UNIVERSITY OF MATANZAS

FACULTY OF LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

DIPLOMA PAPER

SHORT STORIES' DIDACTIC LEAFLET TO CONTRIBUTE TO THE DEVELOPMENT OF THE VOCABULARY IN 1ST YEAR STUDENTS.

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July/2020

ACKNOWLEDGMENTS

To my parents: for being there when I needed it the most, and for believing in me.

To my tutoress: for being with me during all this hard process of creating this work.

To my friends and professors: for helping me with the confection of tracks of the short stories.

Abstract

Vocabulary acquisition may be considered to be the main problem in learning the English language. When teaching a new language, we place great emphasis on the importance of acquiring a useful vocabulary. In this matter, the development of the four linguo-communicative abilities, (listening, reading-comprehension, speaking, and writing) is highly proportional to the selection of appropriate didactic materials which may be as the result of an important tool. Consequently, the objective of this research is to design a short stories' didactic leaflet to contribute to the development of the vocabulary in 1st year students of the English majoring of the Blending Course from the University of Matanzas. In the development of this work, the dialectic-materialistic as the guide of the whole investigation was applied, alike with the theoretical, empirical and statistical methods used by the author. The initial diagnostic of the actual situation of the 1st year students of the English majoring of the Blending Course from the University of Matanzas revealed a problematic situation concerning the linguo-communicative abilities into the teaching learning process, and as the result of that the development of the vocabulary; which demonstrated that it was necessary to provide suitable didactic materials such as: a leaflet to support the teaching-learning process of the English language. The scientific result was elaborated from the actual pedagogical, linguistic and didactic rationales. Finally, the main bases for the further application of the scientific result are suggested.

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Introduction

Education in Cuba has undergone significant changes. Most educators are aware of the need to stimulate and develop the necessary skills in students so that they understand what is read and often they report that their teachers do not know how to interpret, understand and assimilate the knowledge presented in the texts; which of course, affects the ability of learning through reading, but they feel limited to tackling this problem because it requires more technical and practical information to analyze them, and also derive productive procedures and strategies that correspond to the interests and level of development of their students.

In Cuba, English is included within the study curriculum with the objective of enlarging the students´ cultural background, having them develop communicative skills in such language, so guaranteeing Cuba´s relationships with many countries all over the world. In the Blending Course of the English majoring the reading comprehension ability must be developed alike with the rest of the linguo-communicative abilities, such as: listening comprehension, speaking, and writing.

Reading is important not only in the mother tongue but also in the foreign languages that the students study during their scholar preparation. English, as the most widely studied language in the world, requires attention paid to reading well and improve vocabulary. The teaching of English should contribute, not only to the functional linguistic efficiency, but also to the ability of building and rebuilding new knowledge. That means to have the students' appropriate knowledge and develop their habits and basic skills that allow them to communicate in the foreign language studied.

The ability to read endows people with the means to navigate, investigate and convey the importance of the written language. The ability to read opens avenues for self-exploration and self-enrichment that would otherwise be inaccessible. Furthermore, reading permits individuals to deepen their understanding of other critical domains of knowledge and allows them to experience feelings of pleasure, beauty, excitement, and more.

Therefore, reading has a great social, educational and practical importance and it contributes in a considerable way to fulfill the objective of the English teaching as a component of the Cuban National Educational System. For instance, while reading

some authentic English texts the students can get familiar with the customs, the cultural and scientific events, and the traditions of English speaking countries. Besides, reading is an enjoyable way to present English vocabulary and grammar. Also, there are many benefits derived from the reading of short stories to increase the vocabulary.

The theme of this investigation has been studied by different national and internationals authors, like: Romero (2014), Alvarez (2012), Zayas (2010), Neufeld (2005), Medina (2004), Solé (1994), Van Dijk (1983), Anderson (1979), among others. These investigators provide a series of scientific results to improve the students reading abilities, but none of them take the first year of the Blending Course as the action field to promote reading comprehension to improve vocabulary.

The development of vocabulary level in first year students English majoring of the Blending Course, demands the need of using proper reading comprehension text to improve this skill. In the first year syllabus there is a compilation of texts that should be attached during the scholar course, but the study guides suggested in the texts are difficult to the students, thus the students feel tired with the development of the exercises from the Face2Face textbook; besides, there are no auxiliar text and audio-text to contribute to the development of the vocabulary in the Integrated English Practice I (IEP) lessons.

The previous analysis the author made to the (IEP) syllabus in first year and the participant observation during the first semester of the scholar course: 2018-2019 revealed several difficulties related to the improvement of the vocabulary in the analysis of the texts from the Face2FaceTextbook, mainly in the following three aspects:

- The students misunderstood the fulfillment of the instructions in the exercises, also words, slangs and idiomatic expression.
- The students had difficulties with the comprehension of the essential ideas, messages or teachings of the texts.
- The students had problems to understand the existent correlation of the audio-text and the written text exercises in the Face2FaceTextbook.

Taking into account the previous problematic situations stated, it has been defined the following **scientific problem**: how to contribute to the development of the vocabulary through the reading comprehension in 1st year students of the English majoring of the Blending Course from the University of Matanzas? Taking into account the previous, it is declared as the **object of investigation**: the teaching-learning process of the reading comprehension. So that, the **field of action** is the teaching-learning process of the reading comprehension to contribute to the development of the 1st year students of English majoring of the Blending Course from the University of Matanzas.

That is the reason why the **objective** of this degree paper is: to design a short stories' didactic leaflet to contribute to the development of the in 1st year students of the English majoring of the Blending Course from the University of Matanzas.

Due to the last the following **scientific questions** are suggested:

1. What are the rationales that sustain the teaching-learning process of the reading comprehension in English language teaching?

2. Which is the current situation of the reading comprehension to contribute to the development of the vocabulary in 1st year students of English majoring of the Blending Course from the University of Matanzas?

3. Which short stories are needed to elaborate a didactic leaflet for developing vocabulary in 1st year students of the English majoring of the Blending Course from the University of Matanzas?

From the scientific questions already proposed, the following **investigative tasks** are suggested:

1. Determination of the rationales that sustain the teaching-learning process of the reading comprehension in English language teaching.

2. Characterization of the current situation of the reading comprehension to contribute to the development of the vocabulary in 1st year students of English majoring of the Blending Course from the University of Matanzas.

3. Selection of the short stories that are needed to elaborate a didactic leaflet for developing vocabulary in 1st year students of the English majoring of the Blending Course from the University of Matanzas.

The author worked with a **population** composed by 73 students from the first year of the English majoring of the Blending Course from the University of Matanzas and 2 professors from the Language Department at the Language Faculty, and a **sample** consisting of 24 students which represent the 32.8% of the population, and 2 professors, all **intentionally** selected.

During the whole process of investigation the author applied the general philosophical **dialectic-materialism** method, as general methodology of the scientific knowledge, which permitted the systematization, transformation and comprehension of the results obtained through the application of the theoretical, empiric and statistics methods.

