BACHELOR ON EDUCATION ON FOREIGN LANGUAGES. ENGLISH WITH

A SECOND LANGUAGE.

MAJOR PAPER

Título: La presentación de monólogos en idioma inglés para estudiantes de décimo grado de las escuelas militares."

Títle: The presentation of monologues in English language in 10th grade students of military schools

Autoress: Isneidy Morales Simón

Tutor: MSc. Evelio Elias Orellana Orellana

Sancti Spiritus

School year: 2021

"Education makes a people easy to lead but difficult to drive: easy to govern, but impossible to enslave."

Peter Brougham

Dedication

To my family for being there for me unconditionally, specially my loving parents and my grandma.

To my son for being my inspiration and my strength to pursuit my goals and fulfill my dreams.

To my husband and partner for helping me growing professionally and supporting all my decisions.

Acknowledgments:

I would like to thank:

To professor Evelio Orellana Orellana who has devoted his time and has shared his knowledge guiding me throughout the research process of this paper work, thank you for being more than a teacher, a protective parent for me and my classmates, always bringing help and support whenever we needed it. It has been a pleasure being your pupil and had the opportunity to learn from you.

To all my teachers who have been there all over my path through higher education, thank you for contributing to my professional formation and education in general, thank you for letting me Know that education, more than preparation for life is life itself.

To my entire family because without them it would have been impossible for me to succeed this task.

INDEX

Abstract

This major paper brings about a profound analysis of the theoretical and methodological groundwork of the presentation of monologues in 10th graders at military schools, making emphasis in both writing and speaking abilities during its creation. This research is aimed at proposing teaching activities for the improvement of the creation and exposition of monologues in English language on tenth graders at Camilo Cienfuegos Military School in Sancti Spiritus. Several methods and techniques were used by the author to carry out this study, some of them are: historical-logical analysis, analytic and synthetic method, abstract-concrete analysis, documentary analysis, survey, interview and pedagogical test. They result in a detail quantity of information and facts that set the theoretical and methodological foundations that support the proposal of teaching activities for the improvement of the creation and exposition of monologues in English as a foreign language on 10th graders at Camilo Cienfuegos Military School in Sancti Spiritus, characterized by their communicative features, based on students´ real-life situations, attainable, and accessible. These teaching activities should be designed according to the students´ likes, interests and taking into account their real environment and the objectives of the English subject in the corresponding level.

Résumé

Cette recherche apporte une analyse approfondie des bases théoriques et méthodologiques de la présentation des monologues en 10e année dans les écoles militaires, en mettant l'accent sur les capacités d'écriture et de parole lors de sa création. On vise à proposer des activités pédagogiques pour l'amélioration de la création et de l'exposition de monologues en langue anglaise aux élèves de dixième à l'école militaire Camilo Cienfuegos de Sancti Spiritus. Plusieurs méthodes et techniques ont été utilisées par l'auteur pour mener à bien cette étude, dont certaines sont: l'analyse historico-logique, la méthode analytique et synthétique, l'analyse abstraite-concrète, l'analyse documentaire, l"enquête, l'entrevue et le test pédagogique. Ils aboutissent à une quantité détaillée d'informations et de faits qui établissent les fondements théoriques et méthodologiques qui soutiennent la proposition d'activités d'enseignement pour l'amélioration de la création et de l'exposition de monologues en anglais comme langue étrangère chez les élèves de 10e à l'école militaire Camilo Cienfuegos à Sancti Spiritus, caractérisées par ses caractéristiques de communication, basées sur les situations de la vie réelle des élèves, atteignables et accessibles. Ces activités d'enseignement doivent être conçues en fonction des préférences et des intérêts des élèves et en tenant compte leur environnement réel et les objectifs de la matière au niveau correspondant.

Introduction

Language is a means of communication that allows people to give and receive information, ideas, and thoughts. Human beings can talk, communicate, and share with their community using language. Through language, they can express their ideas, their feelings to do all their activities in their lives.

English is studied as a foreign language for many people in the world today. It has become very useful among business and commerce, science and technology and international relations and diplomacy, in the communicative society learners live in today it is taken for granted that people can speak and understand English.

