

National Autonomous University of Nicaragua

UNAN – CURM-Matagalpa



Graduation seminar to get the bachelor degree in English

Topic: The development of basic skills in the English Teaching-Learning process in high school.

Sub Theme: The development of writing skill in the English Teaching-Learning process in the student of the second level of Tilburg high school of Matagalpa in the II second Semester 2005.

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I- General Topic:

The development of basic skills in the English teaching-learning process in high school.

Sub theme:

The development of writing skill in the English Teaching- Learning process of the students of the second level in Tilburg high school of Matagalpa in the II semester 2005.

II- General Objective:

To analyze the development of writing skills in the English teaching learning process of the students in Tilburg high school in Matagalpa in the second semester 2005.

Specific objectives:

- 1- To Identify the techniques and strategies used in teaching learning process to develop writing skill of the students of the second level of Tilburg high school of Matagalpa in the II Semester 2005.

- 2- To determine the main difficulties to develop writing skill in the English teaching learning-process in the students of the second level in Tilburg high school in Matagalpa in the II Semester.

- 3- To propose alternatives of solution to improve the development of English writing skills of the students of second level in Tilburg high school of Matagalpa in the II Semester 2005.

III- Dedication

Our work is dedicated to:

Firstly to our God, because he gets us the life and the health.

Our Parents: Because they give us the life and the love.

Our Teachers: Who are the principal guides in our studies.

IV- Acknowledgment

The authors would like to thank our teacher Marisela Coronado for her commentaries and suggestions during the elaboration this research.

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Norma Ruíz Ríos

Evelio García

V- Teacher's Valuation

This investigative work is of great value and enormous support for English professors in all the levels; since it offers a wide information about teaching methodology to teach writing in English; regarding the causes that affect the development of the writing skills in the English teaching-learning process of the students in high school.

The development of this topic, includes concepts, definitions, technical, strategies and many suggested activities that can help to English professors to develop the most practical, dynamic and amusing classes of English writing and consequently the students can reach a meaningful learning of the English language.

Lic. Marisela Coronado González
English Teacher

VI- Summary

In this research, the development of basic writing skill in the English Teaching process in high school it is with the purpose to analysis and explain the difficulties presented in teaching learning process of the writing skill in the students of Tilburg Institute in the second semester 2005. Also, the search for some solution to this problem, employing techniques and strategies that allow a good acquisition of this ability as dictation of word or short sentences, paragraph, using the steps and components of writing, giving examples: Introducing strategies to writing the coherence in the writing skills through active methodology.

This study proposes activities that help to use a series of concepts and methodologies that get for the student better solution to the student problems and the development of writing skill.

It is important the teachers allow time and their dictation activities, using methodologies and main techniques guidance involving constantly the students during the teaching process so it will allow to create the possibilities to students to learn for them selves. These ideas are suggested in the chosen bibliography.

Some recommendations of this author are:

- ⇒ Involving the students in:
 - Group work
 - Pair work
- ⇒ Giving the students meaningful activities that are not activities just involve copying but develop abilities to think and analyze what they are writing.
- ⇒ To select the adequate material of work, worksheets, magazines according to the students knowledge.
- ⇒ To teach without ambiguity activity it allow check the writing with clarity and effectiveness.

VII- INTRODUCTION

This research had been realized with to the purpose to give solution the difficulties in the teaching learning process of writing skill in the English language of the students in Tilburg school during the second semester in Matagalpa city.

This work was based in some important bibliography about of the development of writing skills, studying the competent methodology for writing and on the experiences of English teachers to work with writing in English.

This work can help to English teachers in the use of the techniques and strategies employed in the development of the writing skills.

On the other hand the main aim of this research is to know the achievement and difficulties in the English teaching process of writing skills. It is important the students get good results in their grades to develop positive attitudes and a meaningful learning in their classes and get a high level in writing to express their thoughts, ideas and communicate them through this skill.

Through this work the reader can discover some recommendations that are the keys of motivation for the teacher and students overcoming the difficulties that students have as:

- Writing
- Organization of the writing
- Memorize, etc.
- In the different topic teaching for the professor.

VIII- Justification

Different schools in our country are presenting a variety of difficulties principally in writing skill because the most of their students feel that only their good command come from the knowledge that they learn about the grammar skill.

The teachers should Applying different activities in their classes to develop the capacity of students in writing skill using correctly grammar, creativity in the writing context and drafting.

Looking the programs and the different techniques we can observe that the teaching material it is unreal about real environment and situation that the students live and the teachers, too.

We think that those elements used in English classes are not real about our real living, we can use some materials that promote the analysis of the students of high school about their culture and traditions.

This research pretend to find new alternatives for the English teacher learning process of students and the English teachers specifically for developing writing skills in the English subject in high school.

IX- DEVELOPMENT

1- The writing Process:

The writing skill is a process in which the students memorize or practice a gradual steps to communicate their ideas, feelings and experiences. It requires a lot of time spent on writing, but as the previously outline activities should there be more than just to writing what happen during a space dedicated for writing task.

“The students may write about a topic. They line in their journals, most write about their daily activities and their thoughts, feeling and problem.”

(Forum Magazine page 12. July 2003)

This ability represents the expression of each student. Teacher must consider this circumstance to promote the writing skills when the students carry on activity.

Teachers should choose the information gained from this assessment to identify pupils strengths and weakness in the skill of writing that have been assessed strengths and any progress should be praised and weaknesses may be used to form the basis of the writing goal.

In the reality some teachers use this recommendation but not in a hundred percent however this should be the ruler number one to practice in a moment of the class.

1.1 - Main Techniques To Teach Writing

Concepts

Techniques: A systematic procedure by which a task is accomplished.

Strategies: Procedures used in learning thinking etc, which serves as a way of reaching a goal.

Encourage is develops more effective techniques to teach writing. The following techniques are designed to help the pupils to learn in a easier way.

1=>Group Work:

Is an activity used in the classroom to help your students learn how to write and just as your students improve their English by writing in a regular way.

2=>Advantages:

- Students can help each other to write better.
- Allow the exchange of the writing material
- Encourage the more freely and naturally writing.
- Solve problems in writing in a positive way.
- To correct the grammar mistake.

