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Topic:

Factors that negatively affect the development of writing skill of 11th grade students at Dr. Carlos Vega Bolaños public school, in the second semester, 2013 class morning shift.

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The present research is dedicated especially to God, who gave us wisdom and strength in this large task. To our professor Albert Sánchez, who has been patient through the teaching process. To our parents, who taught us that the best kind of knowledge to have is that which is learned for its own sake.

I.   Acknowledgements

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II.   Abstract

The purpose of the present study was to identify the factors that hinder the teaching learning process of writing skills. The study was carried out at Dr Carlos Vega Bolaños School. One group was observed several times. The experiment was conducted to investigate the causes why the students do not write correctly in English. The study comprises the quantitative data. The quantitative data was collected were analyzed by (regla de tres). The result revealed that there was no difference between the performance of our research and the group of students investigated. The analysis of the questionnaire showed that the majority of students believed that only possess poor vocabulary, not enough didactic material and are taught inadequate methodology. These are the factors that hinder the teaching learning process of writing skills. However, students recognize that the indiscipline in class is another factor that affects the process of writing skills.

III.   Table of contents

1. Introduction

Writing is on essential part of the academic life. Students need to compose essays, write letter, take tests, etc. but mastering their skill is not easy, especially if students are learning to write in a second language such as English. Lagan (1987) and Gunning (1998) agreed that writing is difficult when they stated that writing is both more complex and more abstract than talk, it is evidently true that writing poses a number of problems to the students, as it is a skill that is difficult to master. It is believed that writing demands a great deal of skills and conventions such as writing readiness and grammatical rules for the students to become proficient and effective writers. Students need to pay attention to grammar, spelling, vocabulary, etc. which may devote students' attention from the content of what they went to express. In fact, students often feel frustrated when they attempt to write their ideas in English. We want to examine the cause of students frustration when carry out writing tasks. In order to do this, we will argue the importance of writing because it is a big part of every high scholar's life. In fact, students need to write to their ideas, text their friends, write letters, but students need to improve writing skill and they have to take care of this, because is not just putting pen to paper or writing down ideas but it is how these ideas are presented or expressed effectively. This highly demanding process of writing requires a number of skills and conventions like organization in the development of ideas and information; a high degree of accuracy in choosing the right words so that there is no ambiguity of meaning and also the right use of complex grammatical devices to focus and emphasize ideas. Besides, writing demands the writer to have careful choice of vocabulary and understand grammatical patterns and to be able to write sentence structures that is appropriate to the subject matter. Secondly, focus our attention on English teachers because they too face great challenge to teach these skills and conventions as students may at times find them confusing and difficult to understand and write effective writing in English. And finally, it is important to pay attention to methodology and techniques that English teachers are taking in account when they plan the lesson, teachers need to have an effective methodology of developing a second language in our learners, because English teaching process is demanding and it requires an enormous dedication and sacrifice.

1. Problem and research topic

1.1.   Topic

Factors that negatively affect the development of writing skill of 11th grade students at Dr. Carlos Vega Bolaños public school, in the second semester, 2013 class morning shift.

1.2.   **Problem**

The methodology used by teachers to teach writing skills does not meet the course expectations.

1.3.   Sub problems

❖ lack of training workshops

❖ Limited teaching time

❖ teachers do not prepare their lessons

❖ poor methodology

❖ Lack of teacher's motivation

❖ Lack of didactic materials and resources at the school.

1.4.   Rationale

Writing skills are really important because it is part of the human being communication, writing is not for texting friends, keeping diaries, or even for getting a better score. Writing is important because it´s used extensively in higher education and in the workplace. If students don´t know how to express themselves in writing, they won´t be able to communicative well with professor, employers, peers, or just about anyone else. Also it is the main skill taught in public school in Nicaragua. The presented document is intended to demonstrate the necessity of teach writing skill accurately. There are many reasons for us to develop this topic. The most important is, because is the primary basis upon which work, learning, and through this the intellect is judge in college, in the workplace and the community, beside is something portable and permanent. It makes the students thinking visible and it helps students move easily among facts, inferences, and opinions without getting confused. This work was made to give out, the importance of writing skill that should be taught with accurate and rights method in the whole secondary, so students will achieve a high level of mastering when they will be in eleventh grade. As a result; we will have success students of English in writing skill when they will be in the college or get a job. If the Mined offers backing to the idea that means how many advantages we can get with the English learning-teaching process, we would get an high level of encourage to learn the English language, and this will improve the education system in our country. Besides everyone would be encouraged to participate and engaged in the advanced education model.

1.5.   Research questions

On the basis of the above observations, many questions are raised:

1. Why do our learners produce poor written productions when they reach eleventh grade?

2. What are the major factors that hamper third year students to produce a correct piece of writing?

3. What kinds of problems do eleventh Grade students face in attempting to master these writing skills?

4. What are the perceptions of eleventh Grade students concerning the instructional factors that influence their achievement in writing?

5. What are the perceptions of eleventh Grade English teachers concerning the instructional factors that influence the achievement of writing for students in their classrooms?

It is impossible to answer all these questions as they subsume a lot of aspects which are not viable to exhaustively cope with. A reason why this work attempts to identify, then analyze some factors behind students' poor writing productions among eleventh grade students of English.

1.6. Objectives

1.6.1. General objective

To identify the factors those hinder the teaching-learning process of writing skills at High school Dr. Carlos Vega Bolaños in 11th grade.

1.6.2. Specific Objectives

❖ To determine the causes why the students do not write correctly in English.

❖ To identify the factors that make English writing skill difficult for students to learn.

❖ To identify about the writing methodology used by English teacher.

❖ To describe well-known methods used to teach writing skills.

1.7. Background of the study

Foreign-language teaching and learning, with its major skills, is a complex process especially the teaching of writing skill. When teaching these skills, teachers usually follow a certain order: beginning with listening, speaking, reading, and then writing "adults devote 45% of their energies to listening, 30% to speaking, 16% to reading, and 9% to writing" Hedge (2000, p.305). Writing is placed at the end because it is thought to be highly complex and difficult to master even for natives. Grabe and Kaplan (1996) said that "probably half of the world's population does not know how to write adequately and effectively".

Writing and learning to write has always been one of the most complex language skills. Nunan (1989) agreed that "it is easier to learn to speak than to write no matter if it is a first or second language". It is not a very easy task to achieve since it requires hard work, lengthy steps, enough time, and more practice. Of course, this order may change depending on the needs of the learners. It is obvious that mastering English as a foreign language (EFL) requires mastering the four skills. And today, none of us would ignore their importance in the educational system, but we have to mention that the writing skill is the most complex and difficult skill to master.

Richards and Renandya (2003) argued that "there is no doubt that writing is the most difficult skill for second language learners to master", this is because the majority of English learners are confusing with Grammar and Written Expression. In other words, many learners assume that the key to a good English written production is mastering the rules of grammar. In this respect, the learners often rush towards more grammatical practice and tend to forget about practicing the specific rules of writing such as drafting, revising, editing, etc. These rules are summarized by (Harmer, 2007, p.4) in this quotation:

Writing is a process, that is, the stages the writer goes through in order to produce something in its final form. This process may, of course, be affected by the content of

the writing, the type of writing, and the medium it is written in... This process has four main elements: planning, drafting, editing, and final draft.

For this reason it easy to notice that writing skill is an enormous challenge to produce a coherent, fluent, extend piece of writing in L2. Poor performances in the writing skill wonder about how to organize information to get a coherent paragraph/essay, a well-structured piece of writing without mistakes.

2. Theoretical Framework

2.1. The Importance of Learning English

The importance of learning English in a connected and globalized world environment cannot be overstated. It is the primary language of global communication, trade, commerce, diplomacy and foreign policy. Learning English in school will open up numerous opportunities and avenues to students in the American as well as the international marketplace. English has become in the most requested language around the word. It has been because it is the world language. Locsin (1999) refers to the importance of the English: "That it is spoken as a first language by about 375 million, as a second language by as many people and as a foreign language by around 750 million. It has official or special status in at least 70 countries and is being learned by about a billion people".

These numbers alone make English important to learn. The importance of English cannot be described in words because it's an international language. We need to learn English for our higher education. Dutta, (1999), argues that the people need English for our higher education because English is a passport to successful future. Nowadays, we are living a digital generation, it means that we are aware about and use computer, the internet, mobile phone, digital voice recorder and other technology based tools are in English. Even interview for jobs, employment opportunities and career avenues that open up after graduation and post-graduation are always conducted in English.

As well Locsin (1999) refers to the importance of English; he said that English will open up numerous opportunities in avenue to students in American as well as the international marketplace.

English is the standard language for international business, travel and diplomacy, it holds myriad possible applications. Every student who wants to learn the language likely has a unique reason for doing so. Knowing the number of opportunities for English speakers can provide a helpful incentive to learn the language well.

2.2.   English Teaching Methodology

Nowadays everyone needs good teachers who teach English, but it is very important those teachers know about methodologies. But the use of unqualified teachers is responsible for the failure of students in English language in national examinations this is the result of the poor or lack of methodology used by the teachers. The biggest problem in language teaching is the lack of methodology. To begin, let's define what is meant by methodology: Eyssautier de la Mora (2006) defines "Methodology is a specific stage of a job or project of a theoretical position and leads to a selection of specific techniques (or methods) about the procedure to perform the tasks associated with research, work or the project."

The lack of methodology to teach English in schools across the country, has generated a poor development of the skill of writing in the foreign language therefore required implementing didactic and methodological bases for the development of this. The deficit affects methodological bibliographic resources and teaching English, it is considered that English cannot be taught without books and other educational support materials.

There is a very important factor that must be to take in account, which is the lack of taught of some English teacher. Empiricism is one of the variables that affect the teaching of English; however the lack of methodology and teaching resources is a problem in language teaching. It is known that in our country, Nicaragua, many of the teachers who teach the subject of English does not possess the title as faculty accredits it. Hurtado (2012) stated that for 2012, the Ministry of Education had been raised strongly hire untrained teachers not to teach language sensitive areas or foreign language basically. In high school, the number of empirical teachers is greater than 40 percent, and the situation is different for those who teach English, since it is considered who has a bachelor's degree, but not in Science Education, but in any other raced. Hurtado also said that these practices would be eliminated by the MECD through policies including hiring uncertified teachers not to public schools for the year 2006. He also noted that professionalize teaching in the current empirical, and endeavor to ensure that secondary teachers to opt for the Bachelor of Science in Education so they can continue in the System. This factor rebounds in a good teaching in English. On the other

hand, Guevara (2008) explains: "there is no official data on how many teachers of English exist in Nicaragua. But we have found that entering universities annually around 200 students to train as graduates Educational Sciences with a major in English, but there are few who finally engaged in teaching in public schools, because of low wages". In Nicaragua the wage teacher`s is about C$ 5000 per month.

The methodology of teaching English vocabulary approach, for example, has been characterized by the almost total absence of both theoretical approaches, and practical. Most of the methods, since the last century to the present, do not devote a special section to explain how to teach English. The following are some methods for this particular teaching foreign language, according to Chastain (1971):

The Grammar-Translation Method: the emphasis is on the presentation of the grammatical rules of the target language and practice of translation from the mother tongue to the target language learning. The purpose is simply that the understanding of the texts and their subsequent translation.

The Direct Method: a revolution in the teaching method, the basic premise is to present the words directly into your target language. The student must associate that language with action, object, mime, gestures or context.

The Audio-Lingual Method: it underlines the importance of hearing syntactic structures contained in dialogues, and practices them through oral repetition. The goal is for the learner to set the system language by language habits.

The Communicative Approach: the role it occupies in methodological approaches remains marginal. It is subordinated to the teaching of communicative functions rather than structures.

It is fundamental to teachers know all of those methods because in this way English teachers will provide to students an effective learning teaching process, a safe learning environment, and treat language learning as a social process where comprehensible input is a must when expecting comprehensible output. Most importantly, the teacher usually provided her/his students with adequate teaching methodology any time, as well as suitable vocabulary and learning activities that allowed the development of verbal skills.

2.3.   English Skills

When we think of English skills, the 'four skills' of listening, speaking, reading, and writing readily come to mind. Of course other skills such as pronunciation, grammar, vocabulary, and spelling all play a role in effective English communication. The amount of attention you give to each skill area depend both the level of your learners as well as their situational needs. Generally beginners, especially those who are no literate, benefit most from listening and speaking instruction with relatively little work on reading and writing. As fluency increases, the amount of reading and writing in your lessons may also increase. With advanced learners, up to half of your lesson time can be spent on written skills, although your learners may wish to keep their focus weighted toward oral communication if that is a greater need.

