



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



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RÉSUMÉ

L'enseignement de la langue anglaise joue un rôle important dans la formation de bons professionnels. L'enseignement de l'écriture doit être stimulé dès le niveau élémentaire de compétence communicative afin de développer une bonne écriture chez les élèves. Il est suggéré à l'enseignant de reprendre ou d'inclure l'écriture comme démarche parmi ses stratégies d'enseignement et de réfléchir à l'importance de son utilisation en classe. Il est également recommandé de se concentrer davantage sur ce sujet intrinsèquement lié à l'acquisition de la compétence communicative. La langue anglaise en tant que discipline de formation générale doit développer chez les étudiants une personnalité globale qui implique la capacité de penser, de raisonner, de déduire et d'agir de manière créative dans l'utilisation de la langue étrangère. Pour ce faire, l'étudiant doit développer des compétences linguistiques et communicatives de manière intégrée, tant à l'oral qu'à l'écrit. L'objectif de ce travail est de concevoir des activités pédagogiques pour le développement de la capacité d'écrire en langue anglaise et des méthodes ont été mises en place en pratique pour mener des recherches sur le développement à l'école secondaire de base Camilo Cienfuegos à Yaguajay. Une revue bibliographique et documentaire des textes liés au sujet a été réalisée, ce qui a permis d'obtenir les informations souhaitées.

Mots-clés: écriture, communication, apprentissage, enseignement de l'anglais.

ABSTRACT

The teaching of the English language plays an important role in the training of good professionals. The teaching of writing should be stimulated since the elementary level of communicative competence in order to develop a good writing in the students. It is suggested that the teacher includes among his/her teaching strategies, the process of writing and reflects on the importance of its use in the classroom. Besides, it is recommended to focus on this topic that is closely related to the achievement of the communicative competence. The English language, as a discipline of general training, should develop a comprehensive personality in the students, which involves the capacity of thinking, reasoning, deducing and acting in a creative way in the use of the English language. For this, the student needs to develop, in an integrated way, the linguistic and communicative skills written and orally as well. The present work has the objective of designing teaching activities for the development of the writing skill in the English language and methods were put into practice to carry out a development research at Camilo Cienfuegos Junior High School in Yaguajay. Bibliography and documents on the topic were reviewed which allowed us to gather the desired information.

Key words: Writing, communication, learning, English teaching.

INDEX

➤ Résumé	1
➤ Abstract	2
➤ Introduction	5
➤ Development	10
1-THEORETICAL AND METHODOLOGICAL GROUNDWORK OF THE ENGLISH TEACHING LEARNING PROCESS IN JUNIOR HIGH SCHOOL IN THE CUBAN CONTEXT. THE DEVELOPMENT OF WRITING SKILL.....	10
1.1 Theoretical and methodological groundwork of the teaching learning process of English as a foreign language.....	10
1.1.1 Theoretical and methodological groundwork of the English teaching learning process in Junior High School in the Cuban context.....	11
1.2 Writing skill in the English language.....	14
1.3 The development of the writing skill in the English Language in Junior High Schools.....	16
1.4 The diagnosis of the current state of the development of the writing skill in the English language in Camilo Cienfuegos Junior High School.....	18
1.4.1 The documentary analysis.....	18
1.4.2 The scientific observation.....	19
1.4.3 Analysis of the survey to teachers.....	20
1.4.4 The pedagogical test.....	21
1.4.5 Analysis of the survey to students.....	21
2- GROUNDWORK OF THE PROPOSAL OF TEACHING ACTIVITIES TO CONTRIBUTE TO THE DEVELOPMENT OF WRITING SKILL IN THE ENGLISH LANGUAGE IN SEVENTH GRADERS FROM CAMILO CIENFUEGOS JUNIOR HIGH SCHOOL.....	22
2.1 Didactic principles of the teaching-learning process and the proposal of teaching activities to contribute to the development of writing skill in the English language in seventh graders from Camilo Cienfuegos Junior High School.....	24

2.1.1 Characteristics of the proposal of teaching activities to contribute to the development of the writing skill in the English language in seventh graders from Camilo Cienfuegos Junior High.....	25
2.1.2 Proposal of teaching activities to develop writing skill in the English language in seventh graders from Camilo Cienfuegos Junior High.....	26
2.2 The results of the analysis of the proposal of teaching activities to contribute to the development of the writing skill in the English language in seventh graders from Camilo Cienfuegos Junior High School.....	37
2.2.1 Final scientific observation.....	38
2.2.2 Final Survey to teachers.....	39
2.2.4 Final Pedagogical Test.....	40
2.2.4 Final Survey to students.....	41
➤ Conclusion	43
➤ Recommendations	44
➤ Bibliography	45
➤ Annexes	50

Introduction:

The teaching of the English language plays an important role in the training of good professionals. It is not just about training the vocabulary, but also implies emphasizing the necessary elements to achieve acceptable communication and allow students the continuous development of habits and skills in the foreign language.

Any language has four basic skills: listening, speaking, reading and writing. These skills are acquired step by step since human beings were born. People first listen and repeat what is heard, then speak those words and sentences, later learn to read the alphabet and only then start writing.

One of the skills to be developed in the aforementioned cycle is writing. Within it there are sub-skills that students must master: planning, drafting and revising what is written. Writing skills are specific activities which help writers to put their thoughts into words in a meaningful form and to mentally interact with the message. It includes all the knowledge and abilities to express yourself through the written word.

There are numerous authors who have mentioned or delved into the writing skill. Some of them have developed this topic from their perspective as teachers, and many others, taking into account the importance of this topic for learning a foreign language. They are: Aristotle (1938); Antich de León, R., (1979); Byrne (1981); (1988); Raimes, A., (1988); Nunan (1990); Kirkland and Saunders (1991); Bello (1997); Richards (1997); Acosta, R., (1997); SemiónovichVigotski, L. (1998); Hyland (2003); Zen (2005); Thornburry (2005); Neufville, M. S., (2006); González Cancio, R., (2009); Bruning and Horn (2010); Oxford (2015); Harmer (2016); Camacho Delgado, A., (2017); Patterson, M., (2017); O'Farril Enriquez, I. (2018); Howell et al. (2018).

These researchers have based their criteria on the teaching-learning process of the English language, which favors the development of the writing skill in the Cuban context.

After applying some methods such as the pedagogical test and the survey in the 7th.1 group from Camilo Cienfuegos Junior High School in Yaguajay the authoress realized that there are some potentialities and limitations.

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.
- Students have very useful technology that serves as a means of teaching and learning, such as smartphones and a TV in each classroom, as well as computers available in the computer lab.
- The students' interests and consciousness to learn the writing skill and the importance it has in learning a foreign language.

Limitations:

- Students are not focused and motivated when they have to write down about a topic they like.
- Students face difficulties in terms of vocabulary and grammar, mainly sentence and paragraph structures.
- There is a lack of bibliography and guides for the students to get some help in writing.
- There are not enough teaching activities to propitiate a good writing or perhaps the most used ones are not very updated taking into account the students' likes.

The analysis carried out in the subject groups, department meetings and the pedagogical practice itself, have made it possible to detect the existence of difficulties in the performance of the ability to write as a limitation for the successful development of the English writing skill as a foreign language in the seventh grade students from Camilo Cienfuegos Junior High School in Yaguajay.

These elements revealed the problematic situation that determined the relevance of the research.

PROBLEMATIC SITUATION:

- ✓ They do not know the vocabulary to write about topics they prefer.
- ✓ They do not dominate the sentence and paragraph structures.
- ✓ They do not have bibliography, guides or any other tools to help them in writing.
- ✓ There are not enough teaching activities to facilitate a good writing.

