



**FACULTY OF PEDAGOGICAL SCIENCES.
FOREIGN LANGUAGES DEPARTMENT.**

MAJOR PAPER

**DEVELOPMENT OF THE ORAL SKILLS IN THE ENGLISH LANGUAGE FOR
SECOND YEAR JUNIOR COLLEGE STUDENTS**

Authoress: Lexis Vergel Carvajal

2017 _ 2018

Academic Year



University of Sancti Spiritus

José Marti Perez

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QUOTE

Tell me and I'll forget; show me and I may remember; involve me and I'll understand.

Chinese proverb

DEDICATION

To my parents and my boyfriend.

INDEX

Introduction.....	8
Development.....	15
Conclusion.....	58
Recommendations.....	59
Bibliography.....	60
Annexes.....	63

ABSTRACT

Communication in a foreign language has great social, educational and practical importance. It is therefore a fundamental objective in the National Education System in Cuba. The present work entitled: DEVELOPMENT OF THE ORAL SKILLS IN THE ENGLISH LANGUAGE FOR SECOND YEAR JUNIOR COLLEGE, where the problem related to the deficiencies in: grammatical items, motivation, pronunciation, construction of oral text, coherence, creativity of the oral skills in the language, so the aim of the research is to apply teaching activities with the use of teaching aids, to develop the oral skills in the English language in the second year of Junior College students at José Martí University. In its realization, educational research methods from the theoretical, empirical and mathematical level were used; as well as techniques and instruments associated with them. Its application has allowed the researcher determining the relevance of the proposal, which was evidenced in the transformations that occurred in the group.

RESUME

La communication dans une langue étrangère a une grande importance sociale, éducative et pratique. C'est donc un objectif fondamental du système éducatif national à Cuba. Cette recherche a pour titre: LE DÉVELOPPEMENT DE L'HABILITÉ ORALE DE LA LANGUE ANGLAISE EN DEUXIÈME ANNÉE DU COLLÈGE JUNIOR, dont le problème concernait les déficiences suivantes: les éléments grammaticaux, la motivation, la prononciation, la construction orale, la cohérence, et la créativité de l'expression orale dans la langue, donc le but de la recherche c'est d'appliquer des activités pédagogiques avec l'utilisation du matériel didactique, de développer la compétence de l'habilité orale dans la langue, à la deuxième année des étudiants de l'Université José Martí. On a employé des méthodes au niveau théorique, empirique et mathématique, ainsi que les techniques et les instruments associés. Son application a permis de déterminer la pertinence de la proposition, ce qui a été démontré dans les transformations qui ont eu lieu dans un groupe du Collège Junior

INTRODUCTION

Language is a way of communicating among people. People all over the world mostly speak at least one language which is their native but there is a tendency to learn more languages to be able to communicate with people from different countries. Learners – people who learn languages - need motivation which gives them the energy and desire to spend time on learning. Language knowledge helps us to express our wishes, opinions. Nowadays there is a global need for language learning, which is a process of acquiring the system of sounds, words, sentences in the written as well as spoken form and using this system appropriately.

English teachers should keep in mind that teaching English is also connected with the kind of personality. The process of English teaching is influenced by learners' character (it means whether they are introverts or extroverts) and mood (sometimes they can be sad and cannot feel like talking). The same goes for teachers. Hadfield (2008) describes some teachers as rather authoritative, some as "natural entertainers", some as calm and sympathetic, etc.

The other important factor that teachers should take into account is the learning style which is different by each person and which predestines the techniques convenient for the learners. Hadfield (2008, p. 5) distinguishes three kinds of learning styles: "auditory learning style: learning best when using listening stimuli such as spoken language, music, or sounds visual learning style: learning best when using visual material such as pictures, diagrams, or writing kinaesthetic learning style: learning best when using movement."

Hadfield (2008) describes the differences in teachers' teaching styles. The personality of each teacher plays an important role. Sometimes the teacher can be very responsible planner but at the same time he or she may lack a kind of spontaneity and flexibility.

The teacher has to find an appropriate teaching style that would be comfortable for both, the teachers themselves as well as for the students. It is necessary that the teacher respects students' personality and individuality and the teacher is to offer the learners various teaching techniques and activities which would be convenient for different learning styles.

Communication has always been the goal of language teaching, but this goal has been attained, since few learners ever achieve full proficiency. Most of them learn how to form grammatically correct sentences but are unable to perform simple communicative functions. Since the late 1960's many authors have reported this problem; Johnson (1983) says the problem is the result of the structural approach and this point is confirmed by A. N. Leontiev (1982), who points out that there has been emphasis on forming linguistic habits but not on developing skills.

Attention has been focused on form rather than on psychological factors. It seems there has not been a strong conception about communication and teaching. In fact, the problem of teaching communication is closely related not only to linguistics but also to psychology and pedagogy. These three sciences lead to an integral approach to the teaching of communication.

From the psychological point of view the theory of verbal activity reflects the materialistic dialectical position about communication; pragmalinguistics seems to be the current Linguistic theory that best suits the needs of teaching oral communication, and the unity of instruction and education is the pedagogical theory that scientifically expresses man-world interrelationship.

When a language is learned, there are four skills to develop for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills":

The four language skills are related to each other in two ways the direction of communication (in or out), the method of communication (spoken or written), Input is sometimes called "reception" and output is sometimes called "production". Spoken is also known as "oral". Note that these four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills", which are things like grammar, vocabulary and pronunciation.

Teaching and learning English is a priority in the Cuban System of Education. It responds to economic, social, cultural, political and diplomatic realities. The main goal of the English subject in terms of language is to develop communication and an acceptable level of communicative competence in English, which takes place in

the interaction of two or more persons. The subject contributes to the students' formation of their vision of the world, and will reinforce the curriculum of Junior College by favoring the education of responsible and committed students as future teachers from senior high education.

The results of tests and tasks done by students in second year of Junior College 2017-2018 school-year, and the assessments made, rendered recurring difficulties in the development of their oral skills in Integrated English Practice III subject.

Cuban and foreigners researchers like Antich (1975), Rudrakos (1998), Finocchiaro (1979), Jean Robin (2002), Asha (1980), Johnson (2003), Byrne (1989), Medina (2006) in spite of these authors have made a deep analysis in the study of this skills of the language in this case the oral skills there is still a great difficulty in students at the time of using connector, constructing oral texts beyond the sentence level and the use of grammatical items.

In José Martí University, some studies have been made related to the development of the oral skills in second year Junior College Students by means of putting into practice different methods and techniques from the empirical level, such as: Scientific Observation, Pedagogical test and Survey. As result of these methods, different **strengths** and difficulties were found.

These can be summarized as follows: some **strengths** have also been taken into account:

- Students like the English subject.
- They like to learn vocabulary in English.
- They prefer working in groups rather than working individually.
- Students are disciplined and organized.

In spite of these strengths detected, some weaknesses were also found:

They have poor results in the different tests applied because of insufficiencies in the mastery of the four communicative skills, in particular oral skills. The main **weaknesses** in this skill are the following:

- Difficulties in the use of grammatical items like third person singular form, plurals, pronouns, possessive adjectives, prepositions and the verb to be.

- Pronunciation problems such as final sounds like s, p, m, b and regular verbs(ed).
- Difficulties in the use of connectors such as them, not only but also and others while expressing daily routines and personal information.
- Problems in constructing oral text while expressing dialogues and monologues.
- Difficulties to prompt the answers from questions and tasks in the foreign language.

Taking into account the problematic situation described, and the way it affects the teaching-learning process and the development of the students' communicative skills in English as a foreign language, particularly oral skills, which constitutes one of the main objectives of this level, the following **scientific problem** has been stated: How to contribute to the development of the oral skills in the English language for second year Junior College Students?

To carry out this research, its **objective** is: to evaluate the effectiveness of the application of teaching activities related to the use of teaching aids, to develop the oral skills in the English language for second year Junior College students at José Martí University.

For enhancing the solution of the scientific problem stated, to fulfill the objective of the research and to organize the process of investigation, the following **scientific questions** are formulated:

1. What are the theoretical and methodological bases that support the development of the oral skills of English as a foreign language?
2. What is the current state of the development of the oral skills in the English language for second year Junior College students at José Martí University?
3. What characteristics should the teaching activities for the development of the oral skills in the English language for second year Junior College students at José Martí University have?
4. How to evaluate the effectiveness of the teaching activities in the development of the oral skills in the English language for second year Junior College students at José Martí University?

For the development of the research, the following **scientific tasks** will be carried out:

1. Determination of the theoretical and methodological bases that support the development of the oral skills of English as a foreign language.
2. Diagnosis of the current state of the development of English oral skills for second year Junior College students at José Martí University.
3. Application of teaching activities, with the use of teaching aids, to develop the oral skills in the English language for second year Junior College students at José Martí University.
4. Evaluation of the effectiveness of the teaching activities, with the use of teaching aids, to develop the oral skills in the English language for second year Junior College students at José Martí University.

For a better stratification of the research, different **methods** from the theoretical, empirical and statistical levels have been used:

Methods from the theoretical level:

Historical- logical analysis: it permitted to deepen on the evolution and the development of oral skills in the teaching of English as a foreign language in second year Junior College students, as well as the way this skill has been treated in English lessons in the kind of course taken as sample.

Analysis and Synthesis: it was used in different moments of the investigation, during in the analysis of the consulted bibliography about the development of oral skills and the use of teaching aids. In the analysis of the official documents related to the didactics of Integrated English Practice III subject, as well as the resolutions that govern the system of evaluation, especially oral skills as the main aspect to develop in second year Junior College students in the foreign language. It was also useful in the valuation and interpretation of the results obtained and in the application of the proposal of teaching activities and for the elaboration of conclusions and recommendations.

From abstract- to concrete: it was put into practice through the research and it permitted the real interpretation of main concepts used in the research, such as: teaching activities, teaching aids and oral skills and teaching aids.

Methods from the empirical level:

Scientific Observation: Ten English lessons were observed to obtain information about the way students behave in English lessons, at the beginning and at the end of this research, taking into account oral skills, 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 applied to verify the initial and final state of the oral skills on the part of the sample selected, before and after the application of the teaching activities proposed.

Survey: It was used to know about students' interest to learn English, besides the use of teaching aids and the way they feel practicing the foreign language in their lessons.

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

Method from the statistical level:

The descriptive statistics: It allowed tabulating the results obtained in each of the methods and techniques in the diagnosis, using the **percentage analysis** for supporting the qualitative results with quantitative data.

To carry out the investigation a **population** composed of the 18 students from second year of Junior College was selected. It is important to remark that the population is so small, because it is the only group of this kind of course at José Martí University.

This population is characterized by the following features: their ages are between eighteen and twenty years old, the majority of the students live at the outskirts of the city, they show the standard characteristics of the adolescents in the current Cuban times. They all have their future projection for their lives guided to become teachers. They are motivated for the study of the English language, they all have good manners; more than the ten percent are from divorced parents origin.

Scientific novelty: The scientific novelty is given by the application of teaching aids using teaching aids for making the students express orally and feel more

motivated about this subject where the students' interests play a very special role in the collective work as future teachers from Junior College education.

