BACHELOR ON EDUCATION ON FOREIGN LANGUAGES. ENGLISH WITH A SECOND LANGUAGE.

MAJOR PAPER

Título: "La enseñanza del verbo to be en noveno grado".

Title: ¨ The teaching of the verb to be in ninth grade¨.

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DEDICATION

To all the people who supported me during my training as an education professional, this is the most distinguishable way to reward and thank:

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ABSTRACT

This major paper makes a deep bibliographic analysis of the theoretical and methodological bases that support the use of the verb to be in English as a foreign language in ninth graders. Different theoretical and scientific positions adopted by different authors about verb to be and its use in English as a second language were considered. Some aspects regarding grammar and other important elements related to the verb to be were taken into account. This research is aimed at evaluating the effectiveness of the application of didactic games to improve the use of the verb to be in English as a foreign language in ninth graders at Julio Sotolongo Junior High School. During the development of this research, scientific methods have been put into practice such as: historical-logical analysis, inductive - 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. Up-dated bases on the subject were used during the research, and during the development of the theoretical and methodological design. As a result, the reinforcement of the use of the verb to be in English as a foreign language on 9th graders is achieved.

RESUME

Ce projet de recherche effectue une analyse bibliographique approfondie des bases théoriques et méthodologiques qui soutiennent l'utilisation du verbe être en Anglais comme langue étrangère chez les élèves de neuvième année. Différentes positions théoriques et scientifiques adoptées par différents auteurs concernant le verbe être et son utilisation en Anglais comme langue seconde ont été prises en compte. Les aspects liés à la grammaire et à d'autres éléments relatifs au verbe être ont été pris en compte. Cette recherche vise à évaluer l'efficacité de l'application de jeux didactiques pour améliorer l'utilisation du verbe être en Anglais comme langue étrangère chez les élèves de neuvième année de l'école secondaire Julio Sotolongo Hernández. Au cours du développement de cette recherche, différentes méthodes scientifiques ont été prises en compte 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 fait référence aux bases les plus à jour sur le sujet abordé lors de la recherche, ainsi qu'à lors de l'élaboration de la conception méthodologique théorique prise en compte au cours du projet. En conséquence, le renforcement de l'utilisation du verbe être en Anglais comme langue étrangère chez les élèves de neuvième année.

INTRODUCTION

The twenty-first century has witnessed greater changes in communication and language plays a prominent role in human communication. Without language, people cannot communicate their ideas, thoughts, feelings, views, opinions, reactions, passions and emotions to the people living around them. There is no society that can exist without having a language. So, there is a need for the people to learn a language in order to communicate their ideas and feelings with their fellow human beings.

Consequently, people have to learn a language and its skills to convey their messages clearly and effectively to the others. As the real success of communication depends mainly on the way of expression, language skills help human beings to get perfection in their communication. Furthermore, perfect learning of the skills of a language is the right key to open the lock of success in all fields in this modern world. As there is more importance to the language skills, many people try to acquire these skills by putting into practice.

There is an old proverb which was derived from the culled wisdom of centuries saying, "Practice makes a man perfect". There is no doubt that practice makes a person not only perfect but also skillful, adept, expert, proficient and even superior in a certain field. Therefore, the learners of any language have to put more emphasis on practice to get good knowledge of the language that they are learning.

While learning a new language, learners face many difficulties at the initial stages. It is due to the complexity of structure, vocabulary, semantics, grammar and some other aspects of the language. Some learners find it easy to learn a new language, whereas, some others find it more difficult. Hence, learning a new language involves a mixed experience and the learners have to put more efforts in learning the skills of the language in order to get a very good command over the language.

It is a known fact that communication is possible only and when there is a language.

If there is no language to communicate, it leads to the dearth of communication. Therefore, a language should exist in order to communicate our views, opinions, ideas, thoughts and feelings to the other people who live in this global world. When people have perfection in a language, they can communicate well with others and convince them in accomplishing their works. This perfection is achieved with a lot of practice and people have to spend more time on the basic skills of the language.

Language skills are needed for people to communicate their messages effectively to the others and effective communication is possible by acquiring all the language skills. Therefore, the learners of a language have to concentrate more on language skills as they are the most important ones in developing both oral as well as written communication.

Due to those elements, it can be expressed that learning languages at present has become, more than ever, an important tool to communicate and interact with people from different cultural and linguistic backgrounds. In 2008 Matsura, General Director of UNESCO, encouraged the development of language policies that would enable each linguistic community to use its first language, or mother tongue as widely and as often as possible, while also mastering a national or regional language and an international language.

The Cuban pedagogical tradition has always acknowledged the importance of learning foreign languages. Félix Varela referred to the significance of reading Cicerone in the language of the Romans, without translation. In his writings about the Nautical School, José de la Luz y Caballero highlighted the importance of mastering languages like English, French and German, which he considered not only useful but indispensable. In 1882, Jose Martí expressed the view that those who cannot read in French, English or German are not in keeping with the epoch they

live in. This shows Martí´s concern that people should learn and develop the skills needed for the period in which they live.

In the communicative competence model, the purpose of learning grammar is to learn the language of which the grammar is a part. Instructors therefore teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete. Alijanian, (2012).

By the end of ninth grade, learners should be able to:

- Communicate preferences, giving simple reasons.
- Describe and exchange information related to activities, experiences, people and places in past, present and future, with the correct use of the verb to be.
- Ask for assistance and information, including directions.

- Demonstrate general comprehension of simple written texts by completing an authentic task orally or in writing, preferably in English.
- Demonstrate general comprehension of conversational situations in English by completing an authentic task orally or in writing.
- Write short and simple texts like letters and descriptions of places and people.

A diagnosis was made at Julio Sotolongo Junior high School in Trinidad, with the purpose of searching about the main difficulties ninth graders have in the development of the communicative competence in English, in which some theoretical, empirical and statistical and mathematical methods and techniques were put into practice, in which some **potentialities** were determined like:

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

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

The main **difficulties** detected are in the teaching and learning of grammar, and particularly in the use of the verb to be in the different verbal tenses, corroborated in:

-Lack of students´ comprehension and use of the different verbal tenses in English.

-Limitations for the conjugation of the verb to be in different verbal tenses in controlled practice activities.

-Difficulties at the time of expressing orally and in writing using the correct form of the verb to be in free practice tasks. It constitutes these main students´ handicap at the time of communicating in the foreign language.

After an analysis of this problemic situation, the following **scientific problem** has been declared: how to reinforce the use of the verb to be in English as a foreign language on 9th graders from Julio Sotolongo Junior High School in Trinidad?

For finding an answer to the scientific problem stated, the **objective** of this research is: to evaluate the effectiveness of the application of didactic games to reinforce the use of the verb to be in English as a foreign language on 9th graders from Julio Sotolongo Junior high School in Trinidad.

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:

Scientific questions:

1. What are the theoretical and methodological bases that support the use of the verb to be in English as a foreign language?

2. What is the current state of ninth graders from Julio Sotolongo Junior high School in Trinidad in regard to the use of the verb to be in English as a foreign language?

3. What kind of didactic games to propose for the reinforcement of the verb to be in English as a foreign language on 9th graders from Julio Sotolongo Junior high School in Trinidad?

4. What will be the effectiveness of the application of didactic games for ninth graders at Julio Sotolongo Hernández Junior High School for the reinforcement of the verb to be in English as a foreign language on 9th graders from Julio Sotolongo Junior high School in Trinidad?

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

1. Determination of the theoretical and methodological bases that support the use of the verb to be in English as a foreign language.

2. Diagnosis of the current state of ninth graders from Julio Sotolongo Junior high School in Trinidad in regard to the use of the verb to be in English as a foreign language.

3. Proposal of didactic games to propose for the reinforcement of the verb to be in English as a foreign language on 9th graders from Julio Sotolongo Junior high School in Trinidad.

4. Evaluation of the effectiveness of didactic games applied for the reinforcement of the verb to be in English as a foreign language on 9th graders from Julio Sotolongo Junior high School in Trinidad.

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

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

Historical and logical analysis: it was used to determine the way the teaching of grammar in English as a foreign language has been treated in the world and specifically in Cuba through the history of English as a Foreign Language Teaching and, specifically, the use of the verb to be in ninth grade.

Analysis-thin thesis: it has been useful form the analysis of the different theoretical and methodological bases that support the teaching-learning of grammar in English according to different sources of information and different authors, as well as to make synthesis about such information found.

Induction-deduction: it has served as a way of deducing the different tendencies and methods that have been used in the teaching of grammar in junior high school and, in particular, the teaching-learning of the verb to be in ninth grade.

Methods from the empirical level.

Survey: a questionnaire was applied to teachers of English from Julio Sotolongo Junior high School in Trinidad, in order to determine the way grammar is being taught in the different levels, making emphasis on the use of the verb to be in ninth grade, particularly focused on how students are able to use the verb to be en English lessons.

Interview: 30 ninth grade students from Julio Sotolongo Junior High School in Trinidad were interviewed about how they are able or not to use the verb to be in English lessons.

Scientific observation: 5 English lessons were observed in ninth grade from Julio Sotolongo Junior high School in Trinidad, in which great difficulties were corroborated in the use of the verb to be.

Pedagogical test: It was applied to the sample selected in order to evaluate the use of the verb to be in English as a foreign language. **Methods from the statistical and mathematical level:**

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

Population and sample: The population selected for the development of this study was the whole enrollment of ninth grade from Julio Sotolongo Junior high School in Trinidad, formed by 153 students, represented by a population composed of 29 students from group ninth 3, characterized by having 19 males and 9 males. Thirteen students (65.5%) have their parents divorced, out of which 4 of them do not have any relationship with the school. 7 students have great difficulties with discipline and 11 of them have a bad evaluation in English lessons. This sample was selected by a non-probabilistic and intentional way, taking into account that it is the group shares most of the population´s features from the pedagogical, social and academic viewpoints.

Scientific novelty: A proposal of didactic games for the reinforcement of the use of the verb to be in English as a foreign language on 9th graders from Julio Sotolongo Junior high School in Trinidad, characterized by their communicative features, based on students´ real-life situations, attainable, and accessible. These games should be designed according to the students' likes, interests and taking into account their real environment.

DEVELOPMENT

Theoretical and methodological bases that sustain the teaching of grammar in English as a foreign language

"Without grammar, language does not exist", say Nassaji (2011:1). However, this has not always been the case. One of the most heated topics in the field of language teaching has been the role of grammar so the ways of teaching it have varied significantly. During the time of the more traditional methods, the focus was clearly on form and accuracy, and learning a language basically meant learning its grammar. After some time, people questioned the importance of grammar when the aim of language teaching changed more towards enhancing learners' communicational skills: "it was even suggested that teaching grammar was not only unhelpful but might actually be detrimental" (Nassaji 2004:126).

The importance of grammar in the English language cannot be ignored (Savignon, 2017) as it is relatively an essential language form (Alijanian, 2012) that learners need to master in order to create meaningful sentences.

Nowadays the general idea is that grammar really has its place in language learning and teaching, and research has demonstrated that focusing only on meaning is inadequate, hence one would not reach the highest level of competence without some focus on form (Harley and Swain 1984), point out that for many years now, researchers' focus has been on "how to draw students' attention to grammar while still developing other areas of communicative competence", but they have still not come to a conclusion about the ideal balance between these two. Nassaji (2011:1) state that "The controversy has always been whether grammar should be taught explicitly through a formal presentation of grammatical rules or implicitly through natural exposure to meaningful language use".

In English as a Foreign Language, the teaching of grammar is not an end in itself but a means to an end, the communication of the message; that is why its teaching should take as a basis the context in which the communicative function was presented. Form (Structure), meaning (notion) and use (function, what to do with the language) are elements to be taken into consideration when teaching grammar. Camacho (2017).

What is grammar?

According to Longman Dictionary of contemporary English grammar is: "The rules by which words change their forms and are combined into sentences, or the study or use of these rules." (Longman Dictionary of contemporary English, 2001, p. 619)

According to Nassaji (2011) "grammar is not just a dry list of facts and rules. It is in our heads and it is a living resource that gives us the ability to communicate our ideas and feelings and to understand what other people say or write to us."

On the other hand, (Burgo, 2015, p. 219) defined grammar as "the underlying, implicit and abstract knowledge that humans have in their minds regarding the morphology and syntactic rules of their mother tongue."

Holton & James, (2015) define pedagogical grammar as: "a research domain that is concerned with how grammar can most effectively be taught and learned in the second language (L2) classroom". They highlight the importance of the three big areas: L2 grammar acquisition (learning), L2 grammar instruction (teaching), as well as grammar description, proposing that all these aspects should be taken into account when examining pedagogical grammar.

Thornbury (2004:13), emphasis added) describes grammar as "a description of the rules for forming sentences, including an account of the meanings that these forms convey". This type on definition that sees rules and grammar synonymous is perhaps the most common one. Here is a different kind of description: "I have also tended to favor a dynamic view of grammar (…). Grammar is much more about our humanness than some static list of rules and exceptions suggests. Grammar allows us to choose how we present ourselves to the world, (…) all the while establishing our individual identities" (Larsen-Freeman 2003:142, emphasis added).

Thornbury's (2004:13) description. If we look into Larsen-Freeman's conceptions of grammar in a more detailed manner, it becomes clear that she does not consider grammar as an area of knowledge but actually as a skill or a dynamic process whereby the students learns how to use grammar meaningfully and communicatively. Grammar is a verb rather than a noun; it is not a thing, it is something people do. She calls it grammaring (Larsen- Freeman 2003).

The definition of Grammar that suits the most with this research is the one given by Camacho due to this author makes reference to grammar as a relevant factor when communicating a message. Moreover, this author refers to the most important elements of grammar such as, **form** which means structure, **meaning** which has to do with the notion as such, and also **use** which reflects the function, what to do with the language as well.

