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THE VOCABULARY LEARNING IN SENIOR HIGH SCHOOL.

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Abstract

This Major Paper proposes different activities to work with vocabulary in Senior High School. A deep analysis is made in what concerns the teaching of English as a foreign language in Cuba and abroad. It also helps teachers handle the vocabulary as a subskill of the language, for it is paramount in the communication process; few can be done in any language without having a vast vocabulary when it comes to communication. Also, the work provides different activities that are easy and according to the psychological characteristics of the Senior High School students in Cuba. The levels of assimilation were also taken into consideration for students and they are in need of activities that demand from them effort and thinking attitudes. For the elaboration of the work some empirical and theoretical methods were put into practice with the aim of clarifying the aspects taken into account in what concerns the teaching and learning of vocabulary in Senior High School, so the objective of this work deals with the proposition of different activities to augment the vocabulary areas in Senior High School students. This work also considers some of the most revolutionary theories in what concerns vocabulary learning, for it deals with the Vigotskiayan theories of teaching and learning entailed to the communicative approach and the linguistic competences as a need for it to be developed.

Résumé

La proposition faite dans ce projet de recherche est de travailler avec le vocabulaire au lycée. Une étude profonde à propos de l'enseignement de l'anglais langue étrangère à Cuba et ailleurs. En plus, il aide les professeurs à maîtriser le vocabulaire comme une habilité très importante du langage et de la communication. Ce projet approfondit les différentes activités qui sont faciles d'accord aux caractéristiques psychologiques des étudiants du lycée à Cuba. Les niveaux d'assimilation ont été aussi pris en compte pour les étudiants et ils rattachés aux besoins des activités qui leur demandent d'effort et d'attitudes de réflexion. Pour élaborer cette recherche on a fait emploi de quelques méthodes empiriques et théoriques avec l'objectif d'exprimer les aspects pris en compte pour enseigner et apprendre le vocabulaire. Alors, l'objectif de cette recherche est en rapport avec la proposition de différentes activités pour augmenter le vocabulaire chez les étudiants du lycée. Le projet aussi réfléchit quelques théories l'enseignement et l'apprentissage en rapport avec l'approche communicative et les compétences linguistiques comme une nécessité à développer.

INTRODUCTION

For centuries many have been the methods created by men to learn foreign languages. Ever since, the majority has forgotten about the teaching of language as social phenomena. Plenty of these methods base their principles on the learning of grammar, pronunciation, reading and writing. That is, they focus only one aspect of the language and not the language as a whole. Some of the methods mostly used are the grammar translation methods, the audio lingual methods, the phonetic methods, suggestopedy methods among others.

As these methods did not pay attention to all language aspects, the communicative approach emerged. This approach is not a new method but the mixing of all the prior methods. It was the first to recognize language as a social fact. In within this approach, many have been the methodologies given to teachers to introduce and work with the language, without giving importance to the teaching of vocabulary. This new approach, works on the combination of functions and notions situationally. Therefore a question arises. Can a new language be handled without having a vast vocabulary?

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 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.

Some words are more difficult to learn than others. Research suggests that words which are more concrete and closer to a known concept, or have a similar form in the first language, tend to be learned before those which are more abstract and are relatively dissimilar from the first language.

Words live with other words, not in isolation. Languages are made up of sets of words that go together to make individual meanings such as by the way, the day after tomorrow, bus ticket, half past three, sunny day and so on. These are often called collocations, or lexical units.

Teachers assume the text book is the syllabus and assume that the text book has dealt with the recycling of the vocabulary adequately. Teachers leave vocabulary learning to students and rarely teach vocabulary learning strategies and techniques. Dictionary skills especially are rarely taught and students are not encouraged to keep vocabulary notebooks.

Most vocabulary teaching is from the text with an emphasis on identifying and teaching single words, rather than collocations or lexical phrases. Many teachers do not seem to take a systematic approach to vocabulary selection. Lessons are often prepared just before class, and there is no long-term planning.

Teachers all too often teach too many words at one time. This cannot only confuse students who get them all mixed up, but also overload the students' memory leading to vocabulary.

The students in the school have difficulties in handling the vocabulary, do not make right use of the given vocabulary, sometimes write correctly the word but do not pronounce it properly, they forget the words from unit to unit, learn words by memory, devote few time to study vocabulary, they center only on functions and notions to be evaluated, do not have a notebook where they register the vocabulary, they do not give the importance the vocabulary deserves.

All what has been analyzed before makes the researcher states the following **scientific problem** how to contribute to the learning of English vocabulary in Tenth graders in Senior High School Eduardo García Delgado? Then the **objective** is to apply teaching activities directed to learn English vocabulary in High School Students.

For this reason the research has the following **scientific questions**:

1. What are the theoretical foundations of the learning of vocabulary in Senior High School students?
2. Which are the characteristics of the lessons while learning vocabulary in Senior High School students?
3. Which characteristics must the teaching activities for the learning of vocabulary in Senior High School students have?
4. How to evaluate the activities proposal for the learning of vocabulary in Senior High School students?

For the elaboration of the research some **scientific tasks** have been selected:

1. Systematization of the theoretical groundwork on vocabulary learning in Senior High school.
2. Diagnosis of teaching and learning vocabulary in Senior High School students.

3. Building up of the proposal for the learning of vocabulary in Senior High School students.
4. Evaluation of the proposal for the learning of vocabulary in Senior High School students.

To put into practice the work some methods and techniques were also taken into consideration:

Theoretical Methods:

Analysis and synthesis: The investigation does a division of processes in the production of words from analytical, physical, physiological points of view, deepening into the usage of words while interacting with other people in a communicative environment.

Induction and Deduction: The investigation is based on the solution of problems and the knowledge of the phenomena of the oral and written expression and the introduction and usage of new and given words.

Historical and logical method: The investigation is based on the evolutionary historical analysis of English as a language; it makes reference to some schools and authors who have deepened into the subject to distinguish in the word introduction which aspects allow the fixation of them.

Transit from the abstract to the concrete: This work is centered in the word introduction processes, to obtain from students a correct use of the words since the oral production, using elements that allow the language use, as a whole.

Empirical Methods:

Lesson observation: To detect what kind of activities were put into practice and motivated students the most in the acquisition of vocabulary.

Interview to the teachers and students: With the aim of knowing how they handle and learn words respectively, considering all the aspects mentioned above.

Analysis of the product of the learning activity: Aiming at the reinforcement of the words in use, and to verify what type of activities are devoted to the teaching of vocabulary.

Inclass and outclass Pair work: To detect how words were put into practice taking into account the communicative approach, letting the students interact with the little they know of the language.

Diagnosis tests: Aiming at the fixation of the given vocabulary.

Mathematical and Statistical:

Descriptive statistics: this method was used to analyze the obtained results in the empirical methods been applied.

For the application of the work was taken as **population** tenth graders from Eduardo García Delgado High School and the **sample** group number five, which has the following characteristics, this group is composed by thirty three students, eighteen males and the rest are females, more than fifty per cent of the group is tutored by their mothers. Their intellectual level is average 5 students are advanced, 4 are slow learners and the rest are average. There are 7 black, 11 mixed and the rest are white. This is a disciplined and laborious group

The practical contribution of the research goes to the learning activities proposed to fix vocabulary in Senior High School students. Activities that are characterized by the creativity and flexibility, the entailment of the activities to the characteristics of the students as such, the recycling of the vocabulary use while working in and out doors, the activities are created as a system, they are dependable one from the other, they respond to the psychological and pedagogical characteristics of the students.

DEVELOPMENT

For the recent years, vocabulary has not received the recognition it deserves in the classroom. Most of the time teachers do not consume time while working with it, most translate words and students just copy them to fill their note books with aspects, they will not longer study, and the teaching of vocabulary is banned from unit to unit. That is, the words trainees learn in unit one are not longer practiced in the coming units.

Researchers state that the root of the problems comes from the lack of practice given to the words introduced and the unentailment of the activities regarding the characteristics of the students. Also, it is important to mention some other factors that hinder the work with the vocabulary in the classroom. To mention some regardless the level of the mentees are.

- 1- Imposed syllabus demands.
- 2- Time for the subject.
- 3- Demands of the pupils.
- 4- The teaching of random vocabulary.
- 5- Practitioner's motivation.
- 6- Opportunities for practicing.
- 7- Lack of repeated exposure to words.
- 8- Superficial analysis of the words as such.
- 9- Imprudent selection and organization of lexis.
- 10- Divorce between practice and learning.
- 11- Avoidance of reading activities to fix lexis.
- 12- No feedback on students' efforts.
- 13- Satisfaction on behalf of the teachers with the course book.
- 14- Minimization of vocabulary importance.
- 15- Not systematic approach to vocabulary teaching.
- 16- Not vocabulary learning strategies.
- 17- Not recycling of words where possible.
- 18- Not grouping of vocabulary.
- 19- Not teaching situations related to the vocabulary introduced.

These are, among other aspects, barriers that affect the acquisition of a vast vocabulary on the part of the learners. Traditionally, the teaching of vocabulary has been a synonym of the teaching of meaning; that is, vocabulary belongs to the field of semantics. Recent cognitive studies and their applications on thrilling teaching experiments like the multilingual language class where several languages are taught at the same time contradict this theory. According to Spoet and Hinger (2002:44), "A linguistic item is in fact a two-faced coin: one of sides is ascribed to semantics, the other one to pronunciation, and neither of them can be conceived without the other. In the multilingual class, it has been proved that, without a more or less distinct phonemic mental association, the students will not dare to use a term, regardless of their knowledge of its meaning, at least for oral purposes. There is not meaning without pronunciation, and vice versa". This is the last conclusion of logical path already undertaken, among others, by Van Dijk and Kintsch (1982 :333) when they affirmed that.

