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ABILITY IN JUNIOR HIGH SCHOOL.**

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DEDICATION

- **To my son who is my life and my biggest treasure.**
- **To my parents who dedicated their entire life to me.**
- **To my husband who gives me the best of him every day.**
- **To my family for helping me and their unconditional love.**

INDEX

1. Introduction.	8
2. Development.	13
3. Conclusion.....	51
4. Recommendations.....	52
5. Bibliography.....	53
6. Annexes.....	55

ABSTRACT

The teaching of the English language constitutes a fundamental link in the comprehensive preparation of the future generations of the education in Cuba, since it acts as a facilitator to acquire knowledge and to be a competent professional. In Junior High School Education the main objective of the English subject is the development of the oral expression, once communication is led not only to the interaction among people but also to the cultural and personality formation of the individuals. This paper makes a deep analysis of the oral expression ability from the perspective of the use of didactic games. Therefore it is stated as objective to apply a set of didactic games directed to develop the oral expression ability in seven grade students from Pedro Lantigua Ortega Junior High School. For the realization of the work different methods from the empirical, theoretical and statistical level were employed among them: analysis and synthesis, induction and deduction, historical and logical, interview, survey and the descriptive analysis. This work offers a creative way to give a new approach to the oral expression from the use of didactic games.

RÉSUMÉ

L'enseignement de la langue anglaise constitue un enchaînement basique dans la préparation globale des générations futures de l'éducation à Cuba car c'est un facilitateur pour acquérir des connaissances et être un professionnel compétent. À l'école secondaire l'objectif principal de la matière Anglais est le développement de l'expression orale, puisque la communication n'est pas utilisée seulement pour l'interaction entre les personnes mais aussi pour la formation culturelle et de la personnalité des individus. Ce travail est à propos de l'expression orale depuis la perspective de l'usage de jeux didactiques. L'objectif est d'appliquer un système de jeux didactiques pour développer l'expression orale à l'école secondaire Pedro Lantigua Ortega. Pour la réalisation de ce travail différentes méthodes du niveau empirique, théorique et statistique ont été employées tels que: l'analyse et la synthèse, l'induction et la déduction, l'analyse historique et logique, l'entrevue et l'analyse descriptive. Ce travail offre une forme créative pour traiter l'expression orale depuis la perspective de l'usage de jeux didactiques.

INTRODUCTION

Since the ancient times human felt the necessity of communicating themselves, it was possible first of all thanks to the articulated language which was being improved and today's day the language plays an important role in all the aspects of the real life.

The knowledge of a Foreign Language is very important to enrich our lives and points of view. The English language is the most spoken language all over the world, that is the reason why learning English is a social necessity nowadays. The English language contributes to the cultural, social and economical development of the countries. It increases values into the society and prepare new generations to be able to create the basement of their own future.

Due to the remarkable importance of the languages the study of the English language has aalmost all the countries enrolled it into its educational programs at school, allowing students to begin to study this language since they are just children.

Cuba is a country that contributes to collaborate with other countries in aspects related to science and education, aspect that increases the relationships between our country and others. For that reason this subject is inserted in different educational levels.

The English subject has a great impact in the political, social and cultural development of the students just because learning English constitutes a way to increase knowledge and universal culture. The methodological conception of this subject is the Communicative Approach, which involves the basic principles of the practice conscious method in order to increase the oral expression ability in Junior High School.

The English language acts as a facilitator of the teaching-learning process, providing students an easy way to develop their mother tongue together with it and a set of strategies to reinforce other areas of knowledge. One of its main objectives is to contribute to the comprehensive formation of the students as future professionals of education.

It demands that professors use methods and more update techniques to improve the teaching and learning of English as a foreign language, some of these methods and approaches are still useful.

Nowadays the teaching learning process of English in Cuba is based on the communicative approach, taking into account the functional and notional approach to contribute to the development of the oral expression ability, and the teaching of English by means of contents from different subjects to develop the abilities and habits that allow students to communicate in a foreign language. Communication must be the center of learning according to Hymes, (1971).

The teaching-learning process of the foreign languages is always involved in constant changes in order to seek for more effective ways and techniques to achieve a successful teaching-learning process, where the oral expression ability as part of this process has not received the importance it deserves

This investigation discusses the feasibility of the didactic games to develop the oral expression ability in Seventh Graders from the Junior High School Pedro Lantigua Ortega located in Trinidad. In the development of the investigating process were consulted several authors, among them are: Finocchiaro (1982), Antich R. (1986.), Hymes (1970), Fifth G gives. (2002.), Guelmes L.E (2002); Quevedo I. (2005), Mijares L. (2008), Vázquez G. (2009), Martínez N. (2011).

The exploratory study made to the Seventh Graders from the Junior High School Pedro Lantigua Ortega through the observation to lessons, a survey, an interview to students, and a pedagogic test allowed to observe some strengths and weaknesses.

As strengths it is important to say that:

- ✓ They are responsible students who attend every day to school.
- ✓ The majority of them are active students that help their classmates and are able to do the exercises in an independent way.
- ✓ They try to participate in each activity that the teacher assigns.
- ✓ They like the subject.
- ✓ The school has the conception of the English subject in the time table.
- ✓ The teachers have the needed experience to teach the subject.

On the other hand some weaknesses were detected:

- ✓ Students face difficulties in the oral expression because they pronounce words as they write it, so they cannot speak fluently and correctly in the development of the activities.
- ✓ Students do not understand classroom directions.
- ✓ They do not interact in lessons using the English language.
- ✓ Their vocabulary is very poor so it makes their speech brief and mechanic.
- ✓ They need constant repetitions to understand what to do.
- ✓ They use the grammar structures incorrectly.
- ✓ They are accustomed to use memorized lines in their expositions.
- ✓ They prefer to answer rather than formulate questions.
- ✓ They show fear when working in pairs and so are inconsistent.
- ✓ They do not have a vast vocabulary to interact in the language.
- ✓ They do not know how to link ideas.

Students from Junior High School should speak fluently, with a good pronunciation, in a coherent way and using the verbal tenses correctly about topics related to personal information, describing people, cloth among others but students present some difficulties while speaking.

In relation to what was exposed before, the following **scientific problem** is stated: How to contribute to the development of the oral expression ability in Seventh Graders from Pedro Lantigua Ortega Junior High School?

According to the above-mentioned scientific problem, it is stated as **objective** to apply a set of didactic games directed to the development of the oral expression ability in seven grade students from Pedro Lantigua Ortega Junior High School.

In order to give a better organization and organization to the work the following scientific questions and tasks are formulated:

Scientific questions:

- 1- What theoretical and methodological foundations support the oral expression ability in a foreign language?
- 2- What is the current state of the oral expression ability in seven grade

students from Junior High School Pedro Lantigua Ortega?

- 3- Which characteristics should have the didactic games to develop the oral expression ability in seven Grade students from Junior High School Pedro Lantigua Ortega?
- 4- How to evaluate the effectiveness of the proposal elaborated?

Scientific tasks:

- 1- Determination of the theoretical and methodological foundation of the oral expression ability in foreign languages.
- 2- Diagnosis of the current state of the oral expression ability in seven grade students from Junior High School Pedro Lantigua Ortega
- 3- Elaboration of the proposal to develop the oral expression ability in seven grade students from Pedro Lantigua Ortega Junior High School
- 4- Evaluation of the effectiveness of the proposal elaborated.

For the realization of this investigation it was selected as population the 180 Seventh Graders from Pedro Lantigua Ortega Junior High School, within it, it was taken as sample, in an intentional and non probabilistic way the 40 students of the group seven two, it represents 22.2% since the same have the general characteristics of the population.

The sample is made out of students belonging to the outskirts of the city 18 belong to masculine sex and 22 belong to feminine sex. Their ages are between eleven and twelve years. They coming from functional families, their behavior in the classroom are adequate. It is a group that has taken part in national contests and in the activities of the school. Their academic standard is average.

To carry out this research, different methods from the theoretical, empirical and statistical level are used throughout the investigation.

From the theoretical level

- ✓ Historic and logic: It was made a detail study about the evolution of the oral expression in the teaching of the English Language specially in Junior High School
- ✓ Analysis and Synthesis: It was made an analysis related to the oral

expression such as the analysis of documents according to teaching the English language in order to define its impact in oral expression development and it is consulted concepts given by different authors about oral expression and didactic games in order to acquire the characteristics the proposal should have.

- ✓ Abstract concrete: It starts from the concrete knowledge of the situation, related to the insufficiencies in the development of the oral expression in Seventh Graders in English as a foreign language. It is possible through the daily experience in classroom. Moving through the analysis and synthesis, to accomplish abstractions on the identified problem, it allows to draw conclusions of the essence of the problem, guided to give a better solution.

From the **empiric level** were used methods such as:

- ✓ Document analysis:
It made possible to obtain information about the main aspects able to be approached in this research and to get a greater effectiveness in the mastery of the component of contents
- ✓ The pedagogical observation:
It takes place during the English lessons to determine the level of speech understanding.
- ✓ Interview:
It is applied to students with the purpose of knowing the potentialities of the students during the English lessons.
- ✓ Survey:
It has as objective to know the opinion of the students regarding the utilization of the didactic games in lessons, how they have been working with the development of the oral expression in the English lessons and the importance that they give to the same for determining its effect over the oral expression.
- ✓ Pedagogical Test:
It is make to compare the initial and final state of the oral expression. The initial has the purpose of determining current state at the beginning of the

investigation and the final the evolution of the development of the oral expression after the application of the proposal.

✓ Pre-experiment:

It was applied in order to make comparisons between the initial and final results of the research. It was taken into account its two stages (pre-test and post-test).

From the statistical level:

- ✓ The mathematical method employed is the percentage analysis, mainly the descriptive analysis of the different applied indicators in order to show the real state of the problem to present the results of the different instruments on tables allowing a qualitative and quantitative analysis of the obtained results.

The scientific novelty of the investigation is given by the feasibility of the didactic games proposed and its contribution to the development of the oral expression. These didactic games are characterized by propitiating the interactions among the students, the games are based on rules to be done, they have to use the language as a main vehicle to participate in the activity, they are also dynamic and graded. They also have limits of space and time and enhance the imaginative development of the players

DEVELOPMENT

1.1 THEORETICAL AND METHODOLOGICAL GROUNDS THAT SUPPORT THE TEACHING LEARNING PROCESS BASICALLY THE ORAL EXPRESSION ABILITY

This chapter is related to the theoretical and methodological groundings of the oral expression ability in the English language. It brings an updated research according to the communicative approach and its link with the development of the oral expression ability.