What does it actually mean to teach grammar? There is no one and only way to define grammar because it might mean very different things to different people. There are different kinds of grammars out there but in this paper the focus is on how one would define it and its function and importance in language learning and teaching. However, it could be useful to highlight the importance of pedagogical grammar here because it focuses on the ways of grammar teaching, and that is exactly what this study focuses on as well.

The dynamic nature means that grammar and language change constantly and it is common knowledge that the way we see grammar nowadays is very different from the view of many decades ago. In addition to form and meaning, she argues that teachers should educate their students about the appropriate use of grammatical forms and why certain forms are more appropriate than others in different situations. That way they can ensure that their students also know how to use language appropriately and not just accurately. (Larsen- Freeman 2003).

Hence, form, meaning and use are the three dimensions of language and all of them are component parts of grammaring (Larsen- Freeman 2003:34-35). However, taking account of all these dimensions in language teaching can be challenging and especially the part of use can cause uncertainty. Larsen- Freeman (2003:48) points out that non-native teachers, for instance, might not have much experience on this dimension and they might not have been taught about the pragmatics of grammar.

The way grammar is seen in this paper is in accordance with Larsen-Freeman's vision; people need grammar in real-life situations to express meanings, therefore the goal of teaching grammar should be successful communication. In order to meet that goal, it is important to let the students practice grammar in meaningful communicative contexts so drilling grammatical structures is not enough. This way they can transfer the skills learned in the classroom to everyday situations in the real

world outside the classroom setting. However, the importance of accuracy is also acknowledged but not highlighted.

Language is a shared system that enables people to communicate with each other; to ask directions, to tell jokes, to tell how they feel etc. I think it is important to let one's students know as well why they are learning a language to motivate them to do so. Grammar is not just rules or mechanics, but something more vivid and exciting. Using the language appropriately and meaningfully means learning to grammar, not only learning about grammar explicitly.

The humanness of grammar has not always been a consideration; in the eighteenth century, the more traditional view of grammar was based on rules and it was actually heavily influenced by Latin. This rule-oriented approach is called the prescriptive approach, and it is still used in schools today because it can be helpful to language learners (Yule 2010:85). Prescriptive grammar concerns the ways language should be used properly, and it is based on the kind of language use that is believed characteristic of the majority of speakers. In the twentieth century, it became more frequent to focus on how ordinary native speakers actually use the language (Yule 2010: 86-87) and this is called the descriptive approach.

 The biggest difference between these two ways of looking at how languages work is that descriptive grammar focuses on language as it is used by real speakers, whereas prescriptive grammar focuses on how it should be used. However, Ur (2011:508) point out that in practice these two might not be that different from each other: "Even where teachers explicitly take descriptive grammar as their model, these standards in fact become prescriptive within the context of classroom practice, so that in most cases acceptable usages are treated as correct, and unacceptable ones as wrong and needing to be corrected".

People often think of grammar as a matter of arbitrary pronouncements (defining

'good' and 'bad' language), usually negative ones like "There is no such word as ain't" or "Never end a sentence with a preposition." Linguists are not very interested in this sort of bossiness (sometimes called prescriptivism). For linguists, grammar is simply the collection of principles defining how to put together a sentence.

One sometimes hears people say that such-and-such a language 'has no grammar', but that is not true of any language. Every language has restrictions on how words must be arranged to construct a sentence. Such restrictions are principles of syntax. Every language has about as much syntax as any other language. For example, all languages have principles for constructing sentences that ask questions needing a yes or no answer, e.g. Can you hear me?, questions inviting some other kind of answer, e.g. What did you see?, sentences that express commands, e.g. Eat your potatoes!, and sentences that make assertions, e.g.

Whales eat plankton.
Grammar in the process of learning a foreign language:

Grammar is the backbone of a language and without it any single thing you know may be flux, in a sort of jelly without much consistency. In a nutshell, grammar provides you with the structure you need in order to organize and put your messages and ideas across. It is the railway through which your messages will be transported. Without it, in the same way as a train cannot move without railways, you won't be able to convey your ideas to their full extension without a good command of the underlying grammar patterns and structures of the language. Many students ask this question simply because in their own experience they have always been presented with two main scenarios, and nothing in between. They want to know where they are going to be standing as regards to their learning.

Mansory, (2019).

A thorough look into literature validates the significance of needs analysis and its role in strengthening educators and practitioners to design a relevant and

costeffective PD program considering the needs of the institution (Mansory, 2019).In English grammar, sentence structure is the arrangement of words, phrases, and clauses in a sentence.

The grammatical function or meaning of a sentence is dependent on this structural organization, which is also called syntax or syntactic structure. In traditional grammar, the four basic types of sentence structures are the simple sentence, the compound sentence, the complex sentence, and the compound-complex sentence. The most common word order in English sentences is Subject-Verb-Object (SVO). When reading a sentence, we generally expect the first noun to be the subject and the second noun to be the object. This expectation (which isn't always fulfilled) is known in linguistics as the "canonical sentence strategy." (Richard Nordquist, November 04, 2019).

The use of Grammar in learning English as a foreign language:

Grammar explains the forms and structure of words (called morphology) and how they are arranged in sentences (called syntax). In other words, grammar provides the rules for common use of both spoken and written language so we can more easily understand each other. (Lynn Truss, February 4, 2017).

Every complete sentence has two parts: a subject (who or what the sentence is about) and a predicate (what the subject is doing). The subject is a noun or a pronoun; the predicate is a verb. To identify the subject of a sentence, find the verb and ask who or what. The answer is the subject.

Modifiers, phrases, and clauses add information about the subject and predicate and make the writing more interesting and clear. A single word acting as an adjective or adverb is called a modifier; two or more words without a subject and predicate and

acting as an adjective or adverb is called a phrase; and two or more words acting as an adjective or adverb and having a subject and predicate is a clause.

Whether single words, phrases, or clauses, modifiers should appear close to the word or words they modify, especially if the reader might mistake what is being modified. Grammar is important because it provides information that helps the reader's comprehension. It is the structure that conveys precise meaning from the writer to the audience.

Teachers need to think about why they are teaching a language in the first place because their conceptions and ideas about the language, and more specifically its grammar, inevitably affects the way they teach it. What do they want their students to achieve, what is their ultimate goal? Larsen-Freeman (2003: ix-x) points out that "There is great value (…) for teachers to be able to articulate and examine their personal views of language and grammar – views that (…) are doubtless influenced by their experiences both as learners and as teachers and by the views of their instructors, researchers, and colleagues", offering an interesting point of view that teachers' ideas of language teaching might reflect the ideas of their own teachers while they were still language learners themselves.

Mansory, (2019) and Chik (2012), share the idea of teachers' views about grammar having an impact on the ways they teach it, they suggest that there is more to it: "Approaches to L2 grammar pedagogy are informed not only by one's view of grammar, but also by beliefs about why grammar is (or is not) important, how it can be learned, and what ways it can (or should) be taught" in. Thus, if teachers' ways of teaching grammar reflect what they think of it (or what their teachers have thought of it), focusing on their thoughts and ideas might well shed light on the methodology that they prefer to use in their lessons. The questions of how teachers define grammar, how important they think that grammar is in language learning and

teaching, and what their goal of teaching grammar and/or language is, all help in understanding their personal theories and possibly their instructional decisions.

Johnson (2013:162-163) provides more useful ways of identifying the language teaching method at stake. In this research paper, they are called "the tools". The first tool is to identify whether the teacher uses scales (repetition) or simulations of real-life situations during the lesson. According to Johnson (2013: 255-256), scales are regarded as stepping stones towards the actual language use, for example, having a conversation with a friend. The importance of the mind (e.g. use of imagination) is actually the biggest difference between these two ways of teaching.

The engagement of the mind is greater in tasks such as speaking about one's family or inventing a story. The freedom of making choices does not exist in scales because the product is controlled and there is no room for the use of imagination. Usually scales concentrate on a small area of language, for example, articles in isolation. Therefore, identifying whether there were simulations of real-life situations or scales in the lessons is important when determining what kind of a role the mind has in the lesson.

Students can be introduced to a grammar topic through two different routes; deductively or inductively. To distinguish the chosen route is a helpful tool in identifying the grammar teaching method. Here the very beginning of a grammar lesson is crucial when determining which approach the teacher uses because introduction reveals the answer to this question. Teachers might get their students involved with the new grammar topic by using leading questions and then introducing the topic of the day themselves. This is called the deductive approach; starting with the introduction, possibly including explicit rules of the topic, followed by examples and practice (Johnson 2013:160).

The Role of Grammar Structures in English as a foreign language:

All the parts of speech in English are used to make sentences. All sentences include two parts: the subject and the verb (this is also known as the predicate). The subject is the person or thing that does something or that is described in the sentence. The verb is the action the person or thing takes or the description of the person or thing. If a sentence doesn't have a subject and a verb, it is not a complete sentence (e.g., In the sentence "Went to bed," we don't know who went to bed).

There are three types of sentences: simple, compound, and complex. The type of sentence is determined by how many clauses, or subject–verb groups, are included in the sentence. A simple sentence structure has one independent clause:

"I rode my bike." A compound sentence has at least two independent clauses: "I got in my car, and I drove into town." In that sentence, both clauses can stand on their own as complete sentences. A complex sentence includes an independent clause and one or more dependent clauses: "I got in my car and then went to town." In that sentence, "I got in my car" works as a complete sentence but "then went to town" does not.

Most sentences in English are constructed using one of the following five patterns:

- Subject–Verb
- Subject–Verb–Object
- Subject–Verb–Adjective
- Subject–Verb–Adverb
- Subject–Verb–Noun

The subject is the person or thing taking an action or being described in the sentence. The verb is the action the subject takes.

Subject– Verb

This type of sentence begins with a core sentence such as "Jane walks." Here,

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"Jane" is the subject and "walks" is the verb. Different parts of speech can be added to expand the sentence.

- You can add an adverb to make the sentence "Jane walks quickly," or you can add an expression of time to tell when she walks, e.g., "Jane walks all morning."

Subject– Verb– Object

These sentences begin with a core sentence such as "She is playing a piano." In this sentence, "She" is the subject, "is playing" is the verb, and "a piano" is the object.

- You can add elements to expand the sentence, such as an adjective (e.g., "She is playing a small piano") or an adverb (e.g., "She is playing the piano beautifully").

Subject– Verb– Adjective

This type of sentence begins with a core sentence like "He is handsome." Here, "he" is the subject, "is" is the verb, and "handsome" is the adjective.
Like the other types of sentences, you can expand on the sentence by adding other parts of speech, such as "He is very handsome," where "very" serves as an adverb.

Subject– Verb– Adverb

These sentences begin with a core sentence such as "The girl walked away." In this sentence, "the girl" is the subject, "walked" is the verb, and "away" is the adverb.

You can add elements to this type of sentence, such as "The girl slowly walked away," where "slowly" is an adjective describing how the girl walked.

Subject– Verb– Noun

Sentences of this type begin with a core sentence such as "The professor is a woman." Here, "the professor" is the subject, "is" is the verb, and "a woman" is the noun. As with the other sentence types, you can add words or phrases to expand on the sentence. For example, you can add the adjective "intelligent" and the adverbial phrase "at the university" to say "The professor at the university is an intelligent woman" to describe the professor more and tell where she works.

Interactive activity games

Use the new grammar item – pupils should be allowed to use the new language that they have learnt. It may take time before children start to use the new language, even they have practiced the items a lot. Teachers should encourage pupils to use the language – "sometimes getting things wrong and sometimes getting things right", that is the way that people learn new things.

Savignon, 2017).

It can be expressed that **learning competency** enables pupils to observe and experiment, compare results and draw conclusions. For development of this competence it is needed to present the grammar so that they use all their senses using color demonstration, colorful pictures, moving and mystery objects, songs, stories and chants. Furthermore it is necessary to enable pupils to manipulate objects, observe, classify and distinguish them. It is also very important to make pupils think about problem, express their own conclusions and rediscovery of knowledge. We have to point out application in common life. The designed object should lead to the acquisition of knowledge from other sources than the school materials are.

Problem-Solving Competency is supported by involvement of pupils in deducing the grammatical rules. Students are motivated by situations that they know from their

common life. Pupils are encouraged to not let discourage if they are wrong. They are encouraged to continue and find the solution.

Communication Competency is encouraged by effort to let speaking as many pupils as possible. Pupils are also encouraged to understand various types of texts, records, graphic materials and react to them. It is also very important to talk to pupils about the ways of solving problems, advise the weaker pupils, come up with new questions and let pupils communicate with each other.

Social and personal Competency is developed by respecting agreed rules, opportunity for expressing feelings and mood. Pupils have to be able to ask for help if needed as well as they should be able to give succor to anybody.

Civic Competency is encouraged by support of collective solidarity, mutual conversation; discussions about problems, telling own experience. Pupils are also encouraged to admit acknowledge the ideas of others.

Professional Competency is developed by using materials and tools safely and effectively.

The teaching of Grammar Stages:
1. Presentation stage: in which we introduce the grammar structure, either inductively or deductively. There are a variety of techniques and resources that can be used during this step. Selection should be made according to teacher strengths, student preferences, and the nature of the structure.

2. Focused Practice Stage, in which the learner manipulates the structure in question while all other variables are held constant. The purpose of this step is to allow the learner to gain control of the form without the added pressure and

3. <u>Communicative Practice Stage</u>, in which the learner engages in communicative activities to practice the structure being learned. According to Morrow and Johnson (1981), 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:

- <u>Information gap.</u> In the course of doing the activity, one participant should be in a position to tell one or more other people something that the others do not yet know.

- <u>Choice</u>. 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.

- <u>Feedback.</u> 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.

5. <u>Teacher feedback and correction.</u> Although this is usually considered a final step, it must take place throughout the lesson. We also feel that a teacher's correction strategy should probably change according to the phase of the lesson. For example, during the second part of the lesson, correction should be predominantly straightforward and immediate. During the third part, 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, however, that we 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.

6. **THE GRAMMAR LESSON**

USE..Create a context where students feel the need to

Communicate. Diagnose weaknesses.

