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DEPARTMENT OF ENGLISH



Provide and apply some English writing techniques
to ninth grade at Julia Martinez Toruño High School
in Posoltega, Chinandega 2011.

Tutor:

MSc. Martha Chavarria.

Members of research group:

Br. Erick Milton Antón Pacheco

Br. Lester Terencio Centeno

Br. Nelson José Velásquez Reyes

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Dedication

To God Lord who create the universe, the beginning and the end.

To my parents: Luisa del Carmen Pacheco Larios.

Hipolito Rafael Antón Amador.

To my siblings: Dalila Antón.

Wesly Antón.

Norvin Antón.

Erick Antón.

Dedication

Firstly God Lord who create the universe, the beginning and the end.

To my wife and son: Yorleni Mercedes Argeñal Cortez.

Jostin Joshua Centeno Argeñal.

To my mother: María Isabel Centeno Dolmus.

To my grandmother: Valeria Guillermina Dolmus.

Lester Centeno.

Dedication

Firstly God Lord who create the universe, the beginning and the end.

To my mother: Angela Reyes Raudes

To my family: wife, sons, daughter and granddaughter

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Index

• Acknowledgements.....	i
• Dedications.....	ii-iv
• Index.....	1
I. Introduction.....	2-3
II. Justification.....	4
III. Establishing the Issues.....	5
IV. Contextual Framework.....	6
Background of the school	
V. Objectives.....	7-8
1. General Objective	
2. Specific Objectives	
VI. Theoretical Framework.....	9-48
1. Previous Research	
2. Brief history of the teaching of EFL writing	
3. Why is writing an important Foreign Language?	
4. Elements of a good writing	
5. The writing Process	
6. Writing paragraphs	
7. Definition and types of paragraphs	
8. Steps for writing a paragraph	
9. Audio-Lingualism Method	
10. Writing Techniques in a foreign language	
VII. Methodological Design.....	49-52
VIII. Results.....	53-66
IX. Conclusion.....	67-68
X. Recommendations.....	69-70
XI. Bibliography.....	71-74
XII. Annexes.....	75-95

Introduction

“Writing is the representation of language in a textual way through the use of a set of signs or symbols known as a writing system” (Peter T.Daniels, 1996). It is distinguished from illustration, such as cave drawing and painting, and non-symbolic preservation of language via non-textual media, such as magnetic tape audio.

Most likely, writing began as a consequence of political expansion in ancient cultures, which needed reliable means for transmitting information, maintaining financial accounts, keeping historical records, and similar activities. Around the 4th millennium BC, the complexity of trade and administration in Mesopotamia outgrew human memory, and writing became a more dependable method of recording and presenting transactions in a permanent form (Peter T.Daniels, 1996). In both Ancient Egypt and Mesoamerica writing may have evolved through calendrics and a political necessity for recording historical and environmental events. The oldest known use of writing in China was in divination in the royal court.

In the same way, the writing in historical times has its own importance including the way that the people learnt and thought. Nowadays, it is necessary establish precedents of writing for futures generations and require writing techniques that make the process easier in the teaching-learning of a EFL too.

We have observed and analyzed the ninth grade of a classroom at Julia Martinez Toruño High School located in Posoltega, Chinandega, and come to the conclusion that one of the most difficult problems that students face nowadays is the lack of writing and reading habits. Thereby, if reading is absent, then writing becomes a more difficult task. In Nicaragua, writing is selected to intellectual men and women. Novelists, writers, and poets dedicate time to writing. Others, such as students and even professionals like engineers, lawyers and teachers write very little. Nicaraguans have little access to literature due to its high cost. Having said that, if writing is difficult

in Spanish, then it becomes a greater challenge in English. In addition, the time and effort dedicated to learning how to write in English is very insufficient. Most EFL classes are highly interested in teaching student basic grammar, vocabulary, and pronunciation. In 2007 Steve Graham and Dolores Perin included this observation in their EFL research “Teaching is mostly aimed at learning grammar, pronunciation, vocabulary, and reading, but not at writing”. In our research, we found that teachers do not make enough emphasis on developing their students’ writing skills. When students are asked, to write short sentences; they make use of the limited grammar and vocabulary they have learned in class, but they are unable to write coherently, well-structured paragraphs because they lack of the practice of doing so.

Julia Martínez High School located in Posoltega, Chinandega, receives little economic help from the government. Teachers are not constantly trained with innovative methodology. This has negative consequences in learning. Another aspect that affects the education quality is the lack of competent didactic materials (good reading and writing material, grammar guides and enough dictionaries).

Therefore, our purpose in this research is to recommend different writing techniques to English teachers from Posoltega of ninth grade, so that they can enhance their teaching in the classrooms through the application of writing techniques. However, students must also have the support of government, family and private enterprise.

I. Justification

Learning of writing is a problem in high schools in Posoltega. Some teachers of high school themselves lack of strong writing skills. We have decided to write a paper based on our investigation made at Julia Martinez High School in Posoltega. There is little research on this subject. There is research about teaching of vocabulary, listening, grammar, speaking, but not merely in writing. Although there is one research on writing, this is focused on the weaknesses of writing skills with an approach in grammar abilities.

There are not many available writing techniques books to the public library. They are lent to the public inside the premises but people are not allowed to take them home for a thorough study of them. We believe teachers need to have access to printed materials and this is not the case of Posoltega's teachers, who lack access to borrowing these books.

We identify the possible reasons why students are not able to write even short paragraphs in this specific high school. We are also aiming at solving this difficulty by providing useful teaching writing techniques at Julia Martinez High School in Posoltega. We hope that with our proposed techniques, teachers will be more motivated in teaching writing, and therefore, students will improve in writing brief dialogues, short paragraphs, descriptions of objects and people.

II. Establishing the Issue

The Nicaraguan Ministry of Education (MINED), establishes in its curriculum for ninth grade the students will be able to write short paragraphs in English by the end of their school year. Ninth grade is the threshold of writing essays in grade X.

Learning to write in a foreign language is a process, a skill that must be practiced and mastered. It is a process that involves more than mastering vocabulary and grammar. EFL students are not used to the patterns of thoughts in English. Students tend to translate word by word into English, but they still follow the Spanish pattern of thoughts. They, therefore, locate words in English where they think they belong in a sentence in Spanish. Students at Julia Martinez Toruño High School practice writing in English a few hours per week only. This is not enough time to improve their writing. Teachers have forty students per class and there is little room for personalizing the class as it is needed in the process of learning to write in a foreign language. Finally, these students do not have help outside of class with their English classes.

III. Contextual Framework

School Background

Julia Martinez Toruño High School is located in the community of *Los Zanjones* in Posoltega, Chinandega. Los Zanjones owes its name to the widespread trenches in the area. The school is located between two of the main ones. Local people survive by growing crops and livestock. Others sell firewood in the city. Some houses are made of cement and others are made with plastic, zinc, palm leaves, etc.

Julia Martinez Toruño Public High school has had its doors open to people of Posoltega for 52 years. In 1954 schools did not exist in the district of Los Zanjones. In 1956, Julia Martinez, a local teacher, began offering classes to second grade students in a private home owned by Amalia Mendoza. Later, in 1957, due to some difficulties, she moved to Jesus Moreno`s ranch. In 1962, Julia Martinez increased her teaching levels from second grade classes to first-fourth grade. In 1964, she made one more move to Mrs. Estela Garcia`s house.

A great need for building a school was noticed. Julia Martínez Toruño gathered the community and suggested that they build four classrooms because the government was unable to build a school for them. A committee was formed to carry out task (Benigno Abendaño, Jesus Gutiérrez and Pedro Mendoza headed the committee). Mr. Toma Torres was elected as the president, Agustín Mendoza, Vice president, Esperanza Acosta the secretary, Faustino Velasquez the treasurer. The community began different activities to collect money to build the school. In 1965, C\$13,000 Córdobas were collected to buy 10,000 m² from Mrs.Rodriguez. Nowadays, in this rural area, there are no schools other than Julia Martinez. The school only has a high school library where there are very few books available and among these books are dictionaries, English grammar guides and math related to vocabulary.

IV. Objectives

1. General Objective:

- ➡ To identify EFL writing techniques in order for teachers to apply them at Julia Martinez high School to students of ninth grade learn to write short paragraphs.

2. Specific Objectives:

- ➡ To determine if students have writing skill problems in words, sentences and short paragraphs in English.
- ➡ To support Julia Martinez Toruño teachers with different writing techniques.
- ➡ To collaborate with students through writing techniques to improve their writing skill when they write words, sentences and short paragraphs.
- ➡ To contribute with recommendations for English teacher to improve their quality of teaching.

VI. Theoretical Framework

1. Previous Research

In 2006, two students, Jose Mayorga and Luis Carrion, carried out a research project in two different public institutes in Posoltega, Chinandega: *Ruben Dario* and *Maestro Gabriel*. In the research, they found that 75% of students had problems with writing skills, 76% of students considered English as an important language to learn, 26% of students had limited vocabulary, and only 20% of students knew how to read in English. Both Mayorga and Carrion considered grammar as being the major weakness in their writing learning process and improving it would be the best solution.

2. Brief history of the teaching of EFL writing

The field of second language writing has evolved. The formal study of Second Language writers, writing, and writing instruction has a relatively short, but fruitful history going at least as far back as the 1960s. Research on Second Language writing has grown exponentially over the last 40 years and, during the late 1980s and the early 1990s, Second Language writing began to evolve into an interdisciplinary field of inquiry with its own disciplinary infrastructure replete with a journal, monographs, edited collections, a series book, annotated bibliographies, graduate courses, and conferences as well as symposia (*Matsuda, 2002*).

Yet, even as the field matures, its dynamics do not seem to be stabilizing; the intellectual currents seem to be fluctuating more than ever before, and disagreements abound on some of the most fundamental issues. The changing currents do not necessarily indicate that the field is underdeveloped or unstable. In an issue driven field whose research practices are inextricably situated in complex sociocultural, institutional, and disciplinary contexts, change is not only inevitable but also desirable. In fact, the changing currents in the field of L2 writing are driven by various extemporaneous demographic,

technological, and disciplinary and L2 writing researchers' effort to respond to those changes.

Given the dynamic nature of the field, it seems fitting to use the metaphor of changing currents to characterize several traditions of research; each current joins other currents, influencing the direction of the field as it comes in contact with other currents. In order to explore the changing currents in second language writing research and to provide an understanding of the dynamics of the field, L2 writing scholars gathered as part of the invited colloquium on L2 writing research at the 2002 meeting of the American Association for Applied Linguistics in Salt Lake City, Utah. Each of them represented an important intellectual current in the field, focusing on the context of its emergence, the existing research, and directions for further research.

Linda Harklau examines the changes that have been taking place in response to the presence of an increasing number of resident L2 writers, primarily in North America. She calls for more attention to ethno linguistic minority students in other countries and to the issue of identity; at the same time, she cautions against the tendency to ratify the term "Generation 1.5." A. Suresh Canagarajah explores the implications of the notion of multiliteracies in the context of second language education the negotiation of discourses and identities that have been prompted partly by the diversity of English-language users (*Matsuda, 2002*) as well as the development of technologies for written communication. The issue of technology and its relationship to L2 writing is discussed further by Mark Warschauer. He began by exploring growing areas of research, including computer-assisted classroom discussion (CACD), e-mail exchanges, and Web-based writing, and then points to the need for longitudinal, ethnographic studies as well as corpus based discourse analytic studies. Ken Hyland then considers the growing interest in discourse analysis in the context of what some researchers have called the "post-process era" in L2 writing research (*Atkinson, 2003a*). Finally, in "Metadisciplinary Inquiry in Second Language Writing Research," They discuss the importance of

Metadisciplinary inquiry self-conscious, reflective inquiry into the nature and status of a field in the context of L2 writing research. They hope this congress provides an understanding of some of the traditions of research and possible future directions. Needless to say, the currents being represented in this colloquium are by no means the only ones or the only important ones for that matter. They hope this colloquium will stimulate further discussion of many other currents that continue to shape and reshape the field of L2 writing. (*Paul Kei Matsuda, A. Suresh Canagarajah, Linda Harklau, Ken Hyland, Mark Warschauer 2003*)

3. Why is writing an important Foreign Language?

“Writing in a different language involves more than mastering its vocabulary and grammar. Language, including written language, it is a reflection of the thought pattern of native speakers”. (*Karen Blanchard & Christine Root 1997*). “Writing altogether is the action of representing words or ideas with letters or signs in paper or any other surface”. (*Karen Blanchard & Christine Root 1997*). Writing as Foreign Language is important for transmitting ideas, editing agreements, documenting or writing fiction, tracing notes and musical signs, to inscribing data or any other action of conversion with letters and symbols. In addition, writing is used in a casual way to communicate outstanding facts, like a conversation through a program of instantaneous messaging between two friends. Also, it is used in a formal way with the purpose of making businesses, in legal and institutional environments, in labor scenarios and others. Even, between two individuals as a way of communicating with emotive feelings, like a letter or a love poem.

4. Elements of a Good Writing

The most important elements of a good writing are: subject, purpose, and audience. For the student is easier to write it if he or she understands and knows the topic. It is advisable to narrow down a topic before actually starting writing. To determine the purpose for writing, it is necessary to ask the

question “Why am I writing? Scholars find that there are three major reasons why students write in general: to entertain, to inform and to persuade.

What you write about determines the subject. “Whom you write to determines your audience and thus the vocabulary you will need to use in your paper. Who you write to will help a student come up with more ideas” (*Blanchar, Karen Lourie, 1997*)

5. The Writing Process

Writing is not an easy task. Very few people start writing and producing perfect sentences and paragraphs. As we have mentioned before, writing is a skill that is mastered. Very often a final paper, paragraph or sentence is the result of a lot of time drafting. We will mention some of the steps in the process of writing. (Prewriting, Planning, Drafting, Revising, and Editing)

a. Prewriting

Writing activities involve thinking over what you do to help yourself decide what your central idea is or what details, examples, reasons, or content you will include. In other words, any activity that helps a writer think about a topic, determine a purpose, analyze an audience, and prepare to write. Emig in her book *The Composing Processes of Twelfth Graders*, defined prewriting as "that part of the composing process that extends from the time a writer begins to perceive certain features of his inner and/or outer environment with a view to writing about them, usually at the instigation of a stimulus to the time when he/she first puts words or phrases on paper elucidating that perception." (*Blanchar, Karen Lourie, 1997*). There are several types of prewriting are: brainstorming, clustering, freewriting, to find a topic, journalists' questions, journal writing, listing, outline and reading.

Brainstorming: prewriting technique of focusing on a particular subject or topic and freely jotting down any and all ideas which come to your mind without limiting or censoring information – if it comes to mind, write it down! Ideas may be single words, phrases, ideas, details, examples, descriptions,

feelings, people, situations, etc. Do not write ideas in complete sentences. Topic is written and free associations are list. Example, Computer (kinds, sizes, uses, school, games, enjoy using, Bill Gates, research papers, internet access, fun to work with, classes to learn how, etc)

Getting started is perhaps the most difficult steps of all. Many writers use different techniques to generate ideas. Some techniques that are generally used are: clustering, free writing, keeping a journal etc.

b. Planning

Planning is about organizing your ideas and focusing on the subject, the sequence of the issues, the purpose and the targeted audience. Using an outline is one of the best means to organize and plan for good writing. Prewriting is usually used as the first step needed to generate ideas. After prewriting, planning comes next. In this process, students learn to organize the information they have acquired during their prewriting activities. It is a good idea to write an outline with the ideas the students produced in the prewriting process. An outline is general description and organization of the topic in logical sequence, a diagrammatic summary, or it is a visual and conceptual design of your writing. In other words, an outline reflects logical thinking and clear classification.

The Outline is aids in the process of writing, helps to organize ideas, and provides a snapshot of each section of the paper will flow, presents your material in a logical form, shows the relationships among ideas in your writing, and constructs an ordered overview of your writing, defines boundaries and groups. In others words, you can identify the purpose and reasons behind of your paper.

c. Drafting

Drafting is a stage of the writing process during which a writer organizes information and ideas into sentences and paragraphs. The process of rereading a text and making changes (in content, organization, sentence structures, and word choice) to improve it.

During revision, writers may *add, remove, move* and *substitute* text. "writers have opportunities to think about whether their text communicates effectively to an audience, to improve the quality of their prose, and even to reconsider their content and perspective and potentially transform their own understanding" **Charles A. MacArthur (2008)**.

During the drafting process, a student should be concerned on two important aspects: starting his or her ideas and supporting them with facts. During this step, a student should not be worried about having the perfect outcome.

d. Revising

The process of rereading a text and making changes (in content, organization, sentence structures, and word choice) to improve it. During revision, writers may *add, remove, move* and *substitute* text. "writer have opportunities to think about whether their text communicates effectively to a reader, to improve the quality of their prose, and even to reconsider their content and perspective and potentially transform their own understanding" **Charles A. MacArthur (2008)**.

The word revision is a combination of the root word vision and the prefix re-, which means "again". When you revise, you "see again". That is, you look at your writing again to see how you can improve it. When revision is done, you can add new ideas or more specific supports; eliminate irrelevant sentences and rearrange ideas to improve the organization.

e. Editing

The final step of the writing process is editing. When you edit a paragraph, you check to make sure that grammar, spelling, capitalization, and punctuation are correct.

Editing prepares a written work for publication. An editor check for completeness, accuracy, consistency, word choice, writing style and spelling errors. While a writer may accept, negotiate or reject individual edits, the efforts of an editor always enhance the final product.

Sometimes the writer doubles as the editor. However, a professional editor with no previous knowledge of a work usually produces better results. An editor with no pride invested in a composition brings fresh insights with eyes tuned to enhance and refine.

6. Writing paragraphs

A paragraph (from the Greek *paragraphos*, "to write beside" or "written beside") is a self-contained unit of a discourse in writing dealing with a particular point or idea. A paragraph consists of one or more sentences. The beginning of a paragraph is indicated by beginning on a new line. Sometimes the first line is indented.

