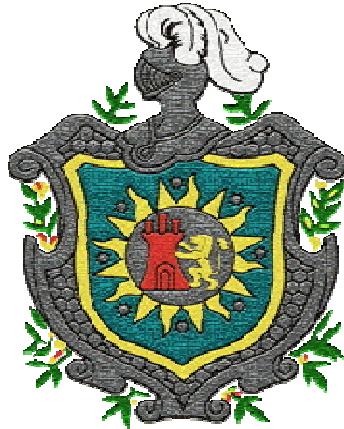


**UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
RURD UNAN-MANAGUA**



THEME:

**Difficulties in Writing English of the Students of the third year at
"Juan Roberto Smith Institute" in the II semester in 2007.**

Seminario de graduación UNAN-Managua

Research submitted in partial fulfilment of the requirements
for a B.A. degree in Teaching English as a foreign language.

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Managua, November, 27th 2007.

Type of the research: **Descriptive.**

Problem: **Why the students of the third year at the
afternoon shift at "Juan Roberto Smith
Institute" from Moyogalpa, Rivas have
difficulties in writing skill?**

Theme: **Difficulties in writing English of the students
of the third year at "Juan Roberto Smith
Institute" in the II semester in 2007.**

Beginning date: **August 8th, 2007**

Ending date: **November 27th, 2007**

Dedicatory.

We offer this research project to God, the Almighty. To our parents for their invaluable support and to all professors who were with us during our English studies for their patience and mainly for their knowledge they gladly transmitted to us.

When making this work we spent a lot of time and money; however we do not regret about that we rather appreciate greatly the things we learnt when we were preparing the results of our research.

We expected teachers and students feel proud of use for all the effort that we must undergo to finish our professionalization studies to be better teachers in the place we work. For that reason we decided to find out the problems that teacher and students face in our institute to develop the writing skills.

Acknowledgements

We want to thank God for having granted to finish our studies. We also thank the professors at UNAN-Managua, who have lent us some books, magazines and have given some advice.

We are thankful to our dear professor Hans Miranda to his great patience he had when we were asking for help and advice.

We would like to express our thanks to our co-workers for their invaluable advice and our students of both institutes, "Manuel Hernandez Institute" in Jinotepe, Carazo, and "Juan Roberto Smith Institute" in Moyogalpa, Rivas for their valuable time in order to collect the data needed for this research.

Abstract

One semester of study took us to develop this important research. During this time we have gotten important result about the causes that influence difficulties in writing English in students of the third year at "Juan Roberto Smith Institute", in the morning shift.

Strategies used in this research were done. First we chose the problem, and then we verify the relevance of this problem for that we visited the institute and started to write a list of our specific objectives. We organized our time and we read a lot of books , forums magazines, dictionaries and articles in internet. It was so helpful to talk to some teacher that known about our theme, so we got some ideas from them.

The questionnaire was answered by all the students of the third year in the morning shift. We interviewed to the only English teacher of the third year with the purpose of getting important information in a professional way.

we observed 6 classes in order to get information in the place and observe the all the teaching process. The main objective was to have deeper analysis about the elements that we focused our research.

The educational factor was widely studied. The textbook called "Pathways to English" have been used for more than 12 years. The students do not have any textbooks. There is only one for the English teacher. They do not have any dictionaries, and there are only few charts and pictures. They do controlled written exercises during the English class. The English teacher des not have any criteria of evaluation or system core for correcting error, so she applied another technique which is correcting errors and making some comments.

We have gotten some important benefits of this research. First of all we, as students we have developed the reading skill. We have read interesting

books and articles about our topic that have been written by the most remarkable writers, we have talked to our classmates about how to carry out this important written paper., and we have learnt how to organize this research. We have spent many hours in front to the computer trying to type our paper and that is part of our main achievement that we did not have before.

Our main difficulties were time and money. It took a lot of time to do it and a lot of money for making drafts and copies.

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Introduction

The secondary education in Nicaragua is very important but still we have to do a lot of work. Our present research contains important information that helps us to get an idea of one of the problem that we have in our classrooms.

We focused our research in one general objective that is to find out the causes that influence difficulties in writing English in students of the third year at "Juan Roberto Smith Institute". In addition, it includes ten specific objectives that refer to the psychological and educational factors that influence negatively in the learning of the writing skill.

The methodology of investigation was the qualities type. We took into account the following techniques such as class observation that include , Classroom atmosphere(Bulletin board, charts, ornaments, comfortable) Students behaviors and motivation, recourses (Dictionaries, workbooks, notebooks), Teaching aids used by the English teacher (objects, pictures, drawings, chart.), interaction of the students (Group work, In pairs, individual) correction written work (the teacher/ the student), main mistakes done by the students (grammar, vocabulary, punctuation, spelling) Moreover, we did interview to the English teacher in charge of the group that we observed, students homework, teacher's feedback and all the notes that we did about the things that are not applied such as the system code and the criteria of that aspect we have to take into account when we correct a written paper and also the peer correction that is not applied.

The theoretical framework contains a lot of important points of view of remarkable writers about the following aspects: components of a piece of written paper, written exercises and it description of how to carry out them, techniques of how to do corrections paper, and the description of the Process Method which is the modern method that is used widely.

Our hypothesis states that an inappropriate writing techniques and resources implemented by English teachers are the main causes of the poor writing skill in the third year of "Juan Roberto Smith Institute".

The most important resources were the following authors: Karen Blanchard, Robert Chapman, Mary Finocchiaro, David Jolly Tomlinson, Ellis, Penny Ur,,Patricia Ackkert , Don Byrne, Bolt, Donald Chapman, Adrian Doff, Anita Pincas, Alice Oshama and Ann Raimes.

The results that are presented in the presentation and interpretation of data are the result of the survey that we applied to the a sample of our research: 1 English teacher and 52 students.

The conclusion contains data that show a general picture of the situation of the difficulties that student of "Juan Roberto Smith of Moyogalpa. Rivas have.

The recommendations are part of the suggestions that we want to provide as ideas that we can put into practice in our classrooms. There are very simple but very necessary for improve our skill in one of the four skill that we teach in the most important language spoken in the world and we are pound to study and teach it.

The annexes contains the instruments used : the questionnaire, the interview and the classroom observations.

II. Problem and sub-problems

Problem: Why the students of the third year at the afternoon shift at "Juan Roberto Smith Institute" from Moyogalpa, Rivas have difficulties in writing skill?

Sub-problems:

- A lot of written errors in students written tasks.
- Poor resources for teaching writing skill.
- Lack of effective application of error corrections.
- Lack of appropriate written teaching techniques.
- Inappropriate methodology for teaching writing skill.

III. Hypotheses

Inappropriate writing techniques and didactical resources implemented by the English teachers are the main causes of the poor writing skill in the third year of "Juan Roberto Smith Institute".

IV. Theoretical Framework

A. Historical Background

1. About the context.

Our research took place in one of the institute of Mayogalpa,, Rivas called "Juan Roberto Smith" which started working under the direction of the teacher Amadeus Martinez, in 1978.

In 1990, more schools facilities were built with the financial support of the priest Juan Roberto Smith, from Canada and the help of students, teachers and people of the town, who were studying or working at that moment. In that institute. All of those teachers and students thanked to Roberto Smith and the Canadian people who with a great effort cooperated willing to build the institute.

2. About our theme.

We have been collecting some information about this topic in different resources and we fund out that this research was done by Johanna del Carmen Aguilar Hernandez y Maynor Alexander Hernandez Garcia in 2005. Their main objective of their research was to establish the factors that cause difficulties in writing skill in the class of English in National Autonomous Institute España. Their theoretical framework was focused on Composition versus writing, process versus written product, differences between L1 and L2 writing characteristic of written language, writing techniques applied in free writing. Our research contains the aspects that are related to the elements of writing skills, didactical material, Method and technique, Activities and exercises, correction paper and motivation.

B. Rationale

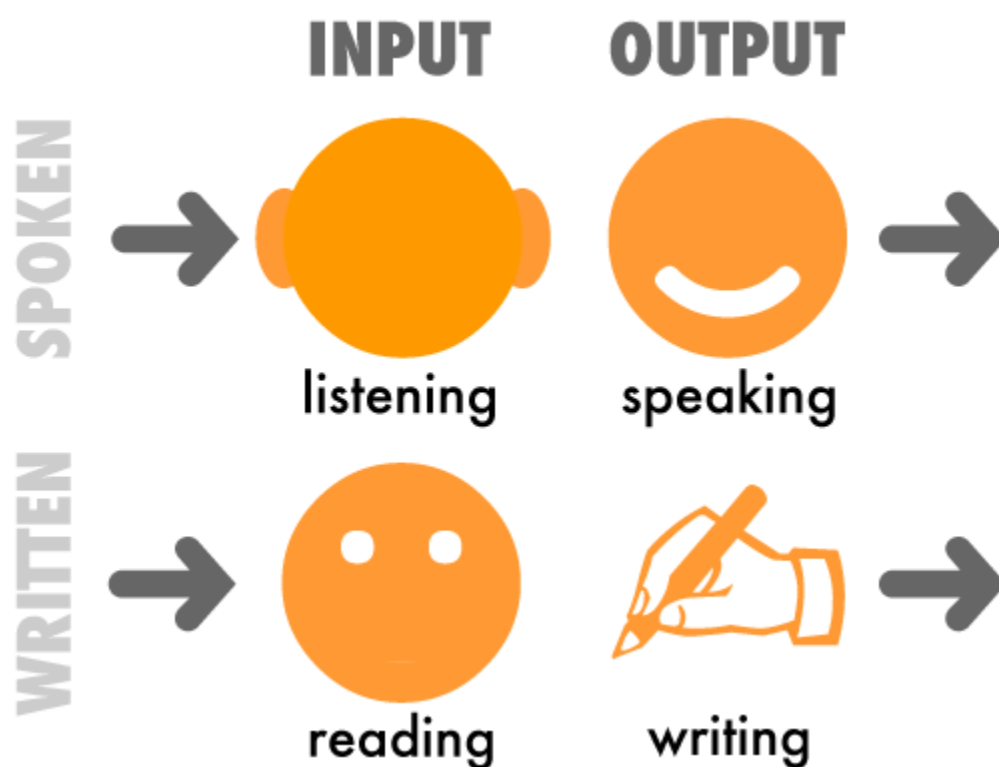
W*hen students without experience in spoken language are require to write English their efforts are plagued by various problems, especially those having to do with article placement, agreement and organization". Donald E. Bolt (2000) ¹*

There are many people in the world who acquire spoken language, but who do not get the chance to learn how to read or write. Illiteracy occurs in many places. Spoken language is acquired by a child from his environment, rather than learned in the classroom. Usually, everybody gets the chance to acquire language.

Communication in written language is more complicated because there is much interference. For instance, it is not possible to use gestures to help to communicate, and written mistakes stand out far more in spoken language. It is easy to get away with mistakes when we speak than when we write. Therefore, from the beginning, there is a necessity for more concentration on accuracy than on fluency in order to transmit the correct message.

When we learn our native language, we usually learn to listen first, then to speak, next to read, and finally to write. All of them are called "four language skills". Skill No.1 is listening, Skill No.2 is Speaking, Skill No.3 is Reading, Skill No.4 is Writing. As you can see in the below picture, writing is the fourth language skill.

¹ Bolt, Donald. "Writing Techniques". Forum, Vol. 25, Page 35



2

The four language skills are related to each other in two ways:

- The direction of communication (in or out)
- The method of communication (spoken or written) Spoken is also known as "oral".

Input is sometimes called "reception" and output is sometimes called "production".

² Taken from internet. www.celt@psu.edu

What is writing Skill?

According to the Oxford dictionary "*Writing is the activity or occupation of writing books, stories or articles, the literary style of such material, the way in which a person forms letters when writing*".³

Don Byre in his book entitled "Focus on the classroom" provides us with some guides how we can help students to develop the writing skill. We are going to make a list of his provided guidance:

- Make sure that students are plenty of examples of the kind of thing you as a teacher wants them to write,
- Teach them to link sentences using a variety of devices.
- Vary the writing activities to avoid boredom.
- Encourage students to look at what they have written in a critical way.
- Finally, make writing an enjoyable task for them

Alice Oshama / Anne Hogue in their book entitled "*Writing Academic English*" for them writing is a basic skill that all the students can improve upon whether it is an essay, a story, a journal, a report, a letter or just taking notes. There is always room for improvement. However writing requires:

- Clear thinking, sometimes the students need to have his/her memory refresh out a past event in order to write about it.
- Sufficient time. The students may have stories in their heads but need time to think of them and write them down.
- Reading. Reading can stimulate the students to write about their own family or school life. If the students read well they will be good writers.
- A meaningful task. The students need a meaningful and no artificial task.
- Interest. All the time in the word will not help if there is nothing to write, nothing to say. Some of the reasons for writing include: sending

³ Oxford Dictionary". 3rd Edition. Longman. (2001)

messages, keeping records, expressing feelings, or relaying information.

