

UNIVERSITY OF PEDAGOGICAL SCIENCES

“Captain Silverio Blanco Núñez”

Major Paper

TITLE:

*“Activities for developing the oral expression
through English lessons in the High School Carlos
E. Peña”*

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2010-2011

THOUGHT

“Asi queremos que los niños de América
sean, hombres que digan lo que piensan y lo digan
bien: hombres elocuentes y sinceros”

ABSTRACT

This major paper has been done due to the problem detected in the secondary School "Carlos Echenagucía Peña" related to the developing of the oral expression regarding the contents. The objective of this research is to apply a series of activities to develop the oral expression through English lessons in Seventh graders. Guiding the students to a better and correct expression to develop the investigation several techniques and methods were applied like the empirical, theoretical and statistical ones to proves the insufficiency presented in the school object of the investigation and also give a certain result about the developing the oral expression in this subject. Aside from taking in to account it could be present in every lesson because it is conceived as the main moment to develop it.

The result obtained after applying the activities designed corroborate its effectiveness so the sample showed a considerable improving in the pupils' oral expression so that they shown a great interest toward the activities applied which can also be extended to other secondary schools.

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INTRODUCTION

Communication has been a necessity of the human beings for many years. This has been developed by the humanity. It is shown since the birth and its satisfaction is based on the material necessities and spiritual ones communication, it is the interaction among people and different factors such as the school, the family and the society: Communication plays an important role associated with survival that precisely in the relation with other people teenagers get language like an instrument of communication. It has special importance for developing of the personality, because of different functions which fulfill with development of the human spirit, as instrument of the spiritual activity. It is bound to the development of cognitive activity.

It provides the expression of meanings by means of words with semantic content, acquired by means of historical and social of the humanity, which is expressive through the language. It gives resources to transmit our intention and allow comprehension among the speakers that's why it is considered the most appropriate means to people's communication, because of that in Cuban society it has been considered the school like one of the most important factors of the human beings to improve communication with other people in oral and written way through the lessons, which is considered with a communicative criteria, that is supposed to deal with these functions of communicative tasks, based on communicative alternatives that demand different roles from the

pupils .many authors had spoken about this topic like :Raul Rojas Soriano,Rosa Antich, and Vicente Gonzales Castro etc.

During the teaching practice it was detected that the pupils are afraid of communicating in a free way, it happens because of they are checked and verified with a mistaken idea ,it could also lealize about the lack of ideas at the moment of speaking ,they do not enough vocabulary, they haven't fluency and pronunciation .Taken into account the diploma works consulted and the to compile of datum about of the developing the oral expression , we confirm that it has been a real problem in the teaching –learning process in the Carlos Echenagusia Peña secondary school, by means of the application of different instruments like :observation ,oral systematic test and oral questions, we said that the students have a weak develop of the oral expression ,because of that, it was assumed as **Scientific Problem**: How to develop the oral expression through English lesson in 7th graders ?

Objective: To propose activities for developing the oral expression through English lesson in 7th graders.

Scientific Questions:

- 1- Which is the theoretical groundwork needed to develop the oral expression in seventh grade?
- 2- Which is the level of the development of the oral expression in Seventh graders of Carlos Echenagucía Peña Secondary School?
- 3- What sorts of activities allow the development of the oral expression in Seventh grade?
- 4- What effectiveness will be achieved with the activities applied to develop the oral expression in seventh graders of Carlos E Peña?

Scientific tasks:

- 1- Determination of the foundations aspects which support the oral expression level in English.
- 2- Diagnose the actual state of the oral expression in seventh graders.
- 3- Application of the activities designed to develop the oral expression
- 4- Validation of the effectiveness of the activities applied in the pedagogical practice.

1. INDICATORS

1 –knowledge about the vocabulary, grammar structures and communicative functions of seventh grade.

2-Development of the oral expression.

3-interest and motivation towards speaking

2-INDICATORS

1-To be ready to speak about any topic to studied in seventh grade.