INDUCTIVE

Examples: exposure to selected data,

Rule induction, Explanation.

PRESENTATION...........................

(Controlled input of new

DEDUCTIVE

language through visual or   Explanation of rule, aural channels)

Examples of rule in language data.

criteria: efficiency economy

directness

clarity of explanation personalization and relevance

liveliness

PRACTICE   **CONTROLLED**, e.g. drill (Repeated

use in writing   Output restricted, or speech

Single predictable structure, of target forms)

Repetition.

FREE, e.g. role-play, games, information gap activities, More creative,

Unpredictable,

Mixed structures.

criteria: meaningfulness

creativity

interest   amount

emphasis on success

personal relevance.

USE...   Approximation to natural language use,
    Holistic,
    Mobilization and integration of all language
    resources,
    Opportunity for teacher to diagnose.

Importance of grammar in Junior High School:

Grammar has always held a central role in EFL classrooms but the ways of teaching it have varied significantly. Hall (2011:79) suggests that the changing teaching methods reflect the spirit of the times and contemporary ideas, such as social values and interests in linguistics, hence they are context-dependent. Not only has the grammar teaching gone through the changes but language teaching in general; ways of teaching refers to everything that teachers do in order to get their students to learn.

For centuries, grammar was taught in a very traditional way and the main focus was on written form of language and grammar was seen as a set of rules. By knowing these rules, one would also know the language. This way of teaching was called the grammar-translation method (GTM) and it is still very popular among teachers worldwide. As one may infer from the name grammar-translation method, translation was regarded as one of the best techniques of learning a language. It has also been called the classical method because it was first used in Latin and Greek lessons, both of them regarded as classical languages (Larsen-Freeman 2000:11).

According to Ur (2011:510) instruction in these types of classes is usually explicit which means that teachers give verbal explanations of grammatical rules and teaching is highly form- focused. The author defines explicit knowledge as: "the ability to verbalize a rule or description of usage, often using grammatical metalanguage". Furthermore, Hall (2011:81) explains that GTM requires language learners to concentrate on grammar items in isolation. This method has been criticized for the lack of developing learners' communicative abilities and focusing too much on the written form of language. In addition, the method was based on an

assumption that a language can be learned just by following the teaching method (Pavicis Takac 2008:1).

The use of one's imagination was also very limited. "(…) its emphasis on learning about the L2 often leaves students quite ignorant of how the language might be used in everyday conversation" (Yule 2010:189, emphasis added). Since the grammar-translation method did not prepare students to communicate, a change in the ways of teaching was expected.

The next method that became popular was called the direct method. The biggest difference between these two methods is the use of learners' L1 because in the direct method, no translation is allowed at all. "In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language" (Larsen-Freeman 2000:23).
The belief was that foreign languages can be learned the same way as native languages are acquired, so neither the teacher nor the students were allowed to use the students' L1 in the classroom, not even to ask questions or give clarifications. The teacher answered their questions by drawing or giving more examples to help them understand, the focus being on oral production and inductive learning. In the twentieth century, the focus started to shift even more from writing to speaking because the need for being able to speak foreign languages grew during the World War.

An oral-based approach that became popular at that time was called the audiolingual method (ALM). This method was influenced by a belief that in order to use a language fluently, one must spend hours and hours repeating oral drills. (Yule 2010:190) Another way of putting it is that learning a language is a matter of habit formation, and especially the behaviorists shared this belief. The goal was automaticity; hence patterns were memorized and imitated so many times that

students knew them by heart. Mimicking the teacher and repeating the tape recordings was vital for acquiring proper pronunciation and creating structural patterns (Johnson 2013:166-167; Larsen-Freeman and Long 1991:55) but it can be rather demotivating for language learners.

The verb and the verb phrase in English as a foreign language:

A verb is a doing word that shows an action, an event or a state. A sentence may either have a main verb, a helping verb or both. In other words, a verb is a word that informs about an action, an existence of something or an occurrence. The verb is the main word in a sentence. No sentence can be completed without a verb.

According to University of Nevada, Reno Homepage: In English, our sentences usually operate using a similar pattern: subject, verb, and then object. The nice part about this type of structure is that it lets your reader easily know who is doing the action and what the outcome of the action is.
A subject performs the action in a sentence.

For instance, in the sentence, "Matt eats pizza," Matt is the subject because he is the one eating the pizza.

A verb is a word that usually indicates some type of action. There are two basic types of verbs in English: action verbs and linking verbs. An action verb represents something the subject of a sentence does, whereas a linking verb connects the subject to a specific state of being. In other words, a linking verb describes a subject instead of expressing an action. Linking verbs are also known at state of being verbs, and the most common one in English is the verb to be.

In this sentence, "Matt is hungry," our verb is "is", which is a form of to be, a linking verb. Notice how Matt does not do anything in this sentence. Instead, the verb is describes how Matt feels – hungry. Is links Matt with hunger.

An object usually appears after the verb. There are two (2) types of objects in the English language: direct and indirect.

- A direct object takes or receives the action of the verb. In other words, the subject of the sentence acts on the direct object.

  The direct object in our sample sentence "Matt eats pizza" is pizza. Matt eats what? Pizza.

- An indirect object tells us to whom or for whom an action is done. To understand this concept, we need to come up with a longer sentence.

  Our new sample sentence will be, "Matt cuts the pizza for Nate." In this sentence, our subject is Matt, our verb is cuts, the direct object is the pizza, and our indirect object is Nate. The pizza is cut for whom? Nate because Matt cuts the pizza for him. So, remember, this is the basic pattern of an English sentence: SUBJECT + VERB + OBJECT.

In an attempt to exemplify several types of definitions, we shall begin with a special version provided by Holton & James, (2015) who does not explicitly define verbs, but exemplifies them using the terms 'activity', 'state' and 'process':

[I] go, take, fight, surprise, eat, breathe, speak, walk, clean, play, call

([I am in] **activity**)

[I] sleep, remain, wait, live, suffer

([I am in] a **state**)

[I] become, grow, lose, die, dry, rise, turn

([I am in] a **process**)

Considering simplicity as a feature of the definitions given to the English verb, we shall quote Alexander's version (1988: 159) 'A verb is a word (run) or a phrase (run out of) which expresses the existence of a state (love, seem) or the doing of an action (take, play)'. This is a late 20th century example of how simply a verb could be defined.

Nevertheless, there also exist complex definitions to combine two criteria, which is the case of the following one which is based on a contrast between the noun group and the verb group: 'a clause which is used to make a statement contains a noun group, which refers to the person or thing that you are talking about, and a verb group, which indicates what sort of action, process, or state you are talking about.' (Collins Cobuild 1994: 137)

Lexicologically classified, the verbs of the English language may be the result of **derivation** carried out either by means of **prefixes** or **suffixes** or by means of the double adding of the two lexical morphemes resulting in **parasynthetic formations**. Most frequently used verb forming suffixes are those of O.E., Latin or Greek origin. The prefixes of O.E. origin include fore- (foresee, forego), out- (outlive, outnumber), and un-(uncover, undo), while those of Latin origin could be exemplified by ante- (antedate), con- (concentrate) or col- (collaborate, collocate). The verb forming prefixes of Greek origin are usually exemplified by anti- (anticipate) and en- (enlarge, enrich, encourage).

The most frequently used verb forming suffixes are –en (strengthen, shorten), -ify (purify, humidify), -ise / -ize (oxidize, vaporize, civilise, modernise. organise).

Formally, the English verbs are **regular** (i.e. they form the past tense, the past participle and the indefinite participle according to several spelling and pronunciation

rules) or **irregular** (where such rules are not applicable). The spelling rules for the basic forms of the regular verbs are included in the great majority of the volumes dedicated to the English verb and that is why we encourage the possible readers of this volume to look for further information in more popular grammars.

Types of verbs in English as a foreign language:

Just as nouns, the first of the eight parts of speech, play a key role in a sentence, so do verbs. There are two types of verbs: action verbs and being verbs. Action verbs tell what something is, was, or will be **doing**.

Examples:

- Jennifer ate pizza sticks for dinner.
- Please don't ring the bell so loudly; it hurts my ears.

Being verbs (also called state-of-being verbs and linking verbs) indicate that something exists in a form or state. The subjects in being verb sentences aren't doing anything. A being verb tells us what something is, was, or will be.

Examples:
- That dog is covered in fleas.
- The new prime minister will be good for the country.
- Where was the missing manuscript?

Note: Some verbs can act as either a being verb or an action verb. To determine the difference, ask if the subject is performing the action of the verb.

Examples:

- This salad tastes strange.

- The sommelier tastes the wine.

In the first example, the salad is not performing the tasting; "tasting strange" is the state of being of the salad. In the second example, the sommelier is performing the action of tasting on the wine, making it an action verb.

- The rugby team looked exhausted after the match.
- The curator looked at the statue for a long time before leaving.

In the first example, the state of being of the team is "exhausted"; they are not performing an action. In the second example, the curator is doing the action of looking.

Verb Forms and Auxiliary verbs:

Regular verbs can be conjugated into four forms. These forms are important, since they are the basis for all conjugations. All verbs have an infinitive form or a base form before conjugation. The infinitive form of a verb always begins with a "to." Examples: to be, to eat, to smell, to run, to pontificate, to scream, etc.

There are some important things to note. First, present tense has a slight deviation for third person – the addition of an "s" (see the chart under person and number). Second, past and past participle are identical in regular verbs; they are simply the addition of "ed" to the present form. Third, some verb endings (such as those ending in "ch") add a letter to the present tense – a good dictionary will help you identify those.

Auxiliary verbs (also called helping verbs) are words which are added to the primary forms to create verb phrases. There are two types of auxiliary verbs:

primary and modal.

Primary auxiliary verbs: Primary auxiliary verbs have two important properties. They change to match the subject of the sentence, and they can also stand on their own as independent verbs. There are three primary auxiliary verbs: have, do, and be.

Do: "Do" is used to express the negative, provide emphasis, and ask questions:

Examples: Hemmingway doesn't live in Cuba anymore. (negative)

Does Darren know how to set the Tivo? (question)

I do have three puppies for sale. (emphasis)

Notice that the auxiliary can be split from the primary verb (#1 &#2)

Have: "Have" is joined with participles to create the present form of verbs (see below: verb tenses). Have is also combined with modal verbs to express possibility.

Example: I have gone to the store five times this week.

The unicorn must have been a figment of your imagination.

Kaylin must have left the water running.
Be: "Be" verbs are combined with participles to create progressive verbs.

Verb Properties:

English, verbs change based on how they are used in a sentence. Verbs can be transformed out of their infinitive form according to five properties: tense, mood, person, number, and voice. The transformation all use one of the four verb forms.

Person and Number

A verb changes according to person and number. Person indicates who is doing or being the verb. Number indicates how many are doing or being.

Verb tense

The tense of a verb indicates when in time the action or being of the verb occurred. Regular verbs in English change their form into six tenses: present, past, future, present perfect, past perfect, and future perfect. Each of the tenses is made up of one of or a combination of the four forms (past, present, past participle, present participle). The first three tenses (past, present, and future) can also take progressive forms.

-Present indicates that something occurs or is now, at the current time. Present verbs take the present verb form.

Example: I sing in the choir.

The lungs take in the air and transport it to the heart.

-Present progressive3 indicates that something is in the act of occurring now. Present. Moreover, progressive takes the present tense "to be" + present perfect form:

I am singing in the choir.
The lungs are taking in the air and are transporting it to the heart.

-Past indicates that something happened at a fixed time before the present. Past verbs take the past form.

Example: The horses ate oats some days and grain on others.

The band Yellowcard played an amazing show.

-Past progressive indicates that something occurred over time in the past. Past progressive. Moreover, verbs take the past tense "to be"+ present participle form.

The horses were eating oats some days and grain on others.

The band Yellow card was playing an amazing show.

-Future indicates that something will happen or be at some time after the present. Future verbs take "will" + present form OR present tense "to be" + "going to" + present form.

Example: The surgeon will begin the operation tonight.

I am going to clean the garage sometime soon.

-Future progressive indicates that something will be happening over time in the future. Future progressive takes "will be" + present participle OR present tense "to be" + "going to be" + present participle.

The surgeon will be beginning the operation tonight.

I am going to be cleaning the garage sometime soon.

Note: Note that, in formal English, "will" is occasionally replaced by "shall" (Example: The surgeon shall begin the surgery tonight).

-Past perfect indicates that something in the past occurred before something else in the past. Past perfect is formed by past tense "to have" + the past participle.

Example: I had gone to the store to get some apples when the shooting started.

The earrings had been gold before they discolored.

-Past perfect progressive indicates that something had been happening in the past before something else. Past perfect continuous is formed by "had been" + present participle.

Example: I had been getting my milk at the corner market before it closed.

Car sales had been increasing until the economic crisis.

-Present perfect indicates that something occurred in the past and continues up to the present. Present perfect is formed by present tense "to have" + past participle form.

Example: I have worked on my home every spare minute.

Bono has offered thousands of dollars to charity.

NOTE: The present perfect refers to a non-specific time – when the verb occurred doesn't matter. You cannot use the present perfect with specific times (ie. Yesterday, tomorrow, in 1946, at 3:00, etc., when I graduated, after work). You can use the

present perfect with non- specific time words (etc. ever, once, before, several times, since, etc.)

-Present perfect progressive indicates that an action that started in the past is still going on.
The present perfect continuous is formed by present tense "to have" + "been" + the present participle form.

Example: I have been working on my home every spare minute.

Bono has been offering thousands of dollars to charity on a weekly basis.

-**Future perfect tense indicates that something in the future occurs before something else in the future. Future perfect tense is formed by EITHER using**

"will have" + past participle form OR using present tense "to be" + "going to have" + the past participle.

Example: Patricia will have set up the stage by the time we get there.

The antiques shop is going to have acquired several pieces at the auction.

I am going to have called the phone company before you get here.