- Practice. Write as much as possible.

Marian Clifford, Mentioned that the learners need feel motivated and confident something worth to communicate.

Components of the Writing Skill

Composing a piece of written communication demands an understanding of the content, knowledge of the audience and the context, and the ability to use appropriate conventions for that audience and context.

Teaching writing, learning writing, and editing our own writing is easier when we know all the elements involved in producing a piece of writing”.

The following diagram shows el elements that the writers have to deal with they produce a piece of writing. ⁴

⁴ Raimes, Ann “Techniques in Teaching Writing”, Pag 6



There are seven important elements involved when we produce a piece of writing.

- ***The mechanics of writing.*** It is the use of graphic conventions of the language, (punctuation, capitalizations, spelling).
- ***Grammar.*** It is the employment of grammatical forms and syntactic patterns.

- **The organization of the content.** It is how the content is organized. It shows how the ideas are involved.
- **Content.** It is the relevance, clarity, logic and originality of the writing.
- **Style.** It refers to the choice of structures, vocabulary, idioms, and tone to give a particular tone or flavour of writing.
- **Purpose.** It is the reason for writing a written text.
- **Audience.** The readers who read the written text.
- **The writer's process.** They are the steps the writer does: getting ideas, getting started to organize the ideas, writing drafts, revising, etc.

Which one is the most important? All of them. Writing is a process that includes all the elements illustrated in the above diagram. In order to carry out this process we have to do two important things. Firstly, the teacher has to encourage learners to write for communication. Secondly, learners need to understand that writing is a learning process we learn to write by writing and by exploring new language, purpose and meaning are related. This can be achieved by encouraging students to write drafts and develop editing skills.

Methods for teaching writing skill.

Many methods have been used for teaching English as a Second language and a Foreign Language. Many of the procedures that we use in the classroom have been taken from different methods. All of them have focus in some elements that is illustrated in the above diagram. For example, "The communicative method stresses the purpose of a piece of writing and the audience for it. Students writers are encouraged to behave like writers in real life."⁵

Traditionally, the teacher alone has been the audience for students writing. Teacher using the communicative method has extended his/her role in the classroom. The writing tasks are read by the teacher and the students; but they not only read, they do some comments about the ideas of the paper of

⁵ Raimes, Ann "Techniques in Teaching Writing", Pag 8

their classmates. They not correct. The teachers assign the written task without saying the students what language, content or level of formality they have you use in their writing. For instance: Describe your horse. This is not an exercise of the use of an specific grammar structure. The teacher only gives the situation.

- You are going to write to a fiend and telling him/her about your horse. You like your horse, so try to describe it as interesting as possible.

Recently, the teaching of writing has begun to move away from writing product to an emphasis on the process of writing.

The following picture was done by Ingram and King in 1988, helps us to have an idea to catch the difference between these methods.

Picture 1.

Picture 2.

The first picture illustrates the product method. As you can observe, He gets an idea about the topic he wants to write. He works alone. He does not write drafts. As soon he finishes writing he gives his final paper to his teacher without getting any feedback from his classmates and his teacher. Nobody knows about what he wrote.

The second picture, illustrate the process method. many students are involved in the writing process. They write more than one draft, so that they have the possibility to edit their own writing before they give to the teacher their final paper.

The writing process.

The writing process is a composing process and require multiple drafts before an effective product is created.

Process writing method includes three stages of writing:

- **Pre-writing stage.**
- **The drafting stage or revising stage.**
- **Editing and proofreading**

In the Pre-writing stage the students select a topic that really interest, collect details about the topic (dates, main characteristics...) and do a plan of what you want to say about the topic (main ideas and supporting details) In the drafting stage is time to write. Once the students have collected all the information about the topic, teacher asks the students to write their first draft of their paper. Advice your students to feel free to put all their ideas into paragraph form and express them in a clear manner possible. This first piece of writing is not corrected or grade. The teacher only makes comments of the ideas expressed.

While the students write the students could do peer editing; the students sharing what they have written. This technique is very important because

allow them to make improvements about their drafts. They should read the draft two or three times, ask others classmates to read and react to their drafts and decide what changes need to be made. We could apply the following techniques for checking our drafts.

In the first draft we could combine related sentences and ideas. The use of conjunctions and connectors are very important.

The drafting stage or revising stage. Once the students have gotten feedback about your composition from several classmates you can write the second draft for improving making it clearer, and convincing: They could check spelling, grammar, vocabulary and punctuation. This is the moment for editing your writing. When you edit, you correct those errors. We should check if the message is clear and the text is well structured.

Writing drafts and editing paper reinforces the writing skill and the students become conscious of their own learning.

Editing and proofreading In this stage, the students have to be sure that his final version is clear and accurate. Check the spelling, punctuation and grammar error. Type it and proofread this draft for additional errors.

Students Interactions and the teacher's role.

The kind of interaction that the teacher designed in the classroom has its purpose and its role is different during the stages of the writing process.

In the pre-writing activities the teacher can work with the whole class, in pair or in group. For example, when the students give ideas about the topic, this is called "brainstorming" technique; the students say words, phrases, ideas as rapidly as possible. In this case the role of the teacher is called facilitator. In the group the students make decision of how to begin and how to organize the written task that they are going to develop. The role of the teacher is known as manager.

The group work can be used in the preparation of the first draft of a composition. In this stage, group work can be utilized in the following way.

Teacher organizes different groups, all of them write about the same topic. When they finish, the teacher asks them to exchange their information with other groups. Each group gives feedback about the organization of the text, grammar, style, mechanics etc. Then they think about how to improve their written paper and do another draft and then they exchange again until the written paper have sense.

During the work group I have found that circulating among the students encourages them to talk to each other, express and support their own opinion, and then come to one agreement. Working in group work has many benefits, because it foster the kind of cooperative learning that prepare the students for a teamwork. The students realize how much they know about grammar, vocabulary and how much they can offer to their peer.

One way to getting the student to interact through writing is to ask them is to write to one another in the class.

Here are some examples of the types of activities that the students can do together.

- Write notes and letters to one another.
- Write questions from a text.
- Makes sentences from jumbled words.
- Make paragraphs from jumbled sentences.
- Write parallel texts.
- Write stories.
- Write a conversation.

Organization of the information

There are different ways of how to organize the information when we write. For example:

The use of outlines.

There are two basic kinds of outlines:

1. An outline the writer makes before writing the text. It is a guide that the writer uses for organizing the information.
2. An outline the writer makes of what he has already written. It is designed after the first draft help the writer see clearly what he has done and what he needs to do to make his meaning clearer to the reader.

Use of paragraphs.

The information could be organized in paragraphs. The writer begins with general ideas and then continues with de support ideas.

The basic unit of organization is the paragraph. The grouping sentences together into paragraphs do not follow definitive rules but depend on the point of view of the writer.

A good paragraph has an introductory sentence which introduces the composition to the reader. It is a sentence about the general idea of the composition It also has a concluding sentence to finish it. We should write an introductory sentence a concluding sentence in all the compositions.

Look at the following example:

I have a Honda car. It is white with a blue in the interior. It is small but very comfortable. It is easy to drive and it does not use very much gasoline. I am glad to have a kind of car.

Activities and exercises used for developing writing skill.

There are different kinds of activities to develop the writing skill. For carrying out these activities we have to take into account that writing skill is part of the four skills that we teach and is the last one that we use when we applied the communicative methods. In this case the teacher can use mechanical orally

exercises before that provide the students the opportunity to "memorize" the grammar structure, the vocabulary or expressions that they are going to use. "The aim of the written work is to practice the written form of the different structure being taught".⁶ That means that the teacher has to ask the student to apply the grammar structure, or the expressions that they have practised before orally or they have read. The teacher should not ask the students to do an exercise which has not been taught.

There are two kinds of written activities that could be done in the English class. There are:

- a) **Controlled writing activities**
- b) **Free writing activities.**

The controlled writing activities are very simple and very easy to prepare. They are usually linked to a particular language, such as a tense or structure, which initially are presented and practiced orally, often in a dialogue and substitution drill. In these activities students should have minimum opportunities to make errors. There are varying degrees of control and guidance depending on the level of the students they can be used in different stages. The following writing activities are examples of a reinforcement exercise.

- The substitution tables which are used for many teachers to help students to form sentences. Ronald Writte in this book called "Teaching written English" gives the following example of this kind of activity.

| | | |
|--|-------------------|-------------|
| Example. John is at home. John has gone home. | | |
| Instructions. Write sentences in the same way. Use the following items. | | |
| 1. Cinema | 2. station | 3. meeting |
| 4. hospital | 5. His girlfriend | 6. airport. |

•

³ Tomlinson, B. "Teaching Secondary English", pag. 150.

- Writing based on a text. Students read a short text, and then they write a paragraph which is similar but involves some changes.
- Oral presentation: the teacher prepares some expressions on the whiteboard. The students use this information as a basic for their writing.

I went to the store

1. to the library
2. to the hospital
3. to the university

The free writing activities are more complex. The students write their own ideas. They have to organize their writing in a such way to write down an introductory sentences in the first paragraph that show the topic that he is going to develop. beginning of the paragraph and They have to dominate simple compounds and complex sentences using a variety of connectors in order to conform a particular function of the writing., such as description, definition, classification etc.

If students do not do a lot of practice before e to move to free writing they could do la lot of mistakes and so find writing frustrating. Free writing is also time consuming for the teacher because students try to translate the native language to the foreign language words by words forgetting the English as a foreign language is also a foreign culture and therefore some words and expressions are not the same in the native language so we must look for an equivalent for those words and expressions to be understood for native speakers of the target language

Can we Help the Students to Develop the writing skill?

"The students must have motivation because writing is a cognitive skill processing that includes strategies based on interest, self efficiency and attributions". (Richard E Meyer) Base on this thought motivation play an

important role in this matter. Teachers must create a confident atmosphere in the classroom to solve the different difficulties. Students reflex in the classroom being avoid to overcome that without making student feel upset.

When students are motivated to write they will do it with pleasure and it does not matter if they mate a lot of mistakes, what matter here is the desire to write their ideas clearly and receive feedback from the teacher for them to improve.

We must recognise that this activity is time consuming and require the instructions to do writing activities must be clear to help students to o write based on started topic.

Don Byre in his book entitled "Focus on the classroom" provides us with some guides how we can help students to develop the writing skill. We are going to make a list of his provided guidance:

- Make sure that students are plenty of examples of the kind of thing you as a teacher wants them to write,
- Teach them to link sentences using a variety of devices.
- Vary the writing activities to avoid boredom.
- Encourage students to look at what they have written in a critical way.
- Finally, make writing an enjoyable task for them

We lead them through several over a long period of time – the length depending, as usual, on their age, interest, capacities, and needs- to a freer stage where they are able to write a "composition" or "essay" on a topic of interest.

Specialists in the field of language teaching and learning usually recommend that in the secondary schools, this "free" type composition be differed until the middle of the third year.

How to Correct Written Work.

"In the classroom, most writing is done to be read and corrected"

Byrne, Don "Focus on the classroom" page 28.

A variety of method of guiding and assessing can be used.

The teacher can:

- Indicate and correct all the errors.
- Underline all the errors and ask the students to correct them.
- Correct some of the errors and underline the others.
- Select particular errors only for indication or correction.
- Write nothing on the composition, but write comments on what is wrong with the work with examples of errors from the passage.
- Use a system code.
- Use criteria of evaluation

Important advice: Please, do not use red pencil when you correct the written tasks. That could be nice for you because the red color is "attractive" but for the students means other thing.

Example. Underline the errors and put symbols in the margin to indicate the type of error. There are many symbols that we can use, Some of them are widely used. Look up the following ones.

sp= error of spelling

P= error of punctuation.

Art= error in the use of articles.

C= Capital letter required.

S/P= singular and plural.

W/O= word order.

WW= wrong word used.

T= verb tense.

V= vocabulary.

NP= New paragraph should begin.

Ir= irrelevant information.

?M= meaning not clear.

^ = missing letter or word.

Gr= grammar error.

SS= error in sentence structure.

II = Start a new paragraph with indentation.

