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FREE WRITING AND ITS INCIDENCE IN THE DEVELOPMENT OF THE ENGLISH WRITING SKILL OF THE STUDENTS OF THE INTERNATIONAL BACCALAUREATE OF "OLMEDO" PUBLIC HIGH SCHOOL DURING THE 2016 ACADEMIC TERM.

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1. DEDICATIONS

This research paper is dedicated to God for letting me reach one of my purposes in life and for giving me wisdom and strength to never give up and fight for what I deserve. To my parents, my brothers and my godfather for helping me to be a better person, daughter and sister. This is for you.

Zuleika Bastidas

This research project is dedicated to my parents, my brother, and my friends who truly stood by my side through thick and thin and helped make this project a reality.

Gonzalo Maldonado

2.   ACKNOWLEDGMENTS

3. LETTER OF AUTHORIZATION ON COPYRIGHT

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7. RESUMEN

La presente investigación fue diseñada para identificar la incidencia de la escritura libre en la producción escrita en los estudiantes del Bachillerato Internacional de la Unidad Educativa Fiscal "Olmedo", ubicado en la parroquia Andrés de Vera perteneciente al Cantón Portoviejo. Se conoce que los estudiantes pertenecientes a este programa tienen que poseer un dominio en las cuatro competencias del idioma inglés, como son hablar, leer, escuchar y escribir, pero muchos de los estudiantes al momento de escribir o redactar un artículo lo hacen por cumplir con la orden que el docente le ha dictado. Son muy pocos los estudiantes que escriben un texto por voluntad propia y que éste texto esté basado sobre el tema que sólo el estudiante desee escribir. Para superar este problema, los estudiantes deben llevar a cabo nuevas metodologías de escritura, entre las cuales se encuentra la escritura libre o *freewriting,* que se define como "escribir cualquier pensamiento o idea que pase por la mente en un periodo de tiempo determinado pero sin detenerse" Elbow & Belanoff (2000). En los datos estadísticos se comprobó la alta motivación de los estudiantes y docentes de inglés al conocer sobre esta metodología de escritura denominada escritura libre, sin embargo, no cuentan con recursos didácticos que les permitan desarrollar su habilidad de escribir en inglés. Por lo tanto, el diseño de un manual didáctico con consejos para desarrollar la habilidad de escribir y la realización de talleres son propuestas adecuadas porque implican algunas claves para mejorar la habilidad de escribir en el idioma inglés. De esta manera, con la realización de este trabajo de investigación, estudiantes, profesores y autores se beneficiaron con el enriquecimiento de nuevos conocimientos y nuevas metodologías para desarrollar una habilidad importante en el aprendizaje de una lengua extranjera como lo es el inglés.

DESCRIPTORS: WRITING SKILLS, WRITING SYSTEMS, FREEWRITING, ADVANTAGES, FREQUENCE PRACTICE, MOTIVATION, STRATEGIES.

8. SUMMARY

This investigation was designed to identify the incidence of freewriting in the written production of students of the International Baccalaureate in the Public High School "Olmedo", which is located in the Andres de Vera parish in the Canton Portoviejo. It is a fact that the students that belong to this program have to be able to use the four skills of the English language, which are listening, speaking, reading, and writing, but when it comes to writing, a lot of students write simply to complete the task given to them by the teacher. There are very few students that write a text of their own accord and about something that they themselves would like to write about. In order to overcome this problem, students should start using new writing methods, and among these is freewriting, which is defined as "the writing of any thought or idea that may flow through your mind in a certain period of time without stopping" Elbow& Belanoff (2000). According to the statistical data, it was seen that there is a high level of motivation by both the teacher and students when they learned of the existence of freewriting, however they do not have didactic resources that allow them to develop their English writing skill in general. Therefore, designing a didactic manual with tips and hints of how to develop the English writing skill and the realization of workshops are adequate proposals because they give some very important keys that will help improve the English writing skill. In this way, with the completion of this investigation project, students, professors and the authors will reap the benefits such as gaining new knowledge and new methodologies that develop a very important skill when learning a foreign language such as English.

DESCRIPTORS: WRITING SKILLS, WRITING SYSTEMS, FREEWRITING, ADVANTAGES, FREQUENCE PRACTICE, MOTIVATION, STRATEGIES.

1. THEME

    FREE WRITING AND ITS INCIDENCE IN THE DEVELOPMENT OF THE ENGLISH WRITING SKILL OF THE STUDENTS OF THE INTERNATIONAL BACCALAUREATE OF "OLMEDO" PUBLIC HIGH SCHOOL DURING THE 2016 ACADEMIC TERM.

2. PROBLEM STATEMENT

In Olmedo High Schools international baccalaureate program, students need to develop the 4 main language skills in order to learn and fully utilize the English language. But out of the 4 skills, the one that they should mainly focus on is the writing skill since it's an essential requirement when writing texts, stories, letters, and essays as well as it also helps vastly improve the other 3 three skills due to the high amount of vocabulary usage when writing.

In order to reinforce this skill in classes, students should take advantage of the benefits and advantages that creative writing (free writing) offers them. The desired end result of this is that all students in Olmedo high schools international baccalaureate program optimize the way they learn the language through the acquisition of English vocabulary.

The English language is constantly undergoing changes so it's also extremely necessary to keep up to date with these changes in order to not be left behind. Sometimes the meanings of certain words change and can be adapted into a variety of situations. Since these words have new meanings in different contexts, it's good to try to use these words in writing in order to get a feel for them and be able to use them appropriately in other situations.

2.1. PROBLEM FORMULATION

How does free writing influence in the development of the writing skill of the students of the international baccalaureate of the public High School Olmedo?

2.2. DEFINITION OF THE PROBLEM

FIELD: Education

AREA: Pedagogical

ASPECT: Development of the English writing skills

2.3. SPATIAL DEMARCATION

This research paper collected and analyzed information concerning the influence in the development of the writing skill of the students of the International Baccalaureate of the public High School Olmedo located in Andrés de Vera parish belonging to canton Portoviejo, province of Manabí.

3. REVIEW OF LITERATURE AND DEVELOMENT OF THEORETICAL FRAMEWORK

CHAPTER I

3.1 FREEWRITING

3.1.1. INTRODUCTION

English language learning is in a constant standstill in view of the fact that English itself is a language that is always evolving. Some strategies are often implemented into the core areas of English to keep up with the same language and try to make learning it as enjoyable as possible. The core areas of the English language are speaking, writing, listening and reading and although they are all essential when learning English, the area that will be focused on is writing.

Anderson J. (1990) mentions "a simple definition of academic writing is difficult to come by because it refers to writing done different reasons". Also Anderson defines academic writing as "any writing done to fulfill a requirement of a college or university and its definition include any other writing assignment that it could be given in an academic setting". Since academic writing encompasses such a wide area of writing, we can assume that to develop writing skills is necessary to have an effort, discipline and much practice while doing a specific text in order to develop, create and analyze ideas. A student who writes in a second language is also faced with social and cognitive challenges which are related to the acquisitions of the second language. First language format about giving instructions of how to write and investigations about the process of compose, have been the theoretical support in order to use the process approach in the pedagogy of the second language writing.

Anderson J, (1990) According to Hadley (1993) "the ability to write well is not a naturally

acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments". In other words the writing skills get 'perfect' when a person starts being discipline to improve his/her writing by practicing and learn with the experiences that he/she is going through. He mentioned that "writing involves composing", which that implies the capacity to tell or retell parts of information in the narratives or description's structures, or to change information into new texts, as in expository or argumentative writing".

Perhaps the best perspective that it shows is as a "continuum of activities that range from the more mechanical or formal aspects of "writing down" on the one end, to the more complex act of composing on the other end" (Omaggio, 1993). In other words this author describes writing as a difficult or mechanical process which is part of learning and developing all the knowledge in a new language.

Also, Bereiter & Scardamalia, (1987) argued that "formulating new ideas can be difficult because it involves transforming or reworking information, which is much more complicated than writing as telling. By putting some pieces together, such as theories and ways to solve problems, the person who is writing is connected to a double-way interaction which is based on keeping a continuously developing of knowledge and a continuously developing of text". Undoubtedly, academic writing needs a total effort and a strong self-discipline to keep practicing in creating, improving, and analyzing ideas.

3.1.2. DEFINITION

Elbow & Belanoff (2000) cited in Hwang Ju A (2009), mention(s) that the freewriting is defined as "writing any thoughts or ideas that come to mind in a given period of time without

stopping". Basically these authors referred about being free and show or liberate all the emotions, feelings or thoughts that may a person has hidden, by having the chance to let them flow while is writing. During late 1960s and early 1970s the freewriting was one of the famous methods used by the teachers in the learning-teaching process, putting on practice imagination resource to develop students' ideas.

Also, Fox & Suhor (1986) mentioned that "freewriting was a way of discovering new English instruction at the time of the neoprogressive movement", which started by opposing the traditional instructions that teachers used to apply in the classrooms paying little attention to creativeness. However, its popularity decayed in the mid-1970s because the defenders of the basics movement contemplated the English instructional process, including freewriting, as an empty and permissive instruction which it has not discipline. (Fox & Suhor ,1986). Sadly but truly, those movements inquire to keep using formal rules and classic ways to teach classes by making memorizing students, putting on another side their opinions, ideas and comments.

Connors (1988) argued that freewriting is a way to teach students about that personal and emotional aspect of the "self" are welcome and are often seen in all types of writing, including the academics ones. The different ways to teach or to improve academic writing in high school often reduce the use of the personal or emotional skills in order to get to a specific point. Something very relevant that every reader should know is that there is a short part of emotional and personal influence in every work that has been written. Also this author mentions that if students "avoid topics related with personal or emotional situations, a part of the motivations and interest is lost". In other words students will get tired and even bored about doing something related with writing since they do not have the opportunity to

express what is going through his/her mind; but on the other side of the coin if they do have the chance to start writing about anything they want, they will develop a "resistance to writing" what it means that expressive writing, specifically freewriting, can develop necessary skills by using critical thinking in freshman composition students if it is taught appropriately.

Consequently, dispelling the myth that freewriting is merely a senseless activity that discourages students from learning academic language. According to Elbow Peter (1983) freewriting is "to write and not stop for anything. Go quickly without rushing. Never stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use, or think about what you are doing". In other words, freewriting let students being free about writing anything they want to write or express through a sheet of paper without any restriction at all. Belanoff (1991) mentioned that freewriting is "what you get when you remove almost all of the normal constraints involved in writing". In order words, the requirement of freewriting is to put words on a paper and indeed to do it without stopping.

Additionally he firmly specified that freewriting is:
- There is no need to show the words to anyone.
- It is not necessary to start thinking about spelling, grammar or mechanics while writing.
- No need even to make a clear sense or be understandable.
- There is no indispensable to stay on topic.
- No need for any kind of quality, excellence, rightness or caring.

Therefore, freewriting cannot be a technique to just think about writing something well or

badly. "It gets perfect when someone starts and keeps writing without doubts or limits but just being focused on show up mixed and hidden feelings that maybe the one who is writing did not have any idea about them". In that exactly moment is when freewriting is achieving its main point. Belanoff (1991).

3.1.3. IMPORTANCE OF FREEWRITING

Asselin (2012) mentioned that "freewriting is a very important component of the writing process" which is a device that is used by the person who keeps writing in the beginning phases of the process, and it implicates gathering and formulating own information on paper. It is not a cohesive paper or piece, but a group of ideas or thoughts about the topic the writer plans on writing about". What the author tries to say is that freewriting opens the door to a free and fresh world to express emotions without stopping.

The author also mentioned that "freewriting is beneficial in any form or writing, academic or not, because it is an easy form to get your feelings or ideas on paper. This can help in writing journal entries, songs or even a novel, since it lets your write about any theme or feelings you have without constraints". (Brett Asselin 2012). That clear explanation of this author shows that freewriting is very indispensable to the writing process and it does not matter what kind of writing is.

From a different point of view, Cameron (2011) defines that "freewriting teaches us unplanned speaking." Writing and speaking slowly have great importance, paying attention to every single word as well. In order to reap the rewards that unplanned speech has to offer, we must be ready and willing to mess up when we write. It is vital to recognize that unplanned speaking is just another component of the writing process.

3.1.4. PEDAGOGICAL SUCCESS OF FREEWRITING

Hilgers (1990) cited in Belanoff & Elbow (1991) mention (s) that "in a field where practical research is applauded, there has been very limited research of the effects, the benefits, or even the physical characteristics of freewriting". Which means, in most cases people do not really know about freewriting and much less its proper usage when it comes to learning a new language. The author added that "students who used freewriting heuristics wrote better essays than students who used communications-awareness/problem-solving heuristics", He ends his report by expressing that "freewriting deserves much more serious attention than it has given all this time".Basically, teachers must include freewriting while they are developing writing skills since it helps students create and build new ideas concerning the things that they wish to express.

