

*University of Pedagogical Sciences  
Capitán: Silverio Blanco Núñez.  
Sancti-Spíritus.*

*MAJOR PAPER PRESENTED IN OPTION TO  
THE BACHELOR'S DEGREE IN EDUCATION.  
FOREIGN LANGUAGES.*

***Title:** Teaching activities to enhance the oral expression intelligibility in seventh graders from “Ramón Leocadio Bonachea” Junior High School.*

***Authoress:** Iliana Aparicio Corrales.*

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*(Associate Professor)*

## *Acknowledgment.*

- + To Geonel Rodríguez Pérez, my excellent tutor; for his wise and valuable orientations, his high exigency and his constant motivation.*
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- + To all people who in a way or another collaborated with their Knowledge and efforts for this research.*
- + To all people who have always entrusted me.*

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### **Summary.**

The present research approaches a topic related to the improvement of oral expression intelligibility in the English subject in students from "Ramón Leocadio Bonachea" Junior High School in Sancti Spiritus township, in the work are introduced teaching activities to be carried out in the classroom to facilitate the work in the present and future grades. For its conception, it started from a diagnostic study of the knowledge students had in what concerns the use of communicative functions and the real use they give it orally being at the same time intelligible. For the development of the work different methods were used among them the empirical, theoretical and statistical. The teaching activities were adjusted to the students' development of the vocabulary, the context where they can use it and the integral general culture they have. The created activities can be also adapted to any teaching situation for the flexibility they were conceived. As well as the application of the teaching activities demonstrated their effectiveness appreciated in the realized study obtaining results.

## **Résumé.**

Le sujet de cette recherche s'agit du perfectionnement de l'expression orale au cours de la langue anglaise avec les étudiants du collège "Ramón Leocadio Bonachea" de Sancti Spiritus. Dans cette investigation on propose des activités pour l'apprentissage aux tours d'anglais pour la meilleure compréhension des temps présent et futur. Pour le bon savoir-faire de ces activités, il a été nécessaire de partir d'un diagnostique pour constater les connaissances des élèves sur les fonctions communicatives chez-eux . On a employé des différentes méthodes empiriques, statistiques et théoriques. Les activités proposées ont des rapports avec le vocabulaire et le contexte dont les étudiants pourront avoir des liens avec leur culture générale, mais ces activités pourront être adaptées aussi à quelle que situation chez-eux à cause de la flexibilité avec laquelle celles-ci ont été conçues. On peut apprécier l'efficacité de l'emploi de ces activités moyennant les résultats obtenus.

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## **Introduction.**

The contemporary World claims better foreign language speakers, mainly English knowers, due to the rapid spread of the new Technologies throughout the World, especially the use of Internet, where the greater quantity to its users, 80 %, use the English language to interact, publish, consult, receive and give courses or lectures among other things.

Also, the logic migration of persons for better jobs, economic causes, professional needs and upgradedness moves the thought of people to learn the English language to succeed in their efforts. Besides, most of the scientific publications are edited in English. Cuba, of course, though an underdeveloped country, it is not an exception in the world. Since the Revolutionary Triumph in 1959, Cuba has established different syllabuses, programs and methodological guide lines for the study of foreign languages, mainly the English language, where in recent years have been settled down the study of the English language since the elementary school to the university with communicative purposes.

In the want of attainment of this aim. Many have been the researches carried out by Cuban pedagogists from different levels. Many have also been the results of these works, but still there is the necessity of deepening in the field of foreign language teaching and learning.

The teaching-learning process of foreign languages has constantly been renovated looking for new and more effective ways and techniques to achieve a successful learning, emphasizing on the oral expression, since it is one of the abilities more affected, according to author criteria such as: Hymes ( 1970), Petrosky ( 1981). Leontiev (1989), Alberto Valero (2008), María Aurora Martín (2009), Xiomara Justa Cabo León (2009).

Nowadays, English lessons in Junior High School are accompanied by video lessons which allow an effective quality in the teaching learning process around the country. These videos, where English speakers exchange with the students to understand them in auditive comprehension, these speakers are excellent models of pronunciation, intonation, rhythm and fluency. Besides the students can increase their vocabulary and their general culture.

Notwithstanding, the video lessons do not have a systematic treatment of the oral expression and the assignments should be solved in class, but the time assigned for the oral practice is too little when it comes to develop the oral expression in the students.

In addition to this, there has been observed that students have difficulties in learning how to transmit messages in English, insufficient use of their knowledge of the language and its vocabulary, scarce use of word-building-processes while speaking or writing, overuse of memory learning, lack of fluency, coherence, cohesion, inadequate use of the verb tenses.

The difficulties before stated led the researcher to formulate the following **scientific problem**:

How to influence the oral expression intelligibility in seventh graders from "Ramón Leocadio Bonachea" Junior High School?

In correspondence to this and with the objective of checking what factors have impinged on the determination of the scientific problem and which basic ideas or theoretical references are grounded, it is determined as **research object**: the teaching-learning process of English language in the Junior High School, as **field of action** : the oral expression intelligibility of the English established as general research **objective**: to apply teaching activities to enhance the oral expression intelligibility in seventh graders.

For the development of this research the following scientific questions are established:

1. What are the theoretical and methodological grounds that support the oral expression intelligibility of the English language in seventh graders?
2. What is the present-day state of the oral expression intelligibility of the English language in seventh graders?
3. What characteristics should the teaching activities directed to the oral expression intelligibility of the English language in seventh graders have?
4. What effectiveness could the application of the teaching activities directed to the oral expression intelligibility in English of the seventh graders have?

And for the realization of the scientific tasks the following answers are given:

1. Determination of the theoretical and methodological grounds that support the oral expression intelligibility of the English language in seventh graders.
2. Diagnosis of the present-day state of the oral expression intelligibility of the English language in seventh graders.
3. Elaboration of the teaching activities directed to the oral expression intelligibility of the English language in seventh graders.
4. Application of the teaching activities directed to the oral expression intelligibility of the English language in seventh graders.



During this research different **theoretical, empirical and statistical methods** are to be used among them.

**Analysis-Synthesis:** It allowed to analyze the main ideas and contributions of Cuban authors with the objective of establishing the regularities about the study object. The analysis realized and proved the reality, synthesize the necessary elements for the proposals and constitution of their results. It also possibilitated to analyze comparatively the concepts with different focuses on the theory and to develop different elements that compose them.

**Inductive-Deductive:** It was very necessary for the study of the sources of information and for the conceptual interpretation of the empiric data obtained that served as bases for the ground of the object and field. The mutual complementation between inductive-deductive facilitated to do generalizations in the teaching activities that is to give answers to the scientific research problem.

