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Effects of games on the acquisition of the writing skill sentences

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Abstract

The game constitutes the most important way of development for the Writing English skills, furthermore; in the use of gamification in the teaching process, learners obtain knowledge and essential competencies. The main objective of this investigation is defining the effect of games on students in writing skill; we intend to promote the use of games in the classroom as a motivational strategy in the process of learning a second language. The purpose was to investigate the writing skill of students at Instituto Nacional Diriangén from Diriá, Granada and identifies their learning writing problem. The subjects of study were students of 10th grade of sections A and B with a sample of 20 students of each section and 1 teacher of English. Class observation guide, an interview to the teacher and a Quasy-experiment with both groups were used as data collection techniques.

The findings suggest students are Interested in English class and they like it, but the environment is inadequate, and a lack of furniture influences learning cause that they have low grades and do not want to receive the English class. Effects of games on the acquisition of the writing skill, it a challenge more for the teacher than for the student, because have to make use of creativity and to catch the attention of learners. English teachers must enlarge strategies in writing skills with English learners being that, is an essential ability in life and usually are the base skill that others judge English level.

1. Research Scope

1.1 Introduction

The purpose of this investigation has the main function to demonstrate the impact of the games as motivation and helpful tool for the teacher, achieving with these to capture attention and interest of learning a new language thus achieving close communication between the teacher and the students developing acquisition of the writing skill, creating a fun and enriching class.

This research comes up with the idea of to give greater emphasis to the research work we will apply the use of tools such as interviews and a Quasy- Experiment to a teacher and a sample of the student population of the Instituto Nacional Diriangén from Diriá, Granada. Thus, getting to know data that support our research as; the games capture the attention of students creating a pleasant and trustworthy environment giving way to the development of English writing skills. Teachers also see a student motivated and put to learn more every day. For this reason, we see games as a method to achieve knowledge and interest with games designed to fill conditions of the educational model.

Besides, This work shows conditions on how to improve and strengthen the teaching process, learning the English language in the writing skill, using games in the classroom as a useful strategy that facilitates the work of teachers and guarantees students' knowledge in acquisition of the writing skill.

1.2 State Of the Art / Background

This section describes state of the art of research work carried out, previously in this research, whose theme refers to the development of a proposal of teaching strategies to improve the teaching-learning process of 10th grade students. The background checks on the research have been carried out in three areas, starting at the international level, then the regional one and then the national level. The studies reviewed will be very helpful to this work, because they will scientifically support the research protocol referring to the subject matter. At present education is in process of change and curricular innovation, especially the didactic strategies in the process of constructivist teaching in the learning process of the foreign language considering the work done by the teacher both in their strategies and methodology that used for this process, these being of great importance in student learning.

An international level found research of Dwi Indiarati (Indiarati, 2012) Improving students´ writing competence using games in Indonesia has as objective is conducted in order to improve students´ writing competences and to know whether games can improve the students´ motivation in teaching writing. The following investigation was based on activities and games that demonstrate which show that games have a good effect on improving achievement, creating an interactive environment and the students will also learn how to write easily by using the game. This document concludes that with the use of innovative educational games in the classrooms the students got better to understand writing competence.

This research is related to ours because we want to demonstrate, the effects of games on the acquisition of writing skills in the students and achieve significant learning. Through games, the children participate more in class and involve all students with just a purpose; to write, these way students acquire the writing skill language, in an easy and fun way like they learn a mother tongue.

Considering to national level the research of (Cruz, Rodriguez, Urroz, 2016) the impact of using games in the English learning process of seventh graders, Quebrada Honda School, afternoon shift, during the first semester 2016, to describe the benefit produced by this and suggest different kinds of games that improve the quality of the learning process.

The instruments used in this research were interviews, surveys, and observation. In conclusion, games are important in the learning process because when students are motivated through games in the class, they have better results in the learning process. When teachers use games, the quality of education is better.

The students improved their level of English according to the strategies applied. They consider that the alternative of using games as strategies have been very important within the classroom because they have improved their learning process as a result. Students and teachers got involved in the class development using games as a teaching methodology.

Lately, other research at the national level is (Rodríguez, Sandoval, Sotelo, 2021) Using games as techniques to teach English as a foreign language, has to describe to evaluate the positive effects of using games as techniques to teach English as a foreign language in seventh grade and how they help the teaching of English language education as a foreign language, taking into account various factors that have led to think about the effectiveness of games in the acquisition of a new language. The instruments in this review were classroom observation guides and an interview with teacher. In summary, the use of games in students as techniques for teaching English brings benefits for the acquisition of a new language. In other words, games are motivating techniques that facilitate and make learning enjoyable.

Games have a great educational value to be used in the classroom to make learners to interact, cooperate, be creative and spontaneous using the language in a meaningful way. Also, the games have benefits for the teacher such as: Can use directed activities related to texts to present or practice the target language. There are a lot of strategies for teachers to get students' performance through the combination of games along with the language skills.

In other words, the use of games as a teaching method is a very effective way to keep diversity within the classroom and to get the students involved actively in writing sentences activities through a variety of games. Playing games in the classroom helps create a friendly and positive atmosphere among shy students with low confidence and those who are talkative and smarter which helps the teacher, learners' interaction, and active participation inside the classroom and this way teacher can develop the writing skills of learners.

1.3 Objectives

1.3.1 General Objectives

1. Analyze the effects that games produce on students in the learning process of writing skill sentence of English language.

1.3.2 Specific Objectives

1. Explore the effect of games in the development of the writing sentence skill during the teaching - learning process in English language of students.
2. Apply games to improve the knowledge of writing sentence skills to English language learners.
3. Assess the student's abilities after applying gamification theory.
4. Suggest to future researchers to continuity of this study based on the other skills of the English language (speaking, reading, listening)

1.4 Problem

1.5 Problem Formulation

Teachers need apply different didactic strategies that help to the students develop and recognize their knowledge and abilities in the foreign language specially in the writing skill, achieving to make an environment where students are able to write, read and understand texts in English of writing and orally form.

Nowadays, education is in change processes and curricular innovation, specially in the English area, for this reason is very important apply the different strategies such us role-play, games and others that allow that students can acquire the English skill with facility, games can demonstrate that they can function to develop the micro-skill of writing skill in each student through a funny way.

A problem that is occurring in the student population from Instituto Nacional Diriangén, is the lack of implementation of didactic strategies in the development of the writing skill sentence for this reason English as a foreign language has been deficient because English teachers do not use games or techniques to encourage students. Because of this, students are not developing this language skill, besides, they are not acquiring the knowledge of the English language since there is no active participation of the students, thus presenting limited vocabulary, grammar errors and poor oral production of the language.

The research topic arises through the teaching-learning process that we have developed during the period that we have worked as teachers, because we noticed the difficulty that students present in the writing skill and the little effort that is dedicated to this skill, for this we used observation visits for five weeks to the educational center, observation guides in order to identify the teaching work and teaching strategies used where it was observed that students have difficulty in the knowledge and development of the writing skill especially in the writing of sentences, because the strategies used were not adequate.

Therefore, this research aims to demonstrate the importance of the use of games in the classroom as the best techniques to enable the acquisition of English language skills in the ability to write sentences in the 10th grade A of the afternoon shift of the Instituto Nacional Diriangén of the municipality of Diriá. The present study conducted a quasi-experiment with games in the 10th grade A and traditional classes in the 10th grade B to demonstrate and answer whether the use of games in teenagers has a beneficial impact on the development of the process of sentence writing skill or not?

1.5.1. Research Questions

2. What are the effects that influences the development of the writing sentence skill process?
3. Which is the process that games must follow improve the knowledge of writing skill sentence?
4. How are going to be assessed the students in order to measure if games improve the Writing sentence skill process of English language?
5. What type of suggestions are recommended to future researchers?

2 Theoretical Framework

2.1 General Concept

2.1.1 Learning Strategy:

Develop the macro skill “writing” is very important to learn a second language to write or read important texts, also permit comprehend, organize and match the structure of sentences and words. Study and understand the importance of the writing teaches us to read, speak and write correctly our language and a new language that we want to learn. In this document we want to demonstrate strategies that permitted upgrade the macro skill “writing” and difficulties that students present to learn or develop this.

Strategies, also known as instructional strategies, are methods that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets. An instructor may select different teaching strategies according to unit topic, grade level, class size, and classroom resources. (S., 2021) Strategies are tools and techniques that teachers develop to better the learning method in their learners and develop interest in specific topic. Also, teachers define which strategies are adequate to apply with their students and achieve the goal that they have.

Strategies are methods that teachers should know so that their students can facilitate the learning in some specific topics that are difficult for them. All strategies have a purpose to achieve the knowledge in the students to do easier some difficult topics. Strategies are actions planned by the teacher with the purpose that students achieve the learning they expect and teachers can achieve the objective planned. These cannot be applied without planning; these must be organized to the clear objective and goal.

“Learning strategies refer to methods that students use to learn. This ranges from techniques for improved memory to better studying or test-taking strategies.” (Culatta, 2021) Apply different strategies to achieve the correct knowledge in all areas of educations in the students is very important, more

specifically is an individual's way of organizing and using a particular set of skills in order to learn a content or accomplish another task more effectively and efficiently, the main goal of learning strategies is to get students to become more effective learners.

2.1.2 Educational Game:

Educational games are explicitly designed with educational purposes, or which have incidental or secondary educational value. All types of games may be used in an educational environment that are designed to help people to learn about certain subjects, expand concepts, reinforce development or assist them in learning a skill as they play.

An educational game is a game designed to teach students about a specific subject and to teach them a skill or reinforce a topic in which they previously presented a difficulty in this. As educators, governments, and parents realize the psychological need and benefits of gaming have on learning, this educational tool has become mainstream.

Games are objects which consist of components and rules and have certain criteria: rules, a goal, always changing course; chance; competition; common experience; equality; freedom; activity; diving into the world of the game; and no impact on reality. (Kramer, 2000) A game is an activity or sport usually involving skill, knowledge or chance, in which you follow fixed rules and try to win against an opponent or to solve a puzzle and achieve a specific goal.

A lot of people consider that games are useful only for distraction or fun but until ancient times the games were considered like a creative strategy used to motivate some activity to learn easy from, the games can be used to introduce new topics that are difficult to some students. On the other hand, teachers should explain to their students that every game has a purpose according to the search ways so that students have clear that games are to achieve the objective that she or he wants to reach.

In many games, players encounter scenarios that involve making in-the-moment decisions that let them quickly see the impact of their choices in a low-risk setting and then try (and try again) if they falter—skills that are valuable as they go through life. (Nguyen H. P., Edutopia.org, 2021)

Games are one of the most important ways in which children get essential knowledge and skills. Through the game children can develop the motor, cognitive, social and emotional competence. Most teachers involved the games in the development of class because it is also to create a fun way to teach, it is also a strategy that promotes the teaching of difficult topics. When children are playing, develop their imagination, apply the lesson plan with real life, they communicate with their classmates and give different points of opinions and learn to relationate with different people not only with their friends but everything without forgetting the second language like the principal way to communicate between student-teachers.

2.2 Importance of the game in the production of Writing sentences.

Games are important to develop the confidence of the students when they want to participate in the classroom, to learn grammatical structures, write a paragraph or form a simple sentence. Some students have afraid to participate to write sentences on the whiteboard because they think that their classmate can make fun of them. For this reason, games permitted that they can have confidence, motivation to participate in a writing activity.

Game was used in recombination practice by giving and answered works/plays, substitution and transformations that the students should adapt the basic sentence pattern. It was meant the activities challenge of the students remember and manipulate or arrange the language forms correctly the activities were hoped to help the students can write grammatically sentences and capitalization correctly. (INDARIATI, 2012)

Games have advantages for students and teachers in the teaching-learning process to develop the writing skill and often seems like the hardest of the skills to develop in the students. For this reason, through the games we can promote that student known the correct grammar structure of sentences, rules, develop the spelling and teachers can achieve these through games that catch the attention of them.

On the other hand, it is to away the stressful moments for both student-teachers. In the teaching of a second language, teacher must proportionate a stress-free environment so that their students can have an enjoyable class to develop the skills of this language. For this reason, students can feel confident with their teacher about the time to participate when someone asks him/her or they need to write about a specific topic in English.

Teacher should not promote the knowledge of students just writing in a paper, through of the games they can develop knowledge of the grammatical structures, sentence patterns and more. Because, through games children are interesting to play and they are focused on the activity end up but as the same time are developing their learning to write correctly and they are absorbing the language unconsciously.

Games have a purpose beyond the production of correct speech, it can help to understand grammar to apply it during the class when it is necessary. The majority of time, students think that grammar is boring but they feel attract for places pieces, move around the classroom, listen noise, order words and through of these they can learn a lot of grammar of a funny way.

Teaching grammar is important as well as these wider issues, teaching grammar is important, not only in the national syllabus of each country but also as a tool to build correct and meaningful sentences, so that students learn to express themselves and discuss their own opinions. But mastering the grammar of a foreign language usually takes time and effort. (Vernon, 2019)

Learning and develop the writing skills require time but teachers need a lesson plan that impulse to the teaching based on games, curricular guidelines that describes to the teacher what to do and why to do. Some institutions should

favor the equipment, material and professional support that favor the teacher's learning, which he/she will transmit to his/her students.

Writing games can be incorporated into just about any subject or course, making them a versatile tool for teachers in every type of classroom. By integrating writing fun and games into your teaching strategy, you can help students develop and hone their writing skills in playful and enjoyable ways. (Jil, 2021)

Games in addition to being important techniques to develop during the learning process of students, develop the participation that reinforces the emotional and motivational sphere of the students. Games are techniques that develop the interest and brings benefits to acquisition and develop of the writing skills.

Writing skills are an important part of communication that allow bring the message with clarity and ease to other people through face to face or telephone conversations. Correct grammar, punctuation and spelling are key in written communications and games allow that students can absorber these abilities of unconscious way and transmitted and develop with their classmates. Write in a paper is a fragile way to have mistaken when teacher explain a specific grammatical structures or rules but when students learn through games, they get mistakes but try again and again until they make it, without fear of being rejected for their mistakes, this is one of the benefits of games when teaching writing.

Naturally when playing games, students are trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing since they want to have a turn to play, to score points and to win. In the class, learners will definitely participate in the activities. Therefore, in groups or in pairs, they are more willing to ask questions, communicate and discuss with their partners and think creatively about how to use English to achieve the goal. (Guliyev, 2017)

Games help to sustain or increase the student's knowledge to achieve goal, help to create scenes where language is in practice unconsciously between students and teacher and it is meaningful because students create sentences of orally form but they are learning the grammatical structure to then apply it in a

grammar activity in their notebook or even in the whiteboard in front of their classmates, for this reason is very important apply games where the grammar skill is apply the majority of the time.

Some teachers considered it a waste of time including the games in English class, they think that games can be develop in children but the games should be relationated with the teaching-learning process and the experiences of students regardless of the age of them. Games motivate the students and give endless opportunities to practice what they have earned in a pleasant environment, through games students can learn the same way as they learned to speak Spanish.

Many teachers have been following the same form to teach for years and even the teaching of English is even more boring even when the students have known their classmates for a long time, the game has been considered a didactic strategy for a long time however it is not recognized even pedagogically. Didactic games make teaching English a more motivating, active and interesting process, games can be used in all study cycles, but the primary tends, and the first years of high school tend to use them more considering that other students must develop the traditional grammar skill.

"If teachers want students to remember new grammar it needs to be learnt in the context, practiced and then revised to prevent students from forgetting" (T., 2011)

It is important that students learn the grammar structures but is necessary that they apply these in simple activities that they develop in any moment, apply the learned knowledge in simple activities in the classroom. Explain the context is very important to the students to know when they need apply the grammar structures in their daily life, role-play, interview or a simple dialogue. Also is necessary highlight which are the benefits that they acquire: reinforce the vocabulary, internalize in the grammar and structures of extensive way and unconscious through a funny way.

There are many types of games from the simplest to the most complex. All of them help to practice the language, keeping the class alive and interesting as well as helping the teacher to be closer to the students in a pedagogical way that contributes to the teaching-learning process.

"The educator is a guide and his guidance occurs indirectly by creating opportunities, providing the necessary time and space, providing material and, mainly, game forms according to the age of the learners. When selecting the game, the educator must consider that the experiences to be carried out are positive. Must be skilled and have initiative and understanding to understand and resolve favorably the situations that arise." (Meneses Montero, 2001)

In the teaching-learning process the educator faces the great challenge of designing dynamic classes that attract attention, interest and pleasure in learning this language. To achieve this, it is necessary to implement new approaches and strategies that make classes fun and entertaining. Various educators around the world have implemented the use of the game as a didactic strategy that has had excellent results; with these actions, students will be able to achieve meaningful learning. Children need to be taught openly in language. The field of acquisition of a second language is relatively new.

2.3 Reasons To Use the Game in The Classroom in The Production of Writing Sentences

According to the blog Teacher Starter, Victoria says "There are many benefits for playing games in the classroom. Whole class games are a great way to review ski lls for a test or at the end of the unit. When students need a break after staying ma ny hours in class or when they get back from recess, dynamic games work perfec tly like relaxing." (Victoria, 2021)

Games can be used for homework or a practice class to provide fun, enga ging and differentiated moments where it is possible to learn in a different way. Games can be played in the production of Writing skill and at all grade levels. St udents usually do not complain about playing too many games because games ar e fun as well as beneficial.

In agreement with the author "the game should involve a certain degree o f action, which enables children to take an active child to take an active role and t

o be masters of their own their own experiences, as well as allowing them to reco gnize and trust that they are capable, autonomous and agents of their own agents of their own playful learning trajectory." (UNICEF, 2018, pág. 7)

Use games in the classroom and more important in the in the production o f Writing sentences is necessary because is useful, funny also invites into active p articipation insomuch that students involve deeply in games sometimes combined mental, verbal and physical activities. Furthermore, games are repetitive in the w ay that learning and game are not statics because learners play for practices comp etencies, discover challenges, and this means that the result is learning more bene ficial.

2.4 The Games Capture the Attention of Students in The Production of Writing Sentences

Peterson says that Games are win-win for all! Students love them and will play a nd practice skills over and over, and the teacher does not have to do any correctin g… The teacher needs to create and parent helpers can even help with the cutting and laminating. (Peterson, 2018)

All teachers know that games are just plain fun and if they use this sort of strategies students are more motivated, listen and continue task longer while play ing games, games create a positive attitude toward learning. Classroom behavior is far improved when students are happy and engaged.

Author suggest that "Games can provide the motivation to learn, increasin g the likelihood that the desired learning outcomes will be achieved. Learning is defined as the acquisition of knowledge or skills through experience or practice, and what better way to learn than through a game." (Maja Pivec, Paul Kearney, 2 007)

Educators are reevaluating the way of teaching and how to take advance o f their huge potential of learning and more in the acquisition of the writing skills with the game to get better knowledge in the production of Writing sentences wit

h the correct game for determined activities can achieve children they got a devel opment successful and can acquire a wonderful understanding about the writing a ctivities that have to realize in the classroom

2.4.1 Through Games, Students Can Learn Writing Skills

The author refers that “Schools have a myriad of games to choose from that fit into the curr iculum while also getting children excited about learning. Games that provide teachers with valuable feedback about using games in classrooms are how to assess the impact of game pl ay.” (Portnoy, 2017)

There are a lot of activities, worksheets that students can develop through game play ing for that reason teachers could see this as an opportunity to teach a wide range in the pro duction of Writing skills that do not necessarily show up in curriculum and sequence of the same, should approach the opportunity for developing other areas of Writing production.

According to the authors “Trying to get students excited about writing in a second la nguage can be a difficult task – but it doesn’t have to be torture! With the help of a great tea ching activity, you may find your learners don’t want to put their pens down.” (Sudron, 201 9)

According to the author most children, undoubtedly, dislike writing and related acti vities and exist some stimulating ways to nudge learners into writing more, yet having fun s o that it does not get weary and funny games of learning for production of writing skills are very important to be taken care of to achieve the best result of learning. Students will not fe el burdened in learning a language also write correct sentences when these games are applie d in the process of learning.

2.4.2 Students learn through the process of Gaming

According with the author Rebekah Stathakis “By playing a game, students may be able to understand a new concept or idea, take on a different perspective, or experiment with different options or variables. Students reported feeling more satisfied and following the rules in it.” (Stathakis, 2013)

The gaming is very important because students obtain knowledge and valuable competences, but is necessary to highlight that is relevant the environment and the teacher's

activities for a good learning. Teachers have a main role in learning teaching, recognizing, starting, guiding and organizing playful experiences.

Author Nguyen says “Using games in teaching can help increase student participation, foster social and emotional learning, and motivate students to take risks […] But games aren’t substitutes for other forms of learning. Like any educational tool, they need to be well-planned and integrated only when they’re relevant to the learning objectives.” (Nguyen, 2021)

The students must learn through the game main principle join the different way of life (home, school, community...) in such a way exist an abidance and a link with the learning, teachers that interfere in the learning process have an important mission at the moment of keep continuity as recognizing, starting and organizing ludic experiences such as exploration of a wide variety of materials and writing tools in a "writing corner" can encourage children's who are more reluctant to write and help them to who are more reluctant to write and help them learn from each other learn from each other.

2.4.3 Students develop a variety of connections and can form positive memories of learning to produce writing sentences

According to The New Times Rwanda “As a matter of fact, while playing games students develop a variety of connections with the content and can form positive memories of learning. The fun, silly or interesting moments tend to stand out in st udents’ memory and they latch on to the vocabulary/structures they are studying. ” (Reporter, 2016.)

It is truly important that students have an environment relax, funny for sta rting a class about learning to produce writing sentences with games need as a lo w concern and anxiety for achieve to effective learning to produce writing senten ces, a way to get the correct atmosphere is through games.

The New Times Rwanda refers “A positive emotional connection can faci litate learning. Furthermore, many games feature a variety of different stimuli; so me students might remember the vocabulary words from acting them out, other st

udents remember hearing classmates call out answer. Games can provide a variet y of sensory experiences for students." (Reporter, 2016.)

When the games have a positive purpose and its fun so endorphins are pro duced that stimulates the brain and gives students a feeling of happiness. This fee ling creates a great sense of excitement for students in the classroom, revealing a positive learning environment.

2.5 Games As a Teaching Method to Produce Writing Sentences.

Games are considered a method that promotes knowledge like a fun form to learn ing, games can also be used for learning and educational experience, some games improve cognitive functions like memory and reasoning.

Bright hub education refers to "Game-based learning is a teaching method that allows learners to explore different parts of games as a form of learning. Ga mes can be designed by teachers and other education specialists in a way that bal ances academic subjects such as history with the strategies, rules and social aspec ts of playing a game." (Brighthubeducation, 2016)

Games are the secret weapon to learn, sweets, toys and other bribery force s trigger brief and limited bursts of motivation but awakening the love of learning remains the target. Everyone loves to play a game, and when instruction incorpor ates creative joy to eliminate the boredom and frustration of learning, even the m ost discouraged students will live up to the circumstances. Paring pleasantries an d positive feelings with scholarship increases the motivation to learn over time, t he teacher does not permit the games to some students and it cause frustration to t hem because they considered this like a punishment and they think that teacher c ould be preference with other students for this reason the games should include m ost students or the teacher can switch roles several times and so, all the students c an participate. The teachers cannot forget that games are directed for rules that te acher-students should respect.

The teacher assumed the games as fun activities to do in the classroom for both teachers and students. Using games is a good way to teach content, create co nducive conditions and enhance critical thinking skills, and promote active stude nts-centered learning as students interact freely to solve problems and produce se ntences improving your writing skills. The students develop other skills through games, when they write some paragraph or sentence or read a book, they think lot the answer and they have afraid of being wrong but when they are in a game whe re all students all included have the impulse to participate and they do not have af raid because is a game where anyone could be wrong.

Didactic games used in the teaching process are met with growing interest and recognition at schools and an institution and studies confirm the attractive an d activating function of game. Through the game the child will discover and kno w the pleasure of doing things and being with others; in addition to being one of i ts most natural forms of expression, it develops creativity and problem solving. T he game is a teaching method that aims to promote the interest in the English lear ning of the student to strengthen the knowledge in the production of writing sente nces.

2.6 Game Based Writing Sentence Skill Development

A short article published by Plass, Homer and Kinzer in 1987 and stated by Piaget in 1962 says that

> *Psychologists have long acknowledged the importance of play in cognitive development and learning. Piaget (1962), for example, described play as being integral to, and evolving with, children's stages of cognitive development. According to Piaget, play becomes more abstract, symbolic, and social as children mature through different developmental stages. One way that play is seen as contributing to*

> *children's cognitive development is by activating their schemas in ways that allow children to transcend their immediate reality. For example, a child can pretend, or "act as if," an eraser is a car while fully knowing that it is not a car. This type of play allows children to hold in mind multiple representations of the same object, a skill required for the development of symbolic thinking* (Plass, Homer and Kinzer, 1987).

Basically, here is where the natural form of the students turns in the natural method they learn, in specially if is related to bored situations that includes writing sentences. So, when the teacher makes students acts out in their natural world (the imagination) everything turns easier to the child. Avoiding, bored and long nonsense lessons that due to the learning differences cannot be caught and learned by the entire group.

