

**AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA
REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA DEL
TEXTO COMPLETO**

Autor1

Puerto Colombia, 4 de diciembre de 2020

Señores

DEPARTAMENTO DE BIBLIOTECAS

Universidad del Atlántico

Asunto: Autorización Trabajo de Grado

Cordial saludo,

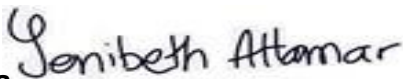
Yo, **YENIBETH ALTAMAR OROZCO**, identificado(a) con **C.C. No. 1.043.028.403** de **SABANALARGA, ATLÁNTICO**, autor(a) del trabajo de grado titulado **WRITING STRATEGIES TO AVOID SYNTAX ERRORS** presentado y aprobado en el año **2020** como requisito para optar al título Profesional de **LICENCIADA EN IDIOMAS EXTRANJEROS**; autorizo al Departamento de Bibliotecas de la Universidad del Atlántico para que, con fines académicos, la producción académica, literaria, intelectual de la Universidad del Atlántico sea divulgada a nivel nacional e internacional a través de la visibilidad de su contenido de la siguiente manera:

- Los usuarios del Departamento de Bibliotecas de la Universidad del Atlántico pueden consultar el contenido de este trabajo de grado en la página Web institucional, en el Repositorio Digital y en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad del Atlántico.
- Permitir consulta, reproducción y citación a los usuarios interesados en el contenido de este trabajo, para todos los usos que tengan finalidad académica, ya sea en formato CD-ROM o digital desde Internet, Intranet, etc., y en general para cualquier formato conocido o por conocer.

Esto de conformidad con lo establecido en el artículo 30 de la Ley 23 de 1982 y el artículo 11 de la Decisión Andina 351 de 1993, "Los derechos morales sobre el trabajo son propiedad de los autores", los cuales son irrenunciables, imprescriptibles, inembargables e inalienables.

Atentamente,

Firma



YENIBETH ALTAMAR OROZCO

C.C. No. 1.043.028.403 de SABANALARGA, ATLÁNTICO



Universidad
del Atlántico

CÓDIGO: FOR-DO-109

VERSIÓN: 0

FECHA: 03/06/2020

**AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA
REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA DEL
TEXTO COMPLETO**

Autor2

Puerto Colombia, 4 de diciembre de 2020

Señores

DEPARTAMENTO DE BIBLIOTECAS

Universidad del Atlántico

Asunto: Autorización Trabajo de Grado

Cordial saludo,

Yo, **LAURA MARCELA GUTIÉRREZ REGINO**, identificado(a) con **C.C. No. 1.042.458.297** de **BARRANQUILLA, ATLÁNTICO**, autor(a) del trabajo de grado titulado **WRITING STRATEGIES TO AVOID SYNTAX ERRORS** presentado y aprobado en el año **2020** como requisito para optar al título Profesional de **LICENCIADA EN IDIOMAS EXTRANJEROS**; autorizo al Departamento de Bibliotecas de la Universidad del Atlántico para que, con fines académicos, la producción académica, literaria, intelectual de la Universidad del Atlántico sea divulgada a nivel nacional e internacional a través de la visibilidad de su contenido de la siguiente manera:

- Los usuarios del Departamento de Bibliotecas de la Universidad del Atlántico pueden consultar el contenido de este trabajo de grado en la página Web institucional, en el Repositorio Digital y en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad del Atlántico.
- Permitir consulta, reproducción y citación a los usuarios interesados en el contenido de este trabajo, para todos los usos que tengan finalidad académica, ya sea en formato CD-ROM o digital desde Internet, Intranet, etc., y en general para cualquier formato conocido o por conocer.

Esto de conformidad con lo establecido en el artículo 30 de la Ley 23 de 1982 y el artículo 11 de la Decisión Andina 351 de 1993, "Los derechos morales sobre el trabajo son propiedad de los autores", los cuales son irrenunciables, imprescriptibles, inembargables e inalienables.

Atentamente,

Firma

LAURA MARCELA GUTIÉRREZ REGINO

C.C. No. 1.042.458.297 de BARRANQUILLA, ATLÁNTICO

DECLARACIÓN DE AUSENCIA DE PLAGIO EN TRABAJO ACADÉMICO PARA GRADO

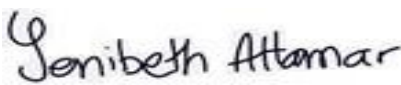
Este documento debe ser diligenciado de manera clara y completa, sin tachaduras o enmendaduras y las firmas consignadas deben corresponder al (los) autor (es) identificado en el mismo.


Puerto Colombia, 4 de diciembre de 2020

Una vez obtenido el visto bueno del director del trabajo y los evaluadores, presento al **Departamento de Bibliotecas** el resultado académico de mi formación profesional o posgradual. Asimismo, declaro y entiendo lo siguiente:

- El trabajo académico es original y se realizó sin violar o usurpar derechos de autor de terceros, en consecuencia, la obra es de mi exclusiva autoría y detento la titularidad sobre la misma.
- Asumo total responsabilidad por el contenido del trabajo académico.
- Eximo a la Universidad del Atlántico, quien actúa como un tercero de buena fe, contra cualquier daño o perjuicio originado en la reclamación de los derechos de este documento, por parte de terceros.
- Las fuentes citadas han sido debidamente referenciadas en el mismo.
- El (los) autor (es) declara (n) que conoce (n) lo consignado en el trabajo académico debido a que contribuyeron en su elaboración y aprobaron esta versión adjunta.

Título del trabajo académico:	WRITING STRATEGIES TO AVOID SYNTAX ERRORS
Programa académico:	LICENCIATURA EN IDIOMAS EXTRANJEROS

Firma de Autor 1:							
Nombres y Apellidos:	YENIBETH ALTAMAR OROZCO						
Documento de Identificación:	CC	X	CE		PA	Número:	1.043.028.403
Nacionalidad:					Lugar de residencia:		
Dirección de residencia:							
Teléfono:					Celular:		

Firma de Autor 2:							
Nombres y Apellidos:	LAURA MARCELA GUTIÉRREZ REGINO						
Documento de Identificación:	CC	X	CE		PA	Número:	1.042.458.297
Nacionalidad:					Lugar de residencia:		
Dirección de residencia:							
Teléfono:					Celular:		



FORMULARIO DESCRIPTIVO DEL TRABAJO DE GRADO

TÍTULO COMPLETO DEL TRABAJO DE GRADO	WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLANTICO
AUTOR(A) (ES)	YENIBETH ALTAMAR OROZCO, LAURA MARCELA GUTIERREZ REGINO
DIRECTOR (A)	
CO-DIRECTOR (A)	NO APLICA
JURADOS	
TRABAJO DE GRADO PARA OPTAR AL TÍTULO DE	LICENCIADO EN IDIOMAS EXTRANJEROS
PROGRAMA	LICENCIATURA EN IDIOMAS EXTRANJEROS
PREGRADO / POSTGRADO	PREGRADO
FACULTAD	EDUCACIÓN
SEDE INSTITUCIONAL	UNIVERSIDAD DEL ATLÁNTICO VÍA PUERTO COLOMBIA
AÑO DE PRESENTACIÓN DEL TRABAJO DE GRADO	2020
NÚMERO DE PÁGINAS	90
TIPO DE ILUSTRACIONES	TABLAS, GRÁFICOS, IMÁGENES Y FOTOGRAFÍAS.
MATERIAL ANEXO (VÍDEO, AUDIO, MULTIMEDIA O PRODUCCIÓN ELECTRÓNICA)	TALLERES, ENCUESTAS, TEST DIAGNOSTICO.
PREMIO O RECONOMIENTO	NO APLICA

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 1**

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO**

YENIBETH ALTAMAR

OROZCO

LAURA GUTIÉRREZ

REGINO

**UNIVERSIDAD DEL ATLÁNTICO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
FOREIGN LANGUAGE PROGRAM
BARRANQUILLA**

2020

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 2**

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO**

YENIBETH ALTAMAR

OROZCO

LAURA GUTIÉRREZ

REGINO

Degree work submitted to qualify for the title bachelor's degree in Foreign Languages

Asesor:

**UNIVERSIDAD DEL ATLÁNTICO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
FOREIGN LANGUAGE PROGRAM
BARRANQUILLA**

2020

ACCEPTANCE PAGE

APPROVED

Sadid Ortega Perez

JURY

Jhonny Llinas

JURY

BARRANQUILLA, October 2020

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to all my teachers who contribute to my formation as an English teacher. I sincerely thank Mr. Abraham Sir and ORII team for giving me the opportunity to travel overseas and live that wonderful experience that made me grow up as a person and as a teacher. Finally, I want to thank my thesis partner and my friends for always being there, I am really grateful for all the experience I lived at Universidad del Atlántico.

Yenibeth Altamar Orozco

I would like to express my gratitude to God for being the guide we needed to give us patience and wisdom to complete this beautiful stage. I would also like to thank my parents for being my indispensable pillar throughout my university career. To my grandmother for always being unconditional, since with her example and love I am the person I am right now. To thank my friends who with their messages of moral support allowed me with determination, love and dedication to complete this great stage. To all my professors of the career who with their multiple knowledge and their trajectories contributed a lot in my life.

Finally, I thank my thesis partner, Yenibeth my great friend and colleague, today and always.

Laura Gutierrez Regino

DEDICATORY

To God

For giving me enough wisdom, intelligence, and health to carry out with all the good and difficult moments I faced during the career.

To my parents and my grandmothers

Thanks to them for supporting me when I needed it and for those encouraging words they always told me when I felt that I wanted to give up and for the motivation I received day by day.

Yenibeth Altamar Orozco

This dedicatory is directed mainly to God for allowing me to be here writing this, finishing another step in my professional life. Also, to my family, for being the reason for my joys, love and wisdom and which supported me unconditionally throughout my university career and throughout my life

Laura Gutierrez Regino

CONTENTS

ABSTRACT	8
Introduction.....	9
CHAPTER 1	12
1.1 Research problem.....	12
1.2 Research Question	15
1.3 Objectives	16
1.4 General objective	16
1.5 Specific objectives	16
1.6 Justification	17
1.7 Social Relevance	20
1.8 Feasibility or Feasibility of This Research.....	21
1.9 Methodological Utility.....	21
1.10 Theoretical Value:.....	22
1.11 Practical implications.....	23
1.12 Convenience:	24
1.13 Legal Issues.....	26
CHAPTER 2	30
Theoretical framework.....	30
2.1 Background Studies	30
2.2 International Level.....	30
2.3 National level.....	31
2.4 Local level.....	33
2.5 Relevant theories.....	34
2.6 The Concept of Writing	34
2.7 Writing Skills	36
2.8 Grammar, Spelling and Punctuation	37
2.9 The Concept of Skill	37
2.10 Grammar	37
2.11 Writing Strategies	38
2.12 Syntax Errors	39
2.13 The Concept of Survey	39
2.14 Teaching Writing	40
2.15 Assessing Writing	41
CHAPTER III	45
3.0 Methodological Framework.....	45
3.1 Method.....	45
3.2 Paradigm	45
3.3 Type of approach	47

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 7**

3.4 Methodological Design.....	48
3.5 Sample	48
3.6 Contextual Framework.....	49
3.7 Instruments of Data Collection	50
3.8 Observation.....	50
3.9 Proficiency Test.....	51
3.10 Interview	52
CHAPTER IV	54
4.0 Results.....	54
4.1 First Category: Frustration when writing	55
4.2 The third category is: Tools and materials used in classes.....	64
4.3 Conclusions of this chapter.....	65
CHAPTER V	67
5.0 Pedagogical Proposal.....	67
5.1 Introduction.....	67
5.2 Justification.....	69
5.3 General Objectives.....	70
5.4 Specific Objectives	70
5.6 Justification.....	71
5.7 Methodology of proposal.....	71
Workshops	74
CHAPTER VI.....	87
6.0 Conclusions and Recommendations	87
6.1 Recommendations.....	89
References.....	91
Appendices.....	96

ABSTRACT

In this project *Writing strategies to avoid syntax errors in architecture students of first semester at Universidad del Atlántico*, it was analyzed the writing behavior in first semester of architecture students from this institution, aged from 17 to 21 years old, seven boys and three girls, also teacher's and outside community toward the institution. Furthermore, data collection methods were implemented such as observation, survey, diagnostic testing and interviews. All these, to identify the problems and causes that avoid students to write the English language; the data was analyzed in a descriptive way, with the help of visual tools to highlight and to show results. From this research it was noticed that students had great difficulties in writing and made many syntax errors. On the other hand, it was notable that the majority of students preferred a class with various teaching aids such as pictures, videos, songs, stories and a fun way to learn English. Taking into account the above, it was implemented a pedagogical proposal with images and the use of some strategies due to its dynamism, as strategies to reinforce the difficulties of students in writing skills at the time of class; some visual images were used in the design of activities. It was used the qualitative method under an interpretativist paradigm and an action research design. A sample of 10 students were studied, 7 boys and 3 girls. Using images and virtual applications resources produced satisfactory results and students at the end improved their English writing skills and at the same time, students did not make syntax errors. These results suggest that with good strategies and a good disposition, the objectives can be achieved.

Key words: Images, writing skills, teaching, strategy, syntax errors.

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN STUDENTS OF
FIRST SEMESTER OF ARCHITECTURE AT UNIVERSIDAD DEL ATLÁNTICO**

Introduction

In a foreign language classroom environment, it is very vital for students to develop the four communicative skills in order to have an excellent performance in a foreign language. Nevertheless, it is significant to recognize the complexity of this task in order to learn these skills. That is the reason why in foreign language classrooms, it is common to find problems related to oral production, fear of speaking and weaknesses when listening and writing sentences and compositions. As it was already mentioned, besides fear of speaking, the fear of writing compositions and expressing own ideas in paragraphs, texts, stories, poems, are common problems in foreign language learners.

It is essential to know that writing is a skill, which is really helpful when learning languages and also it could be useful to improve other skills considerably. In English learning classroom, the teacher is the main aider aimed at developing the four skills of the learner in order to understand, speak, read and write. Writing skill is placed as the last in this order, but it does not mean that it is least important.

On the other hand, it is fundamental to highlight that writing is a form of communication in which students set their feelings and ideas in a piece of paper. Besides, it is used to transmit, explore, set knowledge, thoughts, beliefs into convincing arguments. According to Carroll (1990), the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories,

WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 10

etc. As we all know, writing is one of the oldest means of communication and it is one of the most widely recognized skills used in books, scientific texts and other means by which writing is always an outstanding skill during the learning process of a person.