(J. Willis "Teaching though English")

For teachers who are looking for a more detailed way of providing their learners with formative feedback, Liz Hamp has designed “*a formative feedback profile*”.

| | | |
|-------------------------------|--|---|
| Communicative Quality | Excellent Very Good Adequate Fair Weak | <ul style="list-style-type: none"> • A pleasure to read. • Causes the reader few difficulties. • Communicates although with some strain. • Conveys its message with difficulties • Does not adequately convey its message. |
| Ideas and organization | Excellent Very Good Adequate Fair Weak | <ul style="list-style-type: none"> • Completely logical organizational structure, effective arguments and supporting material. • Good organizational structure; well-presented and relevant arguments and supporting material. • Clear but limited organizational structure, some arguments unsupported or material irrelevant. • Logical breakdowns apparent, ideas inadequate and/or poorly organized • Logical organization absent; no suitable material. |
| | Very Good | <ul style="list-style-type: none"> • Wide range and fluent control of grammatical structure and |

| | | |
|--|---|---|
| <p>Grammar and vocabulary</p> | <p>Adequate Fair weak</p> | <p>vocabulary.</p> <ul style="list-style-type: none"> • Effective use of an adequate range of grammatical structures and vocabulary, but could be used more effectively. • Restricted range and uncertain control of grammatical structures not mastered and limited range of vocabulary. |
| <p>Surface Features</p> | <p>Excellent Very Good Adequate Fair Weak</p> | <ul style="list-style-type: none"> • Handwriting, punctuation and spelling show no faults. • Occasional faults in handwriting and /or punctuation and/or spelling. • Handwriting and /or punctuation and or spelling could be improved • Definitive weaknesses in handwriting and /or punctuation and/or spelling • Little mastery of the conventions of handwriting or punctuation or spelling. |

Techniques for Correcting Homework

With each written paper do not try to mark all errors but decide which errors you will deal with. You might decide to mark only errors in grammar areas taught in class.

For example: The incorrect use of the present simple. Try to determine the cause of the error. The more we can point out to our students why they are making certain errors, the more they will be able to avoid them. Let the

student to find by themselves their own errors. Assign the incorrect sentences to each group in your class and ask them to "repair" the sentences. The students that wrote those incorrect sentences hear the feedback of their classmates.

More techniques.

1. Send two or three (or more) of your more able students to place a designated segment of their completed homework on the board.
2. When all the work has been placed on the board, ask another able student to go to the board and to ask his/her classmates questions such as "Is there an error in line 1?" "Who sees as mistake?" He will cross out the incorrect word and write the correct word above it.
3. When the work has been completely corrected, ask other students to read it from the board.
4. If time permits, have several students read their corrected work from their notebooks.

For checking dictations:

1. Teacher asks students to write the words on the whiteboard.
2. When the words or phrases have been written down on the whiteboard, teacher asks students to give feedback. They have to check spelling, grammar structures, word order, and so on.
3. Then the teacher asks the students to copy those words on their notebooks.

or

The teacher asks the students exchange papers with their neighbours.

Follow the procedure for correction mentioned before.

or

- Ask your students to leave a one- or two-inch margin on the left-hand side of their papers.
- Have them divide this margin into four columns. The first will be Sp (Spelling); the second may be P (Punctuation); the third C(Capital letter); the fourth V (Vocabulary)and the fifth W/O word order)

The below table illustrate the steps described before. It is simple to use and it is easy for students to understand.

| System Code | | | | | | | |
|--------------------|---|---|---|------|--|--|--|
| Sp | P | C | V | W /O | | | |
| | | | | | | <i>My horse.</i> | |
| | | | | | | <i>I have an horse. It name is "king". it</i> | |
| | | | | | | <i>Is big. It do not have any illness. It</i> | |
| | | | | | | <i>Very elegant. When he goes to other</i> | |
| | | | | | | <i>towns and see a lot of horses he feel</i> | |
| | | | | | | <i>happy. It like walk and eat a lot .</i> | |
| | | | | | | <i>He can Walk about 10 kilometres.</i> | |
| | | | | | | <i>I bought my horse 2 years ago.</i> | |
| | | | | | | <i>For me it is a animal special.</i> | |
| | | | | | | | |

When you collect the compositions, perhaps once every two weeks, merely underline the error and place a check on the appropriate line in the appropriate column.

- You may wish, on a 10-point scale, to deduct ¼ point for each error, or you may deduct ½ point for structure and ¼ for vocabulary, etc. You may prefer, if ideas are important, to give two points for ideas. (If you think four ideas are necessary, give ½ point for each). In later stages, and if you have given practice in word study, you may also wish to give one or two points for richness and variety of vocabulary.

- Have the students rewrite the composition and return the original and corrected copies to you.

The chart below shows an example of aspects to be evaluated in a written work and its score.

| Aspects to be evaluated | Score |
|--------------------------------|--------------|
| Structure= | 15 |
| Vocabulary= | 10 |
| Paragraphing= | 10 |
| Spelling = | 5 |
| Relevance= | 5 |
| Content= | 5 |
| Total= | 100 |

V. Justification

We are aware that writing is a difficult task in any language learning. To write in a foreign language is more complicated if we are not used to do it in our own native language. In Nicaragua there is not any book of how to teach to write in English. There are many books in Spanish where some Nicaraguan writers have written about the use of Mechanics and how to write essays and

the style of writing. In addition our English program is very poor. It does not include enough methodological guides about how to teach writing skill.

As we stated previously in other section of this work to be a teacher of a foreign language and specifically on the writing field this task demand a lot of patience and stamina from the teacher. We have been witnesses of the hard task we teaching writing. We have observed students reaction when they make mistakes when writing simple sentences and short paragraph. We are aware that this research does not intend to final magical solution to the problem. However we intend to provide some techniques and procedures that we have implemented with acceptable success provided we know the characteristic of the problem of this institute.

We also would like to make the people in the Minister of Education in charge of the English area aware of the poor support to English teacher motivate them to implement workshops to raise teachers professional development and in this way to have better result in the teaching of English as a foreign language as whole.

VI. Objectives

A. General Objective

To find out the causes that influence negatively in writing English in students of the third year at "Juan Roberto Smith Institute".

B. Specific objectives

- To know the kind of classroom atmosphere the students have.
- To find out the level of motivation that students have in the learning process.
- To know the level of preference of the English subject.
- To find out what language skills are practiced more.
- To know the method that the teacher uses for teaching writing skill.
- To find out what activities are developed inside and outside the classroom.
- To find out the students interaction while they do written tasks.
- To know what correction errors are used to check the written work.
- To find out the type of didactical resources the teacher uses in teaching writing English.
- To find out the institute library's resources for teaching English language.

VII. System of Variables

| Variable | Sub variable | Indicators |
|-----------------|---------------------|---|
| General | Age | <ul style="list-style-type: none">• 13-14• 14-15 |

| | | |
|------------------------------|--|--|
| Information | | <ul style="list-style-type: none"> • 15-more |
| | Sex | <ul style="list-style-type: none"> • Female • Male |
| Psychological Factors | Classroom atmosphere | <ul style="list-style-type: none"> • Comfortable • Uncomfortable. |
| | Motivation | <ul style="list-style-type: none"> • With enthusiasm • Without enthusiasm |
| | Preference of the English subject | <ul style="list-style-type: none"> • I love it • I like it • I do not like it • I hate it |
| | Language Skills | <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing |
| | Methods for teaching writing skill. | <ul style="list-style-type: none"> • Process method • Product Method. |
| | Written Activities developed in the institute | <ul style="list-style-type: none"> • Complete sentences • Complete dialogues • Answer questions • Write compositions |
| | Written Activities developed at home | <ul style="list-style-type: none"> • Complete sentences • Complete dialogues • Answer questions • Write compositions |
| | Interaction classroom | <ul style="list-style-type: none"> • Group work • Pair work |

| | | |
|--|--|---|
| | | <ul style="list-style-type: none"> • Individual |
| | Correction work | <ul style="list-style-type: none"> • Use of system core • Use of criteria of evaluation • Write comments • Correct errors |
| | Didactical resources used in the learning process | <ul style="list-style-type: none"> • Real Objects • Pictures • Flashcards • Charts |
| | Students resources | <ul style="list-style-type: none"> • English textbook • English workbook • Notebook • English dictionary |
| | Didactical resources in the institute’s library | <ul style="list-style-type: none"> • English dictionaries • English textbooks • English workbooks • Grammar books |

VIII. Methodological Design

This research is descriptive and was carried out at “Juan Roberto Smith Institute” of Moyogalpa, Rivas. The applied instruments in the research were: a questionnaire, an interview and 6 classroom observations.

The questionnaire was answered by all the students of the third year. We wanted to get all the opinions of all of them because we wanted to have reliable results and the minimum error in our analysis. So the opinions of all the students were very important.

We interviewed to the only English teacher of the third year with the purpose of getting important information in a professional way.

Finally, we observed 6 classes in order to get information of the following aspects:

What did they write? (Ex. a paragraph, complete sentence...)

Classroom conditions: (Bulletin board, chart, ornaments, clean ...)

Classroom atmosphere: (comfortable and uncomfortable)

Student's behaviors/ motivation: With enthusiasm/ without enthusiasm

Recourses: (Dictionaries, workbooks, notebooks...)

Audio-visual aids: (objects, pictures, drawings, charts...)

Students interaction: (alone , group work, In pairs)

Correction work? / By who? (the teacher/ the student)

Use of rubric or criteria?

Main mistakes? (grammar, word order...)

General "feeling" about the writing that they did.

The results were analysed and interpreted to be able to get a conclusion to our findings.

IX. Chronogram of activities.

| Description | August 2007 | September 2007 | October 2007 | November 2007 | January 2008 |
|--------------------------------|----------------|-------------------|-----------------|------------------|-----------------|
| Problem ad sub problems | • | | | | |

| | | | | | |
|-------------------------------------|--|---|---|---|---|
| | | | | | |
| Theme | | • | | | |
| General Objective | | | | | |
| Specific objectives | | | | | |
| Historical Background. | | • | • | | |
| Theories | | | | | |
| Hypotheses | | • | | | |
| Population and Sample. | | | | | |
| System of Variables | | • | | | |
| Instruments | | | • | | |
| Guide for Questionnaires | | | | | |
| Guides for interviews | | | | | |
| Guide for class observations | | | | | |
| Apply and collect instruments | | | | | |
| Analysis and interpretation of data | | | | • | |
| Conclusion | | | | | |
| Recommendations | | | | | |
| Present the written paper | | | | • | |
| Defence | | | | | • |

X. POPULATION AND SAMPLE

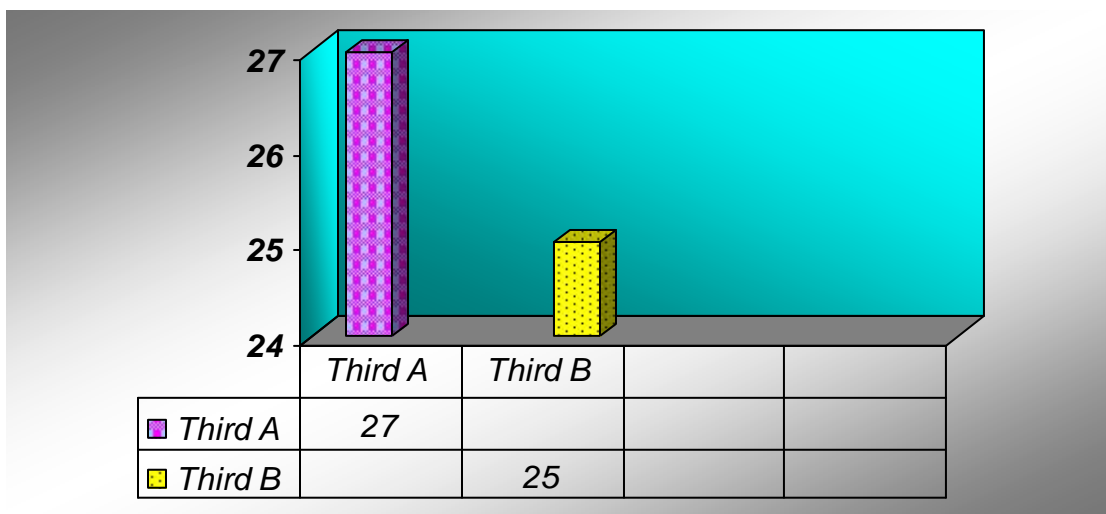
A. Population . It is composed by all the 356 students of “Juan Roberto Smith Institute” of Moyogalpa, Rivas.

B. Sample. It consists of 27 students of third "A" and 27 students of third "B".

Table No.1 Population and sample.

| Population | % | Sample | No. of students | % |
|--------------|-----|-----------|-----------------|-------|
| 356 students | 100 | Third "A" | 27 | 51.93 |
| | | Third "B" | 25 | 48.07 |

Graphic 1 Population and sample.



XI. Analysis of the data.

A. Analysis of the student questionnaires and teacher interview.

In the Annexes section there are 14 tables and 14 graphics that illustrate the below information.

In relation of the sample of our research the 100% of the students (52) of the third year in the morning shift of " Juan Roberto Smith Institute" answered the questionnaire. The majority of them are in the third "A".

Most of the students are between 14 and 15 years old that represent the 46.15% That means that the majority have the correct age for studying the third year. A good percentage of students are under that age; 11.76 % are female and 50% are male and a few students are over 15.

A high percentage of the sample are female (34 students), that represent the 63.58% and only 33.33% are male students.

In relation of how the classroom atmosphere, the male students have a better opinion about the classroom atmosphere; 61.11% of them answered that it is comfortable. The female students answered in different way. Nearly the 50% think that the classroom atmosphere is comfortable and the rest of them think that is not.

Most of the students are motivated in the English class. Both male and female have the same opinion (99.44%) they are motivated in the English class. Few students (8) are not motivated during the English class.