2.3.1.   Listening

Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably aren't even aware of how complex a process it is. Here we will briefly describe some of what is involved in learning to understand what we hear in a second language. Interactive listening situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some non-interactive listening situations are listening to the radio, TV, films, lectures, or sermons. In such situations we usually don't have the opportunity to ask for clarification, slower speech or repetition. Richards (1983, cited in Omaggio, 1986, p. 126) proposes that the following are the micro-skills involved in understanding what someone says to us. The listener has to: the listener had to be independently manipulated focus on form and what the other is saying, because he need retain chunks of language, catch the distinctive sounds, recognize stress and rhythm patterns and recognize reduce form of words

2.3.2.   Speaking

This skill refers to interaction each other's. Speaking English is the main goal of many learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard-to-break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not and selectively address errors that block communication. Brown,(2004) said that the most common techniques to use with the students are oral presentations, role plays, discussions, conversations, games, storytelling, retelling a story or news event, translation of an extended text, phone messages. Etc.

2.3.3.   Reading

We encounter a great variety of written language day to day -- articles, stories, poems, announcements, letters, labels, signs, bills, recipes, schedules, questionnaires, cartoons, the list is endless. Literate adults easily recognize the distinctions of various types of texts. You will need to work intensively with them at the most basic level of letter recognition and phonics. Finding authentic reading material may not be difficult, but finding materials appropriate for the level of your learners can be a challenge. Especially with beginners, you may need to significantly modify texts to simplify grammar and vocabulary.

2.3.4.   Writing

Good writing conveys a meaningful message and uses English well, but the message is more important than correct presentation. If you can understand the message or even part of it, your student has succeeded in communicating on paper and should be praised for that. For many adult ESL learners, writing skills will not be used much outside your class, but this will be used all life. Some ideas to practice writing can be: Copying text

word for word, Writing what you dictate, Filling in blanks in sentences or paragraphs, Taking a paragraph and transforming certain language, for example changing all verbs and time references to past tense, Summarizing a story text, video, or listening clip (you can guide with questions or keywords), Making lists of items, ideas, reasons, etc. (words or sentences depending on level), Writing what your students want to learn in English and why Writing letters (complaint, friend, advice).

2.4.   Importance of Learning Writing Skills

Writing has been neglected in teaching English as a foreign language (TEFL) for many years and remained, for most of its history, a minor occupation. This is in part because almost all human beings grow up speaking their L1 and sometimes their second language (L2), or foreign language (FL); therefore, writing has to be learned. But first what is writing? According to Omniglot (1992), "writing is a method of representing language in visual or tactile form". In its simplest form, writing may be just using graphic symbols or reproducing in written form something which has been heard or read. Writing becomes more complicated when it involves producing meaningful segments to carry a message in the language. Accordingly, Widdowson (2001) stated that "writing is the use of visual medium to manifest the graph logical and grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of usages"(p. 62).

Learning a foreign language entails learning to write it. And many foreign students are least proficient in coping with the writing system. Only a minority feels compelled to use it in some formal situations because it is a difficult skill to acquire. "Writing provides an importance mean to personal self-expression" (McArthur, et al., 2008, p. 1). Its importance lies in its power as it is reported by McArthur, et al. (2008, p. 11) "The power of writing is so strong that writing about one's feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system.

Despite its importance, there is considerable concern about the writing capabilities of school-age children and youth. In this respect, we should not neglect the importance of the writing skill in Teaching/learning English as a foreign language because it expresses social relationships which exist due to the individuals' creation via discourse, but these relationships are not only

discourse. Writing is one of the main ways that we create a coherent social reality through engaging with others. Also, the practice of writing can provide different learning styles especially for those who find it difficult to learn through the oral skill, for such students writing is likely an aid to retention. It means that students feel more secure and relaxed in writing at distance rather than feeling compelled to deal with immediate communication through oral practice.

Moreover, writing provides varieties in FL classrooms through the assigned activities such as punctuation and grammar, to supply different writing models. Furthermore, writing is used in formal and informal testing. For instance, oral ability cannot often be tested through the oral skill as it might seem impossible regarding the large number of students and time allocated. Thus, writing can supply oral testing. These considerations suggest that we can make good use of writing as an integrated skill to learning English as it complements the leaning skills and serves as a reinforcement of the language learnt orally. However, some learners of English do not agree with the importance assigned to the writing skill pointed out by Doff (1995) who said that:

> If we think only of long-term needs, writing is probably the least important of the four skills for many students, they are more likely to need to listen to, read and speak English than to write it. Their need for writing is most likely to be for study purposes and also as an examination skill. (p.148)
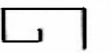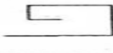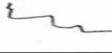
Most contexts of life (school, the workplace, and the community) call for some levels of the writing skill, and each context makes overlapping, but not identical demands. Proficient writers can adapt their writing flexibly to the context in which it takes place. In the school setting, writing plays many roles: It is a skill that draws on the use of strategies such as planning, evaluating, and revising text to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. It is a skill that draws on sub-skills and processes such as handwriting and spelling, a rich knowledge of vocabulary, mastery of the conventions of punctuation, capitalization, word usage, and grammar; and the use of strategies such as planning, evaluating, and revising text. All are necessary for the production of coherently organized essays containing well developed and pertinent ideas, supporting examples, and appropriate detail.

2.5.   Writing History

The development of writing is relatively recent phenomenon. According to Harmer (2007a, p.1)" human activity of writing is a fairly recent development in the evolution of men and women . . . some of the earliest writing found so far dates from about 5,500 years age". Also, Yule (2010, p. 212) claimed that "human beings started to write some 20,000 to 25,000 year ago". Unfortunately, the reason behind knowing too little about early man is that he did not write. The earliest forms of writing were naturalistic paintings of animals and people in protected spaces like caves.

The pictures of animals were attempts at appearing their spirits after being hunted. While the pictures of people often represent people appearing in different physical positions as in a ceremonial dance. Gradually, primitive cultures, which were at the mercy of natural forces, stylized their representational messages. For ancient cultures, they are called "petroglyphs" or "pictograms". In other words, pictures representing symbols, These pictograms later on developed to become "ideograms" which are considered to be part of a system of idea writing, or "hieroglyphs". For instance, ancient Egyptians had a sophisticated system of hieroglyphs that have been stylized afterwards.

In about 3,500 years ago, the Phoenicians, the ancestors of the Lebanese, invented an alphabet from the Egyptians hieroglyphs. For example, the Egyptian houses meaning house become the Phoenician. And by about 1000B.C. the Phoenicians had a fully developed syllabic writing system. Their alphabet spread into Northern Africa to become the writing system of the Arabs, and North West to Greece whose letters was further modified to become the Cyrillic Alphabets of Russia and the Balkans. After that the Romans modified the letters into the alphabets we recognize and use. Those alphabets are called the Roman alphabets which are different from other writing systems in that the symbols represent sounds, not pictures or ideas.

Egyptian	Phoenician	Early Greek	Roman
			B
			M
			S
			K

Table 1.1 Development of Writing (Yule, 2010, p. 217)

Finally, the historical development of writing is summarized by O'Grady, Dobrovolsky, and Katamba (1996) in the following quotation:

> The development of writing has been one of humanity's greatest intellectual achievements. From pictograms and logograms, the graphic representation of language has developed through syllabic writing to the alphabet. This was achieved through the discovery that the sounds of language can be associated with arbitrary graphic symbols. Eventually, this was followed by another discovery that a fairly small number of symbols are sufficient to represent language in written form. (p. 620).

In other words, before writing takes the recent forms, it began as pictograms (picture-writing) which represent particular images in a consistent way. Later on, it developed to ideograms (idea-writing); then these ideograms changed to what we call logograms which means word-writing. In its simplest form, writing may be just using graphic symbols or reproducing in written form something which has been heard or read. Writing becomes more complicated when it involves producing meaningful segments to carry a message in the language. Accordingly, Widdowson (2001) stated that "writing is the use of visual medium to manifest the graph logical and grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of usages"(p. 62).

Thus, students must master the graphic system of language, its grammatical structure, and select the appropriate vocabulary (mechanisms of writing) related to the subject matter. However, they fail to do so for writing is the most difficult and complex skill, and also because it is an act of discovery. Accordingly, writing is not making a lengthy list of words, as inventories of items of a shopping list. "Although this shopping list may not seem to provide an example of sophisticated writing, it tells us something about the writing process" (Harmer, 2007a, p. 4).That is why he defined writing as follows:

> "Writing is a process-that is, the stages the writer goes through in order to produce something in its final form. This process may, of course, be affected by the content of the writing, the type of writing, and the medium it is written in . . . this process has four main elements: planning, drafting, editing, and final draft". (Harmer, 2007a, p. 4).

Writing cannot be achieved if there is no coherence between the words or the sentences which are arranged in a particular order and linked together in certain ways and above all, holding a meaning. In this respect, learners at schools must master the academic writing which was needed in writing essays and paragraphs or other assignments for exams. Moreover, writing in a foreign language is the ability to use language and its graphic representation productively in an ordinary writing situation. "We mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matter-of-fact writing.

2.6.   Strategies to Teach Writing in High School

Foreign-language skills are classified into two main categories: the productive skills (speaking and writing) and the receptive skills (reading and listening). However, their nature is not relevant to this division since listening and speaking are naturally acquired, while reading and writing must be learned at school and university. This is called literacy, i.e., the ability to read and write. Moreover, even if writing and speaking are belonging to the same category, they are sharply different as it is stated in this quotation "the productive skills of writing and speaking are different in many ways" (Harmer, 2007a, p. 246).   Writing could be the most difficult skill to teach among the four activities listening, speaking, reading, and writing, because writing produces tangible records that allow countless revisions and consist of both technical accuracy and artistic fluency.

Over the past few decades of research on teaching writing to second language learners, a number of issues have appeared, some of which remain controversial spite of reams of data on second language writing. The psycholinguistic Eric Lenneberg (1967) once noted, in a discussion of "species-specific" human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviors. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of a literate society. And usually only if someone teaches us. There are some effective techniques that can be useful for English teacher when they are teaching writing skills, they are:

2.6.1.   Imitative, or Writing Down

At the beginning level of learning to write, students will simply "write down" English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category, although dictations can serve to teach and test higher-order processing as well. Here you can see some activities that have to do with these techniques: exercises in handwriting letters, words, and punctuation, keyboarding (typing) exercises, copying, picture-cued writing exercises, completing forms and questionnaires, spelling tasks, etc.

2.6.2.   Intensive or Controlled

The intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any, creativity on the part of the writer. A common part of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. So, for example, they may be asked to chance all present verbs to past tense verbs; in such a case, students may need to alter other time references in the paragraph. There are other activities that could be with this: dictation of phrases and simple sentences, rewrite a story just heard, grammatical transformation exercises, pictures descriptions tasks, ordering tasks, sentences completion, etc.

2.6.3.   Self-Writing

A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience. The most salient instance of this category in classrooms in note taking, where students take notes during a lecture for the purpose of later recall. Another can be a diary or journal writing also falls into this category. However, in many circumstances a dialogue journal, in which a student records thoughts, feeling, and reactions and which an instructor reads and responds to, while ostensibly written for oneself has two audiences.

2.6.4.   Display Writing

It was noted earlier than writing within the school curricular context is a way of life. For all language students, short-answer exercises, essay examinations, and even research report will involve an element of display.

2.6.5. Real Writing

This kind of technique could be useful to use in the real life such as, diaries, letters, postcards, notes, personal messages, and other informal writing can take place, especially within the context of an interactive classroom. While certain tasks may be somewhat contrived, nevertheless the genuine exchange of information can happen. The students can get feedback about his or her assignments from teachers and classmates, and this is an important fact to improve the writing skills.

2.6.6. Brainstorming

This is a useful technique in writing because it permits to students to approach a topic with an open mind. Because you do not judge as they emerge, you free yourself to come up with ideas that you might not even know you had. Brainstorming is one of several different ways to begin writing.

2.7.   The Teaching of Writing Skill in Nicaragua Schools

Besides the lack of methodology to teach English in schools nationwide, experts point to the need for education students "self-taught " that can complement language learning beyond the lesson in the classroom . The deficit affects methodological bibliographic resources and teaching English, according to the Education Specialist, Mario Quintana, considering that English cannot be taught without books and other educational support materials.

However, the problems that affect teaching English in Nicaragua, this problem is further accentuated because the country has a little over one thousand graduates and English teachers in elementary and secondary education in Nicaragua is accounted for, according to official figures , an enrollment of 1.6 million children and youth. According to Castillo (2011) journalist of La Prensa says that, "only the Ministry of Education (MINED) has just 800 teachers dedicated to teaching English and the country has more than 10 000 public schools".

