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Major Paper

TEACHING ACTIVITIES TO REINFORCE THE ORAL EXPRESSION ABILITY.

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Abstract

The following major paper makes a bibliographical analysis of the theoretical and methodological groundings, related to the reinforcement of the oral expression in the teaching-learning process of the English Language in Honorato del Castillo Cancio High School. This research deals with different scientific theoretical positions and methods that were used to support the criteria selected by the authoress in order to find the contradictions that evidenced the existence of a scientific problem. Like scientific methods were used the empirical, theoretical and statistical, that were put into practice with the aim of verify, state and validate the aspects taken into account in what concerns the teaching and learning process of a foreign language.

The major paper is structured in abstract, introduction, development, conclusions, recommendations, bibliography and annexes. In the introduction the importance of the topic and the theoretical and methodological design of the investigation are taken into account. In the development are stated the most up-dated wordgroundings of the theme, it presents the initial and final stages of the research and the teaching activities as such.

This work has as a main purpose the application of different teaching activities for tenth graders to strengthen their communicative abilities and reinforce the oral expression ability in the English language.

Introduction

Learning a foreign language has become a paramount aspect in the contemporary society and its mastery in every teaching learning process is of great importance. English, insofar, is the international language, or better said, the universal language and with the arrival of new technologies like the social networks, the trading and so on, it continues being the most useful of all the languages in our planet. English is so far, the most spoken language all over the world. Thus, due to the political, economical, social and cultural importance it has, the mastery of the English language has reached in Cuba, its highest interest; it has constituted a basic subject to be learned by most of the students in different educational levels.

The Cuban Ministry of Education plays an important role not only for preparing people to face all the development the society has or needs, but also to guarantee the relationship between Cuba and many other countries. English has been taught as a foreign language, through years, in the different educational levels in Cuba. This subject contributes to the general formation of students in the society, departing from the language as a social phenomenon and the relationship among thought - language - culture.

The subject contributes to the formation of a scientific conception of the world in the students taking the language as a social phenomenon and it is also a way to demonstrate the relationship that is present among thought-language-culture.

The syllabus of English for senior high school is based on the communicative approach, along with the basic principles of the conscious practice method for the systematization and practice of the linguistic contents and the approaches that make up the teaching of a foreign language and contents of others subjects in order to strengthen the interdisciplinary relationship and the professional pedagogical orientation towards the study of the subject with pedagogical purposes.

The syllabus in the teaching learning process must contribute to the development of cognitive - communicative activities in students; it implies the expression, understanding and negotiation of meanings between two persons or more, or between a person and a written or oral text.

Different methods have been used to improve the teaching and learning of English as a foreign language, some of them have been banned and some others are still

in use. Nowadays the most used methods are; communicative approach, task based approach and computer approach, the teaching learning process of English in Cuba is based on the communicative approach, taking into account the functional and notional approach to contribute to the development of the oral expression ability, and the teaching of English by means of contents from different subjects to develop the abilities and habits that allow students to communicate in a foreign language. Communication must be the center of learning according to (Hymes, 1971).

The teaching-learning process of the foreign languages is always involved in constant changes in order to seek for more effective ways and techniques to achieve a successful teaching-learning process, where the oral expression ability as part of this process has not received the importance it deserves, according to some authors' criteria among them: Hymes (1970), Finocchiaro (1982). Antich (1988). In Cuba some authors have also considered that the oral expression ability is also affected in this process, some of them are: A. Valero (2008), O. K. Concepción Bernal (2008), M.A. Martin (2009), X.J. Cabo León (2009) and N. Martinez (2011).

In our province, the teaching-learning process of the English language has to overcome many problems that arise from teachers' everyday work. During the development of the teaching training period of the authoress at Honorato del Castillo Cancio Senior High School, and by means of the application of some research methods, some troubles which affect the development of the oral expression ability in the English lessons were detected, among them are:

- Lack of fluency and coherence in the oral expression ability.
- Low mastery of the vocabulary related to the topics
- Incorrect use of the intonation patterns.
- Inconsistent comprehension.
- Students use the language mechanically.
- Students do not internalize the given communicative formulas.

In order to find a scientific solution to the pedagogical situation described before, the following **research problem** was stated:

How to contribute to the reinforcement of the students' oral expression ability in the English Language from Honorato del Castillo Senior High School?

According to this problem, the following **objective** was determined:

To apply teaching activities to reinforce the oral expression ability in Honorato del Castillo Senior High School tenth graders To give a fore solution and for a better organization of the research the following **research questions** were stated:

1. What are the theoretical and methodological backgrounds that support the reinforcement of the oral expression ability of the English language?
2. What is the real state of the students' oral expression ability in the English language in Honorato del Castillo Senior High School?
3. What characteristics should the teaching activities have in order to contribute to the reinforcement of the oral expression ability in the English language in Honorato del Castillo Senior High School students?
4. How to validate the effectiveness of the applied teaching activities for the reinforcement of the students' oral expression ability in the English language in Honorato del Castillo Senior High School?

To fulfill the objective the following **research tasks** were stated:

1. Determination of the theoretical and methodological wordgroundings that support the reinforcement of the oral expression ability in the English language in Honorato del Castillo Senior High School.
2. Diagnose the real state of the students' oral expression ability in the English language in Honorato del Castillo Senior High School.
3. Application of a set of teaching activities to reinforce the oral expression ability in the English language in Honorato del Castillo Senior High School students.

4. Validation of the teaching activities that contribute to the reinforcement of the students' oral expression ability in the English language in Honorato del Castillo Senior High School.

The theoretical methods used were:

Historical-Logical Analysis: to deepen into the study of antecedents of the development of the oral expression ability, as well as the evolution that it has had during different stages.

Analysis- synthesis: to analyze the instruments applied and summarize the elements which were useful in the elaboration of the teaching activities applied.

Induction- deduction: to deepen into the development of the students' oral expression ability in the English lessons.

The empirical methods used were:

Pedagogical observation: to diagnose the problem, related to the oral expression ability.

Interview: it was employed in order to know about the different interests and motivations students have, related to the subject and the development of the oral expression ability in English, and also, to know what some professors think about the difficulties that exist related to the use of the oral expression ability in the English lessons.

Documentary revision: it was made to evaluate and verify the objectives of the syllabus and treatment of the oral expression ability, in the teaching-learning process.

Pre-Experiment: used to validate the effectiveness of the proposal of activities to reinforce the oral expression ability.

The mathematical/ statistical method used was:

Descriptive statistics: it was employed to summarize and show the compiled information about the problem.

For the development of this research the 30 students in group 15 from tenth grade in Honorato del Castillo Senior High School in Sancti Spíritus were selected as

population. The **sample** was intentionally selected due to the deficiency that the students are facing in regard to the development of the oral expression ability in the English language, 15 students were taken, representing the 50% of the population. Eight of them have divorced parents and the rest of the parents are still married.

