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MAJOR PAPER

TEACHING ACTIVITIES TO REINFORCE THE DEVELOPMENT OF ENGLISH

VOCABULARY IN FIFTH GRADERS.

Authoress: Elizabeth F. Alonso Vicedo.

SCHOOL YEAR: 2017-2018



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DEDICATION:

- This investigation is dedicated to my family in general, because they have helped me and supported me all the time.
- To my parents and my boyfriend's family, that always stayed there for me.
- To all my teachers, specially my tutors for their efforts in the several classes that guided us to be professionals in our work.

Acknowledgment.

I would like to express my thanking to all the people that stayed by my side in every circumstance, and of course my gratitude for all who shared those moments with me, specially, to my tutors who always supported me in everything I needed.

Abstract

The current major paper makes a bibliographical analysis of the theoretical and methodological groundwork, related to the reinforcement of English vocabulary in fifth grade students at Serafín Sanchez Valdivia Elementary School in Sancti Spíritus. This research deals with different scientific theoretical positions and methods that were used to support the criteria selected by the authoress in order to find the contradictions that evidenced the existence of a scientific problem. As scientific methods the empirical, theoretical and statistical were used, which were put into practice with the aim of verifying, state and evaluate the aspects taken into account, what concerns the teaching and learning process of a foreign language.

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 the most up-dated work groundings of the theme are stated, it presents the initial and final stages of the research and the teaching activities as such.

INTRODUCTION

In a worldwide level, the plans for an economic development, the scientifically and cultural trading, the sciences and the new technologies are developing in a constant and uninterrupted way, which makes the communication a process of exchange among the countries. This reality brings the necessity of learning one or several foreign languages as a crucial factor for the harmonic and integral development of a person. The knowledge of a foreign language makes a well-prepared person, allows to lauding its integral developing level, and also has the opportunity to exchange feelings, emotions and ideas. (Lugo Jimenez, Mayelin, 2010)

The English language has a wide diffusion, for many countries it is the official language, for others it is a foreign language included on some educational systems. (Lugo Jimenez, Mayelin, 2010).

Today, the English language is considered an international language and, as well as all the languages, it is based on necessity of communication among people around the world with many purposes.

The teaching–learning process of a foreign language has been a matter of study for many philosophers, sociologists, psychologists, and other professionals in our country, and all coincide with its importance among different cultures, regions and nations, this socio-historical phenomena acquires a particular connotation on different periods on the history of Cuba´s education.

The study of English in Cuba is regulated by the Cuban Ministry of Education, and it is headed to allow and show the students how to communicate, acquire knowledge, cooperate in a political, scientifically, technical, educational and cultural level .This subject contributes to the general formation of students in the society, departing from the language as a social phenomenon and the relationship among thought - language - culture.

By an analysis of the documents for the English subject(O'Farril Enriquez, Isora, and others,2016),it has been corroborated that the syllabus of English for Elementary School is based on the communicative approach, along with the basic principles of the conscious practice method for the systematization and practice of the linguistic contents and the approaches that make up the teaching of a foreign language and contents of others subjects in order to strengthen the interdisciplinary relationship and the professional pedagogical orientation towards the study of the subject with pedagogical purposes. In fifth grade, some of the given contents in other grades are developed, and they must know how to:

- Formulate and answer simple questions about themselves and their families.
- Write simple sentences about themselves and their families.
- Answer simple instructions.
- Declaim poems, rhymes, and sing songs appropriated for their age.
- Comprehend short stories.
- Recognize cultural elements related to the contents given in class.
- Show moral values and a correct behavior in the participation and interaction in a foreign language.

There are different methods to improve the teaching and learning of English as a foreign language. At this time, the most used methods are; communicative approach: task based approach and computer approach, the teaching learning process of English in Cuba is based on the communicative approach, and contributes to the development of the English vocabulary, and the teaching of English by means of contents from different subjects to develop the abilities and habits that allow students to communicate in a foreign language. Communication must be the center of learning according to (Hymes, D:, 1972).

In Sancti Spiritus province, the teaching-learning process of the English as a foreign language has to face some problems that arise from teachers work. While

the authoress developed her daily work at Serafín Sanchez Valdivia Elementary School, and by means of the application of many research methods, such as survey, interview, and pedagogical observation, some problems that affect the appropriate use of the English vocabulary in English lessons were detected, some of them are:

- Shortness of vocabulary related to the different topics.
- Frequent use of incorrect words.
- Comprehension problems.
- Students tend to use the language mechanically.
- Influence of Spanish structures into English.
- Short opportunities to make use of the language, as there is only one frequency for English lessons per week.

Despite these problems in the correct use of the English vocabulary, there are some potentialities, such as:

- Interest of students towards the learning of the English language.
- Motivation of the students who are eager to know about other cultures.
- The importance of this subject to their future as professionals.

These deficiencies are opposite to what is expected to achieve in the students regarding the mastering of the English lexicon for the level, as it is stated that in the Elementary School the English language is included from third to sixth grade, with the main purpose of familiarize and sensitize children with the characteristics of a foreign language, and develop in a gradual way habits and basic communicative skills that allows them to express in a simple way about themselves, their closer relatives, and the daily activities in the house, the school and the community, making an emphasis in the oral expression.

From third to fourth grade, children may comprehend, formulate and answer simple questions about personal information, and in fifth and sixth grades, they should

express themselves in a gradual and simple way about several topics .They must know how to :

- Use the greetings and farewell in simple phrases.
- Ask, say, and spell their names.
- Ask and say their age.
- Respond the teacher's instructions.
- Ask for permission or help
- Ask and answer questions about the family members.
- Ask and answer about their nationality or place where they live in.
- Ask and answer about the school.
- Identify some animals, school objects, clothes, parts of the house, and others.
- Describe the mentioned objects.

Thus stating a dialectical contradiction between what is expected to achieve and what is actually achieved.

In order to find a scientific solution to the pedagogical situation described before, the following **research problem** was stated:

How to reinforce the development of English vocabulary in students at Serafín Sánchez Valdivia Elementary School, specifically in fifth graders?

To carry out the investigative process the **objective** of this study is:

To evaluate the effectiveness of the application of teaching activities to reinforce the development of English vocabulary in fifth graders at Serafín Sánchez Valdivia Elementary School in Sancti Spíritus.

In order to lead this process some **research questions** were set:

- 1- What are the theoretical and methodological groundwork which support the development of English vocabulary in Elementary School?
- 2- What is the current state of the English vocabulary development in fifth graders at Serafín Sánchez Elementary School in Sancti Spíritus?

3- What characteristics should the teaching activities have to reinforce the development of English vocabulary in fifth graders at Serafín Sánchez Valdivia Elementary School in Sancti Spíritus?

4- How to evaluate the effectiveness of the teaching activities proposed to reinforce the development of English vocabulary in fifth graders at Serafín Sánchez Valdivia Elementary School in Sancti Spíritus?

To give solution to the questions previously stated, the authoress established the following **research tasks**:

1. Determination of the theoretical and methodological groundwork which support the development of English vocabulary in Elementary School.

2. Diagnosis of the current state of the English vocabulary development in fifth graders at Serafín Sánchez Elementary School in Sancti Spíritus.

3. Application of teaching activities designed to reinforce the development of English vocabulary in fifth graders at Serafín Sánchez Valdivia Elementary School in Sancti Spíritus.

4. Evaluation of the teaching activities proposed to reinforce the development of English vocabulary in fifth graders at Serafín Sánchez Valdivia Elementary School in Sancti Spíritus.

Methods from the theoretical level used:

Historical-Logical Analysis: to deepen into the study of antecedents of the development of the English vocabulary, as well as its evolution during the different stages in the investigative process and how it has been previously treated by other researchers and explain the development of English vocabulary in fifth graders at Serafín Sánchez Valdivia Elementary School in Sancti Spíritus.

Analysis-synthesis: to analyze the instruments applied and summarize the elements which were useful in the elaboration of the teaching activities applied in order that they could provide a solution to the problem. It also allowed to determine

the different indicators taken into account to teach the English vocabulary and to evaluate the students' acquisition and to explain the development of English vocabulary by fifth graders at Serafín Sánchez Valdivia Elementary School in Sancti Spíritus.

Induction-deduction: to determine the potentialities and deficiencies of the English vocabulary in fifth graders at Serafín Sánchez Valdivia Elementary School in Sancti Spíritus that can be used to reinforce the use of English vocabulary and to deepen into its development according to the causes of the proposal applied.

Methods from the empirical level used:

Documental analysis: it was made to evaluate and verify the objectives of the syllabus and also the other documents ruling the treatment of the English vocabulary in the teaching-learning process for elementary school.

Pedagogical observation: used during the whole research process. At the beginning, to diagnose the problems related to the use of English vocabulary and also the potentialities of the students and, while and after having applied the proposal, to confirm the effectiveness of the proposal.

Interview: it was applied to the students at the beginning of the research process in order to know about their different interests and motivations related to the subject and the development of the English vocabulary. It was also applied to teachers in order to identify the aspects of the English vocabulary that are most difficult to the students to learn.

Survey: it was applied to the students before and after putting into practice the proposal of activities to confirm its effectiveness.

Pedagogical test: to determine the initial and final stages of the sample in relation to the development of the English vocabulary.

Methods from the mathematical-statistical level used:

Percentage Calculation: it was used to determine the percentage represented by the data obtained in the application of the different empirical instruments taking into account the results on the stages before, while and after the application of the teaching activities, taking as reference the **descriptive statistics** to achieve some conclusions about the population and the sample selected and to summarize the data obtained.

