

SANCTI SPIRITUS UNIVERSITY

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THEORETICAL METHODOLOGICAL DESIGN

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ACADEMIC YEAR:

2015 – 2016

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RESEARCH PAPER

TITLE:

**“TEACHING TASKS TO DEVELOP FLUENCY IN THE ENGLISH
LANGUAGE THROUGH MONOLOGUES IN 10TH GRADE STUDENTS AT
CCMS”**

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INTRODUCTION

The Spectrum series is a compendium of North American origin for the teaching of English as a foreign language for young and adult practitioners. This program is based on the communicative approach in the teaching of the English language. It is composed by the teacher's guide lines, the textbook, the workbook and cassettes with authentic materials related to the content to impart, all of these materials are at the reach of the students; also for the development of the four communicative abilities, it also provides a variety of communicative exercises.

The new edition of Spectrum is a six-level course designed for adolescent and adult learners of English. Levels 1 and 2 are appropriate for beginning students and "false beginners." Levels 3 and 4 are intended for intermediate classes. Levels 5 and 6 are for advanced learners. The student book, workbook, and audio cassette program for each level provide practice in all four communication skills, with a special focus on listening and speaking in levels 1 to 4, and on reading and writing in levels 5 and 6.

This communicative course in English is based on the idea that communication means the exchange of information, it is not merely the end-product of language studies, but rather the very process through which a new language is acquired. To this end, Spectrum has three basic aims:

- To provide motivating materials that teach students to function in real-life situations;
- To teach only authentic English that stimulates natural conversation both in and outside the classroom; and
- To give students a feeling of success and achievement as they learn the language.

As this syllabus engages in a variety of exercises to practice basic linguistic functions, students are guided toward the use of correct grammatical structures. Both the functions and the structures in Spectrum are carefully graded according to

simplicity and usefulness. Grammatical structures are presented in clear paradigms with informative usage notes.

This program has six levels, but at Camilo Cienfuegos Military School, teachers impart the first book. The 10th grade's students receive from Spectrum 1 the units from 1 to 7. Spectrum presents authentic materials related to contents of their own language, but sometimes these situations are not adapted to the necessities of the students from Camilo Cienfuegos Military School.

One of the purposes of this teaching method is to enhance the oral expression, but few done in what regards fluency, which will be defined as the skill to express in a clear, reasonable, precise and with no hesitation a given message. The communication is to be developed in such a way that does not cause constant interruptions (Antich de Leon, 1986) Although, Spectrum emphasis on the oral ability, the exercises that contribute to the fluency of the pupils when communicating are limited. This difficulty has been verified in the observation to classes, in the systematic evaluations and in the opinions of the teachers with experience. Also, this situation is reflected in documents sent by the Military Teaching Center, in which these hinder fluency as it is shown in the results of the diagnosis.

With the application of different tools and techniques to tenth graders from the military school in what concerns fluency the following limitations were detected: The vocabulary scarcity in the English language does not permit to set strategies in the speech development of the students, inappropriate use of the proper words leads to constant misunderstanding, very little interpretative abilities can be seen in the students' expositions, inability to think about several ideas quickly hinders fluent messages, problems of correct articulation of the students obstacles communication, and trainees do not show a pertinent cultural level that permits them to interact with the language, these are some the problem related to fluency in the students this research is focused on.

Taking into account the importance of the limitations stated previously, it is a necessity to approach a research to solution it, through new alternative aimed to improve the work with the diagnosed handicaps. Then the following scientific problem is stated:

Scientific problem: how to contribute to the development of the fluency of the English language in the students from 10th grade at Camilo Cienfuegos Military School?

Objective: To apply teaching tasks to develop the English language fluency in the students from 10th grade at CCMS.

Scientific questions:

- 1- What theoretical and methodological foundations support the development of fluency through teaching tasks?
- 2- What is the present state of fluency in the English language in the students from 10th grade at CCMS?
- 3- What features should the teaching tasks for the development of fluency in the English language in the students from 10th grade at CCMS have?
- 4- How to validate the teaching tasks for the development of fluency in the students from 10th grade at CCMS?

Scientific tasks:

- 1- Analyses and interpretation of the different theoretical and methodological referents related to the development of fluency through teaching tasks.
- 2- Diagnosis of the present state of fluency in the English language in the students from 10th grade at CCMS.
- 3- Elaboration of the teaching tasks to contribute to the development of fluency in the English language in the students from 10th grade at CCMS.
- 4- Validation of the teaching tasks to contribute to the development of fluency in the English Language in students from 10th grade at CCMS by pre-experiment

For the application of the work was selected as **population** tenth graders from Camilo Cienfuegos Military School in Sancti Spíritus and as a **sample**, a group of 15 students. The **sample** selection was made using a non - probabilistic sampling of intentional form. It is characterized by an outstanding grading average, the class is composed of ten males and five females their ages fluctuate between fifteen and sixteen years old, the majority of the class lives in the outskirts of the city, they manifest the standard characteristics of the adolescents in our country, they all have their future projection for their lives. The racial composition of the class is as follows three mulattoes and the rest white, they are not that motivated for the study of the English language, they all have good manners; more than the ten percent are of divorced parents origin.

To implement this work different research methods, techniques and tools of the educational research are used.

Among the **theoretical methods**:

1. **Historical and Logical analysis:** to evidence the historical evolution of the fluency development in the majority of the methods and approaches created to teach foreign languages, specifically in Junior High School.
2. **The analytic - synthetic:** by this method a decomposition of different aspects related to the development of fluency as a component of the oral expression ability is made to deepen into the influence of fluency on this aspect, specifically in Junior High.
3. **Inductive - deductive:** to establish the necessary directions in the research process and identify general trends and characteristics of teaching foreign languages.

Within **empirical methods** are used:

1. **Interview:** conducted with the objective of knowing how fluency is seen and worked in the English lessons at school.

2. **Pedagogical test:** to determine **how fluent** the students who were selected as sample are.
3. **Document analysis:** to analyze the treatment given to fluency in the teaching of English as a foreign language.
4. **Survey:** to determine how teachers enhance fluency in their lessons.

Scientific newness:

The teaching activities elaborated are characterized by being systematic, interdependent, flexible, demanding, adaptable, attached to the students' reality, culture-reinforcing and they are structured in title, objective to reach, time, materials, type of activity, orientation stage, procedure and evaluation.

DEVELOPMENT

English is now a global lingua franca, but was first a West Germanic language spoken in medieval England. Currently, this is the first language for the majority of the population in several countries, including the United States, the United Kingdom, Ireland, Australia, Canada, a few Caribbean nations and New Zealand.

There are about 375 million English as first language speakers and 750 million English as second language speakers. The English language is spoken as official or special status in at least 70 countries. Just hearing the numbers gives you an inkling of just how important English is.

The market for English as a Second Language (ESL) is booming and more individuals are studying courses such as this one that will help them improve your own accent and understand native English. English learners opt to take English to cultivate ground for communication socially with others and to become part of a global economy.

The desire to improve the oral expression is the first step to clearly communicating what on your mind is. Good communication skills can help you avoid being misunderstood or overlooked. A person who speaks well exudes confidence and is more likely to attain his professional or personal goals.