The sample is characterized by being adolescent students between fifteen and sixteen years old, the sample is formed by students of Sancti Spíritus city. They require of independency and creativity. They show a particular respect towards the subjects in which the teachers demand mental effort, imagination and they create conditions for the students to take an active part during the lesson. They use to make appreciations that respond to a system and polemic focusing. They are able to judge critically the life conditions that are affecting them and they take part actively in the transformation of the society they live in.

Scientific novelty:

This major paper provides teaching activities that are designed to contribute to the reinforcement of the oral expression ability in the English lessons in tenth grade students in Honorato del Castillo Senior High School in Sancti Spíritus. They offer an alternative in order to achieve the objective stated in this research. They are created to improve the oral expression ability, the activities depart from the students' characteristics, motivations and the curriculum's objectives of the English subject for tenth graders. -

The major paper is structured in introduction, development, conclusions, recommendations, bibliography and annexes. In the introduction the importance of the topic and the theoretical and methodological design of the investigation are taken into account. In the development are stated the most up-dated wordgroundings of the theme, it presents the initial and final stages of the research and the teaching activities as such.

DEVELOPMENT

Learning is a universal phenomenon inherent to the world of men as human beings, even though it also occurs in some other animal species. Thus, it can be said that

learning is man's assimilation of certain knowledge and activities conditioned by some social situations. This means learning is a chain of conscious acts oriented to a goal, directed by social needs and regulated by social practice. Education aims at developing learner's wholesome personality so that he can participate actively in the construction of society. The objective of learning a foreign language is a powerful means to contribute to the development of learners' personality, the learners acquire knowledge about English, Spanish and Portuguese together with their culture, history, literature, and so on, all this makes language a source of immediate general culture and the most varied things in the world. By learning English, the students achieve practical objectives: listening, speaking, reading and writing which become the means to acquire knowledge and form convictions.

"The learning process of foreign languages is a complex activity constituted by two aspects: the linguistic knowledge acquisition and the linguistic habits and abilities formation" (Leontiev, A., 1981:13) This is a fundamental statement for the realization of this work, for it takes into account the learning process in which the students are involved.

Cuba has been an experimental laboratory for teaching approaches, methods, and techniques. At the beginning of the twentieth century the method used in English language teaching in Cuba was the grammar translation.

In grammar-translation, much of the lesson was actually conducted in the mother tongue; rules were given, samples of the language were inferred, translated and explained. There was very little speaking in the target language. Students of ten learned to read and write well, and had good mastery of the grammar and vocabulary, but usually could not actually use the language for direct communication.

Nowadays the focus of the teaching of a foreign language in Cuba is based on the communicative approach.

Garcia Sirelda (2010: 7) states that communicative approach is the new emphasis on the uses of language but with the explicit aim of developing communicative competence, which is a high level concept that implies the

expressions, interpretation, and negotiation of meaning involving interaction between two or more persons, or between one person and a written or oral text.

Thus communicative competence is understood as the ability to use the language system appropriately in any circumstance. It must include not only the linguistic forms of a language but also the knowledge of it, how and where it is appropriate to use these forms. That is, to approach the language in as much as possible to the reality of the students.

Garcia Sirelda (2010: 12) expresses that communicative competence is the capacity that should be developed in students to produce and process written and oral texts in a coherent way... it implies the expression, interpretation and negotiation of meaning involving interaction between two or more persons, or between a person and an oral or written text.

The communicative approach in the teaching learning of foreign languages is supported by the following principles:

1-Know what you are doing, (it means that the focus of every lesson, or part of a lesson, should be learning how to do something...this would be an answer to questions which every student asks to himself: why am I learning this? What am I learning to do? Learners should know what he is going to learn, why and how)

2-The whole is more than the sum of the parts, (the ability to handle the language elements in isolation does not mean the ability to communicate... what is needed is the ability to deal with expressions and ideas to work in the context of the whole)

3-The processes are as important as the forms, (emphasis should be made in the classroom to imitate the process of communication so that practice of the forms of the target language should take place within a communicative framework. There are three processes which should be incorporated in teaching procedures: information gap, one of the two people in communication knows something that is unknown by the other; choice, the participants have the choice of what to say and how to say it; and feedback, the participant checks if he has successfully completed his task).

4-To learn it, do it, (it means to involve the student in doing things, in making choices, evaluating feedback, bridging information gap. Such activities demand an environment where doing things is possible. Learning is as important as teaching. Only the student can learn).

5-Mistakes are not always mistakes, (The communicative approach requires the flexibility to treat different things as mistakes at different stages in the learning process. The student learns through making trial and error, through hitting and missing. He makes mistakes in his attempt to get his message across. Many trivial mistakes of grammar or pronunciation do not hamper communication. The student overcomes those mistakes as he progresses in using the language. Correcting every mistake constantly destroys the learner's confidence in his ability to use the language. He gets fear and stops doing).

Communicative Language Teaching is based on the conception of language as a means of expression and reception of ideas, that's why it is necessary to develop the communicative competence, which implies a deep development of the whole skills.

The communicative approach is based on:

- 1- Listening and imitating.
- 2- Phonetic training.
- 3- Pair works (to distinguish similar and different sounds)
- 4- Contextualized pair work: the teacher states a situation, presents the vocabulary and the students are trained to respond to a given pattern.
- 5- Visual aids: they describe the way sounds are produced.
- 6- Tongue twisters.
- 7- Approximation exercises: the speaker is trained to learn the foreign language in the same way a child acquires certain sounds of the mother tongue.
- 8- Practice based on vocalic changes by means of affixation.

9- Reading and recitation.

10-Recording the produced sounds by the students.

For the development of the present work, the authoress considers of paramount importance to analyze some criteria and definitions related to what communication is and how the communicative approach helps reach the wanted results of this work.

Then communication can be considered as a two-sided process: a message cannot be communicated unless there is someone to receive it. Consequently, the learner should acquire abilities both as a sender and as a receiver of spoken messages, as means for the development of listening, speaking, reading and writing.

“Communication constitutes a social system of interactions through signs and systems of messages that are produced as part of the human everyday life”. (González,V.2001:32)

“Oral communication is a two-way process between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding). It is a complex process because the speaker has to encode the message he wishes to convey in appropriate language, while the listener (no less actively) has to decode the message.” (Byrne, D.1989:22)

“Oral communication constitutes a social system of interactions through signs and message systems which are produced as part of humans’ everyday life”. (Gonzalez, V. 2001: 32)

Thus, it can be said that oral communication is a process in which persons transmit spoken messages such as ideas, feelings and thoughts, as part of the social interaction among them, and it involves a speaker and a listener or listeners to encode and decode the spoken message.

Speaking as part of the oral communication is one of the language abilities to be developed in most of the school courses in the English language at all levels. This ability is either developed independently as a primary goal to be reached at the very

end of learning and/or as a means for other abilities such as reading or writing. Consequently, as a general rule, speaking is a teaching point and this is reflected in the objectives of such courses. This research work assumes the speaking ability as oral expression ability.

