



Faculty of Education
Foreign Language Major

Diploma Paper

Theme: Proposal of communicative activities to reinforce the speaking skill in seventh graders at "Ho Chi Minh" Junior High School.

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Phrase:

“To be educated is the only way to be free.”

José Martí

Dedication

- To my mother who inspired me for being a teacher following her example.
- To our Commander in chief Fidel Castro Ruz for his example for the new generation.
- To my adviser that helped me unconditionally.

Acknowledgement:

- To my mother, for being the reason of my life.
- To all my professors that guided me for obtaining good results during my carrier.
- To all my classmates who were real friends in difficult moments.

Abstract:

The insufficient treatment of the speaking skill is not new. It has been investigated since ancient times. However, the exploitation of the potentialities that the contents of English subject offer to develop the speaking skill is not enough to fulfil its purpose.

This Term Paper provides some considerations about the speaking skill, as well as different criteria from phylosophical and pedagogical point of view. That is why, this investigation is aimed to develop this skill and proposes some communicative activities to reinforce the speaking skill in 7th graders at “Ho Chi Minh” Junior High School”.

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Introduction

In the National System of Education, English subject responds to the political, economical and cultural importance of Foreign Languages nowadays. In this context English language fulfills a very important role to guarantee the relation of Cuba with many countries all over the world. The teacher is an active and fundamental element of the process of general formation. The school, within the socialist society is the repository of a social, fundamental and complex assignment: the formation of the new generation to become them able to defend and develop the conquest of the socialism and participating in an active way in the society, more creative and less consumers. Language is, in its more extent, the means that people use to communicate. The development of the language constitutes an essential aspect to guarantee the student's development and becomes a main task of the educational work. The teaching of English language contributes to the functional linguistic efficiency and also the ability to build and rebuild new knowledge, it also increases the development of knowledge, behaviour and basic skill that will allow them to establish a good relationship among them in this foreign language and at the same time how to understand spoken information and to express orally about actual themes.

Different language teaching methods have been introduced in order to improve the quality of teaching and achieve the desired impact on students. Some of these methods could not develop the learners' ability to speak the target language fluently. This has given rise to new methods designed to overcome the limitations of the previous ones. One of the most accepted trends in the field of foreign language teaching (FLT) is the communicative approach (CA), which was introduced in the 1970s by a group of European Council experts (Galloway, 1993). The basic principle that underlies the CA, as stated by Nunan (1988), is that "learners must learn not only to make grammatically correct, propositional statements about the experiential world, but must also develop the ability to use language to get things done" (p . 25). Basically, the CA "emphasizes the fact that the students and their communicative purposes are at the very core of the teaching program" (Finocchiaro & Brumfit, 1983). Thus,

the main aim of this approach is to enable EFL learners to communicate in the target language fluently and freely. This particular aim is significant because it is based on the recognition that "we learn language most effectively by using it in realistic situations" This, it may be argued, requires more concentration on language use than on language usage. Due to its noticeable effectiveness, the communicative syllabus has recently been adopted in Cuba. This new direction started in 1990 with textbooks written by experts. Although the books have been in use for quite a long period of time, it is still hard to recognize a significant change in Cuban students' ability to speak English appropriately and effectively. Abu-Ras (2002), in a study conducted in order to investigate the applicability of speaking skill in the Saudi context, argues that "after almost sixteen years of its application, the communicative ability of the Cuban students graduating from Junior High Schools is still very poor" .The reason, in my opinion, could be attributed to EFL teachers' ignorance of the main principles of speaking skill. Bakarman (2004) has found out that "most female teachers [had] only a shallow knowledge of the theory and principles of speaking skill . Consequently, they could not help students to improve their ability to speak the target language effectively.

Language teaching has seen many changes in ideas about syllabus design and methodology in the last 50 years, and CLT prompted a rethinking of approaches to syllabus design and methodology. We may conveniently group trends in language teaching in the last 50 years into three phases:

Phase 1: traditional approaches (up to the late 1960s)

Phase 2: classic communicative language teaching (1970s to 1990s)

Phase 3: current communicative language teaching (late 1990s to the present)

Language learning is a long process. It is taught taking into consideration the four linguistic skills, which are: listening, speaking, writing, and reading. Psychological investigations have stated that any material is remembered faster and also wrapped quickly if, after it is perceived through audition ways and then oral practice. This is

another reason that demonstrates that this is one of the skills that should be prioritized without disregarding the others.

During the professional practice and by means of the development of various investigation techniques, it was detected that there are some limitations that attempt against the development of communicative activity to reinforce speaking skill such as:

- There is not a systematic work that permits to develop the speaking skill in the students.
- The activities developed do not motivate the students to speak.
- There is no correspondence between the activities prepared and the level of the students.

It permitted to confirm the existence of a scientific problem: How to reinforce the speaking skill in seventh graders at Ho-Chi-Minh Junior High School?

Taking into consideration the problem that exists, the objective of this investigation is: Elaboration of communicative activities to reinforce the speaking skill in seventh graders at Ho-Chi-Minh Junior High School.

Scientific Questions:

1. Which are the historical antecedents of the communicative activities in the English Teaching Learning Process?
2. Which are the theoretical and methodological bases of speaking skill in English language?
3. Which is the real situation of speaking skill in seventh graders at Ho-Chi-Minh Junior High School?
4. What communicative activities could be elaborated to reinforce the speaking skill in seventh graders at "Ho Chi Minh" Junior High School?
5. What is the level of effectiveness of the communicative activities elaborated?

Scientific Tasks:

1. To determine the historical antecedents of the communicative activities in the English Teaching Learning Process.
2. To systematize the theoretical and methodological bases of speaking skill in English language.
3. To diagnose the real situation of speaking skill in seventh graders at Ho-Chi-Minh Junior High School.
4. To elaborate communicative activities to reinforce speaking skill in seventh graders at "Ho Chi Minh" Junior High School.
5. To evaluate the effectiveness of the activities elaborated.

Methods of investigation:

Theoretical level:

1. Historic and logical: It permitted to know the fundamental story of the problem, as well as to establish the logical linkages for the platform of the investigation.
- 2- Analysis - synthesis: It permitted to analyze the problem object of investigation and also for the creation of the theoretical body of this work.
- 3- Induction - deduction: It permitted to arrive at conclusions departing from general facts into particular ones.

Empiric-experimental level:

- 1- Inquiry: It permitted to know the considerations concerning the way the teachers treated speaking skill in the English Teaching Learning Process.
- 2- Interview: It permitted to get information about the students' knowledge concerning speaking skill.

3- Observation of classes: It permitted to observe the difficulties of the students in speaking skill.

Statistical level:

1-Mathematic methods: It permitted to elaborate graphics and cards to illustrate the results from the methods of the empirical experimental level.

2- Percental analysis: for the tabulation of results obtained from the methods of the empirical level.

