

SANCTI SPIRITUS UNIVERSITY

JOSE MARTI PEREZ



**TEACHING ACTIVITIES WITH THE USE OF TEACHING AIDS TO DEVELOP
ENGLISH SPEAKING SKILLS IN SEVENTH GRADERS .**

Authoress: Yusley Meneses Acedo.

ACADEMIC YEAR:

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THOUGHT

“Teaching aids are components of the teaching – learning process that act as a material support of the methods with the purpose of reaching the established objectives.”

Vicente González.

DEDICATION

To my mother, my husband, my loving family and friends.

ACKNOWLEDGEMENTS:

- To every person who has contributed with my professional formation.
- To my tutors for being always present and dedicating me all their effort and comprehension.
- To all my friends.
- To my family that helped me and guided me.

SUMMARY

This major paper makes a bibliographical analysis of the theoretical and methodological groundwork related to the development of speaking skill with the use of teaching aids in the teaching-learning process of the English Language, as well as the preparation of the teachers to face the challenges that the global society, and the new theories entailed to educational topics are imposing, along with the fast development of today's world. During the course of this research, different scientific methods were used to support the criteria selected by the authoress in order to find the contradictions that evidenced the existence of a scientific problem. This work proposes different activities for seventh graders to enhance their speaking skill and to reinforce the vocabulary acquisition in the speaking skill. This paper is structured in the following way: introduction, development, conclusions, recommendations, bibliography, and annexes.

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INTRODUCTION

Humanity faces constant scientific, social, economic and ideological changes due to the scientific and technological progress. This development shortens the distances and creates new spaces for the interchange and corporation. Cuba keeps political, technical, educational, cultural and sports relations with many countries. Besides that; the international events, conferences and seminaries increase day by day. So, the domain of a foreign language becomes an important requirement to access the world growth.

In this context the English language plays a remarkable role because English is the international language. It is the language of business, science, medicine and technology. It is the most widely spoken language all over the world, it provides communication through the internet and it is spoken in more than 70 countries as official or semi-official language. The multilateral and harmonic formation of students requires that they master, at least, a ledge and opinions about the universal culture.

English is taught in almost all schools of the Cuban educational system. So, different methods and approaches like The Grammar Method, The Grammar-Translation Method, The Reading Method, The Practical method (1850), The Phonetic Method, The Situational Method (1880), The Natural Method, The Direct Method(1910), The Structural Method (1940), The Audio-Lingual and The Audio-Visual Methods (1950-1965).The Transformational-Generative Grammar Method(1960), The Functional and Notional Approach (1970), The Cognitive Approach, The Cognitive-Communicative Approach (1996) and The Sociocultural Approach (2003) have been put into practice in the foreign language teaching all over the world; and all of them have contributed to the development of language skills, in particular speaking.

In education, in many countries, English has become the primary language of communication. It is spoken by millions of people all over the world. Genc (2007: 6) says that "when we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills". In

order to achieve a good command of the language, it is important that the students master all these language skills". As any language, English consists of those four skills.

Speaking is one of the basic skills that require communicative competence, pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, comprehension and gesture improving, in order to build a good communication. These elements are needed to measure the capability of the students in speaking using appropriate technique. Brown (1994: 103) states that speaking is a skill in producing oral language. It is not only an utterance but also a tool of communication. It occurs when two or more people interact with each other aiming at maintaining social relationship between them.

According to Widowson (1994), speaking is the active production skill and use of oral production. It is the capability of someone to communicate orally with others.

Thus, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. By speaking with others, people are able to know what kinds of situations there are in the world. (Hujurat,2012: 517).

According to the importance of English and the necessity to master speaking skill, English is used as the first foreign language in many parts of the world. It has been taught from Elementary School up to Higher Education. English language is learned by the students to achieve higher level in learning English. To communicate well, students must have good capability and self- confidence in speaking.

In fact, Cuban students, like others, often find some difficulties in mastering speaking skills. Al Ghussain (2001) shows that many complaints are being raised by teachers regarding students' low level in English language. So, it proves that English is really difficult for a lot of students who can use and understand English language.

Therefore, students need more opportunity to practice English and use it communicatively inside and outside the language classroom. Florze& Burt (2001) emphasize that "pair and group work activities can provide learners with opportunity to share information and build a sense of community". As Cook (1996: 90) suggests, such activities "force the students to use communication strategies whether they want to or

not". In the same respect, Cohen (1998: 18-19) reported that there are many methods that can be used to improve student's speaking skill.

These methods should be interesting. One of them is by giving students information – gap activity which might make the students interact easily in speaking activity. Sari (2008, p. 3) says, "The core of information gap method is a corporation between groups and pairs". Information gap activities involve the learners in sharing the information that they have in order to solve a problem, gather information or make decisions (Rees, 2005 : 156).

English language learning students should be involved in as many situations as possible where one of them has some information and another does not, but has to get it. In other words, situations containing an information gap between the participants are very useful.

As English has become the dominant/ international/ common language in the world, it has also become one of the components of tertiary, secondary, primary and even pre-school education in the EFL teaching contexts. Thus, the concept of young learners has started to cover a larger age range than it did 2 or 3 decades ago. This change can clearly be seen in the quality and quantity of course books written for different ages and levels of young English language learners, and the publications made in this area. Moreover, it also brings a demand for competent English language teachers to teach young language learners.

As the concept "teaching English to young learners" suggests, age plays a crucial role in what is taught and the way it is taught. Since a young learner class is different from an adult class in terms of the learners' language learning needs, the language competences emphasized, and the cognitive skills addressed. That is why, it is highly important to show the differences of these three learner groups keeping in mind the fact that every learner is unique and such lists can only reflect generalizations (Harmer, 2007: 32).

The English subject in Junior High School should not only propitiate functional and linguistic efficiency, but also develops the students' habits, abilities and knowledge in a

what that they can communicate (establish a conversation or express their opinions about a certain topic) in the foreign language; besides understanding oral and written information and writing brief and simple texts.

The Cuban Government has done great efforts to improve the foreign language teaching-learning process applying new methods and technologies (video, TV sets, computers and other teaching aids), but the students are still lacking of motivation towards the subject and just a few has attained communication abilities. A lot of research has been developed towards the development of English speaking skill in seventh grade. Many Authors have studied the development of communicative skills in junior high level, like: Navarro Dunia (2000), Piñeiro Milagro (2007), and others, but there has not been evidence found of any study made about the development of speaking skill by the use of teaching aids in English lessons in seventh grade.

After a careful analysis of documents regarding the teaching-learning process (syllabus, methodological guide lines, workbooks) the observation of English lessons, and results of oral and written evaluations and surveys to students and teachers from Juan Santander Herrera Junior High School it can be stated that there are some potentialities for the development of speaking skill in English lessons in seventh graders, such as: students like to learn English as a foreign language, most of teachers have an adequate experience in their job, there are work books and methodological guidelines for the teaching of the subject .

There are some difficulties which influence in a negative way towards the development of speaking skill in the English language in seventh grade, corroborated in a little participation of students in the English lessons, a great quantity of language mistakes in the content they receive from the subject, lack of motivation, few use of teaching aids in the English lessons, sometimes the teaching aids are not used in a proper way and there are few pictures at school (most of them were done by teachers) and some do not fit the criteria for their elaboration. Besides that there are not texts books and dictionaries in High Schools, what may help the development of speaking skill in the foreign language.