How to improve the oral expression?

- Use only words you can define and pronounce correctly. Confident and effective speakers express themselves clearly because they remain within their vocabulary range. Pay attention to pronunciation guides in the dictionary to correctly pronounce tricky words.
- Expand your vocabulary by exploring a dictionary. Once you have mastered a list of words, consistently learn new ones and utilize them when the timing is right. When you're reading, underline or list words you don't know and look them up later.

- Add lilt to your voice. Lilt is the rising and falling of the voice when speaking. The content of your vocally expressed thoughts will be greatly enhanced if communicated in a varying, rhythmic pattern. If you speak with a monotone, listeners often will tune you out.

Though the main goal of this research paper is the development of the students' fluency in the English language. The authoress of it thought of the oral expression ability which is benefit when students are fluently in the use of the English language. The oral expression cannot be separated from fluency, because one of the aspects considered in the development of the fluency goes to the need of mastering the knowledge on behalf of the students.

So it is of paramount importance to consider some definitions related to fluency, because many professionals are not aware of what fluency really is.

Fluency is the ability to translate letters-to-sounds-to-words fluently, effortlessly. La Berge and Samuels (1974:78) described the fluent reader as "one whose decoding processes are automatic, requiring no conscious attention" (Juel, 1991:95). Such capacity then enables readers to allocate their attention to the comprehension and meaning of the text.

Fluency is a speech language pathology term that means the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking quickly.

Fluency is basically one's ability to be understood by both native and non-native listeners. A higher level would be bilingual, which indicates one is native in two languages, either having learned them simultaneously or one after the other.

In the sense of proficiency, "fluency" encompasses a number of related but separable skills:

- Reading: the ability to easily read and understand texts written in the language;

- Writing: the ability to formulate written texts in the language;
- Comprehension: the ability to follow and understand speech in the language;
- Speaking: the ability to produce speech in the language and be understood by its speakers.
- Reading comprehension: the level of understanding of text/message.

Reading fluency is often confused with language fluency. Reading fluency is the ability to read text accurately, automatically and with appropriate expression. Fluency bridges word decoding and comprehension. Comprehension is understanding what has been read. Fluency is a set of skills that allows readers to rapidly decode text while maintaining a high level of comprehension (National Reading Panel, 2001).

Reading fluency encompasses both rate of words read per minute, as well as the ability to read with expression.

A first benchmark for fluency is being able to "sight read" some words. The idea is that students will recognize on sight the most common words written in their native language and that such instant reading of these words will allow them to read and understand text more quickly.

As students learn to read, the speed at which they read becomes an important measure of fluency.

Screening, diagnosing, and progress monitoring are essential to making sure that all students become fluent readers — and the words-correct per-minute (WCPM) procedure can work for all three. Here's how teachers can use it to make well-informed and timely decisions about the instructional needs of their students.

Fluency develops gradually over time and through practice. At the earliest stage of reading development, students' oral reading is slow and labored because students are just learning to "break the code" – to attach sounds to letters and to blend letter sounds into recognizable words.

The best strategy for developing reading fluency is to provide your students with many opportunities to read the same passage orally several times. To do this, you should first know what to have your students read. Second, you should know how to have your students read aloud repeatedly.

What should fluency instruction look like? And, what can teachers do to help students whose fluency is far behind their peers'? This should help practitioners use of fluency-based assessments and select instructional practices.

Learn what reading fluency is, why it is critical to make sure that students have sufficient fluency, how we should assess fluency, and how to best provide practice and support for all students.

Fluency is important because it provides a bridge between word recognition and comprehension. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy.

Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. They can make connections among the ideas in the text and their background knowledge. In other words, fluent readers recognize words and comprehend at the same time. Less fluent readers, however, must focus their attention on figuring out the words, leaving them little attention for understanding the meaning of text.

When the students begin the study of English at Camilo Cienfuegos Military School, they complaint about their difficulties when using the English language

some refer to the vocabulary area, others to the pronunciation, but the majority do not see the importance of their own culture to be fluent in the language they are learning.

While diagnosing the pupils it was detected that they learn English not for the sake of learning it but because it is a compulsory subject they are to receive in the curriculum or they learn it or study it because their parents oblige them to do it or because in their personal aspirations they try to learn it for its further application in the future.

It was also inferred that they learn the language in a memoristic way not allowing them to interiorize and analyze the language, for this reason they forget about what they learn very fast. That is, they prepare for a certain evaluation but not to use it in their everyday language.

As they do not take into account the contents received through the subject, they cannot make a real and authentic use of the language with fluency. Besides, it is important to remark the wrong uses of grammatical and lexical elements in classes and when they are to give a report, they care mainly about the content they are to give and not the way to express that content with fluency.

It has been determined that they also confuse fluency with that of speaking fast. So there is a misconception of its definition. They prefer to use lexical chunks and collocation of the language they learn and no authenticity is visible in their speech.

While observing them it is easy to detect that they are able to give personal information which is mainly learned by heart, but when it comes to express ideas about a given topic by the teacher, they need too much time to prepare and sometimes even weeks for a three minutes exposition.

Also the contexts in which they are to use the language fluently are not created in such a way that permit them feel the necessity of using and expressing themselves closer to the real English. Sometimes their mistakes go to the misconnotation they give to the words they learn by rote. Most of the time, they only use the dictionary

to find the meaning of the Word not the pronunciation or the connotation of the Word. That is why most of the time they make wrong uses of the words and its syntax.

When it comes to fluency the authoress of this paper proposes some criteria to be taken into account in this respect. Teachers have to know what is the level of fluency in which students are, the authoress of this work uses the following levels to clarify her scientific position in what fluency is concerned due to the difficulty of referring to fluency of the English language.

So this works considers fluency as a complex process which takes into consideration the following elements:

Level 1.

- Speech halting and fragmentary so as to make conversation very difficult.
- Oral production consists of learned isolated words and phrases.
- Everyday conversation and classroom discussion hesitant.
- Often forced into silence by language limitations.
- Limited cultural background.
- Limited handling of grammatical patterns.
- Limited vocabulary.
- Insecurity when talking.
- Limited handling of given communicative functions.
- Few knowledge of linguistic patterns.
- Constant error commissions.

Level 2:

- Everyday conversation and classroom discussion sometimes sustained but often characterized by frequent long pauses.
- Speech frequently disrupted by student's search for correct manner of expression.
- Often produce learned patterns with internalization of it.
- Show some cultural background related to its likes.
- Show knowledge of some grammatical rules.
- Master some vocabulary areas.
- Show security of the stated things in classes.
- Show some knowledge related to the linguistic patterns.
- Show some handling of given communicative functions.
- Error commission does not affect understanding.

Level 3:

- Everyday conversation and classroom discussions reasonably fluent.
- Occasional lapses while searching for correct word expression.
- Usually able to ask for clarification.
- Speech in everyday conversation and classroom discussion is fluent.
- Often produce internalized learned patterns.
- Show an adequate cultural background.
- Show a correct knowledge of the grammatical patterns.
- Master the vocabulary areas.