Universe and Sample:

For the development of this term paper it was selected (86) students of seventh grade at Ho Chi Minh Junior High School. From them, there were enquired (29) students (33%) to determine if they were motivated to speak in English classes. The authoress applied empirical methods. There were interviewed 2 teachers (100%). All of them were graduated at Guantánamo's University. Also, for supporting this information (9) classes (100%) were visited.

Development

Foreign Language Teaching has a great importance nowadays because it is considered the international language, spoken by a lot of countries as first language; it is used as means of communication in different fields.

In planning a language course, decisions have to be made about the content of the course, including decisions about what vocabulary and grammar to teach at the beginning, intermediate, and advanced levels, and which skills and micro skills to teach and in what sequence. Decisions about these issues belong to the field of syllabus design or course design. Decisions about how best to teach the contents of a syllabus belong to the field of methodology. Language teaching has seen many changes in ideas about syllabus design and methodology in the last 50 years, and CLT prompted a rethinking of approaches to syllabus design and methodology. We may conveniently group trends in language teaching in the last 50 years into three phases:

Phase 1: Traditional Approaches (up to the late 1960s)

Traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling. The approach to the teaching of grammar was a deductive one: students are presented with grammar rules and then given opportunities to practice using them, as opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves. It was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation. Once a basic command of the language was established through oral drilling and controlled practice, the four skills were introduced, usually in the sequence of speaking, listening, reading and writing. Techniques that were often employed included memorization of dialogs, question-and-answer practice, substitution drills, and various forms

of guided speaking and writing practice. Great attention to accurate pronunciation and accurate mastery of grammar was stressed from the very beginning stages of language learning, since it was assumed that if students made errors, these would quickly become a permanent part of the learner's speech.

Phase 2: Classic Communicative Language Teaching (1970s to 1990s)

In the 1970s, a reaction to traditional language teaching approaches began and soon spread around the world as older methods such as Audiolingüism and Situational Language Teaching fell out of fashion. The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence. While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs, and so on. What was needed in order to use language communicatively was communicative competence. This was a broader concept than that of grammatical competence, knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions. Traditional grammatical and vocabulary syllabuses and teaching methods did not include information of this kind. It was assumed that this kind of knowledge would be picked up informally. The notion of communicative competence was developed within the discipline of linguistics (or more accurately, the sub discipline of sociolinguistics) and appealed to many within the language teaching profession, who argued that communicative competence, and not simply grammatical competence, should be the goal of language teaching. The next question to be solved was, what would a syllabus that reflected the notion of communicative competence look like and what implications would it have for language teaching methodology? The result was communicative language teaching. Communicative language teaching created a great deal of enthusiasm and excitement when it first appeared as a new approach to language teaching in the 1970s and 1980s, and language teachers and teaching institutions all around the world

soon began to rethink their teaching, syllabuses, and classroom materials. In planning language communicative courses. Grammar was no longer the starting point. New approaches to language teaching were needed. Rather than simply specifying the grammar and vocabulary learners needed to master, it was argued that a syllabus should identify the following aspects of language use in order to be able to develop the learner's communicative competence:

Phase: 3 current communicative languages teaching (late 1990s to the present)

Since the 1990s, the communicative approach has been widely implemented. Because it describes a set of very general principles grounded in the notion of as the goal of second and foreign language teaching, and a communicative syllabus and methodology as the way of achieving this goal, communicative language teaching has continued to evolve as our understanding of the processes of second language learning has developed. Current communicative language teaching theory and practice thus draws on a number of different educational paradigms and traditions. And since it draws on a number of diverse sources, there is no single or agreed upon set of practices that characterize current communicative activities. Rather, communicative activities today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on. The following core assumptions or variants of them underlie current practices in communicative activities. Ten Core Assumptions of Current Communicative Language Teaching

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.
3. Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.

4. Communication is a holistic process that often calls upon the use of several language skills or modalities.

5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.

6. Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.

7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.

8. Successful language learning involves the use of effective learning and communication strategies.

9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.

10. The classroom is a community where learners learn through collaboration and sharing.

Although communicative activities is accepted by many applied linguists and teachers as the most effective approach among those in general use, there are still a number of misconceptions about what it involves. This term paper sets out four of the main misconceptions, discusses why they have arisen, and why they can be so described. In doing this, the article attempts to define some important characteristics of communicative activities as it is practiced at present. Whatever the situation may be as regards actual teaching practices, communicative language teaching (CLT) is well established as the dominant theoretical model in ELT. There have been recurrent attempts to take stock of CLT and to identify its characteristic features (e. g. Richards and Rodgers 1986) and in areas such as teacher training the principles of CLT are

largely treated as clearly understood and accepted (see, for example, Harmer 1991). Despite this apparent unanimity, many teachers remain somewhat confused about what exactly CLT is. At the more abstract end, there is general agreement that CLT involves an emphasis on communicating by means of the foreign language (the way in which this idea is expressed tends, as here, to be so vague as to make it difficult to disagree with): at the practical classroom end, CLT is strongly associated with a number of particular activity types, such as problem-solving and pair work. But in the middle ground, the area where theory meets practice, things become less certain. For example, what exactly does CLT set out to teach? Is there such a thing as communicative activities? If so, what does it consist of? Is it simply a notional-functional syllabus under a new name? Or does CLT only exist as a methodological approach, a way of helping learners to practice the skills needed to put their knowledge of the foreign language into use? However, certain misconceptions about CLT continue to survive, making it difficult for many teachers to see clearly what is happening and to identify the useful innovations that CLT has brought. A surprisingly large number of teachers criticize or reject CLT. This term paper mentions the four misconceptions, discusses why they have arisen, and explains why they are misconceptions.

Misconception 1: CLT means not teaching grammar

This is the most persistent and most damage-misconception. It must be admitted, however, that there are good reasons for its existence. There have been a number of applied linguists who have argued strongly and in theoretically persuasive terms that explicit grammar teaching should be avoided. One line of argument is that grammar teaching is impossible because the knowledge that a speaker needs in order to use a language is simply too complex (Prabhu 1987). Another is that grammar teaching is unnecessary because that knowledge is of a kind which cannot be passed on in the form of storable rules, but can only be acquired unconsciously through exposure to the language (Krashen 1988). For most teachers, the effects of these ideas have been felt through their practical application in language textbooks and syllabuses. In the early days of CLT, pioneering textbooks such as *Functions of English* included no explicit

teaching of grammar (although *Functions of English* was aimed at students who had typically already been through a more conventional grammar-based course). Syllabuses were developed (and are still in force in many places) which expressed the teaching aims purely or predominantly in terms of what the learners would learn to do ('make a telephone call to book a hotel room'; 'scan a written text to extract specific information'), and which ignored or minimized the underlying knowledge of the language that they would need to actually perform those tasks.

