



UNIVERSIDAD DE SANCTI SPÍRITUS
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MAJOR PAPER

THE DEVELOPMENT OF THE ORAL EXPRESSION ABILITY IN THE CONTEMPORARY
ENGLISH LANGUAGE LEARNING.

UNISS “José Martí Pérez”

Faculty: Pedagogical Sciences.

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Résumé

Cette recherche propose des activités d'enseignement pour développer la habilité expression orale dans la huitième année dans l'école Eliseo Reyes Rodriguez. Pour la réalisation de cette recherche se sont considéré différents indicateurs en relation avec la habilité d' expression orale .Une analyse bibliographique est faite sur le sujet et

aussi une recherche liée à cette thème. Avec l'intention de diriger le travail en rapport avec l'approche communicative. Différentes méthodes ont été consultées pour l'élaboration de ce rapport. Des activités d'enseignement qui aident à développer l'expression orale comme une habilité de la langue Anglaise. La recherché propose des activités d'enseignement d'accord aux caractéristiques des adolescents et leurs contexte socioculturel. Pour la élaboration des activités d'enseignement on utilise des méthodes empiriques, théoriques, et mathématiques tels que : inductif déductif, analytique synthétique, guide d'observation, interview, test pédagogique, et analyse mathématique. Le travail montre le développement des résultats des indicateurs choisis pour le processus de recherche. Le travail est structuré en introduction, développement, conclusions, recommandations, bibliographie et annexes.

Summary

This research proposes teaching activities to develop the oral expression ability in eighth grade at Eliseo Reyes Rodríguez Junior High School. For the realization of it, there were considered different indicators related to the oral expression ability. A deep bibliographical analysis was done in relation to the topic and also some researches entailed to this topic were consulted. With the purpose of leading the work in relation with the communicative approach different teaching-learning methods were also analyzed and taken into account in the elaboration of the report. The teaching activities help develop the oral expression as an ability of the English language. The research proposes teaching activities related to the adolescent's characteristics and their socio cultural context. For the realization of these teaching activities different methods from the theoretical, empirical and mathematical level were used among the theoretical ones the inductive-deductive, the analytical-Synthetical, from the empirical the

observation guide, the interview and the pedagogical test and from the statistical level the mathematic statistical. The work shows the improvement of the outcomes of the indicators selected throughout the research process. The work is structured in introduction, development, conclusions, recommendations, bibliography and annexes.

Introduction:

Language serves as a means of communication and interaction among people and has been a main concern in all the societies, because the language shows the intellectual and cultural level of its users. Since men began to worry about the study of other languages to interact and trade with other countries, the languages teaching and learning became a troublesome area. Learning languages at present has become, more than ever, an important tool to communicate and interact with people from different cultural and linguistic backgrounds.

The English language is the most used language all over the world, due to the political, economic, social and cultural importance it has. The mastering of the English language has reached in Cuba, its highest interest; it has constituted a basic subject to be learned by most of the students in different educational levels.

The teaching of English in Cuba starts in third grade in elementary school and goes through secondary, high school and higher education.

The fundamental goal of teaching and learning English in Cuba is to contribute to the general and comprehensive culture of the Cuban people, through language learning and being able to communicate.

Different methods and approaches have been employed to fulfill the objectives stated before among them can be mentioned the grammar translation method, the direct method, the audio-lingual method, the silent way, the notional and functional approach, the direct method, and the communicative approach. All of them have been proved to be

effective in a way or another through the years, but the teaching learning process of the English language in Cuba at present is based on the communicative approach, taking into account the functional and notional approach to contribute to develop the communicative abilities; and the teaching of English by means of contents from different subjects to develop the abilities and habits that allow the students to communicate in a foreign language.

In a study made at Eliseo Reyes Rodriguez Junior High School through class interactions, lesson observations and conversation with teachers and students done by the researcher concerning the development of the oral expression ability in eighth graders, the following strengths and weaknesses are observed: Strengths :Students attend every day to the English lessons .They are united and help each other during the lessons, most of them are active and willing to participate and there exists the syllabus and the methodological guide lines .On the other hand some weaknesses are detected: Students' understanding is very limited and may range from no apparent comprehension to comprehending short phrases or keywords. Students do not understand classroom directions. Student's speech is fragmentary so as to make conversation very difficult. Oral production consists of learned isolated words and phrases, they do not feel motivated towards the English subject, Although many authors such as Rosa Antich (1980) , Nelson Martinez (2011), Geonel Rodríguez (2005), Llorente Medina (2008), Richard J (2001) and García González (2010) among others have done investigations to improve the oral expression as the main ability of the English language teaching learning process it has not been possible to reach the proper results ,concerning the development of the oral expression ability in eighth graders students who should express orally topics related to personal information, connect ideas, participate in short conversations in which they describe, compare and share information about activities and interests in present, past and future but the reality shows that few students are able to accomplish the aim.

Due to the above mentioned the following scientific problem is stated: How to contribute to the development of the oral expression ability in the English language of eighth graders, from Eliseo Reyes Rodriguez Junior High School?

As objective, to apply teaching activities to develop the oral expression ability in the English language of eighth graders from Eliseo Reyes Rodriguez Junior High School.

For a better structuring and fulfillment of the Major Paper the following scientific questions and tasks are formulated:

Scientific questions:

1. What are the theoretical and methodological fundamentals of the oral expression ability in the English language?
2. What is the current state of the oral expression ability in the English language of eighth graders, from Eliseo Reyes Junior High School?
3. What characteristics should the proposal have to develop the oral expression ability in the English language of eighth graders from Eliseo Reyes Rodriguez Junior High School?
4. How to evaluate the effectiveness of the teaching activities in the English language of eighth graders from Eliseo Reyes Rodríguez Junior High School?

Scientific tasks.

- Determination of the theoretical and methodological fundamentals of the oral expression ability in the English language.
- Diagnosis of the current state of the oral expression ability in the English language of eighth graders, from Eliseo Reyes Junior High School.
- Design of the proposal to develop the oral expression ability in the English language of eighth graders from Eliseo Reyes Rodriguez Junior High School.
- Evaluation of the effectiveness of the teaching activities in the English language of eighth graders from Eliseo Reyes Rodríguez Junior High School.

To carry out the research different methods are used among the theoretical ones:

- Analytical and Synthetical Method: It allows to analyze information from different resources and to analyze the current state of the oral expression ability in the English language of eighth graders, from Eliseo Reyes Junior High School departing from what they should know.

Inductive-deductive. It is used to know the student's general characteristics through the study of a representative sample.

- Historic and logic: To deepen into the study of antecedents of the development of the oral expression ability and its theoretical and methodological foundation.

