

**UNIVERSITY OF HOLGUIN  
CAMPUS JOSÉ DE LA LUZ Y CABALLERO  
DEPARTMENT OF ENGLISH**

# **DIPLOMA PAPER**

**LANGUAGE GAMES TO IMPROVE TENTH-GRADE STUDENTS' ENGLISH  
WRITTEN EXPRESSION AT "COMANDANTE LIZARDO PROENZA SÁNCHEZ"  
SENIOR HIGH SCHOOL IN RAFAEL FREYRE**

**AUTHOR: Ana María Pérez Domínguez**

**2016**

**UNIVERSITY OF HOLGUIN  
CAMPUS JOSÉ DE LA LUZ Y CABALLERO  
DEPARTMENT OF ENGLISH**

# **DIPLOMA PAPER**

**LANGUAGE GAMES TO IMPROVE TENTH-GRADE STUDENTS' ENGLISH  
WRITTEN EXPRESSION AT "COMANDANTE LIZARDO PROENZA SÁNCHEZ"  
SENIOR HIGH SCHOOL IN RAFAEL FREYRE**

**AUTHOR: Ana María Pérez Domínguez**

**TUTOR: PhD. Julio César Rodríguez Peña (Associate Professor)**

**2016**

## TABLE OF CONTENTS

Contents	Pages
<b>INTRODUCTION</b> .....	1
<b>DEVELOPMENT</b>	
<b>CHAPTER ONE: THEORETICAL AND METHODOLOGICAL FOUNDATIONS ABOUT THE DEVELOPMENT OF ENGLISH WRITTEN EXPRESSION IN TENTH-GRADE STUDENTS AT “COMANDANTE LIZARDO PROENZA SÁNCHEZ” SENIOR HIGH SCHOOL</b> .....	6
1.1 Theoretical and methodological considerations about English written expression in tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School.....	6
1.2 Characterization of the English written expression current state in tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School.....	16
1.3 Characterization of tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School .....	21
<b>CHAPTER TWO: LANGUAGE GAMES TO IMPROVE ENGLISH WRITTEN EXPRESSION IN TENTH-GRADE STUDENTS AT “COMANDANTE LIZARDO PROENZA SÁNCHEZ” SENIOR HIGH SCHOOL</b> .....	24
2.1 Methodological considerations for the elaboration of language games in English .....	24
2.2 Language games to improve written expression in English as a foreign language.....	27
<b>CHAPTER THREE: CORROBORATION OF THE LANGUAGE GAMES TO IMPROVE ENGLISH WRITTEN EXPRESSION IN TENTH-GRADE STUDENTS AT “COMANDANTE LIZARDO PROENZA SÁNCHEZ” SENIOR HIGH SCHOOL</b> .....	36
3.1 Corroboration of the proposal through the specialists’ criteria .....	36
3.2 Corroboration of the proposal’s application through a pre-experiment .....	37
<b>CONCLUSIONS</b> .....	40
<b>RECOMENDATIONS</b> .....	41
<b>BIBLIOGRAPHY</b>	
<b>APPENDIXES</b>	

## **DEDICATORY**

I want to dedicate this Diploma Paper to all my family and especially to my dear father Carlos Alberto Pérez Bauzá, to my teachers and to my best friends.

## **ACKNOWLEDGEMENTS**

I want to thank to my family, to my teachers, especially to my tutor Julio César Rodríguez Peña, to my friends, to the teachers that helped me carry out my investigation in the teaching practice, and to all the persons who have contributed to my professional formation and have helped me become a better person.

## **ABSTRACT**

In the following investigation, there is an analysis of the teaching-learning process of English at “Comandante Lizardo Proenza Sánchez” Senior High School. Different empirical methods, such as: observations to lessons of English, surveys and interviews to teachers and students, were applied to analyze the current situation of tenth-grade students’ English written expression skills at “Comandante Lizardo Proenza Sánchez” Senior High School. Therefore, the author devised language games to improve English written expression in tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School. Besides, it was revealed that the language games were successful in the improvement of English written expression in tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School.

## **INTRODUCTION**

Our national system of education has considered English as a subject to be taught in schools, taking into account the importance that it has. English is considered an international language, because it is used by many people around the world. It responds to economic, social, cultural and diplomatic realities. Besides, our country has relations with a great number of English speaking nations and we are collaborating in different fields. This language also contributes to the formation of the students' general and comprehensive culture because they can acquire a lot of information in English.

This foreign language contributes to highlight the general curriculum of Senior High Schools, fostering values, attitudes, habits, skills and feelings in students. On the other hand, it gives students the opportunity of studying and practicing a foreign language and also, creating and finding solutions to problems they can face in their practical realities.

There are different authors that have made reference to written expression: Rivers (1977); Antich (1986); Abbott et al (1989); Tribble (1996); Acosta (1996 and 2011); Medina (1998, 2004, 2006); Westwood (2008); among others. Some Term and Diploma Papers have also treated writing. Examples are: Couto (2010); Almira (2011) and Batista (2011). These authors give paramount importance to the development of written expression, and they coincide in stating that it is a very concise way of communicating. However, in the studies developed, the author of this paper did not find a motivating proposal for students of tenth grade, at "Comandante Lizardo Proenza Sánchez" Senior High School, to develop their written expression skill.

The formation and development of written expression should be consequently assumed as the extension of the learning of oral expression the students have been exposed within the first segment of lessons from the system of the unit of study. Written expression complements the other communicative skills in the transition through the stages established for the teaching-learning process of English as a foreign language.

Some insufficiencies related to the development of the written expression skill were detected in the school setting. Among them, the author would like to highlight the following ones, which were spotted in:

- The use of the third person singular in simple present and the use of auxiliary verbs in questions.
- The elaboration and organization of students' ideas in a logical and coherent way.
- Writing simple texts in English.
- Ordering the ideas in a sentence.
- Connecting one idea with another in a paragraph or a text in general.

Those were the main reasons to identify as the **research problem** the following: How to improve written expression in English in tenth-grade students at "Comandante Lizardo Proenza Sánchez" Senior High School?

The part of the objective reality in which the problem is manifested is the following **research object**: the teaching-learning process of English as a foreign language at "Comandante Lizardo Proenza Sánchez" Senior High School.

In order to solve the problem, the **research objective** is formulated as the elaboration of language games to improve written expression in English in tenth-grade students at "Comandante Lizardo Proenza Sánchez" Senior High School.

The **scope of action** where this research concentrates its transformation is the development of English written expression in tenth-grade students at "Comandante Lizardo Proenza Sánchez" Senior High School.

In order to direct the course of the investigation logically, and thus fulfill the objective and solve the problem, the following **scientific questions** are formulated:

1. Which are the theoretical and methodological foundations that support written expression in the teaching-learning process of English?
2. What characterizes English written expression in tenth-grade students at "Comandante Lizardo Proenza Sánchez" Senior High School?



3. How to improve English written expression in tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School?
4. How effective is the proposal of language games in the improvement of English written expression in tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School?

The actions that were carried out in order to give answers to these scientific questions are planned in the following **research tasks**:

1. To determine the theoretical and methodological foundations related to written expression in the teaching-learning process of English.
2. To diagnose the current situation of the English written expression in tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School.
3. To elaborate language games for improving English written expression in tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School.
4. To corroborate the effectiveness of the language games for improving the English written expression in tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School.

To answer the scientific questions and carry out the research tasks, the author used the following **research methods**:

From the theoretical level:

**Analysis-synthesis:** it is applied in order to study the theoretical and methodological foundations related to the development of English written expression, as well as to analyze how it works as a whole.

**Inductive-deductive:** it is used for the analysis of the theoretical data and to make possible the orientation of the research process to draw conclusions related to the

development of English written expression in tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School.

**Modeling:** It is used for the design of the language games to improve English written expression in tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School.

From the empirical level:

**Scientific observation:** it is used to observe lessons of English and different activities developed in tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School in Rafael Freyre, and thus find potentialities, limitations and the main characteristics of written expression in tenth-grade students at the school already mentioned.

**Interviews:** they are applied to teachers in order to obtain information about the difficulties the students and teachers still have on the field of written expression in tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School.

**Surveys:** they are applied to students to obtain important information about the topics in which they are interested and other aspects related to the research object.

**Analysis of documents:** they are applied to obtain information in the syllabus about some aspects related to the subject and how written expression is treated in this grade.