For the development of this research, the **population** selected is composed of 79 students from fifth grade at Serafín Sánchez Valdivia Elementary School. The intentional **sample** selected is composed of 26 students from Class 5.B. representing the 32% of the population.

The sample is characterized by being young students between nine and ten years old, and is formed by students from Sancti Spíritus city. There are 9 males and 17 females. They are independent, imaginative, energetic, responsible and most of all willing and motivated to do the activities oriented by the teachers. Some of them show interest for the different subjects, especially for English, because it is new, but it has been taught without the using teaching aids. They are able to evaluate their own learning according to indicators previously established by the teacher. From the sample, 8 are fast learners, 12 average learners and 6 students are slow learners. According to the grade, there are several indicators that the authoress took into account to develop the proposal in a way that it is funny, entertaining and amusing.

Scientific novelty:

This research provides and shows teaching activities to reinforce the development of English vocabulary in fifth graders' students at Serafín Sánchez Valdivia Elementary School in Sancti Spíritus. These teaching activities provide us a funny way to teach English vocabulary to elementary students, which is the objective

stated in this research. They are made to reinforce the English vocabulary for elementary graders. The structure of this major paper has an introduction, development, conclusions, recommendations, bibliography and annexes. In the introduction are the importance of the topic and the theoretical and methodological design of the investigation. In the development are stated the most up-dated work groundings of the theme, it presents the initial and final stages of the research and the teaching activities as such.

Development.

I. THEORETICAL AND METHODOLOGICAL GROUNDWORK WHICH SUPPORT THE TEACHING AND LEARNING OF ENGLISH AS A FOREIGN LANGUAGE.

1.1 English as a foreign and a second language.

Socio-linguistic research in the past few years has made educators more conscious of language functions and therefore has clarified one level of language teaching goals with greater precision. The recognition that many students of English need the language for specific instrumental purposes has led to the teaching of ESP—English for Special or Specific Purposes. Hence, the proliferation of courses and materials designed to teach English for science, medicine, agriculture, engineering, tourism and the like. It may be appropriate, therefore, to conclude with a consideration of the learning of English as a foreign/second language within the educational dimension. (Broughton, G.; Brumfit, C; Flavell; Hill, P.; Pincas, A., 1980)

The major areas of the school curriculum are the instruments by which the individual grows into a more secure, more contributory, more total member of society. It is hardly surprising, then, that more teaching hours are devoted to English in the classrooms of the world than to any other subject of the curriculum. Of the 4,000 to 5,000 living languages, English is by far the most widely used. As a mother tongue, it ranks second only to Chinese, which is effectively six mutually unintelligible dialects little used outside China. On the other hand the 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million. Finally, if we add those areas where decisions affecting life and welfare are made and announced in English, we cover one-sixth of the world's population. (Oxford, R.L.,2001)

There is, however, a further reason why English enjoys worldwide currency, apart from political and historical considerations. The rapidly developing technology of the English speaking countries has made British and American television and radio programs, films, recordings and books readily available in all but the most undeveloped countries. Half the world's scientific literature is written in English. (Oxford, R.L.,2001)

In a second language situation, English is the language of the mass media: newspapers, radio and television are largely English media. English is also the language of official institutions—of law courts, local and central government— and of education. It is also the language of large commercial and industrial organizations. Clearly, a good command of English in a second language situation is the passport to social and economic advancement, and the successful user of the appropriate variety of English identifies himself as a successful, integrated member of that language community. (Oxford, R.L.,2001)

So far, English has been considered as a foreign language. But in the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life.

The teaching of modern languages in schools has an educational function. Learners of English as a foreign language have a choice of language variety to a larger extent than second language learners. It may be seen, then, that the role of English within a nation's daily life is influenced by geographical, historical, cultural and political factors, not all of which are immutable. But the role of English at a given point in time must affect both the way it is taught and the resultant impact on the daily life and growth of the individual. (Broughton, G.; Brumfit, C; Flavell; Hill, P.; Pincas, A., 1980)

1.1.1 The teaching of English as a foreign language at the Elementary School.

One of the most frequently quoted arguments in favor of teaching foreign languages at primary level is that the years before puberty are the best or critical years for acquiring a second language. The relationship between age and language learning is also one of the most frequently debated and researched topics in applied linguistics and psycholinguistics. (Hymes, D:, 1972).

The original claim that younger children are better second language learners was based on neurological arguments concerning the plasticity of the young brain, though other arguments, including one based on Piagetian stages of intellectual growth, have also been advanced .This neurological argument has now been more or less discredited. (Mc Laughlin, 1992).

The common sense expectation, in any case, is that even if younger learners are not any more efficient than older learners, the extra exposure made possible by the early start in the primary years should produce higher foreign language achievement in the long run (since these early starters will also begin to gain any advantage associated with age as soon as they themselves become older learners). Despite this, in the specific context of foreign language teaching at primary level, the evidence generally shows that, in practice, the initial advantage of early starters deriving from their greater exposure is largely, though not always completely, eroded as those who start later quickly begin to catch up.(Irish National Teachers' Organization,1991).

An important point to mention at the outset is that no negative effects on other school work, or on native language skills, have been reported in the case of primary school second or foreign language programs.

A frequently heard argument in favor of an early start, for which there appears to be some basis, is that it may make children more receptive to the idea of learning foreign languages generally. (Irish National Teachers' Organization, 1991).

Another argument in favor of an early start - which again relates to attitude - concerns the value of children developing an understanding and appreciation of different cultures from an early age, thereby promoting international understanding and friendship.

Finally, there may be more specific advantages to an early start in foreign languages in particular countries, or in particular educational systems. For example, where there are inequalities in access to, or choice of, foreign languages at post primary level, the introduction of children to foreign languages at primary level may have beneficial effects. (Irish National Teachers' Organization, 1991).

Primary pupils are very receptive to learning a new language. They are willing and able to mimic pronunciation without the inhibitions and self-consciousness of older students. They enjoy playing with the language and pick it up very quickly. Their sensitive ears help them pick up on and duplicate tricky sounds that adults, and even adolescents, often stumble over. Children gain a great sense of accomplishment from learning to say something in a foreign language – it is like learning to crack a code! Language learning also provides frequent opportunities to perform before an audience. This nurtures pupils' self-esteem and self-confidence and develops strong interpersonal skills.

International studies have shown repeatedly that foreign language learning increases critical thinking skills, creativity, and flexibility of mind in young children. Pupils who learn a foreign language do better on both verbal and math tests than those that do not. Learning a foreign language actually increases the density of 'grey matter' in the brain and the number of synapses that interconnect parts of the brain. Through studying a foreign language, grammatical concepts and rules in

English become clearer. Children use what they learn in one language to reinforce what they have learned in another. Language learning is more than just learning to speak and write in a different language.

Learning about festivals and traditions from countries where the language is spoken helps children appreciate other cultures so that they can take a place in our global society.

In primary schools, children typically spend the whole day with one class teacher who covers the whole curriculum. This is ideal for foreign language learning as teachers can exploit many opportunities to integrate foreign language into everyday classroom routines (such as calling the register), and into other lessons (such as counting in the foreign language during PE lessons or designing a replacement for the Eiffel Tower in Design & Technology). A class teacher, who teaches everything, including the foreign language, helps reinforce the hidden message that 'everyone can do it.' Primary school might seem a bit early to start thinking about what career a child might have as an adult. (Oxford, R.L., 1993).

However, as the world becomes more global, businesses and public organizations will need more people who can communicate in other languages, and are aware of different cultures. (Oxford, R.L.,2001).

Games and activities lend themselves naturally to language learning. Repetition and practice are essential in language learning, so games requiring lots of repetition, such as Lotto, Simon Says and Chinese Whispers are all ideal.

1.2 The teaching and learning of English vocabulary as a foreign language in Elementary School.

There are many authors who have written about the learning of vocabulary, such as:, Rosa Antich (1986), Donn Byrne (1989), and others, but students are confused when they have to answer any question from the teacher, most of the time confuse the meaning of some words, have a poor participation in classes, they do not

understand short texts, usually do not know how to make those texts and that is because of the lacking of vocabulary.

Some other authors express the definition of vocabulary as:

Vocabulary: is the sum or quantity of words used in a language, group, individual, work, or a field of knowledge. (Webster 1983).

Vocabulary: is defined as the system conformed by all the words and words equivalent. Is considered as the basic unit of a language, and comes from the association of a meaning with a group of sounds, which is used in a grammatical function. (Acosta Padrón, Rodolfo [et al], 1987).

Vocabulary development: is the process of acquisition of vocabulary through didactic procedures that propitiate their use on the oral and spontaneous communication. (Crespo, Rodríguez, J. 2008).

According to (Lugo Jimenez, Mayelin, 2010) when quoting to what Fernando Lázaro Carreter expressed: "the vocabulary is the word system that compounds the language".

This same authoress also quoted to what Bertil Malmberg expressed "... let's say that the lexicon is the potential number of the signs of the speaker (author) has able and the listener (reader) may have as a reference".

Max Figueroa expressed: "the vocabulary is a group of lexemes and nuclear lexis".

In his study, L.S Vigotski expressed "if the word does not take into account the perception and mental elaboration of the material sensors which gives the knowledge to the concepts... when the isolated word is studied is a pure process of the verbal level... and the relation of the concepts with the reality remains without exploring". (L.S Vigotski. 1998: 34).

For this research h the definition given by (Crespo, Rodríguez, J. 2008) was selected because he takes into account the process by means of didactic

exercises in order to be used in an oral communication, which is the main objective of the Elementary school in Cuba. The authoress thinks that this concept must be analyzed when studying the vocabulary as such. Vocabulary must be considered as a fundamental element in the process of communication. From the socio-pedagogical point of view, the vocabulary is an important ingredient on the content that is going to be taught in the foreign language.