From the empirical level:

- Scientific observation: Some lessons observations are done with the aim of corroborating in practice the phenomenon.
- Interview: to state different stand points related to the oral expression ability development in the students seen from the teachers and students perspectives.
- Document analysis: It is used to evaluate and verify the objectives of the syllabus and treatment of the oral expression ability, in the teaching-learning process.

Pedagogical test: It is used to know the current state the oral expression ability students have.

From the mathematic and statistical level:

Percentage analysis: It is used to appreciate the numerical state of the problem, its comparison and the elaboration of graphics.

Descriptive Analysis: it is used to process information derived from different tools and instruments employed.

For the realization of the paper work is taken as population the 8th grade students from Eliseo Reyes Rodriguez Junior High School in Guayos which is composed of 137 students, it is divided into four heterogeneous groups. They have slow, mid and fast learners; most of the students live in Guayos but in each group there are students who live in its surroundings La Aurora, La Esperanza, La Prueba and San Rafael. The sample is intentionally and non-

probabilistic selected because the population is reflected in it, these students have similar characteristics, they have similar learning rates and these are the students where the researcher has more influence and control. The sample is composed of 40 students of eight grade which represents 29.1% of the population, they are 20 males and 20 females. There are students who live in Guayo's surroundings La Aurora, La Esperanza, La Prueba, and San Rafael. Their ages fluctuate from thirteen to fourteen years old, so they are in a personality formation and in a psychical and mental transformation process.

Scientific newness:

The novelty of the work is seen in the elaboration of teaching activities to develop the oral expression ability of eight graders. These activities are characterized by being participatory where pair and group work are determinant, they vary in complexity, they are dynamic, creative, original, student-centered and related to the students' reality.

Development:

1.1 The oral expression ability in the English language theoretical groundings in the teaching-learning process.

This chapter is dedicated to the theoretical groundings of the oral expression ability in the English language and the results obtained in the initial stage of the paper. It provides the most updated sources in relation to the

communicative approach and its link with the development of the oral ability. It makes also reference to the characteristics of the Speaking ability in foreign language subject in the Cuban school.

The objective of learning a foreign language is a powerful means to contribute to the development of the learners' personality. The learners acquire knowledge about English, Spanish, and French together with its cultures, history, literature, and so on, and all this makes language a source of immediate general culture and the most varied things in the world. By learning English students achieve practical objectives: listening, speaking, reading and writing which become the means to acquire knowledge and form convictions.

"The learning process of foreign languages is a complex activity constituted by two aspects: the linguistic knowledge acquisition and the linguistic habits and abilities formation" (Leontiev, A., 1981:13)

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

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

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

(Garcia, S., 2010: 7) states, that the communicative approach is the new emphasis on the uses of language but with the explicit aim of developing communicative competence, which is a high level concept that implies the expressions, interpretation, and negotiation of meaning involving interaction between two or more persons, or between one person and a written or oral text.

Thus communicative competence is understood as; the ability to use the language system appropriately taking into account the circumstances. It must include not only the linguistic forms of a language but also the knowledge of it, how and where it is appropriate to use these forms. It is necessary a process in which the learner should be able to

receive and to produce new information. That is, to approach the language in as much as possible to the reality of the students.

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

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

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

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

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

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

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

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

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

Communication is the sharing of ideas, information, and feelings. It is a two- way process that involves a sender, a receiver, and a message. Communication also involves feedback — the response that tells if the receiver “got the message. A message may be communicated verbally— with words, or non-verbally — without words. These ways of communicating are called codes. When you communicate with language, you use the verbal codes of talking and writing.

Verbal Codes

When you talk, you use words. You also use your voice to give vocal clues to meaning. Most of the time, talking takes place in face-to-face situations. Even when it does not, as in a telephone conversation, you use your voice to clarify meaning. (Plattor E. e tal.1977:4)

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

D. Byrne (1989:8) specifies that: “Oral communication is a two way process between speakers and listeners and involves the productive skill of speaking and the receptive skill of understanding. The four skills are related” “... Both

speaker and listener have a position function to perform. In simple terms the speaker has to encode the message he wishes to convey in appropriate language, while the listener (no less actively) has to decode (or interpret) the message”.

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

The oral expression ability comprises nine qualities, they are: diction, fluency, volume, rhythm, clearness, coherence, emotiveness, gestures and vocabulary. The oral expression ability is one of the most important ability to develop in the eighth graders at Eliseo Reyes Rodriguez Junior High School in Guayos. It is a goal that students have to achieve in order to perform an efficient communication.

“The oral expression is one of the most predominant ability of the language, due to this ability it can be expressed a huge quantity of information in a little bit of time, and using a coherent structure in the content of it”. (González, V.,1989:88).

“The development of the oral expression in the English language is the improvement of the communication or the speaking way among two or more people whom express their opinions, feelings, attitudes and interests in the English general practice”. (López, T., 2008:9).

According to (Pérez Díaz, L., 2009:35) Oral expression is, “a behaviour form which allows establishing the relations and the functions; the communication and the expression of feelings and emotions; the capacity of expressing ideas, stories made in a clear, direct, correct and convincing way. It is susceptible to the learning and the improvement through the practice and the adequate models”.

According to (Celce- Murcia, M., and 2001:8) the goal of language teaching is learner’s ability to communicate in the target language. Students regularly work in groups or pair to transfer and, if necessary, negotiate meaning in situations in which one person has information that the other(s) lack. They often have to engage role play to adjust

their use of the target language to different contexts. Teaching aids and activities reflect basically real-life situations and demands. It propitiates the integrated use of the other skills and the teacher's role is to facilitate communication and only secondarily to correct errors.

The work agrees with her opinion because to achieve an efficient communication, it is necessary to develop the oral expression ability by means of different activities that propitiate speaking in an active way while communicating.

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

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

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

The progress of the students is evaluated systematically by means of pair works, group works, monologues, in class papers, project works (oral, written or both) and evaluative homework where they demonstrate their abilities in English by means of the accomplishment of the authentic communicative task with very well defined objectives. They have two midterm tests in which they have two written questions and one oral The Final Project Work is considered a conclusive activity by means of which the students demonstrate the level reached in the foreign language and the developed abilities of independent work.

2.1 Analysis of the results obtained in the initial stage.

The group selected as a unit of analysis allows the work to know more about the situation that eighth graders in Eliseo Reyes Rodriguez Junior High School have in relation to the oral expression ability development in the English

lessons. It is necessary to make an exploratory study. The empirical methods are used to know about the insufficiencies and strengths with regard to the development of the oral expression ability. These methods are: the scientific observation, individual interview, and the pedagogical test with their corresponding techniques and instruments.

For a better evaluation and analysis of the oral expression ability some indicators are stated. They are related to the aspects to be taken into account when referring to the oral expression. They are evaluated as observed or non-observed departing from the communicative situations given to the students. Therefore, they are clearly explained down below.