In many languages, the fundamental unit of composition is the paragraph. A paragraph consists of several sentences that are grouped together. These groups of sentences together discuss one main subject. In formal academic English, paragraphs have three principal parts, **the topic sentence, body sentence, and the concluding sentence.**

The topic sentence is not only the first sentence of a paragraph, but, more importantly, it is the most general sentence in a paragraph. What does "most general" mean? It means that there are not many details in the sentence, but that the sentence introduces an overall idea that you want to discuss later in the paragraph.

The second and third sentence after the topic sentence is called supporting sentences. They are called "supporting" because they "support," or explain the idea expressed in the topic sentence. Of course, paragraphs in English often have more than two supporting ideas.

In formal paragraphs, you will sometimes see a sentence at the end of the paragraph which summarizes the information that has been presented. This is the concluding sentence. (*Bunnin, Nicholas & Jiyuan Yu 2004*)

7. Types of paragraphs

a. Definition Paragraph

It is used in order to explain the meaning, origin and function of things. They are used both in academic writing and fiction. To write a paragraph definition, writers should concentrate on the role of their subject in the context of the essay and account for evidence as well as examples accordingly.

➔ Sample Definition Paragraph

Happiness

Happiness is a very complex emotion that can be felt in many ways. It can come from the senses: the sight of a smile on a child's face, the smell of flowers in the air, the feeling of the sun on one's face, or the sound of music. Happiness can also come from basic necessities such as food for the hungry, a blanket for the cold, and a drink for the thirsty. More lasting emotions can give rise to happiness, too- for example, love: love of parents, brothers and sisters, husband or wife, and love of all mankind. In essence, happiness seems to result from being in accord with life and its experiences. When such happiness is achieved, it can bring great peace of mind.

b. Exposition Paragraph

Often, this kind of a paragraph is used as a component of other types of writing. It's written in order to clarify or explain problems and phenomena. Writing exposition paragraphs requires strict focus on evidence and objective language. It can contain elements of comparison and contrast, or cause and effect writing as both facilitate an accurate exposition of the subject-matter.

➔ Sample Expository Paragraphs

Today the P.E. teacher talked with our class about physical fitness. In fact, she said it is important to exercise at least an hour everyday. Exercise doesn't have to be a chore. For instance, riding a bike is great exercise.

Roller-skating is, too. So, find an activity you enjoy and get some exercise!

I made a plan for getting enough sleep at night. After I eat supper I play for

a while. Then I take a warm bath. When I finish bathing, I put on my pajamas and climb in bed. Finally, I read a good book. Reading makes me sleepy and I usually fall right to sleep.

It is important to stay clean. If you don't take regular baths germs can grow easier in cuts or sores. In fact, sometimes you have to use medicine to kill the germs. Also, if you don't take regular baths you might not smell so good. As a result, your friends might not want to play with you. Staying clean helps you stay healthy and happy.

c. Paragraph Classification

Writing classification paragraphs requires a more varied approach. It should be concentrated on defining as well as making relevant comparisons. In other words, writers should classify the subject of the paragraph in a specific context providing comparisons to corresponding ideas. Classification can be performed on multiple levels – semantic (comparing different meanings of things), linguistic (using vocabulary to show contrast), and more.

➔ Sample Classification Paragraph

The Chronicle of Levis

How often does anyone ever stop to think about the life of a plain, ordinary pair of Levis? Mine seem to go through various phases in which they are completely different: from the new to the not so new and finally to the very old.

In their first stage, my Levis are brand new. I am very conscious of my new Levis when I wear them because they are usually very stiff and feel somewhat tight. They are also very crisp, and I can almost smell the newness of the unfaded, dark blue color. Somehow I feel very dressed up, like a soldier in his military blues, when I wear brand new Levis.

In their second stage, my Levis are beginning to loosen up and are starting to conform more to my body. The original dark, denim blue is a little lighter now. Although they no longer leave the wash water blue, they are still nice

and bright. I have seen pictures of President Carter wearing his stage-two Levis; he must enjoy them as much as I do.

In their final days, my Levis have gotten almost white from lots of wear and repeated washings. Like a baby's cheek, they are soft to the touch, and they have become as comfortable as the proverbial old shoe. Even though they are very worn and have a few small holes, I like them best at this stage. My Levis and I go through a lot together, and each stage serves a purpose. When I am a senior citizen, I will probably still be wearing them.

d. Description Paragraph

Preferably, description of paragraphs should concentrate on actions (verbs), rather than sensations or impressions (adverbs and adjectives), which ensures that the tone remains objective and authoritative. Description of paragraphs should be detailed, clear, and render the represented reality chronologically.

➔ Samples of descriptive paragraphs

(1)As I was growing up in the 60's, television was the only entertainment my family knew of the electronic sort. (2)The 7 o'clock nightly news was such an important part of our family that my dad knocked a wall down and built a huge cabinet in its place just to accommodate our 19-inch black and white television. (3) No one was allowed to talk or make a sound when the television was on; all eyes were glued to the moving and flickering image. The box commanded absolute respect. (4) In the daytime, "the television needs its rest" my mother would say, as she patted its pseudo-wooden top and covered it with a doilie she had made herself. (5)There is no doubt that TV was as central to our lives as it was to the lives of all our friends during that period. (adapted from an essay by Angeline Chan, used with permission.)

e. Process Analysis Paragraph

It, usually, takes the form of a how-to paragraph which guides readers through a process or action to be performed. It's very concise and uses formal,

non-descriptive vocabulary. It should be written in chronological order accounting for subsequent actions or events.

➔ Sample “How To”/ Process Paragraph

There are some specific steps involved in writing a good paragraph or essay. The first step is brainstorming. Writers can use techniques like free-writing, mind-mapping and outlining/planning to help them brainstorm. In this first stage, it’s important for a writer not to edit but to let ideas flow and to simply get them down on paper. After brainstorming comes the first draft. This is the step where the writer’s ideas start to come together and take shape. There may be some grammatical errors or other small mistakes in the first draft, since many writers just try to put their ideas on paper before editing their mistakes. The first draft is also where writers should develop a topic sentence or thesis to guide the structure of their essay. Finally, there is the last step, which is the final draft. This is when writers edit their work. Writers should take care at this stage that all sentence structure and punctuation is correct, and that their work is formatted correctly (typed, double spaced, etc.). To conclude, writing a good paragraph is not easy, but everyone can be a successful writer by following some basic steps.

A. What are the three steps that the author discusses? List them here:

- 1.
- 2.
- 3.

B. Underline the transition words that help guide you through the paragraph.

C. What are some other possible “How To”/Process Paragraph topics? List at least two other topics here:

f. Persuasion Paragraph

Persuasion paragraphs require exhortatory and dynamic language. They are aimed at persuading the reader into taking a particular action or adopting a certain point of view. They should be devoid of descriptive content and rely on the imperative mode instead. (*Bunnin, Nicholas & Jiyuan Yu 2004*)

➔ Topic: The Best Vacation

The best vacation is a trip to the beach. There is a lot to do at the beach. You can go swimming, build a sandcastle, or maybe even go surfing. The beach is very relaxing. Many people enjoy listening to the sound of the ocean and lying in the sun. When you plan your next vacation, be sure to remember that the beach is your best choice.

8. Features for writing a paragraph.

There are five features generally known for writing an effective paragraph. Each paragraph is a self-contained logical argument, crafted to stand on its own (like an abstract, or a letter to the editor of Nature) or to be strung together to form a larger thing of persuasive beauty: a well-written scientific manuscript. Below, we present these five characteristics.

a. Have a compelling and descriptive topic sentence

The topic sentence is the guidepost that tells the reader what to expect. It sets up the coming argument. The topic sentence does not necessarily need to be the first sentence, but it should obviously come early. There are two ways of recognizing a good topic sentence: the topic sentence must be linked with the rest of the paragraph. Writer must be highlighting just the topic sentences.

b. A paragraph has an inevitable logic

The topic sentence raises expectations. It follows through with the main of argument: a set of logically connected sentences that clearly and concisely builds. So, if the reader does not understand a writing paragraph, it means that logic is flawed. To put another way, writing is one of the best ways of discovering what writer does not understand about the topic. (*Dave Kemper, 2003*)

c. The juicy example

The logic may be exact and true, but without a compelling example that connects in multiple logical way, the argument risks being a perfect and

abstract thing for example, lovely to look at but without substance. (*Dave Kemper, 2003*)

d. Mixing up sentence structure

When constructing a logical argument full of if/then/or statements it is inevitable that the sentences can go on, and on, and on... The solution is not to be too descriptive (*Dave Kemper, 2003*). For instance, *Although I'm a busy person, but I love to take time to study*. If writer pays attention, you can see where the structure of this sentence implodes. The first half of the sentence is okay, and the structure makes sense up to a point: *Although I'm a busy person,* and the second half, taken by itself, is okay, too: *but I love to take time to study*. But when writer puts them both together, it's not pretty.

Usually, fixing a mixed structure sentence takes just a bit of rearranging and double checking. Writers can solve this one by writing:

Although I'm a busy person, I love to take time to study.

Or writer could write:

I'm a busy person, but I love to take time to study

e. Summary sentence

First, the summary sentence is your opportunity to introduce any repetition precisely where your reader is expecting it (remember: *tell'em, teach'em, tell'em again*). Second, the summary sentence can point the reader to where you want to go next. (*Dave Kemper, 2003*)

9. Audio-Lingualism-Method

With the outbreak of World War II armies needed to become orally proficient in the languages of their allies and enemies as quickly as possible. This teaching technique was initially called the Army Method, and it was the first to be based on linguistic theory and behavioral psychology.

Based on Skinner's Behaviorism theory, it assumed that a human being can be trained using a system of reinforcement. Correct behavior receives positive feedback, while errors receive negative feedback. This approach to learning

is similar to the Direct Method, in that the lesson takes place entirely in the target language.

The Audio-lingual Method was widely used in the 1950s and 1960s, and the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common dialogue everyday. These patterns are elicited, repeated and tested until the responses given by the student in the foreign language automatic.

The Audio-lingual Method is still in use today, though normally as a part of individual lessons rather than the foundation of the course. These types of lessons can be popular as they are relatively simple, from the teacher's point of view, and the learner always knows what to expect. Some of the most famous supporters of this method were Giorgio Shenker, who promoted guided self-learning with the Shenker method in Italy, and Robin Callan, who created the Callan method.

The audio –Lingualism method uses the stimulus Response-Reinforcement model in which students get to learn through a continuing process. This method builds a new habit with drills, and then students cannot make mistakes because they are repeating what the teacher is teaching. In Nicaragua the most common method used by teachers is APA. It stands for I learn (Aprendo), I practice (Practico), I apply (Aplico) the Audio-Lingualism offers a variation called P.P.P. (Presentation, Practice and Production). **(David Ball and others, 2012)**

➡ **Presentation (I do/a presentation/I learn)**

It is when the teacher explains, displays some exercises and students in this process only observe and learn.

➡ **Practice (We do/Practice/I practice)**

Teachers and students repeat sentences or paragraph in groups after students repeat them individually. In this step, students can work in pair with the help of the teacher.

➔ Production (You do /Production/ I apply)

In this step students are asked for thinking about some topics. They have to carry out about the writing activities alone with little help of the teacher.

With Audio-Lingual Teaching Method students learn and practice through an accurate reproduction techniques, such as writing repetition, students repeat words, phrases or sentences with the assistance of a helper, a monitor or a motivated teacher.

10. Writing Techniques in a Foreign Language

According to *Byrne 1987*, for many learners learning to write fluently in English is much more difficult than learning to speak fluently; there are a lot of reasons for this: writing communication is more formal, spoken communication allows for more mistakes, less reflection goes into spoken English than written English; expectations are much higher for formal written English.

To continue the logical reasons of *Kemper D and others 2003*, say that the students need techniques to write English as a Foreign Language in a formal way. The techniques are procedures; with the objective that students get to write correctly in English as a Foreign Language, the writing techniques have different kinds of activities necessary to get the results that teacher wants. According to *Harmer and Jeremy 2001*, procedures are a series of sequence of techniques, techniques are series of ordered steps, combined with different kinds of activities. Furthermore, techniques are implementations of activities which they are used in teaching. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.

According to *Jovanovich 1972, 1977* and *Raimes 1983*, the following writing techniques are used in writing as a Foreign Language: *writing techniques in using reading, writing techniques in using grammar, writing techniques in using vocabulary (practicing word and sentences patterns), writing techniques in using pictures, writing in using dictation and writing in using copying.*

A. Writing techniques in using reading

According to Harmer 2001, the reading techniques can be useful in the process of writing skill as a foreign language, which contains series of important ordered steps. In addition, the reading techniques is a long process that is important to create habits about it (*Jimmie Hill, 1992*).

1. The Steps of Reading Techniques

First step: teacher gives a brief introduction of the content of the text. If the text is a chapter of a continuous story, ask an individual student to talk about the story briefly. In the text head line, ask the students what they think about title. It is going to be about (brief). If they do not know anything about the topic use photographs or other illustrations, which help to indicate general content of the text and if it is necessary to help to students with vocabulary and ideas, which occur in the text.

Second step: pre-questions are comprehension questions asked before students read the text; this helps the students understand the text by focusing attention on key words and ideas. These questions help students' anticipation.

2. Kind of reading

According to *L. Lemmie Irvin 2010*, the ability to write well it is based upon the quality of reading. In addition, in the process of reading readers need to think critically to separate fact from opinion and making inference. According to Lemmie Irvin there are different processes of reading that teachers can apply to students to learn to read a foreign language.

a. Independent Reading

Reading is a way in which each student reads the text quietly, with the minimum support of the education. It is an activity that one must carry out when the students have achieved a certain level of autonomy in the reading. Taking into account the students with low levels, the text should be a (**close reading**) short passage, because the text that's too long (**extensive reading**)

can negatively affect students; they can lose desire of reading or can feel bored, also the text should have a lot of pictures to catch students attention.

b. Silent Reading

This is the technique that is carried out without emitting any sound. It is characterized by their functionality to adapt to different purposes. Silent reading has the advantage of speed in the direct reception of the meaning of the reading for the following reasons: the reader does not discuss or talk to other people on the topic, also the reader does not need to code in silent readings. The reader is not faced with the enunciation demands and pronunciation of the words and the reader can read to his own rhythm. The silent reading also allows a bigger quantity of verbal information that the oral one.

c. Social Reading

That allows the students make group relationships and the collective communication, to share common interests of knowledge and experiences. The teacher stimulates the interaction and communication among the students.

d. Creative Reading

The reading is carried out, through creative activities in those that the students enrich, and socialize their language; they overcome their self-centeredness, and value the group communication.

e. Oral Reading

It is used with a lot of frequency by most of the education. It takes place when we read aloud. The oral or expressive reading allows improvement the pronunciation, as well as the rhythm or the intonation of a text. In general, it contributes vastly to improve our communication because it permits us to speak aloud, easily and natural in front of a public.

3. Specific names of writing techniques using reading.

The object of the reading in students is to get more and unused vocabulary, and new knowledge and grammar, for instance, learn about prepositions of place and correct use of punctuation, and so on. It is an interactive process that happens between a reader and a text. The reader takes advantage of their previous knowledge; he or she takes information of a text with the objective of creating his/her knowledge.

According to *Raimes 1983*, this technique can provide shared content in the classroom, reading can also be used to create an information gap that leads to communicative activities: if the students work with a variety of readings at the same time, then they will be dealing with different contents, and anything they write one another, thus this will be authentic communication, conveying new and real information. When students read, they engage actively with the unknown language and culture. If they are studying English where they have little opportunity to speak it or hear it, then reading is the only activity that gives them access to unlimited amounts of languages. If students read more every day; they will become skillful with the vocabulary, idiom; sentence patter, organizational flow, and cultural assumptions of native speakers of the language.

According to *Raimes*, there are two types of reading: *extensive reading* and *close reading*. The extensive one is when the students read whole story or book to learn unfamiliar words or translate every sentence. The close one is when the students read a short passage and give close attention to all the choices the writer has made, for example, content, vocabulary, and organization. The teacher in the classroom can provide to student activities that connect reading with writing, and can be in two categories; they can work *with the text* or *from the text*. Students work *with the text* when they copy, and then they examine specific linguistic and logical features such as cohesive links, punctuation, grammar, sentences arrangement, and organization. They work

from the text when they use it to create a text of their own words, that is, when they summarize, complete, speculate, or react.

a. Copying

According to *Raines*, this technique is usually used as a technique with elementary-level students, which consists by giving practice with mastering that could learn a new alphabet, or moving the hand on the page from left to right, and developing fluency handwriting. This technique gives the students practice with the mechanics of punctuation, spelling, capitalization, and paragraph indentation. In the classroom the teacher can request students that copy down a short text with some information that they will then really use.

Copying can be integrated with other classroom activities in a variety of ways. One example of this activity is after small-group discussions of specific questions about a story or dialog, each group writes exactly on the board what answers of the group produced. All the students in the class copy these answers, so that they assemble a variety of ideas in their notebooks before they begin to plan and organize their own responses to the dialog or story.

Activities

- ➡ A good example is a good piece of writing by one student that is written on the board, and then all the students copy it down as a model. Later, a student can use that same copied passage to read to the class for practice in dictation or summary writing. The goal of this activity is the students put in practice the copying techniques learning new vocabulary and following the structure of grammar and logic paragraph.
- ➡ Another example of an activity in this technique is during class discussion of a reading, the teacher writes new vocabulary words on the board. The students keep a vocabulary notebook or vocabulary note cards; they copy any new word into the book or onto the cards, and write a sentence for each unused word. They thus compile a personal dictionary or vocabulary list.

- ➔ And last, one good activity for this technique is the students read a story at home and take out some sentences; they most like. Then, in the class, all students discuss the choices.

b. Examine Cohesive Links

According to *Raimes 1983*, this technique consists of when students examine a piece of writing closely; they can make discoveries about the devices the writer has used to connect one sentence to another in order to make the text cohesive. In the text, there is logical and linguistic link among the sentences. Learning how to use these links is an important part of learning how to write in a foreign language. Connecting words can cause a problem to students; they have no familiarity with the connecting words that are so necessary in a piece of writing. These words are helpful to add an idea (such as also, in addition, furthermore, etc.), to show sequence (first, then, after that, next, finally, and so on), to show result (so, therefore, as a result, consequently, etc.), and show contrasts (but, however, nevertheless, on the other hand, and so on).