However, the exclusion of explicit attention to grammar was never a necessary part of CLT. It is certainly understandable that there was a reaction against the heavy emphasis on structure at the expense of natural communication. It is worth looking back with hindsight at textbooks such as *New Concept English*, in its day the late 1960s and the 1970s enormously and deservedly popular, to see how narrow and constraining the approach was in many ways. But there have always been theorists and teachers pointing out that grammar is necessary for communication to take place efficiently, even though their voices may for a time have been drowned out in the noise of learners busily practicing in pairs. This is such self-evident common sense that, from the vantage point of the present, it seems odd that it should ever have been seriously questioned. Learning grammar Of course, the question of how learners are to learn the necessary through CLT: the grammar remains. Although, in the consensus view of CLT that I have retrospectively mentioned, it is now fully accepted that an appropriate amount of class approach time should be devoted to grammar, this has not meant a simple return to a traditional treatment of grammar rules. The view that grammar is too complex to be taught in that over-simplifying way has had an influence, and the focus has now moved away from the teacher covering grammar to the learners discovering grammar. Wherever possible, learners are first exposed to new language in a comprehensible context, so that they are able to understand its function and meaning. Only then is their attention turned to examining the grammatical forms that have been used to convey that meaning. The discussion of grammar is explicit, but it is the learners who are doing most of the discussing, working out-with guidance from the teacher-as much of their new knowledge of the language as can easily and usefully be expressed. Behind this strategy lies the

recognition that the learners may well have 'understood' more about the language than they or the teacher can put into words. If the new language were introduced in the form of an apparently all embracing (but actually pitifully incomplete) rule from the teacher, this would convey the unspoken message that the learners had nothing further to understand about the language point and simply needed to practice it. If, on the other hand, talking about grammar is postponed until the learners themselves can contribute by bringing to light what they already in some sense 'know', the unspoken message is that the process of acquiring the new knowledge is one which takes place inside them and over which they have some control. Indeed, with the recent emphasis on training learners to learn efficiently, this message is likely to be explicitly discussed.

This 'retrospective' approach to grammar is a natural development from the original CLT emphasis on viewing language as a system for communication; it also takes into account the fact that learning is likely to be more efficient if the learners have an opportunity to talk about what they are learning. Ellis (1992) argues that while looking explicitly at grammar may not lead immediately to learning, it will facilitate learning at a later stage when the learner is ready (in some way that is not yet understood) to internalize the new information about the language. The retrospective approach also has the advantage that, if the lesson is conducted in English, it encourages the learners to communicate fairly naturally about a subject that is important to what they are doing: the language itself.

Misconception 2: CL T means teaching only speaking

Again, there are reasons why this misconception is fairly widespread. CLT was influenced as earlier approaches had been, by the general movement in linguistics towards giving primacy to the spoken language. In addition, a focus on encouraging learners to communicate leads naturally towards thinking about what they will need to communicate about, and why; this is part of the wider tendency in CLT to look beyond the classroom. For many learners, the main uses that they are likely to make of the language are oral: getting around in the foreign country if they visit it, talking to visitors from that country, etc. Even if they are unlikely in reality to use the language

outside the classroom, learners are often willing to suspend their disbelief and act as if they might need the language for personal contacts. 2 Therefore, the emphasis is likely to be on speaking and listening skills. A further reason for this misconception is that CLT stresses the need for the learners to have sufficient practice, of an appropriate kind. This is often translated, especially by teacher trainers, into the principle that TIT (teacher talking time) is to be reduced, and STT (student talking time) is to be maximized chiefly by putting students into pairs and telling them to talk to their partners. At the same time, while the slogan 'TTT bad, STT good' almost certainly represents a useful (though perhaps rarely attained) goal for most teachers, it is also important to recognize that communication does not only take place through speech, and that it is not only the speaker (or writer) who is communicating. Communication through language happens in both the written and spoken medium, and involves at least two people. Learners reading a text silently to themselves are taking part in communication (assuming that the text has something of relevance to them) just as much as if they were talking to their partner. No doubt this seems too obvious to be worth saying; and yet I have heard the complaint that CLT ignores written language surprisingly often, from experienced teachers as well as trainees. Learners are probably likely to talk more in a successful CLT class than in classes using 'traditional' approaches; but a glance at recent mainstream textbooks will immediately show that they are also likely to be reading and writing a more varied range of texts than those in more traditional classes. CLT involves encouraging learners to take part in and reflect on communication in as many different contexts as possible (and as many as necessary, not only for their future language using needs, but also for their present language-learning needs). Perhaps, rather than student talking time, we should be thinking about the broader concept of student communicating time (or even just student time, to include necessary periods of silent reflection undistracted by talk from teacher or partner).

Misconception 3: CLT means pair work, which means role play.

The misconception here is not so much in the emphasis on pair work itself as in the narrowness of the second assumption concerning the ways in which it is used. Role play can certainly be a useful technique in this case.

One of the constant themes of CLT is that learners need to be given some degree of control over their learning (since language is a system of choices, the learners must be given the opportunity to learn how to make choices). Looking back, again with hindsight, at popular textbooks of even the fairly recent past, such as *Kernel Lessons Intermediate* from the 1970s it is immediately noticeable that the content of what is said by the learners is controlled at every point by the book: make a question using these prompts; answer these questions about the text; read this dialogue, and so on. Even when pair work is used, the learners never choose what to say, they simply work out how to say what they are told to say.³ The use of pair work is a physical signal of some degree of control and choice passing to the learners; but that needs to be complemented by real choice - which role play, particularly at simpler levels, may not encourage as much as other uses of pair work. It is helpful to start from considering how learners working together can actually help each other. They can provide each other with a relatively safe opportunity to try out ideas before launching them in public: this may well lead to more developed ideas, and therefore greater confidence and more effective communication. They can also provide knowledge and skills which may complement those of their partners: this can lead to greater success in undertaking tasks.

Alternative uses of pair work

Instead of just seeing pair work as a useful follow-up, a way of getting everyone practicing at the same time after a new language point has been introduced; we can see it as a potential preliminary stage to any contribution from the learners. They can work together to do a grammatical exercise, solve a problem, analyze the new language structures in a text, prepare a questionnaire for other members of the class, or agree on the opinion they want to present to the class. Once pair work is seen as a preparation as well as (or more than) an end-point, the range of possibilities increases dramatically.

Misconception 4: CLT means expecting too much from the teacher.