The objectives of teaching foreign languages in our country are determined principally because of our socialist system which is supported by the Marxist and Leninist conception of the world, this subject covers different educational levels from elementary school to the university.

Teachers who teach this subject are prepared with specific requirements to face the out coming difficulties that arise during the teaching-learning process and the demands and challenges that might arouse during its teaching. The Teaching of the English Language has the objective of developing in the students communicative habits and abilities to express themselves in topics related to talk with their relatives, friends, classmates or another people about activities in the house, in school and in the community.

Learning is a complex, multidimensional, social and individual process, which takes place in the course of life. It implies not only the appropriation of the linguistics aspects but also the acquisition of the culture and the historical socio-cultural aspects linking it with the experiences, needs of the pupils and to the context in which it develops, learning has to be significant. It is also an interactive, communicative and collaborative process which has as essential characteristic the activity of communication that potentiates the reflection.

The teacher is the guide of the process, who departing from an educational intention, structures learning situations, stimulates and directs step by step the potential development of learning and turns the results into a continuing process.

The variety of knowledge is expressed in the content (what), the processes in which people acquire those contents (how), and the conditions that is necessary to structure and organize in order that students can activate those processes and appropriate those contents (when, where, in what situations and with) (the what.), it confirms the context and the learning situation.

The learning of a language; traditionally results hard for students, but it is important to revert that state and to turn the class into an space of pleasant learning where the student feels stimulated to participate without inhibitions, that is why it should be an environment of cooperation where habits and abilities are

inserted gradually throughout a process that includes, not only the study and the practice, but also the creativity, the solution of problems in which they assume risks when learning the foreign language.

Objectives are aimed at the development of knowledge, abilities and attitudes in the students that permit them to learn how to learn, in the case of a foreign language it is learning the communicative functions and the linguistic structures by means those functions where it is possible to interact in different situations and to acquire other knowledge that rise their integrated general cultural.

It is said, than more than search for an effective method, it is about using all those resources (procedures, techniques, activities, exercises, tasks) that from the perspective of the communicative approach and stimulating the conscious communicative practice to potentiate the development of the necessary communicative abilities and the integrated formation of students

1.1.1 The teaching learning process of the English Language to Seventh Grade students.

The linguistic and psicopedagogical investigations and the teaching practice in Cuba and in the world keep on proving that beginning to learn a foreign language in early ages has a lot of advantages (Enríquez O'Farrill, 2004, p.1). Cuban schools specifically Junior High Schools are an experimental laboratory for teaching approaches, methods, and techniques. Some years ago the method that was used was to teach the English language in Cuba was the grammar translation.

In grammar-translation, much of the lesson was actually conducted in the mother tongue; rules were given, samples of the language were inferred, translated and explained. There was very little speaking in the target language. Students often learned to read and write well, and had good mastery of the grammar and vocabulary, but usually could not actually use the language for direct communication. Nowadays the focus of the teaching of a foreign language in Cuba is based on the communicative approach.

Garcia Sirelda (2010, p.7) states that the communicative approach is the new emphasis on the uses of language but with the explicit aim of developing

communicative competence, which is a high level concept that implies the expressions, interpretation, and negotiation of meaning involving interaction between two or more persons, or between one person and a written or oral text.

Garcia Sirelda (2010, p.12) expresses that communicative competence is the capacity that should be developed in students to produce and process written and oral texts in a coherent way...This communicative competence is understood as the ability to use the language system appropriately in any circumstance. It must include not only the linguistic forms of a language but also the knowledge of it, how and where it is appropriate to use these forms. That is, to approach the language in as much as possible to the reality of the students.

It is proved that the characteristics of the students who are in Seven Grade favor the learning process if a program is designed correspondingly with the psychomotor and psychological development of the language. Between the advantages it is considered the following:

- Enrich and accomplish the mental development and the student's intellectual growth.
- Provide the students more flexibility to the thought, bigger development to the sensibility toward the tongue and a better ear in the auditive understanding
- Improve the understanding of the mother tongue.
- Provide students the ability of getting in touch with other people of other countries
- Open the doors to another culture and to understand and to appreciate the people of other countries
- They get the possibility of setting the bases of foreign language that will continue studying in coming grades.

The most important thing for the English students as foreign language learner is using the English in various and varied situations and besides to use it to complement the learning of other academic areas.

The English Language permits students a variety of choices like communication and interaction between people from other countries in order to increase their

culture. The learning of a foreign language in this grade takes place gradually, insofar as students transit for different stages and they keep on increasing command of language.

The most important thing is that students should be able to communicate themselves correctly and according to the content they are receiving. Students learn better when they are encouraged to communicate significant messages and to interact with the other boys and girls.

The teaching learning process in Seven Grade is based on the great imitative capacity and memory students have. They have also a great power of imagination that permits teachers to plan lessons which are composed by active and dynamic activities.

The teacher should achieve that the students understand the content which they are receiving by this way they feel interested, if they are motivated their expectations and needs will be attended in the lessons. Therefore, the process of teaching learning should be specific beginning with the initial stage of the students then taking into account this stage it is necessary to continue enlarging and forging the knowledge.

Jack C. Richards (1998, p. 25) considers that the professor should create all conditions to learn the language, to use situations in which the students become active listeners and interact among them. The teacher is the responsible to guide the activity in lessons, creating an environment of confidence and showing to students they can count on him/her. The lack of inhibition makes also they participate with enthusiasm in dramatizations, games, songs and other similar activities that promote their motivation toward the study of the English Language.

1.1.3 The communication in English. Definition of the oral expression

Language is regarded as a system that human beings used as means of communication. It has its evidence orally, since it constitutes our verbal expression way. Oral communication is the point of departure of people relations that is the reason why it has been essential for survival and development of the human race (Avendaño and Miretti, 2006, p. 63).

The teaching of the oral expression is a challenge for teachers in the area of teaching languages. A motive can be that, in most of the cases the students

have no way of practicing this ability of the language out of the classroom. To achieve that it is of great responsibility for the teacher who should count on a series of techniques to make easy the development of this ability, the oral production for the students.

Furthermore, it is the teacher's responsibility to know with clarity the characteristics of the students, and the objectives of the program which he/she is dealing with. They also have to do that students have a notion about the power speech has. On the other hand teachers need to give a turn to the methodology to achieve helping the students, and students by themselves have to take responsibility of their learning in the language and to develop the autonomy in learning to carry out tasks out of the classroom like independent studies to develop this ability.

There are some questions that the teacher should do themselves when they are planning the activities in the English language such as: Who am I talking?, Which is the reason why am I talking? and What will I show with my speech?.

Besides that there are many strategies that a teacher can use at the moment of the lesson. For example the teacher has to find out adequate topics, she/he has to begin or propose a topic, then the teacher has to help students develop it and finally to conclude it.

According to the topics the teacher can give something related to reporting short stories or real events, describing pictures, to perform real communicated situations, dramatizing stories, performing with jumping jacks and puppets, to imitate known characters, to report about the weather, to describe physically and morally a relative or a friend, to talk about cloth, describing their houses among others..

As Brown G. (1977, p.19) said "The production of the speaking language, learning to speak in a foreign language, is considered one of the most difficult aspects in the learning of a new language. In the production of the speech every speaker needs to speak, to speak individually and he needs someone who is going to listen what he speaks and later, he will answer him".... it is

necessary to be competent in the emission and reception of the messages for doing communication effectiveness and possible.

The oral expression ability is one of the most important skills to develop in the English lessons at Junior High School. It is a goal that students have to achieve in order to perform a good communication. The oral expression is defined as a set of tools to get in touch orally with effectiveness. It demands an effective communication principally in the learning of a foreign language

It is useful to mention some authors' definitions about oral expression, because each one incorporates different elements.

For instance, oral communication according to Bygates (1991) it is the ability of assembling sentences in the abstract things, it is produced and adapted to the circumstances of the moment. This is, to make decisions fast, integrating it adequately, and their according to the problem... The students have to recognize the correct vocabulary and the correspondence way of speaking in each situation. For example if they are talking with a friend that can use a colloquial language (Ex: How is life?) but if they are talking with their teacher they should show respect to him/her (Ex: Excuse teacher, How are you?)

In addition, O'Maley and Valdez (1996) said that the oral production refers to the ability of negotiating meanings between two or more people who are connected to the context where the conversation happens... That is important to say that in a conversation there is a main topic in which there is two or more people talking about it, adding different ideas related to it but with different interpretations or points of view. It also depends on the place where the conversation is being established.

According to (Pérez Díaz, L., 2009, p.35) Oral expression is a behaviour form which allows to establish the relations and the functions; the communication and the expression of feelings and emotions; the capacity of expressing ideas, stories made in a clear, direct, correct and convincing way. It is susceptible to the learning and the improvement through the practice and the adequate models... The oral communication permits to express our feelings and ideas in the way that it is preferred, it should be expressive or imaginative but at the

same time it should be clear because the person who is interacting has to receive the message the speaker is transmitting.

Characteristics of the oral expression. (Cheapskate Man Who Stays At Home While The Family Is On a Trip, M, 2007, p.8).

1- Intension communicative: Immediate: The relation between the speakers becomes established directly, in a same frame or common situation.

2- Expressive medium: The sound, the intonation of voice, the facial expressions, the expression of the face.

3-Expression: Made perfect for the situational context.

4 -Durability: Not always lasting.

5- Preparation: Not always indispensable spontaneous expression of the ideas.

6- Development: Time limited for the selection of words.

7- Unfinished Sentences: Excess of explanatory sentences. Relief entonational and making gestures.

8- Worked Out: Fractioned set. Total understanding in the elaborative process of intercommunication.

At the time of speaking, the speaker can have some difficulties such as:

1-Inhibition: speaking activities require some degree of real- time exposure to an audience. Learners are often inhibited about trying to say things in foreign language in the classroom, worried about making mistakes, fearful of criticism or simply shy because of the attention that their speech attracts.

