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MAJOR PAPER

TEACHING ACTIVITIES TO DEVELOP THE ORAL EXPRESSION IN THE ENGLISH LANGUAGE IN TENTH GRADER STUDENTS.

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DEDICATION:

This investigation is dedicated:

To my parents, who helped me make this work possible.

To my boyfriend and family in general because they have helped me all the time.

To all my teachers, specially my tutor for their efforts and for being the responsible of my education during this period.

ACKNOWLEDGMENT

I would like to express my thanks to my parents because they helped me all the time and my gratitude for all the persons who were by my side in every moment.

Abstract

The production of the oral expression is considered one of the most difficult skills to develop in the learning of a foreign language because it demands from the speaker to think in such language and to be understood by the listeners. Speaking is a personal ability to express ideas so that others will understand the message. This research work helps teachers develop the oral expression ability as a language in their students. To carry out this research work some empirical, theoretical and statistical methods were put into practice with aiming at verifying, stating and evaluating the aspects taken into account, what concerns the oral expression of the teaching and learning process of English as a foreign language. So the objective of this research work deals with the proposal of different teaching activities to develop the oral expression ability in the English language. The designed activities, characterized by being dynamic, interesting and motivating gave the possibility of developing the oral expression which was proved by the results obtained in the final pedagogical test.

Résumé

Cette recherche propose des activités d'enseignement pour développer la expression oral dans la Langue Anglaise dans les étudiantes de dixième grade dans l'école Eduardo Garcia Delgado. Des activités d'enseignement aident a développer l'expression oral comme une habilité de la langue Anglaise. Pour la élaboration des activités d'enseignement méthodes empiriques, théoriques, et mathématiques sont utilisent pour connaitre la situation actuelle des étudiantes dans la expression oral á la langue Anglaise, de cette mode le objective principal de cette recherche est valider activités d'enseignement pour développer l'expression oral dans le enseignement de la langue Anglaise.

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INTRODUCTION

Foreign language learning was one of the first elements to be taken into account when men began focusing on the opportunities this learning brought about. Ancient communities began trading abroad and learning the clients' language became a priority for them. The advantages this learning had over the ones that needed interpreters were clearly seen in the beginnings of the trade development.

A new tendency to the teaching of foreign languages arose in the seventy's decade of the last century; the communicative approach. According to Savignon (2003) it is based on what learners want to do with the language; what they want to express.

The communicative approach should include authentic texts that reflects real life situations integrating the four language skills so that the students become communicators able to understand and to build texts in a coherent way. Cuba is nowadays involved in some changes in what education concerns. The English language is one of the subjects to develop in schools all over the country, and it is of great value to prepare students so as to be able to face their future studies, especially at the university, where this language is also very important.

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

According to Carvajal (2013), "students in classroom in general do not receive the same exposition or encouragement compared with those children with the same age who are outside school "being exposed" to the language. But, it does not mean that those who are inside a classroom cannot learn a language, if the appropriate conditions are given, as the motivation, the exposition to the language and the possibilities of using the language".

Many authors have studied the importance of the development of the oral expression of the English language such as Antich (1989), González V (1989), Finocchiaro (1987), Borden (1973), Irizar (1996), Celce- Murcia M (2001) Pérez Díaz L (2009) Garcia Sirelda (2010) and Alvarez Cruz (2014-2015) among others.

Taking into account what it has been stated before, Learning English is a social necessity that should be covered in the Senior High School, assuming the values that the society establishes and prioritizing the formation of the new generations able to guarantee the human's development. The teaching of this language in these institutions has always been present with the objective of contributing to the comprehensive formation of the students as future professionals.

A diagnosis was carried out to tenth grader students at Eduardo Garcia Delgado senior high school in Trinidad, school year 2017-2018 through methods and techniques such as: the document analysis, a pedagogical test and a survey.

The following results were found:

Weaknesses:

The students do not express appropriately in the foreign language.

They do not feel motivated with the lessons.

There are few activities and exercises to develop the oral expression in the lessons.

There are poor development of the communicative functions and the phonetic patterns of the English language.

The vocabulary used related to the communicative functions taught in the lessons is very limited.

There are difficulties which threaten communication in pronunciation, rhythm, intonation and fluency.

Strengths:

The students like to study English though they have difficulties.

They always do their assignments.

They try to participate in the lessons.

They attend systematically the English lessons.

Research problem:

How to contribute to the development of the oral expression in the English language in tenth grader students at Eduardo Garcia senior high school?

Objective: To evaluate the effectiveness of the use of teaching activities for the development of the oral expression in the English language in tenth grader students at Eduardo Garcia senior high school in Trinidad.

Research questions

1- What are the theoretical and methodological bases that support the development of the oral expression of English as a foreign language?

2-What is the current state of the development of the oral expression in the English language in tenth grader students at Eduardo Garcia Delgado senior high school?

3-Which teaching activities should be designed for the development of the oral expression in the English language in tenth grader students at Eduardo Garcia Delgado senior high school?

4-What is the effectiveness of the teaching activities in the development of the oral expression in tenth grader students at Eduardo Garcia Delgado senior high school?

Research tasks:

1-Determination of the theoretical and methodological bases that support the development of the oral expression of English as a foreign language in Cuba and the world?

2-Diagnosis of the current state of the development of English oral expression in tenth grader students at Eduardo Garcia Delgado senior high school?

3- Design of teaching activities to develop the oral expression in the English language in tenth grader students at Eduardo Garcia Delgado senior high school.

4-Evaluation of the effectiveness of the teaching activities to develop the oral expression in the English language in tenth grader students at Eduardo Garcia Delgado senior high school.

The following methods from the three levels were used:

Theoretical methods:

Historical-logical analysis: To study the evolution of the teaching learning process of English as a foreign language.

Analysis-synthesis: To analyze the theoretical and methodological bases, the current state of the problem and the results obtained through the whole research work.

Inductive - deductive: To determine the strengths and weaknesses of the oral expression in tenth grader students at Eduardo Garcia Delgado senior high school in Trinidad in order to improve the oral expression.

Methods and Techniques from the empirical level

Document analysis: To check the programs of the English subject as well as the work book in tenth grade.

Survey: To know student's interest and motivation about English and the English lessons.

Pedagogical tests: An initial and a final test were used to verify the students' oral expression in the English language before and after the application of the teaching activities.

