

UNIVERSITY OF PEDAGOGICAL SCIENCES

“FELIX VARELA”



MAJOR PAPER

Title: A New Proposal for the Enrichment of Vocabulary in seventh graders, group 4 at “José Ramón León Acosta” Secondary School

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Santa Clara. June, 2013

“Year 55 of the Revolution”

“Words, so innocent and powerless as they are, standing in a dictionary; how potent for good and evil they become in the hands of one who knows how to choose and combine them.”

Nathaniel Hawthorne

Abstract

This major paper provides a renewed system of communicative activities meant for the enrichment of vocabulary within the speaking skill in seventh graders from “José Ramón León Acosta” Secondary School. The new proposal is the result of a process of research that started in 2012-2013 academic course with an initial assessment of the problematic situation, later a design and in the end a partial implementation of the proposed system.

In the present academic course, the proposal of activities is an improvement in comparison with the one that had been implemented the previous academic course. The current system satisfies seventh graders’ needs in terms of expanding their vocabulary while using communicative activities. The suggestions given by specialists, teachers and learners were taken into account as part of the qualitative approach that this research paper is using, thus the proposal presented here is an improved system of communicative activities for the enrichment of vocabulary in 7th graders.

Synthèse

Cet ouvrage offre un système renouvelé d'activités communicatives qui s'adresse à soulucinner les difficultés que les étudiants du septième année du groupe 4 à l'école des études secondaires "José Ramón León Acosta" présentent quant à leur vocabulaire, lequel affecte leur habilité orale, une partie importante de la communication.

Cette proposition d'activités satisfait les besoins des étudiants du septième année, puisque ce système aide à enrichir le vocabulaire des étudiants à travers l'usage d'activités communicatives lesquelles sont motivantes et encourageantes pour les étudiants dans les cours d' Anglais. Ces activites sont basées sur les principes de l'Approche Communicatif et elles permettent aux étudiants de réaliser différentes activités écrites et orales, lesquelles impliquent leur sentiments et préférences ,de cette façon ils enrichissent leur culture generale intégrale.

Tandis que l'auteur de cette recherché la déroulait, quelque méthodes ont été employés lesquels ont facilité rassembler des informations nécessaires pour entreprendre cet ouvrage. du niveau théorique, on a utilisé: l'analytique –synthétique, l'inductif-déductif, l'historique-logique et le systémique structurel ; on a utilisé du niveau empirique: l'observation, l'enquête' interview, le critère d'spécialistes ,et Enfin on a utilisé du niveau mathématique: l'analyse du pourcentage sur l'échantillon.

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I. INTRODUCTION

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate with others. It is a communication by word of mouth. It is the mental faculty or power of vocal communication. It is a system for communicating ideas and feelings using sounds, gestures, signs or marks. Any means of communicating ideas, specifically, human speech, the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a language. This is a system for communication. A language is the written and spoken methods of combining words to create meaning used by a particular group of people.

Language, so far as we know, is something specific to humans, that is to say it is the basic capacity that distinguishes humans from all other living beings. Language therefore remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes.

The English language is included in all the study programs of the different subsystems of Education in Cuba, from primary education to the University. The main objective in teaching English as a foreign language is to prepare children and youth for the modern world since English is considered a lingua franca and the most used language worldwide. In the case of Cuba, for the last few years there has been an increase of international cooperation in many third world and even developed countries where the use of the foreign language has become a real challenge. There is an immediate need to develop in future generations their understanding of this need to learn foreign languages.

In the secondary school level , the teaching of English as a foreign language is aimed at the development of an elementary communicative competence which will allow the

learners of this level to satisfy the basic needs in social interaction and in getting information from different sources written in English so as to contribute to the formation of a basic general cultural level.

The foreign language teaching process in secondary school is then carried out on the basis of the communicative approach which has as objective the acquisition of habits, abilities and capacities that allow the students to express themselves using the foreign language.

Speaking is the ability that has been focused more in this level and its goal is to have students express themselves intelligibly which means they should do it reasonably accurately and without too much hesitation. The teachers of English should pay attention to the essential aspects of this ability during the teaching learning process in order to achieve its development in the students: pronunciation, grammar, vocabulary and fluency.

As part of the research that is usually carried out in the secondary school level, evaluations have been made in terms of the lack of vocabulary secondary school students have which stop them from being able to communicate efficiently. It is clear now that to have a successful speaking activity, teachers should devote time to specially focus on the teaching of vocabulary.

With Hundreds of thousands of words in the English language, teaching vocabulary can seem like a very daunting prospect. Though the average native speaker uses around only five thousand words in everyday speech, students will not need to produce every word they learn, some they will just need to recognize. Nevertheless, students sometimes show a very poor command of the vocabulary areas they have been taught and this makes teachers wonder what the problems may be. Selecting what to teach, based on frequency and usefulness to the needs of particular students is, therefore, essential.

The process of vocabulary acquisition and teaching takes a special character when young and adolescent learners are the recipients of instruction. The particular cognitive

stage of children and adolescents learning a foreign language influences their use and acquisition of vocabulary. Examination of the lexical errors produced by these learners provides us with an insight into that vocabulary acquisition process, and reveals what areas of the foreign language lexis do learners have problems with specifically at José Ramón León Acosta secondary school.

In the academic course 2012-2013, the author of this study, after observing some classes and reflecting on the results of the teaching learning process, confirmed that the students had many difficulties in English mainly because of limitations on the use of vocabulary. This affected their oral and written expression, as well as the interpretation of simple oral and written texts.

At that time, it was evident that the seventh grade students from group four at “José Ramón León” secondary school from Santa Clara had their main difficulty in vocabulary. This brought about the decision of carrying out a research to find a solution to meet such problem. The term paper had as a main objective the design and implementation of a system of activities that could help 7th grade students enrich their vocabulary. Therefore during the academic course 2012-13, a proposal of activities was designed and then put into practice to help solve the problem that had been detected. Along the process of its implementation, systematic feedback was obtained from students and from the self evaluation and reflections of the author of this paper who was then teaching at the aforementioned school.

Information from different sources was gathered: observation, analysis and reflection through a teacher’s diary, surveys and interviews helped to determine the strengths and weaknesses of the proposal.

The system of activities, though valid and pertinent, still showed a number of weaknesses that needed improvement. Students had complained about the level of difficulty of some of the activities, or the misunderstanding of some instructions. Some of the procedures also needed revision and adaptation.

A very important step in the process of this research was the evaluation by specialists of the proposed system of activities. Their criteria provided the necessary feedback in order to determine the strengths and weaknesses of the 2012-2013 proposal.

All this analysis has helped to get a deeper understanding and awareness of the work that had been done and has led us to determine the following scientific **problem**:

How to improve the proposal applied for the enrichment of vocabulary in 7th grade, group four at "José Ramón León Acosta" Secondary School during the academic course 2012-2013.

The Object of study in this case would be the teaching-learning process of the speaking skill in 8th grade group 4 at "José Ramón León Acosta" Secondary School and the **Field of action** will be centered on the proposal of communicative activities applied to enrich the vocabulary in the students of 7th grade group 4 at "José Ramón León Acosta" secondary school during the course 2012-2013.

As a **General Objective** this paper is aimed at improving the proposal of communicative activities to enrich the vocabulary in the students of 7th grade group 4 at "José Ramón León Acosta" secondary school applied during the course 2012-2013.

In order to give answer to the scientific problem of this paper, the following **scientific questions** and tasks are formulated:

Scientific Questions:

1. What theoretical methodological foundations can back up the enrichment of vocabulary in 7th grade at José Ramón León Acosta Secondary School during the course 2012-2013?

2. What are the strengths and weaknesses of the previous proposal of activities for the enrichment of vocabulary applied in 7th grade at José Ramón León Acosta Secondary School during the course 2012-2013?
3. What changes should be introduced for the enrichment of vocabulary in 7th grade at José Ramón León Acosta Secondary School?
4. What are the specialists' criteria about the proposal of activities for 7th grade at José Ramón León Acosta Secondary School?

Scientific tasks:

1. Determination of the main theoretical methodological foundations that can back up the enrichment of vocabulary in 7th grade at José Ramón León Acosta Secondary School during the course 2012-2013.
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2. Assessment of the strengths and weaknesses of the previous proposal of activities for the teaching of vocabulary in 7th grade at José Ramón León Acosta Secondary School during the course 2012-2013.
3. Re design of a proposal of activities for the enrichment of vocabulary in 7th grade at José Ramón León Acosta Secondary School.
4. Evaluation of the proposal of activities by specialist criteria at José Ramón León Acosta Secondary School.

Different stages were carried out before we could get to the final conclusions. First by determining the main theoretical and methodological foundations that can back up the enrichment of vocabulary; second by carrying out an assessment of the strengths and weaknesses of the previous proposal of activities for the teaching of vocabulary in 7th grade at José Ramón León Acosta Secondary School; third by doing a re- design of the proposal of activities after its evaluation by specialists who had considered if it was a

valid and pertinent proposal; fourth by having another evaluation of the re-designed system of activities by the specialists .

The author followed an integration of qualitative and quantitative approaches based on a dialectical- materialistic perspective which will provide room for more objective and harmonious information for the present study in which the following methods were used:

-From the **theoretical level**: Logical-Historical, Analytic-Synthetic, Inductive-Deductive and the Systemic Approach.

-From the **empirical level**: Observation, Specialists' Criteria, thorough Interview to students, and teacher's diary.

-From the **mathematical level**: percentage analysis.

The subjects of investigation of this research were 34 seventh graders from group 4 at "José Ramón León Acosta" secondary school which was intentionally taken since the author was carrying out his practicum in this group.

The practical contribution of this research is the proposal of a new system of activities based on the strengths and weaknesses of the previous proposal which was applied in the academic course 2012-13.

It is important to point out that this renewed system of communicative activities can be a supporting instrument for teachers whose duty is chiefly to enrich students' vocabulary by means of a motivating and efficient way, since these activities are addressed to the three stages of the lesson and provide several teaching ideas which include images, board games, interactive games, among others.

The scientific novelty relies on the theoretical support that backs up the system of communicative activities for the enrichment of vocabulary in seventh grade which can be useful and instructive for beginning teachers and teachers in general who can use it

as a resource for the preparation and planning of their lessons when they deal with this important area in the teaching of speaking, mainly to enrich vocabulary in their students.

II. Development

2.1 Theoretical and methodological judgments that back up the use of a system of communicative activities to potentiate the Enrichment of Vocabulary in 7th grade.

2.1.1 Historical background of the teaching of English vocabulary.

Teaching English vocabulary is an important area worthy of effort and investigation. Recently methodologists and linguists have emphasized on the teaching of vocabulary because of its importance in language teaching. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” (Harmer, 1991). (Sotoukee, 2012)

Analysis of some of the methods applied through the history of the teaching of foreign languages and the current methods and approaches will help understand how each of them has treated the development of the teaching of vocabulary for the development of the speaking ability.

