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Foreign Languages

DIPLOMA PAPER

Theme: Activities to Develop Oral Expression through the English Lessons in Ninth Grade Students at "Rúbert López Vázquez" Secondary School from Baracoa.

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Year: 5th

Guantánamo: 2015-2016

Abstract

The Cuban educational system is constantly improving and creating conditions that allow increasing the quality of the teaching-learning process, but it is still necessary to continue transforming certain conceptions and methods of work in education.

Professors have been given the task of improving the teaching-learning process, contributing to the student's better acquisition of the subject of study. That's why, the authoress of this research during the educational practical developed that there was an insufficient use of the activities in the English lessons in ninth grade students at "Rúbert López Vázquez" Secondary School.

This investigation was carried out due to the necessity of developing oral expression in ninth grade students taking into account the importance of contributing to the integral formation of the students. Motivated by this situation the authoress developed some activities that facilitates the development of oral expression in ninth grade students, using different methods and techniques from the empiric, theoretical and mathematical level that allowed facing the scientific problem and at the same time to analyze the results obtained to project this research.

Some activities were elaborated directed to overtake the problems detected and to propitiate communicative English lessons in ninth grade students. Finally the authoress referred to the results obtained from the application of some instruments and techniques.

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Dedictory

To God: because he always guides me for the right way.

To my husband: because he always helps me to be a better person.

To my family: because they have supported me in my studies and help me in everything I
have done.

To my adviser: because she was able to influence and help me during the development of
this **Diploma Paper**.

Acknowledgement

Human beings are characterized for their humanitarian feelings, for their sensibility towards other people's worries. Cubans are especially characterized for keeping up this value wherever they are. That is why; it is good to thank all those persons who, in a way or another, helped in the development of this diploma paper:

Thanks a lot.

Litzé Barbara Correa Gámez

Introduction

The English language has spread all over the world as a mean of communication; as a consequence it has become a priority of the Cuban Education Ministry. English is taught in our country with the main purpose to contribute to the integral formation of the new generations with a scientific conception of the world. It is for this reason that nowadays the economic development plans of our country, the impetuous advanced of the scientific-technical Revolution, the agreement among Cuba and other countries and the internationalist help offered to them, carried out the necessity that youth learn English, as well as increase their political and ideological formation and at the same time know and value the culture and history of other countries.

Nowadays, inside the communicative teaching of foreign language is taking into account with a great strength the learning process based in tasks, because it offers the students the opportunity to use the language with a specific purpose, to develop their oral expression of them. The teaching of English offers the students the possibility to use it as a working tool in the searching of information.

Through the systematic studies of foreign language teaching the students should acquire knowledge, habits and abilities related with phonologic, morphosyntactic and lexis regularities, that achieve knowledge of system of the language and the practical use of it. That is why teaching any language implies a great effort of teacher and it is necessary to prepare them so as to guarantee the learning of a Foreign Language.

It is important to take into account that in the teaching learning process of English is necessary to know the main objectives of this language, one of them is to achieve the development of the four skills: reading, speaking, listening and writing, in regard to this oral expression is developed independently as a primary goal accomplished or as a mean for other skills such as reading.

The communicative process in general is the one that established inside of the teaching learning process and it permits the mutual knowledge, as well as favor interpersonal relationship in any context.

Without any doubt, the development of oral expression is indispensable within the teaching learning process, due to this, in this process there is always an exchange of information

among the student and the teacher, when are expressed interpersonal relationship individually or in group.

Oral expression contributes to the acquisition of linguistic phenomena of the foreign language and forces teachers to do in a systematic way an analysis of the real situation of the students and create the conditions that need a correct planning, orientation and evaluation of the activities, to allow a correct oral expression.

It is for these reasons that teacher's aim should be: to fulfill the development of the linguistic and communicative skills in their students, as well as to pay close attention in the oral expression, due to that speaking materializes the way of communicating.

At the time to develop oral expression in the students, it is necessary to take into account that this communicative skill constitutes a dual process that represents a dynamic exchange of ideas, experience, feelings and knowledges among the sender and the receiver.

This ability is considered as the principal point of all communicative processes due to that it is the most common and a useful way human beings need to communicate for centuries, which reflect different culture and style. When the student learns to express in an oral way should engage essential aspect or level of the language for example: grammar, phonetic and semantic everything in function of the fluency and the accuracy.

Some investigations from other countries have studied the oral expression in the English language, such as: Hymes, D. (1972), Lwory, Mary Ann, (1987), Crooker, G. (1991), Richard, Jack (2001).

Also, some Cuban authors have studied the theme in question from different points of view like: Antich de León, Rosa (1975), Font Sergio (1999), Quevedo Palomo, Iraida (2001), Nery Isabel Calvet Valdés (2004), Acosta Coutin, G (2006), Ruiz Boicet, Yamiriam (2010), Ferret Utset, A (2011) among others. Those investigators have given solid elements about the teaching learning process of the English language, but the teaching practice shows that there are some insufficiencies to achieve a correct oral communication.

While developing the teaching practice in 4th year, through the observation of lessons, inquiries to the students, interviews to teachers of English, some difficulties were detected

which are affecting the development of oral expression through the English lessons in ninth grade students, among these problems or difficulties it can be mentioned the following:

- The methodological preparation of the teachers in the development of the oral expression it is not enough.
- The way of directing the teaching-learning process does not favor the communication among students and teachers.
- The exercises and activities to favor the development of the oral expression in English's lessons are not enough.
- The students are not able to communicate among themselves.

The students of Secondary school have an age average between 11 and 15 years. They are able to assimilate and to reproduce isolated structures in English, because the foreign language does not bring the opportunities to interact with it, also the time to practice it is insufficient, and the family in general, can not help them in the development of activities in the English language.

Due to this situation and taking into consideration the necessity to change and improve this reality there was detected the following **scientific problem**:

How to develop oral expression through the English lessons in ninth grade students at "Rúbert López Vázquez" secondary school from Baracoa?

According to the scientific problem detected it was determined as **objective**:

Elaboration of activities to develop oral expression through the English lessons in ninth grade students at "Rúbert López Vázquez" secondary school from Baracoa.

To develop this research there were stated the following **scientific questions**:

1-¿Which are the theoretical references that support the development of oral expression in the teaching-learning process of English in ninth grade students from the psychological, pedagogical and didactic point of view?

2- Which is the real situation of the development of oral expression through the English lessons in ninth grade students?

3- How to develop oral expression through the English lessons in ninth grade students through the English lessons?

4- How to evaluate the level of effectiveness of the activities developed?

To give answer to these scientific questions the authoress proposed the following **scientific tasks:**

1- Systematization of theoretical bases that support the development of oral expression through the English lessons in ninth grade students at "Rúbert López Vázquez" secondary school from Baracoa.

2- Diagnosis of the real situation of the development of oral expression through the English lessons in ninth grade students at "Rúbert López Vázquez" Secondary School from Baracoa.

