UNIVERSIDAD DE SANCTI SPÍRITUS
José Martí Pérez

THE ORAL EXPRESSION DEVELOPMENT IN ELEVENTH GRADERS FROM EDUARDO GARCIA SENIOR HIGH SCHOOL

Authoress: Lena M LópezRodríguez.
Tutor: M.Sc. Geonel Rodríguez Pérez. (A. P)

Institution: UNISS: José Martí Pérez.
Faculty: Pedagogical Sciences.
Department: Foreign Languages.
City: Sancti Spíritus

Academic year: 2017-2018.

ACKNOWLEDGEMENT:

-To every person who has contributed to my professional training.

-To my tutor for being always present and dedicating me all their effort and comprehension.

-To my family that helped me and guided me.

-To all my friends.

Thought:

"The limits of my language are the limits of my mind. All I know is what I have words for"

<div align="right">

Ludwig Wittgenstein

</div>

Summary

The Major Paper entitled "The oral expression development in eleventh graders from Eduardo Garcia Senior High School" approaches to the development of the oral expression in the English language. A selection of a group of eleventh graders students from ´´Eduardo Garcia´´ Senior High School was made. In the work, didactic games are entailed to the oral expression ability and are carried out in the classroom to facilitate learning the language from another perspective. For its conception, different theoretical, empirical and statistical methods were used. Among the theoretical methods: the analysis-synthesis, historical-logical and the inductive-deductive; concerning the empirical ones: the interview, observation guide, the survey and the pedagogical test and from the statistical level, the descriptive analysis. This work has as objective, to evaluate the effectiveness of the application of didactic games to enhance the oral expression development in the eleventh graders from Eduardo Garcia Senior High School in Trinidad. For the elaboration of the work, some indicators related to the oral expression ability are taken into account among them diction, fluency, volume, rhythm, clarity, coherence, emotiveness, corporal and face movement and vocabulary. The work shows the outcomes obtained throughout the research process and a comparison is made between the initial and final stages of it.

Résumé

Cette recherche, avec le titre: ´´ Le développement de l´expression orale chez les étudiants d´onzième degrés du Lycée ´´Eduardo Garcia´´ il est dirigé au développement de l´expression orale dans la langue anglaise. On a choisi, des étudiants de l´onzième degré de ce Lycée. Les jeux didactiques ont l´objectifs de développer l´habileté de l´expression orale, ils sont mis en marche dans les leçons pour faciliter l´apprentissage de cette langue à partir d´une outre perspective. Pour pouvoir bien élaborer celle-ci, on a employé des différentes méthodes théoriques, empiriques et statistiques. On peut faire mention de quelques méthodes théoriques comme l´analyse-sinthetique, l´historique-logique et l´inductive-deductive, et aussi entre les empiriques : l´enquête, l´interview, la guide d´observation, l´épreuve pédagogique et du niveau statistique : l´analyse descriptive. Ce travail a comme objectif l´emploi des jeux didactiques pour enrichir le développement de l´expression orales aux étudiants du Lycée ´´Eduardo Garcia´´ a Trinidad. Il faut tenir compte dans ce cas quelques indicateurs en rapport avec l´habilité de l´expression orale comme la fluidité, le volume, le rythme, la cohérence, l´émotivité, les mouvements du corps et du visage, et le vocabulaire. En fin, ce travail a bien montré les résultats obtenus moyennant le processus de cette recherche, en faisant une comparaison de ces résultats entre l´étape initiale et l´étape finale.

Index

Content table.

_____ **Pages**

Introduction

Languages, like people, have their history and evolution, it shows the peculiar and genuine vision of the world and the collective character of its inhabitants that is why, the teaching and learning of foreign languages has been subject of many research works some are still in use and others have died out.

The contemporary world claims better foreign language speakers, mainly English knowers and users, due to the rapid spread of the new technologies throughout the world, specially the use of internet, where the greater quantity to its users, 80 %, use the English language to interact, publish, consult, receive and give courses or lectures, among other things.

Also, the logic migration of persons for better jobs, economic causes, professional needs and post grades move the thought of people to learn the English language to succeed in their efforts. Besides, most of the scientific publications are edited in English.

Behind all this increasingly interest, plenty have been the objectives proposed by many researchers to focus language on a more efficient way, where research papers involve sociolinguistic results related to migratory movements and technical reasons that respond to the professional development.

The history of foreign languages learning is divided into three main stages; the first relates the previous period to Corder´s works and it is dominated by orientations of conductive kind. The second inaugurated by Corder, where different kinds of explicative models about the appropriation of languages are shown to designate the linguistic variety that a person is slowly acquiring during the learning process. The third is led by a tendency that shows works such as ´´ Use of Language with Communicative Purposes´´, "Emphasis of Learning Natural Process´´, "Teaching Focuses on Students´´ and ´´Importance of the Relationship between Language and Socio-cultural Context´´.

The studies about the learning of foreign languages are a field where theoretical models, options and a variety of methods coexist to provide data which enrich not only this field, but also language sciences in general.

Foreign languages learning, specifically English, places an important role in the multilateral and harmonic formation of people. Of course, Cuba is not an exception to the rule. Since the Revolutionary Triumph in 1959, Cuba has established different syllabuses, courses and methodological guide lines for the study of foreign languages, mainly the English language, where in recent years have been settled down the study of the English language from the elementary school to the university with communicative purposes.

Many have been the research carried out by Cuban linguists and pedagogists throughout the years. Many have also been the results of these works, but still there is the necessity of deepening into the field of foreign language teaching and learning.

The teaching-learning process of foreign languages has constantly been renovated looking for new and more effective ways and techniques to achieve a successful learning, emphasizing on the oral expression, since it is one of the abilities more affected, according to authors´ criteria such as:Hymes (1970) DonnByrn (1989) Jack C Richrd (2002)David Crystal (2005) Alberto González Valero (2016) and Xiomara Justa Cabo León (2009).

The English Language subject in the National System of Education responds to the political, economic, social and cultural importance of foreign languages in the modern life, that is why, it is essential to teach lessons with an adequate preparation.

Foreign language teaching has been influenced by the use of different methods and approaches that have been supported by authors such as Brown, G. and Yule, G. (1983) Antich de León, R. (1986) Bygates, M. (1991) Doff, Adrian. (1996) López del Río, Tamara. (2008) and Oradee, T. (2012) and though their research, results have improved the language teaching and learning, there are still research to be done specifically in the development of the oral expression in the English Language.

During the development of the in service training practice at Eduardo Garcia Senior High School in Trinidad it could be detected that the students' managing of the English Language was not as effective as it needed to be. For this reason, different

tools, techniques and instruments were employed to determine strengths and weaknesses which hinder the students´ development, specifically the oral expression in the English language as such. As **strengths,** students attend classes every day, they are willing, honest and respectful, they do the homework, they pay attention to the classes and they know that English language will be important for their professional and everyday life in future. Some **weaknesses** which affect the oral expression development were detected; among them are: lack of fluency, coherence and vocabulary, incorrect use of the intonation patterns, inconsistent comprehension, students use the language mechanically, changing of some sounds by others, difficulties in the use of the plural. Sometimes students add s to the adjective, the incorrect pronunciation of the irregular verbs endings in the simple past.

The above-mentioned strengths and weaknesses led the authoress of this Major Paper to state as **scientific problem**: how to contribute to enhance the oral expression development of the English Language of the eleventh graders from Eduardo Garcia Senior High School in Trinidad?

Objective: to evaluate the effective of the application of didactic games to enhance the oral expression development in the eleventh graders at Eduardo Garcia Senior High School in Trinidad.

To carry out the researching process, the following **scientific questions** are expressed:

1. What are the theoretical and methodological grounds which support the oral expression development of the English Language?

2. What is the current state of the English language oral expression development in group two, eleventh graders at Eduardo Garcia Senior High School?

3. What characteristics should the proposal of didactic games to enhance the oral expression development in eleventh grade in the Eduardo Garcia Senior High School have?

4. How to evaluate the effectiveness of the proposal of didactic games to enhance the oral expression development in the English language in eleventh graders from Eduardo Garcia Senior High School?

To give solution to the previous scientific questions the following **scientific tasks** have been established:

1. Determination of the theoretical and methodological grounds which support the oral expression development of the English Language.
2. Diagnosis of the current state of the English language oral expression development in group two, eleventh graders at Eduardo Garcia Senior High School.
3. Proposal of didactic games to enhance the oral expression development of the English language in eleventh graders at Eduardo Garcia Senior High School.
4. Evaluation of the effectiveness of the proposal of didactic games to enhance the oral expression development of the English language in eleventh graders at Eduardo Garcia Senior High School.

