



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 WRITING SKILLS AMONG STUDENTS OF SECOND YEAR “A” 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

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CERTIFICATION

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ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD
NACIONAL DE LOJA**

CERTIFIES:

The present research work entitled **USING GAMES AS A MOTIVATIONAL STRATEGY TO IMPROVE WRITING SKILLS AMONG STUDENTS OF SECOND YEAR “A” OF BACHILLERATO, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS VALDIVIESO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.**, under the responsibility of the undergraduate student **ERIKA JANELA CAJAMARCA GORDILLO** has been thoroughly revised and fully analyzed; therefore, I authorize the presentation of thesis for the pertinent legal aims.

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THE AUTHOR

DEDICATION

I dedicate my thesis to my appreciated parents Maria & Vicente for their words of encouragement, for all their efforts and sacrifices throughout my career, my gratitude for their support. Furthermore, I devote my thesis to my brothers and sisters for giving me all their valuable advice.

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a. TITLE

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

b. RESÚMEN

El objetivo principal de la investigación fue mejorar las habilidades de escritura a través de la aplicación de juegos a los estudiantes de segundo año “A” de Bachillerato en la Unidad Educativa Manuel Ignacio Monteros en la ciudad de Loja durante el año escolar 2018-2019. Se seleccionaron los métodos científico, descriptivo, estadístico, y analítico-sintético para encontrar información sobre los juegos, describir las etapas de estudio, interpretar y representar los resultados obtenidos. Los datos se recopilieron mediante pruebas y cuestionarios aplicados a 18 estudiantes. Así mismo, hojas de observación y notas de campo fueron útiles para registrar el progreso y las actitudes de los estudiantes, ellos tuvieron un mejoramiento significativo en las habilidades de escritura, el mismo que fue excelente en los cinco indicadores: sustantivos, adjetivos, verbos, ortografía y palabras de transición. La aplicación de juegos ayudó a los estudiantes a sentirse más cómodos y colaboradores en clase, también promovió la cooperación y los motivó a participar más activamente en el aula.

ABSTRACT

The main objective of the research was to improve writing skills through the application of games among students of second year “A” of Bachillerato, at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year. The scientific, the descriptive, the statistical, and the analytic-synthetic methods were selected to find theoretical information about games, describe the stages of study, interpret and represent the results obtained in the research. Data was collected through tests and questionnaires applied to 18 students. Likewise, observation sheets and field notes were useful to record students’ progress and attitudes. The students had a meaningful improvement in writing skills which was excellent in the five indicators: nouns, adjectives, verbs, spelling and transitions words. The application of games helped students to feel more comfortable and collaborative in classes, also they promoted the students’ cooperation, and motivated them to participate more actively in the classroom.

c. INTRODUCTION

Writing is an important skill that needs to be learned to reinforce the students' knowledge. Writing a text is recognized as a complicated skill; because it is necessary to take into account all the types of text that exist, it is an interactive process by nature, since it involves the symbolic interplay between writer, text and reader. This means that writing is one of the instruments that can be used to communicate and express ideas, feelings, and experiences in sentences. Writing depends on structures of language such as: subject, verb tenses, nouns, adjectives, transition words, if students do not know the language structures and the order that they are presented it cannot be applied. Learners should acquire the skill through interaction with each other. However, it is difficult for English as a Foreign Language (EFL) learners to use appropriate English in writing because of the lack of motivation in their schools.

Based on the class observations carried out at Unidad Educativa Manuel Ignacio Monteros Valdivieso, the students of second year of Bachillerato faced difficulties in writing particularly structuring sentences. The main problem that limited the learning of writing was that students did not have a broad understanding of nouns, verbs, adjectives, transition words and spelling to communicate their ideas effectively. On the other hand the shortage of fun and exciting activities to encourage active, creative and cooperative students made them feel bored and unexcited; so, that learning was worthless, and the students did not have the

opportunity to improve their writing skills. As a result, the students were not at the writing level they should be according to the program that they have studied.

The research problem of this work is: How does the application of games as a motivational strategy improve writing skills among students of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in city of Loja during the 2018-2019 school year?

The researcher chose this topic for two main reasons. First, the researcher during the development of the pre-professional teaching practices realized that students had problems at the moment of writing, they presented many difficulties to form a sentence and to identify the main parts of a sentence such as: nouns and adjectives, also they could not recognize the tense of the verbs. Second, the application of games as a motivational strategy to improve writing skills gave students the opportunity to enjoy the class and interact with the others. Moreover, it helped students feel in a comfortable environment.

The aim of this research was to improve writing skills by using games among students of second year of Bachillerato. To reach this goal, the researcher investigated the theoretical and methodological references about games to improve writing skills and the issues that limited the improvement of writing skills.

The objectives to develop this research work were: to research the theoretical and methodological references about the application of games to improve writing skills; to diagnose the issues that limit the improvement of writing skills; to design an intervention plan based on the application of games to improve writing skills; to

apply the most suitable games as part of the classroom activities to improve writing skills; and to validate the obtained results after the application of games as a motivational strategy to improve writing skills among students of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year.

Different methods were used in this research. One of them was *The Scientific Method* which provided the necessary theoretical framework about the two variables: games and writing skills. *The Descriptive Method* was used to describe the different stages of the study and the kind of resources, the population, the instruments and the stages of the intervention plan which consisted of forty hours of intervention in eight consecutive weeks. *The Analytical-Synthetic Method* was useful to collect all the answers which will be represented in graphics to indicate the percentages in the questionnaires and tests applied to students, as well as from the observation sheets and field notes. Also, the researcher designed an intervention plan based on the application of games to improve writing skills. After that, the most suitable games were applied as part of the classroom activities in order to improve writing skills.

This thesis contains different parts: first; the *Abstract* referred to the general objective, methods, instruments, population, main result obtained from the data collection; then the *Introduction* that explains general aspect about the central problem, the reason why the theme was chosen, the specific objectives of the study, the methodology used and the contents of this thesis; next, the *Literature Review*

covers specific information about the two variables: games and writing skills. Additionally; the *Materials and Methods* section contains the design of the research, the different techniques, materials and instruments used to collect the information. Afterwards; the *Results* are presented through tables and figures with the corresponding interpretation and logical analysis; next, the *Discussion* comprises a general analysis about the results obtained; and finally, the *Conclusions and Recommendations*.

d. LITERATURE REVIEW

GAMES

Definition of Games

Hadfield (2005) states: “A game is an activity with rules, a goal and an element of fun. He also said that there are two kinds of games: competitive games and cooperative games. A competitive game is a game in which the player or team race to be the first to reach the goal. And cooperative game is a game in which players or teams work together towards a common goal.” This definition explains that a game is an entertaining activity, an element of fun, which makes students enjoy the class. Also, he mentions that every game has a specific goal.

Daun (2014) defines games as “a system in which player engage in various ways toward a common goal, it often includes a storyline, rules, interactivity, and feedback that result in a quantifiable outcome. Games used within learning are often implemented to allow students to have experiences, reinforce skills, or increase their contact with content”. This explanation includes a number of key elements, and the wording implies that there are multiple parts of a game: the story, rules, an explanation of how players interact with others, and the feedback

The Importance of Games

Simpson (2015) expresses that there are seven reasons why games should be part of the English Language classroom:

Games create meaningful communication

Certain games do this more obviously than others, but all games do this to a certain extent because learners need to process how to play the game, as well as communicating about the game before, during, and after (Simpson, 2015, pp. 56).

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 effort. This is difficult even for the most committed learner (Simpson, 2015, pp. 56).

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 (Simpson, 2015, pp. 57).

Games offer a fun experience

When learners play games, they get excited; it is as simple as that. The emotions aroused when learners play games add variety to what is often a sterile, serious process of language learning (Simpson, 2015, pp. 57).

Games 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 (Simpson, 2015, pp. 58).

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 (Simpson, 2015, pp. 59).

Games fit in to multiple intelligences theory

Game activities relate well to a variety of intelligences. Here are a few examples: game activities which contain a hands-one element, such as cards, spinners, or pieces engage with bodily/kinesthetic intelligence; group games always require discussion and therefore involve interpersonal intelligence; game tasks with visual input engage with visual/spatial intelligence (Simpson, 2015, pp. 60).

The essential elements of Game

According to Adams (2014), the essential elements of a game are play, pretending, a goal and rules.

Play: Is a participatory form of entertainment, whereas books, films and theater are presentational forms. When you read a book, the author entertains you; when you play, you entertain yourself. A book doesn't change, no matter how often you read it, but when you play, you make choices that affect the course of events. (Adams, 2014).

Pretending: The act of creating a notional reality in the mind, which is one element of definition of a game.

In single-player games, the player establishes the magic circle simply by choosing to play. In multiplayer games, players agree upon a convention, which in turn establishes the magic circle. In other words, they all pretend together, and more

important, they all agree to pretend the same things – that is, to accept the same rules (Adams, 2014).

A goal: A game must have a goal (*or object*) and it can have more than one. Even creative, noncompetitive play still has a goal: creation.

The goal of the game is defined by the rules. The goal must be nontrivial because a game must include some element of challenge. If the object can be achieved in a single moment, without either physical or mental effort, then the activity is not really a game (Adams, 2014).

The rules: Are definitions and instructions that the players agree to accept for the duration of the game. Every game has rules, even if these rules are unwritten or taken for granted. They establish the object of the game and the meaning of the different activities and events that take place during the game. They also create a contextual framework that enables the players to know which activities are the adequate for each group (Adams, 2014).

The teacher's role in games

The teacher's role, once the groups or pairs are in action, is to go from group to group listening in, contributing, and correcting. (Wright, Betteridge, & Buckby, 2014). If you have not organized group work before, then it is advisable to work slowly towards it. First of all, make the learners familiar with work in pairs. Add to games in which rows of learners play against you or between themselves. Finally, perhaps after several weeks, ask the rows of learners to group themselves together to play a game between themselves (Wright et al., 2014). Once the learners are familiar with group work, new games are normally introduced in the following way:

- Explanation by the teacher
- Teacher establish the rules
- Demonstration of parts of the games by the teacher and one or two learners
- Trial by a group in front of the class
- Any key language and/or instructions written on the board
- First ‘try out’ of the game, in groups
- Key language, etc., removed from the board
- The game continues
- At the end of the game there is a winner
- Teacher provides the corresponding feedback

Benefits of using games

“Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills” (Simpson, 2015).

“Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation” (Simpson, 2015).

“Games have shown to have advantages and effectiveness in learning vocabulary in various ways.

First, games bring relaxation and fun for students, thus helping them learn and retain new words more easily. Second, games usually involve friendly competition

and they keep learners interested. Third, games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way. Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from learning vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account (Simpson, 2015).

Lengelin & Malarcher (1997) have divided the benefits of using games in the English language classroom as follows:

Affective: They encourage creative and spontaneous use of language. Games are both motivating and fun. **Cognitive:** Games reinforce learning. Games focus on grammar in a communicative manner. **Class Dynamics:** Games are extremely student centered. The teacher acts only as a facilitator. They can foster whole class participation. **Adaptability:** Games can be easily adjusted for age, level and interests. They utilize all four skills. Games require minimum preparation after the initial development stage.

Classification of Games

Wright (2006) explains two ways of classifying language games.

First, he divides language games into two types: linguistic games and communicative games.

Linguistic games

Linguistic games are a system of manipulating spoken words to render them incomprehensible to the untrained ear. They are used primarily by groups attempting to conceal their conversations from others. Linguistic games focus on accuracy, such as supplying the correct antonym (Wright, 2006).

Care and share

“Caring and sharing” games include all those games in which the learner feels comfortable while sharing personal information with other learner (Wright, 2006, pp. 20).

Information gap games

In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences (Wright, 2006, pp. 20).

Guessing games

These are a variation on information gap games. One of the best-known examples of a guessing game is 20 Questions, in which one person thinks of a

famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of (Wright, 2006, pp. 21).

Searching games

These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well-known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students walk around, asking and answering questions to complete their own grid and help classmates complete theirs (Wright, 2006, pp. 22).

Communicative Games

Communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between two pictures which are similar to one another but not exactly alike (Wright, 2006).

Memory games

As the name implies, participants need to find a match for a word, picture, or card. For example, students place thirty-word cards composed of fifteen pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory (Wright, 2006, pp. 23).

Labelling games

These games describe someone or something in a word or short phrase. These are a form of matching, in which participants match labels and pictures (Wright, 2006, pp. 23).

Board games

Games (such as checkers, chess, or backgammon) played by placing or moving pieces on a board. Scrabble is one of the most popular board games that specifically highlight language (Wright, 2006, pp. 24).

The verb three game

It is an imaginative verb game to help students practice or review verb meanings and sentence structure. This game can be used to practice or revise a variety of verbs language and vocabulary (ESL-EFL Resources, 2012).

Materials: pieces of paper, scissors, markers, tape

Time: 25 minutes

Procedure

1. Draw a large tree with many branches on the board.
2. Give students a piece of paper cut into the shape of a leaf.
3. Divide the students into two teams. (A and B).
4. Think on a different verb and write it on their paper.

5. Students have finished come up to the board and say the verb and its tense loudly and sticks the verb on the tree.
6. Team B has a minute to make a meaningful sentence with the verb and write it on the board.
7. The two teams have to use the verbs or sentences from the board to create a story.
8. The team with the most points wins the game.

Brackdraw game

This entertaining ESL spelling game is useful for practicing the spelling of recently studied topic in writing. In this game students have to spell a complete sentence correctly on their partners' back and write it on the board (ESL-EFL Resources, 2012).

Materials: word list, markers

Time: 20 minutes

Procedure

1. The class is divided in two groups.
2. The teams sit down in rows facing the board.
3. Teacher shows a different word with the same amount of letters to the student at the back of each row.

4. The last student draws the word, letter by letter onto the back of the person in front of them. If the student in front of them knows the letter, he nods his head, if he is unsure of the letter, he taps his shoulder so the student can re-write the letter on their back.
5. Then, the next student draws the word onto the back of the person in front of them.
6. When the word reaches the person at the front of the line, the student stands up and writes it on the board.
7. The first team to spell the word correctly scores a point. The student at the front then moves to the back and everyone moves up one space.

Crazy Sentences game

It is an entertaining adjectives activity to help students practice constructing sentences with certain adjectives and nouns by constructing the longest sentence from cards (ESL-EFL Resources, 2012).

Materials: pieces of paper, scissors, markers, tape

Time: 20 minutes

Procedure

1. Divide the class into four teams
2. Each team is given a set of adjective cards and a set of noun cards, which they shuffle and place face down on the desk in two separate piles.

3. Students turns over one adjective card and one noun card.
4. Then race to construct the longest sentence possible with the adjective and noun and write it on the board.
5. After, each team's sentence is checked. One point is awarded if a sentence is grammatically correct.
6. If a team writes a grammatically incorrect sentence, they score no points, but other teams can steal a point by successfully correcting the sentence.
7. Teams then discard the adjective and noun, turn over two new cards and the game is repeated. This continues until all the cards have been used.

The mystery word game

In this grammar game, students try to guess the "mystery word" on the card. There are a few clues given about the word (whether it is a noun, an adjective or a verb, how many letters it has, what it starts or ends with, etc.). Students play in groups of three. One student reads while the other students guess. This makes a great center because students are engaged in reading, thinking, writing and speaking (ESL-EFL Resources, 2012).

