BACHELOR ON EDUCATION ON FOREIGN LANGUAGES. ENGLISH WITH

A SECOND LANGUAGE.

MAJOR PAPER

Título: La relación sonido-grafía en inglés como lengua extranjera en sexto grado.

Títle: The sound-spelling relationship in English as a foreign language in sixth grade.

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<u>Quote:</u>

"Teachers, I believe, are the most responsible and important members of society because their professional efforts affect the fate of the earth"

Helen Caldicott

Dedication:

For all the people who have contributed to my formation process, this is the best way to reward:

To my exceptional family which have always been a fundamental pillar in my life and an unconditional support during my career as teacher.

To my heroes, to my precious parents. All of my achievements during these years are dedicated to them because they always trust me, they have been an example that I can't give up, that I have to do anything for making my dreams come true. There are not enough words to describe how important are them for me.

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ABSTRACT

The present major paper deals with a bibliographical analysis of the theoretical and methodological bases about the sound-spelling relationship in the English lesson in sixth grade. The main purpose of the current research is to evaluate the effectiveness of teaching activities applied to achieve the sound-spelling relationship in English as a foreign language in sixth graders at Remigio Díaz Quintanilla Elementary School. For its realization, some scientific methods and techniques were used, like historical-logical analysis, analytic and synthetic method, inductive-deductive, survey, interview, scientific observation and pedagogical test, which provided the necessary information to take into consideration different scientific and theoretical positions from different authors about the sound-spelling relationship. The structure of this study is abstract, introduction, development, conclusion, recommendations, bibliography and annexes. The theoretical and methodological design of the investigation is taken into account, as well as its importance. There is a use of up-dated bases of the theme: Teaching activities to achieve the sound-spelling relationship in English in sixth graders are put into practice.

RESUME

Le présent article principal traite d'une analyse bibliographique des bases théoriques et méthodologiques de la relation son-orthographe dans la leçon d'anglais en sixième année. L'objectif principal de la recherche actuelle est d'évaluer l'efficacité des activités d'enseignement appliquées pour parvenir à la relation son-orthographe en anglais comme langue étrangère en sixième à l'école élémentaire Remigio Díaz Quintanilla. Pour sa réalisation, certaines méthodes et techniques scientifiques ont été utilisées, comme l'analyse historico-logique, la méthode analytique et synthétique, inductive-déductive, enquête, entretien, observation scientifique et test pédagogique, qui ont fourni les informations nécessaires pour prendre en compte différentes positions de différents auteurs sur la relation son-orthographe. La structure de cette étude est un résumé, une introduction, un développement, une conclusion, des recommandations, une bibliographie et des annexes. La conception théorique et méthodologique de l'enquête est prise en compte, ainsi que son importance. Il y a une utilisation de bases mises à jour du thème: Des activités d'enseignement pour atteindre la relation son-orthographe dans la leçon d'anglais en sixième année sont mises en pratique.

INTRODUCTION

In the current progress of the world, all the cultures, political ideas, and other aspects of the human activity such as work, studies, or simply friendship, mix in the natural interaction of humanity. Language is a social phenomenon; it is the most powerful mechanism of communication. Due to this, to acquire and to be literate in a second (L2) or foreign language (FL) it is essentially important to achieve this interaction with other people around the world. People have realized about this necessity that is why schools all over the world attempt to include the teaching of a foreign language, generally English, in their curriculums; this language reaching its character of lingua franca.

As an example of its importance in the current days, it can be added that 1,400 million people live in countries where English is the official language, one from every five people of the global population speaks English with a certain level of competence; approximately 85% of the mails sent are written in English; more than 70% of the scientific community reads English; and, almost all the information of the global electronic systems is stored and saved in English, too; and it is considered that this character of International Language will remain until 2050 (Hasman, 2000 in Bosch, 2007).

Hence, learning English language helps this way to fulfill the general goal of education, which is the plain and comprehensive development of man's personality; not only contributing to raise their educational level, but making them competent for the coming future in which handing a L2 or FL will be strictly necessary to fit in this progressing world; getting them to complete a system of knowledge, abilities, capacities, experiences, attitudes, values, and motivations; all combined in their daily-life activities, and in their wishes of transforming the reality nearby.

The teaching of a foreign language must not only focus on the linguistic aspects, but must also work on the basic abilities that allow an effective communication in the language. It is a priority that the students be competent from the

communicative point of view, that is to say, that the students must develop what is understood as the capacity to produce and process written or oral texts in a coherent way: communicative competence (Camacho, 2003). The development of integrated skills in the different areas of such competence; i.e. linguistic, discursive, sociolinguistic, sociocultural, and strategic; is the final objective of a foreign language teaching-learning process that follows a communicative approach (Van Ek, 1986).

In the particular case of the Cuban free system of education, schools, universities, and work places are aware of all this "constant progress", that is why English is taught from 3rd grade to 6th grade in Elementary schools, from 7th to 9th grade in Junior High school, from 10th grade to 12th in Senior High school, and in universities. Adults also learn English at work or in their free time in language schools, passing all from the elementary level to the advanced, having each one its own program, objectives, contents, and methods.

Learning a FL comprises, as well as in the first language (L1), the development of the four communicative macro-abilities: listening, writing, speaking, and reading. The relationship between the characteristics of the L1 and the ones of the FL turns out essential in the development of such linguistic skills, taking into account the differences to make emphasis on what the students are about to learn; and the similarities, to take advantage of what they already know; so as to motivate them to learn something new and to use their own knowledge to get to it.

In Cuban sixth grade English syllabus, it is settled that the most important ability to develop is speaking, this being the global goal to achieve in primary school. Reading, listening, and writing are also dealt with, but receiving less emphasis. In the specific case of writing, it should be implemented just as an instrumental resource to support the oral abilities, therefore it is not taught and learnt as a creative and productive process, but only at a basic level, in which they have to put correctly in writing what they are able to say orally, as this has to do with the

spelling of words, through the establishment of the phoneme-grapheme relationship.

A diagnosis was made at Remigio Díaz Quintanilla Elementary School in Sancti Spiritus, with the purpose of searching about the main difficulties sixth graders have in the development of the sound-spelling relationship in English, in which some theoretical, empirical and statistical and mathematical methods and techniques were put into practice, in which some **potentialities** were determined like:

- The great motivation for learning English on the part of the students.

- The necessary materials like: books, dictionaries, workbooks, technical devises for teaching the language are accessible at school.

The main **difficulties** detected in the writing skill are related to the sound spelling relationship corroborated in:

- They made wrong associations of English sounds with the Spanish graphemes having a similar phonological realization.

- In many cases, they did not recognize the limits of words.

- They pronounce the words in the same way they are spelled.

- They spell word in the ways they are pronounced

After an analysis of this problemic situation, the following **Scientific problem** has been declared: how to achieve students´ sound spelling relationship in English as a foreign Language on sixth grade in Remigio Díaz Quintanilla Elementary School.?

For finding an answer to the scientific problem stated, the **objective** of this research is: to propose teaching activities for the achievement of the students sound spelling relationship in English as a foreign Language on sixth grade in Remigio Díaz Quintanilla Elementary School.

To solve the scientific problem and to achieve the objective of the research, the following **scientific questions** are made, which constitute the bases for the organization of the research process:

1. What theoretical and methodological guidelines support the teaching-learning process of English sound-spelling relationship?

2. What weaknesses and strengths do the teaching-learning process of sound-spelling relationship in English show in sixth grade at Remigio Díaz Quintanilla Elementary School.?

3. What teaching activities should be proposed for the achievement of the sound spelling relationship in English as a foreign Language on sixth grade in Remigio Díaz Quintanilla Elementary School.?

4. What will be the effectiveness of the application of teaching activities for sixth graders at Remigio Díaz Quintanilla Elementary school for the achievement of the sound-spelling relationship in English as foreign language?

To answer the scientific questions, the following **Scientific tasks** are developed:

1. Determination of the theoretical and methodological guidelines that support the teaching-learning process of the sound-spelling relationship in English language on sixth grade.

2. Assessment of the weaknesses and strengths of the teaching-learning process of sound-spelling relationship in English Language shows in sixth grade at "Remigio Díaz Quintanilla" Elementary School.

3. Proposal of teaching activities to achieve the sound spelling relationship in English as a foreign Language on sixth grade in Remigio Díaz Quintanilla Elementary School.

4. Evaluation of the effectiveness of teaching activities applied to achieve the sound-spelling relationship in English as a foreign language in sixth graders at Remigio Díaz Quintanilla Elementary school.