Originality: It is **observed** when students express orally using not only learned phrases but also creating new ideas departing from what they know.

It is **not observed** when students express orally using only learned phrases.

Fluency: It is **observed** when student's oral expression is occasionally lapsed while searching for correct word expression, and are usually able to ask for clarification.

It is **not observed** when student's oral expression is fragmentary so as to make a conversation very difficult.

Correct Pronunciation: It is **observed** when students express orally articulating and pronouncing almost each word correctly.

It is **not observed** when students do not articulate and do not pronounce in a correct way while expressing orally.

Correct Grammar Tense Use: It is **observed** when students occasionally make grammatical or syntax mistakes.

It is **not observed** when grammar and syntax (word order) mistakes make comprehension difficult, students make frequent errors of grammar or syntax which obscure meanings.

Intonation According to Pattern: It is **observed** when students express orally using correct intonation according to the given patterns.

It is **not observed** when students are unable to express intonation according to the patterns.

Pedagogical observation results:

Five lessons are observed taking into consideration an observation guide (see annex1), in eighth grade at Eliseo Reyes Rodriguez Junior High School. Here are analyzed the results observed:

In the aspect related to if the communicative situations are linked to the student's communicative needs it is observed only in two lesson which represent a 40% ,the communicative situations do not place the students close to their real life therefore, learning is not granted and the few they learn can be forgotten very fast .

In the item related to if the communicative situations propitiate the student's spontaneous interaction in the English language it is observed in one lesson which represent a 20%, they consist of repeating the examples the teacher gives so students do not need to answer or interchange ideas, then when students do not interact using what they are learning a linguistic gap appears and motives for learning diminish too.

In relation to if the communicative situations take into account the correct use of the notions and functions worked in lessons before it is observed in one lesson which represent a 20%, teachers do not propitiate in the lessons that the students work with their previous knowledge to link the new contents and reinforce them.

Communicative situations develop the group and pair work only in one lesson which represent a 20% of the five lessons observed, most of the time these kinds of activities are given in a model-like situation and they only repeat it with the teacher or with the subject leader.

In the aspect related to if the communicative situations are in correspondence to the student's psycho pedagogical characteristics is observed in one lesson representing a 20%,due to this, students do not have to express their thoughts and feelings leading the activity to a non-contextual or a non-meaningful learning.

In the item related to if in the communicative situations are observed originality, fluency, correct pronunciation, correct grammar tense use and intonation according to patterns already stated, it is observed only in one lesson which represent a 20%. Later this element is going to be explained in details.

In the interview to students employed to verify the before exposed in the observation guide the following results are analyzed (See annex3).

In the first question of the interview, sixteen students that is 40% of the students said they feel motivated to learn the subject because it is the universal language and twenty four students that is 60% of the students said they did not feel motivated because the subject was very complex for them and because they say that they are never going to speak English because as they live in Guayos they do not need it.

In second and third questions, eighteen students, that is 45% of the students said they would like to speak in English because it is a way for communicating with other persons who do not speak Spanish, and only fourteen it represents a 35% of the students said that is very difficult for them to express orally in English.

In the fourth question, only eight students the 20% said they liked the oral activities developed in the English lessons, the majority of them, twenty-two students the 25% said that sometimes they like the activities and 10 students representing the 55% of them said that they never like the activities because activities are monotonous and because they do not create, they only repeat the teachers ideas or patterns.

In the fifth question sixteen students representing 40% of the students said they like to develop oral activities in which they could develop pair and group work activities in which they could express their thoughts and feelings, eighteen students that is 45% of them said they liked to work with listening activities, and six students that is the 15% of them said they liked to work with individual activities.

In the sixth question, the majority of the students 85%, thirty four students, said they often find difficult to understand what the teacher says and the 15% of them, six students, said they understand some of the oral explanations the teacher says in the lessons.

In order to confirm the current state of the oral expression ability in eighth graders, an interview to the English teachers from Eliseo Reyes Rodrigues Junior High School is applied (see annex4).

The interview carried out to the teachers allowed to state that the students face real problems related to the oral expression ability in the English lessons; it shows that the students do not understand classroom directions, they do not intonate and do not articulate correctly while expressing orally in English language, their speech is fragmentary, do not speak fluently while developing an oral situation. Oral production consists of learned isolated words and phrases. Students find difficult to learn a second language. Related to aspects the teacher takes into account to develop the oral expression ability she answered that she propitiates the oral discussion of different topics, the development of oral activities and the use of teaching aids to contribute to the oral comprehension, and the pair and group work in the lessons.

In order to verify the current state of the oral expression ability a pedagogical test is applied (see annex 5) to eight grade at Eliseo Reyes Rodriguez Junior High School what showed the following results.

In the first pointer related to the Originality in 32 students representing 80% of the sample is not observed and it is observed in 8 students which represent the 20% of the sample. Students do not create new ideas or derive topics from the given situation, they just follow the model given.

Regarding the fluency, it is confirmed that in 34 students representing 85% of the sample this parameter is not observed and in 6 students representing 15% of the sample fluency is observed. There are constant halts when speaking, they translate first from a language to the other making fluency inconsistent and fragmentary.

In the third pointer referring to Correct Pronunciation 33 students which represent 82, 5% of the sample have difficulties related to it due to that the parameter was not observed and in 7 students representing 17, 5% of the sample a correct pronunciation is observed. Students pronounce words in the same way words are written, some students do not have well-defined points of articulations and most of the time pronouncing words in the English language is not as important as the grammar in class.

Related to Correct Grammar Tense Use in 31 students representing 77, 5% of the sample is not observed and in the 9 students representing 22, 5% of the sample is not observed. They constantly make comprehension difficult and the

word order is Spanish-like, meaning most of the time is obscure and verb conjugation and rule generalizations are commonly seen in their performance.

In the last aspect regarding intonation according to the pattern in 5 students representing 15% of the sample it is observed and in 35 students representing 85% of the sample is not observed. They use the same intonation patterns of their vernacular, they use the same intonation patterns for questions and statements, they do not use tag questions and they do not give intonation any relevance.

Making an analysis of the results obtained with the application of different instruments can be said that the selected sample has some difficulties in the English lessons then it is considered that it is necessary to strengthen the use of the oral expression ability through teaching activities in the English lessons.

3.1 Theoretical grounding of teaching activities in the teaching-learning process and in foreign language learning.

In this chapter an analysis was done in what concerns teaching activities and its relation with the development of the oral expression ability in the Junior High School. It also makes reference to the activities applied with this aim for Junior High School and its effectiveness analysis.

Many have been the definitions and positions taken by different authors in relation to activities and teaching activities among the most important are (Leontiev., 1981:223) who 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.

