Pedagogical   Science University

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Diploma Paper

Theme: A set of exercises to contribute to strengthen the oral expression in 7th graders at "Hermanos Tudela Garcia" Secondary School.

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## Abstract

This research work has taken the study of communication and the communicative approach with a relevant importance because it enables professors with the appropriate methods and procedures to develop communicative skills in the students, being this , an important aspect to teach a foreign language. For that reason, this investigation lies on the analysis of the development of the oral ability in $7^{th}$ graders at Hermanos Tudela Garcia Secondary school, for that purpose, some students were inquired as well as teachers were interviewed resulting that there are some insufficiencies in the students at the time of using the foreign language as well as the lack of communicative activities developed by the professors and lack of motivation towards learning English. Hence, this work offers a set of exercises to contribute to strengthen the oral expression.

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## Introduction

The National System of Education has paid special attention to schools as the institutions having the responsibility of the formation of the new generations, and directing the teaching learning process to complete the development of the new man under the Marxist Leninist principles , that is why it is established the necessity of the active and conscious participation of the students in the teaching learning process in such a way that they become both : object and subject of education .

The education of our students requires a multilateral formation; it is based on the harmonic conceptions of the comprehension of the social development related to the natural historical process, the recognition of the primary character of nature in regard to man, theory and practice.

In our country, after the triumph of our Revolution, the study of English as a foreign language has played an important place in the development of culture and the acquisition of knowledge. English as subject has been included in the process of transformation of the personality which has been the result of the searching of solutions that permits to solve one of the teachers worries related to oral expression in English learning.

The teaching of English as a foreign language in the intermediate level is very important because, first, it is culture, besides, it responds to the political, economic and social importance of the knowledge of a foreign language, keeping in mind that Cuba has cooperative and economic relations with lots of countries in many aspects such as: sports, culture, education, science, polities and some other spheres.

Taking into consideration all these elements, the Cuban police in regards to education introduced the teaching of English as a foreign language since early ages. In this way it adds to the multilateral formation of the students who learn a foreign language as a way of improving their knowledge and the understanding of the universal culture.

The theme of the oral expression has been treated by different international authors such as: Wilkins (1971), Littlewood (1981), Passov (1984), among others. They pointed out the importance to develop the language within a communicative atmosphere and the complexity of this process in the learning of a foreign language. They have insisted that the results of the teaching of a foreign language has been unsuccessful concerning the development of communicative abilities due to the inadequate methods and procedures that have been used. On the national part , Rosa Antich de Leon (1986), Isora Enrique O'Farril (1999), Liliana Casar Espino (2001), A.Camacho Delgado (2004),Sergio Font (2006) point  out that the teaching of English in Cuba has been object of deep changes. They point out a communicative and developed conception that favours the students in their oral and written expression. It is undeniable that the adequate use of the mother tongue facilitates the learning of a foreign language; it contributes to reduce the negative transferences in this process and permits to establish relationship between the knowledge about the mother tongue and the knowledge of the foreign language being learned.

The main objective of teaching any language is to develop the acquisition of habits, skills and knowledge in the students as well as to contribute to the formation of a scientific conception of the world, taking as point of departure language as a social phenomenon, and the relationship among thinking–language–culture.

The teaching of a foreign language is a very complex and difficult process because it is necessary to use a series of methods and procedures which facilitate a successful development of it.

Nowadays, in our country, the teaching of English as a subject has a great importance, and it is included in all educational levels .The beginning of the formation of language might consist of a mixture of articulated expressions of the most various characters, in which the common use made possible the production of certain sounds by different individuals.

Many investigations have been carried out on the communication that should exist between teacher –student and student–student at the time of teaching a foreign language. Some difficulties have been detected on it, due to this, it has not been possible to achieve a wide

level of communicative development throughout all the years in which the English subject has been taught in our schools.

Through the observation of the teaching learning process, It was proved that there exit some difficulties in the development of the oral expression that do not contribute to the development of oral skills in the students, among them it can be mentioned: the lack of vocabulary on the part of the students to achieve a fluent communication, insufficient use of the grammatical structures, lack of communicative activities during the classes, lack of motivation towards the learning of the foreign language, among others.

According to the insufficiencies detected in the lessons observed, the authoress of this paper declared the following scientific problem.

Scientific problem: How to contribute to strengthen the oral expression in 7th graders at "Hermanos Tudela Garcia" Secondary School?

To give solution to the problem, the authoress declared the following objective.