2-To describe some important and historical places in Cuba.

To determine the previous problem several scientific methods were also applied, they are the following:

- Theoretical method
- Empirical method
- Statistical method

THEORETICAL METHOD:

The historical-logical analysis: it allowed to study the process of communication and its development through the human history.

Analytic-synthetic: It was used during the investigation for the determination of elements in the phenomenon which was researched finding veracity and unity to develop the oral expression in the pupils.

Inductive and deductive: It allowed to generalize about the oral expression content and the rest of the information in the bibliography consulted.

Systemic-Structural: It was used for the organization of the activities designed.

EMPIRICAL METHODS

Analysis of documents: Secondary school syllabus, textbooks and workbooks, it allowed to confirm orientations that exist about the oral expression in a general way.

OBSERVATION: The pupils way of communicating during the diagnostic stage and during the Pre-experiment to determine the achievements and lack of the vocabulary addressed to developing the oral expression.

PEDAGOGICAL TEST: They were used in the diagnostic stage to measure the level of knowledge in the pupils in seventh grade.

INTERVIEW: It allowed to know the mastery of knowledge about the problem widely, related to contents

STATISTICAL METHOD: Percentage Analysis: to analyze the progress relected to the oral expression and measure the impact of the activity applied to the pupils.

POPULATION AND SAMPLE: It was assumed the technique of intentional sampling according to the classification of the doctor Beatriz Castellanos(1997).

It was considered **as population** the 84 students of 7th graders of Carlos Echenagusia Peña secondary school in Trinidad municipality located in Sancti Spiritus province from those pupils we took intentionally the sample of 15 students of group 2 from the previous mentioned school and grade.

CHARACTERISTIC OF THE SAMPLE: From the 15 students as a sample 8 of them are males and 7 are females.

These pupils represent **as fortitude**: Their interests before some activities dealing with the oral expression.

As a weakness: they have a lack of reading and vocabulary.

SCIENTIFIC NOVELTY: This work offers a group of oral and written activities, that is appears in the 7th graders workbooks of the English subject with the purpose to develop the oral expression for 7th graders of Carlos Echenagusia Peña secondary school.

IMPORTANCE OF THE WORK

This work has a great importance from the theoretical point of view so that it helps to deep on the pronunciation as a fundamental ability to develop language in a proper way and from the practical point of view there are some activities with the objective of motivating the pupils by means of these activities, in order to get a good pronunciation.

This investigation allows the possibility to know about how to apply activities through the daily practice to get a high level about language in all the pupils, it is proposed didactic activities to develop activities in order to improve vocabulary.

PRACTICAL CONTRIBUTION: It deals with a series of activities which can be used to deep on the knowledge and contents to work with supporting the ones that appear in the workbook.

Social Contribution: The activities designed contributed to the improvement of the pupil's ways of speaking inside and outside the classroom. They also enrich their knowledge about oral expression and their cultural level as well:

This researched work has an introduction, two topics, the conclusions and the recommendations. The 1st topic there appears the theoretical groundwork, in the 2nd topic there are two parts: The activities designed and the analysis of the results. And the diagnose, the activities designed and the results.

DEVELOPMENT

.1.1-THEORETICAL GROUNDWORK

Communication is a process among teachers and pupils which has to do with the teaching –learning process it is about an exchange of ideas and concepts where is established a good comprehension between the emisor and receptor.

The oral communication involves the productive skills of speaking and the receptive skills of understanding (or listening with understanding) the diagram

below shows how all four skills are related. The main goal in teaching the productive skill of speaking will be oral fluency this can be defined as the ability to express oneself intelligibly.

The development of oral ability is a good source of motivation for most learners

a)-Try to find ways of demonstrating to the learners that they are making progress in the language all the time.

b)-When you will monitor and want to correct the learner's performance is matched by opportunities for the free expression, when the learners shouldn't be discouraged by correction. Learners are always motivated when they find they can actually do something with the language.

c)-Sometimes they cannot express an idea because they do not have the precise language they have in mind:

d)-So far we have talked about oral ability as if it were something that we developed in isolation in the classroom.