- Show security of the stated things in classes.
- Show domain of the given communicative functions worked in class.
- Show knowledge of the linguistic patterns.
- Very few error commissions.

Diagnosis

In the Teaching Training Period at Camilo Cienfuegos Military School the authoress detected that there were some latent difficulties affecting the fluency of the English language, more specifically when retelling monologs. An objective in the English teaching in this kind of schools, it is to make student to be able to monolog about various topics which include information of their own, their family and military specialties.

The pointers to be analyzed were the following:

- 1- To communicate freely
- 2- Correct oral production
- 3- Class discussion
- 4- Language use
- 5- Cultural background
- 6- Grammar use
- 7- Vocabulary use
- 8- Speaking accuracy
- 9- Use of communicative functions
- 10- Linguistic pattern knowledge
- 11- Error commission

In the initial diagnose of this work the following results (see annex 5) were obtained: The **initial pedagogical test** (see annex 4) permitted the authoress of this work, determined that,

In the first pointer directed to free and creative communication eight students (53.3%) belong to level 1, six students (40%) are in level 2 and only one student (6.7%) belongs to level 3.

In the second item directed to correct oral production only three students (20%) have the capacity of learning isolated words and phrases and they are in level 1, ten students (66.7%) are in level 2 and the last two students (13.3%) belong to level 3.

When referring to class discussion just two of the students (13.3%) are in level 1, six students (40%) are in level 2 and, seven students (46.7%) usually are able to ask for clarification in class, belonging to level 3.

Referring to correct language use, five students (33.3%) present serious limitations in the language, they belong to level 1, eight students (53.3%) are in level 2 and, two students are in level 3.

In the case of cultural background there are eight students (53.3%) in level 1, six students (40%) show some cultural background related to its likes and they are in level 2, just one student (6.7%) belongs to level 3.

When referring to grammar use nine students (60%) do not use correctly the grammar aspects such as verbal tenses and third person singular, so they belong to level 1, four students (26.7%) are in level 2 while two students (13.3%) always show a correct knowledge of the grammatical patterns and belong to level 3.

Regarding the use of vocabulary eight students (53.3%) of the sample are in level 3, five students (33.3%) are in level 2 and two students (13.3%) use all the vocabulary taught and belong to level 1.

Considering the item eight, speaking security, eight students (53.3%) show insecurity when talking belonging to level 1, six students (40%) are in level 2 and, only one student (6.7%) shows a good security when talking.

In the case of use of communicative functions there are four students (26.7%) in

level 1, eight students (53.3%) are in level 2, only three students (20%) use correctly the communicative functions and they are in level 3.

Regarding to linguistic pattern knowledge, eight students (53.3%) are in level 1, six students (40%) show some knowledge related to the linguistic pattern, they belong to level 2 and, just one student is in the level 3.

In the last item, error commission, two students (13.3%) have constant error commission and they are in level 1, two students (13.3%) are in level 2 and, the rest eleven students (73.3%) belonging to level 3.

Teaching tasks

Different authors among them (Davídov, V. V., 1987; Concepción, M. R., 1989; Medina Rivilla, A., 1995; Álvarez de Zayas, C. M., 1996, 1999; Garcés, W., 1997; Silvestre, M., 1999; Fuentes González, H. C., 2000; Concepción, I., 2000) and others identify the task as a means to direct and propitiate students learning.

V. V. Davídov highlights that “the mastery on behalf of the students of the generalized theoretical procedure of a certain and determined classroom task solution constitutes the essential characteristic of the teaching task” (Davídov, V. V., 1987:15). Highlighting with it the function ability of the teaching task as a means to learn to solve determined concrete and particular teaching task, that could be for example, proper problems of a determined context. That is, the teaching tasks are seen by this author as a means to construct the cognitive-instrumental system needed in the problem solution, proper of a certain context.

For Medina Rivilla, A., 1995:468, “the tasks...are the core of the activities, sequenced and structured in such a way that permit to organize the action. The tasks organize the experience and stimulate learning in the students.

Zilberstein, J. y Portela, R., 2002:35, on the contrary consider the teaching tasks

“as those activities that orient the students in and out doors to do it, it implies the search and acquisition of knowledge, the development of abilities and the integral formation of the personality”.

In this definition are implicitly delimited, according to the authors, the functions of each of the poles that intervene in the teaching –learning process: teachers design and orient the activities (teaching tasks) students do it and as a consequence acquire knowledge, develop abilities and form integrally the personality.

Making a deeper analysis of the function of the task in the teaching-learning process, M. R. Concepción (1989), quoting N. E. Kuznetzova, establishes that the teaching tasks constitute a means to direct the process and the procedures of the activities on behalf of the teacher and the means to master the knowledge and abilities in the students.

In the analyzed criteria are shown the double functionality of the teaching tasks concerning each of the poles that intervene in the teaching learning process:

-as a means to learn.

-as a means to direct learning.

However, it is considered that the unfolding of its functions has some methodological risks. First, it does not take into account the function of the person who teaches and the person who learns. The role of the teacher in the teaching-learning process is guided to modify the students 'role departing from the postulates that they construct their own learning, instruments, the future expectations, objectives and firm purposes; making them go through the easiest “way”, comprehended between its actual state and its potential. Such a role is developed then through actions directed to these ends and that differ from it when students are presented the task.

However, the students ´role, in the context where they develop their learning, is directed to the autonomous and conscious construction of the instrumental and cognitive system, that allow them an effective role in their future context, with the

help of their mates and under the guide of their teachers. It can be inferred that the actions developed by the professors and students do not have identical finalities: first argument that justifies the need of distinguishing among those tasks developed to direct learning and those directed to learn. Second, the methodological role that the professors develop are structured through methods, procedures and means that permit them to develop the actions directed to modify the students' role, which are the methodological expression of the cognitive-instrumental system that shapes their personality. Students learning will be mediated by methods, procedures and means that constitute the methodological expression of the cognitive-instrumental repertoire in each of them. That justifies, not only the role of the students and teachers while facing the task but the difference of its finality, the tasks have a remarkable personological character that obliges to distinguish the actions before doing them. Third, the classification given by M. R. Concepción (1989) and which is assumed by many of the consulted authors (Garcés, W., 1997:85; Rodríguez, R. A., 2001:52; Pérez Días, J. R., 2001:41; Zaldívar, M. E., 2001:38) according to which the exercises and problem solutions can be teaching tasks, it done considering the poles that intervene in the teaching-learning process: the students. That is, though the double functionality of the task explicated before in the stated definitions, now is classified taking into consideration the way that can be seen by the students in the exercises or problem solving. Yet, as this classification is done considering only the students, results in a inconsistent solution if it is analyzed taking into consideration the role levels.

To classify the task that the students must develop as exercises or problem solving, exclusively, it is to consider that its role always has applicative levels (level that predominates during the exercises and problem solving solution, apart from what have been said the solution process has also a realization in the construction of the knowledge and the instrumentations).

