Faculty: Pedagogical Sciences

Department: Foreign Languages

MAJOR PAPER

WRITING SKILLS IN THE CONTEMPORARY SENIOR HIGH ENGLISH LEARNING

Authoress: Liannis Rachel Suárez Hernández

City: Sancti Spíritus

Academic year: 2017-2018

UNIVERSIDAD DE SANCTI SPÍRITUS
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Thought:

… ‘’ no hay placer como este de saber de dónde viene cada palabra que se usa, y a cuánto alcanza; ni hay nada mejor para agrandar y robustecer la mente que el estudio esmerado y la aplicación oportuna del lenguaje. Siente uno, luego de escribir, orgullo de escultor y pintor’’.

(Martí Pérez, J., 2000, p. 234)

DEDICATION:

To my family, for being supportive throughout my endevour in my Major Paper.

To my tutor Geonel Rodríguez Pérez, for taking us by the hand to achieve the ultimate goal of this Major Paper.

To the Revolution, for giving me the opportunity of being a professional.

To all my friends.

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-To my tutor for always being present and dedicating me all his effort and comprehension.

-To every person who has contributed to my professional formation.

-To my family who helped me and guided me.

-To all my friends.

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Abstract

This Major Paper is carried out due to the insufficiencies found in the writing skills in students from tenth grade at Eduardo Garcia Delgado School, in Trinidad municipality. The work makes a deep bibliographical revision and analysis of the documents and publications related to this topic and it makes a readaptation of some theories and practices entailed to the sample characteristics and the diagnosis. The diploma has as purpose the elaboration of teaching aids to foster the writing skills in the preuniversity students from tenth grade. The teaching aids shown here are according to the level of the students, they accomplish the motivational and inspiring elements to achieve the purpose stated. To carry out the work some empirical, theoretical and statistical methods were employed among them the interview, the survey, the observation guide and from the theoretical level the analysis and synthesis, the inductive-deductive and the descriptive analysis to support and sustain the effectiveness of the activities. This work provides students with a structure and a procedure to foster writing in this level in which teaching aids play the most important role.

Résumé

Dans ce travail on fait une recherche sur l'habilitée de l'écriture chez les étudiants de 10ème degré de l´école Eduardo García Delgado de la municipalité de Trinidad. On fait un exhaustif travail avec la bibliographie et une analyse des documents et des publications qui ont un lien avec le thème, on fait une réadaptation de la théorie et de la pratique pendant la recherche tenant compte des caractéristiques et du diagnostic de l'échantillon. Ce travail a comme objectif l'élaboration des moyens d'enseignements pour développer l'habilité de l'écriture chez les étudiants du 10èmedégré. Les moyens qu'on vous présente dans cette recherche se correspondent avec le niveau des étudiants, ils parviennent les éléments de la motivation pour obtenir le propos prévu.

Pour le développement de ce travail on a utilisé des méthodes théoriques et empiriques ainsi que statistiques –mathématiques qui ont été utilisée, aussi l'analyse historique-logique, inductive-déductive, l'analyse descriptive, l'interview, la guide d'observation, l'enquête, l'examen pédagogique pour appuyer l'effectivité des activités. Ce travail donne aux étudiants une structure et une procédure pour fortifier la habilité de l'écriture dans ce niveau dont les moyens d'enseignements jouent un rôle très important.

INTRODUCTION

The educative system as a fundamental part of our social system must satisfy the challenge of forming an integral man able to socialize adequately with its environment, guaranteeing an economic development and a social sustainability.

Learning a foreign language was and it is a remarkable aspect in the Cuban educational system and it is included in all curricula of all the educational systems. The teaching of the English language as a foreign language has acquired a great importance through the years for its usefulness in the international communication. The language considered a lingua-franca for most of the countries, it is the most studied and the most extended geographically speaking.

Today the Senior High School is subject of a transformation process directed to experiment new ways to reinforce the cognitive and educative levels of the students, for this, there has been created a set of formative objectives to be potentiated in all the subjects in the teaching-learning process.

As a part of the Cuban preparation to face a profession or live in the new world of technologies and to accomplish a multilateral and harmonic formation, English is conceived in the teaching-learning process. This signifies to prepare man to communicate in this language orally and in the written form, also to know and value the history and the culture of the English speaking countries, besides developing feelings and values that are fostered through the study and practice of this language.

Researches such as, Howatt, A. (1984), Antich, R. and Gandarias, D. (1989) Brown, Irízar, Richard, J.C., and Ch. Lockhart., (1995) V. A. (1996), Douglas (2000), T. (2000), Roméu Corona Camaraza, D., (2001) and Hedge, E. A. (2007), Williams, E. (2008), Vizmanos, B. L. (2010) have done studies related to the English language teaching-learning process.

In this concern Antich in her book “Methodology of the Foreign Languages Teaching” exposes the general objectives for the teaching of the English in Cuba. She remarks that the man formation depends on the abilities and knowledge of the professor in the socialist society which is achieved departing from the realization of a set of activities organized in a systematic way and coherent in every lesson, in which the students can participate consciously and creatively.

In the field of the foreign language teaching and learning many advancement have been done and have proliferated different methods and approaches most of them accompanied by sets of digitized or printed texts.

Other researchers as Byrne, D. (1979), White, R. V. (1980/1983), L., Roca, J. y Aguado, N.J. (1990) Kaplan, R. (1996), Bueno, A. (1996), P. (2005), Corpas, M. D. and M, Daniel (2007), Grabe, W. and, Manchón, R., Murphy, Rodríguez Ruiz, M., (2004), Forteza, F. R. (2004), Mackey, A., & Gass, S. (2005), Acosta, M. A. (2007), Forteza, F. R. (2008), Fernández, Ernesto (2009), Isaacs, B. (2013), have dedicated to deepen into the teaching of the written expression in the English language.

Authors like Hedge, T. (1988) and Raimes, A. (1983), among others, have referred to the teaching of the written expression in the English language as a process.

Through the insertion in the training teaching practice, conversation with other professionals from the school, the notebook revision, the syllabus analysis and other techniques, tools and instruments could be detected some strengths and weaknesses related to the written expression in the Senior High School, among the strengths students are motivated for the learning of the English language, they are disciplined and organized, they participate actively in the lessons, they do the independent studies, they live in a tourist resort area.

Among the students` weaknesses they do not participate in the confection of teaching aids, they do not have fixed aspects of the written expression such as coherence, cohesion, drafting, editing, revising, determining main sentence and supporting sentences, poor use of connectors, their creativity is low among others.

All the mentioned and observed elements led to state the following **SCIENTIFIC PROBLEM:** ¿How to foster the writing skills in the English language in 10th graders from Senior High School Eduardo García Delgado?

From the stated scientific problem is derived as **objective** of this work: To use a set of teaching aids related activities to foster the writing skills in the English language of 10th graders from Senior High School Eduardo García in Trinidad.

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For a better organization and structuring of the work the following scientific questions and tasks are stated: **Scientific questions.**

1) What are the theoretical and methodological groundings that support the writing skills in the English language?

2) What is the current state of the writing skills in the English laguage of 10th graders from Senior High School Eduardo García in Trinidad?

3) What characteristics should the set of teaching aids related activities have to foster the writing skills in the English laguage of 10th graders from Senior High School Eduardo García inTrinidad?

4) How to evaluate the effectiveness of the set of teaching aids related activities to Foster the writing skills in 10th graders from Senior High School Eduardo Garcia in Trinidad?

As **scientific tasks**:

1) Determination of the theoretical and methodological groundings that support the writing skills in the English language.

2) Diagnosis of the current state of the writing skills in the English language of 10th graders from Senior High School Eduardo Garcia in Trinidad.

3) Design of the set of teaching aids related activities to foster the writing skills in the English language of 10th graders from Senior High School Eduardo Garcia in Trinidad.

4) Evaluation of the effectiveness of the set of teaching aids related activities to Foster the writing skills in 10th graders from Senior High School Eduardo Garcia in Trinidad.

To carry out the work different researching methods are used among the **theoretical ones:**

- Historic and logic analysis. It was taken into account to state the history and evolution of the teaching and learning of foreign languages abroad and in Cuba especifically, deepening in the written expression in the English language.
- Analytic and Synthetic analysis. It permitted the analysis of different information resources and theoretical positions gathered during the diagnosis process departing from the current state of it and also state the conclusions and recommendations of the work.
- Inductive-deductive analysis. It allowed to draw generalizations and peculiarities of the students when making the integral diagnose and its outcomes.
- Structural-systemic analysis. It permitted the structure of the teaching aids and its relation with the rest of the components of the teaching-learning process and also permitted a systemic conception of the research.

From the empirical level:

- Document analysis: it was made a deep study of the teaching guide lines, the subject syllabus, methodological guide lines to state the relationship between students and the use of the teaching aids and the written expression.
- Scientific Observation: Some lessons observations were done with the objective of stating the use of teaching aids in the English lessons and their relation with the fostering of the written expression in 10th grade. The observations were done under a natural environment, accomplishing not only the aim of obtaining data but also obtaining preliminar information to support the strengths and weaknesses detected, for the realization of the observation an observation guide was done.
- Interview: it was employed in a group structure to determine how teaching aids are used to learn to write in English.
- Survey: It was used to know about students´ interests to learn English and also the way they handle writing in the English language.
- The pedagogical test: this test was employed with the objective of diagnosing the writing strengths and weaknesses of the students. It permitted to determine the indicators stated to evaluate the effectiveness of the activities.

From the mathematic and statistical level:

- Porcentage analysis. It was used for the information processing derived from the employment of the different instruments and tools and it facilitated the qualitative and quantitative analysis.

Population and sample.

For the realization of the paper work was taken as population the 10^{th} graders from Senior High School Eduardo García Delgado in Trinidad which is composed of 188 students and as sample group 1 composed of 28 students which represents 14.89 per cent of the population.

The sample is intentionally and non - probabilistic selected because this is the group where the researcher has a greater control and incidence, the sample coincides with the characteristics of the population, this is an average group, all students are from Trinidad, they are from 13 to 15 years old, they need to learn the Language for their future professions, from them seven are considered advanced, twelve average and nine slow learners. Also, eighteen students live with their parents, the rest ten live with one of them. These students live in a resort place where tourists coexist with them.

Scientific novelty:

The set of teaching aids related activities to foster the writing skills of the tenth grade students, are characterized as motivating and inspiring, they incentivate and propiciate students´ likeness for writing and constant interaction, they also facilitate learning on behalf of the students. The teaching aids accomplish multiuseness, role-playing, and ludic-learning and they are according to the characteristics of the students.

DEVELOPMENT

1.1 Writing in the English language teaching-learning process, writing theories and characteristics. Writing viewed as microability and as a macroability. Writing a necessity to perpetuate information.

In the chapter a deep analysis is done in relation to writing from different perspectives and positions. Some theoretical trends are considered and stated for the purpose of the theoretical grounding of the work. Also, an initial state analysis is done to support the needs of the work in the level selected.

Since man began civilizing writing became a very important tool to express feelings, emotions, desires and orders. The first archeological findings describe these drawings as rudimentary and semiotically speaking of great value. Each civilization used different symbols and drawings but with the same purpose to transmit ideas or information.

From the Roman times writing became in one of the most studied matter, when Latin began being taught as a foreign language based on the Grammar Translation Method, writing was placed at the top of the lessons. Students learned Latin to write it properly, speaking was banned from this method.

Since foreign language teaching and learning began gaining force among the colonizers and the colonies. Many methods and approaches emerged among the best known are: the natural method, the direct method, the phonetic method, the audio-lingual method, the reproductive method, the reading method, the human-computer method, the communicative approach, the functional and notional approach, the lexical approach among others.

Some of these methods and approaches have considered the writing skills, others have banned it and the study of the writing skills has died out.

Writing is an interpersonal social phenomenon, thus it constitutes a means of communication and of participation in specific speeches: literary, academic, publicistic, and scientific. When writing the writer should consider the conext, the

audience to which it is directed, the message and the type of text. To know to write, it is to be able to communicate in the written form producing a coherent text of a considerable extension.

The writing microabilities grasp many diverse matters from mechanic aspects to the reflexive processes of selection and ordering of ideas, text revision and reformulation. To consider a person as a good writer, this person should domain psychowriting and cognitive aspects.

The writing expression ability is one of the denominated linguistic abilities that is referred to the written language production. The written expression serves the verbal language, but contains non-verbal elements, such as maps, graphics, formulas and others. One of the writing functions is to evidence occurred facts, or not to forget facts that are going to occur.

The first uses of writing correspond to invoices, recipes, lists, inventories, laws, astronomic records and calendars. After that appeared the written language related to the literature, the religion and the oratory.

Despite the differences of all the languages, through out centuries different trends have been developed, in some way, universal in what concerns punctuation, so aspects such as word separation through blank spaces, the use of the period and interrogation and admiration marks, among others have been remarked.

The written expression tends to unify and strictedly regulate the forms that emerge from the literary, religious, managing texts and are reinforced in teaching. Generally, in the written language some language prosodic elements are less employed in the communication: rhythm, pause, intonation, intensity and the voice, gestures, mimic and so on. In fact, through the proper written materials learners acquire a rich influence of models contextualized in a coherent and cohesive way, where the semantic, lexical and grammar aspects cluster together so as to form a composition.

In the writing composition different stages can be established among them:

1. Analysis of the communicative situation (knowledge on the topic, text reader, purpose of the text)
2. Ideas production.
3. Organization of the ideas.
4. Information source.
5. Drafting.
6. Revision, correction and restructuring.

7. Editing.

   Writing evaluation must be centered in the following microabilities:

   1. Planning and structuring of the text (drafts, squemes) in a coherent way.
   2. Employment of proper cohesion.
   3. Write with correction(spelling, grammar, punctuation)
   4. Write with fluency according to the level.
   5. Observe the established rules according to the text type.
   6. Register employment (familiar, standard, academic)
   7. Clearly exposed the main and the supporting ideas.
   8. Clearly exposed what is opined and what is verified in the information.
   9. Handle the stylistic devices(metaphor, simile, irony)

The written production is a complex activity and very different from the oral one. When expressing orally, it is mostly done in a contextual situation and most of the messages refer to the situation. That is the physical context, the paralinguistic characteristics such as body movement, gestures and the intonation. It also refers to the prosodic elements, pause, accent and intonation and above all the possibility to rectify and clear up any misunderstanding according to the needs of the receiver.

