

FACULTY OF PEDAGOGICAL SCIENCES

FOREIGN LANGUAGES MAJOR

MAJOR PAPER

**THE DEVELOPMENT OF ORAL EXPRESSION SKILL IN ENGLISH AS A
FOREIGN LANGUAGE IN ELEVENTH GRADERS**

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Quote:

“Educating the mind without educating the heart is not education at all”

Aristotle

Dedication:

To all my lovely family who supported me all the time, specially my parents.

To my teachers who helped me to become a better speaker of the English language and taught me how to teach.

To my friends and classmates who have been there for me whenever I needed them.

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ABSTRACT:

The current major paper deals with the teaching and learning of English as a foreign language in senior high school, making an analysis of the theoretical and methodological bases about oral expression skill in the English lessons in eleventh graders. The aim of the present research is to evaluate the effectiveness of a set of group activities applied to eleventh graders from Eusebio Olivera Rodriguez Senior High School. For its realization, the author used some scientific methods and techniques like historical logical analysis, analysis and synthesis, induction and deduction, scientific observation, pedagogical test and survey; which provided the required information to define the theoretical and methodological bases that sustain the proposal of group activities to carry out during the English lessons.

RÉSUMÉ

Les principaux articles en cours traitent de l'enseignement et de l'apprentissage de l'anglais en tant que langue étrangère au lycée. Ils analysent les bases théoriques et méthodologiques des compétences d'expression orale dans les cours d'anglais dispensés aux élèves de onzième année. Le but de la présente recherche est d'évaluer l'efficacité d'un ensemble d'activités de groupe appliquées aux élèves de onzième année du lycée Eusebio Olivera Rodriguez. Pour sa réalisation, l'auteur a utilisé des méthodes et techniques scientifiques telles que l'analyse logique historique, l'analyse et la synthèse, l'induction et la déduction, l'observation scientifique, les tests pédagogiques et les enquêtes; qui a fourni les informations nécessaires pour définir les bases théoriques et méthodologiques à la base de la proposition d'activités de groupe à réaliser pendant les cours d'anglais.

INTRODUCTION

The teaching and learning of foreign languages is gaining more and more strength and relevance every day, due to the socioeconomic circumstances that characterize the contemporary world. Certainly, the English language is one of the most widely used worldwide to establish relationships among peoples. This language is considered international because of its use on science, technology, politics, economy, sports, culture; as well as the increasing number of speakers who use it to communicate all over the world.

In many countries, English is taught as an official language, second language or foreign language; however, its learning and use as a lingua franca or international language is very important.

The teaching of English as a foreign language has been present in the different curricula of the national education system. The teaching of English in Cuba is characterized by the integration of the four basic skills of the language. On this basis the syllabi and texts for each level and their corresponding application in the classrooms of each education subsystem are elaborated.

English as a subject in Senior High Schools in Cuba has as a main goal to develop the communicative cognitive competence of the students from a problematic conception, through the acquisition of linguistic-communicative and socio-cultural knowledge, the development of basic habits and abilities that allow them to understand and produce coherent and simple texts in a foreign language at a pre-intermediate level, using a vocabulary related to family, cultural, environmental, health, historical, and social issues that favor the friendly, supportive, and respectful relationship from an intellectual perspective as a means of expressing their values, feelings, preferences, motivations, and interests in different contexts of sociocultural interaction.

The main reason for choosing this topic was realizing how important speaking is in everyday situations. No matter where learners are, either in Cuba or in a foreign country, English conversation plays a crucial role in understanding each other and dealing with different kinds of uncovered problems.

Oral communication is also characterized by the need to give and take the floor, with the appropriate strategies for each case. This skill is especially developed in a foreign language due to linguistic habits in other languages.

Many authors have searched about oral expression skill in the English language, like: Harmer (1983), Antich (1986), Arthur (1987), Scrivener (2005), Floyd (2005), Enriquez O´Farril (2010), Navarro and Piñeiro (2014), and others, but there is still a great difficulty on the students at the time of using English as a foreign language in oral communication.

The need to teach English as a foreign language is vital at all levels of education; this contributes to the comprehensive education of students, as well as the formation of convictions that favors education in values. In Eusebio Olivera Rodríguez Senior High School teachers must use updated methods and techniques and be able to express themselves pedagogically in the direction of the teaching-learning process so students can understand the importance of their work during the acquisition of a foreign language for their lives.

In Eusebio Olivera Rodríguez Senior High School in Sancti Spiritus, a diagnosis was made through the use of different techniques, such as scientific observation, pedagogical test and survey, in which some potentialities and limitations in relation to the students´ oral expression skill have been detected.

The main **potentialities** that facilitate the research process are: the school has the necessary English teachers, the students feel motivated towards learning English and all the required documentation for the teaching of English as a subject is in the school.

As **limitations**: students have difficulties when expressing about actions that began in the past and continue in the present, students do not understand oral texts, they have difficulties in communication due to ignorance of some communicative functions and insufficient vocabulary related to the topics studied.

So, taking into consideration the contradiction between the fulfillment of the instructive and educative objective from the English syllabus on the part of the

students and the weaknesses detected in the diagnosis carried out, the following **Scientific problem** is declared: how to contribute to the development of oral expression skill in English as a foreign language in 11th grade students at Eusebio Olivera Rodríguez Senior High School?

In order to solve the scientific problem, the **objective** of the current study is: to evaluate the effectiveness of the application of group work activities for the development of oral expression skill in English language in 11th grade students at Eusebio Olivera Rodríguez Senior High School.

To organize the research, the following scientific questions are proposed
Scientific Questions:

1-) What are the theoretical and methodological bases that support the development of oral expression skill in English?

2-) What is the current state of the 11th grade students at Eusebio Olivera Rodríguez Senior High School in oral expression skill in English?

3-) What group work activities could be proposed for the development of oral expression skill in English language to 11th grade students at Eusebio Olivera Rodríguez Senior High School?

4-) What will be the effectiveness of the application of group work activities for the development of the oral expression skill in English language to 11th grade students at Eusebio Olivera Rodríguez Senior High School?

To answer these scientific questions, the following scientific tasks are proposed.
Scientific tasks:

1-) Determination of the theoretical and methodological bases that support the development of oral expression skill in English.

2-) Diagnosis of the current state of the 11th grade students at Eusebio Olivera Rodríguez Senior High School in oral expression skill in English.

3-) Proposal of group work activities for the development of the oral expression skill in English language to 11th grade students at Eusebio Olivera Rodríguez Senior High School.