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

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

4-Mother- tongue use: in classes where all, or a number of the learners share the same mother- tongue, they may tend to use it because it is easier, because it feels unnatural to speak to one another in a foreign language and because they feel less “exposed” if they are speaking their mother- tongue.

The oral production requires knowledge of the tools of the language, they are grammar, pronunciation and vocabulary (linguistic competition) (Bygates 1991). In order that the interaction takes effect it uses the knowledge in function of the language (or bosses), that they tend to happen in certain situations (Greetings, asking for a favor, accepting an invitation, etc.), It can be identify and use it according to the situation, At the same time as the functions and the tool, they should acquire cultural and standards rules (interrupting, speed of the faculty of speech, how to get into a conversation, to use formal or informal language), according to who speaks, the context, and what is the reason why talks to each other (sociolinguistic competition).

The oral communication can be established in two ways formally and informally. It depends on the situation but always with fluency which is the ability to link words, phrases and sentences without too much halting during the conversation act and coherence that is the ability of intertwining different ideas in such a way that they seem to function as a single one.

This competition that Savignon (1983) in Brown (2000) establish that vocal competition is the dynamic communication between two or more people and is not somewhat interpersonal. So it means that students should have interaction between their classmates because on that way they will feel the necessity of improving their speeches and increase their vocabulary as main goal to be better speaking the English Language.

According to González. V, (1989, p.88), by means of oral expression we can transmit a huge quantity of information in a short period of time using a coherent structure...For example the news give information to us referring to different topics suchs as sports, culture, politic or weather. In few words the speaker is able to transmit ideas in a particular way and listener can receive the information and makes it useful. Similarly the students provide in an oral way the necessary information to the teachers when they are developing an

activity. So in this moment they can establish a brief communication in a short period of time.

Gonzalez, V. (2001, p.32) also considered that "Oral communication constitutes a social system of interactions through signs and message systems which are produced as part of humans' everyday life"... Communication has its highest expression in the oral way, it means that the oral expression consists in the transmission of the message codifying or decoding.

D. Byrne (1989, p.8) specifies that: "Oral communication is a process between speakers and listeners and involves the productive skill of speaking and the receptive skill of understanding. The four skills are related" "... So it is evident that both speaker and listener have the opportunity of performing. In simple terms the speaker has to encode the message he wishes to convey in appropriate language, while the listener has to decode the message

According to Martinez Luna.(2011, p.30): "oral expression are the techniques that determine the general guidelines that must be followed to communicate orally and effectively as a whole, it is the way to express without barriers what is thought to be an instrument to communicate about processes or external objects to it, that it is the exclusive capacity of man to reflect the facts and phenomena of the abstracted objective and generalized reality by thought, which are orally expressed through the word".

This paper ascribes to the concept given by Rod Ellis, (2014 p.43) who exposed that: The oral expression ability in a foreign language is defined as the ability to transmit and comprehend meaningful messages in a coherent and fluent way in which there is a constant feedback. So it is of paramount importance to know what oral expression is for being able to establish it as good as we can.

2.1 DIAGNOSIS OF THE CURRENT STATE OF THE ORAL EXPRESSION ABILITY IN SEVEN GRADE STUDENTS FROM JUNIOR HIGH SCHOOL PEDRO LANTIGUA ORTEGA

In this chapter it was made a diagnosis of the current state of the oral expression ability in the Seventh Graders students from Junior High School

Pedro Lantigua Ortega. To do this investigation it was selected the 40 students belonging to the group seven two representing the 22.2% of the population selected.

The application of certain method from the empirical level allowed obtaining the real state of the students. The selected instruments were:

- Document analysis
- The pedagogic observation guide
- Survey
- Interview
- Pedagogic Test

Since the very beginning of the investigated process it was consulted the theoretical bases of the Junior High School Education according to the English subject. A document analysis (See Annex 1) made possible to obtain information about the main aspects able to be approached in this research and to get a greater effectiveness in the mastery of the component of contents.

Document Analysis results:

In the analysis of the workbook it was obtained different ways to treat the oral expression such the work in pairs, work in groups, activities related to vocabulary, monologues, oral expositions and to practice dialogues with the teacher or classmates. The workbook has 11 units: unit 1 is related to personal information. In this unit students have to express orally their names, ages, nationality, occupation and all the interested information to interlocutor.

Unit 2 and 3 is about to describe their town and their houses. It enrolled to talk about address and to look for some adjectives that characterize this, which contributes to increase their vocabulary and their oral expression.

Unit 4 and 5 is in order to speak about actions expressed in present continuous tense. In this unit they have to speak about what they are doing in a certain space of time and when another action is being done at the same time.

Unit 6 is a review unit which is composed for activities related to work in pairs, repeat short conversations, talk about important places in their towns, introduce

their self and to introduce another person, speak about present continuous tense, describe each part of their houses.

Unit 7 is about to describe people physically and moral. In this unit they have to work with the vocabulary related to adjectives that characterized people in order to increase their knowledge. They have to describe orally personalities that represent something important to them such as relatives, they have also to speak about exceptional people.

Unit 8 is regarding to talking about the weather and its characteristics depending on each season. They should express how the day is trough out pictures, taking into account the vocabulary studied before.

Unit 9 is directed to talking about cloth and it is interrelated to the weather because they have to express what kind of cloth using in each season and in each occasion.

Unit 10 is in order to speaking about daily activities they should express activities that take place in the school and after.

Unit 11 finally is a review unit which enhances all the units above mention due to activities which sustained the oral expression such to report what is about each unit and debates between the students and the teacher.

During the English lessons and with the objective of determining the level of speech understanding a pedagogical observation was applied. To apply this instrument it is relevant to do an observation guide. There were observed four lessons per week based on it. (See Annex 2). At the moment of the observance there were detected some difficulties.

Pedagogic observation results:

In the pointer A related to the characteristics of the students, 18 students (45%) are restless, 10 students (25%) are dynamic, 5 students (12.5%) are passive and 7 students (17.5%) are unmotivated. It is evident that it is necessary to deal with the motivation in order to increase the interest of the students.

In the following pointer B it could be verified the students participation in the activities, 7 students (17.5%) participate always, 24students (60%) participate

sometimes and the rest 9 students (22.5%) do not participate never. So all the students are not enrolled in the activities assigned.

Pointer number C was related to the deficiencies in the linguistics aspects during the lessons, 7 students (17.5%) present problems in the pronunciation, 5 students (12.5%), 6 students (15%) in the fluency, 18 students (45%) in grammar and 4 students (10%) in coherence. They present many problems according to linguistic aspects principally in grammar because they do not pay attention to lesson so they do not know grammar structures.

Going on with the observation, the analysis made in the pointer D related to the frequency in which the teacher works with the oral expression it can be concluded that she/he did it in 20 lessons representing the 41.6% of the total (48 lessons). So it affects the development of the students because they need to improve their oral expression in every lesson.

The following pointer E refers to the predominant activities of the lessons, it was observed that in 11 lessons (22.9%) the predominant activities are oral activities, in 8 lessons (16.6%) the predominant activities are reading activities, in 13 lessons (27.08%) are used listening activities and in 16 lessons (33.3%) are predominant the written activities. It is concluded that the frequency that the teacher assigns oral activities is poor so the teacher can associate it in all the kinds of activities.

Finally the pointer F which is about the ways to treat the oral expression it was shown that in 8 lessons (16.6%) the teacher uses Didactics Games, in 26 lessons (54.1%) the teacher uses Teaching Activities, in 9 lessons (18.7%) it is used Teaching Aids and in the rest of the lessons (5 lessons, 10.4%) the teacher uses the ICTs. The use of teaching activities is overexposed in almost all the lessons doing it mechanic and not motivated to students.

In order to have a more detailed result and to confirm the exposed before, a survey (See Annex 3) was applied to the 40 students (22.2% of the population) with the purpose of knowing if they are motivated toward the English subject and if they like to use games in the development of the lessons.

Survey results:

In the first question of the survey it was shown that the majority of the students (28 students which represents de 70%) do not give importance to the learning process of the English Language, only 12 students (30%) feel motivated to learn English because they are in agreement with the importance of knowing the English subject. So it is concluded that there is a lack of motivation toward the subject, it can be a reason why that they feel lessons are mechanic because of the use of not updated techniques that permits the appropriation of the knowledge to them.

In the second question the students should expresses what is that they prefer from the English lessons and why. A quantity of 25 students (62.5%) answered that they prefer to play games in step of to do exercises, 10 students (25%) answered that they like to watch video segments and the rest (5 students representing the 12.2%) expressed that they prefer activities guided by the teacher.

In the third question they should answer what they do not like from the English lessons and the reason why. The majority of them (35 students represent the 87.5%) expressed that they do not like to make activities such: to match, to select or to fill black spaces. The rest of the students (5 students, the 12.2%) answered that they do not like to make oral activities a reason why they have many difficulties in the oral expression ability.

In the fourth question 20 students (50%) answered that they would like to work in the touristic branch, also 12 of them (30%) expressed that they want to learn English because they want to communicate with their relatives and the rest (8 students, 20%) do not have aspirations toward the language.

In the fifth question they should express the frequency in which they prefer to use games, the statements are always, sometimes and never. Their answers were: 25 students (62.5%) select the statement always, 10 students (25%) select the statement sometimes and 5 students (12.2%) select never.

In the sixth question they should answer the frequency in which they play games in the English lessons. According to this 23 students (57.5%) select the statement always, 11 students (27.5%) select the statement sometimes and 6 students (15%) select the statement never.

Taking into account the results obtained in the survey to the students an interview (See Annex 4) was applied in order to know the potentialities and level of motivation of the students during the English lessons.

Interview results:

In the question number 1 which is about their favorite subject just 10 students expressed that they prefer the English subject, the rest prefer subjects such Mathematics, Spanish, History among others.

In the second question 18 students expressed that they like English lessons which sustained the lack of motivation toward the English subject.

In question 3 related to their preferences in the English lessons the majority of them expressed that they prefer to listen to the teacher when she/he is speaking.

Question 4 is about the importance that they give to the oral expression in the English subject, 12 students expressed that it is important, 28 of them expressed that they prefer to express themselves writing because they have more time to think about what they want to say.

In question 5 the majority expressed that they do not feel save when they are speaking, just 5 students do it.

