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COMUNICACIÓN**

**ENGLISH LANGUAGE CAREER**

**TITLE:**

**THE TEACHING METHODOLOGY AND THE DEVELOPMENT OF  
WRITING SKILL WITH THE STUDENTS OF 3<sup>rd</sup> YEAR OF  
BACHILLERATO AT EXPERIMENTAL BERNARDO VALDIVIESO  
HIGH SCHOOL LOJA CITY ACADEMIC YEAR 2012 2013.**

Thesis previous to obtain the Bachelor's  
Degree in Sciences of the Education,  
English Language Specialization.

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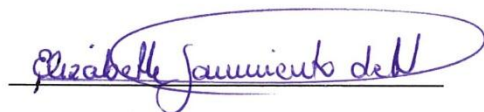
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That the present thesis work, previous to obtain the Bachelor's degree with title:  
THE TEACHING METHODOLOGY AND THE DEVELOPMENT OF  
WRITING SKILL WITH THE STUDENTS OF 3<sup>rd</sup> YEAR OF  
BACHILLERATO AT EXPERIMENTAL BERNARDO VALDIVIESO HIGH  
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Villavicencio Quezada has been worked under my direction with all legal  
dispositions and regulations of the Universidad Nacional de Loja, therefore, I  
authorize its presentation, sustentation and defense.

Loja, February 2014



Dra. Mg. Sc. Elizabeth Sarmiento Bustamante  
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## **DEDICATION**

Firstly, I want to dedicate this work to God for allowing me to reach this goal and for giving me the life, health and intelligence to achieve my dreams.

To my mother, who in each moment of my life, is giving me her unconditional support; to my husband, who with his patience, economical support and love, encouraged me to work; to my daughter, who is my reason to become a better human being, in addition, to all who always believed and motivated me to achieve my goals.

Thanks and God bless them forever.

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## ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN

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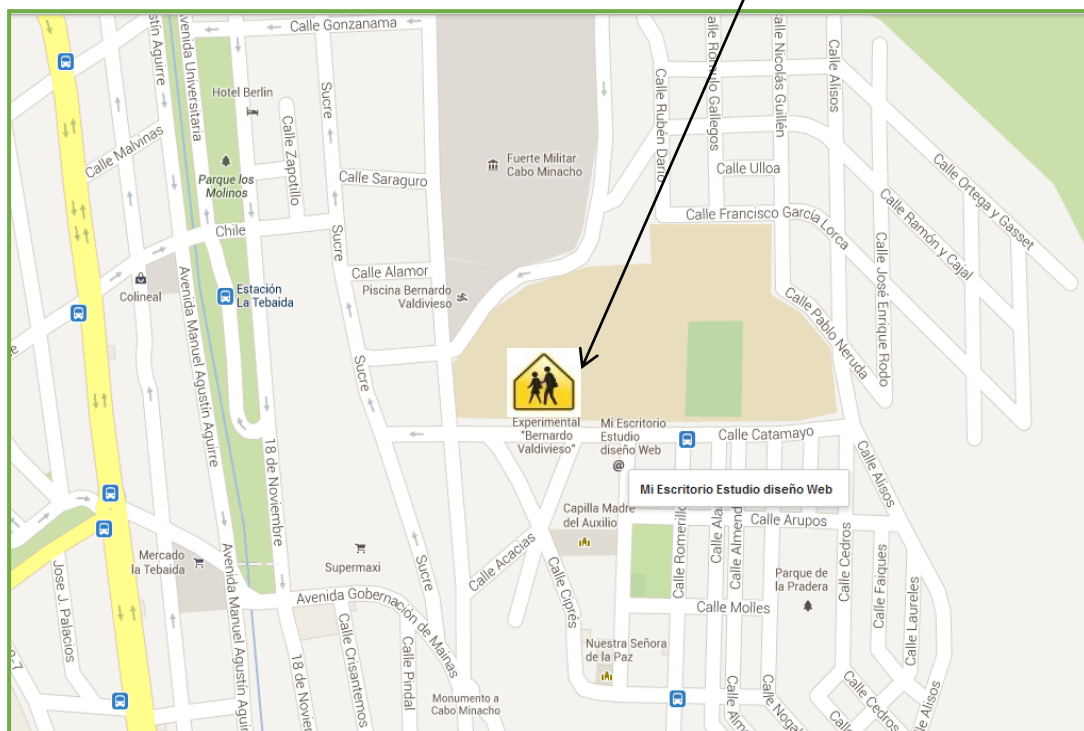
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## MAPA GEOGRÁFICO



## CROQUIS DEL COLEGIO BERNARDO VALDIVIESO





# THESIS SCHEME

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**a. TITLE**

**THE TEACHING METHODOLOGY AND THE DEVELOPMENT OF  
WRITING SKILL WITH THE STUDENTS OF 3<sup>rd</sup> YEAR OF  
BACHILLERATO AT EXPERIMENTAL BERNARDO VALDIVIESO  
HIGH SCHOOL LOJA CITY ACADEMIC YEAR 2012- 2013.**

## **b. RESUMEN**

El presente trabajo de investigación tuvo como propósito principal investigar, analizar y conocer la realidad institucional acerca de: LA METODOLOGIA QUE UTILIZA EL PROFESOR PARA EL DESARROLLO DE LA DESTREZA DE ESCRIBIR EN EL IDIOMA INGLES CON LOS ESTUDIANTES DE TERCERO DE BACHILLERATO DEL COLEGIO BERDARDO VALDIVIEZO SECCION MATUTINA.

El trabajo de investigación tiene como principal objetivo: Determinar como la metodología de enseñanza influye en el desarrollo de la destreza de escribir en el Idioma Ingles con los estudiantes del colegio Bernardo Valdivieso Sección Matutina.

En el campo de la investigación el instrumento utilizado fue la encuesta aplicada a profesores y estudiantes, para procesar la información el investigador seleccionó los siguientes métodos: científico, inductivo, deductivo, descriptivo y el método sintético - analítico.

Entre los resultados obtenidos en el trabajo de investigación muchos de los profesores no tienen claro cuáles son las estrategias y el proceso para escribir en el idioma Inglés.

## **ABSTRACT**

The present research work had as a main purpose to research, and analyze the institutional reality about *the teaching methodology and the development of writing skill with the students of 3<sup>rd</sup> years of bachillerato at experimental Bernardo Valdivieso high school.*

The research work has as objective: To determine how the teaching methodology influence in the development of writing skill with the students of 3rd year of bachillerato at experimental Bernardo Valdivieso high school.

The survey technique was selected for gathering the information, and it was applied to teachers and students of the researched institution.

In order to process the information the researcher select the following methods: scientific, inductive, deductive, descriptive and syntactic - analytical methods, among the results obtained most of the teachers do not have clear about writing definition, strategies and process to develop writing skill.

### **c. INTRODUCTION**

Today more than ever, it is essential to learn the English Language. Every day, it is more used in almost all the areas of knowledge and human development, practically, it is the language of the present world. Thus, many educational institutions have included English as one of their major subjects.

However the researcher can say that there are some difficulties in the students to develop writing skill because the teachers do not teach them the appropriate strategies and the process to develop writing skill, for these reasons, they finish the high school without enough knowledge to develop the writing skill in the English Language.

The researcher found the following research problem: *How is the teaching methodology in the development of writing skill with the students of 3rd year of bachillerato at experimental Bernardo Valdivieso high school* In order to analyze the main problem, it is necessary to research some aspects related to the teaching methodology to develop writing skill. For this reason, the researcher considers important to refer about the following sub problems: *What is the process in the development of writing skill with the students of 3rd year of bachillerato at experimental Bernardo Valdivieso high school?*

*Also, what kind of strategies are applied by the English teachers to develop writing skill, with the students of 3rd year of bachillerato at experimental Bernardo Valdivieso high school? .*

To fulfill this purpose, the following specific objectives are formulated: To identify the process in the development of writing skill with the students of 3rd year of bachillerato at experimental Bernardo Valdivieso high school; and, to verify the strategies applied by the English teachers to develop writing skill with the students of 3rd year of bachillerato at experimental Bernardo Valdivieso high school.

In relation with the main objective, the researcher establishes the following hypotheses for this research work. *The teaching methodology influences the development of writing skill with the students of 3<sup>rd</sup> year of bachillerato at experimental Bernardo Valdivieso high school.*

The main methods used in this research work were: *descriptive* method, which describes the obtained results in the research work; *scientific* method, which oriented the systematic steps to explain the logical relations of the researched object and to establish the corresponding conclusions and recommendations; the *deductive* method to interpret the logic implication of the hypothesis; *inductive* method which helped the researcher to detect the most important problems; the *analytic-synthetic* methods which served to analyze and contrast the empiric information from the applied instruments.

The present research work and its structure contains: in the first part, it has the introduction that presents the thesis work in its whole part. Also describes the contextual frame of the problem that got the researcher to develop this work, then the abstract that describes briefly and clearly in an effective way the pertinence of the research and it summarizes the main conclusions and outcomes that the

researcher got through thesis work, moreover it includes the review of literature where the researcher synthesizes the main variables of the hypothesis and also served as indicators to prove through a logical analysis the stated hypothesis.

It also contains the materials and methods used during the research process where the researcher describes the methods, techniques, instruments and procedures which have been used in the research process. It also presents clearly a reference about the researched population. Next it presents the obtained results of the research instruments that were applied to teachers and students with the corresponding interpretations and analysis to each question.

Then it describes the discussions of the questions with the percentage more representative to verify the stated hypothesis through a logical descriptive analysis, Also it refers to the conclusions which the researcher established after having contrasting the information of the instruments applied establishing the logical relations among them with the specific objectives stated in the project. Finally it presents the recommendations or possible solutions to the problematic found during the process of research work developed in the institution.



#### **d. REVIEW OF LITERATURE**

##### **➤ ECUADORIAN EDUCATIONAL SYSTEM**

The students of the high school have to produce continuous writing which is generally intelligible throughout. Develop an argument well enough to be followed without difficulty most of the time moreover, write a short simple advertisements also, write a short review of a film, book or play, besides summarize report and give their opinion about accumulated factual information on familiar routine matters within their fields ( social studies, science, etc.) with some confidence, in addition write short simple persuasive essays on topics of interest, and use a larger number of cohesive devices to link their utterances into clear coherent discourse though, there may be some jumpiness in a long contribution. In addition, it is necessary to take into account the writing process and strategies to develop step by step. So students will have more opportunities to produce and improve this important skill. Ecuadorian Educational System .Curriculum Guidelines (2012)

##### **LEARN ENGLISH LANGUAGE**

Learning a foreign language focus the integration of the four skills however with specific learning purposes the teachers can emphasize the use of one skill more deeply, in this way the students will have the chance to get a meaningful learning and know more about every skill. Withrow, Jean (1999),

Writing skill allows teachers to monitor and diagnose problems found in the students also, it allows students to see how they are progressing and to get

feedback from the teachers. According to MARY, Spratt, ALAN, Pulverness and MELANIE, Williams; (2005.),

### ➤ **WRITING SKILL**

Writing the visual representation of a language is invaluable for helping students communicate and understand how the parts of the language go together. Many students actually learn and remember more through the writing word.

Writing is one of the productive skills that a learner is expected to achieve in order to ensure his communicative competence. Writing is a visual Representation of speech in writing and speaking the language learner is engaged in communicating his ideas and feelings. MARY, Spratt, ALAN, Pulverness and MELANIE, Williams; Teaching knowledge Test. Cambridge University. ( 2005.)

- **What is writing skill?**

Writing is a productive skill, it involves producing language rather than receiving it. We can say that writing involves communicating a message (something to say) by making signs on a page. To write we need a message and someone to communicate it, also need to be able to form letters and words, and join this together to make words, sentences or a series of sentences that link together to communicate that message. All writing text types have two things in common. Firstly, write to communicate a particular message, and secondly write to communicate to somebody the message.

## ➤ **TIPS TO IMPROVE WRITING**

**1. Write every day.** If you want to be a better writer, write more. Write every day if possible--even a journal entry, an email or a letter will do. The best way to develop effective writing skills is to practice, practice, and practice.  
[www.copyblogger.com/fast-writing-improvement/](http://www.copyblogger.com/fast-writing-improvement/) (2005)

**2. Read--a lot!** Reading offers writers a lot of benefits. First, you see how great writers construct their work: Style, diction, construction of sentences, paragraphs, whole pieces. Reading helps you expand your vocabulary. Often, even simple articles or stories contain new words or terms that you can put away for your own future use. If you want to be a good writer, be a good reader.

**3. Commit certain basic rules to memory and force yourself to use them.** One way to develop writing skills is to learn these basics grammar rules and make sure you use them all the time. What should every writer know? Good writers should know how to write short, concise, complete sentences. They should know when to use commas to separate ideas in a sentence--and when not to do so. They should know how to get a subject and verb too.

**4. Learn basic grammar rules.** Writing guides such as "The Elements of Style" can be found in the reference section of any bookstore or library. Once you have mastered the basics, writing will not be such a chore.

**5. Prepare to write more than one draft.** No one's writing is perfect the first time. Read out loud what you have written--this can often help pick up errors you

might not have noticed otherwise. [www.copyblogger.com/fast-writing-improvement./](http://www.copyblogger.com/fast-writing-improvement/) (2005)

## ➤ **FORMS OF WRITING COMMUNICATION.**

- **Letters**

If language students will ever need to write anything in the second language, it will probably be a letter. Letters are one of the most widespread forms of writing communication. For this reason, we have to devoted classroom time to teaching letter writing. But it is not only because letters are so useful that we should do this Teaching letter writing also gives as the chance to deal with a variety of forms and functions that are an essential part of language mastery. We write letters to invite, explain apologize, commiserate, congratulate, complain inquire, order, apply, acknowledge, and thank. Each of this language functions has its own associated vocabulary, connotations, sentence structures, and appropriated choice of words and tone to fit the audience. Within each function there are various levels of formality and informality. Letter writing tasks make students consider their audience as well as their accuracy.

- **Letters and forms**

Present a situation to the class, such as looking for a job through a summer job employment agency. Various jobs are advertised there office clerk, salesperson in a bookstore, supermarket, cashier, gas station attendant, babysitter, and farm worker. Show the class a sample advertisement for a job and discuss it.

- **Informal letters**

Establish a situation in the classroom; for example the students are to invite another student to a party, or students are to ask each other question. The students they write informal notes to a daily one in your ESL. Classroom. Students can be encouraged to make real request and ask real questions.

- **Business letter**

Once students know the form of a business letter, they can be given communicative writing task that lead to them to practice this useful form. The writing of business letters in the classroom can be tied in very neatly with lessons on the functions of language how to apologize, complain, inquire, for example, and pertinent vocabulary and expressions to use for these functions Raimes Ann Techniques in Teaching Writing Oxford University Press, (01/12/1983.)

- **Pen Pals**

When students have pen pals from another country, they feel the need to communicate clearly. If a teacher can arrange for a whole class of students to correspond with a class in another country, then letter writing can become a regular feature of the class. What is more, these classroom writing can then actually be mailed and the students will receive an answer. Setting this up takes time, but it is not difficult. Teachers from another country wishing to find whole classes of English speaking pen pals can write to the presidents of local affiliated organization of the International TESOL organization for information.

- **Daily notes**

Just many people write list but do not show them to anyone else, so many people also keep daily notebooks or journals. They write a record of the events of the day of their ideas about those events .The fact that this is personal writing does not exclude it from classroom used. When people write every day, for their own eyes and not to be judge by another, they often find that they can write more and more each day. Their influence increases. They labor less over each word. When they write about something that concerns them, they worry less about being “correct”. All of this is useful in learning to write.

1. Ask students to keep a special notebook and to write and it in English for a few minutes every day: a reaction to something they saw or read, an account of an event, or a descriptions of a feeling.
2. Allow a few minutes at the end of each class for students to write in their notebooks a summary of what happened in the class.
3. Begin some classes by letting students write for ten minutes on any topic. It is god to encourage some students to volunteer to read aloud what they have writing, for then the lesson begins with an emphasis on writing for communication of ideas.

- **Instructions**

Writing instructions is such a common writing activities that language learners need to learn how to do it. There is a variety of classroom techniques that have

developed around this activity. Just as writing daily notes taps the student's inner thoughts, likes and dislikes, the writing of real instructions taps the student's skills.

What is good at?

1. Ask students to interview each other to find out what the other person know how to do.
2. Students write instructions for each other as to how to get from the school to their home. Raimes Ann Techniques in Teaching Writing Oxford University Press, (01/12/1983.)

### ➤ **WRITING SUB –SKILLS**

Writing involves several sub skills, some of these are related to accuracy, using the correct form of writing accuracy involves spelling correctly, forming letters correctly, writing legible punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly joining sentences correctly and using paragraphs correctly; but writing is not just about accuracy . It is also about having a message and communicating it successfully to other people. We need to have enough ideas, organize well and express then in an appropriate style. Driscoll, Liz, Cambridge English Skill. ( 2008)

- **Spelling**

One of the reasons that spelling is difficult for students of English is the fact that not all varieties of English spell the same words in the same way.



One of the best ways for students to improve their spelling is through reading especially extensively also dictation is useful for drawing attention to English spelling and pronunciation, the English teacher has to use a variety of dictation techniques in order to improve writing skill.

Incorrect spelling can not only create misunderstandings but also can often be perceived, by the reader, to reflect a lack of education. Spelling in English is very difficult by the fact that many words that are pronounced the same are written differently and some words are written the same but pronounced differently.

A single sound in English can be written in many different ways, because it is not a phonetic language. As teachers, we need to draw the students' attention to the different ways of pronouncing the same letters and have them do exercises to discover the rules. Spelling differences between English and American English plus the new kind of 'slang' emerging through the internet and e-mail- don't exactly help either. One of the best ways to help students with spelling is through extensive reading. Harmer, Jeremy ; How to teach writing\_Pearson ,Longman. (2003)

- **Punctuation**

Using punctuation correctly is an important skill. Many people judge the quality of what is written not just on the content, the language, and the writer's handwriting but also on their use of punctuation. If capital letters, commas, full stops, sentences and paragraph boundaries, etc. are not used correctly ,this can not

only make a negative impression but can , of course, also make a text difficult to understand.

Where writers are using e-mail communication, the need for accurate punctuation (or spelling) does not seem to be so great .Features such as capital letters and apostrophes are frequently left out. However, even e-mails can sometimes be

- **Layout and Punctuation**

To write well, one must be able to use pronunciation correctly Different writing communities obey different punctuation and layout conventions in communications such as letters reports and publicity Once again; this can present the students with major problems if the rules of their first language are significantly different from those of English. In reality (despite the many rules) punctuation is a matter of personal style.

