



**BENEMERITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

---

---

**FACULTAD DE LENGUAS**

**AN ESP SYLLABUS FOR IMPROVING ACADEMIC  
WRITING BY USING FICTION GENRE**

A thesis submitted for the Faculty of Languages for the degree of  
**LICENCIADA EN LA ENSEÑANZA DEL INGLÉS**

Presented by:

**MICHELLE HUERTA GALICIA**

Thesis director:

**Dra. Catalina Juárez Díaz**

**Puebla, Puebla.**

**December, 2020**

AN ESP SYLLABUS FOR IMPROVING ACADEMIC WRITING BY USING  
FICTION GENRE

This Thesis has been read by the members of the thesis committee of

Michelle Huerta Galicia

And is considered worthy of approval in partial fulfillment of the requirement  
of the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Thesis director

---

Dra. Catalina Juárez Díaz

Committee Member

Committee Member

---

Dra. María Leticia Temoltzin Espejel

---

Mtro. José Luis Carrillo Valdés

Benemérita Universidad Autónoma de Puebla

Puebla

December, 2020

## Table of Content

.....	
<b>Chapter I: Problem Statement</b> .....	8
<b>1.1 Introduction to ESP</b> .....	8
<b>1.2 Rationale</b> .....	9
<b>1.3 Purpose and research questions</b> .....	10
<b>CHAPTER II: LITERATURE REVIEW</b> .....	12
<b>2.1 English language teaching</b> .....	12
<i>2.1.1 English as second and foreign language.</i> .....	13
<i>2.1.2 English as a second language</i> .....	15
<i>2.1.3 English as a global language.</i> .....	16
<i>2.1.4 English for specific purposes.</i> .....	17
2.1.5 English for occupational purposes .....	19
<i>2.1.6 English for academic purposes</i> .....	20
<b>2.2 Types of syllabi</b> .....	21
<b>2.3 Selected topic (academic writing using fiction genre)</b> .....	23
<i>2.5.1 Identifying the purpose for writing.</i> .....	29
<i>2.5.2 Self-questioning techniques</i> .....	30
<i>2.5.3 Considering the audience.</i> .....	30
<i>2.5.4 Thesis statement.</i> .....	31
<b>2.6 The structure of an essay</b> .....	31
<b>2.7 Types of essays</b> .....	34
<i>2.7.1 Descriptive essays.</i> .....	34
<i>2.7.2 Narrative Essays.</i> .....	34
<i>2.7.3 Opinion Essays.</i> .....	35
<i>2.7.4 Comparison and contrast Essays.</i> .....	35
<i>2.7.5 Cause and Effect Essays</i> .....	35
<b>2.8 Fiction genre</b> .....	36
<b>Chapter III: Methodology</b> .....	38
<b>3.1 Introduction</b> .....	38
<b>3.2 Method</b> .....	38

3.3 Location of research.....	39
3.4 Sampling.....	39
3.5 Participants.....	40
3.6 Data collection techniques and instruments.....	40
3.7 Data analysis.....	41
3.8 Methodology/ procedure.....	41
3.9 Ethical considerations.....	44
3.10 Task based syllabus designed based on the needs analysis.....	44
<i>Syllabus designer’s personal information.....</i>	44
<b>Chapter IV: Results.....</b>	<b>46</b>
4.1 Socio demographic results.....	46
4.3.1 <i>The students’ specific interest to want to improve in academic writing.....</i>	47
4.3.2 <i>The challenges students face when writing.....</i>	47
4.3.3 <i>Students’ conceptions about writing.....</i>	49
4.3.4 <i>The topics in vogue students are well disposed to analyze and make assumptions. ....</i>	49
4.3.5 <i>The circumstances which might prevent students to improve their writing.....</i>	50
4.3.6 <i>The settings students might feel more comfortable when attempting to succeed in academic writing.....</i>	51
4.3.7 <i>General and individual needs for improving writing at college.....</i>	52
4.3.8 <i>The struggling factors that students face in the process of writing.....</i>	54
4.3.9 <i>The elements students have detected consciously to improve their writing.....</i>	55
4.2 Answering the research questions.....	56
4.2.1 Research questions 1.....	56
4.2.2 Research question 2.....	56
4.3 Results of the course.....	56
4.4 Results of the lessons.....	57
4.5 Type of syllabus.....	57
<b>Chapter V: Conclusions.....</b>	<b>58</b>
5.1 General conclusions.....	58
5.2 Limitations.....	58
5.3 Directions for further research.....	59
5.4 Reflection.....	59
Reference.....	60

<b>APPENDIX</b> .....	64
<b>Appendix A Essays Check lists</b> .....	64
<b>Appendix B Questionnaire students' survey</b> .....	69
<b>Appendix C Syllabus</b> .....	76
<b>Appendix D Coding</b> .....	85

## **Abstract**

The objectives to reach this research were to distinguish the difficulties students face when writing College papers as well as to identify their needs to finally improve their writing skill by creating a syllabus. The syllabus proposed in this research is a task-based syllabus instruction. The respondents were seven students who belong to CELE (Center for English language education) in Puebla city. The results of the present research show that students express their disposition to practice essential functions in academic writing such as analyzing and making assumptions from non-fiction literature. Another result showed in this research is that students find difficult to include their own voice into their academic papers. Another result showed that students are not familiarized with the habit of writing. Another result showed in this research is that students do not meet writing requirements due to misinterpretations when receiving instructions. The conclusions got in this research are writing and reading must cover the same importance in the process of writing because students become critical thinkers when reading. Another conclusion is that students can become more autonomous by showing them how to edit their drafts before delivering them to the teacher. Another conclusion is that students can become more confident when they have patterns to follow such as schemes or models. Tangible models as well as not tangible models are suggested. For example, tables in the first case, or engaged attitudes in the second case.

The results suggest that the teacher in charge of the class as well as all the second language community including academic authorities can promote genuine setting to learn and teach academic writing. Finally, I would like to suggest exploring different writing workshops or writing activities outside the classroom to improve academic writing settings for further studies as an attempt to improve academic writing spaces.

## **Acknowledgement**

Thank you to my parents who gave me the opportunity and a model to watch better in life. Both made everything in their hands to support me all along this schooling period. Thanks to Santiago my son who supported me and has the best smile.

Thanks to all the persons who took part in my education as teachers, classmates and anonymous souls who always desired me good in their prayers.

I want to thank to my thesis director Dra. Catalina Juárez Díaz who was very patient to me all along this process as well as the committee members Dra. María Leticia Temoltzin Espejel and Mtro. José Luis Carrillo Valdés for opening to me this research opportunity and who introduced me in the world of ESP.

Finally, I cannot forget to say thank you to all the undesirable situations which brought a lesson to me to hear and pushed me to give the necessary effort.

## Chapter I: Problem Statement

### 1.1 Introduction to ESP

English for Specific Purposes (ESP) is one dominant approach to second and foreign language teaching (Laurence, 2011) According to the before Laurence's argument it is noticeable that ESP was born to give an accurate approach solution to people who is interested in Learning English due to mainly professional tasks at work. "ESP content became more directly influenced by the progress of the courses in basic science" (Hawkeys, 1978, p. 44). Now it is well known that technology denoted in the mid-1960s the Interest in developing ESP approach to fulfill the needed requirements to communicate in emerging scientific paths in a theoretical as well as in a practical English condition. In English for specific purposes (ESP) the goal of the learners is to use English in a particular domain (Paltridge & Starfield, 2013). As we can realize English is a global Academic language with access to a large amount of information updated in a wide of current fields, so it has become a necessity for professionals who acquired English as a second language construct and publish knowledge in a proper Academic presentation. ESP approach was born to facilitate students and researchers to express their Academic findings with the formal requirements of a professional Academic presentation.

English for Specific Purposes brings to light one branch of the language knowledge which let us be aware that discourses have certain specific resources to write in such a way that any implicit goal is reached by the author just by using the tools that Genre Analysis provides to us. As we can see any person, particularly people with intentions to communicate in professional fields would be pleased of knowing deeply about how to take advantage of Genre Analysis tools to reach a particular objective when writing in English as a second language.

Tom Miller (1997) claims that "an ESP develop specialist discourse. The expected objective is that the ESP learners reach the ability to communicate more accurately in academic and professional settings. "The genre-based approach to ESP materials to develop needs to take the learner from pure descriptive linguistics tasks towards genre-specific explanations of why such linguistic features are used and to what effect." (Miller 1997, p. 138) When any person wants to communicate being aware of a text with a specific purpose is expected to think about rhetorical considerations that follow a choice of grammar. Being aware of the action of communicating using printed texts means to know about conventions, communities, and discourse expectations. The

consequence of knowing variables which conform genre analysis is achieving a meaningful message which enable the author to reach the initial goal to communicate.

Paltridge (2014, p. 303) claims that “in ESP genre work, GENRE refers to a class of communicative events, such as academic essays, research articles, theses and dissertations”. Academics and researchers are aware that genre analysis is a branch of the communication with high value to communicate accurately when trying to reach a purpose mainly in academic, business or technology field interests. Anthony (2009 as cited in Taiwan International ESP Journal 2011, p. 3) affirms that “specialized ESP courses let students gain high scores on global English tests such as TOEIC or TOEFL. He says that “training learners in the ability to acquire new knowledge through observing, recording, and analyzing texts will result in a set of skills that are much more regular and stable, and more importantly, highly valued over the long term.” Anthony (2009 as cited in Taiwan International ESP Journal 2011, p. 1). In other words, the learner of genre analysis field will gain ability to reproduce and identify patterns of the author’s inner intentions through printed texts. “Analyzing texts, observation and recording are the same skills that ESP practitioners themselves apply when attempting to understand the target language. It follows that ESP practitioners are the most qualified to teach learners these skills in an ESP classroom setting.” Anthony (2009 as cited in Taiwan International ESP Journal 2011, p. 1). In conclusion “students can learn to recognize the schematic structure of texts in their chosen discourse communities” (Paltridge, 1997, p. 6). As we can notice genre analysis take learners from to reading analytically writing.

## **1.2 Rationale**

English language is the language which publishes investigations and results in innumerable fields toward the entire world, therefore rationale in learning academic writing for non-native English-speakers has become a pre-requisite for anyone who wants to come up in any qualified sector. In this paper, common struggles, which students face are shown when practicing the activity of writing academically. Learning to communicate properly in a written way will certainly open a path to participate in the continuous changing knowledge world.

Students face problems when writing academically, Abdulkareem (2013) identified that Malaysian students found it difficult to paraphrase. Students are not able to use their own words, think critically and organize ideas in new sentences to be write academically. Grammatical and syntactical are done when organizing new speech.

The findings of that study are like the ones done by Arab students. The papers reflected those learners carried out many errors in respect to sentence structure, vocabulary and expressing ideas. Al Fadda (2012 as cited by Al Badi 2015, p. 66) found out that ESL students encounter problems to differentiate “between written and spoken words and phrases, subject-verb agreement and joining sentences together to make a coherent paragraph”. Al Murshidi (2014 as cited by Al Badi 2015, p. 66) saw that it is also difficult for students to generate ideas. Students’ concern about declares reading and then writing with their own words. This could lead to grammar mistakes reluctance to paraphrase and summarize other authors work and those challenges take students to copy and paste (Amin & Alamin, 2012 as cited by Al Badi 2015). The discoveries reached in the Al Badi’s survey about academic writing challenges display that student deal with a lack of instruction when becoming critical thinkers who use their ow voice to discuss current academic issues.

The Al Mubarak (2017) investigation studied the demanding aspects related with academic writing encountered by the students at the Al Mahdi University in Sudan. The results showed lack of familiarity with academic writing strategies. It was also discovered that some common mistakes were regarding articles, punctuation, prepositions, irregular verbs, poor expressions, consistency paralleled structure, and use of verb tense. After revising the before investigations related to student’s second language challenges when writing is evident that undergraduates ignore the potential advantages of writing regularly. Practicing accuracy when learning the complex process of writing will result in reaching academic and personal goals just by becoming a critical writer.

### **1.3 Purpose and research questions**

“Learning English as a foreign language always is a big challenge for the learners. The most challenging part is when second language learners find the language systematic.” (Fatemiour & Hemmati 2015, p. 1). It is the aim of this investigation to bring to notice that all over the genre fiction compositions students can link their innermost circle with the exterior material plane. In other words, students will make a deliberate attempt to apply the formal writing principles due to a necessity to express their wanted meanings with fluency. Students will restructure in their minds how rules of languages work by translating into words inner points of view. “The students may need to connect words to their personal experience, so they may have to be motivated to write worlds frequently and consistently and attempt to paraphrase the meanings”. Al Mubarak, (2017, p. 187).

Students in this research will be moved to write authorship papers. Authorship papers will require consciousness (Al Mubarak, 2017). The point to bring over consciousness is with purpose to connect formal academic writing with meaningful student's observations "Focusing on language is not therefore an end in itself, but a means of teaching learners to use language effectively by encourage them to experience for themselves the effect that grammatical choices have on creating meanings" (Paltridge & Starfield, 2013, p. 107) When students put into words their own experience assumptions, they will attempt to transmit their inner force to communicate vividly, therefore students will find the necessity to write well expressed ideas which convey meaningful clear thoughts. In this research the students will go through the experience of composing not by giving them plain straightforward grammatical rules, but the opportunity to experience the reports by using the genre fiction academic resources.

### **Research questions**

1. What are students' needs to write academically?
2. What are the students' difficulties when learning to write academically?
3. What is the type of syllabus to enhance academic writing based on the student's needs?

### **Objectives**

To distinguish students' needs to write academically

To identify students' difficulties when learning to write academically?

To identify the type of syllabus to enhance academic writing based on the student's needs

## CHAPTER II: LITERATURE REVIEW

### 2.1 English language teaching

It is important to take the time to understand what language is, because as humans surrounded by other humans it becomes necessary to understand the impact of using accurate and logical ideas to reach relevance in meaning when expressing inner ideas. Teaching implicit language characteristics is still a challenge. The time used to stop by a moment and think about language scope is advisable among any type of group.

“Language is primarily a social phenomenon, which is naturally intertwined with culture; any linguistic item can only be properly understood with reference to the cultural context enveloping it.” (Alcón & Safont 2007, p.8).

Language is a medium for transmitting intelligence to other individuals when having thoughts or feeling emotions. Language is just as ethics; both can only exist among collective groups; Robinson Crusoe living alone can perfectly ignore the rules that operate throughout communities. We as part of a social group cannot ignore the responsibility of genuine discourse practices.

“Language has been a major topic of research for well over two centuries. Linguistic research intersects with anthropology, biology, computer science, history, human development, literature, philosophy, politics, psychology, as well as reading and writing”. (Delahunty & Garvey 2010, p. 5)

Language plays a fundamental base in the construction of a variety of social and technological revolutions. Thanks to language Humans do not have the necessity to invent the wheel again and again. The importance of training the power of language when interpreting or recreating any authors’ intentions must be taken seriously.

“We have not been successful in our efforts to educate the public about language. However, the greatest share of the responsibility lies with institutions, journalists, and teachers who have vigorously defended an ultra-conservative status quo, who know little if anything about language, and who often misconstrue what linguists have to say about it.” (Delahunty & Garvey 2010, p. 5)

Now it is time to know about the role of the teacher has when students need or desire to learn a foreign language. The central of the teacher depends on the teaching approach selected to controls and decide the pace of learning. So, some teachers provide support in specific types of activities such as drills, and tasks to fit in a relevant situation (Richards, 1994 as cited in Shastri

2010, p. 57). As well as the type of interaction is set within the teaching approach so the kind of interaction can be one-way one where teachers speak, and learners listen passively.

On the contrary to that proposal, the communicative language situation put emphasis on the language use and the learners as the center in the language process, where teachers provide opportunities to students to learn actively in the classroom. In some contexts, teachers are approachable, sympathetic, and patient, establish a rapport with the learners to raise confidence and lessen stress. This is essential because second language learning is a highly interactive process. It demands total participation of the learners. (Shastri 2010)

“Language is merely a medium for thoughts, emotions, the intelligence of a finely wrought brain, and a good mind will make far more out of a bad medium than a poor mind will make out of the best.” (Cody 2006, p. 8)

In conclusion, the capacity that humans have acquired to transmit ideas into words is an ability that must be shaped consciously as soon as possible specially in explicit teaching groups to communicate with sense of responsibility, knowing the diverse kind of discourses used by those who want to transmit specific ideas.

