University of Sancti Spiritus "JoséMartí"

Pedagogical Sciences Faculty

Major Paper

TEACHING ACTIVITIES TO STRENGTHEN THE ORAL EXPRESSION ABILITY IN TENTH GRADERS AT CAMILO CIENFUEGOS MILITARYSCHOOL.

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I would like to thank all my teachers for their effort in preparing me as a novel professor and as a better person. And also special thanks to everyone who encouraged me and helped me to carry out this research.

ABSTRACT:

The oral expression is a productive communicative ability which covers a great importance, because it requires a deeper mastery of the other skills and shows how students improve their communicative competence. The work makes a deep analysis of what the oral expression ability must cover when teaching it, it also makes emphasis on the way different teaching methods and approaches have conceived this important element of the language and makes a halt in classroom activities to strengthen the English oral expression ability of tenth graders at Camilo Cienfuegos Military School from Sancti Spíritus. The activities worked in classes are characterized by their flexibility, adaptability, creativity, and logical structure. For the implementation of the research was necessary to diagnose the real state of the problem and some methods were used, among them the scientific observation, survey and from the theoretical level the analysis and synthesis and the historic and logic. The population was selected from the school already mentioned and the sample belongs to Platoon 5. The theoretical and practical contribution of the work can be seen in the written memory of the research paper.

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INTRODUCTION

Nowadays it is compulsory to master at least a foreign language with communicative goals, principally over basis of economical necessities, cooperation and cultural interchanges. Nevertheless, language teaching suffers constraints and weaknesses at an international scale as consequence of the lack of novel methods, according to experts like Hymes (1972), Petrovsky (1980), Leontiev (1982) and Johnson (1983).

In the case of Cuba, this necessity has led Cuban Education to look for solutions to the problem through researches, like the ones carried out by AcostaPadrón (1986), Leiva (2003) and Cancio Lopez (2007).

In the Foreign Language Teaching Syllabus, used today in our country, the necessity to develop the oral abilities in English is expressed as a paramount and necessary aspect. That is why most of the lesson time should be devoted to improve it. The oral expression covers aspects such as pronunciation, grammar, vocabulary, syntax, semantics, intonation, rhythm, coherence, cohesion and volume among others; which are separated for their study, but in practice they are integrated.

To obtain great results, in any place and moment where the human activity is developed, to communicate in an acceptable way within any context is of a vital importance.

Due to this, the military schools created in our country conceived in their curriculum the study of English as foreign language. For this purpose the Spectrum syllabus is used. This syllabus comprises the teaching and learning of English for the social life but not the military one. That is why; some modifications are needed to be made to attain the objectives proposed in it. This syllabus is structured in such a way that the pair and group work activities accomplish most the contents within it. The military schools for the teaching of English subdivide the classes into subclasses of fifteen students which bring about a better domain and management of the class and the results of each subclass.

The Spectrum series is composed by six parts, but in the military schools is only used the Spectrum One. Spectrum one is conceived to prepare students under the minimal basis of the learning of the language. For this reason the expected

results in the pupils sometimes are not the desired by professors and constant research is needed to go further in the students' competence while using the language.

During the Teaching Training period the researcher could detect some aspects that affected the oral expression ability in the pupils. The majority of the students do not articulate properly the words in the English language, the lack of coherence and cohesion is visible in the majority, when it comes to syntax the order given the words is not always correct, there is not a visible creativity on behalf of the students in the case of oral reports, abuse of memorized monologues, forgetness of the analyzed oral texts, wrong use of supralinguistic levels in the English language; besides the lack of motivation and realization of the activities in the English language.

All the above-mentioned elements let the researcher to state the following Scientific Problem: How to contribute to the development of the oral expression ability in the English language of tenth graders from Camilo Cienfuegos Military School in Sancti Spiritus?

The objective of this research is to apply teaching activities to strengthen the oral expression ability of tenth graders from Camilo Cienfuegos Military School in the English language.

For a better structuring and organization of the work the following elements were taken into consideration:
Scientificalquestions:

1. What theoretical and methodological groundwork support the development of the oral expression ability in foreign language?
2. What is the real state of the oral expression ability in tenth graders from Camilo Cienfuegos Military School?
3. How should the activities, created to strengthen the oral expression ability in tenth graders from Camilo Cienfuegos Military School,be?

4. How to validate the effectiveness of the proposed activities in the strengthening of the oral expression ability in English?

Researchtasks:

1. Determination of the theoretical and methodological groundwork that support the development of the oral expression ability in a foreign language.
2. Diagnosis of the real state of the oral expression ability in tenth graders from Camilo Cienfuegos Military School.
3. Application of the activities to strengthen the English oral expression ability in tenth graders from Camilo Cienfuegos Military School.
4. Validation of the effectiveness of the proposed activities to strengthen the oral expression ability in English.

For the application of the work was selected as **population** 15 tenth graders from Camilo Cienfuegos Military School in Sancti Spíritus and as a **sample**, a group of 15 tenth graders. The **sample** selection was made using a non - probabilistic sampling of intentional form. It is characterized by an outstanding grading average, the class is composed by nine males and six females their ages fluctuate between fifteen and sixteen years old, the majority of the class lives in the outskirts of the city, they manifest the standard characteristics of the adolescents in our country, they all have their future projection for their lives. The racial composition of the class is as follows two mulattoes and the rest white, they are not that motivated for the study of the English language, they all have good manners; more than the fifty percent are of divorced parents' origin.

During the development of this research work different methods were used among them from the <u>theoretical methods</u>: **the historical-logical analysis** to facilitate the study of antecedents of the oral ability problems, as well as the evolution it has had during different stages. Besides, it allowed to deepen into the study of the oral ability in tenth graders; **analysis- synthesis** to analyze the instruments applied and summarize the elements that were useful in the

elaboration of the activities applied; **induction- deduction** to analyze the development of students when monologing in the English lessons.

From the <u>empirical level</u>**: the pedagogical observation** to detect how the oral expression ability turns into a problem for the students, to gauge the knowledge manifested in the role playing in relation to the oral expression ability, to visualize how pronunciation, grammar, vocabulary, coherence and fluency are handled by the students, **asurvey** was given in order to know about the motivations they have toward the subject, its importance as well as their interests to learn it, **an interview** to get the real state of the problem according to experienced teachers' viewpoint, **a document revision** was made to evaluate and verify the objectives of the syllabus, methodological guide lines and treatment of the oral expression in the preuniversity teaching-learning process, **a pre-experiment** was used to validate the effectiveness of the proposed activities to strengthen the oral expression ability.

From the <u>mathematical level</u>, **the descriptive statistics** was put into practice to measure and analize the different levels students were and the effectiveness of the indicators concerning the quantitative and qualitative analysis before and after the application of the activities.

The **scientific newness**relies on the use of monologues to enhance the oral expression ability in tenth graders from military schools, departing from the use of the Spectrum and its link to the communicative approach.They go from a basic elemental level to a productive oneand they are characterized by its applicability and flexibility.

This Major Paper is structured as follows: presentation, abstract, index, introduction, development, conclusions, recommendations, bibliography and annexes.

DEVELOPMENT

This stage covers an analysis on the scientific groundwork that supports the teaching-learning process of the English language as well as the development of oral expression ability from a global level to a contextualized one. It also deals with the definitions and concepts related to teaching activities, the diagnosis of the sample, the activities applied, the result analysis and the effectiveness of the proposal.