This paper is structured in: introduction, in which a brief historical characterization of the teaching of English as a foreign language is summarized, as well as the need of developing this research in the sample taken. The development, devoted to the analysis of the bibliography related to the topic, conclusions, recommendations and bibliography.

DEVELOPMENT

CHAPTER I: THEORETICAL AND METHODOLOGICAL BASES OF THE DEVELOPMENT OF ORAL SKILLS IN ENGLISH AS A FOREIGN LANGUAGE

The teaching-learning process of English as a foreign language

When someone thinks of language learning the 'four skills': listening, reading, writing and speaking, immediately come to mind. Of course, other sub skills such as pronunciation, grammar, vocabulary, and spelling all play a role in effective English communication. The amount of attention teachers give to each skill area will depend on the level of learners as well as their situational needs.

Generally beginners, especially those who are not literate, benefit most from listening and oral skills instruction with relatively little work on reading and writing. As fluency increases, the amount of reading and writing in lessons may also increase. With advanced learners, up to half of lesson time can be spent on written skills, although your learners may wish to keep their focus weighted toward oral communication if that is a greater need. Brown and Yule (2009:14).

New ideas and principles for foreign language teaching have emerged, but until some decades ago few of them had any profound effect on Foreign Language Teaching (FLT), and were soon replaced by new ones. The bases of these ideas have often been linked to one or more of the psychology, linguistics (structuralism) or language for communication areas, and in later years this has been in combination with a view of "language as culture and culture language", with a related shift of focus from teaching to learning. Brown and Yule (2009:14).

Once a particular idea or principle has gained ground, it has been a popular 'sport' to jump on the bandwagon, tending to see foreign language teaching and learning from the new perspective only and forgetting about, and often being very critical of, other possible approaches, especially those just dumped on the didactical scrapheap.

When after some time the prevailing idea has proved not so profound and useful after all, there has always been another 'wave-crest' to jump onto. Some ideas have developed as reactions to others, creating 'pendulum swings' in the history of didactics. This undoubtedly had a dynamic effect, leading to a lot of discussion,

seminars and in-service courses about ideas and principles for the teaching of foreign languages in Norway, especially since the beginning of the 1970s. The European Council has also played a prominent role in the spreading of these ideas in most European countries, and a great number of books have been produced on the various aspects of teaching and learning foreign languages.

A typical sign of a more dynamic development in fairly recent years is the fact that prior to the 1970s, curriculum guidelines lasted for decades. Since then such guidelines have been replaced by others at increasingly shorter intervals, declining from about ten years, to just eight years for L97. The latest plan, Caballero, E. (2002), differs from its predecessors in that it is less prescriptive when it comes to advocating particular didactic approaches and methodology. In the main, more freedom is given to the schools and the teachers in such matters, which is a challenge, especially for those English teachers in primary and comprehensive education who have little or no formal qualifications as English teachers.

Caballero, E (2005) states that most of the theoretical discussions have taken place in academic circles, in the colleges and universities. It takes time, however, for new ideas to permeate the traditional boundaries of foreign language teaching in primary and comprehensive education. New textbooks have contributed a great deal to a positive development; in-service courses for teachers have helped, but there have been and are far too few of them. Moreover, among teachers working in the 'frontline' there is often a sound skepticism of ideas implementing profound and radical changes. Too many reforms have apparently fallen through having been implemented without the necessary trial periods and ensuing documentation that the changes will lead to improvement.

The authoress of this paper considers that any experienced English teachers welcome new ideas, but they rarely get dogmatic about them. They approach them with an open mind; they are definitely interested in ideas that have the potential to improve their teaching and the pupils' learning. They want to try them out and see if they work in practice, and/or if they can be adapted to and included in their own set of well-considered principles and practices. A variety of approaches to foreign language teaching are generally looked upon as essential but they should be

based on the clear objectives and the conviction of all concerned that they promote language learning in the pupils in the best possible way. Whether they are 'modern' ideas, or not so modern, is of little relevance as long as they promote learning.

1.1.1. Teaching Oral Language

When teaching English as a foreign language, the content should be based on students' real context and based on that context, words to teach should be selected. Byrne, D. (1989).

When selecting words to teach:

Teach words that are central to the concept students must learn.

Teach only words students do not already know.

Teach students to use context clues, when available.

Teach only a few words at a time so meaning is retained.

Relate new words to previously learned words.

Provide multiple exposures to words.

The author Byrne, D. (1989) emphasizes that the words to teach should:

Encourage students to bring their ideas, background knowledge, and experiences into class learning activities.

Be responsive and accepting listeners when students are talking.

Nurture an accepting, risk free environment where students will feel comfortable. Language is not practiced or acquired when students are afraid to use it.

Allow students to express themselves without fear of censure – either by adults or by fellow students.

Pose follow-up questions concerning the activities or conversations held with students. (e.g. Tell me more, What did you do then?, How do you feel about that?, What more can you add?, ...etc.)

Encourage on-topic student-to-student discussions among class members.

Provide opportunities for speaking, discussion, and expression of ideas, experiences and opinions across the whole curriculum. This will involve a range of experiences in which the size and type of audience, the situation and purpose will all vary.

Present themselves as good models of oral language.

Establish strategies to manage all forms of communication to ensure that all students have fair and equitable opportunity to develop their interpersonal speaking and listening skills (eg. large and small group discussions).

According to the National System of Education in Cuba, the general goals of English as a foreign language teaching are:

To develop students' English language abilities as a function of their thinking abilities

To promote personal and social development by extending students' knowledge and use of the English language

To encourage enjoyment of and proficiency in speaking, listening, reading, and writing in English.

Engagement in the meaningful use of language is essential for self-discovery, expression, communication, and learning. Language growth is promoted when:

Students and teachers collaborate in a community of learners.

Language processes are integrated and provide a balance of oral language activities and literacy, a balance of content, process, and product, and a balance of resource choices. The language arts--speaking, listening, writing, reading--are interrelated and interdependent processes.

Students learn about language and develop their abilities to use language effectively in a natural way. The conventions of language, spelling, grammar, usage, and mechanics develop as part of students' speaking, listening, writing, and reading experiences. Learning the conventions of language within the context of students' own communication makes the knowledge and skills relevant and transferable into their academic language usage.

Assessment and evaluation of both process and product are continuous. Regular student self-assessment and teacher assessment of student progress and needs reflect the developmental nature of language use and learning.

The developmental nature of students is taken into consideration. Teachers should plan language experiences to accommodate students' unique backgrounds and characteristics in order to enhance their language development.

1.2. The development of the Oral skills in the English language

The term skill has been defined in different ways in the scientific literature, the psychological and the pedagogical, but in general it is a synonym of knowing what to do. It constitutes the domain of psychic and practical actions that allow us a rational regulation of the activity, with the help of the habits and the knowledge that people have.

Many authors have defined the term skill and most coincide that the skill must be linked to knowledge and the dialectical unity between them as the element that favors the intellectual development of the students.

The **skill** is a component at the activity that occupies an important role in the development of the different student's task. It is considered that the students own abilities when they are able to grasp knowledge and operate with it. The ability has to be constructive; the student has to structure the steps to follow for the pedagogical actions to become in skill. The skills have to be organized and must have qualities that allow the students to train.

Definition of skill:

An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills). Paquette, G. (2009).

The authoress of this research considers that all teachers know the theoretical basis of the skill, but the most important thing that they must know is how to work on the formation in different grades and teaching.

Oral skills have been defined by different authors.

A form of behavior that allows establishing relationships and functions, communication and exploitation of feelings and emotions, the ability to express ideas or stories made in a clear, direct, convincing and correct. It is susceptible to learning and improvement through the practice and use of appropriate models (Rudrakos, Berta., 1998: 20)

For Johnson, (2003), **oral skills** is not just about expressing ideas, but listening attentively to the speaker because inter-human communication is listening. The act

of listening has precise objectives: to obtain information, to receive answers, understand what you hear. When you listen, you can see who receives the message; observe the movements and gestures that imply moods; In addition, when you speak you can make inferences, anticipations, interruptions, ask for explanation, etc. If people talk without listen, do not really talk because when you talk, you need to have response of the listeners.

Oral skills – Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters an atmosphere of open communication. Antich,(1975).

The authors mentioned above and in general all the consulted ones agree on highlighting that communicative activity gives high priority to oral language. In correspondence with the conception of the communicative approach, the Integrated from the first day of school, although part of the time to the development of the oral skills because this skill presents a greater degree of difficulty than the others. Precisely, the communicative competence is manifested through listening, speaking, reading and writing.

Oral skill pertains to the use of words and includes the ability to formulate and produce words and sentences with appropriate vocabulary, grammar, and application of conversational rules.

Finocchiaro (1979), on the other hand, defines oral skills as the production of oral language, that is, learning to speak a foreign language is known as the most difficult aspect in their learning.

Student's **oral skills** are essential to their learning and academic success. Oral skills problems in students may result in literacy problems (ASHA, 1980). Furthermore, these children may not perform at grade level because of their struggle with reading, difficulty understanding and expressing language, and the fact that they may misunderstand social cues. Oral skill is about the student's ability to express ideas, explain thinking (critical in math), retell stories, and contrast and compare concepts or ideas.

In reference to this topic, the authors sustain that to attain this goal, you will have to bring the students from the stage where they are mainly imitating a model of some kind, or responding to clues, to the points where they can use the language freely to express their own ideas. The development of the oral skills is a good source of motivation for most learners.

According to Jean Robin (2002), oral skills is the process of speaking that goes beyond the simple production of sounds concatenated to one another. The fundamental objective of those who study a foreign language is communication, it means sending and receiving messages effectively and negotiating meanings.

For Byrne D. (1989) oral skills does not develop in isolation in the classroom. If sources are sought to develop speech, reading and writing appear as possibilities to achieve this end.

Other authors conclude oral skills as the ability to express ideas, feelings, needs, desires through language, with fluency and precision, as well as the ability to understand the messages they receive from such codes speaking, listening, reading and writing to be able to communicate taking into account them.

The definitions of oral skills have been expanded in decades (Brown, 1981). A current trend has been to focus attention on communicative activities that reflect a variety of contexts: sender-receivers, small groups, sender-receiver, and media.

According to the book Speech Communication Association's guidelines for elementary and secondary students, the **oral skill** is an interactive process in which the individual alternately takes on roles of issuer and receiver and includes verbal and non-verbal communication. Hence, the main goal in the teaching of the oral skills is fluency in language, understood as the ability to express oneself in a comprehensible, reasonable, accurate and without hesitation.

“For Medina (2006), the **oral skill** is the process through which the student – speaker, in interaction with one or more persons and in an active position, carries out the double role of receiving and coding the message, with the aim of satisfying his communicative needs in the foreign language. The development of this skill covers a wide spectrum, from the approach based on language and which emphasizes accuracy, up to the one based on the message and which emphasizes

meaning and fluency; and its highest aim is that the student should be able to develop communicative acts with the necessary competence. This is mainly the ruling skill in the teaching-learning process of foreign languages and its effectiveness depends on the integration with the rest of the verbal skills on the strong entailment between affective-motivational and cognitive elements.

In this research work, the authoress is identified with the definition given by Medina (2006) who expresses the essential meaning of oral skills, due to the fact that he includes in his definition the importance of developing the different component of the language such as: accuracy, fluency, and how important it is to be competent in the use of the language.