Activities

- ➔ One example of this technique is: the students can read a passage and circle all the pronouns and possessive adjectives. Then they draw a line to connect the circled words they refer to.
- ➔ Another good example is: to give the students a text with the linking words deleted. In groups, students try to fill in the blanks from their knowledge of English and the sense they can make of the passage. Then students are given a list of words, with the writer's actual choice included. Finally, they discuss which word the writer used and compare it with the words they chose.

c. Complete

This technique is when the students examine a reading passage with missing parts like words, phrases and sentences; they have to consider a great many features of writing if they are ready to complete it. Completion exercises ask

students to discern the writer's original purpose, audience, and personal style and pay attention to those in the completed version.

Activities

➔ One example of activities to this technique is: giving students an article, but with the first or last sentence missing, or both. The students write down sentences, which might be appropriate to complete the paragraph.

➔ Another example of activities is: to give students a passage to read it, which they focus their mind on words like, **however, and, so, or then**. The students discuss what might come next in the story and afterwards they complete the story.

➔ Another good example can be with a grammar completion exercise that can proceed, provide the subject matter for, and lead- up to a free writing exercise. Students are given a passage, for example, without verbs; in groups they discuss which verbs and forms belong in each blank space. After completion, students write the paragraph, using the past tense.

B. Writing techniques in using grammar

The grammar is the study of the rules and principles that regulate the use of the languages and the organization of the words inside a sentence. It is also denominated as group of rules and principles that govern the use of certain language this way; each language has its own grammar. According to *Hossein Nassaji, 2011*, Grammar is fundamental to language. Without grammar, language does not exist. According to *Mounya2010*, writing necessitates, at least, a basic knowledge of grammar, lexis and vocabulary, and the ability to express ideas in an appropriate English language unaffected by the mother tongue.

According to *Raimes 1983*, writing cannot be seen as composed of separate skills, which are learned one by one, so teachers devise writing tasks that lead students to pay attention to organization while they also work on the necessary grammar and syntax. So, when the students need to write, for

example, a paragraph to communicate ideas, they need the simple form of a verb; an organizational plan based on chronology; sequence words like first, then and so on. Students need to have knowledge of grammar to connect between what they are trying to write and what they need to write.

There are four levels in grammar combined one another in the use of language, the four levels are syntactic-morphological, lexicon-semantic, phonetic-phonological and pragmatic.

1. Grammar Levels

a. Syntactic-morphological

Consists of how the words are formed, to build them and the way that every word is related one another to write a word, phrase, sentence and paragraph of logical form. Morphology is the study of how of words are formed out of smaller units called morphemes. (*Joseph Galasso, 2002*).

b. Lexicon-semantic

Consists of studying the meaning variations of the words depending upon the place where they are used and how the word is formed itself. In writing, it is important to know the meaning of every word and where they come from, to have a good use, when it is written in a sentence or paragraph. (*Joseph Galasso, 2002*).

c. Phonetic phonological

This level of the grammar consists of studying the sound production and articulation of itself. In this part of grammar teachers can use some activities with the proper technique, for example "*Dictation technique*", "in this one, student memorizes the sound of the word and how to write it. Basic English level precisely at the same time, students can learn the pronunciation and writing of simple words or phrases. (*Joseph Galasso, 2002*).

d. Pragmatic

Consists of put in practice all the knowledge related with other levels of grammar, so the teacher should provide a series of writing techniques with proper activities as a foreign language to let the students apply them to improve their writing. According to *Mounya 2010*, teachers can combine all grammar levels beginning with vocabulary, sentences and eventually, paragraph. Finally, within the context of writing teaching, grammar can produce strong and positive effects on students' writing.

Generally, grammar and spelling are touch together, it is important that students have good knowledge about spelling to write correctly and they can improve their spelling through reading.

Spelling

According to *Marcano De Rivero 2003*, the spelling has the objective of training the students to write rightly. Teacher needs to teach spelling to get students write without making mistakes, to express themselves correctly when they want to communicate writing ideas. When we talk about spelling attempts to transcribe the sounds of the language into alphabetic letters, this includes the correct use of a capital letter, missing letter, and take out letters and so on, and grammar correct use of a different symbol as comma, a period. According to *Steve Graham 2007*, spelling has some functions; first spelling is the cornerstone of writing; second students must learn the words they need to use in a sentence or paragraph; and third spelling standard are important when the language is shared from generation to generation, in such a way, teacher must have self-awareness to teach the spelling in writing. Notwithstanding, there are some problems about spelling.

According to *Steve Graham 2007*, one of the problems is, misspelling does not prevent understanding, but it causes negative judgment when it is perceived as lack of knowledge and education. The second problem is the single phoneme may have many unusual spellings like, poor and pour, or paw and daughter. In addition, the same spelling can have different sounds like **or**,

word, information and worry; these words can affect the writing when the teacher uses them in activities, like dictation. In this sense, it is suggested that the teacher explains every detail and provides an example to avoid confusing for students. Teachers can explain, for instance, in pair words, the sound and the listening of students and practicing the differences between them, as an illustration, **Ship –chip, sherry-cherry, cast- catch, and washing- watching** and so on. Finally spelling is difficult for students when some words are spelled in two way. To illustrate, **color or colour /theater or theatre**.

According to **Marcano De Rivero 2003**, one of the best ways to help students to improve their spelling is through reading. We can also draw their attention to spelling problems and explain why they occur. Copying from written models is one way to do this; when students see and reflect on their copying mistakes, their spelling “consciousness”.

2. Specific Names of Writing Techniques Using Grammar

According to *Chavez Reyes and Cruz Alvaro 2004*, the teaching grammar is a technique for teaching writing, and it is a fundamental and essential process for the teaching of the writing. For example, when we do dictation, we use the grammar because we apply the phonetic abilities. In this work, we have to refer of the grammar for teaching of the writing in English.

According to *Harcourt Brace 1977*, students must have the opportunity to practice new structures in writing. Writing, however, is primarily an individual activity, whereas speaking requires two or more people. Writing exercises are good for homework. The following gives some suggestions for designed techniques to develop written control of students.

a. Techniques for utilizing written exercises in the classrooms

According to *Harcourt Brace 1977*, these techniques can be used in two ways: **Independent Work** and **Teacher- Led Word**. The first way consists of the students working in an exercise or writing activity which is self-contained, and it is based on writing instructions, assigned as independent work. In this technique, a student can work individually or in groups together and helping

one another quietly with the work. . In the second way, the teacher can work with a group of students or with the entire class by directing written exercises. Teacher can apply resources like the board or make use of technology.

b. Techniques for correcting written exercises in the classroom

According to *Harcourt Brace 1977*, these techniques suggested for correcting homework are used as well for correcting writing exercises. The teacher can use resources like the chalkboard, dittos, reading exercises aloud and group corrections. However, there is a drawback that the teacher could spend too much time in a classroom if the students are crowded.

For each technique mentioned before there are some activities that the teacher can apply in the classroom, these are *copying, drills, question and answers, dictation, completion exercises and grammar compositions*.

Activities

➔ **Copying** students copy the material from a model. A variation of this activity is unscrambling sentences and rewriting them in logical order. Matching exercises developed where the student writes the appropriate caption, selected from among several options under each group of pictures.

➔ **Drills** students write the responses to drills. The model may be written on the board, and the teacher may dictate the stimulus sentences. The drills can also be typed on ditto masters.

➔ **Question and Answer** the students write the answers to the teacher's questions instead of giving them orally.

➔ **Dictation** the teacher dictates familiar or unfamiliar materials to the class.

➔ **Completion** the students complete a written phrase by filling in the blanks or adding a new word to the sentence.

➔ **Grammar composition** students individually or in small groups, write brief compositions incorporating several examples of a specific grammar point.

C. Writing techniques in using vocabulary

A vocabulary is a stock or list of words used in a language that has meanings used to communicate between two more people, the vocabulary is divided in two groups: active and passive.

Active vocabulary are words which person understand and can be pronounced correctly and used constructively in speaking and writing. Passive vocabulary consists of words recognized and understood in a context that are never used in a particular speaker's production. In other words, people understand the word they hear or read them, but they do not use the words in speaking or writing.

According to *Kate Grenville 2001*, it is important to know, how vocabulary is essential for writing communication, students must learn thousands words that speaker and writer of English use, however the teacher gives little attention to this technique for helping students to learn more vocabulary. Thereby, the students that have little knowledge of vocabulary will have a lot problems understanding the written language. As well, the students may have some difficulties in learning a language if they have a limited vocabulary. If students learn to use vocabulary correctly, they will improve writing skills. Therefore, there are three reasons to consider the vocabulary is essential for writing; the meaning, collocation, and spelling. (*Harcourt Brace, 1977*)

Specific Names of Writing Technique Using Vocabulary

According to *Harcourt Brace 1977*, teachers need to prepare the writing conditions in advance; in this sense, it is necessary to combine reading, grammar, and vocabulary techniques with students, when the teacher assigns a written resume or a free composition before students are ready to handle it, it can lead to frustration and a bad learning negative.

Practicing words and sentences patterns

In this technique, teacher can use spelling, meaning and collocation. In order that teachers can do this he/she has to use the activities as a copying, pictures

(figures sticks), real objects, explanation in source language, definition in simple English, easy dictation, uncomplicated completion, written pattern drills, writing situation exercises, flash cards, noticing capitals, scrambled sentences and crossword puzzles.

Activities

➔ **Pictures** students write words and sentences from pictures. In this activity, a student can use drawing (figure stick), magazines, newspapers and other materials to take own our pictures. Useful pictures can help students understand the word meaning. In this sense, teacher can use pictures for introduction words, for example, to write the parts of the body. The best sort of picture is a simple and impersonal line drawing.

➔ **Real objects** are better than the pictures, whenever we have them in the classroom. We can use different objects window, door, wall, floors, desks and clocks, and we can also include some articles of clothing such as shoes, shirts, skirts and dresses that are worn by people in the class.

➔ **Explanations in the source language** teacher can explain the meaning of the vocabulary in the students' mother tongue when they do not understand the meaning of the word. This activity can be applied when the understanding to the word is too complicated in the target language.

➔ **Definition in simple English** the teacher provides definitions in simple English, using words the class can understand. For example, the meaning of the word **parent**, the definition "A parent is a person's mother or father." Students can write the word combination of different activities.

➔ **Simple dictation** the teacher dictates familiar or unfamiliar words and sentences to the class, for example, **Spot dictation word**, the teacher prepares a chart containing words, and then she/he distributes a sheet of paper with missing words. The students look at the wall chart and fill in the words while the teacher reads the sentences.

➡ **Simple Completion** the students complete a written phrase by filling in blanks or adding new words to the sentence. Teachers can do **sentences of completion** that consists in the teacher distributing dittos sheets with missing words. Afterwards, the teacher distributes an answers sheet. In a program of individualized instruction, the students do the exercises and then they get the answers sheet when they have finished. They place their corrected sheets in a folder so that the teacher can check them on their progress.

➡ **Flash cards** the teacher prepares flash cards that shows stick figure pictures. On the back of each card the teacher can write the word, this could be part of speech, parts of the body, nature and so on. Students try to draw the picture and write the word in their notebooks.

➡ **Noticing capitals** as the students copy the foreign sentences in each pair, they underline both those letters which are capitalized, in the home language and not capitalized in the foreign language, and those letters which are capitalized in the foreign language and not capitalized in the native language.

➡ **Scramble sentences** the sentences from the dialog are presented in the words in random order.

➡ **Crossword puzzle** students fill in crossword puzzles with given words.

➡ **Spelling** student can look at the word in a flash card and say it aloud, then close their eyes and spell it, after that they look at the word again and check it, so that they cover the word and finally write it correctly.

D. Writing techniques in using pictures

According to *Joyce and Calhoun 1998*, use pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. Essentially, teacher can draw a line to the corresponding word or phrase; spelling it and that students repeat the pronunciation and spelling. According to *Joyce, and Calhoun, 1999*, with practice, experience, and modeling, students develop a greater understanding of the conventions of

English as they classify the words according to common letter patterns and begin to internalize phonetic and structural principles.

According to *Raimes 1983*, pictures are valuable; they provide the use of a familiar vocabulary and common language forms. In addition, pictures can be the basic not for just one task, but many, ranging from fairly mechanical controlled composition, sentence-combining exercises, or sequencing of sentences to the writing of original dialogs, letters, reports, or essays.

This technique should be combined, in addition, to other techniques that permit EFL learners to have great successful experiences with spoken and written English. *Joyce and Calhoun 1998*, use picture words charts to read their own sets of the words; classify a word according to properties they can identify; and develop titles, sentences and paragraphs about the picture. The procedure can take several days, weeks, or even months and can involve some pictures and photos from varied sources on topic related to serving as the stimulus material.

Why pictures on writing? According to *Calhoun 1999*, students hear and see spelled words correctly and participate in the correct spelling and writing. Furthermore, students that use pictures relate the content material under study, so they involve and participate in class activities. In other words, to teach English writing as a second language, teachers need some techniques with a variety of activities like One Picture-Many different techniques, Picture Sets Diagrams-Tables- Graphs-Charts.

Specific Names of Writing Techniques Using Pictures

According to *Joyce and Calhoun, 1999* these techniques can be used with a whole class, small groups, pairs, or individually to lead students into inquiring words and adding them to their vocabulary, discovering phonetic and structural principles, and engaging in other reading and writing activities. Because it uses pictures as a stimulus for reading, writing, and word study activities, it has much potential for use with second language learners. The technique can be particularly beneficial for students entering the upper

grades who are in the initial stages of reading and writing language learning and who are faced with several different subject areas and classes each day. Teacher can use the following techniques.

a. One Picture-Many different techniques

According to *Joyce and Calhoun 1998*, in this technique, teachers can draw a simple picture or sketch on the board, for example, drawing a square representing a classroom in it, with different objects of the classroom. Even if the teachers do not think as an artist, most of them can manage to sketch a living room, a bedroom, an apartment floor, or a simple map. The teachers do not have to produce an inspired or attractive picture; the goal is to use any simple picture to generate interesting activities that go beyond the common to “Describe the pictures”. The following activities, based on a sketch of an American bedroom (the teacher can vary the sketches or change the room), are suggestions for classroom techniques that teacher can choose from. In addition, teachers can use a picture to give the opportunity to the students to develop a sequence of tasks, carefully selected so that students move from one level of difficulty to another, gathering more vocabulary, knowledge of idiom and sentence structure, and organizational skill as they proceed.

Activities

➔ **Description:** the teacher can draw a diagram on the board. The students write down words that could be used to label the items in the room drawn. Class discussion should provide consensus on how to label the diagram. Then, in small groups, students discuss and write down what other words and phrases they will need in order to describe the room, for example, **next to, on the left** and so on. The teacher now erases the diagram from the board and the students write a description of the room from their memory. They can exchange papers and draw the diagram of the room their partner has described. In addition, using a picture from the local newspaper or magazine to develop a sequence of tasks, students read a paragraph describing the picture, for example, the reading can be about **the nature, traditional wedding**

and etc. Students examine the paragraph and determine which sentence makes the main point. Then they list the details the writer includes to show the reader why he can make that point.

➔ **Paragraph assembly:** the teacher prepares index cards with one sentence on each, which together form a paragraph about the picture. To index cards are handed out to each small groups of students. The task should end with the whole class putting the sentences on the cards in order so that they form paragraphs.

➔ **Sentences combining:** the teacher can provide index cards to the students like in the paragraph assembly, with the information on the cards separated so that each card contains a sentence that combines with other to make a new sentence. Students can use a connector to join two sentences (and, but, yet, etc.). With the new sentences students have formed, they can now discuss how to organize those sentences to make a paragraph.

➔ **Paragraph completions:** the teacher prepares a paragraph about the picture and writes it on the board, but omits the ending. The students discuss how to end the paragraph. Then they compare their versions with each other, and then finally with the one the teacher has provided.

b. Picture Sets

Teachers use a pair of pictures or series of pictures and provide a variety of guided and free writing exercises. A picture sequence, such as a comic trip, provides the subject matter for a writing narrative and for speculating about the story beyond what the pictures shows. A set of parallel pictures (pictures that show a related scene or tell a similar story) provides material that offers guidance on vocabulary sentences and organization, yet lets the students write about new subject matter.

Activities

The students individually write a list of sentences about a pictures sequence. Then students can work in groups, combining sentences from a paragraph, and this activity can be used for different proposes.

➡ The whole class works with the picture sequence, but with the pictures out of order. In small groups, the students discuss which order is correct for the pictures, and why. Then they write the story of the pictures.

➡ One group is given two of the pictures in the sequence, while another group receives the other two. The groups discuss and write what they think about the four-picture sequence shows. They exchange papers and read one another. Finally, they show their two pictures.

➡ The students are given cards, each containing separate sentences, which describe the pictures. Then they match sentences to parts of the picture and arrange the sentences in order. The students are given a parallel picture. In groups, they use the paragraph they have just assembled to write a parallel paragraph about the parallel picture.

c. Diagrams-Tables-Graphs-Charts Picture Sets

These are especially effective communicative tasks that can be derived from diagrams, tables, graphs, and charts. Students deal with given information presented visually, and they work on conveying the same information in writing; that is, in a letter, report, or composition. The limits of the task are thus immediately controlled by the type of information presented; the students invent their own sentences, but do not have to invent the material. They, therefore, work within strict limits of vocabulary and content. If the teacher gives the visual materials to half the class or only one student of a pair, then the students write to each other to convey the information they need for clarity, coherence, and completeness becomes obvious, particularly when the student receiving the written information has to process and present it again in its original form.

Activities

➡ Teachers give different line diagrams to the students, each one writes instruction on how to draw a diagram. The students exchange the written instructions, follow them; for example students draw the traffic signs, and then they write instructions on each picture.

