

FACULTY OF PEDAGOGICAL SCIENCES

FOREIGN LANGUAGES MAJOR

WRITING SKILL IN ENGLISH AS A FOREIGN LANGUAGE IN NINTH GRADE

MAJOR PAPER

Authoress: Lilian del Carmen Gil Ramírez

Tutor: MSc. Evelio Elias Orellana Orellana. Associate Professor.

Consultant: Lic. Enmanuel González Pérez. Assistant Professor.

Sancti Spíritus City

2019

Quote:

Language comes first. It's not that language grows out of consciousness, if learners haven't got language, learners can't be conscious.

Alan Moore

Dedication:

For all the people who have helped me during my formation process.

To my parents, examples of bravery.

To my sister, who has encouraged me all the time.

To my Rey, for being always there.

Acknowledgements:

I would like to thank:

My family, for helping me all the time.

My tutor Evelio Orellana Orellana for dedicating me all his time, effort, comprehension and patience since the beginning of my research.

My consultant teacher Enamuel Pérez for helping me when I needed it the most.

All my friends who have been near and pendent of me.

INDEX

INTRODUCTION	1
.....	
DEVELOPMENT.....	7
Theoretical-methodological bases for the development of writing skill in English as a foreign language.....	7
The process of teaching and learning English as a foreign language.....	7
The communicative approach. Its application in the process of teaching English as a foreign language.....	8
An understanding of the nature of the writing process and its relation to other forms of verbal activity.....	13
<hr/>	
A look at the teaching-learning process of the ability of writing skill in English in Junior High School.....	18
Results of the initial diagnosis	21
Proposal of integrative activities for the development of the writing skill of the English language in ninth graders.....	22
Results of the final diagnosis.....	42
Conclusion.....	45
Recommendations.....	46
Bibliography.....	47
Annexes.....	

ABSTRACT:

The present major paper deals with the teaching of English in Cuba and its characterization of using the integration of the four skills of the English language. The main purpose of the current research is to evaluate the effectiveness of integrative activities applied to ninth graders from Ramón Leocadio Bonachea Junior High School. For its realization, some scientific methods and techniques were used, like historical-logical analysis, analytic and synthetic method, abstract-concrete analysis, documentary analysis, survey, interview and pedagogical test, which provided the necessary information to determine the theoretical and methodological bases that support the proposal of integrative activities during the lessons. The structure of this study is abstract, introduction, development, conclusion, recommendations, bibliography and annexes. The theoretical and methodological design of the investigation is taken into account, as well as its importance. There is a use of up-dated bases of the theme: Integrative activities to develop writing skill in ninth graders are put into practice.

RESUME :

La présente recherche est à propos de l'enseignement de l'anglais à Cuba et sa caractérisation pour employer l'intégration des quatre habiletés basiques du langage, spécifiquement l'enseignement et l'apprentissage de cette langue à l'école secondaire. L'objectif principal de cette recherche est d'évaluer l'effectivité d'un système d'activités intégratrices appliquées aux étudiants de la neuvième année à l'école secondaire Ramón Leocadio Bonachea. Pour le développement de la recherche, on a employé quelques méthodes scientifiques et des techniques tels que : l'analyse historique et logique, la méthode analytique et synthétique, l'analyse de l'abstrait au concret, l'analyse documentaire, l'enquête, l'entretien, le test pédagogique, ceux qui ont permis d'acquérir l'information nécessaire pour déterminer les fondements théoriques et méthodologiques qui soutiennent la proposition des activités intégratrices pendant les cours. La structure de cette étude est la suivante: résumé, introduction, développement, conclusion, recommandations, bibliographie et annexes. La conception théorique et méthodologique de l'enquête est prise en compte, ainsi que son importance. Il y a une utilisation des bases mises à jour du thème. Les compétences d'intégration pour développer les compétences de parole en neuvième année sont mises en pratique.

INTRODUCTION

With the internationalization of English there is a growing demand for high quality English language education around the globe, particularly in non-English speaking countries. Consequently, there is an increasing demand worldwide for competent English teachers and more effective approaches to teaching and teacher professional development. In non-English speaking countries particularly, this situation needs a reconsideration of teachers' competencies and the introduction of professional development opportunities as a way of increasing the effectiveness of English language teaching and learning.

The teaching of English in Cuba is characterized by the integration of the four basic skills of the English language: listening comprehension, oral skill, reading and writing, based on a system of methodological, theoretical and practical groundwork that responds consistently to the scientific conception of the historical-cultural theory and the communicative approach. On this basis, the syllabi, texts, methodological guidelines and teaching aids for each level and their corresponding application in the classrooms of each education subsystem are elaborated.

Some national and international authors like: Gagné (1985), Finocchiaro and Brumfit (1989), Antich (1989), Linse, (2005), Ersöz, A. (2007), Orellana Evelio (2010), Celce Murcia (2016) and others, have proposed different strategies for the development of writing skill in English as a foreign language in learners, but it continues being a great problem in junior high students.

Of all the skills, the least worked during the teaching-learning process is writing skill in junior high school. When observing the results of the written evaluations and verifications carried out during the 2017-2018 academic course at Ramón Leocadio Bonachea Junior High School, it was found that there is little command of grammatical rules, lack of vocabulary, among others, in a large number of students; all of which leads to an inadequate development of writing skill.

In an investigation developed at that school, with the aim of evaluating the students skill in writing, in the diagnosis made to students of ninth grade about the development of the teaching-learning process of the English subject, in which different methods and techniques were used, some **potentialities** were identified, which help the development of the research, such as: students possess and use the notebook properly, in addition, they show interest and enthusiasm towards learning this foreign language.

However, **limitations** were detected such as: the incorrect use of punctuation marks (period and comma), the lack of vocabulary, the alteration of the logical order of words in sentences, as well as spelling errors.

The problematic situation described has brought about the following **scientific problem**: how to contribute to the development of writing skill in English as a foreign language in ninth graders at Ramón Leocadio Bonachea Junior High School?

For finding an answer to the scientific problem mentioned, the **objective** of this research is: to evaluate the effectiveness of the application of integrative activities for the development of writing skill in English as a foreign language in the ninth graders at Ramón Leocadio Bonachea Junior High School.

To solve the scientific problem, to fulfill the objective of the research and to organize the research process, the following **scientific questions** are elaborated:

1. What are the theoretical and methodological bases that support the development of writing skill in English as a foreign language?
2. What is the real state of ninth graders at Ramón Leocadio Bonachea Junior High School in the development of writing skill in English as a foreign language?
3. What integrative activities should be proposed for the development of writing skill in the English language as a foreign language in ninth graders at Ramón Leocadio Bonachea Junior High School?

4. What will be the effectiveness of the application of integrative activities for the development of writing skill in English as a foreign language in the ninth graders at Ramón Leocadio Bonachea Junior High School?

To answer scientific questions, the following **scientific tasks** are proposed:

1. Determination of the theoretical-methodological bases that sustain the development of writing skill in the English language.
2. Diagnosis of the real state of the students of group one, ninth graders at Ramón Leocadio Bonachea Junior High School in writing skill in English as a foreign language.
3. Proposal of integrative activities for the development of writing skill in English as a foreign language in ninth graders at Ramón Leocadio Bonachea Junior High School.
4. Evaluation of the effectiveness of the application of integrative activities for the development of writing skill in English as a foreign language in ninth graders at Ramón Leocadio Bonachea Junior High School.

For the development of the following research, the following scientific methods and techniques are used:

Theoretical methods:

Historical-logical analysis: it was used to study the evolution of the teaching-learning process of English as a foreign language around the world and in Cuba emphasizing on the methodology for teaching and developing writing skill in junior high school, according to different authors' criteria.

Analytic and synthetic method: through synthetic analysis, the writing skill is divided into the different elements that may or may not favor its development, such as punctuation marks, lack of vocabulary and spelling; while the synthesis allows us to

appreciate the writing skill as a phenomenon that occurs through the union of these elements to make activities integrative.

Abstract-concrete analysis: a study of the problematic situation obtained from the practice and the daily experience of the classroom was carried out. Through the analysis and synthesis abstractions of the problem identified on the writing skill were made, which allowed arriving at conclusions related to the development of writing skill in the foreign language, and later to return to the concrete thought and solve this problem through the integrative activities proposed.

Empirical methods

Documentary analysis: it was used for the review of the English syllabus in junior high school. The syllabus of the English subject corresponding to ninth grade was reviewed to analyze how the writing skill process was treated as well as the types of activities used for its development.

Survey: it was applied to the students selected as a sample (ninth grade group 1) to gather information about the motivations of the students about the development of writing skill in English as a foreign language. This was applied before and after the application of the proposed activities.

Interview: it was applied to the English teachers of the selected school before and after the application of the integrative activities, for the collection of data related to the development of writing skill in English in ninth graders, as well as to understand their individual needs.

Pedagogical test: it was carried out as a form of information collection that allowed evaluating the development acquired by the students selected as sample of the research, specifically in writing skill in English as a foreign language before and after the application of the integrative activities.

Statistical-mathematical methods:

Percentage analysis: it was used as a procedure for the analysis of the results obtained in the diagnostic pedagogical test on writing in the ninth graders who were part of it, whose results are in quantified and analyzed in a qualitative way during the initial stage and after the application of the integrative activities at the final stage of the research.