As children grow up, they develop their writing skills with the help of spelling, vocabulary, grammar, and organization come together and help the student demonstrate more advanced writing skills. Hampton (1989) said that “Writers gain comprehensibility when they can write so that it can be read and understood by themselves and others” (p. 9). As a result of this, we can observe that it will always be much easier for children to learn a second language or even improve their skills in their second language, in this case related to their writing skills because they are learning to write little by little, they understand their mistakes and one more time it is confirmed that all that was mentioned before is part of a process.

Grabe and Kaplan (1996) said that “probably half of the world’s population does not know how to write adequately and effectively” (p. 87). Writing and learning to write has always been one of the most complex language skills. Nunan (1989) agreed that “it is easier to learn to speak than to write no matter if it is a first or second language” (p. 12).

As it was mentioned before, writing is one of the most complex skills to perform when learning a second language or even in the mother tongue. This is due to all its subskills such as coherence, grammar, cohesion and punctuation marks and always trying to avoid mistakes. It is even more complicated, that is the reason why many authors define the writing process as one of the most complex.

In this research project, writing strategy is defined as the sequence in which a writer engages in planning, composing, revising and other writing related activities (Torrance et al., 2000 in Penuelaz, 2012, p. 83). Related to this, writing strategies are related to the planning of what is

going to be written, the composition of the writing and everything else related to the process of writing a specific type of text for instance: summaries, analysis or documents.

In addition to this, writing strategies are also defined as conscious decisions made by the writers to solve a writing problem. (Mu and Carrington, 2007, p. 20). Based on this, each student must be clear about their strategies to write and develop any type of text which they will develop, learning strategies being an effective method to write correctly.

This project aims to help students succeed when writing compositions, avoiding syntax errors with the usage of strategies that can help them when writing compositions.

The goal of this research is that at the end of the proposal the students of the first semester of architecture at the Universidad del Atlántico improve their written English and be able to write short notes, letters, essays, summaries, reviews, articles, etc avoiding syntax errors.

This work appears structured in five fundamental chapters. In the first, the research problem, the research question, the objectives, the justification and the legal issues will be described. In the second, the theoretical framework appears, where all the content is based; chapter three develops the methodological framework used in the research, the fourth chapter shows the techniques and tools, as well as the results obtained; and chapter five brings the pedagogical proposal developed.

CHAPTER 1

1.1 Research problem

As it is known, in the world exist a lot of different means of communication such as letters, memos, print, telephones, among others. They are important because through them different ideas can be shared with many people. Writing is one of the most important skills the humanity has for communication. It can be used with different purposes, such as expressing own ideas and thoughts. When it comes to the context of learning languages, it is significant to highlight that the goal most people want to achieve is to be able to communicate in the language. That is the reason why, writing cannot be omitted or be considered as a not important skill, because through it, one can communicate in a successful way.

Likewise, when people are learning a foreign language, a common strategy people use is to think or to communicate their ideas by following the model or structure the words have in their mother tongue. Many people tend to think in the mother tongue and translate the words in the same order they do it in the native language. All these causes syntax errors and at the same time the misunderstanding of ideas.

This research project is aimed at students of English as a foreign language, and its main and general objective is to avoid writing errors such as coherence cohesion, punctuation marks and all these errors that students commonly make when writing in English. Furthermore, this research aims to determine and implement strategies that student need in order to avoid these grammatical errors from different levels of English. It is for this reason that the students selected in this project began with a basic level and little by little the performance in the writing composition was improved.

WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 13

Writing in English is classified as one of the most difficult skills for students of a foreign language due to multiple factors commonly known as syntax errors that are related to grammar, word order, punctuation marks, coherence and everything that has to do with it. It is for this reason that a set of strategies will be proposed that will help our students to overcome this fear of writing through this research project.

That is the reason why students' written production is often challenging for English students because it becomes difficult for them to express their ideas in a written composition and is our mission as teachers to help them to overcome those types of challenges in their English learning processes. Overcoming this difficulty involves the implementation of as many strategies as possible in order to boost a student's writing skill.

Unfortunately, not all students have the same level of English or the confidence to write a text when it is time to do it or it is assigned by the teacher. Consequently, a group of architecture first semester of English, of A1 level, according to European Framework of Reference for Languages, from Universidad del Atlántico, was selected for this research project. Multiple strategies were used to improve these skills that surely they do not develop when writing, but simply use other tools such as translators to get good grades. At the end of the first course, students must have the ability to express oneself in a limited way in familiar situations or daily routines. It means that they must be able to briefly describe experiences and events with basic vocabulary and grammar structures. Unfortunately, students still struggle with producing their own ideas according to this level.

Consequently, the aim of this research is to avoid syntax errors by using strategies such as visual aids, planning, brainstorming, monitoring mistakes and co-evaluations.

On the other hand, since the first day of classes, the authors of this research found that students were good at their level, in general terms. They were A1 and some of them had a very good level of English. However, the researchers observed something particular related to the

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 14**

production when writing compositions. It was not clear that students had some problems when writing papers until several pieces of evidence were collected. Students used proper vocabulary according to their level. However, when it comes to the order of words, spelling, punctuation and capitalization, students demonstrated that those subskills were affecting their writing syntax and production.

During the English classes, we collected some evidence in which they were asked to write about their motivation when studying English. Most of the students had ideas of what they were being asked to write. Nevertheless, some of them wrote compositions in English in the same way they write in Spanish. They translated literally what they were thinking, others repeated the same words and the rest transcribed their ideas by using the wrong order of words and spelling was also affected in large words.

For us, the researchers, it was necessary to develop this study because it is fundamental to discover useful strategies in order for students to keep in mind when it is time to write in English. In addition, the strategies will help them increase their performance so that they can feel more confident to express and construct meaningful ideas in a way that makes them feel comfortable and motivated. That is the reason why through this study, we aimed to make a little contribution to the bilingual process for each student in this course.

1.2 Research Question

Taking into account the issues found in the observations and the application of tools such as interviews and surveys, we decided to guide this study with this research question:

“ What factors hinder writing production in students of first semester of architecture at Universidad del Atlántico?”.

Part of the problem was that the majority of the students had many responsibilities in their universities, schools or jobs and some of them only study English one day before the classes on this course. Nonetheless, they were all motivated in learning English and to use it in their professional or daily life.

Besides, as we found issues related to writing skills, we decided to relate these two sub questions to our project with the purpose of identifying important points in order to answer to our research question:

1 -What kind of strategies should be provided by teachers to help students improve writing production?

2 -What kind of material should be provided to students for them to improve their writing skills?

In this part, the general objective and the specific objectives will be described.

1.3 Objectives

1.4 General objective

- To implement writing strategies to avoid syntax errors in architecture students of English subject in first semester at Universidad del Atlántico.

1.5 Specific objectives

To identify students' English writing level.

To determine the factors that affect students' writing.

To design a pedagogical proposal to help succeed when writing composition. To

evaluate the proposal in terms of helping students succeed when writing composition.

1.6 Justification

Over time, education has made significant changes that provide opportunities in order to enrich students cognitively and socially, becoming the classroom in the laboratory of knowledge which offers the possibility to investigate the teaching and learning process and gives teachers the opportunity to evaluate their work every day. So that, teachers can improve, strengthen and determine what their weaknesses are to take actions on satisfying the needs teachers find in their students. To justify this project, it is necessary to remember that writing is one of the abilities that shows a person's education quality. People need to write to demonstrate capabilities and abilities they have. The use of this skill is relevant to succeed in many daily life events such as get a new job, present thoughts to other people, enter to an university, produce texts within an educational background, and so forth.

Writing is essential in our lives because it allows a message to persist through time. And it is also the most important deferred communication system, it let transmit a message from one person to another even if they were not present in the same place or at the same time. The challenge of the teachers is to make writing a well-managed ability for students, so that they can express their ideals and thoughts by writing.

For this reason, the teaching performance involves creative research projects that contribute to the enhancement of the processes that occur in the daily work of schools and/or institutions that move under the globalization of the 21st century, a level accelerated and more demanding society to provide a high quality education. It is important to mention that writing is one of the abilities that shows the quality of education of a person. People need to write to demonstrate capabilities and abilities they have. The use of this skill is relevant to succeed in many daily life

events such as, get a new job, present thoughts to other people, enter to a university, report activities within the occupational environment, produce works within an educational background, so forth.

This research is important for our community because it will provide students a new source to write compositions in a foreign language, facilitating the acquisition of vocabulary within a specific context and attracting students' attention. We have all heard the cliché, "a picture tells a thousand words", but there is real value in using images to the creation of texts. Images help us learn, images grab attention, images explain tough concepts, and inspire. We are very visual creatures. Our love of images lies with our cognition and ability to pay attention. Images are able to grab our attention easily, we are immediately drawn to them. We process images at an alarming speed. When we see a picture, we analyse it within a very short snippet of time, knowing the meaning and scenario within it immediately. Our vision senses are by far our most active of the senses.

We all know that images are more and more significant in the society. The use of them serve to communicate, in a simple and concise way, ideas or concepts. For languages students, images help to learn, grab attention, clarify tough concepts, memorize, reinforce information and inspire. We are very visual creatures. This implies that not only we need to see pictures to understand a concept, but we can use images as an innovative tactic to write. For this reason, this research is meaningful for our community because it will provide students a new source to write compositions in a foreign language, facilitating the acquisition of vocabulary within a specific context and also, attracting students' attention.

WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 19

It is important to mention that this project aims to make students more participatory and more dynamic in the classroom, causing a greater interest in the process of writing. Students would produce a different variety of writings using images such as letters, essays and more convenient, stories. In the view of mentioned before, students will become citizens with an unlimited academic formation by generating big changes in favor of these ones.

Furthermore, the use of images fosters critical thinking. This strategy will allow students to be motivated in class. Also, they will be able to predict the topic that they will learn. It can promote creativity in writing. When students see an image their writing process will be directly guided, it would take them into a specific context. They will be able to know a large variety of vocabulary about that topic because of the relation they make at the moment of writing. It is possible that they find some objects in the picture that they do not have in their vocabulary. However, it will be easier to retain it when they look for the meaning of the word. In addition, textual production through the use of images would facilitate the development of all the stages needed to do a proper piece of writing.

Students would produce a different variety of writing using images such as, letters, essays and stories. It means that the results will not be the same. Each student will have a different text. They will have the opportunity to learn from their classmates, finding a big variety of texts from the same picture.

Another considerable advantage of this research is that English teachers would know and explore new tools and strategies that allow them to develop the competences and skills needed in their classes. Besides, these tools provided by the teachers would help students to master the English language which is the language that is booming in the globalization of the 21st century.

WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 20

It is pertinent to carry out this project because the architecture first semester students will be supplied with useful materials (strategies), in which students can write texts to enhance the learning in the English language. This research is appropriate to distinguish it from other research on the same subject, but made in different school contexts. No doubt it will leave as input a new concept in the management short significant learning in the teaching of writing English as a foreign language.

It brings several resources that could be employed not only in this institution but also to others students, institutions for the future teachers with the main goal, to teach and learn significantly while improving the writing skill.

Due to the academic low average that students of this institution present in the English area, the researchers carried out a project in order to find some strategies, basing in writing activities and put them into practice, with the intention of having a better evolution of the work. That is why this Project has been justified by the following presumptions:

1.7 Social Relevance

The purpose of this project is to help the students first semester of architecture at Universidad del Atlántico to use strategies and avoid syntax errors when writing compositions . At the same time offering well prepared people, not only for the institution, but also for the society in general, that will guide them to interact and make actively participation with English speakers and writers in foreign countries.

Its social relevance filed that henceforth the use of writing in the teaching and learning of foreign languages will result in obtaining the expected results in the short and medium term. The beneficiaries of this research will be directly students and parents, community members of this institution, the entire educational community, the academic society of this city, will also benefit because onwards there will be new highly effective teaching tools in teaching writing skill. (Sampieri, 2014).

1.8 Feasibility or Feasibility of This Research

This research is viable because there are the necessary human resources and some financial resources that will be provided by the researchers. Besides, it was requested and permission for admission to the architecture first semestre, Universidad del Atlántico, to begin the investigative work was obtained. Since this is an educational research, it will have a descriptive scope

According to Sampieri (2014), in justification of an investigation: "In addition to the objectives and research questions, it is necessary to justify the study by exposing reasons, for what and why the study. Most investigations are carried out with a purpose.

1.9 Methodological Utility

By observing and study the students learning, the application of this research and the implementation of this materials to collect data, will benefit not only the students, but also future teachers, the academic group at school, in order to facilitate the identification of the problems related with the writing tasks in the acquisition of new language. This material contains specific question that will help teachers at Universidad del Atlántico to identify and apply special strategies for that population.

This project has led the research group to think about what is the purpose or the purposes of their performance in the institution as researchers, so that their actions will help the students to use appropriate strategies designed explicitly for the acquisition of skills and improve writing skills; for this reason, the researcher think that a pedagogical proposal allows students of any institution with inclusive education to have facility for the acquisition of the necessary skills to carry out an effective work on the foreign language and the utility of this, in the current world. Also, the results of this will be a strong proof to the society in general that there are no limits which avoid learning a foreign language. At the same time, first level students at this Educational Centre could realize their ability to break whatever barrier in this *society of knowledge*.

The *methodological usefulness* of this research lie in the definition of new concepts and variables as the way to research in schools and institutions of stratum one and two is not the same that can be done in schools and institutions of strata five and six. Audio visual images as a pedagogical tool become very good tool to investigate and as such will yield new data and concepts in the process of learning some foreign languages. (Sampieri, 2014).

1.10 Theoretical Value:

This project serves to support theories of Bruner, Vygotsky, and Piaget, who argue that learning must have four basic principles that are: learning is centered on the meaning, takes place in a social context, involves relations between the various processes of language, and is very personal and particular of human being. Also, it is close to the purpose of this research the

communicative approach proposed by Bruner which benefits “the use of the language as a basic element in communication through interaction” (1996, p. 6).

In the same way, this project suggests writing activities as an effective tool to improve vocabulary and English communicative skills for future investigations not only in institutions centered in special education but also in any other educational center.

The theoretical value of this research lies in the study and results produced may not be standardized since only be valid for this particular institution. This considering that there are many educational institutions where they have this tool but teachers do not use it or use it improperly, wasting the great educational and pedagogical potential of these pedagogical tools. Surely this research will create new hypotheses for future studies in this theme. (Sampieri, 2014).