Objective: Elaboration of a set of exercises to contribute to strengthen the oral expression in the English language in 7th graders at "Hermanos Tudela Garcia" Secondary School.

According to the problem the authoress declares the following scientific questions.

Scientific questions:

1–What is the historical background that characterizes the oral expression in the teaching learning process of the English language?

2-What theoretical bases support the development of the oral expression in the teaching learning process of the English language?

3-What is the real situation the oral expression presents in the teaching learning of the English language in 7th graders at "Hermanos Tudela Garcia" Secondary School?

4-What activities can be design to strengthen the oral expression of the English language in 7th graders at "Hermanos Tudela Garcia" Secondary School?

To answer the scientific questions the authoress declared the following scientific tasks.

Scientific tasks:

1- Determination of the historical background that characterizes the oral expression in the teaching learning process of the English language.

2- Systematisation of the theoretical foundation that supports the oral expression in the teaching learning process of the English language.

3-Characterization of the real situation the oral expression presents in the teaching learning process of the English language in 7<sup>th</sup> graders at "Hermanos Tudela Garcia" Secondary School.

4- Elaboration of a set of exercises to contribute to strengthen the oral expression in 7<sup>th</sup> graders at "Hermanos Tudela Garcia" Secondary School.

Methods

-From the theoretical level:

Historic-logical: It was used to analyze the historical evolution of the oral expression in the teaching learning process in a logical way and chronological order.

Analysis-synthesis: It was used during all the process of investigation for the study of theoretical conceptions of the problem by consulting several bibliographies.

Inductive-deductive: It facilitated to get the logic conditions taking as starting point the theoretic elements and the results of the empiric methods applied.

-From the empiric-experimental level:

Interview: was used in order to get some information about the teacher's mastery concerning the problem as well as to the students.

Observation of classes: was used to valuate the reality of the problem through the direct perception of the classroom.

Inquiry: to prove oral expression is developed taking into account professor-students, and student-student relationship.

-From the statistic-mathematical level: The percent analysis was used in order to obtain the results of the instruments applied.

Universe and Sample

30 7th grade students out of 75 were taken as sample, it represents 40% of the total, 19 students were females and 11 males. Two teachers who work with the subject were interviewed that represent (100%)

Development

Before the triumph of the revolution in 1959, the teaching of English in Cuba was limited by the existence of private school and differences between social classes which did not permit the poor to go to school. With the triumph of the Revolution and the nationalization of teaching, the old system of education was eliminated; public teaching was declared as well as free educational services for everyone.

In this stage of changes, the Revolution was encharged to make syllabuses and curricula to guarantee the objective of the Cuban Revolution. However, there were some difficulties in organization, control, guidance and planning in the teaching learning process .That was due to the lack of methodological preparation on the part of the teachers. The teaching of English was introduced in the curriculum in a general way. In that period courses elaborated by linguists and pedagogues from other countries predominated, but they had not correspondence with the characteristics of the Cuban adolescents.

The courses imparted in our country were directed to teach English in a general way with the presentation of structural patterns by means of the audio-oral method. This method considered that the acquisition of a language was just to acquire habits; the rational and conscious learning was avoided. This method of teaching was used till the 60's reducing the linguistic content in the students which contained the vocabulary, grammatical patterns, etc

In the 1970's the basis for changes in the teaching of English as a foreign language were created, the audiovisual method, which constitutes an alternative of the audio- oral method was introduced. The methods already mentioned did not permit the communicative competence, teachers did not have enough methodological preparation to guarantee a process with a required quality, and the syllabus was structured with the content so as to study vocabulary, grammar, pronunciation and reading as single parts.

In  the 1980's the teaching learning  process was better, there was efficiency in the methodological part and in the preparation of the teachers .English as a subject  in Secondary Schools had three main objectives , to widen the grammatical and lexical

structure, to develop abilities in reading and to develop habits at the time of doing the independent work.

The communicative approach was introduced in Cuba in the 80's .It contributed to perfection the process, it is characterized by the development of the communicative competence in different linguistic abilities, and supported that the teaching of English should be based in the development of communicative functions. The researchers that represent this approach suggest that the center of the activity should be the students, who should learn to use the language, to master its structure and its vocabulary.

In 2000, there were many changes in the Secondary Schools, with an integral general professor, TV programs, recorded and video –classes; the use of teaching means as computers, videos, TV sets, softwares, etc. Within those changes there was the introduction of TV classes for the teaching of English trying to diversify and to obtain better quality in this teaching. From 2000-2001 started the broadcasting TV program University for everybody, with the first course directed to increase the general culture concerning the language.