Writing has been viewed and defined from different perspectives some view it from its cultural purposes that is writing to become a writer, others from its psychological structuring but most refer to it from the teaching-learning process. Here are some definitions and conceptualizations that help understand writing viewed from the teaching-learning process where comparisons between writing and speaking are paramount.

´´Meanwhile the written expresion is not as spontaneous as the oral one. It requires of time and preparation, where the reflexion of what people want to express and how to express it determines the message to transmit. Therefore, the orality and the written communication are two basic components for the teaching-learning process of a language. Though the oral language is more relevant and more importance is given to it, it is precise to remark that today most of the information is written due to the relation of the language with the science. One of the values given to writing is that it reinforces the oral abilities and the grammatical structures and the communication´´ (Raimes, 1983:67)

´´Writing is a universal system of communication as speaking, writing allows the transmission of messages that surpass the time barriers, adquiring in this way a

permanent reflex and spacial. This ability makes possible to accumulate great sources of information and to sense the social complex structures, which is why its origins are bond to the origins of the civilization´´ (Cassany, 1999: 12).

´´Another distinctive characteristic of writing is that it allows human beings to store knowledge and frees its mind from memorization. As consequence of this fact, people can concentrate on the analysis and reasoning. These psychosocial changes foster new cultural values such as the objectivity and the critical thinking over the traditional values of the orality as the knowledge accumulation and the repetion or identification of known topics. In other words, to learn to write transforms the subject mind what constitutes one of the most relevant aspects of writing, and possibilitates the intelectual development´´ (Cassany, 1999: 45-47).

´´Writing is also a powerful reflexion instrument. In the writing act, writers learn about themselves and their world and communicate their own perceptions to others´´. (Cassany, 1999: 16).

Writing is an activity, which is concerned in the interactive process, occurs between the writer and the reader via text (Murcia, 2001: 207). In the writing tasks, the teacher should lead the students to create the message they want to send to the readers.

As Cassany (2005: 49) refers, ´´writing accomplishes in first place in the epistemic function in which a new knowledge is constructed departing from known data, thus learners learn to take down notes, do squeme, exercise written learned materials, reflex on words, grammar structuctures, complex words or over the hints taken in lessons that they have not learned in class. The lexicon and spelling acquisition recommend the visual treatment of the words to facilitate the neurological processing and its own fixation´´.

This necessity of visualizing the written Word or the grammar function has a recurrent example of the advantages writing has as a means to consolidate a language learning. The above-mentioned definitions remark that everybody learns to speak at least one language fluently but many are unable to write with confidence, because writing normally requires some form of instruction. Writing is much more than the presentation of oral language in a written form. There are features of the written discourse not present in the oral discourse, or which seem unnatural in the oral discourse. The reverse is also true. Writing is a communicative process, which involves the writer´s decision concerning the expected reader of the text. Textual decisions depend on the writer‘s perception of the audience.

The writer must negotiate a match between the purpose of the text and the needs of the reader, as far as these needs can be predicted. Writing (as speaking, listening and reading) is a linguistic skill which is productive and interactive. Productive since the writer encodes a message using a graphic and orthographic system: the written word is interactive because the message is written to be read by the reader(s) using a written text as a way or channel of interaction.

Writing is the expression of meaning in a permanent medium – pen and paper-. The writer has choices at the surface level of Lexis, grammatical structure, collocations, cohesion and coherence, among others. The writer also has choices about the type of text to use to convey the desired meaning. But, at the discourse level, i.e. at the interface between writer and reader, the writer cannot make choices freely: she or he must write for the reader. The writer may choose any structure or lexis which will appropriately express the intended meaning to the expected audience, e.g.: which of the following is appropriate on the bus and in the theater: NO SMOKING. Patterns are requested to kindly refrain from smoking.

In addition, it can be said that the history and experience accumulated by humanity is known thanks to writing since the knowledge of the world has been preserved through the written word mainly.

People write different discourse types: letters (formal or informal), notes, postcards, E. mails, announcements, advertisements, memos, poems, songs, news items, essays papers, (major, terms) forms laboratory reports, novels, Ph.D. thesis, stories, and others.

It is very important for teachers to know the objectives and purposes to teach writing. Penny Ur (2005:162) states that … ´´the objective of the teaching of writing in a foreign language is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own language´´.

Some authors have referred to the purposes writing serves in FLT Peter Wingard (1989:140) in the book The Teaching of English as an International Language, states that ´´writing may be used in FL as: a channel for learning; that is, the use of writing parallel to listening, speaking and reading in the process of learning important elements of language and developing command of the language. A goal; that is the development of writing skills to fulfill such purposes as note taking, summarizing,

narrating, reporting and replying required information for the various real-life situations´´.

Rosa Antich de Leon, (1989:290), states that ´´the writing skill in a FL is not an end in itself in non-specialized courses but a way to help the learning of other language items: writing used as an instrumental aim .i.e. to fix grammar rules, lexicon or to develop listening, reading, speaking skills´´.

Penny Ur (2005:162), on the other hand, to refer to writing purposes uses the terms: ´´writing as a means; that is for engaging with aspects of the language other than writing itself. For example: learners note down new vocabulary, copy out grammar rules, write out answers to reading or listening comprehension questions, do written tests, etc.

Writing as an end; here the main objective is writing itself. The task invites learners to express themselves using their own words, state a purpose for writing, and specify an audience. At the micro 'level the practice is at the level of words, sentences. At the macro 'level the emphasis is on content and organization: E.g. narrating a story, writing a letter. As both means an end; here there is a combination of purposeful and original writing with the learning and practice of some other skills on content. E.g. a written response to the reading of a controversial newspaper article.

Mary Finocchiaro and C. Brumfit in the Functional Notional Approach. From Theory to Practice (1989:148) state that ...´´except at intermediate, advanced or professional levels, helping the students write means primarily, helping them make carefully guided symbols on papers. They also argue that guiding our learners through several progressive more complex stages over a period of time –depending on their needs , age, capacities, aspirations,- to a point where they will be able to write a CREATIVE' essay on a topic of interest to them in informational logical sequence. The final stage will be long delayed or never reached at all if other students come to us with a totally different writing and rhetorical system´´.

Martin Parrott in Tasks for Language Teachers (1993:222) offers some of the reasons learners of English may be asked to write: for diagnostic purposes, to develop linguistic competence, to encourage the development in fluency, to train and provide practice in aspects of writing skills per se.

As can be seen writing purposes have been classified in different ways. Nevertheless, it can be concluded that most authors coincide in defining two: as a means (instrumental or as a channel) and as a goal (or as an end)

According to M. Parrott (1993:212) in achieving the purpose for writing people need knowledge and make choices about a number of factors such as: grammar, -handwriting, vocabulary, paragraphing, cohesion, formulas, rhetorical organization, spelling, layout, capitalization, underlining/italics, punctuation, and others.

Christopher Tribble in Writing (1996:43 & 67) establishes what writers need to know: ´´content knowledge: knowledge of the concepts involved in the subject area. context knowledge: knowledge of the social context in which the text will be read, including the reader's expectations and knowledge of the context alongside which this new text will be read. Writing processes: knowledge of those aspects of the language (e.g., lexis, syntax, mechanics and punctuation) that are necessary for the completion of the task´´.

Antich also states that ´´the mechanics of writing does not affect the expression of thought because they are merely matters of form. According to her punctuation includes: The comma, the semicolon, the colon, the dash, parentheses and brackets. Unlike mechanics, punctuation affects understanding if not used appropriately.

Writing as a macro skill breaks down into actions or sub-skills. Different authors may label these skills in different ways but essentially they cover actions such as these: determine the topic, focus the topic, define the writing purpose, plan ideas, organize ideas, structure information (paragraph: given/new), use cohesive devices accurately and appropriately, use words appropriately and accurately, use mechanics and punctuation correctly, spell accurately, edit your writing (self-correction, self-evaluation).

Although each person writes using his/her personal style, people commonly: gather information, organize the information, focus the topic, then draft/write and revise, after rewrite, next write the final draft, and finally revise (self and peer correction)

Christopher Tribble (1996: 39) states that ´´writers do not follow a sequence of planning, organizing, writing and then revising since although there are identifiable stages in the composition of most extended texts, typically writers will revisit some of these stages many times before a text is complete. That is why the writing process is non-linear. Tribble represents this process not as a fixed sequence but as a dynamic and unpredictable process, and he recognizes as the stages of writing the following:

Pre-writing (specifying the task, planning, outlining, collecting data, making notes)

Composing /drafting

Revising (reorganizing, shifting emphasis, focusing information and style for your readership)

Editing (checking grammar/lexis/surface features: punctuation, spelling, layout, quotation conventions, and references)

Publishing

The stages of writing lessons depend on the objective of it. If the purpose is to present a new content, i.e. a new type of written text: a letter, a note, a type of paragraph and then the stages on the lesson should be presentation, control and free practice. In the latter, where the students will write freely then the stages of the lesson may be: before, while and after writing´´.

The students must see the need for writing. This first requisite is psychological-like for example: you need to write someone you cannot reach on the phone or you cannot talk face to face.

The rest of the requisites have to do with providing the conditions for the students to be coherent in their writings. E.g.: a piece of writing is coherent when it is purposeful. That is why it is needed to specify what purpose should be satisfied through the writing task; and the piece of writing has to be done with an audience in mind (who are you writing to); because this has an effect on the amount of information that is included in the text and the formality and informality of what is written (register).

Finally the type of text needs to be specified in the instruction of the writing task because all of us have knowledge of particular text-types that is activated when it is known what to write (letters, messages, Emails, notes, etc); and this contributes to the writing of the text (Interview to A. Camacho 21-11-03)

´´Writing tasks should stimulate the students so they have to be motivating and interesting. Here are some writing activities found in different textbooks´´ summarized by Penny Ur. (2005:164-165) ´´a) Write a book report b) Write a book review c) Write an instruction sheet. d) Write a narrative e) Write a personal story f) Describe a view /someone /people g) Answer a letter h) Write a letter i) Propose change (argumentation) j) Write a news report, k) Write about your imagining school… l) Describe a process m) Listen to a piece of music and describe the plot and atmosphere of this film according to the film music´´.

The view of writing as a communicative and creative process informs one‘s approach to the teaching of writing. In this view, the learner needs to know who the audience will be; the audience should not always be the same. The learner needs to prepare for

writing, by developing a sense of the ideas he/she wants to convey, and the ways in which this can best be done for the given audience.

They need time to write several drafts, each one coming nearer to the message intended, at the same semantic level and at the grammatical level. Frank Smith, in Writing and The Writer (1983:56) describes the writer as both an author and a secretary, and points out that most of writing concentrates on teaching secretary skills‖ (correct sentence composition; paragraphing; grammar).

This would be acceptable if the learner is only ever expected to be a secretary, but most teachers expect their pupils to become —authors (i.e. engage in creative writing) even when they have only been taught to be secretaries. These problems can be overcome by having several phases or stages in any writing lesson: an idea, a stage, a composing stage, and an editing stage.

The student writer thus moves from message to form. A communicative writing course will have a large discourse analysis component. This is necessary because of the complex relations which hold between language, context and the writer‘s intention. This implies that the writing course will include a lot of reading. There may also be a lot of listening and analysis of oral discourse.

1.1.2 Characteristics of the written expression.

The text is written with the purpose of its permanence throughout the time, thus it is written in such a way that new generations can also have the possibility to read it. The writer and the reader do not communicate at the same time neither the space, the writer considers the texts in its amplitude while the reader focuses on the aspects that are relevant for him or her. The writer has a communicative intention: teach, inform, legislate, divert etc and does its work thinking of this idea. The writer usually writes alone, for writing is a reflexive activity. The writer has the possibility to draw models, maps, check and rechecks drafts and organizes and structures its ideas.

The coherence and cohesion are two basic properties of the written text. A text is coherent if:

-every aspect is related to the main topic.

-each of the parts sums up as a whole.

-grammar and semantics are acceptable

A cohesion: if in the text there is unity and the ideas are related among them, it also has to do with the use of connectors, allusions, repetitions.

Readability: the concepts of readability and comprehensibility imply that the act of reading beyond the physical act of seeing and deciphering characters and chunks of text is vastly more

complex. As the next step beyond this ‘raw’ level of input, students need to assume a process of taking notes, to know what a compiler does with the source code of a given program. This process of taking notes is what readability is concerned with. Thus, our writing will need to meet a number of requirements to successfully pass this stage:

1. The sentences must be students formed syntactically 2, the sentences must not exceed a certain length, the sentences should not be below a minimum length. Recursion must be kept to a minimum and the choice of words should vary

Therefore, readability is an absolute requirement for documentation of successful products. Students formed sentences do not merely mean that the sentences should conform to grammatical rules of the English language, but also that they are clearly built. The work will now look at some negatives and discuss solutions:

The reader, that is, the intended recipient of the text, a hopefully clearly written and logically structured document, will, if he is able to fully understand prose, without difficulty come to a safe assumption of what any given sentence conveys to him.

This task should therefore be made as easy as possible for him. Making reading an easier task, if not a pleasure, can be achieved by varying the vocabulary used to describe the topics at hand.

Using the same words all over to describe the same things again and again is not pleasant even more so when students can use different words to replace those same words students are using again and again to describe the same thing in the same words. For any given word, at least one synonym will be available. Do not hesitate to use a dictionary. Also, do not use the exact same phrasing again and again and again, unless it is intended to convey some artistic intention. Never use the same opening words in two or more subsequent sentences. Repetitive writing is the enemy of all reader's interest.