Some linguists' considerations should be taken into account such as Willkings who expressed: "without grammar we can be understood, without words nothing can be understood". (Willkings . 1972: 111).

1.2.1 Teaching of English vocabulary at the Elementary School.

We all know that although it is important for students to use correct grammar and structures, words are the main carriers of meaning. This means that the more words students are able to handle accurately, the better their chances of understanding English and making themselves understood. Learning vocabulary may not be the most exciting thing students do school, but by using interesting and fun ways to teach vocabulary words, educators can increase student interest and help with both memorization and retention. (Pesce, Claudia ,2014)

To effectively acquire new vocabulary, students must go through four essential stages:

First, they notice a new word with help.

Secondly, they recognize the word at first with help.

Then later on their own.

And lastly, they are able to both recognize and produce the word.

It is essential that you make use of activities that target each of these stages; more often than not, we make the mistake of merely introducing new vocabulary, and we do not give students the opportunity to put these new words to use.

So, these stages of vocabulary acquisition may be resumed as follows:

Stage 1: Noticing and understanding new words.

Stage 2: Recognizing new words.

Stage 3: Producing vocabulary.

Never teach a list of words just because, or students will not have a chance to practice this new vocabulary. (Pesce, Claudia (2014)

There are many ways in which students may learn vocabulary, such as:

Drawing: Coloring pages and picture books help students visualize the words that they are being taught, which helps with comprehension. That is why writing words out or creating flashcards helps in memorization of vocabulary words. By encouraging students to make images funny, teachers increase the chance these visual learning devices will be memorable. (Nation P., 1990).

Online videos: Another visual way to teach vocabulary is to find videos that showcase the words used in lesson. Videos created for people learning English as a second language are also ideal for teaching younger students words with which they have had little or no exposure. (Nation P., 1990).

Brainstorm: Vocabulary builds upon itself, and association with words that are already familiar to students is one of the most effective means of teaching students unfamiliar words. Teachers who help students to associate new words with words they already know well will help students with long-term retention. (Nation P., 1990).

Act it out: Students can take turns acting out one of the vocabulary words, while the other students guess the word. In order for charades with vocabulary words to work, students need some basis in the vocabulary, so teachers should schedule the game of charades a few days after students first get their vocabulary words.

Write a story: A larger vocabulary enhances students' writing and reading abilities, so what better way for students to retain words than to use them in stories? Teachers can assign stories on an individual basis, or make it a class project and

students get the opportunity to learn proper spelling and definitions, and also how to use the words in context. (Nation P., 1990).

Word of the day: Teachers, who want to encourage students to use their new vocabulary words, could benefit from this method. Teachers can make each day's word of the day a different vocabulary word, and let students yell whenever someone says it. Then, at the end of the yell, teachers can remind students of the word's definition. (Nation P., 1990).

1.2.2 English vocabulary in fifth grade.

The most important job of the classroom teacher is to insure students master the reading vocabulary essential for their grade level. By accomplishing this, you basically eliminate the risk of students falling behind in subsequent years and greatly increase their chances for future academic success in not only English but also in another subject.

In Cuba, there are programs designed for every level, what the students have to learn in each grade and also the system of evaluation. (English Methodological and Orientated Program, Group of authors;2016).

According to the National Program of the English subject in Cuba, in fifth grade, there are 12 units, and each unit has a determined time, communicative functions, grammar structures, vocabulary, pronunciation, learning strategies, relationship with other sciences, and a formative - cultural content. All this must be shown in classes, representing a guide for teachers.

In fifth grade, they should express themselves in a gradual and simple way about several topics .They must know how to:

- Use the greetings and farewell in simple phrases.
- Ask, say, and spell their names.
- Ask and say their age.
- Respond the teacher's instructions.

- Ask for permission or help.
- Ask and answer questions about the family members.
- Ask and answer about their nationality or place where they live in.
- Ask and answer about the school.
- Identify some animals, school objects, clothes, parts of the house, toys, food, etc.
- Describe the mentioned objects.
- Say the days of the week, months and seasons.
- Say the numbers.
- Talk about jobs or occupations.
- Talk about places.
- Express actions at school and out of it.

At the end of the course, the vocabulary should be integrated with the communicative functions, in order to establish a link between all the contents.

Results of the initial stage of the teaching and learning process of the English vocabulary in 5th grade in Serafín Sanchez Valdivia Elementary School in Sancti Spíritus.

After the application of some research instruments to students and teachers, several results were found and they allowed the authoress to establish that there were deficiencies and potentialities in the teaching and learning process of the English language and, specifically, its vocabulary.

Results of the initial pedagogical observation guide:

A Pedagogical Observation Guide (See Annex II) was applied to 10 lessons of English with the objective of verifying the treatment given to the English vocabulary teaching and learning process in fifth grade at “Serafín Sánchez Valdivia” Elementary School in Sancti Spíritus, and the results obtained were as follows:

The first indicator, which was related to the motivation towards learning the English language proved that, during the lessons observed, some of the students showed

interest and motivation towards learning the English language because they were looking forward the English lesson periods and they were eager to start the lessons when the time came. Besides, when the period was over, a part of the class showed traces of sadness on their faces and also they kept asking questions about the language. This was also present when the teacher began to teach new words in English during only 4 lessons out of the 10 observed, representing 40%, which was the second indicator of the guide, even though the words taught are not contextualized in some occasions or are used incorrectly.

On the third indicator, which is devoted to analyze the activities developed during lessons and the ones oriented as independent study, the observation process identified that they all were difficult activities that, in some occasions, students did not understand and the ones done in lessons were related to say the meaning of the words, completing phrases, done in 6 lessons out of 10 representing 60%, and readings. As for the activities oriented as independent studies, they were writing texts. Besides, the fourth indicator, related to check whether these activities favored the teaching of the English vocabulary and increased its learning, but the techniques and procedures used by the teacher did not fulfilled this objective.

On the fifth indicator, related to check the students' motivation towards doing the activities during lessons and as independent studies, some of the students were more motivated to do the activities. Even though, there were moments when some students were not too motivated to do the activities proposed and considered them compulsory. In general, this permitted that the students practiced more the new words learned which was evaluated on the sixth indicator and also, the students wanted to be evaluated at the time of being evaluated in the activities related to the vocabulary.

On the seventh indicator, related to the use of teaching aids on the teaching - learning process of the English vocabulary, only 8 students, which represent the

30%, consider that there is a deficient use of teaching aids on the teaching - learning process of the English vocabulary and demand new and interesting things, especially, when the teacher used videos, songs or actual objects related to the content taught to the students. The use of teaching aids is still deficient and the students focus on other details instead of the activity.

After having analyzed all the indicators, some deficiencies were detected, such as low motivation of some students towards the learning of the English language, incorrect use of some words of the vocabulary, poor use of activities that motivate students and a deficient use of teaching aids.

Results of the initial interview:

An Interview (See Annex III) was applied to 5 teachers with the objective of knowing about the different methods that the teachers use to teach vocabulary and the results obtained were as follows:

On the first indicator, related to the importance of teaching the English vocabulary to children, 3 teachers, which represent the 60%, agreed that teaching vocabulary is very important because it is an essential factor on developing the class and the content to be learned; and 2 teachers, which represent the 40%, considered that vocabulary is not very important because they consider that the communicative functions are more important and determining. Thus stating that there is no agreement related to what words they should teach to the students and how to do it.

On the second, indicator related to the deficiencies and potentialities students have when learning the English vocabulary, 5 teachers, which represent the 100%, agreed that the potentialities are the fixation of the content, an interest for learning the language, the close relation of the subject with others in the students curriculum, the use of the vocabulary in different contexts and the similar aspects between the mother tongue and the foreign language. 3 teachers, which represent

the 60%, agreed that the deficiencies are that the students do not learn in the same way and some words are very difficult to say and to write; and 2 teachers, which represent the 40%, agreed that there are some students who are not interested on learning the vocabulary, and the number of English classes is still insufficient.

On the third indicator, related to the activities and strategies to teach the English vocabulary to students, 2 teachers, which represent the 40%, expressed that a video is a fast and an easy way to learn the new vocabulary because it helps the students to remember the information for a longer period of time; 2 teachers, which represent the 40%, expressed that using pictures is an interactive way of working with the new vocabulary as it is a form of exchanging information throughout their suggestions; and 1 teacher, which represent the 20%, expressed that a song is a good way to teach vocabulary because the students can reproduce the words studied and put them into practice, and they are also able to correct the possible mistakes.

On the fourth indicator, related to the different methods that teachers use to teach the English vocabulary, the results obtained were as follows: the Presentation-Practice-Production approach (PPP) is used by the 5 teachers interviewed, which represent the 100% because this method allows to present the new words to the students, who practice them in a given communicative context while being monitored by the teacher who will correct their pronunciation and, finally, the students should produce them independently according to the context in which they are communicating. Another method is Total Physical Response (TPR), used by 3 teachers, which represent the 60%, because it is useful and necessary when teaching contents such as Commands.

Another method is the Communicative Approach, used by the 5 teachers interviewed, which represent the 100%, because it favors the interaction in a

foreign language as the most important thing and the main goal, and it is present in different activities such as role-play, interviews, games and pair work.

On the fifth indicator, related to the most effective method on the teaching learning process of the English vocabulary, 3 teachers, which represent the 60% expressed that the Communicative Approach is the most important and effective, and the reasons provided by the teachers were that this approach motivates the students to interact among themselves, to make mistakes and correct them, and talk about their personal experiences and 2 teachers, which represent the 40%, expressed that the PPP approach, is the most important because in the presentation stage the teacher presents the content and the student familiarizes with that content, the practice stage the students reproduce the content to learn and the teacher corrects the mistakes and in the production stage, the student reproduces and applies that content. It is a system or process in which the student can make a self-evaluation at the end, and relate the content with others taught in class.

