UNIVERSIDAD DE SANCTI SPÍRITUS
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IMPROVEMENT OF THE ORAL EXPRESSION ABILITY IN THE ENGLISH LANGUAGE IN JUNIOR HIGH SCHOOL

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Thought:

″Educar es depositar en cada hombre toda la obra humana que le ha antecedido ,es hacer cada hombre resumen del mundo viviente ,hasta el dia en que vive: es ponerlo a nivel de su tiempo ,para que flote sobre él ,y no dejarlo debajo de su tiempo ,con lo que no podrá salir a flote;es preparar el hombre para la vida″

José Martí Pérez

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Résumé

Ce projet de recherche est fait en raison des difficultés rencontrées dans l'expression orale des élèves de la septième année à l'école secondaire Camilo Cienfuegos, à Yaguajay. Le travail a fait une analyse approfondie par rapport aux dernières théories qui soutiennent l'amélioration de l'expression orale en anglais en tant que langue étrangère. Il traite également les résultats obtenus au diagnostic de la recherche, où une analyse quantitative et qualitative importante est effectuée. Les activités d'enseignement montrées ici sont caractérisées comme motivantes, flexibles, adaptables, dynamiques, cohérentes et de développement et contribuent en même temps à la formation de qualités positives de la personnalité. Pour mener le travail, on a employé certaines méthodes des niveaux théorique, empirique et statistique telles que l'observation, l'enquête et le test pédagogique du niveau empirique, l'analyse et la synthèse, and l'historique et logique et l'inductif et le déductif du niveau théorique pour soutenir et maintenir l'efficacité des activités. Ce travail fournit aux étudiants une structure et une procédure pour améliorer l'expression orale à ce niveau, dans lequel les activités d'enseignement jouent un rôle important.

Abstract:

This Major Paper is carried out due to the difficulties found in the oral expression ability in seventh grade students at Camilo Cienfuegos Junior High School, in Yaguajay. The work makes a deep analysis in relation to the latest theories that support the improvement of the oral expression in the English language as a foreign language. It also deals with the results obtained in the diagnosis stage of the research where an important quantitative and qualitative analysis is done. The teaching activities shown here are characterized as motivating, flexible, adaptable, dynamic, coherent and developmental and at the same time contribute to the formation of positive qualities of the personality. To carry out this work some methods from the theoretical, empirical and statistic _ mathematical level were employed. Among them, the observation guide ,the survey and the pedagogical test from the empirical level, the analysis and synthesis, the historical-logical and the inductive – deductive method from the theoretical level to support and sustain the effectiveness of the activities. This work provides students with a structure and a procedure to improve the oral expression abilities in this level in which teaching activities play an important role.

INTRODUCCION

Communication as a social phenomenon has a key importance in the human society. Verbal and non-verbal communication help us communicate and understand ourselves even with people from other cultures or languages. Therefore, the learning of languages has always caught the interest of various sciences. This interest is also reflected in the field of education, where, due to the continuous process of globalization, the importance of learning foreign languages is increasingly important.

In the contemporary world, taking into account the economic, political and social situation, and particularly the development of computers and communications, it is essential to master a foreign language. It is also known that one in every three inhabitants of the planet speaks English, either because of living in an English-speaking country or because they have studied it in schools in an institutionalized way. In the first case, it is generally thought of speakers from countries such as the United States of America, England and Canada. However, English has official language status in forty-five countries.

English is a language that is present in the most important activities that take place on a global scale. Among these are industrial, scientific, biological and chemical projects, as well as cultural ones. Particularly, in the second half of the 20th century, English achieved the status of an international language of science and technology. As an international language, English is being used increasingly in non-native contexts. Consequently, today no one in the world questions that this language is the most taught, read and spoken that the world has known, because in modern times it is the most utilitarian language.

In correspondence with such conditions in the international arena, the National Education System in Cuba, since the beginning of the Revolution, has given relevance to the study of this language. The teaching-learning of English has passed through different transformations throughout the historical moments up to now. At this time, in the period that has been considered as a new educational revolution, it is of vital importance in the effort to ensure that all citizens achieve a comprehensive general culture. That is why, in all the curricula of the different educations, the teaching-learning of English as a foreign language is prioritized and demanded.

Learning any foreign language, regardless of the purpose, requires the harmonious and integral development of the four skills of the verbal activity: listening comprehension, oral

expression, reading comprehension and written expression, which assure that each student is able to have a more complete mastery of the language.

In Cuba, a political, educational, cultural and ideological strategy is developed aiming at the raising of the overall general culture of the population, in order to consolidate the values of national identity and to prepare ourselves to face the future challenges of the country's economic and social development. Precisely within this strategy has been declared the need for the mass study of foreign languages. On the other hand, Cuba develops intense programs of cooperation with the countries of the Third World in medicine, sports, education, science and technology requiring for it also the domain of foreign languages.

It is considered that the development of oral expression ability has a high priority within the main objectives of the English subject. Oral expression has many functions; through it, students can establish personal relationships, find information, and compare their points of view with others. Different authors have declared some important criteria based on the importance of communication skills. Among the most relevant foreigners, who have analyzed the development of this ability are Brown (1981); Davidov (1982); Coll (1985);Finnochiaro, M. (1989); Kremers.M.F (2000); Cremin T. (2009);Briz Villanueva (2014).National authors include Antich, R. (1986); Acosta, R. (1996); Medina, A. (2004, 2006), and Daquinta Rico(2011).In recent decades, this ability has been gaining importance in the teaching - learning of foreign languages.

Improving the teaching of the English language in general education in Cuba is an objective prioritized by the Ministry of Education in this school year. The subject of English is included from the third grade of the elementary school to the twelfth grade in the senior high school.

The English subject in Junior High School should not only propitiate functional and linguistic efficiency, but also develops the students´ habits, abilities and knowledge in a way that they can communicate (establish a conversation or express their opinions about a certain topic) in the foreign language; besides understanding oral and written information and writing brief and simple texts.

The English subject in the Cuban Junior High School aims to promote the comprehensive formation of students' personality because they are in a transition period from children to adolescents. In turn, this level of education must ensure and reinforce the habits and

students' skills for their future entry to the upper secondary level, which is important for their future profession. It can be said that the learning of English is a social need that must be covered basically in the lower Secondary Level assuming that the values that society raises and prioritizes for the formation of new generations capable of guaranteeing the development of humanity.

Taking into account that oral practice favors communicative interaction, which is the fundamental essence of teaching and learning English, the development of oral expression will allow the student to acquire habits and skills, mastery of the language, and to improve their cultural horizon on different topics of our country and the world.

The current methodological guidelines propose three types of practices for the development of oral expression: controlled practice, semi-controlled practice and free practice, as well as the suggestions of some activities and exercises that can be done in each stage of the lesson. They propose that teachers develop other exercises in correspondence with the characteristics of the students to develop oral expression in English in their lessons, also relying on fragments of video classes where natives intervene, as well as other audiovisual media.

At present days in the seventh grade students from the local Camilo Cienfuegos Junior high school in Yaguajay, a diagnosis was employed where different scientific methods and techniques were used, through which strengths and weaknesses were identified about the development of the oral expression in English. As **strengths:** the role played by the school and the English teachers was notable. They have the necessary teaching resources for the development of the teaching-learning process and they prefer to work in groups rather than working individually. The students know the importance to master a foreign language and they feel the necessity to learn English as a foreign language. They actively participate in the lessons. However, they are having difficulties, concerning their speaking abilities in the English language due to their insufficient understanding of what their teacher says when teaching. Thus, the class cannot interact among themselves because they do not feel self-confident when it comes to pronunciation, this disadvantage handicaps the students' oral performance ,mainly because they do not master the structural words and the lexical items ,this subsequently affects in a very negative way the students′ motivation towards the subject.

Through observing lessons in interrelationship, by doing bibliographical reviews, by carrying out interviews and surveys among the students and by interviewing the seventh grade teacher, difficulties in a tight connection with the poor development of the student's oral expression were found and approached.

Some **weaknesses** were determined such as the poor mastering of some communicative functions of the language, some degree of incoherence when speaking, limited use of vocabulary, difficulties with fluency and intonation, incorrect use of verbal tenses ,inappropriate pronunciation of words, pairs interaction last less than a minute, too much hesitation in the speaking act, wrong use of questions patterns, constant halting and dependence of what is written, they use the language orally only with fixed pairs, they limit their vocabulary to three or four words in each interaction, they learn the content per unit and not interrelate it in the coming lessons, they do not use the language beyond the sentence level and they do not paramount the subject.

Through from the science this problem has been treated, still today the students of this level face difficulties when speaking in the English language. For this reason the work formulates the following **scientific problem**. How to contribute to the improvement of the oral expression ability in the English Language in seventh grade students at Camilo Cienfuegos Junior High School in Yaguajay?

From this the following **objective** is stated to apply teaching activities for the improvement of the oral expression ability in the English language of the seventh grade students from Camilo Junior High School

With the purpose of fulfilling the objective before stated and for a better structuring of the work the following **scientific questions** are formulated:

1. What theoretical and methodological grounds support the oral expression ability in the English language?
2. What is the current state of the oral expression ability in the English language in seventh grade at Camilo Cienfuegos Junior high School?
3. What characteristics should the proposal have to improve the oral expression ability in the English language in seventh grade students at Camilo Cienfuegos Junior High School?
4. How to evaluate the proposal for the improvement of the oral expression ability for seventh graders from Camilo Cienfuegos junior High school?

   As anticipation to the scientific questions the following **scientific tasks** are stated.

1. Determination of the theoretical and methodological grounds that support the oral expression ability in the English language in seventh grade students at Camilo Cienfuegos Junior High School.
2. Diagnosis of the current state of the oral expression ability in the English language in seventh grade at Camilo Cienfuegos Junior High School.
3. Elaboration of the proposal to improve the oral expression ability in the English language in the seventh gradestudents at Camilo Cienfuegos Junior High School.
4. Evaluation of the proposal effectiveness for the improvement of the oral expression ability in seventh graders form Camilo Cienfuegos Junior High School.