Medina (2011 cited in Castillo) who is president of FORUM said "You have to check the level of empiricism that may exist in the teaching of the subject, taking into account that you cannot take a mechanic if you project learning as a face language development". However,

students spend eleven years in school, in this time is included primary and secondary. That time is enough to graduate with a wide domain of foreign language. Nevertheless; the empiric teachers are the main result because the students do not acquire the language with accurately, mainly the writing skill which it is learned in public High school of Nicaragua.

If typical writing classes are to instruct students how to translate word by word, to compose a collection of words following grammatical rules, or even sheer writing activity which uses authentic materials such as e-mail but are only exercised as a filler, how are communication-oriented writing classes different from them, or even from composition classes?. According with the English Teaching Curriculum of Nicaragua, the English teaching in Nicaragua is very poor in the public schools; the curriculum encompasses the four skills but the majorities are focused in writing skill. As we can observe the following achievement indicators have to do with the teaching of writing skill in eleventh grade:

The student makes predictions about a text using the future tense. The student rephrases and writes down some key ideas from written texts or spoken passages. The student writes and predicts, summarizes and makes judgments and opinions about different texts. The student writes a personal timeline including plans for the next five years. The student reads a biography online or in a book and answers questions orally and in writing about the reading emphasizing historical facts

In the above indicators it easy notice that the writing skill is part of the teaching of English, but these activities are not enough to improve the writing skill in the students, because the activities of writing are easy for the level of eleventh grade. But despite that, the students of this grade of school Dr. Carlos Vega Bolaños are not able to write some of this activity. It is noticeable that this curriculum involved in details the teaching of writing skill including strategies to use during the lesson. For example; "the student writes a personal timeline including plans for the next five years¨ in this activities students should interact between them, and write down about their future plans and to know about the appropriate tense of verb, that they should to use, but It does not happen in this public school. Because teachers are unwilling to teach the lesson with accurately, or they are not self-taught or maybe because they feel discourage or demotivation.

2.8.   Writing Learning Problems

Students may experience frustration when attempting to write because of difficulties with spelling, punctuation, and handwriting. Teachers may need to plan to overcome difficulties with these 'mechanical' aspects of writing. Research indicates, for example, that dictating to a scribe can eliminate some difficulties such as spelling or illegibility, and result in a longer, higher-quality written composition De La Paz & Graham(1997), While students must eventually learn to do their own writing, these findings suggest possible bridges to higher performance. Smith (1982) described the writing process as an ongoing tension between the writer's two roles: the author and the secretary. The author thinks about the message, the organization of ideas, and the language in which to express those ideas. The secretary, on the other hand, has to worry about the mechanical concerns: margins, spelling, punctuation, and handwriting. The author-secretary tension exists throughout the writing process, from planning to editing and writing a final draft.

Students with learning problems have difficulties with both the author and secretary roles. In the author role, they are less likely to understand the intended purpose and genre, think about the needs of the reader, or organize their thoughts. In the secretary role, they make more spelling, capitalization, and punctuation errors and have less legible handwriting. The two roles are not independent. In fact, problems with the secretary parts of writing interfere with the author's performance. One way to relieve this tension for poor writers is to emphasize the author role during the writing of the first draft and shift the emphasis of the secretary role to the final draft. Teachers need to teach students the skills required by both the author and the secretary. Students may need several years to learn the spelling, punctuation, and handwriting skills necessary to be an effective secretary. In the meantime, students who have not yet learned these skills may view their lack of skill as an obstacle to writing. Teachers also may view them as obstacles to teaching students author skills. However, with assistance, these obstacles to writing may be reduced during writing of the first draft in a way that allows students to concentrate on the generation of ideas (author role).

2.8.1. Major Issues Involved in Learning Writing Skills

It is extremely necessary for students to be motivated in order to carry out their writing tasks and achieve a satisfactory level in writing in English**.** There is a common agreement that writing is the most complex and difficult skill for it requires a lot of training. Like all learning problems, difficulties in producing a good piece of writing can be devastating to the learners'

education, self-esteem, self-confidence, and motivation to write. Many researchers (Harmer, 2007a; Nunan, 1989; Tribble, 1997, Richards &Renandya, 2003, etc.) agreed that writing is the most complex and difficult skill. This difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text**.** And even the sub-skills that are involved in writing are highly complex**.** We will discuss some important issues that concern the teacher's approaches, methods and techniques in teaching writing then his way when reacting to the students' writing productions:

2.8.1.1.   Conventional Issues

Recognition of the compositional nature of writing has changed the face of writing classes. A half a century ago, writing teachers were mostly concerned with the final product of writing. A good deal of attention was placed on "model" compositions that students would emulate and on how well a student's final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. Harmer (2001 & 2007) describes conventional issues related to English writing skills. These issues are related to the use of lexical items, punctuation, text format, spellings and syntax. A lot of practice can enable the learners overcome these issues.

2.8.1.2.   Influence of L1 on L2 Learning

In the 1970s, research on second language writing was strongly influenced by previous research on native language writing. Assumptions were made that the composing processes in both instances were similar if not identical. Silva (1993) suggests that second language is usually different from the first language 'strategically, rhetorically and linguistically' (p.669). She points out that the written assignments of the L2 learners are syntactically and semantically loose. Usually paragraphs lack coherence and all this is due to the difference of L2 from L1. This difference also affects the thinking faculty of the learners. Some pedagogical implications of these issues are that, it is important to determine appropriate approaches to writing instruction for L2 writers in different contexts, writing teachers need to be equipped to deal effectively with the sociocultural and linguistic differences of L2 students, and the assessment of L2 writing may need to take into account the fundamental differences between L1 and L2 writing.

2.8.1.3.   Effects of Multicultural, Multilingual and Psychological Factors

Anees and Raazia (2007) point out some social and psychological factors which affect L2 writing skills. Social factors include social status; family background etc. and psychological factors include motivational level, age etc. They have ever mentions effects of multicultural and multilingual background on the learners' writing skills. Lave and Wenger (1991) also emphasize that the entire teaching process must be compatible with social set up and cultural background, which they termed as 'situated cognition' (as cited in Hyland, 2003). He describes that teaching becomes more productive if the learners are provided stress free environment. Dr. Robert Sylwester (1995) supporting the issue also says that mind works at its best when the environment is secure, and disciplined.

2.9.   Negative Factors of Writing Skills

Many researchers like Bateman and Zidonis (1996), Barham, Lamb and Wyllie (1976) have worked on the influence of grammar teaching on English writing skill. They all conclude that the classes where English grammar is taught, students lose their interest and they take English writing skills as a very hard task and such classes become 'boring, useless and repetitive'. Hillocks (1986) suggests that usage and 'mechanics' of the writing skills must be carefully handled with appropriate planning (as cited in Clark, 2003).

According to Molder Rex (1993) there are several factors that influence in acquision of the English language: He argues that the main factor is the students' age, because teaching to elementary is very different than teaching to teenager, so the teacher needs a greater variety of materials for different age to keep interests kids as well as adults. The second factor is to take into account the students' English level, this it is necessary to choose the right topics. ESL teachers should first screen all students with a simple English test to ascertain their level. Once you know that, selecting the appropriate level of materials will be much easier. The class size, this is common in public high school for the reason this is a great opportunity for teachers. They need to know that a large class it will be hard to individualize materials. When working with one or two students, it's easier to choose materials with which they are comfortable. The last factor is specific purpose, it is necessary learn to students the advantages of studying English, this let them interest in the lessons.

Writing also can be the most time consuming activity to teach. Having 25 students in a

writing class where they are to compose a 4 page academic paper means endless work in correcting, giving feedback, holding individual conferences, and so forth. However, in the public high schools of Nicaragua each classroom is about more than 60 students, this is a challenge to teacher because they cannot teach writing with easily. Teachers must be available to them during the recursive process of writing from choosing the topic to finishing up the final draft.

The actual problem was observed among eleventh year students normally expected to already master both the grammatical rules and writing techniques, which is not the case. The reasons for dealing with this topic are based on the following arguments: Though the seventh and eighth grade writing program focuses much more on the writing conventions, grammar, and an introduction to paragraph writing, in the ninth and tenth grade, the writing program focuses on the paragraph and letters or e mail writing techniques. While in the eleventh grade, the students' performance in writing is poor writing. Hence, our interest to the eleventh grade students. In the Nicaraguan context, writing in English unlike speaking, listening, and sometimes reading, is not practiced outside the class, so what is learned inside the class is practiced inside and has little chance to be developed outside. Time and practice are nearly neglected especially in the public high school of Nicaragua.

Moreover, the complexity of the writing skill led the majority of our students to struggle when they need to write paragraphs and essays; this will result in a poor writing. The majority of the learners face problems with paragraph and essay writing. According to Whitaker (1998), the follows are interesting ideas that the teachers have to take in account to teach writing in high school. It is important to establish a positive atmosphere for writing, an atmosphere of mutual respect, positive regard, and safety. Also, the teacher must be flexible to help their students and meet instructional goals. Finally the teachers must think carefully about the approach they will use to arrange for students to write for meaningful purposes, and Students need to have response to their writing, and this response can occur throughout a writing cycle, can focus on any number of relevant matters, and can be offered in different ways by different people.

There are some main factors that affect the teaching of writing, these are according to Raimes (1998), and we will discuss some important issues that concern the teacher's approaches, methods and techniques in teaching writing then his way when reacting to the students' writing productions.

2.9.1.   Lack of an Appropriate Approach to Teach Writing

The teaching of writing in EFL classes has witnessed important changes in the last twenty years; strongly influenced by research insights from mother tongue contexts, resulting in pedagogic shifts. For many years, the teaching of writing, in any context, was largely ignored, forever tested but seldom taught. Thus, the focus was on what the students produce, not on how to do it. Raimes (1994) stressed the importance of how to teach writing not what to teach and drew attention to the Controlled-to Free Approach, the Free-Writing Approach, the Paragraph-Pattern Approach, the Communicative Approach, the Grammar Syntax-Organization Approach, etc. Raimes (1994) agreed that there is no one answers to the question of how to teach writing in EFL classes. There are as many answers as there are teachers' and teaching styles or learners and learning styles. This may be due to the fact that writing is a process of exploring one's thought and learning from the act of writing itself what these thoughts are?. It includes different features such as syntax, content, grammar, mechanics, organization, word choice, purpose, audience, and the writers' process-which are required and necessary in writing any topic such as Linguistic, Literature, Civilization, and others). Accordingly, teachers have developed many approaches to the teaching of writing. Before the 1960s, writing was a neglected skill in the English as a second language (ESL) and EFL. The earliest learning theory was Behaviorism which stressed that language is primarily spoken, while writing took the second position. It was only after the 1960's, especially in the United States, that writing for academic purposes gained importance and became central to language learning. The main learning theory, in this period time, was Structuralism which stressed the importance of teaching writing. Accordingly, these are the main approaches to teaching writing as reported by Raimes (1994).

2.9.1.1.   Controlled-to-Free Approach

The Audio-lingual Approach dominated ESL and EFL in the 1950's and early1960's. A focus was put on speech in that it was primarily and writing was only used to reinforce it. Also, the mastery of grammar and syntactic forms occupied a great importance, as stated by Raimes (1994) "speech was primary and writing served to reinforce speech in that it stressed mastery of grammatical and syntactic forms" (p.10). Here the students are not creators; they just write grammar exercises, Leki (1992), said that "the writing is carefully controlled so that the students see only correct language and practice grammar structures that they have learned" (p. 8)

According to Raimes (1994), it is the approach that stresses three features mentioned in: grammar, syntax, and mechanics; it emphasizes accuracy rather than fluency or originality.

Finally, it is a sequential approach, i.e., students deal with writing according to the following steps: sentence exercises, paragraphs or letters to copy or manipulate grammatically, and after these students are allowed to write controlled composition with the help of the of the teacher's intervention to correct the errors. And once the students reach a certain level of proficiency, they are encouraged to write free composition.

3.9.1.2.Free-Writing Approach

In this approach, teachers are expected to stress content and fluency. When the students are engaged in writing, they do not have to worry about form. Once the ideas are on paper, grammatical accuracy, organization and the rest will gradually follow. Concern for audience and content are seen as important in this approach especially where free-writings often revolve around subjects that the students are interested in, and make the basis for other more focused tasks (Raimes, 1994, p.11).Contrary to the Controlled-to-Free Approach, the role of the teacher is limited to reading the students' productions and sometimes making comments on the expressed ideas. In other words, the piece of writing should not be corrected, but possibly read aloud and the content commented upon.

3.9.1.3.Grammar-Syntax-Organization Approach

Under this approach, teachers stress the need to work on more one feature. According to Raimes (1994), "writing cannot be seen as composed of separate skills which are learned one by one" (p.13).This means that students should pay attention to, simultaneously, organization and at the same time work on grammar and syntax which are necessary to carry out the writing tasks.