4-) Evaluation of the effectiveness of the application of group work activities for the development of the oral expression skill in English language to 11th grade students at Eusebio Olivera Rodríguez Senior High School

For the development of the current investigation, the following research methods have been used:

Methods from the theoretical level:

Historical – logical analysis: it was used to elaborate the theoretical bases of the investigation and to make reference of the progress the development of the problem in oral expression skill in the English language. Different authors' points of view about this communicative skill have been studied for this research.

Analysis and synthesis: through analysis the students' development of oral expression skill from different elements were measured, which may or may not encourage its development; while the synthesis allows appreciating the oral expression skill as a phenomenon that results from the union of these elements to make the group work activities.

Induction and deduction: an induction is made through the study of the indicators, such as fluency, coherence and vocabulary. Deduction is achieved by the interpretation of these indicators as a whole to the development of this language skill.

Methods from the empirical level:

Scientific observation: it was used with the objective of gathering information about the development reached in the oral expression skill in English language of the students of 11th grade in group 4, through observation to English lessons.

Documentary analysis: an analysis was made to the English syllabus for eleventh graders to know the objectives of this subject regarding oral expression skill.

Pedagogical test: it was carried out to verify the development reached by the students of 11th grade, group 4, in the oral expression skill in English language, in the initial and final stages of the research process.

Survey: a series of questions were applied to students selected as a sample (11th grade, group 4) to gather information about the development of oral expression skill in English.

Methods from the mathematical and statistical level:

Percentage analysis: it was used as a procedure to make a quantitative analysis of the qualitative results of the empirical methods used.

All these methods were applied to some students selected as population and sample for the development of this study.

Population and sample:

In order to carry out the present investigation, the 203 eleventh-grade students at Eusebio Olivera Rodríguez Senior High School were selected as the **population**, taking into account the characterization of the population, a sample was selected, formed by the 35 students from group 11th-4, which represents 17.2% of the total enrollment of the grade. This group is composed of 22 females and 13 males. 14 students have divorced parents. Some students have diseases such as asthma (2), migraine (3), recent operations (2) and drug allergy (4).

In general, it is a group with an average level of learning; students need help to overcome the content in different subjects, although some cognitive independence has been achieved.

There are difficulties in the English language, but students seek professional help and rely on their teachers, because they fear the new future study plan for

the university and to them, their teachers have set new goals to facilitate the development of the English language in the students.

This sample was intentionally selected due to the students from this group have similar characteristics as the whole population, from the psychological pedagogical and academic points of view.

Scientific novelty:

The present research provides flexible, accessible and attainable group work activities, based on students' real life contexts; for reinforcing fluency, coherence and vocabulary in the foreign language for the development of oral expression skill in English language for 11th grade students at Eusebio Olivera Rodríguez Senior High School.

DEVELOPMENT:

Theoretical-methodological bases that sustain the development of oral expression skill in English as a foreign language

In this part of the research, an analysis on the theoretical and methodological bases that sustain the development of oral expression skill in English as a foreign language is made, as well as the process of communication in English, the purpose and importance of oral expression skill. It also deals with the teaching and learning of English and the oral expression skill in Senior High Schools. It studies definitions related to group work activities, the diagnosis of the sample, the group activities applied, the result analysis and the effectiveness of the proposal.

Communication in English as a Foreign Language

According to B. F. Lomonosov et al. (2000) quoted by J. A. Ballesteros Paez (2014), communication is every process of social interaction through symbols and message systems. It includes any process in which the behavior of a human being acts as a stimulus to the behavior of another human being. It can be verbal, or non-verbal, interindividual or intergroup.

Fernando González Rey (2009), states that communication is a process of social interaction through signs and sign systems that arise as a product of human activity. Men in the communication process express their needs, aspirations, criteria, emotions.

The author of this research agrees with the definition of communication given by Fernando González Rey (2009), because he refers to the achievement of communication based on students' needs, aspirations, criteria, emotions. This has to do with learners' real life situations, aspect that should be taken into consideration for the development of oral expression skill in English as a foreign language.

Oral expression skill, its purpose and importance

Oral expression skill in English has been given attention not only as an investigative area, but also as an element that requires instruction to be developed.

Most theorists define communication with special emphasis on oral expression skill, however, when they refer to it, they base their oral expression skill on a public context.

Antich (1986) argues that skills are programmed and regulated by man so that reaching the level of development of oral expression skill in language teaching means reaching a new qualitative stage, the same alludes that the foreign language must be presented in such a way that the student perceives it as a communication activity rather than as a subject, that feels that the language is something that transcends the act of learning, and that requires the acquisition of four fundamental skills.

Finocchiaro (1989), on the other hand, defines oral expression skill as the production of oral language, that is, learning to speak a foreign language is known as the most difficult aspect in their learning.

According to Jean Robin (2005) oral expression skill 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, sending and receiving messages effectively and negotiating meanings.

For D. Byrne (1989) oral expression skill 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. This author also establishes that this skill is a two-way process between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding).

This sometimes reflects the apparent needs of the learners. Often, however, it is a pedagogical convenience rather than a necessity and probably reflects the way skills have been sequenced in the unit of work in the course book: listening+ speaking + reading+ writing. This kind of sequencing recycles and reinforces language items, but does not integrate skills in any real sense.

Other authors like: Canale and Swain (1980), Brown and Yule (1983) and Pulido Díaz, A. and Hernández Amaro, L. E. (2003) conclude oral expression skill 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 codes such as speaking, listening, reading and writing to be able to communicate taking into account them.

The definitions of oral expression skill have been expanded in recent decades. 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.

Another approach has been to focus attention on the use of communication to achieve certain purposes: to inform about something, to persuade, and to resolve problematic situations.

A third tendency denotes focusing the basic skills needed in daily life, for example: giving instructions, asking for information, or providing basic information about an emergency situation.

According to the book Speech Communication Association's guidelines for elementary and secondary students quoted by L. Vergel Carvajal (2018), the oral expression skill process 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 oral expression skill is fluency in language, understood as the ability to express oneself in a comprehensible, reasonable, accurate and without hesitation.

To achieve this goal, the teacher must be able to extrapolate the students from the stage where they are, mainly imitating a model or answering questions, to

the point where they can use the language freely to express their own ideas. Pulido Díaz, A. and Hernández Amaro, L. E. (2003) suggest that when planning oral expression skill lessons the teacher should consider:

- The communicative functions of the unit and their relationship with the preceding and following contents.
- The linguistic and sociocultural elements in function of the communication, paying special attention to form meaning and use.
- The most appropriate learning strategies for each moment.

