

## **2.7 Coherence and cohesion**

As stated by Tribble (1996) the relationships that link the sentences in a written text or the meanings of utterances in a spoken text are coherence. These relationships can be recognized by the use of sequence or logical connectors such as: for example, therefore, next, etc. They can also result from the common ways of organizing meanings in texts by the writer, e.g., the following pattern: general to particular; situation/problem to solution to evaluation/result. On the other hand, cohesion is

the grammatical and lexical relationships between the different elements of a text. These can include the direct types of relationships which exist between subjects and verbs, or the less direct relationships between, for example pronouns and the words or phrases to which they refer (Tribble, 1996, p. 157).

More recently, Bailey (2006) argues that cohesion involves linking phrases together to make the whole text readable and clear. It is achieved by methods such as the use of conjunctions or the linking of phrases and sentences with words like he, they and that (used to refer something mentioned before). The following are some examples of reference words and phrases: pronouns (he/she/it/they), possessive pronouns (his/her/hers/their/theirs), objective pronouns (her/him/them), demonstrative pronouns (this/that/these/those), and other phrases (the former/the latter/the first/the second).

Finally, according to Connor and Johns (1990) cohesion means open links on the textual surface, while the quality that makes a text conform to a consistent world picture is coherence, which is therefore summarizable and interpretable.

## **2.8 Critical thinking**

“Critical thinking is the art of analyzing and evaluating thinking with a view to improving it” (Paul & Elder, 2008 p. 2).

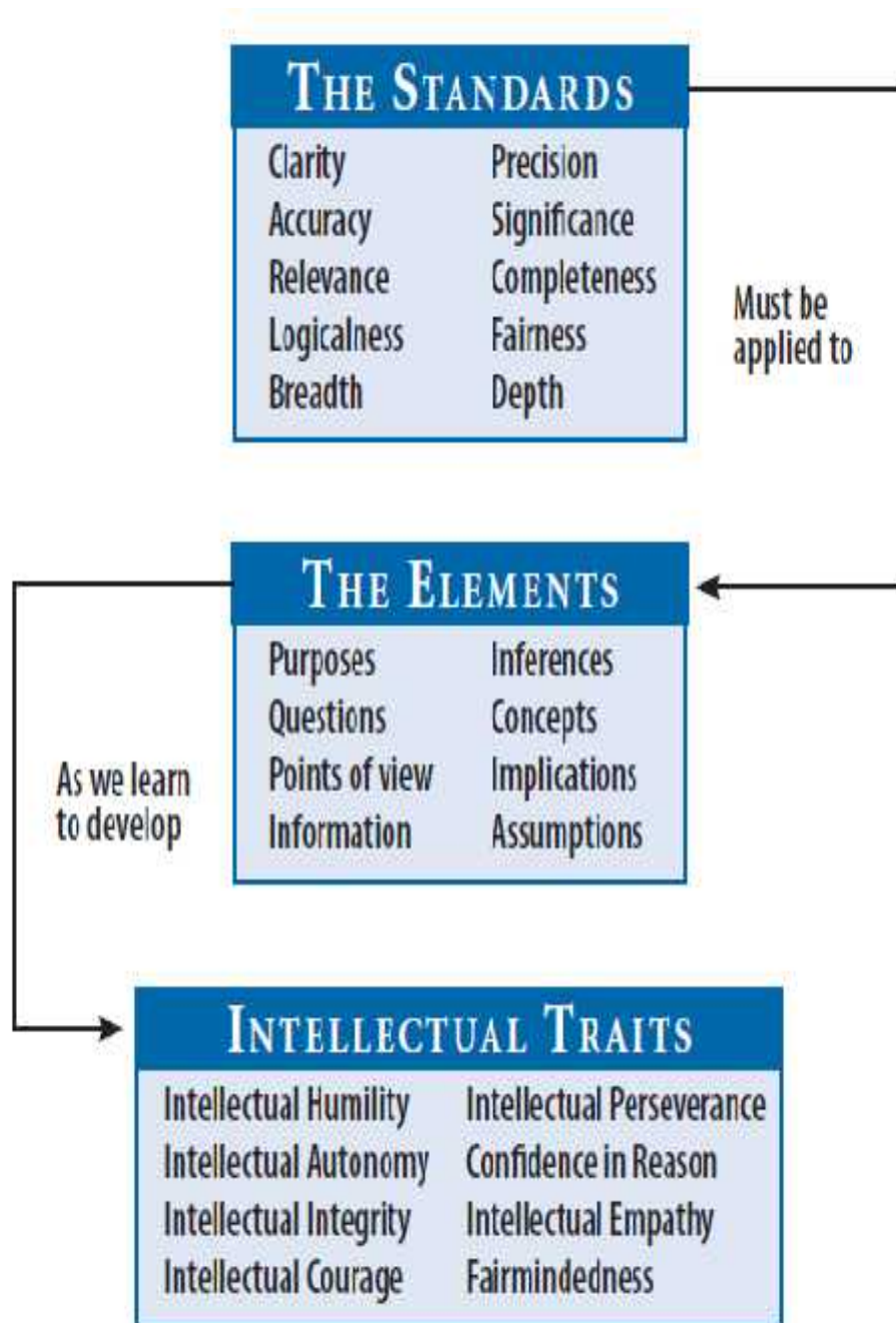
A well cultivated critical thinker:

- raises vital questions and problems, formulating them clearly and precisely;
- gathers and assesses relevant information, using abstract ideas to interpret it effectively;
- comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- thinks open mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
- communicates effectively with others in figuring out solutions to complex problems.

Figure 2.2 below (taken from Richard Paul & Linda Elder, *The Miniature Guide to Critical Thinking Concepts and Tools*, Foundation for Critical Thinking Press, 2008) shows

that critical thinkers routinely apply intellectual standards to the elements of reasoning in order to develop intellectual traits.

Figure 2.2 The standards, the elements, and the intellectual traits of critical thinking



## **2.9 Linguistics**

Linguistics studies language. Different researchers have their own definitions which are very similar to each other. According to Akmajian, Demers, Farmer, and Harnish (1995, p. 5):

The field of linguistics, the scientific study of human natural language, is a growing exciting area of study, with an important impact on fields as diverse as education, anthropology, sociology, language teaching, cognitive psychology, philosophy, computer science, neuroscience, and artificial intelligence, among others”

It is important to emphasize the impact of linguistics on the language teaching field, language is absolutely necessary for communication as linguistics is necessary for the study and teaching of language, as a result linguistic plays a significant role on the language teaching area.

According to Crystal (2008) linguistics is “the scientific study of LANGUAGE” (p. 283) this is parallel to the definition of Fromkin et al. (2000) that refers to linguistics as “the scientific study of human language” (p. 3). There is one more definition from Akmajian et al. (1995, p. 5) who claim that “the field is concerned with the nature of language and communication”.

Now that we are familiarized with the concept of linguistics, we can talk about two sub-areas of it that form part of the structural components of language: morphology and syntax.

### **2.9.1 Morphology**

“The branch of GRAMMAR which studies the STRUCTURE OR FORMS WORDS is morphology” (Crystal, 2008, p. 314). Akmajian et al. (1995) says that “morphology is the subfield of linguistics that studies the internal structure of words and the relationships among

words” (p.12). In words of Johnson and Johnson (1998) “this branch of linguistics investigates word structure and word formation” (p. 219). For Fromkin et al. (2000) it is necessary to give a definition of word to understand better the term morphology. “Words are meaningful linguistic units that can be combined to form phrases and sentences” (p. 25). So, the study and analysis of words and their structure is morphology (ibid).

### **2.9.2 Syntax**

“Syntax is the subfield of linguistics that studies the internal structure of sentences and the relationship among the internal parts” (Akmajian et al., 1995, p. 12). Crystal (2008) mentions that:

syntax is a traditional term for the study of the RULES governing the way words are combined to form SENTENCES in a language. An alternative definition (avoiding the concept of ‘word’) is the study of the interrelationships between ELEMENTS OF SENTENCE STRUCTURE, and the rules of governing the arrangement of sentences in SEQUENCES (p. 471).

Another important definition is provided by Johnson and Johnson (1998). They state that “syntax traditionally, a component of GRAMMAR, alongside the lexicon (LEXIS) and inflectional MORPHOLOGY, which determines how words combine to form sentences” (p. 313).

### **2.10 Error vs mistake**

“A mistake refers to a performance error that is either a random guess or a “slip,” in that it is a failure to utilize a known system correctly” (Brown, 2000, p. 217). In words of Bartram and Walton (1991) mistake is something that only language learners make because a native speaker would not usually produce this wrong language. On the contrary, Brown (2000) states that native speakers and second language learners make mistakes. Native

speakers can usually recognize and correct such “lapses or mistakes, because they are not result of a lack in competence but the consequence of some sort of temporary imperfection or failure in the producing speech process.” On the other hand, an error indicates the competence of the learner because it is a clear deviation from the adult grammar of native speaker. In other words, “errors are assumed to reflect, in a systematic way, the level of competence achieved by a learner; they are contrasted with ‘mistakes’, which are PERFORMANCE limitations that a learner would be able to correct” (Crystal, 2008, p. 173).