For the investigation, all ninth graders at "Ramón Leocadio Bonachea" Junior High School composed of 220 students were selected as **population**. The **sample** is composed of 30 students from group one, ninth grade, which represents 14.6% of the total enrollment of this grade.

Some students have diseases such as migraine (seven), diabetes (one) and kidney disease (two), which sometimes affect their attendance and punctuality. All students have a good behavior in the community and do not have toxic habits. The majority of the group is interested in studying at senior high school (eighteen), while a minority (three) want to go to the Military School; and the rest (nine) are interested in going on studying in a technological center.

The most affected elements of knowledge are in Mathematics with the resolution of problems and in Spanish as well as the application of spelling rules. There are students with a remarkable use of the English language (seven). There are students with an average development of the English language (twelve) and there are (eleven) students with a poor domain of the language. Their living conditions are favorable and the parents are willing to collaborate with the school habitually and put into practice appropriate educational methods. It should be noted that no child lives in the children's orphan.

The selection of the sample followed a non-probabilistic and intentional criterion. This group was intentionally selected due to these students present similar characteristics

of the whole population, from the psychological, pedagogical and academic points of view.

Scientific Novelty: it lies in the proposal of flexible, accessible and related to the students' needs and real life context integrative activities, which respond to a diagnosis of the educational reality to stimulate the ability to write in English in ninth graders at Ramón Leocadio Bonachea Junior High School in Sancti Spíritus. These integrative activities contribute to solve the students' problems regarding the incorrect use of punctuation marks (period and comma), the lack of vocabulary and the alteration of the logical order of words in sentences, as well as spelling errors. They are designed taking into consideration the objectives of the grade and the content to be taught.

DEVELOPMENT

Methodological bases for the development of writing skill in English as a foreign language.

The theoretical and methodological bases of the research are devoted to the way the improvement of students' writing skill helps them to succeed inside and outside the classroom. Effective writing is a vital component of students' literacy achievement. This research is about the process of teaching and learning English as a foreign language, the teaching- learning process and its characteristics, the communicative approach, its application in the process of teaching English, the integration of the communicative skills in the teaching of English, the teaching-learning process of writing skill in English, the elementary level of communicative competence in English in junior high school and an understanding of the nature of the writing process and its relation to other forms of the verbal activity.

The process of teaching and learning English as a foreign language

The term teaching-learning process has been defined by different authors like: L.S. Vygotsky (1989), Knowles, et al (2001). For the current study, the conception of the teaching-learning process based on the Cultural Historical Approach developed by L. S. Vygotsky (1989) and his followers, who defines communication as a process of socialization in which the student is inserted as an object and subject of his learning has been selected, assuming an active and responsible position in his training process, in the configuration of his internal world, as creator and at the same time the repository of cultural patterns historically constructed by humanity.

The Cultural Historical Approach proposes to develop a full and holistic man, so that not only his training is directed to instrumental preparation (knowledge and skills), but also to find a solution to the needs of his context, committed to certain ways of socially established behaviors, values, attitudes, affects that can be acquired in the

process of social communication of interaction, through the educational teaching process, in the concrete conditions of its realization.

The Historical Cultural Approach and the Theory of Activity studied by Vygotsky (1989) is the bearer of a theoretical and methodological conception that makes possible to analyze the structural components of the teaching-learning process and the relationships that occur between them. This allows to understand the necessary actions that students must take on the object of assimilation, to achieve the proposed transformations.

Specifically, the process of teaching English as a foreign language has been developed through various methods all over the world, including Cuba; its appearance in the world is related to the sociopolitical changes that have arisen over the years from the Greco-Roman stage to today. From 1880 a reform movement took place in the teaching of foreign languages, arising various methods or variants of the already existing ones, each of them focused on one or another linguistic ability or on an element of this leading sometimes to the failure of learning. However, they have had positive aspects that have not always been well taken advantage of; what has become a tendency, forgetting the didactic value of the previous method.

Borden (1973), Finocchiaro and Brumfit (1989), Antich (1989), Irizar (1996) and Celce Murcia (2016) declare the existence of various methods such as grammar - translation, direct, natural, phonetic, reading, oral audio, audio visual, conscious practice, cognitive, affective-humanistic and listening comprehension, there being quite a coincidence in their classifications.

Many of the methods mentioned before have made little or no emphasis on writing skill, such as the direct method, characterized by the emphasis on oral and auditory skills and the rejection of the use of the students' native language. Reading and writing were postponed for months and in some programs for years, for fear that written symbols might confuse learners in the use of sounds, while the grammar-translation method, inherited from the teaching of Latin, a language that was not

usually taught for active use in a community, ignores authentic oral communication and social variation of the language that goes with it and deals primarily with the language written in classical literature.

This grammar-translation method was criticized partly because it was inappropriate for English and, on the other hand, because of the excessive emphasis that was more on learning from the language than learning to use it. Neither of the two methods satisfies the needs for the development of written comprehension because they do not take into account the integration of language skills and communication.

According to Brown (2000), the teaching of English as a foreign language is a process of facilitation of learning. This process is facilitated by the generation of practice opportunities, understanding this as the use of the language in diverse communicative situations. Its purpose is to ensure that students acquire a level of competence and command of the English language.

In the majority of the cases the syllabi do not offer necessary help for fulfilling this task. There are reasons that explain this problem in a certain extent. First, they are not taught in a sequential way but in isolated ones. The four skills of the language are not developed because many teachers devote their time to center the students' attention in a particular skill of the language.

There are lessons in which the students are able to communicate among themselves but they do not read or write or comprehend texts but they cannot summarize the ideas in this foreign language. The development of writing is one of the most mistreated skills. That is why it is considered of a great importance to find ways that can help teachers and students to solve these weaknesses.

The communicative approach and its application in the process of teaching English as a foreign language

According to authors such as V. A. Emelin, A. Sh. Tkhostov and E. I. Rasskazova (2014) and Z. M. Zorín (2012) quoted by J. A. Balarezo Corella (2014), in Psychology, communication is the process of social interaction through symbols and message systems. It includes any process in which the behavior of a human being acts as a stimulus to the behavior of another human being. It can be verbal, or non-verbal, interindividual or intergroup. In relation to this, Fernando González (2009) stated that communication is a process of social interaction through signs and sign systems that arise as a result of human activity. Men, in the communication process, express their needs, aspirations, criteria, emotions.

All this, as a whole, has led to substantial changes in the teaching of languages and therefore, its center is communication. Hence, the communicative approach, which can be defined as a methodological concept that emerged after 1970; and has been possible due to the contributions of Textual Linguistics and Communication Theory, including the development of the four skills of the language. According to Finnochiaro and Brumfit (1989), the communicative approach is focused on the functioning of language in the live communication process in which the student is required to understand and construct texts in a coherent way, both oral and written.

The teaching of languages in the world has gone through several methodologies that have conceived the best of the above to create the most effective methods in learning a foreign language. In that sense, teaching English as a foreign language has presupposed the development of basic language skills at elementary and higher levels; those that have been in correspondence with the curricular objectives of teaching in the contexts in which it is developed.

The seventies of the last century brought about the emergence of the communicative approach as an effective way for the development of basic language skills in a way that it facilitates the communication process. The essence of this approach lies in the

need to create situations of language use where students can use the contents of the foreign language to communicate.

English teachers must be able to give students the possibility of communicating on relevant topics using student-student communication, but also the teaching process should be aimed at teaching students to listen to others, to talk to others and negotiate the meaning in a shared context, including written texts.

Communication must also follow a series of steps that contribute to the subsequent success of the activity, including: introduction to the linguistic situation, presentation of the topic, controlled practice, creative practice, evaluation and consolidation. Although the Communicative Approach has its emergence in the 70s, it is not until the following decade that it was introduced in Cuba for the teaching of foreign languages and later for the teaching of the mother tongue. When it was introduced in Cuba in 1984 with the series "Kernel" in the medical sciences and later in the Pedagogical and Language Schools with "Spectrum" it was thought that such programs alone would solve the problem of teaching foreign languages.

However, the experience of all these years has shown that each of the theories related above must be systematized, and integrate the four language skills into the teaching-learning process.

Some authors like: Z. M. Zorín (2008), F. González (2009) and others, define communicative competence as the students' performance when integrating the four language skills: listening, speaking, reading and writing. The authoress of this research is in agreement with this definition for the proposed strategy because, depending on how competent students are in each of the four skills not only independently but depending one skill on the other, they will communicate and use the language accurately.

One of the most difficult problems concerning the teaching of the English language is the integration of the mentioned skills, so it is necessary to develop them in the

students and most of the times the syllabi do not offer the necessary help to the achievement of this task. There are reasons that explain this problem in a certain way. First, they are not taught in a logical sequence, but isolated.

The four main skills of the language in English are not developed because many teachers spend the time available to focus students' attention on a particular skill. There are lessons in which students are able to communicate but do not read or write, or perhaps write but do not speak, or understand texts but cannot summarize ideas in this foreign language. The development of writing skill has been one of the most detrimental.

The authoress considers of great importance to try to find ways that can help teachers and students to work in order to perfect these weaknesses. This research focuses on the development of writing skill without detracting it from the rest of the skills and respecting their proper integration within the teaching and learning process of English as a foreign language.