3.9.1.4. Communicative Approach

The main concerns of this approach when producing a piece of writing are its purpose and audience. Thus, students are encouraged to ask themselves two main questions: Why am I writing this? And who will read it? So, the purpose, i.e., the communicative function of the text can be grouped according to whether it is intended to entertain, inform, instruct, persuade, explain, argue a case, and soon (Harris, 1993, p.18). In this approach, students are encouraged to behave like writers in real life which means that teachers must devise situations that permit them to write purpose fully. In other words, students can write to each other in the classroom or use writing in role-play situations.

3.9.1.5.Product Approach

This point explores the product approach to writing succinctly given the small amount of information and attention it receives for being form-based. It is also compared to the process approach. So, we shall mention some characteristics of this process to highlight features of the product approach.

Generally speaking, the product approach to writing focuses on the end product. A particular feature of this approach is its attention to correctness. As it is reported by Nunan (1989, p.36) "the teacher who adopts product-approach makes sure that the end product is grammatically correct". McDonough and Shaw (1993, p.43) argued that "it is a traditional way to teach writing whose focuses are on accuracy and consolidation of grammar". Moreover, the teacher becomes a judge of the finished product. Tribble (1997) also said that "teachers see errors as something that they must correct and eliminate given the importance accurate language has". In fact, for some teachers, the most important is addable accurate piece of writing since language competence is the aim of this approach. Moreover, learners are given writing models to construct sentences, develop paragraphs, and sentences out of these models.

Attempts to understand the process underlying the production of a piece of writing led to the process approach. This latter makes teaching writing more explicit given the stages writers go through which help them communicate their ideas more effectively. The Product approach sees writing as strictly a solitary activity especially during exams. In this respect, Therefore, this might make learners think that the purpose of writing is for evaluation rather than for communication.

According to Richards (1992, as cited in Sadek, 2007, p.231),"the product approach leads to practice in the structure and organization of different kinds of paragraphs and texts". Accordingly, the main features of this approach are: learners have specific writing needs, either for institutional writing or personal writing.

The goals of a writing program are to teach students to be able to produce the kinds of written texts they will most frequently en counter in educational, institutional, and/or personal contexts. The writing program will focus on the patterns and forms used in different kinds of written text(e.g., differences between descriptive, narrative, expository, and persuasive writing, formats need to present information in an essay or report; different ways of organizing

information in paragraphs).The grammatical patterns and grammatical rules used in different kinds of texts are presented in model composition, which are constructed to display the rules that learners should use in their own writing. Correct sentence structure is the main aspect of writing, grammatical skill receives considerable emphasis. Errors in writing are avoided by providing learners with models to follow by guiding and controlling what learners write to prevent them from making errors. Thus the primary emphasis is on providing practice in different kinds of texts.

Compared to the other approaches, Broughely (1997, p.130) concluded that the product approach is also known as a "prose model approach" when used for teaching the composition skill to native and non-native learners. This is based on the strategy of read, analyze, and write. This approach deals with those processes rather than the product itself. What this approach is about and what are those processes will be explored widely in the next point.

3.9.1.6.Process Approach

As we have previously seen, writing has been associated with accuracy and traditional teaching, i.e., teachers ask students to write for language improvement and consolidation of grammar items then, the final product serves only for correcting aspects of the language. Nonetheless, more recent approaches to writing have stressed that learning to write does not involve asking learners something on a given topic without a purpose and audience in mind. Learning to write is a process which entails a series of steps writers go through to arrive at the final product. More specifically, the process approach has emerged as a reaction against the product approach where Silva (1993,as cited in Sadek, 2007, p.232) pointed out that "this approach calls for   providing a positive, encouraging, and collaborative work shop environment within which students, with ample time and minimal interference, can work through their composing process".

Thus, teachers' role is to help students to develop viable strategies for getting started. Those strategies are "Finding the topics, generating ideas and information, focusing, and planning structure and procedure" (Silva, 1993, as cited in Sadek, 2007, p.232).This means that teachers should become facilitators rather than assessors helping students to develop those strategies mentioned above with easiness. For instance: drafting means writing several multiple drafts, revising means adding, deleting, modifying and rearranging ideas, and editing means looking at vocabulary, sentence structure, grammar, and mechanics.

On the other hand, by collaborative we mean getting learners to interact with each other mainly for feedback as we stressed above so that writing is not seen as a solitary or isolated activity as it was usually thought of, but a more creative and dynamic one. In fact, the teacher's goal is to present writing as a stimulating process (White & Arndt, 1991). Hedge (2000, p.302) saw this approach as follows:

> The process view of writing sees it as thinking, as discovery. Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and process which are either easy or spontaneous for many L2 writers.

Accordingly, the process approach is usually considered as a positive innovation which enables both teachers and students to interact more meaningfully with a purpose in mind when writing, i.e., why write? And to whom we write? Moreover, it is important to make student aware of how to get started by encouraging them to start think and produce ideas. Also, allowing time for the process is essential as well as feedback so that students can discover new ideas, sentences, words, etc. as they plan and work through the initial drafts. This shows that process writing is a way of creating, discovering, and extending meaning.

3.9.1.7. Process Approach Stages

Previously, we have concluded that writing is a process. This process is too complex and consists of a number of operations going on simultaneously. These operations or stages allow writers to get to the end product more successfully. Tribble (1997) claimed that "learners who move on in to composing immediately are likely to produce badly when writing" (p.55).These different descriptions of the process outlined by several authors; some of them consist of various steps while other are summarized into smaller units; however, as he said, they share the same elements. Thus, we'll see these stages according to Harmer, (2007a); Hedge, (2000); Krashen (1984, as cited in Richards & Renandya, 2003, p.315); Richards (1992, as cited in Sadek,2007, p.200); Tribble, (1997); White and Arndt, (1991); etc. Also, we will shed light briefly on these stages for our

purpose is to investigate the major problems that lead to poor writing productions among third year students. Most writers and students**,** spend a lot of time thinking before they write and then work through a series of operations while they are composing**.**

The final product is often the result of several careful revisions. It takes patience as well as skill to write well**.** Thus, the using of the process approach in writing by students **(**writers**)** must follow the different stages of this process. These stages are summarized in table 1.2:

Krashen (1984,as cited in Richards&Renandya,2003,	White and Arndt	Richards(1992,as citedinSadek,2007,	Tribble(1997,p.39)
1-Planning(prewriting)	1-Drafting	1-Rehearsing	1-Prewriting
2-Drafting (writing)	2-Structuring	(pre writing)	2-Composing
3-Revising(redrafting)	3-Reviewing	2-Drafting	(Drafting)
4-Editing	4-Focusing	3-Revising	3-Revising

Hedge (2000, pp. 302-330)		Blanchard and Root (200,		Harmer (2007a, p. 6)	
1-Composing		1-Prewriting		1--Planning	
2-Communicating		2-Wring		2-Drafting	
3-Improving		3-Revising and Editing		3-Editing	

According to Table 1.2, we can say that the stages of the process approach can be looked at from different points of view. These steps or stages of the writing process are between 3 stages (Richards, 1992, as cited in Sadek, 2007, p.200)), and 6 stages (White & Arndt, 1991). Krashen's (1984,as cited, in Richards & Renandya, 2003,p.315)point of view is that the process of writing as a private activity maybe broadly seen as comprising four main stages: planning, drafting, revising and editing.

3.9.2. Lack of Adequate Techniques to Teach Writing

Teachers' main task is choosing the best classroom technique. This latter is a day-to-day business of every writing teacher. Any decision teachers make-such as providing students with a first sentence or not, or correcting all errors or only a selecting few-is a decision about teaching technique. Selecting these techniques depend on their suitability with class, students 'levels, and the approach underlying the curriculum and teaching. These issues are not confined to any one of the approaches outlined before. Accordingly, Raimes (1994, pp.15-30) proposed seven basic questions that must be asked by any teacher before class namely:

1. "How can writing help my students learn their second or foreign language?

2. How can I find enough topics?

3. How can I help to make the subject matter meaningful?

4. Who will read what my students write?

5. How are the students going to work together in the classroom?

6. How much time should I give my students for their writing?

7. What do I do about errors?"

In addition, he proposed different techniques that have proven successful in the classroom among them:

3.9.2.1. Using Pictures Techniques

Pictures can be a valuable resource that provides a shared experience for students in class, a common base that leads to a variety of language activities. Using pictures, all students after close observation of the material, will immediately need the appropriate vocabulary, idiom, sentence structure, words choice, etc.to discuss and translate what they see into graphic symbols. Also they provide for the use of a common vocabulary and common language forms. In addition, a picture can be used only for another task, also as ranging from fairly mechanic all controlled compositions, sentence commissioning exercises, sequencing of sentences to write dialogs, letters, reports, and essays. Finally, pictures use, in the classroom, stimulates students' attention and also create a concrete real world in the classroom.

3.9.2.2.Using Reading Techniques

Teachers must be aware that reading can be a useful tool to improve their students' poor writing. Hence, a short story, a newspaper, a letter, or a piece of student's writing can work the same way as a picture to provide shared content in the classroom. Reading can also create an information gap that paves the way to different communicative activities. When a teacher encourages his/her students to read, they engage with the new language and culture, new vocabulary, new ideas, and so on. In the same vein, Raimes (1994) reported "the more our students and the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of the native speakers of the language" (p.36).This technique includes many activities which fall into two broad categories: Students can work either with "the text" or "from the text". The former means that the students copy the writer's choice of specific linguistic and logical features such as cohesion links, punctuation, grammar, sentence arrangement, and organization. While the latter, from the text, means the students create a text of their own by summarizing, completing, speculating, or reacting. Finally, this technique can help solve student's problems of writing if it is frequently used by the teacher.

3.9.2.3.Teachers as a Source of Demotivation

When asking learners about the teachers they prefer studying with, they immediately point to "X" or "Y" teachers but not to "Z"; the reason is that they learn quickly and understandably with some and feel bored with others. This is a fact and no teacher teaches in the same way under the same conditions. However, teachers can be demotivating when they do not enhance learning and incite learners to write confidently preferring to scorn them for having made mistakes, repeat the same activities over and over, do not encourage them to write in the classroom or outside it. In other words, motivated teachers can produce motivated learners.

Accordingly, the teachers have a number of crucial tasks to perform to help the students become better-good writers. Harmer (2007b) stated that "the main task of the teacher is to motivate and provoke the students" (p.41). In other words, students writers often find themselves "lost for words" especially when dealing with creative writing.

Here the teacher's role is to provoke the students to have ideas, enthusiasm them with the value of the task, etc. Sometimes, teachers can help the students by worth words they need to start in writing.

In this respect, Harmer (2007b, p. 42) added another issue which is closely allied to the teacher's role as motivator and provoker is that of supporting. This means that students still need a lot of help and reassurance once they get going. Teachers must be extremely supportive when students engage in writing, by helping them overcome difficulties.

3.9.2.4.Lack of Teacher's Corrective Feedback and Reinforcement

Previously, we have said that teachers should intervene by motivating, provoking, supporting, and even suggesting or advising students, in addition to reacting, responding, and correcting. What is shared between these last three concepts is that, each of them needs a "feedback" that reinforces students to do better**.**

Feedback is very important in the teaching a foreign language; in teaching, feedback refers to comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons. Many students find this type of feedback demotivating because of its emphasis on performance in relation to others. And this creates a kind of discrimination among those who always work and those who always participate. This can lead students to be more concerned with failure and avoidance rather than being motivated to master the writing skill. According to Harmer (2007b, pp.108-113), teachers' reaction to their students' work can be done in two ways: "correcting" and "responding". By "correcting", we mean correcting mistakes of a student's written performance on issues such as syntax, grammar, collocation, etc. When teachers' intervention is designed to help students edit and move to another new draft, responding is more appropriate than correcting. This means that our task, as teachers, is not to say what wrong or right, but to ask questions, make suggestions, and indicate where the student could improve his writing either in the content or in the manner of his expression. This type of feedback will improve the students' level and they can take advantage of such help.

This way of reaction to students' work, makes the teacher seen as evaluator/ examiner. Students are generally very interesting in numerical grades, but it is worth understanding where their weaknesses and strengths lie. Hence, teachers should "write at least a brief comment on their work where we mention task achievement" (Harmer, 2007a, p. 50). These comments are motivating for the students if they are positive, i.e., the students will revise again their work and try harder in future. In some cases, the overuse of red ink will frustrate students. As it is pointed by Harmer (2007a) that "most students find it very disporting if they get a piece of written work back and it is covered in red ink, underlining, and crossing- out" (p. 84).This means that the teacher's over-correction is a problem that hinders student's writing. Even if some pieces of writing are completely full of mistakes, over correction can have a very demotivating effect. Thus, the teacher has to achieve and make a sort of balance between being accurate and truthful and treating students sensitively and sympathy.

