



UNIVERSIDAD DE SANCTI SPÍRITUS

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MAJOR WORK

**TITLE: “PROPOSAL OF TEACHING ACTIVITIES FOR 9TH
GRADERS AT RAMON LEOCADIO BONACHEA SECONDARY
SCHOOL, SANCTI SPIRITUS CITY”.**

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SCHOOL YEAR:

2017 – 2018

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DEDICATION

- To my family for supporting me all the time.
- To my tutor and teachers for being excellent to me all this time.

ACKNOWLEDGMENT

- To God for everything, for my family, my tutor, classmates and friends.
- To my mother for giving me strengths.
- To every person who contributed to my professional formation.
- To my tutor and Prof. Evelio for being always present and for dedicating me all their efforts and comprehension.
- To all my teachers who gave me their hands and collaborated for my formation as a better person and a better professional.
- To my family that has helped me and guided me all the time.



"To be educated is the only way to be free".

José Martí.

ABSTRACT

In this major paper, a bibliographical analysis of the theoretical and methodological groundwork related to the development of writing skills with the use of writing exercises in the teaching- learning process of the English Language was carried out, as well as the role in the preparation of the teachers to face the challenges that the global society, and the new theories entailed to educational topics are imposing, along with the fast development of today's' world. During the course of this research, different scientific methods were uses to support the criteria selected by the authoress in order to find the contradictions that evidenced the existence of a scientific problem. This work proposes different activities for nine graders to enhance their writing skills. This paper is structured as introduction, main body, conclusion, recommendation, bibliography, and annexes.

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INTRODUCTION

A language is the written and spoken ways of combining words to create meaning used by a particular group of people. Language is something specific to humans, that is to say, it is one of the most important characteristics of the human beings which distinguishes them from all other living beings. Language, therefore, remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes. (Manivannan: 2006:1).

Researchers such as, Howatt, A. (1984), Antich, R. and Gandarias, D. (1989) Brown, Irizar, Richard, J.C., and Ch. Lockhart., (1995) V. A. (1996), Douglas (2000), T. (2000), Roméu Corona Camaraza, D., (2001) and Hedge, E. A. (2007), Williams, E. (2008), Vizmanos, B. L. (2010) have carried out studies related to the English language teaching-learning process.

Nowadays, the English language has great importance in the whole world in general and in the Latin American world in particular. Kachru (1992) points out that English is one of the most important languages in the world. It is the single most important language. It is one of the world's most commonly spoken language. Although the estimates vary, the consensus is that hundreds of millions of persons speak English as a first language or "mother tongue" and hundreds of millions more speak English as a second (or higher order) language.

The prominence of English is increasing but not because of it increases in the numbers of persons who learn it as a first language. English is spreading as a world language because it is increasingly the most commonly spoken second-or higher order- language in the world. In general, the reasons for the growing prominence of English as a world language lie in the confluence of English as the language of commerce, science and technology.

The forces of globalization that allow, encourage and to some extent follow networks of communication, and the motivation of societies and individuals to participate in the political, economic, scientific, and technological spheres that are dominated by the English language. Kasha (2000:4) points out that English

language through the years has become of an increase importance, not only in the English speaking countries but also all over the world.

Brown (1987 p:123) describes English as “a way of life”, “the context within which we exist, think, and relate to others”, “a context of cognitive and affective behavior, a blueprint for personal and social existence”. He also states that language and culture “intricately interwoven” to the extent that separating the two would result in a loss of significance of either language or culture. Perhaps it would be more accurate to say that separating language from culture would result in a change in the significance of the two.

Rohma (2005:108) points out that English is not only used when people communicate with English speakers. English is used by people of different first languages. It is not only applied when people speak to English people, but also used when people from different nations meet. English is the most widely spoken language in very different contexts in the world. Therefore, English is not only an international language, but also a global language.

Promising project of introducing our students to English since the first elementary lesson and realizing the importance of English language, the Cuban government has put into practice the teaching of English since its triumph. It makes considerable efforts to teach English as a foreign language (EFL) but this is not easy, it is a complex process. It faces serious changes and challenges in the new millennium. The modification of educational policies, the expectations of the society and the demands of the information era, all require schools to provide students with effective instruction in EFL as well as in other subject areas so that students can be fully prepared for future educational possibilities and be able to survive in the economically competitive world (Al-Mutawa,1997:42).

However, it is still noticed the low level of students' achievement in the mastery of the English language (Harb, 2007). Nevertheless, Cuba has its special case in all aspects of life. It has its special conditions as it comes into a critical stage. The changes in the Cuban political, economic, social and societal circumstances directly affect the teaching-learning process. (Sorour, 2009). The teaching of the

English language as a foreign language has acquired a great importance through the years for its usefulness in the international communication

Teaching English in Cuban schools began in the middle of the previous century. The public education system is divided into three types: elementary, junior high and senior high education.

Cuba, of course, though an underdeveloped country, it is not an exception in the world. Since the Revolutionary Triumph in 1959, Cuba has established different syllabuses, programs and methodological guidelines for the study of foreign languages, mainly the English language, where in recent years it has been settled down the study of the English language since the elementary school to the university with communicative purposes.

In the attainment of this aim, many have been the researches carried out by Cuban teachers from different levels. Many have also been the results of these works, but still there is the necessity of deepening in the field of foreign language teaching and learning.

The teaching-learning process of foreign languages has constantly been renovated looking for new and more effective ways and techniques to achieve a successful learning, emphasizing on the oral expression, since it is one of the abilities more affected, according to author criteria such as: Hymes (1970), Petrosky (1981), Leontiev (1989), Alberto Valero (2008), María Aurora Martín (2009), Xiomara Justa Cabo León (2009).

Nowadays, English lessons in Junior High School are accompanied by video lessons which allow an effective quality in the teaching learning process around the country. These videos, where English speakers exchange with the students to understand them in auditive comprehension, these speakers are excellent models of pronunciation, intonation, rhythm and fluency. Besides the students can increase their vocabulary and their general culture.