For this research has been selected a **population** of four groups from seventh grade which is composed of 124 students at Camilo Cienfuegos Junior High School, in Yaguajay. The kind of **sample** taken was non-probabilistic and in an intentional way because the students are the one that have similar characteristics of the whole population. It is supported by 34 students from group number four that represents 19, 8%.; 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. The learning level is average because they have 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, and 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 improve the oral expression with a significant degree of cognitive independency.

During the researching period, different methods from the empirical, theoretical and statistic level were used:

The theoretical level methods:

Analysis and synthesis method: It allowed to analyze the main concepts and contributions of some 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 permits to analyze comparatively the concepts with different focuses on the theory and to develop different elements that compose them.

Historical-logical Method:

It was 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.

Inductive – Deductive Method:

It was employed to establish generalization in relation to the scientific results coming out of the investigation, starting from the analysis of the criteria given by different authors and besides that emerging from scientific theory.

Method of the empirical level:

It made easier the study of the antecedents of the oral expression difficulties, as well as the evolution that it has had during different stages. Moreover, it allowed to deep into the study of the development of the oral expression ability in seventh graders.

Observation:

Throughout the research process, it constituted a way to prove knowledge and attitudes that students possess in relation to the oral expression ability in seventh graders.

Pedagogical test:

It was used with the objective of showing the oral expression ability production in seventh graders before-while and after the research paper.

Document Analysis:

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

Method of the statistic _ mathematical level:

Percentage Calculation: It permitted to determine the percentage that represents 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 draw 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.

Scientific Novelty:

The teaching activities relied on procedures based on the Communicative Teaching Language method that contributes to the oral expression ability in seventh graders. It is composed of varied oral exercises to reinforce spontaneity, fluency, intonation and coherence in the English language.

Practical Contribution:

It is stated in offering different teaching activities, which are supported, from a theoretical standpoint and a practical realization that improves the oral expression ability in seventh graders.

DEVELOPMENT

1.1 THEORETICAL AND METHODOLOGICAL BASIS THAT SUPPORT THE DEVELOPMENT OF THE ORAL EXPRESSION ABILITY IN THE ENGLISH LANGUAGE

In this chapter a deep analysis is made in relation to the latest theories that support the improvement of the oral expression in the English language as a foreign language. It also deals with the results obtained in the diagnosis stage of the research where an important quantitative and qualitative analysis is done.

1.1.1The teaching-learning process in seventh grade.

With the development of the Third Educational Revolution, the teaching of English in the secondary level has undergone profound pedagogical transformations. It is wanted that students from Junior High School complete an integral mastery of reading and writing, listening comprehension and oral expression with an emphasis on the latter.

At this level, new techniques and auxiliary means are put into practice that require the design of new methodologies and actions for the direction of the teaching-learning process of this subject.

Students are used to learning in a reproductive way which affects the development of abilities and their possibilities for critical and self-critical reflection of the knowledge they learn, hence their conscious inclusion in the process is limited.

The teaching-learning process (TLP) has been historically characterized in different ways, ranging from its identification as a teaching process, with a marked emphasis on the main role of the teacher as a transmitter of knowledge, to the most current conceptions in which the TLP is conceived as a whole integrated, which highlights the leading role of the student. In this last approach, the integration of the cognitive and the affective, of the instructive and the educational, as essential psychological and pedagogical requirements, is revealed as a determining characteristic.

In our country the planning of the teaching-learning of foreign languages, has been directed more and more in the last two decades towards the communicability and it is analyzed in the oral and written context, the semantic component of the language with the same intensity as the morpho-syntactic and the phonological

According to L.S Leontiev (1979,p11), “the learning of the mother tongue begins with its free and spontaneous use and culminates with the comprehension and mastery of the linguistic forms, while the learning of a foreign language begins with the comprehension of the language and culminates with the speaking of it spontaneous and freely”

This definition given by the author goes in a way to the learning of foreign languages from a structuralistic stand point but the communicative approach does not focus this on such a way, because it is better that students first learn to use the language and when learning it, they go to its comprehension by the use.

The English subject in seventh grade, should promote the development of communication skills that allow students to understand oral and written information in English and express themselves about family, school and social life using the basic structures of the present (present progressive and simple present).

Adolescence produces an expansion of the systems of activities and communication, which determines the emergence of psychological peculiarities and the reorganization of the motivational sphere. It is a great learning experience, both in the school and social world, which brings with it the opening to new social activities and broader values that will allow them to go forward with firm steps towards the new horizons of youth.

The teaching-learning process, or the conception of the lesson is called to an important remodeling, on the way to a process of dynamic interaction of the subjects with the object of learning and of the subjects among themselves, which integrate actions aimed at the instruction, development and education of the students in the active search for knowledge, which is achieved in the development of the teaching activity itself under the direction of the English teacher.

1.1.2Language as a means of the oral expression.

The language originates with the emergence of the human being, the evolution process brought about a transformation in the high of the larynx, this allowed the first communication acts, then with the time humans began using more complex articulated ideas through which they started expressing their feelings and emotions. As can be seen the communication process is not a simple one. Even today, many people try to interact in daily communications and interchanges and the messages are not clear and effective.

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

The teaching of foreign languages in the world have gone through different stages, which have been represented by exponents and methods that have contributed to the teaching of a great variety of languages, such as English.

The Marxist theory values language as the main means of communication between men, arising from the need of interaction based on activity and social relations. The dialectical unity between thought and language is taken into account.
This same Marxist theory supports the socialist pedagogy that conceptualizes the teaching-learning process as a process of production and reproduction of knowledge under conditions of social orientation and interaction in which the students acquire a culture.

The development of the linguistic theory in recent decades, with the studies on the generative and creative capacity of language, on the contextual and situational aspects of the interlocutors, on the specific characteristics of the oral versus the written code, gives a rich conceptual structure and subtle to analyze what this communication skill consists of. If teachers understand the complexity of this ability, they will be able to better understand the difficulties of students and will be able to design more effective and well-founded didactic performances.
Vygotsky, L.S (1982, p5) noted that "... language is the central function of social relationships and the cultivated behavior of the personality ..." which means that language is the transmission of accumulated socio-cultural experiences that are productive for the speakers and show in their performance their origin.
The language, pointed out. K Marx (1986, p11):“it is the real consciousness, existing also for other men and therefore begins to exist also for itself" this assertion supports the materialistic philosophy when it states that language is the material wrapping of thought which at the same time supports the onomasiological values of the language, aspect which is rarely taken into account when teaching languages.
M. Fernández González (2000, p33) considers that “the communication is conditioned by the place that man occupies within the system of

social relations and that is both result and expression of the process of production" Here the system of social relations is related to the people's cultural levels which interact in a given moment, at a given place, in a given situation.

In relation to the teaching of foreign languages many have been the methods, approaches and techniques used throughout the years which are mostly based on psychological, didactic and methodological supports.

In recent years the communicative approach is the most used for its productivity but none can deny the existence of other teaching ways which have been used in an effective way. This research is based mainly on the use of the communicative approach, taking from it the positive aspects it possesses.

"All communicative teaching of any foreign language is based on the conception of language as a means of expression and reception of ideas, which is why communicative competence is necessary, which implies the broad development of communication skills in a systemic and harmonic way: oral expression, listening comprehension, written expression and reading comprehension"(González R.2009,p28).

This definition mentioned above, turns head to deduce that English teaching as a foreign language turns communication as a social phenomenon which relates the contexts where people learn and the intrinsic needs they have in what concerns the language use.

Language 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 mechanism is activated by internal and external stimuli which propitiate the need of communication and interaction with others.

As can be appreciated the oral expression in a foreign language is supported from different disciplines stand points which have as aim the learning of foreign languages in a competent and efficient way. Therefore, the fostering of this ability of the language is a complex process that should be sustained throughout each planned activity in class. So that it should be as realistic as possible.

1.1.3The communicative approach in the English subject in seventh grade.

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 basis of the Marxist-Leninist conception of the materialism 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: It consists ofthe learning of a language in order to read Its literature or in order to benefit from the mental discipline and intellectual development that result from foreign-language study. It is a way of studying a language that approaches the language through a detailed analysis of its grammar rules, followed by the application of this knowledge to the task of translating sentences and texts into and out of, the target language.

Practical method: The aims of teaching in this method are practical, educational, and cultural. The teaching of a language must, first, lead the students to practical mastery of it. There are four skills to be trained: listening, speaking, reading and writing, with understanding as the main ingredient of each. This means that the teacher's main concern should not be only over difficulties of pronunciation. The growth of vocabulary or grammar, but over language skills, that is over getting students' language skills into action.

Direct method: it argued that a foreign language could be taught without translation or the use of the learner's native tongue if meaning was conveyed directly through demonstration and action. It required teachers who were native speakers or who had native - like fluency in the foreign language. It was largely dependent on the teacher's skill, rather than on a textbook.

-**Audio-lingual method**: It emphasized the oral form of the language over the written form. Language learning was viewed as habit formation, which were to be acquired through imitation, drilling and memorization; so constructing meaning was not a central issue.

-**Audiovisual method:** It shared its principles and stressed the use of audiovisual aids to accompany the language presented through dialogues. An example it is when students

watched a movie film, and then the teacher asked them questions by pointing at pictures in the film to answer the questions.

Natural Approach: The basis of the approach is that a second language should be learned in a similar way to how a first language is acquired, that is, not through learning the grammar and structure of the target language, but instead by way of natural acquisition.

The Lexical Syllabus: This approach is based on a computer analysis of language which identifies the most common (and hence most useful) words in the language and their various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic materials.

The structural approach: This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practiced before the present continuous tense which uses "to be" as an auxiliary.

Suggestopedia: The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy - and in this way the mental blocks to learning are removed.

All these methods and some others gave birth to the communicative approach which for the first time relates language to real life situations and students´ needs and most important places students in the center of the learning process.

From 1980 onwards the communicative approach gained more prominence. It was supported by the growing demand for a language learning syllabus that offered pupils practical skills in languages, for example in skills or *functions*, such as ‘requesting’, ‘demanding’ or ‘thanking’, and using these skills in communicative activities, such as role-play and pair work.