In the question number 6, 15 students expressed that the teacher help them to increase their oral expression assigning activities such as work in pairs, monologues and exposition about different topics.

In question number 7 just 8 students prepared themselves reading and interacting among other people, the rest do not know how to do it.

With the purpose of determining the current state of the oral expression of the students after the application of the proposal an initial pedagogical test (See Annex 5) was applied.

Pedagogical Test results:

The Initial Pedagogical Test has as a main goal to determine the initial state of the oral expression ability in the students from Seven Two Pedro Lantigua Ortega Junior High School.

It was evaluated the following indicators:

- Grammar

- Fluency
- Pronunciation
- Vocabulary
- Coherence

Aspects to take into account at the evaluation

It is considers three levels:

- Level 1
- Level 2
- Level 3

Indicator 1 Grammar: Level 1 Students frequently make errors of grammar but syntax usually correct past/present/future tenses often used correctly, meaning is often understood. Level 2 Students make frequent errors of grammar and syntax which obscure meaning, frequent errors in past/present/future tenses. Level 3 grammar and syntax (word order) errors make comprehension difficult.

Indicator 2 Fluency: Level 1 everyday conversation and classroom discussion sometimes sustained but often characterized by frequent long pauses, speech frequently disrupted by student's search for correct manner of expression, the oral production consists of learned isolated words and phrases. Level 2 everyday conversation and classroom discussion hesitant, they often forced into silence by language limitations. Level 3 halting and fragmentary speech so as to make conversation difficult, the oral production consists of learned isolated words and phrases.

Indicator 3 Pronunciation: Level 1 pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding. Level 2 must frequently repeat in order to make himself understood. Level 3 very hard to understand because of pronunciation problems.

Indicator 4 Vocabulary: Level 1 Sometimes uses inappropriate words and/or must rephrase because of inadequate vocabulary, often gropes for words, developing academic language necessary for content class activities. Level 2 frequently uses wrong or leaves words out, everyday conversation and

classroom discussion limited because of inadequate vocabulary. Level 3 Students use a very little vocabulary, usually limited to topics of personal information, vocabulary limited to concrete items.

Indicator 5 Coherence: Level 1 those students who can refer to different ideas on a talk keeping the essence of it. Level 2 those students that make changes in the ideas but do not totally correspond with the previous one. Level 3 those students who change ideas that are not interrelated among them.

In the first indicator related to grammar aspect, just 6 students (15%) are in the Level 1, 14 students (35%) in the Level 2 and the rest of the students represented by 20 students (50%) are in the Level 3. So it is concluded that the majority of the students present problems regarding to oral expression.

In the second indicator related to the fluency in their speech, only 5 students (12.2%) speak fluently so they are mark in the Level 1, 10 students (25%) in the Level 2 and 25 students (62.5%) in the Level 3. This aspect shows that almost all the students present difficulties when they are speaking, so it has a negative effect in their answer.

In the third indicator related to pronunciation it was stated that student have several problems in their answer because in most of the cases they pronounce words just like they are written, aspect that at the same time affect the fluency in their vocabulary. According to this, 4 students (10%) are in the Level 1, 12 students (30%) are in the Level 2 and 24 students (60%) in the Level 3.

In the fourth indicator related to the mastery of the vocabulary the research work shows that students have lack of vocabulary. They do not know the meaning of many words so they are not able to understand classroom directions, 6 students (15%) are in the Level 1. In the Level 2 there are 20 students (50%) and 14 students (35%) are in the Level 3.

In the fifth indicator related to coherence it is observed that, 4 students (10%) are in the Level 1. There are 14 students (35%) in the Level 2 and 22 students (55%) in the Level 3.

3.1 THEORETICAL FOUNDATIONS OF GAMES APPLICATION IN THE TEACHING LEARNING PROCESS.

Everybody that had thought about the education of the students (philosophers, Psychologists, pedagogues, sociologists), have referred to the game one way or another. The value of the activity has been acknowledged through the own history of the human being.

The games were born before the own pedagogic science, from the beginnings of the primitive community next to art, the dance, the song, and the plastic arts already it was present and they had been always an essential role in education. One of the most famous Roman pedagogues Mark Fabio Quintiliano wanted that the study was like a game to children.

During the XVIII century important pedagogues reflected this topic in their works. In the pedagogic theory of Jean-Jacques Rousseau it is considered the education as a natural process of development, in which the game plays an important function in the life of children. These ideas were retaken by Froebel that saw in games an excellent educational source and he used it as a natural tendency of the children.

It is necessary to point out that not always the games were not accepted to depart from those that took care of education. In the European countries, involved in the process of industrialization, the game was considered like useless and even harmful. It was necessary the first works of Claparede (1916:78) to rehabilitate in front of the eyes of the pedagogues.

In the development of her active pedagogy, Celestin Freinet's works made an effort in order to insert games in the school, to achieve through this enthusiasm, arousing creativity, the interest of them for the discovery and incrementing their communicative skills. These elements became of great importance for the authoress of this investigation in the elaboration of the proposal. Ovide Decroly called the attention of the game as a tool of great value in the education of the students with mental limitations. Great importance has the works developed by important Russian pedagogues from beginnings of the past century in relation to games and its influence in the formation of the personality of the students.

P.F Kapteriov indicated the role of the game in the integrated development of children in the education of their interests and their motivations.

N. K. Krupskaia made a paramount contribution to the establishment and development of the conception of games. It was based on, first of all, the education of children, the independence, the social qualities, the collectivism, the friendship, the courtesy, the respect and the solidarity.

The works of A. F. Makarenko collaborated to that the games were used as a means of moral education. For him, this activity brings the boy an opportunity to get closer to imagination, and to fantasy. He considered that a game can be considered good when it shows the joy of the creation or the joy of victory.

P. Usova lent attention to the game in the education of the qualities of collectivism. He pointed out that those qualities were characterized in the capacity of children and establishing relations with other children, to understand each other, of exchanging with them, giving them what they have and receive what they do not have.

The Soviet psychologists S. L. Rubinstein, L. S. Vigotski, A. N. Leontiev, D. B. Elkonin and A. A. Liublinskaia made a substantial contribution to the elaboration of the theory of games and showed the social character of it, as well as the role that it takes in the education of children.

L. S. Vigotski, indicated the cultural character and the natural historical origin of this activity. He added that the relation of games according to the development it can be compared with the relation between teaching and development. During the game takes place variations on needs and variations of the conscience of the general character. The game is source of development and it contributes to the creation of the Zone of proximal development.

The activity of the game in a social environment in active interaction with other ones through a variety of kinds of collaboration and communication, has a social character. Because of the social cultural character game it was necessary to deepen in the mechanism of the conversion of the psychological and the impact game has into this aspect.

The transition of psychological character of the psychic processes to its condition of the inner psychological process according to Shuare implies a revolution in the understanding of psychic. "In the psychic development of children every function appears in action two times, in two aspects: First in the social and later psychological, first between people as an Inter-Psychic category and next inside children as an inner psychic category."(Shuare, M, 1990, p.43)

Some concepts and conceptual relations of great interest to the development of games are established such as:

- Zone of proximal development.
- Thought language relation.

Vigotski considers two evolutionary levels:

- The level of the real capacities people have.
- The level of the possibilities to learn with help of other people.

The difference between those two levels is what it is named Zone of proximal development. The distance between the real level of the development determined by the capacity of solving problems guide for an adult or a mate.

Vigotski (1968, p.23) reflected on the important function of diagnosis that games have, since it lets that the children be spontaneously, in the communicative relations.

Game specifies the cognoscitive and learning difficulties, as well as the creative potentialities on departing from the analysis of the zone of proximal development. It constitutes a facilitator of different levels of help that students use to determine the possibilities of the potential development.

The cultural historical conception allows understanding the learning as a social activity and not only as a process of individual realization, which it plays an important role in the relation between activity and communication to develop the personality and as a means of theoretic orientation.

The psychologist A. A. Liublinskaia characterized games as a way of acquiring and specifying the knowledge. A way to pass from the acknowledged to knowledge.

Also our pedagogy recognizes the value that this type of activity has as an effective way in the development of education. It is of paramount importance the contribution of the ideas developed by Félix Varela which pronounced himself in more than an occasion the necessity of educating and teaching in our schools through games because of it represents a pedagogic tool of great value to achieve that students develop their imagination, to interchange ideas, to participate without inhibition, and to motivated lesson.

José Martí also wrote about the role of games in the life of the children and young people. He conceded to it an extraordinary importance. It was referred to this activity in many of his pedagogic texts highlighting its possibilities to know the world that surrounds us, as a way of social interaction. In relation to games he expressed: Children live when they play and playing they learn how to live.”(Martí, José 1989, p.86)

3.1.1 Games and its motivational contribution to the Learning Process

Learning is a human specific activity that takes place by means of the execution of different actions on behalf of the man: of motion, of writing, of language, of work, of game.

Toward one of those activities that contribute to achieve man accomplishes learning, it is focuses this investigation. Great importance is given to games, for the possibilities that offer to Human beings since the first stages of their development.

Many people associate the activity of playing to a simple fun; besides that it represents, more than having fun, an important activity. Through it can be established a relation with the natural and social environment of a great value. Better than any other activity, it propitiates learning, because it constitutes a

coherent and capable source to develop physical and intellectual abilities (perception, imagination, memory, thought, and language.)

During the early years of life the games are vital, in this stage it constitutes the most important activity to learn, taking a great period of time. Through it children begin to interact with the environment that surrounds them, to get closer with their relatives, to know certain aspects, to develop certain abilities. During the school stage, although the study becomes into the fundamental task, the game keeps a paramount significance although it changes its characteristics it keep the same attraction, enjoyment, pleasing, distraction and entertainment.

Because of its representation and implications in the conformation of many features of the personality of each person, a great number of specialists had written into its study. As result of it there is different definitions of game.

The Frenchman Roger Caillois specified some of the characteristics that distinguish game from other human practices, among them:

- Its free character. Games do not admit obligatory participation of players in order to do not lose its character of attractive division.
- Activity separated because it has limits of space and time.
- Uncertain character. Its development cannot be determined and its result is uncertain.
- Activity regulated to conventional rules.
- Of fictitious character it is based on the imaginative development of the players.