For the development of this research the following methods are used:

Scientific Methods:

<u>Methods from the theoretical level:</u>

•**Historic-logic analysis:** it was useful to analyze the historical evolution of the sound spelling relationship in the English language in the world mainly in Cuba through the history of English as a Foreign Language Teaching, its conceptions, and changes through years.

•**Analytic-Synthetic analysis:** it was useful during the whole process to analyze and understand the different theoretical and methodological bases that support the teaching-learning of sound-spelling relationship in English, to assess the students´ needs, to conceive the actions, to evaluate the results of their implementation, and to draw conclusions about the whole process.

•**Inductive-deductive:** it helped to go from the general ideas to specific details and vice versa in the establishment of general and particular theoretical considerations expressed by different specialists on the topic related to sound- spelling relationship, as well as in the analysis and interpretation of the data obtained through the different instruments applied.

<u>Methods from the empirical level:</u>

Survey: a questionnaire was applied to teachers of English from Remigio Díaz Quintanilla in Sancti Spíritus, in order to determine the way spelling is being taught in the different levels, making emphasis on the sound-spelling relationship particularly focused on how students are able to establish the sound-spelling relationship in English lessons.

Interview: Twenty five students from sixth grade were interviewed to gather the students' appreciations about the subject and how they are able or not to establish the sound-spelling relationship.

Scientific observation: 5 English lessons were observed in sixth grade from Remigio Díaz Quintanilla Elementary School in Sancti Spiritus, in which great difficulties were corroborated in the sound-spelling relationship.

Pedagogical test: it was applied to the sample selected to assess the students' weaknesses and strengths, regarding sound-spelling relationship.

<u>Methods from the statistical and mathematical level:</u>

The percentage analysis as a procedure, to evaluate, from the quantitative point of view, the results of the different empirical methods in the initial diagnosis of the research.

Population and sample: The population selected for the development of this study was the whole enrollment of sixth grade from Remigio Díaz Quintanilla Elementary School in Sancti Spiritus, formed by 120 students; the sample was composed of 25 students from group sixth A in which the authoress worked during her practicum. Ten students (40%) have their parents divorced, out of which 6 of them do not have any relationship with the school, 2 students have great difficulties with discipline and 9 of them have a bad evaluation in English lessons. This sample was selected by a non-probabilistic and intentional way. This class´s proficiency level is average and its students´ behavior is also similar to the rest of the classes in that grade.

Scientific novelty: A proposal of teaching activities for the English achievement of the sound-spelling relationship in English as a foreign language on sixth graders from Remigio Díaz Quintanilla Primary School in Sancti Spiritus, characterized by their communicative features, based on students´ real-life situations, attainable, and accessible. These teaching activities should be designed according to the students' likes, interests and taking into account their real environment and the objectives of the English subject in the corresponding level

DEVELOPMENMT

THEORETICAL-METHODOLOGICAL FRAMEWORK ABOUT THE TEACHING-LEARNING PROCESS OF THE WRITING IN THE ENGLISH SUBJECT IN PRIMARY SCHOOL

Historical background of the teaching-learning process of the English language

First of all the term of the teaching-learning process has been addressed by different pedagogues, among which are:

Bleger, J (cited by Bermúdez, R. (1996), who considers that "teaching and learning constitute inseparable didactic processes, members of a unique process in permanent movement, but not only due to the fact of that when someone learns there must be another who teaches, but also by virtue of the principle according to which he cannot teach correctly while not learning during the same teaching task ". (Bermúdez Morris, R., 1996, p.43.)

The authoress of this research considers that in these references of Bleger there are important aspects, for example: consider teaching and learning as inseparable didactic processes, integral to a unique process, however, considers that when someone learns, there must be another who teaches, in this case restricts learning to the presence of the teacher, the authoress considers that learning occurs among other aspects, when there is a need and the medium, be it the teacher, a book or a computer among others, more, when what is aspired today, is to teach to learn, a more active and capable man.

For Vigotsky, in his conception of learning, he defines it as "an activity of production and reproduction of knowledge". (Vigotsky, L.S., 1987, p. 2. 3). The objective of the student is to obtain a result, the production or reproduction of an object in the form of acting or knowledge.

For Carlos M. Álvarez de Zayas (1999) learning "is an activity that the student performs in his training, teaching is the activity of the teacher to guide learning" (C. M. de Zayas, 1999, p.12).

For Doris Castellanos (2002) the teaching-learning process is "the dialectical process of appropriation of the contents and the ways of knowing, doing, living and being, constituted in the socio-historical experience, in which they occur, as a result of the activity of the individual and the interaction with other people, relatively lasting and generalizable changes that allow him to adapt to reality, transforming it and growing as a personality" (Castellanos, D., et al., 2002, p. 24).

For Addine Fernández, F. et al. The teaching-learning process is: "It is a school pedagogical process that has the essential characteristics of this, but it is distinguished by being much more systematic, planned, directed and specific, because the teacher-student interrelation becomes a much more didactic action direct, whose sole purpose is the integral development of the students' personality"… (Addine Fernández, F. et al., 2004, p. 77).

This definition is accepted by the authoress of the present investigation because she considers more comprehensive since it refers to the fact that said process must be systematic and planned, and also takes into account the teacher-student interrelation that becomes a much more direct didactic action, whose the end is the integral development of the students' personality and that is precisely what is intended in this research.

These definitions, built in the creative process of science within the framework of the teaching-learning process, express a strong attachment to school learning as a decisive component in the development of the student's personality. They cannot be subtracted from the developer approach that underlies the philosophical, psychological and sociological foundations of current Cuban education.

Education exists since the emergence of the history of mankind and its fundamental function is to transmit the culture treasured by man from generation to generation, that is, to transmit knowledge, skills, abilities and values.

In the world more than six thousand languages are spoken, English is the most widely spoken. The English language occupies a prominent place and there have been multiple causes that have allowed it, since at the end of the 18th century and with the arrival of the Industrial Revolution in England this language became the language of commerce and that primacy was extended until the First World War.

Rosa Antich de León states that since ancient times, teaching and learning of foreign languages have been present in most philosophers, so Latin, Greek and Hebrew were taught to privileged classes. In Greece and Rome, a special significance was given to the study of grammar for which translation was used as an important resource in the fixing of words and sentences. (Antich de León, R., 1986, p.74)

The teaching of foreign languages in Cuba during the colonial period has its beginnings in Santiago de Cuba in 1523; there, grammarians and church servants were taught grammar later, and at the beginning of the seventeenth century the teaching of the Spanish language to the Indians began by royal provisions.

Later, in the year (1607), the Tridentine Seminary was founded in Havana and Latin language and Christian morals began to be taught, representing a milestone in the development of education during the colonial period.

From the end of the 18th century on education, the shudder of the monolithic colonial scholastic model manifests itself; for new schools appear, outside the ecclesiastical domain, as well as the concern for science and its teaching; and learning English, French and Italian, this changing educational landscape was one of many manifestations of the differences between the colonies and the Spanish metropolis.

Varela Morales, F. (1817) in his educational thought he pronounced on the education of women, because they received intellectual, physical, artistic education, as well as languages to enrich their culture.

From the time of the colony in Cuba there was interest in learning the English language, during this stage the study of the English language was very restricted. Only some wealthy people received it in their homes and this language was taught by private teachers. E. Ferrán (1886) alleges that in the period of the Ten Years' War, I. Agramante created in his camp an academy in which English was taught along with other subjects. With the American intervention (XIX-XX) The occupation government, in its fundamental purpose of annexing Cuba, offered prioritized attention to the study of the English language, since it was to be expected that in view of the commercial and commercial development perspectives between the United States and Cuba, mastery of this language.

J. A., Chávez Rodríguez states that the Teacher Manual underlined the importance of learning and teaching English, so many Cuban teachers during the summer begin to receive different universities from courses in the United States (Chávez Rodríguez J. A., 1996, p.59).

American behavioral psychology influenced the teaching of foreign languages in Cuba from 1940 and in the 50s, this trend was manifested in the schools of various religious sectors, trade schools, languages and military schools, in which was penetrating the ideology of the American way of life.

During this stage, texts, manuals and books for the teacher were prepared by Leonardo Soriano Jarrín, forerunner of the teaching of English in Cuba in the twentieth century. In the 50s, the Berlitz method was applied in the Second Teaching based on the texts.

As stated by this author, the teaching of English in the period preceding the Revolution was limited by conceptions that did not contribute to the progress of communication skills. After the triumph of the Revolution, methodological and material systems were conceived for the improvement of the teaching of English. The learning of this language was planned based on the integration of the four aspects of verbal activity. (Antich De León, R., 1986, p. 460).