Materials: colored cardboards, pieces of paper, scissors, markers, glue

Time: 25 minutes

Procedure

1. Teacher divides the class in two groups.

2. Teacher provides the students some cards, markers and glue.
3. Teacher tells the students they are going to write a mystery word, could be a noun or an adjective from the previous list.
4. Students write the word in the card.
5. Students write some clues on the card about the word they have chosen.
6. Each one of the members of the group must pass in front of the class and gives a few clues about the word (whether it is a noun, or an adjective, how many letters it has, what it starts or ends with, etc.)
7. Students from the other group try to guess the correct word.

WRITING

According to Harmer (as cited on Bustamante, 2016), writing is an important skill that needs to be learnt to reinforce the language skills. Writing a text is recognized as a complicated skill; because it is necessary to take into account all the types of text that exist. Massi, (2014), says that writing is an interactive process by nature since it involves the symbolic interplay between writer, text and reader. This means that, writing is one of instruments that can be used to communicate and express ideas, feelings and experiences in sentences. Based on these authors' definitions, it can be concluded that writing is considered as one of the most important resources of expressing thoughts, and communicating ideas and points of view to others. Also, writing is considered a complicated and difficult skill to be developed in second language learning.

Writing is a form of human communication by means of a set of visible marks that are related, by convention, to some particular structural level of language. (Olson, 2019). It is a complement to speech or spoken language. Writing is not only a language it is also a tool that makes languages be readable. In the language system writing has the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols. The result of writing is called *text*, and the recipient of text is called a *reader*. Motivations for writing include publication, storytelling, correspondence, record keeping and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems.

This definition highlights the fact that writing is in principle the representation of language rather than a direct representation of thought and the fact that spoken language has a number of levels of structure, including sentences, words, syllables, and phonemes (the smallest units of speech used to distinguish one word or morpheme from another), any one of which a writing system can “map onto” or represent. Indeed, the history of writing is in part a matter of the discovery and representation of these structural levels of spoken language in the attempt to construct an efficient, general, and economical writing system capable of serving a range of socially valuable functions. Literacy is a matter of competence with a writing system and with the specialized functions that written language serves in a particular society (Olson R. David, 2019).

Writing skills

Writing skills are an important part of communication. Good writing skills allow students to communicate their message with clarity and ease to a far larger audience than through face to face or telephone conversations.

Ramelan, (as cited in Sofiyatin, 2010), states that writing skills play a very important role in a modern society and are indispensable to the advancement of human civilizations because writing is as important as the other skills in English.

According to Bloomsbury International (2015), to develop good writing skills in English, the best option is to encourage daily repetitive practice of English which can help the mastery over written English to be achieved. In conclusion, to develop good writing skills will lead people to communicate and interact with others, either in the professional or personal fields.

The components of writing

Jacobs (as cited in Jarrín, 2011), argues that there are five main components of Writing. They are content, organization, grammar, vocabulary and mechanics.

Content

The content of writing should be clear, well unified and completed in order that the readers understand and gain information from it. The main idea has to be explained and developed fully.

Organization

The process of organization of materials in writing involves coherence, order of importance, general to specific, specific chronological order and spatial pattern.

- *Coherence*

It means all the ideas stick together and are in the right order. This does not make the reader get confused.

- *Order of importance*

It is one of the most useful ways of arranging ideas in a paragraph. It is necessary to start a paragraph with the most important idea or the central idea to catch the readers' attention.

- *General to specific*

Begin with the topic sentences that make a general statement followed by supporting sentences. This is useful due to that it minimizes the chance for misunderstanding and it is particularly effective for informing and clarifying.

Grammar

Grammar explains the forms and structure of words (called morphology) and how they are arranged in sentences (called syntax). In other words, grammar provides the rules for common use of both spoken and written language so we can more easily understand each other.

The building blocks of grammar are the eight parts of speech:

- *Verbs* express actions, events, or states of being.

- *Nouns* name a person, animal, place, thing, or abstract idea.
- *Pronouns* take the place of nouns or another pronoun.
- *Adjectives* modify nouns or pronouns by describing, identifying, or quantifying them. An adjective usually precedes the noun or the pronoun which it modifies.
- *Adverbs* modify a verb, adjective, another adverb, a phrase, or a clause and indicate manner, time, place, cause, or degree. Adverbs can be recognized because they answer the question *how*, *when*, *where*, or *how much*. Adverbs often end in *ly*.
- *Prepositions* link nouns, pronouns, and phrases to other words in a sentence and usually indicate a relationship of time, space, or logic.
- *Conjunctions* link words, phrases, and clauses.
- *Transition words* make a connection or relationship between ideas.

Vocabulary

The effective use of words is one of the requirements of good writing. Words play dual roles; to communicate and to evoke, to let the readers to perceive and feel. However, in scientific and technical writing, language should be exact and precise to convey specific meaning and design to communicate information but not the writer's feeling.

- *Language use:* There are many opportunities for errors in the use of verbs and mistakes in arrangement are very common. Mistakes in written work are very

serious since we have an opportunity to re-read and to correct what we have written. We should avoid errors in verbal forms, subject-verb agreement and pronoun antecedent agreement in the case of a noun or pronoun.

Mechanics

The use of favorable mechanics in writing will make it easy for readers to understand the ideas conveyed and other messages stated in the writing. Capitalization in writing can clarify ideas and avoid misunderstanding. Correct capitalization of a sentence will help the reader to differentiate one sentence from others.

Punctuation

Can be used as a unit of meaning and suggest how the units relate to each other. The correct use and application of the different components of writing (content, organization, grammar, mechanics and vocabulary) can lead someone to be successful in all the pieces of writing and in all the types of writing.

Teaching writing

Harmer (2011) describes several roles to be fulfilled by a teacher in a writing teaching and learning process. They are:

Demonstrating – the teachers have to make sure that their students are aware of fundamental rules, arrangements and certain features in writing. Through conventional demonstration, the students are expected to pay more attention when they are dealing with writing tasks.

Motivating and provoking – the students often find it difficult to deliver the ideas in their mind into a written form. This is the time for the teacher to stand as a motivator and a provocateur that persuades and supports his/her students to continue their writing. The teacher's role in a writing class is to motivate the students, to create the conditions to generate ideas, and to encourage them to practice to get the benefit.

Supporting – the students need the teacher's help not only when they start to write but also when they are working on their writing. The teacher is expected to be as supportive as possible to help the students overcome the difficulties.

Responding – responding is one of the ways for the teacher to react towards the students' writing works. The responses can be related to the content, the text construction, as well as the feeling towards the text that can be delivered through comments and suggestions.

Evaluating – it is the time when the teacher can tell the students about how well they have done their writing works; through evaluating, the students' progress and achievements in writing can be seen. In addition, the teacher is allowed to grade the works and it provides a learning opportunity that allows the students to realize the mistakes they made and then to try to put them right.

Ways to improve writing skill

According to Harmer (2011, p. 120), there are many techniques for improving writing skill:

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

Using music and pictures

- 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 the 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 magazine: students look at a range of different articles, then they write an article about a real or imaginary news story that interest 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.

Collaborative writing: students can write a letter on the board, each line would be written by a different student.

Dictogloss: students hear a story and they have to recreate it and compare with the original one.

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.

Writing in other genres: students can develop any piece of writing production mentioned so far.

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

Stages in writing

Stage 1: students are asked to choose one from a list of topics such as the benefits/dangers of mass tourism, whether banning things ever works (such as gangster rap lyrics, etc), answers to world poverty, freedom to choose (e.g. smoking, gun ownership, etc) or whether parents should be liable for the actions of their children. Alternatively, they can choose a topic of their own.

Stage 2: students are asked to gather information from a variety of sources including in the case of the example above - the module of the coursebook the text occurs in, a library, the Internet (the teacher can give students lists of websites - rather as happened in the webquest on page 105), CD-ROM encyclopedias, magazine articles, TV and radio programmes, and anyone they would like to interview.

Stage 3: students plan their reports. They should decide what to include, what order to put it in (after looking back at the report they studied) and what their conclusions will be.

Stage 4: students write a draft of their report.

Stage 5: students check through the report in order to decide how effective it is and correct any language mistakes.

Stage 6: students write their final report (they may have repeated stages 4 and 5 more than once).

Writing assessment

According to Reading Rockets (2010), there are several ways to assess writing. The most common method is to use some sort of rubric. Items on the rubric range from state-mandated writing standards to individual items specific to an assignment. Other forms of writing assessment use checklists or rating scales.

A teacher isn't the only one who can assess a writing sample. Students can assess their own writing by working in pairs or small groups. Small groups of students can meet and conference about one piece or each student can bring a piece to exchange and have reviewed. As with any good assessment, the purpose should drive the procedure (Rockets, 2010).

Method 1: Developing Assessment Tasks

Assess the writer's background. Before you can assess a person's writing skills Rockets (2010) mentions that you must take their background into account. For example, you would not evaluate an ESL student's writing the same way you would if they were a native English speaker. Rockets considers such factors as:

- The writer's age and developmental level.

- Their educational background and experience.
- Their familiarity with the language in which they will be writing
- Target the evaluation to the writer's experience level. Reader will need to adjust your expectations depending on the writer's background. Keeping in mind their age, experience level, and language proficiency, design a test that is appropriate for the individual.
- For example, if a reader is evaluating an ESL writer's skills, he or she may wish to focus mainly on linguistic accuracy (e.g., correct use of grammar, syntax, word forms, and vocabulary).
- If a reader is evaluating the writing of children, keep their age and grade level in mind. For example, he or she should expect an 8th grader to have a more complex understanding of verb moods and tenses than a 4th grader.
- For professional and academic writing, basic technical proficiency may be less of a concern than style, content, organization, and proper citation techniques. However, reader should still evaluate technical proficiency, as it's an important part of the writer's skills. Think of your evaluation as having a broader approach as the writer's educational background advances.

Determine an assessment criteria. There are many different types of writing skills, so the reader will need to select a few to focus on. Decide exactly which skills he or she wants to evaluate, since this will determine the nature of the assignment and how he or she evaluate it. For example, reader might focus on:

The use of proper writing conventions, such as good spelling, grammar, syntax, capitalization, and punctuation.

Method 2: Evaluating the Use of Writing Convention

Check the writer's spelling. According to Rockets (2010), writing conventions are the basic technical skills that make writing coherent and understandable. 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 (e.g., what percentage of words are spelled correctly vs. incorrectly?).
- The writer's understanding of basic spelling rules and patterns (e.g., the use of silent letters, the softening of certain consonants before certain vowels, etc.).
- The prevalence of common spelling errors in the writer's work (such as mixing up commonly confused words, like "stationary" and "stationery").

e. MATERIALS AND METHODS

Materials

To develop this research work effectively it was required to use human, material and technical resources. The human resources were 18 students of second year “A” of Bachillerato, who participated in the different games and acquired knowledge through them, the English teacher who helped checking the lesson plans and giving advice to improve the work, and the thesis advisor who gave suggestions to apply the intervention plan and to develop the whole research process. The material resources were flashcards, flipcharts, graphic organizers, cardboards, copies, and games. Additionally, the technical resource was a computer for developing the project.

Design of the Research

The development of this research work followed the principles proposed by Burns (2015), who mentions that action research in education is a process that involves finding out immediate solutions in the teaching-learning process. The principal aim is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. It includes four steps: first, observing students to detect an educational issue they face; second, planning a suitable strategy that solves the student’s weaknesses; third, acting through the application of different instruments to collect data, which helps the researcher to

gather information about the level of students' knowledge, and fourth reflecting on the results obtained after the application of the intervention plan.

Based on Burn's Theory this research started from observing students of second year "A" of Bachillerato in order to detect their writing problems; next, the pre-test was applied to obtain information about the level of students' knowledge in writing, after the intervention plan was implemented based on the application of games in order to solve the students' difficulties in writing and finally reflected upon the outcomes after finishing the intervention stage.

Methods, Techniques and Instruments

Methods

The following methods were applied in this research work:

The Scientific Method was important to get theoretical information about the use of the verb tree, the mystery word, backdraw, and crazy sentences games as a motivational strategy. These games were used to improve writing skills and to design the intervention plan and the instruments that were applied. The *Descriptive Method* was suitable to provide a description before, during and after of the research. It helped to explain how the application of games as a motivational strategy improved 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 the researcher to process 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 the information into tables and figures.

Techniques and Instruments

To collect qualitative and quantitative data, different instruments such as: tests, and questionnaires; observation sheets and field notes were designed and applied at the beginning, during and after the application of the intervention plan.

Tests: A pre-test was used at the beginning of the intervention plan, which included ten multiple choice questions, fill in the blanks, and matching, focused on: nouns, adjectives, verb tenses, spelling and transition words to diagnose the students' level in writing. A post-test was applied at the end of the intervention plan in order to determine if students have improved their writing skills with the application of games.

Questionnaires: A pre-questionnaire was applied at the beginning of the intervention plan to get information about the students' perception in writing skills inside the classroom. At the end of the intervention plan, the post-questionnaire was used to verify if the games as a motivational strategy had a positive or negative impact in the improvement of the students' writing skills.

Observation sheets: They allowed the researcher to observe the students' performance during the lessons. The researcher used them to witness the student's participation and to determine what has happened in class. This observation sheet was a self-developed instrument that described accurately and comprehensively all the relevant aspects about the indicators of the dependent variable.

Field notes: They were used to take notes about the events and activities that happened, the significant events during the classes or particular situations that took place like, students' efforts, motivations or weaknesses faced in the classes during the application of the intervention plan.

Population

The population that was considered in this research was the students of second year "A" of Bachillerato at Unidad Educativa Manuel Ignacio Monteros Valdivieso. They were eighteen students, nine girls and nine boys, most of them were sixteen to seventeen years old. Also, the researcher took part of this research work and the certified English teacher.

f. RESULTS

This section details how the objectives of this research work were accomplished.

The first objective was achieved by searching theoretical and methodological information about games, how to apply them, and how to teach writing. This theory was the base to design the intervention plan. It was helpful to support the interpretation of the results and to give recommendations.

The second objective was fulfilled through the application of the pre-test which included ten questions and allowed the researcher to diagnose the students' limitations in writing. These results are shown in tables.

The third objective was attained through the design of the intervention plan, which comprised three stages per lesson: activation, connection and affirming. Every lesson was designed to improve students' writing skills.

The fourth objective was reached through the application of games as part of classroom activities and the results obtained from the pre and post-questionnaire results which are shown in five tables and figures.

The fifth objective was executed through the analysis of the results obtained from the post-test, which revealed the level gathered by students in writing. The results are illustrated in tables.

Pre-Test Results

Objective two: To diagnose the issues that limit the improvement of writing skills among students of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, during the 2018- 2019 school year.

a. Table 1

Pre-Test Scores of the Students of Second Year “A” of Bachillerato in Writing.