To help students learn different layouts of writing, they need to be exposed to, and be given the chance to practice with many different styles. After completing a piece of written work, they get to check it over for grammar, vocabulary usage as well as punctuation and spelling. As with speaking activities, students will often require planning time for written work. More formal or official and then such careless use of the computer keyboard may make a poor impression. Jeremy, Harmer; How to teach writing Pearson, Longman. (2003)

- **Why is punctuation mark important?**

When we speak, we can pause or emphasize certain words and phrases to help people understand what we are saying. In our writing, we use punctuation to show

pauses and emphasis. Punctuation marks help the reader understand what we mean. A punctuation mark is a mark, or sign, used in writing to divide texts into phrases and sentences and make the meaning clear. MARY, Spratt, ALAN, Pulverness and MELANIE, Williams; Teaching knowledge Test. Cambridge University. (2005)

### ➤ **CORRECTION CODE**

The teachers have to use correction code to indicate the types of mistakes in accuracy that the learner has made. This enables learners to make their own corrections. Here is an explanation of letters and symbols.

∧ = Word missing

Sp. =wrong spelling

A: = Wrong agreement

V = Wrong vocabulary

WO = wrong word order

T = Wrong verb sentence

P = punctuation (comma, full stop, etc.)

✓ = good sentence or expression.

Prep = wrong preposition

? = ask me

/ = too many words. MARY, Spratt, ALAN, Pulverness and MELANIE, Williams; Teaching knowledge Test. Cambridge University (2005)

## ➤ **TYPES OF WRITING**

- **Story Narrative**

A good story entertains the audience. This means that a reader stays interested from the beginning to the end of the story. A favorite character, a special setting, and surprising events make a story fun to read and keep the reader interested.

Withrow, Jean. *Effective Writing*. Cambridge University press, tenth printing. (1999.)

These are the elements a writer uses to create a story.

- **Characters** are the people in the story who carry out the action.
- **The plot** tells what happens in the story and what the characters do.
- **Dialogue** is the conversation between characters that helps to make the story come to life.
- **Setting** shows the story's time and place.
- **Sequence of events** is the order of how things happen.

A story often tells about a problem, and how the characters solve it. Use imagination! A story comes to life with vivid descriptions, sensory images and original events.

- **Expository Writing**

Expository writing informs the reader. To make your report stronger, use description to help others “see” your ideas. Share information that your audience may not already know.

- Gather your facts from books, magazines, and the Internet.

- Make a plan! Organize facts and observations in an outline.
- Develop your main idea with vivid, unusual details.
- Write a clear beginning, interesting middle, and a strong ending.
- Add interest to your report with photographs, drawings, a chart or a graph.

- **Explanatory Writing**

Writing that explains rules or gives instructions is called explanatory writing. Sometimes it is called “how-to” writing. It lists the materials, equipment, or ingredients you need, and then gives each step.

- Make it easy for readers to follow your steps. List them by number.
- Use time-order words that tell when to do each step. Sometime-order words you can use are
  - First, second, third, next, and last.
  - Give space-order details for size, shape, color, and position.
  - Use space-order words like below, over and beside.
  - Give details so the reader can “see” each step.
  - Drawings or diagrams can show readers if they are on the right track.

- **Persuasive Writing**

Good persuasive writing convinces a reader to think or behave a certain way. This type of Writing gives you a chance to express your thoughts and opinions on a topic, the most convincing. Withrow, Jean. Effective Wring. Cambridge University press, tenth printing. (1999)

## ➤ **PURPOSE FOR WRITING**

- **To entertain**

What will the audience enjoy? Entertain with silly song's lyrics, a funny story, an animal adventure, a friendly letter.

- **To inform**

People want to know about things. They want to know why and how. They need information they can use to make decisions.

- **To explain**

Readers need to know how to cook, assemble, construct, repair, connect, built, perform. Can you write direction that will be truly helpful?

- **To describe**

Make images come alive in the minds of your readers. Describe a unique character, a scenic tourist spot, your favourite pet.

- **To persuade**

You want your readers to buy, to act, to join. You're looking for help or you want to make a change. Choose your words wisely and give reason to support your requests.

- **To reflect**

Writing down your thoughts and feelings helps you think about the world around you. Deciding to share your reflective writing can help others to understand you better. English Language Career. Theoretical – linguistic fundamentation II. English language workshop to acquisition of the language. National University of Loja. (2004)

## ➤ **WRITING PROCESS**

Writing is a process that is made up of several different elements: Invention (Pre-Writing), Organization, Writing, Revising, and Editing. However, these different elements overlap with one another; they are not separate stages. Successful writers are constantly going through these different elements. In other words, the student who is proficient at college level writing is aware of what makes up the writing process. Skillful writers continually remind themselves of this process, and they constantly monitor their writing, re-engaging themselves with their work.

Writing process involves a series of steps to follow in producing a finished piece of writing. Teachers have found that by focusing on the process of writing, almost everyone learns to write successfully in coherent write clear sentences paragraphs, essays, articles, stories, reports. Margaret Keenan Segal. Cheryl Pavlink a writing process book interaction one. (1996)

- **Prewriting**

Think

- Decide on a topic to write about.
- Consider who will read or listen to your written work.
- Brainstorm ideas about the subject.
- List places where you can research information.
- Do your research.

- **Drafting**

Write

- Put the information you researched into your own words.



- Write sentences and paragraphs even if they are not perfect.
- Read what you have written and judge if it says what you mean.
- Show it to others and ask for suggestions.

- **Revising**

Make it better

- Read what you have written again.
- Think about what others said about it.
- Rearrange words or sentences.
- Take out or add parts.
- Replace overused or unclear words.
- Read your writing aloud to be sure it flows smoothly.

- **Proofreading**

Make it correct

- Be sure all sentences are complete.
- Correct spelling, capitalization, and punctuation.
- Change words that are not used correctly.
- Have someone check your work.
- Recopy it correctly and neatly.

- **Publishing**

Share the finished product

- Read your writing aloud to a group.
- Create a book of your work.
- Send a copy to a friend or relative.

- Put your writing on display.
- Illustrate, perform, or set your creation to music.
- Congratulate yourself on a job well done

[http://lewis.apsb.org/faculty\\_pages/stacey.blanchard/the five steps of the writing process.htm](http://lewis.apsb.org/faculty_pages/stacey.blanchard/the%20five%20steps%20of%20the%20writing%20process.htm). (13/07/2013 )

## ➤ **WRITING STRATEGIES**

### • **Writing strategies definition**

Writing strategies: Explicitly teach students strategies for planning, revising, and editing their written products. This may involve teaching general processes (e.g., brainstorming or editing) or more specific elements, such as steps for writing a persuasive essay. In either case, we recommend that teachers model the strategy, provide assistance as students practice using the strategy on their own, and allow for independent practice with the strategy once they have learned it.

Writing strategies are deliberate, focused ways of thinking about writing. A writing strategy can take many forms. It can be a formal plan a teacher wants students to follow to write a book report, or it can be something as simple as a trick to remember how a word is spelled.

Writing can be difficult and time consuming for many students, but like any complex job, writing is easier if you have the right tools. Writing strategies are the tools writers use to do their work. Quebec literacy working group strategies for writing, (2008)

## ➤ **STRATEGIES TO DEVELOP WRITING SKILL**

### • **Brainstorming Ideas**

Brainstorming lets students work together in the classroom in small groups to say as much as they can about the topic. The teacher does not have to monitor grammar or pronunciation, except when the speaker cannot be understood, though the teacher will obviously be the resource person whom students turn to as they search for the right word or the right structure to express their ideas.

- Linking your ideas
- Use a new paragraph for each main idea.
- Use linking expressions to connect your paragraphs.
- Use reference words to avoid repetition.

### • **Organizing**

Once you have decided your topic and possibly brainstormed some ideas or even completed your first draft you will want to revise by reorganizing your thoughts into a structure to convey your message, this does not mean having a certain number of sentences or paragraphs it simply means having an organization that matches the purposes of your writing.

### • **Paraphrasing**

A paraphrase is simply a restatement of a source's words or ideas into your own words. It's really that simple! A paraphrase will typically restate a fairly brief portion, say a paragraph or so, of an original source and may be structured similarly and of a similar number of words.

You might prefer a paraphrase to a direct quotation when you can state an idea more clearly or concisely or in words more consistent with your own writing style

than the original source. You have to follow the same cardinal rules as you do for quoting. Your paraphrase must be accurate and it must be consistent with the intent of the source.

- **How Do I Paraphrase Correctly?**

It's not enough to simply change a few words around, or replace words with synonyms to constitute a paraphrase. You literally have to rewrite the material using your own words. One good way to be sure that you're paraphrasing fairly is to follow these steps:

1. Read the material you want to paraphrase several times.
2. Try rewriting the material in your own words without looking at the original source.
3. Check your rewrite against the original source, making sure to verify that your rewrite is accurate and consistent with the intent of the source and that you have not simply shuffled a few words around.

Make sure that you make it clear to the reader where your paraphrase begins and ends and where your own ideas or comments are included. Don't be afraid to put the original source's unique terms or phrases in quotation marks as part of your paraphrase. In all cases, remember to identify that you are referring to an outside source in the body of your paper and to provide a complete source at the appropriate place in your paper.

It is not inappropriate to abbreviate the paraphrase from the original source if the material that is left out is not essential to the point you're making or to

understanding the paraphrase. This is similar to using ellipses to leave out irrelevant or unimportant material, but you don't have to indicate what has been left out.

- **Proofreading**

"Proofread" means to read for errors. Now that you have edited your writing it is time to look for errors and correct them. During the revising and editing process you may have corrected some. It can be very helpful to take another break from your writing before you start to proofread.

Proofreading is the process of checking your written work for what are often referred to as surface errors. These are errors in spelling, punctuation, and grammar. Your teachers will expect that the work you hand in does not contain any surface errors. Here are some guidelines for proofreading that will help you to identify and then correct these errors.

In addition to following the general guidelines above, individualizing your proofreading process to your needs will help you proofread more efficiently and effectively. You won't be able to check for everything (and you don't have to), so you should find out what your typical problem areas are and look for each type of error individually. Here's how: Find out what errors you typically make. Review instructors' comments about your writing and/or review your paper. Use specific strategies. Use the strategies detailed on the following pages to find and correct your particular errors in usage, sentence structure, and spelling and punctuation.

- **Peer editing**

Students demonstrating writing difficulties may benefit from the strategy peer editing, with another student from their class. Using this strategy, one student would critique another student's writing. It is great for other students to critique a classmates writing. They learn more ways to improve their writing based on mistakes that others make, which are inappropriate to use in their writing. It is helpful to look at other peoples' writing to see what you can do to improve your own writing skills. Peer editing can be used in grades three through six. In peer editing you are usually evaluating another students writing to make sure it is organized, has correct punctuation, is clearly and neatly written, and a student is given the opportunity to tell the writer what they like about the child's writing (some positive comments). Peer editing can be used in self-contained settings with peers who are writing on the same level. A teacher may have to assist students and look over each child's writing and critique their writing as a small group, peer editing means working with someone usually someone in your class to help improve, revise, and edit his or her writing

- **Steps to peer editing**

- **Step. 1** Compliments stay positive

Remember you are helping to change someone else work.

- **Step.2** Suggestions: making suggestions means giving the author some specific ideas about how to make his or her writing better.
- **Step.3** Corrections, means checking your
  - Spelling mistakes

-Grammar mistakes

-Missing punctuation

-Incomplete or run –on sentences. Quebec literacy working group strategies for writing, (2008)

## ➤ **HOW TO TEACH WRITING SKILLS TO HIGH SCHOOL STUDENTS?**

With any combination of teaching strategies a teacher chooses to use, students must be given ample time to write. Writing cannot be a subject that is short-changed or glossed over due to time constraints. Moreover, for weaker writers, additional time, individualized support, and explicit teaching of transcription skills (i.e., handwriting, spelling, typing) may be necessary. For all students, teachers should promote the development of self-regulation skills. Having students set goals for their writing and learning, monitoring and evaluating their success in meeting these goals, and self-reinforcing their learning and writing efforts puts them in charge, increasing independence and efficacy. Quebec literacy working group strategies for writing, (2008.)

### • **Teaching Writing**

Writing the visual representation of a language is invaluable for helping students communicate and understand how the parts of the language go together. Many students actually learn and remember more through the writing word.

This section takes a close look at writing skills and how to help students develop their ability to express themselves in writing. Keep in mind that writing almost



always involves reading; the two skills, the receptive and the productive are independent because a good reader is a good writer Numan David : Second Language Teaching and Learning. (1999)

## **e. MATERIALS AND METHODS**

### **➤ Research Design**

It is important to mention that this research is descriptive since the researcher did not manipulate the variables, but there was the chance to make a direct observation to see how it is the phenomenon in the reality. For the development of it, some methods and techniques were applied, in order to get the required data and the exposed results in this research.

### **➤ Methods**

- **Scientific method.**

The researcher used this method to analyze the collected information in order to find the problematic, formulate hypothesis and prove these and, finally the interpretation of the results to establish conclusions and recommendations.

- **Descriptive method.**

This method permitted the researcher identify the problem, formulation of the objectives and the hypothesis, the collection and organization of data until getting the conclusion and recommendations.

- **Deductive method**

This method was used in order to give a logical explanation based on the observation facts and the hypothesis to reach theoretical conclusions. It let the observation of the phenomena, which was applied to the real interpretation and analysis to describe and explain through deductive logic the facts and data.

Afterwards, the researcher proceeded with the elaboration and application of the instruments in the educative institution and turned to the analytical-syntactic

method to process the information obtained and interpret appropriately the obtained data which helped to the researcher to prove the hypothesis.

- **Inductive method**

It was used by the researcher to detect the most important problems that the teachers and students face to learn the English Language. In this way the researcher could find the problematic. Moreover the researcher applied surveys to teachers and students which helped the researcher to know the different problems into the development of writing skill. On the other hand the researcher searched more information about the problem and used a lot of bibliography like: books, documents and internet to analyze in a good way the information that the researcher got after applying the surveys.

- **Analytic and synthetic method.**

This method was applied to analyze, and contrast the empiric information from the applied instruments with the purposes of find the main problems about the theme and establish the respective conclusions.

➤ **TECHNIQUES AND INSTRUMENTS.**

In the present thesis the researcher used the following techniques:

- **Bibliographic study.** - It is an important and significant technique that the researcher used to obtain bibliographic information from books and specific texts according to the variables found in the hypothesis.
- **The survey.**-This technique permitted the researcher to obtain the main information applying a questionnaire to teachers and students to know the problems about the theme and afterwards collect information provided in the theoretical frame to prove the hypothesis.

## ➤ **PROCEDURES**

- **Tabulation**

First of all the data was processed in excel program, through the tabulation of the information gathered in the field work. It was used the descriptive statistics for the closed questions from the explanation of every question.

- **Organization**

Then, the empiric information was organized considering the specific hypothesis of the research project and the variables of each one. Thus the information was structured in appropriated way.

Next the information obtained was represented properly in statistics tables, which contained the frequency and the percentage obtained from the indicators of the applied questionnaire.

- **Graphic representation**

After the data have been described in statistic tables, it was necessary to represent them in graphic bars, so it was easy to understand them, and then interpret the information obtained of every question.

- **Interpretation and analysis**

The information presented in tables and graphs helped to interpret the corresponding percentages of every question, which was also analyzed in detail, contrasting it with the theoretical referents and the variables of the specific hypothesis, in order to get a better understanding of the results.

- **Hypothesis verification**

The hypothesis number 1 was proven in a descriptive way through a process of logical analysis of the results, considering the most characteristic ones in relation

to the stated variables, and the hypothesis 2 was reject according to the analysis of the results obtained in the surveys.

- **Conclusions and recommendations**

Finally the conclusions was formulated taking into account the established objectives of the research, also some recommendations was proposed to the teachers and students of the researched institution, so that the present thesis contributed to the improvement of the problems found with the development of writing skill.

- **POPULATION AND SAMPLE.**

The population which the researcher worked was 178 students of Bernardo Valdivieso high school morning section. The morning section has 4 teachers and the surveys were applied to all of them.

Teachers and students sample of “Bernardo Valdivieso” high school morning section.

<b>VARIABLE</b>	<b>POPULATION</b>	<b>SAMPLE</b>
➤ <b>Students of the major of Math – Physics.</b>	<b>127</b>	<b>68</b>
➤ <b>Students of the major of Chemistry – Biology.</b>	<b>132</b>	<b>71</b>
➤ <b>Students of the major of Social Science.</b>	<b>73</b>	<b>39</b>
<b>TOTAL</b>	<b>STUDENTS</b>	<b>178</b>
	<b>TEACHERS</b>	<b>4</b>

## **f. RESULTS**

### **1. HYPOTHESIS No. 1**

There is a little knowledge about the process in the development of writing skill with the students of 3rd year of bachillerato at experimental BernadoValdivieso high school .Loja city. Academic year 2012-2013.

#### **TEACHERS AND STUDENT´S SURVEYS**

##### **1. Select the correct answer**

**What is the writing skill about?**

##### **Statistic Table**

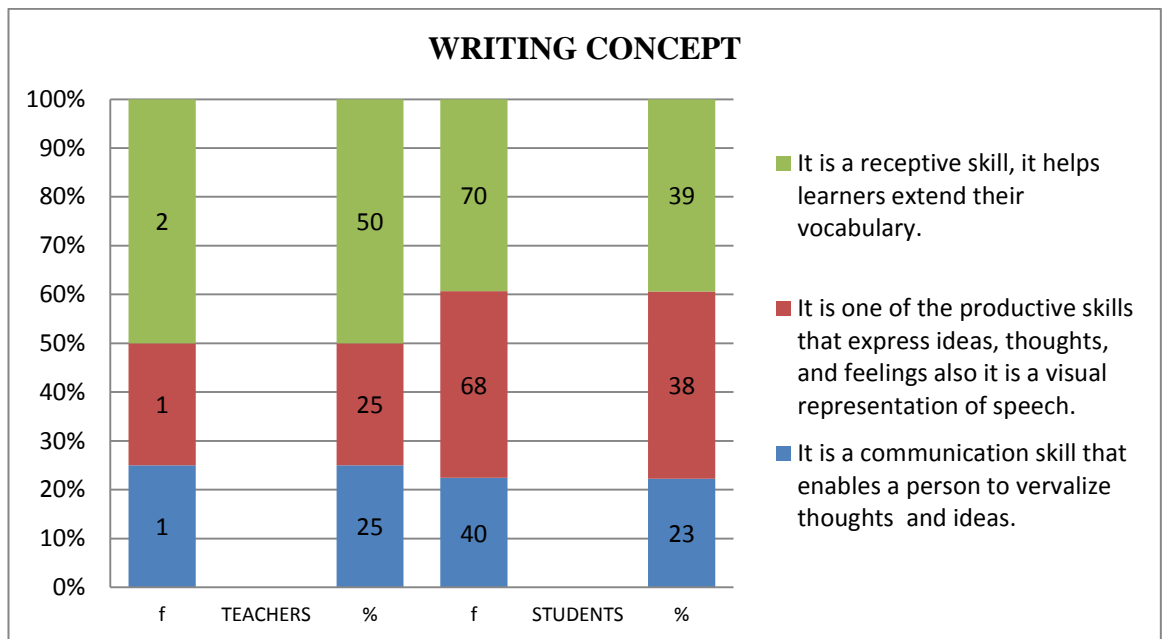
###### **a) Table 1.**

<b>WRITING CONCEPT</b>	<b>TEACHERS</b>		<b>STUDENTS</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
➤ It is a receptive skill, it helps learners extend their vocabulary	2	50	70	39
➤ It is one of the productive skills that express ideas, thoughts, and feelings also it is visual representation of speech	1	25	68	38
➤ It is a communication skill that enables a person to verbalize thoughts and ideas.	1	25	40	23
<b>TOTAL</b>	4	100	178	100

**Source:** Teachers and student´s surveys.

**Author:** The researcher.

b) **Graph 1.**



c). **Logical analysis**

The results demonstrated that half of teachers and several students do not have a clear knowledge about, the writing concept because they chose the answer; it is a receptive skill, it helps learners extend their vocabulary. They are confused because this is the reading concept, and the correct answer about writing skill is: That it is one of the productive skills that express ideas, thoughts, and feelings also it is visual representation of speech.