The **methods** from the theoretical level are:

The **historical-cultural**: was applied to figure out the real way to study the reality, based on the obtained data which favors to express theoretically the reading comprehension to develop the vocabulary, taking into account the philosophical, psychological, pedagogical, and didactic theoretical conceptions of the cuban education, considering them as a dialectic unit.

 -Analytic Synthetic: this method allowed the author to analyze different conceptions in the national and international bibliography; taking into account, the analysis and synthesis of each thematic to elaborate the rational of the research as well as the scientific result.

-Inductive Deductive: Its application permitted to consider a sample of representative subject to the students who are part of the sample; it allowed getting a generalization about the topic.

The **methods** from the **empirical** level used in the research were:

The **documental study** permitted to determine the importance attached to the reading comprehension to improve vocabulary in the main documents of the teaching-learning process of the English language, and the investigation that have been developed by different authors about this theme.

Also, the **observation** was applied to characterize the promotion of the reading texts to contribute to the development of the vocabulary in 1rst year students of the English majoring of the Blending Course. Other empirical methods applied were the **pedagogical tests** for the diagnosis of the level of knowledge in first year student in

term of vocabulary, and finally, the **survey** to students for knowing their criteria and suggestions about the problem under investigation.

The **percentage calculation** from the statistics method: allowed the author to calculate in quantity values all the obtained data in the diagnostic stage.

The **investigative techniques** applied were**:** observation guide, pedagogical test and the experience file: allowed the investigator to characterize the reading comprehension skill in first year students of the English language major during the diagnostic stage.

This work projected to obtain better results in the English language teaching-learning process, essentially in the development of the vocabulary of the students in 1st year of English majoring of the Blending Course from the University of Matanzas throughout the introduction and implementation of a didactic leaflet of short stories.

The research is structured in introduction, development divided in chapters. Chapter I presents the main theoretical foundations that support the object of investigation. Chapter II presents the characterization of the sample in the diagnostic stage as well as the scientific result rationales and structure. This chapter also presents the main conceptions for the further application of the scientific result. Finally, the research presents conclusions, recommendations, bibliography and annexes.

CHAPTER # 1- THE TEACHING-LEARNING PROCESS OF THE READING COMPREHENSION IN THE BLENDING COURSE OF THE ENGLISH MAJORING

The following chapter is going to be about the different rationales about the reading comprehension teaching-learning process in the Cuban universities, essentially in the 1st year English majoring of the Blending Course at Matanzas University.

1.1 The teaching-learning process (TLP) of the vocabulary throughout reading comprehension in the teaching-training major at the Cuban universities

In Cuba, some of the most important personalities of the pedagogical tradition have always acknowledged the importance of learning foreign languages. In this way, 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 Marti expressed the view that those who cannot read in French, English or German are not in keeping with the epoch they live in.

This idea from the National Hero shows he's concern that people should learn and develop the skill needed for the period in which they live. About the last, it can be said that the TLP of the English language in the Cuban universities is organized and structured starting from the most advanced of the contemporary science and in total correspondence with our government's ideology, the Leninist-Marxist; in which appears the conception of the teaching of the language like a mean of communication. That is to have into consideration the mother tongue speaking norm of the students for the development of the English as a foreign language in which the primacy of the oral language and the concentric distribution of the linguistic material constitute essential elements in this process. (Corona, 2001)

This theory of the dialectical materialism constitutes the philosophical base of the TLP of the foreign languages; it reveals the essence of the knowledge and the process of acquisition of them. The content of each English lesson is determined with the understanding of this theory based on the communication and by means of communicative situations; the methods and teaching aids are determined by the practice of the language, a logical thought is developed in the students by the acquisition of knowledge in the grammatical realization, the rules would be learned and applied to the elements of the language (Belázquez, A. 2010).

So, taking into account the social character of language and thought, the correct application of the methods and procedures in foreign languages´ lessons keep narrow relationship with the nature of the thought and language, it is hence that it is considered as a basic principle the use of the language like mean of communication and vehicle of the thought and feelings expression.

In connection with this approached on the social character of the thought and language, it is considered that: "The language and the thought are both of social nature, product of the necessity of the men to communicate each other" (Federico, 1975). On the other hand, Angelina Romeu (1978) mentioned by Rosa Antich (1986) referred that there is not language without thought neither thought without language.

Rosa Antich de León (1986) reflects clearly the general objectives for English's teaching in Cuba; so, it corresponds the professor of the subject the men's formation in the socialist society, the one that is achieved starting from the realization of a set of organized activities in a systematic and coherent way in each lesson where students can act consciously and creatively.

The teaching of English in Cuba starts in third grade in primary school and goes through secondary, high school and higher education. There are also language schools for adults, where they can develop language skills in English, and other languages. Successful language learning and language teaching emphasize the goal of functional proficiency. Therefore, what is most important is that English as a foreign language learners use English in a variety of situations and as a means to enlarge culture.

Language serves as a means of communication and interaction among people who share the same linguistic community. Therefore, when the language is taught the focus must be on helping learners to communicate in that language. Language learning is both an individual and a social process. Students learn language more successfully when they are encouraged to communicate meaningful messages as they interact with others.

The TLP of the English language permits the formation of an active-reflexive student, taking into account the psychological conception of the world that permits the insertion of students into the society. This one is based on an instructive and

cognitive character, in those that are in the center of the learning process, which essential purpose is to contribute to the integral formation of the personality of the students. Therefore it is necessary to develop communicative abilities in the students, whom need to be able to use the oral language into the English class.

The analysis and study of several definitions about TLP that is been written in the scientific literature allows the author to adopt the definition given by Calzado Lahera in which he appreciates the TLP with an enlarge educational conception, taking into account the socio-economic and political conditions of the society, and the essential characteristics of the educational process and recognizes the role of the students into the process of knowledge acquisition. The TLP as **"the systemic sequence of developer actions, consciously coordinated among the educational professional, the student, the group and the other factors that have an effect over the development of the personality of the students; to impulse the solution of different contradictions; (…), (…) whose solution, depends from the promotion of the thoughts to higher levels of self-regulation and self-determination (…)" (Calzado Lahera, 2004. p.16).**

In an equal manner, in the analysis of the TLP of vocabulary is used like an instrument for thought formation because of the relation between the way in which people think and speak. As a social fact, it is the consequence of the environment and the individual activity. It lives in every person with a double ability: first, to manifest themselves in a comprehensible form, and second, to understand what they hear and to relate it as a spiritual content.

One of the forms in which language manifests is through vocabulary; it serves as a tool to communicate about objects or processes. So this not only involves the appropriate use of language, but also includes several non-verbal elements. Into the scope of human communication; there can be no doubt that speaking is and has always been of great importance for people. The survival of this form of communication, over others, shows that it is one of the most important human capacities for life in society. While throughout history humans always had the ability to express themselves verbally, it cannot be said the same for other forms of

communication and technologies which have existed relatively for a short time if compared.