1.11 Practical implications

The deficiency of writing skills in good English will be solved or at least reduced thanks to this project, which the uses of images, planning, brainstorming, monitoring mistakes and co-evaluation as strategies. In addition, those tools will be beneficial to the architecture first semester at Universidad del Atlántico, to improve the writing production and other communicative skills; their self-confidence will increase and their social interaction will be better thanks to the educational use of these tool.

The practical implications are measured from the problems that can be solved in students studied in the issue of improving the process of teaching writing and spelling skills using audio visual images as a pedagogical tool. (Sampieri, 2014).

1.12 Convenience:

This project is very convenient in view of first semester students of Universidad del Atlántico have not the level suggested by the Ministry of National Education at Curriculum Guidelines for Foreign Languages (YEAR?), especially with regard to writing and spelling production and oral skills. Moreover, it is a high contribution to the methodology of the English teacher at first level in the institution. This research on the enhancing of the writing production in this institution is valid and its implementation is justified because it indicates that the study, management and settlement proposal must be made from a literature, linguistic, pragmatic, semantic and communicative point of view based on the interests and aspirations of students under study.

On the other hand, nowadays, the learning of a second language has become quite important in this demanding and competitive world, where the challenge is having as much abilities and skills as possible. People want to satisfy their own needs, not only on their economic status but on every aspect of life. In education, for example, it is necessary to teach the students good writing skills, which has been the main noticed problem throughout the observations.

The intention to work with architecture first level students is to take the advantage of the fact that they are just starting to learn about a new language and developing, for the first time, communication skills which will impact during their whole lives. For that reason, it is essential build adequate bases of a foreign language from the beginning.

This becomes relevant for those students with writing difficulties, at the moment of facing the real life; that's why students must be prepared enough to fight for better job opportunities.

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 25**

In this way, it will be easier for them to get a better quality of life and being at the same level of what society demands.

It is known that writing is an important part of literacy. Just as fluent reading of words is critical to skillful reading comprehension, so learning to write the words is important for students because they can acquire some fluency in writing. Students' writing is important for both theoretical and practical reasons. Psychologists and linguists are interested in students' writing because of what it reveals about their knowledge of language and the nature of their learning.

This research paper is pertinent because through the writing skills students become competent spellers, capable of doing and understanding any kind of writing. It is important that the teacher encourages students to read and write, providing them not only opportunities to write, but the experience of read about all kind of themes and genres. It is also necessary that teachers employ new innovative resources for students' motivation and to learn better, which may enhance their learning process. Although, the institution where this research paper was carried out does not have the appropriated technologies and methodologies oriented to the development of the individuals, it becomes more and more relevant to propose new learning strategies such as the use audio visual images in order to increase and improve students' writing skills.

As it is mentioned before, learning second language not only influences on the students' culture but it may be the door for a lot of job opportunities. So, students can communicate and exchange knowledge with another countries.

Therefore, having a strong English basis from the beginning will be the best way for the students to develop their writing skills, so they will be able to understand the language.

1.13 Legal Issues

This research project followed the following laws proposed in the political constitution of Colombia, which are related to bilingualism in Colombia and the teaching of the language as a fundamental principle for Colombian students. The set of documents mentioned in this section are ‘Ley 115 de Febrero 8 de 1994’, ‘Ley 1651 de 2013’, ‘Programa Nacional de Inglés (2015-2025)’ and ‘Common European Framework of Reference’.

Artículo 23. Áreas obligatorias y fundamentales. Para el logro de los objetivos de la educación básica se establecen áreas obligatorias y fundamentales del conocimiento y de la formación que necesariamente se tendrán que ofrecer de acuerdo con el currículo y el Proyecto Educativo Institucional.

Los grupos de áreas obligatorias y fundamentales que comprenderán un mínimo del 80% del plan de estudios, son:

Los siguientes:

1. Ciencias Naturales y Educación ambiental.
2. Ciencias sociales, historia, geografía, constitución política y democracia.

3. Educación artística.
4. Educación ética y en valores humanos.
5. Educación física, recreación y deportes.
6. Educación religiosa.
7. Humanidades, lengua castellana e idiomas extranjeros.
8. Matemáticas.
9. Tecnología e informática

The Law 1651 de 2013, also known as ley de bilingüismo is the law that involves all of the parameters related to bilingual education in Colombia. It was the first law created to assure the implementation of English learning in colombian students.

Artículo 1o. Adiciónese al artículo 13 de la Ley 115 de 1994 el siguiente literal: j) Desarrollar competencias y habilidades que propicien el acceso en condiciones de igualdad y equidad a la oferta de la educación superior y a oportunidades en los ámbitos empresarial y laboral, con especial énfasis en los departamentos que tengan bajos niveles de cobertura en educación.

Artículo 2°. Adiciónese al artículo 20 de la Ley 115 de 1994 el siguiente literal: g) Desarrollar las habilidades comunicativas para leer, comprender, escribir, escuchar, hablar y expresarse correctamente en una lengua extranjera.

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 28**

Artículo 3°. Modifíquese el literal m) del artículo 21 de la Ley 115 el cual quedará así: m) El desarrollo de habilidades de conversación, lectura y escritura al menos en una lengua extranjera.

Artículo 4°. Modifíquese el literal 1) del artículo 22 de la Ley 115 de 1994, el cual quedaría así: 1) El desarrollo de habilidades de conversación, lectura y escritura al menos en una lengua extranjera.

Artículo 5°. Modifíquese el literal h) del artículo 30 de la Ley 115 de 1994, el cual, quedaría así: h) El cumplimiento de los objetivos de la educación básica contenidos en los literales b) del artículo 20, c) del artículo 21 y c), e), h), i), k), l), ñ) del artículo 22 de la presente ley.

Artículo 6°. Adiciónese al artículo 38 de la Ley 115 de 1994 el siguiente texto: "Las instituciones de educación para el trabajo y desarrollo humano que decidan ofrecer programas de idiomas deberán obtener la certificación en gestión de calidad, de la institución y del programa a ofertar, sin perjuicio del cumplimiento de los demás requisitos establecidos en las normas jurídicas vigentes para el desarrollo de programas en este nivel de formación. Todas las entidades del Estado, cualquiera que sea su naturaleza jurídica o territorial, sólo podrán contratar la enseñanza de idiomas con organizaciones que cuenten con los certificados de calidad previstos en el presente artículo".

Artículo 7°. El Gobierno Nacional tomará las medidas necesarias para financiar los costos que demande la implementación de la ley, dentro de las cuales deberá explicitar los períodos de transición y gradualidad que se requieren para el cumplimiento de la misma.

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 29**

Artículo 8°. El Gobierno Nacional reglamentará la presente ley y tomará las medidas necesarias para cumplir con los objetivos propuestos, dando prelación al fomento de la lengua inglesa en los establecimientos educativos oficiales, sin perjuicio de la educación especial que debe garantizarse a los pueblos indígenas y tribales.

Artículo 9°. Vigencia y derogatorias. Presente ley regirá a partir de su promulgación y deroga todas las disposiciones que le sean contrarias.

This set of laws and articles are closely related to how English is being taught as a second language in our country.

CHAPTER 2

Theoretical framework

2.1 Background Studies

2.2 International Level

When it comes to an international context writing is a continuous complex process of expression worldwide, in this complex process some linguistics researchers have been interested in the process of avoiding syntax errors and development of a good written composition. Due to this one of a worldwide research is one from Dr. Hemabati Ngangbam a Ph.D., 2016. (English Language Teaching and Learning, Jordan University) *“An analysis of syntactic errors committed by students of English language class in the written composition of Mutah University”*. The purpose of this research project was to know the errors that were committed at the time of the written production and to try to help solve them, errors such as – “tongue interference, misuse sentence fragment, spelling, and overuse, lack of grammatical knowledge, formation and developmental errors”.

This study was undertaken through an error analysis, to investigate why and what problems tend the freshmen English language class university students to have syntax errors. Besides helping to find a balance between the interferences of the language for the written production.

This study confirms several theories that the researcher has due to the interference of the mother tongue as one of the main reasons for grammatical errors in addition to the reason behind may be multidimensional and varied. Situation like group size, the learning styles, classroom discourse, educational setting might have been an impact to this study.

The methodology used in this research was a survey in which participants were asked about the possible causes of the syntactic errors, the frequency and type of errors they commonly make, the diagnosis of weaknesses and problems when writing composition

The results showed that participants have specific difficulties in empowering the second language. The reasons are related to group size, learning styles, classroom discourse and educational setting.

2.3 National level

When it comes to Colombia context, it can be demonstrated that, there are a lot of researches which have a focus on avoiding syntax errors. One of those researchers is the one from Lina Hoyos Caicedo and Jairo Roldán Piedrahita, 2016, “Análisis de errores sintácticos en inglés por interferencia del español en estudiantes de la licenciatura en lenguas extranjeras de la Universidad del Valle”

They stated:

Dada la complejidad de los textos escritos, la composición de éstos es influenciada sumamente por el componente sintáctico, el cual es la parte de la gramática encargada de poner orden y relación entre las palabras dentro de un texto. De este orden y relación dependerá el sentido que tengan las frases y lo que expresa

el autor del discurso. En nuestro estudio, se analizó el orden de las palabras, el uso de preposiciones y el uso de los pronombres en textos argumentativos escritos en inglés; esta elección se hizo principalmente porque dicha tipología era la que los estudiantes estaban trabajando en ese momento dentro del programa del semestre (Caicedo, Roldán, 2016. p. 11)

The objective of their research was to identify the most common errors related to word order and pronouns caused by the interference of the mother tongue in argumentative writings. They classified the errors found in the compositions by students of sixth semester of Universidad del Valle. Moreover, they established criteria to determine if those errors were made due to the interference with the mother tongue. Finally, they determined which errors were the product of the interference.

The methodology used for them was a survey and a composition. The survey had five questions and the purpose of it was: first, to determine the effectiveness they had to write in English, the frequency of common errors and the level of difficulty they had when writing argumentative texts in English. Furthermore, they asked volunteers to participate in their research. The participants had to write a composition about “: ‘Foreign Language Instruction should begin in kindergarten’ Do you agree or disagree with this statement”

The result showed that from 43 texts, there were 101 errors related to word order, pronouns and prepositions. Word order errors were 23, pronouns errors were 24 and prepositions errors 54. Thus, according to results, they concluded that most of the students of

foreign languages in Universidad del Valle had a lack of knowledge when using prepositions in argumentative texts.

2.4 Local level

When it comes to a local context, many teachers in our educational environment are focused on improving the written production of their students, this is the case of Teresa Benítez Velásquez, 2012, Master in education with emphasis in English Education. Researcher of the language and education group of the department of languages of the Universidad del Norte, Barranquilla. She creates an article titled “Investigating difficulties in elementary school students' writing”.

This article presents the results of a qualitative action research study about the possible causes of the difficulties in the written expression of fifth grade students of a bilingual school in Barranquilla.

This study included ten students of first semester of architecture program, universidad del Atlántico, a Language teacher, and the academic coordinator.

During the study of this article, information gathering techniques were used, for instance: *“observation, interviews, surveys, videos, documents, and documentary analysis (students' written production, teachers' protocols, writing class activities, students' evaluation samples, lesson plans, and the 5th grade writing scope and sequence)”*

Thus, according to results, they concluded that the grammatical errors of the students were for 3 reasons which are:

1. Students
2. Teachers

3. Educational institution

2.5 Relevant theories

The purpose of this theoretical framework is to provide the reader an overview of the Writing skill and sub-skills used in this research project.

The relevant concepts presented are writing skill, sub-skills. Then, the concept of Writing strategies and syntax errors are presented in this theoretical framework.

2.6 The Concept of Writing

Writing is one of the main language skills. Writing is something really important in the process of communicating with each other. It is a form of communication through symbols or letters in which people express their feelings, opinions, etc. The fact of writing is fundamental for the development of the human being which has a direct relationship with thoughts and structures whether they are sentences, words, syllables and phonemes, etc.

According to Pincas (1998), "Writing is also a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work" (p. 56). As it was already mentioned, writing is something really important when communicating. Good writing makes messaging and reading easily and with full understanding. All this skill makes people gain independence, fluency, good understanding and also creativity when it is time to write.

On the other hand, writing is also defined as an organized process in which ideas are formulated in a piece of paper. It is also necessary to write just the necessary words to convey people. This is important to take into account when it comes to what writers need to write (Barly, 1995). When writing a text or a book, organization is something pivotal. This is due to the fact that authors' messages or ideas should convey the reader. It does not matter what the authors try to convey, if there is an organization the purpose or the message of the author will be clear.

Likewise, writers such as Morrison (1992) quoted: "Writing is a real way of thinking-not just feeling but thinking about things that are disparate, unresolved, mysterious, problematic or just sweet" (p. 126). This definition involves something really important when writing and it is about the purpose of a writing. The way in which thoughts are set through writing, what it means for the author, and what the author wants readers to notice.

According to Coulmas (2003), writing can be also defined as "a system of recording language by means of visible or tactile marks" (p. 14). By recording language, it can be inferred that it is a method in which pieces of information are expressed. There are many ways in which any kind of information could be expressed. And it is also notable that writing is one of the most common ways of communications in which language is exposed.

Tarigan (1985) highlighted the importance and necessity of writing; he said: "writing is a productive skill, since writing a communication and character nature is very different from that expressed speaking directly, therefore writing includes a skill. It is for this reason that writing is one of the most needed skills after oral to express our feelings or establish a communication in our language or in a second language"

As it was mentioned before, writing is important because people can express they way they see the world, the perspective about something, they can communicate and share with other people their ideas and thoughts.

2.7 Writing Skills

Thus, writing language accuracy is focused on grammar, spelling, sentence structure, punctuation, edition, etc. In this case, it is found that students' problems are focused on syntax, which is a sub skill of grammar and also a linguistic writing feature.

According to "The Writer's dictionary" (2001) Syntax is the grammatical structure of the sentences. It is also the format in which words a phrases are arranged to create sentences. On the other hand, it is claimed that students normally have the same problems when writing. The first one is focused on the composition of long sentences, most of them translated literally from their first language. The second one is based on the use of the appropriate words to express what they really want to.