Students' code	N /2	V /2	A /2	TW /2	S /2	SCORE /10
UEMIM2A01	1.50	1.50	0.95	1.40	0.90	6.25
UEMIM2A02	1.75	1.50	0.86	1.20	1.10	6.41
UEMIM2A03	1.75	1.50	0.86	1.60	1.00	6.71
UEMIM2A04	2.00	1.50	0.50	0.80	0.60	5.40
UEMIM2A05	2.00	1.25	0.58	1.00	1.00	5.83
UEMIM2A06	0.75	1.00	0.75	0.00	0.40	2.90
UEMIM2A07	1.12	1.05	0.33	0.00	0.60	3.10
UEMIM2A08	1.50	1.50	0.42	1.00	0.90	5.32
UEMIM2A09	1.75	1.00	0.50	0.20	0.60	4.05
UEMIM2A10	1.87	1.00	0.78	0.00	1.00	4.65
UEMIM2A11	1.25	1.75	0.28	1.20	0.60	5.08
UEMIM2A12	1.50	1.50	0.41	0.40	0.60	4.41
UEMIM2A13	1.50	1.75	0.50	1.00	0.70	5.45
UEMIM2A14	1.75	1.00	0.78	0.00	1.00	4.53
UEMIM2A15	1.75	1.00	0.70	1.00	0.90	5.35
UEMIM2A16	2.00	1.50	0.75	1.20	0.90	6.35
UEMIM2A17	1.87	1.25	0.58	0.40	1.50	5.60
UEMIM2A18	1.75	1.50	0.33	0.40	1.00	4.98
Mean	1.63	1.34	0.60	0.71	0.85	5.13

Note: UEMIM= Unidad Educativa Manuel Ignacio Monteros, 01= Students' code, N= Nouns. V= Verb Tenses, A= Adjectives, TW= Transition words, S= Spelling.

b. Interpretation and Analysis

As it is shown in Table 1, students obtained the total mean score of 5.13/10 in writing, which corresponds to a below average level of knowledge about writing (see grading scales, p. 147). The highest mean score gathered by students was 1.63/2 in “nouns”, which indicates that they knew the different roles nouns have,

this is as subject, as direct object, or as indirect object. Also, students identified the different noun categories such as: animals, fruits, food, and drinks. On the other hand, students obtained the lowest mean score of 0.60/2 in “adjectives”. This reflects that students had many problems in recognizing adjectives in a paragraph, they generalized all the words that finish in ‘ed’ were adjectives, they did not placed the adjectives in the correct position in a sentence, they did not know the correct meaning of most of the adjectives they could only identify the most common ones like: happy, sad, small. So, it was evident that students of second year “A” of Bachillerato faced problems with many aspects of writing, especially in nouns and adjectives.

According to Lengelin & Malarcher (2005), games encourage creative and spontaneous use of language, also reinforce learning. Games focus on grammar such as verbs, nouns and adjectives in a communicative manner, but also, they focus on sentence structure such as the use of transition words. Games help students to overcome their difficulties in many parts of speech and consequently supported the development of their writing skills.

Comparison of the Pre and Post Questionnaire Results

Objective Four: To apply the most suitable games as part of the classroom activities to improve writing skills among students of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year.

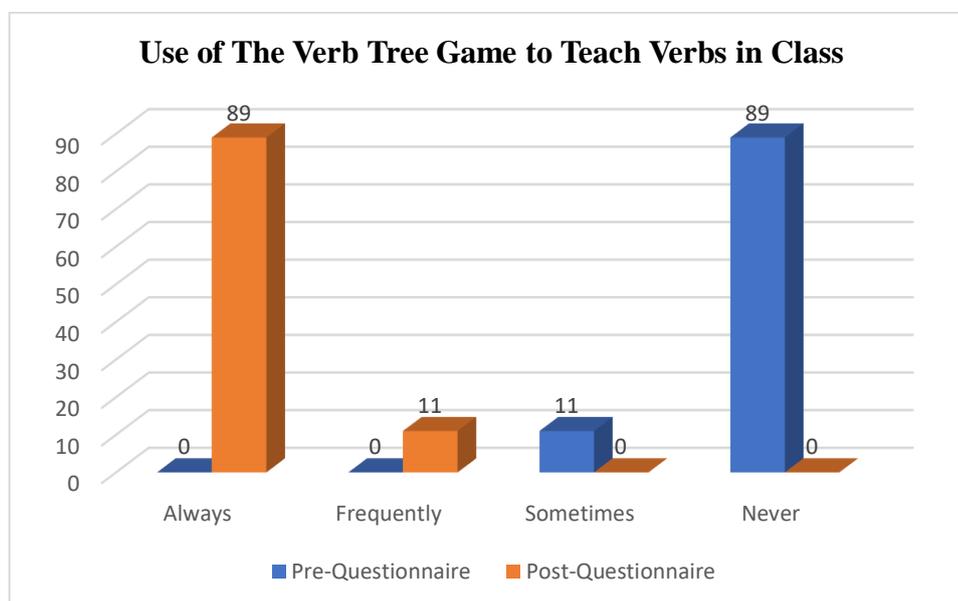
Questions 1: How often does your English teacher use the verb tree game to teach verbs in class?

a. Table 2

Use of The Verb Tree Game to Teach Verbs in Class

OPTIONS	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0	16	89
Frequently	0	0	2	11
Sometimes	2	11	0	0
Never	16	89	0	0
TOTAL	18	100	18	100

b. Figure 1



c. Interpretation and Analysis

The results obtained in Table 2 indicated that most of students (89%) said that the verb tree game was never used to learn verbs in class. Students' opinions demonstrated that they did not know how to learn with this kind of resource. They said that songs, worksheets, and flashcards were frequently applied in the English

class. This means that students were not familiarized with the use of the verb tree game in the English language classroom, so, their writing abilities did not allow students to have a comprehensible writing ability. However, after applying the intervention plan, 89% of students answered that the verb tree game was always used to practice verbs in class. The frequent use of games as part of classroom activities motivated learners to work cooperatively in groups, and promoted them to participate more actively in the classroom, which made students to practice and use the language in writing about real situations.

According to Kim (as quoted in ESL-EFL Resources, 2012, p. 12), the verb tree game helps students to practice or review verb meanings and sentence structure. This game can be used to practice or revise a variety of verb tenses. Their constant application in class is meaningful and useful as they allow learners to use language to write about a real context.

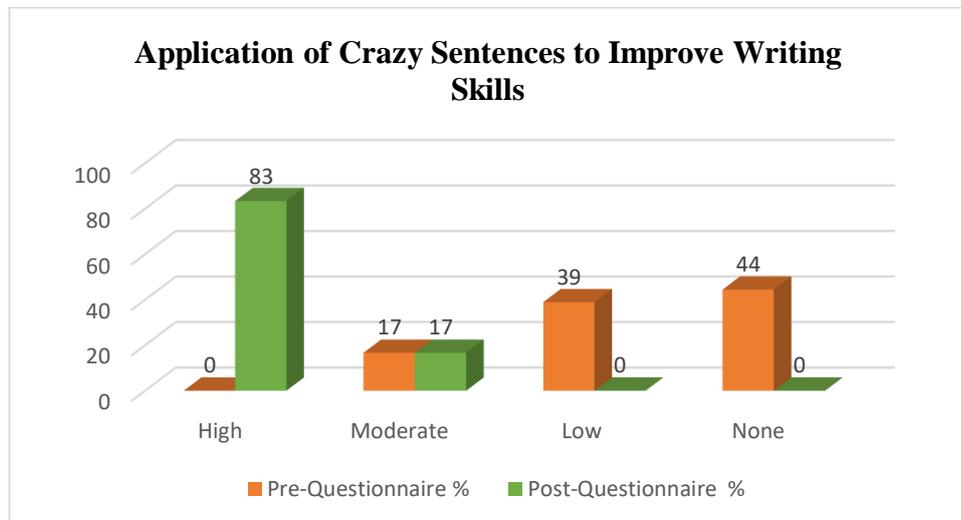
Question 2: To what extent do you think that your teacher applies crazy sentences game to improve your writing skills?

a. Table 3

Application of Crazy Sentences to Improve Writing Skills

OPTIONS	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
High	0	0	15	83
Moderate	3	17	3	17
Low	7	39	0	0
None	8	44	0	0
TOTAL	18	100	18	100

b. Figure 2



c. Interpretation and Analysis

The results shown in Table 3 reflected that some students (44%) admitted that crazy sentences game was not applied during the class in order to improve their writing skills. This pointed out that students thought that crazy sentences game was applied in none extent to improve their writing skills, so they did not gain enough knowledge and it caused many difficulties for them when they wanted to express their ideas in a written way using the correct words and expressions. Nevertheless, after the intervention plan, the percentage of students increased up to the (53%), which indicated that crazy sentences game was applied in a high extent to improve their writing skills, they could connect ideas in a sentence, and also this game helped learners to learn and remember words.

According to Kim (2012), crazy sentences game is an entertaining activity to help students make a connection between ideas in the same sentence by

constructing the longest sentence from cards. This game makes students relax and have fun, thus helps them learn and retain new words more easily.

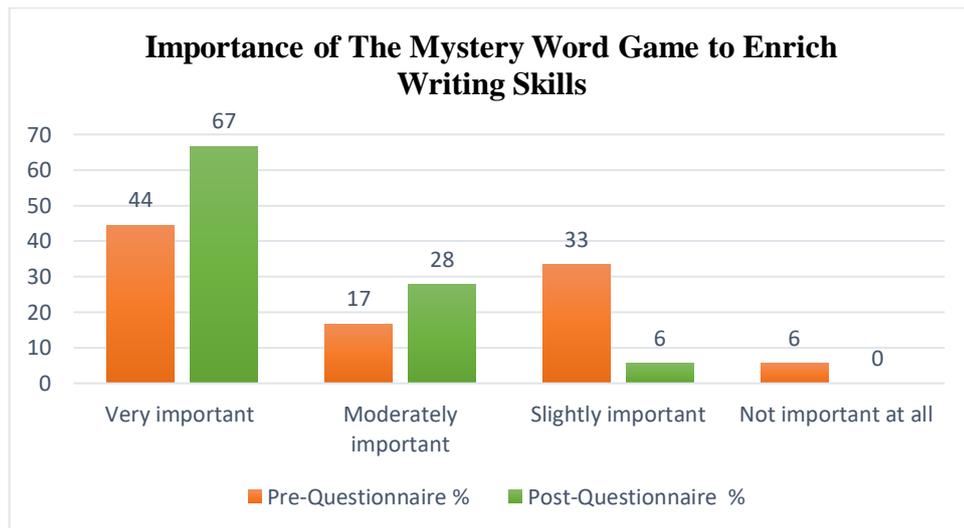
Question 3: How important do you think is the use of the mystery word game to enrich your writing skills?

a. Table 4

Importance of the Mystery Word Game to Enrich Writing Skills

OPTIONS	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very important	8	44	12	67
Moderately important	3	17	5	28
Slightly important	6	33	1	6
Not important at all	1	6	0	0
TOTAL	18	100	18	100

b. Figure 3



c. Interpretation and Analysis

The results outlined in Table 5 specified that 44% of students agreed that the use of the mystery word game was very important to enrich their writing skills. These results revealed that students were not concerned about the importance of the use

of the mystery word game to improve their writing skills, learners got bored easily when they were learning how to write correctly using nouns and adjectives, as a consequence they did not acquire enough knowledge about the location of nouns and adjectives in a sentence.

However, after the application of the intervention plan, 67% of students affirmed that the use of the mystery word game was very important to enrich their writing skills. They enjoyed memorizing new nouns and adjectives focused on the topic and writing them in a sentence, and they were not distracted in class and felt relaxed at the time to learn.

According to ESL-EFL Resources (2012), the mystery word game makes a great center because students are engaged in writing. They acquired knowledge about the use of noun and adjectives in a sentence using the adequate sentences structure and the correct word order.

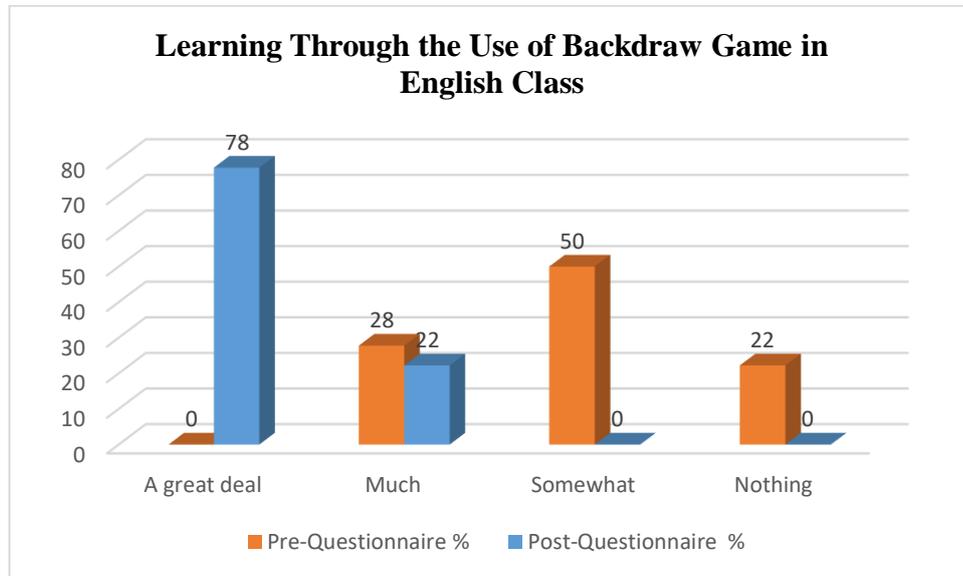
Question 4: How much do you learn when your instructor uses backdraw game in the English classes?

a. Table 5

Learning Through the Use of Backdraw Game in English Class

OPTIONS	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
A great deal	0	0	14	78
Much	5	28	4	22
Somewhat	9	50	0	0
Nothing	4	22	0	0
TOTAL	18	100	18	100

b. Figure 4



c. Interpretation and Analysis

The data collected in Table 5 showed that the half of students (50%) stated that they learned somewhat when the backdraw game was used in the English classes. These results established that students did not know that the application of backdraw game could help them to learn how to spell correctly a word. However, after the intervention plan, 78% of students pointed out that they learned English a great deal with the use of backdraw game. Students felt motivated playing backdraw game while they were learning how to write a word correctly.

According to Simpson (2015), backdraw game is useful for practicing the spelling of recently studied topic in writing. Games reinforce learning and focus on grammar in a communicative manner.

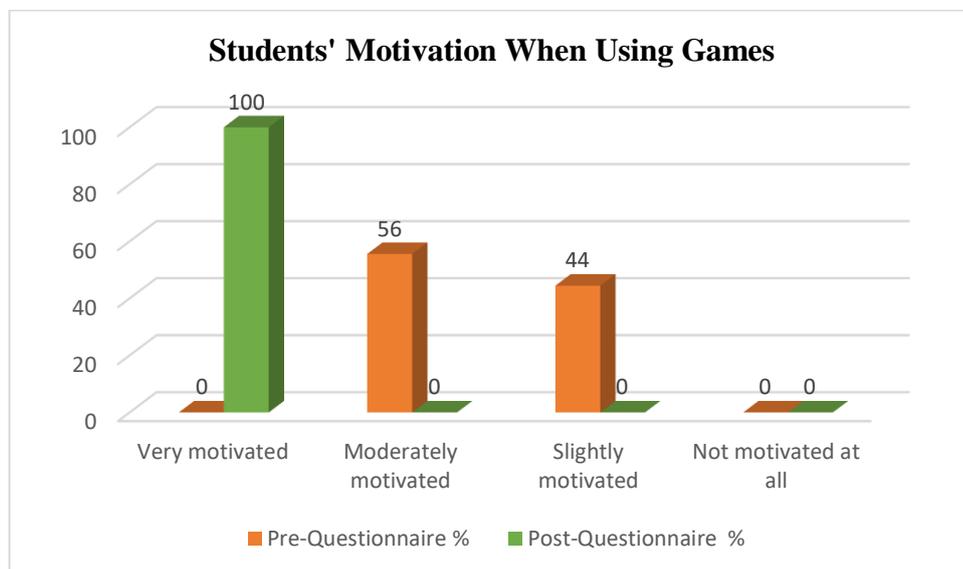
Question 5: How motivated do you feel when your teacher applies games to improve your writing skills?

a. Table 6

Students' Motivation When Using Games

OPTIONS	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very motivated	0	0	18	100
Moderately motivated	10	56	0	0
Slightly motivated	8	44	0	0
Not motivated at all	0	0	0	0
TOTAL	18	100	26	100

b. Figure 5



c. Interpretation and Analysis

The results illustrated in Table 6 showed that 56% of students felt moderately motivated to improve their writing skills when they used games. This stated that students enjoyed playing games, but they were not enough familiarized with the use of games to improve their writing skills. However, after the intervention plan, 100%

of students answered that they felt very motivated to enhance their writing skills when playing games. This meant that students felt more motivated when they played games to improve their writing abilities. Games encouraged students to interact with the rest of partners, get more involved in writing activities, and make them participate actively in class.