According to MARY, Spratt, ALAN, Pulverness and MELANIE, Williams; (2005.) writing is one of the productive skill that express ideas, thoughts, and feelings it is also a visual representation of a language, it is invaluable for helping students communicate and understand how the parts of language go together. Many students actually learn and remember more through writing.

## 2. What kind of writing production do you develop in the English classes?

### Statistic Table

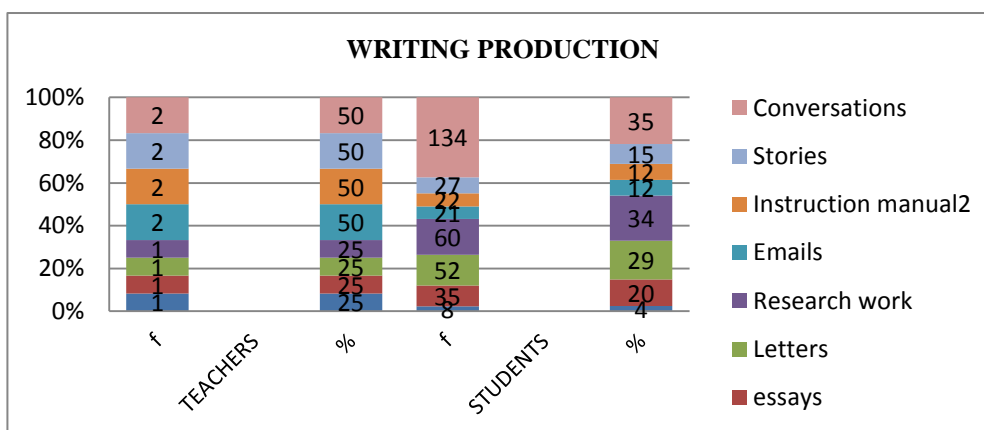
a) Table 2

Writing production	TEACHERS		STUDENTS	
	f	%	f	%
➤ Conversations	2	50	134	75
➤ Stories	2	50	27	15
➤ Instruction manual	2	50	22	12
➤ Emails	2	50	21	12
➤ Research work	1	25	60	34
➤ Letters	1	25	52	29
➤ Essays	1	25	35	20
➤ Recipes	1	25	8	4

**Source:** Teachers and student's surveys

**Author:** The researcher

b) Graph 2



### c) Logical analysis

The results indicated that half of teachers selected conversations, stories instruction manual and emails as writing production, also many of students told



conversations, but it is important to mention that teachers and students chose conversation as a writing production. It is not right because it deals with speaking skill.

Teachers have to apply more activities in their classes to develop the writing skill with the objective of improving teaching; these way students can develop their skills in a positive environment.

According to the Ecuadorian Educational System (2012), the students of the high school have to produce continuous writing which is generally intelligible throughout. High School students should be able to:

Develop an argument well enough to be followed without difficulty most of the time moreover, writing a short simple advertisement, a short review of a film, book or play, besides stories, instruction manuals, letters, recipes, reports and give opinion about accumulated factual information on familiar routine matters within their fields ( social studies, science, etc.) with some confidence, in addition write short simple persuasive essays on topics of interest, and use a larger number of cohesive devices to link their utterances into clear coherent discourse though, there may be some jumpiness in a long contribution. In addition, it is necessary to take into account the writing process and strategies to develop step by step. So, students will have more opportunities to produce and improve this important skill.

### 3. What are your English classes based on?

#### Statistic Table.

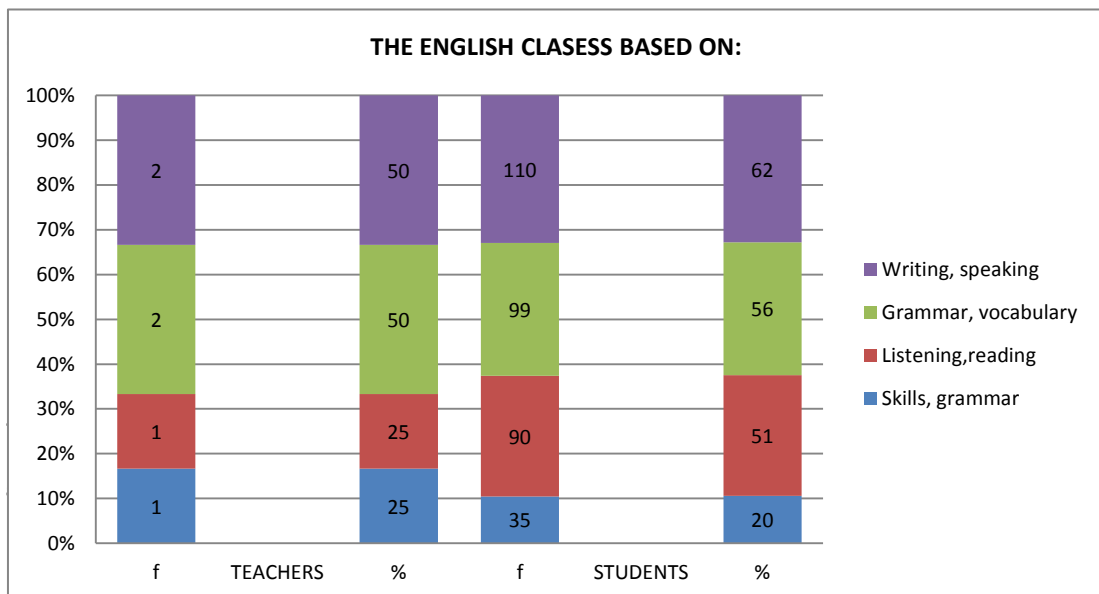
a) Table 3

The English classes based on:	TEACHERS		STUDENTS	
	f	%	f	%
➤ Writing, Speaking	2	50	110	62
➤ Grammar, vocabulary	2	50	99	56
➤ Listening, Reading	1	25	90	51
➤ Skills, grammar	1	25	35	20

**Source:** Teachers and student's surveys.

**Author:** The researcher

b) Graph 3



c). Logical analysis

The results indicated that half of teachers show that their English classes are based on: writing and speaking, grammar, vocabulary, besides a lot of students said

writing, speaking, grammar and vocabulary and more than half of students affirmed listening and reading .

There is a contradiction between teachers and students because in this question, the correct answer is skills and grammar, because when teachers teach their students to use a language well, they do not forget to know all the abilities of the four skills because each one of them has an important function and sequence, but in this research that is about writing skill, it is important to take into account the grammar.

According to MARY, Spratt, ALAN, Pulverness and MELANIE, Williams; (2005.), writing skill allows teachers to monitor and diagnose problems found in the students also, it allows students to see how they are progressing and to get feedback from the teachers.

#### **4. How often do you practice writing skill in the English subject?**

##### **Statistic Table**

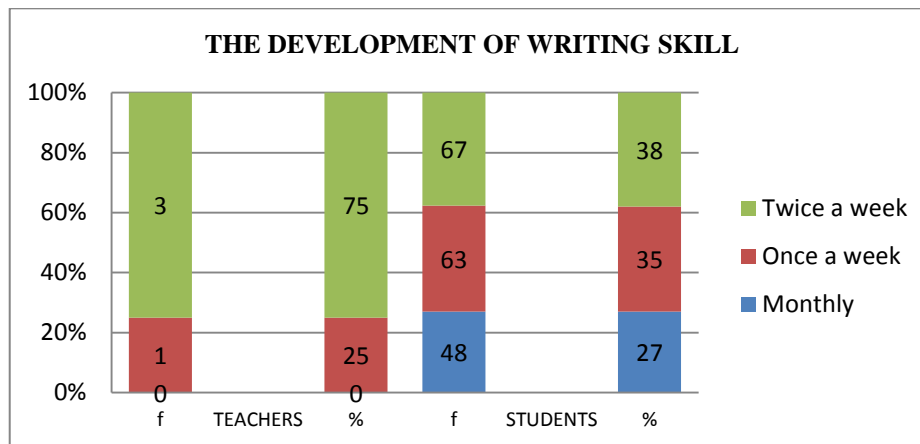
**a) Table 4**

<b>The development of writing skill</b>	<b>TEACHERS</b>		<b>STUDENTS</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
➤ Twice a Week	3	75	67	38
➤ Once a week	1	25	63	35
➤ Monthly	0	0	48	27
<b>TOTAL</b>	4	100	178	100

**Source:** Teachers and student's surveys.

**Author:** The researcher.

**b) Graph 4**



**c) Logical analysis**

The results indicated that a lot of teachers and some students develop writing skill in all the English classes, it is necessary that English teachers encourage their students to develop the writing skill very frequently; it is possible in every English class.

According to Driscoll. Liz (2008), extensive writing is necessary because it gives the students more confidence to write and express their thoughts. But it also requires the teachers' guide and control. Writing skill helps the students to learn. How? *First*, writing reinforces the grammatical structures, idioms, and vocabulary that the teachers have been teaching *Second*, when the students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. *Third*, when the students write, they necessarily become very involve with the new language; the effort to express ideas and the constant use of eyes, hand and brain is a unique way to reinforce learning

**5. Do you follow the stages of writing process in your English classes?**

**Statistic Table.**

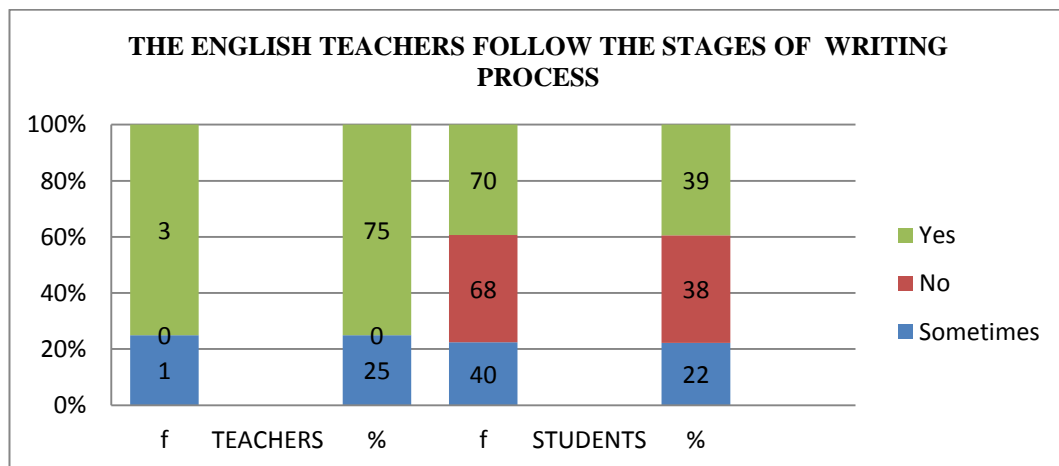
**a) Table 5**

Usage of writing process stages	TEACHERS		STUDENTS	
	f	%	f	%
➤ Yes	3	75	70	39
➤ No	0	0	68	38
➤ Sometimes	1	25	40	23
<b>TOTAL</b>	4	100	178	100

**Source:** Teachers and student's surveys.

**Author:** The researcher

**b) Graph 5**



**c) Logical analysis**

The results demonstrated that there is a contradiction between teachers and students. This is because many of teachers said that they follow the writing process with their students in the development of writing skill, whereas not many students informed that their teachers follow the stages of the writing process.

According to [http: Lewis.cpsb.org/faculty](http://Lewis.cpsb.org/faculty) (2013), to develop writing skill is important to follow the writing process, because it involves a series of steps to follow in producing a finished piece of writing. Teachers have found that by focusing on the process of writing, almost everyone learns to write successfully in coherent write clear sentences paragraphs, essays, articles, stories and reports.

## 6. Which are the stages of writing process?

### Statistic Table

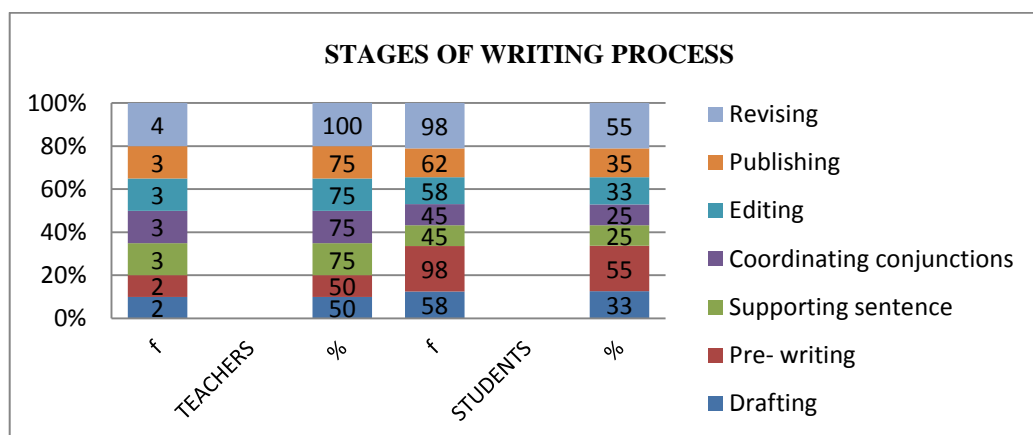
a) Table .6

Stages of writing process	TEACHERS		STUDENTS	
	f	%	f	%
➤ Revising	4	100	98	55
➤ Publishing	3	75	62	35
➤ Editing	3	75	58	33
➤ Coordinating conjunctions	3	75	45	25
➤ Supporting sentence	3	75	45	25
➤ Pre-writing	2	50	98	55
➤ Drafting	2	50	58	33

**Source:** Teachers and student's surveys.

**Author:** The researcher.

b) Graph 6



### c) Logical analysis

The chart shows that teachers and students are confused at the moment to select the stages of writing process, because all teachers selected revising, moreover many of teachers indicated publishing, editing, coordinating conjunctions and supporting sentence and the half of them answered prewriting and drafting, whereas more than half of students contested revising and prewriting. It is necessary informed that a lot of teachers chose coordinating conjunctions and supporting sentence as the stages of writing process, and they are not phases of writing process they are part of the grammar to form sentences and paragraphs.

These results demonstrated that teachers need to search information about the writing process and teach their students, because writing process permit the students to organize a paragraph, report and so on in a formal way

According to [http: Lewis.cpsb.org/faculty](http://Lewis.cpsb.org/faculty) (2013), the writing processes are: Pre-writing, Drafting, Revising, Editing and Publishing.

### 7. Match the stages of the writing process with their definition.

#### Statistic Table.

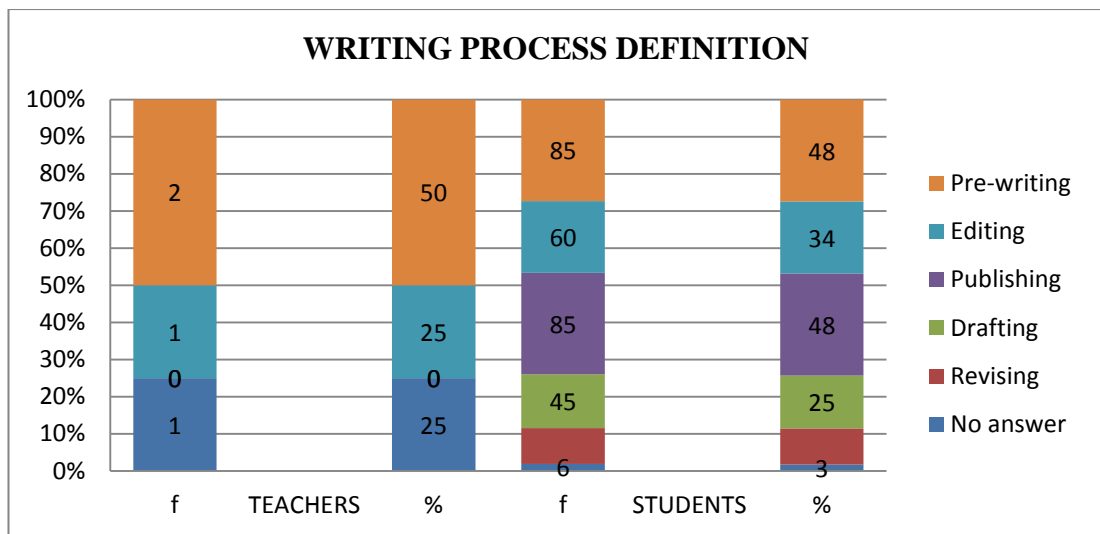
##### a) Table 7

The writing process with their definition		TEACHERS		STUDENTS	
		f	%	f	%
➤ Pre-writing	Decide on a topic to write about and brainstorm ideas about the subject.	2	50	85	48
Editing	Correcting and improving the text.	1	25	60	34
➤ Publishing	Share the finish product.	0	0	85	48
➤ Drafting	Show it to others and ask for suggestions.	0	0	45	25
➤ Revising	Take out or add parts.	0	0	30	17
No answer		1	25	6	3

Source: Teachers and student's surveys

Author: The researcher.

**b) Graph 7**



**c) Logical analysis**

Regarding the knowledge of the stages of writing process, half of the teachers knew the definition of prewriting and nobody knew the definition of publishing, drafting and revising, while almost half of students knew the definition of pre writing, and publishing.

Therefore, the teachers have to search information about all the writing process such as: Pre-writing, editing, drafting, revising and publishing, and teach their students the importance and meaning of each one of them, with the objective of increasing effective writing skill, following the stages step by step.

According to [http: Lewis.cpsb.org/faculty](http://Lewis.cpsb.org/faculty) (2013), the writing processes are: *Pre-writing* is firstly to decide on a topic to write about, secondly consider who will read your written work, and finally brainstorm ideas about the subject. *Drafting* is writing sentences and paragraphs even if they are not perfect and then read what



you have written and judge if it says what you mean, at the end, show it to others and ask for suggestions. *Revising* is reading what you have written again, then think about what others said about it, after, take out or add parts and then replace overused or unclear words, and read your writing aloud to be sure it flows smoothly. *Editing* is correcting and improving the text. *Publishing* is reading your writing aloud to a group, after that create a book of your work after send a copy to a friend or relative and then put your writing on display and illustrate, perform, or set your creation to music, finally congratulate yourself a well done job.

## 2 HYPOTHESIS 2

The strategies applied by the English teachers support the development of the writing skill with the students of 3rd year of bachillerato at experimental Bernardo Valdivieso high school. Loja city. Academic year 2012 – 2013.