Disadvantages

- => The students can use the mother tongue.
- => The students copy in a direct way of textbook only.
- => Not every student are included in the activity.
- => Don't exist the student interest to use free writing

2- Pair Work

Advantages:

- => Some advantage are the same of work group.
- => Students are more involved in the writing activity.

- => There are more contact with the writing material (cards).
- => They get more opportunity to write in the board in the moment of teacher's revision.
- => This technique is used for beginners

Disadvantages

- => They are the same disadvantages of work group however it's happen sometimes.

1.2 - Main Techniques guidance:

Some techniques for teachings writing skills are:

1. Dictation of word, sentences, paragraph.

Example:

Dictation: Teachers reads a passage aloud three times and the Students listen and write down. The firs time they just listen. The Second time they write.
The third time they fill in any missing parts or make corrections.

2. The students take out a piece of paper and a pencil or pen.

Before the activity begins, the teacher must advise the class of the few rules they must follow.

- a) Write a fast as possible the teacher says "stop"
 - b) Write about any topic, but write in sentences, not just lists of words.
3. Teacher says "stop" and then each student counts the number of words he or she has written the time depends on the level.

4. Advanced students will need about five minutes, but lower – level students may need more time because they write slower.

Using a text book about grammar rule s in the classroom in every practice of writing task in every class for example in the technique the can use the following types of the writing task

a) Gap filling:

It's the more useful exercise in the teaching of writing. This task is presented with a passage in blanks and the students fill in the blanks with the appropriate words.

For example:

Complete the sentence

Martha like to go shopping

Martha like _____ shopping

Martha like to go _____

This exercise is important to assess fill out a form an application, disadvantage in this task is that it does not require any connected discourse or any use of language greater than lexical knowledge and a little of grammar ,

b) Marking Corrections:

In this task the students should know a lot of vocabulary, they can practice other abilities as the punctuation and the spelling errors and they are asking the teacher to correct the mistake, while this task is related to one thing that people do when they need to communicate to one another.

c) Letter writing

In this task the students can writing among them .They can write whatever, they like in whatever way the students should write clearly and concisely

The personal letters, usually have one or more of the following purposes:

1- To thanks

2- To send greeting or express your feeling about some occasion or event.

3 -To Apologize

4- To invite

5- To make arrangements a contact with someone

6- To give news

7- To request news

8- To accompany enclosed material (photo-gifts)

9- To reply a letter

All formal letters require style that get to the point quickly and with a clear purpose. Although writing is a very useful and important the purpose of writing is to help the students get started to generate ideas, often considered one of the most difficult steps in writing. This activity doesn't allow them improvisation. They can write about books that have been read by them.

1.3- Takes Notes:

The more important thing is not when the students go to class.

The principal steps is when the students take good notes correctly. Because if you are in class to hear and write down the key ideas.

Key ideas are the ideas that the teacher feels that are more important in the Topic, more relevant and this idea expresses all meaningful of the paragraph or lecture and those ideas are sure to be the ones that appear on exams.

An important alternative is that you can use the notes of another students. The notes of another students can help you fill our missing information in your notes, and you can understanding the idea.

If you don't take notes you probably forget immediately the principals points of this class.

Studies have shown that writing two weeks ago will forget a good deal of what you have heard in class.

The studies have shown that:

In two weeks the people can forget 80% of what they have heard, but in four weeks the people can forget the 95%. To avoid this situation you should write the important details in notebooks and you should get a written record of what an instructors present in class.

Rules to take notes.

- Pay attention during the class.
- You can write all main ideas that you believe necessary.

Some students don't consider this important and they prefer to do other thing but in this techniques is important the concentration and write down as complete an understanding as you have the material while it is still fresh in your memory.

This notes are necessary to testing on the material, and you can study it for a test.

Techniques to teach writing

2- Methodology

- 1- traditional
- 2- active method
- 3- communicative approach

Methodology

The English language is very important in our country because it is in the modern technology development.

Many schools and universities in Nicaragua have opened their door to teach English language as middle education into the school curriculum.

Today the Ministry of Education is taking small step forward the modernization because it is changing the traditional methodology in high school

2.1- Traditional method

“In the traditional class the teacher explain grammatical structures and translate vocabulary , they normally use the native language to explain . What are often use the native language to explain what are often complex structures.”

(Teach English training course for teacher pamphlet 2005) .

It affects directly our pupils because they don't learn in an active way.

Active learning is the opposite of traditional class, the students learn creating their proper knowledge often the teacher take the center of the class but in traditional class the process of writing skill is more worried because they copy from the board only and don't receive any explanation about what they are writing, they learning by memory only repeat the teacher's pronunciation.

The professors teach

It is important that they teach in different ways or strategies to improve their pedagogical process but in a traditional class the teacher does a lot of explaining and exemplifying, while the students do a lot of listening.

Role of the teacher

b) Traditional class

The teachers have the position of authority, and this position is very visible. For much time the teacher is in front of the class. There is a distance among the teacher and the students, the teachers control the question and the answers

a) Language used in class

The language that the teacher use the most of part the time is his or her native language ; often , between 80 % and 95% of the class use the mothers tongue teachers explain grammatical structures and translate vocabulary . They normally use the native language to explain the complex structures

.Role of the students

When the teacher doesn't have skills some students get bored and worried about getting knowledge's the students only are sitting and they may have enough information. They are only empty brain without a good learning

Difficulties

- 1-Teachers have to use the target language most of the time when they change from a traditional approach to a communicative approach.
- 2- The teachers also have to learn new communicative strategies because communication is now the aim not explanation.

- 3- The teachers have to give more responsibility to the students this may also mean that they lose their total control of the class losing control can often make people anxious.

Suggestions

- 1- teachers may need support in improving their language skill and may need to learn more about the new methodology that have been implemented
- 2- The teachers need to demonstrate a variety of ways to present grammar and vocabulary, through different group activities, conversation loud speaking repeating. introducing new words to their vocabularies

2.2- Communicative class

Role of the teacher

The teacher plays many different roles in a communicative class for example he or she present a language items in a different way, demonstrating, preparing students for a particular language. Task monitor during pair and group work, guided the activities for example, role play; the teacher may even have to act as participant in some of the activities.