In relation of how the classroom atmosphere, the male students have a better opinion about the classroom atmosphere; 61.11% of them answered that it is comfortable. The female students answered in different way. Nearly the 50% think that the classroom atmosphere is comfortable and the rest of them think that is not.

Most of the students are motivated in the English class. Both male and female have the same opinion (99.44%) they are motivated in the English class. Few students (8) are not motivated during the English class.

In relation to the students' preference of the English language, the majority (65.38%) answered that they love English. A few of them (30.77%) answered that they like it and only 5.88% answered that they do not like it.

In relation to the students' preferences about the four skills of English most of them (22) that represent the 42.31% prefer writing skill. The skill next to writing was reading with 15 students that represent the 28.85%, in the third place of preference was speaking with only 8 students that represent the 15.38% and the last place was listening with 7 students that represent the 13.46%.

Most of the students have difficulty in grammar. 50% of the female students and 38.88% present that problem while they use the grammar structure in a written task. Spelling is another problem that students have with similar results: 23.52% for female students and 27.77% for male students. The female students (20.58%) have more problems in vocabulary than the male students. The male students (22.22%). have more problems in punctuation than the female students.

In relation of the kind of interactions during written activities the opinions of the students is the following: 28 students (53%) work alone very often, 16 students (30.74%) they sometimes work in group, and 8 students (15.30%) work in group sometimes.

Two types of correction is used for correcting written task: Write comments on the written paper and correct each writing error that the students do.

The didactical resources that the teacher uses in the classroom for teaching English are real objects. Both female (61.76%) and male students (50%) think that the teacher uses real objects. The another resource that is used are pictures and charts. The teacher does not uses any flashcards.

The didactical resources that the students have for learning English are very few. The 100% of the students have notebooks. Only 9.61% of the students have an English dictionary. The students do not have any English textbooks, and workbooks.

The library of the institute does not have any English books, English workbooks and Grammar books. There are only 6 pictures and 4 charts.

B. Presentation of teacher interview.

General information:

The English teacher is 46 years old. She graduated at UNAN-Managua 7 years ago. She has taught the third year for 3 years. She has been working in Juan Roberto Smith Institute since 2000.

Answers of the guide interview.

1 How long have you been teaching English?

- "I have been teaching English for 10 years.

2) What methodology do you apply?

- "I apply the communicative method"

3) What skill do you like to teach?

- "I like to teach Speaking."

4) What skill do you think the students have developed more?

- "I think they have developed more writing skill"

5) What In what stage of the lesson do you ask your students to write?

- "As soon I finish to explain the grammar point or doing some repetition"

6) What kind of written exercise do you assign them?

- "I ask them to write sentences, to complete dialogue, to complete sentences, to write verbs"

7) What are the main errors that your students do?

- "They do not spell the verbs correctly"

8) What system code do you usually use for correcting errors?

- "I correct their mistakes. Sometimes I draw a circle around the incorrect word"

9) Do you use rubric for correcting a composition?.

➤ "No".

10) What criteria do you use for evaluating a written work?

➤ "Number of lines, punctuation, and spelling".

11) What aspect do you think we should take into account for correcting a composition?

➤ "Grammar structure, organization of the ideas and spelling"

12) Do you write any comment in the students' written work?

➤ "Yes.

13) Could you please tell me some of your comments that you write to you students in their written paper?

➤ Depend on the work. Could be: Excellent! Very well!

14) Do the students exchange their homework with their classmates?

➤ "No"

15) Do you ask the students to show their written on the whiteboard?

➤ "Sometimes".

16) What resources do you use for teaching?

➤ "Pathways to English" and its workbook. Some posters, and some pictures and charts.

17) What resources are there in the library of this institute?

➤ There are nice pictures that illustrate the human body, the alphabet and animals. There are also some charts with the irregular verbs.

18) Do you ask the students to prepare their own material?

➤ "No".

C. Analysis of the classroom observations.

We observed 6 English classes in the third year of "Juan Roberto Smith Institute" with the purpose of observing the components of the factors that we included in the system of variable.

The institute is very clean. The classroom is big and comfortable. There was a whiteboard, a desk for the teacher. There were some posters of the heroes of Nicaragua and also there was a map of Nicaragua.

The only person that has a textbook called "Pathways to English" is the English teacher. All of them have their notebooks.

The skills that were practiced widely were reading and writing. The writing practice was usually made up of getting the students to copy sentence or text from the whiteboard into their notebooks. The activities were too easy. He teacher did not say the students the purpose of the activities and how much time they have for doing each exercise. During the 45 minutes class most of the time was spent on a very simple grammatical transformation. The teacher passes to the students in front of the whiteboard to write the transformation to each sentence. In general the activities were not sufficient, and challenging to the students. Teacher spends most of the time explaining grammatical points or translating vocabulary, without leaving much time for the students to use the language. In one of the classes the teacher brought some objects (a box of milk, a can of coke, a bottle of oil, tomatoes and some spoons) to help to illustrate the topic. The topic was Count and non-count nouns.

Most of the time students work alone. When they finish doing the written activities the teacher asks some of them to write the exercise on the whiteboard. When they finish writing the entire sentences the teacher corrects them and asks the students to copy the exercise. When the students work in pairs it seems they enjoy the activities. They talked about how to do the exercise. We did not observe the students working in groups.

Three of the classes that we observe the teacher brought some short texts for the students. She did all the steps of a reading technique. When they finish analyzing the texts the teacher asked them to read them aloud. Some of them pronounce very nice.

At the end of the classes the teacher assigned the homework. It has to be written down in their notebooks. The kind of task was to complete sentences using some verbs and the appropriate nouns.

We observed students` homework that was corrected by the teacher at home. In the annexes there is an example how the teacher correct them. The teacher uses red pencil and corrects each mistake to the students. The teacher did not give any feedback about the main errors on the whiteboard that the students did.

In general the English classes were good. We noticed a lot of effort from the English teacher a lot of participation of the students..

XII.

XIII. Conclusion

We have included in this section the most important findings which are based in the student questionnaires, the teacher interview and the direct observation classes that we carried out.

Judging for the class observations we could say that the classroom is very clean. Some of the students feel comfortable in the classroom. Teacher has established a very good communication with the students. They behave properly.

Judging for the instruments applied:

Most of the students are between 14 and 15. That means that the majority of the students have the correct age for studying the third year.

A high percentage of the students are female (34 students),

Most of the students are motivated in the English class. Both male and female have the same opinion about this.

The majority of the students love English. A few of them like it and 2 students do not like it.

The method for teaching written skill known as process method is not applied so that most of the written activities are carried out for the students individually. Even though the students sometimes work in pairs or in group they do not do activities that permit to develop the purpose of those interactions.

Most of them prefer writing skill. Writing is the most studied and practiced skill in a very basic level even though the teacher likes to teach speaking. The skill that they like is reading skill.

Most of the students have difficulty in grammar structure in a written task. Spelling is another problem that students have. The female students have more problems in vocabulary than the male students, but the male students have more problems in punctuation than the female students.

All of the written exercises that students do are known as controlled writing. The activity that is most developed in the class is complete dialogues. Another activity is make sentences follow by another important activity that is complete tables and the last one is to write compositions.

The activity that is most developed at home is to write answers which are done very often at home, make sentences, complete dialogues, and write compositions. This last one is not practice widely in and out the classroom.

System code is not used. The teacher rewrites all the sentences that the students write badly, sometimes she writes comment about the quality of the writing task, and draws a circle around the error.

The didactical resources that the teacher uses in the classroom for teaching English are real objects, pictures, and charts. The teacher does not use any flashcards.

The didactical resources that the students have for learning English are very few. All the students have notebooks. The students do not have any English textbooks, and workbooks and only few of them have English dictionaries.

The didactical resources used in the classroom by the teacher are very few. Even though nobody has English textbooks and English workbooks, the teacher carried out the English program. The only problem is that the students spend most of the time copying the written tasks.

The library of the institute does not have any English books, English workbooks and Grammar books. There are only few pictures and charts.

XIII. Recommendations

We must recognise that teaching writing skill is time consuming and require patience from the teachers.

Teachers must create a confident atmosphere in the classroom to solve the different difficulties. We can feel that even though the students are motivated in the English class; some of them do not feel comfortable in the classroom, perhaps could be a good idea to implement some activities that promote a very good environment like a game, where many students' interactions could be possible.

Teacher should apply an appropriate method for teaching written skill. It has to be challenging and interesting for the students that permit them to create ideas and receive feedback from the teacher for them to improve.

Teacher should ask the students to write a variety of written exercises such as letters, messages and short compositions (about 50 words).

Teacher should develop different classroom interactions that encourage the students to share ideas and help each other. Spend less time on individual exercises.

It could be nice to get new material or textbooks that contain interesting activities that allow the students to talk about their experience and should adapt those activities where possible to the Nicaragua context.

The students must work in pairs correcting the written work of their classmates. This strategy is known as "peer correction". Some simple criteria must be done to the students before they start to check this written work. For example "A" means excellent. "B" means very good. "C" means good and "D" means bad.

Teacher should apply the system code for correcting the written paper. This technique helps the student to identify errors of their written work of their classmates and make students aware of their own learning. When they finish correcting those papers they have to give them back to the teacher for correction.

All writing done by students, whether at home or in class should be corrected. We can use different techniques for correcting all the components involved in a written task.

We think the institute should improve classroom condition for the English classes and provide the classroom at the least condition with the basic things such as: bilingual dictionaries, a bulletin board inside and outside the classroom where the students show their written assignments, interesting information, and grammar rules, in that way the students could be familiar with English language.

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XV. ANNEXES

In this section we have included the instrument that we applied to the English teacher of "Juan Roberto Smith", the interview of the students and the guide of the class observations.

We also have included tables and graphics which contain the results of our findings.

Interesting exercises that could be used for improving the teaching of written skill gave been included.

In the last page we contains some photos of the students who gave us their valuable time for answering the questionnaire, observing them in their classroom, and lending us some notebook for knowing how they do written tasks and how these were corrected.

A. Questionnaire for the students.

Dear students:

We are doing a research about the difficulties that you as student make in written work. Your opinion is very important for us. Please answer the following questions.

1. Age:

- a) 13-14 b) 14-15 c) 15-more

2. Sex: Female_____ Male:_____

3. You feel in the classroom

- a) Comfortable b) Uncomfortable.

4. How do you feel in your English class?

- a) With motivation b) without motivation

5. Do you like English?

- a) I love it
b) I like it
c) I do not like it
d) I hate it

6. What skill have you learned more? (Write the number)

Key. Reading (1) Listening (2) Speaking (3) Writing (4)

Reading ()

Listening ()

Speaking ()

Writing ()

7. What skill have you learned less?

Key. Reading (1) Listening (2) Speaking (3) Writing (4)

Reading ()

Listening ()

Speaking ()

Writing ()

8. What activities does your teacher do for teaching writing skill?

9. What difficulties do you have in writing English?

a) Spelling b) Grammar c) Punctuation d) Vocabulary

10. How often do you do the following activities in the classroom?

| Activities | always | Very often | sometimes | never |
|--|--------|------------|-----------|-------|
| Complete table | | | | |
| Complete dialogues | | | | |
| Make sentences. | | | | |
| Write Questions | | | | |
| Write Answers | | | | |
| Write a composition (<i>Example Describe a house, places, objects and people</i>) | | | | |

11. How often do you do the following activities at home?

| Activities | always | Very often | sometimes | never |
|---|--------|------------|-----------|-------|
| Complete table | | | | |
| Complete dialogues | | | | |
| Make sentences | | | | |
| Write Questions | | | | |
| Write Answers | | | | |
| Write a composition (<i>Example Describe a house, places, objects and people</i>) | | | | |

12. How often do you work in group, in pairs, and individually.

| | always | sometimes | never |
|----------------|--------|-----------|-------|
| In group works | | | |
| In pair | | | |
| Individually | | | |

13. Does your teacher correct your written work?

- a) Yes. b) No.

15. What resources do you have:

- a) An English textbook.
- b) An English workbook
- c) An English dictionary.
- 1. A notebook.

1. What didactical material does your teacher use?

- a) Real objects b) Pictures c) Charts d) Flashcards.

B. Guide of the English teacher's interview

I. General information.

Name: _____

Age: _____

Graduated: _____ Empirica: _____

II. Answer the following questions.

- 1 How long have you been teaching English?
- 2) What methodology do you apply?
- 3) What skill do you like to teach?
- 4) What skill do you think the students have developed more?
- 5) What In what stage of the lesson you ask your students to write?
- 6) What kind of written exercise do you assign them?
- 7) What are the main errors that your students do?
- 8) What system code do you usually use for correcting errors?
- 9) Do you use rubric for correcting a composition?.
- 10) What criteria do you use for evaluating a written work?
- 11) What aspect do you think we should take into account for correcting a composition.
- 12) Do you write any comment in the students' written work?
- 13) Could you please tell me some of your comments that you write to you students in their written paper?
- 14) Do the students exchange their homework with their classmates?
- 15) Do you ask the students to show their written on the whiteboard?
- 16) What resources do you use for teaching?