On the sixth parameter, related to the potentialities and deficiencies of these methods, 3 teachers, which represent the 60%, expressed the importance of the Communicative Approach, the potentialities are that it is based on the needs and desires of their learners, as well as the connection between the language as it is taught in class and as it is used outside the classroom, the learners' own personal experiences, and the communication throughout interaction in the target language.

The deficiencies are based on the students' difficulties for working in pair work and group work requiring negotiation and cooperation between learners, fluency-based activities, role-plays and the use of language functions and a judicious use of grammar and pronunciation-focused activities, and 2 teachers, which represent the 40%, expressed that the Presentation-Practice-Production approach (PPP), the potentialities are that it permits a solid familiarization with the content throughout a process, in which is logically learned and practiced. The deficiencies are that not all

the students learn in the same way, and the slow learners require different strategies and activities.

As a conclusion, all the teachers interviewed agree that all of these methods help the students to understand and be able to reproduce the content in a logical, funny and didactical way; eventhough the number of classes is still insufficient.

Results of the initial survey:

A Survey (See Annex IV) was applied to 26 students and the objective was to determine the potentialities and deficiencies present in the learning process of the English vocabulary in fifth graders at “Serafín Sánchez Valdivia” Elementary School in Sancti Spíritus as well as their motivation and interests and the results obtained were as follows:

Based on the students’ opinions, according to the first indicator, 10 students, which represent the 38%, like English as a foreign language, 6 students, which represent the 24% do not like much the English language and 10 students, which represent the 38%, do not like the English language.

On the second indicator, 11 students, which represent the 42%, are well-motivated towards the language and its lexicon, 9 students, which represent the 34%, are low-motivated towards the learning of the English language, and 7 students, which represent the 24%, are not motivated towards the English language and do not consider vocabulary as an important element of the English language.

On the third indicator, 15 students, which represent the 58%, consider that is important the learning of vocabulary for classes and have several ideas of how to teach vocabulary, 4 students, which represent the 16% are not very interested in the English vocabulary, and 7 students, which represent the 26%, do not like the English language, consider it a waste of time, they are not interested in vocabulary and think that it is not so important for them in their lives.

On the fourth indicator, 11 students, which represent the 42%, consider that the vocabulary is important because it allows them to communicate and they can learn more; 3 students, which represent the 12 %, consider that it is good to know words; 5 students, which represent the 19%, consider that it is important because they can use the appropriate words according to the situation, and 7 students, which represent the 27%, consider that have to learn the vocabulary because it is compulsory.

On the fifth indicator, 11 students, which represent the 42%, consider that the most used vocabulary is related to greetings, actions and names, and 11 students, which represent the 42%, consider that the most used vocabulary is related to actions, moods, names, toys and family members, 4 students, which represent the 16%, consider that the most used vocabulary in classes is related to occupations, family members, descriptions and toys.

On the sixth indicator, 16 students, which represent the 62%, consider that the most used strategy to teach vocabulary is repetition, 5 students, which represent the 19%, consider that the most used strategy to teach vocabulary is to show pictures and 5 students, which represent the 19%, consider that the most used strategy to teach vocabulary is a game.

On the seventh indicator, 11 students, which represent the 42%, proposed that the vocabulary should be taught by using situations or act-outs in class, 15 students, which represent the 58%, proposed that the vocabulary should be taught by camping or visiting places.

Quantitative summary results of the initial survey to students.

Initial Observed parameters	High	%	Middle	%	Low	%
Interest of students about the foreign language (English).	10	38	6	24	10	38
Motivation of students towards	11	42	9	34	7	24

the English language.						
Importance of the English vocabulary to students.	15	58	4	16	7	24
Reasons for learning the English vocabulary.	11	42	8	31	7	27
Contents developed in class.	11	42	11	42	4	16
Strategies used to teach English vocabulary.	16	62	5	19	5	19
Other strategies to teach English vocabulary.	11	42	15	58	(---)	(---)

After having analyzed all the indicators, some deficiencies were detected, such as low interest of some students towards the learning of the English language and some students do not consider vocabulary as an important element in the class. It must be taken into account that there are some deficiencies on the programs, such as lack of coherence, short time to work with all the contents and current mistakes in books and workbooks.

Results of the initial interview:

An Interview (See Annex V) was applied to 26 students and the objective is to check how fifth grade students master the English vocabulary as well as their motivation towards the activities proposed by the teachers in lessons at “Serafín Sánchez Valdivia” Elementary School in Sancti Spiritus and the results obtained were as follows:

On the first indicator, 11 students, which represent the 42%, consider that to learn a foreign language is very important because it is funny, interesting and helpful to their future as professionals, 7 students, which represent the 27%, do not like the English subject very much; and 8 students, which represent the 31% consider that it is not that important and it is really hard to learn and to communicate with others.

On the second and third indicator, 10 students, which represent the 38%, like to learn new words in English because any new content will help them on being independent and well-prepared persons, 6 students, which represent the 24%, do not like much to learn new words because it is really hard for them, and 10 students, which represent the 38%, do not like to learn new words and expressed that it is boring, difficult and a waste of time.

On the fourth indicator, 4 students, which represent the 16%, consider that the most used words in classes are related to family members, occupations and descriptions. 11 students, which represent the 42%, consider that the most used vocabulary is related to greetings, names, age and school actions, and 11 students, which represent the 42%, consider that the most used vocabulary is related to moods, sports and food.

On the fifth indicator, 17 students, which represent the 65%, consider that repetition is the most used mean to introduce the English vocabulary. 5 students, which represent the 19% consider that the most used strategy to teach vocabulary is a picture and 4 students, which represent the 16%, consider that the most used strategy to teach vocabulary is a game.

On the sixth indicator, 22 students, which represent the 84%, consider that a video is the most funny and easy way to learn a content, 2 students, which represent the 8%, consider that a game or a picture are the most important teaching aids and permits the exchange of information and knowledge, 2 students, which represent the 8%, consider that a brainstorm and an act it out are the most important teaching aids and permits the use of different opinions and the interaction among them.

Quantitative summary results of the initial interview to students.

Initial Observed parameters	High	%	Middle	%	Low	%
Interest on learning English as	11	42	7	27	8	31

a foreign language.						
Interest on learning English words.	10	38	6	24	10	38
Importance of learning English words.	10	38	6	24	10	38
Most used words taught by teachers.	4	16	11	42	11	42
Methods or strategies used to teach the English vocabulary	17	65	5	19	4	16
Most liked words in English.	22	84	2	8	2	8

After having analyzed all the indicators, some deficiencies were detected, such as the English language is a hard subject for some students, it is difficult to learn and there are few strategies to learn the English vocabulary.

Results of the initial pedagogical test:

For remarking the existence of the scientific problem, a pedagogical test was applied to the selected sample (Annex VI). This oral test was conceived according to the students' abilities. It was applied at the beginning of this investigation, to measure the current state in which the students were regarding the use of the English vocabulary.

After an analysis of the results, it could be affirmed that in indicator 1: development of vocabulary, 12 students (46%) did not use properly the vocabulary, 8 students (31%) sometimes used properly the vocabulary and only 6 students (23%) used properly the vocabulary.

In indicator 2: comprehension, 10 students (38%) could not understand what there were asked or answer any question, 12 students (46%) sometimes did it and only 4 students (16%) were able to comprehend properly.

In indicator 3: correct use of words, 11 students (42%) made an incorrect use of words, 10 students (38%) sometimes used correctly the words and only 5 students (20%) made a correct use of words.

Quantitative summary results of the initial pedagogical test.

Evaluated parameters	High	%	Middle	%	Low	%
Development of vocabulary.	6	23	8	31	12	46
Comprehension.	4	16	12	46	10	38
Correct use of words.	5	20	10	38	11	42

In the initial pedagogical test, students showed difficulties regarding to the vocabulary such as lack of vocabulary, comprehension problems and the use of incorrect words in a given context.

1.2.3 Teaching Activities to reinforce the development of English vocabulary in fifth grade.

The **teaching activities** have been treated by several authors and have been defined in several stages. This kind of activity has a great importance for the learning as well as the instruction and education of the personality and a reflexive thought.

According to Medina Rivilla, A "...the activities have to be sequenced and structured, and allows the organization of the action. These activities organize the experience and stimulate the school learning..." (Rivilla, Medina, A. 1995: 68).

Several works developed about teaching activities among them: Labarrere (1996), Alvarez de Zayas (1995, 1996, 1997, 1999) there are some points of coincidence in the conception and formulation of the teaching activities.

Teaching activities are tasks oriented to the students to be carried out in class or out of it, they require the search and acquisition of knowledge, the development of abilities and the holistic formation of the personality. Silvestre, M (2001:35).

This is the definition of teaching activities that suit the most to this research, due to the author emphasizes on tasks oriented to the students to be carried out in class

or out of it, they require the search and acquisition of knowledge, the development of abilities and the holistic formation of the personality, and it is what this study wants to achieve in the students through these activities.

For the application of these activities, the teacher should take into account the following parameters:

- What elements of thought to reveal.
- What operations of thought to stimulate, how to combine different types of teaching activities.
- What activities promote cognitive, intellectual and formative demanded
- The conditions in which they are developed.
- What sociocultural aspect they enroll the student.

