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FOREIGN LANGUAGES MAJOR

MAJOR PAPER

SPEAKING SKILL IN ENGLISH AS A FOREIGN LANGUAGE IN SEVENTH GRADERS

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Quote:

"Words have incredible poteachersr.

They can make people's heart soar,

Or they can make people's heart sore.

PhD.Mardy Groyhe.

DEDICATION

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

To my consanguineous and affinity family, they have helped and supported me all the time. I do not find the exactly words to thank them, but in essence they are part of my life.

To my parents, paradigms of my profession.

To my Junior High School teacher Daniels and my teacher Arelys who encouraged me to select my future profession.

To my Belo as I usually called him, thanks for your love, patience and the time you devoted to me for helping with my technological problems.

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To all my friends and classmates who have been near and pendent of me.

To my neighbors and all the people who said to me: "Tell me about the THESIS".

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ABSTRACT

This major paper makes a bibliographical analysis of the theoretical and methodological bases about speaking skill in the English lessons in seventh graders. This research takes into consideration different scientific theoretical positions from different authors about speaking skill. This paper is aimed at evaluating the effectiveness of didactic games applied to achieve the development of speaking skill in English as a foreign language in seventh graders at Conrado Benítez García Junior High School. During the research, scientific methods were used like: historical and logical analysis, inductive and deductive and the synthetical and analytical method, scientific observation, survey, interview and pedagogical test. This paper is structured in abstract, introduction, development, conclusion, recommendations, bibliography and annexes. The importance of the topic and the theoretical and methodological design of the investigation are taken into account. Up-dated bases of the theme are stated. Didactic games to develop speaking skill in seventh graders are applied.

RESUME

Ce projet de recherche fait une analyse bibliographique des supports théoriques et méthodologiques à propos de l'habileté production orale dans les cours d'anglais à la septième année. La présente recherche propose de différentes positions théoriques des auteurs sur la production orale et elle a comme objectif d'évaluer l'effectivité de quelques jeux didactiques appliqués pour améliorer le développement de la production orale en cours d'anglais comme langue étrangère à la septième année à l'école secondaire Conrado Benítez García. Pendant le processus de recherche, l'auteure a employé quelques méthodes scientifiques tels que l'analyse historique et logique, l'inductive et déductive, l'analytique et synthétique, l'observation scientifique, l'enquête, l'entrevue, et l'épreuve pédagogique. Ce projet est composé par un résumé, l'introduction, le développement, les conclusions, les recommandations, la bibliographie et les annexes. L'auteure prend conscience de l'importance du sujet et le dessin théorique et méthodologique de la recherche. En plus, elle déclare les théories les plus actuelles à propos du sujet pour employer quelques jeux didactiques pour développer la production orale chez les étudiants de la septième année.

INTRODUCTION

Humanity faces constant social, economic and ideological changes due to the scientific and technological progress. 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. English is taught in many countries as a second language. In other countries, English constitutes a foreign language, it is taught in schools, often widely, but it does not play an essential role in national or social life.

In Cuba, English is taught as a foreign language subject, what should contribute to develop the cultural level, the intellectual capacities and the holistic formation of the students´ personality. This need requires teachers to use more updated and modern methods and techniques; an example of this is didactic games for the development of the teaching-learning process in junior high schools. This is a challenge for each teacher and it requires an adequate preparation to be able to achieve it.

Getting the students to communicate is a difficult but possible task. It is the teacher who has the necessary tools to achieve it and, for that, he must know the objectives and the syllabus of the subject, the characteristics of his students and the context in which they are developed. It is very important to teach lessons in a more dynamic way and, one of the most feasible ways is to use didactic games. Didactic games provide stimulation, variety, interest, concentration and motivation.

Some authors like: Harmer (2007), Navarro (2000), Piñeiro (2014), Rodríguez (2005), have searched about the development of speaking, but students still have difficulties in this important skill of the English language.

At Conrado Benítez García Junior High School, in Cabaiguán municipality, during the 2017-2018 academic course, a diagnosis was applied by different scientific methods and techniques, through which potentialities and limitations were identified related to

the development of speaking skill in English as a foreign language in seventh graders.

Potentialities detected:

The students' interest in learning English as a foreign language, the role played by the school in the teaching of English as a foreign language and the necessary teaching aids for the development of the teaching-learning process of this subject.

A number of **limitations** were also revealed, such as: students are not able to utter complete sentences; they have difficulties in understanding oral texts and in the pronunciation of final /s/. Students fail to make effective use of the knowledge acquired in lessons, poor command of communicative functions, as well as lack of vocabulary and ignorance of the essential grammatical aspects to overcome linguistic competence in the foreign language.

Taking into account the problemic situation raised above, it is considered as a **scientific problem:** how to contribute to the development of speaking skill in English as a foreign language in seventh graders at Conrado Benítez García Junior High School?

For giving a possible answer to the scientific problem declared, the **objective** of this research is: to evaluate the effectiveness of the application of didactic games for the development of speaking skill in English as a foreign language in seventh graders at Conrado Benítez García Junior High 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 are the theoretical and methodological bases that support the development of speaking skill in English as a foreign language?

2- What is the current state of seventh graders at Conrado Benítez García Junior High School in speaking skill in English as a foreign language?

3- What didactic games should be proposed for the development of speaking skill in English as foreign language in seventh graders at Conrado Benítez García Junior High school?

4- What will be the effectiveness of the application of didactic games for seventh graders at Conrado Benítez García Junior High school for the development of speaking skill in English as foreign language?

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

1. Determination of the theoretical and methodological bases that support the development of speaking skill in English as a foreign language.

2. Diagnosis of the current state of seventh graders at Conrado Benítez García Junior High School in speaking skill in English as a foreign language.

3. Proposal of didactic games to achieve the development of speaking skill in English as a foreign language in seventh graders at Conrado Benítez García Junior High School.

4. Evaluation of the effectiveness of didactic games applied to achieve the development of speaking skill in English as a foreign language in seventh graders at Conrado Benítez García Junior High School.

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

Methods of the theoretical level:

Historical-logical analysis: it was used for the elaboration of the theoretical bases of the investigation and referring to the evolution of the problem of the development of

speaking skill in English as a foreign language, according to different authors making specific emphasis on seventh graders.

Method of analysis and synthesis: through a deep analysis, speaking skill can be decomposed in the different components that may or may not favor its development, like: pronunciation of final sounds /s/, comprehension of questions and use of vocabulary, while synthesis allows, as an inverse operation, to appreciate speaking skill as a phenomenon that occurs through the union of its components to make the didactic games for the evaluation of the effectiveness of the games applied.

Method of induction and deduction: induction was used for the study the different sources of information about the use of vocabulary, pronunciation of final sounds /s/ and comprehension of questions and deduction was made to interpret the contributions of this indicators as a whole in the development of speaking skill.

Methods from the empirical level:

Scientific observation: it was used to obtain information on the way the students belonging to group 3, seventh grade at Conrado Benítez García Junior High School, demonstrated their speaking skill development through observation to lessons in English language in the initial and final stages.

Documentary analysis: an analysis was made to the English syllabus for seventh graders to know the objectives of this subject regarding speaking skill.

Survey: a questionnaire was applied to the students selected as sample (group 3, seventh grade) to gather information about the students´ development of speaking skill in English and the way they feel in the English lessons before and after the application of the games.

Interview: this technique was applied on the initial and final stages to English teachers of the school selected for the collection of data related to the development of students´ speaking skill in English.

Pedagogical Test: to check the development reached by the seventh grade students in speaking skill in English as a foreign language, taking into account the objectives and the content of the level in the initial and final stages.

Methods of the statistical-mathematical level:

Percentage analysis: it was used as a procedure to make a quantitative analysis of the qualitative results of the empirical methods used in the initial and final stages.

For the investigation, all the enrollment of seventh graders from students at Conrado Benítez García Junior High School was selected as a **population,** composed of two hundred students. The **sample** is composed by thirty-six students, (group three), which represents 18% of the total enrollment of this grade. Their ages are between eleven and twelve years old, so they are facing the changes of adolescence. From the pedagogical viewpoint, they have satisfactory results in all the subjects.

