



UNIVERSIDAD NACIONAL DE LOJA

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

TITLE

USING GAMES AS A MOTIVATIONAL STRATEGY TO
IMPROVE THE WRITING SKILLS AMONG STUDENTS
OF FIRST YEAR “B” OF BACHILLERATO, AFTERNOON
SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO
MONTEROS VALDIVIESO IN THE CITY OF LOJA
DURING THE 2018-2019 SCHOOL YEAR.

Thesis as a previous requirement to
obtain the Bachelor's Degree in Science
of Education, English Language Major

AUTHOR

MARÍA FERNANDA GRANDA PARDO

THESIS ADVISOR

DRA. CARMEN ENITH DÁVILA VEGA, MG.SC.

**LOJA – ECUADOR
2020**


CERTIFICACIÓN

DRA. CARMEN ENITH DÁVILA VEGA, MG. SC., DOCENTE DE LA CARRERA DE IDIOMA INGLÉS DE LA UNIVERSIDAD NACIONAL DE LOJA,

CERTIFICA:

El presente trabajo titulado USING GAMES AS A MOTIVATIONAL STRATEGY TO IMPROVE THE WRITING SKILLS AMONG STUDENTS OF FIRST YEAR “B” OF BACHILLERATO, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS VALDIVIESO IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR, bajo la responsabilidad de la egresada **MARÍA FERNANDA GRANDA PARDO**, ha sido meticulosamente revisada y analizada. Por lo tanto, autorizo la presentación de su trabajo de Investigación para los fines legales pertinentes.

Loja, 2 de Septiembre, 2019



Dra. Carmen Enith Dávila Vega, Mg. Sc.
DIRECTORA DE TESIS

AUTORÍA

Yo, MARÍA FERNANDA GRANDA PARDO declaro ser la autora del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos o acciones legales por el contenido de la misma.

Adicionalmente, acepto y autorizo a la Universidad Nacional de Loja, la publicación de mi tesis en el Repositorio Institucional- Biblioteca Virtual.

Los resultados del trabajo de investigación, los criterios, análisis, conclusiones y recomendaciones expuestas en la presente tesis, son de exclusiva responsabilidad de la autora. Estos pueden ser usados como un recurso para cualquier tipo de investigación.

Autor: María Fernanda Granda Pardo.

Firma:

Número de cedula: 1105661258

Fecha: Loja 10 de enero, 2020

CARTA DE AUTORIZACION DE TESIS, POR PARTE DEL AUTOR, PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, PUBLICACIÓN ELECTRÓNICA DEL TEXTO COMPLETO.

Yo, María Fernanda Granda Pardo declaro ser autora de la tesis titulada: **“USING GAMES AS A MOTIVATIONAL STRATEGY TO IMPROVE THE WRITING SKILLS AMONG STUDENTS OF FIRST YEAR “B” OF BACHILLERATO, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS VALDIVIESO IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR”** como requisito para obtener el grado de: Licenciada en Ciencias de la Educación, mención: Idioma Inglés; autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos, muestre al mundo la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional :

Los usuarios pueden consultar el contenido de este trabajo en el RDI, en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad.

La universidad Nacional de Loja, no se responsabiliza por el plagio o copia de la tesis que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja, a los diez días del mes de enero de 2020, firma la autora.

Firma: _____

Autor: María Fernanda Granda Pardo.

Cedula: 1105661258

Dirección: Loja (Barrio Obrapia)

Correo:mfgrandap@unl.edu.ec

DATOS COMPLEMENTARIOS

Director de tesis: Dra. Carmen Enith Dávila Vega, Mg. Sc.

Tribunal de grado

Presidente: Dra. Carmen Aurora Ojeda Pardo, Mg. Sc.

Primer Vocal: Lcda. Karina Alexandra Celi Jaramillo, Mg. Sc.

Segundo Vocal: Dra. Adriana Elizabeth Cango Patiño, Mg. Sc.

ACKNOWLEDGEMENTS

I would like to thank the Universidad Nacional de Loja, the English Language Department and its coordinator and professors who gave me the opportunity to study and for all the help provided during my studies.

Similarly, thanks to Unidad Educativa “Manuel Ignacio Monteros Valdivieso”, its representatives, teachers, and students who helped and contributed with their time and knowledge during this research.

Finally, I express my gratitude to Dra. Carmen Enith Dávila Vega Mg.Sc who has given me all of her support as my thesis advisor, so that I was able to finish this research.

THE AUTHOR

DEDICATION

I dedicate my thesis to my family. Special gratitude to my loving grandparents Luisa and Martin, whose words of encouragement and tenacity have motivated me throughout my life.

To my brother Carlos and to my sister Katherine, who have never left my side, I extend a special dedication to them.

I also dedicate this work to my mother Graciela, who has supported me through this important experience in my life and finally to my wonderful daughters Madison and Alison for being there for me throughout the entire learning process. All of you have been my cheerleaders.

MARÍA FERNANDA

MATRIZ DE ÁMBITO GEOGRÁFICO

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA: FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN.											
TIPO DE DOCUMENTO	AUTORA / TÍTULO DE LA TESIS	FUENTE	FECHA / AÑO	ÁMBITO GEOGRÁFICO						OTRAS DESAGREGACIONES	OTRAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIAL	CANTÓN	PARROQUIA	BARRIO O COMUNIDAD		
TESIS	<p>MARÍA FERNANDA GRANDA PARDO</p> <p>USING GAMES AS A MOTIVATIONAL STRATEGY TO IMPROVE THE WRITING SKILLS AMONG STUDENTS OF FIRST YEAR "B" OF BACHILLERATO, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS VALDIVIESO IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.</p>	UNL	2020	ECUADOR	ZONA 7	LOJA	LOJA	SUCRE	OBRAPÍA	CD	LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, MENCIÓN IDIOMA INGLÉS

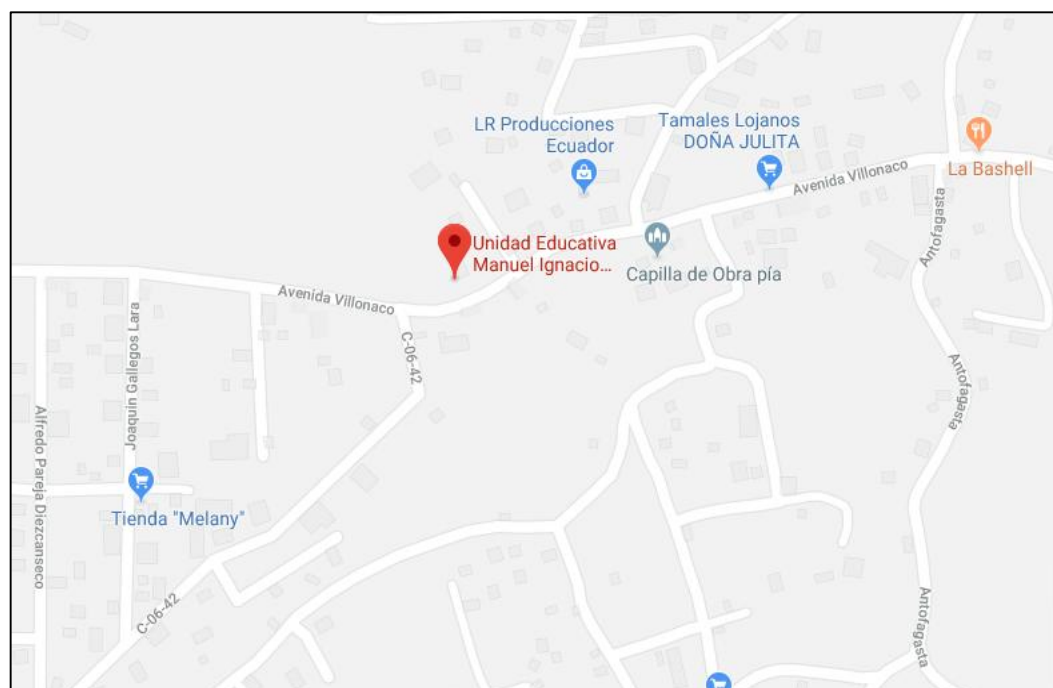
MAPA GEOGRÁFICO Y CROQUIS

UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA



CROQUIS DE LA INVESTIGACIÓN UNIDAD EDUCATIVA

MANUEL IGNACIO MONTEROS VALDIVIESO



THESIS OUTLINE

- i. COVERPAGE
- ii. CERTIFICATION
- iii. AUTORÍA
- iv. CARTA DE AUTORIZACIÓN
- v. ACKNOWLEDGEMENTS
- vi. DEDICATION
- vii. MATRIZ DE ÁMBITO GEOGRÁFICO
- viii. MAPA GEOGRÁFICO Y CROQUIS
- ix. THESIS OUTLINE
 - a. TITLE
 - b. RESUMEN
 - ABSTRACT
 - c. INTRODUCTION
 - d. LITERATURE REVIEW
 - e. MATERIALS AND METHODS
 - f. RESULTS
 - g. DISCUSSION
 - h. CONCLUSIONS
 - i. RECOMMENDATIONS
 - j. BIBLIOGRAPHY
 - k. ANNEXES

a. TITLE

USING GAMES AS A MOTIVATIONAL STRATEGY TO IMPROVE THE
WRITING SKILLS AMONG STUDENTS OF FIRST YEAR “B” OF
BACHILLERATO, AFTERNOON SESSION AT UNIDAD EDUCATIVA
MANUEL IGNACIO MONTEROS VALDIVIESO IN THE CITY OF LOJA
DURING THE 2018-2019 SCHOOL YEAR.

b. RESUMEN

El presente trabajo de investigación tuvo como objetivo general mejorar las habilidades de escritura en inglés a través de juegos como una estrategia motivacional entre los estudiantes de primer año "B" de Bachillerato en la Unidad Educativa Manuel Ignacio Monteros Valdivieso. Los métodos utilizados durante esta investigación fueron: el método científico, el cual apoyó con información teórica, el descriptivo para hacer una descripción sobre la investigación, el analítico-sintético para interpretar los resultados principales y el estadístico para procesar la información de los resultados. Los instrumentos de recopilación de datos fueron cuestionarios, una prueba aplicada al inicio y una al final de la intervención, observaciones y un diario de campo que se utilizaron durante la intervención para recopilar información para llevar a cabo este trabajo. Los participantes en esta investigación fueron veintitrés estudiantes. Los resultados mostraron que los estudiantes tuvieron una excelente mejora en todos los aspectos de la escritura, como la estructura de las oraciones, vocabulario, palabras de transición, capitalización y la ortografía. En conclusión, a través del uso de juegos, los estudiantes mejoraron sus habilidades de escritura y su interés aumentó notablemente, ya que estaban atentos y motivados para participar durante la clase.

ABSTRACT

The present research had as a general objective to improve English writing skills through games as a motivational strategy among students of first-year “B” of Bachillerato at Unidad Educativa Manuel Ignacio Monteros Valdivieso. The methods used during this investigation were the scientific method which supported with theoretical information, the descriptive to make a description about the research, the analytic-synthetic to interpret the main results, and the statistical to process the information of the results. The data collection instruments were questionnaires, a pre test applied at the beginning, a post test at the end of the intervention, observations, and a field diary which were used during the intervention to collect information to carry out this work. The participants in this research were twenty-three students. The results showed that students had an excellent improvement in all aspects of writing such as sentence structure, vocabulary, transition words, capitalization, and spelling. In conclusion, through the use of games, students improved their writing skills and their interest increased noticeably as they were attentive and motivated to participate during class.

c. INTRODUCTION

Writing is an important skill for achieving employment in this global era. Thus, learning how to write in English is a challenge for them to face in the future. If learners do not reach to develop their writing skills at an appropriate level they will have a hard time communicating.

The development of writing skills in English has a variety of difficulties in educational classrooms, the majority of learners do not perform well writing in English, which means they have a low proficiency in it. These issues are related to sentence structures, vocabulary and spelling of words when writing, which leads to misunderstanding the message of the writing. Furthermore, for some learners, it is a challenge to distinguish when and how to use the correct capitalization and transition words. This motivated the researcher to wonder a central problem: how the use of games as a motivational strategy improve the writing skills among students of first year “B” of bachillerato, afternoon session at “Unidad Educativa Manuel Ignacio Monteros Valdivieso”

The reason why this theme was chosen is because games are one of the best pedagogical tools for teaching writing, motivate students to express their ideas and needs when they write. They also encourage the interest of the students, promote team learning and create participation and competition among students, leading to an effective learning.

The specific objectives of this study were: to research the theoretical and

methodological references about games and their application to writing, to diagnose the issues that limit the development among students of first year “B” of bachillerato, afternoon session at “Unidad Educativa Manuel Ignacio Monteros Valdivieso” in the writing skill, to design an intervention plan using games as a motivational strategy to improve writing limitations and finally, to reflect upon the effectiveness that the use of games had on students` writing.

During this research work, different kinds of methods were used like the *Scientific Method* which helped to study both variables and to support the analysis of the data gathered; the *Descriptive Method* served to explain and analyze the object of investigation, and the resources used by the researcher. The *Analytic-Synthetic Method* allowed the researcher to analyze and interpret the gathered results and to draw up the conclusions; the *Statistical Method* was helpful to make the quantitative and qualitative statistical analysis of the data gathered.

The research work is organized in the following parts: the *Abstract* which describes the most relevant aspects of the thesis, objectives, methods, results and conclusions; the *Introduction* that makes reference of the contextual frame of the problem; the *Literature Review* includes the main theoretical references about both variables of the research; next, *Materials and Methods*, this part describes the instruments, methods, procedure and techniques that have been used in the research process. Additionally, it gives information about the population; the *Results* section includes the pre and post tests and questionnaire findings organized in tables and graphics. Furthermore, each result includes an analysis

and interpretation. The *Discussion* includes the major findings of the research, the meanings behind the results and reasons why the findings are relevant; the *Conclusions*, which were based on the results of the data gathered, and finally, the *Recommendations* which includes some suggestions for teachers in order to improve their teaching practice.

d. LITERATURE REVIEW

GAMES

According to Haldfield (as cited in Doyle, 2008), “A game is an activity with rules, a goal and an element of fun. Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term”.

Richards (1992) says that “games are motivational activities that generally has the following properties: objectives, a set of rules, competition between two or more players according to the game, and communication between players by spoken or written language”.

These definitions explain the importance of games in teaching the English language, since games are activities that provide entertainment and communication between students and also involve their knowledge in which students follow fixed rules and try to win against each other. In addition, they mention that the teaching of games serves not only as a fun activity but also as a strategy to carry out tasks for students in an enjoyable way.

The use of games in the language classroom

Simpson (2015) states that a good game can be not only justified but should be regarded as an important part of the teaching repertoire. Therefore, the point out all the reasons why teachers should use games in the classroom.

- **Games create a context for meaningful communication:** Certain games do this more clearly than others, but all games do this to a certain extent. Even when the game revolves around discrete language items, such as we would see in a spelling game, meaningful communication occurs because learners need to process how to play the game, as well as communicating about the game before, during, and after.

- **This meaningful communication serves as a basis for comprehensible input**

The comprehensible input is, basically, what learners understand as they listen and read; it is interaction to enhance comprehensibility, such as asking for repetition or giving examples. It also leads to comprehensible output, as learners are speaking and/or writing so that their peers can understand.

- **Games add interest to what learners find boring:** Learning a language involves long-term effort and, as we all know from experience, maintaining interest can mean sustaining the effort. This is difficult even for the most committed learner. Shaping a learning task in the form of a game often piques the interest of learners who see it as something different from what they normally do in class.

- **Games can be used with all language skills:** Games can be tailored so that there is a focus on listening, speaking, reading, or writing. Moreover, you will often find that a combination of skills is involved in the same game. They are therefore a great tool for appealing to different types of

learners at the same time.

- **Games offer a fun experience:** When we play games, we get excited; it's as simple as that. The emotions aroused when learners play games add variety to what is often a sterile, serious process of language learning. Sometimes the need to lighten the mood is justification enough to use a game.
- **Encourage participation from all learners:** The game format, due to the variety and intensity that it may offer, can do wonders in lowering anxiety and encouraging quieter learners to participate, especially when games are played in small groups.
- **Games are learner-centered activities:** Games are truly learner-centered in that learners are not only highly active when playing games, but also in that they can organize the working of games so that learners adopt the role of leaders, with teachers as mere facilitators.
- **Games work outside of class:** Exist game formats used everywhere. Therefore, it should be no surprise that many games can also be played outside of class. Therefore, they present a means for learners to use the language outside of class time.
- **Games promote cooperative learning:** Most game formats work well with small groups, thereby creating a setting for learners to develop their skills in working with other students.
- **Games fit into multiple intelligence theory:** Game activities relate really well to a variety of intelligence.

Benefits of Playing Games in the Classroom

According to Victoria (2017), when playing games, students become more involved in their learning, the content taught is reinforced and the positivity in the class increases. That is why it is necessary to emphasize the most important benefits that students obtain when playing games in the classroom.

