University of Pedagogical Science

Cap. Silverio Blanco Núñez.

Sancti Spíritus

Specialty: Humanity

Diploma work presented to choose the degree of college graduated in education.

SET OF ACTIVITIES TO DEVELOP ORAL EXPRESSION ABILITIES.

Author: Lázaro Gómez Delgado.

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Acknowledgement

- Thank to my God Father Jesús who always has been by my side in my hardest moments, giving me the strength I need to go on .Thanks.

- Thanks to my mother too because without her i would not be able to finish my studies.

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Dedication

I would like to dedicate my all effort to my God because without him I am not able to fulfill my marks.

Abstract

This paper has as objective: to propose a set of activities to provide oral expression in 9th grade students. The researcher applies different methods on the theoretical level like: induction-deduction, analysis-synthesis, and the historical and logical one. On the empirical side: document analysis, observation, and interviewing. On the part of mathematical methods, the percent analysis happened to be of use; and statistically, the research made use of stats analysis. Among the main results reached there was a conceptual approach on the issue object of study, in addition to regularities derived from the study of the diagnosis and a sound grounding on how to solve it. There was, furthermore a description of the experimented results.

Table of content

Introduction

The development of oral expression abilities in Junior High School students in English answer to the importance of foreign languages in the current world and the social political changes of our country.

The oral expression abilities are a group of achievements and claims of established norms to be bettered in each case. Other authors' studies were considered as antecedents: Byrne (1989), Cañizares.R.M (2010) and Hernández Meneses.N.C (2009-2010).

Everyday contact with his ninth grade-class 1 students has proven that the students' poor oral expression abilities requires an urgent proposal, during the observation of the pedagogical practice some problems related with this have been found. For these reasons it is convenient the necessity of investigating the problem referred to the insufficient development of the ability of oral expression in the English language of ninth graders.

Taking into consideration this necessity, the following **Scientific Problem** is stated**:** How to develop oral expression abilities in ninth grade-class 1 students from Beremundo Paz Sanchez School.

Objective: To apply a set of activities directed to provide oral expression abilities the ninth grade-class 1 students.

Scientific Questions:

1. What is the theoretical grounding that supports oral expression abilities in English in ninth grade students?
2. Which are the deficiencies and potentials of oral expression in English of ninth grade-class 1 students?
3. What kind of activities can foster oral expression abilities in English in ninth grade-class 1 students?
4. What results are to be gotten from the activities proposed by the author tributing to providing ninth grade-class 1 students with oral expression abilities?

Scientific tasks:

1. Determination of the theoretical grounding about oral expression abilities in English in ninth grade.
2. Diagnosis of the reality about oral expression abilities in English in ninth grade-class 1 students.
3. Proposition of a set of activities to provide oral expression abilities in English ninth grade- class1 students.
4. Evaluation of the results of the activities proposed to provide ninth grade- class 1 students with oral expression abilities.

Independent Variable: A set of activities to develop the oral expression.

Dependent Variable: Level of development of oral expression abilities.

To transform the Dependent variable the following dimensions and indicators were taken into consideration (See annex 2)

Methods

This research has made use of the following methods from the theoretical, empirical, statistical and mathematical viewpoints as an important part of the process. (See annex 3)

This study has been carried out in a population of 78 students, taking from this a sample of 30 from class1out of ninth grade in Beremundo Paz Sanchez Junior High School.

Scientific Novelty

The Scientific Novelty is spotted on the set of activities that are characterized by: reaching levels of coherence, union and emphasis in the oral expression ability providing the students with proper pronunciation patterns. They are new and different because they have been prepared taking 100% into account the lacks, will and the diagnosis of the ninth graders the researcher works with.

The practical significance goes to providing a set of activities based on the functional and notional approach in order to develop English oral expression

abilities in ninth grade-class 1 students; such set is based on reaching student-student and student-teacher interaction to facilitate oral expression.

This paper is structured the following way: introduction, development, conclusions, recommendations, bibliography, and annexes.

Development

1.1 Teaching learning process grounding of foreign languages

The English curriculum has been designed to contribute to reinforcing the curriculum of junior high school students taking into account the student's psychology and physiology, the preparation of man, his formation in the principles of the revolution, his responsibility to create: also an active environment of cooperation where habits and abilities have been formed gradually during the teaching-learning process, where not only study and practice but also creativity and problem-solving make him assume risks when he learns new languages.

The author gives a tremendous importance to the contribution of the school in the multilateral formation of man for a living, to the different aspects where the school plays a basic role, the authors also considers very important to make the students assume a leading role in the teaching-learning process because it is a good way to form gradually their abilities in the learning of foreign languages.

1.2 Oral expression

The teaching process of a foreign language has necessarily to be parted into components for purposes of study. There are three main components:

- The teaching acts of presenting and explaining the new material.

- Practice-providing.

- Testing.

The above components of presenting, practicing and testing correspond to strategy-production paradigms. It is necessary to guarantee that students perceive and understand the new language by paying attention, by constructing meanings, by formulating rules or hypotheses that account for it, and so on; they should make conscious efforts to learn it thoroughly (by mental rehearsal of items, by examples, or by finding opportunities to practice); and they should check among themselves (get feedback on performance, and ask to be corrected).

Learning is the assimilation of a certain content, knowledge and activities that are conditioned in definite situations. It means that learning is a chain of conscious acts oriented to a goal, directed by social needs and regulated by social practice. (Acosta Padrón and others: 2003).