“The production of the speaking language, learning to speak in a foreign language, is considered one of the most difficult aspects in the learning of a new language. In the production of the speech every speaker needs to speak, to speak individually and he needs someone who is going to listen what he speaks and later, he will answer him” (Brown G. 1977: 19).

The production of the speaking language is considered one of the most difficult skills to develop in the learning of a new language because it demands from the speaker to think in a foreign language and to be understood by the listeners.

Speaking is a personal ability to express ideas so that others will understand the message. In the classroom a number of methods can be implemented to enhance the oral expression ability. It is one of the components of the verbal activity which manifests itself externally through speaking and writing or internally through listening and reading; the former belongs to reproduction, the latter to recognition.

“Speaking is one of the most difficult skills because the speaker must think of the ideas he wishes to express, either initiating a conversation or answering to a previous speaker. He also has to change the tongue, lips and jaw positions in order to articulate the appropriate sounds, at the same time; he changes the direction of his thoughts on the basis of the other persons' answers” (Finocchiaro, M.1989:21).

The oral expression ability comprises nine qualities, they are: diction, fluency, volume, rhythm, clearness, coherence, emotiveness, gestures and vocabulary.

The oral expression ability is one of the most important skills to develop in the English lessons at Honorato del Castillo Senior High School. It is a goal that students have to achieve in order to perform an efficient communication.

According to González. V, (1989:88), by means of oral expression we can transmit huge quantity of information in a short period of time using a coherent structure.

According to Pérez Díaz, L. (2009:35) Oral expression is, “a behaviour form which allows establishing the relations and the functions; the communication and the

expression of feelings and emotions; the capacity of expressing ideas, stories made in a clear, direct, correct and convincing way. It is susceptible to the learning and the improvement through the practice and the adequate models”.

According to Celce - Murcia Marianne (2001:8) the goal of language teaching is learner’s ability to communicate in the target language. Students regularly work in groups or pairs to transfer and, if necessary, negotiate meaning in situations in which one person has information that the other(s) lack. They often have to engage role play to adjust their use of the target language to different contexts. Teaching aids and activities reflect basically real-life situations and demands. It propitiates the integrated use of the other skills and the teacher’s role is to facilitate communication and only secondarily to correct errors.

The authoress ascribes the concept given by Celce – Murcia Marianne(2001:8) who states that teaching activities should propitiate speaking in an active way while communicating and should be activities elaborated by means of situations that make students be ready to strengthen the oral expression ability and respond to their motivation. They should have a progressive transit (from simple to complex). They can be dialogues, oral presentations, and monologues that are some of the best ways of exchanging personal information, feelings, emotions, thoughts and a way of achieving an efficient communication.

INITIAL STAGE

The employed instruments allowed the authoress arrive to the following results, where were stated the following indicators as High, Middle and Low. (See Annex I)

Pedagogical observation results:

The teacher observed four lessons based on an observation guide (see annex I), in tenth grade students of Honorato del Castillo Senior High School of Sancti Spíritus. In the observation of the lessons there were some difficulties related to the use of the oral expression ability (See Annex VIII)

In the oral situations given to the students in the lessons, the authoress could state that thirteen students (86.6%)representing the majority of the sample were facing problems in what the oral expression ability concerns so they were evaluated as low, and two students (13.3%) could be evaluated as high.

This evaluation was carried out taking into account the parameters sated before.

Individual interview results:

To be able to confirm the before exposed in the observation guide was carried out an interview to the students (See annex II).

In the first question of the interview, six students (40%) said they feel motivated to learn the subject and nine students (60%) said they did not feel motivated because the subject was very complex.

In the second question eight students (53.3%) said they did not like to study English, and seven students (46.6%) answered said they like to study because that way they could strengthen their knowledge about the English language.

In the third question, three students (20%) said they liked the oral activities practiced in the lessons, the majority of them, nine students (60%) said that sometimes they liked the activities and three students (20%) said that they never liked the activities.

In the fourth question of this research, six students (40%) said they like to develop oral activities in which they could develop pair and work activities, five students (33.3%) said they liked to work with listening activities, and four students (26.6%) said they liked to work with reading activities.

In the fifth question six students (40%) said they liked to speak in English because it was a way for communicating with other persons and express ideas, thoughts and feelings, nine students (60%) said they did not like because it is very difficult for them to express orally.

In the sixth question ten students (66, 6%) said they often find difficult to understand what the teacher says and six students (40%) said they understand the most of the oral explanations the teacher says in the lessons.

Teachers´ interview

In order to verify the current state of the oral expression ability an interview to the tenth grade teachers of English of Honorato del Castillo Senior High School was applied. (See Annex III)

The interview carried out by the authoress to the teachers allowed to state that the students face real problems related to the oral expression ability in the English lessons; it shows that the students do not comprehend the most of the orders given by the teacher and class discussions developed in the lessons, also that the

students do not articulate well while speaking in the English language, students also do not give the correct intonation and rhythm to the different questions and answers, they make grammatical mistakes while expressing orally, do not speak fluently while developing an oral situation, and even though almost all the students are interested and motivated in learning English they find difficult to learn a second language.

Pre-test results:

In order to verify the current state of the oral expression ability a pre-test was applied (see annex IV) to the tenth grade students of Honorato del Castillo Senior High School of Sancti Spíritus what showed the following results.

In the first indicator related to the oral comprehension four students representing the (26.6%) of the sample were evaluated as low, nine of them representing the (60%) of the sample were evaluated as middle and the other two students representing the (13.3%) of the sample as high.

Regarding the fluency, it was confirmed that seven students representing the (46.6%)of the sample did not expressed fluently being evaluated as low, seven of them representing the (46.6%)of the sample were evaluated as middle, one student representing the (6%)of the sample was evaluated as high.

In the third indicator referring to the vocabulary, seven students representing the (46%)of the sample had difficulties related to it, due to that they were evaluated as low, five students representing the (33.3%) of the sample were evaluated as middle, and three students representing the (20%)of the sample were evaluated as high.

Regarding to the use of grammar structures, nine students representing the (60%)of the sample had difficulties related to it, due to that they were evaluated as bad, four students representing the (26.6%) of the sample were evaluated as middle, and two students representing the (13.3%)of the sample were evaluated as high.

Thus, these results showed the level in which every student is at the beginning of the research.

Making a qualitative summary of the instruments applied, it can be said that the selected sample has some potentialities and limitations in the English lessons of tenth grade students of Senior del Castillo High School of Sancti Spiritus.

Potentialities:

- The syllabus is mastered by all the teachers.
- Students like the English subject.
- There are different teaching materials and magazines that contribute to the oral comprehension in English
- Some students are interested in learning English because they know about all the transformations that are taking place within the National Educational System.