It will also be necessary to provide students with two complementary levels of training:

1- Practice in the manipulation of language elements (phonological and grammatical patterns linked to vocabulary).

2- Possibility to express their criteria on their own.

In order to use effective methods when teaching oral expression skill, it should bear in mind that expression is always a production of something previously done. For this, it is necessary to know the psychological mechanisms that must be developed:

- The combination mechanism: the development of this mechanism is achieved through the systematization and continuity of the linguistic contents in the programs and through the constant use of what has been learned so that it is applied in new situations, guaranteeing that the students speak more fluently, but also be original and expressive.
- The anticipation mechanism: the student has been developing oral habits and skills in advance, preparing the entire structure in their internal language before enunciating it, so in the application must have achieved fluency in speech.
- Feedback: consists of the student assessing the understanding of their message, perceiving the feedback signals, it means, the words of their interlocutor, their intention, their nonverbal behavior. It is not about simply

answering the questions or other stimuli of the interlocutor, but about varying the subject of the conversation or ideas depending on what has been heard.

Based on the elements described above, the author of the research concludes that oral expression skill is a complex skill in which the use of language is achieved creatively only after years of learning, depending on age, motivations, the aptitudes of learning and the quality of teaching. It is up to the teacher, therefore, to systematize the development of communication at a high level in the language lessons, in order to promote the greatest possible interaction to bring the students to the correct use of the foreign language.

If the teaching-learning process of the language is carried by oral training, the teacher should generate interest and encourage students to communicate once they have acquired the new content, use new grammatical structures, necessary vocabulary and communicative functions to put into practice what they have learned.

The main objectives of oral training, as described in the previous paragraph, respond to the practice, setting and consolidation of knowledge of grammar and vocabulary acquired in the presentation, hearing and imitation phases, in order to form habits and skills necessary to achieve a full and creative expression at a more advanced stage. From this, it is inferred that oral training is an indispensable step that cannot be ignored in order to reach the final goal in the teaching of speech, that is, to achieve a spontaneous oral expression skill in the students.

This research takes as a guide the definition of oral expression skill given by D. Byrne (1989) because she defines communication as a process between two or more people, which is the main goal when learning a foreign language.

The English language in Senior High School students

The English subject is taught in all educational levels in Cuba, and given its significance; it is included among the prioritized ones. At present, the teaching and learning of this language is assumed in the light of the precepts of the communicative approach, contextualized to the demands of current programs,

in spite of persisting, in some cases, traditional approaches that emphasize grammatical competence, supposedly because of the training of the professors and the specialists in charge of the elaboration of the syllabi. This last aspect threatens the quality of the oral expression skill of senior high school students and, consequently, they are limited to achieve the level of communicative competence required.

In this context, the significance of evaluation and, especially its rebound effect on the teaching process is highlighted, the formation of oral expression skill in this language. The purpose is to use the named effect with the intention of encouraging students to learn to communicate orally. Hence the importance of evaluation in this process, which in general, has occupied the attention of specialists from various branches and dissimilar institutions, financial organizations of the state and the government.

The English subject in Senior High School contributes to the scientific formation of the world in the learners, when taking as starting point the language as a social phenomenon and the relation thought-language-culture, as well as when providing the analysis of the language to deepen in its essence, according to Vygotsky's historical-cultural approach as the foundation of Cuban education.

In the curriculum of Senior High School, the teaching of the English language is aimed at the development of cognitive-communicative competence, a concept that involves the expression, interpretation and negotiation of meanings in the interaction between two or more people, or between a person and a written or oral text.

The teaching of English should not only contribute to the functional linguistic efficiency, but also to the ability to build new knowledge, which means developing in the learners the knowledge, habits and basic skills that allow them to communicate in a foreign language: understand oral information and written, orally expressed about family topics, about their school and social life, as well as writing simple and brief messages.

The use of the dictionary will be deepened, basically the bilingual one; It includes the study of word formation processes, the processes necessary for the understanding of oral and written texts of medium complexity, among which are the literary, cultural, scientific and popular. The most important thing is for students to learn how to communicate, which they do best when they are encouraged to transmit meaningful messages and interact with others.

The methodological conception of the subject is the integrated communicative approach of the basic principles of the conscious practical method for the systematization of contents, in a way that contributes to the development of communicative skills and the teaching of English through other content to promote the interdisciplinary work.

General objectives of the English subject in 11th grade

To understand and communicate, orally and in a written way, feelings, preferences, motivations and interests about personal and school life, as well as cultural, environmental, health and social issues that favor the relationship with other people in a respectful manner, from an intercultural perspective in correspondence with the ethical-aesthetic ideal of socialist society, manifested in the ability to perceive, enjoy values as an expression of social behavior and the life project of learners.

The teaching of English at this level must develop the knowledge and skills that allow learners to:

- Understand simple oral messages related to the topic of the unit (or lesson) according to the needs, interests and language level achieved by them.
- Express themselves orally and in a written way using the communicative functions of the unit or lesson with the linguistic correction, so that it does not interfere in the comprehension of the message with a greater richness in the vocabulary.
- Extract information from adapted and authentic texts of medium complexity, with scientific-technical, political-social, literary-cultural contents, taking into account civic education, environmental education, responsible sexuality,

educational inclusion, artistic education, these as inherent elements to their future professions and preparation for life.

- Consolidate reading comprehension skills initiated in previous grades
- Summarize the information obtained from oral and written texts.
- Consolidate the development of skills and work habits with the bilingual printed and / or digital dictionary.
- Continue the development of logical thinking, mainly through the processes of analysis and synthesis.
- Consolidate the habits of independent work, awakening interest in the use of computing and research as ways to raise individual and collective preparation.
- Carry out projects and independent works that favor the use of the English language as a communicative form and its interrelation with other subjects of the school curriculum.
- Understand the social character of language and the relationship between language, thought and culture, through the study of linguistic contents and the themes presented.
- Reinforce the knowledge of the mother tongue as a result of the development of the skills that are exercised in the foreign language.
- Strengthen their convictions and feelings in correspondence with the aspirations of the socialist society, taking into account patriotic citizenship, legal, scientific, technological, health, sexuality with a gender, aesthetic, polytechnic, labor, economic, professional, for communication, environmental, for sustainable development and for orientation and social projection.

This research shows the importance of the English language in Senior High School and how it permits communication through daily situations. This is the closest stage to university studies where the use of foreign languages becomes an important tool for the students.

The oral expression skill in English in Senior High School students

The oral expression skill is closely linked to the communicative competence category, to which a first space will be dedicated. Numerous have been the authors who have carried out studies related to this category in a general way. Canale and Swain (1980) introduced one of the most widely used models for teaching foreign languages. This model is divided into four fundamental areas: grammatical, sociolinguistic, discursive and strategic competences.