- **The grammar-translation method:** Classes are taught in the mother tongue, with little active use of the target language. Much vocabulary is taught in the form of lists of isolated words. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

- **The Direct Method:** Classroom instruction is conducted exclusively in the target language. Only everyday vocabulary and sentences are taught. Concrete vocabulary is taught through demonstration, objects, and pictures, abstract vocabulary is taught by association of ideas.
- **Audio-lingual Method:** It states that language is a system of rule-governed structures hierarchically arranged and uses graded syllabus of phonology, morphology and syntax. Vocabulary is strictly limited and learned in context.
- **Total Physical Response:** It is a sentence-based syllabus with grammatical and lexical criteria being primary, but focuses on meaning not form.
- **The Silent way:** Functional vocabulary and core structure are key to the spirit of language. Lessons are planned around grammatical items and related vocabulary.
- **The Natural Approach:** The essence of language is meaning. Vocabulary not grammar is the heart of the language. It is based on selection of communicative activities and topics derived from learners' needs.
- **Suggestopedia:** Rather conventional, although memorization of whole meaningful texts is recommended. Word dialogues are graded by vocabulary and grammar.
- **Communicative Language Teaching:** Language is a system for the expression of meaning; primary function-interaction and communication. In its curriculum it will include structures, functions, notions, themes, tasks.

(Excerpts taken from Approaches and Methods—an Overview (adapted from Nunan, 1989 in Teaching by Principles HD Brown, 1994)

2.1.2 The development of the speaking skill.

Speaking is a productive skill that belongs to oral communication. The goal of teaching speaking is oral fluency; that is, the ability to express oneself intelligibly that is, reasonably accurately and without too much hesitation. Most people think that it is the most important of the four language skills. It could be true if their purpose were to use the language orally.

In the compilation of information made by MSc. Sirelda García and other teachers of the Foreign Languages Department at the Pedagogical University “Félix Varela”, it is stated that in order to develop the speaking ability teachers have to bring the students from the presentation stage (where the students understand, get familiar with or recognize the new content in a meaningful context) to the practice stage (where the students may be given ample opportunities to manipulate, practice or reproduce the content presented) and then to the production stage where the students can use the language freely to express their own ideas. The transition from one of these stages to the other should be smooth.

To have a successful speaking activity, teachers should not only bring the students from the understanding of the communicative function to its free production but he/she should also pay attention to the characteristics of a successful speaking activity.

The teaching of the speaking ability includes the communicative functions, pronunciation, fluency, grammar and vocabulary.

In order to develop the students' communicative competence in the speaking ability, teachers should follow the communicative approach and within this, they should base on the communicative language teaching principles. Different authors have written about those principles that any teacher should follow to teach in a communicative way (the most outstanding: Neil Naiman, Keith Morrow, and from the Cuban context PhD. Alfredo Camacho Delgado). Neil Naiman (1989) suggested the principles below:

2.1.2.1 Principles of Communicative Language Teaching

- Meaningful practice beyond the sentence level

This principle implies that language operates at levels higher than isolated words or sentences, that language acquires meaning in context; that practice in the classroom should provide for the students to experiment with whatever bits of language they know in order to convey real communicative purposes (orally or in writing); and to process stretches of language as they occur in real life (listening and reading). This principle also has implications in terms of students' motivation since it implies asking them to communicate and to process real meanings of language. That is why teachers should use mini dialogues, dialogues or passages when presenting or practicing any communicative function through a speaking class. In the case of free practice, teachers should present the students with situations as close as possible to real life to encourage communication.

- Student-centered class

This principle claims that if students are expected to develop skills they should be given lots of opportunities to participate in pairs, in groups, and as a whole class. In other words, this principle implies that teachers should be "leaving the stage for the students to act", to give them the possibility of speaking freely and most of the time.

- Task orientation of classroom activities

This principle is related to problem-solving teaching. It states that students should learn by solving close-to-real life tasks and problems. In real life one does not watch the news for the sake of doing it, but rather to follow up on a current issue, for example. Then the students should always have, in each exercise a reason to speak.

- Development of strategies for learning beyond the classroom

This principle acknowledges the need for students to develop skills and modes of learning on their own. In other words, they should not only acquire knowledge and

habits but also develop abilities, since it is impossible to teach people everything that they need to know; rather, people should be helped to be able to learn on their own.

- Peer correction and group work

This principle considers that in order for teachers to help students develop accuracy, teachers should use feedback correction techniques. By using these techniques, students are helped to develop self-correction and self-monitoring skills. And obviously, if students are able to correct their own mistakes, they will certainly have the ability to correct their partners' mistakes as well, while working in groups or pairs, and even in situations beyond the classroom.

In the secondary school level the students should develop an elementary communicative competence. According to PhD. Camacho Delgado (2002), this elementary competence implies:

- Cognitive motivation in the students towards the language.
- Capacity for self-directed and pair/group directed instruction.
- Frequent use of strategic competence.
- Capacity to understand classroom made texts related to other areas of the curriculum.
- Capacity to produce oral and written texts for interactional purposes.
- Sociolinguistic awareness about verbal and non-verbal behavior according to the communicative context.
- Use of simple sentences and simple verb tenses; intelligible pronunciation and the establishment of basic phoneme-grapheme correspondence.

Dr. Alfredo Camacho redefined the methodological principles as the following:

- Classes should be active and centered on students' educative needs, interests and experiences.
- Materials, tasks, activities and resources should be chosen on the basis of educative and linguistic criteria, and should provide for learning and acquisition.
- Practice should be carried out through meaningful tasks, which engage students in thinking and activity.
- Practice should provide for strategy development.
- Students should be engaged in monitoring, self-correction and self-evaluation tasks; they must as well be asked to question and reflect on what they have learned and how they have learned it.
- Opportunities should be given to learn content from other areas of the curriculum through the medium of English.
- Practice should engage students in cross-cultural comparison.
- Classes should foster an atmosphere of co-operation and open communication among students and teacher.

(Camacho Delgado, 2002).

2.1.3 The teaching of English vocabulary.

With Hundreds of thousands of words in the English language, teaching vocabulary can seem like a very daunting prospect. Though the average native speaker uses around only five thousand words in everyday speech students will not need to produce every word they learn, some they will just need to recognize. Selecting what to teach, based on frequency and usefulness to the needs of particular students is therefore essential. After deciding what to teach, the next important steps are to consider what students need to know about the items, and how to teach the words.

2.1.3.1 The importance of vocabulary

Vocabulary is important to students - it is more important than grammar for communication purposes, particularly in the early ages stages when students are motivated to learn the basic words they need to get by in the language. Also, as the lexical system is 'open' there is always something new to learn when students have 'done' the grammar. So, more advanced students are motivated to add to their vocabulary stock, to understand nuances of meanings, to become more proficient in their own choice of words and expressions.

A learner's receptive vocabulary is generally much larger than his or her productive vocabulary: language learners can usually understand many more words than they actively use. And students are idiosyncratic in the way they remember vocabulary --no two students are exactly the same. In particular, students become more advanced, their individual interests and needs will determine what kinds of words they will want to understand, remember and use.

2.1.3.2 What aspects of a vocabulary item should a teacher consider?

As with a structure it is useful to think about the form, the meaning and use of any vocabulary item that you introduce to students. In the book *Teaching Practice*, Gower considers the following elements for each of the aspects. (Teaching Practice Gower, 1983)

The form

- What part of speech is the word?
- How is it spelled- is it regular or irregular?
- Does it belong to a "family" of words?
- How is the word or combination of words, pronounced?
- How does the word collocate with surrounding words?

Meaning

- What exact meaning(s), in which context do you want to focus on?

- What is the connotation for the item?
- Could the vocabulary item have different meanings for different people?

Use

- How is the vocabulary item used?
- Does it have a restrictive use?
- Does it belong to a particular style or register?

For the analysis of our paper, it is clear that what Gower stated in his book “Teaching Practice”, is crucial for decision-making when dealing with strategies to work with vocabulary and to provide students with what they may need to know about an item.

It is vital to help them know what the word means, so we can be sure they understand; they also need to know what the word’s form is and be clear if it is a verb/a noun/an adjective etc. to be able to use it effectively; they should know how a word is pronounced and/or spelt because there is often no clear relation between how a word is written and how it is pronounced; they should also know if the item follows any unpredictable grammatical pattern, like for example, irregular plurals, countable and uncountable nouns or if the word is followed by a particular preposition, among others. Students should be conscious of the connotations that an item may have and the situations when the word is or is not used, i.e. does the word express positive/neutral or negative images? Is it formal/neutral/informal?

Other ideas we should consider are: how is the word related to others? What is its collocation or the way that word occurs together with others? This is important to highlight this to students to prevent mistakes in usage later.

It is also important that students understand what the affixes may indicate about the meaning. In fact these variables when working with words will help teachers decide how to approach vocabulary items when teaching English.

2.1.3.3 Which Words should be taught?

When making instructional decisions as to which words to teach, it is helpful to have a framework for decision-making in this area. Knowing what words to teach is the first step in providing effective vocabulary practice.(Graves and Prenn ,1987), for instance, classify the words that should be divided into three types, each requiring a higher investment of teacher and learner time for instruction. With words that are already in the student's oral vocabulary, the students need only to identify the written symbol for such a word. When the word is one for which the student has acquired no concept and it appears frequently in the context, the teacher must take time to develop the concept through instruction. When the word is in the student's listening vocabulary, it may be taught through writing experiences and activities. Focus should be on helping students become independent learners; they should be encouraged to become actively involved in selecting words.

2.1.3.4. Presenting vocabulary

The presentation of vocabulary is really important and crucial when we want students to understand all the words that are introduced to them through lessons; so the ways that teachers use to help their students get familiar with new words must be remarkable, effective and cognitive. In fact, the means that are used need to be enjoyable for learners not to feel frustrated or unable to acquire any vocabulary item.

The teacher as a main facilitator or provider of information must find these ways in which students feel confident such as dealing with topics that they prefer or want to know about and get motivated with. This idea applies not only when teaching students, since this applies to real life in general: all human beings enjoy more and strive to know about what they like and are interested on.

A key strategy for teaching should be mixing topics from the lessons that perhaps students consider boring or wasteful with pleasant topics for the students .This fact will make lessons delightful for the teacher and students, too.

Gower's ideas about what students need to know when learning vocabulary helps to understand that the areas you choose to highlight will depend on the item you are teaching and the level of the students.

2.1.3.4.1. Techniques to present vocabulary.

There are lots of ways of getting across the meaning of a lexical item. Some of them are described below:

- Illustration: this is very useful for more concrete words (dog, rain, tall) and for visual learners. It has its limits though, not all items can be drawn.
- Mime: This lends itself particularly well to action verbs and it can be fun and memorable.
- Synonyms/Antonyms/Gradable items: using the words a student already knows can be effective for getting meaning across.
- Definition: it can help make sure that the item is clear. Using the dictionary before the lesson and asking questions to check the students have understood properly is a good thing to do when using this technique.
- Translation: No need to be used at all times, but can be helpful when other strategies have failed or we are facing a very difficult word.
- Context: it can help to clarify meaning in a more practical way since we see how the word is used.

Teachers should be aware that the technique (s) one chooses will depend on the item that is being presented. Some techniques are more suitable for particular words and often a combination of techniques can be both helpful and memorable.

2.1.3.5 Seven steps to vocabulary learning

Gower's ideas about what students need to know when learning vocabulary helps to understand that the areas you choose to highlight will depend on the item you are teaching and the level of the students.

Paul Bress in an article published in 2005, referred to a model with seven steps to vocabulary learning:

Step 1

The teacher must get their students to listen to the word or phrase in authentic -sounding dialogues.

Step 2

The teacher should give their students plenty of time to study the word in these contexts, so that they can work out what the meaning or/and function is. The teacher either gets them to study the contexts individually and then he or she gets them to compare their thoughts in pairs or groups or also the teacher should get them to discuss in pairs / groups straight away. The author of this suggested steps, favors the first option because this way, each student gets more time to think for him / herself.