Effective **oral skills** help students to improve their own academic performance; increase their employment options; enhance their subsequent professional competence; and improve their own personal effectiveness.

The term "**oral skills**" is used sometimes to denote the speaking voice and sometimes to denote a form of public address, usually brief and delivered before a small audience. O'Malley, Ph.D.

Oral skills is a person's ability to express wants, thoughts, and ideas meaningfully using appropriate syntactic, semantic, pragmatic, and phonological language structures. Oral language is important because it provides the foundation for literacy development, it is essential to academic achievement in all content areas, and it is critical for overall success in school. As we know, a great deal of school success depends upon a child's ability to demonstrate competency through oral communication, such as when answering questions in class or participating in group discussions. Below are some suggestions to help a child who may be experiencing difficulty with the oral skills. Strategies to Promote Oral Expression. Patricia O'Malley, Ph.D.

The development of oral skills aims at achieving a better communicative competence. The skill has been given great attention both at national and international levels. Authors such as Antich, (1975); Abbot [et al.], (1989); Byrne, (1989); Terroux and Woods, (1991); Ur, (1996); Medina, (2006) among others,

have offered valuable contributions. Developing the oral skills is an aspect of a great priority within the main objectives of the subject.

Oral skill is used for many functions. Through oral skills people can establish relationships, to find out information and compare viewpoints with others. Oral skill is the key for communication. By considering what oral skills tasks can be used in class, and what specific needs learners report, teachers can help learners improve their oral skills and overall oral competence.

Oral skill has received a wide treatment lately because of the importance of this skill development. Its formation and development implies two abilities: a receptive one (listening) and a productive one (oral skills), so it is a dual process which includes the sender or speaker (who encodes the message) and the receiver or hearer (who decodes the message). It is an interactive process in which in a dynamic way the roles are interchanged.

1.2.1. Teaching oral skills to young learners

Expressing in English is the main goal of many young learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard-to-break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong.

If the aim of the oral skills is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not and selectively address errors that block communication.

The authoress of this research remarks that, according to her experience as a student and in her pre-teaching practice, most oral skills lessons often tie in pronunciation and grammar, which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate an oral skills activity. Either way, your students will need some preparation before the oral skills task. This includes introducing the topic and providing a model of the speech they are to produce. A

model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual oral expression activity.

These activities may include imitating (repeating), answering verbal cues, interactive conversation, or an oral presentation. Most oral expression activities inherently practice listening skills as well, such as when one student is given a simple drawing and sits behind another student, facing away. The first must give instructions to the second to reproduce the drawing. The second student asks questions to clarify unclear instructions, and neither can look at each other's page during the activity. Information gaps are also commonly used for oral expression practice, as are surveys, discussions, and role-plays. Oral expression activities abound; see the Activities and Further Resources sections of this guide for ideas.

Richards, Jack (2008), suggests some ideas to keep in mind at the time of planning oral expression activities.

Content

As much as possible, the content should be practical and usable in real-life situations. Avoid too much new vocabulary or grammar, and focus on oral expression with the language the students have.

Correcting Errors you need to provide appropriate feedback and correction, but don't interrupt the flow of communication. Take notes while pairs or groups are talking and address problems to the class after the activity without embarrassing the student who made the error. You can write the error on the board and ask who can correct it.

Quantity vs. Quality Address both interactive fluency and accuracy, striving foremost for communication. Get to know each learner's personality and encourage the quieter ones to take more risks.

Conversation Strategies Encourage strategies like asking for clarification, paraphrasing, gestures, and initiating ('hey,' 'so,' 'by the way').

Teacher Intervention If an oral expression activity loses steam, you may need to jump into a role-play, ask more discussion questions, clarify your instructions, or stop an activity that is too difficult or boring.

Developing oral skills: practical ways and means

Classroom conversations based on the textbook have been and are still used in Norwegian schools to practice oral skills and check reading comprehension. It is generally organized as class conversation or conversation in pairs, or sometimes larger groups.

CLASS CONVERSATION: Teacher ↔ Pupil
Pupil

According to Richards, Jack (2008), the 'traditional' class conversation is deep-rooted in the Norwegian English classroom. It gives the teacher ample opportunity to ask questions - and the pupils some practice in answering them. Making eye contact with the individual pupil, the teacher can differentiate his/her questions and 'spread' them. He or she is in control of the pupils' oral activities and can easily assess their vocabulary, grammar, pronunciation and intonation, and give immediate feedback. On the other hand, the pupils rarely get an opportunity to ask questions and use the heuristic language function, which is so essential to the process of developing communicative skills.

He expresses that one should be aware that the pupils' output in class conversation of this kind is reproduction rather than communication. Moreover, active participation on the part of the pupils is limited in so far as only one pupil is active at a time, and the teacher cannot possibly get around to all the pupils in one session in a normal full-class situation. Class conversation organized along these lines results in very little production of the language on the part of the pupils; when it is used, it is rarely used for a communicative purpose.

After analyzing all these conceptions about oral skills in foreign language teacher, it can be concluded that a class conversation can, however, be organized and carried out in a less one-sided and teacher-centered way by using the 'relay-technique.

In this way the pupils will have to ask questions as well as answer them. Anyone can be asked, and so all the pupils have to focus on the topic and listen attentively to be able to respond. It is important that the pupils discover how questions are

formed in English, and that they practice various ways of direct questioning so that they can see the link between the heuristic language function and the responses it produces.

Conversation in pairs

This way of organizing oral activities has many advantages:

- From a social point of view, the pupils get closer to one another. Each pupil has eye contact with only one pupil. Physical focus on one individual makes personal contact much better than in the traditional full-class situation; this is essential if the objective is to create the best conditions possible for conversation in the classroom. Reducing the affective filter is probably more important in the foreign language classroom than in any other classroom. It is much easier for a weak or shy pupil to use English orally in a pair than in the full class, provided the two 'accept' one another.

All the pupils are active at the same time, speaking or listening attentively in order to be able to give a proper response. This means that the language is practiced or used actively for at least 10-15 minutes during one English lesson, which is much more than in full-class conversation. In "Better English in the Classroom" (1984:56) Margaret Bautz discusses the problem of making the pupils speak English in school: "There have been many attempts to work out how much English the average pupil actually speaks during English lessons in school, and although the results vary somewhat, it would seem that the average pupil speaks English for as little as 15 to 20 minutes during the entire three years in the comprehensive school. It is obvious that something must be done to improve the situation." Reducing the teacher's speaking time is, no doubt, one way of improving the situation; organizing the pupils in pairs for oral activities is another, which would also help 'passify' the teacher. Many teachers feel, however, that reorganizing the class results in disciplinary problems and loss of control. Such problems must be addressed and discussed so that the pupils become aware that the reorganization is to the advantage of everyone concerned. It can only be carried out if the pupils take the responsibility for forming groups in a minimum of time and with as little noise as possible.

Teachers may also complain about too much noise when so many pupils are speaking simultaneously, and that the pairs disturb one another. As long as the noise is constructive, which means that only English is used, the tolerance level should be high. All experience shows that each pupil is generally so preoccupied with speaking or listening to his/her partner(s) that the noise represents no problem whatsoever.

The question of language control is a relevant one. By using pair activities the teacher renounces some of his/her control, no matter how much s/he listens in on the groups. However, the question is which should be considered more important: control and accuracy, or freer use of the language and fluency. Some flexibility in this respect is also an option.

1.2.3. Steps for improving oral skills in English lessons to young learners

Steps to clearly communicate what is in mind. Floyd, K. (2005).

1. The desire to improve your oral expression is the first step to clearly communicate what is on your mind. Good communication skills can help you avoid being misunderstood or overlooked. A person who speaks well exudes confidence and is more likely to attain his professional or personal goals. Think before you speak. This cliché rings true for all those who speak well. If feel you must pause to gather your thoughts, do so. People who communicate effectively think about what they want to say and how to say it.
2. Use only words you can define and pronounce correctly. Confident and effective speakers express themselves clearly because they remain within their vocabulary range. Pay attention to pronunciation guides in the dictionary to correctly pronounce tricky words.
3. Expand your vocabulary by exploring a dictionary. Once you have mastered a list of words, consistently learn new ones and utilize them when the timing is right. When you are reading, underline or list words you do not know and look them up later.
4. Add lilt to your voice. Lilt is the rising and falling of the voice when speaking. The content of your vocally expressed thoughts will be greatly enhanced if

communicated in a varying, rhythmic pattern. If you speak with a monotone, listeners often will tune you out.

1.2.4. Oral skills in foreign language subject in the Cuban school

Curriculum of English is being designed to contribute to reinforce the general curriculum of High School and the formation of the revolutionary and responsible student in an active environment where the habits and the skills are gradually formed by means of a process that includes not only the study and the practice, but also the creativeness, the solution of problems and the risks of learning are assumed in the foreign language therefore.

Speaking, listening, reading and writing are integrated as a reflection of the principle which states that the dominion of skill reinforces the progress in others.

The students must expose themselves to different and varied educative activities that are excellent, significant and authentic to stimulate them and to challenge them to use the English in real context.

According to Antich, R, (1975), the progress of the students is evaluated systematically by means of pair works, group works, monologues, in class papers, project works (oral, written or both) and evaluative homework where they demonstrate their abilities in English by means of the accomplishment of the authentic communicative task with very well defined objectives. They have two partial tests in which they have two written questions and one oral. The Final Project Work is considered a conclusive activity by means of which the students demonstrate to the level of dominion reached in the foreign language and the developed abilities of independent work.

Many students attribute their unsuccessful communication to the shortage of accumulation. When oral expression with others, students tend to think a large amount of vocabulary is the presupposition of oral communication, and they think the more vocabulary they memorize, the easier and better their oral English is. The fact is not. If we observe carefully, native speakers such as British and Americans prefer simple words, slangs and idioms for daily communication to complex words and sentence structures. Usually the communication can be achieved successfully in simple words or sentences instead of a series of rigid, standardized structure.

For example: Let me know it once you get the information. It's structurally right and acceptable in meaning. But if we pay more attention to the colloquial expression, a simple phrase "get me posted" will be suitable. Again, students are accustomed to say "I feel tired" and "You misunderstand me", but if we are careful observers, we may find they are far away from being colloquial compared with the usage of simple word "get". Then we have "I get tired" and "you get me wrong" for colloquial oral skills.

A great deal of school success depends upon a student's ability to demonstrate competency through oral communication, such as when answering questions in class or participating in group discussions. Students who are adept at expressing their ideas verbally are often highly successful in meeting the expectations of school and daily life.

Students who have difficulty communicating their ideas orally may reveal signs of hesitation, labored speech, trouble organizing ideas, and/or an overuse of high frequency vocabulary. In addition, students may have difficulty generating ideas or applying concepts during classroom discussions and activities.

Here are some strategies to help students develop their ability to communicate ideas through a focus on oral expression.

Helpful hints to develop oral skills in English as a foreign language

Caballero, Mercedes (1995) suggests some hints to take into account for developing oral skills in the classroom:

Consider the following techniques to protect a student from humiliation: No reading aloud in class without an opportunity to practice; Questions that can be answered with a one word response: Yes/No, True/False; Questions in advance to prepare before class, etc.

