SANCTI SPIRITUS UNIVERSITY

JOSE MARTI PEREZ

THEORICAL METHODOLOGICAL DESIGN

THE ENGLISH ORAL EXPRESSION ABILITY IN 10th GRADE STUDENTS

AUTHOR:

DANIEL A. MANSITO HERNANDEZ

SCHOOL YEAR:

2015 – 2016

INTRODUCTION

Humanity is facing economical, social, ideological and scientific challenges in a neoliberal and globalized world, so, society needs well-prepared men with abilities and knowledge to assume the role they should play in the world they live in.

The development of the technologies of the information and the communication shorten the distances and create new spaces for the interchange and cooperation. Cuba maintains relations of cooperation and interchange with a great number of countries in different fields such as: politics, scientific, technical, educational and cultural, also the international participation in seminaries, scientific interchanges, conferences and events grows day by day. In this context, the mastery of a foreign language plays an important role, for it is English the lingua franca for these purposes.

Foreign Language Teaching has been studied by many authors. Juan Amos Comenious (1592-1970), Juan Enrique Pestalozzi (1746-1827), the French teacher F. Govin in 1880, Sorzano Jorrín, a predecessor of the English Teaching in Cuba, Chomsky (1957), Dell Hymes (1967) Canale and Swain (1980), Leontiev (1982), Angelina Romeu Escobar (1996 and 2003) are known for the contributions they have done.

The multilateral and harmonic formation of our students requires that they know, at least, a foreign language as a mean of extending their knowledge to the universal culture. English is an international language, it is spoken as an official or semiofficial language in more than 70 countries, it is the language used in the United Nations and internet and many important books are published in English. So; in Cuba, as in most of the schools all over the world, English is studied as a second language or as a foreign language.

The English Subject in the National System of Education responds to the political, economical, social and cultural importance of the languages. It helps the students take as a starting point the social phenomenon of language and the relation thinking – language-culture.

English has the aim of developing abilities, knowledge and habits in a way that the students can communicate in the foreign language, understand oral and written information, speak about different topics, as well as, write brief and simple messages. To teach these goals and to influence on the development of habits and skills the English teacher needs to know the psychological characteristics of the students and the procedures that must be used.

Since the late 1960s many authors have reported this problem; Johnson (1983) said that the problem is the result of the structural approach and this point is confirmed by A.N. Leontiev, who pointed out long before that there has been emphasis on forming linguistic habits but not on developing skill.

Attention has been focused on form rather than on psychological factors. It seems there has not been a strong conception about communication and teaching. In fact, the problem of teaching communication is closely related not only to linguistics, but also to psychology and pedagogy. These three sciences lead to an integral approach in the teaching of communication.

Specialists like: Neuner (1984), Leontiev (1979-1981), Petrovsky (1982), A.V Usova (1984), Rosa Antich de León (1986), Nina Talízina (1988), M. Zilveste and J Zilbestein (1989), Hector Brito (1983), Mercedes López (1990), McLauglin (1992) and others have studied and worked with students´ abilities when learning a foreign language.

It is necessary to teach the students to learn to know, to learn to do and to learn to be according to the four pillars stated by the committee for education in the United Nations. The research studies about abilities in the English language done by Gerry Abbot (1989), Gillian Brown and George Yule (1989), Judy Gilbert (1993) and Marianne Célce Murcia(2000-2001) that have been mainly based on the acquisition of communicative skills, the development of linguistics competition and comprehension abilities.

Cuban researchers like Yoanis Ullba Tejeda (2002), Mariuska Iglesias (2004), Geonel Rdguez (2005), Gladis Daquinta (2005), Miriam Hdez (2008), Yurima Rdguez (2008), Vivian Fdez (2008), Obel (2008), Yoneisy have studied the topic of abilities, but just a few have focused their attention on the speaking ability, that is why, there is a need of researching about Senior High School English language learning.

In Senior High School communication has always been the goal of language teaching. After a careful analysis of written and oral evaluations applied in Nieves Morejón López Senior High School it was noticed that this goal has not been attained, since few learners ever achieve full proficiency. Most of them learn how to form grammatically correct sentences but are unable to use simple communicative functions. Although they enjoy looking for information in Encarta Encyclopedia and working with Rainbow software, they do not see English as an important tool to make more searches and get a wider field of knowledge.

For all the previously outlined the following **scientific problem** is stated: How to enhance the oral expression ability in 10th grade students from Nieves Morejón López Senior High School?

Objective: To apply teaching activities to enhance the oral expression ability in 10th grade students from Nieves Morejón López Senior High School

Scientific questions:

1. What theoretical and methodological bases support the oral expression ability in 10th grade students from Nieves Morejón López Senior High School?

2. Which is the current stage of the oral expression ability in 10th grade students from Nieves Morejón López Senior High School?

3. What teaching activities are needed to enhance the development of oral expression ability in 10thgrade students from Nieves Morejón López Senior High School?

4. How to validate the teaching activities applied?

To develop this work it is important to carry out the following tasks:

1. Determination of the theoretical and methodological basis that support the development of the oral expression ability.

2. Diagnosis to evaluate the current stage of the development of the oral expression ability.

3. Elaboration of teaching activities to enhance the development of the oral expression ability.

4. Validation of the applied activities.

For the elaboration of the work are used different methods and tools from **The theoretical methods**:

- **Historical-Logical:** It is based on the analysis of the phenomenon trajectory, mainly in the compiled data offered by the history and evolution of the theme.

- **Analysis and Synthesis:** To develop this research paper an analysis of the bibliography consulted has been done to arrive to a synthesis about the real situation in 10th grade students from Nieves Morejón López Senior High School

- **Abstract- Concrete:** To put into practice the gathered materials about the topic and the concrete to synthesize the consulted definitions and concepts related to the topic.

Empirical Methods:

- **Observation:** To corroborate in practice the phenomenon.

- **Pedagogical test:** It allowed to ensure the reality of the oral expression ability.

- **Pre- experiment:** To prove the effectiveness of the proposal of activities.

Mathematical Level:

- **Percentage analysis: T**o tabulate the obtained empirical data and to establish the appropriate generalization of them.

As **Population** were selected **a**ll the students from 10th graders in Nieves Morejón López Senior High School and as s**ample** has been selected intentionally following a

homogeneity criteria. Group # 1: The group has 28 students, 15 females and 13 males. The students sample represents a ____% of the students registered. There are 6 slow students, 18 average and 4 fast students.

The scientific importance of the work lies on the new ways to work with the oral expression ability to enrich the student´s language use to achieve communication.

The Novelty of the work is seen in the teaching activities provided which are characterized by being creative, place the students close to real life situations, varies in complexity, can be applied on different moments of the learning process and have been done taking into account the levels of assimilation and the functional and notional approach. The activities given can be used in other schools of the territory for their adaptability, doability, flexibility, efficiency and enjoyability.

DEVELOPMENT:

Theoretical and methodological grounds that support the development of the oral expression ability.

The term ability has been defined in different ways in the scientific literature, the psychological and the pedagogical, but in general it is a synonym of knowing what to do. It constitutes the domain of psychic and practical actions that allow us a rational regulation of the activity, with the help of the habits and the knowledge that people have.

The ability is a component at the activity that occupies an important role in the development of the different student´s task. It is considered that the students own abilities when they are able to grasp knowledge and operate with it. The ability has to be constructive; the student has to structure the steps to follow for the pedagogical actions to become in ability. The abilities have to be organized and must have qualities that allow the students to train.

Teachers cannot forget that abilities turn out from systematization, it carries out the repetition of actions and reinforcement, only with this demand teachers can guarantee the achievement of fixing levels of productive assimilation.

All teachers know the theoretical basis of the ability, but the most important thing that they must know is how to work on the formation in different grades and teaching.

Many authors have defined the term ability and most coincide that the ability must be linked to knowledge and the dialectical unity between them as the element that favors the intellectual development of the students.

