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# *Major Paper*

*Title: Learning activities to enhance the oral expression in the English language in tenth grade.*

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**2010-2011**

# *ACKNOWLEDGEMENT*

- ❖ To my parents for their valuable support and devotion during these five years.
- ❖ To my tutor, Msc. Geonel Rodriguez Pérez for providing me the necessary guideness to develop this investigation.
- ❖ To my classmates and friends for helping me whenever I need them.
- ❖ To all the teachers who contributed to my professional formation.

## **Summary**

This major paper makes a bibliographical analysis of the theoretical and methodological grounding, related to the development of the oral expression in the teaching-learning process of the English Language. As well as the preparation of the teachers to face the challenges that global society, and the new theories entailed to educational topics are imposing, along with the fast development of today's world. During the course of this research, different scientific methods were used to support the criteria selected by the author in order to find the contradictions that evidenced the existence of a scientific problem. Besides, this work proposes different activities for tenth graders to enhance their communicative abilities and reinforce oral expression.

## Introduction

Nowadays, English Language reaches a great expansion throughout the world; many countries of all the continents use it as their official language. For others, it is the most frequently studied foreign language among the different education levels. It is also used as the language of international communication through internet. The hegemony of the English language was reached three hundred years ago; its supremacy has been kept itself along with the accelerated development of the new world.

The education system in Cuba is immersed in deep changes. An Educational Revolution is taking place in every school or institution. It is conformed by numerous programs which have been specially created to guarantee every citizen the opportunity to receive a good professional formation according to the needs of our nation and responding to the demands of today's world development.

Learning a foreign language, requires from students to have a harmonic and integral development of the four skills of the verbal activity: listening comprehension, oral expression, reading comprehension and written expression, what guarantees every student to be able to have a better mastery of the language.

The mastery of language is an important component in the development of the communicative competence. The Communicative competence is linked to certain socio-psychological and cultural factors; it is the capacity of establishing an efficient communication at different levels and contexts, along with the development of a flexible communicative style in order to succeed in communicating information.

A great deal of research has been made regarding the teaching of English in Senior High School, mainly regarding the acquisition of communicative skills, the development of linguistic competences and text comprehension abilities; among them, can be mentioned The Teaching of English as an International Language (Gerry Abbot), Teaching the Spoken Language (Gillian Brown and George Yule), Teaching Pronunciation (Marianne Celce), Clear Speech (Judy Gilbert), Methodology of the Foreign Language teaching (Rosa Antich de Leon), Teaching Oral English (Donn Byrne), Communicative Language Teaching (Rodolfo Acosta Padrón). Generally, these investigations deal with aspects related to the development of the listening, writing, reading and oral expression skills.

English lessons in Senior High School are now accompanied by video-lessons which provide a good condition to the teaching-learning process throughout the country. The use of the audio-visual teaching-aids makes the teacher's work easier and more profitable. These video-lessons provide students video-sequences in which they have the opportunity to listen to natives speakers making use of the language, it is a powerful tool that helps them train their listening skills and imitate excellent pronunciation, intonation, rhythm and fluency patterns of the English-speaking people.

Although these video lessons provide students good conversational models, oral practice and systematization must be carried out through the on campus lessons, however, during the observation of the pedagogical practice, there have been perceived the following difficulties which are regularly seen in relation to the oral expression of tenth graders:

- Fear to talk
- Lack of motivation from students towards the English language.
- Incorrect use of the communicative functions and phonetic patterns of the language.
- Limited use of vocabulary
- Difficulties with the elements of pronunciation: fluency, rhythm and intonation.
- Lack of activities directed to strengthen the oral expression.

For the reasons already exposed the author estimates convenient the necessity of investigating the problematic referred to the insufficient development of the oral expression in the English language of tenth graders.

Taking into consideration that necessity, the following **Scientific Problem** is stated: How to contribute to the strengthening of the oral expression in English in tenth grade?

**Object of Investigation:** The teaching-learning process of the English subject in tenth grade.

**Field of Action:** The oral expression in English in tenth grade.

**Objective:** To validate the learning activities directed to the strengthening of the oral expression in English in tenth grade.

Scientific Questions:

1. What is the theoretical and methodological grounding that supports the oral expression in English in tenth grade?
2. What is the real state of the oral expression in English in tenth grade?
3. What kind of activities can be proposed to strengthen the oral expression in English in tenth grade?
4. How to validate the proposal of teaching activities to strengthen the oral expression in English in tenth grade?

Scientific tasks:

1. Bibliographic analysis referred to the oral expression in English in tenth grade.
2. Diagnosis of the tenth grade students about their oral expression in English.
3. Elaboration of learning activities to strengthen the oral expression in English in tenth grade.
4. Validation of the activities proposed for the oral expression in tenth grade.

## **Methods**

A set of theoretical, empirical and mathematical methods were used during this investigation process.

From the **theoretical level**, the ones that allow to make an analysis of the scientific theory and the interpretation of the applied instruments, for the search of the possible causes of the manifestation of the problem, as well as for getting into the essential aspects of the process. For that reason, the following methods were used:

**Synthesis- analysis:** it allowed gathering all the information to analyze approaches and to take party, what was evidenced in several moments of the investigation.