### **2.11 Error analysis method**

“In language teaching and learning, error analysis (EA) is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics” (Crystal, 1980, p. 173). According to Corder (1973, p. 367) “error analysis is applied to what the learner produces as a ‘byproduct’ during the learning process, his composition exercises, précis, and so on”

A similar definition of error analysis is given by Johnson and Johnson (1998) who point out:

It is an approach to understanding second language acquisition (SLA) which consists of compiling corpus of L2 learners deviations from the target second language norms – the ‘errors’ learners make – classifying these errors by type and hypothesizing possible sources for the errors (p. 110).

Brown (2000) states that the study of learners’ errors is called error analysis, which emerged because learners produce errors that can be observed, analyzed, and classified to disclose something of the learner's system operating.

## **2.12 Writing skill transfer from L1 to L2**

Some of the universal concepts and skills that transfer across all languages are habits and attitudes about reading and writing. Certain authors argue that a good or poor skill can be transfer from L1 to L2. For that reason, teachers of a literacy skill in L1 should take this into consideration when working with EFL students, so that learners can develop those useful habits and attitudes and transfer them into L2. If they acquired a good ability in their native language it would be easier for them to transfer it in the L2 and at the same time, it would be easier for teachers of a literacy skill in L2 to help students to fulfill an effective skill in a language that is not theirs. Some of the studies which support the belief of a writing transfer are presented in this section in order to provide a strong basis for this research.

First, Wolfersberger (2003) conducted a study in which three females native speakers of Japanese were chosen from an intensive English program in the U.S., taking into account their beginning English proficiency, their wider experience with writing in Japanese, and their limited experience with writing in English. The data collection was gathered through six think-aloud protocols in which the participants composed essays in Japanese and then in English.

The outcomes revealed that the first participant was not able to effectively use her Japanese composing processes for her English essay. On the other hand, the second participant used the strategy of writing down her ideas in Japanese (L1) and then translated them into English (L2). The last participant used the strategy of referred back to her brainstormed while composing in Japanese and in English, but she did not play with the ideas in the L2 essay as she did in the L1. Therefore, this study found that some L1 strategies may

transfer to the L2 writing processes, but the L2 lower proficiency writers may struggle in using those strategies.

Zarei and Rahimi (2014) also presented an interesting study carried out in 2009-2010 at Jihad Education Center affiliated to Isfahan University of Technology. The research was focused on the writing skills that could transfer across disciplines, tasks, and two languages (Persian as mother tongue and English as L2). The data was collected through a total of 39 interviews and 68 writing samples (56 were in English and 12 in Persian) from 13 students which voluntary attended an optional English for General Academic Purposes (EGAP) writing course.

The results showed that transfer of learning happens in all the different situations mentioned before (disciplines, tasks, and languages) to a varying degree. To illustrate better this, the interview-based learning elements found as transfer are the following:

1. Vocabulary (45 cases across all four tasks, disciplines and two languages).
2. Syntactic rules (27 cases across all tasks, disciplines, and only English language).
3. Resource use (21 cases across all tasks, disciplines, and languages).
4. Coherence (17 cases across all tasks, disciplines, and English language only).
5. Organization (16 cases across all tasks and three disciplines and the two languages).
6. Process use (12 cases across all tasks, disciplines and the two languages).
7. Topic development (10 cases across all the tasks and the two languages).
8. Efficient writing (seven cases across three tasks, four disciplines, and the two languages).

Besides that, the 68 samples of writing were also analyzed for certain categories of targeted learning outcomes. The results in the transfer across languages situations reveals

that the majority of the learning outcomes have been transferred in the English language (MF = 6.23) than in the Persian (MF = 3.16).

Another study regarding to L1 transfer across L2 was presented by Fukuda, Okazaki, and Hashimoto (2012). The study involved 11 Japanese learners of English from two private universities located in Tokyo and Okayama. The data was collected through semi-structured interviews conducted within a cross-sectional design. The outcomes indicated that some effective L1 metacognitive knowledge could transfer across languages as L2 language proficiency improves.

More studies could be cited, but it can be concluded from the above that literacy skills related to decoding tasks of reading and writing do indeed transfer. To account for results like these, Cummins (1981) proposes the Common Underlying Proficiency model, whereby skills, knowledge, and concepts learned in any language can be accessed through different languages. There is no need to relearn acquired knowledge; thus, time spent developing conceptual knowledge in the L1, including a multidimensional concept such as literacy is not wasted time (Roberts, 1994, p. 4).

### **2.13 Chapter conclusion**

This chapter presented the theoretical information closely allied to this study. Definitions like writing, academic writing, academic writing in Spanish, main characteristics of essays in Spanish, academic writing in English, and main characteristics of essays in English were discussed. Besides, essentials issues within writing, such as Spanish grammar, orthography, and coherence and cohesion were included. It was also presented a clear definition of critical thinking followed by the linguistics' section, in which I considered pertinent to included two of its subareas; morphology and syntax. Some definitions of error and mistake, and a brief explanation about error analysis method formed part of this literature too. Finally, it was also provided relevant information about writing skill transfer from L1 to L2.

## **CHAPTER 3: METHODOLOGY**

### **3.0 Chapter introduction**

This chapter presents the setting, the participants, the methodology and the instruments used in this study. Also, the data collection and the data analysis procedures that were followed to conduct the research are described. To finish the chapter, a conclusion is provided.

What is intended with this methodology is to study the teacher's and students' perspectives regarding academic writing and to identify the main mistakes students have when writing academically. All this process is presented in the following sections.

### **3.1 The setting of the research**

The study was done at a language department from a large public university which is located in the central part of Mexico. This study involved future English teachers enrolled in the English Language Teaching program (ELT). These undergraduate students take an academic writing course in Spanish during the first four-month period of the major.

While studying in this program I realized the need to know the teacher's and students' perspectives concerning academic writing and to find the mistakes students present regarding this issue, especially after observing how difficult it was for me and my classmates to do this task. I chose this particular site because I wanted to understand these issues in the context in which I was studying and in a near future, in which I was going to work. Also, the setting and the data collection were the most suitable at the time of the research.

### **3.2 Participants and the selection of the sample**

As mentioned in Chapter 1, the purposes of this research were to study the teacher's and students' perspectives, and to find the students' mistakes regarding academic writing in their university setting. In light of these aims, I chose an academic writing teacher to collect the data from his students. This teacher was a researcher and coordinator of the academic team of Language and Culture. He was also an experienced teacher who had taught several courses concerning to Spanish such as Mexican Culture, Mexican Literature, Grammar, Academic Writing, and so on. When I invited him to participate in this study, he accepted because he was willing to help and because he had kept some students' writings. These 20 writings were created for pre-service teachers who were taken a course of academic writing.

Concerning to the questionnaire, the participants were chosen on the strategy of "convenience sampling" (Dörnyei, 2007, p. 129). The number of participants was reduced to only three students who volunteered to answer the questionnaire. This questionnaire was administered two years after collecting the data and for that reason it was not possible to make contact with all the participants. The purpose to elicit information from the teacher participant and students was to triangulate data and provide more reliable results in the study. "The concept of 'triangulation' involves using multiple methods, sources or perspectives in a research project... Triangulation has been traditionally seen as one of the most efficient ways of reducing the chance of systematic bias in a qualitative study because if we come to the same conclusion about a phenomenon using a different data collection/analysis method or a different participant sample, the convergence offers strong validity evidence" (Dörnyei, 2007, p. 61).

### **3.3 Methodology**

For this study, a qualitative research was carried out. “Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods” (Dörnyei, 2007, p. 24). This approach was selected on the premise that in order to investigate the teacher’s perspectives, the students’ perspectives, and the students’ mistakes regarding academic writing it was important to explore and understand this phenomenon through the teacher’s interview, the students’ questionnaire and the students’ text. Furthermore, this is also an exploratory nature study. “Qualitative research has traditionally been seen as an effective way of exploring new, uncharted areas. If very little is known about a phenomenon, the detailed study of a few cases is particularly appropriate because it does not rely on previous -literature or prior empirical findings” (Eisenhardt 1989 in Dörnyei, 2007, p. 39).

### **3.4 Data collection instruments**

Three methods were used for this study: a teacher’s interview, a questionnaire for the students and the students’ texts. These are explained in the following sections.

#### **3.4.1 Interview**

For this study, a face-to-face structured interview was used. According to Dörnyei (2007) “in this format, the researcher follows a pre-prepared, elaborate 'interview schedule/guide', which contains a list of questions -to be covered closely with every interviewee, and the elicited information shares many of the advantages and disadvantages of questionnaire data” (p. 135). In this case, I had a preliminary question guide (see Appendix A) composed of five questions which were written in Spanish and revised by my supervisor.

### **3.4.2 Questionnaire**

“The results of a questionnaire survey are typically quantitative, although the instrument may also contain some open-ended questions that will require a qualitative analysis” (Dörnyei, 2007, p. 101). For this study, the questionnaire was necessary to get specific information. It contained the same five open-ended questions used in the interview but with a little bit change in the structure. Also to make a difference between the two methods I followed the component structure of the questionnaire proposed by Dörnyei (2007) which included the following elements: title, general introduction, specific instructions, questionnaire items, additional information, and final ‘thank you’ (see Appendix B). The purpose of the questionnaire was to compare the students’ answers with the teacher’s and the texts’ results in order to have more validity in the results.