### ***2.1.1 English as second and foreign language.***

Some authors provide the definition of foreign languages making a distinction between English as a foreign language and English as a second language. According to Nayar English as a second language (ESL) refers to the English language, that is taught in the native environment to participate fully in that society. “English as a foreign language refers to a situation in which English has not internal functions and low communicative use” (Nayar (1997 as cited in Panyasi 2015, p. 1).

After knowing the difference between English as a foreign language and English as a second language, we can infer that would be more challenging to learn English as a foreign language. When students are not immersing in daily English issues in real situations as a foreign learner, with low opportunities to contact English outside the classroom, students may easily encounter limitations to progress continuously when learning English. A second language student who face the necessity to use productive English language skills to be included in a new culture experiments an unstoppable continuous English Learning. “A foreign language is one used in the learners’ immediate social context and with no immediate or necessary practical application”. (Troike 2006, p. 4)

English is considered as the language of England. Johnson's identification of English as the language of England hardly begins to capture the diversity and complexity of the language's use in the twenty-first century; English today is spoken by approximately 450 million people all over the world. (Johnson's 1755, as cited in Troike, 2006, p. 4 p 5.)

Many English speakers from all around the world who are not from England provoke language divergence. The deviation in English language can be noticed in pronunciation, spelling, grammar, and vocabulary, therefore the importance of learning proper academic language to follow a standardize English to understand and be understood with logical accuracy becomes necessary.

English language has some variations "The mixed variety called Chicano English, popularly known as Spanglish, is a well-established dialect widely used among the more than 44 million members of America's Hispanic population, alongside several other Spanish influenced dialects." (Horobins 2016, p.5)

Spanglish is articulated by certain individuals as a first language. It becomes interesting to mention the fact that Spanglish can be considered as a language by itself since Chicanos are not bilinguals neither of Spanish nor of English. On the other hand, it is noticeable that Chicanos are invaders, this means that Chicanos are not included in the practice of correct English as an originally foreign, or second language. It is responsibility of each English speaker to practice and refine a formal English by using a standardized global language, English.

English as a foreign language is given and taught around the world. In Finland and Japan, "cultural assumptions and norms sustain pedagogic decisions determine the outcome of foreign language teaching and learning." (Del Garant 1997, p.6)

Every person who has crossed his/her mind to study a foreign language has chosen English as one of the first options to learn. Efforts of non-speaking countries used to include into their curriculum the English subject as a foreign language. The reason that English has become trend to learn is because English is the common international language to interact among global cultures. English will allow people to succeed in any branch of knowledge when trying to cross boundaries. In Japan for example, the Japanese educational culture is manifested in the TEFL (teaching English as a foreign language). The teaching methodology tends to be more teacher-centered with an emphasis on test training and structural teaching approaches. In contrast, the Finnish TEFL is more

successful in the language learning regarding communication since teachers establish communication in the classroom (Del Garant 1997, p.6)

What plays a crucial point when trying to learn English as a foreign language is knowing students' context and what help students to be proficient in English language. For example, Japanese students interested in learning English because to pass tests to enter to the university. On the other hand, Finnish students are more interested in talking in English which allow them to travel and communicate in English. Finnish teachers promote communication practice because in fact their students are not examined by external authorities. Japanese teachers show as a main goal to make their students to pass the entrance test to the University, so the English communication is not intended to be developed in the first levels.

In conclusion a foreign language success is strongly influenced by the fact of students 'context, historical English foreign countries' interferences, teachers 'attitudes, individual interests, as well as collective government purposes.

### ***2.1.2 English as a second language***

English as a second language has been defined previous according to Nayar. However, this term has been presented by Shastri considers that language can either be acquired or learnt. A second language is acquired, and acquisition refers to 'picking up' of the language in natural surroundings without any formal instruction. "Linguists believe that we can acquire a second language too" (Shastri 2010, p.17)

Children who are born in a certain country and by any reason this child is adopted and raised in another country, it happens that this kid will acquire natural proficiency in the language children are exposed to. "It is the exposure to the language that results in learning it". (Shastri (2010, p.17)

A second language is typically an official or societally dominant language needed for education, employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively. (Troike 2006)

Shastri claims that the passive exposure to the language will be not sufficient, the kid who was adopted will need to use the language too. We can infer that any person who expect to learn a second language will achieve his/her purpose by not only hearing and understanding the language, but by using it. "The use of language is crucial for the existence. Using the language helps in

getting things done. Getting thing done motivates the second language learner to learn. “The language filled environment helps in absorbing the language and using it.” (Shastri 2010, p.18)

As we can see, Troike (2006, p. 5) affirms the circumstances under which second language acquisition (SLA) takes place sometimes can be due “informal exposure to speakers, immersion in a setting where the new language is necessary to fulfill basic needs, formal instruction in school, and “these learning conditions are often profoundly influenced by powerful social, cultural, and economic factors affecting the status of both languages and learners”.

The factors that involve the fact of learning and acquiring a second language is influenced by the context of what the teacher-learner are twisted. “Learning a second language i.e., English is definitely more difficult than acquiring the mother tongue.” (Shastri 2010, p.19).

Shastri states that there are some variations that affect the process of learning a second language. For example, if the target language belongs to the family of the mother tongue will be easier to learn because of the similarities between them. Another factor which affects learning a second language is age, in early life, children learn faster. In later years, the process becomes more challenging. For example, teenagers became shy when learning a second language, and that can inhibit the language development. Inhibition would limit the opportunities to learn and be proficient in the second language. Personal characteristics can influence the process, it has been seen that extrovert students learn faster than an introvert one.

Another factor involved in learning a second language is the environment, as well as the period in contact with the second language. The friendly atmosphere will help in learning at the same time the language filled atmosphere at home as a model to follow. We cannot avoid mentioning that the opportunities to experiment the language outside the class evolve its own magic.

In conclusion the second language student constantly turns the passive reception of the language learning to the actual production of it, therefore the real life when practicing a second language will play a vividly learning when acquiring the target language due to the survival factor.

### ***2.1.3 English as a global language.***

Nowadays, since societies are suffering from the phenomenon known as globalization, people move among different countries and there is an increasing need of expansion of economies. All this makes knowing a language a fundamental tool for any global citizen. (Merino 2014, p.9)

What is a global language? A language achieves a genuinely global status when it develops a special role that is recognized in every country. (Crystal 2003, p. 3).

Seeing the role of English in economic and political resolutions worldwide. In some countries, English began to be welcome. That is the case of China that changed from a negative attitude toward the English language to a positive. An old Chinese believe about English was that it was ‘a barbarian language’, ‘the language of our enemies’ and ‘a language which brings spiritual pollution. However, in the last three decades, China accepted the power of English to communicate globally and began promoting English in schooling and after- school education. (Li Pan 2015)

To understand the power that English language has been heading, it is important to look through some eye-catching events. So that any language at the center of such an explosion of international activity would suddenly have found itself with a global status. English was apparently ‘in the right place at the right time’. Since the beginning of the nineteenth century, English starter their supremacy. When Britain was leading the world’s industrial and trading. Later, when USA’s population was larger than that of any of the countries of western Europe, and its economy was productive and growing. During the twentieth century, English was present worldwide. It was maintained and promoted in the economic field (Crystal 2003).

Its supremacy spread into the technological field. If progress in ‘machine translation’ continues to be as rapid as it has been in the past decade there is a distinct possibility that, within a generation or two, it will be routine for people to communicate with each other directly, using their first languages, with a computer ‘taking the strain’ between them. (Crystal 2003).

In conclusion, it is understandable that meanwhile the translation software is very limited in the globalization phenomenon, the method of learning a common global language cannot be removed as a necessity to maintain the political, social, and economic relationships among different mother languages’ countries.

#### ***2.1.4 English for specific purposes.***

English for specific purpose (ESP) is a relatively young branch of Applied Linguistics whose development has resulted from general economic developments since the Second World War. (Brigitta 2006, p.4). ESP became a potential and important “subcomponent of language teaching, with its own approaches to curriculum development, materials design, pedagogy, testing and research. (Nunan, 2004 as cited in Basturkmen 2010, p.p. 1-2)

The new English learners stream started to demand adapted teaching approaches to their specific needs. “The new aim was to define how language was used in realistic circumstances. To teach what students needs became the guiding principle of ESP at that time” (Hutchinson & Waters, 1987 as cited by Kirkgöz & Dikilitas 2018, p.2).

It can be understood that the motivation to learn a foreign language depends on specific interests, in specific contexts. The new emerged language learners asked for practical specific language to learn, as consequence of specific requirements were established courses since the early 1960s such as English for aviation, for engineering, or advertising to name just a few of the different contexts to teach with the new view of ESP. “The main concerns of ESP have always been, and remain, with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation” (Dudley-Evans & St John (1998 as cited in Basturkmen 2010, p.2).

Due to ESP suit specific motivations to learn, English is a dynamic research subject with an inevitable inquiry. Hence, the main priority of ESP is to attend the student specific interests when learning English and consequently the desire to design specific materials and relevant programs for teaching the language with the required learner’s perspective. ESP help learners develops the specific English domain to succeed in real situation, for example, a science student who grips any tense to describe a laboratory procedure (Holme, 1996 as cited in Basturkmen 2010)

It can be deduced that as the students carry out a higher-level both practical general language and specific content will enrich their language view toward a more complex language mastery. Usually, an ESP learners want to reach their learning goals in a reduced time. In ESP is ESL instruction focus on a particular speech community, occupational field, or workplace situation. The basis of ESP is the teaching of language using content or subject matter. (Medlin 2009, p.18).

The ESP learners desire to be taught deep in knowledge in certain field due to professional interests for example, but we can find many reasons to desire to master certain fields in a foreign language. Whatever the reason to master the foreign language, ESP involve the intentions to learn specific subjects demanded by the foreign language learner. English for Specific Purposes (ESP) help learners develop the foreign language to cover academic or occupational needs. It focuses on “the language, skills, discourses, and genres required to address these needs, and assists learners

in meeting these needs through general and/or discipline-specific teaching and learning methodologies”. (Anthony, 2015 as cited in Kirkgöz & Dikilitas 2018, p.2)

In conclusion ESP is a teaching answer to the demands of people who desire to master a specific field of knowledge in a foreign language due to the constant evolution in knowledge because of political, economic, and social changes in the globe.

#### 2.1.5 English for occupational purposes

English for occupational purposes (EOP) refers to English that is not for academic purposes; it includes professional purposes in administration, medicine, law and business, and vocational purposes for nonprofessionals in work or prework situations (Dudley-Evans & St John, 1999 as cited in Kim 2013, p. 30-31)

As we can understand after reading some relevant articles about English for occupational purposes (EOP), it can be said that EOP is the one which is focus on improving job specific language. All English language learners have specific purposes of learning English (i.e., English for specific purposes: ESP) and they may be categorized into two types.

English for academic purposes (EAP) students whose eventual goal is to improve their English for their education including studying abroad, and English for occupational purposes (EOP) learners whose primary purpose for learning English is to improve job-related language skills (Dudley-Evans and St John, 1999 as cited in Kim 2008, p. 2). “The purpose of EOP training is to enhance workplace performance, with special attention to how adults learn a language to communicate better in job-related contexts.” (Kim 2008, p. 2).

Now we can see a clear example of how ESP is divided into branches such as EOP due to the desire to develop specific teaching approaches to satisfy the demand of specific professional groups when trying to improve professional English language.

It is important to mention that EOP programs are used as a toll to make improvements in the immigrant workforce with poor English language skills developed. This kind of EOP programs merit time and economic resources from the organizations which are benefited with the immigrant workforce. EOP might be more business oriented and smaller, with a shorter program time, and the expectations to grow in language are higher for occupational learners. EOP offers a way for learners to perform business- related English expressions.

In conclusion when students find an individual specific purpose to invest time in improving English language skills, it will happen that learners can focus on learning work-related contents.

Practical English is always attractive and desirable to complete. Therefore, EOP was born as an option to start being accurate when using English language with a specific business focus at work with each workplace's specific needs. EOP has mainly job applicable education, but general English is enhanced at the same time such as negotiations or presentations skills. "There is nothing special about corporate English program except that the learners are employees." (Kim 2008, p.80) EOP has the purpose to improve performance at work giving them possible scenarios to perform in English with debates, spontaneous conversations, role-play meetings, practicing expressions and dialogs with co-workers. Speaking skills are priority due to the short period of time dedicated in programs such as EOP.

### ***2.1.6 English for academic purposes***

EAP is usually defined as teaching English with the aim of assisting learners' study or research in that language. Flowerdew and Peacock (2001 as cited in Hyland 2006, p.1)

Many areas are covered with EAP such as classroom interactions between teacher and student, research genres using different articles, student formal writing to develop an essay or a thesis, designing of materials to class and classroom activities in postgraduate teaching. It is, in short, specialized English-language teaching which deals with social, abstract, and linguistic demands of academic settings.

The term English for Academic Purposes (EAP) was apparently coined by Tim Johns in 1974 (Jordan, 2002 as cited in Hyland 2006, p. 2). Since then, EAP has grown steadily as English has expanded with the increasing reach of global markets. For many countries, English has become an economic imperative and for the dissemination of academic knowledge (Graddol, 1997 as cited in Hyland 2006, p. 2).

EAP has been growing at the same time globalization has been developed in an unstoppable way. EAP is on the benefit of local settings and the needs of students with specific syllabus design, essential analysis, and material development. EAP has the goal to satisfy the new roles students must face in each social-economic moment, more than controlling linguistic errors or polishing style when talking about communication. "EAP seeks to understand and engage learners in a critical understanding in varied contexts and practices of academic communication" (Hyland 2006, p. 2).

In EAP teachers employ different research methods, theories, and practices to provide students with the structures and meanings of spoken, written, visual and electronic academic texts,

which are commonly used to communicate in academic contexts (Hyland 2006, p. 2). Learning a language has a broad range of tool so that learners can confront the challenge to communicative in academic settings. “They must learn rapidly to negotiate a complex web of disciplinary-specific text types, assessment tasks and presentational modes (both face-to-face and online) in order first to graduate, and then to operate effectively in the workplace” (Hyland 2006, p. 3).

In conclusion students in academic settings have the mandate to develop a wide spectrum of abilities to deliver academic papers, understand and carry out office issues, give opinions, and fulfill research in English, that is why academic emerging teaching programs in EAP are in constant innovation as response to the specific students’ demands to the level required for entry into an English-medium university or college.

## **2.2 Types of syllabi**

A syllabus is an instrument that helps teachers “achieve a degree of 'fit' between the needs and aims of the learner and the activities which will take place in the classroom” (Yalden, 1984 as cited in Nunan 1988, p.5).

On the other hand, a syllabus is a “simply a framework within which activities can be carried out that can a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned” (Widdowson, 1984 as cited by Nunan 1988, p.6)

On Breen’s view a syllabus expresses assumptions about language, the psychological pedagogic and social learning processes within a classroom (Breen, 1984 as cited by Nunan 1988, p. 6). Additionally, a syllabus refers to that subpart of curriculum which is concerned with a specification of what units will be taught. (Allen, 1984 as cited by Nunan 1988, p. 6)

As you can see, some language specialists believe that syllabus states the content, the ‘how’ and methodology. A syllabus lets us know what should be selected to study, and in what order, in other words is the content of a course which will be tested at the end of the itinerary. Syllabus refers to the learning experiences planned for students inside and outside the academy.

On the other hand, Pienemann (1985 as cited in Al - Zubaidi 2018, p.128 sees the syllabus as “the selection and grading of linguistic teaching objectives”, while for Breen (1984 as cited in Al - Zubaidi 2018, p. 128) it “is a plan of what is to be achieved through our teaching and our students’ learning”.

Richard and Platt (1992 as cited in Al – Zubaidi, 2018, p. 128) state that syllabus refers to choose and orchestrate the textbook content. The type of syllabus helps teachers understand the

focus and contents of a course and whether the course. A syllabus can be structural, situational, notional, skill or task.