Vocabulary is the linguistic element related with the oral or written production. It is also a communicative capacity that covers not only a mastery of pronunciation, grammar and vocabulary of the foreign language, but also cultural and practical knowledge. People express orally, naturally, to call the attention to whom is around, how a need to tell what happened, to express emotions, wishes, moods or troubles, to argue opinions or express views on different topics. In general, it is dynamic, expressive and innovative. The spontaneous vocabulary as excellence is the conversation that people use in everyday situations of life.

Vocabulary in human beings is different from vocabulary of animals, because it is organized, conscious and filled of specific meanings. Vocabulary is what allows humans to contact and to connect themselves with others; thus, the opportunity of establishing objectives, goals and projects in common.

On the other hand, language is acquired by the communication and for the communication, it is considered as a social tool and its impact is analyzed within the individual development. So, "**Reading** is an interactive process between a reader and a text which leads to automaticity or reading fluency. In this process the reader interacts dynamically with the text as she/he tries to elicit the meaning and where various kinds of knowledge are being used (linguistic and systemic knowledge)" (Sulejman, 2006, p.64). That is to say that reading is a cognitive construction process in which the affective and social relations are involved.

A good reader is someone who has a purpose for reading, whether it is to look for specific information or to read for pleasure, and also the vocabulary is improved. A good reader is involved in a complicated thinking process as she/he reads. That is why reading without comprehending is not reading.

On this idea, it is analyzed that according to Van Dijk, (1983) " Comprehension is an integral process of high complexity that implies the construction of a mental representation of the global meaning of the text (Van Dijk, 1983, p.67). Besides, comprehension is the goal of reading. Successful comprehension enables readers to

acquire information, to experience and be aware of other words, learn more words, to communicate successfully and to achieve academic success.

In like manner, good **reading-comprehension** involves the words on the page, accessing their meanings, computing the sense of each sentence and much else as well. To understand text in a meaningful way, readers need to integrate the meaning of successive sentences and to establish local coherence. Readers also need to establish how the information fits together as a whole, which is global coherence. For both, local and global coherence, readers need to incorporate background knowledge and ideas to make sense of details that are only implicit. (Lancaster and Sussex, Oxford)

"Comprehension also involves two main features: being actively involved with the text and using appropriate background knowledge to interpret the text". This process must insure that the reader comprehends the text and that he\she may build ideas about the content, extracting from it what is interesting for him\her. This can be done, just by means of an individual and accurate reading, which allows going backwards and forwards, which allows to stop, to think, to review, and to establish a relation between the new information and the prior knowledge he\she has. Besides, the reader must have the opportunity to wonder and decide what is important and what is secondary (Beyer, 2007).

The above considerations tend the author to carry out that the development of the vocabulary through reading it is a mediating process of social interaction which takes place between the emitter and the receiver, and it is produced in a multilateral way, creative and intentional to encode and transmit ideas as a manifestation of the thought- language- culture related. It is the main way of the verbal communication, which integrates the rest of the verbal abilities. It must bear in mind that in certain circumstances the vocabulary is broader than speech, because it requires of paralinguistic elements to complete its final significance. Therefore, this not only implies an adequate knowledge of the language but also includes several non-verbal elements. The importance of the latter is crucial. It is also a communication skill in the English TLP.

1.2 Main issues about the relationship between language, society, and culture for the improvement of the vocabulary through reading comprehension of short stories

Language can bind people together like nothing else, even if it is imposed from one culture to another, but language, culture and society have a correlation because language is an instrument or embodiment of culture that had been used by human to communicate with each other, either through writing, oral, or movement (sign language), with the aim of conveying the mind intent or willingness to others.

There may be many cultures in one society by language diversity; society is a number of people who have a settled relationship and the same interest; culture is everything that is learned and experienced socially by the members of a society, so the culture is not only the accumulation of habits and code of conduct but a system organized behavior. Culture embraces all aspects and terms in human life, be it a material or non-product material. There may be many cultures in one society by language diversity.

Language and society are two things meet at one point, it means that between language and society will not be separated. Language as arbitrary symbol system sound that used by members of the community as a means of communication, interaction, and identify yourself. Language so firmly attached, fused soul in each speaker in the community. The function of language as an instrument to do the interaction and communication to convey thoughts, ideas, concepts or also feeling in society life. Type of relationship between language and society is an association between certain forms of language, called the variation or dialect diversity with the use of function in society. For examples, people use standard language in education activity, people use non-standard language in non-formal activity, and people use a literature language in our art activity, and so on. Sociolinguistic examines the relationship between language of society which relate two areas those the author can study them separately, it is formal structure language by linguistic and structure community by sociology.

Furthermore, language is a part of the culture, so the relationship between language and culture is subordinate relationship, which the languages are under the cultural

sphere. Language and culture are the two systems that attached in human life. If culture as a system that regulates the human interaction in society; the language will be a system that serves as a means of the interaction ongoing.

On the contrary, there are many ways of theorizing the relationship between the social and the cultural. In this limited context, the author just wants to stress that all societal life may be considered as both social and cultural. The analysis of social life typically deals with relational, temporal and spatial aspects of activities, institutions and structures, whereas the analysis of cultural life typically deals with the production and reproduction of meaning and representations of various realities.

The two sides cannot be separated from each other. All social life carries meaning, and all exchanges and negotiations of meaning are embedded in more or less shifting social structures and relations of power. So, when a student studies and analyses a short story, all the society data is expressed in it, even the traditions and costumes, that's why is so important to attach the vocabulary through the reading comprehension of short stories.

On the other hand, most theories and research studies, state that the reading comprehension in a foreign language is based on cognitive processes, usually in experimental conditions, and do not take the broader social context into account. By contrast, a socio-cultural perspective, based on the pioneering work of L.S. Vigotsky (1934), places the social context at the heart of the learning and communication process.

Vigotsky posited that human learning cannot be understood independently from the social and cultural forces that influence individuals, and that sociocultural interactions are critical to learning. Individuals use physical, cultural and psychological tools to learn and to regulate their activity, and language - in Vigotsky´s view, is the most important of these tools. Conceptual and cultural learning occurs through dialogue in what this author called a Zone of Proximal Development (ZPD): The distance between the actual developmental levels as determined by the independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vigotsky, 1978, p. 86).

Thus, learning is not merely conveyed, but mutually created by the participants in a structured dialogue in which the more capable partner promotes the learning of the less able by building, and progressively dismantling, a scaffold within which the learner is enabled to progress from present to a higher level of ability. With specific regard to language learning, Leo Van Lier (1996) has formulated six principles of scaffolding:

Contextual support - a safe but challenging environment: errors are expected and accepted as part of the learning process.

Continuity - repeated occurrences over time of a complex of actions, keeping a balance between routine and variation.

Intersubjectivity - mutual engagement and support: two minds thinking as one.

Flow communication between participants is not forced, but flow in a natural way.

Contingency the scaffolded assistance depends on learners reactions: elements can be added, changed, deleted, repeated, etc.