The field of, a second (or foreign), language teaching has undergone many fluctuations and shifts over the years. Differing from other subjects, in which progress is more or less steady until a major discovery causes a radical theoretical revision.

A historical and logical study shows how the methods and approaches regarding language teaching have evolved nationally and abroad. Different theories have tried to explain the way men learn a new language. These theories have given birth to new teaching methods.

The development of novel methodological approaches in foreign language teaching takes place in certain historical, socio-cultural and socio-linguistic context that conditions the position and expectations of teachers and learners. This reality explains that through the teaching of English, the bigger progresses concerning teaching a foreign language are gotten. New methods, approaches and material have appeared.

> Now an approach is understood as a general element (that reflects a certain model or research paradigm, a theory), a method is a specific set of procedures more or less compatible with an approach (a system that spells out rather precisely how to teach another language) and a technique is a very specific type of learning activity or device used in one or more methods… historically an approach or method also tends to be used in conjunction with a syllabus…(Celce- Murcia, M., 2001: 9)

The grammar translation method ignores the authentic oral communication and the language character of social variation. Its grammar treatment was refused

because it emphasized on learning a language instead of using it, grammar parsing, i.e., the form and inflection of words. Instructions are given in the native language of the student and there was early reading of difficult texts.

The direct method focused on the oral and listening abilities, refused the use of mother tongue and the treatment to the reading and writing skills was minimized or forgotten for long periods to avoid the students' confusing of sounds. Lessons began with dialogs and anecdotes in modern conversational style. Actions and pictures were used to make meaning clear. Grammar was learnt inductively and literary texts were read for pleasure and were not grammatically analyzed.

The reading method was based on the intensive and extensive reading accompanied by grammatical rules inside the texts materials. Vocabulary was controlled at first and then expanded. Translation was once more a respectable classroom procedure and the teacher did not need to have a good proficiency in the target language.

Comprehension-Based approach assumed that second language learning is very similar to first language acquisition. Listening comprehension was viewed as the basic skill that would allow speaking, reading and writing to develop spontaneously over time. Learners should not speak until they did not feel ready to do so; this resulted in better pronunciation than if they were forced to speak immediately. Rules learning can help learners monitor what they do, but it does not aid their acquisition or spontaneous use of the target language. Errors correction was seen unnecessary and the gist was for learners to make themselves understood.

The structural approach got a notorious strength in USA and centered itself on urgent programs of 8 hours a day to teach the oral and listening abilities, later influenced by the linguistic approach developed by Brumfit and Fries in 1981.

In the audio-lingual method, lessons began with long dialogs; mimic and memorization became a rigid requisite, based on the assumption that language was a habit formation. It looked for a perfect pronunciation and lexical meaning was not considered to be important. Reading was postponed and the study of

grammatical structures was sequenced and rules were taught inductively. The teacher had to be proficient only in the structures and vocabulary he or she was teaching, since learning activities and materials were carefully controlled.

The situational approach used a situation as main topic. The spoken language was primary. Materials were practiced orally before being presented in written form. Units` title began with situations and the expressions employed departed from the topic. Only the target language was permitted in the classroom. Grammatical structures were graded from simple to complex. The grammatical and lexical items were introduced and practiced situationally. Actions simulated expressions and pictures or real objects were also used, nevertheless, students were not taught how to use an expression already worked in a different context.

The cognitive code emerged as an alternative theory to the development of the generative and transformational grammar, it emphasized on the conscious comprehension of the grammar rules deductively to achieve a production of linguistic patterns. Once again, like the grammar translation method, rules would be learnt and applied to the language elements. Pronunciation was de-emphasized; perfection was viewed as unrealistic and unattainable. Reading and writing were as important as listening and speaking. Vocabulary instruction was important, as well as errors were inevitable considered. The teacher was expected to have a good proficiency in the target language.

Very close to this theory appears the eclecticism, which proposed for a single professor to use a combination of techniques and procedures acquired in daily life activities and adding the new approaches to his lessons and adapting them to his personality and his students' characteristics.

Thus, it is easy to see how the teaching- learning process of foreign languages is related to certain methods, theories and approaches till getting to the communicative approach that proposed language with a communicative character.

According to Finocchiaro (1979), who gave to it a corresponding functional and notional meaning, expressed that this approach focused on the communicative

potentialities of the speaking ability as well as people interests by means of its use.

On the other hand,(Noguez, J.A.,1997: 35-39) underlines the communicative notional and functional approach neither like a linguistic theory nor like a method, but a new way of analyzing foreign languages syllabus, giving more importance to language elements instead of the formal and linguistic aspects.

(Celce- Murcia, M., 2001: 8) stated, regarding this approach that the goal of language teaching is learner 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.

Another criterion concerning this approach is given by (Morota, P and Labrador, M.,2004) who stated as the main message of it, the use of students' reality and communication inside and outside the classroom. This approach is put into practice during the whole process of a lesson, in its planning, execution and the set of activities should become students as a part of the communicative act.

The communicative approach derives from this new emphasis on the use language but with the explicit aim of developing communicative competence. A communicative syllabus can be multi-dimensional in that the focus in some parts may be on grammatical items, in other functions and notions. It is at the level of methodology that there are significant differences from the other approaches e.g. use of authentic material, a concern to stimulate genuine communication and in more selective errors correction (Garcia, S., 2010: 7)

The author of this research agrees with the ideas expressed by Celce- Murcia because through the communicative approach language is viewed first and

foremost as a system for communication. It also stimulates students' potentialities and gives them the opportunity to develop the rest of the components of the verbal activity. It strongly advocates careful attention to use rather than merely form/meaning.

This communicative methodology is supporting on the following principles:

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

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

3- The processes are as important as the forms. (Emphasis should be made in the classroom to imitate the process of communication so that practice of the forms of the target language should take place within a communicative framework. There are three processes which should be incorporated in teaching procedures: **information gap**, one of the two people in communication knows something that is unknown 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- Tolearn it, do it. (It means to involve the student in doing things, in making choices, evaluating feedback, bridging information gap. Such activities demand an environment where doing things is possible. Learning is as important as teaching. Only the student can learn).

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

Communicative Language Teaching (CLT) attempts to replicate the features of a real communication in the classroom, but activities and phases of lessons in which the emphasis is on accuracy still have a place in this approach. However, a language is more than the sum of its parts, a mastery of the parts will not lead to mastery of the language. There have to be opportunities to make integrated use of everything one has learnt.

Communicative Language Teaching (CLT) is based on the conception of language as a means of expression and reception of ideas, that's why it is necessary to develop the communicative competence, which implies a deep development of the whole skills (González Cancio, R., 2009: 12).

The term communicative competence was proposed by Hymes (1971) to refuse to Chomsky's characterization of linguistic competence of the "ideal native speaker" (1965), to represent the use of language in social context…it must go deeper on the grammatical domain and include concepts of acceptation regarding meanings' negotiation… his focus was not language learning, but language as social behavior.

According to (Romeu, A., 2003: 13) communicative competence is a psychological view that comprises cognitive capacities and goals to understand and produce meanings, amounts of knowledge on the linguistic and speech structures and also the capacities to interact in different contexts with certain purposes.

