



Faculty: Pedagogical Science.

Department: Foreign Language.

Major Paper

**THE ORAL EXPRESSION ABILITY IN THE ENGLISH LANGUAGE IN
STUDENTS FROM THE TEACHING TRAINING COLLEGE.**

AUTHORESS: Johana Gonzalez Felipe.

ACADEMIC YEAR: 2016-2017.



Faculty: Pedagogical Science.

Department: Foreign Language.

Major Paper

**THE ORAL EXPRESSION ABILITY IN THE ENGLISH LANGUAGE IN
STUDENTS FROM THE TEACHING TRAINING COLLEGE.**

AUTHORESS: Johana Gonzalez Felipe.

Tutor: M.S. Geonel Rodríguez Pérez.

ACADEMIC YEAR: 2016-2017.



“...Words have to be brilliant like gold, light like the wind and solid like the marble.”

José Martí.

Abstract:

This major paper makes a bibliographical analysis of the theoretical and methodological groundings related to the development of the oral expression ability in the teaching-learning process of the English Language in the Teaching Training Collage. This research deals with different scientific theoretical positions and methods used to support the criteria selected by the authoress in order to find the contradictions that evidenced the existence of a scientific problem. For the elaboration of this work as scientific methods were used the empirical, theoretical and statistical, that were put into practice with the aim of verifying, stating and validating the aspects taken into account in what concerns the teaching and learning process of a foreign language, specifically the oral expression ability. This 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 word groundings 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 first year students from Vladislav Volkov Teaching Training College to develop the oral expression ability in the English language.

Résumé:

Ce papier majeur fait une analyse bibliographique des échouages théoriques et méthodologiques en rapport avec le développement de la capacité de l'expression orale dans le processus de l'enseignement érudition de la Langue anglaise dans le Collège de la Formation de l'Enseignement. Cette recherche traite des places théoriques scientifiques différentes et les méthodes supportait les critères sélectionnés par l'auteur pour trouver les contradictions qui ont manifesté l'existence d'un problème scientifique. Pour l'élaboration de ce travail comme méthodes scientifiques a été utilisé l'empirique, théorique et statistique, cela a été mis dans entraînement avec le but de vérifier, en déclarant et validant les aspects prises en considération dans quelles inquiétudes l'enseignement et apprendre processus d'une langue étrangère, spécifiquement la capacité de l'expression orale. Ce papier majeur est structuré dans résumé, introduction, développement, conclusions, recommandations, bibliographie et annexes. Dans l'introduction l'importance du sujet et le dessin théorique et méthodologique de l'enquête sont prendre en considération. Dans le développement les plus sont déclarés en haut échouage du mot démodé du thème, il présente les étapes initiales et définitives de la recherche et les activités de l'enseignement comme tel. Ce travail a comme un but principal l'application d'activités de l'enseignement différentes pour les étudiants de première année à Vladislav Volkov Technol École Professionnelle développer la capacité de l'expression orale dans la langue anglaise.

Introduction:

Men after being able to communicate and articulate properly the sounds to communicate, they needed to trade and exchange products with its similar, for this was necessary to learn the others' languages. It was Latin the first language to be taught as a foreign language from it other languages which had universal character began to be taught as a foreign language. Then, new methods and approaches began to be put into use to teach foreign languages in an efficient way.

Many have been the methods and approaches that have been put into practice some died out for their inefficacy, others are still being used. Among the most recognizable methods and approaches being used can be mentioned: the grammar translation method, the direct method, the audio-lingual method, the suggestopedy method, the phonetic method, the reading method, the human-computer method, the communicative approach, the functional-notional approach, and the lexical approach among others.

The above-mentioned methods and approaches have their fortitudes and debilities, due to that many research works have been carried out to modify them and shape them to the real conditions of the given countries where they are used. All of them offer a different and varied way to teach and learn a foreign language and they have been effective for some and ineffective for others.

After the First World War English became a lingua franca for business and trading, so people from different parts of the world needed to learn it. At first the emphasis was made in the oral expression only and with the time researchers found out that it was necessary to work with the rest of the abilities that is reading, writing and listening, because those learners were indeed functional illiterate persons.

As The United States of America began monopolizing the international market all over the world, English went on gaining followers and so more countries began teaching it. Some countries still today teach it as a second official language and others teach it for professional or economic purposes.

The up-rising of the technologies in the twenty first century brought about a new spectrum for the English teaching and learning, for most media information today is universalized in English. The use of internet, applications such as Bluetooth, zapya, searchers like google and others offer more than eighty five per cent of the information in English. For this reason, the study of the English language has become a necessary tool to face the new challenges the contemporary world is offering.

Cuba was one of the first countries in Latin America to include the study of the English as a foreign language in the elementary, secondary and college curriculum. Though, at first was only for the privileged class and the talented students. These first steps led the inclusion of it in all the educational systems.

The revolutionary triumph brought with it the First Educational Revolution in Cuba which included the study of foreign languages mainly Russian and English. For the attainment of this purpose some foreign language specialized schools were created and the inclusive education permitted Cuban citizens become specialists of these languages. Then, these specialists began spreading the teaching and learning of foreign languages all over the country.

Together with the above-mentioned new guide lines and syllabi have been used, they, of course, sustained by the Cuban authentic English teaching. The Cuban educational system has always viewed English learning as an important part of the multilateral and harmonic formation of the students, as a way to enlarge the knowledge and the universal culture and as an essential tool to academic achievements in all content areas. The English teaching in Cuba responds to the political, economic, social and cultural importance of the foreign languages in today's world.

In Cuba a political, educational, cultural and ideological strategy is carried out guided to enhance the population's general integral culture, with the purpose of consolidating the values of the national identity and prepare the population to face the future challenges of the economic and social development of the country.

For the previous mentioned, it is corroborated that English learning is a social necessity that should be covered in the Teaching Training Colleges, assuming the

values that the society establishes and prioritizing the formation of the new generations able to guarantee the human's development.

The necessity of English teaching as a foreign language is vital in the Teaching Training Colleges of the country. Through its history, in these institutions the teaching of this language has always been present with the objective of contributing to the integral formation of the students as future professionals.

It also has as fundamental objective the development of the communicative abilities that permit the students to understand and to express information about personal life, family, as well as the school and social activities that they carry out daily.