In the Basic High School the audio-oral method was used based on the linguistic theories of Bloomfield and Skinner, (cited by R. Antich, 1986). The behaviorist conception of this method was excluded and adjusted to the demands of English language teaching in socialist society. This method initially highlights the auditory and oral aspects.

Enriquez (2000) states that the English language occupies a prominent place and that the causes that have allowed it have been multiple, since at the end of the 18th century and with the arrival of the Industrial Revolution in England this language became the language of trade and that primacy extended until the First World War. Subsequently, the military, economic and cultural hegemony of the United States made dissemination possible more wide English language worldwide. (Enríquez I., / et al / 2000: material in digital support).

"In the world more than six thousand languages are spoken, of all, English is the most widely spread on the planet and has reached the international language category: approximately 70 countries use the English language as an official or semi-official language."

Currently, it is widely used in international communication through the Internet and is considered the language of science, technology and medicine. It is also the foreign language that is most taught in different school systems. (Enríquez I., / et al / 2000, material in digital support).

In the 1979-1980 school year, the teaching of the English language was combined with the Russian language in Basic Secondary Education. The latter used the practical-conscious method which contributed to the achievement of very valuable practices in the teaching-learning process of the Russian language, but advances in the teaching of English were very restricted.

As we can see, a space was dedicated to the teaching of the English language in basic secondary school, ignoring the primary education that, starting in the 80s, begins with an experimentation program in the 6th grade, but our commander saw the need to start the foreign language in the first cycle of primary education

because of its vital importance and it is then that as of March 2003 a new English program for primary education that includes students in the first and second cycle begins.

This program had a great impact as Cuban children began to receive foreign languages in the early ages (8 years and older).

The English subject in the elementary school curriculum.

If the purpose of primary school is analyzed: ''… contribute to the integral formation of the student's personality, encouraging, from the earliest grades, the internalization of knowledge and value orientations that are gradually reflected in their feelings, ways of thinking and behavior, in accordance with the system of values and ideals of the Socialist Revolution. " (Rico Montero, P et al., 2000, Some requirements for the development and evaluation of the teaching-learning process in primary school. p. 7).

The contribution of the knowledge of a foreign language, such as the English language, is verified, which due to its universality and importance in intercultural communication favors the friendly and supportive relationship of children with others from different latitudes, which obviously contributes to the formation of a general integral culture and consequently to the integral formation of personality.

The teaching of the English language, favors the fulfillment of the objectives of the primary level, declared in the normative documents, especially the following:

• Demonstrate Cuban feelings, love and pride for the Homeland, the Revolution and its symbols, as well as admiration and respect for its leaders, heroes and martyrs, the desire to follow their example, and express feelings of repudiation towards imperialism. (Enríquez O' Farrill, I and others., 2006, p.1).

The English language classes have been conceived from a curricular design that is based on learning English to contribute to the development of the general comprehensive culture, this contribution lies in the development of communication skills that promote the communication of ideas, feelings and values in relationships

with people from different cultures. In this communication, children can express themselves in a simple way about themselves, their families, their tastes, as well as about their school and pioneer activities, about their schools and teachers, with which they will be showing the achievements of the Cuban Revolution .

• Feel respect for yourself and in relationships with your family, teachers, classmates and other people around you and show affection, honesty, honesty, modesty, courtesy and solidarity in these relationships ... (Enríquez O 'Farrill, I and others., 2006, p.2)

When you learn the ways in English to ask for information, ask for permission, request and offer help and thank, among others, you contribute to the formation of correct habits of coexistence and interpersonal relationships.

• Comply with the measures of hygiene and protection of your person, your belongings, those of your school and the environment, practice proper nutritional habits ... (Enríquez O 'Farrill, I and others., 2006, p.2).

On the other hand, when you learn to refer to your personal and school objects, to describe your school, your classroom, your home or to express tastes and preferences for certain foods, fruits and vegetables, you contribute to achieving this goal.

• Show in different types of activities the knowledge and intellectual skills acquired by applying observation, comparison, identification, classification, argumentation, modeling, as well as control and assessment. (Enríquez O' Farrill, I et al., 2006, p.2).

To learn the foreign language, we start from the presentation of the new linguistic communicative content, consisting of communicative functions, grammatical structures and vocabulary, which is done through pictures, videos, dramatizations. To achieve the understanding of how these forms are used, observation is very important. The exercise begins with exercises in which students identify the forms

in different situations, and then move on to more complex exercises in which they must group, classify, compare, carry out projects to use the content learned.

• Interpret and execute different orders and orientations that allow the search for alternative solutions, the independent and collective realization of teaching tasks, showing progress towards critical, reflective, flexible thinking and display imagination, fantasy and creativity in what it does. (Enríquez O' Farrill, I and others., 2006, p.3).

Video classes do not allow immediate and verbal direct interaction between the English teacher and the student, so they are often invited to reflect on what they are learning, self-evaluation activities are designed so that they can monitor how they learn. On the other hand, to perform the practical exercises you need to think about how the language is used to respond to a given situation, sometimes you must assume the role of builder, teacher, mason or act as if you were meeting a strange child, just to mention Some examples. Logically, in order to adequately represent communicative situations, you need to display your imagination, fantasy and creativity, so that the foreign language also contributes to the fulfillment of that objective.

• Evidence the practical command of their mother tongue by listening and communicating verbally and in writing, with unity, coherence, clarity, emotionality, beauty, originality, fluency and correctness, which is demonstrated in the application of the spelling and grammar rules learned; the layout and the link of the italic letter, as well as a vocabulary adjusted to the ethical norms. Read correctly, fluently and expressively, properly interpret the ideas that the texts contain. (Enríquez O' Farrill, I and others., 2006, p.3).

The learning of the English language is faster and better the better you have mastery of the mother tongue, therefore the habits and skills developed in it will certainly help a lot, but at the same time those who are trained in the English language will strengthen the of the mother tongue.

It is necessary to take care that when making a translation it does not become so literal that it affects the meaning of what is said in Spanish or the idiomatic use of an expression, as well as taking care of spelling and calligraphy.

• Use some possibilities of the computational tools in the learning process, as well as use textbooks and other teaching materials (texts of the Freedom Program, Martian Notebooks, videos and educational software) for the search of knowledge. (Enríquez O' Farrill, I et al., 2006, pp. 3-4).

An educational software for English language classes has been created that helps to reaffirm the knowledge acquired through video lessons and it is very necessary that its use be encouraged. In addition, for the realization of the projects of independent work that are assigned in the video classes, the teacher must stimulate the consultation of the materials that the children have at their disposal.

• Show emotion and pride in the elements of the culture that characterize the Cuban woman. Appreciate the beauty in nature, in human relationships, in artistic manifestations and in the idiosyncrasy of the Cuban. (Enríquez O' Farrill, I and others., 2006, p.4).

Learning a foreign language individually implies approaching another culture, because language is an expression and a form of manifestation of that culture. Children should be sensitized to foreign culture in the treatment of cultural aspects related to the foreign language are made from the national culture to highlight similarities and differences and foster respect for cultural diversity.

Under the new conditions, the Audiovisual-Mediated Learning Teaching Process requires a resizing of personal and non-personal components.

The objectives are aimed at the development of knowledge, skills and attitudes in children that allow them to learn that in the case of a language is to learn the communicative functions and linguistic structures through which they express themselves these functions to interact in various communicative situations and acquire other knowledge that elevates their overall comprehensive culture. In the

particular case of primary school, it means moving from sensitization with the most important aspects of the foreign language towards the development of basic communication skills that allow them to express their own ideas of their age in a simple and simple way.

The contents, are selected within those communicative functions that most favor interpersonal relationships in the ages included in Primary Education, are organized according to the communicative needs and the potential offered by the means for presentation and systematization, so that they lead to use of these in other scenarios outside the school context.

The methods, rather than looking for an ideal one, are to use all the resources (procedures, techniques, activities, exercises, tasks) that from the perspective of communicative approach and stimulating conscious practice enhance the development of the educational skills necessary for training integral of the person. In these ages, the use of games, songs and activities that involve body movement and physical activity is very favorable.

The media have always played a very important role in the Language Learning Teaching Process, from the sheet, through the spider, the recorder, the fixed-view projector, the radio to the computer, television and video . But the latter today have occupied a very important place given the vertiginous development of ICT and their arrival in the Cuban classrooms. It is necessary to emphasize that audiovisuals must be integrated into the process so that in close relationship with the rest of the components depending on the objectives, help the teacher teach and the students learn to learn.