Students learning process from all subjects have been centered in traditional methods leading students not feel comfortable, bored, and not satisfied with their learning experience. Nevertheless, this situation can be changed stablishing games as a base of the learning process. Gamification varies widely, and differ its quality and skills depending of the game, it is important to say that, *Gamification involves the use of game elements. Such as incentive system* (Plass et al. 2015) they also stated that Shaffer, Halverson, Squire & Gee said that *"game-based learning it is a type of game play with defined learning outcomes"* (2015). Due to that, games centered students learning outcomes leads teacher get traditional methodology out.

2.6.1 Educational Roles when Teaching to Write Sentences

As said in the blog named as Primary Paradise (nd) there two roles that must be followed when teaching writing sentences. Mainly, it is important to know if our students know how to difference how does the words and the letters look like. Due to, if the students do not know how to difference the letters will turn in a huge problem his / her learning process, he must learn completely the ABC, here is where the teacher must recure to games

as a tool that could make fast and easier the learning process. Besides, it also says that the learning process and development of the writing skill Is a gradual process. Which means that it will take a long time but at the end by practicing the child will learn to handle it.

2.6.2 Classification of the Types of Games for English Writing Sentences Skills

As a matter of fact, as expressed in a blog from the webpage INFOUROK says that there two big kinds mental games and physical games. Those are the ones who discern what type of game can be used for teaching a language skill. Due to most of games were created to play, nevertheless not all them help children or adults to learn new things. As the article says, "*Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, simulation or psychological role"* (INFOUROK, June 26th, 2021) here is where the teacher the role modeler must learn to difference the games that could help his students, above all, to adapt a game to his / her students age and level of knowledge. As referred in INFUROK article, it says that there is not a specific classification of games, just a general map, that lead to a have a view to the main learning needs a student could have. Everything depends of the teacher imagination too (June 26th, 2021.

2.6.2.1 The Games are Classified as:

As previously detailed, there is not a main way to classify games and teach by games, nevertheless, it can be drawing a map up or detailed a concept to identify and catch a general idea from the classification.

> *Games can be seen as simple, guided drama activities. The language input can be quite rigidly prescribed or very open depending on the language level, curiosity, and confidence of class. Games stimulate a child's imagination and are tests of true communication. There are different types of games holds a special place rogame. You*

> *know, of great importance in the educational process is learning motivation. It helps to enhance the thinking is of interest to a particular kind of occupation, to perform a particular exercise.* (INFOUROK, June 26th, 2021)

2.7 Advantages of Using Games in the Development of the Writing Sentence Skills Process

As it has being mentioned before games have a deep importance. It helps to the majority of teacher to improve their teaching learning process, mainly the writing sentence process. It is so important to detail that lamentably every teacher must prepare and adapt a game to his reality, considering, the social area, the etnia, age, learning differences to create a game.

2.7.1 Develop Linguistics and Social Abilities

Miltenberger states that all the people are different. For instance, that is the reason some peoples learning is easier than others.

> *"Each student is a unique individual, different in cognitive and affective development, social maturity, ability, motivation, aspiration, learning styles, needs, interests and potential"* (Miltenberger, December 2019).

Hence is where the teacher role starts to work, where the teacher makes use of the games as a key to keep students learning unconsciously. As said by Miltenberger (December 2019), students through games can make more friends, learn values and develop their linguistic skill. Which not only means the student will learn to speak if not to develop all the new language skill by games practice.

In contrast, games break the different learning difficulties barriers. Because, they are win to win (Peterson, 2018). Games are fun and promotes creativity, desire, and interest to participate in different learning activities. In simple words, children learn to interact with

others through this way they turn less scared of participate in class and develop language skills. Besides if those ones are adapted it can develop the writing skill through, the communicative process.

Definitely, *"games offer a unique complement that turns students out the traditional teaching strategies"* (Boyle, 2011). Games can be used to promote critical thinking and reasoning. And the most important, is that provides to teacher and students the opportunity for immediate feedback, through the discussions and correcting answers. In the same way

2.7.2 Promote the Motivation

Students faces difficulties when learning a new language. Mainly, the most common difficulty is lack of motivation. Thankfully, games are the natural way that children learn and interact unconsciously in their daily life. For instance, if games are used at school, children will discover new skill they do not know from themselves and interact with other people, not only with their friend's circle. Here is where games offer an incentive when is used at class. Due to, games are an efficient way to develop English writing skill in classroom through simple practices that takes the student and teacher out the traditional methods, avoiding bore lessons. (Tanni, November 2012)

When students play in classroom under teacher instructions, they become more motivated to learn a new theme or simply to review an earlier topic, pay attention and participate in a set task. These types of games support the young and kids aids and help them to take responsibility for their own learning. (Cordero, 2014)

2.7.3 Favor the Meaningful Learning

There are situations where teachers are relatively passive during game sessions (teacher do not involve in the game situation) and only give limited instructions relied on how to play the game without care the didactic purpose that a game has.

2.7.4 Promotes the Creativity

Having fun while learning using games, is so important that makes students be ready to use any language skill (reading, writing, listening, and speaking) "*it encourages students to develop the prosocial behavior and introductory basic literacy and numeration skills"* (Honig, 2019)

2.7.4.1 Prosocial Behavior

It makes students much more confident when participating and gains knowledge based on fail. *"Children who develop more prosocial tend to be more competent socially than those who develop fewer prosocial behaviors. Grupal games are especially effective in the facilitation of prosocial behaviors"* (Filinson, June 1997)

2.6.4.2. Introductory basic writing sentence skill

Students are taught to learn the writing skill from the goal language, nevertheless, most of the time teachers are not are aware if they are using a real method that helps students develop the writing skill sentence. But, in that case, teachers as a solving idea can make use of games to improve the development from this goal language skill. As said by Malony, S (July 2nd, 2021) gamification is based in play-based learning. Which means, that can be used in different activities and topics related to the teaching – learning process, and obviously, the writing sentences process

2.7.5 Develop Vocabulary

Bhagat in his article stated that, students learn easier depending of the exposure level they have around them when playing, obviously, making use of games.

> *Students get exposed, to new and unique words every day. Children are encouraged to play such games because of this reason and this way they get to learn high-level vocabulary and sharpen their skills.* (Bhagat, 2018)

Each student through funny and playful activities make use of and develop all the goal language skills (listening, speaking, reading, writing), because, these skills are crucial for the goal language acquisition. Games are a tool that can be used to develop writing sentence skill and per instance reading sentence skill.

2.7.6 Learning Process Turns significative

> *"Education is any practice that constructively modifies the way we behave, think, and feel. We as humans always have the desire to learn, regardless of age. We also learn in different ways, owing to intrinsic and extrinsic elements not only related to age but also to the level of development and maturity, personality, experience, as well as genetic and environmental factors. To allow students to use and explore their full potential, it is a prerequisite to optimize the educational methods"* (Lynch, M. march 18th, 2017).

Due to that, gamification in daily lesson makes topics easier and understandable, above all, active and memorable, because, *"games can activate the brains pleasure circuits by inducing the release of the neurotransmitter dopamine".* Games are a tool that could be used as learning strategy.

3 Research Methods

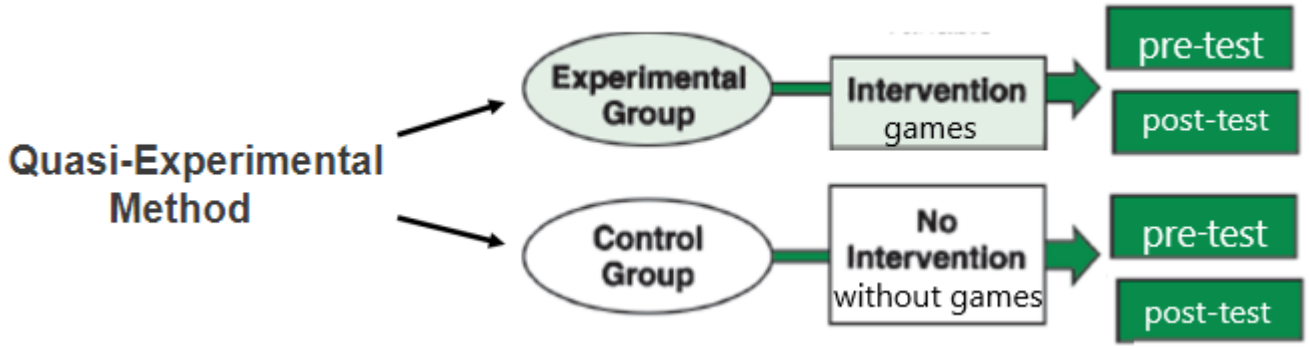
3.1 Research Approach

3.1.1 Methodological Design

3.1.1.1 Type of research

This research took place from October 13th to November 11th. In addition, this paper contains a mixed approach: quantitative and qualitative. However, the qualitative approach was taken more to represent the data in a quantitative way. The hold process at Instituto Nacional Diriangén lasted 5 weeks, due to the Corona Virus epidemic, so, it was tried to not keep so much contact with the students.

This research has a quantitative approach because the strategies applied in 10th grade A-B are evaluated to reach a significant result through the quasy experiment. The quasy experiment uses a collection of quantitative data that is deferred for a solution to the problem through the application of techniques.



Source: own elaboration

This research aims to describe, develop, and apply didactic strategies to improve the teaching and learning of the verb be: present simple in the 10th grades A-B at the Diriangén National Institute. Thus, the teaching-learning process of 10th grade A students is meaningful through the application of the quasy experiment applied in that grade to demonstrate that the games are effective and significant for the development of writing skills.

3.1.1.2 Context Sample

On November 14th, 1977 the institute Anastasio Somoza Portocarrero was founded, it was built where actually is the civil square, at the time David Delgado Rodriguez was mayor in the town. He was husband of the founder of the institute, Nubia Franco Alonso. He was who provided support for the center to function from 1977- 1979.

- Instituto Nacional Mario Narváez 1980- 1998
- Instituto Nacional Autónoma Diriangén 1998-2007
- Nowadays, Instituto Nacional Diriangén

Before, there was a night institute, to which students from Diriomo, San Juan de Oriente, Niquinohomo, Diriá was came. It included the free transportation to school.

Instituto Nacional Anastasio Somoza, started with 8 teachers with the following names: Roberto Castillo Barrios, science and chemistry; Enoe Castillo Sandoval, Spanish; Urania Pérez de Jara, English (Niquinohomo), Emilio Ruiz Poveda, Math; José Juan Ruiz, Natural Science; Cecilio Pérez, Math; Noel Estrada Delgado, cleaning staff; Director Nubia Franco Alonso; Secretary, Tomasita Pérez Gómez.

Institute started with 3 sections from 7th to 9th grade, with one hundred (100) students in the morning shift. Nowadays, Institute National Diriangén count with 12 teachers, director and secretary, cleaning staff, security guard and three hundred seventy (370) students, men and women.

In the morning shift count with six sections from 7th to 9th grade and afternoon shift count with four sections from 10th to 11th grade.

3.1.1.3 Population:

There was a population of 65 tenth grade students from Instituto Nacional Diriangén, located in Diria city, 30 students from 10th grade A and 35 students from 10th B.

In total, were used 40 students of 65 Tenth (10th) grade students (20 students from 10th grade “A” and 20 students from 10th grade “B”) from the afternoon shift and the English teacher from Instituto Nacional Diriangén located in Diria, near to “Centro Judicial Diriá”. These students at this level have already taken English courses since they were in

Seventh grade, Eight grade, Nine grade of high school. In addition to that, some of them have taken English courses in different academies and for that reason they were a little bit more capable to have a simple idea of the topic. Although not in a successful manner.

A household survey explains that "The population or universe represents the entire group of units which is the focus of the study." (OECD, 2001) In that sense, universe is defined like a set of people, things, and phenomena subject to investigation, which have definitive characteristics. Given the possibility of investigating the set as a whole, a subset will be selected which will be called a sample.

The universe of this work was the educational community of the Instituto Nacional Diriangén that was in the neighborhood Pedro Araúz Palacios of municipality of Diriá, Granada department. This Institute count with three buildings. Chemistry laboratory, computer laboratory. Also, it counts with morning and afternoon shift, it counts with 370 students for both shifts, from 7^{th} to 9^{th} are 240 students and 10^{th} and 11^{th} with 130 students. The institute count with 12 teachers, a director, a secretary, a cleaning staff, a psychologist, a teacher for technology classroom, a librarian, a teacher's lounge, a sewing workshop.

3.1.1.4 Information Gathering Strategies

The documents that will be applied to collect the information for subsequent analysis are observation, pre-test and post-test for the students and interview to the teacher.

The Columbia University said that "Research instruments is a tool used to collect, measure and analyze data related to your research interest… the research instrument is usually determined by researcher and is tied to the study methodology". (University, 2021)

3.1.1.4.1 Age

This table shows the age of the students:

10th grade "A": There were 9 students that are 16 years old, 6 students that are 17 years old and 5 students that are 18 years old.

Students Age	Age Range	Frecuency	Percentage	Valid percentage
Valid	16	9	45	45
	17	6	30	75
	18	5	25	100
	Total	20	100	

10th grade "B": There were 9 students that are 16 years old, 6 students that are 17 years old and 5 students that are 18 years old.

Students Age	Age Range	Frecuency	Percentage	Valid percentage
Valid	16	7	35	35
	17	5	25	60
	18	8	40	100
	Total	20	100	

3.1.1.4.2 Gender

This table shows the gender of the students:

10th grade "A": There were 6 students that are males and 14 students that are females.

Students Gender	Gender	Frecuency	Percentage	Valid percentage
Valid	Male	6	30	30
	Female	14	70	100
	Total	20	100	

10th grade "B": There were 9 students that are males and 11 students that are females.

Students Gender	Gender	Frecuency	Percentage	Valid percentage
Valid	Male	9	45	45
	Female	11	55	100
	Total	20	100	

3.1.1.5 Sampling:

The sampling of this research was decided for convenience, including 20 tenths A grade students, 11 males and 9 females. Also, 20 tenth B students, 6 males and 14 females; from Instituto Nacional Diriangén in Diria City of Granada in order to obtain the necessary information to complete the research.

3.1.1.6 Data Collection Techniques:

The techniques for collecting the data and information in this research were an interview with the English teacher and an observation guide to the tenth – grade A and B students. this process was developed at Instituto Nacional Diriangén in Diriá city, during the second semester of the scholar year in terms of collecting real information from the teacher and students' situation. First, it was proceeded to visit the Institute located in Diriá city, Instituto Nacional Diriangén, there the teacher from the English subject answered some questions related to our research. Second, along 2 days it was developed the observation period, to both tenth grades, where it was discerned the students´ knowledge situation and if what the teacher answered in the interview was real. Third, it was proceeded to develop a pre-test, in tenth A and B, in order to measure if the knowledge that students were acquiring through the teacher techniques were successful along the learning process. Fourth, a training period was developed along 6 days, in both tenth grades, there the 40 students that were selected by both tenth grade received two kinds of a lesson. In tenth A were taught through games and in the tenth B they were taught through the traditional method. Finally, both grades had a post-test with the goal to show up which strategy worked, which obviously was games.

3.1.1.7 Triangulation between techniques (observation, interview, pre-test / post-test)

We have created a seminar investigation making use of different references. Those sources have help us to determine that games have a deep importance when developing a teaching learning process based on games without matter the learner differences (age, color, race, city). So, to pass from the theory to the practice and test, if this theory really works, we have decided to make an intervention in a classroom from Instituto Nacional de Diriangén, but to make the intervention, we have previously created a teacher interview that is going to help us to have a general view from students and learning situation.

This interview had passed through a validation process that was applied by different professors, masters and PhD from UNAN - Managua university. After that, we applied a pre-test to students to catch the percentage of knowledge they have in writing. For that step we are going to need around 20 students to be tested. Then, an experiment is going to be developed by four weeks where two groups of 10th grade are going to be selected and one is going to be taught with innovative games making use of writing sentence skills, and the other will be taught in a traditional way. This process will let us pass to the post test where they will demonstrate the knowledge, they acquired during the two weeks of experiment. Then, the result from the test will show if games work as a teaching learning strategy in writing skill or not.

We made our first visit preparing an observation guide ***(see annex)*** with the end to know the teacher's work in the learning-teaching process in the subject of foreign language. The observation allows us to identify the teaching strategies that teacher apply in the develop of the content verb be: present simple.

The study conducted on the observation guide showed us that the teacher does not apply games as a teaching-learning strategy. By analyzing the observation guide to know about methodological strategies that teacher used in the classroom when develop the content of the unit VIII, verb be: present simple could evidence that students present problems. Also, the lack of the motivation and creative strategies.

Previous visits were organized to observe the development of the classes that teacher provide in 10th grade A - B of the foreign language in the vespertine shift.

It is evident that teacher goes to the labyrinth answer, storytelling, drawing dictation, to develop the content verb be: present simple. Nevertheless, live worksheet and EDUCAPLAY are two strategies that teacher applies most of the time in the subject of foreign language.

When carrying out the observation guide, we can see that teacher makes use of technological means such as data show to present the orientations and develop of some activity or content that they need develop through a specific platform or use some slides.

We observe that her way of evaluating is:

A. **Formative:** she presents the control that she carried in physic where she writes about the daily work that students did such as quiz, homework, individual works.
B. **Summative:** She complies with MINED regulations where she assigns a score to each work carried out by the students.

We observe that communication is interpersonal between teacher and students and methodological approach that teacher used is traditionalist.

3.1.1.8 Validation of instruments

The experts that were used to validate the process were Msc. Francisco José Sánchez Quintero. Msc. Oscar Antonio Castillo Orozco. B.A. Abraham Antonio Valenzuela. Msc Geraldine Abril López Darce and Msc. Roberto Carlos Villareal from the English Department of the Education and Languages faculty of UNAN – Managua. The rating given by the jury per item was measured from 1 to 4 points. Then, each validation had a valued of 25 points which represents a 100% of the validation process, giving as result the following:

3.1.1.8.1 Teacher Interview Guide

This site expresses that "Interviews are different from questionnaires as they involve social interaction… Researchers can ask different types of questions which in turn generate different types of data." (Dr. Saul McLeod, 2014)

The type of interview that was carried out was structured open because it includes a set of answer and questions that follow a predetermined sequence by the interview. We applied an interview directed to the teacher with the objective to know the strategies used at the moment of provide the class of foreign language with the students of 10^{th} grade of Instituto Nacional Diriangén.

This is a general summary related to the validation done by the jury to our instruments of research.

3.1.1.8.2 Data Processing of "Teacher Interview" validation

Table #1

1. **What are the methodological strategies that you apply to improve English writing skills? Explain how it has worked in your teaching – learning process.**

The results were obtained by the validation from different experts of a **"Class Observation Guide".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3,75	3,75	3,50	3,50

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

1		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,75	23,4	23,4	23,4
	Clarity	3,75	23,4	23,4	46,9
	Relevance	3,5	21,9	21,9	68,8
	Sufficiency	3,5	21,9	21,9	90,6
	Total	14,5	90,6	90,6	

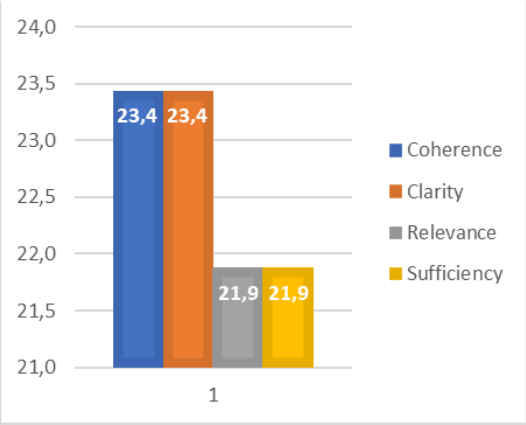


Figure 1

The data obtained through the validation given by different experts about **"Teacher Interview Guide"** designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 90.6% rate of 100%. (See "Figure 1")

1. 3.75 was the level of coherence in a scale from 1 to 4. The result represents 23.4% in the blue-colored column from the graphic.
2. 3.75 was the level of clarity in a scale from 1 to 4. The result represents 23.4% in the oranged-colored column from the graphic.
3. 3.5 was the level of relevance in a scale from 1 to 4. The result represents 21.9% in the gray-colored column from the graphic.
4. 3.5 was the level of sufficiency in a scale from 1 to 4. The result represents 21.9% in the yellow-colored column from the graphic.

Table #2

2. **Have you used games as a strategy for your teaching learning process? Explain your experience.**

The results were obtained by the validation from different experts of a **"Class Observation Guide".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3,75	3,75	3,50	3,50

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

2		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,75	23,4	23,4	23,4
	Clarity	3,5	21,9	21,9	45,3
	Relevance	3,75	23,4	23,4	68,8
	Sufficiency	3,25	20,3	20,3	89,1
	Total	14,25	89,1	89,1	

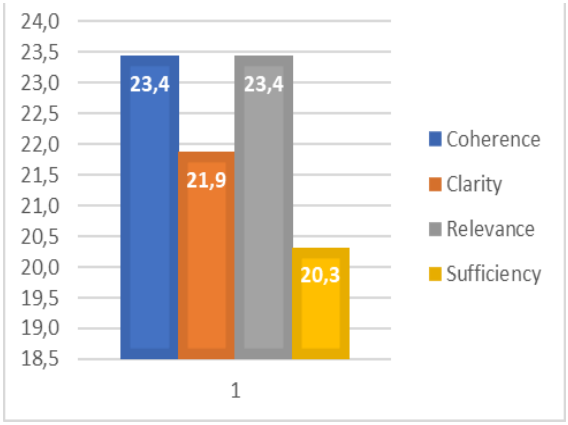


Figure 2

The data obtained through the validation given by different experts about **"Teacher Interview Guide**" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 89.1% rate of 100%. (See "Figure 2")

1. 3.75 was the level of coherence in a scale from 1 to 4. The result represents 23.4% in the blue-colored column from the graphic.
2. 3.5 was the level of clarity in a scale from 1 to 4. The result represents 21.9% in the oranged-colored column from the graphic.
3. 3.75 was the level of relevance in a scale from 1 to 4. The result represents 23.4% in the gray-colored column from the graphic.
4. 3.25 was the level of sufficiency in a scale from 1 to 4. The result represents 20.3% in the yellow-colored column from the graphic.

Table #3

3. **Do you consider that games need to be applied as a learning strategy? Explain your point of view**

The results were obtained by the validation from different experts of a **"Class Observation Guide".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3,75	4	3,75	3,25

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

3		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,8	23,4	23,4	23,4
	Clarity	4,0	25,0	25,0	48,4
	Relevance	3,8	23,4	23,4	71,9
	Sufficiency	3,3	20,3	20,3	92,2
	Total	14,8	92,2	92,2	

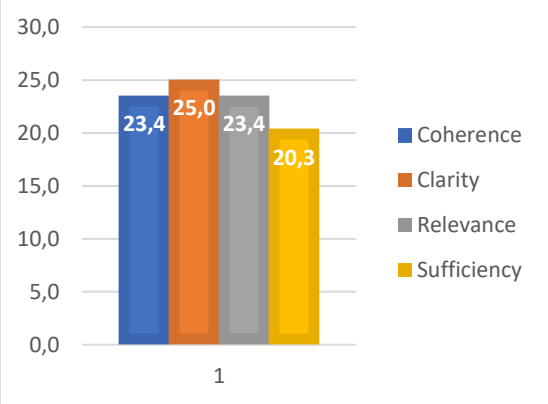


Figure 3

The data obtained through the validation given by different experts about **"Teacher Interview Guide**" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 92.2% rate of 100%. (See "Figure 3")

1. 3.8 was the level of coherence in a scale from 1 to 4. The result represents 23.4% in the blue-colored column from the graphic.
2. 4.0 was the level of clarity in a scale from 1 to 4. The result represents 25.0% in the oranged-colored column from the graphic.
3. 3.8 was the level of relevance in a scale from 1 to 4. The result represents 23.4% in the gray-colored column from the graphic.
4. 3.3 was the level of sufficiency in a scale from 1 to 4. The result represents 20.3% in the yellow-colored column from the graphic.

Table #4

4. **What strategies have you used when developing writing skill? Describe your experience.**

The results were obtained by the validation from different experts of a **"Class Observation Guide".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3,50	3,50	3,25	2,75

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

4		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,3	20,3	20,3	20,3
	Clarity	3,8	23,4	23,4	43,8
	Relevance	2,8	17,2	17,2	60,9
	Sufficiency	3,0	18,8	18,8	79,7
	Total	12,75	79,6875	79,6875	

The data obtained through the validation given by different experts about **"Teacher Interview Guide**" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 79.68% rate of 100%. (See "Figure 4")

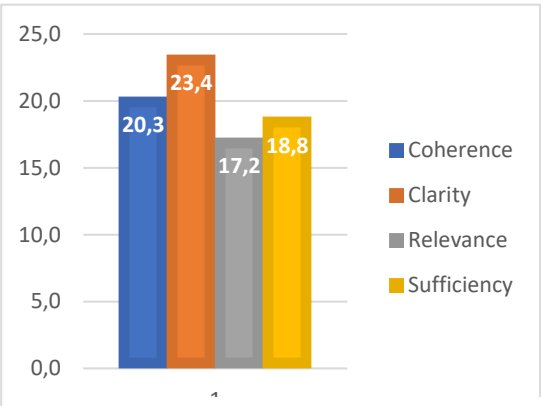


Figure 4

1. 3.3 was the level of coherence in a scale from 1 to 4. The result represents 20.3% in the blue-colored column from the graphic.
2. 3.8 was the level of clarity in a scale from 1 to 4. The result represents 23.4% in the oranged-colored column from the graphic.
3. 2.8 was the level of relevance in a scale from 1 to 4. The result represents 17.2% in the gray-colored column from the graphic.
4. 3.0 was the level of sufficiency in a scale from 1 to 4. The result represents 18.8% in the yellow-colored column from the graphic.