**Induction- deduction:** it was used when it was necessary to integrate the objective reality of this problem with the bibliographical information already gathered.

**Historical- logical:** It was used to make a critical analysis in a systematic way of what literature in oral expression has established about spontaneity, fluency, intonation and rhythm in foreign languages.

From the **mathematical level** it was used the statistical one, for the treatment of the results and the application of the methods in order to arrive at some conclusions, the **percentual calculus**, it was also taken into consideration the use of the mathematical statistics using as a reference the **descriptive statistics** for processing the new data and so the elaboration of all the graphics and the charts involved to all the information collected from the instruments associated to the different methods.

Some **Empirical methods** were also used during this investigation process:

**Survey:** to know if the students were clear enough about the importance of oral expression in English.

**Observation:** to really know if the given results were the right ones in practice.

**Pedagogical test:** it allowed the teachers to know whether the students were motivated or not about the activities made in class to foster oral expression.

This study was carried out in a **population** of six groups from tenth grade of Carlos de la Torre Senior High School. The **sample** is formed by 30 students from group number four and it was intentionally selected because it is the group where the author realizes the pedagogical practice. The sample is composed by 17 girls and 13 boys from Sancti-Spíritus city. In the group, there are 10 black students, and 12 whose parents are divorced. Regarding the learning of the English Language, there are 3 fast learners, 9 average learners and the rest of the learners are slow.

### **Practical Contribution**

This research provides a set of learning activities based on the functional-notional approach to enhance the oral expression in English of tenth graders. It is composed by oral exercises directed to strengthen spontaneity, fluency, intonation and coherence in English Language.

## Development

### ❖ The teaching learning process.

The teaching process of a foreign language has necessarily to be broken down into components for purposes of study. There are three main components: (1) the teaching acts of presenting and explaining new material; (2) providing practice; and (3) testing. The teaching processes of presenting, practicing and testing correspond to strategies production paradigms. It is necessary to guarantee that students perceive and understand new language (by paying attention, by constructing meanings, by formulating rules or hypotheses that account for it, and so on); they should make conscious efforts to learn it thoroughly (by mental rehearsal of items, by examples, or by finding opportunities to practice); and they should check among themselves (get feedback on performance, ask to be corrected).

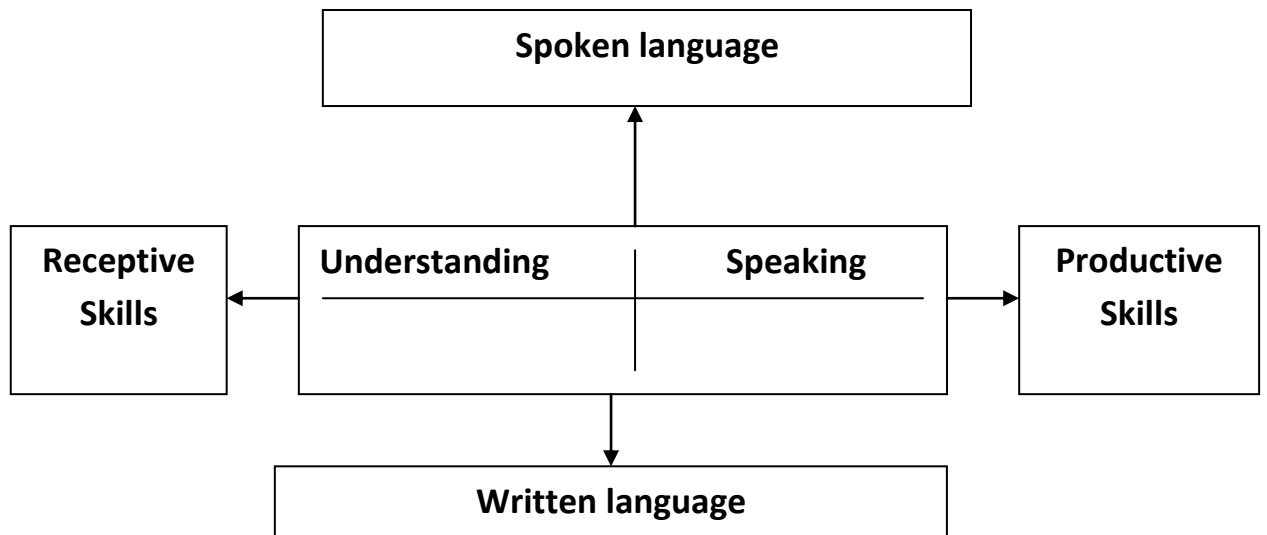
Learning is the assimilation of a certain content, knowledge and activities that are conditioned in definite situations. It means that learning is a chain of conscious acts oriented to a goal, directed by social needs and regulated by social practice. (Acosta Padrón and others: 2003).

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

Teachers should ask themselves. "How do students learn the content?", rather than "What should I do to teach the content? This question emphasizes on the view of learning as a process.