Moreover, the teaching activities are characterized to be sufficient, varied and differentiated. Caballero, E. (2002:43-44). Sufficient, because they assure the necessary exercising as the assimilation of knowledge as for the development of abilities. So, if the student is going to learn she/he will learn doing it of an effective way and when she/he is prepared to put the difficulties away; varied, because they have different demanded levels to promote the effort intellectual in the student since a simple exercise until the solution of a problem, the formulation of a hypothesis and search of solutions. Differentiated, because they are within the range of everybody, they facilitate the attention of the need individuals of the students as to those students need a great dosage as to those students do not need it. Besides, they are tied with their interests and motives.

Proposal of teaching activities to reinforce the development of English vocabulary in fifth graders at “Serafin Sanchez Valdivia” Elementary School.

The teaching activities are characterized by being interactive, systematic, flexible, didactic, adaptable, culture-reinforcing, based on the reality of students, having a logical and stepped structure, producing a bound among different subjects,

Horizontal	Vertical
<ol style="list-style-type: none">1. Estación del año más colorida, lluviosa y donde el campo es más verde.2. Estación en que los árboles pierden las hojas y se tornan de color tenue.3. Característica fundamental de una estación que nos hace ir a la playa.4. Característica fundamental de una estación que posibilita que todo reverdezca.5. Caracteriza la estación más fría del año.	<ol style="list-style-type: none">1. Estación más calurosa del año.2. Característica de la estación más calurosa del año.3. Estación más fría de todo el año.

Development:

Summer is really hot.

It is cold in winter.

It rains in spring and there are beautiful flowers.

I love summer. In summer, it is hot and sunny. I go to the beach and play with my friends.

Conclusions: the student has to work with both contents: seasons of the year and some adjectives that have to do with them, as a kind of description, answer the question about the weather, and also explains the use of nouns and adjectives.

- What is the weather like in spring?
- Is it rainy in fall?

- Does it snow in Canada?
- What is the meaning of beautiful flowers?
- What happens with the adjective and the noun in the English language?

This activity can be done individually and after that, students may talk about what they know about it, as a feedback using information from other subjects, such as Geography.

Evaluation:

Students who are capable of doing small texts with all the words and the information worked on the exercise will be placed in the high level.

Students who build small sentences using some of the words with a simple and easy structure will be placed in the middle level.

Students who build a phrase using a few words will be placed in the low level.

Activity2

Unit 2: Professions and occupations.

Title: Jobs and occupations.

Objective: to make use of the vocabulary referring to the jobs and occupations in order to enhance the vocational orientation and professional guidance.

Type of lesson: review lesson.

Teaching aids: board, chalk, pictures, and notebook.

Orientation: the teacher shows some pictures, which are related to the jobs and the student has to create a small exposition about the characters, making emphasis on the personal information and the occupations.

Development: This is Carmen. She is 23 years old. She lives in Sancti Spíritus. She works in the hospital. She is a nurse.

This is Ramón. He is

The student uses the personal information and the jobs or occupations given in class, and also puts into practice the verbs in 3rd person singular and the forms of

the verb be. After doing the texts, the teacher will ask some questions related to them:

- What is the name of the person?
- What does she/he do?
- Where does she/he work?

At the end of the exercise, the teacher will ask to their students about what they would like to be in a future, in a way of increasing their vocational orientation and professional guidance.

I will like to be a teacher because....

I want to be a doctor because...

This activity can be done individually, and at the end, the students compare and talk about their own texts, having an exchange of opinions and information.

Evaluation:

Students who build the stories using all the personal information and the grammatical functions in a correct way will be placed in the high level.

Students who build the stories using 4 sentences will be placed in the middle level.

Students who build the stories with 2 sentences will be placed in the low level.

Activity 3

Unit 3: A typical day at school.

Title: A day at school.

Objective: to consolidate the school objects and the action verbs vocabulary to deepen into the care of the school and their objects.

Type of lesson: free practice lesson.

Teaching aids: board, chalk, and notebook.

Orientation: the teacher writes a text on the board in which some words are lost, and the student has to complete it according to the context and the structure.

Development:

At school, I----- on my notebook with my -----.I ----- some ----- about History and English. In my classroom, there are ----- and ----- . I love to ---- to school.

The teacher can write the words on the board (word box) or encourages the students to use the proper words depending on the context. (List of words: write, pencil, read, books, tables, chairs, go.)

Conclusions: The teacher will correct the possible mistakes of the students, making them more independent and developing their logical thought. The students may act out the actions in front of the class after doing the exercise as a way of consolidation.

What do you do at school?

What am I doing now?

I read a book / I copy the lesson / I write on the notebook.

This activity can be done individually or in pairs.

Evaluation:

Students who complete the text with all the correct words will be placed on the high level.

Students who complete the text with 5 correct words will be placed on the middle level.

Students who complete the text with 3 correct words will be placed on the low level.

Activity 4

Unit 5: I love my family.

Title: This is my family.

Objective: to describe some family members by using a simple vocabulary in order to express the love for their family.

Type of lesson: semi controlled lesson.

Teaching aids: board, chalk, and notebook.

Orientation: the teacher makes a brainstorm by using the word *family*, so in that way they can mention the family members and their characteristics, by describing them.

Development:

Mother (short, pretty) FAMILY brother (young, short)

Father (tall, strong) uncle (old, slim)

e.g.: My mother's name is Edith .She is short and pretty. She is a doctor.

Conclusions: the teacher will guide the students through the exercise, following logical steps in order to provide information, so in that way the student talk about their families, using the contents given in class and their own experiences. They also may answer different questions, such as:

-What are your family members?

-Who do you live with?

-What does he/she look like?

This exercise can be done individually, depending on the family of each of the students (the teacher must have a correct characterization of the group and each student) .It allows the teacher to know more about the life of their students, and the student may integrate different contents which are related. (personal information, descriptions and jobs or occupations).

Evaluation:

Students who build sentences with all the words derived from the exercise will be placed on the high level.

Students who build sentences with 6 words derived from the exercise will be placed on the middle level.

Students who build sentences with 4 words derived from the exercise will be placed on the low level.

Activity 5

Unit 5: I love my family.

Title: In my house, I....

Objective: to use some action verbs related to the daily routine and the family members to enhance the responsibility value in students.

Type of lesson: free practice lesson.

Teaching aids: board, chalk, and notebook, act it out.

Orientation: the students will act out a situation in which a family expresses part of their daily routine, trying that the students may be identified with it and be capable of doing small texts or monologues about it. The students may do some mimics or use objects in each situation in order that the students can identify every action and correct the possible mistakes.

Development:

My name is Emily and this is my family. This is my mom, she is short and pretty. She washes the dishes and does the laundry .This is my father, he is tall and fat. He prepares dinner and buys food. This is my sister, she is tall and slender. She cleans the house.

Conclusions: the answers of this exercise will depend on the family of the student. Each student has to create his/her own situation, and the family members have to be responsible in helping with the housework.

Students may also answer some questions related to it, such as:

Who do you live with?

Do you help your mother / father with the housework?

What does she/ he do on weekends?

This exercise can be done individually and when checking the exercise the student may do also mimics as in the model situation .The teacher will correct the possible mistakes, having a feedback.

Evaluation:

Students who make a story using most of the expressions worked on the previous situation will be placed on the high level.

Students who make a story using 5 of the expressions worked on the previous situation will be placed on the middle level.

Students who make a story using 3 of the expressions worked on the previous situation will be placed on the low level.

Activity 6

Unit 8: My house is a zoo.

Title: What animal is it?

Objective: Recognize the animals according to their descriptions and learning more about their lives in order to protect them and the environment as such.

Type of lesson: controlled lesson.

Teaching aids: board, chalk, cards, pictures.

Orientation: the teacher will show the students some cards, in which in one side of them will be information about an animal and a number. The teacher has to read the information on the card and the students have to guess the animal. After that, the teacher will show them a picture with the animal that they found, according to the number on each card.

Development:

It is one of the most dangerous animals in the world. It is called” the King of the Jungle”. It is carnivorous. Lives in packs. (the lion).

It has a thick and sear skin. The older female is the matriarch. It has a laddered length (the elephant).

It is green. It has a big shell. It lives in rivers, ponds, seas and the earth. A kind of them can grow and become giant. (turtles).

Conclusion: the teacher will gather all the information provided from the exercise and correct the possible mistakes, providing a feedback and increasing their knowledge about animals in general, and the importance of taking care of them.

After that, the teacher may ask some question to the students, such as:

- Where do they live?
- Are they carnivorous or herbivorous?
- What can you do to protect them?
- What do you do to protect the environment?

And write simple sentences about them:

I like lions. They are big and ferocious.

I love turtles. Turtles are green and slow.

This activity is individual, but at the end of the exercise, the students may exchange some information about what they know, based on what they have learned in different subjects, such as Geography and Natural Sciences.

Evaluation:

Students who build sentences without any help, with all the information given in class will be placed on the high level.

Students who build a few sentences with help of the teacher will be placed on the middle level.

Students who build phrases with the help of the teacher will be placed on the low level.

Activity 7

Unit 9: My town.

Title: My town.

Objective: to use the names of places and express the importance of their communities for their life as students.

Type of lesson: semi controlled lesson.

Teaching aids: board, chalk, and model.

Orientation: The teacher brings a model to the class, as a way of introduction, explaining that they are going to work with the content referring to places in town as on the previous classes. After that, the teacher writes a text on the board with some missing words, and the students have to complete it according to the context and what they have learned in classes. The words are in a box drawing on the board, separated from the text. (Complete from the box).The model is related to the exercise.

Development:

I love my town!

I love my ----- There ----- many places there, such as ----- and -----.
There is a -----, five markets, ---- schools and a hospital. There are also ----- museums and a ----- library. I study and ----- texts there.

1- community/ city/ town.