In learning English there are some skills that must be mastered by the learners. Brown (2001:232) classified the skills at English namely listening, speaking, reading, and writing. Furthermore, he divided listening and reading as receptive skills, otherwise speaking and writing as productive skills. Speaking as a productive skill is an important aspect in language learning. By speaking, learners can convey information and ideas, express opinion and feeling, share experiences, and maintain social relationship by communicating with others.

By using spoken English, the students will be able to convey their ideas. Therefore, speaking is a direct route from one mind to another and is the best way to ask a question or give an explanation about different real-life topics in the foreign language Álvarez Rincón, Y. F., & Parra Rivera, A. L. (2015).

Speaking can be generally in two main forms, they are dialogue and monologue (Brown:2001; p.227). In a dialogue, where the speaker needs to speak in turn to communicate. In a monologue, where the speaker does not need a partner in speaking turn, he is the single character that has a speech to express. Meanwhile, to make students competent in speaking, the teacher needs to encourage the students to have practice.

According to Heaton (1998:100), there are three components in speaking skill. The components are fluency, accuracy, and comprehensibility. According to Brown (2007 fluency can be defined as the skill to speak fluently, but accuracy is also an important aspect of language.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Comprehensibility is generally intelligible; oral or written language is easily understood. Comprehensibility is considered an element of language control. Lack of language control shows as error in speech or writing that generally impedes comprehensibility. It means that comprehensibility is related to how understandable the speech of the speaker is. Álvarez Rincón, Y. F., & Parra Rivera, A. L. (2015)

Some people who have learned a foreign language are better at speaking than at writing, while others are better at writing. Those with better speaking skills may find that their writing skills eventually catch up with their speaking. On the other hand, their writing skills may never catch up because they get fossilized at some point in the learning process.

One of the main learning outcomes of the teaching learning process in Cuba is to foster in students a variety of learning strategies that will permit them to interact orally in meaningful ways and comprehend written and spoken English. That is why teachers should emphasize speaking and writing as two of the main skills to develop while learning English.

Some national and international authors like: Camacho A. (2017), Finocchiaro and Brumfit (1989), Antich (1989), Orellana Evelio E. (2010), Chavarría, C. (2017) Barrio, J. & Barrio, A. (2018) and others, have proposed different strategies for the development of communicative skills in English as a foreign language in learners, but the production of monologues continues being a great problem in senior high students, especially in military schools.

At Camilo Cienfuegos Military School, in Sancti Spiritus province, during the 2019-2020 academic course, a diagnosis was applied by different scientific methods and techniques, through which potentialities and limitations learners identified related to the creation and exposition of monologues in English as a foreign language in tenth graders.

Potentialities detected:

The great discipline of the learners at the time of English lessons. The necessary materials like: books, workbooks, technical devises for teaching the language are accessible at school, there are also enough English teachers.

Some **limitations** learners are also present among the results of the diagnosis; the students do not have the necessary background of knowledge from the previous levels of education. They do not show fluency at the time of exposing monologues. In many cases, they present problems at the time of writing the monologues. When exposing monologues, they pronounce the words in the same way they are spelled, and also they have issues with the sound spelling relationship. It is important to mention that during the evaluation of monologues in the partial tests the required levels are not reached with respect to the learning goals of the syllabus, since a significant number of students do not achieve of this objective.

The previous problematic situation brings about the following **scientific problem**: how to improve the creation and exposition of monologues in English at both times, writing and speaking on tenth grade at Camilo Cienfuegos Military School in Sancti Spiritus?

For giving a possible an answer to the scientific problem declared, the **objective** of this research is: to evaluate the effectiveness of the application of teaching activities for the improvement of the creation and exposition of monologues in the English language on tenth grade at Camilo Cienfuegos Military School in Sancti Spiritus.

To solve the scientific problem, to fulfill the objective of the research and to organize the research process, the following scientific questions are stated:

1- What theoretical and methodological groundwork support the creation and exposition of monologues in English language on tenth grade?

2- What learners' weaknesses and strengths do the creation and exposition of monologues in English show in tenth grade at "Camilo Cienfuegos" Military School in Sancti Spiritus?

3- What teaching activities should be proposed to improve students' creation and exposition of monologues in English as a foreign Language on tenth grade at Camilo Cienfuegos Military School in Sancti Spiritus?

4- What is the effectiveness of the application of teaching activities to improve students' creation and exposition of monologues in English on tenth grade at Camilo Cienfuegos Military School in Sancti Spiritus?