One of the psychologists who more contributed to the theory of game, was L.S.Vigotski (1968, p.86). He conceptualized this activity not only like a simple memory of a lived experience but also like the creative processing of the lived impressions, its combination and construction departing on the necessities of children.

As it is appreciated in this definition, the game is a social activity with a great level of imagination and fantasy that surfaces as a result of creative combinations of children that stands for lived experiences and that answer to determined needs of realization from the context in which it is develop. Other

authors synthesize it in their most significant characteristics. From their points of view game is distraction, fun, investigation, creation, evolution.

The game creates pleasure, effectiveness, and enthusiasm. It generates imagination, fantasy, ingenuity, communication, and provides information and experience while it treats intellectual abilities.

Departing on the educational and cognitive potentialities that games have, since it contributes to the comprehension of information, the application and reaffirmation of the knowledge with which the development of the intellectual capacities it is possible. Games as a pedagogic instrument become in a capable instrument to potentiate the cognitive and affective aspect of the students.

Advantages that bring the use of games in the teaching learning process:

- It constitutes a motivation to the psychic development of the students.
- It becomes the study into a pleasurable activity in agreement with the psychological characteristics of the student.
- It stimulates imagination and other mental capacities of the students.
- It favors the development of creativity.
- It is a source of social interaction and it develops feelings like cooperation, loyalty, self-confidence, stimulate the paternal emulation, and the critical and self-critical spirit.
- It allows the independent work of our students.
- It allows the dialectic unit in instruction and in education.
- According to the kind of society, game integrates or not the education, it is accepted and stimulated, it can be refused, like obstacle in the formation of the student.

3.1.2 The games in the learning of the English language as a Foreign Language

The study of the English language sometimes turns into a complex situation for some students, for this reason they embrace feasible manners of solution for

every kind of student between which the Games find themselves Didactic. The Didactic Games come true in line with the characteristics of the students in particular and of the group in general. Its main objective is making pleasanter appropriation and consolidation of the contents in this case to contribute to the development of the oral expression in the study of the English language. For its characteristic games allow students to memorize, reproduce and to improvise on that way achieving that communication is fluent and no mechanical.

This investigation makes allusion to this fundamental element which plays an important role in the development of the oral expression ability of the students.

Games are the most common and spontaneous that children do in order to learn. It permits the acquisition of knowledge and expressing feelings and restlessness. Games are considered also a kind of work, in which there is an unconscious influence between the game and the imaginative processes, the objective and subjective are engaged.

There are some criteria from different specialists about this topic. Mercedes Gentlemanly (1989, p.146) states: "Games are a procedure to attain an end; a physical or mental competition led by rules, with all-comers in opposed positions. They enable the practice directed of one or more grammatical structures at the same time. Besides they convert the class in something live and dynamic. They have also a formative value since they help to train positive behavioral bosses."according to that teachers should integrated not only the easier contents but also the complex contents to this way in order to facilitate the acquisition of knowledge.

Andrew Wright (1996, p.1) considers that: The game is a regulated activity, a goal and an element of fun. Its inclusion as an element further in the process of teaching learning provides the opportunity of the intensive practice of the language. They are fun so much for the students as well as for the professor....teachers should take it into account as a way of reinforcing their relations with the students because games allow them to be more than teacher and student.

Jill Hadfield (1990, p.7) states: Games help and encourage the students to keep the interest and its work. They can be applied in the practice of the different parts of the teaching learning process.....games are applicable in all the steps to follow in a lesson because of its characteristics an integrated function

The authoress of this investigation assumes the concept of didactic game given by Rosa Antich De Leon (1986, p.147) who considers that: The didactic games are pleasant activities that lead to fraternally competitive spirit, make somebody achieve different objectives of oral expression, according to the operation that they demand on behalf of the students. They are not only to make when we have time to spare. They should be a part of our course, since they are a way to depart to keep the class alive and interesting.....Games are important because they help to learn, to feel naturally motivated and also help the professors to be closer to the students. They are considered advantageous as activities of teaching – learning.

For his part Jack Richards (1997, p.118) regard the games as an activity organized that it has usually the following properties:

- A task or realistic private individual.
- A set of rules.
- Competition between the players.
- Communication between the players through the oral and written tongue.

In order to organize and to develop didactic games it suggests (Gentleman M. 1989, p.147)

- Organizing teams.
- Establishing rules of clear way.
- Guiding to the students toward the aspect to use.
- Not extending the game if it is not necessary.

Didactic games according to Cavalier Pérez, M. (1989, p.147) help to pedagogical aspects of lessons such as:

- The presentation of a new content.
- The practice controlled of the language.
- The vocal training of the language.

3.1.3 Proposal of Didactic Games

Game # 1

Title: Who knows more?

Objective: To develop the oral expression ability in seventh graders from Pedro Lantigua Ortega Junior High School.

Type of lesson: Free practice.

Level of assimilation: Production.

Materials: Board, cardboard and a box.

Orientation stage: The teacher is going to explain that the game is in order to review contents related to greetings, personal information and farewells. They should select a card and to select the correct statement.

Execution stage: A student of each team will take a card, those which contains situations in order to identify the correct answers.

Evaluation and control stage: individual and in small groups. The teacher will evaluate in a scale of Level 1, 2 and 3. It will be evaluated the linguistic aspects: grammar, pronunciation and vocabulary. Finally the team which has the majority of the correct answer will be the winner.

Grammar: Level 1 students who know the correct answer of the question by first time, Level 2 students who know the correct answer of the question by second time, Level 3 students who answer correctly after many times.

Pronunciation: Level 1 they pronounce the English sounds correctly. Level 2 they sometimes pronounce the English sounds correctly. Level 3 they pronounce the English sounds incorrectly.

Vocabulary: Level 1 students who know all the worlds related to personal information. Level 2 sometimes uses inappropriate words. Level 3 students who most of the times use inadequate vocabulary.

1. Your friend says to you Hi! , what do you answer?

___ Good morning.

___ Good afternoon.

___ Hi!

___ Good evening.

2. Select the correct answer to the question:

How are things?

___ I am very well.

___ Pretty good.

___ Bye.

___ Hello

3. Choose the formal question:

- What up?

- How life is?

- How are you?

- How do you feel?

-What's the matter?

4. Mention the correct form to end the conversation:

a. Good bye, teacher.

b. See you.

c. Good evening

d. Good morning.

Game # 2

Title: Between you and me

Objective: To develop the oral expression ability in seventh graders from Pedro Lantigua Ortega Junior High School.

Type of lesson: Free practice.

Level of assimilation: Production.

Materials: blackboard and chalks.

Orientation stage: The teacher is going to explain that the game is about imitating the conversation between the teacher and the student through the pair work to promote the norms of formal education in the students.

Execution stage: the teacher is going to divide the group into two teams and to form pairs. It is presented the dialogue by the teacher. After lighting up the words of the text, the pairs begin to dramatize.

Evaluation and control stage: Individual and in pairs. In this game it will be taken into account the linguistics aspects fluency and pronunciation

Fluency: Level 1 those students who can make a fluent dramatization of the dialogue without hesitation or interruption, Level 2 those students who can dramatize and connecting words and phrases and do not hesitate too much, and Level 3 those students who halt too much while speaking.

Pronunciation: Level 1 they pronounce the English sounds correctly. Level 2 they sometimes pronounce the English sounds correctly. Level 3 they pronounce the English sounds incorrectly.

T: Good morning student.

S: Good morning teacher. How are you?

T: I am pretty good, thank you. How are you?

S: I am very well, thanks.

T: Bye, Bye.

S: Bye, teacher.

Game # 3

Title: Let's go shopping.

Objective: To develop the oral expression ability in seventh graders from Pedro Lantigua Ortega Junior High School.

Type of lesson: Free practice.

Level of assimilation: Production.

Materials: pictures (See annex 12)

Orientation stage: The teacher is going to explain that the game is in order to increase their vocabulary about cloth. The group will be divided into two groups and the students will be stand up and forming a circle.

Execution stage: In this first moment the teacher is going to ask for the kind of cloth they can buy in a store and the kind of cloth and color they prefer for

dressing in an special situation. After that the teacher is going to show some pictures about cloth and they have to recognize it.

Evaluation and control stage: it will be evaluate individually and in teams. The team which recognizes the majority of the pictures will be the winner. In this activity will be taken into account the pronunciation and the vocabulary of the students

Pronunciation: Level 1 they pronounce the English sounds correctly. Level 2 they sometimes pronounce the English sounds correctly. Level 3 they pronounce the English sounds incorrectly.

Vocabulary: Level 1 students who know all the worlds related to the pictures shown. Level 2 sometimes uses inappropriate words. Level 3 students who most of the times use inadequate vocabulary.

Game # 4

Title: Who are you?

Objective: To develop the oral expression ability in seventh graders from Pedro Lantigua Ortega Junior High School.

Type of lesson: Free practice.

Level of assimilation: Production.

Materials: Sheets of paper, blackboard.

Orientation stage: The teacher is going to explain that the game is about describing people. The teacher writes on the blackboard the description of a person using no less than seven sentences after reading the description he/she demands to describe a classmate.

Execution stage: Each student write a description and give it to the teacher who is going to select a student for reading his/her description in front of the classroom but without say the person who is described because the rest of the students through questions should identify who is.

Evaluation and control stage: It will be evaluate the correct pronunciation of the words in physical and moral description. Aspects such as grammar, pronunciation, coherence, vocabulary and fluency it will be taken into account.

Grammar: Level 1 students who are able to select correctly the kind of adjectives that will be use in the description, Level 2 students who select some adjectives correctly, Level 3 students who not select the correct adjectives.

Pronunciation: Level 1 they pronounce the English sounds correctly. Level 2 they sometimes pronounce the English sounds correctly. Level 3 they pronounce the English sounds incorrectly.

Coherence: Level 1 those students who can refer to different ideas on a talk keeping the essence of it, Level 2 those students that make changes in the ideas but do not totally correspond with the previous one, Level 3 those students who change ideas that are not interrelated among them.

Vocabulary: Level 1 students who know all the worlds related to the descriptions. Level 2 sometimes uses inappropriate words. Level 3 students who most of the times use inadequate vocabulary.