Table #5

5. What didactic resources have you used when developing a writing skill? Mention the ones you have used.

The results were obtained by the validation from different experts of a **"Class Observation Guide".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3,75	3,75	3,50	3,50

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

5		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,5	21,9	21,9	21,9
	Clarity	3,5	21,9	21,9	43,8
	Relevance	3,3	20,3	20,3	64,1
	Sufficiency	2,8	17,2	17,2	81,3
	Total	13,0	81,3	81,3	

The data obtained through the validation given by different experts about **"Teacher Interview Guide**" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 81.3% rate of 100%. (See "Figure 5")

1. 3.5 was the level of coherence in a scale from 1 to 4. The result represents 21.9% in the blue-colored column from the graphic.

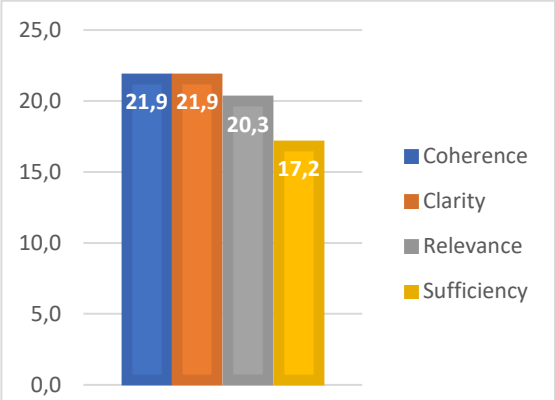


Figure 5

2. 3.5 was the level of clarity in a scale from 1 to 4. The result represents 21.9% in the orange-colored column from the graphic.
3. 3.3 was the level of relevance in a scale from 1 to 4. The result represents 20.3% in the gray-colored column from the graphic.
4. 2.8 was the level of sufficiency in a scale from 1 to 4. The result represents 17.2% in the yellow-colored column from the graphic.

Table #6

6. Do you provide feedback to your students when they face problems when developing writing skill? Tell us your experience

The results were obtained by the validation from different experts of a **"Class Observation Guide".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3,25	3	3,5	3,75

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

6		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,3	20,3	20,3	20,3
	Clarity	3,0	18,8	18,8	39,1
	Relevance	3,5	21,9	21,9	60,9
	Sufficiency	3,8	23,4	23,4	84,4
	Total	13,5	84,4	84,4	

The data obtained through the validation given by different experts about **"Teacher Interview Guide**" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 84.4% rate of 100%. (See "Figure 6")

1. 3.3 was the level of coherence in a scale from 1 to 4. The result represents 20.3% in the blue-colored column from the graphic.

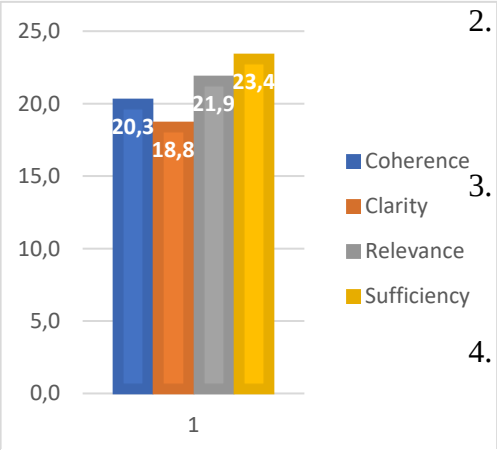


Figure 6

2. 3.0 was the level of clarity in a scale from 1 to 4. The result represents 18.8% in the orange-colored column from the graphic.
3. 3.5 was the level of relevance in a scale from 1 to 4. The result represents 21.9% in the gray-colored column from the graphic.
4. 3.8 was the level of sufficiency in a scale from 1 to 4. The result represents 23.4% in the yellow-colored column from the graphic.

Table #7

7. Do you consider that games could be used as a strategy for developing the writing skill? Why?

The results were obtained by the validation from different experts of a **"Class Observation Guide".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3,50	3,75	3,75	4,00

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

7		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,5	21,9	21,9	21,9
	Clarity	3,8	23,4	23,4	45,3
	Relevance	3,8	23,4	23,4	68,8
	Sufficiency	4,0	25,0	25,0	93,8
	Total	15,0	93,8	93,8	

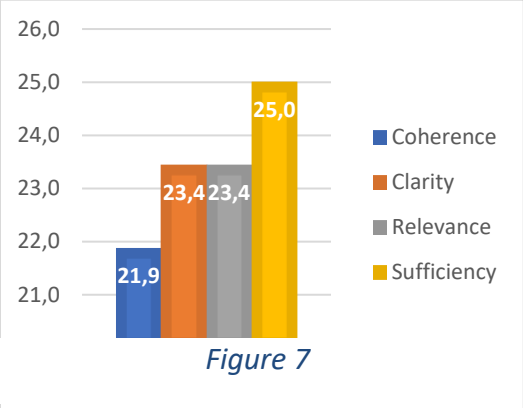


Figure 7

The data obtained through the validation given by different experts about **"Teacher Interview Guide"** designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 93.8% rate of 100%. (See "Figure 7")

1. 3.5 was the level of coherence in a scale from 1 to 4. The result represents 21.9% in the blue-colored column from the graphic.
2. 3.8 was the level of clarity in a scale from 1 to 4. The result represents 23.4% in the orange-colored column from the graphic.
3. 3.8 was the level of relevance in a scale from 1 to 4. The result represents 23.4% in the gray-colored column from the graphic.
4. 4.0 was the level of sufficiency in a scale from 1 to 4. The result represents 25.0% in the yellow-colored column from the graphic.

Table #8

8. What type of games would you recommend to be applied in games as writing strategy? Mention the ones you know, since your experience.

The results were obtained by the validation from different experts of a **"Class Observation Guide".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3,5	3,5	3,5	3,5

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

8		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,5	21,9	21,9	21,9
	Clarity	3,5	21,9	21,9	43,8
	Relevance	3,5	21,9	21,9	65,6
	Sufficiency	3,5	21,9	21,9	87,5
	Total	14,0	87,5	87,5	

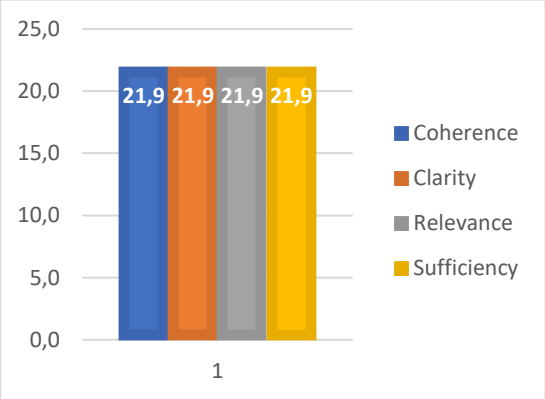


Figure 8

The data obtained through the validation given by different experts about **"Teacher Interview Guide**" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 87.5% rate of 100%. (See "Figure 8")

1. 3.5 was the level of coherence in a scale from 1 to 4. The result represents 21.9% in the blue-colored column from the graphic.
2. 3.5 was the level of clarity in a scale from 1 to 4. The result represents 21.9% in the orange-colored column from the graphic.
3. 3.5 was the level of relevance in a scale from 1 to 4. The result represents 21.9% in the gray-colored column from the graphic.
4. 3.5 was the level of sufficiency in a scale from 1 to 4. The result represents 21.9% in the yellow-colored column from the graphic.

Table #9 or General Table of Results

The results were obtained by the validation from different experts of a "**Teacher Interview guide**". The scale to rate was created from 0 to 100.

Coherence 0 - 100	Clarity 0 - 100	Relevance 0 - 100	Sufficiency 0 - 100
90,63	91,88	89,38	87,50

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

General Results		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	90,6	22,7	22,7	22,7
	Clarity	91,9	23,0	23,0	45,6
	Relevance	89,4	22,3	22,3	68,0
	Sufficiency	87,5	21,9	21,9	89,8
	Total	359,4	89,8	89,8	

The data obtained through the validation given by different experts about **"Teacher Interview Guide"** designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 89.8% rate of 100%. (See "Figure 9")

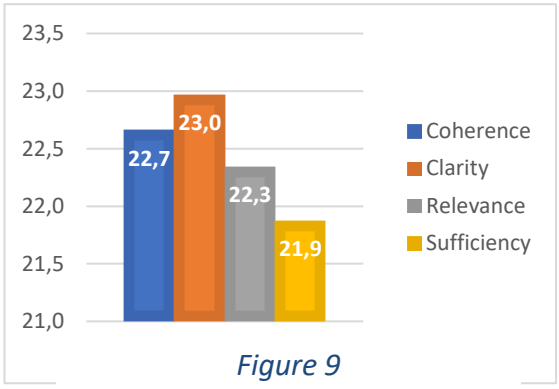


Figure 9

1. 90.6 was the level of coherence in a scale from 1 to 4. The result represents 21.4% in the blue-colored column from the graphic.
2. 91.9 was the level of clarity in a scale from 1 to 4. The result represents 23.0% in the orange-colored column from the graphic.
3. 89.4 was the level of relevance in a scale from 1 to 4. The result represents 22.3% in the gray-colored column from the graphic.
4. 87.5 was the level of sufficiency in a scale from 1 to 4. The result represents 21.9% in the yellow-colored column from the graphic.

3.1.1.8.3 Class Observation Guide

Observation consists in the register systematic, valid, and trustworthy of the behavior through by sight, any fact, phenomena, situation that is produced in the nature or in the society in function of the objectives of research.

7.3.1.1.Data Processing of "Observation" validation

Table #1

1. **The teacher uses rewarding words such as: well-done, good, good job or excellent.**

The results were obtained by the validation from different experts of a **"Class Observation Guide".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 – 4	Relevance 0 - 4	Sufficiency 0 - 4
3,75	3,75	3,50	3,50

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

1		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,75	23,4	23,4	23,4
	Clarity	3,75	23,4	23,4	46,9
	Relevance	3,5	21,9	21,9	68,8
	Sufficiency	3,5	21,9	21,9	90,6
	Total	14,5	90,6	90,6	

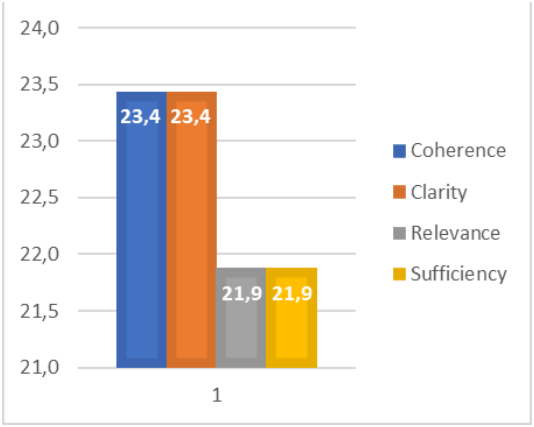


Figure 2

The data obtained through the validation given by different experts about "Class Observation Guides" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 90.6% rate of 100%. (See "Figure 1")

1. 3.75 was the level of coherence in a scale from 1 to 4. The result represents 23.4% in the blue-colored column from the graphic.
2. 3.75 was the level of clarity in a scale from 1 to 4. The result represents 23.4% in the red-colored column from the graphic.
3. 3.5 was the level of relevance in a scale from 1 to 4. The result represents 21.9% in the gray-colored column from the graphic.

4. 3.5 was the level of sufficiency in a scale from 1 to 4. The result represents 21.9% in the yellow-colored column from the graphic.

Table #2

2. The teacher uses phrases in English to communicate with the students.

The results were obtained by the validation from different experts of a **"Class Observation Guide"**. The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3,50	3,50	3,50	3,00

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

2		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,5	21,9	21,9	21,9
	Clarity	3,5	21,9	21,9	43,8
	Relevance	3,5	21,9	21,9	65,6
	Sufficiency	3	18,8	18,8	84,4
	Total	13,5	84,4	84,4	

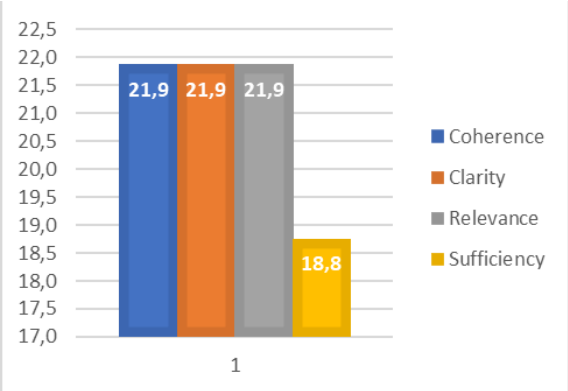


Figure 3

The data obtained through the validation given by different experts about "Class Observation Guides" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 84.4% rate of 100%. (See "Figure 2")

1. 3.5 was the level of coherence in a scale from 1 to 4. The result represents 21.9% in the blue-colored column from the graphic.
2. 3.5 was the level of clarity in a scale from 1 to 4. The result represents 21.9% in the red-colored column from the graphic.
3. 3.5 was the level of relevance in a scale from 1 to 4. The result represents 21.9% in the gray-colored column from the graphic.

4. 3 was the level of sufficiency in a scale from 1 to 4. The result represents 18.8% in the yellow-colored column from the graphic.

Table #3

3. Students participates and interact with the teacher during the class.

The results were obtained by the validation from different experts of a **"Class Observation Guide".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3,75	3,75	3,5	3,25

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

3		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,8	23,4	23,4	23,4
	Clarity	3,8	23,4	23,4	46,9
	Relevance	3,5	21,9	21,9	68,8
	Sufficiency	3,3	20,3	20,3	89,1
	Total	14,3	89,1	89,1	

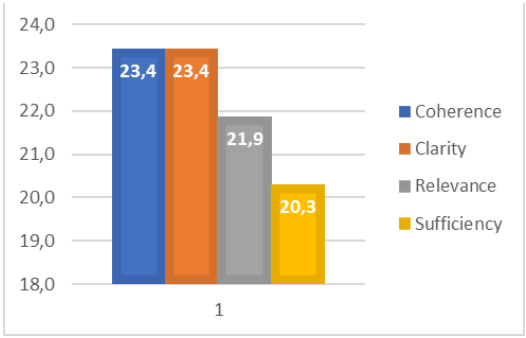


Figure 4

The data obtained through the validation given by different experts about "Class Observation Guides" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 89.1% rate of 100%. (See "Figure 3")

1. 3.8 was the level of coherence in a scale from 1 to 4. The result represents 23.4% in the blue-colored column from the graphic.
2. 3.8 was the level of clarity in a scale from 1 to 4. The result represents 23.4% in the red-colored column from the graphic.
3. 3.5 was the level of relevance in a scale from 1 to 4. The result represents 21.9% in the gray-colored column from the graphic.
4. 3.3 was the level of sufficiency in a scale from 1 to 4. The result represents 20.3% in the yellow-colored column from the graphic.

Table #4

4. The teacher creates writing activities that makes students feel confident to participate and interact without fear to make mistakes, when writing.

The results were obtained by the validation from different experts of a **"Class Observation Guide".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3,13	3,38	2,63	2,88

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

4		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,1	19,5	19,5	19,5
	Clarity	3,4	21,1	21,1	40,6
	Relevance	2,6	16,4	16,4	57,0
	Sufficiency	2,9	18,0	18,0	75,0
	Total	12	75	75	

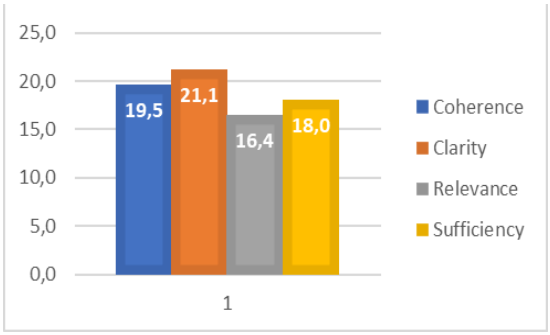


Figure 5

The data obtained through the validation given by different experts about "Class Observation Guides" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 75% rate of 100%. (See "Figure 4")

1. 3.1 was the level of coherence in a scale from 1 to 4. The result represents 16.,5% in the blue-colored column from the graphic.
2. 3.4 was the level of clarity in a scale from 1 to 4. The result represents 21.1% in the red-colored column from the graphic.
3. 2.6 was the level of relevance in a scale from 1 to 4. The result represents 16.4% in the gray-colored column from the graphic.
4. 2.9 was the level of sufficiency in a scale from 1 to 4. The result represents 18.0% in the yellow-colored column from the graphic.

Table #5

5. Students participates with the teacher in writing activities on the board

The results were obtained by the validation from different experts of a **"Class Observation Guide".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3,13	3,38	3,13	2,63

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

5		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,1	19,5	19,5	19,5
	Clarity	3,4	21,1	21,1	40,6
	Relevance	3,1	19,5	19,5	60,2
	Sufficiency	2,6	16,4	16,4	76,6
	Total	12,3	76,6	76,6	

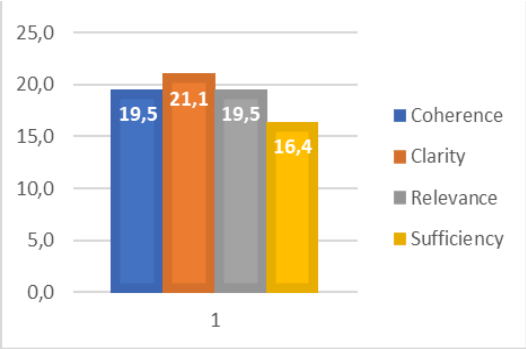


Figure 6

The data obtained through the validation given by different experts about "Class Observation Guides" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 76.6% rate of 100%. (See "Figure 5")

1. 3.1 was the level of coherence in a scale from 1 to 4. The result represents 19.5% in the blue-colored column from the graphic.
2. 3.4 was the level of clarity in a scale from 1 to 4. The result represents 21.1% in the red-colored column from the graphic.
3. 3.1 was the level of relevance in a scale from 1 to 4. The result represents 19.5% in the gray-colored column from the graphic.
4. 2.6 was the level of sufficiency in a scale from 1 to 4. The result represents 16.4% in the yellow-colored column from the graphic.

Table #6

6. **Students uses different resources, like textbooks, digital devices, digital presentations, dictionaries, wallpapers, to follow sentences patters.**

The results were obtained by the validation from different experts of a **"Class Observation Guide".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3,25	2,75	3,25	3,75

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

6		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,3	20,3	20,3	20,3
	Clarity	2,8	17,2	17,2	37,5
	Relevance	3,3	20,3	20,3	57,8
	Sufficiency	3,8	23,4	23,4	81,3
	Total	13,0	81,3	81,3	

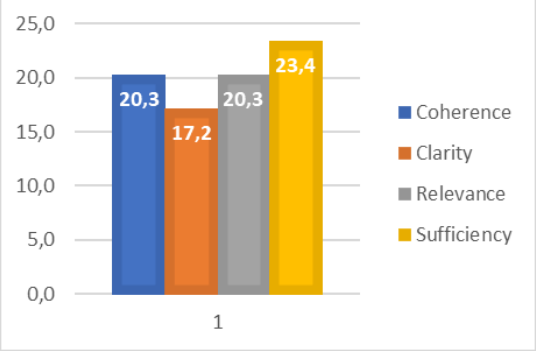


Figure 7

The data obtained through the validation given by different experts about "Class Observation Guides" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 81.3% rate of 100%. (See "Figure 6")

1. 3.3 was the level of coherence in a scale from 1 to 4. The result represents 20.3% in the blue-colored column from the graphic.
2. 2.8 was the level of clarity in a scale from 1 to 4. The result represents 17.2% in the red-colored column from the graphic.
3. 3.3 was the level of relevance in a scale from 1 to 4. The result represents 20.3% in the gray-colored column from the graphic.
4. 3.8 was the level of sufficiency in a scale from 1 to 4. The result represents 23.4% in the yellow-colored column from the graphic.

Table #7

7. **The teacher instructs students how to write affirmative, negative and interrogative sentences making use of the writing strategies.**

The results were obtained by the validation from different experts of a **"Class Observation Guide".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3,13	3,63	3,63	3,63

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

7		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,1	19,5	19,5	19,5
	Clarity	3,6	22,7	22,7	42,2
	Relevance	3,6	22,7	22,7	64,8
	Sufficiency	3,6	22,7	22,7	87,5
	Total	14,0	87,5	87,5	

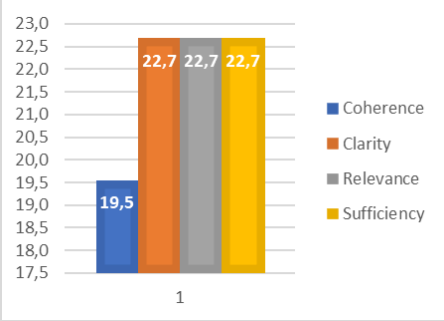


Figure 8

The data obtained through the validation given by different experts about "Class Observation Guides" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 87.5% rate of 100%. (See "Figure 7")

1. 3.1 was the level of coherence in a scale from 1 to 4. The result represents 19.5% in the blue-colored column from the graphic.
2. 3.6 was the level of clarity in a scale from 1 to 4. The result represents 22.7% in the red-colored column from the graphic.
3. 3.6 was the level of relevance in a scale from 1 to 4. The result represents 22.7% in the gray-colored column from the graphic.
4. 3.6 was the level of sufficiency in a scale from 1 to 4. The result represents 22.7% in the yellow-colored column from the graphic.

Table #8

8. **The writing instructions provided by teacher are clear and simple to be followed by students.**

The results were obtained by the validation from different experts of a **"Class Observation Guide".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 – 4	Relevance 0 - 4	Sufficiency 0 - 4
3,5	3,5	3,5	3,5

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

8		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,5	21,9	21,9	21,9
	Clarity	3,5	21,9	21,9	43,8
	Relevance	3,5	21,9	21,9	65,6
	Sufficiency	3,5	21,9	21,9	87,5
	Total	14,0	87,5	87,5	

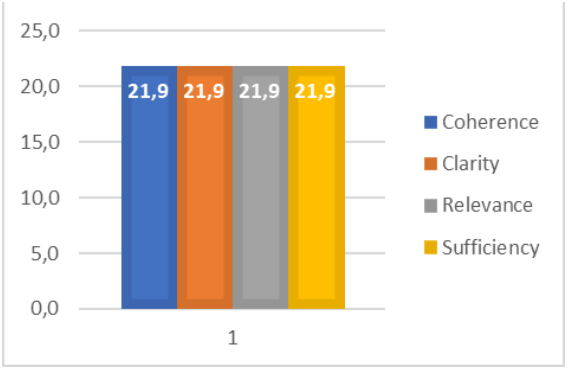


Figure 9

The data obtained through the validation given by different experts about "Class Observation Guides" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 87.5% rate of 100%. (See "Figure 8")

1. 3.5 was the level of coherence in a scale from 1 to 4. The result represents 21.9% in the blue-colored column from the graphic.
2. 3.5 was the level of clarity in a scale from 1 to 4. The result represents 21.9% in the blue-colored column from the graphic
3. 3.5 was the level of relevance in a scale from 1 to 4. The result represents 21.9% in the blue-colored column from the graphic
4. 3.5 was the level of sufficiency in a scale from 1 to 4. The result represents 21.9% in the blue-colored column from the graphic

Table #9

9. The teacher provides a sentence pattern to be followed to write sentences.

The results were obtained by the validation from different experts of a "Class Observation Guide". The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3,75	4	3,5	3,5

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

9		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,8	23,4	23,4	23,4
	Clarity	4,0	25,0	25,0	48,4
	Relevance	3,5	21,9	21,9	70,3
	Sufficiency	3,5	21,9	21,9	92,2
	Total	14,8	92,2	92,2	

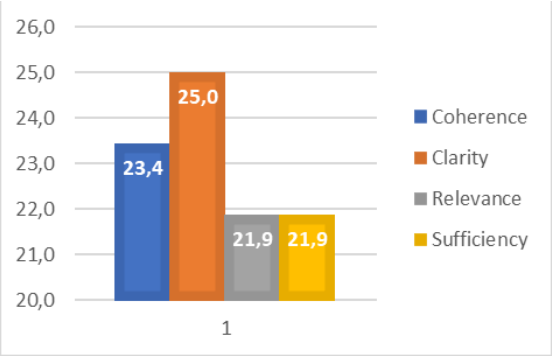


Figure 10

The data obtained through the validation given by different experts about "Class Observation Guides" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 92.2% rate of 100%. (See "Figure 9")

1. 3.8 was the level of coherence in a scale from 1 to 4. The result represents 23.4% in the blue-colored column from the graphic.
2. 4.0 was the level of clarity in a scale from 1 to 4. The result represents 25.0% in the red-colored column from the graphic.
3. 3.5 was the level of relevance in a scale from 1 to 4. The result represents 21.9% in the gray-colored column from the graphic.
4. 3.5 was the level of sufficiency in a scale from 1 to 4. The result represents 21.9% in the yellow-colored column from the graphic.

