UNIVERSIDAD DE SANCTI SPÍRITUS
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MAJOR WORK

LEARNING TASKS FOR VOCABULARY ACQUISITION IN SEVENTH GRADE STUDETS AT ERNESTO VALDÉS MUÑOZ JR HIGH SCHOOL.

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Abstract

Vocabulary learning is an important and indispensable part of any language learning process. The author of this thesis focuses on the acquisition of vocabulary through the English lessons for a better development of the communicative skills of the students of seventh grade at Ernesto Valdes Muñoz secondary school. For the research, a bibliographic analysis of the theoretical and methodological backgrounds related to improvement of the acquisition of vocabulary of the Ernesto Valdés Muñoz Junior High School was carried out. The research deals with different scientific theoretical positions and methods that were used to support the criteria selected by the author in order to find the evidences that show the existence of a scientific problem such as: historical-logical to analysis the antecedents of the vocabulary acquisition in different stages, analysis-synthesis to analyze the instruments employed and summarize the elements which were useful in the elaboration of the learning tasks, induction-deduction to deepen into the development of students related to the vocabulary acquisition in the English lessons. The main purpose of this research is to evaluate the effectiveness of the application of learning tasks for improving the acquisition of vocabulary for the seventh graders to strengthen their communicative abilities and skills.

INTRODUCTION

Since the existence of mankind, man has seen himself in the need of transmitting ideas, a process that led to the appearance of what is known today as language regardless spoken or written. Such creation started to develop into new lexis and sounds as the need of naming things grew higher all over the world.

Nowadays, as the world is in continuous development, at every spot on earth there is a new discovery in science, there are new changes on country borders and culture is always being involved into novel styles and shapes, all connected through the so called worldwide network: Internet which deals with the major database in human history and therefore most of its contents are in English so the whole world can use it. The world is an unstoppable force of changes that hour after hour is different from the last. All these changes determine the most of learning languages and their development through the use of millions of people across oceans and countries according to the new challenges in science, technologies and the growing economical trades.

As English is the official language in forty-five countries around the world, while it is taught in all countries of the Earth, with millions of speakers from different nationalities, it has been established as the universal language through many years of usage. English as well as the world does, never stops developing and such development supposes an increase of lot of new words that are used in different contexts according to the necessities. So this new vocabulary carries along a huge amount of hours studying it. Not few are the authors and institutions that have studied this phenomenon and how to improve the learning and acquisition of vocabulary.

This contextualization of the modern world provides the reasons that support the relevance of studying English in Cuba at every stage or level of the learning process in the National Education Cuban System and its learners, being established in every university's curriculum. In the 2001-2002 academic course, video lessons and "Universidad Para Todos" courses began to be transmitted on television as pieces of the Third Educational Revolution to contribute the efficient development of students´ communicative skills.

For several years, the methods and activities used for teaching English have been aimed at the learning of grammar, pronunciation, reading and writing, ignoring the

importance of the word as the main gear of the language. So how can teachers expect their students talk to each other fluently without knowing the right words for the given situation?

According to Bárbara (2014): "Teaching a word does not mean the students learn it. Teaching and learning do not go lockstep, hand in hand, from the easy to the difficult. It is easy to forget that teaching does not cause learning and to forget that because students have finished a unit does not mean they have mastered all the words in it." The author of the research considers that teachers must be systematic and must remind students every day at every daily activity all the new words students see in class, it outstands as a difficult task but must be carried out to enhance the acquisition of vocabulary.

Other authors as Cohen and Aphek (1981) have found that most of the students just try to memorize the words which they do not know. Ahmed (1989) described different types of learners and found that most of them took notes on vocabulary or wrote notes in the margins of their books. O'Malley et al. (1985), found that repetition was the most commonly mentioned strategy with strategies requiring more active manipulation of information (imagery, inference, Keyword Method) being much less frequent. So it seems that more mechanical strategies are often favoured over more complex ones according to these authors.

In a closer time regarding this matter some specialists such as Cepero Luis, O. (2005), Rodríguez Pérez, G. and Leiva Miranda, M. O. (2006), Vega Gómez, M. C. (2004),Backer K, S. (2007) have studied the subject-matter of the teaching learning process of the English language vocabulary in the different educational levels, they have propitiated the theoretical and methodological essential needs to deal with this topic, there are some of them that highlight over the rest such as:

❖ The methodological essentials for the fixation of the vocabulary in the English subject as foreign language in the Junior High Schools.

❖ The steps to introduce the new vocabulary.

A diagnosis at Ernesto Valdés Muñoz Junior High School was carried out to determine the level of vocabulary seventh graders have in the English language

according to the content of the units studied, and some strengths and weaknesses were obtained as the main result.

Strengths:

- Students like English as a foreign language and attend to classes every day.
- Students wish to become users of the language.
- Students are motivated to study English.
- Some activities such as listening and reading are improved.

Weaknesses:

- Students have no mastery the communicative functions to express in the foreign language.
- Students have no opportunities to develop their communicative skills.
- The activities aimed at the recognition, reproduction and production of the new vocabulary are minimal.
- There is a little knowledge of the different areas of the vocabulary.
- Students face difficulties while handling with words.
- Limited use of the lexical patterns
- Limited methodological guidelines for the treatment of vocabulary in the English syllabus for seventh grade.

These troubles lead to a contradiction which is the poor development of English as a foreign language in students of seventh grade and the need of developing habits and communicative skills at such language. In order to find a solution to these troubles the following **scientific problem** was declared:

How to improve the acquisition of vocabulary through the English lessons in the students of seventh grade at Ernesto Valdés Muñoz School in Sancti Spíritus?

Regarding this problem, the **objective** of the current study is: to evaluate the effectiveness of the application of learning tasks to improve the acquisition of vocabulary through the English lessons in the students of seventh grade at Ernesto Valdés Muñoz School in Sancti Spíritus

To fulfil the objective and to organize the research process, the next **Scientific Questions** were stated:

1. What theoretical and methodological bases support the acquisition of vocabulary through the English lessons?

2. What is the real state in regard to the acquisition of vocabulary through the English lessons in students of seventh grade at Ernesto Valdés Muñoz School?

3. What characteristics should the learning tasks have for the acquisition of vocabulary through the English lessons in students of seventh grade at Ernesto Valdés Muñoz School?

4. How to evaluate the effectiveness of the application of learning tasks to improve the acquisition of vocabulary through the English lessons in the students of seventh grade at Ernesto Valdés Muñoz School in Sancti Spíritus?

To accomplish these **Questions** the following **scientific tasks** were stated:

1. Determination of the theoretical and methodological groundwork that supports the learning tasks for improving the acquisition of vocabulary through the English lessons in seventh graders.

2. Diagnosis of the real state of the acquisition of vocabulary through the English lessons in students of seventh grade at Ernesto Valdés Muñoz School.

3. Application of learning tasks for improving the acquisition of vocabulary through the English lessons in students of seventh grade at Ernesto Valdés Muñoz School.

4. Evaluation the effectiveness of the application of learning tasks to improve the acquisition of vocabulary through the English lessons in the students of seventh grade at Ernesto Valdés Muñoz School in Sancti Spíritus.

In order to carry out the research with a better development, different researching methods were considered; from the theoretical level were used:

➢ Historical-Logical Analysis: to a deeper argue of the study antecedents of the vocabulary in English as a foreign language, especially in junior high level.