Comprehensibility In the complex process of reading, the step following the ‘talking section’ of the text is the actual ‘parsing’ —understanding what these symbols and their relations mean. A clear separation of these two steps however cannot be made. A great portion of comprehensibility issues already was covered when students discussed recursion

Recursion is the enemy of understanding

An understandable document always follows a logical structure. Any topic discussed is based on the preceding topics. If a new concept is needed for the topic at hand, it needs to be introduced before using it in dealing with this new topic. This holds true for any level of detail of the document at hand, down to individual sentences. The basic steps are:

Definition 2. Assumption/Theorem 3. Explanation/Proof 4. Conclusion Of course, the classic structure of 'thesis, antithesis, synthesis is may be more appropriate for certain topics, such as discussion of architectural decisions, but generally the above sequence is exactly what students need. On the 'atomic' level of a sentence, its logical structure is governed by raw grammar. Therefore, a good working knowledge of grammar is absolutely necessary for getting our ideas across to the reader as students mean them to be.

KEEPING A JOURNAL

Many professional writers carry small notebooks with them so they can jot down ideas and impressions for future use. Other people have kept daily logs or diaries for years to record their thoughts for their own enjoyment. In their composition class, they may find it useful to keep a journal that will help them with their writing process, especially in the early stages of prewriting. Journals can also help them prepare for class discussions and remember important course material.

They may have kept a journal in another class. There, it may have been called a daybook or learning log or some other name. Although the journal has a variety of uses, it frequently is assigned to encourage them to record their responses to the material read or discussed in class as students develop their own thoughts and questions.

Most often the journal is kept in a notebook they can carry with them (spiral is fine, although a prong or ring notebook allows them to add or remove pages when they wish); some writers with word processors may prefer to collect their thoughts in designated computer files. Even if a journal is not assigned in their composition class, it is still a useful tool.

Writers who have found journal writing effective advise trying to write a minimum of three entries to students, with each entry at least a half page. To keep their notebook organized, they might start each entry on a new page and date each entry they write. They might also leave the backs of their pages blank so that they can return and respond to an entry at a later date if they wish. These suggestions are some of the many uses they may find for their journal once they start writing in one on a regular basis. Obviously, not all the suggestions here will be appropriate for them, but some might be, so they might consider using a set of divider tabs to separate the different functions of their journal (one section for class responses, one section for their own thoughts, one for their own handbook, and so on).

They may find, as some students have, that the journal is especially useful during the first days of their writing course when putting pen to paper is often hardest. Many students, however, continue to use the journal throughout the entire course, and others adapt their journals to record their thoughts and responses to their other college courses and experiences. Whether

they continue using a journal beyond this course is up to them, but consider trying the journal for at least six students. They may find that it will improve their writing skills more than anything else they have tried before.

Here is a brief summary of what prewriting stage should be in the writing process: Before they begin writing anything, remember that they have valuable ideas to tell their readers. It is not enough that these valuable ideas are clear to them, the writer. Their most important goal is to communicate those ideas clearly to their readers, who cannot know what is in their mind until they tell them.

Whenever possible, select a subject to write on that is of great interest to them, and always give themselves more time than they think they will need to work on their essay. Try a variety of prewriting techniques to help them find their essay's purpose and a specific focus. Review their audience's knowledge of and attitudes toward their topic before they begin their first draft; ask themselves questions such as "Who needs to know about this topic, and why?" Consider keeping a journal to help them explore good ideas and possible topics for writing in their composition class.

The famous American author Thomas Wolfe had a simple formula for beginning his writing: "Just put a sheet of paper in the typewriter and start bleeding." For some writers, the "bleeding" method works with students. They may find that, indeed, they are one of those writers who must begin by freewriting or by writing an entire "discovery draft" to find their purpose and focus—they must write themselves into their topic, so to speak.

Other writers are more structured; they may prefer prewriting in lists, outlines, or cubes. Sometimes writers begin certain projects by composing one way, whereas other kinds of writing tasks profit from another method. There is no right or wrong way to find a topic or to begin writing; simply try to find the methods that work best for them. Let us assume at this point that they have identified a topic they wish to write about—perhaps they found it by working through one of the prewriting activities mentioned in writing in their journal.

Perhaps they had an important idea they have been wanting to write about for some time, or perhaps the assignment in their class suggested the topic to them. Suppose that through one of these avenues they have focused on a topic and they have given some thought to a possible audience for their paper. They may now find it helpful to formulate a working thesis.

Many writers like to have a plan before they begin drafting the body of their essay. To help them create a plan, first look at their thesis. If they used an essay map, as suggested before, they may find that the points mentioned there will provide the basis for the body paragraphs of their essay.

At this point in their writing process they may wish to sketch in some of the supporting evidence they will include in each paragraph. They might find it helpful to go back to their prewriting activities (listing, looping, freewriting, mapping, cubing, and so on) to see what ideas surfaced then. Adding some examples and supporting details might make an informal outline.

The plan is an informal or working outline rather than a formal outline—that is, it does not have strictly parallel parts nor is it expressed in complete sentences. Unless their teacher requests a formal sentence or topic outline, do not feel they must make one at this early stage. Just consider using the informal outline to plot out a tentative plan that will help them start their first draft.

They may have more than three points to make in their essay. And, on occasion, they may need more than one paragraph to discuss a single point. For instance, they might discover that they need two paragraphs to explain fully their ideas. At this stage, they will need more than one paragraph per point; just use the outline to get going. Most writers do not know how much they have to say before they begin writing—and that's fine because writing itself is an act of discovery and learning. When they are ready to begin drafting.

There are many ways to organize and develop body paragraphs. Paragraphs develop by common patterns, such as example, comparison, and definition, at this point, students should help each other as they draft their essay.

Most body paragraphs present one main point in their discussion, expressed in a topic sentence. The topic sentence of a body paragraph has two important functions: 1. It supports the thesis by clearly stating a main point in the discussion. 2. It announces what the paragraph will be about.

Most of the body paragraphs in their essay will profit from a focused topic sentence. In addition, body paragraphs should have adequate development, unity, and coherence.

It controls the subject matter of the paragraph. The entire discussion— the examples, details, and explanations—in a particular paragraph must directly relate to and support the topic sentence. Think of a body paragraph (or a single paragraph) as a kind of mini-essay in itself. The topic sentence is, in a sense, a smaller thesis. It too asserts one main idea on a limited subject that the writer can explain or argue in the rest of the paragraph. Like the thesis, the topic sentence should be stated in as specific language as possible.

The topic sentence announces the subject matter of the paragraph (the unpredictable hours). The topic sentence controls the subject matter (all the examples— the changing hours, the sudden closures, the erratic holiday schedule— support the claim of the topic sentence).

Possibly the most serious—and most common—students´ weaknesses of all essays by novice writers is the lack of effectively developed body paragraphs. The information in each paragraph must adequately explain, exemplify, define, or in some other way support their topic sentence. Therefore, they must include enough supporting information or evidence in each paragraph to make their readers understand their topic sentence. Moreover, they must make the information in the paragraph clear and specific enough for the readers to accept their ideas.

It is important for teachers to engage in freewriting with their students as a way of modeling the process of meaning advocating. That means that when the timer starts for a three minute freewriting session, teachers should start writing too. It is even better if the teacher´s first attempt is clumsy or awkward. It is a way of modeling the difficulty of putting thoughts on paper a challenge that even a teacher who knows a lot about writing still embraces. Having a teacher write with students sends a strong message that reading and writing are life-long processes.

Moreover, engaging in writing with the whole class intently freeing the students´ thoughts on paper make the writing process exciting for students who see the results of short, exploratory, concentrated practice.

1.2 Initial state: Analysis of the instruments, tools and techniques employed to diagnose students in relation to writing skills and the use of teaching aids to foster their writing skills.

In this state some tools, instruments and techniques were employed to determine the strengths and weaknesses of the students. After the employment of them the following results were obtained.

Indicators for the written expression:

1-Cohesion

2-Coherence

3-Creativity

4-Originality

5-Syntax

6-Spelling

7-Grammar

Cohesion:

Low: if in the text there is not unity and the ideas are not related among them, it also has to do with the use of connectors, allusions, repetitions.

Mid: When there is some unity and some ideas are related among them, when the students use some connectors, allusions, repetitions.

High: if in the text there is unity and the ideas are related among them, it also has to do with the use of connectors, allusions, and repetitions.

Coherence:

Low: the aspects are not related to the main topic, each of the parts do not sum up as a whole, grammar and semantics are not acceptable.

Mid: some aspects are related to the main topic, grammar and semantics are some how acceptable.

High: every aspects are related to the main topic, each of the parts sums up as a whole, grammar and semantics are acceptable.

Creativity:

Low: is when the students are not motivated for the topic with the use of empty ideas.

Mid: is when the students feel motivated for certain topics with the use of different ideas.

High: is when the students are motivated for all the topics using many ideas such as similes, metaphors, personifications, allusions, etc.

Originality:

Low: is when the students do not have quality or state of being original, they do not have freshness of aspect in writing, they do not have design or style, they do not have the power of independent thought or constructive imagination.

Mid: is when the students have certain originality or state of being original, also their style and freshness of aspects in writing is not enough developed.

High: the quality or state of being original, freshness of aspect, design or style, the power of independent thought or constructive imagination.

Syntax:

Low: is when students do not have the capacity of putting together the linguistic elements to form phrases or clauses, a connected or orderly system.

Mid: is when students have some capacity of putting together the linguistic elements to form phrases or clauses, a connected or orderly system.

High: is the way in which linguistics elements are put together to form phrases or clauses, a connected or orderly system.

Grammar:

Low: is when the students write a text with mistakes in verbal tenses, proper conjuntions, prepocitions and correct adjetives.

Mid: is when the students a text with some mistakes in verbal tenses, proper conjuntions, prepocitions and correct adjectives.

High: is when a text is written without mistakes in verbal tenses, proper conjunctions and correct adjetives.

Spelling

Low: is when the students write a text with mistakes in the words and also the calligraphy is unlegible.

Mid: is when the students write a text with some mistakes in the words and also the calligraphy is acceptable.

High: is when a text does not have mistakes in the words, also the calligraphy is legible.

In the **interview** which has as objective to demostrate how teaching aids are needed to foster the written expression ability in the students. In the item one referred to if the teaching aids are important to learn the English language, 12 students that represent 42.8 % answered yes, and the rest 16 students that represent 57.2 % answered no, in the case of the justification of the answer the majority answered that teaching aids have nothing to do with learning a language and that they were a waste of time in the lessons.

In the item two related to the kind of teaching aids they like the most in classes 18 students that represent 64.2% mentioned the chalkboard and the books, and the rest 10 students that represent 35.7 % mentioned the TV. In the case of the justification they referred to these teaching aids because in the lessons are the commonest used by the professors.

In the item three related to their likeness for learning English with the use of teaching aids 9 students that represent 32.1 % answered yes and the rest 19 students that represent 67.9 % answered no. In the case of the justification they stated that listening to the teacher was enough.

In the item four related to the motivation that they feel in the English lessons with the use of teaching aids 13 students that represent 46.4% answered yes and the rest 15 students that represent 53.6 % answered no. In the case of the justification they stated that English was not an important subject because it did not have final examination but project works.

In the item five related to the participation that the students have in the elaboration of teaching aids 4 students that represent 14.2 % answered yes and the rest 24 students

that represent 85.8 % answered no. In the case of the role that they have in this activity they stated that teachers did not take them into account on this concern.

In the item six related to the color combination that they like in the teaching aids no student, that is, the 100% of the sample stated that color combinations were not relevant in teaching aids.

In the item seven related to if they understand better the English lessons with the use of teaching aids 12 students that represent 42.8 % answered yes and the rest 16 students that represent 57.2 % answered no. In the case of the justification they referred to learning English through the teacher`s explanation.

In the observation guide which has as objective to observe how teaching aids are used in the English lessons to foster the written English expression.

In the item one related to the use of teaching aids to foster the writing skills in the English language in no class, teachers use teaching aids for this purpose.

In the item two related to the teaching aids visibility in general, it is observed in all the lessons observed but as explained before teaching aids were used for other purposes but to foster writing.

In the item three related to teaching aids understansdibility, in the lessons observed not all the teaching materials have this characteristic.

In the item four related to teaching aids chromatic characteristics, it is observed that the use of the red and the black are mostly used.

In the item five related to teaching aids designed for writing purposes in no lesson is observed.

In the item six related to students´ participation in the construction of teaching aids 4 students that represent 14.2 % participate and the rest 24 students that represent 85.8 % do not participate.

In the item seven related to if teaching aids are significant for the lessons 12 students that represent 42.8 % evidenced it and the rest 16 students that represent 57.2 % did not.

In the item eight related to if teaching aids are objective 11 students that represent 39.2 % remark it and the rest 17 students that represent 60.8 % do not.

In the item nine related to if students interact with the teaching aids 9 students that represent 32.1 % do it and the rest 19 students that represent 67.9 % do not.

In the survey which has as objective to demostrate how teaching aids are needed to foster the written expression ability in the students.

In the item one related to if they know what teaching aids are 13 students that represent 46.5 % answer yes and the rest 15 students that represent 53.5 % answer no.

In the item two related to if they can mention some teaching aids 10 students that represent 35.7 % mention the blackboard and the workbook, and the rest 18 students that represent 64.3 % mention the TV.

In the item three related to if teaching aids are important for learning to write 9 students that represent 32.1 % answer yes and the rest 19 students that represent 67.9 % answer no.

In the item four related to how often are teaching aids used in the English lessons 32.1 % of the sample answer always, the rest 67.9 % answer never.

In the item five related to if the teaching aids that the teacher uses are visible 12 students that represent 42.8 % answer yes and the rest 16 students that represent 57.2 % answer no.

In the item six related to if when the the teacher uses teaching aids they understand the information 13 students that represent 46.4 % answer yes and the rest 15 students that represent 53.6 % answer no.

In the item seven related to if the students like the teaching aids color combination 8 students that represent 28.5 % answer yes and the rest 20 students that represent 71.5 % answer no.