G. Neuner (1978:50) pointed out that: "In a close relation with the facts, knowledge and experiences, new ways of elaboration, learning techniques and intellectual work must be assimilated and abilities and capacities must be formed. Only these make the knowledge useful, extend its field of application and make others knowledge acquisition possible and easier"

In the same sense Danilov and Skalkin are pronounced (1978:127). To these authors ability is:

…a pedagogical concept extraordinarily complex and wide: it is the men´s capacity acquired to use creatively knowledge and habits, during the theoretical and practical activity process.

It is very important to recognize that the development of abilities in the students is expressed in the objectives of education and it depends on the conditions created to attain this goal. A.V Usova (1984:35) stated that "ability is analyzed as the possibility and preparation of the subject to do one or another action according to the goals and conditions in which he has to act"

Petrovsky, A.(1982:188) recognizes ability as:¨ the domain of a psychic and practical systems of activities, necessary for the conscious regulation of the activity, of knowledge and habits".

Rosa Antich de león (1986:85) refers to Andrevskara- Levenstern who pointed out that "ability, in the case of Foreign Language Teaching is the assimilation of the general structure of an action and procedures that can be applied to do similar activities. It means that abilities allow combining and modifying the content previously assimilated. Abilities and habits are closely related and they must be developed together. Abilities improve with the development of habits and habits are developed with the improvement of abilities" The author of this research paper is pronounced to this term of ability.

In the Encyclopaedia Grijalbo Dictionary (1998:932) the term ability is defined as: "quality of capability, mastery, disposition to do something. What have been done this way, intrigue, confusion"

To Mercedes López (2003: 1- 2) the ability: "**…** constitutes a complex system of operations necessary for the regulation of the activity (**…**) it must be guaranteed that the students assimilate the elaboration forms, the mode of acting, the techniques to learn, the reasoning ways, in such a way that with the knowledge they attain the formation and development of the abilities".

The authors mentioned before agree that the ability is developed in the activity and that it implies the domain of the cognitive, practical and valuative activity form, that´s to say, "Knowledge in action".

The acquisition of abilities has two stages: the formation of the ability and its development.

The formation stage is the one in which the student acquires in a conscious way acting manners, under the teacher´s guidance.

The development stage is when, after acquiring acting manners, the students begin to practice. It is the frequently used of the ability previously built up, in a way that every time will be easier to reproduce or use the content.

Regarding the acquisition of abilities Mercedes López "1990:2) said "we referred to the acquisition of abilities to the stage of conscious acquisition of acting manners, when under conscious teacher´s guidance the students learn the proper way to precede".

Abilities are acquired and developed by means of the practice in its different stages. Graciela Barraqué (1978:67) stated that the stages are:

 -The explanation stage (the students are informed how to procee for ability acquisition).

-Partial Practice Stage (the students practice the ability, do activities under the teacher´s guidance)

-Independent practice of the ability as a whole (the use of the ability and the student's autocontrol). According to Talízina (1988:34) it is very important the process of control in all stages and it must be systematic.

Abilities can be general or specific. The appropiation of general abilities conducts to the formation of a theoretical thought (Dividov, 1986), that´s to say, that they can operate within theoretical generalization, with concepts, laws, general principles, with the knowledge essence. If only specific abilities are developed, the type of thought

that is formed is the empirical level. On the contrary, the domain of general abilities oriented to the essence, allow the students to think theoretical, to determine the essence, to establish nexus and relations and to apply knowledge to a new situation.

General abilities can be of intellectual character (observation, description, comparison, classification, definition, explanation, exemplification, argumentation, question elaboration, hypothesis statements, etc) or of teaching character.

Within the general abilities of teaching character are found: abilities related to the teaching work of the students in the teaching- learning- process. They are: perception and comprehension of the study object material, note taking, bibliographical and content filing, synthesis of information, express orally ideas and view points, prepare reports and projects, elaborate tables and graphics, plan, do and propose experiments, control its own activity, back up results.

The specific abilities of the English Subject are:

-Reading ability: It is very useful as a way of getting information and enjoying. Once the students have acquired the basic techniques they can continue developing this skill by their own. Reading skill is very easy to acquire and keep because the students only need to recognize the linguistic material and not its production. Besides that, they have the opportunity to look up in the dictionary the meaning of words or read again the part they did not understand well.

The application of writing ability in real life is limited and its practice takes a lot of time, so, it has an auxiliary or instrumental character, the students must develop abilities of spelling and some others necessary to be able to do grammatical or lexical exercises and checking comprehension.

Listening and speaking abilities: in real life the students do have the opportunity to practice the foreign language. Nevertheless, "the oral activity in class creates a proper atmosphere for the learning process and favors their active participation in the process. This activity helps the students to fix the grammatical patterns, the vocabulary and the pronunciation. It also prepares the students to read phrases and

sentences they have already used in oral communication". (Antich de León, R, 1986:60)

All communicative skills (listening, speaking, reading and writing) are important and they must be worked together, but speaking is the most important because communication is the main goal in Senior High School. Moreover, most foreign language learners are primarily interested in learning to speak.

Speaking is the act of communication between two or more persons in order to interchange messages in the oral way.

D. Byrne (1989:8) specifies that: "Oral communication is a two way process between speakers and listeners and involves the productive skill of speaking and the receptive skill of understanding. The four skills are related" "... Both speaker and listener have a position function to perform. In simple terms the speaker has to encode the message he wishes to convey in appropriate language, while the listener (no less actively) has to decode (or interpret) the message".

D. Byrne (1989:9) also expresses that: "We have to devote a high proportion of class time to develop oral productive skills. However, understanding, or listening, simply cannot be left to take off itself... poor understanding often results in nervousness which will probably in turn further inhibit to speak".

Oral communication is an activity involving two or more people. The participants are both listeners and speakers. They have to react to what they hear and make their contributions at high speed. Each participant has to be able to interpret what is said to him and reply with the language he has at his disposal. Besides that, each participant has an intention or a set of intentions. (These are goals they want to achieve in the interaction).

During the oral training the class must be centred on the students. The classroom discussion is dominated by a majority of talkative participants,   having all a chance to talk and make contributions. Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to achieve a task objective. They also express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language

accuracy. An oral practice activity should be relevant and immediately useful to the learners. The content should reflect the level of communicative competence and performance of the learners and the language sample on which the practice activity is based must be short enough, so, that learners have little difficulties remembering it, but long enough to provide the necessary context for practicing.

Possible difficulties during the oral training

1. Inhibition: speaking activities require some degree of real- time exposure to an audience. Learners are often inhibited about trying to say things in foreign language in the classroom, worried about making mistakes, fearful of criticism or simply shy because of the attention that their speech attracts.

2. Nothing to say: even if they are not inhibited, you often hear learners complain that they cannot think of anything to say. They have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven: only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate while others speak very little or not at all.

4. Mother- tongue use: in classes where all, or a number of the learners share the same mother- tongue, they may tend to use it because it is easier, because it feels unnatural to speak to one another in a foreign language and because they feel less "exposed" if they are   speaking their mother- tongue.

Suggestions to overcome the difficulties given above

1. Use pair and group work. This increases the sheer amount of learners talk, going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be corrected, and learners may occasionally slip into their native language. Nevertheless, even taking into consideration occasional

mistakes and mother- tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full- class set- up.

2. Base the activity on easy language. In general, the level of language needed for a discussion should be lower than that used in intensive language- learning activities in the same class. It should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

3. Make a careful choice of topic and task to stimulate interest. On the whole; they clearer the purpose of the interaction is, more motivated participants will be.

4. Give some instructions or training in interaction skill. If the task is based on group discussion then, include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chair person to each group who will regulate participation.

5. Keep students speaking the target language: you might appoint one of the group as monitor, whose job is to remind participants to use the target language and perhaps, report later to the teacher how well the group manage to keep to it. Even, if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful. However, the best way to keep students speaking the target language is simply to be there yourself as much as possible, reminding them and modelling the language they use and monitoring the activity or echo repeating.

Recommendations for ability work

1. First of all, it is very important to make a diagnose to the real vision of the problem and the stage in which the problem is.

2. To study deeply the subject syllabus and determine exactly the abilities you want to improve taking into account the year and the grade.