The goal of the approach was to provide pupils with skills to use the target language in authentic communication situations, instead of having to rely on linguistic knowledge learned through drills and grammar teaching.

According to Stern, H.H. (1983, p54), he 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,p37 :) 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".

Acosta Padrón, R. (1996, p70), refers to this approach from the idea that “the language is communication and it tries therefore to develop in the students the communicative competence”.

These definitions given go to the students' communicative competence, they also refer to a learner’s underlying knowledge of the language and the ability to communicate in the language, thus, that competence refers to the learner’s actual skills and performance in concrete. Also, these definitions are based on the different competences stated in the communicative approach and the linguistic principles that support it.

The communicative approach connects to the grammatical competence, the strategic, the socio-linguistic and the discourse competence which rely on the linguistic principles that language is primarily oral, language is for communication and language is the expression of a culture.

The tasks and interaction that learners engage in should also be as meaningful and genuine as possible. Nevertheless, the focus of the communicative approach was *what* the pupils should learn.

The communicative approach proposes a framework including at minimum four dimensions to a speaker’s communicative competence in a language: grammatical, sociolinguistic, strategic, and discourse competence. These competences are equally relevant to a learner’s communicative competence, and none of them should be overemphasized at the expense of another. It is important to note that in this approach, communication is not restricted to verbal spoken language, but consists also of non-verbal symbols, written language, as well as both production and comprehension.

According to Camacho (2003,p10),”The pronunciation of the English language is indissolubly tied to the speech importance and the vocabulary which reflects properties that are derived from the speech, being those the only way in which the meaning of communicative competence can be comprehended in a foreign language”.

The same author defines the communicative competence as “the ability which allows to a foreign language speaker the textual and coherent production and the word processing of the different levels of signification of texts and speeches”.

Communicative competence refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

The notion of communicative competence is one of the theories that underlies the communicative approach to foreign language teaching. The communicative competence includes the linguistic competence, strategic competence, sociocultural competence, actional competence, and discourse competence:

Linguistic competence is the knowledge of the language code, its grammar and vocabulary, and also of the conventions of its written representation (script and orthography). The grammar component includes the knowledge of the sounds and their pronunciation (phonetics), the rules that govern sound interactions and patterns (phonology), the formation of words by means of inflection and derivation (morphology), the rules that govern the combination of words and phrases to structure sentences (syntax), and the way that meaning is conveyed through language (semantics).

Sociolinguistic competence is the knowledge of sociocultural rules of use, knowing how to use and respond to language appropriately. The appropriateness depends on the setting of the communication, the topic, and the relationships among the people communicating. Moreover, being appropriate depends on knowing what the taboos of the other culture are, what politeness indices are used in each case, what the politically correct term would be for something, how a specific attitude (authority, friendliness, courtesy, irony etc.) is expressed etc.

Discourse competence is the knowledge of how to produce and comprehend oral or written texts in the modes of speaking/writing and listening/reading respectively. It’s knowing how to combine language structures into a cohesive and coherent oral or written text of different types. Thus, discourse competence deals with organizing words, phrases and sentences in order to create conversations, speeches, poetry, email messages, newspaper articles etc.

Strategic competence is the ability to recognize and repair communication breakdowns before, during, or after they occur. For instance, the speaker may not know a certain word, thus will plan to either paraphrase, or ask what that word is in the target language. During the conversation, background noise or other factors may hinder communication; thus the speaker must know how to keep the communication channel open. If the communication was unsuccessful due to external factors (such as interruptions), or due to the message being misunderstood, the speaker must know how to restore communication. These strategies may be requests for repetition, clarification, slower speech, or the usage of gestures, taking turns in conversation etc.

These four components of communicative competence should be respected in teaching a foreign language, and they usually are by modern teaching methods employed in second language teaching. Usually most of the above are best learned if the language learner immerses into the culture of a country that speaks the target language.

According to Hymes (1972, p277),"a language user needs to use the language not only correctly based on linguistic competence, but also appropriately based on communicative competence"

This approach does not diminish the importance of learning the grammatical rules of a language. In fact, it is one of the four components of communicative competence: linguistic, sociolinguistic, discourse, and strategic competence.

For the paper's consideration, it is advisable to use most of the time in classes activities that enhance the development of oral fluency, which implies assigning sufficient independent work that favors communicative interaction.
The positive attitude of the teacher towards the students as well as the capacity of comprehension of the other, are key factors of the communicative process, for which the teacher must consciously consider a communication strategy and tactics in the classroom.

1.1.4 Oral expression in the teaching-learning process in the English language.

Oral expression is an ability or communicative skill that it has no meaning without understanding, without processing and interpreting what is heard. Oral expression implies interaction and directionality, in a shared context, and in a situation in which meanings must be negotiated.

Communication is a process based on expressive and interpretive skills, so oral expression should be understood as such, through listening, reading and writing. So learning to listen and talk are essential communicative skills that the students develop during their time at school.

Listening comprehension and the oral language are also closely related, because they have different aspects in common; to achieve an adequate development of the oral expression work must be underlined by listening: follow orders, organize sequences of events seen or heard, select keys to reconstruct the message of the speaker that can contribute to this end.

According to (Rudrakos, Berta.1998,p20),"the oral expression is a behavior that allows to establish relationships and functions, communication and exploitation of feelings and emotions, it is the ability to express ideas or stories made in a clear, direct, convincing and correct way" . It is susceptible to learning and improvement through the practice and use of appropriate models.
According to (González, V.2001,p 32)"communication constitutes a system of social interactions through signs and message systems that are produced as part of human activity, it is the exclusive ability of the man to reflect the facts or phenomena of the objective reality abstracted and generalized by the thought. They are expressed orally through the word".

Oral expression is one of the predominant forms of language, thanks to the high volumes of information that can be transmitted in a little time with a very coherent structural organization in its content.

According to Martinez Luna.(2011,p30) in his master's thesis; states that :"oral expression are the techniques that determine the general guidelines that must be followed to communicate orally and effectively as a whole, it is the way to express without barriers what is thought to be an instrument to communicate about processes or external objects to it, that it is the exclusive capacity of man to reflect the facts and phenomena of the abstracted objective and generalized reality by thought, which are orally expressed through the word".

There are aspects of the oral expression that should be considered whenever this ability is worked in classes:

Diction
Fluency
Volume
Rhythm
Clarity
Consistency
Body movements
Gesturing
Vocabulary

Among the aspects to be observed with great attention are:
Voice: The auditory image has great impact for the audience, feelings and attitudes can be transmitted through the voice.

Stance: It is necessary that the speaker establishes a connection with the audience that is why stiffness should be avoided instead reflect serenity and dynamism.

Look: Of all the non-verbal components, the sight is the most important. Eye contact and sight direction are essential for the audience to feel welcome.

The diction: The speaker must have a good domain of the language, such as knowledge which involves an adequate mastery of the pronunciation of words, which is necessary for the understanding of the message.

Structure of the message: They are forced to plan ahead, what is going to say. A good speaker cannot get to improvise. The message must be well prepared and the anticipated mechanisms should be functional in the speaker.

Vocabulary: When speaking, a lexicon should be used in such a way that the receiver can understand what is transmitted and where intelligibility is sought for.

Gestures: 55% of what is communicated is done through gestures and the body is important, especially not keeping arms glued to the body and crossed.

For the paper's consideration the oral expression does not only involve the adequate knowledge of the language, it also goes to several non-verbal elements which importance is crucial in the human communication.

According to Baralo, (2000, p6)"the oral expression constitutes a skill or ability of communication which has no meaning without the comprehension and the interpretation of the message"

It implies the interaction and the bidirectionality, in a shared context, and a given situation in which the meanings should be negotiated because the communication among people is a process, an action based on the expressive skills, whereby the oral expression must be understood as such, close to the listening comprehension, written and reading comprehension.

According to Rodriguez Peña, (2010, p7),"the oral expression has many functions, through which speakers can establish personal relationships, find information and compare their points of view"

According to information analyzed in this paper, it is observable that students spend most of their time in the English lesson doing individual activities, but they are not actually focused on the oral expression development but on the memorizing mechanisms where they act out learned conversations which are meaningless and unrealistic.

According to O'Malley, Patricia (2017, p2)"the oral expression is a person's ability to express wishes, thoughts, and ideas meaningfully using appropriated syntactic, semantic, pragmatic, and phonological language structures"

This definition goes more to a linguistic analysis of the syntactic, semantic, pragmatic and phonological structures that intervene in the communication process and students do not really have to know about these aspects of the language. They should be implicit in the interaction act which involves real life situations and communicative formulas that take these elements into account.

According to Brenes Solano (2011, p11), "one of the most recommended resources for the oral expression development is the discussion.It allows to stimulate a logical and reflexive thought, as well as a great variety of answers. It is a widespread discussion which search for the controversy or dispute about an idea or a polemic topic"

This statement goes to the oral communication importance because it provides the formation of a literacy development and it depends upon the students' ability to

demonstrate competence through oral communication, such as when answering questions in class or participating in group discussions.

Group discussions in class are productive because they activate anti-inhibitors during the communication act. Students focus more on fluency than on accuracy and when they are actually involved in the activity, they become active participants and give a better use to the language.

2.1 Diagnosis of the initial stage of the oral expression of English in seventh grade students.

In this stage different indicators were considered in the elaboration of the different instruments and tools. A valuation from the qualitative and quantitative stand points are made in each aspect. The indicators used are:

1. Comprehension.
2. Pronunciation.
3. Fluency.
4. Coherence.
5. Use of verbal tenses.
6. Mastery of the vocabulary.
7. Use of communicative functions.

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 diagnose, for which several tools were used such as: pedagogic observation, survey and pedagogical test. One of the used ones was the pedagogic observation guide (See annex -1) which was used with the objective of observing the treatment given to the oral expression ability in the English lessons, in which the following results were obtained:

In the first parameter can be stated that in the eight lessons observed the students do not understand the classroom directions given by the teacher in the English lessons , being observed that the majority of the students (58%),their understanding is very limited ,they do not comprehend phrases and key words .Thus ,it can be said that the English teachers are misunderstood in the English lessons ,therefore it greatly affects the improvement of the oral expression ability in the classrom.