According to Orellana Orellana (2010), in the article "The importance of integrating skills in the teaching of English as a foreign language", one image for teaching English as a second or foreign language (ESL/EFL) is that of a tapestry. The tapestry is woven from many strands, such as the characteristics of the teacher, the learner, the setting, and the relevant languages.

Orellana Orellana (2010) remarks the instructional loom to produce a large, strong, beautiful, colorful tapestry; all of these strands must be interwoven in positive ways. For example, the instructor's teaching style must address the learning style of the learner, the learner must be motivated, and the setting must provide resources and values that strongly support the teaching of the language. However, if the strands are not woven together effectively, the instructional loom is likely to produce something small, weak, ragged, and pale--not recognizable as a tapestry at all.

S. F. Peregoy and O.F. Boyle (2001) state that two types of integrated-skill instruction are content-based language instruction and task-based instruction. The first emphasizes learning content through language, while the second stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, textbooks, and technologies for the ESL or EFL classroom.

The development of the four language skills of a native language has traditionally been sequenced in the order of listening, speaking, reading, and then writing (Linse, 2005). However, should the four language skills be learned sequentially in an L2 context as they are usually learned this way in an L1 context?

Though reading and writing are advanced skills that may seemingly be handled better after the mastery of oral English, well-designed plans and activities can facilitate the development of the four language skills simultaneously (Paul, 2003; Linse, 2005; Tompkins, 2019). For example, Linse (2005) has recommended that listening skill can facilitate the learning of reading, while Paul (2003) stated that reading and writing skill assist with the development of speaking skill.

Therefore, though learning a foreign language sequentially from listening, speaking, reading, to writing may still be supported by many criteria; it should not be the only practiced in classroom settings with learners from different backgrounds and with various levels of language proficiency. In other words, as Scott and Ytreberg (1990), and Paul (2003), have suggested, the four language skills can be taught simultaneously.

An understanding of the nature of the writing process and its relation to other forms of verbal activity

Everybody learns to speak at least one language fluently but many are unable to write with confidence, because writing normally requires some form of instruction. Writing is much more than the presentation of oral language in a written form. There are

features of written discourse not present in oral discourse, or which seem unnatural in oral discourse. The reverse is also true.

The definition of writing is not unique or precise, since there is a wide range of positions from which it is considered as a motive act, to those that stand out in a special way, its communicative function. Many dictionaries and authors have defined writing in different ways, for example: The Dictionary of the Spanish Language (1984), Antich (1989), The Grijalbo Dictionary (1997), and Peter Wingard (2012).

Acosta (2012) defines writing skill as a graphic representation of speech; that is, letters or combinations of letters which represent the sounds one makes in speech. It involves the correct association of conventional graphic symbols with sounds which have no meaning and no significant interrelationship for the writer.

For the development of writing habits, Antich (1989) suggests some steps:

1. Previous and correct audio perception of sounds, words, phrases and sentences (listening)
2. Internal pronunciation by the students (muscles and nerves of the throat)
3. Visual perception of the graphics of the sounds (vision)
4. Movements of the muscles of hand and arm in the moment of writing (motor)

According to Antich (1989) writing skill is formed by:

- The habits of representation of the writing signs (handwriting habits).
- The habits of right recodification of the speaking sounds in the right signs of writing (spelling habits).
- The habits of grammar and lexicon.

- The habits of writing expression (writing habits).

Writing skill is itself dependent on progress in the other skills. As Rivers (1980) points out regarding this topic, only by hearing and reading a great deal of language as it is spoken and written by native speakers can the foreigners acquire that feeling for the appropriate use of language forms and combinations which is basic to expressive writing skill. Thus, stating that from an integrative approach of the four skills the development of writing skill is quite possible.

The textual decisions depend on the perception of the writer of the text. This in turn must establish a link between the purpose of the text and the needs of the reader, while those needs can be predicted. Writing is a productive and interactive skill. Productive since writing is encoded (or to be more exact, oral speech is recodified) and interactive because the message is written to be read by the reader using the text as a channel or channel of interaction.

Researchers suggest that the ability to write cannot be achieved suddenly because it is a mental process that takes time. It is not a problem of transcribing language into written symbols since it demands a conscious intellectual effort which must be sustained over a considerable period of time. In this regard, Pincas (1982) states that the ability to write does not arise automatically through correct use of vocabulary and grammar, but must be specifically taught.

For Tribble (1996) writing skill is not only a matter of developing a series of spelling and mechanical strategies; it also involves learning a series of new cognitive and social relationships. That is, to consider that a person who writes well must master psychomotor aspects and cognitive aspects that include from the tracing of letters, spelling, punctuation, selection, ordering of information to the generation of ideas, review and reformulation. This outstanding author points out that before starting a writing task, students must possess at least a set of knowledge that are summarized below:

- Knowledge of the content: knowledge of the concepts included in the field of study.
 - Knowledge of the context: knowledge of the context in which the text will be read.
 - Knowledge of the language system: knowledge of those aspects of the language system necessary for the completion of the task.
-
- Knowledge of the writing process: knowledge of the most appropriate way to prepare a specific writing task.

The definition of writing skill given by Tribble (1996) coincides with the main purpose of the current study, because this author remarks that writing involves learning a series of new cognitive and social relationships, and includes from the tracing of letters, spelling, punctuation, selection, ordering of information to the generation of ideas, review and reformulation, to develop writing as a skill for students to write texts according to the objectives of the syllabus for ninth grade.

In other words, in order to write appropriately and effectively, the issuer needs to know what to write in a given context, what linguistic elements are relevant in each case and what skills are appropriate to carry out this task. If all this range of knowledge is successfully integrated into any writing task, the text that is produced will be more effective in that the student is nourished by different knowledge that will, of course, help in the process of learning to write.

Writing coherently, appropriately and effectively also requires taking into account the purpose of the text and the context in which the text is written. The student needs to know the purpose of writing, know what intention learners have when writing a text (Pincas, 1982; Tribble, 1996). Therefore, it is convenient that the student becomes familiar with the type of text before practicing the skills involved in his writing and any aspect that is taught should be shown through a model (Pincas, 1982; Tribble, 1996). The optimal method to teach writing should be based on an imitation with help, that is, students have to use good models that serve as examples (Pincas, 1982, pp.14-22).

According to Hogue (1983), quoted by Oshima and Hogue (2006), writing is a process of creating, organizing, writing, and polishing. In the first step of the process, the writer creates ideas. In the second step, the ideas are organized. In the third step, a rough draft is written. In the final step, the rough draft is improved by editing it and making revisions.

Whenever people face a process of writing, they should consider their specific audience, that is, the people who will read what has been written. In academic writing, the audience is primarily professors or instructors. So, they should consider the tone of the writing, the style or manner of expression. It is revealed by the choice of words and grammatical structures and even the length of the sentences. The tone of a piece of writing can be, for example, serious, amusing, personal, or impersonal. Academic writing is formal and serious in tone.

Finally, the purpose of a piece of writing determines its organizational pattern. A persuasive essay will be organized in one way and a comparison contrast essay in another way. The writing skill besides composing, implies communicating. When people write in any situation, they have a reader in mind that provides the sender with an appropriate context. Without a specific context it is difficult to decide what to write and how to do it.

A text designed to be written has different characteristics to a text conceived to be transmitted orally. Being aware of these characteristics helps the individual to reflect on those aspects that distinguish oral language from written language.

In this research it is considered that, for a foreign language learner, writing is an extension of listening and speaking, it is fundamental to learn and it deserves constant attention. Writing is an important basic language skill that students should master in their language learning effort. Writing skill mastery is significantly helpful for learners in various educational and occupational tasks such as writing essays, writing thesis, presentation and other kinds of texts.

A look at the teaching-learning process of writing skill in English in junior high school

Writing can be an engaging, interesting and inspiring activity for learners. Children are active learners and thinkers (Piaget 1965), learn through social interaction Vygotsky (1989) and learn effectively through scaffolding by others who can be adults or peers. Collaborative and well-planned writing tasks encourage the context for all of these characteristics to be fully exploited in the learner's classroom.

Writing is a complex skill to develop and master, focusing on both the end product and the steps to arrive there. Writing skill only develops when learners are taught how to write and are given opportunities to practice this skill and strategies. Writing tends to be somewhat neglected in the classroom, but it is an essential part of language development. Good writing skill is based on good reading skill, learners need to recognize words in order to write and use them comprehensibly (Linse, 2005).

- Many learners will not have fully developed their own L1 writing skill, and these strategies may not necessarily transfer to writing in English.
- Writing allows learners to practice new vocabulary and structures.
- It allows for a high degree of personalization and creativity.
- It provides learners to take risks and try out new language, with more "thinking time."
- Writing skill gives learners a solid base for future development and learning.
- A focus on writing tasks in the classroom creates variety and caters for different learning styles.
- Teachers can diagnose learners' strengths and areas to develop in terms of vocabulary, structure, spelling etc.
- Focusing on this area can instill the joy of writing from an early age.

One of the biggest challenges teachers have faced in the classroom has to do with writing. Usually students do not want to write, because they have never been encouraged to do it or to enjoy it. It is worth remembering that most people never write anything of any length in their daily lives, or anything using a pen and paper, or without using a spellchecker. But this is often what teachers ask students to do in English. (A. Ersöz, 2007).