It is perhaps cheating to label this a misconception, since there is a great deal of truth in the argument - voiced most persuasively by Medgyes (1986) - that CLT places greater demands on the teacher than certain other widely-used approaches. Lessons tend to be less predictable; teachers have to be ready to listen to what learners say and not just how they say it, and to interact with them in as 'natural' a way as possible; they have to use a wider range of management skills than in the traditional teacher-dominated classroom. In addition, non-native speakers of English probably need a higher level of language proficiency or rather, a different balance of proficiency skills - to be able to communicate with ease, and to cope with discussing a broader range of facts about language use than they are accustomed to. Perhaps most importantly, teachers may have to bring to light deeply-buried preconceptions about language teaching (mostly based on their own language learning experiences at school and university), and to compare them openly with alternative possibilities that may be less familiar but perhaps make better pedagogic sense. In some ways, there is no answer to these points. It is certainly difficult, for example, to ignore the charge that CLT is an approach developed by and for native speaker teachers. Nevertheless, the label of misconception is perhaps valid for two reasons. Firstly, the points are presented as defects of CLT, as reasons for rejecting it, but they can equally well be presented as reasons for embracing it. Teachers have the opportunity to re-evaluate their beliefs and practices; they have an incentive to develop their skills; they are encouraged to enjoy themselves in their work, to avoid dull repetition of the same predictable set of materials, activities, and answers year in, year out. This view may appear unduly optimistic to some, but there seems no reason to assume that the majority of teachers do not welcome such opportunities if they are recognized as such. Secondly, the extent of the demands can easily be exaggerated indeed; this misconception may sometimes be fostered by teachers who may have other reasons for not wishing to change their current practices. Even Medgyes (1986), in order to make his point more forcefully, ends up by describing as the CLT norm an unrealistically superhuman teacher that few CLT teachers would recognize. It can, admittedly, be difficult to use a communicative approach if you are obliged to use resolutely uncommunicative

materials; but that is increasingly not the case. Many textbooks now provide very practical, straightforward CLT guidelines and activities which place few demands on the teacher beyond a willingness to try them out with enough conviction.

In other words Speaking skill pertains to the use of words and includes the ability to formulate and produce words and sentences with appropriate vocabulary, grammar, and application of conversational rule.

Well Concepción Velazco and Juana María Martínez Herrera.
Medical Humanities, Vol 2, No 4, January-April 2002:

The guiding objective of speaking skill is to communicate a message, defined as the ability of the individual to interpret and use the language correctly and property in an interactive process, determined by the context of the communicative situation. Rodolfo Acosta. A competent communicator + Edited by the Documentation Centre, also says that, the point is that communicative activities can take more forms than simply practicing oral communication in pairs and groups. They can involve text analysis, for example, where students communicate, not so much with each other as with a text, to solve a language problem about how the text works.

Speaking does not mean the ability just to utter words or sentences. It involves the ability to react mentally as well as verbally in communication situations. The mental reaction is the root of the verbal reaction. Keeping the students out of real situations and requiring them merely to produce a verbal reaction is like keeping a plant away from the soil while trying to get it to grow and blossom. False situations do not produce mental reactions - even if they sometimes produce verbal reactions that sound appropriate.

However, far be it from me to disparage lively and colorful language activities such as role play, games, and drama, where the situations and roles are mostly not real in this sense. These activities serve many other purposes. For instance, they may serve to liven up the classroom, boost the students' motivation, develop their imagination, or cultivate their powers of reasoning or literary appreciation. But for the purposes of acquiring a working communicative competence, you still have to rely on down-to-

earth communication practice - a great deal of it, too - in real situations and real roles.

When people ask questions, it is because they don't know the answer; when substance for they speak or write, it is because they have something to say; and when they communication listen or read, they do it to get information or ideas. In other words, there is a need and a purpose for communication and something to be communicated. This need, purpose, and substance are what give rise to communication in real life. And therefore they are what we try to provide our students with when we want them to speak, write, listen, or read. We take care not to make students ask such questions as 'Is this a pen?' when every- body can see it is a pen, or to ask each other 'What is your name?' When they already know each other's names.

As far as the British version of speaking skill is concerned, foreign language students might as well not have mother tongues. Meanings, uses, and learning communication skills are treated as if they have to be learnt from scratch. Syllabus designed take no account of the fact that students might already possess some of the knowledge that is tabulated in a needs analysis.

The mother tongue plays an important part in learning a foreign language. Students are always translating into and out of their own languages – and teachers are always telling them not to. Inter languages notoriously contain errors which are caused by interference from the mother tongue; it is not always realized that a large proportion of the correct features in an inter- language also contain a mother tongue element. In fact, if we did not keep making correspondences between foreign language items and mother tongue items, we would never learn foreign languages at all.

If, then, the mother tongue is a central element in the process of learning a foreign language, why is it so conspicuously absent from the theory and methodology of speaking skill? Why is so little attention paid, in this and other respects, to what

learners already know? Speaking seems to have a two-stage approach to needs analysis:

1. Find out what the learner needs to know;
2. Teach it.

A more valid model would have four stages:

1. Find out what the learner needs to know;
2. Find out what he or she knows already;
3. Subtract the second from the first;
4. Teach the remainder.

The notional-functional approach falls more on content than on the methodology. Although some innovations are introduced and emphasizes the communicative exchange between students, through group work and in pairs, role play, small skits, etc., programming continues to focus on the content they once again are presented according to the selection made by the textbook or teacher (Echevarria, 1992).

Instruments applied:

In this work it was necessary to apply some instruments to get information for the term paper. One of the instruments applied was the inquiry to students of 7th grade, in order to know if the students were motivated by the content taught in classes, if the activities done by the teacher helps the students to communicate themselves, and if the way and procedures that teachers use to present the texts contribute to increase the motivation towards them. As well as to develop the communication. The other instrument applied was the interview to teachers, to know which were the main difficulties the students had during the classes. And the other instrument used was the observation of classes of speaking to observe the type of activities and the methods used, if the students were motivated during the development of the class, if the teaching means used were effective, and if the professor makes emphasis in the pronunciation and in the mistakes committed by the students.

Analysis of the results

After applying different methods of investigation and analyzing the results, it could be said that:

Inquiry to students:

There are students that do not feel motivation towards the English lessons, so they committed mistakes expressing their personal information 20 (68, 9%); that is why, the authoress considers very important to suggest teachers to develop in class exercises that allow the students express themselves.

Interview to teachers:

It could be said that most of them 3, (100%) know the insufficient work they carried out with the speaking skill, which has influenced on the students' poor interest on the topics presented, because if the work carried out with the necessary organization and precision, and the activities that allowed them to develop abilities in a foreign language, the students will achieve a better comprehension of the content and they will feel more interested, and with less mistakes.

The observation of classes showed that:

7th grade is facing many problems in English lessons. It was possible to notice, through different classes observed 9 (77,7%), that one of the main difficulties was that the objective of the majority of the classes observed, was not fulfilled, because the students were not motivated while the teacher was explaining the exercises. Also at the time of working with this skill. The students 45 (100%) did not communicate freely and without expressivity and the teacher did not help enough the students in pronunciation and in the mistakes committed. The teaching means used were very limited, just workbook and there was no creation of new ones, so teachers should elaborate these teaching means they need for a better working conditions in order to develop their classes with efficiency.(It is important to say that in some English classes not always the professor has to use teaching means).Also, there were not attention to the individual differences at the time of orientating the homework, recognizing that the individual differences have a great importance, because it permits a better work with slow learners in order to have them comprehend, and developing a good communication.

