FACULTY OF PEDAGOGICAL SCIENCIES

DEPARTMENT OF FOREIGN LANGUAGES

MAJOR PAPER

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¨Knowing English and even French… it will be one of the manifestations of culture and a general integral culture of our people¨.

Castro Ruz Fidel (2001)

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I would like to thank all my teachers for their effort in preparing me as a novel professor and as a better person. And also special thanks to everyone who encouraged me and helped me to carry out this research.

ABSTRACT:

This major paper makes a bibliographical analysis of the theoretical and methodological groundings related to the development of the speaking skill in the English lessons in seventh graders at Victor Daniel Valle Ballester Junior High School. This research deals with different scientific theoretical positions and methods used to support the criteria selected by the authoress in order to find the contradictions that evidenced the existence of a scientific problem. For the elaboration of this work as scientific methods were used the empirical, theoretical and statistical, that were put into practice with the aim of verifying, stating and validating the aspects taken into account in what concerns the teaching and learning process of a foreign language, specifically speaking skill. This major paper is structured in abstract, introduction, development, conclusions, recommendations, bibliography and annexes. In the introduction the importance of the topic and the theoretical and methodological design of the investigation are taken into account. In the development are stated the most up-dated word groundings of the theme, it presents the initial and final stages of the research and the teaching activities.

Résumé:

Ce papier majeur fait une analyse bibliographique des échouages théoriques et méthodologiques en rapport avec le développement de le compétence de parler en lecons anglaises dans l´ecole Victor Daniel Valle Ballester.Cette recherche traite des places théoriques scientifiques différentes et les méthodes supportait les critères sélectionnés par l'auteur pour trouver les contradictions qui ont manifesté l'existence d'un problème scientifique. Pour l'élaboration de ce travail comme méthodes scientifiques a été utilisé l'empirique, théorique et statistique, cela a été mis dans entraînement avec le but de vérifier, en déclarant et validant les aspects prises en considération dans quelles inquiétudes l'enseignement et apprendre processus d'une langue étrangère, spécifiquement la capacité de le competence de parler.Ce papier majeur est structuré dans résumé, introduction, développement, conclusions, recommandations, bibliographie et annexes. Dans l'introduction l'importance du sujet et le dessin théorique et méthodologique de l'enquête sont prendre en considération. Dans le développement les plus sont déclarés en haut échouage du mot démodé du thème, il présente les étapes initiales et définitives de la recherche et les activités de l'enseignement comme tel. Ce travail a comme un but principal l'application d'activités.

INTRODUCTION.

Humanity is facing economic, social, ideological and scientific challenges in a neoliberal and globalized world, so, society needs well-prepared men with abilities and knowledge to assume the role they should play in the world they live in.

The development of the technologies of the information and the communication shorten the distances and create new spaces for the interchange and cooperation. Cuba maintains relations of cooperation and interchange with a great number of countries in different fields such as: politics, scientific, technical, educational and cultural, also the international participation in seminaries, scientific interchanges, conferences and events grows day by day. In this context, the mastery of a foreign language plays an important role, for it is English the lingua franca for these purposes.

The English Subject in the National System of Education responds to the political, economic, social and cultural importance of the languages. It helps the students take as a starting point the social phenomenon of language and the relation thinking – language-culture.

Classroom-based, teacher-directed language learning has been dominant in language teaching and learning for decades; however, the notion of independent, autonomous learners is also not novel to language teachers. The concept of autonomy started to take root when the Centre de Recherches et d' Applications in Langue (CRAPEL) was established in 1971 in France (Benson 2001).

Both modes of language learning seem to have developed independently; no attempt had been made until the late 1980s to integrate self-access language learning into the school curriculum (e.g., Dam & Gabrielsen, 1988; Hall & Kenny, 1988; Karlsson, Kjisik & Nordlund, (2009).   The majority of research in the English language learning field has been focusing largely on teaching or course effectiveness, but little has been done to look at what makes learners become self-determined enough to take control of their own learning, and the factors that differentiate successful and less successful self-access users.

The growing interest in the sociocultural dimension of language learning among applied linguistics researchers have made English as a Foreign Language (EFL)

researchers turn their attention to learners´ motivation and autonomy in classroom settings; however, learners´ motivation and autonomy in self-access settings within the school curriculum have not been adequately addressed in the literature.

The findings will inform institutions and teachers of what to watch out for when considering the integration of motivating activities into the curriculum so as to make language both inside and outside the classroom more effective.

There are several things that the instructor can do to drive students´ motivation. First, at the beginning of the lesson, build a context where the target language might be used. Then when building a dialog or structure chart on the board, attempt to elicit as much of that language as possible from the students. The more the language actually comes from the students, the more they will be interested in it.

During the "production" or "activation" components of the lesson, be sure that students are using the target language to talk about their lives, feelings and interests. This makes the lesson more personal and thus more interesting while building motivation. Most people enjoy talking about themselves.

Relevance is another important factor in building students´ communication abilities. Adults need to talk about adult things; kids need to talk about kid things; teenagers need to talk about teenager things. All to build their interest in the lesson. You will sometimes have to step away from course books to make this work.

EFL learners will generally have similar backgrounds, but varied motivations. They are usually stable as regards to income, residence, and schedules. They are also usually literate in their first language. They may be learning English as a foreign language for a hobby or for their work. Aside from those studying for academic requirements, there is less emphasis on writing and literacy in English, and more on verbal communication. Academic EFL students will often want to focus on tests and test practice. When selecting games for EFL classes select according to students' interests.

For EFL learners who will be taking exams check if the test has a speaking component and if it does games can be very helpful in preparing for this. If speaking is not tested in the exam focuses on English games that will support

listening, skimming, reading, and writing skills. These students genuinely enjoy language games that are both relevant and still a break from the drudgery of exam preparation. Quiz games and trivia games based on English vocabulary and grammar rules are excellent ways to work on exam topics while injecting some fun into the class.

For those who study English as a hobby, or conversational English, almost any speaking or listening game will be of interest. Rhythmic chants, songs, and rhyming games are a lot of fun with these students. You can also work in some reading and writing painlessly, by playing build-a-sentence or build-a-story games and then having them actually write up the sentence or story they have just composed.

The National System of Education in Cuba has given a priority to the teaching-learning process of English as a foreign language since the triumph of the Revolution, taking into account the increase of the relationships with other countries of the world, not only in education and medicine but in many other branches. The teaching and learning of English as a foreign language has been a priority for the Cuban State and has become part of the scientific policy of the country.

Many foreign and Cuban authors have studied the theme related to motivation and games in Foreign language teaching to children and adolescents, for example: Mc Cabe (1992), Bygate (2007), Nunan, (2003), Baruah (2011) Groccia (1992) James & Holton (2000), Rivas Reyes Marise (2016) and González Ramos, Rosa María (2016).

A study made at Victor Valle Ballester Junior High School, by different methods and techniques like: documental analysis, interview, scientific observation, survey and pedagogical test, it brought about as result that teachers and students do not communicate orally in an effective way, according to the objectives and content of the level, in English as a foreign language. As a result of this study, some **strengths** have been determined, such as:

The existence of all the basic documents for the teaching of the foreign language at school, the teachers´ experience in the job, students feel interested in learning the foreign language.

Apart from these positive aspects that help the development of the research, some weaknesses were detecte4d in the diagnosis, like:

-Poor development of the speaking skill in seventh grade students, shown in lack of coherence in speaking.

-Poor active participation of the students in the English lessons, with great difficulties in fluency in the oral language.

-Lack of motivating activities in the lessons.

-Lack of vocabulary to express themselves related to the topics.

-Most of them learn how to form grammatically correct sentences but are unable to use simple communicative functions.

-The books do not contain games and other kinds of activities that provide students-centered motivating lessons.

The contradiction between the way students are supposed to use the English language in the lessons, with adequate fluency, coherence and the use of vocabulary objective of the syllabus; and the difficulties detected, brings about the following **scientific problem:** how to contribute to the development of seventh grade students´ speaking skill in English at Victor Valle Ballester Junior High School?

For giving an answer to this scientific problem, the **objective** of this research is: to evaluate the effectiveness of the application of language games that contribute to the seventh grade students´ speaking skill in English at Victor Valle Ballester Junior High School.

For achieving the objective of the research and to give an organization to the process, the following **scientific questions** should be given an answer through the investigation.

Scientific questions:

1. What are the theoretical and methodological groundwork that support the development of speaking skill in English?

2. What is the current state that seventh grade students from Victor Valle Ballester Junior High School have in the development of speaking skill in English?

3. What language games to propose that contribute to the seventh students´ speaking skill in English at Victor Valle Ballester Junior High School?

4. What could be the effectiveness of the application of the language games to that contribute to the seventh students´ speaking skill in English at Victor Valle Ballester Junior High School?

For the development of the research and to find a solution to the scientific problem stated, the following investigation tasks will be developed:

Investigation tasks:

1. Determination of the theoretical and methodological groundwork that support the development of speaking skill in English.

2. Diagnosis of the current state that seventh grade students from Victor Valle Ballester Junior High School have in the development of speaking skill in English.

3. Proposal of language games to propose that contribute to the seventh students´ speaking skill in English at Victor Valle Ballester Junior High School.

4. Evaluation of the effectiveness of the application of language games to propose that contribute to the seventh students´ speaking skill in English at Victor Valle Ballester Junior High School

For the development of the current study, a set of scientific methods and techniques have been used.

Methods from the theoretical level:

Inductive-deductive method: it gave the possibility to deduce the main factor that influence the lack of students´ development of speaking skill in English, as well the main causes why teachers do not achieve such objective.