Through language, the man made possible the expressions by means of words which have a semantic meaning acquired through the socio-historical activity. By means of language, the man shows to others his affective world. Through words he expresses different meanings according to intonation, rhythm, pauses, etc.

The development of the oral expression is supported in philosophers, psychologists and pedagogue's references.

From the philosophical view point, it takes the Marxist conception of the world where oral communication constitutes an important aspect of the human being, due to the fact that through language the man is able to change the environment and him. The Marxist-Leninist philosophy showed the biological and objective condition that gave place to the necessity of men to communicate among them, it gave the bases for the language formation and explained the mechanism by means of which they established the relation between sounds and images of the objective reality.

Carls Marx explains the social content of communication, and points out that the relation of man with himself is objective and real. The teaching learning process of a foreign language is not directed to teach the language form  the connection language-thinking. The linguistic forms should not be presented without a relationship with its content due to the social character language has. The use of methods and procedures should be related with the thinking and language to guarantee an effective learning of it as a means of communication.

Language is a system, and every language has its own recurring patterns or arrangements which are meaningful to its speakers. The sounds which are used to form the words, which in turn are used in expressions, are always arranged in particular ways which convey the same meaning to the speakers of that language. This means that some others don't exit in each particular language, some are possible in some positions and not in others, etc, this applies to all parts of the system, that is language.

The need to communicate motivates him, a situation, a feeling he wants to express, and an urgency to give an order. Then, the students decide on the content of expression in the language, this takes the form of an utterance constructed with words, intonation, phonemes, etc, and all these happen at a conversational speed of some 500 sounds per minute.

The Cuban education is supported on the dialectical and Marxist-Leninism conception which is the base of our pedagogy. The teaching of English, as a subject in Secondary School is a social need from the contextual analysis that should respond to the economical, cultural and political development of our country. It takes the communicative theory of the language as the starting point for selecting the content to be taught. . Language is a social phenomenon that arises from the necessity of man to be communicating among them in the process of labor and production. Every category is related to a psychological theory which permits to affirm that the psychological aspect gets to the educative process a pedagogical reflection.

Nowadays it is important to know how to communicate, not only in the mother tongue, but also in, at least, a foreing language, as it can constitute a source of knowledge very useful in professional work.

According to Vigotski´s ideas, the historical-cultural approach of psychology offers a deep analysis about the man's educative possibilities. It is an active, conscious, systematic, social and developmental process based on the cognitive-affective unit, with meaning and personal sense.

Some authors, such as Vigotski and S.L. Rubenstein point out as communication; an exchange of feelings, thoughts, etc. The oral expression is the materialization of the inner thought through the language by means of which feelings, desires and needs are expressed. The authoress is in agreement with that because communication takes part when someone wants to express anything, an idea or a feeling, when a person wants to give a message, or express an idea to another, pretending to be understood, the process of communication may takes place.

The teaching learning process of English has a purpose to contribute to form, in an integral way, the students´ personalities, which constitutes a via for acquiring knowledge, procedures, ways of behaviour and values. In that way the students will learn different elements as concepts, theory and laws, which are parts of the subject. From the historical and pedagogical point of view the communicative approach expresses that communication is the principal in language which is originated from a necessity ,and its main objective is the communicative competence that propitiates, to the students, learning situations where they should take into account their feelings, motivation and so on. It also propitiates the cognitive activity in the students.

In acquiring the ability to communicate in a second language, interference from the native language plays a part. Speakers of other languages will have various degrees in recognizing the significant features of the English phonological system. The main difficulties the students face at the time of studying a foreign language is related to the perception and production of its phonological system. Those phonological elements of the foreign language that are not present in the mother tongue are not noticed by the students, so they cannot pronounce them correctly.

It is to say, that the mistakes produced at the time of speaking a foreign language are determined by the phonological system of the mother tongue, both languages are well established. They establish a third language system; the mistakes system, en ( que consiste ese sistema) we can recognize the interferences at the time of establishing comparison with the phonologicali system of the mother tongue. The teacher will be able to prevent the different difficulties the students may face as well as the mistakes at the time of expressing their ideas in the foreign language.

I According to A.A Leontiev, the mechanism of acquisition of a foreign language is related with three types of habits: the existing habits of the mother tongue which can transfer to the new linguistic material, the habits of the mother tongue that should be changed and the new habits that should be created.