- A structural syllabus focuses the content to be taught regarding forms, structures, grammar of the language to be taught. Examples of structures include part of speech, types of statements, types of sentences such as complex sentences, subordinate clauses, tenses, pronunciation, or morphology (Krahnke 1987). Those language constituents are taught one by one separately, just as a puzzle until the language is built up as a whole construction system.
- A notional / functional syllabus focuses on teaching its functions or notions that are performed or expressed in language use. Examples of functions include informing, agreeing, apologizing, requesting, promising, and so on. Examples of notions include size, age, color, comparison, time, and so on. The notional syllabus admits that a variety of forms in semantics are used to express the same meaning.
- A situational syllabus promotes language teaching through real or imaginary situations in which language occurs or is used. Students engage in some activity in a specific setting. The language occurring in the situation involves several functions, combined into a plausible segment of discourse. The primary purpose of a situational language teaching syllabus is to teach the language that occurs in the situations. Situations can be relevant to the present or future needs of the language learners, preparing them to use the new language in the kinds of situations that make up the syllabus. Examples of situations can be to see the dentist, complain to the landlord, buy a book at the bookstore, meet a new student, ask directions in a new town, and so on.” (Krahnke 1987, p. 10). In a situational syllabus the teachers encourage students use the language as they occur in real settings, and never in meaningless isolated situations.
- A skill-based syllabus facilitates the content of the language teaching in a collection of specific abilities that are involved in the language use. Learners must develop specific skills to be competent in a language in a situation or setting in which the language use can occur (Krahnke 1987). This type of syllabus combines the structural and functional approach to teach the language. Examples of the content taught in skill-based syllabus can be giving commands, personal data, asking for urgent help, and listening to get specific information, listening to hear news, saying orders in a restaurant and so on.

- Task-based syllabus promotes the content of the teaching with a series of complex and purposeful tasks that students need to do with the language (Krahnke 1987). Teaching through communication, rather than for communication is an important aspect of task-based syllabus.” Prabhu (1992 as cited in Al – Zubaidi, 2018, p. 136)
- “A content-based syllabus is not really a language teaching syllabus at all. The subject matter is primary, and language learning occurs incidentally to the content learning.” (Krahnke 1987, p. 12). The content-based syllabus is the teaching of content with few efforts to teach the language by itself.

In conclusion no syllabus should be imposed, but students’ needs-analysis should be analyzed before applying any kind of syllabus. The real difference between syllabus and curriculum is marked by the teacher, for example, the teacher who has defined clearly their objectives will have the power to build the proper syllabus for their specific students appealing the necessity to adjust the existing syllabus into a new one due to his/her specific class needs.

### **2.3 Selected topic (academic writing using fiction genre)**

If you see the writing activity, it involves supporting ideas, do forward a good presentation, shaping meaningful coherence structures, enrich and contribute to the human entity, connect the writer with their consciousness. (Bambang, 2002)

Foreign language students are required to know about an acceptable writing style, but mainly to discover characteristics which shape an enveloping writing text, and consequently, to reach whatever the author’s purpose in its own benefit. Bambang (2002) suggests four different elements that characterize effective academic writing. It cares for creating understanding ideas, the ideas are characterized by being concise, accurate and the mechanics of the language are followed such as “spelling, punctuation, and grammar, and finally it is appropriate because it uses the correct tone for the situation and the reader” (Bambang, 2002, p. III)

As we can see academic writing requires some expertise, developed with the practice and the time invested, therefore Jordan suggests that: “Academic writing courses are designed for students embarking on further studies through the medium of English.” (Jordan, 2003, p.161.)

Academic Writing should be learned and practiced in the academic life which can last for long terms of time in the case of researchers, or regular concerned people about any branch of knowledge. Björk, Bräuer, Rienecker and Jörgensen (2003, p. 9-10) consider that writing instructions must be oriented to promote critical thinking, learning and communication. In writing,

writers express their own selves, encourage socialization between the students and the the discourse. Writing requires learners develop skills, which may be transferred into many different contexts.

Björk et al. (2003, p.10) leave a writing proposal where they indicate the possible methodology to teach writing, and the writing process can be carried out. See Table 1” (Björk et al., 2003, p.10).

Table 1

*Resulting pedagogies from a focus on text, writer, or discourse community.*

<b>The text</b> <b>In focus</b> <b>-Academic discourse</b>	<b>The writing</b> <b>In focus</b> <b>-Individual discourse</b>	<b>The discourse community</b> <b>In focus</b> <b>-Discipline specific discourse</b>
<ul style="list-style-type: none"> <li>-content</li> <li>-Rhetoric of science</li> <li>-Scientific genre and genre conventions</li> <li>-Text types</li> <li>-Linguistics</li> <li>-Meta-cognition</li> <li>-“That”</li> <li>-Form</li> </ul>	<p style="text-align: center;"><b>Key concerns</b></p> <ul style="list-style-type: none"> <li>-Process</li> <li>-Epistemology</li> <li>-Identity, integrity, spontaneity</li> <li>-Writer types, styles, voices</li> <li>-Blocks, procrastinations</li> <li>-Cognition</li> <li>-Emotion</li> <li>-“I, him, her”</li> <li>-Self-expression</li> </ul>	<ul style="list-style-type: none"> <li>-Social construction</li> <li>-Academic literacy</li> <li>-Discipline specific conventions</li> <li>-Discourse “types”</li> <li>Discourse jargon</li> <li>-“Us, them”</li> <li>-Content and form within disciplines</li> </ul>
<ul style="list-style-type: none"> <li>-Instructional guidelines</li> <li>-Formats, templates</li> <li>-Model examples</li> <li>-Writing software</li> <li>-Large groups/classes</li> <li>-Feedback techniques</li> <li>-General academic writing courses</li> </ul>	<p style="text-align: center;"><b>Corresponding pedagogies</b></p> <ul style="list-style-type: none"> <li>-Teaching process writing: learning logs, diaries, brainstorming, clustering</li> <li>Free writing</li> <li>-Teaching revision strategies</li> <li>-Individual tutorials</li> <li>-Feedback to individual writers</li> <li>-Therapy</li> <li>-Process-workshops</li> </ul>	<ul style="list-style-type: none"> <li>-Advising</li> <li>-Dialogue</li> <li>-Discussion</li> <li>-Socialization</li> <li>-Identification</li> <li>-Small groups</li> <li>-Peer response</li> <li>-Team-teaching with subject teacher</li> <li>-Discipline-specific courses</li> </ul>

Source: taken from (Björk et al., 2003)

The discourse structure of texts; we are talking about writing. Writing belongs clearly to the ESP and should be part of the curriculum of the academy. “Writing is highly discourse-specific and should be integrated into the curriculum of the single subjects” Björk et al. (2003, p.11). After knowing that writing is a very specific subject for students to cope with subjects at university, it is time to work on a model for integrating the teaching writing concepts in the academy.

Choosing a teaching model such as: process-oriented courses, or genre-teaching courses among others, is noticed over the time that “the main focus seems to have changed from normative instruction and the writing processes of individual writers, towards the constructivist view of writing.” (2003, p.11). Constructivism is a learning theory that focus on learning construction within a cognitive, collaborative, and moral process. Since a constructivist process of learning involves both individual reflections based on existing experience and social collaborations the process is not only cognitive but also moral. To support children’s learning and enhance growth, teachers prepare both physical and sociomoral environments (Elkind, 2003 as cited in Wei 2019, p.11).

Constructivist claims that language plays a crucial role to conceive a person as well as the social and the historical process do. A person grows and learns around of a tribe, that is why a good modeling approach to socialize and interact among teachers and learners is key factor to keep growing inside healthy and genuine environments (Cooperstein & Kocevar-Weidinger 2004 & DeVries 2012 as cited in Wei, 2019, p.11).

Clearly the suggested model to work on, is based on the social constructivism to generate a genuine very specific discourse, genre discourse. The specific type of discourse chosen in this research paper will be developed by using socialization, discussions, peer response, and teacher modeling to drill important fiction concepts.

Following the constructivist view, Björk et al. (2003, p.145) suggest a bunch of practical possibilities to potentiate writing skills in academy settings as shown in the below list:

- Peer tutoring
- Training of tutors
- Counselling of learning disabilities regarding reading and writing
- Maintaining a network of teachers who work as facilitators for high school student tutors

- Workshops about main features of reading/writing improvement in first/second and foreign languages
- Academic writing workshop
- Creative writing workshops
- Writers- in -residence
- Publication of student anthologies
- Introduction in the art of book making
- Student newspapers
- Public readings and presentations by students, teachers, and parent writers (literary, academic)
- Projects initiating intercultural learning
- Literary café (permanent)
- Research on writing/reading pedagogy
- Curriculum development (writing/reading across disciplines and languages)
- Coordination between reading /writing-intensive courses across the curriculum
- Teachers' training
- Cooperation with university writing centers
- Internship for university students
- Cooperation with other writing/reading centers
- Annual book fairs, writing contests, and other events that connect the school with the larger community

The concrete features to work on to improve academic writing through fiction genre discourse deals with the methodology of building solid argumentation of every scene structure which involves a conflict, certain atmosphere, symbols, characters, etc. it is also important to mention that initial learning starts with the introduction of general text-types reports such as expository, descriptive, narrative, and argumentative papers.

#### **2.4 Students experiences in academic writing**

Björk, et al. (2019) presents the challenges a writer faced while writing academically. For example, the case of Johanna who was asked to write narrative texts about personal past events and to give some facts interpretations. However, Johanna had never had any formal academic writing subject by itself, therefore she started to wonder how to add her own voice to her writing

papers. The difficulty to write was overcome using the strategy of copying the original phrases from the reading sources. That experience reflected that the student at the university could not understand use her own voice to write. Johanna had not notions about how to connect her criterion with the author's thoughts and write it down academically because the lack of effective writing training. It is understandable now that Johanna had not the opportunity to participate in a well thought curriculum to build formal academic writing, what is gained in an academic socialization school plan.

Another writing experienced showed the case of Rachel who experienced difficulties to use her own voice to construct discourse. Rachel was in trouble when attempting to integrate disciplinary course and personal voices when writing. Rachel writing creations were mixed, complicated, and limited. Rachel was unsuccessful to take a side herself firmly as a contributor to knowledge in her discipline rather than as a student, therefore their creations were biased. As a result, her creations were not credible (Ivanic,1998 as cited in Pearson 2002)

Now Chaser (1991, as cited in Pearson 2002) bring to us the case of two mother-tongue English speaking undergraduate college students, Anna, and Nick. Anna and Nick are observed along two semesters when responding to a variety of reading and writing activities. Nick combative and resistant in one class, but cooperative in another. Anna is the artist, the dancer, the writer. By one hand both seems to bloom in the prose writing class taught by the same teacher. On the other hand, Anna rebelled against the formal ways of learning in her art history classes. Anna felt detachment in certain objective subjects as on the contrary the way she felt on those subjects that welcome intimacy, engagement, and subjectivity. Nick by one hand demonstrated that he had potential to push himself to think and write in more complex and challenging ways, in the egalitarian and narrative style she used to write. On the other hand, in his political class where he needed to find concise arguments to debate against an expert (the teacher) he lost complete interest. Nick was unable to connect his own interests in his political class with his creative flair.

In conclusion "a student does not need to be a second language speaker or a member of an oppressed minority to find the academy a strange place". Mc Carthy (1987 as cited in Pearson 2002, p.46). Anna could not manage dense and polished lectures and she controlled the end of the semester on her own. Nick claimed, "to have lost his tolerance for the formality of political science writing". Both students despite showing potential to think and write with certain complexity, they did not respond the challenge of enter in the academic competitive writing as it is a well not

knowing path to understand and follow. If a student feels in a strange land for long periods of time, he/she would prefer to come back to the well-known area, preventing them from growing as academic writers in formal and argumentative settings.

The case of Dave described as well by (McCarthy, 1987 as cited in Pearson 2002, p.46-47). David had three different academic classes with different teachers over three semesters as follows: composition class, a poetry class, and the cell biology class. When teachers asked him to deliver written papers, David inferred that each teacher had a different goal to pursue when writing. For example, in the composition class. As he thought that each written assignment asked for totally different goals, which forced him to negotiate in three different ways for each class to reach a good grade doing his written reports.

In conclusion Dave was doing more than learning to write different kind of narrative. In other words, Dave felt pulled in different directions in each of his different subjects when writing papers, as if trying to figure out what each one of his teachers wanted him to write. David was trying to submerge himself in a social and political reality to have a good written performance when his only work was writing in a similar formal strategic way.

As general conclusion is important to mention after the review of the before students trying to compose quality papers that successful students are those who can anticipate in an understanding with the teacher the determination of what embodies an appropriate text in each classroom, just as if students were able to follow the rules of the game, due to the implicit agreements that exist in any social group.

## **2.5 Academic general writing features for students to start writing**

The prewriting processes involves to consciously carry out specific steps to before writing such as identifying the purpose for writing, use techniques like self-questioning used in critical thinking, defining audience, constructing of a thesis statement.

### ***2.5.1 Identifying the purpose for writing.***

Before starting to develop academic writing, the students must the main purpose for them to initiate an academic writing paper. One of the biggest challenges for any writer, including students, is finding a meaningful purpose for themselves to invest time and effort in constructing an academic paper. (Mc Mahan, Funk, Day, and Coleman, 2017). Then, writers must ask themselves to judge what they write. Writers ask themselves questions such as Do I really have anything important to say? or “Am I just not good at this kind of writing” (Vallis, 2010, p.5). In

this way they can be certain about writing. When uncertainty comes before writing, students might find composing an academic paper a very hard task to complete. It is at this point when writers will need to get clarity on the topic they are trying to write about.

### ***2.5.2 Self-questioning techniques***

After having clear in mind what issue, you write, you must figure out what to write. Critical thinking becomes important to consider the strategic actions, which are followed to begin to compose. Critical thinking is a purposeful method. It is a process that uses a framework and tool set. The benefits result from changing the way you look at issues, organizing your thoughts, and incorporating other thoughts. “It stimulates new perspectives and prevents distorted views of a situation. As a result, your problem – solving and decision – making skills are enhanced”. (Kallet, 2014, p.9)

Critical thinking enables students to face challenges in academic writing. Critical thinking allows students ask a few questions to get clarity on what to write; think awhile and come up with conclusions, and eventually decide. When deciding, students require a checklist with criteria with which to decide. To make correct decisions, they must be made with conscious criteria, otherwise the decision may be wrong (Kallet, 2014). Horton, (1988) suggests selecting on what to write, writers need to bombard the decision with questions. The most suggested questions are the *Why?* And so, what ones because they let us be more creative, solve problems, and make better decisions, find the relevance of the text to be written. (Kallet,2014).

### ***2.5.3 Considering the audience.***

After having the goal to start composing an academic writing paper, the writer can help himself writing a to do list, the to do list will clearly show the objectives of the thesis statement, writer must consider the audience to whom their pieces of writing are addressed. They must know to whom the writer is talking when writing, to whom is been talking when writing, and what about is the talking when writing. (Horton, 1988). Talking to audience was a skill “Sophists had very clear that in order to seduce the public it is necessary to tell the audience what they want to hear” Camps points out that readers, it is not the same academic audience than the public who attend a rock concert, or an audience who join themselves to a protest in a union manifestation. (Camps, 2011, p. 60).

Therefore, writes must attempt to reflect reality as currently goes every day appropriate for the specific audience writers write to. The audience usually wait a story that portrays the truth of

the surrounding facts, using an interesting and practical narrative. “You want to leave your readers feeling satisfied that you have written something worth reading, that their time has not been wasted. Do not give them a chance to ask, well, so what? At the end” (Mc Mahan et al. 2017). Once again, the writer can take hand of critical thinking tools, to start constructing a thesis statement with a comprehensible logic. “Writers who engage in writing do that, on paper, for a reader. That’s what academic writing is supposed to do (Vallis, 2010, p.26).

#### ***2.5.4 Thesis statement.***

Horton (1988) proposes a series of steps to write. The first act in structuring is to decide what is the one point the writer want most to make about the topic. This key sentence is known as the thesis statement. Now it is time that the writer fulfills the task of start writing a single, original statement to be proved in the paper.

Before we consider what, a thesis statement is, let us be aware of what is not. A thesis statement is not a topic or title; a statement of purpose, content, or opinion; a simple statement of fact or a question. The following are not thesis statements:

- Repairing a broken friendship (topic or title)
- How to repair a broken friendship (topic or title)
- This essay will show how a broken friendship can be repaired (statement of purpose)
- This essay is about repairing a broken friendship (statement of content)
- A thesis statement is an assertion about a topic. These are thesis statements:
  - Repairing a broken friendship is not so easy as it may seem.
  - Repairing a broken friendship requires humility, courage, and resourcefulness.
  - Repairing a broken friendship is a moral obligation.
- Once seeing examples of thesis statements, a good thesis statement concentrates your discussion on a single point, keeps writer effort to prove it. Thesis statements can be declarative, controversial and/or verifiable. (Horton, 1988. P. 11-12). As we can notice the intention of witting academically since the very beginning is specifically designed to answer an interrogation, solve a problem, or decode an issue.