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





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

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

A lot of class hours should be devoted to develop oral productive skills. However, understanding cannot be left to take care of itself since it is very difficult. When the students try to use the language for themselves outside the classroom, without any

guidelines over the conversation, understanding turns very difficult. Furthermore, lack of understanding or expressing capacity often results in nervousness, which will probably inhibit the ability to speak. It evidences that in the classroom, the students are more likely to use the language reproductively, using certain guideness to help them in different communicative situations; however this guideness do not help them speak freely and spontaneously when a communicative necessity suddenly appears.

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

In order to succeed in achieving this goal, it necessary to devote a high proportion of class time to practice the different communicative functions and work with some linguistic elements such as pronunciation, vocabulary and grammar. It is also very important to give the students opportunities for the expression of personal meaning.

Although in the classroom situation it is often necessary to focus on developing one of the oral skills rather than the other, in some situations only one person may do all the speaking, as for example in a lecture. Here, typically, the speaker initiates and keeps the same flow of speech. It also happens when a person is giving instructions or directions. Normally, however, although one person initiates, both, speaker and listener change roles during the conversation and consequently speaking involves responding to what has been heard. In this case, speaking is an integral part of listening. This particular part of interaction (listen-respond-listen etc) is very difficult for the students, even more when the activities directed to develop these skills are not good enough or well planned according to the needs of the group.

In the classroom, these two skills should be integrated by means of situations that allow and encourage authentic communication (e.g. especially through talk and

discussion in small groups) and the students should be taught how to keep open the channel of communication in such situations (e.g. by asking for repetition, clarification etc).

The development of oral abilities is a good source of motivation for most students. Here Donn Byrne (1989:11) mentions some aspects to take into account:

- Try to find ways of demonstrating to the learners that they are making progress in the language all the time.
- Ensure that controlled practice, in order to monitor and to correct the students' performance, is matched by opportunities for free expression.
- Show the students how to make the best use of the little they know.

It is very clear that the aspects mentioned above are important to be taken into account. However, the teacher should go further to find other ways to facilitate students' learning based on the characteristics of the group. This will allow the teacher to strengthen the learning process through activities directed to enhance oral practice in a more proficient way.

Finally, teachers should accept the fact that there are students who will never reach a high level of oral proficiency. Teachers should be satisfied when students reach a high level of comprehension and an appropriate level of production, since understanding others will help them being more accurate while imitating a model to express themselves.

By emphasizing more on comprehension there is also identified a goal, which is attainable with large classes (especially if students are exposed to a good deal of language e.g. by talking to them, using recorded materials etc.) and will therefore motivate the majority of students.

Up to now, it has been talked about oral ability as something teachers develop in isolation in the classroom. Normally, however, this will not be the case. If mentors are looking for sources of talking, whether guided or free, it is apparent that many of these will come from reading and writing activities. Students will, of course, need dialogues as conversational models but these are not necessarily the best stimulus to talk. Reading a text on a topic that calls students' interest may be productive as well, often because the ideas are presented more directly. Reading can also help students

expand their receptive knowledge of the language, even in the difficult area of vocabulary, when they understand a text by context even when there are words that are new for them. Likewise, writing activities are helpful for them to spread out their imagination, and develop creative abilities.

While speaking, people make use of their communicative ability at processing the complete situation involving them. They take into account what is said to them from the actual situation or a preceding conversation, and express their points selecting items, which will communicate their messages effectively.

Foreign language students need opportunities to develop this ability by being exposed to situations where they have to use their available sources for communicating meanings as effectively and economically as they can, which is the objective of all language teaching.

Littlewoods (1981: 6) presents the four broad domains that make up a speaker's communicative ability and calls for their consideration in foreign language teaching. They are presented here synthetically:

- The students must develop the skill of manipulating the language system to the point where they can use it spontaneously and flexibly, in order to express their intended message.
- The students must distinguish between the forms, and the communicative functions that they perform.
- The students must develop skills and strategies for using language, to communicate meanings as effectively as possible in concrete situations, and if necessary, to remedy failure by using different language forms.
- The students must be aware of the social meanings of language forms.

In a functional-structural course, the objectives are the communicative intentions or functions within each of the two general functions of language; that is, the interactional and the transactional functions.

Students progress from function to function rather than from structure to structure. At first, functions are kept simple and their sequencing is done in such a way that the students also work through structural progression. Functions are

then recycled, each time with more complex language to suit the learners' development of linguistic competence. For example, asking directions might first be expressed by "Where's the station, please?", and later by "Excuse me, I wonder if you could tell me where the station is".

To decide what functions, topics and situations are more likely to be relevant or interesting to the students' needs, teachers may rely on already published checklists, which they can modify as necessary or on their own intuition and observation.

It helps the teacher ask himself questions such as the ones Littlewoods (op. cit.: 82) suggests

- What situations might the learners encounter?
- What language activities are they more likely to take part in?
- What functions of language are likely to be most useful?
- What topics are likely to be important?
- What general notions are likely to be important?
- What language forms should the students learn in order to satisfy their communicative needs?