Table #10

10. Teacher provides feedback to students pre, during and post the production of sentences.

The results were obtained by the validation from different experts of a "Class Observation Guide". The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3,38	3,63	3,13	3,13

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

10		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3	21	21	21
	Clarity	4	23	23	44
	Relevance	3	20	20	63
	Sufficiency	3	20	20	83
	Total	13	83	83	

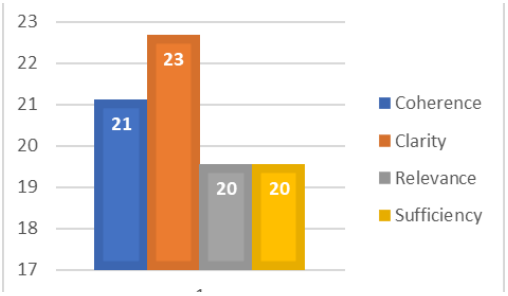


Figure 11

The data obtained through the validation given by different experts about "Class Observation Guides" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 83% rate of 100%. (See "Figure 10")

1. 3 was the level of coherence in a scale from 1 to 4. The result represents 21% in the blue-colored column from the graphic.
2. 4 was the level of clarity in a scale from 1 to 4. The result represents 23% in the red-colored column from the graphic.
3. 3 was the level of relevance in a scale from 1 to 4. The result represents 20% in the gray-colored column from the graphic.
4. 3 was the level of sufficiency in a scale from 1 to 4. The result represents 20% in the yellow-colored column from the graphic.

Table #11 or General Table of Results

The results were obtained by the validation from different experts of a "Class Observation Guide". The scale to rate was created from 0 to 100.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
85,63	88,13	83,13	81,88

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

General Results		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	85,6	21,4	21,4	21,4
	Clarity	88,1	22,0	22,0	43,4
	Relevance	83,1	20,8	20,8	64,2
	Sufficiency	81,9	20,5	20,5	84,7
	Total	338,8	84,7	84,7	

The data obtained through the validation given by different experts about "Class Observation Guides" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 84.7% rate of 100%. (See "Figure 11")

1. 85.6 was the level of coherence in a scale from 1 to 4. The result represents 21.4% in the blue-colored column from the graphic.
2. 88.1 was the level of clarity in a scale from 1 to 4. The result represents 22.0% in the red-colored column from the graphic.

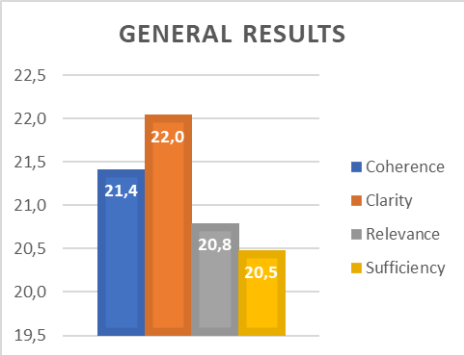


Figure 12

3. 83.1 was the level of relevance in a scale from 1 to 4. The result represents 20.8% in the gray-colored column from the graphic.
4. 81.9 was the level of sufficiency in a scale from 1 to 4. The result represents 20.5% in the yellow-colored column from the graphic.

3.1.1.8.4 Pre – Test Validation

An article of Insight association said that: "*A pre-test is where a questionnaire is tested on a (statistically) small sample of respondents before a full-scale study, in order to identify any problems such as unclear wording"*. (asociation, 2006)

We applied a pre-test with verb tense, pattern sentences, completion sentences, negative sentences in the present simple to the students of 10th grade A and B of Instituto Nacional Diriangen with the purpose to know the previous knowledge that students have in the content present simple through of the traditional method.

Data Processing – Pre-test validation results

Table #1

4. Complete in the blank space with the verb be in the present simple.

The results were obtained by the validation from different experts of a **"pre-test"** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
4,00	4,00	4,00	4,00

The table of contents below shows the results of the validation of the pre-test that describes the results from the prompt.

1		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	4	25,0	25,0	25,0
	Clarity	4	25,0	25,0	50,0
	Relevance	4	25,0	25,0	75,0
	Sufficiency	4	25,0	25,0	100,0
	Total	16	100,0	100,0	

The data obtained through the validation given by different experts about "pre-test" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 100% rate of 100%. (See "Figure 1")

1. 4 was the level of coherence in a scale from 1 to 4. The result represents 25% in the blue-colored column from the graphic.

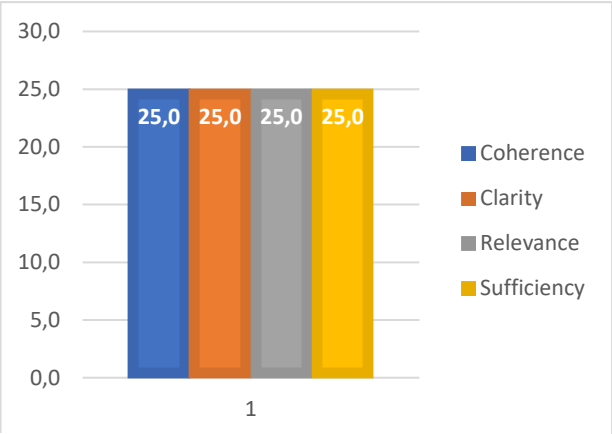


Figure 13

2. 4 was the level of clarity in a scale from 1 to 4. The result represents 25% in the orange-colored column from the graphic.
3. 4 was the level of relevance in a scale from 1 to 4. The result represents 25% in the gray-colored column from the graphic.
4. 4 was the level of sufficiency in a scale from 1 to 4. The result represents 25% in the yellow-colored column from the graphic.

Table #2

5. Write five sentences in present simple. Taking into account the action from each picture

The results were obtained by the validation from different experts of a **"pre-test"** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3,50	3,50	3,50	3,50

The table of contents below shows the results of the validation of the expert judgment and describes the results from the prompt.

2		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,5	21,9	21,9	21,9
	Clarity	3,5	21,9	21,9	43,8
	Relevance	3,5	21,9	21,9	65,6
	Sufficiency	3,5	21,9	21,9	87,5
	Total	14	87,5	87,5	

The data obtained through the validation given by different experts about "pre-test" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 87.5% rate of 100%. (See "Figure 13")

1. 3.5 was the level of coherence in a scale from 1 to 4. The result represents 21.9% in the blue-colored column from the graphic.

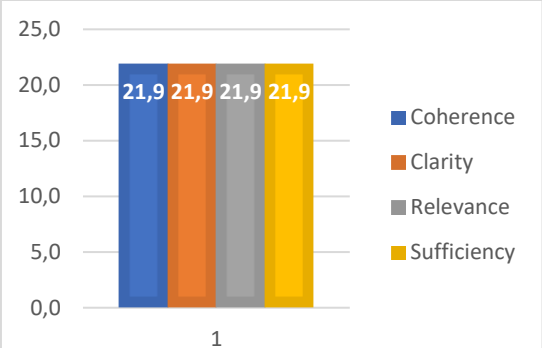


Figure 14

2. 3.5 was the level of clarity in a scale from 1 to 4. The result represents 21.9% in the orange-colored column from the graphic.
3. 3.5 was the level of relevance in a scale from 1 to 4. The result represents 21.9% in the gray-colored column from the graphic.
4. 3.5 was the level of sufficiency in a scale from 1 to 4. The result represents 21.9% in the yellow-colored column from the graphic.

Table #3

6. **Rewrite the sentences in the interrogative form, using DO or DOES in present simple**

The results were obtained by the validation from different experts of a **"pre-test".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3	3	3,5	3,5

The table of contents below shows the results of the validation of the observation guide and describes the results from the prompt.

3		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3,0	18,8	18,8	18,8
	Clarity	3,0	18,8	18,8	37,5
	Relevance	3,5	21,9	21,9	59,4
	Sufficiency	3,5	21,9	21,9	81,3
	Total	13,0	81,3	81,3	

The data obtained through the validation given by different experts about "pre-test" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 81.3% rate of 100%. (See "Figure 14")

1. 3.0 was the level of coherence in a scale from 1 to 4. The result represents 18.8% in the blue-colored column from the graphic.

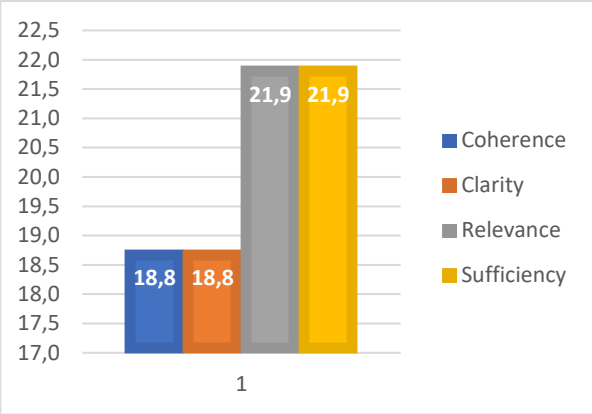


Figure 15

2. 3.0 was the level of clarity in a scale from 1 to 4. The result represents 18.8% in the orange-colored column from the graphic.
3. 3.5 was the level of relevance in a scale from 1 to 4. The result represents 21.9% in the gray-colored column from the graphic.
4. 3.5 was the level of coherence in a scale from 1 to 4. The result represents 21.9% in the yellow-colored column from the graphic.

Table #4

4. Rewrite the sentences in the interrogative form, using DO or DOES in present simple.

The results were obtained by the validation from different experts of a **"pre-test".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
2,75	2,75	2,75	2,75

The table of contents below shows the results of the validation of the pre-test and describes the results from the prompt.

4		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	2,8	17,2	17,2	17,2
	Clarity	2,8	17,2	17,2	34,4
	Relevance	2,8	17,2	17,2	51,6
	Sufficiency	2,8	17,2	17,2	68,8
	Total	11	68,75	68,75	

The data obtained through the validation given by different experts about “pre-test” designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 68.75% rate of 100%. (See “Figure 15”)

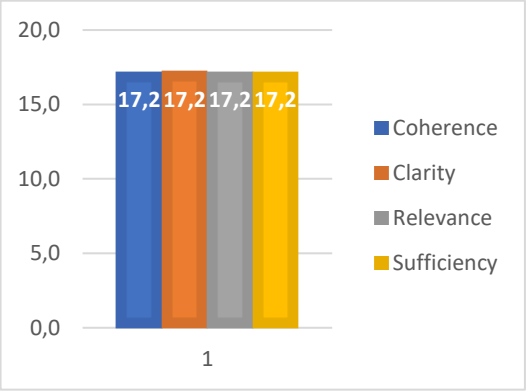


Figure 16

1. 2.8 was the level of coherence in a scale from 1 to 4. The result represents 17.2% in the blue-colored column from the graphic.
2. 2.8 was the level of clarity in a scale from 1 to 4. The result represents 17.2% in the orange-colored column from the graphic.
3. 2.8 was the level of relevance in a scale from 1 to 4. The result represents 17.2% in the gray-colored column from the graphic.
4. 2.8 was the level of sufficiency in a scale from 1 to 4. The result represents 17.2% in the yellow-colored column from the graphic.

Pre - Test – General Results

The results were obtained by the validation from different experts of a **"pre-test".** The scale to rate was created from 0 to 100.

Coherence 0 - 100	Clarity 0 - 100	Relevance 0 - 100	Sufficiency 0 - 100
79,06	79,06	82,19	79,06

The table of contents below shows the results of the validation of the pre-test and describes the results from the prompt.

General Results		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	79,1	19,8	19,8	19,8
	Clarity	79,1	19,8	19,8	39,5
	Relevance	82,2	20,5	20,5	60,1
	Sufficiency	79,1	19,8	19,8	79,8
	Total	319,4	79,8	79,8	

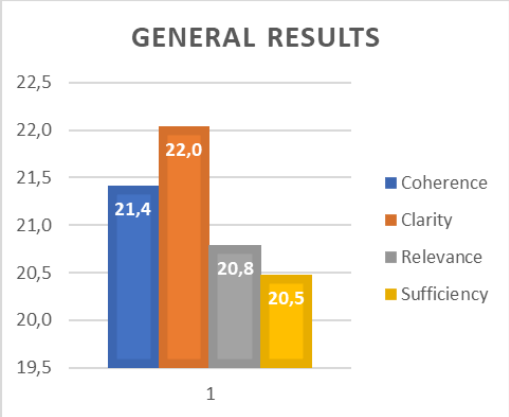


Figure 17

The data obtained through the validation given by different experts about "pre-test" designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 79.8% rate of 100%. (See "Figure 15")

1. 79.1 was the level of coherence in a scale from 1 to 4. The result represents 19.8% in the blue-colored column from the graphic.
2. 79.1 was the level of clarity in a scale from 1 to 4. The result represents 19.8% in the orange-colored column from the graphic.
3. 82.2 was the level of relevance in a scale from 1 to 4. The result represents 20.5% in the gray-colored column from the graphic.
4. 79.1 was the level of sufficiency in a scale from 1 to 4. The result represents 19.8% in the yellow-colored column from the graphic.

3.1.1.8.5 Pre – Test Results 10th grade "A"

According Bruce said that the post-test-only control group design is a research design in which there are at least two groups, one of which does not receive a treatment or intervention… the group that does not receive the treatment or intervention of interest is the control group. (Frey, 2018)

We applied a post-test with verb tense, pattern sentences, completion sentences, negative sentences in the present simple to the students of 10th grade A using different strategies through games and a Post-test in the 10th grade B using just the traditional method in the Instituto Nacional Diriangen with the purpose to know the advanced in the knowledge that students have in the content present simple through of the use of the games like a learning strategy in 10th grade A.

Data Processing – Pre-test results 10th A

Table #1

1. **Complete in the blank space with the verb be in the present simple.**

The results were obtained by the application of a Pre-test in 10th grade A. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - -6	7 - - 12	12 - - 18	19 - - 25
1	3	7	9

The table of contents below shows the results of this section of the test and describes the results from the prompt.

1st		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	**Deficient**	1	5	5	5
	Regular	3	15	15	20
	Good	7	35	35	55
	Very Good	9	45	45	100
	Total	20	100	100	

The data obtained through the pre-test application showed that 45% of the students obtained a very good grade, which means they have gone through a good learning process where they have distinguished the use of the verb be in present simple. (See "Figure 16")

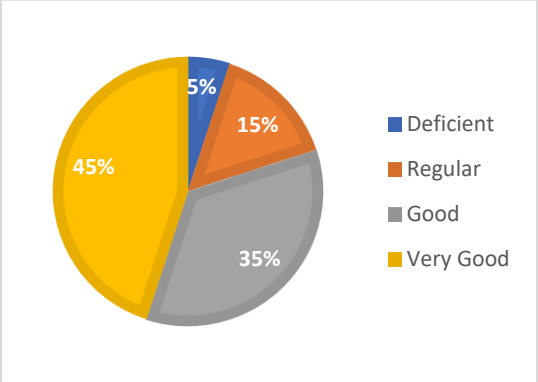


Figure 18

1. one (1) student of twenty (20) students answered in a deficient form. Which represents 5% in the blue-colored slice from the pie.
2. Three (3) students of twenty (20) students answered in a regular form. Which represents the 15% in the orange-colored slice from the pie.
3. Seven (7) students of twenty (20) students answered in a good form. Which represents 35% in the gray-colored slice from the pie.
4. Nine (9) students of twenty (20) students answered in a very good form. Which represents 45% in the yellow-colored slice from the pie.

Table #2

1. **Look at the picture. Then, write a sentence in present simple that represents the actions.**

The results were obtained by the application of a Pre-test in 10th grade A. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - -6	7 - - 12	12 - - 18	19 - - 25
5	3	5	7

The table of contents below shows the results of this section of the test and describes the results from the prompt.

2nd		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	5	25	25	25
	Regular	3	15	15	40
	Good	5	25	25	65
	Very Good	7	35	35	100
	Total	20	100	100	

The data obtained through the pre-test application showed that 25% of the students obtained a bad grade, which means they have gone through a deficient learning process where they have faced learning problems. (See “Figure 17”)

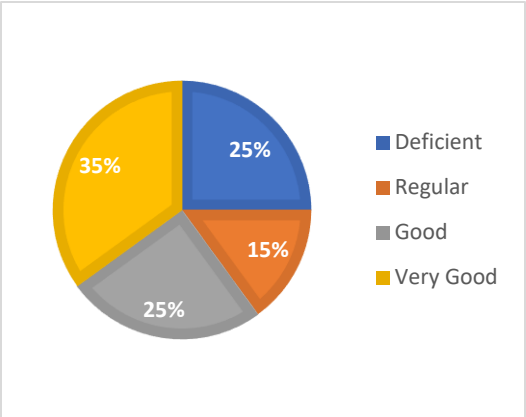


Figure 19

1. Five (5) students of twenty (20) students answered in a deficient form. Which represents 25% in the blue-colored slice from the pie.

2. Three (3) students of twenty (20) students answered in a regular form. Which represents the 15% in the orange-colored slice from the pie.
3. Five (5) students of twenty (20) students answered in a good form. Which represents 25% in the non-colored slice from the pie.
4. Seven (7) students of twenty (20) students answered in a very good form. Which represents 35% in the yellow-colored slice from the pie.

Table #3

1. **Rewrite the sentences in the interrogative form, using DO or DOES in present simple.**

The results were obtained by the application of a Pre-test in 10th grade A. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - -6	7 - - 12	12 - - 18	19 - - 25
6	1	3	10

The table of contents below shows the results of this section of the test and describes the results from the prompt.

3rd		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	6	30	30	30
	Regular	1	5	5	35
	Good	3	15	15	50
	Very Good	10	50	50	100
	Total	20	100	100	

The data obtained through the pre-test application showed that 50% of the students obtained a good grade, which means most of them have faced learning problems. (See “Figure 18”)

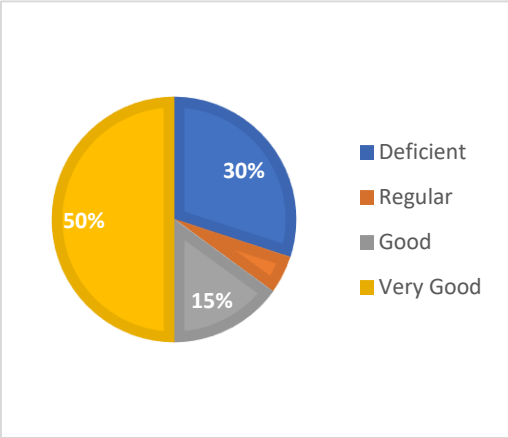


Figure 20

1. Six (6) students of twenty (20) students answered in a deficient form. Which represents 30% in the blue-colored slice from the pie.
2. One (1) student of twenty (20) students answered in a regular form. Which represents the 5% in the orange-colored slice from the pie.
3. Three (3) students of twenty (20) students answered in a good form. Which represents 15% in the non-colored slice from the pie.
4. Ten (10) students of twenty (20) students answered in a very good form. Which represents 50% in the yellow-colored slice from the pie.

Table #4

4. Make sentences in negative form using simple present.

The results were obtained by the application of a Pre-test in 10th grade A. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - -6	7 - - 12	12 - - 18	19 - - 25
7	1	3	9

The table of contents below shows the results of this section of the test and describes the results from the prompt.

4th		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	7	35	35	35
	Regular	1	5	5	40
	Good	3	15	15	55
	Very Good	9	45	45	100
	Total	20	100	100	

The data obtained through the pre-test application showed that 45% of the students obtained a good grade, which means they have gone through a proficient learning process where they have been learning with some difficulties. (See “Figure 19”)

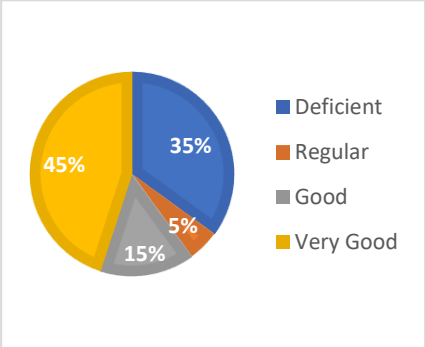


Figure 21

1. Seven (7) students of twenty (20) students answered in a deficient form. Which represents 35% in the blue-colored slice from the pie.

2. One (1) student of twenty (20) students answered in a regular form. Which represents the 5% in the orange-colored slice from the pie.
3. Three (3) students of twenty (20) students answered in a good form. Which represents 15% in the gray-colored slice from the pie.
4. Nine (9) students of twenty (20) students answered in a very good form. Which represents 45% in the yellow-colored slice from the pie.

Table #5 or General Table from Pretest

The results were obtained by the application of a Pre-test in 10th grade A. the data that was divided in 4 different ranks obtaining different measurement positions.

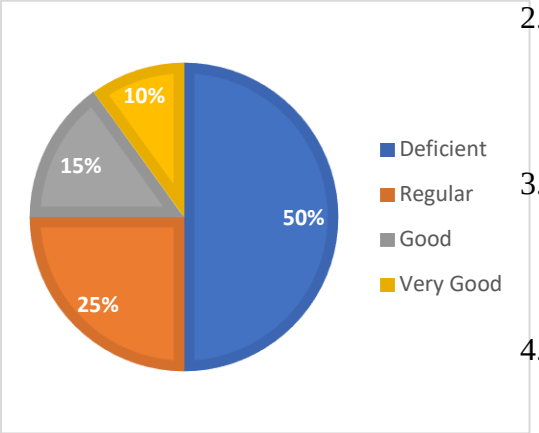
0 - 60	60 - 75	75 - 89	90 - 100
10	5	3	2

The table of contents below shows the results of this section of the test and describes the results from the prompt.

General Results		**Frecuency**	**Percentage**	**Valid percentage**	**Accumulated Percentage**
Valid	**Deficient**	10	50	50	50
	Regular	5	25	25	75
	Good	3	15	15	90
	Very Good	2	10	10	100
	Total	20	100	100	

The data obtained through the pre-test application showed that 50% of the students obtained low grades, which represents a huge learning deficiency in writing sentences. (See “Figure 20”)

1. Ten (10) students of twenty (20) students answered in a deficient form.
   Which represents 50% in the blue-colored slice from the pie



2. Five (5) students of twenty (20) students answered in a regular form. Which represents the 25% in the orange-colored slice from the pie.
3. Three (3) students of twenty (20) students answered in a good form. Which represents 15% in the non-colored slice from the pie.
4. Two (2) students of twenty (20) students answered in a very good form. Which represents 10% in the yellow-colored slice from the pie.

Data Processing – Pre-test results 10th B

Table #1

2. Complete in the blank space with the verb be in the present simple.

The results were obtained by the application of a Pre-test in 10th grade B. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - -6 pts	7 - - 12 pts	12 - - 18 pts	19 - - 25 pts
0	4	3	13

The table of contents below shows the results of this section of the test and describes the results from the prompt.

1st		Frequency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	0	0	0	0
	Regular	4	20	20	20
	Good	3	15	15	35
	Very Good	13	65	65	100
	Total	20	100	100	

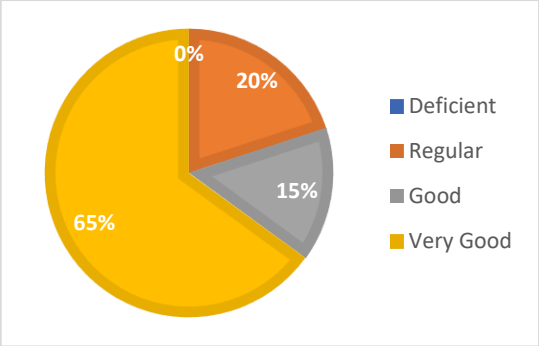


Figure 23

The data obtained through the pre-test application showed that 65 % of the students obtained a good grade, which means they have gone through a good learning process where they have distinguished the use of the verb be in present simple. (See "Figure 21")

1. Zero (0) students of twenty (20) students answered in a deficient form. Which represents 0% in the non-colored slice from the pie.
2. Four (4) students of twenty (20) students answered in a regular form. Which represents the 20% in the orange-colored slice from the pie.
3. Three (3) students of twenty (20) students answered in a good form. Which represents 15% in the gray-colored slice from the pie.
4. Thirteen (13) students of twenty (20) students answered in a very good form. Which represents 65% in the yellow-colored slice from the pie.