More Motivation: Playing games in the classroom increase overall motivation. By playing games, students become more motivated to learn, pay attention and participate in set tasks. Games help students to become a part of a team as well as take responsibility for their own learning. They can also be a great classroom management tool, helping to motivate a class.

Controlled Competitiveness: Students can become very competitive in the classroom, especially boys. Games are a great way to control the competitiveness between peers. By using games in the classroom, students can compete against each other whilst playing a game, then support each other during other learning activities.

Strategy Simulator: Most games require problem-solving strategies and planning. By applying a range of strategies in a game, students are able to use their working memory to solve problems, increasing their mental cognition.

Peer Positivity: Using games in a lesson, as part of teaching and learning, helps to create positivity around the lesson, motivating students with their participation and creating a positive attitude towards learning. Games can also create a positive memory and experience of learning for students in the classroom.

Less Stress: Having to answer questions on a worksheet, or produce a page of

text can be quite daunting and stressful for some students. It can also create a negative perception of a students' learning environment. As an alternative to worksheets, games can be used as a less stressful way for students to demonstrate their knowledge, skill, and understanding of a topic. Being less stressed will help students to have a more positive perception of their learning environment and give a true indication of their own learning.

Mighty Memory: Playing a range of content specific games can increase memory. As they play a game, students need to remember important details about a topic but also use their working memory to think and act quickly. Games that were made by the students can be some of the most effective. As students construct a game, they are required to use their memory of specific content to create questions and answers suitable for the game, then use their memory of the topic to play the game.

Class Cooperation: Playing games in the classroom increase class cooperation. Students need to work together as a team when playing as a whole class against the teacher, or in small team groups when playing games with each other. Through games, students learn how to take turns, build respect, listen to others and play fairly. Classroom games can also be used as a team-building exercise.

Alert Attention: Playing games requires students to pay great attention to detail. As games can move quickly, when playing a game, a student needs to be alert and attentive. This attentiveness when playing a game can help students to stay focused on other tasks in the classroom throughout the day.

Friendly Fun: Playing games in the classroom are always great fun. When playing a game, endorphins are produced that stimulate the brain and gives students a feeling of euphoria. This feeling creates a great sense of happiness and excitement for students in the classroom, developing a positive learning environment.

New Knowledge: Games are a great tool to use in the classroom to consolidate new knowledge. After teaching new content to the class, provide students with a game that will consolidate their understanding and make connections with what they already know. Asking students to create their own content specific games can also be a great way to assess students at the end of a unit of work.

Characteristics of good games

According to Talak (2010), good games have many characteristics:

- They are governed by rules.
- They are based on a learning objective.
- They include doable challenges.
- They are fun and interesting, thus motivating. This encourages the player to not only play today but to return later to the game.
- They are based on reality in order to intrinsically motivate the players to continue to play the game.
- They require interaction.
- Games must include everyone.

How to choose games

Hong (2002) says that to choose a game there are some questions which we might consider as we choose a game:

- Which language does the game target?
- Which skills does it practice? The language skill focus could be any one of the major skills of listening, speaking, reading or writing.
- What type of game is it?
- What's the purpose of using it?
- Does it fit the students? How could I simplify or make it more complex if necessary? Many games require modification in use when the students' needs are taken into consideration.
- How much interaction and participation are there? Maximum involvement is something we are pursuing.
- Do I like the game myself?

How to play games

Wright (2006) says that there are two ways to play games, namely:

- **Pair work**

This is fast and easy to organize; it provides opportunities for intensive listening and speaking practice.

- **Group work**

Some games require four or six players, in these cases group work is essential. Membership of groups should be consistent for the sake of goodwill and efficiency. Many teachers consider it advisable to have a group leader. There is

much to be said for encouraging a reticent learner by giving the responsibility to him or her. The leader's role is to ensure the game or activity is properly organized and to act as intermediary between learners and teachers.

The use of games

Teachers need to consider which games to use according to the necessities that students present and also according to the level of the students when to use them, how to link them up with the syllabus, textbook or program and how, more specifically, different games benefit students in different ways. The key to a successful language game is that the rules are clear, the goal is well defined and the game must be fun to attract the attention of the students. Haldfield (1999) states:

Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to use the language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for teachers, who can note areas of difficulty and take appropriate remedial action.

Games are activities and are often used as a warm-up or when there is some time left at the end of a class. However, Lee (1979) asserts, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do".

Games ought to be at the heart of teaching foreign languages. Rixon (as cited in Simpson, 2015) suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way.

All authors referred to in this article agree that even if games result only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

According to Torrealba (1999), a game can be used before, during and after a lesson. Before a lesson, for instance, they can be used to inform learners of the lesson objectives. At the beginning of the class, they can serve as warm-up or review activity. During class they can be used to change from one topic to another, provide practice, evaluate performance, or to teach new content. At the end of the class, they can help summarize the content or wrap up the whole class session. After the lesson, they can serve as follow-up activities. It is important to remark, however, that teachers should not use games in class just as “time-killers”. They should always have a well-defined purpose.

Classification of games

Wright, Betteridge & Buckby (2006) provide the following classification of games:

- *Picture Games*: Most of these games involve the learners in the relative

free use of all language at their command. They involve comparing and contrasting pictures, considering differences or similarities and possible relations between pictures.

- *Psychology Games:* These games let us work with the human mind and sense. They involve telepathy, visual perception, characters, imagination, and memory. They also encourage students' concentration and language use.
- *Magic Tricks:* Language can sometimes be exemplified in a concise and memorable way through a magic trick. These tricks always attract attention and invite comments.
- *Sound Games:* Sound effects can create in the listeners an impression of people, places, and actions. There is a demand for listeners to contribute through imagination. This inevitably leads to individual interpretations and interactions as well as the need to exchange points of view and to express ideas and opinions.
- *Card and Board Games:* These games can be adaptations of several well-known card games and board games like snakes and ladders.
- *Word Games:* These games are used for spelling, meanings, using words for making sentences, words in contexts and word for categorizing according to grammatical use. Students, in many cases, have to communicate in full sentences, give new ideas and argue at the same length.
- *True-false Games:* In these games someone makes a statement which is

either true or false. The game is to decide which it is.

- *Memory Games:* These games measure the players' ability to remember different events which, in turn, leads to discussion, in which opinions and information are exchanged.
- *Caring and Sharing Games:* These games pretend to encourage students to trust and get interested in others. They have the participants share personal feelings and experiences with another class member.
- *Guessing and Speculating Games:* In these games, someone knows something and the others must find out what it is. There are many games and variations based on this simple idea.
- *Story Games:* These games provide a framework for learners to speak as well as write stories and share them with classmates.

Games and the writing skills

Games are a very important strategy for teaching English where students learn while having fun and can develop the four skills: writing, speaking, reading and listening. This depends on the game used by the teacher since there are all types of games, each according to the age of the students.

Hadfield (1990) says that writing is a skill that, even in the native language, is learned and not acquired. That explains why writing is often considered difficult, or even boring in the target language. For students, this must not become their experience of writing because that can lead to their loathing of writing.

He also argues that games can be an excellent way to prevent this problem because not only are games fun but they can provide writers with a reason to write

and it is obvious that writing will become easier when there is a clear and motivational reason instead of just having to write because the teacher said so.

According to Sigridur (2010), a variety of interactive writing games can be found on the internet and teachers can, without much effort, create a game that practices writing. For example, when teaching students how to write a formal letter a game where participants would have to rearrange sentences to position them correctly, so they make a formal letter, could be a good game.

Games are a good strategy to teach English, these are some games that help students improve their writing skills.

Word jumble race: Lander (2018) affirms that this is a great game to encourage teamwork and bring a sense of competition to the classroom. No matter how old we are, we all love a good competition and this game works wonders with all age groups. It is perfect for practicing tenses, word order, writing skills, and grammar. It consists of order the words forming sentences. First, the teacher writes sentences by using cards of different colors, applying the grammar, which are cut and mixed. Next, the teacher divides the class into groups and assign each group some sentences into an object that they can find, keeping the sentences mixed. Then, the students support each other by ordering the sentences correctly and then pass to the front of the class to write them on the board. The group that in the least amount of time correctly orders the sentences, is the winner.

Crossword puzzle game: Dhand (2008) explained how crossword puzzles help the students in learning, as follows:

- The crossword puzzle is a good way to teach and enrich vocabulary

because the definition or synonyms of the words are right there to provide reinforcement.

- The crossword puzzle can also be used to encourage the use of dictionary or thesaurus or to learn the terminology used in a particular subject. They can be used as a quiz or review at the end of a unit/ chapter or a lesson.
- Crossword puzzles can be easily made by the teacher and presented to students.

Mordo (2015) said that it is an easy way to learn a new language without spending thousands of dollars on software programs and remove the excitement that learning a new language can offer, or spending the same amount of money to pay for a tutor or classes to achieve the same goals.

Additionally, many schools around the world that teach alternative languages to students often used crosswords as a fun, challenging, and rewarding way to help enhance their student's knowledge and understanding of a second language. If teachers can use these tools in the classrooms, then it is quite logical to assume that using this tool at home can also be beneficial.

Picture strip story: Nurhanifah, (2015) argues that "The use of picture strip story is very appropriate and helpful to increase writing skill as the students can receive the new vocabulary well. Besides, they can retain the materials"

According to Fauziati (2009), the picture strip story is an activity to develop in a small group of students. Each group is given a strip story. They look at the first picture of the story predict what happened then.

Slay the demons: Servantes (2009) says that this game consists of correct

spelling and capitalization errors. The teacher writes a 125- to 150-word text about the topic studied, alters the text to introduce errors in spelling and makes as many copies as needed for all students.

First of all, the teacher asks students to work in pairs. Next, the teacher gives each pair a sheet of paper and a copy of the altered article with several spelling errors called demons, the words that are purposely misspelled. Then the students have to cross out the demons. Finally, the students have to rewrite the article in the sheet of paper but without errors and then, the teacher checks the writing and chooses which group is the winner.

WRITING

Definition

Harmer (2004) says that “writing is an essential skill that needs to be learned to reinforce language skills. Writing a text is recognized as a not complicated skill; because it is necessary to consider all the types of text that exist”.

Brown (as cited in Purwaningsih, 2013) states that “writing is an important skill for achieving employment in this global era. Thus, learning how to write for students is crucial as input for them to face the future”.

Based on these authors’ definitions, it can be concluded that writing is considered one of the most important resources of expressing thoughts, having good writing skills allow you to communicate your message clearly, and communicating ideas and points of view to others. Also, writing is considered as a complicated and difficult skill to be developed in second language learning.

Steps to effective writing

According to Pires (2010), One of the main difficulties of learning a foreign language is finding situations to practice the language you are learning. Differently from situations that occur when you live where the language is spoken, in a foreign country you need to try to find ways of using the language outside the classroom. In some cases, the class exercises are not enough to build up strong basis for using L2 in real situations. That is when writing becomes a very useful tool. Some reasons for that are that writing itself can be done outside the classroom, thus allowing students more hours of contact with the language; the possibility of topics and audiences for writing go beyond the ones for speaking as the written productions of students may be used inside the classroom as a tool to communicate to others outside the classroom.

For these reasons, good writing skills are essential for effective communication. Learning to write well takes time and practice. Be sure to leave yourself enough time for all of these steps.

Prewriting- Normally when asked what they do during the prewriting stage (which is everything you do to get ready to write) students respond: jot down notes/ideas and organize them.

Drafting/Composing: drafting is an especially creative time when you are trying to discover thoughts and put them into words. Trying to edit/correct those words at the same time is an analytical step that directly inhibits the creative part.

Revising: according to William Struck (1946), revising is the stage in the writing process where the author reviews, alters, and amends her or his message,

according to what has been written in the draft. The revision follows drafting and precedes editing. Usually a first draft is like a lump of clay that is going to be a bust--someone's head and face. But in the draft, the face's features are still vague and doughy, just beginning to emerge. The goal of the revising/shaping stage is whittled away at the clay until the features stand out in sharp relief.

Editing: The editing process can involve correction, condensation, organization, and many other modifications performed with the intention of producing a correct, consistent, accurate and complete work.

Techniques to improve writing skill

According to Harmer (2011), there are many techniques in order to improve writing skills.

Instant writing: students are asked to write immediately an answer in response to a teacher's request.

Music: students can hear a piece of music and then write out the film scene that could accompany it. They can write a story based on a piece of music.

Pictures: students write descriptions of one of a group of pictures; their classmates then have to guess which one it is or they write postcards based on some pictures.

Newspapers and magazines: students look at a range of different articles, then they write an article about a real or imaginary news story that interests them.

Brochures and guides: students look at a variety of brochures or town guides after that, they have to write their own brochure using the previous analysis.

Poetry: students can write acrostic poems with a word given by the teacher. They can write a poetry alphabet or they can write about someone the like with instruction.

Story circle: Each student has a sentence and they have to write in a piece of paper the sentences in the correct order.

Writing to each other: students can write emails or any other kind of message which has to be answered.

To sum up, there are many activities with the purpose of improving writing skills. All these activities can be used in different situations and according to the students' level and needs.

The importance of writing

According to Kelley (2010), writing is so important, especially for communication. The author gives some reasons for describing the importance of writing skills. They are:

Good writing skills can help you in life: If you're trying to get a job, good writing skills make you more desirable to the employer. One of the first things an employer looks at is your cover letter or resume. If you have an interesting cover letter it could lead to an interview.

Good writing skills can lead to a monetary value: It is to make a living writing; it is not only for people who write books. There are technical writers, copywriters, software writers the list goes on and on. Even if you are not a professional writer there are ways to make money with your good writing skills. You could write a blog on the side. There are endless ways to make some extra money on the

internet with endless amounts of content. It's rare to find good content on the internet and when you do sometimes it's worth paying for.

Without good writing skills the world would be in anarchy and chaos: Bad writing skills can lead to misinformation or can lead to the wrong or ambiguous message. Good writing can lead to a much-needed confidence boost. As a conclusion, to develop good writing skills will lead people to communicate and interact with others, either in the professional or personal fields.

Types of writing styles

According to Hunbbel (2015), a writer's style is a reflection of his or her personality, unique voice, and way of approaching the audience and readers. However, every writer writes for a specific purpose for example, writers may want to explain how something works or persuade people to agree with their point of view. While there are as many writer's styles as there are writers, there are only four general purposes that lead someone to write a piece, and these are known as the four styles, or types, of writing. Knowing all four different types and their usages are important for any writer. There are four general purposes that lead someone to write a piece, and these are known as the four styles, or types of writing which are described below:

Expository Writing: explains something about any topic or subject but without giving personal opinions. Also, this type of writing is usually organized in a logical order and it supplies someone with relevant facts and figures. This is one

of the most common types of writing styles and it is used in textbooks, recipes, new stories, and others.

Descriptive Writing describes a character, an event, or a place in great detail. In this type of writing the author visualizes what he or she sees, tastes, smells, hears and feels. In addition, it is used in poetry, diary and nature writing.

Persuasive Writing: has the main purpose to persuade the reader. Also, it contains the author's opinion. Furthermore, it provides justifications and reasons in order to convince others to agree with his or her points of view. And it is used in letters of complaint, cover letters, commercials, and newspaper and editorial pieces.

Narrative Writing: refers to tell someone a story created with different characters, situations, conflicts and tells you what happens to them, as always one of the characters is known as first person narration. Moreover, Novels, short stories, poetry, and biographies can all fall into the narrative writing style.

Writing components

Watson & Skinner (2004) say that writing comprises several components that students need to be aware of when writing.

Sentence structure: a sentence is a complete thought or idea. It consists of a subject and a predicate. Sentence basics Parts of speech are sentence elements that work together to form a sentence.

Vocabulary: These are words chosen by a speaker to express a particular meaning. The meaning of a word can be also defined by its relationship to other

words. Using words appropriately means knowing which grammatical slots they can go into. To be able to do this, it is necessary to know what part of speech a word is.

Capitalization is the writing of a word with its first letter in uppercase and the remaining letters in lowercase. Experienced writers are stingy with capitals. It is best not to use them if there is any doubt.

Spelling: is the forming of words from letters according to accepted usage. It is important in writing because students who experience difficulties with spelling may struggle to accurately represent all the precise sounds within words, confuse the sequence of letters, have difficulty retaining learned spelling patterns over the long term, and have problems transferring this knowledge to their writing. Trisschitta (2000), also adds **Transitional words** as a component of writing that is used to provide a connection between sentences and give coherence and relationship between them.

Assessment of writing

According to Peterman (2019) states writing conventions as basic technical skills that make writing coherent and understandable.

Check the writer's spelling

Good spelling is a key element of clear and professional writing. When assessing spelling, keep in mind such issues as:

- The overall number of spelling errors
- The writer's understanding of basic spelling rules and patterns
- The prevalence of common spelling errors in the writer's work

Look at the writer's punctuation

Proper punctuation is also essential for clarity of writing. Check the writer's work to make sure that they:

- Use appropriate punctuation when indicating the use of direct quotations.
- Use proper punctuation to mark the ends of sentences
- Indicate contractions and possessives with the correct use of apostrophes.