### **3.4.3 Text**

"Discourse analysis is a method for analyzing the ways that specific features of language contribute to the interpretation of texts in their various contexts. Moreover, it can investigate features of language as small and specific as aspects of sentence structure, or it can investigate features of texts and contexts as large and diffuse as genres and sociocultural world views” (Barton, 2004, p. 57). Therefore, this method was used to answer my RQ3 since in my study it was necessary to analyze documents.

The total of writings analyzed for this study was 20 and the average number of pages per writing was three. All the students freely chose the topic for their writings which were about *texto expositivo*.

## **3.5 Data collection procedure**

The collection of the data was gathered in three parts according to the different instruments I used. The first part was the text data collection. At that time, a new generation of future English teachers got enrolled and as I mentioned in Chapter 1, those students had to take a course of Spanish Academic Writing at the very beginning of the major so I collected the data a couple of weeks before the end of the course. I looked for a teacher who was teaching an Academic Writing course and told him that I needed some of his students' writings to do my study. He accepted to help me, but next time we met he did not bring the assignments because he did not find them. Fortunately, a few days later the teacher found the writings and handed them to me.

The second part was the collection of the teacher's interview which was a one-time event. The first question and its respective answers were recorded and the same process was followed with the rest of the interview. As the whole interview was done in Spanish, I had to do the transcription in English.

The third and final data collection part was the students' questionnaire. To find the students I made a list with 19 names and posted it on the faculty's group on Facebook. Four students replied to my post, so I sent them an email in which I explained a bit about my study and I also add the questionnaire file so that they could download it, answer it and send it back to me. Finally, only three students collaborate with the questionnaire. This process took approximately two weeks long.

### **3.6 Data analysis procedures**

This section describes the methods used to analyze the data collected from the interview, the questionnaires and the texts.

### 3.6.1 Interview

In this part, first, it was necessary to translate into English the answers obtained from the interview. Then, I created a table with five columns (see table 3.1 below); all the columns were used for the categories generated based on the questions used in the interview. This analysis of the data is called categorizing or coding. Dörnyei (2007) states that “a 'code' is simply a label attached to a chunk of text intended to make the particular piece of information manageable and malleable” (p. 250).

**Table 3.1 Interview categories**

Teacher's definition of academic writing	Main parts of an essay	Most common students' mistakes	Reasons for the students' mistakes	Proposals to improve the writing situation
--	------------------------	--------------------------------	------------------------------------	--

### 3.6.2 Questionnaires

To do this data analysis, the interview's categories were used. This happened because as it was already mentioned, the questions for the interview and the questionnaires were the same. So the categories were created based on these questions (see table 3.2 below).

**Table 3.2 Questionnaires categories**

Students' definitions of academic writing	Main parts of an essay	Most common students' mistakes	Reasons for the students' mistakes	Proposals to improve the writing situation
---	------------------------	--------------------------------	------------------------------------	--

### 3.6.3 Text

To do this final data analysis, I used the same method mentioned in section 3.6.1. First, I read the writings several times to underline and label the mistakes found. I labeled the mistakes so that they could be easily identified, retrieved, or grouped (Dörnyei, 2007, p. 250). Finally, I created a table with three categories generated basing on the labels (see table 3.3 below).

**Table 3.3 Text categories**

Grammar	Orthography	Coherence & cohesion
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In addition, a supplementary table with four categories was created (see table 3.4 below) in order to analyze better this data. I used the main characteristics of an essay, which were presented in section 2.3.1.

**Table 3.4 Additional categories**

Introduction	Body	Conclusion	References list
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### **3.7 Chapter conclusion**

This chapter presented the setting, the participants and the method of the research. It also included the data collection instruments and procedures necessities for this study. Finally, I provided a description of how data obtained from the interview, questionnaires and texts were analyzed. The next chapter presents the findings of this study, followed by chapter conclusion.

## **CHAPTER 4: RESULTS**

### **4.0 Chapter introduction**

In this chapter, results of the findings from the research will be provided and discussed. These results will be presented based on the research questions that guided this study.

RQ1. What are the teacher's perspectives regarding academic writing from a course of academic writing in Spanish?

RQ2. What are the students' perspectives regarding academic writing from a course of academic writing in Spanish?

RQ3. What are the mistakes that future English language teachers have in their academic writing in Spanish?

### **4.1 Teacher's perspectives regarding academic writing**

As mentioned in section 3.2, the purpose to elicit information from the teacher emerged because it was necessary to triangulate the data (the teacher's perspectives, students' perspectives and text analysis) and provide more reliable results in the study. Consequently, in order to answer RQ1 presented in the previous section, the categories to analyze the teacher's answers were generated based on the questions used in the interview (see section 3.6.2). The results produced from these categories are presented in the following sections.

#### **4.1.1 Teacher's definition of academic writing**

“Academic writing, as the name implies, is the kind of writing that you are required to do in college or university” (Oshima & Hogue, 1998, p. 2). The interviewed teacher mentioned that academic writing involves the different kinds of text used in a career.

I understand academic writing in terms of the kinds of text used in a major; in such a way that every school has a concept of academic writing. For laws is one thing, for philosophy is another, for us [language teaching] is another...

As can be seen, writing is a complex process and there is not a consensus about what academic writing is, which makes the writing process more difficult because there are different views, perceptions and practices, at the same time the existence of different types of assignments makes the writing practices more complex. It is important to mention that the participant, in this case the teacher, only talked about one kind of academic text which is the essay. In the following section, his perspective regarding this text is presented.

#### **4.1.2 Main parts of an essay**

First, the perception from the teacher about the main elements of an essay was different from what I expected. The teacher stated that what is usually called an essay is really an expository text and this is the kind of text that most schools require to do in their courses.

The essay is a textual type, difficult to elaborate by students that do not have a high level of reading and creative thinking, because an **essay** is an open, innovative, systematic, and deep text, which not everybody can do. What is done in most schools is an **expository text** but they call it an essay, it is not an essay. That is a serious problem in schools because teachers are confused...

In other words, this teacher agrees with many authors who claim that writing is a difficult process. As presented in section 2.1, Carlino (2004) states that writing implicates rethinking, so it is not easy to do even for someone who knows much about a topic. Similarly,

Oshima and Hogue (1998, p. 3) mention that “writing, particularly academic writing is not easy. It takes study and practice to develop this skill”. Consequently, this confirms what the teacher claimed; writing an essay is difficult to elaborate by a student and based on his point of view, it can be seen that an expository text is easier to construct than an essay, so that is why most teachers in school choose this kind of writing. This can happen because these teachers know that students usually do not fulfill expectations when writing a simple text, so it can be thought that if students are not able to write an easy kind of text it would be harder for them to write an essay due to its complexity.

#### **4.1.3 Most common students’ mistakes from the teacher’s perspective**

In this section, the teacher said that students make many mistakes when writing but based on his teaching experience, the first big problem his students face is that they cannot structure a text. As stated in section 2.3, a study named *Dificultades de escritura entre estudiantes universitarios* (Writing difficulties among university students), reported a problem in terms of content organization: the challenge of the expository structure and coherence versus the absence of objectives that guide writing and rewriting. As it can be seen, this difficulty agrees with what the teacher pointed out. Additionally, he added another problem:

Generally, teachers concentrate in the paragraph but that is a mistake because it is thought that a text is piles of paragraphs and that’s not true. So, those who limit to the paragraph will never be able to structure a complete text.

This might explain why students make mistakes. The participant teacher focuses on paragraphs more than in any other component of an essay and another problem presented

within them is forgotten; the lack of coherence and cohesion. “Coherence means that your paragraph is easy to read and understand because (1) your supporting sentences are in some kind of logical order and (2) your ideas are connected by the use of appropriate transition signals” (Oshima & Hogue, 1998, p. 18). On the other hand, as cited in section 2.7, Bailey (2006) argues that cohesion involves linking phrases together to make the whole text readable and clear. As a result, despite that the participant teacher and students do not focus on essays as a whole text, but as a bunch of paragraphs, they do not see the whole picture and consequently students make mistakes.

#### **4.1.4 Reasons for the students’ mistakes**

According to the interviewed teacher, there are two main problems that cause deficiency in the students’ writings.

...The teachers’ training. That’s a big problem because teachers have different perspectives, different theoretical bases, so we design different courses. We have not been able to share or interact to have a common perspective.

This teacher’s viewpoint has been also proposed by many authors such as Carlino (2013) who claims that academic literacy involve all teachers throughout university. In other words, it is not only students’ concern but it is also teachers and educational institutions. The teacher also mentioned another problem regarding this issue:

The second thing that is not seen but it is important is the lack of a link between school and society. School teaches writing apart from the social functions. What do we write for? That’s a social issue, and in school we do not take into account this fact. We write according to what we call school objectives but those goals...are far from what the society requires.

Some concepts presented in section 2.1 and 2.2 agree with what the teacher claimed. “Learning how to write implies learning a new set of cognitive and social relations so it is not

just a matter of a set of mechanical orthographic skills developed” (Bazerman et al., 2005, p. 6). Equally, Grabe and Kaplan (1996) state that writing should be seen as a group of practices socially contextualized. That is to say, even though writing should be taught based on the social functions, it seems that teachers are preparing students to write for teachers themselves and not for other audience.

#### **4.1.5 Proposals to improve the writing situation**

As cited in section 2.2, “reading and writing activities in school were often closely tied to the specific social functions that created the need for advanced literacy” (Bazerman et al., 2005, p. 6). However, according to the participant, this does not happen in Mexico.