Historical and logical analysis: has been useful for analyzying the way the studetns´ have been learning English as a foreign language in Cuba and in other countries through years, as well as the different techniques used to achieve this

important process in the teaching-learning process on English, specially speaking skill, which constitutes the main objective in the teaching of the foreign language for beginners.

Analysis and synthesis method: it was used in the analysis of the consulted bibliography about the development of speaking skill and the use of linguistic games. In the analysis of the official documents related to the teaching of English is seventh grade, specially the development of speaking skill.

From abstract- to concrete analysis: it was put into practice through the research and it permitted the real interpretation of main concepts related to speaking skill and linguistic games. The way the different authors define these terms and the way they can be developed in seventh grade English lessons.

Methods from the empirical level.

Documental analysis: this method hepled the study of the topic related to the way books, methodological guidelines and other official documents for the teaching of english in seventh grade contain actitvities and orientations to achive the development of speaking skill in English. It permitted the construction of the theory of the theoretical chapter and the analysis of the scientific problem for making a final proposal of games to achieve motivation in the students for the development o}f speaking skill in the English lessons in seventh grade.

Direct observation: it permited, through the observation to English lessons, the way students communicate orrally in the English language and how teachers are able to elaborate and put into practice activities that can make students participate in an active way in oral activities in the English lessons.

Survey: a questionaire was applied to teachers to measure the way they are able to develop students´ speaking skill in English and another questionaire for students to know the way they feel in the oral use of the language.

Interview: a non-structured interview was applied to students from the sample selected to corroborate the results of the questionaire applied to teachers, in which the students could express in an oral way, in their mother tongue how they were not able to express oraaly in the foreign language.

Pre- experiment: to prove the effectiveness of the proposal language games for the development of speaking skill in English in the group selected as sample and the results of the **pedagogical test** before and after the application of the proposal. **Methods from the statistical and mathemetical level.** By the percentage calculation and the interpretation of the results of the different empirical methods and techniques, the main causes of the problem related to the lack of students´ development of speaking skill in English and the way teachers applied motivating activities in their lessons were taken into account and analyzed from tthe quantitative and qualitative viewpoints. These results brought about the representation of these data by means of charts that sow the comprehension of the problem.

For this study, 120 students from 7th graders in Victor Daniel Valle Ballester Junior High School were selected as **population**, represented by the **sample** formed by group # 1. The group has 28 students, 15 females and 13 males. The students sample represents a 23,3% of the students registered. There are 6 slow students, 18 average and 4 fast students. They feel interested in learning the foreign language but miost of them have great difficulties in communicating orally in English, which is the main skuill to be developed in thjis level.

<u>**Scientific novelty:**</u>

This research proposes language games to increase seventh graders´ speaking skill in English lessons at Victor Daniel Valle Ballester Junior high School in Sancti Spíritus. They were designed to motivate students in the use of the foreign language in a more spontaneous way, taking into account some elements like: flexibility, accessibility, attainability and contextualization of the communicative situations of the games in students´ real life situations, reinforcing fluency, coherence and vocabulary in the foreign language.

The major paper is structured in introduction, development, conclusions, recommendations, bibliography and annexes. In the introduction the importance of the topic and the theoretical and methodological design of the investigation are account. In the development are stated the taken into most up-dated groundwork of the theme, it presents the initial and final stages of the research.

DEVELOPMENT

I. THEORETICAL AND METHODOLOGICAL GROUNDWORK THAT SUPPORT MOTIVATION IN ENGLISH LESSONS AS A FOREIGN LANGUAGE.

1.1. The importance of teaching and learning English as a foreign Language.

In some countries, English is the sole or dominant language. It has that role in the United Kingdom, the United States, Canada, Australia, New Zealand, and Ireland. All of these countries are former British colonies. In other countries, English is widely used, particularly among people who have no other language in common, even though it is not the dominant language of the country. For example, English is widely used in Hong Kong, Singapore, Nigeria, the Philippines, and Malaysia. In such countries, it is often used as a means of communication between people who have different native languages. Anderson, L.W. and Krathwohl (Eds.). (2001)

Cuba offers professional services in more than 70 countries all over the world, including developed countries like Canada, New Zealand and Australia, where literacy campaigns have been successfully carried out by Cuban professors a few years ago. These professionals, including doctors, nurses, engineers, sports trainers, and teachers of all subjects included, usually need English as a lingua franca or the language of work.

English is commonly used as a medium for the communication of information and news. Three quarters of all telex messages and telegrams are sent in English. Eighty percent of computer data are processed and stored in English. Much satellite communication is carried in English. Five thousand newspapers, more than half of the newspapers published in the world, are published in English. Even in many countries where English is a minority language, there is at least one newspaper in English. In India alone, there are three thousand magazines published in English.

In many countries, television news is broadcast in English. Because of the power of television, demonstrators in every country use signs printed in English for the benefit of the international press.

In many former British colonies, English is still used in government and as a medium of communication among people who do not have another language in common. In some cases, it is a neutral language that is used to avoid giving any one indigenous language too much prestige.

English is often used in India, because it is neutral. It is the language of government. People who speak English have a certain status in society. It is used for books, music and dance. In

Singapore, English is a second language, but it is necessary for daily life. Many companies there use English. In addition, sixteen countries in Africa have retained English as the language of government. Now Standard English is taught in schools in those countries, because it is necessary for careers.

English is also studied as a foreign language in countries where it is not generally used as a medium of communication. In China, English language lessons are popular TV programs. Two hundred fifty million Chinese--more than the population of the US--are learning English on TV. English is usually the first or most commonly taught foreign language in many countries, and people understand it a little at least.

In Cuba, English constitutes a foreign language as part of the National system of Education since elementary level up the university. The main purpose is to develop students'´ communicative skills for general communication and later for specific purposes.

To learn English as a foreign language contributes to the formation of a comprehensive general culture. That is one of the reasons why English is studied in Cuba. To be able to communicate with people of other countries using English, which is the international language and a lingua franca is evidence of being an educated person, something which Cuban citizens have increasingly learned to appreciate.

English is the international language or lingua franca, which means that the teaching of English in Cuba like in other countries is motivated by the increasing need for international communication in a world which is already considered

already a global village, because of the international interdependence of the economic, political, commercial and financial systems and processes.

English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language. It is the language of maritime communication and international air traffic control, and it is used even for internal air traffic control in countries where it is not a native language. American popular culture--primarily movies and music-- carries the English language throughout the world.

There are multiple reasons to learn English in Cuba, which coincide with those that learners of this international language could have in any other country, but the comprehensive development of the personality constitutes the leading rationale for its learning in our socialist society, something which is possible when teachers of English instruct and educate, when they facilitate the cognitive and affective development of their students.

Something that can be accomplished if teachers consciously help students comprehend and produce those features of their speech that show good manners, socialist convictions and ideals, and humanistic encouraging life styles, if students are guided to identify reflectively the social and personal meaningfulness of content, if the teaching learning process takes place in a relaxed climate of mutual respect and tolerance, if students collaborate consciously to develop cognitively and affectively.

A diversity of pedagogical and didactic conceptions, independently of their philosophical and psychological foundations propose as objective of education and teaching the comprehensive development of the learner´s personality from a holistic and comprehensive perspective.

The teaching of English in Cuba reflects the conception of communication as a means to educate and as an effective instrument to transform others and themselves, a fact that facilitates teachers to reach a high level of effectiveness in the transformation of our boys and girls in educated and instructed citizens, capable of continuous self-regulation and creative growth.

1.1.2. Teaching children to speak English as a foreign language.

Young children are required to exchange information which they usually learn in the English classroom. For example, in learning to socialize, students need to exchange the personal and family information like names of their parents, their jobs, their ages and preferences, favorite colors/ toys, hobbies, and other pieces of information that they have not usually thought about or do not know well. This fact of learning more about themselves and their families contributes to the strengthening of their identities. Bacon, D., Stewart, K., and Silver, W. (1999). Learning English implies, like learning any other subject, to develop cognitively, that is, students develop their perception, memory, thought, language and imagination, while they acquire knowledge about the language system, the culture of the English-speaking peoples like their food habits, their way of dressing, their music, their festivities, and customs, likes, dislikes, jobs, beliefs, etc. They also develop linguistic habits related to pronunciation, grammar and vocabulary; general intellectual skills like observing, describing, comparing, classifying, defining, explaining, exemplifying, modeling, elaborating questions; and the four linguistic and communicative skills, but this is something that needs to be developed consciously by the teacher, if we want the learning of English to have a major impact on their cognitive development.

According to Kagan, S. and Kagan, M. (1994), teachers usually turn this teaching of English into a major outcome, that is they contribute to the enrichment of important indicators of the cognitive processes like independence, rationality, flexibility, and originality, organization, volume, potentiality to generate new knowledge, and consciousness, using teaching strategies like noticing, reflective correction of mistakes, self and peer evaluation, eliciting, think aloud, collaborative analysis of linguistic and communicative regularities; through a process of observation, analysis, synthesis; by the comparison and contrast of the mother tongue and culture of the students and those of the foreign language; and in a process that facilitates problem-solving activities, in which students have to set and solve problems as a way to learn the foreign language.

According to the internet TESL journal ―teaching speaking‖ implies to teach ESL learners to generate English oral patterns, the stress and intonation of sentences in

the English language, and use language as a means of expression. According to (Nunan, 2003) —teaching a language‖ involves leading the learner to use the language quickly and spontaneously.