**Pedagogical experiment:** the author selected this method for the application of the language games for improving the English written expression in tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School. In special, a pre-experiment was used for the corroboration of the main results gathered from the application of the proposal in the school practice.

The **population** of this research is composed by the total amount of tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School (80 students), and the **sample** selected is group one (34 students) from the same grade.

The **scientific novelty** of this research lays on the way that the process of written expression is approached, in specific terms, the work with language games to improve its development in English at “Comandante Lizardo Proenza Sánchez” Senior High School, tenth-grade students. That is the reason why; the **practical contribution** is related with the language games as such and their use in the teaching-learning process of English and the development of written expression in this foreign language.

The **expected results** of this research are related to the noticeable improvement showed in English written expression from “Comandante Lizardo Proenza Sánchez” Senior High School; especially in tenth-grade students. This work has a methodological basis that comprises English written expression as a foreign language in Senior High Schools. It provides the teacher of English with solid knowledge about the matter, to be used as a consultation material. It also offers optional language games that allow a better improvement of written expression within the teaching-learning process of English at “Comandante Lizardo Proenza Sánchez” Senior High School.

## **DEVELOPMENT**

### **CHAPTER ONE**

#### **THEORETICAL AND METHODOLOGICAL FOUNDATIONS ABOUT THE DEVELOPMENT OF ENGLISH WRITTEN EXPRESSION IN TENTH-GRADE STUDENTS' AT "COMANDANTE LIZARDO PROENZA SÁNCHEZ" SENIOR HIGH SCHOOL**

This chapter pays close attention to the analysis of the theoretical and methodological elements related to written expression and the elaboration of language games to improve the development of this skill. It also refers to the characterization of the teaching-learning process of English, specifically the development of written expression in tenth-grade students at "Comandante Lizardo Proenza Sánchez" Senior High School.

##### **1.1 Theoretical and methodological considerations about English written expression in tenth-grade students at "Comandante Lizardo Proenza Sánchez" Senior High School**

The studies made reveal the existence of theoretical and methodological requisites to take into consideration for elaborating coherent and contextualized activities for fostering written expression in tenth-grade students, which is the academic course that prepares students to understand other elements of English as a foreign language, where they will integrate everything they have learnt.

In the teaching-learning process of English there are some categories that are essential for investigating every topic related to this process. These categories are: communication, communicative-competence and the work with skills. In the case of communication, it is treated by different authors as:

Byrne (1989): defines communication "as a process of two ways between a sender and a receptor or receptors and it requires the receptive ability of comprehension or listening ability with comprehension and the productive skill of speaking"

Gordon (1995) defines communication as “the processes of codification and decodification of signals; all the verbal messages are codes of the language and they are equivalent to feelings and not the feelings themselves”.

For the investigator McShane (1998), communication is the process by which information is transmitted and understood between two or more people.

González (1998) affirms that communication represents a way of human interrelation. It expresses interaction among human beings and it is a way of interaction itself, which is closely related to the men’s activities. It has an active character for both the sender and the receiver, it is for that reason that it can be said that it’s a dynamic process with a difficult comprehension most of the time. It is also oriented by several reasons.

Borges (2004), quoted by Emma Plato, considers that communication is: “to share ideas, information and feelings”.

Medina (2004) considers oral communication as the main skill in the teaching of foreign languages and its efficiency of development depends on the verbal skills integration between cognitive elements bond and affective – motivational.

Referring to another important category related to this research: communicative competence, Hymes (1972) states that it is the intuitive mastery that the native speaker possesses to use and interpret language appropriately in the process of interaction and relation to social context. He considers that “communicative competence involves grammatical (or linguistic) competence, sociolinguistic competence, strategic competence, discourse competence and socio-cultural competence”.

The conception about communicative competence given by Acosta (1996) reads: competence in any circumstances. It must include not only the linguistic forms of a language but also knowledge of when, how and where it is appropriate to use these forms.

To work with skills in foreign languages, Medina (2006) proposes a system of

methodological principles for the direction of the teaching-learning process of English. One of these principles is the “Principle of the integral character of the communicative abilities for their formation and development”. It states that the four communicative skills (Listening-comprehension, oral expression, reading-comprehension and written expression) cannot be separated and they have common aspects that make them a unit and they are naturally integrated in the act of communication.

Olivé (2013), affirms that skill integration is “The combination of two or more skills of the language in the teaching-learning process of English to attain a further goal, which can be the improvement of one particular skill; or their integration in follow-up stages to complete a sequence of learning or comprehension in the same process.”

The development of written expression depends on progress in the other skills. As Rivers (1977) points out: “Only by learning and reading a great deal can foreigners acquire that feeling for the appropriate use of language forms and combinations which is basic to expressive written expression”.

Referring to written expression, Antich (1986) says that written expression “is a process where the immediate receptor is missing and there is no feedback, the writer can check out his own writing process and verify the coherence of ideas.” Abbott et al (1989) express that: “There are good reasons why written expression should be fully integrated with listening-comprehension, oral expression and reading comprehension to develop the written expression, and not to be treated in isolation or neglected”.

According to Acosta et al (1996): “Written expression involves the correct association of conventional graphic symbols with sounds which have no meaning and no significant interrelation for the writer. In a more complicated process, the graphic symbols (letters, numbers and diacritic signs) have to be arranged into words, according to certain rules. Words have to be arranged to form sentences, and these are linked together in a certain way to form a text around a topic. In this sense, written expression involves the encoding of a message for someone who is generally not

physically present. Thus, the writer has to ensure that what he writes can be understood successfully”.

Tribble (1996) says that the process of written expression is “a way of describing the teaching methods associated with the process approached”, and the author refers to the writing process as “the means whereby a text is produced”. It includes all of the preparatory work a writer does before beginning writing, as well as the work that he or she does while writing as a process that is cyclical and non-linear rather than simple and linear.

Medina (1998) defines written expression as follows: “The process through which the students represent their speech in a written text, beginning with short words, brief paragraphs and texts of moderate complexity, until a clear expression of ideas and meaning is reached. As a skill to be developed, it goes through different phases, and then the final text is the result of many versions, and requires the development of writing strategies. Its efficient development is linked to the integration of the other verbal skills”.

Medina (2004) states that: “Written expression has been identified as an ability to express and fulfill given communicative functions through the use of symbols, the appropriate orthography, punctuation marks, and unity and coherence”.

Written expression facilitates practice in the use of learned vocabulary and structures. It helps the students retain in the memory patterns of all kinds: graphemes, words, phrases, sentences and texts.

Westwood (2008) refers to some points which are related to the difficulties students may have when writing. These are:

**The process of writing:** writing can be extremely demanding for students because it calls upon many experimental, cognitive, linguistic, affective and psycho-motor memories and abilities.

**Simple view of writing:** writing involves lower-order transcription skill and higher-

order composing skills.

**Affective reactions to writing difficulties:** the problems of experienced weaker writers are compound by their feelings or incompetence and lack of success.

**Spelling and handwriting:** these drills need to be taught explicitly. Students most achieve a level of automaticity in both.

Some good students in speaking try to express their ideas in writing just as they speak due to the lack of systematic training in written expression skills. According to Leyva (2013), written expression is a conscious activity which requires a careful work because:

1. It creates its own context and therefore has to be fully explicit.
2. The reader is not present; there is no possible interaction, so it demands precision.
3. Immediate feedback is not possible.
4. Written expression can be checked as often as necessary, both by the author, and by the reader.
5. Sentences are expected to be carefully constructed, linked, and organized to form a text.
6. It uses devices, punctuation, capitals and underlining to convey meaning.
7. Sentence boundaries are clearly indicated.
8. A text demands coherence, unit, variety, and emphasis.

According to Leyva (2013), good writing conveys meaningful messages and uses the language well, but the messages are more important than correct presentation. If the teacher can understand a written message from a student or even a part of it, the student succeeded in communicating on paper and should be praised for that. This does not mean that they should not be challenged to write, but the teacher should consider their needs and balance class time appropriately. Many students who do not



need to write will enjoy it for the purpose of sharing their thoughts and personal stories.

As it is analyzed here, the authors give paramount importance to the development of written expression, and they coincide in stating that it is a very concise way of communicating. The author of this investigation assumes the criterion stated by Leyva (2013).

In relation to language games, the author of this research analyzes some information declared by different authors.

A **language-game** (German: *Sprachspiel*) is a famous philosophical concept developed by Wittgenstein and Waismann (1934), referring to simple examples of language use and the actions into which the language is woven.