"An iconic stream of sounds must be interpreted as phonemes (morphemes) clauses. Meaning must be assigned to these various structures within a few seconds per phrase".

The association between sound and meaning, however raised by the cognitive theorists, was already established by the structuralists. In the 70s, for instance, Prator (1971) established that phonemic distinctions correlate with meaning. Indeed, many teachers have complained about the lack of phonetic instruction in their classes, for example professor Alcaraz in the work already mentioned (2000: 38)

"Oral comprehension and expression command (...) demand an evaluation of the of phonetic and phonologic in professional and academic English, in issue somewhat relegated in some works on specialized languages."

The consideration of vocabulary as a two – faced coin whose phonemic side, for the reasons already brought forward, will prove of utmost importance on teaching terms are intertwined within a text and endowed it with meaning further than the specific sense of every single term. This task has been traditionally based on linguistic concepts such as reference or cohesion and coherence, and their conclusions come to enrich and enlarge the process of meaning ascription.

Ph .D. Pilar Duran in 1999 puts the realm of text linguistics at the service, mainly for comprehensive reading purposes. She explained that the receptive use of a word must lead to the one, a process absolutely governed by the textual and co-textual circumstances.

There is relation of significant dependence between meaning deduction of general vocabulary and specific terms unknown to the students, with topic knowledge, informative content organization and text acceptability.

Vocabulary is regarded, from this point of view, as a textual element, which it certainly is, but not less than it is a systemic and a phonetic unit. The text and its immediate context in the case of a scientific text, the content subject related with that text provide a knowledge schema, activate mental associations based on background information and shape not only the word meaning, but also the clause, sentence, paragraph and text meaning. The role of the sustained-content terms or key words in this process, as Olsen and Huckin (1991:397) have highlighted, it is indispensable.

- 1- They trigger vivid imagery in the readers' mind.
- 2- They are related in an obvious way to the topic of the passage, and.
- 3- They are related to the readers' purpose in reading the passage.

Other scientists work on effective word guessing which requires of flexible application of a variety of processing strategies, ranging from local ones such as graphemic identification to global ones such as the use of broader contextual meanings.

Though many students may feel, they have a mental block or even lack the aptitude for learning foreign languages, most learn a second language. Here are some practical suggestions for studying effectively, overcoming anxiety, and learning the grammar and skills necessary for success in freeing language classes accordingly to Nation (2001: 123).

1. **STUDY EVERY DAY.** A foreign language course is different from Any other course you take. Language learning is cumulative: you cannot put it off until the weekend. Study 1 or 2 hours for every class hour if you want a good mark.
2. **DISTRIBUTE YOUR STUDY TIME.** In 45-minute period throughout the day. Focus on a different task each time: vocabulary now,

grammar next, etc. Get an overview during the first half hour: spend 10 minutes reviewing dialog, 10 minutes learning new grammar...so you will at least have looked at it all. Approximately 80% of your study time should be spent in recitation or practice, including practice in the language lab if there exists.

- 3. ATTEND AND PARTICIPATE IN CLASS WITHOUT FAIL.** Even if you are not well prepared. Class time is your primary opportunity for practice. Learn the grammar and vocabulary outside of class in order to make the most of class time. Spend a few minutes; warming up; before each class by speaking or reading the language.
- 4. MAKE YOURSELF COMFORTABLE IN THE CLASS.** Get to know your classmates so you will feel you are among friends. Visit your instructor during office hours to get acquainted: explain your goals and apprehensions about the course.
- 5. LEARN ENGLISH GRAMMAR IF YOU DON'T ALREADY KNOW IT.** Grammar is the skeleton of a language its basic structure you must learn it. Review a simplified English grammar text. Compare new grammatical structure in your foreign language to their English equivalents.
- 6. PRACTICE FOR TEST.** By doing what you will have to do on the test. If the will require you to write, then study by writing-including spelling and accents. If you will be asked to listen, then practice listening. Ask for practice questions; make up your own test questions. Invent variations on patterns and forms. Over learn: study beyond the point of recognition to mastery.
- 7. DEVELOP A GOOD ATTITUDE.** Have a clear personal reason for taking the class. Set personal goals for what you want to learn. Leave perfectionism at the door; give yourself permission to make mistakes and learn from them.
- 8. GET HELP IF YOU NEED IT.** Talk with your teacher. Form study groups among class members. Use tutoring services.

There now appears to be a growing consensus that teaching vocabulary merits as much attention as teaching grammar. Lewis (1993) calls for an end to the dichotomy that separates grammar and vocabulary and describes a lexical

approach that grammaticalizes lexis. Nattinger and De Carrico (1992) draw the attention to the predominance of lexical phrases in both speech and written language and their role in achieving fluency. Oxford and Scarcella (1994) underline the need for specific vocabulary instruction that should accompany the usually haphazard discovery of lexical items by the individual learners.

Learning vocabulary is one of the key elements in learning a language. In fact, vocabulary has been described as the key element (Wilkins 1972:111) since lexis is more useful than grammar at low levels for communicating meaning. The basic problem with learning vocabulary is that there is so much of it, it is very easy to become overwhelmed. This is true for the teacher as well as the student.

All teachers have found themselves in a situation with an enthusiastic class who are keen to have an explanation of every new word in a text for example. It is easy to bow to that pressure and to supply a long list of definitions or L1 equivalents, which will usually be copied down quite happily. But what happens next? Do the students go away and learn all those words? Some might, but the vast majority gradually becomes disillusioned as they acquire pages and pages of notes, listing words they have only seen once and may never see again. So, what are the alternative to list when dealing with new lexical items?

Vocabulary lists certainly have a role to play in language learning, but for various reasons, they are insufficient to help the students to increase their vocabulary. Knowing a word, it is a very complex affair which takes a lot more time and effort than simply making lists of word pairs. Teachers shall be looking at two main areas in the study of vocabulary, on the one hand, what the teacher needs to know about words and how they are learned , and on the other, how that knowledge can be translated into classroom practices that will benefit the learners; in this case.

Another aspect is to direct the attention to the problems associated with vocabulary learning and teaching. In an open discussion of how and why explicit vocabulary teaching is generally seen to be lacking in today's classrooms. Teachers go on to describe some important factors that need to be taken into account when teaching and learning vocabulary, such as the role of memory, what it means to know a word, and the advantages and disadvantages of both contextualized and decontextualized approaches to lexis.

The management of oral practice in the classroom is a complex issue and when the students all have the same mother tongue; it often presents a particular challenge. Although the students recognize the need to practice their speaking skills, they find it very hard to speak together in English without the presence of the teacher. The unfamiliar nature of the subjects and the lack of a clear task at work on as a group also tend to exacerbate the difficulties of managing constructive discussion sessions.

Serious reservations about the value of these tests in helping the students learn more vocabulary have been raised by both teachers and students, who are particularly conscious that their rote-learning is of only short-term value. Another criticism of the tests is that the students are no longer 'at school' and should not be obliged to learn in that way. It could be argued, however, that 'boring old rote-learning' is part and parcel of the hard graft involved in learning a language, whether it be self-imposed or other imposed, and that if teachers bother to supply the lists in the first place, they should also endeavor to see that students are used in some way. Personally, teachers do not think it does the students any harm to try to learn from these lists. Rote-learning is common practice in the French education system, so the students are used to it and the testing element ensures that they will spend some time looking through the lists. Teachers complain is that testing recreates a tense 'us' and 'them' environment, reminiscent of school days that teachers are working so hard to banish most of the time. Some have noticed that it is often difficult to re-establish the more open, cooperative atmosphere required for other learning activities after a vocabulary test.

After the application of different techniques and instruments in the diagnosis stage the following results were obtained. 30 students which represent the 90 per cent are motivated for the subject. 2 students that represent 6 per cent do not like the subject at all. In a scale of subject likeness 25 students put it between the first 5 subjects which represent 75 per cent.

In the given **pedagogical test** related to vocabulary use only 7 students wich represent 21 percent really recycled vocabulary and used it properly and also 7 used the words treated in the current unit, 19 wich represent 57 percent recycled and used some of the commonest words. In the case of vocabulary knowing few students were able to use it in the oral and the written form. The majority made a

randomize word guessing.

In the pair and group work activities related to vocabulary learning 7 students obtained a ten-point-mark, 5 a six-point mark and the rest was in a range of 7 to 8 rank which means that vocabulary learning is not paramount for the majority of the class. In an activity dedicated to matching correct meanings and the work with synonyms and antonyms only 8 students that represent 24 per cent could do it correctly, 10 could not pass that represent 30 per cent and the rest 15 that represent 45 per cent could answer correctly only the 15 per cent of the activity. An activity dedicated to group words by the different taught areas the results obtained were similar to the ones before.

In a group interview to students related to how they learn vocabulary and the importance they give to the vocabulary learning was detected that word listing before tests is preferable and that learning words by expected questions was better than to try to give different uses to the words according to the different given contexts.

