



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
*La Universidad Católica de Loja*

**ÁREA SOCIOHUMANÍSTICA**

**LICENCIADO EN PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS**

TRABAJO DE TITULACIÓN

Analysis of pedagogical strategies used by EFL teachers for  
teaching writing skills to high school students in Loja.

**Autor:** Vélez Quiñónez, Karla Ivannova

**Director:** Espinosa Jaramillo, Franklin Oswaldo

LOJA - ECUADOR  
2022



*Esta versión digital, ha sido acreditada bajo la licencia Creative Commons 4.0, CC BY-NY-SA: Reconocimiento-No comercial-Compartir igual; la cual permite copiar, distribuir y comunicar públicamente la obra, mientras se reconozca la autoría original, no se utilice con fines comerciales y se permiten obras derivadas, siempre que mantenga la misma licencia al ser divulgada. <http://creativecommons.org/licenses/by-nc-sa/4.0/deed.es>*

2022

**Aprobación del director del trabajo de titulación**

Loja, enero, del 2022

Magíster.

Alba Vargas Saritama

**Coordinador de Titulación**

Ciudad.-

De mi consideración:

El presente Trabajo de Integración Curricular denominado: Analysis pedagogical strategies used by EFL teachers for teaching writing skills to high school students in Loja realizado por Karla Ivannova Vélez Quiñónez, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo. Así mismo, doy fe que dicho Trabajo de Integración Curricular ha sido revisado por la herramienta antiplagio institucional.

Particular que comunico para los fines pertinentes.

Atentamente,

Firma -----

Mgr. Franklin Oswaldo Espinosa Jaramillo.

C.I.: 1103131940

### **Declaración de autoría y cesión de derechos**

“Yo, Karla Ivannova Vélez Quiñónez, declaro y acepto en forma expresa lo siguiente:

- Ser autora del Trabajo de Titulación denominado: Analysis of pedagogical strategies used by EFL teachers for teaching writing skills to high school students in Loja, de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, específicamente de los contenidos comprendidos en: Introducción, Capítulo 1. Marco teórico de pedagogical strategies used by EFL teacher for teaching writing skills, Capítulo 2. Metodología de la investigación, Capítulo 3. Resultados y Discusión, Conclusiones y Recomendaciones, siendo Mgtr. Franklin Oswaldo Espinosa Jaramillo, director (a) del presente trabajo; y, en tal virtud, eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones judiciales o administrativas, en relación a la propiedad intelectual. Además, ratifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo son de mi exclusiva responsabilidad.
- Que mi obra, producto de mis actividades académicas y de investigación, forma parte del patrimonio de la Universidad Técnica Particular de Loja, de conformidad con el artículo 20, literal j), de la Ley Orgánica de Educación Superior; y, artículo 91 del Estatuto Orgánico de la UTPL, que establece: “Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad”.
- Autorizo a la Universidad Técnica Particular de Loja para que pueda hacer uso de mi obra con fines netamente académicos, ya sea de forma impresa, digital y/o electrónica o por cualquier medio conocido o por conocerse, sirviendo el presente instrumento como la fe de mi completo consentimiento; y, para que sea ingresada al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública, en cumplimiento del artículo 144 de la Ley Orgánica de Educación Superior.

Firma:

Autor: Karla Ivannova Vélez Quiñónez

C.I.: 1900671510

### **Dedication**

I dedicate this research to my mother and my brothers, to whom I am deeply grateful because they have been extraordinary people. They were always supporting, encouraging, and collaborating with me in everything necessary to achieve the fulfillment of my academic goals.

Karla Ivannova

### **Acknowledgement**

University life was the place that allowed me to develop both as a student and as a professional. In gratitude, I feel proud to have been educated in a prestigious institution, the great UTPL. Likewise, I thank my teachers, who always gave the best of themselves and shared their knowledge to forge quality students. Additionally, I am very grateful to my thesis tutor, who was always guiding and advising me to finish the last step of university life.

Karla Ivannova

## Contents

|  |    |
|--|----|
| Cover .....  | 1  |
| Aprobación del director del Trabajo de Integración Curricular.....                             | 2  |
| Declaración de autoría y cesión de derechos.....   | 3  |
| Dedication .....   | 5  |
| Acknowledgement.....   | 6  |
| Contents.....  | 7  |
| Abstract.....  | 1  |
| Resumen.....   | 2  |
| Introduction .....   | 3  |
| Chapter one .....  | 6  |
| LITERATURE REVIEW .....  | 6  |
| <b>Differences between: Method, Strategy, Technique and Activity</b> .....                     | 6  |
| <b>Writing Skills</b> .....  | 7  |
| <i>Definition of Writing Skills</i> .....  | 7  |
| <i>Importance of Writing Skills for EFL Learners</i> .....                                     | 8  |
| <b>The Writing Process</b> .....   | 9  |
| <b>Paragraph Writing Components</b> .....  | 10 |
| <b>Paragraph Writing Types</b> .....   | 12 |
| <b>Pedagogical Strategies</b> .....  | 13 |
| <i>Definition</i> .....  | 13 |
| <i>Types of Written Pedagogical Strategies</i> .....   | 14 |
| <b>Traditional strategies.</b> .....   | 14 |
| <b>Interactive Writing Strategies.</b> .....   | 15 |
| <b>Technological strategies.</b> .....   | 15 |
| Chapter two.....   | 22 |
| METHOD.....  | 22 |
| <b>Setting and participants</b> .....  | 22 |
| <b>Procedure</b> .....   | 22 |
| Chapter three .....  | 25 |
| RESULTS AND DISCUSSION.....  | 25 |
| <b>Table 1</b> .....   | 25 |
| <i>The students' most common difficulties in writing.</i> .....                                | 25 |
| <i>The most common written strategies used by teachers.</i> .....                              | 28 |
| <i>The most common written errors made by students.</i> .....                                  | 31 |
| <i>The most useful written strategies to help students reduce common written errors.</i> ..... | 34 |
| <i>Comparison contrast between strategies used versus errors made.</i> .....                   | 36 |
| Conclusions.....   | 41 |
| Recommendations.....   | 42 |
| References .....   | 43 |
| Appendixes .....   | 53 |

**List of Tables**

|  |    |
|--|----|
| Table 1 The students' most common difficulties in writing.....                                   | 25 |
| Table 2 The most common written strategies used by teachers.....                                 | 28 |
| Table 3 The most common written errors made by students.....                                     | 31 |
| Table 4 The most useful written strategies to help students to reduce common written errors..... | 33 |
| Table 5 Comparison contrast between strategies used versus errors made.....                      | 36 |

## **Abstract**

The current study aimed to research pedagogical strategies used by EFL teachers to teach writing skills. It was conducted in three urban public-private educational institutions of Loja city, which is located in the South Region of Ecuador. The population was made of 51 students and 3 teachers. It was a mix ability class; students' knowledge ranged from beginners to low intermediate. Regarding teachers' experience; it ranged from five to twenty years. It was applied a mixed-method design. Quantitative method was responsible for obtaining statistical results to determine the most used writing strategies and the most common written errors; whereas the qualitative method was used to describe the information provided by the participants during the interviews and class observations. Likewise, the instruments applied were students' survey, teacher's interviews, observation sheets, and students' written texts. Then, the information gathered was organized, tabulated, analyzed, and interpreted to provide accurate responses to the research questions. The main conclusion of this study was that the implementation of reactive writing strategy was the most effective to help students reduce the number of written errors.

*Keywords:* EFL teaching, writing skills, writing strategies, written errors.

## Resumen

El presente estudio tuvo como propósito investigar las estrategias pedagógicas utilizadas por los docentes para enseñar la habilidad de escritura. Se realizó en tres instituciones fiscomisionales de la ciudad de Loja, ubicada en la Región Sur del Ecuador. La población estuvo conformada por 51 estudiantes y 3 profesores. Los conocimientos de los estudiantes variaban entre el nivel inicial y el nivel intermedio bajo; mientras que la experiencia de los profesores variaban entre cinco y veinte años. Se aplicó un método mixto. El método cuantitativo se encargó de obtener resultados estadísticos sobre las estrategias de escritura más utilizadas y los errores de escritura más comunes; mientras que el método cualitativo se utilizó para describir la información obtenida en las entrevistas y observaciones de clase. Los instrumentos aplicados fueron encuesta, entrevistas, hojas de observación y textos escritos. La información recopilada fue organizada, tabulada, analizada e interpretada para dar respuesta a las preguntas de investigación. La conclusión principal se enfocó en que la estrategia de escritura reactiva fue la más eficaz para ayudar a los estudiantes a reducir el número de errores escritos.

*Palabras clave:* enseñanza de EFL, errores de escritura, estrategias de escritura, habilidad de escritura.

## Introduction

Nowadays, English as a foreign language has become very important and required for various aspects in Ecuador, especially in the educational field. The Ministry of Education of Ecuador (MinEduc, 2016) established in the Ministerial Agreement MINEDUC-ME-2016-00020-A that the English curriculum is going to be implemented progressively in order to guarantee effective English teaching, being a mandatory subject for the rural and urban educational institutions at all educational levels. The main goal of this agreement was to help Ecuadorian students to develop and produce the English language skills effectively at a considerable proficiency level since students must finish the third grade of Baccalaureate with the B1 level according to the Common European Framework of Reference for Languages.

Learning a language successfully implies the development and learning of the four linguistic skills (listening, speaking, reading, and writing.) and the integration of the three sub-skills of the language (pronunciation, vocabulary, and grammar) to produce and understand the English language properly. According to the language skills, listening and reading skills focus on the linguistic comprehension of language while speaking and writing skills refer to linguistic production where learners use the English language to communicate with others in real contexts (Nan, 2018).

It is well known that from all the linguistic skills of the English language, writing skills is one of most complicated skill to develop because it is a system in which students use "written symbols, representing the sounds, syllables, or words of a language with different mechanisms - capitalization, spelling and punctuation, word form and function" (Sri & Rao, 2018, p. 1). Through the correct use of the written system, learners can create sentences or texts cohesively and coherently in which they express their experiences, doubts, ideas, or opinions about the real contexts.

Considering what was previously stated; it can easily be inferred that the written skill is one of the skills that is not being developed as it should, due to its complexity; for this reason, the current study: 'Analysis of pedagogical strategies used by EFL teachers for

teaching writing skills to high school students in Loja” aims to research about pedagogical strategies used by EFL teachers to teach writing skills. Likewise, this study seeks to answer relevant research question which derive from the topic being studied: What are the most common written strategies used by EFL teachers to teach writing skills?, What are the most common written errors that EFL students make when writing?, Which of the written strategies used by EFL teacher proved to be the most useful to help learners avoid making written errors?

To reach a better understanding of this problem; it was necessary to search and review for previous studies in order to expand the background knowledge on the topic being developed. An important finding is a study made by Coffin (2020). This study aimed to investigate the teachers’ and students’ perceptions of the implementation of collaborative writing practices strategy in the EFL classroom. Therefore, the main conclusion of this study is that both teachers and students perceived that collaborative writing practice strategy was beneficial to the learner’s cognitive, language development since it helped to enhance their problem solving, collaboration, and communicative skills.

Another relevant study was the one made by Bhairawa et al. (2021) that aimed to investigate how effective were brainstorming and brainwriting strategies to teach writing to students with different interests. At the end of the study, the authors concluded that even though brainwriting was more effective than brainstorming, both strategies had an efficient and significant influence on the improvement of the students writing skills to students who have high and low interest.

In addition, the study performed by Rahmawati (2017) had the purpose to investigate the impact of direct and indirect corrective feedback strategies and determine which feedback is the most effective to improve the EFL students’ writing skills. In this case, the authors concluded that both types of corrective feedback strategies had a significant impact because they were beneficial for the students to improve their writing skills. However, the indirect corrective feedback was the most effective since it helps

students to understand the error and thus to do a self-correction by themselves, basing on the arguments given by the teacher.

