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**THEME:**

**Difficulties that fifth year's students at Monte Tabor School present in learning writing.**

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## **PROBLEM**

**Difficulties that affect the use of strategies in learning the writing skill**

## **SUB PROBLEMS**

- **Lack of vocabulary**
- **Bad spelling**
- **Lack of use of grammatical structures.**

## **THEME**

**Difficulties that fifth year's students at Monte Tabor School present in learning writing.**

## **DEDICATORY**

We dedicate this work to our family, who have been supporting our education from the beginning and who show us the real value of a good education.

It is important to mention the help that teachers of the English Department gave us during these years, so we also dedicate this work to them too.

## **ACKNOWLEDGEMENT**

We want to thank all people that were involved in different ways in the elaboration of this work, to Francisco Emilio Melendez, the English teacher of Monte Tabor School and students too who gave us all information for our work. To our tutor Julio Cesar Arevalo who guided us in a correct way to transform all the information into our final work.

## **GRATITUDE**

We thank God for giving us attitude in our life to carry out this challenge as important as it is the coronation of a career.

We thank our English teachers that have transmitted their knowledge to form our career.



## **INTRODUCTION**

In spite of the countless carried out investigations, it is not known with certainty when and how the language appeared, that ability that the man has to communicate with his fellow men, using different ways to achieve it. One of these ways of communicating is through the writing, which is a powerful tool in any language.

Our research is about learning English writing, problems or difficulties that students of the fifth year at Monte Tabor School have.

The purpose of this research is to find out the main problems that students have in learning writing.

We feel motivated to know what causes the lack of interest of some students in learning the writing. We pretend to encourage the teacher at the school to think about the problem that his students have.

This research contains many sections, including the procedures, analysis and interpretation of results that we present in tables and graphs.

We hope this research may be a good reference for future researchers.

## **ABSTRACT**

Our research is about learning writing, we decided to gather our information at Monte Tabor School, with students of the fifth year in the morning shift.

There are thirty seven students, between 15 and 20 years old, who answered a survey and allowed us to interview them in order to know the information we believed we needed for our research. From the interviews we learned that many of the students are not interested in acquiring a good writing skill, we also identified some difficulties that the students have in learning writing. The English teacher also gave us his opinions about some problems that his students have.

All the information we gathered is represented in tables and graphics

At the end, we presented recommendations to help students have a good performance in writing and also we offered some suggestions for the teacher and the school.

## **JUSTIFICATION**

The purpose of our research is to know if the lack of strategies in learning the writing skill affects the low performance of fifth year of secondary in Monte Tabor School and know the different kinds of problems that students have in learning writing skill.

Once identified the problems, we want to elaborate a list of recommendations that helps to disappear difficulties that students have in learning the writing skill, and help the teacher to implement new strategies in order to motivate their students.

## **GENERAL OBJECTIVE**

**To find out the difficulties that fifth year's students at Monte Tabor School have in learning writing.**

## **SPECIFIC OBJECTIVES**

- 1. To identify the difficulties that affect to students of the fifth year at Monte Tabor School have in learning writing.**
- 2. To recognize if the teacher uses strategies focus in learning writing**
- 3. To verify if students are interested in acquiring the writing skill to overcome their low performance.**

## **HISTORICAL BACKGROUND**

Monte Tabor School, is located in the municipality of El Crucero, km 13 ½ south highway, it is part of a Church with its same name. This school was founded approximately 20 years ago, beginning with kinder garden. They were growing until building more classrooms than they allowed them to offer the primary education complete, having students of the surroundings; however it was growing and has more students. In 2000 opened registers for students of secondary. At the moment this school has an average of students from kinder garden to 5th year of secondary, of 433 students, imparting class in the morning shift and afternoon; this school have teachers for individual shift.

In the morning shift there are twelve teachers in primary and in the afternoon shift there are 7 teachers. At the moment Church's priest is the Director of this school.

## THEORIES.

### What is writing?

During our research we have found a lot of difficulties in the development of writing.

First of all, we will start by mentioning. How is writing like swimming? Give up? The psycholinguist, Eric Lenneberg (1967) once noted, in a discussion of “species specific” human behaviour that human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviours. We learn to swim if there is a body of water available and usually only if some one teaches us. We learn to write if we are members of a literate society, and usually only if some one teacher us. \*

There are a number of different ways to describe writing and writing system.

In the world to writing system, Peter T. Daniels defines writing as:

An system of more or less permanent mark used to represent on utterance in such a way that it can be recovered more or less exactly without the intervention of the utters.

In the Blackwell encyclopedia of writing systems, florian coulman define a writing system as a set of visible or tactile sign used to represent unit of language in a systematic way, with the purpose of recording message which can be retrieved by everyone who known the language in question on the ruler by virtue of which its unit encoded in the writing system.

In a history of writing, Steven Roger Fischer argues that no one definition of writing can cover all the writing systems that exist and have ever exited. Instead he stated that a complete writing system should full fill all the following criteria.

- Complete writing must have a or its purpose communication
- Complete writing must consist of artificial graphic marks on a durable or electronic.
- Complete writing must use mark that relate conventionally to articulate speech (the systematic arrangement of significant vocal sound) or electronic programmer in such a way that communication is achieved.

**Writing is a process** that takes place over time and through language. When producing a piece of writing for on audience, experienced writers use development systems, usually on idiosyncratic combination of thinking, planning, drafting and revising that form them means “ writing” something.

**Writing is a response** we write because we are reacting to some thing, some one, or some other piece of language. While writing feel like on insulating, individual act- just you and the computer or pad of paper – it's really a social act, a way in which we can respond to the people and world around us. Writing always happens in a specific, often prescribed context. We are not just writing. We are always to an audience (s) for some particular purpose.

**Writing is linear.** In order to communicate reasonably and effectively, we need to order our words and incur up on the page in ways that make name to a reader. We name the process in various ways, “grammar” “logic” or “flow”. Again, while we would agree that this statement is process of lining up ideas, is for from simple and not often imagined as “writing” we assume that if a person “has ideas” putting them on the page is a simple matter of recording them on, when in fact, the process is usually more complicated.

**Writing is recursive:** As we write, we constantly rewrite. Sometimes we do this unconsciously, moil-midstream: as we juggle words, then choose, delete, and then choose again. Sometime we do this rewriting very consciously and conscientiously as we, reread a paragraph or page to critique for clarity, coherence, or simply to see what we have Just said and to see and we like it.

**Writing is both subject and object,** we value writing because it reveals the personal choice a writing has made and thereby reveals something of her habits of mind, her ability to connect and therefore shape ideas, and her ability to transform or change us reader. We take writing as evidence of subject or subjective position especially in an academic environment, we read written language individual expression (whether or not multiple voices have informed the one individual we privilege on the page), as volley from one individual mind to another that said, writing also serves as an object for as a “price” or a “paper” that has known shape, size and function, determined by genre and conventions.

**Writing is decision making.** It may seem obvious, but in order to get something on the page, a writer choose the word, the order of the words in the sentences, the grouping of the sentence into a paragraph, the order of the paragraph within a piece. While there is on ordinariness about this process. We make choice as decisions almost un consciously about many things all day long-with writing, as we have all experienced, such decision making can be a complex process, full of discovery, despair, and determination, and deadlines. Make decision about words and ideas can be a messy, fascinating, perplexing experiences that often result in something mysterious, something the writer may not be sure “work” until he has auditioned it for a real reader.

### **Guidelines and strategies for engaging student**

1. Get information and feed back from your students-what they like or don't like what they want or don't want.
2. Involved students in creating activities.
3. Distinguish “boredom” from tailed to take responsibility for self.
4. Design assignments that are too hart for student to do independently; make them work collaboratively.

5. Have them do meaningful work toward their paper in class.
6. Have someone else (trusted buddy) review your activities and suggest new ones.
7. Be unpredictable
8. Ask yourself, you'd be bored with the work you give to student. If so what would in referent you
9. Close the gap between you and your student, bet interested in their work, abilities progress
10. Are you alienated from you own teaching on your student change that attitude first on?