On the other hand , it was observed that the teachers work with the specialized academic vocabulary in the English lesson ,but the majority of the students (60%) speak using a little vocabulary limited to concrete items.

In the lessons could be observed that the correct verb agreement is greatly afected ,being observed that most of the students (69%) have mistakes in verbal tenses agreement which make comprehension dificult when speaking .Thus, English teachers do not give treatment to the tenses errors in the English lessons.

The majority of students(58%) have serious difficulties in their fast decoding mechanisms .This point leads to misinterpretation and makes conversations unintelligible.
It was observed that only eight students (23%) organize their ideas when they are speaking .Teachers do not emphasize on the grammar and syntax errors treatment ,therefore ,the majority of the students (69%)do not use complex sentences using the sentences patterns when they speak in the lessons .

In the parameter related to the knowledge of the selected topic. It was confirmed that the teachers do not emphasize on the need of enriching the students' cultural background during their conversations. The students' lack of knowledge they have about the topics worked in class affects the improvement of their oral expression to a large degree. It was observed that most of the students (79%) constantly make repeated pauses when speaking. The message is transferred from a language to the other because they first translate words and ideas in their vernacular and then try to say the same in the target language. So, the communicative practice is not favored by the teachers in the English lessons.

To be able to confirm the before exposed in the observation guide, a survey among the students was carried out (See annex-3) with the objective of proving the different motivations and interests of seventh graders toward the English subject.

During the processing and interpretation of this survey were verified the existent problems because of the students´ lack of motivation on learning a second language.

In the first question of the survey, it was corroborated that the motivational existent problem related to speaking in English because the majority of students (76%) do not like speaking and only five students (14%) opined that they liked it. It is evident that the students do not feel motivated towards this ability, so this is the reason why they prefer

other subjects. If motivation is not granted during the teaching learning process few can be done in class, aspect which makes the paper focuses on motivating activities where students must create needs to learn the language and use it orally.

In the second question also the majority of them (73%) think that their oral expression is evaluated of unacceptable, four of them (11%) answered that their oral expression is acceptable and the rest of the class (11%) agreed that their oral expression is good. This shows that the oral expression is greatly affected in the group.

In the third question, only six students (17%) outlined that they always practice English, most of them (23%) stated that sometimes they do it and seven students (58%) expressed that they never do it. This aspect demonstrates that the majority of the students do not like to practice the English language.

In the fourth question, it was necessary to do an evaluative scale to know exactly the preference of the students for 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 greater part of the group (79%) do not show preference for this subject while only nine students (26%) show preference for it. This aspect shows that only few students prefer the English subject, the majority of the students like other subjects because these are paramount for them.

In the question number five of this research the majority of students (70%) attributed that the written activities are the most motivating and only 10 of them (29%) opined that the oral activities are the most motivating to them. This aspect demonstrates that the majority of the students prefer to work individually in the classroom that is the reason why they consider the written activities more motivating for them. Thus, this is an obstacle for the development of the oral expression in the English lessons.

In the last question of the survey could be seen that the majority of them (79%) outlined that the English subject does not prepare them for life while only seven (20%) of them give a positive opinion about this. It seems that most of the students do not consider the English subject important, hence they do not feel the necessity of studying English

For a better verification of the obtained results, the initial pedagogical test was given to students (See annex-4) with the objective of proving the oral expression in seventh

graders starting from given real situations. For the application of this instrument was carried out a dialogue, where 34 students of the selected sample were evaluated in pairs. This pedagogical test proved that the learning level of these students is average because they have difficulties in the English oral expression. Different aspects were taken into account at the evaluation.

The students were considered as:

- Good users of the English language
- Acceptable
- Unacceptable

Comprehension : Good users: students who understand everyday conversations and normal classroom discussions without difficulty, understand ideas in context embedded situations ,occasional repetition may be required .**Acceptable** : students who understand most everyday conversations, understand many ideas in content areas, repetition may be necessary .**Unacceptable** : students′ understanding is very limited and may range from no apparent comprehension to comprehending short phrases or key words , students often have difficulties following what is said when spoken slowly , they frequently require repetition.

Pronunciation: Good users: those students who their pronunciation and intonation is still likely to be influenced by the First language. **Acceptable:** those students who are usually intelligible, thought one may be conscious of a definite accent and inappropriate intonation patterns. **Unacceptable**: those students who must frequently repeat in order to make themselves understood, they are very hard to understand because of pronunciation problems.

Fluency: Good users: Speech in everyday and classroom discussions is fluent and approximates that of the native speakers, but is still hesitant. **Acceptable:** Everyday conversation and classroom discussion sometimes sustained but often characterized by frequent long pauses. **Unacceptable:** Speech halting and fragmentary so as to make conversation very difficult, oral production consist of learned isolated words and phrases.

Coherence: Good users: students who speak with consistency and continuity of the message, connection between the words, and their message is comprehensible

Acceptable: students who speak with some consistency and continuity of the message and connection between the words .**Unacceptable**: Students who have lack of consistency and continuity of the message when speaking, no connection between the words, incomprehensibility of the message.

Verbal tenses uses: Good users: those students who become more spontaneous in use of complex verb forms but still make occasional verb errors. **Acceptable:** those students that still make verb tense agreement errors and problems in tense consistency may obscure meaning. **Unacceptable:** Those students who speak with a very limited use of verb tenses, they have many agreement errors, and tense errors obscure meaning.

Mastery of the vocabulary: Good users: Students ′ use of vocabulary approximates that of a first language speaker but lack extensive synonym based on draw form, level **Acceptable:** Students who develop the academic language necessary for content class activities but they sometimes uses inappropriate words or must rephrase because of inadequate vocabulary .**Unacceptable**: Student who their speech is usually limited to topics of personal information, their vocabulary is limited to concrete items and they frequently uses wrong words or leaves words out.

Use of communicative functions: Good users: Students who use correct conversation patterns, they use greetings correctly, they request and answer question in a spontaneous way, as well as introducing and describing people. **Acceptable:** Students who have some mistakes with the conversation patterns such as the use of greetings, requesting and answering, introducing and describing people. **Unacceptable**: students who do not use conversation patterns, they have a lot of mistakes in requesting and answering, introducing and describing people.

In the first indicator related to the oral comprehension, only four students (11%) can be evaluated of good English language users, nine of them (26%) as acceptable and the rest of the students (61%) unacceptable. This item shows that the students do not comprehend oral and written messages in classroom. Thus, they are not able to understand what the teacher and their classmates say.

During the evaluation of the correct students' pronunciation, only five students 17%) pronounce the English sounds correctly being evaluated of good English language users, 9 of them (26%) as acceptable and the rest of the group (58%) as unacceptable. This aspect demonstrates that the majority

of the students do not pronounce sounds correctly whereby it greatly affects their oral expression development while speaking.

The next indicator referring to the mastery of the vocabulary fluency showed the majority of students (64%) have problem with the use of the vocabulary fluency for which they are evaluated as unacceptable users, five of them (14%) as acceptable and only four students (11%) do it as good English language users. This item shows that the majority of the students do not use the words in a proper way. Then, misunderstanding leads to unrelated answers and questions.

Besides, from 34 students of the group selected only two students (5%) are evaluated of good because they are coherent during their oral communication, seven of them (20%) are evaluated as acceptable and the rest of students (73%) as unacceptable. Thus, this means that coherence is been very affected in the student's oral communication in the English lessons.

Regarding the use of the verb tenses, it was confirmed that the greater part of the group(73%) do not use them correctly being evaluated as unacceptable, five of them (14%) as acceptable because they use them sometimes while only three students (8%) are evaluated as good English language users for they use them correctly. This item confirms that most of the students do not express correctly because they are not able to use the verbal tenses properly.

In the indicator related to the mastery of the vocabulary, only five students (14%) can be evaluated of good English language users, eight of them (23%) as acceptable and the rest of the students (61%) unacceptable. This item shows that the students do not master the vocabulary when they are speaking in the classroom. Thus, they are not able to contextualize the words in a given context. Therefore, this means that their vocabulary is very limited.

In the last indicator related to the use of communicative functions, only four students (11%) can be evaluated of good English language users, seven of them (20%) as acceptable and the rest of the students (69%) unacceptable. This item confirms that most of the students do not express correctly because they are not able to use the communicative functions properly.

3.1Teaching activities in the teaching of English in seventh grade.

The human individual's activity has been considered a system in the system of social relations. It does not exist without these relations. The forms and means of material and mental social interaction determine the specific form in which it exists.

Leontiev, (1981,p23) defines “an activity as the real process that includes various actions and operations, by means of which he or she responds to his or her needs, keeps a relationship with reality and states certain attitude toward such reality”.

According to V. González. (1995, p91)The term activity is also considered under the concept of "those through which the individual, responding to their needs, is related to reality by adopting a certain attitude toward it."

According to Rico Montero, P. (2002, p69), it has been called the cognitive activity of the students that takes place in the development of the teaching process. Activity is called as those processes through which the individual, responding to their needs, is related to reality, adopting a certain attitude toward it. González Maura (2003, p86)

In consideration to this the paper, teaching activities are directed to the appropriation and conscious-active assimilation of the knowledge in which orientation, execution and control are determinant elements for the achievement of skills and habits entailed to the desired objectives in the teaching learning process.

A teaching activity, as Davidov (1982, p22) understands, it is "the student's activity that assimilates the knowledge that ensures its integral development. It is also about the methods of the teacher's work with the students, with which they master the peculiar skills to carry out this teaching activity”.

The teaching activities should be directed to the determination of the concrete tasks of the class and the ways for its realization, since these ensure the precision, the systematization and the logical order of the teacher's actions.

These activities have a great influence on the students’ learning as they are designed to be done within the lesson, with a specific educational objective. First of all, one must start from the fact that this activity takes place within the framework of the pedagogical process, where active social relationships are

established between pedagogues and learners, and their reciprocal influence, subordinated to the achievement of the objectives set by the society in the teaching-learning process where it is necessary to take into account the complex nature of the interrelationships of the school staff, its organizations, the pedagogical group, the family, the community and social organizations.