Help students strengthen their oral presentation skills through staging procedures and plenty of support as needed. Provide a safe environment in which students can develop skills. For example, do not grade student presentations; consider them an exercise in skill development.

Incorporate oral recitation activities such as poetry readings, parts in plays, etc. to help students build expressive fluency and presence. Be sure not to put students

on the spot or in uncomfortable positions, but do encourage them to challenge themselves. Give students advance practice reading passages, poems, parts, etc. before reading aloud in class.

Allow students extra time to respond to questions. Time for thought has been shown to improve the ability to respond, the complexity of responses, and the quality of responses of students with and without language difficulties.

Allow students to express themselves in ways other than through oral discussion (e.g., writing journal entries, matching pictures, answering true/false questions, role-playing).

Have students arrange oral and written sentences or paragraphs in logical, sequential order.

Have students practice identifying the parts of a story in terms of the beginning, middle or ending. Have students complete stories (orally and in writing) when given a specified beginning or ending.

Have students explain the steps of a procedure orally and in writing. Teach students how to make a flow chart that breaks down a procedure into its component parts.

Give students opportunities to apply new vocabulary in their writing, in classroom discussions and activities, etc.

Guide students in replacing high frequency words in their writing and discussions with more colorful or descriptive words.

1.2.4.1. The task of the language teacher in the development of the oral skills in English as a foreign language

Why it is so difficult to teach a foreign language? To a large extent, according to the authoress' opinion, it is because we are attempting to teach in the classroom what is normally - and perhaps best – learned outside it. The classroom is of course a convenient place for imparting information and for developing many educational skills, but our main concern as language teachers is not to inform our students about the language but to develop their ability to use the language for a variety of communicative purposes. In order to develop the skills needed for this,

especially the oral ones of understanding and speaking, teachers have to cope with a number of obstacles, such as:

The size of the class (often thirty or more learners)

The arrangement of the classroom (which rarely favors communication)

The number of hours available for teaching the language (which cannot and should not all be spent on oral work)

The syllabus itself, and particularly examinations, which may discourage us from giving adequate to the spoken language.

Under these conditions it is not easy to provide effective oral practice, especially in large classes. That is why it is important to have a clear understanding and a firm grasp of the wide range of techniques and procedures through which oral ability can be developed. These techniques and procedures are a way of accommodating language learning to the unfavorable environment of the classroom.

What, then, is your role as a language teacher in the classroom? Karavas-Doukas, E. (2006) makes reference to the role of the teacher in the classroom; he states that in the first place your task, like that of any other teacher, is to create the best conditions for learning. In a sense, then, you are a means to an end: an instrument to see that learning takes place. But, in addition to this general function (or perhaps we should say in order to implement it), you have specific roles to play at different stages of the learning process. These stages should be taken into consideration:

Presentation (when you introduce something new to be learned)

Practice (when you allow the learners to work under your direction)

Production (when you give them opportunities to work on their own)

Karavas-Doukas, E. (2006) continues saying that in order to teach effective oral skills teachers need to: explicitly model effective speaking in a formal and informal manner provide opportunities for students to engage in conversational-style speaking e.g. using the shop area, providing scenario cards give students tasks that involve observing and recording effective speaking use role-playing to teach and reinforce good conversational skills carry out activities where the whole class read aloud teach the rules that govern social interaction as mentioned above

create organic charts to capture the mannerisms associated with effective speaking such as the non-verbal behaviors.

1.3. The use of teaching aids in the teaching-learning process of English as a foreign language

The use of teaching aids, specially, for the development of oral skills in English as a foreign language in young learners is of a great importance.

In different investigations made, it has been demonstrated that with the use of teaching aids, learners:

Remember 20% of what they hear.

Remember 30% of what they see.

Remember 50 % of what they see and hear.

Remember 90 % of what they say and do.

Remember 100% of what they pass on to others.

When you hear, you forget.

When you see, you remember.

When you do, you understand.

When you learn, you evaluate.

When you evaluate, you imagine, create and innovate.

The teaching aids constitute one of the systems integrating the non-personal didactic components, together with the systems of objectives, contents, methods and evaluation are an indissoluble part of the whole system of activities of the teacher and students in the process of transmission and acquisition of knowledge, habits, skills and abilities. All these didactic components, personal and non-personal, have a very close interaction and interdependence. For this reason it is wrong to consider the teaching aids as an element complementary to the teaching-learning process, since they act in a systematic way. Álvarez, Molina, José M, (2005).

Molina(2005) refers to the selection and proper use of different teaching aids in the foreign language class of such importance; he remarks that it can not be conceived without the outstanding presence of them in all their development. The teaching aids in education are an essential help. They become perhaps more effective

procedure to achieve a better understanding of the new linguistic material (lexicon or grammar) in the classes of presentation but, in addition, in their subsequent exercise. They help the teacher to locate their students in communication situations that facilitate the development of communicative competence.

It can be concluded by saying that, in the context of the teaching of foreign languages, the teaching aids are all elements, natural or artificial, in which the object itself or its graphic representations are included that contribute to objectify the interrelation between the teacher and the students. Students' performance in the process of transmission and acquisition of knowledge, habits, skills and abilities. These, in turn, constitute the material base that helps to make more effective the methods and procedures used in the classroom by their dynamic forces in order to make the contents that are taught more accessible and in this way achieve the objectives of the class.

There are different means that contribute to make our classes more illustrative and, at the same time, more enjoyable. Dr. Vicente González Castro, defines two fundamental types of teaching aids. (Glez., V., 1986: 83-123)

1. The means of direct use do not need any electronic support for use in class. Among them are the following:

- The sheets
- The pictures
- The maps
- Models
- The graphics
- Banners
- The blackboard
- The signs

2. The technical means, which do require an electronic support for use in the classes. These are subdivided into three groups:

a) The visual media.

- Filminas.
- Slideshow

- Retro transparencies

b) The sound media.

- Texts, exercises and other teaching activities recorded on tapes or compact discs.
- Radial educational programs

c) Audiovisual media, in which the visual and the sound are combined.

- Video classes and other educational programs.
- Television educational programs.
- 35 mm films with teaching character.
- Computerized teaching programs.
- Electronic encyclopedias.

The voice of the teacher is considered a sound means, however although these are located within the technical means, it does not need any electronic support for its use so it is regularly considered a natural means of teaching.

Nowadays, when the use of different means of teaching has been widely generalized to bring knowledge to students in a more objective way, which has a greater significance in the teaching of foreign languages, the criterion that the VCR, computer, overhead projector, film projectors, compact disc recorder or player are teaching aids, when in fact they constitute the technical support that allows the use of the technical means described above.

The teaching methods must contribute to the teaching-learning process being truly significant and, therefore, in the development of learning. According to the criteria of Dr. C. Santos Palma, the teaching media have a developing conception when:

- They are closely articulated forming a system together with the rest of the other components of the teaching process.
- They are used to populate the mind with images and new knowledge.
- They guarantee a conscious and solid assimilation of knowledge while enriching and expanding it.
- They are included especially as part of the guiding basis of the activity.
- Students interact with them in the material or materialized stage during the learning process.

- They promote not only instructive processes, but also educational ones from their content.
- Facilitate the development of thinking, linking organically to the learning activity of each student.
- Teachers offer their students the opportunity to create media creatively.
- The self-control and self-evaluation actions of the student are involved in their learning, as well as collective control actions.

A teaching aid is a tool used by the teacher as a facilitator to the process of teaching and learning inside the classroom. It is one of the means by which we, as teachers bring life into the theoretical texts by bringing environment inside the classroom indirectly. Also, it is a means of personification to the concrete texts in the students' books. The final purpose remains as a means of relating teaching with the environment that students live in and communicate with. Cubero Allende, José (2005).

1.3.1 The importance of the use of teaching aids in the development of the oral skills in English as a foreign language

- 1) They help to retain more concepts permanently.
- 2) Students learn better when motivated properly through different teaching aids.
- 3) They develop the proper image when the students see, hear taste and smell.
- 4) They provide complete example for conceptual thinking.
- 5) They create the environment of interest for the students.
- 6) They help to increase the vocabulary of the students.
- 7) They help the teacher to get sometime and make learning permanent.
- 8) They provide direct experience to the students.

Teaching through using teaching aids takes a shorter time than traditional teaching that depends on lecturing and more repetition from the side of the teacher. There will be no need to re-explain the lesson once more, as the learners have learnt the content through using all their senses and emotion. Here, money is saved.

Teaching aids provide direct experience of great experts to the learners. Students tend to get more involved when learning if teaching aids are implemented into the curriculum. Hands-on aids, such as, maps and other tools that require some sort of

interaction from the students, have the highest levels of effectiveness. The tools are designed to involve the students, promote interaction, and promote faster learning and better comprehension. Being able to see, hear or get involved in a topic creates a much better method for learning.

Teaching aids are an integral component in any classroom. The benefits of teaching aids include helping learners improve oral skills, illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way. Teaching aids also engage students' other senses since there are no limits in what aids can be utilized when supplementing a lesson.

Teaching aids are helping teachers to close the gap and hone the reading comprehension skills of their students. Using magazine and newspaper articles, prints ads and even comic books are viable teaching aids that assist in helping students comprehend text. Using aids such as graphs, charts, flashcards, provides learners with visual stimulation and the opportunity to access the content from a different vantage point. This gives each learner the opportunity to interact with the content in a way which allows them to comprehend more easily.

Teaching aids help to make the learning environment interesting and engaging.

1.3.2. Modern vs. Traditional teaching aids:

Teaching aids are becoming the norm in the classroom. As traditional classrooms with blackboard and chalk become a thing of the past, and smart classrooms become the norm, teaching aids are growing in popularity and advancement. Blackboards are being replaced with white and smart boards. TVs are being replaced with LCD projectors and screens. And educators are becoming more focused on students growing with technology and integrating it into the curriculum. Students are making podcasts, videos and even creating web quests, all of which are sound teaching aids to incorporate into the classroom.

Traditional teaching aids in the teaching of English as a foreign language:

The only method of teaching here is the wooden blackboard and the chalk to write with. Perhaps, the teacher uses flash cards and wall sheets in very few lessons and the purpose is for show not for knowledge or teaching. The role of technology

is restricted to enabling the learners to visit the lonely school computer laboratory, once a month and that is also for show. There is no pre-planned program.

The teacher himself is sometimes traditional. I mean that he is reluctant to the advanced method of education. He has been and is still used to that traditional method of education in spite of all the several efforts made by the supervisors to develop him, but in vain. He sees his method the best and himself the greatest in a false proud way. Nothing else can be mentioned in using technology, here.

Teaching aids are the tools that teachers use them in the classroom such as flash cards, maps, cassette and blackboard. A teaching aid is a tool used by teachers to help learners improve oral skills and other skills, illustrate or reinforce a skill, fact, or idea, and relieve anxiety, fears, or boredom, since many teaching aids are like games.

Some references on the means of teaching that all teachers and language teachers should know for the reader to understand the call about the need for media use in language teaching classrooms, some theoretical elements provided by scientific work are offered.