Accordingly, to avoid all these troubles, Harmer (2007) suggested an appropriate and useful ways of correcting students' work, which he called "selective correction". In other words, the teachers do not have to correct everything, i.e., they should tell their students that they are going to only correct, for example, mistakes of punctuation, tenses, spelling, paragraph organization, etc. This way can guide students to concentrate on that particular aspect of writing, and it cuts down on the correction; all this depends on the teacher himself. Also, the other way is the use of written symbols in order to avoid an overabundance of red ink. This will encourage students to think about the mistakes to correct it themselves; besides, teachers should write comments at the end of a piece of writing which will reinforce them to work hard to reach a certain writing level.

When writing comments, teachers should use comments which praise, motivate, and encourage the students Otherwise, students will despise writing because of the frustration they feel when they see only negative marks. The question that must be asked then is "does the teacher able to write comments, even short ones, to the all his/her students? In this case, with out-numbered classes, we believe that the teacher cannot do the job perfectly either in teaching the writing skill or evaluating it.

As it is maintained by Harmer (2006, p. 84) that "correcting is important, but it can be time consuming and frustrating . . . correction is worth less if students just put their corrected writing away and never look at it again." That is, teachers should be aware that their students understand their problems committed in writing and then rewrite their pieces of writing again correctly since it is the main aim of that correction.

In big classes, it is difficult for the teacher to make contact with the students at the back and it is difficult for the students to ask for and receive immediate attention but despite this there are things which teachers can do such as the use of worksheets and the use of pair work and group work.

Teachers need to give feedback that gives each student a specific guidance on strengths and weaknesses. The implication for teachers of writing is that they must use feedback alongside challenging goals. In other words, receiving no feedback is a frustrating experience for learners preparing a final exam. To be frank, our learners are not mature enough to accept corrections from their peers. They are just looking at teachers who are troubled with crowded classes to whom offer them the right feedback.

3.9.2.5.Teachers' Responses to Students' Writing Productions

As we have said previously, teachers 'reaction to students' writing productions can be done by correcting and evaluating issues of grammar and lexis rather than issues of text design and content. All this can be done when correcting exams' papers or student's assignments, as homework; even our students are accustomed with this type of feedback.

In this respect, Harmer (2007, p.112) claimed that "many students value this kind of correction extremely highly and feel uncomfortable when other kinds of feedbacks are offered". However, this type of reaction is done only during exams; it is not sufficient to enhance and improve students' level in the writing skill. Therefore, the question which deserves to be asked is the following, what about the rest of the year since exams are just for specific time?

Therefore, to remedy students' poor achievement in writing, it is preferable for teachers to react by responding to written work as guiders, facilitators, or assistants than evaluators or judges. When responding to students' work, it means that the teachers react, to the content and the way the piece of writing is constructed, supportively by giving suggestions, asking questions, etc. and not grading the work or judging it as a finished product. Moreover, the teacher tell the students how well they are going so far; by making comments concerning the correct use of language and suggesting other ways to improve writing. In this respect, Raimes (1994) suggested that "responding to student's writing is very much a part of the process of teaching writing" (p.139).

Responding to students' work is not that easy task, i.e., the teacher should know and practice the different ways that are used. Accordingly, Harmer (2007b) suggested many ways to do this task, initiating on responding to "work-in- progress". It means that when students are engaged in writing, teachers should visit and speak to students about their writing by asking many questions such as "what a certain sentence means?", or "why they have started in this particular way?", or they give them some suggestions. What is important in work-in-progress is that teachers have to think carefully about the way they give advice or suggestions, and remain as neutral as possible. By doing so, students will tremendously benefit from this individual attention from the teachers, but still teachers should approach this task with great sensitivity.

However, this way of responding does not work with all students. In other words, there are some students who do not appreciate a teacher's intervention especially in writing. This means that, the teacher should be aware about these special cases and treat them positively. Also, responding to students' work can be done by writing comments, after handing the draft to the teacher. In such circumstances, the teacher should write comments that encourage, foster, and enthusiasm the students to carry on their writing.

Another factor is the teacher's varied roles as audience (reader), coach, and evaluator. Furthermore, teachers' comments have depressingly little impact on students' writings. It appears that what is most helpful is that the teachers' comment on writing while it is in progress or during a sequence of assignments that are all related to an on-going project. Teachers often have difficulty when they attempt to respond to the content of students'

where giving impression that are appropriating the student's text. Many teachers find it difficult to separate their roles as evaluator from that of coach.

In short, reacting, correcting and responding to students' writing productions are appropriate and effective ways which will minimize and encourage students to improve their writing. Also, feedback, whatever type is, is a useful tool in addition to grading students' works, but if it is positive one. All this is concerned the teacher who is, we believe, one potential source behind students' poor writing.

After having investigated some important aspects that are linked to the teacher as a potential source behind students' poor performances in writing; it is safe to say that our teachers should be aware about all these aspects by applying them adequately. Concerning the teaching approaches and techniques, teacher should be selective when teaching the writing skill, i.e., choose what is positive from each approach and technique and reject what is negative, this selection is called "eclecticism", taking into consideration the students' needs, levels, the working conditions, etc. As far as motivation is concerned, it is not bonded only to students; rather teachers can be also a potential source that demotivated the students. Hence, they must be extremely supportive by inciting the students to write confidently without any fear or hesitation. Moreover, giving feedback- comments can be an effective tool to help improve students' levels of writing. It is provided in different types (reacting, correcting; and responding.

3.10. Methods to Improve Writing Skills

Method 1: Have the Student Dictate

One way that the teacher can help students overcome the mechanical barriers of writing is to have students dictate while the teacher transcribes. The student, in the author's role, generates ideas and composes sentences as the teacher, in the secretary's role, takes responsibility for the production.

Dictation fulfills the first evaluative criterion by helping students focus attention on ideas during the first draft. When the teacher takes responsibility for the mechanical aspects of the process, the student is free to concentrate on topic ideas. MacArthur and Graham demonstrated in their research that dictation (by student to teacher) can significantly increase the length and

quality of compositions by students with learning disabilities (LD). Initially, some children may view dictation as a request to speak (i.e., converse with the teacher) rather than write. However, skill in dictation improves over time, and dictated texts increasingly take on the characteristics of written text.

Method 2: Prompt by Pre-cueing the Spelling

The second method of assistance does not have the same empirical support as dictation. Teachers can assist students by supplying them with the spellings of important words before they write. When the teacher chooses the topic, spellings can be pre-cued on prompt cards. When students choose their topic, the teacher and students can generate a word list that will be written on a chart or chalkboard for future reference. For example, in writing about a store, the class might suggest words such as friendly, candy, and vegetables as the teacher writes them on the board.

Pre-cueing enables students to focus attention on ideas, although somewhat inconsistently. Gleason, Isaacson, Good, and Yocom conducted a study that compared four types of teacher assistance on the first-draft writing of students with learning problems. After students provided one baseline composition, they were taught one of four methods to overcome the spelling barrier to writing. Students in all four groups generated ideas before writing, but only in the pre-cueing condition were ideas written on the board as a spelling resource. This pre-cueing condition did not have a significantly different effect overall than the three comparison interventions on fluency.

Method 3: Teach a Strategy for Using a Word Book

Many teachers have students use a dictionary or personal word book to look up the spelling of unknown words. This is an appealing approach from the standpoint of teaching students a self-regulated strategy similar to one adults use. Unfortunately, a word book does not always enable attention to focus on ideas. Gleason et al. taught one group of students to use a personal word book (calling it My Spelling Dictionary).

They found that a few students with learning problems used it to good advantage. In fact, for most, especially those who already wrote stories of 50 or more words, the word book was a distraction-that is, it focused attention away from their story, even when it was not used until after the drafting of the story. From baseline to intervention, the number of words that students in the word book condition wrote decreased anywhere from 10% to 80%, whereas most students in the other three conditions increased in fluency.

On the other hand, word books or spelling dictionaries do improve the readability of the message. For many students the accuracy of their spelling-and, therefore, the readability- increased. However, a personal word book contains a limited set of frequently used words and is helpful only if students realize that they need to check a word. Using the word book does not necessarily improve spelling if a student does not suspect a word is misspelled. Having the student look up a word in the dictionary is seldom an effective strategy, because knowing how to spell the word is necessary in order to find it.

Method 4: Have the Student Ask the Teacher

Using available resources may also include asking the teacher for spelling help. In this commonly used strategy, the student raises his or her hand when he or she cannot spell a word, and the teacher comes and spells it as the student writes it down.

Asking the teacher does not always enable student attention to focus on ideas. In Gleason et al.'s study, teacher- supplied spelling had inconsistent results for high- and low-functioning students. For students who wrote fewer than 50 words at baseline, teacher assistance seemed to increase their fluency during intervention.

Asking the teacher does improve the readability of the message somewhat. Students in the Public School Dr. Carlos Vega Bolaños, 11[th]grade study had a decrease in the number of misspellings across lessons. As with the use of a word book, asking the teacher for spelling assistance is related to students' awareness that there are words they might not know how to spell. This strategy also depends on their willingness to ask the teacher for help.

Method 5: Encourage Invented Spelling

Some teachers promote writing fluency by instructing students not to worry about punctuation and letter formation and to use invented spelling. First, teachers should call it invented spelling, making it clear that it is not standard English spelling, but that spelling inventions are okay for first-draft writing. Second, teachers must model a strategy for inventing spellings. For example, the teacher might model by composing a sentence like "He tossed it in the washing machine." Coming to the end of the sentence, the teacher might say, "Machine, I'm not sure how to spell this word, so I'll use invented spelling. What is one letter that might be in machine? Yes, M I think I hear an Ash/ sound, so I'll write SH. What other letters do we hear? Okay, E and N. I'll want to check that later, but right now I keep writing." The strategy is to (a)

write as many letters as you can and (b) keep writing.

Invented spelling seems to effectively enable attention to focus on ideas. Both first graders and fourth through sixth graders' fluency on first-draft writing increased when students used invented spelling. However, this method of overcoming spelling obstacles does not improve the readability of the message. In fact, in both the Clarke and Gleason et al. studies, invented spelling led to an increase in the proportion of words that were misspelled, thus decreasing readability.

Although invented spelling was useful in increasing fluency during first-draft writing, it was not useful when completing a final draft. In addition, there is some evidence that generating misspellings may be detrimental to subsequent spelling performance. Contrary to what some authors maintain, functional use of spelling does not, in itself, improve spelling. A writing program that incorporates invented spelling must be supplemented with a strong spelling program to teach students the words they will not learn incidentally by writing them.

4.   Research Design and Methodology

As mentioned in the statement of the topic, this study deals with some factors that negatively affect the development of writing skills. Hence, the aim is to identify and determine them. Then we will suggest ways that may help solve this problem and improve students' writing. This section, then, is devoted to explaining the method used to carry out this study; it defines the population, the sample, the tools used to collect data. Then, it describes the piloting stage, and finally, a detailed description of the results found in our research.

4.1.   Limitation of the Study

We are perfectly aware that there are an almost endless number of factors that affect students' achievements in writing. These factors could be related to the program, the methods, the techniques, the teacher, the learner, and others such as motivation, anxiety, etc. But, we have deliberately limited our study to what we think are the main factors that are related to both teachers and learners. Our study concerns also a limited population, eleventh year students in Carlos Davila Bolaños School, and can; therefore, be generalized only if the same results are obtained by other researchers conducted under the same circumstances and research protocol

4.2.   Population

Our present investigation was focused in the public school Dr. Carlos Vega Bolaños, which it is located in Masaya City. The School has a student's population of 3780, and offer elementary and secondary modal. But we focused our research in the 11th grade, group A, morning shift. It has a student population of 56 students who were applied surveys and interviews to 19 student's equivalent to   11 % students. Also, the population of teachers for this study equals 1 teacher, because this teacher is the one who teach to eleventh grade in this school, whom apply the same instruments used for the students in this school.

4.3.   Data Collection Procedure

To collect the necessary information for our research, a pilot study in the form of four preliminary instruments like questionnaires, surveys, interviews and observation guide those were direct getting interact face to face with students and English teacher, and these instruments to make known us some views about written expression problems, thus confirming the real existence of such a pedagogic handicap. Our observation was direct getting interact face to face with students and English teacher. We made 5 visits to the school, where we made some observations in every aspect of the lesson. Through these visits and instruments were easy get the confirmation of the existing problem, we need a deep diagnosis of the reasons behind this.