Subsequent to this, one of the most relevant and therefore most useful results has been Bachman's model (1990), which he called competence as "communicative skills of the language". According to this model there are two competences: the organizational and the pragmatic. According to this author, the proposal of competences is interesting; however, it maintains a reductionist approach by equating competition with skill.

A. M. Fernández (2002) considers that communicative competence goes beyond the effectiveness of knowledge of the communicator and both instrumental cognitive elements and those that refer to the motivational-affective sphere. This conception denotes the importance of the cognitive aspect of communication, where the motivations and interests come to play an important role, according to the topic addressed and the characteristics of the participants. On the other hand, aspects such as discursive, strategic and cultural are not considered.

It is emphasized that communicative competence is seen as a psychological configuration related to cognitive, metacognitive, communicative and sociocultural processes that affect the personality spheres for the understanding and production of meanings in different codes. Extreme importance is attached to the psychological aspects articulated with the communicative capacity depending on the context where the communication takes place, which is novel. Therefore, adjustments must be made to the students' learning contexts and their communicative interests.

With regard to this category, A. Medina (2006) refers to linguistic skills and habits, communicative needs, linguistic, sociolinguistic, discursive and strategic norms, the high moral values both universal and those of the Cuban citizen. In addition, he considers it as a configuration of skills and knowledge. This conception is of great importance since it includes linguistic and extralinguistic aspects properly conjugated with the attitudes and aptitudes of the communicating subject; to express ideas, knowledge, experiences and feelings in the form of a message without neglecting the dimensions that are inherent to the communicative competence and the axiological component that intervenes in this competence.

A. Roméu (2003) has reconceptualized this category and considers it as cognitive - communicative and sociocultural competence. For this author, knowledge is essential to achieve communication, which occurs in diverse socio-cultural contexts. The cognitive, metacognitive, linguistic, discursive and participatory processes of the participants are articulated. The contributions of this researcher are considered relevant.

However, it is questionable that it has to mean the cognitive and sociocultural, then, in the case of the special Didactics of foreign languages, these two important elements are an essential part of the approach since its genesis. The model of Canale and Swain (1980) has been taken for its linguistic clarity and didactic usefulness. In addition, the content of its four competences has been concretized and expanded in practice through the implementation of the communicative approach.

After having dealt with the term communicative competence, a study on oral expression skill in English is carried out. Before initiating the treatment of this communicative skill, it is valid to clarify that it is difficult to conceptualize it isolated from other communication skills, such as: listening comprehension, reading comprehension and written expression, because each one gives rise to the other and all are related to each other, forming a single systemic character in the communicative process.

The necessary treatment of communication skills is understood from an integrating approach, because they are inseparable and complementary and have strong links with each other, which give unity as a whole in the communicative act. A. Medina (2006) raises this approach to the hierarchy of methodological principle for the direction of the teaching - learning process of foreign languages.

There are factors to be taken into account for the teaching and learning of oral expression skill: voice as an instrument for communication through the word, the information to be communicated, the language, the personality and the purpose of the speaker. It considers the physiological, the psychological, the personological and the sociological, everything to communicate an oral message.

For the speaker to express himself orally he is motivated given the need to communicate, he decides what the message will be and produces it orally. To learn the oral language, it is necessary to practice the phonological level, the morphosyntactic level and the lexical-semantic level, related to the competences of the communicative approach. This shows how the psychological factor manifests itself in oral production, since the relationship between thought and language, originated by the need for communication, is revealed.

Brown and Yule (1983) consider that oral expression skill is linguistically less dense and formal than written, and they relate it to interaction and transaction functions, noting the latter as the most important in the communicative act, which must be flexible because it is dangerous to demand too much correction from students because it can create inhibition in them. They add that the corrections have to be made at the end of the speakers' performance, in an educational way, never interrupting them while uttering the message.

It is well known that oral expression skill is a dual process that involves the participation of the speaker and the listener where the production of the spoken language takes place and the reception and understanding of it. It is a process of some complexity, which should be treated in English lessons where the

student - student interaction (transmitter and receiver) should prevail and not the structuralist teaching of this language. To this, the evident alternative character of sender and receiver is added among the subjects that intervene in the communicative act where the psychological and extralinguistic aspects are necessary.

Didactic importance must be attributed to the oral expression skill of the student when communicating accumulated cognitive experiences, for which he must use his linguistic patterns. This skill involves listening, comparing, rectifying, formulating, learning to think, dialectical synthesis in learning, analysis, synthesis, generalization, mastery of abstract thinking, which gives strength to the word as a vehicle for learning. Not only the didactic, but the psychological and strategic - communicative are also part of this process.

J. Richards (1995) is of the criterion that the oral expression skill lessons in English can vary in their intention, the teacher's experience and the approach given to the class: to seek accuracy or fluency, to address a free theme and for problem solving through linguistic games. The content of the oral expression skill lessons in English must be adjusted to the nature of the students' communicative needs. The communicative function to be treated must be defined as the comprehensive content, which determines the type of communicative task to be developed.

A. Medina (2006) considers that this skill implies the active interaction between the participants to encode and decode messages according to the communicative needs. At the discretion of this author, its supreme goal is that the student is able to develop the communicative act with the required effectiveness and that is the guiding ability, par excellence, in the learning of foreign languages and has links with cognitive and affective elements - motivational, with emphasis on the last ones. What is expressed by this author is of great relevance from the linguo-didactic point of view.

Obviously, one cannot ignore the process character of oral expression skill, of which fluency and accuracy are components. It is also perceived as a system given and its relationship with the rest of the communication skills that take

place in a social context, as well as aspects such as psychological and philosophical, which undoubtedly intervene in the complex process that is the oral expression skill in the foreign language, in this case English.

In the treatment of the oral expression skill category, the approach to fluency and accuracy is unavoidable given its implications in the oral production of English.

G. Ellis and B. Sinclair (1989) argue that students should have a notion of fluency and accuracy in the oral production of English and thus raise their communicative awareness about it. This point of view implies the didactic and the psychological analysis to grant a leading role to the students in the learning of this communicative ability. This conception turns out to be pertinent to contextualize it to the scenario where this research is developed.

D. Byrne (1989) states that fluency is the main objective to be obtained in the teaching of oral expression skill and this can be defined as the ability to express oneself in a fluent, intelligible, reasonable, accurate and safe way to avoid that the listener loses interest or becomes impatient and in this way the communicative act is interrupted. Likewise, this author states that in order to achieve this, the practice of the already established elements of the language and opportunities for oral expression skill according to personal communication needs must be taken into account.