This definition attaches to foreign language teaching and learning as well. Because all teaching activities design must take into account the operations and actions students are to do, otherwise the objectives previewed are not achieved.

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

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

In the case of foreign language learning the students' involvement in the activity to carry out is decisive and if the activities are not related to life and needs of the students, then the work done makes students lose their interest and motivation to do the work, for they see the activity far from their own reality.

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

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

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

In this sense, Rubinstein, 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. Activity is neither a reaction nor a group of reactions, within it occurs the subject-object interaction. This gives form for the formation of an image or abstract representation of the object in the subject. (...) this way, activity is a process in which transformations between the subject and the object occur, with the aim of pleasing the needs of the subject."

“It is called activity to those processes, in which the individual, responding to his necessities, interacting with the reality, adopts certain attitude towards it. The activity is neither a reaction nor a set of reactions. In the activity occurs the individual-object interrelation, thanks to this interrelation arises the psychological reflect that produces this interrelationship. Thus, the activity is a process in which occurs transitions between individual-object in function of the necessities of the individual”. (González Maura V. e tal. 2001: 91)

As can be seen activities are processes which involve actions, operations, execution and controlling stages, these processes are very complex as learning a foreign language is too. Though these stages go to the psychological level they should also be intentioned to attain the wanted results while teaching.

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

Teaching activities according to María Onelia Chiong Molina (2008:2) it is a set of actions that the teacher or professor order to achieve in children and adolescents the knowledge, abilities and habit acquisition. Only in the teaching activity the assimilation of scientific knowledge and the formation of the desired abilities constitute the objective and the result of the activity itself.

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

What are some characteristics of the teaching / learning process?

- 1- Students use the language a great deal through communicative activities such as games, role plays, and problem-solving tasks.

The use of authentic materials.

Activities are carried out by students in small groups.

The features of communicative activities:

Information gap: one person knows something, the other one does not.

Choice: the speaker has a choice of what to say and how to say it.

Feedback: the purpose is achieved based upon the information that is received from the listener.

After having analysed the diverse criteria of these different authors stated above, in this work it is assumed the concept given by María Onelia Chiong Molina (2008:2), taking into account that students should play the fundamental role during the activities to develop his oral expression ability, applying his knowledge to new communicative functions under the teacher commands and supervision.

Kinds of interaction in the classroom:

1. Interactional talk

The way interactional talk is carried out in different languages is very culture linked, and it is difficult to explain the conventions that govern it in a foreign language; it is dubious therefore whether it is worth investing very much effort in teaching and practicing them. Some authors' opinions are that given general language proficiency and a knowledge of the more obvious courtesy conventions, most learners will be able to cope adequately with interactional speech on the basis of their own cultural knowledge and common sense. Some kinds of role play can give opportunities for practicing it.

2. Long turns

Some activities that help students to practice speaking in long turns are:

- telling stories (well-known tales or personal anecdotes)
- telling jokes
- describing a person or place in detail
- recounting the plot of a film, play or book
- giving a short lecture or talk

— arguing a case for or against a proposal.

3. Varied situations, feelings, relationships

The obvious classroom activities to use are those based on role play.

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

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

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

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

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

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

Pedagogical foundations come from Developmental Education Theory (a Cuban pedagogical conception grounded on the Historical-Cultural Theory). Based on Vygotsky's ideas, it considers education a social process consisting in the transmission and appropriation of contents and forms of culture, that occurs in collaboration with others, and encourages life-lasting personality growth in line (in conformity) with the concrete historical-cultural context in which it takes place. This means that education results from school and family practices, interactions at a workplace or even at an informal social setting.

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

and implication to improve personally and to contribute to social progress actively, of learner's self-assessment of the progress experienced and of how personal needs and interests are satisfied.

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

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

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

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

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

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

3.1.2 Characteristics of the teaching activities in order to develop the oral expression ability in the English lessons in eighth grade at Eliseo Reyes Rodriguez Junior High School.

These teaching activities have as main objective to develop the oral expression ability in the English lessons at Eliseo Reyes Rodriguez Junior High School. These teaching activities offer teachers an alternative in order to achieve the objective stated in this research. Also, by means of these teaching activities the students can improve their oral expression ability and express themselves orally in a correct way by using the right content already studied in the lessons. These teaching activities are done taking into account the students' characteristics, motivations and the curriculum's objectives of the English subject for Junior High Schools.

The proposal of the teaching activities that contribute to the development of the oral expression ability are different from the ones conceived for Junior High School, the characteristics of them are:

- The teaching activities are similar to real life situations.
- The teaching activities are stated in a communicative way.
- The teaching activities are characterized by being creative.
- They vary in complexity.
- It propitiates the development of the oral expression ability in the individual and collective interaction.
- It develops the individual work, pair work, and small groups work.

The teaching activities in this work have the following structure title, type of lesson, moment of the activity, teaching aids, procedure, organization, time and evaluation. These activities are all structured in the same way to internalize actions and operations in the students when speaking in the English language.

Proposal of activities:

Activity1

Type of lesson: Free practice lesson.

Title: All about me

Objective: to express orally in the English language personal information such as (name, last name, full name, nickname, age, telephone number, greetings, spelling, introductions)

Moment of the activity: Unit 1, lessons 6.

Teaching Aids: Board, chalks, cards, and a box of matches.

Procedures: 1st The teacher is going to begin the activity with a Brain Storming with the phrase Personal Information afterwards students should say words related to that phrase

2nd After that ,the teacher gives some cards to students, some of them with questions and other with answers in order to guide pair works in which students use those communicative functions.

3rd: The teacher explains to students that they are going to prepare an oral presentation using as many personal information as they can and also explains that they are going to say the information ,individually, during which a match is lighted.

4th: The teacher explains that they do not have to talk fast, but to talk with creativity and to pronounce words correctly.

5th: A student says as many personal information as he or she can during which a match is lighted and so on.

Organization: Individual work.

Time: 45 minutes.

Evaluation: The activity is going to be evaluated orally by the teacher with students help taking into account if the students create new ideas departing from what they know and if they express fluently they are going to have 9 or 10 points if they only used notions and functions learned in classes intonating properly they are going to have from 8 to 6 points.

Activity 2.

Type of lesson: free practice lesson.

Title: This is what I like. What do you like?

Objective: To express orally likes and dislikes using the 3rd person singular

Moment of the activity: Unit 2, lesson 5.

Procedures: 1st: Teacher explains students what they are going to do. They will form two circles and will pass the information the right, in such a way that they all participate in the activity.

2nd: Teacher asks a student what she or he likes, or what she or he dislikes and the one that is asked passes the information to the other.

3rd: A student answers and asks another student the functions and notions treated throughout the activity.

Organization: Group work.