According to Alvarez de Zayas (1999, p80),"the teaching activity that is developed in the educational process will be carried out with the purpose of achieving the students' formation and the preparation levels requested by the society"

The teaching activities must be directed to the determination of the concrete objectives of the lessons and the ways for their realization, since these ensure the precision, the systematization and the logical order of the actions of the teacher.

The three elements that form the content of the activity express the close relationship of man with the world that surrounds him, by means of constant interaction, so that they cannot stop working with the phases of the activity:

1- **Orientation**: The student must understand with what objective, why, what it consists of, how to execute it, what the procedures are, under what conditions (material and time) and in what way the control will be carried out in the set activity.

2- **Execution**: Consists of the realization of the operations system, the student puts into practice the system of received orientations, transformations take place in the object of action, tasks and activities are carried out in pairs, individuals, by trios, by teams or by groups.

3- **Control**: It refers to the verification where instruments are applied to verify the effectiveness of the activities. The activity of the student is directed to the appropriation and conscious-active assimilation of the knowledge, to the achievement of skills, habits and objectives.

There are two forms of teaching activity within the class:

- Specialized, which can be classified as follows:
    - Introductory.
    - Treatment of new content.

- Deepening and consolidation.
- Exercise and application.
- Checking and evaluation.

Other types of teaching activity:

- Mixed or combined
- Seminar (in some subjects this type is used, e.g. History, Civics)
- Laboratory
- Workshops
- Queries

The last one includes individual or team remedial work, attention to competitions: individual or collective, and attention to students for entrance tests.

Jack C. Richards. (1998,p77),"believes that the teacher must create all the conditions to learn the language, use situations in which their students become active listeners, interact with each other and grow".

This statement given by the author refers to a set of dynamic tasks, which solution can take place within the pedagogical process, always directed to the fulfillment of the objectives and in concrete and changing conditions, which requires a creative action of the educator that forces a careful organization and control of their pedagogical work.

The teaching activities in the English classroom: are learning activities designed for the student to perform within the class, where an organic relationship between the application of acquired knowledge and the development of habits and skills is achieved.

In the present Major Paper, there are elaborated 10 teaching activities, which aim to develop the oral expression ability and at the same time contribute to the development of the student's integral formation, based on the use of the students' strengths, weaknesses and potentialities.

It is also intended that students describe, express themselves in a fluent way with coherence and speed using the appropriate vocabulary from specific situations allowing an enrichment of the vocabulary.

These activities were elaborated in a simple way, easy to carry out and of little pedagogical complexity, are within the reach of all and of the means that make possible their realization. They contribute to the formation of positive qualities of the personality and at the same time have as main objective to improve the oral expression in seventh graders.

They are characterized as motivating, flexible, adaptable, dynamic, coherent and developmental. The activities are structured as follows: title, type of lesson, time, teaching aids, objective, orientation stage, execution stage and control and evaluation stage.

Title: My ID card.

Type of lesson: Free practice lesson

Time: 45 minutes

Teaching aids: Cards

Objective: To express orally in the English language about personal information using the functions and notions related to name, age, occupation and address.

Orientation Stage: The activity is going to be done in an individual way. The teacher is going to give every student an empty card in which they will write their names and personal information in the English language; such as: name, age, occupation and address. The teacher is going to write on the board how the students are going to fill in the cards as model. The teacher will verify if they understand what they have to do.

Execution Stage:

Then the teacher is going to put the cards into a box, every student will select a card.

Each student guided by the written information will have to describe the given personalinformation using the simple present third person singular, making sentences in an oral way and making questions for the given answers.

Example: Her name is Carmen. She is 12 years old. She is a student and Shelives in Yaguajay.

The student who selects this card has to say: what is her name? Her name is Carmen. How old is she? She is 12 years old. What does she do? She is a student. Where does she live? She lives in Yaguajay.

Control and evaluation stage:

When they finish the activity, good users are those who obtain from 8 to 10 points in the indicators, comprehension, fluency, pronunciation, and coherence, mastery of the vocabulary, use of communicative functions and use of verbal tenses. As acceptable, those who obtain from 4 to 7 points and unacceptable those who obtain less than 3 points.

Title: Guess what.

Type of lesson: Free practice lesson.

Time: 45 minutes.

Teaching aids: Illustrated Puzzle by an important personality.

Objective: To express orally in the English language about describing people taking into account the physical and moral characteristics of important Cuban personalities such as heroes , writers ,singers, and sportsmen such as (Camilo, Marti, Nicolas Guillen ,Silvio Valdes,Dayron Robles etc.)

Orientation stage:

The activity is going to be done in pairs .The teacher is going to show a puzzle and some pictures about studied important personalities. The teacher is going to explain on the board how the students are going to fill the puzzle. The students have to fill the across and down empty grids according to the name of the

personality showed in every picture. The teacher will verify if they understand what they have to do.

Execution stage:

Then the teacher is going to show the pictures and the students will fill the puzzle.

Each student guided by the picture will have to describe the given personality after completing an across or a down using the physical and moral studied traits, making sentences in an oral way and making questions for the given answers.

The students have to interact among them.

Example:

Student A.What is Camilo Cienfuegos like?

Student B, He is intelligent, honest and cheerful.

Control and evaluation stage:

When they finish the activity, good users are those who obtain from 8 to 10 points in the indicatorscomprehension, fluency, pronunciation, and coherence, mastery of the vocabulary, use of communicative functions and use of verbal tenses. As acceptable, those who obtain from 4 to 7 points and unacceptable those who obtain less than 3 points. (See annex 5)

Title: The house.

Type of lesson: Free practice lesson.

Time: 45 minutes

Teaching aids: Pictures of houses, their parts and furniture. (See annex-10)

Objectives: To express orally in the English language about parts of the house and furniture.

Orientation Stage:

The activity is going to be done in an individual way. The teacher is going to organize the classroom, the students will be stood up forming a square like a

house. The teacher is going to explain how the students are going to do the activity. The teacher will bring pictures of houses in which it can be seen its parts and furniture .The teacher will verify if they understand what they have to do.

Execution Stage:

Then the teacher is going to give a picture to a student, other student is going to ask a question related to the picture and another student will answer it .Then the picture will be passed to the last one who spoke about the picture. The same procedure will be repeated until every student has talked and every picture has been passed.

Each student guided by the picture will have to talk about the parts of the house, and furniture making sentences in an oral way and making questions for the given answers.

Example:

One student, asks a question: What is there in that picture? The other student looks at the picture and answers: There is a house in this picture.

The student that holds the picture will pass the picture, and another student asks: Is there a TV set in the living room? And other student answers to his /her classmate: Yes, there is or No, there is not.

Control and evaluation stage:

When they finish the activity, good users are those who obtain from 8 to 10 points in the indicators comprehension, fluency, pronunciation, and coherence, mastery of the vocabulary, use of communicative functions and use of verbal tenses. As acceptable, those who obtain from 4 to 7 points and unacceptable those who obtain less than 3 points. (See annex 5)

Title: Meeting a new friend.

Type of lesson: free practice lesson.

Time: 45 minutes.

Teaching aids: Board.

Objectives: To express orally in the English language about their personal information, introducing themselves and introducing their classmates using function and notions such as name, age, phone number and address.

Orientation Stage:

The activity is going to be done in groups. The teacher is going to organize the classroom in two circles, one inside and the other outside. The students of both circles will stay ones in front of others. Then, the teacher is going to explain how the students are going to do the activity. They have to be prepared to ask and answer questions related to their personal information. The teacher will verify if they understand what they have to do.

Execution Stage:

The activity will be started by the command of the teacher .The teacher will order to the outside circle to rotate towards their right until every student has interacted with the inverse circle students.

Each student will have to talk abouthis/her personalinformation using the simple present and to introduce their classmates using the simple present third person singular, making sentences in an oral way and making questions for the given answers.

When every student has interacted the last pairs have to be mutually presented in the following way: This is a/our new student in class. His/her name is… He/She is my friend…

Example:

A: Good morning/afternoon/evening. My name is Pedro

B: Good morning/afternoon/evening. She is Olga

A: She studies at Camilo Cienfuegos Junior High School.

B: Nice to meet you….

A: Nice to meet you too … good-bye

A: Good-bye

Control and evaluation stage:

When they finish the activity, good users are those who obtain from 8 to 10 points in the indicators comprehension, fluency, pronunciation, and coherence, mastery of the vocabulary, use of communicative functions and use of verbal tenses. As acceptable, those who obtain from 4 to 7 points and unacceptable those who obtain less than 3 points. (See annex 5)

Title: The map.

Type of lesson: Free practice lesson.

Time: 45 minutes

Teaching Materials: a paper map, cards.

Objectives: To express orally in the English language about asking and giving directions, using functions and notions such as, the number and name of the streets and different places in town such as bakery,drugstore,shop,pizzeria, restaurant, cafeteria.

Orientation stage:

The activity is going to be done in groups. The teacher is going to organize the classroom in two groups. Then, the teacher will bring a Yaguajay's town paper map and some cards with a number .The teacher is going to explain how the students are going to do the activity. Each card represents a place in the town.The teacher will write on the board the number with the name of each place. Then the teacher will verify if they understand what they have to do.

Example:

1. Etecsa
2. Pilotos drugstore
3. La Moderna shop
5. Flower Shop
6. Bakery

Execution Stage:

The teacher is going to put the cards on a table. A student of a team has to ask for a direction and other student of the opposing team has to give a direction guided by the map and then to select the card with that place and put it in the map , that procedure will be repeated until every student interacts, placing all the cards in the map.

The students guided by the map will have to interact among them, to ask and give directions making sentences in an oral way and making questions for the given answers.

Example:

Student A: Where is the drugstore?

Student B: Walk along three blocks, turn right, it is across from the post office.

Student A: Is the Supermarket near Plaza Hotel?

Student B: Yes, it is between it and the Pizzeria.

Control and Evaluation Stage:

When they finish the activity, good users are those who obtain from 8 to 10 points in the indicators comprehension, fluency, pronunciation, and coherence, mastery of the vocabulary, use of communicative functions and use of verbal tenses. As acceptable, those who obtain from 4 to 7 points and unacceptable those who obtain less than 3 points. (See annex 5)

Title: Giving orders.