Fluency: Level 1 those students who can make a fluent dramatization of the description without hesitation or interruption, Level 2 those students who can dramatize and connecting words and phrases and do not hesitate too much, and Level 3 those students who halt too much while speaking.

Game # 5

Title: The magic hat.

Objective: To develop the oral expression ability in seventh graders from Pedro Lantigua Ortega Junior High School.

Type of lesson: Free practice.

Level of assimilation: Production.

Materials: Cards

Orientation stage: This game is in order to review different topics studied before. The teacher is going to put different cards in a hat and the student have to select one. The topics will be:

- My family
- My pet
- My school
- My Holidays
- My house
- My city

Execution stage: When the students select the card, they will have five minutes to prepare their exposition and then they are going to speak about it in no less than seven sentences.

Evaluation and control stage: It will be evaluate the pronunciation and correct vocabulary, as well as to the grammatical structures, fluency and coherence

Grammar: Level 1 students who are able to construct all sentences with a correct structure, Level 2 students who construct some sentences correctly, Level 3 students who don't know the correct structure of sentences.

Pronunciation: Level 1 they pronounce the English sounds correctly. Level 2 they sometimes pronounce the English sounds correctly. Level 3 they pronounce the English sounds incorrectly.

Coherence: Level 1 those students who can refer to different ideas on a talk keeping the essence of it, Level 2 those students that make changes in the ideas but do not totally correspond with the previous one, Level 3 those students who change ideas that are not interrelated among them.

Vocabulary: Level 1 students who know all the worlds of the topic selected, Level 2 sometimes uses inappropriate words. Level 3 students who most of the times use inadequate vocabulary.

Fluency: Level 1 those students who can make a fluent dramatization of the topic selected without hesitation or interruption, Level 2 those students who can dramatize and connecting words and phrases and do not hesitate too much,

and Level 3 those students who halt too much while speaking.

Game # 6

Title: “The hanged man.”

Objective: To develop the oral expression ability in seventh graders from Pedro Lantigua Ortega Junior High School.

Type of lesson: Free practice.

Level of assimilation: Production.

Materials: Board, chalks, paper and color pencils.

Orientation stage: The teacher is going to expose that the game is related to the days of the week and the month of the year. Then she/he is going to divide the group into two teams. The team that starts will think about a word related with the days of the week or months of the year, a student will write on the blackboard the first letter of the word, the opposing team will complete guessing the letters to discover the complete word. Next each team will have to create a sentence using the word. After that the teacher will paint a crossword puzzle in the blackboard

Execution stage: After guessing the word and reading the sentences done, students from the two teams will identify the name of the months of the year and the days of the week on the crossword puzzle.

Evaluation and control stage: The winner team will be which guess more words, to structure correctly the majority of the sentences and pronounce words and sentences as well as it can. The linguistic aspects to be evaluated will be grammar, vocabulary and pronunciation.

Grammar: Level 1 students who are able to construct all sentences with a correct structure, Level 2 students who construct some sentences correctly, Level 3 students who don't know the correct structure of sentences.

Pronunciation: Level 1 they pronounce the English sounds correctly. Level 2 they sometimes pronounce the English sounds correctly. Level 3 they

pronounce the English sounds incorrectly.

Vocabulary: Level 1 students who know all vocabulary related to the days of the week and the month of the year, Level 2 sometimes uses inappropriate words. Level 3 students who most of the times use inadequate vocabulary.

Game # 7.

Title: Guessing!

Objective: To develop the oral expression ability in seventh graders from Pedro Lantigua Ortega Junior High School.

Type of lesson: Free practice.

Level of assimilation: Production.

Materials: Cards, blackboard, chalks.

Orientation stage: The teacher will explain that the game is related to professions and occupations. The teacher divides the group in two teams. A team designates a student to start the game, who selects a card that contains necessary information to identify the occupation or profession.

Execution stage: The designate student is going to identify the occupation or profession shown in the card taking into account the next question representing in the card.

Questions:

1. This person works at a hospital. He / she wears a white uniform and helps doctors (a nurse).
2. This person wears a white coat. He / She takes care of our teeth. Sometimes he / she have to pull out them (a dentist).
3. This person wears an olive green uniform. He / she defends our homeland from the enemy (a soldier).

4. When you go to the theatre you watch and listen to this person. (an artist)
5. You can watch this person on television or at the cinema. (an actor or actress)
6. This person is an artist. He / she paint beautiful pictures (a painter).
7. This person works at a studio. He / she takes photos (a photographer).
8. This person makes furniture (chairs, tables, beds, etc) for the house (a carpenter).
9. This person works at a school. He / she teaches children (a teacher).
10. This person drives buses, cars, etc. (a driver).
11. This person sports practices and represents our country in different international events (an athlete).
12. This person writes books for us to read (a writer).

Evaluation and control stage: If the student selected answer correctly the team wins a point but if the answer is incorrectly the card pass to the other team. In this game the vocabulary is the fundamental linguistic aspect

Vocabulary: Level 1 students who use the correct vocabulary talking about occupations and professions, Level 2 sometimes uses inappropriate words. Level 3 students who most of the times use inadequate vocabulary.

Game # 8

Title: What are you doing?.

Objective: To develop the oral expression ability in seventh graders from Pedro Lantigua Ortega Junior High School.

Type of lesson: Free practice.

Level of assimilation: Production.

Materials: Pictures (See Annex 13)

Orientation stage: The teacher is going to explain that this game is direct to review the actions that take place at moment of the speech. The teacher previously prepares pictures that expresses actions using vocabulary related to the use of nouns and verbs in present continuous tense. The group will be dividing into two teams.

Execution stage: The student of each has to select a card and then she/he has to find the evident differences between the picture of his/her team and the picture of the other team. The students of each team will expose the sentence expressing the action in present continuous. After that a student from each team will talk about all the cards select for his/her team, the time to respond will be the possible minor, of approximately 15 minutes.

Evaluation and control stage: The team that prepares a correct oral report using the corresponding vocabulary will be the winner. The linguistic aspects to be evaluated are:

Grammar: Level 1 students who are able to construct correctly all sentences using the present continuous tense, Level 2 students who construct some sentences correctly, Level 3 students who don't know the correct structure of sentences.

Pronunciation: Level 1 they pronounce the English sounds correctly. Level 2 they sometimes pronounce the English sounds correctly. Level 3 they pronounce the English sounds incorrectly.

Vocabulary: Level 1 students who know all vocabulary related to the verbs in present continuous tense and nouns, Level 2 sometimes uses inappropriate words. Level 3 students who most of the times use inadequate vocabulary.

- They are playing.
- The baby is sleeping.
- She is eating breakfast.
- He is watching TV.
- She is washing the dishes.
- He is playing guitar.
- The man is reading a book.

Game # 9

Title: Playing and learning

Objective: To develop the oral expression ability in seventh graders from Pedro Lantigua Ortega Junior High School.

Type of lesson: Free practice.

Level of assimilation: Production.

Materials: crossword puzzle (See Annex 14).

Orientation stage: The teacher is going to explain that the game is about to complete a crossword puzzle taking into account of the animals. Writing the names of the animals to accomplish a debate about the importance that take care of the fauna has. The group will be divided into two teams.

Execution stage: Students should begin completing those names that result easier to them allowing finding the other interrelated names in the crossword. They should be carefully in the way that they write it in order to avoid a change of letter that produces errors when completing the crossword.

Evaluation and control stage: A point will be given to each word. The linguistic aspect to be evaluated will be vocabulary.

Vocabulary: Level 1 students who use the correct vocabulary about the name of the animals, Level 2 sometimes uses inappropriate words. Level 3 students who most of the times use inadequate vocabulary.

Game # 10

Title: Each thing in its place

Objective: To develop the oral expression ability in seventh graders from Pedro Lantigua Ortega Junior High School.

Type of lesson: Free practice.

Level of assimilation: Production.

Materials: Pictures about different parts of the house (See Annex 15) and cards.

Orientation stage: The teacher is going to explain that the game is about to identify the part of the house that belongs the mentioned thing. The teacher is going to divide the class into two teams after that the cards will put over a table.

Execution stage: A student should select a card, this card will have the name of an object and he/she has to select the picture that shows the part of the house it belongs.

Evaluation and control stage: The team which answers correctly the majority of the times will be the winner. It will be evaluated the pronunciation and the vocabulary.

Pronunciation: Level 1 they pronounce the English sounds correspond to the parts of the house and the names of the objects which belong to each one correctly. Level 2 they sometimes pronounce those English sounds correctly. Level 3 they pronounce those English sounds incorrectly.

Vocabulary: Level 1 students who know all vocabulary related to the parts of the house and the names of the objects which belong to each one Level 2 sometimes uses incorrect words. Level 3 students who most of the times use inadequate vocabulary.

4.1 EVALUATION OF THE EFFECTIVENESS OF THE PROPOSAL ELABORATED.

In the diagnosis of the current state of the oral expression it was detected some difficulties related to this. So it is necessary to make a final diagnosis after evaluate the proposal of Didactic Games. This diagnosis has as a main objective to check if the students solved the difficulties obtained in the initial diagnosis.

To diagnose this final state it was take into account the same indicators that were used in the initial diagnosis of the oral expression in seven graders from Pedro Lantigua Ortega Junior High School.

To carry out this research it was applied the same pedagogical test applied at the beginning of the diagnosis. This pedagogical test evaluate the linguistic aspects grammar, fluency, pronunciation, vocabulary and coherence.

Aspects to take into account at the evaluation

It is considers three levels:

- Level 1
- Level 2
- Level 3

Indicator 1 Grammar: Level 1 Students frequently make errors of grammar but syntax usually correct past/present/future tenses often used correctly, meaning is often understood. Level 2 Students make frequent errors of grammar and syntax which obscure meaning, frequent errors in past/present/future tenses. Level 3 grammar and syntax (word order) errors make comprehension difficult.

Indicator 2 Fluency: Level 1 everyday conversation and classroom discussion sometimes sustained but often characterized by frequent long pauses, speech frequently disrupted by student's search for correct manner of expression, the oral production consists of learned isolated words and phrases. Level 2 everyday conversation and classroom discussion hesitant, they often forced into silence by language limitations. Level 3 halting and fragmentary speech so as to make conversation difficult, the oral production consists of learned isolated words and phrases.