Wittgenstein (1942) rejected the idea that language is somehow separated and corresponding to reality and argued that concepts do not need to be clearly defined to be meaningful. Wittgenstein used the term "language game" to designate forms of language simpler than the entirety of a language itself, "consisting of language and the actions into which it is woven", and connected by family resemblance (*Familienähnlichkeit*). The concept was intended "to bring into prominence the fact that the speaking of language is a part of an activity, or a form of life" which gives language its meaning.

The term 'language game' is used to refer to:

- Fictional examples of language use that are simpler than the language used every day.
- Simple uses of language through which children are first taught language (training in language).
- Specific regions of language with their own grammatical elements and relations to other language-games.

- All of a natural language seen as comprising a family of language-games.

These meanings are not separated from each other by sharp boundaries, but blend into one another (as suggested by the idea of family resemblance). The concept is based on the following analogy: the rules of language are analogous to the rules of games; thus saying something in a language is analogous to making a move in a game. The analogy between a language and a game demonstrates that words have meaning depending on the uses made of them in the various and multiform activities of human life. (The concept is not meant to suggest that there is anything trivial about language, or that language is 'just a game', quite the contrary.)

### **Examples**

The classic example of a language-game is the so-called "builder's language" introduced in two of the Philosophical Investigations that assume the following:

“The language is meant to serve for communication between a builder A and an assistant B. A is building with building-stones: there are blocks, pillars, slabs and beams. B has to pass the stones, in the order in which A needs them. For this purpose, they use a language consisting of the words "block", "pillar" "slab", "beam". A calls them out; — B brings the stone which he has learnt to bring at such-and-such a call. Conceive this as a complete primitive language.”

Later "this" and "there" are added (with functions analogous to the function these words have in natural language), and "a, b, c, d" as numerals. An example of its use: builder A says "d — slab — there" and points, and builder B counts four slabs, "a, b, c, d..." and moves them to the place pointed to by A. The builder's language is an activity into which it is woven something we recognized as language, but in a simpler form. This language-game resembles the simple forms of language taught to children, and Wittgenstein asks that we conceive of it as "a complete primitive language" for a tribe of builders.

## **Postmodernist interpretation**

Jean-François Lyotard (1950) explicitly drew upon Wittgenstein's concept of language-games in developing his own notion of metanarratives in *The Postmodern Condition*. However, Wittgenstein's concept is, from its inception, of a plurality of language games; their plurality is not taken to be a feature solely of contemporary discourse. Lyotard's discussion is primarily applied in the contexts of authority, power and legitimation, where Wittgenstein's is concerned to mark distinctions between a wide range of activities in which language users engage.

Referring to games, Byrne (1989) states that “games may be defined as forms of playing governed by certain rules or conventions. They can be used to improve the learners’ command of a particular item or items of language: sounds, vocabulary, spelling, grammatical items or functions”.

Games can do this in two main ways:

They can be used to improve the learner command of a particular item or items of language: sounds, vocabulary, spelling, grammatical items or functions. Games of this kind are concerned with accuracy and purpose is to reinforce and possibly extend what has already been taught. Most traditional languages games fall into this category. They have been contrived or adapted to provide repetition (often frequent and rapid) of a particular item or items in an enjoyable context. They are effective because the learners are so involved in playing the game that they do not realize that they are practicing language items.

Most traditional games are also competitive: one of the players is trying to win either for himself/herself or on behalf of this team. And, although it is not wanted students to become excessively competitive, it has to be accepted that this can provide an impetus for using language with a purpose: the players in the game want to have a turn; they want to stay in the game (if this is one that involves elimination); they want to be the first to guess correctly or they want to gain points (and so on). These are, in fact, some of the mechanisms that serve to take their attention off the form of what

they are saying and make it possible to introduce the element of repetition.

They can be used to provide the learners with opportunities to use language rather than simply practice it: that is, they are concerned with fluency rather than accuracy. Such games normally involve a task of some kind: in order to complete the task, the learners have to use language, often as best they can in the circumstances. In this respect they are similar to the activities described in the previous chapter. They differ not because they are more enjoyable because other types of activity can or should be equally enjoyable, but because they are played according to a set of rules.

Two procedures are frequently used in this type of game:

**The information gap:** This, in its simplest form, means that A knows something that B does not know. B's task is to bridge the gap by acquiring that information. A may share it with him or B may have to elicit it.

**The opinion gap:** Again, in its simplest form, A has a certain idea or opinion and would like to persuade B that he is right: A's task, then, is to bridge the gap by stating his point of view effectively.

Traditional language games also make use of these two mechanisms, of course. Guessing games, for example, depend on an information gap, and in many other games the player's contribution has to be evaluated.

Note that for information gap type games, the players normally collaborate: that is, they work together in some way in order to complete the task, often by sharing the information that each has. In this respect, these games are not won in a conventional sense; they are successfully completed. For opinion gap activities, the players often complete to some extent. A player can gain points if he can persuade the other players of something that this will be probably help him to win the game.

Both types of game clearly have their place in language learning. The first type, with its focus on accuracy, belongs mainly to the practice and pre-production stage. These games provide new contexts of rapid and enjoyable practice in many key language areas so essential, such as tenses or sets of lexical items, that the learners need a

massive amount of practice, both initial and for periodic revision. The second type, on the other hand, with its focus mainly on fluency, belongs to the production stage and thus provides a new dimension to the activities already discussed in Chapter eight.

The author assumes the definition given by Terroux and Woods (1991), who refer that language games are among the activities that reflect everyday situations. They propose the following language games:

Where is it?

Who am I?

Twenty Questions: For this, one player thinks of an object; the others try to find out what it is by asking not more than twenty questions, normally of the yes/no type (e.g. Is there anyone in the room?, Is it (yellow)?, Can you (eat)?, etcetera: the players are trying all the time to narrow the field either by eliminating certain possibilities or by picking up clues to the object. The game therefore calls for much more skill and careful listening; usually the players will have to be given some indication of the nature of the object. For example, they might be told what category belongs to (Animal, Something found in the house, an action) or some other type of clue: e.g. It's small and it's made of metal.

Games also challenge students to apply the information, thus allowing them to evaluate their critical thinking skills. They create a challenging constructively competitive atmosphere that facilitates interaction among students in a friendly and fun environment. Patil (1993)

According to Amato (1996), even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in second language teaching. Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication.

Games increase students' involvement, motivation, and interest in the material and allow the instructor to be creative and original when presenting topics. Odenweller (1998). This definition is also assumed by the author.

## **1.2 Characterization of the English written expression current state in tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School**

After the analysis of written documents (Syllabus), taking into consideration the work with written expression, the result is the following:

In the specific case of the syllabus, the objectives related with written expression for tenth-grade are: to understand and express themselves orally and in writing in the English language with the communicative functions related with request, location and transmission of information throughout the grammatical and lexical structures needed; to value the importance of the English language in communication for having the knowledge related to the principles of the ideology and policy of our country; to develop habits of working with auxiliary means, such as oral and written texts in English, as well as Spanish, English, bilingual and pronunciation dictionaries, grammatical manual, textbooks and others; to develop professional skills for solving tasks and use materials for fostering the teaching – learning process; to develop forms of logical, algorithmic, inductive- deductive thinking, self- regulation and a high level of motivation; to promote learning with a communicative, interdisciplinary and integral approach.

System of skills:

- To comprehend oral and written texts of middle complexity which include the communicative functions and the lexical and semantic contents students know previously.
- To use the main communicative functions in a specific social situation in form of dialogues or monologues.
- To use the different resources for doing the independent work using written texts for taking demonstrative notes of their comprehension.
- To use efficiently Spanish, English, bilingual and pronunciation dictionaries, as well as the implementation of grammar books,

textbooks, among others.