Type of lesson: Free practice lesson

Time: 45 minutes

Teaching aids: board

Objectives: The students should express themselves orally in present simple tense giving and executing orders using the studied forms such as play, take, come, read, write, and others to practice the simple present tense.

Orientation Stage:

The activity is going to be done in small groups. The teacher is going to explain on the board how the students are going to do the activity. Each group is going to select a student, and he/she is the one who gives an order to the other group, and other group will execute it.Then the teacher will verify if they understand what they have to do.

Execution stage:

The activity will be started by the command of the teacher .The teacher will select which group is going to begin.

Each student will have to talk in simple present tense giving orders using the studied verbs.

In addition, the orders can be the following:

- Ask to your partner a personal information question.
- Stand up.
- Sit down.
- Run to the front.
- Write a number in your notebook.
- Show your right /left hand.
- Sing the lyrics of your favorite song.
- Draw a house in the blackboard.
- Ask your partner how many rooms have your house.
- Take your pencil.
- Write a name on your notebook.
- Come to the front a person who has a name beginning with N (the letters can be changed)
- Give a kiss to your best friend.
- Rise your right/left hand.

Each student has to make sentences in an oral way and to make questions for the given answers.

Example:

Student A: What does Christopher do?

Student B: He sings a song.

Control and evaluation stage:

When they finish the activity, good users are those who obtain from 8 to 10 points in the indicatorscomprehension, fluency, pronunciation, and coherence, mastery of the vocabulary, use of communicative functions and use of verbal tenses. As acceptable, those who obtain from 4 to 7 points and unacceptable those who obtain less than 3 points. (See annex 5)

Title: My forecast

Type of lesson: Free Practice lesson

Time: 45 minutes

Teaching aids: a video about a forecast, cards.

Objectives: The students should express orally about weather using notions and notions related to meteorological conditions and seasons and month of the year.

Orientation stage:

The activity is going to be done in pairs.The teacher will bring a video about a forecast to the classroom and many cards and each one of them will have the name of a season of the year or month. The cards will be put upside down in a box. The teacher is going to explain how the students are going to do the activity. Then the teacher will verify if they understand what they have to do.

Execution stage:

Then the teacher is going to play the video .After the visualization of the video the students will answer an observation guide about the video ,and then they will make a small debate asking and answering about the meteorological conditions of the day.

Observation guide:

What is the video about?

What's the weather like in the Caribbean?

How are temperatures in the Caribbean?

Then each pair of students has to select a card, they have to do a forecast according to the selected season or month of the year.

Each student will have to talk about the weather using the studied adjectives to describe meteorological conditions, months and seasons of the year, making sentences in an oral way and making questions for the given answers.

The students have to interact among themselves asking and answering questions such as:

Student A: What's the weather like in summer in Cuba?

Student B: It's hot and sunny all the time.

Student A: It's rainy in autumn?

Student B: No, it's windy and cloudy?

Control and evaluation stage:

When they finish the activity, good users are those who obtain from 8 to 10 points in the indicators comprehension, fluency, pronunciation, and coherence, mastery of the vocabulary, use of communicative functions and use of verbal tenses. As acceptable, those who obtain from 4 to 7 points and unacceptable those who obtain less than 3 points. (See annex 5)

Topic: My fashion Show.

Type of lesson: Free practice lesson.

Time: 45 minutes.

Teaching aids: Pictures of different models wearing different clothes, (See annex 11)

Objective: The students should express orally about different clothes using notions and functions related to men′s clothes, women′s clothes, colors and demonstrative pronouns for each one of them.

Orientation stage:

The activity is going to be done in groups.The teacher will bring some pictures with different models wearing different clothes. The pictures will be shared to the groups and each student has to select a picture. The teacher is going to explain how the students are going to do the activity. Then the teacher will verify if they understand what they have to do.

Execution stage:

The activity will be started by the command of the teacher .The teacher will select which group is going to begin and they will walk to the front, each one representing a picture.

The rest of the students will have to talk about the pictures using different studied clothes such as:(trousers,shirt,belt,tie,gloves,shorts,shoes,skirt,blouse,pullover,ect), their colors and some demonstrative pronouns, making sentences in an oral way and making questions for the given answers. The same procedure will be repeated with each team and the rest of the students. Each student has to talk interacting with their classmates.

Example:

Student A: Is this a girl or a boy?

Student B: It is a girl.

Student A: What is she wearing?

Student B: She is wearing a red dress.

Student A: Is that a hat?

Student B: Yes, this is a brown hat.

Control and evaluation stage:

When they finish the activity, good users are those who obtain from 8 to 10 points in the indicators comprehension, fluency, pronunciation, and coherence, mastery of the vocabulary, use of communicative functions and use of verbal tenses. As acceptable, those who obtain from 4 to 7 points and unacceptable those who obtain less than 3 points. (See annex 5)

Topic: What are you doing now?

Type of lesson: Free practice lesson.

Time: 45 minutes.

Teaching aids: Board

Objectives: The students should express themselves orally in present continuous tense talking about daily routines using the studied forms such as am/is/are playing, talking, coming, reading, writing, studying and others to practice present continuous tense.

Orientation Stage:

The activity is going to be done in pairs. The teacher is going to explain on the board how the students are going to do the activity. The students will have to talk about daily routines in present continuous tense .Each student will select a partner to execute the activity .Then the teacher will verify if they understand what they have to do.

Execution Stage:

The activity will be started by the command of the teacher .The teacher will select which pair will begin.

One student is going to dramatize a daily action and the other student is going to guess what she/he is doing talking in present continuous tense using the studied verbs. The same procedure will be repeated until each student has talked. The rest of the students have to interact too, making sentences in an oral way and making questions for the given answers.

Example:

Student A: What is Lazaro doing?

Student B: He is writing in his notebook?

Student A: Is Eliza singing a song?

Student B: No, She is dancing in the classroom.

Control and evaluation stage:

When they finish the activity, good users are those who obtain from 8 to 10 points in the indicators comprehension, fluency, pronunciation, and coherence, mastery of the vocabulary, use of communicative functions and use of verbal tenses. As acceptable, those who obtain from 4 to 7 points and unacceptable those who obtain less than 3 points. (See annex 5)

Topic: Let's talk about it.

Type of Lesson: Free practice lesson.

Time: 45 minutes.

Teaching aids: objects, drawings, photos, pictures.

Objectives: To express orally in the English language about studied topics in lessons, such as personal information, members of the family, presentsimple and continued, parts of the house, weather, clothes etc.

Orientation Stage:

The activity is going to be done in pairs. The teacher is going to explain how the students are going to do the activity.The teacher is going to write some topics on the board .Each student must select a partner to speak about a selected topic. Then the teacher will verify if they understand what they have to do.

Execution Stage:

Then the teacher is going to order to begin the activity:

Each student guided by the given topics will have to talk about it using the studied verbal tenses, simple present, present and continuous tense making sentences in an oral way and making questions for the given answers.

They can support their presentation by pictures brought by the teacher which are going to be put on a table.

The students have to give their opinions about the topics, to ask and answer questions among them, about this.

Some of the given topics on the board are:

- My personal information.
- Future studies.
- Daily activities.
- My family.
- My favorite music.
- My best friend.
- My country.
- Important personalities.

Control and evaluation stage:

When they finish the activity, good users are those who obtain from 8 to 10 points in the indicatorscomprehension, fluency, pronunciation, and coherence, mastery of the vocabulary, use of communicative functions and use of verbal tenses. As acceptable, those who obtain from 4 to 7 points and unacceptable those who obtain less than 3 points. (See annex 5)

4.1 Result analysis after the application of the teaching activities

After the application of the teaching activities, new instruments and tools were employed to compare the initial results obtained with the ones obtained after the application of the teaching activities.

To prove the effectiveness of the activities a similar pedagogical test (See annex -6) was given to students again, but now with the objective of proving the

students´ final state to improve the oral expression in seventh graders starting from given real situations. To give this pedagogical test could be seen that the final results demonstrate that they have improved the oral expression in seven grade in general sense for example:

In the first indicator related to the oral comprehension, only four students (11%) can be evaluated of good English language users, nine of them (26%) as acceptable and the rest of the students (61%) unacceptable. After the application, eighteen students (58%) were evaluated as good English language users, twelve of them (35%) were evaluated as acceptable and only two of them (5%) unacceptable. Thus, it can be said that, the majority of the students comprehend oral and written information; they are able to understand what it is said.

In the second indicator concerning the evaluation of the correct students' pronunciation, only five students (17%) pronounced the English sounds correctly being evaluated of good English language users, nine of them (26%) as acceptable or regular and the rest of the group (58%) as unacceptable. After the application, nineteen students (55%) pronounce the English sounds correctly, being evaluated of good English language users ,11of them (32%)as acceptable and four of them (11%) unacceptable .Hence ,it is demonstrated that most of the students pronounce the sounds correctly ,being good English language users ,improving their oral expression.

In the third indicator, referring to the mastery of the vocabulary fluency showed that (64%) have problems with the use of the vocabulary fluency for which they were evaluated as unacceptable users, five of them (14%) as acceptable and only four students (11%) do it as good English language users. After the application, twenty-four students (70%) were evaluated as good users of the vocabulary fluency, eight students (23%) as acceptable and only two students (5%) as wrong users. Thus, it is proved that the majority of the students can speak in a clear way, pronouncing the words with fluency.

Besides, in the fourth indicator from 34 students of the group selected only two students (5%) were evaluated of good because they were coherent during their oral communication, seven of them (20%) were evaluated as acceptable and the

most of students (73%) as unacceptable. After de application, nineteen students (55%) are coherent during their oral communication; thirteen of them (38%) are evaluated as acceptable and only two students (5%) as unacceptable. Therefore, it is demonstrated that the students can express orally with fluency, being good English language users.