Through out the researching process many international and national researchers have been consulted among them: Mary finnocchiaro, Christopher Brumfit, Donn Byrn, David Crystal, Jack C Richards, Himes, Wilkies among others who have contributed with their out comes to the improvement and evolution of the foreign language teaching and learning process.

In Cuba authors like; Antich de León Rosa (1986); Da quinta Gladys (2002); Guelmes Lucia Esperanza (2002); Quevedo Iraida (2005); Mijares Luis (2008); Vázquez Gabriel (2009), have also contributed to this aspect from a more national and localized perspective.

After a careful analysis of the observation of the English lessons, and the results of oral evaluations and surveys to students from first year in Vladislav Volkov teaching training College has been detected some potentialities and weaknesses in the oral expression abilities, among the potentialities: students like to learn English , there are work books and methodological guidelines for the teaching of the subject, students are motivated to learn English, they participate in classes, do the assignment, the students are disciplined and they attend classes among others.

Among the weaknesses, they do not understand classroom directions; they do not comprehend short phrases or key words, they make constant speech halting and fragmentary conversations so as to make them very difficult, they have a very limited vocabulary, their grammar and syntax (word order) errors make

comprehension difficult, their pronunciation often causes misunderstandings.

For the before exposed, it is considered pertinent the necessity to investigate the problem referred to the development of the oral expression ability in the English Language in students from the Teaching Training college, therefore the following **Scientific Problem** is formulated:

How to contribute to the development of the oral expression ability in the English Language in students from first year at Vladislav Volkov Teaching Training College?

With the purpose of solving the scientific problem the following **Objective** is stated: To apply teaching activities to contribute to the development of the oral expression ability in the English language in students from first year at Vladislav Volkov Teaching Training College.

For a better structuring and organization of the work the following **Scientific Questions** are stated:

1. What are the theoretical and methodological foundations that sustain the development of the oral expression ability in the English Language?
2. What is the current state of the development of the oral expression ability in the English Language in students from first year at Vladislav Volkov Teaching Training College?
3. What characteristics should the teaching activities have to develop the oral expression ability in students from first year at Vladislav Volkov Teaching Training College?
4. How to evaluate the teaching activities?

Scientific Tasks:

1. Determination of the theoretical and methodological foundation that support the development of the oral expression ability in the English Language.
2. Diagnosis of the current state of the development of the oral expression ability in the English Language in students from first year at Vladislav Volkov Teaching Training College.
3. Application of the teaching activities to contribute to the development of the oral expression ability in the English Language in students from first year at Vladislav Volkov Teaching Training College.
4. Evaluation of the teaching activities applied.

For the development of this research were used the following **Scientific Methods:**

From the theoretical level:

Historical and Logical Analysis: It was used to deepen into different authors' criteria about the learning and teaching process of the oral expression ability in the English Language.

Analytical and Syntactical Method: It permitted to analyse the necessary theoretical supports that permit synthesize the foundation of the development of the oral expression ability in English language from the view point of the communicative approach. It was used in different moments of the investigation, such as: in the analysis of the consulted bibliography about the development of Oral Expression ability.

Inductive and Deductive Method: It was used to make generalization between searched components, original inference processes, referring to the diagnosis and the foundation of activities proposal.

From the empirical level:

Scientific Observation: to obtain information about the ways students behave in the English lessons and to determinate the potentialities and weaknesses before and after this research, taking into account the Oral Expression ability, and through this observation, the results of the application of the proposal could be analyzed and compared with the initial diagnosis.

Documentary analysis: it was made in order to analyze and verify the objectives of the syllabus and the treatment of the oral expression ability in English language in the Teaching Training College and the way the text book and work book propose activities that can develop the oral expression ability in first year students.

Pedagogical Test: To test, in the initial stage and in the final stage, the level reached by the students related to oral expression ability.

Survey: It was used to know about students' interests to learn English and the ways they use to learn it, also how they feel during the English Lessons and the ways they practice the foreign language in their lessons.

From Mathematical level:

The analytical-descriptive through the Percentage Calculation: It was used to reflect the results of the employed tools and techniques.

For the development of this research the following population is selected twenty-nine students from first year at Vladislav Volkov, they have the following characteristics: As adolescents, they are experimenting sudden changes in the formation of their personality; they face anatomic and psychological changes. They want to find a place within the class or group so as to be properly recognized. Intellectually and potentially they are able to do different tasks with a higher mental work, they are more reasonable and have more initiative, cognitive independence, and creativeness. As sample has been selected intentionally fifteen students of subgroup A, nine are females and six males. All these characteristics have been taken into consideration for the elaboration of teaching activities to develop the

Oral Expression ability in the English Language in students from first year at Vladislav Volkov Teaching Training Collage.

Scientific novelty: The scientific novelty is given by applying teaching activities to develop the Oral Expression ability, making the students express orally and feel more motivated about this subject where the students' interests play a very special role. The teaching activities elaborated are characterized by being systematic, interdependent, flexible, demanding, adaptable, attached to the students' reality, culture-reinforcing and they are structured in title, objective, time, materials, type of lesson, procedure and Assessment. These activities have been selected taking into account the students' characteristics and the real context of the community where they live.

DEVELOPMENT

1.1 Theoretical and methodological foundation that support the development of the oral expression ability in the English Language.

English learning is a universal phenomenon; this is conditioned by some social situations, because learning a foreign language has become a paramount aspect in the contemporary society. English supremacy has stayed together to the quick development of the science and the technology in the contemporary world. The objective of learning a foreign language in Cuba, it is to contribute to the development of the learners' personalities, learners acquire knowledge and experiences, and this makes language a source of immediate general culture. By learning English, the students achieve practical skills: listening, speaking, reading and writing which become the means to acquire knowledge and form convictions.

The mastery of a foreign language requires the mastery of all the skills and subskills of the language. Many definitions and concepts have been given in relation to these aspects and for the sake of researching purposes these skills and subskills are studied separately. This diploma is focused in the oral expression ability as one of the most important and active skills of the language, and it is the main goal in the level the sample was selected.

This work refers to some of the definitions and concepts given to the oral expression ability in a mother tongue and in a foreign language among these authors consulted, the work refers to the most up-dated and relevant to the diploma.