➡ Give students a model of a family tree, perhaps your own, a famous person, or one that the teacher invents. Ask students to draw as much as they can of their family tree. Then they have to write to a genealogist, including all the information contained in the tree diagram. Another student reads the description and reconstructs the family tree from it. Then they exchange charts a partner and use the information on the new chart to write a paragraph.

➡ All the students have the same map, in groups, the students write directions to get some places like the bookstore, movie theater, supermarket, etc. For this, students need to help each other with expressions like **turn left**, **on the right**, and **straight ahead** and so on.

Pictures are universal stimuli to aid learning that provides a starting point for language sharing in the classroom. As described here, the Picture according to *Joyce & Calhoun, 1998*, incorporates collaborative learning; writing, vocabulary, and concept development as a means of assisting second language learners development an understanding of the content knowledge necessary to be successful in all subject areas.

As the same manner, the teacher can use the pictures as a writing technique for different matters. To learn English as a second language, teacher can use the techniques of writing as **copying and combining dictation** with all writing techniques already mentioned.

E. Writing in using dictation

Dictation is the process of writing down what someone else has said. Dictation assists the teacher to detect the abilities or weaknesses that the student has at

the moment to write down, when this skill of writing needs to be improved. Dictation provides a chance for a student to model many writing behaviors, including handwriting, matching sounds-to-letters to spell words, and sentence formation. In addition, dictation has three important elements. First, it allows students to watch as an adult writes using many conventions of writing, such as letter formation, punctuation, spacing between words, and more. Second, teachers can model listening to a sound and writing the associated letter. Third, it allows us to model that speech can be written down and read back. So, in the classroom, the teacher can use the dictation before the reading and after reading, and students can work the dictation individually, in small groups and whole-class setting.

Dictation is a valuable language-learning device that has been used for centuries. Although linguists have not completely understood how it facilitates language acquisition, it would be extremely difficult to isolate the language competencies that are employed, and many of them have been attested to its pedagogical value. One of the 20th century's most influential linguists, *Leonard Bloomfield, 1942*, strongly endorsed the use of dictation as a learning device. Today, many methodologists are at least inclined according to *Finocchiaro's 1969*, summary of its value: "Dictation ensures attentive listening; it trains pupils to distinguish sounds; it helps to fix concepts of punctuation; it enables pupils to learn to transfer oral sounds to written symbols; it helps to develop aural comprehension; and it assists in self-evaluation."

Dictation has been used in language learning for several hundred years, and methodologists have often made pedagogical claims for its value. According to *Davis and Rinvoluceri, 1988*, "Decoding the sounds of English and recoding them in writing is a major learning task" and according to *Frodesen, J., 1991*, dictation can be "an effective way to address grammatical errors in writing that may be the result of erroneous aural perception of English. Dictation can help students to diagnose and correct these kinds of errors as well as others." According to *Montalvan 1991*, "as students develop their aural

comprehension meaning and also of the relationship between segments of language, they are learning."

Despite claims such as these from respected methodologists, dictation is not widely used in ESL programs. Likewise, it has long been ignored in most teacher-training programs. The purpose of this paper is to re-introduce dictation as a valuable-language learning device and to suggest ways for using it in an effective and interesting manner. *Sawyer and Silver, 1961*, define four types of dictation that can be used in language-learning ESL/EFL teaching.

1. Type of Dictation

a. The phonemic item dictation

The teacher shows the individual sounds of a language to students for transcription. The phonemic item dictation is useful in that it increases the students' ability to recognize the sounds of a language and their contrasts, thereby facilitating their accurate production. This dictation is an excellent way to teach beginners to stop imposing the sound system of their native language upon the sound system of English.

b. The phonemic text dictation

It is an extension of the phonemic item dictation. It consists of the teacher reciting a passage which students phonetically transcribe. The phonemic or text dictation is valuable as a way to understand how English sounds change in connected speech. Though it goes beyond the objectives set for students in most ESL programs in the U.S., it is commonly used in English departments in many foreign universities.

c. Orthographic item dictation

It is the dictation of individual words in isolation for transcription, similar to the traditional spelling test. It is useful for reinforcing the correlation between the spelling system and sound system of a language. In English, this correlation is more complex than it is in other languages (e.g., Spanish), and so it is a worthwhile ESL/EFL exercise.

d. Orthographic text dictation

This is when students transcribe a unified passage. This is the classic dictation exercise all foreign language teachers are familiar with. Besides reinforcing the spelling/sound correlations of English, the orthographic text dictation uncovers comprehension and grammatical weaknesses in learners whom the teacher can analyze and address in future lessons.

2. Specific Names of Writing Technique Using Dictation

According to **Laureano Jimenez y Coria 1967**, “The dictation is one of the most to know techniques among the teachers; we apply all the abilities with this technique, speaking, writing, grammar and listening”. According to *Harcourt Brace Jovanovich 1977*, in writing from dictation, students are closely guided by the model they hear. At a beginning level, students are already familiarized with the sentences they hear; their problem is one of the spelling and punctuation.

With this procedure, the students listen to words or short sentences, and then they write them, and this way they learn new vocabulary and the sounds of the word. Also, the student learns how to write words and sentences appropriately. The dictation is an effective way to the teaching of the foreign language that contributes towards establishing a sound-graph relationship.

The dictation is one of the exercises used frequently in the language class and especially in the class of foreign languages. However, it is not frequently used for teaching writing skills. This activity is usually as popular with professors, as the students. The dictation is a complete and useful exercise that does not only suppose a practice of spelling, but rather it contains talkative elements, reading aloud and the comprehension of the reader. It is difficult to write a word correctly or to remember a statement, if someone does not understand. It is also a dynamic technique in which the student is active, and he practices the linguistic abilities (Students listen, students understand, and students write).

According to **Laureano Jimenez y Coria 1967**, this technique has some benefits. It makes the students and the teacher aware of the students' comprehension errors-phonological, grammatical, or both. In English, typical errors include the frequent omissions of bound morphemes. It shows students the kinds of spelling errors. That they are prone to make. It gives students practice in comprehending and transcribing clear English prose. Teachers have all encountered awkward sentences in textbooks that are not good models of English writing, or raise grammatical, syntactic, or semantic questions that are not the point of the exercise to begin with. In addition, it gives students valuable practice in taking note, for example; ESL college students may already be in courses in which they must take notes of lectures delivered in English at normal speaking speed.

It can serve as an excellent review exercise and psychologically powerful and challenging. It fosters unconscious thinking in the new language. If the students do well, dictation is motivating. Furthermore, it involves the whole class, no matter how large it is. Correction can be done by the students during and after the dictation. Dictation can be prepared for any level. The students, as well as the teacher can get instant feedback if desired.

Activities

➔ **Ditto sheet and board**: students make dittoed sheet with minimal pairs; the vowel left out in each word. The teacher writes the vowels on the board, pronounces them, and then asks the class to repeat both the long and the short varieties of these sounds. As each word is read, the students fill in the missing vowel.

➔ **Spot dictation words**: the teacher prepares a wall chart with some words, and then the teacher distributes a sheet with missing words. The students look at the wall chart and fill in the words as the teacher reads the sentences. Teacher can do the same with missing words in a paragraph.

➔ **Full dictation**: the teacher dictates sentences which students write down entirely. This can be done with beginner students where the teacher reads the

brief paragraph entirety, after reading only one line, and then the teacher reads short segments with backward build up, students repeat in chorus and individually. After that students write the sentences, and the teacher asks the class to look at the correct sentences on the board. Moreover, teacher asks students to make corrections, after all sentences are corrected; the teacher goes on to the next paragraph and follows the same procedure.

The teacher can read the entire paragraph. Later, the teacher dictates each sentence slowly, pausing after word groups, the selection is read unhurriedly a second time. Then the teacher reads the paragraph at a normal speed as students read over their work. At the end of the reading students exchange papers and put the correct form dictation on the board. The teacher can then show a portion of the dictation at a time. Students correct each other's work.

F. Writing in using coping

According to *Harcourt Brace Jovanovich, 1977*, writing is a procedure; it means that the student needs to read or listen to a text. Thereby, students need to retain what they have read and write immediately with all fidelity. The copying technique has the objective to develop the attention, to develop memory, to form habits, and to write accuracy. As mentioned before, this technique has links with other techniques, vocabulary, pictures, reading, grammar, and dictation.

1. Specific Names of Writing Techniques Using Copying

According to *Harcourt Brace Jovanovich, 1977*, the first step in learning to write is copying written models. For students, copying is not a challenging activity, for this reason, they become careless while doing it. Nevertheless, accuracy is an important feature in writing and students should not be permitted to make mistakes that go uncorrected. The following techniques suggest ways of maintaining students' interest in activities that require copying.

These techniques are, **filling in the blanks, noticing capitals, scrambled sentences, putting dialog sentences in correct order, line drawings, magazine pictures, copying the question and correct rejoinder, matching questions and answers, correcting sentences, crossword puzzles and sentences builder.**

a. Filling in the blank

The students fill in the blanks by copying model sentences from the board, or they need to complete from material that the teacher provides.

b. Noticing capitals

The student copies sentences in English and in his or her own language at the same time and underlines the letters which need to be capitalized.

c. Scrambled sentences

The teacher copies sentences in random order, and then the students copy on their notebooks and order them.

d. Putting dialog sentences in correct order

The students rewrite a set of sentences putting them in the correct order, and then they can check with their peer.

d. Line drawings

The teacher distributes a ditto sheet containing line drawings that match the basic sentences of the lesson. Students match the sentences with the appropriate pictures.

f. Magazine pictures

Students bring to class magazine pictures corresponding to the basic sentences of the lesson. Students can exchange pictures and write a line below it, and other students can rewrite a sentence correcting mistakes.

g. Copying the question and the correct rejoinder

The students copy the question and follow it with the appropriate reply, and then they compare with their partners.

h. Matching questions and answers

The students join answers and questions with the appropriate replies, then they can check their answer with one another.

i. Correcting sentences

The students change the sentences to make sense, using items from a column.

j. Crossword puzzles

Students fill in crossword puzzles with given words.

k. Sentence builder

It is a chart that allows students to select the component parts of the sentence and create a sentence that can be different from those of their classmates.

Jovanovich and *Raimés* used these writing techniques as a set of tools to improve the writing skill in English as a Foreign Language, in this work, we applied these techniques (*writing techniques in using reading, writing techniques in using grammar, writing techniques in using vocabulary, writing techniques in using pictures, writing in using dictation and writing in using copying*) in the ninth grade of high school Julia Martinez Toruño expecting a good result in writing skill.

VII. Methodological Design

The research was performed from June to October of 2011 in ninth grade classes at Julia Martinez Toruño High School in the community of *Los Zanjones* in Posoltega.

Our work implicated two kinds of investigations, “the application of a participatory action research and descriptive research” which consisted of four main components. The first was diagnostic evaluation, the second one survey; the third was the application of writing techniques (using lesson plans) and finally, post evaluation.

Our information was gathered from 40 ninth-grade students at Julia Martinez High School. In addition we explained to the students and teacher the purpose of the closed questionnaire and interview respectively.

1. Techniques and procedures

The instruments used for this study were a questionnaires, interview, and also direct observation in a survey; moreover, before applying the survey to students and the teacher, the investigators applied a diagnostic evaluation to know if the student could write in English, and if they had knowledge of vocabulary and grammar to make sentences and write a short paragraph.

The researchers designed a closed questionnaire generating a list of items, which asked students about writing skill, if students liked writing in English, if they would like to learn to write in English, and what obstacles are for them when they try to learn it. Furthermore, the researchers applied a structured interview to know if the teacher worked systematically using techniques to teach ability in writing. The items in the structured interview were derived from research experience, and the dates ranges were obtained using methodological instruments. Moreover, researchers applied writing techniques using lesson plan and then a post evaluation.

In addition, in this research was applied the Direct Observation in the classroom to determine if students had writing skills problems in English and

to give recommendations to the teacher. **Specific data collection instruments were used in the study as follows:**

a. Diagnostic evaluation

This procedure was applied the first week of June in 2011. The investigators applied a **diagnostic evaluation** during forty minutes in the English class where the objective was to know if the students could write in English, and if they had knowledge of vocabulary, grammar to make sentences and write a short paragraph. The researchers made three kinds of writing tests: **vocabulary, sentences and paragraph.**

b. Closed Questionnaire

This procedure was applied the first week of July in 2011. This instrument had twelve skill sections to see if the students had good knowledge about writing in English. The objective was find the problems in teaching writing skill in the classroom.

c. Structured Interview

This procedure was applied the second week of July in 2011. It was directly made by researchers for the teacher. The interview had ten questions where the objective was to determine if the teacher has applied writing techniques in the classroom. These questions helped researchers establish the relation between the students and the teacher in the process teaching-learning, if the students have not learned to write due to the teacher not applying any writing technique. In this manner, we tried to reach the two specific objectives, that are, to give support to the Julia Martinez Toruño teacher with different writing techniques, and to the students.

d. Writing Techniques using Lesson Plan

Additionally, we carefully applied different useful writing techniques supported by lesson plan. We applied a combination of writing techniques as a frequency of three weeks (90 minutes each week) per month, during three

months. In every lesson plan combined six writing techniques with proper activities for each one.

e. Post evaluation

After applying the lesson plan, in the last week of the month, a test was made precisely to determine the considerable advance of the students in their writing skills. The process took in 90 minutes to apply a writing test for essential vocabulary, make sentences and finally to write short paragraph.

f. Direct Observation

We did direct observation while the teacher was working. This procedure was applied in the months of June to October in 2011, once a week. The researchers observed in the classroom when the teacher was teaching to verify some problems that students had with writing skills. Furthermore, to see if the teacher applied some English writing techniques and collaborated with students through writing techniques to improve the writing skill when they write words, sentences and short paragraphs. Afterwards, feedback was given to provide other writing techniques and give recommendations.

2. Population

In the Institute, there are two classrooms of 9 ninth graders, each with 20 students. In our research, we wanted to get a better idea of the problem of in writing skills. To do this, we decided a structured interview to the teacher and closed questionnaire at the Julia Martinez high school. For that reason the population was surveyed as follow:

a. Teacher population

The interview was for one teacher.

b. Students population

Our population was 40 students in 9th grade at Julia Martinez Institute School.

3. Demographic Information

The Institute has only two of 9 ninth-grade classrooms, each which population of 20 students, with the following female and male ages.

a. Female: 25 students are female.

Numbers of Female Students	Female Students Age
15	13 years old
7	14 years old
3	15 years old

b. Male: 15 students are male.

Numbers of Male Students	Male Students Age
10	13 years old
5	14 years old

c. Both Sexes 40 students

Numbers Students of Both Sexes	Male Students Age
25	13 years old
12	14 years old
3	15 years old

VIII. Results

1. Diagnostic Evaluation applied to Students

Table of results to approach the **Diagnostic Evaluation** considering to 40 students of ninth grade of Julia Martinez Toruño. If they have problems in English writing **vocabulary, sentences and short paragraph**. (Annexes, graphic, p. 75)

Diagnostic Evaluation				
Evaluation Patterns	Vocabulary	Sentences	paragraph	Basic writing English
	Nº students	Nº students	Nº students	Nº students
No Problem	37	35	10	2
Problem	3	5	30	38

The diagnostic evaluation looked at **vocabulary, sentences and paragraph**. We concluded that out of 40 students, two students (5%) do not have problems in basic writing English, but 38 students (95%) presented problems in English writing. In other words, from 38 students, uniquely three students (7%) have problems in vocabulary, five (13%) in sentences and 30 (75%) in the paragraph.

Analysis

The students that did not have problems in basic writing English had already taken English courses before. 75 percent of students do not write paragraphs correctly, seven percent in vocabulary and 13 percent misuse sentences. It means the students with problem in vocabulary and sentences do not write paragraph either. They do not connect logic ideas to build paragraphs and they do not write topic sentences with support ideas. Likewise, 95 percent of the students had problems sentences and vocabulary.

2. Closed Questionnaire applied to Students

Table of results to approach the twelve questions of survey applied to the 40 students of ninth grade of Julia Martinez Toruño. (Annexes, graphics, p. 75-82)

Survey for the students closed questionnaire			
Nº	Questions	Evaluation Patterns	# Sts
1	¿Te gusta escribir en inglés?	Sí, mucho	35
		Si, a veces	5
		No	0
2	¿En la disciplina de inglés cuál es la habilidad que más te gusta?	Hablar	19
		Escribir	8
		Escuchar	6
		Lectura	4
		Gramática	3
3	¿Puedes escribir en inglés?	Poco	31
		Bastante	9
		Nada	0
4	Si tú sabes escribir en inglés ¿Cómo lo aprendiste a hacerlo?	Copiando del profesor	21
		Gramática	7
		Leyendo	4
		Dictado	3
5	Si sabes escribir poco en inglés ¿Por qué se te ha dificultado mejorarlo?	Falta de Interés	15
		Libros y Diccionarios	14
		Falta de Lab	11
		No entiendo al Profesor	0
6	Si tú quieres aprender a escribir bien en inglés ¿cómo te gustaría que el profesor te enseñara?	Leyendo y Escribiendo	31
		Gramática	6
		Dictado	3
		Otros	0
7	¿Te hace el profesor dictado?	Algunas veces	30
		Siempre	10
		Nunca	0
8	Si el profesor dicta ¿Cómo hace el profesor el dictado?	Oraciones	22
		Palabras	16
		Párrafos Cortos	2
9	¿Hace actividades de lectura en inglés el profesor?	Algunas veces	28
		Siempre	12
		Nunca	0
10	¿El profesor te indica que transcriba párrafos cortos?	Algunas veces	32
		Nunca	4
		Siempre	4
11	¿Lees bien en inglés?	Poco	36
		Si	4
		No	0
12	¿Por qué se te dificulta escribir en inglés?	Poco Vocabulario	19
		Falta de Lectura	10
		No entiendo la gramática	6
		Dictado	5

➡ As a result from the first question, 35 students (87%) like **very much** writing skill, five students (13%) **sometimes** and **nobody** (0%) mentioned **no**.