(DomínguezGarcía, I.,2003: 21) stated as communicative competence, the human mental ability that expresses his/her intellectual development, which is put into practice in the appropriation of the previous experience of the humanity through history and the way he/she establishes bonds with his/her similar. It is necessary to include the whole amount of cognitive, biological and affective needs expressed in the sociocultural means and derived from the communicative necessities, capacities and knowledge that make possible the comprehension and production of speech.

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

The author of this Major Paper ascribes to the criterion given by GarcíaSirelda because it is more precise and due to its emphasis on the development of capacities to comprehend and express oral and written materials.

Communicative competence is divided into certain competences or dimensions:

- Cognitive: the ability to construct and/or re-construct knowledge through language.

- Linguistic: the ability to use and interpret linguistic forms accurately.

- Sociolinguistic: the ability to produce appropriate utterances according to the rules of use, the communicative situation, and the participants in the communicative act.

- Discursive: the ability to produce and interpret types of discourses and interpret and produce coherent texts.

- Strategic: the ability to use verbal and non-verbal strategies to avoid breakdowns in communication.

- Sociocultural: the ability to understand the social meaning underlying linguistic form and to understand the culture of the people whose language is studied.

For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Nevertheless, speaking in a second language has often been seen as the most demanding of the four skills. The most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker.

> Speaking a language involves using the components correctly – making the right sounds, choosing the right words and getting constructions grammatically correct. Pronunciation, grammar and vocabulary tasks will focus on the need for practice in language accuracy. At the same time, we also need to get a clear message across and this involves choosing appropriate content or ideas to suit a situation (Lavery, C., 2001: 36)

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

Both, speaker and listener have a positive function to perform, this is a complex process because the speaker has to encode the message he wishes to convey in an appropriate language, while the listener has to interpret the message. A material, no matter what, it is remembered more quickly and it is longer fixed if it is practiced orally after having been listened.

So, oral ability can be defined as the man's exclusive capacity to reflect facts or phenomena from the reality, gotten and generalized in his mind and expressed by means of words. Or the set of techniques that determine general steps to be followed to communicate with effectiveness, in other words, it is the way of expressing clearly what is thought.

It serves as an instrument to express oneself about external processes or objects. It is necessary to take into consideration that the oral ability in certain situations is wider than speech because it requires some paralinguistic elements to attain its final meaning. That is why; it not only implies deep language mastery but also putting into practice non- verbal aspects. They are: Voice (expresses feelings and attitudes), Pose (the speaker needs to be close to his auditorium, so it is necessary to avoid rigidity and show dynamism), Sight (sight contact and its direction are important for the audience to feel attention), Message (the speaker should not improvise, the ideas must be previously prepared) and Body position (arms should not be bound to the body or cross).

The oral ability comprises nine qualities, they are: diction, fluency, volume, rhythm, clearness, coherence, emotiveness, gestures and vocabulary. It plays an important role; it has a formative character due to its educative, instructive and developmental potentialities. It is an excellent means for training and assessing the language system as well assisting communicative functions and texts. It also stimulates student's verbal activity, its repetition conditions writing and reading learning, that is why those who are able to listen and speak correctly can read and express more efficiently in the written form.

> The main goal when teaching the productive skill of speaking will be oral fluency. This is the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation. It is linking units of speech together with facility or without strain and also can be defined as that of (natural language use) which is likely to take place when speaking activities focus on meaning and its negotiation and when overt correction is minimized. (Hedge, T.,1973)

> According to (Finocchiaro, M.,1977), the speaking ability can precede or follow reading or writing. Sometimes a listening improvement causes an oral improvement. On the other hand it is necessary to speak with a deeper level of fluency and speed. In a speech listening can be later than speaking, what is said can be controlled, but what somebody else says is not possible to. Then the teacher's role is to allow students use language

with a bigger freedom. They should get accustomed to work in pairs and small groups without so much control from the teacher side.

To achieve an efficient communication is necessary to develop speaking abilities by means of different activities that propitiate them to speak in an active way while communicating.

> (Leontiev, A.N., 1981:223) defines an activity as the real process that includes various actions and operations, by means of which he or she responding to his or her needs, keeps a relationship with reality and states certain attitude toward such reality.

> An activity, from a philosophic view point can be considered as a specific human way of active relation with the world around, which content is based on the world transformation according to an objective. It demands certain differences between the subject and the activity object. Every activity includes in itself, a goal, certain means, result and consequently its conscious character. It is the real motor force of the social progress and a condition for the society to exist (Rosental y Iudin., 1983:151)

Human activity according to (ValidoPortela, A. M., 2006: 28) is the subject activity guided toward the object or other subjects.

Thus, it is of a vital importance to see students as an active subject not as a simple object, unable of creating new knowledge and developing him or herself independently.

> From a psychological view point an activity is a set of processes by means of which an individual establishes bonds with the reality and adopting certain attitude toward it as a response to his or her needs… so, it implies some transitions between the subject and object sides, responding to those necessities (González Maura,V. y otros., 2001: 80-81)

An activity from a pedagogical optic is developed in correspondence and interaction with the ideological, economic, social and political transformations. Student's activity is toward the appropriation and conscious and active

assimilation of the science's fundamentals, habits and abilities useful for their future professional life.

Students' cognitive activity (called teaching activity) takes place during the teaching- learning process to be accomplished with certain educative objective. Each activity has inside its course:

- Orientation (in this stage students are told about the objective, why to develop the activity, the procedures, conditions and the way of assessment)

- Execution (in this stage students put into practice the procedures and operations assigned)

- Control and evaluation (in this stage students are tested by means of instruments on the effectiveness of the activity)

Teaching activities should be oriented to determine the lesson's concrete tasks and the ways for its development. They refer to the set of dynamic tasks that takes place inside the teaching- learning context and demand from the teacher's side creative actions when organizing and controlling his/her pedagogical work.

In a foreign language lesson activities must have a dynamic character and integrate the four verbal components, just with the goal of stimulating communication, only achieved if such activities are developed by means of situations that make students be ready for a better oral ability. They should have a progressive transit (from simple to complex).Examples of activities to develop oral ability are: imitation exercises, repetition of sentences, sequence exercises and monologs memorization.

When making a comparison between the possibility of using dialogs or prose passages (monologs) (Byrne, D., 1989) states that dialogs provide not only samples of spoken language which the learners need in order to build up their oral ability, but also a frame work for using them: they show the learners how speakers interact. However, in order to talk, we need something to talk about, it means a topic of some kind, and dialogs in

course books, especially in the early stages of a course, rarely provide an actual stimulus for talk. Passages, on the other hand, whether they tell a story, describe places or events or are informative in other ways, offer plenty of contents. For this reason provided that the learners are acquiring sufficient conversational forms through dialogs and other oral activities, passages are likely to provide a healthy addition to another wise insipid diet. It is likely that the learners will find them more attractive, especially if they feel that they are actually learning something in addition to new language.

The term monolog (a branch of the oral language) is defined as a small and non- interrupted speech said by a single person expressing his/her feelings in high voice toward an audience or oneself.

Developing a monolog in a foreign language lesson implies the act of presenting information, certainly it constitutes an effective way of developing oral skills, speaking and listening- understanding. Making an oral presentation may have different purposes such as: to entertain, to inform, to persuade, to discuss or to debate.

The oral presentations that are comprised in this research work basically have the purpose of informing the audience about different topics studied within the English subject. Consequently they provide opportunities for talking about what was heard. Normally the structure of an oral presentation includes the following aspects: introducing yourself, preparing the audience, delivering the message and summarizing. Learners need to be trained in the use of useful expressions to keep the flow of information in each of the moments previously mentioned.