The definition above views learning as a product, however, it can also be considered as a process by means of which people introduce changes into their behavior, improve their ways of acting, reorganize their ways of thinking and find out new forms of activity.

Teachers should ask themselves. "How do students learn the content?", rather than "What should I do to teach the content? This question emphasizes on the view of learning as a process. For this in the teaching process of a foreign language is proper take into consideration relationship between thinking and speaking in its relation to form the verbal thinking stated by (Vigotski 1934:20). The internal thinking and the oral activity have a close relation one depend from the other. There is not thinking way without a word, it would stay in an empty shadow, and a word without thinking is a dead word.

In the teaching learning process of a foreign language the oral expression is one of the ruler ways of the language, it give to the students a high level of information in a few time, in the proper way and with a coherence in the content given (Gonzalez Castro.V: 1989:88)

Oral expression is a two-way process between speaker and listener and involves the productive skill and the receptive skill of understanding. In the diagram bellow, Donn Byrne (1989:8) shows how all four skills are related. It is important to know that receptive does not mean passive: either listening or reading, involve students in the process of interpreting and negotiating meanings.

Spoken language

| Receptive Skills | ← | Understanding | Speaking | → | Productive Skills |

Written language
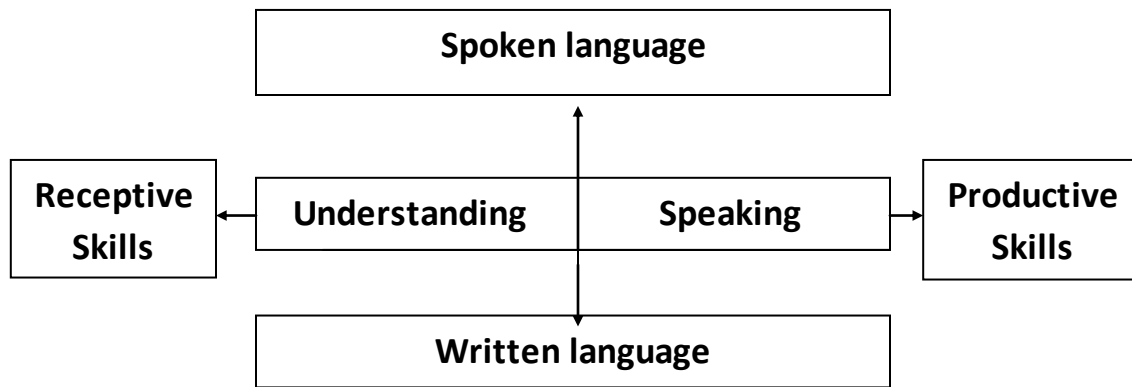
As Donn Byrne (1989:8) states, speaker and listener have a positive function to perform. The speaker has to encode the message he/she intends to express in an appropriate language, while the listener has to decode or interpret the message. It has been perceived though, that sometimes in real practice, the listener does not get exactly what the speaker intended to express. The message itself, in normal speech, usually contains more information than the listener actually needs in order to understand. That is why; students are sometimes given clues or key words to help them interpret the main idea instead of deciphering the whole message word by word.

At the same time the listener is helped by prosodic features, such as stress and intonation, which are part of the meaning of the spoken utterance, as well as facial and bodily movements such as gestures. Teachers can use teaching-aids, mimics or make voices among other didactic tools, in order to make it easier for the students to understand the message. We should also note that, in contrast to the written language, where sentences are usually carefully structured and linked together, in speech we can often find incomplete and sometimes ungrammatical utterances, which allow the students to speak freely without fear of being interrupted or corrected as long as their mistakes do not interfere with the comprehension of the message.

A lot of class-hours should be devoted to develop oral productive skills. However, understanding cannot be left to take care of itself since it is very difficult. When the students try to use the language for themselves outside the classroom, without any guidelines over a conversation, understanding turns very difficult. Furthermore, lack of understanding or expressing capacity often results in nervousness, which will probably inhibit the ability to speak. It

evidences that in the classroom, the students are more likely to use the language reproductively, using certain guiding   to help them in different communicative situations; however this guiding does not help them speak freely and spontaneously when a communicative necessity suddenly appears.

The main goal in teaching the productive skill of the oral expression will be the fluency. It is very important to keep that in mind, otherwise the listener could easily get bored and lose interest on what is said to him. To attain this goal, the teacher will have to bring the students from a stage where they are mainly imitating a model of some kind, or responding to ideas by means of mechanical interchange through the use of certain communicative functions. (note, however that, these two processes should be carried out all the time, side by side, although the proportion of controlled speech to free speech will change as the course progresses). It is important to consider, that success in fluency is hardly ever reached by students and that it is one of the most difficult features of   oral expression.

1.3 Requisites of Oral Expression

Articulation and pronunciation of sounds.

Intonation

Tone of voice.

Mastering the content.

The correction and adequate use of words.

Coherence.

Clearance and expression

1.3.1 Distinguishing characteristics of oral expression:

1-Use of voice and others expressive resources as mimic.

2-Inmediateness and spontaneity

3-Selecting rapidly the correct vocabulary.

4-Detailing construction and fluency.

5-Excess of detailing colloquial phrases.

6-Digressions.

7-Not always last.

8- The communicative unit will show the interactive and sonorous aspect of the interpersonal message and the public.