Examine their capitalization

A skilled writer should know the conventions of capitalization. Look over their writing and make sure that they follow such conventions as:

- Capitalizing the first words of sentences, proper nouns, and adjectives, including personal names, place names, and titles before proper nouns.

Evaluate their grammar

Using correct grammar is one of the most complex elements of writing. When looking over the writer's work, you might look select a handful of grammatical issues to focus on based on factors such as their age or experience level. For example, you might check that the writer is able to:

- Use correct verbal forms
- Understand grammatical cases and use appropriate forms
- Show agreement between grammatical forms

Assess their use of syntax.

Syntax refers to the sentences are put together. For a sentence to be syntactically correct, both individual words and entire clauses must be arranged in an order that makes sense. In English, word order is especially important for

establishing clear meaning and correct syntax.

- Clear and correct word order.
- The use of conjunctions to link coordinating clauses within a sentence.
- Use of a variety of sentence structures

e. MATERIALS AND METHODS

Materials

In this research, the following types of resources were used: human, material and technical. The human resources: the researcher who made the intervention plan with the appropriate material, twenty three students of first year “B” of bachillerato at Unidad Educativa Manuel Ignacio Monteros Valdivieso who took the role of participants, the thesis advisor who supervised the development of the stages of this work, the teacher of the school who was checking the plan and was giving suggestions to improve the application of lesson plan, the material resources such as: set of pictures, word cards, flashcards, flipchart, newspapers, crossword puzzles, paper articles, worksheets according to the topic and the English book which was used as a guide to design the intervention plan. Finally, the technical resources were: computer and printer which were used to prepare the lesson plan with their material, flash memory to save information searched, speakers, cellphones and the internet to look for useful information.

Design of the research

The design of this research was based on the theory proposed by Burns (2010), who says that action research is a process of investigation in which participants get involved to find out immediate solutions related to the teaching-learning environment. The main aim of action research is to identify a problematic situation that the participants consider worth looking into more deeply and

systematically. This author also establishes the following process to carry out action research: observing, planning, acting and reflecting.

The process to carry out the research was: first, the researcher started observing the class in order to identify the students' problems presented during the class. Then, the data was collected to implement an intervention plan in order to solve this problem. After, the researcher applied the strategy proposed, which involves games as a motivational strategy to improve the writing skills among students of first year "B" of bachillerato at Unidad Educativa Manuel Ignacio Monteros Valdivieso. And finally reflected on the outcomes gathered after finishing the intervention to know if the use of games improved the writing skills.

Methods

The following four methods were applied in this research work:

The *Scientific Method* was important to get theoretical information in the use of the games word jumble race, crossword puzzle, picture strip story and slay the demons as a motivational strategy. These games were applied to improve writing skills and to design the intervention plan and the instruments. The *Descriptive Method* was suitable to provide a description before, during and after the research. It helped to explain how the application of games as a motivational strategy improve the writing skills. The *Analytic- Synthetic Method* helped to interpret the main results that the researcher got through the application of the tests and questionnaires. It also was useful to draw up the conclusions. The *Statistical Method* allowed processing the information of the results obtained from the pre

and post tests and from the pre and post questionnaires. And, it also helped to tabulate and present the information into tables and figures.

Techniques and Instruments

Data Collection

The information to carried out this research work was gathering through tests, questionnaires, observation sheets, and field notes.

Tests

In this research work, a pre test and a post test were applied. They contained five questions (one multiple-choice question, three completion questions, and one ordering question) focused on the following indicators: sentence structure, vocabulary, transition words, spelling, and capitalization. The pre test was given at the beginning of the research process to measure the students' knowledge in writing skills that students had before the intervention plan and the post-test was applied at the end of the intervention plan. It was useful to measure knowledge in writing skills.

Questionnaires

A pre and post questionnaire were given to the participants. The pre questionnaire was applied at the beginning of the research. The questions were related to their perception of games as a motivational strategy. And the post questionnaire was applied at the end of the intervention plan to know if games as a motivational strategy changed students' attitudes and perceptions about the use of them.

Observation sheet

This instrument was helpful to take notes about the current situation of students' progress during the application of the intervention plan, which was focused on the indicators proposed in this research work.

Field Notes

The researcher used the field notes to describe what happened in the class during the application of the games: word jumble race, crossword puzzle, picture strip story and slay the demons. And, the researcher took notes about the details of participants' behaviors, attitudes, and feelings toward the use of games.

Population

The participants of this research work were 23 students: 12 boys and 11 girls of first year "B" of bachillerato at Unidad Educativa Manuel Ignacio Monteros Valdivieso. Who were all about fifteen and sixteen years old and the researcher of this study

f. RESULTS

This section of the research presents in detail how the objectives were completed.

The first objective was fulfilled with the theoretical and methodological references about games as a motivational strategy to improve writing skills, which supported the design of the intervention plan. Also, this theory was useful to interpret the results and give some suggestions.

The second objective was accomplished with the pre-test results of first year students in writing skills that are shown in the table 1. It was used at the beginning of the intervention plan and included five questions guided to diagnose the level of writing skills.

The third objective was accomplished with the design of the intervention plan which included eight lessons that included a variety of writing activities with the use of four kinds of games: word jumble game, crossword puzzle, picture strip story and slay the demons. Each lesson was developed considering three stages: activation, connection and affirming. This action plan was carried out for two months.

The fourth objective was accomplished through the use of games as a motivational strategy and the questionnaires, whose results are shown in tables 2 to 5.

The fifth objective was evidenced with the post-test findings, which are displayed below in table 6. It was used at the end of the intervention plan in order to determine if students have improved their writing skills with the use of games.

Pre-test Results

Objective two: To diagnose the issues that limit the development of the writing skills among students of first-year “B” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year.

a. Table 1

Pre-Test Scores of first year “B” of Bachillerato in writing skills.

Students' Code	SS	V	TW	C	S	Score
	(2)	(2)	(2)	(2)	(2)	(10)
UEMIMV1B01	0.50	0.25	0.25	1.45	0.35	2.80
UEMIMV1B02	0.00	0.50	0.50	0.75	0	1.75
UEMIMV1B03	0.50	0.25	1.50	1.30	0.65	4.20
UEMIMV1B04	0.00	0.25	0.50	0.45	0.25	1.45
UEMIMV1B05	1.25	1.00	1.25	1.10	1.15	5.75
UEMIMV1B06	0.25	0.50	1.25	0.60	0.50	3.10
UEMIMV1B07	0.00	0.50	0.50	1.40	0.30	2.70
UEMIMV1B08	1.25	1.25	1.75	1.25	1.35	6.85
UEMIMV1B09	0.50	0.50	0.75	0.60	0.75	3.10
UEMIMV1B10	0.75	0.75	1.25	0.75	0.75	4.25
UEMIMV1B11	0.50	0.25	0.75	1.00	1.00	3.50
UEMIMV1B12	0.00	0.50	0.50	0.50	0.00	1.50
UEMIMV1B13	0.75	0.25	1.25	1.50	0.50	4.25
UEMIMV1B14	0.75	1.25	1.50	1.00	0.75	5.25
UEMIMV1B15	0.00	0.25	0.50	0.35	0.30	1.40
UEMIMV1B16	0.50	1.25	1.00	0.00	0.00	2.75
UEMIMV1B17	0.25	0.75	1.50	1.50	0.25	4.25
UEMIMV1B18	0.75	1.00	1.50	1.25	1.25	5.75
UEMIMV1B19	0.75	1.00	1.50	1.25	1.00	5.50
UEMIMV1B20	0.50	1.00	1.50	1.75	1.50	6.25
UEMIMV1B21	0.25	0.25	1.50	0.75	0.00	2.75
UEMIMV1B22	0.25	0.75	1.25	0.75	0.50	3.50
UEMIMV1B23	0.25	0.50	1.25	0.00	0.50	2.50
MEAN	0.46	0.64	1.09	0.92	0.61	3.70

Note. UEMIMV= Unidad Educativa Manuel Ignacio Monteros Valdivieso, 1B= First Year “B” of Bachillerato, 01= Students' code, SS= Sentence Structure, V= Vocabulary, TW= Transition Words, C= Capitalization, S= Spelling.

b. Interpretation and Analysis

Based on the results that are detailed in Table 1, the general mean score that students obtained was 3.70/10, which shows that students gathered a failing qualitative score range, in writing skills (see grading scale 127 pag). The highest mean score that learners obtained was 1.08/2 in transitional words, which indicated that students write short paragraphs but faced difficulties in connecting sentences using transition words. On the other hand, the lowest mean score was 0,45/2 in sentence structure, meaning that students write without following the correct patterns to build sentences or questions, and how which words function in a sentence. Also, the results proved that students write paragraphs with many spelling mistakes and considering the rules of capitalization. Consequently, it is hard for students to write texts of different types with cohesion and coherence. Based on what has been said above, Watson & Skinner (2004), say that writing comprises these several components such as sentence structure, vocabulary, capitalization, and spelling that students need to be aware of when writing. Trisschitta (2000), also adds transitional words as a component of writing are used to provide a connection between sentences and give coherence and relationship between them.

Comparison of the Pre and Post Questionnaires Results

Objective four: To apply the most suitable games as a motivational strategy in order to develop English writing skills among students of first-year “B” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year

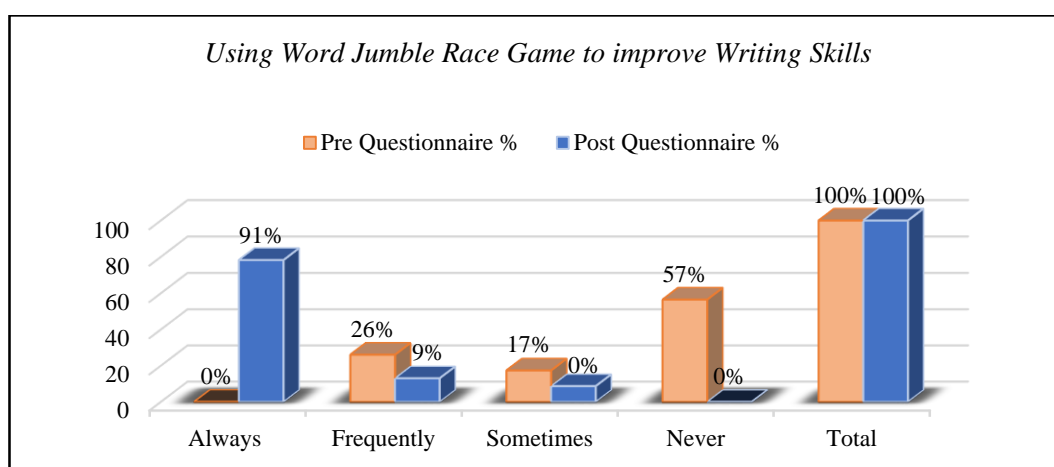
Question 1: How often does the teacher use Word Jumble Race game to improve your writing skills?

a. Table 2

Using Word Jumble Race Game to improve Writing Skills

Options	Pre-Questionnaire		Post Questionnaire	
	f	%	f	%
Always	0	0	21	91
Frequently	6	26	2	9
Sometimes	4	17	0	0
Never	13	57	0	0
TOTAL	23	100	23	100

b. Figure 1



c. Interpretation and analysis

The results in Table 2 shows that 57% of students answered that they have never worked with the word jumble race. It indicates that students have not been working with the activities where they build sentences or questions. But, after the application of the word jumble race game, most of students (91%) answered that they always used this kind of game in the classroom to improve their writing

skills. This strategy reinforces the work team and increased their ability in using the appropriate techniques to write in English.

Lander (2018), affirms that the word jumble race is a great game to encourage teamwork and bring a sense of competition to the classroom. This game works with all age groups and is perfect for practicing tenses, word order, writing skills, and grammar.

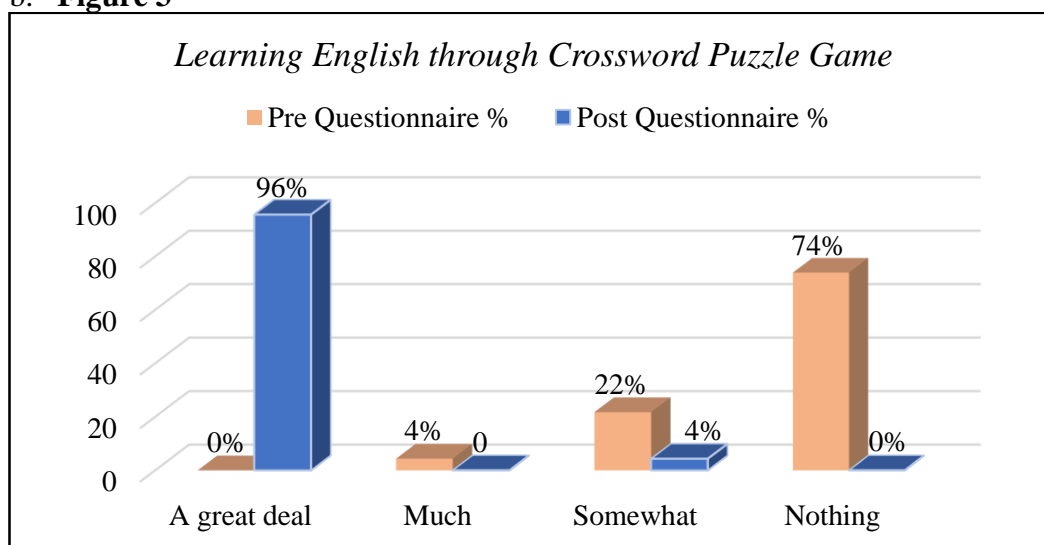
Question 2: How much do you learn when Crossword Puzzle games are used in the English classes?

a. Table 3

Learning English through Crossword Puzzle Game

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
A great deal	0	0	22	96
Much	1	4	0	0
Somewhat	5	22	1	4
Nothing	17	74	0	0
TOTAL	23	100	23	100

b. Figure 3



c. Interpretation and analysis

The results displayed in Table 4 show that many students that correspond to 74%, answered that they did not learn through games. This means that most of students have been learning vocabulary through book activities and sometimes, with the use of flashcards. But after applying the intervention plan most of students (96%) said that they learn English a great deal through crossword puzzle games. This game markedly improved their vocabulary related to technological devices and used it appropriately in sentences. They also felt more motivated and their participation increased in each class.

Dhand (2008), explained that the Crossword puzzle is a good way to teach and enrich vocabulary because the definition or synonyms of the words are right there to provide reinforcement.

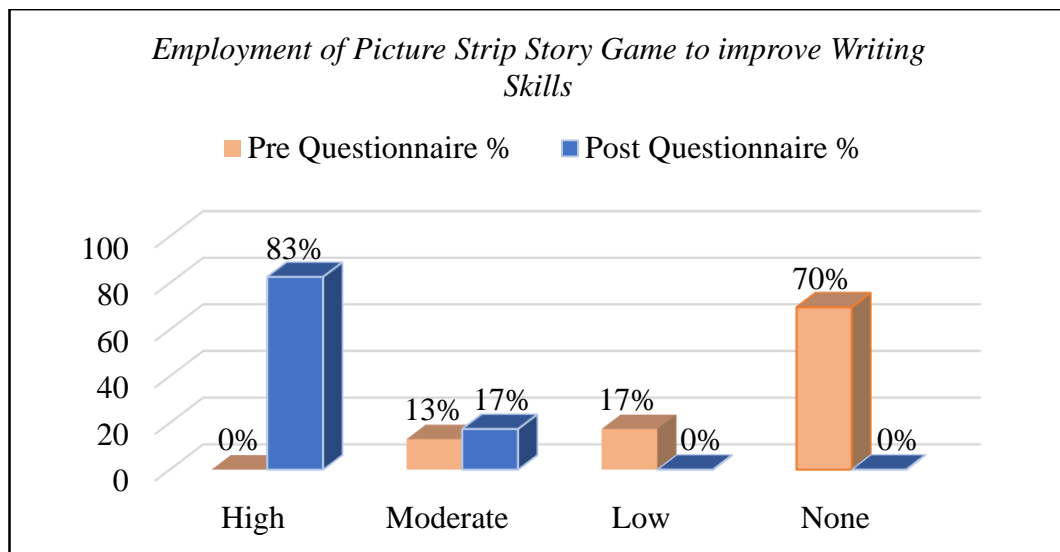
Question 3: To what extend do you think that your teacher employs picture strip story game to improve your writing skills?

a. Table 4

Employment of Picture Strip Story Game to improve Writing Skills

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
High	0	0	19	83
Moderate	3	13	4	17
Low	4	17	0	0
None	16	70	0	0
TOTAL	23	100	23	100

b. Figure 4



c. Interpretation and analysis

Based on the results gathered before the application of the intervention plan 70% of students thought that picture strip stories did not improve their writing skills. It indicates that students have not used this kind of activity in the class, for this reason, they think that is boring to write stories in English. However, after the application of the intervention plan, the outcomes obtained were very different, since many students (83%) answered that picture strip stories were highly employed to improve their writing skills. Their interest and creativity to create writing stories increased significantly

Nurhanifah (2015), argues that the use of the picture strip story is very appropriate and helpful to increase writing skills as the students can receive the new vocabulary well.