### **Process approaches do most of the following\***

- a. Focus on the process of writing that leads to the final written product:
- b. Help student writers to understand their own composing process;
- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d. Give students time to time and rewrite;
- e. Place central importance on the process of revision;
- f. Let students discover what they want to say as they write;
- g. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
- h. Encourage feedback from both the instructor and peers;
- i. Include individual conferences between teacher and students during the process of composition.

“Writing is a way to end up thinking something you couldn't have started out thinking. Writing is, in fact, a transaction with word whereby you free yourself from what you presently think, feel, and perceive”\*

#### **1. Authenticity**

Another issue in the teaching of writing surrounds the questions of how much of our class room writing is “real” writing. That is, how authentic are the classroom writing exerciser that we ask student to perform? One could address these questions by asking how much writing the average college educated person in western society actually does, and, what kind of writing. I dare say very little, amounts to filling out forms, writing telephone massager, e-mailing, and occasionally dashing obb a letter or port card.

So, why do we want students to write?

In school, writing is a way of life. Without some ability to express yourself in writing you don't pass the course.

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\* Adapted from Shih, 1986.

\* Peter Elbow, 1973



A cross the age levels from elementary school through university graduate course, we write in order to succeed in mastering the subject matter. In English for academic purpose (EAP), writing ranges from short phrases (as fill in the blank test), to brief paragraphs (as in essay questions exercises and test), to brief reports of many different kinds, to a full-length research paper.

Another way to look at the authenticity issue in class room writing is to distinguish between real writing and display writing.

**Real writing**, as explained by Ann. Raimes (1991) is writing when the reader doesn't know the answer and genuinely want information. In many academic/school contexts, however, if the instructor is the sole reader, writing is primarily for the display of a student's knowledge. Written exercises, short answer easy and other writing in test situations are instances of display writing.

But display writing is not to tally unjustified writing to display one's knowledge is a fact of life in the classroom, and by getting your students to perform well in display writing exercises, they can learn skill that will help them to succeed in fatten academic pursuits.

## **2. The role of futther**

The gradual recognition of writing as a process of thinking and composing was a natural by product of CLT. With its emphasis on learner- centered instruction, student-student negotiation, and strategies- based instruction that value- the variability of learners, pathway to success, CLT is an appropriate locus for process writing. As student are encourage (in reading) to bring their own schemata to bear on understanding text, and writing to develop their own ideas, offer their own critical analysis, and find their own "voice" the role of teacher must be one of facilitator and coach, not an authoritative director and arbiter.

This facilitative role of the writing teacher has inspired research on the role of the teacher as a responder to students writing. As a facilitator, the teacher offers guidance in help in students to engage in the thinking process of composing but, in a spirit of respect for student opinion, must not impose his or her own thoughts on students writing. However as Joy Reid (1994:273) pointed out, our penchant for laissez-faire approaches to commenting on student writing may have gone too far.

"Instead of entering the conversation of composing and drafting, instead of helping students negotiate between their interests and purposes and the experiences and intentions of their academic reader, many teacher have retreated in to a hands-off approach to students writing" short of "appropriating" student text, we can offer useful feedback that respects student values and beliefs. Dana Ferris (1997) offered useful guidelines for making teacher commentary more effective. For example Ferris found that when teacher (a) requested specific information and (b) made summary comments on grammar, more substantive student revision ensued that when teachers (a)

posed question and (b) made positive comments. We are still exploring way to offer optimal feed back to student writing.

These six categories comprise just a few of the many intriguing current questions in teaching writing. By acquainting yourself with the issue of composing us writing process us product, contrastive rhetoric, L1 us L2 writing differences, authenticity, and the role of the teacher commentary in writing.

### **Types of written language**

- Non-fiction: reports, editorials, essay and article, reference (dictionaries, encyclopaedias).
- Fiction: novels, short stories, jokes, drama, poetry.
- Letters: personal, business.
- Greeting cards
- diaries, journals
- memos (e.g.; Inter. office memos)
- messages (e.g.; plane message)
- announcements
- newspaper "journalese"
- Academic writing: short answer test responses, reports, essays and paper, theses and books.
- Forms applications
- Questionnaires
- Directions
- Labels
- Signs
- Recipes
- Bill (and other financial statements)
- Maps
- Manuals
- Menus
- Schedule (e.g.; transportation information)
- Advertisements : commercial, personal (want ads)
- Invitations
- Directories (e.g.; telephone yellow pages)
- Comic strips, cartoons

### **Characteristic of written language:**

#### **A- Writing view.**

##### **1. Permanence.**

Once something is writing down and delivered in its final form to its intended audience, the writer abolicates a certain power: the power to emend, to clarify, to withdraw. That prospect is the single most significant contributor to making writing a scary operation student writers often feel that the act of releasing a

written work to an instructor is not unlike putting themselves in front of a firing squad. Therefore, whatever you can do as a teacher, guide, and facilitator to help your students to revise and refine their work before final submission will help give them confidence in their work.

## **2. Production time.**

The good news is that, given appropriate stretches of time, a writer can indeed become a “good” writer by developing efficient process for achieving the final product. The bad news is that many educational contexts demand student writing within time limits, or writing for display “as noted in the previous section (examination writing for example). So one of your goals, especially if you are teaching in an E AP. Context, this may mean sacrificing some process time, but with sufficient training in process writing, combined with practice in display writing you can help your students deal with limitations.

## **3. Distance**

One of the thorniest problems writers face is anticipating their audience that anticipation ranges from general audience characteristic to how specific words, phrases, sentences, and paragraphs will be interpreted. The distance factor requires what might be termed “cognitive” empathy, in that good writing can “read” their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience’s general knowledge, cultural and literary schemata, specific subject-matter knowledge, and very important, how their choice of language will be interpreted.

## **4. Orthography**

Everything from simple greeting extremely complex ideas is captured through the manipulation of a few dozen letter and other written symbols. Sometime we take for granted the mastering of the mechanics of English writing by our student. If students are non-literate in the native language, you must begin at the very beginning with fundamentals of reading and writing. For literate students, if their native language system is not alphabetic, new symbols have to be produced by hands that may have become accustomed to another system. If the native language has a different phoneme-grapheme system (most do) then some attention is due here.

## **5. Complexity**

Writers must learn how to remove redundancy (which may not jibe with their first language rhetorical tradition), how to create syntactic and lexical variety, and much more.

## **6. Vocabulary**

Written language place a heavier demand on vocabulary use than speaking. Good writers will learn to take advantage of the richness of English vocabulary.

## **7. Formality**

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare contrast, illustrate, defend, criticize, and argue.

### **Micro skills for writing**

1. Produce grapheme and orthographic pattern of English
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order pattern.
4. Use acceptable grammatical systems (e.g., agreement, pluralization), patterns and rules.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive device in writing discourse.
7. Use the rhetorical forms and conventions of written discourse.
8. Appropriately accomplish the communicative functions of written texts according to form and purpose.
9. Convey links and connections between events and communicate such relations as main ideas, supporting ideas, new information, given information, generalization, and exemplification.
10. Distinguish between literal and implied meaning when writing.
11. Correctly convey culturally specific references in the context of the writing text.
12. Develop and use better of writing strategies, such as accurately assessing the audience's interpretations using prewriting device, writing with fluency in the first drafts using paragraph rises and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

### **Types of classroom writing performance**

While various genres of written texts abound, classroom writing performance is by comparison limited. Consider the following five categories of classroom writing performers.

#### **1. Imitative or writing down**

At the beginning level of learning to write, students will simply "write down" English letters, words, and possible sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into their

category, although dictations can serve to teach and test higher-order processing as well. Dictations typically involve the following step.