Speaking abilities are developed, consequently, based on the functions, which become the immediate teaching aims. Their teaching turns into the direction and goal of every lesson and activity.

This goal is attained through the mastery of the language system (accuracy) and the ability to express the intended messages appropriately (fluency). To attain this goal, the students should transit from imitating a given conversational model or responding to clues, to the free practice of language so they can express their own ideas. The proportion of controlled practice to free practice should change as the course progresses.

Mastery of the language forms is not an end of learning, only a means to an end, and the students do not need to work through the whole language system in order to be adequate users of the language. They only need to learn those language items that are essential to the expression of the communicative

functions they are learning and see them demonstrated through activities of various kinds: those designed to develop accuracy and those designed to promote fluency.

Developing speaking requires knowledge of the language system skills in the mastery of language (linguistic skills) and skills in its functioning as speech (communicative skills). Thus, in learning a language as a communicative means, the student must assimilate its components: pronunciation, vocabulary and grammar and use them properly in speech.

Learning to speak, then, requires much practice in the functions and forms of the language. The objective of the teacher is to develop the linguistic and communicative skills integratively and progressively until free and spontaneous speech is attained.

Here are some of the linguistic skills:

#### 1. Pronunciation

- a) articulate sounds accurately.
- b) blend sounds and words together in speech.
- c) stress syllables and words properly.
- d) make stress shifts.
- e) use contracted and reduced forms.
- f) make all necessary pauses.
- g) express various communicative purposes, emotions and attitude through intonational means.
- h) establish sound-grapheme correspondences.

#### 2. Vocabulary

- a) employ a general (everyday) or specific vocabulary;
- b) group words according to meaning;
- c) choose the appropriate word in a given context;
- d) use of varied vocabulary and phrases;
- e) make use of true and false cognates;

- f) paraphrase the meaning of words;
- g) use the bilingual and/or monolingual dictionary.

### 3. Grammar

- a. choose the appropriate grammatical categories within the sentence.
- b. construct different types of sentences: affirmative, negative, interrogative.
- c. organize the elements within the phrase.
- d. employ simple and compound verb forms.
- e. combine different verb forms.

These skills, however, do not make students able to realize their communicative purposes through the functions of the language. This demands, in addition, other skills to operate with the functions.

The selection of the communicative functions as well as the structures and vocabulary will depend on the needs and ages of the students and their previous knowledge. This is worth of consideration since the content of every unit will stem from the function the students need to express as well as from the situation in which they express the function and the subject of the conversation.

The same function can be used in a variety of situations and topics and, therefore, it is advisable to do what Finocchiaro (1983: 61) suggests:

- Specify the function.
- Decide in which situational setting the particular function would be most interesting and relevant to the learners.
- Consider the topics that would be appropriate with the function the learners need to express.
- List tentatively the structures and notions they will use.

Finocchiaro (1983: 107) suggests some basic steps in preparing lesson plans, which are reproduced below with slight variations.

After the introduction of every lesson, teachers should go straight to the suggested steps below. The steps are not rigidly defined. Changes should be made as needed by the specific teaching-learning situation.

1. Presentation of a brief dialogue or several minidiologues, preceded by conversation related to the students' personal experiences and discussion of the function and situation.
2. Oral practice of each utterance of the dialogue or selected segments (entire class repetition, half class, groups, individuals) generally preceded by the teacher's model.
3. Questions and answers based on the dialogue topic and situation itself.
4. Questions and answers related to the students' personal experiences, but centered on the dialogue theme.
5. Study of the basic communicative expressions in the dialogue or one of the structures, which exemplify the function.
6. Student's discovery of organizations or rules underlying the functional expression or structure.
7. Oral recognition of the communicative expressions, structures, vocabulary items and functions.
8. Controlled and guided activities (language and functional activities).
9. Oral production activities (speech activities).
10. Sampling of the written homework assignment, if given.
11. Evaluation of learning.

The functional-notional approach underscores the fact that language is a system, but a dynamic system. It is never static, and speakers can modify and recreate it, enrich and adapt it in consonance not only with changes in the real world around us, but also in the attitudes and responses of the people with whom they interact.

There are two basic principles to pay special attention to regarding the development of skills. In the first place, the adequacy of the activity to the skill the



teacher intends to develop, in the second place, the consideration of the level of development of habits and skills.

**The learning activities may be of two types:**

They may aim at preparing the student with some of the skills required for communication, without actually requiring them to perform communicative acts, and so to be classified as language activities where the criterion for success is rather whether he has produced an acceptable piece of language, or be classified as speech activities where success depends on whether -the student has managed to convey an intended meaning in a successful way.

The functional-notional approach does not exclude the teaching of some items of pronunciation, word-forms, structures, or any other linguistic or cultural items that can be used by students as communicative tools. These should normally be integrated, but it may sometimes be necessary to isolate certain items from the dialogue in order to provide the students with a set of items they can use in different communicative situations.

The practice of these items can be “incidental” or “systematic”, depending on the number of factors such as the interplay of the language items with the communicative functions, their linguistic complexity and the students’ linguistic competence.