To communicate in oral way, to explain the context of the lesson or lecture, it is not to sprout the words according to the ideas, all that have to be determined by the deep analysis of different factors it deals with the logical order about the contexts which can be founded in the syllabus and taken into consideration by all of them, but the preparation in a motivational way, in other words to communication.

It is necessary to say interesting things and novel to the pupils, these conditions are easy to get if the teacher tries to gesticulate the new knowledge which are designed with the new contents that have been interesting and novel to the students.

Oral communication has two principal forms as the written form and the oral one, with some specific ways in each case, which are well characterized in different books that must be studied by all the people who are linked about communication topic.

The command of language is shown by means of pronunciation which determined the ways of from the speakers that have to characterize speaking to a good speaker, specifically to the teacher who is an example when dealing with a communication function.

It allows the cohesion of any social group and the society, too.

“To speak properly, clearly and enthusiasm, it is not a luxury but it is necessary.”

The doctor Raúl Rojas Soriano said that: “The oral expression is the art of speaking and writing, it is social process that it grows of the human beings in deep on their sociocultural context, it is part of the reality, it's the way most use by intonation, the knowledge, ideas or feelings.

”

According to the Webster dictionary it is assumed as **to express** :represent in words, to make known the opinions or feelings. Express, suggests an impulse to reveal in any manner as in words, gestures, actions or in what one makes or produces.

1.2-INITIAL DIAGNOSE

In the first part of this investigation some methods and techniques were used to know the difficulties about the developing of the oral expression, to know the problem was applied **an observation** guided by some aspects (annex 1) to notice the pupil's way of acting during the development of the activities organized by the teacher.

During the investigation there were also consulted several important documents which point out the necessity of developing oral expression from the school.

It was also applied an **initial pedagogical test** (annex 2

) to measure the knowledge in the pupils in seventh grade..

All the instruments were elaborated taking into account the parameters and the indicators established in this researched to measure oral expression among.

.

1.3-Application of the pre-experiment

Before applying the activities designed it was carried out a pedagogical pre-experiment with the objective of verifying the changes experimented by the pupils taken as a sample, from the introduction of the independent variable

Procedure to measure the results obtained by means of the realization of the pedagogical pre- experiment.

To measure the indicators, it was used an ordinal scale of three levels as it is shown in the following chart:

ORDINAL LEVEL IN THE ORDINAL SCALE:	
HIGH	H
AVERAGE	A
LOW	L

EVALUATIVE SCALE:

1)-The pupils will be tested in the high level if he is able to use his knowledge about the vocabulary, grammar structure and communicative function.

2)-The development of the oral expression.

3)-Interest and motivation

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ORGANIZATION OF THE PRE- EXPERIMENT

The Pre- experiment was organized in three phases

1-Initial Investigation

2-Application of the activities

3-Final results

The classroom where the sample is placed has a good illumination and organization. There is a TV set, a video cassette recorder 9 tables, 16 chairs and green board

INITIAL DIAGNOSE RESULTS:

To verify the initial state of the scientific problem it was applied an initial pedagogical test (annex 2) by means of which there was got the following results

.

The majority of the difficulties were in the 3rd indicator Interest and motivation towards speaking.. HENCE ,ONLY 4 PUPILS WERE TESTED IN THE HIGH LEVEL WHICH REPRESENT THE 26.6%,4 pupils were tested in the average level which represent the 26.6% and 7 of them were tested in low level representating the 46.7%.

Dealing with the 1st indicator: Knowledge about the vocabulary, grammar structures and communicative functions of seventh grade.