9-Expressive (According to the one who listens).

10-It could be easily and lovely

11-Abuse of ellipsis, which don't let it clear.

12-Enough use of extra verbal affective resources.

13-Build into (by times) incorrect interpretations.

14-Use of monotony and redundancy

15-It's very changeable.

1.3.2 Voice characteristics*:*

Intensity: It could be normal weak or strong.

Tone: it could be grave, mid, high pitched and inflexed

Timbre: it could be hoarse, sonorous, nasal, deaf, and shrill

Intonation: it could be monotony or melodic

The oral expression can also be spontaneous natural or may be not spontaneous or reflexive.

The spontaneous or natural doesn't require previous preparation since it is immediate. It permits the confrontation with the interlocutors.

"Actually we live speaking, requesting, giving information, discussing, commenting, and talking."

Conversation is one of the most used ways of the spontaneously oral expression. This permits the development of spontaneity and originality of the students, it makes the students take an active part and keep their interest in it.

Some of its characteristics are:

- Spontaneous flow of oral expression.

- The use of simple words.

- Neutrality in the expressions.

- Proper condition to develop it.

Different kinds of conversations:

Conventional: it happens between two people that meet for the first time in a hospital, bus stop, at any informal place and improvising.

Friendly: it happens between two people with a certain grade of trust and love.

Directed: In this kind of conversation the theme is selected previously.

Teaching or pedagogical: It is used as a teaching communicative process to develop the students' knowledge without forcing it, it creates natural nexus teacher - student.

As a didactic resource the conversation offers two possibilities: the conversation as exercise of formation, with certain independence to the class themes and the conversation as a tool to elaborate ideas about any determined theme of the program. In both cases, it will touch the same point of view.

1.4 Ability

The term ability has been defined in different ways by psychologists and pedagogues , but in general it is a synonym of know what to do, it constitutes the domain of psychic and practical actions that allow us a rational regulation of the activity, with the help of habits and knowledge that people own.

The ability is a component of the activity that occupies an important role in the development of the different pupil-tasks. It is considered that the students own

ability when they are able to get knowledge and operate with it. The ability has to be constructive; the pupil gets to structure the steps to follow for the pedagogical actions to become an ability. The abilities have to be organized and have to have the qualities that allow the students' train.

We cannot forget that abilities turn out from systematization, they carry out the repetition of actions and reinforcement, only with this demand teachers and students can guarantee the achievement of fixing levels of productive assimilation.

All teachers have to know the theoretical base of ability, but the most important thing that he or she should know is how to work the formation in different grades and teachings.

 The ability must be linked to the knowledge, the dialectical unity between both in what favors the intellectual development of the students.

Álvarez C (1999: 56) said: "Ability takes part in the discipline content, characterizes in the didactic field the actions that are done by the students to interact with the study object, with the ends of transforming them".

Petrovsky, A.(1981:188) recognized by ability " the domain of a psychic and practical system of activities, necessary for the concern regulation of the activity, of the knowledge and habits".

In the same sense Danilov and Skatkin pronounced (1978:127),   ability is:

"…a pedagogical complex extraordinarily complex and ample: it is the men acquired capacity of using creatively its knowledge and habits, during the theoretical and practical activity process".

Mercedes López (2003: 1-2) the ability constitutes a complex system of operations necessary for the regulation of the activity (…) it must be guaranteed that the students assimilate the elaboration forms, the mode of acting, the techniques to learn, the reasoning ways, in such a way that with the knowledge they attain the formation and development of the abilities.

The referred authors, one way or another   consider that the ability is developed in the activity and that it implies the domain of the cognitive, practical and evaluative activity form, that is to say, " the knowledge in action, this is   what the majority of the authors subscribe from the historical and cultural approaches.

The appropriation of general abilities leads to the formation of a theoretical thought (Dividov, 1986), that is to say, that they can operate with theoretical generalization, with concepts, laws, general principles, with the knowledge essence. If only specific abilities are developed, the type of thought that is formed is the empirical, on the contrary, the domain of general abilities, oriented to the essence, allows the students to think theoretically, that signifies to determine the essence, establish nexus and relations and apply   knowledge a new situations.

Ability

General   Specific

Intellectual   Teaching
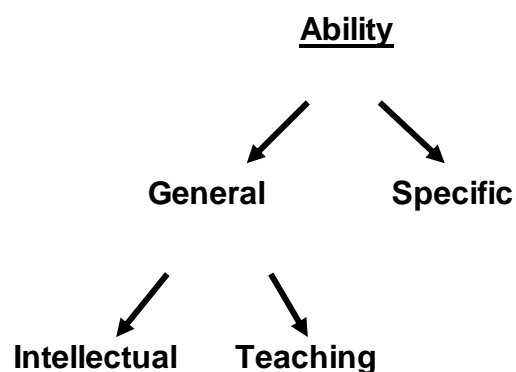
The author goes for some **general abilities of intellectual character** that have been developed in present didactics: observation, description, comparison, classification, definition, explanation, exemplification, argumentation, assessment, solutioning and problem-stating, modelation, question elaboration, and hypothesis statements.

Within the **general abilities of teaching character** are found: abilities related to the teaching work of the students in the teaching- learning- process.

- Perception and comprehension of the material object of study.