2- are

3- hotels

4- shops

5- drugstore

6- ten

7- seven

8-beautiful

9- copy

Students may complete it with other words that fit in the text and the expressions, putting special attention on the articles and nouns.

At the end of the exercise, the students can use the model and express orally the text by using it.

Conclusions: the teacher will correct the possible mistakes, and will ask the students about the places in their own community.

e.g.: How many places are there in your community?

Is there any movie theatre?

Where is the nearest school?

What do you do in your community?

The teacher will talk about the importance of the community and the different actions that take place there, such as garbage recollection, volunteer works, meetings with the neighbor council, etc., making an emphasis that the school is the most important center in every community.

This exercise can be done in pairs.

Evaluation:

Students who complete the text correctly and without mistakes will be placed on the high level.

Students who complete the text with 5 correct words will be placed on the middle level.

Students who complete the text with 3 correct words will be placed on the low level.

Activity 8

Unit 4: I like to be on fashion.

Title: I love my uniform.

Objective: to recognize pieces of clothes and use them in simple sentences in order to reinforce the love for our country and the national symbols.

Type of lesson: controlled lesson.

Teaching aids: board, chalk and a flag.

Orientation: the teacher will write a text on the board, in which the students have to recognize the different pieces of cloth (Select the cloth that appears on the text).

Development:

When I go to school, I wear a uniform. My uniform is composed by a white blouse, a red skirt and a blue kerchief. I wear also white socks and black shoes. When I practice sports, I wear shorts and a blouse and boys wear shorts and t-shirts. My uniform has the three colors of the flag: red, white and blue. I am proud to wear my uniform.

The teacher asks about the meaning of the sentences, emphasizing in the use of the nouns and adjectives; which are represented in the way of colors and clothes.

Conclusion: the teacher will check the exercise and at the end of it, will show them a flag and will ask to their students some questions, such as:

Is it related the flag with the text that you read?

Why?

How do you know that?

What do you know about the flag?

The student has to recognize the key words that appear there, in order to understand and to give logical and meaningful answers. This exercise also puts into practice the contents studied in the History subject, and as an educative intentionality, students have to express the love for our revolution and the country.

This exercise can be done individually.

Evaluation:

Students who find all the words in the text will be placed on the high level.

Students who find most of the words will be placed on the middle level.

Students who find few words will be placed on the low level.

Final stage of the teaching and learning process of the English vocabulary in 5th grade in Serafín Sanchez Valdivia Elementary School in Sancti Spíritus.

After putting into practice the proposal of activities in order to reinforce the development of vocabulary in these students, a final diagnosis was developed and it was confirmed that the results were superior to the ones of the initial diagnosis:

Results of the final pedagogical observation guide:

The final results of the class observation showed that in the first indicator which was related to the motivation towards learning the English language proved that, during the lessons observed, most of the students showed interest and motivation towards learning the English language and they were happy to start the lessons when the time came. In addition, when the period was over, the students wanted to know more about the English subject and interact with the language. This, too, was present when the teacher began to teach new words in English during 6 lessons out of the 10 observed, representing 60%, which was the second indicator of the guide.

On the third indicator, which analyzed the activities developed during lessons and the ones oriented as independent study, the observation process identified that they all were leveled from the easiest to the hardest and the ones done in lessons are related to matching and completing phrases, done in 8 lessons out of 10 representing 80%, games, readings, dialogues and act it outs. As for the activities oriented as independent studies, they were writing texts and task-learning activities. Therefore, the fourth indicator, related to check whether these activities favored the teaching of the English vocabulary and increased its learning, the techniques and procedures used by the teacher fulfilled this objective, reinforcing the English vocabulary.

On the fifth indicator, related to check the students' motivation towards doing the activities during lessons and as independent studies, most of the students were more motivated to do the activities. Summarizing, this allowed that the students practiced and used more in different contexts the new words learned which was

evaluated on the sixth indicator and also, the students wanted to be evaluated in all the activities related to the vocabulary.

On the seventh indicator, related to the use of teaching aids on the teaching - learning process of the English vocabulary, in only 4 students, which represent the 16%, consider that there is a deficient use of teaching aids on the teaching - learning process of the English vocabulary, even though most of them were pleased with the use of videos, songs and pictures for the development of the class.

As a result, most of the students were motivated towards the learning of the English language, the activities and the tasks. The learning of the English vocabulary increased and there was an efficient use of the teaching aids.

Results of the final interview:

The final results of the interview showed that on the first indicator related to the importance of teaching the English vocabulary to children, 5 teachers, which represent the 100%, agreed that it is very important to teach vocabulary as an important factor in the acquisition of new contents and it is crucial for the teaching-learning process.

On the second indicator related to the deficiencies and potentialities students have when learning the English vocabulary, 5 teachers, which represent the 100%, agreed that the potentialities are the fixation of the content, an interest for learning the language, the bound with other subjects, the use of the vocabulary in different context and the common aspects with the mother tongue. 5 teachers, which represent the 100%, agreed that the deficiencies are that students do not learn in the same way and some words are very difficult to say and to write, and 5 teachers, which represent the 100%, agreed that there are some students who are not interested on learning the vocabulary, and the number of English classes is still insufficient.

On the third indicator related to the activities and strategies to teach the English vocabulary to students, 4 teachers, which represent the 80%, expressed that a video or a song are a great way to learn the new vocabulary, and 1 teacher, which represent the 20%, expressed that using pictures is a way of working with the new vocabulary.

On the fourth indicator related to the different methods that teachers use to teach the English vocabulary, the results obtained were as follows: the method Presentation-Practice-Production (PPP) is used by the 3 teachers interviewed, which represent the 60%. Other method is Total Physical Response (TPR), used by 2 teachers, which represent the 40%. Another method is the Communicative Approach, used by the 5 teachers interviewed, which represent the 100%.

On the fifth indicator related to the most effective method on the teaching learning process of the English vocabulary, 4 teachers, which represent the 80% expressed that the Communicative Approach is the most important and effective, and 1 teacher, which represent the 20%, expressed that the method Presentation-Practice-Production (PPP), is the most important one.

On the sixth parameter related to the potentialities and deficiencies of these methods, 4 teachers, which represent the 80%, expressed the importance of the Communicative Approach, the potentialities are many and they contribute to the development of different strategies by the students in order to improve their language skills. The deficiencies are that in some occasions the focus on the dialogues and pair work is not enough for the learning of the content, and 1 teachers which represent the 20%, expressed that the method Presentation-Practice-Production (PPP), the potentialities are that permits a logical and stepped way of learning. The deficiencies are that this method does not allow to present new content in the other stages: practice and production and, during the stage of

presentation, teaching a variety that suffices the variety of students within the class is hard for the teacher.

As a conclusion, all the teachers interviewed agree that the vocabulary is an important factor in the English class and the use of all of those methods permits a successful teaching-learning process of the foreign language.

Results of the final survey:

The final results of the survey showed that based on the students' opinions, according to the first indicator, 20 students, which represent the 76 % like English as a foreign language, 4 students, which represent the 16% do not like much the English language and 2 of them, which represent the 8%, do not like the English language.

On the second indicator, 18 students, which represent the 69%, are well motivated towards the language and its lexicon, 5 students, which represent the 19% are low motivated towards the learning of the English language and 3 students, which represent the 12%, do not consider vocabulary as an important element of the English language.

On the third indicator, 18 students, which represent the 69%, consider that is important the learning of vocabulary for classes and have several ideas of how to teach vocabulary, 5 students, which represent the 19% are not very interested in the English vocabulary, but 3 students, which represent the 12% do not like the English language and consider it a waste of time, are not interested on vocabulary.

On the fourth indicator, 14 students, which represent the 54%, consider that the vocabulary is very important for the communication in the foreign language, 5 students, which represent the 19%, consider that it is good to know words, 5 students, which represent the 19%, consider that it is important because they can use the appropriate words according to the situation, and 2 students, which

represent the 8%, consider that they have to learn the vocabulary because it is obligatory.

On the fifth indicator, 2 students, which represent the 8%, consider that the most used vocabulary in classes is related to occupations, family members, descriptions and toys. 13 students, which represent the 50%, consider that the most used vocabulary is related to greetings, actions and names, and 11 students, which represent the 42%, consider that the most used vocabulary is related to actions, moods, names, toys and family members.

On the sixth indicator, 17 students, which represent the 65%, consider that the most used strategies to teach vocabulary are videos and repetition , 3 students, which represent the 12%, consider that the most used strategy to teach vocabulary is a brainstorm, 4 students, which represent the 15%, consider that the most used strategies to teach vocabulary are to show some pictures and the use of games, and 2 students, which represent the 8%, consider that the most used strategies to teach vocabulary are copying the words, completing phrases, drawing and reading.

On the seventh indicator, 16 students, which represent the 62%, proposed that the vocabulary should be taught by using situations or act it outs in class, 10 students, which represent the 38%, proposed that the vocabulary should be taught by camping or visiting places.

Quantitative summary results of the final survey to students.

Final Observed parameters	High	%	Middle	%	Low	%
Interest of students about the foreign language (English).	20	76	4	16	2	8
Motivation of students towards the English language.	18	69	5	19	3	12
Importance of the English vocabulary to students.	18	69	5	19	3	12
Reasons for learning the English	14	54	10	38	2	8

vocabulary.						
Contents developed in class.	11	42	13	50	2	8
Strategies used to teach English vocabulary.	17	65	7	27	2	8
Other strategies to teach English vocabulary.	16	62	10	38	(---)	(---)

As a conclusion, most of the students were motivated towards the learning of the English language, considered vocabulary as an important element in class, and the use of different strategies to learn the vocabulary.