Handover the ZPD closes when learner is ready to undertake similar tasks without help (Van Lier, 1996, p. 196).

The ultimate aim is autonomy; as Vigotsky put it" (Vigotsky, 1978, p. 86), what the learner can do today only with assistance, she will do independently tomorrow. In these case the advantage students tends to help the disadvantage ones which indicates that the vvocabulary throughout reading comprehension.

These days, the methodological trend which appears to dominate the theories of language teaching and its teachers is the communicative, notional-functional approach. Rather than a new methodology, the communicative approach is a general philosophy which has been at the forefront of foreign language learning for the last 15 years. Its basic argument is that the learning of a foreign language should be directed towards the student acquiring communicative competence, that is to say, the acquirement of a series of abilities which permit him to communicate with native speakers of the language in the most common situations of daily life. This new approach began to develop at the beginning of the 1970s, when the Council of Europe appointed a group of experts to elaborate a system of foreign language learning for adults (later adapted for use in schools). Its main method the communicative language

teaching riches and important role into the teaching of the vocabulary throughout reading comprehension.

All that has been previously mentioned brings to a conclusion on this chapter, that albeit rather sceptical, but the only possible one: the need to be diverse when choosing a method, to accept the good and positive elements of each methodological trend, and to collect together all that is most suitable given the situation and circumstances of our students. If the teacher limits him-herself in an absolute way to a particular method, the teacher runs the risk of excluding other elements, of concentrating his-her efforts on one particular aspect of the language, (spoken or written, vocabulary, grammar etc.) forgetting the other equally important aspects.

This need is not only based on theoretical principles, on a comparative study of the different ccommunicative language teaching method. It also has a practical foundation based on the very characteristics of the students of first year: all students have a particular reason for studying English: to understand reading texts, to write different types of letters, to make themselves understood by their classmates, the teacher, their future students, etc.

Hence the need to teach the language in a comprehensive way, in all its facets is mandatory, that´s why a socio-cultural perspective is required in the teaching and learning of the English language; therefore it is important to underline what specific features should be taught.

Furthermore, it is important to note that learning in a ZPD may be effectively scaffolded by either teachers or fellow learners, and strategies for both may implemented in the study guides proposed. The constructs of the ZPD, scaffolding and appropriation can be applied to the TLP.

1.3 The learning of vocabulary throughout reading comprehension exercises and audio-text

Hierarchy vocabulary exercises, developed by Wesche and Paribakht (1994) comprise five categories of mental processing which are required to complete various vocabulary exercises. These categories are: selective attention, recognition, manipulation, interpretation and production. The five categories are hierarchical and are classified according to the learning activities required. Much research has shown

the effectiveness of hierarchical reading comprehension exercises on vocabulary acquisition (Cheng, 2008; Hsu, 2005; Kan, 2010; Lai, 2009).

The first exercise category is selective attention. The widespread application of this type of exercise is first to supply learners with a target word list that serves as the tool to attract the learners' attention. The second exercise category is recognition. The usual application of this type of exercise is asking learners to match the target word with the only correct definition from many word distracters. The third exercise category is manipulation. The general application of this type of exercise is asking learners to construct target words with stems and affixes.

The fourth exercise category is interpretation. The common application of this type of exercise is multiple-choice exercises asking learners to guess the word meaning in context. The fifth exercise category is production. The public application of this type of exercise is answering a question by using the target word. Wesche and Paribakht (1994) claimed that extensive reading without vocabulary enhancement exercises was insufficient for vocabulary retention and gains. Exercises that drew learners' attention and provided the mental processes required to expand vocabulary and learn new words in depth were indispensable for promoting vocabulary learning (Kargozari & Ghaemi, 2011).

However, previous research has offered mixed perceptions about the effect of copying vocabulary exercises. Thomas and Dieter (1987) stated that copying practice was beneficial for the accuracy and completeness of writing a word. Hummel (2010) confirmed the merits of rote-copying for learning L2 words that copying exercises promoted vocabulary recall in terms of immediate memory. McMaster and Du (2009) concluded that a copying task was an effective measure of monitoring progress and changes in writing ability of beginner writers. Some divergence regarding copying words has been expressed in other research. Barcroft (2007) mentioned that simple copying did not require the learners to actually produce any language. According to his resource depletion for output hypothesis (Barcroft, 2006), copying vocabulary is a type of output without the means to develop meaning and could drain processing resources. He stated that constrained output yielded negative effects on vocabulary learning because there was no lexical and grammatical activation. Adequate L2

practice for vocabulary learning had to be combined with supplementary techniques, like word association, sorting, and mapping (Oxford, 1990). In Kan's study (2010), copying exercises were less effective for learning vocabulary than hierarchy vocabulary exercises.

Learning vocabulary plays an important role in language learning because as Gass (1999) believes "learning a second language means learning its vocabulary" (p. 325). Folse (2004) notes that vocabulary is necessary for language learning and both research and experience are well aware of this view. Hunt and Beglar (2005) assert that "the heart of language comprehension and use is the lexicon" (p. 24). "No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way" (McCarthy 1990, as cited in Al-Hadlaq, 2003, p. 60). As Nation (2006) has shown, for comprehending written text, 8000 to 9000 word family vocabulary is necessary and for spoken text, 6000 to 7000 vocabularies are needed. Therefore, learning vocabulary is fundamental for language learning. As Schmitt (2008) mentions there are two types of vocabulary learning including incidental and intentional vocabulary learning. One means of intentional vocabulary learning is exercises.

In a study, Dunmore (1989) highlighted the need for exercise types in vocabulary learning and emphasized the importance of context in understanding the meaning of unknown words. In another study, Paribakht and Wesche (1994) pointed out the importance of using exercises in vocabulary learning. They reported that text-based vocabulary exercises and activities will be more effective and efficient than the reading only the text on vocabulary learning.

 Moreover, Llach (2009) emphasizes the effect of vocabulary exercisers in promoting vocabulary knowledge. Min and Hsu (1997) state that reading plus vocabulary enhancement activities is more effective than narrow reading in vocabulary acquisition and retention. These vocabulary enhancement tasks and activities draw learners' attention to a particular word and enable them to understand the meaning and function of the word and result in vocabulary learning (Min & Hsu, 2008). Hence,

using different exercises is essential and beneficial for vocabulary learning and retention, using the audio-text.

Paribakht and Wesche (1994) developed a hierarchy of vocabulary exercise types: 1.Selective Attention: This type of exercise draw learners' attention to a particular vocabulary item. For example: presenting a list of words before a text, and ask the learners to read the words and pay attention where these words appear in the text. 2. Recognition: As they assert in this type of exercise, the learners have to associate the word form and its meaning. Hence, the learners just need partial knowledge of the words. For example: matching a vocabulary item with synonym or definition of the word, and choosing the correct meaning of a word in a multiple choice test. 3. Manipulation: In manipulation the learners have to rearrange the elements of phrases by referring to their morphological and grammatical knowledge. For example: using stems and affixes to make word. 4. Interpretation: they state that in Interpretation, the learners are asked to make a relationship between vocabulary items with other words appeared in the text. For example: synonyms, antonyms. 5. Production exercises: The learners have to retain and reconstruct the vocabulary items, and then retrieve and make a suitable word in the text. For Example: open cloze exercises. Different exercises can lead to substantial gains of vocabulary knowledge and greater vocabulary learning. But the question is which exercise type is the most effective and beneficial in vocabulary learning and retention?