Well... As I said, it's complicated because what directors or teachers want to do, should combine with what society is demanding and unfortunately in Mexico society does not claim that people read and write, even this causes that professionals neither read and write. This is true even in graduate students, so that's a big problem.....then it means that school is not at the same level as society. Where is needed that you read and write? Surely there are fields where that happen, but school has not focused on them.

Consequently, this teacher has a proposal in which teachers and directors are involved to improve the writing situation.

...even when society is laggard regarding to school, the school can do much but I think, I am convinced, that the right thing, the necessary, is to make an effort so that teachers build some shared ideas, not all of them but a few basic ideas, I think they should do it. For me the key is there and the directors should support this.

Similarly, there is an initiative called Prodeac which stands for *Programa de Desarrollo de Habilidades de Lectura y Escritura Académica a lo largo de la Carrera* (Moyano & Natale, 2012; in Carlino, 2013) that encourages all teachers of all subjects of university where it is carried out, to work along with a scholar of writing for two or more

semesters. Besides being a program of writing instruction in context, it involves the professional development of teachers and specialists in the disciplines through their joint work. As can be seen, overcoming students' deficiencies in writing implies collaborative work from students, teachers, school, and society.

## 4.2 Students' perspectives regarding academic writing

In order to answer RQ2 presented in section 4.0, the categories to analyze the students' answers were generated based on the questions used in the questionnaire. Therefore, the results from these categories are presented in the following sections.

For data presentation purposes, the coding of the students who participated is as follows: students one is referred as S1, student two as S2, and student three as S3.

### 4.2.1 Students' definitions of academic writing

First, it is important to highlight that the three participants gave different definitions about academic writing. Table 4.1 below presents their answers.

**Table 4.1 Students' answers QQ1**

S1	Academic writing is <b>the process</b> followed to write texts that deal with school life, for example an essay. Its function (I think) is to be a promoter of knowledge.
S2	It is <b>the method</b> that students use when they write, from a letter, an essay, etc.
S3	Academic writing is <b>the way</b> in which you write texts.

As can be seen, all the participants' definitions differ from one to another. During this study, some authors who state that writing is a process, (see Carlino, 2013; Bailey, 2006; Bazerman, 2009, etc.) have been mentioned. Based on that, only S1 said that writing is a

process. Additionally, all participants' answers compared with the concepts regarding to academic writing presented in section 2.2 demonstrate that basically, students do not have a clear definition about academic writing, which might be a reason why this task is so difficult for them.

#### 4.2.2 Main parts of an essay from students' perspective

As mentioned in section 2.4.1, according to the Department of History at the University of Sydney:

a well-structured essay shows the reader, clearly, logically and step-by-step, how you have reached your final conclusion. It does not matter how many thought-provoking ideas and good arguments you have if you present them in an essay that is poorly structured. Arguments have no impact unless they are systematically set out.

In other words, the structure of an essay is very important, even more than the content present on it. For that reason, I considered pertinent to know the students answer regarding this components. In order to understand better these results, table 4.2 below shows a comparison between the main characteristics of essays in Spanish presented in section 2.3.1 (see table 2) and the participants' answers. It is important to make clear, as stated in section 3.4.3, that the writings analyzed were about an expository text.

**Table 4.2 Students' answers QQ2**

<b>Parts of an expository essay</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>
<b>Introduction</b>	×	✓	×
• Sets out the topic in a general way	×	×	×
• Includes the thesis statement	• It contains a thesis statement	×	×

<b>Body</b>	✓	✓	×
<ul style="list-style-type: none"> <li>Define, explain or describe each ideas involved in the thesis</li> </ul>	<ul style="list-style-type: none"> <li>It contains ideas that are argued in the body...</li> </ul>	×	×
<b>Conclusion</b>	×	✓	×
<ul style="list-style-type: none"> <li>Summarizes the ideas developed in the body</li> </ul>	×	<ul style="list-style-type: none"> <li>Summarizes the most important</li> </ul>	×
<ul style="list-style-type: none"> <li>Resumes the thesis statement in light of the evidence presented</li> </ul>	×	×	×
<ul style="list-style-type: none"> <li>Expresses the implications of the thesis statement</li> </ul>	×	×	×
<b>References list</b>	×	×	×
<ul style="list-style-type: none"> <li>Consulted sources</li> </ul>	×	×	×

According to this analysis, S1 mentioned the thesis statement which is one of the elements included in the introduction. He also mentioned that an essay contains ideas that are argued in the body. Finally, he also got close to the definition of an academic essay mentioned in section 2.3.1:

An academic essay is a kind of text of the argumentative genre in which it is exposed, it presents and defends a point of view (a position) about a topic, or an object is analyzed, in response to a specific issue. This occurs by proposing a thesis and its justification through reasoning and evidences, especially including examples and references to reliable sources that support it (Anguiano, Caos, Ibarra, & Almazán, 2014, p. 27).

Similarly, S1's full answer states:

S1. It deals with specific ideas about a topic. It contains a thesis statement and ideas that are argued in the body of the essay. It defends a position about a topic that is usually of general interest and open to the public.

In case of S2, she was the only participant who mentioned 3 of the 4 main parts of an essay, the references list was the only component missed. She also added one element included in the conclusion part, saying that an essay is a writing that summarizes the most important. Finally, this participant stated that an essay presents opinions that are based on something real, in contrast, S3 mentioned that an essay presents one's ideas about a particular topic and she also said that it is brief. Additionally, this last participant did not mention any elements of an essay. As can be seen, these results show that there is no consensus among students regarding essays and its components.

#### **4.2.3 Most common students' mistakes**

As mentioned in section 2.3, a study named *Dificultades de escritura entre estudiantes universitarios* (Writing difficulties among university students), reported different problems, one of them was in terms of content organization: the challenge of the expository structure and coherence versus the absence of objectives that guides writing and rewriting. In these results all the participants agreed with this difficulty.

S1. ...I have problems in using connectors and I notice that I take so much time in choosing which one to use.

S2. ... I don't have coherence in my text.

S3. I can hardly develop paragraphs; it's difficult to have a connection between them.

Similarly, in section 4.1.3 above, the teacher also agreed with this problem stating that students cannot structure a text. He also mentioned that teachers usually focus on the paragraph but that is a mistake because texts are not just piles of paragraphs. Based on this, we could assume that as teachers concentrate more in the paragraph, it is an easy task to

develop by students. But S3 said something opposite to what the teachers believed, she mentioned that for her it is hard to develop paragraphs.

Another difficulty in which S1 and S2 agreed was in terms of expression: the challenge of the appropriate vocabulary and syntax as fragmented resources versus the lack of writing as an integrated activity. Answers below report better these problems.

S1. ... I have noticed that I use too many commas and I use too many colloquial words.

S2. I don't put down signs like commas, semicolons, periods, etc. I also miss accents.

S1 also pointed out that it is difficult to be aware of one's own mistakes. According to Oshima and Hogue (1998) there is an interactive process named peer editing, which consists on reading and commenting on a peer's writing by exchanging rough drafts with a classmate who may say if your paragraphs are "OK" or "good" or if it is needed to explain something that is not clear. He/she will also give certain suggestions to improve their content, organization and clarity. This process can help students to improve their writings, as it was mentioned by S1; it is not easy to notice one's mistakes but if we apply the peer editing process it would be easier to see others mistakes and make helpful comments to improve them.

#### **4.2.4 Reasons for the students' mistakes**

Based on the students' answers about the causes of the mistakes they have in writing, it is worth to mention that these causes were opposite to what the teacher said. He mentioned that the teachers' training and the lack of a link between school and society were the main reasons why students have deficiencies in writing. On the contrary, the three participants

think it is a fault themselves; mentioning several reasons in which they are involved. Students' answers about this issue are presented below.

S1. **The lack of practice** and I want to express much in a paragraph where there must be more specific ideas. Also it could be that I don't read the text while I'm writing it.

S2. Because I don't usually write many articles and essays, **the lack of practice**.

S3. I don't spend enough time reading so that I can have fluency in my texts.

As can be seen, S1 and S2 agreed with the lack of practice as a reason for their mistakes. Similarly, as mentioned in section 4.1.2 above, Oshima and Hogue, (1998) state that especially academic writing is difficult because it takes study and practice to develop. Another reason mentioned by S1 was that he also has problems with paragraphs, so one more time, as it was discussed in section 4.2.3, it is seen that students report something different from the teacher regarding to paragraphs. Finally, S3 stated that there is this deficiency in her writings because she does not spend enough time reading. Something interesting is that she is aware that reading can help her to have more fluency when writing. This statement agrees with Bazerman (2015) who claims that a good reader is also a good writer.

#### **4.2.5 Proposals to improve the writing situation**

During this study issues regarding academic writing have been discussed, in section 4.1.5, some proposals were presented, now it is time to see students' suggestions to improve the writing situation. First S1 mentioned three of them that can help to improve the students' writing mistakes.

S1. **Feedback** will help a lot... **reading and reflection in class** will also help a lot. Perhaps, **most writing courses of different types of texts**...