The research protocol is non-experimental because students are not manipulated or altered the events by the research. Also, it is transversal type because it points to a time or definite time, in this case, to 2nd semester. It is qualitative, since the phenomena are studied through techniques such as observation, surveys and interview. Besides, It mixed for the combination of checking others documents and others investigations

4.3.1. Definition of Instruments

The observation is a useful instrument that server to interact directly in the field, where the researchers need catch one problem to carry out a research. The observation is easy to administer because this is apply directly for the researcher. The Interview might be the only instrument that can serve as a means of collecting a considerable amount of data with a minimum of time and effort. It is not only easy to administer, but provides also a general view of the investigated problem which is difficult to obtain by other means of investigation. Allow the gathering of reliable and valid data, relatively, in a short time. It is an instrument which includes a number of questions that require a complete answer or selecting one among the existing answers. And finally through the survey is a reliable instrument, it is useful to gather information by individual sample so as to learn about the whole thing. This is a type of data collection known as self-report data, which means that individuals complete the survey themselves.

4.3.2. Advantages of Instruments

The main advantage of the observation is to allow the gathering of reliable and valid data because the researcher gets the evidences of the problem, because this is administered directly in the field of the research. Interviews and surveys have many advantages; the main attraction of them is their unprecedented efficiency. They require less time less effort, energy, and financial resources. By administering a interviews to a group of people, one can collect a huge amount of information in less than an hour, and the personal investment required will be a fraction of what would have been needed for, say, interviewing the same number of people.

4.4.   Study Variables

Objectives	Variables	Instruments
To determine the causes why the students do not write correctly in English	Causes why the students do not write correctly in English	Observations, Surveys
To identify the factors those make English writing skill difficult for students to learn.	Factors those make English writing skill difficult for students to learn.	Interviews, Surveys
To learn about the writing methodology used by the teacher.	Writing methodology used by the teacher.	Observation, Interviews and Surveys
To describe well-known methods used to teach writing skills	Well-known methods used to teach writing skills	

4.5. Result

The students' preliminary instruments were not piloted, because it was directly administered to them and the instructions were clearly explained. Students were also encouraged to answer for they were ensured that information contained in the questionnaire will remain anonymous. However, the teachers' instruments were piloted and no change in the formulation happened. The resulted instruments will be described in detail in the following point:
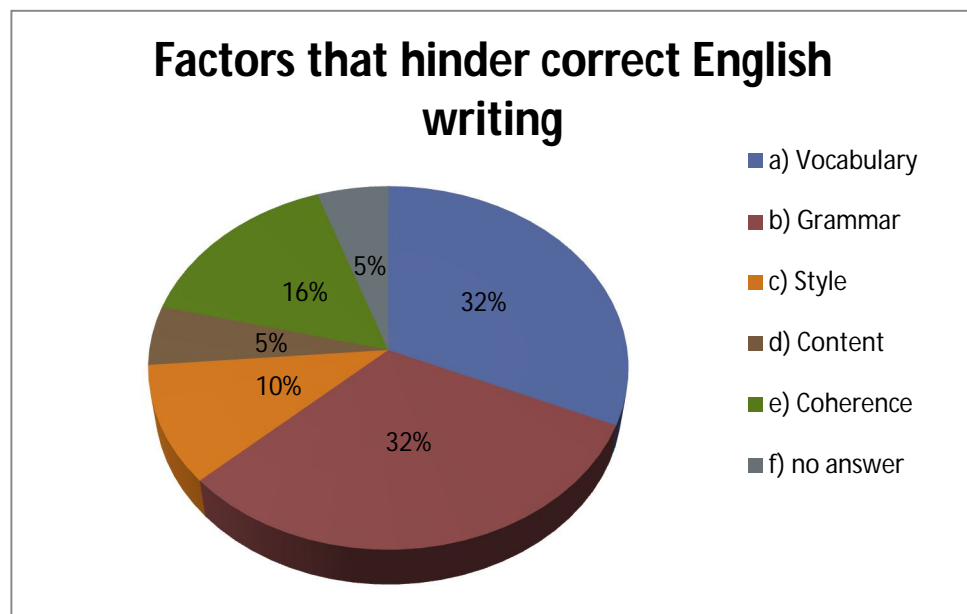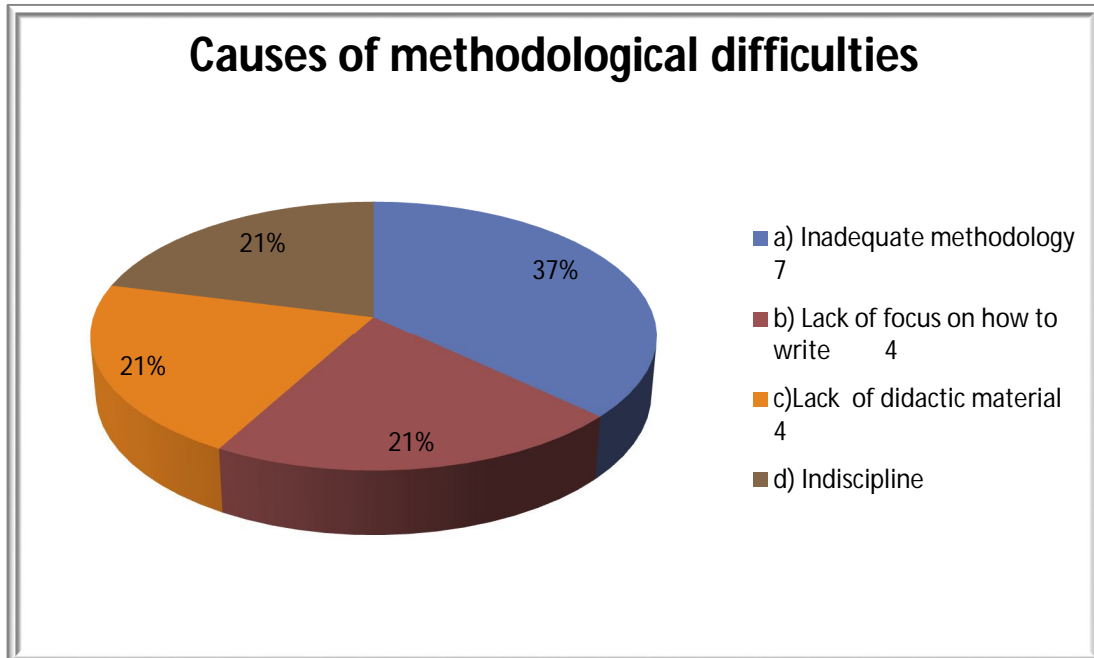

Graphic 1

The pie chart is about factors that hinder correct English writing. The data is taken from a survey we conducted two weeks ago. The chart shows that 6 students out 19 students named vocabulary as the main factor that hinder correct English writing. It represents the 32%. The vocabulary is ranked in first place; this category recommended strongly the following opinion "The more lexical items students have, the better they write". Grammar is in the second position, this show that 6 students out 19 think have the issue with missing grammar. This is another factor that hinders in their learning process. It represents the 32%. According to teacher, students who can construct grammatically correct sentence can generate a correct Paragraph and essay. In third position is the style and 2 students out 19 named style as hindering factor. It represents 10%. In the fourth position is the content where 1 student out 19 thinks the main

factor is about content. It represents 5%. 3 students out 19 think that the main factor is about coherence. It represents the 16%. 1 student out 19 did not answer. It represents 5%. So we can say that missing grammar rules and poor vocabulary are the main factors that hinder the students in correct English writing. That is why their responses varied which means that they lack a unified way to teach writing.
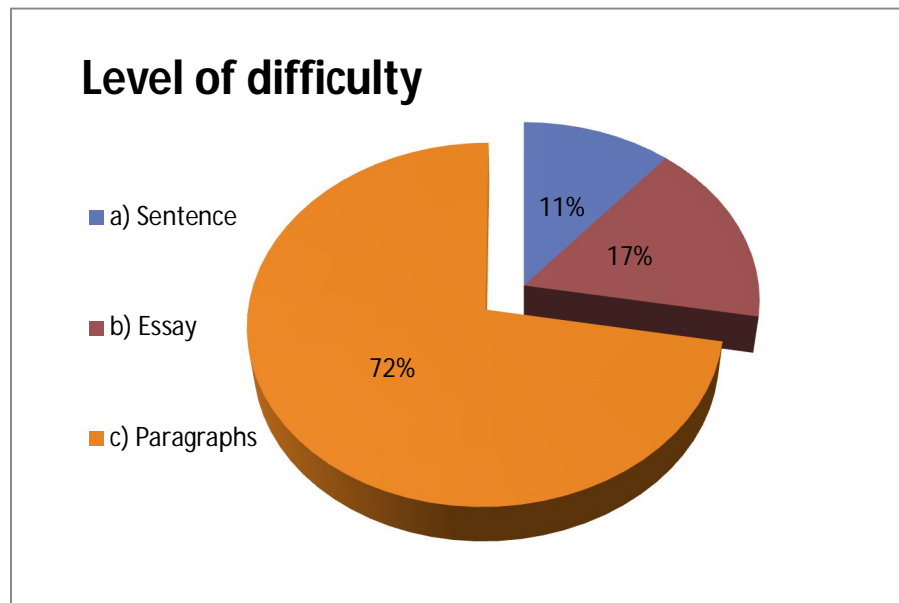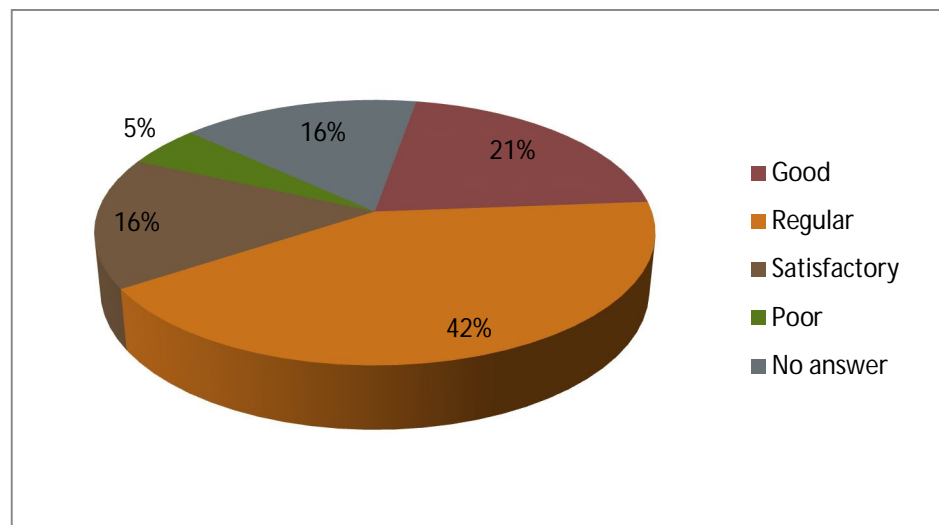

Graphic 2

For the structural difficulties faced by the students, i.e., the sentence, the paragraph, and the essay, and the teacher affirm that their students find obstacles at all levels mentioned above. This means that when the beginning is wrong what comes after will be wrong too. If the learner is not able to construct a correct sentence, this will negatively impact on what follows (paragraph/essay) for a paragraph is a combination of sentences, and an essay is a combination of a number of paragraphs. The same teachers add that students have problems with words spelling, word order, usage and so on. The pie chart above that 13 students out of 19 think, they have difficulties to write paragraph It represents the 72%. 3 students out 19 think they have difficulties to write essays. It represents 17%. 3 students out 19 think they have difficulties to write sentences. It represents 11%. It means that they have a big problem in the writing skills. As a result, they cannot express their ideas in written form.

Graphic 3

This bar chart shows that 7 students out 19 named inadequate methodology as a cause for difficulties to learn writing correctly in English. It represents the 37%. 4 students out 19 think that another cause of methodology is lack of focus. It represents the 21%. 4 students out 19 think that cause of methodological difficulties is lack of didactic material. It represents the 21%. 4 students out 19 think that the cause of methodological difficulties is lack of discipline. It represents. It represents the 21%. We can say that the main cause is the inadequate methodology used by teachers. It means that teachers use a traditional method to teach writing skills. But also the students cause difficulties, too. This is the result; they do not pay attention to the teacher´s explanation.

Level of writing

Graphic 4

The data display that the majority of the students (8 students out 19) think that they have a regular level of writing skills. It represents the 42%. Both teachers and students face many difficulties in the level of writing. The teacher is agree that good writing should include many aspects that are linked to form and content, which must be integrated to have a good piece of writing. 4 students out 19 think that they have a good level of writing. It represents 21%. One student out 19 thinks that he/she has a poor level of writing. It represents the 5%. The teacher assumed that it is true that students face real problem when writing in English. 3 students out 19 think that they have a satisfactory level of writing. It represents 16%.This is the result of having a poor vocabulary, missing of grammar rules, and inadequate methodology. Only four of the 19 students have a good level of writing, perhaps, because they are more self-disciplined. Concerning the learner, the finding reveal that this low level has to do for the effects of L1, lack of reading, motivation, and practice result in students' poor performances in writing.