➢ Analysis-synthesis: to analyze the instruments employed and summarize the elements which were useful in the elaboration of the learning tasks.

➢ Induction-deduction: to deepen into the development of students related to the vocabulary acquisition in the English lessons.

From the empirical methods:

➢ Pedagogical observation: to diagnose the problem related to the acquisition of School.

➢ Interview: it was employed in order to know about the different interests and motivations students have, related to the subject and the acquisition of vocabulary in English Language and also to know what some professors think about the difficulties that exist related to vocabulary acquisition.

➢ Documental analysis: to evaluate and verify the objectives of the syllabus and treatment of its vocabulary, in the teaching-learning process.

➢ Pedagogical test: to evaluate the process of vocabulary acquisition in English in the stage of pre-test and post-test in seventh grade students.

For the development of the research, a population composed of seven groups of seventh grade at Ernesto Valdés Muñoz School was taken. From the whole population the sample was intentionally selected, Class number 4; chosen because of its characteristics which consist in: the students are adolescents between twelve and thirteen years old, the class has thirty-one students, thirteen of them males and the rest eighteen females. The learning capacities are subdivided into six fast learners, four average learners and twenty-one slow learners. The learning rate is average though there are difficulties with the different areas of the vocabulary knowledge. Their cognitive process are in continue qualitative development, a fact that the researcher took into account in order to apply the learning tasks to improve the vocabulary acquisition. No health problems were detected during the research.

Scientific Novelty

The scientific novelty of this research consists in the application of learning tasks to contribute the improvement of the acquisition of vocabulary through the English lessons in seventh graders at Ernesto Valdés Muñoz Junior High School (Class 4). These learning tasks offer teachers alternatives in order to achieve the objective of the research on a creative, dynamic, developmental and instructive way the teaching of English as a foreign language. These tasks are applied taking into account the students´ characteristics and motivations, also according to the English Language Syllabus. These tasks are meant to improve students' acquisition of vocabulary and students' expression on an original and efficient way.

MAIN BODY

1. THEORETICAL CONCEPTIONS OF VOCABULARY TEACHING AND LEARNING IN JUNIOR HIGH SCHOOL.

1.1. Vocabulary teaching in English as a foreign language.

For the development of the research, some considerations are taken concerning to the acquisition of vocabulary in Junior High School as well as some theories that support the teaching of English in non-native spaces.

The beginning of any language course is affected by a tremendous number of variables that break the process of teaching. Perhaps the most important one is the current state of the language; in this case English in the country it is going to be taught. The learners in non-English environments have limited opportunities to practice and develop their skills in English outside the school. It's also important to remark the attitudes of teachers and students while facing the subject.

English has been established in the curriculum of Junior High School with the objective of answering to politic, economic, social and cultural importance of the modern world according to the English Seventh Grade Syllabus. But in order to fulfill this goal, it is a need to use illustrations on the textbooks, pictures, listening materials inside the linguistic and methodological conception for learning and acquisition of the vocabulary; to facilitate this process the main vocabulary groups are located in different areas, such as the family members, personal belongings and clothing through the different didactic procedures emphasizing the activities for the different moments in the lesson, predominantly in the systematization and application of the knowledge in the vocabulary.

According to the Cambridge English Dictionary, vocabulary is all the words used by a particular person or all the words that exist in a particular language or subject. Vocabulary can be subdivided into three different branches: passive, active and technical vocabulary.

Passive or receptive vocabulary is the one that people can understand without any kind of help, and by themselves, but are no capable of using it in order to transmit an idea or message to the listener.

Active or productive vocabulary is said to be the one that people can use effectively because it has been integrated to their daily language and are capable to reproduce and produce ideas and messages using it. So this is the vocabulary people comprehend and use at any situation when needed.

Technical vocabulary is a group of words that are specifically use at a specifically science, discipline, subject or knowledge. Such technical vocabulary is an objective classification of words, where their meanings matches up and cannot be misinterpreted or confused. Scientific and medical vocabularies are examples of this specialized lexis in the different curricula in certain levels of education.

These curricula have been designed as a starting point on the social phenomenon and the relation thought-language-culture and it pretends that students take the risks of using English as a foreign language without any kind of fear where mistakes aren't the end of the process but the beginning of an amazing race.

The lessons of English in seventh grade have the main objective of developing the communicative skills that permit students to understand and express orally about personal information, family life and daily social activities at school and home. The learning of English must in general view help students to develop their comprehensive and general culture, getting closed to the ways of some English speaking countries.

Oral skill is what the English syllabus is mainly focused at, complementing itself with writing and reading, while the pronunciation elements are considered inside of the vocabulary of frequent use, which it is introduced through songs, pictures and linguistic games.

The treatment of the vocabulary in seventh grade takes into consideration the lexical units that must be in relation with the vocabulary of this grade so that students should be able to use the English language in different communicative situations and the most important thing: to communicate in the foreign language, for that reason the teaching-learning process of the English Language in the Junior High School must propitiate the development of the communicative competence, which presupposes the expression, the interpretation and the negotiation of meanings in the interaction between two or more persons, or between a person and a written or oral text.

English subject in Junior High School has its objective and contents well delimited into eleven units where the elements of grammar and vocabulary are included for the use of the teachers for a better teaching-learning process, although vocabulary has not the weight it deserves on such process. As in the introduction of the research was implied, teachers rarely give some time for working on the acquisition of vocabulary, they just dedicate time to translate the words while students simply copy them on their notebooks and as usually never look at them ever again, and so being the teaching of vocabulary banned from unit to unit.

So the result is that teaching and learning vocabulary have become a tough challenge for teachers as well as for students because of the minimal attention vocabulary has been taking through these years inside the classroom. In order to solve this critical situation a substantial increase on vocabulary teaching is crucial for the English learner in the process of vocabulary acquisition.

It is important to highlight the differences between lexis and lexicon for a better comprehension of what vocabulary is. According to (Lewis, M. 1993) "lexis is the basis of the language, Lexis is misunderstood in language teaching because of the assumption that grammar is the basis of language and that mastery of the grammatical system is a prerequisite for effective communication. The principle key of a lexical approach is that language consists of grammaticalized lexis, not lexicalized grammar as the basis of the language". Lexicon according to (Wikipedia, 2017) refers as a catalogue of words and terms that are stored in a speaker's mind. The lexicon consists of words and bound morphemes, which are words that can't stand alone, like affixes.

"Vocabulary is the easiest aspect to acquire (…) and the easiest to forget" according to (Antich de Leon, R., 1975:206). Therefore the author considers that a systematic work must be carried out to avoid forgetting words and meanings, nevertheless the limitations in communication stops the development of student´s communicative abilities and knowledge of the language because of the amount of elements that compose English as foreign language.

During the lesson seventh graders acquire the vocabulary easily but in the following lessons they forget the majority of these learned words and so avoiding them to use those words in the communicative situations to come in the future presented by the

teacher in class. So in order to achieve the fixation of the new vocabulary they must have a daily study of every new word they know by practicing the contents learned in previous lessons.

Therefore, and taking into consideration all the previous statements the author of the research leads to the thought that knowing a word and using it does not mean that it has been learned at all and because knowing it doesn't mean that students have mastered the whole use of it and its vast variety of contexts on which the word can be used. "Evidence suggests that the knowledge aspect requires conscious and explicit learning mechanisms whereas the skill aspect involves mostly implicit learning and memory" (Ellis, N. C. (1997).