System of knowledge:

Phonic level

- To anticipate situations or linguistic elements
- To discriminate sounds, intonation and punctuation marks
- To establish sound- grapheme correspondence
- To determine the meaning of words
- To establish form- function relationship
- To discern general ideas and secondary ideas
- To relate elements
- To determine specific information
- To keep the information and produce it
- To guess elements of the English speaking cultures
- To evaluate information in the text

Lexical level (it includes the use of vocabulary)

- Greetings, numbers, personal objects and colors, family members
- Information about nationalities and occupations
- The days of the week and the months of the year
- Countries and nationalities
- Health problems
- Places

Grammatical level

- Form of the verb be
- The use of the indefinite articles a/an
- The simple present and present continuous
- Frequency adverbs (always, usually, often, never, rarely, sometimes)
- The simple past
- Regular and irregular verbs

- The simple future tense
- Comparative form
- The use of infinitive and *ing* form
- Modal verbs
- The use of used to and would
- The past continuous tense

#### Functional level (Communicative functions)

- Talking about family members
- Talking about present activities
- Talking about the past
- Narrating stories
- Talking about future activities and plans
- Giving advice
- Giving suggestion
- Making invitations
- Talking about health problems
- Talking about past memories and experiences

Unit One: All about you (30 hours)

Unit Two: Do you have any suggestion? (30 hours)

Unit Three: Memories (32 hours)

#### Teaching media

- Teachers' and students' voice
- Illustrations and real objects
- Exercises prepared by the teacher
- Blackboard
- Video and tape recorder
- Computer and programs to be installed
- Spanish, English, bilingual and pronunciation dictionaries
- Grammatical manuals, textbooks and others



Empirical methods such as, scientific observation, interviews to teachers, surveys to students, as well as the initial diagnosis (See Appendixes 1, 2, 3 and 4) revealed that there are insufficiencies in the implementation of activities to improve the development of written expression in tenth grade students, and that it is necessary to devise activities like language games to motivate them towards written expression.

First, the scientific observation was applied to six lessons from unit one. Its objective was to know the different activities used in class in reference to written expression. (See Appendix 1)

After tabulating and analyzing the results of the scientific observation, the following was concluded:

It was detected that written expression is not well treated in lessons. The activities the teacher uses for writing are not interesting for students, so they are not motivated toward this skill. The results for each indicator are the following:

**INDICATOR 1-** The teacher began the lesson by asking questions.

**INDICATOR 2-** The students do not participate much in class.

**INDICATOR 3-** In the presentation lesson the teacher used the microsituation as a technique, in the practice lesson the teacher used practicing activities and in the reading comprehension lesson the teacher used reading activities.

**INDICATOR 4-** Students are not interested in writing.

**INDICATOR 5-** The teacher does not give much attention to written expression. The exercises planned are not useful for students

Second, an interview was applied to two teachers of English of tenth grade: (See Appendix 2). The objective was to know the teachers' potentialities and regularities in devising written expression activities. The results are the following:

1. They think that there are some aspects that should be improved in the teaching-learning process of English.
2. They declare that it is important for students to develop written expression skills,

but they should not be isolated, that students should develop the four skills in the same lesson.

3. They state that they use written expression activities in class, but that the students are not interested in them.

4. They refer that they use written expression activities in every lesson because in all lessons students have to write on their notebooks.

5. They consider that these activities are not always useful because sometimes the students are not interested in writing.

Third, a survey (See Appendix 3) was applied to group one of tenth-grade. This survey was carried out to know important information about the topics in which students are interested.

In the survey applied to students, it was revealed that they are not always motivated towards the English lessons because sometimes the exercises are boring and they do not like the topic that is treated in class. On the other hand, the students referred that they prefer to work in groups or in pairs and they like to develop games in class.

They also stated that they do not like to write in English because it is difficult for them to develop written expression abilities. So, they feel bad when they do not know how to write correctly. Besides, the exercises they do in class for writing are always the same.

In the diagnosis applied to students (See Appendix 4) it was concluded that:

The results of the diagnosis applied to tenth-grade students revealed that there are difficulties in the teaching learning process of English. This diagnosis was composed by two sets with three questions each of them. To obtain the information about its results the students were classified in three levels: student A, student B, and student C. In set one there were ten C students, four B students and three A students. In set two there were eleven C students and six B students. In general terms, in the written test there were 21 C students, ten B students and three A students. The analysis of this test permitted to know the main regularities and potentialities students of this

grade have in the English language, especially in written expression. This way the author of this research concludes the following: the students of tenth-grade have several problems in oral communication, but the skill that is more affected is written expression. So, it is the skill that requires more special attention because of the insufficiencies founded, these are:

- Students do not locate the **s** or **es** in the third person singular and they misuse the auxiliary verbs in the elaboration of questions
- Students do not write with unity and coherence
- They have problems when writing sentences or simple texts
- They do not know how to organize the ideas and connecting them logically

From the triangulation of the main methods applied, it was concluded that:

- Teachers use different techniques to develop the lesson.
- Teachers are conscious about the importance of developing written expression skills in English.
- Students like to develop games in class and they prefer to work in groups and in pairs.
- Teachers use written expression activities in class, but the students are not interested in them.
- Written expression is not well treated in English lessons.
- Students have serious problems in the written expression skill.

### **1.3 Characterization of tenth-grade student at “Comandante Lizardo Proenza Sánchez” Senior High School**

Brief characterization of the school

“Comandante Lizardo Penza Sánchez” Senior High School is located out of a town named Santa Lucía which belongs to Rafael Freyre municipality. In this school there are 257 students who are distributed into three grades: 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup>. At the same time, the total amount of students is distributed in three different grades. There

are 80 students in 10th grade, there are 86 students in 11<sup>th</sup> and there are 91 students in 12<sup>th</sup>, who are from different places such as, Altuna, Progreso, Dagames, Carlos Noris, Melones and Santa Lucía. There are also 42 teachers who have gotten different kinds of categories, eleven of them are Master, 29 are Bachelor and two are studying in post-grade courses.

This institution is structured by a principal, a docent secretary, a specialist in psico-pedagogy and three heads of departments which are Natural Sciences, Humanistic and Exact Sciences. They work together with the Senior High School Federation, the Young Communist League, the Communist Party of Cuba and a social worker. The Student Federation is formed by a President, a vice-president and nine delegates which are the head of each group of the school, so in this organization there are some students who are responsible of different branches as study, work and emulation.

On the other hand, the Young Communist League is integrated by four groups which are called base committee. Three of them belong to students with 35 members and the other belongs to teachers with two members. Besides, the school has specific characteristics related to health, habit and socio-pedagogical aspects. Referencing to the first term, there are 51 students and 20 teachers with health problems and in the second term there are 14 smokers, one of them is a student. From the socio-pedagogical point of view, the school has presented irregularities related to the way of developing strategies of vocational formation in the students and the weak relation between family and school.

#### **Brief characterization of the group:**

Group one of tenth grade has 34 students: from them, 23 are feminine and 11 are masculine. There are seven students who come from the country-side; the others are from urban areas. All students are 15 years old, four of them are black and the others are white. There are three students who are members of the Young Communist League. All of them are incorporated to the Senior High School Federation. Twenty-one students have their parents divorced; however, it does not affect their learning

process because most of parents keep a good relationship with them. All students are single.

Their physical development is in correspondence with their height and weight. Seven students have illnesses and there are not smokers in the group. An initial diagnosis was applied (Se appendix 4) that revealed that the majority of students have a low-learning level. They have serious difficulties in the four skills of English, being writing the most affected.

### **Partial Conclusions of Chapter One**

This Chapter permitted to analyse the theoretical and methodological foundations of the teaching learning process of English in tenth grade students. It gives important information from the results of the empirical methods applied which corroborate the real situation of the process of writing in the English lessons. Besides, it refers to a general characterization of tenth grade and specifically the students that were involved in the investigation which are the ones from group one.

## CHAPTER TWO

### **LANGUAGE GAMES TO IMPROVE ENGLISH WRITTEN EXPRESSION IN TENTH-GRADE STUDENTS AT “COMANDANTE LIZARDO PROENZA SÁNCHEZ” SENIOR HIGH SCHOOL**

This chapter gives some considerations about the elaboration of language games in English, referring to theoretical and empirical elements related to this topic. It also makes a characterization of the language games that are elaborated to improve English written expression in tenth grade students at “Comandante Lizardo Proenza Sánchez” Senior High School.

#### **2.1 Methodological considerations for the elaboration of language games in English**

Moayad (2011/2012), in her work about the effect of using educational games, made some considerations related to the importance of using games in class. This author stated some authors' criteria in reference to language games. There are some criteria that denote the characteristics of the games elaborated in this research.

Language games are not activities mainly aimed to break the ice between students or to waste time. In this respect, Byrne (1995) gave the definition of games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Jill Hadfield (1990) defined games as "an activity with rules, a goal and an element of fun."