Sometimes the exercises are not related to the content of the unit or the grade. The

context is not explained (clearly or just not explained) in many units there are not vocabulary words explained with teaching aids, but direct translation, so, the students only have on their notebooks the notes they take in class. The students have a very low mastering of the vocabulary, they do not normally make a correct use of the intonation patterns while speaking, students do not usually comprehend the messages, they have lack of coherence and fluency while speaking and students make grammar mistakes while speaking.

Taking into account the problematic situation described, and the way it affects the teaching-learning process and the development of the students' communicative skills in English as a foreign language, particularly speaking skill, which constitutes one of the main objectives of this level, the following **scientific problem** has been stated: how to contribute to the development of speaking skill in 7th graders from Juan Santander Herrera Junior High School in English lessons?

To carry out this research, its **objective** is: to apply teaching activities, using teaching aids, to develop speaking skill in 7th graders from Juan Santander Herrera Junior High School.

For giving an answer to the scientific problem stated and to fulfill the objective of the research, the following **scientific questions** are formulated:

1-What are the theoretical and methodological bases that support the development of English speaking skill in 7th graders?

2-Which is the current state of the development of English speaking skill in 7th graders from Juan Santander Herrera Junior High School?

3-What teaching activities, using teaching aids, can be used that contribute to the development of speaking skill of 7th graders from Juan Santander Herrera Junior High School?

4-How to validate the results of the proposal of the teaching activities, using teaching aids, for the development of English speaking skill of 7th graders from Juan Santander Herrera Junior High School?

For the development of the research, the following scientific tasks will be carried out:

1-Determination of the theoretical and methodological basis that support the development of English speaking skill in 7th graders.

2-Diagnosis to evaluate the current state of the development of English speaking skill of 7th graders from Juan Santander Herrera Junior High School.

3-Application of the teaching activities using teaching aids to develop the speaking skill of 7th graders from Juan Santander Herrera Junior High School.

4- Validation of the proposal of teaching activities using teaching aids to develop the speaking skill of 7th graders from Juan Santander Herrera Junior High School, by pre-experiment.

For a better stratification of the work different methods from the theoretical, empirical and statistical level were used:

Methods from the **theoretical level**:

- **Historical- Logical analysis:** it permitted to deepen on the evolution and the development of speaking skill in the teaching of English as a foreign language in seventh graders, as well as the way this skill has been treated in English lessons in the school taken as sample.
- **Analysis and Synthesis method:** it was used in different moments of the investigation, such as: in the analysis of the consulted bibliography about the development of speaking skill and the use of teaching aids. In the analysis of the normative documents related to the didactics of the subject, as well as the resolutions that govern the system of evaluation, specially speaking skill as the main aspect to develop in seventh graders in the foreign language. I was also useful in the valuation and interpretation of the results obtained and in the application of the proposal of teaching activities and for the elaboration of conclusions and recommendations.
- **From abstract- to concrete method:** it was put into practice through the research and it permitted the real interpretation of main concepts used in the research, such as: teaching activities, teaching aids and speaking skill and teaching aids.

Methods from the **empirical level**:

- **Scientific Observation:** Ten English lessons were observed to obtain information about the way students behave in English lessons before and after this research, taking into account speaking skill, and through this observation, the results of the application of the proposal could be analyzed and compared with the initial diagnosis.
- **Initial and final pedagogical tests:** They were used to verify the initial and final state of speaking skill before and after the application of the teaching activities.
- **Documentary analysis:** was made in order to analyze and verify the objectives of the program and treatment of the speaking skill in Junior High Schools and the way the text book and work book proposes activities that can develop the speaking skill in seventh graders.
- **Survey:** It was used to know about students' interest to learn English, besides the use of teaching aids and the way feel at the way of practicing the foreign language in their lessons.
- **Pre-experiment:** It allowed determining the shortcomings of the sample and the perfecting of the activities, so as comparing the initial and final results of the research.
- **Pre-experiment:** It allowed determining the shortcomings of the sample and the perfecting of the activities, so as comparing the initial and final results of the research.

After putting into practice all these methods from the theoretical and empirical levels, all of them were compared and triangled to obtain more faithful criteria.

Method from the **statistical level**:

- **The descriptive statistics:** It allowed tabulating the results obtained in each of the methods and techniques in the diagnosis, using the percentage analysis for supporting the qualitative results with quantitative e data.

-As adolescents, they are experimenting sudden changes in the formation of their

personality; they are anatomic and psychological changes. It is common to find student who still behave as children, so they require individually treatment. Problems made arise due to unfavorable family or nearby community environment. Adolescence is an important stage for consolidation self-image and self-steams. They want to find a place within the class or group so as to be properly recognized.

All these characteristics have been taken into consideration for the elaboration of teaching activities to develop the speaking skill in English, with the use of teaching aids in seventh grade.

For the development of this research the following population is selected: all students from 7th grade from Juan Santander Herrera Junior High School (32.43%) who have the following characteristics: intellectually and potentially are able to do different tasks with a higher mental work, they are more reasonable and have more initiative, cognitive independence, and creativeness. As sample has been selected intentionally, following homogenous criteria, for the experiment group number 4 from seventh grade was selected; it has 31 students, 11 females and 20 males. There are 8 slow learners, 19 average and 4 fast learners, these results were obtained through the diagnostic test (annex) and also by means of the observation.

The group is formed by students from Cabaiguán, there is a student with a kidney disease and the rest have no health problems. Most of the students enjoy working in groups and most of them have divorced parents. There are not social disadvantages and social risk students, it is important to remark that the majority of the students like kinesthetic learning. All these characteristics of the sample are represented in the population.

Scientific contribution: The application of teaching activities for the development of speaking skill in English, using teaching aids has a great importance for the acquisition of solid knowledge in the students, developing their speaking skill, their behaviour, collectivism and challenge among them facilitating the effective use of the language, achieving that the students feel much more motivated when teachers use teaching aids in English lesson.

Scientific novelty: The scientific novelty is given by applying teaching activities for

developing speaking skill, using teaching aids for making the students express orally and feel more motivated about this subject where the students' interests play a very special role in the collective work. This research provides a set of teaching activities which contribute to the use of teaching aids, to the formation of values and the overall personality of the students and guarantees the acquisition of knowledge through the reflexive analysis derived from the communicative situations used. These activities have been selected taking into account the students' characteristics and real context of the community where they live.

DEVELOPMENT

Latin, Greek and Hebrew were taught to privilege classes since ancient times, but teaching modern languages as an organized discipline only was part of the European Education System in the first half of the XIX Century. Nevertheless, methods and procedures according to the goals of society for the foreign language teaching in every socio-economical formation arose.

1. The Nature of Speaking.

Speaking is one of the skills in learning English that has to be mastered by the students. Therefore, a teacher should know the definition of speaking first and delivered it to the students. Many experts define speaking in different ways. Brown and Yule (1989:14), state in their book, "Speaking is to express the need-request, information, service, etc."

Most people spend their everyday life with communication to other. Therefore, communication involves at least two people where both the sender and the receiver need to communicate to exchange their opinion, ideas, and feelings.

Speaking for the students of junior high schools is a difficult thing. Most of them have a doubt when they want to say something. According to Albert Valdman (1966:194), speaking is, "The ability to speak a foreign language is without doubt the most highly prized language skills, and rightly."

Meanwhile, according to Johnson and Morrow (1981:70), speaking which is popular with the term „oral communication“, is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of high level.

It is important that everything we wants to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across. To support those definitions of speaking, there are the micro skills of oral communication from Brown (2001:271):

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.