### 8. Do you apply some strategies to develop writing skill?

**Statistic Table.**

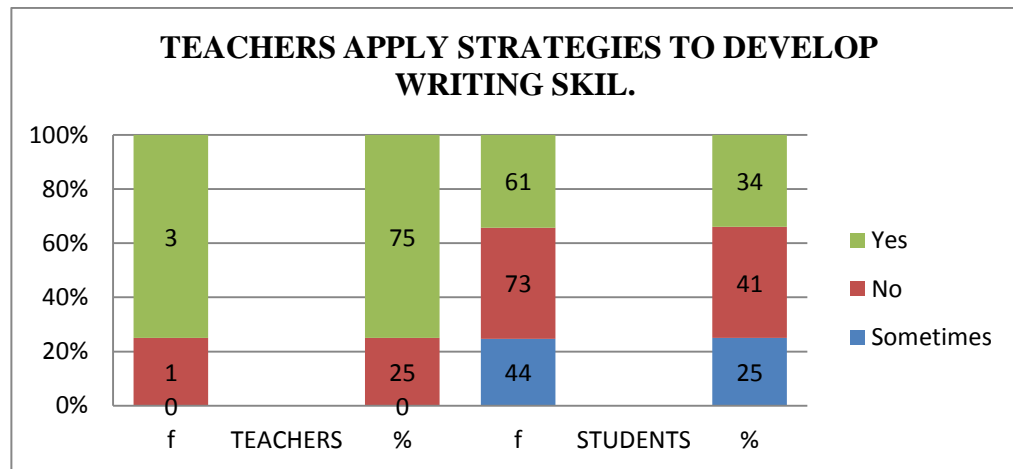
a) **Table 8**

English teachers apply Strategies to develop writing skill	TEACHERS		STUDENTS	
	f	%	f	%
➤ Yes	3	75	61	34
➤ No	1	25	73	41
➤ Sometimes	0	0	44	25
<b>TOTAL</b>	4	100	178	100

**Source:** Teachers and student´s surveys.

**Author:** The researcher.

**b) Graph 8**



**c). Logical analysis**

According to the results, there was a contradiction between teachers and students because many of teachers answered that they apply the strategies to develop writing skill, and several students indicated that their teachers do not apply strategies to develop writing skill.

The teachers have to apply the adequate strategies to motivate students in the development of writing skill.

According to Quebec literacy (2008), writing strategies are deliberate, focused ways of thinking about writing. A writing strategy can take many forms. It can be a formal plan a teacher wants students to follow to write a letter, report and so on, or it can be something as simple as a trick to remember how a word is spelled, writing is easier if you have the right tools, writing strategies are the tools that the students have use to do their work.

## 9. Which of these strategies do you apply to develop writing skill?

### Statistic Table

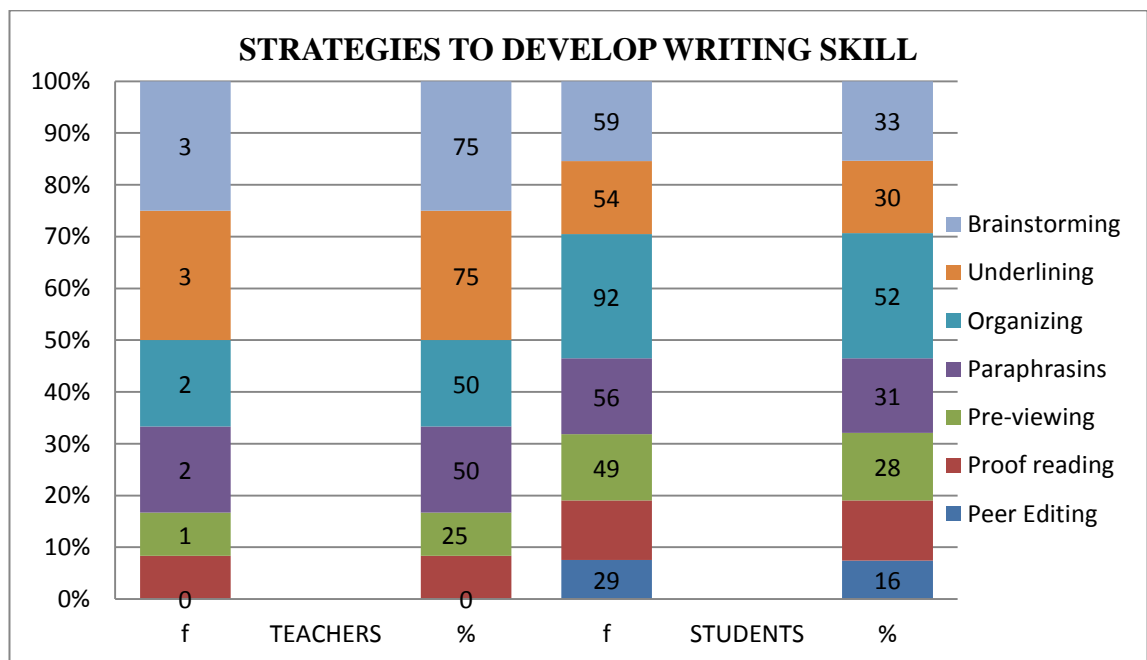
a) Table 9

Strategies to develop writing skill	TEACHERS		STUDENTS	
	f	%	f	%
➤ Brainstorming	3	75	59	33
➤ Underlining	3	75	54	30
➤ Organizing	2	50	92	52
➤ Paraphrasing	2	50	56	31
➤ Pre-viewing	1	25	49	28
➤ Proof reading	1	25	44	25
➤ Peer Editing	0	0	29	16

**Source:** Teachers and student's surveys.

**Author:** The researcher.

b) Graph 9



### c) Logical analysis

The data derived from the surveys demonstrated that there is a difference in opinion between teachers and students. This is because a lot of teachers answered that they apply Brainstorming and Underlining, and half of them selected organizing and paraphrasing as strategies to write, whereas more than half of students indicated that they apply organizing as writing strategy.

The results indicated that teachers and students are a little confuse about the strategies to develop writing skill because the items, pre viewing and underlining are not writing strategies they are reading techniques and the teachers and students selected these options as strategies to write, moreover the item peer editing nobody of the teachers selected it and it is one of writing strategy

According to Quebec literacy (2008), the most important strategies to develop writing skill are: *Brainstorming* is a large or small group activity which encourages students to focus on a topic and contribute to free flow of ideas. The teacher may begin by posing a question or a problem, or by introducing a topic. Students then express possible answers, relevant words and ideas. Contributions are accepted without criticism or judgment while, *organizing* creates a composition which takes your brainstormed ideas and puts them in order to follow in your writing on the other hand, *paraphrasing* is a repetition in your own words a piece of writing made by another author. In a paraphrase, the author's meaning and tone should be maintained besides, *peer editing* means working with someone usually in your class- to help improve, revise, and edit his or her writing and, *proof reading* is the process of checking your written work for what are often

referred to as surface errors. These are errors in spelling, punctuation, and grammar.

**10. Which of these tips do you suggest to improve writing skill?**

**Statistic Table.**

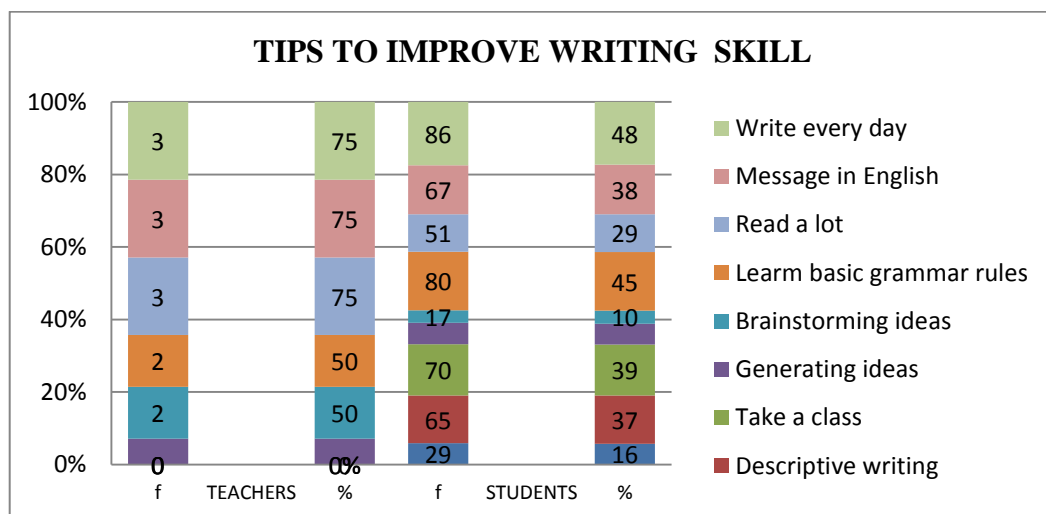
**a) Table 10**

Tips to improve writing skill	TEACHERS		STUDENTS	
	f	%	f	%
➤ Write every day	3	75	86	48
➤ Message in English	3	75	67	38
➤ Read a lot	3	75	51	29
➤ Learn basis basic grammar rules	2	50	80	45
➤ Brainstorming ideas	2	50	17	10
➤ Generating ideas	1	25	29	16
➤ Take a class	0	0	70	39
➤ Descriptive writing	0	0	65	37
➤ Prewriting	0	0	29	16

**Source:** Teachers and student’s surveys.

**Author:** The researcher

**b) Graph 10**



### c) Logical analysis

The chart shows that many of teachers indicated the tips to improve writing: Write a message in English, write every day and read a lot and half of them selected: Learn basic grammar rules and brainstorming ideas, while almost half of students said write every day.

The teachers and students are no sure when they select the options about some tips to improve writing skill because some of them selected the options generating ideas and descriptive writing which are not tips to improve writing; descriptive writing is one mode of writing and generating ideas is part of writing strategies. According to [www.copyblogger.com/fast-writing-improvement./](http://www.copyblogger.com/fast-writing-improvement/) (2005), the tips to improve writing skill are: Learn basic grammar rules, write message in English, write every day, read a lot to extend the vocabulary, creativity and write more than one draft.

### 11. Do you use correction code to check the writing work of your students? Statistic Table.

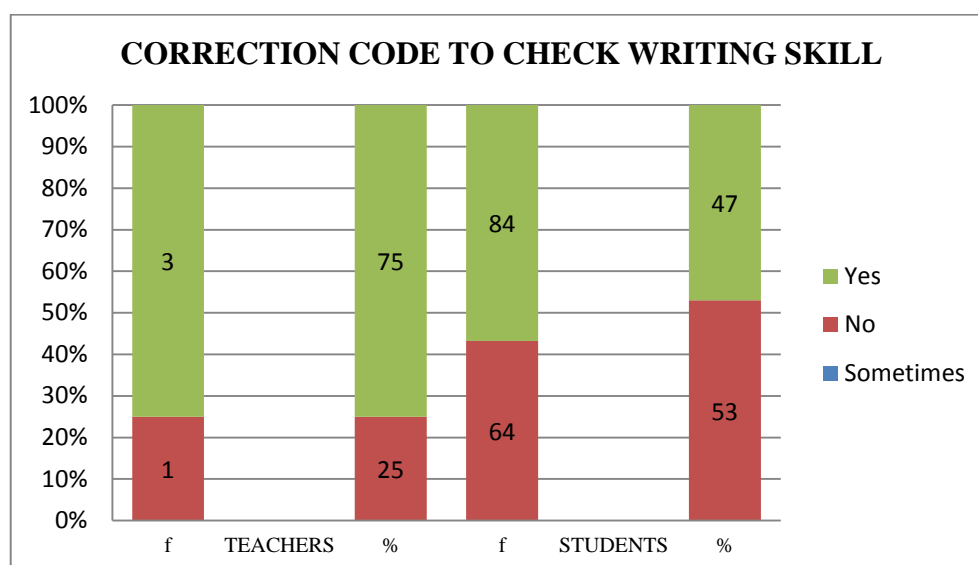
a) Table 11

Correction code to check writing skill	TEACHERS		STUDENTS	
	f	%	f	%
➤ Yes	3	75	84	47
➤ No	1	25	94	53
➤ Sometimes	0	0	0	0
<b>TOTAL</b>	4	100	178	100

**Source:** Teachers and student's surveys.

**Author:** The researcher.

## b) Graph 11



## d) Logical analysis

The results demonstrated that there is a contradiction between teachers and students. This is because many of teachers said that they use correction code to check writing skill, while more than half of students stated that their teachers do not use correction code to check writing skill

According to MARY, Spratt, ALAN, Pulverness and MELANIE, Williams; (2005), the use of correction code indicate the types of mistakes in accuracy that the learner has made. This enables learners to make their own corrections because correction code is an explanation of letters and symbols and the students have to know the meaning of each one.

**12. Do you teach punctuation mark rules?**

**Statistic Table.**

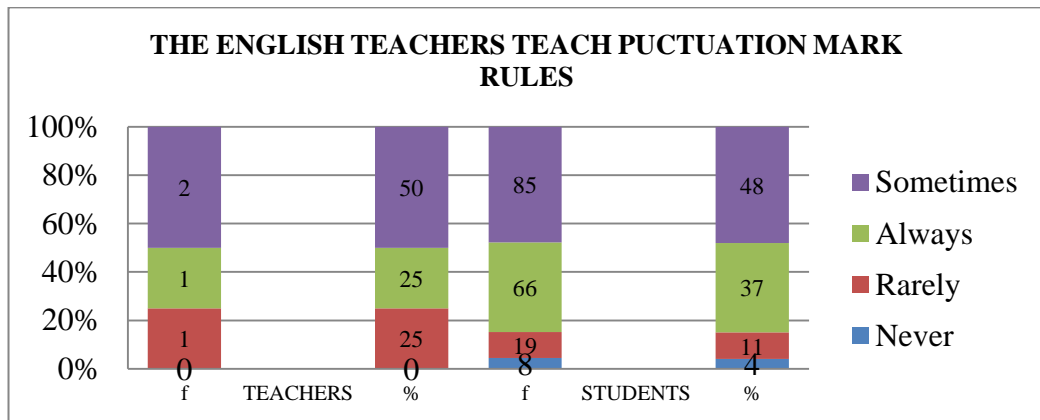
**a) Table 12**

The English teachers teach punctuation mark rules	TEACHERS		STUDENTS	
	f	%	f	%
➤ Sometimes	1	25	85	48
➤ Always	2	50	66	37
➤ Rarely	1	25	19	11
➤ Never	0	0	8	4
<b>Total</b>	4	100	178	100

**Source:** Teachers and student’s surveys.

**Author:** The researcher.

**b) Graph 12**



**c) Logical analysis**

The graph shows that there is a disagreement between the teachers and students.

The half of teachers considered that they always teach punctuation mark rules, while almost half of students said that their teachers sometimes teach punctuation mark rules.



According to Jeremy, Harmer (2003), the punctuation mark rules is necessary to use because when we speak, we can pause or emphasize certain words and phrases to help people understand what we are saying. Punctuation marks help the reader understand, because it is a mark, or sign, used in writing to divide texts into phrases, sentences and make the meaning clear.

### 13. What is the level of knowledge in writing skill of your students?

#### Statistic Table.

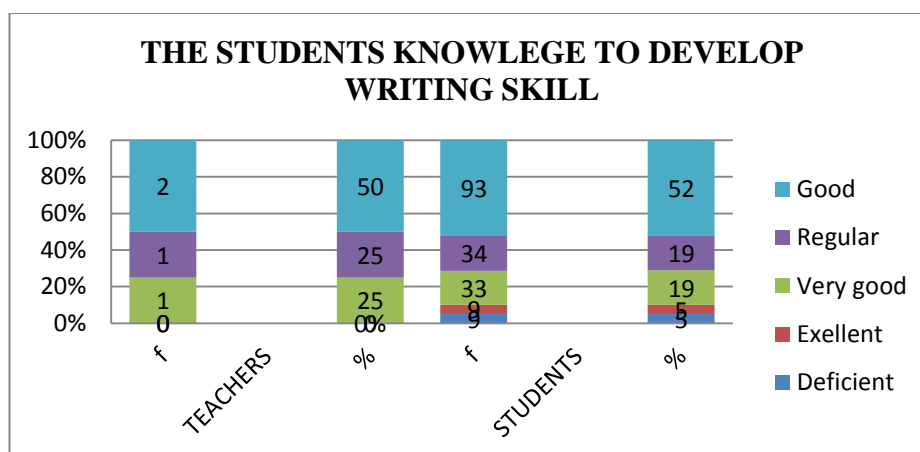
a) Table 13

The level of knowledge to develop writing skill in the students	TEACHERS		STUDENTS	
	f	%	f	%
➤ Good	2	50	93	52
➤ Regular	1	25	34	19
➤ Very good	1	25	33	19
➤ Excellent	0	0	9	5
➤ Deficient	0	0	9	5
<b>TOTAL</b>	4	100	178	100

**Source:** Teachers and student's surveys.

**Author:** The researcher.

b) Graph 13.



**c) Logical analysis**

According to the results, there is an agreement between teachers and students. The half of teachers considered that their students are good to develop writing skill, and more than half of students affirmed that they are good to develop writing skill.

Concerning this question of the level of knowledge to develop writing skill, it is important that the teachers motivate the students to write in English and the students can practice more writing skill to reach the excellent level of knowledge to write in English language.

According to Withrow, Jean (1999), learning a foreign language focus the integration of the four skills however with specific learning purposes the teachers can emphasize the use of one skill more deeply, in this way the students will have the chance to get a meaningful learning and know more about every skill.

## **g. DISCUSSION**

### **HYPOTHESIS ONE**

After the researcher has analyzed the surveys applied to teachers and students at Bernardo Valdivieso High School Morning Section the researcher manifests that this research work shows substantial results which are related to the specific hypothesis, therefore the researcher takes into account the questions with higher percentage to demonstrate the established hypothesis.

#### **a) Statement**

There is a little knowledge about the process in the development of writing skill with the students of 3rd year of bachillerato at experimental BernardoValdivieso high school Loja city.

#### **b) Demonstration**

In this hypothesis the independent variable refers to the little knowledge about the process in the development of writing skill. Analyzing the results obtained in the questionnaires the questions that helped to prove or reject the first hypothesis are:

Question number one related to writing definition, half of teachers and many of students point out that writing is a receptive skill and it helps learners to extend their vocabulary, it is appreciated that teachers and students do not have clear knowledge about writing concept because the majority of them chose the reading concept instead of writing concept. While Writing is one of the productive skill

that express ideas, thoughts, and feelings also it is a visual representation of a language.

Question number five was questioning about if the teachers and students follow the stages of writing process, therefore, a lot of teachers and many students follow these process.

Supporting the question, the following question was applied. T is about the recognition of the stages of writing process; all of teachers pointed out the revising process, while; more than half of students said revising and prewriting. These results demonstrated that teachers need to search information about the writing; they must select all the writing process because it is a sequence.

Question number seven refers about writing process with their definition, half of teachers, almost half of students selected that prewriting is to decide on a topic to write and brainstorm ideas about the topic. This means that they do not know the meaning of each one of writing process for that reason; students and teachers were confused when they select writing process with their definition.