-Future perfect progressive indicates that something will be happening up to a particular point in time in the future. Future perfect continuous is formed EITHER by using "will have been" + the present participle OR by using present tense "to be" + "going to have been" + the present participle.

Example: You will have been waiting for hours when the train arrives.

He is going to have been living in Malta for three days when his wife arrives.

I will not have been studying here that long.

It is important to express that there are different types of Verbs such as:

- Main Verbs (or Action Verbs)
- Helping Verbs
- Linking Verbs
o Transitive Verbs o Intransitive Verbs

Regarding Main Verbs or Action Verbs: they are used to express action; something that an animal, a person or a thing does. In each of the following sentences, we only have a main verb.

o The sun shines.
o The horse neighs.

On the other hand, helping verbs help or support the main verb.

o We are learning about helping verbs.
(are: helping verb; learning: main verb) o
We are in the Green House Club. (are:
helping verb)

With respect to State of Being Verbs (Linking Verbs), it can be expressed that they state that something 'is'. State of being verbs also known as linking verbs. Linking verbs explain a link between the subject of the sentence and a noun or adjective being linked to it.

The words: am, is, are, was, and were, belong to the verb "to be". We use 'am' or 'was' with the pronoun 'I'. We use 'is' or 'was' when the subject of the sentence is singular. We use 'are' or 'were' when the subject of the sentence is plural.

List of Example Sentences:

o I was late for school yesterday. o I am twelve years old. o She is a wonderful singer. o These questions are difficult. o He was planning to meet the doctor.

It is very important to take care of the subject and verb agreement while framing a sentence. It is very important that a verb must be compatible and agree with its subject to make a correct and valid sentence.

There are two types of action verbs: Transitive and Intransitive Verbs.

A transitive verb expresses an action directed towards a person, place or thing. The action expressed by a transitive verb passes from the doer or the subject to the receiver of the action. Words that receive the action of a transitive verb are called objects.

For example:

o The teacher made the question paper. o Peter cut the cake.

On the other hand, a verb which does not need an object to make complete sense is called an intransitive verb. An intransitive verb expresses action (or tells something about the subject) without the action passing to a receiver or object. It can stand alone in the predicate because its meaning is complete.

<u>Example Sentences of Intransitive Verb:</u>

o Mr. Becker jogs every day. o The wicked
hunter was hiding. o Anne looks very
beautiful.

To determine if a verb is transitive, ask yourself 'Who?' or 'What?' after the verb. If you can find an answer in the sentence, the verb is transitive.

✤ Some verbs are always intransitive, such as: to snore or to fall. It is incorrect to say: She snores her nose.
For example: She snores a lot. In this example 'a lot' is not an object but an adverb. It doesn't represent what the person snores but rather how or how much she snores.

✤ Some verbs are always transitive, such as to recognize or to merit. It is somewhat incorrect to say: "Ah, yes, I recognize" or she certainly does merit.

<u>Double Object</u>

✤ Some transitive verbs have two objects. Those things that you do for someone or you give to someone are called direct objects. The person who receives the thing is called the indirect object.

Examples of Double Object:

o The manager gave her the money.
o Mother is reading Michael a story.

The verb to be in English as a foreign language:

According to Cambridge (March 31, 2021):

Be is an irregular verb with several forms:

Present: (I) am, (he, she, it) is (you, we, they) are + -ing form: being

Past: (I, he, she, it,) was, (you, we, they) were + -ed form: been

- I'm in college at the moment.
- Where is she?
- He was her first husband.

Be: uses
We use be as a main verb and an auxiliary verb.

Moreover, we use be to talk about permanent or temporary qualities or states:

- He's very rich.
- My father is old now.
- The weather was terrible.
- The food is so good in Italy.

Warning:

When we use there as a subject with be, we use there is + singular noun and there are + plural noun:

- There are lots of wonderful places to see on the south coast.

Not: There is lots of wonderful places …

We use be to talk about our nationality and our identity within groups or clubs:

- Is she Irish or English?
- I am an Arsenal fan.
- He's been a member of the rowing club for twenty years.

We can use be to talk about a person's job or profession.
Note the use of a with singular names of jobs and professions:

- He's a firefighter.
- Not: He's firefighter.
- Both of my brothers are policemen.
- My grandmother was a nurse.

We use be to talk about age:
- I was seventeen when I met Bob.
- Because I wasn't eighteen, I couldn't vote in the last election.

We use be to talk how people are related:

- He is my first cousin.
- They are my best friends.
- Are you her sister?

We can use be to refer to where places and things are situated:

- Her house is on the edge of the lake.
- The shops are at the end of the street.

We use be to talk about time and dates:

- What time is it?

- The match was at seven o'clock. ☐ We are always late!

We can use be to talk about behavior and personality:

- He was always gentle.
- Is she nice?
- The children can be rough with the new puppy.

When we talk about a way of behaving at the moment of speaking, we use the continuous form of be:

- You're being too generous.
- Ignore him. He's just being silly.

We use be to describe feelings and situations:
- I was very happy.
- Are you hungry?

There are a number of expressions with be which have modal meanings, for example, be to, be able to, be allowed to, be supposed to:

- Will Martin be able to get everyone in his car?
- We were supposed to get there an hour ago.

Be is one of three auxiliary verbs in English: be, do and have. We use be to make the continuous form and the passive voice:

- I'm reading a book about the Titanic at the moment. (continuous)
- What was she doing in France? (continuous)
- The job was advertised last week. (passive)

- The house was being painted. (continuous and passive) <u>Warning:</u>

We don't use auxiliary be to make questions with main verbs in the present simple. We use auxiliary do:

- Do you live near here?

Not: Are you live near here?

- Present continuous (I am working)
- Past continuous (I was working)

BE is the first of a long list of verbs which may carry different meanings and may play different roles. It is intended to facilitate the understanding of the flexibility which characterizes the English language. Godwin-Jones (2014).
As a **full** verb BE expresses existence, and displays a copular function:

- Jimmy is in his room.
- That is the Empire State Building.
- Mary is a beautiful girl.

As an **auxiliary** it can occur in two different patterns:

► with the present participle of the full verbs to express aspectuality, i.e. progressivity or perfective progressivity:

- Miriam is learning Arabian.
- Her behaviour has been improving lately.

► or to express agentivity, with a main verb in the past participle:

- Madonna has been awarded lots and lots of prizes.

🞧 Unlike the rest of the auxiliaries BE has a very high frequency of occurrence due to its flexibility in being both a mark of aspectual forms as well as an auxiliary for passive constructions.

Definition of the verb to be in English as a foreign language:

Be can have many different forms depending on its subject and on its tense.

Be can be used in the following ways:

- as an auxiliary verb in progressive verb tenses or in passive forms (followed by a present participle or a past participle): The train is leaving. A window was broken.

- as a verb (followed by an infinitive with 'to'): She is to marry Lord Stanhope. All books are to be returned by Friday. The party was to be a surprise.
- as a linking verb (followed by an adjective or noun complement): Dad was ill. His wife is a doctor. (followed by an adverb or preposition): The children are in bed (English dictionary from Macmillan Education, 2020).

Be is often used in question tags: You weren't listening, were you? It's cold, isn't it?

AUXILIARY VERB used for forming the progressive tenses of verbs that are used for showing actions that are in progress at a particular point in time:

- Is everyone listening?
- I'm studying English Literature.
- We were having breakfast when Terry phoned.

AUXILIARY VERB used for forming the passive form of verbs:

- Her husband was killed in a car accident.
- The orchestra will be conducted by David Norton.

LINKING VERB used for giving information about someone or something, by giving their name, job, position etc., describing them, or saying where they are:

- Calvin Schultz is our Marketing Director.
- He wants to be an actor when he leaves school.
- It was a cold frosty morning.
- Baltimore is not far from Washington.

LINKING VERB used for saying how someone behaves, or for telling them how to behave:

- Be quiet! I can't hear what they're saying.
- He's just being silly again – pay no attention.
  In conversation or informal writing am can be shortened to 'm, is can be shortened
  to 's, and are can be shortened to 're:

- I'm so glad you came.
- Kay's still at the office.
- We're leaving tomorrow.

These short forms can be followed by not to make negative sentences:

- I'm not surprised.
- She's not very strong.

- You're not helping.

<u>Negative forms can also be shortened:</u> am not can be shortened to aren't (but only in questions), is not can be shortened to isn't, are not can be shortened to aren't, was not can be shortened to wasn't, and were not can be shortened to weren't:

- I'm next, aren't I?
- Tom isn't coming.
- They weren't very nice

The Role of Didactic Games so as to reinforce the use of the verb to be in English:

Adeng & Shah (2012) state that "grammar teaching that is too dependent on rules and memorization makes learners lose their interest and motivation'' and add that "games are the most suitable to learn the grammar of a second language'' (p.23). It comes to terms that learning grammar in different communicative settings through active games is more interesting rather than doing grammar practices with workbooks.

Also, the application of different classroom activities and learning strategies is crucial to assist learners with various needs (Chambers & Yunus, 2017) as these can encourage learners to participate and engage in grammar lessons.

Undoubtedly, language games have activities to suit ESL learners' language needs and for them to learn in an effective and encouraging environment. Godwin-Jones (2014) claims that "games can offer an immersive environment in which extensive use is made of the target language" (p.10) which is similar to digital games as stated by Chik (2012) that, "learners can practice foreign language learning and use autonomously through activities they were passionate about, and moved the learning process beyond classroom" (p.96).

Apart from that, through language games, learners have a greater autonomy in learning grammar as they are able to make sensible connection of the knowledge and its usage.

As those games are based on particular grammar aspects, learners would learn to solve the grammar problems in order to complete the games and compete with others. The hands-on learning will not only enable them to explore and delve into the rules but also, act as a motivation to understand the language better and improve language skills. In other words, they are given the platform to be critical and active when learning English.

Baharudin & Yunus (2018) assert that "games promote an independent learning among the learners consequently, motivating them to be more confident in learning" (p.107) as they are in charge of the situations and not vice versa. Besides, participation, cooperation and interaction with others are among the sole reasons for successful language learning through games (Adeng & Shah, 2012) and group tasks (Savignon, 2017).

In the teaching process, didactic games are used as designed didactic process of educational activity starting from primary school children. Games are used as a certain form of activity after serious exercises to entertain and attract students to educational process, provide students' needs for knowledge. In the teaching process, didactic games involve children starting with the age of 6. For the last years, in order to boost the teaching process teachers are using didactic games not only for primary but also for secondary school students as well. Didactic games are divided into several types based on their content like **entrepreneurial, imitational, operational** and **role-playing**. (**Tashkent State Pedagogical University, 2015**).

Entrepreneurial games are developed within the framework of certain subject, and include all pedagogical games' parts. These games are used mostly in higher,

secondary and vocational educational institutions; they are consisted of roles and storyline, and various situations are imitated. Such games are applied in educational process in the 80s of the last century.

Imitational games reflect the work activity of a certain organization (company, shop). The scenario of imitational games includes detailed information not only about storyline but also the process, objects and importance of the played story.

Operational games help to model corresponding working processing and conditions for its performance. These games assist in the acquisition of specific operations (problem-solving and methodology related).

Role-playing games – the state of mind, behavior of a certain person are imitated and roles are distributed with compulsory content.

In order to increase the education's flexibility and expand the teacher's free activity in all stages of school and after-school education, it is necessary to use effectively the wide possibilities and high educational importance of didactic games. It is also important to differentiate children's free games from goal-oriented didactic games. Peculiarities of didactic games are their preliminary plan that is certain results are already planned for the games.

Also, didactic games are conducted within certain time and participants should strictly follow the rules (some games designed for pre-school children are excluded); games' pedagogical results are directly connected with the creation of certain planned goals. Goal from didactic games are their possibility to form participants' problem-solving skills.

While organizing didactic games, teacher plays a role both as an organizing who organizes didactic game that differs from other games and as a supervisor who keeps the interest and freedom of participants while following the game's rules. For

example, while conducting didactic games of competition nature, the teacher follows if participants' responses are correct and concise; decisions they make are similar, and so on. Also, the teacher shall provide emotional atmosphere in the game, develop students' zeal, flexibility and creativity, solidarity among participants, mutual help and other positive skills.

Developing impact of didactic games in the pre-school practice is very important. Based on the spirit and behavior identification skill, following are important in didactic games for pre-school children: participants' obedience of game rules, development of participants' activity apparatus, attention to others problems, putting himself in other people's situations, assessment of participants future activities, development of participants' flexibility, several important humane skills like patience, will, self-possession, and cooperation skills during the game (especially, in team games). Therefore, the teacher should teach the participants the goal of the game, its rules, and methods and provide cooperation among participants.

Didactic games are important for introducing the surrounding world and enriching the imagination of children. Normally, selection of proper games that fit the participants' age is a core principle.

- Didactic games in secondary school are conducted to repeat and strengthen the classes (dictation competitions on history, physics, mathematics and literature, "trips" on geographic maps, puzzles on history and so forth). In teaching foreign languages, didactic games include comparison of foreign languages with the other traditional languages, role-playing and dramatics. It is reasonable to organize didactic games so that they resemble exact real cases (for instance, in the subject on studying societies, modeling social institutes' activity; game-conferences and discussions on ecological topics, complex games among different subject). These didactic games carry not only educational but also ideological and personal emotional hue as well.

Conducting and discussion of imitational modeled didactic games require quite much time and effort. Role distribution is carried out by teacher initiative and students' choice. According to didactic plan, discussing the game's result and its performance together with students is very important. Introducing computer technology and programming in didactic games is a fundament for improving students' computer skills. Computer-based didactic games are used as an instrument for educational process (for subjects like mathematics, natural-scientific subjects, literature and foreign languages).

Practical games include imitation of working activity or modeling and are directed to acquiring effective experience in real job related tasks. Such form of didactic games are conducted in higher educational institutions, production training, organizations, and in production process for improving workers' skills (related to swift assessment of a situation, searching necessary information, solving unforeseen problems, determining options for activity, decision-making in unsteady situations and others). Peculiarities of practical games are following: professionrelated activity engaged in development of game-based teaching model in given teaching material and structure. Due to these peculiarities, practical games create opportunities to use them in the production.