- a. Teacher reads a short paragraph once or twice at normal speed.
- b. Teacher reads the paragraph in short phrase units of three or four words each, and unit is followed by a pause.
- c. During the pause, students write exactly what they hear.
- d. Teacher then reads the whole paragraph once more at normal speed so students can check their writing.
- e. Scoring of student's written work can utilise a number of rubrics for assigning point. Usually spelling and punctuation errors are not considered as severe as grammatical errors.

## **2. Intensive or controlled**

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts; this 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 form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout.

## **3. Self - writing**

A significant proportion of classroom writing may be devoted to self-writing, or writing with oneself and the self in mind as an audience. The most salient instance of this category in classroom is note-taking, where students take notes during a lecture for the purpose of later recall. Other note-taking may be done in the margins of books and on odd scraps of paper.

Diary or journal writing also falls in to this category. However in many, circumstances a dialogue journal, in which a student records thoughts, feelings, and reactions and which an instructor reads and responds to while ostensibly written for oneself, has two audiences.

## **1. Display writing**

It was noted earlier that within the school curricular context is a way of life. For all language students, short answer, exercises, essay examinations and even research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

## 2. Real writing

While virtually every classroom task will have an element of display writing in it, some classroom writing aims at the genuine communication of messages to an audience in need of those messages there are 3 subcategories that illustrate how reality can be injected.

- a) **Academic:** the language experience approach gives groups of students opportunities to convey genuine information to each other.
- b) **Vocational/technical:** quite a variety of real writing can take place in classes of students studying English for advancement in their occupation.
- c) Personal in virtually any and every ESL class, diaries, letters, post cards, notes, personal messages and other informal writing can take place.

### 1. Writing process

**1. Writing is a process as well as a product.** The final text is only the end result and you get there is just as important as where you end up. Good writers are good, not because they sit down and write effortlessly, turning out beautiful sentences without sweat.

They are good because they believe that eventually, after lots of work and time and discarded drafts, they will come up with something worth a reader's attention.

**2. Writing is discovery.** You don't write because you know what you think; you write to find out what you think. And the more you write and re-write, the clearer and more interesting your thinking becomes.

**3. Writing is social.** You may feel that you have to be alone to write, and this may be physically true. But your writing is saturated with the presence of others: your society, your culture, and your readers. Writing is not complete until it has reached, physically and intellectually, the audience for whom it was intended. As Ezra Pound put it, writing means that "you not only get a thing out of your own chest, but get it into some one's." Your enrolment in a composition course makes you an important contributing member of a supportive, committed writing community.

**4. Writing is self – thought.** You learn to write by doing it not by listening to some body tell you about it. In this way it is like learning to ride a bike: although it helps to have someone hold the handlebars the first few times, the best way to get good at it is to ride every day.

**5. Writing is a series of choices.** Most people who fear writing see it as a confusing maze of rules they are in danger of breaking: rules like “never begin a sentence with “, “And”, “Don’t use “I” in formal writing “, “writing complete sentence, not fragments”. “ But if writing were only asset of rules, learning to write effectively would be as easy as mastering the multiplication table. Effective writers don’t just follow rules; they also make choices, after thinking long and hard about the consequences of the choices. And that is why good writing is always interesting. (In the last sentence, chose to break a rule. What were the consequences of that choice? ).

### **Here is five definition of writing process.**

**1. Writing as process.** You write for every class, often going back and re- working what you have written earlier.

We will develop strategies for getting ideas and working with not-ready- polished drafts, as well as for shaping, and putting the finishing touches on polished drafts.

The writing process will include the following steps:

- Writing before reading (to take stock of what you already know and think).
- Assigned reading and discussion of reading.
- Early draft of essay for peer review.
- Re- drafting based on peer review; intermediate draft for my review.
- Drafting of polished draft based on my review.
- Optional revision.

**2. Writing as discovery.** The tempo of the course encourages you to find what you want to say. Assignments invite you to invest yourself in the subject: your opinion, your interpretation, your experience.

**3. Writing as social.** Classroom activity and conferences will let you know your writing affects real readers. Critiquing the work of others will make you a more perceptive editor of your own writing.

**4. Writing as self- taught.** If you are going to be teaching yourself, you may wonder what you need me for. That’s a good question; as a matter of fact, I hope that by the end of the semester you will feel you don’t need me. Because I will consider a good writer expert.

**5. Writing as a series of choices.** Of course we will discuss the roles you must observe so that an educated reader will take your

work seriously, but we will also explore the choices available to you and the consequences of those choices. Writers make choices about how much and what kind of organization to impose on an essay, whether and when to use a topic sentence, what kinds of evidence a reader will find useful and persuasive, etc. You should finish the course with an expanded repertoire of choices, as well as a better understanding of their consequences.

## WRITING TECHNIQUES

### 1) Free writing:

Pre writing is the part of the writing process that will help you get past “writers block” and into writing. It consists of anything you do to generate ideas and get started, but three of the most successful prewriting techniques are free writing, brainstorming, and clustering.

**Free writing:** It is based on one simple but essential idea: when you sit down to write, you write. You don’t stare at your paper or look out the window, wondering what in the world you could write about. Instead, you write down your thoughts and questions even if you have no idea what topic you should focus on. In addition, as you free write, you do not stop to correct spelling, grammar, or punctuation errors. After all, the purpose of free writing is to generate ideas, not to write the final draft of your paper.

**Brainstorming:** It is another pre writing technique that you can use to generate ideas. Brainstorming is similar to free writing in that you write down your thoughts without censoring or editing them, but it differs in that the thoughts usually appear as a list of ideas rather than as separate sentences.

**Clustering:** It is a third prewriting technique that many people find helpful.

It differs from brainstorming and free writing in that it is written almost like an informal map. To “cluster” your ideas, start out with an idea or question and draw a circle around it. The correct related ideas to the circle and continue in that way.

Free writing, brainstorm, and clustering are three of many techniques to help you get started writing.

### 2) Writing:

Writing the draft of your paper is the step in the writing process. The trick to writing your first draft without getting stuck is remember that what you write now is not your final copy. Don’t worry about how “correct” your writing is instead, just describe the paper what you want to say.



Next comes Re writing which consist of two stages: Revising and Editing.

- a) In the revising stage of the writing process, you work on the “larger” areas of your paper – Its content, organization, and sentence structure.

Another important aspect to take into account is signals in writing; we use four familiar punctuation marks.

- ❖ Capital letter.
- ❖ The period.
- ❖ The question mark.
- ❖ The exclamation point.

If you are able to use punctuation effectively, you have a powerful tool to control how your writing affects your readers. If you not know the basic rules of punctuation, you run the risk of being misunderstood or of confusing your readers.

The writing process depends on

Who you are writing to or for (reader)

Why you are writing (purpose)

What you are writing about (content)

Where you are, how much time you have, how you feel, etc (situation)

### **Negative Factors in writing skill**

- a) Tell when the teacher is going to teach a writing class example, he or she asks students write a paragraph about mother' day so that, he assigns at least of ten lines, but the problem is that teacher didn't teach them, an example that how start to do it.

- b) Sometimes students tend to confuse, when teacher is writing a paragraph or text in the board, because, he produces a bad scripture, they do not understand what the teacher wrote beside they don't have workbook and book.

- c) They don't have enough motivation for learning the second language. However, some of them think that learn English is very hard, according to their Spanish logical, in spite of, it difficulty for them, write in English and use grammar in it.

- d) Students are always disorientated, because there is any body who can tutoring them, a means teenagers are not motivated by teacher and parents.

e) Another factor, is missing the time, most of them spent their time take caring their little brothers and sisters as a consequence their parents working over time.

The time required in a class session is very short, because teachers have just 45 minutes and it difficulties for him.

Teacher writes on board a paragraph with least of four lines, after that, this information is erased by him, and it rewrites again, but teacher left out five clues words, which were omitted by lines in blank, however students have to guess the missing words in it according to prior reading and context, at the same time, they are using the knowledge that have learned before, which this helps them to reproduce and improve their writing skills.