According to Carrier (1990), teachers should first consider the level of the game to fit their students' language level. They should choose the game that fits the purposes of that class or the content. Moreover, teachers should consider students' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not. They should also consider when the game should be used.

The main reason why games are considered effective learning aids is that "they spur

motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses" (Avedon, 1971).

Naturally when playing games, students are trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing because they want to have a turn to play, to score points and to win. In the class, students will definitely participate in the activities. Therefore, it is possible for a teacher to introduce students to new ideas, grammar, and knowledge and so on. As in the dictation game, students are so competitive that they want to finish first. It can be clearly seen that games can capture students' attention and participation. They can motivate students to want to learn more. Moreover, they can transform a boring class into a challenging one.

Another reason why games are often used in language classes is that they lower students' stress in the classroom. In conventional classrooms, there is a lot of stress put on students trying to master the target language. Schultz (1988) said that "...Stress is a major hindrance in language learning process. This process [Learning language in traditional way] is by its nature time consuming and stress provoking... ..raise the stress level to a point at which it interferes with student attention and efficiency and undermines motivation. .... One method has been developed to make students forget that they are in class .... relax students by engaging them in stress-reducing task (games)."

There is a high level of stress in the classroom because students have to face unfamiliar or unknown grammatical structures, words, texts and so forth. Therefore, students often feel uncomfortable and insecure in class, which inevitably affects their ability to learn. As a result, games can help lower their anxiety, make them feel comfortable, and want to learn more. It is believed that when students play games, they relax and have fun. Since students know that they are playing games and want to communicate efficiently they do not worry about making mistakes and do not try to correct themselves in every single sentence. When students are free from worry and stress, they can improve their fluency and natural speaking styles.

Another advantage is increasing students' proficiency. Playing games in the classroom can enormously increase students' ability in using language because students have a chance to use language with a purpose in the situations provided. Hadfield (1990) confirms that "games provide as much concentrated practice as a traditional drill and more importantly, they provide an opportunity for real communication, albeit within artificially defined limits, and thus constitute a bridge between classroom and the real word." Like in a traditional classroom, students have an opportunity to drill and practice using grammatical rules and other functions.

There are many advantages of using games in the classroom:

- 1- Games are a welcome break from the usual routine of the language class.
- 2- They are motivating and challenging.
- 3- Learning a language requires a great deal of effort, games help students to make and sustain the effort of learning.
- 4- Games provide language practice in the various skill-speaking, writing, listening and reading.
- 5- They encourage students to interact and communicate
- 6- They create a meaningful context for language use

Through playing games, students can learn English the way students learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot even shy students can participate positively. They point how to choose a game.

- A game must be more than just a fun.
- A game should involve "friendly" competition.
- A game should keep all of the students involved and interested.
- A game should encourage students to focus on the use of language rather than on the language itself.



- A game should give students a chance to learn, practice, or review specific language material.

Students may wish to play games purely for fun. Teachers, however, need more convincing reasons. Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, textbook or programmed, and how, more specifically, different games will benefit students in different ways. The key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun... Ojeda (2004)

The use of innovative educational games in the classroom can increase enthusiasm and reinforce previously presented didactic information. It is also a positive, interactive alternative method of teaching and information sharing. In addition, team learning and active peer-to-peer instruction are strongly reinforced by educational games. Bailey (1999)

## **2.2 Language games to improve written expression in English as a foreign language**

The language games proposed are elaborated for students of tenth-grade. However, they can be adapted for students of other grades. These games favor the interaction among students; they are designed according to the students' level of assimilation and the students' interests.

They are devised for two units of the syllabus (All about you and Do you have any suggestion?). Besides, they are dynamical because they make the students relax in class, promoting motivation toward the English lessons; the students can participate more actively and increase their learning skills. On the other hand, they make the students to have fun in class, so they avoid boredom and stress. They are also conceived according to the communicative approach, giving important attention to the communicative functions. Therefore, they were elaborated taking in consideration the new resolution for evaluation. This is the resolution number 238 from 2014, which declares that the written test in tenth grade has a mark of 80 points. It evaluates the comprehension of texts with a mark of 40 points; the grammatical contents with a

mark of 20 points; and writing with a mark of 20 points. The students should be able to write a text with no less than 80 words and it should be related to the topics of the unit to be evaluated and the ones that appear in students' workbooks.

The games are structured in the following form: the unit they are elaborated for, title, objective and instructions for playing the games, which have involved the rules. They are organized according to the order of the units.

The language games proposed are the following:

### **Game1**

This game is for Unit One: All about you

**Title:** The solitary card

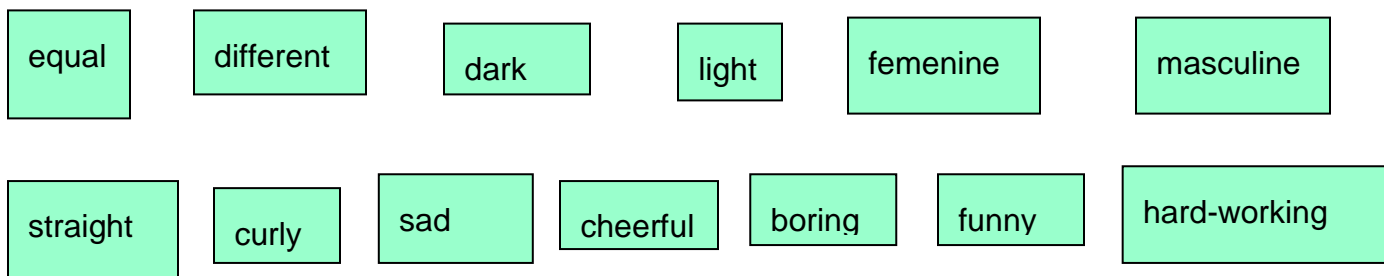
**Objective:** To identify the antonyms of some adjectives using the communicative functions: "Talking about family members" and "Talking about present activities"

The students divide the pack of cards among them. Those cards have some words. One student takes a card from another student's pack to find a similar card which is the antonym of the word the player has in his/her card. The other students should do the same. Then, the founded similar cards are taken out of the player's hand. There is a card that does not have its antonym, so it is the solitary card. The winner is the student who gets more couples (in the case of working in pairs), but if the whole group participates with the same pack of cards, the winner is the one who joins first the couple of cards. The loser is the one who keeps the solitary card and he/she has to write a sentence on the blackboard related to this word and read it aloud.

kind   unkind   prettv   ugly   short   tall   fat   thin

weak   strong   small   big   clean   dirty   good   bad

old   young   optimistic   pessimistic   black   white



### **Game 2**

This is for Unit One: All about you

**Title:** My family tree

**Objective:** To write the family members through a family tree, using the communicative function: "Talking about family members"

The group is divided into several teams; each team will be represented by a player. Each representative of the team has to go to the blackboard and write a family tree. The winner team will be the one that writes more members of the family in just one minute. The other players will write the family tree on their notebooks.

### **Game 3**

This game is for unit one: All about you

**Title:** Drawing a picture

**Objective:** To write simple sentences using the communicative function: "Talking about present activities"

The group is divided into two teams and the blackboard is divided into two parts. Each team has a name. One member of the team draws a picture on the blackboard referring to an action. Then, the other team writes and reads aloud a sentence according to the action of the picture.

E.g. She is cleaning the house

If the player does it correctly, he/she obtains one point. The winner team is the one that obtains first five points.