In the case of interpreting a text with words treated in prior units was detected that only 5 students that represent 15 per cent could interpret the text correctly, 7 which represent 21 per cent were not able to do anything in the text interpretation activity which means that most of the students learned words by rote and for test making.

In the survey and interview to teachers was detected that the majority does not recycle vocabulary in class, they focus only of the vocabulary of the unit to be taught, ask students to learn words by memory, they do not introduce word-building processes in classes and use only the activities provided in the workbook.

No lesson is dedicated to the vocabulary teaching, words in the majority of the cases are not given the importance they deserve in the communication act. Many teachers focus only on the meaning given to the word but not the correct pronunciation or grammar use which means that there is a misconception of what a learned word is.

Due to the outcomes obtained during this stage the work proposes some teaching activities for the students. When giving tasks to learners we need to make it clear if we are focusing on accuracy or fluency. It is important to learn to

use language correctly as too many mistakes will impede understanding. However, we also need to get our message across with reasonable speed and choice of appropriate content that suits our message. When this fluency is missing, you have a very correct, labored and robot-like delivery.'28

How to prepare students for real communication in English

- Personal response. Give students tasks which ask them to contribute information about themselves.
- Variety of responses. Give them dialogues which require more than one set response so they have to decide and create their own dialogues.
- Work in pairs or groups. Give students tasks in which they have to communicate with others to exchange information, as this gives a greater number of students a chance to talk.
- Varied language. Give tasks which require the use of more than one type of sentence structure so students get practice in combining different language forms, e.g. tenses.
- Balance accuracy tasks with fluency work. Make it clear that you are interested in what students are saying, not just how grammatically correct they are being! Encourage them to show verbal signs of interest: 'Really? That's interesting, I didn't know that!', 'I think that's a good idea!', 'Are you?', 'Did you?'
- Less teacher talking time. Be careful not to do all the talking, and aim for student participation from the very start of lessons. When preparing pair work, bring in student responses, use students to rehearse roles, get all the class to repeat key items and try to avoid lengthy explanations. Demonstrate. Keep your own talking to a minimum during the activities 36

If students are more used to teacher-controlled activities and tasks which focus on accuracy, they will need time to get used to fluency activities. Fluency activities are essential at all levels but the balance between fluency and accuracy tasks will differ. You will be able to do far more free activities with intermediate students and upwards, whereas there will be more need for supported and controlled work with absolute beginners and false beginners.

Tips for fluency practice

- Base the tasks on language that is lower than the language used in intensive study (e.g. reading texts) with the class. Learners should be able to find the

words they need easily rather than struggle, as this will hinder their chances of speaking fluently. Focus on language areas that they can recall and use well. If they have just been presented with the second conditional you cannot expect them to be using it fluently, although you can have a controlled activity for extra practice in using it.

Correction during fluency activities p 31

- For higher levels, give practice in speaking at length, not just short exchanges as part of a debate. This means tasks like telling a story or anecdote, telling jokes, making speeches, telling the plot of a book or film or describing a person or place in detail.
- Keep your intervention to a minimum while students are performing the task.
- Prepare vocabulary and ideas well with students before starting. Students accustomed to more teacher control and to tasks which focus on little more than the repetition of sentences may panic and feel abandoned at first. The first signs of this are a (seemingly) uninterested or downright hostile group of students! They may be in a school culture where the teacher should be seen to be teaching in order for them to feel they are learning! This can happen even after they have enjoyed and successfully completed a task. The key words are patience and preparation.

Examples of fluency tasks:

- Talking about yourself. E.g. 'I hate maths, do you?'

Look at this list of subjects we study at school: English; history; maths; art; information technology; geography; physics; chemistry; literature; biology; physical education; design; music.

Choose one subject you like and think of three reasons why you like it. Choose one subject you don't like and think of three reasons why you dislike it.

Ask your partner/group/class about their subjects. Does anyone like the same one as you? Have they got similar reasons?

Retelling a story or piecing together a dialogue (all levels). Take a simple narrative, cut into equal sentences or parts and give each member of a group one part. Students must read their part for a few minutes, without showing the others, and then return the slip of paper to the teacher. Now students use their memory and own language and collaborate with the aim of fitting together the story. They then either retell it orally or write it up as a group. This works well

with higher level groups if you choose a text on an issue that can be divided into three or four parts. Students then collaborate to summarise the ideas found in their part and decide who had the introduction, conclusion, etc.

Considerations on the philosophical, psychological, pedagogical, didactic and linguistic fundamentals of the diploma paper and the state (graduation) examination

1. **Philosophical fundamentals** stem from **dialectical materialism**, which reveals the social nature of language as the most important means of human communication created in the collective practice of a community. Thus, each language becomes a cultural product of the society in which it is spoken, and contributes to shape the identity of its speakers. Therefore, the meanings, forms and contextual use of each code differ from one to another language, and it is vital to develop specific knowledge, abilities and values to interact in a foreign language (FL). For these reasons, the mastery of a foreign tongue assists the students in leaning about the culture socially built by its speakers; in the case of English as an international language, it serves as a means to gain access to the knowledge and experience developed in other cultures. On the other hand, language is used as an instrument in the cognitive process, in the process of thinking; hence, personal cognitive style and experience in the communicative practice model individuals' idiolects, their verbal system and performance.

Any other philosophical category or tenet essential to the paper or examination should be determined as required, e.g., content-form relationship.

2. **Psychological fundamentals** are drawn on the **cognitive and educational studies based on the Historical-Cultural Theory** (also known in English as the scaffolding conception, sociocultural theory or interaction hypothesis).

This conception was founded by L. Vygotsky (1979), who explained that psychological growth and human learning consist in a permanent scaffolding, a process of personal progression from a given stage towards new successive levels (zone) of proximal development, which is achievable (accomplished) with the help of "others" in accordance with (within the boundaries of) the ideological, intellectual, ethic and material outcomes of the historical-cultural context the individual lives in. In other words, historical sociocultural framework shapes how learning takes place.

This means that:

- Learning initiates in the interaction with others – parents, teachers, friends, classmates, co-workers, social agencies (school, mass media, community institutions, workplaces, etc.). These agents mediate between each person and the socially accumulated knowledge and experience; i.e., they transmit the learner the culture built up in his/her society.

- Then, in this process the individual moves towards the internalization of the cultural heritage, to its personal appropriation and re-creation. That's to say; each individual assimilates new contents learned in collaboration with "others", but integrating them to the system of concepts, abilities and values s/he already has, and does so according to his/her own experience, needs, goals and interests.

Particularly, Vygotsky(1982) highlights the part language plays in these processes. The interaction with others implies the "social use" of the language as a means of communication; the internalization of the social legacy requires the use of the language as a "psychological tool" of cognition. Thus, this author considers language an essential tool in transmitting social knowledge and experience, in the formation of concepts, in the analysis and classification of phenomena from reality, in ordering and generalizing facts and experiences.

Likewise, A. Leontiev (1981) underlines the role of language in learning, emphasizing that through the appropriation of linguistic meanings, the learner assimilates the system of thoughts and ideological standpoints prevailing in his/her social context.

As to English as a foreign language(EFL) education, Richards (2008:9) argues that following Vygotsky's views, FL learning "...focuses on the gap between what the learner can currently do and the next stage in learning – the level of potential development – and how learning occurs through negotiation between the learner and a more advanced language user during which a process known as scaffolding occurs. To take part in these processes, the learner must develop interactional competence, the ability to manage exchanges despite limited language development. Personality, motivation, and cognitive style may all play a role in influencing the learner's willingness to take risks, his or her openness to social interaction and attitudes towards the target language and the users of the target language".

Besides, Vygotsky (1982:26) ponders particular features of FL learning that "...follows a track different than that of the mother tongue. The child assimilates mother tongue **unconsciously** and **unintentionally**. Therefore, it could be said that it goes bottom up; meanwhile **the development of the FL goes top down**". Thus, we may say that FL learning is **conscious** and **intentional** since the student draws on the knowledge, skills of interacting and experience of learning the ML, and deliberately undertakes the appropriation of the FL distinguishing what is similar or different from the ML.

In short, learning and personality development come to be seen as both a social process, anchored into (supported by) the historical-cultural framework society provides each of its members with, as well as an individual one, involving particular needs, experiences and features of personal cognitive and affective-moral growth. Language actively participates in either of them. FL learning follows the scaffolding progression Vygotsky refers to, though it has specific characteristics.

3. Pedagogical fundamentals come from **Developmental Education Theory** (a Cuban pedagogical conception grounded on the Historical-Cultural Theory)

Based on Vygotsky's ideas, it considers education a social process consisting in the transmission and appropriation of contents and forms of culture, that occurs in collaboration with others, and encourages life-lasting personality growth in line (in conformity) with the concrete historical-cultural context in which it takes place. This means that education results from school and family practices, interactions at a workplace or even at an informal social setting.

It is important to make clear that from this perspective school education is understood as the overall pedagogical process displayed at school as a social institution for the transmission of culture to ensure enduring learners growth in agreement with their needs and the requests of their society in a given historical period. It covers cognitive, metacognitive, affective, moral and motivational aspects of personality development. Cognitive or intellectual growth refers to the enrichment of knowledge, abilities and capacities; metacognitive development deals with the appropriation of knowledge and skills regarding how to learn. Affective-emotional growth refers to the significant association or personal linking of the new contents to the previous concepts and experience the learner has, his/her individual needs and goals. Moral or axiological

fostering refers to the promotion of feelings, attitudes and values according to the ideals prevailing in his/her society. Finally, motivation refers to the raising of learner's disposition and implication to improve personally and to contribute to social progressively, of learner's self-assessment of the progress experienced and of how personal needs and interests are satisfied.