Mathematical/statistical method:

Descriptive statistics: To determine the percentage of the survey results and the pedagogical tests as well.

To carry out this research work the population was composed by 9 groups with a total of 188 tenth grader students from Eduardo Garcia Delgado senior high

school in Trinidad city. One of these 9 groups with 26 students was selected in an intentional and non-probabilistic way because it had the necessary characteristics for the application of the proposal.

Scientific novelty: the scientific novelty is given by the application of the teaching activities to develop the oral expression in tenth grader students at Eduardo Garcia Delgado senior high school in Trinidad city. The teaching activities are characterized by being systematic, interdependent, adaptable, attached to the students' reality, culture-reinforcing and they are structured in title, objective, materials, type of lesson, procedure, conclusion and evaluation. These activities have been selected taking into account the students' characteristics and the real context of the community where they live. Technological means such as dictionaries, zapyra, illustrated English grammar books, games, songs, pictures and videos will be used as teaching aids to develop the different activities.

This Major Paper is structured in the following way: presentation, abstract, index, introduction, three epigraphs, conclusions, recommendations, bibliography and annexes.

DEVELOPMENT

I THEORETICAL AND METHODOLOGICAL BASES ABOUT THE ORAL EXPRESSION AS A COMPONENT OF THE TEACHING LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE

English as a foreign language has been taught since ancient times using different approaches and methods. All of them have made emphasis on either a linguistic skill or any aspect related to the language.

1.1 The teaching of English as a foreign language.

The teaching learning process of foreign languages is a complex activity constituted by two aspects: the linguistic knowledge acquisition and the linguistic habits and abilities formation” Leontiev A (1981)

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

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. Speaking is a personal ability to express ideas so that others will understand the message.

By the end of the XVIII century and with the arrival of the Industrial Revolution in England this language became the language of the trade and that primacy extended until the First World War. Later on, the military, economic and cultural hegemony of the United States made possible the widest diffusion of the English language all over the world.

Antich R. said in the decade of 1940, that the teaching of the English language in Cuba received the influences of the Psychology American behaviorism, the one which conceived a teaching mechanic that did not assure the understanding of those texts.

When the language is studied from a psychological viewpoint, it is easy to define that its acquisition by each individual results because men live in society and the language is a product of the human activity, in the same way people can learn different languages and use them in a correct way, according to the context in which they use them.

Language does not appear implicit in the human being, with his birth. This should be assimilated, produced and used in the communication with others and himself. This aspect is clear in the acquisition of the mother tongue, but does it happen in this way in a foreign language teaching?

The teaching of languages in the world is taught using different methods and approaches, which have been represented by exponents and methods that have contributed to the teaching of the most universal of the languages; English.

At present, there is a direct relationship between the linguistic stand point and the foreign language teaching Didactics around the world, to make it more efficient, it is taken into account the transmitter so as the receiver in the communication. It has shown the contextualization concepts that refer to the relationship between the linguistic element and the situation where communication takes place.

Marx and Engels stated that language is a real and conscious act that not only expresses the thinking activity, but also the feelings and the will of the human beings. This philosophical affirmation is an important point for the purpose of the present work, because it contributes to the cultural formation of the students.

English teaching has involved all subsystems in Cuba. In Junior High School, English lessons were accompanied by video lessons which allowed an effective quality in the teaching learning process in the whole country. These video lessons, as teaching aids, gave students video sequences of anglo-speakers in the English language, but students lacked of opportunities to interact in class.

So the teaching of foreign languages began its researching based on psychological stand points to really give the importance it deserves. Vitgotsky,

L.S. (1998) stated: if the word does not keep in mind the perception and the mental elaboration of the sensory material that gives birth to the concept, to study the word separately it is to place the process in a verbal layer...and the concept relationship with the reality remains without exploring it.

The National System of Cuban Education includes the foreign languages teaching as part of the multilateral and harmonic formation of the new generations, on the bases of the Marxism-Leninism with the objective of using the oral and written language as a way of communication, developing knowledge, habits and necessary abilities to communicate.

The general objectives of foreign language teaching in Cuba have been formulated from the purposes of the education. These objectives refer to the practical command of language and culture of their inhabitants and to form feelings, convictions and attitudes.

Different methods have been used for the teaching of English as a foreign language from the very beginning.

-Grammar-translation method.

-Reading method.

-Practical method.

-Phonetic method.

-Psychological method.

-Natural method.

-Direct method.

-Audio-oral method.

-Audiovisual method.

-Practical conscious method.

All these methods were used before the 1980's decade in Cuba, giving rise to the communicative approach which for the first time relates language to real life situations and students' needs. The "communicative Revolution" as Irizar, V.A.

named (1996), it is formed out of the methods, since in fact is not a method as such and it marks rules completely different to those established before 1970. It is what Stern, H.H. (1983) qualified as the period of the break with the methods and the appearance of the communicative approach, what he named the “communicative teaching language”.

Larsen-Freeman, D. (1986) says that the fundamental objective of one method is to develop the communicative competence what means to learn how to use the foreign language in the appropriate social context; therefore the students have to know how to understand their speaker.

The Cuban educator Acosta Padrón, R. (1996) refers to this approach from the idea that the language is communication and it tries therefore to develop the communicative competence of the students.

Keeping in mind the previous analysis, the communicative approach means a modern methodological conception that arose in the 1970 and that it has been possible due to the contributions of the textual linguistics and the communication theory. It is centered in the process of communication which demands from the students their competence to understand and to build texts in a coherent way.

Espinosa Mendoza (2015-2016) said that teaching English as a second language to adults or children is a more involved process than teaching native English speakers. You may need to focus more deeply on sentence structure, pronouns, descriptors and tenses, to help them become fluent in English grammar because of this innate difference between English and their native language though it does not mean that lessons should be concentrated more on forms than on functions.

In a second language situation, English is the language of the mass media: newspapers, radio and television are largely English media. English is also the language of official institutions—of law courts, local and central government—and of education. It is also the language of large commercial and industrial organizations. Clearly, a good command of English in a second language situation is the passport to social and economic development, and the

successful user of the appropriate variety of English identified himself as a successful, integrated member of that language community.

