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TITLE:

INCIDENCE OF POOR WRITING ABILITY D TEACHERS CAUSES A LOW LEVEL OF UNDERSTANDING OF THE ENGLISH LANGUAGE.

PRACTICAL OF THE EXAMINATION COMPLEXIVO ENGLISH TO THE OBTAINING OF THE TITLE OF LICENTIAE IN SCIENCES OF THE EDUCATION SPECIALIZATION.

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DEDICATION

This work is dedicated to the most important people in my life: "My parents."

Because of them, my efforts and dedication I've gone ahead and I hope tomorrow to beat me putting my heart and soul dedication as they have done with me.

I want to thank you for all the support they have given me throughout my life, for your patience, your understanding and your advicein order in one sentence: "for giving me life."

In the same way I dedicate it to "my teachers."

For those people who have been with my parents raised me to be the person that I was, I am and I will be. Thanks for all your support, affection and respect that everyone has given me for advice.

ACKNOWLEDGEMENT

I want to thank God because he has managed to go by the way of good, giving me wisdom, intelligence to successfully complete another stage in my life, and to serve the society with my knowledge, for the progress of the country, my family and mine in particular.

My parents, whose unconditional support, have taught me that you should never stop fighting for what you want to achieve.

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ABSTRAC

This article seeks to explain the problem of poor development of writing skills (writing) causes the teacher has a low level of understanding of information focuses on the lack of information about how children learn or acquire the writing system, which possible initial literacy. It proposes to universities and educational institutes to incorporate into their curricula a closer approach to child development; specifically the period of the first seven years, crucial to its formation as a reader and editor. It also relies on declining traditional practices that affect the failure of active and thoughtful readers from early education and partly explain why college and Peruvian professionals read little or limited to write short texts. In that vein, it exposed the difficulties of the students to use writing as a personal way of processing information and as a tool to interact with their environment. In the last part, the minimum concepts and processes that should use an education that respects the developmental, emotional and communicative processes linked to initial literacy are listed. Is of paramount importance to understand the problem, literacy psychogenesis This issue has political and economic implications, because a child does not understand what you read is a child who will be limited in their employment opportunities; Similarly, a company developing with deficient levels of reading comprehension regarding how children learn or acquire the writing system, which enables initial literacy. It proposes to universities and educational institutes to incorporate into their curricula a closer approach to child development; specifically the period of the first seven years, crucial to its formation as a reader and editor. It also relies on declining traditional practices that affect the failure of active and thoughtful readers from early education and partly explain why college and Peruvian professionals read little or limited to write short texts. In that vein, it exposed the difficulties of the students to use writing as a personal way of processing information and as a tool to interact with their environment. As a child who does not understand what you read is a child who will be limited in their employment opportunities; Similarly, a company developing with poor reading comprehension levels.

INTRODUCTION

This research aims to identify the poor development of writing skills for which teachers have a low level of understanding in the classroom.

Writing is an essential skill that we use every day to communicate with others.

Good writing takes a meaningful message and uses English correctly, but the message is more important than a correct presentation. Essentially, if you can understand the message or part of the message, you can say that it has managed successfully communicate on paper.

Although for many students, the ability to write is not so important, the reality is that today the use of the Internet and digital media is harder to avoid facing the need to communicate with the written word, or typed as the case.

The purpose of the teacher is, therefore, help their students to produce their own compositions. But students do have to establish ties and develop information, ideas or arguments in a logical sequence. Without writing practices students have difficulty in achieving clarity which is the goal in any writing exercise.

Writing is one of the most important cultural inventions of mankind, arising from the need to communicate, to translate and give permanence to thoughts. Martinez (cited in Alvarez, 2002), handwriting analyst wonders why deal with before writing ?, which highlights three reasons: 1. Writing is the basis of academic activity of students. 2. Writing is a record, a reflection of the personality of the student. 3. Writing can and retrain throughout their treatment will not only improve the graphic quality, but the difficulties that the student has. Myklebust (1965) points out in his work: writing

This means that when teachers do not develop appropriate strategies to promote understanding of content, students can hardly capture the class taught by the teacher.

students, noticing in these reading difficulty, many students paraphrase the words, then reading comprehension is poor, many students do not know how to analyze the text read, that is not understood. This makes teaching causes determined in the students of educational institutions.

Surge concern for the present research on the lack of academic preparation of students at the secondary level, due to the lack of study habits, lack of motivation, low reading comprehension that are needed to function in everyday life.

Teachers must bear in mind that your goal is to get students to become competent and independent readers, reading is the foundation of all learning.