According to A. Ersöz, (2007) writing, like all other aspects of language, is communicative. In real life, write e-mails, lists, notes, cover letters, reports, curricula, assignments, or essays are frequently written. Some people write articles or work on blogs, forums and websites. All of these writing tasks have a communicative purpose and a target audience. In the English language classroom, writing often lacks that communicative purpose. However, there are ways to make the writing teachers do with learners more communicative and pleasurable.

According to different Cuban teachers' opinions and the experience of the authoress of this research, learners, in the majority schools often enjoy the beginning stages of writing, when they are learning the letters or characters. Literate learners are very willing to work at tracing letters and words, and are eager to learn how to print their names, the names of their brothers, sisters, pets, toys and classroom objects. It's this interest in writing that students continue to develop their English writing skill.

Writing can be a challenging skill for children to learn. By its nature, writing is often a solo activity, done silently, involving effort and taking a lot of time. Writing well is difficult, even for very advanced learners. However, writing in any language can be so much fun!

So what can be done to help children retain their early interest in writing, while they develop skills and confidence? First, students need a basic foundation and understanding of the spoken language in order to be able to write in English. For example, they need to know how to identify and talk about objects and people in English in order to write something about them.

Writing, in any language, can be so much fun! It is exciting to send messages and letters to people in a language that they understand. Everyone enjoys describing events in their lives, talking about pictures and places, and sharing their thoughts and ideas. Many also like to create stories and songs, too! So, how can teachers help ELT students develop this type of enthusiasm for sharing and writing in English?

Children enjoy the beginning stages of writing, when they are learning the letters or characters. Learners are very willing to work at tracing letters and words. They are usually eager to learn how to print their names and the names of their brothers, sisters and pets. So what can teachers do to help them retain their interest in writing while they develop their skills and confidence in writing in English?

To be able to write in English, students must have a basic foundation and understanding of the spoken language. To get students prepared to write, teachers need to provide opportunities for them to recycle and review the language they already know. They need to know how to identify and talk about objects and people in English in order to write something about them. Of course, they must also know how to write the alphabet letters so that they can learn to spell words that they know. Finally, they need to know some basic sentence patterns in order to write sentences that are meaningful to them.

Students must also be able to read some words and sentences because the skill of reading goes hand-in-hand with learning to write. Reading provides the opportunity for students to become more familiar with language patterns, and it develops their vocabulary. Yes, reading, as well as listening and speaking, are important in helping students learn to write. So writing activities should always include these skills as part of the pre-writing steps.

Initial diagnosis to determine the real state of the students' writing skill in ninth grade at Ramón Leocadio Bonachea Junior High School

Results of the survey (See Annex 2):

A survey was presented to the 30 students of ninth grade in group 1 at Ramón Leocadio Bonachea Junior High School, with the objective of determining the students' interest in learning the English language, besides their writing skill in the English lessons. The following results were obtained:

- In the first question of the survey, it was corroborated that there is a lack of interest in learning the English language because the majority of students (80%) are forced by their parents, and only six students (20%) learn English because they like it.
- The majority of the students express that they do not practice writing frequently in the English lessons.

Results of the Interview (See Annex 3):

An interview was applied to the teachers from Ramón Leocadio Bonachea Junior High School with the objective of verifying the level of motivation of the English teachers in the school, besides the way the teachers develop their students' writing skill, the following results were obtained:

- The teachers comprehend the students' needs, but their lessons are primarily to develop oral skill in their students.
- The teachers comprehend the importance of the development of writing, but there is a lack of practice of this skill.

Results of the application of the initial pedagogical test (Annex 4):

With the application of the initial pedagogical test, it could be confirmed that the first indicator, related to punctuation marks, seven students (23.3%) were able to use

them correctly, fourteen students (46.7%) made some mistakes in the use of punctuation marks and nine students (30%) had a lack of domain of the correct use of punctuation marks.

Eight students (26.7%) wrote with the correct use of vocabulary, fifteen students (50%) presented some difficulties with the vocabulary studied, and seven students (23.3%) were not able to use the vocabulary of the syllabus.

Eight students (26.7%) were able to spell in a correct way, nine students (30%) had problems in spelling and 13 students (43.3%) presented lack of domain in spelling.

Evaluated indicators	Level 1	%	Level 2	%	Level 3	%
Punctuation marks	7	23.3	14	46.7	9	30
Vocabulary	8	26.7	15	50	7	23.3
Spelling	8	26.7	9	30	13	43.3
Total	8	25.5	12	42.2	9	32.2

Proposal of integrative activities for the development of the writing skill of the English language in ninth graders in Ramón Leocadio Bonachea Junior High School

A.N. Leontiev, 1981, p. 223), quoted by Y. González Docampo (2018), defines an activity as the real process that includes various actions and operations, by means of which he or she responding to his or her needs, keeps a relationship with reality and states certain attitude toward such reality.

An activity, from a philosophic view point can be considered as a specific human way of active relation with the world around, which content is based on the world transformation according to an objective. It demands certain differences between the subject and the activity object. Every activity includes in itself, a goal, certain means, result and consequently its conscious character. It is the real motor force of the social

progress and a condition for the society to exist (Rosental and Ludin, 1984, p. 151), quoted by Y. González Docampo (2018).

From a psychological view point, an activity is a set of processes by means of which an individual establishes bonds with the reality and adopting certain attitude toward it as a response to his or her needs... so, it implies some transitions between the subject and object sides, responding to those necessities (V. González Moura et al., 2001, pp. 80- 81) quoted by Y. González Docampo (2018).

According to G. Quintero (2014), the **integrative activity** is that type of teaching activity aimed at solving one or several theoretical, practical problems, for which the student requires the use of knowledge and skills acquired in one or several subjects of the curriculum.

This type of activity allows to:

- a) Understand the essence of the process of solving the problems of life every day.
- b) Form a more global vision of the object of study.
- b) According to its purpose, the integrative activities can be classified into three groups:
 - Activities aimed at solving problems.
 - Activities aimed at solving theoretical-practical problems.
 - Activities aimed at solving practical problems.

The activities proposed are characterized by being flexible, accessible, integrating and related to the students' needs and real life context. They are designed taking into consideration the objectives of the grade and the content to be taught.

According to the English syllabus for ninth grade, specifically writing skill, the objectives are giving personal information, including daily activities, likes and dislikes, a short article describing places, attractions and monuments in a brochure or advertisement, writing news and news reports, narrating activities one does as preferences, a short article giving opinions, describing a sequence of actions or process and describing personalities.

These activities will be evaluated taking into account three levels (high, middle and low).

- Level 1: Students who are ready to use comma and period in the right way, use the vocabulary from the unit and have a few spelling mistakes.
- Level 2: Students who have some mistakes in the use of period and comma, use an adequate number of vocabulary words from the unit and have some spelling mistakes.
- Level 3: Students, who have many mistakes in the use of comma and period, use a low number of words from the unit and make a large number of spelling mistakes. The answers of most of the questions of the activity being developed will be wrong.

Activity #1:

Unit 3: The news.

Title: My favorite movie.

Objective: To express about the main ideas of the text “My favorite movie”, by means of questions to achieve reading understanding and writing.

Type of lesson: Semi-controlled practice lesson.

Teaching aids: Workbook.

Procedures for orientation: The students will read the information of the text and then they will answer the questions. They will read these answers to their partner.

Development:

Read Tina's summary and answer the questions according to the information:

My favorite film of all time is Jurassic Park. It is a science fiction and adventure movie. It first appeared in 1993. The director was Steven Spielberg. I like the film because it is exciting and interesting. The special effects are amazing too, but I didn't like the violence in it.

1. What film does Tina like most?
2. Why does she like this film?
3. Do you like to go to the movie?
4. Did you like the movie: Jurassic Park? Why?
5. What other movies do you like?

Read your answer to your partner.

Evaluation:

This activity will be focused on the measurement of certain indicators of writing skill such as: punctuation marks, vocabulary and spelling.

Level 1: students who answer the four questions correctly, using from 8 to 10 words from the vocabulary of the unit (film, science fiction, adventure, movie, director, exciting, violence, special effects, amazing, interesting). Regarding spelling, students who only make three errors. Students who use period and comma in the correct way.

Level 2: students who answer three of the questions correctly, omitting comma and period once or twice, students who make six or seven spelling mistakes and use four or five vocabulary words from the unit.

Level 3: students who answer one or two questions in a correct way, using more than three or four times period and comma in a wrong way, students who make more than six spelling mistakes and use five or less words from the vocabulary of the unit.

Activity #2:

Unit 3: The News.

Title: Let's order!

Objective: To express sentences, in a written way, by unscrambling words to develop writing skill.

Type of lesson: Semi-controlled practice lesson

Teaching aids: Workbook, blackboard.

Procedures: Students will order the scrambled words to form coherent sentences. They will read these sentences to their partner.

Order the words correctly to form sentences and ask them to learner's partner:

1. My- works- father- the University- at.
2. Washes- my clothes- my mother.
3. We- to dance- are- next weekend- going.
4. a- I- sister- have.
5. is- my mother- teacher- a.
6. My- big- is not- family- to.

a) Read the sentences aloud to learner's partner.

Evaluation:

This activity will be focused on the measurement of certain indicators of writing skill such as: punctuation marks, vocabulary and spelling.

Level 1: students who answer the six questions correctly, using from 9 to 11 words from the vocabulary of the unit (works, father, University, Washes, clothes, mother, dance, next weekend, sister, going, mother, big, family, teacher, have). Regarding spelling, students who only make three errors. And students who use period and comma in the correct way.