- Note taking

- Bibliographical and content filing

- Synthesis of information

- Express orally ideas and view points

- Prepare reports and projects

- Elaborate tables and graphics

- Plan, do and propose experiments

- Control its own activity

- Back up results

1.5 Activity, Definitions and Features from a verbal perspective.

Of all communicative skills (listening, speaking, reading and writing) speaking seems, to a certain extent the most important, since the persons who master a foreign language are referred to as speakers of that language. Besides, most foreign language learners are primarily interested in learning to orally let themselves be understood. In addition, classroom activities that develop learners 'ability to express themselves through speech, that is orally would therefore seem an important component of a language course. The act of communication between two or more persons in order to interchange messages has an urgent need of oral expression abilities within understanding and being understood.

The theory of verbal activity is based on the general theory of activity developed in the former Soviet Union by A. A. Leontiev and his followers.

Verbal activity is a type of active relationship between man and the world. It is a process in which man uses language to transmit and assimilate the socio-historical experience, to establish communication and to plan his activities.

Zimnaya, defines verbal activity as a language system that activates, mediates and orients man's exchange with reality, a process of transmission and reception of information conditioned by a communicative situations. This definition is useful in terms of language teaching as it involves the concepts of language, process and situation which become teaching content.

The concept of verbal activity is opposed to verbal behavior. Man does adapt himself to the environment but he also assimilates and transforms it thanks to his capacity to plan and foresee his activity. Verbal activity is a kind of activity in which man uses language as a means to interact with the world.

The category of activity, as González (1989) remarks, goes beyond the term conduct. Activity involves the individual in a complex system of relationships with reality in which essential aspects of his psychology are formed.

Vigotski (1960) summarizes the structure of organization of verbal activity when he says:

- Language should be considered a verbal action inserted in man's cognitive and productive activity.

- Activity as a whole is motive-oriented. A motive or hierarchy of motive impedes man to set his goal beforehand.

- Verbal activity should be associated with the solution of cognitive problems and so language is used as a means to solve problems.

- The orientation and planning stage could include an orientation activity of any complexity. Comprehension of a text is a pre-requisite for verbal action, which includes the planning of the statement at the semantic level of language. This is based on images schemes and only rarely on words and word combination.

A. A. Leontiev distinguishes three stages in verbal activity:

--- Planning and orientation, realization and control.

On the other hand, mastery of language as communication implies:

Imparting knowledge orientation, forming verbal habits, perfecting verbal habits and creative activity (communication).

In this work this concept is assumed because, these stages are closely related to the components of the activity that is, needs, motives, objectives, actions, operations and conditions. The object of the psychological contents of verbal

activity in thinking. It determines the activity as a whole in such a way that language is the means, and speech is the procedure of forming and formulating thought.

2.1 Current state of oral expression abilities in the ninth grade students

The author of this investigation sprang from the following weaknesses in the students: incorrect pronunciation of consonant and vowel sounds, an irregular maintenance of voice tone, other weaknesses were word and sentence stress and the statement and questions pitch. All these difficulties were found after the pre-experiment carried out during the pedagogical practice in a population of 78 students taking a sample of 33 students.

Departing from the weaknesses shown by the result of the pedagogical test a proposal of activities has been made with the objective to develop the students oral expression and provide them of enough tools to work taking into account their own characteristics. The main characteristics of these activities are that they will be directed to junior high school students, these activities will support the development of oral expression in ninth graders, these activities will be more dynamic and flexible according to the students' characteristics. in order to get them into a professional context, it is necessary that the students accomplish the objective of their grade when using the foreign language in order help to stimulate and value themselves, integrating as a principle the real domain of oral expression abilities and reinforce the development of some others, stimulate and challenge them to use English in real context; to use pair works, didactic games and communicative functions to promote the active learning process, promoting the development of learning strategies to reinforce their weaknesses in the learning process, systematization and self-evaluation as part of the teaching-learning process, evaluation of performance, tasks where the abilities acquired can be shown, taking into consideration mistakes as an important part in the learning process spiral. After making the proposal, some methods were used again to corroborate the behavior of the different indicators, giving these results in percent.

At the beginning of this research a diagnosis was given, in which different methods were used with the purpose of detecting the main problems regarding oral expression and its actual behaviour in the sample.

An observation guide was one of the empiric methods used in the research with the objective of verifying the students' real state to develop the oral expression. (See annex 4)

2.2.1 Result of the observation applied

-Regarding **correct pronunciation of consonant and vowel sounds**, it was noticed that, only 2 students (6, 0 %) always used it correctly and 4 students (12, 1 %) sometimes, while the biggest part of the group (81, 8 %) never uses it correctly.

-On other hand, it was verified that the **maintenance of a voice tone** by students is inefficient because 27 students (81.8 %) are never able to maintain it, 3 students (9, 0 %) maintain it efficiently sometimes and only 3 (9, 0 %) always maintains it in a proper way.

-The students' **word and sentence stress** has shown in a very low level, only 3 students for, (9, 0 %) always stress words and sentences appropriately, 3 of them (9, 0 %) sometimes did it and the rest of the group (81, 8 %) never keeps it at all.

-The indicator that measure the **statement and question pitch**, noticed that 4 students did it (12, 1%), 4 did it sometimes for (12, 1%), while nobody else did it, for (75, 7%).

As for **correct choice of words** noticed that 6 students for, (18, 1%) are able to choice the correct words always, 4 of them for (12, 1%), sometimes did it the rest for (69, 6%) are never able to use it correctly.