Methodological treatment of written expression skills in the English subject, its main definitions

Oral expression has the possibility of relying on other significant means: gestures, facial expression, inflections and modulations of the voice, written expression has only one medium: graphic representation. This implies that written communication must replace this fault by properly utilizing the resources available to it, which forces it to be much more complete.

When using written language, the sound formulation of the language is replaced by its graphic formulation. Because of this, when it is formed and the child learn to read, language mechanisms change and become more complex.

Language has an alphabetic character, its symbols, the letters, designate the sound of spoken language, however, written language is not simply a transmission of spoken language in letters.

A.R Luria considered it:

"A new and powerful instrument of thought, with more possibilities at times, than oral language". (Luria, A., 1982, p. 128).

Written language includes the processes of writing and reading; both use the same means, that is, the spellings (graphemes, punctuation marks, etc.) both processes are self-conditioned facilitating the existence of one, the realization of the other. The one who writes, at the same time reads what is written, self-control. Reading can only take place after it has been written.

The relationship between written expression and other aspects of verbal activity and psychophysiological mechanisms of writing, the system of exercises for teaching writing.

In the activity of writing two aspects must be distinguished, of which the second one will be treated with greater emphasis by the characteristics of the teaching of English at this level.

- The written expression, with all the characteristics of the composition and the writing.

- The writing itself, which consists in the use of graphic and spelling systems of the language for the written fixation of oral speech.

There is a close relationship between oral and written language. Writing and reading are processes of association between spelling and sound. When writing, words are pronounced in the inner speech so written expression allows you to better develop oral production skills.

 Reading and writing are based on the same communicative code, the graphic code. Therefore, knowledge of sound-spelling correspondences is of great importance, both for the mastery of reading and writing.

The following reflections arise from the relationship between writing and hearing and oral expression: as there are no exact correspondences in all cases between the oral and the written code, if the graphic system was introduced before the phonological one the students could pronounce such and how the language is written. Due to this it is necessary that the writing be introduced when the student has acquired the phonological system of the language, that is, when they are able to recognize and reproduce its elements in the spoken chain.

Regarding the exact moment of the introduction of the writing, different criteria can be applied. Some methodologists place the beginning of writing several weeks after starting the oral course. Others believe that the four skills must be developed

in parallel from the beginning of the course since the development of one of them reinforces the domain of the rest.

The authoress of this research states that before addressing the learning of the written code there must be an intensive speech practice, it could be dedicated five minutes before the end of the class.

One of the aspects that should be treated in this research, due to its importance, is the psychophysiological mechanisms of writing.

Auditory, visual and motor or kinetic analyzers participate in the writing action. Psychological investigations show that any material is remembered more easily and retained more solidly if after having perceived it by hearing and having exercised it orally, it is exercised in writing.

The psychophysiological basis of written expression is the interdependence of motion analyzers, speech and visual motor analyzers. The relationships of visual-graphic, speech and auditory motor links, together with the activity of the analyzers, constitute its foundations.

The process of writing is to recode oral speech, and is based on the associations between meaning, sound image and graphic image. The relationship between meaning and the sound image belong to oral speech; when writing, it is necessary to create the relationship between the sound image and the graphic image. As you learn that graphic images, the control function falls on the visual analyzer. Since the speed of writing is much lower than that of pronunciation, the written exposition of thought is delayed compared to the inner speech, but in turn allows us to reflect on the linguistic aspects of the exposition. This means that the conscience of the writer is oriented not only to the content of thought but also to its form.

The formation of writing habits includes the following operations:

•   Prior and correct auditory perception of sounds, words, phrases and sentences (hearing)

- Internal pronunciation by the student (throat muscles and nerves)

- Visual perception of the spellings that present the sounds (view)

- Movement of the muscles of the hand and arm when writing (motor)

The writing skill is made up of:

-The habits of representation of the signs of writing, (calligraphy habits).

-The habits of correct remodification of speech sounds in the appropriate signs of writing (spelling habits).

-Lexic and grammatical habits.

-The habits of written expression (writing habits).

Therefore the teaching of writing requires that:

- The writing with the oral language is maintained at all times, so that the analysis and synthesis processes function properly.

- Auditory and visual perceptions develop.

According to the contents to teach the written exercises can be divided into exercises for the teaching of:

- Spelling

- The sound-spelling correspondences.

- Grammar and vocabulary

- The expression of ideas.

From the point of view of the level of assimilation:

- Recognition and imitation.

- Reproduction or change of structure in the sentence.

•   Production (more controlled and freer).

Another classification criterion is that which divides them into preparatory exercises and expression exercises. The former prepare the way to achieve the expression of ideas in writing and the latter create the skills necessary to offer information in written form.

Thus, the exercises for the teaching of spelling, calligraphy, spelling and grammatical and lexical elements studied orally in class are preparatory exercises.

Above all, it should be borne in mind that students will learn language writing better if:

☐   They know the psychophysiological mechanisms of writing.

☐   They understand the objectives of the exercises they do.

☐   They are presented with suitable models.

☐   They are helped to understand the nature and causes of their mistakes.

☐   They exercise frequently.

☐   They work consciously in their self-correction.

Brief History of English sound-spelling relationship

According to Crystal, (2012: 11), "the arrival of the French in 1066 brought a new set of attitudes and practices: a French approach to spelling was grafted onto the Anglo-Saxon system. This, along with the changes that were taking place in the spoken English of the time, brought a radical transformation in English spelling. The Middle English period, from the 12th to the 15th centuries, is hugely different from its Old English predecessor. Thousands of words entered the English language, especially from French and Latin, and they all had to be spelled as they rooted in their languages".

Orthography in historical linguistics and philology is an old term (dating from the seventeenth century) for the study of correct pronunciation and of the relationship between pronunciation and the writing system, (Crystal 2005: 344). Several works provide early detailed descriptions of the sounds of contemporary languages. The English word orthography dates from the 15th century. It comes from the French orthographic, from Latin orthographia, which is derived from Greek ὀρθός orthós, "correct", and γράφειν gráphein, "to write".

According to Carney, Edward (1997: 2), English has an alphabetic writing system that maps letters on to speech sounds and speech sounds on to letters. Alphabetic writing came about as a later development of writing systems. About 3,000 years ago, the Greeks seized on an idea that was beginning to emerge in the writing systems of their Semitic neighbours. You can represent a string of speech sounds (strictly speaking 'phonemes') by a string of written letters, using one symbol for each phoneme and one phoneme for each symbol. The ancient Greeks developed a complete alphabet of letters for both the vowels and the consonants of Greek. The Semites had only developed symbols for consonants.

The word 'alphabet' is made up from the names of the first two letters in the list of Greek letters: the vowel letter 'alpha' <α> and the consonant letter 'beta' <β>. It is hard for us today to realize what an ingenious technological invention the alphabetic principle is. We take it for granted, like the use of the wheel.

Orthography is largely concerned with matters of spelling, and in particular the relationship between phonemes and graphemes in a language. According to Crystal (2012: 44), since the 17th Century, scholars have been challenging the irregularities in the spellings of the English language. One of the problems that spellers faced was the diverse origin of English words. German, Latin, French, and Greek are all common sources and each followed a different system for orthography.

The graphic system of language and sound-spelling correspondence. The teaching of graphemes.

The graphic system of a language is formed by letters, numbers and diacritical signs.

From the linguistic point of view, writing is nothing more than the representation of the oral language: the letters represent the sounds. (It is very important to keep in mind that this does not happen in reverse, that is, that sounds do not represent the letters, because the letters graphically capture the objective reality that is sound).

When students begin to write and read, after having acquired the sound system of the language, they learn the letters that represent the sounds they already know.

No language is spoken as written, that is, none is strictly phonetic in its written form. In the English language, the oral and written systems differ considerably.

Sometimes a simple change of accent or a certain combination of phonemes is enough to produce a mismatch between the spelling and the sound.

To a greater or lesser extent, there are always differences between the oral and written code, which are manifested in the following aspects.

a)   Phonetic-orthographic differences. It consists of the lack of sound-spelling correspondence

b)   Differences between oral and written grammar.

c)   Differences between oral and written speech.

From the analysis carried out, the importance of teaching the written code is evident so that students:

•   Learn to write correctly the letters and other components of the graphic system.

•   Know their correspondences with the sounds.

•   They can express in writing what they know how to say.

•   Learn to write a letter, a postcard, fill out a form, etc.