In the fifth indicator ,regarding the use of the verb tenses, it was confirmed that the greatest part of the group(73%) do not use them correctly being evaluated as unacceptable, five of them (14%) as acceptable because they use them sometimes while only three students (8%) are evaluated as good English language users .After the application of the experiment, most of the students 70% are evaluated as good English language users , eight of them (23%)as acceptable and two of them(5%) do not use the verbal tenses correctly being evaluated as unacceptable.Hence,the greatest part of the group uses the verbs tenses in a correct way. They are able to express themselves orally improving their oral expression.

In the sixth indicator related to the mastery of the vocabulary, it was confirmed that the majority of the students (61%) do not master the vocabulary when they are speaking being evaluated as unacceptable,eight of them (23%) as acceptable because they sometimes master this, while only five students (14%) can be evaluated of good English language..After the application of the experiment, most of the students 58% are evaluated as good users,eleven of them (32%)as acceptable and there of them(8%) do not master the vocabulary evaluated as unacceptable. Therefore, the greatest part of the group master the vocabulary using the correct words in the given context. They are able to express themselves orally using the vocabulary studied improving their oral expression.

In the last indicator related to the use of communicative functions, it was confirmed that the greatest part of the group (69%) do not used the communicative functions correctly during their conversations being evaluated as unacceptable ,seven of them (20%) as acceptable because they sometimes used it, only four students (11%) could be evaluated as good users.After the application of the experiment, most of the students (52%)are evaluated as good users,twelve

of them (35%) as acceptable and four of them (11%) do not use the communicative functions being evaluated as unacceptable. Thus, the majority of the students speak using the communicative functions correctly, improving their oral expression ability.

The application of the teaching activities proved the improvement of the oral expression in seven grade in the English language 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 improvement of the oral expression ability in the English language in seven graders.

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

CONCLUSION

Taking into account what is stated in this research work it is concluded that:

1. The bibliography consulted allowed the identification of the theoretical aspects related to the teaching-learning process in the English language as a foreign language, emphasizing on the development of the oral expression ability in junior high school, in particular in seventh graders and the importance of this ability when learning the language. It also permitted the foundation of the theoretical elements and the up datedness of this aspect in particular.
2. Different methods and instruments that were applied in the diagnosis confirmed the existence of potentialities, strengths and weaknesses in the development of students' oral expression ability in the teaching-learning process in their lessons, in this stage could be determined difficultiesin a tight connection with the poor development of the student's oral expression. Moreover, it permitted to adapt the teaching activities to the student's preferences.

3. The activities applied are characterized as motivating, flexible, adaptable, dynamic, coherent and developmental. They accomplish the aims of the work and at the same time improve the oral expression in seventh grade students.

4. The evaluation of the results and the activities effectiveness permitted the adjustment of the activities according to the students´ learning level, the results obtained showhow the indicators were improved and how the oral expression ability wasimproved throughout the research process. It also showed the effectiveness of the activities applied.

RECOMMENDATION

After the development of this scientific research, it is recommended:

- deepening into the study of this matter and the presentation of this paper in scientific forums or events to socialize the results obtained throughout the researching process.

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ANNEXES:

Annex-1.

Pedagogic observation guide.

Objeto de la observación: profesores de inglés.

Objetivo: observar el tratamiento dado a la habilidad de expresión oral en idioma inglés en séptimo grado.

Tiempo Total: Dos meses.

Frecuencia de las observaciones:8 clases de inglés.

Tipo de observación: Abierta y participativa.

	Observed	
Parameters for the oral expression ability development	**yes**	**no**
1. Students understanding of classroom directions.		**x**
2. Development of the specialized academic vocabulary	**x**	
3. Correct verb agreement		**x**
4. Organization of the ideas when speaking		**x**
5. Use of complex sentences and sentences patterns when speaking		**x**
6. Use of fast decoding mechanisms		**x**
7. Knowledge of the selected topic		**x**
8. Use of constant pauses when speaking		**x**

Annex-2.

Index to evaluate the indicators in the teaching activities applied seventh graders.

Comprehension: 8 to 10 comprehension of short phrases and key words, understanding of ideas in content areas, repetition is not necessary 4 to 7 some comprehension of short phrases and key words, little understanding of ideas in content areas, repetition is sometimes necessary less than 3 unacceptable comprehension of short phrases and key words, unacceptableunderstanding of ideas in content areas, repetition is necessary.

Pronunciation: 8 to 10 use of acceptable accent, intonation patterns and intelligibility ,4 to 7 little use of acceptable accent, use of some intonation patterns, less than 3 unacceptable accent, intonation patterns and unacceptable intonation.

Fluency: 8 to 10 use of linkings, make few unnecessary pauses, use of acceptable intonation, 4 to 7 use of few linkings, make unnecessary pauses, little use of intonation, less than 3 unacceptable use of linkings ,pauses and unacceptable intonation .

Coherence:8 to 10 acceptable consistency and continuity of the message ,connection between the words , comprehensibility of the message ,4 to 7 some consistency and continuity of the message and connection between the words ,some comprehensibility of the message, less than 3 unacceptable consistency and continuity of the message, no connection between the words, incomprehensibility of the message.

Use of verbal tenses: 8 to 10 acceptable use of a wide variety of tenses, acceptable tense consistency, to be spontaneous in use of complex verb forms, 4 to 7 some variety of tense, some tense consistency, little use of complex verb forms, less than 3 unacceptable use of the variety of tenses and tense consistency, unacceptable use of verb forms.

Mastery of the vocabulary: 8 to 10 acceptable use of the words and do not leave words out, use of synonyms, developing the academic language necessary for content class activities, 4 to 7 some acceptable use of the words and to leave some words out, some mistakes when developing the academic language

necessary for content class activities , less than 3 unacceptable use of the words and to leave the words out ,unacceptable development of the academic language necessary for content class activities .

Use of communicative functions: 8 to 10 acceptable use of greetings, requesting and answering, introducing and describing people, 4 to 7 some mistakes with the use of greetings, requesting and answering ,introducing and describing people, unacceptable use of greetings , less than 3 a lot of mistakes in requesting and answering , introducing and describing people.

Annex-3.

Survey.

Objetivo: Constatar las diferentes motivaciones e intereses de los estudiantes para tener en cuenta su expresión oral en el idioma inglés.

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

1-¿Le gusta hablar 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_____.

Gracias.

Annex-4

Initial pedagogical test

Objetivo: Comprobar el nivel de aprendizaje que los estudiantes de séptimo grado de la ESBU Camilo Cienfuegos tienen de acuerdo al desarrollo de la expresión oral a partir de situaciones reales dadas.

Oral Test:

Suppose you are talking with a new partner because it is your first day at school. Make a dialogue in which you will introduce yourself while your partner will answer your questions and vice versa.

Aspects to take into account: name, age, nationality and address, phone number.

Annex-5

Results of the initial pedagogical test.

Aspects to evaluate	**Evaluative scale**		
	Good users	**Acceptable**	**Unacceptable**
Comprehension.	11%	26%	61%
Pronunciation.	17%	26%	58%
Fluency.	11%	14%	64%
Coherence.	5%	20%	73%
Verbal tenses uses.	8%	14%	73%
Mastery of the vocabulary	14%	23%	61%
Use of communicative functions	11%	20%	69%

Annex-6

Second pedagogical test

Objective: To check the level of learning that, the seventh grade students from the local Camilo Cienfuegos Junior High School have regarding the development of the oral expression from real situations given after the application of the proposal.

Oral Test:

Suppose that you are on Vacation and you visited an important museum, you met a new friend who speaks English from other country .Make a dialogue in which you introduce yourself introduce yourself while your partner will answer your questions and vice versa.

Aspects to take into account: name, age, nationality and address, phone number, occupation, daily routines, physical and moral characteristics.

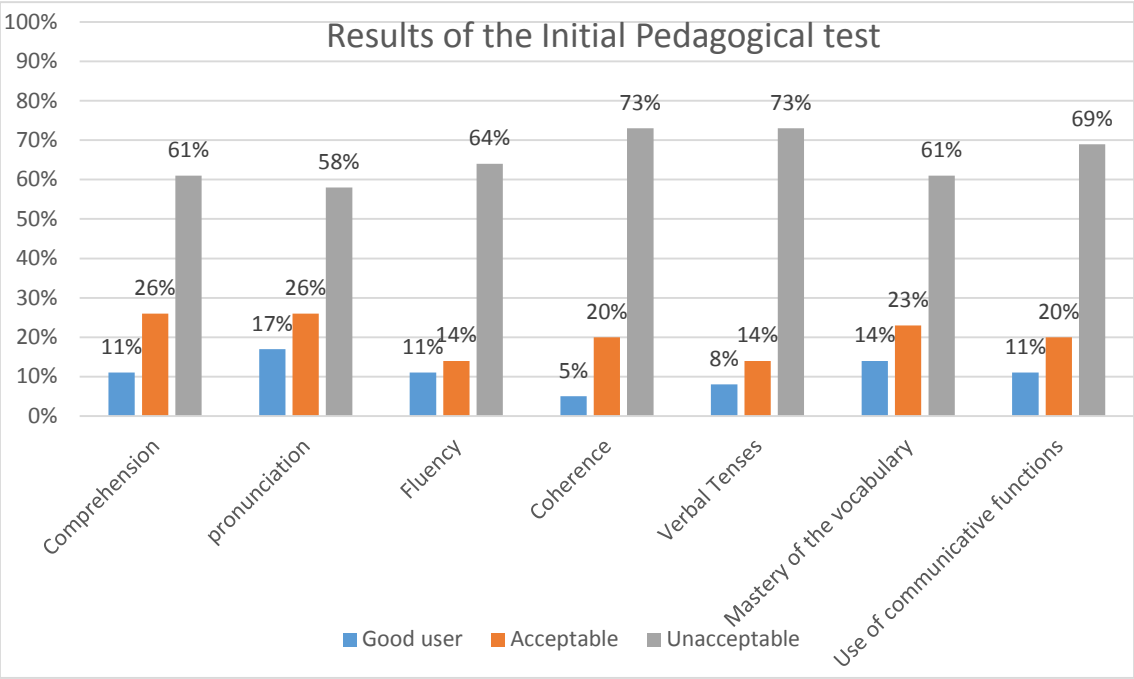
Annex-7

Results of the second pedagogical test

Aspects to evaluate	**Evaluative scale**		
	Good users	**Acceptable**	**Unacceptable**
Comprehension.	58%	35%	5%
Pronunciation.	55%	32%	11%
Fluency.	70%	23%	5%
Coherence.	55%	38%	5%
Verbal tenses uses.	70%	23%	5%
Mastery of the vocabulary	58%	32%	8%
Use of communicative functions	52%	35%	11%