The **population** selected for this research is composed of 125 students of eleventh grade from Eduardo Garcia High School in Trinidad and as **sample** which is intentionally and non-probabilistic chosen because it shows the intellectual and motivational characteristics of the population, the ages of the students are similar, the origin of the students are alike, and so their learning results. So, it is selected group two which has 26 students, 15 females and 11 males, students have good interpersonal relationships, they are solidarity among them and with their professors, but they are very restless and talkative. It is a learning average group; there are 9 fast learners, 12 average learners and 4 slow learners.

Different **theoretical, empirical** and **statistical methods, techniques, tools and instruments** are used during the development of this research work.

Methods from the **theoretical level:**

- **Analysis-Synthesis:** It allowed to analyze the main ideas and contributions of Cuban and foreign authors with the objective of establishing the regularities about the oral expression. The analysis realized permitted to synthesize the necessary elements for the proposals and constitution of the results. It also permitted to analyze comparatively the possible concepts with different focuses on the theory and to develop different elements that are related to the oral expression.

- **Inductive-Deductive:** It is used for reaching generalizations about the oral expression. It is present in theoretical basis test. The mutual complementation among the inductive and deductive makes the understanding of theoretical examined principles related to the oral expression. When going from the particular to the general in a deductive process.

- **Historical-Logical Analysis:** It facilitated to realize a study of the antecedents of the oral expression intelligibility problems, as well as the evolution that it has had during different stages. Besides, it allows the work to deep into the study of the oral expression intelligibility.

From the **empirical level**:

- **Scientific Observation:** Eleven English lessons were observed to obtain information about the way students behave in English lessons before and after this research, taking into account the oral expression abilities, and through this observation, the results of the application of the proposal could be analyzed and compared with the initial diagnosis.

- **Pedagogical test**: it was used to verify the initial and final states of the oral expression development and after the application of the didactic games.

- **Documental analysis:** it was made in order to analyze and verify the objectives of the syllabus and treatment of the oral expression development in Senior High Schools and the way the text book and work book proposes didactic games that can develop the expression in eleven graders.

- **Survey:** It was used to know about students´ interest to learn English, besides the use of didactic games and the way they feel when practicing the foreign language in their lessons.

- **Interview:** it was employed in order to know about the different interests and motivations students have, related to the subject and the development of the oral expression ability in English, and also, to know what some professors think about the difficulties that exist related to the use of the oral expression ability in the English lessons.

- **Pre-experiment:** It allowed to determine the shortcomings of the sample and the perfecting of the activities, so as comparing the initial and final

results of the research.

From the **Mathematic** and **Statistical Level**:

- **Percentage Calculation:** It allowed to determine the percentage that represents the data obtained in the process of empirical data to check the results before and after the application of the proposal using as a reference to the. It also permitted to analyze the outcomes from the quantitative and qualitative points of view.

After putting into practice all these methods from the theoretical and empirical levels, all of them were compared and triangled to obtain more trustable criteria.

Scientific newness: the didactic games to contribute to the development of the oral expression ability in the English Language are characterized by being focused on spontaneity, fluency, diction, volume, rhythm, clarity, emotiveness, corporal and face movement, vocabulary, intonation, coherence and cohesion in the English language. They are to be used in free practice lessons, they promote the team work and the pair work, they have a motivational component and they enhance the need of using the language orally in class.

Development:

1. **THE ENGLISH LANGUAGE TEACHING ANDTHE DEVELOPMENT OF THE ORAL EXPRESSION SKILLS.**

In this chapter a deep analysis is done in relation to the theories and definitions related to the oral expression ability and its relation to the activities and principles for its enhancement. Also, it is analyzed the results obtained in the initial stage of the research from the qualitative and quantitative stand points.

1.1 Teaching-learning process of foreign languages.

The learning of a foreign language is a phenomenon determined by many factors. In the history of foreign languages teaching, many theories have been set to explain how students learn. Different approaches have resulted from those theories; some of them have been the base of teaching methods that are applied in the different subsystems of the National Education System in Cuba.

The development of new methodological approaches for the teaching of foreign languages is always carried out in a historical, socio-cultural and sociolinguistic context that determines the position and expectations either of teachers or the students. In the case of English it is known that it was about the XIX century that it got its current shape and it has spread out in an extraordinary way that nowadays is considered an International language or lingua franca for many countries all over the world.

As English language has become an indispensable tool of communication in the modern world, some people also consider it as a ´´Trojan Horse´´ which enormous expansion is very dangerous for many people in the third world.

Due to, its universal expansion, the teaching of English as a foreign language has been the branch where most of the methods, approaches and texts related to language teaching have been used, from what is known as the first manual designed for English teaching ´´The English Escolemaster´´ written by Jaques Bellot, a French who taught English to a French commune in London in 1580, to the ´´Spectrum´´, ´´Change´´, ´´Interchange´´,´´ Rosetta Stone´´, series that are used 400 years later and are considered as communicative.

The acquisition of a foreign language is a process in which two factors play their own roles, trainees; each one must do its best to fulfill the objective. The teacher must select the appropriate methods, procedures, means to carry out his-her task, and the pupil has to take advantage of all the things. Both, trainers and trainees, should deal with this process as a matching game in which everyone has part of the elements.

Garcia Sirelda (2010: 17) states that ´´the communicative approach is the new emphasis on the uses of language but with the explicit aim of developing communicative competence, which is a high level concept that implies the expressions, interpretation, and negotiation of meaning involving interaction between two or more persons, or between one person and a written or oral text.´´

Communicative competence is understood as the ability to use the language system appropriately in any circumstance. It must include not only the linguistic forms of a language but also the knowledge of it, how and where it is appropriate to use these forms. That is, to approach the language in as much as possible to the reality of the students. Hymes(1970:88)

The communicative approach in the teaching learning process of a foreign language is supported by the following principles: Hymes (1970:67)

1-**Know what you are doing**, (it means that the focus of every lesson, or part of a lesson, should be learning how to do something…this would be an answer to questions which every student asks to himself: why am I learning this? What am I learning to do? Learners should know what he is going to learn, why and how)

2-**The whole is more than the sum of the parts**, (the ability to handle the language elements in isolation does not mean the ability to communicate… what is needed is the ability to deal with expressions and ideas to work in the context of the whole)

3-**The processes are as important as the forms**, (emphasis should be made in the classroom to imitate the process of communication so that practice of the forms of the target language should take place within a communicative framework. There are three processes which should be incorporated in teaching procedures: information gap, one of the two people in communication knows something that is

unknown by the other; choice, the participants have the choice of what to say and how to say it; and feedback, the participant checks if he has successfully completed his task).

4-**Tolearn it, do it**, (it means to involve the student in doing things, in making choices, evaluating feedback, bridging information gap. Such activities demand an environment where doing things is possible. Learning is as important as teaching. Only the student can learn).

5-**Mistakes are not always mistakes**, (The communicative approach requires the flexibility to treat different things as mistakes at different stages in the learning process. The student learns through making trial and error, through hitting and missing. He makes mistakes in his attempt to get his message across. Many trivial mistakes of grammar or pronunciation do not hamper communication. The student overcomes those mistakes as he progresses in using the language. Correcting every mistake constantly destroys the learner's confidence in his ability to use the language. He gets fear and stops doing).

Communication is an exchange of knowledge, information, opinions, ideas, feelings, between students and people. It takes place in a multitude of ways. Students use language to communicate. Students do not just communicate facts to each other; students always convey what students feel about those facts, finding a completely neutral statement. Donn Byrn (1989:96)

Words are used to communicate proposition. Words can also convey attitudes, but more often, attitudes are conveyed by intonation, gestures, and facial expressions.

The vision of the traditional pedagogic approach that conceived the learning of the language is enlarged starting from the domain of its structural elements as the grammar and the vocabulary. Therefore, the most important thing for English's students as foreign language it is to use English in diverse and varied talkative situations and also to use it to supplement the learning of other academic areas.

The language serves as a means of communication and interaction among people that share themselves a linguistic community. For that reason, when a foreign language is taught, it helps the students communicate and understand people of that linguistic community.

The students, are not empty recipients when they arrive at the foreign language classroom, they bring their knowledge about the world, their system of values and the talkative abilities that they have already developed in the mother tongue. Of course, they have interests, motivations and expectations that need to be assisted in the foreign language lessons.

Consequently, the teaching learning process should in fact begin with what the students already know and to continue enlarging and building the new knowledge.

The learning of a foreign language takes place gradually, because students go through different development stages and they increase the domain of the language gradually. However, each individual learns at a different speed, and this should also be kept in mind.

The teaching-learning didactics of the foreign languages have been increasing its interest for the communication teaching-learning in the oral and written way, that is why, nowadays, the communicative abilities development have an important place in the language classes.

The teaching – learning process of the English language should be characterized by classes that integrate, at least, two of these aspects. For example, the audition understanding and the oral expression are part of the oral language that constitute a bilateral process, given by the action and reaction processes; furthermore, it is the road for the teaching of the aspects which are related to the components of the language such as the pronunciation, the grammar and the vocabulary.