2.2.2 Results of the survey applied to the sample.

A survey was given to the 33 students of 9th with the objective of checking the observation results already obtained. In the processing and interpretation of this survey were noticed the existing problems regarding the development of the

oral expression due to the lack activities to strengthen it as important part in the teaching learning process. (See annex 5)

-Regarding the teacher's work, it is interesting that 4 students (12,1%) declared, that the teacher always orients activities directed to develop oral expression, 3 students (9, 0 %) answered that he sometimes do it and the rest of the class (78, 7 %) agrees that the teacher never does these kind of activities.

-In relation to the activities quality 3 students (9, 0 %) opined that the activities are good enough to cover all their learning necessities, 5 of them (15, 1 %) expressed that sometimes they are qualified to fulfill their needs and the rest of the group (75, 7 %) do not have a positive opinion.

-It is important to refer to the signification given by the students to the use of oral expression in the process of learning a new language; 3 students (9, 0 %) attributed a considerable importance to the use of oral expression activities in the process of learning a new language, at the same time 5 students, for (15, 1 %) think that these activities have a remarkable significance while the rest of them (75, 7%) do not consider these activities important.

2.2.3 Results of the initial pedagogical test

For corroborating the problem existence, a pedagogical test was given to the sample. This pedagogical test was rated over the basis of 50 points distributed in two questions with different objective. Its principal objective was to measure the students' current state regarding the oral expression abilities, for which the indicators related above were operated with. (See annex 6)

-Analyzing the obtained results, the author can affirm that in the first indicator, referred to **the correct pronunciation of consonant and vowel sounds** , 4 students (12, 1 %) could pronounce correctly, 6 students (18, 1 %) only pronounce correctly sometimes and the rest of the students (69, 6 %) were not able to pronounce correctly never.

-The second indicator was about **the maintenance of voice tone** showed that 25 students (75, 7 %) could not maintain the voice tone, 5 of them (15, 1%)

sometimes did it and a few part of the group (9, 0 %) are always able to maintain the voice tone.

-The third indicator referring to **the word and sentence stress** expressed that only 3 students for (9, 0 %) showed a mastering in the stressing of words and sentences, 4 students (12, 1%) did it partially and the rest of the group (78, 7%) weren't able to stress words and sentences correctly.

-The indicator number four was given to the **statement and question pitch.** The result noticed that 4 students for (12, 1%) always use in the proper way the statement and question pitch, 4 students for (12, 1%) use it correctly and the rest of the group (75, 7%) never are able to pitch the statement and the questions correctly.

-The indicator number five related with **correct choice of words** noticed that 6 of them for, (18, 1%)are able to choice the proper words always , 4 of them for (12, 1%), sometimes did it the rest for (69, 6%)are never able to use it correctly.

2.3 The proposal of activities to develop the oral expression abilities.
In order to give solution to the problems of this investigation a set of activities has been proposed with the objective to strength oral expression abilities in ninth grade-class 1 students. (see annex 7)

Activities proposed to strengthen oral expression abilities in 9th grade-class 1 Junior High School students.

Activity.1

Title: Say how.

Objective: Start up a short talk where: say hello, ask how someone is, answer questions, express surprise, to wish someone or something well, to say good bye; so that their oral expression abilities, as well as their manners improve.

Communicative functions: To say hello, ask how someone is, answer questions, express surprise, to wish someone or something well, to say good bye.

Teaching aids: The teacher will use some different models of the text given in a sheet by two students to work in pair.

Action of assessment:

a) Characteristic of the assessment object.

b) Establish the assessment criterion.

c) To compare the criterion to establish assessment with the object.

d) Gives opinion about the object.

At the beginning, some activities may help develop the skill of relating language forms to communicative functions. An example of this would be the activity Say How.

Procedure: This activity is based on a previous text, which exemplifies the functions and forms to be learned. Having understood the text and done some imitation practice, the learners are going to do some personalizing dialogues and performing their own characters within the conversation and the contexts given, they will make a transposition with the same communicative functions paying special attention to the correct pronunciation of consonant and vowel sounds, the maintenance of voice tone, the word and sentence stress, the statement and question pitch and the correct choice of words.

Orientation: the students should read the dialogue   being careful with the pronunciation of words and tone of voice, word and sentence stress and statement and question pitch.

A: Hello Peter how are you?

B: Hello Mike I am fine, what are you doing?

A: I am working around here now

B: Really! I wish you the best in your new job. Bye

A: Thank you Peter. Bye

With the information of the previous dialogue make your own one and Say How:

- Greet someone.

- Ask about someone's condition.

- Answer.

- Expressing surprise.

- Wish someone well

Control: The teacher will control the activity correcting the student's pronunciation and intonation when they finish the activities.

2.4 Final results

2.4.1 Observation after the application of the activities.

In order to fulfill this investigation a new observation was given to be compare with the initial one. This comparison is to be taken as a reference point as for the parameters that the initial one had, having as objective to verify the behavior of the students' actual state regarding the oral expression. (See annex 4).

-The observation of **correct pronunciation of consonant and vowel sounds** now noticed that the biggest part of the group represented by 28 students, for (84,8%), pronounce correctly, 3 students for (9,0%) in occasions do it correctly , while 2 students, for (6,0%), can't produce English sounds.