On the other hand, incidental vocabulary learning refers to acquisition of a word when there is no conscious intention (Hulstijn, 2011), whereas the intentional vocabulary learning refers to "a deliberate attempt to commit factual information to memory" (Hulstijn, 2011, p.1). Read (2004) believes that in terms of vocabulary learning, both incidental and direct vocabulary learning are necessary.

In addition, Hulstijn (et al) (1996) state that learners cannot learn the words solely by intentional vocabulary activities and words must be "picked up" through listening and reading activities. Furthermore, Hunt and Beglar (2005) believe that combining explicit and implicit vocabulary learning will be beneficial in terms of improving lexical knowledge in EFL contexts. Hence, vocabulary learning programs need to integrate both intentional and incidental vocabulary learning (Schmitt, 2008). Nation (2001)

supports this point, and he claims that both incidental and intentional vocabulary learning are necessary in order to develop different language skills.

Based on Schmitt's claim, Yali (2010) pointed out that a combination of incidental learning (reading text) and intentional vocabulary learning (specific explicit vocabulary exercises) resulted in better retention, and greater depth of vocabulary knowledge than the incidental vocabulary learning alone.

Schmitt (2008) added that "the more a learner engages with a new word, the more likely they are to learn it" (p. 338). Taken together, more exposure of learners with new words through both intentional and incidental vocabulary learning will enhance vocabulary learning and will result in better vocabulary retention.

Consequently, reading text has a crucial role in learning vocabulary and leads to substantial gains of vocabulary knowledge. Dunmore (1989) asserted that reading is important means for learners, in order to learn and understand the new items. Pigada and Schmitt (2006) pointed out that more vocabulary acquisition occurs in extensive reading condition. Nagy (1997) asserts that "no single encounter with a word, whether in instruction or in the course of reading or listening, can lead to any great depth of word knowledge" (p. 74). As Stoller and Grabe (1993) report, reading texts following by related vocabulary exercises promotes the effect of incidental learning. Hulstijn et al. (1996) state several reasons that why the learners fail to learn the meaning of the words in the texts: 1. sometimes the learners do not pay attention to the presence of the unknown words, or they think that they know the words. 2. Sometimes they just pay attention to the message of the text, and they ignore to notice to the form of the words. 3. Most of the time, the meaning of the unfamiliar words cannot be inferred from the texts 4. One meeting of a new item does not result in acquisition. As Joe (1998) indicated, the process of reading plus doing a task (retelling a text) enhances incidental vocabulary learning, and results in great gain of vocabulary knowledge. However, Paribakht, and Wesche (2000) support this view, and state that reading plus vocabulary activities leads to a better vocabulary learning, and greater depth of vocabulary knowledge than the reading only condition. They report that these exercises and activities provide multiple exposures to different lexical features, and consequently promote learners' vocabulary knowledge. In other words, "the reason for better success

of reading followed by vocabulary exercises may be that these exercises ensured learners attention to specific vocabulary items and required learners to analyze and understand the meanings and functions of target words through different tasks" (Amiryousefi,& Kassaian, 2010, p, 96). To sum up these ideas, combining implicit and explicit vocabulary learning through using texts, following by different exercises and activities can be beneficial and result in better vocabulary learning and retention.

On the other side, to optimize vocabulary learning, both direct instruction and incidental learning should be promoted and a variety of vocabulary exercises should be provided before, during, and after the reading of the text. This focuses students on specific words and exposes them to the words in numerous contexts. A list of tasks for classroom integration may include:

•• highlight words in the text that are the focus of the lesson.

•• include vocabulary learning exercises that require the students to refer to the new vocabulary and use it in various ways.

•• identify which word does not belong (from a list of 5 words) according to the content of the story.

•• place action verbs in order according to the chronology of events in the story.

•• select a character from the story or text and fill in a spider graphic that delineates adjectives used in the text to describe this character, e.g., actions of the character and the results of this action, a physical description of the character drawn from the text, or an emotional or personality description of the character according to self and others.

•• half the class captures the plot of the story chronologically on a graphic organizer consisting of nine squares through drawings, while the other half does the same using words. Students who prepared a word graphic partner with someone who prepared a graphic organizer using pictures and the pair must negotiate until they reach agreement on the major events and their chronology. Students choose and prepare a final summative product based on several options: write a summary of the story, prepare an aural audiotape in which the story is retold, prepare a video or PPT in which they retell the story.

The systematization of the rationales in this investigation allowed the author to identify the theoretical foundations of the development of the vocabulary from the reading comprehension in 1st year students of the English majoring of the Blending Course   from the University of Matanzas, expressed in the first place in the philosophical fundamentals from the dialectical materialism, which reveals the social nature of language as being the most important means of human communication created through the collective practice of a community.

Secondly, in the Psychological fundamentals from cognitive and educational studies based on the Historical-Cultural Theory, so that learning begins through interaction with others, such as: parents, teachers, friends, classmates, co-workers, social agencies (school, mass media, community institutions, work places, etc.); alike with the zone of proximal development and the context.

The Pedagogical fundamentals come from the conception grounded on the Historical-Cultural Theory; this theory considers education a social process consisting of the transmission and appropriation of culture, that occurs in collaboration with others, and encourages life-long personality growth in line with the concrete historical-cultural context, in which it takes place; expressed in the development of the society in which it takes place in a given historical period. Thus, language teaching methodology has always been influenced by the achievements in linguistic studies. Finally, the linguo-didactic fundamentals are drawn from the advances in linguistics that emphasize the social nature of language as a means of communication and the development of the communicative approach to language teaching.

CHAPTER # 2- DIAGNOSIS AND PROPOSAL OF THE SCIENTIFIC RESULT

2.1. Diagnostic of the current situation of the vocabulary in the 1st year students of the blending course

This chapter includes the diagnosis of the current state of the use of didactic materials in the 1st year students English majoring of the Blending Course of the University of Matanzas. The systematization to the elaboration of a leaflet as a didactic material to contribute to the improvement of the linguo-communicative abilities is augmented.

In this first stage of evaluation a diagnostic of the actual situation of the scientific problem already proposed was done. This diagnostics was completed by the application of the following empiric methods: documental analysis; observation (see annex-1); pedagogic test (see annex-2); survey to the students (see annex-3). And it was applied to a **sample** consisting of 24 students which represent the 32.8% of the population, and 2 professors from the Language Department at the Language Faculty, all **intentionally** selected.

