



**SANCTI SPIRITUS UNIVERSITY
JOSE MARTI PEREZ**

MAJOR PAPER

**“THE DEVELOPMENT OF THE WRITING SKILL IN THE ENGLISH
LANGUAGE IN JUNIOR HIGH SCHOOL”**

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AUTHOR: DALMA CALDERON CASTILLO

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DEDICATION:

My investigation is devoted:

To my family, especially my mother for her love and for believing in me

To my husband , for his comprehension and his endless love.

To Nurelys , my excellent tutoress .

To all the persons who had helped me in this investigation.

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- ✓ To my mother for being there supporting and giving me strength to fulfill my goals.
- ✓ To Regla Nurelys Espinosa Martinez, my excellent tutoress; for her wise and valuable orientations, her high proficiency and her constant motivation.
- ✓ To my family who gave me support and breathe in bad moments to go on.
- ✓ To all my teachers who supported me and transmitted their knowledge and efforts for carrying out this research.
- ✓ To my students who helped me in the elaboration and realization of the major paper

ABSTRACT

The development of the writing skills in the English language constitutes one of the main objectives of English teaching learning process in junior high education in Cuba. The major paper is oriented to the elaboration of teaching activities to contribute to the development of the skills in the English language Junior High Education. The dialectic and materialist approach as the general method and some reasearch methods were applied in the investigative process to confirm the real state of development of the skills so as to validate the proposed teaching activities. The scientific novelty of the major paper is reflected on the characteristics of the proposed teaching activities which vary according to the diagnosis of the sample to contribute to favour the students' preparation to write in English with the needed skills in Junior High level.

INTRODUCTION

Investigations about the teaching of a foreign language have arisen during the last decade, due to increasing motives related to the economic, political and social development of nations. The teaching of foreign languages, specifically English have become a priority since the triumph of the Cuban Revolution as one of the most important objectives of the Ministry of Education.

The Government and the Cuban State have created several conditions to favor the teaching and learning of English language. This important aspect is included on official documents of the State among them: the Carta Magna, Resolutions from the National Educational Office and the derived documents to rule the teaching learning process of the English subject in the different subsystems of education: article number 39 from the Constitution of Cuban Republic in which it is expressed the way education is conceived, It states: Education is free, it is based on the conclusion and scientific contribution and its relation to study within life, work and production. The Cuban State offers a big system of scholarship to students. The State brings the structure and integration of Educational National System and defines the basic general preparation Cuban people should acquire.

Teaching English as a foreign language has been presented on different study plans of the Educational System, this subject has the objective of contributing to the students' political- ideological, scientific - technical, intellectual and aesthetic formation and to stimulate the students' cognitive interests through the development of their knowledge, habits and abilities, to achieve an efficient communication in the English language. It responds to the scholars' cultural, multilateral and comprehensive formation. The teaching of English takes different ways depending on the main goals of each subsystem of education.

The teaching learning process of the English subject in Cuba is not only characterized by the comprehensive approach of the four skills of the language but on the use of the theoretical, methodological and practical ground works which respond to Vigotsky's historic, cultural scientific approach. Taking into account these criteria, all materials and resources are elaborated to achieve the main learning goals in the English Language teaching in the different subsystems of Education in Cuba.

The English subject has a great importance at Junior High School as the second level where the English language is taught, teachers from this level

should have the necessary knowledge to instruct and to educate students with the appropriate methods due to fact that they are experimenting physiological and psychological changes in these ages, so the teachers of English need to contribute to the students' stimulation of cognitive interests through the development of habits and abilities in the use of the language being able to communicate in English about daily life topics with appropriateness.

Outstanding researchers have based their criteria on the teaching – learning process of the English language in Cuba, taking as a point of reference the different standpoints stated by some of the authors from English speaking countries, permitting to find alternative solutions to the related problem in Junior High Schools, the contributions are centered on the difficulties in teaching and the learning of the English language of the Cuban context. Among them:

Aristotle (1938: 115)...”, Semiónovich Vigotsky, L.,(1966), Klinberg,L.,(1972), Danilow,M.,(1985), Labarrere,G.,(1988), Raimés(1988), Byrne (1989), Ur (1997), Nunan (1990), Richards (1997), Thornburry (2005), Oxford(2015) , Harmer (2016).

Antich de León,R.,(1988), Acosta,R., (1997), Neufville, M.S (2006),González Cancio,R.,(2009),O´Farril Enrique,I.,(2016),Camacho Delgado, A., (2017), Patterson, M.,(2017).

All of them have contributed to the English teaching learning process, by proposing pedagogic and didactic alternatives to favor the development of the four skills and some of them have devoted their studies on the development of the writing skills in the English language in the Cuban context.

In the exploratory study about the teaching of the English language at Leoncio Hernandez Lugo Junior High School, through the application of scientific methods from the empirical level such as the scientific observation, interview and survey, and some instruments such as pedagogical tests, documental revision of the leading documents of the English subject, some potentialities and limitations were confirmed, among them:

Potentialities:

- The existence of the leading documents of the English subject which favors the development of the English teaching learning process at Junior High schools,
- Teachers have an adequate methodological preparation for the fulfillment of the proposed goals of the syllabus,

- The students' interests and consciousness to learn the English language is appropriate.

Limitations:

- The students are not focused on the topic while writing in English. they are not well prepared to do it,
- The students face difficulties when writing in English about the studied topic using the vocabulary studied in the unit.
- The students have spelling mistakes.

Among the causes of the detected problem:

- a) Teachers emphasized mainly in the oral and reading skills and they do not plan teaching activities where students have the chance to interact orally and to write about their experiences, so they learn passively.
- b) Limitation in the didactic treatment for the development of the writing skills in English.

For all these exposed criteria, it is necessary to continue with the search of some alternatives to contribute to the development of the writing skills in Junior High School. The following scientific problem is stated.

How to contribute to the development of the writing skill in the English language in ninth graders from Leoncio Hernández Lugo Junior High School?

Derived from those necessities, the following objective is stated: **To evaluate the effectiveness of the application of teaching activities to contribute to the development of the writing skills in the English language in ninth graders from Leoncio Hernández Lugo Junior High School.**

To guide the research process, some **scientific questions** are proposed:

1. What are the theoretical and methodological groundwork that sustain the development of the writing skills in the English language in Junior High School?
2. What is the current state of development of the writing skills in English language in ninth graders from Leoncio Hernandez Lugo Junior High School?
3. What are the distinguished features of the proposal of teaching activities to contribute to the development of the writing skills in English in ninth graders from Leoncio Hernandez Lugo Junior High School?

- c) Which results can be expected after the application of the teaching activities to contribute to the development of the writing skills in ninth graders from Leoncio Hernandez Lugo Junior High School?

To accomplish the objective, some scientific tasks are stated

1. Determination of the theoretical and methodological groundwork that sustain the development of the writing skills in the English language in ninth graders from Leoncio Hernández Lugo Junior High School.
2. Diagnosis of the current state of the development of the writing skills in the English language in ninth graders from Leoncio Hernandez Lugo Junior High School.
3. Determination of the distinguished features of the teaching activities to contribute to the development of the writing skills in the English language in ninth graders from Leoncio Hernandez Lugo Junior High School.
4. Validation of the proposal of teaching activities to contribute to the development of the writing skills in the English language in ninth graders from Leoncio Hernandez Lugo Junior High School.

Methods from the Theoretical Level.

- ❖ **The historical-logical analysis:** to analyse the theoretical and methodological antecedents about the history and evolution of the teaching and learning of foreign languages, mainly the development of writing skills in the English language, so as to interpret the obtained results through the application of the empirical methods.
- ❖ **The analytic-synthetic analysis:** it permitted the analysis of different resources and theoretical positions departing from the current state of it and to state the elaboration of the proposal of teaching activities to develop the writing skills in the English language in ninth graders from Leoncio Hernández Lugo Junior High School
- ❖ **The inductive – deductive:** it allowed drawing generalizations and peculiarities of the students when making the integral diagnoses about the current state of development of the writing skills in the English language in ninth graders from Leoncio Hernández Lugo Junior High School.