Adrian Doff (1996:33) thinks that ´´you cannot reach the oral expression in the English language if the auditory understanding isnot developed; to have a successful conversation, the students should understand what has been said previously´´

Jack C. Richards (1998:20) considers that ´´the professor should create all conditions to learn the language, to use situations in which his students become active listeners and interact among them.´´

Therefore listening-comprehension is an important element to be taken into account when developing the oral expression ability. The English language lessons should provide activities in which students listen to and speak at the same time if

students are unable to decode what is said then it will be impossible for them to use the language properly.

The oral expression, plays an important role, it has a great formative value for its educational, instructive and developmental potentialities. It is an excellent means to train and to evaluate the communicative functions. It also stimulates the student's verbal activity and its reiteration conditions the writing and reading learning by means of the development of the interior speech.

The communication motivates the establishment of the relationships professor-student, student-student and students-group; and it contributes in a decisive way to the formation of the student system of values.

The oral expression constitutes the base for the reading and writing development and it has a great relationship with the interior speech, for that reason, who is able to listen and to pronounce correctly, is also able to read and to communicate efficiently in a written way.

Recent investigations like: ´´Fundamentals for Foreign Language Teaching´´ by García González, S. (2010), ´´ Activities to develop the students oral expression´´ by Valero González, A. (2008), ´´Methods and approaches in Foreign Language Teaching´´ by Jack C. Richards (1998), ´´Didactics games to strength the teaching learning process´´ by Yulieska Puerta Yznaga (2011), in the field of the process of the foreign languages teaching learning have presented interesting results, about the achievement of a more effective oral expression when this activity is accompanied by the audition, the reading and the writing.

For conceiving activities that facilitate the integration of the communicative abilities, it must be taken into account how they are usually structured in the real life. A nexus exists among reading-speaking, speaking-listening, listening-writing and writing-reading.

It is evident that when activities are planned for the communicative abilities integration, the students have more opportunities to use the language in a natural way, students are motivated to learn more and the work in groups or in couples facilitating the development of feelings of collaboration and collectivism.

1.1.2 The oral expression as a communicative ability in the English language.

Senior high school students have already studied the English language in the preceding grades and therefore they should have acquired the elementary knowledge of this language and it is necessary, in this level, to develop their oral expression abilities.

The oral expression does not only consist in expressing ideas, but also in listening sincerely the person who is speaking because the communication is two-way process.

The authoress of this research considers important to approach to different definitions given by different authors in relation to the oral expression; it is important to talk about several of them, because each one incorporates different elements. For example, the **oral expression** according to Bygates (2009:426) it is ´´the ability to assemble sentences which take place and adapt to the circumstances of the moment. This is, to make quick decisions, integrating them appropriately, and adjusting them of agreement with unexpected problems that appear in the different conversation types.´´

This definition is conceived for those people who are native speakers of the language but those who are beginning to learn it cannot have these mechanisms internalized.

On the other hand, O'Maley and Valdez (1996:22) say that ´´the **oral expression** refers to the ability of negotiating meanings between students or two or more people who are related to the context where the conversation happens.´´

Another definition is that of Brown and Yule (1989:34), they consider that ´´the **oral expression** is an interactive process where a meaning depends on the context where the interaction is given, being included the participants, their experiences, the environment and the purpose of communicating. Frequently it is spontaneous, it has beginnings and terminations, and it has a development.´´

Tamara Lopez (2008:42) outlines that ´´the development of the **oral expression** in English language is the improvement of the communication or the way of speaking between students or two or more people who express their opinions, feelings, attitudes and interests in English's general practice.´´

Báez, M. (2006:65) expresses that ´´the **oral expression** is the spoken language production and it is considered one of the more difficult aspects in the learning of a second language because it has three basic functions: to transmit ideas, emotions and to persuade.´´

The oral expression serves as an instrument to communicate about external processes or objects. It should be kept in mind that the oral expression in certain circumstances is wider than the speech. For that reason, it does not only imply an appropriate knowledge of the language, but it also embraces several nonverbal elements. The importance of these last ones is crucial. The total impact of a message is approximately in 7% verbal, 38% sound (voice tone, rhythm, etc.) and in 55% nonverbal. Antich de León, R (1986:75).

The following ones are among the aspects that should be observed with a lot of attention:

- Voice: The speaker's image has a great impact for the auditory. Through the voice, feelings and attitudes can be transmitted.

- Posture: It is necessary that the speaker establishes proximity with his auditory. For that reason, the rigidity should be avoided and it is important to reflect serenity and dynamism.

- Look: Look is the most important of all the nonverbal components. The ocular contact and the direction of the look are essential to make the audience feels comfortable.

- Diction: As it was said previously, the speaker should have a good domain of the language. Such knowledge involves an appropriate domain of the words pronunciation, which is necessary for the understanding of the message.

- Structures of the message: A good speaker cannot improvise. The message should be previously elaborated.

- Vocabulary: When speaking, it should be used a lexicon which the receiver can understand.

- Expressions: It is said that around the 55% of the communication is made by means of expressions.

- Body: It is important, mainly, not to maintain the arms hitting the body or clasped.

It is important to remark that the oral expression ability depends on nine main elements:

1. Diction.

2. Fluency.

3. Volume.

4. Rhythm.

5. Clarity.

6. Coherence.

7. Emotiveness.

8. Corporal and face movements.

9. Vocabulary.

The development of the oral expression in English requires special strategies for its development. Oradee (2012:123) expresses that ´´the oral expression abilities need a series of communicative learning activities, as completing empty spaces, puzzle, performances, games, resolution of problems, questions and answers´´.

The oral expression is presented in two different forms: the spontaneous one and the reflexive one. The oral expression takes place in a spontaneous way, to get the attention of the other ones, to narrate happened facts; to express feelings, desires, and states of mind or problems; to argue opinions or to manifest points of view about the most diverse topics. The spontaneous oral expression is per se the excellence conversation, which is used in the daily situations of the life. (Donn Byrn 1989:44)

When a topic is exposed in a reflexive way, it is made, generally in an objective way, after having thought it and analyzed attentively. This expressive modality is used in the academic speeches, conferences and chats.

The main purpose of the spontaneous oral expression is to favor the expressed exchange of ideas among people, but it can have others. The person who speaks is the center of the colloquial speech, directed to a 'you' that listens. In turn, the 'you' becomes in 'me' when second person answers him.

The structure of the speech is generally open, because the text takes place in the same moment in which it is spoken. The emitter can vary his speech, to lengthen it or to shorten it, in function of the reaction that causes in who listens to him.

The oral expression, in general, is dynamic, expressive and innovative. It is very important the accent, the tone and the intensity given to each word or phrase, because they attract or reinforce the listener's attention. The modulation of the voice, the expressions, the movements of the face and body, help understand the true meaning of the speech; it also influences the intention and the speakers´ state of mind.

In the oral expression, the linguistic-geographical, social and the style which show the origin and the culture of who is expressing are reflected. The sentences are usually brief and simple. The context, the situation and the expressions favor the ellipsis (omission or suppression) of words:

- Do you come with me? - Yes (I go with you).

When the speech is little elaborated, in the oral expression are frequent:

- The momentary interruptions, repetitions, incoherencies and wandering.
- ´´Joker´´ words (that are used to refer to very different concepts), like thing, pot, and the generic use of verbs like to have, to make or to have.
- Tags: words that repeat for habit.
- The locutions (groups of words), the proverbs or the made sentences.
- The exclamatory and interrogative expressions: Do you come or not?
- The linguistic incorrectness, such as the use of the infinitive for the imperative.
- The errors of agreement and the sentences without finishing.
- The colloquial metaphors.
- The opening or closing phrases of the conversation.

The main function of the reflexive oral expression is to attract, to convince or to persuade the listener. The structure of the text and the own syntactic construction are more elaborated than in the spontaneous oral expression. The vocabulary is wider, chosen and varied. The linguistic registration (the words and turns that are used) it spreads to be learned .It is tried to avoid the linguistic incorrectness.

"Speaking is one of the most difficult skills because the speaker must think of the ideas he wishes to express, either initiating a conversation or answering to a previous speaker. He also has to change the tongue, lips and jaw positions in order to articulate the appropriate sounds, at the same time; he changes the direction of his thoughts on the basis of the other persons' answers" (Finocchiaro, M.1989:21).

When students describe somebody, they explain how he/she is physically, the clothes which he/she is wearing, the significant features of the personality, what he/she likes and dislikes.

English lessons should be planned and taught for energizing the class and creating a more positive attitude towards learning. One of the strategies that teachers can use in order to create original and engaging material for developing the four communicative abilities, mainly oral expression, can be through the use of didactic games.

1.1.3. English language teaching methods and approaches

Throughout the history many have been the methods and approaches used to teach foreign language, some have died out others are still being used. From all these methods some have been popular others have been used in certain regions and countries. Among the most popular methods and approaches used are important to mention:

The Direct Method: In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue.Its main focus is oral skill and it is taught via repetitive drilling. There is emphasis on good pronunciation.