Monologs, previously prepared, are mainly read texts with a more evident and logical structure (introduction, body and conclusions), on the other side in dialogs two or more interlocutors take place and each talk is determined by the previous one, thus listening without visualizing gestures full of information is a limited activity.

Once the monolog is presented and understood, it should be practiced by means of imitation, in logic steps till the total reproduction is gotten. This is an

initial stage; in it students can act with expressiveness because they have already memorized the monolog during the lessons or out of them, if they have not got it by imitation. Examples: Micro conversations, intensive questions, changes of structures, substitution, changes of synonyms and antonyms and exercises of combination.

The application of the activities should include both ways, monologs and dialogs, in two levels of development: the level of   prepared and guided expression and the level of non-prepared or spontaneous expression.

In the activities of guided expression, students use their memory, in associations and also the grammatical rules. This kind of speech is related not only to the material already studied, but also to a known content. The erratic shows that when students prepare themselves with time enough, reviews, descriptions and dialogs, they develop better performances. They should not be allowed neither read what they have prepared nor tell it by heart; otherwise the oral expression aims will not be fulfilled.

The activities of spontaneous expression are characterized as follow:Neither the materials nor the contents are given previously; they show personal valuations and opinions; they have a high level of development in terms of linguistic mechanisms, the order should be logical and coherent, communication has a natural rhythm. This can result very hard, but it is necessary to create abilities to face stimulus and non-expected situations within a more spontaneous expression.

DIAGNOSIS; PROPOSAL CHARACTERIZATION AND EVALUATION OF ITS EFFECTIVENESS

In the Teacher Training Period at Camilo Cienfuegos Military School the author realized that there were some latent difficulties affecting the oral expression ability and more specifically when retelling prose or monologs. An objective in the English teaching in this kind of schools, it is to make student to be able to monolog (as a tool for developing the oral expression ability) about various topics which include information of their own, their family and military specialties.

This activity is very demanding for many students, despite its characteristics, they only get a reproductive level. It is stated that they do not fulfill the minimum requirements. So, to make easier this research some empirical methods with their corresponding techniques and instruments were used:

Methods	Techniques	Instruments
Pedagogical Observation	Participative	Observation guide
Survey	Individual	Questionnaire
Interview	Individual	Questionnaire
Scientific experiment	Pre- experiment	Pedagogical test

The indicators to be analyzed were the following:

1- **Pronunciation**

Level 1 (articulate sounds accurately, blend sounds and words together in speech, stress syllables and words properly, make all necessary pauses, express various communicative purposes, emotions and attitudes through intonational means).

Level 2 (pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding).

Level 3 (must frequently repeat in order to make himself understood and very hard to understand).

2- **Vocabulary**

Level 1 (employ a general ``everyday´´ or specific vocabulary, group words according to meaning, choose the appropriate word in a given context, make use of true and false cognates,use the bilingual and/or monolingual dictionary).

Level 2 (sometimes uses inappropriate words and/or must rephrase, often gropes for words and develops academic language necessary for content class activities).

Level 3 (frequently uses wrong words or leaves words out, very little vocabulary and usually limited to topics of personal information and concrete items).

3- **Grammar**

Level 1(choose the appropriate grammatical categories within the sentence, construct different types of sentences,relate grammatical categories within the sentence,organize the elements within the phrase,combine different verb forms).

Level 2 (frequently makes errors of grammar, but syntax usually correct, verbal tenses often used correctly and meaning is often understood).

Level 3 (makes frequent errors of grammar syntax which obscure meaning, frequent errors in verbal tenses and due to this comprehension is difficult).

4- **Fluency**

Level 1(speak without too much hesitation, everyday conversation and classroom discussions are reasonably fluent, occasional lapses while searching for correct word expression and usually able to ask for clarification).

Level 2 (everyday conversation and classroom discussions sometimes are sustained but often characterized by frequent long pauses).

Level 3 (everyday conversation and classroom discussion hesitant, often forced into silence by language limitations, speech halting and fragmentary so as to make conversation very difficult and oral production consists of learned isolated words and phrases).

5- **Coherence**

Level 1(ideas are correctly expressed, speak clearly and logically).

Level 2 (there are some problems when creating sentences and expressing ideas).

Level 3 (wrong sentences order, low use of connectors and obscure ideas).

6- **Number of sentences**

Level 1(get certain quantity of sentences according to the required functions or contents, 10 sentences or more)

Level 2(from 7 to 9 sentences)

Level 3(less than 7 sentences)

To the valuation of the above indicators the following scale was used:

20 points is the maximum grade received:

- 4 points fora good pronunciation.

- 4 points for making a correct use of vocabulary.

- 4 points for using the grammar forms and structuresproperly.

- 4 points for speaking fluently.

- 2 points for being coherent.

- 2 points for achieving the required number of sentences.

In the initial stage of this work the following outcomes were obtained during some visits to lessons. The pedagogicalobservation (see annex 1) permitted, the author of this work, to determine that:

In the case of pronunciation eleven students (73.3 %) belong to level 3, two students (13.3%) are in level 2 and only the last two students (13.3%) have a comprehensible pronunciation and belong to level 1.

Regarding the use of vocabulary ten students (66.6%) of the sample are in level 3, three students (20%) are in level 2 and two students (13.3%) use the majority of the vocabulary taught and belong to level 1.

When referring to grammar twelve students (80%) do not use correctly the grammar aspects such as verbal tenses and third person singular, so they

belong to level 3, two students (13.3%) are in level 2 while only one student (6.6%) always uses the grammar aspects correctly and belongs to level 1.

Regarding fluency thirteen students (86.6) hesitate too much when presenting a given topic, they are in level 3and the rest two students (13.3%) make frequent halts when speaking, so they belong to level 2.

In the case of coherence eleven students (73.3 %) are totally incoherent, they are in level 3, three students (20%) have some problems when creating and expressing ideas, that is why they are in level 2 while one student (6.6%) is coherent and goes to level 1.

The whole sample does not attain the quantity of sentences the syllabus requires, they all belong to level 3.

To support the Pedagogical Observation results a survey (see annex 2) to students was also carried out, its application brought the following elements:

In question number 1 ten students (66.6%) manifest that they are not motivated for the English lessons, four (26.6%) expressed sometimes and only one student (6.6%) feels always motivated.

In question number 2 nine students (60%) do not consider important the study of the English language and the rest six (40%) think the other way around. The first group thinks it is not important because it is not necessary for their future professions and also because they have not received the subject in previous levels, while the second group accepts it, firstly because they like the subject, they have studied it before and because any relative or close friend has already studied it.

In the case of question number 3 those nine students (60%) who did not think it is important to study, had no motivations and of course, the rest (40%) argued that this subject contributes to their cultural background, two of them (13.3%) want to be teachers and also because they would like to travel.

Regarding question number 4 three students (20%) put English in first place, three (20%) put it in second place, two students (13.3 %) put it in fifth place and the rest seven (46.6%) did not select it among the favorite ones.

In question number 5 the whole sample (100%) likes some of the studied themes, no students like all the themes and no students like none of them.

When referring to question number 6, six students (40%) answered yes because the complete group is interested in at least a topic, such topics are of their attention and encourage them to express orally. The rest nine students (60%) chose no, mainly because they have a non-various and good background which allow them to comment on the studied themes.