1.1.2 The teaching of oral expression of English as a foreign language.

The oral expression is one of the most important skills to develop in the English lessons. It is a goal that students have to achieve in order to perform an efficient communication. "The speaking is one of the most predominant skills of the language, due to this skill it can be expressed a huge quantity of information in a little bit of time, and using a coherent structure in its context". (González, V., 1989).

According to Pérez Díaz L (2009) the oral expression skill comprises nine qualities, they are: diction, fluency, volume, rhythm, clearness, coherence, emotiveness, gestures and vocabulary. Oral expression is, "a behavior form which allows establishing the relations and the functions; the communication and the expression of feelings and emotions; the capacity of expressing ideas, stories made in a clear, direct, correct and convincing way. It is susceptible to the learning and the improvement through the practice and the adequate models".

According to Celce- Murcia, M (2001) the goal of language teaching is learner's ability to communicate in the target language. Making activities such as; dialogues, oral presentations, and monologues are some of the best ways of exchanging personal information, feelings, emotions, thoughts and a way of achieving an efficient communication.

Alvarez Cruz (2014-2015) added the concept given by Garcia Sirelda (2010) that communicative approach is the new emphasis on the uses of language but with the explicit aim of developing communicative competence, which is a high level concept that implies the expressions, interpretation, and negotiation of meaning involving interaction between two or more persons, or between one person and a written or oral text.

Gonzalez Claudia (2015- 2016) added the concept given by Garcia Sirelda (2010) that Communicative competence is understood as the ability to use the language system appropriately in any circumstance. It must include not only the

linguistic forms of a language but also its knowledge, how and where it is appropriate to use these forms. That is, to approach the language to real life situation as much as possible. Communicative Language Teaching is based on the conception of language as a means of expression and reception of ideas that is 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 work (to distinguish similar and different sounds)
- 4- Contextualized pair works: the teacher states a situation, presents the vocabulary and the students are trained to respond to a given pattern.
- 5- Visual aids: it is described how sounds are produced.
- 6- Tongue twists.
- 7- Approximation exercises: the speaker is trained to learn the foreign language, in the same way as 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.

To decide how to structure and what to teach in an oral production lesson, several questions should be taken into consideration: Who are the students? why are they there?, What do they hope to learn?, What do I hope to teach. That is why the diagnosis is paramount.

Mansito Daniel (2015-2016) said that during the oral training the class must be centered 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.

Meneses Yusley (2015-2016) added the six categories of the speaking skill area

1.1. Types of Speaking Performances

a. 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.

b. Intensive

This is, during students' speaking performance they are practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs or groups, for example, reading aloud that includes reading paragraphs, reading dialogues with partner in turn, reading the instructions, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple requests 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.

d. Transactional (dialogue)

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

e. 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 interview, role play, discussions, conversations and games.

f. Extensive (monologue)

The teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately

Gonzalez Felipe (2016-2017) added the definition given by the website [http://www.American Speech Hearing Association \(2007\)](http://www.AmericanSpeechHearingAssociation.org). He 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.

As it is known, oral communication is a two-way process between transmitter and receiver that involves the productive skill of speaking and the receptive skill of understanding, or listening and understanding Byrne, D. (1989).

Byrne, D. (1989) said that is defined in phonological terms as to be able to make the difference between key sounds, weak forms, basic stress and intonation patterns. It is to communicate fluently and permits the vocabulary given to the students be processed in oral fluency.

Oral expression is the process of speaking that goes beyond the simple production of sounds concatenated to one another. The fundamental objective of those who study a foreign language is communication, it means sending and receiving messages effectively and negotiating meanings.

Oral expression is a person's ability to express wants, thoughts, and ideas meaningfully using appropriate syntactic, semantic, pragmatic, and phonological language structures. Oral language 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 child's ability to demonstrate competency through oral communication, such as when answering questions in class or participating in group discussions.

Oral expression is, "a behavior form which allows establishing the relations and the functions; the communication and the expression of feelings and emotions; the capacity of expressing ideas, stories made in a clear, direct, correct and convincing way. It is susceptible to the learning and the improvement through the practice and the adequate models". Pérez Díaz, L. (2009)

1.2 The teaching of English as a foreign language in the senior high school.

The teaching learning process of the English subject in Senior High School is based on the Study Plan of the General Technical Education and Labor, keeping in mind that English is a foreign language, part of the Cuban culture; therefore it will not be able to continue teaching in a traditional way, ignoring the didactic integration that its teaching demands and ignoring the social character that has its place in the culture and mainly its incidence in the destinations of the societies.

The subject has a workbook of exercises with activities designed for each unit that you can use in these lessons as well as others previously prepared by the professor.

General objectives of the English subject in the senior high school:

1. To understand oral texts related to the necessities and interests and linguistic level reached by the students.
2. To express orally and in a written way using the communicative functions.
 - To narrate experiences, memories and anecdotes related to the life family and school in the childhood and adolescence.

- To give and receive advice and suggestions.
 - To give instructions.
 - To talk about health problems.
3. To extract information of texts of medium complexity, either adapted or authentic on diverse topics.
 4. To summarize the obtained information of oral and writings texts.
 5. To consolidate the development of abilities and work habits with the bilingual dictionary printed and/or digital.
 6. To continue developing the logical thought, fundamentally by means of those analysis and synthesis processes.
 7. To consolidate the habits of independent work, waking up the interest for the use of the informatics and the investigation to elevate the students' preparation individually and in groups.
 8. To carry out projects and independent works that favors the use of the English language in a talkative way and their interrelation with other aspects of the school curriculum.
 9. To understand the social character of the language and the relationship by means of the study of the linguistic contents and those thematic presented.
 10. To reinforce the knowledge of the mother tongue as a result of the development of the abilities to train in the foreign language.
 11. To strengthen their convictions and agreement feelings with the comprehensive formation of the individual in the socialist society, fundamentally by means of the analysis and the discussion of the presented thematic.

The curriculum of English is being designed to contribute the reinforcement of the general curriculum of Senior High School and the formation of the revolutionary and responsible student in an active environment where habits and abilities are gradually formed by means of a process that includes not only study and practice, but also creativeness.

Speaking, listening, reading and writing are integrated as a reflection of the principle which states that the command of 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 work, group work, monologues, project works (oral, written or both) and evaluative homework in which they demonstrate their abilities in English by means of the achievement of the authentic communicative task with very well defined objectives. They have two partial tests in which there are two written questions and an oral one. The Final Project Work is considered a conclusive activity by means of which the students demonstrate the abilities acquired in the foreign language.