#### **2.6 The structure of an essay**

After opening the academic writing paper with a nice thesis statement, it’s time to construct a paragraph. A paragraph is a group of sentences about a topic. A typical paragraph begins with a topic sentence, which introduces the topic, has an idea or opinion about the topic, also known as a

controlling idea, it is placed in the first or second sentences. The supporting sentences that follow support the idea in the topic sentence with explanations, reasons, and other details. The concluding sentence brings the paragraph to an end. (Savage & Mayer, 2005)

Writers must know that an effective paragraph contains a good topic sentence. A successful topic sentence has the following features:

- The introduction of the topic.
- The topic sentence must contain a specific idea.
- The topic sentence usually appears as the first or second sentence of a paragraph.
- The topic sentence implies the purpose of the paragraph: to explain, narrate, compare, describe, tell cause or effect, demonstrate, or argue, or tell steps in a process. (Savage & Mayer, 2005)
- Effective writing must have unity. A paragraph has unity when all the sentences support one single idea:
- The paragraph must have one controlling idea in the topic sentence. Otherwise, the paragraph loses focus.
- The supporting sentences must support, demonstrate, prove, or develop the main idea in the topic sentence.
- The concluding sentence should restate the idea in the topic sentence to reinforce the main idea for the reader. (Savage & Mayer, 2005)





Essays extensions varies, they are composed for different numbers of paragraphs. The writer must ensure to link paragraph after paragraph. In other words, writers must look for coherence inside a paragraph and among paragraphs. Coherence in a paragraph means that the ideas have a logical flow, that there is a relationship between the sentences clear and one idea connects to the next. Writers can achieve coherence when they use a pattern of organization, such as time, spatial or importance order (Savage & Mayer, 2005). A paragraph is composed by an introduction, a body, and a conclusion.

- *Introduction*: the introductory paragraph is the first paragraph of a short essay. It contains a topic sentence and thesis statement.
- *Body paragraph*: a short essay has at least one or two body paragraphs. These develop the idea presented in the introduction.

- *Conclusion*: the concluding paragraph is the final paragraph and summaries the idea(s) presented in the short essay. (Savage & Mayer, 2005 p. 15)
- The characteristic of a paragraph makes it resemble to an essay. Table 2 shows paragraph and essay their features.

Table 2

*Comparison between the similar ways that a paragraph and a short essay function.*

Paragraph		Short essay
<b>The topic sentence states the topic</b>		<b>The introductory paragraph states the topic.</b>
<b>The topic sentence states the controlling idea</b>		<b>The thesis statement states the controlling idea.</b>
<b>The supporting sentences of the paragraph support the idea in the topic sentence.</b>		<b>The body paragraphs support the idea in the thesis statement. Each body paragraph has a topic sentence.</b>
<b>The concluding sentence summarizes the idea in the topic sentence</b>		<b>The essay conclusion summarizes the idea in the thesis statement.</b>

Source: taken from (Savage & Mayer, 2005)

### Short essay organization

An effective essay must have the following elements.

#### Introduction

- A hook is an opening sentence that attracts the reader’s attention.
- The sentences after the hook give background information necessary to understand the topic.
- The last sentence in the introduction, the thesis statement, is very important because it gives the topic and the controlling idea of the entire essay.

#### Body paragraph

- An essay has at least one body paragraph in which the writer develops the thesis statement from the introduction. The body paragraph begins with a topic sentence, followed by supporting details.

#### Conclusion

- An essay ends with a conclusion that summarized or restates the main idea in the thesis statement. (savage & Mayer, 2005)

## **2.7 Types of essays**

Savage and Mayer (2005) describe different types of essays which are mentioned below. Those essays information is organized similarly in introduction, body paragraphs and conclusions. However, the type of information varies depending on the type of essay. They also provide check list to evaluate the quality of the essays, those check list are in Appendix A.

### **2.7.1 Descriptive essays.**

Descriptive writing uses words to build images for the reader, which can be sights, sounds, smells, tastes, or even feelings. The description must be illustrative enough to make readers feel they are seeing real scenes. In a descriptive essay the writer should present the information in three big sections.

- *Introduction* is the section where the write includes a hook, which introduces the object or event of description, middle sentences that provide the background and the thesis statement, which tells why the object or event of description is important to the writer.
- *Body paragraphs* contain most of the description, therefore, the writer use adjectives, adverbs to make the experience more vivid, prepositions and prepositional phrases that specify location or position in space, comparisons to make the writing more descriptive, familiar, expressive, and vivid.
- *Conclusion* gives the writer's final opinion about the description. (Savage & Mayer, 2005)

### **2.7.2 Narrative Essays.**

A narrative is a story has an introduction that engages the reader's interest, a body that gives details about the main event or action in the story, and a conclusion that describes the outcome. Formative experiences are experiences that shape how we see the world and what type of person we become later in life. A narrative written about one such experience are narrative essays (Savage & Mayer, 2005). Narrative essay's organization is the following:

- *Introduction* includes the hook, middle sentences, which introduce an event, background context, and thesis statement.
- *Body paragraphs* must include the body paragraphs, which describe what happened in the story, details that bring the story to life and time order to explain the event.

- *Conclusion* which describes the outcome of the event, usually ends with a comment about what the event showed or taught. (savage & Mayer, 2005)

### **2.7.3 Opinion Essays.**

In an opinion essay, the writer expresses the readers their points of view on a controversial issue (savage & Mayer, 2005). Just as the previous types of essay, opinions essays must have three main elements.

- *Introduction* where the writer uses a short hook to introduce a controversial issue, it can be a short story or an anecdote, a question, or a surprising statement or fact that makes the reader want to know more; the middle sentences explain the importance through background information and the thesis statement at the end presents the writer's point of view.
- *Body paragraphs* have a topic sentence or a controlling idea to argument the writers' views; supporting sentences such as reasons, facts, and explanations; opposing opinions or counterarguments.
- *Conclusion* restates the writer's opinion with persuasive language, offers a warning, a prediction, and reinforces the writer's viewpoint

### **2.7.4 Comparison and contrast Essays.**

A comparison and contrast essay describes the qualities of a subject or idea by discussing the similarities and differences. Just like the previous ones. It has three components.

- *Introduction*, which presents the subject and ends with a thesis statement.
- *Body paragraphs* has usually two-body paragraphs, each with a clear topic sentence. They compare or contrast two subjects. There is a topic sentence, which states the point of comparison or contrast between the subjects and supporting sentences that follow provide two or three examples. On the other hand, in comparisons, the body paragraph show similarities and differences in different paragraphs, each with a clear topic sentence.
- *Conclusion* summarizes the differences and similarities and states writers' feelings about the topic.

### **2.7.5 Cause and Effect Essays**

A cause-and-effect essay explains why something happens. Both causes and effects are examined in longer essays. Its organization is the following:

- *Introduction* has the hook, which engages the reader’s interest, the middle sentences describe the event or situation that is the result of the causes with background information, which helps the reader understand the relationship between the causes and the effects, and a thesis statement is necessary.
- *Body paragraphs* are two. They support the thesis statement by explaining the causes in detail, each paragraph begins with a topic sentence, following up sentences, which support the idea in the topic sentence with details such as examples, description, reasons, and facts to help the reader understand the relationship between the cause and the event.
- *Conclusion* restates the thesis statement, often using different language, summarizes the main causes and their relationship to the event, has an optional comment to explain effects.

The types of essays presented have similarities in the type of sections, they have, which are introduction, body, and conclusion. The type of information included in each paragraph is similar, too. The different among them resides in the type of discourse use to create each section of the essay that must agree with the purpose of the essay, which is being written.

## **2.8 Fiction genre**

As critical reader you want to discover meanings and relationships that you might otherwise miss in uncritical, superficial reading. The word *critical* does not mean “disapproving” in this context; it means inquisitive and logically demanding. (Mc Mahan et al., 2017).

Short fiction readings will show to the novice academic writer elements which clarify the understanding of readings and consequently make well-reasoned academic papers. When reading and writing critical skills are required. Writers must be able to analyze, infer synthesize and evaluate.

- *Analysis* involves examining the parts of a work, the better to understand it.
- *Inference* entails drawing conclusions about a work based on your analysis. When you infer, you explore the implications of various elements (such as plot, characterization, structure, tone) and interpret their meaning.
- *Synthesis* is the process of putting your analysis and inferences together into a new, more informed understanding of the work. You create this new understanding by making connections, identifying patterns, and drawing conclusions.
- *Evaluation* means defending the judgments you have made about a work’s meaning, significance, or quality. (Mc Mahan et al., 2017).

Critical Reading basis to evaluate short fiction readings when reading these types of genre, the reader must wonder about the central conflict of the play and any secondary conflicts? (subplots)? How do they relate to the main conflict, the main character, changes characters suffer during the story, the kind of person the characters are, the theme, reasons to read or write fiction (Mc Mahan et al., 2017).

When writers read critically to capture meaning and be able to write with genuine innovation and creativity. When the student understands the writer's attitude reflected on the story characters, the possibilities for the student to portray their own thoughts when they create their own writings. (Mc Mahan et al., 2017)

Other question writers must ask themselves are questions about characters, their circumstances, their motives and conflicts, their fears and expectations, their relations with other characters; questions about any repeated details that seem significant; questions about the meaning and value of actions and events.

Some writers probe freewriting, that strategy help them to come up with ideas with no restrictions about correctness. When you engage in freewriting, ideas from your subconscious mind, you should think of a pertinent question and just start writing.

Another way to generate ideas for a paper involves problem solving. Consider some part of the work that you feel you need to understand better and pose yourself a problem.

Another useful technique to get ideas to create a paper is *clustering*. Begin with a blank sheet of paper. In the center, write a crucial question about the story that you want to investigate, and circle the words. Then, draw a line out from that circle, write ideas or questions related to the central idea, and circle them. Continue drawing lines from the center, like spokes radiating from a wheel and record any other ideas or questions that are related. After knowing about the process of writing a story with a productive message student have the tools to write a final draft of a fiction story by their own. (Mc Mahan et al., 2017)

## **Chapter III: Methodology**

### **3.1 Introduction**

The present research is focused on discovering the needs international students face when dealing with writing tasks in academic subjects, and as consequence the accurate and effective written English is the main goal of this need's analysis.

College is an opportunity to develop the writing skill, so it is pertinent to make the necessary arrangements from people involved; students, teachers, and academic authorities to act on this matter.

“ESP students are adults who already have some familiarity with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions.” (Schleppegrell & Bowman 1986, p. 7). Building an ESP plan of action has then the only purpose to put in real context the skill that brought us here, The academic writing skill. The academic writing skills is visualized from now on as a real part of the world blended into a subject area which is key for the international English learners in their way to become professionals in the major, they already chose.

In conclusion “The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English, since their interest in their field will motivate them to interact with speakers and texts.” (Schleppegrell & Bowman 1986, p. 8). As we can see developing academic writing in learners with an ESP approach has to do with the use of this skill in their very immediate context. Academic writing will cover force and dedication from learners when used in real settings as soon as possible.

### **3.2 Method**

The importance of the present research has to do with discovering key variables which may affect the students' academic writing success such as: 1) The understanding of students specific interests to want to learn to write academically, 2) The challenges students face with communication when receiving instructions, 3) The confidence or no- confidence when writing 4) The topics in vogue students are well disposed to analyze and make assumptions 5) The circumstances which may prevent students to improve their writing 6) the settings students may feel more comfortable when attempting to succeed in academic writing.

This research uses the qualitative methodology based on a descriptive analysis which will unveil the students' experiences when writing at college. For example, the data collection provided

by a group of second language students through a questionnaire and a written composition applied to them will be observed and described, as well as an interview applied to the teacher in charge. A “Qualitative research is designed to explore the human elements of a given topic, where specific methods are used to examine how individuals see and experience the world” (M. Given 2008, p. XXIX).

The intention of the present qualitative research is to collect data. By one hand, applying a questionnaire to the students as well as getting a short-written composition from them. On the other hand, an interview to the teacher will complete a wider scenario of this English second language group of learners. The mentioned instruments will give the researcher the chance to make opportune inferences after making the needs analysis of problems that students face when writing academically. The problem issues analyzed here shows:

1. The general needs for improving writing academically at college.
2. The individual needs to refine their academic writing.
3. The persisting struggling factors that the student face in the process of writing.
4. The elements students have detected consciously to improve their writing.

### **3.3 Location of research**

The present qualitative research instrument is placed in a group college setting which belongs to CELLE (Center for English language education) in Puebla city. Students at CELE learn English as a second language. Academic writing skills are developed in a regular classroom where the teacher performs to transmit useful tools to improve academic writing in class.

The designed instruments such as questionnaires are distributed via online due to the pandemic contingency we are still living in the last months of 2020.

### **3.4 Sampling**

“On the impossibility of knowing the information about all users, it is necessary to obtain samples that represent the real situation” (Valente 2012, p. 23). The samples in this research will let us represent a real setting to work with. An interview to the teacher, a questionnaire to the students and the analysis of a short composition written by the students will be instruments of this project research to be able to visualize in a concrete and closer way the specific needs to improve English academic writing at college and to get the data which let the researcher to infer valuable observations in relation with a well-structured and meaningful academic written thought. The students’ questionnaire can be found in the appendix one.

### **3.5 Participants**

The learners of English belong to the seventh level of English at CELE (Center for English language education) in Puebla city. The students belong to different majors and each one of them mentioned his/her interest in developing the English language skills due to personal and professional goals.

The students who participate in the present research are asked to answer eleven questions to understand deeper their writing needs. In the last part of the questionnaire a requirement to write an opinion paragraph is asked with the intention to analyze their written structures as well as the meaning of their thoughts in an academic situation. The teacher will be interviewed as well with six questions to understand the better the context of the students when dealing with academic writing.

### **3.6 Data collection techniques and instruments**

The instruments used to collect the data are a questionnaire applied to students, a short opinion composition written down by the learners, and finally an interview to the teacher in charge.

The questionnaire for the students has ten question and a short paragraph was written down by the learners as asked by the researcher to observe their sentence structures, as well as how meaningfully students can project their inner thoughts when writing papers. Finally, this research ends with and interview to the teacher in charge to get a better understanding of the context in this group of students. Down below are described the functions or categorizations of each question. Must be considered that a single question might have more than only one function to observe. The functions of each question are explained in detail as follows:

The first question of the students' survey has the function to know the anonymous name of each student. The second and third question has the function to let us know the confidence or no confidence when students write about topics of their interest. The fourth and fifth question function has to do with topics in vogue students are well disposed to analyze and make assumptions. The sixth, seventh and eighth question's function tell us about the circumstances which may prevent students to improve their writing. The seventh and eighth question as well as the tenth question function show us the persisting and struggling factors that the students face in the process of writing. The ninth and eleventh question function present conscious specific interests proposed by learners to improve in academic writing. The tenth question function is to know the ideal setting where the students might feel more comfortable when attempting to succeed in academic writing.

The tenth question as well as the eleventh question have the function to know the students' suggestions to improve their academic writing. Finally, in every question from the first to the eleventh question can be detected general and individual students' needs when writing academically.

The interview applied to the teacher has the objective to have a wider view about the context in which the main characters involved play a special paper in the academic writing setting. The interview is composed by five questions. The first question has the purpose to know the experience time of the teacher giving classes of English as a second language. In this same first question is important for the researcher to know any outstanding detail about the group of students that the teacher can mention in a spontaneous way. The second question has the purpose to know if teacher is aware of delivering genuinely when teaching. The third question has the purpose to know the students' needs according to the teacher's observations. The fourth question has the objective to know the teacher consent if would be possible to plan or participate in any writing workshops in the language community to help students to improve their academic writing. The purpose of the fifth and last question is to know any recommendation from the teacher to improve students' academic papers.

### **3.7 Data analysis**

The role of data in the need analysis is to map a layout to in this way meet the student's needs in every language course, so in consequence the student will carry out further projects at university due to a successful understanding of the language. Basturkmen (1998 as cited in Razika 2016, p. 6) reveals that needs analysis is "the identification of difficulties and standard situations by the observation of participants functioning in target situation in conjunction with interviews and questionnaires"

A composition written by the students of a group at college will be analyzed to get data which let the researcher to infer valuable observations in relation with a well-structured and meaningful academic written thought.