Therefore, when addressing writing, it should be taught:

•   Spellings

•   The structures and the lexicon learned orally.

•   The most frequent forms of written expression.

The purpose of teaching spelling is for students to acquire the graphic system of the foreign language when it differs from their mother tongue.

To introduce the graphic system an explanation will be given in the mother tongue. In the case of different alphabets: there is a different alphabet, in which some letters coincide in both languages but do not always represent the same sounds in those languages. The different spellings will be introduced progressively.

The teacher will show the alphabet of the language he teaches to compare it with that of the mother tongue if possible. All this will be done at the level of recognition so that students have a general idea of the analogies or differences, and thus know the whole before studying the parts.

Teaching of sound-spelling correspondences. Types of exercises for teaching sound-spelling correspondences.

When even the seemingly simpler elements of writing are systematically taught, small sessions of a duration that can vary between 10 and 15 minutes according to class hours should be organized. In order for the writing to be introduced systematically, students must have orally acquired a number of words that contain each sound-spelling correspondence, both for the preparation of the dictations and for the exercises, so that the principle of oral advancement is fulfilled. In each session, sometime should be devoted to students gradually coming into contact with the elements of the system.

The content of writing practices should be based only on the lexicon that students have learned orally, and systematic exercise should have the following elements:

•   Graphemes: For students to study them, in order to establish the sound-spelling relationship. In each session there should be a limited number of letters or groups of letters.

•   Keywords: Which are the ones that contain each sound-graphic relationship and serve as a model.

•   Global Acquisitions: Each writing session must include words and expressions that are necessary to contextualize the material that will be studied.

Among the exercises for the teaching of sound-mapping correspondences we can find the following:

•   Copy of small texts with supplementary task.

•   Recognition and writing.

•   Exercise dictates: Due to the objective of this investigation, we will only refer to phonetics and grammar rules.

These dictations can be of various types:

• Auditory: To set the sound-spelling correspondences.

• Visuals: Sets the auditory sensation from visual sensations, prior to dictation, which facilitates the assimilation of difficult spellings.

Results of the initial diagnosis to determine the level of development of the sound-spelling relationship in English as a foreign language in sixth graders at Remigio Díaz Quintanilla Elementary school.

Scientific Observation (See annex 1)

An observation guide was applied to five English lessons with the purpose of verifying the development of the sound-spelling relationship. Another objective was to check the use of teaching activities in which the teachers take into account the class profile of the students and what is established in the syllabus of the grade, this is very important for the developing of the teaching-learning process. It could be observed the lack of motivation on the students' behavior because teachers didn't take into consideration the likes, needs and preferences of the students.

It can be stated that only five students (16.66%) were motivated and involved in the content of the lessons. On the other hand, twenty – five students (83.33%) were more retained and disconnected of the teacher's explanations and they were not participating in the lesson.

Interview (See annex 2)

An interview was applied to teachers of English from Remigio Díaz Quintanilla in Sancti Spíritus, in order to determine the way spelling is being taught in the different levels, making emphasis on the sound-spelling relationship particularly focused on how students are able to establish the sound-spelling relationship in English lessons. It can be stated that teachers attach the greatest importance to the development of oral skill, forgetting that it has a close relationship with written ability. They comprehend the importance of the development of writing, but there is a lack of practice of this skill and of course the practice of them at the same time.

In spite of this they mention some exercises to practice the sound spelling relationship such as dictates or using recordings or videos. Also when they present a new vocabulary they make emphasis on the way they are pronounced and spelled.

Survey (See annex 3)

A questionnaire was applied to twenty five students from sixth grade to gather the students' appreciations about the subject and how they are able or not to establish the sound-spelling relationship.

The following results were obtained:

-In the first question of the survey, it was corroborated that there is a lack of motivation because fifteen students (60%) do not like to learn English and they study the subject because it is compulsory. Ten students (40%) learn English because they enjoy it.

- In order to check the students´ level of comprehension in the English lessons, question number two was applied and it showed that five students (12.5%) have learnt English a lot, six students (24%) have learnt few English, eleven (44%) students have learnt some English and three(12%) students have learnt nothing.

-Regarding students´ strengths and weaknesses in the oral skill and writing skill, sixteen (64%) students think that speaking is easier than writing and seven (36%) students think otherwise.

- In order to know the students´ strategies to learn how to pronounce written words, question number four showed that sixteen students (64%) using bilingual dictionaries, five students (20%) watching movies with subtitles in English and four students (16%) listening to children´s music in English.

Pedagogical test (See annex 4)

Interpretation of the results of the application of the initial pedagogical test of sound spelling relationship of the English Language in sixth graders at Remigio Díaz Quintanilla Elementary School. It was applied to assess the students' weaknesses and strengths, regarding sound-spelling relationship. Working with the result of the initial pedagogical test, it could be confirmed that the first pointer in which the students have some written words and they have to read it, eight (28%) students pronounced them in a correct way, five (20%) pronounce some of them correctly and eleven (48%) pronounced the word in wrong way. The main problems were in final sounds and they pronounced the words in the same way they are spelled.

-Seven students (28%) were able to spell in a correct way, six students (24%) had problems in spelling and twelve students (48%) presented lack of domain in spelling. (Spelling)

-Seven students (28%) wrote with the correct use of vocabulary, ten students (40%) presented some difficulties with the vocabulary studied, and eight students (32%) were not able to use the vocabulary of the syllabus. (Dictation)

Evaluated indicators	Level 1	%	Level 2	%	Level 3	%
Pronunciation of words	8	32	5	20	12	48
Spelling	7	28	6	24	12	48
Use of vocabulary	7	28	10	40	8	32
Total	7	26.6	9	33.3	10	36

Proposal of teaching activities to achieve students' sound-spelling relationship in English as a foreign language on sixth grade at Remigio Díaz Quintanilla Elementary School.

The teacher's fundamental task is to get students to engage in learning activities that are likely to result in achieving [the intended learning] outcomes. It is helpful to remember that what the student does is actually more important that what the teacher does. (Schuell, 1986, p.429)

When planning teaching activities we should consider the types of activities students will need to engage in, in order to develop the skills and knowledge required to demonstrate effective learning in the course. Teaching activities should be directly related to the learning objectives of the course, and provide experiences that will enable students to engage in, practice, and gain feedback on specific progress towards those objectives. (Centre for Teaching Excellence) (website: cte.smu.edu.sg)

The proposal of teaching activities for the development of the sound-spelling relationship in the English subject in 6th grade students of the Remigio Díaz Quintanilla Elementary School is characterized by:

- It starts from the analysis of the results of the diagnosis applied to the students and the need for the development of writing in the English subject is taken into account.
- It considers the knowledge, skills, abilities, qualities, values and modes of action, as well as the normative and methodological documents that govern the learning of the English subject in the proposed activities.
- It allows changes in the activities as they develop, depending on the context where they are developed and the level of development of writing in the English subject.

- It allows the development of knowledge and skills, as well as modes of action through interaction and collaboration with the group, in addition to enhancing the development of writing skills in the English subject.
- The designed activities have the possibility of adapting to the characteristics of the students and of interacting in the context of the group and the school.
- It is possible to be applied in another group of students who present the same situation and requires very few resources for its application.

These activities will be evaluated taking into account three levels (high, middle and low).

- Level 1: Students who have a good pronunciation, use the vocabulary from the unit and have a few spelling mistakes. They take into account the sound-spelling relationship

- Level 2: Students who have some pronunciation mistakes, use an adequate number of vocabulary words from the unit and have some spelling mistakes.

- Level 3: Students, who have many pronunciation mistakes, use a low number of words from the unit and make a large number of spelling mistakes. The answers of most of the questions of the activity being developed will be wrong.

Activity 1

Unit 17: Checking up

Title: How do you hear me? How do I look?

Objective: To recognize the phoneme / Ө / and its graphic representation.

Knowledge system: body parts, numbers, family members

**Type of lesson:** Semi-controlled practice lesson.

Teaching Aids: blackboard and sheets with images.