Regarding the development of speaking skill, seven students are good at English, seventeen have an adequate level of communication and they have a very poor development of the language. All students keep good behavior in the community. The living conditions are favorable and parents are willing to collaborate with the school, they always use appropriate educational methods. This sample was intentionally selected due to these students have similar characteristics of the whole population, from the psychological, pedagogical and academic points of view.

As a **scientific novelty**, this research provides motivational, dynamic and engaging didactic games which are not found in the syllabus, or in the methodological guidelines, taking into account the students' characteristics and the real context of the community where they live. They contribute to the development of speaking skill in students, increase vocabulary and avoid grammatical errors. They provoke thought and improve retention. These games facilitate communication and interpersonal relationships.

DEVELOPMENT

Theoretical and methodological basis that support the development of speaking skill in English as a foreign language.

The theoretical and methodological basis that support the development of speaking skill in English as a foreign language, as well as the learning process and the communication skills in the learning of English as a foreign language covers an analysis that deals with the definitions and concepts related to didactic games, the diagnosis of the sample, the didactic games applied, the result analysis and the effectiveness of the proposal.

The communication process in the learning of a Foreign Language

Successful communication is the main purpose of language learning and one of the challenges learners face while learning a foreign language. To assist students in the process of learning how to communicate, although some researchers question the teaching of communication strategies, instructing them seems to be fruitful and effective.

According to Alice Maggio (2016, pp. 7-8), communicative competence covers four main aspects: grammatical competence, traditionally dealing with syntax; sociolinguistic competence referring to social appropriateness of communication; discourse competence, which is about cohesive and coherence in discourse; and strategic competence focusing on pragmatic function of communication. Those aspects of communicative competence have received great attention in language and literacy education, particularly in foreign language learning. However, little attention is given to the skill to employ different tactics by language users in achieving this goal.

Communication reflects the objective need of men for association and mutual cooperation, and is also a condition for the development of their individuality, originality and integrality. In the communication process, other factors are involved, in addition to the auditory complex corresponding to each word: the context of the

situation involves the gestures of the speaker, the tone of the voice and pronunciation.

Therefore, in the educational work, communication ensures the exchange between teachers and students and between the students and the teachers who contribute to the creation of a favorable psychological climate to foster the integral development of the personality as an end of Junior High Education in Cuba as it should be promoted.

Authors such as J. C. Bean (1996, p. 89), Vygotsky and Rubenstein (1998), H. R. 0. Boylan (2002, p. 89), and S. Nadkarni (2013) have given definitions of the term communication from different points of view. Taking into account the definitions provided on different dictionaries, these authors agree that communication comes from Latin communis, common, refers to the establishment of a community with someone.

After an exhaustive review of the different definitions of communication offered by various authors, S. Nadkarni (2013) contributes the most to the current research, considering that the author deals with the elements involved in the process of communication and aims at the transformation that this achieves in the human being, because the author, in this definition remarks an important element, that is transformation in the human being, and when students communicate in the foreign language, they should feel a transformation in their level of knowledge.

According to this same author, S. Nadkarni (2013) the creation of communicative situations as a way to teach the language initially appears in the didactics of the mother tongue, but it is in foreign languages that it really takes on strength as a teaching procedure. In the first place, learning is intuitive and practical. By the method of trial or error, the adolescent is adapting his expression to the demands of communication, which allows him to satisfy needs and establish the deal with other people in communication.

The authoress of this research considers that the importance of the communication process in the learning of a Foreign Language is that people are able to connect with

others they want to be connected with, they can express their ideas, be listened and understand what the other person is trying to say, and can respond appropriately.

The development of communication skills in learning English as a Foreign Language

According to Roberto G. González Cancio (2009), communication skills refer to the use of language itself, to the achievement of a coherent, accurate expression. The mastery of a wide vocabulary offers greater possibilities to be understood. Many have been the investigations that have given treatment to the communicative abilities in English language but without a doubt it continues being a novel subject.

Beginning in the 1980s, the communicative approach began to be used in the language lessons, the achievements have been satisfactory. Despite the fact that students are being prepared in the four language skills: listening, speaking, reading and writing; it has been appreciated that there are difficulties in communicative competence, which could be more competent and fluent. It is for this reason that the teacher has to achieve the integration of the four English language skills in order to achieve the overall general education of the students and the correct use and development of the language.

The development of communication skills also has the possibility of transfer in the sense that a communication skill is not developed in a particular moment or action, but it becomes a quality, a response applicable to multiple situations that essentially share the same nature. Communication skills developed by an individual configure a peculiar way of solving tasks or solve problems in specific areas of activity.

The development of skills in learning English is very necessary because communication issues do not always happen due to the English level. The truth is people can know how to speak English without knowing how to communicate in English.

The development of speaking skill in English as a foreign language

Without any doubt, the communicative act is the most important action that man performs and due to that special attention must be paid to him, **speaking skill** is the basis for the further development of a good reading and writing, that is, at the same time that the social being elaborates and builds knowledge and trains himself to establish communication with others during his life. (D. Byrne, 1989).

Speaking skill develops a system of subskills through: the development of different types of descriptions (people, places), the establishment of comparisons, the performance of narrations based on what has been read, lived or supported by visual media, of instructions, the statement of conditions imagining something that may have happened or will happen, the definition of concepts, the expression of opinions, agreements or disagreements, the realization of summaries from a text or a situation raised.

Then, it is up to the teacher to be prepared for the problems that can arise in the classroom when faced with the treatment of speaking skill, that is, to find ways for students to be motivated and not to feel afraid to speak and for achieving a compensation in the participation of all the students, encouraging them to use the mother tongue in the classroom as little as possible, in order to achieve an effective oral communication in the foreign language.

Different authors define the term **speaking skill** as the development of a skill which is understood as the improvement of communication or the way of speaking between two or more people who express their opinions, feelings, attitudes and interests in the general practice of English.

Finocchiaro (1979), on the other hand, defines speaking skill as the production of oral language, that is, learning to speak a foreign language is known as the most difficult aspect in their learning.

J. Robin (1982), speaking skill is the process of speaking that goes beyond the simple production of sounds concatenated to one another. The fundamental objective of those who study a foreign language is communication, it means, sending and receiving messages effectively and negotiating meanings.

This was the definition selected for this study, due to he remarks in the fact that is the process of speaking that goes beyond the simple production of sounds concatenated to one another and it is the main purpose that the authoress of this research would like to achieve in the students after the application of the proposal.

D. Byrne (1989) states that in the process of oral communication, the speaker interacts with a listener where both change their roles in the conversation. That is to say, the speaker may become a listener and the other way around, taking into consideration feedback (showing understanding), choice (speaker's selection of what and how to speak according to the context) and information gap (the other 'listener' does not know what the speaker is going to say) are psychological processes which are involved in communication.

S. García et al. (2010) remarks the purposes of speaking as a main skill of the language:
•For interaction or social purposes: The emphasis is on creating harmonious interactions and not for communicating any information. E.g. greeting, making casual chats, telling jokes, etc.
•For transactional purposes: The emphasis is on communicating information, i.e. it is message oriented. Coherence and accuracy are important to present the information.

The authors also emphasize on the goal of teaching speaking for oral fluency; that is, the skill to express oneself intelligibly: reasonably accurately and without too much hesitation.

-How should teachers attain this goal?

According to the authors analyzed during the research process, and in the opinion of the authoress of the present research, to attain this goal teachers have to bring the students from the presentation stage (where the students understand, get familiar with or recognize the new content in a meaningful context) to the practice stage (where the students may be given ample opportunities to manipulate, practice or reproduce the content presented) and then to the production stage (where the students can use the language freely to express their own ideas. The transition from one of these stages to another should be smooth.

What are the tasks that the teacher of English should develop in the students for developing speaking skill?

The communicative functions are considered as speaking skill that the teacher of English should develop in the students. Some examples are: asking and giving personal information, greeting someone formally or informally, describing people/places, agree or disagree, talk about likes or dislikes, talk about what they did, talk about daily routines, etc.