### **3.8 Methodology/ procedure**

A pilot questionnaire is applied to a group of students at college via online to detect not feasible questions and be able to improve the questionnaires designed for students. See table 8 which shows a timetable of the pilot questionnaire applied. In the same way a brief exercise to get a short-written composition by students is improved in the pilot questionnaire. In the eleventh

question the researcher provides to the respondent student a brief example about what an opinion paragraph is, to clarify the procedure, the student is about to follow when asked to write down a short opinion paragraph.

The data analysis in this research is conducted following some steps such as:

1. Collecting the data from questionnaires answered by second English language learners and from an interview applied to the teacher in charge.
2. Classifying the questionnaire data
3. Identifying the needs for improving academic writing for students at college
4. Describing the data to discover the needs in order to get the students to refine their academic writing

Table 3 shows a timetable of the pilot questionnaire applied to the students.

Table 3

*Students' pilot survey timetable*

PROCEDURE	OCTOBER				NOVEMBER				DECEMBER					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Construction of relevant questions for the survey are built	■	■												
The first pilot survey is applied			■	■										
Questions for the sample are corrected and improved			■	■										
Application of a second version of the pilot study is applied and answers are received					■	■								
A final question is added to the survey with the purpose to know the learner suggestions to learn academic writing						■								
The final version is ready and is answered by the learners							■							
An interview is made to the teacher in charge to have a wider view of the context.								■						
The answers from the sample are categorized and the results are showed to build a syllabus according to the learners' needs									■					

Source own: elaboration based on this research timeline

### **3.9 Ethical considerations**

The purpose of getting anonymous names from the learners is with the purpose to respect students' decision to not making public their real name. Another purpose of getting an anonymous name from the learners is to collect honest answers.

### **3.10 Task based syllabus designed based on the needs analysis**

#### *Syllabus proposal*

The next syllabus proposal has the purpose to show a guideline to be applied in ESP writing program. The type of syllabus that is presented is based on the students' needs in a task-based syllabus instruction. The present syllabus is divided into nine sections to develop nine abilities in one unit.

1. Creative ideas are written in a remainder notebook
2. Sequence of facts in time (cause and effect)
3. Story layouts
4. Shaping characters
5. Conflict of the story
6. The story is ordered
7. Students describe events
8. Students practice metaphorical language
9. Students write a final story draft

#### *Syllabus designer's personal information*

Instructor: Michelle Huerta Galicia

Telephone: 2221589617

E-mail: michelle.huerta1879@gmail.com

Office Hours: 7:00am until Noon

*Course Description:* The present course is centered on the students who are introduced to Academic writing

#### *Course goals*

1. Students develop creative thinking

2. Students conclude and make assumptions
3. Students develop their analytical thinking
4. Students become autonomous and confident using checklists. See Tables 3,4,5,6 y 7
5. Students adopt the habit of writing

*Learning outcomes that learners will gain*

1. Students write originally
2. Students write isolated ideas in a personalized notebook
3. Students draw layouts to organize their writings
4. Students include their own voice in writings
5. Students show their final outcomes in public

*The learning material*

1. Old magazine
2. Current newspapers
3. Schemes or examples
4. Visual electronic items
5. Public areas to perform
6. Items to awake the five human senses (scents, series of sounds, paintings)

*Evaluation policies*

1. Students share their outcomes in groups to discuss
2. After reading students present their conclusions about the topic
3. Students' products can be written, visual or expository performances
4. Teachers sum the products for the unit and a final draft is asked to deliver

*Sample of the syllabus*

Table 4 shows a sample of the syllabus proposed to improve academic writing using Fiction genre.

Table 4

*Sample of the syllabus suggested*

F I R S T		TOPIC	Teacher modeling first and second competence to develop	Teacher modeling third and fourth competence to develop	Students' practice	product	Ma- te- rial	Evaluation
		U N I T	1	Project notebook				
	2	Cause and effect facts						
	3	Story central idea						
	4	Shaping characters						
	5	Conflict of the story						
	6	The story is ordered in sequences						
	7	Students describe events						
	9	Students write a final story draft						

Source own: elaboration based on (Marks, 2014)

## **Chapter IV: Results**

### **4.1 Socio demographic results**

The data projected in this research is taken from seven students who belong to the seventh course at CELE (Center for English language education) in Puebla city. The respondents are university students who come from different learning fields. Every student expressed that becoming proficient in English is a key step to reach the goals they have set for themselves in the professional ambit as well as in the personal path. Talking about the specific skill of writing in an academic setting, five of the seven students in this research argue that getting better in writing is important due to any professional motivations. The two left students believe that becoming better in writing has besides of professional goals some personal implications to succeed in life.

The respondents in this research have some characteristics:

1. Students come from different major colleges
2. All students expressed certainty to get better in writing due to personal and professional ambitions.
3. In general, the students have got a B2 level in English proficiency as a second language
4. The teacher in charge confirms motivation and constant participation from the students

### **4.2 Students skillfulness to write**

According to the written paragraph developed by the students, the researcher could see that they are able to communicate in English with certain facility, but they still show difficulties in writing. The short opinion paragraph the students were asked to write by the researcher showed that they are able to write a reasonably coherent paragraph on a familiar topic, but with some grammatical weakness. The personal mark students showed about stylistic features is not enough developed. Sentences in the paragraph showed a lack of precision and sophistication.

### **4.3 Students needs**

The respondents of the research answered eleven questions that are classified into nine categories as follows:

1. The students' specific interest to want to improve in academic writing
2. The challenges students face with communication when receiving instructions
3. Students' conceptions about writing

4. The topics in vogue students are well disposed to analyze and make assumptions
5. The circumstances which might prevent students to improve their writing
6. The settings students might feel more comfortable when attempting to succeed in academic writing
7. The general and individual needs for improving writing at college
8. The struggling factors that students face in the process of writing
9. The elements students have detected consciously to improve their academic writing.

#### ***4.3.1 The students' specific interest to want to improve in academic writing.***

Based on the answers from the students is seen that academic writing is important to them due to any professional motivation, or any personal implication to succeed in life. Participants mentioned:

“I think develop or improve writing skills it's always necessary and helpful in different ways, for example for an academic ambit, or for work, for mental health and for better relationships” (Carita feliz)

“Yes, definitely writing correctly is necessary not only for work life it is also necessary for personal life” (Fatima)

This finding matches the ideas about writing, which is seen an important skill to develop when learning English as a foreign language. Just as the author (Abdulkareem 2013, p. 1) consider that English learners know the whole writing processes such as elements and features like formality, objectivity, and complexity in order to use language precisely and accurately”. When talking about developing the writing skill it is desirable that it becomes a familiar activity, there is no other way to become proficient, but practicing it in a regular way.

Difficulties students face in the process of writing in a foreign language are like the ones found in Al Fadda (2012 as cited by Al Badi 2015, p. 66). He found out that ESL students find it difficult to differentiate between written and spoken words and phrases, subject-verb agreement and joining sentences together to make a coherent paragraph. As well as the demand to develop critical thinking, discipline, and objectives to learn so that teachers need to provide functional tools to the students to get over difficulties.

#### ***4.3.2 The challenges students face when writing.***

Based on the answers from the participants, it was noticed that following instructions represents a constant struggling difficulty to obtain the expected outcomes. Some participants mentioned:

“Giving a correct order to ideas can be difficult. I think we need a lot of examples to understand” (Fatima)

“We don't all have the same perception of things so the execution of activities can be different” (Diana G)

Another challenge is related to level of difficulty to accomplish writing tasks. Students' willingness can be completely destroyed before starting to challenge their abilities. One of the participants in this research believes himself with a learning deficit as he argues “the truth is that although I read in abundance, I am a person who finds it very difficult to learn, I do not know if it is due to a deficit, but I take a lot of time to understand a subject, instructions”. The process of developing a second language stops when the student does not find options to understand the teachers' assignments. These finding calls attention to suit students personal characteristics regarding learning and language proficiency. Foreign language students can find themselves fully dependent of teachers when engaging in a new task to develop, so communication becomes a critical requirement to improve in the new challenge. “Low language proficiency might also obstruct academic writing” (Al Badi 2015, p.66).

If students feel in a strange land for long periods of time, they prefer to come back to the well-known area, preventing them for growing as academic writers in formal and argumentative settings. “A student does not need to be a second language speaker or a member of an oppressed minority to find the academy a strange place”. Mc Carthy (1987 as cited in Pearson 2002, p.46).

On the other hand, some difficulties second language students encounter in relation with having or no having confidence when writing. “Students might have lower expectations than those of their teachers as they consider themselves second language learners” (Al Badi 2015, p.66) As we can see students need to count on having all the support the teacher can provide to the student in academic writing settings. When students notice that the teacher believes in them students try harder to give their best.

When students read to later paraphrase the ideas it happens that this action might lead to commit grammar mistakes. “Grammar mistakes which may make students reluctant to paraphrase and summarize other's work; instead, they just copy and paste” (Amin & Alamin, 2012 as cited in Al Badi 2015, p.66). As we can notice students do not like the felling of committing mistakes, therefore they prefer not developing their own voice as writers. Due to

the lack of confidence in themselves to learn from mistakes they used to waste the opportunity to improve their academic papers. In this case teachers should provide a proper environment to let them realize that it is profitable for them to take risks.

Difficulties second language students encounter in relation with having adequate settings when learning a second language. Considering the problems the participants reported, Alsamadani (2010) pointed out that the “difficulty and complexity of academic writing arise from the fact that writing includes discovering a thesis, developing support of it, organizing, revising, and finally editing it to ensure an effective, error-free piece of writing” (Alsamadani, 2010 as cited in Al Mubarak 2017, p.176)

To conclude it can be said that academic writing keeps a high level of complexity, so to educate students in this field more than a teacher will be needed, but a complete tribe will be needed. In other words, to mitigate difficulties students face in writing setting, the entire second language community needs to respond to the demands of this skill in terms of time and planning the reinforcement of this settings.

#### ***4.3.3 Students’ conceptions about writing.***

Based on the answers from the students is seen that some of students are not familiarized with writing academically as a regular skill to develop. Some participants mentioned:

“It's not important for me to write in a notebook and I don't like it... I like talking more than writing because I think that you transmit more when you speak” (MMH)

“I have never had a hobby that I am really passionate about a start expressing my ideas through the art of writing would be very important for me.” (Diana G)

Interest when learning a second language is important, it affects student attitudes. Students’ attitudes are a crucial factor to make academic writing more helpful for all students (Al Mubarak, 2017). Thus, finding a confidence environment to develop writing is pre-requisite to start challenging academic writing tasks.

#### ***4.3.4 The topics in vogue students are well disposed to analyze and make assumptions.***

Based on the answers from the students is seen that every single student in this survey prefer reading fiction literature over nonfiction literature. Some participants mentioned:

“Mythology, I've had a special interest on it since I was young, I like how that histories train to explain how the world works” (Abril)

“Poetry because it inspires me, and I can share it with my friends in letters” (Fatima)

“Drama because I think it's what most catches my attention and entertains me” (MMH)

Fiction writing, help students become autonomous learners, increase reading practice improve analytical skills as well as structural patterns that shape student’s ideas to communicate accurately (Chou, 2011 as cited in Al Badi 2015) as is seen the author Chou see the reading activity Finding enjoyable literature and confident environment to develop writing is pre-requisite to start challenging academic writing tasks. Students prefer fiction rather than nonfictional readings since they find difficult to analyze formal readings when they are not capable to enjoy this time invested on them. It could be easier for students to start analyzing academic writing structures using fiction literature to later do the same process as a reflecting activity in nonfiction literature.

As we can notice students can become self-integrated learners by being in contact with a new perspective of becoming critical thinkers. Topics in vogue they are disposed to analyze and to make assumptions offer to them the intellectual commitment to analyze structures in writing as an enjoyable activity to participate as critical thinkers.

#### ***4.3.5 The circumstances which might prevent students to improve their writing.***

Based on the answers from the students is seen that the circumstances which might prevent students to improve their writing has to do with uncertainty when performing assignments. Some participants mentioned some possible reasons to understand well requirements when writing.

“Ambiguity” (Leska)

“Because maybe I haven't been explicit enough” (Duchi-DMC Bagatella)

“Maybe because sometimes you try to translate the instructions” (Abril)

Non desirable circumstances which might prevent students to improve their writing, students must know the difference between writing at college settings and writing without following the functions that they must meet in academic settings. Students must be respectful when writing to transfer their thoughts properly in many different contexts.

The author Ivanic (1998 as cited in Pearson 2002, p.43) show us the case of Rachel when trying to understand more about the students’ linguistic choices (text analysis). Ivanic discovered that Rachel was in trouble when attempting to integrate disciplinary course and personal voices when writing. Ivanic emphasizes that Rachel’s identities as showed in her essay were mixed, complicated, and limited. Rachel was unsuccessful to take a side herself firmly as a contributor to

knowledge in her discipline rather than as a regular person who makes claims without the supporting argumentation.

In short, Rachel wrote and wrote according to her short experience, but without knowing the importance of having a good argumentation following the formal conventions. Rachel was in trouble playing the biased discourse games and fail in gaining credibility when presenting her written interventions.

We can conclude that students must be aware about the functions to write academically such as: being clear, concise with grammatical conventions to follow, and finally use the correct tone for the situation and the readers, because the writing has the function to be appropriate as well.

Difficulties second language students encounter in relation with the circumstances which might prevent students to improve their writing.

When student believes the false idea that academic writing varies in its functions depending on the teacher, they in front generates stress and uncertainty.

In the case study previously showed in the literature review we can remember the case of Dave. When teachers asked him to deliver written papers, David inferred that each teacher had a different goal to pursue when writing papers. In short Dave was doing more than learning to write different kind of narrative. In other words, Dave felt pulled in different directions in each of his different subjects when writing papers, as if trying to figure out what each one of his teachers wanted him to write. In conclusion David was trying to submerge himself in a social and political sisterhood to have a good written performance when his only work was to write in a similar formal strategic way all his papers.

To summarize we can say that students could be grateful with teachers when receiving concrete commands to write different kind of narrative. Students might feel less stressed when having a clear path to follow with the help of tuned requirements.

#### ***4.3.6 The settings students might feel more comfortable when attempting to succeed in academic writing.***

Based on the answers from the students is seen that in the tenth question from students' pilot survey when they were asked to write a short opinion paragraph about classical and pop music a student could not reach the standards of a paragraph due to the flat and undetailed instructions the researcher provided to them. Later the students' survey was improved by the researcher giving to

the students a visual example to meet the requirements of a paragraph and subsequently all the next compositions received were widely acceptable. The participants mentioned:

“I love pop and for me it is better because: 1. I am motivated by the rhythm 2. it is much more up to date 3. it fits any occasion 4. you can dance crazy”. (Diana G)

“Talking about music, it is difficult for me to choose just one option. On the one hand, classical music it is really helpful to manage a lot of emotions, for example in a stressful situation it might help to relax on body and mind. On the other hand, pop music let identify the lyrics of any song with personal situations, which helps people to feel not alone, as well as the rhythm transmit clear emotions, so it is not necessary to know a lot of music to understand this musical genre. In conclusion, it is not necessary to decide about which is better than the other one, I think we have to learn to value the qualities of each one without making a comparison, in addition to enjoy any genre depending on the situation”. (Carita feliz)

“No matter how ancient and spectacular classical music is, due to the variety of instruments they use and the impressive notes, I prefer pop music. Some people say that listen to classical music improve your skill to concentrate, but I think pop music is much better. First, inspires me more to study than classical music, I enjoy do my activities with pop music. In addition, classical music makes me sleepy; even though I know it's art, that kind of music is not for me. Nobody can change my mind about it because for me pop music it is more pleasant” (Fatima)

We can conclude that students can improve greatly in their academic papers when they have the correct tools to keep going in trouble situations all along committed academic writing settings. In order to adequate settings role when learning a second language, the researcher adapted Björk et al. proposal's (2003, p.145), which suggest practical possibilities to potentiate writing.

To conclude it can be said that all the second language community needs to be involved and participate in building appropriate settings to be able to reach qualitative standards when writing academically.