According to the author´s little experience in teaching the foreign language, in order to promote speaking among children, activities such as picture describing, picture narrating, story-telling, simulations among others like games, should be implemented by teachers.

Baruah (2011) believes that facilitators should focus on teaching **speaking** instead of taking the students to memorization exercises, so that the activities mentioned previously become meaningful for the students in order to practice the language and to develop the speaking skill.

Fluency is a key component in order to accomplish successful communication, according to Parrott (1993). **Speaking** is the ability to communicate an intended message, or to affect the listener or interlocutor in the way that is intended by the speaker. The accurate use of language is a component in this ability, but over-attention to accuracy in the learning process may actually inhibit the development of fluency.

Speaking skill involves the ability to adjust the message according to the responses of the listener or interlocutor, to construct coherent utterances and stretches of speech, to respond and to speak without undue hesitation. It also involves the ability to use strategies such as simplification, circumlocution and gesture to aid communication when the speaker may not have access to the vocabulary or grammar which would normally be appropriate‖. This statement by (Parrot, 1993) explains the importance of focusing on fluency when teaching the speaking skill in order to improve communication.

In a further analysis Judy (2004) claims that the development of **speaking skill** requires from the speakers to use the language that they already know, but in an spontaneous way when conversations appear and speakers find themselves in a situation where they have to listen, comprehend, and to respond spontaneously, with coherence, fluency and incorporating the necessary vocabulary in the needed message to express

Hartmann & Stork (1972) propose that when a person is able to use patterns and units of language at a normal speed in a conversation, and can use structures appropriately; this person is considered to be a fluent speaker in the target language.

The author of this research considers that the definition that suits the most to this study is the one given by Judy (2004) due to she refers to basic elements of speaking like: coherence, fluency and vocabulary, she thinks that speaking skill should be developed and trained taking into account not only accuracy but also fluency accuracy, in such a way that student, by motivating activities, are able to use the language in communication, with an adequate fluency but grammatically correct and a correct use of vocabulary.

It is important to have a clear understanding of what speaking skill in a foreign language is, some authors focus on the transmition and comprehension of the ideas expressed, but the concept it is better seen from the interaction speaker-receiver stand point. So, the **speaking skill** in a foreign language is defined as the skill to transmit and comprehend meaningful messages in a coherent and fluent way in which there is a constant feedback, according to Rod Ellis, 2014:43.

According to Byrne, Donn (1989), it is a two-way process between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding). It is important to remember that receptive does not imply passive: both in listening and reading, language users are actively involved in the process of interpreting and negotiating meanings. One of language skills that must be mastered by any foreign language learner is the ability to speak or communicate in the target language. It is clear that one of the objectives of the English subject in Junior High School is developing the ability to communicate in English, either in written or oral form which covers listening, speaking, reading and writing.

Unfortunately the fact has shown that the students are quite difficult to improve their speaking ability because they are accustomed to use their native language in their daily life than using English. This is the reason why we cannot deny the fact

that the students still considered speaking skill as the most difficult skill to be mastered.

1.2. Games to develop speaking skill in English as a foreign language.

According to Collins Cobuild, English Language Dictionary (1987), **Game** is a contest played according to rules and the winner is recognized by skill, strength or luck. It is an activity engaged in for amusement. It can also be defined as the manner of playing in a contest, a situation that involves rivalry or struggle. In addition, a game can be defined as an enjoyable activity with a set of rules or terms against each other.‖ (Webster's New Dictionary, (1994).

The term of "**language games**" refers to the models of primitive language that Invent to clarify the working of language in general. It refers to games that children which enable them to learn the language (Wittgenstein as cited in Shawver). So it can be said that language games not only function as time filling activities but also they can bring some educational values that enable the children to learn the language.   Hasman, Melvia A. 2000.

Mc Cabe (1992) defines a **language games** as a spoken routine for two or more players, meant to be repeated many times. This implies that such repetition will enable the children to communicate effectively since playing language games will help the children to develop language and thought. In the activities of language games, the children will develop their ability to say what they mean to say and to express themselves clearly.

For the authoress of this research, this is the most complete definition of language games, due to it includes the effectiveness in communication at the time of developing these activities to develop language and thought. This definition clears up the fact that learners should express themselves with their own ideas and in a clear way.

Some procedures mentioned by Byrne (1984), which can be taken into account for playing games are the following:

First, choose **games** on the basis of their suitability in terms of the language the students practice. Second, prepare the games carefully beforehand. Third, explain to the students the purpose of and rules for the games. Fourth, give students one

or more opportunities to practice before the games are played. Fifth, involve as many students as possible, dividing the class into teams. Sixth, if games are played in teams, points should be awarded for each correct answer and the scores written up on the board. (Byrne, D. (1984).

Mora & Lopera (2001), in their project called "**Games** in the classroom: more than just having fun", stress that game and fun activities have always been one of everybody's favorite things to do in class, both for teachers and students since games can contribute to the development of a series of skills and competencies. They think that games in a classroom are useful and even necessary. Games promote socialization, group work, and the creation of values; it implies mutual respect and cooperation.

Wright (1984) states that —language learning is hard work… effort are required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and workǁ. When teachers have to deal with large groups of children of an age range between 8 – 10 years old, teachers have to be very resourceful, and be prepared in an extensive way all their classes, because this kind of children are very energetic and they are always looking for more activities, explanations and assessment. Along with plenty of other reason that prompt disciplinary issues in the classroom, it is highlighted then the importance of planning as it determines and aids to maintain the classroom appropriate for language learning.

There has been a frequent perception of authorities in the school selected as the sample for this research that say English language lessons should be solemn and serious in nature, and if one is including fun and there is a laughter and hilarity, then learners (children) are not really learning. That is a false impression. It is probable to study and learn a language as well as enjoy oneself at the same time; the best way to feel that is through the games which deal with learning process.

As cited by Millis, B. and Cottell, P. 2003, when games are used properly in class, students feel comfortable to participate and exercise their language skills. Most of students find games fun and entertaining and at the same time games provide the

students the opportunity to make use of language during it is carried out. Games also foster and promote collaborative activities.

The facilitator must design a plan in order to enrich a lesson in which games lead the students to participate and to be motivated during the activity. In order to get students' attention and involvement in the classroom activities; games work as a tool which provide enjoyment to students' process and at the same time allow the teacher to give the students the information that she/he wants to transmit.

According to Kim (1995) some advantages of using games in the classroom are the welcome break from the usual routine of the class, games are motivating, challenging and require effort and practice of the different skills from the students giving them the opportunity to interact and communicate meaningfully in the target language.

The authoress of this study considers that the use of games in class is an excellent idea from many points of view. First of all, games and other motivating activities are exciting for students; applying these techniques teachers may enliven their classes promoting more interest and enthusiasm into any topic they are teaching and also the teacher can use games for changing a little the monotonous classroom atmosphere giving a pleasant and enriching environment to the students for learning easily.

Another advantage of using games is to help the teacher to generate situations and contexts in which the language is practical, useful, functional and meaningful. Students want to take part in the process because they want to participate and understand what others are saying or have written, at the same time students should speak and write in order to express their own point of view or to attain the goal of the game.

1.3.1. How to choose games for English as a foreign language lessons.

To choose the perfect game is invaluable as they provide learners a break and at the same time permit students to put into practice the foreign language. Games are very encouraging and motivating since they are demanding and at the same time entertaining.

Furthermore, the teacher could implement through games useful and meaningful language in real contexts. Games can be applied to provide practice in all language skills and are used to perform different types of communication, giving confidence and increasing cooperation.

Students could desire to play games only for fun, but on the other hand, teachers require more persuasive reasons (Richard-Amato, 1996). Hadfield (1990) considers that teachers need to take into consideration which games to use and how, due to different games will benefit students in different manners. One suggestion to accomplish an excellent language game should be to present unambiguous rules, define the ultimate objective clearly and have a satisfying focus not to promote tediousness.

Tyson (2000), presents some characteristics which might be thought when choosing a game, such as the target language in the game; the skills that will be developed and practiced through it. Also the teacher should analyze if the game is appropriate for the age, needs and interest of the students to obtain from the learners the maximum participation. As Tyson (2000) asserts: "the justification for using games in the classroom has been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspects of language learning to more cooperative learning group dynamics". In agreement with Tyson (2000), games foster collaborative learning among students while exercising their cognitive skills.

1.2.2. When to use Games in English language lessons.

Kim (1993) considers that games should be implemented as a principal activity when teaching a foreign language, and that it might be inappropriate to implement games as short warm-up activities or when there is some time left at the end of a class or a lesson. A game must not be regarded as a trivial activity filling in peculiar moments when the teacher and students have nothing better to do.

Games also provide themselves a revision of exercises serving learners a recall of material in an entertaining and pleasant manner. Games could have consequences in both the introverted students, and in the willing ones, that is why teachers should

pay attention in the classroom since games tend to encourage motivation in learners generating communicative proficiency.

Games do not have to be used only for simple excitement of the class, but also can be used for the assessment of the students during the language lessons, and as a result of the assessment, bringing in mind a specific goal for the improvement of learners' communicative competence (Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga, 2003).

According to (Lewis, 1999) games are really good aids for teachers because with them, a tedious and boring class becomes into a brilliant setting for children, where skills are developed while they are playing. Through games children can discover, experiment and interact with their environment if the teacher exploits the games properly.

By means of games, it is possible for the teachers to include variety to each lesson they prepare, and students' motivation will be enhanced by giving a reasonable incentive use to foreign language. Lewis (1999) asserts that for a lot of children who are in ages between 11 to 15 years old, especially the youngest, to learn a foreign language does not provide enough motivational factors; although the games possibly will stimulate children.