Limitations:

- Students face real problems in the development of the oral expression ability.
- The majority of the students do not know how to create dialogues and oral presentations taking into account the situations presented in the lessons.
- The exercises and examples do not correspond with the students' expectations and needs.
- They have a very low mastering of the vocabulary.
- They did not normally make a correct use of the intonation patterns while speaking.
- They don't usually comprehend the messages.
- They have lacks of coherence and fluency while speaking.

Leontiev, (1981:23) defines an activity as the real process that includes various actions and operations, by means of which he or she responds to his or her needs, keeps a relationship with reality and states certain attitude toward such reality.

An activity, from a philosophic view point can be considered as a specific human way of active relation with the world around, which content is based on the world transformation according to an objective. It demands certain differences between

the subject and the activity object. Every activity includes in itself, a goal, certain means, result and consequently its conscious character. It is the real motor force of the social progress and a condition for the society to exist (Philosophical-Encyclopedic Dictionary, 1984:151)

Cuba is nowadays involved in some changes in what education concerns, those changes have brought new subjects to teach and the creation of new alternatives to prepare teachers for carrying out those subjects. The English language is one of the subjects to develop in schools all over the country, and it is of great value to prepare students so as to be able to face their future studies, especially at the university, where this language is also very important.

The subject, Integrated English Practice has as main objective to develop the communicative competence in the English language for the teachers of English to be in primary school education to manage the teaching-learning process of the subject in primary school students. Teachers to be must use the English language in their study activities and their professional development. For this reason the English subject is one of the most important in the study curriculum.

The subject contributes to the formation of a scientific conception of the world in the students taking the language as a social phenomenon and it is also a way to demonstrate the relationship been present among thought-language-culture.

The teaching of English has not only to contribute to the linguistic functional efficiency, but also to the ability of building new knowledge in the students what means to develop in the pupils knowledge, habits and abilities to comprehend and produce oral and written texts about different topics.

The syllabus of English for pedagogical schools is based on the communicative approach, along with the basic principles of the conscious practice method for the systematization and practice of the linguistic contents and the approaches that make up the teaching of a foreign language and contents of other subjects in order to strengthen the interdisciplinary relationship and the professional pedagogical orientation from the Integrated English Practice. All the statements stated above about the English subject in pedagogical schools are supported by;

- Comprehending and using daily familiar and social phrases.

- Comprehending oral and written texts related to the topics already studied in the lessons and transpose them.
- Expressing in an oral and written way, about topics already studied in the lessons.
- Developing the logical thought through the observation and the comparison of the linguistic contents.
- Reinforcing the knowledge of the mother tongue comparing and contrasting it with the English language.
- Using oral translation as a means to show comprehension.
- Expressing in a respectful way towards the pedagogical activity.

This syllabus has been designed for contributing to reinforce the formation of responsible and revolutionary students in an active environment of cooperation, where habits and abilities must be gradually formed through a process that involves not only the study and the practice, but also the creativeness and the solution of the problems. The planning of lessons and activities must propitiate:

- The exchange of meanings and development of the communicative competence.
- The integration of the different ways of the verbal activity: oral and written comprehension, oral and written abilities, making possible that the mastery of one ability reinforces the development of others.
- The students must be involved in educative activities which stimulate them to use the English language in real situations.
- The students must use pair and group work, role play, didactic games and other communicative and interactive activities which involve the principles of a cooperative teaching and promote an active learning.

In the subject the bases for the development of the four abilities is taken into consideration, that is grammatical, lexical and pronunciation contents which are essential in the practice of the foreign language, they are dealt in the basic text of this syllabus; At Your Time¹. The oral expression ability constitutes an important ability to develop in this syllabus specially for the primary school teachers to be who are going to teach English lessons in all primary schools of our province, for that reason this program deals with this ability by developing pair and group work, dialogues, oral presentations, group discussions and monologues as important

activities in which students exchange personal information, feelings, emotions, thoughts and it is also a way of achieving an effective communication.

The teaching learning process begins with the communicative activities that propitiate the use of new linguistic-functional elements. Those initial communicative activities play an important role in the motivation of the student towards the learning of the new content.

Adolescent's psychological characteristics

For the elaboration of the teaching activities the Adolescents' psychological characteristics were taken into account making emphasis in the following mentioned;

- 1- Statement of the I as person.
- 2- Confidence in their own ideas.
- 3- Egocentric behavior.
- 4- Unexpected changes in their moods.
- 5- Uncontrolled and unexpected reactions.
- 6- Dropping out of the home or school.
- 7- Discovery of values.
- 8- Oscillation between inferiority and superiority feelings.
- 9- Growth of the communication capacity and language domain.
- 10- Pleasure for the discussion and unsupportive on the opposing side.
- 11- They face a change from the descriptive thought towards exploratory thought, from the concrete operation towards formal operation, from the analytic-inductive thought towards the hypothetic-deductive thought.
- 12- Growth of the memory capacity.
- 13- Capacity in the application of critical knowledge to non- functional knowledge.

The group selected as a unit of analysis allows the authoress to know more about the situation that tenth grade students of Honorato de Castillo Cancio Senior High School had related to the use of oral expression ability in the English lessons.

It was necessary to make an exploratory study. The empirical methods were used to know about the insufficiencies and potentialities with regard to the development of the oral expression ability. These methods were: the scientific observation, individual interview and the scientific experiment with their corresponding techniques and instruments.

Due to all this the authoress considered that it is necessary and important to strengthen the use of the oral expression ability in the English lessons in tenth grade students of Honorato de Castillo Cancio Senior High School of Sancti Spíritus.

The teaching -learning of a foreign language is considered nowadays an important stage to develop in Cuba's educational system and it must be backed up from a scientific viewpoint, taking into account the philosophical, psychological, pedagogical, didactics and linguistics fundamentals.

Philosophical fundamentals stem from dialectical materialism, which reveals the social nature of language as the most important means of human communication created in the collective practice of a community. Thus, each language becomes a cultural product of the society in which it is spoken, and contributes to shape the identity of its speakers. Therefore, the meanings, forms and contextual use of each code differ from one to another language, and it is vital to develop specific knowledge, abilities and values to interact in a foreign language (FL). For these reasons, the mastery of a foreign tongue assists the students in leaning about the culture socially built by its speakers; in the case of English as an international language, it serves as a means to gain access to the knowledge and experience developed in other cultures. On the other hand, language is used as an instrument in the cognitive process, in the process of thinking, hence, personal cognitive style and experience in the communicative practice model individuals' idiolects, their verbal system and performance.

Psychological fundamentals are drawn on the cognitive and educational studies based on the Historical-Cultural Theory (also known in English as the scaffolding conception, sociocultural theory or interaction hypothesis).

This conception was founded by L. Vygotsky (1979), who explained that psychological growth and human learning consist in a permanent scaffolding, a process of personal progression from a given stage towards new successive levels (zone) of proximal development, which is achievable (accomplished) with the help of “others” in accordance with (within the boundaries of) the ideological, intellectual, ethic and material outcomes of the historical-cultural context the individual lives in. In other words, historical sociocultural framework shapes how learning takes place.