It is also important to highlight that when writing it is necessary to take into account some specific things that are related to composition of sentences whether simple, complex or compound- complex sentences. Moreover, the type of the language used in a piece of writing is really important, whether informal or formal language. In conclusion, all pieces of writings require good organization. The use of proper sentence structure, precise vocabulary, and proper rhetoric helps the reader identify proposition in the text more readily (Richards, 1992)

2.8 Grammar, Spelling and Punctuation

Correct grammar, punctuation and spelling are key in written communications. The reader will form an opinion of you, the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression.

All written communications should therefore be re-read before sending to print, or hitting the send button in the case of emails, as it is likely that there will be errors. Do not assume that spelling and grammar checkers will identify all mistakes as many incorrect words can indeed be spelt correctly (for example, when “their” is used instead of “there” or “principle” instead of “principal”) or entire words may be missing. If at all possible, take a break before re-reading and checking your writing, as you are more likely to notice problems when you read it fresh.

2.9 The Concept of Skill

Ability defined as the capacity of the individuals to perform various tasks in a specific job. Ability to basically mean that you have the potential to do something. Ability is the skill or power to do something in other words talent. (Rumelhart, 1985).

2.10 Grammar

The concept of grammar has many meanings. There are different experts who define the term grammar in a different way.

Leech et al (1982, p.13) define grammar as: “Reference to the mechanism by which language works when used to communicate with other people ... Grammar is a mechanism for putting words together, but we have said little about sound meaning” It is for this reason that grammar is closely related to the writing process in a second language such as English, it is for this reason that it is important in our research to know the definition of grammar.

Harmer (2001) defines grammar as “the description of the ways in which words can change shape and combine into sentences in that language. Grammar makes the words and thoughts of each person can be expressed in a grammatically correct way” (p. 12)

Michael Swan (2005, p. 19), says that linguists are more likely to pay attention to the original English language. English (British English) defines grammar as follows: “Rules that show how words are combined, arranged, or changed to show certain kinds of meaning. Grammar is a set of rules and words that express a direct and indirect message on a specific topic” (p. 3).

2.11 Writing Strategies

Writing strategy is defined as “the sequence in which a writer engages in planning, composing, revising and other writing related activities”(Torrance et al., 2000, p. 182).

The student must be involved in what he or she is writing and be aware of the errors that they may possibly commit or the points, commas and others. In addition it is always reasonable for the student to plan that he will write before doing it.

According to Hsiao and Oxford (2002), strategies can “pave the way toward greater proficiency, learner autonomy, and self-regulation” (p. 372). It is for this reason that communication and writing skills are important in the writing process. However, as Hsiao and Oxford (2002) noted: “exactly how many strategies are available to learners to assist them in

L2 learning and how these strategies should be classified are open to debate”(p. 368). That is why the strategies in this project are divided into parts related to each problem found in this research.

2.12 Syntax Errors

"It is syntax that gives the words the power to relate to each other in a sequence...to carry meaning—of whatever kind—as well as glow individually in just the right place," wrote Anthony Burgess in 'Enderby Outside' (1968, p. 24).

According to Burgess, (1968), syntax is the study of sentences and also their structure, and the constructions within sentences in addition to Syntax tells us what goes where in a sentence.

“Syntax is the study of the principles and processes by which sentences are constructed in particular languages” (Chomsky, 2002, p.1) the term syntax has been defined by many linguists:

Crystal (in Ba'dulu, 2004, p. 45) defines syntax as “the study of the rules governing the way words are combined to form sentences in a language. In this use, syntax is that syntax plays a fundamental role in the development of good writing in different languages, in this case related to the English language, and how to prevent these errors from interfering in the process”. Crane (1981, p. 102) defines syntax as the way words put together to form phrase and sentences.

2.13 The Concept of Survey

Survey is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160).

Pinsonneault and Kraemer (1993) defined a survey as a "means to collect information about the characteristics, actions or opinions of a large group of people.

2.14 Teaching Writing

In teaching writing, there are four things that needs to be considered by educators. Those things are raised by Nunan (2003). The first, educators could understand the reasons that were raised by the students. This is to reduce the gap between the goals of educators and learners. This gap is often found in the class if the educators did not understand the reasons that were raised by the students.

Second, educators should provide opportunities for students to write. In addition, the educators can provide a variation of teaching writing. For example, writing a letter, writing a conclusion, writing poetry or other types of words that makes students enjoy in writing activities.

The third principle is to give a good bait to help and to give meaningful in learning for the students. Each writing that is produced by students must be given feedback and it does not need to be written by teachers themselves, but it can be through a recorded voice or in a tape recorder which the educators can provide keys of error of the students and the students can edit their own results in writings.

Fourth principle is determining the value of clarification that will be applied as the results of any writing of the learners. Here, educators are obliged to provide information to the students about the elements of language use to assess the result of students' writing. Teaching writing has a great connection with various models of learning that teachers use in teaching.

There are several models of teaching writing that expressed by Nunan (2003:87) namely the groups of writing, speaking and writing in the box, writing center, writing conference, and using of words on the board.

- (1) The groups of writing mean students have to gather to learn, in turn to write, and edit or check the writing to one another.
- (2) Speaking and writing in the box aims to give advice between the students how to speak and write something and suggestion to the others student.
- (3) Writing center is held by teachers in order to provide a place for students to write creatively.
- (4) Writing conference is an action where students are given deliberacy in writing and also given the opportunity to share with friends and also given the opportunity to criticize any writings of friends with a fair and polite.

Teachers provide the keywords in writing sentences by using words on the board. In this connection, teaching writing with series pictures is also an alternative of learning that it is very educational and very interesting for the students. In addition, series pictures are educating the students, and will direct them toward the development of mental. This is related on the power of imagination and creativity in writing a story. Therefore, teaching series pictures will give a reflection of language and culture from the presented story and it enriches the content of writings and character of students' development.

2.15 Assessing Writing

A teacher's first responsibility is to provide opportunities for writing and encouragement for students who attempt to write. A teacher's second responsibility is to promote students'

success in writing. The teacher does this by carefully monitoring students' writing to assess strengths and weaknesses, teaching specific skills and strategies in response to student needs, and giving careful feedback that will reinforce newly learned skills and correct recurring problems. These responsibilities reveal, upon inspection, that assessment is clearly an integral part of good instruction. In their review of the existing research on effective instruction Christenson, Ysseldyke, and Thurlow (1989) found that, in addition to other factors, the following conditions were positively correlated to pupil achievement:

- The degree to which there is an appropriate instructional match between student characteristics and task characteristics (in other words, teachers must assess the student's prior knowledge and current level of skills in order to match them to a task that is relevant and appropriate to their aptitudes);
- The degree to which the teacher actively monitors students' understanding and progress;
- The degree to which student performance is evaluated frequently and appropriately (congruent with what is taught).

Assessment, therefore, is an essential component of effective instruction. Airasian (1996) identified three types of classroom assessments. The first he called "sizing-up" assessments, usually done during the first week of school to provide the teacher with quick information about the students when beginning their instruction. The second type, instructional assessments, are used for the daily tasks of planning instruction, giving feedback, and monitoring student progress. The third type he referred to as official assessments, which are the periodic formal functions of assessment for grouping, grading, and reporting. In other words, teachers use

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 43**

assessment for identifying strengths and weaknesses, planning instruction to fit diagnosed needs, evaluating instructional activities, giving feedback, monitoring performance, and reporting progress. Simple curriculum-based methods for assessing written expression can meet all these purposes.

Chart 1. Evaluation and Assessment Criteria

Evaluation and Assessment Criteria	
Content	
Cognitive stage	<ul style="list-style-type: none"> • Identification of communicative context. • Identification of participants and their most relevant characteristics. • Identification of communicative purpose.
Associative stage	<ul style="list-style-type: none"> • Determination of the type of text • Determination of the product of writing • Language adjustment • Adjustment to the academic context (in case of need): reference to sources, disciplines, conceptual frameworks, etc. • Content structure
Autonomous stage	<ul style="list-style-type: none"> • Capability of reconstruction and explanation. • Capability of argumentation.
Form	
Textual framework	<ul style="list-style-type: none"> • Parts of the text • Title • Style • Format
Paragraph framework	<ul style="list-style-type: none"> • Connectors • Composition • Theme order
Sentence framework	<ul style="list-style-type: none"> • Punctuation • Grammar • Spelling • Semantic aspects

CHAPTER III

3.0 Methodological Framework

3.1 Method

In this work it was used the qualitative method. According to Sampieri (2014), the qualitative approach that models us is an inductive process contextualized in a natural environment, this is because in the data collection a close relationship is established between the research participants, subtracting their experiences and ideologies to the detriment of the use of an instrument default measurement. In this approach, the variables are not defined in order to be manipulated experimentally, and this indicates that a subjective reality is analyzed in addition to having an investigation with no potential for replication and without statistical foundations. This approach is also characterized by the incomplete conceptualization of the research questions and by the non-reduction of the conclusions drawn from the data to numbers, in addition, it seeks above all the dispersion of the information in contrast to the quantitative approach that seeks to delimit it. With the qualitative approach there is a great breadth of ideas and interpretations that enrich the purpose of the research. The final scope of the qualitative study consists of understanding a complex social phenomenon, beyond measuring the variables involved, it seeks to understand it.

3.2 Paradigm

Lather (2006) consider the following paradigms:

- Positivism: predicts
- Interpretivism: understands
- Critical orientation: emancipates
- Poststructuralism: deconstructs.

The present research study is guided by an interpretivist paradigm. Interpretivist paradigm is rooted in the fact that realities are multiple and socially constructed. Interpretivists aim to get a deeper understanding of the phenomenon and its complexity in its unique context, not to generalize to a whole population (Creswell, 2007).

Interpretive paradigm assumes that people create and associate their own subjective and intersubjective meanings as they interact with the world around them. Interpretive researchers thus attempt to understand phenomena through accessing the meanings participants assign to them (Orlikowski and Baroudi, 1991).

According to Walsham (1993), interpretive methods of research start from the position that our knowledge of reality, including the domain of human action, it is a social construction by human actors and that this applies equally to researchers. Thus there is no objective reality which can be discovered by researchers and replicated by others, in contrast to the assumptions of positivist science.

Following the guidelines to direct the research about the use of strategies such as planning, brainstorming, monitoring and coevolution to help students of first semester of architecture avoid syntax errors. This research project is framed to the interpretative paradigm since a group of participants are involved, including the researcher. This type of paradigm brings its own unique interpretations of the world or construction of the situation to the research. The researcher needs

to be open to the attitudes and values of the students or, more actively, suspend prior cultural assumptions.

3.3 Type of approach

This research study has been made with a qualitative approach in order to avoid syntax errors in students of A1 level using strategies when writing compositions in English.

Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (Denzin and Lincoln,1994, p. 2).

We consider this approach is the one that fits the best with our research because it helps us. Qualitative research has a multimethod approach which includes an interpretive, naturalistic approach to the subject of study, which means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena based on the meanings that people give them. Qualitative research is an interdisciplinary, transdisciplinary and sometimes contradisciplinario, crosses the humanities and the social and physical sciences. It multiparadigmatic in their approach. The researchers are committed to a naturalistic perspective and interpretive understanding of human experience. Qualitative research is under two voltages simultaneously, a wide sensitivity interpretive, critical and postmodern conception and analysis of human experience and more narrowly defined positivist, pospositivistas, humanists and naturaliststo collect data needed according to student's responses in a natural setting.

3.4 Methodological Design

It was used the Action research design. Action research design focuses on providing information to guide decision-making for projects, processes, and structural reforms. Sandín (2003) points out that action research aims, essentially, to promote social change, transform reality, and make people aware of their role in this transformation process. (Sandín, 2003) cited by Sampieri (2014).

3.5 Sample

The population of this research project are students of architecture of Universidad del Atlántico who receive English classes for free as a new policy of this University. Ten students in the level A1, first semester, were selected to participate in this research project.

As it was mentioned before, during the first classes, it was observed that students had some difficulties related to speaking and writing skills. However, the majority in the class presented problems such as wrong order of words when writing compositions. That is the reason why we decided to work on this issue. Likewise, these problems were related to syntax errors. Students used wrong order, spelling of large words and also punctuation.

The instruments of data collection that the authors of this research decided to implement were surveys, field notes, interviews and observations. Using these instruments it was possible to get relevant information in order to develop this project.

As it was mentioned before, the aim of this research is to help students avoid syntax errors when writing compositions in English by using some strategies. The participants are students of architecture of Universidad del Atlántico who are beneficiary of the university policy in which students of first semesters have the advantage of learning English for free.

According to the observations, 10 students were selected to be participants in this study due to the fact that they demonstrate a sense of being leaders and the desire of improving their communicative skills in English. All of them love languages, especially English. Students had studied English before, in their high schools. Three of them studied in public schools, while one of them studied in a private school. Besides, these students belong to the type of family where they have support when it comes to achieving their goals.

3.6 Contextual Framework

This study took place in Barranquilla, a coastal city located in the north of Colombia. It belongs to the Caribbean region. It is the capital of the department of Atlántico. Besides, Barranquilla is also one of the main industrial, shopping, educational and cultural centers of the Caribbean region of Colombia. Barranquilla has many public and private schools in its metropolitan area. It also has around ten universities, 2 of them are public universities while the others are private.

The present research has been made in one of those public universities. It is recognized because it is one of the best universities in the Caribbean region and also of Colombia. Universidad del Atlántico is also recognized because of the quality of education it provides.

Academic excellence is one of the most important characteristics, this university has. It also counts with undergraduate programs, graduate programs, masters and PhD.

Universidad del Atlántico counts with thirty five undergraduate programs, eighteen specializations, ten masters and three PhDs. As it was mentioned before, participants are students of this university. They belong to the architecture program. Moreover, the authors of this research belong to the same university and belong to the education faculty, specifically to the program of foreign languages.

3.7 Instruments of Data Collection

Taking into account the research question which is “*What kind of writing strategies help students of first semester of architecture at Universidad del Atlántico to avoid syntax errors when writing compositions?*” It was necessary to collect data through different interactional tools such as observations, interviews, proficiency tests and field notes.

Each instrument helped us to identify and to know in a very deep way about the students’ problems. Thus, we were able to determine which students were presenting those issues and the reasons or factors that were affecting them.

Likewise, the application of the instruments provided us a general view of the aspects we should adapt in order for them to develop their communicative skills and transform those weaknesses into strengths.

3.8 Observation

The first instrument we applied was the observation. According to Duke University Library, observation is “a way to gather data by watching people, events, or noting physical

characteristics in their natural setting. Observations can be overt (subjects know they are being observed) or covert (do not know they are being watched).” (2010).