**Historic-Logical Analysis:** It facilitated to realize a study of antecedents of the oral expression intelligibility problems, as well as the evolution that it has had during different stages. Besides, it allowed to deep on the study of the oral expression intelligibility in seventh graders.

This work engaged the following **Empirical Methods:**

**Pedagogic Observation:**

In the initial stage it constituted a way to prove knowledge and acting ways that possess the oral expression intelligibility in seventh graders.

**Survey:**

It was applied with the objective of proving the different motivations and interests of the students to be taken into account for their particularities

**Pedagogical test:**

It was used with the objective of showing the oral production in seventh graders.

**Document Analysis:**

It possibilitated to obtain information about the main aspects can be approached in this research and to get a greater effectiveness in the mastery of the component of contents.

**Pre-experiment:**

It allowed comparing the initial and final results of the research. It was corroborated, taking into account its two stages (pre-test and post-test).

The **Mathematic** and **Statistical Methods** used are:

**Percentage Calculation:** It allowed to determine the percentage that represent the data obtained in the process of empiric data to check the results before and after the application the teaching activities using as a reference the **descriptive statistics** to arrive at some conclusions about the population and the sample selected, starting from the elaboration of all graphics and charts involved to all the information collected from the instruments associated to the different methods.

For this research has been selected a **population** of six groups from seventh grade from “Ramón Leocadio Bonachea Junior” High School, in Sancti Spiritus township. The kind of **sample** taken was not probabilistic. It is supported by 22 students from group number four; it was taken in an intentional way, inasmuch as it gathers the necessary characteristics for the application of the solution proposals.

On the other hand, the seventh graders are characterized by being adolescents and their ages are between eleven-twelve years old. Nineteen of them which represent 86 percent, are sons of divorced parents, for which they are placed in the risk factor group. A disadvantage is the economic situation, it is generally regular. The learning level is average because they present difficulties in the English oral expression. They show a low level in the vocabulary fluency in the English subject. They generally do not distinguish the sounds, they articulate them incorrectly, they do not assimilate grammatical aspects. They make unnecessary pauses and some other insufficiencies. Besides, the students of these ages are considered as preadolescents and their intellectual development is ample what allows major amplitude of their memories. The cognitive processes (perception, memory, attention, imagination, thought) of the adolescents experience qualitative changes joined to the increasing of the operating capacity with concepts and abstract contents. All these characteristics have been taken into consideration for the elaboration of teaching activities to develop the oral expression intelligibility with a significant degree of cognitive independency.

The sample was selected to be the subgroups, where there is the greater scarcity of speaking skills.

This research declares the following **variables**:

It is determined as **Independent Variable**: teaching activities that are oriented by the students to realize them in class or out of it, they implicate the search and acquisition of knowledge, the development of abilities and the integral formation of the personality. Silvestre, M. (2001:35).

**Dependent variable:** The intelligibility in the oral expression: It is defined as: The ability of non-native speaker of transmitting messages with clearness, cleanness, explicitness, precision, sensitivity and comprehensibility, fluently and with a pronunciation nearly to the native like speakers, in order to permit at the moment of receiving messages, decode what they expressed before and restore the feedback processes, it is important to the communicative act. Rodríguez, G. (2005:96).

Conceptualization and Operationalization of the Variables.

For the development of the dependent variable the following **Dimensions** and **indicators** are designed:

### **I Cognitive**

**Dimension:** Development of the discourse competence.

**Indicators:**

1. Comprehension
2. Pronunciation.
3. Fluency
4. Coherence

### **II Procedural.**

**Dimension:** Development of the strategic competence.

**Indicators:**

1. Verbal tenses use.

For supporting the methods before used the following Techniques and instruments are used:

- Questionnaire.
- Observation guide.
- Pedagogic test.

**Scientific Novelty:** This research supplies a set of teaching activities relied on functional-notional approach that contributes to enhance the oral expression intelligibility in seventh graders. It is composed by varied oral exercises to reinforce spontaneity, fluency, intonation, coherence and cohesion in the English language.

**Practical Contribution:** It is stated in offering a set of teaching activities which are supported from a theoretical standpoint and a practical realization that enhances the improvement of the students' oral expression intelligibility.

Besides, this research is constituted by an introduction and a development. In addition to use bibliographies that brings tangible and concise information about the problem treated. In the same way, it includes the conclusions, recommendations and annexes.

## **Development**

### **Theoretical and methodological groundword about the oral expression intelligibility as a component of the teaching learning process of the foreign language.**

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

Language does not appear implicit in the man, with its birth. This should be assimilated, produced and used in the communication with the others and itself. For it to occur takes place a mechanism that propitiates it. This aspect is clear in the acquisition of the mother tongue, but does it happen in this way in a foreign language teaching?

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

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

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

All the mentioned above, turns head to deduce that English teaching as a foreign language has suffered several changes so as the use of different methods and focuses. In Cuba, the English teaching has been influenced by different periods, starting from the year 1909 the teachers of this specialty were situated giving alternating lessons to the fourth graders to sixth graders in two or three schools. On September 10, 1929 were created the special English centers in Havana and two months later five centers more. After the triumph of the revolution, was dedicated a space to the English teaching starting from the secondary school being ignored the primary teaching.

English teaching has embraced all subsystems in Cuba. In Junior High School, English lessons were accompanied by video lessons which allowed an effective quality in the

teaching learning process in the whole country. These video lessons, as teaching aids, gave students video sequences of anglo-speakers in the English language, but students lacked of opportunities to interact in class.

So the teaching of foreign languages began its researching based on psychological stand points to really give it the importance it deserves. Vitgotsky, L.S. (1998: 34) stated: If the word does not keep in mind the perception and the mental elaboration of the sensory material that gives birth to the concept, to study the word separately it is to place the process in a verbal layer...and the concept relationship with the reality remains without exploring.

In the video lessons and classroom it is used, the mechanical correction and out of context allowing teachers to center their attention on the oral production mistakes that are presented in each of the students. If the student is not able to use what he learned in real situations of the daily life, then he is not learning a foreign language, but rather recognizing it.

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

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

For the purpose of teaching and learning a foreign language many have been the methods and approaches used among them can be mentioned:

- Grammar-translation method.
- Reading method.
- Practical method.
- Phonetic method.
- Psychological method.
- Natural method.
- Direct method.
- Audio-oral method.
- Audiovisual method.
- Practical conscious method.