3. Determine exactly which is going to be the first one, it is not convenient to work with all of them at the same time.

To build up ability it is necessary to take into account three stages:
1. Stage of acquisition of the acting: the student is informed how to proceed for ability acquisition.

2. Stage of way of acting.
3. Practice stage guarantees the ability achievement; it should vary and should be systematically.

Learning to speak requires much practice in the forms of the new language: the sound, the lexical items, the morphological and syntactical patterns, and the sentence types.

At this level of activity, the aim of the teacher is to establish language habits by well-designed practice, so that at a more advanced stage the students can concentrate on what they want to say and not on the mechanical aspects of how to say it acceptably in the foreign language.

Characteristics of a successful speaking ability
1. Learners talk a lot and teachers talk a little. This may seem obvious, but often most of the time is taken up with the teacher talks or pauses.

Even when the teachers are fully aware of the need for oral practice, sometimes what is done in the classroom does not really reflect the teachers' awareness. As the students get security and develop the oral ability, the ratio between teacher and students in the activity should change gradually, until the teacher speaks 20% of the time and the students 80%.

2. Participation even in classroom discussion is not dominated by a minority of talkative participants, all get a chance to speak and contributions are fairly distributed.

3. Motivation is high and learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieve a task objective.

4. Language is on an acceptable level and learners express themselves in utterances that are easily comprehensible to each other and of an acceptable level of language accuracy.

A good pronunciation is important because it conveys meaning and it makes the speakers comprehensible to their listeners. The elementary level is the time to focus on pronunciation. The greatest attention must be given to pronunciation since the very beginning because when students develop a good pronunciation from the time they start learning the language, every sentence they say throughout the course will help fix the habit. By the other hand, if they develop a faulty pronunciation, correcting it is very difficult and time consuming. Therefore, students must be guided first into the acquisition of the sound system.

In order to fix the correct listening and speaking habits, the students should not begin to work on the written forms of the language until they have acquired the sound system, that is, until they can really perceive the foreign language sounds and understand the meanings they convey- within the limited language contents of the beginning level- and they can reproduce them in such a way that they can be understood.

In English it is particularly important to wait until the students have formed good hearing and speaking habits before they begin to read and write because of the wide difference between skills.

In and of themselves, the practices of learning words and breaking down and analyzing components do not lead to language production nor do they lead to proficiency. While grammar and vocabulary are essential parts of language, they are only enablers which allow students to communicate. Students learn a second language more easily if they engage in meaningful activities requiring the use of the language and its components. For example, conjugation verbs is useless in itself, but correct verb forms become essential within the context of narrating one's daily activities.

It is equally important to use caution in correcting students' errors. Systematic grammatical correction of errors does not improve the learners' language abilities. On the contrary it may hinder their motivation to use the language by placing emphasis on the form rather than the message. More effective feedback includes rephrasing and expanding on what the students have expressed.

Contrary to popular belief, learning a language is a lengthy and arduous process even for children. Teachers or parents should not expect instant, miraculous results from students who are learning another language. To become proficient in another language, students must progress through various overlapping stages spanning several years:

- Pre-Production/Comprehension

  Stage: Students communicate with gestures and actions. They build receptive vocabulary and refine their listening skills. During this phase, called the "silent period," students try to make sense of what they hear, but they do not engage in language production. Even though they do not speak, language acquisition has begun.

- Early Production Stage: Students speak and / or write using yes/no answers, one or two words, lists of words, or short phrases. They continue to expand their receptive vocabulary

- Speech Emergences Stage: Students¨ speech production improves in both quantity and quality. Students speak and / or write in longer phrases and complete sentences and they use a wide range of vocabulary.

- Intermediate Fluency Stage: students speak and write in connected and unified paragraphs about most situations.

There are some affective means of helping the students. One way is to see what can be done to increase the intensity of oral practice. In most of our classroom, students sit in rows, facing the teacher, the best way to achieve a better communication is sitting them in U form.

The main aims of oral practice are to practice the pronunciation of all the elements of the sound system in context, to develop linguistic memory and to acquire the forms of the language.

The elements of the sound system are acquired orally in closed relationship with listening. The teacher´s attention should be concentrated first on the prosodic elements, because rhythm, intonation and stress facilitate the correct pronunciation of many items such as: obscured vowels, final sounds, etc.

After the melody of an utterance is properly reproduced, attention should be focused on the phonemic elements, that is, on the correct production of those distinctive sounds within the utterance which were not aided by producing the right intonation, rhythm and stress.

Besides, adolescents still retain parts of the power of imitation you can make good use of this in oral practice. Creating a pleasant atmosphere for the drills, encouraging the students for good performance, helping the weaker students and taking advantages of the motivation the students feel at the novelty of being able to express themselves in a foreign language you can help them to acquire a positive attitude towards pronunciation.

The second objective of oral practice is to develop the skill of retaining the utterances; first, immediate retention of shorts items; later, on longer utterances; and finally, recall of items and utterances after some time has elapsed. This requires the students´ effort. The teacher should explain to them how memory can be developed and the important role it plays in learning a foreign language, in order to assure their conscious participation in the drills.

 Finally, the last objective of oral practice is to establish habits of using the morphological and syntactical patterns, the lexical items and sentences types of the language, so, that they can eventually speak with some facility.

As with first language acquisition, students follow the same process for language development, but they learn a second language at different rates and in different ways. Therefore, a good teacher will include a variety of instructional activities ranging from demonstrations, group and pair work, cooperative learning, peer tutoring, individualized instruction, and other strategies which take into account the variety of experiences of second language learners.

It is important to have a clear understanding of what oral expression in a foreign language is, some authors focus on the transmition and comprehension of the ideas expressed, but the concept it is better seen from the interaction speaker-receiver stand point. So, the oral expression ability in a foreign language is defined as the ability to transmit and comprehend meaningful messages in a coherent and fluent way in which there is a constant feedback, according to Rod Ellis, 2014:43.

For the application of the work it is also needed to know what choice is, which is the ability of the speaker to select the way to express its ideas according to the formality and informality of the conversation. Fluency which the ability to link words, phrases and sentences without too much halting during the conversation act. Coherence is the ability of intertwining different ideas in such a way that they seem to function as a single one.

INITIAL STAGE

To know the current stage of the problem it was necessary to make a diagnosis. For this, it was chosen the sample formed by 28 students from 10th grade Nieves Morejón Lopez Senior High School

The first task was to characterize speaking ability. The pedagogical test given was:

1. Interview (annex 2)
2. Description (annex 3)
3. Pair work (annex 4)

The indicators to know the development of speaking ability in the sample chosen were:

1. **Fluency**, which considers three levels: level 1 those students who halt too much while speaking, level 2 those students who can speak with a relatively use of the language connecting words and phrases and do not hesitate too much, and level 3 those students who can make a fluent conversation about the given topics without hesitation or halting in such a way that the conversation can be interrupted.

2. **Coherence,** which considers three levels, level 1 those students who change ideas that are not interrelated among them, level 2 those students that make changes in the ideas but do not totally correspond with the previous one, level 3 those students who can refer to different ideas on a talk keeping the essence of it.

3. **language choice**, which considers three levels, level 1 those students that find no alternative in using the language and prefer to silence, level 2 those students who find synonyms or antonyms of the words or phrases, and level 3 those students who find synonyms. Antonyms and make use of the word formation processes in the language.

Here are the initial results of the diagnosis:

➢ **Fluency:**

In the first test (annex 2), 10 students out of 28 level 1 that is a 35,7%; 12 students were qualified as level 2 that is a 42 8% and 6 students level 3 this is a 21,4%.

In the second test (annex 3), 14 students out of 28 level 1 , that shows a 50%; 9 students were qualified as level 2 to show a 32,1% and 5 students level 3 to show a 17,8%.

In the last test (annex 4), 18 students out of 28 level 1 that is a 64,3%; 6 students were level 2 to show a 21,4% and 4 students succeeded to show a 14,3%.

➢ **Coherence:**

In the first test (annex 2), 12 out of 28 students level 1 that is a 42,8%; 9 students were qualified as level 2 that is a 32,1% and 7 students level 3 this is a 25%.