Time: 45 minutes.

Evaluation: The activity is going to be evaluated orally by the teacher with students help taking into account if the students create new ideas departing from what they know and if they express fluently they are going to have 9 or 10 points if they only used notions and functions learned in classes intonating properly they are going to have from 8 to 6 points.

Activity3.

Type of lesson: Free practice lesson.

Title: Talking about the past.

Objective: To express orally activities that took place in the past.

Moment of the activity: Unit 5, lesson 4.

Teaching aids: Cards, the blackboard, chalks.

Procedures: 1st: The teacher writes on the blackboard a letter soup which have verbs in present.

2nd: Students should find the verbs in 5 min and say the past form of these verbs. Then they have to act out conversations using these verbs.

3rd: The teacher has some cards with past expressions, he or she commands a student to go to the front and set a conversation in a dialogue form with a member of the group.

4th: the student selected for the dialogue selects a card and selects two students to act out a conversation using the information contained in it.

Time: 45 minutes.

Evaluation: The activity is going to be evaluated orally by the teacher with students help taking into account if the students create new ideas departing from what they know and if they express fluently they are going to have 9 or 10 points if they only used notions and functions learned in classes intonating properly they are going to have from 8 to 6 points.

Organization: Group work.

P	E	E	L	S
S	E	V	W	T
G	A	I	T	U

O	M	S	V	D
A	P	L	A	Y

Time expressions:

Yesterday

Last week

Last weekend

Last Friday

Last night

Activity4:

Type of lesson: Free practice lesson.

Title: Describing my friends.

Objective: To express orally to describe important personalities.

Moment of the activity: Unit 1 Back to school.

Teaching aids: pictures.

Procedures: 1st: The teacher shows a picture that contains a famous personality and asks questions such as: Is she tall or short? Is she fat or slim? , Does she have long or short hair? What does she look like? And the group has to make mimicry related to the questions.

2nd: The teacher divides the group into four teams and asks students to stand back to back so as to face another team. One student of the front team asks a student to describe a person and one member of the other team has to select a picture from the teacher's desk related to the description.

Organization: team work.

Time: 45 minutes.

Evaluation: The activity is going to be evaluated orally by the teacher with students help taking into account if the students create new ideas departing from what they know and if they express fluently they are going to have 9 or 10 points if they only used notions and functions learned in classes intonating properly they are going to have from 8 to 6 points.

Activity 5:

Type of lesson: Free practice lesson.

Title: Talking about my town.

Objective: To express orally to describe and locate places in town.

Moment of activity: Unit 4: lesson 6.

Teaching aids: A chart, blackboard, chalks.

Procedures: 1st: Teacher writes a dialogue on the blackboard and explains to students that they are going to replace the underlined phrases by some others that appear in a chart. And act out conversations using both the underlined and the replaced

2nd: The teacher shows the students the chart and asks students to replace the underlined phrases and related them to their personal reality.

3rd: at the end the teacher asks students to modify the given dialogue, and prepare themselves to act out five minutes dialogues.

Organization: Pair work.

Time: 45 minutes.

Evaluation: The activity is going to be evaluated orally by the teacher with students help taking into account if the students create new ideas departing from what they know and if they express fluently they are going to have 9 or 10 points if they only used notions and functions learned in classes intonating properly they are going to have from 8 to 6 points.

A: Hello

B: Hello.

A: Where do you live?

B: I live in Guayos.

A: Can you tell me what your town is like?

B: It is small, beautiful and old.

A: Is there a policlinic in your town?

B: Yes, there is.

A: Where is it located?

B: It is across from the drugstore and next to the post office.

A: Thanks, see you around.

B: See you.

A	B
Hi, good morning.	Hi, good morning
Province ,municipality	Sancti Spíritus , Cabaiguán
Drugstore, bakery, restaurant.	Important, ancien, amusement, noisy, quiet.

Bye, see you soon.	In front of the market, on the left, on the right, on the corner of Maceo Street.
	Good bye, see you.

Activity 6:

Type of lesson: Free practice lesson.

Title: What kind of...do you prefer?

Objective: To express orally preferences and feelings in regard to kind of books.

Moment of the activity: Unit 2, lesson 6.

Teaching Aids: Book El Diablo Ilustrado, the Illustrated Devil, chalks and blackboard.

Procedures:

1st: Teacher asks: What is there in the box? And gives some hints for the students guess, if in two minutes students do not guess, then he or she shows the object in this case a book and asks students about the title of the book.

2nd: Then the teacher gives students the following communicative situation: Imagine that a teacher takes you and some of your classmates to the book fair, there you meet some friends of yours and establish a conversation in which you ask them about the kind of book they like and why and about their favorite writer and book .

3rd: The teacher feedbacks and facilitates information when needed by the students.

Organization: Pair work.

Time: 45 minutes.

Evaluation: The activity is going to be evaluated orally by the teacher with students help taking into account if the students create new ideas departing from what they know and if they express fluently they are going to have 9 or 10 points if they only used notions and functions learned in classes intonating properly they are going to have from 8 to 6 points.

Activity 7.

Type of lesson: Free practice lesson.

Title: To express orally descriptions and locations of their hometowns.

Objective: To express orally to describe and locate historical places in his hometown.

Moment of the activity: Unit 5, lesson 6.

Teaching Aids: Cards, blackboard and chalks.

Procedures: 1st: The teacher divides the group into eight teams and gives a card to each team with information about different places in town.

2nd: the teacher explains that they are going to prepare dialogues in which they describe the given place and give detailed information of it.

3rd: the teachers selects some pairs to act out conversations to verify if the objective of the activity is fulfilled.

Organization: team work and pair work.

Time: 45 minutes.

Evaluation: The activity is going to be evaluated orally by the teacher taking into account if the students create new ideas departing from what they know and if they express fluently they are going to have 9 or 10 points if they only used notions and functions learned in classes intoning properly they are going to have from 8 to 6 points.

Activity 8:

Type of lesson: Free practice lesson.

Title: What did you do your last vacation?

Objective: to express orally past activities.

Moment of the activity: Unit 5, lesson 6.

Procedures: 1st: The teacher explains that she is going to show pictures of different places and they should imagine that they visited them in their last vacation.

2nd: the students will select the places they like the most in the given pictures and will mention words related to them.

3rd: The teacher selects the pairs and asks them to act out conversation related to the places using the past tense.

Organization: pair work.

Time: 45 minutes.

Evaluation: The activity is going to be evaluated orally by the teacher with students help taking into account if the students create new ideas departing from what they know and if they express fluently they are going to have 9 or 10 points if they only used notions and functions learned in classes intonating properly they are going to have from 8 to 6 points.

Activity 9.

Type of lesson: Free practice lesson.

Title: My favorite food.