Difficulties

It may be that the change in role can also mean a change in the power relationship among the teacher and the students.

- 1- The students may think that the teacher is not exercising their authority and discipline and a problem may result. A communicative class is more difficult to control the variety of activities the students are engaged in at different times

Suggestions

- 1 Any activities are planned by the teacher must be very tightly managed.
- 2- Free activities must be carefully prepared and instructions must be clear as possible
- 3- So the teacher needs to monitor the class as soon as possible to help students with the task and make sure that they are doing the right thing.
- 4- The teacher might be beside the students
- 5- He / she must help everybody to get more skill and prepare the pathway to be successful.
- 6- They have to bring all they have
- 7- Explain clearly, softly, they have to be patient with special cases of slow learning
- 8- Don't get angry and upset if you have a bad acting student (boy).

3- Steps to develop the writing

- Pre-writing.
- Writing
- Purpose.
- Audience.

3.1- Pre- writing:

Is the first step in the writing process It is the a way to help to students to get ideas to write a bout topic. A good way to get ideas is the brainstorming that consists in the discussion to a topic and taking notes.

Describing a picture:

Students can describe a famous artist like (Michael Jackson) the students can work in pair or another and discuss some questions and take notes on the discussion.

Example

- 1- What kind of work does this person do?
- 2- How old is he?
- 3- Where does he live? Etc

The students can describe their family members.

3.2 Writing:

It is a progressive activity. This means that when you first write something down you can organize your ideas in paragraphs.

3.3- Purpose:

It is to help the students get started; generate ideas, often considered one of the most difficult. Steps in writing or the reason for writing.

3.4- Audience

The writer must always consider audience carefully in the language the level of difficulty. Who will read what you write. He will know your purpose and help you to write more clearly and coherently.

“One of the most important ways to improve your writing is to write clear correct error free sentences, if you admit words or use the wrong word order or forget to use capital letters and periods, your readers will be confused. They will not be able to understand your ideas”.

(McClelland Dubois Lorraine and market italic practice. Writing matters 2003)

In the teaching learning process of the writing skill it is necessary the use of different punctuation marks, for example the use of comma, colon semi colon dash, capital letters etc, and the reader can understand the message clearly

4- The Writer Process.

The writer process begins with several good reasons. First since production is an important learning. Writing can help your students learn. They are more likely to remember a word or a structure if they actively use it, in speaking. Or writing, than if they only read or hear it. Another reason is that writing makes students struggle with language in a special way. As they write, they often discover that they want to say something but aren't sure how, and so they want to find out. Also be at least. It allows for conscious reflection on the language that also help them learn. Last but not least, its good for student to practice writing in English because manage their personal life.

Kinds of writing activities:

Basically, there are three different kinds of writing activities you can give your students controlled writing, guided writing and free writing.

Writing to reinforce game.

After you worked on a grammar structure in class ask your student to write a topic that will elicit the structure. For Example, if you're been working on the use of "going to" to express the future tense.

Writing to reinforce function.

You can also ask your students to write about that example, If they're studied how to express needs, and desires.

Writing in role-plays: Getting ideas.

Give students a specific task them to take on another role. For Example: You Work for the Nicaraguan. Tourist Institute and have been asked to write a brochure to attract tourists, to any place of your country.

Getting Started.

With the example about Nicaraguan tourist Institutes, Begin with oral preparations by asking student what they want to put in their brochure what specific places they want to describe, for example, what they want to say about each place. Then ask them to work, together in groups of two or three people to write a first draft of the brochure. When they had finished, ask them exchange drafts with another group and comment on that group draft, using peer response guidelines. Finally ask each group to check their own draft.

A good writing has complements used to get the best comprehension learning and knowledge in the students of this language and the teacher can obtain the best results of their students.

4.1- Aspects to study in writing

1=> Analysing the task.

2=> Clarity and coherence in the writing.

3=> Understanding of the readers.

4.2- Analysing the task

Something in the level writing for the students is very quite interpreted and it's happening when the teachers don't analyze the students task and it's difficult to respond for each student. The teacher can see the level of the students and their capacity in everyone to facilitate the task.

For example: In the second level of the Tilburg School the students can write short sentences and to realize a research because this task belong to other level and the students don't have the skill to elaborate these activities only according to their level.

4.3 Clarity and coherence

“Clarity and coherence in the writing students can write their most challenging revisions on the board and the teacher can turn those revisions in to a classroom review.”

(English teaching forum July 2003. Pag 28)

Teacher must considers this activity when the students write because they can develop more ability with writing skill so they promoter the daily to edit in job.

The students at the Tilburg School practice this activity and the teacher takes care with the clarity and coherence in the writing paragraph and sentence.

When the writing doesn't have those characteristics the reader doesn't understand and the message is not clear and the teacher's roll is to facilitate some techniques to writing in a brief clearly way.

“It helps writers and readers understand how sentences in a text are related to each other and how they contributed to the overall of a text.”

(English Teaching Forum July 2003. Page 29).

5- Strategies to teach coherence.

5.1- Introductory activities:

Introduce students to the topic and stimulate their interest in the role of coherence in writing.

The student can take turns refilling a fairy tale that is familiar to all of them.

They can describe important events. Major aspects of the story structure, such as situation problem. Solution and evaluation and then discussed.

In paragraph information structure it is help full to teach students how to become aware of the distribution information in text.

5.2- Explicit teaching

In this strategy the teacher guide explicit explanations is necessary that the teacher uses authentic texts and simple text analysis task, that contain problem and solution and then the teacher checks the student's answer.

Through explicit teaching students can be shown that when they include the major elements of the composition and order them logically. They are able to write in a better order.

Example:

Re-Ordering words:

Write the sentences correctly / Veronica / every morning / get up / five a:m / at / Then dressed / she / takes / gets / a shower / and after at for cooks / all of the family / breakfast / she.

Students handouts

After explicit instructions prepare students on specific topics in order to help consolidate students, understanding of coherence in the texts and gives examples from typical expository writing.

Awareness-raising tasks.

This is a crucial stage of teaching in which students engage in a range of text analysis task in order to apply the concepts they have learned.