Activities to develop the speaking skill in 7th grade at “Ho Chi Minh Junior High School”

To develop the speaking skill it was elaborated some activities with the objective to improve this ability. These activities have the following structure:

1. Unit
2. Name
3. Objective
4. Method
5. Teaching means
6. Contents
7. Instructions
8. Evaluation

Activities

Activity # 1

Unit # 1 what's your name?

Type of class: Workshop

Theme: "The burning ball".

Ability: Speaking

Method: .conscious practice

Teaching Means

Objective: The students should be able to express where someone lives through a didactic game reinforcing their speaking skill.

Heading of the exercise:

Do you dare to play and learn? Let's play!

- The students are going to make a circle in front of the class and one will be selected to say stop. He/ she won't be in front of the students, also this student will be replaced by the first who loses to give chance to play and learn to everybody, then they will start to pass the burning ball as soon they can. This procedure will be repeated till there will be two losers. If a student throw the ball automatically will lose. Then these students already selected will have to do what the card says.

Card: A. You see a man/ woman and you don't know his/ her name. Ask him/ her and introduce yourself.

Card: B. A person asks you about your name. Give responses and ask where he/ she lives.

The teacher is going to evaluate the major part of the group

Activity # 2

Unit # 2 what's your town like?

Theme: Try to speak

Abilities: speaking.

Objective: The students should be able to express someone's address through working pairs reinforcing their speaking skill.

Method

Teaching Means: pictures, professor's voice, black board and chalks.

Content:

Heading of the exercise:

Your classmate wants to know your address. Work in pairs and use the following choices.

1-I live at 5street.

4-I live in Baracoa.

2-I live at 457 Ave.

5-I live on Maceo Street.

3-I live at 150 Mariana Grajales Street.

- The teacher will write the exercise on the board with the five choices, each one with an intention to denote content, so when the teacher finishes he'll ask the students to work with their partners and they must be polite and they have to use at least the following conversation structure that it is: greetings, body and leave-taking. While the students are working the teacher will be offering levels of help to those students that need it, also he will be listening to some of them in order to select one of the best to break the ice.

As the didactic says, every activity must be evaluated, due to, it motivates the students, and at the end they will be evaluated.

Activity # 3

Unit # 2 What's your town like?

Theme: My address.

Abilities: Reading, speaking, writing and listening.

Objective: The students should be able to express someone's address through working pairs reinforcing their speaking skill

Method: Communicative Approach.

Teaching Means: pictures, professor voice, cards, black board and chalks

Heading of the exercise:

Find out these people address according to the mock-up. Work with your partner.

-Your English teacher's

-Your Math teacher's.

-Your History teacher's.

-The school janitor's.

-Your partner.

-Some classmates.

-Other you want.

- The teacher will write the exercise on the board and after that the teacher will ask the students to copy it on their notebooks. They have to observe the mock-up carefully for offering the information already mentioned in the exercise. So for developing this exercise the students should follow this conversation structure (greetings, body and leave-taking) This help them to communicate in an oral way using the communicative intention.

Activity # 4

Unit # 2 What's your town like?

Theme: Practice

Abilities: Reading, speaking, writing and listening.

Objective: The students should be able to express existence through working pairs reinforcing their cultural knowledge.

Heading of the exercise:

Practice the dialogue with your partner. Use the following choices according to the mock-up.

-library

-movie theater

-museum

-night club

-school

-coffee shop

-hotel



- The teacher will write on the board the heading of the exercise, then he'll ask the students to copy it on their notebooks, so as in every class the students follows the following conversation structure (greetings, body and leave-taking) they're supposed to use the communicative function (asking about existence) already learned in the previous lesson, but in this case they have to use these choices given or other they want. While the students are developing it the teacher will be helping and listening those students who need it and he will select some of the best students to break the ice, and he will order some of them (monitor) to check some mistakes, through this way the teacher motivates them to be English teacher. Finally the teacher will evaluate those students that participated in the class with qualitative evaluation.

Activity # 5

Unit # 2 What's your town like?

Theme: Practice freely.

Abilities: Reading, speaking, writing and listening.

Objective: The students should be able to express where someone lives through role-plays reinforcing their idiomatic culture.

Heading of the exercise:

Work in pairs.

Card: A

You want to visit a friend who studies with you. You don't know his/her address.

Card: B

You are waiting a friend and you see Bill. He doesn't know Mike's address.

- The teacher will bring to the classroom some cards with a specific information. As it is represented before in card A and in B. So after that the teacher will ask the students to put in practice the following didactic game to start speaking as it follows: the name of this didactic game is ``The burning ball`` and it consists on one student of course one of the most advanced will be back from the group and the burning ball will start to pass student by student as rapidly they can and when the student that is back from the group says stop they must stop and the one who has the ball on his table will be the first student to select the card, and the same procedure will be repeated till get another student for establishing a conversation. This procedure will be developed as long the teacher considers it is necessary. So the teacher will evaluate those students in a quantitative way also he is going to highlight the best exposition, and he also will mention some slow learner that are getting success to motivate them increasing their idiomatic culture.

Activity # 6

Unit # 3 What's your house like?

Theme: Practice

Ability: speaking.

Objective: The students should be able to express existence through working pairs reinforcing their speaking skill.

Method: conscious practice.

Teaching Means: pictures, professor's voice, cards, black board and chalks

Heading of the exercise:

Think in your house and exchange with your partner what your house like. Remember to ask and answer correctly.

Begin like this: How many...? There is ... There are...

- The teacher will write the exercise on the board and after that he'll ask the students to copy it on their notebooks, so he will give some minutes to prepare themselves and as always they must follow the conversation structure already presented, besides the teacher'll remember them that we use there is for singular and there are for plural. While the students are working the teacher is making table work and at the end he will evaluate them and will highlight the best one to motivate the rest to be better day by day.

Activity # 7

Unit # 5 What's your friend doing?

Theme: Guess what!

Ability: speaking.

Objective: The students should be able to express actions that occur at the moment of the speaking working by pairs in order to reinforce their language.

Method: conscious practice

Heading of the exercise:

Guess what your friend is acting it out, if you can. Do you dare?

Card: A Watch T.V. Card: E Read

Card: B Dance. Card: F Play

Card: C Sing Card: G Write

Card: D Run Card: H Think

- The teacher will divide the classroom into two teams, for making a competition. Then the teacher will deliver some cards with specific action verbs. The first student who receives the card has to act the action verb out in front of the

group and should ask: What am I doing? The members of the contrary team should guess what he is doing and they have to answer:” You are dancing or running...” (the action he/she acted it out). This exercise will be developed with the same structure already presented in the previous one. This exercise will be evaluated taking into account the use of the language with a value of ten points. If a student can not answer or acting it out another member of his/her team can do it for him/ her, but the mark will not be the same, will be six points. The winner will be the team with the highest result. At the end, the teacher is going to congratulate the winner team and the rest of the students making emphasis that the most important thing is to learn and they learned in this class, that’s why they all won.