Step 3

The teacher should discuss the meaning in plenary. Besides, the teacher should do this in two stages. First, the teacher simply says "So what do you think?" Then, after having heard their thoughts, the teacher asks concept questions that uncover the heart of the meaning.

Step 4

The teacher should provide a phonological model (including pronunciation, stress, and intonation) in a surrounding sentence.

Step 5

The teacher should provide a prompt - to elicit use of the word in a natural way.

If the teacher doesn't get the response he or she wants, he or she repeats and tries to get another student to help. Then, if necessary, the teacher should get individual students to repeat the response until they feel completely comfortable with it.

Step 6

The teacher should set up a simulation, providing students with the chance to say the word in a natural situation. Furthermore, he or she can distribute a scenario and get two of the stronger students act it in front of the class and then get all the students to act it in closed pairs (rotating roles).

Step 7

The teacher should set up a review schedule, in which words are elicited and practiced. It is always important to review such lessons in the future, but each time thinking on inserting new challenges.

(Seven steps to vocabulary learning, Bress, 2005)

2.1.4 Acquisition vs. learning vocabulary

Vocabulary can be 'acquired' (or 'picked up') by students who listen to and read authentic language. If a text is at such level as to be generally compressible the student can often grasp the meaning of new words from the context. The more often a vocabulary item is encountered, the more likely it is that the full meaning will be understood and remembered. (Teaching Practice Gower, 1983)

It is also that there are certain ways in which students can consciously 'learn' as opposed to 'acquire' vocabulary. Words are generally easier to remember if the meaning is well understood; so a clear presentation of the teacher can be helpful. Also

memory is aided if the learner can be encouraged to make as many cues or 'memory triggers' as possible when committing the vocabulary item to memory.

These cues can take the form of:

- a visual reminder such as a Picture or diagram (The use of color can be very effective);
- The sound and rhythm of the word (this is why repetition practice is helpful);
- The inclusion of the item in a sentence which is personal;
- A translation of the item in the students' first language.

Most importantly, the association of one item with other items aids memory. As for example when they are associated with the same topic or when they have the same prefix or suffix or when you illustrate with antonyms, synonyms or near-synonyms of the differences in use.

So it helps if words that have associated features are presented together. And it is helpful to point out to students study/review techniques that make use of Word association –like ordering their personal vocabulary books according to topic.

(Gower, 1983)

2.1.4.1 Lexical errors as evidence of the process of vocabulary acquisition

Lexical errors serve as insight into the process of vocabulary acquisition, since they provide information about the aspects of lexis that are most problematic for learners, and in turn about the aspects they already master. By identifying, describing and classifying lexical errors we may learn much about what type of lexical items the learner knows or does not know, what is the source of the problem, or how to tackle that problem (Corder 1967; Warren 1982; Ellis 1985).

If the teacher knows the kind of mistakes his students make he is in a much better position to prevent his students from making those mistakes again". Lexical errors as observable interlanguage phenomena are an important source of information about L2 vocabulary acquisition. They are landmarks in the process of vocabulary acquisition and as such they reveal the main characteristics of that process pinpointing how it develops and highlighting the learning features of the learners involved (Celaya and Torras 2001; Naves et al. 2005). Lexical errors serve as a reliable instrument to investigate the organization of the mental lexicon in L2 and to find out more about vocabulary development. They show how vocabulary knowledge develops, what stages it goes through and what happens in the mind of the learner when producing vocabulary. (Ellis 1994).

2.1.5 Teaching techniques and activities

It is now clear that new words should not be presented in isolation and should not be learned by simple rote memorization.

Exercises and activities to learn words can be varied if teachers try to find ways to motivate students feel the need to expand vocabulary. Using word association activities, word lists, vocabulary games, visuals, among others can help students be more efficient when developing language skills.

Teachers can add variety to the techniques employed in the classroom by alternating other activities with language games that recycle vocabulary, e.g., Scrabble, Word Bingo, Concentration, Password, and Jeopardy. Language games have the added advantage of being fun, competitive, and consequently, memorable. These games are also activities that students can be encouraged to do on their own.

For teachers to focus more on vocabulary, they should wonder what kind of emphasis they would give to this area in each of their lessons, what strategy or combination of strategies they feel would be more effective for vocabulary learning. They should also consider how they can help with motivation for students to learn vocabulary at a faster rate and how they can be helped to consolidate words in long term memory.

The teacher should create activities and tasks (to be done both in and outside class) to help students to build their vocabulary and develop strategies to learn the vocabulary on their own. Students experiment and evaluate and then decide which to adopt or reject since strategies are not intended to be prescriptive (Pavicic, 1999)

2.1.5.1 Some examples of practical activities

Here is a selection of practical activities that direct learners towards using strategies of vocabulary learning.

The useful alphabet (self-initiated independent learning)

Each student gets a letter and has to find 5, 10 or 15 words s/he thinks would be useful for them. They then report to the class, perhaps as a mingle activity, using word cards (on one side they write the letter, on the other the information on the word - spelling, pronunciation, definition).

Word bag (formal practice)

This is to get your students to write down new words they hear in class. At the beginning of the term/course divide students into groups of about 5 and give each group a number (e.g. 1-6). At the beginning of each class give each group about 10 cards on which they write the number of their group and the new words they hear in class. At the end of each class they put their cards into the "word bag" and every 2 weeks you check whether they still know those words and which group has the most cards. In the end there are two winners: the group that has the most cards, and the one that knows more words.

Especially for you (Functional practice)

The teacher prepares a list of words. Each student gets one word which is prepared especially for him or her. The trick is that each student gets a word whose initial letter is

the same as the initial of the student's first name, e.g. Linda gets listless. Each student must look it up in the dictionary during the class and after a few minutes report to the class. E.g. "My name is Linda and I'm listless. That means that I am ... (definition)...". For homework students can do the same using their surname.

Word tour (memorizing)

Instructions for your students: 'Think of a town or city you know well. Imagine that you are organizing a sightseeing tour. Think of 5 places you would include on your tour and write down the order in which the tourists would visit them. Learn your tour off by heart so that you can picture it in your mind. Whenever you have 5 new English words to learn, imagine these words are the tourists on your tour and picture the words in the places on your tour like this.

Tour: Trafalgar Square; Buckingham Palace; Houses of Parliament; Westminster Abbey; Downing Street. Words to learn: apron; dustpan; vacuum cleaner; feather duster; broom. Imagine Nelson on his column in Trafalgar Square wearing an apron, the queen brushing the floor in Buckingham Palace and using a dustpan.

(As suggested by Pavicic, 1999)

2.2 Assessment of the current situation of the teaching learning process for the teaching of vocabulary.

As it was previously pointed out, the author of this work emphasized on the theoretical foundations that sustain the improvement of a system of communicative activities applied to enrich the vocabulary in English in seventh graders. This part of the research is addressed to manage the needs assessment of the current situation of the above-mentioned process.

Because of the kind of research we are carrying out this year, it is necessary to make a brief reference to the results that were obtained in the previous academic course (2012-2013).

The term paper carried out then was aimed at finding a solution to meet the lack of vocabulary in 7th grade students in group 4 at José Ramón León Secondary School and as a result presented a system of activities to help students enrich their vocabulary.

2.2.1. Description of the 2012-2013 assessment strategy

2.2.1.1 Characterization of the subjects of study

To carry out this research the author of this paper had intentionally taken as a sample group 4 at “José Ramón León Acosta” Secondary School, since he was carrying out his practicum there during the academic course 2012-2013.

This group was composed of 34 students from which 18 students were girls and 16 were boys. In general, the students in the study had good average marks, though there were some responsibility issues related to systematic study since some of the students only studied for tests and not on a regular basis. The group in general had good participation in outdoor and other extra-curricular school activities. It was a group formed by Santa Clara city's students who were characterized as being supportive and friendly.

In relation to the English subject, only a few of them showed interest and were motivated towards the subject since they were more concerned with other prioritized subjects like Maths, History and Spanish.

This meant that the teacher of English had to face not only methodological aspects, but also the problem of motivation towards the subject.

2.2. 2 Results obtained in the 2012-13 academic course.

Several methods were employed to first determine the problematic situation and the needs to be met through the process of research.

An analysis of the teaching learning process demanded the use of tools like, document analysis; observation; surveys and interviews which helped determine the proposal of a system of activities for the enrichment of vocabulary in 7th grade. The author applied varied theoretical and empirical methods to obtain the necessary data to justify the implementation of a proposal of activities derived from the systems of classes of units 6, 7, 8 and 10 which suggested some changes in the English teaching learning process to potentiate the enrichment of vocabulary in the English language. (Annex #1, 2, 3 and 4)

The most important findings at that time were the following:

- ✚ The 7th grade English program did not emphasize the need to work with vocabulary on a systematic basis.
- ✚ The workbook did not contain enough exercises about vocabulary to satisfy the needs of the grade.
- ✚ There was no variety of activities and most tended to be meaningless.
- ✚ Only 15% of the students in the group were able to use some of the basic vocabulary that had been taught.
- ✚ A great number of students in the group liked English, but expressed they were not able to speak much or communicate with others.
- ✚ Most students found it hard to remember the main vocabulary taught in class.
- ✚ The majority of the lessons that were observed lacked good use of resources or activities to deal with vocabulary enrichment.

2.2.3 Assessment of the current situation

After the partial implementation of the system of communicative activities for the enrichment of vocabulary in 7th grade group 4 at “José Ramón León Acosta” Secondary School, it was necessary to assess its effectiveness. Thus following a qualitative paradigm, different research tools were used.

2.2.3.1 Categories and sub-categories for the analysis of the assessment:

Due to the elementary level of competence that should be developed in the students from secondary school, the author took into account the following categories of analysis:

- I. Students' level of satisfaction towards the proposal of activities
 - Motivation towards the enrichment of vocabulary
- II. Strengths and weaknesses of the proposal of activities
 - Variety of activities
 - Validity of the proposal of activities

2.2.3.1 Description of methods and instruments.

2.2.3.1.1 Research methods from the theoretical level :

Historical -logical: It was used to analyze the antecedents of the scientific problem and the points of view of different authors regarding vocabulary in the English language.

Analytic - synthetic: It was used during the study of the problematic situation and the study of different sources containing information about the development of speaking ability in general and specifically vocabulary and in the selection of the necessary information.

Inductive - deductive: It favored the study of the strengths and weaknesses of the students, subjects of this investigation in relation to the topic under study as well as the analysis of the data obtained through the empirical instruments applied during the

diagnosis and after the instrumentation of the proposal to find out the transformations that have taken place in vocabulary in the English language.

Systemic-Approach: This research instrument was used to illustrate the central structure of the features of the system of communicative activities, outline the correlation and logic among them and determine the structure of the object and the dynamic.

Triangulation: It derived from the information and evidence obtained from the application of different methods and resources applied during the research. It was also used to establish regularities in the development of the whole process, which facilitated the integration of the information. This helps to improve any changes that teachers desire to make in the English lessons.

2.2.3.1.2 Research methods from the empirical level:

Teacher's diary:

This instrument gave the possibility to analyze and reflect on the implementation of the proposal that had been designed as part of the term paper carried out last year.

A teacher's diary is like a mirror of reality and of what the teacher in the given moment and in the given situation actually goes through (positive or negative) which will open up new possibilities for further analysis.