Language practice, however, does not lead to spontaneous creative use of language. The functional-notional approach encourages the students to speak creatively since the very early stages of the learning process by making emphasis on the uses to which the language is put and through the major role given to speech activities.

It is worth emphasizing on language preparation as one of the procedures to direct learning efficiently. Much of the efficiency in the performance of the learning tasks implied in the activities depends on careful language preparation. Here, some general categories of language will be helpful. They are:

- a) The instructional language, that is, the language the teacher uses to get the class activities done.
- b) The discussion language,” that is, the one both teacher and learners use to come to an agreement about the activity to be done.

c) Performance language, which is the product of the activity being performed by the learners.

Instructional discussion and performance language should be part of the language learning activities from a very early stage. Without them, it is not possible to operate at all.

#### ❖ **Analysis of the results.**

##### **The observation guide showed the following results:**

At the beginning of this investigation was made a diagnosis in which different methods were used with the purpose of detecting the main problems regarding oral communication and its actual levels in the students implied in the sample.

An observation guide was one of the empiric level methods used in the investigation with the objective of verifying the students' real state to develop the oral expression abilities. It was given to the group number four of tenth grade in Carlos de la Torre Senior High School.

From 30 students of the group only six of them (20, 0%) are always motivated to participate in oral activities and nine students (30, 0%) are sometimes motivated and the rest of the group (50, 0%) are never motivated to participate in this kind of activities.

Regarding the use of verbal tenses, it was noticed that, only five students (16, 7 %) always use them correctly and eight students (26, 7%) sometimes, while the biggest part of the group (53, 3%) never uses them correctly. On the other hand, it was verified that the mastery of the vocabulary by students is inefficient because nineteen students (63, 3%) are never able to use it, seven students (23, 3%) use it efficiently sometimes and only four (13, 3%) always use it in a proper way.

The students' pronunciation has been shown in a very low level, only two students (6, 7%) always pronounce appropriately, seven of them (23, 3%) sometimes do it and the rest of the group (83, 3%) never pronounces the English sounds.

Finally most of the students (69, 0%) are never evaluated in a satisfactory way in oral activities, five of them (16, 7%) are sometimes evaluated satisfactorily and seven (23, 3%) are always evaluated satisfactorily.

Results of the survey applied to the group.

A survey was given to the 30 students of the group with the objective of checking the observation results already obtained. In the processing and interpretation of this survey were noticed the existing problems regarding the development of oral expression abilities due to the lack of motivation and interest on learning a second language.

Regarding the teacher's work, it is interesting that fifteen students (57, 1%) declared, that the teacher always orients activities directed to develop oral expression, seven students (23, 3%) answered that they sometimes do it and the rest of the class (26, 7%) agrees that the teacher never does these kind of activities.

On the other hand, it was corroborated the motivational existent problem because the biggest part of the group (63, 3%) is not motivated to study this subject and perhaps this is one of the causes why twenty students (66, 7%) are never able to work with this kind of activity.

In relation to the exercises quality seven students (23, 3%) opined that the exercises are good enough to cover all their learning necessities, ten of them (33, 3%) expressed that sometimes they are qualified to fulfill their needs and the rest of the group (43, 3%) do not have a positive opinion.

It is important to refer to the signification given by the students to the use of oral expression activities in class. Eight students (26, 7%) attributed a considerable importance to the use of oral expression activities, at the same time, some others (40, 0%) think that these activities have a remarkable significance while ten (33, 3%) of them do not consider these activities important.

Results of the initial pedagogical test:

For corroborating the problem existence, a pedagogical test was given to the sample. This pedagogical test was qualified over the base of 100 points distributed in 30 points for the first questions, 20 for the second question and 10 points for each statements of the third question. Its principal objective was to measure the students' actual state regarding the oral expression abilities.

Analyzing the obtained results, the author can affirm that in the first parameter, referred to the comprehension of a written dialogue by means of a true or false exercise, ten students (33, 3%) could do the exercise, nine students (30%) only did one or two statements correctly and the rest of the students (36, 7%) were not able to do any of it.

The Indicator 2 was about information extraction from the text by means of specific questions and it showed that fourteen students (46, 7%) could not answer those questions, ten of them (33, 3%) answered only one statement and a few part of the group (20, 0%) answered both of them.

The last indicator referring to the students' communicative abilities expressed one of the main problems these students have, because only four students (13,3%) showed to master the main communicative functions of their learning level, twelve students (40,0%) did a half of the exercise and the rest of the group (46,7%) was not able to communicate among themselves.

### ❖ **Activities proposed to strengthen the oral expression abilities in tenth graders of Carlos de la Torre Senior High School.**

#### **Activity.1**

**Title:** Say How and what for.

**Objective:** Students should be able to communicate orally using different functions related to personal information by means of performing a model dialogue.

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

According to the conversation say how:

- a) greet someone.
- b) ask about someone's condition.
- c) answer.
- d) expressing surprise.

e) wish someone well.

Procedure: This activity is, based on a previously heard text, which embodies the functions and forms to be learned. Having understood the text and done some imitation practice, the learners are ready to say how the characters perform the communicative functions within the context of the conversation and thus pave the way to transfer these functions and forms to other situations.