Activity 8

Unit # 7: What’s your friend like?

Theme: Change.

Ability: speaking.

Objective: The students should be able to express numbers through a didactic game reinforcing their cultural level.

Method: conscious practice.

Heading of the exercise:

Play with the multiplication table of seven.

- The students should form different circles with ten members in each of them, and after that they will start to say numbers except seven or the multiple of it (avoid numbers).

When they’re playing and they have the opportunity to express ”the avoid numbers” they must say ”change” instead of ” the avoid numbers” and the sense change. These numbers must be said as fast as they can, because one of the

rules is: to say the numbers without thinking too much. There will be students loosing and those students have to study the numbers and the multiplication table in order to be more skillful. Finally, in each team there will be a winner and they have to compete for the first, second and third places.

Activity: 9

Unit # 8 What's the weather like?

Theme: Let's play in teams!

Ability: speaking.

Objective: The students should be able to express the weather conditions through working pairs reinforcing their cultural level.

Method: conscious practice.

Heading of the exercise:

Represent the following weather conditions. You may use pantomime, dramatization, and meaningful sentences.

A cloudy day

A cold day

A sunny day

A cyclone

A rainy day

Low temperature

High temperature

Dry weather.

- The students are going to express weather conditions. The teacher is going to write in different cards some weather conditions (those that were already presented). The students have to dramatize and make meaningful sentences and pantomime with the weather conditions from the cards. They will do that by working in pairs. Two students will be selected to exchange the message and they will also do that as natural they do in the real life. They have to develop

this conversation with the same structure presented in previous exercises, and they have to communicate themselves spontaneously and with creativeness.

Activity: 10

Unit # 9 What are they wearing?

Theme: Dress me!

Ability: speaking.

Objective: The students should be able to express wardrobe through working pairs reinforcing their speaking skill.

Method: conscious practice.

Heading of the exercise:

Dress your classmate according to the situation given. Do you dare?

- The students are going to use the vocabulary studied during the unit and also during the course in order to integrate all communicative functions. The classroom will be divided into two teams, team A and B. The principal of each team will deliver a number to each member of the team making coincidence among them. Starting the competition the first number will be said by the teacher and they must stand up as fast as they can, because the last one will be the first to begin the activity. This student should follow the conversation structure already presented in previous exercises and he/ she should say: e.g.: "I'm going to the park" or "I'm going to the movie". Etc. The other student must say the appropriate wardrobe he should wear for this occasion. If one of them does not know what to say the covering student should do it, but the result will not be the same (less two points if he answers correctly). When they finish the conversation they have to change the role. This exercise will go on as it was explained previously. Finally the teacher will highlight the winner teams because they all won in knowledge and he/she will recommend to improve their behavior.

Valuation of the activities

The activities already presented have been designed to reinforce speaking skill to demonstrate theoretically how teachers of 7th grade can take advantage of the contents of the English subject to foster this ability in the students. The authoress did not select the activities at random they were selected taking into account the contents of the units as well as the integration of the linguistic skills, with the predominant emphasis of the communicative aspects, since it has been an objective of this grade. All the activities are only a practical example for teachers to see the work formation of the speaking skill can be carried out within the contents they are dealing with.

Through the development of this investigation the authoress has been gathered all the information that could be collected at the time of applying the activities such as: the student's reaction while making any of the activities, the students acceptance, the activities they like the most, the one they developed the best, and its advantages and disadvantages; the most common mistakes they committed; negative and positive situations faced during the application of the proposal, and other aspects included in different parts of this work. All the activities made were aimed at developing speaking skill in the students of 7th grade. It is important to remark that all the activities were developed in drilling lesson in order to reinforce the student's vocabulary.

Activity 1

To verify the efficiency of this activity in which the students had to express where someone lives getting into the analysis of the curricula, the authoress would like to say that the majority of the students felt so motivated, because of the activity. They also showed their interest toward the content of the exercise in a higher degree. Through this exercise, 27 students (93, 1%) were able to express where someone lives and understood the information text. There were 23 students (79, 3) able to express where someone lives with a level of help.

It also permitted them to express themselves with intonation and rhythm and at the same way to reinforce values like responsibility and honesty; because 100% of them

could rectify the mistakes committed by the students that were said and also to avoid those mistakes.

Activity 2

The students should express someone's address and then play the role. Analyzing this activity entitled "Try to speak", it can be stated that it had positive results, since it provoked in the students a higher level of motivation 29 (100%). The students were eager to participate even the slow learners who got really involved in the activity. Also they enjoyed it very much and they faced no trouble during its development. This exercise was developed in a conscious way by the students. That is why; it gave the chance to the students to check the answer, if something were wrong.

Activity 3

Through this activity the students had to use the mock-up to express where someone lives and then, practice it with their partner. The authoress proposed to work with Baracoa's mock-up, because they not only had to express where someone lives, but also to locate and dramatize it. Concerning this, the authoress would like to state that this activity fulfilled its objective, because during its development all of the students 29 (100%) felt motivated, they considered the activity easy and exciting and worked with a great level of interest toward the exercise.

Activity 4

Through this activity the students should express existence through working pairs. The authoress proposed to assign it in every unit of the system in the course depending on the teacher's creativeness. The authoress would like to state that this activity gave the possibility to produce the lexical content using new situations. In this exercise the students had to express existence with making use of the mock-up and their cultural knowledge. At the same time the students were answering the questions, and they were checking the activity for avoiding misspelling. In this stage all the students were motivated 29 (100%) and they were very interested on the activity in a higher degree.

Activity 5

In this activity the students had to express where someone lives. The authoress proposed to assign this activity, because they not only had to express this communicative function, but also they had to play or interact with the information gap in this role-play. Besides, it permitted the teacher to pay attention to slow learners, because when they had to work with their partners, the teacher checked the language mistakes. In this exercise the teacher also gave the chance to the students to use a teaching mean named verb composer. The students were pretty motivated toward this exercise and the way the teacher used to evaluate it. That's why, the final result was good. Through this activity, 28 students (96,5 %) were able to express where someone lives and to understand the information. Only one student needed help (0, 3%) and he was able to express where someone lives with a level of help.

Activity 6

In this activity the students had to express existence, the application of this proposal helped the students to fix the content and to express themselves better and putting into practice the content received during the classes integrating all communicative functions already studied. It also permitted the teacher to verify the mistakes committed by the students expressing existence also the prosodic elements. After applying this activity it could be detected that the students were more motivated to this kind of activity and the result was a complete success. All the students 29 (100%) were evaluated with satisfactory results.

Activity 7

In this activity the students had to express actions that still go on. The authoress applied this exercise because it permitted the teacher to check the mistakes and to correct them taking into account the principle "mistakes are not always mistakes". For the development of this activity it was necessary the monitor's help. It is also important to say that 10 students (34, 4%) showed their interest towards pedagogical major when the monitor helped the teacher. The students were motivated towards this activity and the way the teacher used to evaluate it. That's why, the final result

was good. Through this activity, 29 students (100 %) were able to express activities that still go on. The motivation of the students was high, and they showed interest for this activity.