- f) Students don't use a correct punctuations mark.
- g) Students have problem with their spelling.
- h) Students don't know a lot of words in English (vocabulary).
- i) Students write English how they heard.
- j) Students have problem with the verbs in past. They always put ed in all verbs.
- k) Students have problem with the adjectives and substantives in a sentences' for example white house students write house white.

## **HYPOTHESIS**

**Lack of strategies in learning writing, influences in the low performance in fifth year's students at Monte Tabor School**

## **POPULATION AND SAMPLE**

We conducted the survey of 37 students of shift in the morning, in the fifth year of Monte Tabor School.

They were asked about personal and educational information that was spread out on the matrix of information and analyzed statistically.

## SYSTEM OF VARIABLES

General Information  
 Social  
 Economical  
 Educacional

<b>Variables</b>	<b>Sub variables</b>	<b>Indicators</b>
<b>I. Personal information</b>	<b>Sex</b>	<b>Male Female</b>
	<b>Age</b>	<b>15 to 17 18 to 20 21 to 23</b>
	<b>Marital status</b>	<b>Single Married Divorced Widow Other</b>
<b>II. Social</b>	<b>Live (are)</b>	<b>Urban Rural</b>
	<b>Live with</b>	<b>Mother Father Both Grand parent Other family</b>
<b>III. Economical</b>	<b>Work</b>	<b>Yes No</b>
<b>IV. Educational</b>	<b>English Class (How often)</b>	<b>Every day One a week Other</b>
	<b>How practice writing</b>	<b>Personal composition Dictation Puzzles Write letters</b>
	<b>Writing problem</b>	<b>Unfamiliar vocabulary Lack of material Omission Attitude</b>
	<b>Student's vocabulary</b>	<b>Yes A few</b>
	<b>Teaching writing activities</b>	<b>Yes Not enough No</b>
	<b>Kina of writing activities</b>	<b>Dictation Puzzles Descriptive paragraph Write letters</b>
	<b>Writing performance</b>	<b>Excellent Good Low</b>

## **METHODOLOGY**

Based on our research, we made our survey according to the system of variable. We collected the data from the teacher and students from fifth year of Monte Tabor School.

First, to collect the information we requested permission to do it during their class so we applied a survey and make interviews to the students and the English teacher.

After that, we visited the teacher and students asking them questions about our research topic.

When we finished collecting the information and reviewed the answers, we proceeded to transfer the information to a program, and make graphics to display more clearly the results given through the tables

## CHRONOGRAMS OF ACTIVITIES

<b>Activities</b>	<b>JULY</b>	<b>AUGUST</b>	<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>
Problem and sub problems	X				
General Objective SpecificsObjetives Historical background	X X			X	
Hypothesis Population/sample System of variables Methodology		X	X X	X	
Survey Questionnaires interview Observation process of information			X X	X  X	
Analysis and interpretation of results, recommendation and conclusions				X  X	
Hand in monograph					X

## **INSTRUMENTS**

Survey:

Individual Interview:

Talk with all students in the classroom

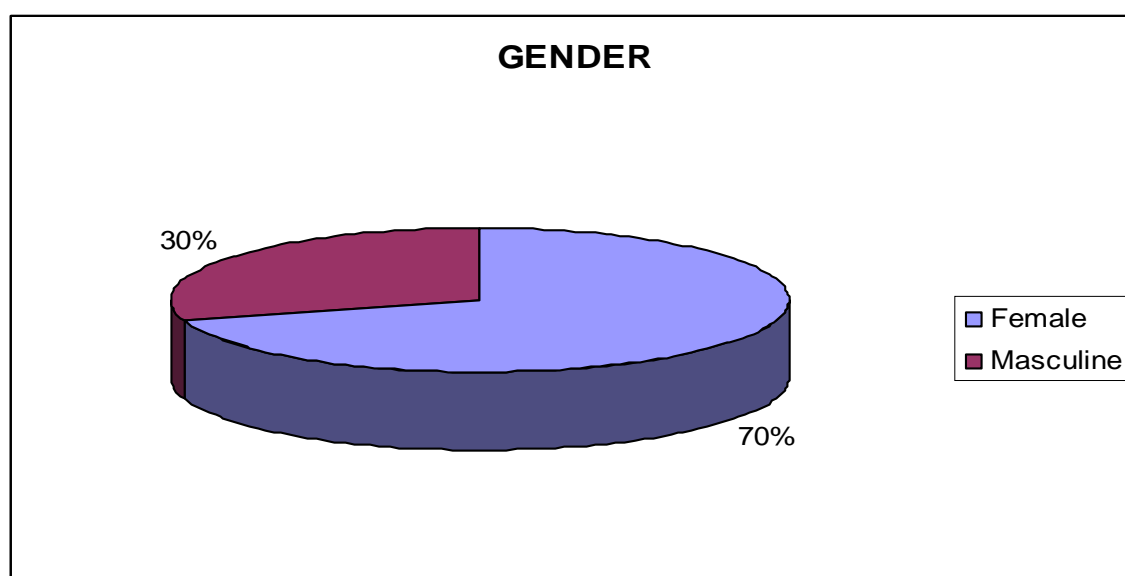


## ANALYSIS AND INTERPRETATION OF DATA

### Annex 1

#### A. PERSONAL INFORMATION

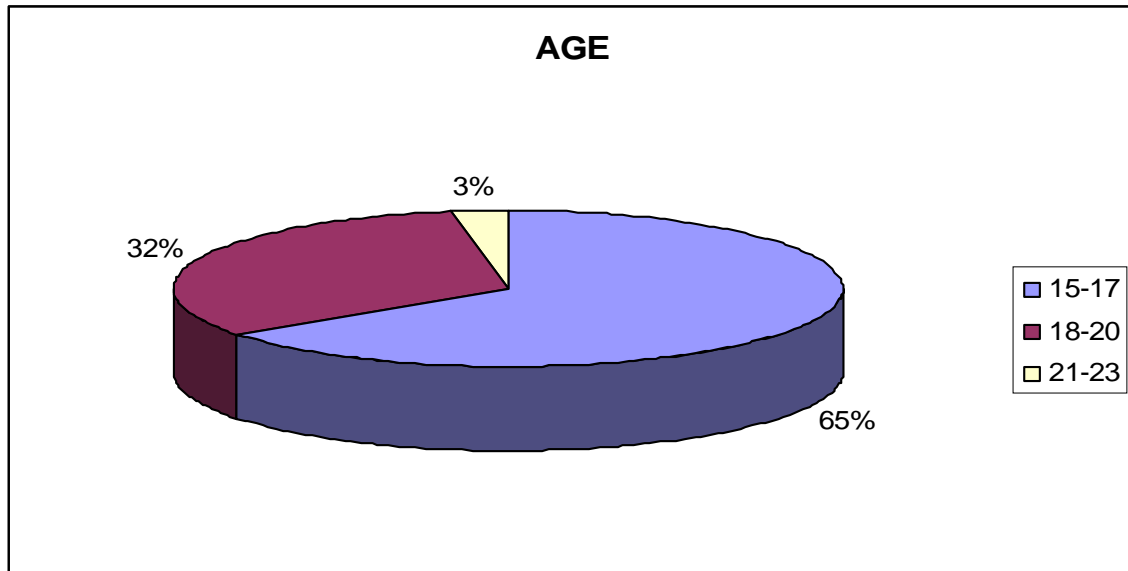
INDICATORS	FREQUENCY	%
Female	26	70%
Masculine	11	30%
TOTAL	37	100%



According to 37 students interviewed 30% are masculine and 70% are female. Totaling 100% of the carried out interviewed.