### **Activity.2** Guessing Activity (Where is it?)

**Objective:** ask and answer yes or no questions by means of a guessing activity.

One effective way for oral practice is to get the students to try to find something out through guessing. An example of a guessing activity is the Where is it game.

Procedure: the teacher divides the class into two teams and one of them hides an object somewhere in the room without letting the members of the opposite team see where. The members of the guessing team begin asking questions of the Yes-No type to find out what object it is and where it is, until the object and the place are guessed. The winning team is the one that requires the smallest number of questions to guess.

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

### **Activity 3**

**Title:** I can speak English.

**Objective:** To develop communicative abilities in the students.

**Materials:** Cards.

**Procedure:** The teacher asks to read the following text:

Children learn where they live. If children live with hostility, they learn to fight. If children live with ridicule, they learn to be patient. If children live with encouragement, they learn confidence. If children live with praise, they learn to appreciate. If children live with fairness, they learn justice. If children live with security, they learn faith. If children live with approval, they learn to like themselves. If children live with acceptance and friendship, they learn to find love in the world.

- The students will select a strophe.
- The teacher will order to group up according to the strophe chosen.
- The students will give their opinions about it. Always departing from the backing up of the selected part.
- The students will get to conclusions and will create their own strophe using the vocabulary studied.

#### **Activity 4**

***Title:*** *Let's talk*

Objective: To model a dialogue following some guidelines to enhance oral practice.

Procedure: After making repetition work and analysing the functions of a model dialogue, students are given some pieces of information to work in pairs on the performance of a similar dialogue.

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

Act out the conversation based on the following information:

*Jake*

*Rosemary*

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

### **Activity 5**

**Title:** The Square.

**Objective:** To review vocabulary and grammar.

**Procedure:**

This is an activity directed to consolidate vocabulary and grammar. Prepare in a box some cards in which four of them are related. The teacher should explain that the student will win if they obtain a total combination of four cards.

- example: It can be:

E l s a	Is	Going to	read
T h e y	Wrote	beautiful	letters
O r a n g e	Apple	guava	mango
H o w	Do	you	Feel?
	football	tennis	swimming

Students will talk freely about what they learned in the class.

The teacher will give a quantitative evaluation to those students who have the most outstanding participation.

#### Activity 6

*Title: What's the matter?*

**Objective:** Students should perform different dialogues by giving suggestions to solve different problems, in order to reinforce oral practice.



**Procedure:** The students are given some pictures where they can observe different problems. They must give suggestions to solve the problems in the different situations.

Practice this conversation. Then talk about the problems in the pictures using the conversation as a model and the examples of suggestions given below.

**Model dialogue:**

A: What's the matter?

B: I'm not feeling well.

A: What's wrong?

B: My stomach hurts a lot.

A: Then you must go to the doctor.

**Giving suggestions:**

- Go to the doctor.
- Take one pill every eight hours.
- Study harder.
- Buy a new one.
- Call the phone company.

**Activity 7**

**Objective:** To practice the vocabulary related to clothes.

Procedure: Students must practice a model dialogue given to them with their classmates. At the end, everyone should give his/her personal view.

Ellen Smith just tried on some clothes and a sales-man is asking her about them. Play the role of Ellen and the sales-man. Practice this conversation about the jacket and then say what you think of the pants and the shirt.

Dialogue:

Sales-man: How was the jacket?

Ellen: Well it was too small.

Sales-man: Would you like to try a larger size?

Ellen: No, it is not the right style, it seems a little old-fashioned.

Sales-man: Well what about the pants?

Some examples of opinions:

It was (they were) too small (big).

It's not very comfortable.

It's just right.

It's a very good buy.

It's too expensive.

It's a bargain.

## **Activity 8**

**Objective:** To practice the past tense by means of discussing a text.

**Procedure:** Students are given a text in past tense and some questions related to the comprehension of the text, then they are given time to discuss them in small groups. To finish the activity, the students must give their personal view about the text.

**Materials:** Bilingual dictionary.

### **Read the text carefully**

It was December 2, 1956 when 82 men, who had landed from \*Granma\*, began their march toward the mangrove-covered coast of Las Coloradas beach, near Niquero in the southern part of Oriente. It was a hard, dangerous voyage through continuous storms, but they were now in their homeland for which they pledged to

themselves to become either heroes or martyrs. When the expedition reached the coast and began to cross the mangrove area, they heard the sound of a motorboat; far away, they could see a government warship. The march through the mangrove and quicksand took over an hour. When they reached solid ground, the leader of the Revolution called the roll. Eight men were missing. They were going to search for the missing men when they heard the sound of airplane engines. They decided to enter the woods.

**From the text, answer the following questions and discuss your opinion with your classmates:**

- When and where did the \*Granma\* land?
- Do you think their voyage was dangerous? Why?
- What did they hear when they were crossing the mangrove area?
- Why did they decide to enter the woods?

#### ❖ **Validation of the learning activities.**

At the end of this investigation, the same **observation guide** was applied again, but now with the objective of verifying the students' final state to develop the oral expression abilities after having done the proposed learning activities.