When children play games to acquire the target language, they are contextualizing what they are earning in terms of language because with games children bring out the target language immediately after it is functional for them, and due to this fact, the foreign language is brought to their lives in a meaningful context through the use of games.

With games, even reluctant and shy students want to participate in the activity. Weimer, M. (2002). contributes ―they are highly motivating and entertaining, and they can give shy students more opportunities to express their opinions and feelings‖. Almost all children like to play games, so that everybody in the classroom will be involved in the activity.

Mei & Yu-Jing (2000) affirm that, when children learn the target language with games, they can learn it in the way they acquire their mother tongue without being

aware about what they are studying. So, they are going to learn it without any pressure and stressful activities; for this reason they could learn in a better way.

Philosopher Kelley D (2003) defines the concept of games as a form of recreation constituted by a set of rules that specify an object to be attained and the permissible means of attaining it, the author says. This cover most cases well, but does not quite fit with things like war games and sports that are often done not for entertainment but to build skills for later *use".*

Taking into account that apparently the use of games in the foreign language classroom helps students to develop skills; Wright, A (1984) states that language learning is hard work…Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work"

Games also help teachers to create contexts in which the language is useful and meaningful. The learners would like to take part of it and in order to do it they must understand what others are saying or have written, and they must speak or write in order to express their own point of view, give information or ask for clarification.

According to Lewis (1999) there are some advantages in the use of games in the classroom. The author of this work claims that games are fun and children like to play them‖. It has been demonstrated that through games, children experiment, discover, and interact with their environment. The game context makes the foreign language immediately useful to the children and it brings the target language to life. The game makes the reasons for speaking plausible and students can learn English in the way they learn their mother tongue without being aware they are studying; thus without stress. Another advantage of using games is to help the teacher to generate situations and context in which the language is practical, useful and meaningful. Students always want to participate especially if they are kids, they also want to understand what others are saying or doing because they want to be part of the game.

On the other hand, the teachers' role is very important and relevant because they have to prepare the materials in sufficient quantities, explaining clearly what is to be done, check answers at the end of an activity, make sure everyone participates

and control the time of each game. Also the teacher needs to know what kind of games is going to be chosen because this must be more than just fun.

Nevertheless, there is a wrong conception that the learning should be serious and solemn in nature and that the use of games is just having fun and laughter but this is a misconception. It is possible to learn a language as well as enjoy it at the same time and one of the best ways to do it is through games.

Previous studies have demonstrated that the implementation of games in language classes bring many learning advantages to the students. In order to obtain the benefits that the implementation of games can offer, there should be ideal conditions for the learners to use the language actively when performing game-activities. Pine & Boy (1977) claim that students provided with an ideal learning environment will be motivated to be active. It means that the facilitator must prepare the ideal conditions for the games to be really useful so that students will be engaged with the class.

Pine & Boy (1977) also affirm that facilitators should provide students with more opportunities to use the language actively, as through games learners should find information about the language by themselves.

In agreement with Greenall (1984), according to the author of this paper, classes with games allow students to practice what they have acquired, while feeling safe with the atmosphere of games, which means that students can act more spontaneously when performing those activities.

1.3.4. The contribution of games in the development of speaking skill in English as a foreign language.

Games are as old as humanity, since the early time human beings began to use them for learning to hunt, to live and to survive. Of course, they did it without being conscious of what they were leaving to the next generations. Present-day games have also this purpose, it meant learning. In this case the author of the paper work makes a deep reflection of what didactic games are and how to use them with the purpose of learning grammar of the English language. For this reason some of the most relevant authors related to this area are brought into analysis to support from the theoretical stand point this work.

When selecting games for ESL classes, one must take a much wider look at how the students came to be there, and what English they need to survive · When ESL students come from traumatic situations and directly into your class, games can relieve stress, and allow them to laugh and have fun at a time when there may not be a lot to laugh about.

Be sensitive to your students' experiences – Don't play family games with refugees from a war zone, for example. You will probably have more than one dissolve into tears or ask to leave the room. That may seem like an extreme example, but it actually happened to a teacher with a class that turned out to be mainly comprised of Bosnian refugees.

Even without a war, students with refugee status, or those who have had to struggle to reach a new country, will often have suffered many hardships. For these students, board games that help with vocabulary and grammar are great ways to start out, since they don't require players to touch on emotionally charged issues, and they cover basics that these ESL learners need to focus on.

Be aware of the variety of cultures in your class and how comfortable they are with each other. You might well have members from each side of a conflict in your class. Games can break the ice, relieve tension, and provide a structured venue for interaction between students from cultures that don't traditionally get along. For example, Korean and Chinese students often view Japanese students with hostility. Arab Christians and Muslims can create tension in a class, as can Pakistani and Indian students. These are groups that have long standing histories of conflict.

Stick to games like "Find someone who…," board games, and team games like charades and Pictionary at first. These games have clear boundaries and objectives that keep hostility to a minimum while maximizing student interactions. Games with more improvisation, like role-plays, debates, and 'murder mysteries' are riskier, so wait until you know your students well before you try one of these.

Language games are a great way to show recently arrived ESL learners that certain activities, like mixing genders in the same class, are acceptable in their new country, where it might not have been in their old.

Ultimately, both ESL and EFL students want to learn English, and using games will help them to achieve these goals with more fun, laughter, and ease than any workbook or lecture ever could. All it takes is a little forethought, a wide variety of games to choose from, and sensitivity to the needs and experiences of the students.

The success of any action usually depends on the extent to which individuals strive to attain their purpose, along with their desire to do so. In general people have come to refer to this psychological factor – the impulse that generates the action – as motivation. As the term itself indicates, it is a —motive force‖, something that prompts, incites or stimulates action. To think of motivation as belonging only to the initial stages of an action, - that is as concerned with arousing initial interest and turning it into a decision to engage in some activity – is only a limited understanding of the term.

The need to maintain this state of arousal, to determine someone to make the necessary effort to complete an action is also of great importance. This idea is reflected in the definition of motivation as —a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort.‖ Thus intellect and affect combine with volition and perseverance to result in what is known as motivated behavior. The same idea is conveyed in different words by Gardner who seems to explain the term with the precision of mathematical demonstration: motivation is a combination of effort plus desire to achieve a goal plus favorable attitudes towards the goal to be accomplished.

Motivated learners are every teacher‘s dream — they are willing to work hard, add their own goals to those of the classroom, focus their attention on the tasks at hand, persevere through challenges, do not need continuous encouragement, and may even stimulate others in the classroom, promoting collaborative learning. However, we all know that the motivation behind our learners‘ learning varies widely, ebbs and flows over the course of the year (or even during a single classroom activity), and stems from various sources, internal to the learner, external, or both.

All teachers should generally see who is motivated and who is not, and often we may wonder how or even if we can harness the motivation of some and spread it out to others. Tapping into motivation is crucial for language teachers because we know that motivation is one of the key factors driving language learning success.

There are many different definitions for the term motivation. To be motivated, the learner needs to have something to look forward to, a purpose related to goal or objective. This objective would be learning a foreign language. There must be something that the learner wishes to accomplish or gain, being the target language the vehicle to attain it.

The learner's reasons for another language could vary from achieving a sense of success, fulfill other's expectations or being able to buy a new car through getting a better job due to command of the target language. Motivation energizes human being and provides direction. Millis, B. and Cottell, P. 1998, identifies motivation as the learner's orientation with regard to the goal of learning a second language in a cooperative way.

Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important and it is the main purpose in the teaching of English as a foreign language to beginners in Cuba. Classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course. Yet it is difficult to design and administer such activities; more so, in many ways, than to do so for listening, reading or writing. According to Pattison, P (1987), plenty of ideas for oral communication activities, with examples in French, German and English, come of the problems in getting learners to talk in the classroom, according to some experiences as either learner or teacher are:

-Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

-**Nothing to say**. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

-**Low or uneven participation**. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

-**Mother-tongue use**. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes — particularly the less disciplined or motivated ones — to keep to the target language.

In class, teachers often find the students can hardly use English for communicative objectives even in the simple form or may find the students who are able to point the answer of the question on a text but they cannot explain their reason in choosing the answer. It is also evident that in class, the students have limited time to practice their speaking skills, and it resulted on their ability to use the target language, as the old saying "Practice makes perfect". Ur (1996:121) also states some problems that may prohibit the students to develop their speaking skill, which are inhibition, lack of ideas sy, low participation, and students; preference to use their mother language.

The reason why the writer purposes language games because games can be a very useful teaching technique for the effective and joyful learning. Games also believed can give the positive effect on the students' interest and motivation in studying English as well as to increase their speaking ability. Steinberg (as cited in Arifin,2003) emphasized that games are viable method to achieve many educational objectives such as reinforcement, review, reward, relax, inhibition, reduction, attentiveness, retention and motivation.

As a teaching technique, language games are not just time filling activities in the class, but also have a great educational value. W.R.Lee (in Uberman,2002) holds

that most language games make learners use the language instantly without thinking about the correct form of the language itself. So at this phase, the language games can lower students' anxiety in using the target language, they are also highly motivating and entertaining so that the shy students will get more opportunities to express their opinion and feeling.

Further suppport comes from Zdybiewska (as cited in Uberman,2002), she believes that games can be a good way in practicing the target language that being learned by the children, since they are able to provide a model of language on what the learners will use in the real life. Related to that statement, Kim (1995:35) presents six advantages of using the language games in the classroom, which are:

1. games are motivating and challenging.
2. games are as a welcome break from the usual routine of the language class.
3. games help the students to make and sustain the effort of learning.
4. games provide language practice in the various and integrated language skills.
5. games encourage students to interact and communicate to each other.
6. games create a meaningful context for language that is being learned by the students.