In the current study, the content developed was divided into three chapters. The first chapter corresponds to the literature review that includes theoretical information about the topic in order to have a better understanding of it. The second chapter contains the research method, the participants, the instruments, and the procedures applied for the development of the current study. The last chapter corresponds to the presentation, description, analysis, and interpretation of the gathered data. Furthermore, based on the finding acquired, it is included the respective conclusions and recommendations.

Finally, the development of this study may help teachers, students, and the whole educational community of Loja to benefit from the findings gotten since it can contribute as a lead for a better understanding of the challenges that face EFL teachers when teaching writing skills. For that reason, by knowing all those challenges, teachers will be better equipped on the implementation of the most effective pedagogical strategies to help the students to avoid written errors, and to achieve an improvement of writing skills.

## **Chapter one**

### **Literature review**

In this chapter, the researcher outlines the theoretical information, key concepts, and previous studies concerning the current research. The most relevant topics included are the differences between the terms; method, strategy, technique, activity, writing skills, writing procedures, paragraph writing format, pedagogical strategies, and finally, it concludes with previous studies which altogether build the required background for the better understanding of the current study.

#### **Differences Between: Method, Strategy, Technique And Activity**

Firstly, Gill and Kusum (2017) define a method as a step-by-step procedure that aims to present a topic systematically and master it, achieving successful learning as a final result. Talking in pedagogic terms, the teaching method refers to any procedure used by teachers to present a subject or specific content, facilitating the students' learning since it is based on a consecutive and structured process whose purpose is to guarantee successful learning (Dorgu, 2015). In the same line, Rhalmi (2018) said that a method involves a specific organization of the syllabus in which the teacher decides how, what, and when to teach the content of a subject, taking into account the choice of appropriate teaching processes, techniques, and materials to facilitate and promote successful learning.

Secondly, a strategy is stated as a long-term action plan designed and planned to attain a specific goal (Hoque, 2016). Within the educational field, a strategy is focused on the generalized and appropriated planning for teaching-learning activities, which aim to fulfill the purposes of lesson planning, ensuring teaching and learning effectively and efficiently (Gill & Kusum, 2017). Likewise, Kistner et al. (2015) add that the teaching strategies are planned activities that facilitate the successful teaching and learning of the content established on the course plan and thus provide the fulfillment of the course goals and the student's motivation.

Thirdly, the term technique is a part or parcel of a procedure that follows actual steps in order to achieve the goal of the class through the development of a specific activity

in the classroom (Darrin, 2017; Rhalmi, 2018). Likewise, the technique could be concrete, systematic, and practical procedure that is focused on accomplishing the development of a specific task. That is why teachers use a variety of techniques to perform the planning tasks according to the teaching-learning method and procedures selected (Jumat, 2015).

Finally, Bernardes and Alves (2015) define that activity as a work that has the purpose of conducting and transforming the students' acquired knowledge about a specific content into real actions. In the same way, Richards (as cited in Dagnell, 2017) states that an activity is active and physical work that is performed by the students in order to fulfill the course goals. Additionally, according to European Union (EU, 2016), every class activity must be intentional and organized learning where students are directly involved in performing them using and transferring their knowledge, ideas, and content learned previously.

## **Writing Skills**

### ***Definition of Writing Skills***

Writing skills is an essential part of the language, being considered one of the most complex skills to be developed because this skill is linked to the linguistic and communicative area. The linguistic field refers to the correct use of vocabulary, grammar, spelling, and writing style, while the communicative area is based on the text structure, topic, ideas, feeling, and opinions of writers depending on the real context in which they are involved (Reddy, 2020).

In support of the aforementioned definition, Huy (2015) affirms that writing skills refers to the development of complex metacognitive activities where students integrate their knowledge, essential skills, and capacities to perform writing tasks following different processes. Additionally, Subroto (2013) states that writing skills encompass both a process and a product; these two aspects cannot be separated because the writers must follow a correct and organizational process that leads them to the creation of a product. For that reason, in the production of writing, students use their brain and linguistic abilities to convey and transfer their ideas, thoughts, feelings, and judgments concerning their experiences

through written words, phrases, sentences, and clauses which form paragraphs or texts coherently and cohesively (Haerazi & Irawan, 2019).

### ***Importance of Writing Skills for EFL Learners***

The development of writing skills is of the utmost importance since it is used in daily life to communicate in a written way through texts. Nowadays, it has become highly required that students master this skill in the educational environment because through writing learners express their thoughts, feelings, and judgments about their experiences and knowledge (Alhusban, 2016). Similarly, writing is required for all academic levels. Therefore, it is the fundamental element in which learners will demonstrate all their knowledge acquired throughout the process of language learning (Frebriyanti et al., 2018).

Talking about the development of writing skills inside EFL classrooms, it becomes more difficult for EFL students due to the lack of general knowledge of English as a foreign language since the writing demands that they must know a variety of aspects of the English language that helps them to produce the language (Astrid et al., 2019). Regarding the complexity to develop writing skills, Harmar (as cited in Khoiriyah & Mahendra, 2017) proposes the four following reasons to teach writing skills within the EFL classroom to help students achieve their writing goals in the foreign language.

- **Reinforcement.** – In this aspect, students feel that writing skills is more propitious to achieve the learning process of a language. That is why students need visual demonstrations of language constructions in order to create their own examples and to have a better understanding of the content learned previously.
- **Language development.** – This reason refers that students develop their writing skills as their learning process goes along. In this case, students integrate their mental activity as part of their learning experiences to organize the writing texts correctly.
- **Learning style.** - Here, the development of writing skills depends on the students' learning style since some learners produce the language quickly just by looking and listening while some others produce the language slowly, being the last one more

advantageous because it allows students to use the time for thinking and reflecting their ideas for the written texts.

- **Writing as a skill.** - It is the most important reason to consider when teachers teach writing in an EFL classroom because it is a fundamental language skill that students have to develop. Therefore, students have to know all of these aspects to include in the written texts to make texts clearly and correctly.

Additionally, Selvaraj and Abdul (2019) say that teaching writing skills in EFL classrooms help students grow their critical thinking, creativity, and imagination. That is why the students use their brains to imagine, organize, create, and understand their thoughts that will embody written words.

### **The Writing Process**

Like any process, writing is a very complex activity to be developed by students in an EFL classroom; for that reason, it is fundamental to follow a set of steps that facilitates the construction of written texts. Therefore, Hertiki (2018) mentions that the writing process is divided into five specific steps that are pre-writing, drafting, revising, editing and publishing.

The first step pre-writing is also known as planning; it focuses on the organization and planning of strategies that will help with the writing of information. Here, the writer considers his rhetorical stance and principal purposes to generate texts based on the connecting of information from different sources (Abas & Noor, 2018; Kusumawaty, 2017). Furthermore, for the elaboration of the pre-writing step, the writer must always write a brainstorming to organize their ideas and to be able to identify the purpose of the writing text and the structure to follow based on the supporting ideas given by the writer (Craft, 2020).

The second step is drafting that refers to the elaboration of a preliminary text in which the writer focuses more on the quantity of writing instead of quality because it is not needed to pay a lot of attention to spelling or writing mechanism. However, the writer uses a variety of strategies for organizing and support the information of an entire text, making

sense, coherence, and the relationship between the ideas that comprise it (Homsini & Mustika, 2018; Kusumawaty, 2017).

The next step is revising; this step is developed when the draft is already finished. During this step, the author identifies and corrects errors in the content, organization, or grammatical structures (Kukreja, n.d; Kusumawaty, 2017). Besides, Polk (2019) states that it is fundamental to follow some planned strategies to revise a written text correctly because the objective of the revision step is to identify words or sentences that must be removed, moved, or added so that the written text has a better sense for the easy understanding of the readers.

Once the text revision is completed, it is necessary to go to the next step, which is editing. Abas and Noor (2018) mention that the writer must review all the previous committed errors and correct them in order to improve the writing text based on the revisor's instructions, this step aims to produce an accurate text. Likewise, Krueger (2016) recommends; read several times the same text to identify the coherence between sentences and to avoid redundant words, punctuation errors, misspelling, and grammar errors, and make sure that the structure of the text is well organized.

Finally, the last step of the writing process is publishing. This step refers to the delivery of the final written draft; in the case of students, they deliver the final work to their teachers, who play the roles of readers and evaluators who proceed to develop the respective reviews and provide grades for the developed writing activity (Aziz, 2015).

### **Paragraph Writing Components**

When talking about writing paragraphs in an EFL classroom, students must use academic writing. It is well known that a great part of high school students who study the English language as a foreign language feel that writing is not a simple matter to develop, but on the contrary, they feel that this activity is the hardest to be developed in a language since it is not their native language. That is why, to help solve this complexity, EFL students must follow the general format of how to write an academic paragraph, which is divided into

three components: topic sentence, supporting sentences, and concluding sentence (Wirantaka, 2016).

The first component is the topic sentence, which is usually the first sentence of the paragraph that expresses the main idea. This component is made of two parts; a topic and a controlling idea that must always be linked together to give sense to the topic sentence. On the one side, the topic is a word or phrase that introduces the main subject that the author will talk about. On the other side, the controlling idea refers to the specific point that will be discussed from the main subject (Amri & Saputra, 2020; Wali, 2020).

Regarding the second component, the supporting ideas are also called the body of the paragraph. In this case, the supporting ideas provide the necessary information and evidence that sustain the main idea; it can be done through giving examples, reasons, facts, details, or explanations concerning the topic (Messuri, 2016; Wirantaka, 2016). Besides, Wali (2020) states that the writer may use the two types of supporting sentences in a written paragraph. The first ones are the major supporting sentences that reinforcement to the topic sentence directly, while the second group correspond to minor supporting sentences that support both the major supporting sentences in a direct way and the topic sentence in an indirect way. Hence, to join each of these supporting sentences, it is necessary to use transition words that provide a correct integration of the sentences, ensuring that the paragraph achieves unity, cohesion, and coherence.

Regarding the last element, the concluding sentence; it is found in the last part of the written paragraph where the writer provides information to close and end it (Amri & Saputra, 2020). Before writing the concluding sentence, the writer needs to add a transition word such as in conclusion, to sum up, in summary, among others to indicate that the next information will be the end of the paragraph (Wali, 2020). According to Bascuñán (2019) and Wali (2020) there are four types of concluding sentences. The first type is the restatement of the topic sentence of the paragraph. The second type is the writer's opinion in which he ends with her/his own opinion of the whole paragraph. The next type refers to authors' suggestions or predictions of what was wrote previously. The last type is to

summarize the main ideas and supporting ideas of the paragraph, which is performed in a short and brief sentence.

### **Paragraph Writing Types**

Generally, there are four types of academic writing that the writer can use in a paragraph since each type of paragraph depends on what the writer wants to share with the audience, and what effects it could generate in readers. Hence, these four types of writing paragraph are narrative, descriptive, expository and persuasive (Acuña, 2019).

Talking about the narrative writing paragraph, it has the purpose to tell a story of an event, or scene, happening, in which the writer narrates in a first person a real story that involved different characters (Meer, 2016). Besides, Nordquist (2019) mentions that telling a story involves space and time in order to indicate where, when, and how the story happens. For that reason, in the development of good narrative writing, the writer needs to include a narrative style, chronological order, a point of view, and ways of how the story is going to be told.

The second type is a descriptive writing paragraph. According to Meer (2016) explains that the descriptive paragraph aims to describe a place, a person, a thing, a situation, or an event in a detailed way. Besides, Acuña (2019) states that descriptive writing encompasses the five senses in which the writer expresses what looks, feels, tastes, sounds, and smells in the description of something or someone. Therefore, the involvement of the sensory aspects in the description helps the readers to sense the details that the writer wants to transmit (Valdes, 2019).