Regarding question number 7 they suggest dealing with themes like sexuality, sexually transmitted diseases (STD), future professions, VIPs, fashion and parties.

In addition to the previous instruments applied, there was an interview(see annex 3) for the teachers' staff to assess the oral expression ability according to their experiences and the way they treat such ability. The results are the following:

In the 1st question they answered they develop activities on the three kinds of practice (controlled, semi-controlled and free practice).

Regarding the 2nd question they basicallyrefer that the activities oriented lead to oral production, nevertheless, is a trendy in students to reproduce ideas or pieces of speeches already studied or taken from other materials and they creativity is low as well as their motivation when preparing a speaking activity.

When referring to 3 rd question they argue the use of the Spectrum syllabus, which has a communicative character and the conception of the unit contents devotes 4 lessons periods to oral practice and production.

In the case of the 4th question all teachers coincide in the use of the lab as a means of presenting the new content and for reviewing such content in the end

of each unit. The speaking skills are little focused, just when answering to teacher`s questions.

In the 5th query they manifest that only a few students, those who like the subject for one or another reason, articulate sounds properly, it means that almost all students have an incorrect pronunciation.

Regarding the 6thquery, like in the previous one, only the students interested in the subject like to deepen on vocabulary to put it into practice when presenting oral materials or when facing a test.

When referring to the 7th question they all agree that grammar structures and verbal tenses are fully misused and mistaken, they use them correctly after having been practiced several times and after non longs they forget them.

In the case of the 8th question teachers coincide in the fact that they make halts constantly, only few students speak without hesitation and pauses, but most of them do it when they learn the content by hart.

When analyzing the 9th question, all teachers agree that incoherent speeches are very common, they employ several questions out of context just to get a number of sentences or when presenting a topic and they forget about some ideas.

In the 10th query, they affirm that their lessons are oriented toward encourage students to talk and also the syllabus has a communicative character, but most of students are not interested in the subject and also the quantity of hours to teach, does not favor a full development of the oral expression ability.

Finally, in the 11th query, they argue as the commonest elements to take into consideration when preparing their lessons: time, students` individualities, groups` characteristics, quantity of students in each group, contents` characteristics, appropriate teaching aids for every lesson type and the use of dictionaries.

Besides the previous instruments' employment, students were tested with an initial Pedagogical Test (see annex 4). In such test the indicators stated at the

very beginning were taken into consideration, it was completely evident students' lack and weaknesses regarding those parameters and it supports the information brought by the other instruments. Its results are the following:

In the case of pronunciation eleven students (73.3 %) belong to level 3, two students (13.3%) are in level 2 and only the last two students (13.3%) have a comprehensible pronunciation and belong to level 1.

Regarding the use of vocabulary ten students (66.6%) of the sample are in level 3, three students (20%) are in level 2 and two students (13.3%) use a better lexicon and belong to level 1.

When referring to grammar twelve students (80%) do not use correctly the grammar aspects such as verbal tenses and third person singular, so they belong to level 3, two students (13.3%) are in level 2 while only one student (6.6%) always uses the grammar aspects correctly and belongs to level 1.

Regarding fluency thirteen students (86.6) hesitate too much when presenting a given topic, they are in level 3 and the rest two students (13.3%) make frequent halts when speaking, so they belong to level 2. None belongs to level 1.

In the case of coherence eleven students (73.3 %) are totally incoherent, they are in level 3, three students (20%) have some problems when creating and expressing ideas, that is why they are in level 2 while one student (6.6%) is coherent and goes to level 1.

The whole sample (100%) does not attain the quantity of sentences the syllabus requires, they all belong to level 3.

When analyzing this amount of information brought by the application of the set of instrument, the real state in which students were at the beginning of the research was confirmed. So, if this situation is qualitative summed up, the sample selected has as:

Potentialities:

- The syllabus, with a communicative character, is mastered by all professors.

- Students are conscious of their language weaknesses and the ways they can use to improve them.

- There are good conditions (a complete teachers staff, means, bibliography) to carry out a better Teaching-Learning Process.

Weaknesses:

- Students cannot communicate in an efficient way because of their language limitations regarding (grammar, lexicon, etc.).

- Most of them are not interested in the subject.

- The treatment to the oral expression ability is unsatisfactory and there is no enough time for such purpose.

These entire elements permit assure that a change is necessary to strengthen the oral expression ability. Such improvement will be carried out by means of teaching activities and it needs to be sustained by the Educational Sciences

Language Teaching and Learning has become an educational fact worldwide. Our case is not the exception, but it must be supported from a scientific viewpoint. Educational sciences have grounded this phenomenon and indeed it has philosophical, psychological, pedagogical, didactic and linguistic fundamentals.

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

language is used as an instrument in the cognitive process, in the process of thinking, hence, personal cognitive style and experience in the communicative practice model individuals´ idiolects, their verbal system and performance.

<u>Psychological fundamentals</u> are drawn on the cognitive and educational studies based on the Historical-Cultural Theory (also known in English as the scaffolding conception, socio-cultural 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 socio-cultural framework shapes how learning takes place.

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

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

Vygotsky (1982) highlights the part language plays in these processes. The interaction with others implies the "social use" of the language as a means of communication; the internalization of the social legacy requires the use of the language as a "psychological tool" of cognition. Thus, this author considers language an essential tool in transmitting social knowledge and experience, in

the formation of concepts, in the analysis and classification of phenomena from reality, in ordering and generalizing facts and experiences.

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

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

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

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

- The unity of its scientific and ideological character

- The linking of education to life, social context and work

- The collective and individual character of personality education, and the respect for each one

- The unity of instruction, education and development

- The unity of affective and cognitive aspects

- The unity among activity, communication and personality.

Developmental Education Theory acknowledges the special place communication and language have in the pedagogical process and students´ social, cognitive and moral upbringing, as well as the place of FL education in promoting students´ access to the scientific and aesthetic products of other cultures, in fostering values of humanism andsolidarity.

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

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

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

development. Suitable conditions imply the creation of mediated, cooperative and contextually situated learning.

These assumptions (beliefs, pillars) underlie the <u>communicative approach</u> 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´ <u>communicative competence</u> in a FL and their preparation to improve it (i.e., learning strategies and skills), encourages learner´s cultural enrichment and integral formation according to individual needs and purposes, as well as to the requests (ideals, demands) of his/her society.

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

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

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

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

- Representational meaning – propositions (the message of the text and the idea of the sentence) and word references (the portion of reality words denote)

- Pragmatic meaning –intentions (asserting, asking and inducing), modal attitudes(negation, affirmation, doubt, wish, obligation, necessity, etc., whose expression takes into consideration the role of the partner)and stylistic correspondence with the event (the functional style of the text, e.g., personal or application letters, job or TV interviews, and the stylistic register of the means employed, e.g., formal, neutral, informal)

-Structural meaning - the abstraction of properties, functions and relations common to a type of verbal means (singular/plural, direct/indirect object, coordination/subordination).

c) Applied and comparative linguistics

Applied linguistic studies of English reveal its particular features as to its meanings, forms and contextual use. Comparative linguistic studies investigate similarities and differences between English and Spanish. These studies have contributed to establish that language singularities result from its evolution in the socio-communicative practice of a given linguo-cultural community, and the reflection of its background knowledge, the system of beliefs and values shared by their speakers.