What should students do to develop speaking skill?
To develop speaking skill learners should:
•Talk a lot in class and outside of it
•Get the chance to speak in all lessons
•Be interested in the topic
•Understand and express ideas with acceptable language accuracy
•Work in cooperative activities: group and pair work
What contents should teachers teach in a speaking lesson?
•Communicative functions in meaningful contexts
•Pronunciation
•Grammar
•Fluency

Some techniques to present communicative functions:

•Dialogues

•Passages

•Mini – dialogues

•Micro – situations

•Visuals

•Teacher – Students 'interaction

Some techniques to teach pronunciation

•Shadowing

•Imitation – repetition

•Back or front chaining

•Phonetic transcription

•Simulated transcription

•Contrasting

•Minimal pairs

•Singing

•Oral reading

Some techniques to teach vocabulary items

•Concise definition of the item (as in dictionary)

•Detailed description of the item

•Using examples of a general concept (animal: a dog, a cat)

•Illustration using visuals

•Context (putting the item in a sentence)

•Synonyms / antonyms /opposites

•Word – formation

•Associated ideas / collocation (do the homework / make coffee).

Throughout these activities, the students develop communicative practice in the language.

In the Practice Stage, the learner engages in communicative activities to practice the structure being learned. According to Morrow and Johnson (1981), quoted by L. A. Nirmawati (2015), a communicative task incorporates the actual processes of communication; the more of these features an exercise incorporates, the more communicative it is. The processes of communication are:

•Information gap. In the course of doing the activity, one participant should be in a position to tell one or more than one people something that the others do not know yet.

•Choice. The speaker must have some role in deciding exactly what he will say and how he will say it. (Options can be presented in advance by the teacher). This also means that there should be some certainty in the mind of the listener(s) about what the speaker will say next.

•Feedback. What the speaker says to the person(s) he is communicating with depends not only on what the other person(s) says, but also on what the speaker wants to accomplish via the conversation. During the stage, however, communication should not be interrupted. Instead, the teacher should take note of errors and deal with them after the communicative exercises. There is one element of correction that teachers feel should remain constant; regardless of when correction is made, teacher feedback should always attempt to engage the student cognitively rather than to simply point out the error and provide the appropriate target form. In any case the match in language factors, techniques, and resources will be used in each part of the lesson, according to D. Byrne (1989), who states that speaking skill is not developed in isolation in the classroom.

The author states that sources are sought to develop speech, reading and writing appear as possibilities to achieve this end. Based on all the above elements, the author concludes by defining speaking skill as a complex skill, which denotes the skill or skill that an individuals have to speak and express themselves, that is, to communicate with others.

After the analysis made by these authors about speaking skills, it can be stated that the development of speaking skills is knowing how to express ideas throughout the conversation and feedback between the sender and the receiver is well provided; in a foreign language it also requires a comprehensive pronunciation that does not interfere with the understanding of the message, what is really hard to achieve in Junior High Schools.

The development of speaking skill in junior high school

It is considered that the teaching of English in the Junior High School is quite difficult because adolescents are in a period of psychological and biological transformations. It is a proven fact that in natural environments, as well as in formal, preadolescent and adolescent school frameworks are faster and more effective than children in learning and mastering the morphology, syntax and lexicon of a foreign language. Adolescents appear to be the best negotiators in foreign language interaction, most likely developing strategies designed to make the discourse of their interlocutor more understandable. (J. E. Moreno González, 2010).

Vygotsky (1987) points out that if the environment does not present new occupations to the adolescent, he has no new demands on him and does not stimulate his intellect by providing a sequence of new abilities, his thinking does not reach the higher stages, or he reaches them with great delay. Communication skills refer to the use of language itself, to the achievement of a coherent, accurate expression. The mastery of a wide vocabulary provides greater possibilities to be understood.

It is important to catch adolescents´ attention to achieve the development of their speaking skill in English because the desire to interact among themselves permits the teacher to foster their potentialities and a good way to achieve this is by the use of didactic games.

The role of didactic games in the development of speaking skill in English as a foreign language

According to Jean Piaget (1956), Vygotsky (1987), Pugmire-Stoy (2011), González Millán (2014), Ludens (2006), J. Jacquin (2015), Florez and Burt (2015) and other authors consulted, games have been defined in different ways.

Florez and Burt (2015) define the **didactic game** as a participative technique aimed at developing learning skills in the students, methods of investigation and correct behavior, thus stimulating discipline with an adequate level of decision and self-determination.

Taking into account the previously raised by Florez and Burt (2015) the authoress considers that this is a definition that explains very well what a didactic game is, because it is a participative technique aimed at developing learning skills in the students thus stimulating discipline with an adequate level of decision and self-determination".

According to Florez and Burt (2015), the aim of the didactic games is to help the students assimilate, exercise and consolidate the knowledge and skills that constitute the content of the teaching process of the different subjects. The variety of this type of game is in correspondence to what the adolescent has to learn according to his age and his cognitive development. In this type of game, the didactic tasks are presented based on the objectives perceived by the teacher and the tasks that the adolescent must perform.

In education, entertainment and recreational elements can be useful for avoiding a tense atmosphere in the classroom and to help focus the attention of the students towards the activity that develops. The educational game, in addition to help to awaken the cognitive interest in the subject brings together other values of utmost importance for the education of schoolchildren, by developing moral qualities of the personality, by carrying out collective and individual work, contributes to the

enrichment of feelings, meaning of discipline, cooperation and solidarity among members and respectful relationships. The game is an ideal way for the formation of collective interrelationships. (Karlsson, Kjisik & Nordlund, 2009).

When programming the didactic games, it is important to follow a set of requirements such as: the psychopedagogical, methodological and organizational.

In the psychopedagogical requirements of the games, the principle of the scientific nature of the teaching - learning process must be fulfilled (relying on the knowledge that they previously possessed), guaranteeing the conditions of students´ motivation for learning (maintaining the interest and diversity of the student). actions during the game), guarantee in the didactic games that the knowledge expressed correspond to the demands of the curriculum and the particularities of the students, present the knowledge of English using the didactic games that guide the conceptions of the actions during the development of the teaching situations. (G.E. DeBoer, 2000).

Didactic games help the formation of teaching actions, control and self-control in such a way that the appropriation path stimulates the thinking procedures in the assimilation of knowledge, achieving that the selection and use of teaching and learning methods respond to the relationship with the other components of the process and the results of the pedagogical diagnosis.

Giving response to the different levels of the students´ development, to promote favorable environment in all the moments that enclose the relations teacher - student and student - teacher, to achieve, in the independent activity, that each student´s work is the result of their individual work and that the teaching tasks that are presented to them respond to their developmental intellectual development. This involves complicating the didactic task and actions of the game little by little. (Stoy Pugmire, 2011).

Stoy Pugmire (2011) remarks that in the methodological requirements of selecting and using games, it is important to keep in mind that the promotion of the formation

of knowledge and development of both general and specific skills in the subject where they are used, they must complement, expand, deepen the content of teaching English as a subject should provide, in the didactic game, the cognitive task is not directly indicated to the child, it is included within the playful activity itself and is chosen at random.

The author states that in the organizational requirements, individual and collective activities alone or with others should be demanded or promoted; there must be certain rules, structured to maintain an order in the participation of school adolescents.

According to what the different authors studied have stated about didactic games, it can be assumed that the role of didactic games in the development of speaking skill in English as a foreign language has great advantages, but teachers should take into account the diversity and variety, both in terms of the participation of the students as well as the types and forms of games because each student has his peculiarities.

Advantages of using didactic games in the development of speaking skill in English as a foreign language

Thanks to progress, students learn with different tools, games for learning are one of them. This new way of learning makes training more efficient. Games for learning are what learning professionals were looking for many years. There are many reasons that argue these advantages. Gerber, H. R. & Price, D. P. (2013).

-Didactic games enhance motivation:
Games' notion is important for learners. This is the reason of why they will be motivated and interested in the training. Everybody likes to play and have fun, even more when students learn speaking skill at the same time. Moreover, students will want to win in the training and have the best result they can.
According to the author, teachers can also add rewards to the training. This will enhance the motivation even more than a simple game. For example, professors can

reward learners with small gifts if they win the training or with a medal system. Even if it is a small gift, it will keep the desire to win for learners and they will have the impression that the teacher care about their training.