Table #2

2. Look at the picture. Then, write a sentence in present simple that represents the actions.

The results were obtained by the application of a Pre-test in 10th grade B. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - -6	7 - - 12	12 - - 18	19 - - 25
10	2	0	8

The table of contents below shows the results of this section of the test and describes the results from the prompt.

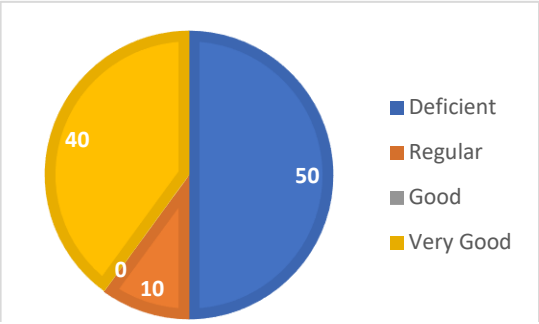


Figure 24

The data obtained through the pre-test application showed that 50 % of the students obtained a bad grade, which means they have gone through a deficient learning process where they have faced learning problems. (See "Figure 22")

1. Ten (10) students of twenty (20) students answered in a deficient form. Which represents 50% in the blue-colored slice from the pie.

2nd		Frequency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	10	50	50	50
	Regular	2	10	10	60
	Good	0	0	0	60
	Very Good	8	40	40	100
	Total	20	100	100	

2. Two (2) students of twenty (20) students answered in a regular form. Which represents the 10% in the orange-colored slice from the pie.
3. Zero (0) students of twenty (20) students answered in a good form. Which represents 0% in the non-colored slice from the pie.
4. Eight (8) students of twenty (20) students answered in a very good form. Which represents 40% in the yellow-colored slice from the pie.

Table #3

2. Rewrite the sentences in the interrogative form, using DO or DOES in present simple.

The results were obtained by the application of a Pre-test in 10th grade B. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - -6	7 - - 12	12 - - 18	19 - - 25
6	4	2	8

The table of contents below shows the results of this section of the test and describes the results from the prompt.

3rd		Frequency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	6	30	30	30
	Regular	4	20	20	50
	Good	2	10	10	60
	Very Good	8	40	40	100
	Total	20	100	100	

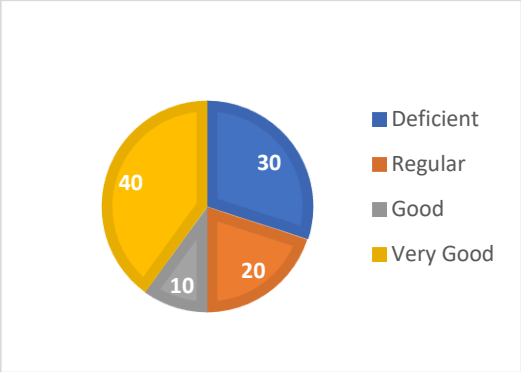


Figure 25

The data obtained through the pre-test application showed that 40 % of the students obtained a good grade, which means most of them have faced learning problems. (See "Figure 23")

1. Six (6) students of twenty (20) students answered in a deficient form. Which represents 30% in the blue-colored slice from the pie.
2. Four (4) students of twenty (20) students answered in a regular form. Which represents the 20% in the orange-colored slice from the pie.
3. Two (2) students of twenty (20) students answered in a good form. Which represents 10% in the non-colored slice from the pie.
4. Eight (8) students of twenty (20) students answered in a very good form. Which represents 40% in the yellow-colored slice from the pie.

Table #4

4. Make sentences in negative form using simple present.

The results were obtained by the application of a Pre-test in 10th grade B. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - -6	7 - - 12	12 - - 18	19 - - 25
5	4	1	10

The table of contents below shows the results of this section of the test and describes the results from the prompt.

4th		Frequency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	5	25	25	25
	Regular	4	20	20	45
	Good	1	5	5	50
	Very Good	10	50	50	100
	Total	20	100	100	

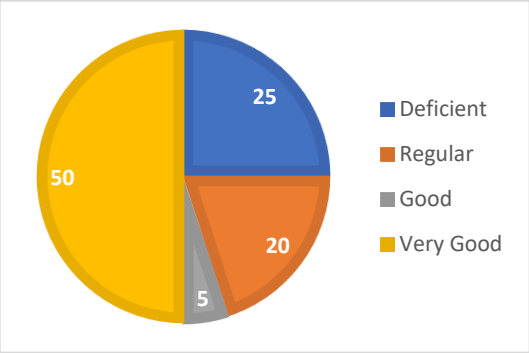


Figure 26

The data obtained through the pre-test application showed that 50 % of the students obtained a good grade, which means they have gone through a proficient learning process where they have been learning with some difficulties. (See "Figure 24")

1. Five (5) students of twenty (20) students answered in a deficient form. Which represents 25% in the blue-colored slice from the pie.
2. Four (4) students of twenty (20) students answered in a regular form. Which represents the 20% in the orange-colored slice from the pie.
3. One (1) student of twenty (20) students answered in a good form. Which represents 5% in the gray-colored slice from the pie.
4. Ten (10) students of twenty (20) students answered in a very good form. Which represents 50% in the yellow-colored slice from the pie.

Table #5 or General Table from Pretest

The results were obtained by the application of a Pre-test in 10th grade B. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - 60	60 - 75	75 - 89	90 - 100
13	2	2	3

The table of contents below shows the results of this section of the test and describes the results from the prompt.

General Results		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	13	65	65	65
	Regular	2	10	10	75
	Good	2	10	10	85
	Very Good	3	15	15	100
	Total	20	100	100	

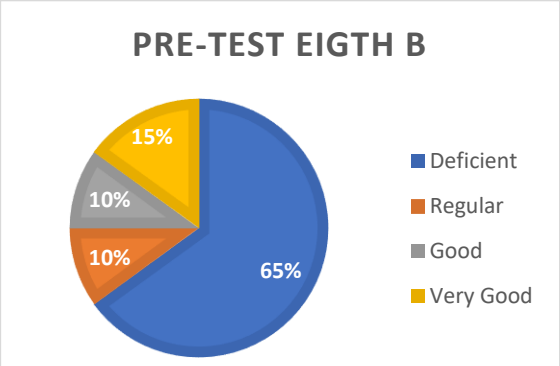


Figure 27

The data obtained through the pre-test application showed that 65% of the students obtained low grades, which represents a huge learning deficiency in writing sentences. (See "Figure 25")

1. Thirteen (13) students of twenty (20) students answered in a deficient form. Which represents 65% in the blue-colored slice from the pie.
2. Two (2) students of twenty (20) students answered in a regular form. Which represents the 10% in the orange-colored slice from the pie.
3. Two (2) students of twenty (20) students answered in a good form. Which represents 10% in the non-colored slice from the pie.
4. Three (3) students of twenty (20) students answered in a very good form. Which represents 15% in the yellow-colored slice from the pie.

3.1.1.8.6 Post – Test Validation

Data Processing – Post – Test Validation Results

Table #1

1. Apply the basic rules of spelling about present simple to each verb in third person (-s, -ies, -es)

The results were obtained by the validation from different experts of a **"post-test"** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3.50	3.50	3.00	3.00

The table of contents below shows the results of the validation of the **post-test** and describes the results from the prompt.

1		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	**Coherence**	3.5	21.9	21.9	21.9
	Clarity	3.5	21.9	21.9	43.8
	Relevance	3	18.8	18.8	62.5
	Sufficiency	3	18.8	18.8	81.3
	Total	13	81.3	81.3	

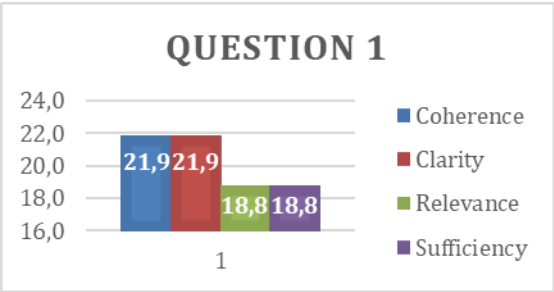


Figure 28

The data obtained through the validation given by different experts about **post-test** designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 81.3% rate of 100%. (See "Figure 25")

1. 3.5 was the level of coherence in a scale from 1 to 4. The result represents 21.9% in the blue-colored column from the graphic.

2. 3.5 was the level of clarity in a scale from 1 to 4. The result represents 21.9% in the gray-colored column from the graphic. The result represents 21.9% in the red-colored column from the graphic.

3. 3 was the level of coherence in a scale from 1 to 4. The result represents 18.8% in the gray-colored column from the graphic.

4. 3 was the level of clarity in a scale from 1 to 4. The result represents 18.8% in the orange-colored column from the graphic.

Table #2

2. Circle the correct verb that corresponds to each sentence according the simple present.

The results were obtained by the validation from different experts of a **post-test** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
4.00	4.00	4.00	3.00

The table of contents below shows the results of the validation of the **post-test** and describes the results from the prompt.

2		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	4	25.0	25.0	25.0
	Clarity	4	25.0	25.0	50.0
	Relevance	4	25.0	25.0	75.0
	Sufficiency	3	18.8	18.8	93.8
	Total	15	93.8	93.8	

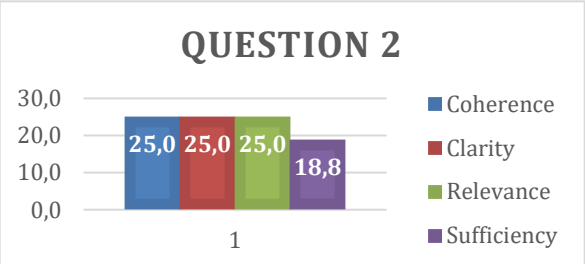


Figure 29

The data obtained through the validation given by different experts about **post-test** designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 84.4% rate of 100%. (See "Figure 25")

1. 4 was the level of coherence in a scale from 1 to 4. The result represents 25.9% in the blue-colored column from the graphic.
2. 4 was the level of clarity in a scale from 1 to 4. The result represents 25.0% in the red-colored column from the graphic. The result represents 21.9% in the red-colored column from the graphic.

3. 4 was the level of relevance in a scale from 1 to 4. The result represents 25% in the gray-colored column from the graphic.
4. 3 was the level of clarity in a scale from 1 to 4. The result represents 18.8% in the orange-colored column from the graphic.

Table #3

3. Change the sentence to question using the grammar structure *auxiliary + subj + complement.* Don't forget use the simple present

The results were obtained by the validation from different experts of a **"post-test".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
3	3	3.5	3.5

The table of contents below shows the results of the validation of the **post-test** and describes the results from the prompt

3		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	3.0	18.8	18.8	18.8
	Clarity	3.0	18.8	18.8	37.5
	Relevance	3.5	21.9	21.9	59.4
	Sufficiency	3.5	21.9	21.9	81.3
	Total	13.0	81.3	81.3	

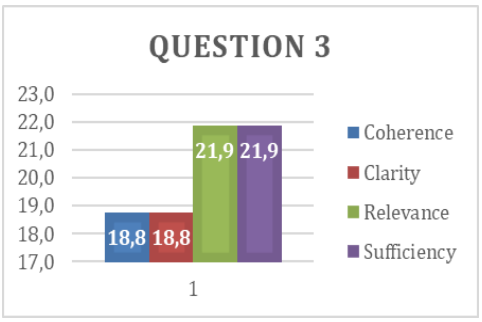


Figure 30

The data obtained through the validation given by different experts about **post-test** designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 81.3% rate of 100%. (See "Figure 25")

1. 3.0 was the level of coherence in a scale from 1 to 4. The result represents 18.8% in the blue-colored column from the graphic.
2. 3.0 was the level of clarity in a scale from 1 to 4. The result represents 18.8% in the red-colored column from the graphic.
3. 3.5 was the level of relevance in a scale from 1 to 4. The result represents 21.9% in the gray-colored column from the graphic.
4. 3.5 was the level of sufficiency in a scale from 1 to 4. The result represents 21.9% in the yellow-colored column from the graphic.

Table #4

4. Look at the schedule and write sentences in simple present about Mary's daily routine.

The results were obtained by the validation from different experts of a **"Class Observation Guide".** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
4	4	4	4

The table of contents below shows the results of the validation of the **post-test** and describes the results from the prompt.

4		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Coherence	4.0	25.0	25.0	25.0
	Clarity	4.0	25.0	25.0	50.0
	Relevance	4.0	25.0	25.0	75.0
	Sufficiency	4.0	25.0	25.0	100.0
	Total	16.0	100.0	100.0	

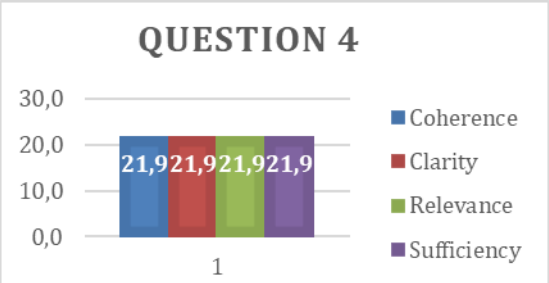


Figure 31

The data obtained through the validation given by different experts about **post-test** designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 100% rate of 100%. (See "Figure 25")

1. 4.0 was the level of coherence in a scale from 1 to 4. The result represents 21.9% in the blue-colored column from the graphic.
2. 4.0 was the level of clarity in a scale from 1 to 4. The result represents 21.9% in the red-colored column from the graphic.
3. 4.0 was the level of relevance in a scale from 1 to 4. The result represents 21.9% in the gray-colored column from the graphic.
4. 4.0 was the level of sufficiency in a scale from 1 to 4. The result represents 21.9% in the yellow-colored column from the graphic.

Table #5 or general Table of results

The results were obtained by the validation from different experts of a **post-test** The scale to rate was created from 1 to 4.

Coherence 0 - 4	Clarity 0 - 4	Relevance 0 - 4	Sufficiency 0 - 4
85.00	90.00	80.00	77.50

The table of contents below shows the results of the validation of the **post-test** and describes the results from the prompt.

General Results		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	**Coherence**	85.0	21.3	21.3	21.3
	Clarity	90.0	22.5	22.5	43.8
	Relevance	80.0	20.0	20.0	63.8
	Sufficiency	77.5	19.4	19.4	83.1
	Total	332.5	83.1	83.1	

The data obtained through the validation given by different experts about **Post-Test** designed to be validated by judges and, then improved according to jury suggestions. Demonstrated that this prompt was accepted with a level of 83.1% rate of 100%. (See “Figure 25”)

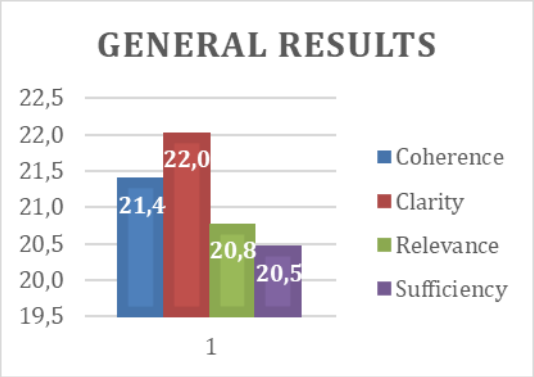


Figure 32

1. 85 was the level of coherence in a scale from 1 to 4. The result represents 21.4% in the blue-colored column from the graphic.
2. 90 was the level of clarity in a scale from 1 to 4. The result represents 22.0% in the red-colored column from the graphic.
3. 80 was the level of relevance in a scale from 1 to 4. The result represents 20.8% in the gray-colored column from the graphic.
4. 77.50 the level of sufficiency in a scale from 1 to 4. The result represents 20.5% in the yellow-colored column from the graphic.

3.1.1.8.7 Post – Test Results 10th grade "A"

Data Processing- Post- test results from 10th A

Table #1

1. **Complete the sentences with the correct action verb using the present progressive that appear in the parenthesis.**

The results were obtained by the application of a Post-test in 10th grade A. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - -6	7 - - 12	12 - - 18	19 - - 25
0	4	2	14

The table of contents below shows the results of this section of the test and describes the results from the prompt.

1st		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	0	0	0	0
	Regular	4	20	20	20
	Good	2	10	10	30
	Very Good	14	70	70	100
	Total	20	100	100	

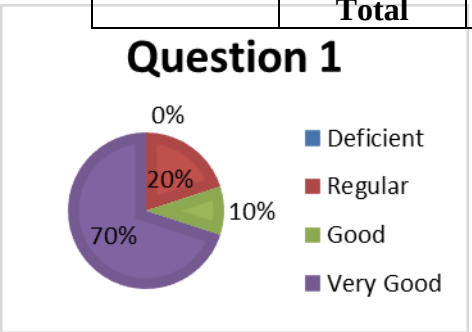


Figure 33

The data obtained through the pre-test application showed that 10% of the students obtained a good grade, which means they have gone through a good learning process where they have distinguished the use of the verb be in present simple. (See "Figure 25")

1. Zero (0) students of twenty (20) students answered in a deficient form. Which represents 0% in the blue-colored slice from the pie.
2. Four (4) students of twenty (20) students answered in a regular form. Which represents the 20% in the red-colored slice from the pie.
3. Two (2) students of twenty (20) students answered in a good form. Which represents 15% in the green-colored slice from the pie.
4. Thirteen (14) students of twenty (20) students answered in a very good form. Which represents 70% in the purple-colored slice from the pie.

Table #2

2. **Look at the images and write the answer about what are they doing**

The results were obtained by the application of a Pre-test in 10th grade A. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - -6	7 - - 12	12 - - 18	19 - - 25
0	3	2	15

The table of contents below shows the results of this section of the test and describes the results from the prompt.

2nd		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	0	0	0	0
	Regular	3	15	15	15
	Good	2	10	10	25
	Very Good	15	75	75	100
	Total	20	100	100	

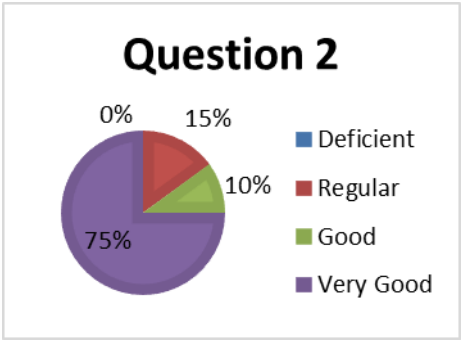


Figure 34

The data obtained through the pre-test application showed that 10% of the students obtained a good grade, which means they have gone through a good learning process where they have distinguished the use of the verb be in present simple. (See "Figure 25")

1. Zero (0) students of twenty (20) students answered in a deficient form. Which represents 0% in the blue-colored slice from the pie.
2. Three (3) students of twenty (20) students answered in a regular form. Which represents the 15% in the red-colored slice from the pie.
3. Two (2) students of twenty (20) students answered in a good form. Which represents 10% in the green-colored slice from the pie.
4. Four (15) students of twenty (20) students answered in a regular form. Which represents the 75% in the purple-colored slice from the pie.

Table #3

3. **Change the sentence to question using the grammar structure *verb + subj + action verb + complement.* Don't forget use the present progressive**

The results were obtained by the application of a Post-test in 10th grade A. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - -6	7 - - 12	12 - - 18	19 - - 25
1	1	5	13

The table of contents below shows the results of this section of the test and describes the results from the prompt.

3rd		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	1	5	5	5
	Regular	1	5	5	10
	Good	5	25	25	35
	Very Good	13	65	65	100
	Total	20	100	100	

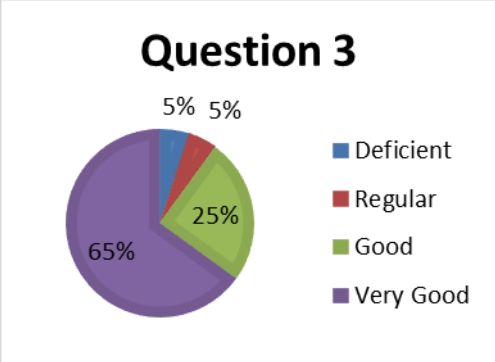


Figure 35

The data obtained through the pre-test application showed that 65% of the students obtained a very good grade, which means they have gone through a deficient learning process where they have faced learning problems. (See "Figure 25")

1. One (1) student of twenty (20) students answered in a deficient form. Which represents 5% in the blue-colored slice from the pie.
2. One (1) student of twenty (20) students answered in a regular form. Which represents the 5% in the red-colored slice from the pie.
3. Five (5) students of twenty (20) students answered in a good form. Which represents 25% in the non-colored slice from the pie.
4. Thirteen (13) students of twenty (20) students answered in a very good form. Which represents 65% in the yellow-colored slice from the pie.

Table #4

4. Read the text and extract sentences that contain the present progressive with actions verbs.

The results were obtained by the application of a Post-test in 10th grade A. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - -6	7 - - 12	12 - - 18	19 - - 25
0	4	1	15

The table of contents below shows the results of this section of the test and describes the results from the prompt.

4th		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	0	0	0	0
	Regular	4	20	20	20
	Good	1	5	5	25
	Very Good	15	75	75	100
	Total	20	100	100	

The data obtained through the pre-test application showed that 75 % of the students obtained a very good grade, which means they have gone through a deficient learning process where they have faced learning problems. (See “Figure 25”)

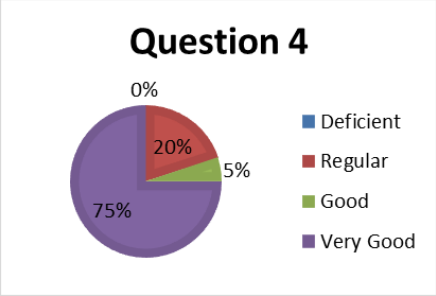


Figure 36

1. Zero (0) students of twenty (20) students answered in a deficient form. Which represents 0% in the blue-colored slice from the pie.

2. Four (4) students of twenty (20) students answered in a regular form. Which represents the 20% in the red-colored slice from the pie.

3. One (1) students of twenty (20) students answered in a good form. Which represents 5% in the non-colored slice from the pie.

4. Fifteen (15) students of twenty (20) students answered in a very good form. Which represents 75% in the purple-colored slice from the pie.

Post – Test Results 10th grade "A"

The results were obtained by the application of a Post-test in 10th grade A. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - 60	61 - 75	76 - 89	90 - 100
2	4	8	6

The table of contents below shows the results of this section of the test and describes the results from the prompt.

General Results		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	2	10	10	10
	Regular	4	20	20	30
	Good	8	40	40	70
	Very Good	6	30	30	100
	Total	20	100	100	

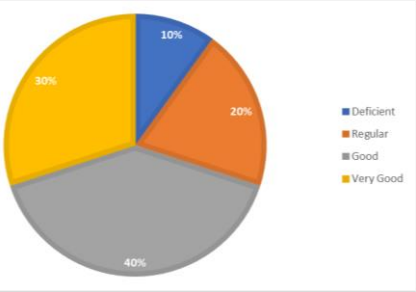


Figure 37

The data obtained through the pre-test application showed that 75 % of the students obtained a very good grade, which means they have gone through a deficient learning process where they have faced learning problems. (See "Figure 25")

1. Two (2) students of twenty (20) students answered in a deficient form. Which represents 10% in the blue-colored slice from the pie.
2. Four (4) students of twenty (20) students answered in a regular form. Which represents the 20% in the red-colored slice from the pie.
3. Eight (8) students of twenty (20) students answered in a good form. Which represents 40% in the non-colored slice from the pie.
4. Six (6) students of twenty (20) students answered in a very good form. Which represents 30% in the purple-colored slice from the pie.

3.1.1.8.8 Post – Test Results 10th grade "B"

Data Processing – Post-test 10th B

Table #1

1. **Apply the basic rules of spelling about present simple to each verb in third person.**

The results were obtained by the application of a Post-test in 10th grade B. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - -6	7 - - 12	12 - - 18	19 - - 25
7	5	2	6

The table of contents below shows the results of this section of the test and describes the results from the prompt.

1st		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	7	35	35	35
	Regular	5	25	25	60
	Good	2	10	10	70
	Very Good	6	30	30	100
	Total	20	100	100	

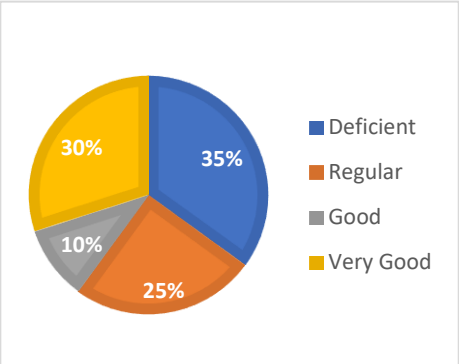


Figure 38

The data obtained through the post-test application showed that 30% of the students obtained a good grade, which means they have gone through a good learning process where they have distinguished the use of the verb be in present simple. (See "Figure 25")

1. Seven (7) students of twenty (20) students answered in a deficient form. Which represents 35% in the blue-colored slice from the pie.
2. Five (5) students of twenty (20) students answered in a regular form. Which represents the 25% in the orange-colored slice from the pie.
3. Two (2) students of twenty (20) students answered in a good form. Which represents 10% in the gray-colored slice from the pie.
4. Six (6) students of twenty (20) students answered in a very good form. Which represents 30% in the yellow-colored slice from the pie.