In the item eight related to if the teacher brings teaching aids to class to learn to write 9 students that represent 32.1 % answer yes and the rest 19 students that represent 67.9 % answer no.

In the item nine related to if the students usually help the teacher to make teaching aids 8 students that represent 28.5 % answer yes and the rest 20 students that represent 71.5 % answer no.

In the item ten related to if teaching aids motivate the students to write in English 10 students that represent 35.7 % answer yes and the rest 18 students that represent 64.3 % answer no.

In the item eleven related to if the students understand the lesson by just looking at the teaching aids 12 students that represent 42.8 % answer yes and the rest 16 students that represent 57.2 %answer no.

In the item twelve related to how often do they interact with teaching aids 6 students that represent 21.4 % answer sometimes, 10 students that represent 35.7 % answer never and the rest 12 students that represent 42.8 % answer seldom.

In relation to the writing skills as such three levels were considered to prove the effectiveness of the work. The level one is for those students who do not have abilities fixed to write in the English language, the level two is for those students who have certain development in writing and the level three for those students who have a good writing development and accomplish the objective of the syllabus.

For a better understanding of the results obtained in the initial stage the outcomes are explained according to the indicators adopted in this work.

Level one indicators: item related to vocabulary limited to personal information out of 28 students 9 that represent 32.1 % of the sample are in this level. In the item two referred to sentences very simple according to the age 11 students that represent 39.2 % of the sample are in this level.

In the item related to no writing organization or development 13 students that represent 46.4 % have difficulties in this respect. In the one referred to no verb agreement 15 students that represent 53.5 % of the sample are considered to be in this pointer.

In the pointer linked to incorrect use or no use of idiomatic phrases 17 students that represent 60.7 % are in level one. In the item related to no use of articles and prepositions 15 students that represent 53.5 % have difficulties in this element.

In the one referred to spelling errors 14 students that represent 50 % of the students are in this level. In the pointer linked to writing very hard to understand 15 students that represent 53.5 % are considered to be in this pointer.

In the item related to use of non proper words 16 students that represent 57.1 % are in this level. In the one referred to no complex sentences use 14 students that represent 50 % have difficulties in this respect.

Level two indicators:

In the pointer linked to some vocabulary use related to certain topies 8 students that represent 28.5 % are in this level. In the one referred to sentences with some complexity according to the age 10 students that represent 35.7 % are considered to be in this pointer.

In the item related to some writing organization and development 11 students that represent 39.2 % are in level two. In the pointer linked to some verb agreement 12 students that represent 42.8 % are in this level.

In the one referred to insufficient use of idioms and phrases 13 students that represent 46.4 % have difficulties in this respect. In the item related to some use of articles and prepositions correctly 10 students that represent 35.7 % are in level two.

In the pointer linked to some spelling mistakes 9 students that represent 32.1 % have difficulties in this respect. In the item related to writing can be understood 12 students that represent 42.8 % are in this level. In the one referred to use of words with some difficulties 15 students that represent 53.5 % have problems in this level.

Level 3 indicators:

In the indicator related to vocabulary use related to all topics 16 students that represent 57.1 % have difficulties in this level. In the pointer interrelated to use of simple and complex sentences 11 students that represent 39.2 % are in level three.

In the item related to writing organization and development 14 students that represent 50 % are in this level. In the pointer related to proper verb agreement 16 students that represent 57.1 % have difficulties in this level.

In the one referred to sufficient use of idioms and phrases 15 students that represent 53.5 % have problems in this level. In the pointer linked to proper use of articles and prepositions 10 students that represent 35.7 % are in this level.

In the indicator related to very few spelling mistakes 13 students that represent 46.4 % are in this level. In the item referred to writing very easy to understand 11 students that represent 39.2 % are considered to be in level three.

In the one related to the use of words with no difficulties 14 students that represent 50 % are in this level. In the pointer related to use of complex sentences 16 students that represent 57.1 % have difficulties in this level.

2.1 The use of teaching aids in language teaching theoretical foundations and definitions. Teaching aids utility in foreign language writing.

In this section is made a deep theoretical study of the teaching aids, their utility and use in foreign language teaching. Also, some activities are presented entailed to the use of teaching aids and finally a result analysis is done in relation to the effectiveness of the activities applied throughout the research.

For the realization of this Major Paper different definitions related to teaching aids were consulted, among the most significant for the work were selected the following. Obst and E.Topp (1965: 47): “They are the needed materials for teachers and students to contribute with an effective and rational structure and conduction of the teaching – learning process in all levels, in all our knowledge system and abilities development”.

This conception is entailed also to the use of teaching aids to foster writing skills in the students.

Dr.Rogelio Bermudez (1966:115) sustains that: “teaching aids are every object or phenomenon that leads to objectives fulfillers, they are categorized as natural or conditional proper resources from learning and they give it an existential character, because they exist in a person and are created by a person”.

Teaching aids and knowledge cannot be apart, so, teaching aids are intertwined to the teaching process and the lesson is the fundamental way of the organization. A. Bundarny (1977:292) expressed: "The lesson is organized in such a way that the teacher plays the most important role, and establishes rigorous period of time and in a special conditioned place for the purpose, guides the cognitive activity of a regular group of students taking into account their individual characteristics; using the kinds of aids and methods of work that create proper conditions in order that all the students domain the bases of the studied content during the teaching process; as for the education and the development of the students cognitive-capacities"

Lothar Klimberg stated (1984: 43): “…teaching aids are all material means needed by the teacher or the students for effective teaching learning process and rational structuration and conduction in every level and sphere of any educational system and for all subjects, to satisfy the learning plan requirements”.

Vicente González Castro (1989:7) stated that: "teaching aids images are representations of objects and phenomena. They are specially made for supporting the teaching-learning process, but they can also be natural and industrial objects that have certain information and are used as a source of knowledge". He also added that: “Teaching aids are components of the teaching – learning process that act as a material support of the methods (instructive-educational) with the purpose of reaching the established objectives” in the case of writing the teaching aids should be selected to provoke in the students necessities to reinforce this ability.

Berta Fernandez Rodríguez (1997:187) offers a pedagogical definition where she defines teaching aids as “materials that require or not technical resources, they are present in the teaching –learning process, they reinforce the teaching –learning actions and join with the methods they fulfill some functions to achieve the objectives”. As these two definitions state teaching aids require of a detailed construction and selection to really fulfill the wanted results.

The teaching aids constitute one of the systems integrating the non-personal didactic components, together with the systems of objectives, contents, methods and evaluation are an indissoluble part of the whole system of activities of the teacher and students in the process of transmission and acquisition of knowledge, habits, skills and abilities. All these didactic components, personal and non-personal, have a very close interaction and interdependence. For this reason it is wrong to consider the teaching aids as an element complementary to the teaching-learning process, since they act in a systematic way. Álvarez, Molina, José M, (2005).

Molina (2005) refers to the selection and proper use of different teaching aids in the foreign language class of such importance; he remarks that it can not be conceived without the outstanding presence of them in all their development. The teaching aids in education are an essential help. They become perhaps more effective procedure to achieve a better understanding of the new linguistic material (lexicon or grammar) in the classes of presentation but, in addition, in their subsequent exercise. They help the teacher to locate their students in communication situations that facilitate the development of communicative competence.

Salas-Perea, RS (2007) states "The teaching-learning means are all those elements of the teaching process that serve as a support to teaching methods, to enable the achievement of the proposed objectives. So audiovisual media are not "appetizing condiments" to be used in a teaching activity, but a legitimate, obligatory and necessary attribute for the revelation of contemporary knowledge and the development of the skills and attitudes required by students.

Nowadays, the use of the oral word and gestures exclusively is unthinkable. Teaching aids are an integral part of the teaching communicative process. In this process, they are considered as a “communication channel”. They not only present informative message to students, but condition the communicative transaction among teachers and the students. They offer knowledge experiences and permit the access to historical events, situations and phenomena.

Teaching aids are an expressive vehicle to communicate students´ feelings, ideas, and opinions. They maintain stable information and impassive, permit the access to registered messages, concepts, situations, feelings in pages, disks and types.

In the school teaching aids not only should be learning facilitators, but also should become a knowledge object for the students.

Flash card or picture is one of the teaching media that can be used by the teacher in the classroom. It can increase student's motivation and interest to study new word in English and also show their idea and creativity in the writing section. There are some advantages that can be reached by using flash card in teaching writing, such as: it can make the students more focus on the topic, so it can increase their imagination; their wishes to know the content of that picture and then they will try to write something based on what they have seen in the picture. In sort, by seeing the clear and interesting picture, the students will understand with the topic given by the teacher.

According to the free dictionary picture is "a visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface". It can be represented an object, person or things. The aim of using pictures for the students is to give them an opportunity to practice the language in which they can show their ideas especially in writing. The pictures in the flash card should be big enough, interesting and clear to see for the students. If it is not clear or not big enough, the students will get confused to describe them.

According to Juan Amos Comenios working with teaching aids requires didactic and methodological capacitating of students and teachers and it should take into consideration three stages:

Solution (select the suitable teaching aids according with the purpose.), design (elaboration of the teaching aids with the teachers and students participation.), usage (understand how to manage this teaching aids.)

Nowadays, the theories planned by Comenius have a great validity. Students have visual representation of knowledge and they make use of their sense capabilities.

Teaching aids have three functions: educative, instructive and orientative.

The educational function concerns the formation of qualities, convictions, attitudes and it permits the independent activities of the students.

The instructive function deals with the fact that teaching aids contribute to the differentiation of teaching, and it contributes to the development of habits, abilities, and capacities.

The orientative function: it contributes to guide the students during the class.

According to Rosa Antich (1986: 159), here are different criteria for selecting teaching aids:

The pedagogical criteria: They are related to the fact that teaching aids increase the quality of teaching and education. They are the correspondence among teaching aids,

objectives and content, the correspondence between students and teaching aids and students´ peculiarities and the possibility for using teaching aids.

The hygienic criteria refer to the correspondence among teaching aids and security rules, state that teaching aids should not contain dangerous elements for the students´ health, should be simple for the conservation and cleanness, and should permit an easy observation and reading.

The economic criteria are related to the introduction of complete teaching aids in the school and the acquisition of material for the elaboration of teaching aids.

It is very important to remember that teaching aids have to be used in the precise moment; they cannot be placed at the students´ sight before beginning the class, but in the specific moment students are going to use them because it can interrupt and influence on the students´ behavior through the whole class; they have to be put in a specific place in the classroom and the students should have a full visualization of them , teachers should use them and put them out and the students should know what teaching aids are for.

Teaching aids play an important role in the teaching-learning process, but they can never substitute the teacher.

The teacher is one of the best teaching aids and there are many things the teacher can do:

Movement: Sitting behind a desk or standing on a corner or moving too much creates a "distance" between students and the teacher and the students. Try to have in the row enough space so that they can easily reach those at the back. This way they can talk to individual students, allow the shy ones to ask questions quietly without the fear of embarrassment, check their work and help them.

The book is the teaching aids by excellence because it is the main source of information and practice. Rose Antich in her book "Methodology of the foreign language teaching" (1986:158-178) explains the use of the most used teaching aids for foreign language teaching. Nowadays, the teaching aids that Cuban teachers usually use in Senior High Schools are: the board, tridimensional aids (objects, toys, scale models) pictures and a few ICTs.

The board is the basic teaching aids in the transmission of knowledge. It is present in every classroom and teachers must use it efficiently. There elementary principles to use the board:

-It is recommended to use color chalk to emphasize some elements presented and the teacher should check immediately the content written on board to avoid and correct mistakes.

-Pictures, painting or any other decoration must be avoided on the blackboard because they catch the students´ attention.

-The teacher should learn to draw with lines simple human figures to illustrate lexical elements if necessary or ask a student to draw.

-Teacher can ask students who have good hand writing and good spelling to write on board what was already planned. This activity stimulates the students to improve their handwriting and spelling, in this way the teacher does not need to turn the back to the group and can check if all students are copying or doing the exercise.

During the lesson learning process the teacher should determine what is going to be written on board and the handwriting should be clear (special attention should be paid to the letters: I, TH, k, w). The content written on board should appear in a organized way and accumulation of words should keep visual contact with the group and avoid speaking when writing on board (one thing at a time).

Pictures are plain representations of the objects and situations. They constitute after the blackboard the most available aid in the teaching of foreign language. Pictures of different persons, objects, occupations and situations, in which persons are doing actions with objects and in which the relation object person can be seen.

The dimensions of the picture can vary according to its purpose and its usage.

If the student are going to use it on the table it can be 12x10 cm, if it is to be shown in front of the classroom 50x40 cm, in the case of posters and summaries 100x80 cm. They can be built from magazines, pamphlets or books that are out of use; they should be set up on a piece of fine card board.

There are many other teaching aids that can be used in the foreign language teaching process and the diagram drawings are a good choice.

Diagram drawings

They are not popular teaching aids and they are of not much use in Cuban schools, but the diagram drawings are very useful when the teacher does not have, cannot find or elaborate a proper picture or any other teaching aids. The diagram drawings are very easy to draw and they can be used to present, to practice or to evaluate new vocabulary and new structures (Presentation, practice and application stages)

Examples: Taking into account a diagram drawing sequence the students could build a story. At the beginning the students will say short sentences, but after knowing the procedure they will create stories.

Teachers´ knowledge determines the success teaching aids due to the fact that he must know how to place it for all the students to see it, how to prepare the students emotionally for the usage of the teaching aids, the conditions of illumination the classroom needs and others.

Teaching aids are very effective and they should contribute to: make the teachers` work easier, reduce the economic investment in the teaching learning process, increase the scientific level of teaching, create better conditions to the students' active participation in classes, join the students with the reality of a given content, help the teachers in the guidance of the teaching learning process and permit the optimization of the teaching aids. Teaching aids reduce the learning time when the student can see the object and not when it is described by the teachers.

The results of the experiments carried out in some parts of the world, coincide in pointing out that the main achievements of the knowledge of the exterior world approximately in this way:

By means of the ear 11%, by means of the smell 3.5%, by means of the tact 1.5%, by means of the taste 1% and by means of the sight 83% when using teaching aids knowledge stays in the memory for a longer period of time.