#### Game 4

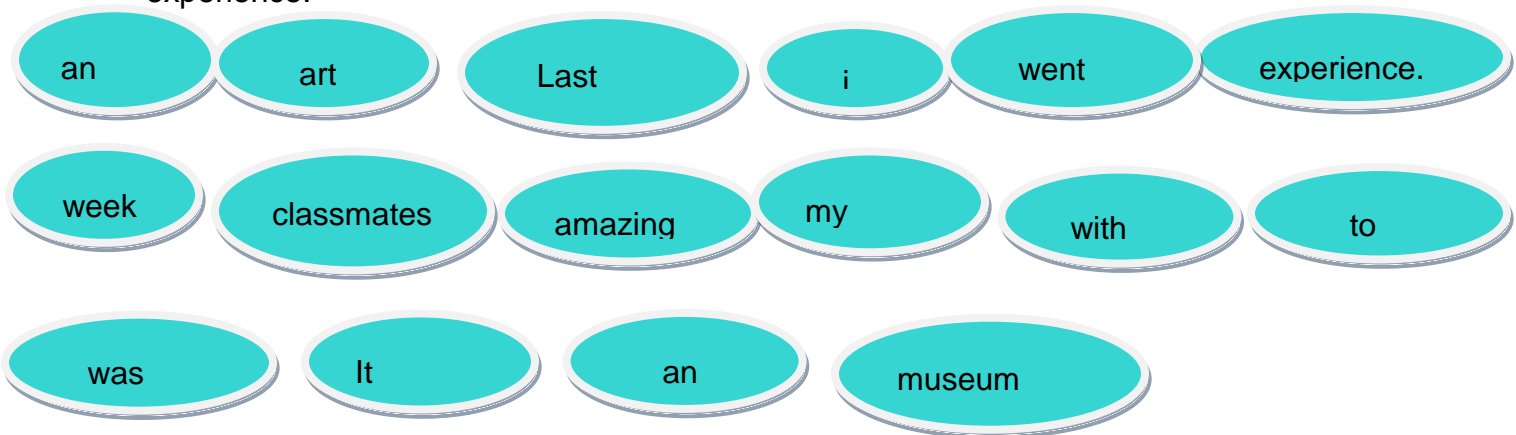
This game is for unit one: All about you

**Title:** The disoriented bubble

**Objective:** to organize a sentence logically, using the communicative function: "Talking about the past"

The teacher distributes different cards to the students. Those cards have a word. The students have to join the words to form a logical sentence. In this case there are two sentences in a logical order. Then, they have to locate themselves in front of the class with the card in front of them forming the sentence logically. The rest of the students are going to read the sentences out loud.

Last week I went to an art museum with my classmates. It was an amazing experience.



#### Game 5

The game is for Unit One: All about you

**Title:** Who is the faster?

**Objective:** To organize a paragraph logically, using the communicative function:

“Talking about the past”

The group is divided into two teams and the blackboard is divided into two parts. Each team has to organize some sentences for forming a paragraph. Then, a member of the team will copy the paragraph on the blackboard. The winner team is the one that first copy the paragraph correctly on the blackboard. The looser team will read the text aloud.

The paragraph is taken from Textbook “At Your Pace 1”

But my little brother got up.

I didn't see that there were lots of marbles on the floor near his bed.

Nobody was there!

I fell down and I broke my nose.

He wanted a glass of water...

Then I read 20 pages from the book you lent me.

Then I went to bed again.

At about two a. m., I heard a noise by my window, so I woke up from the bed and opened the window.

Last night I watched TV until midnight. Then I read 20 pages from the book you lent me. At about two a. m., I heard a noise by my window, so I woke up from the bed and

opened the window. Nobody was there! Then I went to bed again. But my little brother got up. He wanted a glass of water... I didn't see that there were lots of marbles on the floor near his bed. I fell down and I broke my nose.

### **Game 6**

This game is elaborated for unit one: All about you

**Title:** The Parcheesi of learning

**Objective:** To express themselves in writing through the communicative function: "Talking about present activities"

In this game until several teams can participate (all members of the team should participate and answer questions). They will be represented by chips of different colors. The team goes on from the start in the noted direction, according to the points indicated in the die. When the team is located in a pigeonhole it has to answer a question. If the student who is going to answer does it correctly the team moves forward one pigeonhole, but if he/she does not do it correctly, the team has to go back one pigeonhole. The winner team will be the one that first locates the chip in the goal with the exact number. The member of the team who is going to answer has to write the answer on the blackboard or on his/her notebook.

### **Game 7**

This game is elaborated for Unit One: All about you and unit two: Do you have any suggestion?

**Title:** The surprising box

**Objective:** To express themselves in writing using the following communicative functions:

- Talking about family members
- Talking about present activities
- Talking about the past

- Talking about future activities and plans
- Talking about health problems

The group is divided into two teams. One member of each team selects a card from a box, first one team and then, the other. The box has several cards; some of them have a question and others a sentence. The member of the team who is going to answer should write the answer of the question on the blackboard, and if it is a sentence he/she has to elaborate and write the question. There are some surprising cards that have an extra point without answering or elaborating any question. The winner team will be the one that obtains more points. Each question or sentence has the value of one point. If there is a mistake the point is not given. It is everything or nothing.

Questions or sentences in the cards:

My mother is an English teacher.

How tall are you?

Where were you born?

What is your address?

What are you doing now?

At night, I study English, watch TV and go bed.

What do you do on weekends?

I usually have breakfast at 6:30 a.m.

My uncle is tall, young and very handsome.

You have an extra point.

What is your mother like?

I would like but I cannot, I have to study for a test.

What would you like to do this weekend?

I have a terrible headache.

What did you do last weekend?

You have an extra point.

Yesterday I went to visit my grandparents.

She was cleaning the house.

What are you going to do next weekend?

Next vacation I am going to visit my grandparents.

### **Game 8**

This game is elaborated for unit one: All about you and unit two: Do you have any suggestion?

**Title:** learning with a dominoes

**Objective:** To express themselves in writing using the following communicative functions:

- Talking about family members
- Talking about present activities
- Talking about the past
- Talking about future activities and plans
- Talking about health problems
- Giving advice
- Giving suggestions
- Making invitations

The group is divided into four teams. Each team selects a player to put the set of dominoes on the table. Each member of the teams has a piece of paper in which the player has to write the answer. The teacher reads a question and the first team that writes the correct answer in the piece of paper is the one that locates the set of dominoes. The students should write a complete answer. If the student does not do it correctly or he/she does not have the set of dominoes that corresponds so, the turn is for the team that follows the first one.

Possible questions:



Imagine that you are a new student. Introduce yourself to your classmates.

Ask one of the players what she/he did last weekend

Write your mother's occupation

Write your plans for next vacation

Translate this sentence into English María trabaja en un hospital

What do you do at night?

What's your mother look like?

Write a suggestion to one of your opponents

Write an advice for one of your friends who feels bad

Write a card in which you invite a friend to your birthday's party

Complete this sentence: Susan ----- to the beach last summer.

What did you do yesterday?

What are you going to do next weekend?

What do you usually do in the morning?

Write a sentence using a member of your family

Write a sentence with the word dominoes

### **Partial conclusions of chapter two**

This chapter permitted to put into practice the theoretical elements previously analyzed related to language games in the teaching-learning process of English as a foreign language. It also characterizes and presents the games elaborated for tenth-grade students at "Comandante Lizardo Proenza Zánchez" Senior High School.

## CHAPTER THREE

### **CORROBORATION OF THE LANGUAGE GAMES TO IMPROVE ENGLISH WRITTEN EXPRESSION IN TENTH-GRADE STUDENTS AT “COMANDANTE LIZARDO PROENZA SÁNCHEZ” SENIOR HIGH SCHOOL**

This chapter reveals the results of the implementation of the language games to improve English written expression in tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School. A questionnaire to teachers of Senior High School is presented to corroborate the applicability of the games proposed. It is applied a pre-experiment to obtain the main results of the games and then a final test to corroborate the effectiveness of the language games.

#### **3.1 Corroboration of the proposal through the specialists’ criteria**

Firstly, the researcher applied a questionnaire to teachers, who are specialists in the English foreign language teaching in Senior High Education, to corroborate the applicability of the language games proposed which are used according to the students’ necessities and interests.

Initially, the language games were presented in January to teachers, who are specialists from “Comandante Lizardo Proenza Sánchez” Senior High School. They have years of experience in the teaching of English as a foreign language. They were interviewed to obtain a preliminary corroboration on the applicability of the proposal.

From the questionnaire applied to two specialists of English, (See Appendix5) several positive results were gathered. They arrive to the conclusion that the proposal of games is suitable for tenth-grade students, they consider that the language games included are in correspondence with the students’ level of assimilation and they are related to the communicative functions to be studied in the units selected. They also think that these games would motivate the students to learn the English language, promoting more participation in class. Besides, they agree that the proposal would foster the work in groups. They say that the language games are useful to develop written expression, a skill that is not well treated in lessons.

The proposal is acceptable for the development of the written expression in English in tenth graders, because it suits the interests and necessities of the learners. Besides, it is effective to motivate students towards the learning of English as a foreign language.

It is important to highlight that teachers have begun using the language games proposed in their lessons, and they all expressed that it is not only a great source of motivation for students at senior high schools, but also a supporting material for the development of the written expression skill in the English lessons.