3- Elaboration of some activities to develop oral expression through the English lessons in ninth grade students at "Rúbert López Vázquez" secondary school from Baracoa.

4-To evaluate the level of effectiveness of the activities elaborated.

The following **scientific methods** were applied:

Theoretical Methods:

- Analysis-synthesis: to the bibliographical exploration of the teaching learning process of the English subject. It was useful to comprehend the bibliography consulted and to analyze the instruments applied for the empirical study.

- Induction-deduction: to establish the cognitive nodes and relationship between the approaches about the teaching learning process of the English subject. It was used to determinate the elements of the problems.

- Analysis of school documents: to obtain and determine information and theoretical aspects of the object of investigation. It was checked the syllabus of the English subject.

Empirical Methods:

- Observation: to check the existence of the problem of investigation. It was applied to teachers of English during the development of their lessons.

- Inquiry: to state the existence of the problem detected and to check the effectiveness of the activities developed.
- Interview: to obtain the necessary information about the general aspects that affects the treatment of the oral expression in the English language.

Mathematic-statistics:

- Percentage calculation: to quantify and to process the information obtained from the instruments applied in the research process.

For doing this diagnosis the authoress determined as **universe**: 30 students from ninth grade groups at "Rúbert López Vázquez" secondary school from Baracoa.

It was selected as **sample**: 15 students.

Development

1. Theoretical bases that support the development of oral expression in the teaching-learning process of English.

The language emerged from the humanity's existence and became an essential element among men, as being part of their social relationship. This was formed and developed through the interaction among people. That is why in its appearance played an important role in the activity each person play.

Marx and Engels pointed out that mutual behavior regarding such individuals according to new daily existing relationships. The beginners of historical materialism talked about the relation between work and the language as such in "Obras Escogidas":

According to this it is important to recognize the importance of the language and the thought in the development of the human life as a social phenomenon and the necessity to communicate among them influencing in the social consciousness.

In the book "Methodology of Language Teaching" (1978) one of its authoress, Angelina Romeu Escobar discussed the important role of language in the society. Also she highlighted some important ideas that should be fulfilled:

- To make possible communication among people and exchange of experiences in the development of their daily life.
- Serve as a means through which it is carried out the formation of new generations, since it is through language that people acquire the necessary development of productive activity, technical, scientific, artistic, and ideological.

Language, as Marxism defines it, is the immediate reality of thought, as consciousness both actual and potential. Language is a complex social phenomenon that arose from the necessity of men to communicate among themselves in the process of labor and production. Language is one of the forms of social consciousness.

Language is just a mean through which it influences in the development of individuals' ability to express ideas in a clear way, to understand the problems of the society and to better their work critically and creatively.

Oral expression is used in the speaking process; this also serves to establish relationships with others and to be understood. Oral expression allows the person who speaks to select the style employed, it means, the appropriate vocabulary according the situation.

It is important to add that, "oral expression is an interactive process of constructing meaning implied to produce, to receive and the information process" (Brown, 1994; Burns and Joyce, 1997). The process of speaking is often spontaneous, however to produce specific aspects of language such as grammar, pronunciation or vocabulary (linguistic competence), students must understand when, why and in what ways produce the language (the sociolinguistics) competition.

Oral expression is a fundamental ability in the learning of foreign languages and their development depends on the integration with the rest of verbal skills and its link between cognitive and affective- motivational elements.

For the development of the oral expression it is necessary to keep in mind three fundamental aspects:

1. Phonological aspect.
2. Structural aspect.
3. Lexical aspect.

Through an analysis from the psycho – physiological and socio – historical points of view, we can better understand the origin and function of language.

From the socio – historical point of view it can be said that the social need that forced the development of language was the need of communicating; first, among men of the same group for cooperation in labor and direct transmission of information of all kinds; second, among the different generations as a necessity for progress, and among separated communities for the diffusion and preservation of knowledge. From here we can say that language is communication.

To systematize in the theoretical reference that support the oral expression it is necessary to make an analysis from different points of view.

From the philosophical point of view it was analyzed that the didactics for the teaching of a foreign language is sustained in the Marxist-Leninist Philosophy and in the dialectical-

materialistic theory of the knowledge, as general method, to reveal the essence of the knowledge as well as the process of its acquisition in two key contexts: the activity and the communication.

Also the Marxist-Leninist philosophy showed the biological premises and the objective conditions that gave origin to the necessity of the men of communicating to each other; it revealed the initial material that served as base on the formation of the language able to satisfy the communication necessities explaining the mechanisms by means of which the connections settled down between the sounds and the images of the objects and phenomena of the reality.

From the didactic point of view, the understanding of these theories has great value, since it allows the professor to arrive to the essence of the phenomenon with which they must work. In each case they should take as starting point the fundamental concepts that define the nature of the thought and the language in order to apply them consequently, remembering that: the language and the thought are both of social nature, result of the necessity of the men of communicating to each other; there is not language without thought neither thought without language although they can be differentiated.

It is also analyzed the theory of verbal activity (for Vigotsky and their pupils) that becomes an object of study and means of communication in the reception process and transmission of information. In the learning of a foreign language this theory plays an important role when keeping in mind the aspects of the verbal activity and recognized the importance that is attributed to the oral communication.

In the teaching-learning process it is necessary to keep in mind that the thinking process is the same in any language; the thought is formed and it is formulated with the help of the maternal language; the task of teaching of a language is the one of transferring the content from the linguistic material to its psychological form of mental operations, that is to say, to teach how to think in the foreign language.

From the sociological it is approached the contributions of the education and a series of relationships and important implications for the development of the oral expression in English. It was analyzed the relationship between education and society from the individual and social dimensions. The role of the school was analyzed, the family and the community.

The psychological point of view is based in the theory of the cultural development of the psychic functions of Vigotsky, L. S. The psychology contributes the focus dialectical materialist of the human psyche, in particular, the application of the historical-cultural theory of Vigotsky and the process of learning English; they take from him elements with significant methodological implications.

From the psychological point of view, it distinguished the following elements that should be kept in mind in the teaching-learning process of English: the object, the means, the procedure, the product and the result.

In addition, other psychological principles of the teaching of foreign languages, expressed by DrC. Antich, Rosa were studied.

In this way, from the linguistic point of view, it is approached some budgets that take like base the cognitive-talkative and socio cultural focus, for the treatment of the oral expression.

From the pedagogical point of view a humanist- socialist pedagogy is assumed, centered in the teaching-learning process, in those that English's lessons should guarantee the justice and the social equality from those own processes to develop the oral communication in the foreign language.

From the didactic point of view, the general didactic principles were analyzed that outlines the Cuban Education. As well as the class as a fundamental way of organizing the educational process and the didactic functions of the class. As well as the Didactic laws expressed by Álvarez de Zayas, fundamental aspects for the development of abilities in the students.