Teaching aids support the teaching methods, improve effectiveness and attractiveness of the language content ,help improve the working conditions of teachers and students, transmit information and consequently make teaching more dynamic, objectivity to the process of learning, so they stimulate direct sensory perception, stimulate the formation of political ideological and esthetic convictions, help students keep knowledge in their memories for a longer time, reduce the time for learning, facilitate assimilation and create the conditions to develop capacities, habits, skills and convictions, offer lessons and mark scientific character and contribute to active the students` participation.

The above-mentioned supports the elaboration of a set of teaching aids related activities for this level departing from the results obtained in the diagnosis and the elements analyzed were intentionally taken into consideration in the activities. These activities are characterized by being motivating, they incentivate and propiciate students´ likeness for writing and constant interaction, they also facilitate learning on

behalf of the students. The teaching aids accomplish multiuseness, role-playing, and ludic-learning. The activities are structured as follows, title, objective, type of lesson, teaching aids, procedures and evaluation.

2.2 Activities

Activity one: (See annex 7)

Title: I have many friends.

Objective: to foster writing related to personal information.

Type of lesson: Free practice.

Teaching aids: Teacher, chalkboard, books, notebooks, box and cards.

Procedures:

First step: Starting Point, text or situation. The teacher will bring to class a box with many cards related to personal information questions inside and place it over a table in front of the classroom.

Second step: Ideas Production, after reading the cards the students will give other ideas related to the cards and the teacher will copy the ideas on the chalkboard.

Third step: Ideas Organization, The students outline the ideas and will organize a dialogue on their notebooks.

Fourth step: Supporting Materials, The teacher will give students examples of other dialogues related to the discussion idea.

Fifth step: Drafting or First Version, Then students will draft their own dialogues.

Sixth step: Revision, Correction and Restructuring, the students will give their writings to their partner for revision, correction and restructuring**.**

Seventh step: Editing, the students have their own dialogues back. They give the final version of their dialogues. The teacher will select a dialogue and will check it on the chalkboard together with the students for them to perfect their writing skills**.**

Evaluation:

The students who answer all the questions correctly have ten points, the students who

answer more than 60 % of the questions correctly have from 8-9 points according to the quality of the answer, the students who answer 50 % of the questions correctly have 5 points and those who answer less than 50 % of the questions correctly have from 3-4 points, those who do not answer any question correctly have no points and have to bring to the coming class teaching aids related to the answer to the questions.

Activity Two

Title: What do you do on week days? See annex…

Objective: To foster writing related to daily activities.

Type of lesson: Free Practice.

Teaching aids: Teacher, books, note books, chalkboard and pictures.

Procedure:

First step: Starting Point, text or situation. The teacher will give a text and two pictures to each pairs of students related to daily activities.

Second step: Ideas Production, after reading the text the students will give other ideas related to the text and the teacher will copy them on the chalkboard.

Third step: Ideas Organization, The students outline the ideas and will organize them on their notebooks.

Fourth step: Supporting Materials, The teacher will give students other texts related to the discussion idea.

Fifth step: Drafting or First Version, Then students will draft their own texts.

Sixth step: Revision, Correction and Restructuring, the students will give their writings to their partner for revision, correction and restructuring**.**

Seventh step: Editing, the students have their own texts back. They give the final version of their writing. The teacher will select a text and will check it on the chalkboard together with the students for them to perfect their writing skills**.**

Evaluation: Ten points to students who build the stories using 10 verbs at list will obtain an excellent mark. 8-9 points students who build the stories using 6 verb will obtain a good mark. Less than 7 points students who build the story using less than 5 verb will obtain a regular mark.

Activity Three (See annex 15)

Title: What is your occupation?

Objective: To foster writing related to occupations.

Type of lesson: Free Practice.

Teaching aids: pictures of people working in different places, chalk, board.

Procedure:

First step: Starting Point, text or situation. The teacher will give a picture to each student and they will write on the notebook what is the occupation represented.

Second step: Ideas Production, after that the students will give other ideas related to the occupations in general and the teacher will copy them on the chalkboard.

Each student has to write about the person in the picture based on the image, narrating a history and giving as much information as they can.

Third step: Ideas Organization, Each student has to write about the person in the picture based on the image and giving as much information as they can. The students outline the ideas and will organize them on their notebooks.

Fourth step: Supporting Materials, The teacher will give students other texts related to the discussion idea.

Fifth step: Drafting or First Version, Then students will draft their own texts.

Sixth step: Revision, Correction and Restructuring, the students will give their writings to their partner for revision, correction and restructuring**.**

Seventh step: Editing, the students have their own texts back. They give the final version of their writing. The teacher will select a text and will check it on the chalkboard together with the students for them to perfect their writing skills**.**

Evaluation: Ten points to students who give all the information about the occupation in the correct form and write a history about it. 8-9 points students who give some information about the occupation of the person and write a short history about it. Less than 7 points students who only give two or three elements about the occupation and write only 2 sentences for the history.

Activity Four

Title: I had a wonderfull weekend. (See annex 18)

Objective: To foster writing related to actions that occurred in the past.

Type of lesson: Free Practice

Teaching aids: pictures of things that they could do in different places, chalk, and board.

Procedure:

First step: Starting Point, text or situation. The teacher will give two pictures to each student and they will write on the notebook what is the action represented.

Second step: Ideas Production, after that the students will give other ideas related to different actions and the teacher will copy them on the chalkboard.

Third step: Ideas Organization, Each student has to write about what the person did in the picture and after the students will write about what they did last weekend giving as much information as they can. The students outline the ideas and will organize them on their notebooks.

Fourth step: Supporting Materials, The teacher will give students different verbs and frequency adverbs related to the discussion idea.

Fitfh step: Drafting or First Version, Then students will draft their own texts.

Sixth step: Revision, Correction and Restructuring, the students will give their writings to their partner for revision, correction and restructuring**.**

Seventh step: Editing, the students have their own texts back. They give the final version of their writing. The teacher will select a text and will check it on the chalkboard together with the students for them to perfect their writing skills**.**

Evaluation: Ten points to students who mention in the correct form the action represented and write a history about what they did last week. 8-9 points students who write about the action about what a person did and write a short history about what they did last week. Less than 7 points students who only mention in the correct form the action represented and write about what they did last week and write only 2 sentences related to the action.

Activity Five

Title: I will study English language next year. (See annex 18)

Objective: To foster writing related to actions in future tense.

Type of lesson: Free Practice

Teaching aids: Teacher, books, note books, chalkboard and pictures.

Procedure:

First step: Starting Point, text or situation. The teacher will give three pictures to each student in which the students can find different actions that they could do in the future and they will write on the notebooks what actions they will do in the future.

Second step: Ideas Production, after that the students will give other ideas related to different actions about what he/she will do in a future using the pictures the teacher gave them. They should write as much information as they can.

Third step: Ideas Organization, Each student has to write about what the person did in the picture and after the students will write about what they will do next weekend. The students outline the ideas and will organize them on their notebooks.

Fourth step: Supporting Materials, The teacher will give students different verbs and frequency adverbs and some texts related to the discussion idea.

Fifth step: Drafting or First Version, Then students will draft their own texts.

Sixth step: Revision, Correction and Restructuring, the students will give their writings to their partner for revision, correction and restructuring**.**

Seventh step: Editing, the students have their own texts back. They give the final version of their writing. The teacher will select a text and will check it on the chalkboard together with the students for them to perfect their writing skills**.**

Evaluation: Ten points to students who mention in the correct form the actions and write about what they will do in a future using 8 verbs at list. 8-9 points students who mention in the correct form the actions and write about what they will do in a future using 6 verbs. Less than 7 points students who only mention the actions and write about what they will do in a future using 3 verbs in only 3 sentences.

Activity Six

Title: I am elaborating a story.

Objective: To foster writing related to personal information using present, past and future tense.

Type of lesson: Free Practice

Teaching aids: Teacher, books, note books, chalkboard and cards.

Procedure:

First step: Starting Point, text or situation. The teacher sets out a topic discussion about studied aspects in previous lessons.

Second step: Ideas Production, after that the students join in groups of four and begin giving shape to a piece of writing by giving other ideas related to the topic discussion. They should write as much information as they can.

Third step: Ideas Organization, Each student has to write a text about the topic discussion having in mind the discussed elements in the group. The students outline the ideas and will organize them on their notebooks.

Fourth step: Supporting Materials, The teacher will give students different picturess and some ideas related to the topic discussion.

Fitfh step: Drafting or First Version, Then students will draft their own texts.

Sixth step: Revision, Correction and Restructuring, the students will give their writings to their partner for revision, correction and restructuring**.**

Seventh step: Editing, the students have their own texts back. They give the final version of their writing. The teacher will select a text and will check it on the chalkboard together with the students for them to perfect their writing skills**.**

Evaluation: Ten points to students who write in the correct form at least 25 sentences related to the story with the correct use of verbs in the different tenses. 8-9 points students who write in the correct form at least 18 sentences related to the story with the correct use of the verbs in the different tenses. Less than 8 points students who write less than 14 sentences related to the story and also students who have some mistakes in the use of the verbs in the different tenses.

Activity Seven

Title: My neighborhood architecture. (See annex 17)

Objective: To foster writing related to how to characterize a place using different adjectives and long sentences.

Type of lesson: Free Practice

Teaching aids: Teacher, books, note books, chalkboard and pictures.

Procedure:

First step: Starting Point, text or situation. The teacher sets out a topic discussion using some pictures in which students can see different places in Trinidad city.

Second step: Ideas Production, after that the students join in groups of four and begin giving shape to their writing by plotting other ideas related to the topic discussion. They should write as much information as they can.

Third step: Ideas Organization, Each student has to write a text about the topic discussion. The students outline the ideas and will organize them on their notebooks.

Fourth step: Supporting Materials, The teacher will give students different adjectives, pictures and some other ideas related to the topic discussion.

Fifth step: Drafting or First Version, Then students will draft their own texts.

Sixth step: Revision, Correction and Restructuring, the students will give their writings to their partner for revision, correction and restructuring**.**

Seventh step: Editing, the students have their own texts back. They give the final version of their writing. The teacher will select a text and will check it on the chalkboard together with the students for them to perfect their writing skills**.**

Evaluation: Ten points to students who write in the correct form a text with 12 sentences at least using different adjectives and long sentences in the description. 8-9 points students who write in the correct form a text with 9 sentences at least using 6 adjectives in the description. Less than 8 points students who write less than 6 sentences and use less than 3 adjectives in the description.

Activity Eight

Title: I am cooking! (**See annex 20**)

Objective: To foster writing related to different kinds of food.

Type of lesson: Free Practice

Teaching aids: Teacher, books, note books, chalkboard and pictures.

Procedure:

First step: Starting Point, text or situation. The teacher will start the lesson giving each student a text about different kinds of food, using some pictures in which students can see different types of deserts, rice elaboration, pizza, salads, meats and students write down different ideas about the topic.

Second step: Ideas Production, then they work in groups of 5 students, after the discussion the teacher orientate the elaboration of a recipe. They should write as much information as they can.

Third step: Ideas Organization, They begin giving ideas about how to elaborate a recipe and after they start to write, after they give their first draft to the right hand team, this team checks the draft and makes suggestions in the written form and returns back the draft.

Fourth step: Supporting Materials, The teacher will give students different adjectives, new vocabulary and some ideas related to the topic discussion.

Fifth step: Drafting or First Version, Then students will draft their own recipe. After some time they give their first draft to the right hand team, this team checks the draft and makes suggestions in the written form and returns back the draft.

Sixth step: Revision, Correction and Restructuring, after some time they give their first draft to the right hand team, this team checks the draft and makes suggestions in the written form and returns back the draft for revision, correction and restructuring**.**

Seventh step: Editing, the students have their own recipe back. They give the final version of their recipe. The teacher will select two of them and will check them on the chalkboard together with the students for them to perfect their writing skills**.**

Evaluation: Ten points to students who write in the correct form all parts of the recipe. 8-9 points students who write in the correct form some parts of the recipe. Less than 8 points students who write less than 6 sentences related to the recipe.

Activity Nine

Title: I can describe my friends. **(See annex 16)**

Objective: To foster writing related to describing people physically and morally.

Type of lesson: Free Practice.

Teaching aids: Teacher, books, note books, chalkboard and cards and pictures

Procedure:

First step: Starting Point, text or situation. The teacher will begin the lesson describing in the blackboard a woman and a men in a picture and after that the teacher gives to students different cards in which appear different words that we use to characterize persons.

Second step: Ideas Production, then they work in groups of four students, after that the teacher orientates to each student to characterize a friend. They should write as much information as they can.

Third step: Ideas Organization, They begin giving ideas about how to describe a person and after they start writing, after some time they give their first draft to the right hand team, this team checks the draft and makes suggestions in the written form and returns back the draft.

Fourth step: Supporting Materials, The teacher will give students different adjectives, new vocabulary and some ideas related to the description.

Fifth step: Drafting or First Version, Then students will draft their own description. After some time they give their first draft to the right hand team, this team checks the draft and makes suggestions in the written form and returns back the draft.

Sixth step: Revision, Correction and Restructuring, after some time they give their first draft to the right hand team, this team checks the draft and makes suggestions in the written form and returns back the draft for revision, correction and restructuring**.**

Seventh step: Editing, the students have their own description back. They give the final version of their description. The teacher will select three of them and will check them on the chalkboard together with the students for them to perfect their writing skills**.**

Evaluation: Ten points students who describe in the correct form using different adjectives to descibe physically and morally a person. 8-9 points students who write in the correct form 10 adjectives to describe physically and morally a person. Less than 8 points students who write less than 7 adjectives to describe physically and morally a person.

Activity Ten

Title: I am a healthy person! **(See annex 19)**

Objective: To foster writing related to the importance of being a healthy person.

Type of lesson: Free Practice.

Teaching aids: Teacher, books, note books, chalkboard and cards and pictures.