Characteristics of the adolescents

- As adolescents they are experimenting sudden changes in the formation of their personality and they have anatomic and psychological changes.
- It is common to find students who still behave as children, so they require individual treatment.
- Problems made arise due to unfavorable family responsibilities or nearby community environment.
- Adolescence is an important stage for consolidating self-image and self-confidence.
- They want to find a place within the class or group so as to be properly recognized.

All these characteristics have been taken into consideration for the elaboration of the teaching activities to develop the oral expression at Eduardo Garcia Delgado Senior High School.

II INITIAL STAGE OF THE ORAL EXPRESSION OF ENGLISH LANGUAGE IN TENTH GRADE AT EDUARDO GARCIA DELGADO SENIOR HIGH SCHOOL IN TRINIDAD

This chapter will deal with the diagnosis of the real state of the oral expression ability in the English language lessons in tenth grader students from Eduardo Garcia Delgado Senior High School.

After the application of some research instruments to the sample, the authoress could see that there were deficiencies and potentialities in the teaching learning process of the English language.

In the initial stage a pedagogical test was given to the whole sample to obtain information about the development of the students in the oral expression in the English language.

Results of the initial pedagogical test. Annex II.

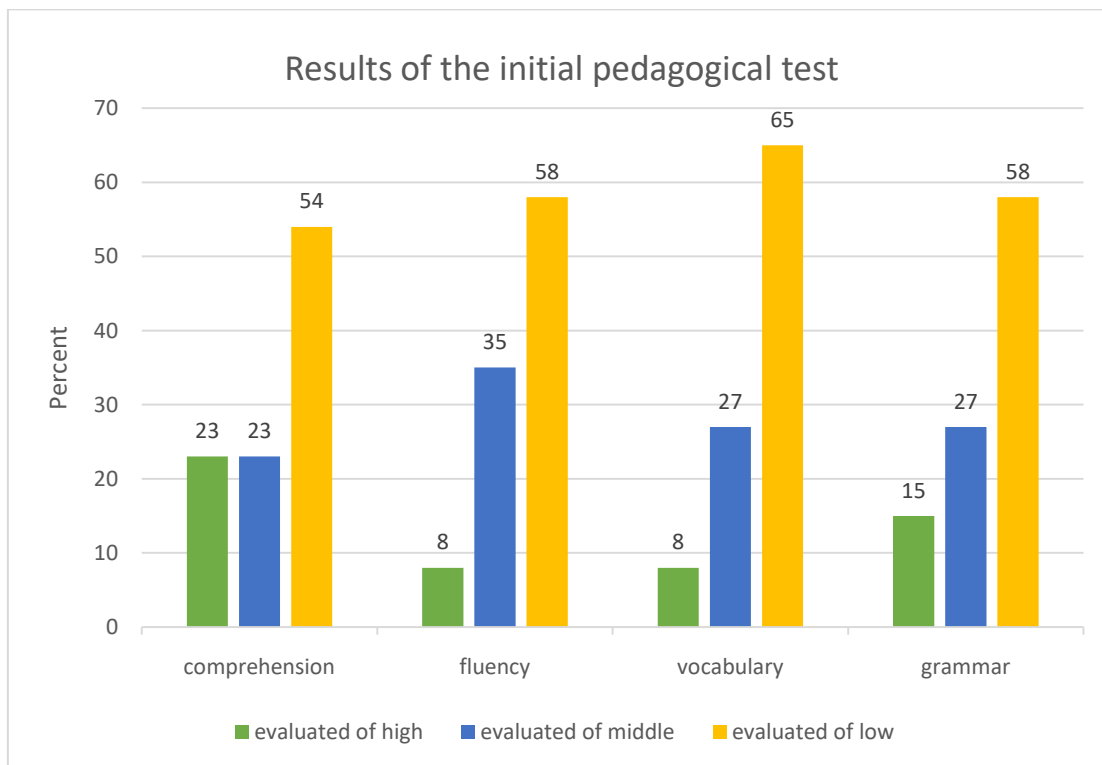
In the first indicator related to the oral comprehension fourteen students representing the 54% of the sample were evaluated as low, six of them representing the 23% of the sample were evaluated as middle and the other six students representing the 23% of the sample as high.

Regarding fluency, it was confirmed that fifteen students representing the 58% of the sample were not fluent, being evaluated as low, nine of them representing the 35% of the sample were evaluated as middle and two students representing the 8% of the sample were evaluated as high.

In the third indicator referring to the vocabulary seventeen students representing the 65% of the sample had difficulties related to it, due to that they were evaluated as low, seven students representing the 27% of the sample were evaluated as middle, and two students representing the 8% of the sample were evaluated as high.

Regarding the use of grammar structures, fifteen students representing the 58% of the sample had difficulties related to this aspect, due to that they were evaluated as low, seven students representing the 27% of the sample were evaluated as middle, and four students representing the 15% of the sample were evaluated as high.

Indicators	Number of students	High	%	Middle	%	Low	%
Comprehension	26	6	23	6	23	14	54
Fluency	26	2	8	9	35	15	58
Vocabulary	26	2	8	7	27	17	65
Grammar	26	4	15	7	27	15	58



Results of the survey. Annex III

In the first question eight students, 31% said they like English and eighteen Students, 69% said they do not like the English subject.

In the second question nine students, 35% said they like the English subject and seventeen students, 65% do not like the English subject.

In the third question seven students, 27% said they comprehend their English lessons and nineteen students, 73% said they do not comprehend them.

In the fourth question eight students, 31% said that it is important to study English and six students, 23% said that it is not important to study English.

In the fifth question nine students 35% said they like to express orally in English and seventeen students, 65% said they do not like to express orally in English.

In the sixth question seven students, 27% said they like the oral activities developed by their teacher and nineteen students, 73% said they do not like them.

According to the results found in the diagnosis it was proved the need to use other activities out of the ones that appeared in the workbook.

III PROPOSAL OF TEACHING ACTIVITIES TO DEVELOP THE ORAL EXPRESSION IN TENTH GRADER STUDENTS AT SENIOR HIGH SCHOOL.