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

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

Summing up; language is both a social and an individual product, shaped by its historical-cultural framework and by personal cognitive and communicative

experience.FL learning follows a scaffolding progress, in which students move from what they currently can do to next stages of communicative efficiency through the interaction with other language users, and the personal assimilation of new contents.School education consists in the overall pedagogical process displayed at school as a social institution for the transmission of culture to ensure learners´ cognitive, affective, moral and motivational growth in agreement with their needs and the ideals of their society.

After knowing the actual situation by means of the diagnosis, then a proposal of activities was created to improve the oral expression ability in English of the students in tenth grade.

This stage comprises a set of teaching activities to strengthen the oral expression ability trough the production of oral presentations. Monologs offer students the opportunity to be creative, the quantity of ideas is not limited and they do not have to think of other people words, so they are free to speak.

The creation of these activities is related to the 7 units to teach in 10th grade. These activities are marked by a participative character to motivate students; they are conceived for them to develop correct oral expression ability while monologing and they can be applied in any moment of the course depending on the characteristics of the topics and the particularities of each activity.

They go from a basic elemental level to a productive one, students will make monologs departing from simple elements of the unit, till the most complex ones, analyzing their own ideas about the themes (to extrapolate the content to students` reality).

The activities are organized by units, taking into account the given contents in each one of them. In the activities createdthe necessary orientations to do the monologsappear, as well as the themes, which could be proposed by students or the teacher and with the students` approval.

The characteristics of a successful speaking activity were taken into consideration to make the monologs efficient. Among them:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

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

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

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

Proposal of activities:

Activity No1-Organizing and presenting.

Objective: Have students to express themselves orally while presenting a monolog after it has been organized in its logical structure.

Order: Work with a partner so as to organize a monolog according to the logical order of its parts. Get ready to present it to the rest of the class.

Procedures: The teacher gives the students the title and objective of the activity. The class is divided into pairs. Each pair is given a card with the monolog in which ideas are not in their logical order. Then, they have to organize the monolog following the logical order of introduction, development and conclusions. They copy it on their notebooks and get ready to present it afterwards. Student A presents the introduction, Student B presents the development and finally Student A concludes the retelling.

Time: From15 to 20.

Assessment: Orally, taking into consideration if they get the logical order and also the oral expression ability components (fluency, pronunciation, rhythm, intonation, etc.)

Materials: Cards, Notebooks.

Note: A second variant of this activity can be by having students presenting the monologs in trios so that each one presents a part of it (Student A- Introduction, Student B- Development and Student C- Conclusions.)

Activity No 2- Talking about my family.

Objective: Have students to express themselves orally while making an oral presentation that comprises a description of their families.

Order: Prepare a monolog by means of which you will make an oral presentation as you describe your family. The information can be accompanied by a family tree.

Procedures: This activity is assigned a week in advance. Learners are told about the possible materials that they can use to present it, they will take turn to perform and after all presentations, there will be a brief feedback.

Time: 35 minutes

Assessment: Meanwhilestudents present, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and asses them as a group and individually, taking into consideration the components of the oral expression ability such as coherence, pronunciation, intonation and proper use of vocabulary.

Materials: Posters and pictures.

Activity No3 –Reporting about my classmates.

Objective: Have students to express themselves orally while talking about what some of their classmates usually do or do not do.

Order: Ask questions to your classmates so as to collect relevant information about them. Get ready to make an oral presentation about your findings.

Procedures: Firstly the teacher explains to students the objective of the activity (to develop the oral expression ability in the English language). Then he presents the title as well as the procedures to follow: the class is divided into two teams with a leader who decides the student to be interviewed in the other team, each group is given a list of routines to ask, a member of team A joins a partner from team B so as to collect the information assigned and vice versa. After that, students are given 5 minutes to be ready to report orally with theinformation gathered. Every team presents its results and in the end provides a corresponding feedback on the main mistakes.

Time: 45 minutes

Assessment: Meanwhilestudents present, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assesses them as a group and individually, taking into consideration the components of the oral ability such as coherence, pronunciation, intonation, proper use of vocabulary and also the quantity of routines reported by each member.

Materials: Cards with routines

Team A:

Find someone who:

- practices baseball, -wakes up before 6:00 am, -sings in the shower, -dances in free time, -studies at nights

Find someone who never:

- gets up late, -does the homework, -cleans the wall, -sleeps during the guard duty, -gets great results in the tests.

Team B:

Find someone who:

- is hungry the whole day, -sleeps in class, -goes out on Wednesdays, -takes care of the entrance of the school, -belongs to the ceremony group.

Find someone who never:

- studies alone, -smokes in the bath, -has girlfriend or boyfriend, -talk while sleeping, -takes a bath daily.

Activity No4- Pictures for monologs production.

Objective: Have students to express themselves orally by means of producing a monolog based on the description and interpretation of a picture.

Order: Select one of the pictures provided by the teacher, make an interpretation of what you see and describe what it suggests you. Get ready to present it as a monolog in no less than ten sentences.

Procedures: This activity is oriented for the next encounter. The teacher provides an example for them to follow. Students select his/her picture and gets ready to present, for such purpose he/she can make a list of the vocabulary to use.

Time: 45 minutes

Assessment: Meanwhile students present the professor takes down notes of the main mistakes, taking into consideration some aspects like pronunciation, correct use of vocabulary, coherence, fluency, quantity of sentences and also their descriptions and interpretations.

Materials: Pictures, dictionaries, English syllabus for 12th grade students.

Activity No 5: A chain monolog.

Objective: To express themselves when making a group oral presentation by means of given themes.

Order: Select the theme you like the most. Prepare an oral presentation on that topic with the cooperation of your partners. Get ready to present it in groups of seven.

Procedures: The teacher divides the class into two teams of seven students and the classroom circle oriented. Each group has to select a theme on board and prepare a monolog on it. There is one student who reminds the teams of some words students forget when presenting. The winner is the team that expresses more ideas, in less time and with a smaller quantity of forgotten words. Each idea expressed gets one point; time provides one or two points, depending on the fastest, every missing word represents one point against as well as the grammar, vocabulary, fluency, coherence and pronunciation aspects.

Time: 45 minutes

Assessment: Meanwhile students present, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assesses them as a group and individually, taking into consideration the components of the oral ability such as coherence, pronunciation, fluency, proper use of vocabulary and also the quantity of sentences expressed.

Materials: chalkboard, classroom,

<u>Themes:</u>

- Sports.

- Places on town.

- VIPs in History.

Activity No 6: Texts completion.

Objective: To express themselves orally when presenting an oral text after having been completed.

Order: Give continuity to the text assigned to each group and get ready to present your own view. Add as much information as possible for its development and conclusions.

Procedures: The teacher divides the class into three teams of five. Each group is given a card with a story. One student tells the story to the rest four, then,

everyone has to give his/her own end to the story individually. Later they have to gather again for organizing their speeches and the order they are going to follow. Finally every team counts its story finishing in four different ways.

Time: 45 minutes

Assessment: Meanwhile students present, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assesses them individually according to their speeches, taking into consideration the components of the oral expression ability such as coherence, pronunciation, fluency, proper use of vocabulary and also the quantity of sentences expressed.

Materials: cards, classroom,

Activity No 7: Monologing through questions.

Objective: Have students to express themselves orally when monologing by answering some questions.

Order: Answer the following questions so that in the end you can create a monolog based on them. Get ready to present it.