In the second test (annex 3), 16 students out of 28 level 1 that shows a 57,1%; 7 students were qualified as more or les to show a 25% and 5 students level 3 to show a 17,8%.

In the third test (annex 4), 20 students out of 28 level 1 that is a 71,4%;5 students were qualified level 2 to show a 17,8% and 3 students succeeded to show a 10,7%.

> **Language choice.**

In the first test (annex 2), 11 students out of 28 level 1 that shows a 39,3%;10 students were level 2 that is a 35,7% and 7 students level 3 is a 25%.

In the second test (annex 3), 14 students out of 28 level 1 that shows a 50%; 8 students were level 2 to show a 28,6% and 6 students level 3 that is a 21,4%.

In the last test (annex 4), 17 students out of 28 level 1 that is a 60,7%; 7 students wew qualified as level 2 to show a 25% and 4 students succeeded to show a 14,3%.

> **Fluency.**

Activity	S	L1	%	L2	%	L3	%
1	28	10	35,7	12	42,8	6	21,4
2	28	14	50	9	32,1	5	17,8
3	28	18	64,3	6	21,4	4	14,3

> **Coherence.**

Activity	S	L1	%	L 2	%	L3	%
1	28	12	42,8	9	32,1	7	25
2	28	16	57,1	7	25	5	17,8
3	28	20	71,4	5	17,8	3	10,7

> **Language choise**

Activity	S	L1	%	L2	%	L3	%
1	28	11	39,3	10	35,7	7	25
2	28	14	50	8	28,6	6	21,4
3	28	17	60,7	7	25	4	14,3

Symbology:

S: Sample

L1: Level 1

L2: Level 2

L3: Level 3

The category of activity, as González (1989:44) remarks, goes beyond the term conduct. Activity involves the individual in a complex system of relationships with the reality in which essential aspects of his psychology are formed.

The Marxist-Leninist philosophy considers activity as the process in which the natural and social circumstances change the vital activity of man and along with it, man himself. This concept is linked to the life process and to the socio-historical work of man as a social subject.

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

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

the subject. (…) this way, activity is a process in which occur transformations between the subject and the object with the end of pleasing the needs of the subject."

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

The category of activity, as González (1989) remarks, goes beyond the term conduct. Activity involves the individual in a complex system of relationships with reality in which essential aspects of his psychology are formed.

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

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

Gonzalez, V. (2001:91) state that: "we call activity to those processes through which the subject, responding to his needs, begins an interaction with his reality, adopting a given attitude towards that reality (…) in the form of activity occurs the subject-object interaction, thanks to which the psychic reflect that permits the said interaction is originated".

After having analyzed the diverse criteria of these different authors stated above, in this work it is assumed the concept given by Leontiev because activity is the subject-object interaction process aimed to the satisfaction of the subject's needs as a result

out of which a transformation of the object and the subject is produced. (Leontiev, 1979:58)

Foreign Language Teaching in Cuba is based on the theory of verbal activity. The theory of verbal activity is based on the general theory of activity developed in the former Soviet Union by Vigosky and his followers: A.N Leontiev, Beliayev, Luria and Galpering.

The essence of verbal activity theory is to consider speaking as an activity. In the foreign language teaching learning process, the acquisition of verbal actions and operations, go through the stages of: conscious activity, conscious control, automatized activity (practice) and the domain of spontaneous expression.

The verbal activity is a type of active relationship between man and the world. It is a process in which man uses language to transmit and assimilate the socio- historical experience, to establish communication and to plan his activities.

Zimnaya, defines verbal activity as a language system that activates, mediates and orients men´s exchange with the reality, a process of transmission and reception of information conditioned by a communicative situations.

This definition is useful in terms of language teaching as it involves the concepts of language, process and situation which become teaching content.

The concept of verbal activity is opposed to verbal behaviour. Man does adapt himself to the environment but he also assimilates and transforms it thanks to his capacity to plan and foresee his activity. Verbal activity is a kind of activity in which man uses language as a means to interact with the world.

Vigotsky (1960:89) summarizes the structural organization of verbal activity this way: language should be considered a verbal action inserted in men´s cognitive and productive activity, activity as a whole is motive and oriented. A motive or hierarchy of motive impede man to set his goal beforehand.

--- Verbal activity should be associated with the solution of cognitive problems and so language is used as a means to solve problems.

--- The orientation and planning stage could include an orientation activity of any complexity. Comprehension of a text is a pre- requisite for verbal action, which includes the planning of the statement at the semantic level of language. This is based on images schemes and only rarely on words and word combination.

A. A. Leontiev distinguishes three stages in verbal activity:

--- Planning and orientation, realization and control.

On other hand, mastery of language as communication implies:

--- Imparting knowledge orientation, forming verbal habits, perfecting verbal habits and creative activity (communication).

In the work this concept are assumed these stages, because they are closely related to the components of the activity, that is needs, motives, objectives, actions, operations and conditions. The object of the psychological contents of verbal activity in thinking. It determines the activity as a whole in such a way that language is the means, and speech is the procedure of forming and formulating thought.

Vigotsky (1960:68) summarizes the structural of organization of verbal activity as:

--- Language should be considered a verbal action inserted in man´s cognitive and productive activity.

--- Activity as a whole is motive- oriented. A motive or hierarchy of motive impede man to set his goal beforehand.

--- Verbal activity should be associated with the solution of cognitive problems and so language is used as a means to solve problems.

--- The orientation and planning stage could include an orientation activity of any complexity. Comprehension of a text is a pre- requisite for verbal action, which includes the planning of the statement at the semantic level of language. This is based on images schemes and only rarely on words and word combination.

Main ideas about the theory of verbal activity:

Verbal activity is communication in itself, the language system, be product and the process of communication, formed by well defined stages where in verbal capacity develops within communicative situations.

The Psycho- physiological and functional mechanism of conscientization, memory and anticipation allow the realization of verbal activity. These mechanism relate closely tote levels of structure of verbal activity? All language skill has common and particular mechanism which interact with each other.

Foreign Language Teaching in Cuba is based on the theory of verbal activity and the essence of the verbal activity theory is to consider speaking as and activity. The foreign language learning process, the acquisition of verbal actions and operations, go through the stages of: conscious activity, conscious control, automatized activity (practice) and the domain of spontaneous expression

Oral expression in foreign language subject in the Cuban school:

Curriculum of English is being designed to contribute to reinforce the general curriculum of Senior High School and the formation of the revolutionary and responsible student in an active environment where the habits and the abilities are gradually formed by means of a process that includes not only the study and the practice, but also the creativeness, the solution of problems and the risks of learning are assumed in the foreign language therefore.

Speaking, listening, reading and writing are integrated as a reflection of the principle which states that the dominion of an ability reinforces the progress in others.

The students must expose themselves to different and varied educative activities that are excellent, significant and authentic to stimulate them and to challenge them to use the English in real context.

The progress of the students is evaluated systematically by means of pair works, group works, monologues, in class papers, project works (oral, written or both) and evaluative homework where they demonstrate their abilities in English by means of the accomplishment of the authentic communicative task with very well defined

objectives. They have two partial tests in which they have two written questions and one oral The Final Project Work is considered a conclusive activity by means of which the students demonstrate to the level of dominion reached in the foreign language and the developed abilities of independent work.

Characteristics of the adolescents

-As adolescent they are experimenting sudden changes in the formation of their personality, they are anatomic and psychological changes.

-It is common to find students who still behave as children, so they require individually treatment.

-Problems made arise due to unfavorable family responsibilities or nearby community environment.

-Adolescence is an important stage for consolidation self-image and self-esteem.

-They want to find a place within the class or group so as to be properly recognize.

All these characteristics have been taken into consideration for the elaboration of teaching activities to develop the use of teaching aids in Senior High Schools.