-Didactic Games help setup engaging scenarios.

The most important thing in games for learning is to have an engaging scenario because they should feel confident in order to lose the fear to talk. A scenario is a combination of environments and characters that make learners feel they are in a real universe. They must be familiar with the game's environment to care about their training. The closer to the reality the scenario will be, the more the learners will be engaged into the training.

-They establish educational goals.

Educational goals are important ingredients of engaging games for learning. It will be the most important part to allow the learners to earn new speaking skill. When games are created for learning, an educational structure must be established.

The educational goals are achieved once this analysis has been done. Always keep in mind those goals during the creation of didactic games design to stay in the good direction.

-They help evaluate learners with many ways.

One of the main advantages of didactic games is that teachers can evaluate learners by different ways. In a classic training, learners can be evaluated by a quiz at the end of the training, but it is a bit too "scholar" for professionals… especially with new generations!

According to what has been analyzed from (H. R .Gerber & D. P Price, 2013), the authoress of this research coincides that thanks to didactic games for learning, several possibilities are offered to the teachers. Of course, professors have the possibility to choose a classic quiz to evaluate junior high learners but through

didactic games they can realize the real things students know, the vocabulary they acquired and the way they are pronouncing.

The role of didactic games in the development of speaking skill in English as a foreign language in seventh grade students.

The process of teaching and learning has always been in the center of methodologists` research. They have tried to improve the methods and techniques used for teaching foreign languages and to make the didactic process challenging and attractive. In the past few years, they have discovered that using interactive techniques, songs, games and other communication-based activities increases the chances of acquiring communicative competence in a foreign language. Didactic games are one of the most attractive techniques teachers of English use with young learners. They are interactive, communication based; challenging and most of all bring about fun. (Kjisik.Karlsson & Y. Nordlund, 2009).

For the psychological development of seventh graders, didactic games are an essential stimulus. They have implicit a perennial source of spontaneous motivations, they convert the study into a pleasant activity according to the psychological characteristics of each one of them. They stimulate the imagination and other mental abilities, favoring the development of creativity.

Didactic games are a source of social exchange, develop feelings such as cooperation, loyalty, self-confidence, encourage parental emulation and critical and self-critical spirit. They guarantee independent work and the dialectical unity between instruction and education.

The author considers that through games, communication among adolescents is established in a better way because when the teacher uses didactic games the lessons are more dynamic and the adolescents learn faster, that is why there are many reasons to use them.

Reasons for using didactic games in the development of speaking skill in English as a foreign language in seventh grade students.

While didactic games might be very important to the learning process, one of the biggest downfalls of this genre is that the learning objective is quite evident to the learner and often does not have much meaning for the learner. In more interactive didactic games, the learning objective is submerged in a rich world that creates learning opportunities. Despite the mixed success of didactic games designed specifically for learning, the impact of digital gaming has drawn many educators and researchers to question how they might be used to facilitate students´ learning. (Holton & James, 2015).

Over the past decade, the use of didactic gaming has prompted considerable attention in exploring how and why games might be powerful tools in the classroom. As a result of this interest, there are potential benefits of this for education and learning in schools. Some important reasons why didactic games should be fully implemented in Junior High Schools are enhancing learning skills, engaging and motivating the teenagers and preparing them for living and working in the 21st century.

According to K. Becker (2012), the first reason why didactic games should be implemented in Junior High Schools is to enhance learning and speaking skill. In didactic games, it is evident that skills and competences are developed. Using teacher evaluations of simulation and quest-based didactic games found numerous speaking subskills to be developed through their use. Some of speaking subskills developed playing didactic games are: coherence, fluency, the correct use of the vocabulary, the comprehension of questions and the pronunciation.

Some didactic games cultivate these subskills by just engaging in them. If didactic games have such a great impact on the development of a teenager, it should be

incorporated in the curriculum of Cuban Junior High Schools. It will create a learning-based environment in which teenagers can fully utilize their learning capabilities.

Interpreting K. Becker´s words (2012), it can be expressed that didactic games are tools to engage teenagers in learning. The game is the hook or the stimulus, both for the learner and, in many cases particularly at junior high schools, for developing a rich and wide learning context. In lessons, didactic games provide a particular focus in one subject, for example, Mathematics or English Language but it is still valued as a stimulus for learning. Didactic games facilitate the multiple intelligences of teenagers such as verbal, mathematical and spatial.

The second reason why didactic games should be implemented in junior high schools is to engage and motivate teenagers via a student-centered approach to learning. Teenagers can enter environments in didactic games that would be impossible to access in any other way, for example going back in history, understanding the complexity of running a major city, managing entire civilizations or nurturing families.

Didactic games require engagement with complex decisions by allowing the player to explore the effects of different choices and a multiplicity of variables. Ongoing and responsive feedback on choices is usually given which encourages the users to discover new limits to their abilities. Didactic games stimulate conversation and discussion since players are able to share ideas, hints and tips in what increasingly tends to be a very lively and supportive learning community.

Didactic games allow teenagers to interact and the nature of the didactic games provides three main factors for motivation: fantasy, challenge and curiosity. Fantasy relates to the use of imagination and the teenagers' inherent inclination towards playing. It provides a way for teenagers to feel freedom to fail, experiment, interpret and identify.

Challenge is created by the task or puzzle in a didactic game and when appropriately aligned with the teenagers' skill level, the challenge falls within their zone of proximal development. Curiosity here is the sense of testing the didactic game or exploring to determine what happens if the teenager does a certain task. Didactic games create a way for teenagers to be motivated at the cognitive level and in using the new technologies; these games will have a greater impact on teenager's everyday lives. Finally, the third and most important reason, according to the same author K. Becker (2012) why didactic games should be implemented in junior high schools is to prepare the teenagers for living and working in the 21st century.

Teachers and school leaders want their teenagers to be prepared for the world of work and to see them inspired towards a relevant future career. Didactic gaming can help equip teenagers with speaking skill required to adapt to the outside world. Didactic games will provide the learning outcomes beneficial to excelling in the higher levels of education. If didactic games are implemented in junior high schools, it will certainly prepare the teenagers for the future and it will provide a new perspective of learning in schools.

In conclusion, it is clear that didactic games present an opportunity to engage students in activities, which can enhance their learning and speaking skill. Like any successful outlay, outcomes need to be well planned and classrooms carefully organized to enable all teenagers to engage in learning. Didactic games seem like a viable way for the future learner to bring their existing interests, skills and knowledge into the classroom and then use the games as a hook or stimulus to build the activities for learning around them. Didactic games provide a forum for learning in a happy way while developing cognitive and psychomotor skills. It prepares the teenagers for their future life.

Results of the initial diagnosis to determine the level of development of students´ speaking skill in seventh graders at Conrado Benítez García Junior High School

Scientific observation: (See Annex 1)

An observation guide was applied to fifteen English lessons with the objective of verifying the development of speaking skill and for checking the use of didactic games by the teachers. It can be stated that didactic games are not often used in the English lessons, teachers normally use activities making use of the workbook and professors rarely use didactic games just when the students are bored and they do not want to pay attention. Teachers sometimes use isolated didactic games; some of them are not related to the content and the vocabulary the students should know. Students are not so motivated, they see the subject as something compulsory, almost never, they enjoy the lessons. Learners are not well concentrated and they are afraid of making mistakes in front of the class.

Survey: (See Annex 3)
A survey was applied to the 36 students of seventh grade at Conrado Benítez García with the objective of knowing students´ motivation regarding the learning of English. The following results were obtained:
- In the first question of the survey, it was corroborated that there is a lack of motivation because twenty-six students (72.2%) do not like to learn English and they study the subject because it is compulsory. Ten students (27.8%) learn English because they enjoy it.

In order to know the goals of the students, question number two was applied and it showed that twenty-nine (80.6%) students learn English because they want to travel to another country, two students (5.6%) want to watch films without any translation and five students (13.8%) want to upgrade their knowledge.

- Regarding the students´ preferences towards the English skills, the majority of the students (80.6%) prefer speaking, three (8.3%) students like reading comprehension, three students like listening comprehension (8.3%) and just one student (2.8%) prefers writing.