### **3.2 Corroboration of the proposal's application through a pre-experiment**

To apply the games elaborated, a pre-experiment was carried out. The sample selected was group one from tenth-grade at "Comandante Lizardo Proenza Sánchez Senior High" School. They are 34 students, 23 feminine and 11 masculine. Not all of them are interested in English as a foreign language, and many of them do not know important elements studied in previous grades. But, the language games proposed have developed their interest in English as a foreign language and they feel motivated towards the written expression skill.

To evaluate the effectiveness of the language games proposed, it was necessary to focus the attention on motivation, interest, enthusiasm and cooperative learning students face nowadays.

When the author of this investigation began to work with these students, a pre test was applied in order to know the level of development of the written expression skill in the English lessons. After that, the following results were obtained:

- Three students could solve the test in a correct way, representing a 8.8 percent.
- Ten students could solve part of the test in a correct way, representing a 29.4 percent.
- Twenty-one could not solve the test, representing a 61.8 percent.

- There was too much reproduction in the students' work.
- Most of students manifested a poor mastery of the English language, especially in written expression.

At the final period of investigation, a final test was applied in order to know the level of development of the written expression skill after the implementation of the proposal.

The following results were obtained:

- Nineteen students could solve the test in a correct way, representing a 55.9 percent.
- Eight students could solve part of the test in a correct way, representing a 23.5 percent.
- Seven students could not solve the test, representing a 20.6 percent.
- There was more independence in students' works.
- There was an advance in mastering the English language, especially in written expression.

From the triangulation of the proposal applied, the author of the current investigation concludes that the language games are effective and they have been elaborated according to the needs, interests, possibilities and characteristics of tenth-grade students, specifically the group selected.

As it was demonstrated, the language games were successful for most of students, getting better results than in the initial period of the investigation. It permitted to increase motivation for the development of the written expression skill in tenth grade students. Besides, students felt more interested in learning English as a foreign language.

### **Partial conclusions of chapter three**

Chapter three was devoted to the corroboration of the language games in the development of written expression in English in tenth-grade students at "Comandante Lizardo Proenza Sánchez" Senior High School. By means of the results obtained

through the application of a pre –experiment and the specialists´criteria, it was tested that the language games are attainable for improving the development of English written expression in tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School.

## **CONCLUSIONS**

After carrying out this investigation, the author concludes the following:

This Diploma Paper is a necessity of the existing need of exploring ways to motivate students back to the essences of language learning and practicing. Writing deserves more credit. It is the teacher's role to reveal new tasks, strategies, and ways to appeal the students into the act of writing.

The development of English written expression in tenth-grade students at "Comandante Lizardo Proenza Sánchez" Senior High School acquires a special significance according to the ruling objectives for teaching English in this grade. That is the reason why, teachers must do as much as possible to foster the development of written expression in students and motivate them to have success and progress in the English language.

In spite of the importance given to the process of written expression in the foreign language teaching in the Cuban National System of Education, there are still limitations for devising activities to improve English written expression as a foreign language in tenth-grade students at "Comandante Lizardo Proenza Sánchez" Senior High School.

To elaborate and implement language games for the development of written expression is an imperative aspect today in tenth-grade students at "Comandante Lizardo Proenza Sánchez" Senior High School, so it is crucial for teachers to assume the written expression skill as the basis to guide actions and conceive activities on this respect.

After the implementation of different research methods, the proposal of language games helped to increase students' motivation towards the English language, especially in written expression. It also contributed to the development of English as a foreign language in tenth-grade students at "Comandante Lizardo Proenza Sánchez" Senior High School.

## **RECOMMENDATIONS**

The author recommends the following:

- To continue investigating on this topic
- To adapt the language games to other grades, taking into account the students' needs, interests, possibilities and characteristics
- To take into account the language games while planning lessons.

## BIBLIOGRAPHY

1. Abbott, Gerry et al (1989): "The Teaching of English as an International Language: A Practical Guide" Edición Revolucionaria. La Habana. Cuba.
2. Almira Feria, Ivetsy M. (2011): A Set of Exercises to Better up the Written Expression in Second- year Students from the Specialty of Electronic at René Bedia Morales Polytechnic School in Mayarí Municipality. Diploma Paper. UPS. Holguín.
3. Antich de León, R. (1975): The Teaching of English in the Elementary and Intermediate Levels. Editorial Pueblo y Educación. La Habana. Cuba.
4. Antich de León, R. (1986): Metodología de la Enseñanza de las Lenguas Extranjeras. Editorial Pueblo y Educación. La Habana. Cuba.
5. Batista Ronda, I. (2011): Exercises to Enhance Writing Ability in English Language in Eighth Graders at "Juan José Fornet Piña" Junior High School in Holguín. Diploma Paper. UPS. Holguín.
6. Brown, D.H. (1994): Teaching by Principles. An Interactive Approach to Language Pedagogy. Prentice Hall Regents. U.S.A.
7. Byrne, D. (1989): Teaching Oral English. Edición Revolucionaria. La Habana.
8. Couto Rodriguez, Leudis D. (2010): A set of exercises to better up the writing skill in 2nd year Polytechnic school students. Diploma Paper. UPS. Holguín.
9. Douglas Brown, H. (1987): Principles of Language Learning and Teaching. U.S.A, Prentice-Hall Inc.
10. Ellis, R. (1998): Second Language Acquisition. Oxford University Press. New York.
11. Finocchiaro, M. (1989): The Functional and Notional Approach: From Theory to Practice. Edición Revolucionaria.
12. [http://www.helsinki.fi/pretarian/publications/invitation-pretarinen-game\\_theory\\_and\\_linguistic\\_meaning.pdf](http://www.helsinki.fi/pretarian/publications/invitation-pretarinen-game_theory_and_linguistic_meaning.pdf). Consulted January 12nd, 2015



13. Jago, M. (2007): Wittgenstein. Humanities-Ebooks.
14. Lemus Reyes, F. (2013): Programa de asignatura: Practica de la Lengua Inglesa I, especialidad Educación Laboral-Informática
15. Leyva Pérez, José A. (2013): Tasks to improve motivation towards writing in fourth-year students of the specialty of English at the University of Pedagogical Sciences of Holguin. Diploma Paper. UPS. Holguín.
16. Medina Betancourt, Alberto R. (1998): Modelación de Factores Posibilitadores de la Competencia Metodológica del Profesor de Inglés para Dirigir la Formación y Desarrollo de la Habilidad de Comprensión Lectora en el Nivel Medio. Opción al Título Académico de Master en Educación Superior. Centro de Estudios "Manuel F. Gran" Universidad de Oriente. Santiago de Cuba.
17. Medina Betancourt, Alberto R. (2004): Modelo de Competencia Metodológica del Profesor de Inglés para el Perfeccionamiento de la Dirección del Proceso de Enseñanza-Aprendizaje del Nivel Medio. Doctoral Thesis at UPS Holguín.
18. Medina Betancourt, Alberto R. (2006): Didáctica de la Lengua Extranjera con Enfoque de Competencia. UCP Holguín.
19. MINED (2014): Resolución No. 238/2014. Ministerio de Educación. La Habana. Cuba.
20. Moayad, M. (2011/2012): The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage. Amman-Jordan.
21. Padrón Acosta, R. y J. Alfonso Hernández (2011): Didáctica Interactiva de Lenguas. Editorial Pueblo y Educación. La Habana. Cuba.
22. Padrón Acosta, R. et al (1996): Communicative Language Teaching. Belo Horizonte. Brasil.
23. Páez Tamañes, K. (2014): Multimedia to improve oral expression in English in sixth graders from Patricio Emeri Lumumba primary school in Báguanos. Diploma Paper. UPS. Holguin.

24. Rivers, Wilga M. (1977): *A Practical Guide to the Teaching of English: Communicating* Cambridge, Mass. Urbane III. USA.
25. Ruby Pupo, Y. (2013): *Skill-integrating tasks to improve oral expression of ninth-grade students in the English subject at Carlos Manuel de Céspedes Junior High School in Holguin. Term Paper.* UPS. Holguin.
26. Silva ävila, M. (2013): *Exercises to develop oral expression in English in sixth grade pupils at Fernando Chenard Piña elementary school. Diploma Paper.* UPS. Holguin.
27. Terroux, G. and H. Woods (1991): *Teaching English in a World at Peace.* McGill University. Quebec.
28. Tribble, Ch. (1996): *Writing.* Oxford University Press. New York.
29. Westwood, P. (2008): *What teachers need to know about reading and writing difficulties.* ACER Press. Australia.
30. Wikipedia. (2014): En <http://www.language-gamephilosophy-wikipedia,the-free-encyclopedia.htm>. Consulted in December 16<sup>th</sup>, 2014.
31. Wikipedia. (2014): En <http://en.wikipedia.org/wiki/writing> . Consulted in January 22<sup>nd</sup>, 2014.
32. Wittgenstein, L. (1942): *Blue and Brown Books.* Harper Perennial.
33. Wittgenstein, L. (1953): *Philosophical Investigations.* Blackwell.
34. Wyndhamn, J. (1993): *Problem-solving revisited.* Sweden, Linköping University.