Indicator 3 Pronunciation: Level 1 pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding. Level 2 must frequently repeat in order to make himself understood. Level 3 very hard to understand because of pronunciation problems.

Indicator 4 Vocabulary: Level 1 Sometimes uses inappropriate words and/or must rephrase because of inadequate vocabulary, often gropes for words, developing academic language necessary for content class activities. Level 2 frequently uses wrong or leaves words out, everyday conversation and classroom discussion limited because of inadequate vocabulary. Level 3 Students use a very little vocabulary, usually limited to topics of personal information, vocabulary limited to concrete items.

Indicator 5 Coherence: Level 1 those students who can refer to different ideas on a talk keeping the essence of it. Level 2 those students that make changes in the ideas but do not totally correspond with the previous one. Level 3 those students who change ideas that are not interrelated among them.

In the first indicator related to grammar aspect, 10 students (25%) are in the Level 1, 19 students (47.5%) in the Level 2 and 11 students (27.5%) are in the Level 3. So it is concluded that some students passed from level 3 to level 2 and from level 2 to level 1, it means that it was an improvement in the oral expression.

In the second indicator related to the fluency in their speech, 8 students (20%) are in the Level 1, 14 students (35%) in the Level 2 and 18 students (45%) in the Level 3. At this moment a quantity of 7 students improve their fluency at the speech.

In the third indicator related to pronunciation, 7 students (17.5%) are in the Level 1, 18 students (45%) are in the Level 2 and 15 students (37.5%) in the Level 3. According to this aspect the 62.5% of the students are able to pronounce almost all the words correctly.

In the fourth indicator related to the mastery of the vocabulary 8 students (20%) are in the Level 1, 25 students (62.5%) in the Level 2, and 7 students (17.5%) are in the Level 3. So they are able to speak about different topics because they increased their vocabulary.

In the fifth indicator related to coherence it is observed that, 6 students (15%) are in the Level 1, 18 students (45%) are in the Level 2 and 16 students (40%) in the Level 3. The majority of them are capable of establish a coherent conversation among their classmates taking into account different levels of complexity.

CONCLUSIONS

1. The bibliography consulted about the theoretical and methodological grounds that support the oral expression ability in the English language as a foreign language allowed to deepen into different stand points and precepts related to this matter. It also permitted to highlight the most important conceptions about the topic and to choose those which are related to the Cuban reality.

2. The research work allows to obtain some difficulties that students from seven grade Pedro Lantigua Ortega Junior High School have according to the develop of the oral expression ability .This students pronounce words as they write it, so they cannot speak fluently and correctly in the development of the activities. They also do not understand classroom directions and their vocabulary is very poor what makes their speech brief and mechanic. All those deficiencies are the consequence of the lack of motivation they have toward the English subject.

3. The proposal of didactic games is characterized for propitiating the interactions among the students, the games are based on rules to be done, students have to use the language as a main vehicle to participate in the activity, they are also dynamic and graded. They also have limits of space and time and enhance the imaginative development of the players. These games are about topics such as personal information, describing people, cloth among others.

4. The improvement in the oral expression of the students obtained after the application of the proposal of didactics games show the effectiveness of it. After that students are able to sustain conversation according to the correct use of the linguistics aspects grammar, fluency, vocabulary, pronunciation and coherence. Also they increased their participation and motivation in lessons because they are more focused on the English Language.

Recommendations

- To continue researching about the topics related to the oral expression in order to contribute with the effective development of the teaching learning process in Junior High Schools.
- To interrelate the results of the investigation among different schools or scientific events with the objective of solving problems of the oral expression.

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ANNEXES

Annex 1

Guide for documents analysis.

Document for being analyze: Student's Workbook

Objective: To verify if exercises and activities from the workbook propitiate the development of the oral communication ability

Aspects

- Activities related to oral communication ability
- The treatment to the contents, teaching aids, methods, evaluation etc.
- The treatment of the oral communication ability.

Annex 2

Pedagogic Observation Guide

Objet to be evaluate: 40 students from the seven two Pedro Lantigua Ortega Junior High School

Objective: To identify the current state of the oral expression ability of the students and the way it is treat in the English lessons.

Way of application: Observance to four lessons per week in three months (48 lessons)

Aspects to take into account:

- Characteristics of the students
- Potentialities and deficiencies of the oral expression ability
- Strategies used to treat this ability in lessons

A- Students are:

___ Restless ___ Dynamic ___ Passive ___ Unmotivated

B- The participation of the students in the activities is:

___ Always ___ Sometimes ___ Never

C- Linguistics aspects in which they have more difficulties

___ Pronunciation ___ Vocabulary ___ Fluency ___ Grammar ___ Coherence

D- In the lesson the teacher works with the oral expression

___ Always ___ Sometimes ___ Never

E- The predominant activities develop in the lesson are

___ Oral activities ___ Listening activities

___ Reading activities ___ Written activities

F- Ways in which the teacher is accustom to treat the oral expression

___ Didactic Games ___ Teaching Activities ___ Teaching Aids ___ ICTs

Annex 3

Survey

Objetivo: Conocer si los estudiantes se sienten motivados hacia el aprendizaje del idioma Inglés, así como la importancia que le atribuyen al uso de los Juegos Didácticos en las clases de esta asignatura.

Objeto a evaluar: Los 40 estudiantes del grupo séptimo 2

Cuestionario a los escolares:

Estimado estudiantes: Este cuestionario requiere de sus más sinceras respuestas para las preguntas que les ofrecemos a continuación

1. ¿Qué importancia le concedes al aprendizaje del idioma inglés?
2. ¿Qué es lo que más te gusta en las clases de inglés?
3. ¿Qué no te gusta de las clases de inglés?
4. ¿Cuáles son tus propósitos o aspiraciones con el aprendizaje del Inglés?
5. Marque con una X la respuesta que consideres:

Te gusta que en las clases de inglés se desarrollen juegos

___ Siempre ___ A veces ___ Nunca

6. Juegas en las clases de inglés:

___ Siempre ___ A veces ___ Nunca

Annex 4

Interview to the students

Objective: To know the potentialities and level of motivation of the students during the English lessons.

Questionnaire:

Name

Group

- 1- ¿Cuál es tu asignatura preferida?
- 2- ¿Te gustan las clases de inglés?
- 3- ¿Qué es lo que más te gusta de las clases de inglés?
- 4- ¿Consideras importante expresarte oralmente durante las clases de inglés o preferirías hacerlo de otra forma? ¿Por qué?
- 5- ¿Te sientes seguro a la hora de interactuar oralmente?
- 6- ¿Cómo te ayuda el profesor en el desarrollo de tu expresión oral?
- 7- ¿Cómo te preparas tú para poder expresarte oralmente de forma correcta?

Annex 5

Initial Pedagogic Test

Objective: To Determine the real state of the oral expression ability in the students from Seven Two Pedro Lantigua Ortega Junior High School

Oral Test

You are coming from another neighborhood to a new one so you will meet new people. Greet someone and introduce yourself using the formal way of the speech. Take into account questions related to name, age, phone number and occupation.

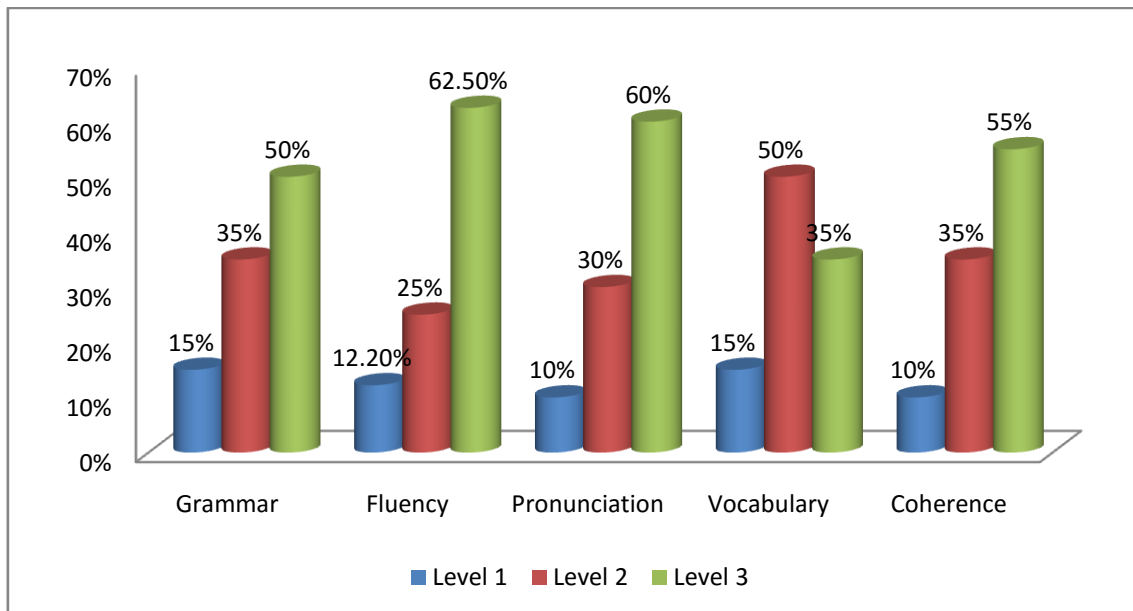
Annex 6

Deficiencies in the indicators to be evaluate in Initial Pedagogical Test

Scale Results	Linguistic Aspects				
	Grammar	Fluency	Pronunciation	Vocabulary	Coherence
Level 1	15%	12.2%	10%	15%	10%
Level 2	35%	25%	30%	50%	35%
Level 3	50%	62.5%	60%	35%	55%

Annex 7

Graphic of the deficiencies in the indicators to be evaluate in the Initial Pedagogical Test.



Annex 8

Final Pedagogical Test

Objective: To determine if the deficiencies detected in the initial pedagogical test were solved and if it contributed to the development of the oral expression.

Oral Test

Today is Monday morning and there is the first day at school. When you arrive to the classroom you are so excited because you did a lot of things during the vacations. Tell to your partners an experience you had in this period of time.