Salas-Perea, RS (2007) states "The teaching-learning means are all those elements of the teaching process that serve as a support to teaching methods, to enable the achievement of the proposed objectives. So audiovisual media are not "appetizing condiments" to be used in a teaching activity, but a legitimate, obligatory and necessary attribute for the revelation of contemporary knowledge and the development of the skills and attitudes required by students.

Similar assumption had been present in the books on this subject of Gonzalez Castro, Vicente in Cuba from the decade of the 80 of the last century. The authors of this work are ascribed to the following principles enumerated by Salas Perea:

From a pedagogical point of view, the means of teaching are used to improve the conditions of the educational process of teachers, teachers and students.

They should contribute to objectifying teaching, that is, the means of teaching cannot replace the objective perception of the world or the direct contact of man with the environment.

The means of teaching cannot substitute for the instructive, formative and educative function of the teacher, it is he who directs, organizes and controls all processes in the space of a classroom.

The media should not only transmit information accumulated by man throughout history but also contribute to the formation of the personality of the student.

1.3.4. Teaching Aids in the development of oral skills in English as a foreign language in young learners.

In this respect R. Antich expresses that the motivation is one of the psychological factors for the learning of a foreign language, propitiates in the student an attitude positive towards the language; that the linguistic material of each unit of the program must be contextualized, exercised in a communicative way and apply in situations that require communication (Antich R., 1986: 29).

In the material published on CD of the Medical Education Research 2005 (Cuba-Venezuela) there are very interesting elements:

"The means of teaching greatly reduces the time needed for learning. For this we base ourselves on the means that objectify the teaching. It is not about learning more, it is not that the psychological processes of learning occur faster; more dynamic that would be false.

INITIAL DIAGNOSIS, PRESENTATION OF THE TEACHING ACTIVITIES AND EVALUATION OF THEIR EFFECTIVENES

To carry out this major paper it was necessary to apply a diagnosis to know the current state of the development of the oral skills, students' interest towards the English language and the use of teaching aids during the English lesson. For this some methods from the empirical level were used such as the observation guide, the pedagogical test and survey.

Initial diagnosis to determine the level of the problem related to the lack of development of students' oral skills in second year of Junior College.

First stage

An observation guide (See Annex 1) was applied to ten English lesson with the objective of knowing students' conditions towards the oral skills and for checking the use of teaching aids by the teachers. It can be stated that teaching aids are

rarely used in the English lessons; just in one lesson the teacher uses teaching aids.

Referring to the mastery of the vocabulary and fluency it showed the majority of students (66.66%) have problems with the use of the vocabulary and fluency for which they are evaluated as low users, 4 of them (22.22%) as middle and only 2 students (11.11%) do it as high English language user. Problems in some grammatical items like the omission of the third person singular, the incorrect use of irregular verbs in past and problems in word order.

Furthermore, from 18 students, 14 students (77.77%) are evaluated of low because they are not coherent during their oral expression, 3 of them (16.66%) are evaluated as middle and just 1 student (5.55%) as high. The rapid change of the idea without giving a coherent way was remarkable in this aspect.

During the evaluation of the correct students' pronunciation, 13 students (72.22%) do not pronounce English sounds correctly being evaluated as low English language users, 4 of them (22.22%) middle and just one student (5.55%) is evaluated as high English language user.

Pedagogical test

Interpretation of the initial results of the pedagogical test for the oral skills development in the English language in second year of Junior College Students

Evaluation of the pedagogical test

Indicator#1: Use of connectors

High: they always use connectors according to the context and expressing order.

Middle: they sometimes use connectors according to the context and expressing order.

Low: they never use connectors.

Indicator#2: Construction of oral texts

High: they are able to construct complex oral texts such as dialogues and monologues accomplishing most of the other indicators.

Middle: they are able to construct mid-complexity oral texts accomplishing some of the other indicators.

Low: they are unable to construct oral texts and, besides, they only accomplish a few of the other indicators.

Indicator#3: Correct use of grammatical items

High: they use varied grammatical items such as third person singular form, plurals, pronouns, possessive adjectives, prepositions and the verb to be.

Middle: they use some of the grammatical items like pronouns, prepositions and possessive adjectives.

Low: they do not know how to use correctly the grammatical items.

Analysis of the results of the initial stage.

To know the current stage of the problems related to the development of the English oral skills in Junior College.

Use of linking phrases

In the first test (annex 5), 10 students from 18 are low learners this is a 55.5%, 7 students were qualified as middle learners that is a 38.8% and 1 student as high learners this is a 5.5%.

In the second test (annex 6), 6 students from 18 are low learners this is a 33.3%; 8 students were qualified as middle learners that is a 44.4% and 4 students as high learners this is a 22.2%.

Construction of the oral texts

In the first test (annex 5), 12 students from 18 are low learners this is a 66.6%; 5 students were qualified as middle learners that is a 27.7% and 1 student as high learners this is a 5.5%.

In the second test (annex 6), 13 students from 18 are low learners this is a 72.2%; 3 students were qualified as middle learners that is a 16.6% and 2 students as high learners this is a 11.1%.

Correct use of grammatical items

In the first test (annex 5), 8 students from 18 are low learners this is a 44.4%; 8 students were qualified as middle learners that is a 44.4% and 2 students as high learners this is a 11.1%.

In the second test (annex 6), 5 students from 18 are low learners this is a 27.7%; 9 students were qualified as middle learners that is a 50% and 4 students as high learners this is a 22.2%.

Use of linking phrases

Activity	S	Low	%	Middle	%	High	%
1	18	10	55.5	7	38.8	1	5.5
2	18	6	33.3	8	44.4	4	22.2

Construction of oral texts

Activity	S	Low	%	Middle	%	High	%
1	18	12	66.6	5	27.7	1	5.5
2	18	13	72.2	3	16.6	2	11.1

Correct use of grammatical items

Activity	S	Low	%	Middle	%	High	%
1	18	8	44.4	8	44.4	2	11.1
2	18	5	27.7	9	50	4	22.2

Symbology:

S: Sample

Low

Middle

High

Results of the survey. (Annex 3)

A survey was given to the 18 students of Junior College with the objective of knowing students' motivation for participating in lessons and for being teachers, besides the use of teaching aids by the teachers in the English lessons and the way the students practice the language, the following results were obtained:

- In the first question of the survey, it was corroborated that there is a lack of motivation because the majority of students (88.88%) do not like to participate in lessons and only 2 students (11.11%) are always ready to participate.
- In order to know if the students feel motivated for being teachers, 8 (44.44%) say no and the rest (55.55%) of them feel that they are motivated for being teachers.

- Regarding the students' preferences towards the English lessons where the teacher uses teaching aids the majority of the students (72.22%) prefer the lessons where the teacher uses teaching aids and just 5 (27.77%) students prefer the lessons without the use of teaching aids.

- According how often teaching aids are used in English lessons the students corroborated that teaching aids are rarely used.

1.4. Proposal of activities for the development of the oral skills in English as a foreign language in second year of Junior College English students at José Martí University.

In order to give solution to the problem of this paper a set of activities using teaching aids has been proposed with the objective to develop the oral skills in second year students. The activities are structured as follows, title, objective, type of lesson, teaching aids, procedures and evaluation.

For the preparation of these teaching activities was kept in mind that English has favorable conditions to encourage students to practice the English language through various activities, since, together with the learning of the contents, makes it possible to raise the oral skills.

The activity is defined as the subject-object interaction process aimed at satisfying the needs of the subject as a result of which there is a transformation of the object and the subject itself. (Leontiev A, N. 1981: 32) Taking into account the results of the diagnosis of the current state of the sample with respect to the behavior of raising the oral skills of the English language, it is considered necessary to transform the knowledge and modes of action of the students of ninth grade. One way to achieve this end is the teaching activities that are applied, which have a teaching character and can be used during the pedagogical process with the aim of helping students assimilate, exercise, consolidate the knowledge and communication skills that constitute contents of the teaching-learning process.

Rigoberto Pupo in the philosophical plane defines the activity "(...) as a way of existence reality penetrates all fields of being, and aspects of cosmivisive, methodological, gnoseological, axiological and practical, so which is considered a mode of existence, change, transformation and development of the social reality. It

becomes a subject-object relationship and is determined by laws objective ".
(Pupo, R; 1985: 75-76)

Different authors have mentioned definitions of activity such as:

To achieve an efficient oral communication is necessary to form habits and abilities of the speech, which is reached through the exercises preparation, propitiate the speech fixing of an active and useful way to communication. This requires an exercises system stimulus to the students to use the language in the ideas, information and feelings transition by means of speech exercises: dialogue and monologue Antich, R. (1988).

Teaching activities, one of the most effectiveness way for oral practice, has been approached by different authors and has been defined in different stages. Studies developed coincide they have a great importance in the learning process; contribute to instruction and education of the personality and to the development of reflexive thought.

On the other hand, **teaching activities** are tasks oriented to the students to be carried out in class or out of it, they require the search and acquisition of knowledge, the development of skills and the holistic formation of the personality. Silvestre, M (2001:35).

Moreover, the teaching activities are characterized to be sufficient, varied and differentiated. Caballero, E. (2002:43-44). Sufficient, because they assure the necessary exercising as the assimilation of knowledge as for the development of abilities. So, if the student is going to learn she/he will learn doing it of an effective way and when she/he is prepared to put the difficulties away; varied, because they have different exigency levels to promote the effort intellectual in the student since a simple exercise until the solution of a problem, the formulation of a hypothesis and search of solutions. Differentiated, because they are within the range of everybody, they facilitate the attention of the need individuals of the students as to those students need a great dosage as to those students do not need it. Besides, they are tied with their interests and motives.

Characteristics of the activities:

The design of the activities responds to the current need to devise conditions for students to use and transfer scientific knowledge to everyday situations, student-discipline relationship, through the unity of the cognitive and affective and instructional and educational requirements as pedagogical, social and psychological essential in the transformation of the personality in a certain direction and sense.

They report **advantages** for the adolescent, among which can be cited:

- Acquire greater responsibility before the activities.
- Allow all students to interact amicably.
- Reinforce collaborative relationships among students.
- Encourage the participation of students in the teaching-learning process.
- Expand your culture as part of your comprehensive education.
- Be professionally oriented.
- Solve problems related to your practical life.
- They are activities that can be enriched depending on the dynamics of the teaching-learning process itself; their level of complexity increases and in this same mediation the student's position changes when faced with them.

In practice, the application of these activities also facilitates the development of group work, provides a richer and more varied feedback. It also increases the interests of each person to solve problems and reduces the rigidity of the student when facing the activity, because he does not feel alone because he sees that others face an equivalent problem.

Collective work strengthens and increases the work training of students, there may be groups that have common interests and when these activities are carried out, their levels of motivation are raised by the different professions or trades of the community, knowledge about foreign languages is acquired.

The elaborated activities intend to develop the oral skills of the students of the English Junior College Students in the current conditions of the country to train the individual integrally.

The activities were dosed to be carried out at different times and from different perspectives, for example:

1. in role plays.
2. in pairs.
3. in didactic games.
4. in the practical works.
5. in description of sheets, of models.
6. in activities aimed at increasing human relations.
7. in participation in contests.