Teaching activities, one of the most effective ways for oral practice, have been approached by different authors and have been defined in different periods. Several studies carried out by different authors coincide with the fact that teaching activities have a great importance in the learning process; they contribute to the instruction and education of the personality and to the development of the reflexive thought.

Teaching activities are planned and oriented by the teacher and they are fulfilled by the students, they can be done in class or outdoors, they imply the search and acquisition of knowledge, the development of abilities and the comprehensive formation of the personality.

Moreover, the teaching activities are characterized by being sufficient, varied and differentiated. Caballero E. (2002); sufficient, because they guarantee the necessary practice and the assimilation of knowledge for the development of the abilities. So, if the student is going to learn he will learn to do it in an effective way and when he is prepared to put the difficulties away, then learning is granted; varied, because they have different demand levels to promote the intellectual effort in the students, from a simple exercise to the solution of a problem and the formulation of a hypothesis to look for a solution; differentiated, because they are within the range of everybody's capacities, they facilitate the attention of the individual needs of the students and the students do not need a great amount of effort to do them.

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

Activity are all those processes through which the subject, responding to his/her needs, gets in an interaction with the reality, adopting a given attitude toward the reality. Activity is neither a reaction nor a group of reactions; there it occurs the subject-object interaction. This gives possibility to the formation of an image or abstract representation of the object in the subject. (...) this way, activity is a

process in which transformations occur between the subject and the object with the purpose of pleasing the needs of the subject.”

Alvarez de Zaya (1999) 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 know the world.

Characteristics of the proposed teaching activities.

-They contribute to the achievement of the English subject for tenth graders:

The main objective is the basic and overall formation of Cuban adolescents, based on a general culture which permits them to be identified with their patriotism and their nationality.

They are based on the objectives English subject in 10th grade have:

1-To demonstrate their ideo-political formation through a responsible social behavior while using the English language for:

Communicating messages

Asking for classroom objects

Reading texts and comprehend them

Writing descriptions about family, classmates, their school and house

Developing logical thought

Reinforcing mother tongue knowledge

2- To assume a responsible attitude toward their own language by means of:

The use of different learning strategies that help them comprehend and express orally, such as:

-The use of pictures, gestures, etc.

-The use of audio-visual resources.

-To express ideas and expressions by means of pictures and symbols (e.g. pictures, dictionaries)

-The use of the bilingual dictionary.

-The use of the mother tongue when it is necessary and to self-evaluate themselves

3- To demonstrate habits and abilities of independent work.

4- To use acquired abilities in English to comprehend other subjects' information.

5- To demonstrate comprehension and identify themselves about aspects related to Cuban and universal culture, mainly English speaking countries culture.

-They contribute to the development of the vocabulary of the English language.

-They contribute to the use of teaching aids.

-They permit the development of the student's creativeness and logical thought.

-They guarantee the acquisition of knowledge through the reflexive analysis derived from the communicative situations used.

-They contribute to the formation of values and the comprehensive personality of the students.

-They include a comprehensive approach of the English teaching learning process.

Adolescents' psychological characteristics

These teaching activities have as their main objective to reinforce the tenth grade students' oral expression ability in the English language at Eduardo Garcia Delgado Senior High School. These teaching activities offer the teachers an alternative to achieve the objective stated in this research. These activities were designed taking into account the students' characteristics, motivations and the objectives of the curriculum of the English subject for senior high schools. They are designed to be used in the free practice lessons of each unit.

Characteristics of the proposal:

1. They are gradually used in order to foresee the changes the students should undergo and make the necessary arrangements.

2. They are varied and dynamic pedagogical activities that facilitate the adjustment to concrete situations.

3. They propitiate the teachers the possibility of enriching them according to their professional experience, needs, characteristics of the group and material resources at disposal.

4. They propitiate the students' affective link with the teacher's tasks and disposition to carry them out.

5. They propitiate situations similar to the ones they can face in real life.
6. They are arranged in a communicative way.
7. They encourage the students to solve problems through the search of cultural and personal aspects.
8. They develop the pair and group works.
9. They are flexible

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

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

Teaching activities should propitiate speaking in an active way while communicating and should be activities elaborated by means of situations that make students be ready to strengthen the oral expression ability and respond to their motivation. Murcia Marianne (2001)

ACTIVITIES

In order to give solution to the problem of this investigation a set of activities has been proposed aiming at the oral expression in tenth grade.

Activity 1

Title: Important personalities.

Objective: The students recognize some words to describe people physically and personality traits. The students increase their knowledge and vocabulary and reinforce their values.

Type of lesson: Presentation

Teaching aids: Power point and pictures.

Procedures: The teacher begins the lesson showing the students a picture of Thalia and after that he/she will ask some questions.



-Who is she?

-Where is she from?

-What is her job?

-What does she look like?

The students should answer the questions and the teacher will copy on board the questions that are used to ask for physical description

What does he/she look like? or How does he/she look like?

Example: What does Javier Sotomayor look like?

He is tall and very handsome.

After that the teacher will show a power point with some adjectives to describe people physically.

General impression:

Attractive

Good- looking

Pretty

Handsome

Beautiful

Ugly

People's skin:

Black

White

Brunette

Fair

Dark

The teacher will copy on board the question used to ask about personality traits.

-What is she like?

The teacher will show the students a power point with some words to describe someone's personality.

Benevolent	generous
Calm cheerful	honest
Delicate	pacific
Enthusiastic	revolutionary
Friendly	gentle
Funny	stingy
Polite	tender
Greedy	humble

The students pronounce the words after the teacher.

After that the teacher will copy the first exercise on board.

Work in groups

1. Describe the following important personalities.

The teacher will show the students some pictures of important personalities and the students have to write a paragraph about those personalities and to answer the exercise in front of the classroom, so their partner can evaluate them orally.







Conclusion: The teacher will ask questions to know if the students learned the lesson and after that, he/she will summarize the main aspects of the lesson.

Evaluation:

High: Students who describe the personalities using a good vocabulary, using the correct grammatical aspects, expressing themselves with fluency and understand their partner conversation.

Middle: Students who describe the personalities using the aspects mentioned above though they have difficulties

Low: Students who do not describe the personalities using the indicators: vocabulary, grammar, fluency and comprehension

Activity 2

Title: A beautiful place.

Type of lesson: Free-practice.