Subsequently, the direction of pedagogical process is founded upon the following principles (Addine, F. et al., 2003:80-97):

- The unity of its scientific and ideological character
- The linking of education to life, social context and work
- The collective and individual character of personality education, and the respect for each one
- The unity of instruction, education and development
- The unity of affective and cognitive aspects
- The unity among activity, communication and personality.

Developmental Education Theory acknowledges the special place communication and language have in the pedagogical process and students' social, cognitive and moral upbringing, as well as the place of FL education in promoting students' access to the scientific and aesthetic products of other cultures, in fostering values of humanism and solidarity.

4. Didactic fundamentals comprise general didactics tenets, taken from **developmental didactics**, and Special didactics tenets, taken from FL didactics based on **the communicative approach**.

The theory above discussed originate has given rise to developmental didactics that assumes the teaching-learning process (TLP) as an organized and intentionally oriented pedagogical process carried out at school, which integrates into a system the transmission of culture (accomplished under teacher's guidance and involving peer interaction, teaching aids and materials, or any other carefully chosen mediator) and its appropriation (the personal grasping and interpretation of culture by the learner), so as to promote the integral and autonomic development of student's personality, i.e. his/her constant growth as a person and as a citizen.

In order to promote student's growth, developmental didactics investigates the contents, processes and conditions of learning. Contents involve knowledge,

skills and values required to learn how to know, how to do (to act), how to coexist (to interact with others), and how to be (to become a better person). The process should emphasize active, creative, personally significant and motivated development. Suitable conditions imply the creation of mediated, cooperative and contextually situated learning.

These assumptions (beliefs, pillars) underlie the **communicative approach** that supports EFL education at present. This approach could be defined as a theoretical conception of language education about its nature, use, teaching and learning, that leads the TLP to develop students' communicative competence in a FL and their preparation to improve it (i.e., learning strategies and skills), encourages learner's cultural enrichment and integral formation according to individual needs and purposes, as well as to the requests(ideals, demands) of his/her society.

In this perspective, **communicative competence in a FL** is understood as a psychological configuration that integrates knowledge, abilities, attitudes and values required to communicate in the target language, i.e. to exchange meanings in the interaction with "others" (people or cultural products) depending on the situation, the specific conditions, in which the contact takes place.

It includes the following dimensions:

-**Discourse dimension:** speech knowledge, abilities and values to express and understand intentions, attitudes and messages, and to regulate strategically their exchange with efficiency in each situation according to the norms of the studied language (Some authors subdivide it into discourse and strategic dimensions).

- **Linguistic dimension:** metalinguistic knowledge, abilities and values to use the rules of the target language system in order to select verbal means and arrange them into a text, or to understand a written or spoken one, so as to convey and interpret the purposes and messages proficiently, i.e. in a correct and suitable for the context manner.

- **Sociocultural dimension:** knowledge, abilities and values to manage the specific ways of using verbal means of the studied language, i.e. the particular manner reality and social relations are expressed in it, as well as the characteristic ways of employing nonverbal means (gestures, face expressions,

poses and physical distance) in different social contexts and situations (Some authors subdivide it into sociolinguistic and sociocultural dimensions).

Keeping on the bases of developmental didactics, the communicative approach centers on the following contents, processes and conditions of learning:

- The learning of knowledge, abilities, attitudes and values required to communicate in the FL, as well as strategies and procedures to improve them.

The learning of these **contents** helps the students:

- ✓ To be aware of and efficient in using different ways to represent reality, build social relations through language, and structure speech performance
 - ✓ To use the target language to develop their cultural, professional and personal development
 - ✓ To reinforce their self-consciousness, i.e. to enhance awareness of their language and cultural identity.
- The promotion of an active, creative, personally significant, morally enriching and motivated **process** of learning. This implies that:
- ✓ The student should be actively engaged in using the FL to communicate (active).
 - ✓ In the communicative practice, s/he gradually moves towards free production in the target language (creative).
 - ✓ Students increase skills to transfer knowledge and experience from their tongue and culture, to avoid their interference in communication and learning, to integrate knowledge and abilities developed in the FL, to realize their own needs and interests and to manage the way to cope with them (personally significant).
 - ✓ The learning process should include:
 - The strategies of polite communication in the FL, which refer to the procedures to project speaker's self-image and to consider the image of the addressee;
 - Fostering respect for linguistic and cultural diversity, a positive attitude towards the users of the studied language and their culture, which constitute indispensable bases for intercultural communication, i.e., for verbal understanding among representative of different linguocultural communities;

- The reinforcement of attitudes and values consistent with the ideals of the student's society,
 - The responsibility for his/her education and the values to collaborate with others in this endeavor (morally enriching).
- ✓ The results of the process largely depend on the disposition and implication awakened in the learner to use the target language, on the awareness of progress (strengths and weaknesses) and on the satisfaction of needs and interests in mastering it (motivated).
- The creation of **conditions** to allow the mediation, cooperation and contextual setting of language practice activities in the learning process. This means that:
- ✓ The development of the communicative competence in a FL, because of its functions as a means of communication, compulsory requires learning from others and in the interaction with them (teachers, peers, materials selected or devised, intercultural contacts, and so on).
 - ✓ The students should learn to cooperate and negotiate with interlocutors (direct or indirect ones) in the exchange of meanings for sense could be built up just with the joined effort of all the participants of a verbal interaction.
 - ✓ They should learn how to act in the FL observing the norms of the communicative event, considering the roles of their partners and other specific factors in the concrete situation, and taking into account differences with their mother tongue and culture in this sense.

5. **Linguistic fundamentals** are taken from text linguistics, semantics, applied and comparative linguistics. These studies incorporate findings from different disciplines, such as sociolinguistics, psycholinguistics, pragmatics, stylistics, semiotics, etc.

a) **Text or discourse linguistics** focuses on the study of speech performance and the analysis of the text as the means of its realization. Their research deals with three speech planes (semiotic dimensions or facets); namely, the **reflection of reality** through the proposition or ideas conveyed, the **reflection of social and interpersonal relations** through intentions, modal attitudes and stylistic correspondence to the socio-communicative situation, as well as the expression of these aspects in the **construction/interpretation of the text** through the selection, organization, relation and connection of the verbal means

employed in it. Within this trend, special relevance for the TLP have the proposals by:

- Van Dijk (1983, 2001) and Romeu (2003), emphasizing the relation of the text structure, the process of cognition (presupposition and inference, transference and interference, etc.), and the social context in which it is used, and
- Halliday and Hasan (1991), emphasizing the analysis of how the representation of the event, the expression of interpersonal relations and the cohesion of linguistic means are linked together in a text.

b) **Semantics** studies different kinds of meanings and their forms of expression. Accordingly, it is possible to distinguish:

- **Representational** meaning – **propositions** (the message of the text and the idea of the sentence) and **word references**(the portion of reality words denote)
- **Pragmatic** meaning –**intentions** (asserting, asking and inducing), **modal attitudes**(negation, affirmation, doubt, wish, obligation, necessity, etc., whose expression takes into consideration the role of the partner)and **stylistic correspondence with the event** (the functional style of the text, e.g., personal or application letters, job or TV interviews, and the stylistic register of the means employed, e.g., formal, neutral, informal)
- Structural** meaning - the abstraction of properties, functions and relations common to a type of verbal means (singular/plural, direct/indirect object, coordination/subordination).

c) **Applied and comparative linguistics**

Applied linguistic studies of English reveal its particular features as to its meanings, forms and contextual use. Comparative linguistic studies investigate similarities and differences between English and Spanish. These studies have contributed to establish that language singularities result from its evolution in the socio-communicative practice of a given linguocultural community, and the reflection of its background knowledge, the system of beliefs and values shared by their speakers.

In both fields, the approach followed could be either on omasiological or semasiological. Onomasiological studies move from meaning to form, e.g., if we investigate “how to ask for information”(intentional meaning), it is possible to establish the existence of different formal patterns: “*What can I do to find...?*” (interrogative);“*I would like to know what I can...*” (declarative-interrogative);

“*Tell me what I can...*”(imperative-interrogative). Besides, it could be determined when each pattern is used, and the semantic, formal and functional differences with Spanish.

Semasiological studies follow the opposite direction, from form to meaning, e.g., the investigation of the interrogative formal pattern “modal verb + subj.+ main verb + ...?” would show that it serves to express diverse intentions: “*Can you speak French fluently?*” (asking); “*Can you pass me the salt?*” (inducing); “*Can a sane person ask such a thing?*” (asserting). This perspective is useful to explore how formal means convey certain meanings, how text cohesion secures the coherent expression of ideas, intentions, attitudes.

The FL TLP operates on these findings to help the learner:

- Transfer equivalent speech, metalinguistic and metacognitive knowledge, skills and values, e.g., the intention of Asking for help in an emergency (*Help!; Socorro!*), and the number meanings of one (singular -□) or more than one (plural -s / -es) in English and Spanish.