Level 2: students who answer five or four of the questions correctly, omitting comma and period once or twice, students who make four or five spelling mistakes and use seven or eight vocabulary words from the unit.

Level 3: students who answer less than three questions in a correct way, using more than three or four times period and comma in a wrong way, students who make more than six spelling mistakes and use six or less words from the vocabulary of the unit.

Activity #3:

Unit 3: The News.

Title: My family is...

Objective: To write a paragraph by organizing sentences, to develop writing skill.

Type of lesson: Semi-controlled practice lesson

Teaching aids: Workbook, blackboard.

Procedures: Students will order the sentences to form a coherent paragraph. They will read their answer to the rest of the class.

The sentences of the previous activity tell us about someone's family, but they are not in the correct order. Work in pairs and rearrange the sentences in order to make a meaningful paragraph in the way learners think it is.

a. Check your answers with the whole class.

Evaluation:

This activity will be focused on the measurement of certain indicators of writing skill such as: punctuation marks, vocabulary and spelling.

Level 1: students who answer the six questions correctly, using from 9 to 11 words from the vocabulary of the unit (works, father, University, Washes, clothes, mother, dance, next weekend, sister, going, mother, big, family, teacher, have). Regarding spelling, students who only make six errors. And students who use period and comma in the correct way.

Level 2: students who answer five or four of the questions correctly, omitting comma and period once or twice, students who make seven or eight spelling mistakes and use seven or eight vocabulary words from the unit.

Level 3: students who answer less than three questions in a correct way, using more than three or four times period and comma in a wrong way, students who make more than eight spelling mistakes and use six or less words from the vocabulary of the unit.

Activity #4:

Unit 3: The News

Title: Me as a journalist.

Objective: To express about personal information, by means of a paragraph, to develop writing.

Type of lesson: Semi-controlled practice lesson.

Teaching aids: Workbook.

Procedures: Students will interview their partners, asking about the given information in the activity. Then they will write a paragraph with the answers and they will read this paragraph to their partners.

You are a newspaper reporter. Your partner is a well- known artist. Interview him/her using the following biographical details:

- Date and place of birth.
- Academic studies.
- Place of work.
- Single or married.

Write down the information and make a short paragraph with it. Then read it to your partner.

Evaluation:

This activity will be focused on the measurement of certain indicators of writing skill such as: punctuation marks, vocabulary and spelling.

Level 1: students who answer the four given details correctly, using from nine to ten words from the vocabulary of the unit (newspaper, reporter, well- known artist, interview, biography, date, place of birth, married, single, academic studies). Regarding spelling, students who only make five errors. And students who use period and comma in the correct way.

Level 2: students who answer three of the details correctly, omitting comma and period once or twice, students who make six or seven spelling mistakes and use seven or eight vocabulary words from the unit.

Level 3: students who answer one or two of the details of the exercise in a correct way, using more than three or four times period and comma in a wrong way, students who make eight or more spelling mistakes and use six or less words from the vocabulary of the unit.

Activity #5:

Unit 4: Hobbies.

Title: What people like.

Objective: To express about likes and dislikes by writing sentences, to reinforce writing skill.

Type of lesson: Semi-controlled practice lesson.

Teaching aids: Workbook.

Procedures: Students will write about what the people in the given chart like or do not like. Then, the students will write about what they like or do not like personally. Then they will read their answers to their partner. The students will ask questions to their partners about their answers.

Write what these people like or don't like, then write about yourself.

	Watch T.V	Dance	Eat out	Sing	Cook	Paint
Albert	X		X	X		X
Ann				X	X	
Jenny	X	X		X	X	
Learners						

1. Albert _____

2. Ann_____
3. Jenny and Peter_____
4. I_____

- a) Read the sentences aloud to your partner.
- b) Ask questions to your partner about his answers.

Evaluation:

This activity will be focused on the measurement of certain indicators of writing skill such as: punctuation marks, vocabulary and spelling.

Level 1: students who answer the exercises correctly, using from nine to ten words from the vocabulary of the unit (watch T.V, dance, eat out, paint, cook, sing, listen to music, play sports, read and drink). Regarding spelling, students who only make seven errors. Students who use period and comma in the correct way.

Level 2: students who answer one exercise correctly, omitting comma and period once or twice, students who make five or six spelling mistakes and use seven or eight vocabulary words from the unit.

Level 3: students who answer the two exercises in a wrong way, using more than three or four times period and comma in a wrong way, students who make seven or more spelling mistakes and use six or less words from the vocabulary of the unit.

Activity #6:

Unit 4: Hobbies.

Title: Where do learners live?

Objective: To express about the main ideas of the dialogue, by means of written comprehension exercises.

Type of lesson: Semi-controlled practice lesson.

Teaching aids: Workbook.

Procedures: Students will read the dialogue and they will answer the exercises that follow the dialogue. Then they will interchange their notebook with their partner's and read their answers of the questions.

Read the following dialogue and do what you are asked:

Rod is coming from Canada. He now lives in Great Britain and works as an engineer in an aeronautics company called "Webster Company". Barbara is Rod's friend's daughter. They have met each other before and now they are in the street.

Barbara: Do learners like working at Western, Rod?

Rod: Yes, very much. The job is interesting and the people there are lovely.

Barbara: And do learners mind living in a hostel?

Rod: Yes, I do. I prefer to live in a flat.

Barbara: I live in a flat somewhere in the other side of Bristol. What do learners think of Bristol?

Rod: I like it. It's a beautiful city and the country side is lovely. How do learners like Bristol?

Barbara: Well, it's my home town. I think it's a little depressing in winter, but it's nice in spring and autumn. Have learners met many people yet?

Rod: Unfortunately not.

Barbara: Would learners like to come and have lunch next Saturday?

Rod: That's a good idea. I see learners like cooking.

Barbara: Not really. I prefer going to eat somewhere out to cooking. What about learners?

Rod: Yes, I do like cooking.

Barbara: Well, see learners.

Rod: Good bye.

1. Find and copy from the text:

- a) A synonym for occupation: _____.
- b) An antonym for ugly: _____.
- c) A British word: _____.
- d) Two seasons of the year: _____.

2. Answer the following questions:

- Where does Rod work?
- Is he renting a house?
- Where exactly does Barbara live?
- Does she like cooking?
- What are they planning to do?

3. Interchange your notebook with your partner's and read her/his answers of the previous questions.

Evaluation:

This activity will be focused on the measurement of certain indicators of writing skill such as: punctuation marks, vocabulary and spelling.

Level 1: students who answer the five exercises correctly, using from nine to ten words from the vocabulary of the unit (engineer, aeronautics, street, job, interesting, lovely, hostel, flat, country side, town). Regarding spelling, students who only make seven errors. Students who use period and comma in the correct way.

Level 2: students who answer one exercise correctly, omitting comma and period once or twice, students who make five or six spelling mistakes and use seven or eight vocabulary words from the unit.

Level 3: students who answer the two exercises in a wrong way, using more than three or four times period and comma in a wrong way, students who make seven or more spelling mistakes and use six or less words from the vocabulary of the unit.

Activity #7:

Unit 5: Review.

Title:Let's write!

Objective:To write about an important event by a coherent paragraph.

Type of lesson: semi-controlled practice.

Teaching aids: Workbook

Procedures: Students will interview their partners and ask about their personal information. They will write the questions they will ask and their partners' answers.

An important event is taking place in your town at the moment: “Yayabo Ciencia”. You are a journalist and you have to write a brief news item for the local newspaper. Write down with your partner the questions that will help you to prepare the news. Read the complete news to your classmates.

Questions:

Written news:

Evaluation:

This activity will be focused on the measurement of certain indicators of writing skill such as: punctuation marks, vocabulary and spelling.

Level 1: students who answer the exercise correctly, using five words from the vocabulary of the unit (event, journalist, brief, news, newspaper). Regarding spelling, students who only make five errors. And students who use period and comma in the correct way.

Level 2: students who answer the exercise correctly, omitting comma and period once or twice, students who make six or seven spelling mistakes and use three or four vocabulary words from the unit.

Level 3: students who answer the exercise in a wrong way, using more than three or four times period and comma in a wrong way, students who make eight spelling mistakes and use one or two words from the vocabulary of the unit.

Activity #8:

Unit 5: Review.

Title: They both speak English.

Objective: To write information from the text “They both speak English”, by means of questions and the integration of the four communicative skills

Type of lesson: free practice.

Teaching aids: Workbook.

Procedures: Students will read the dialogue and then they will answer the questions of the activity. Then they will read their answers to their partner.

Two friends, Ron and Jane, meet at the airport. Ron has come from England and Jane has gone to the airport to welcome her friend. They have not seen each other for several years so they decided to spend the week-end together. On their way to Jane's house, the following conversation takes place:

Ron: I am sure it will be a wonderful holiday.

Jane: *Vacation*, learners mean?

Ron: Learners and learner's Americanisms!

Jane: Look here, Ron. We use a different kind of English in America, but it's our English.

Ron: That's true. But it sounds so strange to me when learners say words like *elevator* for *lift*, *store* for *shop* or *fall* for *autumn*. How do learners call the *motorway*, for instance?

Jane: We say *highway*. And, how about the *subway*?

Ron: In England we say the *underground* or the *tube*.