#### ***4.3.7 General and individual needs for improving writing at college.***

Based on the answers from the participants is seen that general and individual needs can be detected in every question and answer all along this student's survey. Some participants mentioned:

“In my case I would like to dedicate myself to research, so I think it is important to be able to translate knowledge” (Duchi-DMCBagatella)

“I think due to pandemic it's necessary find ways to connect with others and writing is an excellent way” (Fatima)

“It's hard to me to connect with others even through writing” (Leska)

“I love science fiction literature” (Diana G)

“I think it is really difficult to write something clear, I mean something that everybody understands and look for the best arguments is also hard.” (carita feliz)

“I can't catch all the grammatical rules and the appropriate sequence” (Fatima)

“The truth is that although I read in abundance, I am a person who finds it very difficult to learn, I do not know if it is due to a deficit, but I take a lot of time to understand a subject, instructions” (Diana G)

Participants in this research come from different major colleges and backgrounds, therefore it is clear that all of them have different specific needs, as well as some general needs. The author Crosby suggests that “It could be essential to give learners samples to identify structures, organization, and some other key factors” (krosby (2009 as cited in Al Badi, 2015, p.70). When teachers provide students a physical example about the assignment to fulfill, students find easier to do and deliver more accurate writing assignments. A clear example happened in this research in the question tenth when in the pilot survey a guy delivered some of their ideas in a list instead of in short opinion paragraph. The researcher re-writes the instructions in detail providing the students a visual schema to guide them, as consequence all the next opinion paragraphs gotten were developed just as the requirements given to them.

As affirmed by the author Al Murshidi “learners should be given the choice to read what interests them” Al Murshidi (2014 as cited in Al Badi, 2015, p.71) If teachers consider the readings the student prefer the most will be easier to introduce them to the structure and coherence in academic papers as current difficulties they mention when writing. Furthermore, “language level of the assigned readings should be appropriate to the language proficiency of the students” (Herrero, 2007 as cited in Al Badi 2015, p.71)

It is worth mentioning that students need to develop critical to write accurately. When students develop critical thinking, they can organize and set thoughts and own opinions to write. The participants who expressed to want to become researchers in any field will need to have

strong bases to make argumentations. Some disciplines have the characteristic that the only medium for instruction is English. Some participants expressed difficulties to connect with others even though writing. So that the syllabus designed to promote academic writing focus on developing the skills necessary to write academically. Which can contribute to have more academic writers, which is a demanded skill in society, “writing has to be an integral part of the society” (Yugianingrum, 2010 as cited in Al Badi 2015, p.71).

#### ***4.3.8 The struggling factors that students face in the process of writing.***

Based on the answers from the participants, it was seen that academic writing is important to them due to any professional motivations, or any personal implication to succeed in life. Some participants mentioned:

“It's hard to me to connect with others even through writing” (Leska)

Students might experiment frustration when after certain time and after certain attempts the outcomes are not as the requirements points out.

The role of strong models or figures immerse in struggling conditions in the process of learning to write. When students seem to be reluctant to keep working on their writings, or to polish themselves to become more experienced writers It is a requirement to count with the help of strong figures or models. Be understood like strong models are genuine people to follow. Students might listen the advice of teachers who represent someone reliable they can trust. Let us remember that representative figures can be other teachers as well as college authorities.

We will remember the case study mentioned above in the literature review about two blooming writers who after some attempts decided to give up to the challenge of improving their skills as writers.

Nick combative and resistant in one class, but cooperative in another. Anna is the artist, the dancer, the writer. By one hand both seems to bloom in the prose writing class taught by the same teacher. Anna felt detachment in certain objective subjects as on the contrary the way she felt on those subjects that welcome intimacy, engagement, and subjectivity. Nick by one hand demonstrated that he had potential to push himself to think and write in more complex and challenging ways, in the egalitarian and narrative style she used to write. On the other hand, in his political class where he needed to find concise arguments to debate against an expert (the teacher) he lost complete interest. Nick was unable to connect his own interests in his political class with his creative flair.

In conclusion in the case of Anna we can observe that students can maintain interest on their papers when they maintain connection between their inner world with the external world. In the case of Nick, we can observe that students need strong models who can introduce them to unexperienced worlds or areas of knowledge to gain and keep their interest.

#### ***4.3.9 The elements students have detected consciously to improve their writing.***

Based on the answers from participants, it was seen that students have detected how to improve their writing consciously. Some participants mentioned:

“I think the academy school has done a great job and I consider that to improve my writing skills depend more on me” (MMH)

“I think practice is the only way to improve any skill, to learn grammatic and vocabularies is always necessary. But not as something mandatory, it must be a way for making people enjoy practicing.” (Carita feliz)

“Improve my vocabulary and read more to be able to organize ideas in a better way” (Fatima)

Students are creative enough to propose ideas to become better in writing, therefore would be interesting to listen to them to make conscious agreements with themselves or with the teacher to present evidence of their advances. It might also be fun!

Students are people not machines, therefore it is priority to make them remember their commitments from time to time. For example, “Teachers can assist their students to have control over their writings in L2 by raising their awareness regarding the essence of self-editing with available choices” Al Fadda (2012 as cited by Al Badi 2015, p.71) It could be a great idea to train students to each time be more autonomous to revise themselves their advances before delivering their final drafts to the teacher.

Students usually choose by themselves their own techniques to improve in their skills when learning a second language. It is important to let students choose freely among certain options to read and later write their reflections and assumptions down. When students try on what they already know (topics) or have experience they might feel with more opportunities to succeed. “Learners should select what interests them to write about and focus on the quality of the writing they produce” (Yugianingrum, 2010 as cited in Al Badi 2015, p. 71).

In conclusion students might feel more comfortable if they take part of their improvement by choosing between available options to later check the quality of their results with critical thoughts following the terms of the teacher maybe showed in a scheme.

## **4.2 Answering the research questions**

Based on the results of this study the needs of the students are visible as well as some solutions can be suggested to make students to reach the standards of the academic writing.

### **4.2.1 Research questions 1**

What are students' needs to write academically?

The needs of the students are:

1. 1 Students need to write regularly and become familiar with the writing process.
2. 2 Students need to get accurate instructions described in detail to meet the outcomes required
3. Students need confidence settings to learn and clarify doubts about how to meet a good writing paper
3. Students need to be allowed to read what they enjoy reading
4. Students need to know the functions of academic writing to avoid writing without following the academic conventions
5. Students need to be aware that their claims need to be supported with strong argumentation based on outstanding references
6. Students need to develop their personal style when using their own voice and do not lose credibility.

### **4.2.2 Research question 2**

What are the students' difficulties when learning to write academically?

The difficulties that the students face when writing are:

- 1 Students find difficult to differentiate between written and spoken phrases
- 2 Students find Instructions not enough clear and can make misinterpretations
- 3 Students might have low expectations about themselves when writing
- 4 Students find non-fictional readings so plain to want to make inferences on them

## **4.3 Results of the course**

1. Writing as well as reading cover the same importance in the process of writing
2. Students become critical thinkers when reading
3. Students can grow when trying to develop their own voice knowing the purpose and function of different texts in different contexts.

4. Practicing is one of the starting requirements to keep growing in the academic writing field

#### **4.4 Results of the lessons**

1. Students work together to discuss their outcomes
2. The teacher gives a scheme or an example to learners to deliver concrete and more detail instructions to the students.
3. Students replicate what the teacher taught them in every scheme or example according to the assignment required to complete.

#### **4.5 Type of syllabus**

The type of syllabus that is presented is based on the students' needs in a task-based syllabus instruction. In task-based syllabus instruction the content of the teaching is a series of complex and purposeful tasks that the students want or need to perform with the language they are learning (Krahnke 1987, p.11). In conclusion a task-based syllabus is structured around a series of specific tasks. It becomes priority in this syllabus proposal build schemes performed firstly by the teacher with the purpose to show to the students a peculiar model to work when improving academic writing skills. Students in this research need a task-based syllabus instruction due to it becomes easier as student to get introduced into the academic writing formal concepts. In order to enhance academic writing, it becomes priority to know specific theory, as well as a fixed order to follow. At this point it becomes necessary a scheme or model to follow due to it suits when teaching academic writing formal postulates. When it is possible to present to the students the parts which conform a whole formal writing in a scheme, it will be easier for the students to understand the functions of each of its components.

## **Chapter V: Conclusions**

### **5.1 General conclusions**

Information that can be concluded is described as follows:

The needs students faced when writing academically seem to be caused by the teacher. The first conclusion obtained is that to teach academic writing teachers need to be prepared to provide functional tools to the students such as schemes to help students to get over difficulties in an autonomous way when writing papers.

Second, another source of difficulty is related to the process itself since the process of developing skills like academic writing stops when the students do not find options to keep going when the teachers' assignments are not enough clear for students.

Third, to be proficient academic writers, the environment of the writing settings should convince the students that making mistakes is part of the process of writing

Fourth, students can become self-integrated learners by becoming critical thinkers on the topics they are interested to analyze as well.

### **5.2 Limitations**

The limitations of this study are related the approach research, whose results can not be generalized. First, there was not possible to know the information of a big sample, it is necessary to obtain samples that represent the real situation" (Valente 2012, p. 23). The samples in this research are composed by a narrow number of students. Seven participants took place in this research who will let us represent a real setting to work with.

Second, the course designed by the researcher to improve writing skills are based only on the needs and difficulties students reflected in this research, the needs may vary in another group since students learn in different ways, may have developed different language levels and the writing skills may vary as well.

Third, the findings in this research which motivated a specific plan to improve weaknesses on this student cannot be replicated in other population since every group is different, the syllabus may not fit their actual needs.

Fourth, the course designed by the researcher is just a strategic planning for the participants of this study, which could not have practical use and results in another context.

### **5.3 Directions for further research**

The researcher desires to provide some guidance for coming research. Syllabus design are necessary to continue being under research. However, a bigger sample may be done to validate and the results and replicability of this study research design. It would be enriching to do a longitudinal study. Researcher might apply a pilot survey twice before applying the final survey to be able to deliver the best version of the survey to the respondents.

### **5.4 Reflection**

After being through in this process of researching I realize it is important to involve people around to make changes in thoughts and attitudes toward the challenges students and teachers face when trying to develop a second language skill.

The implications to apply the syllabus proposal which is based on the students' needs in a task-based syllabus instruction include the teacher in charge of the class as well as all the second language community including academic authorities to develop proper setting to learn and teach academic writing. Finally, I would like to suggest investigating workshops or activities outside the classroom to improve academic writing settings for further researchers as an attempt to improve academic writing settings.

## Reference

- Abdulkareem, M. N. (2013). An investigation study of academic writing problems faced by Arab postgraduate students at Universiti Teknologi Malaysia (UTM). *Theory & Practice in Language Studies*, 3(9). Retrieved from <https://pdfs.semanticscholar.org/12b4/c5803b679499a08b12b6c787ba9005f8e83f.pdf>
- Al Badi, I. A. (2015). Academic writing difficulties of ESL learners. In *The 2015 WEI international academic conference proceedings (Vol. 1, No. 1, pp. 65-78)*. Retrieved from <https://www.westeastinstitute.com/wp-content/uploads/2015/02/Ibtisam-Ali-Hassan-Al-Badi-full-Paper.pdf>
- Al Mubarak, A. A. (2017). An investigation of academic writing problems level faced by undergraduate students at Al Imam Al Mahdi University-Sudan. *English Review: Journal of English Education*, 5(2), 175-188. Retrieved from <https://pdfs.semanticscholar.org/c5a8/19cb03974b6e50b6cb929e32535f44ce6fda.pdf>
- Ali, M. &. (2010). Implementation of total quality management in higher education. *Asian Journal of Business Management*, 2(1), 9-16. Retrieved from <https://maxwellsci.com/print/ajbm/v2-9-16.pdf>
- Al-Zubaidi, K. O. (2010). Arab Postgraduate Students in Malaysia: Identifying and overcoming the cultural and language barriers. *Arab World English Journal*, 1(1). Retrieved from <https://awej.org/images/AllIssues/Volume1/Volume1Number1October2010/arab%20postgraduate%20students%20in%20malaysia%20identifying%20and%20overcoming%20the%20cultural%20and%20language%20barriers.pdf>
- Anthony, L. (2011). Products, processes and practitioners: A critical look at the importance of specificity in ESP. *Taiwan International ESP Journal*, 3(2), 19-50. Retrieved from [https://d1wqtxts1xzle7.cloudfront.net/30251367/03\\_products\\_\\_processes\\_and\\_practitioners-\\_a\\_critical\\_look\\_at\\_the\\_importance\\_of\\_specificity\\_in\\_esp\\_laurence\\_anthony.pdf?1353958918=&response-content-disposition=inline%3B+filename%3DProducts\\_Processes\\_and\\_Prac](https://d1wqtxts1xzle7.cloudfront.net/30251367/03_products__processes_and_practitioners-_a_critical_look_at_the_importance_of_specificity_in_esp_laurence_anthony.pdf?1353958918=&response-content-disposition=inline%3B+filename%3DProducts_Processes_and_Prac)
- Anthony, L. (2018). *Introducing English for specific purposes*. Routledge.
- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Springer.

- Bernal-Merino, M. Á. (2014). *Translation and localisation in video games: making entertainment software global*. Routledge.
- Björk, L., Bräuer, G., Rienecker, L., & Jörgensen, P. S. (Eds.). (2003). *Teaching academic writing in European higher education* (Vol. 12). Springer Science & Business Media.
- Busch, B. (2016). Biographical approaches to research in multilingual settings: Exploring linguistic repertoires. In *Researching multilingualism* (pp. 60-73). Routledge.
- Camps, V. (2011). Spinoza. La fuerza de los afectos. *El gobierno de las emociones*, 65-87.
- Casanave, C. P. (2003). Looking ahead to more sociopolitically oriented case study research in L2 writing scholarship:(But should it be called “post-process”?). *Journal of Second Language Writing*, 12(1), 85-102.
- Crystal, D. (2003). *English as a global language*. Ernst Klett Sprachen.
- Delahunty, G. P., & Garvey, J. J. (2010). *The English language: from sound to sense, perspective on writing*. Fort Collins, Colorado: The WAC Clearinghouse and Parlor Press.
- Garant, M. D. (1997). Intercultural teaching and learning. *English as a foreign language education in Finland and Japan*. Jyvaskyla.
- Given, L. M. (Ed.). (2008). *The Sage encyclopedia of qualitative research methods*. Sage publications.
- Hawkey, R. (1978). English for Specific Purposes. *ELT Documents*, 101.
- Horobin, S. (2016). *How English Became English: A short history of a global language*. Oxford University Press.
- Horton, A. (2000). *Writing the character-centered screenplay*. Univ of California Press.
- Hyland, K. (2006). *English for academic purposes: An advanced resource book*. Routledge.
- Jordan, R. R. (2003). *Academic Writing Course-Study Skill in English*, Pearson Education, 2003: Academic Writing Course-Study Skill in English (Vol. 1). Bukupedia.
- Kallet, M. (2014). *Think Smarter: Critical thinking to improve problem-solving and decision-making skills*. John Wiley & Sons.
- Kim, H. H. (2013). Needs analysis for English for specific purpose course development for engineering students in Korea. *International Journal of Multimedia and Ubiquitous Engineering*, 8(6), 279-288.
- Kırkgöz, Y., & Dikilitaş, K. (Eds.). (2018). *Key issues in English for specific purposes in higher education* (Vol. 11). Springer.

- Krahnke, K. (1987). *Approaches to Syllabus Design for Foreign Language Teaching. Language in Education: Theory and Practice, No. 67*. Prentice-Hall, Inc., Book Distribution Center, Route 59 at Brook Mill Drive, West Nyack, NY 10994.
- Marks, A. (2014) *Story Crafting: Classroom-Ready Materials for Teaching Fiction Writing Skills in the High School Grades, USA*
- McMahan, E., Day, S., Funk, R., & Coleman, L. S. (2017). *Literature and the writing process*. Pearson.
- Medlin, L. (2009). *English for specific purposes (ESP): Nursing in the US hospital*. Master of Arts in Teaching International Languages California State University, Chico Fall 2009.
- Miller, T. P. (1997). *The formation of college English: Rhetoric and belles lettres in the British cultural provinces*. University of Pittsburgh Pre.
- Nunan, D., Candlin, C. N., & Widdowson, H. G. (1988). *Syllabus design* (Vol. 55). Oxford: Oxford University Press.
- Paltridge, B., & Starfield, S. (2016). English for specific purposes. *Handbook of research in second language teaching and learning, 3*, 56-67.
- Paltridge, B., & Starfield, S. (Eds.). (2014). *The handbook of English for specific purposes*. John Wiley & Sons.
- Pan, L. (2016). *english as a global language in china*. springer international pu.
- Panyasi, S. (2015). *Teaching English literature to English as a second language learners* (Doctoral dissertation).
- Sabbah, S. (2018). English Language Syllabuses: Definition, Types, Design, and Selection. *Arab World English Journal (AWEJ) Volume, 9*.
- Safont—Jorda, M. P., & Alcon—Soler, E. (2012). Teachability of request act peripheral modification devices in third language learning contexts. *Interlanguage request modification, 217*, 275.
- Savage, A., & Mayer, P. (2006). *Effective academic writing: the short essay*. Oxford University Press.
- Schleppegrell, M., & Bowman, B. (1986). *ESP: Teaching English for Specific Purposes: Center for Applied Linguistics*. Washington, DC.
- Troikey, M. S. (2006). *Introducing second language acquisition*. Cambridge University Press.
- Untoro, B. (2016). The Effect of Group Investigation and Learning Style on Students' Writing of Analytical Exposition. *IJEE (Indonesian Journal of English Education), 3(1)*, 29-45.
- Vallis, G. L. (2011). *Reason to write: Applying critical thinking to academic writing*. Kona.