Results of the final interview:

The final results of the interview showed that on the first indicator, 18 students, which represent the 69%, consider that it is very important to learn a foreign language manifesting their interests for their future and careers, 5 students which represent the 19%, consider that it is not really important to learn a foreign language and 3 students, which represent the 12%, consider that it is not that important and is really hard to learn the language.

On the second and third indicator, 15 students, which represent the 58% like to learn new words in English, 8 students, which represent the 31% do not like much to learn new words in English, and 3 students, which represent the 11%, do not like to learn new words.

On the fourth indicator, 15 students, which represent the 58%, consider that the most used words in classes are related to family members, occupations and descriptions. 7 students, which represent the 27%, consider that the most used vocabulary is related to greetings, names, age and school actions, and 4 students, which represent the 15%, consider that the most used vocabulary is related to moods, sports and food.

On the fifth indicator, 20 students, which represent the 76%, consider that a video or a picture are the most used means to introduce the English vocabulary. 4

students, which represent the 16%, consider that a brainstorm is the most used mean to introduce the English vocabulary and 2 students, which represent the 8% consider that the most used strategies to teach vocabulary are games, completing phrases, and reading.

On the sixth indicator, 20 students, which represent the 76 %, consider that a video is the most funny and easy way to learn a content, 3 students, which represent the 12%, consider that a game or a picture are the most important teaching aids and permits the exchange of information and knowledge, 3 students, which represent the 12%, consider that a brainstorm and an act it out are the most important teaching aids and permits the use of different opinions and the interaction among them.

Quantitative summary results of the final interview to students.

Final Observed parameters	High	%	Middle	%	Low	%
Interest on learning English as a foreign language.	18	69	5	19	3	12
Interest on learning English words.	15	58	8	31	3	11
Importance of learning English words.	15	58	8	31	3	11
Most used words taught by teachers.	15	58	7	27	4	15
Methods or strategies used to teach the English vocabulary	20	76	4	16	2	8
Most liked words in English.	20	76	3	12	3	12

The results obtain showed that there is a rising on the interest of students towards the English language, specifically the vocabulary and the process of learning and acquiring the new content, as a way of developing several strategies to improve their knowledge and comprehension of the foreign language.

Results of the final pedagogical test:

Working with the final result of this test, it could be confirmed that:

In indicator 1: development of vocabulary, 6 students (23%) did not use properly the vocabulary, 7 students (27%) sometimes used properly the vocabulary and 13 students (50%) used properly the vocabulary.

In indicator 2: comprehension, 5 students (19%) could not understand what there were asked or answer any question, 8 students (31%) sometimes did it and 13 students (50%) were able to comprehend properly.

In indicator 3: correct use of words, 5 students (19%) made an incorrect use of words, 9 students (35%) sometimes used correctly the words and 12 students (46%) made a correct use of words.

Quantitative summary results of the final pedagogical test.

Evaluated parameters	High	%	Middle	%	Low	%
Development of vocabulary.	13	50	7	27	6	23
Comprehension.	13	50	8	31	5	19
Correct use of words.	12	46	9	35	5	19

At the end of this research, most of the students improved their development of vocabulary, were able to comprehend the given information in a successful way and use the proper words according to the context in which they were evaluated, even though there still some problems with the vocabulary while communicating in English.

CONCLUSION:

-In the biographical analysis made by the researcher, many authors who have deepened into the study of the development of the English vocabulary were consulted, but few have sustained theoretical standpoints in relation to the development of new strategies and didactic ways to teach vocabulary and the influence on the development of oral communication.

-In the initial diagnose stage it was corroborated that students do not consider vocabulary as an important element in the learning of English as a foreign language. A shortness of vocabulary, frequent use of incorrect words, some

comprehension mistakes, deficient use of teaching aids and few strategies to learn the English vocabulary were some of the problems detected. This stage permitted the elaboration of activities departing from the limitations found.

-The activities elaborated are characterized by being systematic, flexible, didactics, adaptable, culture-reinforcing, based on the reality of students and are structured in title, objective, type of lesson, teaching aids, procedures, conclusions and evaluation.

- In the final diagnose stage it was corroborated that most of the students improved their development of vocabulary, were able to comprehend the given information in a successful way and use the proper words according to the context in which they were evaluated, even though there still some problems with the vocabulary while communicating in English.

RECOMMENDATIONS.

-To value the possibilities of this proposal to make it extensive to the rest of the students of the other groups and in other Elementary Schools.

-It is also recommended the presentation of the paper to deepen into it and to be used scientifically in further investigative works.

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ANNEXES

ANNEX I: Guide of documental analysis.

Objective: to check on the methodological orientations provided to teach the English vocabulary as well as the topics or areas of the English lexicon students should have already learned.

Aspects to analyze:

- 1- Type of document.
- 2- What the document is used for.
- 3- Methodological orientations for the teaching of English as a foreign language.
- 4- Methodological orientations for the teaching of the vocabulary within the teaching and learning process of English as a foreign language.
- 5- Areas of the English vocabulary established to be taught in this stage.
- 6- Methods recommended as more efficient to teach or work with the English vocabulary in lessons.
- 7- Activities designed or recommended to teach or work with the English vocabulary in lessons.

ANNEX II: Pedagogical Observation Guide.

Objective: to verify the correct treatment given to the English vocabulary teaching and learning process in fifth grade at “Serafín Sánchez Valdivia” Elementary School in Sancti Spiritus.

Aspects to observe:

- 1- Motivation of the students towards the English language.
- 2- Motivation of the students towards learning the English vocabulary.
- 3- Activities developed during the lesson and oriented as independent study.
- 4- Activities that favor the teaching of the English vocabulary and increase its learning.
- 5- Motivation of the students to do the activities proposed by the teacher.
- 6- Motivation of the students to do the activities directed to teach the vocabulary.
- 7- The using of teaching aids for favoring the learning of the English vocabulary.

ANNEX III: Interview to teachers.

Objective: to know the different methods and strategies that teachers use to teach the English vocabulary in fifth grade at “Serafín Sánchez Valdivia” Elementary School in Sancti Spiritus.

- 1- Do you think it's important to teach the English vocabulary to children?
Why?
- 2- Which potentialities and weaknesses do your students have when learning the English vocabulary?
- 3- What activities and strategies do you use the most to teach the English vocabulary to your students?
- 4- Which methods do you use to teach the English vocabulary to your students? Why?
- 5- Which of those methods are more effective on the teaching-learning process of the English vocabulary? Why?
- 6- What are the advantages and weaknesses of these methods?

acciones

miembros de la familia

juguetes

Otros: _____

f) ¿Qué estrategias utilizan los profesores para enseñarte el vocabulario?

videos

juegos

completamiento de frases

imágenes

lecturas

lluvia de ideas

copia de palabras

repetición

dibujo

g) ¿cómo te gustaría que te enseñaran el vocabulario en inglés?

ANNEX V: Interview to the students.

Objective: to check how fifth grade students master the English vocabulary as well as their motivation towards the activities proposed by the teachers in lessons at “Serafín Sánchez Valdivia” Elementary School in Sancti Spiritus.

1. ¿te gusta aprender el inglés como lengua extranjera? ¿Por qué?
2. ¿te gusta aprender palabras en inglés? ¿Por qué?
3. ¿crees que es importante aprender palabras en inglés? ¿Por qué?
4. ¿Qué palabras te enseñan más los profesores?
5. ¿Cómo te enseñan los profesores estas palabras?
6. ¿Cuál te gusta más? ¿Por qué?

ANNEX VI: Pedagogical test applied to students.

Objective: to determine the current state of English vocabulary in fifth graders.

Total time: one month.

Frequency of the observations: All English´s lessons.

Type of observation: Open and participative.

Aspects to evaluate during the observation:

1. Development of vocabulary.
2. Comprehension.
3. Correct use of words.

-Indicator 1: Development of vocabulary.

High: They use the English vocabulary correctly or make some mistakes without affecting the comprehension of the message.

Middle: They use the English vocabulary and make mistakes that affect partially the comprehension of the message.

Low: They make an incorrect use of the English vocabulary and affect the comprehension of the message.

-Indicator 2: Comprehension.

High: They understand all the information or most of it given by the teacher and by their partners.

Middle: They understand the necessary or few information given by the teacher and by their partners.

Low: They do not understand any information given by the teacher and by their partners.