Methods from the empirical level:

- ❖ **Pedagogical and scientific observation:** to confirm the methodological treatment for the development of the writing skills in the English language

and use of communicative situations to write in the English lesson in 9th grade

- ❖ **Survey:** to confirm the students' interest to learn the English language, and to know the importance of having a good development writing in the English language.
- ❖ **Interview:** to confirm the methodological preparation teachers have to develop the writing skills in English in ninth graders in the English lessons in Leoncio Hernández Lugo Junior High School.
- ❖ **Documental analysis:** it allowed the study of the problem from different leading documents, material and resources established for the teaching learning process of English, and the sections devoted to the practice of writing skills.
- ❖ **Pedagogical test:** to diagnose the current state of the development of the writing skills in the English language.

With the aim of calculating and obtaining the percentage,.. the following method from the **mathematical level** was used:

- ❖ **-Percentage analysis:** it allowed the interpretation of the obtained results in the application of the different techniques and instruments, and showed the collected information.

To carry out this study a **population** was selected composed by 135 students from ninth **grade** from Leoncio Hernandez Lugo Junior High school, and the **sample** of 32 students who represent 25% per cent of the population.(The sample is intentionally and non probabilistic selected because it resemble the characteristics of the population.)

The sample is characterized as follows: twenty students are females and the rest twelve males. Out of which seven are considered in advanced level of assimilating the content, nineteen average and sixteen slow are learners. Also, twenty students live with their parents, seven live with one of them, and the other five students live with other members of the family, their ages fluctuate from twelve to thirteen years old.

The Scientific novelty of this research lies on the proposal of teaching activities, which are graded from the simple to the complex, from general to particular, which respond to the current state of the development of writing skills in the English language in ninth graders from Leoncio Hernandez Lugo Junior High school. It favours their knowledge about the importance and development

of language skills at Junior High Schools and mainly the alternatives to develop writing skills in the English language in ninth graders.

The practical contribution is to offer alternatives to provide a solution to the current problem related to development of writing skills in the English language in ninth graders from Leoncio Hernandez Lugo Junior High school.

This research is structured in introduction, development, conclusions, recommendations, bibliography and annexes; the importance of the topic and the theoretical and methodological design is presented in the introduction; the development related to the theoretical and methodological groundwork of English teaching learning process and the development of the writing skills in the English language in the Cuban context, considerations about the English teaching learning process at Junior High schools, groundwork of the proposal of teaching activities to contribute to the development of the writing skills in the English language in ninth graders, characteristics of the proposal of teaching activities, conclusion, recommendations, bibliography and annexes.

DEVELOPMENT

1-THEORETICAL AND METHODOLOGICAL GROUNDWORK OF THE ENGLISH TEACHING LEARNING PROCESS IN JUNIOR HIGH SCHOOL IN THE CUBAN CONTEXT. THE DEVELOPMENT OF WRITING SKILL .

Taking into account that this major paper is directed to the development of the English subject in Junior High school, the authoress makes an analysis about teachers' role in the teaching learning process, making emphasis on the kind of teaching activities they should apply taking into account the didactic of Foreign Languages in the Cuban context to contribute to the development of the writing skills in the English language in ninth graders.

The importance of the application of the proposed teaching activities is based on the results of the current state of development of the writing skills in English, facilitating the teachers and students from Junior High School the possibility of having an alternative to achieve the expected goals in the English teaching learning process. Its selection and design are made up according to the objectives of the subject in the grade and the consulted updated bibliography about the topic.

1.1 Theoretical and methodological groundwork of the English teaching learning process in Junior High School in the Cuban context.

The mastery of foreign languages has been a concern and a tradition in Cuba, from the thought provoking teachers from XIX and XX centuries as Felix Varela, Jose de la Luz y Caballero and José Martí, who, since 1800's encouraged their students to read and to master foreign languages, to nowadays with the strong and forward looking thoughts of outstanding personalities from the educational field and mainly Fidel Castro, who encouraged and persuaded the population to master foreign languages for the progress of the nation.

Fidel Castro (2001) stated....."students should begin learning English in elementary school. Consequently, elementary schools need to offer more opportunities to learn languages, especially English, earlier than Grade 7..."

The study of English at present has become, more than ever, an important tool to communicate and interact with people from different cultural and linguistic backgrounds, the English subject, therefore, was included as one of the subjects

of the curricula of the different subsystem of Education and different decisions have also been adopted to perfect the way it is taught and learned.

The English teaching learning process in Cuba has been influenced by the previous and recent results coming from different sciences such as. Linguistics, Sociolinguistics, Didactics, Pedagogy among other sciences, and different outstanding researchers have stated their viewpoints about the teachers' role in developing language skills and mainly the writing skills of the language, taking into account different criteria.

Aristotle (1938: 115) stated:"Words spoken are symbols of affections or impressions of the soul; written words are symbols of words spoken. And just as letters are not the same for all men, sounds are not the same either, although the affections directly expressed by these indications are the same for everyone, as are the things of which these impressions are images ``

. (O'Farril Enriquez,I.,2018:118). Writing is much more than the presentation of oral language in a written form. It is a communicative process, which involves the writer, the reader and the text. Writing (as speaking, listening and reading) is a language skill that is productive and interactive Productive since the writer encodes a message using a graphic and orthographic system: the written word. Interactive because the message is written to be read by the reader(s) using a written text as the via or channel of interaction. This skill has also helped to perceive the history and experience accumulated by humanity.

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 .

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".

Then the methodological conception of the English subject in Cuba is the communicative approach integrating the basic principles of the practical conscious method to the systematization of contents to contribute to the development of the communicative abilities.

The teaching of English propitiates the interdisciplinary approach and the comprehensive formation of the new generations. With the English subject, teachers guarantee politic and ideological, scientific - technical, intellectual and

aesthetic formation in their students, they stimulate the students' cognitive interests through the development of their knowledge, habits and abilities, to achieve an efficient communication in the English language.

On the other hand, English language teachers' challenge in Junior High schools is to put into practice different procedures to make their students communicate in English about daily life situations, learn about the culture of the English speaking countries and potentiate the development of values according to the Cuban socialist project through different communicative situations.

The English language subject in the Cuban National Educational System responds to the politic, economic, social and cultural importance of modern world. Through the English subject students' multilateral and comprehensive formation is achieved.

The subject contributes to the students' scientific formation as the starting point of the learning the language as a social phenomenon and the relation established between thinking-language-culture. The teaching of languages in Cuba, specifically English not only contributes to the functional linguistics efficiency, it also helps acquire the ability to build and rebuild new knowledge.

With The English subject in Junior High schools, teachers contribute to develop the students' basic knowledge, habits and abilities that permit them to communicate in the foreign language, to understand oral and writing information about their family, academic and social life, as well as to write short and simples messages.

1.2 The development of the writing skill in the English Language in Junior High Schools.

The writing skills in the English language is a key point in the English teaching learning process in Junior High Schools; it is an important aspect to work within the English subject. Working on the writing skills, sometimes called the composing process, focuses on how students draft, revise, and edit texts in the foreign language under the teacher's guidance.

The main objective of Junior High Education is the basic and comprehensive formation of Cuban adolescents. The role of the English subject in this education is to increase the students' cultural level.

The English subject in Junior High School must propitiate the development of the communicative abilities that aloud students to comprehend oral and written information in English and express themselves in oral and written forms about

their social , scholar and family lives, using the basic structures of present, past and future . The development of the communicative skills help the students reinforce their mother tongue and it also contributes to the world scientific conception.

In ninth grade, the methodological treatment of the contents is based on the communicative functions in a communicative –situational- thematic context that reflex the significance and use of this functions, through the linguistic structures they are expressed on. It is very important to take into account the scholars´ age, characteristics and possibilities. The treatment of the subject takes into consideration the students´ mother tongue as a base for the presentation and systematization of contents.