According to Simpson (2015), games are highly motivating since they are amusing and at the same time a challenging way to learn and improve writing skills, because they offer different options to connect ideas in sentences and to use different expressions. Furthermore, games employ meaningful and useful language in real contexts, also encourage and increase cooperation.

Post-Test Results

Objective five: To validate the obtained results after the application of games as a motivational strategy to improve writing skills among students of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, during the 2018- 2019 school year.

a. Table 1

Post-Test Scores of the Students of Second Year “A” of Bachillerato in Writing.

Students' code	N /2	V /2	A /2	TW /2	S /2	SCORE /10
UEMIM2A01	2.00	2.00	1.80	2.00	2.00	9.80
UEMIM2A02	1.75	2.00	2.00	2.00	1.80	9.55
UEMIM2A03	1.75	2.00	1.80	2.00	1.80	9.35
UEMIM2A04	2.00	2.00	2.00	2.00	2.00	10.00
UEMIM2A05	2.00	2.00	2.00	2.00	2.00	10.00
UEMIM2A06	1.75	2.00	2.00	2.00	2.00	9.75
UEMIM2A07	1.75	2.00	2.00	2.00	2.00	9.75
UEMIM2A08	1.75	2.00	2.00	2.00	2.00	9.75
UEMIM2A09	2.00	2.00	2.00	2.00	2.00	10.00
UEMIM2A10	1.75	2.00	2.00	2.00	2.00	9.75
UEMIM2A11	1.75	2.00	2.00	2.00	2.00	9.75
UEMIM2A12	1.87	2.00	2.00	2.00	2.00	9.87
UEMIM2A13	1.50	2.00	1.80	2.00	1.80	9.10
UEMIM2A14	1.75	2.00	2.00	2.00	2.00	9.75
UEMIM2A15	1.50	1.60	1.80	2.00	1.60	8.50
UEMIM2A16	2.00	2.00	2.00	2.00	2.00	10.00
UEMIM2A17	2.00	2.00	1.60	1.80	2.00	9.40
UEMIM2A18	2.00	2.00	2.00	2.00	2.00	10.00
Mean	1.83	1.98	1.93	1.99	1.94	9.67

Note: UEMIM= Unidad Educativa Manuel Ignacio Monteros, 01= Students' code, N= Nouns. V= Verb Tenses, A= Adjectives, TW= Transition words, S= Spelling.

a. Interpretation and Analysis

The results in Table 7 showed the excellent level that students achieved in writing skills, which was demonstrated with the mean score of 9.67/10 (see grading scales, p. 147). It indicated that students improved their writing skills in nouns, verbs, adjectives, transition words and spelling through the application of games in class. The highest mean scores were 1.99/2 in transition words and 1.98/2 in verbs. This showed the meaningful improvement that students gained in writing after the application of the intervention plan. In transition words, they used a set of transition words to show contrast or emphasis, and to connect two ideas in a sentence, students

could write sentences with all the ideas together and in the right order. In verbs, they could use the correct verb tenses to describe things that have already happened (past), things that are happening right now (present), or things that have yet to happen (future). Also, they differentiated the action verbs from the stative verbs according to the pictures. However, the lowest mean score that students got was 1.83/2 in nouns. This pointed out that students acquired knowledge about the noun categories they still made mistakes in identifying the correct noun category.

According to Lengelin & Malarcher (2005), games encourage creative and spontaneous use of language, also reinforce learning. Games focus on grammar such as verbs, nouns and adjectives in a communicative manner, but also, they focus on sentence structure such as the use of transition words, moreover they use the four skills. Based on ESL-EFL Resources (2012) the verb tree game helps students practice or review verb tenses and sentence structure. This game can be used to practice or revise a variety of verbs, language and vocabulary. It means that games play an important role in the improvement of writing because without the use of games students lose interest because they do not have an instrument that motivates them to learn.

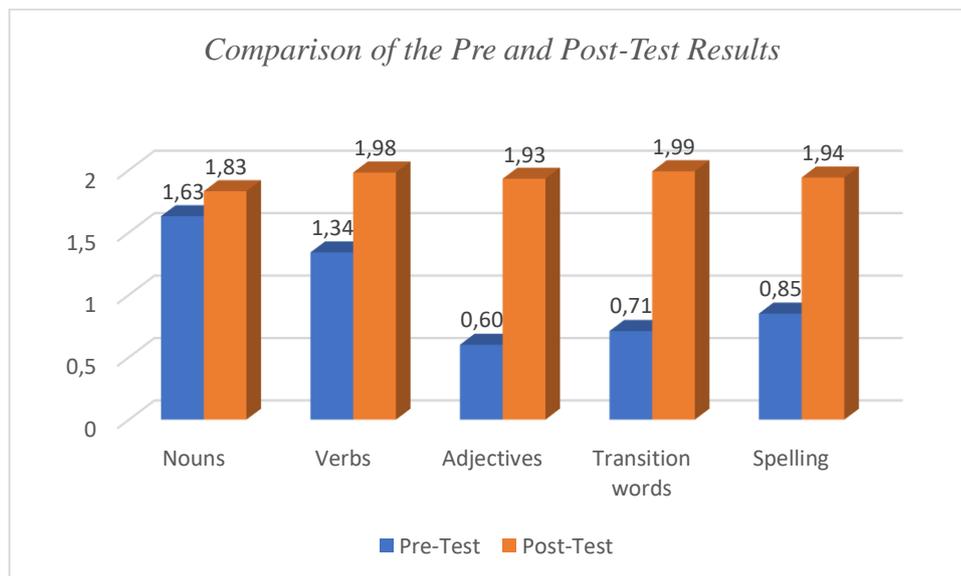
Comparing Pre and Post-Test Means

a. Table 8

Comparison of the Pre and Post-Test Results

Indicators	Pre-Test	Post-Test
Nouns	1.63	1.83
Verbs	1.34	1.98
Adjectives	0.60	1.93
Transition words	0.71	1.99
Spelling	0.85	1.94
MEAN	5.13	9.67

b. Figure 6



c. Interpretation and analysis

The data obtained in Table 8 reflected the difficulties that students of Second year “A” of Bachillerato at Unidad Educativa Manuel Ignacio Monteros faced at the beginning of the intervention plan in writing skills and also the progress they

made after it. At the beginning, all students could not get great scores in all writing aspects that were 1.63/2 for nouns, 1.64/2 for verbs, 0.60/2 for adjectives, 0.71/2 for transition words, and 0.85/2 in spelling. It clearly revealed that students had a below average in writing (see grading scales pag.147). While, after the application of the intervention plan, it was observed that students showed a considerable improvement in their writing abilities because the total score mean increased significantly from 5.13/10 to 9.67/10. This indicated that students attained a good level for nouns, verbs, adjectives, transition words, and spelling. It meant that the opportunities and the practice of the writing skills through games helped students to feel motivated when writing and playing games, enjoy working in groups, and participate more actively in class.

g. DISCUSSION

Using games as a motivational strategy to improve writing skills among students of second year “A” of Bachillerato, at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year had a significant impact on students’ improvement of writing skills. This is reflected in the increase of the students’ total mean score of the pre-test that was 5.13/10 and over the average of the post-test which total mean score was 9.67/10. These results were consistent with Simpson (2015) who states that games have advantages and effectiveness in the improvement of writing skills in various ways. First, games make students relax and have fun which help them to be able to write about anything that inspire them, thus help them to learn and retain new words and phrases more easily and let them construct sentences. Second, games usually involve friendly competition and keep the students’ interest in learning. Third, students learned and retained sentence structures by playing games than by writing them down on a notebook, they could connect two ideas in a sentence, use different expressions to write about any topic that they want, interact with the rest of partners, get more involved with the topic, and participate actively in class.

The aspects took into account to assess students’ writing skills were: nouns, verbs, adjectives, transition words and spelling. The pre-test showed that the majority of students had problems with the correct position of adjectives in a sentence. In nouns, students did not know the different roles of a noun. In adjectives, students did not recognize the adjectives in a paragraph, they thought that adjectives

are only the words that finish in 'ed'. In verbs, students were not able to recognize and write the correct verb tenses. In transition words, students could not connect two ideas in a sentence using the correct transition word. In spelling, students did not know the adequate spelling of many words. After the intervention plan, the post-test results indicated that the problems previously mentioned were overcome successfully. Students distinguished clearly nouns from verbs, identified all the adjectives in a paragraph, used the correct tense of the verb to write and get that a sentence makes sense, understood the definition of transition words and their usage to connect two ideas in a sentence, recognized and corrected the misspelled words. In conclusion, it is noticeable that games caused a positive impact on the improvement of students' writing skills.

At the beginning of the intervention plan, the students' attitude towards the application of games in class was not as good as expected because they felt nervous, they did not pay attention to the instructions and they did not show interest to play the games. During the intervention plan, students started to work cooperatively with the rest of the class and they felt motivated to improve their writing abilities when playing games. The students' progress was quite slow in the first lessons, but then they progressively showed an advance in their learning. They understood the games instructions clearly. At the end, students felt confidence and freedom to perform all the writing games in class. In the same way, students showed a significant improvement in their writing after the application of games as it was confirmed in the post-test results.

Furthermore, the strengths that arose while the intervention plan was carried out were that students felt motivated when using games, they wanted to continue practicing their writing with games, and they felt well-disposed and eager to participate in class. The attention was great at the moment to catch and follow given instructions. And, the time used for each lesson was necessary to achieve the participation and the improvement of writing skills. Also, the number of the students was appropriate and they practiced the written language as much as they could voluntarily in each class session. The period of time assigned for each lesson was enough to implement the planned activities. Nevertheless, the limitations observed were that students did not work in different groups, they just preferred to work with the same group always or even by themselves. Also, the students' fear to make mistakes did not let them participate in different written activities.

Games had a great contribution to improve writing skills in class. Students were provided with the most appropriate set of games to have a positive learning experience. They felt really motivated to work actively in pairs or in groups with the funny and interesting activities proposed that really encouraged their writing in English. So, by practicing writing abilities in each class session, students could significantly improve their writing skills at the end. In short, games helped students to enhance the learning and writing aspects by motivating them to work in groups and share ideas in a written way.

h. CONCLUSIONS

The issues that limited the improvement of writing skills among students of the Second year “A” of Bachillerato were in recognizing all the roles of a noun in a sentence; using the correct position of adjectives in a sentence and using transition words to link two ideas in a sentence, writing sentences using verb tenses correctly and applying the adequate spelling in each word.

The use of games such as the verb tree, backdraw, the mystery word and crazy sentences contributed to reduce meaningfully students’ limitation in the improvement of writing skills, while the games were carried out, students wrote a fairly range of sentences using a noun, adjectives, verbs in their correct tense, and transition words. Their spelling was suitable in most of the expressed sentences and the grammatical errors disappeared with the application of games.

The findings of the research showed that the implementation of games as a pedagogical alternative was effective in the improvement of writing skills. Students at the end of the intervention plan demonstrated that they were more comfortable and collaborative in classes and therefore they improved meaningfully their writing in class. They felt motivated to learn when they played games, enjoyed working in groups, and participated more actively in class.

i. RECOMMENDATIONS

Teachers should determine the students' weaknesses in the English language learning and specifically in writing skills in order to reduce the students' limitations. Teachers should incorporate enjoyable and interesting activities in their lesson plans and provide students opportunities to practice writing, guiding them to overcome their weaknesses. Likewise, teachers should monitor students' work either if it is done in pairs or in groups to determine the student's improvement in writing aspects. Also, teachers should give feedback to get the students' collaboration in performing their tasks.

Teachers should implement and continue using most of the time different kinds of games or other communicating activities in the classroom to practice and improve their writing skills. Not only to increase the students' academic scores but, also to increment their motivation and enthusiasm in writing using the correct words.

Teachers should bear in mind that the implementation of every activity in the classroom to teach writing should be evaluated, in order to confirm whether it was effective or not. Also, teachers should use games in the teaching-learning process which are suitable to improve the students' writing skills.

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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 WRITING SKILLS AMONG STUDENTS OF SECOND YEAR “A” 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

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LOJA-ECUADOR

2019

a. THEME

USING GAMES AS A MOTIVATIONAL STRATEGY TO IMPROVE WRITING SKILLS AMONG STUDENTS OF SECOND YEAR “A” 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

Unidad Educativa Manuel Ignacio Monteros Valdivieso of the city of Loja is an educational center of integral formation located in Obra Pía neighborhood, Villonaco Avenue, Sucre parish of the canton and province of Loja.

It was created by Ministerial Agreement No. 619 dated September 19th, 1990, as Colegio Nacional Nocturno Sin Nombre, with the character of private. The principal was Dr. Mgs. Enma Gutiérrez Cárdenas, the teaching staff was integrated by professional educators. Due to the lack of a state budget, the work of the staff was not paid. The school began its functions in the José Miguel Burneo Burneo school building. On September 27th, 1990, it was assigned the name of Manuel Ignacio Monteros Valdivieso National Night School. In October 1990 the institution began its work with seventy-six students distributed between two courses, from the first year of basic education of the 1990-1991 school year. On April 19th, 1991, through Ministerial Agreement No. 14-61, the school was nationalized with an initial budget of 3,700,000 sucres, In January 1992, the administrative staff was taken over and the fiscal economic management began. On August 21st, 1991 the functions of the second course of the basic education was authorized. By memorandum on September 15th, 1994, the functions of the First year of Bachillerato were denied due to the lack of laboratories for Sciences and Physics, for the 1993-1994 school year. On January 17th, 1995, the functions of the first year of Bachillerato of the 1994-1995 school year started operating. On

December 27th, 1995, through a public deed, one hectare of land was granted to build the school. It was located in the Avenue Villonaco of Obra pía neighborhood of the Sucre parish canton and province of Loja.

Moreover, Dirección Nacional de Construcciones Escolares (DINACE) donated 50 desks, built two classrooms and restrooms. By an agreement between the School and the Provincial Council, three more classrooms were built. In 2011 the institution had a hundred and eighty-eight students.

On May 24th, 2012, the Coordinación Zonal de Educación authorized the constitution and management of the Manuel Ignacio Monteros Valdivieso National night school as Manuel Ignacio Monteros Valdivieso educative school, morning and afternoon session, 2012-2013 school year. The institution is fiscal, secular, free and consists of the Initial, Elementary, Basic General Education and Unified General Bachillerato levels.

Nowadays, Unidad Educativa Manuel Ignacio Monteros Valdivieso has twenty-two teachers; it also has a total of four hundred thirty students. Dr. Franco Cobos Sarmartin is the person in charge of administration as director of the institution.

Its mission is to help to form an image that reflects the efforts and goals proposed by an Educational Institution. In this sense, it is based on the values, principles and purposes of the educational community.

Its vision is that everyone feels as an important part of the institution: authorities, teachers, students, parents and members of the community. It includes real interests and expectations to become a factor of motivation, commitment and sense of

belonging. It is an organic set of statements that help to grow from the institution we have to the institution we want.