Table #2

2. Circle the correct verb that corresponds to each sentence according the simple present.

The results were obtained by the application of a Post-test in 10th grade B. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - -6	7 - - 12	12 - - 18	19 - - 25
3	3	4	10

The table of contents below shows the results of this section of the test and describes the results from the prompt.

2nd		Frecuency	Percentage	Valid percentage	
Valid	Deficient	3	15	15	15
	Regular	3	15	15	30
	Good	4	20	20	50
	Very Good	10	50	50	100
	Total	20	100	100	

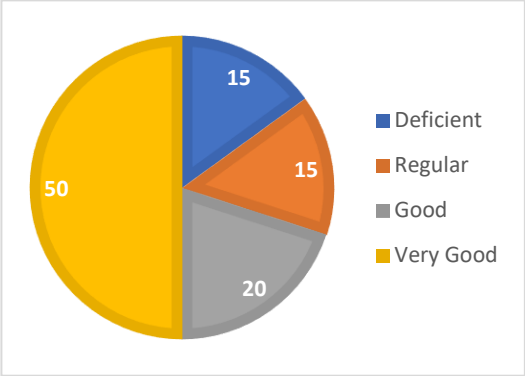


Figure 39

The data obtained through the post-test application showed that 15% of the students obtained a bad grade, which means they have gone through a deficient learning process where they have faced learning problems. (See "Figure 25")

1. Three (3) students of twenty (20) students answered in a deficient form. Which represents 15% in the blue-colored slice from the pie.
2. Three (3) students of twenty (20) students answered in a regular form. Which represents the 15% in the orange-colored slice from the pie.
3. Four (4) students of twenty (20) students answered in a good form. Which represents 20% in the non-colored slice from the pie.
4. Ten (10) students of twenty (20) students answered in a very good form. Which represents 50% in the yellow-colored slice from the pie.

Table #3

3. **Change the sentence to question using the grammar structure *auxiliary + subj + complement.* Don't forget use the simple present.**

The results were obtained by the application of a Post-test in 10th grade B. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - -6	7 - - 12	12 - - 18	19 - - 25
3	1	4	12

The table of contents below shows the results of this section of the test and describes the results from the prompt.

3rd		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	3	15	15	15
	Regular	1	5	5	20
	Good	4	20	20	40
	Very Good	12	60	60	100
	Total	20	100	100	

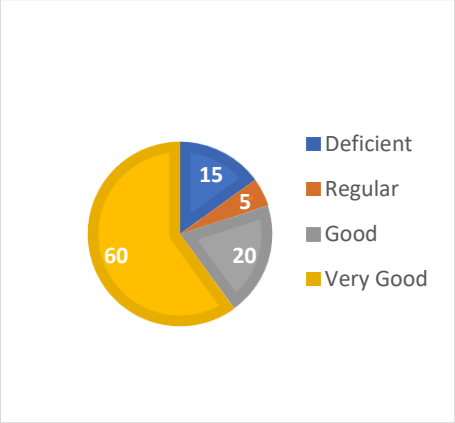


Figure 40

The data obtained through the post-test application showed that 60 % of the students obtained a good grade, which means most of them have faced learning problems. (See "Figure 25")

1. Three (3) students of twenty (20) students answered in a deficient form. Which represents 15% in the blue-colored slice from the pie.
2. One (1) student of twenty (20) students answered in a regular form. Which represents the 5% in the orange-colored slice from the pie.
3. Four (4) students of twenty (20) students answered in a good form. Which represents 20% in the gray-colored slice from the pie.
4. Twelve (12) students of twenty (20) students answered in a very good form. Which represents 60% in the yellow-colored slice from the pie.

Table #4

4. Look at the schedule and write sentences in simple present about Mary's daily routine.

The results were obtained by the application of a Post-test in 10th grade B. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - -6	7 - - 12	12 - - 18	19 - - 25
5	2	7	6

The table of contents below shows the results of this section of the test and describes the results from the prompt.

4th		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	5	25	25	25
	Regular	2	10	10	35
	Good	7	35	35	70
	Very Good	6	30	30	100
	Total	20	100	100	

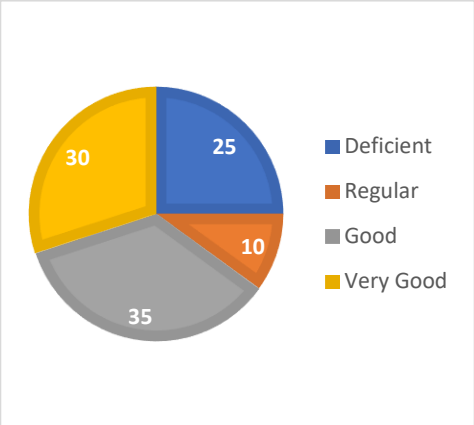


Figure 41

The data obtained through the post-test application showed that 30 % of the students obtained a good grade, which means they have gone through a proficient learning process where they have been learning with some difficulties. (See "Figure 25")

1. Five (5) students of twenty (20) students answered in a deficient form. Which represents 25% in the blue-colored slice from the pie.
2. Two (2) students of twenty (20) students answered in a regular form. Which represents the 10% in the orange-colored slice from the pie.
3. Seven (7) students of twenty (20) students answered in a good form. Which represents 35% in the gray-colored slice from the pie.
4. Six (6) students of twenty (20) students answered in a very good form. Which represents 30% in the yellow-colored slice from the pie.

Table #5 or General Table from Post test

The results were obtained by the application of a Post-test in 10th grade B. the data that was divided in 4 different ranks obtaining different measurement positions.

0 - 60	61 - 75	76 - 89	90 - 100
11	4	3	2

The table of contents below shows the results of this section of the test and describes the results from the prompt.

General Results		Frecuency	Percentage	Valid percentage	Accumulated Percentage
Valid	Deficient	11	55	55	55
	Regular	4	20	20	75
	Good	3	15	15	90
	Very Good	2	10	10	100
	Total	20	100	100	

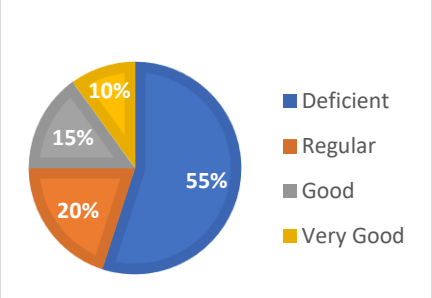


Figure 42

The data obtained through the post-test application showed that 55% of the students obtained low grades, which represents a huge learning deficiency in writing sentences. (See "Figure 25")

1. Eleven (11) students of twenty (20) students answered in a deficient form.

Which represents 55% in the blue-colored slice from the pie.

2. Seven (7) students of twenty (20) students answered in a regular form. Which represents the 35% in the orange-colored slice from the pie.
3. Three (3) students of twenty (20) students answered in a good form. Which represents 15% in the non-colored slice from the pie.
4. Two (2) students of twenty (20) students answered in a very good form. Which represents 10% in the yellow-colored slice from the pie.

3.2 Quasy experiment

A. Quasy Experiment Description

- **Time:** 5 weeks
- **Subject:** Foreign language
- **Content:** Present simple

After conducting an observation guide to the teacher applied on October 15th and proceeding to observe the development of one of the classes applied on October 20th to 10th grade A and 10th grade B of the afternoon shift of the Instituto Nacional Diriangén Diriá, we proceeded to intervene for 3 weeks in order to demonstrate the importance of games to promote the development in the acquisition of the writing sentences skill in a creative, fun and didactic way according to the guidelines of MINED.

We take an experimental group had been of 10th grade A students and a control group had been of 10th grade B students. According to this intervention, a pre-test was applied before the intervention weeks and a post-test at the end of the interventions.

For the interventions, we proceeded to organize games that promoted the development acquisition of the writing sentences skill and we planned and organized 6 class sessions of 40 minutes previously with the English teacher, where the researchers induced innovative and didactic strategies and techniques in 10th grade A *(experimental group)* where the students contributed and participated actively. In the case of 10th grade B *(control group)* the classes were developed with the traditionalist method without developing any strategy of change but always with the same content, in order to demonstrate the effects of the games through the quasi-experiment in the teaching-learning process.

B. Observation class description.

The first application based on the quasi-experiment was carried out on October 15th a las 3:00 pm in the I.C.T classroom, the teacher introduced and oriented us to the students that We would be working with them in order to conduct our research for our graduation seminar work for our Bachelor's degree. This day we did the observation class with 10th grade A and B, while students work with the I.C.T devices and then, we observe the English class Wednesday 20th in both grades (10th grade A and B) during 40 minutes.

We applied an observation guided for the teacher (see annexes) to know the learning process that teacher develop with her students during the English class.

C. Pre – test description

- **Grade A-B:**

We began by reintroducing ourselves to the students, explaining to them that we would give them a worksheet that they should answer according to their previous knowledge, regardless of whether they did not know the answers, they should complete what they could.

We proceeded to give them the worksheet that containing the pre-test, we read the indications of each activity, we indicated that they should answer with a pencil, and we let the students complete the pre-test according to their knowledge.

We were continuously accompanying them all the time. However, we did not feedback any activity since we wanted to know the knowledge they possessed.

In the case of 10th grade A, the majority of the students deliver their worksheet completed and in less time that the one that had been assigned, which was 40 minutes.

In the case of 10th grade B, students had difficulties to understand the indications, ask about what should they do in each activity, at the end they deliver incomplete some activities, some of them in blank and other for the time they deliver incomplete. They required a lot of time to do the activities.

10th Grade A

First training class: *Friday 22th October*

We started with feedback questions to determine the previous ideas that students have about the topic "present simple" which had already been addressed during previous classes in the I.C.T. classrooms. The students were unaware of the topic itself with the correct name of the content, however, when they began to explain some of them recognized what the class would be about.

Then researchers started with the application of the first game, "The Sandwich of the words" (See annexes) and show an example, we explain that in this game students had to write present simple sentences through an activity of cut and decorating a sort of paper´s sandwich, but before they had to write their sentence in their notebook, we put classical music all the time low loud to get a better concentration, we always explain and help them in the activity with a happy face and solicitous to help, when students finished we ask to pass in front to show each sandwich with a fast game of choosing, we

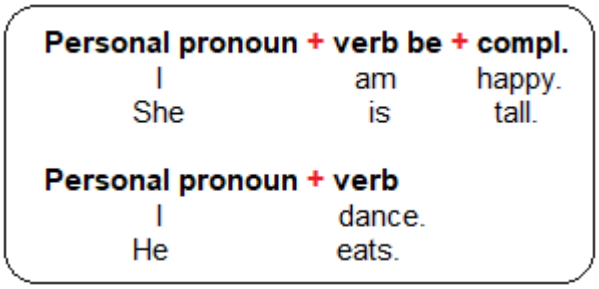
throw a ball to any students and check if the sentences had the correct structure, we ask to clapped to their classmate. In the end, we saw that students achieve to understand the structure of present simple.

10th Grade B

First training class: *Friday 22th October*

Started with feedback to determine the previous ideas that students have about the topic "present simple" which had already been addressed during previous classes in the I.C.T. classrooms. The students were unaware of the topic itself with the correct name of the content, however when they began to explain they recognized what the class would be about.

Explain and exemplified the personal pronouns with the verb be to create a short sentence.



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We give the worksheet that they do during the class time, the instructions were read and they proceeded to do them. (See anexe)

10th grade A

Second training class: *Wednesday 27th October*

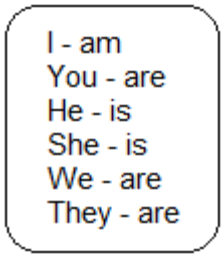
Started with feedback about the topic "present simple", students review
Researchers write some examples of sentences using the present simple to express actions.

We introduced the game of the day "Puzzle of sentences" in this game; they had to order sentences in a group, we gives to each group two envelopes in which had disorder sentences. Then each group has to write the ordered sentences in their notebook. They achieved order and write correctly simple present sentences because the last week had a significant knowledge with the last game.

10th grade B

Second training class: *Wednesday 27th October*

Started with feedback about the topic "present simple", students review the vocabulary of the personal pronoun with the verb be of orally form.



Then, write the date and content of the day.

They write some examples of sentences using the present simple to express actions that occur at the moment that researcher write on the board previously and students just transcribe these.

***Example**: She eats.*

Researchers gave the worksheet that students should have worked this day, that consist in choose the correct sentence that use the grammatical structure using present simple and then write some examples of sentence of it based on the present simple in affirmative sentences. (see annexes ___)

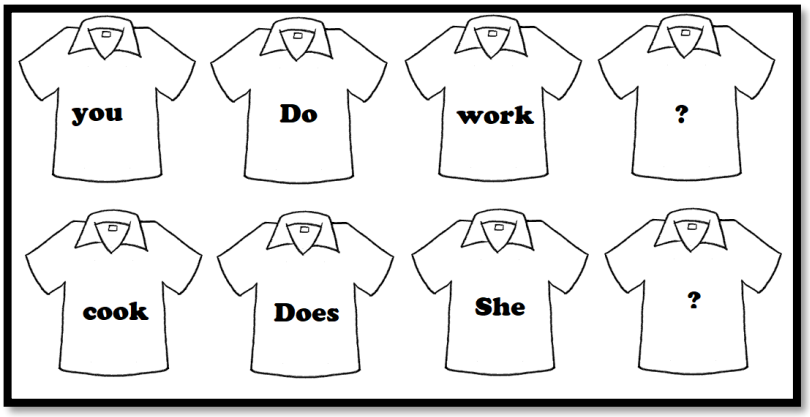
10th grade A

Third training class: *Thursday 28th October*

Started with a fast game “Little Bingo Number” this help us to relax from the earlier class, later researcher explain the meaning of auxiliary Do and Does and give an example about the theme with the same material that students used, Researchers put a piece of paper on our shirt and form sentences we always made emphasis in the order of structure. In this game "The Human sentences"

Students knew the structure order of present simple sentences. Then Researchers form a group of 4 assigning a color to each student. The Researchers put in their t-shirt a piece of paper with a word and students have to recognize and remember the questions structure of present simple sentences using DO/DOES to form a correct Question.

Students have to situate the correctly form the sentences with a specific time in that researcher use a song to animate the moment. In the end, students have to write 5 questions using Do/Does in their notebook, researcher check the activity and pass in front of some students, and we notice that student achieved to capture the learning accurately.



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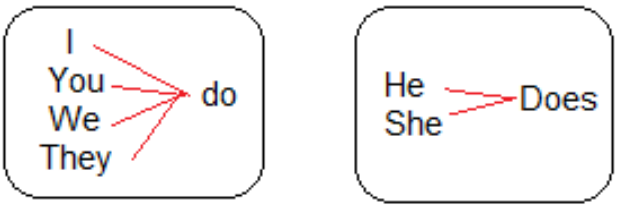
10th grade B

Third training class: *Thursday 28th October*

Started with greet to the students and the date and content was written on the board. Then, researcher explain about the meaning of auxiliar Do and does and when they should use these.



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Explain and exemplified the use of auxiliar “Do” and “Does” to order question in the present simple. Practice and exemplified the use of these.

Then, researcher exemplified the use of the auxiliaries and students transcribe the examples on their notebooks. Researcher gave the worksheet that student should have worked in the class. (See annex ___)

At the end of the class, researcher assign the homework for the next meeting. Students should prepare a exposition, write 10 short sentences using present simple and read these aloud in front of the classmate.

10th grade A

Fourth training class: *Wednesday 03rd November*

The Researchers started the class made a little feedback with a little game "The bomb" In that their pass in their hand a ball and we had to count from number 10 until 1 and made a sound of -BOOM- like a bomb, student who had the ball have to give the structure of sentences with Do/Does.

A later researcher had to indicate the game of the day "The Giant Board Game of Sentences" in that game we studied present simple with the form verb be. Researchers to give the example of the game had to play on the floor with the students, and they achieve to form sentences and write their sentences in a notebook. In the game, the researcher use dice and form sentences jumping on the cardboard on the floor.

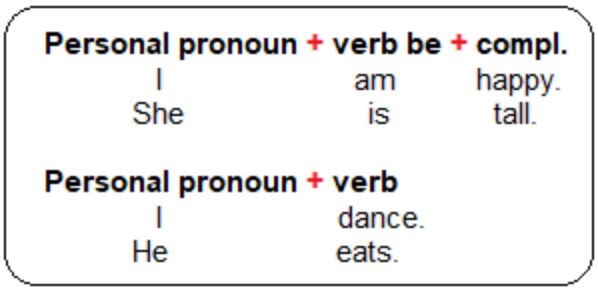
Then Researcher asks to pass on the board and had to write sentences. Students like the game and we observe that they understood it very fast the content.

10th grade B

Fourth training class: *Wednesday 03rd November*

Researcher greet to the students and the date and content of the day was written. Then, indicated that the groups of students will present and read their sentences in front of their classmate.

At the end, explain and give some examples of orally form about the present simple with form verb be, Researcher gave the worksheet for this day. Students should complete some sentences with the correct form of the verb be and also, order some sentences using the correct grammatical structure of the present simple.



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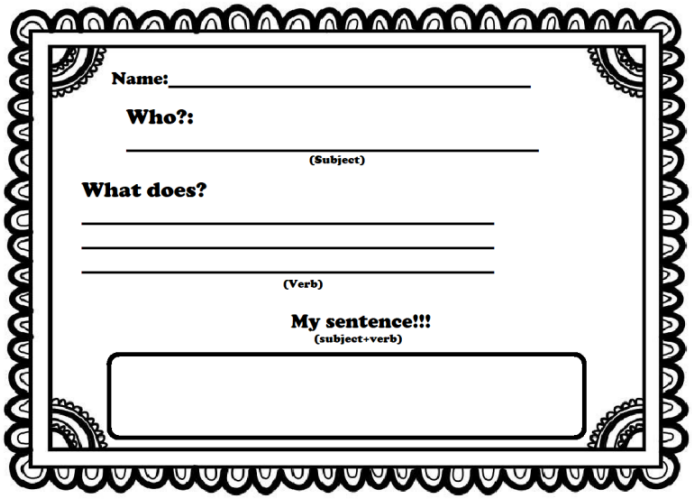
10th grade A

Fifth training class: *Thursday 04th November*

In this class researcher made feedback about question sentences using the auxiliaries "Do" and "Does" and practiced the present simple in affirmative both content researchers use the same game "The dices of the writing" this game can be modified according to the theme, we form group, students chose play on the floor and give a pair of dice to each group, all the time researcher had to observe and giving help or indications. Students roll the dice, read the sentences, Researchers give each group a template in that they had to answer questions and later write each sentence down in their notebook, then read it aloud. In the end, the researchers were asked to write on the board a sentence from their notebook. In that game, we notice that they had very concentrated and achieve the objective of the game.



10th grade B

Fifth training class: *Thursday 04th November*

Once again, started with the greet to the students, the date and content was written. Researcher exemplified some sentences using the present simple in affirmative. Research writes some examples of them on the board and students just transcribe these to their notebooks.

Researchers hand out the worksheet to the students and read the sentences in front of them. Students then carried out the activity. (See annex)

The researcher again provided other examples of question wording using the auxiliaries "Do" and "Does". Some students ordered some questions on the board. Then, the students transcribed the ordered questions to their notebook.

Example:

1 ..Do... you ...go.... to French classes? (go)
2 .... .. you .... (like) school?
3 ..... she ..... (study) History?
4 ..... you ..... (walk) to school every day?

10th grade A

Sixth training class: *Wednesday 10th November*

In this class, researchers made feedback through a fast game about the present simple that represents some actions that they are doing at the moment, the game of the day that they used was "The sentences´ hopscotch" researchers draw in the floor hopscotch and put some words and students had to jump and choose a piece of paper of the floor to form and write present simple sentences, lather they had to write their sentences in the notebook. In the end, the researchers were asked to write on the board a sentence from their notebook. In that game, we notice that they had very concentrated and achieved the objective of the game.

10th grade B

Sixth training class: *Wednesday 10th November*

Researcher and students discuss about the personal pronouns with the form “verb be” that corresponds to each one. Then, practice some examples of sentences on the board using the present simple that represent some actions that they are doing at the moment.

Researchers hand out the worksheet read the indications and explains what they do in each activity. (See annex)

At the end of the class, they deliver the worksheet and discuss with the research if they have doubt about the content “present simple” and proportionated and discuss with them some examples of these.

3.3 Training Activities

3.3.1 Activities Developed in 10th Grade "A"

GAMES

A. Puzzle of sentences

- **Target group:** Children, youth and adults
- **Objective:** Students can order and Write correctly simple present sentences.
- **Material:** color sheets, Markers, adhesive tape, notebook, pencils, board.

Development:

1. Teacher form groups of 3 students and ask to sit in the floor.
2. Teacher gives to each group two envelopes in which have disorder sentences.
3. Students have to orders it with a determinate time according teacher.
4. Then each group has to write the ordered sentences in their notebook.
5. Each group has to choose a group representative and solve their puzzle on the board.
6. Depend of time/teacher can changes the envelopes and until the end write the sentences on the board.

B. The Human sentences

- **Target group:** Children, youth and adults
- **Objective:** Students know the structure order of present simple sentences.
- **Material:** Color sheets, Adhesive tape, Markers, Notebook, pencil, Board.

Development:

1. Teacher form groups of 4 students and paste in their shirts piece of paper with a word.
2. Students have to recognize and remember the structure of present simple sentences.
3. Students have to situate in the correctly form the sentences.
4. They have to present their sentence in front of the class.
5. Write all the sentences in their notebook.

C. The sentences' hopscotch

- **Target group:** Children, youth and adults
- **Objective:** Students write present simple sentences.
- **Material:** Color sheets, Chalk, Markers, Notebook, Pencil.

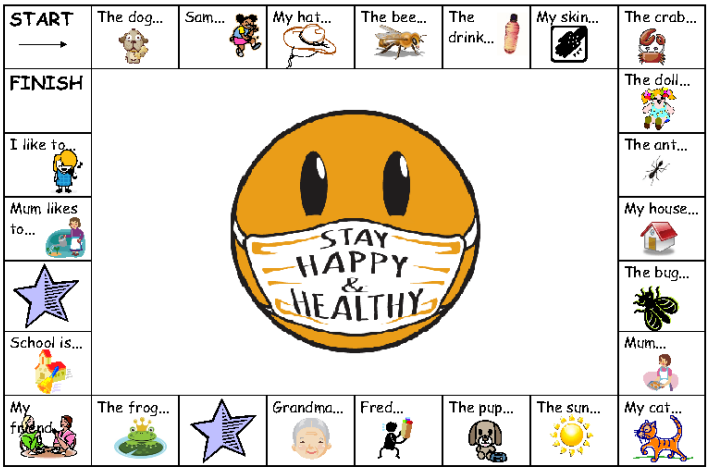
Development:

1. Teacher draw in the floor (can be in the outside) a hopscotch but in each square put a verb
2. Students have to jump and choose the piece of paper that what they want to write their sentences
3. Then, In the end of their turn, they have to write in the notebook their sentences.
4. At the end of the activitie teacher pass in front some students and they have to write their sentences and teacher check the sentences.

D. The Giant Board Game of Sentences

- **Target group:** Children, youth and adults
- **Objective:** Students completing present simple sentences.
- **Material:** Cardboard, Flipchart, color paper, Glue, adhesive tape, Markers, Notebook, Pencil and a Dice.