Teachers applying active methodologies, where they must work on computers with chips or leaves implementation reading texts for students to read, analyze, understand and interpret and be active, critical, reflective; to improve student achievement through the Reading Comprehension. In addition students have interest in reading.

This research aims to contribute to the exposure of a clear and precise idea of writing through text that serves as a key element for better reading comprehension.

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DEVELOPING

PRACTICAL OF THE EXAMINATION COMPLEXIVO ENGLISH TO THE OBTAINING OF THE TITLE OF LICENTATE IN SCIENCES OF THE EDUCATION SPECIALIZATION.

THE DEFICIENT DEVELOPMENT OF WRITING SKILL CAUSES THAT TEACHER HAS A LOW LEVEL OF UNDERSTANDING OF THE INFORMATION. IN WHAT MANNER DOES THE LOW LEVEL DEVELOPMENT OF WRITING SKILL INFLUENCE?

ABILITY TO WRITE

Writing is linked to action and the consequences of the verb write, that is to translate thoughts on paper or other material support through the use of signs. These signs usually are letters that form words.

The teacher should provide students opportunities to write different kinds of texts and written form of culture that are used in society where he lives. The teacher should provide students opportunities to write different kinds of texts and written form of culture that are used in society where he lives.

The causes that lead students to have a number of problems with writing and grammar in the English language because this is one of the major drawbacks that occur in students, and being the main cause that motivation occurs in students towards the development and improvement of writing.

- The lack of motivation in the writing does that the students have many failings to the moment to write.
- Is because the teachers must realize, schemes, conceptual maps, which help to the correct learning of the writing.
- Students don't use invented spelling and their written texts are restricted to words which they know.

The present tense is the only tense used in their writing.

The students' writing is difficult to understand because of the ill-structured sentences in composition.

Students are unwilling to share their work with other students and they don't get the suitable feedback.

When the learners read their writing aloud, they couldn't distinguish whether what they read or write is right or wrong.

TECHNIQUES TO DEVELOP THE ABILITY TO WRITE

FUNDAMENTAL ACTIONS

Writing as an activity it is performed through three key actions: generating ideas, writing and development of self-revision of the wording. The idea generation is based on gathering as much information about the referent or referents to be treated; the development of writing consists of three basic processes: to plan, write and review, and a control mechanism, which is responsible for regulating them and decide when you work each. Self-revision of the precise wording of the development of two threads: prior reading and subsequent reconstruction of the text.

OPERATIONS WRITING PROCESS

The ability, while complex system necessary for the regulation of the activity operations required for domain formation of a system of operations by the individual. So are steps in the process of writing the following:

BRAINSTORMING

Data collection on the reference or references to be treated through reading and / or creative activity.

Select, analyze, classify, synthesize, interpret and adapt information from other texts and / or oral communications.

Draw on the experience and personal knowledge to select the suggestive information and relate it to other ideas.

Relate knowledge from reading or teaching, with personal experience.

Synthesize and combine data together: make summaries, diagrams, classifications, characterizations, reconciliations, etc.

Organize information through plans for the purpose of writing.

DEVELOPMENT OF WRITING

Selecting the type of text according to the subject's needs, communicative intention and purpose.

Control the work process: first generate ideas, let grammatical correctness to go, etc.

Apply lexical and semantic knowledge: to transfer ideas into words.

Apply the rules and appropriate to the type of text chosen discursive conventions: variety and registration.

Apply spelling conventions of punctuation, typographical etc.

Apply knowledge morfosintácticos: construct sentences and connect them with procedures cohesion.

Write multiple drafts or versions, alter the initial plans, etc.

SELF CHECK WRITING

Prioritize reading review to draw attention to various aspects in order of priority.

Compare the text written with the basic requirements of the plan of writing.

Determine if structurally adjusted to the type of speech.

Specify if you meet the communicative purpose assigned.

Rate the content of the text drafted in response to fit the theme, quality and adequacy of ideas, correct and smooth transition between the ideas expressed in paragraphs or within a paragraph, originality, punctuation.

Assess the use of grammatical structure: consistent, structuring and connecting sentences, use of prepositions and conjunctions, use of the gerund, etc.

Analyze spelling.

Reconstruct the text.

STRATEGIES TO DEVELOP THE ABILITY TO WRITE

CONCEPTUAL MAP

Students who are intimidated by writing more than a few sentences can benefit from using a conceptual map. A conceptual map is a strategy that helps students solve their ideas on a given topic for that are not looking at a sheet of paper, not knowing how to continue, or even start. Concept maps are also known as word webs, and are a form of graphic organizer. It shows students how to use a concept map, placing a transparency on an overhead projector and brainstorming a topic with students.