The main objectives of the English subject are expressed as follows:

- Students must demonstrate their politic – ideological formation through a responsible social behavior in the exchange with their partners during the lessons and out of the school context.
- To assume a responsible attitude regarding their own learning , by means of the utilization of different learning strategies that help them comprehend and express themselves in the language. The use of different ways of investigation as a part of their independent work and the development of project works .The reflexing and assessment of their own progress under the teacher´s guidance
- They must demonstrate habits and abilities of independent work and cooperation between partners by means of doing different tasks and independent projects.
- Also, they need to use developed abilities in English to comprehend information from other subjects and to express them in simple messages.
- Students should identify themselves with the universal and Cuban culture, particularly with the English speaking countries that allow them to know and appreciate the communicative and cultural value of the mother and foreign tongue, showing the respect it deserves to its people and culture, so they can contribute with the strengthening of the solidarity and friendship bonds.

The English syllabus in ninth grade is divided into ten units or topics, each one of them with twelve hours per lesson, except for unit 1 (7 h), unit 2 (7 h) and unit 10 (23). There are two partial tests and a final project work.

The English subject in ninth grade should propitiate the development of the communicative skills that permit the students comprehend oral and writing English information using the basic structure in past and future tenses in an integrated way.

The writing skills includes exercises like: text comprehension, complete sentences and dialogues, the small paragraph redaction, write sentences with different aspect studied in previous lesson.

The evaluation is frequent, teachers can check the students' progress daily, oral skills essentially and they should propitiate the command of the communicative function as well as grammar, the vocabulary and the pronunciation studied during the course.

2- THE DIAGNOSIS OF THE CURRENT STATE OF THE DEVELOPMENT OF THE WRITING SKILLS IN THE ENGLISH LANGUAGE IN LEONCIO HERNÁNDEZ LUGO JUNIOR HIGH SCHOOL

2.1- Problem current state.

To answer the established Scientific Questions, an explanatory research was made and applied on the manifestation of the level of development of the writing skills in the English language in ninth graders from Leoncio Hernandez Lugo High school, Sancti Spiritus province. Two teachers participated in this research.

As part of the diagnose, some techniques were applied in a population of 135 students and as simple group 1 composed of 32 students which represents 25 % of the population, with the objective of verifying the current state of the problem

Results from the applied scientific methods.

Result of the pedagogical observation .:

2.1.1 The pedagogical observation was one of the methods from the empirical level applied in this Research, a guide of observation was made to explore the didactic behavior on the development of writing skills. Also, the teachers' and students' behavior was taken into account. (Annex.1)

Five lessons were observed in ninth grade with the objective to observe the development of the teaching- learning process, and specifically, the different

didactic strategies teachers use for treatment of the writing skills in the English language.

The obtained results were the following:

In the first item, related to the teacher's role in using the appropriate didactic strategies for developing the writing skills in the English language since the first part of the lessons, including basic aspects such as working with the date, the name of the subject and writing the title of the lesson on the chalkboard, in 3 of the observed lessons, teachers had worked with these matters, representing the 60% of the observed lessons. In 2 lessons representing 40% the teacher didn't work with these matters.

In the second item related to the teacher's role to motivate students to write in English during the lesson, propitiating cooperative learning through the use of communicative situations derived from the studied content, it was corroborated that in only 2 lessons students were asked to do it, representing the 25%, the rest 3 lessons teachers do not use neither communicative situations nor propitiate the cooperative learning and writing, representing 75%

The third item, to determine if the teachers give a proper didactic treatment for the development of the writing skills in the English language, explaining the rules of punctuation and spelling, the correct use of vocabulary during the process of writing about a selected topic, in only 2 of the observed lessons the teacher treated the process of writing in English taking into account these aspects, representing the 45% in 2 of the observed lessons teachers explained and asked to write using the studied vocabulary of the unit, representing the 35% and in 1 lesson teachers do not demand students to write, representing 20%

In the fourth item, to determine if teachers highlighted the importance of writing correctly in the English language and evaluation of the students progress, it was corroborated that in 3 of the observed lessons teachers do emphasize on the correct process of writing in the English language so as the evaluation of the activity, representing the 65% and in 2 of the observed lessons teachers although they asked the students to write and to understand the importance it has, they do not evaluate the students' progress, representing the 35% of the observed lessons

In the fifth item referred to the teacher role in respected what is stated in the leading documents of the English subject, especially on the English course

book for the didactic treatment for the development of the writing skills in the English language, in the 3 observed lessons, teachers followed the suggestions stated on the leading documents. Representing the 60%

2.1.2 Survey Analysis.

A survey was applied on a sample of 32 students which represents the 25% of the population involved in this research. It has as objective to diagnose the students' level of motivation towards the English Language and to write in English.

In the first item, in which students have to express if writing in English was important for them, 17 students which represents the 13.5 % answered that they do not feel the importance to do it, and 8 students that represent the 6.1% answered they sometimes see the importance to do it but they do not know how to do it and 7 representing the 5.4 % love it.

In item two, in which students have to express if they were motivated to write about the different topics during the lessons, 11 students declared their interest representing 8.6 %, 10 students answered do not feel the desire to do it disliked it representing 7.8 % and the rest 11 students 8.6 % expressed that they were sometimes motivated to do it.

In the third item, to determine if they wrote every aspect the teacher said 15 students that represent 11.7 % expressed that they do it ,7 students that represent 5.5 % answered that they don't it and, the rest, 10 that representing 7.8 % of the sample answered that they sometimes do it.

In the fourth, to determine if they work together with their teacher who help them to write about different aspects,17 students representing 13.3 % of the sample answered positively , 8 students of the class which represents 6.2 % expressed that they don't do it, and the rest 7 students representing the 5.5 % answered that they sometimes do it.

In the fifth item in which students had to expressed if teachers stimulate them and recognize their progress after writing in the English language during the lessons, only 12 students that represent the 9.4 % of the sample expressed that teachers do it ,10 students representing the 7.8% stated that the teachers do not stimulate them nor recognize their progress, and the rest 10 that represent 7.8 % of the sample answered that teachers do it sometimes.

2.1.3. The Interview analysis.

An interview was applied on five teachers from the English department with the objective to determine the teachers' interest and didactic knowledge for

developing the writing skill in the English language in ninth graders from Leoncio Hernández Lugo Junior High School. The results from the applied scientific method are explained as follows.

In the first item, in which teachers had to express if they believe that to develop the writing skills in the English language in students was important, the whole sample agreed about the importance, representing the 75% of the sample.

In the second item, in which teachers had to express if they were prepared to work with didactic steps to develop the writing skills in English in ninth grade, 3 teachers that represent the 70% of the sample answered that they have the preparation to do it, 2 teacher that represents the 30 % of the sample answered that although they had experience on working with the subject, they needed to go on with the preparation to develop writing skills in the English language in the students.

In the third item, in which teachers have to express if they provided communicative situation or activities by means of it students can work in small groups or pairs to develop the students' writing skills in the English language, the 2 teachers that represent the 30% of the sample bring to their classrooms activities like mentioned before and 3 of them expressed that they not always do it, representing the 70%.

In the fourth item, related to the teachers role to encourage their students to write in English using the vocabulary they studied on the English subject, three teachers, that represent the 70% of the sample stated that they do it, and the rest 2 that represent 30% of the sample expressed that they sometimes do it.

In the fifth item, related to the teachers role to explain their students the steps to have a good piece of writing, the teachers that represent the 1 of the interviewed teachers considered that it was an important aspect to have a good piece of writing, representing the 20% of the sample a, 4 teachers expressed that they not always do it, representing the 80 % of the sample.

2.1.4. The pedagogical tests analysis.

In a pedagogical tests applied to 32 students from Leoncio Hernandez Lugo high school that represent the 25% of the population with the objective to obtain information about the development of writing skills in the ninth grader students were found the following difficulties.

To the entire sample, a written test was applied as an instrument to obtain information about students' development in writing skills.

- Limited writing skills to express with the required for writing rules.
- Lack of vocabulary to express a message in written form for every topic established in the English language Course
- Difficulties with the use of a correct grammar in the writing skills.
- Difficulties with the cohesion and coherence in the writing skills.

2.1.5 Documental analysis

On the Workbook of English for 9th grade, an analysis was made to determine the options to practice the English language in and out of the school.