It is recognized that fluency is the ability to cover time with a coherent discourse, an adequate semantic and grammatical load, which is the ability to say things appropriately in a wide variety of contexts with creativity and that is the cumulative result of different processes in the learning of oral expression skill. This vision expresses the need to encourage students to have an active, creative, dynamic and imaginative character to express themselves orally, using vocabulary, grammar and pronunciation effectively. It has to do with the culture of the speakers, their needs, motivations and communicative interests; as well as personality traits.

It means the importance of fluency in the oral expression skill process to achieve clear and precise communication, as well as the necessary oral practice in an integrated manner. From this point of view, in this research, fluency and accuracy in the oral expression skill process are related and an emphasis on the treatment that should be offered to these two dimensions is made. At the elementary level, accuracy should be treated much more than fluency. On the other hand, at the advanced level, greater emphasis is placed on fluency after having worked on correction in the production of phonological, lexical and grammatical patterns, which is when both are integrated dialectically.

According to J. Richards (1995), special attention should be paid to fluency as a special component of oral expression skill in English, since he considers that the main objective of teaching and learning in foreign languages is to achieve a fluent oral expression skill. In addition, he includes qualities of nature and approximates normality to the native variant of the use of pauses, rhythm, intonation, stress and a certain level of communicative competence.

This approach is the fundamental premise that characterizes the task of both, the teacher and the student in the teaching - learning process of oral expression skill in this language. In fact, fluency is very difficult to form in students when they learn the spoken language, deficiencies such as prolonged pauses, indecisions or inconsistencies threaten good fluency. This is a reality that affects almost all schoolchildren who learn English as a foreign language at the junior high level. Given the linguodidactic, pedagogical and psychological connotation of this notion of fluency, adjustments must be made to the learning context of the before mentioned students.

Concerning fluency, in oral expression skill, A. Medina (2006) considers it as the facility and speed for the preparation of an oral and written text. From this approach, it is understood that fluency implies a mental process in which the linguistic, sociolinguistic, discursive and strategic competences are conjugated to express the desired message accurately. This process occurs from the linguistic, extralinguistic and psychological capacities of the speaker.

This criterion is of great value for the formation of oral expression skill in English in Senior High School students.

In relation to accuracy, J. Richards, (1995) considers it as a component of fluency, but not as a separate dimension. The relevance of this advance is recognized, however, it highlights how dangerous it can be to emphasize only in the grammatical component.

A. Medina (2006) argues that the accuracy is (...) the correction in the production of the phonic, lexical - semantic and morphosyntactic elements of the language. By reflecting on this approach, the correct fundamental role of oral expression skill is perceived. Undoubtedly, fluency and accuracy develop and, at the same time, they combine to produce the spoken language with sufficient competence that should characterize it.

The author of this research considers that fluency and accuracy are two unavoidable dimensions for the development of oral expression skill and are closely related to linguistic and discursive competences, without ignoring the other two.

The need to attend both during the direction of the teaching - learning process should be added; both in the existing scientific-methodological literature, and in educational practice, profuse attention is paid to the teaching of accuracy, with the existence of standardized techniques, however, the same does not occur with regard to fluency. In particular, the techniques offered by different authors for phonetic correction, both the pronunciation of vowels and consonants in English, and the prosodic elements of this language are varied. However, in the search performed no proposals for the correction of verbal fluency in the foreign language have been found.

The theoretical approach to the formation of the ability of oral expression skill in English has made it possible to determine the existence of theories, basically from the Special Didactics of Foreign Languages, which makes possible its assumption as a basis for reconsidering it. However, deficiencies are determined such as: insufficiencies in the approach to the four areas of

communicative competence and its relation with oral expression skill in English to improve the quality of this in junior high students. There are also limited foundations on proposals for techniques for the formation of fluency in students. Given the intention to stimulate the formation of oral expression skill through the evaluation and its psychodidactic elements, an analysis is made about the evaluation category and its implications in this process.

In the Cuban Senior High School, oral expression skill is developed and evaluated through many ways, such as dramatized, read, heard or visualized fragments; scenarios of communicative situations according to the objectives of each level; oral presentations on topics researched by the students, related to the topics studied in lessons or of cultural, scientific or ideopolitical interest; oral comments and evaluations on current national and international topics; oral descriptions of places, personalities and processes. Independent project works, such as panels, simulations of interviews, newscasts, etc., poster and photo presentations, murals, electronic presentations, among others; which can be practiced through pair or group work activities.

Although many types of activities have been made to develop oral expression skill in English, the author of this research considers that it should be a constant updating in these activities depending on the learners and how they would get the knowledge easier and faster, so that they can communicate with effectiveness.

Group work to develop oral expression skill in English as a foreign language in Senior High School students

According to Silvestre (2001) **Teaching activities** are tasks planned and oriented by the teacher and they are developed by the students, they can be in class or outdoor class, they imply the search and acquisition of knowledge, the development of abilities and the holistic formation of the personality.

According to Byrne (1989) group work activities' main objective is to provide the students with an environment within which they can communicate easily and freely, and within which they can work together independently with only the

minimum amount of directions from the teacher. The solution lies in forming smaller units -or groups. The main advantage in using groups is that they provide a richer climate for interaction in the language.

It should be noted that the group, made up of perhaps 6-8 students under the direction of a group leader (one of the members of the team), whose function is to coordinate the activities of the group and to serve as required as a link with the teacher, is a largely autonomous unit. The teacher will have to present and perhaps explain (and sometimes demonstrate) the activities which the students are required to do in their groups, but once this has been done, the students should be allowed to work to a large extent on their own.

Divided into groups, the students are now able to sit together, facing one another in a small but intimate circle and talk freely. The teacher will still be present and have an important and often demanding role to play in helping and advising the students as required, but the teacher will now be acting as a guide or consultant rather than as a conventional teacher.

At the presentation and practice stages of learning, it is normally both, economical and effective factors to teach the whole class as a single unit -and indeed, even at the production stage, there are many useful things that can be done by interacting with the whole class. However, the class is, after all, a purely arbitrary unit whose size may vary, and to increase the amount of practice the students can get, as well as making it more realistic by getting them to talk to one another, it is recommended to divide the class up into pairs or small groups.

The concern now at the production stage is to provide the students with an environment within which they can communicate easily and freely, and within which they can work together independently with only the minimum amount of direction from the teacher. The solution lies in forming smaller units -or groups. This does not, of course, mean that the teacher should not or do not need to do pair work at this stage. In fact, it may sometimes be more convenient (because of time) or more suitable (because of the type of activity).