Other researchers as Byrne, D. (1979), White, R. V. (1980/1983), L., Roca, J. y Aguado, N.J. (1990) Kaplan, R. (1996), Bueno, A. (1996), P. (2005), Corpas, M. D.

and M, Daniel (2007), Grabe, W. and, Manchón, R., Murphy, Rodríguez Ruiz, M., (2004), Forteza, F. R. (2004), Acosta, M. A. (2007), Forteza, F. R. (2008), Fernández, Ernesto (2009) have dedicated to deepen into the teaching of the written expression in the English language. Authors like Hedge, T. (1988) and Raimes, A. (1983), among others, have referred to the teaching of the written expression in the English language as a process.

What are the differences between Spoken and Written English? Are there advantages and disadvantages for each form of communication? When we learn our own (native) language, learning to speak comes before learning to write. In fact, we learn to speak almost automatically. It is natural. But somebody must teach us to write. It is not natural. In one sense, speaking is the "real" language and writing is only a representation of speaking. However, for centuries, people have regarded writing as superior to speaking. It has a higher "status". This is perhaps because in the past almost everybody could speak but only a few people could write. But as we shall see, modern influences are changing the relative status of speaking and writing.

We usually write with correct grammar and in a structured way. We organize what we write into sentences and paragraphs. We do not usually use contractions in writing (though if we want to appear very friendly, then we do sometimes use contractions in writing because this is more like speaking.) We use more formal vocabulary in writing (for example, we might write "the car exploded" but say "the car blew up") and we do not usually use slang. In writing, we must use punctuation marks like commas and question marks (as a symbolic way of representing things like pauses or tone of voice in speaking).

We usually speak in a much less formal, less structured way. We do not always use full sentences and correct grammar. The vocabulary that we use is more familiar and may include slangs. We usually speak in a spontaneous way, without preparation, so we have to make up what we say as we go. This means that we often repeat ourselves or go off the subject. However, when we speak, other aspects are present that are not present in writing, such as facial expression or

tone of voice. This means that we can communicate at several levels, not only with words.

One of the reasons that teaching writing is so different from teaching speech is that the two types of discourse differ in some basic characteristics. The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing. On the other hand, the writer needs also to pay some attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary. This is because much higher standards of language are normally demanded in writing than in speech: constructions that are more careful, more precise and varied vocabulary, more correctness of expression in general. Also, the slow and reflective nature of the process of writing in itself enables the writer to devote time and attention to formal aspects during the process of production —something it is difficult to demand in the course of the real-time flow of speech.

The authoress of the work works at Ramón Leocadio Bonachea secondary school and she has intended to put into practice different methods and techniques from empirical level, such as: Scientific observation, pedagogical test. As result of these methods, different strengths and weaknesses have been found in her intentions to research.

Strengths

- Teaching educative process organization. It contributes to develop the students' formation.
- Students like the English subject.
- Students are motivated to learn the language

Weaknesses:

- Lack of punctuation marks, on the part of the student for the development of writing skills in different exercises.
- Lack of interest to study.
- Sometimes they forget the text books and workbooks.
- Lack of knowledge about English writing skills.

Some difficulties have been found which influence in a wrong way toward the development of writing skills in the English lesson, a great quantity of language mistakes in the content they have been tested. Sometimes the exercises are not related to the content of the unit or the grade. The context is not explained.

Taking into account the problematic situation described, and the way it affects the teaching-learning process and the development of the students' writing skills in English as a foreign language, particularly writing skills the following **scientific problem** is conceived:

How to contribute to the development of writing skills in the English Language in 9th graders at Ramón Leocadio Bonachea Secondary School?

The **objective** of this research is: To propose teaching activities to contribute to the development of writing skills in English language in 9th graders at Ramón Leocadio Bonachea Secondary School.

To give an answer to the **scientific problem** stated to fulfill the objective of the research, the following **scientific questions** are formulated.

Scientific questions:

1. What are the theoretical and methodological bases that support the development of writing skills of the English language in 9th graders?
2. Which is the current state of the development of writing skills of the English language in 9th graders at Ramón Leocadio Bonachea Secondary School?
3. What kind of teaching activities should be proposed to contribute to the

development of writing skills in the English language in 9th graders at Ramón Leocadio Bonachea Secondary School?

4. How to evaluate the effectiveness of teaching activities for the development of writing skills of the English language in 9th graders at Ramón Leocadio Bonachea Secondary School?

For the development of the research, the following **scientific tasks** will be carried out:

1. Determination of the theoretical and methodological bases that support the development of English writing skills in nine graders.
2. Diagnosis of the strengths and weaknesses in respect to the development of writing skills in English language in 9th graders at Ramón Leocadio Bonachea Secondary School.
3. Determination of the teaching activities that contribute to the development of writing skills in 9th graders at Ramón Leocadio Bonachea Secondary School.
4. Evaluation of the effectiveness of teaching activities for the development of writing skills of the English language in 9th graders at Ramón Leocadio Bonachea Secondary School.

For a better stratification of the research, different methods from the theoretical, empirical and statistical levels were used:

Methods from the theoretical level:

- Historical – local analysis: it permitted to deepen on the evolution and the development of writing abilities in the teaching of English as a foreign language in 9th graders, as well as the way this skill has been treated in English lesson in the sample selected.
- Analysis and synthesis method: it was used in different moments of the investigation such as: in the analysis of the consulted bibliography about the development of writing skills. In the analysis as well as the resolution that govern the system of evaluation, specially writing skills as the main aspect to develop in

nine graders in the foreign language. I was also useful in the evaluation and interpretation of the results obtained and in the application of the proposal of teaching activities and for the elaboration of conclusions and recommendations.

- From abstract- to concrete method: it was put into practice through the research and it permitted the real interpretation of main concepts used in the research, such as: teaching activities, teaching aids and writing skills.