All these methods gave birth to the communicative approach which for the first time relates language to real life situations and students' needs. The "communicative Revolution" as Irizar, V.A. named it (1996), it is formed out of the methods, since in fact is not a method as such and it marks rules completely different to the established ones until date(1970). It is what Stern, H.H. (1983) qualified as the stages of the break with the methods to open the way to the appearance of the communicative approach, what he names as "communicative teaching language.

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

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

Keeping in mind the previous analysis, the communicative approach means a modern methodological conception that arises since 1970 and that it has been possible due to the contributions of the textual linguistic and the communication theory. It is centered in a didactics of speech, that is to say, in the operation of the language in the process of communication, where it is demanded to the student their competence to understand and to build texts in a coherent way.

Nowadays, the communicative approach results in a special way of teaching and understanding meanings, and it is very convenient its application because it looks for the development of the students' communicative competence and makes emphasis on the lesson that should contribute to develop the oral expression.

On the other hand, independently of the used methodology for the learning of a foreign language, there influence other factors that are necessary to take into account for the development of this process, and they are related to the social context where the socioeconomic, sociolinguistic and sociocultural factors are involved, the students characteristics.

In the English teaching learning process are taken into account different aspects of the language from the psychological point of view and the biological, physical and acoustic, so that to speak though it seems to be simple is a complex act, where intervene:

- Auditive comprehension.
- Reading.
- Writing.

- Oral expression.

The oral expression plays a part of vital significance in the teaching learning of a foreign language.

How is communication defined?

The analysis of the different theoretical sources has contributed to the emergence of the communication science allowing to understand the existence of different definitions, starting from different positions and the emphasis on some or other aspects of the communicative process.

It is taken as starting point the etymology of communication, there can be found that this term emerges from Latin (communicate), and means “to share” or “to do or to make common”. It is considered a polysemantic category therefore its use it is not exclusive of a social science in particular, taken into account the own connotations of the social science that it is treated. For this reason it is considered that it presents several elements such as:

- Communication is a product of the system of material and spiritual relationships that human beings establish in their activity; it is a constant reciprocal interaction.
- Communication is a complex process for its relationship with human behavior, as much as the individual thing and the community.

Communication has three essential components, they are:

Content: It is referred to the information that is exchanged.

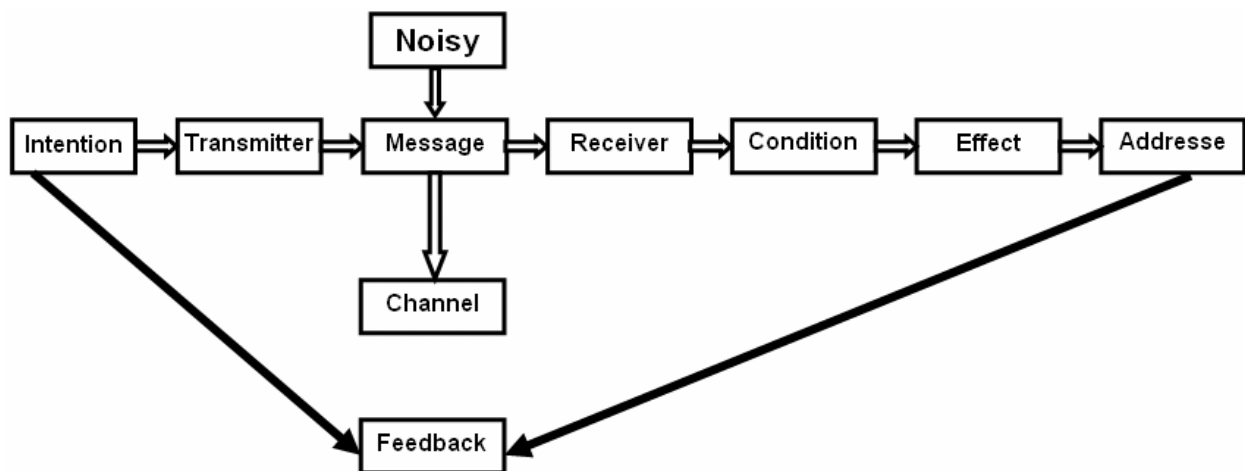
Procedural: It has as objective to develop the activity, in what order the content is going to be exposed , logical order and theme sequences.

Personal: They are the interrelationship of the individuals that communicate among themselves, with ideas, feelings, expectations, attitudes and principles that possess each one and in what way one or another contributes to the communicative process.

The oral expression is the spoken language production and it is considered one of the aspects more difficult in the learning of a second language because it has three basic functions: to transmit ideas, emotions and to persuade. Báez, M. (2006:14).

As it is known, oral communication is a two-way process between transmitter and receiver that involves the productive skill of speaking and the receptive skill of understanding, or listening and understanding Byrne, D. (1989:8). The diagram below shows the communication process given by Harold Laswell and modified years later by Goebels, where he includes two zones more significative to the original diagram, they are: the intention of the transmitter and the conditions of the addressee or receiver, which are involved in the process of interpreting and negotiating meanings.





For a better analyses of the diagram above. Starting from the intention with which it pretends to issue a message, because it depends on the resources that the transmitter must provide to the process the desired effect.

The transmitter acquires a dynamic character, because in certain conditions can be represented by the teacher, the student or different sources of knowledge.

The receiver (student or teacher) is another important human element in this process, where the desired effects are produced, depending on the intention and especially because of their social and individual conditions.

The feedback, starting from the results achieved by students, allows to do the necessary changes in the entire communication process.

On the other hand, Both transmitter and receiver have an important function to perform because the interaction between transmitter and receiver is a complex process, the transmitter has to encode the message that it wanted to convey in an appropriate language, while the receiver, no less actively, has to decode or interpret the message. It should be taken into consideration that the receiver's interpretation will need to correspond to the transmitter's intended meaning. The message contains a good deal of 'information' that is redundant, at the same time, the receiver is helped by prosodic features, such as stress and intonation, which are part of the meaning of the spoken utterance, as well as by facial and bodily movements such as gestures.

. In consonance with these ideas appear in the work of several Cuban authors (Fernández, A.M.; Ortiz, E.; Ojalvo, V.; Gonzalez, F.), some considerations related to communication, provided by Lomov, B. (1983) they are:

- Communication is not limited to verbal language because the whole body is an instrument of it.
- No ways restricted to the transmission of information, not only transmitted, is created within the communicative process itself.
- Communication solves the contradictions between the particular and the general of men, between general and special qualities.
- Man is made of special qualities.