The work on one's own teacher diary, though time demanding, is unquestionably important in terms of the teacher's progress, improvement and analysis of one's own processes of self-evaluation. (Adapted from International Conference: the future of Education" Wiegerová and Lampertová, 2014).

Specialists' Criteria:

This tool was used as a goal to become aware of different assessments, suggestions and criteria about the system of communicative activities applied during the course

2012-2013 as well as to create a constructive feedback so as to pave the way to improve the above-mentioned system taking into account the teacher's experience. The opinions of specialists were taken into account for the re-design and evaluation of the proposal. For this paper, we selected teachers with more than 20 years of experience and who had been or are related to the secondary school level as advisors, former teachers or materials writers.

Thorough Interview to students:

This instrument was used to know students' opinions in reference to the system of activities that was put into practice. They were asked about their level of satisfaction and motivation towards the proposal of activities.

Observation: This was used to evaluate the results of the implementation of activities along the process. It was an important tool to determine students' performance as the proposal was put into practice.

2.2.3.1.3 Research methods from the mathematical and/or statistical level:

Percent analysis: It facilitated the processing and percentage analysis of the information obtained resulting from the instruments applied in this work.

2.2.4 Results obtained through the research process during the academic course 2013-14.

Teacher's diary:

Through the use of this tool, the author recorded what happened in his classes and his thoughts about them. It included notes about what went well or what went bad, the

probable causes and ideas of what could have happened and what needed to be done for improvement. (Annexes 8 and 9)

Thorough Interview to students:

(Kvale, 1996) defines qualitative research interviews as "attempts to understand the world from the subjects' point of view, to unfold the meaning of peoples' experiences, to uncover their lived world prior to scientific explanations."

For the present research, a total of 34 students were interviewed thoroughly in order to determine their opinions and ideas about the proposal that had been implemented and later the one that had been improved. The majority considered that some of the activities of the partial implementation from the previous proposal were occasionally difficult, especially in terms of the given instructions (e.g. activities 5, 6 and 7); others stated that a few of the activities were boring. Other students, expressed they liked more those activities that had images or when there were games (e.g. activities 1, 2, 5, 6 and 7).

After taking into account their opinions and comments for the previous proposal, another interview was carried out where many of the weaknesses students had pointed out before were solved. They expressed more motivation for practicing and learning vocabulary (Annex 11)

Observation: This method provided the author of this paper with crucial information as an eyewitness about the real situation when the partial implementation of the former proposal was taking place (annex 5)

Several observation sheets helped analyzed the results of the implementation from different perspectives.

Specialists' Criteria: By means of this instrument the author of this work could compile different opinions and suggestions about the former proposal of activities and obtained a renewed and better version of this. (annexes 6 and 7)

2.2.4. 1 Regularities of the 2013-2014 assessment process

1. Some of the instructions for the activities of the first proposal were somewhat difficult for students to understand.
2. There was some variety of activities in the first proposal, but this can be improved.
3. The activities were mainly addressed to work with the free practice stage.
4. The contexts provided for the designed communicative activities were sometimes unreal which brought some misunderstandings on the part of the students when doing some of the activities.
5. The organization of the system of activities should have been designed in terms of the level of difficulty and the topic of the units.
6. After the partial implementation of the system of activities, students' level of motivation increased, though there were still some opinions about the way some instructions and activities had been designed.

2.3. The Proposal of Activities

2.3.1 Foundation of the Proposal

The author considers that the present proposal of activities can be a good contribution to the teaching of speaking, specifically for the enrichment of vocabulary as the activities and material aids help to facilitate students learning in this area.

For some teachers vocabulary is somewhat difficult to teach because of the complexity of its linguistic, semantic and psycho-cognitive aspects. Though the proposal is aimed at administering activities for vocabulary practice and enrichment of vocabulary for secondary school students, it can also serve as a support and a source of ideas for teachers who want to have a variety of activities at hand.

The proposal has been designed as a system of activities. An analysis of different definitions of the word *system* was taken into consideration:

According to Grijalbo's Dictionary (s.a:874) a *system* is defined as: An arranged and coherent whole of rules, norms or principles related to certain matter. Organized whole of things, means, and ideas that contributes to a same goal.

Webster's Dictionary (1983:895), on the other hand, defines *system* as a regularly interacting or interdependent group of items forming a unified whole.

Whereas Von Bertalanffy cited by Rodríguez, A. (2010:35-36); defines *system* as: A whole of interrelated elements and also provides the following features:

- A system is a way of existence of the objective reality.
- The systems of the objective reality can be studied and represented by man.
- Man also creates systems with fixed aims.
- A system is a whole of elements distinguished by certain kind of arrangement.
- The system has relative limits; they can only be separated to study them with determined purposes.
- Each system belongs to a wider system, it is connected and stands apart of another system.
- Each element of a system can be assumed as a whole.
- The idea of system is wider than the idea of the sum of the parts that compose it.

According to Cambridge Dictionary

- a set of connected things or devices which operate together

Thus, for the present paper, a system is a group of elements that are distinguished by a certain order. Though closely related, each element of the system can work on its own.

Moreover, it offers the possibility of including changes and gives room for systematic evaluation, reflection and assimilation of each element during its implementation.

2.3.1.1 Characterization of the proposal

This proposal has as a starting point, the results of the assessment carried out after the implementation of the 2012-2013 system of activities.

These activities are designed to meet the goal of contributing to the students' increase of their vocabulary as well as their comprehension and production of written and oral texts in order to develop linguistic skills and other areas for their communicative competence.

The system of activities offers instructions that can be adapted to the needs and level of the students, as well as meet several learning styles since there is a combination of different formats for organizing work in the classroom, plus the use of visuals and other aids.

The way activities are carried out in the classroom provide the possibility of reinforcing values since when students work in pairs or in groups, they show responsibility, and are supportive to their mates.

The system of communicative activities is composed of ten activities. Eight activities were improved from the former proposal, and two new ones were added taking into consideration the specialists' suggestions.

Two of the activities are designed for Unit3, three are designed for Unit7, one is for Unit 8, three are designed for Unit10 and one is designed for Unit11. Moreover, six of these activities are intended for the controlled-Practice stage while three are intended for the free-practice stage and one shows a transition from the controlled-practice stage to the free-practice stage. The form of organizing work is mainly directed to have students

work in pairs or in groups for most of the activities as a way to have students be the center most of the times. Varied visuals are also used in seven of the ten activities. Four of them have been designed as interactive games to arise motivation in students.

2.3.1.2 AN ILLUSTRATION OF THE SYSTEM OF ACTIVITIES:

Activity# 3 (Unit#7 " What is your friend like? ")

Title: Joining the bubbles (Game).

Stage: Controlled Practice

Grammar: -What is+ someone + like?

-He/she is+ adjective.

Vocabulary: - Adjectives for describing

Communicative Function: Describing people physically.

Aim: The students will produce the vocabulary and the grammar related to the function *describing people* by means of pair work to reinforce values of respect and friendship in the students.

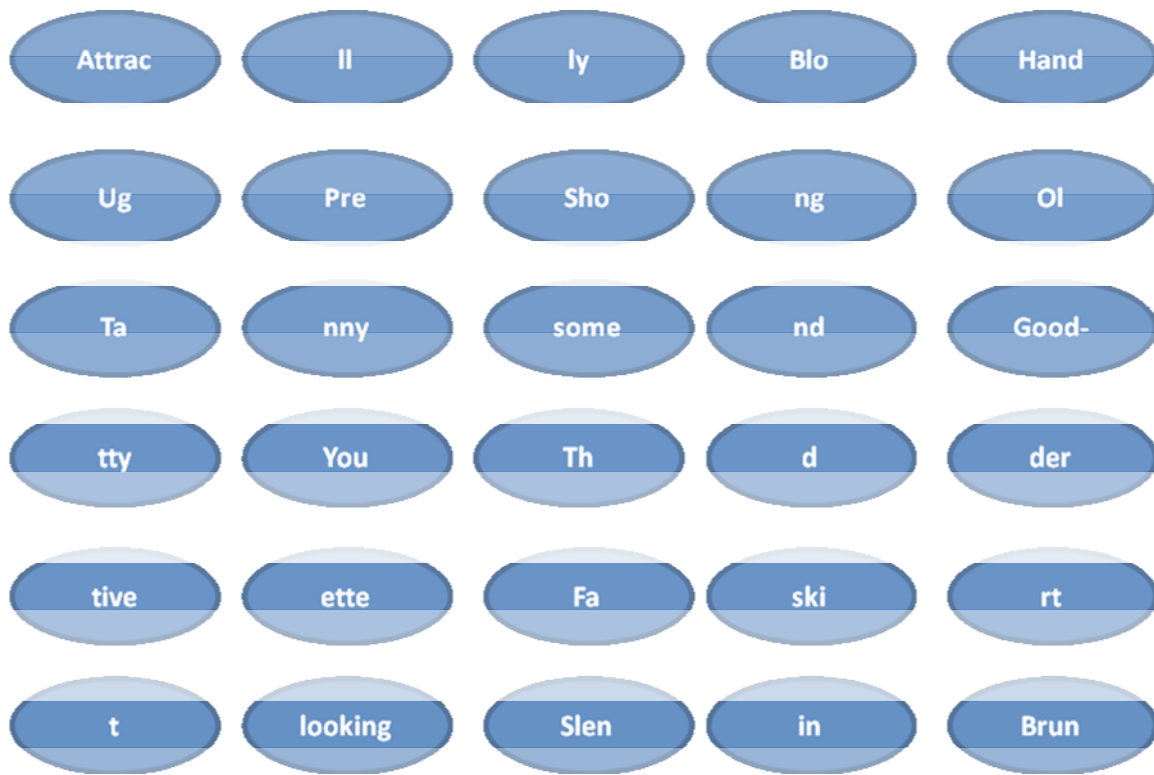
Skill: Speaking

Form of organization: Pair work

Procedures:

- 1-The teacher should set the students in pairs.
- 2-The teacher will go around the class to see if they are working and to offer some help.
- 3- Then, the best couples act out the dialogue in front of the rest of the students.

a. Join the bubbles to build description words.



b. Now, one of your classmates tells you that he/she finally met his/her cousin from Havana city. You lived in her same neighborhood some time ago, so ask him/her to describe him/her physically to check if you know him/her. The description words that you formed are going to help you in your description. Now work in pairs.

Activity# 9 (Unit#10 “What do you at school in the morning”? (Review))

Title: Definitions.

Stage: Controlled-Practice

Grammar: -Simple present tense: Position of the frequency adverbs in the sentence.

Vocabulary: -Professions and occupations related to students’ real lives

Communicative Function: Talking about someone’s job.

Aim: The students will produce the vocabulary and the grammar related to the function *talking about someone's job* by means of pair work to strengthen values of honesty, respect and love in the students

Skill: Speaking

Organization form: Pair work

Procedures:

- 1-The teacher should set the students in pairs.
- 2-The teacher will go around the class to see if they are working and to offer some help.
- 3- The best pairs of student should display their work in front of the rest of the class.

Activity: Find a definition for what these people do.