- Adapt partially equivalent ones (transfer and modify them), e.g., the intention of *Expressing thanks to a host after attending a dinner or another similar social event* is commonly accomplished in English and Spanish through fixed expressions of gratitude and complements in either language. However, in English it includes a second complementary speech action, *reaffirming it the next day in a personal exchange, through a phone call, a note or a postcard*, which is not characteristic of the Spanish-speaking community. Likewise, the forms of expression of singular-plural meanings are different in English and Spanish, particularly with the use of count/non-count nouns (*news, information, advice, jeans, scales*).

- Work up non-equivalent ones (acquire them), e.g., the intentions of *Children’s greeting on Halloween* in English, expressed through the formula “*Trick or treat!*”, to which adults answer offering them sweets; or of *Expressing best wishes on Thanksgiving (through cards)* when interacting with people from USA and Canada. In the same way, the expression of singular-plural meanings in English involves foreign borrowed forms (*curriculum::curricula, basis::bases*); something the student has to incorporate. Moreover, some other tongues (classical Greek or modern Russian) include dual number (meaning and form). Another example becomes the relevance/irrelevance of middle distance in

discourse performance as it is lexico-grammatically fixed in Spanish (*aquí ::allí:: allá este::ese::aquel*) or not fixed in English (*here::there; this::that*).

What are **the didactic implications of these linguistic fundamentals**? In order to promote communicative efficiency in EFL, the TLP should aim at encouraging:

- The situational learning and use of FL to communicate
- The construction/interpretation of texts according to the norms followed in English to express ideas, intentions, attitudes, choosing and using appropriate verbal means
- Proficiency in mastering particularities of English and considering differences with Spanish
- Humanist attitudes and values required to learn and to communicate in the FL (care about self-esteem, partner's image and contextual norms, openness and honesty in the verbal interaction, cooperation, responsibility and implication in learning, respect for language and culture diversity, esteem for learner's own linguocultural identity)
- Tools for constant communicative improvement (learning strategies and skills), for the study of the language-culture bonds, and through them for personal growth;
- Chiefly moving from the meanings intended or understood towards their formal expression. Whenever required, the reverse direction is followed to see how cohesion supports coherence;
- Active, creative, significant and motivated involvement in the verbal exchange so as to construct sense together, which is based on its problem conception, collaboration with partners, its strategic projection and regulation, and a gradual progress towards free production.

What does **communicative efficiency** involve?

- Informativity (clarity and quality of proposition)
- Communicative functionality (comprehensible intentionality, its acceptability or adequacy for the interlocutor, situationality or stylistic appropriateness for the context)
- Coherent and cohesive text construction
- Required formal discourse features
- Linguocultural knowledge of the situational context

Then, what are the **dimensions and indicators** that help to measure communicative efficiency and its development?

The concrete answer depends on the topic, objective and context of the research, among other factors. Some general suggestions for the aspects discussed above could be the following:

- For speech and metalinguistic knowledge and abilities
 - Coherence: a) The logical connection of the text proposition (ideas), its clarity and quality (degree) of elaboration; b) The articulation of intentions, modal attitudes and stylistic aspects
 - Cohesion - the organization of the text and connectivity of its parts and means provided by cohesive devices
 - Accuracy (phonetic, lexical and grammatical correctness), fluency and politeness
 - Correspondence of the projection and regulation of these aspects to the situational context according to the standards of the interaction in the FL
- For metacognitive knowledge and abilities (how to learn)
 - Use of learning strategies (identifying, analyzing and correcting errors, taking notes, looking up for, processing, reporting and using information, writing and editing drafts, observing and collaborating with others, etc.)
 - Critical reflection, individual and collective, of achievements and weaknesses
 - Actions in planning, controlling and the correcting the learning process
- For significant (personal) appropriation
 - Conceptual linkage - transference of contents from mother tongue-culture and avoidance of their interference, integration of foreign linguocultural contents already mastered with the new ones
 - Experiential linkage - making use of experience in learning and interacting in mother, target or other foreign languages
 - Affective linkage - diagnosing own needs and interests and finding ways to cope with them
- For value fostering
 - They are determined depending on the modes of behavior that evidence the value, e.g.,
Responsibility
 - Discipline and quality in the fulfillment of tasks

- Self-critical and critical attitude in the analysis
- Accountability (commitment) in accomplishing individual and collective tasks
 - For motivation
- Assessment of the progress in learning (of the communicative, cultural and personal growth)
- Assessment of the satisfaction of needs and interests
- Disposition and implication in accomplishing learning tasks (dedication, quality and personal elaboration)

Conclusions

- Language is both a social and an individual product, shaped by its historical-cultural framework and by personal cognitive and communicative experience.
- Learning and development are generated in social interaction within a given historical-cultural context and in the personal re-interpretation of the cultural legacy, processes in which language takes part.
- FL learning follows a scaffolding progress, in which students move from what they currently can do to next stages of communicative efficiency through the interaction with other language users, and the personal assimilation of new contents.
- FL learning differs from that of the ML in its conscious and intentional character, since the student operates on his/her experience in using and learning the latter.
- School education consists in the overall pedagogical process displayed at school as a social institution for the transmission of culture to ensure learners' cognitive, affective, moral and motivational growth in agreement with their needs and the ideals of their society.
- The TLP is an organized and intentionally oriented pedagogical school process, which integrates into a system the transmission of culture and its appropriation, to promote student's integral and autonomic growth as a person and as a citizen.
- Learning encompasses knowledge, skills and values required to learn how to know, to do, to coexist, and to be, which are bred with student's active, creative, personal and motivated involvement, and are developed in learning

activities encouraging mediation, cooperation and contextual study of contents.

- The TLP of EFL aims at encouraging students' communicative competence, their preparation to improve it, cultural enrichment and integral formation according to individual needs and social requests.
- Communicative competence integrates speech, metalinguistic and sociocultural knowledge, abilities and values required to interact with people or cultural products in the FL depending on the situation, as well as strategies and procedures to improve them and to use them to develop cultural, professional and personal development.
- The FL learning process emphasizes student's active use of the FL and increasing self-regulation in free production, skills to transfer knowledge and experience from ML, to integrate knowledge and skills in the FL, to identify learning needs and how to cope with them, values of polite communication, respect for linguistic diversity, learner's responsibility for his/ her education, attitudes to collaborate with others and reaffirmation of own identity, as well as disposition and implication to use the FL and self-assessment of progress in mastering it.
- FL learning activities should grant conditions for the students to engage and cooperate in the verbal interaction in different settings, taking into account the norms of the communicative event.
- Communicative efficiency in EFL is based on the contextual learning and use of texts to represent reality, to express interpersonal relations, and to structure speech in consequence, paying attention to the norms of English discourse performance in each situation and to the differences with those of Spanish.

These activities are flexible, creative, and comprehensible. Students' psychological characteristics are taken into account and they depart from the results stated in the previous analysis. The activities are to be worked out in very unit in the free practice lessons.

The activities are structured as follow: Title, objective, vocabulary area, methodological procedure, possible variations and evaluation.

Activity one

Title: Important places.

Objective: To learn and use words related to the adjectives entailed to important places.

Vocabulary area: fascinating, interesting, marvelous, important, amazing, beautiful, amusing, cozy, warm, historical, typical, adorable, lovely, significant, traditional, big, small, dark, illuminated, clean, dirty, far, near, humid, hot, cool, natural, artificial, smelly and enchanted.

Methodological procedure: students are to select the places they have visited and they have to bring pictures, photos or drawings of these places to the class. Then they will describe them using the given adjectives in group and pair work. After they will try to convince their school mates of why they like or not these places by means of oral expositions and letter inviting written works.

Possible variations: Bring a picture of the place and ask their partners about the place in such a way that they have to describe it. One student describes a place of the community or the country and the rest has to guess which the place is. Group the adjectives into positive and negative and select places that according to the students' likeness deserve these adjectives.

Evaluation: Students are to domain the thirty given adjectives, that is, they have to use them properly concerning the grammar and the pronunciation. They have to evaluate the activity as such and evaluate their partners and themselves, also the teacher will give a final mark to each of the expositions made by them.

Activity two

Title: Persons and important personalities.

Objective: To learn and use words related to the description of important personalities.

Vocabulary area: tall, short, fat, thin, curious, intelligent, smart, clever, serious, responsible, hard working, laborious, firm, weak, strong, clumsy, methodical, good, bad, evil, stubborn, bloody, calm, uneasy, respectful, brilliant, sincere, sly, fussy and lazy.

Methodological procedure: Students are to select personalities they like and dislike, also persons or their neighborhood in this last case they will give fake names to them. And they are to convince the group of their selection by means of

using the given adjectives in groups and pairs.

Possible variation: Guessing game in which after describing a personality the rest of the group must guess who the person is. Another variation can be to bring pictures or photos of different personalities and they select members of the group to describe them. Relate these personalities to the already described places. Write letters to their mates about the personalities worked in class.

Evaluation: Students are to domain the thirty given adjectives, that is, they have to use them properly concerning the grammar and the pronunciation. They have to evaluate the activity as such and evaluate their partners and themselves, also the teacher will give a final mark to each of the expositions made by them.

Activity three

Title: Food.