Methodological procedure: The teacher will present sheets where the name of the images contain the grapheme /**th/.** The students will listen carefully to the pronunciation of these words to find what sound is common in them. Then they will write the words on the board and they will identify which letter or letter combination is also common in each one. Students will make comments until reaching a conclusion guided by the teacher. At the end they will write keywords that will help them identify the relationship between the phoneme and grapheme learned. **Example: th** - fa**th**er, too**th**, mo**th**er, bro**th**er, tee**th**, **th**ree

Development

The students will make groups of five. Then the teacher will give to each group a sheet with the images but before the teacher will read the words according to the images. After that the students have to write 6 words more that contain this grapheme and related to the vocabulary studied in the previous units and they will read it aloud.
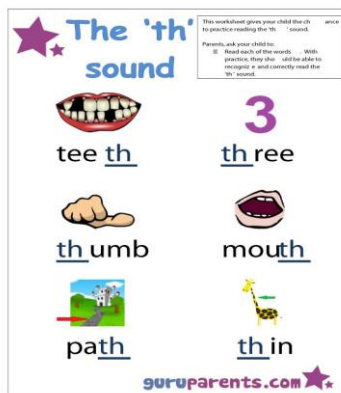
Evaluation:

This activity will be focused on the measurement of certain indicators: pronunciation and spelling (sound-spelling relationship), vocabulary.

Level 1: students who write correctly six words related to the vocabulary studied previously (body parts, numbers, family members) and that contain the grapheme /**th/** and they pronounce it well establishing the sound-spelling relationship.

Level 2: students who write correctly three or four words using the grapheme /**th/**. Regarding pronunciation students who have one or two pronunciation mistakes and learners who use four or five words from the vocabulary studied.

Level 3: students who write less than three words related to the vocabulary studied and that contain the grapheme **/th/**. Regarding pronunciations, students who have three or more pronunciation mistakes because they are not able to establish the sound-spelling relationship.

Activity 2

Unit 17: Checking up

Title: What is my place?

Objective: To write vocabulary words that contain the graphemes **sh** and **ch**

Knowledge system: occupations, animals, and clothes

Type of lesson: Free Practice

Teaching Aids: blackboard and pictures.

Methodological Procedure: Students will write the name of the image in the corresponding box taking into account the grapheme presented to them

Development:

1. Look at the following pictures.
   a) Write the name in the corresponding box and be ready to pronounce them aloud.
   b) Look for other words to place in the corresponding box using the vocabulary studied. (Students have to notice that this grapheme have the same pronunciation but different spelling)

Sh   **ch**
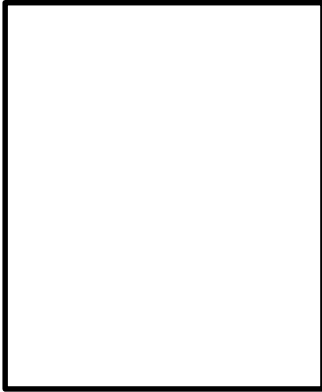
1.

2.

3.

4.

5.

Evaluation:

This activity will be focused on the measurement of certain indicators: pronunciation and writing (sound-spelling relationship), vocabulary.

Level 1: students who write the name of the five images in the corresponding box and pronounce it well. Regarding vocabulary, students who look for five or more words related to the vocabulary studied (occupations, animals, and clothes) and that contain the graphemes /sh/ and /ch/.

Level 2: students who write the name of three or four images in the corresponding box and they have one or two pronunciation mistakes and according to the vocabulary, students who look for three or four words related to the vocabulary studied and that contain the graphemes /sh/ and /ch/.

Level 3: students who write the name of less than three images in the corresponding box and they have a lot of pronunciation mistakes. Regarding vocabulary, students who look for less than three words related to the vocabulary studied and that contain the graphemes /sh/ and /ch/.

Activity 3

Unit 13: A trip to the jungle

Title: Each to his trade.

Objective: to write vocabulary words related to animals that contain the following graphemes (h, sh, ph).

Knowledge system: animals

Type of lesson: Semi-controlled practice lesson

Methodological procedure: The students will write in the blank spaces the name of the animals for that the teacher will show them some pictures of animals and they have to take into account what is expressed in the rest of the sentence

Development

Complete the following sentences with animals taking into account the pictures and what is expressed in the rest of the sentence. **Example:** The bird likes to sing.

a) The_____runs very fast.

b) The_____swims in the lake.

c) The_____looks like a Mouse.

d) The_____does not have fingers.

e) The_____lives in the sea and is very dangerous.

Evaluation:

This activity will be focused on the measurement of certain indicators: pronunciation and writing (sound-spelling relationship), vocabulary.

Level 1: students who complete all the blank spaces with the name of the correct animal that contain the graphemes (h, sh, ph) making a relation between the pictures and what is expressed in the rest of the sentence. Regarding pronunciation, students who pronounce well all the sentences and specifically the

name of the animal taking into account the sound-spelling relationship. According to vocabulary, students who show a domain of the vocabulary of the unit, it means animals.

Level 2: students who complete three or four blank spaces in a correct way making a relation between the pictures and what is expressed in the rest of the sentence. Regarding pronunciation, students who pronounce in a wrong way two or three words regarding animals that contain the graphemes (h, sh, oh), not taking into account the sound-spelling relationship, they pronounce it in the same way the words are written.

Level 3: students who complete less than three blanks spaces and they are not able to make a relation between the pictures and what is established in the rest of the sentences. Regarding pronunciation, students who pronounce in a wrong way the words regarding animals that contain the graphemes (h, sh, ph), they don´t take into account the sound-spelling relationship. According to vocabulary, students who show a lack of domain of the vocabulary of the unit.

 Activity 4

Unit 17: Checking up

Title: I see, I see.

Objective: Write words that contain the graphemes h, ph, sh.

Knowledge system: Pieces of clothing, animals, objects.

Type of lesson: Free practice

Methodological procedure: The students will find four words in the alphabet soup that contains the following letters or combinations (h, ph, sh) and will write them in their notebooks.

Example: short

Development

1. Find in the following alphabet soup four words that contain the following letters or combinations (h, ph, sh).
   a) Put examples of other words related to the vocabulary studied and that contain those letters or combinations (h, ph, sh)

```
N F Y O G H O R S E

A J G I E D V B O O K

 E U E S H I R T A O

T E L E P H O N E

N D R T R T C I O S

S X A SHORT S E
```

Evaluation:

This activity will be focused on the measurement of certain indicators: pronunciation and writing (sound-spelling relationship) and vocabulary.

Level 1: students who find in the alphabet soup the four words that contain the letters or combination (h, ph, sh). According to vocabulary, students who put five or more examples of word with these letter or combinations. Regarding pronunciation, students who pronounce well the four words taking into account the sound-spelling relationship.

Level 2: students who find two or three words in the alphabet soup, having some problems in their pronunciation. Regarding vocabulary students who put three or four examples of words that contain these letter or combinations.

Level 3: students who find less than two words in the alphabet soup. Regarding pronunciation, students who make a lot of mistakes in the pronunciation of the word because don take into account the sound-spelling relationship. According vocabulary, students who demonstrate a lack of domain of the vocabulary studied because they put less than three examples of words that contain these letter or combinations.

Activity 5

Unit 13: A trip to the jungle.

Title: The Giant Giraffe

Objective: to write and pronounce words that contain the graphemes c that sound like [s] and the grapheme g that sounds like [j] so as to develop the sound-spelling relationship

Knowledge system: animals and things related to the zoo.

Type of lesson: Semi-controlled practice lesson

Methodological Procedure: First of all the teacher will ask students if they like animals and if they like to go the zoo and the students must say some words related to the zoo. Then the teacher will assign the following activity.

Development

1. Read and write each word, then organize the list words by their sounds
   a) Write sentences using other words from the vocabulary studied with these graphemes.

Giant, giraffe, office, strange, gentle, center, large, price

"c" spellings that

sounds like[s]

"g" spellings that

sounds like [j]

Evaluation:

This activity will be focused on the measurement of certain indicators: pronunciation and spelling (sound-spelling relationship) and vocabulary.

Level 1: students who organize correctly the list words (eight words) in the corresponding box. Regarding pronunciation, students who pronounce well all the words from the list taking into account the sound-spelling relationship. According vocabulary, students who write four or more sentences using words from the vocabulary studied and that contain these graphemes (c /s/ and g /j/)

Level 2: students who organize correctly six or seven words from the list in the corresponding box and they pronounce it well. Regarding vocabulary, students who write three sentences using words from the vocabulary studied and that contain these graphemes (c /s/ and g /j/)

Level 3: students who organize less than four words from the list and they have some pronunciation mistakes because they don't take into account the sound-spelling relationship. Regarding vocabulary, students who write less than three sentences using words from the vocabulary studied and that contain these graphemes (c /s/ and g /j/)

Activity 6

Unit 17: Checking up

Title: Dictation Time

Objective: to develop a dictation exercise so as the students notice the sound-spelling relationship.