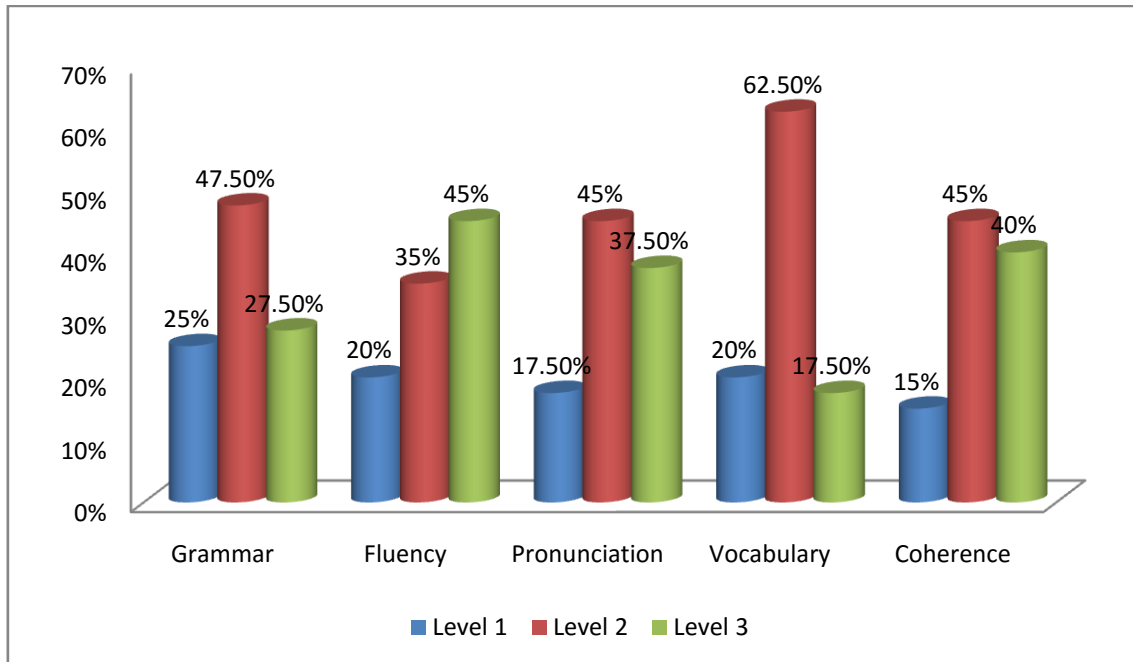
Annex 9

Deficiencies in the indicators to be evaluate in Final Pedagogical Test

Scale Results	Linguistic Aspects				
	Grammar	Fluency	Pronunciation	Vocabulary	Coherence
Level 1	25%	20%	17.5%	20%	15%
Level 2	47.5%	35%	45%	62.5%	45%
Level 3	27.5%	45%	37.5%	17.5%	40%

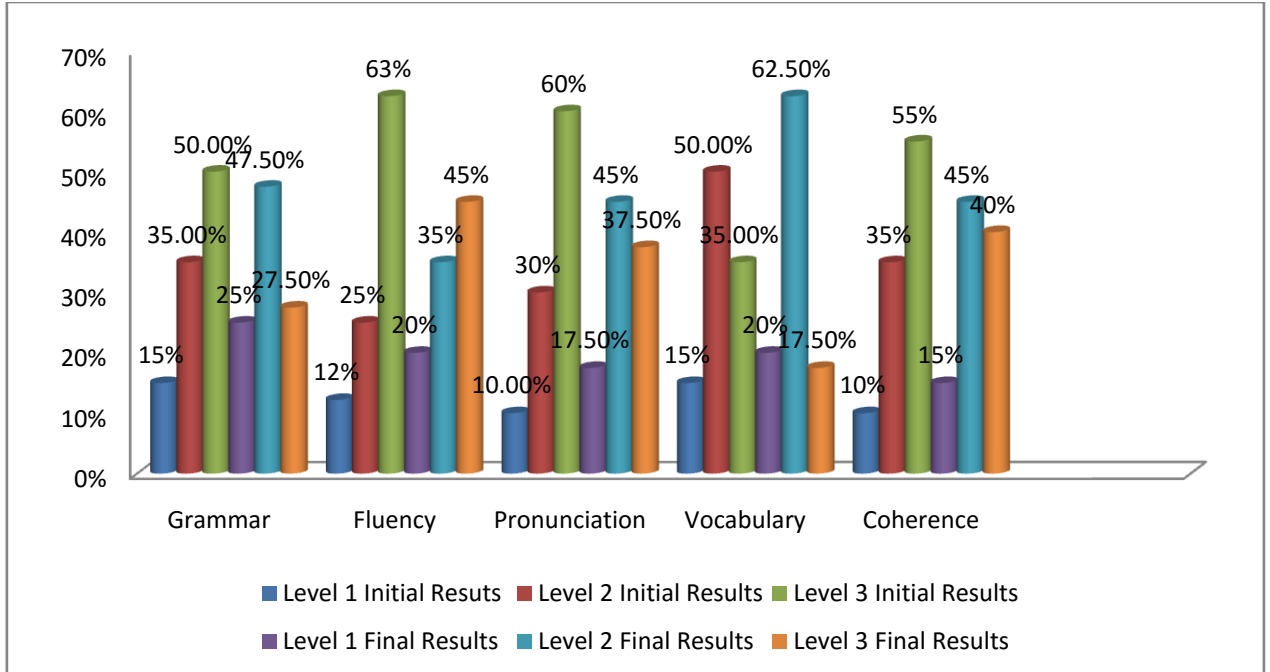
Annex 10

Graphic of the deficiencies in the indicators to be evaluate in the Final Pedagogical Test



Annex 11

Comparative Graphic of the deficiencies in the indicators to be evaluate in the Initial and Final Pedagogical Test



Annex 12

Game # 3 Pictures about clothes.

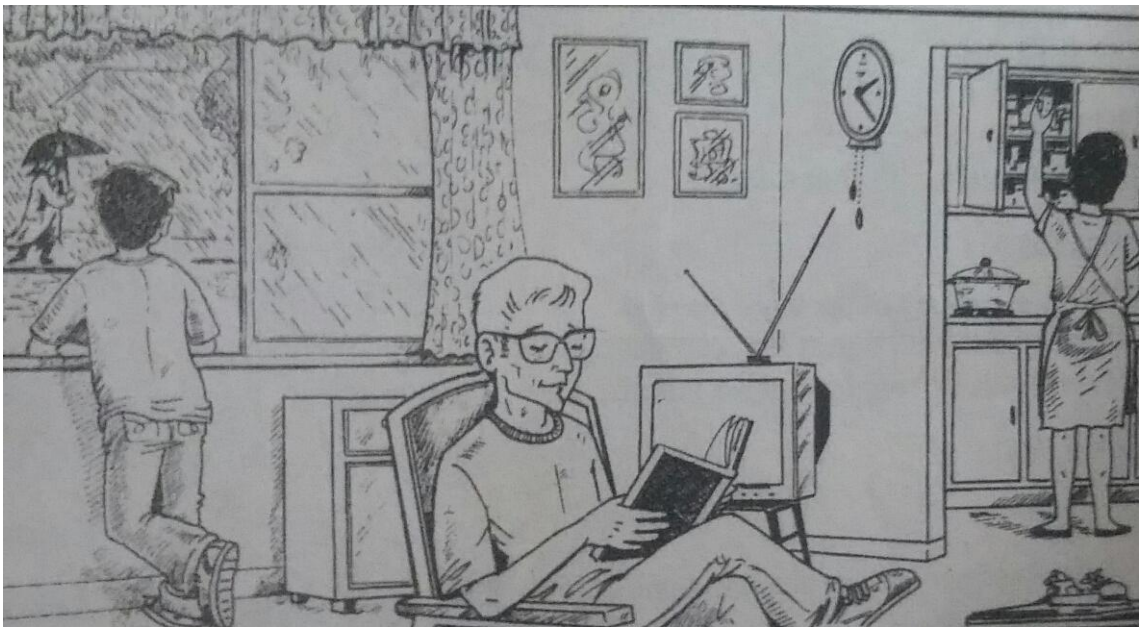
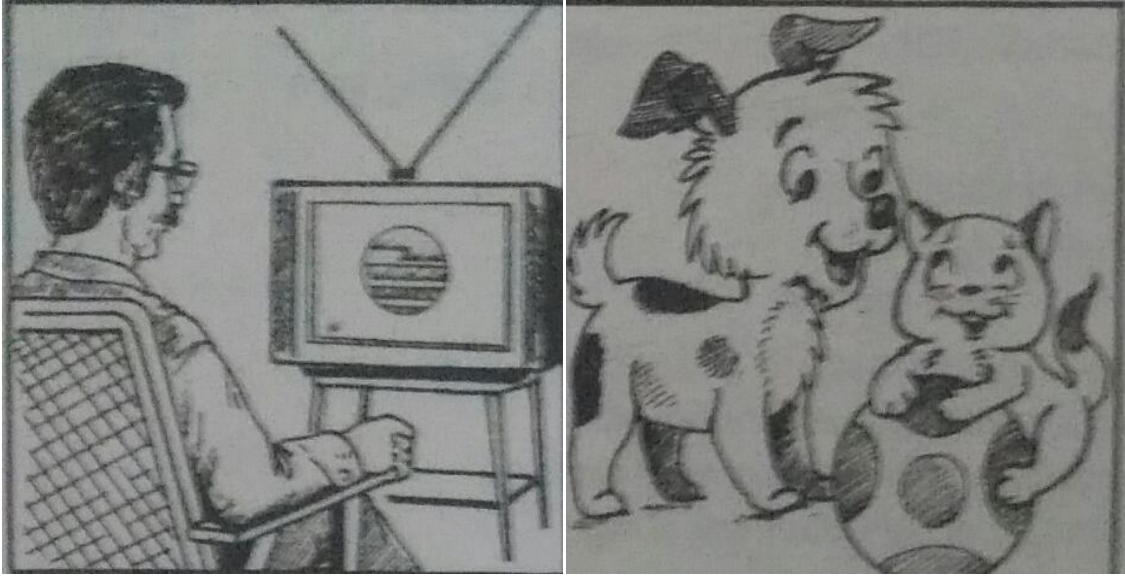




Annex 13

Game # 8 Pictures that expresses actions in present continuous tense





Annex 14

Game # 10 Crossword puzzle about name of the animals.

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

Annex 15

Game # 10 Pictures about different parts of the house