Kim, Mei and Yu jing (2000) also believe that through playing games, students can learn English as the way the children learn and say their mother language without being aware they are studying; thus without stres, the students can learn a lot in learning the target language. While Wright et al.(1984) write that games can help the teacher to create contexts in which the language is useful and meaningful. The learners who want to take part in the activities, must understand what others are saying or or have written, and in order to do so, the students then must speak or write in expressing their own point of views or give information.

Games are able to help the students use and practice the target language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting. Games also can be used in giving practice in all language skills

and the use to practice many types of communication which is in line with the objectives of the teaching skill.

For the application of the work it is also needed to know what choice is, which is the ability of the speaker to select the way to express its ideas according to the formality and informality of the conversation. Fluency which the ability to link words, phrases and sentences without too much halting during the conversation act. Coherence is the ability of intertwining different ideas in such a way that they seem to function as a single one.

INTERPRETATION OF THE RESULTS OF THE SCIENTIFIC METHODS AND TECHNIQUES IN INITIAL STAGE

To know the current stage of student´s development of speaking skill in English as a foreign language, it was necessary to make a diagnosis. For this, it was chosen the sample formed by 28 students from 7th graders at Victor Daniel Valle Ballester Junior High School in Sancti Spiritus.

The first task was to characterize student´s way of expressing orally in the foreign language. The pedagogical test given was:

For this, was chosen the sample formed by 28 students from 7th graders at Victor Daniel Valle Ballester Junior High School in Sancti Spiritus was chosen.

The first task was to characterize speaking skill. The **pedagogical test** given was:

1. Interview (annex 2)

2. Description (annex 3)

3. Pair work (annex 4)

The indicators to know the development of speaking skill in the sample chosen were:

1. Fluency, which considers three levels: **level 1** those students who halt too much while speaking, **level 2** those students who can speak with a relatively use of the language connecting words and phrases and do not hesitate too much, and **level 3** those students who can make a fluent conversation about the given topics without hesitation or halting in such a way that the conversation can be interrupted.

2. Coherence, which considers three levels, **level 1** those students who change ideas that are not interrelated among them, **level 2** those students that make

changes in the ideas but do not totally correspond with the previous one, **level 3** those students who can refer to different ideas on a talk keeping the essence of it.

3.Vocabulary, which considers three levels, **level 1** those students that find no alternative in using the language and prefer to silence, **level 2** those students who find synonyms or antonyms of the words or phrases, and **level 3** those students who find synonyms. Antonyms and make use of the word formation processes in the language.

Here are the initial results of the diagnosis:

☐ **Fluency:** In the first test (annex 2), 10 students out of 28 level 1 that is a 35,7%; 12 students were qualified as level 2 that is a 42 8% and 6 students level 3 this is a 21,4%.

In the second test (annex 3), 14 students out of 28 level 1 , that shows a 50%; 9 students were qualified as level 2 to show a 32,1% and 5 students level 3 to show a 17,8%.

In the last test (annex 4), 18 students out of 28 level 1 that is a 64,3%; 6 students were level 2 to show a 21,4% and 4 students succeeded to show a 14,3%.

☐ **Coherence:** In the first test (annex 2), 12 out of 28 students level 1 that is a 42,8%; 9 students were qualified as level 2 that is a 32,1% and 7 students level 3 this is a 25%.

In the second test (annex 3), 16 students out of 28 level 1 that shows a 57,1%; 7 students were qualified as more or less to show a 25% and 5 students level 3 to show a 17,8%.

In the third test (annex 4), 20 students out of 28 level 1 that is a 71,4%;5 students were qualified level 2 to show a 17,8% and 3 students succeeded to show a 10,7%.

☐**Vocabulary.** In the first test (annex 2), 11 students out of 28 level 1 that shows a 39,3%;10 students were level 2 that is a 35,7% and 7 students level 3 is a 25%.

In the second test (annex 3), 14 students out of 28 level 1 that shows a 50%; 8 students were level 2 to show a 28,6% and 6 students level 3 that is a 21,4%.

In the last test (annex 4), 17 students out of 28 level 1 that is a 60,7%; 7 students were qualified as level 2 to show a 25% and 4 students succeeded to show a 14,3%.

□ **Fluency.**

Activity	S	L1	%	L2	%	L3	%
1	28	10	35,7	12	42,8	6	21,4
2	28	14	50	9	32,1	5	17,8
3	28	18	64,3	6	21,4	4	14,3
TOTAL AVERAGE	28	14	**50**	27	**32,1%**	15	**17,8**

□ **Coherence.**

Activity	S	L1	%	L 2	%	L3	%
1	28	12	42,8	9	32,1	7	25
2	28	16	57,1	7	25	5	17,8
3	28	20	71,4	5	17,8	3	10,7
TOTAL AVERAGE	28	**16**	**57,1%**	21	**24,9%**	15	**17,8%**

□ **Vocabulary**

Activity	S	L1	%	L2	%	L3	%
1	28	11	39,3	10	35,7	7	25
2	28	14	50	8	28,6	6	21,4
3	28	17	60,7	7	25	4	14,3
TOTAL AVERAGE	28	14	**50%**	25	29,7%	17	31,4%

Leyend:

S: Sample

L1: Level 1

L2: Level 2

L3: Level 3

1.4. Proposal of language games that contribute to the seventh grade students´ speaking skill in English

There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato 1988:147). They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings (Hansen 1994:118). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, "[but also] they are used to introduce new ideas" (1988:147). In the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus 1994:218). S. M. Silvers says many teachers are enthusiastic about using games as "a teaching device," yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practised earlier (1982:29). Further support comes from Zdybiewska, who believes games to be a good way of practising language, for they provide a model of what learners will use the language for in real life in the future (1994:6).

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do" (1979:3). Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen.

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still

worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

Game1

Title: Introducing yourself

Objective: To express orally about personal information.

Type of Lesson: Free practice lesson.

Time: 20 minutes

1-**Orientation stage:** the teacher gives students new names according to the people who are in the picture, students observe the picture and write the new name on a piece of paper, the teacher selects a piece of paper and models what students have to do, the teacher checks if students know what to do, then she asks a student to develop the order of the card, once all students know what to do, then comes the second stage: execution.

2-**Execution stage**: one student will select a piece of paper with one of his classmates' new name then he/she has to find who the person is, by asking questions such as:

Are you Mike?
Who are you?
What's your name?
How do you call yourself?

What´s her/his name?

When the student finds the person that he has been looking for, the student must introduce himself and another student must continue the same way, until the last student introduces himself. Once they have a match they continue asking personal information questions ones each other.

3-**Control stage**: Students must communicate each other orally by using the correct communicative functions and vocabulary given in the previous lessons. The activity will be evaluated orally by the teacher, he takes down notes of the main mistakes and achievements made by the students and correct them.

Name: Nik From: Tokyo Age: 27 Job; Doctor	Name: Jane From: Sydney Age: 41 Job: Nurse	Name: Joy From: Manila Age: 25 Job: Nurse
Name: Brendan From: Dublin Age 18 Job: Student	Name: Dan From: Tokyo Age: 32 Job: Baker	Name: Lin From: Beijing Age 42 Job: Chef
Name: Miko From: Singapore Age 53 Job: Chef	Name: Jake From: California Age: 30 Job: Farmer	Name: Analu From: Vientiane Age: 28 Job: Farmer
Name: Ang From: Naypyidaw Age:31 Job: Artist	Name: Marie From: Paris Age: 26 Job: Artist	Name: Kong From: Phnom Penh Age: 48 Job: Helicopter Pilot
Name: Adi From: Kuala Lumpur Age: 49 Job: Pilot	Name: Ivan From: Moscow Age: 55 Job: Soldier	Name: Kantapon From: Songkhla Age: 29 Job: Policeman

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Fluency.

Level 1: those students, who halt too much while speaking,

Level 2: those students who can speak with a relatively use of the language connecting words and phrases and do not hesitate too much, and

Level 3: those students who can make a fluent conversation about the given topics without hesitation or halting in such a way that the conversation can be interrupted.

Coherence,

Level 1: those students who change ideas that are not interrelated among them,

Level 2: those students that make changes in the ideas but do not totally correspond with the previous one,

Level 3: those students who can refer to different ideas on a talk keeping the essence of it.

Diapo 17.

Vocabulary

Level 1: those students that find no alternative in using the language and prefer to silence,

Level 2: those students who find synonyms or antonyms of the words or phrases, and

Level 3: those students who find synonyms. Antonyms and make use of the word formation processes in the language.

Game 2

Title: What´s happening?

Objective: to increase the vocabulary related to actions which are happening at the moment.

Type of Lesson: Controlled practice lesson.

Time: 20 minutes

1-Orientation stage: Teacher shows a picture, for example:

-Then teacher asks the student; what are the pictures characters doing?

2-Execution stage: Students must express what the pictures characters are doing.

For example:

The girl is drawing.

The boy is swimming in the pool.

3-Control stage:

Meanwhile students are talking, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assesses them individually according to their answers, taking into consideration the pronunciation of the words and proper use of vocabulary.

Game 3

Title: I arrive first if I answer well.

Type of game: Table game

Objective: to develop the vocabulary related to9 personal information

Time: 30 minutes.