When working in groups, students are motivated to go on learning because they are aware that they can use the language they are learning by themselves. It should not be forgotten that for many learners (especially children and adolescents), group activities offer the only opportunity of putting the language to a real-life and immediate use.

Interpretation of the results of the scientific methods and techniques in the initial stage

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

An observation guide (See Annex 2) was applied to ten English lessons with the objective of knowing students' conditions towards the oral expression skill and checking how frequently group work activities are used. It can be stated that group work activities were rarely used, just in two of the lessons observed, the teacher propitiated group work activities.

A survey (See Annex 3) was applied to the 35 students of eleventh grade in group 4 at Eusebio Olivera Senior High School; with the objective of determining the students' interest in learning the English language and if they use group work activities to propitiate the development of the oral expression skill. The following results were obtained:

- In the first question of the survey, it was corroborated that there is a lack of interest in learning the English language because the majority of students (62,8%) expressed that they do not like the subject, eight students said they like it a little bit (22,8%) and only five students (14,2%) said they like English.
- The majority of the students expressed that they prefer writing in English instead of speaking.
- The students corroborated that the activities are usually individual and sometimes by two people, but rarely they do group work activities.

It was also necessary to make a pedagogical test (See Annex 4) to the students. The indicators to know the development of oral expression skill in the sample chosen were:

1. Fluency: which considers three levels: level 1, those students who can make a fluent conversation about the given topics without hesitation or halting in such a way that the conversation can be interrupted. Level 2, those students who can speak with a relative use of the language connecting words and phrases and do not hesitate too much, and level 3 those students who halt too much while speaking.

2. Coherence: which considers three levels, level 1 those students who can refer to different ideas on a talk keeping the essence of it. Level 2 those students who make changes in the ideas but do not totally correspond with the previous one, level 3 those students who change ideas that are not interrelated among them.

3. Vocabulary: which considers three levels, level 1 those students who find synonyms, antonyms and make use of the word formation processes in the language, level 2 those students who find synonyms or antonyms of the words or phrases, and level 3 those students who find no alternative in using the language and prefer to silence.

Here are the initial results of the diagnosis:

Fluency

With the application of the initial pedagogical test, it could be confirmed that the first indicator has 4 students in level 1 that is a 11,4%; 21 students are in level 2 that is a 60% and 10 students are in level 3 that is a 28,5%

Coherence

4 students are in level 1 that is a 11,4%; 17 students are in level 2 that is a 48,5% and 14 students are in level 3 that is a 40%

Vocabulary

5 students are in level 1 that is a 14,2%; 17 students are in level 2 that is a 48,5% and 13 students are in level 3 that is a 37,1%

Evaluated indicators	Level 1	%	Level 2	%	Level 3	%
Fluency	4	11,4	21	60	10	28,5
Coherence	4	11,4	17	48,5	14	40
Vocabulary	5	14,2	17	48,5	13	37,1
Total	4	12,3	18	52,3	12	35,2

Proposal of group work activities for the development of oral expression skill in English language

Group work activities

Numerous suggestions are made in the following sections. Many language games can also be played in groups, and group work will also be needed for role play and simulation. It should be noted that when the students are organized for working in this way, they can talk to one another and therefore, in discussing an activity (for example, what to put into a dialogue) real conversation is one of the side-products.

Generally, students will need a fairly concrete project with a well-defined goal (e.g. arriving at an interpretation of a picture, preparing a dialogue for dramatization). And although they work separately in their groups, the final stage of the activity is not normally reached until the class is re-formed and the students are given the opportunity to show or discuss what they have achieved. The culmination of group activities, therefore, normally takes place within the context of the class as a whole.

Alternatively, if the teacher wants to let the students continue working on a group basis, he can get them form new groups in such a way that each new group contains representatives from all the old groups.

In this way the students can share their ideas without any intervention on their part. The teacher should gauge carefully, however, which procedure whole class forum or continued group works, more likely to benefit the students.

Discussion can be another way for exchanging ideas and opinions either in the small groups, among the groups or on a class basis, with the teacher as the facilitator and to some extent as the participator, or within the context of a group, with the students talking among themselves. It may last for just a few minutes or it may continue for a whole lesson (in which case it belongs, of course, to an advanced stage of language learning). It may be an end in itself, a technique for getting the students talk, or it may serve as the preliminary or final stage of some group activity. However, there are two further factors which will in general determine whether a discussion is a success or a failure:

(a) The stimulus for discussion in the activity must motivate the students i.e. make them want to talk. This may depend, on a large extent, on how it is presented to them.

(b) The role of the teacher: depending on whether the teacher participates as a member of a group or perhaps in the case his role is not so essentially different. First, it should be noted that, it is not the teacher's job to inform or force his opinions on the students but rather to encourage them to express theirs. His opinion, if offered at all, should only serve to stimulate students to express further ideas.

When planning group work activities in the classroom, teachers also have the task of keeping the discussion going (at least when it is on a class basis), not, of course, by doing all the talking by himself, nor by making general observations or addressing questions to no one in particular, but by stimulating one or two students in particular to say something through, for example, a question. Part of the teacher's preparation for discussion should therefore be to decide which questions or which points are best addressed to certain students.

Throughout this kind of work, the teacher's attitude will be of vital importance: he must be informal and relaxed; be interested and must, of course, be patient. But, above all, being prepared. There is a point in bringing an interesting or attractive visual aid into the classroom in the mere hope that it will spark off discussion spontaneously.

The teacher must work out guidelines for their application beforehand -even if discussion ultimately goes off in another direction, this often happens when students are asked to interpret a picture). Similarly a topic, whether presented: visually or through a text of some kind, must be analyzed carefully- beforehand to identify those features which will help relate it to the students' interest, background and experience. It is the identification of these, as well as possible related difficulties of language, which will determine to a large extent the ultimate success or failure of a discussion.

Activity 1

Unit 2 Telling stories

Title: Telling stories

Objective: To narrate small stories based on images using imagination.

Type of lesson: free practice lesson

Teaching aids: Workbook

Procedure for orientation: The teacher will show a sequence of images that suppose a story. The group will be divided into 3 subgroups that will be responsible for creating the introduction, development and outcome respectively.

Development: Look at the following pictures and create a story about it.

Evaluation: The activity will be evaluated taking into account the indicators of fluency, coherence and vocabulary.

Level 1: students who elaborate more than seven sentences in a correct way, using the indicators correctly.

Level 2: students who elaborate from four to six sentences correctly, using the fluency, coherence and vocabulary in a correct way.