-On other hand, it is important to say that **the maintenance of voice tone** has shown a remarkable development with respect to the beginning of this investigation. Now 19 students, for (57, 5%), maintain the voice tone in an efficient way, 4 students, for (12, 1%), maintain it sometimes and 10 students for (30, 3%) representing a considerable part of the group, never do it in the proper way.

-The students' **word and sentence stress,** has shown a higher level now, 27 students, for (81, 8%), do it appropriately, 4 students, for (12, 1%) partially do it, and the smallest part (6, 0%) are unable to do it.

-statement and question pitch also showed a development because 26 students, for (78, 7%), do it always 5 students for (15, 1%) almost always and just 2 students for (6, 0%) never do the statement and question pitch correctly.

-The indicator number five related with the **correct choice of words** noticed that 25 students for, (75, 7 %) choose the words correctly, 3 students for (9, 0%) use it correctly sometimes and the rest of the group for (15, 1%) never are not able to do it correctly

2.4.2 Result of the final survey applied to the sample

At the beginning of this research work a survey was given to a sample of 33 students of ninth grade with the objective of checking their real stated. Now a new survey has been applied in order to know the progressive development of this investigation process regarding the oral expression involving   the lack of activities to strengthen the oral expression. The investigation about this aspect has complemented an important part of this author research. (See annex 5)

-Regarding the teacher's work, 30 students, for (90,9%), declared that now the teacher orients more activities directed to develop oral expression, the smallest part of the group represented by 3 students, for (9,0%), think that the activities don't fulfill their needs.

-27 students, for (81, 8%), have opined about the activities quality, that they feel more comfortable at the time of doing these kind of activities which also let them work easily,   4 students, for (12, 1%) are able to do it sometimes and a litter part of the group, 2 students for (6, 0%) opined that activities are still very hard.

-This survey has shown that many students have changed their opinion about oral expression activities in the process of learning a new language, the biggest part of the group (90,9%) have a considerable good opinion about it, 2 students, for (6,0%) give it a certain importance and 2 students for (6,0%) don't consider it important.

2.4.3 Result of the final pedagogical test

After the pre-experiment applied to the students as an important part of this investigation and taking as guide the indicators used in the initial pedagogical

test, the author of this investigation considers proper to notice the new results of the experiments in order to compare the initial state of the students with their current one after this investigation. For this final pedagogical test the indicators analyzed played an important role in order to get to conclusions. (See annex 6)

-Analyzing the first indicator, that one referred to **the correct pronunciation of consonant and vowel sounds**, is noticed that 28 students, for (84, 8%) can pronounce correctly now, 3 students, for (9, 0%), pronounce with some difficulties and 2 students for (6, 0%) although this investigation has the objective of looking for solutions; these students are unable to pronounce clearly.

-With respect to the second indicator, is interesting to say that the **maintenance of voice tone** has shown some results, 19 students, for (57, 5%), maintain now a mastering over the voice tone, 4 students, for (12, 1%), have sometimes a proper maintenance of voice tone, the rest of the students, 10 for (30, 3%), don't do it anytime.

-The indicator referring to **word and sentence stress** has shown a development in the use of stress in words and sentences. About this, it is noticed that 27 students, for (81,8%) show a correct use of stress in words and sentences , 4 students, for (12,1%), have a partially mastering of this indicator showing problems with the stress of some words and sentences , the rest of the students (6,0%) are unable to stress words and sentences correctly.

-The indicator number four, about **statement and question pitch** noticed that 26 students, for (78, 7%), are now able to use the statement and questions pitch in a proper way, 5 students, for (15, 1%), show still some problems when use it in the different situations given, and the smallest part of the group (6, 0%) never use it correctly .

-The indicator number five related with the **correct choice of words** has shown a significant development now 25 students for, (75, 7 %) choose the words correctly, 3 students for (9, 0%) use it correctly sometimes and the rest of the group for (15, 1%) never are not able to do it correctly

Conclusions

After finish this investigation and obtain the result describe in the body of this work the author has arrived the following conclusions.

The determination of the theoretical grounding to support the development of oral expression in junior high school students shows that it rests in different concepts established   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 diagnosis study made to the 9th grade-class 1 students of Beremundo Paz Sanchez Junior High School about the oral expression in English Language showed the existence of weaknesses in the students' oral expression, motivation and interests of learning a foreign language. It also showed a lack of activities directed to enhance the oral expression abilities.

The activities   proposed   provide the students of set of tools to help them improve oral expression according to their learning level and needs.

The activities applied were effective; because they showed a substantial change in the student's state of oral expression according to their levels of assimilation of the content given.   The student's positive changes proved a developmental once the indicators were corroborated.

Recommendation

The author recommends that this topic be given special emphasis due to its need and importance.

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Annexes

Annex 1

Documental analysis

Objective: to test the different documents that orient the work of the teacher in the grade and the treatment given to oral expression abilities in the grade.

Documents:

- Program of the grade and the subject.

- Methodological orientations.

- Workbook.