The first suggestion mentioned by this participant was feedback. Feedback is “a key element of the scaffolding provided by the teacher to build learner confidence and the literacy resources to participate in target communities” (Hyland & Hyland, 2006, p. 83). As can be seen, the teacher’s feedback plays an important role in the students’ learning. In relation to that, S1 is conscious that in his university setting, feedback will implicate too much work to analyze the text of 40 or 50 students and also work with the deficiencies, which in his opinion, did not develop to enter university, but they have developed along of the students' school history.

The second proposal he suggested was reading and reflection in class, which was similar to Bazerman’s statement (cited in section 4.2.4 above): a good reader is also a good writer. Finally, most writing courses of different types of texts was the last S1’s suggestion, which agrees with Carlino (2013) who proposes to reconsider the expectation that workshops prepare to read and write any academic text for any subject. This participant added that the writing courses are needed because writing only improves with practice. Similarly, S2 also stated that workshops are necessary for any kind of interests:

S2. Maybe give workshops not only for those who like to write, but for those that have difficulties in these kinds of writings.

Lastly, S3's proposal was the use of attracting material to engage students into reading:

S3. To encourage students to go in depth into reading, with interesting and easy-comprehension materials, so that with their help the passion of reading emerges.

As can be seen, S1 and S3's proposals agree with the idea that reading is absolutely necessary to improve writing, which is something that different authors such as Carlino (2013) and Bazerman (2015) also claim.

### 4.3 Written mistakes from the text analysis

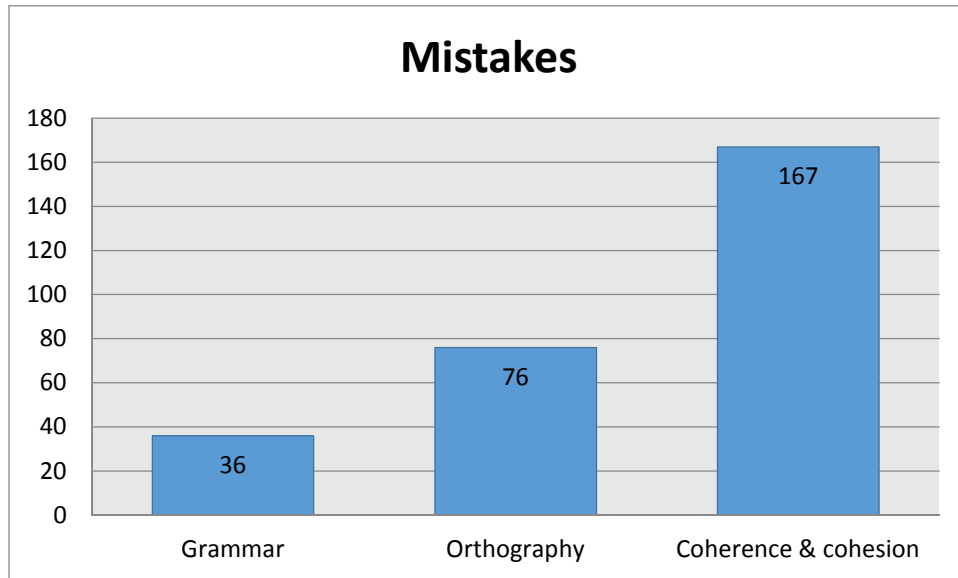
In order to answer the RQ3 presented in section 4.0, two tables were used to analyze the data. The categories included in these tables were presented in section 3.6.1. Firstly, I will show all the results obtained from the first table (see table 4.3 below).

**Table 4.3 Results RQ3A**

Writing No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
<b>Grammar</b>	1	1	3	0	2	0	0	3	0	7	9	0	2	2	1	0	0	0	3	2	36
<b>Orthography</b>	4	1	2	11	1	3	3	2	2	3	1	3	1	9	5	11	4	2	8	0	76
<b>Coherence &amp; cohesion</b>	11	7	14	10	5	3	3	3	10	7	5	7	11	10	14	5	8	13	15	6	167

As can be seen, the category with the majority of the mistakes was coherence and cohesion followed by the orthography and the grammar category respectively. To illustrate better these results, see figure 4.1 below.

**Fig. 4.1 Mistakes**



In the following sections, a detailed explanation of each mistake from the most to the least common is given.

#### 4.3.1 Coherence and cohesion

The most common mistake found was coherence and cohesion. This result indicates that all the participants fitted in this category. In total, there were 167 mistakes in the 20 writings analyzed. Table 4.3 below, shows in the first column the number of writing analyzed, the second column was for examples taken from the students' texts and the final column was for some suggestions that me as the researcher considered pertinent.

**Table 4.4 Analysis RQ3A1**

Writing No.	Examples	Researcher's suggestions
19	<i>"En este texto se hablara de cómo se da el lenguaje en niños, resulta interesante ya que a través de sonidos y su entorno social</i>	<i>"En este texto se <b>hablará</b> de cómo se da el lenguaje en niños. <b>Esto</b> resulta interesante ya que a través de sonidos y su entorno</i>

	<i>el niño aprende a transmitir sus sentimientos...”</i>	<i>social el niño aprende a transmitir sus sentimientos...”</i>
3	<i>“... autores como Lakoff y Johnson se centran en la teoría de los espacios mentales, por otro lado tenemos Mark Turner y Gilles Fauconnier, explican las proyecciones metafórica en el marco de la integración conceptual.”</i>	<i>“... autores como Lakoff y Johnson se centran en la teoría de los espacios mentales. <b>Por</b> otro lado tenemos <b>a</b> Mark Turner y Gilles Fauconnier, <b>quienes</b> explican las proyecciones metafóricas en el marco de la integración conceptual.”</i>
15	<i>“A continuación se explicara más detalladamente todo sé que se mencionó. Se darán ejemplos para poder entender mejor este texto.”</i>	<i>“A continuación se <b>explicará</b> más detalladamente todo <b>lo</b> que se mencionó y se darán algunos ejemplos para poder entender mejor este texto.”</i>

In the first example, the student did not use a connector to link one sentence with another. In case of the second example, the student also missed a connector to refer back to the subjects named in the previous sentence. Finally, in the third example there is a period separating two sentences with the same idea, a connector to link both sentences is needed instead.

According to the analysis presented in sections 4.1.3 and 4.2.4, all the participants mentioned that coherence and cohesion is one of the mistakes students have, which is reflected above in the text analysis. In other words, teacher’s and students’ perspectives totally agree with the results revealed from the text analysis.

### 4.3.2 Orthography

Orthography was the second category in which the participants had many mistakes. There were a total of 76 mistakes in 19 of the 20 writings analyzed. To illustrate better this result, table 4.4 below presents some examples of mistakes from three students:

**Table 4.5 Analysis RQ3A2**

Writing No.	Examples	Researcher's suggestions
16	<i>“Este texto te ayudara a comprender como el lenguaje corporal complementa al lenguaje verbal, así mismo descubrirás como es que tu cuerpo dice más que tus palabras.”</i>	<i>“Este texto te <b>ayudará</b> a comprender <b>cómo</b> el lenguaje corporal complementa al lenguaje verbal, así mismo descubrirás <b>cómo</b> es que tu cuerpo dice más que tus palabras.”</i>
4	<i>“A través de signos faciales, se espresan sentimientos de felicidad. Por ejemplo: “ (: ” en vez de “felliz”</i>	<i>“A través de signos faciales, se <b>expresan</b> sentimientos de <b>felicidad</b>. Por ejemplo: “ (: ” en vez de “<b>feliz</b>”.</i>
14	<i>“Este método ara que el niño agregue nuevas palabras a su vocabulario que tomara de su compañero de dialogo; perfeccionara poco a poco la fonética e ira aprendiendo a usar frases...”</i>	<i>“Este método <b>hará</b> que el niño agregue nuevas palabras a su vocabulario que <b>tomará</b> de su compañero de dialogo; <b>perfeccionará</b> poco a poco la fonética e <b>irá</b> aprendiendo a usar frases...”</i>

In the first example, the student did not accent the verb in future tense *ayudará* (will help), and she also missed the accent twice in the word *cómo* (how). Without those accents, the text will have a different meaning and it can also be confusing when reading. In the next example, the participant did not write correctly the words *expresan* (express), *felicidad* (happiness), and *feliz* (happy). Lastly, in the third example, the student did not accent verbs

in future tense such as *hará* (will do), *tomará* (will take), *perfeccionará* (will perfect), and *irá* (will go). Some other examples of these mistakes are words such as *día* (day), *círculo* (circle), *bebé* (baby), *cortés* (polite), etc written without accent again.

In addition, other words that fitted into this category were: *principal mente* instead of *principalmente* (principally), *a cerca* instead of *acerca* (about), *fona torio* instead of *fonatorio* (phonatory). The mistake here is that the students wrote two words instead of one single word. On the other hand, students wrote one word instead of two words, some of these examples are the following: *asimismo* instead of *asi mismo* (also), and *ciertogrado* instead of *cierto grado* (certain degree).

Based on the analysis presented in section 4.2.3, two participants mentioned that they have these kinds of mistakes when writing, which means that the results from the students' perspectives are close from the ones exposed in the text analysis.