Level 3: students who elaborate less than three sentences, using the three indicators in a wrong way.

Activity 2

Unit 5: Professions

Title: Learning working

Objective: Explain the importance of a particular job for their future lives, thus giving vocational information that will help them when choosing their studies.

Type of lesson: Semi-controlled lesson

Teaching aids: Costumes made by students.

Procedures for orientation: the students will make a description of different occupations and their advantages and disadvantages.

Development: In the previous class as an independent study, the teacher asks the students to come with clothes representative of each occupation and, in addition, they bring a short description of them, to discuss in class.

Evaluation: The activity will be evaluated taking into account the indicators of fluency, coherence and vocabulary.

Level 1: students who elaborate more than seven sentences in a correct way, using the indicators correctly.

Level 2: students who elaborate from four to six sentences correctly, using the fluency, coherence and vocabulary in a correct way.

Level 3: students who elaborate less than three sentences, using the three indicators in a wrong way.

Activity 3

Unit 4: What would you like to eat?

Title: Eating good

Objective: students will talk about how to make some dishes, in order to promote good eating habits.

Type of lesson: free practice lesson

Teaching aids: images or real food

Procedures for orientation: In small groups, students will explain the preparation of a certain dish, always encouraging good eating habits.

Development: Make groups of four and select a healthy dish. Explain how to make it and the benefits of eating it for your health.

Evaluation: The activity will be evaluated taking into account the indicators of fluency, coherence and vocabulary.

Level 1: students who elaborate more than seven sentences in a correct way, using the indicators correctly.

Level 2: students who elaborate from four to six sentences correctly, using the fluency, coherence and vocabulary in a correct way.

Level 3: students who elaborate less than three sentences, using the three indicators in a wrong way.

Activity 4

Unit 1: What have I done?

Title: What have they done?

Objective: students will talk about the achievements of different personalities nationally and internationally

Type of lesson: Semi-controlled lesson

Teaching aids: images or videos

Procedures for orientation: the teacher will show an image or video of some personalities, the students will talk about the professional achievements of them making use of the present perfect tense.

Development: Look at the following pictures. Work with your partner and mention the main achievements they have got.

Evaluation: The activity will be evaluated taking into account the indicators of fluency, coherence and vocabulary.

Level 1: students who elaborate more than seven sentences in a correct way, using the indicators correctly.

Level 2: students who elaborate from four to six sentences correctly, using the fluency, coherence and vocabulary in a correct way.

Level 3: students who elaborate less than three sentences, using the three indicators in a wrong way.

Activity 5

Unit 2: Telling stories

Title: Child Play

Objective: students will talk about children stories they know and will create their own by using imagination openly.

Type of lesson: free practice lesson

Teaching aids: blackboard

Procedures for orientation: Each student will start a story (classic or created by the student to choice) and a partner will be responsible for giving a different ending.

Development: Start telling a story, but do not tell the end, then someone will be chosen by random to create his/her own ending for the story. Be creative.

Evaluation: The activity will be evaluated taking into account the indicators of fluency, coherence and vocabulary.

Level 1: students who elaborate more than seven sentences in a correct way, using the indicators correctly.

Level 2: students who elaborate from four to six sentences correctly, using the fluency, coherence and vocabulary in a correct way.

Level 3: students who elaborate less than three sentences, using the three indicators in a wrong way.

Activity 6

Unit 4: What would you like to eat?

Title: Fast food

Objective: students will talk about different types of dishes and their benefits or health damages.

Type of lesson: free practice lesson

Teaching aids: Images or real meals

Procedures for orientation: students will represent a mini fast food restaurant where one of them will represent the waiter who will explain to clients the benefits and damages that certain food causes to health.

Evaluation: The activity will be evaluated taking into account the indicators of fluency, coherence and vocabulary.

Level 1: students who elaborate more than seven sentences in a correct way, using the indicators correctly.

Level 2: students who elaborate from four to six sentences correctly, using the fluency, coherence and vocabulary in a correct way.

Level 3: students who elaborate less than three sentences, using the three indicators in a wrong way.

Activity 7

Unit 1: What have I done?

Title: Missing words

Objective: Students should identify the past participle of verbs and use them in sentences.

Type of lesson: free practice lesson

Teaching aids: Laptop

Procedures for orientation: The teacher will present a power point with a word soup where the students will find the past participle of given verbs, and then they will use them in sentences.

Development: Find the past participle of the following verbs.

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

Study, do, feel, begin, decide, win, have, see, take, think

- a) Create sentences using them.

Evaluation: The activity will be evaluated taking into account the indicators of fluency, coherence and vocabulary.

Level 1: students who create at least a sentence for each verb, using the indicators in a correct way.

Level 2: students who create more than five sentences, using the fluency, coherence and vocabulary in a correct way.

Level 3: students who elaborate less than three sentences, using the three indicators in a wrong way.

Activity 8

Unit 1: What have I done?

Title: Who has...?

Objective: To express orally about things the students have done recently making use of the present perfect tense.

Type of lesson: New content

Teaching aids: Blackboard

Procedures for orientation: The teacher will write on the board a list of questions, students will ask each other if they have done it. If they have, they get a point to see at the end who gets more points

Development:

Read the following questions and say if you have or have not done it. Find out if you partner has.

- a) Who has read a Hemingway novel?
- b) Who has been a member of a baseball team?
- c) Who has never played football?
- d) Who has received important news recently?

- e) Who has already met someone special?
- f) Who has gone on a date recently?

Evaluation: The activity will be evaluated taking into account the indicators of fluency, coherence and vocabulary.

Level 1: students who create at least a sentence for each verb, using the indicators in a correct way.

Level 2: students who create more than five sentences, using the fluency, coherence and vocabulary in a correct way.

Level 3: students who elaborate less than three sentences, using the three indicators in a wrong way.

Activity 9

Unit 5: Professions

Title: On air

Objective: to express orally about jobs and their advantages and disadvantages.

Teaching aids: Camera

Procedures for development: The students will act as if they were on a television show. One will play the interviewer, and 2 or more interviewees. The interviewer will ask about their jobs, the advantages and disadvantages, what they have done for society

Evaluation: The activity will be evaluated taking into account the indicators of fluency, coherence and vocabulary.

Level 1: students who create at least a sentence for each verb, using the indicators in a correct way.

Level 2: students who create more than five sentences, using the fluency, coherence and vocabulary in a correct way.

Level 3: students who elaborate less than three sentences, using the three indicators in a wrong way.