Procedure:

First step: Starting Point, text or situation. The teacher will begin the lesson giving pictures to each student in which appear different diseases around the world and the teacher will pronounce and write on the blackboard important words related to the topic.

Second step: Ideas Production, then the students will work in pairs and after that the teacher orientates that each pair should write a text about the different diseases around the world. They should write as much information as they can.

Third step: Ideas Organization, The students begin giving ideas about different diseases we can see around the world and how to be a healthy person and after they start writing, after some time they give their first draft to the right hand pair, this pair checks the draft and makes suggestions in the written form and returns back the draft.

Fourth step: Supporting Materials, The teacher will give students different diseases and short descriptions about each of them, new vocabulary and some ideas related to the structure of the text are given.

Fifth step: Drafting or First Version, Then the students will draft their own texts. After some time they give their first text to the right hand pair, this pair checks the text and makes suggestions in the written form and returns back the draft.

Sixth step: Revision, Correction and Restructuring, after some time the pairs give their first text to the right hand pair, this pair checks the draft and makes suggestions in the written form and returns back the draft for revision, correction and restructuring.

Seventh step: Editing, the students have their own texts back. They give the final version of their writing. The teacher will select four of them and will check them on the chalkboard together with the students for them to perfect their writing skills**.**

Evaluation: Ten points to students who write in the correct form using at least 8

diseases around the world and write how to be a healthy person. 8-9 points students who write in the correct form at least 6 diseases around the world and write at least 5 things about how to keep ourselves healthy. Less than 8 points students who write less than 4 diseases around the world and write less than 3 elements related to being a healthy person.

2.3 Results analysis and evaluation of the activities effectiveness

After the application of the activities some instruments, tools and techniques were employed to prove their effectiveness and the students`opinions in what concerns the use of teaching aids to foster writing skills in this level. Also, an analysis was done in relation to each of the activities applied.

In the case of the interview the following results were obtained in the item referred to if the teaching aids are important to learn the English language before the application of the activities showed the following results: 12 students that represent 42.8 % answered yes, and the rest 16 students that represent 57.2 % answered no. After 26 students that represent 92,8 % answered yes which demonstrates the usefulness of the teaching aids in writing for they assure learning in a greater per cent.

In the case of the item related to the kind of teaching aids they like the most in classes before the application of the activities showed the following results: 18 students that represent 64.2 % mentioned the chalkboard and the books, and the rest 10 students that represent 35.7 % mentioned the TV. After every students which represent the 100 % answered the TV, pictures, cards, games, blackboard, cell phones, workbook, and different books which demonstrates the importance of the teaching aids in the English language writing skills.

In the case of the item related to their likeness for learning English with the use of teaching aids before the application of the activities showed the following results: 9 students that represent 32.1 % answered yes and the rest 19 students that represent 67.9 % answered no. After that 26 students which represent 92.8 % answered yes which demonstrates the significance of the use of teaching aids in the English language in the writing skill.

In the item related to the motivation they feel for the English lessons with the use of teaching aids before the application of the activities showed the following results: 13 students that represent 46.4% answered yes and the rest 15 students that represent 53.6 % answered no. After that 27 students which represent 96.4 % answered yes which demonstrates how relevant the use of teaching aids in the English language to reinforce the writing skills is and most of all they could appreciate the relevance of this subject for their future life project.

In the item related to the participation that the students have in the elaboration of teaching aids before the application of the activities showed the following results: 4 students that represent 14.2 % answered yes and the rest 24 students that represent 85.8 % answered no. After that 27 students which represent 96.4% % participate in the elaboration of teaching aids which demonstrates the importance of participating in the elaboration of the teaching aids in the English language to reinforce the writing skills, because students know the objects, cards, diagrams that are motivating for them and approach its construction to their needs and likeness.

In the item related to the color combination that they like in the teaching aids before the application of the activities showed the following results: no student, that is, the 100% of the sample stated that color combinations were not relevant in teaching aids and after participating in the elaboration of the teaching aids and combining different colors, they concluded that this aspect is essential while observing teaching aids.

In the item related to if they understand better the English lessons with the use of teaching aids before the application of the activities showed the following results: 12 students that represent 42.8 % answered yes and the rest 16 students that represent 57.2 % answered no. After that 25 students which represents 89.3 % answered yes which demonstrates the usefullness of the teaching aids in the English language to reinforce the writing skills.

After the application of the activities the indicators stated were compared to evaluate the effectiveness of the influence of the teaching aids in writing fosterment, the results here stated permitted to prove that writing can be improved once teachings aids are used for this purpose.

In the pointer linked to incorrect use or no use of idiomatic phrases before the application of the activities 17 students that represent 60.7 % are in level one after the application of the activities 26 that represent 92.8% are now in levels two and three.

In the item related to no use of articles and prepositions 15 students that represent 53.5 % have difficulties in this respect and belong to level one after 24 that represent 85.57 % of the sample are in level two and three.

In the one referred to spelling errors 14 students that represent 50 % of the students are considered to be in level one after 23 that represent 82.1 % are in levels two and three.

In the pointer linked to writing very hard to understand 15 students that represent 53.5 % are considered to be in this pointer and belong to level one after only two students that represent 7.1 % are still in this level.

In the item related to use of non proper words 16 students that represent 57.1 % are in level one after 4 that represent 14.2 % keep in this level the rest are in levels two and three.

In the one referred to no complex sentences use 14 students that represent 50 % have difficulties in this respect and belong to level one after just 6 students that represent 21.4 % are still in this level.

In the pointer linked to some vocabulary use related to certain topics 16 students that represent 57.1 % are in level one after only 3 that represent 10.7 % are still in this level.

In the one referred to sentences with some complexity according to the age 10 students that represent 35.7 % are considered to be in this pointer and belong to level two after 1 student that represents 3.5 % of the sample does not evolve and the rest are level three.

In the item related to some writing organization and development 11 students that represent 39.2 % are in level two after 28 that represent 100% of the sample are in the level three.

In the pointer linked to some verb agreement 12 students that represent 42.8 % are in level two after just 3 students that represent 10.7 % of the sample still are in this level the rest moved to level three.

In a global analysis of the results obtained in the initial stage 7 students that represent 25 % of the sample were in level one, after only 2 students that represent 7.1 % are still in this level. In the level two there were 17 students that represent 60.7 % after the application of the activities 9 that represent 32.1 % are still in this level and in the level three 4 students that represent 14.2 % were in this level, after 17 are in level three that represent 60.7 % of the sample.

The results above-mentioned demonstrate the relevance teaching aids have to reinforce language learning in this case writing. Writing as exposed before does not receive the importance it deserves in this level though stated in the subject syllabus. Most teachers leave it for the students own account at home.

As it is known writing reinforces the other elements of the language and shows the real cultural level and creation abilities of the students. These activities also showed that while students are more involved in the learning process better results are obtained.

The structure designed for these activities permitted students to have a writing skill strategy. From their application on students followed these procedures and writing improved not only in the English language but also in their vernacular.

The model put into practice is not a panacea to improve writing in this level but it is a new way to manage writing in classes where students have a very important role and participation, the teaching aids construction together with teachers allow the fosterment of learning and motivation.

As can be seen the writing skills effectiveness improved and the majority of the students changed their levels, permitting the assureness of this ability for this level. The results shown were evaluated three times during the research. The second time were evaluated to readapt the activities to the students.

Conclusion

The bibliographical revision allowed the identification of the theoretical aspects related to the teaching-learning English language process as a foreign language, emphasizing on the written expression from the historical approach postulates and the importance of this ability when learning the language. It also permitted the foundation of the theoretical elements and the updatedness of this aspect in particular.

The diagnosis permitted to focus the paper on the strengths and weaknesses of the sample, it also allowed the objectivity of the activities applied. In this stage could be determined that teaching aids do not receive the importance they deserve when teaching writing to the students. Besides, this stage permitted to shape and reshape the activities applied according to the students´ likeness and dislikenesses.

The activities applied are student-characteristics-based, they are feasible, attainable, doable, ludic, dynamic, objective, instructive and systemic. They accomplish the aims of the work and foster the writing skills in this level.

The evaluation of the results and the activities effectiveness permitted the adjustment of the activities according to the students´ learning level, the results obtained show how most items were improved and how the writing skills were fostered throughout the research process. It also showed the effectiveness of the activities applied entailed to the use of teaching aids.

Recommendations

To present the work in the school scientific debates or forums.

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Annexes:

Annex 1

Initial stage

In this stage some of the tools, instruments and techniques were employed to determine the strength and weaknesses of the students.

Observation guide: objective to state how teaching aids are used to reinforce writing.

1- Uso de los medios de enseñanza en las clases:

Todas las clases ___ Casi todas las clases___ Algunas clases___ Nunca___

2- Visibilidad de los medios de enseñanza

Buena___ Mala___

3- ¿Entienden los medios de enseñanza?

Sí___ No___

4- Características cromaticas de los medios de enseñanza:

Buena ___ Regular___ Mala___

5- Medios de enseñanza designados para mejorar la expression escrita:

O___ 1-5___ 6-10___ 11-15___

6- Participación de los estudiantes en la elaboración de loa medios de enseñanza:

Buena___ Mala___

7- ¿Son importantes los medios de enseñanza para el desarrollo de las clases de inglés?

Sí___ No___

8- ¿Son objetivos los medios de enseñanza?

Sí___ No___

9- ¿Interactúan los estudiantes con los medios de enseñanza?

Sí___ No___

Annex 2

Pedagogical test:

1- Write a paragraph about you related to personal information, likes and dislikes.
2- Write a paragraph about you city.
3- Write a paragraph about your best friend.

Annex 3

Survey

Objective: Demostrate how teaching aids are needed to foster the written expression ability in the students.

1- ¿Conocen los estudiantes qué con los medios de enseñanza?

Sí___ No___

2- ¿Pueden mencionar algunos medios de enseñanza?

_____.

3- ¿Son los medios de enseñanza importantes para aprender a escribir en inglés?

Sí___ No___

4- ¿Con qué frecuencia son usados los medios de enseñanza en las clases de idioma inglés?

Siempre___ Algunas veces___ Nunca___ Una ves al mes___

5- ¿Son visibles los medios de enseñanza cuando el professor los usa?

Sí___ No___

6- ¿Entienden la información de los medios de enseñanza cuando el profesor los usa?

Sí___ No___

7- ¿Le gusta la combinación de colores para los medios de enseñanza?

Sí___ No___

8- ¿Les trae el professor medios de enseñanza al aula para aprender a escribir en las clases de inglés?

Sí___ No___

9- ¿Ayudan al profesor usualmente a elaborar los medios de enseñanza?

Sí___ No___

10- ¿Motivan los medios de enseñanza a los estudiantes a escribir en idioma inglés? Teaching aids motivate them to write in English?

Sí___ No___

11- ¿Entienden las clases de inglés solo con observar los medios de enseñanza? Do they understand the lesson by just looking at the teaching aids?

Sí___ No___

12- ¿Cada qué tiempo ustedes interactuan con los medios de enseñanza?

Siempre___ Algunas veces___ Nunca___ Rara vez___

Annex 4

In the **interview** which has as objective to demostrate how teaching aids are needed to foster the written expression ability in the students.

1) ¿Son los medios de enseñanza importantes para aprender a escribir en idioma inglés? ¿Por qué?
2) ¿Qué tipos de medios de enseñanza les gusta más en las clases de inglés? ¿Por qué?
3) ¿Les gustan más las clases de inglés con el uso de los medios de enseñanza? ¿Por qué?
4) ¿Se sienten más motivados los estudiantes en las clases de inglés con el uso de los medios de enseñanza? ¿Por qué?
5) ¿Participan los estudiantes en la elaboración de los medios de enseñanza? ¿Por qué?
6) ¿Qué combinación de colores les gusta a los estudiantes en los medios de enseñanza?
7) ¿Entienden major los estudiantes las clases de inglés con el uso de los medios de enseñanza? ¿Por qué?

Annex 5

1- Writing observation matrix: objective to level students according to their writing skills.