Analysis

Teacher should take advantage of the fact that at a lot of students like writing; this means students can learn more easily if a majority among the students liked to write in English. Taking into account the answers of the students practically 100 percent like to write in English. The zero percent means that all students present are interested in writing in English.

➡ In the second question 19 students (47%) like **speaking**. On the other hand, eight students (20%) like **writing**, in addition three students (8%) to like **grammar**; furthermore, just six students (15%) like **listening** and only four students (10 %) like **reading**.

Analysis

According to the result, students like more speaking. However, students like writing more than reading, grammar and listening. Considering this, the teacher taking into account incorporating teaching writing in their English class. According to **Graham and Perin, 2007** "Teaching is mostly aimed at learning grammar, pronunciation, vocabulary, and reading but not at writing," In English as a Foreign language, these things must be complementary one another.

➡ In the third question, 31 students (77%) can write **a little**. However, nine students (23%) writes **enough**. In addition, no student checked **nothing**.

Analysis

In the aspect **a little** refers to students that can write words and simple sentences, and the word **enough** refers to students that can write combined sentences to form short paragraphs. According to the answers of students, we can assume that many students cannot write very well even the majority likes to write in English, but they do not have enough knowledge to make a paragraph. The students who write well elementary English had already been

attending English courses, or they were learning to write English by themselves. In other words, zero percent means that all students can write in English and this is a positive aspect.

➔ **In the question number four**, 21 students (60%) learned to write English by **copying from the teacher**, however, seven students (20%) **grammar**. In addition four students (11%) learned through **reading**, and three students last (9%) through **dictation**.

Analysis

Before this question, we can analyze that in this classroom, all students can write at least a little in English, but the objective of question four was to know how students to learned to write. According to the result the students learned to write from copying technique consequently, we could assume that the teacher used more the copying technique and less another one. Due there are significant differences among copying technique (60%) compared with the other elements grammar (20%), reading (11%) and dictation (9%). In other words, grammar, reading and dictation are applied by the teacher in a limited way. Here we can include the two students whom were taking an English course.

➔ **In question number five**, 15(37%) answered they have **lack of interest**. However, 14 students (35%) noted the **lack of books/dictionaries**, in 11 students (28%) noted the **lack of laboratory** and 0% responded they **do not understand the teacher**.

Analysis

The main problem why students do not write well is because, they lack of interest. They understand the teacher, but they do not study and put into practice the English in their house. According to the answer of students, one of the major problems is lack of books and dictionaries in the school. We consider that it is very important an adequate equipment to have excellent results and improve the skills involved in a foreign language. On the other hand, if we compare the result **lack of interest of student, lack of books and**

dictionaries, and lack of English laboratory, there are not significant differences, this means that three aspects the interest of students, books and dictionaries and English laboratory all contribute to improve the English writing skill and they are linked. In addition, for students, it is important that teacher be dynamic in the classroom.

➔ **In the question six**, 31 students (77%) would like to learn English reading **and writing**, six students (15%) would like the **grammar**, three students (8%) would like dictation, and nobody selected **others**.

Analysis

Seventy percent of students like to learn the writing skill combining the **writing and reading** skill, which means that the teacher taking into account to combine the techniques of reading and writing if he or she wants to have a good result. Furthermore, we can observe that few students selected the **grammar** and **dictation** techniques producing an important difference with **reading-writing** however, there is no significant difference between **grammar** and **dictation** because according the results students like neither the grammar nor dictation. According to this result, the teacher has applied good dynamics activities in the lesson plan combining all techniques. It could be possible that the student does not select **others** because the teacher does not apply other techniques mentioned before.

➔ **In the question seven**, 30 students (75%) answered **sometimes**. However, ten students (25%) answered **always** and 0% **never**.

Analysis

According to this result, the teacher dedicated little time to the dictation technique. In addition, if the teacher has applied this technique and students do not improve the writing skills, we can assume that is due to the fact that only three of the students like to learn with dictation according to the previous question.

➡ **In the question eight**, 22 students (55%) answered **sentences**. However, 16 students (40%) answered **words** and, in addition, two students (5%) answered **short paragraph**.

Analysis

According to the results in the diagnostic evaluation, 30 students have problems in making short paragraphs. Analyzing the question number eight likewise, we see that the teacher spends less time doing paragraph dictation. This could be one reason why students cannot make simple paragraphs to express ideas. Otherwise, if the teacher dedicates more time doing dictation of sentences and words, this is the reason, why 37 and 35 students in diagnostic evaluation do not have problems in vocabulary and sentences respectively; even though, students do not show problems in vocabulary and sentences, but they cannot make a short paragraph.

➡ **In the question nine**, 28 students (70%) answered **sometimes**. However, 12 students (30%) answered **always** and nobody mentioned **never**.

Analysis

According to this result, the teacher applies little time in the reading technique. In the question number two, in fact, four students like reading; this means that the four students have learned to write with the reading technique in the question number four. However, we can compare the question number two and four with the number six, in which 31 students would like to learn to write using reading-writing techniques. To sum up, the majority of students do not like reading; on the other hand, they would like to learn combining the two techniques.

➡ **In the question ten**, 32 students (80%) answered **sometimes**. However, four students (10%) answered **always** and four students (10%) answered **never**.

Analysis

According to the result, the teacher dedicates little time to copying short paragraphs. We compared the answers to questions number eight and nine, si

el profesor dicta ¿Cómo hace el profesor el dictado? - Two students answered “the teacher rarely does short paragraph”, and ¿Hace actividades de lectura en inglés el profesor? 28 responded sometimes. In other words, the teacher sometimes does short paragraph dictation, reading and copying. The three techniques are related to each other. Students obviously have problems when they want to write a short paragraph as reported by the data taken from the diagnostic evaluation.

➡ **In the question eleven**, 36 students (90%) answered **a little**. However, four students (10%) answered **yes**.

Analysis

According to the result in this question, the majority of students cannot read very well in English. It means students have problem in the reading skill. Comparing the question number two and four, there are four students that like reading and they have learned to write with reading. Again, we can see this result in question number eleven, in which four students can read English very well. In other words, four students can be the same students that have learned to write in English using reading. However, there is a contradiction when students answered that speaking was liked more, but they want to learn writing using reading-writing skills. Finally, we can assume that the teacher, according to the question number eleven, does not dedicate enough time to teaching reading.

➡ **In the question twelve**, 19 students (47%) **have a little vocabulary**. However, ten students (25%) **lack of reading**; in addition, six students (15%) indicated that they **do not understand grammar**, and only five students (13%) have **a little idea**.

Analysis

According to the result of the question twelve, students have not learned to write English because of the lack vocabulary. The vocabulary is an important factor in process of writing. If student read they can get more vocabulary and

to obtain the idea to write and improve the knowledge of grammar. The students consider that reading is important to write in English. In addition, few students like the grammar but they do not have ideas to write. Analyzing this question and comparing the questions four, five and six; we can see the grammar and reading are less important for students. Consequently, if students do not have the reading ability, they will not have good vocabulary nor ideas.

3. Interview applied to the teacher

Table of results to approach the **Interview for the teacher** of students of ninth grade of Julia Martinez Toruño to know which techniques of writing use for the teacher.

Interview for the teacher									
No	Questions	Evaluation Patterns							
1	What techniques do you use to teach the writing skill?	Dictation		Copying		Grammar		Read/Writing	
				x					x
2	According to your approach which technique is more effective?	Dictation		Copying		Grammar		Read/Writing	
				x					
3	If you dedicate time to ability writing, how long do you dedicate to teach English writing?	5'	10'	15'	20'	25'	30'	45'	Others
				x					
4	In which ability of the students present more difficulties?	Writing		Reading		Listening		Grammar	
						x			x
5	What of five abilities the student has more interest?	Writing		Reading		Listening		Grammar	
				x					
6	What of five abilities the student has less interest?	Writing		Reading		Listening		Grammar	
		x							
7	Can students write in English?	Enough		Little		Nothing			
				x					
8	If you do dictation to the students, what do you dictate?	Words		Sentences		Short Paragraphs			
		x							
9	Do you indicate to the students to transcribe Short Paragraphs?	Enough		Little		Nothing			
		x							
10	Do you do activities of reading in English?	Enough		Little		Nothing			
				x					

➡ We applied ten questions to the teacher to understand their writing skill learning-process. The question number one consisted on what kind of writing technique the teacher use in the classroom; the teacher answered “**copying and grammar**”. Then, the teacher considered that the most effective technique was **copying** for question number two. Furthermore, the teacher dedicates 15 minutes in **writing** in a lesson plan for the questions number three. The question number four, the teacher answered that “students present more difficulty in **listening** and **grammar**”. After, the teacher answered the question number five, in which ability the students show more interest, he said “**reading**”. In the question number six, the teacher responded “students present less interest in **writing**”. Then the teacher answered that “the students can write **a little** in English” for question number seven. Next, the teacher answered “I do dictation techniques using **vocabulary** or **words**” for question number eight. Afterwards, for the question nine, the teacher considered that students do **enough transcription** with **short paragraph**. Finally, the teacher answered “I do **little** reading activities”.

a. Analysis for Interview applied to the teacher

According to the results of the interview to the teacher, we see the application of the techniques **copying, grammar, reading** and **dictation**. We also see that the students can write a little bit, in words and sentences as a product of the four techniques. On the other hand, analyzing the question number four, students present more difficult in **listening** and **grammar**, but no in **writing**. If the teacher dedicates only fifty minute to **writing**, why don't students present difficult in **writing**? may be the answer can be in the question number two and nine, the more effective technique is **transcription** or **copying** in short paragraphs. Moreover, if a student shows less interest in writing, the answer could be in the question number three. Teacher dedicates fifteen minutes in this skill. Finally, if students show more interest in reading, why doesn't the teacher dedicate a little time in this activity according to the question ten?

b. Analysis the Survey of the Students vs Interview to the teacher

Comparing the results of the students survey and the interview to the teacher, there are some points that show disagreement and others that show similar views.

Differences

➔ The students like more **speaking** according to the question number two for students. Nevertheless, the teacher answered that students prefer or show more interest in **reading** for the question number five of the teacher.

➔ In question number one for students, 35 answered they like **writing** in English a lot and the second question they like **listening and writing**. However, the teacher answered in the question number 6, “the students show less interest in **writing**”

➔ According to the teacher, in the question number four of the interview students have more difficulties in **grammar** and **listening**, but he does not mention the **writing**. Notwithstanding, the students mentioned that they can write English a little according to the question number three, it means, they present problems in this ability. Furthermore, in the question number 12 to the students to confirm it; they have difficulty to write in English due little knowledge of vocabulary, lack of reading etc.

Similarities

➔ The teacher and students coincide in the answers, the teacher does transcription in short paragraphs. In the interview, the teacher indicated, “the most effective techniques in writing skill is copying”, in which, coincide with the students answer in the question number four; they have learned to write copying from the teacher.

➔ Another similitude is when the students answered that they would like to learn to write **read and write** at the same time, according to the question number six. This answer occurs with the teacher when if “the students show major interest in reading”.

- ➡ The teacher and students agreed with the answer which 31 students can **write a little** in English for the question number three and this coincide with the question number seven for the teacher.
- ➡ Another similitude is according to the question eight for both, coinciding that the teacher **does dictation** using **words** and **sentences** only.
- ➡ Finally, according to the students in the question number nine, the teacher sometimes does **reading activities**. This is similar with the teacher's answer in the last question "he dedicates little time in **reading activities**."

c. Analysis the Survey and Interview vs Diagnostic Evaluation

According to the analysis between survey and interview, the teacher and students show some differences and similarities. We think the most important similarity is the students show to have little ability in writing, in spite of the teacher having applied four techniques **copying, grammar, reading** and **dictation**. In any event, it does not means that students cannot write at all, but they can do it in **vocabulary** and **sentences**. In fact, if we compared the result and analysis among the **survey** and **interview** with the diagnostic evaluation; the students present little problems in the writing vocabulary and sentences, but a lot of weakness in writing short paragraph. We can assume that the teacher has applied the four techniques obtaining good results just for vocabulary and sentences.

4. Post Evaluation and Techniques Applied

Table of results to approach the **Post Evaluation and Techniques Applied** students of ninth grade of Julia Martinez Toruño to know which techniques of writing improve the skill of students. (Annexes, graphics, p. 81-82)

Post Evaluation			
Nº	Techniques Applied	Evaluation Patterns	# Sts
1	Vocabulary, Pictures, Dictation and Copying Techniques to understand and write vocabulary	No problem	38
		Problem	2
2	Vocabulary, Pictures, Dictation Grammar, and Reading Techniques to make progressive and simple sentences	No problem	37
		Problem	3
3	Vocabulary, Grammar, Reading Pictures, Dictation and Copying Techniques to make progressive and simple paragraphs	No problem	10
		Problem	30

➔ After applying the **post evaluation** to the 40 students, 38 students (95%) do not present problems to **understand and write vocabulary** and two students (5%) showed problems.

Analysis

Comparing this result between the diagnostic evaluations, the students improved from 93% to 95%, this means they improved only two percent. In other words, no major differences were observed respect to the two results. According to the interview to the teacher, the students have practiced the dictation in vocabulary and sentences coinciding with the answer of the students. Consequently, we can assume this result is due to techniques applied before as much as techniques implemented after.

➔ After applying the **post evaluation** to the 40 students, 37 students (92%) do not preset problems to make **progressive and simple sentences** and three students (8%) showed problems.

Analysis

According to this result, the students do not have problems when they are writing sentences in **present progressive and present simple**. Comparing this result and diagnostic evaluation, the students improved from 87% to 92% this means they improved only five percent. In other words, there are not important differences observed with respect to the two results. According to the interview made to the teacher and the survey, as mentioned before, the students have practiced the dictation in vocabulary and sentences coinciding of the answer of the students. Consequently, we can assume this result is due to techniques applied before as much as techniques implemented after.

➡ After applying the evaluation to the 40 students, to 10 students (25%) do not present problems to make **progressive and simple paragraphs** and 30 students (75%) showed problems.

Analysis

According to this result, ten students put to practice the knowledge that they have learned with combined techniques. Comparing this result with the diagnostic evaluation they improved the 20%. In other words, the result coming from 75% to 95% reducing a lot the problem to write in English. Comparing the results among the interview and survey, it is possible that the result is due to the lack of interest from the students or we need more time to apply these techniques.

IX. Conclusion

➡ After applying the diagnostic evaluation to students of the ninth grade of Julia Martinez Toruño, we determined that students have serious problems when they try to coordinate their ideas and form a paragraph. There are few students that do not have problems with writing sentences and basic vocabulary and the few without problems have taken the class previously.

➡ Concerning to the survey applied to the students. They demonstrated that the ability that they liked most was **speaking** in English and in the second place the **writing** skill. It being, the second skill that they want to learn through the reading and writing. Moreover, the students that do not have the writing skill, we determined that there were not significant differences among the lack of interest, didactic material and English laboratory. It means that the **interest** is an important factor in the learning- teaching process. The students that can write well in English they have learned from the teacher after he has applied some writing techniques (**copying and dictation**) of vocabulary and sentences but, a little practice with paragraph. In addition, they have received English courses.

➡ According to the interview applied to the teacher, after he has applied some techniques such as copying, grammar, reading and dictation, he has done it only in vocabulary and sentences, but a little with paragraph which is similar with the students' answers. According to the teacher, students showed more difficulty in **listening** and **grammar**; and little interest in **writing**, in which, it does not correspond with the answer from the students that showed more interest and difficulty in **writing**.

➡ After supporting to the teacher with different writing techniques applied and evaluated in a lesson plan by the teacher to the students, we determined that students have improved themselves considerably in writing through vocabulary and sentences, but not yet in writing paragraphs, which they

reduced the writing problem from the 95% to 75%. They need to improve their writing skill to form paragraphs.

➡ The teacher has applied some writing techniques in first levels, but only in vocabulary and sentences, which means that if the teacher continues applying these techniques, he can improve the different abilities in the learning of the Foreign Language. In other words, despite the teacher only having given 15 minutes in a lesson plan, students have learned significantly through vocabulary and sentences. However, even the teacher has applied the techniques during three months, the students improved to 20% writing paragraphs. It means that if the teacher applied these techniques in seventh to eleventh grade and he dedicates more time in lesson plan combining the techniques of the vocabulary, sentences and finally paragraphs, in this way the students will improve significantly this ability. So, in the eleventh grade, students will easily understand the process how to write an essay, such it is established in English program of the **Mined**. (Ministerio de Educación).

➡ Finally, the teacher can explain very well the lesson plan, but he dedicates a little time for some activities and techniques that the students put in practice in the classroom but sometimes or never in their house. Consequently, the lack of interest of the students is significant in the process of the learning in other words, if students have more interest they will obtain better result. There could be another factor that effect of the process learning-teaching such as teaching-learning styles, application of lesson plan, organization of English program (**Mined**), times applied of lesson planning and motivation of the teacher for students, that must be investigated in other school.

X. Recommendation

After to applying the diagnostic evaluation, survey, interview, lesson plan with writing techniques and post evaluation; we conclude that there were problems when students wrote a paragraph; and we can obtain good results if the teacher applies some writing techniques with the appropriate activities using enough time in a lesson plan. So we give some recommendations in this monography.

- ➡ The teacher should apply these writing techniques from seventh to eleventh grade, combining them in vocabulary, sentences and finally paragraphs to create a good dynamic environment in the classroom.
- ➡ The teacher should dedicate more time in the application of writing techniques in the lesson plan.
- ➡ The teacher should try to focus on the abilities that students like more to guarantee that all students have motivation to learn the other language skills.
- ➡ The teacher should teach the students the writing abilities as a Foreign Language, with activities that they like more. In such a way, to the teacher should try to be a source of inspiration for the students.
- ➡ The teacher should teach the students the writing abilities as a Foreign Language, with activities that they like more. In such a way, the teacher should try to be a source of inspiration for the students.
- ➡ The teacher should teach the writing techniques from the easier to the more complicated.
- ➡ Every year in the beginning of classes, the teacher should do a diagnostic evaluation to determine the level of knowledge of students in different abilities. In this way the teacher can try to solve the problems that students have writing.