## Annex 2

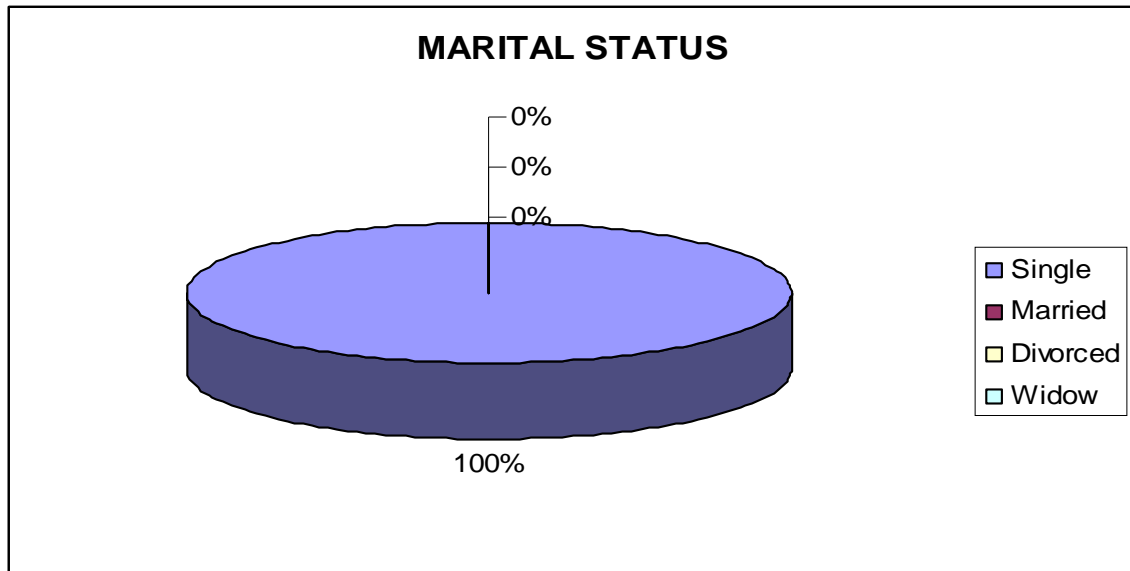
INDICATORS	FREQUENCY	%
15-17	24	65%
18-20	12	32%
21-23	1	3%
TOTAL	37	100%



Of the 37 students we interviewed 24 falls into 15 to 17 age range, 12 falls into 18 to 20 age range and 1 fall into 21-23 age range. Totaling 100% of the carried out interviewed.

### Annex 3

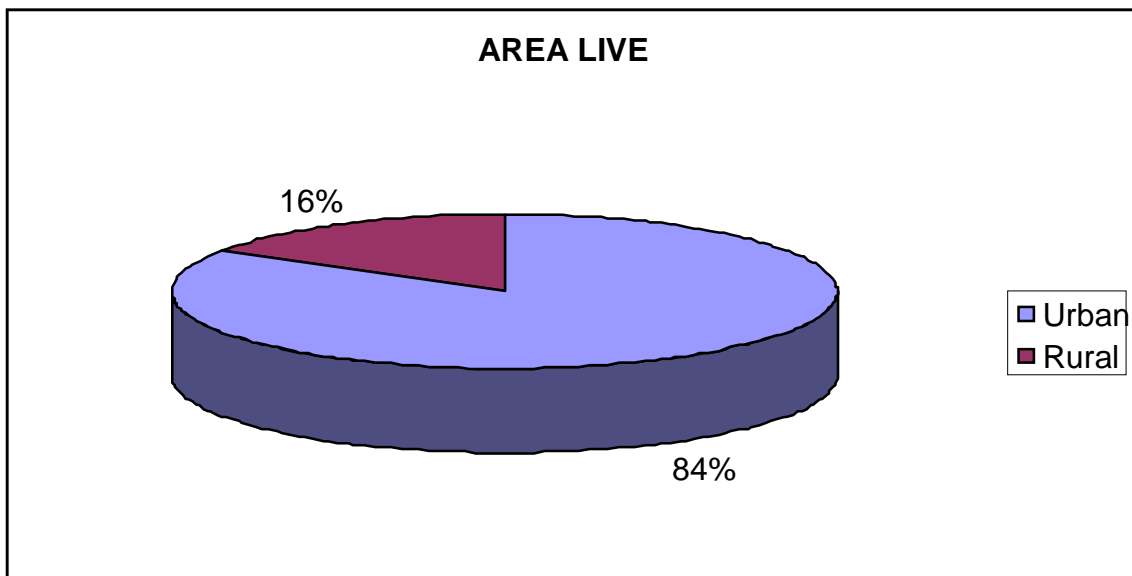
INDICATORS	FREQUENCY	%
Single	37	100%
Married	0	0%
Divorced	0	0%
Widow	0	0%
TOTAL	37	100%



Of the 37 students interviewed 100% fall into the single range. Totaling 100% of the carried out interviewed.

### Annex 4

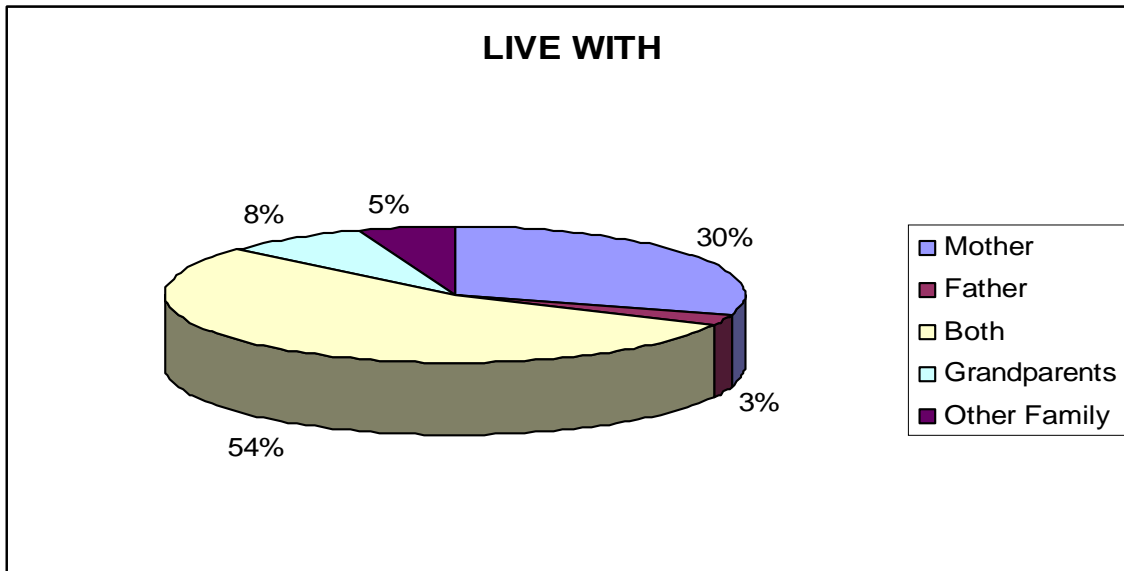
INDICATORS	FREQUENCY	%
Urban	31	84%
Rural	6	16%
TOTAL	37	100%



Of the 37 students interviewed 84% fall into the urban area, and 16% fall into the rural area. Totaling 100% of the carried out interviewed.