Speech is often characterized by incomplete and sometimes ungrammatical utterances, and by frequent false starts and repetitions, for example, in our English classes, which are seldom small groups, they are class of forty or more, where one student begins to talk to another, transmitter and receiver are constantly changing roles and consequently speaking involves answering to what has been heard. In this case, speaking is an integral part of listening. It is this particular sort of interaction (listen-respond-listen) which is difficult for the learners.

It is stated that the dialogue, exchange of arguments, is one of the necessary instruments of education to this new century. Communicative competence is put into practice when the speaker attempts to establish a dialogue with the listener, it puts all body in movement or some of the different components of communication are exposed according to Barruto (1974), such as:

- The linguistic competence.
- The paralinguistic
- The kinesics.
- The proxemics.
- The executive.

There is no doubt that the main goal in teaching the productive ability of speaking will be the oral fluency. This can be defined as the ability to express oneself intelligibly, reasonably accurately and without too much hesitation, otherwise communication may break down because the receiver loses interest or gets impatient.

So that the student's speech is intelligibility should take into account the following appointment:

Brown, G.( 1977: 13 ) qualified that intelligibility is where the speakers typically go to considerable trouble to make what they are saying clear when a transaction is involved, and may contradict the listener if he appears to have misunderstood. When the message is the reason for speaking, then the message must be understood.

It is said that in the transactional situations, where information transference is the first reason for the speaker selecting to speak, the language tends to be clear and more specific than in firstly interactional situations. It is assumed that normal speakers of a language reach an ability to express their needs, to communicate information, at least in short debates.

It is obvious that everything foreign learner of English, who wish to learn the spoken form of the language, need to be able to express their transactional intentions. When they use the language transactional, it is important that they are able to make clear what it is they wish to this level of clarity when the purpose of speech is firstly interactional.

Rodríguez, G. (2005: 96) outlined that intelligibility is the ability of non-native speakers of transmitting messages with clearness, cleanness, explicitness, precision, sensitivity and comprehensibility, fluently and with a pronunciation nearly to the native like speakers, in order to permit at the moment of receiving messages, decode what they expressed before and restore the feedback processes, it is important to the communicative act.

It is mentioned that intelligibility is the break of the mother language that consists of interaction transmitter-receiver in foreign languages teaching learning process, establishing on this way a feedback process and also codifying it at the moment of speaking.

From Wikipedia, the free encyclopedia: qualified that in phonetics intelligibility is a measure of how comprehensible speech is, or the degree to which speech can be understood. Intelligibility is affected by spoken clarity, explicitness, lucidity, comprehensibility, perspicuity and precision.

The intelligibility of speech refers to the accuracy with which a normal listener can make the fact that some of the information communicated through speech is contained within contextual, visual and gestural cues, it is still possible to understand meaning even if only a fraction of the discrete speech units are heard correctly. However, in large auditoria and places where reproduced speech is used, the listener has limited access to these cues and must rely more upon the sound actually produced by the mouth.

This research assumes the concept given by Byrne, D. (1989: 11) said that intelligibility defined in phonological terms as to be able to make the difference between key sounds, weak forms, basic stress and intonation patterns. For clearly, in order to communicate fluently and permits the vocabulary given to the students be processed in oral fluency.

Intelligibility, of course, at the level of basic understanding is unquestionably important but, when it comes to oral fluency, this term is spread to others areas of languages, for

what the learners of a second language also needs an adequate mastery of grammar and vocabulary. Thus, the students can decode the messages with an enormous clearness and explicit within communicative act at the moment of speaking.

To achieve an efficient oral communication is necessary to form habits and abilities of the speech, which is reached through the exercises preparation, propitiate the speech fixing of an active and useful way to communication. This requires an exercises system stimulus to the students to use the language in the ideas, information and feelings transition by means of speech exercises: dialogue and monologue Antich, R. (1988).

Teaching activities, one of the most effectiveness way for oral practice, has been approachal by different authors and has been defined in different stages. Studies realized coincide they have a great importance in the learning process; contribute to instruction and education of the personality and to the development of reflexive thought.

On the other hand, teaching activities are oriented by the students to realize them in class or out of it, they implicate the search and acquisition of knowledge, the development of abilities and the integral formation of the personality. Silvestre, M (2001:35).

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

- What elements of thought need to reveal.
- What operations of thought to stimulate, how to combine different types of teaching activities.
- What activities promote cognitive, intellectual and formative exigencies.

The conditions in which they are developed.

- What sociocultural aspect they enroll the student.

Moreover, the teaching activities are characterized to be sufficient, varied and differentiated. Caballero, E. (2002:43-44). Sufficient, because they assure the necessary exercitation as the assimilation of knowledge as for the development of abilities. So, if the student is going to learn she/he will learn doing it of an effective way and when she/he is prepared to put the difficulties away. Varied, because they have different exigency levels to promote the effort intellectual in the student since a simple exercise until the solution of a problem, the formulation of a hypothesis and search of solutions. Differentiated, because they are within the range of everybody, they facilitate the attention of the need individuals of the students as to those students need a great

dosage as to those students do not need it. Besides, they are tied with their interests and motives.

Without a doubt, the analyzed criteria before showed a double functionality of the teaching activities taking into account each one of the layers intervene in the teaching learning process.

1) - As mean to learn (students).

2) - As mean to direct the learning process (teachers).

Language practice, however, does not lead to spontaneous creative use of language. The functional-notional approach encourages the students to speak creatively since the very early stages of the learning process by making emphasis on the use of some items of pronunciation, word-forms, structures, or any other linguistic or cultural items that can be used by students as communicative tools. These should normally be integrated, but it may sometimes be necessary to isolate certain items from the dialogue in order to provide the students with a set of items they can use in different communicative situations keeping in mind the uses to which the language is put and through the major role given to speech activities.

### **Diagnosis of the initial state of the oral expression intelligibility of English seventh graders.**

The application of the following indicators (See annex-1) in the initial state consolidated the existence of the stated scientific problem and the need of carrying out this research:

1. Comprehension.
2. Pronunciation.
3. Fluency.
4. Coherence.
5. Verbal tenses uses.

For the execution of the present work, and with the purpose of knowing the real state of the sample, was decided to apply an initial diagnosis, for which several methods were used such as: pedagogic observation, survey and pedagogic test. One of the used ones was the pedagogic observation guide (See annex 2) which was used with the objective of testing the knowledge students possess related to the oral expression intelligibility of the English language, being used in a systematic way and at any moment of the research the following results were obtained:

In the first indicator related to the oral comprehension only three students (14%) can be evaluated of good English language users, seven of them (32%) as acceptable and the rest of the students (55%) unacceptable.

