Development of the Writing Skills of Students in Compulsory Education in Spain

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Abstract
Acquiring writing skills requires an entire academic lifetime but acceptable levels of proficiency should be covered in compulsory education. This research verifies the beginner, intermediate and advanced levels of writing skills in the Spanish education system. It compares both the development of knowledge and the associated difficulties in interviews with 40 students from the even years of primary and secondary education. Descriptive and correlational analyses were made, after coding their statements according to the theoretical model used. They revealed an unexpected stagnation, depending on the levels, with important educational implications.

Keywords: writing, basic education, progress, difficulties

Introduction
The studying of writing constitutes a challenge for professionals and researchers, given that learning to write – the primary aim of Basic Education – is fundamental to success in school. Writing sets the cognitive processes in motion that enable students to develop their knowledge, thus playing an essential role as a tool for further learning.

However, problems in learning to write are not uncommon. Research has revealed writing difficulties in several groups of subjects. In Primary Education (EP) and Compulsory Secondary Education (ESO, by their Spanish acronyms), e.g., drawbacks have been observed in thematic progression and in semantic, morphosyntactic and metacognitive knowledge (González & Martín, 2006), as well