3. Produce English, stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.

The micro skills above help the teacher to focus on clearly conceptualized objectives of teaching. Much of our language-teaching energy is devoted to instruction in mastering English conversation. However, numerous other forms of spoken language are also important to be incorporated into a language course, especially in teaching listening comprehension.

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption - the stream of speech will go on whether or not the hearer comprehends.

Harmer (1991) added that when two people communicate, each of them normally has something that they need to know from the other. The interlocutor supplies information or knowledge that the speaker does not have. Thus, in natural communication, people communicate because there is an information gap between them, and they genuinely need information from other people. In the context of EFL/ESL learning, the ability to convey messages in natural communication is of paramount importance.

1.1. Types of Speaking Performances

Brown (2004:271) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the

teaching learning process. The reason is by using drilling, the students get opportunity to listen and to orally repeat some words.

b. Intensive

This is, during students' speaking performance they are practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading the instructions, etc.

c. Responsive

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

e. Interpersonal (dialogue).

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

The teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

1.2. Teaching Speaking

Teaching is a process of giving guidance to the students to reach the goals. Teaching is also known as "Instruction", it means that the process to make someone do learning.

Teaching is an interactive activity between the teacher and students involving class room talk.

Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably and competently. In addition, he states that the benchmark of successful acquisition of language is always demonstrated of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in a conversation. Brown (2001:275-276) states that there are seven principles for designing speaking techniques.

- a. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based on interaction, meaning, and fluency. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.

Teaching is an exciting job and needs professional skills to be a teacher to face so many problems in teaching learning processes. Today, so many references help teachers to get some solutions of problems in the teaching learning process. The teacher should do much of his/her work before starting the classroom. According to Brown, "Teaching is a superior job, is the demanding job. Among the demanding tasks are modifying the approaches. Syllabus, technique, and exercises to adopt and maximize the learning of a class as well as of most of its individual members."

The author of this research thinks that teaching a foreign language is not only providing knowledge and presenting the information to students. Teaching also needs strategies

to achieve which the goals are the students" and teachers" expectation through the different activities developed in the lessons.

1.3. Classroom Speaking Activities

Teaching speaking should be taught through attractive and communicative activities. Learning English as a foreign language is not an easy task for many students. In the very early months of studying English I noticed that many of my classmates have difficulties in speaking English accurately and fluently, they don't speak English as it should be; four years later, and still many of them still have the same problems, there is no progression or improvement. It is a fact that speaking is the most difficult skill comparing to other skills, because it is a combination of many other skills for instance, people used to say that a good listener makes a good speaker and a good reader also can make a good speaker.

So to be a good speaker is not a matter of talent not only talented people can be a good speaker if he/she makes effort to achieve the goal. It is the same for foreign language students it is not impossible to be a good English speaker if you make efforts and follows certain effective strategies to be so.

In fact, in education it is the duty of the teacher to look for strategies that may help students to achieve better and to reach the required level in speaking, for that and as a future teacher I thought about a strategy to enhance speaking capacities of foreign language learners. I find it crucial to spot the light on the use of audiovisual aids as an effective strategy to enhance teaching and learning speaking English in this modest research. We assumed that if the teacher uses and motivate his/her students to use audio-visual aids inside and outside the classroom then students" speaking skill will improve. Finally, the author of this study agrees that the use of visual aids is a necessity that makes language learning and teaching easy, effective and enjoyable.

There is no doubt that speaking the English language has become a central goal of thousands and millions of people around the world. For many, it is challenging to reach their desired aim. Reasons behind learning foreign language may vary from an

individual to another but the object is one, getting to communicate fluently using the target language.

Accordingly, different ways and strategies have been used in order to help foreign language learners improve their speaking skill some of them succeed in helping learners improving their communicative skills and others fail.

Since speaking is of that importance, it is important to remark different aspects of the issue, starting from the definition of speaking, how to teach speaking, learning styles in the speaking classroom, and characteristics of good speaker, in addition to the causes behind speaking difficulties, how to teach speaking and listening speaking relationship.

Speaking is the most important skill among other skills Bygate(2012:120) claims “Of all the four skills (listening, speaking, reading, writing) speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of the language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested to speak. Speaking skill is an interactive process of constructing meaning that involves producing and processing information.

The speaking skill involves a communicative ability to use language to chat and transmit messages in different and appropriate situations. It is to interact with participants and carry a message.

People around the world produce a lot of words without making great efforts, in his turn Brown defines speaking as “an interactive process of constructing meaning that involves producing and receiving and processing information” (Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking it is often spontaneous, open-ended and evolving. Being skillful in speaking means to be able to produce the expected patterns of specific discourse situations. It is, to be able to decide what to say in the situation, saying it clearly, and being flexible during a conversation when a difficult situation comes out, for that reason; speaking requires that learners not only know how to produce specific aspects of language such as grammar, pronunciation and vocabulary but also that they understand when, why and in what ways to produce language.

1.4. Teaching Speaking in Junior High Schools

Teaching speaking is a very important part of second language learning. Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that become hard-to-break habits. Conservative, the shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong. However, if the purpose of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in classroom. Break the silence and get students communicating with whatever English they can use, correct or not and selectively address errors that block communication.

The mastery of speaking skill in English is a priority for many second-language or foreign-language learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency in junior high school.

Speaking skill has hardly been neglected in EFL/ESL course (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skill has long been the focus of methodological debate. Teachers and textbooks make use of apply a variety of approaches, ranged from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies (Richards, 1990).

In the development of speaking skill, the teacher mostly emphasizes his teaching product of speaking. It means that the teacher occasionally practices the teaching of speaking, started by only explaining the topic the student are going to speak about while the students listen to the explanation. No model or teaching aid is provided to the students as the example. The students are asked to write and read short dialogue or composition in certain time allocated without practicing to speak in oral or to produce what they have learned before.

2. Contribution of teaching aids to the development of speaking skill in junior high school.

The new methods and procedures that have been arisen since the very beginning have corrected the weaknesses of the old ones, but at the same time they have their own weaknesses. However, they all have made great contributions to current methodology and pedagogical thinking and all of them were supported by teaching aids. Taking into consideration the topic of this research work, it is important to point out the role played by Juan Amos Comenios and F. Goin.

Juan Amos Comenios (1592-1670) dedicated most of his life to investigate and to write about the foreign language teaching. In fact he is considered "The Father of Didactics" and he was the first who applied the principle of visualization by means of pictures and objects. Rosa Antich in her book "Methodology of foreign language teaching (1986:76) refers to Comenios:"... real world knowledge about the bases of direct perception and institution, sustain that there is nothing in the intellect that has not existed before in sensations; not only sight; but all senses must develop in the perception of objects and phenomena."

Orbis Sensalium Pictus (The world of sensitive things in images) was written and thought by Comenius. This book is a real bilingual children encyclopedia. It has 150 brief articles, each of them with a picture which introduces children to the knowledge of nature, human activity and social life.

In 1880 F. Goin created the psychological Method, the first method systematically organized. It propitiated the acquisition of a wide vocabulary in a short period of time. Students read and wrote sentences after practicing them orally. This method used visual means and dramatization.

For the realization of this diploma work different definitions related to teaching aids were consulted, among the most significant for the work were selected the following. Obst and E.Topp (1965: 47): "They are the needed materials for teachers and students to contribute with an effective and rational structure and conduction of the teaching – learning process in all levels, in all our knowledge system and abilities development".

Dr.Rogelio Bermudez (1966:115) sustains that: "teaching aids are every object or phenomenon that leads to objectives fulfillers, they are categorized as natural or conditional proper resources from learning and they give it an existential character, because they exist in a person and are created by a person".