Regarding motivation from 30 students of the group only four of them (13, 3%) are never motivated to participate in oral activities and fourteen students (46, 7%) are sometimes motivated, the rest of the group (40, 0%) now are

On the other hand, it was verified that the mastery of the vocabulary by students is now a little bit more proficient because eleven students (36,7%) are able to use it, fifteen students (50,0%) use it appropriately sometimes and only four (13, 3%) always use it in a wrong way.

The students' pronunciation showed in a very low level the first time this observation guide was applied, but now only twelve students (40,0%) always pronounce inappropriately, ten of them (33, 3%) sometimes do it and the rest of the group (26,7%) pronounces the English sounds correctly.

Finally most of the students (53, 3%) are always evaluated in a satisfactory way in oral activities, nine of them (30, 0%) are sometimes evaluated satisfactorily and just five (16, 7%) are never evaluated satisfactorily.

### **Results of the final pedagogical test:**

For corroborating the results of the final observation guide, another pedagogical test was applied to the same sample. This pedagogical test has the same characteristic o the first one regarding qualification and principal objective was to measure the students' final state regarding the oral expression abilities.

Analyzing the obtained results of the first parameter, referred to the comprehension of a written dialogue by means of a true or false exercise, now seventeen students (56,7%) could do the exercise, nine students (30%) only did one or two statements correctly and just a few students (16,7%) were not able to do any of it.

The Indicator 2 was about information extraction from the text by means of specific questions and it showed some advantages, now that thirteen students (43,3%) could answer those questions, eleven of them (36,7%) answered only one statement and a few part of the group (20, 0%) couldn't answered any of them.

In the last indicator referring to the students' communicative abilities some problems were solved, because only five students(16,7%) couldn't express the main communicative functions of their learning level, fifteen students(50,0%) did half of the exercise and the rest of the group(33,3%) was able to communicate among themselves.

## **Conclusions.**

The methodology for the teaching of speaking emphasizes on functional, real use of language. Today, language teachers need to understand the fact that mastery of the linguistic systems should not be required since it may not be possible, and that intelligibility, fluency and situational appropriateness (in other words, communicative competence) are the primary goals the teacher should try to help learners achieve.

The study diagnosis made to the 10 grade students of Carlos de la Torre Senior High School about the oral expression in English Language shows the existence of difficulties in the students' oral abilities, motivation and interests of learning a foreign language. It also shows a lack of activities directed to enhance oral expression.

These activities are proposed in order to enhance oral expression abilities in English Language of 10 grade students and they are characterized by providing the students a set of tools to help them improve oral expression according to their learning level and needs.

It was corroborated, taking into account the obtained data, that student's motivation has increased, as well as the correct use of verbal tenses, mastery of vocabulary and proper pronunciation in relation to the oral expression in English of the selected sample.

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## Annexes

**Annex-1:** Initial-final observation guide:

**Objeto de observación:** 30 alumnos del grupo décimo 4 del IPVCPU Carlos de la Torre

**Objetivos de la observación:** observar el nivel de desempeño de los estudiantes en la expresión oral en las clases de inglés.

Tiempo total: un mes

**Frecuencia de las observaciones:** todas las clases.

**Tipos de observación:** abierta y participante.

1. **The students are motivated to participate in oral activities:**

\_\_\_ Always \_\_\_ sometimes \_\_\_ never

2. **The students use the verbal tenses correctly:**

\_\_\_ Always \_\_\_ sometimes \_\_\_ never

3. **The students master the vocabulary corresponding to the units of the syllabus:**

\_\_\_ Always \_\_\_ sometimes \_\_\_ never

4. **The pronunciation of the students is appropriate:**

\_\_\_ Always \_\_\_ sometimes \_\_\_ never.

5. **The students are evaluated in a satisfactory way in English oral lessons:**

\_\_\_ Always \_\_\_ sometimes \_\_\_ never



## **Annex- 2: Survey.**

Cuestionario.

Las preguntas que a continuación aparecen están dirigidas a conocer tu criterio acerca del trabajo con la expresión oral en las clases de Inglés.

1. ¿Orienta tu profesor actividades de expresión oral durante las clases de inglés?  
\_\_\_siempre      \_\_\_a veces      \_\_\_nunca
  
2. ¿Te sientes bien trabajando con actividades de expresión oral en las clases de Inglés?  
\_\_\_siempre      \_\_\_a veces      \_\_\_nunca.
  
3. ¿Consideras que estás preparado/a para trabajar con actividades de expresión oral?  
\_\_\_siempre      \_\_\_a veces      \_\_\_nunca
  
4. ¿Consideras que los ejercicios orientados abarcan todas tus necesidades de conocimiento?  
\_\_\_siempre      \_\_\_a veces      \_\_\_nunca
  
5. ¿Consideras importante el uso de actividades de expresión oral en las clases de inglés?  
\_\_\_siempre      \_\_\_a veces      \_\_\_nunca

### **Annex-3: Initial pedagogical test**

Name \_\_\_\_\_ Number \_\_\_\_\_

1)-Read carefully:

Betty and Suzy are on the street.