Current situation of the research problem

The English language is considered one of the most important languages because it is used not only as a major language of communication around the world, but also the official language in several areas like science and the international trade. From that point of view, in the Ecuadorian society English teaching should be perfectly managed by teachers so that when the students leave high school, they have a good level of English for communication. Unfortunately, this is not happening due to that English teaching is one of the current educational problems in the public Ecuadorian High-Schools.

According to the researcher's perception, the main issue that is affecting students is the lack of motivation when they are practicing their writing skills in homework and tasks, or when they are writing sentences using grammatical structures.

Writing skills are as crucial as any other language skill. Shumin (1999), states that learning a foreign language requires more than knowing its grammar and vocabulary it need all the writing skills. Learners should acquire the skill through interaction with each other. However, it is difficult for English as a Foreign Language (EFL) learners to use appropriate English in writing because of the lack of motivation in their schools.

Learning a foreign language is a complex task that is susceptible to human anxiety, which is associated with feelings of uneasiness, frustration, self-doubt, and

apprehension. To motivate students in EFL contexts, teachers should include many activities and strategies that attract students' attention and make them interested in the lesson. As Peck (as cited in Celce-Murcia, 2003), states that the activities need to be child centered and communication should be authentic. This means that children are writing about something that interests them, for their own reasons, and not merely because a teacher has asked them. The strategies the teacher should focus on ought to be interesting and capture students' attention. In the young learners' classroom, these activities are usually centered on songs, poems, chants, drama, stories, games and Total Physical Response (TPR) activities.

One of the key problems at Unidad Educativa Manuel Ignacio Monteros Valdivieso is helping learners improve their writing skills through finding effective ways to help them remember words or phrases they have encountered. They have problems with writing in areas such as vocabulary, grammar, spelling, and comprehension because there is not enough didactic material to motivate students to get involved in their writing development. Another reason is the scarcity of fun and exciting activities to encourage active, creative and cooperative students' participation, the lesson is boring and unexciting: so, that learning is null, and the students do not have the opportunity to improve their writing skills. As a result, the students are not at the writing level they should be according to the program that they have studied.

Students do not learn properly if they find their lesson boring and unexciting. The strategies the teacher uses can be fun and enjoyable, and at the same time

achieve academic goals. Teachers should choose activities that enhance students learning and avoid ones that are a waste of teachers' and students' time.

Therefore, this research work will focus on the use of games because students learn better through interesting activities that provide them an enjoyable environment without making them feel the pressure of learning a foreign language.

Research Problem

According to the previously mentioned issues, it is essential to research the following problem:

HOW DOES THE APPLICATION OF GAMES AS A MOTIVATIONAL STRATEGY IMPROVE WRITING SKILLS AMONG STUDENTS OF SECOND YEAR "A" 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 problem

Timing

This research will be developed during the 2018 – 2019 school year.

Location

The present project will be applied at Unidad Educativa "Manuel Ignacio Monteros Valdivieso", which is a public educative institution located in the city of Loja, Obra Pia Neighborhood, Villonaco Avenue, Sucre parish.

Participants

The participants of this research work will be the eighteen students: eight boys and nine girls of Second Year “A” of Bachillerato. In addition, the teacher candidate will also take part in the intervention plan.

Subproblems

- What theoretical and methodological references about games are useful to improve writing skills among students of second year “A” 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 second year “A” 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 writing skills among students of second year “A” 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 the most suitable to improve writing skills among students of second year “A” 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 to improve writing skills among students of second year “A” 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 present research project entitled “Using games as a motivational strategy to improve writing skills among students of Second Year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year” is essential due to the fact that the group of students who will be part of it need to improve their writing skills. Games are enjoyable activities which animate students to collaborate into many writing activities and are helpful to achieve some aspect of grammar, spelling and punctuation.

This work is relevant, since it provides fun and interactive ways for students of second year “A” of Bachillerato to improve their writing skills. Games are the best pedagogical tools for teaching writing because they motivate students to write their ideas and needs. Students can discover new information and develop some writing techniques using the English language.

This action research is done to allow the researcher to obtain experiences using games. Also, the researcher can gain knowledge of the results of game implementation in the class.

From the **scientific** point of view, this project is important because there is enough information that can be gathered to give some theoretical elements to establish a solution to teach students writing skills in the English Language, so that

they can improve their learning and consequently they can feel motivated to be involved in the English language classroom.

From the **institutional** point of view, it is necessary to develop the present project because it will allow the teacher to become aware of the importance of games in the teaching - learning process with their students, keeping in mind that the mentioned resources can help students to perform in a better way the education in the future.

It is essential to develop this research work for it is a vital requisite that will permit the researcher to get a bachelor's degree in Science of Education, English Language Major and also the accreditation of the subject. The researcher is able to develop this research because she has enough theoretical knowledge and necessary help of the institution where the research will be developed.

d. OBJECTIVES

General

- To improve writing skills through the application of games among students of second year “A” of Bachillerato, at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year.

Specifics

- To research the theoretical and methodological references about the application of games to improve writing skills among students of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, during the 2018- 2019 school year.
- To diagnose the issues that limit the improvement of writing skills among students of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, during the 2018- 2019 school year.
- To design an intervention plan based on the application of games to improve writing skills among students of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, during the 2018- 2019 school year.
- To apply the most suitable games as part of the classroom activities to improve writing skills among students of second year “A” 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 obtained results after the application of games as a motivational strategy to improve writing skills among students of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, during the 2018- 2019 school year.

e. THEORETICAL FRAMEWORK

Games

A Brief History of Games

According to Schrier (2016) there are two kinds of games: Educational Games (those specifically designed for learning and education) and Commercial Games, or COTS (Commercial Off-The-Shelf Games, which were built for entertainment but at times have been used as instructional tools in the classroom. Over the past decade we have seen a growing number of teachers who have demonstrated outstanding and powerful learning experiences with students by leveraging classroom games, demonstrating deeper learning and engagement of students, providing to others that games can have a place in the classroom.

In a recent survey conducted by the Joan Ganz Cooney Center (2014), 32% of the K-12 educators sampled reported they use games 2-4 times per week in their classrooms, with 18% reportedly using them every day. Most of this usage is with educational games, with just 18% reporting the use and adaptation of commercial games for classroom instruction (Millstone, 2012).

According to Chen (2005) affirmed in his journal that the benefits of using games in language learning promote communicative competence, create a meaningful context for language use, increase learning motivation, reduce learning anxiety, encourage creative and spontaneous use of language and construct a cooperative learning environment between students.

Definition of Games

Hadfield (1996), states: “A game is an activity with rules, a goal and an element of fun. He also said that there are two kinds of games: competitive games and cooperative games. A competitive game is a game in which the player or teams race to be the first to reach the goal. And cooperative game is a game in which players or teams work together towards a common goal.”

The Importance of Games

Simpson (2015), expresses that there are seven best reasons why games should be part of the English Language classroom:

Games create meaningful communication

Certain games do this more obviously than others, but all games do this to a certain extent because learners need to process how to play the game, as well communicating about the game before, during, and after.

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 effort. This is difficult even for the most committed learner.

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

We get excited when we play, also encourage participation from all learners especially when games are played in small group. The emotions aroused making learners work in a cooperative way. Games create a setting for learners to develop their skills in working with others.

Game activities relate well to a variety of intelligences

Here are a few examples: Game activities which contain a hands-on element, such as cards, spinners, or pieces engage with bodily/kinesthetic intelligence; group games always require discussion and therefore involve interpersonal intelligence; game tasks with visual input engage with visual/spatial intelligence.

The essential elements of Game

According to Adams (2014) the essential elements of a game are play, pretending, a goal and rules.

Play: Is a participatory form of entertainment, whereas books, films and theater are presentational forms. When you read a book, the author entertains you; when you play, you entertain yourself. A book doesn't change, no matter how often you read it, but when you play, you make choices that affect the course of events.

Play ultimately includes the freedom to act and the freedom to choose how you act. This freedom is not limited; however, your choices are constrained by the rules, and this requires you to be clever, imaginative, or skillful in your play (Adams, 2014).

Pretending: It is the act of creating a notional reality in the mind, which is one element of our definition of a game.

In single-player games, the player establishes the magic circle simply by choosing to play. In multiplayer games, players agree upon a convention, which in turn establishes the magic circle. In other words, they all pretend together, and more important, they all agree to pretend the same things – that is, to accept the same rules (Adams, 2014).

A goal: A game must have a goal (*or object*) and it can have more than one. Even creative, noncompetitive play still has a goal: creation.

The goal of the game is defined by the rules. The goal must be nontrivial because a game must include some element of challenge. If the object can be achieved in a single moment, without either physical or mental effort, then the activity is not really a game (Adams, 2014).

The rules: Are definitions and instructions that the players agree to accept for the duration of the game every game has rules, even if these rules are unwritten or taken for granted. They establish the object of the game and the meaning of the different activities and events that take place during the game. They also create a contextual framework that enables the players to know which activities (Adams, 2014).

The teacher's role

The teacher's role, once the groups or pairs are in action, is to go from group to group listening in, contributing and, *if necessary*, correcting. (Wright, Betteridge, & Buckby, 2014)

If you have not organized group work before, then it is advisable to work slowly towards it. First of all, make the learners familiar with work in pairs. Add to these games in which rows of learners play against you or between themselves. Finally,

after perhaps several weeks, ask the rows of learners to group themselves together to play a game between themselves (Wright et al., 2014). Once the learners are familiar with group work, new games are normally introduced in the following way:

- Explanation by the teacher
- Teacher establish the rules
- Demonstration of parts of the games by the teacher and one or two learners
- Trial by a group in front of the class
- Any key language and/or instructions written on the board
- First ‘try out’ of the game, in groups
- Key language, etc., removed from the board
- The game continues
- At the end of the game there is a winner
- Teacher provides the corresponding feedback

Benefits of using games

“Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills” Kim (as cited in Simpson, 2015).

“Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation” Kim (as cited in Simpson, 2015).

“Games have shown to have advantages and effectiveness in learning vocabulary in various ways.

First, games bring relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. Third, games bring real world context into the classroom, and enhance students’ use of English in a flexible, communicative way. Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from learning vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account” (Simpson, 2015).

Lengelin & Malarcher (1997) have divided the benefits of using games in the English language classroom as follows:

Affective

They encourage creative and spontaneous use of language. Games are both motivating and fun.

Cognitive

Games reinforce learning. Games focus on grammar in a communicative manner.

Class Dynamics

Games are extremely student centered. The teacher acts only as a facilitator. They can foster whole class participation

Adaptability

Games can be easily adjusted for age, level and interests. They utilize all four skills.

Games require minimum preparation after the initial development stage.

Classification of Games

Wright (2006), explains two ways of classifying language games.

First, she divides language games into two types: linguistic games and communicative games.

Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between two pictures which are similar to one another but not exactly alike. Then, Wright (2006) classifies games as follows:

Care and share

“Caring and sharing” games include all those games in which the learner feels comfortable while sharing personal information with other learner.

Information gap games

In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which

each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.

Guessing games

These are a variation on information gap games. One of the best-known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

Searching games

These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well-known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students walk around, asking and answering questions to complete their own grid and help classmates complete theirs.

Memory games

As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory.

Labelling games: These are a form of matching, in which participants match labels and pictures.

Board games: Scrabble is one of the most popular board games that specifically highlight language.

The Games Landscape

There is an extensive variety of games, which makes it difficult to select one versus another for a particular classroom or curricular need. To help with this task, Squire (2008) offers a taxonomy of game types through two educator-centric lenses: timescales and modalities.

These two lenses for choosing classroom content are often primary for educators. Note that the timescale offered roughly estimates what is typically encountered through game play for entertainment.

Targeted games are designed for a specific topic or concept. These types of games are more easily integrated into the classroom because they more easily align with curricula and fit into class timescales.

Linear games can be short or long, but generally including a storyline and pathway through the game.

Open-ended or sandbox games, which offer tools and a context to construct items and/or outcomes in the game, are gaining popularity in the classroom, as they offer a rich context in which to target specific learning objectives.

Long-form games extend beyond one class period. They require more planning and preparation by the teacher, and deeper commitment to curriculum time and alignment. However, they can be leveraged in a “flipped classroom” model, where play occurs outside class time and serves as the context for further classroom instructions (Richards, Stebbins & Moellering, 2013). Although more work may be involved to leverage these games successfully, they also offer the potential of developing 21st century skills, such as problem solving, decision-making, and collaboration (Klopfer, Osterwell, Groff & Haas, 2009).

Game-based learning as an approach and as a field, is at an all-time high, with more educators than ever using games for learning in their classroom. Unfortunately, though, games still carry a stigma for some educators and the idea of “games in the classroom” is frowned upon in some schools. Even for those educators who want to leverage game-based learning, they can face a high number of barriers (Kirriemuir & McFarlane, 2006), including:

1. Assessing the appropriateness of the game: it was difficult for a teacher to identify quickly how a particular game was relevant to the right skill, or what game is adequate for every skill, as well as the accuracy and appropriateness of the content within the game.
2. Time: there is a lack of time available to teachers to familiarize themselves with the game, and methods of producing the best results from its use.
3. Irrelevant content and functionality: the amount of irrelevant content or functionality in a game, which could not be removed or ignored, thus wasting valuable lesson time.

4. Professional development: training and support are often needed and requested by many educators before using new types of tools.
5. Research on effectiveness: the lack of research on effectiveness of games has cause some to argue they are not demonstrably effective learning tools yet.
6. Emphasis on standardized tests (perceived lack of space for such pedagogies): An emphasis on high-stakes testing in many educational contexts limits the time and ability for an educator to explore new methods and tools.
7. Standards alignment: it is not always what a game is teaching, or can teach, which makes it more difficult for an educator to use and justify what standards it is targeting.
8. Teacher belief and attitudes about learning: the constructivist of instruction needed for game-based learning can be orthogonal to a teacher's prior practices and beliefs on teaching and learning.
9. Students beliefs and attitudes about learning: likewise, new exploratory and constructivist ways of teaching and learning with games may be very different than a student's prior classroom experiences and expectations.
10. School norms and professional of game-based learning: attitudes and beliefs by peer teacher and administrators about games as classroom tools can be an inhibiting factor as well.

Games for Writing Skills

The verb three game

It is an imaginative verb game to help students practice or review verb meanings and sentence structure. This game can be used to practice or revise a variety of verbs language and vocabulary (ESL-EFL Resources, 2012).

Materials: pieces of paper, scissors, markers, tape

Time: 25 minutes

Procedure

1. Draw a large tree with many branches on the board.
2. Give students a piece of paper cut into the shape of a leaf.
3. Divide the students into two teams. (A and B).
4. Think on a different verb and write it on their paper.
5. Students have finished come up to the board and say the verb and its tense loudly and sticks the verb on the tree.
6. Team B has a minute to make a meaningful sentence with the verb and write it on the board.
7. The two teams have to use the verbs or sentences from the board to create a story.
8. The team with the most points wins the game.

Brackdraw game

This entertaining ESL spelling game is useful for practicing the spelling of recently studied topic in writing. In this game students have to spell a complete sentence correctly on their partners' back and write it on the board (ESL-EFL Resources, 2012).

Materials: word list, markers

Time: 20 minutes

Procedure

1. The class is divided in two groups.
2. The teams sit down in rows facing the board.
3. Teacher shows a different word with the same amount of letters to the student at the back of each row.
4. The last student draws the word, letter by letter onto the back of the person in front of them. If the student in front of them knows the letter, he nods his head, if he is unsure of the letter, he taps his shoulder so the student can re-write the letter on their back.
5. Then, the next student draws the word onto the back of the person in front of them.
6. When the word reaches the person at the front of the line, the student stands up and writes it on the board.