Activity 8

In this activity the students had to express numbers. The authoress used this exercise because it permitted the students to express numbers twice or three times. Besides, the students had to do that as fast as they can. That's why, the level of motivation was high. It also permitted the teacher to pay attention to the individual differences, because, when they had to express numbers, the teacher went to their seats and checked the selected numbers. The students were pretty motivated toward this activity and the way the teacher used to evaluate it. That's why, the final result was good. Through this activity, 27 students (93, 1%) were able to express numbers. Only two students needed level of help (0, 6%)

Activity 9

In this activity the students had to express weather conditions. The authoress used this activity because it permitted the students to express weather conditions twice or three times. Besides the students had to do that in a conscious way. That's why the level of motivation was high. It also permitted the teacher to pay attention to the individual differences, because, when they had to express weather conditions, the teacher went to their seats and checked the mistakes. The students were motivated towards this activity and the way the teacher used to evaluate it. That's why, the final result was good. Through this activity, 29 students (100 %) were able to express weather conditions.

Activity 10

In this activity the students had to express wardrobe through working by pairs. The application of this proposal helped the students to fix the content and to express themselves better and putting into practice the content received during the classes integrating all communicative functions already studied. It also permitted the teacher

to verify the mistakes committed by the students expressing existence and the prosodic elements. After applying this activity, it could be detected that the students were more motivated to this kind of activity than the others, and the result was a complete success. There were 29 (100%) students that were evaluated with satisfactory results.

On the other hand, in order to check the level of effectiveness of this investigation, the authoress considered very important to know opinions from the sample selected in relation to the work developed with them during the whole course. For that reason, it was necessary to apply some instruments to get information such as: inquiry to the students, interview to teachers and observation of classes.

There were selected 29 students to be enquired which represent 100%.

In question #1, the students were asked if the activities motivated them towards the topic of the speaking skill (see annex # 7) the majority of them 25 (86, 2 %) answered positively (see annex # 8) table#1, one student (3, 4%) answered negatively and 3 (10%) answered sometimes.

In regard to question #2 (see anex#7) just one student (3, 4%) considered the activities difficult (see annex 8) table #2 and another one (3, 4%) considered the activities average, the rest 27(93, 1%) considered the activities easy.

In question #3 (see annex # 7) all the students (100%) were able to select the activity they like the most and also they said the reason of their selection.

Analyzing question #4 (see anex#7) most of the students 27 (93, 1 %) stated that none of the activities were difficult (see annex # 8) table #3, just two students (6, 8 %) considered difficult the majority of the activities.

In question #5 (see anex#7), the majority of the students 25 (86, 2%) answered that the activities proposed permitted them to develop speaking skill (see annex (#8) table #1, 2 (7%) answered negatively and 2 students (6, 8 %) answered sometimes.

In regard to question #6 the students were asked if they notice any change after the application of the activities respecting the development of speaking skill (see#7), the majority of them 26 (89%) answered yes, 2 (6,8 %) answered no, and just one (3,4 %) answered sometimes,(see) table # 1 .

Taking into account the results obtained the authoress considered that they were relevant. The students could reinforce their speaking skill. The enquiry to students showed the result obtained of the application of the activities proposed which demonstrated once more that the curricular activities were really successful. The majority of them fixed the content and they were really motivated towards the activity. They selected the activities they liked the most and just one activity was difficult to them. This is a fact to point out that a great change was noticed after the instrumentation of the activities, having a result the fulfilment of the objective of this investigation.

To be sure about the effectiveness of the activities, 3 teachers of 7th grade were interviewed that represented 100%.

In the first question made, in order to know if the curricular activities were effective at the time of developing speaking skill in the students(see annex # 9), all of them 3 (100%) answered positively (see annex 10) table #2, because they contributed to have the students in a great level of interest during the development of the activities.

In regard to question #2 (see annex 9) they all considered that the majority of the activities (100%) contributed to motivate the students to develop speaking skill (see annex # 10) table # 2, because of what they answered in question first, for that reason they are so effective.

In respect to the third question, (see annex # 9) 2 of them (6,8 %) valued the activities easy and just one(33,3%) valued them average(see annex # 10) table # 3, because almost all the students work easy with the activities, but some slow learners faced some troubles at first.

According to question # 4 (see annex #9) all of them (100%) considered that all the activities were appropriated to develop speaking skill (see annex #10) table # 2, because they were graduated in a good way and with a great level of motivation involving all the activities, and they also permit to be more creative

Concerning last question, (see annex #9) teachers noticed changes and progresses in the students concerning the development of speaking skill (see annex # 10) table#1, because the students found a better way of speaking following the same curricular activities.

The proposal demonstrated the effectiveness of the communicative activities; it means that the objective proposed was fulfilled. The teachers were convinced of all questions made, because it is a way of showing that the students were able to participate in a great way in all the activities, giving them the possibility to fix the content in an easy way with a great level of motivation. Also, it can be affirmed that this work, provoked a big progress in the students, taking place in the behaviour or attitude of the students. Besides, it is important to say that the activities contributed to the teacher creativeness.

The guide for the observation of classes helped the authoress to state once again that this work accomplishes these activities. All the requisites were taken into account, and they were demonstrated in each class visited (see annex #11). It was noticed a higher motivation in all the activities (see annex #6). The teacher, together with the students, gave treatment to the advanced, middle, and slow learners at the time of developing the speaking skill. Moreover, there was a good sequence of the control, checking and evaluating the activities during the whole class, permitting a better work that allowed the students to comprehend and to express oral messages in a conscious way.

Conclusion

There exists a lot of materials concerning to the speaking skill that teachers should apply at the time of developing speaking skill in their students. Some research carried out this topic but none of them solved the problem stated. The most important aspect to take into account in the speaking skill is from the philosophical, linguistic, psychological and pedagogical character. There were elaborated communicative activities to develop the speaking skill in the English subject in seven graders at "Ho Chi Minh" Junior High School. It is important to take into account the development of the speaking skill in the students because it is the base of a good communication.

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Annexes:

1- Representation of the results:

a) Inquiry to students of 7th grade (29 students to be interviewed).

When the students were asked if they were interested in the activities they received in classes, 17 students (58, 6 %) answered sometimes, 12 students (41, 3%) answered affirmatively.

In regard to the second question aimed to know if they were motivated towards speaking skill, 14 students(48,2%) answered sometimes, 10 students(34,4%) answered affirmatively and the rest of the students 5(17,2%) answered negatively.

Concerning the third question if the exercise helped them to express themselves 15 (51, 7%) answered sometimes 14 (48, 2%) answered positively.