RESEARCH PROBLEM:

- ✓ How to contribute to the development of the writing skill in English as a foreign language in the seventh grade students from Camilo Cienfuegos Junior High School in Yaguajay?

OBJECT OF STUDY:

- ✓ The teaching- learning process of English as a foreign language.

FIELD OF ACTION:

- ✓ The writing skill in English as a foreign language in seventh grade students from Camilo Cienfuegos Junior High School in Yaguajay.

OBJECTIVE:

- ✓ To propose teaching activities for the development of the writing skill in English as a foreign language in the seventh grade students from Camilo Cienfuegos Junior High School in Yaguajay.

RESEARCH QUESTIONS:

1. Which are the theoretical and methodological groundworks that sustain the development of the writing skill in English as a foreign language in Junior High Education?
2. Which is the current state of the development of the writing skill in English as a foreign language in the seventh grade students from Camilo Cienfuegos Junior High School in Yaguajay?
3. What are the distinguished features of a proposal of teaching activities to develop writing skill in English as a foreign language in the seventh grade students from Camilo Cienfuegos Junior High School in Yaguajay?
4. What results were obtained with the proposal of teaching activities to develop writing skill in English as a foreign language in the seventh grade students from Camilo Cienfuegos Junior High School in Yaguajay?

RESEARCH TASKS:

1. Determination of the theoretical and methodological groundworks that sustain the development of the writing skill in English as a foreign language in Junior High Education.
2. Diagnosis of the current state of development of the writing skill in English as a foreign language in the seventh grade students from Camilo Cienfuegos Junior High School in Yaguajay.

3. Determination of the distinguished features of a proposal of teaching activities to develop writing skill in English as a foreign language in the seventh grade students from Camilo Cienfuegos Junior High School in Yaguajay.
4. Results obtained with the proposal of teaching activities to develop writing skill in English as a foreign language in the seventh grade students from Camilo Cienfuegos Junior High School.

THEORETICAL METHODS:

- Historical-Logical: 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 skill in the English language, so as to interpret the obtained results through the application of the empirical methods.
- Analytic-Synthetic: 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 skill in the English language in seventh graders from Camilo Cienfuegos Junior High School.
- Induction-Deduction: it allowed drawing generalizations and peculiarities of the students when making the integral diagnosis about the current state of development of the writing skill in the English language in seventh graders from Camilo Cienfuegos Junior High School.

EMPIRICAL METHODS:

- Documentary 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 skill.
- Scientific observation: to confirm the methodological treatment for the development of the writing skill in the English language and use of communicative situations to write in the English lesson in 7th grade.
- Survey: to confirm the students' interest to learn the English language, and to know the importance of having a good development of writing in the English language.

- Survey: to confirm the methodological preparation teachers have to develop the writing skill in English in seventh graders in the English lessons in Camilo Cienfuegos Junior High School.
- Pedagogical test: to diagnose the current state of the development of the writing skill in the English language.

MATHEMATIC-STATISTICAL METHODS:

- Descriptive statistics: it allowed the interpretation of the obtained results in the application of the different techniques and instruments, and showed the collected information.

POPULATION:

- ✓ It is composed by 192 seventh grade students from Camilo Cienfuegos Junior High School in Yaguajay divided into 6 groups.

SAMPLE:

- ✓ This was an intentional non-probabilistic sample in which 32 students were selected from the group 7th.1 because all the students were divided randomly into 6 groups, which permitted that everygroup has similar characteristics.
- ✓ The teachers of English who work in the English department from Camilo Cienfuegos Junior High School in Yaguajay were also interviewed from the qualitative point of view.

NOVELTY:

- ✓ 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 skill in the English language in seventh graders from Camilo Cienfuegos Junior High School. It favors their knowledge about the importance and developmentof language skills at Junior High Schools and mainly the alternatives to develop writing skill in the English language in seventh graders.

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, keeping in mind the Didactics of Foreign Languages in the Cuban context to contribute to the development of the writing skill in the English language in seventh 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 skill 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 teaching learning process of English as a foreign language.

English around the world has been considered as the most useful language, so many educational institutions integrate it into the curriculum. When speaking of English as a foreign language, reference is made to the learning of a language different from the mother tongue, and which is also not the one used in the student's daily life and the environment in which they carry out their activities (Mei, 2008).

The process of learning English as a foreign language generally occurs within the classroom, a place in which different controlled activities are carried out. Although this process occurs mostly in the educational field, students can achieve a high degree of development of the English language.

The teaching learning process is composed of two fundamental interrelationships: the human components and the cultural components. The human components are the teacher, the students and the group. The cultural components cover the objectives, contents, methods, means, evaluation and forms of organization. According to González, Recarey and Addine (2004, cited

in Addine, 2004), the teaching learning process, as a system, is characterized mainly by the integrity of its components.

The **Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR)** is an international standard for measuring the level of oral and written comprehension and expression in a language, which constitutes a shared basis for establishing levels of competence and equivalences.

The CEFR is part of the **Council of Europe's language policy project**, which has unified guidelines for language learning and teaching within the European context.

There are six common reference levels from **A1**, a basic level of English, to **C2**, for those who have an exceptional command of English, and they allow the homologation of the different qualifications issued by the different official bodies.

1.1.1 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 inducing 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 skill 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".

The authoress feels greater affinity with O'Farril Enriquez's approach since she considers that writing goes beyond expressing the language in written form, but also takes into account what the writer wants to express, what the reader understands by reading the text and what the text means itself as a way to communicate between them.

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 skills.

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 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 written information about their family, academic and social life, as well as to write short and simple messages.

Language skills are the abilities that enable people to express thoughts coherently and communicate with others. These skills provide structure and relevance to the information that the writer wants to convey to the recipient. Reading, writing, listening and speaking are the four essential skills that comprise basic language competence. While communicating, people usually use a combination of those skills simultaneously. Choosing the right skills generally depends on various factors: urgency of the message, the number of people targeted and whether it is formal or informal information.

It is common to combine two or more language skills while interacting. These skills, when used together, are co-dependant on each other. For example, if listening is an input of information, speaking is a form of output where the audience can interject, ask questions or provide inputs after listening to the

message. Similarly, writing is the summary output of what is read, understood and interpreted, which requires reading skill.

Linguistic skills are incomplete without proficient writing abilities. Writing well means to be able to succinctly present the main ideas. It is not necessary to write long and complex sentences stuffed with heavy vocabulary to write well. What it is really need is the ability to convey the thoughts in short and clear sentences.

1.2 Writing skill in the English language.

Learning to write in a foreign language is a complex problem-solving process, requiring not only a range of skills from writing English letters to composing complete essays but also the ability to make claims and provide appropriate supporting details (Kirkland and Saunders, 1991)

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to transfer thoughts and ideas in a readable form. It is important to make sure if the reader can understand about what the writer is talking about.

To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting.

A writer may write for personal enjoyment or use, or for an audience of one person or more. The audience may be known (targeted) or unknown. Taking notes for study purposes is an example of writing for one's self. Blogging publicly is an example of writing for an unknown audience. A letter to a friend is an example of writing for a targeted audience. As with speaking, it is important to consider the audience when writing. There are many different styles of writing, from informal to formal.

Writing in English is a skill that should not stop practicing. With a few keys and knowing and types of writing in English, the success while writing will be assured.

- **Letter:** This type of writing may be formal or informal depending on who it is addressed to.
- **Review:** This one is one in which an opinion is shown and defended.
- **Essay:** This is another type of opinion writing. In this case, the opinion is more personal and the writer must talk about the advantages and disadvantages of a certain topic.

- **Story:** It is a piece of writing in which defined characters intervene and in which there is a plot with a middle, development and an outcome.
- **Article:** This type of writing will be developing both in a class or exam context and in a study or work context.