Objective: To learn and use words related to food and food making

Vocabulary area: rice, beans, soup, congris, salad, pork, fish, potato, tomato, chops, steak, beef, juice, wine, beer, soft drink, spaghetti, pizza, recipe, sweet potato, yucca, trout, red snapper, tuna fish, sardine, yellow rice, chicken, roast, sauce, desert, pure, French fries, dress, jam, ham, marmalade, mango, guava, ice cream, butter, milk, cheese, egg, bread, fried, syrup, spare ribs, lobster, shrimp, filet, add, salt, sugar, omelet, cucumber, avocado, carrot, eggplant, garlic, onion, pepper, slice, melon, radish, beet, cumin seeds, spinach, string beans, lettuce, cabbage, lemon, pineapple, papaya, orange, pear, plum, banana and peach.

Methodological procedure: Students are to describe the food they like and dislike the most and explain how it is made. This work will be done in pairs and groups. Students select any member from the class and that student has to say the food he/she likes and dislikes the most and how it is made.

Possible variation: Bring pictures, videos, photos of people eating at a restaurant and they have to describe the food, the place and the people in it. Group discussion about healthy and unhealthy food and the importance of consuming vegetables and avoiding fatted and salted food. Also, to talk about traditional food in some countries around the world.

Evaluation: Students are to domain the thirty given adjectives, that is, they have properly to use them concerning the grammar and the pronunciation. They have

to evaluate the activity as such and evaluate their partners and themselves, also the teacher will give a final mark to each of the expositions made by them.

Activity four

Title: Reading.

Objective: To comprehend a text by means of a reading to better communication off.

Vocabulary area: Advice, successfully, training, aim, behind, stick, fills, embarrassing, otherwise, accurate, steady, shave.

Methodological procedure: Student will listen to the passage with books and make a list of instruction to take photographs. This work will be done in pairs and groups.

Possible variation: Suggestion, recommendation, preparation, object, after, check, satisfy, delicate, exact, correct, normal, firm, divide.

Evaluation: Students are to domain the thirty given adjectives, that is, they have to use them properly concerning the grammar and the pronunciation. They have to evaluate the activity as such and evaluate their partners and themselves, also the teacher will give a final mark to each of the expositions made by them.

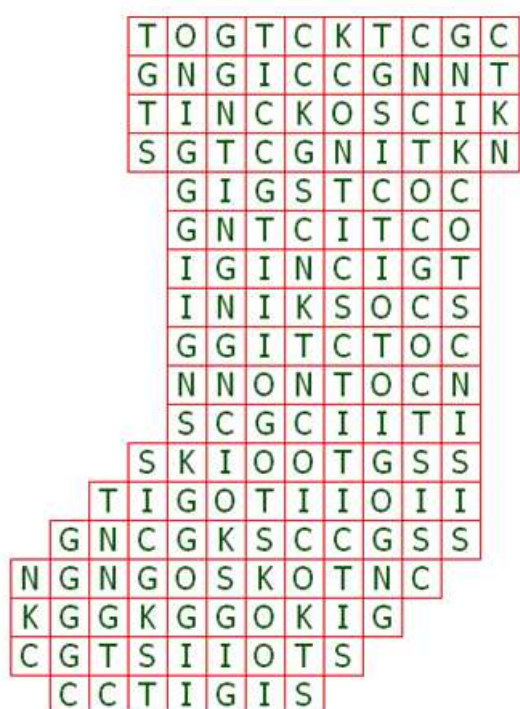
Activity 5

Title Crismas word game

Objective to recognize holidays words by means of a puzzle to increase their vocabulary

Methodological procedure can be the hit of your next holiday party. What's in your Christmas stocking? Better yet, can you find the word *stocking* in this puzzle? It appears just three times. Scroll down for links to other holiday word puzzles.

Give it a try. *It's a little different from your typical word search!* And if this one is too easy, scroll on down for a more difficult version.



Christmas Word Games can be the hit of your next holiday party. What's in your Christmas stocking? Better yet, can you find the word *stocking* in this puzzle? It appears just three times. Scroll down for links to other holiday word puzzles.

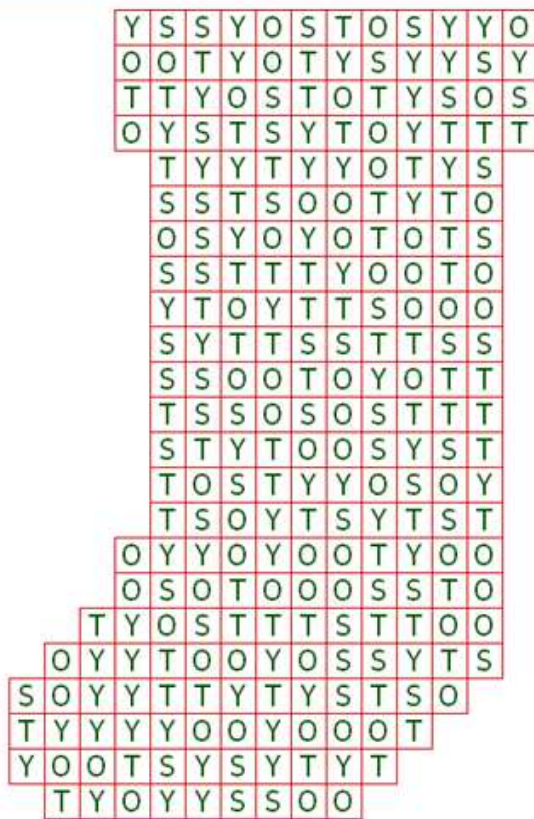
Activity six

Title: Toy Story

Objective: To recognize words related to toys by means of a puzzle to increase their vocabulary

Methodological procedure

If you're ready for a tougher challenge, try this one! Look for the TOYS in the stocking. This time you'll have to figure out how many times the word appears.



This holiday word search is perfect for any holiday gathering, from classroom parties to family gatherings. All ages can look for these fun words. Don't miss the twist!

These 38 words appear in the puzzle above. BUT two of the words are included twice. Can you find them?

Words may run forward, backwards and diagonally, both backward and forward.

Activity seven

Objective: To practice some spelling words by means of a search to increase their vocabulary.

Methodological procedure

Title: Spelling Words

Word List:

- | | | |
|----------|---------------|----------|
| BOWS | HOLLY | SLEIGH |
| CANDLE | HOT CHOCOLATE | SNOW |
| CHILDREN | LIGHTS | STOCKING |
| CHIMNEY | MISTLETOE | SURPRISE |

COOKIES	MUSIC	TINSEL
ELVES	NUTCRACKER	TOYS
FAMILY	ORNAMENT	TRAVEL
FRIENDS	PARTY	TREES
GARLAND	PLAYS	TURKEY
GIFTS	REINDEER	WISH LIST
GINGERBREAD	RIBBON	WRAP
GLITTER	SANTA	WREATH
HAM	SHOPPING	

If you've been studying English spelling words, you know that there are plenty of difficult ones to learn. What are some of the best ways to learn these words? Read on for our suggestions...

- Read good literature. You'll see the most important words spelled correctly and used in context
- Study word lists, like the ones on this page.
- Keep a list of the words that are most difficult for you.
- Practice writing these words.

Activity Eight

Title: Spelling Words

Objective: To practice some spelling words by means of a shard to increase their vocabulary.

Methodological procedure

These 10th grade spelling words are challenging for most adults, including teachers and parents!

Your students will gain confidence in their writing when they learn to use and spell words like *ubiquitous*, *idiosyncrasy*, *rococo* and more.

10th Grade Spelling Words

absorption	accompaniment	accomplice
acquiesce	acquittal	affiliation
altercation	ambassador	ambiguous
animosity	apparatus	approximately

austerity	authentic	authenticate
auxiliary	benevolent	blasphemous
bravado	camouflage	capricious
carburetor	cavalcade	celestial
cerebral	chagrin	chaotic
chasm	chastise	chronic
citadel	clique	cocoon
conceivable	concurrent	conscientious
consciousness	contiguous	correspondence
corroborate	curriculum	defamation
deprivation	derelict	diffidence
disastrous	dissociate	distinction
diurnal	dominant	dormitory
drudgery	elicit	elimination
embroidery	equinox	escapade
espionage	etiquette	exaggeration
exemplary	expediency	expedient
expunge	facsimile	fallacy
feasibility	fictitious	finesse
fluorescent	fulfill	grammatically
gruesome	handkerchief	hideous
hindrance	homogenize	hypocrisy
idiosyncrasy	impasse	impropriety
incandescent	incessant	inconsolable
indelible	indispensable	indisputable
insufficient	interrogative	irreconcilable

irrelevant	irrevocable	judicious
justifiable	labyrinth	liaison
lustrous	magnanimous	magnificence
maintenance	malicious	martyr
melee	metamorphosis	molecular
monotony	morose	multiplicity
nausea	nonchalance	notoriety
oblique	occasionally	olfactory
omnipotent	onomatopoeia	palatable
pandemonium	panorama	partiality
pastime	patriarch	pediatrician
peril	perjury	philanthropist
picturesque	pittance	playwright
poignancy	poignant	potpourri
prejudice	premonition	primitive
proximity	quibble	quixotic
quizzical	recipient	redundant
reek	relevancy	remembrance
renegade	renovate	reservoir
respite	retaliate	retrieve
rococo	sabotage	salient
satisfactorily	saunter	scavenger
scourge	scuttle	seethe
significance	soliloquy	spasmodic
squalid	strenuous	stringent
subsequent	subsistence	succinct

summarize	supersede	surgeon
surveillance	swelter	synthesis
tantalize	technician	technique
tedious	tenuous	tirade
transcend	transient	transmutation
tremor	turbulence	ubiquitous
ulterior	unanimous	uncanny
uncouth	undoubtedly	unforgettable
upbraid	variegated	vengeance
versatile	volatile	vulnerable
vying	wary	