Grammar-translation: Learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability.

Audio-lingual: The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form.

The Natural Approach: This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is

no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

The Lexical Syllabus: This approach is based on a computer analysis of language which identifies the most common (and hence most useful) words in the language and their various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic materials.

The structural approach: This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practiced before the present continuous tense which uses "to be" as an auxiliary.

Suggestopedia: The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy - and in this way the mental blocks to learning are removed.

Total Physical Response (TPR): TPR works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension.

Community Language Learning: In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

Immersion: This corresponds to a great extent to the situation we have at our school. ESL students are immersed in the English language for the whole of the school day and expected to learn math, science, humanities etc. through the medium of the target language, English.

Task-based language learning: The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors.

Communicative Language Teaching (CLT): The idea behind this approach is to help learners communicate more effectively and correctly in realistic situations that

they may find themselves in. This type of teaching involves focusing on important functions like suggesting, thanking, inviting, complaining, and asking for directions to name but a few.

The Communicative Approach: is an approach to language learning that emerged in the 1970s and 1980s as the emphasis shifted from knowledge of language forms, meanings and functions to the use of language, the ability to apply the knowledge acquired.

Principle	Application
Authentic materials are used	Teacher uses newspaper columns, job advertisements, weather reports, menus, catalogues…
One function can have many different forms	Students can communicate for a specific purpose in many ways
Students need to learn cohesion and coherence	Teacher uses activities such as scrambled sentences
Students should be given the opportunity to express their opinions	Games are useful as are activities where students must communicate and receive feedback (did the listener/reader understand?)
Errors are tolerated to a certain extent	Other students and teacher ignore errors
Encourage cooperative relationships among students; opportunity to negotiate meaning	Teacher uses strip stories; students work together to predict next picture
The social context of the communicative is essential	Teacher uses role-plays
Learning to use language forms appropriately is important	Teacher reminds student of the role they are playing or the

	particular situation they are in and how that impacts on the communication; teacher encourages students to develop independent learning skills
Teacher acts as advisor/facilitator	Teacher moves from group to group, offering advice and answering questions; teacher collaborates with students to select goals, content and processes
Speakers have choices in communication of *what* to say and *how* to say it	Students and teacher suggest alternative forms that could be used
Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers	For homework, students are asked to listen to a debate on the radio or watch one on television

Essential principles of the communicative approach:

(1) Task-Oriented

• An exercise: has a purely linguistic application (often practice for practice's sake)

• A task: has a real world outcome which the language helps achieve.

Implications of task orientation:

Focus of a lesson is not on the present progressive tense, but on "talking about plans"—plans that learners could well make themselves—and ideally, plans they will actually carry out with pair or group work, there should be some resulting outcome that can be used in the next phase of the lesson, not just practice for practice's sake, e.g., "you will practice this activity in pairs in order to…"

(2) Needs-Based

　　• When designing curriculum: how are my students most likely to use English?

- When modifying curriculum: how would my students most likely use this language?
- For data: query students, other teachers, former students—observe interactions that people like your students engage in (be they native or non-native speakers)

(3) Learning-Centered

- Transparency: show why we are doing this and why we are doing it in this particular way
- Personalize whenever possible
- Exploit materials to the fullest and scaffold learners so that they always get to use the language "off the page" as well as "on the page"
- Running notes can help teachers respond to "what actually happened" as well as "what was in the lesson plan"

(4) Contextualized

- Relate to learner experience.
- Relate to course objectives and previous and future lesson features.
- Make lesson activities inter-related, as well having all activity items in the same context.

(5) Authentic

In discourse (language presentations and all subsequent activities)

- Use discourse that wasnot created only the teach language.
- Develop topics and situations as we really interact in them.

In communicative events

- Engage in the kinds of things we really do with language in the real world
- Ensure that the activity's discourse structure is faithful to reality
- Choose situations that learners can easily imagine themselves engaging in.

In learning experiences

- Appeal to a variety of learning strategies and styles.
- Structure activities to correspond to our notion of what effective learning is.

(6) Aligned with Course/Instructional Objectives

- Great activities alone typically do not result in great lessons (See "Contextualized" above)

(7) Situated in Discourse (Gee: "Discourse is language plus all that other stuff")

- Just getting the language right isn't enough—we have to get the behaviors, conventions, roles, and practices that go with the language right as well.

(8) Sources of Comprehensible, Negotiated Input

- Maintain a high ratio of language use in relation to time spent talking about language.
- Pair and small group problem-solving increases interaction and negotiation.
- Activities are structured so that students have opportunities to experiment with language (At the appropriate moment in the lesson—you need a foundation before you can experiment)
- Scaffolding is highly valued.
- Debriefing is encouraged.

(9) Recursive

- Lexical items are reintroduced in and across lessons.
- Attention is paid to reintegrating previously taught features into later lessons.

(10) Sequenced with Attention to Learning and Acquisition

- Movement from Inductive Learning to Deductive Learning(from discovery and deduction to clear explanation and models to practice/application of the models)

Movement from Acquisition Activities to Learning Activities (to Acquisition Activities)

- **Acquisition activities**: engage in rich, authentic discourse for its own sake; the teacher scaffolds the student discovery process rather than following an explicit, directed, and pre-established activity structure

- **Learning Activities:** are clearly sequenced and follow explicit explanation and models: they support the student's learning and allow them to access structures and language they may not yet have acquired.

- **Provide students with the language, skills, and strategies necessary** to successfully carry out the activities (e.g., you need a lot more than the present perfect tense to be able to carry out an authentic job interview role play).

This movement from acquisition activities to learning activities is the bases for the acquisition of communicative competence.

Communicative competence is expressed in four main areas:

- Grammatical Competence: knowledge of lexical items and of rules of morphology, syntax, sentence- grammar semantics, and phonology
- Socio-cultural Competence: (knowledge of the relation of language use to its non-linguistic context)
- Discourse Competence: (knowledge of rules governing cohesion and coherence)
- Strategic Competence: (verbal and non-verbal communication strategies that may be called into action to compensate for break-downs in communication due to performance variables or to insufficient competence)

2.1 Analysis of the outcomes obtained in the initial stage of the research.

During this stage, different tools and instruments were employed to determine how didactic games are worked in classes and how the oral expression ability is developed in the students.

<u>**Obtained results of the survey**</u>

In the survey, which has as objective to determine the students´ likeness for the use of didactic games in English lessons, in the item one, referred to if students are motivated to learn English, 16 students (61.5%) stated not and 10 students (38.4%) stated yes. So it is evident that most of the students are not motivated for learning English. Though it seems to be paradoxical, it is not theses students live in a touristic environment and they are unable to view the importance of this subject for their future life project either there or in any other place.

In the item related to if students like English classes, 18 students (69.2%) stated they do not like and 8 students (30.7%) stated they like it. This aspect remarks their intellectual immatureness. Then, a new way of teaching the language is required to make them change their minds.

The next indicator referring to what kind of activity students enjoy the most showed that 24 students (92.3%) like games and 2 students (7.6%) like dialogues. Here is evident that games are an important source of learning for these students.

In the item related to if students would like to learn English playing, 24 students that represent 92.3% stated they would like and 2 students that represent 7.6% stated they would not like. In this issue can be seen that if games are intentioned for their learning good results could be obtained in the teaching-learning process of this language.

In the item related to how often students play for learning in English classes, 26 students (100%) ticked almost never. This shows that is important to know what students like and need for learning, it has to be taken into consideration, if not then learning cannot be assured.

In the item related to the kind of games students like playing in the English classes, 20 students (76.9%) stated in groups, 4 students (15%) stated in pairs and 2 students (7.6%) stated individual. Therefore, the design of the games must take this into consideration when put into practice.

In the item related to the use of technological application for learning English, 26 students (100%) stated that they use it. Though, in this research this aspect is not researched, it is good to know that these students see the didactic values of the technologies.

<u>Obtained results of the interview</u>

In the **interview** which has as objective to determine how the oral expression is developed in the English classes, in the item related to if students like English18 students (69.2%) stated they do not like it and 8 students (30.7%) stated they like it. This item corroborates what was explained before and it was employed to reaffirm their vision of the English language learning for their future life projects.

In the item related to how often students speak English in classes 6 students (23%) ticked always, 14 students (53.8%) selected sometimes and 6 students (23%) ticked almost never. This item shows that though this is a linguistic principle to be taken into account in the communicative approach, it is not reinforced in classes.

In the item related to what communicative ability is easier for students 18 students (69.2%) stated listening, 4 students (15.3%) selected reading and 4 students (15.3%) ticked writing. It is evident that the speaking ability is not easy for students, so it is necessary to reinforce it in classes.

In the item related to what communicative ability of the English language is more difficult for students, 26 students (100%) underlined speaking. It clearly shows that this is really an ability for them to master, first they see a language where there is not phoneme-grapheme correspondence as there is in the mother tongue. So, this ability needs of extra efforts to input in the students.