The language skills of speaking, listening, writing and reading are often divided into sub-skills, which are specific behaviours that language users do in order to be effective in each of the skills.

Writing sub-skills:

- ❖ Manipulating the script of the language: handwriting, spelling and punctuation.
- ❖ Expressing grammatical (syntactic and morphological) relationships at the sentence level.
- ❖ Expressing relationships between parts of a written text through cohesive devices (especially through grammatical devices such as noun-pronoun reference).
- ❖ Using markers in written discourse, in particular:
 - Introducing an idea.
 - Developing an idea.
 - Transition to another idea.
 - Concluding an idea.
 - Emphasising a point (and indicating main or important information).
 - Explaining or clarifying a point already made.
 - Anticipating an objection or contrary view.
- ❖ Expressing the communicative function of written sentences.
 - Using explicit markers.
 - Without using explicit markers.
- ❖ Expressing information or knowledge in writing:
 - Explicitity.
 - Implicitness.
- ❖ Expressing conceptual meaning.
- ❖ Planning and organizing written information in expository language.
 - Narrative.
 - Straight description of phenomena or ideas.

- Descriptions of process or change of state.
- Argument.

Writing is important for improving other language skills, especially when it comes to accuracy. Writing allows focus on using language correctly and avoiding mistakes because it is slower paced. The slow pace of writing also lets take the necessary time to fill in the gaps in the knowledge; basically, if it is a missing word or an unknown structure, the best way is to look it up or ask someone. This will indirectly improve other aspects of language use as well (e.g., comprehension, speaking). Writing also gives a physical record of the work, making it easy to ask for and receive feedback, which can help to reassess the knowledge and correct or clarify any gaps.

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

The writing skill 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 skill, 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 allow 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 helps the students reinforce their mother tongue and it also contributes to the world scientific conception.

In seventh grade, the methodological treatment of the contents is based on the communicative functions in a communicative –situational- thematic context that reflexes the significance and use of these 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 seventh grade is divided into eight units or topics, in which the units 2, 3, 5 and 7 have 6 hours, unit 1 has 8 hours, unit 4 has 10 hours and unit 8 has 12 hours. There are two partial tests and a final project work.

The English subject in seventh grade should propitiate the development of the communicative skills that allow the students comprehend oral and writing English information using the basic structure in present tense and present continuous tense in an integrated way.

The writing skill 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.

The authoress considers that the syllabus is well-constructed taking into account the units and the content to be learned in them, but it is necessary to integrate more practice into these units, specifically related to writing as a process.

1.4 The diagnosis of the current state of the development of the writing skill in the English language in Camilo Cienfuegos Junior High School.

Current state of the problem.

To answer the established Scientific Questions, an explanatory research was made and applied on the manifestation of the level of development of the writing skill in the English language in seventh graders from Camilo Cienfuegos Junior High School in Yaguajay. The teacher of English who head the English department participated in this research.

As part of the diagnosis, some techniques were used in a population of 192 students and the group 7.1 composed of 32 students, with the objective of verifying the current state of the problem.

Results from the initial diagnosis.

1.4.1 The documentary analysis:(Annex #1)

On the Workbook of English for seventh 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 the Workbook has 11 units, in the oriented methodological guidance students do not practice the writing skill in all the units.
- The Workbook is not in correspondence with the English Syllabus for 7th 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 the writing skill in the English language, even when students are evaluated in this skill in Partial Tests.
- The writing skill 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 seventh grade established on the methodological guidance.

1.4.2 The scientific observation:

It 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 skill. Also, the teacher' and students' behavior was taken into account. (Annex #2)

Five lessons were observed in seventh grade with the objective to analize the development of the teaching-learning process, and specifically, the different didactic strategies the teacher use for the treatment of the writing skill 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 skill 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 topic of the lesson on the blackboard, in three of the observed lessons, the teacher had worked with these matters, representing the 60% of the observed lessons. In two 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 two lessons students were asked to do it, representing the 40%, the rest three lessons the teacher didnot use either communicative situations or propitiate the cooperative learning and writing, representing 60%.

The third item, to determine if the teacher gives a proper didactic treatment for the development of the writing skill 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 two of the observed lessons the teacher treated the process of writing in English taking into account these aspects, representing the 40%, in two of the observed lessons the teacher explained and asked to write using the studied vocabulary of the unit, representing the 40% and in 1 lesson the teacher did not demand students to write, representing 20%.

In the fourth item, to determine if the teacher highlighted the importance of writing correctly in the English language and evaluation of the students' progress, it was corroborated that in three of the observed lessons the teacher emphasized on the correct process of writing in the English language so as the evaluation of the activity, representing the 60% and in two of the observed lessons the teacher although asked the students to write and to understand the importance it has, she did not evaluate the students' progress, representing the 40% of the observed lessons.

In the fifth item referred to the teacher's role in respect 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 skill in the English language, in three of the observed lessons, the teacher followed the suggestions stated on the leading documents, representing the 60%, and in two of the observed lessons the teacher did not respect what is stated in the leading documents, representing the 40%.

1.4.3 Analysis of the survey to teachers:

An interview was applied on three teachers from the English department with the objective to determine the teacher's interest and didactic knowledge for developing the writing skill in the English language in seventh graders from Camilo Cienfuegos Junior High School. The results from the applied scientific method are explained as follows. (Annex #3)

In the first item the teachers had to express if they believe that develop the writing skill in the English language in students was important and the whole sample agreed about the importance, representing the 100% 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 skill in English in seventh grade, two teachers that represent the 66.6% of the sample answered that they have the preparation to do it, and one teacher that represents the 33.3% of the sample answered that although she had experience on working with the subject, she needed to go on with the preparation to develop writing skill in the English language in the students.

In the third item, in which teachers had to express if they provide communicative situation or activities by means of students can work in small groups or pairs to develop the students' writing skill in the English language,

one teacher that represent the 33.3% of the sample answered that she brings to the classroom activities like the mentioned before and two of them expressed that they do not always do it, representing the 66.6%.

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 100% of the sample stated 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, one of the interviewed teachers considered that it was an important aspect to have a good piece of writing, representing the 33.3% of the sample and 2 teachers expressed that they do not always do it, representing the 66.6% of the sample.

1.4.4 The pedagogical test:

A written test was given to the entire sample so as to get information about students' development in writing skill. (Annex #4)

The pedagogical test was applied to 32 students from Camilo Cienfuegos Junior High School, that represent the 16.6% of the population, with the objective to obtain information about the development of writing skill in the seventh grade students. The following difficulties were found.

- Limited writing skill to express oneself by complying with the required rules for writing.
- 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 skill.
- Difficulties with the cohesion and coherence in the writing skill.

1.4.5 Analysis of the survey to students:

A survey was applied on a sample of 32 students which represents the 16.6% 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. (Annex #5)

In the first item, in which students had to express if writing in English was important for them, 17 students which represents the 53.2 % answered that they do not feel the importance to do it, and 8 students that represent the 25%

answered that they sometimes see the importance to do it but they did not know how to do it and 7 representing the 21.8 % loved it.

In item two, in which students had to express if they were motivated to write about the different topics during the lessons, 11 students declared their interest representing the 34.5%, 10 students answered do not feel the desire to do it representing 31% and the rest 11 students 34.5% 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 46.9% expressed that they do it ,7 students that represent 21.8% answered that they do not do it and, the rest, 10 that representing 31.3% of the sample answered that they sometimes do it.

In the fourth, to determine if they work together with their teacher who helps them to write about different aspects,17 students representing 53.2% of the sample answered positively, 8 students of the class which represents 25% expressed that they do not do it, and the rest 7 students representing the 21.8% answered that they sometimes do it.