7. The first team to spell the word correctly scores a point. The student at the front then moves to the back and everyone moves up one space.

Crazy Sentences game

It is an entertaining adjectives activity to help students practice constructing sentences with certain adjectives and nouns by constructing the longest sentence from cards (ESL-EFL Resources, 2012).

Materials: pieces of paper, scissors, markers, tape

Time: 20 minutes

Procedure

1. Divide the class into four teams
2. Each team is given a set of adjective cards and a set of noun cards, which they shuffle and place face down on the desk in two separate piles.
3. Students turn over one adjective card and one noun card.
4. Then race to construct the longest sentence possible with the adjective and noun and write it on the board.
5. After, each team's sentence is checked. One point is awarded if a sentence is grammatically correct.
6. If a team writes a grammatically incorrect sentence, they score no points, but other teams can steal a point by successfully correcting the sentence.

7. Teams then discard the adjective and noun, turn over two new cards and the game is repeated. This continues until all the cards have been used.

The mystery word game

In this grammar game, students try to guess the "mystery word" on the card. There are a few clues given about the word (whether it is a noun, an adjective or a verb, how many letters it has, what it starts or ends with, etc.). Students play in groups of three. One student reads while the other students guess. This makes a great center because students are engaged in reading, thinking, writing and speaking (ESL-EFL Resources, 2012).

Materials: colored cardboards, pieces of paper, scissors, markers, glue

Time: 25 minutes

Procedure

1. Teacher divides the class in two groups.
2. Teacher provides the students some cards, markers and glue.
3. Teacher tells the students they are going to write a mystery word, could be a noun or an adjective from the previous list.
4. Students write the word in the card.
5. Students write some clues on the card about the word they have chosen.

6. Each one of the members of the group must pass in front of the class and gives a few clues about the word (whether it is a noun, or an adjective, how many letters it has, what it starts or ends with, etc.)
7. Students from the other group try to guess the correct word.

Writing

According to Harmer (2011) as cited on (Bustamante. A, 2016) writing is an important skill that needs to be learnt to reinforce the language skills. Writing a text is recognized as a complicated skill; because it is necessary take into account all the types of text that exist. Massi, (as cited in Apriani, 2014), says that writing is an interactive process by nature since it involves the symbolic interplay between writer, text and reader. This means that, writing is one of instruments that can be used to communicate and express ideas, feelings and experiences in sentences. Brown (as cited in Purwaningsih, 2013), states that writing skill is an important skill for achieving employment in this global era. Based on these authors' definitions, it can be concluded that writing is considered as one of the most important resources of expressing thoughts, and communicating ideas and points of view to others. Also, writing is considered as a complicated and difficult skill to be developed in the second language learning.

Writing is a form of human communication by means of a set of visible marks that are related, by convention, to some particular structural level of language. (Olson, 2019). It is a complement to speech or spoken language. Writing is not only a language it is also a tool that makes languages be readable. In the language system

writing has the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols. The result of writing is called *text*, and the recipient of text is called a *reader*. Motivations for writing include publication, storytelling, correspondence, record keeping and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems.

This definition highlights the fact that writing is in principle the representation of language rather than a direct representation of thought and the fact that spoken language has a number of levels of structure, including sentences, words, syllables, and phonemes (the smallest units of speech used to distinguish one word or morpheme from another), any one of which a writing system can “map onto” or represent. Indeed, the history of writing is in part a matter of the discovery and representation of these structural levels of spoken language in the attempt to construct an efficient, general, and economical writing system capable of serving a range of socially valuable functions. Literacy is a matter of competence with a writing system and with the specialized functions that written language serves in a particular society. (Olson R. David, 2019)

Writing as a System of Signs

According to Olson (2019) languages are systems of symbols; writing is a system for symbolizing these symbols. A writing system may be defined as any conventional system of marks or signs that represents the utterances of a language.

Writing renders language visible; while speech is ephemeral, writing is concrete and, by comparison, permanent. Both speaking and writing depend upon the underlying structures of language. Consequently, writing cannot ordinarily be read by someone not familiar with the linguistic structure underlying the oral form of the language. Yet writing is not merely the transcription of speech; writing frequently involves the use of special forms of language, such as those involved in literary and scientific works, that would not be produced orally. In any linguistic community the written language is a distinct and special dialect; usually there is more than one written dialect. Scholars account for these facts by suggesting that writing is related directly to language but not necessarily directly to speech. Consequently, spoken and written language may evolve somewhat distinctive forms and functions. These alternative relations may be depicted as follows:

writing

↑

speaking

writing ←

language

→

speaking

↑

language

Writing is an expression of language rather than simply a way of transcribing speech that gives to writing, and hence to written language and to literacy, its special properties. As long as writing was seen merely as transcription, as it was by such pioneering linguists as Ferdinand de Saussure and Leonard Bloomfield earlier in the 20th century, its conceptual significance was seriously underestimated. Once

writing was seen as providing a new medium for linguistic expression, its distinctness from speech was more clearly grasped. Scholars such as Milman Parry, Marshall McLuhan, Eric Havelock, Jack Goody, and Walter Ong were among the first to analyze the conceptual and social implications of using written as opposed to oral forms of communication.

Writing is merely one, albeit the most important, means of communicating by visible signs. Gestures—such as a raised hand for greeting or a wink for intimate agreement—are visible signs, but they are not writing in that they do not transcribe a linguistic form. Pictures, similarly, may represent events but do not represent language and hence are not a form of writing.

Writing: general classes

According to Olson (2019) writing consequently falls into two large general classes: those that are based on some aspect of meaning structure, such as a word or a morpheme, and those that are based on some aspect of the sound system, such as the syllable or the phoneme.

The earlier failure to recognize these levels of structure in language led some scholars to believe that some writing systems, so-called ideograms and pictograms, had been invented to express thought directly, bypassing language altogether. The 17th-century German philosopher Gottfried Leibniz set out to invent the perfect writing system, which would reflect systems of thought directly and thereby be readable by all human beings regardless of their mother tongues. It is now known

that such a scheme is impossible. Thought is too intimately related to language to be represented independently of it.

The importance of writing

Writing skills are an important part of communication. Good writing skills allow students to communicate their message with clarity and ease to a far larger audience than through face to face or telephone conversations.

Ramelan, (as cited in Sofiyatin, 2010), states that writing skills play a very important role in a modern society and are indispensable to the advancement of human civilizations.

According to Bloomsbury International (2015) to develop good writing skill in English, the best option is to encourage daily repetitive practice of English which can help the mastery over written English to be achieved. In 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. 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 which are described below:

Expository Writing

It is “intended to explain or describe something.” Most types of written work that fall into this category explain something in more detail, or provide insight and instruction in regards to a particular topic. It 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, news stories and others (Hunbbel, 2015).

Descriptive Writing

This type of writing goes deeper than expository writing. While expository writing might have some descriptive details and factual information, descriptive writing will make use of many writing elements and literary devices such as metaphors and similes (Hunbbel, 2015).

The purpose and goal of descriptive writing is to bring your reader into the written work as if the reader were to be experiencing it first hand. Most fictional pieces fall under the category of descriptive writing, and even some non-fiction pieces such as memoirs and creative non-fiction can fall under the category of a descriptive writing style.

Narrative writing

It is far more complex than simple descriptive writing. While a poem for example may describe a scene or even events or people – generally you do not get into the deep inner thoughts of the characters or even get a full story with a clear middle, beginning, and end complete with conflict and dialogue. Nearly all fiction novels

fall into the case of narrative writing, as well as longer epic poems and sagas (Hunbbel, 2015).

In narrative writing, there is a story to be told – a clear plot complete with setting, characters, dialogue, conflict and resolution. A narrative piece often has a timeline or sequence of events which further build to the point of conflict and resolution.

Persuasive Writing

It is a type of writing style where the purpose is to influence someone into believing or doing something. As the word “persuasive” suggests – your goal is to persuade someone’s actions or thoughts to align with your own goals as the writer (Hunbbel, 2015).

Persuasive writing is intended to convince someone of something, and so it usually needs to have a good bit of research and logical analysis – but also should attempt to make an emotional connection to the desired audience as well.

The components of writing

Jacobs (as cited in Jarrín, 2011), argues that there are five main components of Writing. They are content, organization, grammar, vocabulary and mechanics.

Content

The content of writing should be clear, well unified and completed in order that the readers understand and gain information from it. The main idea has to be explained and developed fully.

Organization

The process of organization of materials in writing involves coherence, order of importance, general to specific, specific chronological order and spatial pattern.

Coherence

It means all the ideas stick together and are in the right order. This does not make the reader get confused.

Order of importance

It is one of the most useful ways of arranging ideas in paragraph. It is necessary to start a paragraph with the most important idea or the central idea to catch the readers' attention.

General to specific

Begin with the topic sentences that make a general statement followed by supporting sentences. This is useful because it minimizes the chance for misunderstanding and is particularly effective for informing and clarifying.

Vocabulary

The effective use of words is one of the requirements of good writing. Words play dual roles; to communicate and to evoke, to let the readers perceive and feel. However, in scientific and technical writing, language should be exact and precise to convey specific meaning and design to communicate information but not the writer's feeling.

Language use: There are many opportunities for errors in the use of verbs and mistakes in arrangement are very common. Mistakes in written work are very serious since we have an opportunity to re-read and to correct what we have written. We should avoid errors in verbal forms, subject-verb agreement and pronoun antecedent agreement in a case of a noun or pronoun.

Mechanics: The use of favorable mechanics in writing will make it easy for readers to understand the ideas conveyed and other messages stated in the writing. Capitalization in writing can clarify ideas and avoid misunderstanding. Correct capitalization of a sentence will help the reader to differentiate one sentence to others.

Punctuation can be used as a unit of meaning and suggest how the units of its relation go to each other. The correct use and application of the different components of writing (content, organization, grammar, mechanics and vocabulary) can lead someone to be successful in all the pieces of writing and in all the types of writing.

Writing assessment

According to Reading Rockets (2010), there are several ways to assess writing. The most common method is to use some sort of rubric. Items on the rubric range from state-mandated writing standards to individual items specific to an assignment. Other forms of writing assessment use checklists or rating scales.

A teacher isn't the only one who can assess a writing sample. Students can assess their own writing by working in pairs or small groups. Small groups of students can

meet and conference about one piece or each student can bring a piece to exchange and have reviewed. As with any good assessment, the purpose should drive the procedure (Rockets, 2010).

f. METHODOLOGY

Design of the research

The action research model by Kemmis and McTaggart (2002) will be applied in this research work, which is one form of classroom centered-research focus on a particular issue to solve in the classroom by understanding, evaluating and changing a situation, connecting the research to practice. Identify the problem is the first step, after we plan a change, an improvement and finally we implement the change and we observe the final results.

Action research in education involves finding immediate solutions to the teaching-learning process. According to Burns (2010) the principal aim of action research is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. Action Research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This research work is considered as an action research because it includes planning, acting and observing, and reflect on suggestions. The researcher starts from a detected problem, plans an action in order to solve that problem, the practitioner applies the strategy proposed, and reflects on the possible outcomes after finishing the intervention stage which will be reported in the thesis work.

This action research aims to improve the students' writing skills through the use of games. This research will allow the teacher candidate to become a participant to

study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of different games to enrich the second year of Bachillerato students English writing skills at Unidad Educativa “Manuel Ignacio Monteros Valdivieso” during the 2018 – 2019 school year.

Methods, techniques and instruments

Methods

To carry out this research it is important to consider the most appropriate methods, which will guide the researcher to use and apply them in the different action research steps. They are the following:

The Scientific method will facilitate the study of variables: writing skills and games. It will help the researcher to develop the phases in the observations before and during the intervention. In addition, this method will also assist the researcher during the prediction of the possible solution of the research problem. The information that will be collected will help to design the data collection, instruments, the plans and to support the analysis of the results.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will help to explain and analyze how the use of games as a motivational strategy help students to improve writing skills and to explain and analyze the object of the investigation.

The statistical method through which the researcher will collect and analyze all the answers which will be represented in graphics to indicate the percentages and

results obtained in the questionnaires and tests applied to students to then give a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw up the respective conclusions.

The analytic/ synthetic method will help the researcher to analyze all the information gathered through the observation sheet, filed notes, questionnaires and the pre and posttest, and then to make the interpretation and logical analysis of the data and to draw up the conclusions.

Techniques and Instruments

Data Collection

Both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics, whereas qualitative research considers an understanding of words and action. Qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. The researcher will gather the necessary information from paper and tests which are quantitative; meanwhile, qualitative data instruments will come from questionnaires observations sheets, and filed notes.

Tests: Two written tests will be used. A pre-test will be used at the beginning of the intervention plan which will contain five guided questions directed to diagnose the level of writing skills. Each question will be related to the topics that students have already studied. The same test will be used as a post-test 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 / Post – test: These will be given at the beginning and at the end of the intervention plan; at the beginning it will be given to measure the performance of writing skills that students have; and, at the end to measure the performance of writing skills achieved by the students after the intervention plan designed in this research project with the activities applied in order to make a pretest-posttest comparison of second year “A” of Bachillerato students’ performance.

Questionnaires: A pre- questionnaire will be applied at the beginning of the intervention in order to get information about the students’ perception in writing skills inside the classroom. It will contain 5 multiple-choice questions. At the end of the intervention plan, the same questionnaire will be applied as post-questionnaire in order to verify if games as a motivational strategy had a positive or negative impact on the improvement of the students’ writing skills. Both questionnaires will be developed in class, so that the researcher will give a clear explanation to students and clarify any students’ questions.

Observation: Will allow the researcher to know the facts in a participative and no participative way. The observation will be developed through an observation sheet and a field notes sheet. It will also be used to keep evidence of what happened in class. Then, it will help to analyze and ponder on the findings when the plan ended. There will be two types of observation as detailed below:

Nonparticipant observation

In nonparticipant observation, the researcher is not part in the situation being only an observer. The researcher will observe and record students’ behaviors but will not interact or participate in the setting under study. The objective of this

nonparticipant observation is to identify the issue for this action research project which will be supported through the participant observation (Gay, Mills, Airasian, 2012). The instrument for the nonparticipant observation will be the observation sheet.

Observation sheet: during the nonparticipant observation, the researcher will need an observation sheet to record the students' behaviors showing their writing skills. This observation sheet will be a self-developed instrument that will describe accurately and comprehensively the indicators of all the relevant aspects of the dependent variable.

Participant observation

In the participant observation, the researcher will become an active participant in the situation being observed. The researcher will participate in the problematic situation by means of games as a motivational strategy in order to improve writing skills among second year of Bachillerato at Unidad Educativa Manuel Ignacio Monteros Valdivieso during the 2018 – 2019 school year. The instrument of this participant observation will be the field notes sheet.

Field notes: They will record a description of the events, activities, and people (e.g., what happened, what they did, what were their attitudes). The researcher will evidence the participants' behaviors, attitudes and feelings toward the implementation of games to improve writing skills.

Population

The population that will be considered in this research will be the students of second year “A” of Bachillerato at Unidad Educativa Manuel Ignacio Monteros Valdivieso, during the 2018 – 2019 school year. There are nineteen students; most of them are sixteen to seventeen years old. They have English classes five hours a week for a period of forty minutes during ten weeks with the English teacher who will also take part in this project.