Fontaine (1991) argued that "the appearance of freewriting in its classroom applications vary as we alter the degree of freedom, privacy, and time given to the student writer. Freewriting can focus on a given or writer-selected topic; its designation can be to generate information from scratch, to expand ideas or create descriptions and evaluations of the things that have been written". She also argued that "freewriting can be completely private, shared with one or more peers, or turned in to the teacher either for nonjudgmental reading or for critique and advice". So what this author tries to emphasize is that how important freewritings' appearance is in a learning area such as a classroom to liberate mental chains that with the passing of the years have been growing in humans thoughts.

3.1.4.1 ADVANTAGES OF USING FREEWRITING

Lewis (2012) mentioned that the freewriting technique is implemented by writing fast and continually while not stressing over proper punctuation, spelling, structure, topic, or form. It is an exercise of writing everything that appears in your mind without limitations and it is a

fantastic way of getting ideas onto a sheet of paper as rapidly as possible without being encumbered by analysis or excessive thinking. Freewriting permits people to achieve a level of thought that surpasses their average level on a normal day. Lewis acknowledges six ways that the freewriting skill will develop our writing:

> **Increases your creativity**

The routine of continuous non-stop writing obligates your mind to invent new ideas. Putting these on paper will then allow the gears in your brain to begin to turn. With freewriting, the quantity of ideas that have to be invoked will make you advance through diverse topics. The right side of your mind will activate and try to invent new areas to explore

> **Generates new ideas**

Surpassing creativity you just do not fully understand what is hidden in your mind until you try this technique out. Without being able to return to your normal thinking structure (because of the speed of the task) you will generate ideas that you would have never imagined were possible or that you never thought that you would (or could) have. Freewriting assists you by bringing fresh ideas to light that you might have had hidden in the very confines of your mind.

> **Gets you unstuck!**

There may be times when you find yourself in a predicament and unable to get out of it, but this technique can assist you in breaking through this mess, opening new possibilities and concepts. Whether you are stuck on a writing project, business strategy or something occurring in your personal life, obtaining a large quantity of ideas will allow you to overcome the block.

➢ **Makes you feel ecstatic!**

One of the main roadblocks for a writer is to invent something fresh and uncommon which adds value for the reader. As soon as this is perfect, this method of idea production permits you to focus and examine a wide range of varying thought directions. Generally, you will surprise yourself with a high amount of creativity and a large quantity of material just by pushing yourself. It is an amazing feeling to be able to reminisce on a triumphant writing session.

➢ **Obligates you to think outside the box.**

One of the greatest conundrums is the regurgitation of your own thoughts. Every person who considers himself a writer or blogger has hit a point in their writing where everything they write seems to be similar no matter how hard they try for it not to be. Freewriting makes your mind think in abstract ways since it is typically something you do not do. It is like using a mind map, it guides you to different thoughts and ideas from a variety of points of view as well as making connections that never existed before.

➢ **Commences a sequence of new thoughts.**

It tends to be astounding how quickly you become focused on writing words down. As ideas begin to appear, the only thing necessary is a tiny detour in your train of thoughts and your writing takes an entirely new direction. You may start getting ideas for something like a blog post and end up discovering ideas for the beginning of your next book! Freewriting is probably one of the most useful tools for generating new ideas or thoughts, making a breakthrough, or augmenting your creativity level. It can be executed in a short amount of time and it obligates you to use your mind in new and exciting ways.If you have never tried freewriting, start with a small topic in mind, set a specific amount of time then get writing and let your mind explore. (Lewis R., 2012)

3.1.5. THE PURPOSE OF FREEWRITING

Bow (2002) debated that freewritings' main purpose is to get around the chatter inside your brain to the chatter beneath; to circumvent the part of you that tears down and critiques what you have written as you have written it. By grasping hold of your inner self, you can apply a very bizarre collection of words on your paper, pulling up a clearly described detail or describing an event that you would not normally have described had you let your aware self-do all the talking.

Moreover, Fontaine (1991) cited in Hwang Ju A (2010) mention (s) that unguided freewriting gave students the chance to "make meaning with language" by letting them write about the things that intrigued them. This process assisted students in organizing and classifying the things they witnessed, and more importantly, they started to make a lot of concrete self-concepts by practicing freewriting. Fontaine described self-concept as "a sense of who they are, of what they value, and of the foundation on which they determine these values". (p. 15) Allen (2009) argued that freewriting's purpose is to begin the writing process without concerning yourself about form or correctness. It motivates students to write boldly without stressing about how perfect it is or worrying if they are or are not on topic. This strategy also motivates students to take action and write more frequently.

Another thing is that it may be used to help with writers' block during the first stages when writing an essay, and it is typically executed before (not in lieu of) a first draft to assist the flow of creativity. Freewriting is a complete language technique, or in other words an authentic focus on language usage in terms of understanding the meaning first.

3.1.5.1 THE WRITER'S PURPOSE IN FREEWRITING

Fontaine (1991) mentioned that "the only predetermined purpose in my students'

unfocused, private freewriting is a physical one" which is "to write language on a blank page

for ten minutes". Also she added that "at some point in its development on the page, the

freewriting either recorded the writer's real or imaged experiences, made plans or goals,

explored or solved problems, or evaluated the writer's personal experiences or writing skills".

The following example is given to us by the previous author:

> Another sunny day without my Camaro. It would seem that every time I fix it, it rains so it
> is pretty depressing. I just got done with the distributor and now the voltage regulator and
> alternator are junk. After a nine thousand dollar investment into a 1968 car, I figured it
> would be pretty dependable. I guess not. At least I have two cars so the Camaro can stay in
> the garage on lousy days. I do not feel like doing anything. I'm totally sluggish, lazy. It is
> a day for a warm fireplace and reading a nice book or to pass the time listening to KOST
> or KLITE on the radio. So in this example you could picture yourself (imagination) and
> feel (emotions) what the student is going through.

Another purpose that evolved in the students' freewriting is that of "making plans or goals.

They may be immediate plans or more far-reaching". Fontaine (1991). The following

example is presented by the previous author:

> Ok. Today I definitely want to go to the library after this class and do as much work as I
> can. I figure if I get in the swing and do my work in the afternoon. I will have my night
> free with nothing to worry about. If some of my friends are making their way to the library
> maybe I will hang with Bill. I might be able to corrupt him for a least a short time. In this
> example you could see what this is student is planning or trying to do through writing how
> he/she feels.

Carpenters' (2012) argument was that the writer's purpose of the freewriting is "to move

from conscious, deliberate writing to automatic, subconscious writing. Freewriting can free

you from the thoughts of who you are obligated to be on the page and the goal your writing is

supposed to accomplish". Basically, this author manifests that the main point of the person

writing in the freewriting is to stop thinking about limits without stopping writing.

3.1.6. THE STRUCTURE OF FREEWRITING

Fontaine (1991) argued that "private freewriting has no externally imposed rules of style or structure". Literally anything and or everything that pops into the users mind can be written and it would all fall under the category of freewriting. According to Fontaine when freewriting "students are free to use whatever structuring device they choose" which can basically be interpreted as the person that free writes is allowed to structure the essay however they choose, using whatever type of writing structure that they desire or just simply writing whatever may come to mind. The possibilities are endless. Fontaine further explained that "once in a while, standard punctuation disappears and the syntax of the freewriting provides structural cues" meaning that when freewriting, the typical idea of punctuation may not apply and writers can freely write without feeling oppressed by such rules allowing the very idea of freewriting to guide their writing into forming its own structure.

Fontaine (1993) cited in Hwang Ju A (2010) mention (s) that the "general structure of freewriting can vary depending on context such as changing the amount of time allowed or giving a specific topic" If there is no definitive topic for the writing, it is called unguided (self-sponsored) freewriting whereas guided (focused) freewriting can happen when a topic is given (Elbow, 1998; Elbow & Belanoff, 2000; Fontaine, 1991; Lannin, 2007).

Elbow (1998) cited in Hwang Ju A (2010) also mention (s) that "students should not stop writing while doing freewriting because the main thing about freewriting is that it is non-editing". These guidelines to keep writing and not edit make things easy for students to develop writing skills by producing text being focused on it and without any disturbance.

On the contrary, Natalie Goldberg (1990) referred some basic rules that make the process of the freewriting more reachable for a beginner or a student, and they include:

- ✓ Set up a time limit for yourself. You keep writing for one or ten or twenty minutes and then you stop. Keep moving your hand until time is up.

- ✓ Avoid allowing yourself to get distracted or stopping to read what you have written. You do not need to hurry or rush, you just need to write quickly.

- ✓ Do not give any attention to grammar, spelling, punctuation, neatness, or style. No one else needs to read what you are producing. How correct the writing is and the quality of what is written do not matter; the fact that you are writing does.

- ✓ If you stray from the topic or have no more ideas, just keep writing regardless. If needed, write gibberish or anything that pops into your brain, or just scribble: anything as long as you keep your hand moving.

- ✓ If in the process of writing you feel uncomfortable or bored, question yourself about what exactly is bothering you and write about that.

- ✓ Once time has run out, check what you have written and mark sections that have ideas or phrases that may be worth holding on to or detailing in a subsequent freewriting session.

CHAPTER II

3.2 DEVELOPMENT OF THE ENGLISH WRITING SKILL

3.2.1. WHAT IS WRITING?

Essberger (2016) defines writing as "the process of using symbols" which is letters of the alphabet, spaces and punctuation to be able to "communicate ideas and thoughts in a readable form". On the contrary, the Cambridge dictionary describes writing as "the activity of creating pieces of work" such as stories, poems or articles.

Aristotle (1938) cited in Coulmas (2001) mention (s) that Aristotle did "the most widely quoted definition of writing" since in his propositional logic Peri Hermeneias starts with "very essential information about things, concepts and signs" to make it possible to discuss how these linguistic entities relate to ideas and to things of the material world. The author explained: Spoken words are symbols of affections or impressions of the soul; words that are written are symbols of words that are spoken. And in the same way that all men view letters differently, sounds are different as well, although the directly expressed affections by these indications are alike for everyone, as are the things of which these impressions are images. (p. 115)

3.2.1.1. WRITING SYSTEMS

Fon (2001) defines that a writing system is "the process or result of recording spoken language using a system of visual marks on a surface". In other words, a system of writing is founded on the elaboration of a text while thinking about a specific topic or idea.

Another definition stated by Daniels & Bright (1996) denotes that writing system is a "system of more or less permanent marks used to represent an utterance" and this could be "recovered without the interference of the utterer".

Coulmas (1999) argued that writing system is a "set of seeable or tactile signs used to represent units of language in a systematic way" and its principal objective is to record messages that can be fetched by everyone who "knows the language used and the rules by virtue of which its units are encoded in the writing system". Basically, writing system provides a visual way to represent language and symbolic that represents cultures and people.". This author describes it as follows: As the most observable items of a language, scripts and orthographies are 'emotionally loaded', indicating as they do group loyalties and identities. Instead of being simple items of a practical nature, they are symbolic systems of grand social significance which might, furthermore, have profound effect on the social structure of a community of speech.

3.2.2. WHAT SECOND LANGUAGE (L2) LEARNERS NEED TO LEARN

Cumming, (2001) cited in Barkaoui (2007) mention (s) that there are "different kinds of theoretical orientations which typically focus on dissimilar aspects of L2 writing competencies and to highlight the importance of learning and teaching them in different ways". In fact, this author emphasizes three orientations which are Text-Focused, Process-Focused and Sociocultural with the main point to give a response to the question "What do students require to learn to become effective?

> ➢ Text-Oriented/Focused This orientation sees L2 writing development in terms of the features of the texts that L2 learners produced. According to this orientation, to have the ability to write effectively in an L2, writers must learn the orthography, morphology, lexicon, syntax, as well as the discourse and rhetorical conventions of the L2.

➢ Processed focused Research visualizes learning L2 writing as the obtaining of successful writing strategies. From this point of view, learning L2 writing is seen as the acquisition of both macro strategies such as planning, drafting, and revising, and micro strategies like attending to content and form simultaneously and spontaneous searches for words and syntax (Cumming, 2001).

➢ Sociocultural research envisions the development of writing as the learning of genres, values, and practices of the target community. This research gives emphasis to the role that context and audience have in learning L2 writing. According to this orientation, experienced L2 writers are those who can "act effectively in new settings" (Hyland, 2002, p. 60)

3.2.3. ENGLISH LINGUISTIC SKILLS

The principal skills that every language possesses are listening, speaking, reading and writing. Communicative competence is also how these skills are called and it is the ability to put the language to use in different social situations that appear in our daily life. Every language has four main skills that have to be developed, if we dominate these skills then we can say that we know the language.

Essberger (2016) describes the English linguistic skills in the following way:

3.2.3.1.LISTENING SKILL

This skill is about taking in the language through the ears. It involves the identification of sounds of speech and turning them into words and sentences. We use our ears when we listen in order to receive individual sounds such as stress, letters, rhythm and pauses; and we

transform these into messages that have meaning to us using our brain." In any other language, the principal request that listening demands is being focused and paying attention since this skill requires even greater focus in a second language.