Objective: To express orally preferences related to food by using the correct structures given in classes.

Moment of the activity: Unit 3, lesson5

Procedures: 1st: In the previous lesson the students were told to bring pictures of food they like, the teacher explains the students that they are going to make an oral presentation in front of the class and to talk about why she or he

prefers that kind of food, mention some food they dislike and mention some kinds of food she or he consider are healthy food.

2nd: The teacher makes her or his oral presentation and asks another students if she or he likes that kind of food.

Organization: individual work.

Time: 45minutes.

Evaluation: The teacher will evaluate the students taking into account if the students create new ideas departing from notions and functions learned in classes and if they express fluently they are going to have 9 or 10 points if they only used learned phrases intonating properly they are going to have from 8 to 6 points.

Activity 10

Type of lesson: Free practice lesson.

Title: Talking about my favorite day of the year.

Objective: to express orally by using the given content in lessons about daily routines and occasional activities.

Moment of the activity: Unit 5, lesson 5

Procedures: 1st: The teacher says the students they have to select a day they considered was the best of the year for them.

2nd: The teacher explains that each student has to express orally to the class what he or she did that day from the early morning till late night.

3rd: The students makes their oral presentations.

Organization: Individual work.

Time: 45minutes.

Evaluation: The teacher will evaluate the students taking into account if the students create new ideas departing from notions and functions learned in classes and if they express fluently they are going to have 9 or 10 points if they only used learned phrases intonating properly they are going to have from 8 to 6 points.

Some instruments were applied in order to check the current state after the application of the teaching activities. The carrying out of the instruments allows the work arrives to the following quantitative summary.

4.1 Evaluation of the effectiveness of the teaching activities applied to eighth graders from Eliseo Reyes Junior High School.

To evaluate the effectiveness of the teaching activities some instruments, techniques and tools are employed again to compare the results with the initial and final stage of the research. A quantitative and qualitative analysis is done to prove the accomplishment of the paper objective that is to develop the oral expression ability in eighth graders from Eliseo Reyes Junior High School.

In the interview to students before the application of the activities in the first question related to if the students feel motivated to learn the English language sixteen students that is 40% of the students said they were motivated and after the application 37 students the 92, 5% said they feel motivated. During the application of the activities it could be seen how students were more involved in the activities for they could appreciate their own evolution in the language, then speaking in the English language became a paramount aspect for them.

In second and third questions of this research, before the application of the activities ,eighteen students, that is 45% of the students said they would like to speak in English and after 35 students that is the 87, 5% of the students wanted to speak in English. Students began to see that by making mistakes and daring to talk in English, they could learn the language, they also started to think about their life projects and professions and the need of knowing a language to be competent.

In the fourth question, before the application only eight students the 20% of the students said they liked the oral activities developed in the English lessons after 36 students, the 90% of the students said they liked the oral activities

developed in the English lessons, the majority of them, 2 students that is the 5% said that sometimes they liked the activities and only 2 students, the 5% of them said that they never liked the activities. This shows that while the activities are related to the students' characteristics and environment, they like more to interact, because they see themselves reflected in what they are doing.

In the fifth question, before the application the majority of the students 85%, thirty four students, said they often find difficult to understand what the teacher says, after the application 12 students, the 30% of them said they do not understand the oral explanations the teacher says in the lessons. This demonstrates that teachers should verify comprehension and ask students to explain what they have to do, otherwise if comprehension and understanding are not granted, the objective of the class is not achieved.

Post Test results:

In order to verify the state of the oral expression ability after the application of the proposal of the teaching activities a post-test is applied (see annex 5) to 40 eighth graders from Eliseo Reyes Rodríguez Junior High School in Guayos.

In the first pointer related to the Originality before the application of the teaching activities in 32 students representing 80% of the sample is not observed and is observed in 8 students which represent the 20% of the sample after 13 students representing 32, 5 % of the sample is not observed and is observed in 27 students which represent the 67, 5% of the sample. This important element of the oral expression is reinforced once students are free to talk and once their cultural background is activated when students are encouraged to use the little they know in classes.

Regarding the fluency, before the application of the teaching activities in 34 students representing 85% of the sample this parameter is not observed and in 12 students representing 30% of the sample fluency is observed after it is confirmed that in 9 students representing 22, 5% of the sample this parameter is not observed and in 31 students representing 77, 5% of the sample fluency is observed. When the activities are developed to foster fluency students are told that fluency does not mean to talk fast, but to have the ability to link ideas, phrases or words. Fluency got better for students began being spontaneous and original in their interactions.

In the third pointer referring to Correct Pronunciation before the application of the teaching activities 33 students which represent 82, 5% of the sample had difficulties related to it due to that the parameter is not observed and in 7 students representing 17, 5% of the sample a correct pronunciation is observed after the application 7 students which represent 17, 5 % of the sample had difficulties related to it due to that the parameter is not observed and in 33 students representing 82, 5% of the sample a correct pronunciation is observed. Once activities are conceived to practice pronunciation and the sound articulation is reinforced, the students' pronunciation improves. Some activities were designed before the oral practice to accomplish this aim in the work.

Related to Correct Grammar Tense Use before the application of the teaching activities in 31 students representing 77, 5% of the sample is not observed and in the 9 students representing 22, 5% of the sample is not observed after in 11 students representing 27, 5% of the sample is not observed and in the 29 students representing 72, 5 % of the sample is observed. In this grammar was worked relating the situations to a given grammar tense, in no class students were imposed of grammar rules, they use the grammar they were given according to the functions and notions they were to use in classes.

In the last aspect regarding to intonation according to the pattern before the application of the teaching activities in 5 students representing 15% of the sample and in 35 students representing 85% of the sample is not observed and after in 6 students representing 15% of the sample is not observed and in 34 students representing 82, 5 % of the sample is observed. Though this aspect was not that paramount as the rest some demonstrations were done for the students to realize that intonation can change the meaning of what they want to express.

Conclusions

After concluding the major paper and analyzing the tools, instruments and techniques employed the following conclusions are drawn.

The consulted bibliography related to the development of the oral expression ability of the English language permitted to corroborate that though many have been the attempts to solve this problem, there are still didactic and methodological gaps that do not allow students learn a foreign language.

The different techniques and methods used in this research allowed to determine the current state students had related to the oral expression ability in English language lessons. This stage permitted to determine the strengths and weaknesses of the students in this concern and to shape and reshape the activities according to the results obtained.

These activities are characterized by participatory where pair and group work are determinant, they vary in complexity, they are dynamic, creative, original, student-centered and related to the students' reality.

The evaluation of the major paper assured its efficiency, pertinence, and applicability. It also permitted to perfect the body of the work. The activities applied permitted to confirm the theoretical and practical bases of the work.

Recommendation.