Learning to speak has been called the most difficult skill we acquire as human beings, because language learning involves simultaneously the widest range of human activity. Learning to speak requires much practice in the forms of the new language: the sounds, the lexical items, the morphological and syntactical patterns, and the sentence types. At this level of the activity the aim of the teacher is to establish language habits by well-designed practice.

In the oral practice a good pronunciation is important because it conveys meaning and makes the speaker comprehensible to his listener. The greatest attention must be given to pronunciation from the time they start learning the language. The main aims of oral practice are to practice pronunciation of all the elements of the sounds system in context, to develop linguistic memory and to acquire the forms of the language. To achieve these objectives it is necessary that the drills should be guided, contextualized and performed as communication. The students should be consciously of what they are doing and why.

According to Donn Byrne: "Oral communication is a two way process between speaker and listener(s) and involves the productive skill of speaking and the receptive skill of understanding" (1)

From the authoress view point  communication is the interchanging and understanding of ideas and information. It is to express something to others through the language, in an oral or spoken way, conveying meaning in an accurate way.

The interaction between speaker and listener is a complex process, the speaker has to encode the message he wishes to convey in an appropriate language, while the listener has to encode the message. The message itself, in normal speech, usually contains a good deal of information. At the same time the listener is helped by prosodic features, such as stress and intonation, which are part of the meaning of the spoken utterance, as well as by facial and bodily movements such as gestures. The learner's ability to understand needs to be considerably more extensive than their ability to speak. The main goal in teaching the productive skill of speaking will be oral fluency, this can be defined as the ability to express oneself intelligibility, reasonable, accurately and without too much hesitation. To attain this goal, the teacher will carry the students from the stage where they are mainly imitating a model of some kind, or responding to cues, to the point where they can use the language freely to express their own ideas.

Nowadays pedagogues are doing a big effort looking for better methods of teaching languages, being a great tool of communication among human beings. Through language people may express its knowledge, feelings and thoughts. Dialects defines language as the specific ways used by man to reflect objective reality and to make up its thinking because of this, the relation between thought and language constitutes a dialectical - progressive process which goes form thought to language.

Rosa Antich(1968)talking about the oral expression considers that it belongs to language , and expresses that language is a system of oral symbols that allows people in a given culture to communicate or interact transmitting messages containing ideas, feelings, commands among others. Meanwhile, Migdalia Parra and Mireya Baez (1988) state that the oral expression in the teaching learning process is very important for obtaining a good communication with the students, not only in the transmission of ideas, but also in other aspects that contribute to the integral formation of the students.

The authoress of this investigation is in agreement with those specialists already mentioned and ads that through the oral expression the students learn how to think, they adequate their way of speacking, they develop their oral expression and are able to achieve a good communication.

It is convenient to point   out what Bally says about the oral and the written language: The oral language is dynamic and it looks for the immediate communication, it also adequates the speaker attitude and has many stylistics devices. Regularly, it is incorrect at the time of establishing a concordance required in a given context.

The authoress gives paramount importance to one of the objectives of the foreign language teaching with the communicative approach. The communicative approach is based on the theory of language as a means of communication which puts emphasis on language use rather than form through the application of a large number of activities aiming at developing communicative skills by giving learners the opportunity to express their own to identify ,and exchange not only propositions, but feelings and emotions to the peoples around them.

To achieve communication the following elements are necessary: a sender of the message, a receiver of the message, and a message that is obtained through feedback. It can be illustrated as follows:
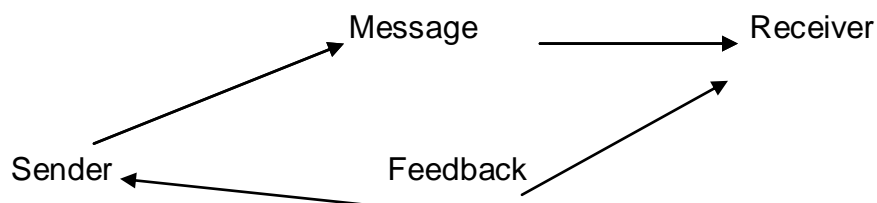


According to Longman Dictionary of language Teaching and Applied Linguistics by Jack Richards et-al, communicative approach, also called communicative language teaching:" is an approach to foreign second language teaching that emphasizes that the goal of language learning is the communicative competence"(2)

Communicative competence: what the speaker needs to know to be competent from the communicative point of view. It is the ability of the speaker to use the language as a means of communication at any circumstance.