### 4.3.3 Grammar

This is another category in which not all the students fit in. Only 12 of the 20 students had mistakes; the majority of them were capitalization ones. Some of those mistakes were to write in uppercase after a comma, a semicolon and a colon. Also they wrote in uppercase words in the middle of a sentence. A few examples are presented below:

**Table 4.6 Analysis RQ3A3**

Writing No.	Example	Researcher's suggestions
11	<p><i>“La importancia del Habla”</i></p> <p><i>“Funciones del Lenguaje Verbal”</i></p>	<p><i>“La importancia del <b>habla</b>”</i></p> <p><i>“Funciones del <b>lenguaje verbal</b>”</i></p>

	<i>“Algunas de las causas del impedimento del habla son: Trastornos Neurológicos...”</i>	<i>“Algunas de las causas del impedimento del habla son <b>trastornos neurológicos</b>...”</i>
10	<i>“Las Dislalias Son alteraciones en la articulación de los fonemas, que pueden ser; Dislalia evolutiva o fisiológica...”</i>	<i>“Las <b>dislalias son alteraciones</b> en la articulación de los fonemas, que pueden ser <b>dislalia</b> evolutiva o fisiológica...”</i>
8	<i>“El maltrato lo componen diversos factores: Las muestras de hostilidad...”</i>  <i>“... se concluye que el Abandono emocional es el que más influencia ejerce...”</i>	<i>“El maltrato lo componen diversos factores: <b>las</b> muestras de hostilidad...”</i>  <i>“... se concluye que el <b>abandono</b> emocional es el que más influencia ejerce...”</i>

As can be seen, in the first example the participant wrote words in uppercase within the middle of sentences and she also wrote in uppercase a word after a colon. The next student wrote in uppercase words in the middle of a sentence like the previous participant and she also wrote a word in uppercase after a semicolon. The last participant wrote in uppercase a word after a colon and he also used uppercase for a word in the middle of a sentence. These results show that despite some students have this kind of mistakes, the students who participated in the questionnaire did not include these mistakes in their answers presented in section 4.1.3 and 4.2.3.

#### **4.3.4 Main parts of an essay**

As mentioned in section 4.3, in order to answer the RQ3, two tables were used to analyze the data. The results from the second table are presented below.

**Table 4.7 Results RQ3B**

Writing No.	Introduction	Body	Conclusion	References list
1	✓	✓	X	X
2	✓	✓	✓	X
3	✓	✓	X	X
4	X	✓	X	X
5	✓	✓	X	X
6	✓	✓	✓	X
7	✓	✓	X	X
8	✓	✓	X	X
9	✓	✓	X	X
10	✓	✓	✓	X
11	✓	✓	✓	X
12	✓	✓	✓	X
13	X	✓	X	X
14	X	✓	X	X
15	✓	✓	X	X
16	✓	✓	X	X
17	X	✓	X	X
18	X	✓	X	X
19	✓	✓	X	X
20	✓	✓	X	X

These results show that first, none of the students had the four basic elements in their essays and second, none of the students included a references list in their writings, this make contrast with two students who included in their essays two citations each one, and another

student included only one, but they did not do it properly. According to Oshima and Hogue (1998) “using quotations and writing paraphrases and summaries of information from outside sources are important tools in academic writing” (p. 82). But as can be seen, these students did not consider the references list as an important tool in writing essays. One more thing to highlight is that according to the analysis presented on section 4.2.2, the results revealed that the participants from the questionnaire did not know the main components of an essay or at least they were confused about them. Consequently, this results totally agree with the results obtain from the texts analysis presented in section above, which shows that basically, students cannot write an academic text with the main components of it.

#### **4.4 Chapter conclusion**

In this chapter, the results from the three data sources I used in order to provide answers for my three research questions were presented and described. Some of the results were showed in tables to facilitate their interpretations. The following chapter presents the implications of the results, the study significance, limitations, and some recommendations for further research.

## **CHAPTER 5: CONCLUSION**

### **5.0 Chapter overview**

In this final chapter, the answer to research questions, and the findings with their significance will be presented. Also, I will mention the research aims, the pedagogical implications and the study limitations. Then, some directions for further research, the reflective account and final comments will be provided.

### **5.1 Answers to research questions, findings and their significance**

Significant findings concerning to academic writing emerged from the data in this study. The present research was a qualitative and exploratory study that recounted the perspectives of a teacher and three of his students, as well as the texts analysis in an ELT undergraduate program, so no generalizations are expected to be done, just contributions to the area of writing instruction in undergraduate contexts.

#### **RQ1. What are the teacher's perspectives regarding academic writing from a course of academic writing in Spanish?**

In order to achieve the answer for the first research question, this study explored and presented data from an interview in which the teacher constructed and expressed his perspectives regarding academic writing in his university setting. Firstly, the study results indicated that the participant perceived academic writing as a complex process. Besides, it can be assumed that for him there is confusion between teachers about the meaning of academic writing and the difference between an essay and an expository text, which make the writing process more difficult to carry out by students. According to the participant's

answer, an essay is difficult to construct by a student with a lower level of reading and creative thinking, so it can be drawn that an expository text is easier to construct versus an essay.

Additionally, the results also showed that the most difficult task to develop by students in writing is text structure. Since teachers mainly focus on the paragraph because of the thought that a text is piles of paragraphs, students are not able to structure a whole text. The participant claimed that this can be caused by the different ways in which teachers were trained. Because of that, they have different perspectives so it is more challenging to create a mutual viewpoint regarding academic writing.

Another cause for the students' mistakes suggested by the teacher is the absence of a relationship between school and society. Grabe and Kaplan (1996) state that writing should be seen as a group of practices socially contextualized. In this setting, school usually teaches writing separately from the social functions because it is mainly focused on their particular objectives.

Finally, these results presented the teacher's proposal in which teachers and directors should work collaboratively to improve the writing situation. It is necessary to construct some similar ideas or at least some basic ideas concerning academic writing in order for students to have a clear concept of what academic writing requires. In other words, a standard for teaching academic writing supported by the directors of institutions would be ideal to help students overcome these problems.

**RQ2. What are the students' perspectives regarding academic writing from a course of academic writing in Spanish?**

Although the perspectives were personal and tended to vary from person to person, a certain consensus regarding students' perspectives towards academic writing was identified. This conclusion can be drawn on the grounds that first the total of participants mentioned a different definition of academic writing. Second, only one participant mentioned the introduction, body, and conclusion as necessary parts of an essay while the rest of the participants mentioned only one element of the introduction and none part respectively, and third, this study also revealed that the participants differ about the ideas included in an essay.

Regarding to the most common mistakes, the results show that the participants tended to have problems with the structure and coherence of the text. Two of the participants agree with the lack of practice as one of the causes for these mistakes. According to Oshima and Hogue (1998, p. 3) "writing, particularly academic writing is not easy. It takes study and practice to develop this skill." Finally, feedback, reading and reflection, writing courses, workshops, and encouragement through attractive materials, were the proposals these participants mentioned to improve the writing situation.

### **RQ3. What are the mistakes that future English language teachers have in their academic writing in Spanish?**

To finish this section, the answer of the last research question is divided in two parts. The results from the first part suggested that the participants' perceptions revealed a certain match with coherence and cohesion which was the most significant mistake that students had. These results also indicated that the second center of attention in students' writing mistakes was orthography followed by grammar mistakes. Most of the students had problems with accentuation of verbs in future tense, and write uppercase after a comma, a semicolon, and a

colon. It is important to highlight that these future English language teachers presented these mistakes while writing in their own language.

The results from the second part indicated that first, any of the students have the complete components of an essay (see section 2.3.1), and second, that any of the students included a references list in their essays. These results perfectly match with the results from the questionnaire, in which the students showed confusion between the main components of an essay. Hence, it can be concluded that students cannot write an essay with the basic structure because they do not even know it. Many teachers express the belief that students do not care about how they write but on the other hand, many students believe that the teachers are the ones who do not care about writing instruction. These beliefs might affect in the same amount students' and teachers' performance, attitude, and commitment.

It can be assumed that for these students it would be difficult to transfer the writing skills from L1 to L2, because as it could be seen, writing in their own language (Spanish) seems to be a hard task to develop, so writing in L2 (English) would be harder because of the failure in L1 writing. The absence of feedback and rewriting during the writing process can affect the successful achievement of the writing skill necessary in higher education, because writing is not seen as a process but as a product, in which teachers' guidance is left behind. It is important to mention that the results from this study cannot be generalized because they are focused only on one group of students and each student has their own way for writing, so students' mistakes are variable.

## **5.2 Research aims**

As stated in Chapter I, the first aim of the study was to know the teacher's and students' perspectives regarding academic writing. This aim was achieved through the

interview and the questionnaire. Both helped to inform the general opinions participants had regarding academic writing.

The second aim of this project was to identify the main mistakes students have in academic writing. This aim was accomplished through two tables specially designed for this study (see section 3.3.6).

### **5.3 Pedagogical implications**

This study has brought to light an incongruence between teacher' and students' perspectives regarding academic writing and how those can impact students' performance. By focusing on the students' mistakes, this research can contribute to the investigation of Mexican academic literacy demands in an ELT undergraduate program. Bazerman et al. (2005) state that academic literacy bring students into intellectual engagement with thought, knowledge, and the work of professions as it exemplifies a much wider range of skills, interactions, and practices.

I also see that this study could give valuable information regarding to writing instruction since it allowed us to understand a little bit more students' writing practices. Based on the results obtained from this study, the following question arose: what can be done to improve the writing situation in this setting? First as mentioned before, teachers should reach a consensus on how to teach academic writing, also they should be aware of the importance of being educated in reading and writing. It is important to highlight that academic literacy involve all teachers throughout university (Carlino, 2013).