Regarding expository writing, it is also known as information writing. It has the purpose of exposing or explaining facts or information concerning a specific topic related to persons, places, things, or ideas. The writing of an expository paragraph must be written in the third person using clear reasons, facts, or examples, but without express the writer's emotions or personal opinions (Acuña, 2019; Meer, 2016).

The last type is persuasive writing that is also known as argumentative writing. This type of writing aims to convince the audience to agree with the writer's opinions and ideas.

For that, the writer must support his point of view in the writing paragraph with reliable, valid, and logical reasons, arguments, and justifications (Master Class, 2020; Meer, 2016). That is why the writer adds in the paragraph the most relevant information concerning his approach or point of view of a specific theme in order to be sure of himself and thus be able to convince others to support him (Acuña, 2019).

## **Pedagogical Strategies**

### ***Definition***

The phrase pedagogical strategy is also known as a teaching strategy. Ayua (2017) explains that the teaching strategies might be considered as an educational technique, method, or plan that teachers implement and use on the class development within the classroom in order to achieve the goals established in the lesson plans and to provide the success of the students' learning. Likewise, Gumbo et al. (2017) say that teaching strategies refer to the plans used by teachers to accomplish the course goals practically. That is why each teacher selects the teaching strategies that he/she considers most appropriate for each course and learning style. Additionally, Acuña (2019) states that the use of teaching strategies is not only to achieve the goals but also serves the role to make students aware of the actions that will be taken to modify and guide educational performance towards the fulfillment of all the objectives established in the course, guaranteeing effective learning.

Therefore, due to the teaching writing skills is a big challenge for teachers and learners in high schools, teachers have to guide and provide the correct instructions for the students since they are the ones who will produce and create autonomous texts according to their English proficiency level through the implementation of strategies that help to develop and improve writing (Tacuri & Fernández, 2016). Besides, it is fundamental that EFL educators must understand the students' proficiency level in order to choose and use the most suitable teaching strategies for enhancing learner's writing skills (Rao, 2019).

## ***Types of Written Pedagogical Strategies***

### **Traditional strategies.**

One strategy to teach writing skill in an EFL classroom is brainstorming which is one of the most effective ways to generate and organize ideas that contribute to the text that will be written (Alrababah & Rababah, 2019). Likewise, Sabarun (2015) and Sukadi (2018) affirm that brainstorming is beneficial for students because it allows them to organize, list, clarify, associate, and express their ideas freely in a motivated and creative way without any pressure. Additionally, Malkawi and Smadi (2018) consider that brainstorming strategy is paramount for the development of writing skills through critical thinking. In this case, students are involved directly in the performance of the flow of ideas in which they use their speed thinking to avoid the deadlock of the development of writing texts. Finally, the performing of this activity is primary to do before writing the final text, being considered as a pre-writing activity.

Another strategy is the Beginning-Middle-End (BME) that is a pre-writing task that refers to the implementation of a brainstorming organizer that aims to plan and organize the main ideas of a specific topic. This strategy is useful for teaching narrative writing for students who have low language proficiency levels because the BME helps them to overcome their writing problems. That is why the development of this organizer provides students a better and clear understanding of how to write a text correctly, following the coherence and sequence sense (Singh, 2020).

Another relevant pre-writing strategy is the use of WH-questions. According to Mas et al. (2017) state that the implementation of this strategy in the classroom is effective because students focus on following instructions and provide responses related to each question. Moreover, this strategy helps students from different language proficiency levels to organize students' ideas and promote language production from simple sentences to complete texts.

An additional writing strategy is 'free-writing', which consists of teaching writing through the development of free-writing. Indeed, this activity focuses on students writing their ideas for ten minutes without stop and without worrying about the use of the right grammatical structures, spelling, punctuation, and word forms. That is why this activity serves as a prior draft to later develop a more specific and clear text on a topic, taking into account the correction of all previously made errors (Kurlillah, 2016).

### **Interactive Writing Strategies.**

Interactive writing is a teaching strategy which focuses on providing clear teaching of the authorial skills such as text structure, grammar, and vocabulary, and the secretarial skills like spelling, punctuation, and handwriting that are concerning to the writing (Mackenzie, 2015). To the same regard, Majed and Muhammad (2020) define that interactive writing strategy refers to the cooperative and collaborative instructional process in which both teachers and students are involved directly and actively within the teaching-learning writing process.

In addition, the speaking skills is also important to be developed within the use of interactive strategies since through speaking all the instructions about the topics to be written will be given. In this case, the teacher plays a fundamental role as a facilitator or instructor who is the one to guide, mold, add, summarize, confirm, and synthesize the whole students' ideas. Besides, the teachers implement this strategy in the EFL classroom with basic procedures so that students will familiarize themselves with these procedures selected, and after, they could implement more specific processes to guarantee the development of students' writing (Hidayati, 2015).

### **Technological strategies.**

Currently, there is a great influence of the use of technology within the educational environment, which are being implemented for the teaching of writing skills in EFL classrooms.

An useful strategy is the implementation of Facebook Group. According to Yunus and Salehi (2012, as cited in Friatin, 2018) states that the social networking site Facebook has the option of creating unlimited private groups where members can participate, interact, and communicate for specific purposes through posts or chats. Talking about teaching writing, Friatin (2018) argues that Facebook Group provides full opportunities for students to practice and improve their academic writing skills. In this case, the students work through online communication where they could post written texts and comments to the written text of participating students.

Moreover, another strategy is the implementation of Wiki-Based collaborative writing in EFL classrooms. First, wiki-based collaborative writing is an online interactive tool that allows the students to work in groups and to create writing texts since they may be co-writing, co-editing, and commenting at the same time (Chu et al. 2019). Furthermore, Li and Zhu (2017) stated that this employment is a crucial scaffolding to develop and improve the learning of a second language through social interaction and group collaboration among students in the construction of the writing texts. Additionally, Chunhui and Liqin (2015, as cited in Hosseini et al., 2020) mention that the wikis tool has four specific characteristics, which are simplicity, self-organization, self-growth, and openness. Talking about each one of them, the simplicity characteristic focuses on the overcoming of students' physiological obstacles to using and mastery the wikis tool. Self-organization and self-growth characteristics refer to the learning styles of the students because they may control the pace of their learning process. Finally, the openness characteristic allows students the flexibility to observe, edit, and modify their writing works (Hosseini et al. 2020).

One more strategy to teach writing skills is the use of digital comic strips. According to Muhammad and Misela (2020) argue that comic strip is a proper strategy to be implemented in the teaching-learning process due to the fact that it

helps students in the production and improvement of the narrative texts in a creative, motivated, and enjoyable way. Likewise, Fajrihay (2018) argues that the comic strip fulfillment in the educational field is powerful and influential. It has a positive impact on the development of their imagination, creativity, abilities, and language knowledge when creating the comic strips since you must make use of both images and cartoons with text boxes to tell a whole story.

Additionally to the different topics developed throughout the Literature Review, it was necessary to search and review for previous studies in order to expand the background knowledge of the topic being developed.

The first previous study focuses on the most common writing errors made by EFL high school students, the study made by Altameemy and Daradkeh (2019) aimed to identify what are the most common writing errors made by male and female EFL students and to know how native and non-native teachers influence on the number of written errors made by students. In order to carry out this study, the authors selected 80 EFL students (40 male and 40 female) of the first year of preparatory at Prince Sattam bin Abdulaziz University. The population was divided into two groups of 20 people; one group worked directly with a native English teacher and the other group with a non-native English teacher. This procedure was to collect that data separately since the instrument used to gather data was a written paragraph of about 100 words done by each student. Finally, the researchers concluded that the most common errors in sentence formation were punctuation, spelling, verb tenses, pronouns, prepositions, conjunctions, the third person singular, while the most common errors at the paragraph level focused on the lack of coherence, unity, and consistency between the ideas and points of view provided. Additionally, there are no notable differences between the writing errors made by male and female students, just as the teaching writing skills does not be affected if the teacher is a native or non-native of an English-speaking country.

Concerning the most common pedagogical strategies to teach writing skills in the EFL high schools, the study made by Qaddoura and Almasrad (2019) is another significant

study that had the purpose to identify how effective is the implementation of the Communicative Language Learning (CLL) method to teach writing skills in rural areas. The authors selected three students and an English teacher who participated in the case study developed in a school in Simpang Renggam, Johor. For the data collection, they implemented a semi-structured interview for the teacher, and document analysis from students' essays that were developed and guided by their teacher. Therefore, the authors stated that the CLL was useful to recognize the writing errors made by students and overcome them through communication among teachers and students. It is because the teacher provided the corresponding instructions and feedback to improve their writing. Another relevant study is from Selvaraj and Abdul (2020) that aimed to measure the effectiveness of the flow chart to improve narrative writing. To make this possible, the authors selected 25 women students from schools in Malaysia where they applied action research since they used the Calkins Narrative Writing Assessment Rubrics and a flow chart template during 12 sessions, as the main teaching instruments. At the end of the study, the authors noticed different results in the pre-test and post-test and determined that it was successful the implementation of flow charts to teach narrative writing because this strategy allowed students to practice step by step the writing process, guaranteeing a significant writing improvement.

Another study focused on prewriting strategies is the study made by Kurnia et al. (2017); this study had the purpose to measure the effectiveness, practicality, and validity of the graphic organizer story map in narrative writing. For the development of that study, the researcher used a 4-D model that consisted of four stages: definition, design, development, and dissemination in SDN 02 Ulakan Tapakis School in Indonesia where eighteen EFL students participated. In order to collect the data, it was applied observation sheets and students' and teachers' questionnaires. At the end of the research process, the author concluded that the implementation of a graphic organizer story map met the validity, practicality, and effectivity criteria since it is easy to be used and helps students to organize their ideas during the narrative writing process.

Talking about the teachers' and students' perceptions about the implementation of writing strategies for the improvement of writing skills. The study made by Friatin (2018) had two purposes; to identify how EFL teachers teach EFL writing by using Facebook Group and to know the students' perceptions about the use of the Facebook Group. To carry this research, the researcher applied a mixed research design in which the participants were an EFL teacher and seventeen EFL students of the SMAN 2 Ciamis senior high school in Indonesia. Therefore, the collection of data was through the application of an observation of the whole class, a semi-structured interview for the teacher, and a closed-ended questionnaire for the students. Based on the results obtained, the researcher could conclude that the teacher followed a set of steps to teach writing in an EFL classroom such as making a private Facebook group that is used only to practice writing skills, the explanation of the instructions for the development of paragraph or descriptive texts, the proportion of the materials to be used and the posted written text in which students interact among them through the use of the comments. Therefore, the development of writing activities in the Facebook group generated positive perspectives and great motivation for students since they enjoyed learning and practicing writing both inside and outside the classroom.

Likewise, the study of Coffin (2020) aimed to investigate the teachers' and students' perceptions of the implementation of collaborative writing practices in the EFL classroom. Therefore, the author applied a qualitative method in which used document analysis, observation, and video-based fieldwork, questionnaire, and interview as instruments to collect the data that was addressed to one hundred EFL students and two EFL teachers who were the participants of that research. At the end of the study, the author determined that both teachers and students perceived that collaborative writing practice strategy was beneficial to the learner's cognitive, language development since it helped to enhance their problem solving, collaboration, and communicative skills. However, the only issue faced in that research was the absence of equal contribution in each of the working groups.

Finally, regarding the EFL teaching-learning process in the urban areas, the study done by Hidayati (2018) aimed to identify the challenges that EFL teachers faced in teaching English writing skills and discuss possible solutions to minimize the problems. So, the author applied a qualitative research design in which was involved ten English teachers (male and female) who works in public and private Junior and Senior High Schools in different parts of East Java, Indonesia. For data collection, the researcher conducted structured interviews with the teachers to learn about their experiences and challenges in teaching writing. According to the information provided by teachers, the author concluded that the challenges that teachers faced in teaching writing were complex because they were related to both internal and external learners' factors. Focusing on the internal learners' factors, the challenges were based on the interference of the native language, linguistic competence, and motivation. Regarding the external factors, the challenges faced by the teachers were centered on the large numbers of the students in each class causing less availability of aids and time. For solving those challenges, the researcher suggested to the teachers three important pieces of advice; the first advice was concerned with the development of tasks in which the teachers must be sure the learners' English proficiency level to perform them. The second piece of advice was focused on the task purpose in which both teachers and learners must be aware. In the last piece of advice, the teachers must be aware that they must help and guide learners during the development of writing.