To the fulfillment of this stage, the following **indicators** were proposed:

1. Level of knowledge, classification and functions of the importance of didactic materials.

2. Level of the development of the vocabulary in the students during the implementation of the reading comprehension.

3. Rank of motivation, interest and importance of improving the students´ English skills throughout didactic materials.

These indicators were evaluated taking into account the following **evaluative markers**: **High** -- correct use of different didactic materials in the lesson, high level of the implementation of the vocabulary.

Medium -- use of didactic materials in the lesson, medium level of the development of the vocabulary in the students during the implementation of the reading comprehension.

Low --no use of didactic materials in the lesson, poor vocabulary in the students.

Documental analysis results

In the documental analysis it was evaluated the socio-cultural background of the students reflected in their personal files and the regulative documents of the teaching-learning process in 1st year, such as: the IEP syllabus and the methodological orientations.

The class is constituted by 16 Female and 8 Male. The students´ ages range goes between 20 and 46 years old which belong to the adult phase. These students come from Jagüey Grande, Matanzas, Jovellanos, Cardenas, Varadero and Colon, with a medium economical profile. They are helpful, discipline, respectful and enthusiastic.

The students have good interpersonal relationships among themselves, with the professors and with the community. There are no students with any social or physical disadvantage, although some of them are married and are the head of the families, so this provokes some assistant's problems, but at the moment none of them are serious.

Their learning rank is in a good level, they use the popular norm in the mother tongue. According to the analysis of the IEP syllabus (1ST year) and the methodological orientations it can be said that both of them echoed that the English lesson must propitiate the development of the communicative competence by the implementation and improvement of the linguo-communicative abilities; that´s why it is important to use didactic materials in the development of the teaching-learning process of the English as a foreign language. Also, it is expressed in both documents that the teacher must use different didactic material but only makes reference to the pictures, recordings and videos but also there are no audio-texts.

Observation of lessons

There were observed 6 lessons of 1st year during the scholar course: 2018-2019 in the selected sample and there was detected that only two of the lessons were delivered by using didactic materials because the professor alleged that the lessons were given using pictures and that they do not needed to use any didactic material.

At this point the level of knowledge, classification and functions of the importance of didactic materials was represented in a low criteria due to the professors do not use the didactic material to support the lessons, which is not completed achieved, because it was demonstrated that the 95% of the lesson are given by study guides.

On the other hand, the rank of motivation, interest and importance of improving the students´ English skills throughout didactic materials was expressed in a medium criterion, because the students like the subject matter and found it interesting, although they considered that some extra didactic materials or teaching aids may be used to reinforce the lesson.

Results of the initial pedagogic test.

The pedagogical test (see annex- 2) was applied to the selected sample. According to the leaflet (as a didactic material) presented by the author in this investigation the objective of the pedagogical test was to check how the didactic materials help the students to perform the following communicative functions: greet someone, ask and answer about the vocabulary learned in the audio-text and to create a small dialogue.

As a result of the application of the pedagogical test, the author could detect the following regularities:

a) The communicative functions: ask and answer about the vocabulary learned from the lesson, create a small dialogue were greatly affected. The main difficulties were the following:

- 14 students (60 %) had problems in the articulation of sounds in English.
- 7 students (30 %) had problems in making the necessary pauses.
- 4 students (17 %) had problems in using the right intonation according to sentence type and intention.
- 5 students (20.5 %) had problems in using the right word according to the context.

Summarizing it can be said that all the indicators established were affected in one way or another, especially the one related with the students' participation and their personal satisfaction with the use of the didactic materials. Reason why the author presents a leaflet (as a didactic material) to increase the participation in the English lessons of the 1st year from the English majoring of the Blending Course , proving that the didactic materials are indeed an effective channel to increase this percentages.

Analysis of the applied survey to the students (See annex- 3)

The survey was applied to 24 students from 1st year that make up the research sample. Taking into account the first indicator related to the level of knowledge, classification and functions of the importance of didactic materials it can be said that 4 students (16.5%) states that they are important, while 2 students (8%) believed it is not important for them; this criteria represented a low level. On the other hand, 10 students evaluated as important and interesting the quality of the didactic material in their school, while 5 students (20 %) stated that they are good, 1 student (3.5%) said it is bad, and 2 students (8 %) stated that the quality is very low.

This data represented a medium criterion. Because when evaluating the students' participation in English lessons, 5 students (20 %) stated they have a high participation in lessons, 12 students (50%) said they participated occasionally and the rest of the sample affirmed they participated sporadically which represented a medium criterion.

On the contrary, when analyzing the rank of motivation, interest and importance of improving the students´ English skills throughout didactic materials (indicator—2), 6 students (25 %) said that they are always motivated, although no didactic materials were used, and 4 students (17%) said they do not need any motivation. In this same indicator the satisfaction was evaluated too; so that, 14 students (58 %) showed a high level of satisfaction, 7 students (30 %) showed a partial level of satisfaction and 3 students (12 %) showed a low level of satisfaction.

The application of this survey to the students reflected serious problems concerning all the indicators measured; that´s why an initial pedagogic test was applied.

2.2 Systematization of the main theoretical conceptions of the leaflet as a scientific result

- Didactic materials from different perspectives: from the philosophical point of view:

The philosophical argument of the role of the visual knowledge in the teaching-process is based on Pavlov's theory on the analyzers and the two systems of signs that they are the base of the human thought. The role of the practical activity in the

process of knowledge can also be explained by the light of the Pavlovian's theories, according to K. Tomaschevski when he points out:

The great quantity of nervous reactions during the practical activities leaves in the brain, especially the "motor apparatus "(Pavlov) their "rakes". In addition, the stimulated nervous cells that are here finally gathered in a dynamic system of nervous connections. This system, once formed, it can get excited and will repeat the same activity for which was develop at the beginning, arriving this way to the physiologic foundations of the ability, the dexterity and the habits (Tomaschevski; K., 1978, pp. 36).

Vigotsky points out: "The relationship between the thought and the word is not a fact, but a process, a continuous one to go and to come from the thought to the word and of the word to the thought" (Vigotsky; L.: 1982. pp. 123).

This procedure outlined by Vigotsky, supposes a wide process in the individual that takes to interrelate the things that are explained with the previous rich and numerous experiences that he possesses and that in occasions he took to formulate meanings and to give different connotations to those that were sought by the originator. For that reason, the introduction of more concrete, sound, visual, and demonstrative elements or exercitation favor the perception and more jealous assimilation of the elements because they eliminate a good part of risk in the semantic interpretations that the students can give.

- The didactic materials from the psychological point of view.

In the psychological theme, the didactic materials find a wide justification in the teaching-process. The emotional functions of these in the creation of motivations are so high that are even valued very above their talkative and pedagogic capacity. In the human learning, the biggest interrelation with the external world is given through the visual organ, perceptual of the sight. For that reason, the employment of the didactic materials and especially of the visual means facilitates the good use of the sensorial mechanisms. As it is known the didactic materials contribute to make more durable the learned knowledge, they increase the motivation for the teaching and for the subject.