- Wei, Z. (2019). Contemporary Constructivism and Its Usefulness in a Confucian Context. In *Constructivism and Teachers in Chinese Culture* (pp. 1-7). Springer, Singapore.
- Xie, Q. (2016). Developing communicative competence for the globalized workplace in English for occupational purposes course in China. *Journal of Language Teaching and Research*, 7(6), 1142-1152.

## APPENDIX

### Appendix A Essays Check lists

#### Descriptive Editor's Checklist

Put a check (✓) as appropriate

- 1. Does the essay have three paragraphs
- 2. Does the introduction include a hook and a thesis
- 3. Does the body paragraph contain enough descriptive details?
- 4. Does the conclusion state a final opinion?
- 5. Did you use adjectives after articles and before nouns?
- 6. Did you used adjectives immediately after stative verbs?
- 7. If a sentence has more than one adjective, do the adjectives appear in  
The correct order?
- 8. Did you use prepositional phrases to show location and time?

## Narrative Editor's Checklist

### Narrative Editor's Checklist

Put a check (✓) as appropriate

- 1. Does the introduction include a hook to get the reader's attention and Background information?
- 2. Does the essay have three paragraphs?
- 3. Does the introduction have a thesis statement that briefly describes the action that will follow?
- 4. Does the body paragraph have a clear topic sentence?
- 5. Does the body paragraph include details that explain the events which is The most interesting detail?
- 6. Does the essay include time expressions, such as time adverbs and Subordinating conjunctions?
- 7. Does the conclusion explain the outcome, or what you learned from the Experience?
- 8. Did you use the correct verb forms for sequence, interruption, and Simultaneous actions?
- 9. Did you check that stative verbs were used in the past simple only?
- 10. Does the essay include time expressions and subordinated conjunctions

## Opinion Editor's Checklist

Put a check (✓) as appropriate

- 1. Does the essay have three paragraphs?
- 2. Does the introduction include a hook to get the reader's attention along  
With a background information?
- 3. Is the writer's opinion about the issue clearly stated in the thesis  
Statement?
- 4. Does the body paragraph contain facts and reasons that support the  
opinion
- 5. Did you use expressions of quantity?
- 6. Did you use connectors to show opposition?
- 7. Did you use connectors to show support?
- 8. Does the essay have three paragraphs?
- 9. Does the introduction include a hook and a thesis?
- 10. Does the body paragraph have a topic sentence?
- 7. Does the body paragraph give reasons and explanations that support  
The topic sentences. Does it give a counterargument and refutation?
- 8. Does the conclusion refer to the main idea of the essay?
- 9. Are quantity expressions used to avoid overgeneralization?
- 10. Are connectors used to show the relationship (opposition or support)  
Between ideas?

### Comparison and Contrast Essay Editor's Checklist

Put a check (✓) as appropriate

- 1. Does your thesis statement compare two subjects?
- 2. Does one body paragraph focus on comparison and one on contrast?
- 3. Does each body paragraph have a clear topic sentence?
- 4. Does each topic sentence state the point of comparison or contrast?
- 5. Does the body paragraph contain details to support the comparison or Contrast?
- 6. Did you use connectors to add coherence?
- 7. Did you use comparatives in your essay
- 8. Did you add *-er* to adjectives and adverbs with one syllable?
- 9. Did you add more to adjectives and adverbs with two or more syllables, and to nouns?
- 10. Did you use a different comparative pattern for irregular adverbs?
- 11. Does the essay have four paragraphs?
- 12. Does the thesis statement that compare two subjects?
- 13. Does each body paragraph include details to support the topic sentence
- 14. Does the essay include connectors to add coherence?
- 15. Does the essay use the correct form of comparatives?
- 16. Does the conclusion summarize the points of comparison and contrast?

### Cause and effect Essays Editor's Checklist

Put a check (✓) as appropriate

- 1. Does the essay have four paragraphs?
- 2. Does the introduction include a hook to get the reader's attention?
- 3. Do the connecting sentences describe the event or situation that is the result of the causes? Write the event or situation below:
- 4. Is there a thesis statement that focuses the essay? Does it mention two Causes that lead to the situation.
- 5. Does each body paragraph have a topic sentence that states one cause Mentioned in the thesis statement?
- 6. Do supporting sentences in each body paragraph explain the cause in the Topic sentence of the paragraph?
- 7. Does the conclusion summarize the causes and comment on them?
- 8. Did you use correct verb tenses?
- 9. Did you include predictions? Did you use *will* correctly?
- 10. Did you use *so that* to show cause and effect relationships?
- 11. Did you use *if* clauses to show cause and effect?
- 12. Did you check the punctuation?
- 13. Does the essay have four paragraphs?
- 14. Does the introduction include a hook and a background information that Explains the situations that has effects.
- 15. Is there a thesis statement that focuses the essay? Does it mention effects that are the outcome of a situation?
- 16. Does each body paragraph have a topic sentence that states one cause Or effect mentioned in the thesis statement?
- 17. Do supporting sentences in each body paragraph explain the cause or Effect in the topic sentence of that paragraph?
- 18. Does the conclusion summarize the causes and comment on them?
- 19. Did you include predictions? Did you follow the rules for using *will*?
- 20. Did you use *if* clauses to show cause and/or effect?

Source: (savage & Mayer, 2005 p. 94,104)

Appendix B Questionnaire students' survey

QUESTIONS	STUDENTS' ANSWERS
<p>1. Write your nickname or an anonymous name</p>	<p>The purpose of getting an anonymous name is to collect honest answers from the respondents.</p> <ol style="list-style-type: none"> <li>1. Abril</li> <li>2. Leska</li> <li>3. Diana G</li> <li>4. Duchi-DMCBagatella</li> <li>5. MMH</li> <li>6. (;</li> <li>7. Fatima</li> </ol>
<p>2. Did you write any personal journal when you were a child or teenager? Explain why you did or why you did not please.</p>	<p>The purpose of knowing the existence of writing records in the past of the respondents will display writing as a enjoyed, reasoned and a familiarized activity.</p> <ol style="list-style-type: none"> <li>1. I didn't, I had a journal but i was of draws. Writing wasn't really to my liking.</li> <li>2. No</li> <li>3. No, the truth is that I had a very poor childhood, I had no friends, my family was not with me and I was always home alone. When I played I did it with myself or with my toys, writing a diary for me was not much fun because in a way interesting things did not happen to me. Because of this I was able to mature faster than usual and although this makes me very unhappy I try to keep going.</li> <li>4. Yes, because my mom teach me to write my thoughts</li> <li>5. No, because it's not important for me to write in a notebook and I don't like it.</li> <li>6. I didn't do it because I've always thought it's kinda boring.</li> </ol>

	7. Yes, because I saw it in different American series or movies and I wanted to try it!
3. Would you like to use writing as a way to express your needs and connect with others? Explain your answer please.	<p>This question tries to detect a student's necessity of finding writing as a way to communicate their inner thoughts and moods in an own and independent way.</p> <ol style="list-style-type: none"> <li>1. Yes, I think nowadays is essential for business and open opportunities on professional life.</li> <li>2. No, it's hard for me to connect with others even through writing</li> <li>3. Of course I would like to, I have never had a hobby that I am really passionate about and starting to express my ideas through the art of writing would be very important for me.</li> <li>4. Yes, because one can honestly express what the mind has and not what reason wants to say with words.</li> <li>5. No, I like talking more than writing because I think that you transmit more when you speak.</li> <li>6. I prefer to talk to express better what I need to express, I like writing but it doesn't make me feel liberated about my feelings.</li> <li>7. Yes, I think due to the pandemic it's necessary to find ways to connect with others and writing is an excellent way</li> </ol>
4. Have you read any science fiction literature? If so, write the title of the story.	<p>At this point the purpose is to find a pattern in the kind of literature they choose to read.</p> <ol style="list-style-type: none"> <li>1. Yes, Frankenstein, The War of the Worlds, Hyperion, The invisible man, etc.</li> <li>2. The War of the Worlds</li> <li>3. Yes, I've read The Brain Thief</li> <li>4. Yes, in elementary school.</li> <li>5. I have not read science fiction</li> </ol>

	<p>6. Journey to the center of the earth by Jules Verne &amp; A happy world by Aldous Houxley.</p> <p>7. "el fin del mundo y un despiadado país de las maravillas"</p>
<p>5. What is the kind of literature you enjoy the most? Fiction, Nonfiction, Drama, Poetry or Mythology. Explain your answer please.</p>	<p>With this question the researcher will know the students' preferences when trying reading as a free activity.</p> <ol style="list-style-type: none"> <li>1. Mythology, I've had a special interest on it since I was young, I like how that histories train to explain how the world works.</li> <li>2. Fantasy</li> <li>3. Fiction, because i love science fiction literature</li> <li>4. I like romance novels and mythology as a hobby.</li> <li>5. Drama because I think it's what most catches my attention and entertains me.</li> <li>6. I enjoy dramatic literature, police and social stories.</li> <li>7. POETRY because it inspires me and I can share it with my friends in letters</li> </ol>
<p>6. Do you believe that defending a point of view in a written way is a difficult task?</p>	<p>This question tries to discover the experience of students when writing at College</p> <ol style="list-style-type: none"> <li>1. No answer received</li> <li>2. Yes, it's hard to explain your opinion</li> <li>3. Yes because writing can express a lot but it also complements body language.</li> <li>4. Yes, because certain details can completely change the meaning of the writing.</li> <li>5. No, it is a good form for explain the point of view and can be expressed very well.</li> <li>6. I think it is really difficult to write something clear, I mean somethig that everybody understands and look for the best arguments is also hard.</li> <li>7. Yes, it is so difficult because there are different ways in which what is written should be built, there are norms and rules</li> </ol>

<p>7. Have you had any difficulty understanding the instruction requirements when the teacher asks you to write a report after reading? Explain what the difficulty was please.</p>	<p>The purpose of this question is to observe any secondary element which may be obstructing the activity of writing.</p> <ol style="list-style-type: none"> <li>1. Usually I understand the instructions</li> <li>2. No</li> <li>3. Yes, countless times, the truth is that although I read in abundance I am a person who finds it very difficult to learn, I do not know if it is due to a deficit but I take a lot of time to understand a subject, instructions.</li> <li>4. To understand the instruction, no, but when writing the report one must remember the structure, so it becomes complex.</li> <li>5. Yes, because sometimes I need more time.</li> <li>6. Actually no</li> <li>7. Yes, I can't catch all the grammatical rules and and the appropriate sequence</li> </ol>
<p>8. Why do you believe it could be hard to understand instructions to write as the teacher desires?</p>	<p>The purpose of this question is to discover student's beliefs between formal writing along their many subjects at college and paradigms about different ways of writing academically due to the kind of teacher.</p> <ol style="list-style-type: none"> <li>1. Maybe because sometimes you try to translate the instructions</li> <li>2. Ambiguity</li> <li>3. because we don't all have the same perception of things so the execution of activities can be different</li> <li>4. Because maybe I haven't been explicit enough.</li> <li>5. Because sometimes we need more time, in my case because I need more to read one more time to understand better.</li> <li>6. Because everybody has different perspectives so it is difficult to think and do exactly the same as another person.</li> </ol>

	<p>7. Giving a correct order to ideas can be difficult. I think we need a lot of examples to understand</p>
<p>9. Do you believe that mastering your writing skills will be helpful for you in the future or not really? Explain your answer please.</p>	<p>This question will tell us if the student believe that investing time in improving their writing skills worth it</p> <ol style="list-style-type: none"> <li>1. Yes, in my career english is important and specially writting because is used very often</li> <li>2. yes because I would like to become a scientist</li> <li>3. I think so because in any job or profession it is important to know how to shape your ideas, plan them through writing.</li> <li>4. Yes, in my case I would like to dedicate myself to research, so I think it is important to be able to translate knowledge.</li> <li>5. Yes, it's very important part in English because it's necessary to write if you want to communicate and I want to write that writing has always cost me.</li> <li>6. I think develop or improve writing skills it's always necessary and helpful in different ways, for example for an academic ambit, or for work, for mental health and for better relationships.</li> <li>7. yes, definitely writing correctly is necessary not only for work life it is also necessary for personal life</li> </ol>
<p>10. Before you answer the last question I would like you to read the below opinion paragraph “Always Coca-Cola” and see how the writer feels about Coke and Pepsi. After reading write your own opinion</p>	<p>In this last part a review in the students´ ability to communicate in a meaningful structured written way will be revealed.</p> <p>The instructions in this question were improved pointing out the connectors they need to use to join their ideas and in this way conform a coherent paragraph.</p>

paragraph about the following question: Which do you prefer, classical music or pop music? Why is one better than the other?

#### Always Coca-Cola

"No matter how much money Pepsi spends on advertising, Coke will always be better in my opinion. Some people say that the two soft drinks are the same, but I think Coke is much better. First of all, it's not as sweet as Pepsi. It has just the right amount of carbonation, or fizz. In addition, the packaging of the product is unique yet simple. Even if Michael Jackson goes on television and tries to convince me about the greatness of Pepsi, it won't change my mind. For me, it's "always Coca-Cola."