➡ The teacher should organize the English program better; in this sense the students will have logic and coherent learning to increase the level of every lesson.

➡ Other teachers should investigate other factors that could affect the level of learning of the students, as well as the lack interest, and learning style. Finally, it's necessary to investigate if the didactic material could affect the process of learning-teaching.

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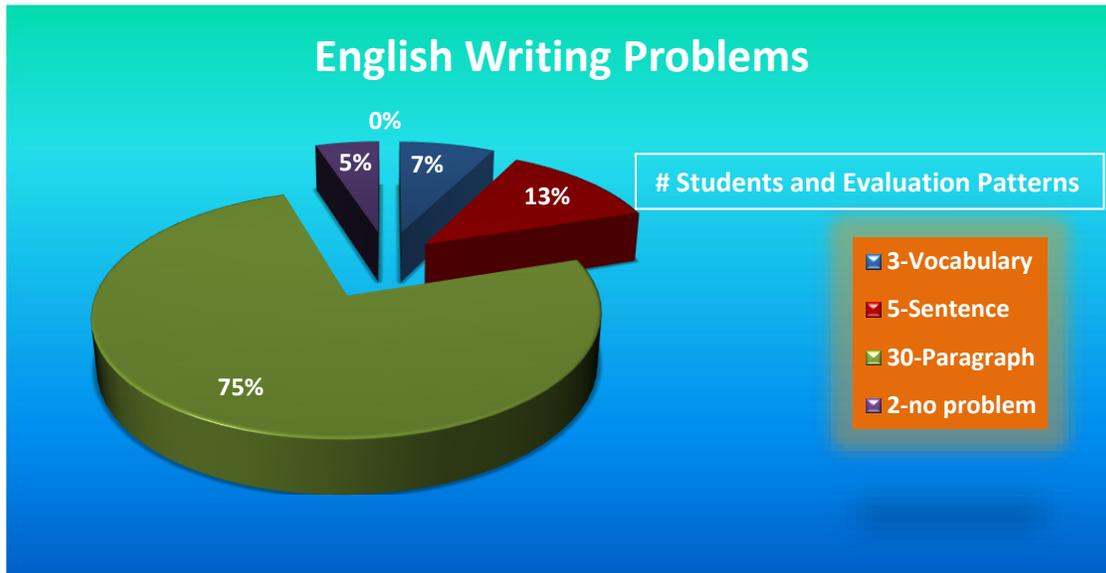
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XII. Annexes

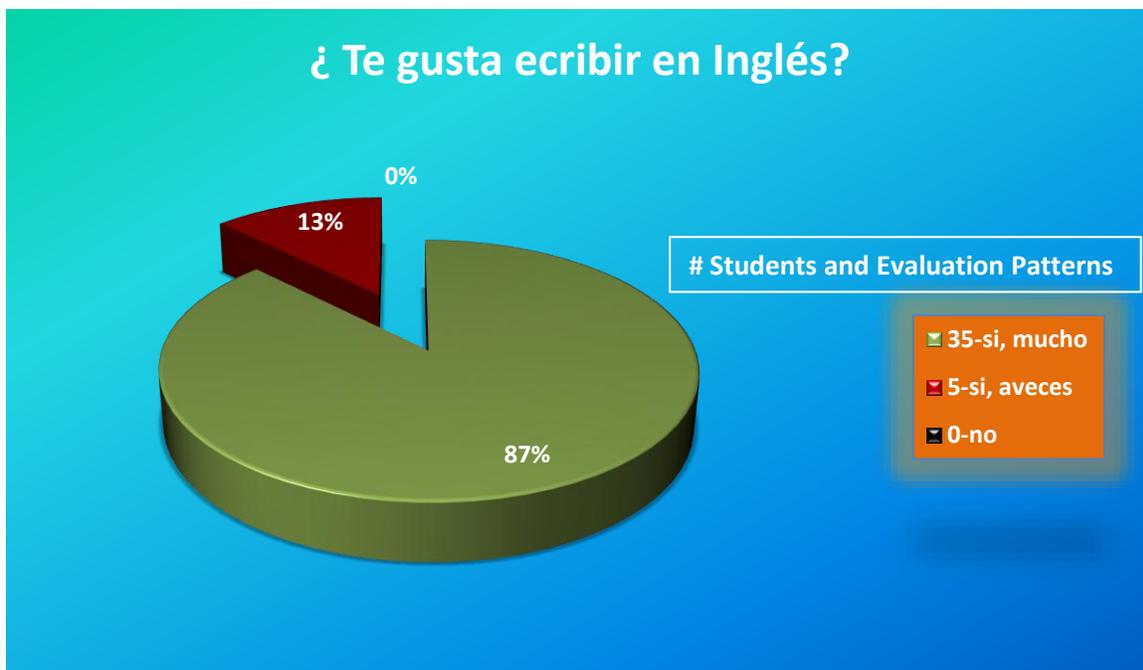
1. Graphic of Diagnostic Evaluation applied to Students



2. Graphics of Closed Questionnaire applied to Students

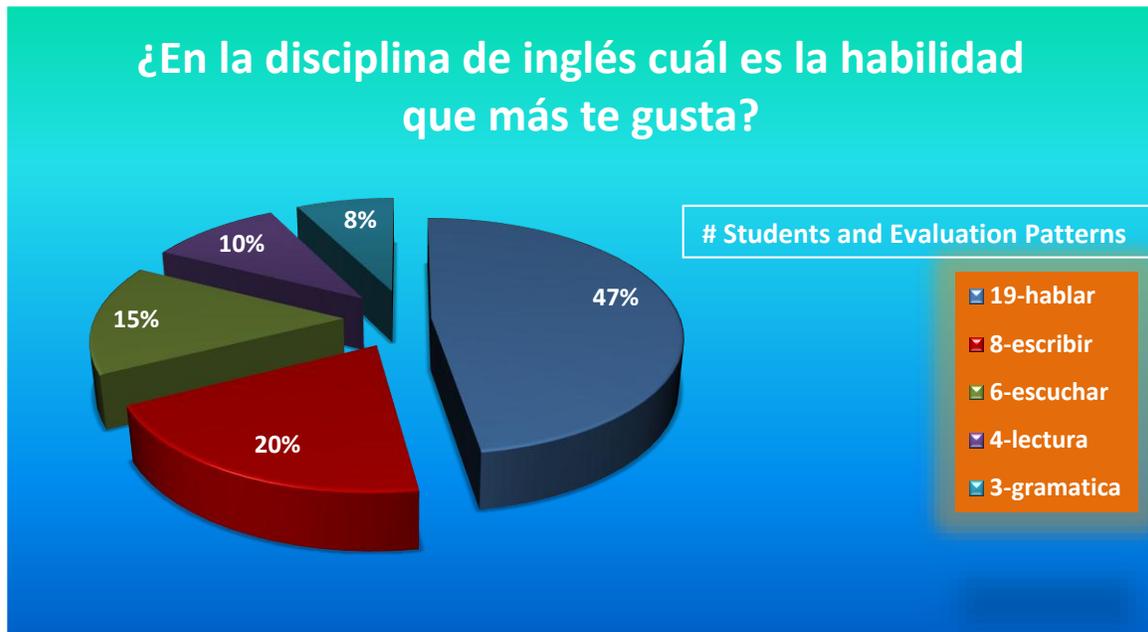
Graphic A. Approaching the question number one from the survey was ¿Te gusta escribir en inglés? Considering if students like to write **very much**, **sometimes** and **no**.

1. ¿Te gusta escribir en inglés?



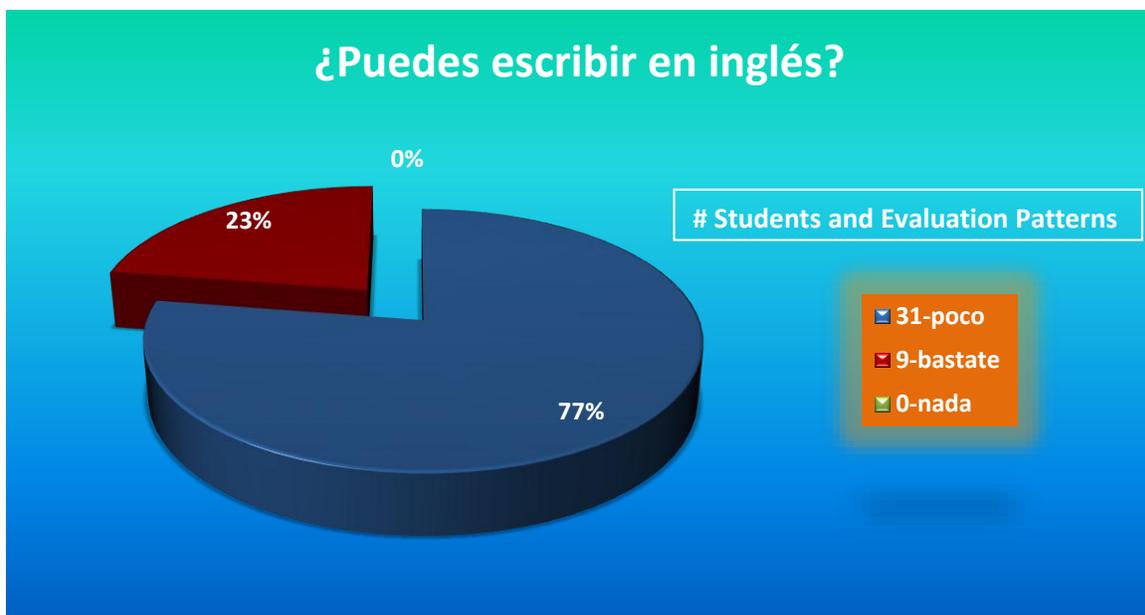
Graphic B. Approaching the question number two from the survey was *¿En la disciplina de inglés cual es la habilidad que más te gusta?* Considering if students like *speaking, writing, grammar, listening and reading*

2. ¿En la disciplina de inglés cuál es la habilidad que más te gusta?



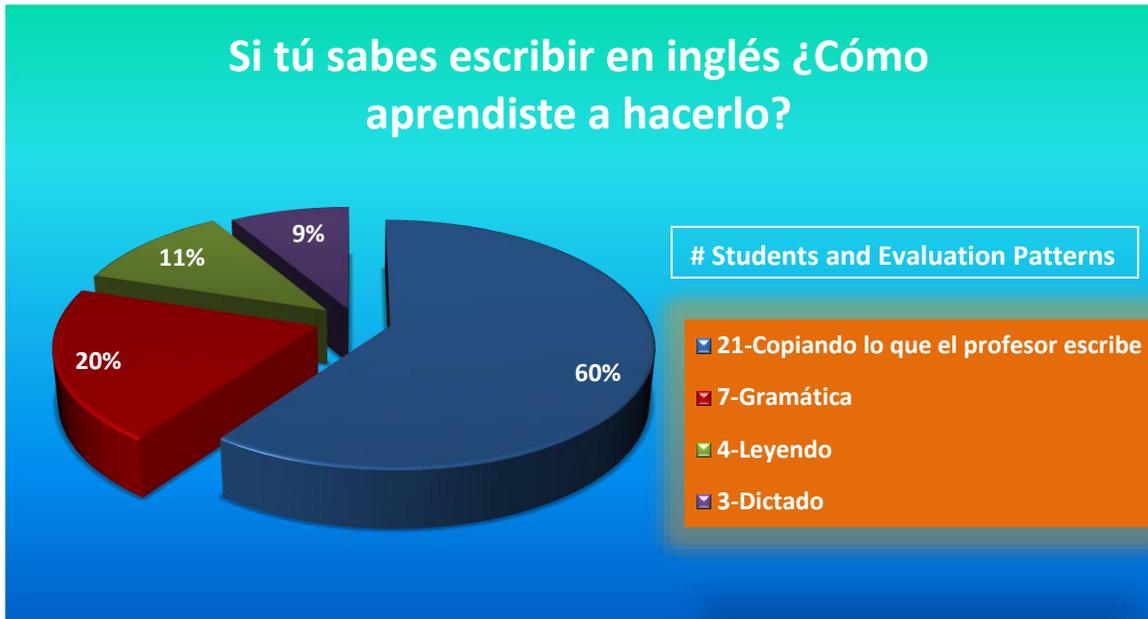
Graphic C. Approaching the question number three from the survey was *¿Puedes escribir en Inglés?* Considering if students write *very well, a little and nothing*.

3. ¿Puedes escribir en Inglés?



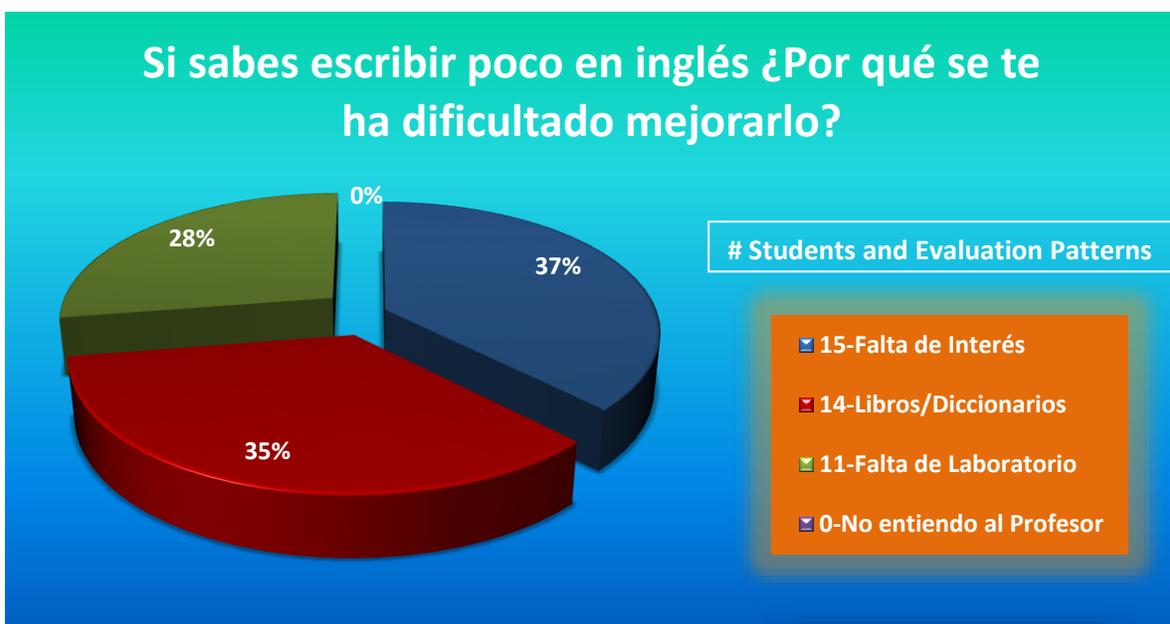
Graphic D. Approaching the question number four from the survey was, *si tú sabes escribir en Inglés ¿Cómo aprendiste a hacerlo?* Copying from the teacher, the grammar, reading and dictation.

4. ¿Si tú sabes escribir en Inglés ¿Cómo aprendiste a hacerlo?



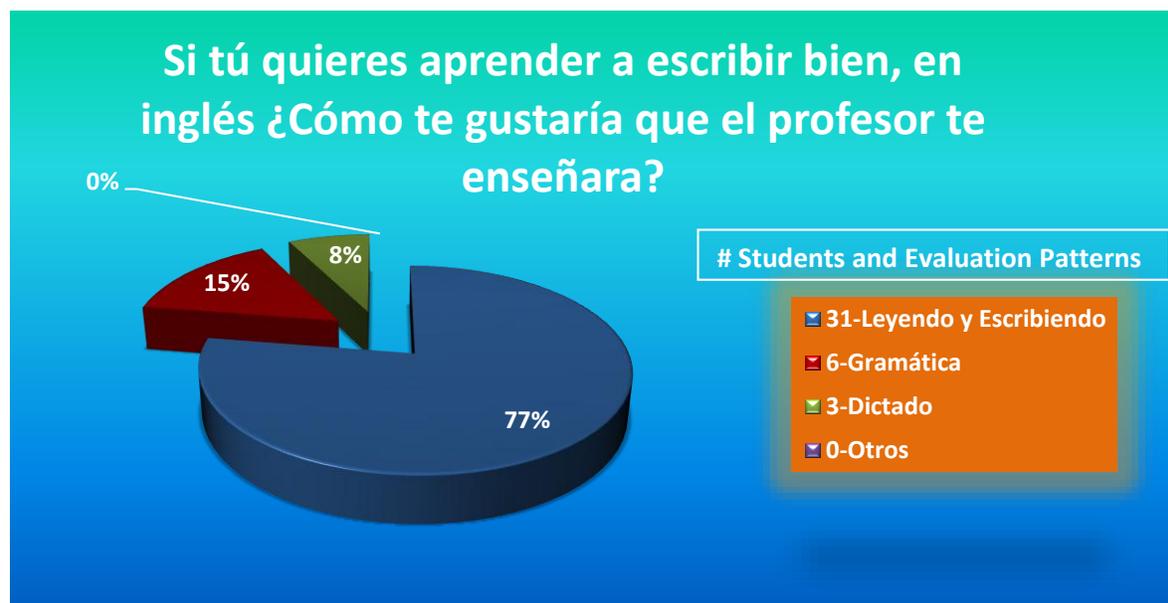
Graphic E. Approaching the question number five from the survey was, *si sabes escribir poco en inglés ¿Por qué se te ha dificultado mejorarlo?* It is concerned about if students have *lack of interest, lack of books/dictionaries, lack of laboratory, or do not understand the teacher.*

5. Si sabes escribir poco en inglés ¿Por qué se te ha dificultado mejorarlo?



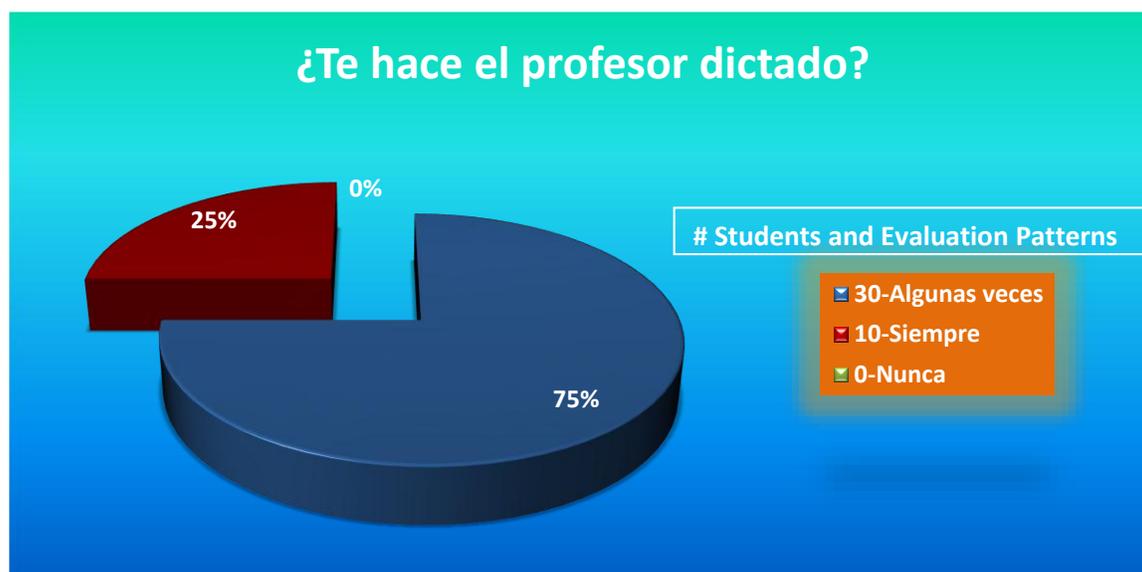
Graphic F. Approaching the question number six from the survey was, *si tú quieres aprender a escribir bien en inglés ¿Cómo te gustaría que el profesor te enseñara?* Take into account if students would like to learn with **dictation, reading and writing, grammar and others.**

6. Si tú quieres aprender a escribir bien en inglés ¿Cómo te gustaría que el profesor te enseñara?



Graphic G. Approaching the question number seven from the survey was *¿Te hace el profesor dictado?* Considering if students do **dictation sometimes, always, and never.**

7. ¿Te hace el profesor dictado?