1.

writes for
a newspaper



2.

repairs
cars



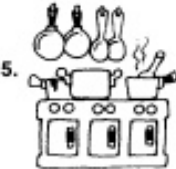
3.

looks after
animals



4.

sells fruit
and vegetables



5.

cooks in
a restaurant



6.

tests people's
eyes



7.

serves food
in a restaurant



8.

looks after
small children



9.

steals from
people's homes



10.

makes furniture
out of wood

Use these words:

journalist

burglar

zoo keeper

waiter

greengrocer

au pair

optician

mechanic

chef

carpenter

1. A journalist is someone who writes for a newspaper.
2.
3.
4.
5.
6.
7.
8.
9.
10.

- a. Which of these actions has a negative connotation?
- b. You should share your list with your other classmates for checking if they agree with you, in fact you ask them who carries out one of the jobs and then they respond it to you and this way you see if there is an agreeing information among teams, later they ask you and you answer to them. Remember you should use question patterns such as What is "x"'s job? And what does the "x" do for a living?

Conclusions:

1. When teaching speaking, there should be a systematic emphasis on the teaching of vocabulary. Considering communicative language teaching principles, evaluating a variety of activities for presenting and practicing vocabulary will help enrich the secondary school students' vocabulary for the development of an elementary communicative competence.
2. The proposal of activities for the enrichment of vocabulary applied in 7th grade at José Ramón León Acosta Secondary School during the course 2012-2013, though a step forward in the teaching of vocabulary, had some weaknesses that had to be taken into consideration to build a new proposal.
3. The renewed system of activities included clearer instructions, a variety of activities which met students' expectations and needs, motivating activities, and a more systematic use of visuals. This new proposal meant an improvement in comparison with the previous proposal.

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ANNEXES

Annex#1: Objectives and contents of the units

Unidad	Objetivos comunicativos	Formas	Gramática	Vocabulario
2	<p>Preguntar y referirse acerca de distintos lugares de la ciudad.</p> <p>Preguntar y referirse donde se encuentra un lugar o una persona.</p> <p>Preguntar e informar una dirección.</p> <p>Comprender información personal y escrita.</p> <p>Redactar oraciones sencillas.</p>	<p>Where is...?</p> <p>Is/are there..?</p> <p>The...is</p> <p>across</p> <p>from...</p> <p>What's your address?</p> <p><u>Incidental:</u></p> <p>How many... are there...?</p>	<p>Where+Be+place</p> <p>Todos los pronombres personales+Be</p> <p>Is/are+there..?</p> <p>There is/are...</p> <p>Preposiciones que indican relación de lugar (posición)</p>	<p><u>Preposiciones:</u></p> <p>In-on-at-next-to-across from-around the corner-near-far from-</p> <p>Beside-between</p> <p><u>Lugares:</u></p> <p>Los que existen en la comunidad donde reside el estudiante y en la ciudad cercana.</p> <p><u>Adjetivos:</u></p> <p>Los que describen los lugares ya mencionados.</p>

3	<p>Pedir descripción de la casa(sus partes y muebles).</p> <p>Describir la casa.</p> <p>Preguntar e informar en qué parte de la casa esta una persona.</p> <p>Comprender información oral y escrita.</p> <p>Redactar oraciones sencillas.</p>	<p>What's your house like?</p> <p>What's there in your...?</p> <p>My house is large and comfortable.</p> <p>There are six rooms in my house.</p> <p>There is a TV set in my room.</p> <p>Where is Mon?</p> <p>She is in the kitchen.</p> <p><u>Incidental:</u></p> <p>How many...are there in...?</p>	<p>Where+Be..?</p> <p>pronombres personales+Be</p> <p>Is/are+there..?</p> <p>There is/are...</p> <p>It is in the living room.</p> <p><u>Contracciones:</u></p> <p>Pron.+BE</p> <p>BE+not</p>	<p>Partes de la casa.</p> <p>Muebles y equipos electrodomésticos (los que sean necesarios de acuerdo con las necesidades de los alumnos).</p>
4	<p>Identificar a los miembros de la familia.</p> <p>Preguntar y expresar qué está haciendo cada miembro de la familia en el momento en que se habla.</p> <p>Comprender información oral y escrita.</p> <p>Redactar oraciones sencillas.</p>	<p>Who is he/she?</p> <p>He is my father.</p> <p>Where is your brother.</p> <p>He is in the bedroom.</p> <p>What is he doing?</p> <p>He is playing.</p> <p>What is he playing</p> <p>Chess</p>	<p>Tiempo presente continuado.</p> <p>Preguntas con who-what-where.</p>	<p><u>Verbos:</u></p> <p>Read-cook-study-eat-watch-sleep-rain-shine-sing-play.</p> <p><u>Miembros de la familia:</u></p> <p>Los necesarios para expresarse sobre sus propias familias y las de sus compañeros.</p>

5	Preguntar y expresarse acerca de lo que están haciendo las personas que nos rodean en el momento en que se habla. Comprender información oral y escrita. Redactar oraciones sencillas.	What is Tom doing? He is cooking. What is he cooking? Chicken.	Tiempo presente continuado. Adjetivos posesivos.	<u>Verbos:</u> Fix-clean-do-feed-call-have-walk-paint. <u>Sustantivos:</u> Car-apartment-homework-computer-garage-residence-bicycle. <u>Combinaciones:</u> Fix the car/the bycycle/the sink. Feed the baby/the dog. Call back/later Have lunch /dinner/a problem Paint the room/the house/the walls. Walk the dog
6	Pedir información y ofrecer información personal.	Todas las formas estudiadas de la unidad 1-5.	Toda la estudiada hasta el momento.	Todo el estudiado hasta el momento. El necesario para la comprensión del texto de la lectura de la unidad 6.
7	Count from 20 to 100 To do some simple mathematics operations	How much is 20+30 ¿ 20+30 = 50 Where is / are you/ is he/ she from? What nationality are/ is you/ he/ she? I'm Cuban He is Canadian What is	Position of adjectives	Numbers from 20 to 100 Countries, nationalities and languages Adjectives: Tall-short – old-new- young-heavy- thin-small- ugly- noisy-quiet- nice-cheep- great-easy- difficult-happy

		he/she like? What does he/she look like? He is honest and intelligent. She is tall and thin What is it like? It is large and comfortable.		Incidental: Ordinal numbers
8	Ask about the weather and the seasons Describe the weather, the seasons and the climate orally and written	What's the weather like in...? It is ...	IT as an impersonal subject	The seasons Autumn= Fall Climate conditions
9	Ask and talk about the way people get dress Describe different clothes orally and written Understand oral and written information	What is he/she wearing? Are you wearing jeans? What colour are his new trousers?	Demonstrative pronouns Articles a, an	Clothes: Blouse, panties, shirt, T-shirt, etc Colours: Blue, red, yellow, orange, green, purple, white, black, grey, beige, gold, silver
10	Ask and say information about daily activities mainly at school Ask and say the frequency of the actions Ask and say the time Ask and talk about occupations Write simple texts to narrate daily activities Understand oral and written information	What do you do in the evening? I go to school in the morning. She goes to school in the afternoon. Do you have English lessons on Monday? Does she have lunch in	Simple present tense: Position of the frequency adverbs in the sentence	Verbs: The ones that expresses the normal activities in a teenager's life School objects Professions and occupations related to the real life of the students Frequency adverbs

		a school? What time is it? What's the time? How often do you/ does he ...? Do you ever ...? What's his job/ occupation? What do /does you/he/she do for a living?		
11	Give personal information Say activities in the present tense Describe the members of the family, classmates and well-known famous personalities orally and written Describe the house, the school and some places from the community orally and written Understand oral and written information	All the studied Units, mainly from unit 7 to 10	All the studied up to now , emphasizing in the simple present and Present continuous tense	Everything studied during the course The use of texts related to camping and environment and the activities from the workbook

Annex#2: Pedagogical test

OBJECTIVE: To determine the level of vocabulary that the students of 7th grade have, regarding the words related to *describing places*.

Aspects to evaluate:

Adjectives to describe places.

Pair work:

Student A: After classes, you and your friend are going home. Describe him/her one of the houses which are on the way using your imagination or the different black and white pictures presented by your teacher as support. Also, describe him/her your house and ask him/her about his/hers. Be ready to answer any question he/she asks you.

Student B: After classes, you and your friend are going home. Be ready to answer him/her any question about your house and ask him/her about hers/his.

Annex#3

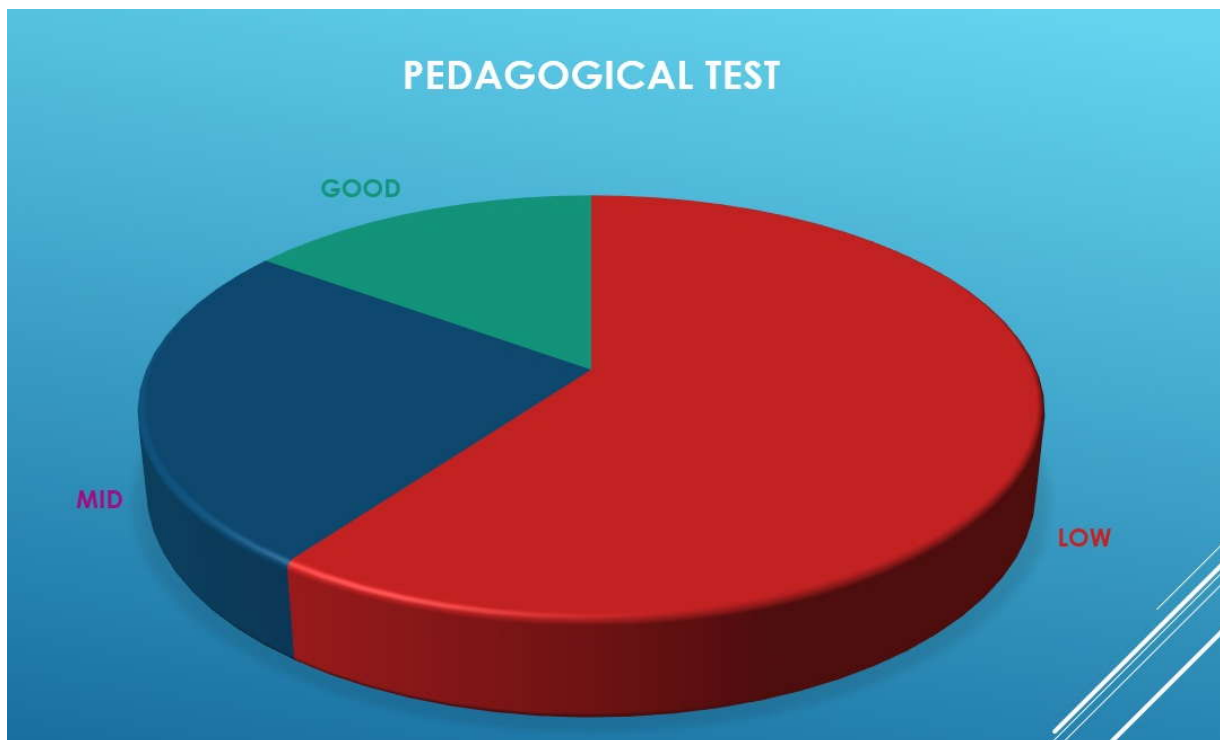
Results of the diagnosis:

Number of students: 34

60% of students—Low

25% of students—Mid

15% of students—Good



Annex # 4 Document Analysis

Guide for the analysis of documents

Objective: to analyze objectives, goals, contents, strategies and variety of activities as well as methodological suggestions that are recommended to be dealt with by teachers during the teaching-learning process of the subject of English in seventh grade.

Aspects to analyze:

- Goals and contents addressed to seventh grade.
- Strategies and methodological recommendations.
- Types, variety and quality of activities towards the enrichment of vocabulary.