Methods from the empirical level:

- Scientific observation: Four English lessons were observed to obtain information about the way students behave in English lessons before and after this research, taking into account writing abilities and through this observation the results of the application of the proposal could be analyzed and compared with the initial diagnosis.
- Initial and final pedagogical tests: They were used to verify the initial state of writing abilities to the sample selected.
- Document analysis: It was made in order to analyze and verify the objectives of the program and treatment of the writing abilities in Junior High Schools and the way the textbook and workbook propose activities that can develop this ability in 9th graders.
- Survey: It was used to know about students' interest to learn English, besides that, the way they consider they can communicate in writing in the foreign language.

To carry out the development of this research a **population** formed by 240 students at Ramón Leocadio Bonachea Secondary School was selected, who are characterized by: intellectually and potentially capable, they are able to develop different tasks. Taking into account the population, it is represented by the **sample** of 40 students from group number three of nine grade, it is composed of 16 females and 24 males between fourteen and fifteen years old. The majority of the class lives in the city; they all have their future projects for their lives. Eighty percent of the students from the group come from divorced parents, they prefer to

work in groups rather than individually and they have good relationship.

The **scientific novelty** is giving by the main body of writing abilities using teaching activities to increase the actions complexity. It provides the real situation to develop writing abilities of English language in 9th graders at Ramón Leocadio Bonachea Secondary School.

MAIN BODY:

1. The importance of teaching English as a foreign language.

English is not the most widely spoken language in the world in terms of the number of native speakers--there are many more Chinese speakers than native English speakers--but Chinese is spoken little outside of Chinese communities, so English is the most widespread language in the world. It is difficult to estimate exactly how many English speakers there are, but according to one estimate there are more than 350,000,000 native English speakers and more than 400,000,000 speakers of English as a second language (a language used in everyday life, even though it is not the native language) or foreign language (a language studied but not used much in everyday life).

However, even these numbers do not really indicate how important English is as a world language because less than fifteen percent of the world population uses English. The importance of English is not just in how many people speak it but what it is used for. English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language. It is the language of maritime communication and international air traffic control, and it is used even for internal air traffic control in countries where it is not a native language. American popular culture--primarily movies and music--carries the English language throughout the world.

1.1. The development of the four skills of the language

The ability to use a language in a communicative way, however, is not just a single unified skill. Most recent thinking has divided language ability into four separate skill areas; listening, reading, speaking, and writing. Listening and reading are

known as the receptive skills; while speaking and writing are known as the productive skills. According to SIL International (1999). The four basic skills are related to each other by two parameters: the mode of communication: oral or written the direction of communication: receiving or producing the message.

Most teachers try to incorporate all four skill areas into their planning, though some classes may focus more on one set of skills or the other, due to the course and learner objectives (Oxford, 2001).

When learning new language materials, the order of acquisition is generally this, for both foreign language learners and children learning their first language:

Listening: The learner hears a new item (sound, word, grammar feature, etc.)

Speaking: The learner tries to repeat the new item. Reading: The learner sees the new item in written form.

As Cassany (2005: 49) states, "writing accomplishes in first place in the epistemic function in which a new knowledge is constructed departing from known data, thus learners learn to take down notes, do schemes, mappings, writing exercises learned materials, reflect on words, grammar structures, complex words or over the hints taken in lessons that they have not learned in class. The lexicon and spelling acquisition recommend the visual treatment of the words to facilitate the neurological processing and its own fixation" (Gabarró Berdegal and Puigarnau Gracia, 1996:209). "This necessity of visualizing the written Word or the grammar function it has it is a recurrent example of the advantages writing has as a means to consolidate a language learning".

Or Wig (1999: 2) gives a definition of writing as a skill saying that: It is a productive skill that is more complicated than it seems at first, and often seems to be the most difficult of the skills since it has a number of micro skills such as: using orthography correctly, spelling and punctuation conventions, using vocabulary in a correct way and using the appropriate style.

Salah (2009:11) defines writing as a craft that needs tools. These tools are the sub-skills of writing such as mechanics of writing and text organization.

Zen (2005:2) defines writing as one of the four skills, commonly accepted goals of learning a foreign language, but often a skill that “falls through”.

Archibald (2001:153-160) says that writing is a skill that needs knowledge and proficiency in many areas. It is a multidimensional skill. It is a complex skill that results from the interaction of the writer's knowledge, experience, skills and the cognitive demands of the task.

Penny Ur (2005:162), on the other hand, states: “writing as a means; that is for engaging with aspects of the language other than writing itself. For example: learners note down new vocabulary, copy out grammar rules, write out answers to reading or listening comprehension questions, do written tests, etc. Writing as an end; here the main objective is writing itself. The task invites learners to express themselves using their own words, state a purpose for writing, and specify an audience. At the micro level the practice is at the level of words, sentences. At the macro level the emphasis is on content and organization: E.g. narrating a story, writing a letter. As both means an end; here there is a combination of purposeful and original writing with the learning and practice of some other skills on content. E.g. a written response to the reading of a controversial newspaper article.

Bello (1997:1) says that writing is a continuous process of discovering how to find the most effective language for communicating one's feelings and thoughts. He maintains that writing is challenging, whether it is in a native language or in a second language.

The researcher defines writing as a means the language is used to express needs and feelings by using a variation of certain tools and sub-skills.

1.2 Defining a good writing

Writing instruction is ultimately geared toward teaching students to produce high-quality writing for a variety of purposes. To assess whether the practices in this guide were effective, the panel considered their impact on overall writing quality.

However, given that the students targeted by this guide are in the early stages of their writing development, and that the cost of administering and scoring assessments of overall writing quality can be prohibitive, the panel also considered the impact of practices on intermediary outcomes—including genre elements, ideation, mechanics, sentence structure, organization, output, vocabulary, and voice (see the glossary for descriptions and examples of each outcome). When measures of overall writing quality and measures of intermediary outcome were both available, the panel prioritized evidence on overall writing quality.