17) What resources does the library of this institute have?

18) Do you ask the students to prepare their own material?

Guide of the Class Observation

Name of the Institute: _____

Group: _____ Year: _____ Date: _____

Shift: _____ Hour _____

Number of student: _____ No. of the classroom: _____

Observer's name: _____

Aim of the class: _____

Topic: _____

| Stages of the lesson | Skills/ techniques | Teacher's role | Student's role | Timing | Comments |
|----------------------|--------------------|----------------|----------------|--------|----------|
| Presentation | | | | | |
| Practice | | | | | |
| Free production | | | | | |
| HOMEWORK | | | | | |

Tables and graphics.

Table No.1 Population and sample.

| Population | % | Sample | No. of students | % |
|--------------|-----|-----------|-----------------|-------|
| 356 students | 100 | Third "A" | 27 | 51.93 |
| | | Third "B" | 25 | 48.07 |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Graphic 1 *Population and sample.*

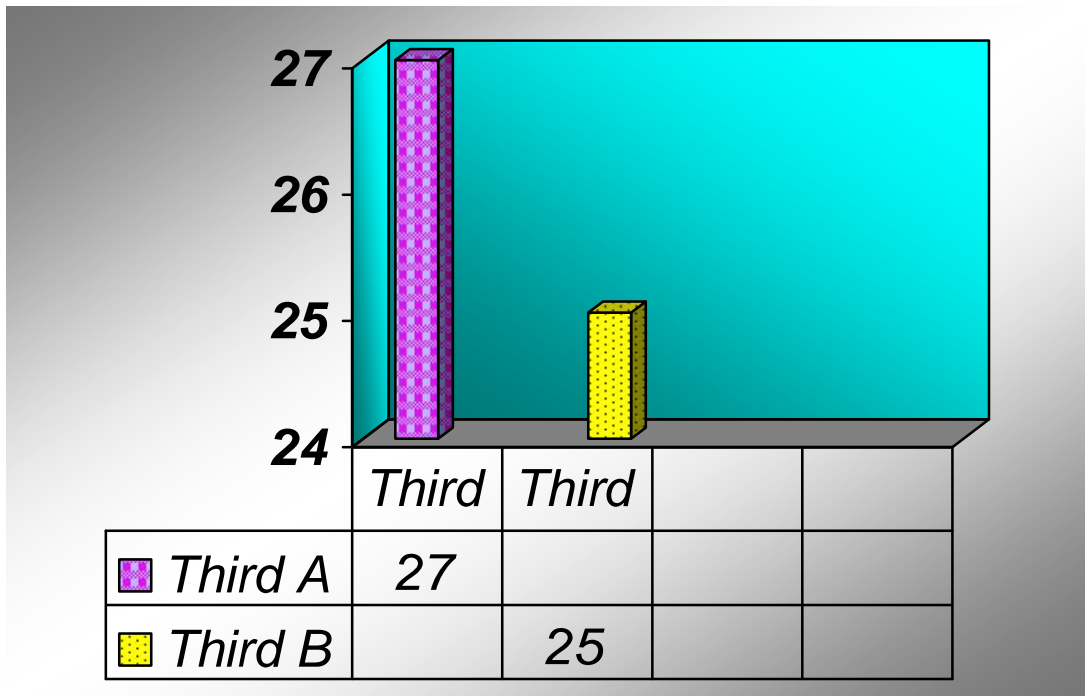


Table No. 2 *Students Age.*

| | | | | |
|------------------|---------------|----------|-------------|----------|
| Indicator | Female | % | Male | % |
|------------------|---------------|----------|-------------|----------|

| | | | | |
|---------|----|-------|---|-------|
| 13-14 | 4 | 11.76 | 9 | 50 |
| 14-15 | 18 | 52.94 | 6 | 33.33 |
| 15-more | 12 | 35.29 | 3 | 16.66 |

Graphic 2 *Students Age.*

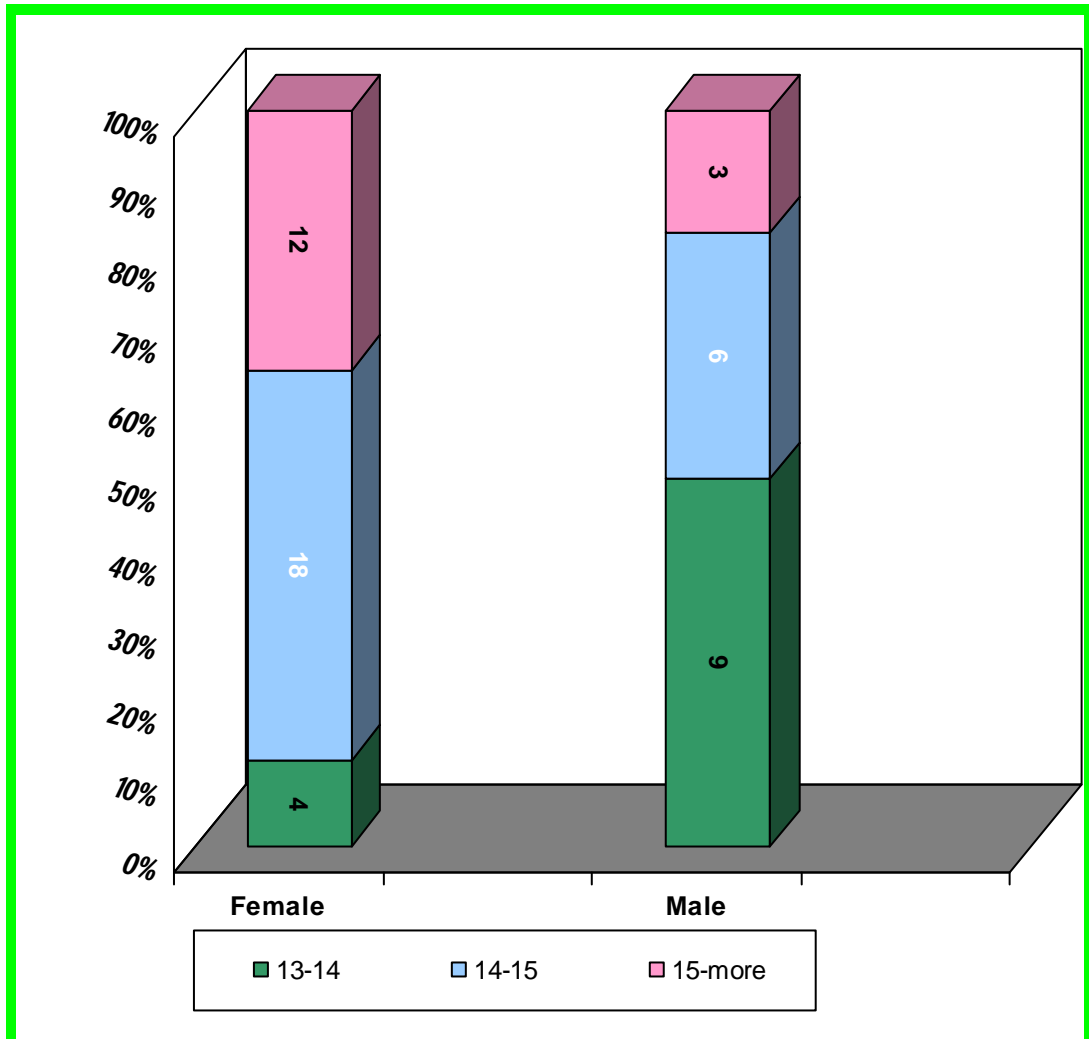


Table No. 3 *Students sex.*

| Indicator | No. of students | % |
|-----------|-----------------|---|
|-----------|-----------------|---|

| | | |
|---------------|-----------|--------------|
| Female | 34 | 63.58 |
| Male | 18 | 33.33 |
| TOTAL | 52 | 100 |

Graphic 3 *Students sex.*

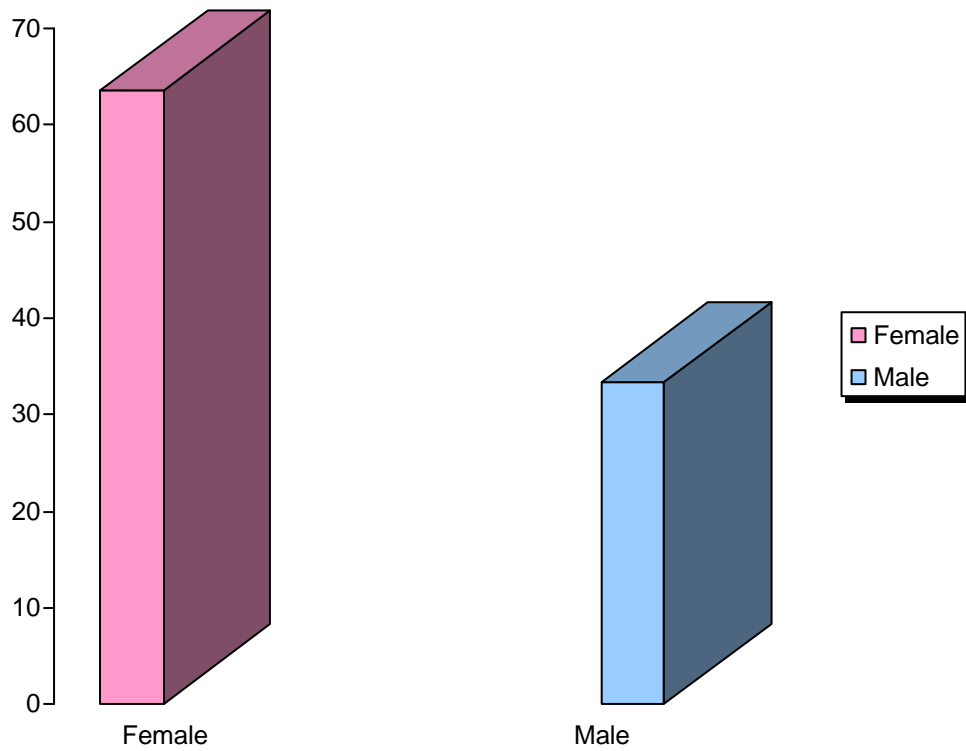


Table No. 4 *Classroom atmosphere*

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| Indicator | Female | % | Male | % |
|---------------|--------|-------|------|-------|
| Comfortable | 18 | 52.94 | 12 | 61.11 |
| Uncomfortable | 16 | 47.05 | 6 | 33.33 |
| TOTAL | 34 | 100 | 18 | 100 |

Graphic 4 *Classroom atmosphere*

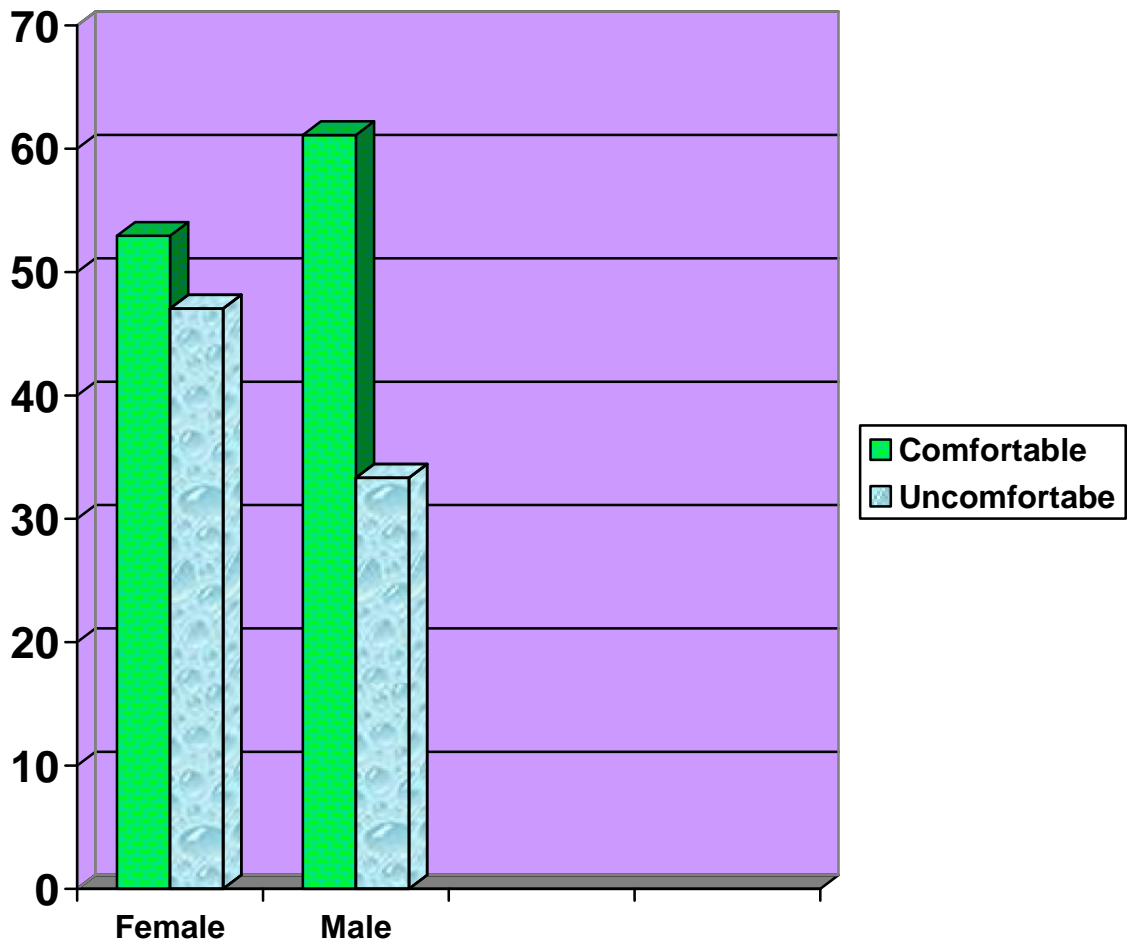


Table No 5. *Students motivation.*

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| Indicator | Female | % | Male | % |
|-----------|--------|-------|------|-------|
| Yes | 32 | 94.11 | 17 | 94.44 |
| No | 2 | 5.88 | 1 | 5.55 |
| TOTAL | 34 | 100 | 18 | 100 |