Development:



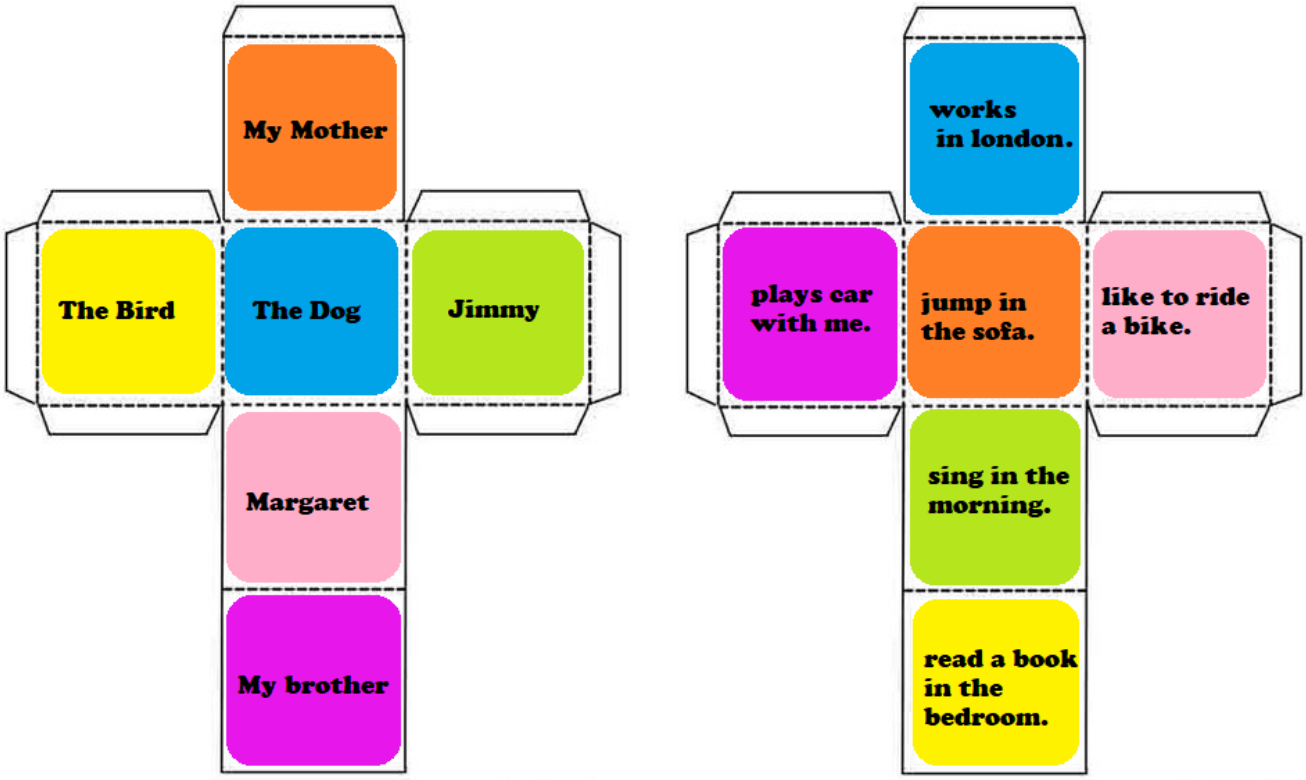
1. Teacher use didactic material and make with cardboard and the other materials according their creativity can use drawings or images printed, a paper canva similar like the picture and we will use in the floor with the students.
2. Students throw the dice and must to move a piece of paper with their name into the space according to the dice number to move along.
3. Read the sentences names and complete it, teacher check and then write in the notebook.
4. If the student land in the star you can make up your own present simple sentences.

E. The dices of the writing.

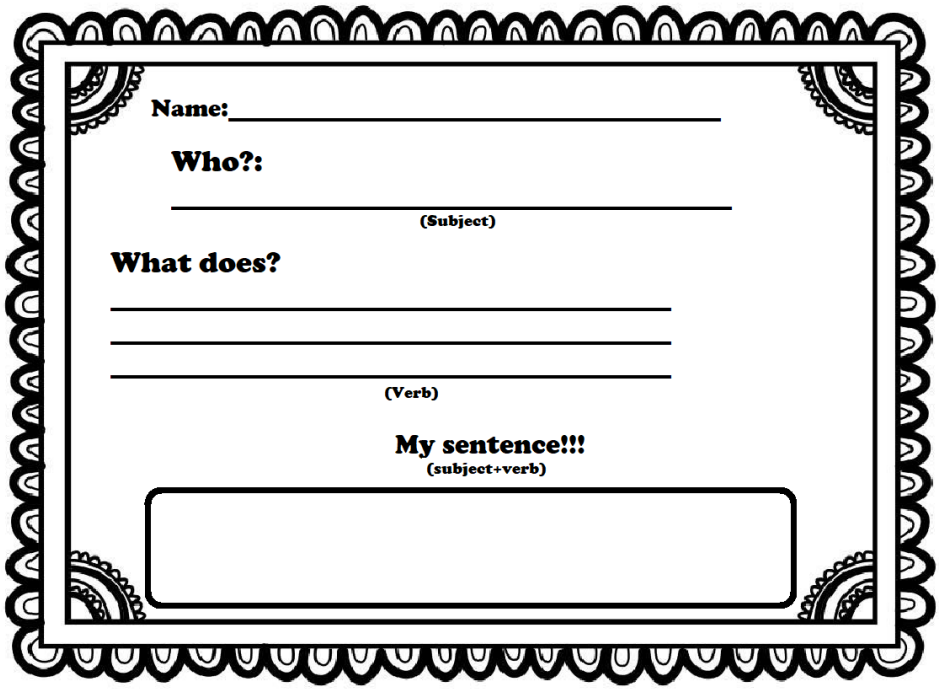
- **Target group:** Children, youth and adults
- **Objective:** Students analyze and write present simple sentences.
- **Material:** Cardboard, Flipchart, color paper, Glue, adhesive tape, Markers, Notebook, Pencil, an templates and a Dice.

Development:

1. Teacher needs two dices and a template worksheet, can do it yourself or printed.
2. Make group of 4 students and give two dice each group and 6 worksheets.
3. Students throw the dice, read the sentences and wrote each sentence down, then read it aloud.



4. Teacher has to do a reminder that a complete sentence needs: A capital letter, a complete thought according to the structure, and punctuation.



F. The Sandwich of the words.

- **Target group:** Children, youth and adults
- **Objective:** Students write present simple sentences.
- **Material:** Color paper, Glue, adhesive tape, Markers, color pencil, pencil, scissor

Development:

1. Teacher explain that student have to write two sentences (negative and affirmative).
2. Then Teacher guide then to do a sandwich of paper, that is meaning with the paper and other material they have to form a sandwich but each ingredient have to be a Word of the sentences that they write it.
3. then they have to be very creative with their sandwich of words.
4. The sandwich with more ingredients (complements) is the winner!
5. Teacher checks and helps because all sandwiches must be winners.

G. Mimes

- **Target group:** Children, youth and adults
- **Objective:** Students know the structure and the way to form and understand sentences.
- **Material:** Color sheets, Markers, Notebook, pencil, Board.

Development:

5. Students forms groups of five.
6. Give to each group of students a list of present simple sentences that they can mime to their classmates.
7. While a group is doing the mimes the others guess out the mime and the group that discern the mime gains a point.

- **Example:**
    1. I eat spicy food.
    2. You blow your nose.
    3. I wash my hands.
    4. I cook the food.
    5. I clean the house
    6. I eat bananas.

H. Groupal Challenge

- **Target group:** Children, youth and adults
- **Objective:** Students know the structure and the way to form and understand sentences.
- **Material:** Hold body.

Development:

1. Students make a long line.
2. They have to start to move in different ways such as circles or straight.
3. The one who release has to say and write in a wallpaper a short sentence related to present simple

3.3.2 Activities Developed in 10th Grade "B"

A. Worksheet Number 1

Name: _____

Date: _____

Exercise

Read and complete the sentences using the verb be in present simple: "am", "is", "are"

1. I _____ hungry and tired.
2. The kids _____ naughty.
3. Brenda _____ a happy girl.
4. We _____ sleepy.
5. Tiffany and Holly _____ my sisters.
6. It _____ an exciting movie.
7. The mangoes _____ sweet.
8. This bag _____ heavy.

B. Worksheet Number 2

Name: _____

Date: _____

I. Read and circle the sentence that corresponds to the correct use of present simple.

1. I watch movies. / I watches movies.

2. He dances very well. / He dance very well.

3. They play the piano. / They plays the piano.

4. They dances. / They dance.

5. She drinks coffee. / She drink coffee.

II. Form a sentence using the word that teacher facilitate in the present simple:

dance

watch

eats

writes

listen

C. Worksheet Number 3

Name: _____

Date: _____

I. Order the questions using "Do" or "Does" in the present simple.

1. you / like / burger / Do / ? _____

2. Does / magazines / reads / ? / She _____

3. eats / He / ? / Does / pasta _____

4. play / Do / ? / you / soccer _____

5. Do / They / write / letters / ? _____

II. Complete the questions using "Do" or "Does"

1. _____ the elephants eat a lot? Yes, They do.
2. _____ Fred clean the cages? Yes, He does.
3. _____ Lisa works on Sundays? No, She doesn't
4. _____ the monkeys like banana? Yes, They do.

D. Worksheet Number 4

1. Complete with (am - is – are)

a) I _____ from England.

b) It _____ a big school.

c) She _____ my friend.

d) We _____ in London.

e) He _____ a student.

f) She _____ happy at the party.

g) My family _____ in Panama.

h) The children _____ sad.

i) Susan and I _____ 10 years old.

j) My brother _____ very handsome

E. Unscramble the word bellow

1. I / am / boy / a / tall _____
2. London / She / is / in _____
3. good / friends / are / We_____
4. isn't / at / school / He_____
5. Are / intelligent? / you _____
6. time / What / is / it?_____
7. thirteen / years / am / I_____
8. She / doctor / a / isn't_____
9. in / Thomas / supermarket / the / is_____
10. beautiful / very / is / Helen_____

F. Worksheet Number 5

Name: _____

Date: _____

I. Translate to the follow sentences to English using the simple present.

1. Yo soy alta. _____
2. Ella nada en la piscina. _____
3. Él es inteligente. _____
4. Ellos bailan. _____
5. Ella es bonita. _____
6. Nosotros estudiamos. _____
7. Él bebe café. _____
8. Yo juego fútbol. _____
9. Él come chocolate. _____
10. Ella come sandwich. _____

G. Worksheet Number 6

Name: _____

Date: _____

I. **Complete the blanks with the Present Simple of the verbs in the box.**

go ~~work~~ ride deliver love jog rest fish walk

Mr Letty is a postman. He doesn't work in the post office. He always **works** outside in the streets. He_____letters to all the people in the neighbourhood every day. He doesn't _____ but he_____his motorbike.
At the weekend, Mr Letty doesn't work. He_____. He_____the countryside, so he always _____to his country house with his wife. Mr and Mrs Letty _____in the river and they_____in the woods every weekend

II. Write 3 sentences using the present simple.

1. _____
2. _____
3. _____

4. Conclusion

Supported on the research done in Instituto Nacional Diriangen – Diria, Granada. We want to point out the factors we discover in 10th grade A and B. Through the research process it was implemented different resources and instruments that were validated by experts from English Department from UNAN – Managua, the mentioned resources are based in a Quasy experiment which led to create a class observation, a teacher interview, class demonstration, pre-test and pos- test. In order to apply and measure those instruments we have taken into account the objectives of this research, which demonstrated that games are an important tool without matter the students age or grade position. Besides, the difficulties that were discover and overcome in the process.

During the research we found that:

1. We discovered that students had learning and production problems including with basic topics some of them: misspelling, writing sentences skill.
2. Teacher interaction affected them; the teacher used a null percentage of interaction in the goal language.
3. During the class observation majority of students demonstrated interest in English class, nevertheless, the feedback process was not done by teacher.
4. Students' knowledge and participation can be improved through the gamification of lessons, students in special young-students loves to play without matter the age, lets mention that our research used students between the age of 13 to 20. Age level that has been though as the misbehavior age.
5. The students are not aware of the extent to, which teachers´ moods interfere with the effectiveness of developing writing skills through games.
6. Teachers, most of the time uses TIC´s and students don't show sympathy Furthermore, with the use of games they achieve a better concentration thus necessary a change in the teaching process.
7. We hold that games give good results in process of writing skill.

5. Suggestions

5.1. Suggestions:

After finishing the research, the following is recommended:

To the next researchers:

- Once completed, make this work available to future researchers.
- Continue the process of this research based on the teaching of games in the writing skill in the English language.
- Deepen into the stage of the art of the research based on the effects of the games of English language specifically on writing skill.
- After the results of the application of the post-test in the grade that games are not applied as strategies, it is recommended to apply the games in that grade in order to level their learning with the opposite grade in experiment.
- Expand this research to the other skills (reading, listening, speaking) based in the effects of the games to facilitate the learning of the second language.
- Value the situations that can present at the time to do the future research to the level cultural and social.
- To coordinate a good organization and planning of the time for the realization of each part of the research
- Be ethical and honest with the result of the instruments research.
- Test out that games cause-effect in the other skills of English language.

All these recommendations should be considered by future researchers to improve education in the teaching of the English language in order to offer students a better-quality education.

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7. Annexes

7.1.Authorization Letter

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
UNAN-MANAGUA

13 de octubre del 2021

Managua – Nicaragua

Carta de solicitud de Quasi-experimento

A quien corresponda

Por medio de la presente, el director del Departamento de Inglés de la Universidad Nacional Autónoma de Nicaragua, PhD Alber Francisco Sánchez Alvarado, expone la solicitud de autorización de aplicación y desarrollo de un Quasi-experimento en su instituto. A los estudiantes Olga Esmeralda Valdez Chavarria, con número de carnet: 15018392, Huver Enrique Gaitan Gómez, con número de carnet: 16014146 y Ligia del Carmen Salazar Acevedo, con número de carnet, 15019591. Dicho experimento y datos obtenidos son parte de los requisitos de la clase de Seminario de Graduación, cuya clase es un requisito para optar a su título universitario.

En conclusión, a la espera de una respuesta positiva de su parte, me despido enviándole un fraterno saludo.

Atentamente

PhD Alber Francisco Sánchez Alvarado

Director del Departamento de Inglés

Facultad de Educación e Idiomas

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA FACULTAD DE EDUCACIÓN E IDIOMAS MANAGUA INGLÉS

7.2.Calendar of Research

October						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
		Authorization of Quasi Experiment	English Teacher Interview	Class Observation		
18	19	20	21	22	23	24
		Class Observation	Pre - Test	1st Training class		
25	26	27	28	29	30	31
		2nd Training class	3rd Training Class			
November						
1	2	3	4	5	6	7
		4th Training Class	5th Training Class			
8	9	10	11	12	13	14
		6th Training Class	Post - Test			

7.3. Teacher Interview

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument: “Interview to English teachers” which is part of the research: “Effects of games on the acquisition of the writing skill”.

The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE:

_____

ACADEMIC BACKGROUND

_____

_____

_____

AREAS OF PROFESSIONAL EXPERIENCE

_____

_____

CURRENT POSITION

_____

_____

INSTITUTION

_____

7.3.1. Research Objectives:

Analyze the effects that games produce on students in the learning process of writing skill of English language.

7.3.1.1. Objective Of the Expert Judgment:

Validate the content of the teacher interview.

7.3.1.2. Objectives Of the Interview:

Explore the effect of games in the development of the teaching - learning process in English language of students.

According to the following indicators, rate each of the items as appropriate: The experts used the following table as a rubric to validate the test. In that table there are four categories that are coherence, clarity, relevance and sufficiency. Also, they had the option to validate each item from one to four in which number one represents the item does not meet the criteria, number two the item has low level, number three the item has a moderate level and number four the item has a high level. In addition to that, it can be seen on the table indicators from one to four for each qualification.

7.3.1.3. Measurement Indicator chart

According to the following indicators, rate each of the items as appropriate:

CATEGORY	QUALIFICATION	INDICATOR
COHERENCE The item is logically related to the dimension or indicator you are measuring.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	1. The item has no logical relation to the dimension 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension it is measuring. 4. The item is completely related to the dimension you are measuring.
CLARITY Extent to which the item is written clearly and precisely, making it easier for respondents to understand.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	1. Item is not clear 2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their order. 3. A very specific modification of some of the terms of the item is required. 4. The item is clear, has semantics and adequate syntax.
RELEVANCE The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	1. Does not meet the criterion. 2. The item can be deleted without 3. affecting the dimension measurement. 4. The item has some relevance, but another item may be including what it measures. 5. The item is essential or important, it must be included.
SUFFICIENCY Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	1. The items are not sufficient to measure the dimension 2. Items measure some aspect of the dimension but do not correspond to the overall dimension. 3. Some items must be increased in order to fully assess the dimension. 4. Items are sufficient

Coherence	**Clarity**	**Relevance**	**Sufficiency**
from 0 to 100%	From 0 to 100%	From 0 to 100%	From 0 to 100%
%	%	%	%

This table shows the total percentage for each category in the validation. We used a simple rule of three.

The test was reviewed and corrected considering the experts´ correction and this is the final version.

7.3.1.4. Validation Rubric for Teacher Interview

According to the following indicators, rate each of the items as appropriate

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Games as a learning strategy	Culatta, R. (2019)	Learning strategies refer to methods that students use to learn. This ranges from techniques for improved memory to better studying or test-taking strategies.	What are the methodological strategies that you apply to improve English writing skills? Explain how it has worked in your teaching – learning process.				
	Peterson, M. (2018)	Games are win-win for all! Students love them and will play and practice skills over and over, and the teacher does not have to do any correcting	Have you used games as a strategy for your teaching learning process? Explain your experience.				
	Peters, J. (Wednesday, June 2016	Game-based learning is a teaching method that allows learners to explore different parts of games as a form of learning	Do you consider that games need to be applied as a learning strategy? Explain your point of view.				

Developing writing skill	Boyle, S. (October, 2011)	When different strategies are developed, the teaching learning process is improved	What strategies have you used when developing writing skill? Describe your experience				
	Pérez, N. G. (2010).	A good teaching process is developed when using different resources as tools for a strategy	What didactic resources have you used when developing a writing skill? Mention the ones you have used.				
	Honig, A. S. (2019	As teachers, we play an important role in supporting children's ability in art, dramatic expression and creative responses to problems.	Do you provide feedback to your students when they face problems when developing writing skill? Tell us your experience				
	Honig, A. S. (2019)	Kids enjoy their class when they learn in a funny way and increase their motivation	Do you consider that games could be used as a strategy for developing the writing skill? Why?				
	Peters, J. (Wednesday, June 2016)	A didactic game is a teaching tool with different purposes	What type of games would you recommend to be applied in games as writing strategy? Mention the ones you know, since your experience.				

7.3.1.4.1.1.1. Teacher Interview

Interview to English Teacher

Dear teacher: You have been selected to complete the following teacher interview which is part of a research project entitled **Effects of games on the acquisition of the writing skill**. The information you provide us is strictly confidential and will only be used for the purposes described above. Thank you very much in advance for your cooperation.

Name: _____
Title: _____
Grade: _____

· **Interview content**

The questions were selected to find out if teacher use games in the acquisition of the writing skill and if she can apply games to improve the knowledge students in the learning process of writing skill of English language.

1. What are the methodological strategies that you apply to improve English writing skills? Explain how it has worked in your teaching – learning process.

_____
_____
_____
_____

2. Have you used games as a strategy for your teaching learning process? Explain your experience.

_____
_____
_____
_____

3. Do you consider that games need to be applied as a learning strategy? Explain your point of view.

_____

_____

_____

4. What strategies have you used when developing writing skill? Describe your experience.

_____

_____

_____

5. What didactic resources have you used when developing a writing skill? Mention the ones you have used.

_____

_____

_____

6. Do you provide feedback to your students when they face problems when developing writing skill? Tell us your experience

_____

_____

_____

7. Do you consider that games could be used as a strategy for developing the writing skill? Why?

_____

_____

_____

8. What type of games would you recommend to be applied in games as writing strategy? Mention the ones you know, since your experience.

_____

_____

_____

Interview to English Teacher

Dear teacher: You have been selected to complete the following teacher interview which is part of a research project entitled **Effects of games on the acquisition of the writing skill**. The information you provide us is strictly confidential and will only be used for the purposes described above. Thank you very much in advance for your cooperation.

Name: María Auxiliadora Ayala Moraga
Title: Lic. Lengua Extranjera
Grade: Secondary 7th to 11th grade

· **Interview content**

The questions were selected to find out if teacher use games in the acquisition of the writing skill and if she can apply games to improve the knowledge students in the learning process of writing skill of English language.

1. What are the methodological strategies that you apply to improve English writing skills? Explain how it has worked in your teaching – learning process.

Laberint answer, story telling, drawing ditaction

2. Have you used games as a strategy for your teaching learning process? Explain your experience.

Yes, there are different game in the classroom with motivation strategy. The student to show more interesting in the class and not is an environment boring.

3. Do you consider that games need to be applied as a learning strategy? Explain your point of view.

Yes, because for this reason through game is more easy remember.

4. What strategies have you used when developing writing skill? Describe your experience.

the drawing dictation for that help motivate of student to remember of vocabulary and connect your ideas

5. What didactic resources have you used when developing a writing skill? Mention the ones you have used.

Interactive resources in platform educaplay

6. Do you provide feedback to your students when they face problems when developing writing skill? Tell us your experience

Individual attention

7. Do you consider that games could be used as a strategy for developing the writing skill? Why?

If for that game promove interaction, environment relaxing

8. What type of games would you recommend to be applied in games as writing strategy? Mention the ones you know, since your experience.

Laberint game, story telling

7.4. Observation rubric

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument: “Observation rubric” which is part of the research: “Effects of games on the acquisition of the writing skill”.
The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE:

_____

ACADEMIC BACKGROUND

_____

_____

_____

AREAS OF PROFESSIONAL EXPERIENCE

_____

_____

CURRENT POSITION

_____

_____

INSTITUTION

_____

3.2.1.2 *Measurement Indicator chart*

According to the following indicators, rate each of the items as appropriate:

CATEGORY	QUALIFICATION	INDICATOR
COHERENCE The item is logically related to the dimension or indicator you are measuring.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	5. The item has no logical relation to the dimension 6. The item has a tangential relationship with the dimension. 7. The item has a moderate relationship with the dimension it is measuring. 8. The item is completely related to the dimension you are measuring.
CLARITY Extent to which the item is written clearly and precisely, making it easier for respondents to understand.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	5. Item is not clear 6. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their order. 7. A very specific modification of some of the terms of the item is required. 8. The item is clear, has semantics and adequate syntax.
RELEVANCE The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	6. Does not meet the criterion. 7. The item can be deleted without 8. affecting the dimension measurement. 9. The item has some relevance, but another item may be including what it measures. 10. The item is essential or important, it must be included.
SUFFICIENCY Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	5. The items are not sufficient to measure the dimension 6. Items measure some aspect of the dimension but do not correspond to the overall dimension. 7. Some items must be increased in order to fully assess the dimension. 8. Items are sufficient

3.2.3.1 Validation Rubric for Observation validation chart

According to the following indicators, rate each of the items as appropriate

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Class / lesson development	Portnoy, M. H. (2017).	To identify if teacher demonstrates a rewarding form when students do something good.	**The teacher uses rewarding words such as: well-done, good, good job or excellent**. a. Yes _____. b. No_____.				
		To discriminate if teacher creates an environment that led to students feel self-confident.	**The teacher uses phrases in English to communicate with the students.** a. Yes_____. b. No _____.				
		To estimate if teacher make use of English language in his lessons	**Students participates and interact with the teacher during the class.** a. Yes _____. b. No _____.				
Class / lesson development	Portnoy, M. H. (2017).	To visualize if students are interests in English language	**The teacher creates writing activities that makes students feel confident to participate**				

			and interact without fear to make mistakes, when writing. a. Yes _____. **b.** No _____.				
		To visualize if students follow teacher instructions	**Students participates with the teacher in writing activities on the board** a. A lot _____. b. Some _____. c. A little _____. d. No interaction at all ___.				
	Méndez, June 9, 2021	To identify if teacher makes interventions in order to improve writing skill	**Students uses different resources, like textbooks, digital devices, digital presentations, dictionaries, wallpapers, to follow sentences patters.** **a.** Yes _____. **b.** No _____.				
Writing skill development	Méndez, June 9, 2021	To identify if teacher creates an environment that led students an understandable and peaceful ambient	**The teacher instructs students how to write affirmative, negative and interrogative sentences making use of the writing strategies**:				

			a. ___ Patterns. b. ___ Word order. c. ___ Verb tense. d. ___ Punctuation e. ___ Spelling. f. ___ Complete.				
	Méndez, June 9, 2021	To identify which of the mentioned strategies for writing does teacher make use of	**The writing instructions provided by teacher are clear and simple to be followed by students.** a. Yes _____. b. No _____.				
Writing skill development	Méndez, June 9, 2021	To identify if students understand teacher tasks	**The teacher provides a sentence pattern to be followed to write sentences.** a. Yes _____. b. No _____.				
		To check if teacher gives student a rule to be followed when developing writing skill	**Teacher provides feedback to students pre, during and post the production of sentences.** a. A lot: ____. b. Some: _____. c. A little: _____. d. No interaction at all: __.				

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN- Managua

Rubén Darío Campus

Education and Languages School

English Department

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
UNAN-MANAGUA

7.4.1.1.1.1.Class Observation Rubric

Class Observation Rubric

- **School: _____**
- **Teacher´s Name: _____**
- **Grade: _____ Shift: _____**
- **Department: _____ City: _____**
- **Date: _____**

I. Mark the spaces in blank. That applies with the description from each prompt to be observed.

1. **The teacher uses rewarding words such as: well-done, good, good job or excellent**.
   a. Yes _____.
   b. No_____.
2. **The teacher uses phrases in English to communicate with the students.**
   a. Yes_____.
   b. No _____.
3. **Students participates and interact with the teacher during the class.**
   a. Yes _____.
   b. No _____.
4. **The teacher creates writing activities that makes students feel confident to participate and interact without fear to make mistakes, when writing.**
   a. Yes _____.
   b. No _____.
5. **Students participates with the teacher in writing activities on the board**
   a. A lot _____.
   b. Some _____.
   c. A little _____.

d. No interaction at all _____.