Putting apart the contemplative level (that predominates in the initial stages of the objects study) and in which the role cannot always be directed through the problems and are necessary questions that lead from the vivid contemplation to the

abstract thought. Like this is considered by Álvarez de Zayas, C. M. (1999), when he states that “the explanation of a concept and its correspondent comprehension by the students, the solution of an exercise or a problem are teaching tasks examples”

Other criterion that is licitly considered to analyze to support the need of distinguishing and in consequence design the dynamic of the teaching-learning process considering the tasks that develop the teachers and the students is constitutes by the fact that many times in the methodological and didactical bibliography are modeled the resolution processes of done tasks by the students to optimize their learning. (Fridman, 1979 quoted by Labarrere, A., 1996:147; Gil, D., 1998:95; Vivero, O., 1999:33; De Jong, O., 1999:54; Acuña, C. E., 2000:72; García, J., 2000:214; Fuentes, H. y Álvarez, I. B., 2001:101; Rodríguez, F. A., 2001:71; Verdugo, H., 2002:84),

While the same does not occur with the tasks that the teachers must develop to direct this process; which is considered to assume, tacitly, that teachers have in every moment the knowledge and instrumentations to direct and optimize their students learning.

To assume that the design of the tasks for the students and with the modeling of its solution, learning is guarantee, it is to underestimate those actions that are developed by the teachers to guide this learning and without which, learning would be inefficient or would not occur. The quality of the designed task for the student is not absolute, it is mediated by the tasks that at the same time develops the teacher to guide this learning.

The underestimation of the methodological actions that the teacher develops to direct the students' learning and that can be structured in tasks, it is one of the elements that justifies that many of the research outcomes in the methodological and didactical field cannot be introduced in the pedagogical practice, because its functionality is limited by the teachers' preparedness in this new context. Thus, for example, the tasks, methods or the elaborated means to direct learning is not

accompanied by those tasks that could make learning easier and more efficient.

According to Leontiev, the task is the aim stated by the students in given conditions, that is, it is the problem or concrete situation to which the students face and to which they have to give solution. The task is the concretion of the used method in each stage; therefore it is the way to achieve the development of the ability. A first requisite of the task is that they must be accessible and attainable for the activity that is supposed to be done, that is, that they should be the desired models to be used; secondly, that they should be in correspondence with the real stage of the students and the assimilation level. In the first three stages tasks are given in a materialized way for which the objectives and its models must be susceptible to real transformations and the actions for its development in the first three they act not only upon as perceived visual objects but verbal descriptions and the necessity for its realization. So, the task system is a combination of exercises, problems and situations that propitiate the realization of the actions that are desired, those which correspond to the objectives and the assimilation object. Moreneo (1998:90) defines as task "each of the activities that the teacher suggests in the classroom, that has an objective, an initial and a final stage and one of the conditions of a determined realization" to state this definition he basis on the criteria stated by Newell and Simón, 1972 (quoted by Monereo, 1998:89-90) who state that each of the activities must have the following characteristics:

- 1- It has a preconceived object, related to the knowledge area conceived in the curriculum.
- 2- It is defined departing from the initial and final stage, different thanks to the learning the students acquire through the realization of the activities.
- 3- It implies a set of possible conditions that light and orient its resolution: in a determined time, in a group, a pair or an individual.

As can be seen in this conception in the task is also present a requisite to foster its conditions in the realization of the task, so as the correspondence between the wanted object and the knowledge for its realization, but it is not stated the purpose

to communicate. In respect to the task in the teaching of foreign languages J. Willis (1996) states that "the tasks are always activities in which the students use the target language for a communicative purpose to achieve a desired result" In this conception is highlighted the role of the communication in the realization of the task. Willis suggests six types of tasks: 1) to make lists, 2) order and classify, 3) compare, 4) problem solution, 5) share personal experiences, and 6) creative tasks or project works.

Though in these tasks is considered the active and conscious participation of the individual in its realization, it does not take into account the assimilation process levels, nor the realization conditions of the tasks. Essential characteristics that typify the teaching tasks:

-Basic core of learning.

-Essential component of the cognitive activity.

-Carrier of the actions and operations that propitiate the instrumentation of the method and the use of the means to provoke the content movement and enreachment of the objective in a given time.

It is the teaching task as the basic cell of learning and the smallest unit in the teaching-learning process, where the dynamic interrelations are concreted between the personal and non-personal components. In it must be materialized the preventive character of the man formation while forwarding to the future, for which the teacher is precised of laws to domain that regulate learning, so as the ones that assure the integral development of the students personality.

Activities:

Activity 1

Title: "Talking about my family"

Objective: To express fluent ideas orally while making an oral presentation that comprises a description of their families.

Time: 10-15 minutes.

Materials: tape recorder, chalkboard, dictionary, pictures.

Type of activity: fluency.

Orientation stage:

- Students are to seek for information about relevant patriotic families in Cuba and abroad.
- Prepare an exposition about them mentioning the most relevant characteristics.
- Students are to seek for their family tree and should be ready to make an exposition where they mention the most common characteristics of their families.
- Prepare a monolog by means of which they will make an oral presentation describing their families. The information can be accompanied by a family tree or by some pictures about the family.

Procedure:

This activity is assigned two weeks before. Learners are told about the possible materials that they can use to present it, after their presentations. There will be a global feeding back.

Evaluation:

Meanwhile students present their monologs, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assessing in a group form and individually, taking into consideration the pointers stated for the investigation.

Activity 2

Title: "Texts completion"

Objective: To express fluent oral ideas about a text presented before hand.

Time: 10-15 minutes.

Materials: textbook, dictionary, pronunciation dictionary, chalkboard, pictures.

Type of activity: free practice.

Orientation stage:

The teacher assigns before hand the students to read a given text, then look for extra information related to the text in other sources like ecured, library, wikipedia, google and gather as much information as possible for their oral expositions in class.

Procedure:

The teacher divides the class into three teams of five. Each group is given a card with a story. One student tells the story to the other four, then, everyone has to give his/her own end to the story individually. Later they have to gather again for organizing their speeches and the order they are going to follow. Finally every team tells its story finishing in four different ways.

Evaluation:

Meanwhile students present their expositions, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assesses them individually according to their speeches, taking into consideration the components of the oral expression ability such as coherence, pronunciation, fluency, proper use of vocabulary and also the quantity of sentences expressed.

Activity 3:

Title: "Monologing through questions".

Objective: To answer oral questions in a fluent way.

Time: 10 minutes.

Materials: chalkboard, pictures, dictionaries, tape recorder, questionnaire.

Type of activity: free practice.

Orientation stage:

Students are to respond a questionnaire before hand related to the topic given by the teacher, they can do it in the written form if they want, but they should be ready to answer the questionnaire orally in class, because the question are not to be answer in a sequence but at random.

Procedures:

The teacher gives students a set of questions for them to answer, once in class the teacher asks randomized questions to students to check what they did, then they have to organize the responses and create a monolog with them. Finally they present their monologs in a questionnaire-like way.

Evaluation:

Meanwhile students present, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assesses them individually according to their interventions, taking into consideration the components of the oral expression ability such as coherence, pronunciation, fluency, proper use of vocabulary and also the quantity of sentences expressed.