These tasks require reading some rewriting.

For instance the awareness raising task below asks students to read a letter of complaint and analyze it. Then revise the letter to improve it.

Writing practice

This stage allows students to apply the concepts of coherence to their own writing. Give students a topic. Therefore it is important to teach students how their purpose audience and context of a text effects its coherence. For example: In job application letter with knowledge of the concept of coherence check list improve their writing they can ask themselves the following question.

- 4- Does the text show awareness of the purpose audience and context in when the writing takes place.
- 5- Is the propositional content clear?
- 6- Are proposition adequate develop and logically linked?
- 7- Teacher feed back can be more effective?

The teacher that practice the different strategies to teach coherence allow to students express their opinions and feeling and the reader can understanding better.

5.3- Understanding of the reader:

“When teachers want to make individual exercise like worksheets for example they haven’t at their hands the adequate information or book exercise, which they could evaluate the comprehension through the reading if the students interpret the indication in the question.”

(Testing pamphlet 2004-m6)

The practice of this strategy can motive them interest for the reading and so the students should apply this step, but in the classroom according our experiences the teacher didn’t know to much about how to teach the comprehension in each students for the lack of reading book, they have only their texts to planning the class but to each students there aren’t. It’s not allow that the students interpret their ideas.

The teacher should explain which the interesting topic for the reader.

For example:

For a reason: The students can write reasons to support the paragraph this reason may be the secondary ideas that become to get for the reader a major understanding of the writing. The main idea should be presented in consonant clusters as principal attractive to the reader who want to find the message of the writing.

The teacher uses this strategy in the English class but doesn't have an amount of time necessary to develop it because the students don't practice writing only they writing of the white board and the teacher has some material that is not according to the ability.

Besides the use of video require of a space but the classroom is too small and there are many students and it doesn't allow the easy revision of the writing skill.

Is very clear that the teacher can correct the students writing but there aren't sufficient text book for each student which difficult the teachers correction and the students don' receive the necessary attention.

6- Tips to testing writing

Teaching grammar is important because plays an important part in the strategy for teach writing skill because is required a level of knowledge or teacher whichever is different in the teacher training because they are a native speaker and they need to know more grammar rules.

Testing writing with our students teachers control can be the best way to testing the writing. Is used by the students in the real world, is when it cannot be graded objectively it is necessary to develop a scale that allows it to be graded as objective as be possible.

In the other hand, it is necessary evaluate the writing directly, thought writing quiz and report speech using the different kind of items fill in the blank, multiple choice and others, to be writing should be evaluate indirect ways, ways that allow students to demonstrate their ability in the writing skill.

The way that they use writing most in real life.

The teacher has knowledge about the characteristic of this test

1- Some instructions are done with many words, the instruction should use a few words with the writing task topic should be clear, the definition of which topic should be provided in the instruction if it is necessary.

The numbers of words don't affect the indication, some teachers believe that it is the most important, the indispensable thing will be the clarity in the instruction.

2- Time and length

It is an important characteristic. I should also indicate the time allowed for the task and any instruction related to length in number of words.

3- Establishing a context and communicative purpose of communicating, especially by indicating the intended reader and giving a realistic context for the reader.

In others the students can establish context in different activities as to writing letters, other activities may be a brief resume about lectures, according to the second level of the high school when the numbers of words are unknown for the students.

The teacher can be careful in the choice of topics because he should take only the topics taught during a class time and not evaluate unknown topics. A topic that has very much theory may not work well in the reality other aspects that the teacher should be testing writing may be the knowledge about the topic because the greater knowledge about it will have a clear advantage in writing about the topic. It is necessary that the teacher give for them a lot of information about the topic.

The motivation is another aspect of testing writing, the teacher can evaluate a topic about student's interests as age, field of study, background etc to do their best at showing their writing skill.

7- Difficulties to teach writing

Didactic means are all complements used in English teaching to get the best comprehension learning and knowledge in the English students. Teachers that use didactic means obtain best result than teachers that don't use any didactic means, because the use of means facilitate the learning of the English students.

“There are different didactic means can be used in English teaching it , can be used visual aids , cassette , tape recorder and so on .”

(Special didactic I pamphlet: 88)

Some time there are high school teachers that don't have didactic means to teach content to their students , so they need to know the prepare a additional mean that facilitate the students learning .

All didactic means must have quality to be used in English teaching , because whatever thing the teachers must know what kind of means are going to use .

When teacher have enough concrete material, there a lot of alternatives to practice with the students.

Written means must have determinate conditions to be adequate and interesting for the population to head for about books.

It must be adequate to the reader characteristics, age cultural environment, language and own interest.

It must be decodable; it refers to the relationship with the reader's capacity neither higher, nether lower.

“It must be astrictive to motivate to the students in teaching English”.

“(Medina Lopez: 2000:6)”

Teachers must considerate this book conditions when select the text and material that are going to use in the teaching process and learning process. So they promote the habit for reading in the students.

At the Tilburg institute doesn't exist enough written information to use so, all teacher that teach English there, they must be creative to prepare teaching activities. In the second level at Tilburg institute during the II semester 2005 English teachers have not enough writing material to teach and practice writing this was a cause because the students got low grades and a low knowledge about writing.

Teachers haven't enough and common information's where student make activities about writing like chose article , elaborate summary and compare the exercise with the others students . in common situations , content , at the high school , there is lack of didactic means , or teaching materials , referring to drawing , plate , pictures that the students can use to describe it , after they could read their own writing and practice the comprehension of what they wrote

Trough observations and questions we realize that don't exist visual aids which after task writing by the teacher student's identifications what the teacher was writing about in others case there are some visual aids but to use it.

For example, chart is a set of pictures where teachers help to the students to read story and to create sentences a cording to the idea of the student.

“there aren't pictures which student could write about descriptions , for example he or she read to other student interpret ate each others or write differences between the picture and locate though reading only . ”

(Special didactic 2004: 2)

Difficulties in teaching writing

Didactic means are all complement used in English teaching to get the best comprehension learning and knowledge in the English students. Teachers that use didactic means obtain better result than teachers that don't use any didactic mean, because the use of means facilitate the learning of the English students.