1.1 The theoretical and methodological fundamentals for the teaching and learning of vocabulary in the English language in Cuba: methods and approaches:

There are a lot of methods that can be used for teaching and learning vocabulary as well as strategies for the same purpose, but let's see what are the most commonly used in Cuba:

The **Reading Method** is emphasized in the development of this basic skill in which importance is granted to the control of the vocabulary in the texts.

The author thinks that this method although it is very hard and perhaps the toughest task for students, it is the best way to enhance and achieve at its maximum capacity the new vocabulary; while reading, students should be able to see on what situations any word can or cannot be used. But again it is a very difficult task to accomplish in students.

The **Grammar-translation Method,** based fundamentally on the teaching of foreign languages through the deductive grammar and the conscious practice of exercises of translation; the treatment of the vocabulary is by means of the translation of texts and grammatical structures supported on the content of the vocabulary. Other tasks that can be included are translating literary passages from one language into the other, memorizing grammar rules, etc. Grammar is learned deductively on the basis of grammar rules and examples. The work and the tasks are deeply structured and controlled by the teacher who is supplying correct answers when students cannot find

them. The following characteristics of Grammar-Translation are listed according to Celce-Murcia, (2003):

- Classes are taught in the mother tongue, with little active use of the target language.

- Much vocabulary is taught in the form of lists of isolated words.

- Long, elaborate explanations of the intricacies of grammar are given.

- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

- Reading of difficult classical texts is begun early.

- Little attention is paid to the context of texts, which are treated as exercises in grammatical analysis.

- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

- Little or no attention is given to pronunciation.

The **Audio-lingual** M**ethod** developed with the advent of audio tapes (and more recently with computers digital audios). This method is based on the belief that language learning is the acquisition of correct language habits. The language learner actually hears and mimics native speakers on recordings, often used with earphones in a language lab setting. Usually these lessons begin with a sample dialogue to be recited and memorized and this is followed up with substitution pattern and saturation drills in which the grammatical structure previously introduced is reinforced. The teacher directs and controls students' behavior, provides a model and reinforces correct responses.

Characteristics of the Audio-Methods:

- New material is presented in dialogue form.

- There is dependence on mimicry, memorization of set phrases, and over learning.

- Structures are sequenced by means of contrastive analysis taught one at a time.

- Structural patterns are taught using repetitive drills.

- There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.

- Vocabulary is strictly limited and learned in context.

- There is much use of tapes, language labs, and visual aids.
- Great importance is attached to pronunciation.
- Very little use of the mother tongue by teachers is permitted.
- Successful responses are immediately reinforced.
- There is a great effort to get students to produce error-free utterances.
- There is a tendency to manipulate language and disregard content.

The **Psychological Method** consists in the mental representation and in the association of ideas; the lexicon is learned through sentences about the daily activities by means of situations related to the experiences of the students and in the employment of dramatization, as well as audio-visual aids, which propitiate the increase of the vocabulary in a short time.

a) The **Direct Method** is considered at present as an approach, according to (Irízar Valdés, A. 1996), the teaching of languages must be based on the practice and while the learning of the language in a similar form to the mother tongue, taking as main objective the development of the skill of thinking about the foreign language exclusively. The method is called direct because it aims to establish a direct connection between the words in the foreign language and their denotations.

Finally there is the novel **Eclectic Method** which is the method used to be the ideal method if supported by adequate teacher mastery of a variety of methods, so as to take appropriate aspects of the strengths of each method and adapt them to the needs of the teaching program at hand, then apply it proportionally. The following are the advantages of using the eclectic method according to Rahmawati S. (2012):

a) Teachers can make teaching more varied and more interesting.
b) Problem of individual differences, the material less attractive learning environment can be solved.
c) Teachers can be more confident and convincing in the teaching of language skills.
d) The teacher can convey the subject matter more quickly.
e) Teachers can turn the classroom teaching and learning atmosphere.
f) Students will be eager to learn/do not quickly saturated.

g) Can further make the students concentrate on learning.

Through history, many have been the linguistics, authors, and researchers in general, that have studied the process of acquisition of vocabulary and learning strategies for the new vocabulary. Many of those studies carried out by these researchers have been conducted comparing the effects of different vocabulary presentation strategies. Here are some authors that have studied the teaching learning process of the English language vocabulary: (Acosta Rodolfo, 1996), (Ahmed, M. O. 1989), (McCarthy, M., 1998), (Atkins, B. T. S.,1998), (Huckin, T., and Coady, J. 1999), Vega Gómez, M. C. (2004), Cepero Luis, O. (2005), (Pérez Rodríguez, G. Leiva Miranda, M. O. (2006), (Backer K, S. (2007), (Nation 2001).

(Acosta Rodolfo, 1996) stated: **Vocabulary** is the system formed by all words and the equivalent of these. The term word is defined as the basic unit of the language, which comes from the association of a meaning with a group of sounds, which is used in a grammatical function given.

As determined by Herbert, E. H., & Kamil, M. L. (2005): **Vocabulary** is the foundation on which a language is taught. Vocabulary is "the knowledge of the meanings of words". In other words, it can be said that vocabulary constitutes information coded in language meaning. There are two different manners of conveying information through language: oral and written.

Oral vocabulary is the set of words that a person knows the meaning when speaking or reading aloud. Written vocabulary is the set of word meanings encoding information that is meant to be read silently and aloud (Herbert, E. H., & Kamil, M. L. (2005)).

As result, vocabulary is the definition of well-known-words that are often used and recognized by a person. A good vocabulary leads to a successful recognition and reproduction by the learners of a well communicative function in oral and written form, so vocabulary acquisition helps to improve the spontaneous communication in class and consequently supports the teaching and learning process of other languages skills: reading, writing, speaking and listening.

In preceding studies, the contributions assumed in the education of English as foreign language in Cuban Junior High School are: the words are not learned by students using the textbook, but first learned orally before using them.

Frye Phillips, A., (1912) expresses the learning of the vocabulary in the English language in Cuba is carried out by means of colloquialisms and simple forms or learned phrases, by means of words, actions and pictures, this aspect is considered between the linguistic and methodological essentials for the formation of the vocabulary of the English language.

According to Antich de León, when the teacher introduces a new material, it is necessary to use acquaintances grammar forms and vice versa, which demonstrates that the grammar and the vocabulary must be related as subsystems. For that reason, before presenting any new contents, the teacher must give students the grammar and vocabulary that is going to be taught and used in class in the following lessons in order to prepare them to assimilate the new contents. (Antich de León, R., 1986:195).

When considering the language as the material wrapping of thought, dialectically, the language is formed in the relation with the sensations and perceptions of the world to achieve the cognition because the simplest expression, far from reflecting a constant and rigid relation between sound and meaning, constitutes, actually, a process (Vigotski, L.S., 1987).

Pérez Rodríguez, G. and Leiva Miranda, M. (2006:7) refer to different forms that can be used for the development and fixation of the vocabulary, which are taken in consideration as theoretical and methodological foundations**:**

- To offer the concepts of the new words by means of drawings or typical actions.

- To explain the meaning of the word always in English.

- To work with synonyms and antonyms of the word, to contrast the new words.

- To ask the students to form words from the already introduced one and to use games to construct the vocabulary.

- To use similar words to construct the vocabulary, to combine the word in the prosody, and to realize questionnaires based on the new words.