3.2.3.2. SPEAKING SKILL

Speaking is when the mouth delivers the language. We create sounds using many parts of our body in order to speak including the lungs, vocal chords, vocal tract, tongue, teeth and lips. The requirement for this vocalized form of language is to have at least one listener. When more than one person speaks or begin talking to one another, the conversation is called "dialogue". Speech flows naturally from one speaker to another in the form of dialogue. When delivering a speech or presentation, it can also be planned and rehearsed. Speaking can be formal or informal. When you are with friends and family or people you know quite well you normally use informal speaking. In business or academic situations or even when meeting someone for the first time, it becomes more necessary to use formal speaking.

3.2.3.3. READING SKILL

Essberger defines reading as the procedure of looking at a series of symbols that are written and getting meaning from them. While we are reading, we are using our eyes so that written symbols can be received such as letters, punctuation marks, and spaces, and we also use our brain to convert them into words, sentences and paragraphs that tell us something. Also Benwell (2003) argued that this skill can be silent (in our head) or aloud (so that other people can hear). Reading is a receptive skill – We receive information through it. But the skill of speaking is required in the complex process of reading so that we are able to pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

3.2.3.4.WRITING SKILL

Ager (2005) mentions that writing is a "method of representing language in visual or tactile form" to be able to express ideas, emotions or even thoughts about something specific. This method outcrops but consecutively develops abilities that part from creating something new such as stories, novels, fairy tales and so on, to create something more complex like essays, formal letters or even a thesis. Robinson (2003) also mentions that "writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols". Alternatively, writing is a spoken-written text that has for principal objective demonstrates solid ideas or deep thoughts while writing
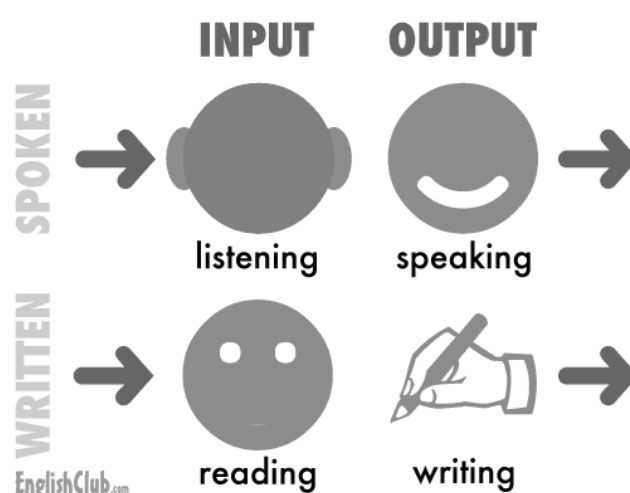

Figure 1: Representation of the four English Linguistic skills

Both writing as well as speaking are considered productive skills since they emerge thanks to the learner's ability to use the things that have been learned. On the contrary, listening and reading are both receptive skills; in this situation the apprentice has to get the idea from an external issue.

Powers (2010), articulates that "although the four aspects of communicative ability are highly related, they are nonetheless logically and empirically distinct". Each skill has its own objective so they must require a different process to be able to develop each skill, but this does not imply that they cannot be improved by integrating them since it's the opposite. This skills are connected with two phases. One of them is to "give the time" for each one to increase knowledge and abilities, and polish disadvantages in one of them. The other one is to develop the four skills by using them simultaneously.

3.2.4 IMPROVING WRITING SKILL

Robinson (2011) mentions that writing skills are a vital component of communication. "Good writing skills" allow the communication of a message with clarity and easing to a far larger audience than through face-to-face or telephone conversations. A person could be called to write a report, plan or strategy at work; write a grant application or press release within a volunteering role. And, without a doubt, an excellently written CV or resume without any spelling errors or grammatical mistakes is essential when considering a new job. Those situations happen in real life, and people must know how to use this skill (writing) in order to do something specific in a correct form.

Cowley cited by Elftorp sustains that some reasons why people find difficulties with writing are the fact of they feel "afraid of failing" which simultaneously induces to act "under pressure". To face this, he recommends not taking it as a "disaster", mistakes can be corrected at the end. This author also recommends some other ways to practice writing. The most frequent problem is thinking about the ideas to write, to get over this problem, mind maps and brainstorming are useful ways for collecting information about any specific topic.

And, when the learner starts writing he or she has to feel comfortable, thus if listening to music or some kinds of sounds assist when coming up with new ideas, do not think twice in making use of them.

Donovan (2014) and Fenton (2003) provide some suitable habits for improving writing:

✓ Create a schedule to make writing included in our daily routine it is convenient to first establish a schedule. The learner can start by dedicating a length of fifteen – twenty minutes daily, and then, as the writing ability increases, apply "longer sessions" to develop the skill.

✓ Read Writing is another way of communication; therefore to make the reader understand the writer has to find an appropriate way to expressing his or her ideas and thoughts, and reading contributes to getting fluency and excellent lexis.

✓ Once you begin writing, finish it A really difficult task is to keep writing since most of the time we get distracted with things around us. To avoid interruptions in our writing practice it would be favorable to set a specific and quiet place do the exercises.

✓ Share your writing with others Sharing the writing production is a positive fact. Other`s perspectives can be taken into consideration to correct mistakes and improve your script.

✓ Avoid using unnecessary words and repetition Sometimes people are accustomed to using extra words just to extend the sentence, it will make the central idea

redundant which could cause your writing to be boring. "Where the same idea appears more than once, you have to decide once and for all the place where it should best go and then delete and/or merge the text accordingly", Fenton (2003).

✓ Substitute complicated words and phrases with easier alternatives. Do not focus on writing down words that may be difficult for the reader to understand. Simpler words and expressions will cause your writing to be even less stressful, which means; you allow the reader to continue the text without getting stuck on a phrase or just a word that they find hard to comprehend.

✓ Pay attention to punctuation marks Once the writing skill is enhancing, it is necessary to try to make it a little more technical. Punctuation marks are very important at this stage. There are various websites with articles which contain information that can assist the learner to properly use these writing symbols

3.2.5. FREQUENT PRACTICE

Chenoweth and Hayes (2001) cited in Barkaoui (2007) mention (s) that "we can help students learn L2 writing by providing them with opportunities, support, and encouragement" to be able to write periodically even before they master the skill. If a teacher who has perfect knowledge about the various types of attitudes that every student in his or her classroom has puts this process into practice every day then this process will certainly work.

Also, Myles (2002) argued that in addition to guiding students to practice effective writing strategies, teachers need to give as many opportunities as possible to students so they can practice L2 writing, so that they can execute processes like lexical retrieval

automatically. In other words teachers need to create an enjoyable but regular environment day after day by using different tools or methodologies to make it possible to develop writing skills.

Goins (2005) specified that "spending five hours on Saturday writing is not nearly as valuable as spending 30 minutes a day every day of the week". This author makes emphasis that the main idea of start writing something is being disciplined, especially when a person has just getting started. He also mentions that "to improve writing skill a person must show resistance while developing the discipline and making this a priority".

Ferris & Hedgcock (1998) cited in Barkaoui (2007) mention (s) that integrating writing while encouraging students to write extensively in and outside the classroom can provide opportunities for practice, help increase students' awareness about the conventions of L2 texts, and compensate for the often short time of instruction. In others words when the guide of the class (teacher) makes activities by integrating students, those students will find out more about themselves and their classmates, and they will have the opportunity to interact by listening and giving opinions.

On the other hand, Williams (2003) argued that to support and motivate students to write frequently is to use writing workshops, where students are actively involved in researching, talking, and writing about texts. This author makes a vivid idea about how meaningful motivation at workshops is to consequently develop and increase students' abilities in different skills.

3.2.6. MOTIVATING STUDENTS

Motivating students to write something could be a hard task or even a challenge for some teachers since there are students who do not like to write or think it is boring or tiring. Hyland (2002) emphasizes that "teachers need to focus on both cognitive and motivational factors in the L2 writing classroom". This author explains that motivational factors are those that "include learners" thoughts and beliefs about the nature and importance of writing, the differences between L1 and L2, their attitude to the L2, and about their writing competence, which as a result will influence learners' engagement, effort, and learning in the L2 writing classroom". Teachers must be aware of these affective factors and they must prepare themselves so that they can further motivate students.

(Dornyei, 2001) argued that "motivation should help learners want to boost their practice time and to set new writing goals for themselves" in order to develop personal skills. Dornyei suggests various strategies and techniques that teachers can apply to be able to create and maintain learner motivation in the L2 writing classroom. These strategies are:

❖ First, teachers should recognize and discuss learners' writing experiences, beliefs, needs, and goals with the aim of rectifying misconceptions (e.g., that writing is a gift) and enhancing positive attitudes directed at writing. In other words, this technique will help students to confront personal feelings, thoughts or ideas and combine them while writing.

❖ Second, teachers should help students see themselves as successful writers by providing them with positive experiences with writing activities; emphasizing that they can be successful in these activities using their own efforts; praising them on

work well done; and helping them "start seeing themselves as writers, (rather than as students), who can complete things with written discourse" (Williams, 2003, p. 121).

❖ Third, teachers should ensure a pleasant and supportive atmosphere in the classroom where the students can feel safe and trusting (Dornyei, 2001). Basically this strategy refers to the relation between a teacher and a student. Sometimes students do not make questions or give opinions because they are extremely afraid of making a mistake (and someone might make fun of him/her). Teachers should support their students to help them feel safe and self-confident.

❖ Fourth, as Ferris and Hedgcock (1998) have argued, teachers should take the different backgrounds, experiences, and expectations that students bring to the writing classroom into account when selecting teaching materials and approaches, developing reading and writing assignments, constructing assessment instruments, and providing feedback.

❖ Fifth, the writing tasks and activities used should be meaningful, relevant, and varied when referring to content and genre. In other words, when a teacher is preparing a class, must be creative by knowing the diversity of students that there are in the classroom.

❖ Sixth, teachers should be explicit about the goals of the learning and assessment tasks they use, provide learners with clear goals and strategies to make writing tasks manageable, and allow students choice (Cumming, 2002).

4. ACHIEVEMENT OF OBJECTIVES

4.1. GENERAL OBJECTIVE

Determine the incidence of freewriting in the development of the written production of the English language in the International Baccalaureate Students of "Olmedo" High School.

4.2. SPECIFIC OBJECTIVES

✓ To ascertain the different kinds of abilities that students develop when freewriting in their educative process.

✓ To establish the types of strategies which are used by the teachers in order to improve the writing skill

✓ To design an academic-didactic manual and perform workshops that permit the international baccalaureate's students to improve their English writing skill independently in order to take advantage of educative resources.

5. HYPOTHESES ELABORATION AND VARIABLES DEFINITION

This research outlines the following hypotheses:

5.1 GENERAL HYPOTHESIS

Free writing affects in the development of the written production of the English language in the International Baccalaureate Students of "Olmedo" High School.

5.2 SPECIFIC HYPOTHESES

- ✓ Students develop abilities by doing freewriting exercises that permit them to perform educative activities and deepen about personal information.
- ✓ There are types of strategies that would be very useful for the development of the English writing skill in some topics.
- ✓ The academic-didactic manual and workshops with tips for freewriting are feasible solutions in the acquisition and development of the English writing skills in the previously mentioned language.

5.3 VARIABLES

5.3.1 INDEPENDENT VARIABLE:

Freewriting skills

5.3.2 DEPENDENT VARIABLE:

Development of the written production of the English language

5.4 OPERATIONALIZATION OF VARIABLES

5.4.1 INDEPENDENT VARIABLE:

Freewriting skills

Table 1 *Operationalization of the independent variable*

CONCEPT	DIMENSIONS	INDICATOR	ITEMS		TECHNIQUES AND TOOLS
			TEACHER	STUDENTS	
In the development of the writing skill must being strategies to increase this skill. Freewriting is a writing skill that permit students ""to write and not stop for anything. Go quickly without rushing. Never stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use, or think about what the student is doing". Elbow Peter (1983)	Importance	• Gathering and formulating information • Ideas or Thoughts • Unplanned speaking		11 12	**Techniques:** Interview Survey
	Pedagogical success	• Needs in the target language • Better organization of ideas • New criteria • Evaluating progress	1 3	1 3 4	**Tools:** Questionnaires
	Advantages	• Increases your creativity • Generates new ideas • Gets you unstuck • Makes you feel great • Forces you to think differently • Chain reaction of new thoughts	4		
	Purpose	• Make meaning with language • Form concrete self-concept • Encouragement to write often		2	

Note: prepared by the authors

5.4.2 DEPENDENT VARIABLE:

Development of the written production of the English language

Table 2 *Operationalization of the dependent variable*

CONCEPT	DIMENSIONS	INDICATOR	ITEMS		TECHNIQUES AND TOOLS
			TEACHER	STUDENTS	
Essberger (2016) defines writing as "the process of using symbols" which is letters of the alphabet, spaces and punctuation in order to "communicate thoughts and ideas in a readable form". On the other hand, the Cambridge dictionary describes writing as "the activity of creating pieces of work" such as stories, poems or articles. Aristotle (1938) cited in Coulmas (2001) mention (s) that writing starts with "very essential information about things, concepts and signs" in order to discuss how these linguistic entities relate to ideas and to things of the material world".	Writing system	• Set of visible or tactile signs • Represent an utterance	2 5	7 9	**Techniques:** Interview Survey
	What second language L2 learners need to learn	• Text-Oriented/Focused • Processed Focused • Sociocultural		8 10	**Tools:** Questionnaires
	English Linguistic skills	• Listening • Speaking • Reading • Writing		5 6	
	Improving writing skills	• Create a schedule • Read • Once you start writing, finish it • Share your writing with others • Avoid using unnecessary words and repetition • Replace difficult words and phrases with simpler alternatives • Pay attention to punctuation marks			

Note: prepared by the authors

6. DEVELOPMENT OF RESEARCH DESIGN

6.1. LEVEL OF RESEARCH

Descriptive research: "Due to its methodological approach and epistemological foundation it tends to be in descriptive order, oriented towards theoretical structures (…), it uses preferably qualitative, descriptive and unquantified information. These qualitative and interpretive paradigms are used in the study of small groups: communities, schools, classrooms" (Tamayo, 2009).