There are different didactic means that can be used in English teaching, in can be used visual aids, cassette, and tape recorder and so on.

(Special didactic 1 pamphlet:88)

Sometimes the level reading for the students is very high to be interpreted and the teacher don't know the ways to conduce this activity. Commonly this happens when the teachers haven't a guide about how to teach a topic or how to make to get the best result with the students in the writing skill.

This case is characteristic of the lack of didactic mean in the Tilburg Institute about English teaching specially in writing.

In this level, one of the most important skill for students to master it is the ability to edit their work through of the editing practice, this provide them that contain common errors of forms, grammar, cohesion, pronunciation, listening, etc.

“By finding errors in compositions they haven't opportunity to learn to critically evaluate their work with less anxiety a positive approach to this step is recommended teacher should not be expected to find all errors, if he or she doesn't look an appropriate material.

Working in a small group can make this activity more fun”

(Chery New 2000:45)

After students practice editing, they are asked to edit own activities. Teachers can ask students to focus no specific aspect to their activities to make this step less frustration. Its also suggested that students work with pathers to help each other with this important step. Only after students have had a chance to revise and edit their activities are they required to hand in neatly written paper for teacher evaluation. But all this goes to depend of the implicated materials in the classroom, so the teachers has to looking for some strategies to allow this stage, Often, student interest in their works provide them ideas on how students can communicate with each other through their learning suggestions include using writing skill in each activity made in the class as the basic of debate or discussion, creating class books and displaying in every time with teacher's help.

Using feedback when the teaching is able of getting the opportune materials to teach the topic, it is important to remember the taught topics in the last class, because it will allow him or her to bring feedback and to relationate the actual topic, but he or she has to compile the used materials in these progress and take responsibility improving their activities feedback sheets are provide.

Teacher who wish to focus their feedback on the particular features covered in each chapter will find that these sheets provide an easy method, do it so allow to develop their skills too. If the teacher provides additional activities assignments will reinforce the topic in study and recopilate the aid materials in he classroom and out.

Learning must interact and cooperate as they work toward completing the task. This is important in language learning because the learners are involved in comprehending manipulating producing and interacting in the target language while their attention is principal focused on meaning rather than form.

“Apart from use the didactic material also draw upon their resources from such area of language as grammar, vocabulary, speaking, reading and nonlinguistic resources such as drawing and designing ” (Norman Linn and Helen Quits.)

The principal activity in the classroom is when the teacher divides the class into small groups of five or six, depending upon the size of the class and of the kind of the materials the he or she will be using in all class require the of teacher so the learns work to produce a big state of the motivation.

This attitude and teaching method is something that is often an inevitable result of the daily routine, it can happen to all of us. This is where practical articles dealing with specific classroom strategies successfully implemented by various teachers can be extremely beneficial, such specific strategies, thanks to advent of word processing can be adopted fairly easily to different classroom situations.

8- Alternative solution to develop teaching writing.

1=> That teacher constantly promotes the application of the contents during the process of teaching in the ability to write. In a way that the students have practical activities to demonstrate the dominion all the knowledge they learn.

2=> During the teaching in the writing skill. You have to teach in an organized way the teacher should prepare a plan for each class and his material according to the ability.

3=> The teacher should be creative and use different materials to teach. The in an easier way examples magazines, movies, drawing.

4=> The teacher should have dominion of the diverse methods in the process to teach how to write English.

5=> The teacher can be carefully in each exercise standing from the easiest to hardest putting in my mind the levels of each student.

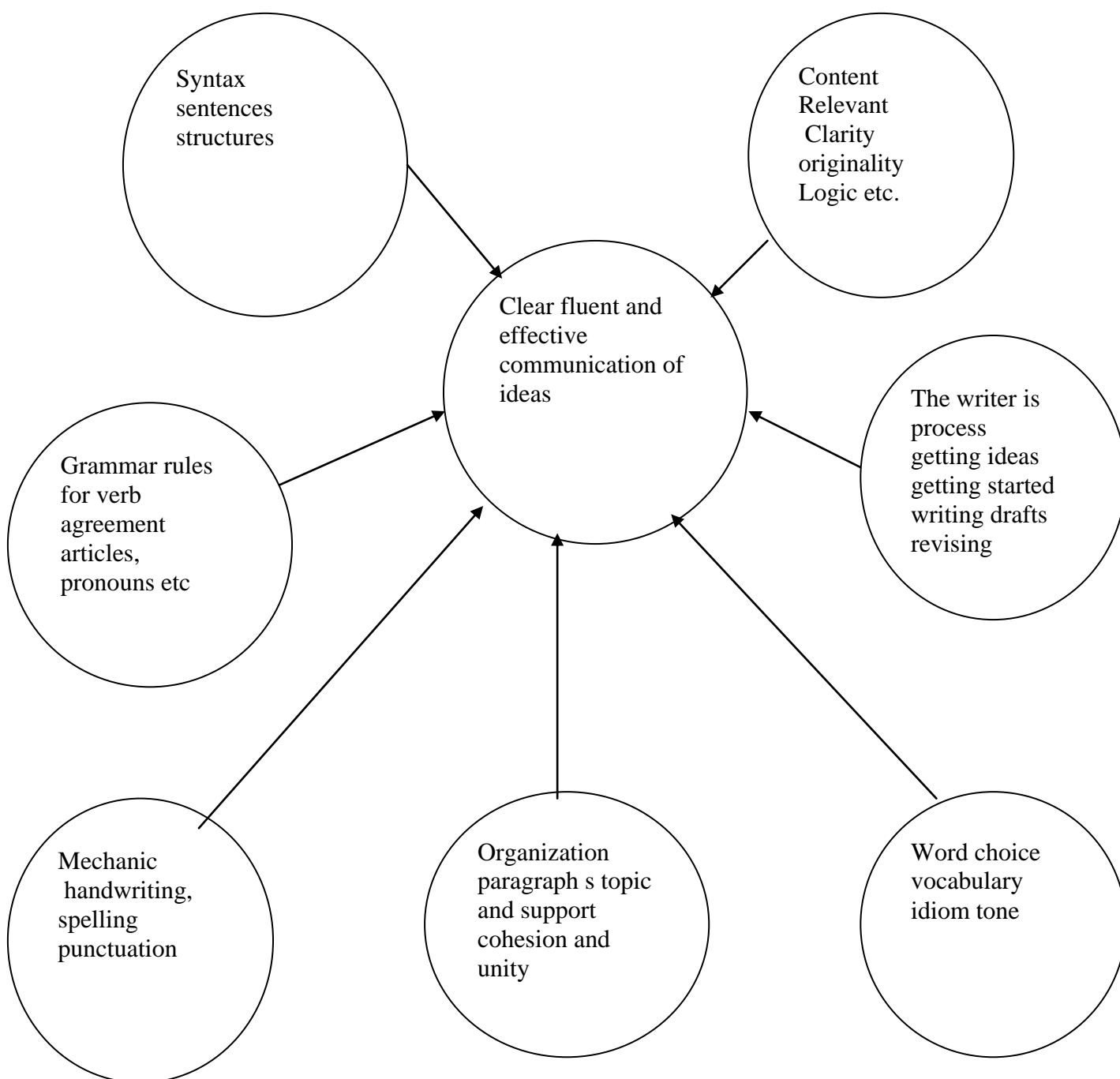
6=> The orientation should be clear and concrete so they could be interpreted by the students.