Another relevant study about teaching writing skills in urban areas is the study made by Alzubair (2016). This study aimed to analyze the variation of challenges and problems faced by EFL teachers in teaching writing skills to students in ordinary classrooms. To carry out this research, the author applied a qualitative research design in which participated twenty teachers of the Arts Colleges within the Jazan University, Saudi Arabia. To collect the data, the author of the research employed a questionnaire to the twenty participants in order to investigate the main problems that they faced in teaching writing skills. Based on the information provided by the participants, the researcher concluded that the most noticed challenges that EFL teachers faced were the lack of

English proficiency language, interference of the mother language, use of dated methods and textbooks, inaccessible of equipment and technological devices, a large number of students in the class, and lack of the student's motivation. Besides, the researcher suggested some practical measures to help address the situation; the first recommendation was that the teachers must include appropriate writing methods according to the English proficiency level of the students. The second recommendation was focused on the teachers' training, and the use of updated teaching materials, using technological sources to engage the student's motivation and participation in the performance of writing activities. The last recommendation was to reduce the classroom size to a minimum of twenty-five students to work correctly.

## **Chapter two**

### **Method**

#### **Setting and participants**

The current study was developed in three public-private educational institutions of Loja city, which is located in the South Region of Ecuador. The population of this study belonged to two categories of participants. The first category corresponded to 51 EFL male and female students who study English at the second year of baccalaureate. These students had the A2 English proficiency level since they have had studied English for at least six years in educational institutions. Additionally, the range age that correspond to these students was from sixteen to seventeen years old. On the other hand, the second category was made of 3 male and female EFL teachers whose age ranged from twenty-eight to forty-five years old. Furthermore, these teachers had a different academic degree, two teachers had just bachelor's degrees, and one teacher had a master's degree. Regarding experience in teaching ; it is varied. In fact, two of the teachers have five years teaching English, while just one teacher has twenty years teaching English. Hence, both participants: students and teachers contributed with relevant and reliable information that guarantees viable and effective results for this research.

#### **Procedure**

To develop the current study, it was required to expand the knowledge on the topic being developed; therefore, it was necessary to carry out the literature review which focused on collecting relevant and specific information from different sources such as journal articles, web pages, and previous research works. All information compiled in the literature review focused on relevant aspects such as the differences between; method, strategy, technique, activity, writing skills, writing procedures, paragraph writing format, and pedagogical strategies for teaching writing skills.

Regarding the methodology applied throughout the development of the current study was a mixed-method design: quantitative and qualitative. On the one hand, the quantitative method was responsible for obtaining statistical results to measure and

determine the most used written strategies by EFL teachers and the most common written error made by students. On the other hand, the qualitative method was used to describe and examine the information provided by the participants when responding to questions from the survey and interview.

The development of the current study was carried out in different steps. The first step consisted of the selection of the three educational institutions of Loja city that were involved directly in the development of the current research study.

The second step was based on the application of the instruments to the population selected. The instruments used to collect the data were students' questionnaires, teacher's interviews, class observation sheets, and students' written texts; the application of these instruments helped to gather valuable and reliable information for this study. Firstly, the students' questionnaire was carried out as an online survey in Google Forms. It contained six closed-ended questions concerning the difficulties that they faced when writing and the strategies used by their teachers to teach writing skills. Secondly, the teacher's interview was conducted via a zoom session with each teacher interviewed. The interview was organized in two sections, following a semi-structured format. The first section had four questions about the personal information of the teachers, and the second section involved six questions concerning the pedagogical written strategies that each one of the teachers implemented into the classroom for teaching writing. Thirdly, the class observation sheets were used three times for every teacher, making nine class observations in total. This instrument contained twelve statements that had four-parameter (never, sometimes, usually, always) to be chosen. The last instrument was the students' written texts. In this case, it met the purpose to identify the most common written errors made by students, especially punctuation and spelling errors.

In the third step, after applying the instruments, the gathered data was tabulated by using the Excel program to obtain percentages and the frequency of the results which helped to provide accurate responses to each one of the research questions. Then, it was designed five tables. The first table referred to the students' most common difficulties in

writing; the second table, to the most common written strategies used by teachers; the third table, to the most common written errors made by students; the fourth table, to the most useful written strategies used by teachers; and the last table, to make a comparison contrast of the most useful written strategies used by teachers versus the number of errors made by students.

The last step focused on the analysis and interpretation of the results, it was crucial to consider some specific aspects. The first aspect was concerning the highest and most relevant percentages obtained in each table. The second aspect was the theoretical information provided by experts to support the results. Finally, the last aspect consisted of including the researcher's opinions. Besides, the analysis and interpretation section; it was required to state scientific conclusions and recommendations for this study.

## Chapter three

### Results and discussion

#### Description, Analysis, and Interpretation of Results

Once the data was collected in the field research, it was carried out the description, analysis, and interpretation of results by using qualitative and quantitative research approaches. Thus, the research finding was taken from the results of the questionnaire, class observation, interview, and students' written texts. For the effective presentation of the results, it was designed statistical tables based on the information gathered from each instrument previously mentioned. For a better understanding of the information presented, this chapter was divided into five sections: students' most common difficulties in writing, most common written strategies used by teachers, most common written errors made by students, the most useful written strategies used by teachers; comparison contrast of the most useful written strategies used by teachers versus the number of errors made by students.

**Table 1**

*The students' most common difficulties in writing.*

| Statement   | Strongly agree | Agree | Disagree | Strongly disagree | Total |
|---|----------------|-------|----------|-------------------|-------|
| Lack of students' motivation.                                     | 70%            | 0%    | 20%      | 10%               | 100%  |
| Lack of students' vocabulary.                                     | 46%            | 24%   | 18%      | 12%               | 100%  |
| Lack of opportunities to write English texts in class             | 94%            | 0%    | 6%       | 0%                | 100%  |
| Lack of students' concentration to generate ideas before writing. | 38%            | 31%   | 25%      | 6%                | 100%  |
| Students' anxiety to write in English                             | 86%            | 0%    | 5%       | 9%                | 100%  |

*Note.* This table shows the most common difficulties that students face when they are writing in English.

Table 1 presents the results concerning the students' most common difficulties in writing. Regarding the statements that have the highest statistical percentages, it can be seen that in the first statement, "the lack of the students' motivation", 70% of the students strongly agreed that one of the difficulties they face is the lack of students' motivation when they have to write in English. In this regard, Aryanika (2016) claims that student's motivation is a fundamental aspect that helps them to write because there is a significant correlation between student's motivation and writing skills. In other words, students who have a strong motivation in writing will not have difficulties performing any written activities, while students who do not have a strong motivation are those who face challenges in the development of the written texts. By analyzing the statistical result compared with what the experts said about the lack of students' motivation, it was evident that it really affects and hinders the learning and development of writing in the students because when there is little motivation in the class, the students are not able to pay full attention to the class, neither to participate and develop the written activities proposed by the teacher.

In the second statement, "lack of the students' vocabulary" 46% of the students strongly agreed, and another 24% agreed that the lack of vocabulary makes it hard to produce writing in English. Regarding this, Tovar (2017) says that the lack of vocabulary knowledge on students' side affects directly on the production and the comprehension of written texts. Indeed, the students will have difficulties expressing themselves textually in different contexts, where they must use specific vocabulary to formulate precise ideas. By comparing the result to what the expert claimed, it was possible to notice that the lack of vocabulary knowledge on the students' part generates a vast difficulty for the development of written texts because they face significant limitations to express or communicate their ideas textually.

In response to the third statement, "lack of opportunities to write English texts in class" 94% of the students argued that they strongly agree because the great majority of them face difficulties when writing in English class. That is why Mupa and Chinooneka (2015) state that the time factor plays a significant role in the structure of a written text

because it is crucial to follow a complete writing process to achieve the efficient performance of students' written skills. Namely, as long as students have more opportunities to write in English classes, they will be capable to enhance their writing skills. In addition, this result can be corroborated with the information gathered from the class observations. Hence, it was possible to deduce that the students have time limitations to develop the planned written activities because they only have one hour of classes per week. Indeed, by comparing the statistical result, the opinion of the experts, and what was observed, it was inferred that not all students are quite prepared to develop written activities successfully if the opportunities to write in the classroom are limited. In this sense, the teachers should plan and manage adequate time for written activities according to the student's English proficiency level in order to provide their efficient preparation in writing.

Based on the fourth statement, "lack of students' concentration to generate ideas before writing", 38% of the students strongly agreed, and another 31% of them agreed with this statement because they claimed that the lack of students' concentration hinders significantly the generation and production of ideas that will contribute to the written text. In this case, Abas (2016) declares that students' lack of concentration to generate their own ideas is a significant problem since students would feel blocked in the production of the ideas before writing. However, without any doubt, to reduce this difficulty, the EFL teachers' responsibility must focus on providing clear instructions for the whole writing process in which they allow students to choose the topic that is the most relevant to them. In this way, the students can think, organize, and write their ideas since they will be familiarized with what they want to write.

Finally, in the last statement, "Students' anxiety to write in English," 86% of the students responded that they strongly agree that the performance of written text activities causes them to feel anxious, making it difficult to carry out the written activities successfully. In this respect, Ekmekeçi (2018) affirms that it is common for students to develop feelings of nervousness and anxiety when they have to perform a written activity due to the insecurities that each one has. These insecurities appear when they are fearful

of receiving negative feedback from the teacher, for lack of knowledge of vocabulary and grammar, or for low self-confidence in what they are competent in doing. By contrasting the statistical result with what the experts said regarding students' anxiety to write in English, it was evident that due to the complexity of writing skills, anxiety is one of the most decisive factors in written text development because it affects the students' nervous system directly. In this case, it can cause nervousness, tension, or worry since they must focus strictly on developing good work accurately using the language.

**Table 2**

*The most common written strategies used by teachers.*

| <b>Responses provided by</b> | <b>Written strategy</b> | <b>Frequency</b> | <b>Percentages</b> |
|------------------------------|-------------------------|------------------|--------------------|
| <b>Students</b>              | Summary                 | 14               | 27,5%              |
|                              | Dictation               | 21               | 41,2%              |
|                              | Brainstorming           | 30               | 58,8%              |
|                              | Feedback                | 48               | 94,1%              |
|                              | Collaborative writing   | 30               | 58,8%              |
|                              | Individual writing      | 40               | 78,4%              |
| <b>Teachers</b>              | Dictation               | 1                | 33,3%              |
|                              | Collaborative writing   | 3                | 100%               |
|                              | Brainstorming           | 2                | 66,7%              |
|                              | Feedback                | 3                | 100%               |
|                              | Individual writing      | 3                | 100%               |

*Note.* This table illustrates the responses provided by teachers and students concerning the most common written strategies used by EFL teachers.

Table 2 shows the responses provided both by students and teachers related to the most common written strategies that teachers use for teaching writing. Based on the answers provided by the students, on the one hand, the written strategies with the highest statistical percentages correspond to feedback (94.1%). In regards to feedback, Alvira (2016) asserts that the feedback provided by the teachers is fundamental support for the

students because the teachers can explain both in written or spoken way what students did well and what they did not well in the written texts. Consequently, based on the result and the expert's opinion, it can be mentioned that the feedback strategy is very well received by the students since, through it, the teacher shares information about what is right and wrong within the written texts. Later on, each one of the students can make the respective corrections after the feedback given.