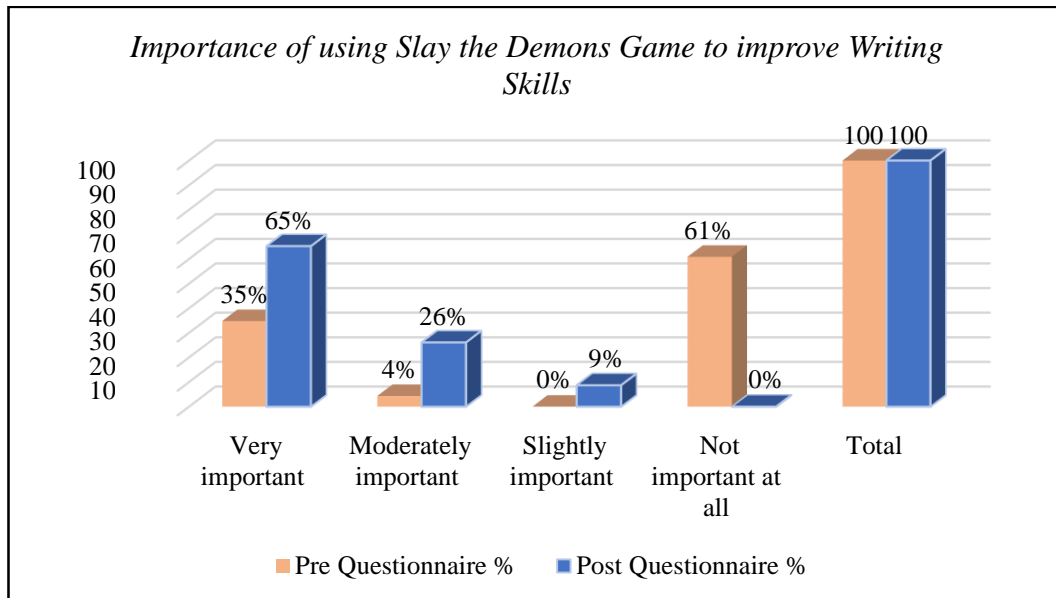
Question 4: How important is for you to use Slay the Demons Game to improve your writing ability?

a. Table 5

Importance of using Slay the Demons Game to improve Writing Skills

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Very important	8	35	15	65
Moderately important	1	4	6	26
Slightly important	0	0	2	9
Not important at all	14	61	0	0
TOTAL	23	100	23	100

b. Figure 4



c. Interpretation and analysis

As it is observed in Table 5, before the intervention plan 61% of students thought that the use of slay the demons game is not important to improve their writing skills. It means that students have not worked with activities that allow them to recognize how and when use the mechanisms such as capitalization and spelling. But after the intervention plan, 65% of the students think that the use of this resource is very important to know how to use the capital letters in the words

correctly and in this way improve their spelling. The students lost the fear of making mistakes when writing and feeling motivated during class.

Servantes (2009), says that this game consists of correcting spelling and capitalization errors. This kind of game is effective and has many positive aspects, including the creation of opportunities for students to communicate in a relaxed, friendly, and cooperative environment.

Post test Results

Objective five: To validate the results obtained after the application of games to improve writing skills among students of first-year “B” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year.

a. Table 6

Post-Test Scores of first year “B” of Bachillerato in writing skills.

Students' Code	SS	V	TW	C	S	Score
	(2)	(2)	(2)	(2)	(2)	(10)
UEMIMV1B01	2	2	1.50	1.75	0.50	7.75
UEMIMV1B02	1.75	1	1.75	0.75	1	6.25
UEMIMV1B03	2	2	1.50	1.75	0.50	7.75
UEMIMV1B04	2	2	0.50	1.50	0.25	6.25
UEMIMV1B05	2	1.75	1.75	2	1.50	9
UEMIMV1B06	2	2	1.50	2	0.50	8
UEMIMV1B07	2	1.50	2	1.75	1.50	8.75
UEMIMV1B08	1.75	2	1.75	2	1.50	9
UEMIMV1B09	1.75	1.50	1.75	2	1.75	8.75
UEMIMV1B10	2	1.75	1.25	2	1	8
UEMIMV1B11	2	2	1.75	2	1	8.75
UEMIMV1B12	2	1.50	1.50	1.50	2	8.50
UEMIMV1B13	1.75	1.50	1.25	1.50	1.50	7.50
UEMIMV1B14	2	1.25	1.50	1.00	1.75	7.50
UEMIMV1B15	2	1.75	1.50	2	2	9.25
UEMIMV1B16	1.75	1.25	1.00	2	2	8
UEMIMV1B17	2	1.75	1.50	1.50	1.75	8.50
UEMIMV1B18	2	1.75	1.50	1.75	1.75	8.75
UEMIMV1B19	2	2	1.50	1.50	2	9
UEMIMV1B20	1.75	2	1.50	1.75	1.25	8.25
UEMIMV1B21	1.75	1.75	1.50	1	1	7
UEMIMV1B22	1.75	1.75	1.75	1.50	1.50	8.50
UEMIMV1B23	1.75	1.50	1.75	1.00	1.50	7.50
MEAN	1.90	1.70	1.50	1.60	1.40	8.10

Note. UEMIMV= Unidad Educativa Manuel Ignacio Monteros Valdivieso, 1B= First Year “B” of Bachillerato, 01= Students' code, SS= Sentence Structure, V= Vocabulary, TW= Transition Words, C= Capitalization, S= Spelling.

b. Interpretation and Analysis

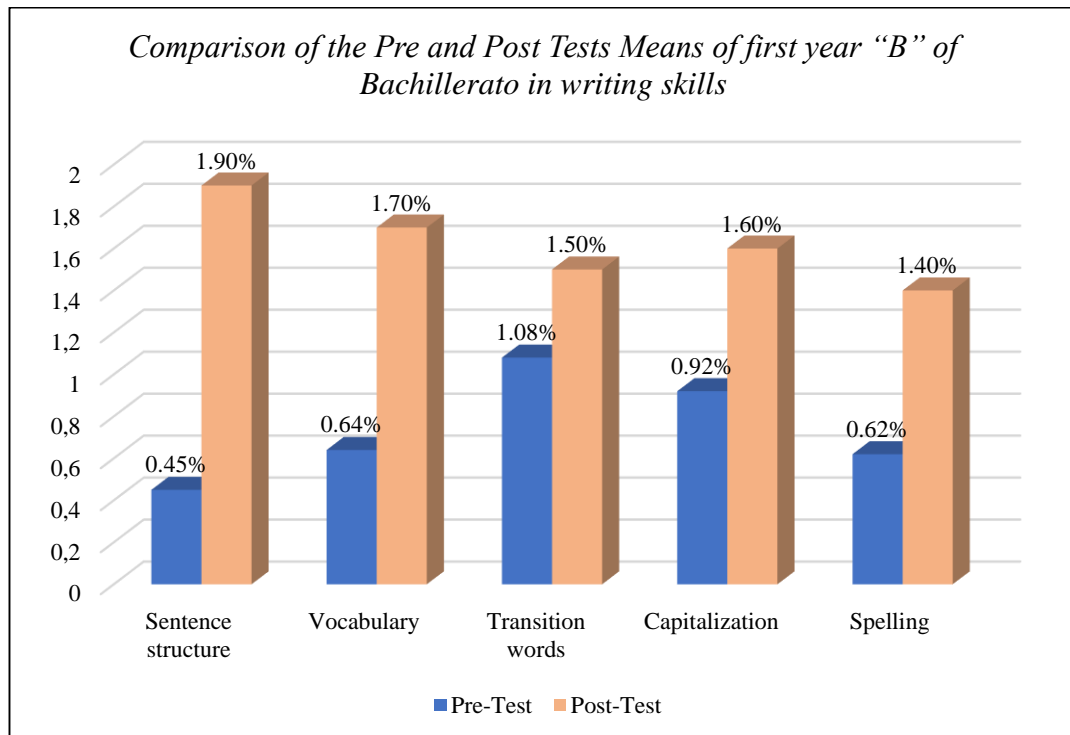
The findings detailed in Table 8, show the meaningful improvement students had in writing skills, which is demonstrated with the mean score of 8.10/10. This score places students at an excellent level, according to the qualitative score range scale (see page 127 pag) The highest mean score that learners obtained was 1.90/2 in sentence structure, which indicated that learners communicate in spoken and written form, following the grammar correctly. On the other hand, the lowest mean score was 1.40/2 in spelling, which means that students can identify spelling mistakes in the vocabulary related to technological devices but are not yet able to write them correctly. Consequently, it is evident that the students improved meaningfully in all aspects of writing with the application of games, demonstrated with the mean score gathered. According to Haldfield (as cited in Doyle, 2008) “A game is an activity with rules, a goal and an element of fun. Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term”.

a. Table 7

Comparison of the Pre and Post Tests Means of first year “B” of Bachillerato in writing skills.

Aspects	Pre-test	Post-test
Sentence Structure	0.45	1.90
Vocabulary	0.64	1.70
Transition Words	1.08	1.50
Capitalization	0.92	1.60
Spelling	0.62	1.40
Total	3.70	8.10

b. Figure



c. Analysis and interpretation

The data in table 7, reflects the problems students faced at the beginning of the intervention plan in writing skills and also the progress they had after it. At the beginning, the mean score of all students was 3.70/10. It was demonstrated by the means obtained from all the population in all writing aspects that were 0.45/2 sentence structure, 0.64/2 for vocabulary, 1.08/2 for transition words, 0.9/2 for capitalization and 0.62/2 for spelling, placing students' writing skills in a failing level, according to the qualitative score range. While, after the application of the intervention plan, it is observed that students showed a successful enhancement in the performance of writing skills because the total score means increased significantly from 3.70/10 to 8.10/10. The students' improvement was excellent.

Games provided to students practice in writing, which contributes to master all the aspects evaluated: sentence structure, vocabulary, transition words, capitalization, and spelling.

g. DISCUSSION

The results of the research entitled “Using games as a motivational strategy to improve writing skills among students of first year “b” of bachillerato, afternoon session at “Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year”, showed that students’ improvement in writing skills was excellent. The important changes that students achieved, can be seen in the excellent increase of the mean score from the pre-test which was 3.70/10 to the post-test which was 8.30/10. The results are in relation to the definition that Richards (1992) says “games are motivational activities that generally have the following properties: objectives, a set of rules, competition between two or more players according to the game, and communication between players by spoken or written language”.

The pre test results indicated that the students had several problems in all writing aspects evaluated: sentence structure, vocabulary, transition words, capitalization, and spelling. In the case of sentence structure, the students had difficulties in identifying the function of words in a sentence. The problem that students presented in vocabulary was in the interpretation of the meaning of the words. In transition words, students wrote ideas or short paragraphs, but they were not written with coherence and cohesion. In capitalization and spelling, most students did not take into account the rules of capitalization and make a lot of mistakes when writing which leads to misunderstanding the message of the writing. In the post test after the intervention, the results pointed out that the

students improved their knowledge in writing skills in all its aspects meaningfully, being able to write paragraphs and sentences coherently, including rules of capitalization and appropriate use of vocabulary.

At the beginning of the intervention plan, students did not like to develop or practice any writing activity, in pairs or in groups. They only used to complete the writing activities on the students' books individually. Meanwhile, the intervention was executed, the students' attitude and perception toward the implementation of games in the class was gradual and positive, which was understandable since they were not exposed to this kind of activity, and they started to develop games voluntarily and cooperatively. The students' improvement was slow in the first classes, but then, students progressively showed improvement because they were able to write in each class in a fun way, students felt confidence, security, and freedom to perform the writing activities. Finally, students progressively showed improvement and the results were good and great.

The application of games as a motivational strategy contributed to improving the writing skills among students. They felt really motivated to work actively in pairs or in groups with the activities proposed. Games provided students fun and interesting activities, which encouraged them to write English by practicing writing in each class session, and so the students were able to significantly improve the writing skills they showed it in the latest results obtained from the subsequent test and the subsequent questionnaires. In short, games helped students to enhance the learning and improved the writing aspects by motivating them to write correctly, to work individually, in pairs or in groups.

h. CONCLUSIONS

- The issues that lead students of first year of Bachillerato to have a failing performance in the development of their writing abilities, were in the following: to write sentences and paragraphs following the appropriate patterns according to the grammar, the inappropriate use of vocabulary, the connection and organization of sentences in a text, the capitalization of words according to the rules, and the spelling mistakes when writing which leads to misunderstanding the message of the writing.
- Through the implementation of games as a motivational strategy students' enhancement in writing skills was excellent. They learned to write sentences, short paragraphs, and messages using the correct transition words and the appropriate vocabulary according to the content. Additionally, their spelling and capitalization improved, the students recognize the mistakes that they had made and use the correct capitalization in the words.
- The use of games as a motivational strategy was effective for the improvement of students' writing skills. These activities allowed them to get involved in writing activities, which helped students to feel more motivated to write, their interest to participate during the class was noticeably, and their confidence to share with partners increased.

i. RECOMMENDATIONS

- Teachers should evaluate the level that students have in English using tests and questionnaires in order to determine the students' needs, strengths and weaknesses to design a lesson plan, to use the appropriate material and to apply the correct techniques to improve their limitations.
- Teachers ought to apply games as a motivational strategy frequently to improve the students' writing skills since they provide entertainment and encourage students to communicate with others. They also, help students to overcome their fear to write appropriately sentences or paragraphs taking into account all the aspects of writing.
- Teachers should consider games as a practical strategy to teach how students write in English and try to achieve a significant improvement in the students' performance since games provide a good environment where students feel confident to write their ideas and express their opinions and feelings in English.

j. BIBLIOGRAPHY

- Aðalnámsskrá Grunnskóla. Erlend mál (2007) Reykjavík: Menntamálaráðuneytið. (pag. 7).
- Dhand, H. (2008). *Techniques of Teaching*. New Delhi: APH Publishing Corporation.
- Doyle, T. (2008). *Helping students learn in a learner centered environment: A guide to facilitating learning in higher education*. Virginia: Stylus publishing, Inc.
- Fauziati, Endang, 2009. *Introduction to Methods and Approaches in Second or Foreign Language Teaching*. Surakarta: PT. Era Pustaka Utama.
- Hadfield. (1990). *Intermediate Communication Games*. England: Longman.
- Hadfield. (1999). *Beginners' Communication Games*. England: Longman.
- Harmer, J. (2004). *Teaching Skills*. Reykjavík: university of Iceland.
- Harmer, J. (2011). *How to teach English*. Retrieved from http://vk.com/doc10095699_163571302?hash=d2ddb709722a73e956&dl=28aabb49a7217e1962.
- Hong. (2002). *The Practice in English Language Teaching. The role of attitudes and motivation*. London: Edward Arnold.
- Hunbbel. (10 de May de 2015). Owlcation. Obtenido de Four Different Types of Writing Styles: Expository, Descriptive, Persuasive, and Narrative: <https://owlcation.com/humanities/Four-Types-of-Writing>
- Kelley, R. (2010). *Training writing skills: a cognitive developmental perspective*. Retrieved from Training writing skills: a cognitive developmental perspective.
- Lander (2018). *Language Games and Activities [Rafræn heimild]*. Network 2. Teaching Languages To Adults. London: Center for Information on Language. Teaching and Research. ERIC. <http://www.eric.ed.gov>.
- Lee, W. R. (1979). *Language teaching games and contests*. Oxford: Oxford University Press.

- Mordo (2018). Learning Language With Crossword Puzzle. Retrieved from <http://www.mordocrosswords.com/2015/06/learning-language-withcrossword-puzzles>.
- Nurhanifah, N. (2015) Improving the students' writing skill by using picture strip story
- Pires, L. (2010). Obtenido de Using writing to develop communicative competence in the foreign language classroom: <http://revistaseletronicas.pucrs.br/fo/ojs/index.php/belt/article/view/8253/6488>
- Purwaningsih (2013). Good style for scientific and engineering writing. Pitman, London.
- Richards, J. C. (1992). Dictionary of language teaching and applied linguistics. London: Longman.
- Rixon, S., Flavell, R. H., & Vincent, M. (1991). How to use games in language teaching (Ed.). Hong Kong: Modern English.
- Servantes, E. (2009). Livening Up College English Classes with Games. Retrieved from https://americanenglish.state.gov/files/ae/resource_files/09-47-3-d.pdf
- Sigridur. (2010). Proyecto final presentado a un completo B.Ed. Islandia: Facultad de Educación, Educación Obligatoria.
- Simpson. (2015). Ten good reasons why we should use games in the language classroom. En Simpson, Using Games in the Language Classroom (págs. 1-2). Smashwords Edition License Notes.
- Talak, K. (2010). Teaching the features of effective writing. [online] Academia.edu. Available at: https://www.academia.edu/628715/Teaching_the_features_of_effective_writing.
- Trisschitta (2000). Social psychology and second language learning: components of writing
- Torrealba. (1999). Social psychology and second language learning: The role of attitudes and motivation. London: Edward Arnold.