The class should be centered in the students' interests. This is achieved with the putting into practice the activities that demands the work in small groups of students; such as the games of lists, the simulations, the conversations to personal title, the solution of problems, the debates, etc.

The main aspects to be taken into account in the teaching of oral expression are linguistic, psychological and pedagogical.

The linguistic aspects are related to the analysis and understanding of phonological systems of the student's native language and taught English in this case.

This linguistic aspect manifests itself in the classroom through the use and application of the language, linguistic theories that help to develop the process in the most effective way for them to help improve teaching.

The language is more directly related to teaching English. This is because linguists, aware of the boom that has taken this teaching, strive to make it more efficient by providing them with the theoretical knowledge and the results of comparisons between mother tongue and foreign.

Linguistics has contributed to the methodology of foreign language teaching by providing linguistic postulates that must be considered in the process:

1. Language is primarily oral: Oral presentation before reading and writing.
2. Language is a system: Transmission of knowledge about the language organizing the material in a systematic way.
3. Language is the expression of a culture: Linking of the linguistic elements with life and culture of the English – speaking people.
4. Language is communication: The presentation of the linguistic material in situations to provoke reaction and interaction.
5. The concept of typology: It permits to establish the differences and similarities between the mother tongue and the foreign language.

The psychological elements are related to the transfer, interference and the acquisition of habits and skills to recognize and produce the sound system of the language.

Certain factors that limit the sound teaching of a second language, except for children, who learn a foreign language, face a psychological barrier between it and the mother tongue among them may be mentioned the following aspects very well treated in Methodology teaching foreign languages (1986) by one of its authors Antich Rosa De Leon.

- Inhibitions to participate in classes.
- Rejection.
- Lack of attention.
- Motivation.

- The acquisition of knowledge and the formation of habits and skills in the foreign language.
- Interference towards foreign mother tongue etc.

It is necessary to refer to the important role of motivation in performing communicative activity, because this is one of the fundamental psychological factors to achieve mastery of a foreign language. The same must be present throughout the process of teaching and learning what is the responsibility of the teacher to awaken the cognitive interests of students motivating them to learn.

Something important is that pedagogy is based on Marxist-Leninist conception and takes into account all information provided by Psychology for teaching foreign languages as a result of the application of scientific methods to analyze the psychological activities in the process of assimilation language.

Social interaction is an essential foundation that supports the link between subjects involved in the communicative act, hence language teaching recourse to information that provides psychology to analyze the psychic activity that occurs in the procurement process of a language.

In the pedagogical refers to the development and implementation of criteria for selection, graduation, integration and exercise of phonic teaching material.

The teaching-learning process of the communication should take place fundamentally through speaking situations.

At the time to develop oral expression, it is important that the teacher should be sensitive with the psychological treatment to the students, in this case, the adolescents of secondary school. It should be assisted their necessities to express in a free and open way what wants of agreement with their interests and characteristic motivations of the juvenile age.

Different authors have worked and give a concept of oral expression. As it referred in "Español Comunicativo" (2004):

Oral expression: It is the form used by man to represent through words combined by gestures and intonation, his knowledge, ideas or feelings.

... "It is one of the highest forms of language, through which can be transmitted high volumes of information quickly through word accurately, compacted and structural organize in content. " González Castro, Vicente (1989).

... "It is the ability that man has to express through words their needs, ideas and feelings. It is a way to give information. " Brown, Gillian (1996).

... "Is the ability to express oneself correctly, intelligently without so much vacillation or hesitation. " Byrne, Donn (1989).

According to Rosa Antich: "The oral expression 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, and commands among others".

Other authors have also given their contributions such as Greenwood (1989) author of chapter two of the book "The Teaching of English as an International Language."A Practical Guide". It is the author's opinion that: "speaker expressed orally the listener perceives a continuity of combination of sounds and not isolated sounds and is the combination process which often becomes difficult for the student both to understand what you hear to produce spoken language."

It is essential to return to Byrne, D. (1989) to confirm their judgment on fluency and oral production, he states the following: "The main objective to be obtained in the teaching of oral expression is fluent and this can be defined as the ability to express themselves fluently, understandable, reasonable, accurately and safely way to prevent the listener lose interest or become impatient and thus interrupting the communicative act." Likewise, this author argues that to achieve this should be taken into account:

a) Practice of the elements of language and fixed (as phonological, grammatical and lexical) and

b) Opportunities for speaking as personal communication needs.

Concerning fluency in speaking, Medina, A. (2006) considers "The easiness and speed the development of an oral and written text." This approach means that fluency involves a mental process in which ideas leading to an appropriate choice of vocabulary and grammar

to pronunciation rigged to express accurately combine the desired message. This process occurs from the speaker's linguistic and psychological abilities.

The authoress assumes the definition of oral expression given by Medina, (2006), in his book "Teaching of Foreign Languages", who said:

"It is a process through which the speaking student in interaction with people actively plays the dual role of receptor of the message and receiver, with the aim to satisfied their communication needs in the foreign language "(Medina, 2006).

This author believes that the development of this skill covers a broad spectrum, from language-based approach to the related message and emphasizing the meaning and fluency. Its aim is that the student is able to develop the communicative act effectively.

Among the concepts raised no discordant aspects exists and allows the possibility to the authoress of this research defines as the ability to have humans to express through the articulated their ideas, feelings, language, emotions and knowledge.

This author considers that the development of this ability picks a wide spectrum, from the approach based on the language, even the relation with the message, the meaning and the fluency. Their objective is that the student should be able to develop the oral expression with effectiveness.

The oral expression is a fundamental ability, in the learning of a foreign language and its development depends on the combination with the rest of the verbal abilities among cognitive and motivational elements.

The oral expression: is the group of techniques that determine the general rules that should be followed to communicate orally with effectiveness. It means, the way to express freely what has been thought. The oral expression is an instrument to communicate. It should be taken into consideration that the oral expression is wider than the speech, because it requires paralinguistic elements to convey its final meaning.

Stages of oral expression.

The oral expression can be spontaneous, but also the product of a hard preparation, in which it should be promoted the two ways of expression (the oral and the written forms), in accordance to the students' grade. In first grades it is suggested to give preference to the

spontaneous expression by breaking the ice to support the students' participation. In the other hand, in last grades priority should rather be given to prepared expositions.

In the case of prepared exposition it is suggested the next stages.

- Previous activities.
- Generate ideas.
- Select appropriate subjects.
- Elaborating previous sketch.
- Use techniques to pick up and organize information.
- Preparing oral intervention.
- Use means to prepare the intervention.
- Preparing interaction strategies.

Real production of speech.

- To lead the speech.
- Controlling sight and voice
- To use gestures and body movement.
- Giving reasons.
- Presenting ideas with coherence.
- Give credibility to the speech.
- To talk fluently

Control Activities

- Dosage of the given time to the exposition.
- Self regulation of the speech.
- Adequate the message to the context.
- Reflection about the preparation process and production of the speech.