Intervention plan description

The intervention plan is designed based on a lesson plan model that contains three stages: Activation (before), Connection (during) and Affirming (after) (Herrera, Holmes, & Kavimandan, 2012). These lesson plans will cover forty hours of instruction in eight consecutive weeks of intervention.



**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 Valdivieso”

Teacher: Dra. Victoria Enid Aguilar

Teacher Candidate: Erika Janela Cajamarca Gordillo

Participants: 2nd BGU “A”

School Year: 2018-2019

Topic: Dealing with Difficult Situations.

RESEARCH PROBLEM: How does the application of Games as a motivational strategy improve writing skill among students of second year “A” of Bachillerato, afternoon session 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 their writing skills using games as a motivational strategy focused on the following aspects: Verb Tenses , Adjectives, Nouns, Spelling, and Transition Words.		
LEARNING OBJECTIVES: At the end of this lesson students will be able:		
<ul style="list-style-type: none"> • To identify the verbs in simple present and simple past. • To write sentences using verbs in simple present tense. • To describe real difficult situations using verbs in simple past tense. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial expressions • A thorny issue 	ACTIVATION <ul style="list-style-type: none"> • Teacher introduces the learning outcomes to the class using the projector 	<ul style="list-style-type: none"> • English Students’ book • English Teachers’ book • Paragraph

<ul style="list-style-type: none"> • Make your blood run cold • Can't stand the pace <p>• Structures</p> <ul style="list-style-type: none"> • Verb Tenses • Sentences in Simple Present and Simple Past. <p>Key Words</p> <ul style="list-style-type: none"> • homework procrastination, school pressure, bullying incidents, parental pressure, body image, identity search, rejection feelings 	<ul style="list-style-type: none"> • Teacher presents the verb tenses (simple present and simple past) making a list with some examples. <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher applies the Verb Tree Game. • Teacher draws a large tree with many branches on the board. • Teacher asks students what is missing from the tree and elicit the word 'leaves'. • Teacher tells students that they are going to provide leaves for the tree. • Teacher gives students a piece of paper cut into the shape of a leaf. • Teacher divides the students into two teams. (A and B). • Teacher tells students to each think on a different verb and write it on their paper. • The team members then discuss what verb each student should write. • When the students have finished teacher invites a student from the team A to come up to the board with their leaf. • The student says the verb and its tense loudly and sticks the verb on the tree. • Team B has a minute to make a meaningful sentence with the verb and write it on the board. If they are able to do this the team scores one point. 	<ul style="list-style-type: none"> • Flipchart • Worksheets
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	<ul style="list-style-type: none"> • A student from the team B comes to the board with their leaf and team A tries to make a sentence. (This continues until all the verbs are on the tree). • The two team have to use the verbs or sentences from the board to create a story, the best story team score one point. • The team with the most points wins the game. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students individually complete the activities on page 74-76 in the English book, then students write the correct form of the verb in the sentences and write a story about a difficult situation they have ever faced using the simple past tense. 	
<p>MONITORING PLAN: Data Source 1: Pre-test / pre-questionnaire</p> <p>Data Source 2: worksheet</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



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ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK N° 2

INFORMATIVE DATA

Institution: Unidad Educativa “Manuel Ignacio Monteros Valdivieso”

Teacher: Dra. Victoria Enid Aguilar

Teacher Candidate: Erika Janela Cajamarca Gordillo

Participants: 2nd BGU “A”

School Year: 2018-2019

Topic: The Teenage Brain

RESEARCH PROBLEM: How does the application of Games as a motivational strategy improve writing skill among students of second year “A” of Bachillerato, afternoon session 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 their writing skills using games as a motivational strategy focused on the following aspects: Verb Tenses, Adjectives, Nouns, Spelling, and Transition Words.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To memorize the verbs tenses used to write a paragraph about The Teenage Brain. • To identify the correct meaning of some adjectives. • To write a story using verbs and adjectives. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial expressions • To give the heebie-jeebies 	ACTIVATION <ul style="list-style-type: none"> • Teacher presents the learning objectives using the board. 	<ul style="list-style-type: none"> • English Students’ book • English Teachers’ book

<ul style="list-style-type: none"> • To kick oneself • Structures • Authoritative arguments. • Verb Tenses <p>Key Words</p> <ul style="list-style-type: none"> • Behavior, brain, vulnerabilities, abuse, decision making, adulthood. 	<ul style="list-style-type: none"> • Teacher presents some adjectives with example using cards. <p style="text-align: center;">CONNECTION</p> <ul style="list-style-type: none"> • Teacher applies the Verb Tree Game. • Teacher draws a large tree with many branches on the board. • Teacher asks students what is missing from the tree and elicit the word ‘leaves’. • Teacher tells students that they are going to provide leaves for the tree. • Teacher gives students a piece of paper cut into the shape of a leaf. • Teacher divides the students into two teams. (A and B). • Teacher tells students to each think on a verb and an adjective and write it on their paper. • The team members then discuss what words each student should write. • When the students have finished teacher invites a student from the team A to come up to the board with their leaf. • The student says the word (verb or adjective) and its tense loudly and sticks it on the tree. • Team B has a minute to make a meaningful sentence with the verb and the adjective and write it on the board. If they are able to do this the team scores one point. 	<ul style="list-style-type: none"> • Paragraph • Worksheet
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	<ul style="list-style-type: none"> • A student from the team B comes to the board with their leaf and team A tries to make a sentence. (This continues until all the words are on the tree). • The two team have to use the verbs, adjectives or sentences from the board to create a story, the best story team score one point. • The team with the most points wins the game. • Teacher provides the feedback. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students individually complete the activities on page 76-79 in the English book, then Students choose five verbs and five adjectives of the Tree and write a story. 	
<p>MONITORING PLAN: Data Source 1: Assessment Sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 13th to May 17th, 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



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ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK N° 3

INFORMATIVE DATA

Institution: Unidad Educativa “Manuel Ignacio Monteros Valdivieso”

Teacher: Dra. Victoria Enid Aguilar

Teacher Candidate: Erika Janela Cajamarca Gordillo

Participants: 2nd BGU “A”

School Year: 2018-2019

Topic: Amazing Things to Do

RESEARCH PROBLEM: How does the application of Games as a motivational strategy improve writing skill among students of second year “A” of Bachillerato, afternoon session 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 their writing skills using games as a motivational strategy focused on the following aspects: Verb Tenses, Adjectives, Nouns , Spelling, and Transition Words.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To learn how to write a paragraph about Amazing Things to Do using the correct adjectives. • To select the correct Noun and adjectives to form sentences about sports. • To choose one sport and describe it using adjectives. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Idioms and Colloquial expressions Travel on a shoestring	ACTIVATION <ul style="list-style-type: none"> • Teacher pastes on the board some cards of different colors: yellow for nouns and green for adjectives. 	<ul style="list-style-type: none"> • English Students’ book • English Teachers’ book

<p>Structures</p> <ul style="list-style-type: none"> • Reported Speech • Nouns • Adjectives to describe sports. <p>Key Words</p> <ul style="list-style-type: none"> • Kite surfing, snowboarding, scuba diving, surfing, rappelling, rock climbing, kayaking, mountain biking, hiking, snorkeling, tobogganing, helicopter rides 	<ul style="list-style-type: none"> • Teacher presents a paragraph about Holiday Destinations using the nouns and adjectives previously pasted. <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher applies Crazy Sentences game. • Teacher divides the class is divided into four teams • Each team is given a set of adjective cards and a set of noun cards, which they shuffle and place face down on the desk in two separate piles. • Students has three-minute time limit is set and each team turns over one adjective card and one noun card. • The teams then race to construct the longest sentence possible with the adjective and noun and write it on the board. • When the three minutes are up, each team’s sentence is checked. One point is awarded if a sentence is grammatically correct. One point is awarded for inventiveness. One point is also given for every word in the sentence. • If a team writes a grammatically incorrect sentence, they score no points, but other teams can steal a point by successfully correcting the sentence. • Teams then discard the adjective and noun, turn over two new cards and the game is repeated. This continues until all the cards have been used. • The team with the most points at the end of the game wins. 	<ul style="list-style-type: none"> • Paragraph • Worksheet
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	<p style="text-align: center;">AFFIRMING</p> <ul style="list-style-type: none"> • Students work individually writing a paragraph about one sport from the pictures using nouns and adjectives structures. 	
<p>MONITORING PLAN: Data Source 1: paragraph, Data Source 2: worksheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 20th to May 24th, 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



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ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK N°4

INFORMATIVE DATA

Institution: Unidad Educativa “Manuel Ignacio Monteros Valdivieso”

Teacher: Dra. Victoria Enid Aguilar

Teacher Candidate: Erika Janela Cajamarca Gordillo

Participants: 2nd BGU “A”

School Year: 2018-2019

Topic: Living Like a King

RESEARCH PROBLEM: How does the application of Games as a motivational strategy improve writing skill among students of second year “A” of Bachillerato, afternoon session 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 their writing skills using games as a motivational strategy focused on the following aspects: Verb Tenses, Adjectives, Nouns , Spelling, and Transition Words.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To use idioms and colloquial expressions in informal conversations. • To list nouns using to describe accommodations. • To write a paragraph using as much nouns as possible. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Idioms and Colloquial expressions <ul style="list-style-type: none"> • To catch some rays • To live like a king 	ACTIVATION <ul style="list-style-type: none"> • Teacher play a song and students identify adjectives and write them on their notebooks. 	<ul style="list-style-type: none"> • English Students’ book • English Teachers’ book • Pictures

<ul style="list-style-type: none"> • To travel light <p>Structures</p> <ul style="list-style-type: none"> • Tag questions • Nouns <p>Key Words</p> <ul style="list-style-type: none"> • Terribly pale, live in a palace, luxuriously, luggage, suntan. 	<ul style="list-style-type: none"> • Teacher presents some pictures about nouns with their corresponding adjective. <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher applies the Mystery Word Game. • Teacher divides the class in two groups. • Teacher provides the students some cards, markers and glue. • Teacher tells the students they are going to write a mystery word, could be a noun or an adjective from the pictures previously seen. • Students write the word in the card. • Students write some clues on the card about the word they have chosen. • Each one of the members of the group must pass in front of the class and gives a few clues about the word (whether it is a noun, or an adjective, how many letters it has, what it starts or ends with, etc.) • Students form the other group try to guess the correct word. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students work individually using the adjectives studied to complete the activities in the English book, then students write sentences using adjectives to describe accommodations to Living Like a King. 	<ul style="list-style-type: none"> • Worksheet
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MONITORING PLAN:

Data Source 1: paragraph,

Data Source 2: worksheet

SUPPORT: Coaching and guidance from our thesis advisor.

TIME: May 27th to May 31st, 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



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ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK N° 5

INFORMATIVE DATA

Institution: Unidad Educativa “Manuel Ignacio Monteros Valdivieso”
Teacher: Dra. Victoria Enid Aguilar
Teacher Candidate: Erika Janela Cajamarca Gordillo

Participants: 2nd BGU “A”
School Year: 2018-2019
Topic: Holyday Destination

RESEARCH PROBLEM: How does the application of Games as a motivational strategy improve writing skill among students of second year “A” of Bachillerato, afternoon session 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 their writing skills using games as a motivational strategy focused on the following aspects: Verb Tenses, Adjectives, Nouns , Spelling, and Transition Words.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To learn how to write a paragraph about Holyday using nouns. • To select the correct Noun to form sentences related to places to visit on Holyday. • To write a complete paragraph using nouns. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Idioms and Colloquial expressions <ul style="list-style-type: none"> • Get away from 	ACTIVATION <ul style="list-style-type: none"> • Teacher divides the class in two groups, then a member of each group takes a flashcard where there is 	<ul style="list-style-type: none"> • English Students’ book • English Teachers’ book

<ul style="list-style-type: none"> • Pop in <p>Structures</p> <ul style="list-style-type: none"> • Reported Speech • Nouns <p>Key Words</p> <ul style="list-style-type: none"> • So beautiful, country boarder zone, such organized transportation, waterfalls, beach, rappelling adventure, cliff face, canoeing and kayaking, rafting, camping, falls, tourists. 	<p>a picture showing an action that the student has to perform to each group. Finally, the other group has to guess the performed action.</p> <ul style="list-style-type: none"> • Teacher introduces the Noun using pictures and helps students to form sentences <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher applies the Mystery Word Game. • Teacher divides the class in two groups. • Teacher provides the students some cards, markers and glue. • Teacher tells the students they are going to write a mystery word, could be a noun or an adjective from the pictures previously seen. • Students write the word in the card. • Students write some clues on the card about the word they have chosen. • Each one of the members of the group must pass in front of the class and gives a few clues about the word (whether it is a noun, or an adjective, how many letters it has, what it starts or ends with, etc.) • Students form the other group try to guess the correct word. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students individually paste a picture about a place to visit on Holydays and describe it using the nouns previously learned. 	<ul style="list-style-type: none"> • Pictures • Flashcards • Worksheet
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MONITORING PLAN:

Data Source 1: paragraph,

Data Source 2: worksheet

SUPPORT: Coaching and guidance from our thesis advisor.

TIME: June 3rd to June 7th, 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



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INTERVENTION AND OBSERVATION PLAN WEEK N°6

INFORMATIVE DATA

Institution: Unidad Educativa “Manuel Ignacio Monteros Valdivieso”

Teacher: Dra. Victoria Enid Aguilar

Teacher Candidate: Erika Janela Cajamarca Gordillo

Participants: 2nd BGU “A”

School Year: 2018-2019

Topic: What would you have done if...?