Victoria. (Wednesday de January de 2017). 10 Benefits to Playing Games in the Classroom. Obtenido de The chalkboard: <https://www.teachstarter.com/au/blog/10-benefits-playing-games-classroom/>

Watson & Skinner (2004) Difficulties with Writing.Retrieved from<http://www.pbs.org/wgbh/misunderstoodminds/writingdiffs.html>

William, S. (1946). The Teaching Knowledge Test. United Kingdom: Cambridge University.

Wright, A. (2006). Games for language learning. Cambridge: Cambridge University Press

Wright, A., Betteridge, D., & Buckby, M. (2006).Games for language learning (2nd ed.). Cambridge:Cambridge University Press.

K. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

USING GAMES AS A MOTIVATIONAL STRATEGY TO IMPROVE THE WRITING SKILLS AMONG STUDENTS OF FIRST YEAR “B” OF BACHILLERATO, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS VALDIVIESO IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

Thesis Project as a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Major

AUTHOR

MARÍA FERNANDA GRANDA PARDO

**LOJA – ECUADOR
2019**

a. THEME

USING GAMES AS A MOTIVATIONAL STRATEGY TO IMPROVE THE WRITING SKILLS AMONG STUDENTS OF FIRST YEAR “B” OF BACHILLERATO, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS VALDIVIESO IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

The present research work will be carried out at Unidad Educativa Manuel Ignacio Monteros Valdivieso during the 2018-2019 School year.

The high school was founded in 1990 as Colegio Nacional Nocturno. Because of the growing student population and new academic offerings, in May 2012 it was moved to a new category as Unidad Educativa. In 2015, it was merged with Jose Maria Burneo School. Today this educational institution is called Unidad Educativa Manuel Ignacio Monteros Valdivieso, due to the posthumous tribute to Manuel Ignacio Monteros, who was a famous Ecuadorian writer.

Unidad Educativa Manuel Ignacio Monteros Valdivieso was created with the conviction that education is a right of every human being. It was created for children and teenagers who live in rural sectors or with economic hardship so that they can receive the same level of education as students from more privileged backgrounds.

Unidad Educativa Manuel Ignacio Monteros is located in the Villonaco avenue Obrapia neighborhood in the western part of the city of Loja. It currently has 43 teachers and 974 students from elementary school to Bachillerato General Unificado which is a study program created by the Ministry of Education with the purpose of offering a better educational service for all young people who have

passed the Basic General Education. This institution offers free education and has two sessions: morning and afternoon. In the morning section are the students of the elementary school and in the afternoon section the students of bachillerato. These students enjoy a cozy environment that helps children and teenagers develop creative, reflective and critical thinking.

The mission of Unidad Educativa Manuel Ignacio Monteros is focused on science and technology, due to it helps to create competitively critic and creative students. Additionally, it comes together with the practice of values to achieve a democratic and practice profile for the future.

The Vision of Unidad Educativa Manuel Ignacio Monteros is to deliver an excellent education, where the students in Obrapia and rural sectors can receive these benefits, counting on trained teachers; furthermore, it is responsible for creating critical, scientific, enterprising students.

Current situation of the research problem

English is an international language and one of the most important and most useful; people around the world need English in diverse human activities, such as business, education, technology, medicine, etc. Therefore, the necessity of learning this language has increased, which is why it has been compulsory to include the teaching of the English language in the Ecuadorian Educational System.

One of the main factors that affect the use of English language for

communicative purposes is the fact of being able to develop the basic writing skills, for this reason, educators should look for new alternative methods and strategies for teaching writing efficiently.

Harmer (2004), says that writing is different from speaking, because composing a writing product is not instant. It takes continual practice. Most of students have difficulties in sentence structure, vocabulary, and organization of ideas, capitalization and spelling. Therefore, it needs much practice to make a good writing.

Dr. Mel Levine (1993), identifies seven specific problems on writing; the first of these problems is The Attention Problem in which children who struggle with attention may be inattentive and impulsive. The second is the spatial ordering here children have decreased awareness regarding the spatial arrangement of letters, words, or sentences on a page. The third is the sequential ordering problem children present difficulties putting or maintaining letters, processes, or ideas in order. The fourth is memory problem it is necessary active working memory, otherwise children may have difficulty recalling spelling, grammar, and punctuation rules, accessing prior knowledge while writing, or organizing ideas. The fifth is language problem good writing relies on a child's language abilities improving steadily over time. The sixth is higher-order cognition problem children are often unable to use writing to present a sound argument or convey sophisticated or abstract ideas, and the last problem is the graph motor children cannot coordinate the small muscles of the fingers in order to maneuver a pen or pencil, especially as assignment length increases.

In our country the development of writing has not been developed in a very fluid and effective way as the other skills presented in English Language. According to the observations done at Unidad Educativa "Manuel Ignacio Monteros Valdivieso", it was noticed that students of first of Bachillerato, face problems in some aspects of writing such as: Structure sentence, most of the time the structure of the sentences are not correct; in organization, the transition words used are not the appropriate to give coherence and organize the ideas to the paragraph; the inappropriate use of vocabulary; the use of incorrect punctuation, capital letters at the beginning of sentences and pronouns; and incorrect spelling makes it difficult for students to write paragraphs.

One of the causes that prevent the improvement of writing skills in the English Language is the fact that teachers do not apply strategies such as games to motivate and awaken students' interest. Besides, motivation and work in the classroom are affected by the lack of appropriate methodology from early education, and therefore students do not show interest and result in poor performance, leading to a low level and use of English language.

Research problem

Considering the aforementioned elements, it is essential to research the following problem:

HOW DOES THE USE OF GAMES AS A MOTIVATIONAL STRATEGY IMPROVE THE WRITING SKILLS AMONG STUDENTS OF FIRST YEAR "B" OF BACHILLERATO, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL

IGNACIO MONTEROS VALDIVIESO IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR?

Delimitation of the research

Timing

This present research work will be carried out during the 2018 – 2019 school year.

Location

The present project will be carried out at Unidad Educativa Manuel Ignacio Monteros Valdivieso which is a public institution located in the western part of the city of Loja, Obrapia neighborhood in the Villonaco avenue.

Participants

The participants of this research work are 23 students of first year “B” of Bachillerato, at Unidad Educativa Manuel Ignacio Monteros Valdivieso and the teacher candidate.

Subproblems

- What theoretical and methodological references about using games as a motivational strategy are adequate to improve writing skills among students of first-year “B” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year?

- What are the issues that limit the improvement of writing skills among students of first-year “B” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year?
- What are the phases of the intervention plan that address the current issues to improve the writing skills among students of first-year “B” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year?
- Which games as a motivational strategy are suitable to improve the writing skills among students of first-year “B” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year?
- How effective is the application of games as a motivational strategy improve the writing skills among students of first-year “B” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year?

c. JUSTIFICATION

The researcher has chosen to carry out this research work to accomplish three aims. The first one is to use games as a motivational strategy to improve writing skills in the students of the first year “B” of bachillerato at Unidad Educativa Manuel Ignacio Monteros Valdivieso. The second one is to gain more knowledge and to get professional experience in the educational field. Third one is to get the bachelor’s degree in Science of Education

In order to address the first aim, games will use to motivate students. Sugar (1998), affirms that teaching today has changed a lot over the past years. In the past, the learners were passive and bored in the classroom, but today learners are usually much more active, and what better way to be active than by playing games. For this reason, the researcher believes that games will help students in the first year “B” of bachillerato to improve their writing in English language learning. Games increase students’ interest, provide students with fun and interactive ways to develop their writing skills. Games are the best pedagogical tools for teaching writing because they motivate students to express their ideas and needs. Also, the students can freely discover the world with new experiences and opportunities to use and practice the language. the basis for comprehensible input, and engage learners in using the target language doing creative tasks. In addition to this, games promote team learning and create participation and competition among students leading to effective and fun knowledge.

The second aim that justifies this research work is the most significant. The researcher will gain professional experience and will obtain enough information to give some alternatives to solve the problem found regarding writing skills in the students. The researcher will practice motivating and creating a fun learning environment, evaluating the students' work and increasing knowledge of writing through using games. Finally, the researcher will help the students to solve many problems in their learning of the English language by implementing an action research plan.

Finally, the third aim that as an undergraduate student, the researcher needs to work with the project in order to get the bachelor's degree in Science of Education, English Language Specialization as established in the regulations of the Education, Art and Communication Area of the National University of Loja. The researcher has the capacity, time and resources to carry it out. In addition, this project will benefit the English Language Department, because of the information that it will bring and will provide the university with evidence that people can improve their writing skills using games.

d. OBJECTIVES

General Objective

- ❖ To improve English writing skills through games as a motivational strategy among students of first-year “B” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year.

Specifics objectives

- ❖ To research the theoretical and methodological references about games as a motivational strategy and its application on English writing skills among students of first-year “B” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year
- ❖ To diagnose the issues that limit the development of English writing skills among students of first-year “B” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year.
- ❖ To design an intervention plan based on games as a motivational strategy in order to develop English writing skills among students of first-year “B” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year.

- ❖ To apply the most suitable games as a motivational strategy in order to develop English writing skills among students of first-year “B” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year.
- ❖ To validate the effectiveness that games as a motivational strategy had among students of first-year “B” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year.

e. THEORETICAL FRAMEWORK

GAMES

Games are motivational activities that generally has the following properties: objectives, a set of rules, competition between two or more players according to the game, and communication between players by spoken or written language (Richards, 1992).

According to Haldfield (as cited in Doyle, 2008) “A game is an activity with rules, a goal and an element of fun. Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term”. This definition highly evaluates the importance of games in teaching. It adds to teacher' strategies in teaching that games serve not only as an amusing activity but as a strategy to carry out tasks to learners amusingly as well.

Why should we use games in the language classroom?

Langran & Purcell (1994), say that the reason most people want to learn a language is to be able to use it in real situations, for example when traveling. Games can be a very good way to practice this skill because they can easily be used to reenact various situations from real life and provide students with practice in their fluency. Also, by using games in the classroom the teacher is giving his students a bigger role, and he himself is stepping out of the frontline which is a positive thing because it allows students to take on more responsibility. Also, that

allows students to do more on their own, and that can very well result in an increase in their confidence level.

They also affirm that games are good for shy students and students with low confidence, and that applies specifically when playing takes place in smaller groups because then they get a chance to speak in front of a fewer audience instead of having to express themselves in front of the whole class. Also, it is sometimes easier to open up and forget the shyness when playing a game because the atmosphere is not as serious and more emphasis is put on fluency rather than grammatical correctness.

Simpson (2015), argues that a good game can be not only justified but should be regarded as an important part of teaching repertoire. Therefore, point out all the reasons why teachers should use games in the classroom.

- **Games create a context for meaningful communication:** Certain games do this more obviously than others, but all games do this to a certain extent. Even when the game revolves around discrete language items, such as we would see in a spelling game, meaningful communication occurs because learners need to process how to play the game, as well communicating about the game before, during, and after.
- **This meaningful communication serves as a basis for comprehensible input**

The comprehensible input is, basically, what learners understand as they listen and read; it is interaction to enhance comprehensibility, such as

asking for repetition or giving examples. It also leads to and comprehensible output, as learners are speaking and/or writing so that their peers can understand.

- **Games add interest to what learners find boring:** Learning a language involves long-term effort and, as we all know from experience, maintaining interest can mean sustaining the effort. This is difficult even for the most committed learner. Shaping a learning task in the form of a game often piques the interest of learners who see it as something different from what they normally do in class.
- **Games can be used with all the language skills:** Games can be tailored so that there is a focus on listening, speaking, reading, or writing. Moreover, you will often find that a combination of skills is involved in the same game. They are therefore a great tool for appealing to different types of learners at the same time.
- **Games offer a fun experience:** When we play games, we get excited; it's as simple as that. The emotions aroused when learners play games add variety to what is often a sterile, serious process of language learning. Sometimes the need to lighten the mood is justification enough to use a game.

According to the same author, other reasons teachers use games are to:

- **Encourage participation from all learners:** The game format, due to the

variety and intensity that it may offer, can do wonders in lowering anxiety and encouraging quieter learners to participate, especially when games are played in small groups.

- **Games are learner-centered activities:** Games are truly learner-centered in that learners are not only highly active when playing games, but also in that we can organize the working of games so that our learners adopt the role of leaders, with teachers as mere facilitators.
- **Games work outside of class:** We see game formats used everywhere. Therefore, it should be no surprise that many games can also be played outside of class. Therefore, they present a means for learners to use the language outside of class time.
- **Games promote cooperative learning:** Most game formats work well with small groups, thereby creating a setting for learners to develop their skills in working with others students.
- **Games fit into multiple intelligence theory:** Game activities relate really well to a variety of intelligences.

Benefits of Playing Games in the Classroom

According to Victoria (2017), when playing games, students become more involved in their learning, the content taught is reinforced and the positivity in the class increases. That is why it is necessary to emphasize the most important benefits that students obtain when playing games in the classroom.

More Motivation: Playing games in the classroom increase overall motivation. By playing games, students become more motivated to learn, pay attention and participate in set tasks. Games help students to become a part of a team as well as take responsibility for their own learning. They can also be a great classroom management tool, helping to motivate a class.

Controlled Competitiveness: Students can become very competitive in the classroom, especially boys. Games are a great way to control the competitiveness between peers. By using games in the classroom, students can compete against each other whilst playing a game, then support each other during other learning activities.

Strategy Simulator: Most games require problem-solving strategies and planning. By applying a range of strategies in a game, students are able to use their working memory to solve problems, increasing their mental cognition

Peer Positivity: Using games in a lesson, as part of teaching and learning, helps to create positivity around the lesson, motivating students with their participation and creating a positive attitude towards learning. Games can also create a positive memory and experience of learning for students in the classroom.

Smaller Stress: Having to answer questions on a worksheet, or produce a page of text can be quite daunting and stressful for some students. It can also create a negative perception of a students' learning environment. As an alternative to worksheets, games can be used as a less stressful way for students to demonstrate their knowledge, skill, and understanding of a topic. Being less stressed will help

students to have a more positive perception of their learning environment and give a true indication of their own learning.

Mighty Memory: Playing a range of content specific games can increase memory. As they play a game, students need to remember important details about a topic but also use their working memory to think and act quickly. Games that were made by the students can be some of the most effective. As students construct a game, they are required to use their memory of specific content to create questions and answers suitable for the game, then use their memory of the topic to play the game.

Class Cooperation: Playing games in the classroom increase class cooperation. Students need to work together as a team when playing as a whole class against the teacher, or in small team groups when playing games with each other. Through games, students learn how to take turns, build respect, listen to others and play fairly. Classroom games can also be used as a team-building exercise.

Alert Attention: Playing games requires students to pay great attention to detail. As games can move quickly, when playing a game, a student needs to be alert and attentive. This attentiveness when playing a game can help students to stay focused on other tasks in the classroom throughout the day.

Friendly Fun: Playing games in the classroom are always great fun. When playing a game, endorphins are produced that stimulate the brain and gives students a feeling of euphoria. This feeling creates a great sense of happiness and

excitement for students in the classroom, developing a positive learning environment.

New Knowledge: Games are a great tool to use in the classroom to consolidate new knowledge. After teaching new content to the class, provide students with a game that will consolidate their understanding and make connections with what they already know. Asking students to create their own content specific games can also be a great way to assess students at the end of a unit of work.

When to use games?

Teachers need to consider which games to use according to the necessities that students present also according to the level of the students when to use them, how to link them up with the syllabus, textbook or programme and how, more specifically, different games benefit students in different ways. The key to a successful language game is that the rules are clear, the goal is well defined and the game must be fun to attract attention of the students. Haldfield (1999) maintains:

Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to use the language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for teacher, who can note areas of difficulty and take appropriate remedial action.

Games are activities and are often used as a warm-up or when there is some time left at the end of a class. However, Lee (1979) asserts, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do".

Games ought to be at the heart of teaching foreign languages. Rixon (as cited in Simpson, 2015) suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

Classification of games

Wright (1984), classified the games in the following way:

Picture games: Most of these games involve the learners in the relative free use of all language at their command. They involve comparing and contrasting pictures, considering differences or similarities and possible relations between pictures.

Psychology games: These games let us work with the human mind and sense. They involve telepathy, visual perception, characters, imagination and memory of the students. They also encourage the students' concentration, imagination and language use.

Sound games: Sound effects can create in the listeners an impression of people, places, and actions. There is a demand for listeners to contribute through imagination. This inevitably leads to individual interpretations and interactions as well as the need to exchange points of view and to express ideas and opinions.

Word Games: These games are used for spelling, structure, meanings, using words for making sentences, words in contexts and word for categorizing according to grammatical use. Students, in many cases, have to communicate in full sentences, give new ideas and argue at the same length.

True-false Games: In these games, someone makes a statement which is either true or false. The game is to decide which it is.

Memory Games: These games measure the players' ability to remember different events which, in turn, leads to discussion, in which opinions and information are exchanged.

Story Games: These games provide a framework for learners to speak as well as write stories and share them with classmates.