When the students were asked if they develop some exercises before presenting the activities 10 (34, 4%) answered sometimes, 19 (65, 5%) answered negatively. In respect to the fifth question about the way the professors used for a better comprehension and expression of the communicative functions, 14(48, 2%) answered sometimes, 15 (51, 7%) answered in affirmative way.

At the end of the sixth question when it was asked if they are able to comprehend and express a message by themselves 10 (31%) answered sometimes, 19 (65, 5%) answered negatively.

b) Interview to teachers (3 professors to be interviewed).

Taking into account the first question when they are asked to say the concept of speaking skill 3 (100%) answered correctly.

Concerning the second question in which they had to mention the main difficulties the students have in learning the speaking skill 3 (100% coincided in the same difficulties that exist), because of the causes and 3 (100%) mention the same causes.

In regard to forth question when it was asked about the sub abilities to be developed in the students to get a better oral expression 3 (100%) answered they do not know.

When the teachers were asked if the procedures they use in classes permitted to develop the speaking skill 2 (66, 6%) answered affirmatively, 1 (33, 3%) answered negatively.

In respect to the sixth question if they were creative at the time of planning classes 3 (100%) answered sometimes.

c) Observation to classes:

With the objective to value the treatment given to the speaking skill by the professors through speaking classes, 9 classes were observed, through which it could be seen the following.

In 7 classes (77, 7%) the objective was neither well formulated nor fulfilled in a communicative terms. During the warm up activity, it was not developed in a correct way, the majority of the students were not motivated, they were not paying attention and they were speaking most of the time. Dealing with the development of the classes as such, the orientation of the activity were not provided by real examples, professors did not make the use of teaching means and the exercises were not developed in a gradually way, from simple to complex, also the exercises were not motivated.

Among the activities the professor developed in the classes that were visited there can be mentioned:

-That's right – wrong or I can not tell the exercises.

-The work with Spanish equivalent.

-Question – answer exercises.

Concerning the conclusion of the class, it was observed that the work with slow learners was not carried out in an appropriate way.

Speaking homework had a good orientation, but the teacher did not orient another task for individual differences in the students.

The rest of the classes visited, 2 (22,2%) were developed correctively, everything was fulfilled with all the requirements that a class must have, as well as the rest of the objectives the authoress took into account for visiting these classes.

2- Inquiry to students:

Como parte de una investigación, necesitamos que respondas las siguientes preguntas con la mayor sinceridad.

1- ¿Te sientes motivado (da) hacia las clases de expresión oral?

Si No A veces

2- ¿Las funciones comunicativas que te enseñan te resultan interesantes? ¿Por qué?

Si No A veces

3- ¿Los ejercicios o actividades que desarrollan los profesores te ayudan a desarrollar la expresión oral?

Si No A veces

4- ¿Se realizan algunos ejercicios antes de presentar las funciones comunicativas?

Si No A veces

5-¿ Las vías o formas que utiliza el profesor para trabajar la expresión oral te permiten expresarte con naturalidad y creatividad?

Generalmente A veces Pocas veces

6- ¿Consideras que eres capaz de expresarte con naturalidad sobre un tema dado?

Generalmente A veces Pocas veces

3- Interview to teachers:

- What do you consider about speaking skill?
- Which are the possible causes that provoke these difficulties?
- Do you consider that the procedures used by the teachers in classes of speaking skill allow the students to develop the expressivity?
- Do teachers of English from your school are creative at the time of planning lessons of speaking? Why?
- From your point of view, which are the possible causes that attempt to the creativeness of teachers while dealing with this activity?

4- Guide for the observation of classes.

- Objective of lessons.
- Type of activities developed in relation with the speaking skill.
- Motivation towards the activities.
- Students´ participation while developing the exercises.
- Teacher’s role in each activity (mistakes committed in speaking skill).
- Fulfilment to the activities of the class.

4- Observation guide.

Object of investigation: in 7th graders at “Ho Chi Minh” Junior High School”.

Objective: to verify the degree of efficiency of the proposal.

Numbers of lessons observed:

Hints to be observed:

I. Acceptance of the activities by the students:

- Very high
- Farley high
- Low
- Very low

II. Assimilation of the proposal of the students:

- Difficult
- Not very difficult
- Easy

III. Application of the contents drilled through the activities, the student's mastery of those contents after drilling is:

- Very good
- Good
- Farley good
- Poor

4- Second inquiry to students.

The authoress of this investigation would like to know your opinion in relation to the work already developed in English subject in order to develop speaking skill in the course. Answer giving your own point of view about what you have stated in the curricular activities.

1. Did the activities motivate you towards the speaking skill?

Yes no sometimes

2. How did you consider the activities?

Easy difficult average

3. Which of these activities did you like the most? Why?

4. Which of these activities were difficult to you?

All of them the majority the minority none

5. Did these activities permit you to develop speaking skill?

Yes no sometimes

6. Have you noticed any change in you as student after the application of these activities?

Yes no sometimes

7. Tables of percents of the second inquiry to students.

Note: 29 students were inquired, which represent 100%

Table#1

| questions | No | % | No | % | Sometimes | % |
|-----------|----|------|----|-----|-----------|-----|
| # 1 | 25 | 86,2 | 1 | 3,1 | 3 | 10 |
| # 2 | 25 | 86,2 | 2 | 6,8 | 2 | 6,8 |
| # 3 | 27 | 93,1 | 2 | 6,8 | 1 | 3,1 |

Table # 2

| Question | Easy | % | difficult | % | Average | % |
|----------|------|------|-----------|-----|---------|-----|
| #2 | 27 | 93,1 | 1 | 3,1 | 1 | 3,1 |

Table # 3

| Question | All of them | % | The majority | % | The minority | % | None | % |
|----------|-------------|---|--------------|---|--------------|-----|------|------|
| # | - | - | - | - | 2 | 6,8 | 27 | 93,1 |

8-. Second interview to teachers.

After the application of this set of activities the authoress of this investigation would like your contribution giving opinions about the following questions.

1. Has this set of activities been effective to you to develop speaking skill in the students?

| Question | All of them | % | The majority | % | The minority | % | None | % |
|----------|-------------|-----|--------------|-----|--------------|---|------|---|
| #2 | - | - | 3 | 100 | - | - | - | - |
| #4 | 3 | 100 | - | - | - | - | - | - |

Table # 3

| Question | Easy | % | Difficult | % | Average | % |
|----------|------|------|-----------|---|---------|------|
| #3 | 2 | 66,7 | - | - | 1 | 33.3 |

10- Second observation to classes (9 times)

1. How teachers motivated towards the activities
2. How teachers gave treatment to develop speaking skill
3. Methods and procedures used by the teacher to work on the development of speaking skill.
4. The way the students were motivated towards activities.
5. How the teacher controlled, checked and evaluated the activities during the whole class.

Adviser's opinion.

Adviser: Lic. . Annia Rosales Romero.

Scientific grade: Licenciada en Educación.

Teaching category: Assistant

Speciality: English Language

Place of work: University of Guantánamo

Bases of the diploma paper