### **c) Decision**

According to the obtained data in the surveys, this hypothesis is accepted because through previous questions the researcher has verified that some teachers and students do not have a clear idea about the writing process to help themselves to develop writing skill in an effective way to reinforce the English Language learning with the students of 3<sup>rd</sup> year of Bachillerato, at Bernardo Valdivieso High School. Academic Year 2012-2013.

## **HYPOTHESIS TWO**

### **a. Statement**

The strategies applied by the English teachers support to develop of writing skill with the students of 3rd year of bachillerato at experimental Bernardo Valdivieso high school .

### **b. Demonstration**

In the second hypothesis the dependent variable is the strategies applied by the English teachers support to develop writing skill.

The questions that help to verify this hypothesis are:

Question number eight, which was about writing strategies, more than half of teachers answered that they apply the strategies to develop writing skill, and the majority of students answered that the teachers do not apply the strategies to write. It means that the majority of the times they develop writing skill within taking into account the strategies to develop it and it prevents students to reinforce their writing.

In question number nine more than half of teachers manifested that the strategies to develop writing skill are brainstorming and underlinig, on the other hand, the majority of students indicated organizing, as strategy to write and the rest of them are confused to select the writing strategies.

Question number eleven, which refers about the correction code to check writing skill, a lot of teachers answered yes, but more than half of students, said no, this means that the English teachers do not use correction code to check writing skill.

Question number twelve it is about punctuation mark rules, half of teachers and more than half of students selected to use punctuation mark rules sometimes, it means that their writing is not clear and coherent.

### **c. Decision**

Based on the results analyzed in the before questions, the second hypothesis is rejected because it was verified that teachers are not encouraging students to use the writing strategies that help to support the English Language learning with the students of 3<sup>rd</sup> year of Bachillerato, at Bernardo Valdivieso High School. Academic Year 2012-2013.

## **h. CONCLUSIONS**

After analyzing the research work about The teaching methodology and the development of writing skill with the students of 3<sup>rd</sup> year of bachillerato at experimental Bernardo Valdivieso high school Loja city. Academic year 2012 2013, the researcher established the following conclusions:

- Teachers do not have a clear knowledge about the concept of writing skill. they really do not know about the sub skills they need to develop the productive skills such as writing competence.
- Teachers and students are confused about the writing process. For that reason, Teachers do not teach their students, and the students do not have the opportunity to practice the process step by step and they feel discouraged to develop this skill.
- Teachers do not teach their students the strategies to develop the writing skill because as the students are not sure about them, they lack knowledge about writing strategies avoiding the development of writing in a proper way. This skill is indispensable in the learning of the English Language.
- Teachers do not use correction code to check their students writing skill which interferes prevent the students' progress. Therefore, it is concluded that in this way, they have not reached a meaningful learning about writing skill.

## **i. RECOMMENDATIONS**

Once established the conclusions about the research work the researcher states the respective recommendations:

- Teachers need to be updated and search new bibliography about the concept of writing skill and teach their students, how they can differentiate well each skill. Also, they should motivate them to write in English language in order to entertain, inform, explain, describe, persuade and reflect in the foreign language.
- Teachers should attend to take workshops and search for information by themselves about the writing process in order to know and apply it in their classes. Therefore, they will be able to recognize and teach their students the writing process step by step, prewriting, drafting, revising, editing and publishing with the purpose of raising the student's enthusiasm to write.
- Teachers need to know the strategies to develop the writing skill by searching new information on their own using internet or books and teach their students with responsibility. Writing strategies help students to get interested to write in English and get a meaningful learning, through brainstorming, organizing, paraphrasing, and proof reading and peer editing.
- Teachers should use a correction code to check writing in their students work. Using a correction code, helps the students become more aware of their



mistakes and improves their overall grammatical and communicative competencies. Besides, it motivates and promotes interest to develop the writing skill. Moreover, the institution must get the adequate English resources to make students become researchers and active learners. The role of teachers should be assessing, designing, motivating and training their students; while, the students role should be participating actively in class, monitoring of their own progress and bring autonomous learners.

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k. ANNEXES



# **UNIVERSIDAD NACIONAL DE LOJA**

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE CAREER**

**THEME:**

**THE TEACHING METHODOLOGY AND THE DEVELOPMENT OF WRITING SKILL WITH THE STUDENTS OF 3<sup>rd</sup> YEAR OF BACHILLERATO AT EXPERIMENTAL BERNARDO VALDIVIESO HIGH SCHOOL LOJA CITY ACADEMIC YEAR 2012 2013.**

Project of thesis previous to obtain the Bachelor's Degree in Sciences of the Education, English Language Specialization.

**AUTHOR:**

Rosa Emérita Villavicencio Quezada

**Loja-Ecuador**

**2013**

**a. THEME**

**THE TEACHING METHODOLOGY AND THE DEVELOPMENT OF WRITING SKILL WITH THE STUDENTS OF 3<sup>rd</sup> YEAR OF BACHILLERATO AT EXPERIMENTAL BERNARDO VALDIVIESO HIGH SCHOOL LOJA CITY ACADEMIC YEAR 2012 - 2013.**

## **b. PROBLEM STATEMENT**

### **1. BACKGROUND**

<sup>1</sup>The BERNARDO VALDIVIESO Experimental High school is the oldest school in the country. It was founded in 1856. It is considered as a cultural icon of the South Region of Ecuador.

The institution was officially created on October 19th, 1822, for a signed decree of Simon Bolivar, who granted the first regulation of the high school, in charging to the Loja Municipality.

On August 26, 1824 in the Government office of Loja was inaugurated that institution.

The institution officially started working on October 22, 1826 in Las Conceptas church with the name of San Bernardo.

Since September 12th, 1902, that institution changed its name from "San Bernardo to Bernardo Valdivieso." in honor to the founder and protector of the Education of Loja.

In 1967 by means of the ordinance N° 098 sent by the Honorable National Constituent Assembly the Bernardo Valdivieso was risen to the category of Experimental School.

On April 24th, 1996, Agreement N° 002, The Dirección Provincial de Educación de Loja conferred to the School the category of Educational Experimental

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<sup>1</sup>Taken from The Secretary's Office of the "Bernardo Valdivieso" High School

Unit. Nowadays this institution has 7 apartment blocks distributed for basic and Bachillerato. Also it counts with a staff: 180 teachers, 40 administrative members, 3.395 students, with 3 specializations:

**Experimental Educative Unit «Bernardo Valdivieso» majors:**

- Social Science
- Math - Physics
- Chemistry – Biology

Nowadays in this high school there are three sections; the morning, the afternoon, and the night sections.

**The morning section** there are 1760 students (1533 men and 227 women) distributed in 61 groups;

**The afternoon section** there are 691 students (569 men and 122 women) distributed in 27 groups; and,

**The night section** there are 202 students (152 men and 50 women) distributed in 13 groups.

The students of 3 years of bachillerato are 332 they are divided in three specialties. They are 127 students in the major of math physics 132 in the major of chemistry biology and 73 students in the major of social science.

## **MISSION**

The institution exists since October 22, 1826, as a legacy of the illustrious Dr. Bernardo Valdivieso. The mission of the institution is to educate children and youth of wide popular sectors of the city and province of Loja and the regional context, in response to demands and needs of society, this is done through an efficient teaching and influence on the Family Action, which promote meaningful learning, the dynamics of a quality education.

It graduates capable, genuine and permanent winners, with an education based on the discovery and application of skills and the cultivation of values, committed to the development of the city, culture and society fair and balanced<sup>2</sup>.

## **VISION**

The BERNARDO VALDIVIESO Experimental High school pretends to be an institution of academic excellence, humanistic and scientific and technical grounds, based on values of justice, equity, solidarity and citizenship, to promote research and human development, in service of the community.

## **MAIN AUTHORITIES**

- **Rector:** Dr. Franklin Orellana Bravo.
- **Vicerector:** Dr. Raul Sandoya Hurtado
- **Director of English Language Area:** Lic. Maritza Altamirano Arias.

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<sup>2</sup> Information taken from "Working Together Project" [www.bernardovaldivieso.edu.ec](http://www.bernardovaldivieso.edu.ec)

## **2. CURRENT SITUATION OF THE RESEARCH OBJECT.**

Today more than ever is essential to learn the English Language everyday it is more used in almost all the areas of the knowledge and human development, practically we can affirm that it is the language of the present world. Thus, many educational institutions have included English as one of their major subject.

In our country the English Language learning faces many problems because high school students do not acquire even a basic level of English, so that in the future they will have difficulties to work in the current professionals fields For that reason the Ministry of Education of the Ecuador considers the English language as a work tool for the future professionals that today get ready in the classrooms in students' quality also the English Language is one of the most important elements in his or her integral formation therefore it considers that is important to develop communicative competences in the English language learning.

As you know, the four skills listening, speaking, reading and writing play an important role in the English Language learning for that the researcher focus in the development of writing skill; it is the productive skill that express who you are as a person also it is a visual representation of speech. However According to some previous research in the searched institution it has been possible to verify that the English teachers do not develop a good writing skill because they only explain the class based on the English book and their students manifested that they sometimes write a composition a letter in English because the majority of time they write in English only when they do the homework, make sentences



into the class, and when they have the English test, for that reason the students do not differentiated well what is the writing process and which are the strategies.

In the development of writing skill is important to follow the writing process step by step such as: Pre- writing, Drafting, Revising, Editing and Publishing however the majority of English teachers are confused about it for that reason their students commit many mistakes organizing sentences into a paragraph.

On the other hand, the writing as a productive skill in what the students produce the language the English teachers have to teach their students some strategies to develop writing skill such as: Brainstorming, Organizing, Paraphrasing, Proofreading, Peer editing, however in the researched institution teachers do not have this knowledge, and their students are confused when they write a composition and they do not know which are they so there is a limited development of writing skill moreover the English classes are based on listening to the teacher and repeat moreover the English teachers work only following the English book and they do not search extra information and give extra activities in order to reach good results teaching the English language in the same way they do not look for updated to teach English and motivated their students to develop writing skill.

### **3. RESEARCH PROBLEM**

**HOW IS THE TEACHING METHODOLOGY AND THE DEVELOPMENT OF WRITING SKILL WITH THE STUDENTS OF 3<sup>rd</sup> YEAR OF BACHILLERATO AT EXPERIMENTAL BERNARDO VALDIVIESO HIGH SCHOOL .LOJA CITY ACADEMIC YEAR 2012 – 2013**

### **4. DELIMITATION OF THE RESEARCH**

The researcher chose the Bernardo Valdivieso High School to diagnose the situational reality of the teaching methodology and the development of writing skill.

#### **➤ TEMPORAL**

The researcher will carry out this research work during the period 2012- 2013

#### **➤ SPATIAL**

It will be carried out at Bernardo Valdivieso High School which is located in Loja city at San Sebastian the parish at La Pradera neighborhood and Eduardo Kingman R and Catamayo Avenues.

#### **➤ OBSERVATION UNITS**

To make possible this research work, the researcher will collect informative data through surveys which will be applied to teachers and students in order to search and analyze the problematic in the Bernardo Valdivieso High School related to the teaching methodology and the development of writing skill.

The numbers of English teachers are 4 and 332 students of 3rd years of bachillerato

## ➤ **SUBPROBLEMS**

In order to analyze the main problem it is necessary research some aspects related to the teaching methodology and the development of writing skill for this reason the researcher considers important to refer about the following sub problems:

- What is the process in the development of writing skill with the students of 3rd years of bachillerato at experimental Bernardo Valdivieso high school? .Loja city Academic year 2012 – 2013.
- What kinds of strategies are applied by the English teachers to develop writing skill? With the students of 3rd years of bachillerato at experimental Bernardo Valdivieso high school? .Loja city Academic year 2012 – 2013.

### **c. JUSTIFICATION**

As future professional of English Language Career of the Education, Art and Communication Area of the National University the researcher needs to be conscious of the educational reality in our country for that reason make this research is to recognize the importance of the English language learning so that with the present investigative work The teaching methodology and the development of writing skill with the students of 3<sup>rd</sup> years of Bachillerato at Experimental Bernardo Valdivieso High School, Academic Year 2012 – 2013.

In the Scientific field the research will show the most important aspects into the teaching methodology and the development of writing skill, the researcher considers that the English teacher will apply a good methodology to teach writing and encourage their students to develop writing skill taking into account that the writing Skill is an important instrument for student's communication and support to the English Language.

In social field As Future Teacher and as a participative part of the Society the researcher has to assume a social role, which consists in contributing to the educational and humanistic students growth using the English Language, for this reason, the researcher considers that it is important to refer about the several problems related to the teaching methodology and the development of writing skill that nowadays the English Teaching Learning Process in the Ecuadorian Education faces for that reason the researcher is going to help with the corresponding analysis of the problem.

In the same way in the institutional field is vital to develop the present project because the development of writing skill constitutes a support to develop communicative competences according to the new educational trends however, the teachers do not have knowledge about the writing strategies to teach their students to develop a good writing skill.

This theme is pertinent because the researcher has enough materials and economic resources to develop successfully this kind of research furthermore, authorities, teachers and students of Bernardo Valdivieso high school are going to give me all their collaboration during this researching.

Finally the researcher will carry out the present research work as previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization in this way contribute to solve some of the educative problems also this work serves as support to aware the teachers about the importance of develop writing skill.

## **d. OBJECTIVES**

### **1. GENERAL OBJECTIVE**

To determine how the teaching methodology influence in the development of writing skill with the students of 3rd year of bachillerato at experimental BernardoValdivieso high school. Loja city Academic year 2012 – 2013.

### **2. SPECIFIC OBJECTIVES**

To identify the process in the development of writing skill with the students of 3<sup>rd</sup> Year of bachillerato at Experimental Bernardo Valdivieso high school .Loja city .Academic year 2012 – 2013.

To verify which are the strategies that the English teachers apply in the development of writing skill with the students of 3rd year of bachillerato at experimental Bernardo Valdivieso high school .Loja city.Academic year 2012 – 2013.

## **e. THEORETICAL REFERENCES**

### **➤ ECUADORIAN EDUCATIONAL SYSTEM**

The students of the high school have to produce continuous writing which is generally intelligible throughout. Develop an argument well enough to be followed without difficulty most of the time moreover, write a short simple advertisements also, write a short review of a film, book or play, besides summarize report and give their opinion about accumulated factual information on familiar routine matters within their fields ( social studies, science, etc.) with some confidence, in addition write short simple persuasive essays on topics of interest, and use a larger number of cohesive devices to link their utterances into clear coherent discourse though, there may be some jumpiness in a long contribution. In addition, it is necessary to take into account the writing process and strategies to develop step by step. So students will have more opportunities to produce and improve this important skill. (Ecuadorian Educational System .Curriculum Guidelines 2012)

### **➤ WRITING SKILL<sup>3</sup>**

Writing the visual representation of a language is invaluable for helping students communicate and understand how the parts of the language go together. Many students actually learn and remember more through the writing word.

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<sup>3</sup>MARY, Spratt, ALAN, Pulverness and MELANIE, Williams; Teaching knowledge Test. Cambridge University.

Writing is one of the productive skills that a learner is expected to achieve in order to ensure his communicative competence. Writing is a visual Representation of speech in writing and speaking the language learner is engaged in communicating his ideas and feelings.

- **What is writing skill?**

Writing is a productive skill. It involves producing language rather than receiving it. We can say that writing involves communicating a message (something to say) by making signs on a page. To write we need a message and someone to communicate it, also need to be able to form letters and words, and join this together to make words, sentences or a series of sentences that link together to communicate that message. All writing text types have two things in common. Firstly, write to communicate a particular message, and secondly write to communicate to somebody the message.

- **The importance of writing skill.**

These are the reasons that writing is important:

- Writing expresses who you are as a person.
- Writing is portable and permanent. It makes your thinking visible.
- Writing helps others give you feedback.
- Writing helps you refine your ideas when you give others feedback.
- Writing out your ideas permits you to evaluate the adequacy of your argument.
- Writing helps you understand how truth is established in a given discipline.

Writing is an essential job skill.



## ➤ **THE REASONS FOR WRITING.**

A good deal of writing in the English language classroom is undertaken as an aid to learning, for example, to consolidate the learning of new structures or vocabulary or to help students remember new items of language. In this context, the role of writing is little different from its role in any other subject; it allows students to see how they are progressing and to get feedback from the teacher, and it allows teachers to monitor and diagnose problem. Much of this writing is at the sentence level and is what Ron White calls “sentence level reinforcement exercises”.

They clearly have their value in language learning, but successful writing depends on more than the ability to produce clear and correct sentences. I am interested in tasks which help students to write whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or group of readers.

Writing tasks which have whole texts as their outcome relate appropriately to the ultimate goal of those learners who need to write English in their social, educational, or professional lives.

Some of our students know already what they need to be able to write in English. Others may be uncertain about the nature of their future needs. Our role as teachers is to build communicative potential. Many secondary students have to prove their competence compositions for examinations. In my own experience there have been substantial numbers of students who have no

identifiable needs, present or future, for written English, but who enjoy writing, who are motivated to use their language resources in producing stories, reviews, essays, and even poems, simply to practise and improve their English. By encouraging the production of whole texts in the classroom, we can provide Of these different motivations for writing.

### ➤ **TIPS TO IMPROVE WRITING<sup>4</sup>**

**1. Write every day.** If you want to be a better writer, write more. Write every day if possible--even a journal entry, an email or a letter will do. The best way to develop effective writing skills is to practice, practice, and practice.

**2. Read--a lot!** Reading offers writers a lot of benefits. First, you see how great writers construct their work: Style, diction, construction of sentences, paragraphs, whole pieces. Reading helps you expand your vocabulary. Often, even simple articles or stories contain new words or terms that you can put away for your own future use. If you want to be a good writer, be a good reader.

**3. Commit certain basic rules to memory and force yourself to use them.** One way to develop writing skills is to learn these basics grammar rules and make sure you use them all the time. What should every writer know? Good writers should know how to write short, concise, complete sentences. They should know when to

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<sup>4</sup>[www.copyblogger.com/fast-writing-improvement/](http://www.copyblogger.com/fast-writing-improvement/)

use commas to separate ideas in a sentence--and when not to do so. They should know how to get a subject and verb too.

**4. Learn basic grammar rules.** Writing guides such as "The Elements of Style" can be found in the reference section of any bookstore or library. Once you have mastered the basics, writing will not be such a chore.

**5. Prepare to write more than one draft.** No one's writing is perfect the first time. Read out loud what you have written-this can often help pick up errors you might not have noticed otherwise.

#### ➤ **How to Develop Good Writing Skills in English**

One of the most often asked questions of English learners who are learning English as a second or third language is the question of how to develop good writing skills in English. This is not easily achieved, for the mastery of the spoken word often comes before mastery of the written work in English as well as other languages. But, developing good writing skills in English can be achieved through hard work, creativity and dedication to the writing process.

When asked how to develop good writing skills in English, the best answer would be to encourage repetitive practice of English syntax. That is, a rehearsal that takes place every single day of proper sentence structures should be encouraged by English teachers. It is only through this daily recitation and practice of developing good writing skills in English, that mastery over written English can be achieved.