The teaching of foreign languages has as main objective to teach the language as a mean of communication by using the language in the teaching-learning process. In this process is of great importance that students acquire good pronunciation because the language is a system of oral communication which sounds as minimum units of meaning, is integrated to convey a message, mastering the skill of speech is the main route to take orally understand.

Acquiring a good pronunciation is related to the development of skills in two fundamental aspects: the hearing to recognize and to interpret meaningful sounds and production of the phonological system of the language.

The oral expression must be treated from conception to teach the language as a communication mean so that students feel the teaching of a foreign language as a communicative activity and not as a subject to be learned.

It is necessary to take into account that to teach speaking ability, it must be taking into account that the expression is always producing something new and not playing what came before.

For proper development of this ability in the teaching-learning process also requires that teachers has certain habits and skills, such as the correct use of language, perception of the word, correct use of language to achieve transmission of ideas to students, conciseness and accuracy in the formulation of questions and answers, logical construction and exhibition in what he says, plus a vocabulary mastery.

Importantly, in the content of this thesis the role of activity in stimulating speaking in training professionals wide profile, as required by the current curriculum, which implies their action in various contexts social, both within and outside this territory.

The authoress of this investigation assumes the analysis made by Ms. C. Llamos Martínez, Dagmaris (2007) concerning the use of the communicative approach in teaching foreign languages considering the relationship established between subjects involved in the communication, since it focuses on the perception of language not as a system of rules, but as a dynamic source for the creation of meanings, with greater emphasis on the needs of students to use real way to study the language Abstract of language itself.

To achieve communication in English is necessary to analyze the teaching of the English language does not have a system of laws to underpin the process of teaching and learning of the language, but if you have linguistic and methodological principles that reflect their specific characteristics and let your domain as Special Teaching.

An analysis of how the teaching-learning process of the English language should lapse in ninth grade, allow the authoress of this investigation, to carry out the following positions.

The English subject in the ninth grade should facilitate the development of the speaking abilities that allow the students to understand the oral information and to write in this language and to talk about the family, the school and the social life, using the basic structures of the language. In this way to communicate should propitiate the use of the grammatical aspects studied in an integrated way.

In this educational level, the methodological treatment is made on the base of the presentation of speaking functions in a situational context that reflects the meaning and the use of those functions, as well as the linguistic structures through which are expressed. It is important to have presented the age, the characteristics and the possibilities of the students in this grade.

The objective of the teaching-learning of English is the communicative competence, making emphasis in the oral expression. The analysis of the essential categories related in order to investigation, allows to conclude that it is necessary to elaborate proposals of activities that favor an active participation of the adolescents in the process of teaching-learning of the English language. These should be adjusted to the objective and subjective conditions in those that this formative process is executed and to facilitate the elevation of the levels of efficiency in the learning of the foreign language to fulfill the social expectations that are declared in the model of secondary school.

Therefore, the most important thing for the students of ninth grade when learning English is to use the language in different speaking situations and also to use it to supplement the learning of other academic areas and to strengthen their ideology.

In ninth grade the methodological treatment of the contents is conceived on the base of the presentation of the communicative functions in a context that reflects the meaning and the use of those functions as well as the linguistic structures through which they are expressed,

which determines the selection of the vocabulary for areas and of the required grammatical patterns, always keeping in mind the age, characteristic and the students' possibilities in this grade.

In English's program of ninth grade the exercises are conceived for the development of the oral expression, although the same ones are not always applied from a creative and adjusted way to the nearest reality from the student to the characteristics of the town, this limits a point the development of the communicative competence. In this context plays an important role the mastering of a correct communication.

2. Current State of the development of oral expression through the English lessons in ninth grade students at "Rubert López Vázquez" secondary school from Baracoa.

Different methods and techniques were applied with the main goal of detecting the problems that exists concerning the development of oral expression through the English lessons in ninth grade.

To evaluate this situation the authoress took into account the following:

- Essential aspects that affect the students' oral expression.
- Level of preparation of teachers in the English syllabus.
- Methodological treatment given to the development of oral expression in the students.

There was applied an interview to the professors of English. By means of this (Annex 1), it was corroborated that teachers master all the things related to this ability but they considered a lack in the development of this ability in the students.

The professors of English know what the oral expression means and the important role it plays in the teaching learning process of the English language as a mean of communication.

However, the activities developed with the students' propitiate the use of the language orally are not enough. Professors focus their attention mainly in the written aspects disregarding the oral expression as one of the fundamental objectives stated in the syllabus.

They applied and put into practice some activities to make the students speak and use the language but these are not enough and they are not put into practice as much as it is need it.

Both professors interviewed considered that there is a poor developing of this skill due to the students' lack of interest towards the English subject. According to the results obtained it can be states some difficulties the students faces while using the language to express themselves:

1. Omission of sounds.
2. Gaps and lack of vocabulary to express ideas.
3. Incorrect pronunciation of the sounds.
4. Lack of fluency and coherence in the ideas expressed.
5. Incorrect use of intonation patterns based on rhythm.

In the inquiry to 30 students, (Annex 2), the authoress could verify that the students were not interesting in the English subject and they are not motivating at the time of developing any kind of activity in English although they recognized the importance of it all over the world. They have as opinion that the activities do not help them increasing their speech and their oral expression.

They recognized the activities that help them to increase their oral expression and they were able to mention them, but they added that the activities developed in the classroom are insufficient evaluating their oral expression as bad and they are not able to establish a logical and a fluency conversation in English due to their lack of vocabulary.

In the observation guide (Annex 3) was found how oral expression in students occurs during the process of teaching and learning English and how teachers give out in their classes this skill. Also it is important to add that the students do not show an interest while working with the activities and they feel shy at the time of developing a role play and at the same time working in pairs or in groups, it is difficult for them to dramatize a situation in front of the classroom. However it was observed the preparation of teachers at the time of planning the activities in their lesson plan but the insufficient methods to guarantee a better development of the students' oral expression within the classroom.

The insufficiencies detected have a fundamental cause the lack of activities that permit to increase the students' interest to express themselves in English.

Those instruments applied allow to determine the following regularities:

- Poor development of oral expression through the English lessons in ninth grade students.
- The activities related to the development of the oral expression do not contribute to stimulate the students' speech.
- The students are not motivated to develop oral activities.
- Insufficient teacher's and students' knowledge related to oral expression's main aspects.

It is the authoress goal to influence in the students' behavior in the society and to increase the social relationship among the students and the professors and in their cultural background.

The results obtained with the different methods and techniques applied permitted to corroborate the existence of the problem detected and stated in this research work. Also it allows the authoress to corroborate the necessity to continue working to develop the oral expression in the students the necessary skills to achieve communication taking into account the objectives stated in the syllabus according to the students' level.

For these reasons there were elaborated some activities with the main objective of developing the oral expression through the English lessons in ninth grade students at "Rubert López Vázquez" Secondary school from Baracoa.