In the fifth item in which students had to express if teachers stimulate them and recognize their progress after writing in the English language during the lessons, only 12 students that represent the 37.5% of the sample expressed that teachers do it ,10 students representing the 31.3% stated that the teachers do not stimulate them or recognize their progress, and the rest 10 that represent 31.2% of the sample answered that teachers do it sometimes.

With the application of the different empirical methods used in this research, it was possible to establish the difficulties that the seventh grade students from Camilo Cienfuegos Junior High School had in the writing skill. It was taken into account what this problem brings about, whether the use of vocabulary, grammatical structures, the use of punctuation marks, and mainly the lack of motivation to develop this skill.

2- GROUNDWORK OF THE PROPOSAL OF TEACHING ACTIVITIES TO CONTRIBUTE TO THE DEVELOPMENT OF WRITING SKILL IN THE ENGLISH LANGUAGE IN SEVENTH GRADERS FROM CAMILO CIENFUEGOS JUNIOR HIGH SCHOOL.

The proposal of **teaching activities** has as one of the groundwork the concept given by Rubinstein, 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 space for the formation of an image or abstract representation of the object in the subject. (...) this way, activity is a process in which transformations occur 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 Camilo Cienfuegos Junior High School, the educative learning process is organized into two sections, from 7:30 AM to 12:00 PM the students receive the different subjects, after they have lunch time until 1:30 PM and later they receive lessons until 4:20 PM, then they go to their houses.

2.1 Didactic principles of the teaching-learning process and the proposal of teaching activities to contribute to the development of writing skill in the English language in seventh graders from Camilo Cienfuegos Junior High School.

The didactic principles are the theoretical basis of the proposal of teaching activities to contribute to the development of the writing skill in the English language in seventh graders from Camilo Cienfuegos 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 skill 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 seventh 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 skill.

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 (according to what Professor Nurelys Espinosa states about this topic), among them:

- 1- The principle of scientificity.
- 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 skill in the English language in seventh 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.

2.1.1 Characteristics of the proposal of teaching activities to contribute to the development of the writing skill in the English language in seventh graders from Camilo Cienfuegos 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. It also 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 skill 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 topic, learning goal, time, organization, materials, orientation, development and evaluation.

2.1.2 Proposal of teaching activities to develop writing skill in the English language in seventh graders from Camilo Cienfuegos Junior High.

The authoress has considered the various characteristics of writing tasks, including the purpose, the language used, the skills, the level of assimilation, the procedures and the organization of the activity. The proposals are mainly narrative or descriptive, revealing the most common varieties of written exercises used at this level.

The teaching activities to contribute to the development of the writing skill 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 seventh 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 skill.

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.

- **Activity 1**

Unit #1: Hello! What's your name?

Topic: My name is...

Learning goal: To write a small message to a friend about personal information so as to reinforce on the importance of friendship.

Type of lesson: Review.

Teaching aids: blackboard, chalks, 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 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 have written messages to their friends in their lives.

Developmental stage:

The teacher explainsthe students what and how they will do and why they will do it.

The teacher will show a poster containing a message from a student who lives in another province; the message is about the student's personal information, the teacher will emphasize on 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 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 will help the students and will encourage them to go on learning.

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

Conclusion:

The teacher will explain the students the importance of knowing how to write about personal information.

Assessment:

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: What is your town like?

Topic: Giving directions.

Learning goal: To write a dialogue with your partner about giving directions so as to emphasize on the importance of helping people when they are in need.

Type of lesson: Free practice.

Teaching aids: blackboard, chalks, smartphones.

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 a Whatsapp group.



The teacher will take the students to the center of the town of Yaguajay, 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 Yaguajay.

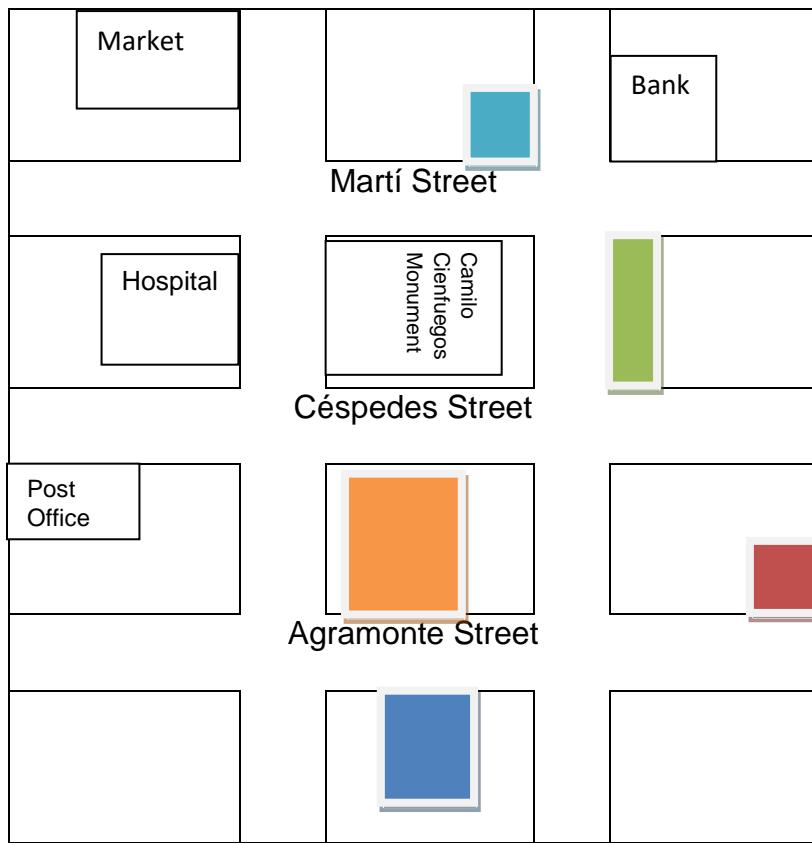
Developmental stage:

The teacher will 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, etc.

The teacher will give the students a communicative situation based on the conversation of two people 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 use a map to help the students to remember where the places are located.

- Municipal Government
- Agramonte's Park
- Coffee Shop
- Bookstore
- Pharmacy



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

For example: next to, near to, across from, in front of, between.

Checking the students work:

While the students are writing in pairs the teacher will walk around the classroom and she or he will 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, in, on, at, etc.

Assessment: 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 give directions.

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 #3: What is your house like?

Topic: My home is a beautiful place.

Learning goal: To describe in a short paragraph your favorite room at home so as to reinforce on the importance of having a good communication in the English language.

Type of lesson: Control practice

Teaching aids: blackboard, chalks, TV.

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 show some pictures of the different parts of the house on the TV and the students have to identify them. They will be doing the activity in small groups.

The teacher will explain the students the use of there is and there are.

The teacher will ask them to write sentences using them.

The teacher will work with some furniture inside each part of the house.

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

Communicative situation:

Hello! My name is Alice. My favorite room at home is the bedroom. In the bedroom there is a bed, a dressing table and a wardrobe. There is also a mirror and a small window. There is a bedside table and there are beautiful curtains on the window. There is a lamp and a clock. There is an armchair, a carpet and a bookshelf. I love my bedroom.



The teacher will ask them to write a paragraph very similar to the one they read, but this time with a different part of the house.

Checking the students work:

The teacher will check the students work while they are writing in small groups, the teacher will walk around the classroom and she or he will help the students to use the punctuation marks in a correct way.

Conclusion:

The teacher will gather all the information provided from the exercise and correct the possible mistakes, providing a feedback and will emphasize on the necessity of working in groups.

Assessment:

The teacher will bring a balloon to the classroom and will select a volunteer from each small group to ask them to read the text they wrote about their favorite room at home.