According to Johnson and Morrow (1981:70), the oral expression which is popular known with the term "oral communication", is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a high speed level. This definition is properly used once it is

taken as a panoramic view of the oral expression, but it does not deepen into the oral expression ability for it requires of other elements non-mentioned.

The definition given by the website [http://www American Speech Hearing Association](http://www.AmericanSpeechHearingAssociation.org) (2007: 07). Refers to the oral expression as “A group of techniques that determine the general rules that should be followed to communicate orally with effectiveness; it means that it is the form of expressing without barriers what is thought”. In this case, there is not a clear explanation of what general rules are or which general rules are taken into consideration, it neither defines in a clear way what oral expression effectiveness is.

Nevertheless, the website [http://www American Speech-Language Hearing Association](http://www.AmericanSpeechLanguageHearingAssociation.org) (2007: 12), specifically the *Directory of Speech-Language Pathology* ascertains the Oral expression as pertaining “to the use of words and includes the ability to formulate and produce words and sentences with appropriate vocabulary, grammar, and application of conversational rules” Once again the definition is sordid, because no word or words definitions are clearly explained, nor even what produce and formulate words are, it neither refers to what conversational rules they refer to.

In a definition selected from Wikipedia (2016:231) the oral expression is defined as “a person’s ability to express wants, thoughts, and ideas meaningfully using appropriate syntactic, semantic, pragmatic, and phonological language structures. This definition, though it is much more complete lacks of intrapsychical and extrapsychical elements that make the oral expression a complex phenomenon.

According to Dell Hymes (1976:37) the communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

The notion of communicative competence is one of the theories that underlie the communicative approach to foreign language teaching. Canale and Swain (1980:43) defined communicative competence in terms of three components:

1. grammatical competence: words and rules
2. sociolinguistic competence: appropriateness
3. strategic competence: appropriate use of communication strategies

Canale (1983:79) redefined the above model, adding discourse competence: cohesion and coherence.

A more recent survey of communicative competence by Bachman (1990:35) divides it into the broad headings of "organizational competence," which includes both grammatical and discourse (or textual) competence, and "pragmatic competence," which includes both sociolinguistic and "illocutionary" competence. Strategic Competence is associated with the interlocutors' ability in using communication strategies (Faerch & Kasper, 1983; Lin, 2009).

The oral expression must be seen in all the aspects it covers from the biological to the psychological. The oral expression ability is not an easy skill to master, for it requires of the linking of encoding and decoding mechanisms that propitiate its fixing. The development of the oral expression ability is conditioned and stimulated, otherwise it does not evolve.

When children are born, the first stimulus given to them are the sounds together with the touch, these two sensations are the first elements that afterward will bring about the development of the oral expression. Then, while milking the child once again these two senses stimulate the articulation of the first sounds, words and phrases. Thus, to develop the oral expression ability there should be a constant stimulus that provoke in the learner the need of expressing orally.

In the school, teachers demand constantly from the students to communicate in the foreign language as if they were animals that could imitate every single sound and word they produce, without taking into consideration that they need to be stimulated to create in them the need of expressing orally.

The oral expression is important because it provides the foundation for literacy development, it is essential to academic achievement in all content areas, and it is critical for overall success in school. As it is known, a great deal of school success depends upon a student's ability to demonstrate competence through the oral communication, such as when answering questions in class or participating in group discussions. It responds to the political, economic, social and cultural importance of the foreign languages in today's world.

1.1.1 Characteristics of the Oral Expression:

The following characteristics were selected from Brace, J. Brockhoff, V. Sparks, N. & Tuckey, and J. First Steps Speaking and Listening Book second Edition(2010:67) Students who show oral expression difficulties:

- Difficulty with grammatical processes of inflection, marking categories like person, tense, and case.
- Learning vocabulary.
- Difficulty formulating complete, semantically and grammatically correct sentences either spoken or written.
- Difficulty explaining word associations, antonyms/synonyms.
- Difficulty with retelling, making inferences, and predictions.

The oral expression ability is one of the most important skills to develop in the English lessons and comprises nine qualities, they are:

1. Diction.
2. Fluency.
3. Rhythm.
4. Volume.
5. Clarity.
6. Coherency.
7. Corporals and gesticulation movements.
8. Vocabulary.

1.1.2 Types of Oral Expression Performances

Brown (2004:271) describes six categories of the speaking skill area. These six categories are as follow:

1. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, the students get opportunity to listen and to orally repeat some words.

2. Intensive

This performance is practicing some phonological and grammatical aspects of the language. It usually places students doing the task in peer (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, and so on.

3. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

5. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interviews, role playing, discussions, conversations and games.

6. Extensive (monologue)

The production of the oral expression 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 for the previous mentioned, this research considers as a paramount importance some norms to keep in mind to develop the oral expression ability.

1.1.3 Norms for the Oral Expression ability.

High School supports a point of view using various forms Self-evaluation of oral presentations of persuasion:

- Incorporates materials from a wide range of sources (newspapers, books, technical materials, etc.)
- Recognizes a speaker's point of view, purpose, historical and cultural context.
- Selects and presents a focused topic.
- Analyzes and synthesizes materials presented orally.
- Experiments with stylistic elements.
- Uses language to solve problems.

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.

Accordingly to the above-mentioned then the oral expression ability can be defined as an intra and extrapsychical process which needs of constant stimuli to develop the decoding, encoding and coding mechanisms that propitiate its development, in which learning to properly articulate sounds, conjugate verbs, grasp vocabulary, enrich cultural background, incorporate syntactical and linguistic and paralinguistic elements are to be mastered.

Teaching is a process of giving guidance to the students to reach the goals. Teaching is also known as “Instruction”, it means that the process to make someone do learning. Teaching is an interactive activity between the teacher and students involving class room talk.

Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably and competently. In addition, he states that the benchmark of successful acquisition of language is always demonstrated of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

From a communicative purpose, oral expression is closely related to listening. The interaction between these two skills is shown in a conversation. Brown (2001:275-276) states that there are seven principles for designing speaking techniques.

1. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.

5. Capitalize on the natural link between oral expression and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of oral expression strategies.