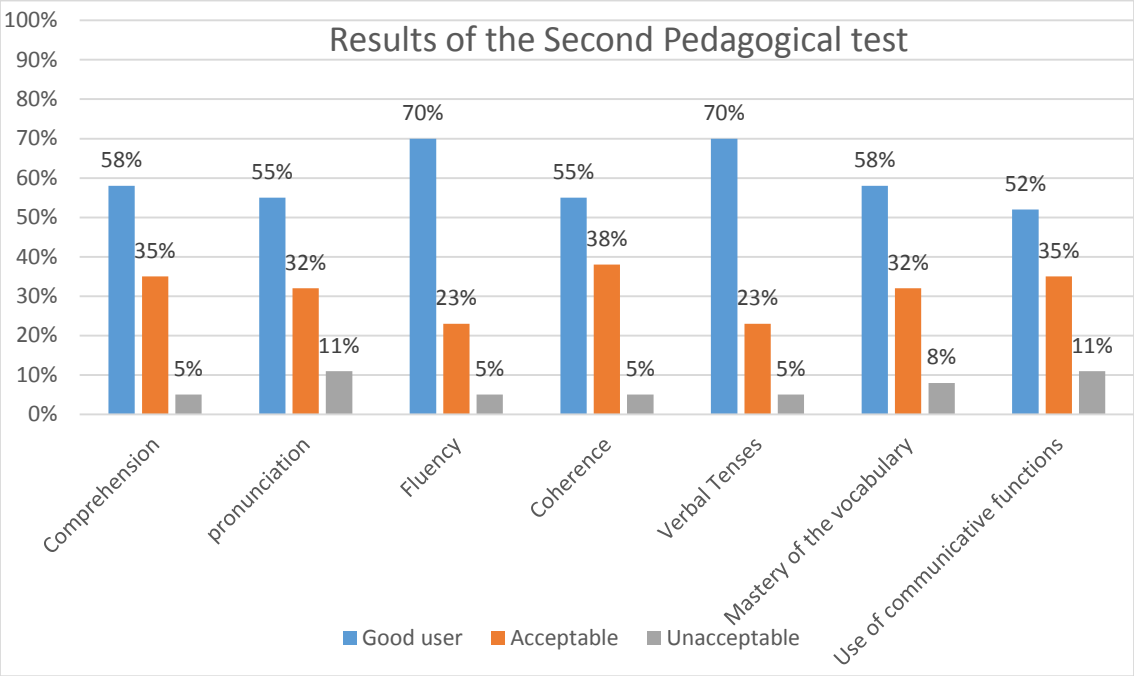
Annex-8

Graphic of the results of the first pedagogical test made in seventh graders.



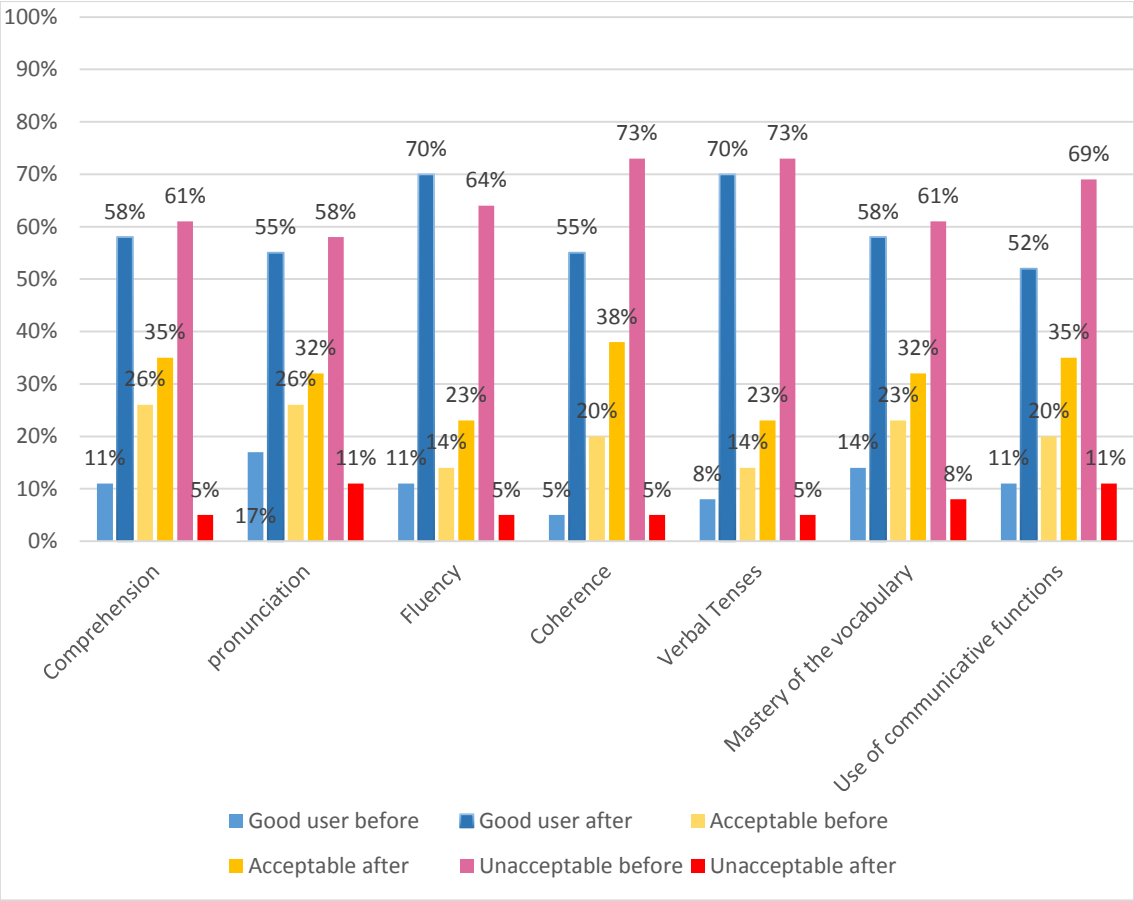
Annex-9

Graphic of the results of the second pedagogical test made seventh graders.



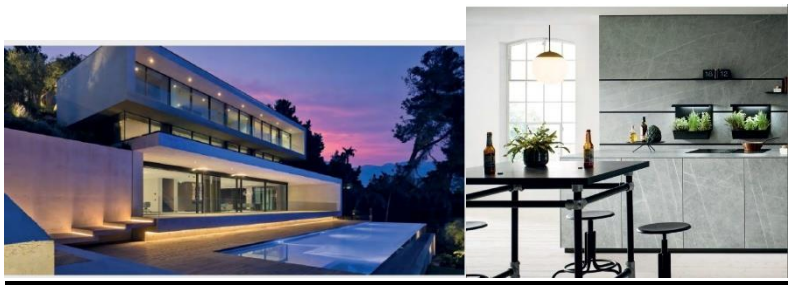
Annex-10

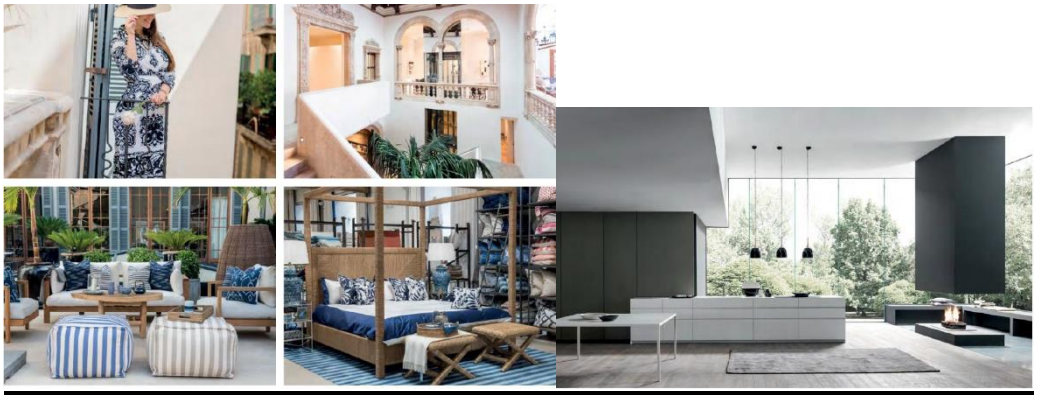
Comparison of the results of the pedagogical test before and after the application of the proposal:



Annex-11

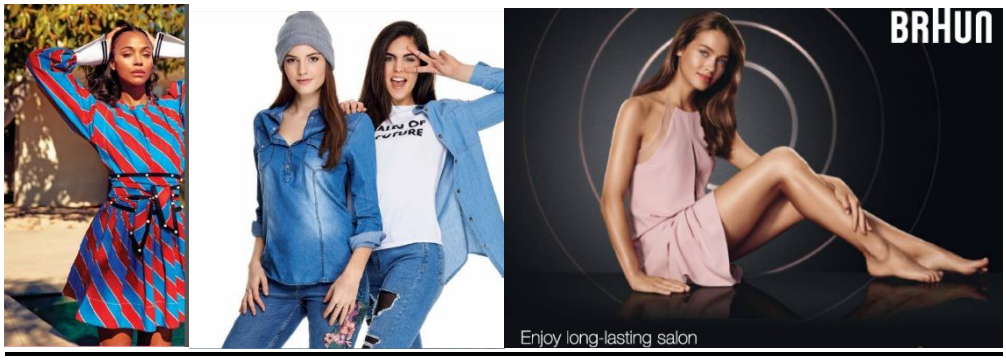
Pictures about the parts of the house and furniture.





Annex-12

Pictures about different models wearing different clothes.


BRHUN
Enjoy long-lasting salon

KING & TUCKFIELD