Betty: Good morning Suzy.How are you?

Suzy: I'm great. How about you?

B: I'm fine, thanks .Tell me about your life. What's your occupation?

S: I'm a nurse.What's your job?

B: I'm a teacher .I work in a secondary school.

S: See you soon.

B: Bye –bye.

1- Say true (t) or false (f).

- a) \_\_\_\_\_ Suzy is very well.
- b) \_\_\_\_\_ Suzy works in a secondary school.
- c) \_\_\_\_\_ Betty is a teacher

2- Answer the following questions.

- a) Are Betty and Suzy at school?
- b) Where does Betty work?

### **3-ORAL TEST**

Student A will invite while student B will accept or refuse the invitation.

**Card A:** Invite your partner to go to the beach.

**Card B:** Accept or refuse your partner's invitation.

**Annex-4:** Final pedagogical test

Name \_\_\_\_\_ Number \_\_\_\_\_

1)-Read carefully the following dialogue:

Stella: Hi Loretta!

Loretta: Stella hi! How are you?

Stella: Oh not bad, a little tired. Loretta I´d like you to meet my brother-in-law.

Alex: Nice to meet you. My name is Alex.

Loretta: I´m sorry, did you say Alec or Alex?

Alex: Alex with an "x".

Loretta: Well it´s nice to meet you, Alex. Where are you from?

Alex: I´m from Athens, Te...

Loretta: Athens! How nice! I´d like to go to Greece someday. I bet It´s beautiful there.

Alex: Oh no! Not Athens, Greece. I´m from Athens, Texas.

Ex-1 Say true (t) or false (f).

- a) \_\_\_ Loretta is a little tired.
- b) \_\_\_ Alex is Stella´s brother-in law.
- c) \_\_\_ Alex lives in Greece.

Ex-2 Answer the following questions:

- a) Are they in Athens, Greece?
- b) Where does Alex live?

**3-ORAL TEST**

Student A will invite while student B will accept or refuse the invitation.

**Card A:** Invite your partner to go to the beach.

**Card B:** Accept or refuse your partner´s invitation

**ANNEX– 5: Quantitative summary results of the initial observation guide:**

<b>Initial Observed parameters</b>	<b>Always</b>	<b>%</b>	<b>Some times</b>	<b>%</b>	<b>Never</b>	<b>%</b>
1- The students' motivation toward oral activities:	6	20	9	30	15	50
2- The use of verbal tenses	5	16,7	8	26,7	16	53,3
3- Mastery of vocabulary corresponding to the units of the syllabus:	4	13,3	7	23,3	19	63,3
4-The students pronounce properly.	2	6,7	3	23,3	25	83,3
5-The students are evaluated satisfactorily.	7	23,3	5	16,7	18	69,0

**ANNEX– 6: Quantitative summary results of the final observation guide.**

<u>Observed parameters</u>	Always	%	Some times	%	Never	%
1- The students' motivation toward oral activities:	12	40,0	14	46,7	4	13,3
2- The use of verbal tenses	10	33,3	13	43,3	7	23,3
3- Mastery of vocabulary corresponding to the units of the syllabus:	11	36,7	15	50,0	4	13,3
4-The students pronounce properly.	8	26,7	10	33,3	12	40,0
5-The students are evaluated satisfactorily.	16	53,3	9	30,0	5	16,7

**ANNEX–7 Quantitative summary results of the survey.**

<b><u>Parameters</u></b>	<b>Always</b>	<b>%</b>	<b>Some times</b>	<b>%</b>	<b>Never</b>	<b>%</b>
1- Quality of the orientation given by the teacher	15	57,1	7	23,3	8	26,7
2-Students´motivational level to work with oral activities.	6	20	5	16,7	19	63,3
3-Student preparatory level to work with oral activities.	4	13,3	6	20	20	66,7
4-Execises quality regarding oral expression.	7	23,3	10	33,3	13	43,3
5-Importance given by the students to the work with oral activities	8	26,7	12	40	10	33,3

**ANNEX– 8** Quantitative summary results of the initial pedagogical test.

<b><u>Evaluated parameters</u></b>	<b>High</b>	<b>%</b>	<b>Average</b>	<b>%</b>	<b>Low</b>	<b>%</b>
1-Dialogue comprehension by means of a true or false exercise	10	33,3	9	30.0	11	36,7
2-Answers to the questions from the dialogue	6	20.0	10	33,3	14	46,7
3-Communicative abilities:	4	13,3	12	40.0	14	46,7

**ANNEX– 9** Quantitative summary results of the final pedagogical test.

<b><u>Evaluated parameters</u></b>	<b>High</b>	<b>%</b>	<b>Average</b>	<b>%</b>	<b>Low</b>	<b>%</b>
1-Dialogue comprehension by means of a true or false exercise	17	56,7	9	30,0	4	16,7
2-Answers to the questions from the dialogue	13	43,3	11	36,7	6	20,0
3-Communicative abilities:	10	33,3	15	50,0	5	16,7