Interview (See Annex 6)

An interview was applied to five teachers with the objective of verifying the level of motivation felt by English teachers at Conrado Benítez García Junior High School and the results obtained were as follows:
On the first indicator, related to their likes about to teach English in this level, all of them expressed to adore teaching teenagers because they enjoy the way they learn and the way they put into practice the content studied. Thus stating that, it could be corroborated that those teachers love their job.

On the second indicator, related to motivating students, when teachers realize they are learning, five teachers which represent the 100%, agreed that motivation is an important part of the English lesson and if they observe the students are learning, teachers help the students to increase their knowledge.

On the third indicator, related to the use of didactic games in the lessons, 2 teachers, which represent the 40%, expressed they use didactic games at least twice per week but the others, which represent the 60% said that they rarely use didactic games.

On the fourth indicator, related to the advantages and disadvantages didactic games have for students, 4 teachers which represent the 80%, recognize the advantages didactic games have, but when professors use them correctly. Just one teacher, which represents the 20%, mentioned that didactic games distract the students and this aspect can be considered as a disadvantage.

Pedagogical test: (See Annex 8)

Interpretation of the results of the application of the initial pedagogical test of speaking skill of the English Language in seventh graders at Conrado Benítez García Junior High School. Working with the result of the initial pedagogical test, it could be confirmed that the first pointer, related to comprehension of questions, seven students (19.4%) were able to comprehend questions quickly. fifteen students (41.7%) were able to comprehend questions but they need a little time to decode the message and fourteen students (38.9%) were not able to comprehend questions quickly.

Five (13.9%) students were able to pronounce final sounds in a correct way (specifically /s/). Twenty two (61.1%) students have some problems related to the pronunciation of the final sound /s/ in some words and nine students (25%) were not able to pronounce the final /s/.

Ten students (27.8%) are able to use the vocabulary related to the contents studied, thirteen students (36.1%) have a limited vocabulary to express themselves about the content studied and thirteen students (36.1%) could not speak due to a total lack of vocabulary related to the contents studied.

Evaluated indicators	Level 1	%	Level 2	%	Level 3	%
Comprehension of questions	7	19.4	15	41.7	14	38.9
Pronunciation of final sounds /s/	5	13.9	22	61.1	9	25
Use of vocabulary	10	27.8	13	36.1	13	36.1
Total	7	19.4	17	47.2	12	33.3

Proposal of didactic games for the development of speaking skill in English language

From the personal point of view of the authoress of the present research, a good learning game is much the same as a successful learning unit. At their core, learning

games should be built to satisfy some wider organizational goal. For most learning managers, this is the bottom line that defines whether or not they have done their jobs.

The didactic games, which are proposed below, encourage engagement because learners actually care about the game and the things they are going to learn. These didactic games provoke thought because games, by their nature, are interactive and it should provide an opportunity for the learners to reflect on their own experience. Not only does this provoke thought, but it also helps craft a unique personalized experience for each learner. They improve retention because learning games help by creating an additional context around the learning material and act as a subconscious mnemonic technique. With a didactic game, the learner can associate each step of the learning journey with a similar stage in the game.

Taking into account the English syllabus for seventh graders in speaking skill the objectives of the grade are greeting and giving personal information, asking and referring about the different places of the city, asking and referring about directions, describing the house, the school and the community, identifying the members of the family, describing each of them and the things they are doing, counting the numbers from twenty to one hundred, asking and referring about nationality and language, asking physical and moral characteristics about themselves and other people, asking about the weather and the seasons, talking about clothes, asking and giving information about daily activities and the activities they do at school, describing classmates and personalities.

These suggested didactic games provide the teacher with a more enjoyable way to teach their classes. These games facilitate communication and interpersonal relationships between students and between students and the teacher. They constitute an inexhaustible source of dynamism in the classroom.

These activities will be focused on the measurement of three main **indicators** for the development of speaking skill:

-Comprehension of questions.

-Pronunciation of final sounds /s/.

-Use of vocabulary of the units studied.

These indicators will be given three levels:

-Level 1: the student who is able to comprehend questions quickly and to give a proper answer, he/she also knows how to pronounce final sounds in a correct way (specifically /s/ and he/she uses the vocabulary related to the contents studied.

-Level 2: the student who is able to comprehend questions but he/she needs a little time to decode the message and to give an answer. He/she has some problems related to the pronunciation of final sounds /s/ and he/she knows the majority of words related to the content studied.

-Level 3: the student who is not able to comprehend questions quickly and to give an appropriate answer. He/she has many difficulties with the pronunciation of final sounds (specifically /s/) and he/she has lack of vocabulary related to the contents studied.

Game 1

Unit 1: Hello! What is your name?

Title: Number in my life.

Objective: To pronounce the natural numbers correctly.

Kind of lesson: Free practice.

Materials: Blackboard.

Organization: the class is divided into two teams. Each student will think of a number from one to fifty, which is important for him/her, could be a date, phone number, house number, age.

Vocabulary: numbers from one to fifty.

Development:

A volunteer student from one of the teams copies the number he/she thought on the board and another player of the opposite team will pronounce it as well as its predecessor and its successor and try to guess why that number is important for his/her classmate taking into consideration birthdays, ages, addresses.

Evaluation:

The team who has more participation and the majority of the students pronounce the most quantity of numbers correctly, will win. Teacher should take into account the three levels (High, middle and low) to evaluate each student.

Level 1: students who pronounce all the numbers correctly and participate three times in the game.

Level 2: students who pronounce most of numbers correctly but they need to think. They should participate twice in the game.

Level 3: students who pronounce many numbers incorrectly and participate just once in the game.

Game 2

Unit 1: Hello! What is your name?

Title: Going around

Objective: To express orally about personal information, by questions and answers, to develop speaking skill.

Kind of lesson: Semi-controlled.

Materials: Two bottles one green and one brown. Also, there is a box that contains cards with questions in English.

Organization: Students will be placed in a circle in front of the class.

Vocabulary: name, full name, nick name, last name, mothers 'name, fathers' name , phone number, ID number, address, age, country, nationality, language, occupation, birthday.

Development:

A student will spin the green bottle in the center of the circle and the student pointed out by it is the participant who must prepare a question related to personal information.

Then, other students will spin the brown bottle and the student pointed out will be who will answer the question asked by the other classmate.

At the end, each student will report his/her peer´s information.

A box with English cards will be placed for students who need it.

Example:

Student A: What is your name?

Student B: My name is Robert.

Student C: How old are you?

Student D: I am 12 years old.

Student E: Where are you from?

Student F: I am from Cuba.

Student G: What is your nationality?

Student H: I am Cuban.

Student I: Where do you live?

Student J: I live in Sancti Spíritus.

After the interview, each student will say:

-His/her name is...., he/she is..... years old, he/she lives in.....

Evaluation:

The student who has more participation and she/he elaborates questions quickly and she/he gives a proper answer with an adequate pronunciation (specifically final /s/) and she/he uses all the vocabulary studied and reports the other´s information using these indicators correctly, will win. The teacher will give him/her 3 points. He will be placed on the Level 1.

The student who participates and she/he elaborates questions but she/he needs a little time to decode the message and to give a proper answer and has some problems with the pronunciation final sounds (specifically final /s/) and vocabulary. The teacher will give him/her 2 points. He will be placed on Level 2.

The student who has poor participation and she/he needs the box to ask the questions and has many difficulties with pronunciation of final sounds (specifically

final /s/) and has lack of vocabulary related to the content studied. The teacher will give him/her 1 point. He will be placed on Level 3.

Game 3
Unit 3: What is your house like?
Title: Jigsaw Puzzle.
Objective: To describe the house, taking into account its characteristics, to develop speaking skill.
Kind of lesson: Semi-controlled.
Materials: Puzzle.
Organization: Small groups of three students will be formed and a puzzle will be given to each team, illustrated by different houses.
Students will try to form the puzzle to complete the figure and describe the house taking into account its characteristics (quantity of rooms, and the furniture inside it).
Vocabulary: house, home, address, numbers, kitchen, dining room, bedroom, bathroom, living room, backyard, front porch, garden, studio, car porch, garage, hall, yard, sofa, toilet, dining table, refrigerator, armchair, bed, picture, chair, cooker, TV set, wardrobe, bed.
Evaluation:

Level 1: students who use the English language and pronouncing the final sound /s/ correctly. They should add eight or more characteristics to the description.