Vicente González Castro (1979:7) stated that: "teaching aids images are representations of objects and phenomena. They are specially made for supporting the teaching-learning process, but they can also be natural and industrial objects that have certain information and are used as a source of knowledge". He also added that: "Teaching aids are components of the teaching – learning process that act as a material support of the methods (instructive-educational) with the purpose of reaching the established objectives". This is the definition the author of this research ascribes to, due to his conception of teaching aids taking into account their supporting role in the teaching- learning process and their contribution to instruction and education in the teaching-learning process.

LotharKlimberg stated (1984: 43): "...teaching aids are all material means needed by the

teacher or the students for effective teaching learning process and rational structuration and conduction in every level and sphere of our educational system and for all subjects, to satisfy the learning plan requirements”.

Berta Fernandez Rodríguez (1997:187) offers a pedagogical definition where she defines teaching aids as “...materials that require or not technical resources, they are present in the teaching –learning process, they reinforce the teaching –learning actions and join with the methods they fulfill some functions to achieve the objectives”.

Teaching aids and knowledge cannot be apart, so, teaching aids are bounded to the teaching process and the lesson is the fundamental way of the organization. A. Bundarny (1977:292) expressed: "The lesson is organized in such a way that the teacher plays the most important role, and establishes rigorous period of time and in a special conditioned place for the purpose, guides the cognitive activity of a regular group of students taking into account their individual characteristics; using the kinds of aids and methods of work that create proper conditions in order that all the students domain the bases of the studied content during the teaching process; as well as for the education and the development of the students cognitive-capacities"

Nowadays, the use of the oral word and gestures exclusively is unthinkable. Teaching aids are an integral part of the teaching communicative process. In this process, they are considered as a “communication channel”. They not only present informative message to students, but condition the communicative transaction among teachers and the students. They offer knowledge experiences and permit the access to historical events, situations and phenomena.

Teaching aids are an expressive vehicle to communicate students´ feelings, ideas, and opinions. They maintain stable information and impassive, permit the access to registered messages, concepts, situations, feelings in pages, disks and types.

In the school teaching aids not only should be learning facilitators, but also should become a knowledge object for the students.

According to Juan Amos Comenios working with teaching aids requires didactic and methodological capacitating of students and teachers and it should be taken into

consideration three stages:

Solution (select the suitable teaching aids according with the purpose.), design (elaboration of the teaching aids with the teachers and students participation.), usage (understand how to manage this teaching aids.)

Nowadays, the theories planned by Comenius have a great validity. Students have visual representation of knowledge and they make use of their sense capabilities.

Teaching aids have three functions: educative, instructive and orientative.

The educational function concerns the formation of qualities, convictions, attitudes and it permits the independent activities of the students.

The instructive function deals with the fact that teaching aids contribute to the differentiation of teaching, and it contributes to the development of habits, abilities, and capacities.

The orientative function: it contributes to guide the students during the class.

According to Rosa Antich (1986: 159), here are different criteria for selecting teaching aids:

The pedagogical criteria: They are related to the fact that teaching aids increase the quality of teaching and education. They are the correspondence among teaching aids, objectives and content, the correspondence between teaching aids and students' peculiarities and the possibility for using teaching aids.

The hygienic criteria refer to the correspondence among teaching aids and security rules, states that teaching aids should not contain dangerous elements for the students' health, should be simple for the conservation and cleanness, and should permit an easy observation and reading.

The economic criteria are related to the introduction of complete teaching aids in the school and the acquisition of material for the elaboration of teaching aids.

It is very important to remember that teaching aids have to be used in the precise moment; they cannot be placed at the students' sight before beginning the class, but in the specific moment we are going to use them because it can interrupt and influence on

the students' behavior through the whole class; they have to be put in a specific place in the classroom and the students should have a full visualization of them, teachers should use them and put them out and the students should know what teaching aids are for.

Teaching aids play an important role in the teaching-learning process, but they can never substitute the teacher.

The teacher is one of the best teaching aids and there are many things the teacher can do:

Movement: Sitting behind a desk or standing on a corner or moving too much creates a "distance" between the teacher and the students. Try to have in the row enough space so that you can easily reach those at the back. This way you can talk to individual students, allow the shy ones to ask questions quietly without the fear of embarrassment, as well as check their work and help them.

The book is the teaching aids by excellence because it is the main source of information and practice. Rose Antich in her book "Methodology of the foreign language teaching" (1986:158-178) explains the use of the most used teaching aids for foreign language teaching. Nowadays, the teaching aids that Cuban teachers usually use in Junior High Schools are: the board, tridimensional aids (objects, toys, scale models) and pictures.

The board is the basic teaching aids in the transmission of knowledge. It is present in every classroom and teachers must use it efficiently. There elementary principles to use the board:

- It is recommended to use color chalk to emphasize some elements presented and the teacher should check immediately the content written on board to avoid and correct mistakes.

- Pictures, painting or any other decoration must be avoided on the blackboard because they catch the students' attention.

- The teacher should learn to draw with lines simple human figures to illustrate lexical elements if necessary or ask a student to draw.

- Teacher can ask students who have good hand writing and good spelling to write on

board what was already planned. This activity stimulates the students to improve their handwriting and spelling, in this way the teacher does not need to turn the back to the group and can check if all students are copying or doing the exercise.

During the lesson learning process the teacher should determine what is going to be written on board and the handwriting should be clear (special attention should be paid to the letters: a, o, k, w). The content written on board should appear in a organized way and accumulation of words should keep visual contact with the group and avoid speaking when writing on board (one thing at a time).

Pictures are plain representations of the objects and situations. They constitute after the blackboard the most available aid in the teaching of foreign language. Pictures of different persons and objects, occupations, situations in which persons are doing actions with objects and in which the relation object person can be seen.

The dimensions of the picture can vary according to its purpose and its usage.

If the student are going to use it on the table it can be 12x10 cm, if it is to be shown in front of the classroom 50x40 cm, in the case of posters and summaries 100x80 cm. They can be built from magazines, pamphlets or books that are out of use; they should be set up on a piece of fine card board.

There are many other teaching aids that can be used in the foreign language teaching process and the diagram drawings are a good choice.

Diagram drawings

They are not popular teaching aids and they are of not much use in Cuban schools, but the diagram drawings are very useful when the teacher does not have, cannot find or elaborate a proper picture or any other teaching aids. The diagram drawings are very easy to draw and they can be used to present, to practice or to evaluate new vocabulary and new structures (Presentation, practice and application stages)

Examples: Taking into account a diagram drawing sequence the students could build a story. At the beginning the students will say short sentences, but after knowing the procedure they will create stories.

Teachers' knowledge determines the success teaching aids due to the fact that he must

know how to place it for all the students to see it, how to prepare the students emotionally for the usage of the teaching aids, the conditions of illumination the classroom needs and others.

Teaching aids are very effective and they should contribute to: make the teachers' work easier, reduce the economic investment in the teaching learning process, increase the scientific level of teaching, create better conditions to the students' active participation in classes, join the students with the reality of a given content, help the teachers in the guidance of the teaching learning process and permit the optimization of the teaching aids. Teaching aids reduce the learning time when the student can see the object and not when it is described by the teachers.

The results of the experiments carried out in some parts of the world, coincide in pointing out that the main achievements of the knowledge of the exterior world approximately in this way:

By means of the ear 11%, by means of the smell 3.5%, by means of the act 1.5%, by means of the taste 1% and by means of the sight 83% when using teaching aids knowledge stays in the memory for a longer period of time.