Objective: To practice the vocabulary used to describe places, the students increase their vocabulary and reinforce their values.

Teaching aids: Pictures about different places.

Procedures: The teacher will give the students some pictures about different places. The students have to describe the places using adjectives like:

historical, big, beautiful, ancient, old, new, modern, marvelous, interesting, comfortable and others.

After that the students have to describe orally the place they selected. The students should give their opinion, contributing new data, expressing different ideas.

Conclusion: The teacher will check the activity fixing the student's pronunciation and intonation when they finish the activities. The teacher will correct the main mistakes providing feedback.

Evaluation:

High: The students who recognize and describe many places and give clues about them and can say where they are located.

Middle: The students who only recognize and describe few places and give clues about them.

Low: The students who only recognize and describe one or two and do not give other clues about them.

Activity 3

Topic: Personal information.

Objective: To express personal information (name, last name, full name, nickname, age, telephone number, greetings, spelling, introductions, time and farewells) to reinforce knowledge and honesty.

Type of lesson: free- practice

Teaching Aids: Board and power point.

Procedures: The students have to prepare a dialogue taking into account the following questions:

What is your name?

Where do you live?

Where are you from?

What is your address?

What is your telephone number?

Who do you live with?

What do you do in you free time?

Conclusion: The teacher is going to correct the main mistakes.

Evaluation:

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

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

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

Activity 4

Topic: I like my house.

Objective: To reinforce the students' vocabulary related to houses, room and things, to increase their knowledge and values.

Type of lesson: Free practice

Teaching Aids: Board and power point.

Conclusion: The teacher is going to correct the main mistakes.

Procedure: The teacher will show the students some pictures about the parts of the house and they have to select one picture and talk about it.

Evaluation:

High: Students who describe correctly the parts of the house using the vocabulary studied and have an adequate pronunciation.

Middle: Students who describe correctly most of the parts of the house using the vocabulary studied and have some problems in pronunciation. ´

Low: Students who describe correctly the parts of the house using some vocabulary studied and need the teacher´s help.

Activity 5

Topic: I like to study English.

Objective: To increase the students´ knowledge and to reinforce their cultural level.

Type of lesson: Free practice

Teaching Aids: Board and power point.

Procedure: The teacher shows the students some pictures with some activities to do in their free time and they have to speak about the pictures and say the things they do in their free time.

Conclusion: The teacher is going to ask some questions to know if the students learned the content of the lesson and he/she will say the conclusion of the lesson.

Evaluation

High: Students who give information about the activities to do in their free time and add information to his partners´ exposition.

Middle: Students who talk about the activities they do in their free time and sometimes add information to his/her partners´ exposition.

Low: students who only give some information about the activities they do in their free time and do not add information to his/her partners´ exposition.

Activity 6

Topic: I have a sister.

Objective: The students should be able to speak about their family to use the vocabulary related to family members description, vocabulary and structures and increase their cultural level.

Type of lesson: Free practice

Teaching Aids: Board

Procedure: The teacher will copy on board a letter soup and the students have to find the family member and describe their favorite family member.

m	o	t	h	e	r	s
c	o	u	s	i	n	i
a	e	a	u	n	t	s
f	a	t	h	e	r	t
o	n	c	l	e	i	e
o	u	a	r	s	l	r

Conclusion: The teacher will correct the main mistakes providing feedback

Evaluation

High: Students who find the family members and give the information about his/her favorite family member.

Middle: Students who find some family members and give the information about his/her favorite family member.

Low: Students who only find some family members and do not give information about his/her favorite family member.

Activity 7

Topic: Daily routines.

Objective: The students reinforce their cultural levels and increase their vocabulary.

Type of lesson: Free practice

Teaching Aids: power point

Procedure: The teacher will show the students some pictures with some daily activities and the students have to make a dialogue in which they say their partner their daily routines.

Conclusion: The teacher will correct the main mistakes providing feedback and say the conclusion of the lesson.

Evaluation

High: Students who say his/her daily routines using the vocabulary studied in lessons.

Middle: Students who say some of his/her daily routines using the vocabulary studied in lessons.

Low: Students who do not say some of his/her daily routines and do not use any of the vocabulary studied in the lessons.

Activity 8

Topic: My vacations.

Type of lesson: Free practice.

Teaching aids: Board.

Objective: To reinforce the students' vocabulary and increase their values.

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

Conclusions: The teacher will correct the main mistakes.

Evaluation

High: Students who say the activities they do on vacation

Middle: Students who say some of the activities they do on vacation

Low: Students who do not say activities they do on vacation

Activity 9

Topic: A visit to the museums.

Objective: The students reinforce their knowledge and vocabulary about the topic and increase their cultural levels.

Type of lesson: Free practice.

Teaching aids: Power point.

Procedure: The students visit the history museum. There, they will have a lecture in which many heroes from our province are going to be mentioned and described. After that they have to make an exposition about their experience in the museum and about what they learned.

Conclusion: The teacher will ask some questions to know if the students learned the lesson.

Evaluation:

High: The students who talk about their experience in the museum and describe the heroes.

Middle: The students who say something about their experience in the museum and describe some heroes.

Low: The students who do not talk about their experience in the museum and do not describe the heroes.

Activity 10

Topic: The weather.

Objective: The students reinforce their knowledge and vocabulary about the weather and increase their cultural levels.

Type of lesson: Free practice.

Teaching aids: Pictures

Procedure: The teacher will give the students some pictures about the seasons of the year and the students have to select one season and talk about how the weather is in that season.

High: The students who talk about the picture using the vocabulary studied in the lessons.

Middle: The students who say something about the picture using the vocabulary studied in the lessons.

Low: The students who do not talk about the picture and do not use the vocabulary studied in the lessons.

IV FINAL STAGE OF THE TEACHING AND LEARNING PROCESS OF THE ENGLISH ORAL EXPRESSION IN TENTH GRADER STUDENTS AT SENIOR HIGH SCHOOL IN TRINIDAD.

After putting into practice the proposal of activities to develop the oral expression in tenth grader students at Senior High School, a final pedagogical test was developed and it was confirmed that the results were better to the ones obtained in the initial pedagogical test.

In the final stage a pedagogical test was given to the whole sample to obtain information about the development of the students in the oral expression in the English language after the application of the teaching activities aimed to develop the oral expression ability.