1.1.4 Role of Teachers in Oral English Teaching:

Language is a subject. It is also a kind of tool and a means. Human beings communicate with each other by using languages. Correspondingly, oral English teaching is one of the most important contents in English. In oral English teaching, students are the implementers, while teachers play different roles during this process. Teachers are conductors, guiding students to start activities. They are directors, designing scenarios for the activities and assigning roles to students. They are also critics, evaluating students' oral expression appropriately. In this way, teachers can develop students' abilities of oral expression in English. Guo J, Li J (2006:98)

For the development of the present research, the work considers of paramount importance to give some guides to foster the oral expression ability and helping ways to obtain the wanted outcomes.

Guides to foster the oral expression at school:

- Provide questions/topics in advance to allow time for preparation.
- Increase the 'wait time' for expecting a response. For instance, count silently to 10.
- Incorporate oral recitation activities such as poetry readings, parts in plays, etc.
- Let students speak regularly through combinations of the following: a) answering questions and participating in discussions, b) taking positions and arguing those positions in class, c) debating other children, d) making formal and informal presentations, and e) engaging in or analyzing oral expression processes.

- Provide a wide range of situations: - Telling stories and anecdotes.
- Describing and comparing places, people and habits.
- Expressing opinions showing agreement and disagreement.
- Reacting to an event expressing judgment, wishes and feelings.
- Elaborating on, retelling and summarizing what has been said
- Expressing permission, giving instructions and expressing plans and intentions.
- Give students opportunities to apply new vocabulary in classroom discussions.
- Do not interrupt or finish a sentence for students.

2.1 Analysis of the information obtained from the initial stage after the employment of different tools and instruments.

With the purpose of responding to the scientific questions outlined in the investigation it was designed and employed an exploratory study to verify the knowledge of the students from the first year at Vladislav Volkov Teaching Training College have in relation to the correct use and domain of the oral expression ability in the English language, also their attitudes and capacities were used as deferential methods from the empiric level as well as the observation and the pedagogic test to state the developmental level that the students have in the oral expression ability in the English language to carry out this stage was selected as sample fifteen students of the first year from the Vladislav Volkov Teaching Training College.

For the observation guide were designed three levels, level 1 comprises the following element, related to message understanding students do not understand classroom directions, related to fluency they fragment the conversation and their oral production consist of learned insolated words and phrases, they have a very little vocabulary, limited topics about personal information, also limited vocabulary about concrete items, related to grammar they have difficulties with the word order and this errors make the comprehension difficult, they are very hard to understand because of pronunciation problems. Level 2 comprises the following element, related to message understanding they understand most of the everyday conversation and also understand many ideas in different areas, related to fluency every conversation or discussion sometimes sustained but often it is characterized by long pauses, related to vocabulary sometimes they use inappropriate word and most rephrase because of inadequate vocabulary and related to grammar they frequently make errors of grammar, but syntax usually is correct. Level 3 comprises the following element, related to message understanding they understand conversations and discussion without difficulty and about fluency their speech is fluent but still is hesitant in certain situations, their use of vocabulary is

most complex because they use extensive synonyms, related to grammar they may avoid using complex structures and their pronunciation and intonation is still likely to be influenced by the first language.

In the Observation Guide were observed six lessons and were outlined the following results. In the item related to the classes propitiate that the students exercise the oral expression was observed in only one class which represents the 16%.

In the item related to message understanding from fifteen students eleven that represent the 73,3% are in level 1, two that represent 13,3 % are in level 2 and two that represent the same per cent are in level 3. This shows the inability students have when decoding the spoken language in class.

In the item related to fluency from fifteen students eight that represent the 53,3% are in level 1, four that represent the 26,6% are in level 2 and three that represent the 20% are in level 3. This shows some problems when the students try to communicate orally.

In the item related to vocabulary from fifteen students ten that represent the 66,6% are in level 1, three that represent the 20% are in level 2 and two that represent the 13,3% are in level 3. This shows the limited vocabulary that the students have.

In the item related to grammar from fifteen students seven that represent the 46,6% are in level 1, five that represent the 33,3% are in level 2 and three that represent the 20% are in level 3. This shows some difficulties that the students have related to the grammatical rules.

In the item related to pronunciation from fifteen students nine that represent the 60% are in level 1, three that represent 20% are in level 2 and three that represent the same per cent are in level 3.

In the survey the following results were obtained in the question one referred to students' likeness of the English subject fifteen students that represent the 100 % answered yes. In the question two referred to their preferences about the English lessons fifteen students that represent the 100 % answered yes. In the question 3

referred to the students' learning a new language ten students that represent 66,6% answered yes and five students that represent 33,3% answered no.

In the question four referred to how often they practice the English language eleven students that represent 73,3% answered sometimes and four students that represent 26,6% answered rarely.

In the question five referred to How often are teaching aids used in the English lessons nine students that represent 60% answered usually and six students that represent 40% answered sometimes.

In the question six referred to the use of memory for knowing new vocabulary twelve students that represent 80% answered yes and three that represent 20% answered no.

In the question seven referred to how often do they participate in the creation of teaching aids six students that represent 40% answered sometimes and nine that represent 60% answered never.

In the **pedagogical test** an oral test was given to the whole sample to obtain information about the development reached by the students in the communicative ability, specifically the oral expression in the English language.

1. From fifteen students six that represent 40% present difficulties on the domain of the communicative functions related to asking for and giving information about nationalities and occupations.

2. From fifteen students ten that represent 66,6% present problems to communicate in the time established.

3. Nine students that represent 60% have limitations on the correct use of the grammar in the English language.

4. Eleven students that represent 73,3% present insufficiencies on understanding and decoding the general message of the oral text.

5. Twelve students that represent 80% have limitations in fluency, coherence and vocabulary.

3.1 Theoretical groundings of teaching activities and their relation to the oral expression ability.

In the course of the investigation the problem related with the insufficient development of the oral expression in English Language has been evidenced in the students' from first year which is manifested in the limitations that they have in the oral expression ability.

In the foundation of the activities to contribute to develop of the oral expression in the English Language in the students, it is assumed the criteria exposed by J. Lorences and the Encyclopedic Dictionary, Editorial Ocean (2003), when considering that activity "It is the linking of the subject with the real world. The activity generates the psychic reflection and mediatizes the activity as such. It is also considered the criteria exposed by Merani when he says that "it is a purely psychological sense he refers to the group of phenomena of the active in life, as the instincts, the tendencies, the will, the habit, etc. that one of the three parts of the classic psychology constitutes, together with the sensibility and the intelligence (Merani, 1979:4).