 Players' quantity: 4 players**.**

Procedures:

1-Orientation stage: The teacher orients to students form teams of 4 students, then the teacher gives to students the game, writte in the blackboard the questions and explains the game.

2-Execution stage: The student that corresponds to play shoots the dice and he walks his record according to the number that appears in the dice. He selects a card and gives the answer, if he gives a well answer he walks a stall and if he gives a wrong answer he goes back two stalls.

Questions:

   1- What's your name?
   2- What's your telephone number?
   3- What's your favorite color, fruit and animal?
   4- Where do you live?
   5- What's your address?
   6- Do you have brothers and sisters?
   7- What are you from?
   8- What's your nationality?
   9- What language do you speak?
   10- How often do you practice sports?
   11- What kinds of sports do you practice?
   12-How old are you?
   13-How are you?
   14-When is your birthday?

15-In which city do you live?

16-What kind of activities do you do on weekends?
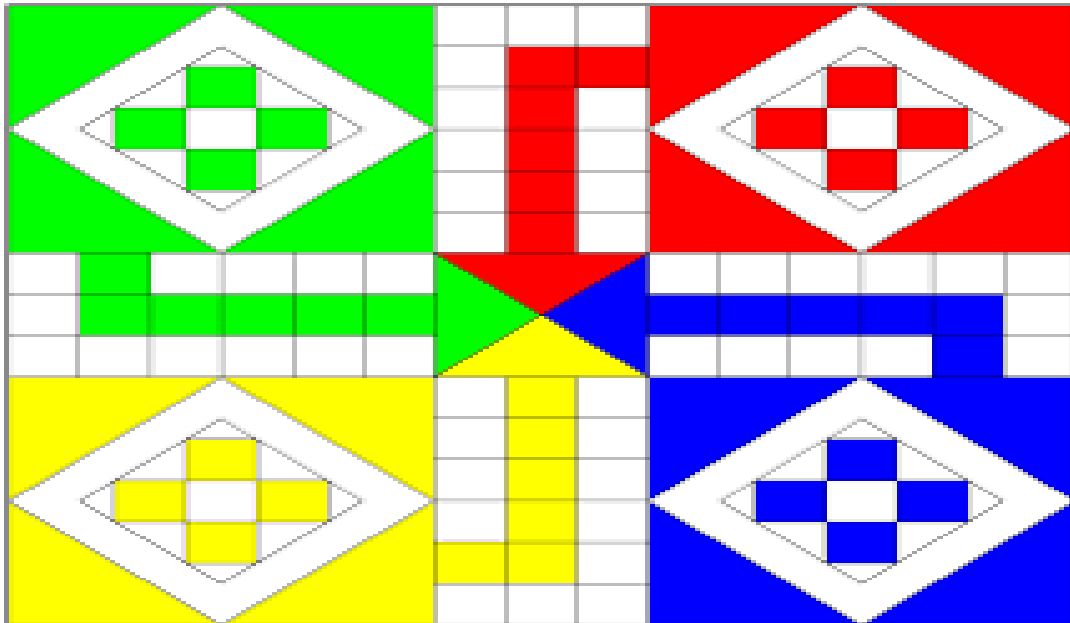
Rules:

☐ Win the student that first arrives to the goal. Records to move: 1 for each player. We need one dice and cards with questions.

Evaluation: correct answer: 1 point

       Incorrect answer: 0 point

       If there are pronunciation mistakes they lose 0, 25 points for each one

Game 4

Title: Brainstorm.

Objective: To increase the vocabulary related to weather.

Type of lesson: Free practice lesson

Time: 10 minutes

1-Orientation stage: teacher takes a word the class recently learned and asks the students to suggest all the words they associate with it. Write each suggestion on the board with a line joining it to the original word, in a circle, so that you get a sunray effect. Execution stage: Students must suggest as many words as they can.

For Example:
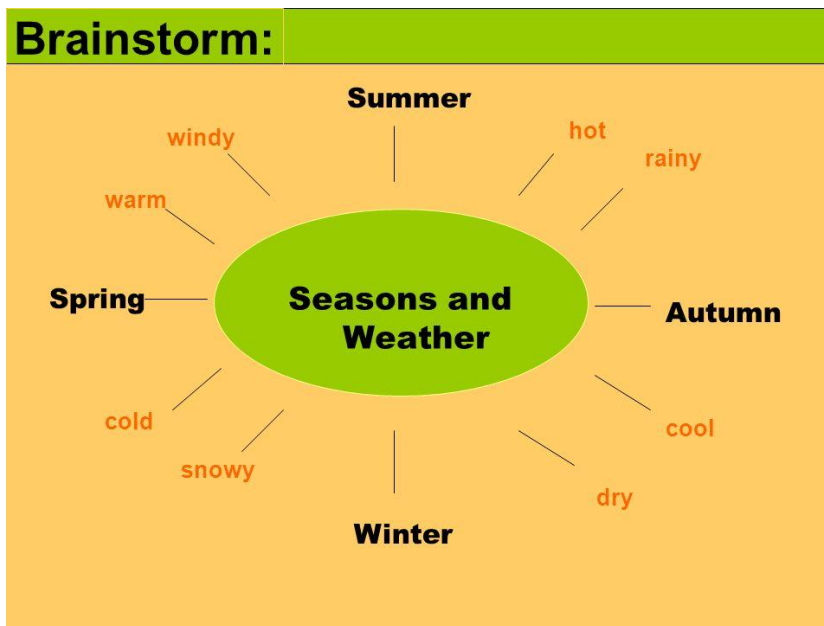
Control Stage: The students most select the correct group for each noun selected by them and for an afterward analysis and assesses them individually according to quantity of words they used correctly.

Game 5
Title: Opposites

Objective: to increase the vocabulary.

Type of lesson: Free Practice

Time: 10 minutes

1-Orientation stage: Teacher writes on board or dictates a series of six to ten words which have fairly clear opposites and asks the students to work in pair.

2-Execution stage: students help each other to think of and note down the opposites. Check, and supply any words the students do not know. At the end of the activity all the pairs of opposites have been written on the board, erase the original words you gave and see if the students can recall them from the ones remaining.

3-Meanwhile students are copying on the board, the teacher takes down notes of the main mistakes for an afterward analysis and assesses them individually

according to their answers, taking into consideration the word spelling and proper use of vocabulary.

Game 6

Title: Pantomime´theather

Objective: to motivate students to ask and give information about likes and dislikes.

Type of lesson: Free practice

Time: 35 minutes

Teaching aids: Computer applications, tablet applications, cell phones applications pictures.
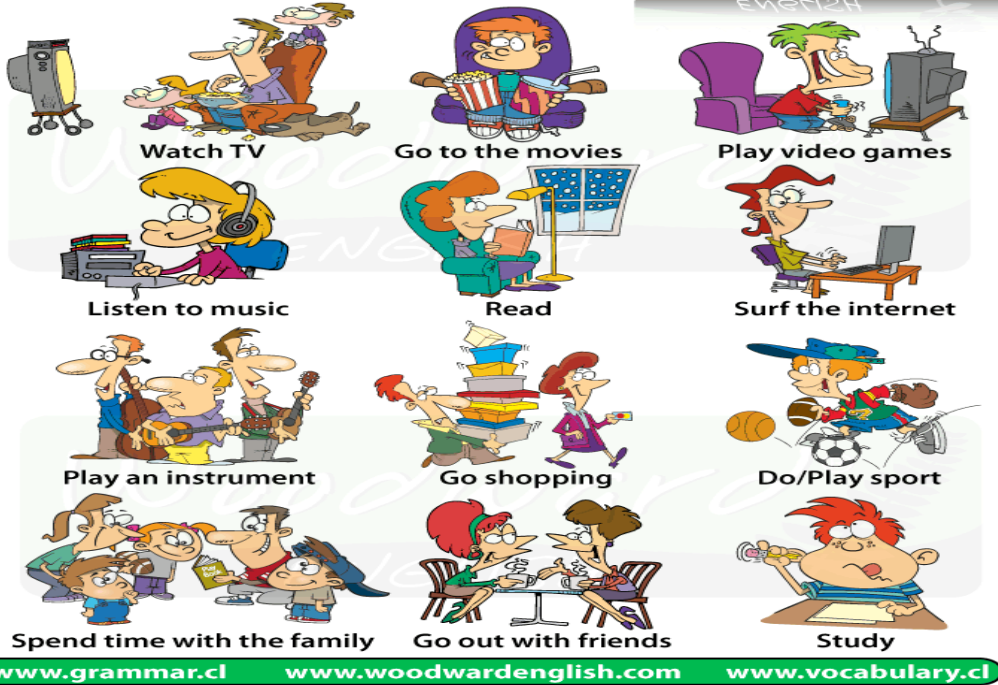
1-orientation stage: For this activity the class is going to be divided into two teams ,each team having a leader but the leader also has the responsibility of announcing who is going to be the next in do the activity and the teacher says to each student chooses a picture and every student is going to elaborate some sentences about the picture.

2-Execution stage: a student of the first team, one by one will be in front of the class mimicking the sentences they wrote and the other team will be guessing what the action is, then he will say the sentence and writte it in the blackboard, then the second team will do the activity .One member of the group films the discussion.

Free Time Activities
English Vocabulary

Watch TV — Go to the movies — Play video games

Listen to music — Read — Surf the internet

Play an instrument — Go shopping — Do/Play sport

Spend time with the family — Go out with friends — Study

www.grammar.cl   www.woodwardenglish.com   www.vocabulary.cl

3-Control of the activity: the teacher walks around the classroom and checks what students are doing.