During the evaluation of the correct students' pronunciation, only five students (23%) pronounce the English sounds correctly being evaluated of good English language users, seven of them (32%) as acceptable or regular and the rest of the group (46%) as unacceptable.

The next indicator referring to the mastery of the vocabulary fluency showed the majority of students (46%) have problem with the use of the vocabulary fluency for which they are evaluated as unacceptable users, eight of them (36%) as acceptable and only four students (18%) do it as good English language users.

Besides, from 22 students of the group selected only two students (9%) are evaluated of good because they are coherent during their oral communication, six of them (27%) are evaluated as acceptable and the most of students (64%) as unacceptable.

Regarding the use of the verb tenses, it was confirmed that the biggest part of the group(59%) do not use them correctly being evaluated as unacceptable, five of them (23%) as acceptable because they use them sometime while only four students (18%) are evaluated as good English language users due to they use them correctly.

To be able to confirm the before exposed in the observation guide was carried out a survey to the students (See annex-3) with the objective of proving the different motivations and interests of seventh graders toward English subject. During the processing and interpretation of this survey were verified the existence problems because of the lack of students' motivation on learning a second language.

In the first question of the survey, it was corroborated that the motivational existent problem because the majority of students (82%) do not like this subject and only four students (18%) opined that they like the English subject.

In the second question also the majority of them (68%) think that their oral expression is evaluated of wrong, five of them (23%) answered that their oral expression is regular and the rest of the class (9%) agreed that their oral expression is good.

In the third question, only six students (27%) outlined that they always practice English, the most of them (41%) declared that sometime they do it and seven students (32%) expressed that they never do it.

In the fourth question, it was necessary to do an evaluative scale to know exactly the preference of the students to this subject. For this, it was divided into two subscales for example, the numbers selected between one to five are the less important and the numbers selected between five to ten are the most important for which was confirmed that the biggest part of the group (64%) do not show preference to this subject while only eight students (36%) show preference to this.

In the question number five of this research the majority of students (64%) attributed that the written activities are the most motivating and only eight of them (36%) opined that the oral activities are the most motivating to them. In the last question of the survey could be seen that the majority of them (68%) outlined that the English subject do not prepare them for life while only seven (32%) of them give a positive opinion in regard to this.

For a better verification of the obtained results a pedagogic test was given to students (See annex-4) with the objective of proving the oral expression intelligibility in seventh graders starting from given real situations. For the application of this instrument was carried out a dialogue, where were evaluated in pairs 22 students of the selected sample.

This pedagogic test proved that the learning level of these students is average because they have difficulties in the English oral expression, inasmuch as in the oral comprehension are evaluated of right two students (9%), also two of them (9%) are evaluated of regular while eighteen students (82%) are evaluated of wrong users.

In the same way, it could be seen that the students' pronunciation has been shown in a very low level, only five students (23%) pronounce it in a correct way being evaluated of right, six of them (27%) sometime do it correctly, which are evaluated as regular and the rest (50%) are evaluated of wrong.

On the other hand, it has been observed that the mastery of the vocabulary fluency by students show a low level because the (59%) of students are evaluated of wrong, seven students (32%) use it efficiently sometime, which are evaluated of regular and only two students (9%) use it in a proper way being evaluated of right.

Also, it was proved that the students have lack of coherence in the oral communication, only five students (23%) are coherent during their speech, six of them (27%) sometime do it being evaluated as regular and the rest of the group (50%) are not coherent being evaluated of wrong.

The most of them show difficulties in the assimilation of the grammatical structures what have been observed that eleven students (50%) are evaluated of wrong due to they do not use them correctly, seven students (32%) as regular and the rest of the group (18%) as right English language users.

#### **Activity proposals groundword to enhance the oral expression intelligibility.**

The activity proposals of the present research is supported by the dialectic-materialist method and based on the historical-cultural theory assumes the contemporary Cuban

school. These activities have as main objective to enhance the oral expression intelligibility in seventh graders.

They are characterized to be motivating, flexible, adaptable, dynamic, coherent and developmental. Activities contain in their conclusion the development of a generalizing dialogue.

In addition to this, all these activities answer to the unit number six of the English syllabus assigned by the seventh graders. This unit has ten class/ hours which propitiate the communicative interaction, the enhancement of the fluency, coherence, cohesion, intonation and spontaneity in English language. Therefore, the activities proposed fulfill the following exigencies:

- 1- The provideness of the personal information.
- 2- The description of places, and also the offering of information about the real location of items or places.
- 3- The description of the house (parts of the house and furniture).
- 4- Identification of the members of the family.
- 5- The offering information about what other people are doing.

These and other elements allowed the confection of the teaching activities proposed in this work, which are exemplified by means of a set that proved to be the most effective during their application. (See annex-8)

### **Activity proporsal.**

#### **Teaching activity 1.**

Title: I come to school...

Objective: To express orally days of the week by means of answering oral questions to reinforce the responsibility value.

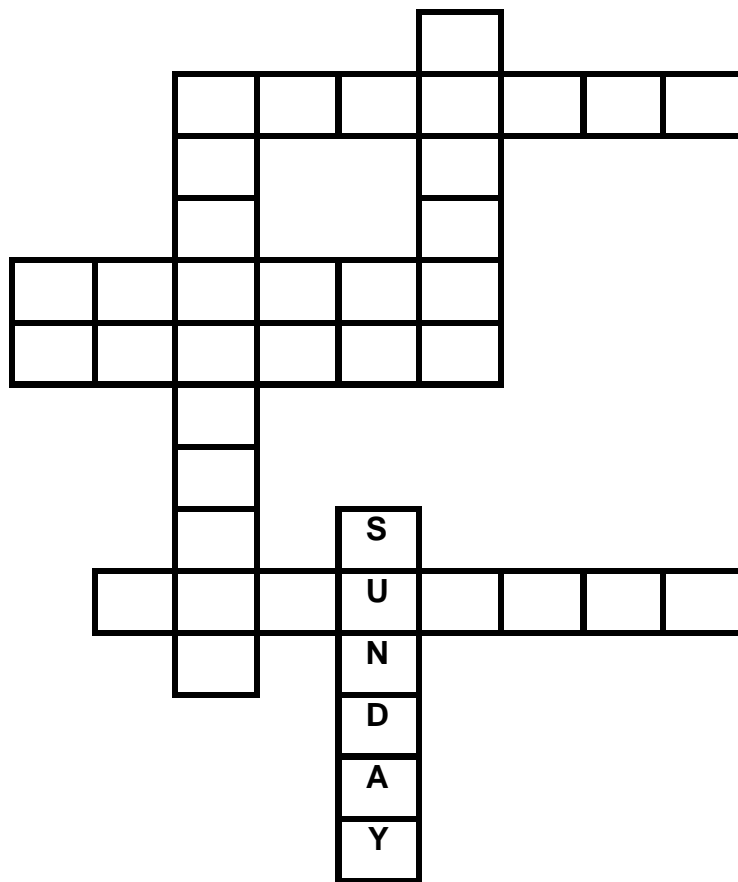
First of all, the teacher will ask the students at the beginning of the lesson what day today is, and what day was yesterday's and what day will be tomorrow, also what the name of their days are.