The following strategy is individual writing (78,4%), in which López et al. (2019) explain that this strategy is helpful for students and provides beneficial conditions within the development of the writing process since the students will put it into practice all their knowledge to develop a self-made text. Additionally, by comparing the statistical information with the theoretical information, it can be assumed that individual writing tests students to write texts on their own based on the practices previously developed in the classroom; in fact, they are the ones who use their creativity and language skills to produce new texts.

The strategy that follows is collaborative writing (58.8%). According to Majed and Muhammad (2020), collaborative writing corresponds to one of the most effective interactive strategies for teaching writing skills due to the direct and active participation of students and teachers in the teaching-learning process of writing. In addition, in the classroom observations, it could be seen that almost all the students contributed to the development of collaborative writing in which they provided their ideas about the topics studied.

Finally, the last strategy is brainstorming (58.8%) in which Karim et al. (2016) add that brainstorming strategy allows students the development of written texts to be less complex because this strategy is always used to take note of the ideas that the students think before writing the text, thus allowing them to organize, integrate and interpret each of the ideas in order to create their written text.

Concerning the strategies with the lowest statistical percentages mentioned by students belongs to dictation (41.2%). In this regard, Zakiyah and Husniah (2017) comment

that dictation is one of the most used written strategies because it is helpful to improve positively the students' spelling errors that students make in writing. Moreover, this strategy is usually used in the lower level of language learning because the students are already learning new vocabulary and creating complete sentences to form a text at the first level. Because of that, dictation is an effective and necessary strategy to be implemented when students have certain written difficulties such as lack of vocabulary, grammar, and punctuation problems that cause their level of English proficiency to be low.

The strategy that follows is the summary (27.5%). Accordingly, Mouri (2020) describes that this strategy is beneficial for students because they must read a text closely and memorize the most relevant information that will contribute to the creation of the summary. Moreover, the summary strategy allows students to develop their thinking and writing competencies and practice the grammar rules.

Likewise, based on the answers provided by the teachers, the written strategies with the highest percentages are collaborative writing (100%) because of that Majed (2016) contributes by stating that the implementation of collaborative writing in the classroom is quite helpful because the teacher works together with the students in the development of written activities, and it also helps students to develop and improve not only their writing skills but also their critical thinking. Concerning the information obtained from the observations, it can be mentioned that teachers really implement collaborative writing in the classroom. That is why at the moment of developing this collaborative writing, teachers and students interact, share, analyze, and integrate their ideas in a single text synchronously, which is already focused on a determined purpose.

The following strategy is feedback (100%). Hence, Wahyuni (2017) argues that the feedback provided by the teacher is fundamental in the writing process because it allows students to be more aware of the strengths and weaknesses of writing skills. In this case, by comparing this result with the information gathered on the observations, it is possible to notice that the feedback given by the teacher facilitates the students to have a better

understanding of what they did well and what they did wrong in the written text since it helps the students to overcome all the difficulties.

The next strategy is individual writing (100%). In this case, McDonough et al. (2018) state that individual writing is a complement to the entire writing process because by applying this strategy, teachers have the opportunity to identify and measure the knowledge acquired by students through and through written texts. Additionally, according to the observations performed, the teachers implement this strategy to be developed as an extra-class activity where students are in charge of the performance of written texts in an independent way, based on what they have already learned in class.

Lastly, the ending strategy of this section is brainstorming (66.7%). In this sense, brainstorming is one of the most traditional, effective, and beneficial strategies for writers because it allows them to generate, list, organize, clarify and associate ideas that contribute to the text that will be written (Alrababah & Rababah, 2019; Sabarun, 2015; Sukadi, 2018).

In contrast, the strategy with the lowest statistical percentages correspond to dictation (33.3%). According to Ortíz (2021) argues that dictation is an effective strategy to be applied in the first levels of foreign language learning because through this strategy, students will practice specific aspects of writing such as spelling, punctuation, and grammar of the language. Therefore, dictation is a traditional strategy that is implemented specifically to help students correct different written problems through short reading texts. Therefore, it is useful to test the student's ability to listen and transcribe verbatim what they heard.

**Table 3**

*The most common written errors made by students.*

| Written errors | Teachers  | WRITTEN TEXTS |            |            | TOTAL      |
|----------------|-----------|---------------|------------|------------|------------|
|                |           | Strategy 1    | Strategy 2 | Strategy 3 |            |
| Period errors  | Teacher 1 | 19            | 14         | 15         | 48         |
|                | Teacher 2 | 23            | 16         | 22         | 61         |
|                | Teacher 3 | 15            | 11         | 13         | 39         |
| <b>TOTAL</b>   |           |               |            |            | <b>148</b> |

|                 |           |    |    |    |           |
|-----------------|-----------|----|----|----|-----------|
| Comma errors    | Teacher 1 | 14 | 10 | 11 | 35        |
|                 | Teacher 2 | 15 | 13 | 11 | 39        |
|                 | Teacher 3 | 10 | 7  | 8  | 25        |
| <b>TOTAL</b>    |           |    |    |    | <b>99</b> |
| Spelling errors | Teacher 1 | 13 | 9  | 10 | 32        |
|                 | Teacher 2 | 16 | 13 | 12 | 41        |
|                 | Teacher 3 | 10 | 7  | 6  | 23        |
| <b>TOTAL</b>    |           |    |    |    | <b>96</b> |

*Note.* This table provides information in a separate way about the most common written errors made by students.

In Table 3, it can be seen a comparison between the most common written errors students make when writing in English are among the punctuation errors and vocabulary errors.

Concerning the first type of errors, the results were focused on the identification of period errors and comma errors. Statistically, in the period errors, students made a total of 148 errors. That is to say, the students corresponding to teacher 2 were the ones who made this kind of error with the highest frequency of 68 period errors, followed by the students from teacher 1, who made a frequency of 48 period errors. Finally, the students from teacher 3 were the ones who had the lowest frequency of 39 period errors.

In the same way; regarding the comma errors, there were 99 errors made by students in total, which showed that this type of error is less frequent than the one regarding period. In this sense, teacher 2 students were still the ones with the highest frequency of errors, 39 comma errors; they were followed by the students from teacher 1, who had a frequency of 35 comma errors. Lastly, the students of teacher 3 were the students who presented less frequency comma errors with a total number of 25 comma errors.

Regarding punctuation, Nurwahyuni (2017) and Husada et al. (2018) state that punctuation errors do not allow the learner to develop written texts effectively because both period and comma are applied to give precise meaning to sentences and text. For that reason, a text with correct punctuation facilitates the reader to understand easily the

meaning of the writing since each idea or sentence is separated by a punctuation mark. In the same line, Yakhontova (2020) mentions that the most common period error is when the students forget to include it at the end of each sentence or idea, while the most common comma error is when the students overlook to insert it before a relative clause.

Concerning the second type of error, the statistical analysis showed that there were 96 spelling errors in total. This result included the errors made by the students of the three teachers. That is to say, the students with the highest frequency of spelling errors belonged to teacher 2, with a frequency of 41 spelling errors. Then, it followed the students from teacher 1, who had a frequency of 32 errors in their texts, and lastly, the students belonging to teacher 3 were the students who made this error only 23 times in their written texts. For that reason, Altamimi and Rashid (2019) say that the most frequent spelling errors made by students are usually the omission, subtraction, insertion, or misplacement of one or more letters that make up each of the words that are included in the sentences. As the authors mentioned above, Othman (2018) adds that some of the most frequent spelling errors are due to the interference of the students' mother language when they try to write in English since this is learned as a foreign language.

Hence, in comparing all of the table results with the information gathered from the teachers' interview, it was probable to assume that the students certainly had frequently presented punctuation errors (period and comma errors) and vocabulary errors (spelling errors) in writing. By comparing the statistical results to what the experts indicate about the most common written errors made by students, it can be seen that the collected data is supported by the experts' points of view. That is why when the researcher analyzed the most common written errors made by students at the sentence level, it was possible to recognize that the punctuation and spelling errors were always presented in the text either with a vast or short frequency. Therefore, it is tested the student's ability to listen and transcribe verbatim what they heard.

**Table 4**

*The most useful written strategies to help students reduce common written errors.*

| Written strategy                            | Teacher 1 | Teacher 2 | Teacher 3 | Percentages |
|---|-----------|-----------|-----------|-------------|
| Feedback                                    | X         | X         | X         | 100%        |
| Reactive writing<br>(Collaborative writing) | X         | X         | X         | 100%        |
| Brainstorming                               |           | X         | X         | 66,7%       |
| Dictation                                   | X         |           |           | 33,3%       |

*Note.* This table presents the most useful written strategies used by EFL teachers to reduce written errors made by students.

In Table 4, it is possible to be observed the most useful written strategies that the teachers interviewed used for teaching writing skills. In statistical terms, the most useful written strategies that the teachers selected for using are feedback, reactive writing, brainstorming, and dictation.

Starting the description from the strategies with the highest percentage, the feedback was used by the three teachers (100%). In this regard, Vasu and Ling (2016) consider that the application of feedback in the classroom is valuable. Indeed, the students can perceive all the comments (positive and negative) providing by the teacher so that they should be aware of the strengths and weaknesses they present during the writing of a text, and thus, to be able to improve their English writing skills. In fact, during the class observations made, it was noticed that the three teachers are always providing any comments or feedback to the students either as a group or individually during the whole writing process.

Similarly, the three teachers (100%) applied reactive writing, which is a type of collaborative writing strategy. So, it is widely known that collaborative writing is quite favorable for the students because it allows them to develop their cognitive knowledge, the English language, to enhance their active participation in the classroom, their problem solving, and communicative skills (Coffin, 2020). The reactive's writing strategy implementation within the classroom promotes the active collaboration of each member of

the working group to create a written document in real-time, which will be reviewed, edited, and adjusted to additional changes that may be generated during the development of the written text (McCahan et al., 2015). In this case, the application of the reactive strategy was vast notorious within the class observations because it was possible to see how students and teachers participated actively, sharing their ideas both in a written and spoken way to develop their text according to the topic studied. Besides, it was fundamental the careful coordination and planning by teachers so that the majority of the students participated in the development of the written activities. Moreover, this strategy was implemented by teachers using the "Google drive" platform, in which they created documents that were shared with their students to work together.

Alike, two teachers (66,7%) decided to implement the brainstorming strategy in order to organize all the ideas before starting writing a text. For that reason, Sabarun (2015) and Sukadi (2018) affirm that brainstorming is beneficial for students because it allows them to organize, list, clarify, associate, and express their ideas freely in a motivated and creative way without any pressure. Taking into account the obtained results, it can be verified that the information established in the table matches with the data gathered from the classroom observations. Therefore, for the brainstorming development, the two teachers who implemented this strategy as one of the most common in the classroom use a technology platform called Padlet to implement it in the class. Hence, the brainstorming strategy is useful to be incorporated in the writing process because it focuses mainly on the ideas' production that will be used later when the students have to start writing their texts.

Lastly, the strategy with the less percentage is the dictation since just one teacher (33,3%) desired to implement this strategy to accomplishing the written activities in the classroom. In this instance, Herusatoto (2016) and Tang (2012) argue that dictation is one of the most common and traditional strategies that is focused on listening and writing input because students must write what they heard. That is why the implementation of dictation is effective for the students because it allows them to activate their mental lexicon of the vocabulary that they have already learned and their listening comprehension since through

this skill, students listen, understand, and transcribe the words or sentences mentioned in the text. When contrasting the results obtained on the table with what the experts said, it can be understood that although dictation is not so widely used by teachers nowadays, it is effective in the learning process of a language. So, it helps students develop their listening skills, learn new vocabulary, improve their concentration, and finally improve their writing skills.