In the item related to what students are afraid when they speaking English, 26 students that represent 100% stated they are afraid of making mistakes. In this case students do not perceive the error making as a source of learning.

In the item related to how often your teachers use didactic games in English classes, 19 students (73%) referred to sometimes and the rest (26.9%) referred to almost never. Though, it seems to be a contradiction, games are not taken seriously on behalf of the teachers.

The next indicator referring to if students like to talk English always with the same classmate, 20 students (76.9%) ticked yes and 6 students (23%) ticked not. This item shows that there are psychological mechanisms that need to be reinforced, when learning a language, if students always work with the same classmate, learning is mechanized for they always use the same strategies and the same roles.

In the item related to if students identified themselves with the linguistic situation that the teacher selects to talk about, 26 students ticked no. This aspect demonstrates that if the linguistic situations are not based on the needs of the learners or are not real enough motives disappear and leaning is not granted.

Obtained results of the pedagogical observation guide

In the **observation** and diagnosis of the oral expression development to determine the aspects of the language that hinder the oral expression development of the students, 6 students (23%)have a good pronunciation,10 students (38.4%) have some difficulties in their pronunciation and 10 students (38.4%) are evaluated as

low. Therefore, this is an element to be taken into consideration in the games elaboration, that is, that the games should be focused on the pronunciation.

In the item related to comprehension was observed that 7 students (26.9%) have serious difficulties in their fast decoding mechanisms, 13 students (50%) have some difficulties in their fast decoding mechanisms and 6 students (23%) have fast decoding mechanisms. This leads to misinterpretation and makes conversations unintelligible.

In the item related to the coherence, 6 students (23%) were evaluated as high, 5 students (19.2%) were evaluated as mid and 15 students (57.6%) were evaluated as low. This aspect shows that students use most of the time learned chunks of the language and are not creative enough to make original conversations.

In the item related to the fluency 8 students (30.7%) speak with a fluent language, 7 students (26.9%) are evaluated as mid and 11 students (42.3%) are evaluated as low. This means that the didactic games to be used must contain elements related to the enhancement of this important aspect of the language.

In the item related to vocabulary, 8 students (30.7%) are able to use the vocabulary in a correct way, so they were evaluated as high, 8 students (30.7%) were evaluated as mid and the rest 10 students (38.4%) have lack of vocabulary, so they were evaluated as low. This leads to difficulties while using the language in coherence, cohesion, understanding and other elements which make talking hard to understand or decode.

Results of the initial pedagogical test:

For a better verification of the obtained results **a pedagogical test** was applied to students, which has as objective to determine the students' oral expression development related to talk about what they have done on vacation. For the application of this instrument was carried out a dialogue, where were evaluated in pairs 26 students of the selected sample.

It has been observed that in the mastery of the vocabulary and fluency, 5 students (19.2%) have talked with a high level of fluency and good vocabulary, 9 students (34.6%) have talked fairly well and 12 students (46.1%) have difficulties in their fluency.

Also, it was proved that the students have lack of coherence in the oral expression, only 5 students (19.2%) were coherent during their speech, 6 of them (23%) sometimes do it, being evaluated as mid and the 15 students (57.6%) were not coherent, being evaluated as low.

In the same way, it could be seen that the students´ pronunciation has been shown in a very low level, only 5 students (19.2%) pronounce it in a correct way being evaluated as high, 6 of them (23%) sometime do it correctly, which are evaluated as mid and the rest 15 (57.6%) are evaluated as low.

The most of them show lack of vocabulary, it has been observed that 13 students (50%) are evaluated as low due to they have lack of vocabulary, 7 students (26.9%) as mid and 6 students (23%) as high.

It could be seen that the students´ comprehension has been shown in a very low level, 6 students (23%) are evaluated as high, 13 students (50%) are evaluated as mid and 7 students (26.9%) are evaluated of low.

3.1 Theoretical groundings of the use of didactic games in the foreign language teaching-learning process.

There are many good ideas about English teaching. Among these, using games in the English class is the one which is most easily accepted by students and which is also a very useful and helpful aspect of communicative method. As is known to everyone, a game is an activity providing entertainment or amusement; it is a competitive activity or sport in which players contend with each other according to a set of rules. "A game is an activity carried out by co-operating or competing decision-makers, seeking to achieve, within a set of rules, their objectives" (Rixon 1981). A game is an activity that both the teacher and students enjoy doing. It is student-centered and as appealing as playing in the playground.

There are two kinds of didactic games: competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal.

The emphasis in the didactic game is on successful communication rather than on correctness of language. Didactic games, therefore, are to be found at the fluency end of the fluency- accuracy spectrum. This raises the question of how and where

they should be used in class. Didactic games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of term. They provide, in many cases, as much concentrated practice as a traditional drill and, more importantly, they provide an opportunity for real communication, albeit within artificially defined limits, and the real world.

Using games is a good way to improve students' various skills, as Wright, Betteridge and Buckby (2006) say, "Didactic games can be found to give practice in all the skills, in all the stages of the teaching and learning and for many types of communication". In playing language games, students have to know and well understand the rules of the games, and should be clear about what has been, is being and will be done or said, and what is more important, they have to take some actions – doing or saying something, to compete in the games. They can practice their skills of listening, speaking, reading and writing comprehensively, and especially they get more practice in listening and speaking. Littlewood (1981) proposed that through games, teachers should help learners go beyond the mastery of structures, to the point where they can use them to communicate meaning in real situations.

Didactic game is effective in developing students" communicative ability in that it is a dynamic process of communication in which students as thinking beings, emotional beings and communicators instead of knowledge receptacles, try to get their ideas, concepts, thoughts, emotions and feelings expressed, based on their own life experiences. Psychologist Piaget (2001) proposes that movement produces "thought". He believes that movement is the beginning of learning, and that cognitive frame is built up step by step whose joint is the movement but not the consciousness.

This suggests that the most useful place for these games is at the free stage of the traditional progression from presentation through practice to free communication; to be used as a culmination of the lesson, as a chance for students to use the language they have learnt freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action. Thanks to the games carried out

the students, learn, dominate and control the reality, they prepare them to face the future adult life. So, it is necessary to learn by practicing. Garotti (2001:12)

Naturally, it comes the question: what are the advantages of the games techniques compared to other techniques? Hido, M(2007:107) outlines the following elements in relation to this.

- It is a simple, entertaining and emotional activity, carried out without major effects.
- They assist in the growth of students' personality.
- They need simple materials: objects, drawings, maps, cards.
- They are tools to develop thinking, learning and creative skills.
- The class is divided into pairs, groups, teams, which allow the development of social learning and collaborative style.
- They are exciting, and include challenges, competition, loss and victory.
- Stimulate and encourage creativity, mainly the ability to find solutions to problems.

The methodology of the games should not be confused with the simple presentation made to students, this methodology is more complex, and performs on the student-teacher collaboration and on the spontaneous learning of the foreign language. Indeed, teachers must have a "repertoire" of appropriate games techniques, which could apply in different stages of learning. So, teachers should:

- Prepare the appropriate materials.
- Select and prepare differentiated activities according, to students to strengthen or compensate the gap.
- Monitor progress and the specific difficulties that arise while working in the classroom.

Mezzadri (2003:316) expresses that it is necessary to consider the duration of the game, the role of teachers and individuals that the game provides, possible difficulties that may occur, competitive or cooperative character of the game etc. For these reasons, games need different techniques which can be classified as:

- Structural games, which means the ability to control the structure and words of foreign language.

- Content games, which means the ability to use foreign language to understand.
- Communication games, which means the ability to serve foreign language for communicative purposes.

According to Collins Cobuild, English Language Dictionary (1987), **game** is a contest played according to rules, and the winner is recognized by skill, strength or luck. It is an activity engaged in for amusement.

Didactic game can also be defined as the manner of playing in a contest, a situation that involves rivalry or struggle. In addition, a game can be defined as an enjoyable activity with a set of rules or terms against each other.‖ (Webster's New Dictionary, 1994).

Yulieska Puerta(2011:37) expresses that **didactic game** is a teaching participatory technique guided to develop students´ good behavior, stimulating discipline with an appropriate level of decision and self-determination. It does not only propitiate the acquisition of knowledge and the abilities development, but rather it also contributes to the achievement of the motivation for the subjects. Besides that, it offers a great variety of procedures for the training of the students in the decision making for the solution of diverse problematic.

The didactic games are considered a decisive activity for the affective, social and psychic development of the students. In those games students express their states of spirit and feelings.

Mezzadri (2003:316) says that **didactic games** can be used at all stages, like motivation, analysis, synthesis and reflection, by emphasizing game as learning phase.

The didactic game, conceives an order, the student plays alone or as a part of a team, and it allows strong ties and narrows the distance among the participants, besides that the relationships that settle down during a game, foment behavior norms, as well as habits and moral forms. In fact, the game is a means to facilitate the abilities, habits, capacities, norms and values development.