The activities proposed help the teacher to motivate the students creating a comfortable environment in the classroom for the development of oral expression in the students while working in pairs in groups and they take into account motivating teaching means which permit to call the students' attention. Besides, the activities allow them to act freely while working with their classmates in the interaction with the complete group influencing in the acquisition by the students of a communicative competence, as well as the lexical and grammatical patterns.

3. Activities to develop oral expression through the English lessons in ninth grade students at "Rúbert López Vázquez" Secondary school from Baracoa.

The activities should be interesting so that they permit a better communication. Also the students learn how to listen, to speak, and to interact in dialogued situations related with daily activities, preferences, and approaches on different topics with the objective of propitiating the development of the oral communication in English language.

For the development of these activities proposed to work in pairs and in teams play an important role since it offers advantages for the learning of a foreign language. They allow the student to develop the ability to work in groups increasing their oral ability. Also the activities propitiate a comfortable atmosphere in the classroom for contributing to the main goal improving the relationships among the students.

The activities elaborated have the following characteristics:

They are contextualized. They are contained in connection with the unit that he/she is studying and framed in situations of the daily and social life. They are differentiating. Pursuit can be given to the diagnosis and to work the different levels of assimilation. They are flexible. They can be applied in the moment that the professor considers better. They are varied. Game of lists, dramatizations, simulations, interviews, round tables, etc. appear

Each activity is structured in the following way:

1. Title
2. Unit
3. Objective
4. Content
5. Teaching means
6. Procedures
7. Evaluation

There were elaborated 10 activities organized taking into account the different levels of assimilation and the characteristics of the adolescent according to the English's syllabus.

These activities will permit to solve a problem in the teaching-learning process of the English in ninth grade from Baracoa.

Activity # 1: Funny short stories.

Activity # 2: Travelling guide.

Activity # 3: The traffic light game.

Activity # 4: Puzzle hobbies.

Activity # 5: Who am I?

Activity # 6: Solving problems.

Activity # 7: Talk as much as you can.

Activity # 8: When I am big.

Activity # 9: What are you going to...?

Activity # 10: Knowing yourself

Many researchers have been done in relation to the oral expression. As the authoress has stated before, there are still some difficulties that are against of a better development of the teaching-learning process of the English at "Rúbert López Vázquez" Secondary school. That is why, the necessity of more investigation and new methods and proposals to carry out the process related with oral expression is unquestionable directed to solve the problem and to propitiate communicative English lesson in ninth grade.

The activities proposed increase the students' role as a secondary student and help them to face the teaching-learning process of English's syllabus in this type of education. Consisting in ten units and the professors are well oriented in what unit they should apply the activities taking into consideration the students' level of assimilation.

ACTIVITIES

Activity # 1

Title: Funny short stories.

Unit #1: Summer vacation.

Objective: To develop the oral expression through narrating funny short stories.

Content: Simple past.

Teaching means: cards, pictures.

Procedures: The group will be divided into groups of four students, the teacher will give each group a card (Annex 10) with some adjectives on it and will show them a picture with the following wh-questions (Annex 10): what, who, how, where, when, why. The teacher will explain each group they are going to create a short funny story about their holidays using the wh-questions given. Then each group will change their story each other (group 1 and 3 and group 2 and 4). Once they have done this each group will elaborate questions using the wh-questions and the group who had written the story will give answer to the questions. Later each group will go to the front of the classroom and the team who has the questions related to their story will ask questions and this team will answer them.

Evaluation: co-evaluation.

Activity # 2

Title: Travelling guide.

Unit # 2: Travel time.

Objective: The students should be able to ask and give information about places.

Content: Adjectives, preposition of places.

Teaching means: cards, pictures.

Procedures: To develop this activity the teacher should orient a project work using some important places studied in History and Geography (Annex 11) to use the information found to develop this exercise. The students will work in pairs. One of them will be the interviewer and the other will answer the questions. The teacher will give to the students a picture with the image of the place already worked in the project, the students are going to ask questions about this place like if they were in a television show. The teacher will give a situation to the students. Once the prepared individually without knowing what the interviewer is going to ask, they will dramatize and be creative at the time to speak about the information given. The activity will be developed orally. The teacher should encourage the students to be as creative as possible. The rest of the students will pay attention and they should answer some questions and also paying attention if the information given by the other student is correct or not increasing their cultural background. The teacher can provide some general questions.

Situation

A

Imagine that you are going to travel out of the country to a place you have never been to. You need to ask questions about this place.

B

You are a tourist guide and a foreigner will ask you some questions. Be ready to answer them.

General questions.

1. Where is located?
2. Can you describe this place?
3. What is the weather like?
4. What is it costumes?
5. What is the population?

Evaluation: orally and co-evaluation

Activity # 3

Title: The traffic light game.

Unit # 3: The news.

Objective: To have the students comment on facts, agreeing or disagreeing according to the situation.

Content: wh-questions and simple tenses.

Teaching means: cards, color circles.

Procedures: The teacher will divide the group in two teams (put a name to each team). The teacher will explain the students that they are going to play a game using the colors of the traffic light. To each color corresponds a type of questions using the simple verbal tenses studied (Annex 13). To green color is for simple present questions, the yellow one is

for simple past questions and the red one is for future tense (Annex 13). The teacher will use a dime (1 and 2 green card, 3 and 4 yellow card, 5 and 6 red). In each card there will be 5 questions to each verbal tense, the questions will be about daily activities.

Team number 1 will through the dime and according to the number selected it will be the color of the card and the type of question. The team must answer correctly; the other team will do the same. The teacher will put the marks on the board 5 points to each correct answer if a team do not answer correctly the question will be pass to the other team. The team who obtain more points will win. With this exercise the teacher can strength values or develop a small debate using the information given by the students to contribute to the students cultural background.

Green Cards (simple present)

1. What do you do everyday?
2. Mention the things you do to help your mother at home.
3. Do you study everyday? What's your favorite subject?
4. What do you like to do in your free time?
5. Do you like to read a book? Why?

Yellow Cards (simple past)

1. Where did you go on your last vacation?
2. Mention a book you read and explain why you liked it or not.
3. Did you practice sports? What id your favorite sports?
4. What did you on weekend?
5. Which was your last school? Why did you like it or not?

Red Cards (future tense)

1. What are you going to do next vacation?
2. Will you help you classmate with his/her homework? Why?
3. Are you going to study English? Why?

4. What will you do next weekend?
5. When are you going to visit historical places?

Evaluation: orally.

Activity # 4

Title: Puzzle hobbies.

Unit # 4: Hobbies.

Objective: To reproduce the grammatical structures studied to talk about hobbies.

Content: verbal tenses, adjectives.

Teaching means: picture.

Procedures: The teacher will divide the group into two teams and will give them a picture with a puzzle (Annex 14). The teams will find some verbs related to hobbies in the puzzle and they should write three sentences with each of them talking about a hobby. Then one student from each team will read the sentences of the first word found in the puzzle and so on. The other will ask questions related to the hobby. The team who obtains more points will win. To each word found the team will win 1 point and to each correct sentences or information given the team will win 5 points.