Questionnaire:

1. What is your name?
2. How old are you?
3. What is your address?
4. What is your telephone number?
5. Who do you live with?

6. Who is your best friend?
7. Why he/she is your best friend?
8. Where do you study?
9. Do you like the school? Why?
10. What is your favorite military specialty?
11. What characteristics should a person have to be your friend?

Activity 4

Title: "Summing up"

Objective: To express oral fluent opinions about a given text.

Time: 10 minutes.

Materials: textbook, chalkboard, tape recorder, pictures, dictionaries.

Type of activity: free practice.

Orientation stage:

The teacher assigns a text to be read by the students where they should prepare to give oral information about it.

Procedure:

The teacher provides students with a concept map related to a text worked in class for them to sum up its content taking into account the map and the information they read in the assignment.

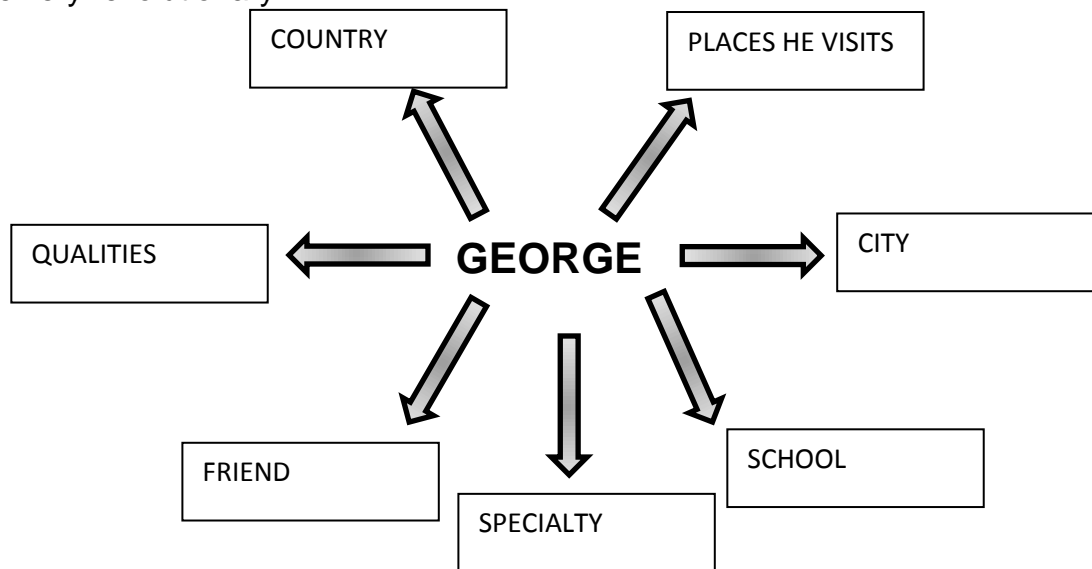
Evaluation:

Meanwhile students present their expositions, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assesses them individually according to their speeches, taking into consideration the components of the oral expression ability such as coherence, pronunciation, fluency, proper use

of vocabulary and also the quantity of sentences expressed.

Text:

This is Cadet George. He is from Puerto Príncipe, Haiti. He is now in Cuba. He studies at Antonio Maceo Higher Combined Arms School, order Antonio Maceo. He wants to be an officer because he loves the military life, that`s why he studies mechanic engineering. He has a lot of friend in this school and in Cuba, for example Daniel, his new friend. His teacher is strict, but helpful. The principal of the school is a General and the Company Chief is a Major. George is the chief of the platoon because he is responsible and very smart. On Sunday he and his new friend Daniel go to Lenin Park or to cooppelia, and at night they go to parties where they drink Mojito, a Cuban traditional drink. He likes to be here because Cuban people are very revolutionary.



Activity 5:

Title: "A chain monolog".

Objective: To express oral fluent ideas about themselves when making a group chain monolog presentation by means of given themes.

Time: 10 minutes.

Materials: textbook, chalkboard, tape recorder, dictionary, pictures.

Type of activity: free practice.

Orientation stage:

Students are to prepare in different topics that is, family, likes, dislikes, free time, place descriptions, family description, food, clothes and so on. Then they should be ready to expose fluent ideas about these topics.

Procedures:

The teacher divides the class into three teams of five students. Each group has to select a theme on board and prepare a monolog on it. There is one student who reminds the teams of some words students forget when presenting. The winner is the team that expresses more ideas, in less time and with a smaller quantity of forgotten words. Each idea expressed gets one point; time provides one or two points, depending on the fastest, every missing word represents one point against as well as the grammar, vocabulary, fluency, coherence and pronunciation aspects.

Evaluation:

Meanwhile students present, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assesses them as a group and individually, taking into consideration the components of the oral ability such as coherence, pronunciation, fluency, proper use of vocabulary and also the quantity of sentences expressed.

Themes:

- SCHOOL
- MILITARY SPECIALTIES
- FAMILY

Activity 6

Title: who is faster than me saying.

Objective: to express oral fluent ideas in a fast way so that you can be understood.

Time: 10 minutes.

Materials: tape recorder, chalkboard, dictionary, pictures.

Type of activity: fluency

Orientation stage:

Students are given different topics to be studied before hand and should express ideas and opinions about them as fast as possible.

Procedure:

Students are set in a back to back position in the classroom, the work is in pairs, once they have their couple, one students says an idea and the other echoes it in a fluent fast way.

For example: A: I love my mother-B he loves his mother.

Evaluation:

Meanwhile students present their expositions, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assesses them individually according to their speeches, taking into consideration the components of the oral expression ability such as coherence, pronunciation, fluency, proper use of vocabulary and also the quantity of sentences expressed.

Activity 7:

Title: I like tongue twisters.

Objective: To say tongue twisters in a fluent and fast way.

Time: 10 minutes.

Materials: tape recorder, chalkboard, dictionary, pictures.

Type of activity: fluency

Orientation stage:

Students are given different tongue twisters to perfect their pronunciation and should be ready to learn them by heart for the coming class.

Procedure:

The teacher writes on the board the tongue twisters he assigned to students before to check the pronunciation of them, then divides the group into teams and assigns different tongue twisters for them to repeat as fast as possible and in a fluent way.

Tongue twisters(see annex 9)

-She sells sea shells by the sea shore.

-Tom thumb thrust three thousand thistles through the thick of his thumb.

-Peter Piper picked a peck of pickle pepper, a peck of pickle pepper Peter Piper picked, if Peter Piper picked a peck of pickle pepper, where is the peck of pickle pepper Peter Piper picked?

-She sells sea shells by the sea shore.

-I wish the wish I wish to wish to the witch who wish to wish the wish I wish to wish.

-Can you can the canner cannot can?

-few friends of Fred found fuel for his Falcon Ford.

Evaluation:

Meanwhile students present their expositions, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assesses them individually according to their speeches, taking into consideration the components of the oral expression ability such as coherence, pronunciation, fluency, proper use of vocabulary and also the quantity of sentences expressed.

Activity 8

Title: The best reader.

Objective: To read in a fluent way a text aloud in class.

Time: 5 minutes.

Materials: Tape recorder, chalkboard, dictionary, pictures.