These aspects before were taken considering students´ socio-psycho-pedagogical characteristics because, before knowing a word, students must first recognize it as a

verbal and written form, pronounce it, write it and combine it with different words to try to use it in the appropriate situation and level of formality. "Knowing a word implies knowing many things about the word: its literal meaning, its various connotations, its spelling, derivations, collocations, frequency, pronunciation, the sort of syntactic constructions into which it enters, the morphological options it offers and a rich variety of semantic associates such as synonyms, antonyms, homonyms (Nagy and Scott, 2000, as cited in Taylor, 1990)".

As the time goes on through the English lessons, students achieve much more new words on an amazing speed getting closed first to the concept of words than grammar, and then getting interested in the meaning and function of the new language when playing games, singing songs or performing characters of stories.

During the lesson and for the presentation of the new vocabulary the teacher should give it as varied as possible, introducing things that students can see, touch imagine and play within their normal and everyday life; as teaching aids and to perform or represent the meaning, teachers can use toys to show the parts of the body, pictures, posters and videos.

Of course, all of this is useless if the teachers do not know his students' characteristics and motivations and their needs to have success in the teaching of English. It is important the teacher´ way of speaking since he is the main source of vocabulary and the language, students' capacity of focusing and understanding language and messages is bigger than adults'; so, answering a students´ question in a single word is completely wrong, it must be done in a full sentence so students can attain the meaning and use of the word, as well as should never talk slowly but enough.

Teaching vocabulary is like building a Lego house, there are thousands of small pieces (bricks representing the words) that can work every single one of them as the principal according to the (communicative) situation. Therefore, the techniques for explaining the meaning of words must be clear, they are good ways to enhance the acquisition of vocabulary, as it also involves strategies of teaching and learning English.

Techniques for explaining the meaning and use of new words to students:

- By demonstration or pictures.
- Using an object.

- Using a cut-out figure

- Using gesture.

- Performing an action.

- Using photographs.

- Drawing diagrams on the board.

- Analytical definition (to these moving images, from TV, video or computer should be added) by verbal explanation.

- Putting the new word in a defining context (e.g. we use a pen to write).

The techniques to acquire new vocabulary are not the only method that students have for developing their language; in fact, it seems that most students use strategies for acquiring or just using the English vocabulary. Chamot (1987) found that high school learners reported more strategies use for vocabulary learning than for any other language learning activity, including listening comprehension, oral presentation, and social communication. Therefore some teaching strategies must be taken into consideration by the teacher at the time of teaching vocabulary, such as:

- Teachers can show how to find clues to the meaning of a new word in a picture or in other words in the same sentence.

- Teachers can teach the sub-skills needed to make use of strategies. For example, to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.

- When reading a story, teachers can explicitly encourage prediction of the meanings of new words.

- Children can be helped to prepare lists of words they want to learn form a lesson, can be shown ways of learning form lists and later can be put in pairs to test each other.

- Children can be helped to reflect on their learning process through evaluating their achievements. For example, at the end of a lesson they can be asked how many new words they have learnt, and which words they need to learn more about. Through regular self-evaluation, children can come to understand more about what they are learning and how.

Translating into another language can be useful when introducing abstract words or phrases such: as people, places, landscapes, and etc. This is good exercise for

students as they have to do some mental work while constructing a meaning for the new word or words. So the more they work thinking about the words and their meanings, the more likely they will be to remember them.

Regarding vocabulary acquisition, the author of this research proposes some aspects to be taken into account. Teachers have to know what is the real state of the use of lexical units in which students are. In the research, the following Assessment Scale to clarify its scientific position in what vocabulary is used in concerned to the difficulty of referring to the mastery of the lexicon in the English language. So this work considers acquiring vocabulary as a complex process which takes into consideration the following levels:

Level 1

1- Mastery of the vocabulary area about personal information.

2- Usually able to describe houses, places, objects, persons physically and morally and the mastery of the adjectives to do it.

3- Usually able to conjugate verbs.

4- Usually able to express what they are doing at a moment.

5- Usually able to use antonyms.

6- Usually able to use synonyms.

7- Mastery of the vocabulary area about the weather.

8- Usually able to describe the different types of clothes.

Level 2

1- Few mastery of the vocabulary area about personal information.

2- Few use of adjectives to describe houses, places, objects, persons physically and morally.

3- Little use of the verbs.

4- Little production of learned patterns about actions that are happening at moment

5- Little use of antonyms.

6- Little use of synonyms

7- Few use of the vocabulary about weather.

8- Little mastery of the adjectives to describe clothes.

Level 3

1- Limited use of the vocabulary area about personal information.

2-   Not use of adjectives to describe houses, places, objects, persons physically and morally.

3-   Not use of the verbs.

4-   Not handling of learned patterns about actions that are happening at moment of speaking.

5-   Not use antonyms

6-   Not use of synonyms.

7-   Limited use of the vocabulary related with weather.

8-   Limited of the adjectives to describe clothes.

2. Initial stage analysis of the employed tools and instruments in the diagnosis.

After implementing the tools and techniques in the initial diagnosis, the results obtained were:

Interview to students: (annex 1) the items were directed to motivation for the English subject ten students (32.26%) were motivated to learn the subject and twenty-one students (67.74%) were not motivated.

In the item related to express themselves orally, eight students (25.81%) liked the oral activities however, the rest of them, twenty-three students (74.19%) never liked the oral activities.

In the third item related to the importance of talking in the English Language, there are ten students (32.26%) who considered important to talk in English, even though the rest of students twenty-one (67.74%) did not like to talk because it was very difficult for them to express orally.

The fourth item related to comprehension of the English Language only one student for a 3.23% said that could understand everything that the teacher was saying because she like to study English at home using informatics technologies, while the rest could not understand what the teacher said because none of them received English lessons in Elementary School representing the 96.77%.

In the fifth item related to learn new English words, fourteen students (45.16%) liked to learn new words and the rest of the students, the majority, seventeen (54.84%) did not like to learn words.

In the final sixth item related to how many words they master, the whole group did not know how many words they master.

During the investigation the results of the observation guide: (annex 2) showed that there are difficulties in the acquisition of vocabulary during the English teaching and learning process.

In the first item, related to the reproduction of the basic vocabulary of the grade,m there were five students (16.13%) who were able to use and reproduce it, belonging to level 1; there were six students (19.35%) regularly able to reproduce or use the vocabulary, being in level 2; while the rest of them, twenty students (64.52%) were not able to reproduce the vocabulary, for level 3.

Regarding the second item, related to the reproduction of the lexical and phonetic patterns, there were two students (6.45%) able to reproduce them, for the level 1; eight students (25.8%) were partially able to reproduce phonetic patterns, being in level 2; and finally there were twenty one students (67.75%) unable to reproduce it , for the level 3. In the third item related to the spontaneous communication in oral and written forms using the correct vocabulary of the unit, only one student (3.23%) was able to communicate, for the level 1; four students (12.9%) were able to communicate, for level 2; and finally twenty-six students (83.87%) were not able to communicate spontaneously, for level 3.

For the pedagogical test: (annex 3) some considerations were taken into account:

1- Personal Information.

2- Adjectives to describe persons, places and objects.

3- Verbs conjugation.

4- Present Continuous Tense.

5- Uses of antonyms

6- Uses of synonyms

7- Weather vocabulary use.

8- Clothes vocabulary use.