Level 2: students who use the English language with some difficulties. They should add five, six or seven characteristics to the description.

Level 3: students who add two, three or four words to the description with many pronunciation problems in final sounds /s/.

At the end of the activity, the team that uses the English language and can add more vocabulary to the description will be the winner.

Game 4

Unit 4: What is Mum doing?

Title: Linguistic game.

Objective: To express orally about other people to favor communication.

Kind of lesson: Semi-controlled.

Materials: Illustrated cards, a box.

Organization: The teacher will divide the class into two teams and also make up a panel with 2 or 3 students, who will be responsible for asking the questions and awarding the qualification to the competing team. The teacher will place several cards with numbers in a box. Each number will coincide with pictures the panel has.

Vocabulary: name, age, job, read, sleep, work, wash, play, eat, watch, listen, drive and swim, cook, sing.

Development:

A student will take one of the cards and answer the questions of the panel, which can be, among others:

Panel: What is her name?

How old is she?

What do you think her job is?

What is she/he doing?

Evaluation:

Level 1: students who comprehend all the questions pronounce the final sound /s/ and answer correctly with an adequate vocabulary. Students should participate three times.

Level 2: students who comprehend some questions. They have some problems with the pronunciation of final sounds /s/ and lack of vocabulary. Students should participate twice.

Level 3: students who do not know how to answer the questions and they have many difficulties with the pronunciation and the domain of the vocabulary. Students should participate at least once.

Game 5

Unit 5: What is your friend doing?

Title: Doing and doing

Objective: To express orally about someone taking into account actions they are doing.

Kind of lesson: Free Practice

Materials: Pictures with people doing something.

Organization: The class will be divided into two teams (Red team – Blue team). The teacher will put some pictures upside down on the desk.

Vocabulary: fix, clean, do, feed, call, paint, walk, and have. They should also know the combinations, for example: fix the car, feed the baby and call back.

Development: A student from the red team will go to the desk and he/she will select a picture and the student from the opposite team will say what people from the pictures are doing now.

Evaluation:

Level 1: students who speak with a correct use of the language, the vocabulary studied and the pronunciation of the final /s/. They prepare the sentence quickly.

Level 2: students who speak with some difficulties due to the lack of vocabulary and problems with the pronunciation and they need time to organize the sentence.

Level 3: students who speak with many difficulties and they need help to organize the sentence.

 At the end of the activity the team who speaks better with a correct use of the language will be the winner and they will be congratulated with a strong applause.

Game 6

Unit 7: What is your friend like?

Title: Jigsaw Puzzle.

Objective: To describe people physically taking into account their characteristics to develop speaking skill.

Kind of lesson: Semi-controlled.

Materials: Puzzle.

Organization: Small groups (4 students) will be formed. A puzzle will be given to each team, illustrated by different people.

Vocabulary: tall, short, old, young, heavy, thin, small, ugly, noisy, quiet, eyes, skin, hair, curly, wavy, straight.

Development:

Students will try to form the puzzle to complete the figure and describe the people taking into account his/her characteristics (eyes, hair, skin).

Evaluation:

Level 1: students who use the vocabulary studied correctly and pronounce the final sound /s/. They should add eight or more characteristics to the description.

Level 2: students who use the vocabulary studied and pronounce the final sound /s/ but with some difficulties. They should add five, six or seven characteristics to the description.

Level 3: students who add two, three or four words to the description with many pronunciation problems in final sounds /s/.

At the end of the activity, the team that uses the English language correctly and can add more vocabulary to the description will be the winner.

Game 7

Unit 8: What is the weather like?

Title: The weather

Objectives: To develop the student's immediate memory by adding words related to the weather

Kind of lesson: Free Practice.

Materials: Pictures (related to weather)

Organization: To carry out this game, the group will be divided into two teams (Red team- Blue team).

Several pictures will be placed on the table.

Vocabulary: cloudy, cold, cool, dry, high, hot, low, rainy, sunny, temperature, warm, windy.

Development:

A student from the red team will choose a picture and he/she should say: In this picture the weather is…. The opposite team will add more new words to the sentence. Afterwards a student from the blue team will choose a picture and so on.

Evaluation:

Level 1: students who add more vocabulary to the sentence with a correct pronunciation of the final sound /s/.

Level 2: students who add vocabulary to the sentence with some pronunciation problems.

Level 3: students who add 2 or 3 words to the sentence with many pronunciation problems.

Each new word added will have a value of 2 points but according to the pronunciation the teacher will reduce those points.

At the end of the game, the team that has added more vocabulary to the sentence will be the winner.

Game 8

Unit 9: What are they wearing?

Title: I went shopping.

Objective: To recognize the vocabulary related to clothing.

Kind of lesson: Free practice.

Organization: Teamwork. The group is divided into two teams. The teacher will place the classroom in a circular and standing position.

Vocabulary: trousers, shirt, tank top, trunks, suit, tie, belt, suspenders, under pants, dress, blouse, skirt, panty, bra, high heel shoes, stockings, pants, shorts, shoes, socks, underwear, pullover, T-shirt, gloves, uniform, tights and hat.

Development:

A student will begin the sentence: I went shopping and I bought ... saying a garment, the partner on its right will continue saying the same phrase adding another garment, and so on until the last player.

Evaluation:

Level 1: students who remember almost all the garments.

Level 2: students who remember the garments but they need time to think about what his partner said.

Level 3: students who forget the garments quickly.

The one who forgets a garment already said will lose and withdraw from the game.

The student who remembers most of the garments will win.

Game 9

Unit 10: What do you do at school in the morning?

Title: Predicting pictures.

Objective: To reproduce the acquired vocabulary related to school objects through the representative prediction of images.

Kind of lesson: Semi-controlled.

Materials: Fifteen to twenty cards with illustrations of school objects and parts of the classroom.

Organization: Teamwork. The group is divided into teams of four players. First, the teacher will give the students a group of cards that contain different illustrations of school objects and parts of the classroom to each team.

Vocabulary: ruler, chair, table, chalkboard, classroom, compass, pencil, desk. schoolbag, school, pen, notebook, book.

Development:

Students will observe them carefully for five minutes and then group them one on top of the other on the back.

The players will be predicting the illustration that contains the card starting from the right in a circular way until reaching the fourth player, if they guess the card, it is eliminated from the group and, if not, the card is incorporated again.

Evaluation:

Level 1: students who have the most quantity of cards.

Level 2: students who have some cards.

Level 3: students who have just a few cards.

Only one card will be taken and it cannot be observed. The team with the most quantity of cards will win.

Game 10

Unit 11: Can you do it on your own? (Review)

Title: Guessing game.

Objective: To recognize classroom objects through questions and answers to develop communication.

Kind of lesson: Semi-controlled.

Materials: Classroom objects.

Organization: the class will be divided into two teams (red team – blue team).

Vocabulary: ruler, chair, table, chalkboard, classroom, compass, pencil, desk. schoolbag, school, pen, notebook, book.

Development:

A student from the red team will think of a classroom object (ruler). A student from the opposite team will have to guess the object previously thought through questions.

Example:

Red team: (ruler)

Blue team: Is it a pen?

Red team: No, it is not.

Blue team: Is it a ruler?

Read team: Yes, it is.

Evaluation:

Level 1: students who guess the most quantity of classroom objects. They should use a correct pronunciation of the final sound /s/ and ask quickly.

Level 2: students who guess some classroom objects. They need time to prepare the questions and they have some problems with the pronunciation of the final sound /s/.

Level 3: students who guess just a few cards. They do not know how to pronounce correctly the final sound /s/ and they have some difficulties with the questions order.

At the end of the activity, the team who guesses the most quantity of classroom objects will be the winner and they will be congratulated with a strong applause.

Results of the final diagnosis to determine the level of development of students´ speaking skill in seventh grade at Conrado Benítez García Junior High School, after the application of didactic games to achieve the development of speaking skill in English as a foreign language.