Teaching aids support the teaching methods, improve effectiveness and attractiveness of the language content, help improve the working conditions of teachers and students, transmit information and consequently make teaching more dynamic, objectivity to the process of learning, so they stimulate direct sensory perception, stimulate the formation of political ideological and esthetic convictions, help students keep knowledge in their memories for a longer time, reduce the time for learning, facilitate assimilation and create the conditions to develop capacities, habits, skills and convictions, offer lessons and marked scientific character and contribute to active the students' participation and development of skills in the foreign language.

Analysis and interpretation of the results of the initial diagnosis to determine the level of the problem related to the lack of development of students' speaking skills in seventh grade at Juan Santander School.

First stage.

Result of the scientific observations. (Annex....)

With the objective of checking the use of teaching aids by the teachers ten English lessons were observed. It can be stated that teaching aids are rarely used in the English lessons, just in one lesson the teacher uses teaching aids.

With the objective of knowing students' conditions towards the speaking skills. Thirteen English lessons were observed. This observation gave as result that:

Referring to the mastery of the vocabulary and fluency it showed the majority of student (48.38%) have problems with the use of the vocabulary fluency for which they are evaluated as low users, 12 of them (38.70%) as middle and only 4 students (12.90%) do it as high English language user. The lack of vocabulary was marked by the utilization of adjectives for describing persons, the occupations, the numbers, the parts of the house, the use of connectors.

Furthermore, from 31 students, 17 students (54.83%) are evaluated of low because they are not coherent during their oral communication, 7 of them (22.58%) are evaluated as middle and just 1 student (3.23%) as high. The rapid change of the idea without giving a coherent way was remarkable in this aspect.

During the evaluation of the correct students' pronunciation, 14 students (46.16%) do not pronounce English sounds correctly being evaluated as low English language users, 12 of them (38.70%) middle and the rest of the group (16.2%) are evaluated as high English language users.

Results of the survey. (Annex

A survey was given to the 31 students of 7th with the objective of knowing students' interest to know English, besides the use of teaching aids by the teachers in the English lessons and the way the students practice the language, the following results were obtained:

- In the first question of the survey, it was corroborated that there is a good motivation because the majority of students (77.41%) like this subject and only 7 students (22.58%) opined that they do not like the subject.

- In order to know if the students feel they are learning English, 21 (67.74%) say no and the rest of them (32.25) feel that they are learning the new language.

-In relation to the students' English training out of class it can be said that just 2 (6.45%) students always practice the language out of class, 5 of them (16.12%) declared that sometimes they do it and the rest of the students (77.41%) expressed that they never do it.

- Regarding the students' preferences towards the English lessons where the teacher uses teaching aids the majority of the students (83.87%) prefer the lessons where the teacher uses teaching aids and just 5(16.12%) students prefer the lessons without the use of teaching aids.

- According how often teaching aids are used in English lessons the students corroborated that teaching aids are rarely used.

-Regarding the kind of activities students prefer 19(61.29%) choose the written ones and the rest (38.70%) prefer oral activities.

Results of the initial pedagogical test

In the Initial Pedagogical Test (Annex 4)to state how the speaking skills is developed in seventh graders, the results are:

Referring to the mastery of the vocabulary and fluency showed the majority of student (51.61%) has problems with the use of the vocabulary fluency for which they are evaluated as low users, 10 of them (32.25%) as middle and only 5 students (16.12%) do it as high English language user. The lack of vocabulary was marked by the utilization of adjectives for describing persons, the occupations, the numbers, the parts of the house, the use of connectors.

Furthermore, from 31 students 21 students (67.74%) are evaluated of low because they are coherent during their oral communication, 8 of them (25.80%) are evaluated as middle and just 2 student (6.45%) as high. The rapid change of the idea without giving a coherent way was remarkable in this aspect.

During the evaluation of the correct students' pronunciation, 12 students (38.70%) do not pronounce English sounds correctly being evaluated as low English language users, 9 of them (29.03%) middle and the rest of the group (32.25%) are evaluated as high English language users.

To Rubinstein, S. L. (1977:59), "Every activity of man comes from himself as personal as a subject of that activity". Hence, they postulate results basic for the planning and the development of this educative labor since the formation of the qualities expected to be seen in the students, they must be done with their active participation in the activity.

In this sense, Rubintein, S.L. (1977:91) expressed: "(...)activities are all those processes through which the subject, responding to his needs, gets in an interaction with his reality, adopting a given attitude towards the set reality. The activity is neither a reaction nor a group of reactions, within it occurs the subject-object interaction. This gives room for the formation of an image or abstract representation of the object in the subject. (...) this way, the activity is a process in which transformations occur between the subject and the object with the end of pleasing the needs of the subject."

A. N. Leontiev (1979:11) exposed that: "It is in the activity where the transit of the object towards its subjective form occurs (...) and at the same time in the activity also happens the transit towards the objective results which are the product. From this point of view, the activity appears like the process in which mutual transformations between subject-object take place (...) the activity of the human being appears like a system included within the system of relations of societies"

Gonzalez, V. (2001:91) stated that: "we call activity to those processes through which the subject, responding to his needs, begins an interaction with his reality, adopting a given attitude towards that reality (...) in the form of activity occurs the subject-object interaction, thanks to which the psychic reflects permit the set interaction originate".

On the other hand, Carlos M. Alvarez de Sayaz (1999:66) defined activity as: "(...) the process of practical and sensitive character through which people get in contact with the objects of the world that surrounds them making an influence on these objects for the pleasing of their own needs. It is through the activity that man can transform and get to know the world.

Therefore, any way of putting an activity into practice requires the executing and inducting components, this way the activity is done through actions and operations that constitute its executing components.

After having analyzed these results, teaching activities are proposed to contribute to the development of the student's speaking skill in English.

Teaching activities:

Teaching activities, one of the most effective ways for oral practice, have been approached by different authors and have been defined in different stages. Studies realized coincide that they have a great importance in the learning process; they contribute to the instruction and education of the personality and to the development of the reflexive thought.

On the other hand, teaching activities are planned, and oriented by the teacher and they are executed by the students, they can be in class or outdoor class, they implicate the search and acquisition of knowledge, the development of abilities and the integral formation of the personality. Silvestre, M (2001:35).

Several works related to teaching activities among them: Labarrere (1996), Álvarez de Zayas (1997, 1999, 2004) state some points of coincidence in the conception and formulation of the teaching activities. For the application of these, the teacher should take into account the following parameters:

- What elements of thought need to reveal.
- What operations of thought to stimulate, how to combine different types of teaching activities.
- What activities promote cognitive, intellectual and formative demands.
- The conditions in which they are developed.
- What sociocultural aspects involve the students

Moreover, the teaching activities are characterized to be sufficient, varied and differentiated. Caballero, E. (2002:43-44). Sufficient, because they assure the necessary practice, the assimilation of knowledge for the development of the abilities. So, if the

student is going to learn she/he will learn to do it in an effective way and when she/he is prepared to put the difficulties away, then learning is granted.

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

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

Without a doubt, the analyzed criteria before showed a double functionality of the teaching activities taking into account each of the levels that intervene in the teaching learning process, for example:

- 1) - As a means to learn (students).
- 2) - As a means to direct the learning process (teachers).