Evaluation: orally.

Activity # 5

Title: Who am I?

Unit # 7: Important Personalities.

Objective: Guess the person described through a description.

Content: Verb to be in present and adjectives to describe people.

Teaching means: Pictures

Procedures: The group will be divided into three teams. The teacher will describe himself/herself in no less than five sentences. Then it will be given a piece of paper to each team and the students should write five sentences describing a classmate but without saying the name. Then the teacher will put the cards in a box and select a student to pick out a card

and read the description, the teacher select one team to say who the person is. The students can ask: Is it .../ is he/she... and the team who describe the student will win. The students will ask question such as:

1. What does he /she look like?
2. What is he/she like?
3. What is his/her favorite sport?
4. Where does he/she live?
5. What his/her favorite color?
6. What does he/she like to do in his/her free time?

Another way to develop the activity: The teacher give a picture of important personalities and the students describes this personality and the rest of the teams must identify the personality. (Annex 4). The teacher can divide the group in teams and assigned a name to each of them. Then he gave each team 4 cards with the picture of an important personality the students had studied in previous History lessons. The teacher will select one team and this first team will say something that characterize or know about this personality. The team who discovered who the personality is will obtain 5 point. The team who obtained more points will win.

Evaluation: orally.

Activity # 6

Title: Solving problems.

Unit # 8: The environment.

Objective: Asking and giving information about environmental problems.

Content: simple past, simple present, present continuous

Teaching means: cards.

Procedures: The students will work in pairs, one student will be a news reporter on a vivid show and the other one is a well-known environmentalist recognized all over the world. The reporter should ask questions to the interviewer about environmental problems like: smoke, pollution, noise, garbage etcetera. The teacher will assigned as a project work to work in

groups and develop a research about an environmental problem for doing this activity. The teacher will give a card with the things the students should ask for. The students will develop a role play answering and giving question about the environment, the students must be as creative as possible. The activity will be checked in front of the classroom and while a couple is dramatizing the rest of the students must pay closely attention and should give opinions about their partners' play.

Cards: You should say:

What it is.	Describe the problem.
How long it has existed.	Identify possible solutions.
What effect it has brought to people's life.	Discuss solutions.
What we can do to solve it.	Be able to give 2 or 3 reasons why it's the best solution.
What should we do to protect the environment?	Be prepared to share your solution with the class.

Evaluation: orally

Activity # 7

Title: Talk as much as you can.

Unit # 9: A trip around the country.

Objective: apply different contents studied.

Content: simple present, modal verbs, simple past and future tense.

Teaching means: cards.

Procedures: The students will work in pairs the teacher will give each of them a theme and the students will talk as much as they can about the topic given:

1. My school.
2. An important place.
3. An unforgettable experience.
4. My future plans.

5. My last vacation

Evaluation: orally and co-evaluation

Activity # 8

Title: When I am big.

Unit #10: All in all.

Objective: Ask and give information about future activities you will do or won't do.

Content: future tense.

Teaching means: board

Procedures: The teacher will divide the class into two teams and write some cues (things to do) in the board. Then the teacher will ask the students to say what they will do or won't do when they are parents, they have to give reasons. The teams will discuss the issues and develop a group debate. Once they finished the teacher will select two or three students from each team to explain the reasons why they selected the cues. The other team will pay closely attention to its explanation and can ask questions to the other team if they consider the reasons given are not enough. The teacher will divide the board in two parts and write the team's marks. For each correct sentence or reason the team will obtain one point. The team with more points will win.

Cues (things to do): go to parties, drink wine/beer, buy them presents, take them to the cinema, have had friends, hit them, go to bed late, help them to their school work.

Evaluation: co-evaluation

Activity # 9

Title: What are you going to...?

Unit #10: All in all.

Objective: reproduce the content studied about what they are going to do...

Content: future tense, yes or not questions.

Teaching means: cards, piece of paper

Procedures: The teacher will divide the class into two teams and choose a leader. The teacher will give the leader a piece of paper containing what she/he is going to do tomorrow. The teams will ask questions in turn until they find out what the leader is going to do. Each correct guess gets 1 point. The team with the most points is the winner and this team is going to make a summary related to what the leader is going to do.

Evaluation: orally

Activity # 10

Title: Knowing yourself

Unit #10: All in all.

Objective: To form moral values, to analyze the quality that persons should have and which of them should be changed.

Content: adjectives

Teaching means: board, paper, and pen.

Procedures: The teacher will write in the board some moral qualities: (good, honest, selfish, self-confident, lazy, intelligent, hard working), etc. Each student is going to select some of these adjectives according to their moral characteristic, after that each of them is going to stand and expose how he/she is, and why, while the rest of the students will pay attention because they will give their opinion about this student.

Evaluation: co-evaluation.

The activities created by the authoress are in their great majority games because of the importance this type of activity has in the acquisition of skills in any language. In most of the activities they students must work in pairs, in teams, this type of work help them to feel more motivated and free and help them to get in touch with the complete group strengthening interpersonal relationship among them.

4. Valuation of the level of effectiveness of the activities to develop oral expression through the English lessons in ninth grade students at "Rúbert López Vázquez" Secondary school from Baracoa.

Taking into account the difficulties detected in students of ninth grade at "Rúbert López Vázquez" secondary school from Baracoa and the necessity to create activities to achieve a better way to communicate, the authoress of this research elaborated and put into practice activities to fulfil this goal.

The activities were applied with the main purpose of reinforcing the communication among the students. Each of them was based on the communicative approach to achieve a complete and successful oral expression in English.

It was proved; the students were not motivated all the time during the development of the activities because sometimes some of them did not have enough knowledge, so they could not develop the activities in an easy way.

With the purpose previously stated, there were applied some instruments after putting into practice the activities to the same universe (30) and sample (15) that permitted to diagnose the problem. The first instrument applied was the observation to classes (Annex 7) with the objective of realizing if there were changes in the students' attitude and motivation towards the English classes after being applied the proposal.

During the course 16 lessons were observed in ninth grade at "Rúbert López Vázquez" Secondary school from Baracoa, 10 lessons of new content representing (62,5%), 4 lessons of consolidation (25%), and 2 lessons of evaluation and control representing (12,5%).

The students' participation in the lessons was very high showing that there was an improvement in the student's part and of course on the teacher part too, it means that they were able to do what was asked them and that they feel interested for the learning of the English language. In all the lessons observed the level of motivation of the students was high to develop the oral expression. The activities applied, were interesting for the students.

The teachers followed the procedures stated to each activity in an appropriate way. The performance of teachers while the students were accomplishing the activities was very motivated, guiding the students in order to have better results. The participation of the students during the development was acceptable.