1.3. Writing: The learner reproduces the written form of the item.

Writing is a process through which people communicate thoughts and ideas. It is a highly complex, cognitive, self-directed activity, driven by the goals writers set for what they want to do and say and the audience(s) for whom they are writing.

To meet these goals, writers must skillfully and flexibly coordinate their writing process from conception to the completion of a text.

Components of the writing process include planning; drafting; sharing; revising; editing; evaluating; and, for some writing pieces, publishing. (See Recommendation 2 for more)

1.3.1. Teaching English to young learners

While the demand for teaching English to young learners, lessons are increasing world-wide, of course it means different things to different people. For example, you wouldn't walk into a classroom of teenagers and expect to use the same material you have just finished using with your primary level learners. So we will look at a range of levels and ages across the young learner sections of this course. Our aim here is to introduce you to 'Young Learner English' as a subject and to provide you with the confidence to teach, and a framework for your teaching to a variety of groups and abilities.

What are the characteristics of effective writing?

As learners develop as writers, they demonstrate that they can:

- Engage their reader(s)

- Adapt their writing to suit the audience and purpose of the piece
- Use grammatical and stylistic features to ensure clarity, achieve the right tone and create particular effects
- Use a range of sentence structures
- Organize their writing, linking ideas coherently and using paragraphs effectively
- Choose and use appropriate vocabulary
- Use punctuation to clarify meaning
- Use a range of strategies to enable them to spell correctly
- Present their writing appropriately, either by hand or by using information and communication technology (ICT).

In order to make progress, learners need good teaching that includes the modeling of writing, regular opportunities to develop their skills, and effective assessment practice that leads them to understand how best to improve their work. The really effective writer will reach a stage when the mechanical aspects of writing, such as spelling and punctuation, become second nature to them and they are able to give all their attention to experimenting with language and form to engage and inform their readers.

Writing in class.

Writing is a fundamental component of literacy. Writing is a means of critical inquiry; it promotes problem solving and mastering new concepts. Adept writers can work through various ideas while

Producing informational, persuasive, and narrative or literary texts. In other words, writing can be used as a medium for reasoning and making intellectual connections. As students arrange ideas to persuade, describe, and inform, they engage in logical critique, and they are likely to gain new insights and a deeper understanding of concepts and content.

For many elementary students, the writing task is: read the paragraph and write a similar one about Dorah'. The aim was to practise the 'present simple' for habitual actions. Actually, students spend a lot of their 'writing time' consolidating new language they've learnt in class. These writing tasks are often mechanistic, repetitive and are usually at sentence, or at most, paragraph level. Usually they are

designed to get the students to practise a particular form. And they are mostly writing it so that the teacher can check it and correct it.

1.3.2 Steps of a good writing activity.

There are three principles underlying successful, purposeful activities at elementary level.

- Motivation

It is important to create a strong enhancing context. This will generate the motivation for your students to write. In this way teaching write is similar to teaching grammar point or any new language. It always asks pictures, music, dialogues real and story will all help to create context and motivation.

- Challenge

Writing is not easy. Elementary students can get discouraged if they think they have written a lot. It's challenging, and often more interesting, to write within a time limit, or a word limit

- Follow up

Creating real communicative follow up e.g. the response, is more energizing than simply correction by the teacher. In most cases I think that correction of written works can come late. Writing is defined as the representing of language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting and the recording of language via a non-textual medium such as magnetic tape audio (en.wikipedia.org/wiki/Writing)

Writing is also defined as "anything written, such as composition, that has meaning". (The American Heritage Dictionary of English Language, Fourth Edition.

Writing is not a natural activity. It requires thought, discipline, and

concentration. It involves committing something to a relatively permanent

From social constructionists` point of view, writing is a social act that happens within a specific context and for a specific audience. (De Larios and Murphy, 2001, pp.25-40)

Writing refers to "the domain of language proficiency that encompasses how students engage in written communication in a variety of forms for a variety of purposes and audiences." (WIDA document, 2005).

1.3.3 Writing and elementary learners

The process of writing in the classroom should create a writing environment that is 'authentic,' and purposeful in the communicative element of writing. In other words, it's about how to get our elementary students motivated to write.

- Writing in class
- Authentic writing
- Characteristics of a good writing activity

- Three writing activities

- Conclusion

The text is written with the purpose of its permanence throughout the time, thus it is written in such a way that new generations can also have the possibility to read it. The writer and the reader do not communicate at the same time neither the space, the writer considers the texts in its amplitude while the reader focuses on the aspects that are relevant for him or her. The writer has a communicative intention: teach, inform, legislate, divert etc. and does its work thinking of this idea. The writer usually writes alone, for writing is a reflexive activity. The writer has the possibility to draw models, maps, check and rechecks drafts and organizes and structures its ideas.

The coherence and cohesion are two basic properties of the written text. A text is coherent if:

- every aspect is related to the main topic.
- each of the parts sums up as a whole.
- grammar and semantics are acceptable

A cohesion: if in the text there is unity and the ideas are related among them, it also has to do with the use of connectors, allusions, repetitions.

Readability: the concepts of readability and comprehensibility imply that the act of reading beyond the physical act of seeing and deciphering characters and chunks of text is vastly more complex. As the next step beyond this 'raw' level of input, students need to assume a process of taking notes, to know what a compiler does with the source code of a given program. This process of taking notes is what readability is concerned with. Thus, our writing will need to meet a number of requirements to successfully pass this stage:

1. The sentences must be students formed syntactically 2, the sentences must not exceed a certain length, and the sentences should not be below a minimum length. Recursion must be kept to a minimum and the choice of words should vary

Therefore, readability is an absolute requirement for documentation of successful products. Students formed Sentences by students formed sentences, students do not merely mean that the sentences should conform to grammatical rules of the English language, but also that they are clearly built. The work will now look at some negatives and discuss solutions:

The reader, that is, the intended recipient of the text, a hopefully clearly written and logically structured document, will, if he is able to fully understand prose, without difficulty come to a safe assumption of what any given sentence conveys to him.