Observations helped us to determine in a general way what the problems students present could be related to. During 4 classes, we observed students behavior and performance in different tasks, where they were asked to do different activities by using communication skills.

Furthermore, we used field notes. According to Robert Wood Johnson Foundation, “ field notes are created by the researcher to remember and record the behaviors, activities, events and other features of the setting being observed.” (p. 32). We consider that the use of field notes was very important because by taking notes, any aspect would be forgotten. We wrote the date, time, number of each session and details of relevant situations.

3.9 Proficiency Test

We also applied a proficiency test. According to Hughes (1989), "proficiency tests are designed to measure people's ability in a subject regardless of any training they may have had in that subject" (p.9). The purpose of applying a proficiency test was to identify weaknesses and strengths in the writing skills. Moreover, it was necessary to do it in order for us to confirm what we already observed during the classes.

One advantage of applying a proficiency assessment is “Language proficiency assessments provide opportunities for students and their educators to focus on the development of language, serving as models, sources of data ... for a more intentional education” (Castro, 2016).

Nonetheless, there are others disadvantages of using proficiency test such as “One of the areas of most persistent difficulty in language testing continues to be the measurement of oral

proficiency” (Clark 1975, 1978, 1979, Palmer, Groot, and Trosper, forthcoming, Hendricks et al. 1980, Oller and Perkins 1980).

Conversely, it is pivotal to mention that with the oral production, we did not have problems such as the one mentioned before. Thanks to the application of the proficiency test, we could confirm what we have observed during the observation sessions. That is the reason why this study is based on writing production skills, with the aim of helping students to avoid syntax errors when writing compositions by using strategies.

3.10 Interview

The fourth instrument we applied in order to collect the data were the interviews. “The interview is a method of data collection, information or opinion gathering that specifically involves asking a series of questions. Typically, an interview represents a meeting between people where personal and social interactions occur.” (Jupp, 2006, p. 31).

One advantage of doing an interview is that the analysis will be deep: “through planned interviews detailed information can be collected which enables proper analysis of a problem. Abstract factors like attitudes, feelings, opinion etc., can be successfully evaluated or analyzed through interviews.” (Masudur Rashid & Ornov Chowdhury Bappi, 2013).

Some disadvantage would be:

Lack of attention: Much attention is required for a good interview. But sometimes it is observed that both the interviewer and the interviewee are less attentive. That is why real information cannot be collected.

Disappointed: Interviewee may be disappointed while she or he faces the interviewer’s questions which are not related to the field. That is why suitable candidates may be neglected. Masudur Rashid & Ornov Chowdhury Bappi (2013).

According to that, the process of the interview was clear. In addition, the interaction between the interviewer and the interviewees was the best. For that reason, it is considered all the answers are trustworthy. The three first interviews took place in a public university in Barranquilla and the fourth interview was done in a house. The interviews carried out around 5 days. These ones had a long duration because of the time, two of the four interviewees did not have enough time to do the interview the day expected. That is the reason why it took 5 days.

On the other hand, the three first interviews were done in English, however, the four one was done in Spanish because of comfort. The interview had 15 questions. Questions were classified in three categories, the first one was about personal information and the second one was about the learning process and the strategies that they use when learning compositions. In the second category, students were asked about the methods and tools used in class and in the third category students were asked about the kind of activities and material used in class.

CHAPTER IV

4.0 Results

Previously, it was mentioned that there were four tools that were used to collect data. They were observations, field notes, proficiency tests and interviews. The attention was focused on the student's performance in the different skills presented in class.

Once the information was obtained, we proceeded to analyze the data in a very careful way and using a deductive analysis. A deductive analysis is defined as “developing a hypothesis (or hypotheses) based on existing theory, and then designing a research strategy to test the hypothesis” (Wilson, J. 2010, p. 8).

“Its advantage is a high level of certainty, or reliability” (Rusnell, 2016). But at the same time, from our point of view, a disadvantage is that sometimes, it is not allowed to give specific information and it is found that sometimes it is a little bit difficult to generalize everything.

Following that model, the information given was classified into categories taking into account what it was found. It is necessary to highlight that to collect the data it was fundamental to observe, take relevant information in a field notes, apply an interview, a proficiency test and then another interview. The information was classified in categories which are frustration when writing, wrong usages of strategies and tools and materials used in classes.

In this part of the project, we will report the results found and the categories we created in order to classify the data. The authors of this research used methodological triangulation to collect the information given. By applying observation, proficiency tests, interviews, using field notes, among others, researchers found that the majority of the students had problems when writing compositions. They considered them boring and difficult to do due to the fact most of them tried to translate things from Spanish to English. Moreover, most of the students presented lack of vocabulary. Thus, categories such as frustration when writing, wrong strategies used by students, and tools used in class.

4.1 First Category: Frustration when writing

According to the data collected and the analysis made previously, Frustration when writing compositions was one of the codes found in the interviews. Participants mentioned they feel frustrated and uncomfortable when writing compositions, emails, messages and letters. This could be evident in the interviews applied:



Figure # 1 what is the most difficult skill?

As we can observe in the previous graph, writing is considered one of the most difficult skills. According to them, it is hard for them to learn vocabulary and verbs. Moreover, they do not know how to write in English. They say as the order of words is pretty different from Spanish, they do not know where to place words. Besides, they mentioned it was hard for them to know what words are verbs because they do not have a common ending, as in Spanish we have verbs ending in -ar, -er and -ir, in English it does not exist.

(Transcripts of an Interview)

- Researcher: What is one thing you like the most about English?
- Student 1: I like pronunciation and sound... In my time free, I listen music and see movies
- - Researcher: Great, what kind of music and movies do you like?

- -Student 1: terror and ciencia fiction, and music of reggeaton.
- Researcher: Awesome! Why do you want to learn English?
- Student 1: travel the world, me like travel and want United States because me like and the opportunities are good
- Researcher: That's great! Which city do you want to visit?
- Student 1: Nueva York me like
- Researcher: That's amazing. Now, tell me something, you told me you like English, and I have another question, what is one thing you consider is difficult for you when doing activities in English?
- Student 1: I not like write because is hard and I not now ... all is al revés i not now verbs or otras cosas.

(Data taken from field notes, 2019)

When developing the interviews we tended not to take attention away from our focus. In order to determine students' level of proficiency in English, we used the model established in the Common European Framework of Reference for languages. Furthermore, according to the results obtained in the proficiency tests, it was demonstrated that most of the students were basic users. They were located in A1 and some of them were independent users. As the majority of them were able to express themselves with difficulty, demonstrating lack of vocabulary and using wrong order in the sentences. Besides, most of the participants misunderstand ideas, they did not know what things they were being asked and a lot of mistakes were done as in the interviews as in the proficiency tests. Mistakes were related to writing production, specifically word order, spelling, connecting ideas, among others.

On the other hand, independent users were able to express themselves by using a wide range of vocabulary. Thus, they express their own ideas fluently and in a very natural way.

In general, students demonstrate they have weaknesses in aspects related to wrong word order, connecting ideas, interference from L1 to L2 and others struggle the most that they decide to share their ideas in their native language. As evidence, we provide the following transcript:

Student 1: believe English is bored is complicated and I am not like write why is hard

Student 2: a little, prefer read because yes

Student 3: I not like because we have not topics well for example history and I like not and not now to write not me like, solo reading we practicums

Student 4: no practico casi escribir, solo de vez en cuando hacemos escritura de correos pero siempre me enredo porque no tengo vocabulario y siempre me dicen que tengo que colocar las cosas al revés y eso me frustra porque nunca se cómo hacerlo

(Data taken from field notes, 2019)

As we can see in the previous transcripts of the interview, participants tend to use their L1 when they did not know words in English. However, one of them used Spanish because of comfort. The participant said it was difficult to speak and to write in English.

Despite the fact that students made a lot of mistakes and presented weaknesses in terms of order of words, spelling, interference from L1 to L2 and others, the majority of them had a very positive attitude to learn English and to improve their communication skills by turning weaknesses into strengths. As evidence, in the following graph, students present their motivation to learn English in terms of:



Figure # 2 Motivation to learn English

As it is demonstrated in the graph above, students share motivations such as learning it because nowadays, English is one of the most important languages in the world. Besides, learning English will give them better opportunities of work and the possibility to travel around the world.

Students also expressed they wanted to learn English because they want to develop their communicative skills. They want to turn those weaknesses into strengths. As evidence we have the transcript of an interview:

Student 2: ... want to improve because want to have a job great and money for me future

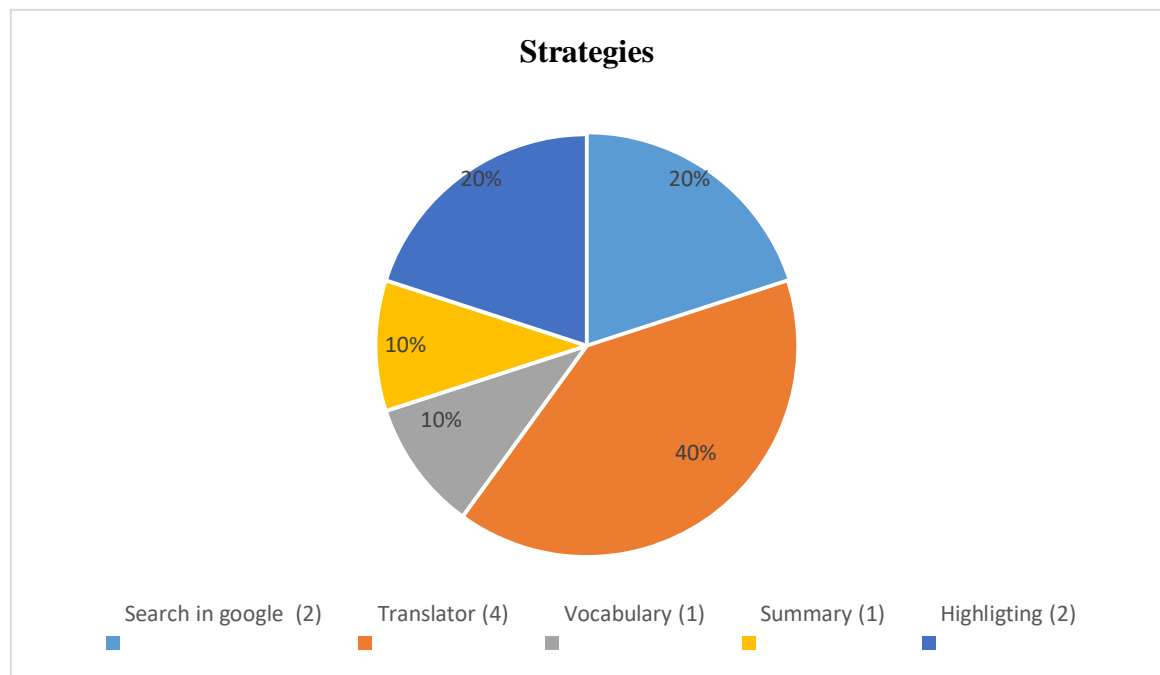
(Data taken from field notes)

WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 60

The previous aspects let us confirm that participants do want to improve their writing skills. However, aspects related to the materials and tools presented should be adapted in order to fulfill students' needs.

Second category: Wrong strategies

The second category is related to the strategies used by students when writing composition. This was one of the most difficult questions for the students to answer because many of them were not clear about the definition of strategy, when they were to develop an English composition. The students who took this survey hesitated to answer and a small part of the population did not respond because they did not know for sure what is a strategy. This could be evident in the interviews applied:



Figure#3 Strategies used in classes

As we can observe in the previous graph, some students presented confusion between what a tool is and what learning strategy or support strategy are. In order to write compositions, as we can observe a part of the interviewed students do not know how to write certain strategies in English. Moreover, it can be noticed that “vocabulary” was one of the “strategies” students presented. In this project, we can also realize that the strategies mentioned in the survey are not very consistent at the time of writing a written composition.

Below there is an example of three interviews related to this topic:

Interview 1:

Researcher: Hi student 1, How are you today?

Student 1: Un poquito nervous...

Researcher: Ok, no problem, So the first question is do you know what is strategy?

Student 1: Strategy is activity for hacer homework.

Researcher: Ok, the next question is: what strategies do you use to write?

Student 1: I use traductor for my writings of homework

Researcher: Ok, do you think it is a good strategy for writings?

Student 1: For my , I work the traductor and have good notes

Interview 2:

Researcher: Hi student 2, How are you today?

Student 2: I'm very good thank you and you?

Researcher: I'm fine, too, thank you for asking me, So the first question is do you know what is strategy?

Student 2: Strategia in my personal opinion I think is when use thing.

Researcher: Ok, the next question is what strategies do you use to write?

Student 2: I use resumish books and subrayin the things

Researcher: Ok, do you think it is a good strategy for writings?

Student 2: in my personal opinion yes

Interview 3:

Researcher: Hi student 3, How are you today?

Student 3: I am good today

Researcher: So, the first question is do you know what is strategy?

Student 3: strategy ... a activity for me

Researcher: Ok, the next question is what strategies do you use to write?

Student 3: mmm... look in google every moment

Researcher: Ok, do you think it is a good strategy for writings?

Student 3: is good opcion for me

(Data taken from field notes, 2019)

According to these interviews and the survey carried out with 3 of our students selected in this project, we can observe how one of the problems is the misinformation of the students by not knowing what strategies are and what they are used for. Furthermore, In this category, poor strategies are known and are related to students' cognitive processes , According to (Cook, 2010), Despite the advantages of translation as a means of communication using the foreign language it is, however, considered as a poor learning strategy when it comes to the communicative language teaching (CLT) approach, where the best way for the learner to gain aptitude in the target language is to think, particularly, in that language, an act that can increase proficiency in the target language (Husain, 1995). As a clear example of this we have: translating things but without using Google translator or other apps, this strategy seeks to improve our cognitive skills by developing our brain to translate paragraphs or sentences when writing a written composition.

The previous question taken from this survey, the field notes and the interviews conducted with the participants of this research project will help us to solve our research question “*What kind of writing strategies help students of first semester of architecture at Universidad del Atlántico to avoid syntax errors when writing compositions?*” This question is related to all the

cognitive and metacognitive skills that we carry out at the time of doing different activities related to our process of learning a language, whether it is speaking, reading, and in this case mainly with writing and grammar.

4.2 The third category is: Tools and materials used in classes

As it is known, the learning process sometimes is affected by some factors. Ellis stated, “There are many general factors that influence second language learning such as age, aptitude, intelligence, cognitive style, attitudes, motivation and personality” (Ellis, 1985).