The training and development character is used to ensure the necessary conditions to promote the development of diversity, by offering the necessary levels of help and to involve in their essential conception the development of knowledge, habits and skills, norms of relationships, values and traits of the creative activity, expressed in an indissoluble unit.

The three elements that form the content of the activity express the close relationship of man with the world that surrounds him, with which he is in constant interaction, so that they cannot stop working the phases of the activity:

1- Orientation: The student must have understood with what objective, why, what it consists of, how to execute it, what the procedures are, under what conditions (material and time) and in what way the control will be carried out of said activity.

2- Development: Consists of the realization of the operations system, the student puts into practice the system of received orientations, transformations take place in the object of action, tasks and activities are carried out in pairs, individuals, by trios, by teams or by groups

3- Control: Refers to the verification where instruments are applied to verify the effectiveness of the activities.

The activities are characterized by:

Dialectical character that is given by the search for qualitative change.

Contextual character (responds to the needs and specific conditions of students in close relationship with the educational policy outlined).

Dynamic character: They must be flexible open, subject to changes or redesigns that indicate the process of implementation.

Objective character: They must be projected, executed, and controlled on the basis of the real possibilities of materialization.

Operational nature: Easy to use for all the subjects involved

Developing character: Must ensure the necessary conditions to promote the development of diversity, by applying the levels of help needed.

Participatory character: The demonstration must give possibilities for debate and reflection.

The activities that you can see below have the same structure:

Unit

Title

Objective

Type of lesson

Teaching aids

Orientation

Development

Evaluation

Therefore, any way of putting an activity into practice requires the development and inducting components, this way the activity is done through actions and operations that constitute its executing components.

After having analyzed these results, teaching activities are proposed to contribute to the development of the student's oral skills in English.

Unit # 2: Sports and recreation

Activity # 1

Title: Practicing sports

Objective:

Comprehend the text practicing sports by pre- while and after reading activities to develop reading comprehension.

-Express orally about practicing sports by questions and answers to develop speaking skill.

Type of lesson: Reading comprehension

Teaching aids: blackboard, cards, pictures

Orientation

The teacher will ask some questions about sports:

- What's your favorite sport?
- How frequently/how often do you practice....?
- When did you practice it the last time?
- Where do you prefer to practice sports?

After answering the questions the students will do a Pre reading task

Read the text and tick the correct answer:

- Both boys practice the same sport
- They are professional sportsmen
- They are good in practicing sports

Development

The students will read the text again and answer the following questions:

How often do they practice sports?

Does Jimmy's brother practice tennis very well?

Is Jimmy good at football?

Who told Jimmy's brother that he was good at tennis

Did you practice tennis or football last weekend?

What sports did you practice?

Evaluation:

The students who comprehend the text and answer all the questions correctly will get 10 points.

Unit # 1: All about me

Activity # 2

Topic: Talking about what you did.

Objective: To express themselves orally about past actions, using the correct past tense of regular and irregular verbs so as to reinforce oral skills.

Type of lesson: Free Practice

Teaching aids: pictures, blackboard, cards

Orientation:

The teacher will show some pictures and cards related to landscapes and phrases about vacation.

The teacher will talk about what she did last vacation.

Development

The students should express what they did last vacation using correctly the past tense.

Evaluation:

The students who express what they did using the past tense and the correct past tense of the regular and irregular verbs correctly will have 10 points. Students who have mistakes in pronunciation will have 9. Students with mistakes using the past tense will have 8_6_7. The students who have less points will be evaluated with sentences in past tense orally.

Activity # 3

Unit # 1: All about me

Topic: Talking about personal information

Objective: To express personal information by means of answering question correctly.

Type of lesson: Free Practice

Teaching aids: Cards, box, blackboard

Orientation:

The teacher will show a box with cards inside that contained questions related with personal information.

Each student should select a card and answer the questions orally. Then they should write these questions on the blackboard to make a guide.

Development:

The students should make an oral presentation about personal information answering all the questions from the guide like a summary.

Evaluation:

Will obtain 10 points students who express themselves orally with more than seven aspects. The rest will have points with good pronunciation and good use of the communicative functions.

Unit # 2: Sports and recreation

Activity # 4

Topic: Let's talk about present activities.

Objective: To express orally the actions those occur at the moment of speaking so as to reinforce good pronunciation and knowledge.

Type of lesson: Presentation

Teaching aids: materials, pictures, cards

Orientation:

The teacher will bring a material to show the formation of the present continuous tense.

The students should observe carefully how to form and how to pronounce the present continuous tense.

Development:

The students should repeat each example fluently.

Evaluation:

Will obtain 10 points students, who pronounce correctly and comprehend the present continuous tense, will obtain an excellent mark. 8-9 points students who have mistakes in pronunciation. Less than 7 points students who do not use correctly the structure of the present continuous tense and mistakes in pronunciation.

Unit # 3: Important Places to visit

Activity # 5

Title: My future vacation

Objective: To express themselves orally about what will they do next vacation so as to reinforce oral skills.

Type of lesson: Free Practice.

Teaching aids: Teacher, mini note books.

Orientation:

The teacher will talk about what will she do next vacation and will talk about future actions related to the topic.

The teacher will give a mini notebook to the students, where appears series of words related to vacations.

Development:

After reading these words the students will prepare themselves to talk about what will they do next vacations.

The students should be able to express themselves orally using all the words from the mini notebook.

Evaluation: Will obtain 10 points students, who express themselves correctly and use all the words, will obtain an excellent mark. 8-9 points students who have mistakes in pronunciation. Less than 7 points students who do not use correctly the structure of the future tense, mistakes in pronunciation and do not use all the words from the mini notebook.

Unit # 4: How can I get to,,,?

Activity # 6

Title: Asking for and giving directions in your town.

Objective: To express themselves orally about asking for and giving directions so as to reinforce oral skills.

Type of lesson: Free Practice.

Teaching aids: Map, teacher.

Orientation:

The teacher will show a map of a town and will talk about the different places those appear there.

The teacher will give a situation where a foreigner is lost and the other person is a foreign language student who will help this first person to get to his or her destination.

Development:

After reading this situation the students should make a dialogue using the vocabulary to ask for and giving directions and with the support from the map.

The students should be able to express themselves orally the dialogue.

Evaluation: Will obtain 10 points students, who express themselves correctly and use correctly the words related to asking for and giving directions, will obtain an excellent mark. 8-9 points students who have mistakes in pronunciation. Less than 7 points students who do not use correctly the words related to asking for and giving directions and mistakes in pronunciation.

Unit # 5: Education and jobs**Activity # 7**

Title: The Present Perfect tense.

Objective: To express themselves orally about the present perfect tense so as to reinforce oral skills.

Type of lesson: Free Practice.

Teaching aids: cards.

Orientation:

The teacher will explain the structure of the present perfect; will give the time expressions and different examples in present perfect.

The teacher will form group of four students and she will give them cards, with verbs, adjectives, nouns and time expressions.

Development:

After reading this words the students should organize these words and form sentences in present perfect tense with the correct structure.

The students should be able to express themselves orally the sentences.

Evaluation:

Will obtain 10 points students, who express themselves correctly and use correctly the words related to present perfect, will obtain an excellent mark. 8-9 points students who have mistakes in pronunciation. Less than 7 points students who do

not use correctly the words related to present perfect and mistakes in pronunciation.

Unit # 1: All about me

Activity # 8

Title: Talking about feelings.

Objective: To express themselves orally about what they feel in a given situation so as to reinforce oral skills.

Type of lesson: Free Practice.

Teaching aids: cards, puppets, box

Orientation:

The teacher will show a box, inside this there are puppets, representing the different feelings and moods.

The teacher will form group of three students and each team should select a puppet.

After looking the puppet and realized what feeling or mood is represented, they should write a little paragraph.

Development:

The students should be able to express themselves orally about the written paragraph.

Evaluation:

Will obtain 10 points students, who express themselves correctly and use correctly the feeling or mood given, will obtain an excellent mark. 8-9 points students who have mistakes in pronunciation. Less than 7 points students who do not use correctly the feeling or mood given and mistakes in pronunciation.

Unit # 1: All about me

Activity # 9

Title: The roulette.

Objective: To express orally in the English language personal information.

Type of lesson: Free Practice.

Teaching aids: roulette

Orientation:

The teacher will show the roulette; this one contains numbers and each numbers indicates a card with personal information.

The teacher will explain that this is a group work activity, and then each student should roll the roulette and answer the question from the card. At the end they should report about the questions from the card.

Development:

After looking at the questions, each member of the team will answer it.

The students should be able to express themselves orally about personal information.

Evaluation:

Students with 10 points, who express themselves correctly and answer all the questions (High), will obtain an excellent mark. 8-9 points students who have mistakes (Middle) in pronunciation. 7 or less than points students who do not answer correctly and have mistakes in pronunciation (Low).

Unit # 1: All about me

Activity # 10

Title: Talking about my friends.

Objective: To express themselves orally about likes and dislikes using the third person singular form from the simple present tense so as to reinforce oral skills.

Type of lesson: Free Practice.

Teaching aids: pictures

Orientation:

The teacher will show many pictures about sports, foods, beach, river, colors.

The teacher will explain that each student should think about the likes and dislikes of a friend of them taking into account the pictures showed.

Development:

After looking at the pictures the students should write a paragraph about the likes and dislikes of a friend of them.

The students should be able to express themselves orally about the likes and dislikes of a friend of them.

Evaluation:

Will obtain 10 points students, who express themselves correctly and use correctly the third person singular form, will obtain an excellent mark. 8-9 points students who have mistakes in pronunciation. Less than 7 points students who do not answer correctly and have mistakes in pronunciation.

Result of the scientific observation. Final stage.

With the objective of checking the use of teaching aids by the teachers ten English lessons were observed. It can be stated that teaching aids are rarely used in the English lessons, just in one lesson the teacher use teaching aids.

With the objective of knowing students' conditions towards the oral skills. Ten English lessons were observed. This observation gave as result that:

Referring to the mastery of the vocabulary and fluency showed that 3 students (16.66%) do not have problems with the use of the vocabulary fluency for which they are evaluated as high users, 13 of them (72.22%) as middle and only 2 students (11.11%) do it as low English language user.

Furthermore, from 18 students 7 students (38.88%) are evaluated of low because they are coherent during their oral communication, 9 of them (50%) are evaluated as middle and just 2 students (11.11%) as high.

During the evaluation of the correct students' pronunciation, 5 students (27.77%) do not pronounce English sounds correctly being evaluated as low English language users, 10 of them (55.55%) middle and the rest of the group (16.66%) are evaluated as high English language users.

Pedagogical test

Analysis of the results of the final stage. (See Annex 2)

To know the current stage of the problems related to the development of the English oral skills in Junior College.

Use of linking phrases

In the first test (annex 5), 5 students from 18 are low learners this is a 27.7%; 11 students were qualified as middle learners that is a 61.1% and 2 students as high learners this is an 11.1%.

In the second test (annex 6), 4 students from 18 are low learners this is a 22.2%; 10 students were qualified as middle learners that is a 55.5% and 4 students as high learners this is a 22.2%.

Construction of the oral texts

In the first test (annex 5), 6 students from 18 are low learners this is a 33.3%; 10 students were qualified as middle learners that is a 55.5% and 2 students as high learners this is a 11.1%.