Pedagogical games are mostly used to model pedagogical situations and depict real-life situations through role-playing. Class modeling (that is micro-education) causing the more popularization of teacher's training. Pedagogical games activate the knowledge related to psychology-pedagogy and develop skills on the improvisation on pedagogical thinking, personal-professional qualities of the teacher himself and in pedagogical communication.

In Uzbekistan's practice, case study games, based on real-life situations and events are more popular (scientific, organizational, educational, etc.). These games are of creative nature; their pedagogical influence is directly connected with the determination of individual position of mutual influence of its organization related

intellectual means among its participants and their activity in certain workrelated conditions.

In didactic games in which high grade students participate, the teacher in order to review the ineffective stereotype activities of the participants focuses on positive results. Direct assessment is replaced by discussing the conducting and result of the game. Self-evaluation by the participants is also important feature. Before conducting the didactic games, teachers need to be knowledgeable about the game – he should form the game's goal, draw game rules and scenario, conditions and means (books, task-related materials, etc.).

Didactic games require the participants to be in a certain mood – the teacher's work activity changes from authoritarian leader to be game organizer, assistant (at least, during the game). Possibilities and correspondence of didactic games' use in the educational process depend of the goal of education. Possibilities of games in the continuous education differ from those of traditional educational forms – these games are more like "complementary education".

Main possibilities of didactic games are directly connected with the formation and enrichment of work related experience and creative application of knowledge obtained. Attraction and interest in games provide students' motivation. Didactic games that model real-life situations assist in the transfer of knowledge from reallife cases to education and development of creative ideas. Role-playing games form the communication skills, social awareness and communication norms. And also, use of didactic games in teamwork develops the social skills of participants.

Importance and advantages of using Didactic Games in the reinforcement of the use of the verb to be in English as a second language:

The education should be developing, enrich a child with knowledge and methods of mental activities, form cognitive interests and abilities.

The knowledge given in an entertaining form of the game is acquired by children faster, stronger and easier than those associated with long "soulless" exercises. A simple and apparently clear idea to everyone, but, as it often happens, it's easy to say, but hard to do. Therefore, the problem of children's play is one of the most actual problems of pedagogy. In connection with this, game forms of training and education, in particular, didactic games, have become crucial.

The game is the main activity of a preschooler. The development of memory, imagination, thinking, emotions, will, character of the child takes place in the process of the game. Didactic games encourage the development of abilities and needs of cognitive character, intellectual moral and volitional qualities, and the formation of cognitive interest. Applying various didactic games in working with children, one can be convinced that when playing, children better perceive program material and correctly perform complex tasks.

The application of didactic games increases the effectiveness of the pedagogical process, moreover, they encourage the development of memory, thinking in children, having a great influence on the mental development of the child. Teaching young children in the process of the game, I strive to bring the joy of games into the joy of learning. Teaching should be joyful! .Luna Castro Maria de los A. (2020).

Didactic and developmental games contain conditions encouraging the personality's development of full value: the unity of cognitive and emotional principles, external and internal actions, collective and individual activity of children. When conducting games, I try to ensure that all these conditions are implemented, i.e. so that each game brings the child new emotions, skills, expands the experience of communication, and develops collective and individual activity. I offer games taking into consideration necessary sequence of stages, from the simplest and most

accessible games for every kid, to more complex ones. I rely on what the child already knows and what he loves to do in each game.

Almost each kindergarten group has at least three types of children who behave themselves differently during any activity, including in the playroom, and accordingly require a different approach.

Children of the first type are very active, mobile, prone to strong excitement. They willingly accept any new game and are enthusiastically involved in it. Usually they rapidly catch the objective of the game and strive to take on active roles. But often these children do not pay attention to others, and are busy demonstrating their own abilities. For such children, the most difficult are the rules that hold back their spontaneous activity: to wait for their turn, no to move until a certain signal, to give up the main role or attractive object to others. In addition, the implementation of these rules is especially beneficial for them. When conducting such games, I try to show these children the significance of following these rules and to ensure that they receive satisfaction from their implementation.

Children of the second type are more shy, wardful and cautious. They usually do not immediately understand the objective of the game and are not too willing to switch to a new activity. At first, they hold on tightly without interest, observe the other children's actions. I do not make such a child take an active role until he is ready for this. Watching the game and first taking a passive part in it, he gradually becomes infected by an adult and his peers with an interest in the game and after a while he begins to take the initiative. Surely, this becomes possible with the educator's support and approval.

However, not all children are included in the game, even with the educator's support. In each group there may be dull, passive pupils who lag behind their peers and cannot act on a par with them. Even with repeated repetition of the game, they do

not understand its objective and avoid active roles, and taking them upon themselves, they act incorrectly. Such children require special attention. Team, group work with them is not effective. They need personal contact with an adult, their personal attention, explanation, encouragement.

The game does not create a socially important product. The formation of a person as a subject of activity begins in the game, and it has great and intrinsic importance. Surely, other types of activities pour water into the mill for formation of new needs, but in any other activity, there isn't any emotionally filled entry into the lives of adults such an efficient separation of public functions and the meaning of human activity as in a game.

Repeated studies show that a didactic game plays an important role in mental education and training. A didactic game is also a game method of teaching preschool children, a form of learning, an independent play activity, and, most important of all, it is a means of comprehensive education of the child's personality.

Analyzing the results of theoretical studies of literature, the excellence of teachersinnovators, modern teachers, psychologists and practical activities on the problem, it might be concluded that the didactic game has been of great importance in the education of preschool children at all times, starting from antiquity. Teachers of all times were worried about the problem of the development of mental and cognitive processes among preschoolers, the stimulation of their activity, in which a great preference was given to the didactic game.

The didactic way of applying games is presented in the pedagogy by F. Ferebl, 2000. He gives the game a great educational value in enriching speech, development of thinking, imagination. F. Ferebl (2000) considered the game to be the basis for educating children in kindergartens. He developed various didactic games for children.

A special credit in revealing the role of didactic games belongs to (Tikheeva, 2020 She fairly believed that the didactic game makes an opportunity to develop the most diversified abilities of the child, his perception, speech, attention, and thinking. Tikheeva, (2020) has developed many didactic games that are still used in kindergartens.

Different roles in the games, although the product of a child's fantasy, allow the child to gain personal experience of good and bad, about what is positive and what is not in behavior. Games are an important form of entertainment for children and adults, through which children organize independently and they have special educational significance. They are a powerful tool for education because through games children acquire knowledge, enrich their experience, and develop skills and habits Tikheeva, (2020).

According to the children's game conception of D.B. Elkonin, playing a role is an expression of a child's growing relationship with the society- special relationship specific to the preschool age. The desire of participating in adult's life of one child in a role-playing game, this couldn't be directly performed due to child's inability and complexity of the tools. D.B.Elkonin showed that playing a role didn't occur immediately. Only in the middle of the preschool age is a form developed. The first conditions are for creating role-playing game (Elkonin, 2011).

According to Elkonin, (2011), didactic games used in the teaching process are met with growing interest and recognition at schools and in institutions. The recent years have witnessed a some kind of renaissance of games and plays. Learning with them has undisputable didactic merits in comparison to the traditional teaching model.

According to the authoress's experience teaching the language during her teaching practice period, through traditional games children realize their need to move, acquire some important experiences, develop and experience emotions, experience

impressions of what is beautiful, ugly, what makes them happy or unhappy, activate all their senses. Through these games social needs are satisfied, such as contacts with peers and adults; they become their role models, players acquainted with their group or opponents, they socialize, self-organize, discuss and agree in the game, they learn to democratically choose their leader (captain), they collectively rejoice, fit into the group, activate all their senses, develop imagination and abstract opinions.

While conducting studies, the interconnection between learning and gaming was approved, the structure of the game process, the basic forms and methods of didactic games guides were determined. Thus, despite development lighting adequacy of the cognitive processes of preschool children, and the role in this development of didactic games, this problem remains actual.

Results of the initial diagnosis to check the students' level of comprehension in ninth graders at Julio Sotolongo Junior High School in Trinidad.

Scientific observation (See annex 1)

An observation guide was applied to ten English lessons with the purpose of verifying the development of a correct use of the verb to be. Another objective was to check the use of didactic games by the teachers because games motivate the students and motivation is, therefore, one of the most relevant factors that affect the teaching-learning process. It could be observed the lack of motivation on the students' behavior because teachers didn't take into account the use of any didactic game during the lessons.

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

➕ Survey (See annex 2)

A survey was applied to the 30 students of ninth grade at Julio Sotolongo Junior High School with the purpose of checking the students 'level of motivation regarding learning a foreign language. The following results were obtained:

➕ After the application the first question of the survey, it was corroborated that students are not motivated regarding learning English because twenty students (66.7%) do not like to learn English and they study the subject because it is compulsory. Ten students (33.3%) learn English because they feel really motivated.

➕ In order to check the objectives that the students have with learning English, it was corroborated that fourteen (46.7%) students learn English because they want to travel to another country, nine students (30%) want to communicate with natives and seven students (23.33%) want to upgrade their knowledge.

➕ Regarding the students´ preferences towards the English skills, most of the students (43.33%) prefer speaking, eight (26.7%) students like reading comprehension, seven students like listening comprehension (23.33%) and two students (6.7%) prefer writing.

Interview (See annex 3)

An interview was applied to three English teachers in Julio Sotolongo Junior High School with the purpose of verifying the level of motivation felt by them and the results obtained were as follows:

➕ Taking into account the first indicator, related to the way they like the subject they teach, they expressed to adore teaching their students because they enjoy when they learn a new content and the way they put into practice what they studied in real life situations. It could be corroborated that those teachers love being teachers.

➕ Regarding the second indicator, taking into account the way they motivate their students at the time of introducing a new content, all of them stated the importance

of motivating their students during the lessons in order to help them to learn a foreign language as correct as possible.

➕ With respect to the third indicator, related to the use of didactic games in the lessons, they expressed they use them in most of the lessons in order to get their students involved in the lesson and make all the contents accessible for all kind of student.

➕ On the fourth indicator, related to the importance didactic games have for students, two teachers that represents the 66.7%, they could recognize the advantages didactic games have when professors use them correctly. However, there was a teacher, which represents the 33.33%, mentioned that using didactic games can be bad because students sometimes get so excited and the lesson's objective is not achieved.

Pedagogical test (See annex 4)

Taking into account the results of the application of the initial pedagogical test in ninth graders at Julio Sotolongo Junior High School. The test was applied with the objective of checking the students' level of comprehension. Working with the result of the initial pedagogical test, it could be confirmed that most of the students have troubles when using the verb to be. It can be stated that only two students (6.67%) use the verb to be correctly. It could be corroborated that seven students (23.3%) had some mistakes and there were 21 students, which represents the (70**%**) who answered incorrectly.

Technique	Sample	Motivated	Not motivated	High level	Middle level	Low level
Scientific observation	30	5(16.66**%**)	25(83.33**%**)	-	-	-
Survey **(students)**	30	10(33.33**%**)	20(66.66**%**)	-	-	-

Interview (teachers)	3	2(66.66%)	1(33.33%)	-	-	-
Pedagogical test	30	-	-	2(6.67%)	7(23.33%)	21(70%)

Proposal of didactic games to reinforce the use of the verb to be in English as a foreign language on 9th graders from Julio Sotolongo Junior High School in Trinidad:

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 Holton & James, (2015), 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 sub skills 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.

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.

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, it can be concluded that the third and most important reason, why didactic games should be implemented in junior high schools is to prepare the teenagers for living and working in the 21st century. It constitutes very efficient way of learning and practicing the language at theses ages.

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.

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.

Activity # 1:

Unit 4: Hobbies.

Title: It must be true!!

Objective: To read affirmative and negative sentences aloud so as to reinforce the use of the present simple tense of the verb to be.

Type of lesson: Free practice.

Teaching aids: Blackboard and cards.

Time: 30 minutes.

Procedures for orientation: Here is a free verb to be game for beginners to help them practice forming affirmative and negative sentences with the present simple. This activity also helps students understand subject-verb agreement and how to use the verb 'to be' to make true statements. Give each group of three a set of cards.

Development: The students shuffle the cards and deal out 15 each, leaving the rest in a pile face down on the table. The players then place their cards face up on the table in front of them. The first player looks at their cards and makes a true affirmative or negative sentence by placing three cards face up on the table and reading the sentence aloud, e.g. 'I'm a student'. If the sentence is formed correctly and is true, the player scores a point. Players may indicate to things or people in the classroom to help justify a sentence as being true. The player then takes three more cards from the pile. The next player then puts down three cards and makes a true sentence and so on. If a player cannot make a true sentence, they take a card from the top of the pile, put one of their cards at the bottom and miss a turn. The game continues until

all the cards have been used. The player with the most points at the end of the game wins.

Evaluation: This activity will be focused on the measurement of some indicators related to grammar because students should be able to form affirmative and negative sentences with the present simple. Moreover, it could be relevant to evaluate their reading skill throughout the development of this kind of activity.

Level 1: Students who are able to look at their cards and form a true affirmative or negative sentence by placing three cards face up on the table. They should understand subject-verb agreement and also how to use the verb 'to be' to make true statements.

Level 2: Students who match the cards and form true affirmative or negative sentences correctly. They should be able to read the sentences they form, however, they can make some little pronunciation mistakes while reading.

Level 3: Students should be able to place their cards face up on the table in front of them. The need to look at their cards and make affirmative or negative sentences by placing three cards face up on the table and reading the sentence aloud. In that case, they should be able to speak without looking at the cards.

Activity # 2:

Unit 7: Important personalities.

Title: Aiko and Richard!!

Objective: To express orally about personal information in order to foster cooperation and friendship values on the students' behavior.

Type of lesson: Semi - controlled practice.

Teaching aids: Blackboard and worksheets.

Time: 25 minutes.