After putting into practice the proposal of didactic games in order to develop speaking skill in these students, a final diagnosis was developed and it was confirmed that the results were higher to the ones of the initial diagnosis:

Scientific observation.
Analysis of the results of the final stage. (See Annex 1)
Fifteen English lessons were observed with the objective of verifying the development of speaking skill and for checking the use of didactic games by the teachers. It can be stated that with the use of didactic games in the English lessons they began to feel motivated to receive the subject and they looked more concentrated and prepared for the content, because in this final stage teachers use didactic games taking into account the unit students are receiving and the vocabulary they should know. Just few students are afraid of making mistakes.

Survey
Analysis of the results of the final stage. (See Annex 3)
After the pre-experiment the following results were obtained:
With the objective of knowing students´ motivation regarding the learning of English. Thirty-six students were surveyed.
- In the first question of the survey, it was corroborated that there is motivation because the majority of students (83.3%) like to participate in lessons and only six students (16.7%) are still afraid to participate.

- In order to know the goals of the students related to the English subject it was corroborated that twenty students (55.6%) learn English because they want to upgrade their knowledge, ten students (27.8%) want to watch films without translation and six students (16.7%) want to travel to another country.

- Regarding the students´ preferences towards the English skills the majority of the students (83.3%) prefer speaking, three (8.3%) students like reading comprehension, two students like listening comprehension (5.6%) and one student (2.8%) prefers writing.

Interview

Analysis of the results of the final stage (See Annex 6)

The final results of the interview corroborated that on the first indicator related to their likes about to teach English in this level, five teachers, which represent the 100% like what they are doing and achieving with their students.

On the second indicator, related to motivating students when teachers realize they are learning, five teachers, which represent the 100%, agreed that they work for the students and the only way to develop their skills is through motivation.

On the third indicator, related to the use of didactic games in the lessons, five teachers, which represent the 100%, expressed that when they use didactic games the students learn faster and the learners feel motivated in every lesson.

On the fourth indicator, related to the advantages and disadvantages didactic games have for students, four teachers which represent the 80%, recognized the advantages didactic games have for achieving a productive teaching. Just one teacher which represents the 20%, who had mentioned that didactic games distract the students affirmed in this final stage that when using didactic games correctly, the teacher´s goal can be achieved.

Final Pedagogical test (See Annex 9)

The objective of the final pedagogical test was to know the current stage of the problems related to the development of speaking skill in English at Conrado Benítez García Junior High School.

Comprehension of questions

In the initial test (annex 9), fourteen students out of thirty-six were slow learners, this is a 38.9%; fifteen students were qualified as middle learners that is 41.7% and seven students as high learners this is a 19.4%.

In the final test (annex 10), seven students out of thirty-six were slow learners, this is a 19.4%; seventeen students had been qualified as middle learners that is a 47.2% and twelve students as high learners this is a 33.3%.

Pronunciation of final sounds /s/

In the initial test (annex 9), nine students out of thirty-six were slow learners this is a 25%; 22 students were qualified as middle learners that is a 61.1% and five students as high learners this is a 13.9%.

In the final test (annex 10), six students out of thirty-six were slow learners this is a 16.6%; twenty students were qualified as middle learners that is a 55.5% and ten students as high learners this is a 27.7%.

Use of vocabulary

In the initial test (annex 9), thirteen students out of thirty-six were slow learners this is a 36.1%; thirteen students were qualified as middle learners that is a 36.1% and ten students as high learners this is a 27.8%.

In the final test (annex 10), nine students out of thirty-six were slow learners this is a 25%; ten students were qualified as middle learners that is a 27.7% and seventeen students as high learners this is a 47.2%.

Evaluated indicators	Level 1	%	Level 2	%	Level 3	%
Comprehension of questions	12	33.3	17	47.2	7	19.4
Pronunciation of final sounds(s)	10	27.7	20	55.5	6	16.6
Use of vocabulary	17	47.2	10	27.7	9	25.0
Total	13	36.1	16	44.4	7	19.4

CONCLUSION

-The bibliographic review allowed deepening into the English as a Foreign Language teaching-learning process by emphasizing on the development of speaking skill through the use of didactic games, which is an essential method in Cuban schools. It also offered the possibility of knowing the particularities of the communicative approach and its dialectical relationship for the achievement of the development of speaking skill.

-In the development of the research, the diagnosis revealed a significant number of shortcomings in the development of speaking skill, which decreases the effectiveness in the training of students at this level of education, although potentialities are also noted and which contributed positively in the course of the research.

-The way of solution is aimed at proposing didactic games for the development of speaking skill in English, which encourage positive socialization and the development of the students´ personality. These games facilitate communication and interpersonal relationships between students and between students and the teacher. They constitute a source of dynamism in the classroom.

- The results obtained throughout the research permitted to corroborate that students make progress in the language once they are playing. The games showed movement from Level 3 to Level 1; and the results were higher according to the indicators measured. The outcomes also showed greater accomplishment of speaking skill in the English language.

RECOMMENDATIONS

- To continue deepening into the pronunciation of the final sound /s/ in syllabi and words.

-To go on searching on the development of speaking skill in English as a foreign language in seventh grade.

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Annexes:

Annex 1

Observation Guide

Objective: To verify the development of speaking skill in English as a Foreign Language in seventh graders in "Conrado Benítez García" Junior High School using didactic games.

1- The following aspects will be observed in the lessons:

a) Are the students concentrated during the lessons?

b) Is there any fear of oral participation in the English lesson?

c) Do the teachers have didactic games in their lessons? What vocabulary and pronunciation items are these games focused on?

d) How often do teachers use didactic games?

Annex 2:

Documentary analysis

Objective: To analyze the objectives of the English syllabus in seventh graders regarding speaking skill.

Determination of:

- Objectives

- Comprehension of questions

- Use of vocabulary

- Pronounciation of final sounds /s/

Annex 3

Survey

Objetivo: To determine the students' motivation regarding the learning of English at Conrado Benítez García Junior High School.

Questionnaire:

Estimado estudiante, la encuesta que te aplicamos a continuación tiene como objetivo evaluar el proceso de enseñanza y aprendizaje del inglés y el desarrollo de la expresión oral en inglés. Por tal motivo, te pedimos que seas lo más sincero posible en tus respuestas ya que las mismas permitirán resolver las principales deficiencias presentes en el mismo.

1. **Aprendes inglés porque…**

_ Te gusta y te place aprenderlo.

_ No te gusta y te lo exigen o lo necesitan.

2. **Con el aprendizaje del inglés pretendes…**

Marque con una x los tres objetivos de mayor importancia para usted.

-Continuar superándote.

-Visitar familiares o amigos en países extranjeros

- Leer sin traducción.

-Ver y entender filmes sin traducción.

-Hablar con nativos.