Through this analysis it was verified that:

- The Workbook contains 11 Units to practice the English language.
- While of the Workbook has 11 Units, methodological guidance orientated that students only practiced with 10Units.
- The Workbook is not in correspondence with the English Syllabus for 9th grade, taking into account that the objective from the syllabus is not completely reflected on the English Workbook.
- There are not enough exercises to practice writing skills in the English language, even when students are evaluated this skills in Partial Tests.
- Writing skills does not follow a logical order, there is no connection between an exercise and another.
- Writing has not enough space to develop the requirements for 9th grade established on the methodological guidance.

2.2 Groundwork of the proposal of teaching activities to contribute to the development of writing skill in the English language in ninth graders from Leoncio Hernandez Lugo Junior High School.

The proposal of **teaching activities** has as one of the groundwork the concept given by Rubintein, S.L. (1977:91) expressed: "(...) activity are all those processes through which the subject, responding to his needs, gets in an interaction with his reality, adopting a given attitude towards the reality. Activity is neither a reaction nor a group of reactions, within it occurs the subject-object interaction. This gives room for the formation of an image or abstract representation of the object in the subject. (...) this way, activity is a process in which occur transformations between the subject and the object with the end of pleasing the needs of the subject."The subject develops determined activities to satisfy their principal needs.

Carlos M. Alvarez de Sayaz, on the other hand, (1999:66) defines **activity** as: "(...) the process of practical and sensitive character through which people get in contact with the objects of the world that surrounds them making an influence on these objects for pleasing of their own needs. It is through the activity that man can transform and get to know the world". It is necessary to see individual no as a simple object but a subject capable of creating his own formation, values and convictions.

Gonzalez, V. (2001:91) stated that: "we call **activity** to these processes through which the subject, responding to his needs, begins an interaction with his reality, adopting a given attitude towards this reality (...) in the way the activity occurs the subject-object interaction, thanks to which psychic reflex permits the interaction". Through activities, the subject has to interact with people around to socialise and to be capable of creating his own personality.

Taking into account the analysis of all the criteria about the activity stated by different investigators and the role teachers should have for the success of this important matter.

There are different types of activities to be carried out in the different levels of education in Cuba: teaching activities which are basic for the comprehensive formation of youth in junior high schools.

Taking into account the analysis of all the criteria about teaching activities stated by different authors, it is considered that the organization of the teaching schedule to achieve educational and instructive objectives is vital.

In Leoncio Hernandez Junior High School the educative learning process is organized into two sections, from 8:00 AM to 12:00 PM the students receive the different subjects, after they have lunch time until 1:00 PM and later they receive lessons until 4:00 PM, then they go to their houses.

2.1 The didactic principles of the leading of the teaching learning process and the proposal of teaching activities to contribute to the development of writing skill in the English language in ninth graders from Leoncio Hernandez Lugo Junior High School.

The didactic principles are the theoretical basis of the proposal of teaching activities to contribute development of the writing skills in the English language in ninth graders from Leoncio Hernandez Lugo Junior High School. When the teaching activities were conceived the diagnosis of the group was taken into

account permitting to know the students' interest, knowledge they have and their learning problems.

The teaching activities to contribute to the development of the writing skills in the English language are based on the recent results obtained through the study of the pedagogical sciences, its main objective is to contribute to the preparation of ninth graders to face the challenges of the Cuban socialist project through the study and knowledge of the English language as the international one and mainly in the development of the writing skills.

The proposed teaching activities not only propitiate the systematic practice of language related to the use of techniques and rules of writing, but also it increases the students consciousness to learn, to practice and to be ready to use the language correctly. The proposal of teaching activities favors the students' participation, the students' creativity and the evaluation of their own progress, taking into account the individual differences and the levels the students are in the subject.

In this way the proposal of teaching activities has a particular relation with the didactic principles of the English language as a foreign language, among them:

- 1- The principle of scientism.
- 2- The principle of educative character of teaching
- 3- The principle of systemic character.
- 4- The principle of the conscious character.
- 5- The principle of the linking between theory and practice.
- 6- The principle of direct sensorial perception.
- 7- The principle of accessibility.
- 8- The principle of affordability.
- 9- The principle of the students' creative activity.
- 10-The principle of individual differences of students.
- 11-The principle of the strength of knowledge habits and abilities.

With the application of the proposal of teaching activities to contribute to the development of the writing skills in the English language in ninth graders, students can work in groups, learn from each other and respect others' opinions, propitiating a good communication and changes in their thoughts about the importance of writing correctly in English.

2.1. 2 Characteristics of the proposal teaching activities to contribute to the development of the writing skill in the English language in ninth graders from Leoncio Hernandez Lugo Junior High.

The teaching activities are objective, flexible, and developmental and integrating, the proposal of teaching activities encourages the interchange among students. It favours the students' participation; it develops the desire for knowing more about the skills, it motivates them and transforms their thoughts about the importance of writing well in the English language and using the appropriate studied vocabulary.

Objective: the proposal of teaching activities starts from the analysis of the results of the diagnosis applied to the students, the need of the transformation in the way of action and sustains in their psycho pedagogical characteristics.

Flexible: the proposal of teaching activities allows changes in the activities as they develop themselves, according to the context where they develop and to the level of motivation reached by the students. Also it allows a change according to the proposed objectives, the new communicative situation and the characteristics of the students.

Developmental: the proposal of teaching activities enables the development of knowledge and skills, as well as the ways of action by means of the interaction and the interchange among students, besides it promotes the development of writing skills in the English Language.

Integrating: the proposal of teaching activities is based on the qualities, values and behavior, closely related to the prioritized objectives of education, and the psychological requirements for the development of the guidance.

The teaching activities are structured in title, objective, time, organization, materials, orientation, development and evaluation.

2.1.3 Proposal of teaching activities to develop writing skills in the English language in ninth graders from Leoncio Hernandez Lugo Junior High.

Activity 1

Unit 1: Summer vacation (Review)

Title: Daily activities.

Objective: to write a small message about daily activities using the actions verbs in simple present tense to reinforce on the importance of having a good communication in the English language.

Type of lesson: Review.

Teaching aids: black board, chalk, notebooks

Procedures: for the orientation stage: the teacher will begin by telling the students what they are going to do in the activity. The teacher will explain to the students how to do it and the importance of doing this activity.

The teacher will remember how to write a small message, an aspect studied in previous lessons.

The teacher will check the homework; the students had to study how to write small messages.

The teacher will show an envelope and the teacher will ask them why they need the envelope for.

The teacher will ask the students if they like to write small messages or not. Or if they had written messages to their friends in their lives.

Developmental stage

The teacher explain the students what and how they will do, why they will do it.

The teacher will show a poster containing a message from student who lives in another province; the message is about the student's daily activities, the teacher will emphasize main ideas about it. And the students have to write taking into account what the student from the message ask them, the teacher will emphasize on the type of messages and the way they are written,

The teacher will work with some action verbs in simple present tense these action verb are related to daily activities: **to study, to go, to do, to clean, to sleep, to love, to run, to walk, to talk.**

The teacher will spell the action verb and the students will write them on their notebooks.

The teacher will ask the students to read the message again and to write to the student their message.

Checking the students work.

While the students are writing in pairs the teacher will walk around the classroom and she or he help the students and will encourage them to go on learning, to use correctly the action verbs studied in previous lessons.

The teacher will check the different messages students wrote and students are going to select the most completed one.

Conclusions:

The teacher explain the students the importance of knowing how to write about daily activities using action verb in simple present tense

Evaluation: Let them say how much they enjoyed the activity

Ask them to say a word in English or Spanish to evaluate the activity. How much they learned from daily activities and how much they learned from writing small messages.

Activity 2:

Unit 2: Travel time

Title: Giving directions.

Objective: To write a dialogue using the communicative functions giving directions to reinforce the importance of helping people when they are in need.

Type of lesson: Free practice.

Teaching aids: Board, chalk.

Procedure for the orientation stage:

-The teacher will check the independent study, in which the students were supposed to write about important places in their town,

- The teacher will show some digital pictures taken and the teacher and students will exchange them through Zapia application.

The teacher will take the students to the center of the community, Banao, the place where the majority of them live and where the school is located, they have to observe the places they saw in the classroom.