This task should therefore be made as easy as possible for him. Making reading an easier task, if not a pleasure, can be achieved by varying the vocabulary used to describe the topics at hand.

Using the same words all over to describe the same things again and again is not pleasant even more so when students can use different words to replace those same words students are using again and again to describe the same thing in the same words. For any given word, at least one synonym will be available. Do not hesitate to use a dictionary. Also, do not use the exact same phrasing again and again and again, unless it is intended to convey some artistic intention. Never use the same opening words in two or more subsequent sentences. Repetitive writing is the enemy of all reader's interest.

Comprehensibility in the complex process of reading, the step following the 'talking section' of the text is the actual 'parsing' —understanding what these symbols and their relations mean. A clear separation of these two steps however cannot be made. A great portion of comprehensibility issues already was covered when students discussed recursion

Recursion is the enemy of understanding

An understandable document always follows a logical structure. Any topic discussed is based on the preceding topics. If a new concept is needed for the topic at hand, it needs to be introduced before using it in dealing with this new topic. This holds true for any level of detail of the document at hand, down to individual sentences. The basic steps are:

1. Definition 2. Assumption/Theorem 3. Explanation/Proof 4. Conclusion Of course, the classic structure of 'thesis, antithesis, synthesis is may be more appropriate for certain topics, such as discussion of architectural decisions, but generally the above sequence is exactly what students need. On the 'atomic' level of a sentence, its logical structure is governed by raw grammar. Therefore, a good working knowledge of grammar is absolutely necessary for getting our ideas across to the reader as students mean them to be.

2. Interpretation of the results of the empirical techniques

The investigation demanded a diagnosis study. This study was made with an intentional sample of 40 students from ninth grade at Ramon Leocadio Bonachea Junior High School.

Some **empirical methods** were taken into account and from this method are described the obtained results, departing from the following indicators.

To test the knowledge that students had regarding writing skills at Ramon Leocadio Bonachea Junior High School in Sancti Spiritus, an observation was developed to obtain first hand elements Pedagogical Test. Objective. To observe the position in some activities of the Writing activities and how they put in practice writing skills on them.

The results were that regarding the active participation of students in the activities of the school, 15 students were in high level, which represents a 37.5 % of the sample, 13 students in average level, which represents a 32.5% of the sample and 12 students were in low level, which represents the 30 of the sample.

Regarding to the motivation of the students, 4 students can be found in high level, which represents a 10% of the sample. Regarding the comprehension of exercises related to writing skills just 2 students were evaluated in high level, which represents a 25% of the sample and 28 students were evaluated in low level which represents the 70% of the sample.

Regarding to the fourth indicator that is the way of students related to writing skills , 2 students were evaluated in high level, which represents a 20 % of the sample, and 30 students were evaluated in low level, which represents the 75 % of the sample. Regarding the fulfillment of duties and rights of students 4 students were in high level, which represents a 10% of the sample, 16 students were in average level, which represents a 40% of the sample and 20 students were in low level which represents the 50% of the sample. (Annex 3.)

Later, a survey was applied what study knew more about the development of writing skills abilities and to check their points of view. (Annex 2. Survey).

Objective. Knowing the knowledge of students regarding to develop writing skills abilities.

INDICATORS

1. Connectors
2. Construction of written text
3. Correct use of grammatical items
4. Cohesion
5. Creativity

The results were the following in the first indicator, 4 students were evaluated in high level, which represents a 10 of the sample, 6 students were evaluated in average level, which represents a 15 of the sample and 30 students were evaluated in low level which represents 75 of the sample.

Regarding the second indicator 2 students were evaluated in high level, which represents a 5% of the sample, 6 students were evaluated in average level which represents a 15% of the sample and 32 students were evaluated in low level which represented an 80% percent of the sample.

Regarding the third indicator, 2 students were evaluated of high level which represents a 5% of the sample, 2 students were evaluated in average level which represents a 5% of the sample and 36 students were evaluated in low level, which represents the 90% of the sample.

Regarding the fourth indicator, 4 students were evaluated in high level which represents 10% of the sample, 10 students were evaluated in average level which represents a 25% of the sample, and 26 students were evaluated in low level which represents the 65 %of the sample.

Regarding the fifth indicator 8 students were evaluated in high level which represents a 20% of the sample, 2 students were evaluated in average level which represents a 5% of the sample, and 30 students were evaluated in high low level,

which represents the 75% of the sample. (ANNEX 3) The results above-mentioned demonstrate the relevance teaching aids have to reinforce language learning in this case writing. Writing as exposed before does not receive the importance it deserves in this level though stated in the subject syllabus. Most teachers leave it for the students own account at home.

As it is known writing reinforces the other elements of the language and shows the real cultural level and creation abilities of the students. These activities also showed that while students are more involved in the learning process better results are obtained.

The structure designed for these activities permitted students to have a writing skill strategy. From their application on students followed these procedures and writing improved not only in the English language but also in their vernacular.

The model put into practice is not a panacea to improve writing in this level but it is a new way to manage writing in classes where students have a very important role and participation, the teaching aids construction together with teachers allows the improvement of learning and motivation.

As can be seen the writing skills effectiveness improved and the majority of the students changed their levels, permitting the as sureness of this ability for this level. The results shown were evaluated three times during the research.

After having done the diagnosis, the results allowed the authors to declare the following potentialities

The access to a set of act that allows reinforcing writing skills abilities, a set of publications in the library. But this instrument revealed the following insufficiencies.

For the fulfillment of the objective of the research and to solve these deficiencies, as a proposal of teaching activities is made to reinforce the student's writing skills abilities through English lessons.

This proposal is characterized by being conceived departing from the diagnostic regularities, for allow the development of writing skills abilities, being a challenger experience, being dynamic and guarantee the protagonist role of the students.