### Annex 5

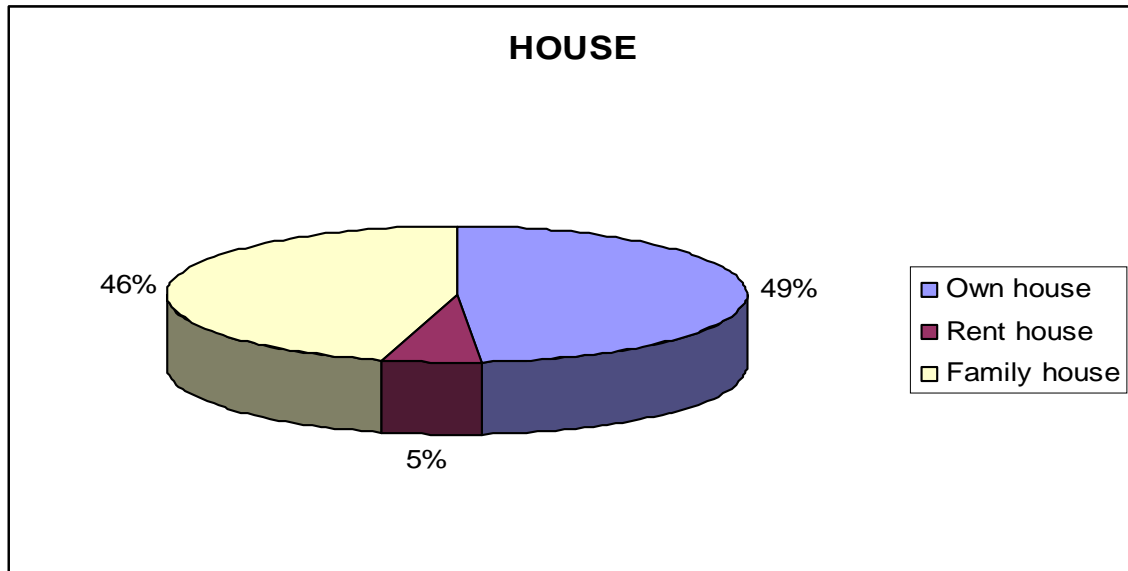
INDICATORS	FREQUENCY	%
Mother	11	30%
Father	1	3%
Both	20	54%
Grandparents	3	8%
Other family	2	5%
TOTAL	37	100%



Of the 37 students interviewed 30% live with their mothers, 3% live with their fathers 54% live with their mother and father, 8% live with their grandparents and 5% live with other family. Totaling 100% of the carried out interviewed.

## Annex 6

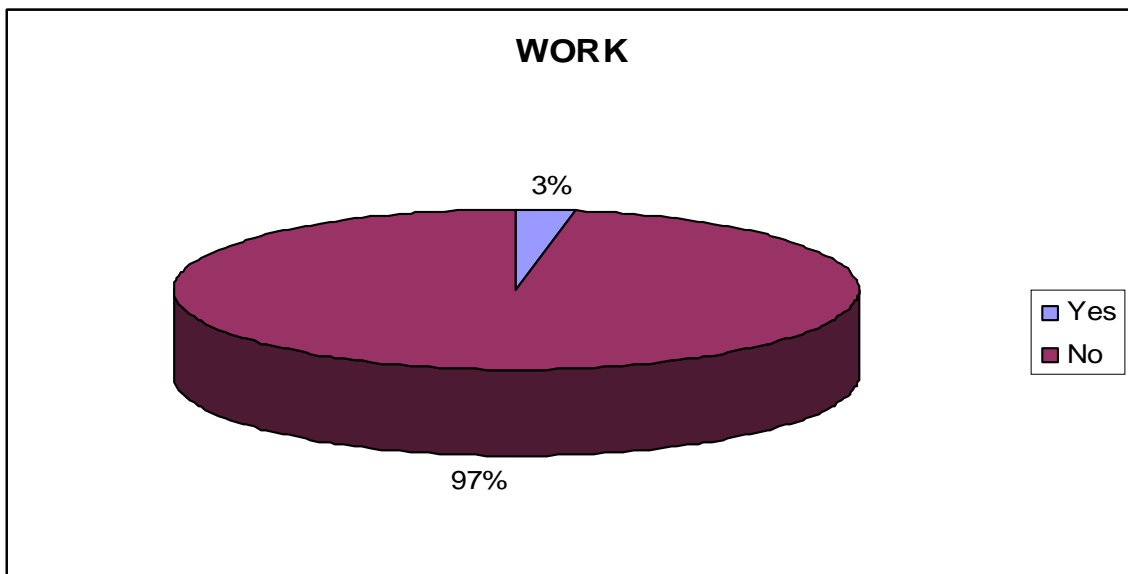
INDICATORS	FREQUENCY	%
Own house	18	49%
Rent house	2	5%
Family house	17	46%
TOTAL	37	100%



Of the 37 students interviewed 49% fall into the own house range, 5% fall into the rent house, and 46% fall into the family house. Totaling 100% of the carried out interviewed.

## Annex 7

INDICATORS	FREQUENCY	%
Yes	1	3%
No	36	97%
TOTAL	37	100%

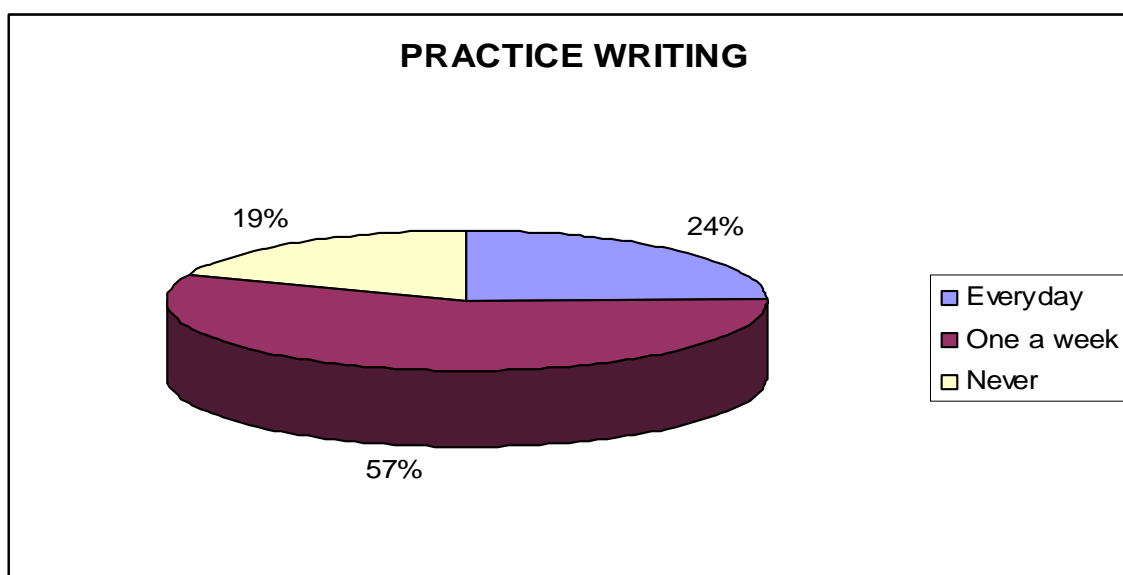


Of the 37 students interviewed 3% fall into work range, and 97% fall into the not work range. Totaling 100% of the carried out interviewed.

## B. EDUCATION INFORMATION

### Annex 8

INDICATORS	FREQUENCY	%
Everyday	9	24%
One a week	21	57%
Never	7	19%
TOTAL	37	100%

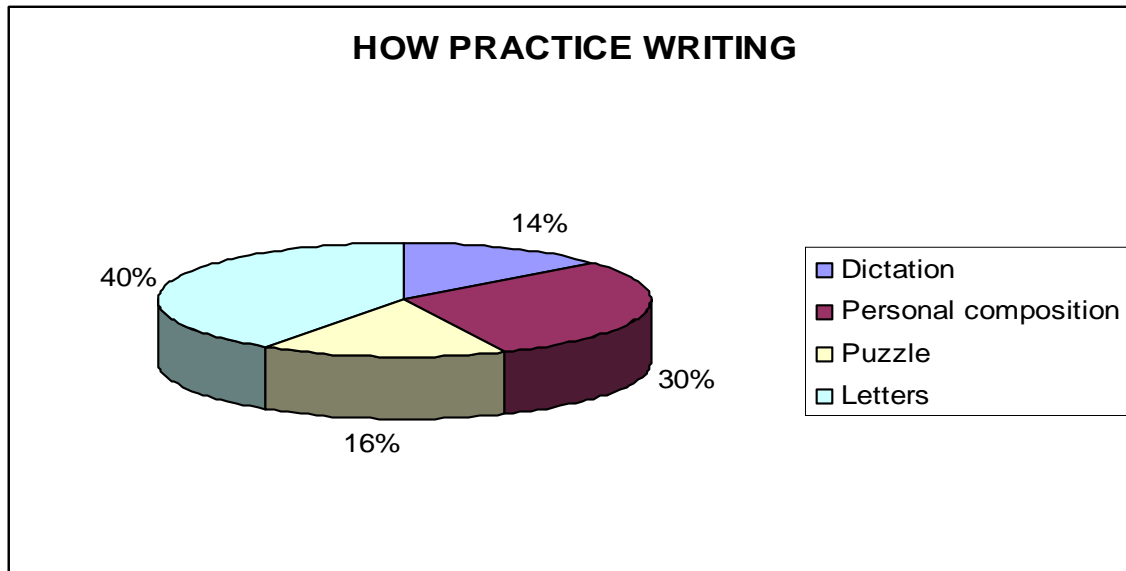


Of the 37 students interviewed 24% practice writing everyday and 57% practice writing once a week an 19% never practice writing. Totaling 100% of the carried out interviewed.