○ **Activity 4**

Unit #4: What is mum doing?

Topic: My uncle is reading the newspaper.

Learning goal: To write a letter about what is your family doing at the moment using the present continuous tense so as to master the importance of the family.

Type of lesson: Free practice.

Teaching aids: blackboard, chalks.

Procedures: For the orientation stage:

The teacher will begin by telling what they are going to do and the necessity of doing it. The teacher will explain the students the steps to write a letter and the way they are going to be evaluated in the lesson.

Developmental Stage:

The teacher will write on the blackboard the different members of the family for the students to remember them.

The teacher will set a situation about what each member of the family is doing at the moment using the present continuous tense for the students to understand better the activity.

The teacher will ask the students to write a letter to a friend about what each member of the family is doing at the moment and the teacher will emphasize on the use of the present continuous tense.

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 will help the students to use the punctuation marks in a correct way.

Conclusion:

The teacher will correct the possible mistakes.

Assessment:

The teacher will bring to the classroom some object like a book, a ball, a broom, a toothbrush and will make some actions using these objects. The students should say what the teacher is doing at the moment with those objects, so they will practice the present continuous tense.

○ **Activity 5**

Unit #5: What is your friend doing?

Topic: I selected you as my best friend because...

Learning goal: To describe what is your best friend doing at the moment so as to master the importance of friendship.

Type of lesson: Free Practice.

Teaching aids: blackboard, chalks and notebook.

Procedure: For the orientation stage:

The teacher will begin by telling what they are going to do in the lesson.

The students will speak about their best friends and what they usually do in their free time.

The teacher will explain how they are going to work and the way they are going to be evaluated in the lesson.

Developmental Stage:

The teacher will show some pictures where a child appears doing different actions in his daily life.

The teacher will create a situation and will tell the students that the child on the picture is his/her best friend.

The teacher will ask the students to write some sentences related to the pictures, using the present continuous tense. (An aspect studied before)

Then the teacher will help the students to write a small paragraph in which they describe what is their best friend doing at the moment.

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 will help the students to make a correct use of vocabulary.

Conclusion:

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

Assessment:

The teacher will ask the 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 6**

Unit #1: Hello! What's your name?

Topic: Hobbies.

Learning goal: To write a paragraph about hobbies so as to reinforce on the necessity of having healthy habits.

Type of lesson: Free Practice.

Teaching aids: blackboard, chalks, notebooks.

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 necessity of having healthy habits.

The students will speak about their hobbies and what people from Yaguajay 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 read a letter written by a student from the same school, a ninth grade student. In the letter the student comments about his favorite hobby using different verbs and adjectives studied. The student wants to know about some others hobbies.

The teacher will ask the students to write a paragraph about their hobbies.

The teacher will remember what they studied in their Spanish and English lessons about how to write a paragraph.

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 paragraph studied in the Spanish and English lessons.

Conclusion:

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

Assessment:

The teacher will bring her or his personal hobbies and the students have to say a sentence about the way they felt during the lesson and how much they love to talk about their hobbies.

- **Activity 7**

Unit #2: What is your town like?

Topic: Let's go to...

Learning goal: To write down about places in our country so as to foster feelings of patriotism.

Type of lesson: Free Practice.

Teaching aids: blackboard, chalks, notebooks.

Procedures: For the orientation stage:

The teacher will divide the students into groups. Then the teacher will ask the students to mention some important places in Cuba.

Then the teacher will show some pictures of some places from Cuba and other countries. The students should select the places we found in our country.



Developmental Stage:

To develop this activity, the teacher will give each group one or two pictures and some cards with the necessary information about the places in the pictures.

Each group must write a paragraph related to the pictures given by the teacher and must use the information in the cards.

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 make a correct use of vocabulary.

Conclusion:

Once the groups have finished to write the paragraphs, they will exchange the paragraph among them and the teacher will ask some questions to check the students' knowledge about the places they described.

Assessment:

The teacher will ask one student from each group to copy the paragraph on the blackboard and will ask some students to read outloud what is on the blackboard. The teacher will also check some aspects like the correct use of punctuation marks, the vocabulary, the spelling and coherence of the paragraph.

- **Activity 8**

Unit #7: What is your friend like?

Topic: Playing with words.

Learning goal: To organize words to form sentences so as to master the need of study.

Type of lesson: Review.

Teaching aids: blackboard, chalks, notebooks.

Procedures: For the orientation stage:

The teacher will give the students some cards with words. The students should organize those words to form sentences.

Developmental Stage:

Then, the students will get into groups to organize the sentences and form a paragraph. The teacher will copy the first sentence on the blackboard as an example to guide the activity, for them to go on forming the paragraph.

Checking the students work:

The teacher will walk around the classroom and guide the students while they are writing. The teacher will help them in forming the paragraph taking into account the paragraph structures.

Conclusion:

Once the groups have finished to form the paragraphs, the activity will be checked on the blackboard.

Assessment:

The teacher will select randomly some students to read what is written on the blackboard and also will check the correct use of vocabulary, the punctuation marks, the coherence and the paragraph structures.

- **Activity 9**

Unit #8: What's the weather like?

Topic: What's the weather like in...?

Learning goal: To write about the weather so as to master on the culture of other countries.

Type of lesson: Free Practice.

Teaching aids: blackboard, chalks, smartphones.

Procedures: For the orientation stage:

The teacher will send by a Whatsapp group some pictures in which appear different countries with different types of weather. The students will work in pairs and will select the picture they prefer.



Developmental Stage:

The teacher will ask the students to write a short paragraph about the weather in the picture they chose. Then the teacher will put an example of the activity on the blackboard.

Checking the students work:

The teacher will walk around the classroom and guide the students while they are writing. The teacher will also help them to make a correct use of vocabulary.

Conclusion:

Once the students have finished the activity, the teacher will ask some pairs to read what they wrote, showing the picture they selected.

Assessment:

The teacher will take into account the correct use of vocabulary, the punctuation marks and coherence when writing about the weather.

***Adapted from Exercise 204 page 59, English Workbook.**

2.2 The results of the analysis of the proposal of teaching activities to contribute to the development of the writing skill in the English language in seventh graders from Camilo Cienfuegos Junior High School.

To evaluate the effectiveness of the proposal of teaching activities to contribute to the development of the writing skill in the English language in seventh graders from Camilo Cienfuegos 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 activities.

A final scientific observation (Annex #4) and a Survey (Annex #5) were used with the objective of obtaining information about the development of the writing skill in the English language in seventh graders from Camilo Cienfuegos Junior High School.

The results were the following:

2.2 1 Final scientific observation:

In the first item, related to the teacher's role in using the appropriate didactic strategies for developing the writing skill 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 represents 20%, the teacher did not work with these matters. While in the initial stage teachers used the appropriate didactic strategies for developing the writing skill in the English language in 3 lessons representing the 60% and did not use it 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 did not use either communicative situations or propitiate the cooperative learning and writing, representing the 40%. While in the initial stage in 2 lessons the teachers motivated 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 did not use either communicative situations or propitiate the cooperative learning and writing, representing the 60%.

The third item, to determine if the teachers give a proper didactic treatment for the development of the writing skill in the English language, explaining the rules of punctuation, spelling and 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 did 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 skill 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 did 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, it was corroborated in 3 lessons representing the 60% and in 2 lessons teachers although they asked the students to write and to understand the importance it has, they did 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 skill 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 skill in the English language, was observed in only 3 lessons representing the 60%.