This research paper also had a proactive orientation, since it developed a proposal with the aim of promoting quality self-teaching in order to improve English writing skills.

6.2. RESEARCH DESIGN

Documentary research: Information from books, magazines and other types of documents were used to analyze and use in the elaboration of the proposal and the achievement of the objectives.

Field Research: surveys were applied to students of Olmedo High School who are the subject of study. Therefore, the results obtained were analyzed qualitatively.

6.3. METHODS

Inductive - deductive method: it permits the analysis of data from surveys; this method was also useful for making conclusions and recommendations. Fraga & Herrera (2002):

> The induction is a procedure by which it is possible to infer certain property or relationship from specific facts, which means, it allows the transition from the specific to the general. Its complement is the deductive procedure, whereby the researcher moves from true general statements to others, or to specific characteristics of the aim. (p. 65)

Synthetic- analytical method: This method can determine the students' drawbacks when executing self-education in English language learning. By analyzing the problem, it can be broken down into parts in order to establish specific strategies to solve it in the most appropriate and timely manner.

As mentioned by Hurtado & Toro (2007):

It consists of a mental decomposition of the studied objective in its different elements or components to obtain new knowledge about said object. In the same way that there is a close link between deduction and induction, it happens with the mental processes of analysis and synthesis: they are deeply united processes inherent in the human act of thinking.

6.4.   TECHNIQUES AND INSTRUMENTS

Survey: Questionnaire for students Olmedo High School of Andrés de Vera parish, Portoviejo canton, in order to get to know writing strategies that they receive in this institution.

Interview: This type of conversation included five questions and was addressed to an English teacher, in order to get to know his perspective on using freewriting to develop writing skills.

Bibliography: bibliographical forms were used to collect conceptual and theoretical information from different sources that helped to develop a more accurate theoretical framework.

Data Tabulation: This technique required tables and graphs to help visualize the results in a dynamic and summarized way.

6.5. RESOURCES

Human

- ✓ International Baccalaureate Students of "Olmedo High School"
- ✓ Teachers of the same institution
- ✓ 2 researchers
- ✓ Tutor responsible of conducting the Project.

Materials

- ✓ Copies
- ✓ Computer
- ✓ Standards A.P.A Guide
- ✓ Books
- ✓ Cameras
- ✓ Folders
- ✓ Transport
- ✓ Notebook
- ✓ Internet

Expenses

This research paper had a cost of $800 American dollars, which were financed by the authors of the research.

7. DEFINITION AND SELECTION OF SAMPLE

To achieve the objectives of the research and operationalize the concepts and elements involved in the problem, we worked with a universe of 90 students and 10 teachers. As it shown in the following table:

Table 3 : *Population*

Educative Institution	International Baccalaureate Years	Number of students and teachers
Students	Second	45
	Third	45
English Teachers		10
TOTAL		100

Note: Prepared by the authors.

7.1. FORMULA TO CALCULATE THE SAMPLE

$$n = \frac{N}{E^2 \, (N-1) + 1}$$

- **DATA**

n = Sample

N = Population

E = 0,1

- **PROCEDURE**

$$n = \frac{100}{0,1^2 \, (100-1) + 1} = \frac{100}{0,01 \, (99) + 1} = \frac{100}{0,99 + 1} = \frac{100}{1,99} = 50,25$$

In this way the sample was obtained to implement the survey to students and do the research

8. DATA COLLECTION

8.1. SURVEYS APPLIEDTO STUDENTS OF INTERNATIONAL

BACCALAUREATE IN "OLMEDO" HIGH SCHOOL

TABLE AND FIGURE OF QUESTION N° 1

1.-Do you consider that freewriting lets you develop the written production in the

English language?

Table 4: *Importance of freewriting in the written production*

Variable	Frequency	Percentage
Yes	47	94%
No	3	6%
TOTAL	50	100%

Note: prepared by the authors who took as a source of the study students of second and third year of the international baccalaureate of "Olmedo" High School.
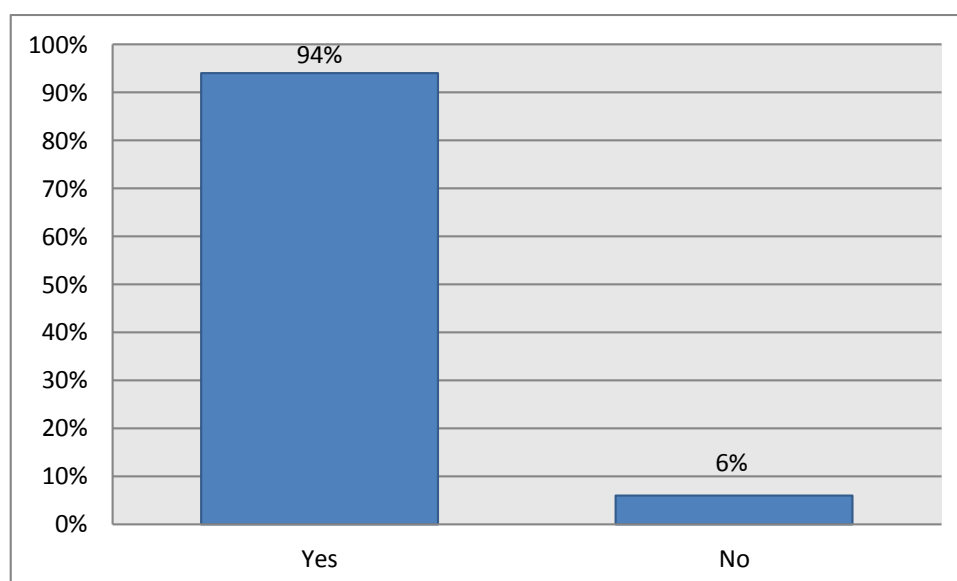
Figure 2: Importance of free writing in the written production

TABLE AND FIGURE OF QUESTION N° 2

2.- What type of topics do you prefer when you write something in the English language?

Table 5: *Preferred topics when writing in English*

Variable	Frequency	Percentage
Poetry	3	6%
Free Topics	28	56%
Anecdotes	9	18%
Tales (stories)	4	8%
Letters	4	8%
Others	2	4%
TOTAL	50	100%

Note: prepared by the authors who took as a source of the study students of second and third year of the international baccalaureate of "Olmedo" High School.
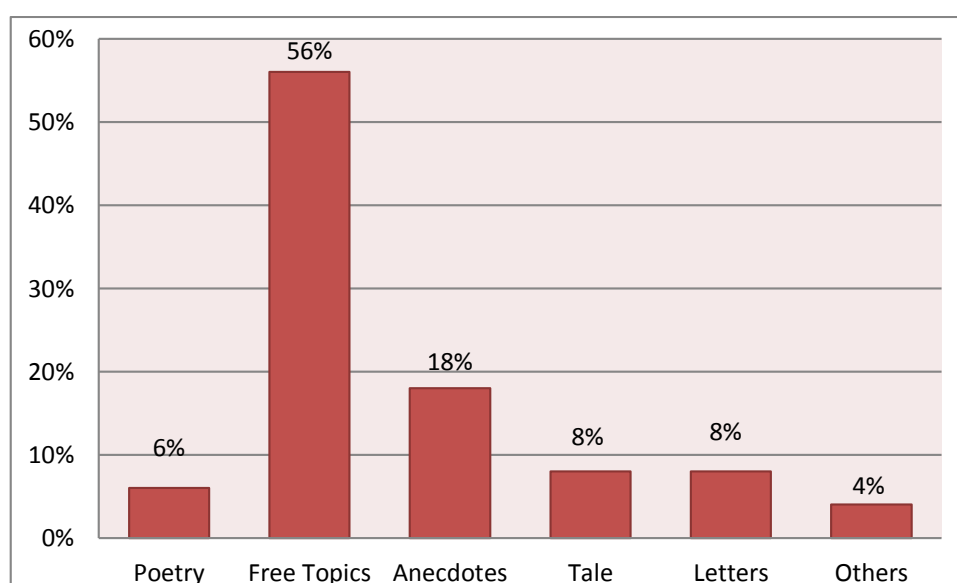
Figure 3 : *Preferred topics when writing in English*

TABLE AND FIGURE OF QUESTION N° 3

3.- What types of strategies does your teacher use to develop your written production?

Table 6: *Types of strategies used by a teacher to develop the written production*

Variable	Frequency	Percentage
Guided Essay	30	60%
Free Essay	16	32%
Others	4	8%
TOTAL	50	100%

Note: prepared by the authors who took as a source of the study students of second and third year of the international baccalaureate of "Olmedo" High School.


Figure 4 : Types of strategies used by a teacher to develop the written production

TABLE AND FIGURE OF QUESTION N° 4

4.- What abilities do you develop the most while you are writing in English?

Table 7 : *Abilities for writing in English*

Variable	Frequency	Percentage
Creativity	13	26%
Grammar	24	48%
Comprehension	6	12%
Argumentation	7	14%
Others	0	0%
TOTAL	50	100%

Note: prepared by the authors who took as a source of the study students of second and third year of the international baccalaureate of "Olmedo" High School.
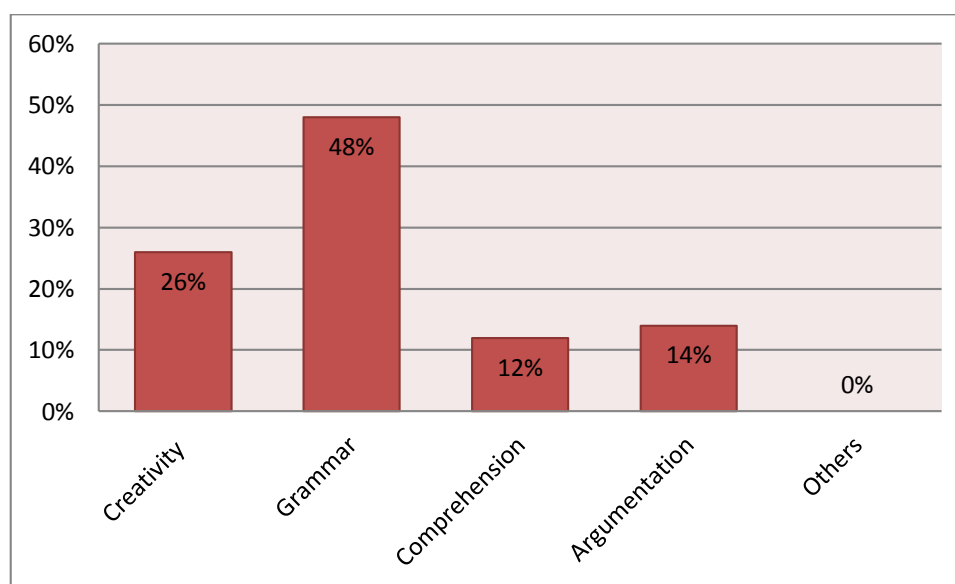

Figure 5 : *Abilities developed when writing in English*

TABLE AND FIGURE OF QUESTION N° 5

5.- What do you consider is your written production level?