Procedures: The teacher gives students a set of questions for them to answer, they have to organize the responses and create a monolog with them. Finally they present their monologs.

Time: 35 minutes.

Assessment: Meanwhile students present, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assesses them individually according to their interventions, taking into consideration the components of the oral expression ability such as coherence, pronunciation, fluency, proper use of vocabulary and also the quantity of sentences expressed.

Materials: set of questions, chalkboard,

Questions:

1- Whatisyourname?

2- Howold are you?

3- What do you do?

4- Where do youstudy?

5- What would you like to study? Why?

6- Where do youlive?

7- Who do you live with?

8- What does your mother do?

9- Wheredoesshework?

10- Add other information you please.

Activity No 8: Outline.

Objective: To express themselves orally when presenting a monolog by using an outline.

Order: Following this outline prepare an oral presentation about the Higher Combined Arms Schools.

Procedures: The teacher gives them an outline with elements related to three schools, they have to look for information about such places and be ready to present that information in monolog form.

Time: 35 minutes

Assessment: Meanwhile students present, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assesses them individually according to their interventions, taking into consideration the components of the oral expression ability such as coherence, pronunciation, fluency, proper use of vocabulary and also the quantity of sentences expressed.

Materials: outline, chalkboard, classroom,

Outline:

- Name of the institution.

- Date of foundation.

- First principal and founder.

- First purposes why they were created.

- Location.

- Specialties you can study there.

- Whether you like to study there or not and your reasons.

Institutions:

- Antonio Maceo Higher Combined Arms School Order Antonio Maceo.

- Jose Marti Military Technical Institute.

- Granma Naval Academy.

Activity No 9: Summing up.

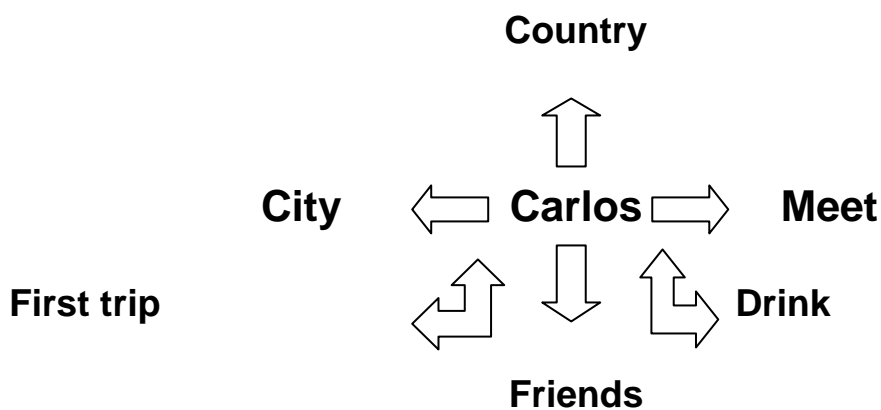Objective: Have students to express themselves orally when summing up the content of a reading lesson.

Order: Sum up the content of a text by using the following concept map.

Procedures: The teacher gives students a concept map on the text worked in class for them to sum its content up.

Time: 10 minutes.

Assessment: It is a group activity but the teacher evaluates students` individual answers.

Materials: concept map, chalkboard, classroom,

Country

City ⇐ **Carlos** ⇒ **Meet**

First trip

Drink

Friends

Activity No 10: Slips for presenting.

Objective: Have students to express themselves when making an oral presentation by means of independent sentences on slips.

Order: You will be given an idea on a slip. Memorize it and get ready to present it with the rest of your partners' team.

Procedures: The class is divided into twoteams. The teachertakes a simple narrative, cuts into equal sentences or parts and gives each member of a group one part. Students must read their part for a few minutes, without showing the others, and then return the slip of paper to the teacher. Now students use their memory and own language and collaborate with the aim of fitting together the story. Finally, there will be an analysis on the commonest mistakes and a provided feedback.

Time: 25 minutes

Assessment: It is a group activity but the teacher evaluates students` individual answers and performances.

Materials: classroom, slips of paper,

EVALUATION OF THE PROPOSAL EFFECTIVENESS

After applying the proposal of activities, it is necessary to assess whether they had the expected results or not. With this goal a Final Pedagogical test (see

Annex 6) was applied. It covers the six indicators stated, but its development is more complex. The results (see Annex 7)are the following:

In the case of pronunciation two students (13.3%) of the sample are in level 3. One student (6.6%) is in level 2 and twelve (80 %) belong to level 1.

Regarding the use of vocabulary one student (6.6%) belongs to level 3. One student (6.6%) of the sample is in level 2 and the rest thirteen students are in level 1.

When referring to grammar three students (20%) are in level 3. One student (6.6%) of the sample belongs to level 2 and eleven students (73.3%) are in level 1.

Regarding fluency three students (20%) are in level 3. Two students (13.3%) of the sample belong to level 2 and the rest ten (66.6%) are in level 1.

In the case of coherence three students (20%) of the sample are in level 3. Two students (16.6%) belong to level 2 and ten students (66.6%) are in level 1.

Only two students (13.3%) do not attain the number of sentences required, one (6.6%) belongs to level 3, the other (6.6%) belongs to level 2 and the rest thirteen students (86.6%) are in level 1.

CONCLUSIONS

- The study of the theoretical and methodological groundwork related to the oral expression ability permitted to state the most updated postulates related to this ability. It also allowed the author to analyze the theoretical and methodological magnitude of the scientific criteria in relation to it. Besides, this study urged the necessity of word-grounding from different sources the stateddefinitions and ascription made by the author.

- The diagnosis tools and techniques employed throughout the research paper permitted to demonstrate the weaknesses, potentialities and fortitudesin relation to the oral expression ability the students have. It also allowed the researcher to design, elaborate and apply the activities exposed in the work.

- The activities created are based on the results obtained after the application of the different tools and techniques to the students and they are characterized by its functionality, adaptability, applicability and flexibility. They are applied to solution the scientific problem related to the strengthening of the oral expression ability, specifically the monolog, taking into consideration the levels of assimilation of the students and their motivations towards the study of the English language.

- The validation of the work assured its efficiency, pertinence, efficacy and applicability. It also permitted to model and remodel the body of the work and to perfect it according to the demands established in the Cuban Foreign Language Didactics and Methodology. The pre-experiment permitted to confirm the theoretical and practical bases of the work and the pertinence of the activities elaborated.

RECOMMENDATIONS

It is recommended:

- The presentation of this scientific work in different scientific forums.

- The development of new scientific projects related tothe grammar, coherence and fluency indicators to reinforce the oral expression ability.

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ANNEX 1

Observation guide:

Objective: To observe different lessons in order to know how pronunciation, grammar, vocabulary, coherence and fluency are handled by the students.