Jane: We also have a different accent. Don't learners like our accent?

Ron: I certainly do but I find it funny the way learners pronounce some words, like *twenty*, *forty*, *star*, *flower*. Where are we going to have dinner tonight?

Jane: Well, I thought about having some canned food at home and then we might go to the movies.

Ron: *Canned food*? We say *tinnedfood* in England and we also use the word *cinema* for *movies*.

Jane: Yes, I know. Do learners like my new car, Ron?

Ron: It's very nice. It has a marvelous windscreen.

Jane: The correct word is *windshield*. Learners see, after all we Americans invented the automobile.

Ron: That's O.K. but, who invented the language?

1. Answer the following yes/no questions:

- a) Is Jane at the airport?
- b) Does Ron and Jane see each other every year?
- c) Has Ron come from Germany?

2. Answer the following questions:

- a) Who came from England?
- b) What did Jane and Ron decide to do?
- c) What did they talk about?

3. Write a short paragraph and read it to your partner.

Evaluation:

This activity will be focused on the measurement of certain indicators of writing skill such as: punctuation marks, vocabulary and spelling.

Level 1: students who answer the three exercises correctly, using from thirteen to fifteen words from the vocabulary of the unit (airport, welcome, several, together, conversation, wonderful, holiday, kind, strange, for instance, certainly, funny, dinner, tonight, marvelous). Regarding spelling, students who only make seven errors. And students who use period and comma in the correct way.

Level 2: students who answer the three exercises correctly, omitting comma and period once or twice, students who make eight or nine spelling mistakes and use from ten to twelve vocabulary words from the unit.

Level 3: students who answer the three exercises in a wrong way, using more than three or four times period and comma in a wrong way, students who make nine or more spelling mistakes and use eleven or less words from the vocabulary of the unit.

Activity #9:

Unit 5: Review.

Title: Guessing who it is.

Objective: Students should describe people physically, through questions and answers, to enhance communicative skills.

Type of lesson: free practice.

Teaching aids: Cards.

Procedures: Students will select a person in their class, then they will write a little description of this person in silence and when they finish they will read what they

wrote to the rest of the group. The rest of the students will ask questions to try to guess the person the first student selected. Cards with some possible questions will be given to students who need them.

A: Is it a man or a woman?

B: A man.

A:How tall is he?

B: He is fairly short.

Choose a person in your class, don't tell your partner who it is. Write a brief description of his/her characteristics and read them to the rest of the group. Take turns. Ask questions to guess the person your partner chose.

a) Then learners can change learner's roles.

Evaluation:

This activity will be focused on the measurement of certain indicators of writing skill such as: punctuation marks, vocabulary and spelling.

Level 1: students who answer the exercise correctly, using ten words from the vocabulary of the unit (thin, fat, slender, tall, short, pretty, handsome, strong, beautiful, heavy). Regarding spelling, students who only make five errors. And students who use period and comma in the correct way.

Level 2: students who answer the exercise correctly, omitting comma and period once or twice, students who make six or seven spelling mistakes and use from seven to nine vocabulary words from the unit.

Level 3: students who answer the exercise in a wrong way, using more than three or four times period and comma in a wrong way, students who make eight or more spelling mistakes and use six or less words from the vocabulary of the unit.

Activity #10:

Unit 5: Review.

Title: Lonely Hearts (Taken from Look Who's Talking!).

Objective:

Type of lesson: Controlled practice lesson.

Teaching aids: Small pieces of paper, pens or pencils, a paper bag, tape, chalkboard and chalk.

Procedures: The pieces of paper and the pens or pencils will be distributed, and the teacher will ask the students to write their names on the pieces of paper. The slips will be put into a paper bag and each student will draw a name. The teacher will tell students that they are going to help find a wife or husband for the student whose name is on their piece of paper. They will do this by writing a description of the person they selected, giving information about their classmate's physical features, personality, interests, and other personal data.

When the students have finished writing their descriptions, the teacher will tape them on the classroom walls and ask students to circulate. Students will read each description and try to guess who is being described. After a few minutes, the teacher will reconvene the class and find out who described whom. The students will meet their description writer to discuss whether or not the description was accurate and/or satisfactory.

You will receive a piece of paper, write your name in it, put it into a paper bag and draw a name. Try to find a wife or a husband for the person you have selected. For this, you have to write a description of this person, give information about his/her physical appearance, interests, personality, likes and dislikes, among other characteristics you want to include. For example:

I am a man, 26 years old. I am tall and very thin. I don't have much money, but I am looking for work. I am always happy and I love popular music, sports, and movies.

When you finish your classmate's description, tape it on the classroom wall and walk around the classroom, read each description and try to guess who's referring to. Then, you will tell the rest of the group who you described. Did that person like your description or not?

Evaluation:

This activity will be focused on the measurement of certain indicators of writing skill such as: punctuation marks, vocabulary and spelling.

Level 1: students who answer the exercise correctly, using ten words from the vocabulary of the unit (thin, fat, slender, tall, short, pretty, handsome, strong, beautiful, heavy). Regarding spelling, students who only make five errors. And students who use period and comma in the correct way.

Level 2: students who answer the exercise correctly, omitting comma and period once or twice, students who make six or seven spelling mistakes and use from seven to nine vocabulary words from the unit.

Level 3: students who answer the exercise in a wrong way, using more than three or four times period and comma in a wrong way, students who make eight or more spelling mistakes and use six or less words from the vocabulary of the unit.

Final diagnosis to determine the real state of the students' writing skill in ninth grade at Ramón Leocadio Bonachea Junior High School

After putting into practice the proposal of activities in order to reinforce the development of the writing skill in these students, a final diagnosis was obtained and it was confirmed that they improved their results in regard to the ones of the initial diagnosis:

Results of the survey (Annex 5):

In the survey presented to the students of ninth grade in group 1 at Ramón Leocadio Bonachea Junior High School, with the objective of determining the students' interest in learning the English language, besides their writing skill in the English lessons. The following results were obtained:

- It was corroborated that the students increased their interest in learning the English language because a lower number of eighteen students (60%) are forced by their parents, and only twelve students (40%) learn English because they like it.
- The students express that they began to practice writing with a higher frequency in the English lessons.
- This method confirmed that a high number of nineteen students (63%) feel more comfortable when they order sentences and eleven students (37%) like the construction of paragraphs.

Results of the Interview (Annex 6):

In the interview applied to the teachers from Ramón Leocadio Bonachea Junior High School, with the objective of verifying the level of motivation of the English teachers in the school, besides the way the teachers develop their students' writing skill, the following results were obtained:

- The teachers are including exercises to develop writing skill in their students, besides the exercises to develop oral skill in their lessons. There is an increasing in the number of lessons during the month to practice students' writing skill.

- The teachers increased the quantity of procedures proposed in the integrative activities to develop writing skill in their lessons, and they expressed that when they use these procedures, their students feel more motivated to participate in the lessons.

Results of the Pedagogical test. (Annex 7):

To know the current stage of the problems related to the development of the English writing skill in ninth graders in Ramón Leocadio Bonachea Junior High School, a final pedagogical test was applied in group 1. In the first indicator, related to punctuation marks, ten students (33.3%) were able to use them correctly, twelve students (40%) made some mistakes in the use of punctuation marks and eight students (26.7%) had a lack of domain of the correct use of punctuation marks.

Eleven students (36.7%) write with the correct use of the vocabulary studied, thirteen students (43.3%) present some difficulties with the use of words from the syllabus, and six students (20%) are not able to use the vocabulary correctly. Nine students (30%) were able to spell in a correct way, eleven students (36.7%) have problems in spelling and ten students (33.3%) present lack of domain in spelling.

Evaluated indicators	Level 1	%	Level 2	%	Level 3	%
Punctuation marks	10	33.3	12	40	8	26.7
Vocabulary	11	36.7	13	43.3	6	20
Spelling	9	30	11	36.7	10	33.3
Total	10		12		8	26.7

Conclusion:

- The literature review allowed deepening into the development of teaching-learning process of English, emphasizing writing skill through the application of integrative activities, which is an essential way in Cuban schools, and also offered the possibility of knowing the particularities of the communicative approach and its importance for the achievement of the development of writing skill.
- In the development of the research, from the diagnosis, a significant number of shortcomings in the development of writing skill was revealed, which diminishes the effectiveness in the training of the students of this level of education, although potentialities are noted that contributed positively in the course of the investigation.
- The proposal of flexible, accessible and related to the students' needs and real life context integrative activities, which respond to a diagnosis of the educational reality to stimulate the ability to write in English in ninth graders integrative activities contribute to solve the students' problems regarding the incorrect use of punctuation marks (period and comma), the lack of vocabulary and the alteration of the logical order of words in sentences, as well as spelling errors. They are designed taking into consideration the objectives of the grade and the content to be taught.
- The evaluation of the effectiveness after the application of the integrative activities proposed, corroborated that students could develop their writing skill, increasing their use of punctuation marks, their use of vocabulary and their spelling, expressing in a written way in the foreign language, taking into account the objectives and the contents of the level.

Recommendations:

- To continue deepening into the development of spelling in English in ninth graders from Ramón Leocadio Bonachea Junior High School.
- To continue deepening into the development of writing skill in English in ninth graders.