For what, we affirm that the didactic materials contribute to the student's individual security, the personal reaffirmation in the capacity to learn and the creation of incentives that activate the learning; on the other hand, they allow the students to feel active participants of the educational process and the scientific work, and a bigger participation is achieved.   In the educational process, the use of the didactic materials from the psychological point of view has been much influenced in the last decades by the experiences and theoretical conceptions elaborated by P. Y. Galperin and N. F. Talizina that enriched the cultural historical pattern of L. Vigotsky, and this is what he thinks:

- First stage (Motivation): the necessity of a motivation settles down. All action should have a reason and in the educational process, we should begin with create a motivation. Is important not to make a mistake, and to have present the motivation, the inclination and the means, he/she should go toward the content and not toward the form.

- Second stage (Orientation): The teacher explains what the students should make, when he/she offers the orientations of the actions to execute. On one hand the teacher is been worth of the aids that allows him/her to illustrate his/her exhibition and this way to facilitate him/her the task of informing. The students carry out a visualization action and audition increasing their channels of perception; with the use of the didactic materials, more complete and more effective information can be offered.

- Third stage (Understanding): The students should manipulate or act on the aids. If in the previous stage, the actions were visual or auditory perception, in this stage the necessity takes place on acting. In this case, the students recognize in the aids new qualities from the study object.

- Fourth stage (Control): The students express themselves by means of different forms, oral or practical, and the teacher use the aids to control the action like an ascent that allows activating all the possible actions in the students in a dynamic way. The teachers should be prepared to travel these stages and don't think about them like steps but as a process that causes a bigger interaction between him/her and the students.

To have presented these stages of assimilation of knowledge is important because it allows us to take the didactic materials to a didactic plane, facilitating this way a bigger appropriation of the contents from the student's part.

-**The didactic materials from the pedagogical point of view.**

The selection and use of the didactic materials in the pedagogic process are given, unquestionably, for their relationship with the other components of the process. The objectives of the didactic materials are determined by the necessities and social demands, given in the mark of the school, the teaching type, the subject and the year. The objectives specify for what reason we teach and they establish the ends that we intend, given in form, of concepts, rules, laws, phenomena, habits, abilities, convictions.

After the methods are established, the following step constitutes the didactic material that respond to with what, or in other words, to the resources on those that the methods are sustain, to its material support. It is very difficult in the practice to separate the selection of the teaching methods and the didactic materials, both like a dialectical unit, they are closely related and for that happens that in the practice both are select on the base of the objective relationships.

Equally, have an influence in the determination of the didactic materials the school organization conditions, the group and teachers organization to develop the activities. It is not the same a conference in the higher education for big groups that a lesson of half level. Each one has its own demands, in the size of the local as in the peculiarities of the development of the lessons. The aids determine the instruments that are used for the control of the knowledge that will facilitate the teacher to evaluate the learning later. When formulating their questions, so much for the frequent evaluation during the lesson, like for the practice lesson or the final tests, the teacher should take in consideration not only the content, but also the way that will be employ for the student´s learning.

The leaflet that is proposed is composed by 11 files with short stories each, with their respective recording and the study guide. Its main objective is to contribute to the development of the vocabulary throughout reading comprehension of short stories. It

is structured in text, study guide and recording in each file. See complementary file with the leaflet included.

2.3 Practical and methodological indications for the implementation of the scientific result

The following investigation presents the main practical and methodological procedures to the further implementation of the scientific result already proposed. The regularities for its introduction to the educational practice are suggested taking into the actual situation the context of the scholar course 2019-2020 is facing. Due to this pandemic stage, it was not possible to apply the scientific result to the selected sample. So, with the purpose of answering to the orientations given by the Language Faculty Scientific Commission, the methodological indications for the implementation and the main indications for its further application are suggested as follow, which are based on the characteristics of the year level requirements and the IEP's methodological procedures.

On this idea, the author suggests to control and evaluate the application process by the application of the following empirical methods: **participant observation** (see annex-1) with the application of this method the author will control and evaluate the main results obtained from the application of the scientific result in the selected sample and the **pedagogic test** (see annex-2) which allows to the author to evaluate the students improvement during the application of the scientific result, finally the author suggests to compare the obtained results by the application of the **triangulation** method between the participant observation, the pedagogical test and the investigative tool experience file.

To the fulfillment of this application stage, the **indicators** proposed in the diagnostic stage are used:

- Level of knowledge, classification and functions of the importance of didactic materials.
- Level of the development of the vocabulary in the students during the implementation of the reading comprehension.
- Rank of motivation, interest and importance of improving the students´ English skills throughout didactic materials.

To evaluate these indicators the following **evaluative markers** were suggested:

High -- correct use of different didactic materials in the lesson, high level of the implementation of the vocabulary.

Medium --use of didactic materials in the lesson, medium level of the development of the vocabulary in the students during the implementation of the reading comprehension.

Low --no use of didactic materials in the lesson, poor vocabulary in the students.

Furthermore, the indicators can also be evaluated taking into account the **observable, partial observable and not observable** scale, used to characterize the hints in the participant observation about the students' and the professors' behavior during the application stage.

The introduction process will take place taking into account two main application terms: short term and medium term. **The short term** includes actions to be applied immediately from the beginning of the scholar course in which the professor should:

- Know the objectives in the Integrated English Practice IEP syllabus for the discipline and the particularities of the IEP subject matter for the 1st year English majoring of the Blending Course of the University of Matanzas and also the professional's model indications for this scholar year.
- Know the theoretical conception of the vocabulary development throughout reading.
- Prepare the required materials from the data obtained in the diagnostic stage for the application of the suggested leaflet.
- Design the evaluation and control of the application of the scientific result.

On this idea the students should:

- Feel part of the application process.
- Know their strengths and weaknesses in order to project their further knowledge.
- Get familiar with the information and activities presented in the leaflet.
- Get familiar with the indicator that will be used during the evaluation of the application.

Medium term application: This term coincides with the second semester of the scholar course, that's why the professor will evaluate the didactic procedures of the

implementation of the scientific result as well as the student's vocabulary improvement. So, during this application process the professors and the selected sample should play each other's role, in the case of the professors:

- They should act out as mediators of the knowledge.
- They should also be facilitators of the knowledge.
- They should be evaluators of the knowledge.