**Appendix 1:** Observation guide.

**Objective:** To know the different activities used in class in reference to writing.

**INDICATORS:**

Activities the teacher develops to motivate the students

The implementation of student- centered lesson

Techniques used during the lesson

Interests of students towards written expression

Implementation of communicative activities to develop written expression

- The indicators that were taking into account to apply this method were the following ones:
  - What are the activities the teacher develops to motivate the students?
  - Is it a student-centered lesson?
  - What techniques does the teacher use during the lesson?
  - Are the students interested towards the written expression skill?
  - What activities does the teacher use to develop the written expression skill?

**Appendix 2:** Interview to teachers of English.

**Objective:** To know the teachers' potentialities and regularities in devising written expression activities.

Esteemed teacher:

We are investigating about the written expression activities teachers use to better up their lessons. We need that you answer some questions referring to this. It will be a pleasure you can express your opinion in reference to that. Thank you for your cooperation.

1. Do you think there are difficulties in the process of writing?
2. Do you consider that it is important for students to develop written expression skills?
3. Do you use written expression activities in class?
4. How often do you use it?
5. Do you think they are useful?

**Appendix 3:** Survey to tenth-grade students at “Lizardo Proenza Sánchez” Senior High School

**Objective:** to know important information about the topics in which students are interested.

Querido estudiante:

Estamos realizando una investigación para saber cuáles son sus motivaciones hacia las clases de Inglés . Es necesario que sean lo más sinceros posibles con respuesta precisas y coherentes. Le agradecemos la atención prestada.

1. ¿Te sientes motivado(a) las clases de Inglés?

siempre \_\_\_\_\_ a veces \_\_\_\_\_ nunca \_\_\_\_\_

2. ¿Cuáles son las actividades que más te motivan en las clases?

Trabajo en equipo \_\_\_\_\_ ejercicios orales \_\_\_\_\_

juegos \_\_\_\_\_ ejercicios escritos \_\_\_\_\_

Alguna otra actividad de interés: \_\_\_\_\_

3. ¿Son usadas estas actividades con frecuencia en las clases de Inglés? ¿Cuáles?

\_\_\_\_\_

Sí \_\_\_\_\_ no \_\_\_\_\_ a veces \_\_\_\_\_

4. ¿Te gusta escribir en Inglés?

Si \_\_\_\_\_ más o menos \_\_\_\_\_ no \_\_\_\_\_

5. ¿De qué te gustaría escribir en Inglés?

\_\_\_\_\_

¿Cómo te gustaría escribir?

\_\_\_\_\_

**Appendix 4:** Initial diagnosis for tenth-grade students at “Comandante Lizardo Proenza Sánchez” Senior High School in Rafael Freyre. Set I

**Objective:** To diagnose the current state of students from tenth-grade at “Comandante Lizardo Proenza Sánchez” Senior High School in Rafael Freyre.

1. Read the text below and answer the following questions:

1.1 Write True (T), False(F) or I Can't tell(ICT) according to the text.

---- Marie Delon is from France.

---- Marie's office is near the park.

---- Marie is studying foreign language.

---- Marie's family is small.

---- Paul's wife works at Royal Theater.

1.2 Find in the text:

The opposite of husband

An expression used to describe someone's personality traits

Marie's place of birth

A negative sentence

A noun

1.3 Select the correct form of the verb in parenthesis:

Paul never----- (play – plays – is playing) baseball in the morning.

Paul and his wife always ----- (watch –watches – is watching) the sports news every day, but today they----- (listen – listens- -are listening) to them.

Mary and her friends sometimes (go – goes – are going) out to restaurants on Sundays.

Paul and his friends ----- (do- -does – are doing) their homework right now.

Marie Delon was born in Madrid, on May. 1980. She lives at 223 Leblont Street in Paris, France. She is an architect. Marie works in an office not far from her house at Platt Square. She always takes a bus to go to work in the morning, but in the afternoon she prefers to walk. Marie studies at the English Language Center in the evenings, because she needs to learn English to visit her brother Paul, an engineer who lives in London with his family. Paul and his wife live in a flat downtown. Paul's wife is an actress. She is tall and thin. She has long black hair. She is very pretty, intelligent and hard working.

Initial diagnosis for tenth-grade students at "Comandante Lizardo Proenza Sánchez" Senior High School in Rafael Freyre. Set II

1. Read the text below and answer the following questions:

1.1 Answer:

- a) Is Marie Delon from Spain?
- b) What's Paul's job?
- c) What does Marie do every morning?
- d) Is Marie interested in foreign language?
- e) Does Paul live alone?

1.2 Find in the text:

- a) A family relationship
- b) Expressions used to describe someone physically
- c) What Marie does in the afternoon
- d) An affirmative sentence
- e) A pronoun

1.3 Select the correct form of the verb in parenthesis.

- a) Marie sometimes ----- (attend – attends- is attending) the School Language in

the evenings.

b) Paul wife never----- (go – goes – is going) to work by train, but today she -----  
- (go – goes –is going) by bus.

c) Marie----- (study- studies – is studying) English at the Language School now.

d) Paul and his wife ----- (practice – practices – are practicing exercises early in  
the morning.

Marie Delon was born in Madrid, on May. 1980. She lives at 223 Leblont Street in Paris, France. She is an architect. Marie works in an office not far from her house at Platt Square. She always takes a bus to go to work in the morning, but in the afternoon she prefers to walk. Marie studies at the English Language Center in the evenings, because she needs to learn English to visit her brother Paul, an engineer who lives in London with his family. Paul and his wife live in a flat downtown. Paul's wife is an actress. She is tall and thin. She has long black hair. She is very pretty, intelligent and hard working.



**Appendix 5:** Guide of the questionnaire to specialists of English

Objective: to know the teachers' opinion about the language games for the development of the written expression skill in students from tenth-grade.

Dear teacher: we would like to know your opinion about the language games proposed to develop the written expression skill in students from tenth-grade. So, we need your sincere contribution. Thank you very much.

To evaluate this proposal mark with an (x) the choice that better suits your opinion.

1. Do you consider that the language games proposed are suitable for tenth grade students? Why?

Yes\_\_                      No\_\_

---

2. Do you consider that the language games are in correspondence with the students' level of assimilation? Why?

Yes\_\_\_\_\_                      No\_\_\_\_\_

---

3. Do you think that the language games contribute to favor written expression?  
\_\_\_Totally      \_\_\_Partially      \_\_\_Not at all

4. How were the results after the students get in touch with the language games?

Non-satisfactory\_\_    partially satisfactory\_\_    full satisfactory\_\_

Do you have any other suggestion?

---

## **Appendix 6: Aval de implementación**

**RAFAEL FREYRE, MAYO DE 2016.**

### **AVAL DE IMPLEMENTACIÓN**

**Título:** LANGUAGE GAMES TO IMPROVE TENTH-GRADE STUDENTS' ENGLISH WRITTEN EXPRESSION AT "COMANDANTE LIZARDO PROENZA SÁNCHEZ" SENIOR HIGH SCHOOL

**Autora:** Ana María Pérez Domínguez

El resultado investigativo de la aspirante fue implementado en el Instituto Preuniversitario Cmdte Lizardo Proenza Sánchez en el curso 2015 -2016. Obteniendo cambios positivos y relevantes en la práctica laboral investigativa, demostró su factibilidad al elevar el nivel de conocimiento de los estudiantes, con énfasis en su expresión escrita en la asignatura Inglés. Los juegos fueron evaluados por el criterio de los especialistas seleccionados, de buenos y factibles de aplicar en el contexto de la educación, en particular, en la Educación Preuniversitaria.

---

Lic. Iván Fabré Calunga

Director del IPU

Rafael Freyre