RESEARCH PROBLEM: How does the application of Games as a motivational strategy improve writing skill among students of second year “A” of Bachillerato, afternoon session 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 their writing skills using games as a motivational strategy focused on the following aspects: Verb Tenses, Adjectives, Nouns, Spelling , and Transition Words.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To recognize word errors on the Third Conditional. • To correct the misspelling words in a paragraph. • To write sentences using the Third Conditional and spell it correctly. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Idioms and Colloquial expressions <ul style="list-style-type: none"> • Cry over spilled milk 	ACTIVATION <ul style="list-style-type: none"> • Teacher introduces the learning objectives to the class on the board. 	<ul style="list-style-type: none"> • English Students’ book • English Teachers’ book

<p>Structures</p> <ul style="list-style-type: none"> • Third Conditional <p>Key Words</p> <ul style="list-style-type: none"> • Fail, procrastination, wrong at school, facing, management, lack of concentration, decision making, distract. 	<ul style="list-style-type: none"> • Teacher presents the grammar topic: Third Conditional. • Students read the debate to check the correct form of the verbs. • Students make a list of the underlined words in the debate. <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher applies the Backdraw game. • Teacher divides the class in two groups. • The teams sit down in rows facing the board. There are two actions that the students need to know before playing the game. Tapping the shoulder means repeat the spelling. Nodding the head means okay continue. • Teacher shows a different word with the same amount of letters to the student at the back of each row. • The last student draws the word, letter by letter onto the back of the person in front of them. For example, if the word was 'taxi', the student would draw the 'T'. • If the student in front of them knows the letter, they nod their head. If they are unsure of the letter, they tap their shoulder so the student can re-write the letter on their back. • This continues until the word is complete. • Then, the next student draws the word onto the back of the person in front of them. • When the word reaches the person at the front of the line, the student stands up and writes it on the board. 	<ul style="list-style-type: none"> • Pictures • Paragraph • Worksheet
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	<ul style="list-style-type: none"> • The first team to spell the word correctly scores a point. The student at the front then moves to the back and everyone moves up one space. • The team with the most points at the end of the game wins. • Teacher gives the correct feedback. <p style="text-align: center;">AFFIRMING</p> <ul style="list-style-type: none"> • Students correct the misspelling words using the worksheet. 	
<p>MONITORING PLAN: Data Source 1: paragraph, Data Source 2: worksheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 10th to June 14th, 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



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INTERVENTION AND OBSERVATION PLAN WEEK N° 7

INFORMATIVE DATA

Institution: Unidad Educativa “Manuel Ignacio Monteros Valdivieso”

Teacher: Dra. Victoria Enid Aguilar

Teacher Candidate: Erika Janela Cajamarca Gordillo

Participants: 2nd BGU “A”

School Year: 2018-2019

Topic: Going on Vacation

RESEARCH PROBLEM: How does the application of Games as a motivational strategy improve writing skill among students of second year “A” of Bachillerato, afternoon session 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 their writing skills using games as a motivational strategy focused on the following aspects: Verb Tenses, Adjectives, Nouns, Spelling, and Transition Words.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To discover some transition words used to describe an experience travelling on vacation. • To correct misspelling transition words. • To describe vacation experiences using the correct spelling of the transition words. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial expressions • To look forward to 	ACTIVATION <ul style="list-style-type: none"> • Teacher presents some Transition Words using a flipchart. 	<ul style="list-style-type: none"> • English Students’ book • English Teachers’ book

<ul style="list-style-type: none"> • Hurry up <p>Structures</p> <ul style="list-style-type: none"> • Tag Questions • Transition Words <p>Key Words</p> <ul style="list-style-type: none"> • holiday destinations, weather, typical food, activities and attractions. 	<ul style="list-style-type: none"> • Teacher writes some sentences on the board about Places to visit on Vacation with some misspelling transition words. • Students underline the misspelling words and make a list on their notebooks. <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher applies the Backdraw game. • Teacher divides the class in two groups. • The teams sit down in rows facing the board. There are two actions that the students need to know before playing the game. Tapping the shoulder means repeat the spelling. Nodding the head means okay continue. • Teacher shows a different word with the same amount of letters to the student at the back of each row. • The last student draws the word, letter by letter onto the back of the person in front of them. For example, if the word was 'taxi', the student would draw the 'T'. • If the student in front of them knows the letter, they nod their head. If they are unsure of the letter, they tap their shoulder so the student can re-write the letter on their back. • This continues until the word is complete. • Then, the next student draws the word onto the back of the person in front of them. • When the word reaches the person at the front of the line, the student stands up and writes it on the board. 	<ul style="list-style-type: none"> • Flip chart • Paragraph • Worksheet
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	<ul style="list-style-type: none"> • The first team to spell the word correctly scores a point. The student at the front then moves to the back and everyone moves up one space. • The team with the most points at the end of the game wins. • Teacher gives the correct feedback. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students write a paragraph describing a vacation experience using the correct spelling of the transition words. 	
<p>MONITORING PLAN: Data Source 1: flipchart, Data Source 2: worksheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 17th to June 21st, 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



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INTERVENTION AND OBSERVATION PLAN WEEK N° 8

INFORMATIVE DATA

Institution: Unidad Educativa “Manuel Ignacio Monteros Valdivieso”

Teacher: Dra. Victoria Enid Aguilar

Teacher Candidate: Erika Janela Cajamarca Gordillo

Participants: 2nd BGU “A”

School Year: 2018-2019

Topic: Amazing Things to Do

RESEARCH PROBLEM: How does the application of Games as a motivational strategy improve writing skill among students of second year “A” of Bachillerato, afternoon session 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 their writing skills using games as a motivational strategy focused on the following aspects: Verb Tenses, Adjectives, Nouns, Spelling, and Transition Words .		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To learn how to write a paragraph about Amazing Things to Do using the correct adjectives. • To select the correct Noun and adjectives to form sentences about sports. • To choose one sport and write a paragraph using Transition Words. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Idioms and Colloquial expressions Travel on a shoestring	ACTIVATION <ul style="list-style-type: none"> • Teacher pastes on the board some cards with transition words in sentences. 	<ul style="list-style-type: none"> • English Students’ book • English Teachers’ book

<p>Structures</p> <ul style="list-style-type: none"> • Reported Speech • Nouns • Adjectives to describe sports. <p>Key Words</p> <ul style="list-style-type: none"> • Kite surfing, snowboarding, scuba diving, surfing, rappelling, rock climbing, kayaking, mountain biking, hiking, snorkeling, tobogganing, helicopter rides 	<ul style="list-style-type: none"> • Teacher presents a paragraph about a Beautiful Place to Visit on Holidays. <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher applies Crazy Sentences game. • Teacher divides the class into four teams • Each team is given a set of transition words cards, which they shuffle and place face down on the desk in two separate piles. • Students has three-minute time limit is set and each team turns over one-word card. • The teams then race to construct the longest sentence possible with the word on the board. • When the three minutes are up, each team’s sentence is checked. One point is awarded if a sentence is grammatically correct. One point is awarded for inventiveness. One point is also given for every word in the sentence. • If a team writes a grammatically incorrect sentence, they score no points, but other teams can steal a point by successfully correcting the sentence. • Teams then discard the transition word, turn over two new cards and the game is repeated. This continues until all the cards have been used. • The team with the most points at the end of the game wins. 	<ul style="list-style-type: none"> • Paragraph • Worksheet
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	<p>AFFIRMING</p> <ul style="list-style-type: none"> • Students individually complete the English Book Activities and then writing a paragraph about sport using transition words. 	
<p>MONITORING PLAN: Data Source 1: paragraph, Data Source 2: worksheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 24th to June 28th, 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

h. BUDGET AND FINANCING

EXPENSES	COST
Internet connection	\$180.00
Print of reports	\$50.00
Print of the project	\$20.00
Print of the final report and thesis	\$30.00
Unexpected expenses	\$420.00
Total	\$700.00

Financing

The financing of the expenses derived from the present research work will be assumed by the research author. All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

Resources

Human

- The teacher candidate
- Students of Second year “A” of Bachillero afternoon session
- The thesis advisor

Material

- Flashcards
- Flip charts
- Pictures

- Paragraphs
- Book
- Sheets of paper
- Notebook
- Real objects

Technical

- Computer
- Projector
- Printer
- Internet

i. BIBLIOGRAPHY

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j. ANNEXES

Anexx 1: Observation sheet



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

DATA COLLECTION SOURCE: OBSERVATION SHEET

Researcher: Erika Janela Cajamarca Gordillo

OBSERVATION SHEET					
Observation #: Topic: Objective of the session: Observation to the students	Date/Time: Participants: Students of Second year “A” of Bachillerato & The researcher			Role of the researcher: Nonparticipant observer Duration of the observation:	
Things to be observed	Levels of Acceptability				Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Verb tenses					
Adjectives					
Nouns					
Spelling					
Transition words					

Annex 2: Field Notes



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COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT**

DATA COLLECTION SOURCE: FIELD NOTES

Researcher: Erika Janela Cajamarca Gordillo

FIELD NOTES		
Observation #: Topic: Objective of the session:	Date/Time: Class size: Participants: Students of second year “A” of Bachillerato & The researcher	Role of the researcher: Participant observer Duration of the observation:
Description of the event		Reflective Notes

Annex 3: Pre and Post-test& Scoring guide (Rubric)



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

DATA COLLECTION SOURCE: PRE/POST TEST

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

Student's code:

Date:

1. Write a noun for each category. (Nouns) (1 Point)

- 1. Colors
- 2. Food
- 3. Drinks
- 4. Animals

2. Classfy the following nouns in the correct category. (Nouns) (1 Point)

- | | |
|-----------|--------------------------------------|
| Raccoon | <input type="text" value="ANIMALS"/> |
| Black | |
| Hamburger | <input type="text" value="DRINKS"/> |
| Noodles | |
| Shrimp | <input type="text" value="COLORS"/> |
| Pink | |
| Milkshake | |
| Coke | <input type="text" value="FOOD"/> |

6. Fill in the gaps with a word from the box. Only use each word once. (Adjectives) (1 Point)

selfish crafty sensitive sensible strict
shy mean reliable stubborn cheerful

1. Janet is incredibly..... . She always arrives on time and does her job well.
2. It's impossible to say anything to him. One word and he starts crying. He is so
3. When she was a child, her parents were incredibly Whenever she did the smallest thing wrong, they would send her to bed.
4. Ann is such a girl. She is always laughing and smiling.
5. When I broke my leg, the nurse was so that she hardly hurt me at all.

7. Circle the transition words in the following sentences. (Transition words) (1 Point)

- a. I like to go to the opera; in fact, it's my favorite type of entertainment.
- b. No one expected so many people at the party; consequently, we ran out of food.
- c. The weather was very bad; even so, the farmer had to milk the cow.
- d. The class finished the test early; therefore, they were allowed to read quietly before the bell.
- e. The roof is leaking in the old house; furthermore, the brick is crumbling.

8. Complete the sentences using transition words (but, and, so, because, or). (Transition words) (1 Point)

- a. It was very sunny last Sunday, we went to the beach.
- b. I've got a brother.....a sister
- c. Would you like meat vegetables for lunch.
- d. My father likes football he doesn't like basketball.
- e. We aren't going to the bank it is closed.

9. Correct the misspelling words in the following sentences. (Spelling) (1 Point)

- a. I am studi~~y~~ng for the test.
- b. The girl was cryng because she broke her leg.
- c. My father is coking because my mother is sick.
- d. The school where you are teching is fantantic.
- e. You were loking for a new job.

10. Circle the correct spelling in the following words. (Spelling) (1 Point)

- 1. advantage advantege adventage
- 2. dispite despite despote
- 3. further more furthermore farthermore
- 4. according to acording to accordding to
- 5. in my opinien in my opinnion in my opinion

.....

Students' signature

Test Scoring Guide (Rubric)

- 1. Write a noun for each category. Nouns (1 Point)**
 1. Colors Answers may vary (0.25)
 2. Food Answers may vary(0.25)
 3. Drinks Answers may vary(0.25)
 4. Animals Answers may vary(0.25)

- 2. Classfy the following nouns in the correct category. (Nouns) (1 Point)**

Animals: Raccoon, shrimp (0.25)

Drinks: Milkshake, coke (0.25)

Colors: Black, Pink (0.25)

Food: Hamburger, noodles (0.25)

- 3. Relate the pictures with the corresponding verb. (Verbs) (1 Point)**
 1. Sing (0.20)
 2. Dance (0.20)
 3. Play (0.20)
 4. Cry (0.20)
 5. Write (0.20)

- 4. Complete the sentences with the corresponding verb. (Verb) (1 Point)**
 1. take (0.25)
 2. travelling (0.25)
 3. stay (0.25)
 4. missed (0.25)

- 5. From the following reading underline the adjectives. (Adjectives) (1 Point)**
 1. Small, strong, shy (0.25)
 2. Outgoing, pretty (0.25)
 3. Long, curly, brown (0.25)
 4. Blue, optimistic, youthful, old (0.25)

- 6. Fill in the gaps with a word from the box. (Adjectives) (1 point).**
 1. Reliable (0.20)
 2. Sensitive (0.20)
 3. Strict (0.20)

- 4. Cheerful (0.20)
- 5. Shy (0.20)

7. Circle the transition words in the following sentences. (Transition words) (1 point).

- a. In fact (0.20)
- b. Consequently (0.20)
- c. Even so (0.20)
- d. Therefore (0.20)
- e. Furthermore (0.20)

8. Complete the sentences using transition words (but, and, so, because, or). (Transition words) (1 point).

- a. so (0.20)
- b. and (0.20)
- c. or (0.20)
- d. but (0.20)
- e. because (0.20)

9. Correct the misspelling words in the following sentences. (Spelling) (1 Point)

- a. studying (0.20)
- b. crying (0.20)
- c. cooking (0.20)
- d. teaching, fantastic (0.20)
- e. looking (0.20)

10. Circle the correct spelling in the following words. (Spelling) (1 point).

- 1. advantage (0.20)
- 2. despite (0.20)
- 3. furthermore (0.20)
- 4. according to (0.20)
- 5. in my opinion (0.20)

Annex 4: Pre and Post Questionnaire



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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 your English teacher use verb tree games to teach verbs in class?

- Always ()
- Frequently ()
- Sometimes ()
- Never ()

2. To what extent do you think that your teacher employs crazy sentences game to improve your writing skills?

- High ()
- Moderate ()
- Low ()
- None ()

3. How important do you think is the use of the mystery word game to enrich your writing skills?

- Very important ()
- Moderately important ()
- Slightly important ()
- Not important at all ()

4. How much do you learn when your instructor uses backdraw game in the English classes?

A great deal ()

Much ()

Somewhat ()

Nothing ()

5. How motivated do you feel when your teacher applies games to improve your writing skills?

Very motivated ()

Moderately motivated ()

Slightly motivated ()

Not motivated at all ()

Thanks for your collaboration.

Annex 5: Research Matrix

Theme: Using games as a motivational strategy to improve writing skills among students of second year “A” 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 Framework	Methodological Research (Action Research)	Techniques and Instruments
<p>General How does the application of games as a motivational strategy improve writing skills among students of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year?</p>	<p>General To improve writing skills through the application of games among students of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, during the 2018- 2019 school year.</p> <p>Specific</p> <ul style="list-style-type: none"> • To research the theoretical and methodological 	<p>Independent variable</p> <ul style="list-style-type: none"> • A Brief History of Games • Definition • Importance of Games • The Essential elements of a game • Rules of using games in the language classroom • The teacher’s role • Benefits of using games 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing the English classes • Stating the background of the problem • Describing current situation • Locating and reviewing the literature • Creating a methodological framework for the research 	<ul style="list-style-type: none"> • Observation sheet • Pre and Post test • Pre and Post questionnaires • Field notes

<p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about games are useful to improve writing skills among students of second year “A” 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 second year “A” of Bachillerato, afternoon session at Unidad Educativa 	<p>references about the application of to improve writing skills among students of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, during the 2018- 2019 school year.</p> <ul style="list-style-type: none"> • To diagnose the issues that limit the improvement of writing skills among students of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, during the 2018- 2019 school year. 	<ul style="list-style-type: none"> • Types of games • Classification of games • The games landscape • Games for writing skills <p>Dependent variable</p> <ul style="list-style-type: none"> • Definition • Writing as a system of signs • Writing: general classes • The Importance of Writing • Types of Writing Styles • The Components of Writing • Writing assessment 	<ul style="list-style-type: none"> • Designing and intervention plan <p>Intervention and observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing and monitoring students’ performance according to the intervention plan • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report 	
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<p>Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?</p> <ul style="list-style-type: none"> • What are the phases of the intervention plan that address the current issues to improve writing skills among students of second year “A” 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 the most suitable to improve writing skills among students 	<ul style="list-style-type: none"> • To design an intervention plan based on the application of games to improve writing skills among students of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, during the 2018- 2019 school year? • To apply the most suitable games as part of the classroom activities to improve writing skills among students of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio 			
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<p>of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?</p> <ul style="list-style-type: none"> • How effective was the application of games as a motivational strategy to improve writing skills among students of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year. 	<p>Monteros Valdivieso, during the 2018- 2019 school year?</p> <ul style="list-style-type: none"> • To validate the obtained results after the application of games as a motivational strategy to improve writing skills among students of second year “A” of Bachillerato, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year? 			
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Annex 6: Grading Scales

Games

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

Writing skills

Quantitative score range	Qualitative score range
81-100	High level of writing skills
61-80	Expected level of writing skills
41-60	Moderate level of writing skills
21-40	Unexpected level of writing skills
01-20	Low level of writing skills

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