In this sense, Rubintein, S.L. (1977:91) expressed: "(...) activities 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 set reality. The 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, the activity is a process in which transformations occur between the subject and the object with the end of pleasing the needs of the subject."

On the other hand, Carlos M. Alvarez de Sayaz (1999:66) defined 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.

It has been considered the criteria exposed by R. Antich et al (1986:460), A. Roméu et al (1999:10-50), I. Enríquez et al (2000:video cassette), A. Camacho (2003:digitized document) and Flat G. (2003:digitized document), although the methodological conception of I. Enríquez et al (2000) is assumed, for English teaching in High School; which is sustained in the communicative focus integrating the basic principles of the conscious practical method for the systematizing of the contents that contributes to the development of communicative abilities and of English teaching through other contents to propitiate the interdisciplinary in High School education.

On the other hand, teaching activities are planned and oriented by the teacher and they are executed by the students, they can be in class or outdoor class, they implicate the search and acquisition of knowledge, the development of abilities and the integral formation of the personality. Silvestre, M (2001:35).

The proposal consists in activities that allow a better acting in each student facilitating the interrelation of the different elements that intervene in the process of development of the oral expression elaborated from the spectrum of the communicative focus by means of the interaction student - student and student - teacher, principle that contributes to the systemic character of the proposal.

Several works related to teaching activities among them: Labarrere (1996), Álvarez de Zayas (1997, 1999, 2004) state some points of coincidence in the conception and formulation of the teaching activities. For the application of these, the teacher should take into account the following parameters:

- What elements of thought need to reveal.
- What operations of thought to stimulate, how to combine different types of teaching activities.
- What activities promote cognitive, intellectual and formative demands.
- The conditions in which they are developed.
- What sociocultural aspects involve the students

For making the activities it was taken the approaches from the PhD. C. R. Antich (1986:76)

- To make sure that the answer of an article does not depend on the correct answer of other previous.
- To make sure that the answer of an article does not appear as part of the content of another article or any part of the exercise.
- Not to edit the articles with the same words from the text when preparing an exercise starting from a reading text.
- Not to choose gleaned sentences.
- To make sure that the sentences have logical content.
- If the grammar is used, the vocabulary should be used that the students dominate.
- The instructions have to be the most clearly possible.
- Should be indicating the way the question should be answered.

The activities applied in this work have the following structure title, time, type of lesson, materials, objective, procedure and assessment.

Presentation of the activities:

Unit 1: Meeting new friends.

Activity: 1

Title: Talking about nationalities

Type of lesson: Free practice.

Materials: Pictures, blackboard and chalks.

Objective: Students are to express orally information about nationalities.

Procedure: The teacher will orient the students that they have to select a partner to act out a dialogue, they are given a situation where they imagine that they meet a new person who is studying like them; he/she wants to know more about nationalities and they have to give him/her some information about different nationalities to the new friend.

(The teacher will provide the students with pictures about different countries)

Time: 25

Assessment: The students must communicate each other orally by using the appropriate communicative functions and vocabulary given in the previous lessons, the evaluation will be individual and by pairs and the teacher evaluates in a scale of ten the accuracy of the answers. From 10-8 level 3, from 7-5 level 2 below 4 level one.

Unit 2: Talking about yourself and other

Activity: 2

Title: Talking about your family.

Type of lesson: Free practice.

Materials: Pictures, blackboard and chalks.

Objective: Students are to express orally information about their families by using personal information questions and answers, in order to develop the oral expression ability.

Procedure: Each student has to create a list for gathering personal information about their family members, the questions have to be aimed toward the content given in lessons, age, height, date and place of birth, marital status and telephone

number, likes and dislikes. Then the students have to report to the class the gathered information.

Time: 25

Assessment: The exercise will be evaluated orally; the teacher will lead the activity's development and evaluates in a scale of ten the group work. From 10-8 level one, from 7-5 level 2 below 4 level 3.

Unit 3: Routines

Activity: 3

Title: Talking about daily routines

Type of lesson: Free practice.

Materials: Pictures, blackboard and chinks.

Objective: Students are to express orally information by using the vocabulary related to their daily routines.

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

Assessment: The activity will be evaluated orally by the teacher and she/he will evaluate in a scale of ten to each student. From 10-8 level one, from 7-5 level 2 below 4 level 3.

Unit 4: Describing people

Activity: 4

Title: Describing famous people

Type of lesson: Free practice.

Materials: Pictures, blackboard and chinks.

Objective: Students are to express 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 pictures, for this activity the class is going to be divided into three teams; each team having a leader but the leader also has the responsibility of announcing who is going to be the next in do the activity. 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, 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

Assessment: The exercise will be evaluated orally; the teacher will lead the activity's development and evaluates in a scale of ten the group work. From 10-8 level one, from 7-5 level 2 below 4 level 3.

Unit 5: Going out

Activity: 5

Title: important places.

Type of lesson: Free practice.

Materials: Pictures, blackboard and chalks.

Objective: Students are to express orally in a correct way by describing important places in town.

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.

Time: 25

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. The evaluation will be individual in the scale of ten, from 10-8 level one, from 7-5 level 2 below 4 level 3.

Unit 6: What is there in...?

Activity: 6

Title: Practicing with my partner.

Type of lesson: Free practice.

Materials: Pictures, blackboard and chalks.

Objective: Students are to express orally in a correct way by expressing existence and quantity through the description of the house they live in.

Procedure: The teacher shows the students some picture and one student has to stand 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 long 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: 25

Assessment: The activity will be evaluated orally by the teacher and she/he will evaluate in a scale of ten to each student. . From 10-8 level one, from 7-5 level 2 below 4 level 3.

Unit 7: What happened?

Activity: 7

Title: What happened yesterday?

Type of lesson: Free practice.

Materials: Cards, blackboard and chalks.

Objective: Students are to express orally by narrating past events.

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**, then the students have to select a card, 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 will make a sentence with the time expression by using the past tense of the verb.