In a general way, it was the teachers' opinion that it could be noticed the enthusiasm of the students in the lessons at the time to develop the activities. The students' interest towards the language and the notable protagonist in the activities previously rejected has been recognized by the teachers.

The third instrument applied was an inquiry to ninth grade students (Annex 9). It was students' opinion that the activities motivated them to speak in classes and they contribute in the learning of the English language. They felt oriented in a correct way at the time of dealing with the activities and at the time of working in pairs and in groups which propitiate a good atmosphere in the classroom.

The activities had a reasonable level of complexity for the students. In relation to the students' opinion, the majority of them considered that the activities were not difficult at all; they had as opinion that the activities were very useful, motivating, important and challenging. It is the student's consideration that the activities really contributed to the development of oral expression; they think the activities helped them understand the spoken English a little better.

Nevertheless, it was corroborated in class that some of them had a certain degree of difficulty. This fact did not constitute an impediment for the fulfilment of the objective, though and the development of the activities.

The students' participation in classes and at the time of working with the activities was very high and shows that there was an improvement in the students part and of course on the teacher part and as the students committed that were corrected step by step, it means that they were able to do what was asked them and that they felt interested in learning the English language.

The activities applied could corroborate that the individual differences were taken into consideration, what propitiated that the development of the activities was carried out with a great protagonist and dynamism by the students. On the other hand, the professor did all her best in order to motivate the students while developing the activities.

In relation to the teachers' preparation they had as opinion that they were well oriented and the procedures of the activities help them to develop properly the activities explaining carefully the students guiding them to a better understanding of the activities. Finally they

considered they increase in some way or another in their oral expression and the activities fit the objectives of the syllabus. (Annex 8)

The procedures used by the teacher for the orientation of the activities were good and they were according to the methodological demanding, as well as the teacher's performance while students were accomplishing the activities, which was able to give the adequate levels of help to those students who need special treatment, this was corroborated during the observation of lessons. (Annex 7)

These instruments applied permitted to the authoress to know that the activities were useful to make the students develop the oral expression; it means that the work of the teacher in the planning, guidance, accomplishment and evaluation the activities and the procedures given in the research were very good. So, it permitted the students to comprehend what to do in each of the activities. Besides the instruments allowed knowing that the students felt a high level of motivation in the development of oral expression and in this way making them get interest and learn the English language and in this way fulfil the main objective of this research and in the learning of a foreign language.

Concerning what has been stated, the authoress of this investigation rates the experiment of valuation as satisfactory, and that's why the activities developed can be a solution to solve the problem stated. It is the authoress' consideration to still working on the aspect related to the oral expression and take as a source of information.

Conclusions

1. The study of the theoretical foundation of the oral expression in the teaching-learning process of English allowed characterizing it from the philosophical, psychological, linguistic and pedagogical point of view.
2. The diagnostic study permitted to corroborate the real situation of the oral expression in the English lessons in ninth grade students at "Rúbert López Vázquez" Secondary school from Baracoa and the necessity to find ways to develop this skill to contribute to the integral formation of the students.
3. To fulfill the objective stated some of activities were elaborated to develop oral expression in the students. The activities develop are based on the content of the English syllabus in ninth grade and have as main purpose the development of the oral expression.
4. The activities elaborated and applied contributed in a modest level to develop oral expression through the English lessons in ninth grade students at the school selected.

Recommendations

- To use this Diploma Paper as a source of study for those professors who teach English in ninth grade.
- To put into practice the activities suggested overcoming the insufficiencies detected at “Rúbert López Vázquez” Secondary school.
- To increase the activities elaborated and apply them in other schools.

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Annexes

Annex 1.

Interview to teachers.

Our school is developing a research related to oral expression in foreign languages.

1-What does the oral expression mean?

2- Is it an important skill to be developed in the students? Why?

3-¿Do you consider that the activities applied in class are enough for the development of this skill? Why?

4. What activities you apply to develop the oral expression in the students?

Annex 2

Inquiry to students.

Dear students:

It is my desire to improve oral expression in English lessons and outside them, so I request your participation and cooperation in this inquiry. The accuracy of your answers will allow me to approach further the problems in learning English.

1- Do you like the English lessons?

Yes _____ No _____

2- Which of the following activities are developed by your teacher in the English lessons?

Dramatization _____ Transpositions _____

Song _____ Descriptions _____

Reciting _____ Stories _____

Role play _____ Debates _____

Discussion of proverbs _____

3-Do you believe that the activities developed by the teacher during the lessons help you to develop oral communication?

_____ Yes _____ No _____ I do not know

4-Do you feel more motivated to talk when other activities, apart from the common, are developed? Why?

5-Do you think the contents received at this level allow you to establish a conversation outside the classroom?

Yes _____ No _____

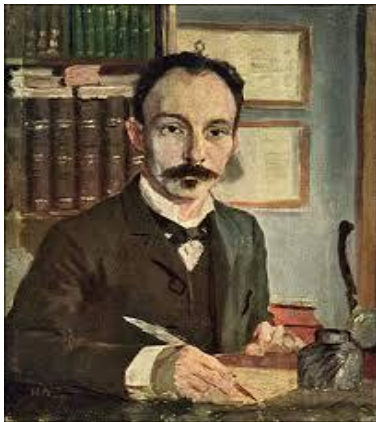
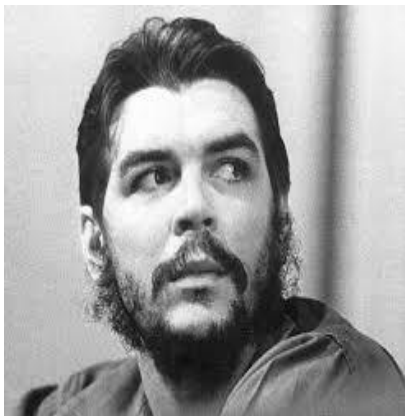
Annex 3

Observation Guide for the English lessons.

- 1- Achieving the goal of the class.
- 2- Use of activities to develop the oral expression.
- 3- Taking advantages of the potential of the content to develop this ability.
- 4- Use of the language by students.
- 5- Use of the language by the teacher.

Annex 4

Activity 5



Annex 5

Ninth grade English syllabus

Objetivos de la asignatura Inglés en noveno grado.

