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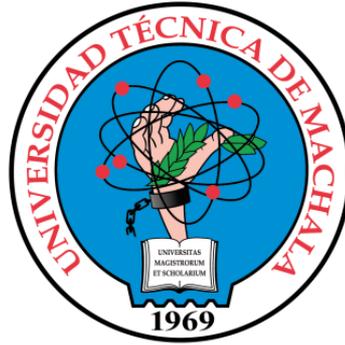
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

INFLUENCE OF METHODOLOGICAL STRATEGIES USED BY TEACHERS
TO IMPROVE THE WRITING SKILL IN THE TEACHING LEARNING
PROCESS

DÁVILA GUZMÁN DIEGO ANTONIO

MACHALA
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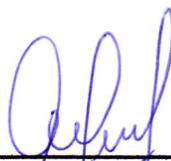
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ABSTRACT

The theme of this research is mainly focused in the methodological strategies used currently by teachers in the teaching learning process of English as a second language. It exposes how these strategies influence in the development of the writing skill in the students. It will be observed the effectiveness of the current strategies used by teachers.

People who interact in the context of teaching-learning have their own strategies like tools which are used in order to enhance the lesson and to get the students' attention, selecting and starting them is a big challenge for teachers because they influence relevantly this process. Even more when the objective is to teach a second language, in this case, the English language, which involves skills like speaking, listening, reading and writing. This last one is the productive skill which this project will refer to. An appropriate methodology is to be applied by the teacher to develop the writing skill.

That is the reason why it is going to deal with a learning pattern that puts emphasis in the teacher formation, trying to educate students with skills to be enhanced, and to be involved in following a process that allows learners to perform certain tasks. Methodological strategies to develop the writing skill will be shown here, nowadays the use of technology is a very effective and innovative resource to complement an educational tactic, the use of ICTs has shown great outputs in the progress of productive skills, such as the writing skill.

Key words: writing skill, teaching-learning process, strategies, second language, productive skills, writing steps, writing issues.

RESUMEN

El tema de esta investigación está enfocado en las estrategias metodológicas usadas por los profesores en el proceso de enseñanza aprendizaje del inglés como segunda lengua. Este tema muestra como estas estrategias influyen en el desarrollo de la habilidad de escritura en los estudiantes. Se observara la efectividad de las actuales estrategias usadas.

Quienes interactúan en el contexto de enseñanza y aprendizaje examinan sus propias estrategias como herramientas para mejorar la clase y captar la atención de los estudiantes, la selección y puesta en acción de las mismas es un reto ya que influyen de manera relevante en este proceso. Más aun cuando el objetivo es enseñar un segundo idioma como el Inglés que encierra habilidades como hablar, escuchar, leer y escribir. Esta última es a la que nos referiremos en este proyecto, en la indagación de una metodología adecuada que el docente pueda aplicar para desarrollar esta habilidad.

Por ello trabajamos con un modelo de aprendizaje que pone énfasis en la instrucción del docente, procurando formar sujetos con habilidades específicas para que las fortalezcan y estén implicados en seguir un proceso que les permita realizar tareas determinadas. Aquí se presentaran estrategias metodológicas para desarrollar la habilidad de la escritura, actualmente el uso de la tecnología es un recurso muy eficiente e innovador para complementar una táctica educativa, el uso de las Tics ha presentado grandes resultados en el avance de las destrezas productivas.

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O. INTRODUCTION

Considering the evident delay in the students' profile that join the BGU with regards to the comprehension and production of required texts for the second language, to face their continuing training in an effective way, the current educative requirements demand new ways to develop the skill of writing.

The present research, through a deep investigation, will allow to identify the influence of the strategic methodology that teachers use in the teaching-learning process of English language to develop the writing skill in the students of the 8th year of education, section A and B, in Mario Minuche Murillo high school, in Machala city.

In order to identify, we are interested to know, in a holistic way, the various strategies that the teacher can apply in the classroom to develop the productive writing skill in English language, including our own experiences such as the teacher training, to investigate and to implement different teaching strategies. A very important task attached to both teacher and student in the teaching of a foreign language in a methodological way is the use and implementation of a methodology through appropriate practicing in the classroom.

In the modern world, writing is used for an innumerable bunch of task in our daily lives, for example: for primary actions (public signs, roads, product labels, recipes, television, radio, etc.); of information: (newspapers, magazines, books, manuals, etc.); entertainment movies, comics, games, etc.). All of them have different types of writing; it is not the same redacting a newspaper than redacting a letter, because of their grammar and sentence structure.

The effects for teaching are summarized in the need of intervention by the teacher during the writing process, in order to approach selectively the instruction of the knowledge, skills and strategies needed, without leaving apart the objective of the activity, and in the need to exemplify some appropriate processes to make writing appear and be an instrument of knowledge.