Bibliography:

- Acosta-García, M.A. y González-González, D. (2012). Análisis de factores que influyen en aprendizaje de la escritura de una lengua extranjera. *Journal for Educators, Teachers and Trainers*, Vol. 3, pp. 148 – 162. <http://hdl.handle.net/10481/27272>
- Antich, R. (1981). *Metodología de la Enseñanza de Lenguas Extranjeras*. La Habana: Pueblo y Educación.
- Balarezo Corella, J. A. (2014). Propuesta metodológica educomunicativa para la lectura crítica de programas televisivos dirigidos a jóvenes del primero de bachillerato del colegio San Francisco de Sales de Quito (Major Paper). Quito: Universidad Politécnica Salesiana. Retrieved from: <https://dspace.ups.edu.ec/bitstream/123456789/6479/1/UPS-QT05145.pdf>
- Borden, A. I. (1973). *Methodology of the Teaching of English as a Foreign Language*. La Habana: Pueblo y Educación.
- Borges, J. L. et al. (1997). *Diccionario Enciclopédico Grijalbo*. Barcelona: Grijalbo.
- Brown, J. S. and Duguid, P. (2000). *The Social Life of Information*. Cambridge, Massachusetts: Harvard Business School Press.
- Burns, A. & Richards, J. (2009). *The Cambridge guide to second language teacher education*. Cambridge, England: Cambridge University Press.
- Byrne, D. (1989). *Teaching Oral English*. Guantánamo: Revolucionaria.
- Calderón Castillo, Dalma (2018). The development of the writing skill in the english language in junior high school (Diploma Paper). Sancti Spíritus: Universidad de Sancti Spíritus “José Martí Pérez”. Retrieved from: <http://dspace.uniss.edu.cu/handle/123456789/4906>

Canagarajah, S. (2005). *Reclaiming the local in language policy and practice*. Mahwah, NJ: Lawrence Erlbaum.

Canale, M. and Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), pp. 1-47.
Retrieved from:
https://www.researchgate.net/profile/Merrill_Swain/publication/31260438_Theoretical_Bases_of_Communicative_Approaches_to_Second_Language_Teaching_and_Testing/links/0c960516b1dadad753000000.pdf

Cancio López, C. (2007). *El desarrollo de la Competencia Comunicativa Profesional de los estudiantes de primer año de la carrera de PGI de Secundaria Básica (Tesis Doctoral)*. Villa Clara: Instituto Superior Pedagógico "Félix Varela".
Retrieved from:
<http://dspace.uclv.edu.cu/bitstream/handle/123456789/7440/CARIDAD%20CANCIO.pdf?sequence=1&isAllowed=y>

Caraballosa, G. A. M. (2008). *La Enseñanza Aprendizaje del Inglés con Fines Profesionales. Una Propuesta Interdisciplinaria para su Contextualización*. La Habana: Universitaria.

Celce-Murcia, M., In Brinton, D., & In Snow, M. A. (2016). *Teaching English as a second or foreign language (4th Edition)*. Boston: National Geographic Learning.

Chomsky, N. (1966). *Aspects of the theory of Syntax*. Cambridge: MIT Press.

Colectivo de autores (1999). *Tendencias Pedagógicas contemporáneas*. CEPES. Universidad de la Habana, La Habana, Cuba.

Cortés Rodríguez, F. J and Sosa Acevedo, E. D. (2009). Mecanismos de interpretación semántica de los procesos de formación de palabras en el Modelo Léxico Construccional. In García Padrón, D. and Fumero Pérez, M. del C. (2009).

Tendencias en lingüística general y aplicada [e-book]. Pp. 63-71. Retrieved from:
<https://books.google.com.cu/books?isbn=3631604114>

Christison, M.A. and Bassano, Sh. (1987). *Look Who's Talking! Activities for Group Interaction* (2nd Ed.). California: Alemany Press.

Díaz Jiménez, Iglahís (2013). *Estrategia didáctica para la expresión escrita en inglés de estudiantes de segundo año de la carrera de Medicina* (Tesis de maestría). Sancti Spíritus: Universidad de Sancti Spíritus "José Martí Pérez".

El-Karfa, A. (2007). *Open Classroom Communication and the learning of Citizenship Values*. *English Teaching Forum*, 39(1), 2-9.

Emelin, V. A., Tkhostov, A. Sh., and Rasskazova, E.I (2014). *Psychological adaptation in the info-communication society: The revised version of the Technology-Related Psychological Consequences Questionnaire*. *Psychology in Russia: State of the Art*, 7(2), pp. 105-120. doi: 10.11621/pir.2014.0210

Enriquez O'Farril, Isora et al. (2010). *Integrated English Practice I-II. An elementary-lower-intermediate coursebook for undergraduate English teacher education in Cuba*. La Habana: Pueblo y Educación.

Ersöz, A. (2007). *Teaching English to learners*. Ankara: EDM Publishing

Espinosa Martínez, R. N. (2005). *Propuesta de ejercicios integradores para contribuir al desarrollo de los cuatro aspectos de la actividad verbal en la lengua inglesa* (Master Degree Thesis). La Habana: Instituto Pedagógico Latinoamericano y Caribeño.

Finocchiaro, M. y Brumfit, C. (1989). *The Functional-Notional Approach From Theory to Practice*. Oxford: Oxford University Press.

- Gagné, R. (1985). *The Conditions of Learning and Theory of Instruction* (4th Ed.). New York: Holt, Rinehart, and Winston.
- García Cabrera, S. et al. (2010). *Fundamentals for Language Teaching*. Villa Clara: Universidad de Ciencias Pedagógicas “Félix Varela”.
- González, Fernando (2009). *Education and development of the personality*[e-book]. Retrieved from: <https://books.google.com.cu/books?isbn=0814791360>
- González Docampo, Y. (2018). *The development of the writing skill in the English language in higher education (Diploma Paper)*. Sancti Spíritus: Universidad de Sancti Spíritus “José Martí Pérez”. Retrieved from: <http://dspace.uniss.edu.cu/handle/123456789/4924>
- González Pérez, E., Hernández Ulloa, Y., delSauzal Francisco, Y. (2019). Impacto de un sistema de actividades comunicativo-integradoras en francés basadas en el marco CAVA. *Infociencia*, 23(1), pp.11-22. Retrieved from: <http://www.magon.cu/Doc/Vol%2023%20No1/1109.pdf>
- Guerra Santana, Y. M., Barceló Fernández, Y. J., and González Márquez, M. (2016). El tratamiento del proceso de comprensión de textos científicos: una necesidad en la universidad cubana actual. *Mendive*, 14(2), pp. 166-173. Retrieved from: <https://dialnet.unirioja.es/descarga/articulo/6320396.pdf>
- Hoa, H. P. (2006). *Imported Communicative Language Teaching. Implications for Local teachers*. *English Teaching Forum*, 43(4), 2-9.
- Hymes, D. H. (1971). *On Communicative Competence*. Philadelphia: University of Pennsylvania Press.
- Irizar, V. A. (1996). *El Método en la Enseñanza de Idiomas: La Habana*. Editorial de Ciencias Sociales.

- Knowles, M. et al (2001) *Andrología: el aprendizaje de los adultos*. México: Universidad Iberoamericana.
- Linse, C. T. (2005). *Practical English language teaching: Learners*. NY: McGraw-Hill.
- Orellana Orellana, Evelio (2010). The importance of integrating skills in the teaching of foreign language.(Monografía) Retrieved from: <https://www.monografias.com/trabajos17/integrated-skills/integrated-skills.shtml>
- Oshima, A. and Hogue, A. (1983).*Writing Academic English*.(4th Edition). London: Pearson Longman. Retrieved from: https://www.academia.edu/36440057/Alice_Oshima_Ann_Hogue-Writing_Academic_English_2006_.pdf
- Parra, M. (1990) *La lingüística textual y su aplicación a la enseñanza del español en el nivel universitario*. Colombia: Universidad Nacional de Bogotá. Retrieved from: <https://revistas.unal.edu.co/index.php/formayfuncion/article/download/16884/17753>
- Patterson, E., Schaller, M. & Clemens, J. (2008).A close look at interactive writing.*The Reading Teacher*, 61(6), 496-497. DOI: <https://doi.org/10.1598/RT.61.6.8>
- Paul, D. (2003). *Teaching English to children*. Quarry, Hong Kong: Longman ELT.
- Peregoy, S.F., & Boyle, O.F. (2001).*Reading, writing, and learning in ESL*. New York: Addison Wesley Longman
- Pérez Amores, A. (2013). *A System of Activities to Develop the Writing Skill through Intercultural Communication in Third Year Medical Students in the University of Medical Sciences of Villa Clara (Masters Degree Thesis)*.Villa Clara: Universidad Central de Las Villas. Retrieved from:

<http://dspace.uclv.edu.cu/bitstream/handle/123456789/3858/Tesis%20Alfredo%20P%C3%A9rez%20Amores%20%28PDF%29.pdf?sequence=1&isAllowed=y>

Pérez Gómez-Almaraz, Ángel (1988). *Lecturas de aprendizaje y enseñanza*, Madrid: Fondo de Cultura Económica.

Piaget, Jean (1965). *La Teoría del Aprendizaje de Jean Piaget - Psicología y Mente*. Retrieved from: <https://psicologiymente.com/desarrollo/teoria-del-aprendizaje-piaget>

Pincas, Anita (1982). *Teaching English Writing*. London: Macmillan.