Graphic 5 *Students motivation.*

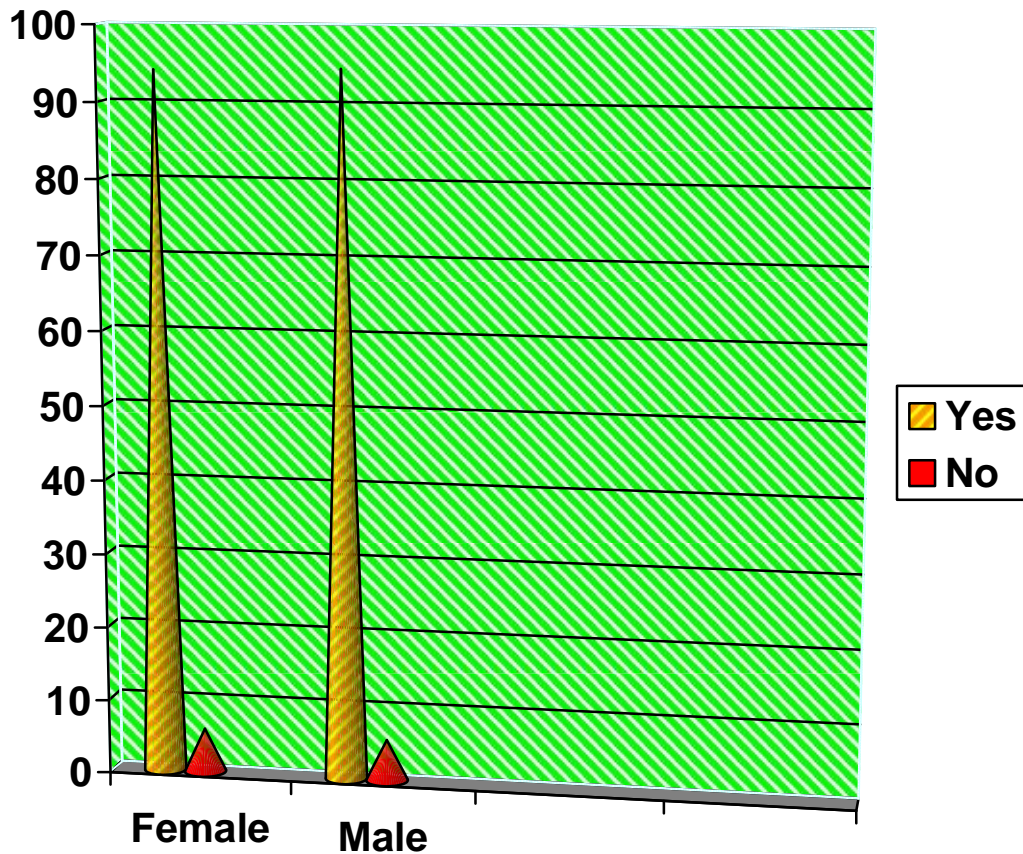


Table No.6 *Preference of English subject.*

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| Indicator | Female | % | Male | % |
|------------------|--------|-------|------|-------|
| I love it | 24 | 70.58 | 10 | 55.55 |
| I like it | 8 | 23.52 | 8 | 44.44 |
| I do not like it | 2 | 5.88 | 0 | 0 |
| I hate it | 0 | 0 | 0 | 0 |
| TOTAL | 34 | 100 | 18 | 100 |

Graphic 6 *Preference of English subject.*

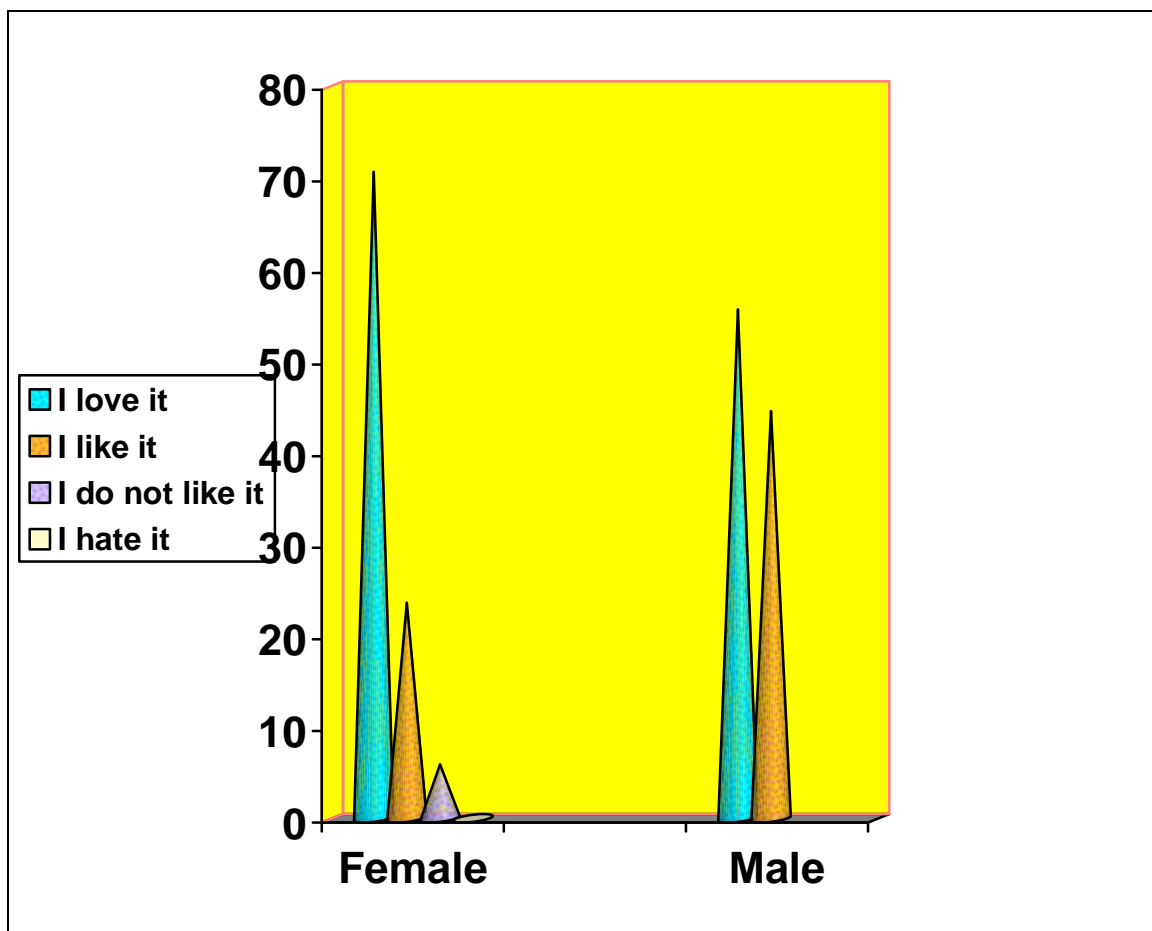


Table No. 7 *Skill preference of the students.*

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| Indicator | Female | % | Male | % |
|-----------|--------|-------|------|-------|
| Listening | 5 | 14.70 | 2 | 11.11 |
| Speaking | 6 | 17.64 | 2 | 11.11 |
| Reading | 9 | 26.47 | 6 | 33.33 |
| Writing | 14 | 41.17 | 8 | 44.44 |
| TOTAL | 34 | 100 | 18 | 100 |

Graphic 7 Skill preference of the students.

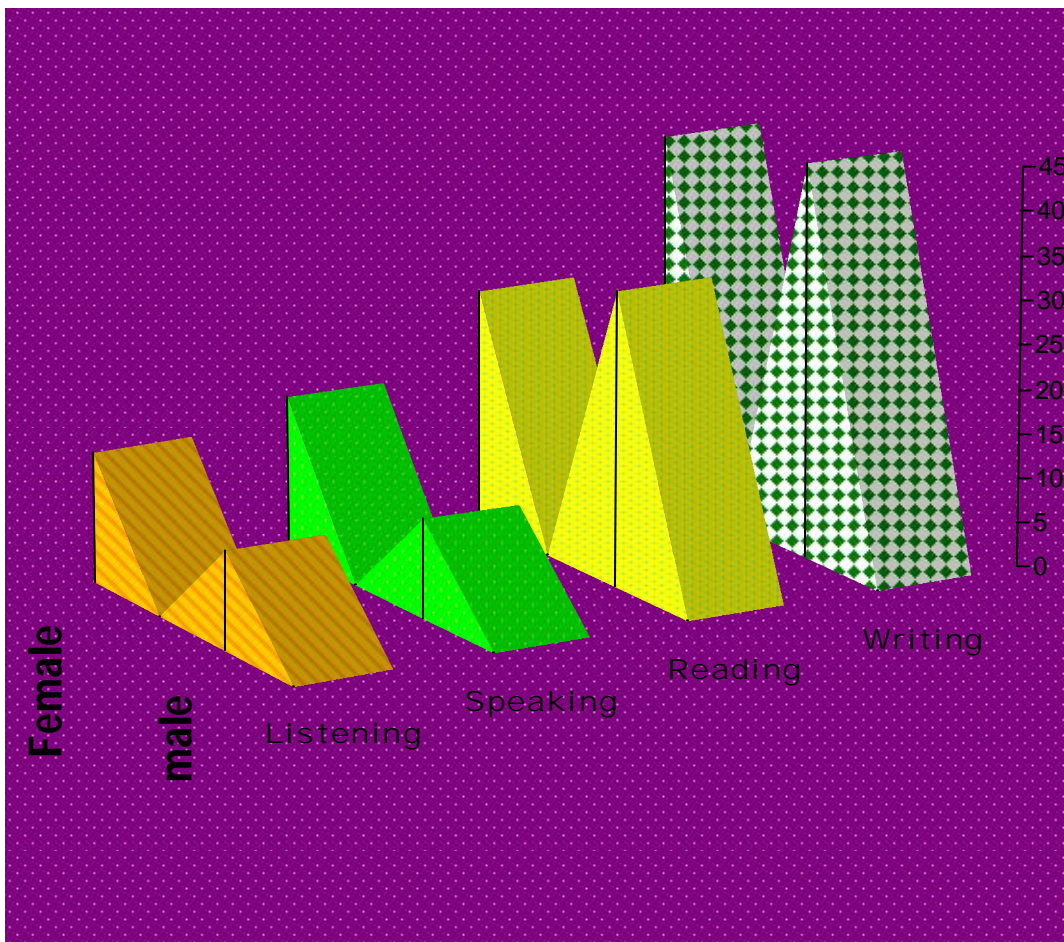


Table No. 8 Students Difficulties in Writing Skill.

| Indicator | Female | % | Male | % |
|-------------|--------|-------|------|-------|
| Spelling | 8 | 23.52 | 5 | 27.77 |
| Grammar | 17 | 50 | 7 | 38.88 |
| Vocabulary | 7 | 20.58 | 2 | 11.11 |
| Punctuation | 2 | 5.8 | 4 | 22.22 |
| Total | 34 | 100 | 18 | 100 |