Annex # 5: Lesson Observation

Observation Guide a

Objective: To analyze how the teaching of vocabulary is developed through several English lessons.

Lesson: _____

School: _____

Subject: _____ Class: _____ Grade: _____ Size: _____

Date: _____

Name of the teacher: _____

Name of the observer: _____

Theme: _____

1. Use the indicators below

Indicators	always observed	observed at times	never observed
1. Students know the objectives of the lesson(s).			
2. Students recognize what lessons are meant for the enrichment of vocabulary.			
3. Students realize what activities are addressed for the enrichment of vocabulary.			
4. Students' needs are met through the lessons activities			
5. The teacher uses a variety of aids to motivate and help students expand vocabulary.			
6. Students are aware of the need to expand their vocabulary.			
8. Students show interest to learn new words			
9. Students get involved in the lesson			

Observation Guide b

Lesson Planning

Each question on the form refers to a step in the teaching process. For each question, decide whether you observed the behavior. If so, indicate what was observed by checking the appropriate box (es). Key steps in the technique are in **boldface**.

WARM-UP/REVIEW

1. Did the instructor relate the lesson objective to previous learning? **YES** **NO**

If so, how?

☐ by having students practice previously studied material

☐ by providing a warm-up activity

☐ other _____

INTRODUCTION

2. Did the instructor focus student attention on the lesson? **YES** **NO**

If so, how?

☐ by using visuals and/or relia

☐ by asking questions

☐ by describing a situation

☐ by telling a story

☐ other _____

3. Did the instructor establish the purpose of the lesson? **YES** **NO**

If so, how?

☐ by stating the lesson objective

☐ by relating the lesson objective to the students' own lives

☐ other _____

PRESENTATION

4. Did the instructor provide information that is new to the student? **YES** **NO**

If so, how?

☐ by using visuals and/or relia

☐ by describing or explaining

☐ by asking questions

☐ other _____

5. Did the instructor model tasks to practice the new information? **YES** **NO**

If so, how?

☐ by providing examples

☐ by working with the language needed

☐ other _____

6. Did the instructor check the level of student understanding before moving to the Practice Stage of the lesson?

YES NO

If so, how?

- ☐ by asking questions that required nonverbal responses (hand signals, yes/no cards)
- ☐ by eliciting answers from individual students
- ☐ by moving around the room and checking
- ☐ other _____

Observation Guide c

Observation: Look who's talking

Description of Lesson/Event/Aspect of Classroom Observed

Subject _____ **Class:** _____ **Year:** _____ **Size:** _____

How many times or how much time have you observed the following activities within the class?

<i>Task</i>	<i>Time</i>	<i>Comment</i>
<i>Teacher talk</i>		
<i>Student talk</i>		

<i>Group discussion</i>		
<i>No talking</i>		

Observation Guide d

Observation: On-task tracking

Description of Lesson/Event/Aspect of Classroom Observed

Subject _____ Class: _____ Year: _____ Size: _____

How many times or how much time have you observed the following activities within the class? You might like to select 1 or a small group of students rather than the whole class.

<i>Task</i>	<i>Time/times</i>	<i>Comments (what occurred?)</i>
<i>Looking</i>		
<i>Reading</i>		
<i>Responding to teacher</i>		
<i>Responding to other student</i>		
<i>Working</i>		

<i>On-task activity</i>		
<i>Off-task activity</i>		

Observation: Distribution of Class time

Description of Lesson/Event/Aspect of Classroom Observed

Subject _____ **Class:** _____ **Year:** _____ **Size:** _____

How many times or how much time have you observed the following activities within the class?

<i>Activity</i>	<i>Time/times</i>	<i>Comments (what happened or how did this occur?)</i>
<i>Review previous knowledge or lesson</i>		
<i>Demonstration</i>		
<i>Guided Practice</i>		
<i>Giving Feedback</i>		

<i>Independent Practice</i>		
<i>Reviewing current lesson</i>		
<i>Housekeeping (organization)</i>		

Lesson/Event/Aspect of Classroom

Description of Lesson/Event/Aspect of Classroom Observed

Subject: _____ **Class:** _____ **Year:** _____ **Size:** _____

Topic: _____

Planning	Comments
Management	Comment

Teaching/Learning Process (What happened?)	Teacher activity	Students Activities

Annex 6: Specialists' evaluation

Guide for the assessment of the system of communicative activities for Specialists' evaluation

Name: _____

Teacher's Rank: _____

Scientific Degree: _____

Present Position: _____

Years of Experience: _____

Dear Teacher:

A Major paper is being carried out that addresses to the Improvement of a system of communicative activities to enrich the vocabulary within the speaking skill in seventh graders from José Ramón León Acosta Secondary School and by means of a partial implementation of this aforementioned system some unexpected results were found for instance, present lack and non-remarkable improvements within the vocabulary of the subjects of study so the author retook this research in this current year using different methods in which this interview is one of these crucial tools that is why the most sincere and constructive opinions and suggestions are requested through the questions of this guide, since these observations will be of a conclusive importance for this major paper. Thanks for your time and sincerity.

Objective: To validate the system of communicative activities for the enrichment of vocabulary implemented in 7th grade at José Ramón Leon Acosta during the course 2012-2013.

1. Does the proposal follow a communicative approach?
2. Is it motivating for students?
3. Does the proposal fulfill the objective for which it was designed?
4. What are its strengths and weaknesses?
5. Do you consider that the system of activities is valid and pertinent? Explain

6. Do you have any suggestions or recommendations to improve the system of activities?

Annex 7

Specialists' opinions after their evaluation of the proposal

Name of the Specialist	Teacher's rank	Scientific or Academic Degree	Current position	Years of experience	Answers given to the questions in the guide.
Deysi Fernández	P.A.	Master	Professor	41	<p>1st yes.</p> <p>2nd yes.</p> <p>3rd yes.</p> <p>4th Motivating activities and the use of pictures (strengths)</p> <p>The specialist thinks that these activities are too difficult for the students (weaknesses)</p> <p>5th yes</p> <p>6th the specialist thinks the author should include activities for controlled practiced too.</p> <p>To make easier some exercises that are difficult for the students such as activities #1 and #4.</p>
Eida de la Paz Gálvez	Associate Professor	PhD.	Head of the Foreign Language Teacher Education	19	<p>1st yes.</p> <p>2nd yes.</p> <p>3rd yes, it partially does.</p> <p>4th Grammatical points do not</p>

			Program		<p>match the assigned tasks in some activities.</p> <p>Both terms " activity " and "exercise" are used in the system of activities so these two words have different meanings.</p> <p>To place every activity in context.</p> <p>Group work is assigned in some activities and this communicative activity is not carried out.</p> <p>The assignments of some activities are too ambiguous.</p> <p>Some activities are equal as well as some of their items (weaknesses)</p> <p>5th yes, it partially does.</p> <p>6th Grammatical points (physical Characteristics) do not match the objective of the assigned task (Describing a person according his/her personality traits) in activity #1 Then, it is suggested to find an acceptable correspondence between grammar and objective of the assigned tasks.</p> <p>To use one of these two words "exercise" and "activity", due to the fact that they have different meanings. Also, to place each activity in context. For instance, number of the unit and title of the unit. To carry out the crucial</p>
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					<p>communicative activity that workgroup is, if this is declared, too.</p> <p>Finally it is suggested more variety of activities, because activities #5,#6 and #7 are identical, and to make a better and understandable assignment in activity #5, since this is too complex.</p>
Alfredo Camacho Delgado	Full Professor	PhD.	Professor	35	<p>1st yes, the purpose is communicative, since you are dealing with vocabulary in context, and the activities have been designed around communicative purposes.</p> <p>2nd it cannot be said whether they will appeal to author's students or not. Maybe if the author make sure all the activities are personalized, then this fact can be more certain</p> <p>3rd yes.</p> <p>4th (strengths) Contextualization, Dealing with areas of vocabulary and integrating controlled practice and free practice in the same activity may be a good way to offer support to your students.</p> <p>(weaknesses)The way your arms have set, Instructions and procedures need</p>

					<p>improvement</p> <p>5th yes, of course.</p> <p>6th It is suggested to probably use an emphasis on description and why not identify a couple of social interactional areas in seventh grade. Besides ,design more activities(4 more)</p>
Diana Rosa Morales Rumbaut		Máster		24	<p>1st yes, it does.</p> <p>2nd yes, it is.</p> <p>3rd yes, it fulfils the objective.</p> <p>4th (Strengths) It tackles with an important and sometimes forgotten stage which is Free Practice</p> <p>(weaknesses) Since, it is devoted to free practice, it can include some other aspects. That is not only vocabulary , but creating and some other</p> <p>5th Achieving a variety of activities to enlarge students' vocabulary is one of needs to attain the elementary level of communicative competence required for the students so it is valid and pertinent.</p> <p>6th it would be necessary to check the clearness in the instructions for the exercises. Some of them are</p>

					<p>ambiguous or use repeated words.</p> <p>Perhaps, it would be more exiting if the students have the chance to organize the house not only using the vocabulary, but it also develops their creativity. This can be solved by having the different pars of the house to be organized in a franel board. This will be more motivating (This can work for similar exercises).Moreover, it could make clear the unit of each exercise helping to place them in context.</p>
Grisel Moré					<p>1st yes.</p> <p>2nd yes.</p> <p>3rd yes, it does in certain way.</p> <p>4th The assignments of some activities are too ambiguous.</p> <p>Some activities are equal as well as some of their items.</p> <p>The activities are only addressed to the free-practice stage. (weaknesses)</p> <p>The present proposal counts with several communicative activities</p> <p>5th yes, it does.</p>

					<p>6th It is suggested to find an agreeable correspondence between Grammar and objective of the assigned tasks. In addition to design communicative activities to deal with the controlled-practice stage, too.</p> <p>Furthermore, to place each activity in context for instances number of the unit and title of the unit. To carry out the crucial communicative activity that workgroup is, if this is declared, too.</p> <p>Also, it is suggested a variety of the activities, because activities #5,#6 and #7 are equal, and to design a better and understandable assignment in the activity #5, since this is too ambiguous.</p>
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Annex 8 Examples of Reflections from the teacher's diary

Reflection sheet at the end of activity#1.

What went well?

Students were motivated. They seem to have enjoyed joining the bubbles, so their participation in this part of the activity was good. They found it easy and amusing.

What went wrong?

For the second part of the activity (they had to make a dialogue based on the communicative situation given) not all students seemed to be ready or able to use the vocabulary belonging to this area.

What needs improvement?

The communicative situation may be simplified or made more personalized and relevant to their lives. Students may also need more time or a preparatory activity as a transition before they do the communicative interaction.

Reflection sheet at the end of activity#3.

What went well?

Students were motivated and encouraged to talk by the use of pictures of the different weather conditions. Participation was excellent in item **a** since they were not afraid of making mistakes; however a few still couldn't do the task in the time that had been planned for the activity.

What went wrong?

Some students had their main problems when doing item **b**. They could not work with the communicative function nor did the vocabulary items require doing this activity. There were some misunderstandings when following instructions and they found the communicative situation a little abstract.

For the second part of the activity (they had to make a dialogue based on the communicative situation given) not all students seemed to be ready or able to use the vocabulary items related to this area.

What needs improvement?

Activity **b** needs to be redesigned since up to activity **a**, students seemed more motivated. The situation will have to be more realistic and motivating, so they can make up the conversation without fear, as well as use the needed vocabulary.