Table 8: *Written production levels*

Variable	Frequency	Percentage
Advanced	2	4%
Intermediate	36	72%
Beginner	12	24%
TOTAL	50	100%

Note: prepared by the authors who took as a source of the study students of second and third year of the international baccalaureate of "Olmedo" High School.
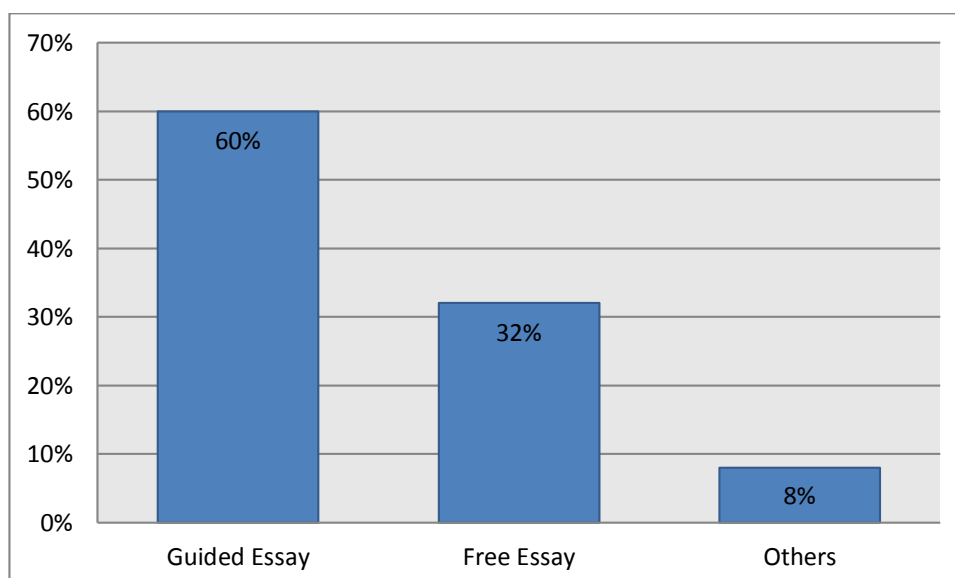

Figure 6 : *Written production levels*

TABLE AND FIGURE OF QUESTION N° 6

6.- Do you consider the elaboration of a manual to encourage written production to be necessary?

Table 9: *Manual to encourage written production*

Variable	Frequency	Percentage
Yes	45	90%
No	5	10%
TOTAL	50	100%

Note: prepared by the authors who took as a source of the study students of second and third year of the international baccalaureate of "Olmedo" High School.
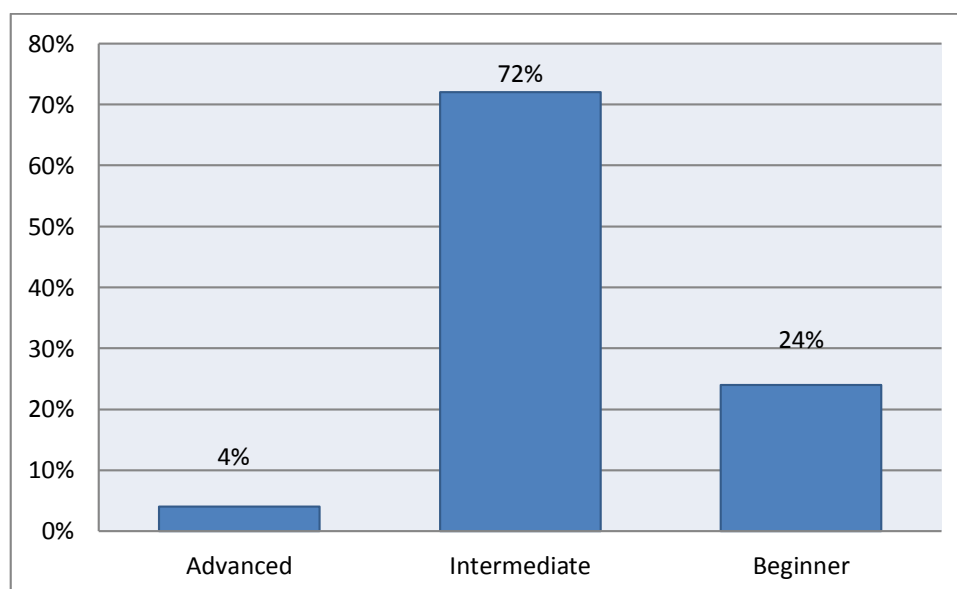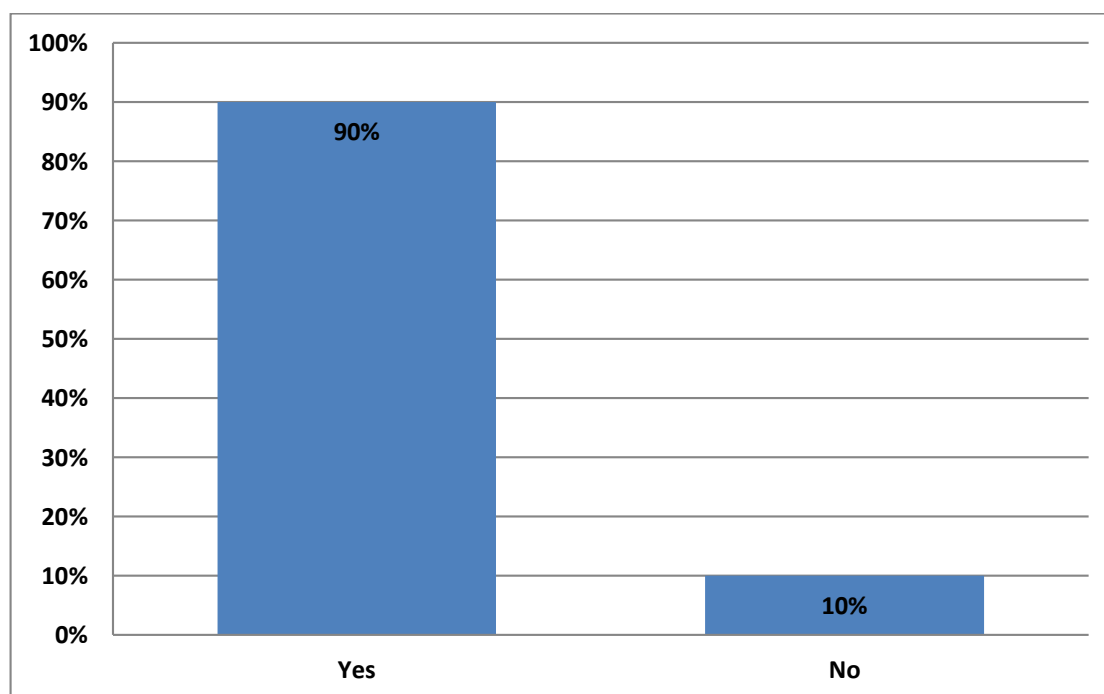

Figure 7 : Manual to encourage written production

8.2. TEACHER'S INTERVIEW REPORT

This is an excerpt of an interview that was made to an English teacher of the international baccalaureate in "Olmedo Public High School", in order to analyze the teachers' thoughts on freewriting as well as understand the methods used by teachers to improve students' writing. This interview included five questions created by research paper' authors, which were answered completely by the interviewee, named Javier Molina.

One of the things that the teacher mentioned was that he believed that freewriting would stimulate students to write and not just focus on an isolated or specific topic. He also stated that this process of writing would help students acquire the ability to improve their writing. Another thing that he said was that he thinks that freewriting is a good thing since he thinks that students have a hard time finding ideas when it comes to writing since the ideas that come to students' minds become confusing and get mixed up in their minds. He agrees with the fact that the more you write, the closer you become to acquiring that ability which is writing and that is the main objective.

When it came to his thoughts about which factors influence in the written production of the English language, he told us that all of the factors are important when writing, but when writing you need to have the ability pertaining to that specific factor. As an example he said that not everyone is a poet, and if you are not a poet then it is going to be difficult to write poems and this is where he brings out the advantage of freewriting which is the fact that you do not have to have the ability to free write, you just need to think and write the things that you are thinking about on a sheet of paper which he said gives you a lot of options to write because you are not focusing on a specific subject.

9. DATA ANALISYS

ANALISYS OF TABLE 4 AND FIGURE 2

1.-Do you consider that the free writing let you develop the written production in the English language?

Statistical data shows that out of 100% of the surveyed students: 94% of them declared that free writing is extremely important to develop written production; 6% of the students chose the option number 2 manifesting that freewriting is not so important to develop the written production in the English language.

As we can see from the results, students believe that free writing is extremely important when developing written production. When using free writing you're able to express yourself more freely and thus, use more vocabulary which greatly expands your English knowledge. By using free writing, students will be able to use terminology that they are not used to and become accustomed to it little by little.

As we could also see from the interview with the teacher, students normally get stuck and cannot find ideas when writing, with freewriting students would be able to write more freely and feel less restricted while doing so.

ANALISYS OF TABLE 5 AND FIGURE 3

2.- What type of topics do you prefer when you write something in the English language?

Statistical data shows that out of 100% of the students: 6% of them declared that Poetry was their preferred topic, 56% of them prefer Free Topics, 18% of them prefer Anecdotes, 8% of them prefer tales, 8% of them prefer letters, and 4% of them prefer other topics.

Judging from the results of this question, students greatly prefer free topics over any other topic. Free topics allow them to express themselves more freely and they don't make the student feel completely controlled, thus allowing ideas to flow more freely. And even if students know errors will be committed, they are errors the students will willingly make and not ones they feel they were practically obligated to make.

The teacher agrees that free topics will be most beneficial to students since they do not have to have a specific ability when writing like you would need if you were writing a poem or a letter.

ANALISYS OF TABLE 6 AND FIGURE 4

3.- What types of strategies does your teacher use to develop your written production?

Statistical data shows that out of 100% of the students: 60% of the students say that guided essays are used, 32% say that free essays are used, and 8% say that other types of essays are used.

Taking the table and figure into account, we can see that most students agree that teachers mainly use guided essays. Although useful for achieving teachers' goals, guided essays don't always achieve students' goals. Students sometimes want to be able to write about certain things but are limited when guided essays are given.

According to the teacher, he mainly prefers analyzing readers in order to make students get motivated to write since they have an objective while reading and he mentions that a problem while doing this is that students depend too much on translators and he hopes that through freewriting he will be able to make them write more since they might believe in themselves more through freewriting.

ANALISYS OF TABLE 7 AND FIGURE 5

4.- What abilities do you develop the most while you are writing in English?

Statistical data shows that out of 100% of the students: 26% believe that they mainly develop creativity, 48% believe that they develop grammar, 12% believe that they develop comprehension, 14% believe that they develop argumentation, and 0% replied for others.

This information shows us that Grammar is what students believe they mainly develop. This isn't something out of the ordinary since writing requires structure. A sentence that doesn't make sense grammatically will most likely be difficult to comprehend. Since most people want to be understood when writing in English, grammar is a must and through creative writing it can and will be further developed.

In the teachers' opinion, he believes that every ability is developed when writing because you have to be creative and be able to sequence everything when writing since most works of writing come with a specific structure that needs to be followed.

ANALISYS OF TABLE 8 AND FIGURE 6

5.- What do you consider your written production level is?

Statistical data shows that out of 100% of the students: 4% believe that their written production level is advanced, 72% believe that it's intermediate, and 24% believe that it's at beginner level. In fact, just 72% of the students think they have an intermediate or in other words "good level" about their written production level. Teachers must pay attention to these percentages and start making feel confident about their English level, since if they feel that they "can't" do something or that they aren't able to learn or understand a new language, then they won't.

The information clearly states that the majority of students believe that their written production level is intermediate at best. What this tells us is that they require more practice in order to reach the next level. Although this can be done many ways, one of the best ways is for them to write freely about any topic and check their work for errors. It doesn't matter if someone make mistakes, the important part is to show those ideas, feelings, thoughts that each student has and make them speak on a piece of paper.

The teacher on the other hand believes that the students writing level is at about an upper intermediate level since the international baccalaureate program evaluates students on things such as writing and reading so the school focuses a lot on those aspects.

ANALISYS OF TABLE 9 AND FIGURE 7

6.- Do you consider the elaboration of a manual to encourage written production to be necessary?

Statistical data shows that out of 100% of the students: 90% agree with the elaboration of a writing manual and only 5% disagree with its elaboration.

As can be seen from the results, the majority of students believe that a manual should be created to motivate their writing production. A manual can give students tips and hints so that they can write more productively. It can also give examples that will help guide them when producing any kind of freewriting. Students present an important interest to develop more and more their English writing skills, since they want to do it but some other factors distract them to do it such as other subjects, help at home or even working to help family members.

In the teachers' opinion, the creation of a manual that encourages written production is absolutely necessary since teachers also need to know what freewriting is and when to apply it in their classrooms since all methods are different and have to be applied differently as well as evaluated differently.

10. ELABORATION OF RESULTS REPORT

10.1 ACHIEVEMENT OF OBJECTIVES

Achievement of the objectives is demonstrated after completing the research in its theoretical and practical part.

GENERAL OBJECTIVE:

Determine the incidence of freewriting in the development of the written production of the English language in the International Baccalaureate Students of "Olmedo" High School.

This objective is achieved by taking into account the results shown in figure number 2 of the survey, with the following percentages: 94% of the students state that freewriting is extremely important to develop writing skills in the English language and 6% consider this kind of learning skill is not so important; which makes it possible to prove the priority of learning the language in this way.

At the same time, this objective is also tested in figure number 3 in which 56 % of the students expressed that they prefer to write free topics; 18% of the participants mentioned that they prefer anecdotes while doing a writing activity; other 8% of them said that they prefer to write tales or letters; 6% of them expressed when writing they prefer poetry and 2% mentioned that they prefer to write facts about history or write songs. The results show that half of the students prefer to write something without limitations and about whatever they want, expressing ideas, feelings, thoughts, arguments and more. "Freewriting clears the mind and emotions of clutter, relaxes some chaotic part of us, and allows us to then address important issues with a clear head". (Starfire, 2011).