Knowledge system: colors, animals, parts of the body and occupations

Type of lesson: Controlled practice

Methodological Procedure: the dictation has three time; the first one for students listen to what the text is about, the second time for students starting to write and the last time for students check what they wrote, the punctuation marks. At the end the students have to read the text aloud.

Development

Dictation

I am Carolina Sánchez and I'm twelve years old. My school's name is Remigio Díaz Quintanilla; I'm a sixth grade students. I go to school from Monday to Friday. I speak Spanish and I am learning English at school.

Evaluation:

This activity will be focused on the measurement of certain indicators: pronunciation and spelling (sound-spelling relationship) and vocabulary.

Level 1: students who are able to write the complete, demonstrating a domain of the vocabulary related to personal information. Regarding pronunciation, students who read the text in a correct way taking into account the sound-spelling relationship.

Level 2: students who are able to write the complete text, demonstrating a domain of the vocabulary related to personal information but they have some spelling problems. Regarding pronunciations, students who have some pronunciation mistakes; two or three words.

Level 3: students who are able to write the complete text but they have a lot of spelling problem, demonstrating a lack of domain of the vocabulary related to personal information. Regarding pronunciation, students who have pronunciation mistakes because they pronounce the words in the same way they are spelled.

Activity 7

Unit 17: Checking up

Title: They sound equal but they are spelled different.

Objective: to complete words in sentences and to recognize the graphemes –"f", -"ff", -"gh", -"ph".

Knowledge system: animals, personal information

Type of lesson: Semi-controlled practice lesson

Methodological Procedure: The teacher will ask the students if they remember the content studied related to animals and personal information and also ask them to say words that contain the sounds [f] but they are written in different way.

Development

Complete each word by writing the missing letter(s). Be ready to read it aloud.

a) Put examples of four words that contain the following graphemes and make sentences with the words.

| f | ff | gh | ph |

1. Peter was awarded a tro__y for place the first in the race.
2. We had a ___antastic day on the beach
3. The animals ate their meal in a trou___
4. The ele___ant is the largest land mammal.

Evaluation:

This activity will be focused on the measurement of certain indicators: pronunciation and spelling (sound-spelling relationship) and vocabulary.

Level 1: students who complete the four words using the correct grapheme from the box and have a good pronunciation taking into account the sound-spelling relationship. Regarding vocabulary, students who put examples of four words more than contain the graphemes (f, ff, gh, ph) and make sentences with them.

Level 2: students who complete three words using the correct grapheme from the box and have some problem with the pronunciation of the words mainly with the grapheme (gh). Regarding vocabulary students who put examples of two or three words using the graphemes and make sentences with them.

Level 3: students who complete less than three words using the correct graphemes from the and have a lot of pronunciation mistakes mainly with the graphemes (gh, ph), they don't take into account the sound-spelling relationship. Regarding vocabulary, students who put less than two examples of word than contain the graphemes and they are not able to make sentences with them.

Activity 8

Unit 12: Home Sweet Home

Title: My house

Objective: to organize and spell letters so as to form the parts of the house.

Knowledge system: parts of the house

Type of lesson: Controlled practice lesson

Methodological procedure: students have to look for the workbook New Road to English and they will work with an exercise about the parts of the house. The teacher will adapt the exercise according to the needs of the students in the English language.

Development

Exercise 2 page 76

Write the part of the house (Organiza las letras para formar la palabra correctamente)

a) Spell the words
b) Describe your house.
1. RMOBODE----------------------
2. IVILGN OMOR------------------
3. BTAHMORO--------------------
4. DYRA-----------------------------
5. CHEKTIN-------------------------
6. NDIING MROO------------------
7. NGRDEA--------------------------

Evaluation:

This activity will be focused on the measurement of certain indicators: pronunciation and spelling (sound-spelling relationship) and vocabulary.

Level 1: students who organize correctly the seven words, it means the parts of the house, students who spell correctly the letters that form the words and have a good pronunciation because they take into account the sound spelling relationship. Regarding vocabulary, students who use these words for describing their houses.

Level 2: students who organize five or six words correctly, it means the parts of the house and having some spelling problems and pronunciation mistakes for example the final sounds. Regarding vocabulary, students who use these word for describing their houses.

Level 3: students who organize less than four words correctly, they have many spelling problems and a lot of pronunciation mistakes for example the final sounds and with the pronunciation of some graphemes or letter combination such as th, oo because they don't take into account the sound-spelling relationship. Regarding vocabulary, students who are not able to describe their houses using the vocabulary studied in the unit.g

Activity 9

Unit 17: Checking up

Title: Let's spell and pronounce in a competition

Objective: To spell and pronounce words related to the vocabulary studied in the lessons.

Knowledge system: animal, colors, parts of the body, occupations. Related to all the units of the grade.

Type of lesson: Free practice

Methodological Procedure: The teacher will ask the students if the like to spell words in English and if they like competitions. The teacher will ask students to divide into 5 groups of 5 students for competing among them.

Development

The competition will start with two teams and the winners have to compete with another team and successively. The teacher will have in the box some piece of papers with words related to the vocabulary studied. One student from a team will select a word from the box, she or he has to pronounce the word, to spell it and make a sentence with the word.

Example: dol**ph**in d-o-l-p-h-i-n   My favorite animal is the dolphin.

Evaluation:

This activity will be focused on the measurement of certain indicators: pronunciation and spelling (sound-spelling relationship) and vocabulary.

Level 1: students who pronounce well the words from the box and spell the word correctly taking into account the sound-spelling relationship. Regarding vocabulary, students who were able to make a sentences using the word selected from the box

Level 2: students who have problem with the pronunciation of the word taken from the box and some spelling problem with some graphemes like gh, th and final sounds. Regarding vocabulary, students who are able to make a sentence using the word selected from the box

Level 3: students who are not able to pronounce correctly the words taken from the box and have a lot of spelling problems demonstrating that they don't domain the alphabet and they don't take into account the sound-spelling relationship. Regarding vocabulary, student who are not able to make a sentence with the word.

Results of the final diagnosis to determine the real state of the students´ sound-spelling relationship in sixth grade at Remigio Díaz Quintanilla Elementary School.

After putting into practice the proposal of teaching activities in order to reinforce the development of the sound-spelling relationship in these students, a final diagnosis was obtained and it was confirmed that they improved their results in regard to the ones of the initial diagnosis:

Scientific observation.

Analysis of the results obtained in the final stage. (See Annex 1)

Ten English lessons were visited in order to check if students reinforce the sound-spelling relationship, as well as to verify if teachers take into account the class profile of the students at the time of developing teaching activities and what is established in the syllabus of the grade.

- ✓ It could be corroborated that take into consideration the needs, likes and preferences of the students at the time of developing teaching activities help the students to feel more motivated and participate actively in the English lessons.
- ✓ In that case, it can be stated that twenty-seven students (90%) looked more concentrated and involved in the new contents which were taught through teaching activities and allow the existence of a more favorable environment for the class. Only three students (10%) were more retained and showed fear of making mistakes.

Survey

Analysis of the results obtained in the final stage. (See Annex 5)

In the survey presented to twenty five students of sixth grade in group A at Remigio Díaz Quintanilla Elementary School, with the objective of determining the students´ interest in learning the English language, besides their development in the sound-spelling relationship in the English lessons. The following results were obtained:

- It was corroborated that the students increased their interest in learning the English language because according to the first question the majority of the students, twenty students (80%) like to learn English because they want to enrich their knowledge, they want to be able to communicate in another language and five students (20%) said that they learn English because is compulsory and they are forced by their parents.

- Regarding the second and third questions the students express that teachers bring to class different types of teaching activities to practice the sound spelling relationship and they do it with a higher frequency.

- This method confirmed that a high number of fourteen students (56%) feel more comfortable when they made alphabet soup and eleven students (44%) like to relate image and their equivalent in English taking in to account the graphemes given.

Interview

Analysis of the results obtained in the final stage. (See Annex 6)

In the interview applied to the teachers from Remigio Díaz Quintanilla Elementary School, with the objective of verifying the level of motivation of the English teachers in the school, besides the way the teachers develop the sound-spelling relationship in their lessons, the following results were obtained:

- The teachers are including exercises to develop the sound-spelling relationship in their students, taking in to account the likes, needs and preferences of the students and the attention to diversity.

- They consider very important to work with the sound-spelling relationship in English as a way for improving students 'oral and writing skills. There is an increasing in the number of lessons during the month to practice students´ sound-spelling relationship in English as a foreign language.