Level 1	**Quantity**	**Per cent**
Vocabulary limited to personal information		
Sentences very simple according to the age		
No writing organization or development		
No verb agreement		
Incorrect use or no use of idiomatic phrases		
No use of articles and prepocitions		
Spelling errors		
Writing very hard to understand		

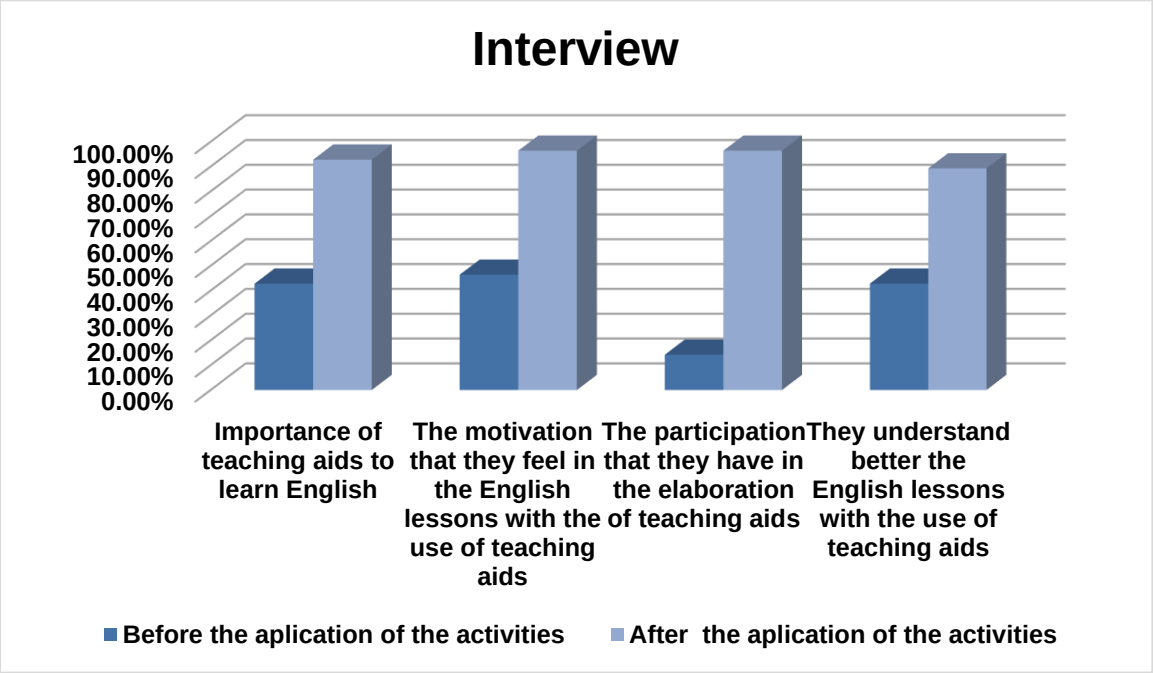
Use of non proper words		
No complex sentences use		

Level 2	Quantity	Per cent
Some vocabulary use related to certain topies		
Sentences with some complexity according to the age		
Some writing organization and development		
Some verb agreement		
Insufficient use of idioms and phrases		
Some use of articles and prepocitions correctly		
Some spelling mistakes		
Writing can be understood		
Use of words with some difficulties		

Level 3	Quantity	Per cent
Vocabulary use related to all topies		
Use of simple and complex sentences		
Writing organization and development		
Proper verb agreement		
Sufficient use of idioms and phrases		
Proper use of articles and prepositions		
Very few spelling mistakes		
Writing very easy to understand		
Use of words with no difficulties		
Use of complex sentences		

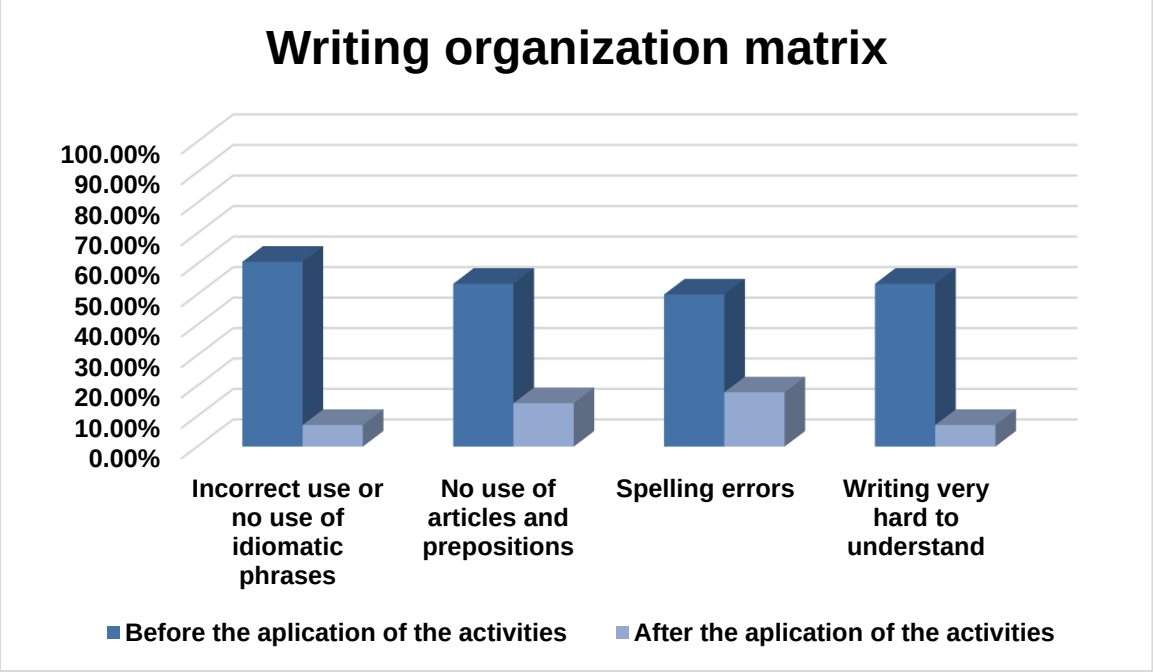
Annex 6

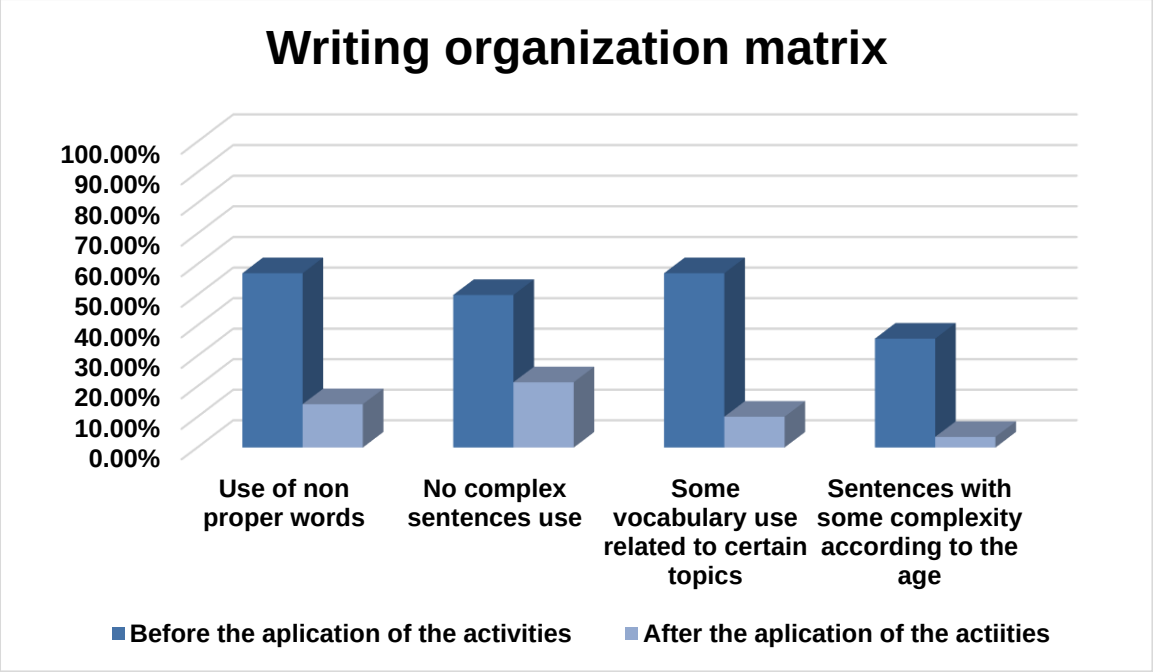
Interview comparison graphic



Annex 7

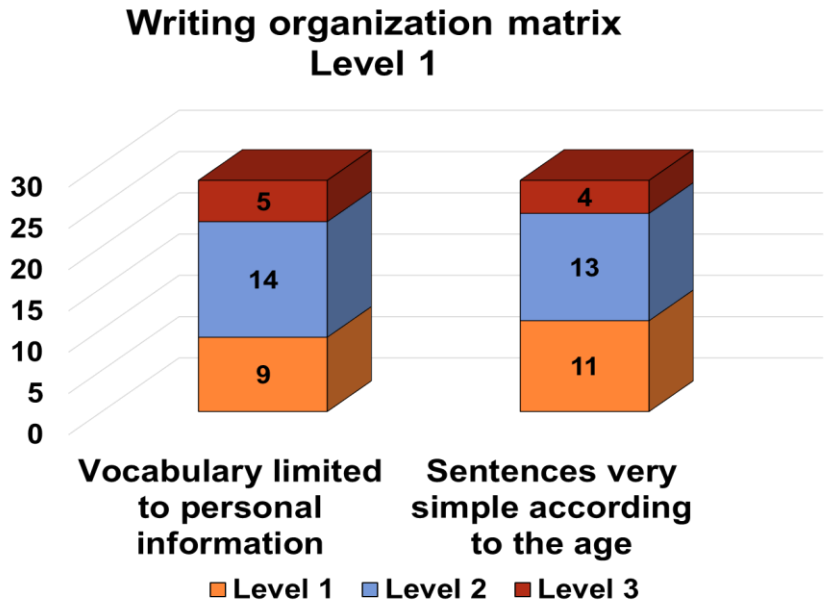
Comparison graphics about writing organization matrix:

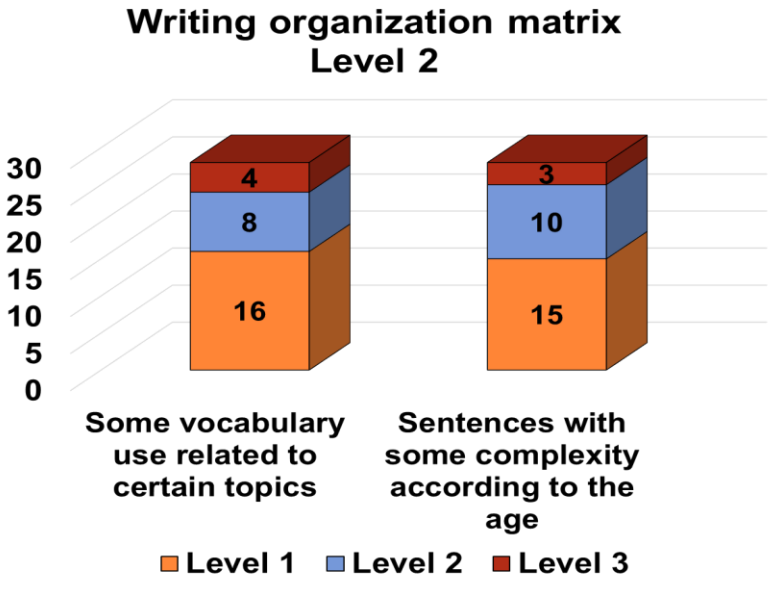


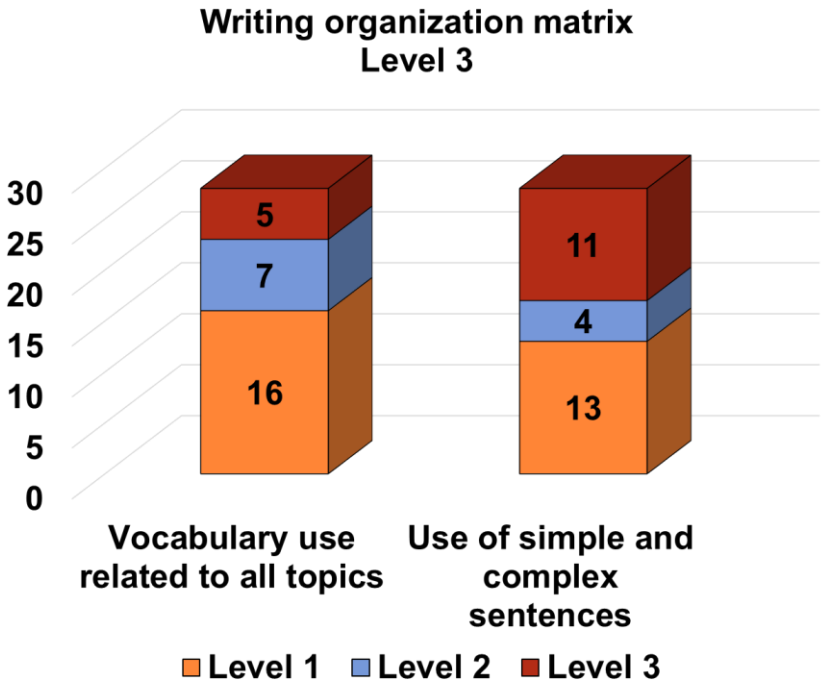


Annex 8

Before the application of the activities

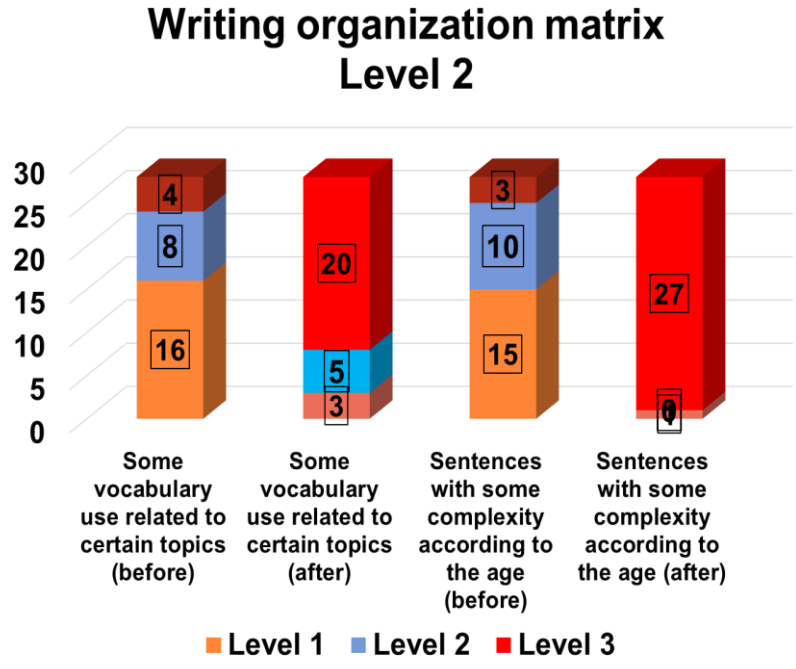


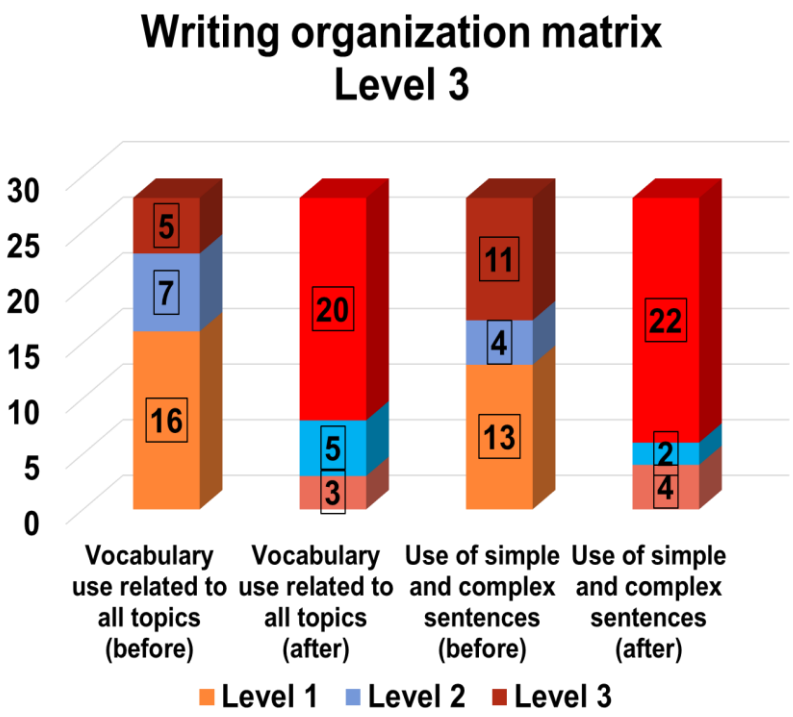



Writing organization matrix
Level 3
30
25
20
15
10
5
0
5
7
16
11
4
13
Vocabulary use related to all topics
Use of simple and complex sentences
Level 1
Level 2
Level 3