Time: 25 minutes

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. The teacher will evaluate in a scale of ten to each student. From 10-8 level one, from 7-5 level 2 below 4 level 3.

Unit 8: Likes and dislikes.

Activity: 8

Title: Do you like...

Type of lesson: Free practice.

Materials: Cards, blackboard and chalks.

Objective: Students are to express orally information about likes and dislikes.

Procedure: The teacher brings to the lesson some cards in which appear some kind of food, for example (vegetables ,fruits, fat foods, meals and some desserts), then the teacher places the cards on a table, each student has to come and pick up a card, then he has to comment his chose by given examples.

Time: 25

Assessment: The activity will be evaluated orally by the teacher and she/he will evaluate in a scale of ten to each student. . From 10-8 level one, from 7-5 level 2 below 4 level 3.

Unit 9: May I ...?

Activity: 9

Title: What should I do?

Type of lesson: Free practice.

Materials: Cards, blackboard and chalks.

Objective: Students are to express orally information 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**. The teacher places the cards on a table, each student has to come and pick up a card, then he/she has to be ready to comment and give his/her view point to the class on the phrase he/she chooses by using some modal verbs, giving pieces of advice, and suggestions.

Time: 25 minutes.

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 have in the exposition. The teacher will evaluate in a scale of ten to each student. From 10-8 level one, from 7-5 level 2 below 4 level 3.

Unit 10: Planning ahead.

Activity: 10

Title: What is the weather like?

Type of lesson: Free practice.

Materials: Cards, blackboard and chalks.

Objective: Students are to express orally information about future actions and weather.

Procedure: The teacher will bring some pictures to class about the weather here in Cuba and specifically the seasons, and then each student has to select a picture relative to one season and comment about it and also give his/her view point about the weather in other countries.

Time: 25

Assessment: The activity will be evaluated orally by the teacher and she/he will evaluate in a scale of ten to each student. . From 10-8 level one, from 7-5 level 2 below 4 level 3.

4.1 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 six lessons based on an observation guide (see annex I), in first year students from Vladislav Volkov Teaching Training College of Sancti Spíritus. In the observation of the lessons there were some difficulties related to the use of the oral expression ability.

In the item related to message understanding from fifteen students eleven that represent the 73,3% are in level 1, two that represent 13,3 % are in level 2 and two that represent the same per cent are in level 3. This shows the inability students have when decoding the spoken language in class. After the application of the experiment no student of the sample was evaluated as low (level 1), two of them representing the 13,3% of the sample were evaluated as middle(level 2) and the other thirteen students representing the 86,6% of the sample as high(level 3).

In the item related to fluency from fifteen students eight that represent the 53,3% are in level 1, four that represent the 26,6% are in level 2 and three that represent the 20% are in level 3. This shows some problems when the students try to communicate orally. 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(level 1), three of them representing the 20% of the sample were evaluated as middle(level 2), ten students representing the 66.6% of the sample was evaluated as high(level 3).

In the item related to vocabulary from fifteen students ten that represent the 66,6% are in level 1, three that represent the 20% are in level 2 and two that represent the 13,3% are in level 3. This shows the limited vocabulary that the students have. After the application of the experiment two students representing the 13.3% of the sample had difficulties related to it, being evaluated as low(level 1), only one student who represent the 6,6% of the sample was evaluated as middle(level 2),

and twelve students representing the 80% of the sample were evaluated as high(level 3).

In the item related to grammar from fifteen students seven that represent the 46,6% are in level 1, five that represent the 33,3% are in level 2 and three that represent the 20% are in level 3. This shows some difficulties that the students have related to the grammatical rules. After the application of the experiment two students representing the 13,3% of the sample had difficulties related to it, due to that they were evaluated as low(level 1), three students representing the 20% of the sample were evaluated as middle(level 2), and ten students representing the 66,6% of the sample were evaluated as high(level 3).

In the item related to pronunciation from fifteen students nine that represent the 60% are in level 1, three that represent 20% are in level 2 and three that represent the same per cent are in level 3. After the application of the experiment it was confirmed that two students representing the 13.3% of the sample did not had a good pronunciation being evaluated as low(level 1), two students that represent the same per cent were evaluated as middle(level 2), eleven students representing the 73,3 % of the sample was evaluated as high(level 3).

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 in first year students from Vladislav Volkov Teaching Training College of Sancti Spíritus.

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 first year students at Teaching Training Collage.

Conclusions:

As a result of the investigative process it is arrived to the following conclusions.

In the consulted literature related to the oral expression ability in English language, it is appreciated that many authors and language experts have supported their view points in this concern due to the important role that this ability has for the development of an efficient communication and to foment values in students as well as the integral formation of their personality. It could also be seen that though many research have been carried out in this sense still there is the necessity of finding new ways to accomplish this aim in the foreign language teaching.

The diagnosis stage permitted to confirm the current state of development of the oral expression ability in the English language in the students from first year at Vladislav Volkov Teaching Training College in which could be detected among other elements:

- Lack of the students' motivation for the English learning.
- Poor domain of the communicative functions and the phonetic patterns of the language.
- Insufficient use of vocabulary.
- Difficulties in Pronunciation: fluency, rhythm and intonation.

The teaching activities are characterized by being dynamic, interesting and motivational and offer the possibility of the discussion and reflection in the classroom, developing the oral expression ability. These activities are supported by the Vygotskian theory of zone of proximal development.

The result obtained throughout the research allowed to state that students make progress in the language once they are given activities close to their realities. Each and every item measured showed movement from low levels to high levels. The outcomes also show greater accomplishment of the oral expression ability in the English language.