In this proposal different teaching aids like dictionaries, pictures, and workbooks are used.

Besides they take into account with the different levels of assimilation, like first lives in which student has the capacity for using procedures with an instrumental character. The second level or reproduction with variants, where students are able to establish conceptual relations, and should apply this to an establish situation, and to reflect about his inside relations. The third level on applicative level where the students has the capacity to solve problems and contextualize the problematic situation, identify components and interrelations, establish strategies of solution, to lay foundations or justify what is done.

The activities are structured as follows, title, objective, type of lesson, teaching aids, procedures and evaluation.

- knowing you better.
- Wonders of the world.
- Writing about different sports.
- I can describe my friends.
- I had a wonderful weekend.
- The Environment
- A trip around the country.

Activity 1

Title: Knowing you better.

Objective: To foster writing related to personal information.

Type of lesson: free practice

T. Aids: Teacher, workbook, box and cards

Procedures:

First step: Starting Point, text or situation: Work in pairs. The teacher is collecting information for making a better description of the group. Then teacher asks for your help to interview your partner to find the information she needs.

To ask the question you may follow these aspects:

- 1 Name:
- 2 Address:
- 3 Age:
- 4 Things she/he does at school.

Second Step: Ideas Production: After that you should write the questions and take notes about the answers of your partner

Third step: Ideas Organization: The teacher will give students examples of others dialogues related to the discussion idea.

Fourth step: Supporting Materials: Now you have some information about one of your classmates, write a paragraph giving this information about him/ her. Remember to write the aspects your teacher needs, the ones given previous.

Fifth step: Drafting or First Version, then students will draft their own dialogues

Sixth step: Drafting or First Version The teacher will correct the mistakes.

Evaluation: Revision, Correction and Restructuring High level: Students who write the paragraph using all information will obtain excellent mark. Middle level: Students who write the paragraph using 3 aspects will obtain a good mark. Low level: Students who write the paragraph using less than 2 aspects obtain a regular mark.

Activity 3

Title: Wonders of the world.

Objective. To foster writing related to how characterize a place using different adjectives.

Type of lesson: free practice

Teaching aids: Teacher, workbook, pictures, and blackboard.

Procedures

First step: Starting Point, text or situation the teacher will begin a conversation using different pictures in which students can see different places in....

Second step: Ideas Production after that the students join in groups of four and begin giving shape to their writing by plotting other ideas related to the topic discussion. They should write as much information as they can.

Third step: Ideas Organization Each student has to write a text about the topic discussion. The students outline the ideas and will organize them on their notebooks

Fourth step: Supporting Materials: The teacher will give students different adjectives, pictures and some other ideas related to the topic discussion

For this description you should use the following adjectives and aspects:

1. Big
2. Wonderful
3. Important
4. Beautiful
5. Interesting
6. Historical
7. Famous
8. Marvelous

9. Name of the place:
10. Location:
11. Give your opinion
12. What is the location of the Pyramids?
13. What are the Pyramids like?
14. When did the Egyptians construct the Pyramids?

Fifth step: Drafting or First Version Then students will draft their own texts.

Sixth step: Drafting or First Version the students will give their writings to their partner for revision, correction and restructuring.

Seventh step: Editing the students have their own texts back. They give the final version of their writing. The teacher will select a text and will check it on the chalkboard together with the students for them to perfect their writing skills.

Conclusions: The teacher will check the exercise and ask some questions to the students like:

Evaluation: High level: Students who write the paragraph using all information will obtain excellent mark. Middle level: Students who write the paragraph using 2 aspects will obtain good mark. Low level: Students who write the paragraph using less than 2 aspects.

Activity 3

Title: Writing about different sports.

Objective: To foster writing related to sport.

Type of lesson: free practice

Teaching aids: Teacher, workbook, pictures, and blackboard

Procedures:

The teacher will divide the group in groups of 4 students; they choose four sports for each category.

Categories: dangerous, exciting, relaxing, fun.

Give reasons for your choice. Then write a short paragraph about the one you consider the most dangerous, most exciting, or most fun. Don't forget to give reasons for your choice. You should begin like this: In my opinion the most dangerous sport is _____ because -----.

First step: Starting Point, text or situation the teacher will start the lesson giving each student a text about different kinds of sports, using some pictures in which students can see different types of equipment and sports, ball, baseball, cycling and students write down different ideas about the topic.

Second step: Ideas Production then they work in groups of 4 students, after the discussion the teacher orientates the elaboration of a market. They should write as much information as they can.

Third step: Ideas Organization Each They begin giving ideas about how to elaborate a recipe and after they start to write, after they give their first draft to the right hand team, this team checks the draft and makes suggestions in the written form and returns back the draft.

Fourth step: Supporting Materials: The teacher will give students different adjectives, new vocabulary and some ideas related to the topic discussion.

Fifth step: Drafting or First Version Then students will draft their own recipe. After some time, they give their first draft to the right hand team, this team checks the draft and makes suggestions in the written form and returns back the draft

Sixth step: Revision, Correction and Restructuring, after some time they give their first draft to the right hand team, this team checks the draft and makes suggestions in the written form and returns back the draft for revision, correction and restructuring.

Seventh step: Editing, the students have their market back. They give the final version of their recipe. The teacher will select two of them and will check them on the chalkboard together with the students for them to perfect their writing skill

Conclusions: The teacher will check the exercise and ask some questions to the

students:

1. What kind of sport do you like?
2. Which do you prefer volleyball or swimming?

Evaluation: High level: Students who write the paragraph using all information will obtain excellent mark. Middle level: Students who write the paragraph using 2 aspects will obtain a good mark. Low level: Students who write the paragraph using less than 2 aspects obtain a regular mark.

Activity 4

Title: I can describe my friends.

Objective: To foster writing related to describing people physically and morally.

Type of lesson: Free practice

Teaching aids: B.B, W.B, pictures.