Language practice, however, does not lead to spontaneous creative use of language. The functional-notional approach encourages the students to speak creatively since the very early stages of the learning process by making emphasis on the use of some items of pronunciation, word-forms, structures, or any other linguistic or cultural items that can be used by students as communicative tools. These should normally be integrated, but it may sometimes be necessary to isolate certain items from the dialogue in order to provide the students with a set of items they can use in different communicative situations keeping in mind the uses to which the language is put and through the major role given to speech activities.

Characteristics of the proposed teaching activities.

-They contribute to the achievement of the English subject for seventh graders:

The main objective is the basic and overall formation of Cuban adolescents, based on a general culture which permits them to be identified with their patriotism and their nationality.

They are based on the objectives English subject in 7th grade

1-Demonstrate their ideo-political formation through a responsible social behaviour while using the English language for:

Communicating simple messages

Asking for classroom objects

Reading simple texts and comprehend it

+Writing simple descriptions about family, classmates, school and their house

Developing logical thought

Reinforcing mother tongue knowledge

2- Assume a responsible attitude toward their own language by means of:

The use of different learning strategies that help them comprehend and to express orally, such as:

-The use of pictures, gestures, etc

-The use of audio-visual resources.

-To express ideas and expressions by means of pictures and symbols (e.g. pictures, dictionaries)

-The use of the bilingual dictionary.

-Use Spanish language when is necessary and auto evaluate themselves

3- Demonstrate habits and abilities of independent work.

4- Use developed abilities in English to comprehend other subject information.

5- Demonstrate comprehension and identify themselves about aspects relatives to Cuban and universal culture, mainly English speaking countries culture

-They contribute to the development of the vocabulary of the English language.

-They contribute to the use of teaching aids.

- They permit the development of the students' creativeness and logical thought.
- They guarantee the acquisition of knowledge through the reflexive analysis derived from the communicative situations used.
- They contribute to the formation of values and the integral personality of the students.
- They include an integral focus of the English teaching learning process.

Activities

In order to give solution to the problem of this investigation a set of activities using teaching aids has been proposed with the objective to develop speaking skills in seventh graders.

Activity 1

Title: The house of my dreams.

Objective: to increase the vocabulary related to the parts of the house.

Type of lesson: Free practice.

Teaching aids: Pictures (a bed, a wardrobe, two bedside tables, a dressing table, a mirror, a lamp, a fan) all in a scale model, the teacher shows its own scale model and the students should work with the ones they brought.

Procedures: the teacher will provide the class with different activities derived from the teaching aid:

Activity one

The teacher will bring to class a box with many objects inside and place it over a table in front of the classroom. There will be another box with cards containing the name of the objects (furniture). A student goes to the front, selects a card and finds the object into the box. Then, he/she places the object in the correct room of the scale model.

For example: Student A: picks up the card "bed", looks into the box and takes the bed. Then, he/she places it in the bedroom.

Activity two

After all the objects have been placed in the correct rooms, the teacher will ask:

- How many rooms are there in this house?
- What is the house like?
- Is the sink in the bedroom/ living room/ kitchen/ etc?

Conclusions: The teacher will correct the main mistakes providing feedback and ask:

- What is the house of your dreams like?
- What is your favorite room at home? Why?

Evaluation: High level: Students who recognize the furniture, place them in the correct room, and can say what there is in the room will obtain an excellent mark. Middle level: students who recognize the furniture, place the objects in the correct room and can mention some of the objects that are in the room will obtain a good mark. Low level: students who recognize the furniture, place them in the correct room, but can barely say what there is in the room will obtain a regular mark.

Activity 2

Title: What does he/she do on weekends?

Objective: to increase action verbs vocabulary.

Type of lesson: Free-practice lessons

Teaching aids: board, chalk or pictures.

Procedures: The teacher does some diagram drawings on board or bring some pictures and the students build a story according to the drawings (see annex) eg :Her name is Lucy, what does she do on weekends? Student A: Lucy wakes up early in the morning; she has breakfast and cleans her house....

Conclusions: The teacher will correct the mistakes providing feedback and ask some questions to the students:

- What does your mother or father do at home?

-Do you help at home?

-Is it important to share the housework? Why?

-What do you do on weekends?

This activity can be done in small groups.

Evaluation: High level: students who build the stories using all pictures will obtain an excellent mark. Middle level: students who build the stories using 4 drawings will obtain a good mark. Low level: students who build the story using less than 4 drawings will obtain a regular mark (annex)

Activity 3

Title: Who are they?

Objective: to increase adjective vocabulary.

Type of lesson: Free-practice lessons

Teaching aids: pictures of people, chalk, board

Procedures: The teacher is going to give a picture to each student and write the following hits on board.

-full name

-country or nationality

-language

-place where he/she she lives

-address

-phone number

-persons he/she lives with

-occupation

-physical description

-moral description

-activities he/she usually does

-favorite places, season, color –clothes he/she is wearing

Each student has to talk about the person on the picture following the hits on board and giving as much information as they can. The teacher will encourage the rest of the students to add more information. They can take notes on their notebooks.

Conclusions: The teacher will correct the main mistakes providing feedback and assign as homework a similar exercise, but in the written way.

Evaluation: High level: students who give information following from 10 to 14 hits and add information to his/her partners oral exposition will obtain an excellent mark. Middle level: students who talk about the person of the picture following from 7 to 10 hits and sometimes add information to his/her partners exposition will obtain a good mark. Low level: students who only give some information about the person of the picture following 6 hits or less drawing will obtain a regular mark.

This activity can be done in small groups or in two teams and in different classes.

Activity 4

Title: All in all.

Objective: to increase vocabulary related to daily activities.

Type of lesson: Free-practice lessons.

Teaching aids: color markers, cards, and a coin.

Procedures: The group is going to be divided into two teams and a color marker will be given to each of them. After, the teacher places the board at the front and explains the students that there are questions regarding the contents they have studied. Each team places its marker on the start point and takes turns flipping the coin to move the marker. If it is star the student move the marker one space and if it is shield two spaces. When they get to the square read aloud and follow the direction on the square. They can ask their teams for help when they do not know the answer. (annex)

Conclusions: At the end of the activity the teacher remarks the positive and the negative aspects during the development of the activity and congratulates the winner

team. The main mistakes should be corrected providing feedback.

Evaluation: High level: students who easily do the activity the square indicates will obtain an excellent mark. Middle level: students who do the activity the square indicates and make few mistakes will obtain a good mark. Low level: students who need help to do the activity will obtain a regular mark.

Activity #5

Title: Let's play parch.

Objective: Practice the studied content by means of questions that they will find in the game.

Type of lesson: Free-practice lessons.

Teaching aids: Cardboard.

Procedures: The classroom will be divided into two teams. The teacher will give a cardboard to each team. Each team will have to throw the dice and according to the number of the dice they have to walk and answer the question they have in the selected number. Be allowed to walk. Each team has to practice the studied content by means of questions and answers.

Conclusions: the one who be able to arrive faster to the end will be the winner. The teacher will correct the main mistakes providing feedback.

Evaluation: High level: students who easily answer all the questions will obtain an excellent mark. Middle level: students who answer some the questions will obtain a good mark. Low level: students who answer just one the question will obtain a regular mark.

Activity #6

Title: Say how.

Objective: Start up a short talk where: say hello, ask how someone is, answer questions, express surprise, to wish someone or something well, to say good bye; so that their thespeaking skills abilities, as well as their manners improve.

Type of lesson: Free-practice lessons.

Teaching aids: Different models of the text given in a sheet by two students to work in pair.