SPECIFIC OBJECTIVE #1:

To ascertain the different kinds of abilities that students develop when freewriting in their educative process.

If we examine figure number 4 we can see that this objective is accomplished since students agree that they develop abilities while writing. 26% agree that they develop creativity, 48% develop grammar, 12% develop comprehension, and 14% develop argumentation, all of which lead to the assumption that writing is assisting their development.

These skills link with freewriting when we take into account figure number 1 which goes hand in hand with figure number 4 since 94% of the students agree that freewriting lets them develop the written production of the English language while only 6% say that it doesn't let them develop the written production of the English language. If we see that students are developing their written production through freewriting, it is safe to assume that in the process, vital abilities such as creativity or grammar are being developed as well and these skills further the students' connection with the English language allowing them to produce it more easily.

Adding on to this, the teachers' interview allowed us to understand that various abilities are developed when freewriting since it allows for a high amount of freedom due to the lack of limitations from not only the teacher but themselves seeing as how students sometimes feel restricted when they have to write about a specific topic or focus on whether or not they are or are not making mistakes when writing and as such this develops students' writing abilities in every way mentioned.

SPECIFIC OBJECTIVE #2

To establish the types of strategies which are used by the teachers in order to improve the writing skill.

By reviewing the information in figure number 3, we can see that this objective is accomplished since 60% of the students agree that guided essays are used to improve the writing skill; 32% believe that free essays are used; and 8% state that other methods are used.

This result tells us that the teachers implement various kinds of strategies when improving their students writing skill which is useful for students since they don't become limited to only one writing strategy and are able to implement others thus improving their English as much as possible. This is further supported by figure number 2 that shows which topics the students tend to prefer when writing. 6 percent prefer poetry; 56% prefer free topics; 18% prefer anecdotes; 8% prefer tales; 4% prefer others. With these numbers we can see that different students like different tops while most of the students heavily favor free topics due to the endless possibilities that such topics offer.

From the teachers' interview we were able to notice that the teacher tries to focus on writing a lot but through different means. He himself mentioned the usage of readers which is his preferred method since it motivates the students not only to write but to read as well and through the reading that they do they analyze the characters and settings and make conclusions about them based on the questions that the teacher sends them.

SPECIFIC OBJECTIVE #3

To design an academic-didactic manual and perform workshops that permit the international baccalaureate's students to improve their English writing skill independently in order to take advantage of educative resources.

By focusing on the information in figure number 6, we can see that this objective is accomplished due to the fact that 90% of the students believe that an academic manual is necessary while only 5% believe that said manual is not necessary. A didactic manual, like any other learning resource, serves as a guide that will help students achieve their true potential in the writing skill; a workshop is also very useful when it comes to learning any skill of the English language. The manual may be something that can help you on your own, but with the help of a workshop students will have a guide that can show them what they can and cannot do when riding as well as receive tips on what they should and should not do when writing.

From what the teacher said during the interview, a didactic manual is very necessary not only for the students but for the teacher as well seeing as how the more the teacher understands about freewriting, the more able he or she will be when applying it in their classroom.

10.2 CONCLUSIONS

During the period of execution of the investigation, applying the knowledge acquired in the process of instruction in the Languages and Linguistics Major, we have come to the following conclusions:

1. Both students and teachers were aware and interested in the importance that freewriting represents in order to develop writing skills in a motivating and fun way; yet they were not properly informed about said method and had very little to no information about it, leading to the lack of usage of this method.

2. Most students found freewriting, which was something new and unknown to them, to be very interesting and have decided to apply it in order to improve their writing skills (but require further guidance in order to apply it properly)

3. Freewriting itself is a very useful technique which requires time and dedication in order to truly see the results that it has to offer, it is not something that can be done haphazardly even though its name might imply such thoughts.

4. When applying techniques to improve writing production, students take into account the quantity of words that they use, or what they will be graded on, all of which contradict the freedom that freewriting offers the student.

5. Students abilities in writing are developed through the assignments given to them by the teacher, which are also known as guided writing assignments, and although they are

useful for achieving the teachers' objectives, they may not always fulfill the students' needs.

6. Most of the time, students use essays, cards, and readers in order to improve their writing and English in general.

7. Freewriting is not used by students when they have a mental block in their main writing. It is used as a technique which allows ideas to flow freely and as a result, reach an acceptable breakthrough for a writers' main writing.

8. The elaboration of a didactic manual and the performing of workshops concerning tips for the usage of freewriting in order to develop students' writing skills were suitable actions since these will help guide students as well as teachers down a suitable path and not cause them to go astray or lose motivation.

10.3 RECOMMENDATIONS

During the performance of the study, it could be noticed that there were some necessities that the students and the educational institution have related to freewriting and writing in general. With this investigation some negative aspects can be balanced in order to enhance the learning process. Due to those expectations we recommend:

1. Students as well as teachers should be properly informed about freewriting as well as apply this method in their classrooms as well as at home.

2. Teachers should obtain as much information about freewriting as possible and use it as much as possible in classrooms or as homework in order to motivate students to use it and as such improve their writing skill.

3. To guide students towards the proper usage of freewriting so that they can use it at home without using it in an incorrect manner.

4. To reprogram the way that students view writing in general or at the very least freewriting since if they focus on length or grades, their freewriting will not be as successful as it truly should be.

5. To have teachers apply other methods such as freewriting in order to not only improve students' written production, but also focus on the needs of their students.

6. To expand the quantity of methods that teachers use in order to improve students writing and English in general since students might get too accustomed to seeing the same writing methods.

7. Teachers should encourage students to freewrite when they have a mental block since this will help them reach a breakthrough and continue writing with much less problems in any writing situation that they may come across.

1. RESEARCH PAPER BUDGET

The expenses have been calculated for the execution and completion of the project are as follows:

Table 10 *Research paper budget*

AMOUNT	DESCRIPTION	UNIT PRICE	TOTAL VALUE
100 hours	Use of internet	$ 0,60	$ 60,00
5 texts	Book Rental	$ 1,00	$ 5,00
60 sheets of paper	Printing color	$ 0,25	$ 15,00
200 sheets of paper	Printing White and Black	$ 0,05	$ 10,00
100 sheets of paper	Copies	$ 0,03	$ 3,00
5 CDs	CD recording	$ 1,50	$ 15,00
1	Research paper binding	$ 20,00	$ 20,00
	Transport		$ 60,00
3	Manuals	$ 20,00	$ 60,00
10	Folders	$ 0,50	$ 5,00
2	Plagiarism control of the research paper	$ 10,00	$ 20,00
		TOTAL	**$ 273,00**

Note: prepared by the authors

2. ACTIVITIES CHRONOGRAM

Table 11 *Activities Schedule and Budget*

ACTIVITIES	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	HUMANS	MATERIALS	COSTS
Topic selection and elaboration of the project	▓							Research paper authors	Use of internet, printing white/ black and copies	$ 26.50
Review and approval of the project		▓						Research paper authors and authorities	Transport and folders	$ 12.50
Selection of bibliographical sources and development of the theoretical framework		▓	▓					Research paper authors	Use of internet	$ 20.00
Implementation of the survey and interview and preparation of statistical tables with their analysis				▓				Research paper authors, students and English teacher of "Olmedo" Public High School	Copies, transport and printing white/ black and color	$ 31.50
Preparation of the proposal					▓			Research paper authors	Use of internet	$ 20.00
Review and correction of the research paper						▓		Research paper authors, advisor and reviser	Transport, folders and plagiarism control	$ 32.50
Approval and presentation							▓	Research paper authors, advisor and reviser	Research paper binding, CD recording and manuals	$ 95.00
									TOTAL	**$ 238.00**

Note: prepared by the authors

_____   _____

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4. ANNEXES

Annex 1: Provisional Place for "Olmedo" Public High School

Annex 2: Yard of "Olmedo" Public High School

Annex 3: Students of Third International Baccalaureate completing surveys

Annex 4: Students of Second International Baccalaureate completing surveys

Annex 5: Development of the workshop with the Third International Baccalaureate

Annex 6: Development of the workshop with the Third International Baccalaureate

Annex 7: Development of the workshop with the Second International Baccalaureate

Annex 8: Development of the workshop with the Second International Baccalaureate

SURVEY FOR STUDENTS

The objective of this survey is to determine the incidence of the freewriting in the development of the English writing skill in the International Baccalaureate students of the "Olmedo" High School. Please do not put your name on this survey and, choose the most acceptable option in each item according your point of view. Thanks for your collaboration.

1.- Do you consider that freewriting lets you develop the written production in the English language?

    a) **Yes ( )**

    b) **No (   )**

2.- What type of topics do you prefer when you write something in the English language?

    a) **Poetry ( )**
    b) **Free Topics ( )**
    c) **Anecdotes ( )**
    d) **Tales (Stories) ( )**
    e) **Letters ( )**
    f) **Others (specify)_____**

3. What types of strategies does your teacher use to develop your written production?

    a) **Guided Essay**

    b) **Free Essay**

    c) **Others (specify) _____**

4. What abilities do you develop the most while you are writing in English?

    a) **Creativity**

    b) **Grammar**

    c) **Comprehension**

    d) **Argumentation**

    e) **Others (specify) _____**

5. What do you consider is your written production level?

   a) **Advanced**

   b) **Intermediate**

   c) **Beginner**

6. Do you consider the elaboration of a manual to encourage written production to be necessary?

   a) **Yes ( )**

   b) **No ( )**

Annex 10: Questionnaire for the interview at English teacher

1. What is your opinion about the freewriting in the English writing production?

2. In your opinion, what factors incise in the English writing production?

3. Which strategies do you use in order to develop the English writing skills in your students?

4. How do you encourage students to improve their English skills on their own?

5. What do you think is the level of your students?

6. Do you consider necessary the elaboration of a didactic manual in order to encourage the English writing skill in your students?

5. THE PROPOSAL

IMPORTANT CUES TO IMPROVE ENGLISH WRITING SKILL IDEPENDENTLY

5.1. OBJECTIVE OF THE PROPOSAL

To design an academic-didactic manual and perform workshops that permit the international baccalaureate's students to improve their English writing skill independently in order to take advantage of educative resources.

5.2. INTRODUCTION OF THE PROPOSAL

English language learning is at a constant standstill due to the fact that English itself is a language that is always evolving. Some strategies are often implemented into the core areas of English to keep up with the language and make learning it as enjoyable as possible. The core areas of the English language are reading, writing, listening, and speaking and although they are all essential when learning English, the area that will be focused on is writing. Anderson J. (1990) mentions "a simple definition of academic writing is hard to come by because it refers to writing done different reasons. Also academic writing is used in different forms." Anderson defines academic writing as "any writing done to fulfill a requirement of a college or university and the definition of academic writing could include any writing assignment given in an academic setting". Since academic writing encompasses such a wide area of writing, we can assume that academic writing requires conscious effort and much practice in composing, developing, and analyzing ideas. Students writing in a second language are also faced with social and cognitive challenges related to second language acquisition. This manual was created to improve writing skills since it contains different tips and advices that are important to remember and to put on practice while writing. Also, this handbook includes some activities that students and teachers can carry out to work in and outside the classroom in order to develop writing skills, and do it in an easy and enjoyable way, forgetting boring and routine processes.

This manual is the result of the investigation project titled:

FREE WRITING AND ITS INCIDENCE IN THE DEVELOPMENT OF THE ENGLISH WRITING SKILL OF THE STUDENTS OF THE INTERNATIONAL BACCALAUREATE OF "OLMEDO" PUBLIC HIGH SCHOOL DURING THE 2016 ACADEMIC TERM.

This manual had the supervision of the Tutor Engineer Gabriel Eguez Alava and the support of the revisor BA. Rosalyn Cedeño Zambrano, and most importantly the orientation and motivation from our esteemed professor Magister Joel Loor Ponce. We are infinitely grateful for their patience and support during all this time that we have endeavored doing this investigation project. We hope that it can continuously aid students and teachers in creating a path down the appropriate road to learning not just the English writing skill, but the English language as a whole so that worldwide communication will not just be a dream, but a full-blown reality.

"A divided world can be unified if everyone can communicate using the same language, let English be the bridge that unifies the world and ends its division."

Manual authors

Zuleika Liliana Bastidas Cedeño   Gonzalo Javier Maldonado Mora

October, 2016

IMPROVING WRITING SKILLS

Sambuchino (2015) gave us 10 writing tips that focus on stories but can be used in general to help in most if not all forms of writing. His tips are:

1

Don't write linearly

Don't set out to write something from beginning to end."
Basically what the author is trying to say is even though every good writing has a beginning, middle, and end that doesn't mean you have to strictly follow that order

2

Have two or more projects on the go

If you can't finish what you are writing, try to do another writing task.

3

Be your own editor

It's never a bad idea to sit down and go back and check what you wrote. If you find some mistakes, fix them and if everything is fine then you live with the satisfaction of knowing you did a good job and tried to avoid mistakes.

4

Disconnect

Facebook, Instagram, the Internet in general. Focusing again on writing, disconnecting from them will allow you to avoid procrastinating or getting distracted

5

Have your own workspace

The author suggests having some personal space, though it may be fun to go out and write with the world watching you, it can also be distracting. You don't always need to be seen doing something.