To promote the content of the work in scientific forums and pedagogical events.

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Item	Observed	Not Observed
1.The communicative situations are linked to the student's communicative needs		
2. The communicative situations propitiate the student's spontaneous interaction in the English language		
3. The communicative situations take into account the correct use of the notions and functions worked in lessons.		
4. The communicative situations develop the group and pair work.		
5. The communicative situations are in correspondence with student's psycho pedagogical characteristics.		
6. In The communicative situations it is observed: A Originality B Fluency C Correct Pronunciation D Correct Grammar Tense Use E .Intonation According to Pattern		

Annex 1:

Observation Guide.

Objective: To verify the development that eighth graders have referring to the oral expression ability in English language.

Items Observed Not observed

The classes propitiate that the students exercise the oral expression.

Annex 2:

Document analysis:

Objective: to check how the oral expression ability in eighth grade has been treated.

Documents:

Aspects to work with:

Methodological Guide Line

Objective of the subject, distribution of content by unit, aspects to evaluate.

Eighth grade Workbook

Activities related to the oral expression development.

Ministry Resolution 120/09

Guide for evaluation.

Ministry Resolution 148/10

Prioritize objectives of Junior High School

Ministry Resolution 200/14
work

Results to develop the methodological
in the Ministry of Education.

Annex 3:

Students' interview

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

Questionnaire:

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

1. ¿Te sientes motivado por aprender Inglés? ¿Por qué?
2. ¿Te gusta expresarte oralmente en el idioma Inglés? ¿Por qué?
3. ¿Consideras importante hablar en Inglés durante las clases de Inglés? ¿Por qué?
4. ¿Te gustan las actividades orales desarrolladas por el profesor durante las clases de Inglés? ¿Por qué?
5. ¿Qué tipo de actividades te gustaría desarrollar durante las clases de Inglés?
6. ¿Entiendes todo lo que el profesor y tus compañeros hablan durante las clases de Inglés?

Annex 4:

Teachers' interview

Objective: To verify how the teachers of English from Eliseo Reyes Rodriguez Junior High School deal with the treatment of the oral expression ability in the English lessons.

Questionnaire:

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

1. ¿Entienden los estudiantes cada orden y debate realizado durante las clases de Inglés? Argumenta tu respuesta
2. ¿Los estudiantes articulan correctamente mientras se expresan oralmente en el idioma Inglés? Argumenta tu respuesta.
3. ¿Los estudiantes entonan apropiadamente las preguntas y respuestas al expresarse oralmente en el idioma Inglés? Argumenta tu respuesta.
4. ¿Los estudiantes se expresan con fluidez en el idioma Inglés? Argumenta tu respuesta.
5. ¿Los estudiantes muestran interés hacia la asignatura Inglés? Argumenta tu respuesta.
6. ¿Qué aspectos tomas en cuenta para crear las actividades que desarrollen la expresión oral?

Annex 5:

Pedagogical Test:

Objective: Determine the current state of the development that the students of eighth grade at Eliseo Reyes Rodriguez 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. Where do you live?
5. What is your address?
- 6 Do you like to practice sports?
7. What's your favorite sport? Why?
8. What do you like to do on your free time?

2. Read the following situation:

Imagine it is your first day at the school and you want to meet your classmates.

What do you ask them?

Annex 6

Final Stage

Student's interview

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

Questionnaire:

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

1. ¿Se siente usted motivado a aprender la lengua inglesa? ¿Por qué?
2. ¿Le gusta expresarse oralmente en las clases de inglés? ¿Por qué?
3. ¿Consideras importante expresarse oralmente en Inglés durante las clases de esta asignatura? ¿Por qué?
4. ¿Te gustan las actividades orales desarrolladas por el profesor durante las clases de Inglés? ¿Por qué?
5. ¿Entiendes las órdenes dadas por el profesor y lo que tus compañeros hablan durante las clases de Inglés?

Annex 7

Final Stage

Pedagogical Test:

Objective: Determine the current state of the development that the students of eighth grade at Eliseo Reyes Rodriguez have in relation to the oral expression ability in English language after the application of the teaching activities.

Prepare a communicative situation in which you need you need to express orally some of the following aspects:

Name or nickname

Age

Where and who you live with

Likes and dislikes

Leisure activities

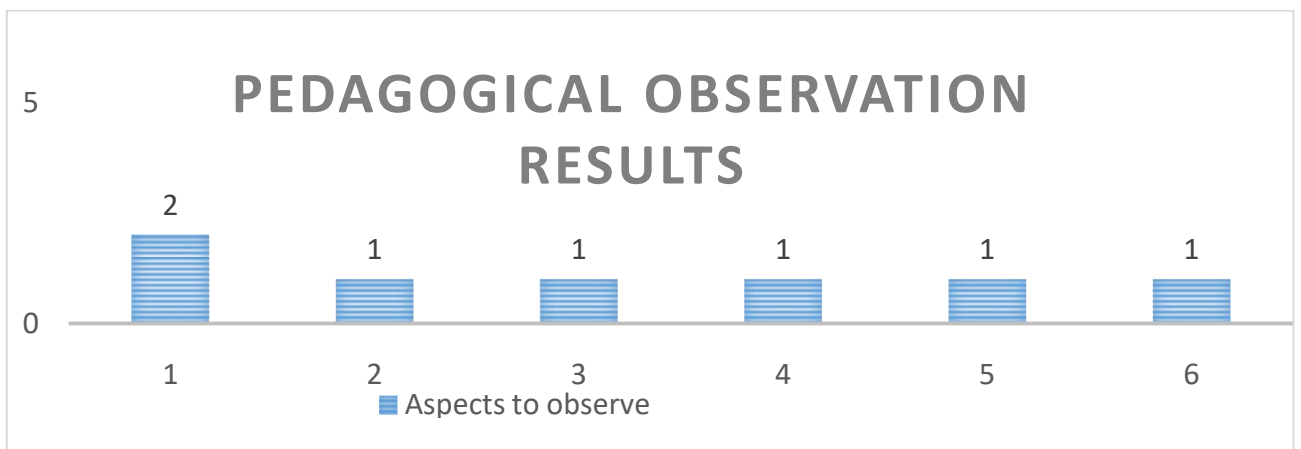
Important places in your hometown

Sports

Healthy food

Unhealthy habits.