Procedure:

The teacher will sing the rap song: "I come to school". (See annex-9), two or three times (or more if it necessary) to complete the puzzle with the names of the week. The students will listen to the song several times, at the same time they will try to identify the days of the week that appear in this song. Once students write the days of the week on the board they should read it loudly to enhance in students' correct accentuation of the words. Also, to clear them that Sunday is the first day of the week. After having understood the song and done some imitation practice the learners are ready to answer



some questions like: which day they go to school, what they do at school these days, and which days they are for vacation.



At the end of the activity the students should make a short dialogue using the days of the week. The teacher will evaluate qualitatively and quantitatively.

### **Validation of teaching activities to enhance the oral expression intelligibility.**

After having done the proposed teaching activities and with view to solve the majority of detected difficulties previous to, what it was necessary to apply a final diagnosis starting from proposed indicators newly using pedagogical observation and pedagogical test methods, where could test a progressive and positive development insofar as oral expression intelligibility in seventh graders.

At the end of this research, the same observation guide (See annex-6) was applied again, but now with the objective of proving the students' final state to enhance the oral expression intelligibility of the English language, which was executed of an enthusiastic way and just on time the following results were obtained:

In the first indicator was observed at the beginning only three students (14%) were evaluated of good and at the end of the research it increased to a (68%) of the students. Moreover, there were aspects like pronunciation where five students (23%) were evaluated of good users before applying the teaching activities proposed and after

having done it seventeen students (77%) are evaluated as good users because they do it in a correct way. In the case of the vocabulary fluency at first diagnosis only three students (18%) could be evaluated of good and now with the second diagnosis sixteen students (73%) are evaluated as good users.

The students' coherence showed a very low level the first time this observed guide was applied because only two students (9%) were evaluated of good before but now seventeen of them (77%) are evaluated as good English users due to they are coherent during the communicative act.

Another example is the verbal tenses uses where only four students (18%) were evaluated of good before and now eighteen students, which represent (82%) use them correctly being evaluated of good English language users which show the validity of the teaching activities proposed in this research to solve the oral expression intelligibility problem that had observed before.

To check before exposed a similar pedagogical test (See annex-5) was given to students again, but now with the objective of proving the students' final state to enhance the oral expression intelligibility in seventh graders starting from given real situation. To apply this pedagogical test could be seen that the final results demostate that have improved the oral expression intelligibility in seventh graders in general sense for instance:

In the oral comprehension the (9%) of students were evaluated of right before applying the teaching activities proposed and after having done it the (77%) of students are evaluated of right.

In the case of the pronunciation indicator, it was perceived an increment insofar as the obtained results because only five students (23%) were evaluated of right at the first time and now are evaluated of right eighteen students (82%). In the mastery of the vocabulary fluency by students is now a little more proficient due to only two students (9%) were evaluated of right before but now fifteen students (68%) use it appropriately. In the same way, it has been verified that students have improved their coherence where five students (23%) were evaluated of right and once applied the teaching activities sixteen of them (73%) are evaluated of right English users.

In the last indicator related to the use of verbal tenses, it was shown one more time a remarkable improvement in the assimilation of the grammatical structures because before applying this instrument for second time the (18%) of students were evaluated of right users of the language but now the percentage of evaluated is the (82%) of students what is higher than the previous one. (See annex-7)

The application of the teaching activities proposed sponsored the enhancement of the oral expression intelligibility of the seventh graders to which was verified through a pre-experiment that made possible comparison of the evolution of it, taking into account the behavior of the dimensions and indicators related to the enhancement of English oral expression intelligibility.

The triangulation was used to analyze the instruments applied, and to determine the level of significance of the indicators studied. During the pre-test process was corroborated that the seventh graders are not prepared to express orally in the English language due to the scarcity of their speech abilities, their lack of fluency, vocabulary and grammar. They are not also motivated to this subject.

So when concluding the validation process of the teaching activities applied the indicators suffered enormous transformations corroborating all the reverse of the first techniques results before applied. So that, student's motivation has increased, as well as the correct use of verbal tenses, mastery of vocabulary and proper pronunciation in relation to the oral expression intelligibility in English of the selected sample at same time allowing the students talk freely, fluently and spontaneity in the English language.

## **Conclusions**

The so far made research concludes that:

The seven grade students are not prepared to express orally in the English language, they have lack of fluency, vocabulary and grammar use. They are not motivated for the subject and need to be given interesting materials to enhance their speech abilities.

The consulted bibliography gives support from a theoretical point of view to the need of teaching foreign languages from a more accessible and feasible position, where the attempts made in this field by other researchers have to be seriously taken into account to set a new position as researcher.

The activities proposed take into consideration the consulted groundings and are flexible and adaptable enough in the Junior High School, they provide a new view towards English teaching from a new standpoint.

The reached results demonstrated the effectiveness of the teaching activities applied during the complex process because student's motivation has increased, as well as the correct use of verbal tenses, mastery of vocabulary fluency and proper pronunciation (articulation, accentuation and intonation) in relation to the oral expression intelligibility in English of the selected sample.

## **Recommendation**

- To generalize the solution proposal of the present research.
- To apply in other grades and teachings answering the students' characteristics.
- To continue researching about the approached problem.
- To increase and to diversify the proposal offers this work.

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## **Annex-1.**

### Index to evaluate the observation guide and pedagogical test made seventh graders.

#### -Indicator 1: Comprehension.

Right: They understand all the information given by the teacher and by their partners.

Regular: They understand only the necessary information given by the teacher and by their partners.

Wrong: They do not understand any information given by the teacher and by their partners.

#### -Indicator 2: Pronunciation.

Right: They pronounce the English sounds correctly.

Regular: They sometimes pronounce the English sounds correctly.

Wrong: They pronounce the English sounds incorrectly.

#### -Indicator 3: Fluency.

Right: They show a high level in the vocabulary fluency in the English subject.