Reflection sheet at the end of activities 5, 6, and 7.

What went well?

The images were a support and helped students to realize of the objects they had to refer to.

What went wrong?

Some students kept making the same mistakes. Still some students had a hard time to remember all the words. Some misunderstood instructions.

What needs improvement?

Instructions need revision and some simplification. Incorporate some variety to the activities and find a more realistic context for the situations.

Annex 9

Chart with a summary of the most important comments on the teacher's diary

ACTIVITY	MAIN COMMENTS
1	Students enjoyed the game, but they made some mistakes and did not understand clearly the instructions of the item a in this activity.
3	The pictures reflecting the weather conditions inspired confidence in the students, however they got frustrated when doing the second part of the activity, since they did not get the purpose and misunderstood this part.
5	<p>The students had some trouble coming up with the needed language, but they all were eager to describe their houses and they knew these parts of the house and flat very well so it was easy to come up with information about this topic. There were some grammatical issues at the beginning, but not during the rest of the activity.</p> <p>Pictures helped to motivate students</p>
6	There were a few problems with the comprehension of the instructions of one of the items. Pictures helped to motivate students. They enjoyed the part in which they had to label several objects that are present in their homes.
7	It was good as a whole, but a revision of the situation given is needed for students to be able to recognize the communicative function without difficulty.
8	This was the first time some students spoke with confidence and got more involved in the lesson. Games help students feel more relaxed. We should continue improving the variety of activities and the instructions for them to find activities

	easier to be carried out, and to follow the communicative situations without a problem.
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Annex 10

PROPOSAL OF A SYSTEM OF ACTIVITIES TO ENRICH VOCABULARY

Activity#1(addressed to Unit#3 "What is your house like?)

Title: Describing your house and/or your apartment.

Stage: Free-practice

Grammar:

*There is/are...

*It is in...

Contractions:

*Pronouns + BE

*BE+ not

Vocabulary:-Parts of the house.

-Furniture and electrical appliances (the ones which are necessary according to students' needs).

Communicative Function: Giving information about one's house and asking about someone's house.

Aim: The students will use the communicative function giving information about one's house and ask about someone's house through a pair work to reinforce values of respect and friendship in the students.

Skill: Speaking

Form of organization: Pair work

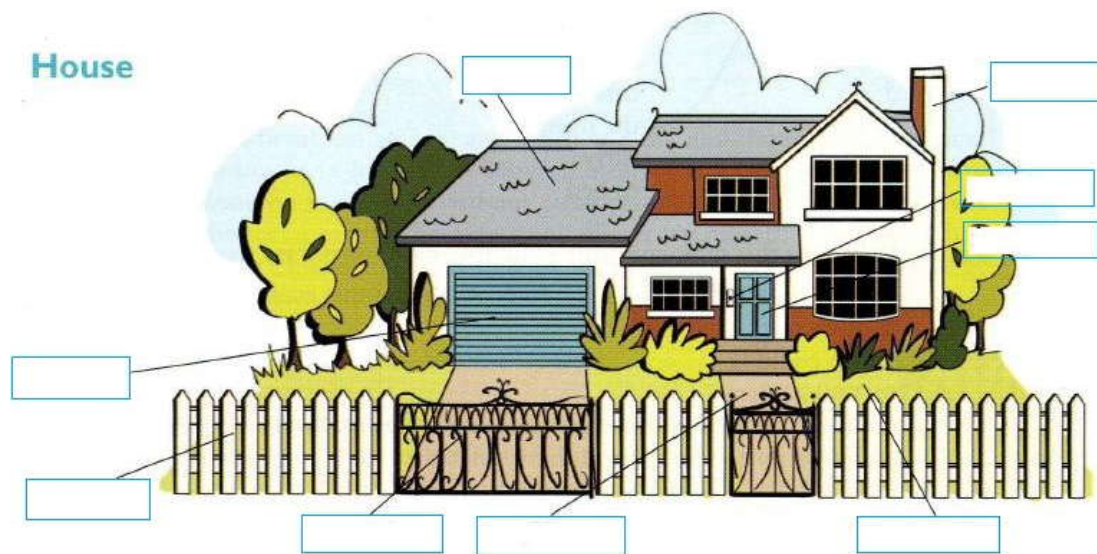
Procedures:

- 1-The teacher should organize the classroom in a horseshoe way.
- 2-The teacher will go around the class to see if they are working and to offer some help.
- 3- Then, the best descriptions are delivered in front of the class.

1. Label the different parts of the house and the flat in the pictures using the corresponding words from the following charts.

a. In the house.

Path, gate, fence, garage, roof, chimney, doorbell, front door, front garden.



b. In the flat.

My brother's flat, steps, balcony, my flat.



c. Now, you know the parts of a house and the parts of an apartment or flat, so you are now able to give a short description of your place (house/flat) to your classmates in case any of them may need to go there to study or to pay you a visit.

Suggestion for adaptation: Students can be asked to place on a flannel board to place the parts of a house/apartment .

Activity#2(Unit#3 " What is your house like?)

Stage: Free-practice

Grammar:*There is/are...

*It is in the

Contractions: Pronouns + BE, BE+ not

Vocabulary:*Parts of the house.

*Furniture and electrical appliances(the ones which are necessary according to students' needs).

Communicative Function: Giving information about one's house and asking about someone's house.

Aim: The students will use the communicative function giving information about one's house and asking about someone's house through a pair work to reinforce values of respect and friendship in the students.

Skill: Speaking

Form of organization: Pair works

Procedures:

1-The teacher should set the students in pairs.

2-The teacher will go around the class to see if they are working and to offer some help.

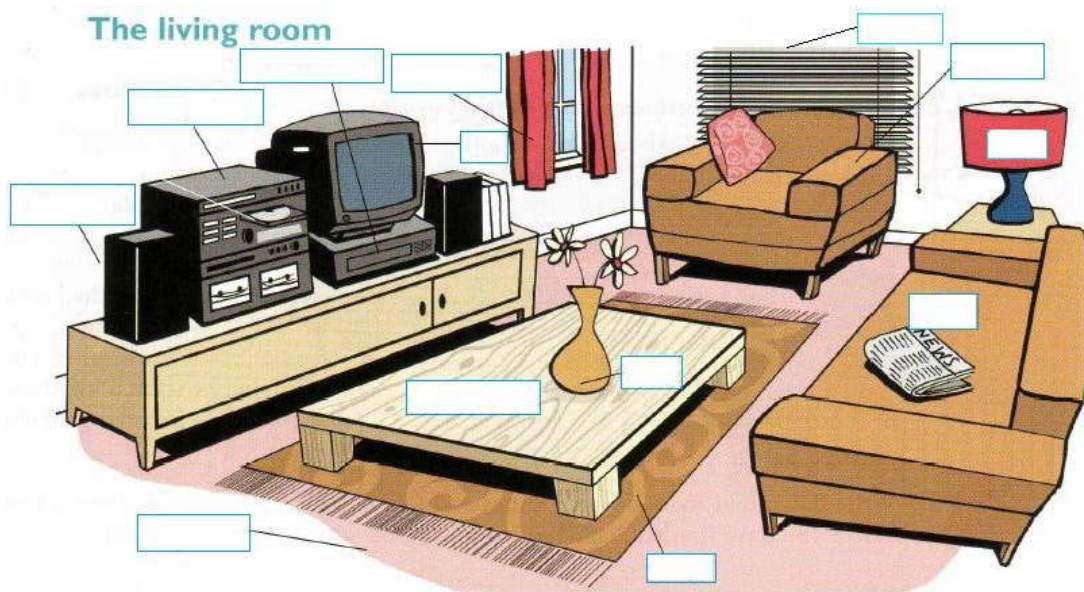
3- Then, the best couples act out the dialogue in front of the rest of the students

a.Choose the right words from the following chart to name the different objects that can be found in the room.

*In the living room.

Carpet, speaker, CD player, stereo/sound system, video recorder, TV set, curtains, blinds, armchair, lamp, sofa, coffee table, rug.

The living room



*In the bedroom.

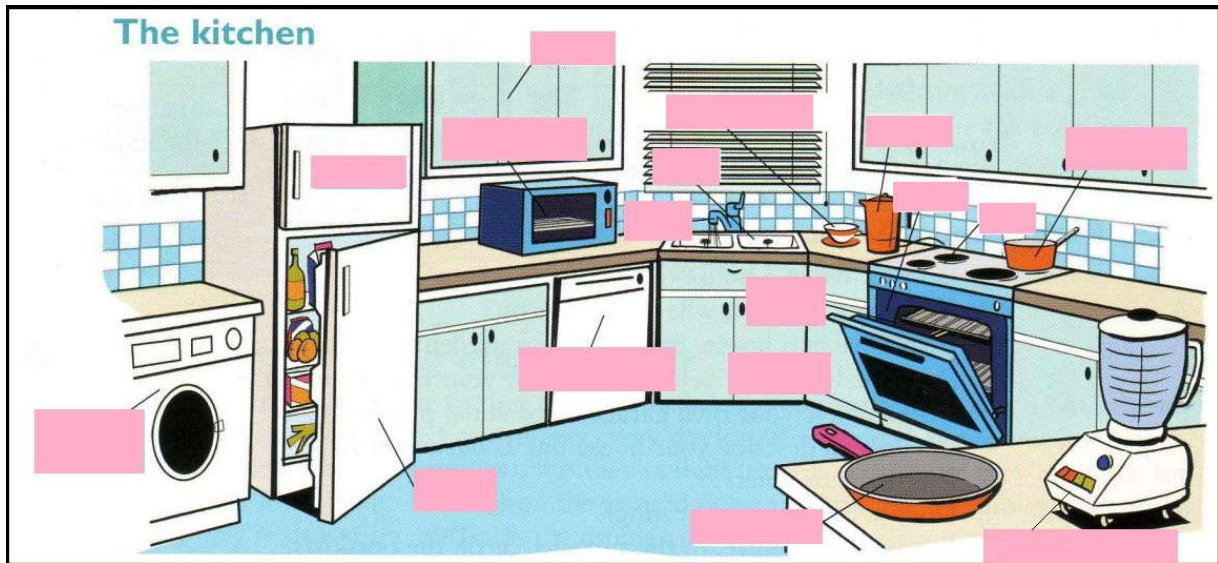
Bed, bedside table, sheet, blanket, wardrobe, lamp, alarm clock, pillow, pajamas, chest of drawers,