Didactic games incentivize the cognitive interest, reinforce the necessity of completing the knowledge that is internalized, at the same time that necessity is

stimulated of completing the knowledge that is reinforced, at the same time the language, observation and imagination areas are stimulated. The cognitive activity that accompanies the game stimulates the development of many important processes for the scholar's psychic development.

Different authors have referred to didactic games from different stand points and some have given even procedures to use them in class. Byrne (1989:57) provides a procedure that can help teachers develop didactic games in their lessons:

- First, choose didactic games on the basis of their suitability in terms of the language the students practice.
- Second, prepare the didactic games carefully beforehand.
- Third, explain to the students the purpose of and rules for the didactic games.
- Fourth, give students one or more opportunities to practice before the didactic games are played.
- Fifth, involve as many students as possible, dividing the class into teams.
- Sixth, if didactic games are played in teams, points should be awarded for each correct answer and the scores written up on the board.

Mora & Lopera (2001:33), in their project called " Didactic games in the classroom: more than just having fun", stress that game and fun activities have always been one of everybody's favorite things to do in class, both for teachers and students since didactic games can contribute to the development of a series of skills and competencies. They think that didactic games in a classroom are useful and even necessary. Didactic games promote socialization, group work, and the creation of values; it implies mutual respect and cooperation.

When didactic games are used properly in class, students feel comfortable to participate and exercise their language skills. Most of students find didactic games fun and entertaining and at the same time didactic games provide the students the opportunity to make use of language during it is carried out. Didactic games alsofoster and promote collaborative activities.

R.I.Zhukovskala (1980:25): it can be supposed that the criteria of a good didactic game are: the presence of a moral and intellectual content, the development of the

imagination and the creation, the benevolence in the interrelations, and the satisfaction that it can be produced by the conscience we have about our own forces.

It is considered that a good game is the one in which children reflex in an independent way their human relations between people, they reproduce positive contemporary phenomena, they communicate among them in a friendly way and they manifest initiatives.

The facilitator must design a plan in order to enrich a lesson in which didactic games lead the students to participate during the activity. In order to get students' attention and involvement in the classroom activities; didactic games work as a tool which provide enjoyment to students' process and at the same time allow the teacher to give the students the information that she/he wants to transmit.

Didactic games become a tedious and boring class into a brilliant setting for students, where skills are developed while they are playing. Through didactic games students can discover, experiment and interact with their environment if the teacher exploits the didactic games properly.

With didactic games, even reluctant and shy students want to participate in the activity. They are highly motivating and entertaining, and they can give shy students more opportunities to express their opinions and feelings. Almost all students like to play games, so that everybody in the classroom will be involved in the activity.

Mei & Yu-Jing (2000:63) affirm that, when students learn the target language with didactic games, they can learn it in the way they acquire their mother tongue without being aware about what they are studying. So, they are going to learn it without any pressure and stressful activities; for this reason they could learn in a better way.

Didactic games also help teachers create contexts in which the language is useful and meaningful. The learners would like to take part of it and in order to do it they must understand what others are saying or have written, and they must speak or write in order to express their own point of view, give information or ask for clarification.

There are some advantages in the use of didactic games in the classroom. Didactic games are fun and students like to play them. The game context makes the foreign language immediately useful to the students and it brings the target language to life. The game makes the reasons for speaking plausible and students can learn English in the way they learn their mother tongue without being aware they are studying; thus without stress. Another advantage of using didactic games is to help the teacher generate situations and context in which the language is practical, useful and meaningful. Students always want to participate, they also want to understand what others are saying or doing because they want to be part of the game.

On the other hand, the teachers' role is very important and relevant because they have to prepare the materials in sufficient quantities, explaining clearly what is to be done, check answers at the end of an activity, make sure everyone participates and control the time of each didactic game. Also the teacher needs to know what kind of games is going to be chosen because this must be more than just fun.

Nevertheless, there is a wrong conception that the learning should be serious and solemn in nature and that the use of didactic games is just having fun and laughter but this is a misconception. It is possible to learn a language as well as enjoy it at the same time and one of the best ways to do it is through didactic games.

The above-mentioned theories and conceptions in relation to didactic games for foreign language learning, specifically the oral expression ability, are the main bases of the didactic games selected for eleventh graders. These didactic games have the following structure: title, time, type of lesson, procedures and evaluation.

3.1.2 The didactic games to enhance the oral expression development.

1. **Title**: Who is it?

Type of lesson: free practice

Objective: To develop the oral expression by means of the identification of a personality taking into account what she/he has done in life and make an oral summary about it deepening into the final sounds pronunciation of the verbs in past tense.

Time: 30 minutes

Materials: Cards and the board.

Orientation: The classroom will be divided into four teams; each group will have two cards, one with the name of a personality and the other, an information card with personal matters and events that have taken place in different periods of time.

Development: The students are going to walk around the classroom asking for the information that corresponds to the personality they have. At the end each team will say orally to the class the whole information they have.

Evaluation: This activity will be orally evaluated taking into account the amount of information each team will be able to tell, the team that speaks more taking into consideration their comprehension, pronunciation, fluency, coherence and vocabulary, it is the winner.

2. **Title**: ´´Interview time´´

Objective: to develop the oral expression through personal information games.

Type of lesson: free practice.

Time: 30 minutes

Materials: board and cards.

Orientation: The classroom will be divided into four teams, each team will have an information card and they will make the corresponding question.

Development: At the end they are going to represent a kind of television show in which one student will be the host and another student the interviewer.

Evaluation: This activity will be orally evaluated taking into account the students' comprehension, pronunciation, fluency, coherence and vocabulary. The team which answers better will be the winner.

3. **Title:** ´´How did it really happen? ´´

Objective: To develop the oral expression by retelling the real end of a story.

Type of lesson: free practice.

Time: 30 minutes

Materials: board and cards.

Orientation: The classroom will be divided into four teams; the teacher will give a card to each group in which appears a summary of a well known story but with a different end to the real one.

Development: So students have to tell the real end of the story.

Evaluation: This activity will be orally evaluated taking into account their abilities to tell the story, their culture, comprehension, pronunciation, fluency, coherence and vocabulary. The team which has a better oral expression will be the winner.

4. **Name**: ´´Word search´´

Objective: To develop the oral expression by using verbs in past events.

Type of lesson: free practice.

Time: 30 minutes.

Materials: board and a word search.

Orientation: Students are going to find in the word puzzle verbs in past tense, they are going to select one and speak about a past event.

A	R	R	I	V	E	D
A	E	D	W	E	N	T
C	F	C	A	M	E	G
S	T	A	R	T	E	D
D	D	I	D	T	J	K

Development: Once students identify the verbs in past, they have to act out conversations related to the verbs found.

Evaluation: This activity will be orally evaluated taking into account the students' comprehension, pronunciation, fluency, coherence, vocabulary and creative abilities.

5. **Title**: ´´Telling my plans´´

Objective: To develop the oral expression by asking the students to speak briefly about future plans according to the cards they select.

Type of lesson: free practice.

Time: 30 minutes

Materials: cards and the board.

Orientation: The teacher will bring to the class a bunch of cards with some activities on them. Related to summer vacation, a visit to a museum, a visit to a place they like, a visit to a country they want to visit, a camping trip and a concert to be done next week.

Development: Students are going to develop the topic of the card they select.

Evaluation: This activity will be orally evaluated taking into account the comprehension, the pronunciation, the fluency, the coherence and the vocabulary.

6. **Title**: ´´The ball game´´

Objective: To develop the oral expression by speaking about certain situations in future time depending on the number they selected.

Type of lesson: free practice.

Time: 30 minutes

Orientation: The teacher will write on board a number of situations according to the number of students.

Development: One student is going to through the ball to the first pair; they are going to be number one, so they are going to throw the ball to another couple that will be number two and so on. After throwing the ball to the whole class, students will have 15 minutes to prepare. Then they are going to report back the information that appears in the card.

Evaluation: This activity will be orally evaluated taking into account the comprehension, the pronunciation, the fluency, the coherence and the vocabulary.

7. **Title**: ´´Guessing game´´

Objective: To develop the oral expressions by means of predetermined questions to ask about hidden objects related to cooking materials.

Type of lesson: free practice.

Materials: different objects and food and the board

Time: 30 minutes.

Orientation: The teacher will bring different objects related to the food to the classroom and he/she will ask to the students: -What do I have here?

Development: Students will make questions until they discover what it is. Previously the teacher is going to write on board the possible questions they can make:

Can we eat it?

Can we use it?

Is it a vegetable?

Once questions and answers are discussed, the students join in pairs and act out conversations related to the topic discussed in class.

Evaluation: This activity will be orally evaluated taking into account the students´ creativity, the comprehension, the pronunciation, the fluency, the coherence and the vocabulary.