- The teacher will select a point from which they can take a walk and see some of the most important places in Banao.

Developmental stage

- The teacher explain the students what they will do, how and why they will be doing the activity and the way they are going to be evaluated.

- The teacher will explain the use of prepositions to give directions among them: in on, at, in front of, next to, across from, between,

- The teacher will give the students a communicative situation based on the conversation of two persons who need to learn about their community, and how to get to places, the students have to write the directions to guide the persons and to complete the dialogue. The places are the ones the teacher showed them at the beginning of the lesson.

- The teacher will give a list of prepositions to guide the students.

Checking the students work

While the students are writing in pairs the teacher will walk around the classroom and she or he help the students and will encourage them to go on learning, to use correctly prepositions studied in previous lessons.

The teacher will check the different dialogues students wrote and students are going to select the most completed one.

Conclusion: The teacher will check all the dialogues and she or he will ask the students about different words and prepositions studied in the lessons which were written on the dialogues, such as: Near, far, between, on, in, at

Evaluation: the teacher will ask the students to say how much they enjoyed the activity.

- Ask them to say a word in English or Spanish to evaluate the activity. How much they learned from others and how much they learned from the interaction with people to giving direction.
- What they did not know about the different places mentioned
- Let them talk about the importance of learning every day about the place they live in.

Activity: 3

Unit 6: Pastime

Title: Actions in past

Objective: to write a small paragraph about past events to emphasize on the importance of respecting other experiences mainly when they talk about past events.

Type of lesson: control practice

Teaching aids: board, chalk

Procedure for the orientation stage: the teacher will begin by telling the students what they are going to do, how and why they will be doing the activity and the way they are going to be evaluated.

Developmental stage .

- The teacher will write unscrambled words in present tense on the chalkboard and the students have to organize the words, they will doing the activity in small groups
- The teacher will ask to write sentences using them in past tense,
- The teacher will work with some actions in past tense, and she or he will emphasize on some action verbs such as: studied, lived, went, meet, practiced, read.

- The teacher will set the communicative situation and she or he will explain the students what they will do,

the communicative situation is:

Hi! I am Sally Anderson, I am a painter. I lived near the Art gallery in my town and when I was a child I loved to visit that place, I lived in Santiago de Cuba at that time; at the age of eight I drew beautiful paintings everywhere. My parents decided to send me to Havana to study there so I went to the National School of Art, there I met many friends and I learned about paintings too, I also studied Math, Spanish, History and English. I loved the English lessons but I did not have good marks; because I had problems when I had to write in past. Can you help to write a small paragraph in past? Thanks!

- The teacher will ask them to write a paragraph very similar to the one they read, in this way they can help Sally
- The teacher will write an example emphasizing on the correct use of verbs in past tense and the correct use of punctuation marks while writing.

Checking the students work

The teacher will check the students work while they are writing in pairs, the teacher will walk around the classroom and she or he help the students, to use correctly the punctuation marks. (Commas and semicolons).

Conclusion: the teacher will gather all the information provided from the exercise and correct the possible mistakes, providing a feedback. The teacher will state the importance of respecting other experiences.

Evaluation:

Bring a balloon to the, the teacher will select volunteers to ask questions such as: How much I learned and practiced? And how much do I need to study?

Activity 4

Unit:7 Important personalities

Title: Important personalities

Objective: Write a simple text to describe personalities so as to reinforce on the necessity of learning about history and what others did for the benefit of societies.

Type of lesson: Free practice.

Teaching aids: board, chalk

Procedures for the orientation stage:

The teacher will begin by telling what they are going to do and the necessity of doing it, the students are going to describe people, the teacher will explain how they are going to do it, the importance of recognizing people's work, and the way they are going to be evaluated in the lesson.

Developmental Stage:

- The teacher will write on the chalkboard different names of important personalities from Cuba first and later the teacher will emphasize on the importance of knowing about their community: Banao, the students will describe these persons with the use of some studied adjectives.

Ex: Jose Marti: National Hero, intelligent, revolutionary, and intellectual.

Ernesto Chè Guevara: fighter, expert, brave.

Ex: Leoncio Hernandez Lugo

-The teacher will set a situation about a famous personality from the American continent. The personality is being studied in the History subject, the story was written by a student from the same grade in Venezuela. The student wants to know about a Cuban hero.

- The teacher will ask the students to write about a Cuban hero, and she or he will emphasize on the verbal tense and the adjectives studied in the unit.

-The teacher will explain to the students what the steps to write a small text are, and she or he will encourage them to write based on the situation sent by the Venezuelan student, the teacher will organize the activity.

Checking the students work

The teacher will check the students work while they are writing, the teacher will walk around the classroom and she or he help the students, to use the punctuation marks correctly . (Commas and semicolons).

Conclusion: the teacher will correct the possible mistakes, the teacher will emphasize on the necessity of learning about history and what others did for the benefit of societies.

Evaluation: Let them say how much they enjoyed the activity.

Activity 5

Unit 8: The environment.

Title: Environment

Objective: to write a small paragraph about the content of the Song of the Earth by Michael Jackson so as to emphasize on importance of thinking of local actions to protection the environment and the community they live in

Type of lesson: Presentation

Procedure for the orientation stage:

- The teacher will begin by telling what they are going to do in the lesson and she or he will state the necessity of protecting the environment, the students are going to mention some of the environmental problems they studied in Modern History subject and the ones they find in Banao, an activity conceived as a part of their independent study
- The teacher will explain how they are going work, and the way they are going to be evaluated in the lesson.

Developmental stage

- The teacher will show a picture of Michael Jackson and she or he will ask the students if they know the person, she or he can ask the students to practice how to describe a person,
 - The teacher will write on the chalkboard the title of the song by Michael Jackson and the students have to brainstorm the main ideas it has.
 - The teacher will help the students to understand the content of song and she or he will ask them to read a letter about the song written by a student from Havana. Students have to write a small paragraph about what they understood from song, and to add in the letter the environmental problems they have in Banao.
 - The teacher will explain the steps to be followed to write small paragraph

Checking the students work

The teacher will check the students work while they are writing, the teacher will walk around the classroom and she or he help the students, to use the vocabulary related to the topic correctly.

Conclusion : the teacher will show a picture of a destroyed area and she or he will ask the student about the lesson.

Evaluation: Let them say how much they enjoyed the activity

The teacher will bring different colors as nature is, and the students have to say a word about the content of the song, later they have to say a sentence about the way they felt during the lesson.

Activity 6

Unit # 4 Hobbies

Title: Hobbies

Objective: Write a composition about hobbies to reinforce on the necessity of having healthy habits.

Type of lesson: Free Practice.

Teaching aids: black board, chalk and notebook

Procedure for the orientation stage:

- The teacher will begin by telling what they are going to do in the lesson and she or he will state the necessity of having healthy habits.
- The students will speak about their hobbies and what people from Banao usually do in their free time.
- The teacher will explain how they are going work, and the way they are going to be evaluated in the lesson.

Developmental Stage:

- The teachers will show some cards with different words about common hobbies and the students have to write what the hobbies are in Spanish first and in English later. The teacher will emphasize on spelling in both languages.
- The teacher will a letter written by a student from the same school, a senior high school student, in the letter the students comments about his favorite hobby using different verb and adjectives studied. The student wants to know about some others hobbies,
- The teacher will ask the students to write a composition about their hobbies
- The teacher will remember what the studied in their Spanish lesson and in English about how to write a composition.

While the students are writing the teacher will help the students

Checking the students work

The teacher will check the students work while they are writing, the teacher will walk around the classroom and she or he help the students, to use the vocabulary related to the topic and the structure of a composition studied in the Spanish and in the English lessons.

Conclusion:

- The teacher will gather all the compositions and she or he will give the pieces of papers not to the same students to have a cooperative checking of the compositions,

- The teacher will ask the students to write hobbies mentioned and to compare them with the ones they wrote

Evaluation:

- The teacher will ask your students to express using mimics how they felt, and how much they learned and improved in English, what it is missing and their progress.

Activity 7

Unit : 9 A trip around the country.

Title: A trip around the country

Objective: To write a letter describing Cuba so as to emphasize on the significance of loving and defending their homeland.