Activity # 1

Title: All in all

Objective: express personal information (name, last name, full name, nickname, age, telephone number, greetings, spelling, introductions, time and farewells) to reinforce knowledge and honesty.
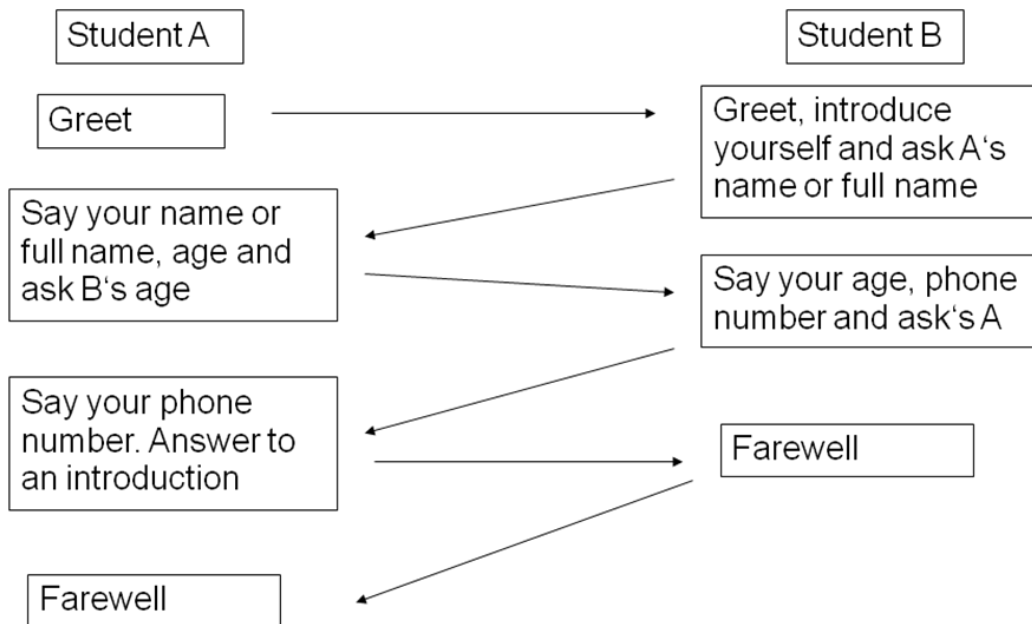
Moment of the activity: unit 1 "Hello! What´s your name?"

Teaching Aids: Board, chalks, cards, a ball

Procedures: The teacher is going to begin the activity with a

Brain Storming with the phrase personal information to remind the students the communicative function they are going to use in the pair work.

Pair Work: First Day at School

Conclusions: The teacher is going to correct the main mistakes providing feedbacks.

Evaluation: High Level: Students who ask and answer correctly all the communicative functions, using the vocabulary studied and have an acceptable pronunciation.

Middle Level: Students who ask and answer correctly most of the communicative functions, using the vocabulary studied and have some problems in pronunciation.

Low Level: Students who ask and answer correctly a few communicative functions, using some vocabulary studied and need the teacher´s help.

Activity #1

Titlle: Getting to know you better.

Objective: The students should be able to express personal information

Moment of the activity: Unit #4 "What's your house like"

Procedures: teacher asks the class to form two circles, so that, one circle surrounds the other. Each student in the outside circle is assigned one question. They must ask the question to the students in the inside circle. The inside circle rotates until everyone has been asked and has answered all the questions posed by the students in the outside circle. The students in the inside circle must answer the question in full sentences.

Activity #2

Title: What do you do on vacation?

Objective: The students should be able to express the activities they and a partner do on vacation to reinforce good habits.

Moment of the activity: Unit # 5: What do you do? (Free-Practice-Lesson)

Procedures: The students are going to work in pairs. They are going to stablish a conversation with their partners about the activities they do on vacation. For example:

1. Do you ……………… on vacation?
2. What do you do on vacation?

After they both have asked and answered the activities they do on vacation they will report the information to the rest of the students and to the teacher.

Conclusions: The teacher will correct the main mistakes providing feedbacks and make the students realize the importance of spending time doing healthy activities.

Evaluation: High Level: students who ask and answer questions about the activities on vacation and report activities another person does. Middle: students who ask and answer questions about activities on vacation and report at least an activity another person does: Low students who only ask and answer question about the activity they do on vacation.

Activity #3

Title: What do you do on vacation?

Objective: The students should be able to express the activities they and a partner do on vacation to reinforce good habits.

Moment of the activity: Unit # 5: What do you do? (Free-Practice-Lesson)

Procedures: The students are going to work in pairs. They are going to establish a conversation with their partners about the activities they do on vacation. For example:

1. Do you ……………… on vacation?

2. What do you do on vacation?

After they both have asked and answered the activities they do on vacation they will report the information to the rest of the students and to the teacher.

Conclusions: The teacher will correct the main mistakes providing feedbacks and make the students realize the importance of spending time doing healthy activities.

Evaluation: High Level: students who ask and answer questions about the activities on vacation and report activities another person does. Middle: students who ask and answer questions about activities on vacation and report at least an activity another person does: Low students who only ask and answer question about the activity they do on vacation.

Activity #4

Title: Family Tree

Objective: The students should be able to speak about their family (name, age, occupation, address, telephone number, moral and physical description, activities they do) to increase their cultural level

Moment of the activity: Unit 9: Review (Free-Practice Lesson)

Procedures: The teacher will draw on board a family tree (annex 1) and encourage the students to ask questions to get information about his /her family.

Annex 1

| grandmother | | grandfather |

| aunt | uncle | | mother | father |

| cousin | | sister | I |
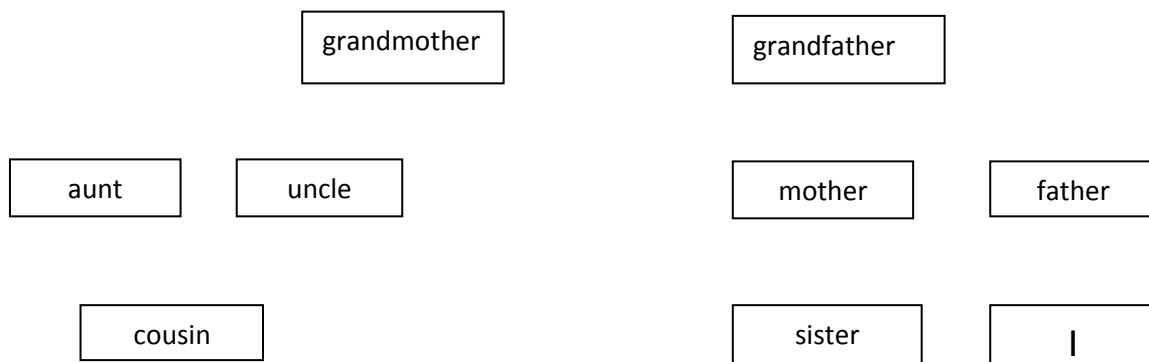
Possible questions the students may ask

1) What`s your mother`s name?

2) What`s your mother`s occupation?

3) Does she have telephone?

4) What`s her phone number?

5) What`s address?

6) What does she look like?

7) What is she like?

8) What does she usually do?

9) What`s her favourite season?

10) What does she live with?

After the students have done this exercises they will draw their own family tree and ask one another questions like the previous one to get to know each other better.

Conclusions: The teacher will correct the main mistakes providing feedback and asks questions like:

- How many students have brothers or sisters?

- Who live with his/her grandparents?

- Whose mother is a teacher?

- How many of you have telephone?

Evaluation: High level: students who answer questions about his/her family and ask questions about others. Middle: students who answer some questions about his/her family and ask some questions about someone else family. Low: students who only answer questions about his/her family

This activity can be done from unit 4 to 9 and students will get the information they can according to the content they have studied.

Activity #5

Title: "Sentence Building Game".
This game can be use in different contents.

(it is very easy game and it reinforces pronunciation and the use of **s** or **es** when talking in 3rd person singular).

Objective:

To express orally the communicative functions regarding simple present.

Procedure:

A student says a sentence in simple present with any verb they have studied in class. Then, anther student says the sentence his/her partner said and creates a new one. The next student repeats the same procedure. If they forget a sentence they are punished and the game starts again.

E.g.

St A: I dance.

St B: She/He dances, I study.

St C: She/He dances, she/he studies and I watch T.V.