Only 6 pupils were tested in the high level representating the 40%,4 students were tested in the average one to the 26.7% of them were tested in the low level to the 33.3%

Regarding to the 2nd indicator: Development of the oral expression,4 pupils were tested in the high level to the 26.7%,5 students were tested in the average one to the 33.3% and 6 of them in the low one to the 40%(annex 3)

2.2-FUNDAMENTATION OF THE ACTIVITIES DESIGNED

After finishing the theoretical groundwork of the scientific problem of the investigation and supported by the study done with the bibliography consulted, the bases were established to design the activities which aim the general objective for the secondary school level: To form good speakers

The activities were designed taking into account the diagnose applied, aside from the necessities of the secondary school project so that they can be used in other contexts with similar characteristics as well.

THE STRUCTURE OF THE ACTIVITIES IS THE FOLLOWING:

-TITLE

-OBJECTIVE

-METHODOLOGICAL PROCEDURE

-CONTENT

During the application of the activities we have to follow the following stages:

-FIRST STAGE: ORIENTATION

-Orientation of the activity

-Ways of testing

-Resources

SECOND STAGE: EXECUTION

-Execution of the activity

THIRD STAGE: CONTROL

-Evaluation of the pupils results by means of the application of a series of instruments.

All these purposes point out that the teaching –learning process is one of the main ways for the formation of the new generations which means to recognize the important role played by the school and teachers in order to prepare man to face life.

2.3-PROPOSAL OF ACTIVITIES

ACTIVITY-1

TITLE: What are here?

OBJECTIVE: The students should be able to ask and answer questions about clothes and colours to reinforce their knowledge by means of the use of the nouns.

ORGANIZATION OF THE CLASSROOM: Working in pairs.

POCEDURE: The teacher use a basket with clothes inside it and it places on the teachers table and the teacher selects a student as regulator. The teacher gives to them a list with some words that they can use for guessing ex: blouse, yellow, pants, shirt, soccer's, shorts, coat, black, red, green, violet, orange and white. The regulator asks what this is. He is signing the basket (they ask: is it yellow or is it a blouse?)

CONTROL: If some students guess the content that is in the basket, he is the following regulator.

ACTIVITY-2

TITLE: WHAT IS THE DIFFERENCE?

OBJECTIVE:The students should be able to describe people physically to reinforce their vocabulary .

ORGANIZATION OF THE CLASSROOM: working in pairs

PROCEDURE: The teacher shows two pictures and he represents the activity himself. the teacher gives the picture through the lesson and one student are describing it beside the other are listening to him.

ST 1- There is a park and a church in my picture. and the park is across from the church.

ST2- There is a park and a church in my picture too, but the park is beside the church.

Evaluation: The teachers check the activity in oral way.

ACTIVITY- 3

TITLE:THE CIRCLES

OBJECTIVE: The students should be able to introduce themselves and others people to reinforce their vocabulary.

ORGANIZATION OF THE CLASSROOM: Work in groups

PROCEDURE: The teacher write on the black board how they can play?

ST-A: Good morning –good evening-afternoon-My name is ...

ST-B: Good morning-afternoon-evening-I am ...

STA: Nice to meet you.

STB: Nice to meet you too.

STA: Good bye.

The group is divided in two circles, one circle inside and other outside of it . The student are face to face . one student begin the describe their classmate in front of him.

EXAMPLE: This is a /our new student in class:

His/her name is.../he/she is a good...

EVALUATION: The winner obtained a mark of 10 points.

ACTIVITY 4

TITLE:FORECAST OF THE WEATHER

OBJECTIVE: The students should be able to write sentences in simple present using the seasons of the years to increase their knowledge.

ORGANIZATION OF THE CLASSROOM: Work in pairs and teams

PROCEDURE: The students form two teams and the teacher gives to them some cards with a soup of letters , one team select the season of the year and the another group the words that it has relation with the season of the years. They have 5 minutes for finding the words .

EXAMPLE:

TEAM A:-SUMMER...

TEAM B: The sun shines in summer.

TEAM A: WINTER....

TEAM B: What is the weather like in winter?

TEAMA:this student mentioned some the characteristic of this season.

EVALUATION: The winner obtained a mark of 10 point.

ACTIVITY-5

TITLE: WE ARE SPEAKING...