Activity Nine

Title: Spelling Resources

Objective: To practice some spelling words by means of quizzes to increase their vocabulary

E	O	K	O	L	T	U	O	K	S	M	E	W	A	O	
G	N	L	E	R	F	F	K	P	A	A	L	R	C	X	S
L	N	O	L	E	H	C	E	E	G	B	B	Q	G	M	P
U	V	N	F	M	I	O	R	E	B	E	U	A	G	U	Y
V	E	B	V	L	F	C	N	I	X	I	Z	J	Q	T	L
I	K	E	L	I	N	T	U	A	R	E	G	H	O	C	A
D	K	O	G	A	A	O	R	E	L	B	R	A	W	N	C
copyright 2010 Ann Richmond Fisher.															
G	O	W	N	L	D	A	E	R	C	U	Q	N	U	S	E
R	A	I	R	G	L	R	T	A	E	I	Z	N	Z	S	E
T	M	P	L	A	P	A	A	E	E	L	K	O	O	B	L
H	N	S	I	L	L	I	C	Y	F	E	K	B	H	A	G
T	O	U	W	J	I	U	N	Q	M	F	R	C	V	H	A
V	L	O	E	T	Y	Z	G	P	U	E	A	L	E	P	N
S	U	T	E	P	M	I	T	U	V	E	P	T	E	H	I
P	Q	S	U	O	I	X	O	N	J	L	R	X	Z	T	F

Teaching Tips and Tricks

Methodological procedure

Use our list of 10th grade spelling words for classroom quizzes and competitions, games and worksheets. We have [free spelling lessons](#) that can help you learn or teach some of these tricky words.

Activity Ten.

Title: [Spelling Quizzes from the Evening News](#)

Objective: To practice spell words to learn the well write form to increase their vocabulary

Methodological procedure

- 4 fun spelling exercises. Can your students find and correct all the mistakes in these news reports?

-able, -ible: <i>able to be</i>	-acy: <i>state or quality</i>	-age: <i>several meanings including process, the outcome of & relationship</i>
comfortable	privacy	coverage
tolerable	accuracy	breakage
agreeable	democracy	wreckage
capable	candidacy	leakage
reasonable	bureaucracy	usage
terrible	delicacy	postage
collectible	fallacy	percentage
possible	legacy	stoppage
flexible	literacy	mileage
responsible	piracy	marriage

More Info and Samples

Our collection contains two types of brain teasers. **First, we have some quick questions and answers, like these.** (Scroll down for answers.)

1. What words can you list that are spelled with an H as both the first and last letters?

2. If you were to list all the number words from 1 to 10 in alphabetical order, which one comes first? Which comes last?

3. What word is both an important part of the body and also a part of a book?

Secondly, we have printable teasers. Here's a fun one to get you started. Solve it here or get the [printable version](#). Then read through the list above to find more fun, free brain teasers of both types.

Activity Eleven

Title: Teaser Puzzles - Level 2

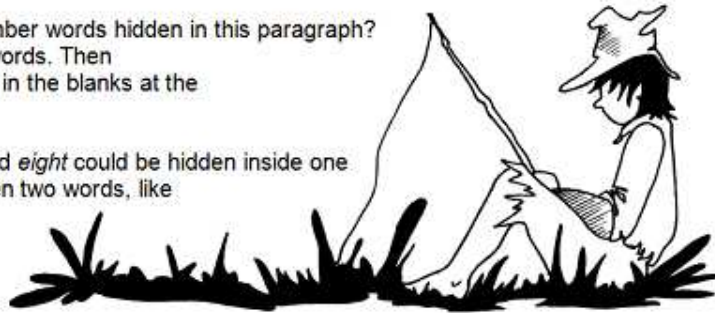
Objective: To practice spelling words to increase their vocabulary.

Methodological procedure

The One That Slipped Away

Can you find seven number words hidden in this paragraph? Underline the number words. Then write the number words in the blanks at the bottom.

As an example, the word *eight* could be hidden inside one word, *height*, or between two words, like this: We will ride in a sleigh tonight.



Where has the fat worm gone? He was wriggling away from my reel even before I had the hook on it! If I've lost him, I'll be sorry. This evening I came prepared with reel, line and bait hoping to catch plenty of fish. It's not often that a worm of ours gets away!

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Brain Teaser Puzzles - Level 2

If you're up to the challenge, try these brain teaser puzzles! Each page of brain teasers features word play skills in spelling and vocabulary. These are fun to solve on your own, with a friend or even around the dinner table. **This assortment is best for adults and upper grade students.**

Brain teasers are especially good to use in the classroom. Why? Because they require students to use critical thinking skills that aren't always stretched in routine classroom exercises.

The teasers we've written require students to read directions carefully and then draw upon their knowledge of spelling and vocabulary. Just read the descriptions and choose where you'd like to begin!

100 Tricky Elementary

Spelling Words

Many common elementary spelling words contain **silent consonants, irregular vowels, or other tricky spellings**. Students often need a little extra practice reading, writing and spelling these words.

100 of these words have been chosen. Print the list to use and study with your students. Use these words frequently in homework, boardwork and other classroom activities.

again	although	answer	any
are	become	been	both
bought	catch	climbed	color
come	could	country	do
does	door	earth	edge
eight	enough	example	eyes
father	few	find	four
friend	from	give	great
group	have	heard	island
kind	knew	know	learn
listen	live	many	measure
most	mother	move	night
off	often	old	on
once	one	only	other
people	picture	piece	quickly
right	said	science	should
sign	snow	some	straight
stretch	sure	talk	their
there	they	though	thought
through	to	today	two

usually	walk	want	was
watch	water	were	what
where	who	women	word
work	world	would	write
wrote	you	young	your

Young students need lots and lots of practice when learning new spelling words. Why not make it fun?! Check out our grade level pages for the ideas that will work best for your student.

After the application of the activities in the diagnosis stage the following results were obtained. 32 students which represent the 96 per cent are motivated for the subject. 1 student that represent 3 per cent do not like the subject at all. In a scale of subject likeness 27 students put it between the first 5 subjects which represent 81 per cent.

In the second pedagogical test related to vocabulary use 28 students really recycled vocabulary and used it properly which represent 84 percent and also 5 that represent 15 per cent used the words treated in the current unit. In the case of vocabulary knowing most of the students were able to use it in the oral and the written form. The majority made a randomize word guessing.

In the activity related to matching corrects meaning 15 that represent 45% students obtained a ten-point-mark, 12 that represent 36% mark of 7 to 8 rank and 6 that represent 18% was in a rate a-6-point.

In an activity dedicated to interpreting a text with words treated in prior units was detected that 12 students that represent 36% per cent could interpret the text correctly 8 that represent 24% only interpret the 70% of the text and 4 students that represent 12% obtain a 5-6 point mark

Conclusions

In the bibliographical revision could be consulted that this topic has been widely treated from the theoretical and practical point of view but mostly for the learning of vocabulary for specific purposes. Besides, in the functional and notional approach and the communicative approach, this theme is treated but from the theoretical stand point and intertwined to the communicative formulas, where no emphasis is placed on the studied area.

The diagnose stage allowed the researcher to find the shortcomings students have in the learning of vocabulary and how teachers work with it in classes. Besides, it permitted the analysis of the psychological and didactical causes of the problem.

The activities elaborated took into consideration the students' diagnose and psychological characteristics and the elaboration of the activities was based on the basis of flexibility, creativity, adaptability, attainability, accessibility and doability.

The professionals consulted about the structuring of the activities agreed that they are well elaborated and can be applied and adapted in the High School. They also stated that due to its applicability, efficiency and pertinence the activities have all the necessary backgrounding for their use in this level. The pre-experiment showed that the results obtained were satisfactory and permitted to assure the application of the activities in the coming academic years.

Recommendations

Present the work in different scientific students' forums.

Validate the proposal of activities in other grades and syllabus with the application of the work and to perfect it to be useful for the students.

Enhance the use of the proposal in teaching and learning lexis at school.

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Annex 1

Entrevista a profesores del 10 grado de la escuela Eduardo García

Objective : Constatar cómo se trabaja la asignatura en el grado y especialmente el vocabulario.

Preguntas a realizar,

- 1- ¿Cuántos alumnos existen en 10mo grado?
- 2- ¿En qué lugar de preferencia mantienen la asignatura Inglés?
- 3- ¿Por qué?
- 4- ¿Considera que sus alumnos tienen un dominio adecuado del Idioma Inglés?
- 5- ¿Qué métodos y procedimientos emplea en cuanto al trabajo con el vocabulario como complemento de la lengua?
- 6- ¿Considera que se obtienen buenos resultados en el empleo del vocabulario acorde al grado con la aplicación de esos métodos y procedimientos?
- 7- ¿Le gustaría aplicar nuevas propuestas en el trabajo con el vocabulario para obtener mejores resultados?

Annex 2

Entrevista a profesores de Inglés donde se aplicará la experiencia del trabajo con el vocabulario en la asignatura Inglés

Objetivo: Obtener datos para la caracterización de la muestra en el cual se aplicará la experiencia y valorar el estado de conocimientos que tiene los maestros acerca del trabajo con el vocabulario en la asignatura Inglés.