Procedures for orientation: In this verb to be activity, students ask and answer personal information questions with the verb 'to be' in order to complete a profile. Divide the students into two groups (A and B) and give each student a corresponding worksheet.

Development: Working with the people in their group, students look at the profile questions section at the top of the worksheet and write a question for each prompt using the verb to be. The students then take on the role of the person at the bottom of their worksheet and ask and answer questions with a partner in order to complete a profile about him or her. The students then pair up with someone from the other group. The students take it in turns to ask and answer the questions they have prepared and complete the profile with their partner's answers. When the students have finished, they check their answers by comparing worksheets.

Evaluation: In this interactive verb to be breakout room activity, pairs of students write, ask and answer questions using the verb 'to be' in order to complete a personal information profile, so, the activity will be focused on the measurement of some indicators of writing, listening and also speaking.

Level 1: Students who are able to look at the profile questions section at the top of the worksheet and write a question for each prompt using the verb to be. They must show a command in the use of the verb to be as such and also show comprehension of the activity assigned by the teacher.

Level 2: Students who write questions using the verb to be correctly. They should be able to ask and answer questions among them in order to complete some profiles about personal information.

Level 3: Students should be able to write, ask and answer several questions for each prompt using the verb to be. They have to work in pairs and complete the profile with their partner's answers. In addition to those elements, when they have finished, they have to check their answers by comparing worksheets. So, they must complete, ask, answer and also establish some comparisons between their worksheets. **Activity # 3:**

Unit 5: Review.

Title: Are you...?

Objective: To speak about the students' interests so as to improve the use of the verb to be in English as a foreign language.

Type of lesson: Free practice.

Teaching aids: Blackboard and cards.

Time: 25 minutes.

Procedures for orientation: In this free verb to be game, students race to complete a bingo card by asking and answering present simple yes/no questions with the verb to be. Give each student a bingo card. Each square on the bingo card contains an affirmative or negative present simple sentence with the subject (name) missing.
Development: The students' task is to complete the sentences by asking present simple yes/no questions with the verb to be. For example, if a sentence reads '... is good at skating', a student asks 'Are you good at skating?' When a classmate replies

'Yes, I am', the student writes their name in the blank space, e.g. 'Joshua is good at skating'. To make the game more personalized, there are six blank 'is' and 'isn't' sentences for the students to fill in based on their own background, culture or country before they play this game. Each time a student speaks to a classmate, they are only allowed to ask one question. The first student to get five names in a row either horizontally, vertically, or diagonally wins the game. Play several rounds with students receiving a different bingo card each time. You can also have the students win by completing the entire card with names.

Evaluation: This activity could be really useful on the measurement of reading, writing, listening and also speaking due to the enrollment of some steps which make a link between the different skills.

Level 1: Students must be able to complete the sentences by asking present simple yes/no questions with the verb to be.

Level 2: Students should complete the sentences. Moreover, they should be able to ask their classmates the different questions they have formed. In addition to these elements, they have to sound as natural as possible, showing a correct intonation and rhythm of the questions while asking.

Level 3: Students who complete a bingo card by asking and answering present simple yes/no questions. Furthermore, they must add some information related to their own background, culture or country in order to make the game more personalized.

Activity # 4:

Unit 7: Important personalities.
Title: Find out!!

Objective: To express orally in meaningful ways about people's descriptions so as to improve the use of the verb to be while talking about someone else.

Type of lesson: Free practice.

Teaching aids: Blackboard and worksheets.

Time: 25 minutes.

Procedures for orientation: In this useful verb to be speaking activity, students practice the various uses of the verb to be by asking and answering questions in order to complete a chart with information about four people. Divide the students into groups of four and give each student an A, B, C or D worksheet.

Development: The students take on the role of the person in their chart and read through their information. Elicit the verb to be questions needed for the activity and have the students write them down. The students then go around asking and answering the verb to be questions with the people in their group, completing their chart with the corresponding information. When the students have finished, they check their answers by comparing worksheets. Afterwards, review the answers and uses of the verb to be with the class.

Evaluation: This activity will be very important on the measurement of speaking and reading skills taking into consideration the various uses of the verb to be by asking and answering questions.

Level 1: Students who complete a chart with information about four people by asking and answering several questions related to the topic. They must show comprehension of the activity at the beginning of this didactic game.

Level 2: Students who complete the chart correctly. They have to take on the role of the person in their chart and read through their information. Moreover, they must realize the verb to be questions needed for the activity and write them down.

Level 3: Students who are able to go around asking and answering the verb to be questions so as to complete their chart with the corresponding information. When they have finished, they have to check their answers by comparing worksheets and also review the answers and uses of the verb to be with the class.

Activity # 5:

Unit 3: The news.

Title: Park Street.

Objective: To speak about different people to focus on solidarity and honesty values on the students' behavior.

Type of lesson: Semi – controlled practice.

Teaching aids: Blackboard, cards and worksheets.

Time: 20 minutes.

Procedures for orientation: In this entertaining verb to be activity, students practice exchanging information about different people. Divide the students into groups of 8 to 14. Give each student a copy of the worksheet and a house card.

Development: The students imagine that they are the person on their card. The aim of the activity is to find out who lives in the other houses on Park Street and to write

all the details on the worksheet. To do this, students talk to the other members of their group and exchange information using the verb to be. First, the students give their own information to each other, e.g. 'I'm Chloe. I'm at house number 1 with Leo. I'm 32 years old and Leo is 33, etc.' When the students find out about other people who live there, they pass the information on to other students using the third-person singular, e.g. 'Alex is at house number 2. He is 30 years old. He is single, etc.' When everyone has finished, review the answers with the class.

Evaluation: This entertaining verb to be activity will be focused on the measurement of some indicators of speaking because students should exchange information about different people. Moreover, writing is another skill which will be evaluated throughout the development of the activity because students are supposed to write some important details on the worksheets given by the teacher.

In addition to those elements, the use of third person singular will be evaluated too.

Level 1: Students who are able to talk to the other members of their group and exchange information using the verb to be. They must show comprehension of the use of the verb to be while communicating among them.

Level 2: Students who exchange information with their classmates. They are supposed to write all the details on the worksheets by talking to other members of their group.

Level 3: Students who talk to other members of their group and exchange information using the verb to be. Moreover, they must pass the information on to other students using the third-person singular, so, they should be able to report what other students have said before.

Activity # 6:

Unit 8: The environment.

Title: Snap it up!!

Objective: To read some ideas about the weather conditions so as to reinforce the students' level of comprehension while using the verb to be in different contexts.
Type of lesson: Controlled practice.

Teaching aids: Blackboard and cards.

Time: 20 minutes.

Procedures for orientation: This fun verb to be game is about the weather. Students play snap by matching yes/no questions related to the weather conditions with the verb 'to be' to short answers. Divide the students into pairs. Give one student a set of yes/no question cards and the other a set of short answer cards.

Development: Both students turn over a card from their pile at the same time and place them on the table next to each other. If the question and answer match, the first student to say 'Snap' scores a point. Students then pick up their own cards, shuffle their pack, and play again. The students do not pick up their partner's cards. If the question and answer don't match, the students continue turning over cards until a matching pair comes up. If a student says 'Snap' when the question and answer don't match, the other student gets a point and the game continues. The first student to get 15 points wins the game.

Evaluation: This fun verb to be game will be focused on the measurement of some indicators of reading because students have to read carefully in order to check if the short answers match with the yes/no questions that they have in their cards.

Level 1: Students who turn over a card from their pile at the same time and place them on the table next to each other. They should show comprehension of the activity and also be able to respond to the teacher's instruction in the different steps of the activity.

Level 2: Students who are able to turn over the different cards. Moreover, they need to show understanding of when the question and the answer match or not, so, they are supposed to read carefully what they have in their cards.

Level 3: Students should turn over the cards and also see if the questions and answers match. Furthermore, they have to realize if the questions and the answers don't match for them to continue turning over cards until a matching pair comes up. With respect to this level, students have to show understanding of the use of the verb to be as such and also show certain level of comprehension when talking about the weather conditions.

Activity # 7:

Unit 5: Review.

Title: Things we have in common!!

Objective: To write about things that students have in common to highlight the necessity of honesty and friendship values on the students' personality formation.

Type of lesson: Free practice.

Teaching aids: Blackboard and cards.

Time: 30 minutes.

Procedures for orientation: In this entertaining verb to be activity, students write

'We are...' and 'We aren't...' sentences about things they have in common. The students then play a matching game with the sentences. Divide the students into groups of five and give each student a card.

Development: The students write their name at the top of the card in the space provided. Students then talk to each group member in turn and write a 'We are...' and 'We aren't...' sentence on their card about things they have in common. No two statements can be the same, so students must vary the information they write and think of something different they have in common each time they change partner. When the students have completed their cards, they cut their paper into name cards and sentence cards as indicated.

The students collect all the name cards from the group, shuffle them and spread them out face down on the table. The students do the same with the sentence cards, spreading them out separately from the name cards. The students then play a matching game by taking it in turns to turn over two name cards and one sentence card. If the sentence is true for the two students whose names have been turned up, the student keeps the sentence card. If the sentence isn't true, the student turns the cards back over and it's the next student's turn to play. The students continue in this way until there are no sentence cards left. The student with the most cards at the end of the game wins.

Evaluation: This entertaining verb to be activity will be focused on the measurement of some indicators of writing because students have to write 'We are...' and 'We aren't...' sentences about things they have in common. Moreover, it will be evaluated the students' level of comprehension because they have to match by taking it in turns to turn over two name cards and one sentence card.

Level 1: Students who write their name at the top of the card in the space provided. They should talk to each group member in turn and write a 'We are...' and 'We

aren't...' sentence on their card about things they have in common. They must show understanding of the activity from the beginning of the game.

Level 2: Students who are able to talk to each group member in turn and write a 'We are...' and 'We aren't...' sentence on their card about things they have in common. It is important to express that these students must vary the information they write and think of something different they have in common each time they change partner.

Level 3: Students who talk to each group member in turn and write a 'We are...' and 'We aren't...' sentence on their cards. They are supposed to vary the information they write. Moreover, they should be able to play a matching game by taking it in turns to turn over two name cards and one sentence card. They must show a high level of understanding with respect to the use of the verb to be.

Activity # 8:

Unit 3: The news.

Title: Understanding the Verb 'To Be'

Objective: To read a text about a family for the improvement of reading skills and the use of the verb to be in present simple tense.

Type of lesson: Semi - controlled practice.

Teaching aids: Blackboard and worksheets.

Time: 35 minutes.

Procedures for orientation: In this verb to be exercises, students practice present simple verb to be subject-verb agreement in affirmative and negative sentences as well as questions and answers. Give each student a copy of the two-page worksheet.

Development: Students begin by reading a text about a family and underlining all the examples of the verb to be in the description. Next, students read statements about the text and mark them true or false. Students then complete sentences with the correct form of the verb to be. Students then move on to do the same with questions and answers. After that, students rewrite sentences, correcting verb to be errors. In the last exercise, students use the singular and plural forms of the verb 'to be' to make sentences about different topics. When the students have finished, review their sentences as a class.

Evaluation: In this verb to be interactive worksheet, students are supposed to use the verb 'to be' in present simple affirmative and negative statements, questions and answers. Moreover, this didactic game will be focused on the measurement of some indicators of reading, so, students must try to read as correct as possible.

Level 1: Students who read a text about a family and they are able to underline all the examples of the verb to be in the description. They must read correctly and show understanding of the content of the text given by the teacher.

Level 2: Students who are able to read correctly showing understanding of the activity assigned by the teacher. They should make a correct use of the verb to be, so, they are able to underline all the examples of the verb to be in the description. In addition to those elements, students must read statements about the text and mark them true or false.

Level 3: Students who read correctly and make a correct use of the verb to be, so, they can underline all the examples of the verb to be. They are supposed to read

statements about the text and mark them true or false. Moreover, they have to complete sentences with the correct form of the verb to be and also rewrite sentences, correcting verb to be errors. Regarding this level, students are supposed to use the singular and plural forms of the verb 'to be' in order to make sentences about different topics.

Activity # 9:

Unit 9: A trip around the country!!
Title: Where are you from?

Objective: To speak about cities and nationalities for the reinforcement of the use of the verb to be while talking about nationalities.

Type of lesson: Free practice.

Teaching aids: Blackboard, cards and worksheets.

Time: 35 minutes.

Procedures for orientation: In this engaging verb to be game, students talk about the city they are from and their nationality. This activity can also be used to teach or practice countries, nationalities and capital cities. Give each student an identity card.

Development: The students imagine that they are from the city and country on their card. The students go around the class using the verb 'to be' to tell their classmates the city they are from and their nationality, according to the country on their card, e.g. 'I'm from Canberra. I'm Australian'. The students' task is to listen carefully and try to remember which city each student is from and their nationality. When the students have all spoken to each other, divide them into pairs and give them a copy of the worksheet. Working with their partner, the students try to remember and write

down where each person is from and their nationality using the verb to be, e.g. 'Joshua is from Canberra. He is Australian'. When everyone has finished writing, check the correct answers with the class by asking the students to say the city they are from and their nationality. Pairs score one point for every factually correct sentence and an extra point for the correct use of the verb to be. The pair with the most points wins the game.

Evaluation: This engaging verb to be game will be focused on the measurement of some indicators of writing, listening and speaking. Their creativity will be evaluated too throughout the development of this didactic game.

Level 1: Students who go around the class using the verb 'to be' to tell their classmates the city they are from and their nationality, according to the country on their card. They are supposed to be very creative and imagine that they are from the city and country on their card. They must show comprehension of the activity.

Level 2: Students are supposed to tell their classmates the city they are from and their nationality. Moreover, they have to listen carefully and try to remember which city each student is from and their nationality. It will be evaluated the students' abilities while memorizing some ideas. In addition to those elements, their listening comprehension skill will be evaluated too.