1. Demostrar su formación político- ideológica a través de una conducta social y ciudadana responsable en el intercambio con los compañeros en las actividades que se realizan en clases y fuera del contexto escolar donde se usa el inglés para:
 - Comunicar preferencias, ofreciendo razones sencillas.
 - Describir e intercambiar información relacionada con actividades, experiencias, personas y lugares en el pasado, el presente y el futuro.
 - Pedir ayuda e información detallada, incluyendo las direcciones.
 - Participar, en inglés sobre diferentes situaciones de la vida real.
 - Leer diferentes textos en inglés y demostrar comprensión general mediante la realización de tareas orales y escritas, preferiblemente en inglés.
 - Observar y escuchar situaciones conversacionales en inglés y demostrar comprensión mediante la realización de tareas orales y escritas.
 - Actuar una situación leída, escuchada u observada en video o TV, parcialmente creada.
 - Escribir cartas, postales, descripciones de lugares y personalidades.
 - Solicitar y ofrecer ayuda, incluyendo instrucciones y direcciones.
 - Leer textos sencillos en inglés y demostrar comprensión general de los mismos mediante la realización de tareas visuales, orales y escritas, preferiblemente en inglés.
 - Observar en vídeo o televisión y escuchar situaciones conversacionales en inglés y demostrar comprensión mediante la realización de tareas visuales o gráficas, orales o escritas, (utilizando formas simples o en español).
 - Desarrollar el pensamiento lógico mediante la observación y la comparación de los contenidos lingüísticos estudiados.

- Reforzar el conocimiento de la lengua materna como resultado del desarrollo de las habilidades básicas.

2. Asumir una actitud responsable ante su propio aprendizaje mediante la utilización de diferentes estrategias de aprendizaje que los ayuden a comprender y expresarse, tales como:

- Transferencia y adaptación de estructuras conocidas para expresarse en nuevos contextos.
- Uso de diferentes procesos escritos para expresarse.
- Preparación para las actividades comunicativas anticipando las formas lingüísticas y los recursos que se pudieran necesitar.
- Utilización de distintos recursos gráficos que ayuden a la comunicación oral y escrita.
- La utilización de palabras análogas.
- El uso del diccionario, fundamentalmente el bilingüe.

3. Reflexionar sobre el proceso de aprendizaje, anotando objetivos personales, logros y dificultades, retos, en libretas, portafolios o la computadora, la utilización de diferentes vías de trabajo investigativo para el estudio independiente y el desarrollo de trabajos prácticos, la reflexión y auto evaluación de su propio progreso y desarrollo bajo la guía del profesor y la cooperación de sus compañeros.

4. Demostrar hábitos y habilidades de trabajo independiente y de cooperación entre los compañeros y compañeras mediante la realización de diferentes tareas y proyectos de trabajo independiente donde utilicen el idioma con propósitos comunicativos auténtico.

5. Utilizar las habilidades desarrolladas en inglés para comprender información relacionada con los contenidos de otras asignaturas y áreas del currículo escolar y para expresar mensajes sencillos sobre estos temas.

6. Demostrar comprensión e identificarse con aspectos relacionados con la cultura cubana y la cultura universal, particularmente la de los países de habla inglesa que les permita reconocer y apreciar el valor comunicativo y cultural de la lengua extranjera y materna, mostrando una actitud de respeto hacia ellas, hacia sus hablantes y sus culturas, lo cual contribuye a fortalecer los lazos de solidaridad y amistad con otros pueblos.

Annex 6

Plan temático de la asignatura Inglés en noveno grado.

Número de la unidad	Título	Tiempo aproximado en horas clases
1	Summer Vacation (Review)	7
2	Travel Time	7
3	The News	10
4	Hobbies	9
5	The English Language (review)	12
6	Pastimes	10
7	Important Personalities	11
8	The Environment	11
9	A Trip Around the Country	12
10	All in All (review)	11
Total		100

De un plan temático inicial de 120 horas clases, se reduce a 100 por examinar el grado a partir de la semana 39 se dedicaron cinco horas a la orientación, seguimiento y discusión del trabajo final.

Annex 7

Observation of lessons to corroborate the effectiveness of the activities applied.

Objective: To verify the correct fulfilment of the activities and being aware of the usefulness of them.

5. The students' level of motivation to develop the activities.
6. The correct use of the procedures for the orientation of the activities.
7. The teacher's performance while students are accomplishing the activities.
8. Procedures used by the teacher in the control phase and its results.
9. Use of the potentialities given by the exercises for developing ideopolitical work.
10. Students' participation during the lessons.

Annex 8

Interview to teachers.

Objective: To verify the teachers understanding to develop the activities.

- 1- What is your opinion related to the activities applied?
- 2- Do you consider they contribute to develop the oral expression in your students? Why?
- 3- How were the procedures of the activities?
- 4- Was the evaluation phase difficult or easy for you at the time of applying the activities?
- 6- How was the students' while developing the activities once they were applied?
- 7- Did the students commit too many mistakes while working with the activities?
- 8- Did you face any difficulty at the time of working with the activities?

Annex 9

Inquiry to the students.

Objective: To verify the students' acceptance of the activities applied by the teacher.

1-Do you understand when the teacher explains the activities assigned?

____ YES

____ NO

____ SOMETIMES

2-Do you develop all the activities assigned by the teacher?

____ YES

____ NO

____ SOMETIMES

3-Does your teacher help you to develop the activities assigned?

____ YES

____ NO

____ SOMETIMES

4. Did you feel motivated at the time of working in pairs or in groups with your classmates?

____ YES

____ NO

____ SOMETIMES

5. Did the activities help you to increase your vocabulary?

____ YES

____ NO

____ SOMETIMES

6. Which activity did you like the best?

7. Did you face any difficulty at the time?

a) _____ to respond questions.

b) _____ to make sentences.

c) _____ to give punctuation to your partner.

e) _____ to dramatize a situation.

f) _____ to guess who somebody is.

Annex 10

Activity # 1

Card

exciting	happy
beautiful	clean
interesting	fantastic
boring	amazing
warm	hot

Picture

What	Where	When
How	Why	Who

Annex 11

Activity # 2



Christ the Redeemer



Lost city of Atlantis



Eiffel Tower



The Great wall of China



The Pyramids



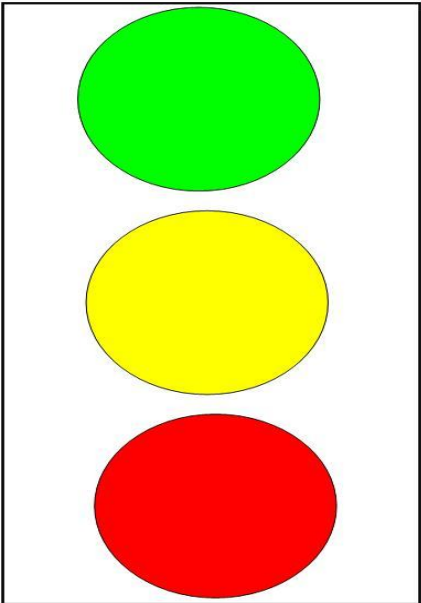
The National Hotel

Annex 13

Activity # 3

T
R
A
F
F
I
C

L
I
G
H
T



Annex 14

Activity 4: Puzzle hobbies.

W	A	T	C	H	R	N
Q	W	R	E	H	E	L
A	C	V	P	L	A	Y
S	U	R	F	B	D	H
E	V	A	S	W	I	M
L	I	S	T	E	N	J
L	S	G	U	H	T	U
A	I	I	D	B	E	C
W	T	Q	Y	V	G	O