Games and the writing skills

Games are a very important strategy for teaching English where students learn fun and can develop the four skills: writing, speaking, reading and listening. This depends on the game used by the teacher since there is all type of games, each according to the age of the students.

Hadfield (1990), says that writing is a skill that, even in the native language, is learned and not acquired. That explains why writing is often considered to be difficult, or even boring in the target language. For students, this must not become their experience of writing because that can lead to their loathing of writing.

He also argues that games can be an excellent way to prevent this problem because not only are games fun but they can provide writers with a reason to write and it is obvious that writing will become easier when there is a clear and motivational reason instead of just having to write because the teacher said so.

According to Sigridur (2010), a variety of interactive writing games can be found on the internet and teachers can, without much effort, create a game that practices writing. For example, when teaching students how to write a formal letter a game where participants would have to rearrange sentences to position them correctly, so they make a formal letter, could be a good game.

Games are a good strategy to teach English, these are some games that help students improve their writing skills.

Word jumble race: Lander (2018), affirms that this is a great game to encourage teamwork and bring a sense of competition to the classroom. No matter how old we are, we all love a good competition and this game works wonders with all age groups. It is perfect for practicing tenses, word order, writing skills, and grammar. It consists in order the words forming sentences. First, the teacher writes sentences by using cards of different colors, applying the grammar, which are cut and mixed. Next, the teacher divides the class into groups and assign each

group some sentences into an object that they can find, keeping the sentences mixed. Then, the students support each other by ordering the sentences correctly and then pass to the front of the class to write them on the board. The group that in less time correctly orders the sentences, is the winner.

Crossword puzzle game: Harry Dhand (2008) explained how crossword puzzles help the students in learning, as follows:

- Crossword puzzle is a good way to teach and enrich vocabulary because the definition or synonyms of the words are right there to provide reinforcement.
- Crossword puzzle can also be used to encourage the use of dictionary or thesaurus or to learn terminology used in a particular subject. They can be used as a quiz or review at the end of a unit/ chapter or a lesson.
- Crossword puzzles can be easily made by the teacher and presented to students.

Mordo (2015) said that it is an easy way to learn a new language without spending thousands of dollars on software programs and remove the excitement that learning a new language can offer, or spending the same amount of money to pay for a tutor or classes to achieve the same goals.

Additionally, many schools around the world that teach alternative languages to students often used crosswords as a fun, challenging, and rewarding way to help enhance their student's knowledge and understanding of a second language. If teachers can use these tools in the classrooms, then it is quite logical to assume

that using this tool at home can also be beneficial.

Picture strip story: Nurhanifah, (2015), argues that “The use of picture strip story is very appropriate and helpful to increase writing skill as the students can receive the new vocabulary well. Besides, they can retain the materials”

According to Fauziati (2009), the picture strip story is an activity to develop in a small group of students. Each group is given a strip story. They look at the first picture of the story predict what happened then.

Slay the demonds: Servantes (2009), says that this game consists of correct spelling and capitalization errors. The teacher writes a 125- to 150-word text about the topic studied, alters the text to introduce errors in spelling and makes as many copies as needs for all students.

First of all, the teacher asks students to work in pairs. Next, the teacher gives each pair a sheet of paper and a copy of the altered article with several spelling error called demons, the words that are purposely misspelled. Then the students have to cross out the demons. Finally, the students have to rewrite the article in the sheet of paper but without errors and then, the teacher check the writing and chooses what is the winner group.

WRITING

Definition

There are authors who refer to the writing skill as a productive skill, it is the case of Spratt, Pulverness and Williams (2011) who affirm:

Writing is one of the four skills: reading, writing, listening and speaking. Writing and reading are productive skills. That means they involve producing language rather than receiving it, as in listening and reading. Very simply, we can say that writing skill involves communicating a message by making signs on a page. To write we need to have something to communicate, and usually someone to communicate it to. We also need to be able to form letters and words, to join these together to make sentences or a series of sentences that link together and to communicate our message in such way as to get our message across.

Harmer (2004) refers to writing skill as an essential skill that needs to be learned to reinforce language skills. Writing a text is recognized as a little complicated skill; because it is necessary to consider all the types of text that exist.

Brown (as cited in Purwaningsih, 2013) states that writing is an important skill for achieving employment in this global era. Thus, learning how to write for students is crucial as input for them to face the future.

According to Pires (2010), “One of the main difficulties of learning a foreign language is finding situations to practice the language you are learning. Differently from situations which occur when you live where the language is spoken, in a foreign country you need to try to find ways of using the language outside the classroom”. In some cases, the class exercises are not enough to build up strong basis for using L2 in real situations. That is when writing becomes a

very useful tool. Some reasons for that are that writing itself can be done outside the classroom, thus allowing students more hours of contact with the language; the possibility of topics and audiences for writing go beyond the ones for speaking as the written productions of students may be used inside the classroom as a tool to communicate to others outside the classroom.

For these reasons, good writing skills are essential for effective communication. Learning to write well takes time and practice. Be sure to leave yourself enough time for all of these steps.

Prewriting- Normally when asked what they do during the prewriting stage (which is everything you do to get ready to write) students respond: jot down notes/ideas and organize them.

Drafting/Composing: drafting is an especially creative time when you are trying to discover thought and put it into words. Trying to edit/correct those words at the same time is an analytical step that directly inhibits the creative part.

Revising: according to William Struck (1946), revising is the stage in the writing process where the author reviews, alters, and amends her or his message, according to what has been written in the draft. Revision follows drafting and precedes editing. Usually a first draft is like a lump of clay that is going to be a bust--someone's head and face. But in the draft, the face's features are still vague and doughy, just beginning to emerge. The goal of the revising/shaping stage is whittle away at the clay until the features stand out in sharp relief.

Editing: The editing process can involve correction, condensation, organization, and many other modifications performed with an intention of

producing a correct, consistent, accurate and complete work.

The importance of writing

According to Kelley (2010), writing is so important, especially for communication. The author gives some reasons describing the importance of writing skill. They are:

Good writing skills can help you in life: If you're trying to get a job, good writing skills make you more desirable to the employer. One of the first things an employer looks at is your cover letter or resume. If you have an interesting cover letter it could lead to an interview.

Good writing skills can lead to a monetary value: It is to make a living writing; it is not only for people who write books. There are technical writers, copywriters, software writers the list goes on and on. Even if you are not a professional writer there are ways to make money with your good writing skills. You could write a blog on the side. There are endless ways to make some extra money on the internet with endless amounts of content. It's rare to find good content on the internet and when you do sometimes it's worth paying for.

Without good writing skills the world would be in anarchy and chaos: Bad writing skills can lead to misinformation or can lead to the wrong or ambiguous message. Good writing can lead to a much-needed confidence boost.

Types of writing

Humbbel (2016), indicates that: A writer's style is a reflection of his or her personality, unique voice, and way of approaching the audience and readers.

However, every writer writes for a specific purpose for example, writers may want to explain how something works or persuade people to agree with their point of view. While there are as many writer's styles as there are writers, there are only four general purposes that lead someone to write a piece, and these are known as the four styles, or types, of writing. Knowing all four different types and their usages are important for any writer.

Here are the categories and their definitions:

Expository Writing: Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. They furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing styles, which you always see in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something.

- Expository writing usually explains something in a process.
- Expository writing is often equipped with facts and figures.
- Expository writing is usually in a logical order and sequence.

When You Would Use Expository Writing:

- Text book writing - How to articles
- Recipes - News stories (not including opinion or editorial pieces)
- Business, technical, or scientific writing

Descriptive Writing: Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

- It is often poetic in nature
- It describes places, people, events, situations, or locations in a highly detailed manner.
- The author visualizes what he or she sees, hears, tastes, smells, and feels.

When You Would Use Descriptive Writing:

- Poetry
- Journal ordinary writing
- Nature writing
- Descriptive passages in fiction

Persuasive Writing: Persuasive writing's main purpose is to persuade. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

- Persuasive writing is equipped with reasons, arguments, and justifications.
- In persuasive writing, the author takes a stand and asks you to agree with his or her point of view.
- It often asks for readers to do something about the situation.

When You Would Use Persuasive Writing:

- Opinion and editorial newspaper pieces
- Advertisements
- Reviews (of books, music, movie, restaurants, etc.)
- Letter of recommendation
- Letter of complaint
- Cover letters

Narrative Writing: Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first-person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style.

- In narrative writing, a person tells a story or event.
- Narrative writing has characters and dialogue.
- Narrative writing has definite and logical beginnings, intervals, and endings.
- Narrative writing often has situations like actions, motivational events, and disputes or conflicts with their eventual solutions.

When You Would Use Narrative Writing:

- Novels - Novellas
- Short stories
- Autobiographies or biographies
- Anecdotes
- Oral histories

Writing issues

It is necessary to consider three individual issues in order to help students write successfully and enthusiastically in different styles. These are: *genre, the writing process, and building the habit of writing.*

- A **genre** is a type of writing which is immediately recognized by a community. The genre of writing will depend on what genres teacher think their students need to write. It should be useful to them.
- The **writing process** typically involves planning what we are going to write, drafting it, reviewing it and editing what we have written, and then producing a final version. Students will become better writers by practicing activities that involve the process of writing.
- **Building the habit of writing is necessary for students.** Teacher should engage them, from early levels, through activities which are easy and enjoyable to participate and present opportunities for students to succeed. In this way, students will involucrate themselves in the writing process with enthusiasm.

Writing components

Watson & Skinner (2004), say that writing comprises several components that students need to be aware of when writing.

Sentence structure: a sentence is a complete thought or idea. It consists on a subject and a predicate. Sentence basics Parts of speech are sentence elements that work together to form a sentence.

Vocabulary: These are words chosen by a speaker to express a particular meaning. He or she could have chosen —cold or —hot instead of —warm to mean something different. The meaning of a word can be also defined by its relationship to other words. Using words appropriately means knowing which grammatical slots they can go into. To be able to do this, it is necessary to know what part of speech a word is.

Capitalization is the writing of a word with its first letter in uppercase and the remaining letters in lowercase. Experienced writers are stingy with capitals. It is best not to use them if there is any doubt.

Spelling: is the forming of words from letters according to accepted usage. It is important in writing because students who experience difficulties with spelling may struggle to accurately represent all the precise sounds within words, confuse the sequence of letters, have difficulty retaining learnt spelling patterns over the long term, and have problems transferring this knowledge to their writing.

Trisschitta (2000), also adds **Transitional words** as a component of writing that is used to provide a connection between sentences and give coherence and relationship between them.

Styles of Writing

Kirkman (2005), says that a style in writing is concerned with choice because every writer has available the enormous resources of a whole language and each writer selects the arrangements of words that he/she thinks will best express the intended meaning, emphasize and tone to produce the desired response from readers.

Cali (2003), argues that several elements of writing contribute to an author's style, but three of the most important are word choice, sentence fluency, and voice.

- **Word choice: Good** writers are concise and precise, weeding out unnecessary words and choosing the exact word and using adjectives correctly and adverbs rarely, letting their nouns and verbs do the work in order to convey meaning. Also, they choose words that contribute to the flow of a sentence.
- **Sentence fluency:** It is the flow and rhythm of phrases and sentences. Good writers use a variety of sentences with different lengths and rhythms to achieve different effects. They use parallel structures within sentences and paragraphs to reflect parallel ideas, but also know how to avoid monotony by varying their sentence structures.

Writers avoid loose sentences, deleting excessive words and rearranging their ideas for effect. Furthermore, more readable style results when writers choose their words carefully, delete redundancies, make vague words more specific, and use subordinate clauses and

phrases to rearrange their ideas for the greatest effect.

- **Voice:** The voice is an essential element of style that reveals the writer's personality. A writer's voice can be impersonal or chatty, authoritative or reflective, objective or passionate, serious or funny.

f. METHODOLOGY

Design of the research

The present research work bases on the theory proposed by Burns (2010) which has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation and at the same time as conducting research. Action research can be undertaken by undergraduate and postgraduate students assisted or guided by professional researchers, with the aim of improving strategies, practices, and knowledge of the surroundings within they are related.

Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about a determined problem. This action research has the aim of improving the writing skills through the use of games as a motivational strategy

Besides, this study is an applied educational research work since it is practical action research that allows the practitioner to study aspects, analyze and reflect on the results that will be derived of the application of games as a strategy for EFL basic writing skills

The present research work includes planning, acting and observing, and reflecting suggestions. The researcher starts from a detected problem, plans an action in order to solve that problem, he /she applies the strategy proposed and reflects about the possible outcomes after finishing the intervention stage which will be reported in the thesis work.

Methods, Techniques and Instruments

Methods

This study will make a description of the data resulting from the application of an intervention plan that will allow the application of games as a motivational strategy to improve the writing skills and achieve the set goals of this research project; and, to support its development the following general methods will be applied along

the descriptive research:

The Scientific method will facilitate the study of the games as a motivational strategy applied in developing the writing skills. It will help in the observations done before and during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The Analytic-synthetic method will be used to analyze the obtained results through the questionnaires and the tests. It will also be used to make the interpretation of the data, the logical analysis and draw up the conclusions.

The Statistic method will be used to make a quantitative and qualitative statistical analysis of the data obtained from the questionnaires and tests.

Techniques and Instruments

Tests

In this research work a pre test and a post test will be applied. The pre test will be given at the beginning to diagnose the level of writing skills that students have; and, the post test will be applied at the end to verify the level of writing skills achieved by the students after the games applied as motivational strategy.

Questionnaires

A pre and a post questionnaire will be given to the participants. The pre questionnaire will be applied at the beginning of the research, students will answer questions related to their perception with respect to the use of games as a motivational strategy. And a post questionnaire will be applied at the end of the intervention plan to know if games as a motivational strategy improve writing skills or not.

Observation sheet

This instrument will allow the researcher writes down the achievements of students in each class. It will be used to keep an evidence of students' progress in each subskill of writing.

Field Notes

The researcher will use the field notes to describe what happen in the class during the application of games and write notes about participants' behaviors, attitudes and feelings toward the use of games as a motivational strategy to improve students' writing skills.

Population

The students of first-year “B” of Bachillerato are who will participate in the development of this action research. They are 23 students between boys and girls. And the researcher of this study.

Intervention Plan

The intervention plan is designed based on lesson plan models which contains three basic stages: Activation, Connection and Affirming. The plan consists on giving 40 hours of class during 8 weeks.



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 1

INFORMATIVE DATA

Institution: Unidad Educativa Manuel Ignacio Monteros.

Teacher: Dra. Mg. Victoria Aguilar.

Teacher Candidate: María Fernanda Granda Pardo.

Participants: 1st year “B” of Bachillerato

School Year: 2018-2019

Topic: News.

RESEARCH PROBLEM: How does the use of games as motivational strategy improve the writing skills among students of first year “B” of Bachillerato, at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan students will be able to improve the writing skills according to *sentence structure*, vocabulary, transition words, capitalization, and spelling.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To write sentences in passive voice to emphasize actions when the doer of the action is not known.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial Expressions <i>Are you kidding me?</i> <i>No kidding!</i> <i>Thank goodness!</i> • Structures 	<ul style="list-style-type: none"> • ACTIVATION: Teacher applies the pre test and pre questionnaire to students. Then the teacher explains the structure of passive voice through a chart with some examples. • CONNECTION: Teacher reinforces the grammar about the structure of the passive voice using a <i>word jumble race</i>. It consists in order the words forming sentences. First, the teacher writes 	<ul style="list-style-type: none"> • Pre test • Pre questionnaire • Flipchart with examples

<p>Passive voice: Affirmative and Negative form.</p> <ul style="list-style-type: none"> • Key Words Robbery- to be on time-to be-trapped-bridge-car crash-citizen-headline-sighting-to trap-adoption - to hit - to adopt- to rob-to discover- -rescue- eager discovery-collide- -hoax- interview-kitten-thief-bank inundated-money-reporter news-watch tv-newspapers radio-internet-intervention police station-stolen-captured- 	<p>sentences by using cards of different colors, applying the grammar; in this case, the structure of affirmative and negative forms of passive voice, which are cut and mixed. Next, the teacher divides the class into groups of three and assign each group three sentences into an object that they can find, keeping the sentences mixed. Students support each other by ordering the sentences correctly and then pass to the front of the class to write them on the board. The group that in less time correctly orders the sentences, is the winner. Finally, the teacher makes feedback about the class and ask some examples when needed.</p> <ul style="list-style-type: none"> • AFFIRMING Students develop Activities 4-5 of Student's Book. Then, they check the answers. Students rewrite the sentences in Passive Voice. 	<ul style="list-style-type: none"> • Words on a separate small piece of card
<p>MONITORING PLAN Data Source 1: Pre-test/ Pre-questionnaire Data Source 2: Worksheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: April 8th to April 12th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 2

INFORMATIVE DATA

Institution: Unidad Educativa Manuel Ignacio Monteros.

Teacher: Dra. Mg. Victoria Aguilar.

Teacher Candidate: María Fernanda Granda Pardo.

Participants: 1st year “B” of Bachillerato

School Year: 2018-2019

Topic: Disasters and consequences.