Level 3: Students who refer to the city they are from and their nationality. They have to show the ability to memorize information taking into account what their classmates already said about the topic. Furthermore, these students should be able to work in pairs, remember and write down where each person is from and their nationality using the verb to be. It implies that they have to make a correct use of the verb to be.

Activity # 10:

Unit 10: Review

Title: Whose dogs are these?

Objective: To express orally about descriptions of dogs in order to transform the students' behavior to protect animals.

Type of lesson: Semi - controlled practice.

Teaching aids: Blackboard and worksheets.

Time: 30 minutes.

Procedures for orientation: In this verb to be information gap activity, students practice asking and answering questions with the verb to be. Divide the students into two groups (A and B) and give each student a corresponding worksheet.

Development: Students begin by completing present simple questions with words from a box on the worksheet. Students do this by reading the question and answer, adding in a suitable word from the box to complete the question. Next, each student pairs up with someone from the other group. Students then use the questions and answers from the first exercise in an information gap activity about four people who have lost their dogs.

The students' task is to complete descriptions of the dogs by asking and answering questions with their partner and completing the missing information in the chart. Students then move on to practice yes/no questions with the verb 'to be' in a second information gap activity where the four people want to find out if their dogs are at an animal shelter. The students use yes/no questions from the worksheet to ask about dogs in six cages in the animal shelter, e.g. 'Is the dog in cage 1 female?' Their

partner replies 'Yes, it is' or 'No, it isn't' accordingly. Students complete the missing information in the chart with the answers. Students then look at the information in the chart and match the people with their dogs. Afterwards, check the answers with the class.

Evaluation: In this verb to be interactive breakout room activity, pairs of students are supposed to complete various information gap exercises by asking and answering questions with the verb to be. This activity will be focused on the measurement of some indicators of speaking because students should ask and answer some questions with the verb to be.

Level 1: Students who complete present simple questions with words from a box on the worksheet. They must show understanding of the activity and be very careful while adding a suitable word to complete the question.

Level 2: Students who complete present simple questions correctly. They must use the questions and their corresponding answers from the first exercise in an information gap activity about four people who have lost their dogs. Furthermore, these students are supposed to show that they are involved in the activity and also make a correct use of the verb to be.

Level 3: Students who are able to complete descriptions of the dogs by asking and answering questions with their partners and completing the missing information in the chart. They have to show a command of the use of yes/no questions with the verb 'to be' in a second information gap activity where the four people want to find out if their dogs are at an animal shelter. Moreover, they are supposed to look at the information in the chart and match the people with their dogs.

Activity # 11:

Unit 7: Important personalities.

Title: Past and Present Verb 'to be'

Objective: To write about personal information to focus on the present and simple past tenses of the verb to be.

Type of lesson: Free practice.

Teaching aids: Blackboard and worksheets.
Time: 30 minutes.

Procedures for orientation: This free verb to be worksheet helps students to practice the past and present simple of the verb to be: am, are, is, was and were as well as their negative forms. Give each student a copy of the two-page worksheet.

Development: Students begin with a present simple verb 'to be' gap-fill exercise where they complete sentences with am, is, are, isn't or aren't related to personal information. Students then do a past simple verb 'to be' gap-fill exercise where they complete sentences with was, were, wasn't or weren't. Students then move on to answer yes/no comprehension questions about the two texts using the verb to be. Next, students complete another text with the correct form of the verb 'to be' in brackets to practice both past and present verb to be forms. To finish, students write an email to one of the people from the texts using the verb 'to be' forms from the worksheet. When the students have finished, they read their emails to the class and feedback is given.

Evaluation: In this interactive verb to be exercises, students will be evaluated taking into account the past and present simple verb to be positive and negative forms. This didactic game will be focused on the measurement of some indicators of reading and writing.

Level 1: Students who complete sentences with am, is, are, isn't or aren't related to personal information. They must show understanding of the simple present tense of the verb to be.

Level 2: Students are supposed to show understanding of the simple present tense of the verb to be. Moreover, these students have to do a past simple verb 'to be' gap-fill exercise where they complete sentences with was, were, wasn't or weren't. In addition to those elements, they should be able to answer yes/no comprehension questions about the two texts using the verb to be.

Level 3: Students who complete sentences with am, is, are, isn't or aren't (simple present) related to personal information. Moreover, these students should complete sentences with was, were, wasn't or weren't (simple past). They are supposed to answer yes/no comprehension questions about the two texts using the verb to be. Furthermore, these students must complete another text with the correct form of the verb 'to be' in brackets in order to practice both past and present verb to be forms.

Activity # 12:

Unit 5: Review.

Title: Secret Identity!!

Objective: To express about someone's identity so as to foster friendship and solidarity values on the students for their behavior in the classroom.

Type of lesson: Controlled practice.

Teaching aids: Blackboard and worksheets.

Time: 30 minutes.

Procedures for orientation: In this fun verb to be activity, students play a guessing game where they ask yes/no questions with the verb 'to be' in order to find out a partner's secret identity. Give each student a copy of the worksheet.

Development: The students begin by circling the questions they would like to ask in questions 1 to 10 on the worksheet and completing questions 11 to 20 with their own ideas. When the students have finished writing, divide them into pairs. Each student then imagines that they are a famous person or character and answers their partner's questions as if they were that person. Students can be a real person or a famous character from a book, film, cartoon, etc.
 One student goes first and asks the questions they have prepared to their partner who responds 'Yes, I am' or 'No, I'm not' accordingly. When the student thinks they know their partner's secret identity, they can make a guess. If the guess is correct, the students swap roles. If not, the student continues to ask questions and make guesses until the last question has been asked. Afterwards, there is a class feedback session to find out who asked the most and least questions.

Evaluation: In this verb to be breakout room activity, pairs of students will be evaluated while asking verb 'to be' yes/no questions in order to find out a partner's secret identity.

Level 1: Students who are able to circle the questions they would like to ask in questions 1 to 10 on the worksheet and also complete questions 11 to 20 with their own ideas. They must show understanding of the teacher's instructions.

Level 2: Students who complete questions with their own ideas correctly. These students are supposed to ask the questions they have prepared to their partners who must responds 'Yes, I am' or 'No, I'm not' accordingly. Students must use the verb to be as correct as possible, however, they can make some little mistakes.

Level 3: Students who are able to complete questions. They must use the verb to be correctly. Moreover, they are supposed to participate actively is the class feedback session.

Activity # 13:

Unit 10: Review.

Title: To be or not to be!!

Objective: To write about students' personal information to highlight the importance of companionship among them.
Type of lesson: Semi - controlled practice.

Teaching aids: Blackboard and slips.

Time: 35 minutes.

Procedures for orientation: In this imaginative verb to be speaking activity, students write and respond to yes/no questions with the verb to be. The students then play a guessing game using the questions and answers. Give each group of six a set of question slips. Each student takes a slip.

Development: The students think of a personal information question beginning with the word on their slip and write down the next word in the question. When the students have written the next word, they pass the slip to the person on their right, who writes the next word and passes it on. This process continues until the question on each slip is complete. The student who writes the last word adds a question mark and hands the completed question to the next person. That person writes an answer underneath, puts the slip in an envelope and takes another slip. This continues until all the slips are completed with questions and answers. Students then take it in turns

to take a slip from the envelope and read it aloud to the group, without showing it to anyone. The students then guess who answered the question. The student who wrote the answer bluffs by guessing another student, but once all the other group members have guessed, the student reveals it was them. For each correct guess, students score a point. The student with the most points at the end of the game wins.

Evaluation: This imaginative verb to be speaking activity will be focused on the measurement of some indicators of writing and speaking because students are supposed to write and respond to yes/no questions with the verb to be.

Level 1: Students who think of a personal information question beginning with the word on their slip and write down the next word in the question. They should understand the procedure to carry out for this didactic game.

Level 2: Students are supposed to write down the next word in the question, pass the slip and another student writes the next word and so on. Students have to read the slips aloud to the group, so, they must do this as correct as possible in order to show command of reading skill.

Level 3: Students who are able to complete the slips, with questions and answers, and also read the slips aloud to the group. Students who guess who answered the questions. These students should make a correct use of the verb to be not only while writing, but also while speaking.

Results of the final diagnosis to determine the reinforcement of the use of the verb to be in ninth grade at Julio Sotolongo Hernández Junior High School, after the application of didactic games to reinforce the use of verb to be in English as a foreign language.

After the application of the didactic games proposal which was aimed at improving the use of the verb to be in students, the final diagnosis was developed and it has

been confirmed that the results have been more satisfactory than those of the initial diagnosis:

Scientific observation.

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

Fourteen English lessons were visited in order to check if students develop a better use of the verb to be, as well as to verify if teachers take into account the use of didactic games when motivating and encouraging students to learn English as a foreign language.

✓ It could be corroborated that the use of didactic games has been very important and productive in English lessons because students show more interest when new contents are introduced, including some topics related to the use of the verb to be.

✓ In that case, it can be stated that twenty-seven students (90%) looked more concentrated and involved in the new contents which were taught through the use of didactic games in order to motivate students and allow the existence of a more favorable environment for the class. Only three students (10%) were more retained and showed fear of making mistakes.

Survey

Analysis of the results obtained in the final stage. (See Annex 2) The

following results were verified after the pre – experiment:

Thirty students were surveyed in order to verify the level of interest on students regarding the learning of English as a second language:

- ✓ Taking into account the first question of the survey, it could be corroborated that twenty-eight students (93.33%) participated actively during the development of the lesson and they felt really motivated when communicating in English. On the other hand, only two students (6.66%) seemed disinterested and they reflected that they do not like the subject but they learn English because it is compulsory.

- ✓ In order to verify the interests that students pursue with the English subject, it could be corroborated that seventeen students (56.66%) learn English because they want to enrich their knowledge; it was also confirmed that eight students (26.66%) learn English with the aim of communicating with native speakers and five students (16.66%) reflected their interest in traveling to another country.

- ✓ Regarding preferences of the students towards English skills, it could be corroborated that thirteen students (43.33%) prefer speaking skill, seven students (23.33%) like reading comprehension, eight students (26.66%) feel more interested in listening skill and two students (6.66%) prefer writing skill.

Interview

Analysis of the results obtained in the final stage. (See Annex 3)

An interview was applied to five English teachers at Julio Sotolongo Junior High School in order to check the level of motivation of teachers towards the use of didactic games in English lessons and the results obtained were the following:

- ✓ Taking into account the first indicator, which is closely related to the interest of teachers when they teach English, they expressed their great love and motivation towards teaching English as a foreign language and it was also corroborated that teachers feel the desire for their students to learn.

- ✓ Regarding the second indicator, taking into account the way to motivate students when introducing a new content, all of them expressed their dedication and commitment to motivate students to learn English and they expressed to do it throughout the use of some teaching aids.

- ✓ Taking into account the third indicator related to the frequency with which they use didactic games in their lessons, it could be corroborated that four teachers (80%)

use didactic games in many lessons with the purpose of getting their students involved in the new contents to be taught. Only one of them (20%) expressed not to do so because he considers didactic games as a dangerous strategic due to the emotional environment that sometimes distracts the students.

✓ Finally, taking into consideration the fourth indicator which is linked to the importance of didactic games, most teachers recognized the relevant importance of didactic games due to their advantages when students need to feel connected to the class in a flexible way and without too much pressure. Four of them (80%) expressed the usefulness of didactic games when they are used correctly and only one of the teachers (20%) expressed disagreement with the opinion that others have about the use of those games. **Final pedagogical test**

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

A final pedagogical test was applied to ninth graders from group 9th three at Julio Sotolongo Junior High School after the application of didactic games on different occasions.

The test was applied with the purpose of knowing if students show a better command of the use of the verb to be throughout the enrollment of didactic games during English lessons.

Technique	Sample	Motivated	%	Not Motivated	%	High Level	%	Middle Level	%	Low Level	%
Scientific Observation	30	27	90	3	10	-		-		-	

Survey (Students)	30	28	93.3	2	6.7	-		-		-	
Interview (Teachers)	5	4	80	1	20	-		-		-	
Pedagogic al Test	30	-	-	-	-	22	73.33	6	20	2	6.66

After working with the results obtained, it could be confirmed that twenty-two students (73.33%) had the opportunity to improve and deepen their knowledge taking into account the use of the verb to be in English lessons and they (showed a high level of comprehension when using the verb to be in a correct way, it can be stated that six students (20%) showed a middle level of comprehension due to they only presented some mistakes when answering some items of the test. On the other hand, only two students (6.66%) answered incorrectly most of the items of the test.

CONCLUSION:

✓ The bibliographic review carried out during this research has allowed an in-depth analysis of the use of the verb to be in English as a foreign language, as well as the reinforcement of it throughout the application of didactic games which constitute, without place doubts, one of the most efficient strategies in the teaching – learning process of English in Cuban schools. In addition, this has allowed us to know the particularities of the use of the verb to be as one of the most essential topics when teaching a second language, as well as emphasizing its vital importance for proper communication.

✓ Taking into account the development of this research, the diagnosis has reflected a number of weaknesses that students show in the use of the verb to be, which constitutes an inefficiency in the teaching process of students at different levels of education. However, some potentialities have been verified, which has had a positive influence on the course of the investigation.

✓ The way of solving the weaknesses found has been aimed at proposing didactic games to reinforce the use of the verb to be in English as a foreign language. These games play an essential role in perfecting the teaching process due to their efficiency in motivating students and encouraging them to study new contents. These didactic games also facilitate communication among teachers and students, in addition to promoting values of solidarity, friendship and cooperation on students' behavior, which will allow them to use the content learned in everyday life situations.

✓ The results obtained during the investigation have corroborated that students have had a significant progress through the use of didactic games which favor the classroom environment and provide greater interaction among all students. These games have allowed progress from Level 3 to Level 1, and the results have been better considering the indicators measured during the diagnosis. This has had a great importance in perfecting the teaching of the verb to be in the English language.

RECOMMENDATIONS

✓ To continue studying the use of the verb to be in the different grammatical tenses in English as a foreign language.