Type of activity: Accuracy.

Orientation stage:

The teacher gives students different topics debated in class for them to write small written texts. Then they have to perfect their pronunciation and be careful with the linking elements.

Procedure:

The class is divided in groups of five, then one student from each team is selected to begin reading aloud a given text for the rest, when they misread the others correct their reading, the activity finishes when all the members finish reading the text they brought before hand. Also the teacher asks questions related to enhance their cultural background on the read topics.

Evaluation:

Meanwhile students present their expositions, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assesses them individually according to their speeches, taking into consideration the components of the oral expression ability such as coherence, pronunciation, fluency, proper use of vocabulary and also the quantity of sentences expressed.

Activity 9

Title: Story chain.

Objective: to express in a fluent way ideas about the need defending the country.

Time: 10 minutes.

Materials: tape recorder, chalkboard, dictionary, pictures.

Type of activity: free practice.

Orientation stage:

Students are look for information about the importance of defending our country and the need of knowing the enemy to protect ourselves. They are to look for this information in the school library and should be ready to give in the English language as much information as they can. They should use pictures or posters in their presentation and should be creative.

Procedure:

Students are to work in trios where they expose what they were able to gather in the bibliographical revision, then when they finish debating the information are to complete the information missing whenever someone exposes in the oral form.

Evaluation:

Meanwhile students present their expositions, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assesses them individually according to their speeches, taking into consideration the components of the oral expression ability such as coherence, pronunciation, fluency, proper use of vocabulary and also the quantity of sentences expressed.

Activity 10

Title: Poetry reciting.

Objective: to recite patriotic English poems in a fluent and proper way.

Time: 5 minutes.

Materials: tape recorder, chalkboard, dictionary, pictures.

Type of activity: accuracy.

Orientation:

Students are to memorize patriotic poems given before hand by the teacher and also should explain to the rest their personal interpretations, in the case of the latter they can work with the teacher to help them in the task.

Procedure:

The group is divided into three teams each with a different poem, the students recite the given poem one by one, the teacher corrects pronunciation and gives feedback, once all member have recited the poem then the best reciters do it in front of the class.

Poem by Jose Marti:

I Have a White Rose to Tend (Verse XXXIX)

I have a white rose to tend
In July as in January;
I give it to the true friend
Who offers his frank hand to me.
And for the cruel one whose blows
Break the heart by which I live,
Thistle nor thorn do I give:
For him, too, I have a white rose.

Evaluation:

Meanwhile students present their expositions, the teacher takes down notes of the main mistakes and achievements for an afterward analysis and assesses them individually according to their speeches, taking into consideration the components of the oral expression ability such as coherence, pronunciation, fluency, proper use of vocabulary and also the quantity of sentences expressed.

RESULT ANALYSIS

In the final diagnose of this work the following result (see annex 7 and 8) were obtained: The final pedagogical test (see annex 6) permitted the authoress of this work, determined that,

In the first pointer directed to communicate freely before the application of the activities eight students (53.3 %) belong to level 1, six students (40%) are in level 2 and only one student (6.7%) belongs to level 3; after the application one student (6.7%) belongs to level 1, two students (13.3%) are in level 2 and twelve students (80%) belong to level 3.

In the second item directed to correct oral production before the application of the activity only three students (20%) have the capacity of learning isolated words and

phrases and they are in level 1, ten students (66.7%) are in level 2 and the last two students (13.3%) belong to level 3; after the application of the activity one student (6.7%) is in level 1, one student (6.7%) is in level 2 and the last thirteen students (86.7%) belong to level 3.

When referring to class discussion before the application of the activity just two of the students (13.3%) are in level 1, six students (40%) are in level 2 and, seven students (46.7%) usually are able to ask for clarification in class, belonging to level 3; after the application of the activity nobody are in level 1, one student (6.7%) is in level 2 and, fourteen students (93.3%) always are able to ask for clarification in class, belonging to level 3.

Referring to correct language use before the application of the activity , five students (33.3%) present serious limitations in the language, they belong to level 1, eight students (53.3%) are in level 2 and, two students (13.3%) are in level 3; after the application of the activity two students (13.3%) present few limitations in the language, they belong to level 1, two students (13.3%) are in level 2 and, eleven (76.4%)students are in level 3.

In the case of cultural background before the application of the activity there are eight students (53.3%) in level 1, six students (40%) show some cultural background related to its likes and they are in level 2, just one student (6.7%) belongs to level 3; after the application of the activity there is one student (6.7%) in level 1, one student (6.7%) shows cultural background related to its likes and they are in level 2, and the rest thirteen students (86.6%) belong to level 3.

When referring to grammar use, before the application of the activity nine students (60%) do not use correctly the grammar aspects such as verbal tenses and third person singular, so they belong to level 1, four students (26.7%) are in level 2 while two students (13.3%) always show a correct knowledge of the grammatical patterns and belong to level 3; after the application of the activity two students (13.3%) belong to level 1, two students (26.7%) are in level 2 while eleven students (73.3%) always show a correct knowledge of the grammatical patterns and belong

to level 3.

Regarding the use of vocabulary before the application of the activity eight students (53.3%) of the sample are in level 1, five students (33.3%) are in level 2 and two students (13.3%) use all the vocabulary taught and belong to level 3; after the application of the activity one student (6.7%) of the sample is in level 1, one student (6.7%) is in level 2 and thirteen students (86.6%) use all the vocabulary taught and belong to level 3.

Considering the item eight, speaking security, before the application of the activity eight students (53.3%) show insecurity when talking belonging to level 1, six students (40%) are in level 2 and, only one student (6.7%) shows a good security when talking and belong to level 3; after the application of the activity two students (13.3%) show a few of insecurity when talking belonging to level 1, just one student (6.7%) is in level 2 and, twelve students (80%) show a good security when talking, belonging to level 3.

In the case of use of communicative functions before the application of the activity there are four students (26.7%) in level 1, eight students (53.3%) are in level 2, only three students (20%) use correctly the communicative functions and they are in level 3; after the application of the activity there is one student (6.7%) in level 1, two students (13.3%) are in level 2, twelve students (80%) use correctly the communicative functions and they are in level 3.

Regarding to linguistic pattern knowledge, before the application of the activity eight students (53.3%) are in level 1, six students (40%) show some knowledge related to the linguistic pattern, they belong to level 2 and, just one student (6.7%) is in the level 3; after the application of the activity one student (6.7%) is in level 1, one student (6.7%) belongs to level 2 and, the rest of the students thirteen (86.6%) are in the level 3.

In the last item, error commission, before the application of the activity two students (13.3%) have constant error commission and they are in level 1, two students (13.3%) are in level 2 and, the rest eleven students (73.3%) belonging to

level 3; after the application of the activity one student (6.7%) has constant error commission and he is in level 1, two students (13.3%) are in level 2 and, the rest twelve students (80%) belong to level 3.

Conclusions

-in the bibliographical analysis done by the researcher was detected that many authors have deepened into the study of the development of the oral expression ability for the learners of foreign languages, but few have sustained theoretical stand points in relation to the development of the speaking fluently and its influence on the development of the oral expression ability.