6

Remember the Three "P's"

Writers need to remember above all else: Patience, Perseverance, and maintaining your sense of Purpose. Things take time, today's effort will improve tomorrow's results, and focusing on your path will lead you to your goals
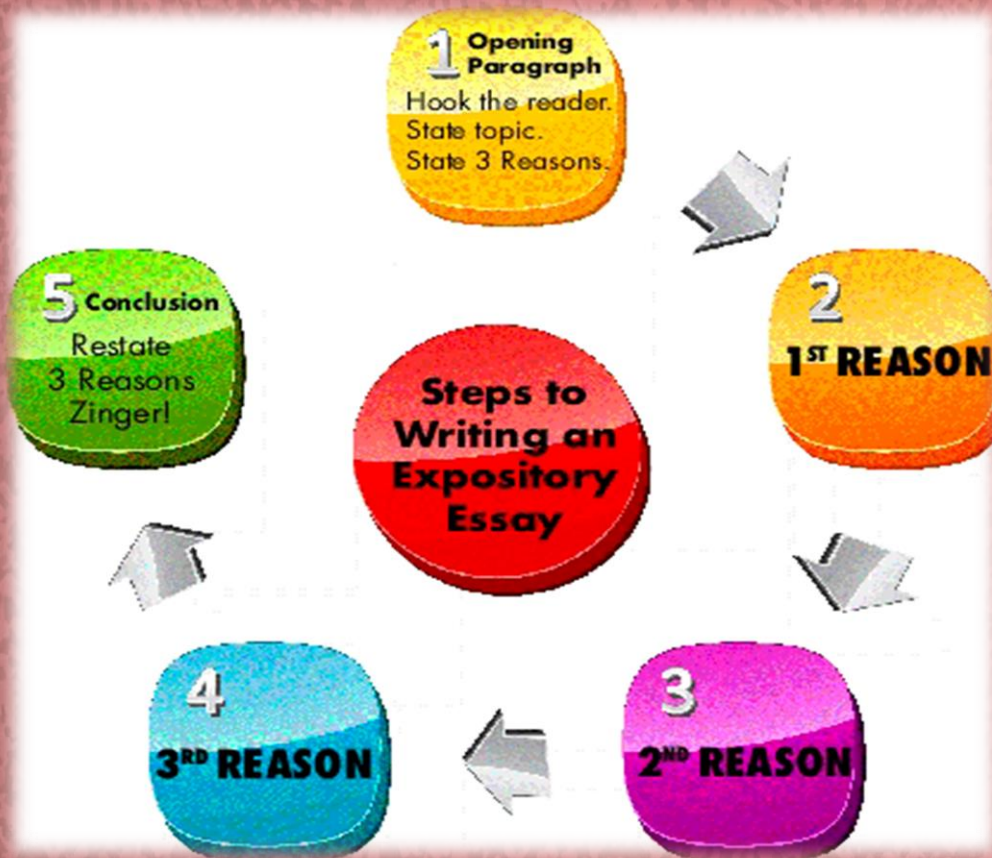
The FOUR TYPES OF WRITING: EXPOSITORY, PERSUASIVE, DESCRIPTIVE, and NARRATIVE
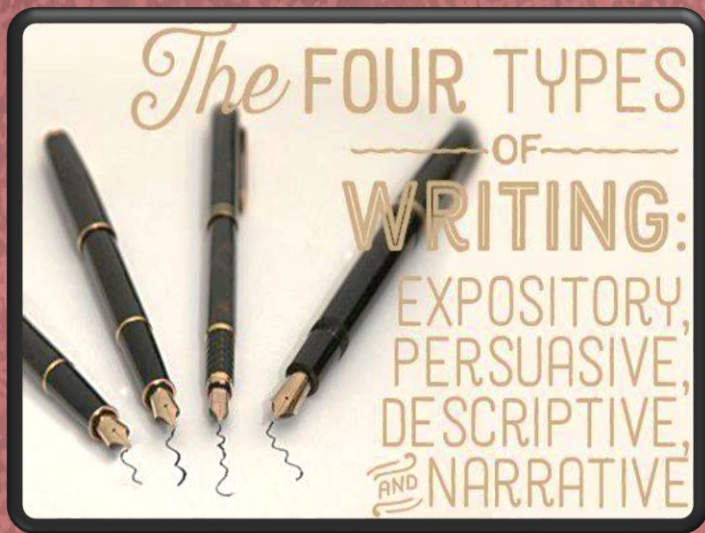
A writer's style is a reflection of his or her personality, unique voice, and way of approaching the audience and readers. Williamson (2016)

Expository

Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions.

Steps to Writing an Expository Essay

1. **Opening Paragraph**
   Hook the reader.
   State topic.
   State 3 Reasons.

2. **1ST REASON**

3. **2ND REASON**

4. **3RD REASON**

5. **Conclusion**
   Restate
   3 Reasons
   Zinger!

When You Would Use Expository Writing:

- Textbook writing.
- How-to articles.
- Recipes.
- News stories (not including opinion or editorial pieces).
- Business, technical, or scientific writing.

Key Points:

- Usually explains something in a process.
- Is often equipped with facts and figures.
- Is usually in a logical order and sequence.

Example:

Many people associate the taste of pumpkins with fall. In October, companies from Starbucks to McDonalds roll out their pumpkin-flavored lattes and desserts. Here is how to make an easy pumpkin pie using only five ingredients. First make sure you have all of the ingredients.
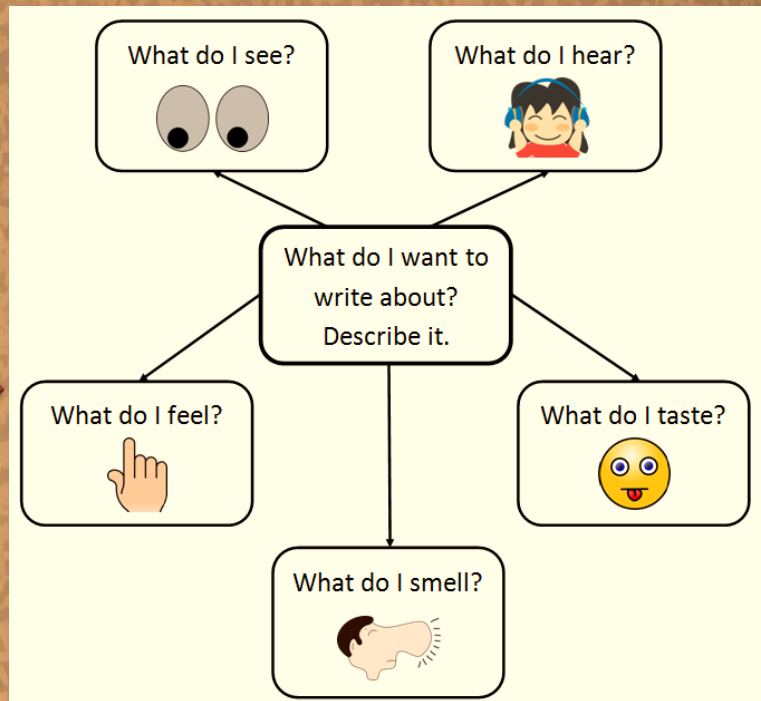
Descriptive Writing

It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

Key Points:

- It is often poetic in nature
- It describes places, people, events, situations, or locations in a highly-detailed manner.
- The author visualizes what he or she sees, hears, tastes. smells. and feels.

What do I see?

What do I hear?

What do I want to write about? Describe it.

What do I feel?

What do I taste?

What do I smell?

Examples

The iPhone 6 is unexpectedly light. While size of its screen is bigger than those of the iPhones that came before, it is thinner, and its smooth, rounded body is made of aluminum, stainless steel, and glass. The casing comes in whitish silver, gold, or a color the company calls "space gray".

When You Would Use Descriptive Writing:

- Poetry
- Journal or diary writing
- Nature writing
- Descriptive passages in fiction

Persuasive Writing
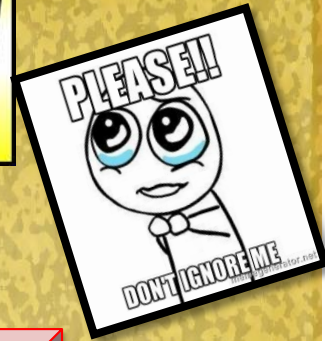
Persuasive writing's main purpose is to convince

Unlike expository writing, persuasive writing contains the opinions and biases of the author

Persuasive writing contains justifications and reasons

Persuasive Writing Checklist

❕ Introductory paragraph - state the argument.

❕ Use words such as...
  Some believe that... In my opinion... Therefore... Moreover...
  For this reason... I feel that... Surely... I am sure that... It is certain...

❕ Evidence - say **why** your viewpoint is right. *Facts!*

❕ Give reasons **for** and **against**. 👍👎

❕ Ask questions to get the reader thinking. 💭❓

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Key Points:

Persuasive writing is equipped with reasons, arguments, and justifications.

The author takes a stand and asks you to agree with his or her point of view

Examples

Following the 2012 Olympic Games hosted in London, the UK Trade and Investment department reported a £9.9 billion boost to the economy. Although it is expensive to host the Olympics, if done right, they can provide real jobs and economic growth. This country should consider placing a bid to host the Olympics.
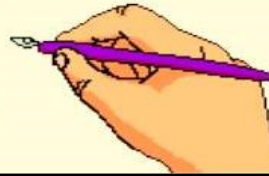
When You Would Use Persuasive Writing:

Opinion and editorial newspaper pieces, Advertisements, Reviews of books, Letter of recommendation, Letter of complaint, Cover letters.

Narrative Writing

- A person tells a story or event.
- Has characters and dialogue.
- Has definite and logical beginnings, intervals, and endings.

Narrative Essentials

Create a basic plot
Make some*thing* happen to some*one*

Hook & satisfy readers
Start & end the story intentionally

Sequence time & events
Connect action with transitions

Describe the action
Use sensory details to develop key moments

"Show" close-up details
Describe main character(s) & setting(s)

Set the right mood
Reveal character feelings & setting tone

When You Would Use Persuasive Writing:

- Novels
- Short stories
- Novellas
- Poetry
- Autobiographies or biographies
- Anecdotes
- Oral histories

Example

Suddenly, hidden in the trees, they saw a strange house made of candy, cookies, chocolate and everything delicious.

"This is a gingerbread house!" cried Gretel happily.

The children were so hungry that they started gobbling up the house at once.

Improving Writing Skill

"Good writing skills" allow the communication of a message with clarity and easing to a far larger audience than through face-to-face or telephone conversations. Robinson (2011)

Donovan (2014) and Fenton (2003) provide some suitable habits for improving writing
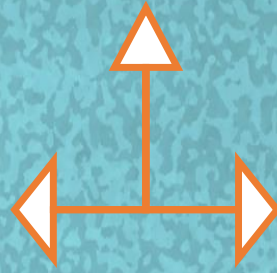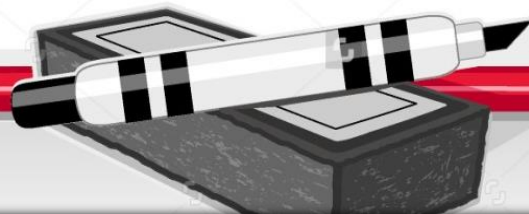
START

1

Create a schedule

To make writing included in our daily routine it is convenient to first establish a schedule. The learner can start by dedicating a length of fifteen –twenty minutes daily, and then, as the writing ability increases, apply "longer sessions" to develop the skill.
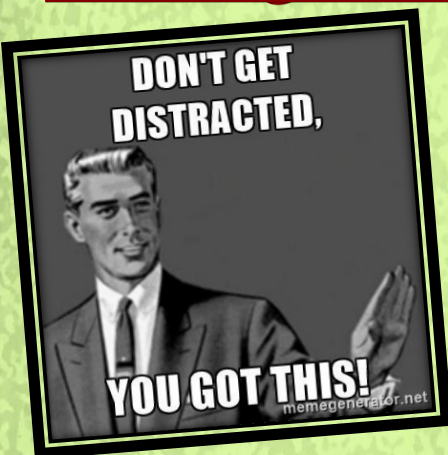
2

Read

Writing is another way of communication; therefore to make the reader understand the writer has to find an appropriate way to expressing his or her ideas and thoughts, and reading contributes to getting fluency and excellent lexis.

read a book

KEEP CALM AND READ A BOOK

Once you begin writing, finish it! **3**

DON'T GET DISTRACTED, YOU GOT THIS!