Bibliography:

- Abbot, G. (1989) *The Teaching of English as an International Language. A Practical guide*. La Habana: Editorial Revolucionaria.
- Acosta Padrón, R; et al (1996) *Communicative Language Teaching*. Facultades Integradas. Newton Paiva. Belo Horizonte Brasil.
- Addine, F. et al. (2013). *Principios para la dirección del proceso pedagógico*, in G. García (comp). *Compendio de Pedagogía*. La Habana, Editorial Pueblo y Educación.
- Addine, F. y García Batista, G (2004). *El principio de la integración del estudio con el trabajo. Fundamentos de la pedagogía revolucionaria* (artículo en soporte digital).
- Antich, R; (1988) *Metodología de la enseñanza de las lenguas extranjeras*. La Habana: Editorial Pueblo y Educación.
- A. Roméu et to the (1999:10-50).
- Báez García, M. (2006) *Hacia una comunicación más eficaz*. La Habana: Editorial Pueblo y Educación.
- Bermello, G. y J. C.Vega. (2007) *An English Grammar for Spanish-Speaking Teachers-to-be of English*. La Habana, Editorial: Pueblo y Educación.
- Brace, J. Brockhoff, V. Sparks, N. & Tuckey, and J. First Steps Speaking and Listening Book second Edition.
- Bermúdez Serquera, R, y Rodríguez Rebutillo, M. (1996) *Teoría y metodología del aprendizaje*. La Habana: Editorial Pueblo y Educación.
- Brown Guillian y Yule, George. (1977) *Teaching the Spoken Language*. La Habana: Editorial Pueblo y Educación. ISBN 0521273846 (0-521-27384-6)
- Byrne, D. (1989). *Teaching Oral English*. La Habana: Edición Revolucionaria.
- Castellanos Simons, D; et al. (2002) *Aprender y Enseñar en la escuela. Una concepción desarrolladora*. La Habana: Editorial Pueblo y Educación.

- Celce - Murcia, M. (2001). *English as a Second or Foreign Language. USA*: Heinle and Heinle. Thomson Learning.
- Concepción Bernal, O K. (2008) *Actividades para desarrollar la expresión oral Espontánea y fluido con los estudiantes de inglés* (Tesis de Maestría) Sancti-Spíritus.
- Collazo Delgado, B. (1992). *La Orientación en la Actividad Pedagógica*, La Habana: Editorial pueblo y Educación.
- Danilov, M. A. y. Skatkin M. N. (1978). *Didáctica de la escuela media*, La Habana: Editorial del libro para la educación.
- Deckert, G. (2014). "*The Communicative Approach*", in English Teaching Forum, Vol. 42, No. 1, pp. 12-17.
- Diccionario Enciclopédico Filosófico*. (1984). La Habana: Editorial Progreso.
- Doménech Pujol, C. (1999). *Educar para la comunicación*. En *Taller de la palabra*, La Habana: Editorial Pueblo y Educación.
- Fernández, A.M. (1996) *La competencia comunicativa como factor de eficiencia profesional del educador*. (Tesis de Doctorado). La Habana.
- Fernández, A. M. et (2002). *Comunicación educativa*. La Habana: Editorial Pueblo y Educación.
- Fernández, P. I et (1996) *La comunicación una herramienta imprescindible en el trabajo diario*. La Habana: Editorial Pueblo y Educación.
- Figuroa Escobar, Ernesto (1982). *Psicología del lenguaje*. La Habana: Editorial Pueblo y Educación.
- Finocchiaro, M. (1989). *The Funtional Notional Approach From Theory to Practice*. La Habana: Educación Revolucionaria.
- García Gozález, S. (2010) *Fundamentals for FLT*. La Habana: Editorial Educación Cubana.
- González M.V. y otros. (2001) *Psicología para Educadores*. La Habana: Editorial Pueblo y Educación.
- González Soca, A. M. (2002). *El diagnóstico pedagógico integral En Nociones de sociología, psicología y pedagogía*, La Habana: Editorial Pueblo y Educación.

- González V. (1989). *Profesión, Comunicador*. La Habana: Editorial Pablo de la Torriente.
- Guo J, Li J (2006) Experience teaching in communicative classroom.
- Hymes, D. (1970) *Communicative Competence*. In. J.B. Prich and J. Halmes, Socio linguistic. Harmondsworth: Editorial Penguin.
- Irizar, V.A. (1996) *El método de enseñanza de idiomas*. La Habana: Editorial Ciencias Sociales.
- Leontiev. A. N. (1981): "*Actividad, conciencia, personalidad*: Editorial, Pueblo y educación, La Habana
- Lorsen - Freeman, D. (1986). *Techniques and principles in language teaching*. Chapter 9. Oxford University Press.
- Martínez Luna, N. (2011). *Acciones didácticas para el perfeccionamiento de la expresión oral en La Lengua Inglesa en los estudiantes de Segundo año de la carrera Lenguas Extranjeras*. (Tesis de Maestría) Sancti-Spíritus.
- Montaño, J. R. y Arias Leyva, G. (s.a). *En V Seminario Nacional para educadores*, La Habana: (s.e).
- Nocedo de León, I. et al (2002) *Metodología de la investigación Educativa: Primera y Segunda Partes*. La Habana: Editorial Pueblo y Educación.
- Ojalvo, V. y otros (1998) *Comunicación Educativa*. CEPES, Universidad de La Habana, Ciudad de La Habana.
- Ortiz, E. (2005) *¿Cómo desarrollar la competencia comunicativas del maestro?* Pedagogía 2005. La Habana.
- Petrosky, A. (1981) *Psicología general*. Editorial Progreso. Moscú.
- Richards, J. (2001). *Approaches and Methods in Language Teaching*. Cambridge. Editorial: Cambridge University Press.
- Rivero Rivero, M. (2005). *Educación en la diversidad para una enseñanza desarrolladora. (Soporte digital)*.
- Road, E. (2008) *Second language acquisition*. London. Editorial: Oxford University Press.

Romeu, A. (2003). *Teoría y Práctica del análisis discurso. Su aplicación en la enseñanza*. La Habana. Editorial: Pueblo y Educación.

Silvestre, M. y J. Zilberstein.(2002).*Hacia una didáctica desarrolladora*. La Habana. Editorial, Pueblo y educación.

Stern, H. H. (1983). *Fundamentals concepts of language teaching*, Oxford University Press. London.

Valero González, A. (2008). *Actividades para desarrollar la expresión oral espontánea y fluida con los estudiantes de inglés*. (Tesis de Maestría) Sancti-Spíritus.

Vigotski, L. S (1998:4) *Pensamiento y lenguaje*. La Habana: Editorial Revolucionaria.

Yalen, Y. (1981) *Communicative Language Teaching: Principles and Practice*, Ontario: Canadian. (Cataloguing in Publication).