Annex 9

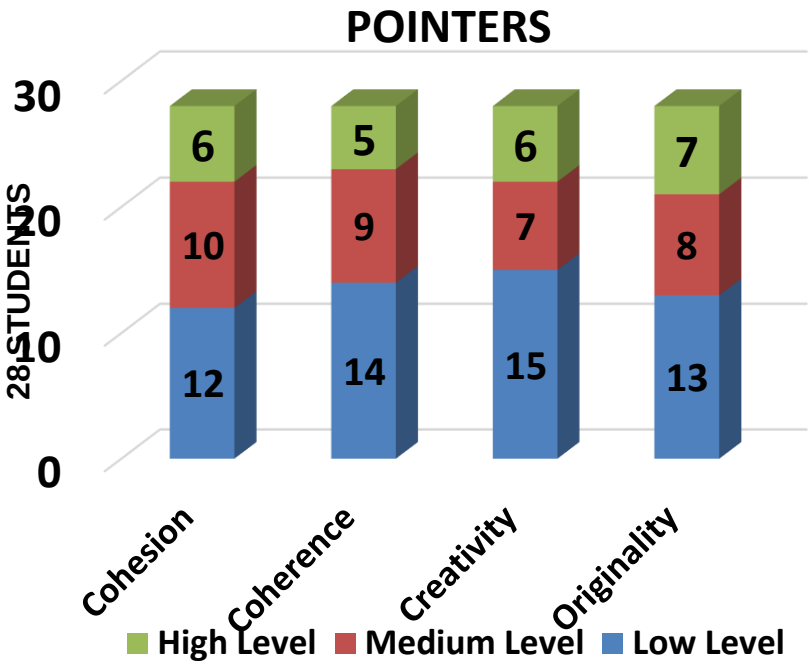
After the application of the activities

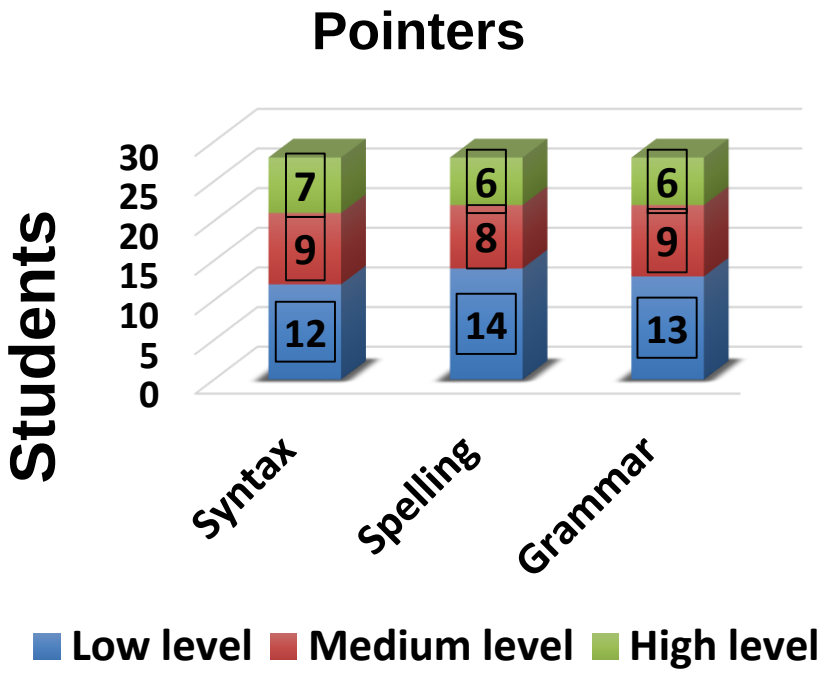



Writing organization matrix
Level 3
30
25
20
15
10
5
0
5
7
16
20
5
3
11
4
13
22
2
4
Vocabulary use related to all topics (before)
Vocabulary use related to all topics (after)
Use of simple and complex sentences (before)
Use of simple and complex sentences (after)
Level 1
Level 2
Level 3

Annex 10

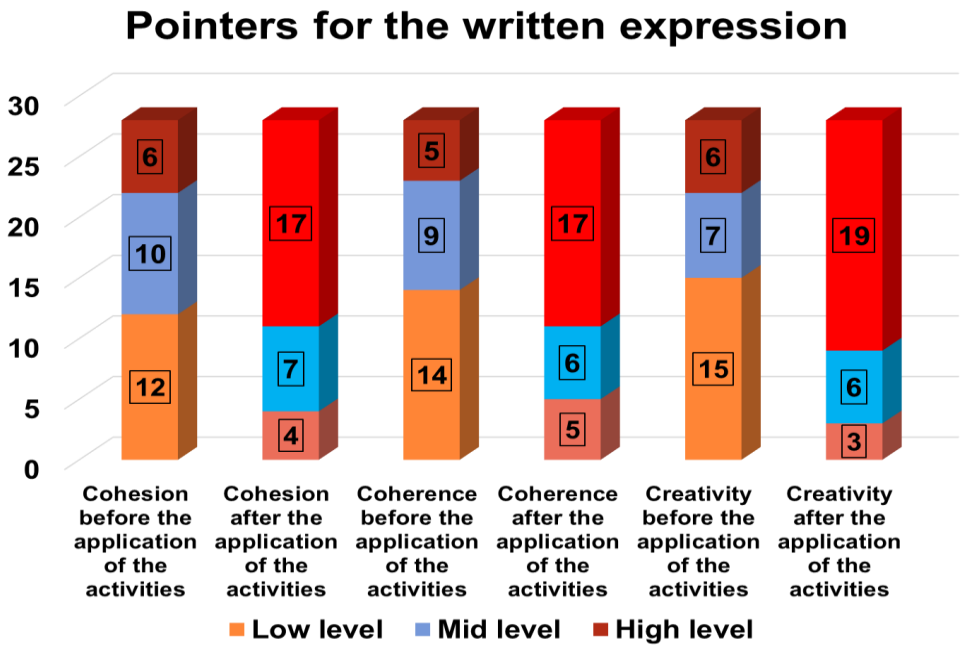
Before the application of the activities

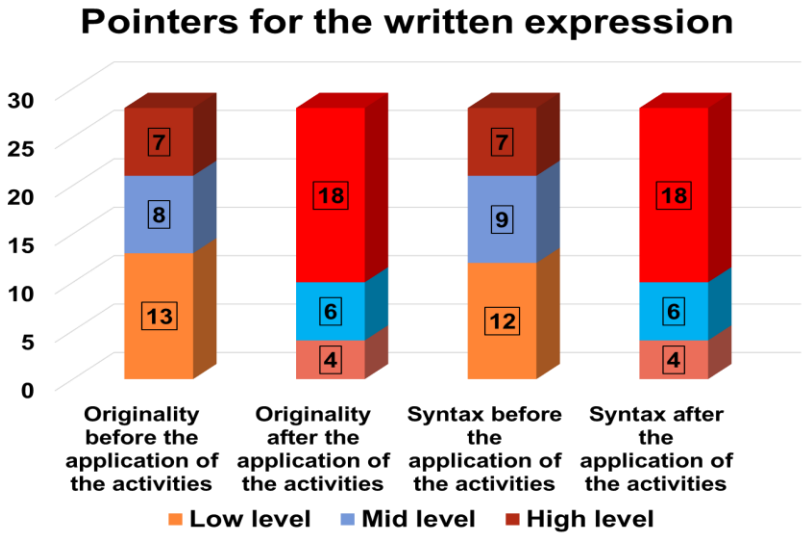




Annex 11

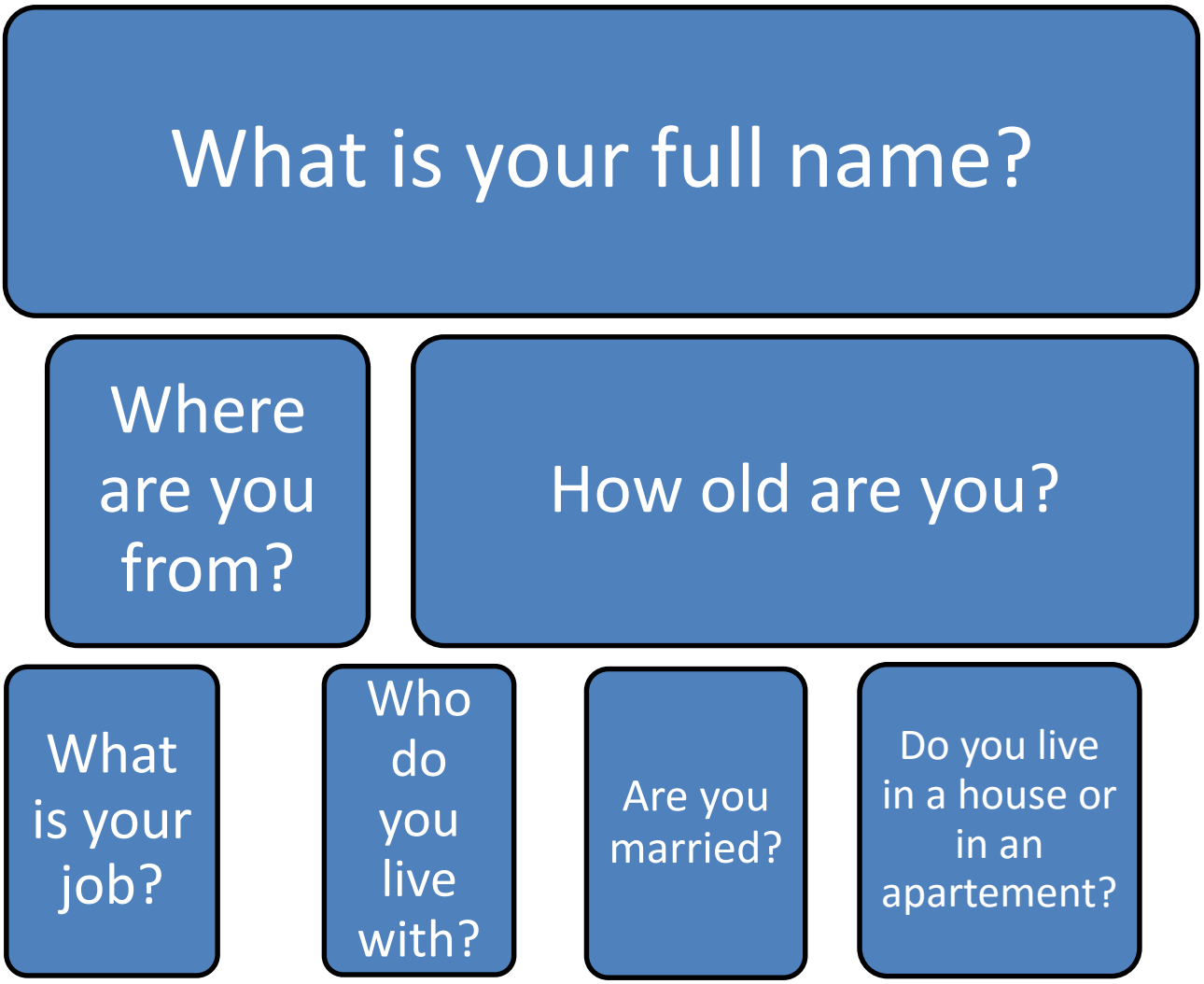
After the application of the activitties





Annex 12

Activity 1



Annex 13

Activity 2

My name is Karla. I live in Trinidad. I am a student. I am 16 years old. I go to school from Monday to Friday, besides that I study with my classmates in the afternoons from 5 to 6 PM. I get up at 7:00 AM and rapidly I brush my teeth and I organize my bedroom. On weekends I get up at 9 AM, also I help my mother clean the house and wash clothes. Besides that I whatch TV in the evening with my parents, I play in the computer with my little sister, on Sundays I go to the river with my friends, I visit my grandparents who live near my house. I go to parties with my best friend Susan and I dance very much.

Annex 14

Pictures about daily activities.

s personas que practican un deporte en verano son

Annex 15

Activity 3

Pictures about occupations

E=m·c²
F=m·a

Annex 16

Activity 9

YOUNG	BEAUTIFULL	TALL	SHORT
HANDSOME	UGLY	PRETTY	OLD
GREEN EYES	CURLY HAIR	FULL LIPS	SHORT NAILS
SHORT NOSE	WITH A TATOO	BALD	WITH A SCAR

Annex 17

Activity 7

Bienvenidos a
TRINIDAD DE CUBA
PATRIMONIO DE LA HUMANIDAD

VALLE de los INGENIOS

Annex 18

Activity 4

s personas que practican un deporte en verano son

Annex 19

Activity 10

Annex 20

Activity 8