Another excellent method of how to develop good writing skills in English would be to utilize the “buddy system” as much as possible. Ideally, taking English language classes with a friend or co-worker who can study with you when class is not in session is an excellent way to develop good writing skills in English. With this method, ideas can be bounced off of each other and writing mistakes analyzed in a group setting. Then, during class, questions and concerns can be approached from a more learned, powerful place.

### ➤ **Forms of Writing Communication.**<sup>5</sup>

- **Letters**

If language students will ever need to write anything in the second language, it will probably be a letter. Letters are one of the most widespread forms of writing communication. For this reason, we have to devote classroom time to teaching letter writing. But it is not only because letters are so useful that we should do this. Teaching letter writing also gives us the chance to deal with a variety of forms and functions that are an essential part of language mastery. We write letters to invite, explain, apologize, commiserate, congratulate, complain, inquire, order, apply, acknowledge, and thank. Each of these language functions has its own associated vocabulary, connotations, sentence structures, and appropriate choice of words and tone to fit the audience. Within each function there are various levels of formality and informality. Letter writing tasks make students consider their audience as well as their accuracy.

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<sup>5</sup>Raimes Ann Techniques in Teaching Writing Oxford University Press, 01/12/1983.

- **Letters and forms**

Present a situation to the class, such as looking for a job through a summer job employment agency. Various jobs are advertised there office clerk, salesperson in a bookstore, supermarket, cashier, gas station attendant, babysitter, and farm worker. Show the class a sample advertisement for a job and discuss it.

- **Informal letters**

Establish a situation in the classroom; for example the students are to invite another student to a party, or students are to ask each other question. The students they write informal notes to a daily one in your ESL. Classroom. Students can be encouraged to make real request and ask real questions Do you have any picture postcards from your friends in New York? Will you bring them to class tomorrow?" They can also write a note to the teacher, for example, "Will you please explain what informal means? Sincerely, Oscar"

Textbook characters can be more alive if students are encouraged to assume the characters roles and corresponding with each other in those roles. In this way, they can continuo the material of the dialogs and stories and the text book.

- **Business letter<sup>6</sup>**

Once students know the form of a business letter, they can be given communicative writing task that lead to them to practice this useful form. The writing of business letters in the classroom can be tied in very neatly with lessons

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<sup>6</sup>Raimes Ann Techniques in Teaching Writing Oxford University Press, 01/12/1983.

on the functions of language (how to apologize, complain, inquire, for example, and pertinent vocabulary and expressions to use for these functions).

- **Pen Pals**

When students have pen pals from another country, they feel the need to communicate clearly. If a teacher can arrange for a whole class of students to correspond with a class in another country, then letter writing can become a regular feature of the class. What is more, these classroom writing can then actually be mailed and the students will receive an answer. Setting this up takes time, but it is not difficult. Teachers from another country wishing to find whole classes of English speaking pen pals can write to the presidents of local affiliated organization of the International TESOL organization for information.

- **Daily notes**

Just many people write list but do not show them to anyone else, so many people also keep daily notebooks or journals. They write a record of the events of the day of their ideas about those events .The fact that this is personal writing does not exclude it from classroom used. When people write every day, for their own eyes and not to be judge by another, they often find that they can write more and more each day. Their influence increases. They labor less over each word. When they write about something that concerns them, they worry less about being “correct”. All of this is useful in learning to write.

4. Ask students to keep a special notebook and to write and it in English for a few minutes every day: a reaction to something they saw or read, an account of an event, or a descriptions of a feeling.
5. Allow a few minutes at the end of each class for students to write in their notebooks a summary of what happened in the class.
6. Begin some classes by letting students write for ten minutes on any topic. It is god to encourage some students to volunteer to read aloud what they have writing, for then the lesson begins with an emphasis on writing for communication of ideas.

- **Instructions**

Writing instructions is such a common writing activities that language learners need to learn how to do it. There is a variety of classroom techniques that have developed around this activity. Just as writing daily notes taps the student's inner thoughts, likes and dislikes, the writing of real instructions taps the student's kills. What is good at?

5. Ask students to interview each other to find out what the other person know how to do.
6. Students write instructions for each other as to how to get from the school to their home.

➤ **Writing sub -skills:**

<sup>7</sup>Writing involves several sub skills, some of these are related to accuracy, using the correct form of writing accuracy involves spelling correctly, forming letters correctly, writing legible punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly joining sentences correctly and using paragraphs correctly; but writing is not just about accuracy . It is also about having a message and communicating it successfully to other people. we need to have enough ideas, organize well and express them in an appropriate style.

- **Grammar rules**

**Grammar:** learn grammar in such a way that they help you get a fluent English sentence structure this requires knowing the purpose of each grammar being inserted into your sentences.

- **Spelling**

<sup>8</sup>One of the reasons that spelling is difficult for students of English is the fact that not all varieties of English spell the same words in the same way.

One of the best ways for students to improve their spelling is through reading especially extensively also dictation is useful for drawing attention to English spelling and pronunciation, the English teacher has to use a variety of dictation techniques in order to improve writing skill.

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<sup>7</sup> Driscoll, Liz, *Cambridge English Skill.2008*

<sup>8</sup> Harmer, Jeremy; *How to teach writing* Pearson, Longman.



Incorrect spelling can not only create misunderstandings but also can often be perceived, by the reader, to reflect a lack of education. Spelling in English is very difficult by the fact that many words that are pronounced the same are written differently and some words are written the same but pronounced differently.

A single sound in English can be written in many different ways, because it is not a phonetic language. As teachers, we need to draw the students' attention to the different ways of pronouncing the same letters and have them do exercises to discover the rules. Spelling differences between English and American English plus the new kind of 'slang' emerging through the internet and e-mail- don't exactly help either. One of the best ways to help students with spelling is through extensive reading.

- **Effective Spelling Strategies**

Good spellers use a variety of strategies for spelling. These strategies fall into four main categories—phonetic, rule-based, visual, and morphemic. All About Spelling teaches all four strategies to help your student become a successful speller.

- **Punctuation**

<sup>9</sup>Using punctuation correctly is an important skill. Many people judge the quality of what is writing not just on the content, the language, and the writer's handwriting but also on their use of punctuation. If capital letters, commas, full stops, sentences and paragraph boundaries, etc. are not used correctly ,this can not

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<sup>9</sup>Jeremy , Harmer; How to teach writing Pearson ,Longman.

only make a negative impression but can , of course, also make a text difficult to understand.

Where writers are using e-mail communication, the need for accurate punctuation (or spelling) does not seem to be so great .Features such as capital letters and apostrophes are frequently left out. However, even e-mails can sometimes be

- **Layout and Punctuation**

To write well, one must be able to use punctuation correctly Different writing communities obey different punctuation and layout conventions in communications such as letters reports and publicity Once again, this can present the students with major problems if the rules of their first language are significantly different from those of English. In reality (despite the many rules) punctuation is a matter of personal style.

To help students learn different layouts of writing, they need to be exposed to, and be given the chance to practice with many different styles. After completing a piece of written work, they get to check it over for grammar, vocabulary usage as well as punctuation and spelling. As with speaking activities, students will often require planning time for written work.

more formal or official and then such careless use of the computer keyboard may make a poor impression.

- **Why is punctuation mark important?**

When we speak, we can pause or emphasize certain words and phrases to help people understand what we are saying. In our writing, we use punctuation to show pauses and emphasis. Punctuation marks help the reader understand what we mean. A punctuation mark is a mark, or sign, used in writing to divide texts into phrases and sentences and make the meaning clear.

- **Punctuation Rules**

### **Period (.)**

1. Use a period after a statement or command.
2. Use a period after most abbreviations.
3. Use a period after initials.

### **Comma (,)**

1. Use a comma before a conjunction (and, or so but) that separate two independent clauses.
2. Don't use a comma before a conjunction that separates two phrases that aren't complete sentence.

### **Semicolons (;)**

Semicolons are used instead of a full stop or period to separate independent sentences:

They woke up early; then they went jogging.

Use a semicolon to separate items in a series when those items contain punctuation such as a comma.

They visited the Eiffel Tower, Paris; Big Ben, London; and the statue of liberty,  
New York

### **Colons (:)**

- Use a colon to introduce a list:

He visited three cities last summer holiday: Madrid, Roma and Athens.

- To introduce an idea or an explanation:

He had one idea in mind: to see her as soon as possible.

- To introduce direct speech or a quotation:

The secretary whispered in his ear: "Your wife is on the phone. "

### **Hyphen (-)**

- A hyphen is used to join the words in compound numbers.

**Example:** twenty-eight thirty-two

- A hyphen is used between numbers in a fraction.

**Example:** one-fourth five-eighths

- A hyphen is used between two adjectives when they are written before the word they modify.

**Example:** heavy-duty wrench double-spaced copy

- A hyphen is used after the prefixes self and ex when ex means former.

**Example:** self-sufficient ex-president

### **Dashes (--)**

- To introduce parenthetical information:

I put on a blue jacket --the one my mother bought me-- and blue jeans.

- To show an afterthought:

I explained to him my point of view-- at least I tried!

## **Question Mark (?)**

1. Use a question mark after (not before) questions.
2. In a direct quotation, the question mark goes before the quotation marks.

## **Exclamation point (!)**

1. Use an exclamation point after exclamatory sentences or phrases.

## **Quotation Marks ("" )**

1. Use quotation mark at the beginning and end of exact quotations .Others punctuation marks go before the end quotation marks.
2. Use quotation mark before and after titles of stories, articles, song, and televisions programs

## **Apostrophe (')**

1. Use apostrophes in contractions
2. Use apostrophes to make possessive nouns.

## **Underlining ( \_\_\_\_\_ )**

Underline the titles of books, magazines, newspapers, plays, and movies

## **Underscore ( \_ )**

Underscore is a line below text-level, and is typically used in email addresses, filenames and urls, for example:

my\_name@example.com

image\_123.jpg

[http://www.englishclub.com/under\\_score/](http://www.englishclub.com/under_score/)

In American English, underscore can also mean underline.

## **Parentheses [( )]**

- Parentheses are used around words included in a sentence to add information.

These words help make the idea clear.

**Example:** The Duong's children (Kim and Tran) speak Laotian.

- Parentheses are used to enclose letters or figures that mark items in a series.

**Example:** They came up with three choices: (1) visit the Grand Canyon, (2) take a cruise to the Bahamas, or (3) fly to London.

### **Square brackets [ ]**

- We typically use square brackets when we want to modify another person's words. Here, we want to make it clear that the modification has been made by us, not by the original writer. For example:

1. to add clarificación:

The witness said: "He [the policeman] hit me."

2. to add information:

The two teams in the finals of the first FIFA Football World Cup were both from South America [Uruguay and Argentina].

### **Ellipsis marks (...)**

An ellipsis (...) is used to show when one or more words are omitted in quoted material






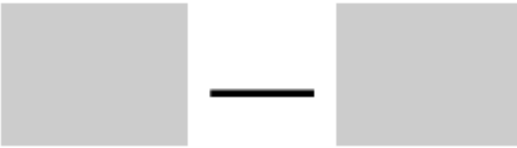


or an unfinished sentence. Use three ellipsis marks if they are used to interrupt the Sentence. Use four ellipsis marks (one as a period) if they are used to finish the sentence.

**Examples:** The speaker said, "Love your work...and follow your dream."

The salary varies, and will depend on work experience.


The salary range varies...

➤ **Graphic representation of punctuation mark**

Punctuation Mark	Name	Example
	<u>full stop or period</u>	I like English.
	<u>comma</u>	I speak English, French and Thai.
	<u>semi-colon</u>	I don't often go swimming; I prefer to play tennis.
	<u>colon</u>	You have two choices: finish the work today or lose the contract.
	<u>hyphen</u>	This is a rather out-of-date book.
	<u>dash</u>	In each town— London, Paris and Rome—we stayed in youth hostels.
	<u>questionmark</u>	Where is Shangri- La?
	<u>exclamationmark</u>	"Help!" she

		cried. "I'm drowning!"
“ [ ] ”	<u>doublequotationmarks</u>	"I love you," she said.
‘ [ ] ’	<u>single quotationmarks</u>	'I love you,' she said.
[ ] ’	<u>apostrophe</u>	This is John's car.
[ ] <u>          </u>	<u>underline</u>	Have you read <u>War and Peace</u> ?
[ ] _ [ ]	<u>underscore</u>	bin_lad@cia.gov
( [ ] )	<u>round brackets</u>	I went to Bagkok (my favourite city) and stayed there for two weeks.
[ [ ] ]	<u>squarebrackets</u>	The newspaper reported that the hostages [most of



		them French] had been released.
		<u>ellipsismark</u>

### ➤ CORRECTION CODE<sup>10</sup>

The teachers have to use correction code to indicate the types of mistakes in accuracy that the learner has made. This enables learners to make their own corrections. Here is an explanation of letters and symbols.

∧ = Word missing

Sp. =wrong spelling

A: = Wrong agreement

**V = Wrong vocabulary**

**WO** = wrong word order

T = Wrong verb sentence

P = punctuation (comma, full stop, etc.)

✓ = good sentence or expression.

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<sup>10</sup>MARY, Spratt, ALAN, Pulverness and MELANIE, Williams; Teaching knowledge Test. Cambridge University.

Prep = wrong preposition

? = ask me

/ = too many words.

- **Error correction**

The error correction plays a significant role in improving learners' accuracy in language learning especially in L2 writing, which is grammatically demanding. In terms of teachers' roles in giving correction, the popular misunderstanding teachers' responsibility in carrying out the task while ignoring learners' roles in the process of error correction. In fact, learners can make more progress when they are given chances to respond to correction and contribute to the process. Teachers need to consider two important factors, learners' levels and attitudes, which the paper argues to be the basis of teachers' pedagogic decision in employing the most beneficial error correction methods in L2 writing.

Writing has been one of the most difficult skills for learners to develop. Being a recursive process, it takes several times for learners to revise their writing before submitting their final draft. During the course, they need feedback and comments to facilitate them to write with minimal errors as well as maximum accuracy and clarity; hence, written feedback is quite essential. However, teachers often feel that their effort in giving feedback to correct learners' work is not effective. Some of learners keep on committing the same errors, and teachers realize that it is an arduous way for learners to achieve accuracy in writing, which is grammatically demanding therefore, teachers should realize the vital role of error correction and

treat it carefully.

- **Teachers' roles in error correction**

Language teachers hold the authority to correct learners' errors, especially regarding the fact that the learners value and expect teachers' feedback on their written work. Thus, language teachers play several important roles as follows:

- **Judges**

As the one being authoritative in the classroom, teachers have the right to set the standard of what the learners have to achieve in the writing course.

- **Designers**

As designers, teachers should always concern about what is best and suitable for learners. This way, they should update themselves with what is going on inside their classroom, to be able to make right pedagogic decision to apply particular error correction methods.

- **Motivators**

Learners' affective side also plays important roles in enhancing their language progress. Motivation is a powerful desire which drives learners to accomplish more. Generally, it is unpleasant experience to be corrected and some of learners may get frustrated and demotivated because they might not know what to do.

- **Trainers**

Teachers have to boost learners' confidence and train them to be more independent in their learning. Teachers are encouraged to give learners more chances to have peer feedback session so that they will go through the process of correcting others' work.

- **Learners' roles in error correction**

Teachers' effort will be less effective unless learners want to give right responses. Thus, learners have to involve themselves in the error correction process by playing the following roles

- **Active participants in the class**

Having good interaction between teachers and learners is crucial to establish conducive learning atmosphere. It is not an easy task for teachers to identify and acknowledge each language problem of their learners; thus learners' cooperation is needed. They are expected to help teachers set expectations of the classroom, possibly by expressing their problems in writing and how they want to be corrected. Thus, they help teachers to make the right pedagogic decision on error correction methods.

- **Attentive monitors of their own progress**

Learners are encouraged to monitor their progress by paying more attention to their common errors. Learners can take notes of their errors and correction, for instance, on their notebook or error awareness sheet. Then, they can always review what they have read so that they can ask their teachers for help or further practices.

- **Autonomous learners**

Learners' progress depends not only on the teachers' effort, but also on their own. So, learners need to be engaged in the error correction process because it will enhance their language acquisition. This step will lead them to be autonomous learners that are able to self-correct their written work.

## ➤ **WRITING COMMENTS<sup>11</sup>**

Comments on students papers that take the form of a paraphrase of the ideas expressed, praise questions are more productive than an end comment like only fair good or needs more work. Suggestions must be specific giving directions that the students can follow step by step.

1. It takes a lot of time to mark all the errors in a composition and to explain what is wrong.
7. Questions are valuable to direct a student's attention to unclear content or organization or to lack of details. Questions are implicit recommendations for revision.

## ➤ **Why should writing skills be developed?**

Writing is an integral and necessary skill when learning a second language as communication is not only done orally. Writing is necessary if a person is looking to study or work in a particular country. Writing also results in increased practice using the language. Connections can be made between the four key skills in learning a language: reading, writing, listening and speaking. These skills do not exist independently, they are interrelated; improving one will result in improvements in the others.

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<sup>11</sup>Raimes Ann Techniques in Teaching Writing Oxford University Press, 01/12/1983.

## ➤ **Types of writing**<sup>12</sup>

- **Story Narrative**

A good story entertains the audience. This means that a reader stays interested from the beginning to the end of the story. A favorite character, a special setting, and surprising events make a story fun to read and keep the reader interested.

These are the elements a writer uses to create a story.

- **Characters** are the people in the story who carry out the action.
- **The plot** tells what happens in the story and what the characters do.
- **Dialogue** is the conversation between characters that helps to make the story come to life.
- **Setting** shows the story's time and place.
- **Sequence of events** is the order of how things happen.

A story often tells about a problem, and how the characters solve it. Use imagination! A story comes to life with vivid descriptions, sensory images and original events.

- **Expository Writing**

Expository writing informs the reader. To make your report stronger, use description to help

Others “see” your ideas. Share information that your audience may not already know.

- Gather your facts from books, magazines, and the Internet.
- Make a plan! Organize facts and observations in an outline.

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<sup>12</sup>[www.teach-nology.com/themes/.../ types of writing.](http://www.teach-nology.com/themes/.../types%20of%20writing)

- Develop your main idea with vivid, unusual details.
- Write a clear beginning, interesting middle, and a strong ending.
- Add interest to your report with photographs, drawings, a chart or a graph.

- **Explanatory Writing**

Writing that explains rules or gives instructions is called explanatory writing. Sometimes it is called “how-to” writing. It lists the materials, equipment, or ingredients you need, and then gives each step.

- Make it easy for readers to follow your steps. List them by number.
- Use time-order words that tell when to do each step. Sometime-order words you can use are
  - First, second, third, next, and last.
  - Give space-order details for size, shape, color, and position.
  - Use space-order words like below, over and beside.
  - Give details so the reader can “see” each step.
  - Drawings or diagrams can show readers if they are on the right track.

## **Persuasive Writing**

Good persuasive writing convinces a reader to think or behave a certain way.

This type of Writing gives you a chance to express your thoughts and opinions on a topic. The most convincing.