Type of lesson: Review

Teaching aids: black board, chalk and notebook.

Procedures for the orientation stage:

- The teacher will begin by telling what they are going to do in the lesson and she or he will state the importance of knowing, loving and defending their country Cuba.
- The teacher will explain how they are going work, and the way they are going to be evaluated in the lesson.
- The teacher will begin by telling the students what they are going to do in the activity.

Developmental stage:

- The teacher will show an abstract painting representing Cuba,
- The students are asked to speak about their province and mainly about their community, Banao.
- The teacher will show a postcard written by an American boy who writes about his city, New York, and he wants to learn about Cuba and a community.
- The students will read the postcard and they are asked to write a postcard or a letter to the American boy about a city or about their community.

Checking the students work.

- The teacher will check the students work while they are writing, the teacher will walk around the classroom and she or he help the students, suggesting

to use the adjective to describe cities and places, to describe their town Banao, and to use grammar they studied and the rules to write a letter.

Conclusion :

- The teacher will check all the letters and she or he will give ask a student to read one of them, the students will have a cooperative by checking the letter, suggesting positive aspects and what they liked from the written example.

Evaluation: Let them say how much they enjoyed the activity

The teacher will bring different adjectives to describe places and cities the students have to say a sentence about the way they felt during the lesson and how much they love Cuba and Banao.

Activity 8

Unit : 5 The English languages

Title : The importance of English language

Objective: Write a letter about the importance of the English language so as to focus on necessity of mastering the language as a part of their comprehensive formation.

Type of lesson: Review

Teaching aids: black board, chalk and notebook.

Procedure for the orientation stage:

- The teacher will begin by telling what they are going to do in the lesson and she or he will state the importance of mastering the English language.
- The teacher will explain how they are going work, and the way they are going to be evaluated in the lesson.
- The teacher will begin by telling the students what they are going to do in the activity.

Developmental stage

- The teacher will show some messages about the necessity of mastering the English language
- The teacher will read a story about an African boy who traveled to the USA and he was facing problems with the language because he did not realize about the importance it has.
- The teacher will write some opinions about the necessity of learning the English language

- The teacher will show a map to determine the countries where the English language is spoken.
- Then the teacher will divide the group into teams and they will be asked to write a message to the African boy based on what they learned.

Checking the students work

The teacher will check the students work while they are writing, the teacher will walk around the classroom and she or he help the students, suggesting to use grammar and vocabulary studied.

Conclusion :

- The teacher will check all the letters and she or he will give ask a student to read one of them, the students will have a cooperative by checking the letter, suggesting positive aspects and what they liked from the written example.

Evaluation: Let them say how much they enjoyed the activity

- Bring a ball to the classroom, play some music. Ask your students to pass the ball, when the music stops the one who has the ball in his/her hands has to start answering the questions the teacher will create

2.2 The result analysis of the proposal of teaching activities to contribute to the development of the writing skill in the English language in ninth graders from Leoncio Hernández Lugo Junior High School.

To evaluate the effectiveness of the proposal of teaching activities to contribute to the development of the writing skills in the English language in ninth graders from Leoncio Hernández Lugo Junior High school, methods from the empirical level such as: pedagogical observation and a survey were applied to compare the initial and final stages after the application of the proposal of extracurricular activities.

A final pedagogic observation (Annex 1) and a survey (annex 2) were made with the objective of obtaining information about the development of the writing skills in the English language in ninth graders from Leoncio Hernández Lugo Junior High school.

The results were the following:

2.2 1 A final pedagogic observation

In the first item, related to the teacher's role in using the appropriate didactic strategies for developing the writing skills in the English language since the first part of the lessons including basic aspects was observed that in 4 lessons,

teachers had worked with these matters, representing the 80% of the observed lessons. In only 1 lesson that represent 20% the teacher did not work with these matters. While in the initial stage the teachers used the appropriate didactics strategies for developing the writing skills in the English language in 3 lessons representing the 60% and didn't used in 2 lessons that represent the 40%.

In the second item, related to the teacher's role to motivate students to write in English during the lesson, propitiating cooperative learning through the use of communicative situations derived from the studied content, it was corroborated that in only 3 lessons students were asked to do it, representing the 60%, the rest 2 lessons teachers do not use neither communicative situations nor propitiate the cooperative learning and writing, representing 40% . While in the initial stage in 2 lessons the teachers motivate students to write in English during the lesson, propitiating cooperative learning through the use of communicative situations representing the 40% and the rest 3 lessons teachers do not use neither communicative situations nor propitiate the cooperative learning and writing, representing 60% .

The third item, to determine if the teachers give a proper didactic treatment for the development of the writing skills in the English language, explaining the rules of punctuation and spelling, the correct use of vocabulary during the process of writing about a selected topic, in only 3 of the observed lessons the teacher treated the process of writing in English taking into account these aspects, representing the 60% in 1 of the observed lessons teachers explained and asked to write using the studied vocabulary of the unit, representing the 20% and in 1 lesson teachers do not demand students to write, representing 20%.

While in the first stage the teachers give a proper didactic treatment for the development of the writing skills in the English language in 2 lessons representing the 40%, in 2 lessons teachers explained and asked to write using the studied vocabulary of the unit that represented the 40% , teachers do not demand students to write in only 1 lesson representing the 20%.

In the fourth item, to determine if teachers highlighted the importance of writing correctly in the English language and evaluation of the students progress, it was corroborated that in 4 of the observed lessons teachers do emphasize on the correct process of writing in the English language so as the evaluation of the activity, representing the 80% and in 1 of the observed lessons teachers

although they asked the students to write and to understand the importance it has, they do not evaluate the students' progress, representing the 20% of the observed lessons. While in the initial stage, to determine if teachers highlighted the importance of writing correctly in the English language and evaluation of the students progress corroborated in 3 lessons representing 60% and in 2 lessons teachers although they asked the students to write and to understand the importance it has, they do not evaluate the students' progress representing the 40%.

In the fifth item referred to the teacher role in respected what is stated in the leading documents of the English subject, especially on the English course book for the didactic treatment for the development of the writing skills in the English language, in the 5 observed lessons, teachers followed the suggestions stated on the leading documents. Representing the 100%. While in the initial stage the teacher role in respected what is stated in the leading documents of the English subject, especially on the English course book for the didactic treatment for the development of the writing skills in the English language, was observed in only 3 lessons representing the 60%.

2.2 2. Final Survey Analysis .

The result were the following

A final survey

In the first item in which students have to express if writing in English was important for them, 5 students which represents the 3 % answered that they do not feel the importance to do it, and 20 students that represent the 15% answered they sometimes see the importance to do it but they do not know how to do it and 10 representing the 7% love it. While in the initial stages 17 students which represents the 13.5 % answered that they do not feel the importance to do it, 8 students that represent the 6.1% answered they sometimes see the importance to do it but they do not know how to do it and 7 representing the 5.4 % love it.

In item two in which students have to express if they were motivated to write about the different topics during the lessons, 17 students declared their interest representing 13.5 %, 7 students answered do not feel the desire to do it disliked it representing 5.4 % and the 8 rest students 6.1 % expressed that they were sometimes motivated to do it. While in the initial stages 11 students declared their interest representing 8.6%, 10 students answered do not feel the

desire to do it disliked it representing 7.8 % and 11 students expressed that they were sometimes motivated to do it representing the 8.6%.

In the third item to determine if they wrote every aspect the teacher said 23 students that represent 17.9% expressed that they do it ,5 students that represent 3.9 % answered that they don't it and, the rest, 4 that representing 3.1 % of the sample answered that they sometimes do it. While in the initial stages 15 students that represent 11.7% expressed that they do it, ,7 students that represent 5.5 % answered that they don't it and 10 4 that representing 7.8 % of the sample answered that they sometimes do it

In the fourth to determine if they work together with their teacher who help them to write about different aspects,25 students representing 19.5% of the sample answered positively , 3 students of the class which represents 2.3 % expressed that they don't do it, and the rest 4 students representing the 3.1 % answered that they sometimes do it. While in the initial stages 17 students representing 13.3% of the sample answered positively, 8 students which represents 6.2 % expressed that they don't do it and 7 students representing the 5.5 % answered that they sometimes do it

In the fifth item in which students had to expressed if teachers stimulate them and recognize their progress after writing in the English language during the lessons, only 20 students that represent the 15.6 % of the sample expressed that teachers do it ,5 students representing the 3.9% stated that the teachers do not stimulate them nor recognize their progress, and the rest 7 that represent 5.5 % of the sample answered that teachers do it sometimes. While in initial stages 12 students expressed that teachers do it that represent the 9.4 % , 10 students representing the 7.8% stated that the teachers do not stimulate them nor recognize their progress and 10 students that represent 7.8 % of the sample answered that teachers do it sometimes.