In addition, “materials play a fundamental role in the language classroom since they are the means used by the teacher to facilitate learning that occurs both inside and outside the classroom” (Hall, 1995). As it can be noticed, according to Hall, materials play an important role in the classroom because it helps students to learn in successful ways. Moreover, it is said that the use of different tools also facilitates learning.

During the observations, it was found that students did not feel comfortable while performing writing tasks. Then, during the interviews we confirmed what it was detected at first sight. Students were not comfortable when writing tasks because they felt frustrated when using vocabulary or ordering words. As evidence, we provide the transcript of the interview

Student 1: I not like write because is hard and I not now ... all is al revés i not now verbs or otras cosas

Student 1: believe English is bored is complicated and I not like write why is hard

Student 4: no practico casi escribir, solo de vez en cuando hacemos escritura de correos pero siempre me enredo porque no tengo vocabulario y siempre me dicen que tengo que colocar las cosas al revés y eso me frustra porque nunca se como hacerlo.

Student 3: the material is bored only book no videos no nothing...

(Data taken from fieldnotes, 2019).

4.3 Conclusions of this chapter

As we can see in the evidence already provided, the data taken from the fieldnotes, students feel frustrated and uncomfortable when writing because of the lack of vocabulary, the order of words, among others. Students mentioned that they like writing, but they did not feel comfortable when writing compositions or letters because they did not know how to express things in English or the order they had to follow.

Most of them mentioned that they used Spanish structure when writing compositions because it was easy for them. Besides, they mentioned that other strategies they used were translators, they just copy and paste things and were not aware of what they were doing. They were just thinking about getting a good grade, although their goals were focused on learning this language.

Furthermore, students mentioned that the time was not enough. They just had a couple of hours on the week to learn English. Sometimes, they did not have classes because of technique problems such as the electricity or problems related to weather such as rain. Problems such as the mentioned before were common when the students had their English classes. Moreover, just some of them had access to the internet and could learn in a autonomous way.

On the other hand, they expressed that the materials provided in the class were not as useful as they wanted to, due to the only usage of books and listening exercises. Learners mentioned that common activities done in the classes were related to speaking and listening activities in which students had to produce in a language in which they did not feel comfortable with.

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 66**

It is significant to mention that they did not watch videos or have other kind of materials such as ted talks in which they could develop their own ideas and thoughts according to what was proposed by writing letters to someone or expressing their ideas in compositions. As it was mentioned before the visual aids are important when inspiring students to write something, and are also one of the five strategies proposed in this project to help students avoid syntax errors.

The feedback provided by the teacher was not done with frequency. Learners mentioned that they hardly ever received feedback to the activities they did. This is something essential for learners to have. With the help of feedback, they can be aware of their abilities and weaknesses. Likewise, they can identify mistakes and establish a series of strategies in order to avoid those mistakes and have better performance in the language.

Consequently, students only work individually when doing writing activities. They also mentioned that the few times they work in pairs or in groups were when having speaking activities. Otherwise, activities were done individually. As it is known working in pairs or in groups have a lot of advantages because students can perform better, in the way they can talk to the other person, exchange ideas, learning from the each other and at the same time being aware of the mistakes they are doing.

In conclusion, students like writing but they did not feel comfortable when writing compositions because of the lack of vocabulary, the order of words, the few opportunities they had to practice this skill and the material did not help to improve their performance in this ability.

CHAPTER V

5.0 Pedagogical Proposal

Planning, brainstorming, monitoring, uses of images and co-evaluation as pedagogical strategies to help architecture students of first semester avoid syntax errors when writing composition.

5.1 Introduction

After identifying students' problems inner writing process, it is necessary to implement a pedagogical proposal which permits the enhancement of students' written production avoiding syntax errors in writing, at the first semester of Architecture program at Universidad del Atlántico.

There is a serie of steps students need to do in order to avoid syntax errors. That is the reason why in this pedagogical proposal students use five strategies that allow them to achieve their goal which is to avoid syntax errors when writing compositions.

Thus, images, planning, brainstorming, monitoring and co evaluation become the strategies employed to help students to get over the obstacles that they usually find during their performance in written production. Pictures help learners to activate previous knowledge with easiness, so that they become easily to a brainstorming stage. Moreover, Visual input is usually attractive for its colorful and full of meaning content. Also, it helps to connect new vocabulary which becomes a mental image, producing the preservation of these new concepts in the long-term memory of pupils. Using this tool, first semester students will develop their communicative competence due to the relation of verbs, nouns, adjectives, and adverbs included in a daily background in each picture.

Planning is another strategy proposed that will help students to avoid syntax errors. As it was mentioned before, students need to follow some steps to achieve their goal. In most

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 68**

of the cases, writers need to know what to write and the purpose of it. For that reason, it is important that students to be aware about what the audience is directed the text and what the reason or the purpose of the writing. By implementing this strategy, students will be focused on the production. Moreover, planning help students to produce more cohesive essays.

The third strategy proposed is brainstorming. Organization is important in the process of writing, that is why with this tool, students will know with certainty about what to write. When organizing their ideas and their thoughts, students become aware of what they will write. Furthermore, by implementing this strategy students will give their ideas an order which is an important point in writing.

Likewise, students implement Error monitoring, as a strategy in which they will be aware of their mistakes. Ss will use COPS acronym which is related to Capitalization, Overall/appearance/ Organization, Punctuation and Spelling. Students will work independently, they will detect the mistakes and can make their writing better than before.

Finally, the fifth category proposed is co-assesment. In this category, students are able to see and to learn from the other person. Here, students makes the evaluation from the work presented and the teacher evaluates as the work presented as the evolutions students have when performing the tasks.

The design of this proposal is founded in the difficulties that the students usually deal with. The usage of these strategies gives to them a reference to their pieces of writing.

5.2 Justification

The importance of the implementation of images and virtual applications relies on the fact that using them will allow us, as teachers, to recreate a big variety of contexts in our classrooms. Since a day at the beach or a space shuttle take-off, to any other kind of picture, from the simplest to the most complex topic, these strategies may help the development of writing skill in foreign language learners at any level. It concerns to the guider to choose a proper one depending on students' level and communicative goal.

As we noticed while some writing activities, the students usually utilize words which do not fit in the context. The way to prevent the misuse of words in writing activities may be avoided through the use of meaningful pictures.

The method used in this research was the qualitative. "The methodology implemented in this pedagogical proposal is based on gamification, which is a methodology that promotes the participation of students through recreational activities, such as games, oral activities, writing of topics of interest and activities through images and virtual applications in computers"(González, 2014)

The five activities proposed in this work seek the dynamism of the students when they learn and reinforce all the skills of English as a foreign language.

In the first proposed activity, Students use all their knowledge of English to tell us about their dream home. In this activity, students will use vocabulary related to furniture, rooms in the house, etc.

In the second proposed activity, it is an interactive one. It is called spelling bee, in this activity, students will spell words for a specific topic in which there will be several award winners. This activity seeks to promote dynamism and the active participation of students. In the third proposed activity, students must correct the errors of a certain type of text, in which

the collective help will be needed because the students will help others to qualify, find and correct the errors.

The fourth activity is based on the use of an app (in this case an electronic dictionary) as a technological tool, in which students must translate certain phrases from English to Spanish or viceversa, in which their interest will be aroused in the learning process.

In the last activity, students have to describe themselves physically as if they were contestants of a show in which there will be an active participation during this activity.

5.3 General Objectives

- To improve the prevention of syntax errors in compositions.

5.4 Specific Objectives

- To apply different kind of writing activities involving syntax exercises
- To analyze the performance of students during the writing compositions
- To compare the evolution from the first composition to the last one.
- To be immersed into the foreign language
- To write confidently in English

5.6 Justification

The aim of teaching a second language is to make learners proficient in the four communicative skills. Writing is one of those communicative skills in which students present some difficulties when writing compositions. Those difficulties or problems are related to syntax errors and the interference students have with their mother tongue.

That is the reason why the authors of this pedagogical proposal consider really necessary the implementation of this pedagogical assessment in order to improve their writing skills avoiding syntax errors.

The importance of this implementation is pivotal to the learning process. It provides students tools, workshops, and activities to compare, contrast and improve their strengths and weaknesses in their writing process.

5.7 Methodology of proposal

The methodology implemented in this pedagogical proposal is based on gamification (González, 2014), which is a methodology that promotes the participation of students through recreational activities, such as games, oral activities, writing of topics of interest and activities through images and virtual applications.

The five activities proposed in this work seek the dynamism of the students when they learn and reinforce all the skills of English as a foreign language.

In the first proposed activity, it is an interactive one. It is called spelling bee, in this activity, students will spell words for a specific topic in which there will be several award winners. This activity seeks to promote dynamism and the active participation of students

WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 72

In the second proposed activity, Students use all their knowledge of English to tell us about their dream home. In this activity, students will use vocabulary related to furniture, rooms in the house, among others.

In the third activity, students are asked to write an email to a friend in which they write about the places in the town by using adjectives and the correct use of them.

The fourth activity, students have to describe themselves physically. In this activity, students use vocabulary of adjectives and the correct use of it. Students review adjectives by looking at some images. Then, they make sentences using them. Finally, students plan, create a brainstorming, start writing, monitor the errors and co evaluate the production.

In the last activity, students are asked to write about them, who they are, where they live, how they are physically and where they want to live. In here, students make use of the strategies already provided in order to avoid syntax errors.

Assessment criteria

Students were evaluated through five different tasks in which they were asked to first, review about specific vocabulary by looking at some pictures, then, they were asked to create sentences with the vocabulary. After that, students had to plan what they are going to write, the audience and the purpose of the composition. Furthermore, students create a brainstorming in order for them to organize the ideas and to know the order of the ideas. Students monitor their errors and finally they co evaluate the production with another classmate and teacher evaluates the evolution of the tasks. Furthermore, the following rubric was used to evaluate students' compositions and it was taken from "Writing Assessment Rubric, An Instructional Approach with struggling Writers" (Schirmer & Bailey, 2000) .

WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 73

Writing Qualities	Score			
	1	2	3	4
Response to Prompt/Sequences	Attempt to respond to the prompt; unclear sequence of events.	Adequate response to the prompt; sequence may be unclear in many places.	Good response to the prompt; sequence may not be entirely clear throughout composition.	Good response to the prompt, introduced at beginning of composition; clear sequence of events.
Story Development	Unclear or completely lacking.	Adequate but includes irrelevant or not enough descriptions or explanations.	Good but may include an irrelevant description or explanation.	Clear with no irrelevant descriptions or explanations.
Organization	Not discernible.	Not completely clear.	Good but may include too much emphasis on one part of the composition.	Good; clear beginning, middle, and end.
Word Choice	Nonspecific and immature.	Adequate.	Good but not particularly fresh or vivid.	Fresh and vigorous.
Details	Lack of details.	Few details.	Sufficient details.	Variety of interesting details.
Sentence Structures	Incorrect and inappropriate throughout composition.	Many incorrect and inappropriate.	Mostly correct and appropriate.	Almost completely correct and appropriate.
Mechanics (punctuation, capitalization, and spelling)	Many serious errors.	Serious errors.	Some errors.	Very few or no errors.

Note: Adapted from *Glencoe English Series, Teacher's resource book.*

Workshops

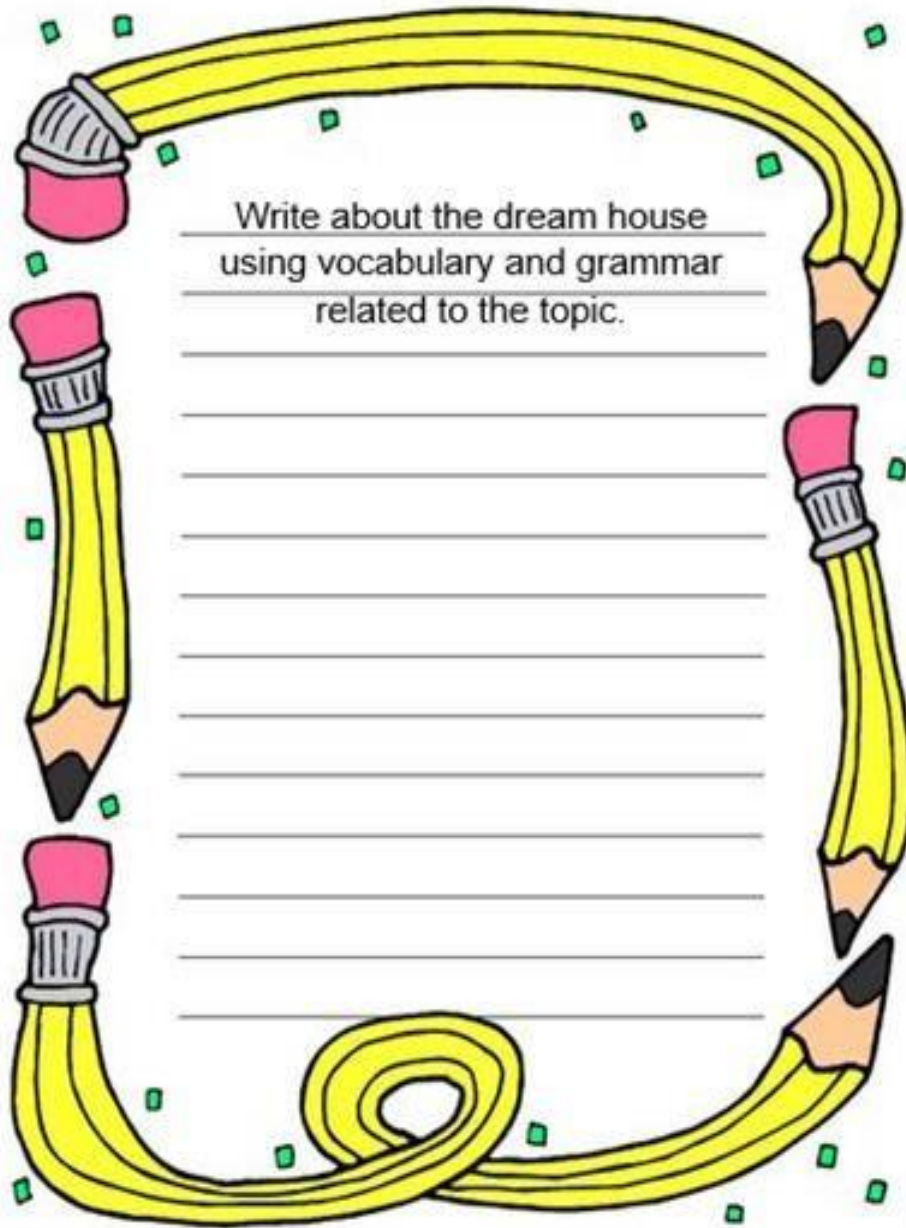
Workshop 1.