### ➤ **PURPOSE FOR WRITING**

- **To entertain**

What will the audience enjoy? Entertain with silly song’s lyrics, a funny story, an animal adventure, a friendly letter.

- **To inform**

People want to know about things. They want to know why and how. They need information they can use to make decisions.

- **To explain**

Readers need to know how to cook, assemble, construct, repair, connect, built, perform. Can you write direction that will be truly helpful?

- **To describe**

Make images come alive in the minds of your readers. Describe a unique character, a scenic tourist spot, your favourite pet.

- **To persuade**

You want your readers to buy, to act, to join. You're looking for help or you want to make a change. Choose your words wisely and give reason to support your requests.

- **To reflect**

Writing down your thoughts and feelings helps you think about the world around you. Deciding to share your reflective writing can help others to understand you better.<sup>13</sup>

## ➤ **WRITING PROCESS**

Writing is a process that is made up of several different elements: Invention (Pre-Writing), Organization, Writing, Revising, and Editing. However, these different elements overlap with one another; they are not separate stages. Successful writers are constantly going through these different elements. In other words, the student who is proficient at college level writing is aware of what makes up the

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<sup>13</sup>English Language Career. Theoretical – linguistic fundamentation II. English language workshop to acquisition of the language.National University of Loja. 2004



writing process. Skillful writers continually remind themselves of this process, and they constantly monitor their writing, re-engaging themselves with their work. Writing process involves a series of steps to follow in producing a finished piece of writing. Teachers have found that by focusing on the process of writing, almost everyone learns to write successfully in coherent write clear sentences paragraphs, essays, articles, stories, reports.

## ➤ **THE FIVE STEPS OF THE WRITING PROCESS**<sup>14</sup>

- **STEP 1: Prewriting**

### **Think**

- Decide on a topic to write about.
- Consider who will read or listen to your written work.
- Brainstorm ideas about the subject.
- List places where you can research information.
- Do your research.

- **LECTURING.**

This is one prewriting technique exercise that can be used to stimulate and motivate students to write across the curriculum. It involves the use of an “expert” in a field related to the topic under focus to do lecturing rather than the English - language teacher himself. The teacher first tells the students the topic billed to be treated in the next writing lesson. Then he gets in touch with the “expert” who will do the lecturing. Students could be told to read about the topic if it is one on

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<sup>14</sup>[http://lewis.cpsb.org/faculty\\_pages/stacey.blanchard/the five steps of the writing process.htm](http://lewis.cpsb.org/faculty_pages/stacey.blanchard/the_five_steps_of_the_writing_process.htm).

which resource materials are available in the school. On the day of the lecture, the teacher gets the class set in a quiet atmosphere for the guest speaker.

The students may be told to write down a few tips from the lecture if they wish. At the end of the lecture, students are encouraged to ask questions, the speakers' ideas or those of their peers. After this sharing process, the teacher thanks the guest speaker and can end the lesson by assigning the topic for homework.

- **STEP 2: Drafting**

**Write**

- Put the information you researched into your own words.
- Write sentences and paragraphs even if they are not perfect.
- Read what you have written and judge if it says what you mean.
- Show it to others and ask for suggestions.

- **STEP 3: Revising**

**Make it better**

- Read what you have written again.
- Think about what others said about it.
- Rearrange words or sentences.
- Take out or add parts.
- Replace overused or unclear words.
- Read your writing aloud to be sure it flows smoothly.

- **STEP 4: proofreading**

**Make it correct**

- Be sure all sentences are complete.

- Correct spelling, capitalization, and punctuation.
- Change words that are not used correctly.
- Have someone check your work.
- Recopy it correctly and neatly.

- **STEP 5: Publishing**

**Share the finished product**

- Read your writing aloud to a group.
- Create a book of your work.
- Send a copy to a friend or relative.
- Put your writing on display.
- Illustrate, perform, or set your creation to music.
- Congratulate yourself on a job well done!

**ALSO THE WRITING PROCESS IS?**

**Manipulation-** Manipulation consists of psycho-motor ability to form the letters of the alphabet. This is the most rudimentary stage in writing.

**Structuring\_** Here the learners are required to organize the letters into words, and words into phrases and sentences

**Communication\_** like interpretation in reading is the ultimate goal.

➤ **WRITING STRATEGIES**

- **Writing strategies definition**

**Writing strategies:** Explicitly teach students strategies for planning, revising, and editing their written products. This may involve teaching general processes (e.g., brainstorming or editing) or more specific elements, such as steps for writing a persuasive essay. In either case, we recommend that teachers model the strategy,

provide assistance as students practice using the strategy on their own, and allow for independent practice with the strategy once they have learned it.

Writing strategies are deliberate, focused ways of thinking about writing. A writing strategy can take many forms. It can be a formal plan a teacher wants students to follow to write a book report, or it can be something as simple as a trick to remember how a word is spelled.

Writing can be difficult and time consuming for many students, but like any complex job, writing is easier if you have the right tools. Writing strategies are the tools writers use to do their work.

## ➤ **STRATEGIES TO DEVELOP WRITING SKILL**

- **Brainstorming Ideas**

Brainstorming lets students work together in the classroom in small groups to say as much as they can about the topic. The teacher does not have to monitor grammar or pronunciation, except when the speaker cannot be understood, though the teacher will obviously be the resource person whom students turn to as they search for the right word or the right structure to express their ideas<sup>15</sup>.

### **Linking your ideas**

Use a new paragraph for each main idea.

Use linking expressions to connect your paragraphs.

Use reference words to avoid repetition.

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<sup>15</sup>MARY, Spratt, ALAN, Pulverness and MELANIE, Williams; Teaching knowledge Test. Cambridge University.(38,39,40)

- **Organizing**

Once you have decided your topic and possibly brainstormed some ideas or even completed your first draft you will want to revise by reorganizing your thoughts into a structure to convey your message, this does not mean having a certain number of sentences or paragraphs it simply means having an organization that matches the purposes of your writing.

- **Paraphrasing**

- **What is a Paraphrase?**

A paraphrase is simply a restatement of a source's words or ideas into your own words. It's really that simple! A paraphrase will typically restate a fairly brief portion, say a paragraph or so, of an original source and may be structured similarly and of a similar number of words.

You might prefer a paraphrase to a direct quotation when you can state an idea more clearly or concisely or in words more consistent with your own writing style than the original source. You have to follow the same cardinal rules as you do for quoting. Your paraphrase must be accurate and it must be consistent with the intent of the source.

- **How Do I Paraphrase Correctly?**

It's not enough to simply change a few words around, or replace words with synonyms to constitute a paraphrase. You literally have to rewrite the material using your own words. One good way to be sure that you're paraphrasing fairly is to follow these steps:

8. Read the material you want to paraphrase several times.

9. Try rewriting the material in your own words without looking at the original source.
10. Check your rewrite against the original source, making sure to verify that your rewrite is accurate and consistent with the intent of the source and that you have not simply shuffled a few words around.

Make sure that you make it clear to the reader where your paraphrase begins and ends and where your own ideas or comments are included. Don't be afraid to put the original source's unique terms or phrases in quotation marks as part of your paraphrase. In all cases, remember to identify that you are referring to an outside source in the body of your paper and to provide a complete source at the appropriate place in your paper.

It is not inappropriate to abbreviate the paraphrase from the original source if the material that is left out is not essential to the point you're making or to understanding the paraphrase. This is similar to using ellipses to leave out irrelevant or unimportant material, but you don't have to indicate what has been left out.

- **Proofreading**

"Proofread" means to read for errors. Now that you have edited your writing it is time to look for errors and correct them. During the revising and editing process you may have corrected some. It can be very helpful to take another break from your writing before you start to proofread.

**Proofreading** is the process of checking your written work for what are often referred to as surface errors. These are errors in spelling, punctuation, and grammar. Your teachers will expect that the work you hand in does not contain any surface errors. Here are some guidelines for proofreading that will help you to identify and then correct these errors.

In addition to following the general guidelines above, individualizing your proofreading process to your needs will help you proofread more efficiently and effectively. You won't be able to check for everything (and you don't have to), so you should find out what your typical problem areas are and look for each type of error individually. Here's how: Find out what errors you typically make. Review instructors' comments about your writing and/or review your paper. Use specific strategies. Use the strategies detailed on the following pages to find and correct your particular errors in usage, sentence structure, and spelling and punctuation.

- **Peer editing**

#### **How to use peer editing**

Students demonstrating writing difficulties may benefit from the strategy peer editing, with another student from their class. Using this strategy, one student would critique another student's writing. It is great for other students to critique a classmates writing. They learn more ways to improve their writing based on mistakes that others make, which are inappropriate to use in their writing. It is helpful to look at other peoples' writing to see what you can do to improve your own writing skills. Peer editing can be used in grades three through six. In peer editing you are usually evaluating another students writing to make sure it is organized, has correct punctuation, is clearly and neatly written, and a student is

given the opportunity to tell the writer what they like about the child's writing (some positive comments). Peer editing can be used in self-contained settings with peers who are writing on the same level. A teacher may have to assist students and look over each child's writing and critique their writing as a small group

**Peer editing** means working with someone usually someone in your class to help improve, revise, and edit his or her writing

### **Steps to peer editing**

**Step. 1** Compliments stay positive

Remember you are helping to change someone else work.

**Step.2** Suggestions: making suggestions means giving the author some specific ideas about how to make his or her writing better.

**Step.3** Corrections, means checking your

-Spelling mistakes

-Grammar mistakes

-Missing punctuation

-Incomplete or run –on sentences.

### ➤ **TRANSITIONS WORDS**

When you write a paragraph that list information, you must use transitions words that connect your ideas. If you do not use transitions words, your paragraph will sound “choppy” that is, not smooth.



### ➤ **How to Teach Writing Skills to High School Students?**

With any combination of teaching strategies a teacher chooses to use, students must be given ample time to write. Writing cannot be a subject that is short-changed or glossed over due to time constraints. Moreover, for weaker writers, additional time, individualized support, and explicit teaching of transcription skills (i.e., handwriting, spelling, typing) may be necessary. For all students, teachers should promote the development of self-regulation skills. Having students set goals for their writing and learning, monitoring and evaluating their success in meeting these goals, and self-reinforcing their learning and writing efforts puts them in charge, increasing independence and efficacy.

### ➤ **Dictation**<sup>16</sup>

The dictation technique is familiar to most ESL teachers. The teacher reads a passage through once, and then reads it slowly, broken down, into short, meaningful segments, which the students write down, and then the teacher reads it through once more. This gives students practice in listening carefully and paying attention, to intonation and to the mechanics of spelling punctuation and capitalization. Frequently the teacher stands in front of the class and reads a passage which reinforces the vocabulary and grammar just taught. There are, however alternatives to that procedure.

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<sup>16</sup>Raimes Ann Techniques in Teaching Writing Oxford University Press, 01/12/1983.

1. The teachers pretends to be telephoning and given directions to get from one place to another , perhaps from a student´s home to the school As would be the case in a real telephone call of this kind he does not give punctuation or capitals. The students write and then compare results.
2. The teacher distributes a text with blank spaces in it
3. The teacher dictates a passage that not only given dictation practice but contains useful information for the students for example, information about a class trip or a review of examination material for another school subject.
4. The teacher asks students to read out a corrected piece of his own writing for dictation.
5. The teacher dictates a poem that he wants the students to learn.
6. Checking a dictation immediately for accuracy of spelling and punctuation does not have to be the only way to end the activity.

- **Challenge high school students to write.**

Writing is not a natural ability. It is a learned skill. High school students should master writing skills to help them in their college education and the job market. Writing skills like grammar, punctuation and creative writing are important for high school students to learn. Teachers can help students express their thoughts on paper and make strong sentences and paragraphs.

### **Instructions**

1. Implement goals for students to track their progress. Teachers should establish classroom goals before the writing lesson begins. Inform the students of what goals you have for them as the teacher. You may want to see them learn to write poetry or excel in grammar skills. Also allow the students to set their goals based

on recognized weaknesses and areas they desire to develop. High school students may set a goal of completing a short story.

2. Use a writing prompt at the beginning of class. Writing prompts are small paragraphs, ideas or starting points for students to develop their thoughts. Use writing prompts that are relevant to high school students. For example, create a scenario where a student told a friend a secret. The friend spread the secret around school. They eventually confront each other. The students must continue the story from there. Students who find writing difficult will benefit from writing prompts, according to The Center on English Learning and Achievement. It also helps students practice developing their thoughts into words.

3. Encourage descriptive writing. To improve the writing skills of high school students, implement activities where students are required to give their imagination. Descriptive writing may include listening to sounds in the school cafeteria or hallways. Students should use unique words to describe what they hear. They may also describe what they see in school such as other students, arguments or friendships.

### ➤ **Teaching Writing**

Writing the visual representation of a language is invaluable for helping students communicate and understand how the parts of the language go together. Many students actually learn and remember more through the writing word.

This section takes a close look at writing skills and how to help students develop their ability to express themselves in writing. Keep in mind that writing almost

always involves reading; the two skills, the receptive and the productive are independent because a good reader is a good writer

In order to be sure that the writing tasks they set are relevant and motivating for students, ESL teachers should ask themselves the following questions:

- Is the activity motivating, stimulating and interesting to do?
- Is it of an appropriate level or too easy, difficult, childish or sophisticated?
- Is it relevant to students' needs?
- Would I like this activity myself?
  - Is preliminary teaching required for this activity?

➤ **Why teach writing?**

As a preliminary to teaching writing, ask yourself what you have actually writing recently. Have you writing letters, postcards, memos, messages, or filled out job applications? Now think about the following reasons for teaching writing.

- Writing is necessary for some kinds of communication.
- Writing helps in learning the language.
- Writing helps the memory.
- High school exams are mainly writing tests.
- Students need to take notes.

## ➤ **WRITING TASK BY LEVEL**<sup>17</sup>

- **Beginning level**

- Coping using short texts already studied, ask students to copy a paragraph or more. This reinforces language learned orally which is particularly necessary for students
- Filling in forms. Ask students to complete forms or applications with correct details. (Names, addresses, telephone numbers, and other personal information).
- Dictation
- Short descriptions
- Writing messages
- Combining sentences.

- **Intermediated level**

- **Letter writing.**
- **Instructions.** Have students write instructions on how to use the domestic appliances. In their homes (the clothes dryer, the dishwasher, the microwave, etc.). Give students for framework for guidance: First, Then, after that, don't forget to.
- **Writing a review.** Asks students to write reviews of movies, theatre shows, TV programs that they have recently seen. This is excellent for practicing the skill of summarizing.
- **Picture writing** Asks students to compare two photographs, noting the differences and similarities.

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<sup>17</sup>NORMAN, David; Communicative Ideas. London1986.

- **Note taking.** Ask students to listen carefully to an announcement and make notes of the most important facts.
- **Biography writing**
  - **Advanced level**
- **Writing letters.** It is not difficult to prepare yourself and students to write letters.
- **Biography writing** helps students write about personal aspects.
- **Group writing projects.** These projects, such as publishing a class newsletter or magazine the students could work in pairs (remember to pair up weaker students with stronger ones).
- **Future job.** The students have to write about what they are going to do after graduated.
- **Note taking.** Prepare students for university life (make sure the topics are of interest) and takes notes.
- **How can the teacher prepare the students to write?**

Before engaging in a writing task, students need to know the purpose of writing and be introduced to important language features and key vocabulary. Teachers can create their own activities or follow the model of a text; a text can be constructed on the board or overhead as a whole class activity with the learners contributing the language. This will enable teachers to identify and explain language features that are problematic and model the editing process for learners.

Before asking students to complete a written task, there are some things a teacher can do to prepare them:

- Be clear about the skills being developed (verb tense, structures, forms etc.)

- Involve students as personally as possible as this increases motivation
- Discuss with the students the different skills involved in the writing process such as conceptualizing, planning, composing, revising etc.
- **Techniques in planning the class there are some Questions**
  - **Who will read what my students write?**

<sup>18</sup>Traditionally, the teacher has been not so much the reader as the judge of students writing. Teachers correct error in grammar in spelling, they make evaluative comments like “very good” or “could be improved” and they rewrite the students. Students have therefore seen writing as something where they say it is the less important for that reason the teacher has to help the students:

1. The teacher, helping in the process by reading and commenting on drafts and not correcting errors until a predetermined point in the process and the teacher have to be as evaluator, judging and making the final product.
2. One other student in the class, exchanging a draft with the writer and commenting on the draft he reads
3. A group of students in the class, reading a draft or listened to it read aloud and commenting on it.
4. A real outside audience.

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<sup>18</sup>Raimes Ann Techniques in Teaching Writing Oxford University Press, 01/12/1983.

- **How are the students going to work together in the classroom?**

We have to think of our actual class time and what directions we will give the students will they work together as a class, groups in pairs or individually will they write in class or at home?

- **How much time should I give my students for their writing?**

Obviously, a lot of language activities and group work take a lot more time than the usual writing assignment. What is clear from our examination writers have time to make decisions, time to play around with ideas, time to construct and reconstruct sentences.

- **What do I do about errors?**

Our principal job as teachers of composition is not to search for errors that after all are what our students should be doing before they hand in their papers to us. But obviously, when our English second language students write they do make a lot of mistakes a specific assignment will call for its own schedule and method of error correction. Some general strategies for all assignments follow.

➤ Give your students time and opportunity to correct errors do to carelessness

Lack of application of a learned rule in this new context or lack of application of a learned rule in this new context, or lack of knowledge of structure.

➤ **TECHNIQUES IN USING PICTURES**<sup>19</sup>

Writing teachers can find a valuable resource in pictures: drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams graphs, tables charts and maps. First of all, pictures provide a shared experience for students in the

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<sup>19</sup>Raimes Ann Techniques in Teaching Writing Oxford University Press, 01/12/1983.



class, a common base that leads to a variety of language activities. With a picture, all students after close observation of the material will immediately need the appropriated vocabulary, idiom and sentence structure to discuss what they see.

In addition pictures are important because everybody likes to look a picture; their use in the classroom provides a stimulating focus for students' attention. Pictures bring the outside world into the classroom in a vividly concrete way. So a picture is a valuable resource as it provides:

1. A shared experience in the classroom;
2. A need for common language forms to use in the classroom;
3. A variety of tasks;
4. A focus of interest for students.

#### ➤ **Techniques in responding to students writing**

Responding to students writing is very much a part of the process of teaching writing. It is not just tacked onto the end of a teaching sequence, a last chore for teachers and a bore for students. Rather, it is an important as devising materials and preparing lessons.

The teacher can only judge and evaluated, not influence the piece of writing.

Responding to a paper only at the end limits us to doing the following:

1. Given the paper a grade (A, B, C or 7, 8, 9, etc.);
2. Writing a comment : very good ,needs improvement, careless;
3. Correcting errors.

some authors pint out that learning a foreign language focus the integration of the four skills however with specific learning purposes the teachers can emphasize the

use of one skill more deeply, in this way the students will have to chance to get a meaningful learning and know more about every skill.