Some writers consider that communicative competence has four areas:

1-Grammatical or linguistic competence: (lexical, semantic and phonic level). On the grammatical or linguistic competence as it is known the language itself is composed of units that have form and meaning these two aspects are closely related.

2-Sciolinguistic-linguistic competence (habits, costumes and culture of natives). Derives from what has been previously stated this competence consists on to know when and where to say something in the foreign language. That is, it has to do with what is appropriate or not according to the situations in which the communicative act takes place, the topic and the role of the speaker. Consequently, the social content determines this kind of competence for which the relationship between the speakers, the information that is exchanged between them and the communicative aim of their interaction should be present.

3-Discourse competence (this has to do with cohesion and coherence in the verbal language) derives from what has been previously stated. This competence consists on the ability to know when and where to say something in the foreign language that is, it has to do with is appropriate or not according to the situation in which act takes place, the topic and the role of the speaker.

-Coherence: refers to the semantic property of the text that is based on the interpretation of each individual sentence, the use of appropriate connectors.
-Cohesion and coherence: are very close related with communicative process, this competence means to speak not only fluently but also with coherence and cohesion. It presupposes a previous structure of ideas that are going to be expressed.
4-Strategic competence: this competence consists on the ability to know what to do when someone says something appropriately .It refers to the ability to fill the gap whenever communication is broken down and how to respond to speed. Here it is quite indispensable

to use strategies on the part of the speaker to start, remain, repair, and reorient a communication. It also includes non-verbal elements:

-Eyes contact

-Gestures

-Mimics

-Postures

-Distance

-Facial expressions.

<span style="color:red">Some others includes a 5<sup>th</sup> area</span>:……..

Learning to speak requires much more practice of the forms of it: the sounds, the lexical items, the morphological and syntactical patterns and the sentence types. At this level of activity the aim of the teacher is to establish language habits by an oral fluency practice, the students in an advance stage can concentrate on what they want to say and not on the mechanical aspects of how to say it acceptable in the foreign language.

In our classes a sort of break up has to take place for the oral practice if sufficient quantity and quality want to be achieved. But the teacher cannot use breaking-up in classes until the teacher has given everyone sufficient preparation in regard to what to say and how to say it. The teacher's desire is to exercise control in order to ensure accuracy of grammar and pronunciation, the teachers' needs to relax control in order to allow the students to use the language in a conversational way, so the oral practice has to be done simultaneously instead of consecutively. In the part of simultaneously the students can repeat in groups sentences of a specified pattern, the role of the teacher is to conduct or control in front of the class, but in a relaxed form, the students work in pairs or groups using newly introduced language and the teacher walks around their places helping them. If the oral practice is done consecutively in a controlled way the students work individually or in pairs and the students produce specific sentences, the teacher nominates speaker and corrects as much as possible. In a relaxed form they dramatize in pairs or groups performing one at a time.

There are some factors at the time of practicing the oral expression: developmental factors to be taken into account, the adolescents are often too self-conscious to take kindly the

production of the strange sounds of English. The cultural and developmental factor may affect the amount and the quality of the practice that the students can achieve, whether individual or as part of a dramatization.

There are some drills that are used at the time of the oral expression, at the stage when a learner is just beginning to grapple with the oral expression of new sentences, when his/her short-term memory must not be overload and when his tongue sometimes refuses to do what he/she wants it to do, the substitution drill has a place.(see annex 1)

A development of the substitution drill is the guided conversation, this is an attempt to use a short model dialogue as a basis of variations substituting one word often entails making further changes, so there is some need for the students to keep in mind of what he/she says.

There are some techniques used to develop the oral expression, the practice of questions is ideally suited to the practice of questions, use in comprehension work used in oral practice as well as another technique where pairs of students are given cards on which the roles they are going to play are in the cards (see annex 2).

At the time of teaching the oral expression some techniques of phonetic corrections should be taken into account. The procedure of phonetic correction should vary because they are determining by the sound phenomenon, it functions within the system and type of mistakes the students may commit the principal procedures are:

-Articulatory description

-Phonological opposition

-Verb –tonal system

-Phonetic symbols

The articulatory correction

This procedure has a base in some scientific discoveries and technological advantages that permits the analysis of the psychological reality which originates the speech. The

application of some special techniques for recognizing the phonatory organs gave a way to different methods which analyse the articulatory phenomenon..