However, the findings indicate also that it is possible to remedy or at least minimize these difficulties in writing. This can happen only if the teachers adapt an appropriate approach and technique, good strategies, and most important by an extension of written expression teaching to the early grades.

4.6. Discussion

According to the teachers survey we concluded that students have difficulties in their learning process, especially when they are composing. The main factor is that the teacher uses the tongue language when she is explaining her lessons. The teacher argues that there are so many students and it is difficult that they can understand. Other factor that affect the learning-teaching process is that the largest class causes indiscipline, which it avoid that students can pay attention to the teachers explanation. Also, students do not practice at home. Besides, teacher does not have a book guide either the student's workbook. Another factor that affect the learning process is that teacher cannot access to get photocopies because the Ministry of Education does not let her ask money to her students. Teacher only use the whiteboard and markers to explain the rules of grammar or the exercises, when it is possible to access to them. So, the class becomes boring, because teacher uses a traditional method.

5. Conclusion

Undoubtedly, the most important invention in human history is writing .It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allows us to share our communication not only with our contemporaries, but also with future generations. It permits people from the near and far distant past to speak to us. Nowadays Students really face many problems in expressing themselves systematically and logically either in their mother tongue, second language, or foreign language. In this respect, writing well is a process that must be learned and practiced. This means , taking time over writing, doing a lot of readings, practicing it, these activities are absolutely essential parts of writing .This latter is a complex skill and entails a series of difficulties. Learning to write accurately is something our students, in different academic settings, never manage. They find it very difficult to master and; therefore, fail to produce acceptable texts: paragraphs and essays. After five academic years of training, students are expected, when reaching eleventh grade, to have a good writing level which is unfortunately not the case. We believe that there is not a miraculous panacea to overcome this. However, we cannot sit back, relax and wait for top-bottom decisions. It is high time for classroom teachers to launch initiatives to raise awareness about the problems they face and challenge to answer these questions. This will help not only learners, but also to teachers to call for their potentialities and try to better their teaching and

learning environment to develop the skill of writing. Therefore, this study has investigated the factors to these poor results that hamper our students' performances in writing as well as two other which are essential factors: the teacher and the learner potential source of writing problems. As far as the teacher is concerned, the results show that the majority of the teachers associate these difficulties to the lack of an appropriate approach and technique to teach writing, lack of an adequate teachers' reaction (correction and response) to students productions, and last, teachers' low motivation create low motivated learners. Concerning the learner, the findings revealed that the majority of the teachers assume that the effects of L1, lack of motivation, and practice result in students' poor performances in writing. They added that these difficulties occur at all levels (the sentence, the paragraph, and the essay). However, the findings indicate that it is possible to remedy or at least minimize these difficulties in writing. This can happen only if the teachers adapt appropriate approach and technique, good strategies, and the most important things are the extension of written expression to eleventh year, and the teaching of written expression should be a collaborative task, i.e., it is not the task only of the teacher of written expression, but of all the teachers of all grades. Finally, we believe this work to be equally beneficial to teachers of all future English teachers and more specifically written expression to improve their ways in teaching and learning writing skill. We hope also that it will pave new ways for investigating other aspects related writing problems.

6. Recommendations

Writing is the most complex and difficult skill; it attracts the interest of many researchers, educators, and teachers to find ways to teach it efficiently to overcome the difficulties that hamper students to write correctly. It is obvious that there is no miracle to eradicate the difficulties that our students encounter in writing. Thus, we would like to make suggestions that are derived from the analysis of teachers' questionnaire, relevant to many important points that must be revisited once again. There are some recommendations that can be used to develop the writing skills. These will be useful to achieve the goal of become to students in good writers in a classroom:

6.1.   Inclusion of the English lessons from pre-school

We recommend to Ministry of Education of Nicaragua to include lessons of English from the public pre-school, because if the students receive the English learning from the early ages they are going to produce a good level of acquisition of this language. Because this is the stage that the children can get an easy memorization through forming habits and acquiring unconscious grammatical rules. After eleven academic years of training, students are expected, when reaching eleventh grade, to have a good writing level.

6.2.   Increasing Motivation to Write

As we said previously, motivation is extremely necessary for students to do their writing tasks. Thus, teachers should find ways to develop it. We believe that, among the various ways, writing topics should be interesting in the sense that they should match students' needs; levels, etc. Moreover, creating a good learning atmosphere can be of major benefit to the learners. Therefore, they would feel secured and comfortable when learning and be encouraged to write even if their English is not that good. Another thing is that talking to students about the importance of writing skill can help a lot to push them to try writing especially during that the first year.

6.3.   Which Approach to Teach Writing at eleventh grade?

The next suggestion addresses the approach used by our teachers, especially in the last grade of secondary. We believe that the useful approach to teach writing is the product approach for students are supposed to be already prepared and accustomed with the different stages of the writing process at middle and secondary levels. Thus, when coming to eleventh grade, they are potentially ready to produce a good piece of writing.

6.4.   Provide as much authentic writing possible.

Whether writing is real writing or for display, it can still be authentic in that the purpose for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity.

6.5.   Have the student dictate

One way that the teacher can help students overcome the mechanical barriers of writing is to have students dictate while the teacher transcribes. The student, in the author's role, generates ideas and composes sentences as the teacher, in the secretary's role, takes responsibility for the production.

Dictation fulfills the first evaluative criterion by helping students focus attention on ideas during the first draft. When the teacher takes responsibility for the mechanical aspects of the process, the student is free to concentrate on topic ideas.

6.6.   Frame your techniques in terms of prewriting, drafting, and revising stages.

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways: brainstorming, listing, clustering (begin with a key word, then add other words, using free association), freewriting, etc.

6.7.   Strive to offer techniques that are as interactive as possible

Writing techniques that focus on purposes other than compositions are also subject to the principles of interactive classrooms. Do not buy into the myth that writing is a solitary activity. Sensitively apply methods of responding to and correcting your students writing

As you respond to your students writing, remember that you are there as an ally, as a guide, as a facilitator. After the final work is turned in, you may indeed have to assume the position of judge and evaluator, but until then, the role of consultant will be the most productive way to respond.

6.8.   Effective Use of Selective Correction

Selective Correction', requires teachers not to focus on all the aspects of writing. If they employ a 'selective approach', students should know about it, i.e., teachers should tell them about the aspects to be focus upon in their correction such as punctuation, word order, spelling, tenses, etc. To be used effectively, teachers should discuss with their students to make them

aware about it. Also they should use correction symbols, especially when dealing with paragraph and essay writing. It encourages students to think the mistake, to be able to correct it by themselves (self-correction).

6.9.   Effective Use of Feedback

When the student gives you a paper, spend time add comments about it, these could be about negative and positive comments, this is a good way to compare one assignment with others, and it is valuable information to improve daily your students writing skills. Feedback comments reinforce students to improve their writing level. Surely, students will profit from these remarks and comments addressed to them. Teachers should use a standard set of clear and direct comments and questions to indicate place and type of feedback.

We can summarize the basic requirements needed to help improve the writing skill in the following points, which must be taken into consideration by all teachers:

1. Teachers of written expression should be well trained.

2. Reducing the number of students in each group. Hence, with small groups, both teachers and learners will feel at ease when teaching/ learning the writing skill.

3. Encouraging students to read. Reading is the appropriate input to improve writing inside/outside the classroom.

4. Enough time should be devoted to written expression for mastering the writing skill.

5. Building the writing habit, i.e., to help unwilling, uncomfortable, and unsecured students to write and get rid of all these negative feelings.

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8. Annexes

Universidad Nacional Autónoma de Nicaragua

Faculty of Education and Languages

English Language Department

Factors that negatively affect the development of writing skill of 11th grade students at public Dr. Carlos Vega Bolaños public school, in the second semester, 2013 class morning shift.

Instrument 3

Teachers' survey

Case 1

To identify the factors those hinder the teaching-learning process of writing skills at High school Dr. Carlos Vega Bolaños in 11th grade.

Instrucción: Estimado profesor, en la presente encuesta le estamos solicitando información personal y profesional, así como también las técnicas y estrategias que utiliza en el desarrollo de su clase. Por favor marque con una(X) o (✔) las respuestas correctas. Gracias por su cooperación.

1. **Información Personal**

Sexo:

Femenino   ☐   Masculino   ☐

Edad:

18 a 25   ☐   25 a 40   ☐   40 a more   ☐

2. **Información profesional**

A. Nivel académico

Licenciado ☐   Master ☐

Post grado ☐   Otros ☐

Si usted eligió "otros" por favor argumente:

_____

B. Ocupación:

Maestro ☐   otros ☐

Si usted eligió "otros" por favor argumente:

_____

C. Carga laboral:

C.1. ¿Cuánto tiempo usted imparte clases de Inglés a la semana?

Una jornada ☐   Dos jornadas ☐   Horas por semana ☐

Especifique:

_____
_____

D. Información Académica

1.   Indica cuáles de las siguientes cuatro habilidades es la más difícil?

a) Escuchar ☐   b) Hablar ☐

c) Leer ☐   d) Escribir ☐

2. ¿Cuáles de las siguientes cuatro habilidades prefieren usar tus   estudiantes?

a) Hablar ☐   b) Escribir ☐

3. La habilidad de leer y escribir se interrelacionan?

a) Si ☐   b) No ☐

c) -Si su respuesta es "si", explique de qué manera.

_____

4. El nivel de escritura de tus estudiantes de 11mo grado es:

a) Muy buena ☐   b) Buena ☐

c) Medio ☐   d) Malo ☐

5. Tus estudiantes encuentran dificultades cuando redactan.

a) Si ☐   b) No ☐

6. Si su respuesta es "si", marque las causas de esas dificultades:

a) Profesor ☐   b) Estudiantes ☐

c) Programa de estudio ☐   d) Falta de lectura ☐

e) Falta de conocimientos básicos en la materia ☐

f) Falta de práctica y tiempo. ☐

g) Otros por favor especifique

7. Esas dificultades son a nivel de:

a) Oración ☐   b) Párrafo ☐   c) Ensayo ☐

d) Otros, por favor especifique _____

_____

8. Animas a tus estudiantes para escribir en casa.

a) Si ☐   b) No ☐

Si su respuesta es "si" cual tema prefieren escribir ellos:

a) Lingüística ☐   b) Literatura ☐

c) Temas de civilización ☐   d) Actividades diarias ☐

e)   Su rutina ☐

f) Otros temas ☐

_____

_____

9. Cuando le asignas a tus estudiantes tareas de escritura, te enfocas en:

a) El producto orientado ☐   b) El proceso orientado ☐

a.1) Si es el producto orientado cuáles de los siguientes aspectos requieren más atención.

a) El contenido ☐   b) La forma ☐

10. En tu opinión qué papel desempeña el maestro a la hora de corregir y reforzar los conocimientos adquiridos.

_____

11. Qué técnica de corrección son los más adecuados para mejorar el nivel de escritura de tus estudiantes
        a) Una exagerada corrección ☐
        b) Corrección selectiva ☐
        Explique por qué?

      _____

      _____

12. Escribes algún comentario en los trabajos escritos de tus estudiantes?
      a) Si ☐   b) No ☐

  Si su respuesta es "si" argumente el por qué?

_____

_____

13. Como profesor cómo puedes ayudar a tus estudiantes a mejorar su habilidad de escritura?

  _____

  _____

14. Por favor siéntete libre de escribir algún comentario.

  _____

  _____

¡Gracias por su cooperación!

Universidad Nacional Autonoma de Nicaragua

Faculty of Education and Languages

English Language Department

Factors that negatively affect the development of writing skill of 11th grade students at public Dr. Carlos Vega Bolaños public school, in the second semester, 2013 class morning shift.

Instrument 3

Teacher's survey

Case 1

To identify the factors those hinder the teaching-learning process of writing skills at High school Dr. Carlos Vega Bolaños in 11th grade.

Directions: Dear teacher, the present survey you will be asked about personal information, professional information and teaching strategies in the classroom. Mark with (X) or (✔) in the section where you think is necessary. Thank you for cooperating.

1. **Personal Information**

   Sex:
   Female ☐   Male   ☐

   Age:

   18 o 25 ☐   25 to 40 ☐   40 or more ☐

2. **Professional Information**
   A. **level degree**

      Graduate   ☐   Master ☐

      Post grade ☐   others ☐

      You choose others please argue here:
      _____

B. Profession:

Teacher ☐ others ☐

You choose others please argue here:
_____

C. Labor Charge:

C.1 How much time do you teach per week?