2.2.3 Final Interview analysis.

The result were the following

A final interview

In the first item in which teachers had to express if they believe that to develop the writing skills in the English language in students was important, the whole sample agreed about the importance, representing the 85% of the sample. While in the initial stages the whole sample agreed about the importance, representing the 75% of the sample.

In the second item in which teachers had to express if they were prepared to work with didactic steps to develop the writing skills in English in ninth grade, 4 teachers that represent the 80% of the sample answered that they have the preparation to do it, 1 teacher that represents the 20 % of the sample answered that although they had experience on working with the subject. While in initial stages 3 teachers that represent the 70% answered that they have the preparation to do it and 2 teacher that represents the 30 % answered that although they had experience on working with the subject

In the third item in which teachers have to express if they provided communicative situation or activities by means of it students can work in small groups or pairs to develop the students' writing skills in the English language, the 3 teachers that represent the 70% of the sample bring to their classrooms activities like mentioned before and 2 of them expressed that they not always do it representing the 30%

In the fourth item, related to the teachers role to encourage their students to write in English using the vocabulary they studied on the English subject, three teachers that represent the 60% of the sample stated that they do it, and the rest 2 that represent 40% of the sample expressed that they sometimes do it.

In the fifth item, related to the teachers role to explain their students the steps to have a good piece of writing, the teachers that represent the 1 of the interviewed teachers considered that it was an important aspect to have a good piece of writing, representing the 20% of the sample a,4 teachers expressed that they not always do it, representing the 80 % of the sample.

CONCLUSION

- In the consulting bibliography about the English teaching learning process and the development of language skills, mainly the writing skills of the English language significant criteria are stated about the importance it has in Junior High School to propitiates the student's knowledge about specific learning areas, feelings, approaches and necessary values to make them feel capable of learning and getting the comprehensive formation as Cuban citizens.
- The current state of the development of the writing skills in the English language in ninth graders from Leoncio Hernandez Lugo Junior High School after the application of scientific methods showed that although there was a comprehension about the necessity of developing the skills, students had limitations related to the correct use of punctuation marks, spelling, weakness of the written messages, and a lack of motivation to write in English about the studied contents in the subject.
- The proposal of teaching activities to contribute to the development of writing skills in the English language in ninth graders is characterized by being flexible, objective, dynamic, developmental and it favours the students interest to practice and to learn the English language, to search and to evaluate their own progress in writing in English.

- The application of the proposal of teaching activities to contribute to the development of writing skills in the English language in ninth graders allows the strengthening of the writing skills in the English language because there was a positive change in the students' decision for selecting a pedagogical career.

RECOMMENDATION .

To recommend the continuity of investigation related to the development of writing skills in the English Language in ninth graders from Leoncio Hernández Lugo Junior High School mainly in the application of adequate didactic procedures to contribute to the correct use of punctuation marks, spelling and vocabulary while writing in English.

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ANNEXES .

ANNEX 1 ___ PEDAGOGICAL OBSERVATION

Objective: to confirm the methodological treatment for the development of the writing skills in the English language and use of communicative situations to write in the English lesson in 9th grade

No	Aspects to be observed	observed	Not observed
I	The teacher's role in using the appropriate didactic strategies for developing the writing skills in the English language since the first part of the lessons including basic aspects such as	60%	40%
1	working with the date		
2	the name of the subject and writing the title of the lesson on the chalkboard		
II	The teacher's role to motivate students to write in English during the lesson	25%	75%
1	propitiating cooperative learning through the use of communicative situations		
III	The teachers give a proper didactic treatment for the development of the writing skills in the English language	45%	35%
1	explaining the rules of punctuation and spelling		
2	the correct use of vocabulary		
IV	Teachers	65%	35%
1	highlighted the importance of writing correctly in the English		
2	evaluate the students progress		
V	The teacher role in respected what is stated in the leading documents	60%	40%

ANNEX 2.

SURVEY

Objective:

- To diagnose the students' level of motivation towards the English Language and to write in English in students from ninth grade from Leoncio Hernández Lugo Junior High school.

Queridos estudiantes, estamos desarrollando una investigación relacionada con el desarrollo de la habilidad de escritura en el idioma inglés en los estudiantes de noveno grado, por eso necesitamos su cooperación para llevar a cabo la investigación. Las preguntas son muy fáciles y no les llevara mucho tiempo responderlas. Gracias.

Preguntas

1. Crees que es importante conocer y poseer un desarrollo de la habilidad de escritura en idioma inglés ?

Si -5.4% No--13.5% algunas veces—6.1%

2. Te sientes motivado cuando escribes sobre algún tema en particular en la clase de Ingles?

Si—8.6% No—7.8% algunas veces—8.6%

3. Copias todo lo que el profesor habla y escribe en el pizarrón

Si—11.7% No—5.5% algunas veces—7.8%

4. Consideras que tu profesor te ayuda en las clases para que puedas escribir en idioma inglés?

Si—13.3% No---6.2% algunas veces—5.5%

5. Sientes que tu profesor te felicita y te estimula cuando escribes correctamente en idioma inglés?

Si—9.4% No—7.8% algunas veces—7.8%

Level 1(High): Those students who have developed their writing skills and they have knowledge about rules or techniques for writing, vocabulary and they are interested in writing in the English language.

Level 2(Middle): Those students have developed their writing skills in a certain way, but they are still facing difficulties while using the rules or techniques for writing, vocabulary although they need the teachers help, they are interested in writing in the English language.

Level 3 (Low): Those students who have not developed their writing skills in the English language, they face difficulties while using the rules or techniques for writing, vocabulary so they need more the teachers help and they are not interested in writing in the English language.

ANNEX 3

INTERVIEW

Objective:

- To determine the teachers interest and didactic knowledge for developing the writing skills in the English language in ninth graders from Leoncio Hernández Lugo Junior High School.

Dear teacher we are developing a research related to development of the writing skills in the English language in ninth graders, we need your cooperation for the success of the research. The questions are very easy and you won't take too much time to answer them.

Questions

1. Is it important to let the students know about the significance of developing the writing skills in the English language?
Yes_____ No _____ Sometimes_____
2. Do you considered yourself didactically prepared to contribute to the development of writing skill in the English language in your students?
Yes_____ but I need more preparation, No_____, Yes, I need to go on studying
3. Do you bring communicative situations to your classroom to make your students write about selected topics in small in English or pairs?
Yes____ No____. Always____ not always_____
4. Do you encourage your students to write in English using the vocabulary studied in the English lessons?