Elements checked:

Ninth Grade syllabus has been conceived and carried out taking into consideration the learners' interests for the development of different abilities, particularly those having to do with oral expression. The themes indicated answer the students' interests according to their ages and their psychological, physiological preparation for life. The program also refers the contribution of the subject to the development of new contents on the students, and it makes activities directed to eradicate the difficulties about oral expression abilities including correct pronunciation of consonant and vowel sounds, maintenance of voice tone, word and sentence stress, statement and question pitch, and the correct choice of words, indicators directed to accomplishing to development of students oral expression in ninth grade. The contents are correctly distributed by units with a logical order with respect to the methodological orientations and fulfilling the different cognitive areas and the objectives of the grade. The workbook is distributed in 10 units where are different contents are represented. The activities have been elaborated taking into consideration the different levels of assimilation although sometimes these activities don't satisfy their needs. The activities to the development of oral expression abilities are not sufficient. The use of oral expression abilities in ninth grade student is one of the issues of primacy in the grade.

Annex 2

Indicators

For this investigation different indicators and dimensions were taking into consideration in order to transform the **dependent variable** (the development of oral expression in ninth grade students)

Dimension: **Cognitive**

Indicators: -Correct pronunciation of consonants and vowel sounds.

-Maintenance of a voice tone.

-Word and sentence stress.

-Statement and question pitch.

-Correct choice of words.

Annex3

Methods

This research has made use of the following methods from the theoretical, empirical, statistical and mathematical view points as an important part of the process.

The theoretical level methods have allowed making an analysis of the scientific theory and the interpretation of instruments, in search of possible causes of manifestation of problems, the ones used here were: **synthesis-analysis**, **induction-deduction**, **historical-logical**.

From the empirical level were used during this research: **survey, observation** as consequences of student's activities, in addition to a pedagogical test   also used.

From the **statistical and mathematical** level there have been used the descriptive statistics, and more specifically the percent calculus that let researchers get to conclusions about results.

Annex 4

Observation guide:

Objective: to obtain the information about the oral expression abilities in ninth grade students and their current state.

This observation guide was applied with the objective to watch the real state of students about oral expression abilities.

Indicators to watch:

Indicators	Yes	No
Correct pronunciation of consonants and vowel sounds		
Maintenance of voice tone		
Word and sentence stress		
Statement and question pitch		
Correct choice of word		

Annex 5

Instrument: Initial survey.

Objective: to obtain information about the significance students give to oral expression activities.

1- Regarding the teacher work about the orientation of oral activities, mark with (x) if these kinds of activities are frequently oriented in the class.
___ Always.
___ Sometimes.
___ Never.

2- Mark with (x) if the activities' quality cover all your learning necessities and fulfill your needs.
___ Always.
___ Sometimes.
___ Never.

3- According to your own opinion mark with (x) the signification you give to the use of oral expression activities in the class.
___ Important.
___ Remarkable.
___ Not important.

Annex 6

Pedagogical test

Objective: To find out about the level of oral expression of ninth grade students taking into account the indicators chosen by the author.

 - Answer orally the following questions in paragraph form to an imaginary friend you haven't seen for a long time.

Questionnaire

- What's your school?
- What are your teachers' names?
- What activities do you do at school?
- What's your favorite hobby?
- Who are your friends and who is your best one?

- Talk with a classmate asking and answering   the following:

- How old you are?

- Who you live with?

- What your address is?

- What your country and nationality are?

- What your likes and dislikes are?

Annex 7: Activities

Activity.2

Title: Guessing Activity (Where is it?)

Objective: Ask information and yes/no questions in order to identify things through the use of this in order to reinforce the students manners.

Communicative functions: use of information questions and short questions.

Teaching aid: Different objects of the class, pets, classroom places.

Action of assessment:

e) Characteristic of the assessment object.

f) Establish the assessment criterion.

g) To compare the criterion of establish assessment with the object.

h) Gives opinion about the object.

Procedure: the teacher divides the class into two teams and one of them hides an object somewhere in the room without letting the members of the opposite team see where. The members of the guessing team begin asking questions trying to find out what object   is and where it is, until the object and the place are guessed. The winning team is the one that requires the smallest number of questions to guess paying special attention to the correct pronunciation of consonants and vowel sounds, maintenance of a voice tone, word and sentence stress, statement and question pitch, correct choice of words.

Orientation: Now we are going to divide the class into two teams and we are going to do a guessing activity where you are going to try to find the objects that the opposite is going to hide, the following possible questions and some other depending the context given.

- Is this thing an animal or an object?

- Is one or more than one thing?

- What color the thing has?

- Is it big or small?

- Where is it hiding in the classroom? (In the front in; the back; etc.)

-The students can use some other questions they do.

Learners can be asked to guess a number of other things such as their favorite (color, sports, hobby, animal, etc.), an imagined place where they are, an occupation they pretend to be their own, an activity they did last night, a disease they just had, etc.

Control: The teacher will guide the activity and controlling it, the two teams will be pointed according to their answer and taking into account the correct pronunciation of consonants and vowel sounds, maintenance of a voice tone, word and sentence stress, statement and question pitch, correct choice of words.At the end the team who has guessing more objects will be motivated with recognizing of the all class and teacher will recognize the all group effort too.

Activity 3

Title: Let's talk.

Objective: Introduce themselves using personal information and preference issues in order that they get confidence while express orally.

Communicative functions: Introduce oneself, use of personal information and talk about preference.

Teaching aids: cards with models, different tools related with the topic.

Action of assessment:

  i) Characteristic of the assessment object.

  j) Establish the assessment criterion.

  k) To compare the criterion of establish assessment with the object.

  l) Gives opinion about the object.