St D: She/He dances, she/he studies, she/he watches T.V. and I play baseball.

Activity #6

Title: " What does she/he do?"   (mimic).

Objective:

To express orally communicative functions regarding simple present.

Procedure:

The group is going to be divided into two teams and they are going to be named with letters, animals, numbers, nationalities, etc, such as: Dogs and Horses. Astudent from the Dogs team goes to the from and performs an action. The rest of the team say:

What does sheor he do?. A student from the Horses´team raises her or his hand and answers the questions (they can use simple present time expressions).

E.g.

Dogs´ team: a girl dances in front of the class.

Everybody: What does she do?

Horses´ team: St A: She dances.

Dogs´ team: a boy writes a sentence on the board.

Everybody: What does he do?

Horses´ team: St B: He writes.

Dogs´ team: a girl sings a beautiful song.

Everybody: What does she do?

Horses´ team: St C: She sings.

Activity #7

Title: "Unknown personality". (group work).

Objective:

To express orally functions and notions regarding personal information (age, language, occupation) and describing people (physical appearance and personality traits).

Procedure:

The class is going is going to be devided into teams of four students (7 teams). Each team will bring a picture of a famous person (actor, actress, singer, sport man or sport woman, dancer, painter, president, etc) and the rest of the teams will guess who is by asking questions:

Each team can ask two questions and only information that is going to be given is if the person is a man or woman.

The team that guess the name of the person will obtain five points.

E.g.

Team # 1: Alicia Alonso.

We are talking about a woman.

Team # 2: How old is she?

Team # 1: she is 81 years old.

Team # 3: What´s her occupation?

Team # 1: she is dancer.

Team # 4: Where is she from?

Team # 1: she is from Cuba.

Team # 5: What does she look- like?

Team # 1: she is old, thin, tall…

Activity #8

Title: Green or Red. (Green: right). (Red: wrong).

Objective:

To express orally functions and notions regarding the weather and the seasons of the year.

Procedure:

The group is going to be devided into two teams and they are going to participate by turns. The activity can be guided by the teacher or by two advantage students. It is better if the guides the game because she or he can assign the questions according to the students characteristics.

They will obtain:

- ✓ One point for saying green or red correctly.
- ✓ Two points for saying what the season is.
- ✓ Three points for saying how´s the weather like in that season.

One additional point for each activity they can mention we do in that season of the year or clothes we wear.

E.g. (showing a picture of summer).

Teacher: It is winter.

St A: Red

Teacher: What season is it?

St B: It is summer

Teacher: What´s the weather like in summer?

St C: It is hot, sunny, etc.

Teacher: What do you wear in summer?

St D: I wear a short, a hat, etc.

Activity #9

Title: Fashion show.

Objective:

To express orally notions an dfunctions regarding clothes and the weather.

Procedure:

Some students are going to be dressed representing the season of the year, (one or two must be repeated), they are going to make a fashion show and the teacher will ask different questions.

E.g.

A girl will be wearing a raincoat, a pair of boots and an umbrella.

Teacher: What sason is it?

St A: It is spring.

Teacher: What´s the weather like in spring?

St B: It is rainy (warm, cloudy).

Teacher: What´s clothes do you wear in spring?

St C: I wear T- shirt, pants, etc.

Teacher: and… What is she wearing?

St D: She is wearing a raincoat, a pair of boots and umbrella.

Activity #10

Title: Calendar.

Objective:

To express orally ways of asking about daily activities by means of frequency adverbs and simple present.

Procedure:

Elaine and Barry Dupont don´t have a lot of free time. Work with a partner and look at the Dupont´s Calendar. Ask questions about their Schedule.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Dinner with Barry´s son.	Go grccery shopping.	Barry Frech class.		Go grccery shopping.	Elaine late work	
Play tennis at afternoon.	Go grccery shopping.	Barry Frech class.	Elaine late work	Go grccery shopping.	Invite friend for dinner	Elaine go out at home
Dinner with Elaine´s son	Go grccery shopping.	Barry Frech class.		Go grccery shopping.		
Play tennis at afternoon.	Go grccery shopping.	Barry Frech class.	Elaine late work	Go grccery shopping.		Elaine go out at home

E.g.

St A: How often do Elaine and Barry have dinner with friends?

St B: Oh, about twice a month.

St A: How often does Elaine work late?

St B: She works late three times a month.

St A: What do they usually do on Sunday in the afternoon?

St B: They play tennis.

2.2--- Analysis of the results of the final stage.

The different planted criteria were taking into consideration to the accomplishment of this work, it was applied exercises that was carried out during the present course. The objective was directed to the development of speaking ability in 12th grade.

To corroborate the accomplishment of this work it was decided to apply a final pedagogical test:

1. Interview (annex 5)
2. Description (annex 6)
3. Pair work (annex 7)

In which the following results were:

> **Fluency**

In the first test (annex 5), 3 students out of 28 level 1 that is a 10,7%; 10 students were qualified as level 2 that is a 35,7% and 15 students level 3 this is a 53,6%.

In the second test (annex 6), 2 students out of 28 level 1 that is a 7,14%; 9 students were level 2 to show a 32,1% and 17 students level 3 to show a 71,4%.

In the last test (annex 7), 1 student out of 28 level 1 to show a 3,57%; 7 student were qualified as level 2 to show a 25% and 20 students level 3 to show a 71,4%.

> **Coherence**

In the first test (annex 5), 4 students out of 28 level 1 to show a 14,3%; 8 students were level 2 to show a 28,6% and 16 students level 3 to show a 57,1%.

In the second test (annex 6), 2 students out of 28 level 1 to show a 7,14%; 7 students were qualified as level 2 to show a 25% and 19 students level 3 to show a 67,9%.

In the last test (annex 7), 2 students out of 28 level 1 to show a 7,14%; 5 students were qualified as level 2 to show a 17,9% and level 3 to show a 75%.

> **Language choise**

In the first test (annex 5), 4 students out of 28 level 1 to show a 14,3%; 10 students were qualified as level 2 to show a 35,7% and 14 students level 3 to show a 50%.

In the second test (annex 6), 3 students out of 28 level 1 to show a 10,7%; 9 students were qualified as level 2 to show a 32,1% and 16 students succeeded to show a 57,1%.

In the last test (annex 7), 2 students out of 28 level 1 to show a 7,14%; 8 students were qualified as level 2 to show a 28,6% and 18 students succeeded to show a 64,3%.

➢ **Fluency.**

Activity	s	L 1	%	L2	%	L3	%
1	28	3	10,7	10	35,7	15	53,6
2	28	2	7,14	9	32,1	17	60,7
3	28	1	3,57	7	25	20	71,4

➢ **Coherence.**

Activity	S	L1	%	L2	%	L3	%
1	28	4	14,3	8	28,6	16	57,1
2	28	2	7,14	7	25	19	67,9
3	28	2	7,14	5	17,9	21	75

➢ **Language choise.**

Activity	S	L1	%	L2	%	L3	%
1	28	4	14,3	10	35,7	14	50
2	28	3	10,7	9	32,1	16	57,1
3	28	2	7,14	8	28,6	18	64,3

2.3--- The comparison of the indicators, from to the initial stage to final one.

❖ In the first test (Interview) (annex 8).

<u>Fluency</u>:

At the initial stage, 6 students out of 28 level 3 what represent a 21,4% and the final stage 15 students succeeded what represent a 53,6%.

<u>Coherence</u>:

At the initial stage, 7 students out of 28 level 3 what represent a 25% and the final stage 16 students succeeded what represent a 57,1%.

<u>Language choice</u>:

At the initial stage, 7 students out of 28 level 3 what represent a 25% and the final stage 14 students succeeded what represent a 50%.

❖ **In the second test (Description) (annex 8).**

<u>Fluency</u>:

At the initial stage, 5 students out of 28 level 3 what represent a 17,8% and the final stage 17 students succeeded what represent a 60,7%.

<u>Coherence</u>:

At the initial stage, 5 students out of 28 level 3 what represent a 17,8% and the final stage 19 students succeeded what represent a 67,9%.