## **f. METHODOLOGY**

### **➤ HYPOTHESIS**

- **General hypothesis**

- The writing teaching methodology influences in the development of writing skill with the students of 3<sup>rd</sup> year of Bachillerato at experimental Bernardo Valdivieso high school. Loja city. Academic year 2012 – 2013.

- **Specific hypothesis**

- There is a little knowledge about the process in the development of writing skill with the students of of 3rd year of bachillerato at experimental Bernardo Valdivieso high school .Loja city. Academic year 2012 – 2013.
- The English teachers know which are the strategies to develop writing skill with the students of 3rd year of bachillerato at experimental Bernardo Valdivieso high school .Loja city. Academic year 2012 – 2013.

### **➤ DESIGN OF THE RESEARCH**

It is important to determine the way of the research will be carried out. In this sense, the present project is considered a non –experimental research because the variables in the group of students and teachers of the institution, who will be part of the project, will not be manipulated.

The researcher will apply some methods to analyze the information searched in the institution; moreover it will influence the perceptions and interpretation of the researcher because this kind of research is very useful in education.

➤ **METHODS TECHNIQUES AND INSTRUMENTS**

➤ **METHODS**

- **Scientific method.**

The researcher will need the scientific method in the research project for collecting information about the mentioned theme to compare and contrast with the information collected in the high school

- **Descriptive method.**

It will be used because it will help to the researcher as the data collection and analysis, it will formed by quantitative analysis of the data that will determine if the teachers teach their students some strategies to develop writing skill.

- **Analytic and synthetic method.**

It will really help to analyze the data collected in the research after the applied instruments and consequently derive conclusions according to the results.

- **Deductive method**

This method will be used in order to give a logical explanation based on the observation facts and the hypothesis to reach theoretical conclusions. It will let the observation of the phenomena, which will carry out to the real interpretation and analysis to describe and explain through deductive logic the facts and data.

Afterwards, the researcher will process with the elaboration and application of the instruments in the educative institution and turn to the analytical-syntactic method

to process the information obtained and interpreted appropriately the obtained data which will serve to the researcher to proof the hypothesis.

The hypothesis will be demonstrated in a descriptive way through a process of logical analysis of the results considering the most representative ones in relation to the state variables.

- **Inductive method**

It will help the researcher to detect the most important problems that the teachers and students face to learn the English Language. In this way the researcher could find the problematic. Moreover the researcher will apply surveys to teachers and students these will help the researcher to know the different problems into the development of writing skills. In the other hand the researcher should find more information about the problem and search a lot of bibliography like: books, documents and internet to analyze in a good way the information that the researcher will get after applying the surveys.

➤ **TECHNIQUES AND INSTRUMENTS.**

In the present research work the researcher will use the following techniques:

- **Bibliographic study.** - It is an important and significant technique that the researcher will use to obtain bibliographic information from books and specific texts according to the variables found in the hypothesis.
- **The surveys,** which will be applied to collect quantitative information that will be apply from teachers and students 3<sup>rd</sup> year of Bachillerato in the Bernardo Valdivieso high school period 2012-2013 for knowing how is the teaching methodology in the development of writing skill.

## ➤ **PROCEDURES**

After the technique was applied, the following procedures will be carried out.

- **Tabulation**

First of all the data will be processed in excel program, through the tabulation of the information gathered in the field work. It will be used the descriptive statistics for the closed questions from the explanation of every question.

- **Organization**

Then, the empiric information will be organized considering the specific hypothesis of the research project and the variables of each one. Thus the information will be structured in appropriated way.

Next the information obtained will be represented properly in statistics tables, which will contain the frequency and the percentage obtained from the indicators of the applied questionnaire.

- **Graphic representation**

After the data have been described in statistic tables, it will be necessary to represent them in graphic bars, so it will be easy to understand them, and them interpret the information obtained of every question.

- **Interpretation and analysis**

The information presented in tables and graphs will help to interpret the corresponding percentages of every question, which will also be analyzed in detail, contrasting it with the theoretical referents and the variables of the specific hypothesis, in order to get a better understanding of the results.

- **Hypothesis verification**

The hypothesis will be proven in a descriptive way through a process of logical analysis of the results, considering the most characteristic ones in relation to the stated variables.

- **Conclusions and recommendations**

Finally the conclusions will be formulated taking into account the established objectives of the research, also some recommendations will be proposed to the teachers and students of the researched institution, so that the present project will greatly contributed to the improvement of the problems found with the development of writing skill.

➤ **POPULATION AND SAMPLE.**

To get specific results of 332 students of 3<sup>rd</sup> years of bachilleratoat experimental Bernardo Valdivieso high school morningsection ithas 4English teachers and the surveys will be applied to all of them. For the students

Theresearcher has applied the next formula to get the corresponding sample:

Sample: (n) =?

FORMULA:

$$n = \frac{z^2 pqN}{e^2(N-1) + z^2 pq}$$

- N = Population: **332** students.
- $Z_{\alpha}^2 = 1.96^2$  (Level of confidence
- p = Probability in favor = 0.05)

- $q = 1 - p$  Probability against 0,05
- $e = \text{Error (e)} = 5\% \text{ } 0,05$

$$N = \frac{(1,92) (0,5) (0,5) (332)}{(0,05) = (332-1) + (1,96)=(0,05) (0,5)}$$

$$(0,05) = (332-1) + (1,96)=(0,05) (0,5)$$

$$N = 3,8416(0,25) (332)$$

---

$$(0,0025 (332) + (3,8416) (0,25))$$

$$318,8528$$

---

$$1,7904$$

$$N = 178$$

### **SAMPLE DISTRIBUTION**

The following formula helps the researcher to distribute the sample:

$$F = \frac{n}{N}$$

**F= Distribution Factor**



**N= Simple size**

**N= population**

Replacing the values in the statistic formula:

### **Students of the major of Math - Physics**

$$F = \frac{178}{332}$$

**F= 0,536 (127)**

**F= 68.072**

**F= 68**

### **Students of the major of Chemistry – Biology**

$$F = \frac{178}{332}$$

**F= 0,536 (132)**

**F= 70,752**

**F= 71**

### **Students of the major of Social Science**

$$F = \frac{178}{332}$$

**F= 0,536 (73)**

**F= 39,128**

**F= 39**

<b>VARIABLE</b>	<b>POPULATION</b>	<b>SAMPLE</b>
➤ Students of the major of Math – Physics.	127	68
➤ Students of the major of Chemistry – Biology.	132	71
➤ Students of the major of Social Science.	73	39
<b>TOTAL</b>	<b>STUDENTS</b>	178
	<b>TEACHERS</b>	4

**Responsible: The author**

### g. TIME TABLE

TIME ACTIVITES	2012					2013						2014											
	Jun	Jul	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
Presentation of the project.	x																						
Correction of the project		xxxx	xxxx	xxx	xxx	xxx	xxx	xx	xxxx	xxxx	x												
Approval of the project											x												
Application of the instrument												xx											
Designation of the thesis director													x										
Analysis and interpretation of the results														xx									
Presentation of the results															xx								
Demostration of the hypothesis																xxxx							
Conclusions and Recomendations																	xxxx						
Thesis approval																		x					
Documentotion																		xxx	xxxx				
Private qualification of the thesis																				x			
Writes the recomendations																				xxx	xxxx	xx	
Graduation																							x

## **h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH**

### **1. Resources**

#### **1.1. Humans**

**The resources that will be part of this project are:**

- **The Researcher:** Rosa Villavicencio
- **The English Teachers** of 3<sup>rd</sup> year of Bachillerato. At Experimental Bernardo Valdivieso high school morning section
- **Students** of 3<sup>rd</sup> year of Bachillerato. At Experimental Bernardo Valdivieso high school morning section

#### **1.2. Materials**

The material resources that the researcher will use are:

- Bond papers
- Dictionary
- Books
- Copies
- Spiral binding

### 1.3 Technical

- Computer
- Printer
- Flash memory
- Internet

## 2. BUDGET

<b>RESOURCE</b>	<b>COST (USD)</b>
<b>Project</b>	<b>\$ 600,00</b>
Office material	\$70,00
Transportation	\$80,00
Internet	\$300,00
Copies	\$50,00
Print	\$90,00
Spiral binding	\$10,00
<b>TOTAL</b>	<hr/> <b>\$1.200,00</b>

## 3. FINANCING

The present research will be financed by the researcher.

## **i. BIBLIOGRAPHY**

### **BOOKS**

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### **INTERNET RESOURCES**

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**UNIVERSIDAD NACIONAL DE LOJA  
AREA DE LA  
EDUCACION, ARTE Y LA COMUNICACIÓN ENGLISH  
LANGUAGE CAREER.**

**TEACHERS' SURVEYS**

**Dear teacher:**

The present research is about the teaching methodology and the development of writing skill with the students of 3<sup>rd</sup> year of Bachillerato at experimental Bernardo Valdivieso high School. Loja city. Academic year 2012 2013, so it is necessary your collaboration answering the present survey with truthful information, which will greatly contribute to the development of this research.

**HYPOTHESIS 1**

There is a little knowledge about the process in the development of writing skill with the students of 3<sup>rd</sup> year of bachillerato at experimental Bernardo Valdivieso high school.

**1. What the writing skill is about?**

- It is a receptive skill, it helps learners extend their vocabulary ( ) and provides a variety of models for their own written skills.

➤ It is one of the productive skills that express ideas, thoughts, and Feelings to other people also it is a visual Representation of speech ( )

➤ It is a communication skill that enables a person to Verbalize thoughts and ideas. ( )

**2. What kind of writing production do you develop with your students in the English classes?**

- |                          |                     |
|--------------------------|---------------------|
| ➤ Letters ( )            | ➤ Emails ( )        |
| ➤ Instruction manual ( ) | ➤ Stories ( )       |
| ➤ Conversations ( )      | ➤ Research work ( ) |
| ➤ Essays ( )             | ➤ Recipes ( )       |

**3. What are your English classes based on?**

- Grammar, vocabulary ( )
- Listening, Reading ( )
- Writing, Speaking ( )
- Skills, grammar ( )

**4. How often do you practice writing skill in the English subject?**

- Once a week ( )
- Twice a Week ( )
- Monthly ( )



**5. Do you follow the stages of writing process in your English classes?**

Yes ( )                      No ( )                      Sometimes ( ).

Why.....  
.....

**6. Which are the stages of writing process?**

Pre-writing	( )	Publishing	( )
Supporting sentence	( )	Editing	( )
Drafting	( )	Coordinating conjunctions	( )
Revising	( )		

**7. Match the stages of the writing process with their definition.**

- Pre-writing              Congratulate yourself on a job well done.
- Drafting                Correcting and improving the text.
- Revising                Take out or add parts.
- Editing                 Show it to others and ask for suggestions.
- Publishing             Decide on a topic to write about and brainstorm

**HYPOTHESIS 2**

The strategies applied by the English teachers support the development of the writing skill with the students of 3<sup>rd</sup> year of bachillerato at experimental Bernardo Valdivieso high school.



C. Wrong checking ( )

A: Wrong agreement ( )

Wo: wrong word order ( )

T: Wrong topic sentence ( )

**12. Do you teach your students punctuation mark rules?**

Always ( )      sometimes ( )      rarely ( )      Never ( )

**13. What is the level of knowledge in writing skill of your students?**

➤ Excellent ( )

➤ Very good ( )

➤ Good ( )

➤ Regular ( )

➤ Deficient ( )

**THANK FOR YOUR HELP**



**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA**  
**EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN,**  
**ENGLISH LANGUAGE CAREER**

**STUDENTS´ SURVEYS**

**Dear student:**

The present research is about the teaching methodology and the development of writing skill with the students of 3<sup>rd</sup> year of Bachillerato at experimental Bernardo Valdivieso high School. Loja city. Academic year 2012 2013, so it is necessary your collaboration answering the present survey with truthful information, which will greatly contribute to the development of this research.

**HYPOTHESIS 1**

There is a little knowledge about the process in the development of writing skill with the students of 3<sup>rd</sup> year of bachillerato at experimental Bernardo Valdivieso high school.

**1. According your knowledge what is writing skill?**

- It is a receptive skill, it helps learners extend their vocabulary ( )  
and provides a variety of models for their own written skills.

➤ It is one of the productive skills that express ideas, thoughts, and feelings to other people also it is a visual representation of speech ( )

➤ It is a communication skill that enables a person to verbalize thoughts and ideas. ( )

**2. What kind of writing production does your English teacher develop in classes?**

➤ Letters ( )      Emails ( )

Instruction manual ( )      Stories ( )

➤ Research work ( )      Conversations ( )

➤ Recipes ( )      Essays ( )

**3. What are your English classes based on?**

➤ Grammar, vocabulary ( )

➤ Listening, Reading ( )

➤ Writing, Speaking ( )

➤ Skills, grammar ( )

**4. How often does your English teacher practice writing skill?**

➤ Once a week ( )

➤ Twice a Week ( )

➤ Monthly ( )

**5. Do you follow the stages of writing process?**

Yes ( )

No ( )

Sometimes ( )

Why.....  
.....

**6. Which are the stages of writing processes does your English teacher teach you to develop writing skill?**

Pre-writing ( )

Publishing ( )

Supporting sentence ( )

Coordinating conjunctions ( )

Drafting ( )

Editing ( )

Revising ( )

**7. Match the stages of the writing process with their use.**

- Pre-writing                      Congratulate yourself on a job well done.
  
- Drafting                              Correcting and improving the text.
  
- Revising                              Take out or add parts.
  
- Editing                                Show it to others and ask for suggestions.
  
- Publishing                            Decide on a topic to write about and brainstorm ideas about the subject

## HYPOTHESIS 2

The strategies applied by the English teachers support the development of the writing skill with the students of 3rd year of bachillerato at experimental Bernardo Valdivieso high school.

### 8. Does your teacher apply strategies to develop writing skill in the English classes?

Yes ( )                      No ( )                      Sometimes ( )

Why.....  
.....

### 9. Which of these strategies does your teacher apply to develop writing skill?

- |                     |                    |
|---------------------|--------------------|
| ➤ Brainstorming ( ) | ➤ Peer Editing ( ) |
| ➤ Pre-viewing ( )   | ➤ Underlining ( )  |
| ➤ Paraphrasing ( )  | ➤ Organizing ( )   |
| ➤ Proof reading ( ) |                    |

### 10. which of these tips does your teacher suggest you to improve writing skill?

- |                          |                                 |
|--------------------------|---------------------------------|
| -Message in English ( )  | -Descriptive Writing ( )        |
| -Write every day. ( )    | -Prewriting ( )                 |
| -Read--a lot! ( )        | -Learn basic grammar rulers ( ) |
| -Brainstorming ideas ( ) | -Take a class. ( )              |
| -Generating ideas ( )    |                                 |

**11. Does your English teacher use correction code to check your writing work?**

Yes ( )

No ( )

If so,

Mark the ones that are correction code

< Word missing ( )

P: Wrong paragraph ( )

C. Wrong checking ( )

A: Wrong agreement ( )

Wo: wrong word order ( )

T: Wrong topic sentence ( )

**12. Does your teacher teach you the use of punctuation mark?**

Always ( )

sometimes ( )

rarely ( )

Never ( )

**13. What is your level of knowledge in writing skill?**

➤ Excellent ( )

➤ Very good ( )

➤ Good ( )

➤ Regular ( )

➤ Deficient ( )

**THANK FOR YOUR HELP.**



**CONSISTENCY MATRIX**

<b>THEME: THE TEACHING METHODOLOGY AND THE DEVELOPMENT OF WRITING SKILL WITH THE STUDENTS OF 3<sup>rd</sup> YEARS OF BACHILLERATO AT EXPERIMENTAL BERNADO VALDIVIESO HIGH SCHOOL? LOJA CITY. ACADEMIC YEAR 2012 – 2013.</b>				
<b>PROBLEM</b>	<b>OBJECTIVES</b>	<b>HYPOTHESIS</b>	<b>VARIABLES</b>	<b>INDICATORS</b>
<p align="center"><b>GENERAL</b></p> <p>HOW IS THE TEACHING METHODOLOGY IN THE DEVELOPMENT OF WRITING SKILL WITH THE STUDENTS OF 3<sup>rd</sup> YEAR OF BACHILLERATO AT EXPERIMENTAL BERNADO VALDIVIESO HIGH SCHOOL? LOJA CITY ACADEMIC YEAR 2012 – 2013</p>	<p align="center"><b>GENERAL</b></p> <p>To determine the teaching methodology in the development of writing skill with the students of 3<sup>rd</sup> year of bachillerato at experimental Bernardo Valdivieso high school Loja city Academic year 2012 – 2013.</p>	<p align="center"><b>GENERAL</b></p> <p>The teaching methodology influences in the development of writing skill with the students of 3<sup>rd</sup> year of bachillerato at experimental Bernardo Valdivieso high school. Loja city Academic year 2012 – 2013.</p>		
<p align="center"><b>SUB PROBLEMS</b></p> <p>What is the process in the development of writing skill with the students of 3<sup>rd</sup> year of bachillerato at experimental Bernardo Valdivieso high school? Loja city Academic year 2012 – 2013.</p>	<p align="center"><b>SPECIFICS</b></p> <p>To identify the process in the development of writing skill with the students of 3<sup>rd</sup> year of bachillerato at experimental Bernardo Valdivieso high school Loja city Academic year 2012 – 2013.</p>	<p align="center"><b>SPECIFICS</b></p> <p>There is a little knowledge about the process in the development of writing skill with the students of 3<sup>rd</sup> year of bachillerato at experimental Bernardo Valdivieso high school Loja city Academic year 2012 – 2013.</p>	<p align="center"><b>INDEPENDENT</b></p> <p>➤ WRITING PROCESS</p>	<p align="center"><b>WRITING PROCESS</b></p> <ul style="list-style-type: none"> <li>➤ Prewriting</li> <li>➤ Drafting</li> <li>➤ Revising</li> <li>➤ Editing</li> <li>➤ Publishing</li> </ul>

<p>What kind of strategies are applied by the English teachers to develop writing skill. With the students of 3rd year of bachillerato at experimental BernardoValdivieso high school? Loja city Academic year 2012 – 2013.</p>	<p>To verify the strategies applied by the English teachers to develop writing skill with the students of 3rd year of bachillerato at experimental Bernardo Valdivieso high school Loja city Academic year 2012 – 2013.</p>	<p>The strategies applied by the English teachers support to develop of writing skill with the students of 3rd year of bachillerato at experimental Bernardo Valdivieso high school Loja city Academic year 2012 – 2013.</p>	<p><b>DEPENDENT</b></p> <ul style="list-style-type: none"> <li>➤ WRITING STRATEGIES</li>   <li>➤ Writing skill</li> </ul>	<p><b>WRITING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>➤ Brainstorming</li> <li>➤ Organizing</li> <li>➤ Paraphrasing</li> <li>➤ Proofreading</li> <li>➤ Per editing</li>   <li>➤ Definition</li> <li>➤ Importance</li> <li>➤ Spelling</li> <li>➤ Grammar</li> <li>➤ punctuation</li>   <p>Forms of writing communication</p> <ul style="list-style-type: none"> <li>➤ Letters</li> <li>➤ Daily notes</li> <li>➤ Instructions</li> </ul> </ul>
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