-in the diagnose stage was detected that students so as teachers confuse fluency with speed, it was also detected that there were not established pointers to measure and assure fluency in the learning of English as a foreign language. This stage permitted the elaboration of activities departing from the limitations found.

-the activities elaborated are characterized by being systematic, interdependent, flexible, demanding, adaptable, attached to the students' reality, culture-reinforcing and they are structured in title, objective to reach, time, materials, type of activity, orientation stage, procedure and evaluation.

- After the application of the pre-experiment the indicators selected showed mobility from lower per cents to higher per cents. In the case of all the indicators related to communicate freely, cultural background, grammar use, the use of vocabulary and others, before the application of the pre-experiment there were approximately 70% of the students in level 1; 20% in level 2 and 10% of the sample in level 3; and after the application of the pre-experiment there are 20% in level 1, 15% of the sample in level 2 and the rest 65% in level 3

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Annex 1

Observation guide:

Objective: To observe different lessons in order to know how fluency is handled by the students.

Aspects to observe	Initial state of the students` fluency.		
Pointers	Level 1	Level 2	Level 3
1- To communicate freely	Speech halting and fragmentary so as to make conversation very difficult.	Everyday conversation and classroom discussion sometimes sustained but often characterized by frequent long pauses.	Everyday conversation and classroom discussions reasonably fluent. <ul style="list-style-type: none"> • Often produce internalized learned patterns. • Show an adequate cultural background.

			<ul style="list-style-type: none">• Show a correct knowledge of the grammatical patterns.• Master the vocabulary areas.• Show security of the stated things in classes.• Show domain of the given communicative functions worked in class.• Show knowledge of the linguistic patterns.• Very few
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			error commissio ns.
2- Correct oral production	Oral production consists of learned isolated words and phrases.	Speech frequently disrupted by student's search for correct manner of expression.	Occasional lapses while searching for correct word expression.
3- Class discussion	Everyday conversation and classroom discussion hesitant.	Often produce learned patterns with internalization of it.	Speech in everyday conversation and classroom discussion is fluent.
4- Language use	Often forced into silence by language limitations.	Show some cultural background related to its likes.	
5- Cultural background	Limited cultural background.	Show knowledge of some	

		grammatical rules.	
6- Grammar use	Limited handling of grammatical patterns.	Master some vocabulary areas.	
7- Vocabulary use	Limited vocabulary.	Show security of the stated things in classes.	
8- Speaking accuracy	Insecurity when talking.	Show some knowledge related to the linguistic patterns.	
9- Use of communicative functions	Limited handling of given communicative functions.	Show some handling of given communicative functions.	

10- Linguistic pattern knowledge	Do not have a knowledge of linguistic patterns	Few knowledge of linguistic patterns	
11- Error commission	Constant error commissions.	Error commission does not affect understanding.	

Annex 2

Teacher's Survey (Encuesta)

Estimados profesores esta encuesta será realizada con el propósito de constatar su nivel de preparación y criterios acerca de la enseñanza del idioma Inglés en la EMCC-SS.

Preguntas:

- Desarrolla la expresión oral en tus estudiantes?

Sí _____ No _____ Algunas veces _____

- Cómo lo haces?

- Qué importancia le concedes a la fluidez?

- Cómo propones el desarrollo de la fluidez en tus estudiantes?

- Qué relación tiene tu nivel cultural en la fluidez?

- Sientes que hablas fluido en inglés?

Si _____ No _____ En ocasiones _____

- Es hablar rápido sinónimo de fluidez?

Si _____ No _____

Anexo 3

Students' Survey (Encuesta)

Estimados estudiantes esta entrevista será realizada con el propósito de constatar su nivel de preparación y conocimiento en la asignatura Inglés, por favor se les pide completa sinceridad en sus respuestas, gracias.

Preguntas:

- ¿Cuándo comenzaste a aprender inglés?

- ¿Te gusta aprender inglés?

Sí _____ No _____

- ¿Las clases de inglés cumplen tus expectativas?

Sí _____ No _____

- ¿Te motivan a aprender más las clases de inglés?

Sí _____ No _____

- ¿Qué es para ti hablar con fluidez en inglés?

- ¿Qué relación tiene tu nivel cultural con la fluidez?

- ¿Sientes que hablas fluido en inglés?

Sí _____ No _____

- ¿Es *hablar rápido* sinónimo de fluidez?

Sí _____ No _____

ANNEX 4

Initial pedagogical test

Objective: Evaluate the initial state of the students` fluency when presenting a monolog by means of a given situation for them to express.

Individual activity:

Write a paragraph about yourself taking into account these sentences:

- What is your name?
- How old are you?
- What is your address?
- What is your telephone number?
- Who do you live with?
- What is your parents' occupation?
- Where do you study?
- Do you like the school? Why?
- What is your favorite military specialty?
- Who is your best friend?

Annex 5

Initial Pedagogical test results.

L1-low L2-medium L3-high

Pointers	Sample	L1	%	L2	%	L3	%
To communicate freely	15	8	53.3	6	40	1	6.7

Correct oral expression	15	3	20	10	66.7	2	13.3
Class discussion	15	2	13.3	6	40	7	46.7
Correct language use	15	5	33.3	8	53.3	2	13.3
Cultural background	15	8	53.3	6	40	1	6.7
Grammar use	15	9	60	4	26.7	2	13.3
Vocabulary use	15	8	53.3	5	33.3	2	13.3
Speaking security	15	8	53.3	6	40	1	6.7
Use of communicative function	15	4	26.7	8	53.3	3	20
Linguistic pattern knowledge	15	8	53.3	6	40	1	6.7
Error commission	15	2	13.3	2	13.3	11	73.3

Annex 6

Final pedagogical test

Objective: Evaluate the final state of the students` fluency when presenting a monolog by means of a given situation for them to express.

Individual activity:

Write a paragraph about yourself taking into account these sentences:

- What is your name?
- How old are you?
- What is your address?
- What is your telephone number?
- Who do you live with?
- What is your parents' occupation?
- Where do you study?
- Do you like the school? Why?
- What is your favorite military specialty?
- Who is your best friend?

Talk about a member of your family, a friend or an officer:

- What is her/his name?
- What does she/he do?
- Where does she/he work or study?
- Is she/he married or single?
- Give your opinion about her/him?