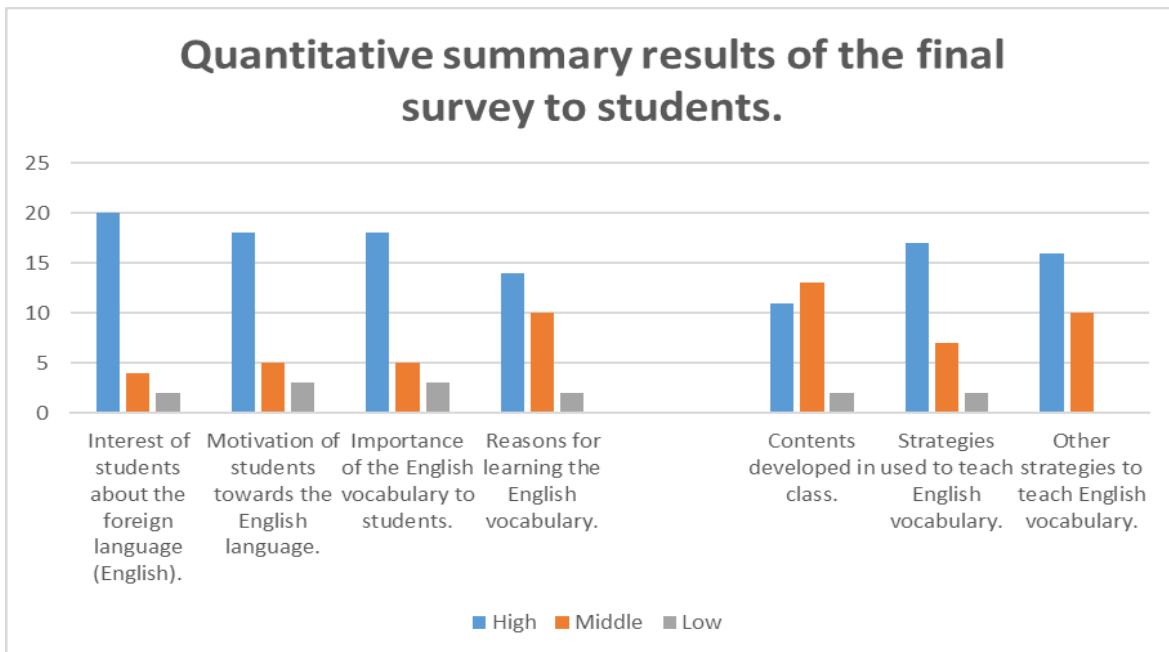
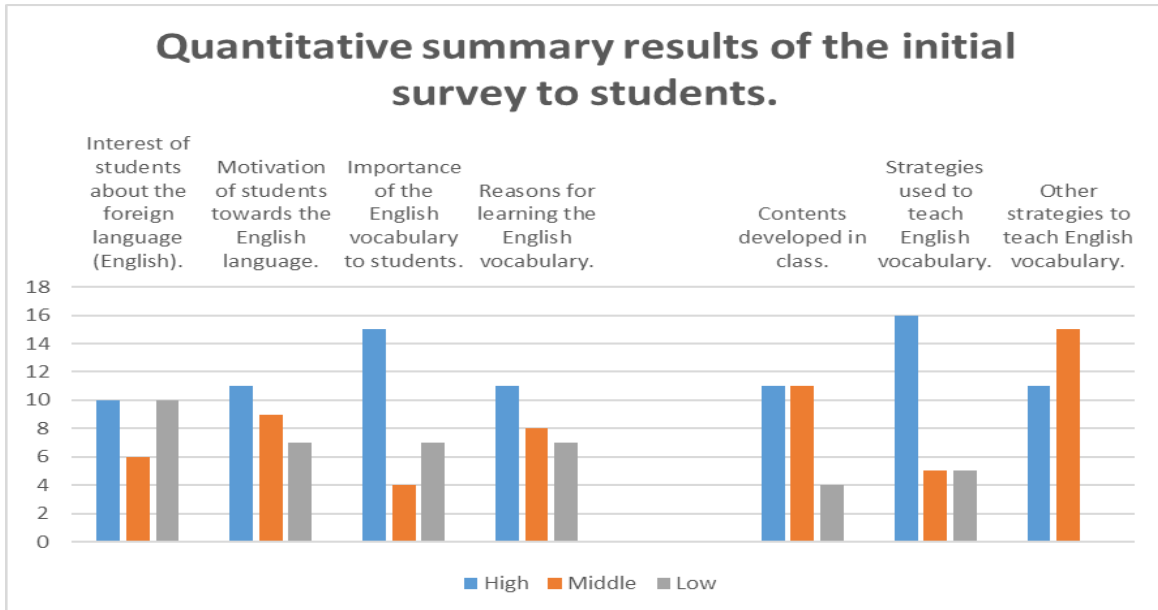
-Indicator 3: Correct use of words.

High: They use the proper words correctly or make some mistakes without affecting the comprehension of the message.

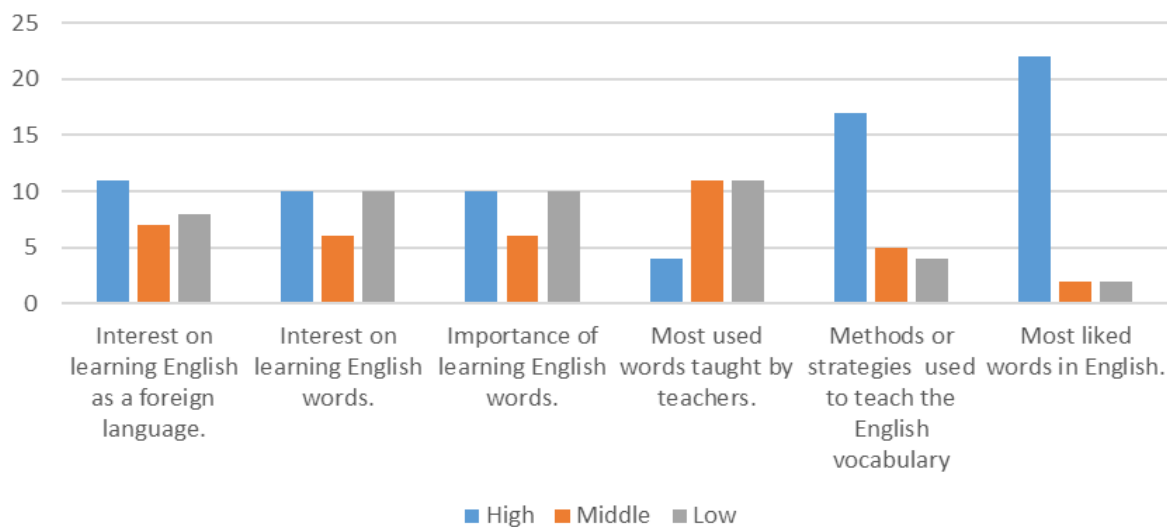
Middle: They use the words and make mistakes that affect partially the comprehension of the message.

Low: They make an incorrect use of words and affect the comprehension of the message.

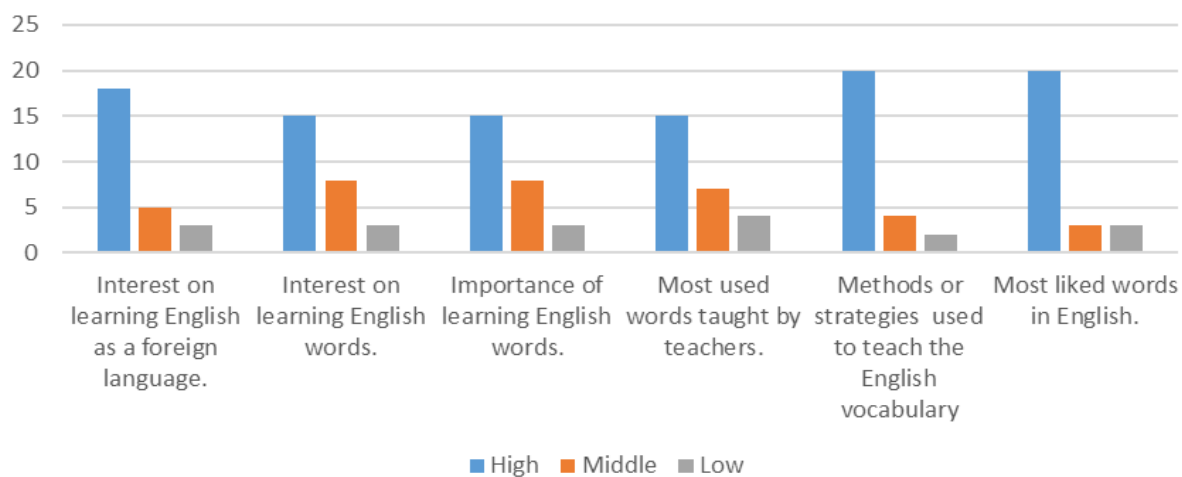
Annex-VII



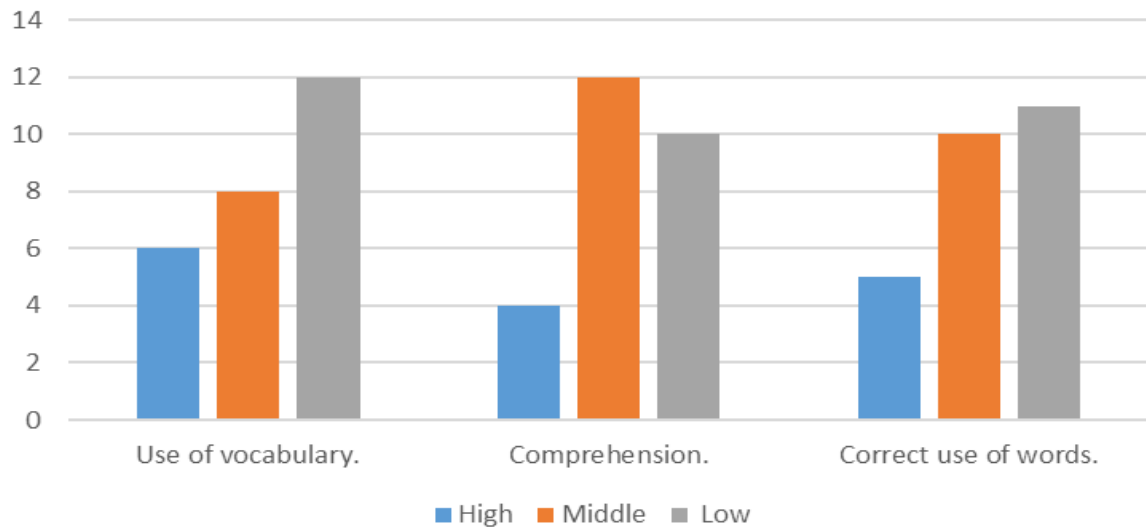
Quantitative summary results of the initial interview to students.



Quantitative summary results of the final interview to students.



Results of the initial pedagogical test



Results of the final pedagogical test