### Annex 9

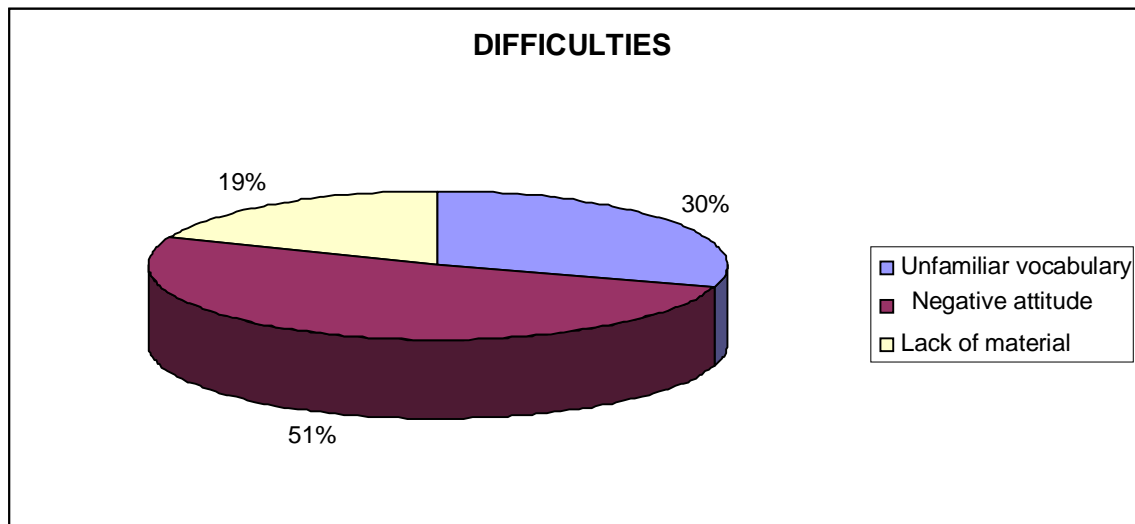
INDICATORS	FREQUENCY	%
Dictation	5	14%
Personal composition	11	30%
Puzzles	6	16%
Letters	15	40%
TOTAL	37	100%



Of the 37 students interviewed 14% practice writing by dictation, 30% practice writing personal composition, 16% practice writing complete puzzle and 40% practice writing letters. Totaling 100% of the carried out interviewed.

## Annex 10

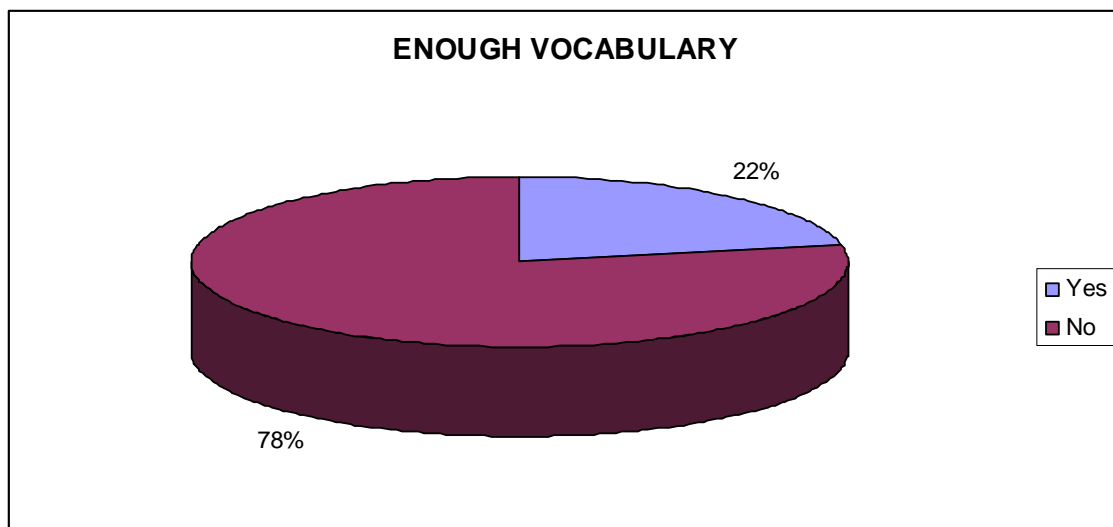
INDICATORS	FREQUENCY	%
Unfamiliar vocabulary	11	30%
Negative attitude	19	51%
Lack of material	7	19%
Total	37	100%



Of the 37 students interviewed 30% fall into unfamiliar vocabulary range, 51% fall into negative attitudes and 19% fall into the range of student with lack of material. Totaling 100% of the carried out interviewed.

## Annex 11

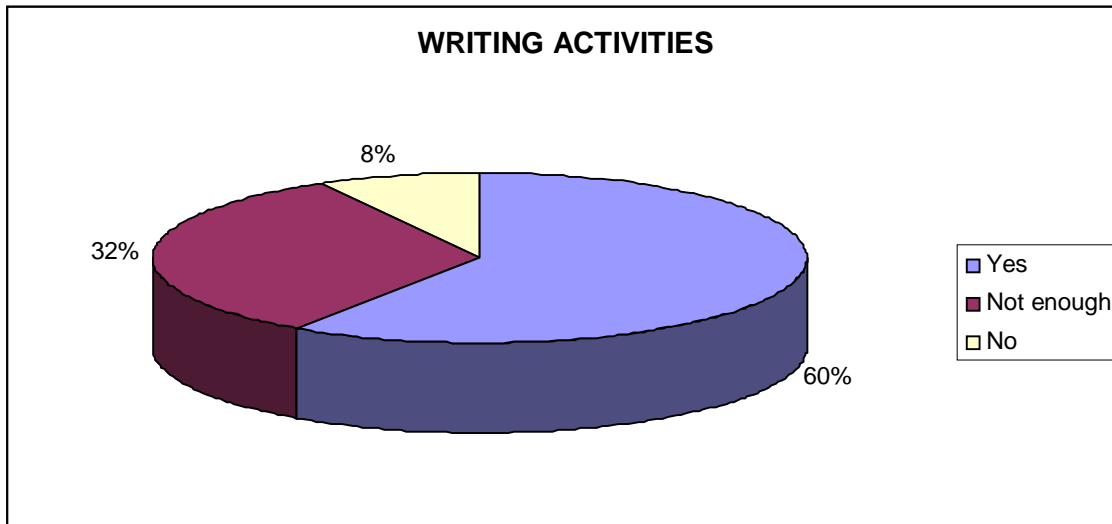
INDICATORS	FREQUENCY	%
Yes	8	22%
No	29	78%
Total	37	100%



Of the 37 students interviewed 22% fall into yes range and 78% fall into the no range. Totaling 100% of the carried out interviewed.