Regular: They sometimes show a high level in the vocabulary fluency in the English subject.

Wrong: They show a low level in the vocabulary fluency in the English

#### -Indicator 4: Coherence.

Right: They are coherent during the oral communication.

Regular: They are sometimes coherent during the oral communication.

Wrong: They are not coherent during the oral communication.

#### -Indicator 5: Verbal tenses uses.

Right: They do the correct verbal tenses uses.

Regular: They sometimes do the correct verbal tenses uses.

Wrong: They do not do the correct verbal tenses uses.

## Annex-2.

### Initial-final pedagogic observation guide.

**Observation object:** 22 students of the group number four of the seventh grade from “Ramón Leocadio Bonachea” Junior High School.

**Objective:** to prove knowledge and acting ways that possesses the oral expression intelligibility of the English in seventh graders.

**Total time:** one month.

**Frequency of the observations:** All English’s lessons.

**Type of observation:** Open and participative.

Aspects to evaluate	Evaluative scale		
	Right	Regular	Wrong
Comprehension.			
Pronunciation.			
Fluency.			
Coherence.			
Verbal tenses uses.			

### Annex-3.

#### Survey.

**Objetivo:** Constatar las diferentes motivaciones e intereses de los estudiantes para tener en cuenta sus particularidades.

Estimado alumno: Solicitamos de usted que responda con sinceridad las preguntas que realizaremos a continuación.

1-¿Le gusta la asignatura de inglés?

\_\_\_ Sí      \_\_\_ No.

2-¿Se expresa usted oralmente en inglés? ¿Cómo lo hace?

\_\_\_ Bien      \_\_\_ Regular      \_\_\_ Mal.

3- ¿Le gusta practicar inglés? ¿Con qué frecuencia lo hace?

\_\_\_ Siempre      \_\_\_ Algunas veces      \_\_\_ Nunca.

4-¿Qué preferencia le da a la asignatura de Inglés conociendo que el número 1 es el menos importante y el 10 es el más importante?

5-¿Qué actividades lo motivan más?

\_\_\_ Orales      \_\_\_ Escritas.

6-¿Siente que la asignatura de Inglés lo prepara para la vida? Justifica tu respuesta.

\_\_\_ Sí      \_\_\_ No      Porque\_\_\_\_\_.

#### **Annex-4.**

##### **Initial pedagogical test.**

**Objective:** to prove the oral expression intelligibility in seventh graders starting from real situations given.

##### **Oral Test:**

Two students are talking at school yard. Student A will introduce himself/herself while student B will answer his/her questions.

Student A: Introduce yourself to individual students. Ask about his/her name, age, address, nationality and people he/she lives with.

Student B: Respond to an introduction questions answering his/her questions.

## Annex-5.

### Final pedagogical test.

**Objective:** to prove the oral expression intelligibility in seventh graders starting from real situations given.

### Oral Test:

Two people are talking at bus station. Student A will introduce himself/herself and ask about personal questions while student B will answer his/her questions.

Student A: You are a journalist and you want to write an article about a person 'life. Interview him/her and ask personal questions about name, age, address and others...

Student B: A journalist wants to write an article about your life. Be ready to answer questions about your name, age, address and others...

## Annex-6.

***Quantitative summary results of the initial and final observation guide.***

<b><i>Observed parameters.</i></b>	<b>Initial Diagnosis.</b>						<b>Final Diagnosis.</b>					
	<b><i>Right</i></b>		<b><i>Regular</i></b>		<b><i>Wrong</i></b>		<b><i>Right</i></b>		<b><i>Regular</i></b>		<b><i>Wrong</i></b>	
	<b><i>#</i></b>	<b><i>%</i></b>	<b><i>#</i></b>	<b><i>%</i></b>	<b><i>#</i></b>	<b><i>%</i></b>	<b><i>#</i></b>	<b><i>%</i></b>	<b><i>#</i></b>	<b><i>%</i></b>	<b><i>#</i></b>	<b><i>%</i></b>
1. Comprehension.	3	14	7	32	12	55	15	68	4	18	3	14
2. Pronunciation.	5	23	7	32	10	46	17	77	3	14	2	9
3. Fluency.	4	18	8	36	10	46	16	73	4	18	2	9
4. Coherence.	2	9	6	27	14	64	17	77	2	9	3	4
5-Verbal tenses uses.	4	18	5	23	13	59	18	82	3	14	1	4

## Annex-7.

*Quantitative summary results of the initial and final pedagogical test.*

<b>Observed parameters.</b>	<b>Initial Diagnosis.</b>						<b>Final Diagnosis.</b>					
	<b>Right</b>		<b>Regular</b>		<b>Wrong</b>		<b>Right</b>		<b>Regular</b>		<b>Wrong</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
1. Comprehension.	2	9	2	9	18	82	17	77	3	14	2	9
2. Pronunciation.	5	23	6	27	11	50	18	82	2	9	2	9
3. Fluency.	2	9	7	32	13	59	15	68	4	18	3	14
4. Coherence.	5	23	6	27	11	50	16	73	3	14	3	14
9-Verbal tenses uses.	4	18	7	32	11	50	18	82	2	9	2	9

## Annex-8.

**Teaching activity 2.**

Title: Who is George?

Objective: To comprehend oral questions that ask for personal information by means of a text in order to deep on oral practice.

Time: 30 minutes.

The teacher brings a text to be understood in class.

Procedure:

The teacher will read the text loudly in front of the students.

“My little friend George”.

My little friend George is twelve years old. He lives in Havana city. He studies at Camilo Cienfuegos Junior High School, in seventh grade. He lives in a big blue house with his mother, his father and his little sister. His mother is a doctor and his father is a teacher. George likes studying English. He is a very good student. He plays football every day. He is a very intelligent boy; he is studying to participate in the English contest.

After having understood the text and have done some analyses about new vocabulary, the learners are ready to answer some questions given by the teacher such as:

- a)-What is my little friend´s name?
- b)-How old is he?
- c)-Where does he study?
- d)-Who does he live with?
- e)-What are his mother and father occupations?

Once made this activity, the students will be prepared to perform in pairs the communicative functions studied in the text and they will use other, too.

The teacher will check them quantitatively.

### **Teaching activity 3**

Title: Let's talk about...

Objective: To model a dialogue using different communicative functions and forms studied related to personal information in order to enhance the students' friendship.

Time: 15 minutes.

Materials: Cards.

At the beginning of the lesson, the teacher will greet the students and they will give a model dialogue, which encloses the main functions and forms studied in the previous lessons to be practiced.