In the second test (annex 6), 10 students from 18 are low learners this is a 55.5%; 6 students were qualified as middle learners that is a 33.3% and 2 students as high learners this is a 11.1%.

Correct use of grammatical items

In the first test (annex 5), 4 students from 18 are low learners this is a 22.2%; 11 students were qualified as middle learners that is a 61.1% and 3 students as high learners this is a 16.6%.

In the second test (annex 6), 3 students from 18 are low learners this is a 16.6%; 11 students were qualified as middle learners that is a 61.1% and 4 students as high learners this is a 22.2%.

Use of linking phrases

Activity	S	Low	%	Middle	%	High	%
1	18	5	27.7	11	61.1	2	11.1
2	18	4	22.2	10	55.5	4	22.2

Construction of oral texts

Activity	S	Low	%	Middle	%	High	%
1	18	6	33.3	10	55.5	2	11.1
2	18	10	55.5	6	33.3	2	11.1

Correct use of grammatical items

Activity	S	Low	%	Middle	%	High	%
1	18	4	22.2	11	61.1	3	16.6
2	18	3	16.6	11	61.1	4	22.2

Symbology:

S: Sample

Low

Middle

High

Result analysis. Final Stage (See Annex 3)

After the pre-experiment the following results were obtained:

With the objective of knowing students' conditions towards the oral skills. Eighteen students were surveyed.

- In the first question of the survey, it was corroborated that there is a motivation because the majority of students (66.66%) like to participate in lessons and only 6 students (33.33%) are still afraid to participate.
- In order to know if the students feel motivated for being teachers, 5 (27.77%) say no and the rest (72.22%) of them feel that they are motivated for being teachers.
- Regarding the students' preferences towards the English lessons where the teacher uses teaching aids the majority of the students (88.88%) prefer the lessons where the teacher uses teaching aids and just 2 (11.11%) students prefer the lessons without the use of teaching aids.
- According how often teaching aids are used in English lessons the students corroborated that teaching aids are rarely used.

CONCLUSION

1. The bibliography consulted permitted to deepen into the principal methodological bases that support the development of the oral skills in English, as well as the contribution of the efficient use of traditional teaching aids as means of supporting the development of this language skill in young learners.

2. Different methods and instruments that were put into practice in the initial diagnosis confirmed the existence of strengths and weaknesses in the development of students' oral skills like: difficulties in the correct use of grammatical items, lack of abilities to construct oral texts, pronunciation problems in final sounds, as well as the lack of teaching aids used by teachers to enhance the teaching-learning process in their lessons.

3- The teaching activities, with the use of teaching aids allowed to show the strengths for the development of the oral skills in English. The activities applied are characterized by responds to the needs and specific conditions of students' characteristics, by being flexible and they give possibilities for debate and reflection among students.

4- The final diagnosis made after the application of the teaching activities, with the use of teaching aids, corroborated they effective, because there was a higher level of the analyzed indicators directed to favor the students' development of the oral skills. After the application of the teaching activities designed, in which an evidence of the development of the oral skills was clearly seen on the part of the students, with a certain improvement in in the correct use of grammatical items, in the abilities to construct oral texts and in the pronunciation of final sounds.

RECOMMENDATIONS

It is recommended to socialize the results of the paper work in different forums and scientific events.

It is also recommended to continue deepening on this field for further works in English Junior College Students.

This paper work can be used as bibliography in the English lessons.

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Annex # 1

Observation guide:

Objective: Diagnosis to evaluate the current state of the development of English oral skills in second year of Junior College using teaching aids.

Vocabulary, lack of accuracy and fluency.

Grammatical items like omission of the third person singular, the incorrect use of the irregular verbs in past, problems in word order.

Pronunciation problems.

Use of teaching aids during the English lessons.

Influence of the use of teaching aids in the development of oral skills of the students.

Annex # 2

Pedagogical test

Objective: Evaluate the initial state of the students` oral skills by means of a description and a pair work for them to express.

Pair work.

The teacher will give some situations and the students should make a dialogue from it.

E.g. 1)

St A: It is your first day at school and you are new at the neighborhood. Try to make a new friend.

St A: You are visiting Cienfuegos and you do not know where the museum is. Ask for directions.

E.g. 2)

St A: You have a friend who would like to be a teacher. Tell him the importance of being a teacher.

St B: You want to spend your vacation in a nice place. Ask for suggestions.

Description.

The teacher is going to show two pictures in front of the class one related to an important place to visit and the other related to daily routines.

Each student is going to select a picture and then should describe it orally.

E.g.

Picture a) the Cuban Capitol.

What`s the Cuban Capitol like? (They have to use the adjectives they studied to describe places). Say the things you can find there (they have to use there is / there are to express existence). Express the historical importance.

Picture b) a boy doing daily activities.

What`s the boy doing? (They have to use adjective they studied).

Say the activities developed by the boy (they have to use the present continuous tense).

Annex # 3

Survey

Objective; To know students' motivation for participating in lessons and for being teachers, besides the use of teaching aids by the teachers in the English lessons and the way the students practice the language.

Do you like the English lessons?

----- Yes ----- No

Do you like to participate in the English lessons?

----- Yes ----- No

Are you motivated to participate orally in your English lessons?

----- Yes ----- No

Are you motivated to be a teacher?

----- Yes ----- No

Do you consider that the activities given in class are useful for your formation as future teacher?

----- Yes ----- No

Are the teaching aids frequently used during the English lessons?

-----Always -----Sometimes -----Never

Are the teaching aids used to develop the oral skills?

-----Always -----Sometimes -----Never

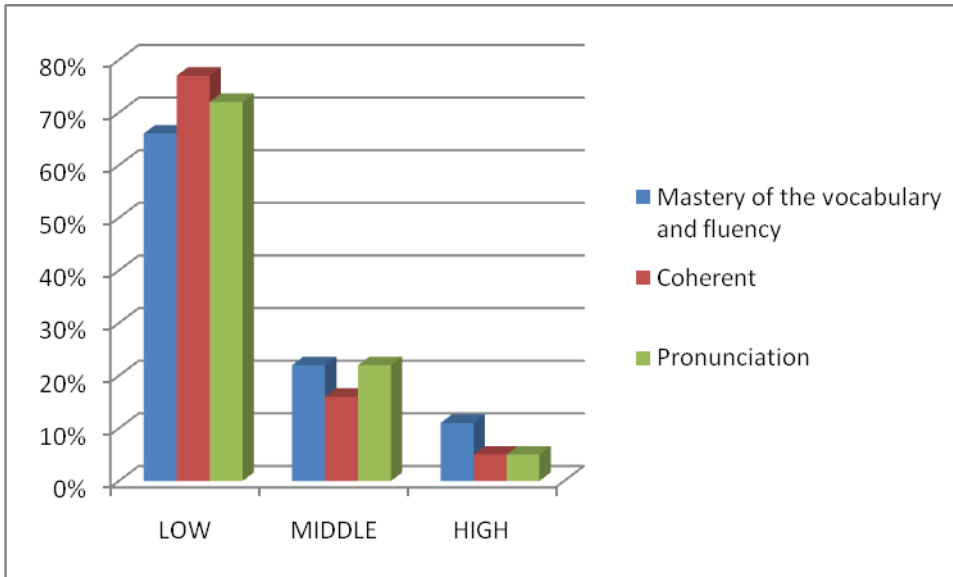
Do you consider is it important to use teaching aids during the development of the oral skills in the English lessons? Why?

How frequently do you practice the English language?

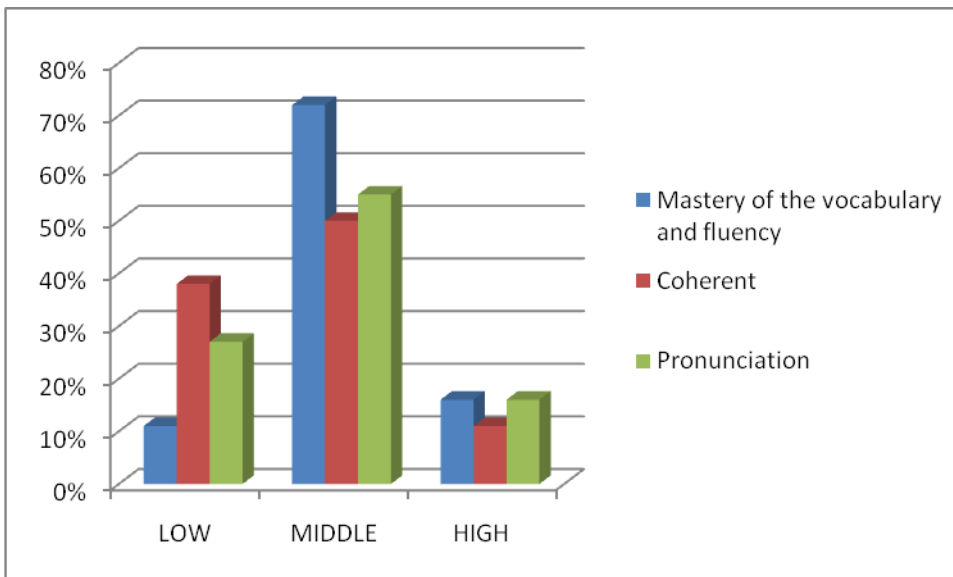
-----Always -----Sometimes -----Never

Annex # 4

Results of the Observation Guide (Initial Stage)

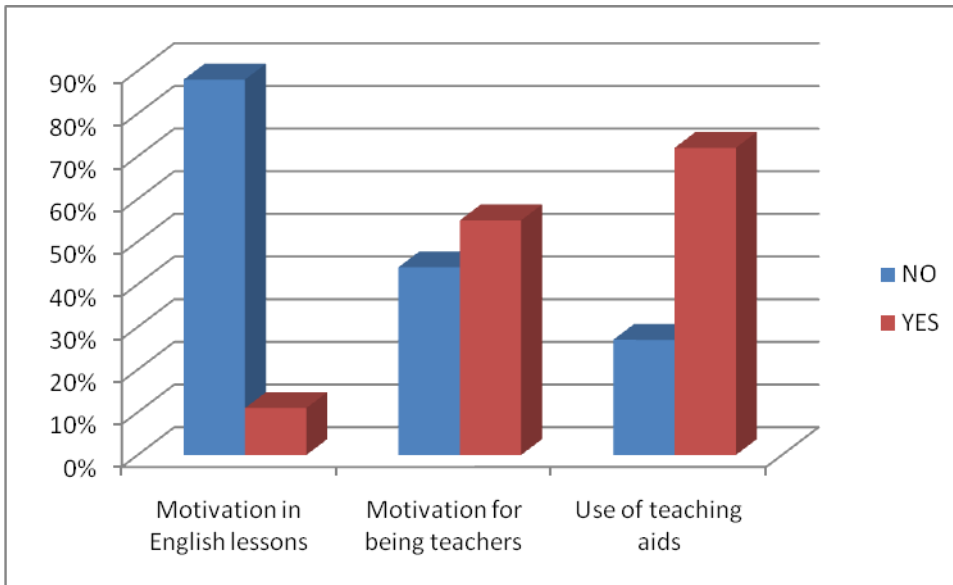


Results of the Observation Guide (Final Stage)