This means that learning initiates in the interaction with others – parents, teachers, friends, classmates, co-workers, social agencies (school, mass media, community institutions, workplaces, etc.). These agents mediate between each person and the socially accumulated knowledge and experience; i.e., they transmit the learner the culture built up in his/her society.

Then, in this process the individual moves towards the internalization of the cultural heritage, to its personal appropriation and re-creation. That’s to say; each individual assimilates new contents learned in collaboration with “others”, but integrating them to the system of concepts, abilities and values s/he already has, and does so according to his/her own experience, needs, goals and interests.

Vygotsky (1982) highlights the part language plays in these processes. The interaction with others implies the “social use” of the language as a means of communication; the internalization of the social legacy requires the use of the language as a “psychological tool” of cognition. Thus, this author considers language an essential tool in transmitting social knowledge and experience, in the formation of concepts, in the analysis and classification of phenomena from reality, in ordering and generalizing facts and experiences.

Likewise, A. Leontiev (1981) underlines the role of language in learning, emphasizing that through the appropriation of linguistic meanings, the learner assimilates the system of thoughts and ideological standpoints prevailing in his/her social context.

Pedagogical fundamentals come from Developmental Education Theory (a Cuban pedagogical conception grounded on the Historical-Cultural Theory). Based on Vygotsky’s ideas, it considers education a social process consisting in the transmission and appropriation of contents and forms of culture, that occurs in

collaboration with others, and encourages life-lasting personality growth in line (in conformity) with the concrete historical-cultural context in which it takes place. This means that education results from school and family practices, interactions at a workplace or even at an informal social setting.

It is important to make clear that from this perspective school education is understood as the overall pedagogical process displayed at school as a social institution for the transmission of culture to ensure enduring learners growth in agreement with their needs and the requests of their society in a given historical period. It covers cognitive, metacognitive, affective, moral and motivational aspects of personality development. Cognitive or intellectual growth refers to the enrichment of knowledge, abilities and capacities; metacognitive development deals with the appropriation of knowledge and skills regarding how to learn. Affective-emotional growth refers to the significant association or personal linking of the new contents to the previous concepts and experience the learner has, his/her individual needs and goals .Moral or axiological fostering refers to the promotion of feelings, attitudes and values according to the ideals prevailing in his/her society. Finally, motivation refers to the raising of learner´s disposition and implication to improve personally and to contribute to social progress actively, of learner´s self-assessment of the progress experienced and of how personal needs and interests are satisfied.

Subsequently, the direction of pedagogical process is founded upon the following principles:

- The unity of its scientific and ideological character
- The linking of education to life, social context and work
- The collective and individual character of personality education, and the respect for each one.
- The unity of instruction, education and development
- The unity of affective and cognitive aspects
- The unity among activity, communication and personality.

Developmental Education Theory acknowledges the special place communication and language have in the pedagogical process and students´ social, cognitive and moral upbringing, as well as the place of FL education in promoting students´

access to the scientific and aesthetic products of other cultures, in fostering values of humanism and solidarity.

Didactic fundamentals comprise general didactics tenets, taken from developmental didactics, and Special didactics tenets, taken from FL didactics based on the communicative approach.

The theory above discussed originate has given rise to developmental didactics that assumes the teaching-learning process (TLP) as an organized and intentionally oriented pedagogical process carried out at school, which integrates into a system the transmission of culture (accomplished under teacher's guidance and involving peer interaction, teaching aids and materials, or any other carefully chosen mediator) and its appropriation (the personal grasping and re-interpretation of culture by the learner), so as to promote the integral and autonomic development of student's personality, i.e. his/her constant growth as a person and as a citizen.

In order to promote student's growth, developmental didactics investigates the contents, processes and conditions of learning. Contents involve knowledge, skills and values required to learn how to know, how to do (to act), how to coexist (to interact with others), and how to be (to become a better person). The process should emphasize active, creative, personally significant and motivated development. Suitable conditions imply the creation of mediated, cooperative and contextually situated learning.

These assumptions (beliefs, pillars) underlie the communicative approach that supports EFL education at present. This approach shows a theoretical conception of language education about its nature, use, teaching and learning, that leads the TLP to develop students' communicative competence in a FL and their preparation to improve it (i.e., learning strategies and skills), encourages learner's cultural enrichment and integral formation according to individual needs and purposes, as well as to the requests (ideals, demands) of his/her society.

In this perspective, communicative competence in a FL brings a psychological configuration that integrates knowledge, abilities, attitudes and values required to communicate in the target language, i.e. to exchange meanings in the interaction with "others" (people or cultural products) depending on the situation, the specific conditions, in which the contact takes place.

Linguistic fundamentals are taken from text linguistics, semantics, applied and comparative linguistics. These studies incorporate findings from different disciplines, such as sociolinguistics, psycholinguistics, pragmatics, stylistics, semiotics, etc.

1- Text or discourse linguistics focuses on the study of speech performance and the analysis of the text as the means of its realization. Their research deals with three speech planes (semiotic dimensions or facets); namely, the reflection of reality through the proposition or ideas conveyed, the reflection of social and interpersonal relations through intentions, modal attitudes and stylistic correspondence to the socio-communicative situation, as well as the expression of these aspects in the construction/interpretation of the text through the selection, organization, relation and connection of the verbal means employed in it.

2- Semantics studies different kinds of meanings and their forms of expression. Accordingly, it is possible to distinguish:

- Representational meaning – propositions (the message of the text and the idea of the sentence) and word references (the portion of reality words denote)
- Pragmatic meaning – intentions (asserting, asking and inducing), modal attitudes (negation, affirmation, doubt, wish, obligation, necessity, etc., whose expression takes into consideration the role of the partner) and stylistic correspondence with the event (the functional style of the text, e.g., personal or application letters, job or TV interviews, and the stylistic register of the means employed, e.g., formal, neutral, informal)
- Structural meaning - the abstraction of properties, functions and relations common to a type of verbal means (singular/plural, direct/indirect object, coordination/subordination).

3- Applied and comparative linguistics

Applied linguistic studies of English reveal its particular features as to its meanings, forms and contextual use. Comparative linguistic studies investigate similarities and differences between English and Spanish. These studies have contributed to establish that language singularities result from its evolution in the socio-communicative practice of a given lingo-cultural community, and the

reflection of its background knowledge, the system of beliefs and values shared by their speakers.

In both fields, the approach followed could be either onomasiological or semasiological. Onomasiological studies move from meaning to form, e.g., if we investigate “how to ask for information” (intentional meaning), it is possible to establish the existence of different formal patterns.

Semasiological studies follow the opposite direction, from form to meaning this perspective is useful to explore how formal means convey certain meanings, how text cohesion secures the coherent expression of ideas, intentions, attitudes.