In the first item, directed to talk about personal information, eight students (25.81%) were on level 1; two students (6.45%) were on level 2; and in level 3 were twenty-one students (67.74%). The second entry was aimed to use adjectives in order to describe

people and places and objects, nine students (29.03%) were on level 1; only one student (3.23%) was on level 2; and twenty-one students (67.74&) belonged to level 3. When conjugating verbs, in the third item, three students (9.68%) stood out for level 1; six students (19.35%) were on level 2, and twenty-two students were on level 3. In the use of the present continuous tense, fourth item, three students (9.68%) were on level 1; while five students (16.13%) were on level 2; and twenty-three students (74.19%) were on level 3. The fifth point referring the use of antonyms only one student (3.23%) were on level 1; one more (3.23%) on level 2; and finally twenty-nine students (93.55%) were on level 3. The results in the sixth item, related to the use synonyms, were as equally as in the fifth item. The seventh pointer was devoted to evaluate the correct use of the weather vocabulary; four students (12.9%) stood out on level 1; two students (6.45%) were on level 2; and twenty-three students (74.19%) for level 3.

Referring to the correct use of vocabulary about clothes, four students (12.9%) were able to use them and belonged to level 1; two students (6.45%) were on level 2 and the rest 23 students (74.19) belonged to level 3.

3. Learning task: theoretical background from a communicative perspective.

The conceptual aspect in within the socio-cultural psychology in relation to the task that is considered in this work is based on the theories given by A.N. Leóntiev who is the major figure on this theory and deepened afterward by A. R. Luria; P.Y. Galperin; V. V. Davídov, and V.P. Zínchenko, among others.

The task remarks the relation between the subject and the object where: the human beings while transforming the object transform themselves and the relation with the object is presented to the subject just as it is as relation and thus regulates the tasks.

Every task must be constituted by the orientation which departs from determined necessities, the motives and the execution that consists in making actions and operations related to the needs, the motive and the tasks as such. Any task comprises a series of actions directed to an end, but the choice for the accomplishment of it requires of the following elements: the action, the determination of the concrete content and the activities adaptation to the given moment which constitutes tasks of the investigated-orientated activity of the human beings.

L.S. Vigotsky in his theories of the human activity, he considers the social as essential of the psychical and the character as mediator of the human mind through the instrument and the sign, meaning psychological instrument. In the psychogenetic theories the superior behavior forms are established, that is the so called superior psychic functions. The child does not only assimilate the content of the socio-cultural experience but also the cultural thinking and meaning, the procedures and the cultural behavior, therefore children can learn almost anything if they are dancing, tasting, touching, seeing, feeling and playing with the information.

According to this theory, it can be stated that the activity is the main force that enhances the psychic. There are two concrete types of the human activity, the practice directed to the external and the theory directed to the internal, the theoretical activity arises and it is developed and influenced by the objects in the human practice and it contributes in such a way that the objects reach the most effective form. The theoretical activity leads to the development of the critical-verbal thinking.

Learning tasks propitiate learning in a more effective way, the use of these tasks to learn a new language have been supported by different authors who give learning tasks

different conceptions and definitions. This work relates the concepts and definitions given by the most relevant specialist in this field.

Leontiev, (1981) defines a **task** "as the real process that includes various actions and operations, by means of which he or she responds to his or her needs, keeps a relationship with reality and states certain attitude toward such reality".

A task, from a philosophic view point, can be considered as a specific human way of active relation with the world around, which content is based on the world transformation according to an objective. It demands certain differences between the subject and the task object. Every task includes in itself, certain means, result and consequently its conscious character. It is the real motor force of the social progress and a condition for the society to exist (Philosophical-Encyclopedic Dictionary, 1984).

In relation to it, it is also stated that **learning tasks** are the way to interact dynamically with the reality through which is established the real link between the man and the world he lives. Through tasks, man influences over nature, objects and other people (Petrovski, A.V. 1981).

Gonzalez, V. (2001) stated that: "we call **task** to those processes through which the subject, responding to his needs, begins an interaction with his reality, adopting a given attitude towards that reality (…) in the form of task occurs the subject-object interaction, thanks to which the psychic reflects permit the set interaction originate".

A **learning task** is any activity that students do as part of their school-related work. It can be an exercise that students complete in one class period, or an extended project that takes place both in and outside of school (Learning Activity Rubrics 2012).

Learning tasks are derived according to its difficulty and complexity level and the levels of assimilation of the students, some of these tasks are aimed to recognition, reproduction and production.

A statement can be dome upon this; learning tasks consist in obtaining learning process and knowledge, preparing man for real life. The task makes a complex system that has certain components and different kinds of manifestations.

The learning tasks are planned and oriented by teachers but they are executed by the students and these tasks can be in class or outdoor class. Also these tasks imply the

search and acquisition of knowledge, the development of abilities and the integral formation of personality (Silvestre, M. y José Zilverstein 2000).

Several works related to learning tasks among them: Labarrere, G. (2001), Alvárez de Zayas (1999) stated some points of coincidence in the conception and formulation of the learning tasks. For the application of these, the teacher should take into account the following parameters:

➢ What elements of thought need to reveal.

➢ What operations of thought to stimulate, how to combine different types of learning tasks.

➢ What tasks promote cognitive, intellectual and formative demands?

➢ The conditions in which they are developed.

➢ What socio cultural aspects involve the students?

The learning tasks must be characterized to be sufficient, varied and differentiated Caballero, E. (2002). They are sufficient because assure the necessary practice of the language. So, if the student is going to learn she/he will learn to do it in an effective way and when she/he is prepared to put the difficulties away, then learning is granted.

Learning tasks are varied because they have different demand levels to promote the intellectual effort in the students, from a simple exercise to the solution of a problem, from the formulation of a hypothesis to the search of solutions.

And finally, differentiated, because they are within the range of everybody´s capacities, they facilitate the attention of the individual needs of the students and the students do not need a great amount of effort to do them.

These criteria show a double functionality of the leaning tasks taking into account each of the levels that intervene in the teaching learning process:

• As a means to learn (students).

• As a means to guide the learning process (teachers).

Nevertheless, language practice does not grant the spontaneous and creative use of language. The functional-notional approach encourages students to speak creatively since the very early stages of the learning process by making emphasis on the use of some items of pronunciation, word-forms, structures or any other linguistic or cultural items that can be used by students as communicative tools. These should normally be

integrated, but it may sometimes be necessary to isolate certain items from the dialogue in order to provide students with a set of items that can be used in different communicative situations, keeping in mind the uses to which the language is put and through the major role given to speech activities.

3.1 Characteristics of the proposed learning tasks.

The learning tasks are based on the objectives for the English subject in seventh grade.The learning tasks offer an alternative in order to achieve the objective stated in this research. Also, by means of these learning tasks students can improve their vocabulary acquisition and expression in a correct way. These learning tasks are also made up taking into account the students' characteristics, motivations and the curriculum´s objectives of the English subject for seventh graders. Basically, the tasks have three stages: the orientation carried out by the teacher, the execution supported by the actions done by the students and the control with the participation of both (teacher and students) in the attainment of the wanted goals.

Due to the outcomes obtained during the initial stage, the tasks are to be done during the free practice lessons in each unit. The activities are structured as follows, title, objective, time, procedure and assessment.

Activities

Activity 1

Title: Introducing yourself.

Objective: To increase the vocabulary related to personal information.

Type of lesson: Free practice.