The bedroom



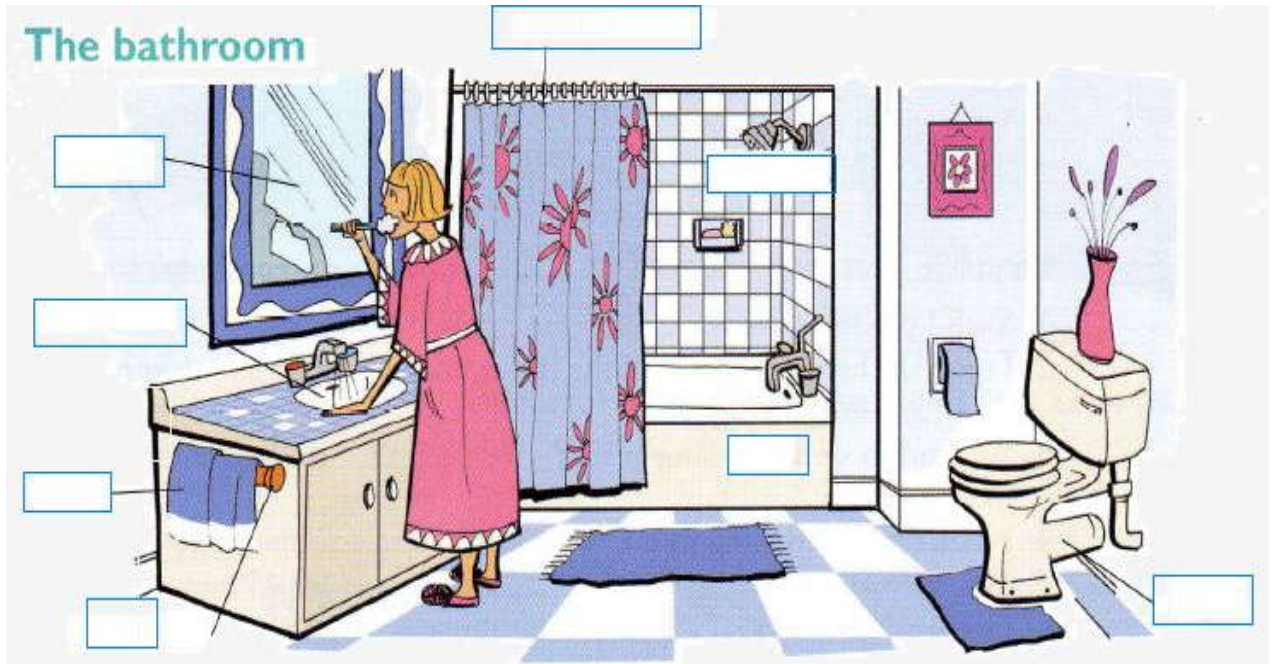
*In the kitchen.

Freezer, microwave, cupboard, cup and saucer, sink, tap, kettle, grill, hob, saucepan, oven, dishwasher, cooker, frying pan, food processor, fridge, washing machine.



* In the bathroom.

Toilet, bath, shower, shower curtain, mirror, washbasin, towel, towel rail



b. Then, you have remembered different objects that are present in the parts of the house and even you have learnt new items. Make a list in which you are going to jot down the objects that are present in your place. Later share your list with your partner's. Remember, you must use the expression "there is" (singular) or "there are" (plural) to express existence. (Work in pairs)

Activity#4 (Unit#7 "What is your friend like?")

Title: Matching each city with the countries.

Stage: From semi-controlled to Free-practice

Grammar: -Where +be +pronoun +from?

-Pronoun+ Be+ from +country

Vocabulary -Names of countries

-Nationalities and languages

Communicative Function: Asking and telling where someone is from.

Aim: The students will use the communicative function asking and telling where someone is from through of a pair work activity while reinforcing values of respect and solidarity, and enhancing general culture in the students.

Skill: Speaking

Form of organization: Pair work

Procedures:

1-The teacher should set the students in pairs.

2-The teacher will go around the class to see if they are working and to offer some help.

3- Then, the best couples act out the conversation in front of the class.

a. Match each city with the corresponding country:

- a. Napoles
- b. London
- c. Paris
- d. Tokyo
- e. Rio de Janeiro
- f. Berlin
- g. Bern
- h. Melbourne

- ___ United Kingdom
- ___ France
- ___ Brazil
- ___ Italy
- ___ Japan
- ___ Australia
- ___ Switzerland
- ___ Germany

b. Now, having some cities with the corresponding countries, make a dialogue in which you use the communicative function asking and telling where people are from. You may follow this communicative situation: you are at school and some visitors from other nations come to see your school and interact with teachers and students. One of them is a teenager and he/she approaches you and asks you where you are from. Be ready to answer him/her, also ask about his/her nationality, so be polite and friendly .You must work in pairs.

Activity#5(Unit#7 " What is your friend like? ")

Title: Matching the synonyms and antonyms.

Stage: Free-practice

Grammar: -What is + someone + like?

-He/she is + adjective

Vocabulary:

- Personality traits (adjectives)

Communicative Function: Describing people according to their personality traits.

Aim: The students will use the communicative function describing people according to their personality traits by means of a pair work to reinforce values of respect and friendship in the students.

Skill: Speaking

Form of organization: Pair work

Procedures:

1-The teacher should set the students in pairs.

2-The teacher will go around the class to see if they are working and to offer some help.

3- Then, the best couples act out the dialogue in front of the rest of the students.

1. Match the synonyms

Outgoing	Impolite
Rude	Timid
Kind	Polite
Shy	Mean
Handsome	Sociable
Stingy	Good-looking

a. Match the antonyms

Dishonest	Fragile
Thoughtful	Selfish
Delicate	honest

Generous	Serious
Funny	ugly
Attractive	Careless

b. Now, one of your partners wants to know what one of relatives is like, respond and ask also him/her about one of hers/his, so you already have some adjectives that can help you to carry out this description but if you remember more adjectives you can use them and ask for help to your teacher with the spelling if it is necessary.

Activity#6(Unit#8 " What is the weather like? ")

Title: What is the weather like?

Stage: Free-practice

Grammar:

-What is the weather like?

-It+ is+ weather condition.

Vocabulary:- The seasons(Autumn or Fall, spring, winter and summer)

-Climate conditions/Weather conditions (cloudy, rainy, sunny, foggy, hot, cold and cool)

Communicative Function: Describing the weather

Aim: The students use the communicative function describing the weather by means of a group work to reinforce values of respect and solidarity in the students.

Skill: Speaking

Form of organization: group work

Procedures:

1-The teacher should give some pictures to some students in which different weather conditions are reflected.

2- Then, these students stand in front of their group and display them.

3- Later, the selected students will ask other peers "What is the weather like?" They will have to answer according to the pictures.

a.Say what the weather is like according to the pictures. You must work with your classmates.



a.Make a conversation in which you use the communicative function describing the weather. You may base on this communicative situation; a friend of yours that lives in another city calls you, because she/he wants to go to a concert of Qva Libre that is going to take place in your city and she/he needs to know if by any chance the weather conditions will permit it. Tell him what the weather is like and ask him/her what the weather is like over there.

b.Exchange roles.

Activity#7(Unit#10 " What do you do at school in the morning? ")

Title: Change places if... (Circle game)

Stage: Controlled-Practice

Grammar:

-Simple present tense.

-Position of the frequency adverbs in the sentence

Vocabulary:-Frequency adverbs

Communicative Function: Expressing the frequency of actions

Aim: The students will use the communicative function expressing the frequency of actions by means of group work to reinforce good habits and correct manners in the students.

Skill: Speaking

Organization form: Group work

Procedures:

- 1- The teacher should sit the students in a closed circle.
- 2- The teacher must stand in the middle to begin the game.
- 3-There should always be one more participant than the number of chairs.
- 4-The best students must talk about their habitual actions or daily routine in front of the class.
- 5-The teacher and the students may use some frequency words.

a.The students sit in a closed circle, then, the teacher says, "Change places if ... you usually eat pizza." and All students who like pizza must stand up, and move to another chair and the teacher should sit on one of the recently vacated seats. Finally, the person left without a seat stays in the middle and gives the next command, "Change places if you Always do the homework" and so it goes on.

Activity#8(Unit#10 " What do you do at school in the morning? ")

Title: One word stories

Stage: Controlled-Practice

Grammar:

-Simple present tense.

-Position of the frequency adverbs in the sentence.

Vocabulary: -Frequency adverbs

Communicative Function: -Expressing the frequency of actions.

Aim: The students will use the communicative function expressing the frequency of actions through group work to reinforce values of respect and love in the students.

Skill: Speaking

Form of organization: Group work

Procedures:

1- The teacher should sit all the students in a closed circle.

2- The teacher must stand in the middle to begin the game.

3- The teacher can begin by saying the first word or a sentence ("I usually play dominoes in the afternoon") and in a circle each student adds the next word, without repeating what has come beforehand.

4- The teacher provides punctuation and decides that the sentence must end and a new one should begin.

5-Finally, the best students must retell the whole story to the rest of the class.

a. The teacher begins by saying the first word and in a circle each student adds the next word, without repeating what has come beforehand. Then, each student adds a word to create a group story. The stories can develop in any number of ways.

Activity#10(addressed to Unit#11 " Can you do it on your own? (Review) ")

Title: Both losers and winners win.

Stage: Free practice

Grammar:

All the studied in the previous units up to now, emphasizing in the simple present.

Vocabulary:

-Everything studied during the course

Communicative Function:

Aim: The students will use the communicative function describing people physically, Asking and telling where someone is from, Describing people according to their personality traits, Describing the house, Expressing the frequency of actions and Expressing the frequency of actions through teamwork to strengthen values of respect and love in the students.

Skill: Speaking

Form of organization: Teamwork

Procedures:

- 1- The teacher should set the students in groups of 3-6 students.
- 2- Later the teacher must place the counters on the start square.
- 3- Player one flips a coin. Heads means move one square, tails means move two squares.
- 4- Player 1 moves their counter to the correct square and answers the question.
The other students in the group decide if the answer is correct. If it is not, the player must return to the square where they started.
- 5- Player 2 flips the coin and plays and so on.
- 6- Play continues until the first player reaches the finish line.

1. Answer as much as you can to win.

Start 1. What do you eat for breakfast?	2. Name three sports	3. Who is your favourite movie star?	4. What is the opposite of sad?	5. Have another go!
10. What does a carpenter do?	9. What's your favourite colour?	8. What's your favourite lesson at school?	7. Miss a Go!	6. What does an undertaker do?
11. What clothes do you wear to school?	12. Have another go!	13. What is the opposite of enormous	14. Name three musical instruments	15. When's your birthday?
Finish 20. You have won!	19. What music do you listen to?	18. What does a plumber do?	17. Miss a Go!	16. Name three fruits

a. Now, you have remembered some of the most important communicative functions that you have worked with throughout the whole course, try to make a dialogue in which you and your partner complement all of them. Be ready to act out your dialogue in front of the rest of your classmates.

Annex 11: Thorough interview to students

Objective: to gather information on the reality of the scientific problem through the students as participants of the teaching-learning process of English.

1- ¿Consideras las actividades de la implementación de la propuesta como.

muy buenas, buenas, regulares o malas?

2- Cuáles te gustaron más?

a) ¿Por qué?

3- ¿Te sientes atraído o motivado por estas actividades?

a) Explica.

4- ¿Crees que tu profesor motiva o despierta tu interés a través de estas actividades?

Cita ejemplos.

5- ¿Qué tipo de actividades te gustaría que tu profesor diseñara y organizara para motivarte hacia las clases de inglés?

6- ¿Qué otras actividades te gustaría que utilizara para ampliar el vocabulario?

7- ¿Algunas de las actividades de esta propuesta cumplen con tus deseos para motivarte?

8- ¿Alguna vez han debatido tu profesor de inglés y los estudiantes sobre las actividades que los ayudan a reforzar y ampliar el vocabulario en inglés?

9-¿Qué piensas del tiempo que se dedica para realizar actividades para reforzar el vocabulario de inglés?

10- ¿Cuándo se trabaja con este tipo de actividades en aula notas que tus compañeros y tu se sienten más motivados hacia las clases de Inglés?

11- ¿Tienes alguna sugerencia que piensas se debía tomar en cuenta cuando se trabaja con actividades para reforzar y ampliar el vocabulario?