Annex 8



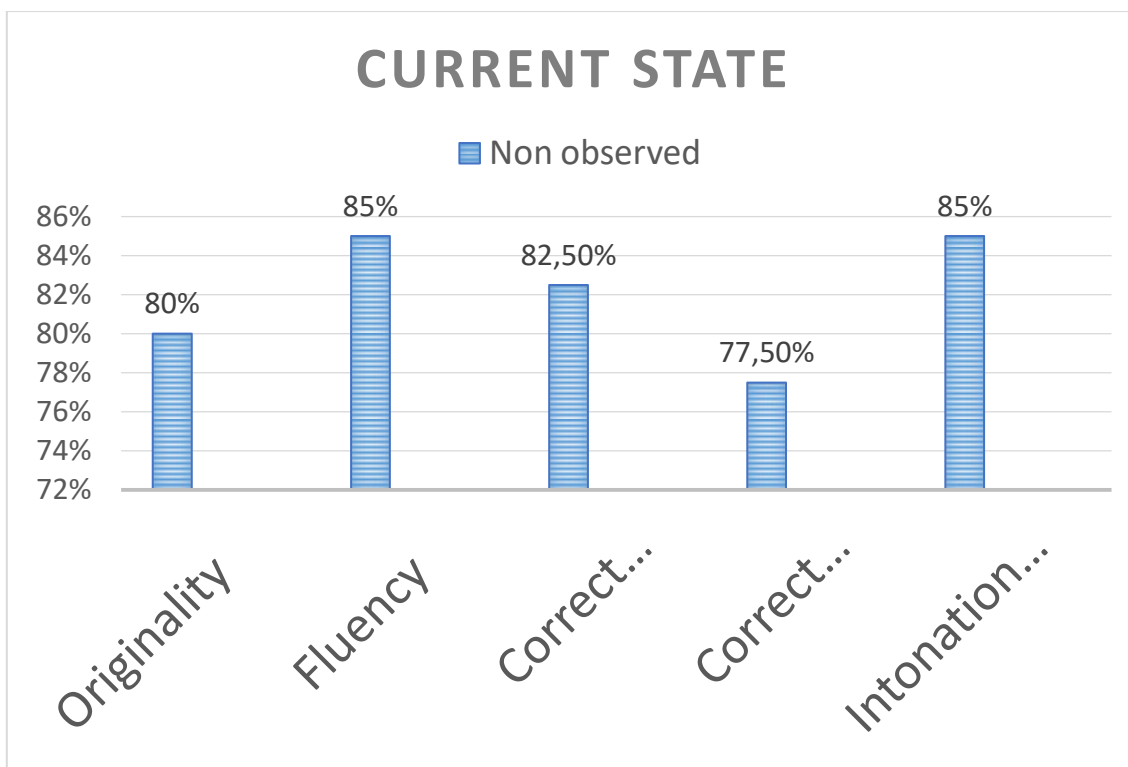
Legend

Aspects to observe

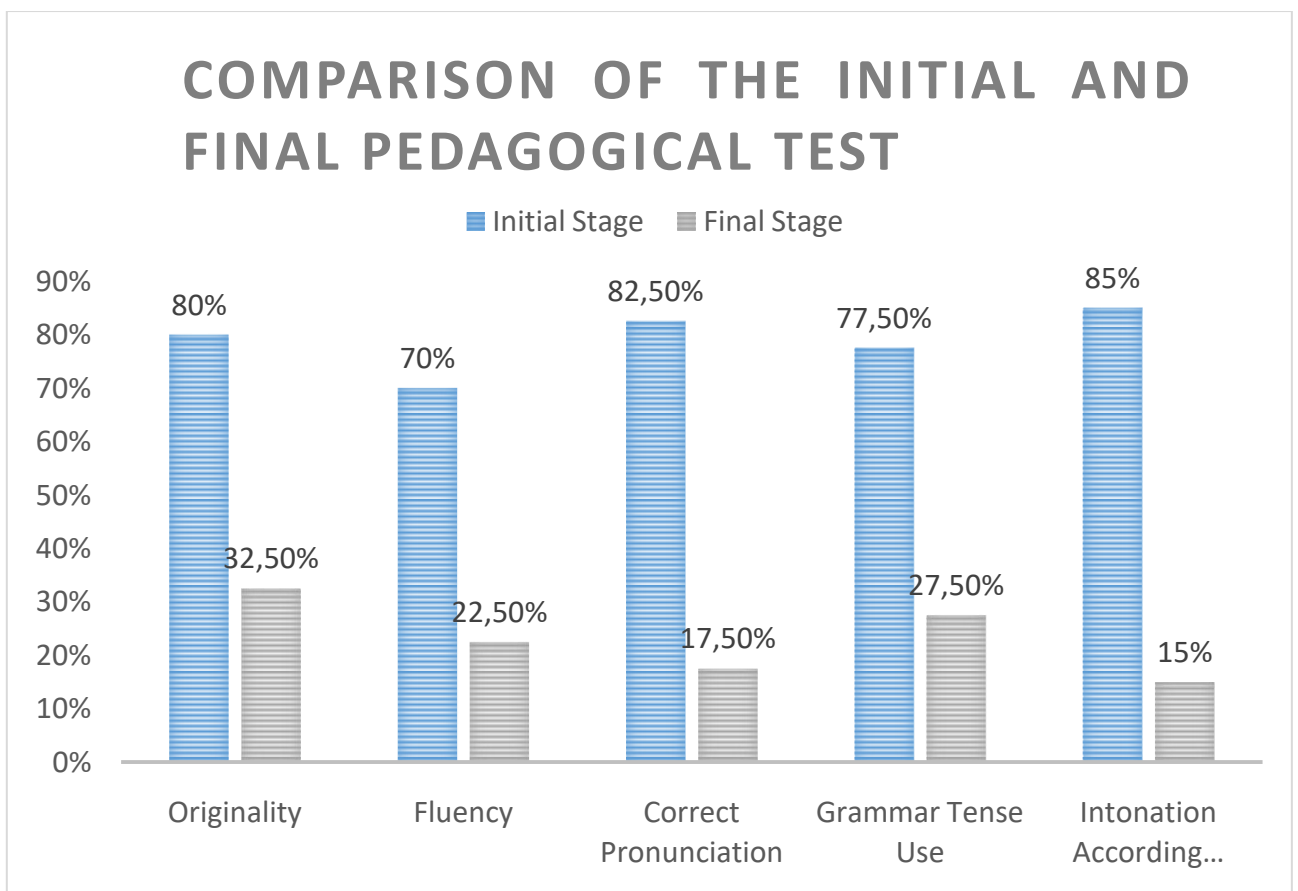
1. The communicative situations are linked to the student's communicative needs.
2. The communicative situations propitiate the student's spontaneous interaction in the English language.
3. The communicative situations take into account the correct use of the notions and functions worked in lessons.
4. The communicative situations develop the group and pair work.
5. The communicative situations are in correspondence with student's psycho pedagogical characteristics.

6. In the communicative situations it is observed: originality, fluency, correct pronunciation, correct grammar tense use, intonation according to pattern.

Annex 9



Annex 10



Not observed aspects.