8. **Title**: ´´Turn it on´´

Objective: To develop the oral expression by turning simple present sentences into passive voice ones.

Type of lesson: free practice.

Materials: cards and the board.

Time: 30 minutes

Orientation: Teacher will give one card per table. Each will contain a sentence in simple tense and students will have to turn it into passive voice orally.

Development: After a few minutes one student will say the original sentence and the other one will say that in passive voice. Once they turn the sentences, they have to act out conversations using the sentences turned into passive voice.

Evaluation: This activity will be orally evaluated taking into account the students' creativity, comprehension, pronunciation, fluency, coherence, vocabulary, diction, volume and rhythm.

9. Title: What kind of job I want?

Objective: To develop the oral expression by referring to jobs.

Type of lesson: free practice.

Materials: board.

Time: 30 minutes.

Orientation: One team will make mimic representing a job and the other team will identify it.

Development: So they are going to talk about that job. At the end the team that has spoken more is the winner.

Evaluation: This activity will be orally evaluated taking into account the students' creativity, comprehension, pronunciation, fluency, coherence, vocabulary, volume and rhythm.

10. Title: ´´I like it because…´´

Objective: To develop the oral expression by means of telling reasons to select a profession.

Type of lesson: free practice.

Time: 30 minutes

Materials: board.

Orientation: After motivating the class. The teacher will write these questions on board:

- What kind of job would you like to do in the future?
- Why?
- How do you imagine yourself as…?

Development: Some students will stand up and will tell the group his/her favorite profession, the rest of the students with the same idea will get up and make a group. The classroom will be divided into different groups taking into account the different professions. At the end they are going to tell why they like it and one is going to represent by mimic.

Evaluation: This activity will be orally evaluated taking into account the students' comprehension, pronunciation, fluency, coherence and vocabulary.

4.1 Evaluation of the effectiveness of the didactic games to enhance the oral expression development.

After having put into practice the proposal of activities in order to improve the oral expression in these students, a final diagnosis was done and   it was confirmed that the results were superior to the ones of the initial diagnosis.

At the end of this research, the same **observation guide** (See annex-5) was applied again, but now with the objective of evaluating the improvement of the oral expression of the students in their final state, which was executed in an enthusiastic way and just on time, the following results were obtained:

In the oral situations given to the students in the lessons the authoress could state that the majority of the students were facing problems in what the oral comprehension ability concerns. It was determined that 7 students representing the 26.9% of the sample were evaluated as low, 13 of them representing the (50%) of the sample were evaluated as mid and the other 6 students representing the (23%) of the sample as high. After the application of the experiment 3 students representing the (11.5%) of the sample were evaluated as low, 9 of them representing the (34.6%) of the sample were evaluated as mid and the other 14 students representing the (53.8%) of the sample as high.

The students ´coherence showed a very low level the first time this observation guide was applied because only 6 students (23%) were evaluated as high, 5 students (19.2%) were evaluated as mid and 15 students (57.6%) were evaluated as low, but now 12 students (46.1%) were evaluated as high, 10 students (46.1%) were evaluated as mid and 4 students (15.3%) were evaluated as low.

In the indicator related to vocabulary, 8 students (30.7%) were evaluated as high, 8 students (30.7%) were evaluated of mid and the rest 10 students (38.4%) had lack of vocabulary, so they were evaluated as low. After applying the proposal 5 students (19.2%) continued having lack of vocabulary, been evaluated as low, 5 students (19.2%) were evaluated of mid and 16 students (61.5%) had enough

vocabulary to express their ideas, being evaluated as high, which shows the validity of the teaching activities proposed in this research to solve the oral expression intelligibility problem that had observed before.

In the indicator related to pronunciation, 6 students (23%) had a good pronunciation,10 students (38.4%) had some difficulties in their pronunciation and 10 students (38.4%) were evaluated as low. After using didactic games the results were 4 students (15.3%) continued having problems, 6 students (23%) showed regular results and 16 students (61.5%) notably improved their performance.

In the item related to the fluency 8 students (30.7%) speak with a fluent language, 7 students (26.9%) are evaluated as mid and 11 students (42.3%) are evaluated as low level. After applying the proposal 5 students (19.2%) continued having problems with their fluency, 6 students (23%) improved a littler and 15 students (57.6%) got better.

In the **pedagogical test (Annex 6)** which has as objective to determine the students' oral expression development, in the item related to talk about what they have done, 5 students (19.2%) have talked with a high level of fluency, 9 students (34.6%) have talked fairly well and 12 students (46.1%) have difficulties in their oral expression. After the application of the didactic games activities the results were 14 students (53.8%) have talked with a high level of fluency and good vocabulary, 7 students (26.9%) have talked fairly well and 5 students (19.2%) continue with difficulties in their fluency.

Also, it was proved that the students have lack of coherence in the oral expression, only 5 students (19.2%) were coherent during their speech, 6 of them (23%) sometimes do it, being evaluated as mid and 15 students (57.6%) are not coherent, being evaluated as low. After the application of the games 10 students (38.4%) were coherent during their speech, 8 of them (30.7%) sometimes do it, being evaluated as mid and 8 students (30.7%) are not coherent, being evaluated as low.

In the same way, it could be seen that the students´ pronunciation has been shown in a very low level, only 5 students (19.2%) pronounce it in a correct way being evaluated as high, 6 of them (23%) sometime do it correctly, which are evaluated

as mid and the rest 15 (57.6%) are evaluated as low. After the application of the didactic games 11 students (42.3%) pronounce it in a correct way being evaluated as high, 10 of them (38.4%) sometime do it correctly, which are evaluated as mid and the rest 5 (42.3%) are evaluated as low.

The most of them showed difficulties in their vocabulary, it has been observed that 13 students (50%) were evaluated as low due to they do not use them correctly, 7 students (26.9%) as mid and 6 students (23%) as right English language users. After the application of the didactic games due to the students'interest for those activities, many of them improved their vocabulary, resulting that 6 students (23%) were evaluated as low, 7 students (26.9%) as mid and 13 students (50%) were evaluated as high.

It could be seen that the students´ comprehension has been shown in a mid level, 10 students (38.4%) are evaluated as high, 8 students (30.7%) are evaluated as mid and 8 students (30.7%) are evaluated as low. After the application of the didactic games15 students (57.6%) are evaluated as high, 7 students (26.9%) are evaluated as mid and 4 students (15.3%) are evaluated as low.

After having put into practice the proposal of didactic games in order to develop the oral expression in these students, a final diagnosis was done and   it was confirmed that the results were superior to the ones of the initial diagnosis. Due to the students' interest for those games, could be verified that these students need motivating and dynamic activities to consider English as an important subject.

Conclusion

The determination of theoretical and methodological groundwork which support the English oral expression development in the English Language permitted to corroborate that this topic has been referred from different perspectives and visions and many have been the theories and definitions worked in relation to it, this also allowed to support from the theoretical stand point the assumptions of the work.

The results obtained permitted to identify strengths and weaknesses of the eleventh graders of the group No.2 from the Eduardo Garcia Senior High School in relation to the oral expression development in the English Language. As results were recognized problems such as sound changes, sounds omission, incorrect use of the verb tenses, non-fluent language use, vocabulary scarcity and misunderstanding of instructions.

The didactic games allowed the development of the oral expression from a dynamic, enjoyable and new perspective.Didactic games are characterized by being motivating, interesting and dynamic. These games are based on the characteristics of the students selected as the sample.

The evaluation of the didactic games to develop the oral expression in eleventh graders can be stated as pertinent, efficient and feasible. The results obtained permitted to evaluate from the qualitative and quantitative viewpoints their effectiveness and usefulness, where most of the students reached better results in this skill of the language.

Recommendations

After the development of this research, it is recommended:

-To put into practice these didactic games, in eleventh grade groups of Eduardo Garcia Senior High School and in the rest of the Senior High Schools in Sancti Spíritus.

-To present the results of this study in scientific students and teachers´ events in different levels.

-To continue deepening into the study of the development of the language communicative skills in English as a foreign language in the different educational levels.