Phonological opposition

This method advocates teaching pronunciation through exercises containing phonological oppositions. The teaching of pronunciation of a foreign language should consist on a series of conditioning procedures under the supervision of the teacher who alone decides whether correct pronunciation is being acquired. In this method a great importance is given to phonemes and the correction is done on audio –oral base, it cannot be applicable to beginners and the prosodic features are disregarded.

The verbo –tonal system

To achieve a correct listening, the verb-tonal system uses different elements which constitute the acoustic system of a language: intonation, rhythm, and frequencies. This method is an integral part of the foreign language teaching, it is based on the mistakes system and the correction is made in classes.

When the teacher has a deep knowledge of the mother tongue and the foreign language, he/she will be able to select the abilities that should be put in practice in a new context by the students. It can be said that it is of great importance to analyse the most common mistakes the students present during the teaching learning process. WHY? At the time of analysing the comparison of the sounds between the mother tongue and the foreign language there can be different situations such as:

-Similar phonemes with the same distribution.

-Phonemes that do not exist in the mother tongue.

At the time of analyzing a phoneme it should be taken into consideration its distributions, variants, and the system of opposition. It has the place and the way that it is articulated as well as the intonation. Besides, the sounds that do not exist in the mother tongue should be worked hardly during the English lessons.

The teaching and learning of pronunciation have the following characteristics:

-Linguistic aspect

-Psychological aspect

Pedagogical aspect

The linguistic aspect is related to the analysis and comparison between the phonological system of the student's mother tongue and the foreign language.

At the time of teaching, the teacher can find situations that may be presented in the classroom at the time of dealing with pronunciation such as:

 -Similar phonemes with the same variants and the same allophonic distribution.

-Similar phonemes with different variants and different allophonic distribution.

-Phonemes that do not exist in the mother tongue.

Psychological aspect:

It is related to the transference, the interference and the acquisition of habits and skills to recognize and produce the system of sounds of the mother tongue. They are related to the perception and production of the phonological system of the foreign language, this happens because of the habits students have fixed from their mother tongue, it is difficult to identify those from the foreign language.

Types of habits:

-The habits that exit in the mother tongue and may be transferred to the new material with slight changes (ex. Sounds like /f/ /s/, some words similar to the mother tongue cognate words as radio, television) this types of habits cause transference of abilities.

-The habits of the mother tongue that might be changed, these are the most difficult as they should be corrected or changed because they cause interference. Ex. Sounds like /r/

/l/, the grammatical structures related to those which are completely different from the mother tongue (ex. adjectives are not pluralized in English)

-The new habits that must be developed, it is mainly related to all the new sounds, words and it has the advantage of teaching cultural elements as way of greetings, and other aspects.

Pedagogical aspect:

It refers to the elaboration and application of criteria for the selection, gradation, integration and drilling of the phonic material to be taught. This requires the application of the following procedures:

-The listening of a given phonetic material, preferable taken from the linguistic context of the lesson.

-Drilling by imitation, they have to imitate the listen material or a dialogue.

-Phonetic correction, as it was already mentioned it can include the use of the tape recorder in the lab.

Another aspect that the teacher deals with at the time of teaching pronunciation is the psycholinguistic mechanism:

-Reproduction: when the students listen to a given activity, they reproduce the material, they pronounce, they reproduce and then reproduce the material.

-Selection: they select the vocabulary, grammatical structures they are going to use.

-Construction: the way in which they are going to organize their ideas.

-Anticipation :( that is for advanced levels) the teacher said something and the students anticipate what comes next.

3-Real situation the oral expression presents in the teaching learning process of English in 7th graders at "Hermanos Tudela Garcia" Secondary School.

The teaching of the English language in 7th grade answers to the politic, economic, social and cultural importance that education has in our country. Otherwise, Cuba has relationship of cooperation and interchange with many countries in the political, scientific, technologic, educational and cultural field. In this context, the knowledge of foreign languages plays an important.

To know about the real situation of the teaching of the oral expression in English as a subject in 7th graders, different instruments as: observation of classes, interview to teachers and inquire to students were applied.

In 7th grade the methodological treatment of the contents are supported on the bases of the communicative functions in a situational-communicative context that reflects the meaning and use of that functions in which they are expressed, that determine select the vocabulary by content and the grammatical patterns taking into account age, characteristics and possibilities of the students from 7th grade.

In 7th grade syllabus there are some exercises to develop the oral expression but, they are not enough, or not always applied; that reduces the development of the oral expression in the students.