- The teachers expressed that they have worked with the proposal of activities for teaching sound-spelling relationship and the students feel more motivated to participate in the lessons

Final pedagogical test

Analysis of the results obtained in the final stage. (See Annex 7)

To know the current stage of the problems related to the development of the sound-spelling relationship in English in sixth graders in Remigio Díaz Quintanilla Elementary School a final pedagogical test was applied in group A. In the first indicator, related to pronunciation of words, ten students (40%) were able to pronounce them correctly, nine students (36%) made some pronunciations mistakes such as the final sounds they pronounce it in the same way they are spelled, and six students (24%) had a lack of domain of the pronunciation of the words related to the vocabulary studied in the lesson

Twelve students (48%) were able to spell in a correct way using the graphemes studied in the lessons such as "-th", "-sh" –ph, -gh and "-ch", eight students (32%) have problems in spelling words related to the vocabulary studied in the lesson such as regarding personal information and occupations and five students (20%) present lack of domain in spelling.

Six students (24%) write with the correct use of the vocabulary studied, fifteen students (60%) present some difficulties with the use of words from the syllabus, and four students (16%) are not able to use the adequate vocabulary.

Evaluated indicators	Level 1	%	Level 2	%	Level 3	%
Pronunciation of words	10	40	9	36	6	24
Spelling	12	48	8	32	5	20
Use of vocabulary	6	24	15	60	4	16
Total	10		9		6	24

CONCLUSIONS

- The literature review allowed deepening into the development of teaching-learning process of English, emphasizing on sound-spelling relationship in English as foreign language through the application of teaching activities, and also offered the possibility of knowing the particularities of the level of education studied: elementary school.

- In the development of the research, from the diagnosis, a significant number of shortcomings in the development of sound-spelling relationship in English was revealed, which diminishes the effectiveness in the training of the students of this level of education, although potentialities are noted that contributed positively in the course of the investigation.

- The proposal of flexible, accessible and related to the students´ needs and real life context teaching activities, which respond to a diagnosis of the educational reality to stimulate the ability to write and read making use of a correct sound-spelling relationship in English in sixth graders; teaching activities contribute to solve the students´ problems regarding the pronounciation, the lack of vocabulary as well as spelling errors. They are designed taking into consideration the objectives of the grade and the content to be taught.

- The evaluation of the effectiveness after the application of the teaching activities proposed, corroborated that students could increasing their pronunciation, their use of vocabulary and their spelling, expressing in a written and oral way in the foreign language establishing the sound-spelling relationship, taking into account the objectives and the contents of the level.

RECOMMENDATIONS

➢ To continue deepening into the development of sound-spelling relationship in English in sixth graders from Remigio Díaz Quintanilla Elementary School.

➢ To continue deepening into teaching activities for working with the sound-spelling relationship in English lessons.

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Annex 1:

Scientific observation guide.

Objective: to determine the main difficulties students from sixth grade have in the use of the foreign language in communication.

Observation guide:

-Type of lesson.

-Correspondence between the lesson and the components of the process.

-Communicative functions used in the lesson.

-Writing and speaking items to reinforce in the lesson.

-Difficulties students have in the use of the language during the lesson.

Annex 2.

Entrevista a profesores:

Objetivo: Determinar la manera en que los docente de la asignatura de inglés enseñan a los estudiantes la ortografía de la lengua extrajera y su relación con la pronunciación.

Guía de entrevista

Compañeros profesores, se está realizando un estudio de cómo los estudiantes aprenden a relacionar la pronunciación y la escritura en el idioma inglés. Para ello necesitamos de su colaboración y que nos respondan algunas preguntas relacionadas con el tema.

-¿Cómo explican la relación sonido-grafía en las clases de inglés?

-¿Cómo enseñan y practican la ortografía en la lengua extranjera con los estudiantes en las clases de inglés?

-¿Qué tipo de ejercicios desarrollan para relacionar la pronunciación y la escritura en las clases?

-Qué otro tipo de actividades usted propondría para contribuir a una mejor comprensión y práctica de los estudiantes acerca de la relación sonido grafía en las clases de inglés?

Annex 3.

Encuesta a estudiantes:

Objetivo: Determinar la apreciación de los estudiantes acerca de la asignatura de inglés y la manera en que ellos aprenden a leer, pronunciar y escribir en el idioma extranjero.

Guía de encuesta:

Estimado estudiante, se está realizando un estudio sobre el aprendizaje del inglés. Necesitamos su cooperación al responder las siguientes preguntas. Gracias.

1. Te gusta el inglés? Sí   No.

2. Sientes que has aprendido con las clases de inglés?   Mucho   Poco   Algo   Nada.

3.   ¿Qué te es más difícil en inglés, pronunciar o escribir?

4.   ¿Cómo aprendes a pronunciar las palabras que ves escritas en idioma inglés?

5.   ¿Qué actividades realiza el profesor de inglés para enseñarlos a leer, pronunciar y a escribir?

Annex 4

Pedagogical test.

Objective: to assess the students' weaknesses and strengths, regarding sound-spelling relationship.

1. Read the following sentences in English:

   - My <u>father</u> is a <u>mechanic</u>

   - My <u>teacher</u>'s name is Susan

   - I like to <u>talk</u> with my friends

   - My <u>telephone</u> number is 41991314

2. How can you spell the underline words?

3. Dictation.

   - I like English very much.

   - I live in Sancti Spiritus with my family.

   - I want to be a teacher.

Annex 5

Final survey to students

Objective: To determine the interest in learning the English language at Remigio Díaz Quintanilla Elementary School

Estimado estudiante,

La encuesta que te aplicamos a continuación tiene como objetivo el análisis del proceso de enseñanza y aprendizaje del inglés como lengua extranjera y, específicamente, el tratamiento dado al desarrollo de la relación sonido-grafía en dicha lengua. Por tal motivo, te pedimos que seas lo más sincero posible en tus respuestas, ya que las mismas permitirán facilitar el tratamiento dado por los profesores a la expresión escrita dentro de las clases.

1. Te gusta el inglés? Sí___   No___

1.1 ¿Por qué?

2. ¿Qué actividades realiza el profesor de inglés para enseñarlos a leer, pronunciar y a escribir?

3. ¿Con qué frecuencia el profesor realiza actividades para el desarrollo de la relación sonido-grafía en inglés?   Todas las clases __ Una vez por semana ___ Dos veces al mes ____ Otras: _____

4. De las acciones que te proponemos a continuación diga cuál te gustó más, cuál te gustó menos.

- Sopa de letras

- Llenar espacios en blanco

- Relacionar imágenes con su correspondiente equivalente en inglés y teniendo en cuenta ciertos grafemas.

- Spelling competition

Annex 6:

Final interview to the teachers

Objetivo: Determinar la manera en que los docente de la asignatura de inglés enseñan a los estudiantes la ortografía de la lengua extrajera y su relación con la pronunciación.

Guía de entrevista

Compañeros profesores, se está realizando un estudio de cómo los estudiantes aprenden a relacionar la pronunciación y la escritura en el idioma inglés. Para ello necesitamos de su colaboración y que nos respondan algunas preguntas relacionadas con el tema.

1. ¿Son comprendidas cada una de las necesidades individuales de sus estudiantes?
2. ¿En sus clases cómo contribuye usted al desarrollo de la relación sonido grafía?
3. ¿Con qué frecuencia usted trabaja la relación sonido grafía en las clases de inglés?
4. Crees que es importante trabajar la relación sonido grafía?
5. De las actividades propuesta para el trabajo de la relación sonido grafía, ¿cuáles ha trabajado con sus estudiantes?
6. ¿Por cuáles se sintieron más motivados sus estudiantes?

Annex 7:

Final pedagogical test

Objective: To check the level of learning presented by sixth grade students of Remigio Díaz Quintanilla Elementary School regarding the development of the sound-spelling relationship.

1. Read the following text and be ready to spell the underline words.

   My Body

   With my eyes I <u>see</u>

   With my <u>mouth</u> I <u>speak</u>

   With my nose I <u>sniff</u>

   With my ears I <u>hear</u>,

   My mom saying: "Darling come <u>here</u>!"

2. Write 3 sentences using the vocabulary studied in the lessons and that contain the graphemes "-th", "-sh" and "-ch"

3. Dictation

   My name is Carla. I live in Sancti Spiritus city. I am a sixth grader student from Remigio Díaz Quintanilla Elementary School. I am eleven years old. My father is a mechanic and my mother is an engineer. I like to play with my friends in my free time.

3.1 Exchange your papers with your partners and be ready to read aloud.

Annex 8

Results of the comparison between Initial and Final Stage

%   Students