<u>Language choice</u>:

At the initial stage, 6 students out of 28 level 3 what represent a 21,4% and the final stage 16 students succeeded what represent a 57,1%.

❖ **In the third test (Pair work) (annex 8).**

<u>Fluency</u>:

At the initial stage, 4 students out of 28 level 3 what represent a 14,3% and the final stage 20 students succeeded what represent a 71,4%.

<u>Coherence</u>:

At the initial stage, 3 students out of 28 level 3 what represent a 10,7% and the final stage 21 students succeeded what represent a 75%.

<u>Language choice</u>

At the initial stage, 4 students out of 28 level 3 what represent a 14,3% and the final stage 18 students succeeded what represent a 64,3%.

Conclusions

Through the theoretical and methodological systematization of the main trends that support the enhancement of the oral expression ability in the English language can be stated that although all the authors refer to it in general terms, just a few take into consideration the environment in which the students interact. It can also permitted to state that the methodological guide lines and the syllabus design do not make a deep explanation of how to work with this ability in the level.

The initial pedagogical test showed that there are many difficulties in the enhancement of the oral expression ability in the students selected among them can be mentioned: They are unable to express orally in The English Language. They do not have a vast vocabulary to express themselves. They face difficulties in the verb conjugation.

The teaching activities are characterized by being creative, place the students close to real life situations, varies in complexity, can be applied on different moments of the learning process and have been done taking into account the levels of assimilation and the functional and notional approach. The activities given can be used in other schools of the territory for their adaptability, doability, flexibility, efficiency and enjoyability

During the validation process the consulted experts stated that the methodological and theoretical design of the work is according to the requirements of this type of work, the bibliography consulted is up-dated and the activities are pertinent, efficient and according to the teaching reality.

Recommendation

It is recommended the socialization of the paper work in different forums and scientific events.

It is also recommended deepening on this field for further works.

Bibliography

--- Acosta, R. y otros. (2003). Communicative Lannguage Teaching.

--- Alonso, M. (2002). Para investigar en comunicación social. Guía Didáctica. La Habana: Editorial Félix Varela.

--- Antich, R (1986. Metodología de la enseñanza de Lenguas Extranjeras. La Habana: Editorial Pueblo y Educación.

--- _____ (1975). The Teaching of English in the Elementary and Intermediate Level. La Habana: Editorial Pueblo y Educación.

--- Álvarez de Sayas, C. (1999). La escuela en la vida. Didáctica. La Habana: Editorial Pueblo y Educación.

--- Bantam W, E. (1978). The Bantam New College Dictionary. La Habana: Editorial Pueblo y Educación.

--- Brown, D. (1994). Teaching by principles. Engelwood Cliffs. USA: Prentece Halls.

--- Brown, G. and Jule, G. (1983). Teaching the Spoken Language. Cambridge: Cambridge University Press.

--- Byrne, D. (1989). Teaching Oral English. Guantánamo: Edición Revolucionaria.

--- Cuyas, A., A. (1989). Great Cuyas Dictionary. Guantánamo: Edición Revolucionaria.

--- Danilov, A. M. and Skalkin, M. N. (1978). Didáctica de la escuela media. Moscú: Editorial Mir.

--- Floyd, K. (2005). Communicative Approaches to Education in Foreign Language. British Columbia Teacher´s Federation.

--- Gimson, A. C. (1986). An introduction to the pronunciation of English. La Habana: Editorial Pueblo y Educación.

--- Kenyon and Knot (1975). A Prounoncing dictionary og American English. La Habana: Editorial Pueblo y Educación.

--- López, M. (2003. ¿Sabes enseñar, a decidir, definir, argumentar? Soporte digital.

--- Mc. Donough, S. (1989). Psychology in Foreign Language Teaching. Guantánamo: Edición Revolucionaria.

--- Neuner, G. (1997). Pedagogía. La Habana: Editorial Pueblo y Educación.

--- Oxford, D. (1996). Oxford University Press. UK.

--- Palem, J. (1998). Tombola, Communicative. Activities for Teenagers. UK: Legman.

--- Peterson, P. (1995). Changing Times, Changing Tenses. Washington, D.C: United States Information Agency.

--- Petrovsky, V. (1981. Psicología General. La Habana: Editorial de libros para la Educación.

--- Prator, C. (1972). Manual of American English Pronunciation. USA.

--- Richards, J.C and Schmith, R.W. (1983). Language and Communication. London: Legman.

--- Roach, P. (1995). English Phonetics and Phonology: A practical course. England: Second Edition, Cambridge.

--- Talízina, N. (1999). La formación de la actividad cognoscitiva en los escolares. La Habana: Editorial Pueblo y Educación.

--- Wallace, B. (1970). The Pronunciation of English for teachers of English as a Second Language. MINED.

--- Webster. (1975). Dictionary. La Habana: Editorial Pueblo y Educación.

--- Webster, N. (1988). Seven New Collegiate Dictionary. Guantánamo: Edición Revolucionaria.

--- Williams, M. and Tony, W. (1983). Acourse in Language Teaching. Cambridge Teacher Training and Development. Series Editors.

❖ **Diagnostic Test.**

Read the passage:

One sunny morning at the camping site, Rose and Dolly were swimming while Tom and Mark were looking for some insects for their Biology teacher. After a while, they decided to rest. Suddenly, Mark said: "Don´t move Tom, you´re in danger, there´s a big snake near your arm". When the snake touched Tom´s arm, he closed his eyes, while the snake was going over his body Tom wasn´t breathing at all, he opened his eyes and that ugly head near his face. Finally, the snake move away. Then Mrk and Tom told that everything was alright, but Tom didn´t move and with a shaky voice he said: "I think I need an ambulance".

1. Select the appropriate option:
   a) They are deciding to go to the camping site because…
      - They want to get in touch with nature.
      - Camping is a dangerous option.
      - They met some friends.
   b) At the camping they had…
      - A stormy night.
      - A sunny day.
      - A cloudy morning.

2. Find in the passage:
   a) Two adjective
   b) Two nouns
   c) Two regular verbs
   d) Two irregular verbs
   e) A synonym of:
   ■ Professor.
   ■ Rapidly.

3. Answer the following questions:
   a) Where do the events of the passage occur?
   b) What were Tom and Mark doing?

c) What did Mark see Tom´s arm?

d) Was he scared? Why?

e) What would you do if you were Tom?

Annex # 2

❖ **Interview** (individual)

_ Personal information:

E.g.

1. What's your name?
2. How old are you?
3. How do you feel?
4. Where do you live? / What´s your address?
5. Do you have telephone? / What´s its number?
6. What´s your nationality?
7. Where are you from?
8. What´s your house like?
9. What´s your favourite room? Describe it.
10. What´s your mother´s / father´s / brother´s name?
11. What´s his or her occupation?
12. Where does he or she works?
13. What do you do on weekends / on vacation / during the week?
14. What´s the weather like in summer?

Annex # 3

❖ **Description.**

The teacher is going to place two tables in front of the class with pictures and cards.

Each students is going to select a picture in table 1 and 2.

Table 1: Places and parts of the house.

E.g.

> ➢ Picture a) Varadero Beach.

What´s Varadero Beach like? (They have to use the adjectives they studied).

Say the places or thing you can find there (they have to use there is / there are to

express existence).

> ➢ Picture b) a bedroom.

What´s the bedroom like? (They have to use adjective they studied).

Say the pieces of furniture you can find there (they have to use there is / there are to express existence).

Table 2: Describing people.

E.g.

> ➢ Picture (a woman).

1. What does she look like?
2. What´s she like?
3. What´s she wearing?

Annex # 4

❖ **Pair work.**

E.g. 1)

St A: It is your first day at school and you are new at the neighbourhood. Try to make a new friend.

St B: It is the first day at school. You are an 12th grade student and you have many friends. Someone starts a conversation. Try to be polite.

E.g. 2)

St A: You are at the bus terminal waiting for a friend. You are bored, start a conversation with the person seating beside you.

St B: You are waiting for a bus and someone starts a conversation, you are very talkative. Be polite.

E.g. 3)

St A : You are walking on the street and you see an old friend that you haven´t seen since you were in Secondary school. You are very happy to see him or her.