Results of the final pedagogical test. Annex IV.

In the first indicator related to the oral comprehension no students representing the 0% of the sample were evaluated as low, eight of them representing the 31% of the sample were evaluated as middle and the other eighteen students representing the 69% of the sample as high.

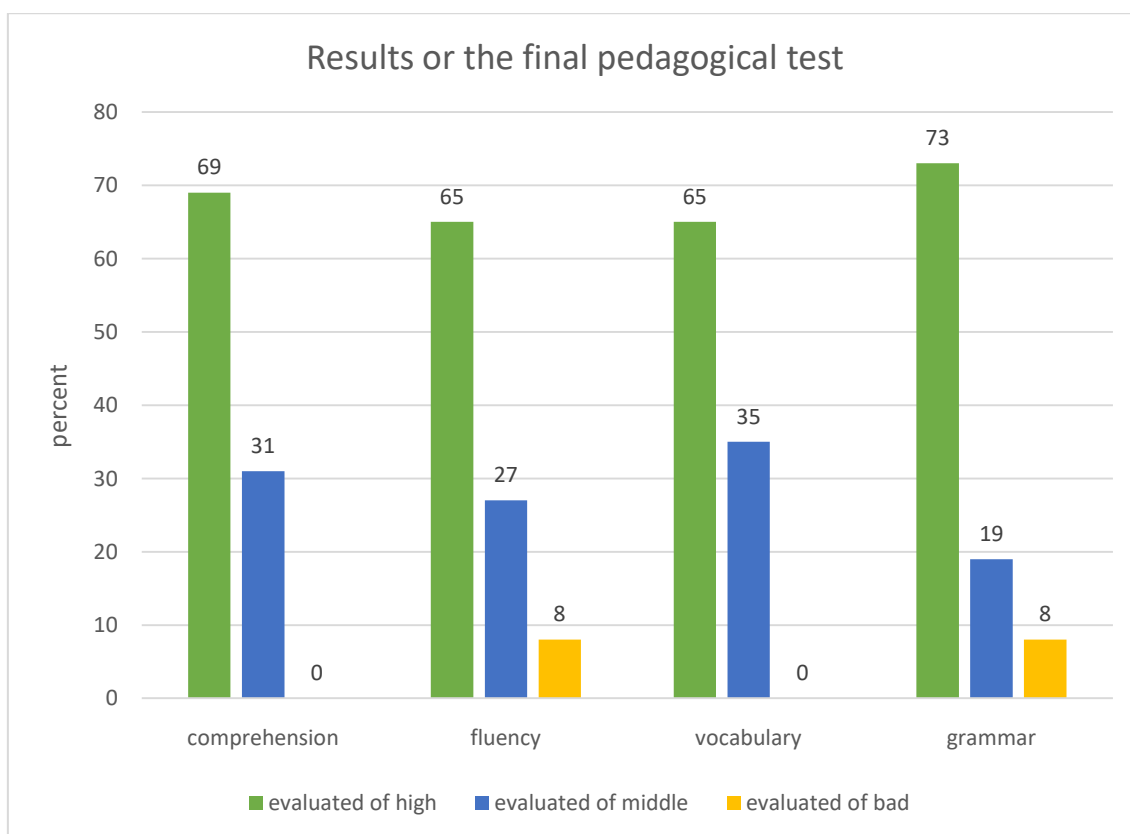
Regarding the fluency, it was confirmed that two students representing the 8% of the sample were not fluent being evaluated as low, seven of them representing the 27% of the sample were evaluated as middle, and seventeen students representing the 65% of the sample were evaluated as high.

In the third indicator referring to the vocabulary, no student representing the 0% of the sample had difficulties related to it, due to that they were not evaluated as low, nine students representing the 35% of the sample were evaluated as middle, and seventeen students representing the 65% of the sample were evaluated as high.

Regarding the use of grammar structures, two students representing the 8% of the sample had difficulties related to it, due to that they were evaluated as low, five students representing the 19% of the sample were evaluated as middle, and nineteen students representing the 73 % of the sample were evaluated as high.

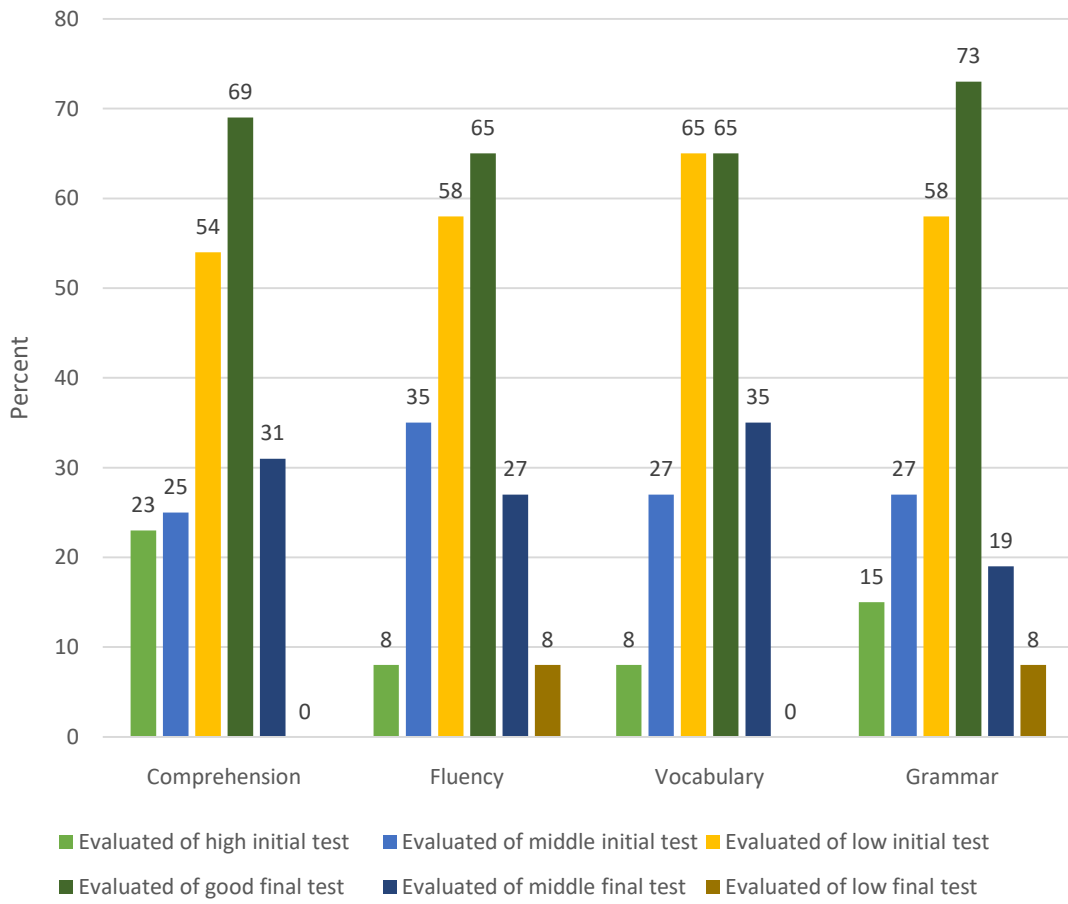
During this research ten activities were used in a sample of 26 students to develop the oral expression, so when concluding the validation process of the teaching activities the indicators underwent transformations corroborating all the reverse of the first techniques results used before. Students' oral expression has increased, as well as the correct use of vocabulary and pronunciation in relation to the oral expression in English.