7=> Plant exercises that develop the capacity of observation of each student.

9- Components of writing

The teacher must consider other steps or way to teach the writing skill. This component are clear, fill event and effective communication of ideas.

The components must be presented in the proper sequence so that the reader, can visualize the message



Syntax

Concept: Part of the grammar that studies the function and order of the Words.

Science that studies, the relationship among the words in the statements. From the Greek +sin +and taxis, coordination syntax of the nouns.

Nouns are words that name things such a persons, animals. Place and institution. A noun can be the subject of a clause. Nouns are sometimes called “substantives”.

Kind of nouns

Countable and uncountable, proper nouns and common nouns, collective nouns

Syntax of the article

The articles precede the nouns. Example: The son the father.

Syntax of the adjective

Adjectives modify nouns: Example: She is an able doctor.

Comparison of adjectives: Adjectives that can be compared are sometimes called “gradable” adjective. Comparative forms of adjectives show differences (contrast) between two things or groups. Superlative forms show differences in three or more things or groups.

With one: Syllable adjectives, add-er for the comparative and-est for the superlative. Most adverbs forms are made in the same way.

Adjective	Comparative	Superlative
Few	Fewer	(The) Fewest
Young	Younger (Than)	(The) Youngest

Grammar

Grammar → Is the way that teaches to write, to read and speak correctly a language.

Languages using rules in many ways:

Examples:

I- The order of words in a sentence. In an English sentence, the subject usually precedes the verb except in question.

Example:

Virginia is at the University.

My sister has a scholar ship.

II- The gender of words in English.

A- Articles and adjectives are invariable. They have no gender as they have in Spanish. One exception is: blond, blonde, derived from French.

The little boy.

The blond boy.

The little girl.

The blonde girl.

B- The infinitive article has two forms “a” and “an” the plural nouns is generally formed by adding to the singular.

C- If the singular noun ends in “s”, “sh”, “ch”, or “x” the plural is formed by adding “es”.

D- If the singular noun ends in “ce”, “se” or “ge” the plural is formed by adding “s”.

II- The form and position of adjectives.

The form of adjectives does not change in the plural. They precede the nouns that they modify.

Example:

The large classes.

The old house.

The interesting letter.

The white handkerchiefs.

Concepts:

Mechanics: Is the ability of using punctuation marks correctly (comas, period, exclamation, mark, spelling, capitalization).

- a) Handwriting
- b) Punctuation
- c) Spelling etc.

Handwriting

There are different forms to teach handwriting if the students learn to write early, this can help them develop other skills. The earlier students begin learning to write there is change to practice.

What style to teach?

- a) The first style is printing (The letters are separate)
- b) The second style is simple cursive (most letters are joined, but they keep the same basic shape as in printing)

Capitalization: It is the correct use of capital letters.

Example:

- 1) At the beginning of a sentence, it is necessary.
Example: Norma is tall.
- 2) The pronouns I
Example: I can explain the lesson.
- 3) All the abbreviations and acronyms. Forming determined organization for
Example: USA-DR CAFTA
- 4) All proper nouns (Robert - Ann)
- 5) Name of deities. (God, Holy Virgin)
- 6) Name of people and their titles.
Example: Professor Julio Roa, Dr. Wilson
- 7) To name specific place in a map.
Example: Atlantic-Ocean
- 8) Names of days, months and special days.
Example: January – Independence Day Monday
- 9) Names of specific groups of people nationalities, races and ethnic groups, language and religion.
Example: American, Jehova
- 10) Names of school subjects with course numbers.
Example: Business administration 17B German

11) Names of specific organizations businesses, club schools.

Example: American College St Mary's College

Model

1- Change small letters to capital letter wherever it is necessary in the following sentences.

J J A

I work during the months of june, july an august.

Punctuation

It's use to clarify meaning and highlight structure. If can also remove ambiguity.

Comma(,).

The purpose of the comma is to help what your write clear. You will find it useful to think of the comma a making a slight. Separation.

1. Comma is generally used before, the coordinating conjunction (and, but, or not, yet so).

Example:

Colon: Is used to introduce a list of appositives at the end of a sentence that the writer wants to emphasize.

1. After the salutation in a business letter.

Example: Miss Seiles:

2. Between volume and page numbers of magazine. For Example:

Holiday, 47: 41-43.

1. Between Biblical chapter and verse:

Luke 6:20

Ruth 1:14

Semicolon (;):

The two most uses of the semicolon are:

1. To unite sentences that are closely associated complementary. For Example:

Writing is a skill; one must practise to improve a skill.

Exclamation mark. A Mark used afterward phrase or sentence that the writer intend to be very emphatic example:

1. help!
2. Let me speak.

2. Hyphen (-).

Are used in compound numbers.

Example: thirty-seven.

3. Fractions use a modifier and are always hyphenated.

Example: the gas tank was two-thirds full.