[Http://www.um.es./glosasdidacticas/numerous/12.html](http://www.um.es./glosasdidacticas/numerous/12.html). 9 de octubre 2014.

<http://www language development 2007>).

website American Speech Hearing Association (1999). *Guidelines for the Role and Responsibilities of the School-Based Speech-Language Pathologist*. Rockville, Md.

website <http://www American Speech-Language Hearing Association 2007>.

Directory of Speech-Language Pathology.

Wikipedia 2016.

Annex 1

Documental analysis

Objective: to check the existent documents about the oral expression ability in English language in Junior High School.

Documents:

Ministry Resolution 120/09

Ministry Resolution 148/10

Ministry Resolution 200/14

in the Ministry of Education.

Methodological Guide Line
content by unit, aspects to evaluate.

Aspects to work with:

Guide for evaluation.

Priorize objectives of Junior High School.

Results to develop the methodological work

Objective of the subject, distribution of

Annex 2

Guide of observation to classes.

Objective: To verify the development level that the students of first year have referring to the oral expression ability in English language.

Indicators	Observe	Not observe
The classes propitiate that the students exercise the oral expression.		
Aspects of the oral expression that constitute bigger difficulty for the students. <ul style="list-style-type: none">• Diction.• Fluency.• Volume.• Rhythm.• Clarity.• Coherence.• Emotiveness.• Corporals and gesticulation movements.• Vocabulary.		
The classes demand the practice of the ability in activities extraclases.		

Annex 3

Pedagogical Test:

Test on methodology, in which students had to face similar situation to their life.

Objective: Determine the current state of the development that the students of first year at Teaching Training College have in relation to the oral expression ability in English language.

1. Answer the following question:

1. What's your name?
2. How old are you?
3. Where are you from?
4. What is your nationality?
5. What is your address?

2. Read the following situation:

Imagine you are at the party and you meet some new people. What do you ask them?

Annex 4

Survey for the students

Objective: To check the student's interest about the English subject.

Students with this survey the authoress of this investigation needs to know your interest to know English. The questions is very easy and do not take a lot of time. The success of this investigation depends on your honestly and sincerely.

1) Do you like English?

Yes No

2) What is your opinion about the English lessons you are taking?

interesting dynamics boring

3) Do you feel that you are learning the new language?

Yes No

4) How often do you practice English language?

always usually sometimes rarely never

5) How often are teaching aids used in English lessons?

always usually sometimes rarely never

6) To know the new vocabulary you have to memorize the dialogues or exercises?

Yes No

7) How often do you participate in the creation of a teaching aid?

always usually sometimes rarely never

If you have to say something regarding the topic, feel free to write it. It could be taken into account for other investigation.

Thanks

Annex 5

Guide of observation to classes.

Objective: to obtain the information about the oral expression ability in English language in first year students and their current state.

Pointer	Level 1	Level 2	Level3
Message Understanding	<ul style="list-style-type: none">• Does not understand classroom direction.• Comprehending short phrases or key words.	<ul style="list-style-type: none">• Understands most everyday conversation.• Understands many ideas in different areas.• Understands most teacher-student discussion.	<ul style="list-style-type: none">• Understand conversation and discussion without difficulty.• Occasional repetition may be required.
Fluency	<ul style="list-style-type: none">• Speech halting and fragmentary so as to make conversation very difficult.• Oral production consists of learned isolated words and phrases.	<ul style="list-style-type: none">• Every conversation or discussion sometimes sustained but often characterized by long phrases.• Speech frequently disrupted.	<ul style="list-style-type: none">• Speech is fluent but still is hesitant in certain situations.
Vocabulary	<ul style="list-style-type: none">• Very little vocabulary.	<ul style="list-style-type: none">• Sometimes uses	<ul style="list-style-type: none">• Use of vocabulary

	<ul style="list-style-type: none"> • Usually limited to topics of personal information. • Vocabulary limited to concrete items. 	<p>inappropriate word and must rephrase because of inadequate vocabulary.</p> <ul style="list-style-type: none"> • Often gropes of words. 	<p>approximates that of a level 1 but each extensive synonym base to draw form.</p>
Grammar	<ul style="list-style-type: none"> • Grammar and syntax (word order) errors make comprehension difficult. 	<ul style="list-style-type: none"> • Frequently make errors of grammar, but syntax usually correct. • Meaning is often understood. 	<ul style="list-style-type: none"> • May avoid using complex structures.
Pronunciation	<ul style="list-style-type: none"> • Very hard to understand because of pronunciation problems. 	<ul style="list-style-type: none"> • Pronunciation problems need concentration on the part of the listener and occasionally lead to misunderstanding. 	<ul style="list-style-type: none"> • Pronunciation and intonation is still likely to be influenced by the first language.

Annex 6

Initial stage:

INDICATOR	SAMPLE	LEVELS					
		1		2		3	
		No	%	No	%	No	%
Message understanding	15	11	73,3	2	13,3	2	13,3
Fluency	15	8	53,3	4	26,6	3	20
Vocabulary	15	10	66,6	3	20	2	13,3
Grammar	15	7	46,6	5	33,3	3	20
Pronunciation	15	9	60	3	20	3	20

Annex 7

Final stage:

INDICATOR	SAMPLE	LEVELS					
		1		2		3	
		No	%	No	%	No	%
Message understanding	15	0	0	2	13,3	13	86,6
Fluency	15	2	13,3	3	20	10	66,6
Vocabulary	15	2	13,3	1	6,6	12	80
Grammar	15	2	13,3	3	20	10	66,6
Pronunciation	15	2	13,3	2	13,3	11	73,3

Annex 8

Comparison between initial stage and final stage:

INDICATOR	LEVELS											
	1				2				3			
	initial		Final		initial		Final		initial		Final	
	#	%	#	%	#	%	#	%	#	%	#	%
M. understanding	11	73,3	0	0	2	13,3	2	13,3	2	13,3	13	86,6
Fluency	8	53,3	2	13,3	4	26,6	3	20	3	20	10	66,6
Vocabulary	10	66,6	2	13,3	3	20	1	6,6	2	13,3	12	80
Grammar	7	46,6	2	13,3	5	33,3	3	20	3	20	10	66,6
Pronunciation	9	60	2	13,3	3	20	2	13,3	3	20	11	73,3