Bibliography

- Andrew Wright, David Betteridge, Michael Buckby (2016) Games for language learning. Cambridge University Press.
- Antich de León, R (1986). Metodología de la enseñanza de lenguas extranjeras. Editorial Pueblo y Educación.
- Báez García, M. (2006) *Hacia una comunicación más eficaz*. La Habana: Editorial Pueblo y Educación.
- Brown and Yule. (1989). Speaking is to express the need-request. Oxford University Press.
- Bygate,M.(2009). Teaching and testing speaking. In C. Doughty, and M.H. Long (Eds), Handbook of second and foreign language teaching. New York: Blackwell, pp.412-440
- Byrne, D. (1989). Teaching Oral English. La Habana: Edición Revolucionaria.
- Byrne, D. Writing (Jhonson, K. And Morrow, K). Longman. 1981.
- Cabo León, X J. (2009). *Sistema de ejercicios para contribuir a desarrollar la expresión oral en a la lengua inglesa en los estudiantes del séptimo grado*. (Tesis de Maestría) Sancti-Spíritus.
- Collins Cobuild, English Language Dictionary (1987)
- Doff, Adrian. Teach English. Cambridge University Press.1996.
- Finocchiaro, M. (1989).*The Functional Notional Approach from Theory to Practice*.La Habana: Educación Revolucionaria.
- García González, S. (2010) *Fundamentals for FLT.* La Habana: Editorial Educación Cubana.
- Garotti, R.F, Coonan M. C. Lingue straniere nella scuola dell'infanzia, Edizione Guerra – Soleil, 2001,f.12
- Hido, M., Metodologjia e mësimdhënies, EXTRA, Tiranë, 2007, f. 107
- Hymes, D. (1970) *Communicative Competence*. In. J.B. Prich and J. Halmes, Socio-linguistic. Hormonds. Worth. Penguin.

- J. Michael O´Malley, Lorraine Valdez Pierce (1996) Authentic Assessment for English Language Learners: Practical Approaches for Teachers.
- Jack C. Richards (1998) Methods and approaches in Foreign Language Teaching. Cambridge University Press.
- Leontiev, A. (1989). *La actividad en la psicología*. La Habana: Editorial Libros para la Educación.
- Littlewood, William. (1981). Communicative Language Teaching. Cambridge: Cambridge University Press.
- Lopez del Rio, Tamara (2008) Desarrollo del lenguaje oral. Tesis doctoral. Universidad de Granada.
- Martín, Morejón, A.M. (2009). *Actividades docentes para mejorar la comunicaciónoral en el idioma inglés en los estudiantes del séptimo grado.* (Tesis de Maestría). Sancti-Spíritus.
- Mei, Yin Yong and Yu-jing, Jang. (2003). *Using Games in an EFL Class for Children.*
- Mezzadri M., *I ferri del mestiere,* edizione Guerra – Soleil, Perugia, 2003, f.316
- Mora, R. A., & Lopera, M. C. (2001). Games in the classroom: More than just having fun. *HOW, A Colombian Journal for Teachers of English, 8*, 75-82.
- Oradee, Thanyalak(2012) Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role-playing.
- Petrosky, A. (1981) *Psicología general.* Editorial Progreso. Moscú.
- Piaget, Jean. (2001). The Language and Thought of the Children. London: Routledge.
- R.I. Zhuovskala (1980). El juego y su importancia pedagógica. Editorial pueblo y educación.
- Rixon, Steven. (1981). How to Use Games in Language Teaching. London: Macmillan.

- Students Webster's New Dictionary, (1994).

- Valero González, A. (2008). *Actividades para desarrollar la expresión oral espontánea y fluida con los estudiantes de inglés*. (Tesis de Maestría) Sancti-Spíritus.

- Yulieska Puerta Yznaga (2011) Juegos Didácticos para fortalecer el aprendizaje del vocabulario en inglés. Sancti Spíritus. Universidad de Ciencias Pedagógicas Capitán "Silverio Blanco Núñez"

- (http://www.ecured.cu/Expresi%C3%B3n_Oral)

Annex-1

Index to evaluate the observation guide and pedagogical test made to eleventh graders.

-<u>Indicator</u> 1: Comprehension.

High: They understand all the information given by the teacher and by their partners.

Mid: They understand only the necessary information given by the teacher and by their partners.

Low: They do not understand any information given by the teacher and by their partners.

-<u>Indicator</u> 2: Pronunciation.

High: They pronounce the English sounds correctly.

Mid: They sometimes pronounce the English sounds correctly.

Low: They pronounce the English sounds incorrectly.

-<u>Indicator</u> 3: Fluency.

High: They show a high level in the vocabulary fluency in the English subject.

Mid: They sometimes show a high level in the vocabulary fluency in the English subject.

Low: They show a low level in the vocabulary fluency in the English

-<u>Indicator</u> 4: Coherence.

High: They are coherent during the oral communication.

Mid: They are sometimes coherent during the oral communication.

Low: They are not coherent during the oral communication.

-<u>Indicator</u> 5: Vocabulary.

High: They have enough vocabulary to express their ideas.

Mid: They have some difficulties.

Low**:** They have lack of vocabulary.

Annex-2

Initial-final pedagogic observation guide

Observation object: 26students of the group number 2 of the eleventh grade from "Eduardo Garcia" Senior High School.

Objective: to prove knowledge and acting ways that possesses the oral expression intelligibility of the English in eleventh graders.

Total time: two weeks.

Frequency of the observations: All English´s lessons.

Type of observation: Open and participative.

Aspects to evaluate	Evaluative scale		
	Right	**Regular**	**Wrong**
Comprehension.			
Pronunciation.			
Fluency.			
Coherence.			
Vocabulary.			

Annex-3

Survey:

Objective: To determine the students´ likeness for the use of didactic games in English lessons.

1. ¿Te sientes motivado por aprender inglés?

   ___Si   ___No

2. ¿Les gusta las clases de inglés?

   ___Si   ___No

3. ¿Qué tipo de actividades disfrutas más en clases?

   __ Diálogos   __ Juegos   __ Lectura   __ Otras

4. ¿Te gustaría aprender inglés jugando?

   ___Si   ___No

5. ¿Con qué frecuencia juegas para aprender en las clases de inglés?

   __Siempre   __Algunas veces   __Nunca.

6. ¿Qué tipo de juegos te gustaría jugar en las clases de inglés?

   __ Grupales   __ En pareja __ Individual

7. ¿Usas las aplicaciones tecnológicas para aprender inglés?

   ___Si   ___No

Annex-4

Interview

Objective: To determine how the oral expression is developed in the English classes.

1. ¿Te gusta el inglés?

   __Si   __No

2. Con qué frecuencia hablas inglés en el aula?

   ___Nunca   ___Siempre   ___Algunas veces ___Casi nunca

3. En que habilidad del idioma inglés te sientes mejor?

   ___Escribir   ___Leer   ___Escuchar   ___Hablar

4. ¿En qué habilidad del idioma inglés te sientes másdébil?

   ___Escribir   ___Leer   ___Escuchar   ___Hablar

5. ¿A que le temes cuando hablas en inglés?

   _____

6. Con que frecuencia tus maestros utilizan juegos para aprender en las clases de Inglés?

   __siempre   __algunas veces   __nunca   __casi nunca

7. ¿Te gusta hablar en inglés con el mismo compañero en el aula?

   ___Si   ___No

8. ¿Te sientes identificado con las situaciones lingüísticas que el profesor te indica para hablar en inglés?

   ___Si   ___No

Annex-5

Observation and diagnosis of the oral expression development

Objective: To determine the aspects of the language which hinder the students' oral expression development.

Points for the oral expression development.	Observed		
	High	*Mid*	*Low*
1. Comprehension			
2. Pronunciation			
3. Fluency			
4. Coherence.			
5. Vocabulary.			

Annex-6

Initial Pedagogical test

Objective: To determine the students' oral expression development.

1. Imagine this is the first day at school. Talk to your friends about what you have done on vacation.

Annex 7

Initial Pedagogical test

Objective: To determine the students' oral expression development throughout given situations of the real life.

1. Imagine your best friend is sick but he/she doesn´t want to go to the hospital. Give him/her an advice and try to convince him/her.

Annex-7

Quantitative summary results of the initial and final observation guide.

Observed parameters.	Initial Diagnosis.						Final Diagnosis.					
	High		Mid		Low		High		Mid		Low	
	#	%	#	%	#	%	#	%	#	%	#	%
1. Comprehension.	6	23	13	50	7	26.9	14	53.8	9	34.6	3	11.5
2. Pronunciation.	6	23	10	38.4	10	38.4	16	61.5	6	23	4	15.3
3. Fluency.	8	30.7	7	26.9	11	42.3	15	57.6	6	23	5	19.2
4. Coherence.	6	23	5	19.2	15	57.6	12	46.1	10	46.1	4	15.3
5-Vocabulario	8	30.7	8	30.7	10	38.4	16	61.5	5	19.2	5	19.2

Annex-8

Quantitative summary results of the initial and final pedagogical test.

Observed parameters.	Initial Diagnosis.						Final Diagnosis.					
	High		Mid		Low		High		Mid		Low	
	#	%	#	%	#	%	#	%	#	%	#	%
1. Comprehension.	10	38.4	8	30.7	8	30.7	15	57.6	7	26.9	4	15.3
2. Pronunciation.	5	19.2	6	23	15	57.6	11	42.3	10	38.4	5	42.3
3. Fluency.	5	19.2	9	34.6	12	46.1	14	53.8	7	26.9	5	19.2
4. Coherence.	5	19.2	6	23	15	57.6	10	38.4	8	30.7	8	30.7
5-Vocabulary.	6	23	7	26.9	13	50	13	50	7	26.9	6	23