Another part of the answer could be related to the desires of having good writers. The results from this study seem to suggest that teachers focus on writing as a product and not as a process. In order to improve students' writing, it is necessary to see this skill as a process

within which feedback should play an important role. According to Hyland & Hyland (2006, p. 83) feedback is “a key element of the scaffolding provided by the teacher to build learner confidence and the literacy resources to participate in target communities” Besides, feedback is absolutely necessary during the writing process because it is a useful tool that help students to see their own mistakes.

Some other pedagogical implications arise for promoting writing development in higher education through the implementation of an interdisciplinary program (Prodeac) in which a writing instruction’s specialist works along with a subject teacher in order to design the writing tasks carried out during the teacher's course and determine the best ways to teach what will be evaluated through writing. Together, they analyze with students the characteristics of the expected text and provide help during the production process (Carlino, 2013). In addition, I consider that by exploring this kind of practices, higher institutions in Mexico could think of implementing the Prodeac program as a means to improve their professional development.

Finally, as stated before, this study intended to know the writing mistakes that future English language teachers have in Spanish (L1). If students are good at writing academic papers in their own language, it could be easier for them to write academic papers in English (L2). “The learning of a second language is rather a question of increasing a behavioural repertoire, or learning a set of alternatives for some sub-set of the rules of the language they already know. The assumption, then, is that some of the rules they already know are also used in the production and understanding of the second language. This is what is meant by ‘transfer’; learners transfer what they already know about performing one task to performing another similar task” (Corder, 1973 p. 132). That is why “ ideally, a program that develops reading and writing skills in the first language, in which learners already have oral

proficiency, should be implemented. There is no loss of time in learning English since skills will transfer as English is introduced” (Roberts, 1994 p. 5). All these suggestions can be applied to one’s needs and circumstances.

#### **5.4 Limitations of the study**

This study has some limitations that need to be pointed out. Firstly, when I started the thesis seminar, I decided to use one method of data collection which was the students’ texts. But after I graduated, my thesis director suggested me to include the teacher’s and students’ perspectives so my study had more validity. Then, concerning to that, the limitation was the collection of the teacher’s and students’ data because it was carried out two years after the texts were written. This could have affected the perspectives from that time to now. Another limitation had to do with the number of students that participated in the questionnaire. Because of the time, it was difficult to get in contact with all the participants, so a higher number of students’ answers could probably shed more light to triangulate the results.

#### **5.5 Possibilities for further research**

The purposes for developing this research project were to know the teacher and students perspectives regarding academic writing and the most common mistakes that students make regarding this area. Consequently, from all this work some suggestions for doing further research emerge. In light of the limitations mentioned above, further research would need to address the number of participants, certainly data would be more reliable with a larger sample in the case of students. This research was focused only on one group of future English teachers but it could be interesting to have more participants and make a comparative research among them. Besides, carrying out a project with the same group of students to see

if they transfer these mistakes to L2 would also be useful. I also think that it could be fascinating to do this same study in other universities in order to know the results from other students and to compare how much the results vary.

## **5.6 The reflective account**

Writing was an activity in which I always tried to improve compared to other activities because I did not like it so much. When I entered university and enrolled in the ELT undergraduate program I realized that I was not as good at writing as I expected (despite I had to do it in my own language) and apparently the same happened with my classmates. I remember that it was a difficult task, especially when the academic writing class started; it was there when my interest in this area arose. After taking some other courses in which academic writing was also required, I confirmed that this was the topic I wanted to research. Thus, when I started this project I knew I wanted to explore students' writing practices in Spanish, in such a way I could learn about the students' mistakes when doing this task. However, during the development of this study, my thesis supervisor made me realize the importance of taking into account the teacher's and students' perspectives regarding this issue, then I thought it would be a great idea to find out what they believe about academic writing, so that this could help to improve it.

The professional and personal change I have experienced by carrying out this research has been huge, since now I am more aware of some aspects such as the confusion that is caused by the contrasting perspectives of teachers and students concerning academic writing, the need of students to write and read more, and the need to yield common perspectives for academic writing, among others. As a future English language teacher, my responsibility for teaching students that writing involves a series of practices and cognitive development has

been strengthened because now I am more aware of the need to improve this situation and the benefits that it can bring about. Finally, I have also learned the responsibility and commitment that research implies, which has strongly benefited me as a professional researcher.

## **5.7 Final comments**

I hope that this particular study can make a significant contribution in the following aspects: first, in helping teachers understand the necessity of create mutual perspectives regarding academic writing, second, try to raise higher education institutions' awareness of the importance to promote academic literacy and finally, give useful and valuable information to the writing instruction area.

Conducting this research was a relevant experience because I learned a lot not only about the topic but also about the whole process and complexity regarding academic writing. To conclude, I would love to say that this is one of the most gratifying things I have ever made. Thanks to this project, I could realize that something wonderful is always about to happen, we only have to wait for the moment and make the decision.

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## **Appendix A: Interview's questions**

- 1.- Para usted, ¿qué es la redacción académica?
- 2.- ¿Cuáles son las partes principales de un ensayo?
- 3.- ¿Cuáles son los errores más frecuentes que sus estudiantes cometen al escribir?
- 4.- ¿A qué cree que se deba esta deficiencia en la escritura de los estudiantes?
- 5.- ¿Qué deberían de hacer maestros y directivos para ayudar a resolver estas dificultades?

## **Appendix B: Questionnaire**

### **Explorando las percepciones y prácticas de la escritura académica**

Este estudio pretende explorar las percepciones que los estudiantes de nivel superior tienen con respecto a la escritura académica. Así mismo, se pretende explorar las prácticas de escritura para encontrar las dificultades más comunes que los estudiantes presentan al escribir un texto académico.

Es importante aclarar que no hay respuestas buenas ni malas, todas serán de gran utilidad para llevar a cabo esta investigación en la cual se promete guardar la confidencialidad y el anonimato. Finalmente, se les pide que sus respuestas sean claras y honestas. ¡Gracias!

**Instrucciones: Responde las preguntas basándote en tus propios conocimientos y experiencia.**

Ejemplo:

P1.- Para ti, ¿qué es la redacción académica?

Es el tipo de escritura que se utiliza a nivel avanzado y que frecuentemente se expresa por medio de ensayos, reportes, investigaciones, etc.

P3.- Especifica cuáles son los errores más frecuentes que cometes al escribir.

Lo que más se me dificulta es dar coherencia entre un párrafo y otro o bien entre las oraciones y también tengo problemas con la estructuración del texto y las cuestiones gramaticales.

Edad:

Sección:

1.- Para ti, ¿qué es la redacción académica?

2.- Menciona las principales características de un ensayo.

3.- Especifica cuáles son los errores más frecuentes que cometes al escribir.

4.- ¿A qué crees que se deba esta deficiencia en tu escritura?

5.- En tu opinión, ¿qué deberían de hacer maestros y directivos para ayudar a resolver estas dificultades?

En caso de cualquier duda o comentario con relación a este estudio, no duden en contactar a su servidora Cristina Cruz Reyna [cris\\_25991@hotmail.com](mailto:cris_25991@hotmail.com)

¡Muchas Gracias!

## **Appendix C: Interview's answers**

A1

I understand academic writing in terms of the kinds of text used in a major; in such a way that every school has a concept of academic writing. For laws is one thing, for philosophy is another, for us is another. And also this should be associated with the objectives of the curriculum; if they are not associated we are not talking about the same thing.

A2

Well, that question is useful because I have read about it and I have come to the conclusion through several authors that what is call essay or usually in some areas, it is not an essay, it is an expository text. The essay is a textual type, difficult to elaborate by students that do not have a high level of reading and creative thinking, because an essay is an open, innovative, systematic, and deep text, which not everybody can do it. What is done in most schools is an expository text but they call it essay, it is not essay. That is a serious problem in schools because teachers are confused, even in several books appear that same confusion despite in the U.S. that issue was already solved.

A3

It depends, because for example, if you assume as it is in my case that what I promote in the guys is expository text not an essay, the mistakes they make are many, but according to the pedagogical strategy that I believe it should be followed, the first big problem of the guys is that they cannot structure a text. Generally, teachers concentrate in the paragraph but that is a mistake because it is thought that a text is piles of paragraphs and that's not true. So, those who limit to the paragraph will never be able to structure a complete text. So there are many mistakes but these are the most important. From there, you go down to the paragraph and obviously there are many problems but the most important is the structure of the text.

A4

Look, I'm going to be honest, I think there are two major types of problems, I will not say which the first is or the second, both are very important, they are really interconnected. The teachers' training. That's a big problem because teachers have different perspectives, different theoretical bases, so we design different courses. We have not been able to share or interact to have a common perspective. The second thing that is not seen but it is important is the lack of a link between school and society. School teaches writing apart from the social functions. What do we write for? That's a social issue, and in school we do not take into account this fact. We write according to what we call school objectives but those goals, although stated otherwise, are far from what the society requires.

A5

Well... As I said, it's complicated because what directors or teachers want to do, should combine with what society is demanding and unfortunately in Mexico society does not claim that people read and write, even this causes that professionals neither read and write. This is true even in graduate students, so that's a big problem because as you can see there are social leaders, politicians and leaders who cannot read or write, if it is not need to read and write to be a leader, then it means that school is not at the same level as society. Where is needed that you read and write? Surely there are fields where that happen, but school has not focused on them. Either way, even when society is laggard regarding to school, the school can do much but I think, I am convinced, that the right thing, the necessary, is to make an effort so that teachers build some shared ideas, not all of them but a few basic ideas, I think they should do it. For me the key is there and the directors should support this.