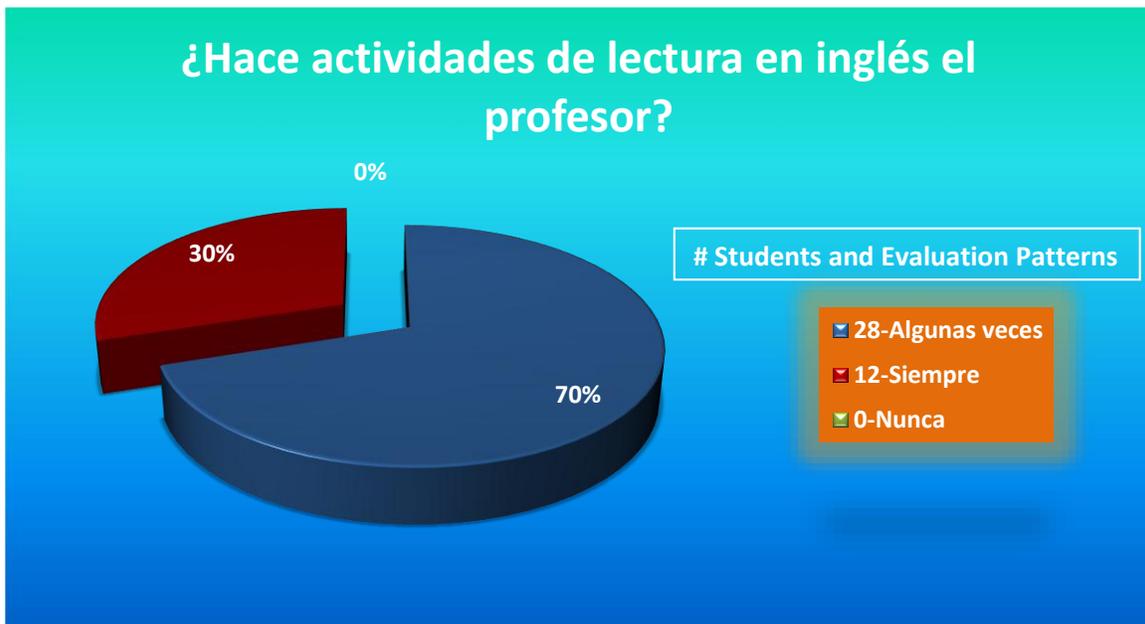
Graphic H. Approaching the question number eight from the survey was, *si el profesor dicta ¿Cómo hace el profesor el dictado?* Considering the teacher does dictation with **words, sentences, and short paragraphs.**

8. Si el profesor dicta ¿Cómo hace el profesor el dictado?



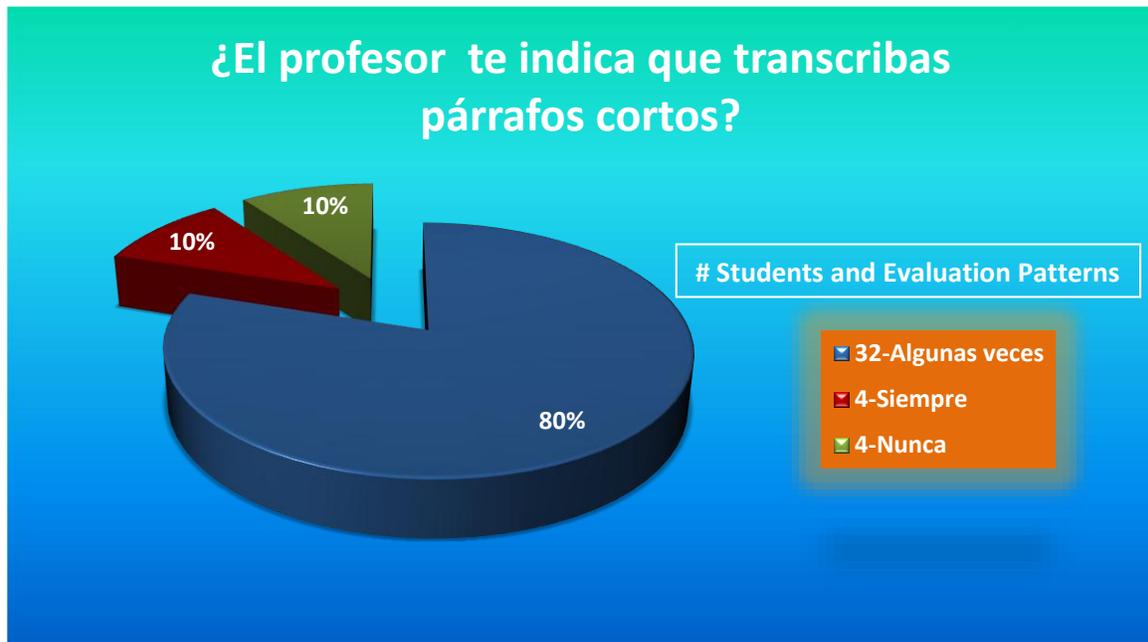
Graphic I. Approaching the question number nine from the survey was *¿Hace actividades de lectura en inglés el profesor?* Considering the teacher do activities of reading **sometimes, always, and never.**

9. ¿Hace actividades de lectura en inglés el profesor?



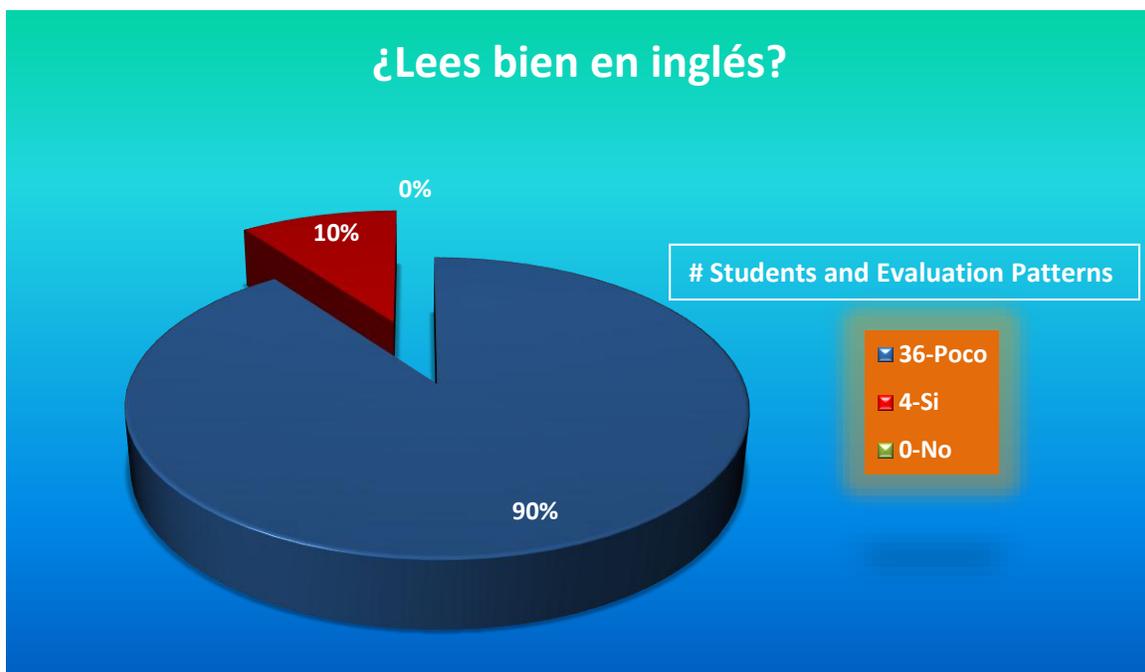
Graphic J. Approaching the question number ten from the survey was ¿El profesor Te indica que transcribas párrafos cortos? Considering if students transcribe short paragraph from the teacher **sometimes, always, and never.**

10. ¿El profesor te indica que transcribas párrafos cortos?



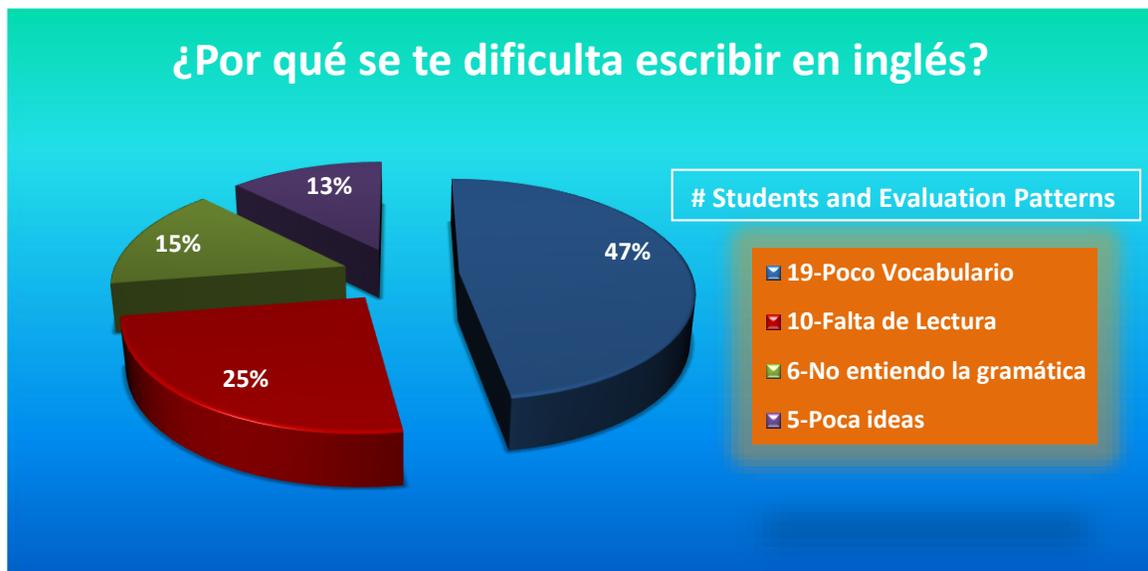
Graphic K. Approaching the question number eleven from the survey was ¿Lees bien en inglés? Considering if students can **read,** and **read little.**

11. ¿Lees bien en inglés?



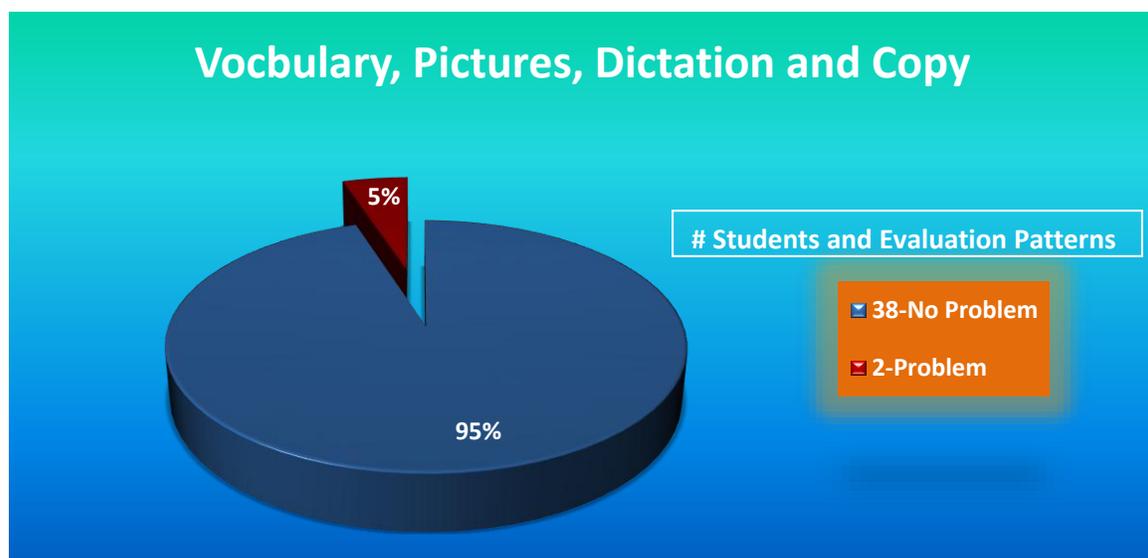
Graphic L. Approaching the question number twelve from the survey was ¿Por qué se te dificulta escribir en inglés? Considering if students have a little vocabulary, lack of reading, little ideas, and do not understand grammar.

12. ¿Por qué se te dificulta escribir en inglés?

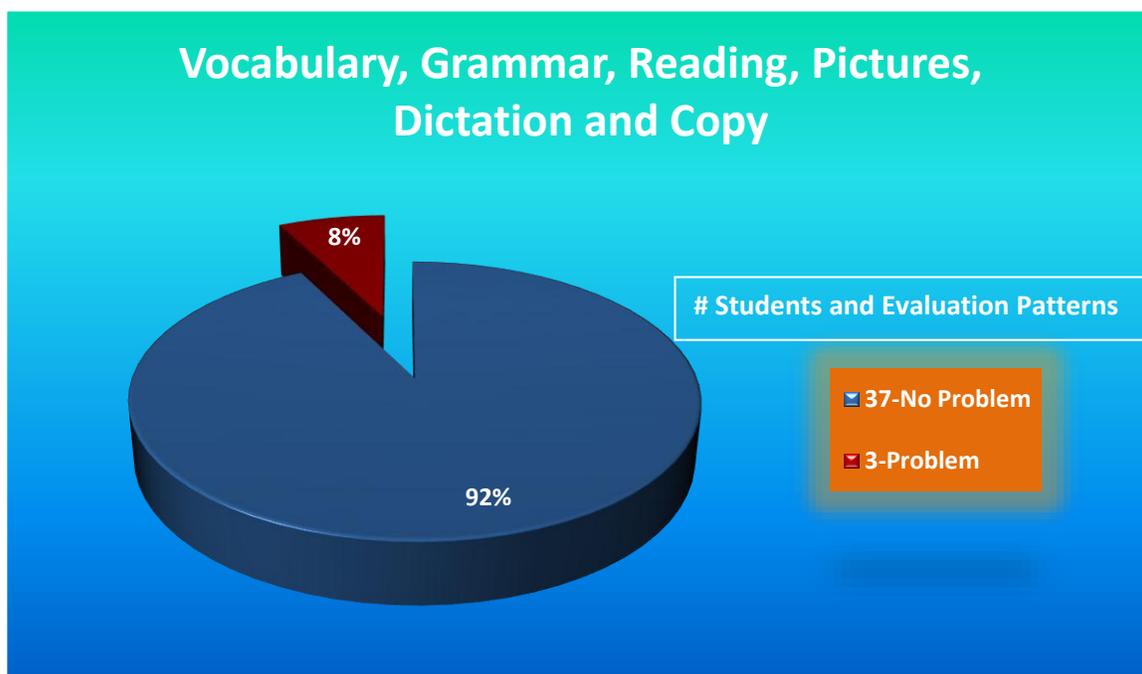


3. Graphics Post Evaluation and Techniques Applied in a lesson plan

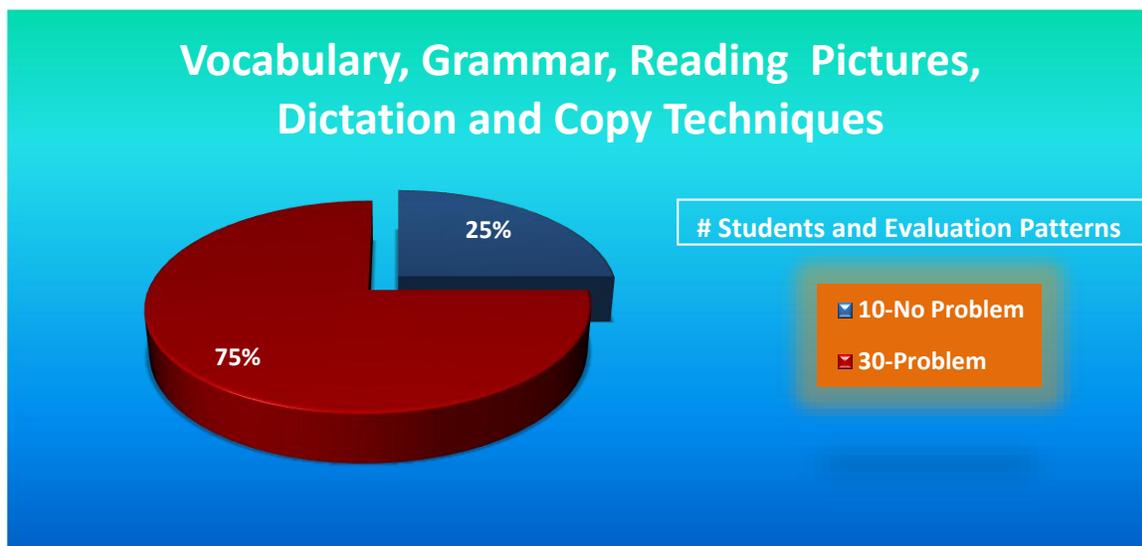
Graphic A. The teacher applied the Vocabulary, Pictures, Dictation and Copying Techniques to understand and write vocabulary in a lesson plan during three weeks and obtained results after applying the Post Evaluation in the last week in August, with the following results.