Procedures:

The students find information about a historical personality and they are going to write a paragraph about she /he appearance and personality.

First step: Starting Point, text or situation: The teacher will begin the lesson describing in the blackboard a woman and a man in a picture and after that the teacher gives to student's different cards in which appear different words that we use to characterize persons.

Second step: Ideas Production then they work in groups of four students, after that the teacher orientates to each student to characterize a friend. They should write as much information as they can.

Third step: Ideas Organization Each They begin giving ideas about how to describe a person and after they start writing, after some time they give their first draft to the right hand team, this team checks the draft and makes suggestions in the written form and returns back the draft.

Fourth step: Supporting Materials: The teacher will give students different

adjectives, new vocabulary and some ideas related to the description.

Fifth step: Drafting or First Version Then students will draft their own description. After some time, they give their first draft to the right hand team, this team checks the draft and makes suggestions in the written form and returns back the draft.

Sixth step: Revision, Correction and Restructuring after some time, they give their first draft to the right hand team, this team checks the draft and makes suggestions in the written form and returns back the draft for revision, correction and restructuring.

Seventh step: Editing the students have their own description back. They give the final version of their description. The teacher will select three of them and will check them on the chalkboard together with the students for them to perfect their writing skills.

Conclusion: the teacher will correct the mistakes.

Evaluation: High level: Students who write the paragraph using no less than 100 words will obtain excellent mark. Middle level: Student who writes the paragraph using no less than 80 words will obtain a good mark. Low level: Student who with the text using no less than 50 words will obtain a regular mark.

Activity 5

Title: I had a wonderful weekend

Objective: To foster writing related to actions that occurred in the past

Type of lesson: Free Practice

Teaching aids: pictures of things that they could do in different places, chalk, and board

Procedures:

Work with your partner and discuss which of these things you used to do when

you were babies and write a list. After that, write a paragraph using the list. When you finish writing your paragraph change your partner and try to find if there are other people in your class that used to do the same things as you.

First step: Starting Point, text or situation: The teacher will give two pictures to each student and they will write on the notebook what is the action represented.

Second step: Ideas Production after that the students will give other ideas related to different actions and the teacher will copy them on the chalkboard

Third step: Ideas Organization Each student has to write about what the person did in the picture and after the students will write about what they did last weekend giving as much information as they can. The students outline the ideas and will organize them on their notebooks.

Fourth step: Supporting Materials: The teacher will give students different verbs and frequency adverbs related to the discussion idea.

Fifth step: Drafting or First Version Then students will draft their own texts

Sixth step: Revision, Correction and Restructuring the students will give their writings to their partner for revision, correction and restructuring.

Seventh step: Editing, the students have their own texts back. They give the final version of their writing. The teacher will select a text and will check it on the chalkboard together with the students for them to perfect their writing skills.

Conclusion: The teacher will correct the mistakes.

Evaluation: high level: students that write the paragraph using from 70 to 100 words will get excellent mark. Middle level: Student who writes the paragraph from 50 to 70 get a good mark. Low level: Student that write the paragraph using less than 50 words will get a regular mark.

Activity 6

Title: The Environment.

Objective: To foster writing related to Environment problems using different arguments.

Type of lesson: Free Practice

Teaching aids

Procedures:

The teacher will give some environment problems and then they are going to write an environmental message to alert the people about these problems. Also they can add pictures or photographs.

First step: Starting Point, text or situation, The teacher will give three pictures to each student in which the students can find different actions that they could do to protect the Environment and they will write on the notebooks what actions they will do.

Second step: Ideas Production after that the students will give other ideas related to different actions about what he/she will do in to protect the Environment using the pictures the teacher gave them. They should write as much information as they can.

Third step: Ideas Organization Each student has to write about what the actions did in the picture and after the students will write about what actions they will do to protect the Environment. The students outline the ideas and will organize them on their notebooks.

Fourth step: Supporting Materials: The teacher will give students different environmental problems, pictures and some other ideas related to the topic discussion

For this description you should use the following aspects:

ENVIROMENTAL PROBLEMS:

1. Deforestation.
2. Fertilizers and pesticides.
3. Water pollution.
4. Garbage.
5. Animal hunting.

Fifth step: Drafting or First Version Then students will draft their own texts

Sixth step: Revision, Correction and Restructuring the students will give their writings to their partner for revision, correction and restructuring.

Seventh step: Editing, the students have their own texts back. They give the final version of their writing. The teacher will select a text and will check it on the chalkboard together with the students for them to perfect their writing skills

Conclusion: The teacher will correct the mistakes.

Evaluation: High level: The students who write the paragraph in no less than 100 words will obtained excellent mark. Middle level student that write the paragraph with no less than 80 words will obtained a good mark. Low level: Student that write the paragraph with no less than 50 words will obtained a regular mark.

Activity 7

Title: A trip around the country.

Objective: To improve writing related to a descriptive text of a Cuba city using different adjectives like: historical, old, important, modern, colonial, beautiful, wonderful, and long sentences

Type of lesson: free practice.

Teaching aids: Teacher, books, note books, chalkboard and pictures

Procedures:

First step: Starting Point, text or situation, The teacher sets out a topic discussion using some pictures in which students can see different places in Cuba city

Second step: Ideas Production after that the students join in groups of four and begin giving shape to their writing by plotting other ideas related to the topic discussion. They should write as much information as they can.

Third step: Ideas Organization Each student has to write a text about the topic discussion. The students outline the ideas and will organize them on their notebooks

Fourth step: Supporting Materials: The teacher will give students different pictures and some other ideas related to the topic discussion. The Theater gives some information about different cities of Cuba

1 This was the first Spanish settlement in Cuba, founded in December 1512. Its name refers to an Indian word meaning "elevated land. It is also well-known because its chocolate desserts and cucarachas.