2.2.2 Final Survey to teachers:

The results were the following:

In the first item in which teachers had to express if they believe that to develop the writing skill in the English language in students was important, the whole sample agreed about the importance, representing the 100% of the sample. In the initial stage the whole sample also agreed about the importance, representing the 100% 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 skill in English in seventh grade, 3 teachers that represent the 100% of the sample answered that they had the preparation to do it. While in initial stage 2 teachers that represent the 66.6% answered that they have the preparation to do it and 1 teacher that represents

the 33.3% answered that although he had experience on working with the subject, he needs to go on learning the new ways of practicing.

In the third item in which teachers had 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 skill in the English language, the 2 teachers that represent the 66.6% of the sample bring to their classrooms activities like mentioned before and 1 of them expressed that he not always does it representing the 33.3%. While in initial stage 1 teacher that represents the 33.3% answered that she brings to her classroom activities and communicative situations to develop better lessons and 2 teachers that represent the 66.6% answered that they not always do this kind of activities.

In the fourth item, related to the teacher's role to encourage their students to write in English using the vocabulary they studied on the English subject, 2 teachers that represent the 66.6% of the sample stated that they do it, and the other one that represent 33.3% of the sample expressed that she sometimes does it. While in the initial stage the whole sample answered that they sometimes do it, representing the 100%.

In the fifth item, related to the teacher's role to explain their students the steps to have a good piece of writing, 1 of the interviewed teachers considered that it was an important aspect to have a good piece of writing, representing the 33.3% of the sample and 2 teachers expressed that they did not always do it, representing the 66.6% of the sample. In the initial stage the result was similar since 1 teacher expressed the importance it has to have a good piece of writing representing the 33.3% and 2 teachers answered that they not always do it representing the 66.6%.

2.2.3 Final Pedagogical Test:

To the entire sample, composed by 32 students from the 7th.1 group, a final pedagogical test was applied to obtain information about the students' development in writing skill taking into account the same parameters which were checked in the initial stage. The results were the following considering the ones in the initial stage:

- Advances in writing skill taking as reference what is established in the writing rules.
- Better use of vocabulary when writing about topics students like.

- Improvements in grammar, use of punctuation marks and coherence in writing skill.

2.2.4 Final Survey to students:

The results were the following:

In the first item in which students had to express if writing in English was important for them, 8 students which represents the 25% answered that they did not feel the importance to do it, and 15 students that represent the 46.9% answered that they sometimes see the importance to do it but they do not know how to do it and 9 representing the 28.1% love it. While in the initial stage 17 students which represents the 53.2% answered that they do not feel the importance to do it, 8 students that represent the 25% answered that they sometimes see the importance to do it but they do not know how to do it and 7 representing the 21.8% love it.

In item two in which students had to express if they were motivated to write about the different topics during the lessons, 14 students declared their interest representing 43.7%, 6 students answered that they did not feel the desire to do it, representing 18.8% and the 12 rest students which represent the 37.5% expressed that they were sometimes motivated to do it. While in the initial stage 11 students declared their interest representing 34.5%, 10 students answered do not feel the desire to do it, representing the 31% and 11 students expressed that they were sometimes motivated to do it representing the 34.5%.

In the third item to determine if they wrote every aspect the teacher said 23 students that represent 71.9% expressed that they do it, 5 students that represent the 15.6% answered that they do not do it and, the rest, 4 that represent 12.5% of the sample answered that they sometimes do it. While in the initial stage 15 students that represent the 46.9% expressed that they do it, 7 students that represent the 21.8% answered that they do not do it and 10 that represent the 31.3% 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, 22 students representing 68.7% of the sample answered positively, 5 students of the class which represents 15.5% expressed that they don't do it, and the rest 5 students representing the 15.6% answered that they sometimes do it. While in the initial stage 17 students representing the 53.2% of the sample answered positively, 8 students which represent the 25%

expressed that they do not do it and 7 students representing the 21.8% answered that they sometimes do it.

In the fifth item in which students had to express if teachers stimulate them and recognize their progress after writing in the English language during the lessons, only 20 students that represent the 62.5% of the sample expressed that teachers do it, 5 students representing the 15.6% stated that the teachers do not stimulate them nor recognize their progress, and the rest 7 that represent 21.9% of the sample answered that teachers do it sometimes. While in the initial stage 12 students expressed that teachers do it that represent the 37.5%, 10 students representing the 31.3% stated that the teachers do not stimulate them nor recognize their progress and 10 students that represent the 31.3% of the sample answered that teachers do it sometimes.

Conclusion

- In the consulting bibliography about the English teaching learning process and the development of language skills, mainly the writing skill of the English language, significant criteria are stated about the importance it has in Junior High School to propitiate 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 skill in the English language in seventh graders from Camilo Cienfuegos 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 skill in the English language in seventh 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 skill in the English language in seventh graders allows the strengthening of the writing skill in the English language because there was a positive change towards this language skill.

Recommendations

To recommend the continuity of the research work related to the development of writing skill in the English Language in seventh graders at Camilo Cienfuegos 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: DOCUMENTARY ANALYSIS GUIDE.

- English Workbook for 7th grade.
- English Workbook for 7th grade.

Aspects to consider:

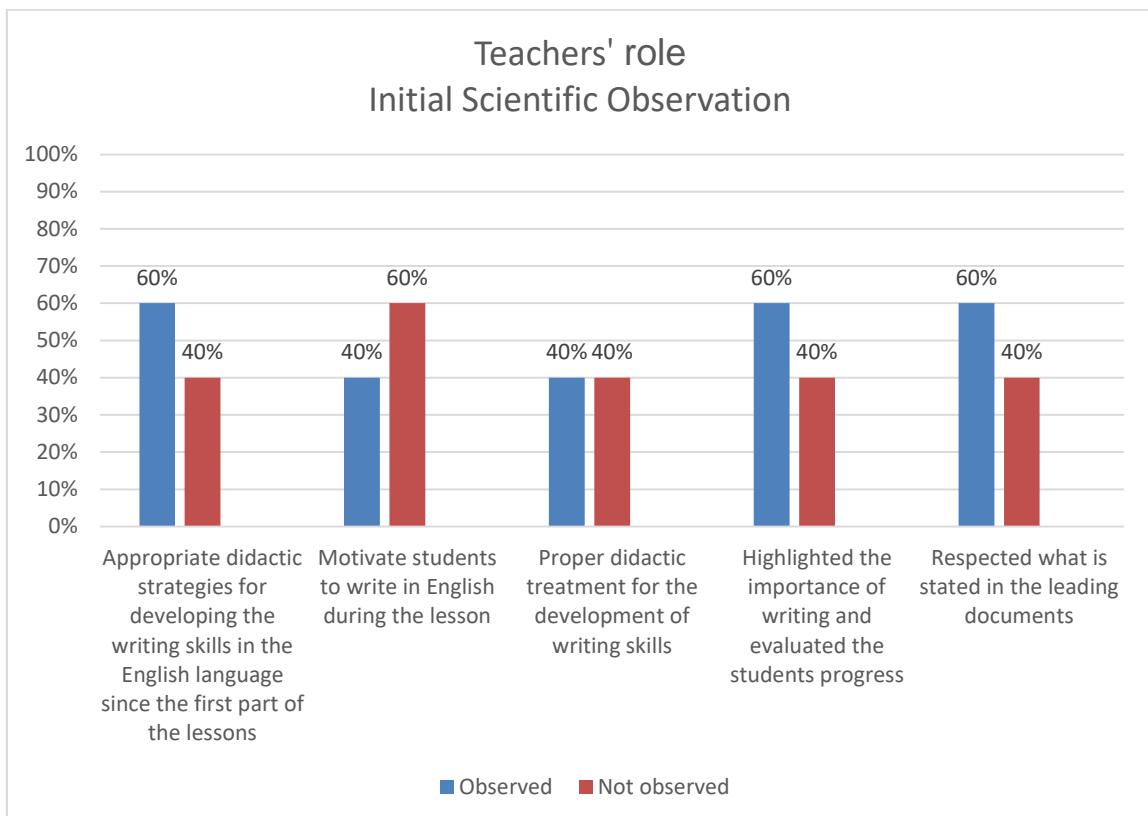
- ✓ Number of units.
- ✓ Correspondance between both documents.
- ✓ Number of activities to practice writing skill.
- ✓ Difficulty of activities.
- ✓ Order of activities when practicing.
- ✓ Importance given to this skill.