Graphic B. The teacher applied the **Vocabulary, Pictures, Grammar, and Reading Techniques** to make **progressive and simple sentences** in a lesson plan during three weeks and the obtained results after applying the Post Evaluation in the last week in September, with the following result.



Graphic C. The teacher applied the **Vocabulary, Grammar, Reading Pictures, Dictation and Copying Techniques** to make **progressive and simple paragraphs** in a lesson plan during three weeks and obtained results after applying the Post Evaluation in the last week in September, with the following result.



4. Line life of school Julia Martinez Toruño

Table of line life of school Julia Martinez Toruño. Years, infrastructure and levels. The school is located in the community of Los Zanjes in Posoltega 3km to the East and 2km to the North from the Posoltega intersection.

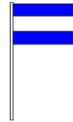
Years	Infrastructure	Levels
1955	Amelia Mendoza's house	First to second grades
1957	Jesús Moreno's Ranch	First to second grades
1961	Rafaela's house	First to fourth grades
1964	Estela Garcia's house	First to fourth grades
1965	First group of students	First to fourth grades
1970	Second group of students	Kinder garden and primary
1975	Third groups of students	Kinder garden and primary
1990	New classrooms	Kinder garden, primary, carpentry and sewing
2005	Nine classrooms	Kinder garden, primary, secondary ninth level.
2011	Twelve classrooms	Kinder garden, primary and secondary

5. Diagnostic Evaluation

High school Julia Martinez Toruño DIAGNOSTIC EVALUATION FOREIGN LANGUAGE-ENGLISH

NAMES _____ DATE _____ GRADE _____

1. OBSERVE Y ESCRIBE EN INGLES EL NOMBRE DE CADA UNA DE LAS FIGURAS



2. ESCRIBA CUATRO ORACIONES UTILIZANDO LAS FIGURAS ANTERIORES

1. _____
2. _____
3. _____
4. _____

3. ESCRIBA UN PARRAFO CORTO DESCRIBIENDO LA FAMILIA

6. Survey for the Students

1. ¿Te gusta escribir en inglés?				
Sí, mucho		Si, a veces		No
2. ¿En la disciplina de inglés cuál es la habilidad que más te gusta?				
Hablar	Escribir	Escuchar	Lectura	Gramática
3. ¿Puedes escribir en inglés?				
Bastante		Poco		Nada
4. Si tú sabes escribir en inglés ¿Cómo lo aprendiste a hacerlo?				
Copiando lo que el profesor escribe		Gramática	Leyendo	Dictado
5. Si sabes escribir poco en inglés ¿Por qué se te ha dificultado mejorarlo?				
Falta de Interés	Libros/Diccionarios	Falta de Lab	No entiendo al Profesor	
6. Si tú quieres aprender a escribir bien en inglés ¿cómo te gustaría que el profesor te enseñara?				
Leyendo y Escribiendo	Gramática	Dictado	Otros	
7. ¿Te hace el profesor dictado?				
Algunas veces		Siempre		Nunca
8. Si el profesor dicta ¿Cómo hace el profesor el dictado?				
Oraciones		Palabras		Párrafos Cortos
9. ¿Hace actividades de lectura en inglés el profesor?				
Algunas veces		Siempre		Nunca
10. ¿El profesor te indica que transcriba párrafos cortos?				
Algunas veces		Siempre		Nunca
11. ¿Lees bien en inglés?				
poco		Si		No
12. ¿Por qué se te dificulta escribir en inglés?				
Poco Vocabulario	Falta de Lectura	No entiendo la gramática	Dictado	

7. Interview for the Teacher

Dear teacher, we would appreciate your sincerity while answering this questionnaire. It will help us a lot to come out with new ideas to know which techniques of writing use for your students.

1. What techniques do you use to teach the writing skill?			
Dictation	Copying	Grammar	Reading/Writing

2. According to your approach which technique is more effective?			
Dictation	Copying	Grammar	Reading/Writing

3. If you dedicate time to ability writing, how long do you dedicate to teach English writing?							
5'	10'	15'	20'	25'	30'	45'	Others

4. In which ability of the students present more difficulties?				
Writing	Reading	Listening	Grammar	Speaking

5. What of five abilities the student has more interest?				
Writing	Reading	Listening	Grammar	Speaking

6. What of five abilities the student has less interest?				
Writing	Reading	Listening	Grammar	Speaking

7. Can students write in English?		
Enough	Little	Nothing

8. If you do dictation to the students, what do you dictate?		
Words	Sentences	Short Paragraphs

9. Do you indicate to the students to transcribe Short Paragraphs?		
Enough	Little	Nothing

10. Do you do activities of reading in English?		
Enough	Little	Nothing

DATE

Subject

Foreign Language

Grade: 9th

Shift: vesp

TOPIC: Holiday

Technique: Vocabulary, Pictures, Dictation and Copy

Target Vocabulary: Running, surfing, walking, climbing, having a picnic, singing a song, waterskiing, swimming, and diving, watering the plants, fighting, climbing a ladder, reading a newspaper, riding bicycle, flying a kite, eating dinner, cool, ride, weather, fun, snowy, swim, summer, kites, winter, snowman

Places: beach, forest, river, park, pool, mountain

Target Grammar: Present Progressive, Action verbs

I am swimming.

He is climbing.

PRESENTATION

A- Introduction of the vocabulary

1. Draw the action with figure stick
2. Read and repeat each action verb
3. Give students time to draw the figure stick for each action verb.

B- Making sentences with pronouns and verbs. Teacher provides the pictures.

1. He is _____
2. They are _____

C- Do dictation using the target vocabulary.

PRACTICE

Students write sentences to describe the activity and answer the question what is he/she/they doing?

A- Student use the pronoun en verb correctly.

(Walking) they are walking (having a picnic) they are having a picnic
(Climbing) she is climbing (singing) he is singing

B- Arrange paragraph

a- Student copy from the board a paragraph about of every person is doing

Example: It is a very nice day this weekend. Many people are on the beach. Pedro and Juan are going to the Poneloya beach. They are walking and are running on the beach, also there is a boy singing in the same place.

PRODUCTION

1. Describe what the people are doing. Look at the picture.
2. Use the figure stick and grammar. (Picture from magazines)
3. Divide students in groups of three or four. Each group receives different pictures of the figure stick and makes sentences describing what people are doing.
4. Students Imagine being on vacation. Write a little paragraph using places words.

Lesson plan

DATE

Subject

Foreign Language

Grade: 9th

Shift: vesp.

TOPIC: Family

Technique: Vocabulary, Grammar, Reading, Pictures, Dictation and Copy

Target Vocabulary: Family Member, Possessive adjectives, work, walk, look out, go, sleep, float, eat, drink, have, write, take, send,

Target Grammar: Present Progressive

My uncle is a professor.

He works at the University.

I am wearing shirt.

He is wearing yellow pants.

PRESENTATION

A- Introduce the vocabulary

1. Use realia or draw tree family.
2. Read and repeat each verb
3. Give students time to draw and write members of the family with the meaning.

B- Make sentences with the member of family in present progressive.

1. Introduce the member of the family Ex: My mother is sitting close to me.
2. Give students some irregular and regular verbs.
3. Explain the rules be+ing.
4. Explain affirmative, negative and questions.

PRACTICE

A- Practice sentences

1. Students write a sentence to describe their family
2. Students use the pictures and write sentences.

B- Dictation

1. Write the words close of the correct picture.
2. Sentences dictation
 - a- I am sending you a photo of my family.
 - b- He is sitting next to my father.
 - c- They are wearing white sandals.

C. Arrange paragraph

1. Student copy from the board a paragraph about family e-mail

Example: Mariana:

How are you? I'm fine. I'm sending you three photographs of members of my family. Photograph #1 is my father. He is a policeman here in Holland. In this picture he is having breakfast. He is 43. Picture #2 is my brother. His name is Jan. He is 11 years old. He is playing soccer in the park. Photo #3 is my sister Cecilia. She's 15. In this picture she is doing her homework.

Please send me photos of your family.

Write soon.

Rea

PRODUCTION

A- Student copy from the board and read.

1. Read and answer the questions

Lisa,

As promised I am sending you a photo of my cousin. I'm not in the picture, of course, because I'm taking the photo. This is on the beach in Puerto Vallarta. My best cousin Mario is sitting on the sand in the front. Anna is standing behind Mario and David is standing next to Anna. Anna and David are girlfriend and boyfriend.

I'll write to you tomorrow with more photos when I upload them.

See you soon, Helen.

1. What is Helen doing right now?
2. Who is her best cousin?
3. Is Anna standing in front of Mario and David?
4. Is Mario sitting on the chair?
5. Are Anna and David close relatives?

B- Filing in the blank

Students filling in the blank with the correct form of the verb BE to complete the present progressive.

1. Marcos and Juan _____ brothers. (are)
2. I _____ sending you a photo. (am)
3. They _____ close relatives. (are)
She _____ my mother. (is)

C-The teacher does a paragraph dictation from the reading.

Lesson plan

DATE

Subject

Foreign Language

Grade: 9th

Shift: vesp.

TOPIC: Family/friends

Technique: Vocabulary, Grammar, Reading, Pictures, Dictation and Copy

Target Vocabulary: watch, go, sleep, float, eat, drink, have, write, take, send, hang out, brush your hair/teeth, do the home work, get dressed, go home, go to school, go to sleep, play soccer, play video games, read a book, study, take a shower, talk on the phone, wake up

Target Grammar: Simple Present

My uncle is a professor.

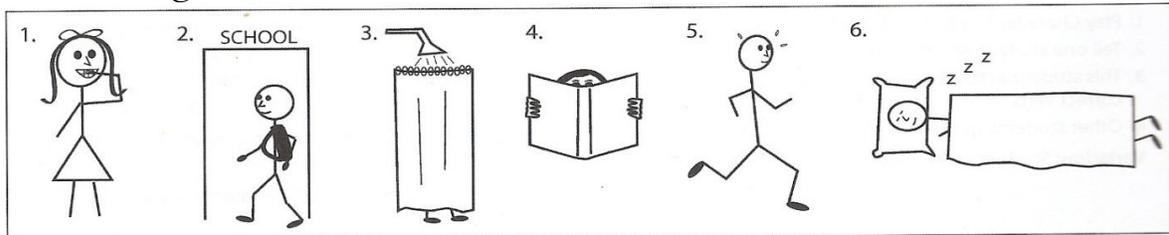
He works at the University.

I go to sleep at night

PRESENTATION

A- Introduce the vocabulary

1. Bring large drawings or pictures for each new verb.
2. Use these drawings to introduce new vocabulary
3. Do a gesture for each new word and then write the words.



B- Make sentences with member family in present simple.

1. Give students some irregular and regular verbs.
2. Explain the rules for third persons. She, he add s
3. Explain affirmative, negative and questions. The auxiliary Do/Does

PRACTICE

A- Practice sentences

1. Students write a sentence to describe their family or a friend
2. Student use the pictures and write sentences.

B- Dictation

A. Write the word close of the correct picture.

B. Sentence dictation

1. I send a photo of my family every day.
2. He sits next to my father every day.
3. They wear white sandals every day.

C. Fill the blank Sentences

Students come to the board and write the correct verb in the blank rules.

1. They _____ in the afternoon.
2. She _____ in the evening.
3. Alba _____ in the morning.
4. He _____ in the evening.
5. We _____ in the afternoon.
6. José _____ in the afternoon.

D. Read and Complete paragraph.

1. Students complete the paragraph copying from the board.

In the morning, Rafaela always _____ (wake up) and _____ (eat breakfast). She _____ (take a shower), _____ get dressed), and _____ (brush her hair). In the afternoon, Rafaela and her brother, Saul, _____ (clean) the house and _____ (go to school). In the evening, they _____ (watch television) and Saul _____ (go to sleep). Rafaela _____ (do homework) and _____ (listen to music). Then Rafaela _____ (go to sleep), too.

PRODUCTION

A. In group, students must write a story and draw pictures. Students must write 5 or 8 sentences.

B. Students write a letter copying from the model of the board.

Dear Natalie:

How are you? Thank you for your letter telling me more about you. Let me tell you about my typical school day so you can see what my life in Mexico is like. I wake up at 6:15 and take a shower. Then I get dressed and have milk and bread for breakfast. After that I take the bus to San Pedro and get to school at about a quarter to eight.

We have classes from eight to ten thirty. Next we have a break for half an hour. After that we go back to classes and we finish at 1:30.

I normally get home at about 2 pm, but I sometimes visit my friends Gerardo, Mariana and Sam. At home I have lunch with my mother and usually do my homework and then I watch TV. Then I have dinner with my family at about 9 pm and later go to bed at 10 o'clock. I don't do homework on Fridays and usually play soccer with my friend Gerardo in the park.

Please write soon.

Antonio.

P.S. Tell me about your family. Do you have brothers or sisters?

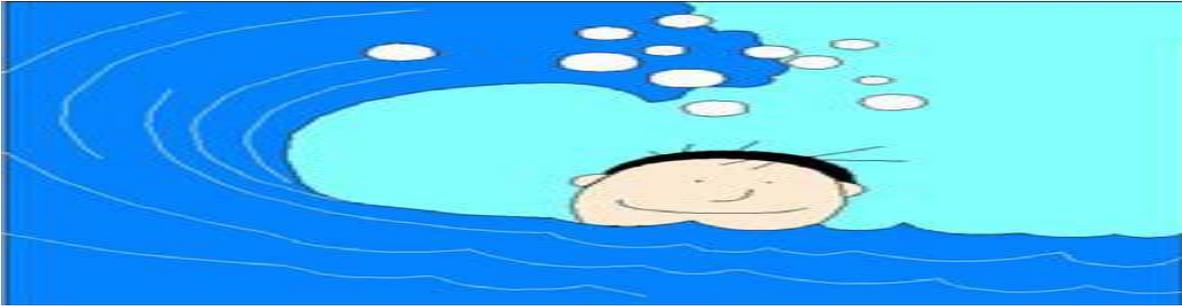
9. Post evaluations

a. Vocabulary

High school Julia Martinez Toruño
VOCABULARY EVALUATION OF ENGLISH

NAMES _____ DATE _____ GRADE _____

Use the words in the box below to fill in the blanks.



cool, ride, weather, fun, snowy, swim, summer, kites, winter, snowman

Come to Shandong Province and have fun! In spring, the _____ is warm. You can _____ bikes and go hiking. In _____, it is cold and _____. You can make a _____. In autumn, the weather is _____. You can fly _____ in Weifang city. In _____, it is hot. You can _____ at the Qingdao beach. Visit Shandong for _____, lots of fun!

Write the word close of the correct picture.











b. Sentences

High school Julia Martinez Toruño
SENTENCES EVALUATION OF ENGLISH

NAMES _____ DATE _____ GRADE _____

Make affirmative sentences in present progressive using the words from the box.

Flying-the plants- bicycle- Reading- a kite-dinner-a song-a newspaper-
singing-eating-watering



Make questions sentences in present progressive using the words from the box.

watering the plants-fighting- climbing a ladder-reading a newspaper.



Make negative sentences in present progressive using the words.



Read and answer the questions from the reading in present simple.

Dr. Tina is a scientist. She works in the space station. In the morning, she makes new medicines. There is no gravity so it is easier to make them. In the afternoon Dr. Tina walks in space. In the evening, Dr. Tina has a rest. She looks out of the window. There is a sunrise or sunset every fifty five minutes. Then at ten p.m. she goes to bed. She sleeps in a special sleeping bag, so she does not float away.

- a. What does Dr. Tina do in the morning?
- b. When does Dr. Tina go for a spacewalk?
- c. How often is there a sunset or sunrise?
- d. Why does Dr. Tina sleep in a special sleeping bag?
- e. When is sunrise on Earth?

Unscramble the words and write the correct sentence in simple present.

- a. get up / every morning /at this time/ The children.
- b. in the summer /seldom /go /to the North /. We
- c. at 7:15 / every morning / breakfast/ I / have.
- d. the newspaper /reads/ John / on the train/ every day.
- e. play soccer /sometimes/ The students / at school.
- f. with his friends / doesn't/ play/ Peter /every Friday night.
- g. at school / arrives/ The bus / every morning / at 7:50.
- h. a week /washes/ the floor/ once or twice/ Miriam.
- i. I/ do not speak/ Spanish/ at school.
- j. the school / leave / doesn't / The boy /after 6:00 p.m.

c. Paragraph

High school Julia Martinez Toruño
PARAGRAPH EVALUATION FOREIGN LANGUAGE-ENGLISH

NAMES _____ DATE _____ GRADE _____

Write a paragraph describing your family.

Write a paragraph describing your friend.

Write a paragraph describing Fun Holiday.