## Appendix D: Questionnaire's answers

A1

S1. Academic writing is the process followed to write texts that deal with school life, for example an essay. Its function (I think) is to be a promoter of knowledge.

S2. It is the method that students use when they write, from a letter, an essay, etc.

S3. Academic writing is the way in which you write texts.

A2

S1. It deals with specific ideas about a topic. It contains a thesis and ideas that are argued in the body of the essay. It defends a position about a topic that is usually of general interest and open to the public.

S2. They are structured in introduction, body, and conclusion; is a writing that summarizes the most important, and presents opinions that are based on something real.

S3. It presents one's ideas about a particular topic and it's brief.

A3

S1. I think if you make them it's difficult to be aware of it, but when I re-read my texts I have noticed that I use too many commas and I use too many colloquial words. Also I have

problems in using connectors and I notice that I take so much time in choosing which one to use.

S2. I don't put down signs like commas, semicolons, periods, etc. I also miss accents. I don't have coherence in my text.

S3. I can hardly develop paragraphs, it's difficult to have a connection between them.

A4

S1. The lack of practice and I want to express much in a paragraph where there must be more specific ideas. Also it could be that I don't read the text while I'm writing it.

S2. Because I don't usually write many articles and essays, the lack of practice.

S3. I don't spend enough time reading so that I can have fluency in my texts.

A5

S1. Feedback will help a lot, but I understand that it would be too much work to analyze the text of 40 or 50 students and also work with the deficiencies, which in my opinion, they didn't develop to enter university, but they have developed along of the students' school history. Reading and reflection in class will also help a lot. Perhaps, most writing courses of different types of texts are needed, because as I said before, writing only improves with practice.

S2. Maybe give workshops not only for those who like to write, but for those that have difficulties in these kinds of writings.

S3. To encourage students to go in depth into reading, with interesting and easy-comprehension materials, so that with their help the passion of reading emerges.

## Appendix E: Analysis of students' texts

Writing No.	Grammar	Orthography	Coherence & Cohesion
1  -Formato del texto todo igual no separo subtítulos  -no lista de referencias	-sus brazo	-como/cómo  -como/cómo  -hablara/hablará  -desarrollara/desarrollará	-Conector  -Oracion larga, redundante  -conector  -oracion diferente  -parrafo confuso  -parrafo  -parrafo  - párrafo  -parrafo  -conector  -parrafo
2  -no lista de referencias  - mala organización de párrafos.	-;Así/;así	-que/qué	-oraciones  -oracion diferente  -parrafo confuso  -oracion  -conector  -conector  -coma
3  2 citas	-La Adaptacion/ La adaptacion  -:La/:la	-hablara/hablará  -termino/término	-oracion  -oracion

	-EL/ÉI		-oracion -oracion -otra oración -oracion -parrafo -parrafo -parrafo -parrafo -parrafo -parrafo -parrafo -parrafo
4 -no lista de referenci as		-principal mente/principalmente -plactica/practica -por qué/porqué -bocales/vocales -mas/más -felicidad/felicidad -felliz/feliz -Loa/los -Amoldada/amoldan -evolucionara/evolucionará -siempre/simple	-parrafo -parrafo -parrafo -oracion -oracion -parrafo -parrafo -parrafo -oracion -parrafo
5	-.: Cuando/: cuando	Mas/más	-parrafo

dos citas	- : Las/: las		-parrafo -oracion -parrafo -oracion
6 -no hay citas		Asimismo/asi mismo Ciertogrado/cierto grado Mas/más	-parrafo -parrafo -parrafo
7 No hay citas		Soras/sordas -mas/más -especificas/específicas	-parrafo -parrafo -parrafo
8 Una cita	- la Television /la televisión : Las/: las El Abandono/ el abandono	- neuropsiuiaticos/neuropsiquiatricos - neuropsiuiaticos/neuropsiquiatricos	-oracion -parrafo -parrafo
9 Ninguna cita		-realice/realicé	-parrafo -conector -parrafo ; -parrafo ; -parrafo ; -parrafo ; -parrafo ; -parrafo ; -parrafo ;, -parrafo ;, -parrafo: ,

<p>10</p> <p>No hay referencias</p>	<p>-, Evitar/ , evitar</p> <p>-A Todo/ a todo</p> <p>-Las Dislalias Son /las dislalias son</p> <p>-ser; Dislalia/ ser; dislalia</p> <p>-fisiologica Hay/ fisiológica hay</p> <p>-audiogenia Es/ audiogenia es</p> <p>-organica Es/ organica es</p>	<p>Fonatorio/fonatorio</p> <p>Extrahospitalario/ Extrahospitalario</p> <p>Encasa/ en casa</p>	<p>-parrafo</p> <p>-parrafo</p> <p>-parrafo</p> <p>-parrafo</p> <p>-conector</p> <p>-parrafo</p> <p>-parrafo</p>
<p>11</p> <p>No hay referencias</p>	<p>-Pero ¿Que/ Pero ¿qué</p> <p>-Del Habla/ del habla</p> <p>-, ¿Qué/ , ¿qué</p> <p>- no hay ¿? En la pregunta</p> <p>-, Anticipandonos/ , anticipándonos</p> <p>- del Habla/ de habla</p> <p>- :</p> <p>TranstornosNeurologicos / : trastornos neurológicos</p>	<p>¿Que/ ¿qué</p>	<p>-parrafo</p> <p>-parrafo</p> <p>-parrafo</p> <p>-parrafo</p> <p>-parrafo</p>
<p>12</p> <p>No hay referencias</p>		<p>A cerca/ acerca</p> <p>Hacia/ hacía</p> <p>Solo/sólo</p>	<p>-oracion</p> <p>-parrafo</p> <p>-parrafo ;</p> <p>-oracion</p> <p>-oracion</p> <p>-conector</p> <p>-oracion</p>

<p>13</p> <p>No hay citas</p>	<p>-es:Buscar/ es: buscar</p> <p>- otra de las importancias/otra importancia</p>	<p>- pagago/pegado</p>	<p>-parrafo</p> <p>-parrafo</p> <p>-parrafo</p> <p>-parrafo</p> <p>-parrafo ;,</p> <p>-parrafo,</p> <p>-parrafo</p> <p>-parrafo</p> <p>-parrafo</p> <p>-parrafo</p> <p>-parrafo</p>
<p>14</p> <p>No hay citas</p>	<p>Pero ¿Qué/ Pero ¿qué</p> <p>-lo factores/los factores</p>	<p>-¿Como/ ¿cómo</p> <p>-el/él</p> <p>-ara/hará</p> <p>-Tomara/tomará</p> <p>-perfeccionará</p> <p>-ira/irá</p> <p>-el/él</p> <p>-¿Como/¿cómo</p> <p>-Formo/ formó</p>	<p>-parrafo</p> <p>-parrafo</p> <p>-conector</p> <p>-parrafo</p> <p>-oracion</p> <p>-parrafo</p> <p>-parrafo</p> <p>-parrafo</p> <p>-parrafo</p> <p>-parrafo</p>
<p>15</p> <p>No hay citas</p>	<p>-las cuales/los cuales</p>	<p>-bebe/bebé</p> <p>-que/qué</p> <p>- que/qué</p> <p>-explicara/explicará</p>	<p>-parrafo</p> <p>-parrafo</p> <p>-parrafo</p> <p>-parrafo</p>

		-como/cómo -estas/estás	-parrafo -parrafo -parrafo -parrafo -parrafo -parrafo -parrafo -parrafo -parrafo
16 No hay citas		-ayudara/ ayudará -como/cómo -como/cómo -como/cómo -dia/día -dia/día -encuentra/en cuenta -estas/estás - estas/estás -estas/estás -estas/estás	-parrafo -parrafo -parrafo -parrafo -conector
17 No hay citas		-estas/estás -estas/estás -circulo/círculo -serian/serían	-parrafo -parrafo -parrafo -parrafo

			-parrafo -parrafo -parrafo -parrafo
18  No hay citas		-videntes/invidentes  -esta/ ésta  -vidente/invidente	-parrafo  -parrafo  -parrafo  -conceptor  -parrafo  -parrafo  -parrafo  -parrafo  -parrafo  -parrafo  -parrafo  -parrafo
19  No hay citas	-factores Sicosociales/ factores sicosociales  -lugares desconocido/ lugares desconocidos  -:El lenguaje/: el lenguaje	-desarrollara/desarrollará  -bebe/bebé  -mama/mamá  -ayudaran/ayudarán  -incorporaran/incorporarán    -cortes/cortés  -por qué/ porque	-parrafo  -oracion  -parrafo  -parrafo  -parrafo  -parrafo  -parrafo  -parrafo  -parrafo

		-factores sicosociales/ psicosociales	-parrafo -parrafo -parrafo -parrafo -parrafo -parrafo
20  No hay citas	- pero, ¿Cuál/ pero, ¿cuál  -escuela ¿Entonces/ escuela ¿entonces		-parrafo -preguntas -parrafo -parrafo -parrafo -parrafo