**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 75**

Teachers:	Yenibeth Altamar- Laura Gutierrez
Class: A1	Number of students: 10
Time	60 minutes
Unit/ topic	Alphabet
Proficiency level of students:	Beginners
Goal:	At the end of the activity, students will be able to correctly spell the words.
General objectives	To spell correctly the words mentioned.
Specific objectives	To look at the images and spell it To identify students' mistakes. To correct spelling errors. To create sentences with the vocabulary
Skills	speaking, writing, listening
Assumed knowledge	alphabet, vocabulary of house and furnitures
Materials	whiteboard, marker, timer

Workshop 2



**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 77**

Teachers:	Yenibeth Altamar, Laura Gutierrez
Class: A1	Number of students: 10
Time:	60 minutes
Unit/ topic	My dream house!
Proficiency level of students	Beginners
Goal	At the end of the workshop, Students will be able to write about their dream house
General objectives	To write about the dream house using vocabulary and grammar related to the topic.
Specific objectives	<ul style="list-style-type: none"> -To review the vocabulary related to the house -To identify the furniture in some images. -To start the composition. To create short sentences with the vocabulary To create a brainstorming about what they write about To organize the ideas To start writing To monitor their mistakes To co evaluate the production

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 78**

Skills	Writing, reading.
Assumed knowledge	Vocabulary of furniture's, rooms in the house.
Materials	Notebook, pencil, pen, prompts.

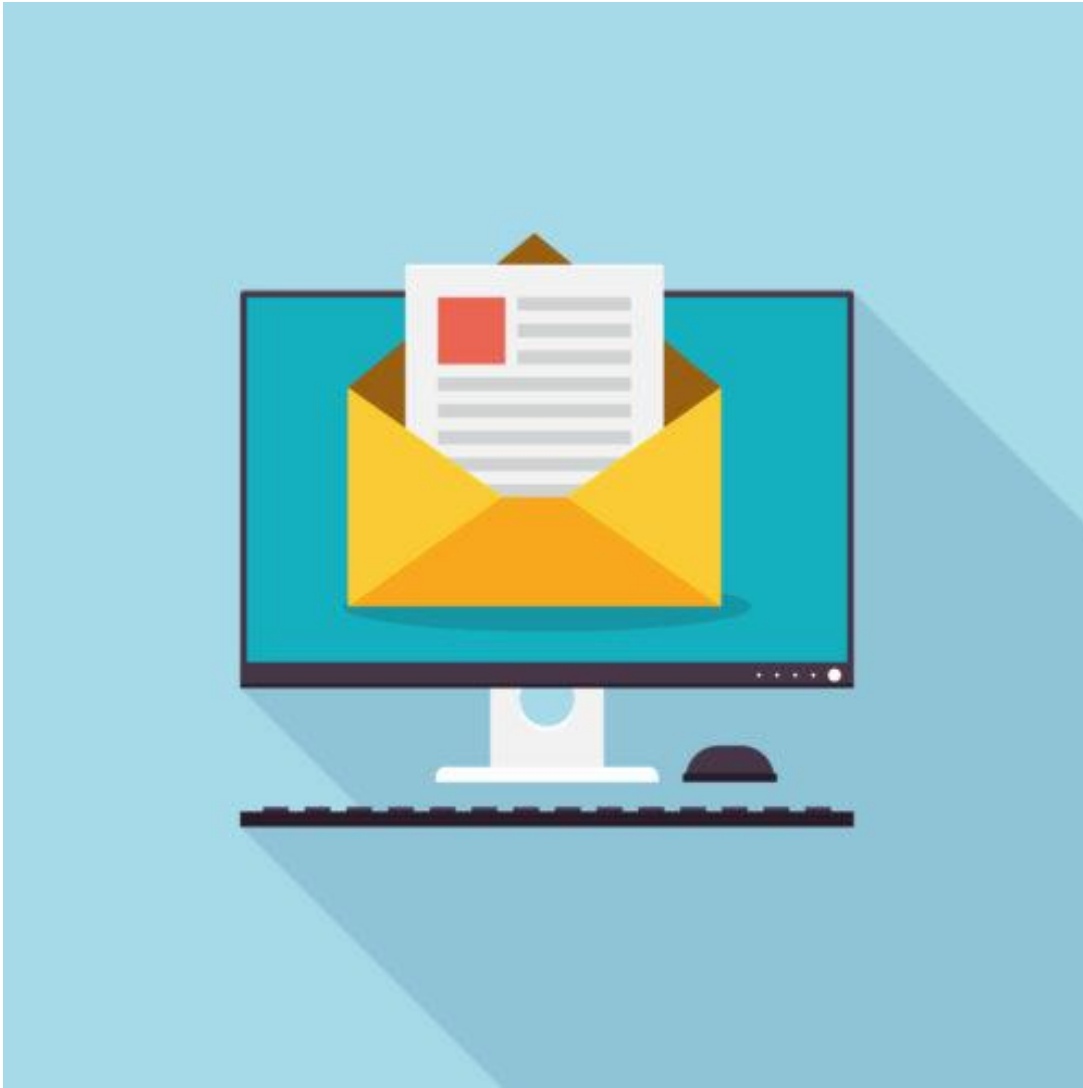
Workshop 3



**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 80**

Teachers:	Yenibeth Altamar- Laura Gutierrez
Class: A1	Number of students: 10
Time	60 minutes
Unit/ topic	Adjectives
Proficiency level of students:	Beginners
Goal:	At the end of the activity, students will write an email to a friend in which they write about the places in the town by using adjectives and the correct use of them
General objectives	To learn the correct word of adjectives
Specific objectives	To review the adjectives by looking at some images To create short sentences with the adjectives To review the places in the town To create a brainstorming about the places they want to write about To organize the ideas To start writing To monitor their mistakes To co evaluate the production
Skills	Writing, speaking,
Assumed knowledge	Vocabulary of places in town, adjectives, present simple, there is, there are
Materials	Notebook, pencil, pen, text, highlighter

Workshop 3



**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 82**

Teachers:	Yenibeth Altamar- Laura Gutierrez
Class A1	Number of students: 10
Time	60 minutes
Unit/ topic	Adjectives
Proficiency level of students:	Beginners
Goal:	At the end of the activity, students will write an email to a friend in which they write about the places in the town by using adjectives and the correct use of them
General objectives	To learn the correct word of adjectives
Specific objectives	To review the adjectives by looking at some images To review the places in the town To create a brainstorming about the places they want to write about To organize the ideas To start writing To monitor their mistakes To co evaluate the production
Skills	Writing
Assumed knowledge	Vocabulary of places in town, adjectives, present simple, there is, there are
Materials	Notebook, pencil, pen, text, highlighter

Workshop 4

WHAT DOES HE / SHE LOOK LIKE ?



1.80 cm



1.50 cm



1.60 cm



1.65 cm



1.70 cm

<i>weight</i>				
<i>height</i>				
<i>hair</i>				
<i>eyes</i>				

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 84**

Teachers:	Yenibeth Altamar- Laura Gutierrez
Class: A1	Number of students: 10
Ages 17-21	Time: 60 minutes
Unit/ topic	Describing myself
Proficiency level of students:	Beginners
Goal:	At the end of the lesson, students will be able to write about the physical appearance using the proper word order.
General objectives	To correctly use the word order of sentences in English.
Specific objectives	To review adjectives to describe appearance by looking at some images To create a brainstorming about what they want to talk about To organize the ideas To start writing To monitor their mistakes To co evaluate the production
Skills	Writing
Assumed knowledge	Present simple, verb to be, adjectives, vocabulary of parts of the body, numbers
Materials	Notebook, pen, pencil.

Workshop 5



**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 86**

Teachers:	Yenibeth Altamar- Laura Gutierrez
Class: A1	Number of students: 10
Ages	Time: 60 minutes
Unit/ topic	Who am I?
Proficiency level of students:	Beginners
Goal:	At the end of the lesson, students will write properly a description of themselves.
General objectives	To write a composition in which they describe who they are, how they are, where they live, and where they want to live.
Specific objectives	To plan what they are going to write To organize the ideas in a brainstorming To start writing To monitor their mistakes To co evaluate the production
Skills	Writing, speaking
Assumed knowledge	adjectives, present simple house vocabulary, places in the town vocabulary
Materials	Notebook, notes, pencil, timer.

CHAPTER VI

6.0 Conclusions and Recommendations

For the objectives of the proposal are properly developed, it must need the full cooperation of the directives and faculty of Architecture, Universidad del Atlántico, because the development of the process required the availability of time, physical space and resources. The progress of the process also required the participation and collaboration by the mentor teacher and students, however, throughout the investigation, not without some drawbacks associated with traditional methodology that was once mandatory use and was focused on the study book, which had not been resolved in time, could have been hindering the work already done.

The use of strategies such as, the use of images, planning, brainstorming, monitoring mistakes and co evaluation facilitate writing process in this proposal, provided benefits concerning cognitive and emotional development of students in English classes. In the first instance, strengthened communication skills with emphasis on writing and reading, which showed higher levels of difficulty in the communication level from the beginning of the investigation. Similarly, there was a change of attitude on the part of the students against the language, and who were motivated and interested in every activity and project in which they actively participated.

The main objective of this proposal was the design of activities focused on improving writing skills in English. Besides, the mentioned methodology and activities were successfully adapted to what students should know and be able to make the activities according to their level, allowing them to reach the goals set out in each of them. In addition, students in performing activities, assimilating new methodologies and strategies provided for FL learning.

Similarly, the students improvement were reflected in the constant and voluntary participation in each English class, the positive attitude, the autonomous management of resources used and the loss of fear by making written compositions. At the same time, the assignments or tasks conceived engaging, interactive, dynamic and flexible involving their likes and preferences, as aid rather than as requirements to achieve a good performance in the progress of the units of the modules.

In this research it was permanently evaluated the pedagogical processes offered in the proposal in which the students were involved. Thus, in the data collected in observations, interviews, surveys and diagnosis it was obtained a new level in the development of communicative competence in which the skill of writing stands as the centerpiece of study, without underestimating the complementary skills of listening, reading and speaking.

In the case of the teachers, with the integration of these strategies, it was created a conscience of the use of resources, methodologies and strategies vary according to the needs and demands of the society where the student is developing the activity.

6.1 Recommendations

Today, the education provided in the classroom has become more than transmission of knowledge between teacher and student. Through the experience obtained during the investigation, it is important to contribute ideas or recommendations that will improve aspects found during the experience concerning the application of this research in the academic processes of students and the work of teachers and managers.

First the group suggest to the teachers the frequent use in English classes of physical resources and tools that the institution has provided, as a strategy to deliver instruction thus allowing innovation in the way of presenting content. However, the above idea should not be understood as the only teaching method in the teaching work, but to allow other types of activities that come to support those resources that are not available at the right time. It is important to consider that any strategy that involves the improvement of the writing process can be easily adapted to the educational process and that this is possible thanks to the work that the teachers play in the institution and also the motivation that the teacher has to implement.

Besides the above, it is recommended to search into new teaching methods that increase the attention, interest and motivation of students and also for the teacher, based on pedagogical theories. Autonomy is an important aspect which seeks to develop in students, however, this is not possible without the proper guidance of how to continue the learning process from the assigned basic tools such as the book and the dictionary, as well as available and easily accessible as are the new technologies, the creation of activities that awakes the creativity and free expression of the students.

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 90**

Another recommendation that is relevant is to provide each student a supplementary material like study book containing the activities related to the contents of the class and at the same time ask to the student relevant working materials that helps as guidance for the creation of their projects, and are chosen by themselves, to ensure that in doing the project have the necessary knowledge about language that handles advertising so we can build a new one from their creativity. It is important that the student knows how they will work during the school year and so provide autonomy. Furthermore, it is advisable to give students alternatives that allow choose how they wish to be evaluated, how to develop an activity, reflect their interests and needs so that they conceive the subject and the contents taught in it, as something relevant in their context and in their daily lives.

In conclusion, it should be noted that today, it is not only being recognized the learning as know-how, but also to know how to write what the group do. By means of the social context that is constantly changing, the student today has a broader view of the real world and has expectations for their learning process. These features, no doubt, require the teacher's role in transforming with the use of tools on line with what the context demands in the teaching process. Thus, the teacher changes or otherwise adjust the positive elements of their traditional methodology making the student change the concept of acquisition of information issued by the teacher from an academic setting. Meanwhile, the teacher needs to learn constantly on line with the society changes; then it becomes a necessity to teach knowledges that are meaningful and promote problem solving. The above recommendations should be taken into account in order to obtain improvements aimed at effective education on behalf of the entire institution community.

References

Airasian, P. W. (1996). *The Impact of the Taxonomy on Testing and Evaluation, Bloom's Taxonomy: A Forty-year retrospective*. History of Education Quarterly.

Barly, Bram. (1995). *Write Well*. Kansius. Yogyakarta.

Bauermeister. (2008), *Definition of Executive Functions*. Neuronup.com.

Benítez Velásquez. (2012) *Investigating difficulties in elementary school students' writing*". Master in education with emphasis in English Education. Language and education group of the department of languages of the Universidad del Norte, Barranquilla. Colombia.

Bruner, J. (1998b). *Realidad mental y mundos posibles: los actos de la imaginación que dan sentido a la experiencia*. Barcelona: Gedisa.

Burgess, S. R. (1968). *The influence of speech perception, oral language ability, the home literacy environment, and pre-reading knowledge on the growth of phonological sensitivity: A one-year longitudinal investigation*. Reading and Writing.

Caroll, R. T (1990) *Students Success Guide – Writing Skills*

Castro, (2016) *Testing Benefits Language Magazine*.

Check J., Schutt R. K. (2012) *Research methods in education*. Thousand Oaks editors., CA:: Sage Publications.

Chomsky, N. (2002). *On nature and language*. Cambridge University Press.

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 92**

Christenson, S. L., Ysseldyke, J. E. (1989). *Critical instructional factors for students with mild handicaps: An integrative review*. Remedial and Special Education.

Connor, U. (1997). *Contrastive rhetoric: Implications for teachers of writing in multicultural classrooms*. In C. Severino, J. Guerra and J. Butler (Eds.), *Writing in multicultural settings*. New York: Modern Language Association of America.