ANNEX 4

INITIAL PEDAGOGICAL OBSERVATION

Objective: to confirm the methodological treatment for the development of the writing skills in the English language and use of communicative situations to write in the English lesson in 9th grade

No	Aspects to be observed	observed	Not observed
I	The teacher's role in using the appropriate didactic strategies for developing the writing skills in the English language since the first part of the lessons including basic aspects such as	60%	40%
1	working with the date		
2	the name of the subject and writing the title of the lesson on the chalkboard		
II	The teacher's role to motivate students to write in English during the lesson	25%	75%
1	propitiating cooperative learning through the use of communicative situations		
III	The teachers give a proper didactic treatment for the development of the writing skills in the English language	45%	35%
1	explaining the rules of punctuation and spelling		
2	the correct use of vocabulary		
IV	Teachers	65%	35%
1	highlighted the importance of writing correctly in the English		
2	evaluate the students progress		
V	The teacher role in respected what is stated in the leading documents	60%	40%

ANNEX 5

FINAL PEDAGOGICAL OBSERVATION

Objective: to confirm the methodological treatment for the development of the writing skills in the English language and use of communicative situations to write in the English lesson in 9th grade

No	Aspects to be observed	observed	Not observed
I	The teacher's role in using the appropriate didactic strategies for developing the writing skills in the English language since the first part of the lessons including basic aspects such as	80%	40%
1	working with the date		
2	the name of the subject and writing the title of the lesson on the chalkboard		
II	The teacher's role to motivate students to write in English during the lesson	60%	40%
1	propitiating cooperative learning through the use of communicative situations		
III	The teachers give a proper didactic treatment for the development of the writing skills in the English language	60%	40%
1	explaining the rules of punctuation and spelling		
2	the correct use of vocabulary		
IV	Teachers	80%	20%
1	highlighted the importance of writing correctly in the English		
2	evaluate the students progress		

V	The teacher role in respected what is stated in the leading documents	100%	
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ANNEX 6

INITIAL SURVEY

Objective:

- To diagnose the students' level of motivation towards the English Language and to write in English in students from ninth grade from Leoncio Hernández Lugo Junior High school.

Queridos estudiantes, estamos desarrollando una investigación relacionada con el desarrollo de la habilidad de escritura en el idioma inglés en los estudiantes de noveno grado, por eso necesitamos su cooperación para llevar a cabo la investigación. Las preguntas son muy fáciles y no les llevara mucho tiempo responderlas. Gracias.

Preguntas

6. Crees que es importante conocer y poseer un desarrollo de la habilidad de escritura en idioma inglés?

Si -5.4% No--13.5% algunas veces—6.1%

7. Te sientes motivado cuando escribes sobre algún tema en particular en la clase de Ingles?

Si—8.6% No—7.8% algunas veces—8.6%

8. Copias todo lo que el profesor habla y escribe en el pizarrón

Si—11.7% No—5.5% algunas veces—7.8%

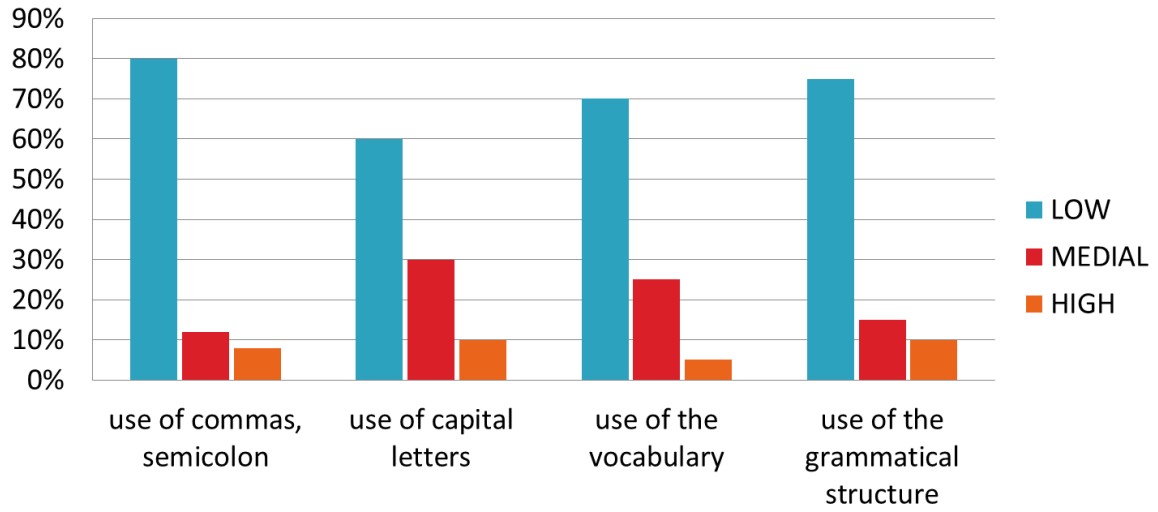
9. Consideras que tu profesor te ayuda en las clases para que puedas escribir en idioma inglés?

Si—13.3% No---6.2% algunas veces—5.5%

10. Sientes que tu profesor te felicita y te estimula cuando escribes correctamente en idioma inglés?

Si—9.4% No—7.8% algunas veces—7.8%

INITIAL STAGE



ANNEX 7

FINAL SURVEY

Objective:

- To diagnose the students' level of motivation towards the English Language and to write in English in students from ninth grade from Leoncio Hernández Lugo Junior High school.

Queridos estudiantes, estamos desarrollando una investigación relacionada con el desarrollo de la habilidad de escritura en el idioma inglés en los estudiantes de noveno grado, por eso necesitamos su cooperación para llevar a cabo la investigación. Las preguntas son muy fáciles y no les llevara mucho tiempo responderlas. Gracias.

Preguntas

11. Crees que es importante conocer y poseer un desarrollo de la habilidad de escritura en idioma inglés?

Si—7% No—3% Algunas veces---15%

12. Te sientes motivado cuando escribes sobre algún tema en particular en la clase de Ingles?

Si—13.5% No—5.4% Algunas veces—6.1%

13. Copias todo lo que el profesor habla y escribe en el pizarrón

Si—19.9% No—3.9% Algunas veces—3.1%

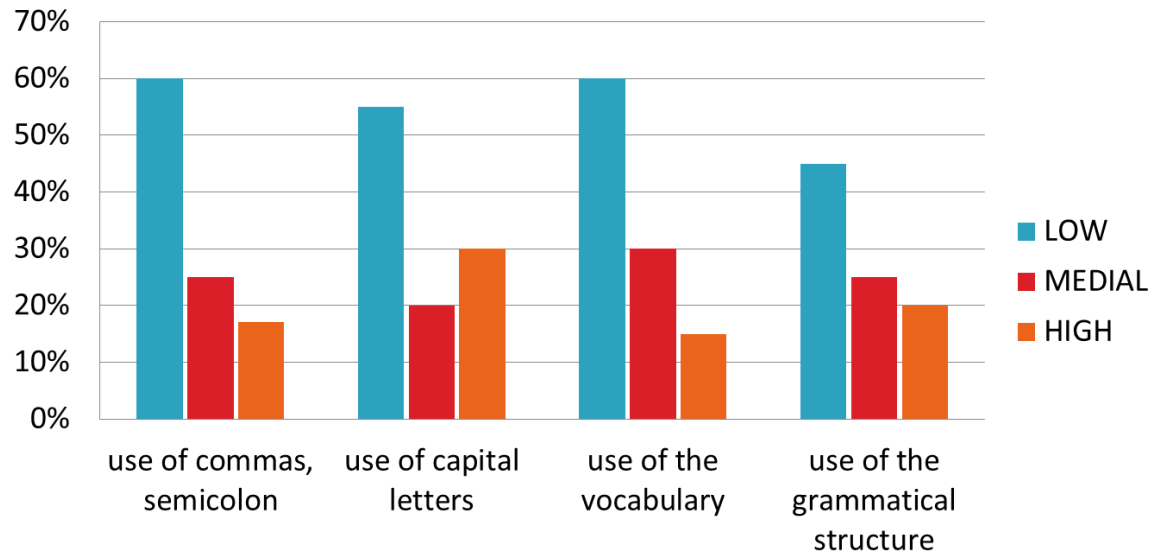
14. Consideras que tu profesor te ayuda en las clases para que puedas escribir en idioma inglés?

Si—19.5% No—2.3% Algunas veces—3.1%

15. Sientes que tu profesor te felicita y te estimula cuando escribes correctamente en idioma inglés?

Si—15.6% No—3.9% Algunas veces—5.5%

FINAL STAGE



ANNEX 8

Dimensions

Cognitive Dimension

Indicators

- 1- Knowledge about the writing skills in the English language.
- 2- Knowledge about the importance of writing skills in the English language.
- 3- Knowledge about the rules and vocabulary studied in the different unit of the English course or subject

Motivational Dimension

indicators

1. Motivation to write all the aspects the teacher says in the English lessons.
2. Motivation to write knowing the importance of the development of this skill for their lives
3. Motivation to write in English using the rules and vocabulary studied in the different unit of the English course or subject