 Activity evaluation: the teacher stores all the videos in a pc and in the next class students check their own footages and try to correct their own mistakes, according to their self-correction the teacher gives them their marks in good, regular and bad category.

Correct answer 1 point: If the student do the mimicking correctly and if there isn´t pronunciation mistakes.

Incorrect answer 0 point: If the students do the mimicking incorrectly and the student do not guess the action, if there are pronunciation mistakes.

Game 7

Title: Describing famous people.

Objective: to express orally in a correct way by describing people physically and morally using the structures given in lessons.

Type of lesson: Free practice.

Teaching aids: Pictures, blackboard and chalks.

Time: 30

1-Oientation stage: This game consists in describing famous personalities by guessing through pictures, for this activity the class is going to be divided into three teams; each team having a leader but the leader also has the responsibility of announcing who is going to be the next in do the activity.

2-Execute stage: The teacher is going to give different pictures to the students in each team, one team imitates a personality and the members of the other team asks Yes/No questions to guess by saying moral and physical characteristics, every team has to show the image at the end.

3-Control stage: if the team does not guess the personality the team that presented the personality wins one point, and if the other team guess the personality wins the point, all the students of the guesser team have to make a question referring to the personality, at the end the team that more points obtained wins the game. Time: 25 Assessment: The exercise will be evaluated orally; the teacher will lead the activity's development and evaluates in a scale of ten the group work. From 10-8 level one, from 7-5 level 2 below 4 level 3.

2.2--- Analysis of the results of the final stage.

The different planted criteria were taking into consideration to the accomplishment of this work; language games were applied during the present course. The objective was directed to the development of speaking skill in 7th grade students.

To corroborate the accomplishment of this work it was decided to apply a final pedagogical test, taking into account the pointers determined for the evaluation of the effectiveness of the proposal, in which the following results were:

☐ **Fluency** In the first test (annex 5), 3 students out of 28 level 1 that is a 10,7%; 10 students were qualified as level 2 that is a 35,7% and 15 students level 3 this is a 53,6%.

In the second test (annex 6), 2 students out of 28 level 1 that is a 7,14%; 9 students were level 2 to show a 32,1% and 17 students level 3 to show a 71,4%.

In the last test (annex 7), 1 student out of 28 level 1 to show a 3,57%; 7 student were qualified as level 2 to show a 25% and 20 students level 3 to show a 71,4%.

☐ **Coherence** In the first test (annex 5), 4 students out of 28 level 1 to show a 14,3%; 8 students were level 2 to show a 28,6% and 16 students level 3 to show a 57,1%.

In the second test (annex 6), 2 students out of 28 level 1 to show a 7,14%; 7 students were qualified as level 2 to show a 25% and 19 students level 3 to show a 67,9%.

In the last test (annex 7), 2 students out of 28 level 1 to show a 7,14%; 5 students were qualified as level 2 to show a 17,9% and level 3 to show a 75%.

☐ **Vocabulary** In the first test (annex 5), 4 students out of 28 level 1 to show a 14,3%; 10 students were qualified as level 2 to show a 35,7% and 14 students level 3 to show a 50%.

In the second test (annex 6), 3 students out of 28 level 1 to show a 10,7%; 9 students were qualified as level 2 to show a 32,1% and 16 students succeeded to show a 57,1%.

In the last test (annex 7), 2 students out of 28 level 1 to show a 7,14%; 8 students were qualified as level 2 to show a 28,6% and 18 students succeeded to show a 64,3%.

☐ **Fluency**.

Activity	s	L 1	%	L2	%	L3	%
1	28	3	10,7	10	35,7	15	53,6
2	28	2	7,14	9	32,1	17	60,7
3	28	1	3,57	7	25	20	71,4

☐ **Coherence.**

Activity	S	L1	%	L2	%	L3	%
1	28	4	14,3	8	28,6	16	57,1
2	28	2	7,14	7	25	19	67,9
3	28	2	7,14	5	17,9	21	75

☐ **Vocabulary**

Activity S L1 % L2 % L3 %

1	28	4	14,3	10	35,7	14	50
2	28	3	10,7	9	32,1	16	57,1
3	28	2	7,14	8	28,6	18	64,3

2.3--- The comparison of the indicators, from to the initial stage to final one.

☐ In the first test (Interview) (annex 8).

Fluency: At the initial stage, 6 students out of 28 level 3 what represent a 21,4% and the final stage 15 students succeeded what represent a 53,6%.

Coherence: At the initial stage, 7 students out of 28 level 3 what represent a 25% and the final stage 16 students succeeded what represent a 57,1%.

Vocabulary: At the initial stage, 7 students out of 28 level 3 what represent a 25% and the final stage 14 students succeeded what represent a 50%.

☐ In the second test (Description) (annex 8). Fluency: At the initial stage, 5 students out of 28 level 3 what represent a 17,8% and the final stage 17 students succeeded what represent a 60,7%.

Coherence: At the initial stage, 5 students out of 28 level 3 what represent a 17,8% and the final stage 19 students succeeded what represent a 67,9%.

Language choice: At the initial stage, 6 students out of 28 level 3 what represent a 21,4% and the final stage 16 students succeeded what represent a 57,1%.

☐ In the third test (Pair work) (annex 8). **Fluency:** At the initial stage, 4 students out of 28 level 3 what represent a 14,3% and the final stage 20 students succeeded what represent a 71,4%.

Coherence: At the initial stage, 3 students out of 28 level 3 what represent a 10,7% and the final stage 21 students succeeded what represent a 75%.

Vocabulary: At the initial stage, 4 students out of 28 level 3 what represent a 14,3% and the final stage 18 students succeeded what represent a 64,3%.

Conclusions

-Through the theoretical and methodological systematization of the main trends that support the enhancement of the speaking skill in the English lessons can be stated that although all the authors refer to it in general terms, just a few take into consideration the environment in which the students interact. It can also permitted to state that the methodological guide lines and the syllabus design do not make a deep explanation of how to work with this skill in the level.

-The initial pedagogical test showed that there are many difficulties in the development of the speaking skill in the students selected, among them can be mentioned: They are unable to express orally in The English lessons. They do not have a vast vocabulary to express themselves, Poor development of the speaking skill in seventh grade students, poor active participation of the students in the English lessons, lack of motivating activities in the lessons, lack of vocabulary to express themselves related to the topics with adequate fluency.

-The language games are characterized by being creative, place the students close to real life situations, varies in complexity, can be applied on different moments of the learning process and have been done taking into account the levels of assimilation and the functional and notional approach. The activities given can be used in other schools of the territory for their adaptability, doability, flexibility, efficiency and enjoyability.

-The evaluation of the effectiveness after the application of the linguistic games proposed, it was corroborated that students could develop their speaking skill, increasing their fluency, coherence and vocabulary, expressing orally in the foreign language, about motivating topics, taking into account the objectives and the contents of the level.

Recommendation

It is recommended the socialization of the paper work in different forums and scientific events.

It is also recommended deepening on this field for further works.

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Annex # 1

☐ Diagnostic Test

Read the text

Charles is my best friend. He is a secondary school student. He lives at 23 Camilo Cienfuegos street in Sancti Spiritus. My teacher is Elene.She is a great person. He lives with his mother and his father. His favorite color is blue and his favorite fruit guava. He likes to practice sports every afternoon. He is intelligent, honest and tall. He is a nice person.

1. Select the appropriate option:

 a) What is his occupation:

☐ doctor

☐ student

☐ teacher

b) What his favorite color:

☐ yellow

☐ green

☐ blue

 2. Find in the passage:

a) Two adjective

b) Two nouns

c) Two members of his family

d) A city

e) A synonym of:

☐ professor.

☐ good

3. Answer the following questions:

 a) What does He look like?

 b) Where does He live?

Annex # 2

☐ Interview (individual)

_ Personal information:

E.g.

1. What's your name?

2. How old are you?

3. How do you feel?

4. Where do you live? / What´s your address?

5. Do you have telephone? / What´s its number?

6. What´s your nationality?

7. Where are you from?

8. What´s your house like?

9. What´s your favorite room? Describe it.

10. What´s your mother´s / father´s / brother´s name?

11. What´s his or her occupation?

12. Where does he or she works?

13. What do you do on weekends / on vacation / during the week?

14. What´s the weather like in summer?

Annex # 3

☐ Description. The teacher is going to place two tables in front of the class with pictures and cards. Each students is going to select a picture in table 1 and 2. Table 1: Places and parts of the house. E.g.

☐ Picture

a) Varadero Beach. What´s Varadero Beach like? (They have to use the adjectives they studied). Say the places or thing you can find there (they have to use there is / there are to express existence).

☐ Picture

b) a bedroom. What´s the bedroom like? (They have to use adjective they studied). Say the pieces of furniture you can find there (they have to use there is / there are to express existence).

Table 2: Describing people.

 E.g.

☐ Picture (a woman).

1. What does she look like?

2. What´s she like?

3. What´s she wearing?

Annex # 4

 Pair work.

E.g. 1)

St A: It is your first day at school and you are new at the neighborhood. Try to make a new friend.

St B: It is the first day at school. You are an 12th grade student and you have many friends. Someone starts a conversation. Try to be polite.

E.g. 2)

St A: You are at the bus terminal waiting for a friend. You are bored, start a conversation with the person seating beside you.

St B: You are waiting for a bus and someone starts a conversation, you are very talkative. Be polite.

E.g. 3)

St A : You are walking on the street and you see an old friend that you haven´t seen since you were in Secondary school. You are very happy to see him or her.