In the case of the students as it was explained in the epigraph 1.3 to optimize vocabulary learning from reading comprehension during the application stage, both direct instruction and incidental learning should be promoted; for that reason, the students should focus their learning on:

- Highlight words in the text that are the focus of the lesson.
- Include vocabulary learning exercises that require the students to refer to the new vocabulary and use it in various ways, essentially to write opening and concluding paragraphs.
- Identify which word does not belong (from a list of 5 words) according to the content of the story or be able to suggest possible synonyms of these words based on their meanings.
- Place action verbs in order according to the chronology of events in the story, and create a plot maps which allow them to retail the story.
- Select a character from the story or text and fill in a spider graphic that delineates adjectives used in the text to describe this character, e.g., --actions of the character and the results of this action, a physical description of the character drawn from the text, or an emotional or personality description of the character according to self and others. Also associating colors, images or animal's characteristics to the character's behaviour in order to describe it. A vivid example is to give the fox's behaviour to a shifty, liar and profit character or to describe its feelings as green of envy.
- Half the class captures the plot of the story chronologically on a graphic organizer consisting of nine squares through drawings, while the other half does the same using words. Students who prepared a word graphic partner with someone who prepared a graphic organizer using pictures and the pair

must negotiate until they reach agreement on the major events and their chronology. Students choose and prepare a final summative product based on several options: write a summary of the story, prepare an aural audiotape in which the story is retold, and prepare a video or PPT in which they retell the story.

As it was exposed before, these actions for the application will be evaluated to obtain quantitative and qualitative results. For the **participant observation** the author suggests to consider the following criterias as well as the indicators behaviour:

Evaluative criterias	Observable	Partial observable	Not observable
The professor guides the students towards the objectives of the activities (or stories) in the leaflet.			
The professors explain the procedures and evaluates appropriately all the activities.			
The students feel part of the process and give their opinions and reflections.			
The students get familiar with the new vocabulary in the reading comprehension activities and use it to answer the exercises.			
The students are motivated to do the activities in the leaflet.			
The students are satisfied with the results of their improvement.			

As for the pedagogical test, the author suggests using the same test for the diagnostic and application stages exposed in annex # 2. The application will be done taking into consideration this corresponding chart that shows the main criterias to be considered.

Evaluative criteria	High	Medium	Low
The students identify the vocabulary (words) in the text that are the focus of the lesson.			
The students answer the vocabulary learning exercises in the test using various ways, and write opening and concluding paragraphs.			
The students identify the words with similar meanings and its synonyms in the text.			
The students are able to retail the story using chronology order and new vocabulary.			
The students create content maps from the plot of the story.			
The students are able to change the end of the story using new vocabulary.			
The students are motivated towards the improvement of the vocabulary throughout the reading comprehension.			

Concerning the information to be gathered in the **experience file**, the author suggets to make three sections in which the students will present their opinions about the scientific result, as well as the daily collection of the data obtained from the introduction process. Finally, the author will apply the **triangulation** among the participant observation, the pedagogical test empirical methods and the experience file in order to compare the behaviour of the indicators in each empiric method and the investigative tool. This comparison permits to analyze the actual state obtained from the diagnostic and the data from the application to overview the improvement of the students. Besides the triangulation will permit the author to prove the effectiveness and applicability of the investigative results, which reveals itself as flexible and productive was elaborated by the philosophical, pedagogical, didactic and methodological rationales that sustained the cuban pedagogy.

CONCLUSIONS

1. The theoretical foundations related to the implementation of the didactic materials in the Universities have been talked by several authors and have been assumed from the conceptions of the historical-logical approach of the developing learning of the Universities model considering an essential aspect to be achieved by schools.

2. The different research instruments applied as part of the initial diagnosis confirmed the existence of a problem concerning the state and the use of didactic materials in the 1st year students English majoring of the Blending Course   of the University of Matanzas. The established indicators were affected in one way or another, especially those related with the students' participation and their personal satisfaction with the use of didactic materials. As a result of the diagnosis, taking into account the detected regularities in the situation of the implementation of didactic materials to contribute to the development of the vocabulary, a leaflet of complementary files with texts and study guides was elaborated, in the 1st year students English majoring of the Blending Course   of the University of Matanzas.

3. The scientific result elaborated served as tool for the implementation and use of didactic materials in the English lessons. These files with texts and study guides fulfill certain requirements in order to answer to the students' needs and motivation. Also, it was elaborated taking into account the Cuban educational philosophy rationales and responds to the socio-cultural background.

4. The main aspects for the introduction of the leaflet to the develop the vocabulary from the reading comprehension are suggested based on the practical and methodological issues that sustain the teaching of English in the cuban pedagogy.

RECOMMENDATIONS

According to the suggested conclusions, the following recommendations are given:

1. To continue working in the improvement of the proposal in further scholar years.

2. The author recommends introducing the scientific result in the 1st year students English majoring of the Blending Course   of the University of Matanzas in different scholar courses.

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ANNEXES

Annex—1 Observation guide

Objective: To check the information about didactic materials in the English lessons of the 1st year students English majoring of the Blending Course of the University of Matanzas. **General teacher's data:**

Name:

Years of teaching experience:

Year level:

CHART--Observation guide for the diagnostic stage:

Aspect	Total	Partial	None
Preparation for the new content.			
Motivation during the lessons.			
Student role.			
Use of didactic materials.			
Knowledge of the importance of didactic materials.			
Students manifest motivation toward the leaflet of complementary files.			

Annex--2: Pedagogical Test for both stages diagnostic and application.

Objective: To know the current state of the linguistic abilities in the English students of the blending course.

Communicative function:

1--From the recording that you just listened answer the following questions:

a) A synonym of Internet

b) How a person can reach out to you using the social media Facebook

c) Mention three or more words that you learned from this video

d) Create a small dialogue with a partner where you use the learned vocabulary.

e) Write a 30-word paragraph about the recording.

Annex-- 3: Survey applied to students.

Attention to individual differences.

Objective: To evaluate the students´ opinions about the use of didactic materials during the English lessons.

Survey:

Estimado alumno: Tu profesor de inglés está realizando una investigación sobre el empleo de los medios didácticos en las clases de inglés y las posibles vías para hacerlo mejor cada día. Te pedimos que respondas las siguientes preguntas con la mayor sinceridad posible. Muchas gracias.

1. ¿Consideras importante para ti el uso de los medios de enseñanza en el aprendizaje de una lengua extranjera como el inglés? Sí _____ No _____
2. Cómo evalúas la calidad de los medios de enseñanza en tu escuela. Buena_____ Mala _____Regular _____
3. ¿Cómo evalúas tu participación en las clases de inglés? Alta ____ Media ____ Baja ____
4. ¿Crees que con el uso de más medios de enseñanza tu participación en clases mejoraría? Sí_____ No _____
5. ¿Cómo evalúas tu nivel de satisfacción por los resultados que obtienes en el aprendizaje del inglés cuando se utilizan los medios de enseñanza? Alta ____ Media ____ Baja_____
6. ¿Qué te gusta trabajar en las clases de Inglés? ____audiciones ____lectura y comprensión de textos ____ diálogos ___ redacción
7. ¿Qué tipos de textos te gusta leer? ____ historias ____ poemas ____artículos ____otros
8. ¿Con qué frecuencia lees?
9. ¿Piensas que leer contribuye al desarrollo del vocabulario? ___ si ____no (explica)

10. ¿Piensas que escuchar la lectura mientras la lees, te ayudaría a entender mejor los textos?

___si   ____no (explica)