Interpretation of the results of the scientific methods and techniques in the final stage

The different criteria were taken into consideration to the accomplishment of this work; group activities were applied during the present course. The objective was directed to the development of oral expression skill in 11th grade students. A final diagnosis was obtained and it was confirmed that they improved their results in regard to the ones of the initial diagnosis:

Results of the observation guide:

An observation guide (See Annex 2) was applied to ten English lessons with the objective of knowing students' conditions towards the oral expression skill after the application of the proposal and checking how frequently group work activities are used in the English lessons. It can be stated that group work activities are more frequently used; they were used in 5 of the 8 lessons observed.

Results of the survey:

A survey (See Annex 3) was presented to the 35 students of eleventh grade in group 4 at Eusebio Olivera Senior High School; with the objective of determining the students' interest in learning the English language and if they use group work activities to propitiate the development of the oral expression skill. The following results were obtained:

- In the first question of the survey, it was corroborated that students increased their interest in learning the English language because a lower number of students (31,4%) expressed that they do not like the subject, ten students said they like it a little bit (28,5%) and 14 students (40%) said they like English.
- Students expressed that they prefer to speak in English as much as they like to write.
- The students corroborated that the majority of the activities are now made in groups.

Results of the pedagogical test:

To corroborate the accomplishment of this work it was decided to apply a final pedagogical test (See annex 5), taking into account the pointers determined for the evaluation of the effectiveness of the proposal, in which the following results were found.

Fluency

9 students are in level 1 that is a 25,7%; 19 students are in level 2 that is a 54,2% and 7 students are in level 3 that is a 20%

Coherence

10 students are in level 1 that is a 28,5%; 15 students are in level 2 that is a 42,8% and 10 students are in level 3 that is a 28,5%

Vocabulary

12 students are in level 1 that is a 34,2%; 15 students are in level 2 that is a 42,8% and 8 students are in level 3 that is a 23,7%

Evaluated indicators	Level 1	%	Level 2	%	Level 3	%
Fluency	9	25,7	19	54,2	7	20
Coherence	10	28,5	15	42,8	10	28,5
Vocabulary	12	34,2	15	42,8	8	22,8
Total	10	29,4	16	46,6	8	23,7

Conclusion:

-The analysis of the consulted bibliography allowed deepening into the development of the oral expression skill in the teaching process in English language through group work activities, what permits an adequate communication of the students in the foreign language.

-The diagnosis made at the beginning of the investigation revealed a large number of weaknesses that threaten the development of oral expression skill and, therefore, the rest of the language skills, since they are all interconnected. It should be noted that some potentialities that contributed to the development of the research were also observed.

-The way of solution is presented in the proposal of group work activities for the development of oral expression skill in English, which provides the reinforcement of interpersonal relationships while developing students' personality.

- The evaluation of the effectiveness after the application of the group work activities proposed corroborated that students could develop their speaking skill, increasing their fluency, coherence and vocabulary, expressing orally in the foreign language, about motivating topics, taking into account the objectives and the contents of the level.

Recommendations

Apply group work activities proposed to eleventh grade students to contribute to the development of their oral expression skill.

Present the results of this research at students' events at the college and university level.

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Annex 1

Documentary analysis

Objective: To determine the objectives of the English syllabus in 11th graders regarding speaking skill.

Determination of:

- Objectives
- Fluency
- Coherence
- Vocabulary

Annex 2

Observation guide.

Objective: To verify the development of the Oral expression skill in English as a Foreign Language in students from group 4 of 11th graders from Eusebio Olivera Rodríguez Senior High School.

Se observarán de las clases los siguientes aspectos:

a) ¿Existe concentración por parte de los estudiantes en las clases de Inglés?

sí no

b) ¿Participan en las clases?

si no

c) ¿El profesor desarrolla actividades en grupo?

sí no

d) ¿Los estudiantes utilizan las funciones comunicativas en el proceso comunicativo?

si no

e) ¿Los estudiantes muestran dominio del vocabulario estudiado?

si no

Annex 3

Survey

Objective: To determine the interest in learning the English language in Eusebio Olivera Rodríguez Senior High School.

1. ¿Te gusta la asignatura Inglés?

Sí No Un poco

2. ¿Qué prefieres hacer en idioma inglés?

Leer

Escribir

Hablar

3. Marca de los siguientes los que consideres más importantes:

Aprendo inglés para...

Entender canciones y películas sin subtítulo

Incrementar mi cultura general-integral

Conocer este idioma

Hablar con extranjeros

4. En las clases de inglés las actividades suelen ser:

Individuales

Grupales

Por parejas

Annex 4

Diagnostic Test

Answer:

1. What is your full name?
2. Where do you live?
3. What do you do in your free time?
4. What did you do last summer?
5. Have you gone to a museum lately?
6. Have you learned how to play a new game recently?
7. What will you be doing 5 years from now?
8. Do you want to go to college?
9. What do you want to study?
10. What would you like to eat tonight?

Select from the following cards:

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 B: It is the first day at school. You are a 12th grade student and you have many friends. Someone starts a conversation. Try to be polite.

E.g. 2)

St A: You meet your best friend in the park because you want to tell him/her a story about something that happened to you the day before.

St B: You meet your best friend in the park because she/he called you and you noticed her/him very impatient.

E.g. 3)

St A: You meet a friend you have not seen in a long time. Invite him/her to a restaurant and talk about the food you would like to eat

St B: You meet a friend you have not seen in a long time. She/he invites you to a restaurant, accept and talk about the food you would like to eat.

Annex 5

Pedagogical test:

Answer:

1. What is your full name?
2. Where do you live?
3. What does your town look like?
4. What do you do in your free time?
5. What do you dislike to do?
6. What did you do last summer?
7. When did you start learning English?
8. Have you gone to a museum lately?
9. Have you learned how to play a new game recently?
10. What will you be doing 5 years from now?
11. Do you want to go to college?
12. What do you want to study?
13. What is your opinion about the entrance test you will do next year?
14. What would you like to eat tonight?
15. What will you cook for our dinner tonight?

Select from the following cards:

E.g. 1)

St A: You are walking on the streets of Matanzas and you meet a friend you have not seen since junior high school. Ask him/her about his/her life and the things he/she has done lately

St B: You live in Matanzas and you meet a friend you have not seen since junior high school. Talk about your life there and the things you have done recently.

E.g 2)

St A: You and your best friend are in a restaurant; ask about the food he/she would like to eat and about the healthy and unhealthy food in the menu

St B: You and your best friend are in a restaurant; tell him/her about the food you would like to eat and your opinion about the healthy and unhealthy food in the menu.

Annex 6:

Comparison between Initial and Final Results.