At the beginning of the course, and considering the answers given by the students in the inquire applied, the authoress of this paper could know that the professors devoted the time of the warm-up activities to check the homework, or they went directly to the topic of the class. Many of them agreed in saying that they would like more active classes and suggested their professors to use games in class or other ways to activate learning.

For that reason it was inferred that the English classes must be more creative and that the teachers should take into consideration the student's age at the time of planning their activities so as to propitiate the students participation in their process of learning a foreign language..

The matter is that the teaching learning process of English is being treated mechanically due to the kind of activities developed by professors, the lack of possibilities the students have to communicate and their limited vocabulary. This shows the necessity of developing new role-plays, linguistic games, listening and some other activities to motivate the students to develop their oral expression.

## Analysis of the results

To verify the problem of investigation, the authoress applied different instruments, so as to obtain the necessary information about the real situation of the teaching learning process. From a universe of 70 students of 7th grade, 30 were inquired, two professors were interviewed and twenty lessons were observed.

## Results of the inquire to students

The inquire to the students (see annex 4), was made with the objective of analysing the main aspects that could bring difficulties in the development of the oral expression in 7th grade at "Hermanos Tudela Garcia" Secondary School.

The students coincide in stating that teachers use questions and answers in class, that they receive almost no help from the teachers , and most of them said that they prefer video exercises because they could get the answer easily.

Analysing that, it can be said that the students are not receiving the correct attention for their development in the language, that they do not see the teacher is playing the role any foreign language teacher has.

 Besides, based on this information, it can be stated that there is a poor development of the oral expression, that the students need communicative activities to develop their oral language by using it in different contexts. The students see the English language as a second language that is not necessary to be learned if they know how to speak in their native language.

For that reason it is necessary to develop their oral skills and made them conscious of the real possibilities they have to learn the foreign language and use it in and out of the class creating a communicative environment into the classroom so as to have them speak in English according to their level of study.

## Results of the teacher´s interview

In the interview, (see annex 5), to the two teachers whom represent the 100%, was made with the objective of verifying the preparation they have in the subject, basically to know the activities they develop to strengthen the students´ oral expression.

The teachers answered that to value the students development in the language was a difficult goal for them. Sometimes the students´ level of language does not permit them to develop a communicative class and their lessons are teacher center class, so the students do not have enough possibilities to speak.

Related to the methods and procedures used to teach the speaking ability one of the teachers said that in the classes she uses the communicative approach, but sometimes, she does not know which procedure she could use. To develop the oral expression she asks oral questions about the previous class. The other teacher said that she does not know which the appropriate method is, but in her opinion the audio-lingual develops two abilities at the same time. To develop the oral ability in class, she uses oral questions in a reading class, and orients the students to write a summary about what they read or about what they have learned. Some other times, they dramatize dialogues, but she does not correct any kind of mistakes. It means that although the students, sometimes, have the possibility to speak, they are not corrected.

On the other hand, one of the teachers said that, sometimes, she uses oral questions, but it was not so effective due to the lack of the vocabulary on the part of the students, some other times, time was not enough to develop the oral ability. The other teacher develops more written activities than oral ones.

as a result, the students cannot reinforce the oral expression because the oral questions are not sufficient to strengthen  it .It is my opinion that, they could develop different activities like role plays, didactic memory games, use songs,  describe pictures or make them draw a picture about a specific topic and then describe it, discussions of topics, and others  which offer  the students the possibility to speak freely in a context. Both professors said that some of their students tried, but with the amount of difficulties they have, they tend to speak in Spanish.

Obvioudly, if the students are not able to express their ideas is because  they need communicative activities to learn how to do it.

Results of the observation to classes

Twenty lessons were observed according to the guide of  observation (see annex3), from these lessons it was obtained the following results:

During the classes, the activities carried out by the professors to strengthen the students´ oral expression were just oral questions and dramatizations, that was corroborated in the inquire to the students and in the interview to teachers. It demonstrated that this is a real problem which is necessary to be solved as soon as possible. The students´ possibilities to express their ideas are very limited most of the time; this is caused  basically, by to the lack of vocabulary and grammar to express themselves sometimes and due to the fact that   the lessons were teacher center class.

Besides, in several classes at the time the student speaks, the teacher interrupts his/her performance, to  correct  mistakes.

For all the elements analysed before, it is important to say that the teachers of this school have to be conscious of the importance of developing oral skills in their students, and

should work in accordance with the objectives of the syllabus. They should also be more creative at the time of preparing exercises to work with the ability.