Procedure:

The teacher brings a model dialogue to be worked in class. After having made repetition works and analyzed the communicative functions and grammar of the model



dialogue, the students are given some cards with information pieces to work in pairs in order to perform a similar dialogue.

-Lucy is a new student. She introduces herself to Stefan, a friendly boy and they talk about where they live and about how old they are. Act out the conversation based on the following information:

Lucy:

Stefan:

-Saying hello and asking what his name is.	- Saying he is Stefan and asking her name.
- Saying her name is Lucy	- Saying it's nice to meet her.
- Saying it's nice to meet him too.	- Asking where she lives.
- Saying her address and asking his.	- Saying his address and saying how old he is. Then, asking how old she is.
- Saying how old she is and saying good bye.	

The teacher will evaluate the students quantitatively.

#### **Teaching activity 4**

Title: Are you good at guessing?

Objective: To express orally the ways to answer yes/no questions related to personal information by means of a guessing game in order to achieve learners' respect and solidarity.

Time: 15 minutes.

Materials: Cards.

The teacher will start the class with a guessing game creating a good atmosphere in the classroom. On the other hand, the students should be ready to find something that is hidden among their school objects.

Procedure:

The teacher hides some upside down cards with some Yes/No questions, also using the verb to be, about personal information like age, telephone number, address, favorite color, job, etc. They distribute them by anywhere inside the classroom, for instance in tables, in knapsack and others. The teacher will give them instructions of how to arrive the place where they are hidden and how to find these cards using different prepositions studied before. Then, the students will answer these yes/no questions orally in order to

develop their communicative abilities. Once finished this activity the students are to practice the dialogue with their partners using one more time yes/no questions.

At the end, the teacher will give them a mark.

### **Teaching activity 5**

Title: Knowing between us.

Objective: To express orally personal information by means of a spontaneity and coherent conversation in order to develop communicative abilities in the students.

Time: 20 minutes.

Previously, the teacher will start the activity by saying her/his own personal information so clear that the students will do it after by means of a coherent conversation.

Procedure:

The teacher will explain how to proceed the activity. The game supplies with several members (the more the better). The students should sit on the floor in a circle form. To carry out this activity there must be a pencil or pen in the center of the circle. A player should rotate the pencil, once the pencil stops rotating it will point out a couple of people. Front end will point out the player who will ask some personal information questions. Back end player should answer the questions. The students will talk freely about what they learned in the previous lessons and the teacher will give a quantitative mark to those students who have the most outstanding participation. After having done this activity the students should perform a dialogue using the following communicative functions:

- Meet someone formally.
- Introduce yourself.
- Introduce someone else.
- Ask for occupation.
- Ask for description house.

### **Teaching activity 6**

Title: Find the real location.

Objective: The students, helped by teaching aids, will express orally the right directions using the prepositions studied before in order to reinforce values like solidarity while offering help to other people.

Time: 20 minutes.

Materials: Posters.

The teacher will begin the activity making some questions among them where they live and what their addresses are.

Procedure:

The teacher will explain how to carry out this activity. The students, first of all, should analyse the chart and circle the words that refer to different preposition studied in the previous lessons (they may appear in column form, line form or form left to right or vice versa). The students will copy the words they found in their notebook. The words will be checked on the board and orally in order to practice the students 'correct stress. The teacher will show them some posters illustrating parts of the house, specifically the correspondent furnitures. So, the students are to answer some questions like: where the TV set is, where the rocking chairs are, etc.

Later, the students will make a dialogue using the vocabulary studied.

B	S	M	O	R	F	R	A	F
X	E	K	N	L	N	G	O	P
Ñ	A	T	U	H	P	E	P	O
Y	V	C	W	Y	S	D	Q	T
Q	Z	O	J	E	G	E	O	T
B	E	S	I	D	E	J	T	X
Ñ	I	W	N	K	R	N	E	E
B	A	C	R	O	S	S	L	N

Finally, the teacher will check up the mistakes among them and give marks.

**Teaching activity 7**

Title: What am I doing?

Objective: To express orally the ways to ask and answer questions about actions that take place at the moment of speaking in order to enhance students' pronunciation.

Time: 15 minutes.

Undoubtly, one of the most effective activities for oral practice in English lessons is the mimic to get the students to try to guess or to identify what exactly it is. Act out is the most motivating activity for them.

Procedure:

The students 'classroom is going to be divided into two teams, specifically team A and team B. The first student of the selected group starts his/her mimicry and he/she is to

ask to the other team what he/she is doing at the moment. A student of the other team should try to guess what it is and should answer what the other student is doing correctly. Also, the group may have four or more members to do this activity in order to practice the questions and answers intonation given by the students. After having done this the students should work in pairs.

The team takes turns to ask and answer questions. Five points will be granted for each correct answer. The winner is the team that scores more points.

Variant:

This activity can also be possible using other mimics such as animals, moods, feelings, jobs, etc. An example is: one student is going to mimic an animal and the student of the other team should identify what animal it is and saying its English name.

### **Teaching activity 8**

Title: Let's do it.

Objective: To express orally the different linguistic forms studied in the previous lessons by means of a transformation activity in order to strengthen students' knowledge and capacity to communicate.

Time: 15 minutes.

To start this activity, the teacher will give different verbs (at least some of them accompanied by complements) for the students to use them to create new sentences using as reference to the simultaneous actions.

Procedure:

The teacher starts with a model sentence to express an action that is happening at the moment of speaking, for instance: I am studying at this moment. A student of the group will follow the conversation transforming the sentence. He/She will change the personal pronouns and the verb to be. The rest of the sentence will not change. It will continue being the same for instance they should say: Peter is studying at the moment. And the following students will create another sentence using the same sequence. If the personal pronouns ran out, then the teacher will give another sentence to be used again.

After, the students will talk freely about what they learned in the class in pairs, by means of short dialogues. The teacher will check the activity with quantitative evaluations.

Variant:

Also, this activity may be possible by pictures which are rich in vocabulary to be used. An example is: one student is going to serve the moderator. The moderator will ask: what is she/he doing? (Pointing at the picture). The students will try to answer the

question using the correct verbal tense uses. The student who answers correctly will pass to be moderator.

## **Annex-9.**

### **Rap song:**

I come to school, one Monday,  
Tuesday and Wednesday,  
Thursday and Friday,  
I come to school these days.  
Saturday and Sunday,  
It's time for me to rest.  
Good bye to you teacher,  
Good bye to you brother,  
Good bye to you sister,  
It's time for me to go.