(Bambang, 2002, p. 69)

1. In my opinion, it doesn't matter how popular pop music became classical music will always be better. I'm not saying Pop is no good, but it is definitely simpler than classic and play it takes less effort. Classic music has a large history and the complexity of their pieces are masterful. So although I like pop, I will always appreciate the classical more.
2. I think pop is better because through this kind of music artists share their feelings
3. I love pop and for me it is better because 1. I am motivated by the rhythm 2. it is much more up to date 3. it fits any occasion 4. you can dance crazy
4. I prefer classical music instead of pop music, because it makes classical music more profound. First of all, with a more complete structure, which allows a greater appreciation of it. In addition, I consider that both types of music adapt to the personality and tastes of the person, but I prefer the classic.
5. First of all, it's important to say that everyone has their tastes and is respectable. In addition, I prefer pop music but sometimes I listen to classical music, I don't have a

	<p>favorite group or band and I like to listen different people from music industry. I'm very versatile in music.</p> <p>6. Talking about music, it's difficult for me to choose just one option. On the one hand, classical music it's really helpful to manage a lot of emotions, for example in an stressful situation it might help to relax on body and mind. On the other hand, pop music let identify the lyrics of any song with personal situations, which helps people to feel not alone, as well as the rhythm transmit clear emotions, so it's not necessary to know a lot of music to understand this musical genre. In conclusion, it's not necessary to make a decision about which is better than the other one, I think we have to learn to value the qualities of each one without making a comparison, in addition to enjoy any genre depending on the situation.</p> <p>7. No matter how ancient and spectacular classical music is, due to the variety of instruments they use and the impressive notes, I prefer pop music. Some people say that listen to classical music improve your skill to concentrate, but I think pop music is much better. First of all, inspires me more to study than classical music, I enjoy do my activities with pop music. In addition, classical music makes me sleepy; even though I know it's art, that kind of music is not for me. Nobody can change my mind about it because for me pop music it is more pleasant.</p>
<p>11. What would you like to do or to suggest in order to improve your academic writing skills at college?</p>	<p>5. I think the academy school has done a great job and I consider that to improve my writing skills depend more on me.</p> <p>6. I think practice is the only way to improve any skill, to learn grammatic and vocabularies is always necessary. But not as something mandatory, it must be a way for making people enjoy practicing.</p> <p>7. Improve my vocabulary and read more to be able to organize ideas in a better way.</p>

## Appendix C Syllabus

F I R S		<b>OBTAINING AND GROWING IDEAS</b>	Teacher modeling first and second competence to develop	Teacher modeling third and fourth competence to develop	Student practice	Product	Material	Evaluation
T  U N I T	1	Reminder notebook	<p><b><u>First competence:</u></b> Teacher shows how to build a compilation of written ideas looking for inspiration in their remainder notebook</p> <p><b><u>Second competence:</u></b> New words are recorded</p>	<p><b><u>Third Competence</u></b> The teacher reads a magazine's note aloud to later use WH questions and make with the student's assumptions which will end in a new story</p>	<p>Student expresses WH questions to awake imagination</p> <p>The student combines two different stories to create a complete new story</p>	<p>The student summarizes in a paragraph two awkward characters who were put together in the story</p>	<p>A personalized notebook is used only to write isolated ideas which come to the students mind in different moments as well as to build a list of new vocabulary</p>	<p>The paragraph written by the student might be used by the teacher for diagnostic evaluation</p>

F I R S T U N I T		<b>OBTAINING AND GROWING IDEAS</b>	Teacher modeling first and second competence to develop	Teacher modeling third and fourth competence to develop	Student practice	Product	Material	Evaluation
	2	Cause and effect facts	<p><b><u>First competence:</u></b></p> <p>Teacher shows how to start a story focusing the attention on certain scene using pictures (scenes)</p> <p><b><u>Second competence:</u></b></p> <p>The concepts before and after are used to provide order and sequence to the story</p>	<p><b><u>Third Competence</u></b></p> <p>The teacher starts a brainstorm of ideas to continue the story</p>	Students in groups receive pictures to later describe a sequence of a new story	The most outstanding story is chosen to be dramatized	Pictures can be cut from old newspapers or magazines	The students perform a dramatization

F I R S  T  U N I T		<b>OBTAINING AND GROWING IDEAS</b>	Teacher modeling first and second competence to develop	Teacher modeling third and fourth competence to develop	Student practice	Product	Material	Evaluation
	3	Story central idea	<p><b><u>First competence:</u></b> Teacher shows how get a central idea</p> <p><b><u>Second competence:</u></b> The concept of including a message is discussed to introduce the concept synopsis or resume of a story</p>	<p><b><u>Third Competence</u></b> The teacher differentiates a superficial idea from hidden ideas</p>	Students answer the who, what, and where from a scene proposed by the teacher to build a new story	The students select one of the stories discussed to later write a synopsis about it	Students write in a poster board two sayings or proverbs to explain the hidden message it involves	The students describe in a paragraph the meaning of a proverb

F I R S T U N I T		<b>OBTAINING AND GROWING IDEAS</b>	Teacher modeling first and second competence to develop	Teacher modeling third and fourth competence to develop	Student practice	Product	Material	Evaluation
	4	shaping the reality	<p><b><u>First competence:</u></b> Teacher shows that the environment of characters shapes them in many ways</p> <p><b><u>Second competence:</u></b> Teacher shows how people, places and events can change a character</p>	<p><b><u>Third Competence</u></b> The teacher explains the relation between environment and people when a person cannot sweep dry leaves in spring.</p>	<p>The student gets a chart showing a couple of characters surrounded by certain environment. When the student changes a quality of the environment start to guess how the reality might change</p>	<p>The students discuss how a well-known character suffer changes when is described in a novel or in a fictional book.</p>	<p>The student completes a chart about changes in a character when living in different settings</p>	<p>the student staple her/his reality chart and develop a story outline by imagining what happened before or what happened later in each setting change</p>

F I R S T U N I T		<b>OBTAINING AND GROWING IDEAS</b>	Teacher modeling first and second competence to develop	Teacher modeling third and fourth competence to develop	Student practice	Product	Material	evaluation
	5	Conflict of the story	<p><b><u>First competence:</u></b> Teacher shows in a chart four concepts to talk about a dramatic conflict: goal, protagonist, motivation and antagonist</p> <p>Second competence: The teacher shows details about types of antagonist</p>	<p><b><u>Third Competence</u></b> The teacher draws columns on the board to relate the new concepts with its description</p>	The students in groups get a chart with three different conflicts. The student will choose an antagonist in each conflict and a discussion about their conflicts is shared	The students read the drafts to a beside group to clarify ideas	Students watch a dramatic scene on TV and discuss it in groups	The teacher collects the charts completed

F I R S T U N I T		<b>OBTAINING AND GROWING IDEAS</b>	Teacher modeling first and second competence to develop	Teacher modeling third and fourth competence to develop	Student practice	Product	Material	Evaluation
	6	The story is ordered in sequences	<p><b><u>First competence:</u></b> Teacher shows how to construct scenes to later build a story</p> <p><b><u>Second competence:</u></b> The teacher makes examples about adding problems to the story</p>	<p><b><u>Third Competence</u></b> The teacher solves the problems that bother their characters</p>	Student expresses how the characters change due to the problematic issues they went through about a well-known story like the movie “Titanic” or a series such as “The queen’s gambit”	The student identifies in a table crucial points while a story is being described such as: problem, challenge, change, and everything comes normal again	The student selects a story event randomly from a container and gets a paper with the story outline the student develop the story asking what happened next generating suspense in the scenes	A student describes the scenes to another student in order the first student use the structure learned and the second student recognize the events as well as the resolution Of the story










F I R S T		<b>OBTAINING AND GROWING IDEAS</b>	Teacher modeling first and second competence to develop	Teacher modeling third and fourth competence to develop	Student practice	Product	Material	Evaluation
U N I T	7	Students describe events	<p><b><u>First competence:</u></b> Teacher awake the 5 students' senses with the help of devices and other elements to describe sensory details</p> <p><b><u>Second competence:</u></b> teacher encourage to experiment sensations</p>	<p><b><u>Third Competence</u></b> The teacher uses some vividly vocabulary which evokes sensations</p>	Students pass through prepared sections which focus on every human sense. The student adds a flashy word to understand the sensation experimented in every prepared section	The student will increase his/her vocabulary with embellished and figured words which might describe human sensations	Items to be smelled or touched, group of sounds to be listened, or observation of details in a painting for example.	Some items are presented in order to be described by the student as if they were blind The student matches their new vocabulary with the new items

F I R S T U N I T		<b>OBTAINING AND GROWING IDEAS</b>	Teacher modeling first and second competence to develop	Teacher modeling third and fourth competence to develop	Student practice	Product	Material	Evaluation
	8	Students practice metaphorical language	<p><b><u>First competence:</u></b> Teacher explains is going to become a tree with certain characteristics</p> <p><b><u>Second competence:</u></b> The teacher build a sentence such as: I am a wise red oak</p>	<p><b><u>Third Competence</u></b> The teacher points out the differences between literal and figurative descriptions</p>	The teacher encourages students to tell aloud their particular tree sentences if students were a tree	Students make comparisons of items with the objective of turn the classmates' faces into a smile using a questionnaire such as: "if you were a painting what would you do to make fun?"	Students get a metaphor worksheet. Each group of students works together to complete it.	The student will describe a place in the city involved in certain action using metaphorical language. The student turn their ideas into a story to deliver to the teacher as a first version


















F I R S T U N I T		<b>OBTAINING AND GROWING IDEAS</b>	Teacher modeling first and second competence to develop	Teacher modeling third and fourth competence to develop	Student practice	Product	Material	Evaluation
	9	Students write a final story draft	<p><b><u>First competence:</u></b> Teacher deliver a model as a guide to write a first formal draft</p> <p><b><u>Second competence:</u></b> the teacher shows how all the steps fit to conform a story</p>	<p><b><u>Third Competence</u></b> The teacher explains steps such as a thesis statement to start building the story. Ask WH questions to develop the idea. Identifies the conflict to later solve it. Add a hidden constructive idea. Make a layout of the story. Finally, a first draft is written</p>	<p>Student practice self- editing</p> <p>Following a guideline provided by the teacher</p>	A second draft is developed	<p>A copy about a completed draft is shared with students</p> <p>A guideline to self- editing is shared with students</p>	A final draft is delivered to the teacher

## Appendix D Coding


































The questions and answers applied in this survey are classified into nine categorizations; a code of colors will be displayed in order to make an easier recognition of this categorization.

<b>NINE CATEGORIZATIONS OF QUESTIONS INTO STUDENTS' SURVEY</b>			
	<b>SHOWS CONFIDENCE OR NO CONFIDENCE WHEN WRITING</b>		<b>CIRCUMSTANCES WHICH MIGHT PREVENT STUDENTS TO IMPROVE THEIR WRITING</b>
	<b>SHOWS GENERAL AND INDIVIDUAL NEEDS TO IMPROVE ACADEMIC WRITING</b>		<b>STRUGGLING FACTORS THAT THE STUDENT FACE IN THE PROCESS OF WRITING</b>
	<b>TOPICS IN VOGUE STUDENTS ARE WELL DISPOSED TO ANALYZE</b>		<b>SHOWS STUDENTS' SPECIFIC INTERESTS TO WANT TO LEARN TO WRITE ACADEMICALLY</b>
	<b>THE SETTINGS WHERE STUDENTS MIGHT FEEL MORE COMFORTABLE TO LEARN</b>		<b>ELEMENTS STUDENTS HAVE DETECTED CONSCIOUSLY TO IMPROVE THEIR WRITING</b>
	<b>SHOWS THE CHALLENGES STUDENTS FACE WITH COMMUNICATION WHEN RECEIVING INSTRUCTIONS</b>	<p><b>Note:</b> The questions applied to the students in this research might include more than one categorization at the same time in the same question.</p>	

The following chart will show the first categorization related to the students' specific interest to want to improve in academic writing.

First categorization				
Students' specific interest to want to improve in academic writing.				
CODE OF COLORS	OF		SHOWS STUDENTS' SPECIFIC INTERESTS TO WANT TO LEARN TO WRITE ACADEMICALLY	
			SHOWS GENERAL AND INDIVIDUAL NEEDS TO IMPROVE ACADEMIC WRITING	
STUDENTS	Because of professional goals		Besides professional goals, because of personal goals	
1 Abril				
2 Leska				
3 Diana G				
4Duchi DMC Bagatell				
5 MMH				
6 (;				
7 Fátima				
<b>Note:</b> The questions applied to the students in this research might include more than one categorization at the same time in the same question.				


















The following chart will show second categorization related to the challenges students face with communication when receiving instructions

Second categorization								
Challenges students face with communication when receiving instructions								
CODE OF COLORS	OF		CIRCUMSTANCES WHICH MIGHT PREVENT STUDENTS TO IMPROVE THEIR WRITING					
			STRUGGLING FACTORS THAT THE STUDENT FACE IN THE PROCESS OF WRITING					
			SHOWS GENERAL AND INDIVIDUAL NEEDS TO IMPROVE ACADEMIC WRITING					
			SHOWS THE CHALLENGES STUDENTS FACE WITH COMMUNICATION WHEN RECEIVING INSTRUCTIONS					
STUDENTS	Instructions are understood to write as required by the teacher				Instructions are not understood to write as required by the teacher			
1 Abril								
2 Leska								
3 Diana G								
4Duchi DMC Bagatell								
5 MMH								
6 (;								
7 Fátima								
<b>Note:</b> The questions applied to the students in this research might include more than one categorization at the same time in the same question.								

The following chart will show the third categorization related to the students' confidence or no confidence when writing.

<b>Third categorization</b>				
<b>Students' confidence or no confidence when writing.</b>				
CODE OF COLORS	OF		SHOWS CONFIDENCE OR NO CONFIDENCE WHEN WRITING	
			SHOWS GENERAL AND INDIVIDUAL NEEDS TO IMPROVE ACADEMIC WRITING	
STUDENTS	Writing was a regular and a familiarized activity		Writing was not a regular and a familiarized activity	
1 Abril				
2 Leska				
3 Diana G				
4Duchi DMC Bagatell				
5 MMH				
6 (;				
7 Fátima				
<b>Note:</b> The questions applied to the students in this research might include more than one categorization at the same time in the same question.				


































The following chart will show the fourth categorization related to the topics in vogue students are well disposed to analyze and make assumptions

<b>Fourth categorization</b>				
<b>Topics in vogue students are well disposed to analyze and make assumptions</b>				
CODE OF COLORS		TOPICS IN VOGUE STUDENTS ARE WELL DISPOSED TO ANALYZE		
		SHOWS GENERAL AND INDIVIDUAL NEEDS TO IMPROVE ACADEMIC WRITING		
STUDENTS	Fiction is the kind of literature preferred by the students		Nonfiction is the preferred literature by the students	
1 Abril				
2 Leska				
3 Diana G				
4Duchi DMC Bagatell				
5 MMH				
6 (;				
7 Fátima				
<b>Note:</b> The questions applied to the students in this research might include more than one categorization at the same time in the same question.				












































































The following chart will show the fifth categorization related to the circumstances which might prevent students to improve their writing.

Fifth categorization								
Circumstances which might prevent students to improve their writing.								
CODE OF COLORS	OF		CIRCUMSTANCES WHICH MIGHT PREVENT STUDENTS TO IMPROVE THEIR WRITING					
			STRUGGLING FACTORS THAT THE STUDENT FACE IN THE PROCESS OF WRITING					
			SHOWS GENERAL AND INDIVIDUAL NEEDS TO IMPROVE ACADEMIC WRITING					
			SHOWS THE CHALLENGES STUDENTS FACE WITH COMMUNICATION WHEN RECEIVING INSTRUCTIONS					
STUDENTS	Inexperienced students to present argumentation making analytical and critical written assumptions			Experienced students able to present argumentation making analytical and critical written assumptions				
1 Abril	No answer received							
2 Leska								
3 Diana G								
4Duchi DMC Bagatell								
5 MMH								
6 (;								
7 Fátima								
<b>Note:</b> The questions applied to the students in this research might include more than one categorization at the same time in the same question.								

The following chart will show the sixth categorization related to the circumstances which might prevent students to improve their writing.

Sixth categorization								
The settings students might feel more comfortable when attempting to succeed in academic writing								
CODE OF COLORS	OF		CIRCUMSTANCES WHICH MIGHT PREVENT STUDENTS TO IMPROVE THEIR WRITING					
			STRUGGLING FACTORS THAT THE STUDENT FACE IN THE PROCESS OF WRITING					
			SHOWS GENERAL AND INDIVIDUAL NEEDS TO IMPROVE ACADEMIC WRITING					
			SHOWS THE CHALLENGES STUDENTS FACE WITH COMMUNICATION WHEN RECEIVING INSTRUCTIONS					
STUDENTS	Following a structure (Modeling) in the classroom provides confidence as a map to follow when writing			Following a structure (Modeling) in the classroom not provides confidence when writing				
1 Abril								
2 Leska								
3 Diana G								
4Duchi DMC Bagatell								
5 MMH								
6 (;								
7 Fátima								
<b>Note:</b> The questions applied to the students in this research might include more than one categorization at the same time in the same question.								

The following chart will show the seventh categorization related to the general and individual needs for improving writing at college.

Seventh categorization																			
General and individual needs for improving writing at college.																			
CODE OF COLORS		CIRCUMSTANCES WHICH MIGHT PREVENT STUDENTS TO IMPROVE THEIR WRITING		TOPICS IN VOGUE STUDENTS ARE WELL DISPOSED TO ANALYZE															
		STRUGGLING FACTORS THAT THE STUDENT FACE IN THE PROCESS OF WRITING		SHOWS STUDENTS' SPECIFIC INTERESTS TO WANT TO LEARN TO WRITE ACADEMICALLY															
		SHOWS GENERAL AND INDIVIDUAL NEEDS TO IMPROVE ACADEMIC WRITING		THE SETTINGS WHERE STUDENTS MIGHT FEEL MORE COMFORTABLE TO LEARN															
		SHOWS THE CHALLENGES STUDENTS FACE WITH COMMUNICATION WHEN RECEIVING INSTRUCTIONS		ELEMENTS STUDENTS HAVE DETECTED CONSCIOUSLY TO IMPROVE THEIR WRITING															
		SHOWS CONFIDENCE OR NO CONFIDENCE WHEN WRITING																	
STUDENTS	A personal mark is not academically showed through stylistic details in the opinion written paragraph			A personal mark is academically showed through stylistic details in the opinion written paragraph															
1 Abril																			
2 Leska																			
3 Diana G																			
4Duchi DMC Bagatell																			
5 MMH																			
6 (;																			
7 Fátima																			

**Note:** The questions applied to the students in this research might include more than one categorization at the same time in the same question.