Graphic 8 *Students Difficulties in Writing skill.*

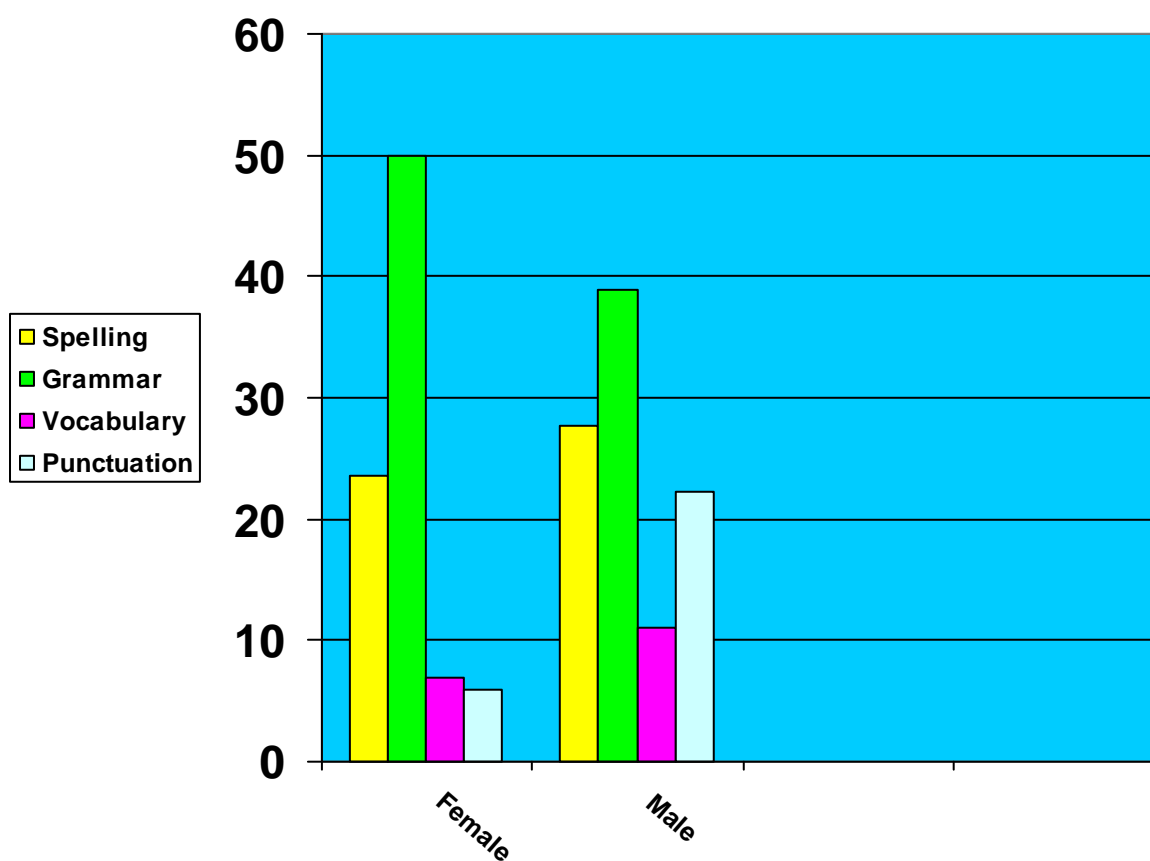


Table No. 9 *Written activities developed in class*

| Indicators | Always | % | Very often | % | Some times | % | Never | % |
|---|--------|-------|------------|-------|------------|------|-------|---|
| Complete table | 8 | 15.38 | 0 | 0 | 0 | 0 | 0 | 0 |
| Complete dialogues | 0 | 0 | 15 | 28.84 | 0 | 0 | 0 | 0 |
| Make sentences | 12 | 23.07 | 0 | 0 | 0 | 0 | 0 | 0 |
| Write Questions | 0 | 0 | 0 | 0 | 5 | 9.61 | 0 | 0 |
| Write Answers | 10 | 19.23 | 0 | 0 | 0 | 0 | 0 | 0 |
| Write a composition (Example Describe a house, places, objects and people) | 0 | 0 | 0 | 0 | 2 | 3.84 | 0 | 0 |

Graphic 9 *Written activities developed in class*

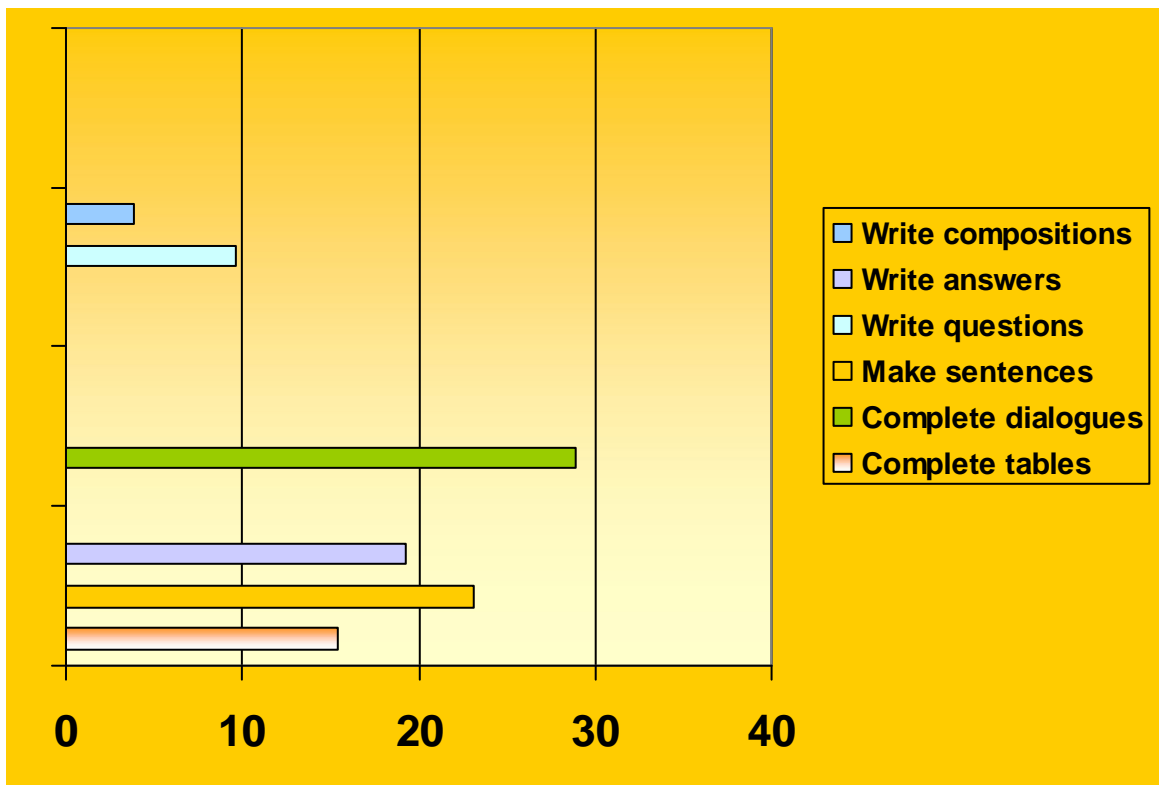


Table No.10 *Written activities developed at home*

| Indicators | Alwa ys | % | Very often | % | Som etim es | % | Nev er | % |
|---|------------|-------|---------------|-------|-------------------|------|-----------|---|
| Complete tables | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Complete dialogues | 0 | 0 | 0 | 0 | 12 | 23.8 | 0 | |
| Make sentences | 16 | 30.76 | 0 | 0 | 0 | 0 | 0 | 0 |
| Write Questions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Write Answers | 0 | 0 | 22 | 42.30 | 0 | 0 | 0 | 0 |
| Write a composition (Example Describe a house, places, objects and people) | 0 | 0 | 0 | 0 | 2 | 3.84 | 0 | 0 |

Graphic 10 *Written activities developed at home*

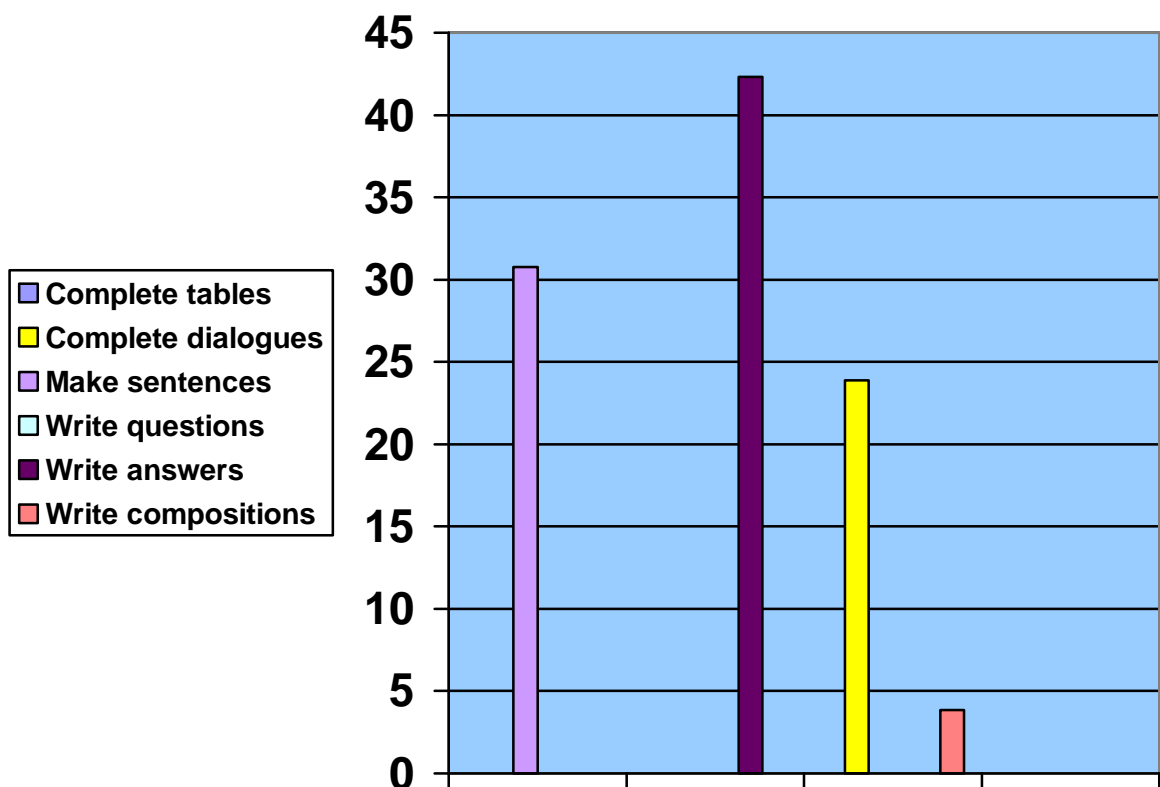


Table No. 11 *Frequency of student interaction.*

| Indicators | Always | % | Very often | % | Sometimes | % | Never | % |
|------------|--------|---|------------|----|-----------|-------|-------|---|
| Group work | 0 | 0 | 0 | 0 | 8 | 15.3 | 0 | 0 |
| Pair work | 0 | 0 | 0 | 0 | 16 | 30.74 | 0 | 0 |
| Individual | 0 | 0 | 28 | 53 | 0 | 0 | 0 | 0 |