Characteristics of the teaching activities to reinforce the tenth grade students’ oral expression ability in the English language in Honorato del Castillo Cancio Senior High School.

These teaching activities have as main objective to reinforce the tenth grade students’ oral expression ability in the English language in Honorato de Castillo Cancio Senior High School. These teaching activities offer the teachers an alternative in order to achieve the objective stated in this research. These activities were designed taking into account the students’ characteristics, motivations and the curriculum’s objectives of the English subject for senior high schools. They are to be done in the free practice lessons of each unit

Characteristics of the proposal:

1. They are gradually applied in order to foresee the changes the students should undergo and make the necessary arrangements.
2. They are varied and dynamic pedagogical activities that facilitate the adjustment to concrete situations.
3. They propitiate the teachers the possibility of enriching them according to their professional experience, needs, characteristics of the group and material resources at disposal.
4. They propitiate the students’ affective link with the teacher’s tasks and disposition to carry them out.
5. They propitiate situations similar to the ones they can face in real life.
6. They are stated in a communicative way.

7. They encourage the students to solve problems through the search of cultural and personal aspects.
8. They develop the pair and groups work.
9. They are flexible.

Taking into consideration all the above characteristics, some pedagogical and psychological demands to be fulfilled while working with the pedagogical activities are stated:

- Begin working with the general diagnosis of the group.
- The pedagogical activities should be developed in cordial, communicative and respectful environment.
- They should be developed in an organized way, anticipating the needed materials for the work to be done.
- Guarantee all the necessary conditions such as teaching aids, equipments and classrooms.

PROPOSAL OF THE TEACHING ACTIVITIES

Activity 1

Title: What is your occupation?

Objective: Students should express orally by giving information about occupations.

Procedure: The teacher will orient the students that they have to select a partner for developing a dialogue, then imagine they meet a new person who is studying like them, he likes some occupations but he does not know which of them he is going to choose, speak a little about the occupation they like the most and about what they are studying and give some professional propositions to the new friend. The teacher will provide the students pictures on different professions.

Time: 20 minutes

Assessment: The students must communicate each other orally by using the appropriated communicative functions and vocabulary given in the previous lessons, they must express themselves in a coherent and fluent way, the teacher

will be in charge of leading the activity and evaluate it, the evaluation will be taking into account the previously stated.

Organization: Pair work

Teaching aids: Pictures

Activity 2

Title: Talking about others.

Objective: Students have to express orally by asking and giving information about their partners by using personal information questions and answers, in order to strengthen the oral expression ability.

Procedure: Each student has to create a list for gathering personal information about other students in the class, and be ready to report about them, the questions has to be aimed toward the content given in lessons, age, height, date and place of birth, marital status and telephone number. Then the students have to report to the class the gathered information.

Time: 25 minutes

Assessment: The exercise will be evaluated orally; the teacher will lead the activity's development.

Organization: Group work

Activity 3

Title: Talking about my favorite moment in the day.

Objective: Students have to express themselves orally by using the vocabulary related to daily routines and occasional activities.

Procedure: The teacher says the students they have to select a day they considered was the best of the week for them, then each student has to report orally to the class which was the best moment of this day that makes it special to them.

Time: 25 minutes

Organization: Individual work

Assessment: The activity will be evaluated orally by the teacher, he will take down the mistakes made by the students and correct them at the end of the exposition.

Activity 4

Title: Describing people.

Objective: Students have to express themselves orally in a correct way by describing people physically and morally using the structures given in lessons.

Procedure: This game consists in describing famous personalities by guessing through answers and questions, for this activity the class is going to be divided into three teams; each team having a leader, this leader will participate as the other students do, but he also has the responsibility of announcing who is going to be the next. The teacher is going to give different pictures to the students in each team, one team imitates a personality and the members of the other team asks Yes/No questions to guess by saying moral and physical characteristics, every team has to show the image at the end, when a team presents a personality the other team is given from five to eight guesses, if the team does not guess the personality the team that presented the personality wins one point, and if the other team guess the personality wins the point, all the students of the guesser team have to make a question referring to the personality, at the end the team that more points obtained wins the game.

Time: 25 minutes

Organization: Group work

Assessment: The teacher will evaluate the students orally, in the case that some students make a mistake the teacher will take down note of it and the student will be corrected at the end of the exposition.

Teaching aids: Pictures of remarkable persons around the world.

Activity 5

Title: Visiting new places.

Objective: Students should describe important places in town.

Organization: Pair work

Teaching aids: Pictures of places

Time: 20 minutes

Procedure: The teacher brings pictures of different places like; museums, historical places, city landmarks and recreational places. The students have to select a picture, and encourage his/her classmates to go to that place by describing it, the teacher is going to select a new student that is going to refuse or accept the proposition and explain why he/ she refused or accepted to visit the place.

Assessment: The activity is going to be evaluated orally by the teacher, the teacher will take down note of the mistakes the students made and will correct them at the end of each exposition.

Activity 6

Title: Adding on.

Objective: Students must construct oral texts in a coherent and fluent way by expressing existence and quantity concerning the description of the house they live in.

Procedure: The teacher shows the students a picture in which the inside of a house appears, one student stands up and mentions one of the parts of the house, the living room for example, then makes a sentence by using an element in the living room. Another student repeats the same sentence but adds a new element to the sentence and then another and so on. The goal in this activity is to make the sentences as large as possible by using the objects that appear in the picture. For example;

Student 1(There are pieces of furniture in the living room) student (2) (There are pieces of furniture and a TV set in the living room)...

Time: 20 minutes

Organization: Group work

Assessment: The activity is going to be evaluated orally by the teacher; the students are also going to participate in the process of evaluation by correcting their partner's mistakes.

Teaching aids: Pictures of the parts from different houses.

Activity 7

Title: What happened yesterday was

Objective: Students have to express themselves orally by narrating past events to achieve domain of this grammatical tense.

Procedure: The teacher will bring some cards to the class, in these cards verbs in the past tense with time expressions like; **yesterday, last night , the day before yesterday** and some others will appear, then one student has to come to the front and pick up one of the cards, then the student will have a verb in past tense and a time expression, the student will have to say the past tense of the verb and makes a sentence with the time expression by using the past tense of the verb.

Time: 25 minutes

Organization: Individual

Assessment: The activity will be developed and evaluated orally, the teacher will lead the activity and correct the students at the end of the activity in case of the students make mistakes. Students are also going to participate in the evaluation of the activity.

Teaching aids: Cards with verbs, and time expressions.

Activity 8

Title: My favorite food is....

Objective: The students have to express orally about their preferences related to food by referring to the meals they usually consume.

Procedure: In the previous lesson the students were told to bring pictures of food they like.

The students have to bring to class pictures in **which** different kinds of food appear, then they have to be ready to make an oral presentation in front of the

class and talk about why he/she prefers that kind of food, mention some food they dislike, ask some other students in the class if he/she likes that food and finally mention some kinds of food they consider are healthy.