Pulido Díaz, A. and Hernández Amaro, L. E. (2003). *El proceso de Enseñanza-Aprendizaje del inglés en 6to grado desde una perspectiva desarrolladora*. *Mendive*, 2 (1). Retrieved from: <http://mendive.upr.edu.cu/index.php/MendiveUPR/article/view/56>

Quintero, Gustavo A. (2014). *Actividades Integradoras del Aprendizaje por Sistemas, AIAS: Manual para la facilitación en el aula de pequeños grupos*. Bogotá: Universidad del Rosario. Retrieved from: <http://www.jstor.org/stable/j.ctt1f5g3wf>

Real Academia Española (2014). *Diccionario de la lengua española (23.^a ed.)*. Madrid: Espasa.

Rivers, W. M. (1980). *Foreign Language Acquisition: Where the real problems lie*. *Deseret Language and Linguistic Society Symposium*, 6(1). Retrieved from: <https://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=1062&context=dlls>

Roméu, E. A. (1999). *Aplicación del Enfoque Comunicativo en la Escuela Media*. En Mañalich, R. (Ed.), *Taller de la Palabra: Pueblo y Educación*. (10- 68)

Roméu, E. A. and Sales Garrido, L. M. (2007). *Antecedentes del enfoque Cognitivo, Comunicativo y sociocultural*. En Roméu, A. et al. (2007). *El Enfoque Cognitivo,*

Comunicativo y Sociocultural en la enseñanza de la lengua y la literatura. La Habana: Pueblo y Educación. pp 58-79

Scott & Ytreberg (1990) Teaching English to Children Longman Keys to Language Teaching. London: Longman.

Serra, R. (2014). How to help learnersng English language learners love writing.British Council WebPage. Retrieved from: <https://www.britishcouncil.org/voices-magazine/how-help-learnersng-english-language-learners-love-writing>

Suárez Hernández, L. R. (2018). Writing skill in the contemporary senior high English learning (Diploma Paper). Sancti Spíritus: Universidad de Sancti Spíritus “José Martí Pérez”. Retrieved from:<http://dspace.uniss.edu.cu/handle/123456789/4920>

Tamayo Benítez, A. (2018). Proposal of teaching activities for 9th graders at Ramón Leocadio Bonachea Secondary School, Sancti Spiritus city(Diploma Paper). Sancti Spíritus: Universidad de Sancti Spíritus “José Martí Pérez”. Retrieved from:<http://dspace.uniss.edu.cu/handle/123456789/4903>

Tribble, Christopher (1996). Writing Language Teaching: A Scheme for Teacher Education. Oxford: Oxford University Press.

Vigotski, L. S. (1978) *Cultural Historical Approach*[e-book].Retrieved from: https://www.google.com.cu/search?biw=1024&bih=627&ei=5pceW8jyLYb7zgL14ZaQBg&q=lo monosov+comunicacion&oq=lomonosov&gs_l=psy-ab.

..... (1989). Historia del desarrollo de las funciones psíquicas superiores. En Puzerei, A. (1989) El Proceso de Formación de la Psicología Marxista. Moscú: Progreso.

Wilcox, P. P. (2003). *Skills and Strategies for Proficient Listening*. En Celce-Murcia, M. (2003). *Teaching English as a Second or Foreign Language* (Tercera ed.). London: Heinle and Heinle.

Wingard, Peter (2012). *Developing writing skill in English as a foreign language*. [e-book] Retrieved from: <https://www.gestiopolis.com/developing-writing-skills-in-english->.

Annexes:

Annex 1: Documentary analysis:

Objective: to analyze the objectives of the English syllabus in ninth grade in regard to writing skill in junior high school.

Determination of:

- the objectives
- spelling
- punctuation marks
- vocabulary

Annex 2:

Initial survey to the students

Objective: To determine the interest in learning the English language at the Ramón Leocadio Bonachea Junior High School.

Estimado estudiante,

La encuesta que te aplicamos a continuación tiene como objetivo el análisis del proceso de enseñanza y aprendizaje del inglés como lengua extranjera y, específicamente, el tratamiento dado al desarrollo de la expresión escrita en dicha lengua. Por tal motivo, te pedimos que seas lo más sincero posible en tus respuestas, ya que las mismas permitirán facilitar el tratamiento dado por los profesores a la expresión escrita dentro de las clases.

1. Estudias el inglés porque...

- Te gusta aprenderlo.
- Aunque no te gusta tus padres te lo exigen.
- Porque lo tienes que recibir como asignatura.

2. Con el aprendizaje del inglés...

Marque con una x los tres objetivos de mayor importancia para usted.

- Continuarás superándote.
- Podrás leer sin traducción.
- Podrás ver y entender filmes sin subtítulos.
- Podrás comunicarte con familiares o amigos que viven en países extranjeros.

3. ¿Trabajan tus profesores la redacción en clases? Si ____ No ____

3.1 De responder Sí, diga con qué frecuencia lo hacen: Todas las clases __ Una vez por semana ____ Dos veces al mes ____ Otras: _____

Annex 3:

Initial interview to the teachers

Objective: To verify the level of motivation of the English teachers of the Ramón Leocadio Bonachea Junior High School.

1. ¿Comprenden las necesidades individuales de cada uno de sus estudiantes?
2. ¿Cómo contribuye usted al desarrollo de la expresión escrita en sus clases?
3. ¿Qué tipo de actividades realizan en sus clases para el desarrollo de esta habilidad?
4. ¿Qué inconvenientes ha encontrado para desarrollar la expresión escrita en sus estudiantes?
5. ¿Le confiere alguna ventaja a la enseñanza de la expresión escrita? ¿Cuáles?

Annex 4:

Initial pedagogical test

Objective: To check the level of learning presented by ninth-year students of Ramón Leocadio Bonachea Junior High School regarding the development of writing skill.

Seleccione con una X el significado de cada una de las siguientes expresiones.

1. My family! Significa:

— Mis amigos.

— Tengo 20 años.

— Mi familia.

2 .What´s your name? Significa:

— ¿Cómo te sientes?

—María es profesora de Inglés.

— ¿Cómo te llamas?

3. Where do you live? Significa:

_____ avión

_____¿Dónde vives?

_____ Buenos días.

4. Redacta tres oraciones utilizando el vocabulario estudiado en clases.

5. Redacta un párrafo de al menos 70 palabras en el cual ofrezcas información personal tuya o de tu familia. Puedes apoyarte en los siguientes indicadores:

- Nombre.
- Edad.
- Familiares con los que vives.
- Gustos personales (color favorito, la comida que prefieres).
- Lugar donde estudias.

Annex 5:

Final survey to students

Objective: To determine the interest in learning the English language at the Ramón Leocadio Bonachea Junior High School.

Estimado estudiante,

La encuesta que te aplicamos a continuación tiene como objetivo el análisis del proceso de enseñanza y aprendizaje del inglés como lengua extranjera y, específicamente, el tratamiento dado al desarrollo de la expresión escrita en dicha lengua. Por tal motivo, te pedimos que seas lo más sincero posible en tus respuestas, ya que las mismas permitirán facilitar el tratamiento dado por los profesores a la expresión escrita dentro de las clases.

1. Te gusta estudiar el inglés:

Si No

1.1 ¿Por qué?

2. ¿Trabajan tus profesores la redacción en clases? Si ____ No ____

2.1 De responder Sí, haga las siguientes actividades

-Diga con qué frecuencia lo hacen: Todas las clases ____ Una vez por semana ____ Dos veces al mes ____ Otras: _____

-De las acciones que te proponemos a continuación diga cuál te gustó más, cuál te gustó menos.

Acciones:

- Ordenar oraciones

- Ordenar párrafos
- Escribir oraciones
- Escribir textos

Annex 6: Final interview to the teachers

Objective: To verify the level of motivation of the English teachers of the Ramón Leocadio Bonachea Junior High School.

1. ¿Son comprendidas cada una de las necesidades individuales de sus estudiantes?
2. ¿En sus clases cómo contribuye usted al desarrollo de la expresión escrita?
3. De los procedimientos que se propusieron para trabajar la expresión escrita, ¿cuál(es) ha trabajado con sus estudiantes?
4. ¿Cuál(es) ha(n) sido más efectivo(s)? ¿Por qué?
5. ¿Por cuál(es) de estos procedimientos se motivaron más sus estudiantes?
6. Teniendo en cuenta el total de 12 turnos de clases que usted tiene al mes, diga en cuántos de ellos trabajó la expresión escrita.

Annex 7:

Final pedagogical test

Objective: To check the level of learning presented by ninth-year students of Ramón Leocadio Bonachea Junior High School regarding the development of writing skill.

1. Ordena las siguientes palabras para formar oraciones:

a) like- stories- I- detective- the.

b) have studied- four- for- we- English- years.

c) thousands- museum- visited- the- by- is- people- of.

2. Redacta cinco oraciones utilizando el vocabulario estudiado en clases.

3. Redacta un párrafo de más de 80 palabras en el cual ofrezcas información personal tuya. Puedes apoyarte en los siguientes indicadores:

- Grado que cursas.
- Lugar donde estudias.
- Asignaturas que recibes (añade la que más te gusta).
- Deportes que te gusta practicar.
- Música que te gusta escuchar.

Annex 8:

Results of the comparison between Initial and Final Stage.