ANNEX #2: INITIAL SCIENTIFIC OBSERVATION.

Objective: To confirm the methodological treatment for the development of the writing skill in the English language and use of communicative situations to write in the English lesson in 7th grade.

No.	Aspects to be observed.	Observed.	Not observed.	Partially observed.
I	The teacher's role in using the appropriate didactic strategies for developing the writing skill 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 topic of the lesson on the blackboard.			
II	The teacher's role to motivate students to write in English during the lesson:	40%	60%	
1	Propitiating cooperative learning through the use of communicative situations.			
III	The teacher gives a proper didactic treatment for the development of the writing skill in the English language:	40%	20%	40%
1	Explaining the rules of punctuation and spelling.			

2	The correct use of vocabulary.			
IV	The teacher:	60%	40%	
1	Highlighted the importance of writing correctly in the English language.			
2	Evaluated the student's progress.			
V	The teacher's role in regard what is stated in the leading documents	60%	40%	



ANNEX #3 INITIAL SURVEY TO TEACHERS.

Objective: To determine the teachers' interest and didactic knowledge for developing the writing skill in the English language in seventh graders from Camilo Cienfuegos Junior High School.

Dear teachers we are developing a research related to the development of the writing skill in the English language in seventh graders, it is needed 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 skill in the English language?

Yes 100% No Sometimes

2. Do you consider yourself didactically prepared to contribute to the development of writing skill in the English language in your students?

Yes 66.6% No _____ Yes, but I need to go on studying 33.3%

3. Do you bring communicative situations to your classroom to make your students write about selected topics in English to work in small groups or pairs?

Yes 33.3% No Always Not always 66.6%

4. Do you encourage your students to write in English using the vocabulary studied in the English lessons?

Yes No Sometimes 100%

5. Do you explain your students the steps to have a good writing?

Yes 33.3% No 66.6% Not always 66.6%

ANNEX #4: PEDAGOGICAL TEST.

1. Select one of the following topics and write a short paragraph with no less than 70 words.
 - o Personal information.
 - o My best friend.

In this test the authoress checked some aspects such as: the correct use of punctuation marks, the spelling, the use of vocabulary, the correct structure and coherence of the paragraph.

ANNEX #5: INITIAL SURVEY TO STUDENTS.

Objective: To diagnose the students' level of motivation towards the English Language and to write in English in students from seventh grade from Camilo Cienfuegos 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 séptimo grado, por eso necesitamos su cooperación para llevar a cabo la investigación. Las preguntas son muy fáciles y no les llevará mucho tiempo responderlas. Gracias.

Preguntas:

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

Sí____21.8% No____53.2% Algunas veces____25%

2 ¿Te sientes motivado cuando escribes sobre algún tema en particular en la clase de inglés?

Sí____34.5% No____31% Algunas veces____34.5%

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

en idioma inglés?

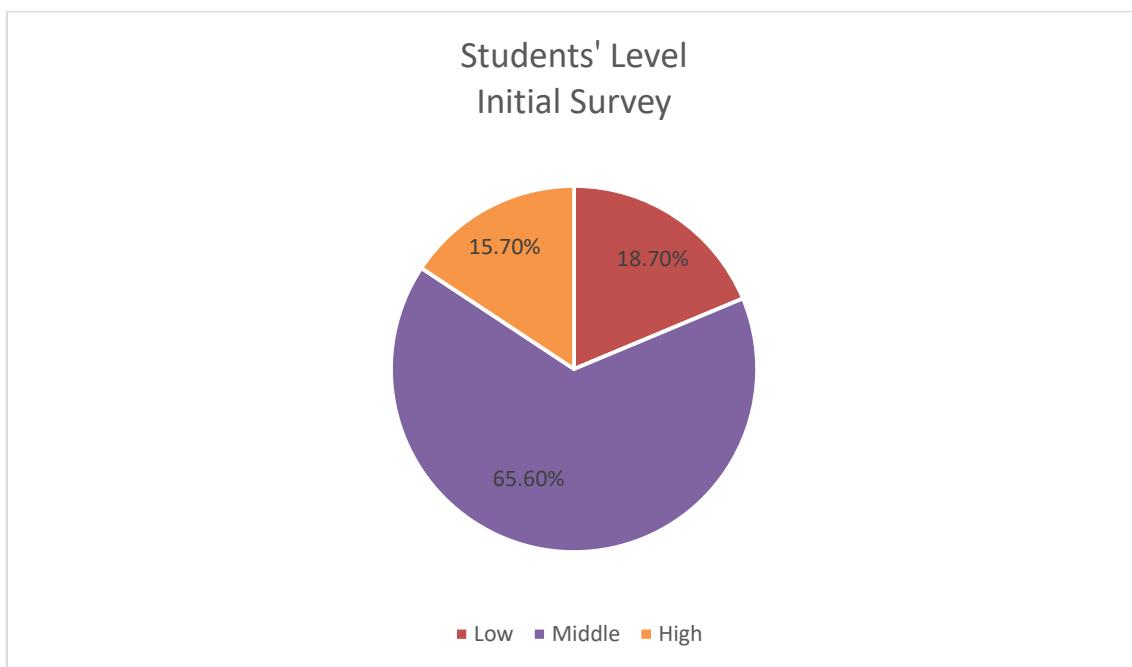
Level 1(Low): Those students who have not developed their writing skill in the English language, they face difficulties while using the rules or techniques for

writing, not much vocabulary so they need more the teachers' help and they are not interested in writing in the English language.

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

Level 3 (High): Those students who have developed their writing skill and they have knowledge about rules or techniques for writing, they use a correct vocabulary and they are interested in writing in the English language.

When this method was applied, it was concluded that at that stage there were 6 students at the LOW level representing the 18.7%, 21 students at the MIDDLE level representing the 65.6% and 5 students at the HIGH level representing the 15.7% of the sample. The results were inserted in a graph.