Time: 25 minutes

Orientation stage: the teacher gives students new names and new physical and moral characteristics, students write the new name and characteristics on a piece of paper. The teacher selects a piece of paper and models and shows what students have to do, the teacher checks if students know what to do, then asks a student to do what they have to do, once all students know what to do, then comes the second stage.

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

   Are you Ernest?   Are our eyes green or blue?

   Who are you?   Do you have long hair?

   How do you call yourself?   Are you tall or short?

When the student finds who the person is, 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 to one another.

Control stage: students must communicate to each other orally, although they have to write down the characteristics they find in order to discover who the person is, 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 at the end of the activity.

Activity 2

Title: Raining words

Objective: To increase vocabulary related to adjective for describing people, things and animals.

Type of lesson: Free practice.

Time: 20 minutes.

Orientation stage: the teacher will write three adjectives on the chalkboard and ask students about things that these adjectives may suggest or describe:

Amazing   Dark   Nice

Execution stage: in pairs, the teacher asks students to write down three adjectives and as many things as they can think these adjectives might describe. Then he selects one pair of students and writes the adjectives on the board they chose and ask to the rest of the class to suggest things that could be described by these adjectives. Compare the suggestions and select the closest ones to the adjectives.

Control stage: the control of the task will be oral and written, for the analysis the teacher will write down the main mistakes and achievements made by students and correct them at the end of the lesson.

Activity 3

Title: Find the matches.

Objective: To increase the vocabulary related to nouns that refer to animals, objects and persons.

Type of lesson: Free practice.

Time: 20 minutes.

Orientation stage: the teacher writes two columns A for nouns and B for adjectives and then he asks students to suggest possible combinations.

E.g.: A fast plane.

1	Fast		Plane
2	Strong		Eyes
3	Green		Doctor
4	Small		Noise
5	Smart		Panther
6	Wooden		Car
7	Black		Door

Execution stage: students will select different combinations and the teacher will write a number to match the two words. See how many the class can make. If someone suggests an unusual or strange combination, they have to justify it: Can you justify a strong door for example?

Control stage: 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 at the end of the activity.

Activity 4

Title: Verbs in present tense.

Objective: to increase the vocabulary related to verbs.

Type of lesson: Free practice.

Time: 20 minutes.

Orientation stage: the teacher shows some pictures with different types of animals, persons or objects and the students must express what the pictures characters can do, according to the verbs that the picture suggests. For example: The teacher shows a picture where a man with a ball appears.

A: What does he do?

B: He plays Football.

Execution stage: students must say as many actions they see as possible.

Control stage: the activity will be evaluated orally and written by the teacher; who will take down notes of the main mistakes and achievements made by the students and corrects them at the end of the activity.

Activity 5

Title: What´s happening?

Objective: to increase the vocabulary related to actions that are occurring at the moment of speaking. This work can be carried out in pairs of students.

Type of lesson: Free practice.

Time: 15 minutes.

Orientation stage: Teacher shows pictures.

E.g.: What is he doing?

He is eating his breakfast.

Execution stage: students must express what the pictures characters are doing.

Picture cards

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.

Activity 6

Title: Bloom.

Objective: to increase the acquisition of vocabulary.

Type of lesson: Free practice.

Time: 10 minutes

Orientation stage: the teacher selects a word and writes it on the board "astonishment", then asks students to find as many words as they can in the given word using only the letters that are in the word. Join the guessed words with a line to the stating word for a sunray effect. E.g.: time

Execution stage: students can suggest as many words as they can find. This work can be carried out in pairs of students.

For example:

Control stage: The students most select the correct group of words then the teacher will evaluate the task in an oral and written way.

Activity 7

Title: Brainstorm.

Objective: to increase the vocabulary related to clothes.

Type of lesson: Free practice.

Time: 10 minutes.

Orientation stage: the teacher takes a word the class recently learned and asks the students to suggest all the words they associate with it. He writes each suggestion on the board with a line joining it to the original word, in a circle, so that you get a sunray effect. This work can be carried out in pairs of students.

Execution stage: students must suggest as many words as they can.

For Example:

Control stage: meanwhile students are talking; the teacher corrects them if they mispronounce a word and assesses them individually according to their answers, taking into consideration the pronunciation of the words and proper use of vocabulary.

Activity 8

Title: Antonyms.

Objective: to increase the vocabulary.

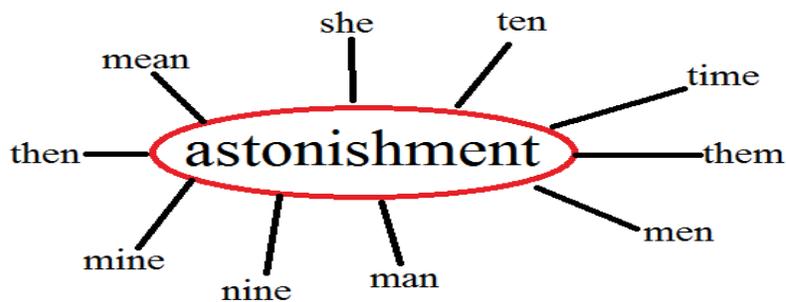Type of lesson: Free Practice.

Time: 10 minutes

Orientation stage: the 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 pairs.

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.

For example:

Elementary

foot: head, hand	**cold:** hot
drink: eat	**far:** near
full: empty	**clean:** dirty
boy: girl, man	**right:** wrong, left
old: new, young	**black:** white
fat: thin	**wife:** husband
short: long, tall	**broad:** narrow
light: dark, heavy	**arm:** leg
buy: sell	**begin:** end
summer: winter	**small:** large, big

Control Stage: 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.

Activity 9

Title: Crossword puzzle.

Objective: to increase the vocabulary related to synonyms and the use of adjectives to describe people.

Type of lesson: Free practice.

Time: 15 minutes.

Orientation stage: the teacher brings a crossword puzzle and hangs it up on the board where every student can see it clearly; the students must find as many adjectives as they can and then form as many pairs of synonyms as possible. After forming the pairs, the students must write short sentences using the adjectives to describe people and then translate the sentences into the mother tongue. This work can be carried out in pairs of students.

Execution stage: students should watch the puzzle carefully to find and form as many pairs of synonyms as possible with the crossword puzzle.

Control stage: meanwhile students are working, 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 the vocabulary.

U	L	U	Z	W	G	C	D	N	K
Z	G	S	O	W	A	L	B	I	G
S	H	L	I	O	D	E	S	H	O
W	D	E	Y	N	A	V	G	T	O
I	N	N	Z	D	M	E	U	E	D
S	I	D	T	E	A	R	B	E	L
E	K	E	Y	R	Z	Q	C	A	F
H	P	R	V	F	I	I	E	O	D
A	O	Y	O	U	N	G	A	H	I
R	J	Q	E	L	G	O	T	A	F

Activity 10

Title: A trip to the museum.

Objective: to increase the vocabulary related to history.

Type of lesson: Free lesson.

Time: 45 minutes.

Orientation stage: During the tour students are going to work in pairs; they will have to take notes about what they see and listen to during the exposition in order to answer a set of questions given by the teacher after the visit to the museum in order to a further discussion in class.

Execution stage: students have to be focused on every detail of the tour in order to answer the following questions.

1. What's your name?
2. Where do you study?
3. Where the museum is located?
4. What kind of museum is it? A History one or a Science one?
5. What was the most interesting object you saw in the tour? Why?
6. Mention a curious story that shocked you during the visit? Why?
7. Did you enjoy the trip to the museum? Provide reasons.