A really difficult task is to keep writing since most of the time we get distracted with things around us. To avoid interruptions in our writing practice it would be favorable to set a specific and quiet place do the exercises.
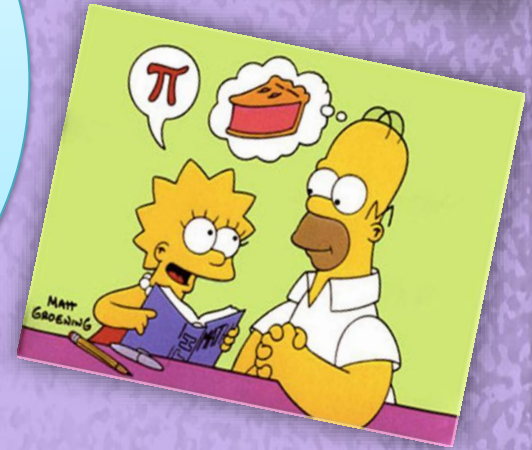
KEEP CALM AND FOCUS ON WRITING

SHARE

4

Sharing the writing production is a positive fact. Other`s perspectives can be taken into consideration to correct mistakes and improve your script.

SHARE YOUR STORY

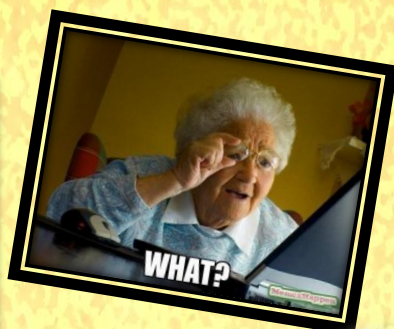# Avoid using unnecessary words and repetition

5

Sometimes people are accustomed to using extra words just to extend the sentence, it will make the central idea redundant which could cause your writing to be boring. "Where the same idea appears more than once, you have to decide once and for all the place where it should best go and then delete and/or merge the text accordingly", Fenton (2003).

WORK HARD! YOU CAN DO IT !!

Oops!

delete

DON´T GIVE UP!
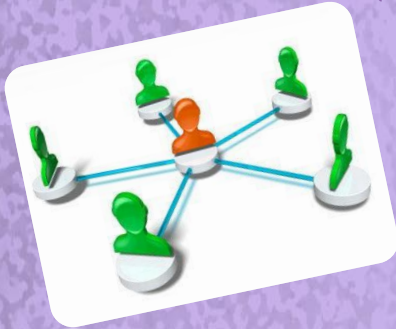
PREFERRED ⭕	AVOID ❌
Because	For the reason that
First	In the first place
Soon	In the not too distant future
Four	Four in number
Green	Green color
After	Subsequent to
Before	Prior to
Usually	Except in a very few instances

Examples

Substitute complicated words and phrases with easier alternatives

Simpler words and expressions will cause your writing to be even less stressful, which means; you allow the reader to continue the text without getting stuck on a phrase or just a word that they find hard to comprehend.

WHAT?

REMEMBER

Do not focus on writing down words that may be difficult for the reader to understand

If you have any doubt about a word just look for a dictionary or go on internet, especially on pages like this:

*http://www.thesaurus.com/browse/synonym

*http://thesaurus.yourdictionary.com/

*http://dictionary.cambridge.org/

7
Pay attention to punctuation marks

Let's eat grandma!

Let's eat, grandma!
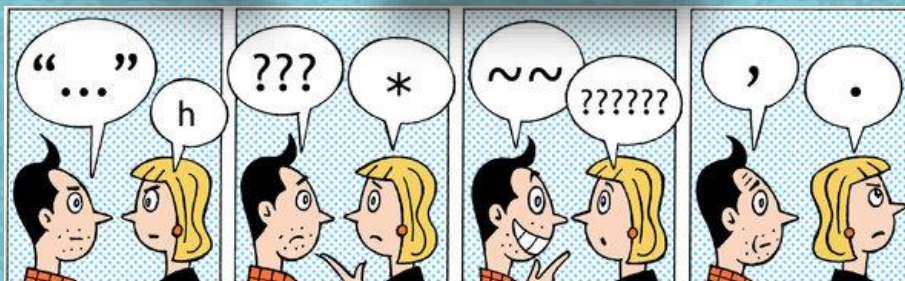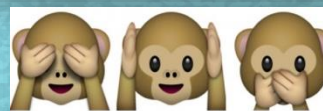
PUNCTUATION SAVES LIVES!

SPACE OR NO SPACE?

Once the writing skill is enhancing, it is necessary to try to make it a little more technical. Punctuation marks are very important at this stage. There are various websites with articles which contain information that can assist the learner to properly use these writing symbols

If you have any doubts about how to use punctuation marks, just click on the following links:

*http://www.thepunctuationguide.com/top-ten.html

*http://www.skillsyouneed.com/write/punctuation1.html

“…” h

???

* ~ ~ ??????

,

FREEWRITING

Elbow & Belanoff (2000) cited in Hwang Ju A (2009), mention(s) that the freewriting is defined as "writing any thoughts or ideas that come to mind in a given period of time without stopping".

Connors (1988) argued that freewriting is a way to teach students about that personal and emotional aspect of the "self" are welcome and are often seen in all types of writing, including the academics ones.

According to Elbow Peter (1983) freewriting is "to write and not stop for anything. Go quickly without rushing. Never stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use, or think about what you are doing".

Fox & Suhor (1986) mentioned that "freewriting was a way of discovering new English instruction at the time of the neoprogressive movement", which started by opposing the traditional instructions that teachers used to apply in the classrooms paying little attention to creativeness.
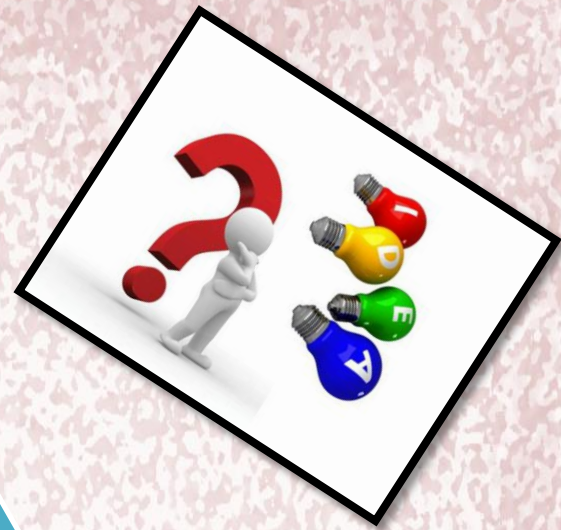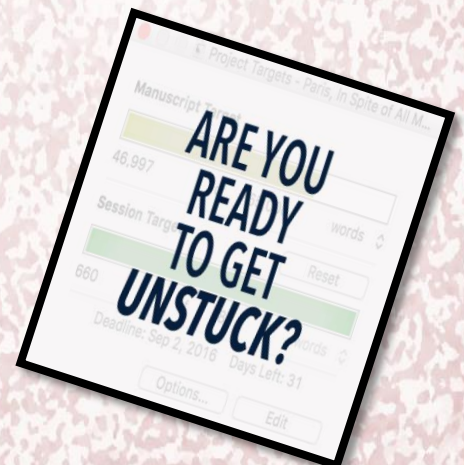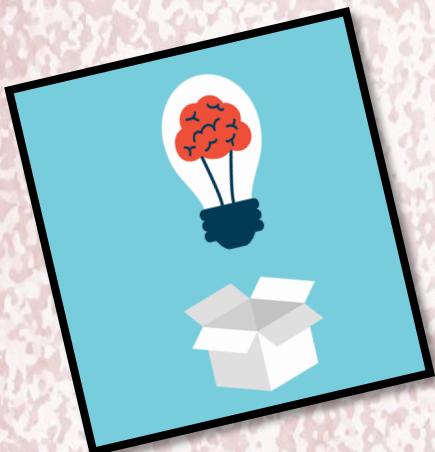
Increases your creativity

Generates new ideas

Commences a sequence of new thoughts

Advantages of using Freewriting

Obligates you to think outside the box

Gets you unstuck

Makes you feel ecstatic

START

ARE YOU READY TO GET UNSTUCK?

😋 Increases your creativity

The routine of continuous non-stop writing obligates your mind to invent new ideas. Putting these on paper will then allow the gears in your brain to begin to turn. With freewriting, the quantity of ideas that have to be invoked will make you advance through diverse topics. The right side of your mind will activate and try to invent new areas to explore

GENERATES NEW IDEAS 🤓

Surpassing creativity you just do not fully understand what is hidden in your mind until you try this technique out. Without being able to return to your normal thinking structure (because of the speed of the task) you will generate ideas that you would have never imagined were possible or that you never thought that you would (or could) have. Freewriting assists you by bringing fresh ideas to light that you might have had hidden in the very confines of your mind.

Gets you **UNSTUCK**

There may be times when you find yourself in a predicament and unable to get out of it, but this technique can assist you in breaking through this mess, opening new possibilities and concepts.

Whether you are stuck on a writing project, business strategy or something occurring in your personal life, obtaining a large quantity of ideas will allow you to overcome the block.

Makes you feel ecstatic

One of the main roadblocks for a writer is to invent something fresh and uncommon which adds value for the reader. As soon as this is perfect, this method of idea production permits you to focus and examine a wide range of varying thought directions.
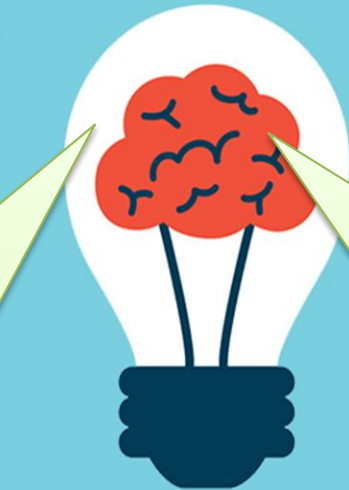
Generally, you will surprise yourself with a high amount of creativity and a large quantity of material just by pushing yourself. It is an amazing feeling to be able to reminisce on a triumphant writing session.

OBLIGATES YOU TO THINK OUTSIDE THE BOX

One of the greatest conundrums is the regurgitation of your own thoughts. Every person who considers himself a writer or blogger has hit a point in their writing where everything they write seems to be similar no matter how hard they try for it not to be.

Freewriting makes your mind think in abstract ways since it is typically something you do not do. It is like using a mind map, it guides you to different thoughts and ideas from a variety of points of view as well as making connections that never existed before.

KEEP CALM AND THINK OUTSIDE THE BOX

Commences a sequence of new thoughts

Freewriting is probably one of the most useful tools for generating new ideas or thoughts, making a breakthrough, or augmenting your creativity level. It can be executed in a short amount of time and it obligates you to use your mind in new and exciting ways. If you have never tried freewriting, start with a small topic in mind, set a specific amount of time then get writing and let your mind explore. (Lewis R., 2012)

WHO
WHAT
WHERE
WHEN
WHY
HOW
QUESTIONS
ANSWERS

TIPS FOR FREEWRITING

AND
LAST
BUT
NOT
LEAST

FREE your MIND

1

KEEP EVERYTHING AND KEEP GOING

Freewriting is probably one of the most useful tools for generating new ideas or thoughts, making a breakthrough, or augmenting your creativity level. It can be executed in a short amount of time and it obligates you to use your mind in new and exciting ways. If you have never tried freewriting, start with a small topic in mind, set a specific amount of time then get writing and let your mind explore. (Lewis R., 2012)

Don't get distracted

STARVE YOUR DISTRACTIONS FEED YOUR FOCUS

Avoid allowing yourself to get distracted or stopping to read what you have written. You do not need to hurry or rush, you just need to write quickly.

Free writing only works if you don't question or criticize every sentence, idea and story that you put down on the blank page. Instead, let the words flow freely from your fingers onto the page without pausing or questioning what you are saying.

Don't pay attention to....

3

Do not give any attention to grammar, spelling, punctuation, neatness, or style. No one else needs to read what you are producing. How correct the writing is and the quality of what is written does not matter; the fact that you are writing does.

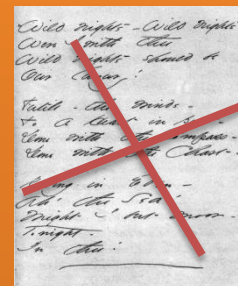*Unlike some specific writing skills that "obligate" you to be careful with the punctuation marks, freewriting gives you the opportunity to be free and don´t worry about that.*

Just keep writing!

KEEP CALM AND JUST KEEP WRITING

If you stray from the topic or have no more ideas, just keep writing regardless. If needed, write gibberish or anything that pops into your brain, or just scribble: anything as long as you keep your hand moving.

"Inspiration usually comes during work, not before it."

— MADELEINE L'ENGLE

Free writing enables you to follow a train of thought in new and exciting directions. Some of these directions may be dead-ends, but they're still worth exploring.

QUESTION YOURSELF!

If in the process of writing you feel uncomfortable or bored, question yourself about what exactly is bothering you and write about that.

Sometimes what motivates you the most is the desire to resolve or understand a problem. Make sure you keep writing until you reach the root of your problem and if in the process you feel fatigued then take a break, get something to drink or eat and then keep going. Don´t stop until you think you've reached a breakthrough.

CHECK PLEASE!

Once time has run out, check what you have written and mark sections that have ideas or phrases that may be worth holding on to or detailing in a subsequent freewriting session.

KEEP CALM AND CHECK YOUR WORK

5.4. REFERENCES OF THE PROPOSAL

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