This is a strategy to develop imagination and student creativity it involves exposing a written so what students think about an image, picture, text, students can write messages, paragraphs, thoughts, compositions which have to be made of written so as to choose the teacher, this activity can perform in the classroom, on the playground, wherever the student be more comfortable, to exploit your imagination.

IMAGINATION STRATEGY

This is a strategy to develop the imagination and creativity of students, it involves exposing a written so what students think about an image.

1. First, I will show to the class a picture
- 2.-Then, I will ask students to observe careful the picture
3. - After that, students have to organize all the ideas that they have in mind.
- 4.- Students have to write a paragraph according to what they see in the picture
5. Later, each student has to pass to the board and write the paragraph
6. Finally, I will check each paragraph and correct the mistakes that students have in writing.

It is important to take five important aspects for the process of writing in the classroom:

- a) The attitudes of teachers.

- b) The classroom environment.
- c) The attitudes of children.
- d) The organization of the group.
- e) domain of literacy.

These aspects are not unknown for teachers, but few Teachers:

- Reflect on your practice?
- In the classroom apply the results of their reflections?
- Introduce innovative practices?

WRITE PARAGRAPHS

The practice of writing paragraphs is essential to good writing. Paragraphs help split large text and make readers understand the content more easily. They guide the reader of your argument focusing on an idea or purpose principal. knowing how to write a well-structured can be a little confusing good paragraph.

RESULTS

It is interesting that the teacher be one more evaluating and improving the ability of each student, watching their progress and processes.

Teachers face serious conflicts, with respect to poor academic and cultural level with students, this is due to poor development of skills in critical reading and logical reasoning, in the process of learning in students. Reading as a teaching technique, is a key tool to develop skills in reading comprehension, critical reflective and development in the environment in which they operate. Teachers have not formed a reading culture that motivates them to develop habits of daily reading, should apply new methodologies, techniques and andragogic learning solutions based on our socio-cultural realities, to make reading a habit and a pleasure., The second dependent variable, the proposed guide andragogical methods.

Students apply the techniques of courtly observation, interviews, surveys, whose results will develop our practical, measurable proposal, benefiting students and teachers, making raise the academic level of the professional future.

CONCLUSION

Finally we can mention that teachers to enhance the development of writing skills should motivate students, will be the best proposed solution.

Education today, one of the most important is the work of teachers, since it is he who has the responsibility to train and guide students. It requested, through reforms to education systems, while remaining the main transmitter of information to students and run other roles: guide to the general and personalized learning, consultant, creator of educational resources and learning activities, motivating apprentice with students, guiding in strengthening the values and student access to information channels, guide the selection and structuring relevant information. In addition to traditional direct communication, communicative relationship should be rather the interaction teacher - students and should focus more on the needs of each student at the time it demands. From this new perspective, the teacher's role is raised under another approach as going to be the star of the class with his role as transmitter, to other than the mediator of education, so it should promote through different strategies involving students, building their learning and training of citizens in values.

On the other hand teachers, that through knowledge and management of methodological guide will be the change agents in the development of critical thinking of students, students in general direct beneficiary, as for the benefit of this proposal raised themselves The community, which is composed of parents, mothers and representatives from their homes that may be outspoken critics of the progress of their constituents. Indirectly establishments where direct average (the) students once they complete their cycle of preparation and professional future of education, since the application of professional values enable the country to provide quality benefit.

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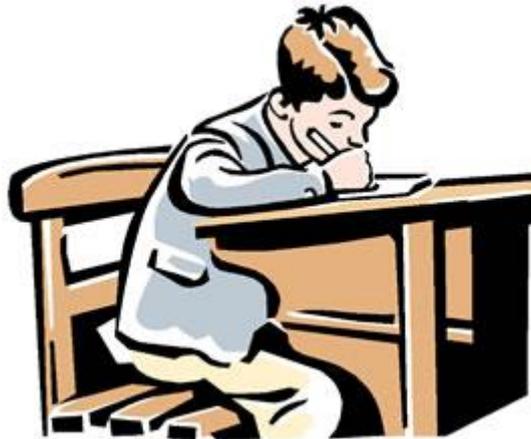
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ANEXOS



1. La escritura como adquisición de habilidades

- ✓ Escribir es la habilidad de construir textos escritos que cumplan con una serie de atributos formales.
- ✓ La habilidad de escribir se aprende estudiando dichos atributos y realizando ejercicios por fuera de las situaciones reales de escritura.
- ✓ Una vez adquiridas estas habilidades, se supone que el estudiante estará en capacidad de ponerlas en práctica cuando desarrolle un trabajo escrito.