6. **Students uses different resources, like textbooks, digital devices, digital presentations, dictionaries, wallpapers, to follow sentences patters.**
   a. Yes _____.
   b. No _____.
7. **The teacher instructs students how to write affirmative, negative and interrogative sentences making use of the writing strategies:**
   a. ___ Patterns.
   b. ___ Word order.
   c. ___ Verb tense.
   d. ___ Punctuation
   e. ___ Spelling.
   f. ___ Complete.
8. **The writing instructions provided by teacher are clear and simple to be followed by students.**
   a. Yes _____.
   b. No _____.
9. **The teacher provides a sentence pattern to be followed to write sentences.**
   a. Yes _____.
   b. No _____.
10. **Teacher provides feedback to students pre, during and post the production of sentences.**
    a. A lot: ____.
    b. Some: _____.
    c. A little: _____.
    d. No interaction at all: _____.

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UNAN- Managua

Rubén Darío Campus

Education and Languages School

English Department

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UNAN-MANAGUA

Class Observation Rubric – Answered sheet

School: Instituto Nacional Diriangen – Diria, Granada

Teacher´s Name: Maria Auxiliadora Ayala Moraga

Grade: 8 A **Shift:** Vespertine

Department: Granada **City:** Diria

Date: October 20th, 2021

I. Mark the spaces in blank. That applies with the description from each prompt to be observed.

1. **The teacher uses rewarding words such as: well-done, good, good job or excellent**.
   a. Yes _____.
   b. No_____X_____.
2. **The teacher uses phrases in English to communicate with the students.**
   a. Yes_____.
   b. No ____X_____.
3. **Students participates and interact with the teacher during the class.**
   a. Yes _____.
   b. No _____X_____.
4. **The teacher creates writing activities that makes students feel confident to participate and interact without fear to make mistakes, when writing.**
   a. Yes ____X_____.
   b. No _____.
5. **Students participates with the teacher in writing activities on the board**
   a. A lot _____.
   b. Some _____.
   c. A little _____.
   d. No interaction at all ___X___.

6. Students uses different resources, like textbooks, digital devices, digital presentations, dictionaries, wallpapers, to follow sentences patters.

c. Yes _____.

d. No _____X_____.

7. The teacher instructs students how to write affirmative, negative and interrogative sentences making use of the writing strategies:

g. ___ Patterns.

h. ___ Word order.

i. ___ Verb tense.

j. ___ Punctuation

k. ___ Spelling.

l. ___ Complete.

8. The writing instructions provided by teacher are clear and simple to be followed by students.

c. Yes _____.

d. No _____X_____.

9. The teacher provides a sentence pattern to be followed to write sentences.

c. Yes _____.

d. No _____X_____.

10. **Teacher provides feedback to students pre, during and post the production of sentences.**

e. A lot: ____.

f. Some: _____.

g. A little: __X___.

h. No interaction at all: _____.

7.5. Test Specification

7.5.1. Pre – Test Specification

General information:

Level: 10th grade Beginners

Time: 45 minutes

Specification and content: ◆Present simple

◆Test writing skill level

Task: ◆Sentence completion

◆Vocabulary assessment

◆Short answer

General description of the test: The test which is composed of 2 parts aims at assessing students' written competence. It targets at the test takers at level beginners.

The aim of the test is:

To provide by means of individual profiles, information on students will recognize and use present progressive tense. They will make written statements.

Objectives of the Test: In the examination, students will be assessed on their ability.

A. To produce adequate written English for formal academic written Tasks.

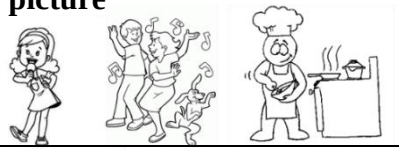
B. To understand written English for reading textbooks and other sources of information.

Students have 45 min to solve each activity that are present in this test. Remember plans your reply before to finish on time.

7.5.1.1.1. Measurement Indicator chart

	Excellent	**Good**	**Poor**
Grammar	student has the control about grammar structure and do not present mistakes.	Student has the control about grammar structure but present 1 o 2 mistakes.	Don't have the control about grammar structure and mistakes are commons and it caused those sentences are difficult to understand.
Cohesion and Coherence	Ideas are well linked according to the order of the grammatical structure.	The idea is understood but it is not well structured	The idea is poorly structured and it is not understood.
Vocabulary and Spelling	Use correctly the learned vocabulary in class and do the correct use in sentence to express about actions verbs.	Use the learned vocabulary in class with some mistakes in spelling of each word.	Student use poorly the learned vocabulary in class and present several mistakes in the spelling of each word.
Punctuation	Each activity is carried out without errors in the use of capital letters and punctuation marks.	The answer of each activity present 1 or 2 errors in the use of the grammar structure according the use of capital letters and punctuation marks.	the activities present more of 5 errors in the use of the grammar structure according the use of capital letters and punctuation marks.

7.5.1.1.2. Validation Rubric for Pre - Test

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Verb be (Am, is, are)	Perfect English grammar (2020) The Present Simple Tense	1. To identify if students understand how to use the grammar form from verb be (are)	**Complete in the blank space with the verb be in the present simple.** a) They _____ (be) students. b) She _____ (be) sad. **c)** He _____ (be) handsome. **d)** It _____ (be) a pencil. **e)** Julie _____(be) young.				
Daily routines	Live worksheets (2020) Daily routines	2. To identify if students have learned the different grammatic use that verb be has according subject.	**Write five sentences in present simple. Taking into account the action from each picture** 				
	Live worksheets (2020) Daily routines	3. To identify if students have learned the different grammatic use that verb be has according subject.	**Write five sentences in present simple. Taking into account the action from each picture** 				

Do / Does Grammar form	Perfect English grammar (2020) The Present Simple Tense	4. To identify if students have learned the simple present verbs.	**Rewrite the sentences in the interrogative form, using DO or DOES in present simple.** a) She is a lawyer. _____ b) I like chocolate. _____ c) They are travel _____ d) They are in England. _____ e) Joe rent a car. _____				
Negative form of present simple		5. To identify if student have knowledge about how to create sentence in negative form	**Make sentences in negative form.** I am thirsty - _____ We are happy - _____ It is a turtle - _____ You and Peter are dirty - _____ The rabbit is not fast - _____ I am thirsty - _____				

7.5.1.1.2.1.Pre- Test

Question for individual written test

Name: _____ Date: _____

I SERIE= 25 pts

3. Complete in the blank space with the verb be in the present simple.

f) They _____ (be) students.

g) She _____ (be) sad.

h) He _____ (be) handsome.

i) It _____ (be) a pencil.

j) Julie _____(be) young.

II SERIE= 25 pts

4. Look at the picture. Then, write a sentence in present simple that represents the actions.

Example: He sleeps.

a.

b.

c.

d.

e.

a) _____

b) _____

c) _____

d) _____

e) _____

III SERIE= 25 pts

5. Rewrite the sentences in the interrogative form, using DO or DOES in present simple.

f) She is a lawyer.

_____

g) I like chocolate.

_____

h) They are travel.

_____

i) They are in England.

_____

j) Joe rent a car.

_____

IV SERIE= 25 pts

4. Make sentences in negative form using simple present.

a) I am thirsty.

⇨_____

b) We are happy.

⇨_____

c) It is a turtle.

⇨_____

d) You and Peter are dirty.

⇨_____

e) The rabbit is fast.

⇨_____

7.5.1.2.Post Test Specification

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument: “post-test” which is part of the research: “Effects of games on the acquisition of the writing skill”.
The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE:

_____

ACADEMIC BACKGROUND

_____

_____

_____

AREAS OF PROFESSIONAL EXPERIENCE

_____

_____

CURRENT POSITION

_____

_____

INSTITUTION

_____

7.5.1.2.1. Measurement Indicator chart

According to the following indicators, rate each of the items as appropriate:

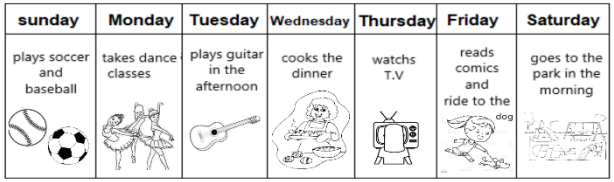
CATEGORY	QUALIFICATION	INDICATOR
COHERENCE The item is logically related to the dimension or indicator you are measuring.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	9. The item has no logical relation to the dimension 10. The item has a tangential relationship with the dimension. 11. The item has a moderate relationship with the dimension it is measuring. 12. The item is completely related to the dimension you are measuring.
CLARITY Extent to which the item is written clearly and precisely, making it easier for respondents to understand.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	9. Item is not clear 10. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their order. 11. A very specific modification of some of the terms of the item is required. 12. The item is clear, has semantics and adequate syntax.
RELEVANCE The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	11. Does not meet the criterion. 12. The item can be deleted without 13. affecting the dimension measurement. 14. The item has some relevance, but another item may be including what it measures. 15. The item is essential or important, it must be included.
SUFFICIENCY Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High level	9. The items are not sufficient to measure the dimension 10. Items measure some aspect of the dimension but do not correspond to the overall dimension. 11. Some items must be increased in order to fully assess the dimension. 12. Items are sufficient

7.5.1.2.2. Validation Rubric for Post - Test

According to the following indicators, rate each of the items as appropriate

<table>
<tr><th>Dimension</th><th>Sources</th><th>Description</th><th>Items</th><th>Coherence (From 1 to 4)</th><th>Clarity (From 1 to 4)</th><th>Relevance (From 1 to 4)</th><th>Sufficiency (From 1 to 4)</th></tr>
<tr><td rowspan="2">Simple present</td><td>Perfect English grammar (2020) The Present Simple Tense</td><td>To identify if games have helped ton improve writing skill using verbs in present simple</td><td>Apply the basic rules of spelling about present simple to each verb in third person (-s, -ies, -es)
<table><tr><th colspan="4">VERBS</th></tr><tr><td colspan="4">Example: dance - dances</td></tr><tr><td>drink</td><td></td><td>go</td><td></td></tr><tr><td>study</td><td></td><td>play</td><td></td></tr><tr><td>eat</td><td></td><td>work</td><td></td></tr><tr><td>watch</td><td></td><td>do</td><td></td></tr><tr><td>relax</td><td></td><td>listen</td><td></td></tr></table></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Live worksheets (2020) Daily routines</td><td>To discern if students have satisfactory learned to identify present simple verbs</td><td>Circle the correct verb that corresponds to each sentence according the simple present.
1. I (watching / watch) T.V now.
2. Tom (talks / talk) with his brother at the moment.</td><td></td><td></td><td></td><td></td></tr>
</table>

			3. She (cleans / cleaning) at home with her sister. 4. They (dancing / dance) romantic music under the moon. 5. I (help / helps) to clean at home for the party.				
Daily routines	Live worksheets (2020) Daily routines	To prove if students have improved when asking written questions in present simple	**Change the sentence to question using the grammar structure *auxiliary + subj + complement.* Don't forget use the simple present** **Example:** **I play the guitar in the park.** *Do you play the guitar in the park?* **1. He eats chicken. _____** **2. I play baseball on Sundays. _____** **3. She reads comics and manhwa_____** **4. They cook healthy food. _____** **5. He listens to music all the time. ____**				

		To prove if students have learned to describe in written form, daily activities from others	**d. Look at the schedule and write sentences in simple present about Mary's daily routine.**  **Example:** *On Sunday, she plays soccer and baseball.* **2. On Tuesday, _____** **3. On Thursday, _____** **4. On Saturday, _____** **5. On Monday, _____** **6. On Wednesday, _____**				

7.5.1.2.2.1.Post Test

Question for individual written test

Name: _____ Date: _____

I SERIE= 25 pts

a. Apply the basic rules of spelling about present simple to each verb in third person *(-s, -ies, -es)*

VERBS			
Example: dance - dances			
drink		go	
study		play	
eat		work	
watch		do	
relax		listen	

II SERIE = 25 pts

b. Circle the correct verb that corresponds to each sentence according the simple present.

6. I (watching / watch) T.V now.
7. Tom (talks / talk) with his brother at the moment.
8. She (cleans / cleaning) at home with her sister.
9. They (dancing / dance) romantic music under the moon.
10. I (help / helps) to clean at home for the party.

III SERIE= 25 pts

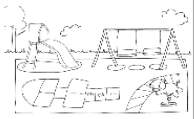
c. **Change the sentence to question using the grammar structure *auxiliary + subj + complement.* Don't forget use the simple present**

Example:
I play the guitar in the park. *Do you play the guitar in the park?*

6. **He eats chicken.** _____
7. **I play baseball on Sundays.** _____
8. **She reads comics and manhwa.** _____
9. **They cook healthy food.** _____
10. **He listens to music all the time.** _____

IV SERIE= 25 pts

e. **Look at the schedule and write sentences in simple present about Mary's daily routine.**

sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
plays soccer and baseball	takes dance classes	plays guitar in the afternoon	cooks the dinner	watchs T.V	reads comics and ride to the dog	goes to the park in the morning 

Example: *On Sunday, she plays soccer and baseball.*

7. **On Tuesday,** _____
8. **On Thursday,** _____
9. **On Saturday,** _____
10. **On Monday,** _____
11. **On Wednesday,** _____

8. Tests done by One of the 20 Students

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3.1.2. Pre- Test

Question for individual written test

Name: Larry Emilio Jerez Lopez **Date:** October 21st

I SERIE= 25 pts

1. Complete in the blank space with the verb be in the present simple.

f) They am (be) students.
g) She is (be) sad.
h) He is (be) handsome.
i) It is (be) a pencil.
j) Julie has (be) young.

25

II SERIE= 25 pts

2. Look at the picture. Then, write a sentence in present simple that represents the actions.

Example: He sleeps.

15

a.

b.

c.

d.

e.

a) She sings
b) We are dancing X
c) He is Cooking ✓
d) They are X
e) She is Painting ✓

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UNAN-MANAGUA

III SERIE= 25 pts

3. Rewrite the sentences in the interrogative form, using DO or DOES in present simple.

f) She is a lawyer.
Does She is a lawyer ✓

g) I like chocolate.
Done She lik chocolate? ✗

h) They are travel.
They does are travel? ✗

i) They are in England.
Do they are England? ✓

j) Joe rent a car.
Does Joe Rents a car? ✓

15

IV SERIE= 25 pts

4. Make sentences in negative form using simple present.

a) I am thirsty.
⇨ I am should thirsty ✗

b) We are happy.
⇨ We are should happy ✗

c) It is a turtle.
⇨ It is such a turtle ✗

d) You and Peter are dirty.
⇨ You should and peter are dirty ✗

e) The rabbit is fast.
⇨ The rabbit should be fast. ✗

0

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UNAN-MANAGUA

POST TEST

Question for individual written test

Name: Larry Emilio Seret Lobel **Date:** November 11th

I SERIE= 25 pts

a. Apply the basic rules of spelling about present simple to each verb in third person *(-s, -ies, -es)*

VERBS			
Example: dance - dances			
drink		go	
study		play	
eat		work	
watch		do	
relax		listen	

Drinks ✓ goes ✓
studies ✓ plays ✓
eats ✓ works ✓
watches ✓ does ✓
relaxes ✓ listens ✓

25

II SERIE = 25 pts

b. Circle the correct verb that corresponds to each sentence according the simple present.

6. I (watching / watch) T.V now. ✓
7. Tom (talks / talk) with his brother at the moment. ✓
8. She (cleans / cleaning) at home with her sister. ✓
9. They (dancing / dance) romantic music under the moon. ✓
10. I (help / helps) to clean at home for the party. ✓

25

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III SERIE= 25 pts

c. **Change the sentence to question using the grammar structure *auxiliary + subj + complement.* Don't forget use the simple present**

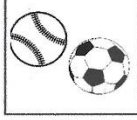
Example:
I play the guitar in the park. *Do you play the guitar in the park?*

25

6. **He eats chicken.** Do she eat chicken? ✗
7. **I play baseball on Sundays.** DO I play baseball on sunday? ✓
8. **She reads comics and manhwa.** Does she reads comics and manhwa? ✓
9. **They cook healthy food.** Do they coons healthy food ✗
10. **He listens to music all the time.** Does he listen ✓

IV SERIE= 25 pts

e. **Look at the schedule and write sentences in simple present about Mary's daily routine.**

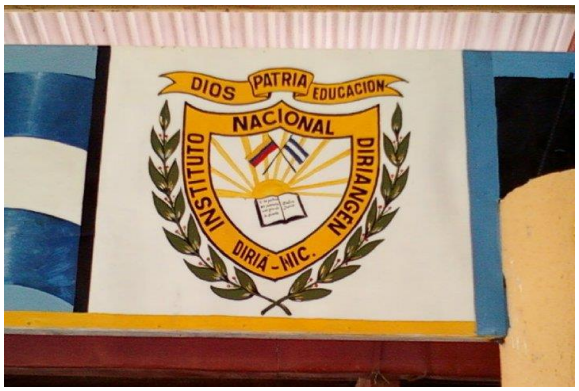
sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
plays soccer and baseball 	takes dance classes	plays guitar in the afternoon	cooks the dinner	watchs T.V	reads comics and ride to the dog	goes to the park in the morning

Example: *On Sunday, she plays soccer and baseball.*

25

6. **On Tuesday,** she plays gaither in the afternoon ✓
7. **On Thursday,** she watchs TV. ✓
8. **On Saturday,** she goes to the park in the manng ✓
9. **On Monday,** she takes dance classes ✓
10. **On Wednesday,** she cooks the dinner. ✓

7.6. Institutional Emblem from Instituto Nacional Diriangén.



7.6.1. Institutional Emblem

7.6.2. Institutional Wall with Official Name

7.6.3. Walls around School 1

7.6.4. Walls around School 2

7.7. Author´s photos at Instituto Nacional Diriangén.

7.7.1. Photo before class observation

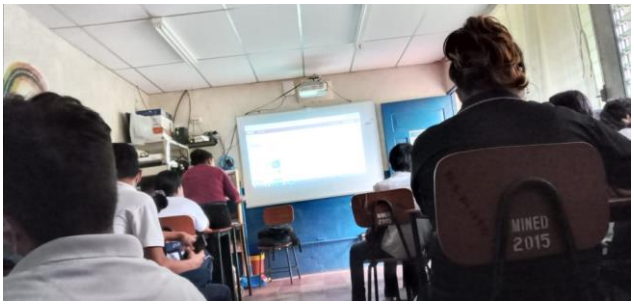
7.7.2. Photo with Cacique Diriangen wall behind

7.8. Observation Period

7.8.1. Students During the Observation Process. They were using ICT devices.

7.8.1.1. Observation Period 10 "A"

7.8.1.1.1. Observation Photo 1



7.8.1.1.2. Observation Photo 2

7.3.1.1.3. Observation Photo 3

7.3.1.1.4. Observation photo 4

7.3.1.1.5. Observation Photo 5

7.3.1.2. Observation Period 10 "B"

7.3.1.1.1. Observation Photo 1

7.3.1.1.2. Observation Photo 2

7.3.1.1.3. Observation Photo 3

7.3.1.1.4. Observation Photo 4

7.3.1.2. ICT Devices and Software Used by Students and Teacher along "Observation Period"

7.3.1.2.1. Scholar Chromebooks

7.3.1.2.2. PPT Presentation

7.3.1.2.3. Software used to Control the Chromebooks

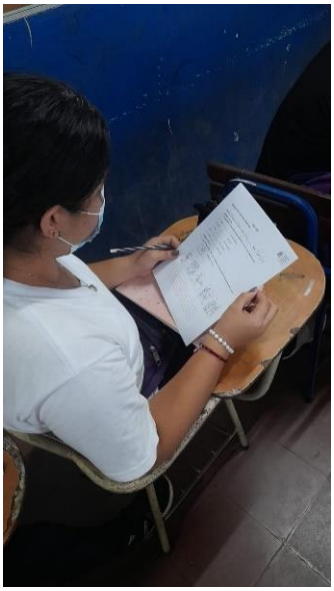
7.4. Pre – Test from 10 Grade "A" and 10 Grade "B"

7.4.1. Pre – Test 10th Grade "A"

7.4.1.1. Pre – Test Period 10th A - 1

7.4.2. Pre – Test 10th Grade "B"

7.4.2.1. Pre – Test Period 10th B – 1



7.4.2.2. Pre – Test Period 10th B - 2

7.5. Training Period from 10th Grade “A” & “B”

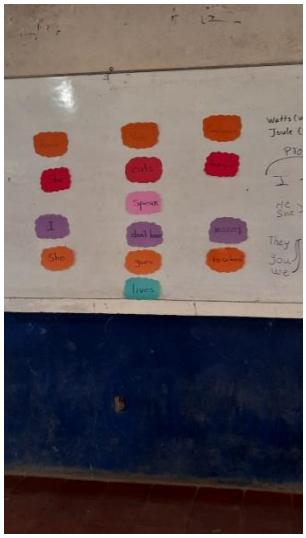
7.5.1. Training Period from 10th Grade “A”

7.5.1.1. Explaining How to Paste Words to Form Sentences in Present Simple Tense 1

7.5.1.2. Pasting Words to Form Sentences in Present Simple Tense 2

7.5.1.3. Explaining How to Paste Words to Form Sentences in Present Simple Tense 3

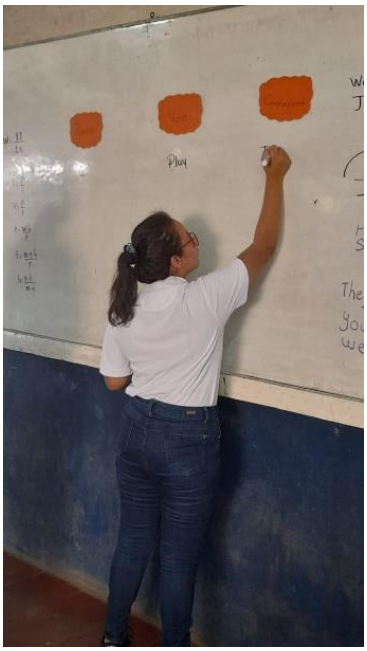
7.5.1.4. Pasting Words to Form Sentences in Present Simple Tense 4



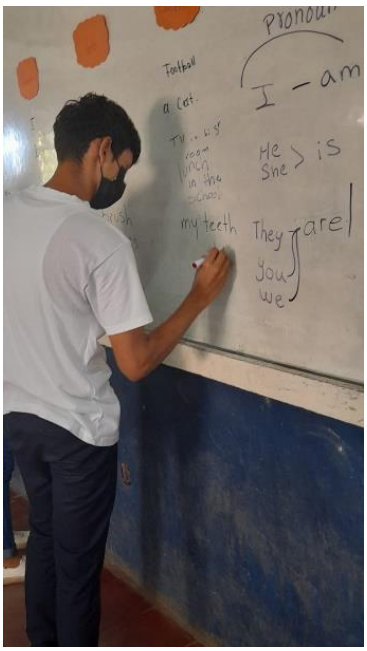
7.5.1.5. Pasting Words to Form Sentences in Present Simple Tense 5

7.5.1.6. Pasting Words to Form Sentences in Present Simple Tense 6

7.5.1.7. Writing Short Sentences in Present Simple Tense 1



7.5.1.8. Writing Short Sentences in Present Simple Tense 2



7.5.1.9. Writing Short Sentences in Present Simple Tense 3

7.5.1.10. Explaining How to Create Present Simple Tense Sentences Through Puzzle game 1

7.5.1.11. Creating Present Simple Tense Sentences Through Puzzle game 2

7.5.1.12. Creating Present Simple Tense Sentences Through Puzzle game 3

7.5.1.13. Creating Present Simple Tense Sentences Through Puzzle game 4

7.5.1.14. Coloring the action in Present simple described in the Sentence 1

7.5.1.15. Coloring the action in Present simple described in the Sentence 2

7.5.1.16. Groupal Challenge to Practice Present Simple 1

7.5.1.17. Groupal Challenge to Practice Present Simple 2

7.5.1.18. Groupal Challenge to Practice Present Simple 3

7.5.2. Training Period from 10th Grade "B"

7.5.2.1. Present Simple Sentence Structure - Explanation 1

7.5.2.2. Students Paying Attention to Present Simple Tense - Explanation 1

7.5.2.3. Students Paying Attention to Present Simple Tense - Explanation 2

7.5.2.4. Students Paying Attention to Present Simple Tense - Explanation 3

7.5.2.5. Students Paying Attention to Present Simple Tense - Explanation 4

7.5.2.6. Students Paying Attention to Present Simple Tense - Explanation 5

- **Post data: The students from 10th Grade "B" had to received class in other classroom due to maintenance in their classroom, from Consejo Supremo Electoral (CSE) for the Vote Center for the National Presidential elections.**

7.5.2.7. Creating Short Present Simple Sentences in Groupal Work

7.5.2.8. Students Practicing Exercises Related to Present Simple Sentences Creation 1

7.5.2.9. Students Practicing Exercises Related to Present Simple Sentences Creation 2

7.5.2.10. Students Making Oral Presentation from Short Present Simple Sentences 1

7.5.2.11. Students Making Oral Presentation from Short Present Simple Sentences 2

7.6. Post – Test from 10 Grade “A” and 10 Grade “B”

7.6.1. Post – Test 10th Grade “A”

7.6.1.1.Post – Test Period 10th A – 1

7.6.1.2.Post – Test Period 10th A – 2

7.6.2. Post – Test 10th Grade “A”

7.6.2.1.Post – Test Period 10th B – 1

7.6.2.2.Post – Test Period 10th B – 2