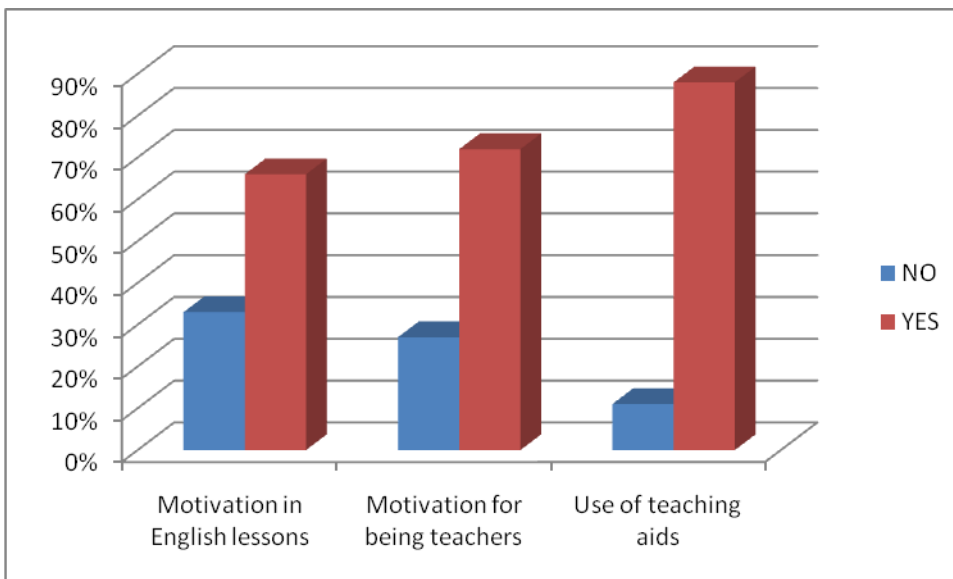


Anne # 5

Results of the Survey (Initial State)



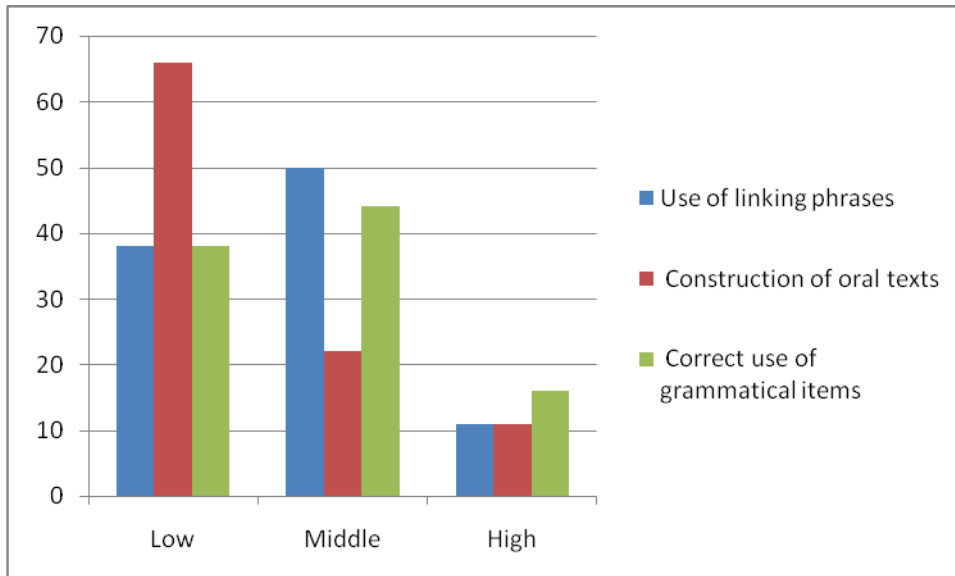
Results of the Survey (Final Stage)



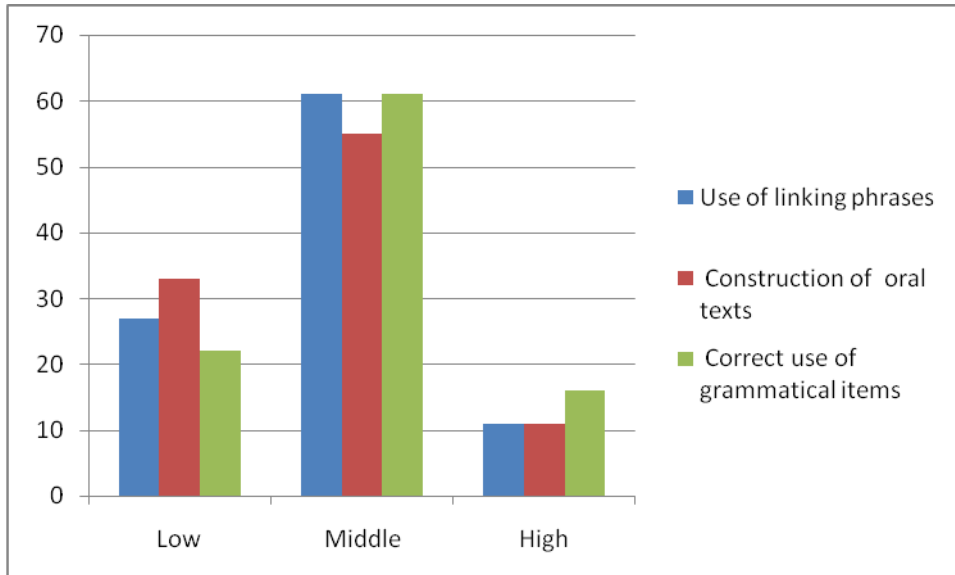
Annex # 6

Analysis of the results of the Pedagogical Test (Initial Stage)

Description

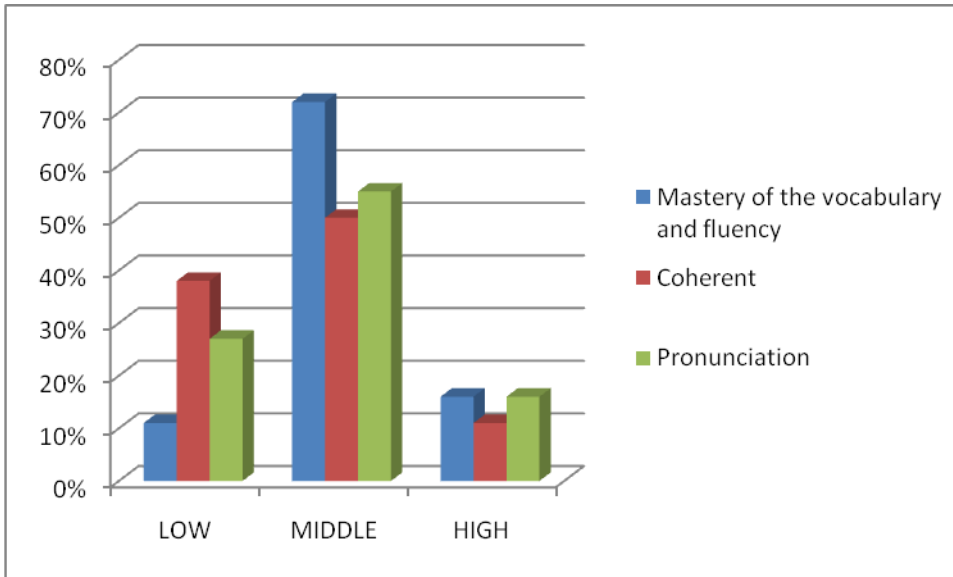


Analysis of the results of the pedagogical test (Final Stage)



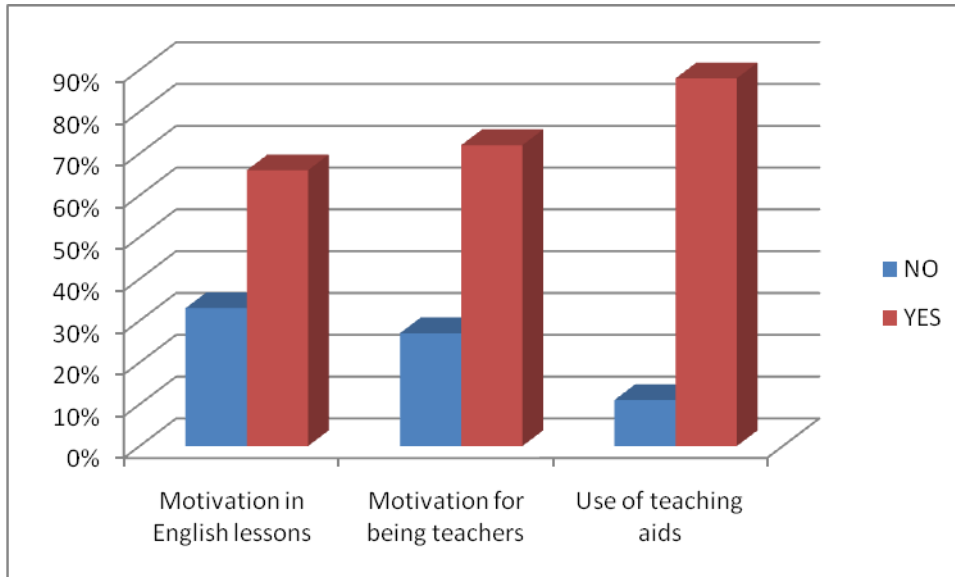
Annex # 7

Results of the Observation Guide (Final Stage)



Annex#8

Results of the Survey (Final Stage)



Annex #9: Activity 1

I'm practicing tennis. I practice tennis every day after school. My tennis coach tells me I'm excellent tennis player, and my friends tell me I play tennis better than anyone else in the school. I want to be a professional tennis player when I grow up. That's why I practice every day. I don't like football but my brother Jimmy loves practicing sports. He practices football every day after school. His football coach tells him he's an excellent football player, and his friends tell him he plays football better than anyone else in the school. Jimmy wants to be a professional football player when he grows up. That's why he practices every day.

Annex # 10: Activity 2
Pictures about vacation



Annex # 11: Activity 3 Personal information

What is your name?

Do you live out of town?

How old are you?

What is your telephone number?

Where do you live?

What is your address?

Where are you from?

Who do you live with?

What is your occupation?

Where do you study?

What is your mother's name?

How do you go to school?

Where does your mother work?

What is your father's name?

Annex #12: Activity 4, Present continuous

Use the Present Continuous with Normal Verbs to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

Present Continuous

FORM

[am/is/are + present participle]

- You are learning English now.
- You are not swimming now.
- Are you sleeping?
- I am sitting.
- I am not standing.
- Is he sitting or standing?
- They are reading their books.
- They are not watching television.
- What are you doing?
- Why aren't you doing your homework?

Annex # 13: Activity 5 my future vacation



Annex # 14: Activity#6



Annex # 16: Activity#7

Present perfect.

The present perfect tense cannot be used to describe experiences in someone's life if that person has died.

The present perfect is used to describe events that started in the past and are still happening now.

I / you / they / we + have / 've + past participle

He / she / it + has / 's + past participle

Negative form: haven't / 've not / hasn't / 's not

Have you seen him?

Has she taken my bag?

I've seen that film before.

Tom hasn't worked here for long.



Annex #17: Activity#10