Cook, G. (2010). *Translation in language teaching: An argument for reassessment*. Oxford University Press.

Coulmas, F. (1999). *Language masters: defying linguistic materialism*. International journal of the sociology of language.

Coulmas, Florian (2003). *Writing Systems: An introduction to their linguistic analysis*. Cambridge: Cambridge University Press.

Crane, Barbara. (1981). *Crane reading system-English*. Trenton, New Jersey: Crane

Creswell, J. W. (2007) *Qualitative inquiry & research design: Choosing among five approaches*. CA: Sage Publications.

Crystal (in Ba,,dulu, Adb Muis. 2004) *Introduction to linguistic*. Makassar: UNM.

Crystal, D. (2005). *How Language Works: How Babies Babble, Words Change. Meaning, and Languages Live or Die*. Woodstock, NY: Overlook

Denzin, N. K., & Lincoln, Y. S. (1994). *Handbook of qualitative research*. London: Sage Publications.

Grabe, W., & Kaplan, R. B. (1996). *Teoría y práctica de la escritura*. Jondon: Longman.

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 93**

González, C. (2014). *Gamification in the computer Engineering teaching*. Universidad de Laguna, Tenerife, España.

Hampton, L. H. (1989). *Language disorders and problem behaviors: A meta-analysis*. Pediatrics.

Harmer, J. (2001). *The Practice of English Language Teaching* (6th ed.). Harlow: Pearson Education Limited.

Hemabati Ngangbam a Ph.D., (2016) *An analysis of syntactic errors committed by students of English language class in the written composition of Mutah University. (English Language Teaching and Learning, Jordan University)*

Hendrix, G. G. (1980). *Klaus: A System for Managing Information and Computational Resources*. Sri International Menlo Park ca Artificial Intelligence Center.

Hoyos Caicedo, L and Roldán Piedrahita, J. (2016) *Análisis de errores sintácticos en inglés por interferencia del español en estudiantes de la licenciatura en lenguas extranjeras*. Universidad del Valle. Colombia.

Hsiao, T. Y., & Oxford, R. L. (2002). *Comparing theories of language learning strategies: A confirmatory factor analysis*. The modern language journal.

Hughes, A. (1989). *Testing for Language Teachers*. Cambridge: Cambridge University Press.

Isaac, S., & Michael, W. B. (1997). *Handbook in research and evaluation: A collection of principles, methods, and strategies useful in the planning, design, and evaluation of studies in education and the behavioral sciences*. (3rd Ed.). San Diego: Educational and Industrial Testing. Services.

Jupp, V. (2006). *The Sage dictionary of social research methods*. Sage.

**WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE
STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 94**

Lather, P. (2006). *Paradigm proliferation as a good thing to think with: Teaching research in education as a wild profusion*. International journal of qualitative studies in education.

Ley 115 de Febrero 8 de (1994).

Ley 1651 de 2013.

Mu, C., & Carrington, S. B. (2007). *An investigation of three Chinese students' English writing strategies*. *Teaching English as a Second or Foreign Language-EJ*, 11(1), 1-23.

Nunan, D. (1989). *Language Teaching Method*. A Textbook for Teachers. Prentice Hall

Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill/Contemporary.

Oller, J. W., & Perkins, K. (1980). *Research in language testing*. Newbury House.

Orlikowski, W. J., & Baroudi, J. J. (1991). *Studying information technology in organizations: Research approaches and assumptions*. Information systems research.

Penuelas, A. B. C. (2012). *The Writing Strategies of American University Students: Focusing on Memory, Compensation, Social, and Affective Strategies*. Elia.

Piaget, J. (1980). *Experiments in contradiction*. Chicago: The University of Chicago Press.

Pincas, A. (1998). *The Near and Distant Future of Educational Culture: New Kinds of "Book," Porous Knowledge Domains, and New Uses of Language*. Indian Journal of Open Learning.

Pinsonneault, A., & Kraemer, K. (1993). *Survey research methodology in management information systems: an assessment*. Journal of management information systems.

Publishing Company

Richards, J. C. (1992). *The culture of the English language teacher: A Hong Kong example*. RELC journal.

Rumelhart, D. E. (1985). *Learning internal representations by error propagation* (No. ICS-8506). California Univ San Diego La Jolla Inst for Cognitive Science.

Sampieri, R. (2014). *Metodología de la investigación*. 6ª. Ed. Mc Graw-Hill. México.

Singleton Jr, R. A., Straits, B. C. (2009). *Approaches to social research*. 2nd and 5th ed. Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.

Swan, M. (2005). *Practical English Usage*. Oxford Univ. Press.

Tarigan, H.G. (1985). *Pengajaran Gaya Bahasa*. Bandung: Angkasa

Torrance, H. (2000). *The development and consequences of national curriculum assessment for primary education in England*. Educational research.

Torrance, H. (2000). *The development and consequences of national curriculum assessment for primary education in England*. Educational research.

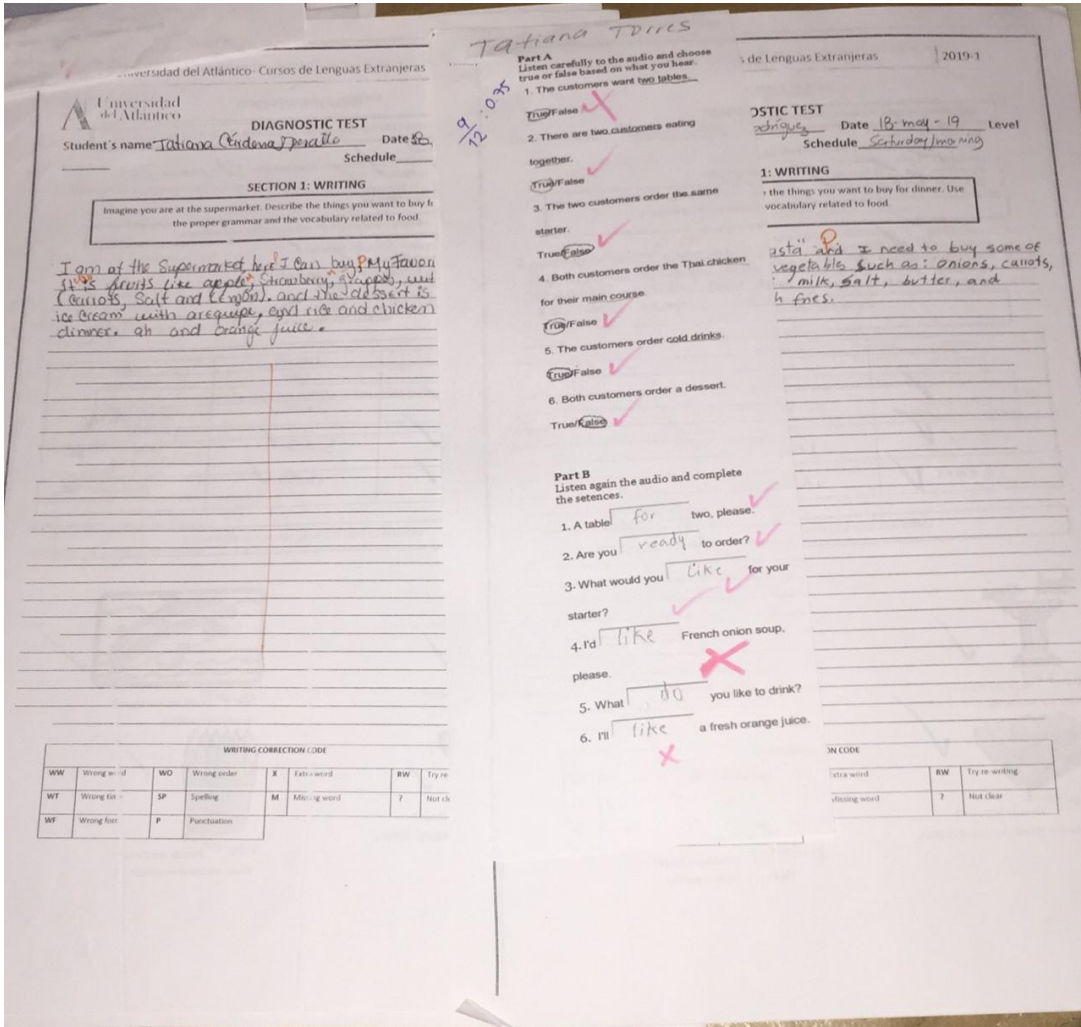
Vygotsky, L. S. (1986). *Thought and language*. Cambridge: The MIT Press.

Walsham, G. (1993). *Interpreting information systems in organizations*.

Wilson, J. (2010). *The use of web questionnaires in second language acquisition and bilingualism research*. Second Language Research.

Appendices

Photographic Evidences





Why do you ~~st~~ study English? And what is your motivation to do it?

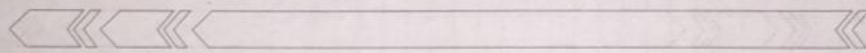
→ I study English because I like this language and it's a very important language and I want know more and understand it. I hope get out to Colombia and my friends

Dia ____ Mes ____ Año ____

TATIANA CARRERA.

Why do you study English and what is your motivation to do it?

Re: Because, first it is a graduation requirement. really, I am studying English for the future. my life, my career and my work. Actually, it is necessary now.



Why do you study English? What's your motivation to do it?

Ans: I study english because I love the language and my motivation is the opportunity that the language can offer to travel around the world.

Sebastian Rodriguez

1. Why do you study English?
2. What is your motivation?
3. I study English because it is very important for my life and something that I want to study
4. I want to study
5. I don't have motivation, just I want to study that language.
- 6.
- 7.
- 8.



Writing Skill Survey

NAME _____

1. Do you enjoy writing?

YES _____ NO _____ Why?

2. Do you think of yourself as a writer?

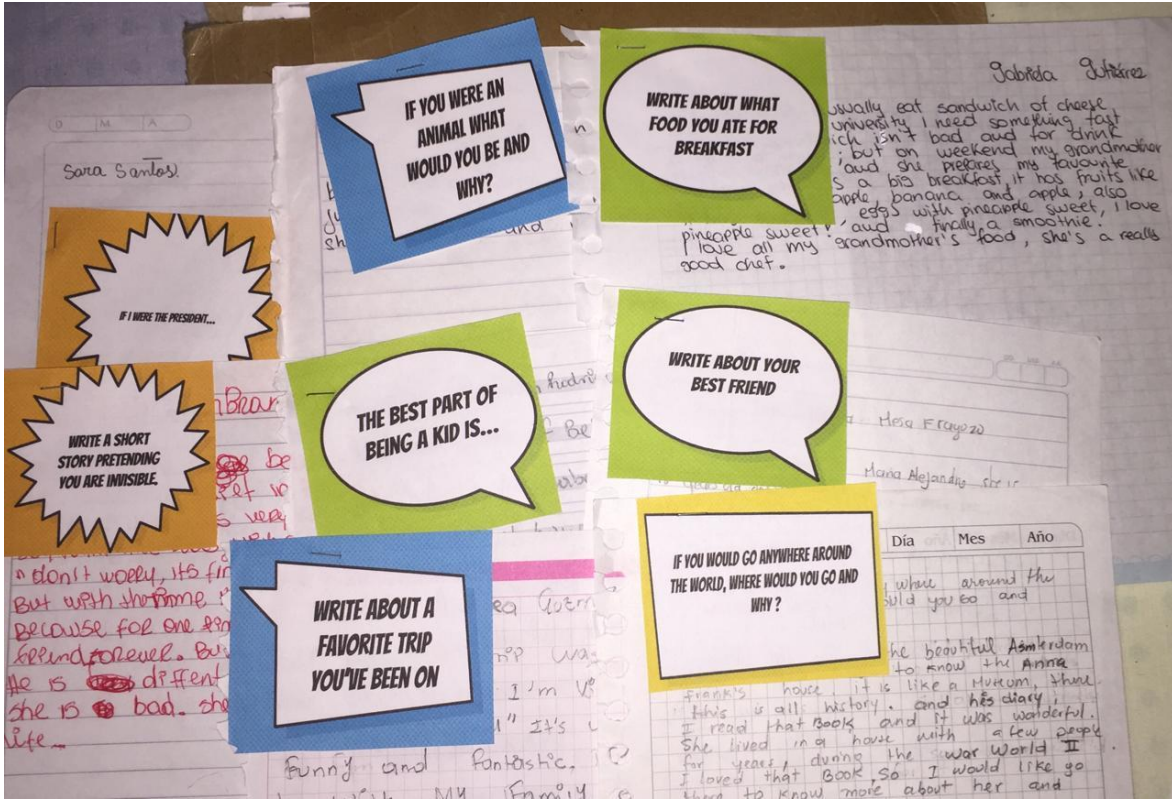
YES _____ NO _____ Why?

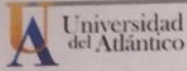
3. Have you ever written an email, a letter or a paragraph? If yes, how have you felt writing it?

4. Do you think writing is important? Why?

5. What do you like the most when writing?

WRITING STRATEGIES TO AVOID SYNTAX ERRORS IN ARCHITECTURE STUDENTS OF FIRST SEMESTER AT UNIVERSIDAD DEL ATLÁNTICO 100





Writing Skill Survey (Students)

NAME: _____

1. Te gusta escribir en inglés?

Si

2. Porque crees que escribir en inglés es importante?

Es la practica perfecta para memorizar la gramática y ampliar el vocabulario

3. ¿Alguna vez has escrito un correo electrónico, una carta o un párrafo en inglés? Si es así, ¿cómo te has sentido escribiéndolo?

Si, bien aunque me da temor cometer algún error, así que chequeo doble todas las palabras

4. ¿Qué es lo que más te gusta a la hora de escribir?

siento que memorizo más e incluso aprendo la razón de la pronunciación de algunas palabras

5. ¿Cuánto tiempo dedicas a escribir en inglés después de terminar las clases?

NO mucho. diario como 10 min

6. ¿Qué es lo más difícil para ti al escribir en Ingles?

Poner correctamente algunas palabras

7. Al momento de escribir en inglés, usas algún tipo de ayuda como diccionarios o traductores?

Si, traductores para la escritura

8. Cuáles son tus temas favoritos para escribir en inglés y cuáles no?

ME GUSTA

mi familia
mis series favoritas
o cosas que me gustan

NO ME GUSTA

temas científicos o
medicos o de geografía