Therefore we will analyse the following problem: How does the inadequate application of methodological strategies done by teachers in the teaching-learning process of English language, to develop the writing skill in students of the 8th year of education, section A and B, in Mario Minuche Murillo high school, in Machala city? It will be closely analysed, based on reliable sources, using a bibliographic method, because the information required will be taken from academic-scientific documents.

1. DEVELOPMENT

Topic: Influence of methodological strategies used by teachers to develop the writing skill in the teaching learning process.

A strategy is a set of procedures, supported by teaching techniques; its main objective is to guide the didactic action in an effective way. Mayer (1984), Shuell (1988), West, Farmer y Wolff (1991), quoted by Díaz and Hernandez, define teaching strategies as “procedures or resources used by the teaching agent to promote significant learning”. (Isabel Rivero, 2013). Teaching strategies focused on achieving the proposed objectives and to achieve a good learning are:

- Previous knowledge activation.
- Generating appropriate expectations.
- Guiding and sustaining attention.
- Eliciting the organization of the learned information.
- Enhancing the relation between previous knowledge and new information.

Generally, didactic strategies and activities are increasing to develop searching processes, analysis, and information selecting in the students, before selecting them, the teacher must make a decision to determine the ones that are going to help him reach the objectives of learning. They are competences, in a major part of the teacher as responsible of the design and development of the process.

Smith & McGregor (1992) state some characteristics of a cooperative learning to develop a person’s skills.

1. Learning is an active process that gives every actor significant ideas for all the projects to be carry out.
2. Learning depends of abundant contexts in which students can feel interested to work in groups with clear objectives.

3. Students are different, it means that each one has diverse ideas, opinions and points of view that can change or improve their skills. (Yuly Yinneth Gonzalez, 2013).

Writing is the process in which a person put into practice mental operations of writing; it is not a mechanical process. It is the action of producing types of texts for a social and academic use, the person who writes uses all the knowledge of this skill, because it involves, grammar structures, syntax and vocabulary.

Cooperative work role in the developing of writing skills in the students is to promote certain functions and values that, as teachers, they must elicit. Cooperative work is a strategy that has a positive effect to reach what is proposed, it requires the most knowledge transferred by the teacher, and it also needs the experience learned from others.

To know more about some methodological strategies to develop the writing skill in a second language, the importance of teaching this skill will be mentioned; language is a tool toward communication; as we know, we do not only communicate when speaking, but also when writing, that is why we must master the writing skill. However, learning the writing skills is not an easy task, because of its process, it is extensive and it involves a set of cognitive skills and social relationships.

In writing skill, there are some problems, such as:

- **Conventional problems:** they are related to the use of lexical elements, punctuation, text form, grammar and syntax. The practice can allow students to overcome these problems.

- **Main problems:** they are related to the developing of writing skill. They include: mechanical problems with the language; problems of grammar and lexicon accuracy; problems related to the writing style; problems of ability and facility too express ideas. These problematical areas can be overcome through the effective planning and a guided writing.
- **Issues in the intermediate level:** the students in advanced level or intermediate level have issues at coherent developing, using phrases and building an extended or bigger text. At this stage the students also face problems at developing their writing. Writing skills also involve other skills that make it easier for students to build their writing. (Hafiz Ahmad Bilal, 2013)

These and other problems that we find at developing the writing skill appear in the educational process, for that reason some methodological strategies to develop this skill, with the active performance of the teacher in the classroom.

Learning to write, either in first or second language, is a task that students find difficult. Writing promotes the enhancing of communication skills, and in addition, as writing is a personal activity that needs effective guiding by teachers to interact closer to them. (Coyle, 2010)

Teaching the writing skill increases the success in a future occupation. Writing exercises help students improve and enrich their ideas. Writing is considered an extension of grammar, or as a mean to enhance the patterns of the language through habits formation, eliciting students to produce well-structured phrases or sentences. It involves the following approaches:

- **Familiarity:** at this stage, grammar and lexicon are taught taking the text structures as a root. Students must read, manipulate and analyze the text to identify the structures and the new vocabulary.

- **Controlled writing:** at this stage students manipulate fixed patterns, teachers usually give charts with the information needed, and students start to write simple texts using the information given by the teacher.
- **Guided writing:** students follow and imitate the text pattern. After they have read a text and analysed its structure, lexicon and vocabulary, learners can write a similar one, generally following the same pattern.
- **Free writing:** students use the patterns that they have developed previously. During this final stage it is supposed that the students can manage structures they have learnt, and they will be able to write their own compositions. (Betancourt, 2015)

Learning the writing skill in a second language must follow a process, using activities that must be involved with the progress of the education in the students. It is also worth mentioning that there are useful activities for students with a great level in the English language mastering, because more demands are required, it is also an opportunity to elicit students to think about some topics to write in a new pattern and to produce them by themselves.