Time: 30 minutes

Organization: Group work

Assessment: This exercise will be evaluated orally by the teacher; the students will also participate in the evaluation of their classmates, by detecting mistakes their classmates had in the exposition.

Teaching aids: Pictures of different kinds of food.

Activity 9

Title: What should I do?

Objective: Students have to express in an oral way about, obligation, duty, prohibition and suggestions.

Procedure: The teacher brings to the lesson some cards in which phrases of some actions and unhealthy habits like; **(to eat fruits and vegetables, study every day, eating fat foods, drinking alcohol, smoking)** appear. The teacher places the cards on a table, each student has to come and pick up a card, then he has to be ready to comment and give his/her view point to the class on the phrase he choose by using some modal verbs, giving pieces of advice, and suggestions.

Time: 30 minutes

Organization: Group work.

Assessment: The students together with the teacher will evaluate the exercise orally and the students will be the ones in charges of detecting as much mistakes as they can detect in their classmates' presentation.

Teaching aids: Pictures.

Activity 10

Title: My house.

Objective: Students must describe their homes and other places.

Procedure: The teacher will bring some cards to class, in these cards some

adjectives for the students for describing their houses will appear, then they have to select one partner and tell each other about the place they live and discuss the advantages and disadvantages of living in this place. At the end of the dialogue they have to talk about an interesting place where they have lived.

Time: 25 minutes

Organization: Pair work.

Assessment: The activity will be developed and evaluated orally, the teacher will lead the activity and correct the students at the end of the activity in case of the students make mistakes. Students are also going to participate in the evaluation of the activity.

Teaching aids: Cards with adjectives, and some expressions describing places.

RESULT ANALYSIS.

The employed instruments allowed the authoress to arrive to the following results. This evaluation was carried out taking into account the parameters stated before.

When comparing the pedagogical observation before and after the pre-experiment the results behaved as follows:

Before the pre-experiment the teacher observed four lessons based on an observation guide (see annex I), in tenth grade students of Honorato del Castillo Cancio Senior High School of Sancti Spiritus. In the observation of the lessons there were some difficulties related to the use of the oral expression ability.

In the oral situations given to the students in the lessons, the authoress could state that the majority of the students were facing problems in what the oral comprehension ability concerns. It was determined that four students representing the (26.6%) of the sample were evaluated as low, nine of them representing the (60%) of the sample were evaluated as middle and the other two students representing the (13.3%) of the sample as high. After the application of the experiment no student of the sample was evaluated as low, three of them representing the (20%) of the sample were evaluated as middle and the other twelve students representing the (80%) of the sample as high.

Regarding the fluency, it was confirmed that seven students representing the (46.6%) of the sample did not express fluently being evaluated as low, seven of

them representing the (46.6%) of the sample were evaluated as middle, one student representing the (6%) of the sample was evaluated as high. After the application of the experiment it was confirmed that two students representing the (13.3%) of the sample did not expressed fluently being evaluated as low, three of them representing the (20%) of the sample were evaluated as middle, ten students representing the (66.6%) of the sample was evaluated as high.

In the third indicator referring to the vocabulary, seven students representing the (46%) of the sample had difficulties related to it, due to that they were evaluated as low, five students representing the (33.3%) of the sample were evaluated as middle, and three students representing the (20%) of the sample were evaluated as high. After the application of the experiment two students representing the (13.3%) of the sample had difficulties related to it, being evaluated as low, two students representing the (13.3%) of the sample were evaluated as middle, and eleven students representing the (73.3%) of the sample were evaluated as high.

Regarding to the use of grammar structures, nine students representing the (60%) of the sample had difficulties related to it, they were evaluated as low, four students representing the (26.6%) of the sample were evaluated as middle, and two students representing the (13.3%) of the sample were evaluated as high. After the application of the experiment three students representing the (20%) of the sample had difficulties related to it, due to that they were evaluated as low, three students representing the (20%) of the sample were evaluated as middle, and nine students representing the (60%) of the sample were evaluated as high.

Making a qualitative summary of the instruments applied, it can be said that the selected sample has improve in what concerns the oral expression ability after the application of the teaching activities in the English lessons of tenth grade student of Honorato de Castillo Cancio Senior High school of Sancti Spíritus.

Potentialities:

- The majority of the students create dialogues and oral presentations taking into account the situations presented by teacher in the lessons.
- The exercises and examples carried out by the teacher after the development of the research correspond with the students' expectations and

needs because they are elaborated taking into account the group's characteristics .

- The students have an acceptable domain of the vocabulary studied in the lessons.
- The students use the correct coherence and fluency while speaking.
- The students make a correct use of the intonation patterns while speaking.
- The students comprehend the given messages by the teacher and other students.
- Students like the English subject.
- The students like to speak in the English lessons because they like to interact with their partners and express their opinion and view point of certain situations.
- The students consider that developing the oral expression ability is very important to carry out their profession as teachers.

CONCLUSIONS

The consulted bibliography related to the theme of the development of the oral expression ability of the English language supports from different sources the establishment of the communicative approach in all teaching levels for the opportunities it offers to the learners, but not all support its teaching from a more realistic and localized perspective in which speakers do not need the English language to interact with other people and the language learning is just a part of the curriculum to fulfil.

The employment of different tools, techniques and methods allowed to diagnose the students' strength, weaknesses and potentialities in regard to the oral expression ability, it also led the researcher determine the problems that were

hindering the development of the students in this area and the progress students could make.

The teaching activities are characterized by departing from the general diagnosis of the group. They are developed in cordial, communicative and respectful environment. They should be developed in an organized way, anticipating the needed materials for the work to be done. They should guarantee all the necessary conditions such as teaching aids, equipments and classrooms by the use of similar situations to the ones students face in the real life, the encouragement to solve problems through the search of cultural aspects and the evaluation of their progress in the oral expression ability.

During the validation process it was determined that the theoretical and methodological design are according to the characteristics of this kind of work, the theoretical support takes into consideration the most up-dated theories on this field, the activities are according to the characteristics of the students and are efficient and pertinent, the conclusions and recommendations are in correspondence to the theoretical design of the work.

It is recommended;

- To apply these exercises in the rest of the groups of tenth grade.
- To continue reinforcing the set of exercises in order to acquire better results.
- The presentation of this scientific work in different scientific forums.
- The development of scientific works focused on other dimensions and indicators to enhance the oral expression ability in the Senior High Schools.

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Annexes

ANNEX I

Pre test

Pedagogical Observation Guide

Objective: To observe the oral expression development of the students in the English lessons of Honorato del Castillo Cancio Senior High School in order to verify the real state of the oral expression ability in English in tenth grade students.