4. With Prefixes. Hyphen is used.

- a) Between a prefix and a proper noun or adjective.

2. Pre-Victorian.

3. show-off.

5. Parentheses ().

Parentheses: are used to enclose added explanation or comments.

Example: The women have good working (Jan works mornings, Dana the afternoons).

6. Period.

The function of a period is to mark the end of a sentence: For Example.

My name is Evelio Garcia.

After abbreviations and initials.

N.J.

Mr. Walters, Redden, Jr.

b) Before decimals or between the whole number and the decimals. 5.02

Between dollars and cent.

\$ 1.50.

Questions mark?

A questions mark is used at the end of a sentence that the writer intends as question.

Example: Don't you want breakfast?.

Spelling: We need to know some rules about vowel and consonant,.

I. Introduction: vowels: a-e-i-o-u-y.

Consonants are: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w.

II. Doubling the consonants

A) Word of one syllable having one vowel and ending in a single consonant double the consonant before a suffix beginning with a vowel:

Hit + ing = hitting but keep, keeping (two vowel)

Knit + ed = knitted help, helped (two consonants)

Run + er = runner love, lover (ending in a vowel).

B) Two- or three- syllable words ending in a single consonant following a single vowel double the final consonant when the stress falls on the last syllable.

Acquit + ed = acquitted but murmur + ed = murmured

Begin + er = beginner answer + er = answered

C) The final consonant of handicap, kidnap, worship is also doubled:

Handicap, handicapped, worship, worshipped, etc.

Organization.

- a) Paragraphs
- b) Topic and support
- c) Cohesion and unity.

A) Concept: Is a group of sentence that a writer developed about a subject the first sentence states the specific point or idea or the topic. The rest of the sentences in the paragraph support that point or idea.

Paragraph:

A paragraph is a unit of thought that has several or many sentences in it.

The length of a paragraph varies according to the purpose of the writing, business writing, journalism, and scientific and technical writing have different purposes. They may, therefore, require paragraphs of different lengths. In academic writing a developing or body paragraph is often 75 to 125 words long sometimes it is much longer.

The organization of a paragraph depends on the purpose of the writing. In a short paper, each major point in an outline may be developed into a paragraph. In a very long paper, several

paragraphs may be necessary to developed one point. Arrange your ideas clearly in the order that is the most suitable.

The topic sentence:

Of a paragraph tells what the paragraph is about and the ideas are developed. A topic sentence can be put any place in the paragraph but putting it at the beginning guides the development.

The appearance of a paragraph is important. In handwriting indent the first line of each paragraph. Do not indent every time you begin a new sentence. Leave margins on both sides of the paper. If you are writing on loose leaf notebook paper, write so that the holes are in the left hand margin. Use blue or black ink on white paper. Three kinds on paragraph make up every formal composition. An introductory paragraph begins the paper, stating what the paper is going to be in the form of a thesis statement. Body paragraph developed the thesis statement. A including paragraph restates the thesis, usually in different words, and shows briefly how development relates to it. Sometimes short transitional paragraph join the ideas in the body paragraph, but many writers include transitional element, in the body paragraph.

Cohesion and Unit.

Coherence means that all parts of a composition are clearly related to each other in order to explain one idea or give one impression. If all the parts of your composition are arranged in order, if the relationship between your ideas is clear, and if everything you have written is relevant to your subject, your composition will have unity of coherence. You must have coherence between all the sentences in one paragraph and between paragraph. In order to test what you write.

1. Pronouns.
2. Adverbs.
3. conjunctions.
4. Repetition of structure (parallel structure).

5. Repetition of words.
6. Synonyms
7. Order
8. Relevance.

Revise and Edit your paragraph.

If you are finishing writing your practice paragraph, the next step is to revise. For Example.

6. First read your rough draft paragraph to yourself.
7. Are all your sentences clear and easy to understand?
8. Do you want to add new sentences or eliminate some?
9. If you want to make any change, make them on your practice paragraph.
10. When you have finished revising and editing it give your paragraph to other class mate who will read and correct your paragraph.

Concept:

11. Revise> Means to add new sentences or take out sentences.

Revise also means to write any sentences that are confusing or unclear.

12. Edit> Means to correct any mistakes in grammar, spelling capital letters or punctuation.

Characteristic of a paragraph.

1. Title: Is used to attract attention and generally tells the reader what to expect, it is usually a phrase, not sentence.
2. Skip a line (leave a space) between the title and the first line of paragraph.
3. Indent means to begin the first sentence to the right.
4. Leave Margins on the left side and the right side of paragraph.
5. The average length of an English paragraph is about 150 a 200 words.
6. Begin each sentence with a capital letter and ends each sentence with a period. Don't write in the margin.

Topic sentence and support:

It is used the first sentence of paragraph. All of the other sentences in the paragraph explain, describe, and support the topic sentence.

The topic sentence: Can come at the beginning or at the end of a paragraph it is the key sentence because it names the subject and the controlling idea, the describe main idea, opinion, or feeling about the topic.

Model.

Write a paragraph about what you like. Your paragraph should be about 150 to 200 words loony. For Example>

Harold's Impressions.

Americans generally work from thirty – five to forty hours a week. Mr. Harold does not have to work on Saturdays, but many people do. In the United States, almost all the single women work< and many married women do too. They're often teachers, nurses secretaries, or clerks. Some women are doctors, lawyers, or dentists.

The People generally work hard. Americans are efficient, and time is important for them. They're actives. They're always busy and often in a hurry, but they're also very friendly.

The difficulties that the students have to write a paragraph are the following.

- a) The sentences do not begin with a capital letter and then end with a period. The reader is confused because it is difficult to know where one sentence ends and net sentence.

The teacher does not revise the students writing in any moment it difficulties the learning of students.

Suggestion:

One of the most important ways to improve your writing is writing a lot consulting grammar, books, revising the spelling using the dictionary when necessary, so the reader can understand the conveyed message.

Words choice.

- a) Vocabulary.
- b) Idiom
- c) Tone.

Concept:

Words choice. Is the ability designed to help to distinguish among the word confused that sound a like but are spelled differently?

Example:

Words commonly confused.

Model

Complete:

Write the word from either par that best.