Graphic 11 *Frequency of student interaction.*

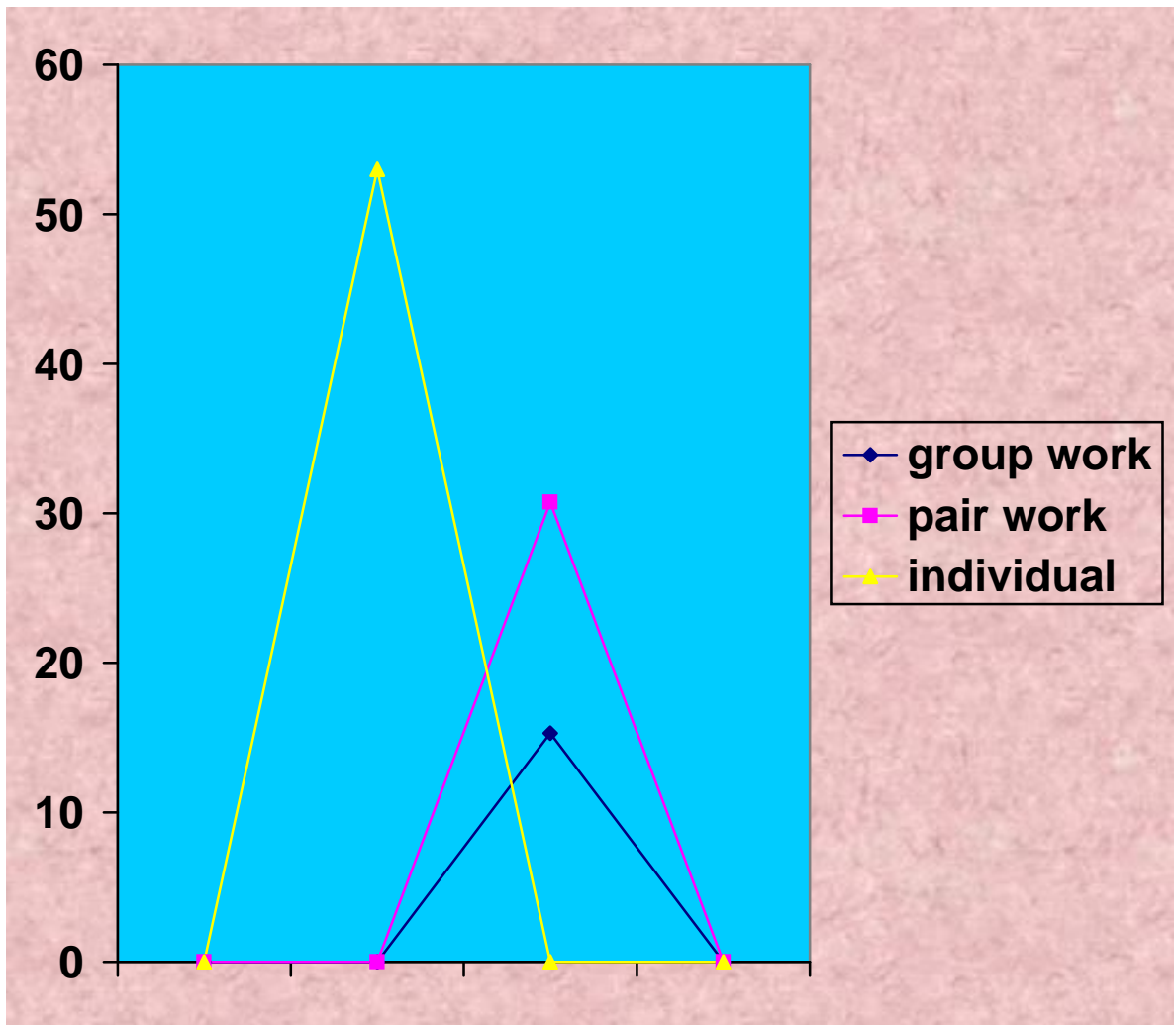
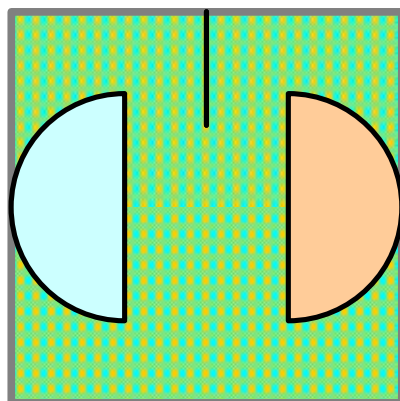


Table No. 12 *Correction work used by the English teacher.*

| Indicators | Yes | No |
|--|-----|----|
| Use of system code/ Rubric | | √ |
| Criteria of evaluation/ formative feedback profile | | √ |
| Correct errors | √ | |
| Write comments | √ | |

Graphic 12 *Correction work used by the English teacher*



- Use system code
- criteria of evaluation
- Correct errors
- Write comments

Table No.13 *Didactical resources used in the learning process.*

| Indicators | Female | % | Male | % |
|--------------|--------|-------|------|-------|
| Real objects | 21 | 61.76 | 9 | 50 |
| Pictures | 8 | 23.52 | 5 | 27.77 |
| Flashcards | 0 | 0 | 0 | 0 |
| Charts | 5 | 14.70 | 4 | 22.22 |

Graphic 13. Didactical resources used in the learning process.

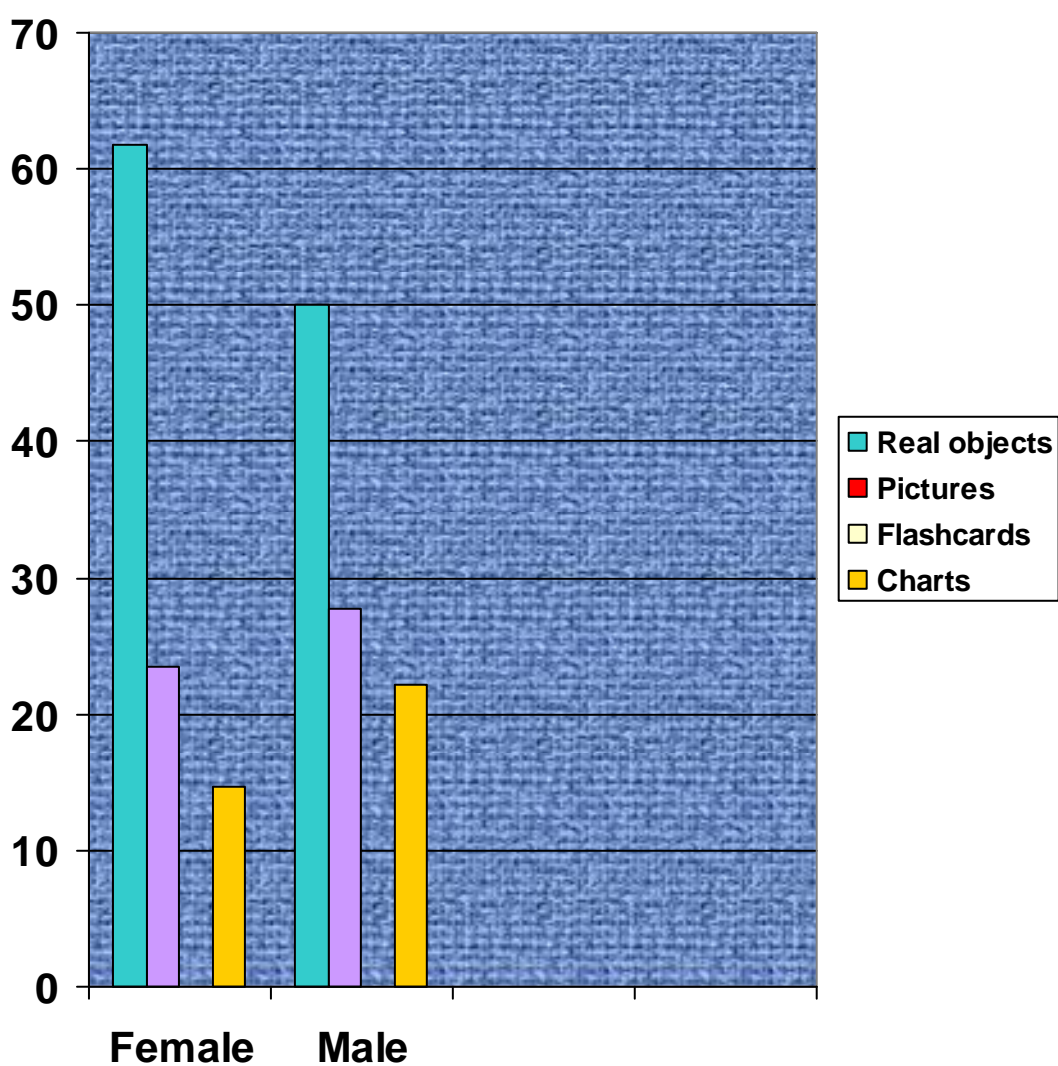


Table No.14 Students resources.

| Indicators | No. of students | % |
|--------------------|-----------------|------|
| English Textbook | 0 | 0 |
| English Workbook | 0 | 0 |
| Notebook | 52 | 100 |
| English Dictionary | 5 | 9.61 |

Graphic 14 *Students resources.*

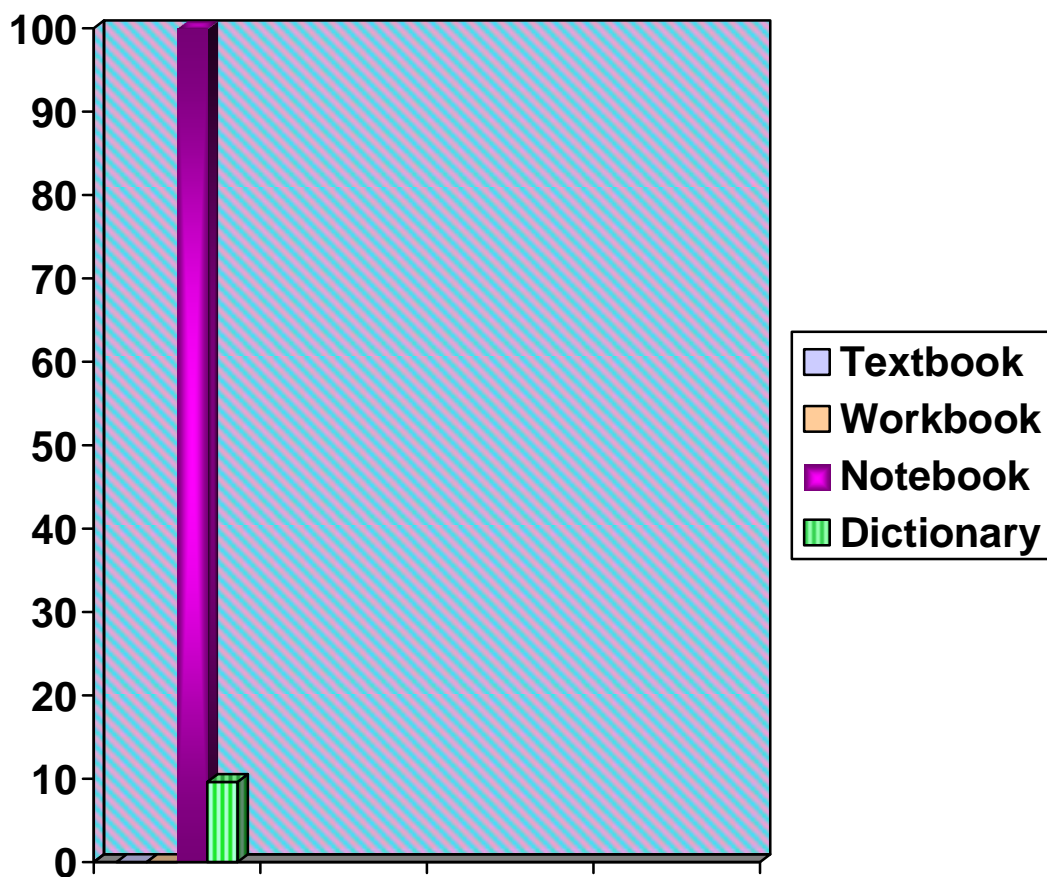
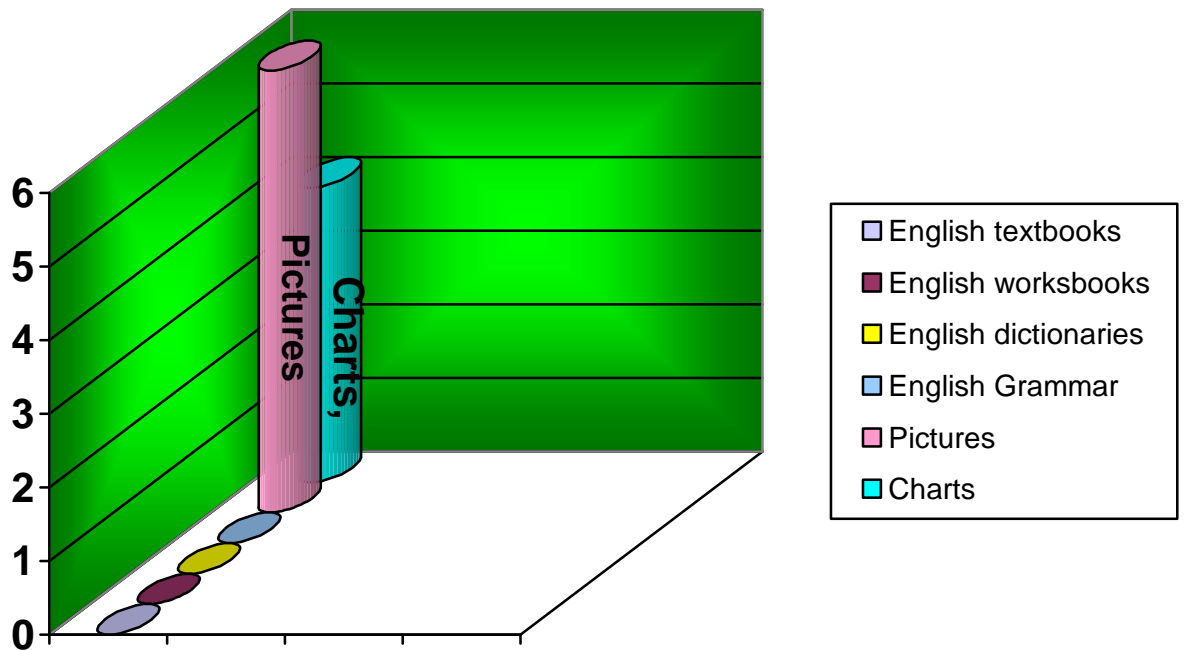


Table No. 14 *Library's resources for teaching English language.*

| Indicators | f |
|----------------------|---|
| English textbooks | 0 |
| English Workbooks | 0 |
| English dictionaries | 0 |
| English Grammar | 0 |
| Pictures | 6 |
| Charts | 4 |

Graphic 14 *Library's resources for teaching English language.*



Written activities.

Written activities.

Written activities.

Written activities.