✓ To continue researching on the reinforcement of the use of the verb to be in English in ninth grade students.

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ANNEXES:

Annex 1:

Scientific observation guide.

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

Observation guide:

-Type of lesson.

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

-Communicative functions used in the lesson.

-Grammar items to reinforce in the lesson.

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

Annex 2:

Survey:

Objective: To determine the students' level of motivation regarding learning a foreign language, in this case, English.

Questionnaire:

Estimado (a) estudiante, el objetivo de la encuesta que les aplicamos a continuación es evaluar el proceso de enseñanza-aprendizaje del Inglés como Lengua Extranjera. Le pedimos cooperación y sinceridad a la hora de responder las preguntas para de esa manera resolver las deficiencias que puedan ser corroboradas.

Marca con una (x) la respuesta que consideres correcta:

1-Mientras recibes clases de la asignatura Inglés… ☐

Te sientes muy motivado.

- Lo haces porque te lo exigen.

2-Aprendes Inglés con el objetivo de… ☐

Ser una persona preparada.

- Comunicarte con personas que hablan ese idioma.
- Visitar países extranjeros.
- Ser profesores de inglés algún día.

3-Con respecto a los objetivos que mostramos a continuación, enuméralos según tus preferencias:

- Escribir textos en inglés.
- Comprender textos escritos en inglés.
- Expresarte de manera oral.
- Comprender a otras personas mientras hablan.

Annex 3:

Interview:

Objective: To check the English teachers' level of motivation at Julio Sotolongo Junior High School.

- Do you like to teach English very much? Why?
- Do you like to motivate your students at the time of introducing a new content? How do you do it?
- How often do you use Didactic Games in your lessons?
- Do you consider Didactic Games important for teaching a foreign language?

Pedagogical test:

Objective: To check the students' level of comprehension in ninth graders at Julio Sotolongo Junior High School.

Annex 4:

Marca con una (x) la respuesta equivalente en cada una de las expresiones dadas a continuación:

1- I am Amalia!   It means:
- Yo estoy junto a Amalia.
- Su nombre es Amalia.
- Yo soy Amalia.

2- How old are you? It means:
- Cómo estás?
- Qué edad tienes?
- Donde estás?

3- She is my favorite person. It means:
- Ella está con mi persona favorita.
- Ella es mi persona preferida.
- Él es mi mejor amigo.

Annex 5:

Final Pedagogical test:

Objective: To check the students' level of comprehension taking into account the use of the verb to be in ninth graders at Julio Sotolongo Junior High School.

Enlaza las expresiones de la columna (A) con sus respuestas equivalentes en la columna (B):
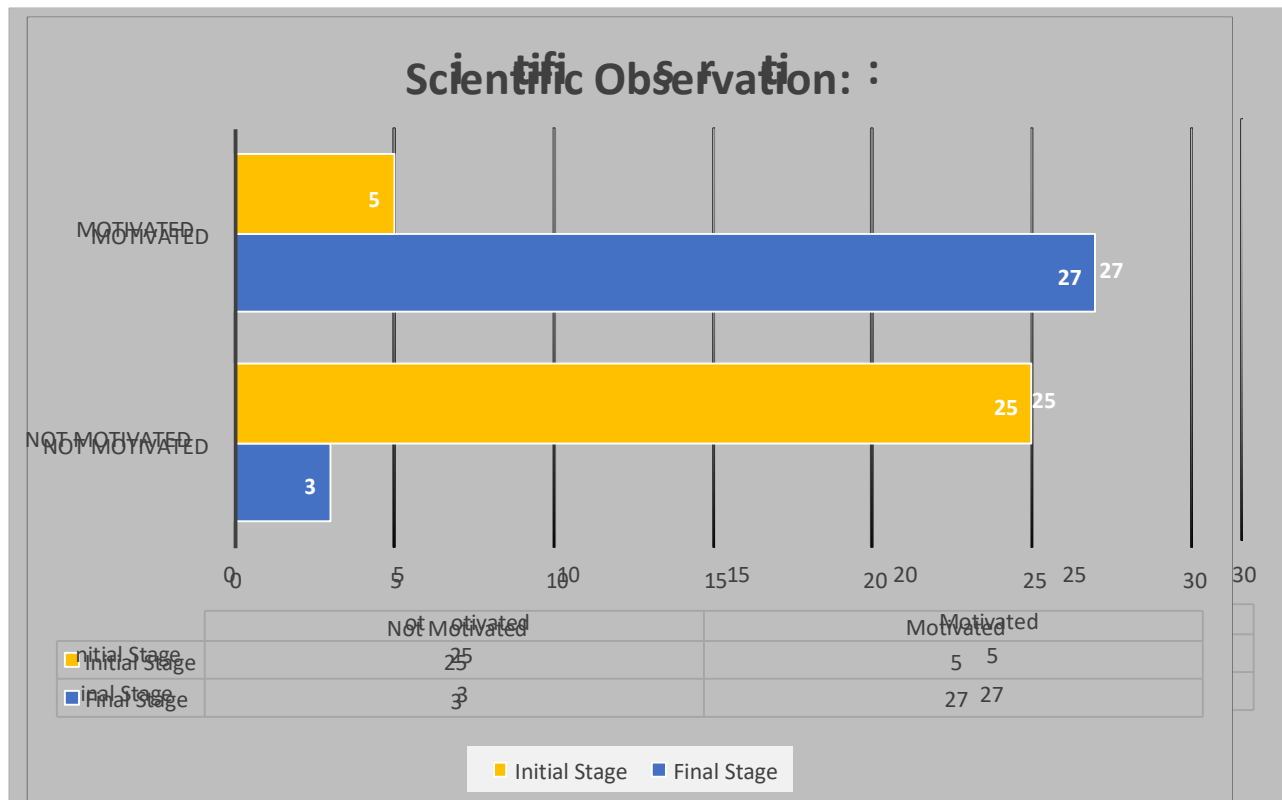
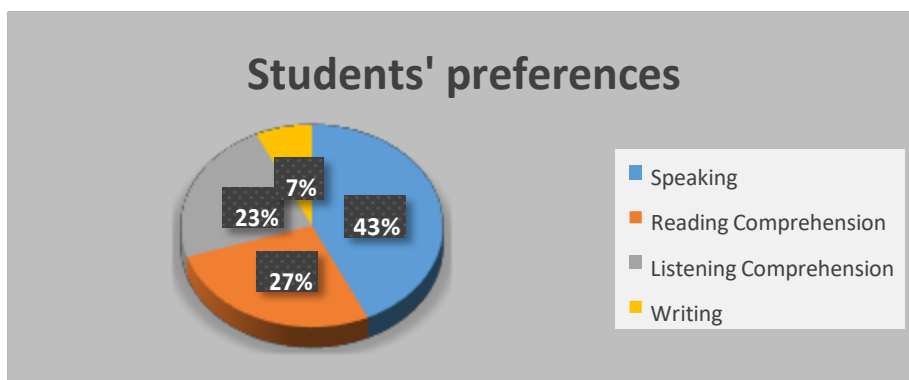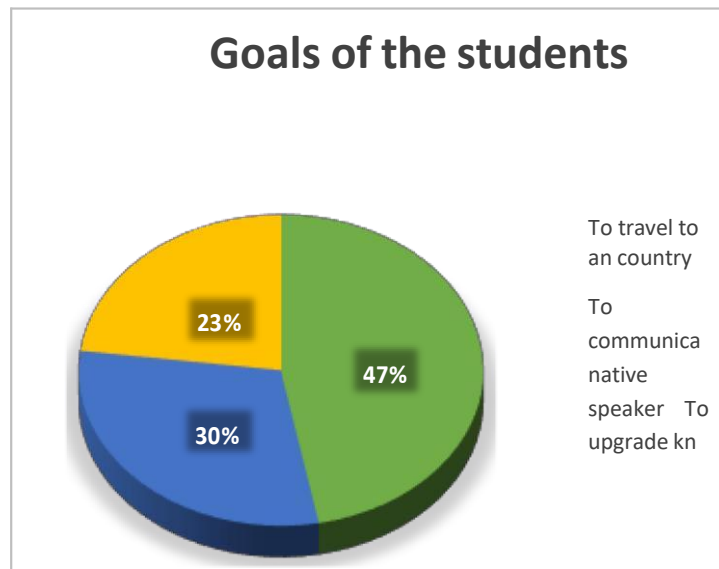| (A)	(B)
1. I am a brave person.	_¿Qué edad tienes?
2. His name is Bryan.	_ Ella es una persona gentil.
3. Where are you now?	_ Yo soy Bryan.
4. I am Bryan.	_¿Dónde estás ahora?
5. How old are you?	_Yo soy una persona valiente.
6. The dog is my favorite animal.	_ El perro está en la cocina.
7. The dog is in the kitchen.	_ Su nombre es Bryan.
8. She is a kind person.	_ El perro es mi animal favorite.

Annex 6:

Results of the Scientific Observation (Initial and Final stage):

Scientific Observation:

	Not Motivated	Motivated
Initial Stage	25	5
Final Stage	3	27

Initial Stage   Final Stage

Annex 7:

Results of the Survey (Initial Stage)

Motivation

- Motivated 33%
- Unmotivated 67%

Goals of the students

- 47%
- 30%
- 23%

To travel to an country

To communica native speaker To upgrade kn

Students' preferences

- 43%
- 27%
- 23%
- 7%

- Speaking
- Reading Comprehension
- Listening Comprehension
- Writing
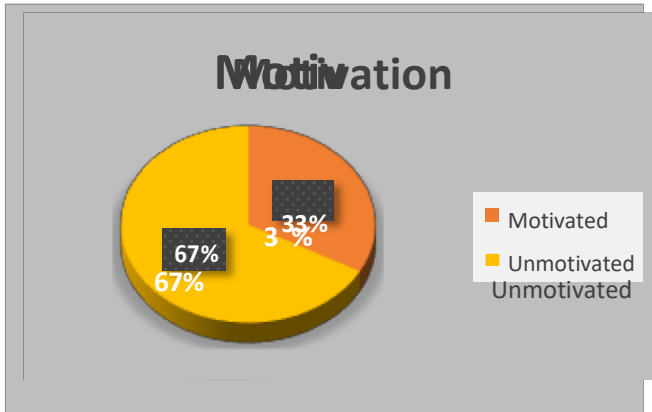
Annex 8:

Results of the Survey (FinalStage)

Motivation

- 7%
- 93%

Legend:
- ■ Motivated
- ■ Unmotivated

Goals of the students

- 17%
- 56%
- 27%

Legend:
- ■ To travel to another country
- ■ To communicate with native speakers
- ■ To upgrade knowledge

Students' preferences

- 7%
- 27%
- 43%
- 23%

Legend:
- ■ Speaking
- ■ Reading Comprehension
- ■ Listening Comprehension
- ■ Writing
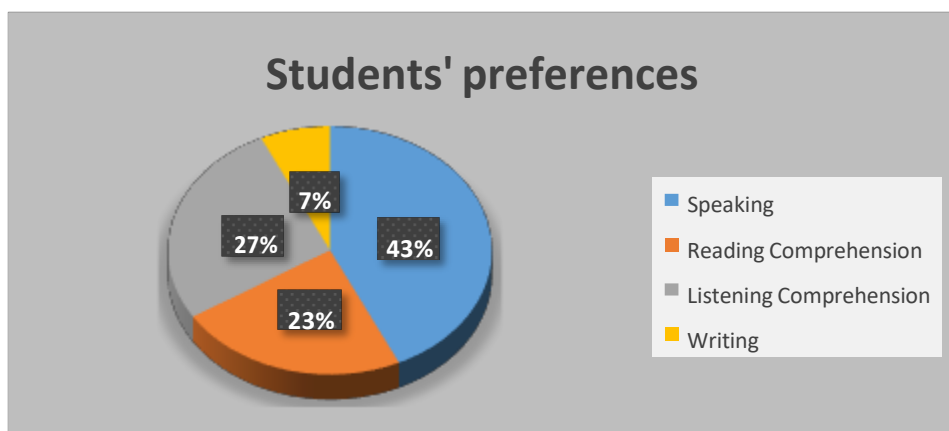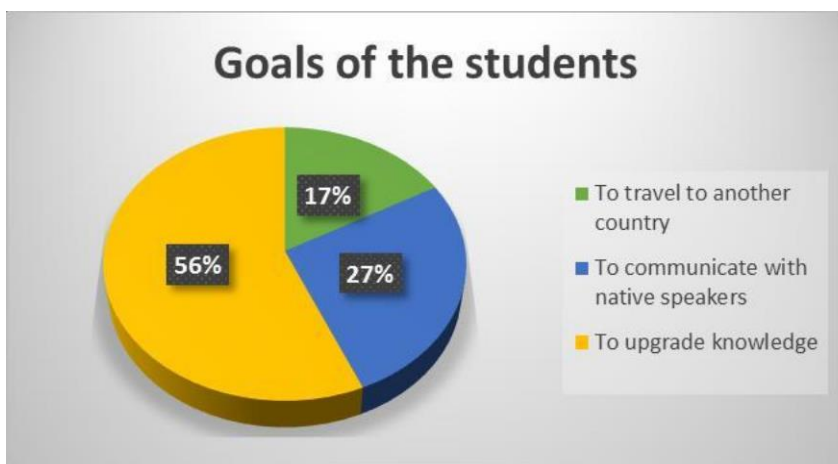
Annex 9:
Results of the Interview (Initial and Final Stage) Results of the Pedagogical test (Initial and Final Stage)

Interview to teachers

	Motivating students	Motivation towards teaching English	Disadvantages of using didactic games	Advantages of using didactic games
Initial Stage	100	100	33	67
Final Stage	100	100	20	80

Initial Stage   Final Stage

Annex 10:

Pedagogical Results

	Initial Stage	Final Stage
■ High Level	6,7	73,3
■ Middle Level	23,3	20
■ Low Level	70	6,7

■ High Level   ■ Middle Level   ■ Low Level