Annex 7

Final Pedagogical test result:

L1- low

L2- medium

L3- high

Pointers	Sample	L1	%	L2	%	L3	%
To communicate freely	15	1	6.7	2	13.3	12	80

Correct oral expression	15	1	6.7	1	6.7	13	86.7
Class discussion	15	0	6.7	1	6.7	14	93.3
Correct language use	15	2	13.3	2	13.3	11	73.3
Cultural background	15	1	6.7	1	6.7	13	86.7
Grammar use	15	2	13.3	2	13.3	11	73.3
Vocabulary use	15	1	6.7	1	6.7	13	86.7
Speaking security	15	2	13.3	1	6.7	12	80
Use of communicative function	15	1	6.7	2	13.3	12	80
Linguistic pattern knowledge	15	1	6.7	1	6.7	13	86.7
Error commission	15	1	6.7	2	13.3	12	80

Annex 8

Initial and Final Pedagogical Test Result and Comparison

Comparison: Initial and Final Test													
		Level 1				Level 2				Level 3			
Pointers	Sample	I	%	F	%	I	%	F	%	I	%	F	%
To communicate	15	8	53.3	1	6.7	6	40	2	13.3	1	6.7	12	80

freely													
Correct oral expression	15	3	20	1	6.7	10	66.7	1	6.7	2	13.3	13	86.7
Class discussion	15	2	13.3	0	6.7	6	40	1	6.7	7	46.7	14	93.3
Correct language use	15	5	33.3	2	13.3	8	53.3	2	13.3	2	13.3	11	73.3
Cultural background	15	8	53.3	1	6.7	6	40	1	6.7	1	6.7	13	86.7
Grammar use	15	9	60	2	13.3	4	26.7	2	13.3	2	13.3	11	73.3
Vocabulary use	15	8	53.3	1	6.7	5	33.3	1	6.7	2	13.3	13	86.7
Speaking security	15	8	53.3	2	13.3	6	40	1	6.7	1	6.7	12	80
Use of communicative function	15	4	26.7	1	6.7	8	53.3	2	13.3	3	20	12	80
Linguistic pattern knowledge	15	8	53.3	1	6.7	6	40	1	6.7	1	6.7	13	86.7
Error commission	15	2	13.3	1	6.7	2	13.3	2	13.3	11	73.3	12	80

Annex 9

Activity 7 (Tongue twisters examples)

- Sheena leads, Sheila needs.
- Six sick hicks nick six slick bricks with picks and sticks.
- Clean clams crammed in clean cans.
- Roberta ran rings around the Roman ruins.
- How many cookies could a good cook cook If a good cook could cook cookies? A good cook could cook as much cookies as a good cook who could cook cookies.
- Ann and Andy's anniversary is in April.
- Elizabeth's birthday is on the third Thursday of this month.
- He threw three balls.
- I wish you were a fish in my dish
- She said she should sit.
- As one black bug, bled blue, black blood. The other black bug bled blue.
- Five frantic frogs fled from fifty fierce fishes.

Annex 10

Activity 8 (Texts examples)

1- Let`s meet Carlos García

My name is Carlos García. I am a student at Camilo Cienfuegos Military School. My telephone number is 32 5234. I have two good friends in the school, Susana and Pedro. They are my neighbors. We live in a military neighborhood in Colon near the Artillery Unit. My father is an officer and he works there. I love Artillery very much but my friends prefer Tanks. They always call me on Sunday to visit my father`s Military Unit because we like the discipline and the order they have there.

2- Captain Clavo

Hello, I am going to introduce myself. I am the Tenth Grade Company Boss at Camilo Cienfuegos Military School. Well, my name is Yidier and my last name is Clavo. I am 29 years old. I live in Colon neighborhood in Sancti Spíritus. My address is building #8 apartment #16 on the third floor, my neighbor Lieutenant Colonel Castro lives downstairs from me. The teacher Caridad lives in the same

building, she works here in the school, she teaches informatic like my wife Yisenia.
We all are excellent neighbors because we help each other sometimes.

Annex 11

Activity 10 (poems examples)

Poems by Jose Marti:

➤ A Sincere Man Am I (Verse I)

A sincere man am I
From the land where palm trees grow,
And I want before I die
My soul's verses to bestow.

I'm a traveller to all parts,
And a newcomer to none:
I am art among the arts,
With the mountains I am one.

I know how to name and class

All the strange flowers that grow;
I know every blade of grass,
Fatal lie and sublime woe.

I have seen through dead of night
Upon my head softly fall,
Rays formed of the purest light
From beauty celestial.

I have seen wings that were surging
From beautiful women's shoulders,
And seen butterflies emerging
From the refuse heap that moulders.

I have known a man to live
With a dagger at his side,
And never once the name give
Of she by whose hand he died.

Twice, for an instant, did I
My soul's reflection espy:
Twice: when my poor father died
And when she bade me good-bye.

I trembled once, when I flung
The vineyard gate, and to my dread,
The wicked hornet had stung
My little girl on the forehead.

I rejoiced once and felt lucky
The day that my jailer came

To read the death warrant to me
That bore his tears and my name.

I hear a sigh across the earth,
I hear a sigh over the deep:
It is no sign reaching my hearth,
But my son waking from sleep.

If they say I have obtained
The pick of the jeweller's trove,
A good friend is what I've gained
And I have put aside love.

I have seen across the skies
A wounded eagle still flying;
I know the cubby where lies
The snake of its venom dying.

I know that the world is weak
And must soon fall to the ground,
Then the gentle brook will speak
Above the quiet profound.

While trembling with joy and dread,
I have touched with hand so bold
A once-bright star that fell dead
From heaven at my threshold.

On my brave heart is engraved
The sorrow hidden from all eyes:
The son of a land enslaved,

Lives for it, suffers and dies.

All is beautiful and right,
All is as music and reason;
And all, like diamonds, is light
That was coal before its season.

I know when fools are laid to rest
Honor and tears will abound,
And that of all fruits, the best
Is left to rot in holy ground.

Without a word, the pompous muse
I've set aside, and understood:
From a withered branch, I choose
To hang my doctoral hood.

➤ **If You've Seen A Mount Of Sea Foam (Verse V)**

If you've seen a mount of sea foam,
It is my verse you have seen:
My verse a mountain has been
And a feathered fan become.

My verse is like a dagger
At whose hilt a flower grows:
My verse is a fount which flows
With a sparkling coral water.

My verse is a gentle green
And also a flaming red:
My verse is a deer wounded

Seeking forest cover unseen.

My verse is brief and sincere,
And to the brave will appeal:
With all the strength of the steel
With which the sword will appear.

Abstract

This paper work makes a deep analysis of the importance of the phonetics and phonology for the improvement of the students' pronunciation and other aspects, though this work focusses only on the characteristic of the fluency in non-native speakers of the English language. In the work different approaches and methods for the foreign language are analysed in the treatment of the fluency. Fluency as can be seen in the theoretical grounding of the work has been misconceptualized by most of the speakers and this work makes to reinforce to the most up-dated definition of it in non-native speakers. The work has as objective: and for its realization different scientific methods were used from the theoretical level the empirical observation and survey which provided relevant information for the metical and final stage of the work, the theoretical methods which permitted work grounding of the work and supported the veracity of it and statistical which permitted the analyses of the outcomes in the initial and final stage. The work is structured as follow: introduction, development, conclusions, bibliography, and annexes.

Fluency is the ability to interact in the mother tongue or a foreign language in everyday's conversations and classroom discussions reasonably fluent, where occur occasional lapses while searching for correct word expression and speakers are usually able to ask for clarification, often produce internalized learned patterns, show an adequate cultural background, and a correct knowledge of the grammatical patterns, mastery of the vocabulary areas is perceptible, the speaker shows security of the stated things in classes and shows domain of the given contents worked in it, they also show knowledge of the linguistic patterns and make very few error commissions. (Rod Ellis, 2004: 85)