**Table 5**

*Comparison contrast between strategies used versus errors made.*

| <b>Teachers</b>  | <b>Written Strategies</b> | <b>Students' written errors</b> | <b>Frequency</b> |
|------------------|---------------------------|---------------------------------|------------------|
| <b>Teacher 1</b> | Dictation                 | Period errors                   | 19               |
|                  |                           | Comma errors                    | 14               |
|                  |                           | Spelling errors                 | 13               |
|                  | Reactive writing          | Period errors                   | 14               |
|                  |                           | Comma errors                    | 10               |
|                  |                           | Spelling errors                 | 9                |
|                  | Feedback                  | Period errors                   | 15               |
|                  |                           | Comma errors                    | 11               |
|                  |                           | Spelling errors                 | 10               |
| <b>Teacher 2</b> | Brainstorming             | Period errors                   | 23               |
|                  |                           | Comma errors                    | 15               |
|                  |                           | Spelling errors                 | 16               |
|                  | Reactive writing          | Period errors                   | 16               |
|                  |                           | Comma errors                    | 13               |
|                  |                           | Spelling errors                 | 13               |
|                  | Feedback                  | Period errors                   | 22               |
|                  |                           | Comma errors                    | 11               |
|                  |                           | Spelling errors                 | 12               |
| <b>Teacher 3</b> | Brainstorming             | Period errors                   | 15               |
|                  |                           | Comma errors                    | 10               |
|                  |                           | Spelling errors                 | 10               |
|                  | Reactive writing          | Period errors                   | 11               |
|                  |                           | Comma errors                    | 7                |
|                  |                           | Spelling errors                 | 7                |

|          |                 |    |
|----------|-----------------|----|
| Feedback | Period errors   | 13 |
|          | Comma errors    | 8  |
|          | Spelling errors | 6  |

*Note.* This table shows a comparison contrast of the most useful written strategies used by EFL teachers versus number of errors made by students in the written texts.

Table 5 provides information on how the strategies implemented by each teacher help to reduce the number of errors made by students. Therefore, it will start by mentioning statistically from the least useful strategy to the most useful.

In regards to teacher 1, the least effective strategy was dictation, since it can be observed on the table that the most common written errors made by the students correspond to period errors (19), comma errors (14), and spelling errors (13). In this case, Li (2020) and Tang (2012) claim that although the strategy of dictation provides vast benefits in developing multiple skills (writing, listening, and reading), learning vocabulary, and using the correct orthography; however, not all students work well with dictation strategy. That is to say, that students who have some difficulty in writing or have low proficiency in the English language will be limited in developing effective transcription of the text. For that reason, when comparing the number of written errors with what the authors mentioned, it was assumed that to apply this type of strategy, teachers must know the level of English proficiency of their students and the difficulties they present in order to find an effective way of teaching where learners can motivate themselves and in turn reduce the fears, tensions, and anxiety of not understanding what the text says and not being able to write accurately what they heard.

In the same manner, teacher 1 applied feedback strategy in the classroom. As a result, it can be seen that the most common written errors made by students were period errors (15), comma errors (11), and spelling errors (10). In regards to feedback writing strategy, Loan (2017) argues that it is essential within the teaching-learning writing process because the principal purpose of it is to improve the students written errors or written difficulties through the accurate, precise, and appropriate instructions and information

provided by the teacher to each one of the students. To emphasize the information previously mentioned, during the class observations, the teacher provided the corresponding feedback to the students and then used the dictation again to identify if the feedback strategy really worked. Therefore, comparing the results obtained in the dictation and the feedback, it was evident that the written errors have decreased a little.

Finally, the strategy that was the most effective belongs to the reactive writing strategy. So, it can be noticed that the most prevalent written errors committed by students related to period errors (15), comma errors (10), and spelling errors (9). In this regard, the reactive writing strategy is used within the collaborative writing process because through it; students can construct creative texts in which all members contribute by explaining their ideas or opinions in order to achieve the development of written activities and improve the quality of students' written production (Ismiati & Pebriantika, 2020; Lowry et al., 2004). In the same sense, it was evident on the class observations that this strategy was easy to be applied since in the classes attended about 13 students, and all of them could participate collaboratively with their teacher in the development of the written texts.

When looking at teacher 2, the less useful written strategy was brainstorming. Here, it was possible to observe that the most common written errors made by students were period errors (23), comma errors (15), and spelling errors (16). So, Mustafa et al. (2017) mention that brainstorming is the first step in the writing process, which is considered a pre-writing strategy where each student must list and organize the ideas, words, or phrases that will be included in the text. By comparing the frequency of written errors made by the students with the opinion of the experts, it can be inferred that due to brainstorming is a pre-writing strategy it is common for students to make written errors since, in this step, they are focused on creating a written draft where they can write their first ideas, words or opinions of the topic they are going to write on.

The next strategy applied by this teacher was feedback, in which the most prevalent written errors committed by students were period errors (22), comma errors (11), and spelling errors (12). Accordingly, Irwin (2017) affirms that the teacher must provide effective

feedback in order to reduce students' written errors. That is why the best way to provide feedback is when it is given directly. In this aspect, the students prefer that the teacher provides all the orthographic corrections that they present in the written text. Hence, by receiving direct feedback, the teacher provides orthographic correction for each of the students' written errors made in their texts, so these corrections will help students to identify visually where they made the errors and then correct them.

The last strategy in which the students made a fewer number of written errors was reactive writing. In this part, the written errors made by students belonged to the period errors (16), comma errors (13), and spelling errors (13). Sukirman (2016) states that a reactive writing strategy is beneficial for the students because they are involved in working synchronously, cooperatively, and collaboratively on the development of written products. Accordingly, the implementation of the reactive writing strategy within the classroom generates vast benefits in the writing development process since it contributes to the development of the students' communicative skills since all of them all work with a common goal, which is to complete the written activities. Furthermore, during the class observations, the teacher implemented this strategy quickly in the classroom because the group of her students was less than 10, making it easier for her students to participate in the development of the written texts.

In the results concerning teacher 3, it was possible to evidence the less useful strategies corresponded to the brainstorming strategy, in which it was proved that the most common written errors made by students are period errors (15), comma errors (10), and spelling errors (10). Hence, Malkawi and Smadi (2018) consider that a brainstorming strategy is paramount for the development of writing skills through critical thinking. In this case, students are involved directly in the performance of the flow of ideas in which they use their speed thinking to avoid the deadlock of the development of written texts. Finally, the performing of this activity is primary to do before writing the final text since it is considered a pre-writing strategy.

The following strategy applied by this teacher was feedback. In this case, it can be seen that the most common written errors done by students were period errors (13), comma errors (8), and spelling errors (6). In this regard, Vadia and Ciptaningrum (2019) comment that the implementation of the feedback strategy within the writing process is essential because it helps students significantly to decrease the written errors, and in turn, to improve their language skills, ensuring a successful improvement of writing skills.

Last but not the least, the strategy that was the most useful for reducing the number of written errors made by students was reactive writing. In this case, when the teacher applied this strategy, the period errors (11), comma errors (7), and spelling errors (7) were the most prevalent written errors made by students. For that reason, Lowry et al. (2004) express that the implementation of reactive writing strategy allows students to be aware and reflective when creating written texts in real-time. In other words, the students react to the information provided in their text in order to change, modify or add any ideas to improve the understanding of the written texts. When comparing the results obtained with what the experts said, it was evident that reactive writing strategy stimulates students to develop both the role of writer and reader. In this regard, the students express their agreement or disagreement on the ideas that make up the text, being changed or modified to ensure better writing and understanding of the written text.

After analyzing the strategies applied by the EFL teachers in the classroom versus the number of written errors made by students in the written texts, it was evidenced that the most beneficial strategy used by teachers 1, 2, and 3 belonged to reactive writing strategy; which is a strategy that is under the category of collaborative writing. This strategy is one of the most that have been contributed within the writing process because this strategy helped the students to reduce the number of written errors. In addition, when comparing the results of the reactive writing strategy obtained by the students of the three teachers, those who made the fewest written errors corresponded to teacher 3, who provided follow-up and guidance to the students in order to improve their writing level.

## Conclusions

The development of the current study permitted to conclude that the implementation of pedagogical strategies has a positive acceptance from teachers since its application guarantee students' improvement of the written skills.

It was concluded that the most common factors that affect students' development of written skills belongs to their anxiety to write in English, lack of motivation, and lack of opportunities to write in the classes.

Throughout the current study, it was concluded that the most common pedagogical strategies used by the teachers were the collaborative and independent learning written strategies. Being collaborative strategies the ones that teachers used the most and students were willing to apply.

Regarding the students' written errors, it can be confirmed that the most common written errors found in the students' written texts were punctuation errors (period and comma errors) and vocabulary errors (spelling errors); being the period errors the ones with the highest frequency.

The research study revealed that the most useful strategy applied by the teachers was reactive writing strategy, which provided evident benefits to the students, as it helped them considerably to reduce the number of written errors made when writing English texts.

Finally, it can be affirmed that the implementation of accurate written pedagogical strategies and the active interaction between teacher and students contributed to have a higher effect on the written texts productions.

### **Recommendations**

It is recommended that teachers continue using pedagogical written strategies that are suitable for students' age and level in order to help them improve their writing skills.

It is recommended that teachers of English provide both an accurate educational environment that helps students feeling more comfortable and motivated to write and more writing opportunities to help students to practice this skill.

It is advised that EFL teachers should continue implementing collaborative written strategies in the classroom since they have a great acceptance by both students and teachers so that their implementation contributes to the development of written texts.

It is suggested that EFL teachers should pay more attention to the punctuation errors made by the students in order to implement strategies that will help them reduce the number of errors and ensure a better writing for their texts.

It is recommended that EFL teachers should continue using the collaborative writing strategy in the class since it helps students to reduce the number of written errors and encourages group work.

Lastly, the teachers should continue integrating both pedagogical written strategies and an active interaction with their students to promote the improvement of their written texts.

## References

- Abas, I. (2016). Indonesian EFL students' perceptions on writing process: A pilot study. *Advances in Language and Literary Studies*, 7(3), 22-27. <https://bit.ly/3w75kow>
- Abas, I., & Noor, H. (2018). Model of the writing process and strategies of EFL proficient students writers: A case study of Indonesian learners. *Pertanika Journal Social Sciences and Humanities*, 26(3), 1-28. <https://bit.ly/2ODOrC2>
- Acuña, E. (2019). *The collaborative learning and the writing skill* [Degree Thesis, Universidad Técnica de Ambato]. <https://bit.ly/3bXKCRb>
- Alhusban, A. (2016). The impact of modern technological tools on students writing skills in English as a second language. *ERPA International Congresses on Education*, 6(7), 438-443. <https://bit.ly/38NDHI6>
- Almubark, A. (2016). Exploring the problems faced by the teachers in developing English writing skills for the students in Saudi Arabia. *International Journal of English Language Teaching*, 4(10), 10-23. <https://bit.ly/3mldWPh>
- Arababah, I., & Rababah, L. (2019). The use of brainstorming strategy among teachers of Arabic for speakers of other languages (ASOL) in writing classes. *International Journal of English Linguistics*, 9(2), 15-24. <https://doi.org/10.5539/ijel.v9n1p15>
- Altameemy, F., & Daradkeh, A. (2019). Common paragraph writing errors made by Saudi EFL students: Error analysis. *Theory and Practice in Language Studies*, 9(2), 178-187. <http://dx.doi.org/10.17507/tp1s.0902.07>
- Altamimi, D., & Rashid, R. (2019). Spelling problems and causes among Saudi English language undergraduates. *Arab World English Journal*, 10(3), 178-191. <https://bit.ly/3gX1Osn>
- Alvira, R. (2016). The impact of oral and written feedback on EFL writers with the se of screencasts. *Profile Issues in Teachers' Professional Development*, 18(2), 79-92. <https://bit.ly/35X1rYE>