Control stage: during the tour the teacher will help students to write the unknown words by translating them.

4. Evaluation of the effectiveness of vocabulary acquisition through learning task in seventh graders.

To carry out the evaluation of the effectiveness of the application of the learning tasks proposed in the research and the cognitive dimension on the part of the students, a pedagogical test, that kept the goals and topics of the pre-test (Annex 8), was made. The scientific observation was employed to evaluate the procedural dimension; this kind of test was chosen taking into consideration the psycho-pedagogical particularities of the students of seventh grade (Class 4).

The summary of the obtained results while carrying out the scientific observation during the vocabulary acquisition process in the seventh graders (Class 4) allow the researcher to evaluate the final results of the test using its pointers in the procedural dimension.

3.1 Comparative analysis

The following comparative analysis show the results of the pre-test and the post-test starting from the established levels and rates to evaluate the pointers and dimensions.

Cognitive dimension:

In this dimension were evaluated the pointers (Annex 9):

➢ Reproduction of basic vocabulary of the grade.

➢ Reproduction of the lexical and phonetic patterns.

➢ Spontaneous communication in oral and written form.

The obtained results evidence that there are changes in the vocabulary acquisition in the students of seventh grade (Class 4), which allow the researcher to represent through graphics the results of the pre-test and test, where become evident the quantitate and qualitative changes in levels: Able, Regularly able, Not able.

During the process of the vocabulary development there was an increase on the item related to reproduction of the basic vocabulary of the grade. This increase supposed the 83.8% from the whole sample, which meant a total of 26 students who were able to use the vocabulary of the grade. Only one student did not catch up the goal as the test did, an afterwards help was continuously done as extra-lessons to improve the learning capabilities of the student.

The frequencies to be analyzed in the pointer related to the reproduction of the lexical and phonetics pattern of the syllabus show that there is an important rate of development with 8 students being able to use these aspects; it can be translated into the 51.62% of the sample. Five students were unable to catch up the goal of the test which was the movement from lower level to the higher ones; therefore he was in continued extra help.

The item related the spontaneous communication in oral and written form; there were significant results after the test. Out of 26 students who were not able to carry out a spontaneous communication, 14 (45.16%) of them moved to the second level of assimilation; other 4 students moved to the higher level from the middle level for a total of 5 students meaning the 16.13% of the whole class. The rest 12 (38.71%) students, who were at the lower level, were put into differential attention to increase their cognitive capabilities.

The test corroborated that the students who were located at the higher levels have the vocabulary knowledge that the syllabus includes in the grade, aspects such as the members of the family, jobs, the different parts of the house, as well as a good use of the verb "to be" in affirmative and negative clauses. Also there is an increase on the development of the reproduction of the lexical and phonetic patterns, as well as a more spontaneous communication both oral and written as students find themselves more confident to use the English language in class.

CONCLUSION

-In the bibliographical analysis made by the researcher it was detected that vocabulary acquisition was supposed to be granted with the use of the communicative approach and that few studies had been conducted to this area in the 20's. Also, during the bibliographical consultation has been shown that now this area is gaining space among the theorists, the linguists and the pedagogues. Vocabulary acquisition, teaching and learning is having the space it deserves in the teaching of foreign languages. It is important to remark that words make up a language, so with no words languages cannot be used or function as such.

-In the diagnose stage it could be detected that students have potentialities and weaknesses in language learning mostly in what concerns this work vocabulary acquisition, this stage of the research permitted to remark aspects such as: students did not master the vocabulary of the units, did not have vocabulary acquisition strategies, did not give vocabulary the importance it deserves, did not recycle the vocabulary, abuse of the memorization and most important did not know how to link the new words to new communicative situations.

-The applied learning tasks are characterized by being systematic, interdependent and flexible. These learning tasks are also made taking into account the students' characteristics and motivations. They are structured in title, objective, time, and type of lesson, orientation stage, execution stage and control stage.

-The learning tasks helped to improve the vocabulary acquisition of English Language in students of seventh grade (Class 4) at Ernesto Valdés Muñoz Junior High School when proved their effectiveness as reflected in the results of the post-test making higher the vocabulary acquisition in the sample.

RECOMMENDATIONS

➢ To consider the learning tasks, applied in the research, due to the methodological structure of the Junior High School in Sancti Spíritus among the results to add in the educational plan of the municipality, as one of the didactic innovations that might help to contribute to the improvement of the English vocabulary acquisition.

➢ To consider by the pertinent authorities, the different ways that help to create a spreading and extension strategy of the applied learning tasks in order to be known by the users which are focused on (say teachers, methodology specialists and grade masters).

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Annexes

Annex 1

Interview

Objective: to verify the students´ interests towards the subject and what is the current state of the vocabulary in the English Language.

1. ¿Te sientes motivado a aprender inglés?

2. ¿Te gusta expresarte oralmente en el idioma inglés?

3. ¿Consideras importante hablar en inglés en las clases de dicha asignatura? ¿Por qué?

4. ¿Comprendes bien todo lo que el profesor y tus compañeros hablan en el aula en la asignatura de inglés?

5. ¿Te gusta aprender palabras en inglés?

6. ¿Sabes cuántas palabras dominas en inglés?

Annex 2: Observation guide

Grupo: ___ Grado: ___

Objective: to diagnose the problem, related to the acquisition of the vocabulary.

Items

1. Reproduction of the basic vocabulary of the grade.
2. Reproduction of the lexical and phonetic patterns.
3. Spontaneous communication in oral and written form.

Annex 3: Pedagogical Test

Objective: to evaluate the initial state of the vocabulary in the students.

Individual activity:

Write a paragraph about yourself taking into account these sentences:

- What is your name?

- How old are you?

- What is your town like?

- What is your friend doing?

- What is your friend like?

- What is the weather like in Cuba?

- What are your friends wearing?

- What do you do at school in the morning?

Annex 4: Results of the Interview to students.

| Interview indicators	Yes		No	
¿Te sientes motivado a aprender inglés?	10	32.26%	21	67.74%
¿Te gusta expresarte oralmente en el idioma inglés?	8	25.81%	23	74.19%
¿Consideras importante hablar en inglés en las clases de dicha asignatura? ¿Por qué?	10	32.26%	21	67.74%
¿Comprendes bien todo lo que el profesor y tus compañeros hablan en el aula en la asignatura de inglés?	1	3.23%	30	96.77%
¿Te gusta aprender palabras en inglés?	14	45.16%	17	54.84%
¿Sabes cuantas palabras dominas en el idioma inglés?	-	-	31	100%

Annex 5: Observation guide results.