Indicators.	Students	high	%	middle	%	low	%
Comprehension	26	18	69	8	31	0	0
Fluency	26	17	65	7	27	2	8
Vocabulary	26	17	65	9	35	0	0
Grammar	26	19	73	5	19	2	8



Pedagogical tests	I	F	I	F	I	F	I	F	I	F	I	F	I	F
Indicators.	Students		high		%		middle		%		low		%	
Comprehension	26	26	6	18	23	69	6	8	25	31	14	0	54	0
Fluency	26	26	2	17	8	65	9	7	35	27	15	2	58	8
Vocabulary	26	26	2	17	8	65	7	9	27	35	17	0	65	0
Grammar	26	26	4	19	15	73	7	5	27	19	15	2	58	8

Comparison of the researching results



CONCLUSION

- The bibliography consulted permitted the authoress get deeper into the principal methodological bases about the development of oral expression. It is appreciated that many authors and language experts have supported their viewpoints in this concern due to the important role that the oral expression has for the development of an efficient communication and many research works have been carried out about the necessity of finding new ways to develop the oral expression in the teaching of English as a foreign language.
- Different methods and instruments that were used in the initial diagnosis confirmed the existence of potentialities and difficulties or limitations in the development of students' oral expression.
- The teaching activities are characterized by being dynamic, interesting and motivating and offer the possibility of the discussion and reflection in the classroom, developing the oral expression ability.
- The results obtained in the pedagogical test after applying the teaching activities, have evidenced their effectiveness since students improved their oral expression in all the indicators evaluated when comparing them with the initial pedagogical test.

RECOMMENDATIONS.

- To go on researching about the topic to get better results in the teaching learning process of the oral expression in senior high schools.
- To socialize the results of the research work in different scientific events.

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ANNEXES

Annex I

Guide of documentary analysis.

Objective: to check the methodological orientations provided to teach the English oral expression

Aspects to analyze:

Type of document.

What the document is used for.

Methodological orientations for the teaching of English as a foreign language.

Methodological orientations for the teaching of the oral expression within the teaching and learning process of English as a foreign language.

Areas of the English oral expression established to be taught in this stage.

Methods recommended as more efficient to teach or work with the English oral expression in lessons.

Activities designed or recommended to teach or work with the English oral expression in lessons.

Annex II

Initial Pedagogical Test.

Objective: to verify the real state of the oral expression ability in the English language of the students by means of a given situation in which they have to develop an oral history.

Activity:

You are in another country and a person wants to know about the tradition and culture in Cuba. Introduce yourself and comment to that person your opinion about your country.

Annex III

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

Please answer honestly the following questions

1-Do you like English?

Yes No.

2- Do you like the English subject?

Yes No.

3-Do you comprehend everything in your English lessons?

Yes No.

4-Do you think it is important to learn English?

Yes No.

5-Do you prefer to express orally in English?

Yes No

6-Do you like the oral activities developed by your teacher in the classroom?

Yes No

Annex IV

Final pedagogical test

Objective: to verify the real state of the oral expression ability in the tenth grader students at Eduardo Garcia Delgado Senior High School after the application of the teaching activities aimed at developing the oral expression ability by means of a given situation.

Activity:

Each student has to choose a free topic and make an oral presentation to his/her partner.

ANNEX V

Indicators taken into account to evaluate the students oral expression in the English language in the initial and final test.

Aspects to be taken into account	State of the oral expression ability in the students		
Indicators	High	Middle	Low
Comprehension	Students understand the conversations without difficulties, in context embedded situations but not as fully in context reduced situation, understand nearly all social and academic language at normal speech.	Students understand most every conversation, understand many ideas in content areas.	Students´ understanding is very limited and may range from no apparent comprehension to comprehending short phrases often have difficulty following what is said even when spoken slowly, and frequently requires repetitions.
Fluency	Speech in the conversation is fluent, but is still hesitant in some situations, occasional lapses while searching for correct word expression, and usually able to ask for clarification.	The conversation and discussions sometimes sustained but often characterized by frequent long pauses, and speech frequently disrupted by students´ search for correct manners of expression.	Speech is halting and fragmentary so as to make a conversation results very difficult, oral production consists of learned isolated words and phrases, and every day conversation and discussion is hesitant.
Vocabulary.	The use of	Sometimes use	Students use a very little

	<p>vocabulary approximates that of English speaker but lacks extensive synonyms to draw forms and specialized academic vocabulary continues causing some difficulties but students are able to work on the trouble.</p>	<p>inappropriate words or rephrase because of inadequate vocabulary, and students often grope for words.</p>	<p>vocabulary, frequently use wrong words or leave words out and the conversation or discussion is very limited because of inadequate vocabulary.</p>
Grammar	<p>The students know how to use the grammatical items correctly</p>	<p>Students occasionally makes grammatical or syntax mistakes, use a variety of verb tenses often correctly, and past/present/future tenses are often used correctly.</p>	<p>Grammar and syntax) errors make comprehension difficult, students make frequent errors of grammar or syntax which obscure meanings, and make frequent errors in past/present/future tenses.</p>