Preguntas a realizar:

- Caracterización general del grupo
- ¿Cuántos estudiantes tiene en su grupo?-
- ¿Considera que sus alumnos tienen un amplio uso del vocabulario del Idioma Inglés acorde al grado?
- **¿Qué métodos y procedimientos emplea para el trabajo con el vocabulario?**
- **¿Cuál es su caracterización racial?**
- ¿Considera que sus alumnos tienen un amplio uso del vocabulario del Idioma Inglés acorde al grado?
- ¿Qué métodos y procedimientos emplea para el trabajo con el vocabulario?

Annex 3

Guía de observación a clases.

Objetivo: observar el tratamiento del vocabulario en las clases de inglés.

- 1- Correcta orientación hacia el objetivo.
- 2- Correcta motivación para la actividad.
- 3- Correcto trabajo político
- 4- Control de la limpieza y disciplina.
- 5- Se trabaja con el vocabulario.
- 6- Se recicla el vocabulario que ya trabajado.
- 7- Se planifican actividades dirigidas al vocabulario.
- 8- Se motivan los estudiantes por aprender el vocabulario.
- 9- Se trabaja con el vocabulario en todas las clases.
- 10- Hacen los alumnos uso del vocabulario correctamente.
- 11- Se corrige a los alumnos cuando enfrentan problemas con el vocabulario.
- 12- Se indican trabajos independientes relacionados con el aprendizaje de vocabulario.
- 13- Se evalúa el uso del vocabulario en todas las clases.

Annex4

Annex 5

Entrevista a estudiantes

Objective : determinar la manera en que los estudiantes aprenden el vocabulario en la lengua inglesa.

- 1- Considera el idioma inglés importante para su vida profesional.
- 2- A qué parte del idioma le das más importancia.
- 3- Te gusta aprender palabras en inglés.
- 4- Puedes explicar cómo aprendes las palabras en inglés.
- 5- Cuáles son las palabras que más fáciles aprender. Por qué.
- 6- Usualmente cuando aprendes una palabra la usas en oraciones.
- 7- Cuál o cuáles son los temas de las clases que más te gustan.
- 8- Sabes cuántas palabras dominas en el idioma inglés.
- 9- Aprendes nuevas palabras en todas las clases.
- 10- De qué tema te gustaría conocer palabras que no hayas trabajado en clases.

Annex 5

Guía de observación a clases.

Objetivo: observar el tratamiento del vocabulario en las clases de inglés.

- 14-Correcta orientación hacia el objetivo.
- 15-Correcta motivación para la actividad.
- 16-Correcto trabajo político.
- 17-Control de la limpieza y disciplina.
- 18-Se trabaja con el vocabulario.
- 19-Se recicla el vocabulario que ya trabajado.
- 20-Se planifican actividades dirigidas al vocabulario.
- 21-Se motivan los estudiantes por aprender el vocabulario.
- 22-Se trabaja con el vocabulario en todas las clases.
- 23-Hacen los alumnos uso del vocabulario correctamente.
- 24-Se corrige a los alumnos cuando enfrentar problemas con el vocabulario.

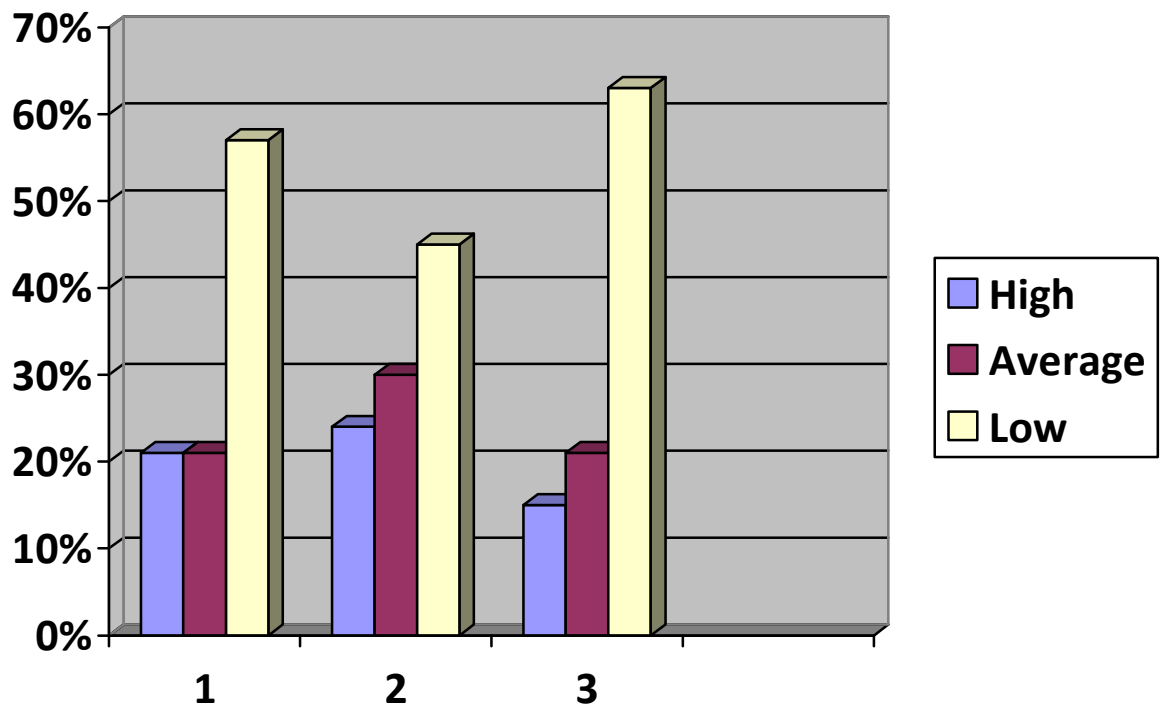
25-Se indican trabajos independientes relacionados con el aprendizaje de vocabulario.

26- Se evalúa el uso del vocabulario en todas las clases.

Initial Pedagogical Test.

Objective: conocer dominio de vocabulario por parte de los estudiantes de los contenidos trabajados.

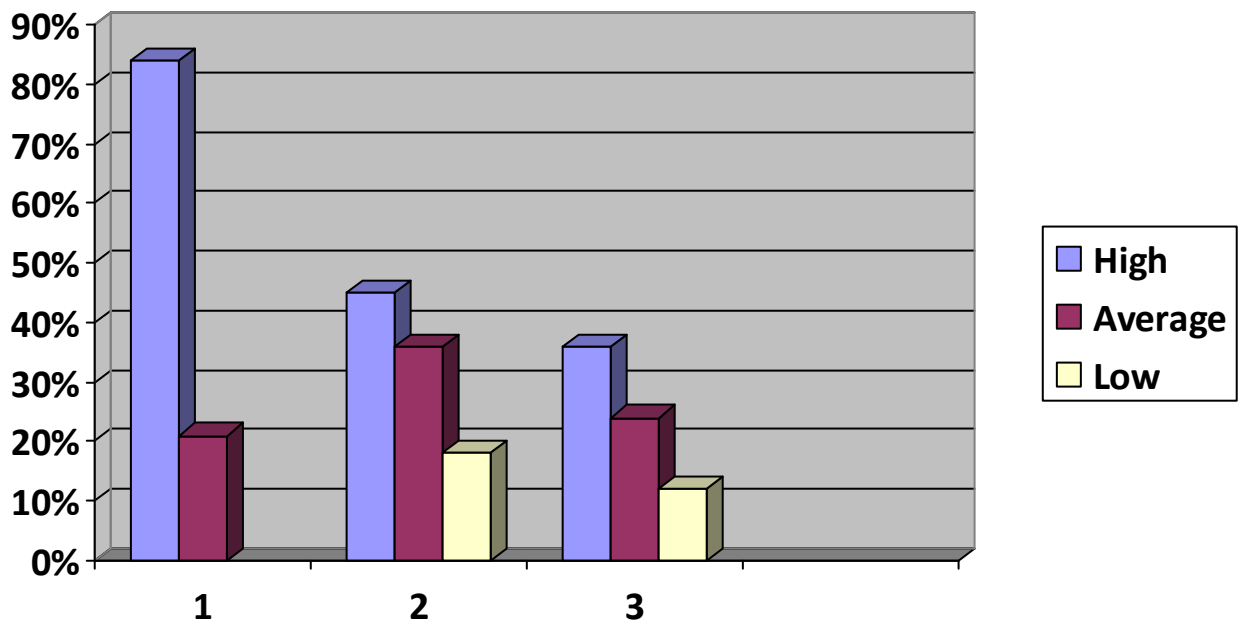
- 1- Describa en inglés un lugar de su preferencia y justifique el por qué de ese lugar.
- 2- Describa personalidades de su país u otro país con no menos de 30 adjetivos.
- 3- Imagina que estás trabajando en un restaurant y deseas que los clientes degusten de la comida, a través de la descripción de la misma. Los clientes son extranjeros y hablan inglés explica de manera oral cómo la harías.



Final Pedagogical Test

- 1- Describir el museo de Lucha contra Bandidos de Trinidad, utilizando tantos adjetivos como sean posible.

- 2- Describir a Ernesto Guevara tanto físico como moral con no menos de 10 adjetivos.
- 3- Selecciona el plato de tu preferencia y descríbelo con no menos de 10 adjetivos.



Comparison between the Initial and the final results.