- Amri, S., & Saputra, B. (2020). An analysis of the students' paragraph composition performance. *Inovish Journal*, 5(1), 79-88. <https://bit.ly/3AeokET>
- Aryanika, S. (2016). The correlation between the students' writing motivation and the writing ability. *Jurnal Tadris Bahasa Inggris*, 9(1), 215-232. <https://bit.ly/3fwQwde>
- Astrid, A., Marzulina, L., Erlina, D., Harto, K., Habibi, A., & Mukminin, A. (2019). Teaching writing to EFL student teachers: Teachers' intervention and no teachers' intervention through peer feedback-writing techniques. *Universal Journal of Educational Research*, 7(9), 1901-1908. <https://bit.ly/3tqH0N7>
- Ayua, G. (2017, September 7). Effective teaching strategies [Conference]. Orientation and refresher workshop for teachers, Benue State, Nigeria. <https://bit.ly/3vxsaGE>
- Aziz, A. (2015). Scaffolding EFL students' writing through the writing process approach. *Journal of Education and Practice*, 6(13), 131-142. <https://bit.ly/2SyDcNe>
- Bernades, M., & Alves, A. (2015). The pedagogical activity in the training of teachers: Contributions from the cultural-historical theory. *Creative Education*, 6, 1496-1507. <http://dx.doi.org/10.4236/ce.2015.614150>
- Bhairawa, A., Faridi, A., & Hartono, R. (2021). The effectiveness of brainstorming and brainwriting strategies to teach writing for students with high and low interest in academic year of 2019/2020. *International Journal of Scientific and Research Publications*, 11(1), 792-795. <https://bit.ly/3jgmPzP>
- Bascuñán, D. (2019, September 6). *The concluding sentence*. Write better. <https://writebetter.io/english-writing/the-concluding-sentence/>
- Chu, S., Wu, J., Kwan, C., & Lai, J. (2019). Wiki-based collaborative writing: A comparative study on first and second language writing among Chinese secondary students. *International Journal of Modern Education and Computer Science*, 11(1), 1-10. <https://doi.org/10.5815/ijmeecs.2019.01.01>
- Coffin, P. (2020). Implementing collaborative writing in EFL classrooms: Teachers and students' perspectives. *Language Education and Acquisition Research Network Journal*, 13(1), 178-194. <https://bit.ly/38Ndaui>

- Craft, C. (2020, May 16). *The 5 steps of writing process that every blogger should do*. Inspire first. <https://inspirefirst.com/the-5-steps-of-the-writing-process/>
- Dagnell, R. (2017, May 4). *English language teaching materials*. Edublogs. <https://bit.ly/3vHMpl8>
- Darrin. (2017, October 24). *Approach, Method, Procedure, and Techniques in Language Learning*. Educational Research Techniques. <https://bit.ly/38PYDy2>
- Dorgu, T. (2015). Different teaching methods: A panacea for effective curriculum implementation in the classroom. *International Journal of Secondary Education*, 3(6), 77-87. <https://bit.ly/3r2pEox>
- Ekmekçi, E. (2018). Exploring Turkish EFL students' writing anxiety. *The Reading Matrix: An International Online Journal*, 18(1), 158-175. <https://bit.ly/3x0YT7n>
- European Union. (2016). *Classification of learning activities (CLA) manual*. European Union. <https://bit.ly/2OxTp3k>
- Fajriyah, N. (2018). *The use of comic strips to improve students' reading comprehension: A classroom action research of the Eighth grade students of SMP N 1 Kledung in the academic year of 2017/2018* [Degree Thesis, Islamic Institute of Salatiga]. <https://bit.ly/2OCvQWQ>
- Febriyanti, A., Dewi, S., & Candra, A. (2018). Using self-assessment to assess rural young learners' writing skills in English foreign language classroom. *Journal of Applied Studies in Language*, 2(2), 109-115. <http://ojs.pnb.ac.id/index.php/JAS>
- Friatin, L. (2018). Students' perception on teaching writing through Facebook group in EFL class. *Vision: Journal for Language and Foreign Language Learning*, 7(1), 57-66. <https://bit.ly/3eMXfA4>
- Gill, A., & Kusum. (2017). Teaching approaches, methods and strategy. *Scholarly Research Journal for Interdisciplinary Studies*, 4(36), 6692-6697. <https://bit.ly/3ha9hTK>

- Gumbo, S., Magonde, S., & Nhamo, E. (2017). Teaching strategies employed by physical education teachers in Gokw North primary schools. *International Journal of Sport, Exercise and Health Research*, 1(2), 61-65. <https://bit.ly/2Oxiw6o>
- Haerazi., & Irawan, L. (2019). Practicing genre-based language teaching model to improve students' achievement of writing skills. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 4(1), 9-18. <https://bit.ly/3bR3iBW>
- Herusatoto, H. (2016). Using dictation to promote the use of grammar knowledge in reconstructing listening text. *A journal of Culture, English Language, Teaching, and Literature*, 16(2), 216-240. <https://bit.ly/35URPNV>
- Hertiki. (2018). The implementation of the writing process in teaching writing for young learners. *Journal of English for Academic and Specific Purposes*, 1(2), 1-15. <https://doi.org/10.18860/jeasp.v1i2.5950>
- Hidayati, F. (2015). The effectiveness of using interactive writing in teaching writing. *Linguistics and ELT Journal*, 3(2), 18-30. <https://bit.ly/3tvM6Yr>
- Hidayati, K. (2018). Teaching writing to EFL learners: An investigation of challenges confronted by Indonesian teachers. *Journal of the Association for Arabic and English*, 4(1), 21-31. <https://bit.ly/2QkjZgS>
- Homsini, E., & Mustika, G. (2018). Students' writing process for Project Ibunka: A case study of EFL writers. *Journal of English Language Teaching and Linguistics*, 3(3), 203-215. <https://bit.ly/38KZuA0>
- Hoque, E. (2016, July 10). *Teaching approaches, methods and techniques* [Conference]. International Conference on Language Education and Research. <https://bit.ly/2QfSwwR>
- Hosseini, M., Bravali, M., & Rezvani, R. (2020). Wikis-based collaborative writing in EFL classrooms: Fluency and learners' attitudes in focus. *Cogent Arts and Humanities*, 7, 1-28. <https://doi.org/10.1080/23311983.2020.1826649>
- Husada, S., Hidayati., & Humaira. (2018). An error analysis of using punctuation made by students in descriptive text at the second year students of SMPN 3 WERA in

- academic year 2017/2018. *Journal Pendidikan Berkarakter*, 1(1), 23-26.  
<https://bit.ly/3yxSfa0>
- Huy, N. (2015). Problems affecting learning writing skills of grade 11 at Thong Linh high school. *Asian Journal of Educational Research*, 3(2), 53-69. <https://bit.ly/3rQhi4m>
- Irwin, B. (2017). Written corrective feedback: student preferences and teacher feedback practices. *Journal of Language Learning*, 3(2), 35-58. <https://bit.ly/35W7SLn>
- Ismiati., & Pebriantika, E. (2020). Designing strategies for university students' writing skill. *Journal of Languages and Language Teaching*, 8(1), 8-19. <https://bit.ly/2TdjGWH>
- Jumat. (2015, July 31). *The difference between: approach, strategy, method, technique, and model*. Education language learning. <https://bit.ly/30SBOWh>
- Karim, R., Abu, A., & Khaja, F. (2016). *Brainstorming approach and mind mapping in writing activity* [Conference]. <https://bit.ly/3hyul80>
- Khoiriyah., & Mahendra, P. (2017). Promoting flipped classroom model in teaching writing of EFL learners. *KnE Social Sciences*, 1(3), 279-291. <https://bit.ly/3qzndLh>
- Kistner, S., Rakoczy, K., Otto, B., Klieme, E., & Büttner, G. (2015). Teaching learning strategies. The role of instructional context and teacher beliefs. *Journal for Educational Research online*, 7(1), 176-197. <https://bit.ly/3bUjQJf>
- Krueger, V. (2016, March 28). *Fundamentals of editing: The editing process*. Poynter. <https://bit.ly/2QbB902>
- Kukreja, S. (n.d). *Writing process*. Management study HQ. <https://bit.ly/30NcUHB>
- Kurlillah, A. (2016). *The effectiveness of using free-writing technique on writing skill at eighth grade of Mts Al Hidayah Kendal Ngawi in Academic Year 2015/2016* [Degree Thesis, Islamic Collage STAIN Ponorogo]. <https://bit.ly/3cESmX9>
- Kurnia, R., Arief, D., & Irdamurni, I. (2017). Development of teaching materials for narrative writing using graphic organizer story map in elementary schools. *International Journal of Research in Counseling and Education*, 1(1), 22-26.  
<https://bit.ly/3gYFPBi>

- Kusumawaty, R. (2017). *Teaching writing at SMPN 1 Balong* [Degree Thesis, Institute of Islamic Studies]. <https://bit.ly/3bPnvbg>
- Li, L. (2020). Exploring the effectiveness of a reading-dictation task in promoting Chinese learning as a second language. *Higher Education Studies*, 10(1), 100-108. <https://doi.org/10.5539/hes.v10n1p100>
- Li, M., & Zhu, W. (2017). Explaining dynamic interactions in wiki-based collaborative writing. *Language Learning & Technology*, 21(2), 96-120. <https://bit.ly/3cBOITr>
- Loan, N. (2017). A case study of combined peer-teacher feedback on paragraph writing at a university in Thailand. *Indonesian Journal of Applied Linguistics*, 7(2), 15-24. <https://bit.ly/3g8UCHY>
- López, S., Roca, J., & Manchón, R. (2019). Language reflection fostered by individual L2 writing tasks. *Studies in Second Language Acquisition*, 41(3), 503-527. <https://bit.ly/3vYPagS>
- Mackenzie, N. (2015). Interactive writing: A powerful teaching strategy. *Practical Literacy: The Early and Primary Years*, 20(3), 36-38. <https://bit.ly/3rWcp9U>
- Majed, N., & Muhammad, Z. (2020). The effectiveness of interactive writing strategy in teaching writing to EFL preparatory school students and their attitudes towards writing. *Journal of Tikrit University for Humanities*, 27(3), 27-57. <https://bit.ly/3tqO2Bv>
- Malkawi, N., & Smadi, M. (2018). The effectiveness of using brainstorming strategy in the development of academic achievement of sixth grade students in English grammar at public schools in Jordan. *International Education Studies*, 11(3), 92-100. <https://doi.org/10.5539/ies.v11n3p92>
- Mas, R., Rosniza, M., Phaveena, P., Rafidah, A., Suhailah, M., & Norlizawati, M. (2017). The effectiveness of using WH-Questions in improving the writing skills of upper primary schools students in Malaysia. *International Journal of Development Research*, 7(9), 15466-15470. <https://bit.ly/3jki74b>

- Master Class. (2020, November 8). *8 persuasive writing tips and techniques*. Master Class.  
<https://bit.ly/3rV4km1>
- McCahan, P., Anderson, M., Kortschot, P., Weiss, P., & Woodhouse, K. (2015).  
*Introduction to teamwork, in Designing Engineers: An Introductory Text*. Hoboken,  
 NJ: Wiley. <https://bit.ly/3eTLqHK>
- McDonough, K., De Vleeschauwer, J., & Crawford, W. (2018). Comparing the quality of  
 collaborative writing, collaborative prewriting, and individual texts in a Thai EFL  
 context. *System*, 74, 109–120. <https://doi.org/10.1016/j.system.2018.02.010>
- Meer, S. (2016, May 10). *Four different types of writing styles: Expository, descriptive,  
 persuasive, and narrative*. Owlcation. <https://bit.ly/3eMZJOQ>
- Messuri, K. (2016). Writing effective paragraphs. *The Southwest Respiratory and Critical  
 Care Chronicles*, 4 (15), 86-88. <https://bit.ly/3rP6l33>
- Ministry of Education of Ecuador. (2016). Acuerdo Nro MINEDUC-ME-2016-00020-A.  
<https://bit.ly/3ivRfgX>
- Mouri, C. (2020). Summarizing as a strategy to enhance grammar and writing skills: the  
 case of first year LMD learners at the Algerian University Dr. Tahar Moulay-Saida.  
*Arab World English Journal (AWEJ)*, 11(2), 303-310. <https://bit.ly/3qvlZzE>
- Muhammad, K., & Misela, J. (2020). The effectiveness of comic strip in teaching writing  
 narrative text. *Journal Development of English Teaching and Literature*, 1(1), 17-22.  
<https://bit.ly/3r2uRwB>
- Mupa, P. & Chinooneka, T. (2015). Factors contributing the ineffective teaching and  
 learning in primary schools: Why are schools in decadence? *Journal of Education  
 and Practice*, 6(9), 125-133. <https://files.eric.ed.gov/fulltext/EJ1079543.pdf>
- Mustafa, F., Kirana, M, & Bahri, S. (2017). Errors in EFL writing by junior high students in  
 Indonesia. *International Journal of Research Studies in Language Learning*, 6(1),  
 38-52. <https://bit.ly/3hdQ7w7>