Procedure: This activity is based on a previous text, which exemplifies the functions and forms to be learned. Having understood the text and done some imitation practice, the learners are going to do some personalizing dialogues and performing their own characters within the conversation and the contexts given, they will make a transposition with the same communicative functions paying special attention to the correct pronunciation of consonant and vowel sounds, the maintenance of voice tone, the word and sentence stress, the statement and question pitch and the correct choice of words. The students should read the dialogue being careful with the pronunciation of words and tone of voice, word and sentence stress and statement and question pitch.

A: Hello Peter how are you?

B: Hello Mike I am fine, what are you doing?

A: I am working around here now

B: Really! I wish you the best in your new job. Bye

A: Thank you Peter. Bye

With the information of the previous dialogue make your own one:

- Greet someone.
 - Ask about someone's condition.
 - Answer.
 - Expressing surprise.
 - Wish someone well

Conclusions: The teacher will control the activity correcting the student's pronunciation and intonation when they finish the activities. The teacher will correct the main mistakes providing feedback.

Evaluation: High level: students who easily read the text (intonation, pronunciation...) will obtain an excellent mark. Middle level: students who read the text with some

mistakes will obtain a good mark. Low level: students who read just part of the text will obtain a regular mark.

Activity #7

Title: How do you feel?

Objective: Express making, accepting and refusing an invitation in order to influence on students politeness.

PROCEDURE: Tell the students they are going to invite and be invited to /by their friends in this right lesson to do some activities in the next week because it is going to be taking as holidays.

1. Divide the class in groups of three students. Give them cards A, B and C one for each student.
2. Students are going to look at their cards to see to what activity they can do together. They must arrive conclusions by making invitations to their friends to go to the places they have in their corresponding cards. (They must begin from Sunday to Saturday activities).

CARD A

Sunday	Munday	Tuesday	Wednesday	Thursday	Friday	Saturday
travel to Trinidad	go shopping		visit the Colonial museum	dance at Las Cuevas disco		swim in Ancón beach

CARD B

Sunday	Munday	Tuesday	Wednesday	Thursday	Friday	Saturday
	watch baseball game	ride on horses		work at the computer	practice sports	

CARD C

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
help my father		lunch at the 5 ^{ta} Santa Elena restaurant	read the Old Man and the Sea		Visit the Farmers' museum	

3. In case they can't accept the invitation they should refuse in a polite way and bring reasons. (students cannot see their mates' cards)

EXAMPLE:

A:- Would you like to trip to Trinidad on Sunday?

B:-That's sounds nice!

C:-Sorry, I can't, I'm going to help my father.

Conclusion: The teacher will correct the main mistakes providing feedback.

Evaluation: High level: students who express themselves making, accepting and refusing an invitation will obtain an excellent mark. Middle level: students who express themselves making and accepting an invitation will obtain a good mark. Low level: students who express themselves making an invitation obtain a regular mark.

Activity #8

Title: "Baseball game"

Objective: To exercise the content.

Type of lesson: Free-practice lessons.

Teaching aids: a board simulating a playing field, a dice: 1st, 2nd, 3rd and home base.

Procedures: On the board, the teacher will set over the bases different groups of cards with questions to answer, corresponding to the content to be exercised.

- ❖ This game requires two teams of eight or more players.
- ❖ Each team sets its own batting order.
- ❖ The first player has to throw the dice to start the game, and will walk or move towards the indicated base.
- ❖ Once there he will pick a card, read the question, and if he answers correctly will throw the dice again and move onto the corresponding base, where he will repeat the process till scoring a run for the team or being taken out. If a run is scored, the next player will take his turn.
- ❖ In case of getting a repeated number, a moving-backward number or a number over four them through will not be valid.

Conclusions: The teacher will control the activity correcting the student's pronunciation and intonation when they finish the activities. The teacher will correct the main mistakes providing feedback.

Evaluation: High level: students who easily answer all the questions will obtain an excellent mark. Middle level: students who answer some the questions will obtain a good mark. Low level: students who answer just one the question will obtain a regular mark.

Activity 9

Title: Develops your language.

Type of lesson: Free-practice lessons.

Objective: To describe a historical place or a public place.

Teaching aids: picture about different English places.

Procedures: Work in teams with collective presentation. The professor proposes certain topics and it allows them to be selected for the students. It guides the preparation of the description using adjectives as: historical, big, beautiful, ancient, old, new, modern, marvelous, interesting, and comfortable and others. The team prepares a description

and it discusses it with the professor before to present it to the group. He/she will show up to the group. The students should give their opinion, contributing new data, expressing different ideas.

These topics are recommended:

1. Description of a museum.
2. Description of a public place, as well as of historical related with the English Speaking countries.

Conclusions: The teacher will control the activity correcting the student's pronunciation and intonation when they finish the activities. The teacher will correct the main mistakes providing feedback.

Evaluation: High level: the student who recognizes and describes many places, give clues about them and can say where is located. Middle level: the student who only recognizes and describes few places and give clues about them. Low level: the student who only recognizes and describes one or two and don't give other clues about them.

Result analysis

Final Stage

After the pre-experiment the following results were obtained:

With the objective of knowing students' conditions towards the speaking skills. The English lessons were observed. Besides, the uses of teaching aids by the teachers.

The results: To proof the effective use of teaching aids to develop the speaking skills, ten lessons were observed. It can be said that teaching aids are frequently used in the English lessons, besides that, there are a suitable interaction among teacher/teaching aids/students. Furthermore it can be said that the students have a very high mastering of the vocabulary, they have coherence and fluency while speaking and they make a correct pronunciation of consonant and vowel sounds while speaking. It was clearly seen an active students' participation and most of the time the answers were complete. To deepen more into this matter 31 students were surveyed (annex 3) just to measure the effectiveness of teaching aids towards the speaking skills. In order to know if students

feel they are learning English, 28 (90.32 %) say yes. It can be said that the teachers use teaching aids most of the time.

To know the opinion of the students about the kind of activities they like the most 28(90.32%) choose oral activities and only 3(9.67%) select written activities. This survey also let to know that students participate in the elaboration of teaching aids and they prefer more dynamic English lessons will a major use teaching aids. It can also be said that the students should not memorize the dialogues to learn the new vocabulary and they practice in an oral way the new content.

Result of the scientific observations.

With the objective of checking the use of teaching aids by the teachers ten English lessons were observed. It can be stated that teaching aids are rarely used in the English lessons, just in one lesson the teacher use teaching aids.

With the objective of knowing students' conditions towards the speaking skills. Thirteen English lessons were observed. This observation gave as result that:

Referring to the mastery of the vocabulary and fluency showed the majority of student(35.48%) do not have problems with the use of the vocabulary fluency for which they are evaluated as low users, 14 of them (45.16%) as middle and only 6 students (19.35%) do it as low English language user.

Furthermore, from 31 students 7 students (22.58%) are evaluated of low because they are coherent during their oral communication, 15 of them (48.38%) are evaluated as middle and just 10 student (32.25%) as high.

During the evaluation of the correct students' pronunciation, 8 students (25.80%) do not pronounce English sounds correctly being evaluated as low English language users, 13 of them (48.38%) middle and the rest of the group (29.03%) are evaluated as high English language users.

Results of the survey.

A survey was given to the 31 students of 7th with the objective of knowing students' interest to know English, besides the use of teaching aids by the teachers in the English

lessons and the way the students practice the language, the following results were obtained:

- In the first question of the survey, it was corroborated that there is a very good motivation because the majority of students (87.09%) like this subject and only 3 students (9.67%) opined that they do not like the subject.