## Annex 12

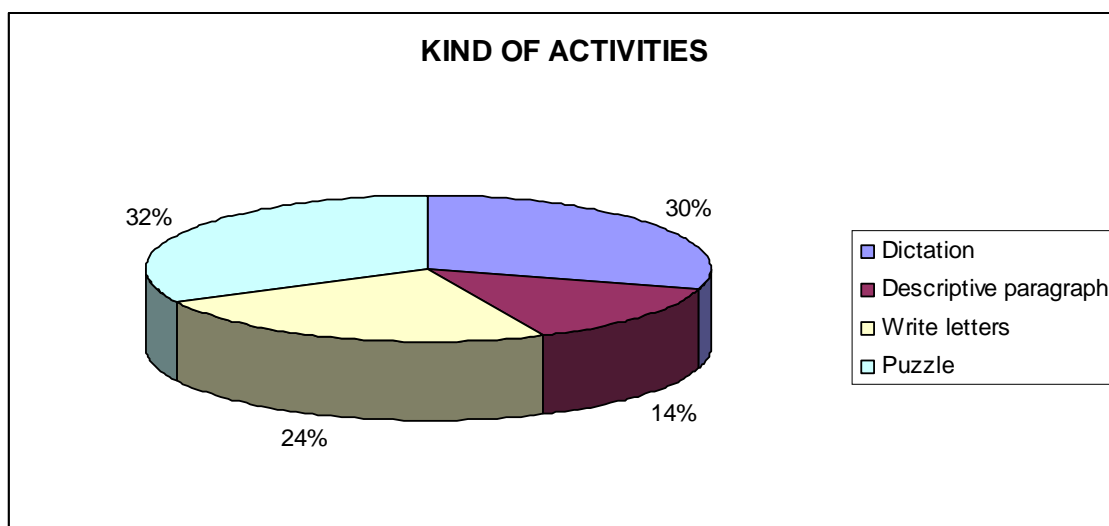
INDICATORS	FREQUENCY	%
Yes	22	60%
Not enough	12	32%
No	3	8%
Total	37	100%



Of the 37 students interviewed 60% accept that teacher apply enough writing activities, 32% say that teacher do not apply enough activities and 8% said that teacher do not apply activities encourage their performance. Totaling 100% of the carried out interviewed.

### Annex 13

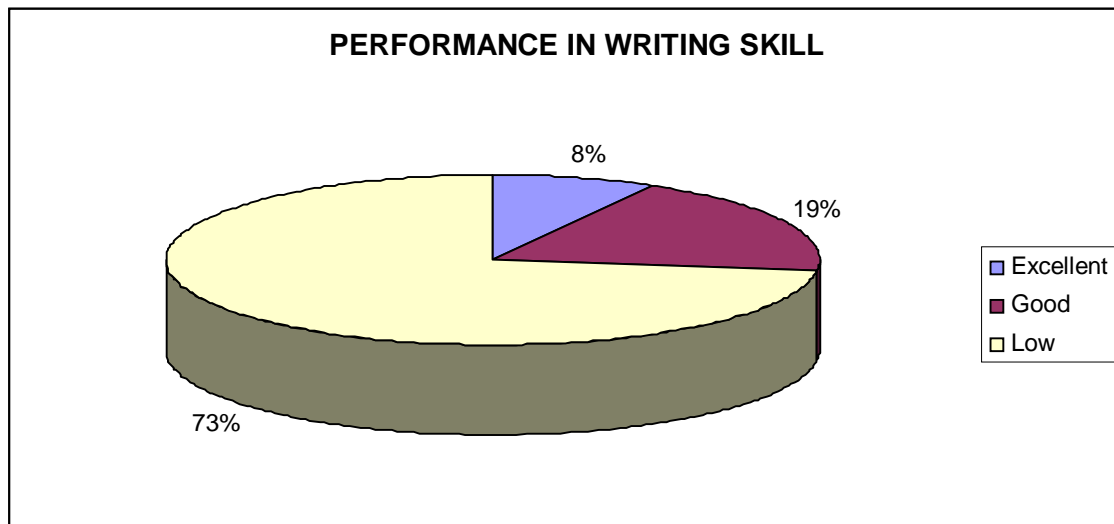
INDICATORS	FREQUENCY	%
Dictation	11	30%
Descriptive paragraph	5	14%
Write letters	9	24%
Puzzle	12	32%
Total	37	100%



Of the 37 students interviewed 30% like dictation, 14% practice writing descriptive paragraph, 24% writing letters and 32% doing puzzle. Totaling 100% of the carried out interviewed.

## Annex 14

INDICATORS	FREQUENCY	%
Excellent	3	8%
Good	7	19%
Low	27	73%
Total	37	100%



Of the 37 students interviewed 8% have excellent performance in writing according the level, 19% have good performance in writing, and 73% have low performance in writing. Totaling 100% of the carried out interviewed.

## **CONCLUSIONS**

We conclude the problems that students face in learning writing are due to the following:

Most students are not interested in learning English. They said English is difficult to learn and they just study to pass the subject. They do not feel any motivation to study the language.

The teacher does not use enough English in class and the method used by him is grammar translation.

The school does not provide the teacher the adequate didactic materials; so conditions for teaching are very poor. Students feel bored and have a monotonous class.

The teacher with his scarce resources has to get books with a good didactic content to motivate students to learn the language.

The students do not pay attention when the teacher is doing writing activities. For that reason they do not have good results in their English test.

## RECOMMENDATIONS

Considering the information obtained, in order to further improve writing, we would like to make the following suggestions:

1. The teacher should use realia to motivate the students to learn how to write in English.
2. The teacher should encourage the students to be familiar with writing by using English in class (more frequently).
3. Teacher should raise awareness, on the importance of learning to write in English by providing samples.
4. The teacher should work on keeping a good discipline to get attention from his students.
5. The School should send the teachers to receive good training in writing English.
6. The teacher should use visual aids singing song, drama, role-play and conversations to increase the knowledge of grammar structures.
7. It should have be more participation from the students, they should be aware of this and the teacher along with the institution should find ways to carry this out and the students will eventually make an effort to learn writing and be prepared to write short compositions and short stories, as the course requires.



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# ANNEXES

**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA**  
"RUBEN DARIO CAMPUS"  
**ENGLISH DEPARTAMENT**

**STUDENTS SURVEY**

**We are investigating about difficulties that the students of fifth year at Monte Tabor School have. Please check the items below.**

**A. Personal Information.**

a) Sex

Male  Female

b) Age

15 to 17

18 to 20

21 to 23

c) Marital status

Single  Divorced  Other

Married  Widow

d) In what area do you live?

Urban

Rural

e) Do you live with:

Mother  Both  Other family

Father  Grand parents

f) Where do you live?

Own a house

Rent house

Family house

g) Work

Yes  No

## B. Education

1 How often do you have English class?

Everyday  One a week  Never

1.1 How do you practice English writing?

Dictation  Puzzles   
Personal composition  Letters

1.2 What difficulties do you have in learning writing?

Unfamiliar vocabulary  omission   
Actitude  lack of material

1.3 Do you know enough vocabulary?

Yes  A few

1.4 Do the teachers apply writing activities to fulfill your necessities?

Yes  Not enough  No

1.5 What kind of writing activities does the teacher have in class?

Puzzles  Dictation   
Descriptive paragrahp  Write letters

1.6 How is your writing performance?

Excellent  Good  Low

**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA**

**"RUBEN DARIO CAMPUS"**

***ENGLISH DEPARTAMENT***

**TEACHER SURVEY**

1. What kind of writing activities do you do in class for students?

Write letters	<input type="checkbox"/>	Descriptive paragraph	<input type="checkbox"/>
Dictation	<input type="checkbox"/>	Put the word in order	<input type="checkbox"/>

2. What other activities can you use in the writings skill?

3. What is the most common difficulties that you observe in your students while you are teaching writing?

Little attention	<input type="checkbox"/>	Lack of vocabulary	<input type="checkbox"/>
Afraid of possible mistakes	<input type="checkbox"/>	Others	<input type="checkbox"/>

4. Do you think that English books are according to the writing activities?

5. What methods do you use in teaching writing?