St B: Suddenly, you see of your best friend during the time you were in Secondary school. Start the conversation.

Annex # 5

☐ Interview (Individual)

_ Personal information:

E.g.

1. What's your full name?

2. Do you have a nick name?

3. How do you speel your last name?

4. Do you have telephone?

5. What´s your telephone number?

6. Where do you live? / What´s your address?

7. Who do you live with?

8. Who is your favorite family member? Describe him or her.

9. What´s your house like? Describe it.

10. Who do you consider your best friend at school? Why?

11. What does she or he like?

12. What do you like doing in your free time? What do you usually do?

13. What did you do last vacation?

14. What are your future plans? What are you going to do in a future? What would you like to do?

Annex # 6

☐ Description. The teacher is going to place a table in front of the class with different pictures of important personalities. Some of them alive and some others dead.

(E.g. Martí, Che, Fidel, Celia, Gabriel García Márquez, etc).

Each student goes to the front and select one. They will have 10 minutes to prepare and open talk about him or her, taking into account the questions the teacher previously wrote on board.

E.g.

1. When he or she was born?

2. Where he or she was born?

3. Where he or she live?

4. Why is he or she famous?

5. What was his or her occupation?

 6. What did he or she like?

7. What did he or she look like?

8. Did he or she had children?

9. Was he or she married?

10. What did he or she like doing?

11. Is he or she alive? In case of negative answer, when did he or she die?

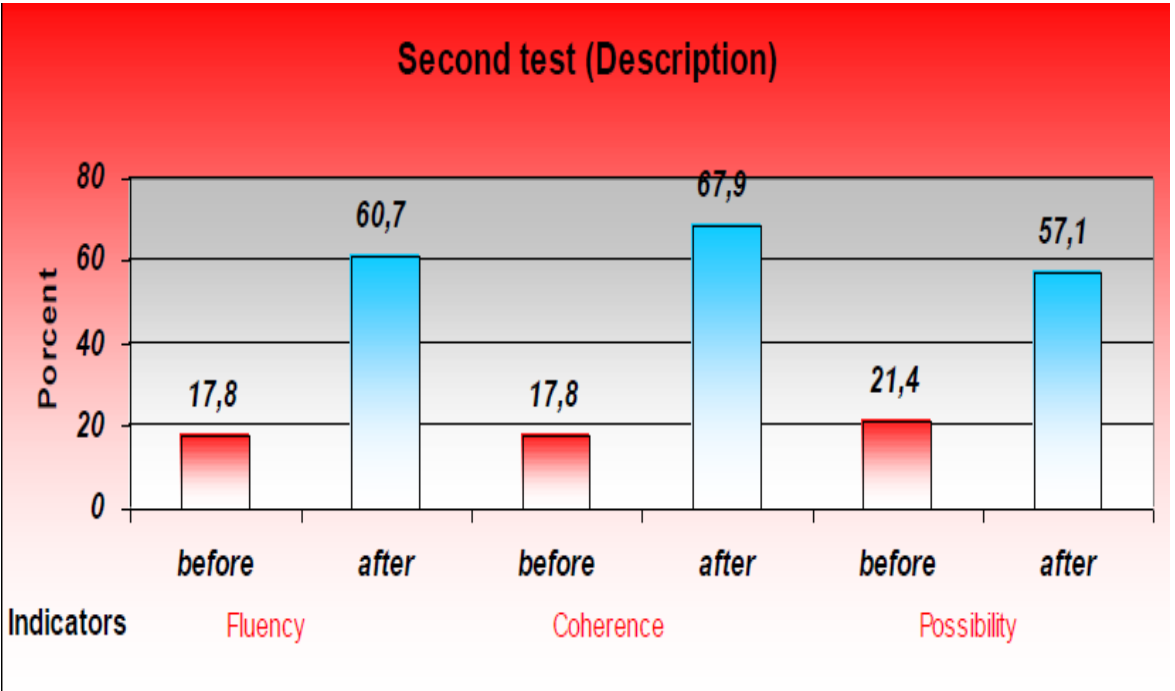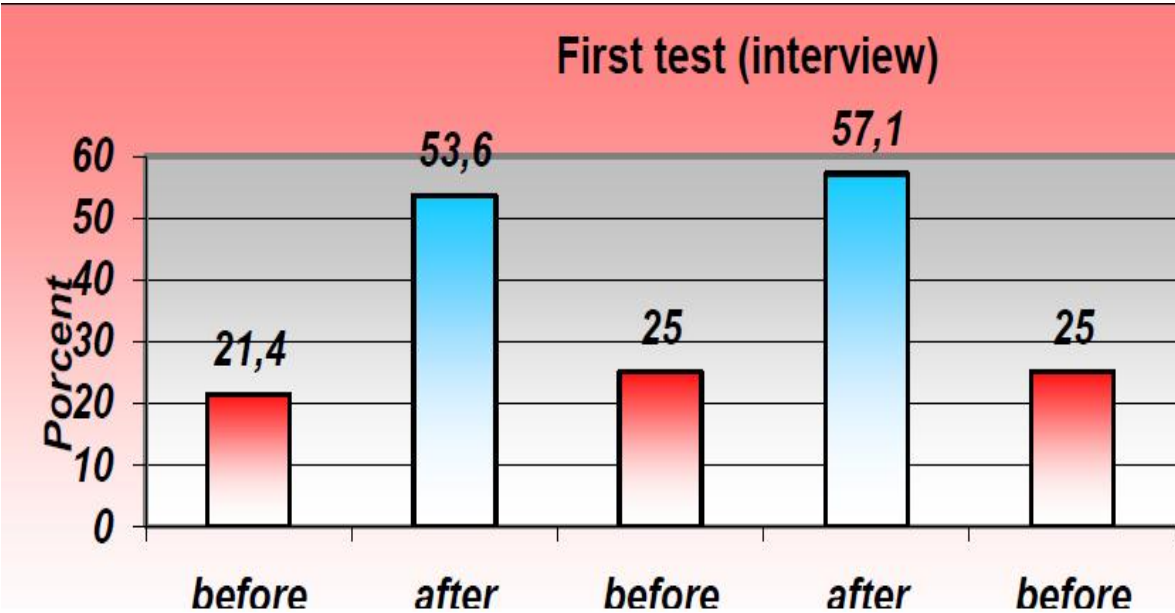**Annex # 7**

☐ Pair work.

E.g.

St A: You are walking on the street of Santiago de Cuba and you see an old friend that you haven´t seen since you were in Secondary school. Ask about his or her life and talk about Santiago de Cuba.

St B: Suddenly, you see one of your best friends during the time you were in Secondary school. Start the conversation about the Heroic City.
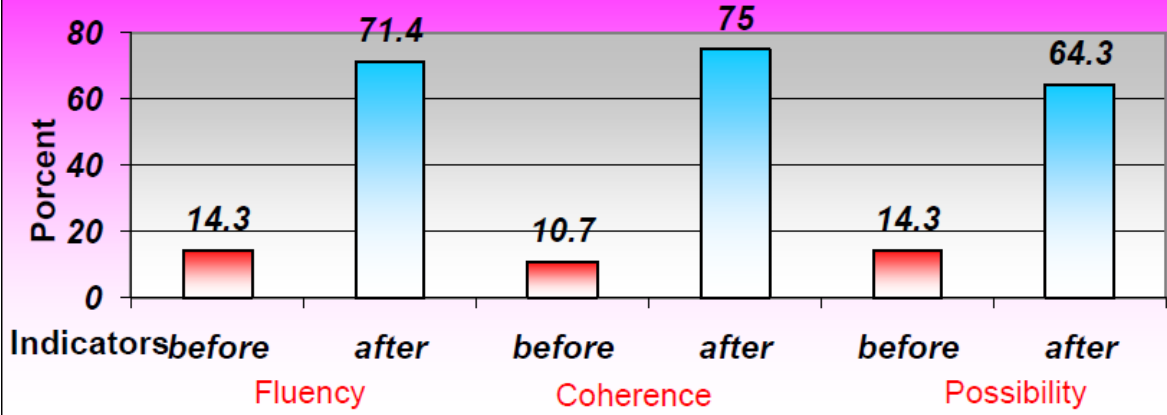
E.g.

St A: You are at the museum waiting for a friend. You are boared, start a conversation with the person that is looking a picture. Give your opinion about the painting and ask about the painter.

St B: You are looking a famous painting and someone starts a about the picture and you have a lot of information about the painter conversation. You are very talkative.

Annex # 8

First test (interview)

Porcent

- before: 21,4
- after: 53,6
- before: 25
- after: 57,1
- before: 25

Second test (Description)

Porcent

	Fluency		Coherence		Possibility	
	before	after	before	after	before	after
Indicators	17,8	60,7	17,8	67,9	21,4	57,1

Third test (Pair work)

Annex # 9
Fluency, which considers three levels: level 1 those students who halt too much while speaking, level 2 those students who can speak with a relatively use of the language connecting words and phrases and do not hesitate too much, and level 3 those students who can make a fluent conversation about the given topics without hesitation or halting in such a way that the conversation can be interrupted.

Annex # 10
Coherence, which considers three levels, level 1 those students who change ideas that are not interrelated among them, level 2 those students that make changes in the ideas but do not totally correspond with the previous one, level 3 those students who can refer to different ideas on a talk keeping the essence of it.

Annex # 11

Vocabulary, which considers three levels, level 1 those students that find no alternative in using the language and prefer to silence, level 2 those students who find synonyms or antonyms of the words or phrases, and level 3 those students who find synonyms. Antonyms and make use of the word formation processes in the language.