The following steps are suggested:

Pre writing: a very important part of the writing process, the student writes sentences. It is called pre-writing or planning writing stage, they decide what to write and they find the best way to express their ideas and to interchange them, compilation of supporting information can help students to maintain their ideas and enhance them.

An interesting strategy is the mapping, in which the students create a visual map that emerges from a word or phrase that works as base.

Drafting: it is a similar process to what artists do. First, they make a sketch of their final works. In the same way, writers must present their ideas in such an organized way. This part of the writing is not the final step, but it is an intermediate stage between the recompilation of ideas, checking and editing. This is not a complicated step, so they do not have to worry about the details such as grammar and punctuation.

This stage is very important, because it determines if the structure of writing is the correct. During this stage students must detect and correct grammar errors.

Edition: when writers are satisfied and they believe that their writing is clear and right, they write their final work, it will be as clear as possible. When the students finish their final work, it is necessary to be corrected one last time, reading aloud to make the sense of hearing detect those errors that the eyes have overlooked or lost. (David F., 2011)

Another important part that will be considered is technology as a resource in the modern education. The increasing of technology has influenced significantly to the change in teaching reading and writing in a second language, it shows a change in the educative models from a behaviour to a constructive learning. These recent advances show the evident changes in education, such as the computer emergency and the new technologies development. (Jenny Cole, 2015)

Through the Internet, the use of electronic magazines, as well as notebook, these instruments give students a comfortable place to express their ideas with no worries about their handwriting or grammar error. The digital platform of learning has had a great result in the students, the classrooms are more and more technologically equipped, the computing labs, the use of technological devices is more common. (Fergal Carolan, 2015)

People use the written communication a little bit more than ever before. Text messages, messages in social networks, electronic mail, blogs and some comments are always depending of written words. Some people think that social networks, text messages and electronic mails have replaced the phone callings. The opportunity to communicate in a more effective way, when writing will skip some mishaps.

Writing is the creativity of the writer, because a writer captures his ideas on a paper, a self-conscious level is required. When the students follow the steps to make a composition, they are not using their creativity. The idea of creativity as an integral part of the process of reflexivity creation and the proof of new ideas. (Ryan, 2014). The teacher must motivate their students, so they can elaborate small pieces of writing.

The teacher can use some techniques to improve his writing skill. Before starting to write the content, he will need a basic comprehension about the writing, constantly practicing, the effective writing is one of the ways to promote himself, checking the orthography. Teachers must always find how to enhance themselves in the classroom; they also use group work, sharing their goals and challenges will be benefit in obtaining new information.

Within the writing skill, sub-writing-skills can be found, which are going to be mentioned.

- **Descriptive redaction:** it would be used to describe something, it can be a text that was previously read, a beautiful landscape that learners have visited before, a nice trek they had with their friends. These descriptions are usually based in personal opinions. Their ideas, feelings and experiences are majorly inside their minds and outside of it, it means how things are perceived every day, the description of an object consists on the physical qualities that it has.

- **Narrative writing:** it is a story, a report about something written or spoken, the narrative writing usually happens in the past. People tell each other what happened to them when they were kids and how their youth was, etc. narrative writing also involves description. In fact, all the writing kinds help jointly a finish task. For example, in a soap opera the author tells the events and describes its consequences.
- **Expositive redaction:** the writer expresses events and ideas. This sub-skill involves words, such as, explaining, justify, comparison and contrasting, giving reasons. It is a type of writing that explains, expands, determines, and justifies a point of view. (farooq, 2013)

2. CONCLUSION

The present research has made the appropriate investigation to determine the influence of the methodological strategies for the teacher to apply in the developing of students' writing skill, through the use of various didactic and technological resources that current education requires to implement the lesson and to promote the significant learning of this productive skill.

In addition, the use of activities that boosts the attention and the practicing of the contents learned, reflecting it in the production or output of the skill with their own ideas and creativity; after the followed process in the teaching of every step to be able to communicate in a written form in a second language, with the previous grammar knowledge, lexicon and sentence structure.

The English language acquisition requires complementary skills, hence the importance of writing, the skill that teachers must enhance constantly in the classroom that is why it is important the influence of the methodological strategies to improve a skill play an important role in the teaching-learning process. Teachers can be prepared to communicate in an effective way in real life academic situations.

Strategies are tools of a very good instruction; they are the way to reach objectives successfully. To reach this objective, the teacher is who has to apply the methodology correctly in the classroom, the teacher is the promote and creator of the techniques that are going to be used, depending on the environment and the didactic tools that he is going to use to perform a lesson.

Finally, the influence of the methodological strategies is based on the teachers' integral training and knowledge, because he must manage them properly to develop the students' skills.

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