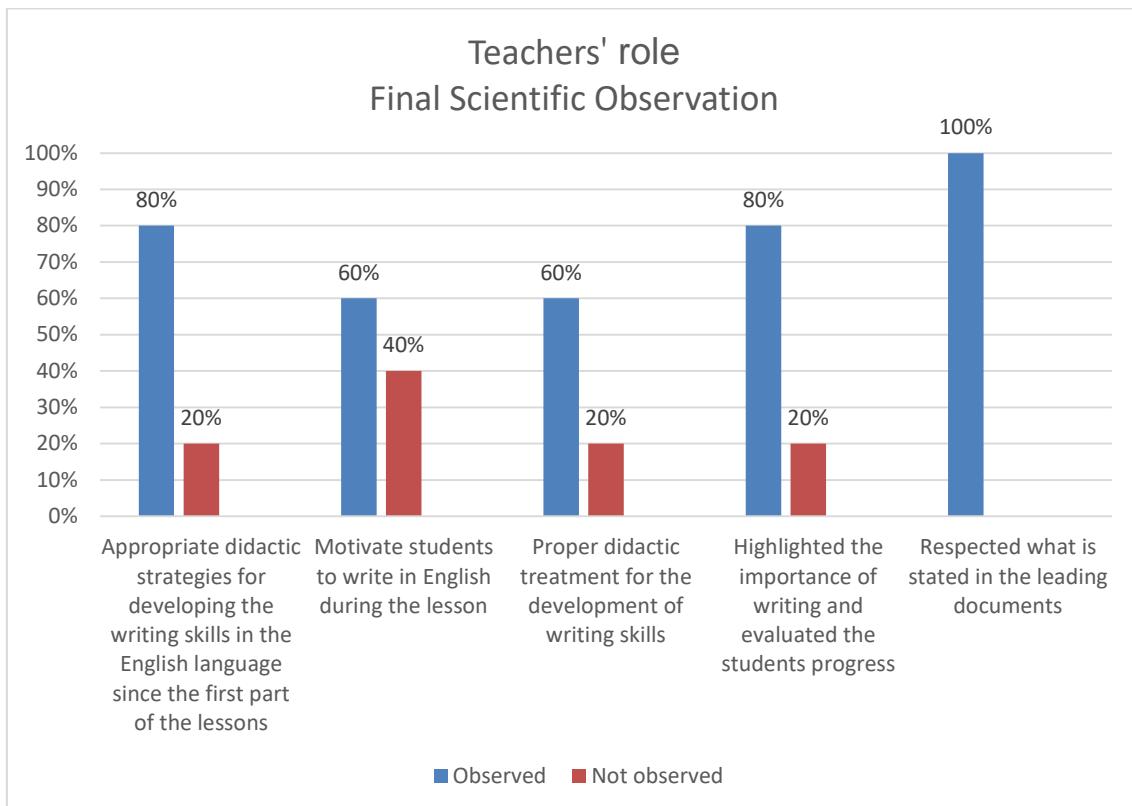


ANNEX #6: FINAL SCIENTIFIC OBSERVATION.

Objective: To confirm the methodological treatment for the development of the writing skill in the English language and use of communicative situations to write in the English lesson in 7th grade.

No.	Aspects to be observed.	Observed.	Not observed.	Partially observed.
I	The teacher's role in using the appropriate didactic strategies for developing the writing skill in the English language since the first part of the lessons including basic aspects such as:	80%	20%	
1	Working with the date.			
2	The name of the subject and writing the topic of the lesson on the blackboard.			
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 teacher gives a proper didactic treatment for the development of the writing skill in the English language:	60%	20%	20%
1	Explaining the rules of punctuation and spelling.			
2	The correct use of vocabulary.			
IV	The teacher:	80%	20%	
1	Highlighted the importance of			

	writing correctly in the English language.			
2	Evaluated the students progress.			
V	The teacher's role in respecting what is stated in the leading documents	100%		



ANNEX #7: FINAL SURVEY TO TEACHERS.

Objective: To determine the teachers' interest and didactic knowledge for developing the writing skill in the English language in seventh graders from Camilo Cienfuegos Junior High School.

Dear teachers we are developing a research related to the development of the writing skill in the English language in seventh graders, it is needed 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 skill in the English language?

Yes 100% No Sometimes

2. Do you consider yourself didactically prepared to contribute to the development of writing skill in the English language in your students?

Yes 100% No Yes, but I need to go on studying

3. Do you bring communicative situations to your classroom to make your students write about selected topics in English to work in small groups or pairs?

Yes 66.6% No _____ Always _____ Not always 33.3%

4. Do you encourage your students to write in English using the vocabulary studied in the English lessons?

Yes 66.6% No Sometimes 33.3%

5. Do you explain your students the steps to have a good writing?

ANNEX #8: FINAL PEDAGOGICAL TEST.

1. Write a short paragraph with no less than 70 words with the following title: "My daily routine"

In this test the authoress checked the same aspects in the initial stage: the correct use of punctuation marks, the spelling, the use of vocabulary, the correct structure and coherence of the paragraph.

ANNEX #9: FINAL SURVEY TO STUDENTS.

Objective: To diagnose the students' level of motivation towards the English Language and to write in English in students from seventh grade from Camilo Cienfuegos 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 séptimo grado, por eso necesitamos su cooperación para llevar a cabo la investigación. Las preguntas son muy fáciles y no les llevará mucho tiempo responderlas. Gracias.

Preguntas:

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

Sí 28.1% No 25% Algunas veces 46.9%

2 ¿Te sientes motivado cuando escribes sobre algún tema en particular en la clase de inglés?

Sí 43.7% No 18.8% Algunas veces 37.5%

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

Sí 71.9% No 15.6% Algunas veces 12.5%

en idioma inglés?

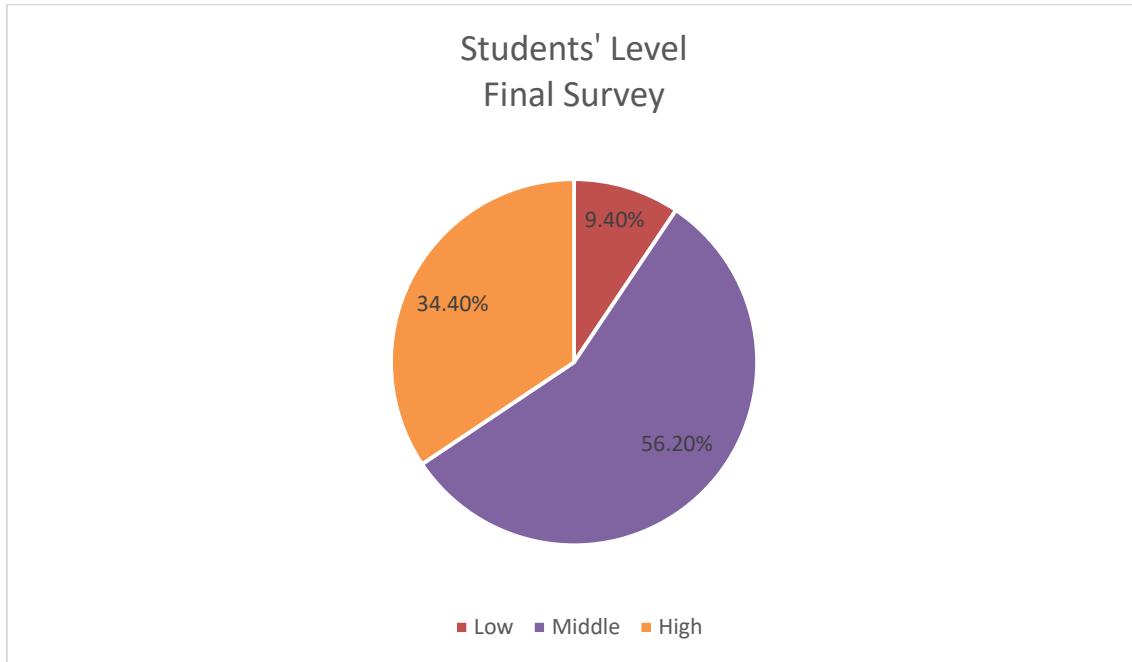
Sí 68.7% No 15.6% Algunas veces 15.6%

correctamente en idioma inglés?

SI 62.5% NO 15.6% Algunas veces 21.9%

After applying the proposed activities, a survey was carried out again to check if there were changes, and satisfactory results were obtained. At this moment there are 3 students in the LOW level representing the 9.4%, 18 students in the MIDDLE level representing the 50.0% and 14 students in the HIGH level representing the 40.6%.

representing the 34.4% of the sample and the results were also presented in the following graph.



ANNEX #10: Camilo Cienfuegos Junior High School.



ANNEX #11: English lesson in the 7th.1 group from Camilo Cienfuegos Junior High School.



ANNEX #12: Applying an oral test in the 7th.1 group from Camilo Cienfuegos Junior High School.



ANNEX #13: Helping my tutor Irina in the 7th.2 group from Camilo Cienfuegos Junior High School.