Observation guide indicators	Able		Regularly able		Not able	
	Level 1		Level 2		Level 3	
Reproduction of the basic vocabulary of the grade.	5	16.13%	6	19.35%	20	64.52%
Reproduction of the lexical and phonetic patterns.	2	6.45%	8	25.81%	11	35.80%
Spontaneous communication in oral and written form.	1	3.23%	4	12.9%	26	83.87%

Annex 6: Initial Pedagogical Test results:

Pointers	Sample	L1 Adequate	%	L2 Regular	%	L3 No adequate	%
Personal Information.	31	8	25.81	2	6.45	21	67.74
Adjectives to described persons, places and objects.	31	9	29.03	1	3.23	21	67.74
Conjugates verbs	31	3	9.68	6	19.35	22	70.97
Present Continuous Tense.	31	3	9.68	5	16.13	23	74.19
Uses of antonyms	31	1	3.23	1	3.23	29	93.55
Uses of synonyms	31	1	3.23	1	3.23	29	93.55
Weather vocabulary use	31	4	12.9	2	6.45	23	74.19
Clothes vocabulary use.	31	4	12.9	2	6.45	23	74.19

Annex 7: Initial pedagogical test results' graphic representation.
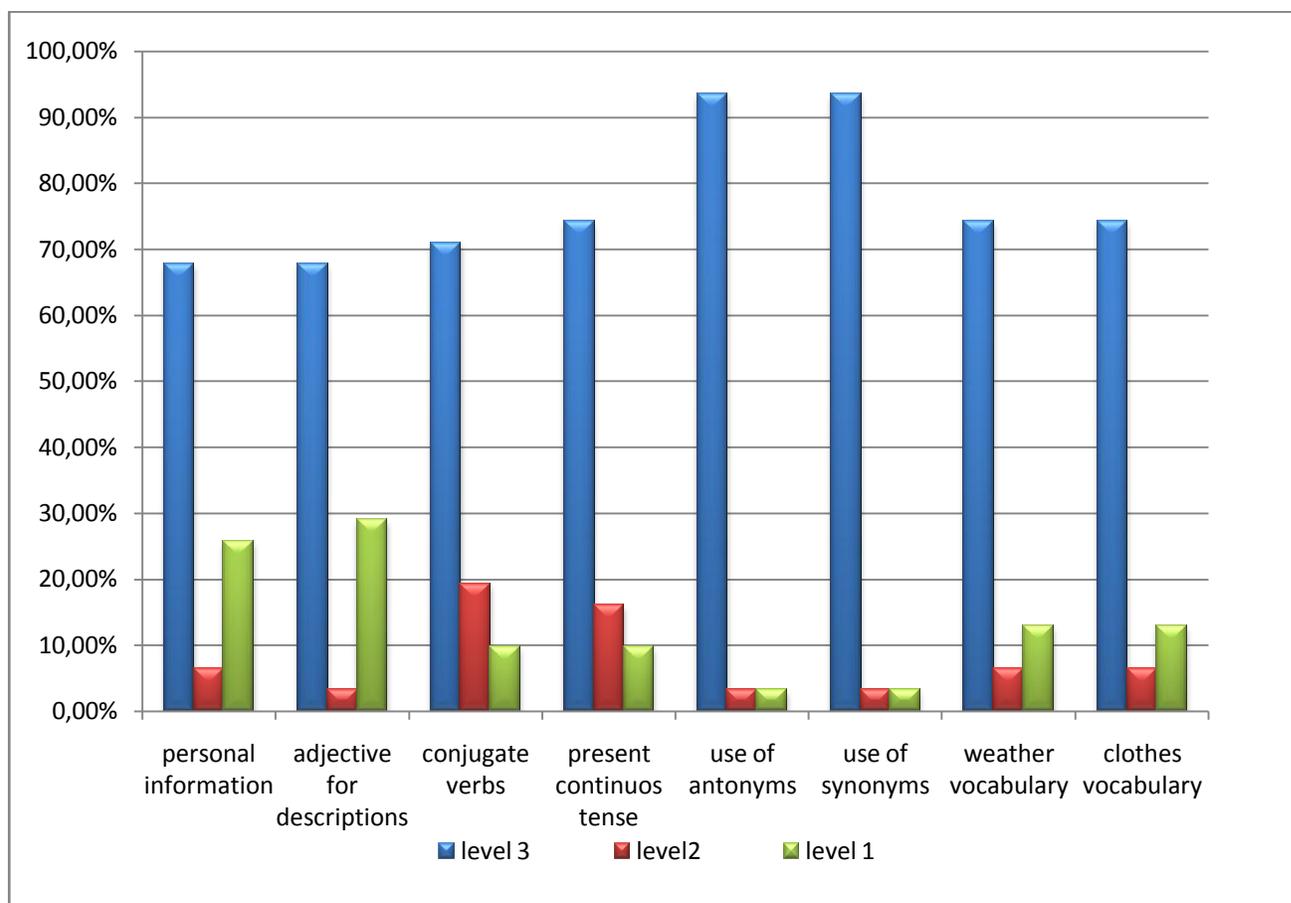
Annex 8: Post-text applied to the students of seven grade (Class 4).

Object: Students of seven grade (Class 4).

Technique: Pedagogical test.

Objective: To control the vocabulary acquisition in the English language in students of seven grade (Class 4).

➢ **Reproduction of the basic vocabulary of the grade.**
➢ **Reproduction of the lexical and phonetic patterns.**
➢ **Spontaneous communication in oral and written form.**

Procedures

Exercise 1: Specific objective.

➢ Reproduction of the basic vocabulary of the grade.

The teacher will divide the class into five teams, six students each, the teacher will give students a piece of paper with five words written on it, students have to point what words are related among them.

Exercise 2: Specific objective.

➢ Reproduction of the lexical and phonetic pattern.

The teacher will write the name of four areas of vocabulary on the blackboard, then he will give students four cards per team and they will place the cards according to the areas they fit in.

Exercise 3: Specific objective.

➢ Spontaneous communication in oral and written form

The teacher will give in plenty of time a card to each team, the card will be divided into two columns A and B with questions and its answers, after that the teacher will ask student some questions and they have to answer supporting their ideas with the cards'.

➢ Apply questions about personal information through dialogues.

The teacher will assign the work in pairs in order to perform dialogues using questions and answers about personal information.

Exercises:

1. Select the words that are related in the following list.

Paper 1	Paper 2	Paper 3	Paper 4	Paper 5
Kitchen	Chair	School	Coat	Intelligent
House	Lion	Nurse	Jeans	Polite
Bathroom	Bed	Market	Table	Brave
Chess	TV	Park	Belt	Smart
Toilet	Coffee table	Grocery	T-shirt	Marbles

2. Put the words in the correct place. Use the cards offered below. Cards: table, singer, study, picture, watch TV, refrigerator, policeman, drugstore, dancer, Movie, theater, desk, armchair, pilot, market, practice baseball, do the homework, bathing suit.

Activities

Furniture		Occupations		Places

3. Answer the following questions according to column A and B.

A-Questions	B-Answers
What is your favorite toy?	Her name is Susan.
What do you do on weekends?	The lion.
What is your favorite animal?	Marbles.
What is your father occupation?	I practice sports.
What is your mother's name?	They are from Cuba
Do you like Summer?	He is a carpenter.
Where are parents from?	Yes, I do!

4. Prepare a dialogue taking into account the elements below:
a) Greetings.
b) Ask someone's name.
c) Ask about someone's favorite things.
d) Occupation.
e) Ask about the weather in Cuba.
f) Say goodbye.

Annex 9: Summary of the results of the observation guide to students post-test.

Observation guide indicators	Able		Regularly able		Not able	
	Level 1		Level 2		Level 3	
Reproduction of the basic vocabulary of the grade.	26	83.87%	4	12.9%	1	3.23%
Reproduction of the lexical and phonetic patterns.	12	38.71%	14	45.16%	5	16.13%
Spontaneous communication in oral and written form.	5	16.13%	14	45.16%	12	38.71%

Annex 10: Results of the post-pedagogical-test, graphical representation