2 This city sits on a lovely way with the same name of the city. It was founded in 1819 by French refugees; Visitors like to start their tour in Jose Marti Park, then go down Paseo del Prado, and later visit Tomas Terry Theatre. Finally, they usually have nice paella at Covadonga Restaurant.

3 This a very famous city in Cuba well knows as the city of Che. Here the remains of Che and the guerrilla fighter who fought in Bolivia.

Fifth step: Drafting or First Version Then students will draft their own texts.

Sixth step: Revision, Correction and Restructuring the students will give their writings to their partner for revision, correction and restructuring.

Seventh step: Editing, the students have their own texts back. They give the final version of their writing. The teacher will select a text and will check it on the chalkboard together with the students for them to perfect their writing skills

Conclusions: The teacher will correct the mistakes.

Evaluation: High level: The students who write the paragraph with no less than 100 words will obtain an excellent mark. Middle level: Student who writes the paragraph with no less than 80 words will obtain a good mark. Low level: Student who writes the paragraph with no less than 50 words will obtain a regular mark.

CONCLUSION

1. The bibliography consulted related to the bases that sustain writing skills was supported on studies made by the different investigators. They coincide with the fact that writing skills abilities has a great significance within the ideopolitical education. Also in this work some theoretical aspects allow the teachers what to educate in writing skills , to understand the importance of writing in the Teaching Learning Process and the fundamental role the play on the part of the teachers and all the educative, social and political institutions.
2. The study developed gave elements that showed the existent difficulties in the student's development of writing skills knowing that they have lack of punctuation marks, on the part of the student for the develop of writing abilities in different exercises. Lack of interest to study. Sometimes they forget the text books and workbooks. Lack of knowledge about English writing abilities.
3. The proposal of activities departs from the necessity that the school have regarding to the development of writing skills. These activities are conceived with a systemic character, objectivity, which departs from the diagnosis to the sample, with a dialectic character and with corresponding actions, is characterized by being conceived taking into account the students' regularities, for allowing the development of writing skills .
4. The results of the investigation show the positive change after the application of the teaching activities, what can be considered a possibility to contribute to the development of writing skills in the students regarding the reinforcement of writing skills. A little more active participation in the English lessons, their motivation for these activities, all this means that the majority

of the students are conscious of the necessity of learning English and the development of writing skills in English lessons

RECOMMENDATIONS

- To continue working on this issue in future works in the university or out of it, master courses, diploma courses, etc.

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Annex 1.

Observation guide.

Objective: To observe the students' participation in some activities of the Educative activities and how they manifest the develop of writing skills abilities

Aspects to observe:

- 1-The participation of students in the activities of the school.
- 2-The motivation of the students.
- 3-Comprehension of texts related to (Annex 1.
- 4-Ways of acting of the students regarding to develop writing skills abilities.
- 5-The fulfilment of duties and rights of the students.

Annex 2.

Survey.

Objective: Knowing the knowledge of students regarding to develop of writing skills abilities

Es necesario que cooperes en la realización de este trabajo dando respuesta a las interrogantes que a continuación se te realizan.

1 ¿Tienes conocimiento acerca de los conectores?

_SI _NO

2 ¿Consideras que en la asignatura inglés las actividades orientadas por tu profesor(a) contribuyen al desarrollo de las habilidades de escritura?

_SI _NO

3 ¿Crees que las habilidades de escritura son importantes?

_SI _NO

4 ¿Demuestras interés por las actividades relacionadas con las habilidades de escritura?

_SI _NO

5 ¿Te gustaría desarrollar actividades que desarrollen tus habilidades de escritura?

_SI _NO

Annex 3.

Results of the Initial Observation Guide.

OBSERVED INDICATORS.		VALUATION					
		LOW		MEDIAL		HIGH	
1	Active participation of the students.	24	60%	10	25%	6	15%
2	Motivation of the students.	20	50%	16	40%	4	10%
3	Comprehension of texts.	28	70%	5	25%	2	5%
4	Ways of acting of the students.	30	75%	6	15%	4	10%
5	Fulfillment of duties and rights.	20	50%	16	40%	4	10%

Results of the initial Survey.

OBSERVED INDICATORS.		VALUATION					
		LOW		MEDIUM		HIGH	
1	Connectors.	30	75%	6	15%	4	10%
2	Construction of written texts.	32	80%	6	15%	2	5%

3	Correct use of grammatical items.	36	90%	2	5%	2	5%
4	Cohesion.	26	65%	10	25%	4	10%
5	Creativity.	30	75%	2	5%	8	20%

Annex 4.

Results of the Final Observation Guide.

OBSERVED INDICATORS.		VALUATION					
		LOW		MEDIAL		HIGH	
1	Active participation of the students.	2	5%	8	20%	30	75%
2	Motivation of the students.	-	-	8	20%	32	80%
3	Comprehension of texts.	2	5%	4	10%	34	85%
4	Ways of acting of the students.	-	-	12	30%	28	70%
5	Fulfillment of duties and rights.	-	-	4	10%	36	90%

Annex 5.

Results of the Final Survey.

OBSERVED INDICATORS.		VALUATION					
		LOW		MEDIAL		HIGH	
1	Connectors.	2	5%	6	15%	16	80%
2	Construction of written texts.	-	-	14	35%	26	65%
3	Correct use of grammatical items.	2	5%	14	35%	24	60%
4	Cohesion.	-	-	10	25%	30	75%
5	Creativity.	-	-	8	20%	32	80%

Activity 1

What is your full name?

Where
are you
from?

How old are you?

What
is your
job?

Who
do
you
live
with?

Are you
married?

Do you live
in a house or
in an
apartment?



Las personas que practican un deporte en verano son las más felices que el resto. EFE



YOUNG

BEAUTIFULL

TALL

SHORT

HANDSOME

UGLY

PRETTY

OLD

GREEN EYES

CURLY HAIR

FULL LIPS

SHORT
NAILS

SHORT
NOSE

WITH A
TATOO

BALD

WITH A
SCAR