Procedure: After making repetition work and analysing the functions of a model dialogue, students are given some pieces of information to work in pairs on the performance of a similar dialogue paying special attention to the correct pronunciation of consonants and vowel sounds, maintenance of a voice tone, word and sentence stress, statement and question pitch, correct choice of words.

Orientation: with the information bellow makes your own performance and dramatizes a similar with your pattern and remembers to use correctly the intonation symbols.

Jake is a new cook at Bernie's coffee shop. He introduces himself to Rosemary, the waitress and they talk about where they live and about what they like to do in their free time.

Act out the conversation based on the following information:

Jake	Rosemary
- Says hi and asks if she is Rosemary.	- Says she is and asks his name.
- Says his name is Jake.	- Says it's nice to meet him and asks him to call her Rosie.
- Says it's nice to meet her too.	- Asks where he lives.
- Says his address and asks hers	- Says her address and says she likes to go to the movies. Asks where he likes to go in his free time.
- Says he likes to play football and watch TV.	

Control: The teacher will check the activity and control at the end of the student's dramatization taking into account the indicators about the correct pronunciation of consonants and vowel sounds, maintenance of a voice tone, word and sentence stress, statement and question pitch, correct choice of words.

Activity 4

Title: The information boxes.

Objective: enhance the student's oral expression by mean of a word order where they form statement and questions in order to ameliorate their oral expression ability.

Communicative functions: asking and answering questions from a certain topic.

Teaching aids: Boxes of information, cards, and board

Action of assessment:

m) Characteristic of the assessment object.

n) Establish the assessment criterion.

o) To compare the criterion of establish assessment with the object.

p) Gives opinion about the object.

Procedure: This is an activity directed to consolidate the pronunciation of the students. Find in a box some cards in which you select the sentences using the correct word order try to find as much as you can and read to your classmates the ones you find. They can do as many combinations as they can do using they can do statements or questions paying special attention to the correct pronunciation of consonants and vowel sounds, maintenance of a voice tone, word and sentence stress, statement and question pitch, correct choice of words.

Orientation: find as much information as you can and tell to your friends the one you find, after, you will make a comment related with the sentences you have discovered, you have to debate with everyone any sentence you want and your classmates will ask you questions about it.

play	Is	swimming	read
do	wrote	beautiful	guava
football	apple	letters	you
How	they	mango	feel?
Elsa	orange	tennis	going to

Students will talk freely about what they find in the boxes the other patterns will make questions about the topics spoken

Control: The teacher will give a quantitative evaluation to those students who have the most outstanding participation. He will make repetition of the different words they can find in the boxes. Teacher will make emphasis in the intonation for questions and answers.

Annex 8

Result of initial observation guide							
		Positives results		**intermediate results**		**negative results**	
Indicators observed	**Sample**	**Students**	**%**	**students**	**%**	**students**	**%**
Correct pronunciation of consonant and vowel sounds	33	2	6	4	12,1	27	81,8
Maintenance of voice tone	33	3	9	3	9	27	81,8
Word and sentence stress	33	3	9	3	9	27	81,8
Statement and question pitch	33	4	12,1	4	12,1	25	75,7
Correct choice of word	33	6	18,1	4	18,1	23	69,6

Results of the initial survey							
		Positives results		**intermediate results**		**negative results**	
Aspects	**Sample**	**Students**	**%**	**students**	**%**	**students**	**%**
Teacher's work of oral activities	33	4	12,1	3	9	26	78,7
Activities quality	33	3	9	5	15,1	25	75,7
Signification given by the students to the use of oral expression in class	33	3	9	5	15,1	25	75,7

results of the initial pedagogical test							
		Positives results		intermediate results		negative results	
Indicators observed	Sample	Students	%	students	%	students	%
Correct pronunciation of consonant and vowel sounds	33	4	12,1	6	18,1	23	69,6
Maintenance of voice tone	33	3	9	5	15,1	25	75,7
Word and sentence stress	33	3	9	4	12,1	26	78,7
Statement and question pitch	33	4	12,1	4	12,1	25	75,7
Correct choice of word	33	6	18,1	4	12,1	23	69,6

Result of final observation guide							
		Positives results		intermediate results		negative results	
Indicators observed	Sample	Students	%	students	%	students	%
Correct pronunciation of consonant and vowel sounds	33	28	84,8	3	9	2	6
Maintenance of voice tone	33	19	57,5	4	12,1	10	30,3
Word and sentence stress	33	27	81,8	4	12,1	2	6
Statement and question pitch	33	26	78,7	5	15,1	2	6
Correct choice of word	33	25	75,7	3	9,0	5	15,1

Results of the final survey							
		Positives results		intermediate results		negative results	
Aspects	Sample	Students	%	students	%	students	%
Teacher's work of oral activities	33	30	90,9			3	9
Activities quality	33	27	81,8	4	12,1	2	6
Signification given by the students to the use of oral expression in class	33	29	87,8	2	6	2	6

results of the final pedagogical test							
		Positives results		intermediate results		negative results	
Indicators observed	Sample	Students	%	students	%	students	%
Correct pronunciation of consonant and vowel sounds	33	28	84,8	3	9	2	6
Maintenance of voice tone	33	19	57,5	4	12,1	10	30,3
Word and sentence stress	33	27	81,8	4	12,1	2	6
Statement and question pitch	33	26	78,7	5	15,1	2	6
Correct choice of word	33	25	75,7	3	9,0	5	15,1