1. Affect effect adapt adoptee.

- a) Tim and Sonja _____ Pamela Kim, who had come o the United States as a refugee.
- b) The music had a decided _____ on the mood of the audience.

Idiom.

An idiom is a phrase or word used in a especial meaning that you cannot understand.

Just from knowing the dictionary definition and the parts of the grammar.

Example:

To bear up, means to have courage. Two-word verbs.

Vocabulary.

Tone.

An author attitude forward a subject and one audience is called tune such an attitude can be described by words such as serious cynical, humorous bitter joyful and fanciful.

The writer's process.

b) Getting ideas.

c) Getting started

d) Writing drafts.

e) Revising.

a) Getting ideas: One good way to get ideas about a topic is to talk about the topic with your classmate when the share your ideas and listen to the ideas of other students, it is easier to decide what to write.

b) Getting Started: If we start with a listening class for example:

I. Before listening.

1. Predictions: To help students understand-motivate.

- a) Predict/questions
- b) What students know about?
- c) Vocabulary
- d) Predict from title.
- e) Dialogue

II. Pre-Teach essential vocabulary.

III. Gist- task etc.

- c) Writing drafts

Gap-filling, listen to the teacher and then write out the complete sentences.

Papers made from wood. It was invented by Chinese in the first century.

Reordering words. Write the sentences correctly.

Revising:

When you finish, revising and editing it give your paragraph to other classmate who will read and correct the paragraph.

10 -Conclusions

According to the analysis realized about the development of writing skill it gets the following conclusions.

- The teachers rarely promotes the application of the content in the process of teaching writing skills.
- Teachers don't promote the free writing recommended in task.
- The teachers don't know some strategies to teaching writing skill.
- The students assimilate the orientation from the teacher in a small percent.
- The lack of interest of the writing skill from the students.
- Give the students meaningful activities that is, activities that don't just involve copying but that require them to pay attention to the meaning and to think about what they write.
- The lack of didactic material affects the teaching of writing skill.

ANNEXES

Tilburg Institute

English Test

Name: _____ Note: _____

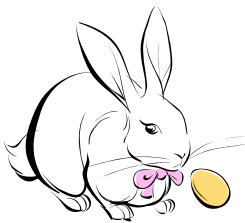
Date: _____ Number: _____

.....
I. MAKE SURE YOU KNOW ALL THE WORDS IN THE BOX, THEN PUT ONE WORD IN EACH OF THE BLANKS IN THE TEXT. (14 pts). 1 point c/u

5 also	1 Although	7 and	6 be cause	2 besides	But	4 so
--------	------------	-------	------------	-----------	-----	------

_____ there are many different kinds of families in the world. There are some things that are the same everywhere. Not all societies have western type marriage with one wife and one husband _____ some kind of marriage is universal. And when person marries _____ the wife or husband, he or she also gets a complete new family of in Laws, Marriage with close relatives don't always produce healthy children _____ all societies have rules, about who can marry who, each society _____ has a division of work based on age and sex. Is can be unfair to women _____ it will be interesting to see if this success.

II- LOOK AT THE PICTURES AND TALK ABOUT WHAT YOU THINK THE ANIMAL IS.



III. ANSWER THESE QUESTION USING EXPRESSION OF LOCATION ACROSS, IN FROM OF, BESIDE NEAR, FAR FROM.

1) How do you get from INAEP to UNAN?

2) Where is the cathedral situated?

3) If you are in Mayon Company. How do you do get from Mayon to Gallo Company?

IV. TRASLATE IN TO SPANISH

You go down the hill, along the road, across the bridge through the woods and up the other hill.

V. READ THE TEXT AND THEN WRITE ABOUT YOUR FAVORITES.

Radio

Many people Love to listen to the radio. They listen to music at work when they study, in their cars, and even in the bath.

- 1) Usually listen to music. _____
- 2) My favorite son (s) _____
- 3) And my favorite radio station is. _____

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

Surveys to students
General information

Date: _____

Name: _____

School: _____

Level: _____

The purpose of this survey is:

Write yes if the answer is affirmative or no if the answer is negative.

Do you practice writing activities in your English class? Yes _____ No _____

Have you received help from your English teacher to solve the writing activities
Yes ___ No _____

Do you use a textbook in your English class? Yes _____ No _____

Do you practice dictation in your English class? Yes _____ No _____

Do you have problem to express you ideas through writing? Yes _____ No _____

Do you have knowledge enough about grammar Yes _____ No _____

Does your teacher use visual aids to practice writing? Yes _____ No _____

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

Guide Of observation to the teacher

Date: _____

Teacher's name: _____

High school: _____

Years of experience: _____

Attendance: _____

Level of the teacher: Lic _____ MED _____ No graduate _____

The present observation is for identifying the Methodology used to develop writing skill by the teacher. Thanks for your help.

Question:

- Does the teacher include writing activities in the lesson plan?
- How do teachers introduce the class?
- What are the techniques the teacher use to practice writing?
- Does the teacher present the vocabulary before writing?
- What did the teacher do?
- What kind of activities the teachers develop to practice writing?
- Do all students work in writing activities?
- How the teachers evaluate the activities or contents?
- What kind of didactic material do they use to practice writing activities?
- What are the main problems the students show for developing the writing skills?

Chronogram of activities

No	Activities	Date
1	Selecting of general topic Orientation normative sub topic.	23 July
2	Variables Objectives general and specific	6 august
3	Justification Revising Bibliography writing note cards	20 august
4	Starting development Conclusion	21 august- 19 November
5	Summary	20 November
6	Introduction	22 November
7	Introduction Gratitude Bibliography	23-24 November

Results of the survey



1-Do you practice writing activities in your English class?. Yes 77% No 23%

2- Have you received help from your English teacher to solve the writing activities
Yes 73% No 27%

3-Do you use a textbook in your English class? Yes 33% No 67%

4- Do you practice dictation in your English class? Yes 50% No 50%

5- Do you have problem to express you ideas through writing? Yes 67% No 33%

6- Do you have knowledge enough about grammar? Yes 33%No 67%

7-Does your teacher use visual aids to practice writing? Yes 30% No 70%

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