RESEARCH PROBLEM: How does the use of games as motivational strategy improve the writing skills among students of first year “B” of Bachillerato, at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan students will be able to improve the writing skills according to *sentence structure*, vocabulary, transition words, capitalization, and spelling.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To write questions using the passive voice.
- To make use of new vocabulary about disasters and their consequences.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial Expressions <i>What a shame!</i> <i>That's terrible!</i> • Structures Passive voice: Questions. 	<ul style="list-style-type: none"> • ACTIVATION Teacher demonstrates the new vocabulary given in the lesson through flashcards and asks students to repeat after him. Then, the teacher writes some questions explaining the structure of the passive voice and ask students to answer. • CONNECTION: Teacher reinforces the vocabulary related to disasters and 	<ul style="list-style-type: none"> • Flashcards • Words on a separate small piece of card.

<ul style="list-style-type: none"> • Key Words Earthquake-hurricane Evacuate-tsunami-rescue- disasters- injures-destroy- shake-close-cause- rebuild- announce-hit-ruin-detect predicted- damaged- town affect-service- destruction electric-shaken-tornado- shelter-prediction-refuge- time-people-city-houses problems-water-produce scale-terrible-help-news advertisements-situation consequences-issues-plan 	<p>grammar about the structure of questions in passive voice using a <i>word jumble race</i>.</p> <p>It consists in order the words forming sentences. First, the teacher writes questions with their answers by using cards of different colors, which are cut and mixed.</p> <p>Next, the teacher asks students to work in pairs and assigns each pair a question with their respective answer. Students support each other by ordering the sentences correctly and then pass to the front of the class to write them on the board each question with the answer explaining the structure of it. The group that in less time correctly orders the sentences, is the winner.</p> <p>Finally, the teacher makes feedback about the class and ask some examples when needed.</p> <ul style="list-style-type: none"> • AFFIRMING Students complete activities in the Student's Book. Then, they check the answers. Students complete a brainstorming about disasters. Then, they change the questions from the active to the passive voice. 	
MONITORING PLAN Data Source 1: Cards of different color Data Source 2: Worksheet		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: April 15 th to April 19 th , 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 3

INFORMATIVE DATA

Institution: Unidad Educativa Manuel Ignacio Monteros.

Teacher: Dra. Mg. Victoria Aguilar.

Teacher Candidate: María Fernanda Granda Pardo.

Participants: 1st year “B” of Bachillerato

School Year: 2018-2019

Topic: School News.

RESEARCH PROBLEM: How does the use of games as motivational strategy improve the writing skills among students of first year “B” of Bachillerato, at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan students will be able to improve the writing skills according to sentence structure, *vocabulary*, transition words, capitalization, and spelling.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To identify the meaning of words related to news.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial Expressions <p><i>Face the music</i> <i>Tie the knot</i> <i>What a shame</i></p>	<ul style="list-style-type: none"> • ACTIVATION <p>Teacher invites students to talk about news that they’ve heard recently in the school. Then, the teacher demonstrates the vocabulary about news given in the lesson through flashcards and explains the meaning of each word writing sentences on the board.</p> <ul style="list-style-type: none"> • CONNECTION <p>Teacher introduces the previously learned vocabulary</p>	<ul style="list-style-type: none"> • Flashcards • Clues for each Word • crossword puzzles • Dictionary

<ul style="list-style-type: none"> • Structures Passive voice • Key Words Ban-complain-cheat-steal- bully-prance-prank- prank- complaining-bullying- to rob robber-banning-cheating- stealing-robbery- to be on time-to be-trapped-bridge-car crash-citizen-headline- sighting-to trap-adoption - to hit - to adopt-eager discovery- collide- thief- inundated- money-reporter-news-watch tv-newspapers-radio-internet- intervention-police station- stolen-captured-cellphone 	<p>about the news of the lesson into a crossword puzzle game. It consists of filling in the numbered squares horizontally and vertically by writing a letter in each square forming words or phrases. First, the teacher gives each student a worksheet with the crossword puzzle. Then, the teacher gives to the students the explanations and rules on how to complete this game. Students must first read the given clues which are definitions to the words which lead to the answers. Finally, the teacher asks students at random to write the answers on the board verifying that these are correct.</p> <p>Finally, the teacher makes feedback about the class and ask some examples when needed.</p> <ul style="list-style-type: none"> • AFFIRMING Students look at pictures and then, they choose the correct word from the word bank and write below each picture. 	
MONITORING PLAN Data Source 1: Worksheet one Data Source 2: Worksheet two		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: April 22 th to April 26 th , 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 4

INFORMATIVE DATA

Institution: Unidad Educativa Manuel Ignacio Monteros.

Teacher: Dra. Mg. Victoria Aguilar.

Teacher Candidate: María Fernanda Granda Pardo.

Participants: 1st year “B” of Bachillerato

School Year: 2018-2019

Topic: News Story.

RESEARCH PROBLEM: How does the use of games as motivational strategy improve the writing skills among students of first year “B” of Bachillerato, at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan students will be able to improve the writing skills according to sentence structure, vocabulary, *transition words*, capitalization, and spelling.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To write short paragraphs following the correct sequence.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial expressions <i>to face the music</i> <i>to pull someone's leg!</i> <i>to tie the knot</i> 	<ul style="list-style-type: none"> • ACTIVATION Teacher explains the meaning of colloquial expressions through some sentences written on the board. Then, the teacher and the students talk about situations that happen daily like robberies, assaults and similar experiences that the students have experienced or someone they know. 	<ul style="list-style-type: none"> • Set of pictures • sheet of paper to create the story

<ul style="list-style-type: none"> • Structures Passive voice: Affirmative and Negative form. • Key Words Robbery- to be on time-to be-trapped-bridge-car crash-citizen-headline-sighting-to trap-adoption - to hit - to adopt- to rob-to discover- - rescue- eager discovery-collide- -hoax-interview-kitten-thief-bank inundated-money-reporter news-watch tv-newspapers radio-internet-intervention police station-stolen 	<ul style="list-style-type: none"> • CONNECTION Teacher applying a <i>picture strip story</i>. It consists of creating stories based on the sequence of pictures. First, the teacher divides the class into groups of 2-3 students per group. Next, the teacher gives an envelope to each group and a sheet of paper. The envelope contains a story in pictures which are cut and scrambled. The students should order the sequence of the story. Then, on the sheet of paper, they should write a title, body, and conclusion to their story in a short paragraph using the transition words correctly <i>E.g first, next, then and finally</i>. In the end, each group presents their story to the class and the teacher makes feedback about the class. • AFFIRMING Students write a short paragraph about the importance of the newspaper 	
MONITORING PLAN Data Source 1: Fieldnotes Data Source 2: Worksheet		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: April 29 th to May 03rd, 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 5

INFORMATIVE DATA

Institution: Unidad Educativa Manuel Ignacio Monteros.

Participants: 1st year “B” of Bachillerato

Teacher: Dra. Mg. Victoria Aguilar.

School Year: 2018-2019

Teacher Candidate: María Fernanda Granda Pardo.

Topic: Tech habits.

RESEARCH PROBLEM: How does the use of games as motivational strategy improve the writing skills among students of first year “B” of Bachillerato, at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan students will be able to improve the writing skills according to sentence structure, vocabulary, transition words, *capitalization, and spelling*.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To write sentences using wishes in the present.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial Expressions <i>Wait a sec!</i> <i>Goodness!</i> <i>Anyway!</i> • Structures 	<ul style="list-style-type: none"> • ACTIVATION Teacher candidate describes the new vocabulary given in the lesson about devices through flashcards and after that explains the grammar of the use of wishes in the present tense through a flipchart with some examples. Then, the teacher asks students at random to write on the board two sentences. • CONNECTION Teacher reinforces the grammar learned by completing the activities of the student’s book and check their answers. After 	<ul style="list-style-type: none"> • Flashcards • Flipchart with some examples • Copies of the article

<p>Wishes in the present.</p> <ul style="list-style-type: none"> • Key Words Sent-make-receive-browse-send-take- cell phone- music player- messenger- Internet access- digital camera- go online- browse the web- send e-mails- access social-network- digital- internet-download- instant message-video calls- smartphone- red Online- listen to music-record voice- record audio-take pictures- send and receive calls- make video calls- apps to download- send e-mails- generation- advanced 	<p>that, the teacher makes use of a <i>Slay the demons</i>. It is an interesting game and consists in capitalize the word according the rules of capitalization and correct the spell errors. The teacher writes a 125- to 150-word text about the topic studied, alters the text to introduce errors in spelling and makes as many copies as needs for all students. First of all, the teacher asks students to work in pairs. Next, the teacher gives each pair a sheet of paper and a copy of the altered article with several spelling error called demons, the words that are purposely misspelled. Then the students have to cross out the demons. Finally, the students have to rewrite the article in the sheet of paper but without errors and then, the teacher check the writing and chooses what is the winner group.</p> <ul style="list-style-type: none"> • AFFIRMING Students complete the worksheet about the use of “wish” in the present tense. Then, they check their answers. 	<ul style="list-style-type: none"> • sheet of paper to write the words correctly • Worksheet
<p>MONITORING PLAN Data Source 1: Worksheet “sentences using wish” Data Source 2: Worksheet two.</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 6th to May 10th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 6

INFORMATIVE DATA

Institution: Unidad Educativa Manuel Ignacio Monteros.

Participants: 1st year “B” of Bachillerato

Teacher: Dra. Mg. Victoria Aguilar.

School Year: 2018-2019

Teacher Candidate: María Fernanda Granda Pardo.

Topic: News.

RESEARCH PROBLEM: How does the use of games as motivational strategy improve the writing skills among students of first year “B” of Bachillerato, at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan students will be able to improve the writing skills according to sentences structure, **vocabulary**, transition words, capitalization, and spelling.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To write sentences using the separable and inseparable phrasal verbs.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial Expressions <p><i>Computer Geek!</i></p> <ul style="list-style-type: none"> • Structures 	<ul style="list-style-type: none"> • ACTIVATION <p>Teacher demonstrates the vocabulary about separable and inseparable phrasal verbs given in the lesson through flashcards and explains the meaning of each word writing sentences on the board.</p> <p>Then, the teacher explains the reflect of grammar in the student’s book about how a phrasal verb is formed.</p> <ul style="list-style-type: none"> • CONNECTION 	<ul style="list-style-type: none"> • Flashcards • List of words • Clues for each Word • Dictionary • Worksheet

Separable and inseparable phrasal verbs • Key Words unplug- enter- turn on- switch on- hook up- connect- remove- sign in- disconnect- plug in-put on- turn up- down-stay up- sign out- computer geek, music lover, texter, techno phone- sit down get up stand up go down go up stand for- cellphone charger- technological devices- battery- advantages- advantages- computer- headphones- volume down- put them on- plug it in- it on	Teacher introduces the previously learned vocabulary about separable and inseparable phrasal verbs of the lesson into a crossword puzzle game . It consists of filling in the numbered squares horizontally and vertically by writing a letter in each square forming words or phrases. First, the teacher gives each student a worksheet with the crossword puzzle. Then, the teacher gives to the students the explanations and rules on how to complete this game. Students must first read the given clues which are definitions to the words which lead to the answers. Finally, the teacher asks students at random to write the answers on the board verifying that these are correct or not. Finally, the teacher makes feedback about the class and ask some examples when needed. • AFFIRMING Students complete the worksheet about the phrasal verbs, where the students have to read and write the phrasal verbs from the box.	
MONITORING PLAN Data Source 1: Worksheet one Data Source 2: Worksheet two		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: May 13th to May 17 th , 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). *Effect of Transnational Standards on U.S. Teacher Education*. FIRE: Forum for International Research in Education). Syakur. (2007). *The Components of Speaking Ability*



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 7

INFORMATIVE DATA

Institution: Unidad Educativa Manuel Ignacio Monteros.

Teacher: Dra. Mg. Victoria Aguilar.

Teacher Candidate: María Fernanda Granda Pardo.

Participants: 1st year “B” of Bachillerato

School Year: 2018-2019

Topic: Technological devices.

RESEARCH PROBLEM: How does the use of games as motivational strategy improve the writing skills among students of first year “B” of Bachillerato, at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan students will be able to improve the writing skills according to sentences structure, vocabulary, transition words, *capitalization, and spelling*.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To uses the new vocabulary to writes technological reports

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial Expressions <i>to pull the plug^v</i> <i>to cost an arm and a leg</i> <i>to shape up or ship out</i> 	<ul style="list-style-type: none"> • ACTIVATION Teacher explains the vocabulary given in the lesson through flashcards and asks students to write on the board two sentences using these words, the teacher divides the class into two groups and chooses a student from each group, they must spell the sentences correctly without errors. The team that has the most points is the winner. • CONNECTION 	<ul style="list-style-type: none"> • Flashcards about the vocabulary • Copies of the article • sheet of paper to write the

<ul style="list-style-type: none"> • Structures Phrasal verbs • Key Words Phantom- computer- red- appliance- power strip- device- tools- graph- plug, unplugged- perform- charge- overnight- switch on- hook up- connect- remove- sign in- disconnect- plug in-put on- turn up- down- stay up- sign out- computer geek, music lover, texer, techno phone-unplug in- enter- turn on- 	<p>Teacher using a <i>Slay the demons</i>. This consists in capitalize according the rules and correct spell errors. The teacher writes a 125- to 150-word text about the topic studied, alters the text to introduce errors in spelling and makes as many copies as needs for all students. First of all, the teacher asks students to work in pairs. Next, the teacher gives each pair a sheet of paper and a copy of the altered article with several spelling error called demons, the words that are purposely misspelled. Then the students have to cross out the demons. Finally, the students have to rewrite the article in the sheet of paper but without errors and then, the teacher check the writing and chooses what is the winner group.</p> <p>Finally, the teacher makes feedback about the class and gives some examples when needed.</p> <ul style="list-style-type: none"> • AFFIRMING Students write a short paragraph about the use of smartphones in the educations. 	<p>words correctly</p> <ul style="list-style-type: none"> • Worksheet
MONITORING PLAN Data Source 1: Pre-test/ Pre-questionnaire Data Source 2: Worksheet		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: May 20th to May 24 th , 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). *Effect of Transnational Standards on U.S. Teacher Education*. FIRE: Forum for International Research in Education). Syakur. (2007). *The Components of Speaking Ability*



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 8

INFORMATIVE DATA

Institution: Unidad Educativa Manuel Ignacio Monteros.

Teacher: Dra. Mg. Victoria Aguilar.

Teacher Candidate: María Fernanda Granda Pardo.

Participants: 1st year “B” of Bachillerato

School Year: 2018-2019

Topic: Pull the plug.

RESEARCH PROBLEM: How does the use of games as motivational strategy improve the writing skills among students of first year “B” of Bachillerato, at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan students will be able to improve the writing skills according to sentences structure, vocabulary, transition words, *capitalization, and spelling*.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To write texts using the colloquial expressions.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial Expressions <i>to pull the plug</i> <i>to cost an arm and a leg</i> <i>to shape up or ship out</i> 	<ul style="list-style-type: none"> • ACTIVATION Teacher applies the post test and post questionnaire. Teacher explains the meaning of colloquial expressions through flashcards and writing some sentences on the board. • CONNECTION Teacher introduces the previously learned expressions into a <i>Slay the demons</i>. 	<ul style="list-style-type: none"> • Post test • Post questionnaire • Flashcards about the colloquial expressions

<ul style="list-style-type: none"> • Structures Phrasal verbs • Key Words Phantom- computer- red- appliance- power strip- device- tools- graph- plug, unplugged- perform- charge- overnight- switch on- hook up- connect- remove- sign in- disconnect- plug in-put on- turn up- down-stay up- sign out- computer geek, music lover, texer, techno phone-unplug in- enter- turn on- 	<p>This consists in capitalize according the rules and correct spell errors.</p> <p>The teacher writes a 125- to 150-word text about the topic studied, alters the text to introduce errors in spelling and makes as many copies as needs for all students.</p> <p>First of all, the teacher asks students to work in pairs. Next, the teacher gives each pair a sheet of paper and a copy of the altered article with several spelling error called demons, the words that are purposely misspelled. Then the students have to cross out the demons.</p> <p>Finally, the teacher makes feedback about the class and gives some examples when needed.</p> <p>about the class and ask some examples when needed.</p> <ul style="list-style-type: none"> • AFFIRMING Students develop activities in the Student's Book. Then, they check the answers. <p>Students complete the sentences with the colloquial expressions studied.</p>	<ul style="list-style-type: none"> • Copies of the article • sheet of paper to write the words correctly • Worksheet
MONITORING PLAN Data Source 1: Worksheet Data Source 2: Post Test		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: May 27th to May 31 th , 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

g. TIMELINE

[illegible]

h. BUDGET AND FINANCING

EXPENSES	Cost
Internet Print of Reports	\$ 200.00
Print of The Project	\$ 50.00
Print of the Final Report and Thesis	\$ 50.00
Unexpected	\$ 400.00
Expenses	\$ 200.00
Total.	\$ 900.00

Financing

The financing of the expenses derived from the present work will be assumed completely by the researcher.