St B: Suddenly, you see of your best friend during the time you were in Secondary school. Start the conversation.

Annex # 5
   ❖ **Interview** (Individual)
      _ Personal information:

E.g.
   1. What's your full name?
   2. Do you have a nick name?
   3. How do you speel your last name?
   4. Do you have telephone?
   5. What´s your telephone number?
   6. Where do you live? / What´s your address?
   7. Who do you live with?
   8. Who is your favorite family member? Describe him or her.
   9. What´s your house like? Describe it.
   10. Who do you concider your best friend at schhol? Why?
   11. What does she or he like?
   12. What do you like doing in your free time? What do you usually do?
   13. What did you do last vacation?

14. What are your future plans? What are you going to do in a future? What would you like to do?

Annex # 6

❖ **Description.**

The teacher is going to place a table in front of the class with different pictures of important personalities. Some of them alive and some others dead. (E.g. Martí, Che, Fidel, Celia, Gabriel García Márquez, etc).

Each student goes to the front and select one. They will have 10 minutes to prepare and open talk about him or her, taking into account the questions the teacher previously wrote on board.

E.g.
1. When did he or she was born?
2. Where did he or she was born?
3. Where did he or she live?
4. Why is he or she famous?
5. What was his or her occupation?
6. What did he or she like?
7. What did he or she look like?
8. Did he or she had children?
9. Was he or she married?
10. What did he or she like doing?
11. Is he or she alive? In case of negative answer, When did he or she die?

Annex # 7

❖ **Pair work.**

E.g.

<u>St A</u>: You are walking on the street of Santiago de Cuba and you see an old friend that you haven´t seen since yu were in Secondary school. Ask about his or her life and talk about Santiago de Cuba.

<u>St B</u>: Suddenly, you see one of your best friends during the time you were in Secondary school. Start the conversation about the Heroic City.

E.g.

<u>St A</u>: You are at the museum waiting for a friend. You are boared, start a conversation with the person that is looking a picture. Give your opinion about the painting and ask about the painter.

<u>St B</u>: You are looking a famous painting and someone starts a about the picture and you have a lot of information about the painter conversation. You are very talkative.

Annex # 8

Second test (Description)

Third test (Pair work)
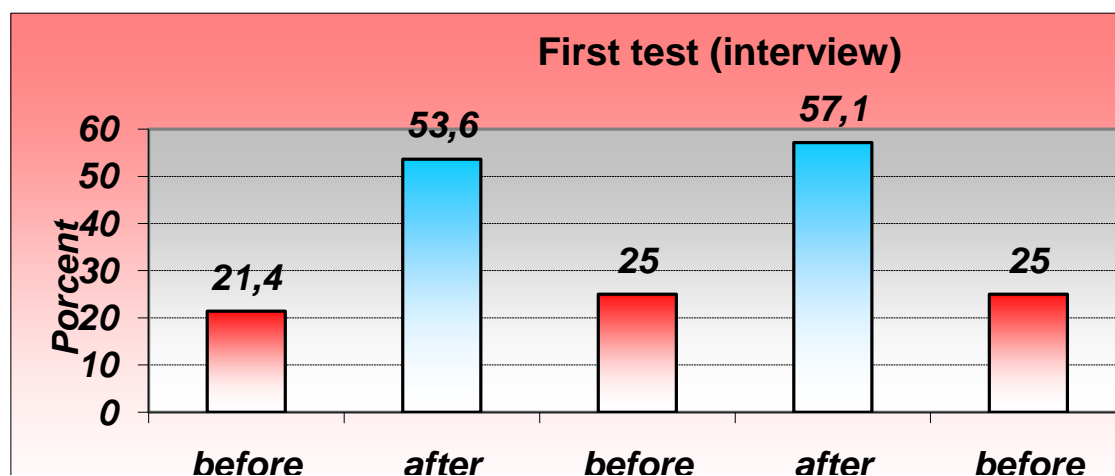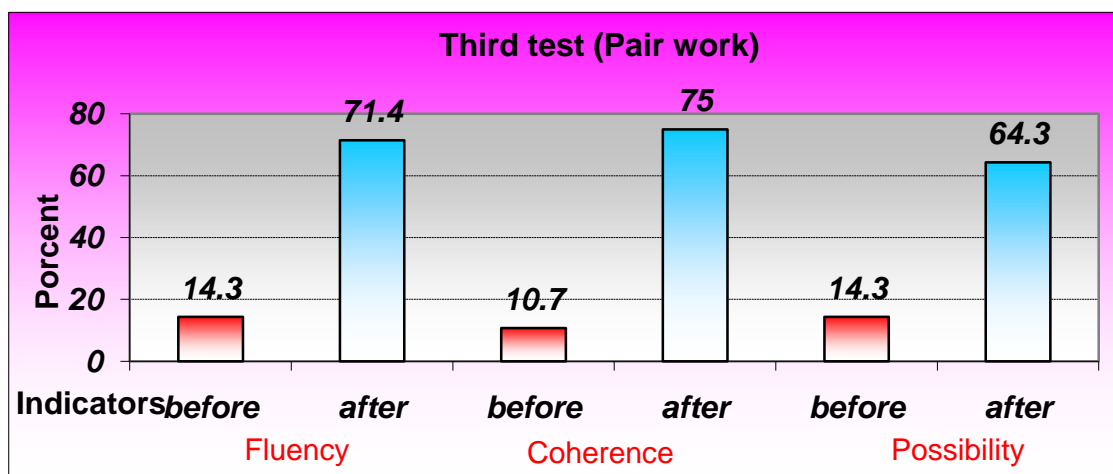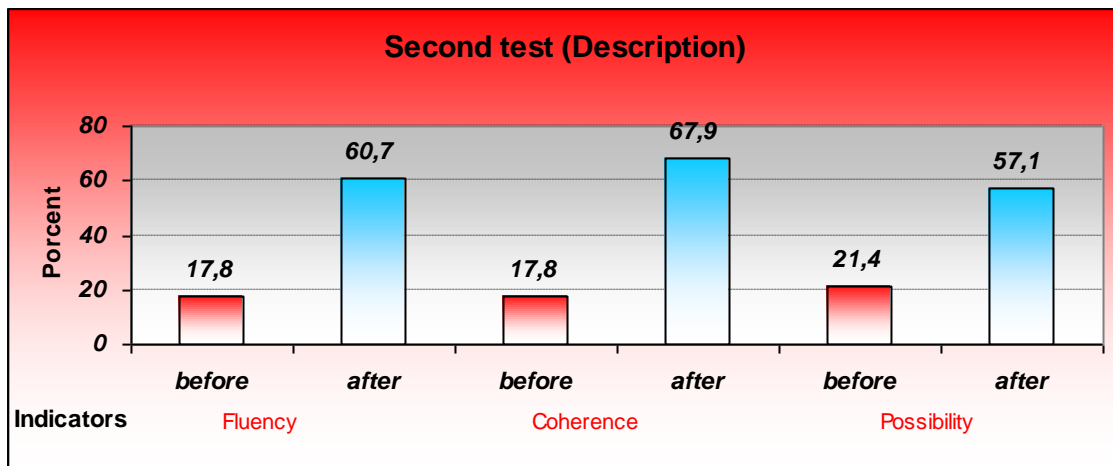
Annex # 9

Fluency, which considers three levels: level 1 those students who halt too much while speaking, level 2 those students who can speak with a relatively use of the language connecting words and phrases and do not hesitate too much, and level 3 those students who can make a fluent conversation about the given topics without hesitation or halting in such a way that the conversation can be interrupted.

Annex # 10

Coherence, which considers three levels, level 1 those students who change ideas that are not interrelated among them, level 2 those students that make changes in the ideas but do not totally correspond with the previous one, level 3 those students who can refer to different ideas on a talk keeping the essence of it.

Annex # 11

Language choice, which considers three levels, level 1 those students that find no alternative in using the language and prefer to silence, level 2 those students who find synonyms or antonyms of the words or phrases, and level 3 those students who find synonyms. Antonyms and make use of the word formation processes in the language.