Full time ☐ Part time ☐

D. Academic Information

1: Indicate which of the following four skills is the most difficult?

a- Listening ☐   c –Speaking ☐

b- Reading ☐   d -Writing ☐

2: Which of the following skills your students prefer to use?

a. Speaking ☐

b. Writing ☐

3: Do writing and reading skills converge?

a. Yes ☐

b. No ☐

c. If Yes, in what ways?

4: Is the writing level of eleventh year students:

a. Very good ☐   b. Good ☐

c. Average ☐   d. Bad ☐

5: Do your students find difficulties when composing?

a. - Yes ☐

b. No ☐

6: If "Yes", are these difficulties due to:

a. Teacher ☐

b. Learner ☐

c. Syllabus ☐

d. Lack of reading ☐

e. Lack of background knowledge in the subject ☐

f. Lack of practice/time ☐

g. Others, please specify

_____

7: Are these difficulties at the level of:

a. Sentence ☐

b. Paragraph ☐

c. Essay ☐

a. Others, please specify

_____
_____

8: Do you encourage your students to write at home?

a. Yes ☐

b. No ☐

8.1 If "Yes ", do they write about?

a. Linguistic matters ☐

b. Literary topics ☐

c. Civilization subjects ☐

d. Everyday activities ☐

e. Their diaries ☐

f. Others topics

_____

9: When assessing your students' performances in writing your focus is:

a. The products-oriented approach ☐

b. The process-oriented approach ☐

9.1 If it is the product-oriented, which of the following aspects requires more attention.

a- Content ☐

b- Form ☐

10: In your opinion, what is the role of the teacher's corrective feedback and reinforcement?

11: What correction techniques are likely improve your students level writing of?

a. Over-correction ☐

b. Selective correction ☐

Why?
_____
_____

12: Do you write any comments on your students' exam papers?

a. Yes ☐

b. No ☐

-If « Yes », why?
_____
_____
_____

13: As a teacher, how can you help your students improve their writing skill?
_____
_____
_____

14: Please, feel free to add any comments.
_____
_____

Thank you for your time and support!

Universidad Nacional Autónoma de Nicaragua

Faculty of Education and Languages

English Language Department

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Instrument 4

Students' survey

Case 1

To identify the factors those hinder the teaching-learning process of writing skills at High school Dr. Carlos Vega Bolaños in 11th grade.

Directions: Dear student, the present survey you will be asked about personal information and learning process. Mark with (X) or (✔) in the section where you think is necessary. Thank you for cooperating.

1. **Personal Information**

Mark with (X) the correct option

A. **Gender**

Male   ☐   Female   ☐

B. **Age**

15-16   ☐   17-20   ☐

C. Learning process

1: How would you classify in numbers (1 most important to 4 less important) the following four skills in terms of importance?

a-Listening ☐ b-Speaking ☐

c-Reading ☐ d-Writing ☐

2: Indicate which of the following four skills is the most difficult one?(1 most difficult to 4 less difficult)

a- Listening ☐ b-Speaking ☐

c- Reading ☐ d-Writing ☐

3: Which of the following skills you prefer to use?

a. Speaking ☐ b-Writing ☐

4: Do you feel relaxed when expressing your ideas and thoughts in writing?

a. Yes ☐ b. No ☐

5: How often do you practice writing?

a. Everyday ☐ b. Sometimes ☐

c. Not at all ☐

6: Do you find difficulties when writing in English?

a. Yes ☐

b. No ☐

7: If "yes, are those difficulties due to your inadequate mastery of:

    a. Vocabulary ☐

    b. Grammar ☐

    c. Style ☐

    d. Content ☐

    e. Coherence/ cohesion ☐

    f. Punctuation/ spelling ☐

g. Other, please specify

_____

_____

8: Where do you find difficulties when writing in English? At the level of:

    a. Sentence ☐   b. Paragraph ☐

    c. Essay ☐

9: Your weaknesses in writing are due to the

    a. Teachers ☐

    b. Learners ☐

    c. Lack of practice ☐

    d. Lack of motivation in writing ☐

    e. Lack of good approach to teaching writing ☐

    f. Lack of reading ☐

Please add any obstacles that hinder you from writing correctly.

._____
_____
_____

10: Do you write outside the class?

     a. Yes   ☐

     b. No   ☐

    b- If "yes", what do you like to write?

_____

    d- If "No", please explain why?

_____
_____

11: When reaching eleventh grade, how do you qualify your writing level?

     a. Good   ☐

     b. Average   ☐

     c. Poor   ☐

     d. Satisfactory   ☐

     e. I do not know   ☐

12. In which of the following modules, paragraph/essay writing is difficult?

     a. Linguistics   ☐

     c. Literature   ☐

     d. Culture   ☐

     d. Other, please specify

13. Is teaching written expression during five academic years sufficient to train you in the writing skill?

a. Yes ☐

b. No ☐

Thank you for your time and support!

Factors that negatively affect the development of writing skill of 11th grade students at public Dr. Carlos Vega Bolaños public school, in the second semester, 2013 class morning shift.

Instrument 4

Students' survey

Case 1

To identify the factors those hinder the teaching-learning process of writing skills at High school Dr. Carlos Vega Bolaños in 11th grade.

Dirección: Estimados estudiantes la presente encuesta es para solicitarle información personal y de su proceso de aprendizaje. Marque con una (X) o (✔) la sección que crees es la más adecuada. Gracias por su cooperación.

1. Información personal

Marque con una (X) la opción correcta

A. sexo

Masculino ☐   Femenino ☐

B. Edad

15-16 ☐   17-20 ☐

C. Proceso de Aprendizaje

1. ¿Cómo clasificarías las habilidades del Inglés según su importancia?. (1 más importante- 4 menos importante)

  a) Escucha ☐   b) Habla ☐

  c) Escritura ☐   d) Lectura ☐

2. Indique cuáles de las siguientes cuatro habilidades es la más difícil? (1 más difícil- 4 menos difícil)

  a) Escucha ☐   b) Habla ☐

  c) Escritura ☐   d) Lectura ☐

3. Cuáles de las siguientes habilidades prefieres usar.

  a) Habla ☐   b) Escritura ☐

4. ¿Te sientes relajado(a) cuando expresas tus ideas y sentimientos al escribirlos?

  a) Si ☐   b) No ☐

5. ¿Cada cuánto tiempo practicas la escritura?

  a) Todos los días ☐   b) Algunas veces ☐

  c) Nunca ☐

6. Encuentras dificultades cuando escribes en inglés.

  a) Si ☐   b) No ☐

7. Si su respuesta es "sí", cuáles son las causas de esas dificultades.

  a) Vocabulario ☐   b) Gramática ☐

  c) Estilo ☐   d) Contenido ☐

e) coherencia ☐   f) Puntuación ☐

g) Otros, por favor especifique

_____

_____

8. **Donde tú encuentras dificultades cuando escribes en Inglés es a nivel de:**

a) Oración ☐   b) Párrafo ☐

c) Ensayo ☐

9**. Tus dificultades en escrituras son causa de:**

a) Profesor ☐

b) Estudiante ☐

c) Falta de práctica ☐

d) Falta de motivación para escribir. ☐

e) Falta de un enfoque para enseñanza a escribir ☐

f) Falta de lectura ☐

Por favor agregue otro obstáculo que impiden escribir correctamente.

_____

_____

10**. Escribes fuera de clase?**

a) Si ☐   b) No ☐

c) Si su respuesta es "si" que te gustaría escribir.

_____

_____

d) Si su repuesta es "no" favor explica por qué.

_____

_____

11. ¿Cómo calificarías tu nivel de escritura?

        a. Bueno   ☐

        b. Regular   ☐

        c. Pobre   ☐

        d. Satisfactorio   ☐

        e. No sé   ☐

12. ¿En cuáles de los siguientes módulos, párrafos ó ensayos está la dificultad?

        a. Lingüistica   ☐

        b.Literatura   ☐

        c.Cultura   ☐

        d. Otro, por favor especifique

_____

13. ¿Es suficiente la enseñanza de expresión escrita para capacitarte en la habilidad de Escritura?

        a. Si   ☐

        b. No   ☐

¡Gracias por su apoyo y cooperación!

Instrument 1

Factors that negatively affect the development of writing skill of 11th grade students at public Dr. Carlos Vega Bolaños public school, in the second semester, 2013 class morning shift.

Open guide observation in the classroom

Case 1

To identify the factors those hinder the teaching-learning process of writing skills at High school Dr. Carlos Vega Bolaños in 11th grade.

General Information

Researches' name: _____

Name of the school: _____

Location of the School: _____

Grade:_____   Section:_____

Shift:_____   Subject:_____

Observation time:_____

1. Methodology applied by the English teacher

1.1. What kind of teaching methods the teacher applies?

1.2. Does the teacher promote participation and dynamic integration of students in the practical exercises?

1.3. Rate and recognize for participation and task completion by students.

1.4. What are the teaching techniques the teacher uses to teach every English skill?

1.5. What is the ability dominated by the teacher?

1.6. Does the teacher plan his lesson daily? Is remarkable teacher preparation to teach the lesson?

2**. Student interaction with the methodologies used**.

2.1. Students participate eagerly in group tasks and written.

2.2. Do students express their concerns and questions about the lesson?

2.3. Students Use texts, dictionaries or other teaching aids to enhance their learning of English.

2.4. What are the skills that students are more fluent in the class?

2.5.   How do students react regarding the methodology used by the teacher?

Factors that negatively affect the development of writing skill of 11th grade students at public Dr. Carlos Vega Bolaños public school, in the second semester, 2013 class morning shift.

Guía de observación abierta en el aula de clases

Case 1

To identify the factors those hinder the teaching-learning process of writing skills at High school Dr. Carlos Vega Bolaños in 11th grade.

Datos generales

Nombre de los investigadores:

Nombre del centro:_____

Ubicación del centro:_____

Grado:_____   Sección:_____

Turno:_____   Asignatura:_____

Tiempo de observación:_____

1.   **Metodología aplicada por parte del profesor de Inglés**

1.1.   ¿Qué tipo de métodos de enseñanza el profesor aplica?

1.2.   Promueve la participación e integración dinámica de los alumnos en los ejercicios prácticos.

1.3. Valora y hace reconocimiento de la participación y cumplimiento de tareas por los alumnos.

1.4. ¿Qué técnicas de enseñanza el profesor usa para enseñar cada habilidad del inglés?

1.5. ¿Cuál es la habilidad más dominada por el profesor?

1.6. ¿El profesor planea las clases diariamente? ¿Es notable la preparación del maestro para impartir la lección?

2. **Interacción del alumno con las metodologías utilizadas**.

2.1. Los alumnos participan animadamente en la realización de tareas grupales y escritas.

2.2. Expresan con confianza sus inquietudes y dudas acerca de la lección.

2.3. Utiliza textos, diccionarios u otros medios didácticos para mejorar su aprendizaje de inglés.

2.4. ¿Cuáles son las habilidades que los alumnos dominan más en la clase?

2.5. ¿Cómo reaccionan lo alumnos con respecto a la metodología utilizada por el profesor?

Instrument 2

Factors that negatively affect the development of writing skill of 11th grade students at public Dr. Carlos Vega Bolaños public school, in the second semester, 2013 class morning shift.

Teacher's interview

Case 1

To identify the factors those hinder the teaching-learning process of writing skills at High school Dr. Carlos Vega Bolaños in 11th grade.

1. What is your name, and how old are you?

2. How many years are you teaching English?

3. When you are teaching in 11th grade. Do you teach them in the target language or in the tongue language? Why?

4. What are the difficulties when you are teaching them writing?

5. What kind of activities do you do during teaching them writing?

Instrument 2

Factors that negatively affect the development of writing skill of 11th grade students at public Dr. Carlos Vega Bolaños public school, in the second semester, 2013 class morning shift.

Teacher's interview

Case 1

To identify the factors those hinder the teaching-learning process of writing skills at High school Dr. Carlos Vega Bolaños in 11th grade.

1. ¿Cuál es tu nombre y cuántos años tiene?

2. ¿Cuántos años de experiencia tiene enseñando Inglés?

3. ¿Cuándo usted está impartiendo la clase de Inglés en 11mo grado, usted les explica la clase en Inglés o en español?¿Por qué?

4. ¿Cuáles son las dificultades que los estudiantes presentan cuando usted está enseñando la habilidad de escritura? ¿A qué se debe ésto?

5. ¿Qué tipo de actividades usted está utilizando para enseñarles la habilidad de escritura?