Resources:

Human

- The students from the first year “B” of bachillerato
- The English teacher.
- The researcher.

Material

- Printed Materials

- Flash Memory
- Laptop

Technical

- Computer
- Printer
- Internet Connection

i. BIBLIOGRAPHY

Aðalnámsskrá Grunnskóla. Erlend mál (2007) Reykjavík: Menntamálaráðuneytið. (pag. 7).

Cali, k. (2007). Teaching the features of effective writing. [online] Academia.edu. Available at:
https://www.academia.edu/628715/Teaching_the_features_of_effective_writing.

Dhand, Harry. Techniques of Teaching. New Delhi:APH Publishing Corporation, 2008.

Doyle, T. (2008). *Helping students learn in a learner centered environment: A guide to facilitating learning in higher education*. Virginia: Stylus publishing, Inc.

Dr. Levine, M. (1993) Difficulties with Writing. Retrieved from <http://www.pbs.org/wgbh/misunderstoodminds/writingdiffs.html>

Fauziati, Endang, 2009. Introduction to Methods and Approaches in Second or Foreign Language Teaching. Surakarta: PT. Era Pustaka Utama.

Gardner, R.C. (1985). Social psychology and second language learning: *The role of attitudes and motivation*. London: Edward Arnold.

Gardner, R.C. (1985). Social psychology and second language learning: The role of attitudes and motivation. London: Edward Arnold.

Hadfield. (1990). *Intermediate Communication Games*. England: Longman.

Hadfield. (1999). *Beginners' Communication Games*. England: Longman.

Harmer, J. (2001). *The Practice in English Language Teaching*. Logman: Pearson Education Limited.

Harmer, J. (2004). Teaching Skills. Reykjavík: university of Iceland.

Harmer, J. (2011). *How to teach English*. Retrieved from http://vk.com/doc10095699_163571302?hash=d2ddb709722a73e956&dl=28aabb49a7217e1962.

Hunbbel. (10 de May de 2016). Owlcation. Obtenido de Four Different Types of Writing Styles: Expository, Descriptive, Persuasive, and Narrative:

<https://owlcation.com/humanities/Four-Types-of-Writing>

Kelley, R. (2008). *Training writing skills: a cognitive developmental perspective*. Retrieved from Training writing skills: a cognitive developmental perspective.

Kirkman, John (1980). *Good style for scientific and engineering writing*. Pitman, London.

Langran, John & Purcell, Sue (1994). *Language Games and Activities [Rafræn heimild]*. Network 2. Teaching Languages To Adults. London: Center for Information on Language. Teaching and Research. ERIC. <http://www.eric.ed.gov>.

Lee, W. R. (1979). *Language teaching games and contests*. Oxford: Oxford University Press.

Mordo. Learning Language With Crossword Puzzle. Retrieved from <http://www.mordocrosswords.com/2015/06/learning-language-withcrossword-puzzles.html> on 27 May 2018.

Nurhanifah, N. (2015) Improving the students' writing skill by using picture strip story

Pires, L. (2010). Obtenido de Using writing to develop communicative competence in the foreign language classroom: <http://revistaseletronicas.pucrs.br/fo/ojs/index.php/belt/article/view/8253/6488>

Richards, J. C. (1992). *Dictionary of language teaching and applied linguistics*. London: Longman.

Rixon, S., Flavell, R. H., & Vincent, M. (1991). *How to use games in language teaching* (Ed.). Hong Kong: Modern English.

Servantes, E. (2009). *Livening Up College English Classes with Games*. Retrieved from https://americanenglish.state.gov/files/ae/resource_files/09-47-3-d.pdf

Spratt, M., Pulverness, A., & Williams, M. (2001). *The Teaching Knowledge Test*. United Kingdom: Cambridge University.

- Sigridur. (2010). Proyecto final presentado a un completo B.Ed. Islandia: Facultad de Educación, Educación Obligatoria.
- Simpson. (2015). Ten good reasons why we should use games in the language classroom. En Simpson, Using Games in the Language Classroom (págs. 1-2). Smashwords Edition License Notes.
- Victoria. (Wednesday de January de 2017). 10 Benefits to Playing Games in the Classroom. Obtenido de The chalkboard:
<https://www.teachstarter.com/au/blog/10-benefits-playing-games-classroom/>
- Wright, A. (1990). Games for language learning. Cambridge: Cambridge University Press
- Wright, A., Betteridge, D., & Buckby, M. (1984). Games for language learning (2nd ed.). Cambridge: Cambridge University Press.

ANNEXES

Annexe 1: Observation Sheet



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT

DATA COLLECTION SOURCE: OBSERVATION SHEET

Researcher: María Fernanda Granda Pardo

OBSERVATION SHEET					
Observation: Topic: Objective of the session:	Date/Time: Participants:				Role of the researcher: Duration of the observation:
Things to be observed (Indicators)	Levels of Acceptability				Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Sentences structure					
Vocabulary					
Transition words					
Capitalization					
Spelling					

Annexe 2: Field Notes



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT

DATA COLLECTION SOURCE: FIELD NOTES

Research: María Fernanda Granda Pardo

FIELD NOTES		
Observation : Topic: Objective of the session:	Date/Time: Class size: Participants:	Role of the researcher: Duration of the observation:
Description of the event		Reflective Notes

Annexe 3: Pre-Post Test / Scoring rubric



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACION, EL ARTE Y LA COMUNICACION
ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: PRE / POST TEST

Dear student, answer the following test with sincerity about the English subject.
Your answers will be anonymous and confidential.

Student's code:

Date:

1) Read and answer the following items: (Sentence Structure) (2points)

a) Order the words to create the correct sentences. Write the sentences in the spaces below.

- brother - lived - years - my -in - two - for - Brazil
.....
- writes - letter-a – she – best - to - friend- her
.....
- now – I - English - learning - am
.....
- the - will – my - evening – parents – arrive - in
.....

b) Correct the order of the sentences that are wrong.

- Everybody was surprised very.

- Juan uses always the cellphone in the class.

- What you do write in your notebook?

- My mom went to the supermarket with my sister.

2) Complete the following items: (vocabulary)(2points)

a. Look at the pictures and complete the dashes with missing letters.



H _ _ _ _ _



H _ _ _ _ _



D _ _ _ _ C _ _ _ _



M _ _ _ P _ _ _ _



T _ _ _ _ _



S _ _ _ N _ _ _ _ _



R _ _ _ _ _



F _ _ _ _ _

b. Order the letters to create the correct words and write them into the gaps

- H p e d s h o a n e

- P o m r c u t e

- H n l a e d e i

- E n o l l h c e p

3) Read and answer the following items: (transitional words) (2points)

a. Write the correct transitional words from the box.

Finally	Next	First	Then
---------	------	-------	------

I went to the Tiki Tiki restaurant for my mom's birthday. It was a special place because it was decorated like Hawaii. _____, I got fruit juice in a real pineapple cup. It was delicious! _____, I tried a lot of hawaiian food from the hugde buffet. I liked the pulled pork, the purple potatoes, and the rice. _____, I ate a delicious dessert of fruits. All this was delightful.

_____, There was a show with hula and fire dancers. It was so exciting. I had a great time at the Tiki Tiki restaurant. I hope I can go there again!

b. Circle the correct transition words acording the text and fill the lines.

My hobby is playing the piano _____ listening to music.

- And, but, because.

I went to the mall _____ he gave me my money.

- First, after, before

Jason was excited to see his dad _____ he hasn't seen him for months.

- But, because, and

I felt tired for the next three days _____ the event.

- Before, after, first

4) Read and complete the following items: (capitalization) (2points)

a. Read and circle the words that should begin with capital letters.

in a little house in spain lives a girl called amanda. she has two sisters, lisa and sally, and one brother called fred. she lives in barcelona in spain, which is in europe. she has a pen pal called brian who lives in england. amanda would like to go visit brian in london when she is older. she would like to visit new york.

a. Rewrite these sentences adding capital letters wherever they are required.

- Juan and stalin saw many kangaroos
.....
- He will go to Paris on monday
.....
- He loves visiting french towns during his holidays
.....
-
.....
- in 1998 Peter went to Australia
.....

5) Complete the following items: (*spelling*) (2points)

a. Find and circle the spelling mistakes in this text.

God morning! My name is Mike Smith. I'm twenty years and I am a English student. I am learning English now, because I think it is an important language, also because I want to visit Spain one day to know a different culture, people and to speak with native speakers. Now I am living in Ecuador with my mother and my two brothers.

b. Correct the spelling mistakes

- Microfone _____
- Celpone _____
- Tecnology _____
- Text mesaje _____

THANK YOU FOR YOUR COLLABORATION

Pre and Post Test Scoring Guide

QUESTION 1: Structure Sentence

a. Order the words to create the correct sentences. Write the sentences in the spaces below	
ANSWERS	SCORE /1
- My brother lived in Brazil for two years	(0,25)
- She writes a letter to her best friend	(0.25)
- I am learning English now	(0.25)
- My parents will arrive in the evening	(0.25)
b. Correct the order of the sentences that are wrong.	
ANSWERS	SCORE /1
- Everybody was very surprised	(0,25)
- Juan always uses the cellphone in the class	(0.25)
- What do you write in your notebook?	(0.25)
- My mom went to the supermarket with my sister	(0.25)

QUESTION 2: Vocabulary

a. Look at the pictures and complete the dashes with missing letters	
ANSWERS	SCORE /1
- Hurricane	(0,13)
- Headline	(0.13)
- Digital Camera	(0.13)
- Music Player	(0.13)
- Tsunami	(0.13)
- Social Network	(0.13)
- Robbery	(0.13)
- Flooding	(0.13)
b. Order the letters to create the correct words and write them into the gaps	
ANSWERS	SCORE
- Headphones	(0,25)
- Computer	(0.25)
- Headline	(0.25)
- Cellphone	(0.25)

QUESTION 3: Transition Words

a. Write the correct transitional words from the box.	
ANSWERS	SCORE /1
- First	(0,25)
- Next	(0.25)
- Then	(0.25)
- Finally	(0.25)
b. Circle the correct transition words according to the text and fill the lines	
ANSWERS	SCORE /1
- And	(0,25)
- After	(0.25)
- Because	(0.25)
- After	(0.25)

QUESTION 4: Capitalization

a. Read and circle the words that should begin with capital letters	
ANSWERS	SCORE /1
- In, Spain, Amanda, She, Lisa	(0,25)
- Sally, Fred, She, Barcelona, Spain	(0.25)
- Europe, She, Brian, England, Amanda	(0.25)
- Brian, London, She, New, York	(0.25)
b. Rewrite these sentences adding capital letters wherever they are required	
ANSWERS	SCORE /1
- Stalin	(0,25)
- Monday	(0.25)
- French	(0.25)
- In	(0.25)

QUESTION 5: Spelling

a. Find and circle the spelling mistakes in this text	
ANSWERS	SCORE /1
- Good	(0,25)
- an	(0.25)
- mother	(0.25)
- brothers	(0.25)
b. Correct the spelling mistakes	
ANSWERS	SCORE /1
- Microphone	(0,25)
- Cellphone	(0.25)
- Technology	(0.25)
- Text message	(0.25)

Annex 4. Pre and Post Questionnaire



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACION, EL ARTE Y LA COMUNICACION
ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

Student's code:

Date:

1. How often does the teacher use word jumble race to improve your writing skills?

Always ()

Frequently ()

Sometimes ()

Never ()

2. How much do you learn when crossword puzzle games are used in the english classes?

A great deal ()

Much ()

Somewhat ()

Nothing ()

3. To what extend do you think that your teacher employs picture strip stories to improve your writing skills?

High ()

Moderate ()

Low ()

None ()

4. How important is it for you to practice slay the demons game to improve your writing ability?

Very important ()

Moderately important ()

Slightly important ()

Not important at all ()

THANK YOU FOR YOUR COLLABORATION

Annex 4. Research Matrix

THEME: Using games as a motivational strategy to improve the writing skills in students of first year “b” of bachillerato afternoon session, at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year.

Problem	Objectives	Theoretical Frame	Methodological Design	Techniques and Instruments
<p>Main (Research) problema Using games as a strategy to improve the writing skills in students of first year “b” of bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-1019 school year?</p> <p>Sub-problems</p> <ul style="list-style-type: none"> • What theoretical and methodological references about using games as a 	<p>General Objective</p> <ul style="list-style-type: none"> • To develop English basic writing skills through games as a motivational strategy amongst first-year students of first year “b” of bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-1019 school year <p>Specifics objectives</p>	<p>Games</p> <ul style="list-style-type: none"> • Definition of Games • Why should we use games in the language classroom? • Benefits of Playing Games in the Classroom • When to use 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing the English classes • Stating the background of problem. • Describing current situation • Locating and 	<p>Questionnaire Test Writing Rubric Observation sheet Field notes</p>

<p>motivational strategy are adequate to improve writing skills in students of first-year “B” of bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-1019 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the improvement of writing skills in students of first-year “B” of bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-1019 school year? • What are the phases of the intervention plan that address the current issues to improve the writing 	<ul style="list-style-type: none"> • To research the theoretical and methodological references about games as a motivational strategy and its application on English basic writing skills amongst first-year “B” of bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-1019 school year. • To diagnose the issues that limit the development of English basic writing skills amongst first-year “B” of bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros 	<p>games?</p> <ul style="list-style-type: none"> • Classification of games • Games and the writing skills. <p>Writing</p> <ul style="list-style-type: none"> • Definition of writing. • The importance of writing • Types of writing • Writing issues 	<p>reviewing the literatura</p> <ul style="list-style-type: none"> • Creating a methodological framework for research • Preparing an intervention plan <p>Intervention and observation</p> <ul style="list-style-type: none"> • Applying, observing and monitoring students’ performance according to the intervention plan. 	
---	--	--	--	--

<p>skills in students of first-year “B” of bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-1019 school year?</p> <ul style="list-style-type: none"> • Which games as a motivational strategy are suitable to improve the writing skills in students of first-year “B” of bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-1019 school year? • How effective was the application of games as a motivational strategy improve the writing skills in students of first-year 	<p>Valdivieso in the city of Loja during the 2018-1019 school year.</p> <ul style="list-style-type: none"> • To design an intervention plan based on games as a motivational strategy in order to develop English basic writing skills amongst students of first-year “B of bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-1019 school year. • To apply the most suitable techniques of games as a motivational strategy in order to develop English basic writing skills amongst students of first-year “B” 	<ul style="list-style-type: none"> • Writing components • Styles of Writing 	<p>Presentation of research findings.</p> <ul style="list-style-type: none"> • Reflecting, analyzing and answering the proposed inquiries • Organizing the final report. 	
---	--	---	---	--

<p>“B” of bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-1019 school year?</p>	<p>of bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-1019 school year.</p> <ul style="list-style-type: none"> • To reflect upon the effectiveness that games as a motivational strategy had amongst students of first-year “B” of bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-1019 school year. 			
--	---	--	--	--

Annex 6. Grading Scales

Writing

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
7-8	Average
5-6	Below average
1 – 4	Failing

Games as a motivational strategy

Quantitative score range	Qualitative score range
81-100	High level of effectiveness of games as motivational strategy to improve the writing skills
61-80	Expected level of effectiveness of games as motivational strategy to improve the writing skills
41-60	Moderate level of effectiveness of games as motivational strategy to improve the writing skills
21-40	Unexpected level of effectiveness of games as motivational strategy to improve the writing skills
01-20	Low level level of effectiveness of games as motivational strategy to improve the writing skills

INDEX

COVER PAGE.....	i
CERTIFICATION.....	ii
AUTORÍA.....	iii
LETTER OF AUTHORIZATION.....	iv
ACKNOWLEDGEMENTS.....	v
DEDICATION.....	vi
MATRIZ DE ÁMBITO GEOGRÁFICO	vii
MAPA GEOGRÁFICO Y CROQUIS.....	viii
THESIS OUTLINE.....	ix
a. TITLE.....	1
b. RESUMEN.....	2
ABSTRACT.....	3
c. INTRODUCTION.....	4
d. LITERATURE REVIEW.....	7
Games	7
Why should we use games in the language classroom?.....	7
Benefits of playing games in the classroom	10
Characteristics of good games.....	12
How to play games.....	13
When to use games	14
Classification of games.....	15
Games and the writing skills.....	17

Writing.....	20
Techniques to improve writing skills.....	22
The importance of writing.....	23
Types of writing styles	24
Writing components.....	25
How to assess writing?.....	26
 e. MATERIALS AND METHODS	 29
f. RESULTS	33
g. DISCUSSION	46
h. CONCLUSIONS.....	48
i. RECOMMENDATIONS.....	49
j..BIBLIOGRAPHY.....	50
k. ANNEXES	53
a. THEME	54
b. PROBLEM STATEMENT.....	55
c. JUSTIFICATION.....	61
d. OBJECTIVES	63
e. THEORETICAL FRAMEWORK	65
f. METHODOLOGY	87
g. TIMELINE.....	107
h. BUDGET AND FINANCING.....	108

i. BIBLIOGRAPHY	110
INDEX	128