3. Para los objetivos seleccionados cuáles son sus preferencias. Enumérelos por prioridad.
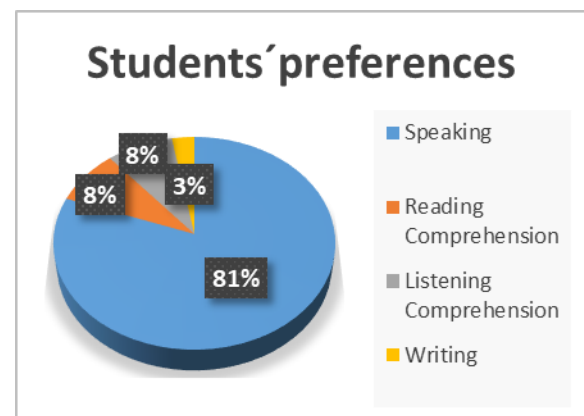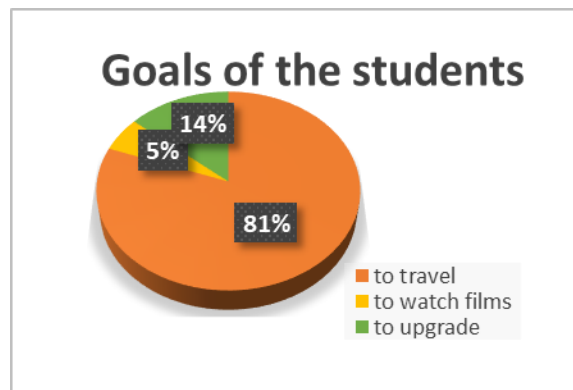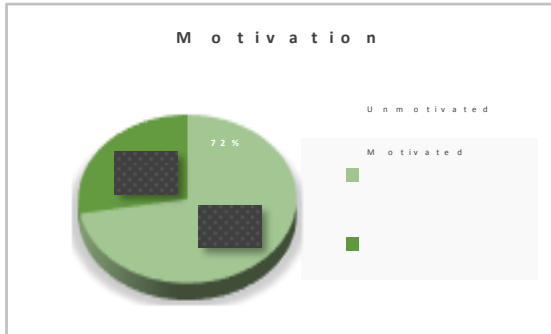
-Comprender la lengua oral.
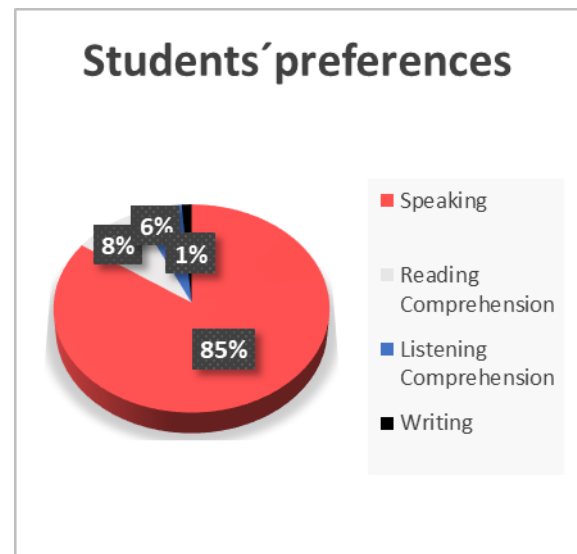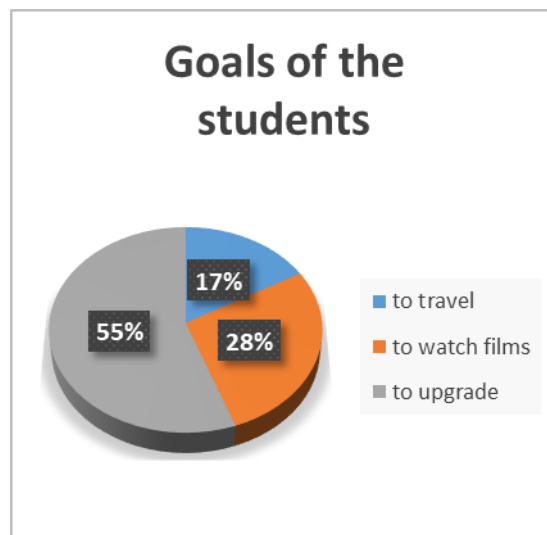
-Comprender la lengua escrita.

- Hablar.

- Escribir.

Annex 4

Results of the Survey (Initial Stage)

Motivation

72%

Unmotivated

Motivated

Goals of the students

14%

5%

81%

- to travel
- to watch films
- to upgrade

Students´preferences

8%

8%

3%

81%

- Speaking
- Reading Comprehension
- Listening Comprehension
- Writing

Annex 5

Results of the Survey (FinalStage)

Motivation

- Motivated: 83%
- Unmotivated: 17%

Goals of the students

- to travel: 17%
- to watch films: 28%
- to upgrade: 55%

Students´preferences

- Speaking: 85%
- Reading Comprehension: 8%
- Listening Comprehension: 6%
- Writing: 1%

Annex 6

Interview

Objective: To verify the level of motivation felt by English teachers at Conrado Benítez García Junior High School.

1. Do you like to teach English in this level? Why?
2. Do you motivate your students when you realize they are learning?
3. Do you teach the English Language through didactic games? How often do you use them?

4. Which are the advantages and disadvantages didactic games have for students?

Annex 7

Results of the Interview (Initial and Final Stage)
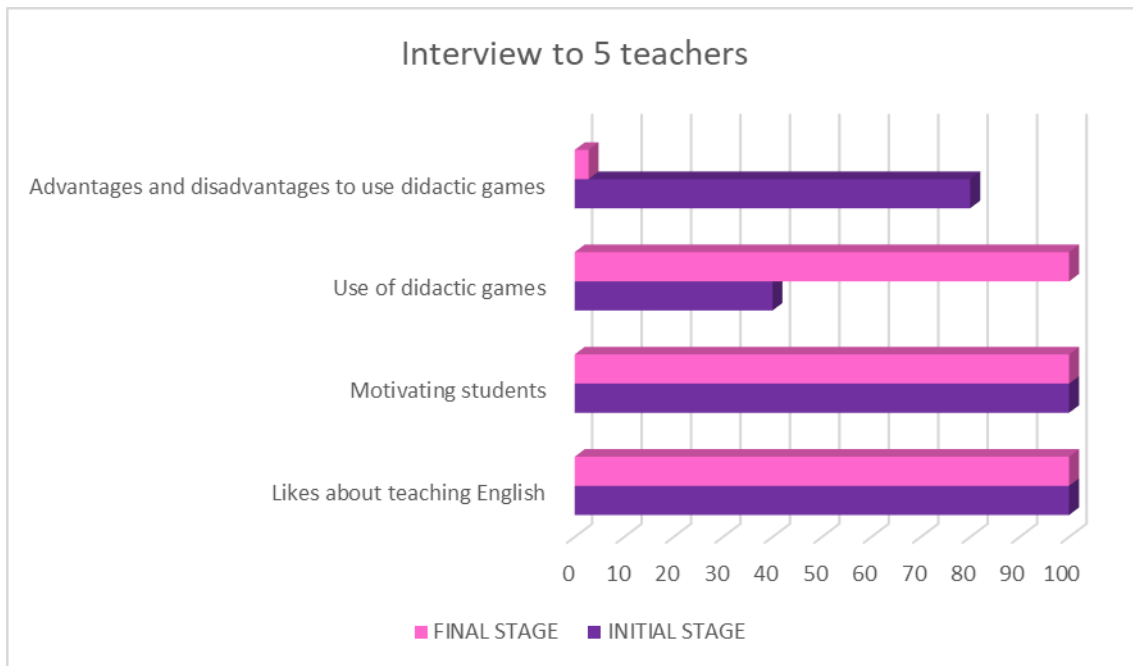
Annex 8

Pedagogical test

Objective: To corroborate the development of speaking skill in seventh graders at Conrado Benítez García Junior High School .

Marca con una X el equivalente en inglés cada una de las siguientes expresiones.

1. Good morning! It means:

-Buenas tardes.

- Mi nombre es María.

-Buenos Días.

2. How are you? It means:

- ¿Cómo estás?

-Yo tengo 20 años.

-El lápiz es rojo

3. Where are you from? It means:

____Libreta

____¿Dónde vives?

____ Adiós

4. Next, several pictures will be given to the students where famous personalities will appear (singers, athletes, etc.). Students will select one of them and describe him or her correctly using the foreign language.

5. The adolescents will develop simple dialogues with their classmates where they will use the foreign language, in a clear way, with a correct pronunciation and intonation of the words. (From unit one to four).

6. Through the presentation of objects, students will make sentences using the vocabulary studied in lessons.

Annex 9

Final Pedagogical test

Objective: To corroborate the development of speaking skill in seventh graders at Conrado Benítez García Junior High School.

1. The teacher will give the students communicative situations related to the content they studied and the adolescent will develop a dialogue with their partner where they should use the foreign language correctly.
2. A picture will be given to each student where a famous personality will appear. Students will have to describe him or her morally and physically.
3. Students will imagine they are in an International Festival of Youth and Teenagers. There will be people from different countries attending, and they are going to parade with their flags. Then they will introduce themselves and be prepared for any question. (They should use new vocabulary, be careful with the pronunciation of final /s/ and answer some questions correctly.)

Annex 10:

Results of the Pedagogical test (Initial and Final Stage)

Pedagogical results