For that reason, it is offered a set of exercises which could be used to strengthen the students´ oral expression in 7th grade at ¨Hermanos Tudela Garcia¨ Secondary School¨

Incluye los ejercicios nuevos y la validación y me falta revisar las conclusiones.

Copia los ejercicios e incluye la validación en esta copia.

## Conclusions

Through this investigation the authoress of this diploma paper got to the conclusion that, the oral expression plays an important role in the teaching learning process because it contributes to the integral formation of the students, it develops habits and abilities that permit the students to communicate in a foreign language.

Some years ago ,the teaching of English in our country was directed to be taught in a general way by basically using the audio-oral and grammar methods .Through the years the teaching learning process got better because there was efficiency in the methodological preparation of the teachers, and with the introduction of the communicative approach as method, the teaching learning process was perfectioned and characterized by the development of the communicative competence in different linguistic abilities.

From the theoretical foundation, Vigotski`s principles were taken, pointing out the linguistic, philosophical, pedagogical aspects that influenced in the development of the oral expression, which is consider a very complex process that involves some psycholinguistic mechanisms.

7th grade teachers at ¨ Hermanos Tudela ¨ Junior High School do not develop the necessary exercises to develop the communicative ability in their students resulting in a

lack of motivation on the student's part. Teachers should work hard to change the present real situation.

The set of exercises proposed is a way of developing the oral expression; those exercises propitiate communication in and out of the classroom. By using these exercises a better communication was achieved in 7$^{th}$ graders from the experimental group.

Recommendations

Taking into account the problem that the students faces with the oral expression, and the limitations the teachers present to strengthen the oral expression in the foreign language, the authoress of this research work recommends the following:

-To provide a theoretical preparation to the English teachers on the communicative approach so they could apply its principles and aims at the time of developing oral expression to achieve an appropriate communicative competence in the students.

-The teachers to deepen in their  methodological preparation, and use the necessary time, methods, techniques and procedures to  develop the  oral expression in the students.

-Teachers should increase communicative activities in classes, based on the communicative approach.

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Annex #3

Guide for the observation of classes.

-Activities the professors carry out to strengthen the student´s oral expression.

-Motivation and participation of the students in the different activities developed by the teacher.

-Methods, procedures used by the teachers to develop their classes.

−Possibilities the students have to communicate in class.

Annex #4

Inquire to the students.

Dear student: is carrying out an investigation related with the oral expression in 7th grade English classes, for that reason we need your cooperation to answer the following questions. Be careful when you give the answer.

1-What oral activities does the professor develop in English classes?

   -Questions        -Dramatization

   -Games             -Songs

   -None               -Others.

2-Does your professor help you to speak English in class?

-Always        -Sometimes

-Never

3-What kind of exercises do you prefer to develop the oral expression?

-From video-classes

-From the workbook

-Elaborated by the professor

Why?

Annex #5

First interview to teachers

Dear teacher: is carrying out an investigation about the oral expression of the students in 7<sup>th</sup> grade. We really appreciate your cooperation towards the fulfillment of this research work.

-How do you value the oral communication in your students?

-Which vias, methods and procedures are used to exercise in class?

-Which activities do you develop in class in order to contribute to strengthen the oral expression?

-Are the students able to express their ideas with fluency according to the level?

Annex # 6

Second observation guide

- Acceptance of the activities by the students

- Students' motivation

- Frequency of the activities

- Organization of the activities

- How do the students develop the activities?

Annex#7

Second interview to the teachers

It was applied to verify the level of acceptance of the activities developed.

Dear professor: it is necessary your help in this research, please try to answer with honesty this will be useful to achieve the purpose of this work.

1- What is your opinion about the activities?

2- It was difficult to apply?  Yes_  Why? or No_

3- What do you suggest to continue improving the oral expression in 7<sup>th</sup> graders?

4- How was the students performance?

Annex# 8

Second inquire to the students

It was applied to the students to know the level of effectiveness of the activities proposed.

Dear student: It is carrying out an investigation related with the oral expression. We need your collaboration by answering the following questions:

1-According with the activities applied, select the word that you consider that could characterize the activities

_Interesting    _Motivating    _Easy _ Difficult   _Boring   _ Important

 2-Which was the one you like the most?

1_          4_       7_

2_          5_       8_

3_           6_      9_

3-What activities do you prefer to develop the oral expression?

_Questions

_Games

_Dramatizations

_Stories

_Others