- Nan, C. (2018). Implications of interrelationship among four languages skills for high school English teaching. *Journal of Language Teaching and Research*, 9(2), 418-423.  
<http://dx.doi.org/10.17507/jltr.0902.26>
- Nordquist, R. (2019, January 20). *Definition and examples of narratives in writing*. Thought.  
<https://bit.ly/3vHSKNs>
- Nurwahyuni, (2017). *An error analysis of the punctuation in students' writing* [Degree Thesis, Universitas Islam Negeri Ar-Raniry]. <https://bit.ly/3h5OErS>
- Ortiz, A. (2021). *Shared Dictation Strategy and writing skill* [Degree Thesis, Universidad Técnica de Ambato]. <https://bit.ly/3w3WSpQ>
- Othman, A. (2018). An investigation of the most common spelling errors in English writing committed by English-Major male students: At the university of Tabuk. *Journal of Education and Practice*, 9(1), 17-22. <https://bit.ly/3jgRzRe>
- Polk, M. (2019, August 27). *Steps-by-step: tackling the writing process*. Teach Writing.  
<https://bit.ly/3rWf0AC>
- Qaddoura, M., & Almasradi, R. (2019). A case study of Communicative Language Learning (CLL) in teaching writing in a rural school environment. *Journal of Research in Psychology (JRP)*, 1(4), 1-5. <https://bit.ly/3hful5l>
- Rahmawati, S. (2017). Direct and indirect corrective feedback on EFL students writing skills: A case study in a junior high school in Bandung. *Journal of English and Education*, 5(1), 64-71. <https://bit.ly/35Tle9V>
- Rao, P. (2019). The significance of writing skills in ELL environment. *Academia an International Multidisciplinary Research Journal*, 9(3), 5-17. <https://bit.ly/3bUm8ll>
- Reddy, M. (2020). Employing cognitive strategies to develop the writing skills of technical students. *Waffen-Und Kostumkunde Journal*, 11(8), 202-210. <https://bit.ly/3djYJk2>
- Rhalmi, M. (2018, November 4). *Approach, method, procedure, and technique*. My English pages. <https://bit.ly/3bVfkdD>
- Sabarun. (2015, November 15). The effectiveness of using brainstorming technique in writing paragraph across the different level of achievement at the second semester

English department students of Palangka Raya State Islamic Institute [Conference].  
International Conference on Language education and Research.

<https://bit.ly/3qUCOU8>

Selvaraj, M., & Abdul, A. (2020). Flowchart: Scaffolding narrative writing in an English as a second language (ESL) primary classroom. *Arab World English Journal (AWEJ) Special Issue on CALL* (6), 122-139. <https://dx.doi.org/10.24093/awej/call6.9>

Singh, K. (2020). Effectiveness of BME strategy in improving writing skills among low proficiency English language learners. *International Journal of Language, Literacy and Translation (IJoLLT)*, 3(2), 32-45. <https://bit.ly/3eN4qZi>

Soraya, K. (2016). The effectiveness of collaborative writing strategy (CWS) in writing lesson regarded to the students creativity. *Lingua Culture*, 10(2), 63-67.  
<https://bit.ly/3jjqQDy>

Sri, S., & Rao, C. (2018). Developing students' writing skills in English- A process approach. *Journal for Research Scholars and Professionals of English Language Teaching*, 2(6). <https://bit.ly/3gpRQhD>

Subroto, N. (2013). *The effect of teaching writing through PowerPoint as media on the seventh grade students of SMP Muhammadiyah 1 MLATI in the academic year of 2012/2013* [Degree Thesis, University of Yogyakarta]. <https://bit.ly/3eUev6q>

Sukadi. (2018). The effect of brainstorming in teaching writing to the eight grade students of MTsS A1 Muwazanah in academic year 2016/2017. *Simki-Pedagogia*, 2(8), 1-7.  
<https://bit.ly/30OhO6W>

Sukiman, M. (2016). Using collaborative writing in teaching writing. *Langkawi*, 2(1), 33-46.  
<https://bit.ly/3y9ftm8>

Tacuri, J., & Fernandez, M. (2016). *Teaching strategies to develop the writing skill*. [Degree Thesis, Universidad de Guayaquil]. <https://bit.ly/3s0EvBa>

Tang, Q. (2012). The effectiveness of dictation method in college English vocabulary teaching. *Theory and Practice in Language Studies*, 2(7), 1472-1476.  
<https://bit.ly/2T3OPfu>

- Tovar, R. (2017). Vocabulary knowledge in the production of written texts: case study on EFL language learners. *Revista Tecnológica ESPOL-RTE*, 30(3), 89-105.  
<https://bit.ly/3x0LNHz>
- Vadia, M., & Ciptaningrum, D. (2019). Improving students' writing skills using online feedback. *Advances in Social Science, Education and Humanities Research*, 461, 178-182. <https://bit.ly/2U7RMeQ>
- Valdes, O. (2019, November 4). *How to write a descriptive paragraph*. Thought.  
<https://bit.ly/3vwNLir>
- Vasu, K., & Ling, C. (2017). Malaysian tertiary level ESL students' perceptions toward teacher feedback, peer feedback, and self-assessment in their writing. *International Journal of Applied Linguistics and English Literature*, 5(5), 158-170.  
<https://bit.ly/3vVLJat>
- Wali, O. (2020). The importance of paragraph writing: An introduction. *International Journal of Latest Research in Humanities and Social Science*, 3(7), 44-50.  
<https://bit.ly/3eN4Z5m>
- Wahyuni, S. (2017). The effect of different feedback on writing quality of college students with different cognitive styles. *Dinamika Ilmu*, 17(1), 39-58. <https://bit.ly/3jkVInm>
- Wirantaka, A. (2016). Paragraph writing of academic texts in an EFL context. *Journal of Foreign Language Teaching and Learning*, 1(2), 34-45. <https://bit.ly/2P340CV>
- Yakhontova, T. (2020). Punctuation mistakes in the English writing of Non-Anglophone researchers. *Journal of Korean Medical Science JKMS*, 35(27), 1-4.  
<https://doi.org/10.3346/jkms.2020.35.e299>
- Zakiah, I., & Husniah, R. (2017). The effect of running dictation towards students spelling in writing short functional text at SMP Islamic Qon. *Journal of English Teaching, Literature, and Applied Linguistics*, 1(2), 22-28. <https://bit.ly/3hawAgn>

## Appendixes

### Appendix 1: Student's questionnaire

**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
**Pedagogía de los Idiomas Nacionales y Extranjeros**



#### Students' questionnaire

The purpose of this instrument is to collect information about the students' difficulties in writing and the written strategies used by the teacher into the Classroom. The information obtained will be useful for the development of the current research work. Please read each questions and tick (√) the alternative that you consider appropriate.

**1. Do you agree or disagree that lack of students motivation is a difficulty you face when writing in English?**

Strongly agree      ( )

Agree                      ( )

Disagree                      ( )

Strongly disagree      ( )

**2. Do you agree or disagree that lack of students' vocabulary is a difficulty you face when writing in English?**

Strongly agree      ( )

Agree                      ( )

Disagree                      ( )

Strongly disagree      ( )

**3. Do you agree or disagree that lack of opportunities to write English texts in class is a difficulty you face when writing in English?**

Strongly agree      ( )

Agree                      ( )

Disagree                      ( )

Strongly disagree      ( )

**4. Do you agree or disagree that lack of students' concentration to generate ideas before writing is a difficulty you face when writing in English?**

Strongly agree ( )

Agree ( )

Disagree ( )

Strongly disagree ( )

**5. Do you agree or disagree that students' anxiety to write in English is a difficulty you face when writing in English?**

Strongly agree ( )

Agree ( )

Disagree ( )

Strongly disagree ( )

**6. What of the following strategies, does your teacher use to teach writing skill?**

Summary ( )

Dictation ( )

Organizing ideas ( )

Brainstorming ( )

Feedback ( )

Collaborative writing ( )

Individual writing ( )



## Appendix 2: Teacher's interview

### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

#### Pedagogía de los Idiomas Nacionales y Extranjeros

#### Teacher's interview

The purpose of this instrument is to collect information regarding the most common and useful writing strategies used by EFL teachers during the development of the English classes at the second degree of baccalaureate.

#### **A. Personal Information**

1. Gender: \_\_\_\_\_
2. Age: \_\_\_\_\_
3. Academic degree: \_\_\_\_\_
4. Working experience: \_\_\_\_\_

#### **B. Writing Strategies**

5. According to your perspectives, what is the students' level of English proficiency language of the second degree of baccalaureate?
6. Do you use pedagogical strategies to teach writing skills? Which?
7. What of the pedagogical strategies that you mentioned are the most effective to develop students' writing skills? Why?
8. For writing skills development, do you prefer to organize the class in groups or not? Why?
9. What is your opinion about the implementation of pedagogical strategies to teach writing skills at second degree of baccalaureate? Are they useful or not?
10. What are the most common students' written errors that you identify when you review the students' written texts?

**Thank you for your collaboration!**

### Appendix 3: Observation sheet

**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
**Pedagogía de los Idiomas Nacionales y Extranjeros**



#### Classroom Observation Checklist

The purpose of this instrument is to identify what writing strategies teachers are applying to develop writing skill on EFL learners. Read each statement and tick (✓) the box with the best option in each statement according to your class observations. The shaft of the responses is based on the following criteria:

- (1) Never
- (2) Hardly ever
- (3) Sometimes
- (4) Always

**Unidad Educativa` Name:** \_\_\_\_\_

**Parallel observed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Observer:** \_\_\_\_\_

| Statements   | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| <b>Statements concerning to the teacher and students:</b>  |   |   |   |   |
| 1. Both teacher and students have access to Internet connection.   |   |   |   |   |
| 2. The English classroom provides a good environment for the teaching-learning process.  |   |   |   |   |
| 3. The teacher develops all the anticipatory activities prior to start the class: presents objectives of the class, develops a warm-up activity, and reviews previous knowledge. |   |   |   |   |
| 4. The teacher conducts writing activities in the class.   |   |   |   |   |
| 5. The teacher`s instructions are clear.   |   |   |   |   |
| 6. The teacher uses pedagogical strategies to teach writing skills.  |   |   |   |   |
| 7. The writing activities assigned are in accordance to the student`s proficiency level.   |   |   |   |   |

|  |  |  |  |  |
|--|--|--|--|--|
| 8. Students feel active and focus on the development of writing activities.                        |  |  |  |  |
| 9. Students are given the appropriate amount of time to write and apply the skills being targeted. |  |  |  |  |
| 10. Students develop writing activities as a collaborative work.                                   |  |  |  |  |
| 11. The teacher and the students interact and maintain direct and active communication.            |  |  |  |  |
| 12. The teacher provides specific, positive and corrective feedback                                |  |  |  |  |

**Observations:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thank you for your collaboration!**