- In order to know if the students feel they are learning English, 26 (83.87%) say yes and the rest of them (16.12) feel that they are not learning the new language.

- In relation to the students' English training out of class it can be said that just 7 (22.58%) students always practice the language out of class, 10 of them (32.25%) declared that sometimes they do it and the rest of the students (45.16%) expressed that they never do it.

- Regarding the students' preferences towards the English lessons where the teacher uses teaching aids the majority of the students(93.54%) prefer the lessons where the teacher use teaching aids and just 2 (6.45%) students prefer the lessons without the use of teaching aids.

- According how often teaching aids are used in English lessons the students corroborated that teaching aids are usually used.

- Regarding the kind of activities students prefer 9 (29.03%) choose the written ones and the rest (70.96%) prefer oral activities.

Results of the Final Pedagogical test.

In the Final Pedagogical Test to state how developed is the speaking skills in seventh graders, the results are:

Referring to the mastery of the vocabulary and fluency showed the majority of students (32.25%) do not have problems with the use of the vocabulary fluency for which they are evaluated as high users, 15 of them (48.38%) as middle and only 6 students (19.35%) do it as low English language user.

Furthermore, from 31 students 6 students (6.45%) are evaluated of low because they are not coherent during their oral communication, 17 of them (54.83%) are evaluated as middle and 12 students (38.70%) as high.

During the evaluation of the correct students' pronunciation, 4 students (12.90%) do not pronounce English sounds correctly being evaluated as low English language users, 12 of them (38.70%) middle and the rest of the group (48.38%) are evaluated as high English language users.

Activities Result Analysis.

Activity #1

Title: The house of my dreams.

In this activity, students from the sample put into practice their command of the vocabulary related to the parts of the house. There were 20 students who recognized the furniture, placed them in the correct room, and said what there were in the room. 7 students recognized the furniture, placed the objects in the correct room and mentioned some of the objects that were in the room. 4 students recognized the furniture, placed them in the correct room, but barely said what there was in the room.

Activity #2

Title: What does he/she do on weekends?

Some action verbs vocabulary, were put into practice in this activity. In this activity 16 students were situated in the high level, 6 students in the middle level and the rest in the low level. The students were evaluated by the teacher when they finished.

Activity #3

Title: Who are they?

This activity is mainly focussed on the use of adjectives. All the students did the exercise in the right way and were situated in the high level.

Activity #4

Title: All in all.

This activity is mainly focussed on the vocabulary related to daily activities. In this activity 17 students were situated in the high level, 5 students in the middle level and the rest in the low level.

Activity #5

Title: Let's play parch.

In this activity, students from the sample put into practice their vocabulary. In this activity 15 students were situated in the high level, 10 students in the middle level and the rest in the low level.

Activity #6

Title: Say how.

In this activity, students from the sample put into practice their reading ability and vocabulary. In this activity 16 students were situated in the high level, 6 students in the middle level and 3 in the low level.

Activity #7

Title: How do you feel?

In this activity, students from the sample express themselves making, accepting and refusing an invitation in order to influence on students politeness. In this activity 23 students were situated in the high level, 6 students in the middle level and 3 in the low level.

Activity #8

Title: "Baseball game"

This activity is mainly focussed on the vocabulary related to the contents already studied. In this activity 18 students were situated in the high level, 10 students in the middle level and 2 in the low level.

Activity #9

Title: Develops your language.

In this activity, students from the sample describe a historical place or a public place. In this activity 18 students were situated in the high level, 9 students in the middle level and 3 in the low level.

During this researcher nine activities using teaching aids were applied in a sample of 31 students to develop the speaking skills so when concluding the validation process of the teaching activities applied the indicators suffered transformations corroborating all the reverse of the first techniques results before applied. So that, student's motivation has increased, as well as the correct use of vocabulary and proper pronunciation in relation to the speaking skills in English of the selected sample at the same time allowing the students talk freely, fluently and spontaneous in the English language.

CONCLUSION

Taking into account what is stated in this research work it is concluded that:

- 1- The bibliography consulted permitted to deepen into the principal methodological bases that support the development of the speaking skill in junior high school, in particular in seventh grade4rs, as well as the contribution of the efficient use of teaching aids as a means of supporting the development of this language skill in adolescents.
- 2- Different methods and instruments that were applied in the initial diagnosis confirmed the existence of potentialities and weaknesses or limitations in the development of students' speaking skill and the lack of teaching aids used by the teachers to help the teaching-learning process in their lessons.
- 3- The teaching activitiesapplied, with the use of teaching aids allowed to show the potentialities for the development of speaking skills of English Language in 7 graders.
- 4- The final diagnosis made after the application of the teaching activities, with the use of teaching aids, corroborated that they are pertinent, because there was a higher level of the analysed indicators directed to favour the students' development of speaking skill.

RECOMMENDATIONS.

After the development of this research, it is recommended:

-To put into practice these teaching activities, with the support of teaching aids in all the seventh grade groups of Juan Santander School and in the rest of the Junior High Schools in Cabaiguán.

-To present the results of this study in scientific students 'and teachers 'events in the different levels.

-To continue deepening into the study of the development of the language communicative skills in English as a foreign language in the different educational levels.

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ANNEXES

Annex 1

Documental analysis

Objective: to check the existent orientations about the use of teaching aids in Junior High School.

Documents:

Ministry Resolution 120/09

Ministry Resolution 148/10

Ministry Resolution 200/14

in the Ministry of Education.

Methodological Guide Line

content by unit, aspects to evaluate.

Aspects to work with:

Guide for evaluation.

Priorize objectives of Junior High School.

Results to develop the methodological work

Objective of the subject, distribution of

Annex 2

Observation guide

Objective: To check the use of teaching aids in English lessons.

	Aspects to observe	High	Middle	Low
1	Presentation lesson			
2	Controlled lesson			
3	Semi-controlled lesson			
4	Free practice			

Annex 3

Survey for the students

Objective: To check the use of teaching aids to learn English in Junior High School.

Students with this survey the authoress of this investigation needs to know your interest to know English, besides the use of teaching aids and the way you practice. The questions is very easy and do not take a lot of time. The success of this investigation depends on your honestly and sincerely.

1) Do you like English?

Yes No

2) What is your opinion about the English lessons you are taking?

interesting dynamics boring

3) Do you feel that you are learning the new language?

Yes No

4) How often do you practice English language?

always usually sometimes rarely never

6) How often are teaching aids used in English lessons?

always usually sometimes rarely never

7) Do you prefer lessons where the teacher uses teaching aids?

Yes No Why? _____

8) What kind of activity do you prefer?

Oral Written

9) How often do you participate in the creation of a teaching aid?

always usually sometimes rarely never

If you have to say something regarding the topic, feel free to write it. It could be taken into account for other investigation.

Thanks

Annex 4

Initial pedagogical test

Objective:Determine the state of development of the students of 7th grade about the speaking skills ability of English Language.

You got new to this school and your classmates do not know who you are. Introduce yourself to the group and give as many details as you can. You should say full name, age, like, dislike, preferences, phone number, address, your parents' name and occupation, you should also describe who live with you, describe your house, say activities you usually do and activities you did last vacation.

Annex 6

Observation guide:

Objective: to obtain the information about the the speaking skills abilities in seventh grade students and their current state.

This observation guide was applied with the objective to watch the real state of students about the speaking skills abilities.

Indicators to watch:

Indicators	Yes	No
Mastery of the vocabulary and fluency		
Coherency		
Correct pronunciation of consonant and vowel sounds		