OBJECTIVE: The student should be able to express action in progressive tense to increase their knowledge.

ORGANIZATION OF THE CLASSROOM: work in pairs

PROCEDURE: The teacher shows to them some pictures and he explains the activity. They have to prepare a little exposition about the pictures content.

EXAMPLE:

TEAM A: There are two person in this picture the woman is Susan and the man is George, Susan is washing her hair and George is brushing his teeth .They are living together

TEAM B: This the Roberts family are moving in this building today, Peter and Luke are painting their bedroom, Charlotte is sweeping the floor, Brooke and David are studying English in the yard.

EVALUATION: The best team that create no less than 4 sentences obtained the 10 point

ACTIVITY 6

TITLE:MY NEW FRIEND

OBJECTIVE: The student should be able to introduce other person to their lesson to reinforce their vocabulary.

ORGANIZATION OF THE CLASSROOM: Work in groups of three students

PROCEDURE: The teacher explains the activity through the following situation: two students have a friend in common but they don't know among them and one day they are in the same place.

ST A: Carlos this is Robert, Robert this is Carlos.

Carlos: Nice to meet you

Robert: Nice to meet you too.

ACTIVITY 7

TITLE: DESCRIBING PLACES

OBJECTIVE: The students should be able to describe some places to reinforce their knowledge.

ORGANIZATION OF THE LESSON: *Working* in teams

PROCEDURE: The teacher proposes some topics and the student select that they prefer, the teacher gives a list with some adjectives and some places as: historical, romantic museum, big, ancon beach, beautiful, colonial restaurant, interesting, Trinidad del mar Hotel, comfortable etc....

The team prepares a description and they discuss it before they present to the group. When they present to the group the rest to the students give their opinion and new datum.

EVALUATION: The winner obtained an mark of 10 points.

ACTIVITY 8

TITLE: COMPLETING DIALOGUE

Objective: The students should be able to express orally using descriptions, of the important places in your town.

ORGANIZATION OF THE CLASSROOM: work in pairs.

PROCEDURE: The teachers will write on the black board historical places in Trinidad and the teacher gives to them a list with some adjectives.

1)-Tick the adjectives to describe places in the center of the village

List: beautiful, old, new, short, large, narrow, historical, amusing and boring.

FINAL DIAGNOSE RESULTS

To verify the final state of the scientific problem was applied an final pedagogical test (1) to measure the level of knowledge obtained by the students in the final stage were tested 15 students in the high level which represent the 100%, also 15 students were tested in the average level which represent the 100%, and in the low level 15 students were tested which represent the 100%.

Tabulation of the results obtained in the initial and final pedagogical test

LEVEL											
HIGH			AVERAGE				LOW				
initial	%	final	%	initial	%	final	%	initial	%	final	%
6	40	15	100	4	26.7	15	100	5	33.3	15	100

CONCLUSIONS

-The bibliography consulted contributed to increased development of the oral expression.

-The level of the development of the oral expression in secondary school was increased.

-The activities applied showed that it is possible to develop, increase the knowledge and improve the ways of communication of the students in 7th grade.

-The results obtained validate the effectiveness of the activities applied.

RECOMMENDATIONS

-To go on searching about this important topic to motivate the teachers to develop the oral expression through their lessons.

-To recommend this sort of activities for the future training of the teenagers in other high schools.

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ANNEXES

ANNEX(1)

PEDAGOGICAL TEST

OBJECTIVE: -To determine of level of knowledge in the seventh grade about the use of the some communicative functions

-Answer the following questions:

a)-What is your name?

b)-Where do you live?

c)-What is your town like?

d)-What is there in your house?

e)-What does your mother look like?

ANNEX(2)

OBSERVATION

OBJECTIVE: To determine the level of knowledge in seventh grade about the use of the communicative function studied in the grade

- If they understand the meaning easily
- If they use whole the necessary information
- If they use in correct way the vocabulary studied
- If they use the words and verbs studied in seventh grade.
- It they exchange in the oral way .