Aspects to observe	State of the oral expression ability in the students		
Indicators	High	Middle	Low
I. Comprehension	The student understands the teacher-students conversation without difficulties.	The student understands the teacher-students conversation with some difficulties.	The student does not understand the teacher-students conversation .
II. Fluency.	The student does not hesitate in the conversation.	The student hesitates without causing misunderstanding.	The student hesitates causing misunderstanding.
III. Vocabulary.	The student uses properly the words and phrases studied in class.	The student sometimes uses properly the words and phrases studied in class.	The student does not use the words and phrases properly studied in class.
IV. Grammar.	The student communicates without grammar mistakes.	The student communicates making some grammar mistakes that do not cause misunderstanding.	The student communicates making constant grammar mistakes.

ANNEX II

Pre test

Students' interview

Objective: to verify the students' interests towards the subject and the way students deal with the oral expression ability in the English lessons.

Questionnaire:

Firstly students are told of the objective of the interview which is to deep in students' interests toward the subject and how they develop the oral expression ability in order to contribute to a better development of the English lessons.

1. ¿Te sientes motivado a aprender inglés? ¿Por qué?
2. ¿Te gusta estudiar el idioma inglés?
3. ¿Te gusta expresarte oralmente en el idioma inglés? ¿Por qué?
4. ¿Consideras importante hablar en inglés en las clases de dicha asignatura? ¿Por qué?
5. ¿Te gustan las actividades orales desarrolladas por el profesor en las clases de inglés? ¿Por qué?
6. ¿Qué tipo de actividades te gustaría desarrollar en las clases de inglés?
7. ¿Comprendes bien todo lo que el profesor y tus compañeros hablan en el aula en la asignatura de inglés?

ANEXX III

Teachers' interview

Objective: To verify how the teachers of English from Honorato del Castillo Cancio Senior High School deal with the treatment of the oral expression ability in lessons.

Questionnaire:

The interviewed teacher of English is told about the purpose of the interview and what is it for. The teacher must answer some question in order to contribute to the carried out of this research work about the oral expression ability in the English lessons.

1. ¿Comprenden bien los estudiantes todas las órdenes y debates realizados en clase? Argumente su respuesta.
2. ¿Los estudiantes articulan bien las palabras cuando se expresan en el idioma inglés? Argumente su respuesta.
3. ¿Los estudiantes le dan la correcta entonación y ritmo a las distintas preguntas y respuestas cuando se expresan en el idioma inglés? Argumente su respuesta.
4. ¿Presentan los estudiantes frecuentes errores en la gramática inglesa? Argumente su respuesta.
5. ¿Se expresan con fluidez los estudiantes cuando se expresan en el idioma inglés? Argumente su respuesta.
6. ¿Muestran los estudiantes actitudes hacia el aprendizaje del idioma inglés? Argumente su respuesta.
7. ¿Qué aspectos usted toma en cuenta para darle salida a la habilidad de la expresión oral?

ANNEX IV

Pre test

Pedagogical test:

Objective: to verify the real state of the oral expression ability in the tenth grade students of Honorato del Castillo Cancio Senior High School by means of a given situation in which they have to develop an oral dialogue.

Pair works activity:

1. You are in book fair trying to buy some books for you to read, a person is stand next to you watching a book you have already read and you liked too much, introduce yourself and comment to the person your opinion about the book.

ANNEX V

Post test

Observation guide

Objective: To observe the development of the oral expression ability in English lessons of tenth grade students of Honorato del Castillo Cancio Senior High School after the application of the proposal of the teaching activities aimed to develop the oral expression ability same observation guide was applied.

Aspects to observe	State of the oral expression ability in the students		
Indicators	High	Middle	Low
I. Comprehension	The student understands the teacher-students conversation without difficulties.	The student understands the teacher-students conversation with some difficulties.	The student does not understand the teacher-students conversation .
II. Fluency.	The student does not hesitate in the conversation.	The student hesitates without causing misunderstanding.	The student hesitates causing misunderstanding.
III. Vocabulary.	The student uses properly the words and phrases studied in class.	The student sometimes uses properly the words and phrases studied in class.	The student does not use the words and phrases properly studied in class.
IV. Grammar.	The student communicates without grammar mistakes.	The student communicates making some grammar mistakes that do not cause misunderstanding.	The student communicates making constant grammar mistakes.

ANNEX VI

Post test

Students' interview

Objective: to verify the students' interests towards the subject and the way students deal with the oral expression ability in the English lessons after the application of the proposal of teaching activities aimed to the development of the oral expression ability.

Questionnaire:

Firstly students are told of the objective of the interview which is to deep in their interests towards the subject and how they develop the oral expression ability in order to contribute to a better development of the English lessons.

1. ¿Se siente usted motivado a aprender la lengua inglesa? ¿Por qué?
2. ¿Le gusta expresarse oralmente en las clases de inglés? ¿Por qué?
3. ¿Qué tipo de actividades le gustaría desarrollar in las clases de inglés; de escritura, de lectura, audiciones o actividades orales?
4. ¿Considera interesantes las actividades desarrolladas por el profesor en la clase de inglés?
5. ¿Entiende usted bien todo lo que el profesor y sus compañeros dicen en la clase de inglés?

ANNEX VII

Post test

Pedagogical test:

Objective: to verify the real state of the oral expression ability in the tenth grade students of Honorato del Castillo Cancio Senior High School after the application of the proposal of the teaching activities aimed to develop the oral expression ability by means of a given situation in which the students have to develop an oral presentation.

Individual activity:

1. Each student has to choose a free topic and being ready to make an oral presentation for his partners in no less than eight minutes. This activity will be assigned in the previous lesson.

ANNEX VIII

Results of the initial pedagogical test

Pedagogical test

Evaluated Indicators.	Evaluated Students	High	%	Middle	%	Low	%
I.Comprehension	15	2	13.3	9	60	4	26.6
II. Fluency	15	1	6	7	46.6	7	46.6
III. Vocabulary	15	3	20	5	33.3	7	46.6
IV. Grammar	15	2	13.3	4	26.6	9	60

ANNEX IX

Results of the final pedagogical test

Evaluated Indicators.	Evaluated Students	Evaluated of high	%	Evaluated of middle	%	Evaluated of low	%
I.Comprehension	15	12	80	3	20	-	-
II. Fluency	15	10	66.6	3	20	2	13.3
III. Vocabulary	15	11	73.3	2	13.3	2	13.3
IV. Grammar	15	9	60	3	20	3	20

ANNEX X

Comparison of the researching results

Pedagogical tests	I	F	I	F	I	F	I	F	I	F	I	F	I	F
Evaluated Indicators.	Evaluated Students		Evaluated of high		%		Evaluated of middle		%		Evaluated of low		%	
I. Comprehension	15	15	2	12	13.3	80	9	3	60	20	4	-	26.6	-
II. Fluency	15	15	1	10	6	66.6	7	3	46.6	20	7	2	46.6	13.3
III. Vocabulary	15	15	3	11	20	73.3	5	2	33.3	13.3	7	2	46.6	13.3
IV. Grammar	15	15	2	9	13.3	60	4	3	26.6	20	9	3	60	20