Aspects to observe	Initial state of the students` oral expression ability.		
Indicators	Level 1	Level 2	Level 3
Pronunciation	articulate sounds accurately, blend sounds and words together in speech, stress syllables and words properly, make all necessary pauses, express various communicative purposes, emotions and attitudes through intonational means	pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding	must frequently repeat in order to make himself understood and very hard to understand
Vocabulary	employ a general ``everyday´´ or specific vocabulary, group words	sometimes uses inappropriate words and/or must rephrase, often gropes for	frequently uses wrong words or leaves words out, very little vocabulary and

	according to meaning, choose the appropriate word in a given context, make use of true and false cognates, use the bilingual and/or monolingual dictionary	words and develops academic language necessary for content class activities	usually limited to topics of personal information and concrete items
Grammar	choose the appropriate grammatical categories within the sentence, construct different types of sentences, relate grammatical categories within the sentence, organize the elements within the phrase, combine different verb forms	frequently makes errors of grammar, but syntax usually correct, verbal tenses often used correctly and meaning is often understood	makes frequent errors of grammar syntax which obscure meaning, frequent errors in verbal tenses and due to this comprehension is difficult
Fluency	speak without too much hesitation, everyday conversation and	everyday conversation and classroom discussions sometimes are	everyday conversation and classroom discussion hesitant, often

	classroom discussions are reasonably fluent, occasional lapses while searching for correct word expression and usually able to ask for clarification	sustained but often characterized by frequent long pauses	forced into silence by language limitations, speech halting and fragmentary so as to make conversation very difficult and oral production consists of learned isolated words and phrases
Coherence	ideas are correctly expressed, speak clearly and logically	there are some problems when creating sentences and expressing ideas	wrong sentences order, low use of connectors and obscure ideas
Number of sentences	get certain quantity of sentences according to the required functions or contents, 10 sentences or more	from 7 to 9 sentences	less than 7 sentences

ANNEX 2

Survey(Encuesta)

Objetivo: Conocer las motivaciones de los estudiantes hacia la asignatura Inglés, su importancia así como sus intereses por aprender a expresarse correctamente a través del habla.

-Estimado alumno, deseamos que sea objetivo y sincero en sus respuestas. Marque con una cruz para responderen caso necesario.

1- Se siente usted motivado por las clases de Inglés:
   a) ___ siempreb)___ a veces c)___ nunca

2- ¿Considera importante el estudio de la lengua inglesa?

   a) ___ si   b) ___no

   2.1- ¿Por qué?

3- ¿Qué elementos te motivan a estudiar Inglés?

4- En una escala de 1 a 5 ponga en orden jerárquico las asignaturas que usted prefiere.

5- ¿Son de su interés las temáticas abordadas en la clase de Inglés?

   a) ___ todas   b) ___ algunas c) ___ ninguna

6- ¿Los temas abordados en clase favorecen el desarrollo de su expresión oral?

   a) ___ si   b) ___ no

   6.1- ¿Por qué?

7- ¿Qué otros temas sugiriera para trabajar en clase que puedan desarrollar dicha expresión?

ANNEX 3

Interview (Entrevista)

Objetivo: Constatar el estado real de la habilidad expresión oral de los alumnos según la opinión de los profesores de la disciplina.

1- ¿Qué actividades realizan sus estudiantes para el desarrollo de la habilidad expresión oral?

2- Las actividades realizadas conducen a:

__ Reconocer e imitar   __ Reproducir diálogos y monólogos

__ Reproducir errores   __ Producir diálogos y monólogos

3- ¿Qué materiales utilizan para desarrollar estas actividades?

4- ¿Utilizan el laboratorio en función del desarrollo de la habilidad expresión oral?

5- ¿Articulan correctamente las palabras?

6- ¿Emplean el vocabulario estudiado en clase u otro auxiliar?

7- ¿Utilizan de forma correcta las estructuras gramaticales que se imparten y las ya conocidas?

8- ¿Cometen pausas reiteradas durante el discurso? ¿Considera usted que sus alumnos se expresan con fluidez?

9- ¿Expresan ideas o frases coherentes durante el desarrollo de dichas actividades?

10- ¿Considera usted que sus clases favorecen el desarrollo en sus estudiantes de la habilidad expresión oral?

11- ¿Qué elementos toma usted en consideración para la concepción de las mismas?

ANNEX 4

<u>Initial pedagogical test</u>

Objective: Evaluate the initial state of the students` oral expression ability when presenting a monolog by means of a given situation for them to express.

Individual activity:

Make an oral presentation in which you express your personal information.

- Introduce yourself.

- Say your occupation and where you do it.

- Say the place where you are from.

- Say the people who you live with.

- Mention the specialty you would like to study.

- Say bye and be creative.

ANNEX 5

Initial Pedagogical Test results

Indicators	Sample	Level 1	%	Level 2	%	Level 3	%
Pronunciation	15	2	13.3	2	13.3	11	73.3
Vocabulary	15	2	13.3	3	20	10	66.6
Grammar	15	1	6.6	2	13.3	12	80
Fluency	15	0	0	2	13.3	13	86.6
Coherence	15	1	6.6	3	20	11	73.3
Sentences	15	0	0	0	0	15	100

ANNEX 6

<u>Final Pedagogical Test</u>

Objective: To evaluate the final state of students' oral expression ability when making an oral presentation by giving them a situation.

Individual activity:

Make an oral presentation in which you include the following elements:

-        Introduce yourself.

-        Say how old you are

-        Say your occupation and where you do it.

-        Say the place where you are from.

-         Say your address.

-        Say the people who you live with.

-        Add some information about your relatives.

-        Mention the specialty you would like to study.

-        Mention the place where you can study that specialty and its location.
-        conclude your speech in a creative way.

-        Say bye.

ANNEX 7

Final Pedagogical Test results

Indicators	Sample	Level 1	%	Level 2	%	Level 3	%
Pronunciation	15	12	80	1	6.6	2	13.3
Vocabulary	15	13	86.6	1	6.6	1	6.6
Grammar	15	11	73.3	1	6.6	3	20
Fluency	15	10	66.6	2	13.3	3	20
Coherence	15	10	66.6	2	13.3	3	20
Sentences	15	13	86.6	1	6.6	1	6.6

ANNEX 8

Initial and Final Tests comparison

Pedagogical Tests	Total	I	%	F	%	I	%	F	%	I	%	F	%
Indicators	Sample	Level1				Level2				Level3			
Pronunciation	15	2	13.3	12	80	2	13.3	1	6.6	11	73.3	2	13.3
Vocabulary	15	2	13.3	13	86.6	3	20	1	6.6	10	66.6	1	6.6
Grammar	15	1	6.6	11	73.3	2	13.3	1	6.6	12	80	3	20
Fluency	15	0	0	10	66.6	2	13.3	2	13.3	13	86.6	3	20
Coherence	15	1	6.6	10	66.6	3	20	2	13.3	11	73.3	3	20
Sentences	15	0	0	13	86.6	0	0	1	6.6	15	100	1	6.6

ANNEX 9

Résumé

L`expression orale est une habilité communicative avec une grande signification, parce qu`elle exige une profonde maitrise d`autres habilités et montre comment les étudiants améliorent leurs domaine communicatifs. La recherche fait une analyse sur quelles sont les conditions pour l`enseignement, ça mette aussi l`accent sur la façon que les différentes méthodes et approches ont traité cet élément très important de la langue et elle détache les activités pour renforcer cette habilité dans la langue anglaise aux étudiantes du deuxième année à L`école Militaire de Sancti Spiritus. Les activités a travailler en classe se caractérisent pour leur flexibilité, adaptabilité, créativité leur structure logique. Pour l`implémentation de cette recherche il faut diagnostiquer la réalité du problème et quelques méthodes utilisée comme l´observation scientifique, l´enquête et du niveau théorique, l´analyse et synthèse et l´analyse historique et logique. La population a été choisie à L`école Militaire et l´échantillon appartient au peloton numéro 5. On peut constater la contribution théorétique et pratique du travaille dans sa forme écrite.