To answer scientific questions, the following scientific tasks are proposed:

1- Determination of the theoretical and methodological groundwork that support the creation and exposition of monologues in English language in tenth grade.

2- Assessment of the learners weaknesses and strengths the creation and exposition of monologues in English Language shows in tenth grade at "Camilo Cienfuegos" Military School in Sancti Spiritus.

3- Proposal of teaching activities to improve students' creation and exposition of monologues in English as a foreign Language on tenth grade at Camilo Cienfuegos Military School in Sancti Spiritus.

4- Evaluation of the effectiveness of the application of teaching activities improve student's creation and exposition of monologues in English on tenth grade at Camilo Cienfuegos Military School in Sancti Spiritus

For the development of this research, the following scientific methods are used:

Theoretical methods:

Historical-logical analysis: it was used for the elaboration of the theoretical bases of the investigation and referring to the development of the problem of the creation and exposition of monologues in English as a foreign Language according to different authors making specific emphasis on tenth graders.

Analytic and synthetic method: through a broad analysis, speaking skill can be divided into three different components for its study, they are fluency, accuracy, and comprehensibility, this skill is closely related to writing which was analyzed in this research paper too and how to combine them through several teaching activities to improve the teaching learning process of monologues.

Abstract-concrete analysis: a study of the problematic situation obtained as a result from the practice and the experience in the classroom was developed. Through the analysis and synthesis abstractions of the problem identified on the writing and speaking skill at a time of exposing monologues, learners made, which allow learners arriving at conclusions related to the development of writing and speaking skill in the foreign language, and later to go back to the concrete thought and solve this problem through the teaching activities proposed.

Empirical methods

Documentary analysis: it was used for the review of the English syllabus at Camilo Cienfuegos military school. The syllabus of the English subject corresponding to tenth grade was reviewed to analyze how the writing and speaking skill processes learners are treated as learner all as the types of activities used for the development of monologues in the foreign language.

Survey: a questionnaire was applied to the students selected as sample (group 4, tenth grade) to find information about the students´ development of speaking and writing skills in English and the way they feel in the English lessons before and

after the application of the teaching activities, how they feel during the English lessons at the time of writing and exposing monologues.

Interview: This technique was applied at the beginning and the end of the research process to English teachers of the school selected for the collection of data related to the development of students´ speaking and writing skills in English for the creation of monologues in this foreign language.

Pedagogical test: it was carried out as an efficient way of information collection that allow learners assessing the development acquired by the students selected as sample of the research, specifically in writing and speaking skills in English as a foreign language before and after the application of the teaching activities for the creation and exposition of monologues.

Statistical-mathematical methods:

Percentage analysis: it was used as a tool for the analysis of the results obtained in the diagnostic, pedagogical test on writing and speaking in the tenth graders who were tested, whose results are in quantified and analyzed in a qualitative way before and after the application of the teaching activities at the final stage of the research for the creation and exposition of monologues.

The **population** selected for the development of this study was the whole enrollment of tenth grade at Camilo Cienfuegos Military School in Sancti Spiritus, formed by 4 groups of tenth grade, represented by a population composed of 100 students. The **sample** is group tenth 2 which is characterized by having 10 females and 14 males. Twelve students (50%) have their parents divorced, all of them have relationship with the school, 3 students have more difficulties with discipline than the rest of the group but any of them have a bad evaluation in English lessons.

The selection of the sample followed a non-probabilistic and intentional criterion. This group was intentionally selected due to these students, present similar characteristics of the whole population, from the psychological, pedagogical and

academic points of view. They are in the average of the whole enrollment of tenth grade, they also share common cultural and social features and their academic results ranges from bad to excellent, it means that there is a representation of all kind of students.

Scientific novelty: a proposal of teaching activities for the improvement of the creation and exposition of monologues in English as a foreign language on 10th graders at Camilo Cienfuegos Military School in Sancti Spiritus, characterized by their communicative features, based on students´ real-life situations, attainable, and accessible. These teaching activities should be designed according to the students´ likes, interests and taking into account their real environment and the objectives of the English subject in the corresponding level.

Development

THEORETICAL AND METHODOLOGICAL BASES ABOUT THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

In this part of the work an analysis of speaking and writing skills at a time of creating monologues is made, the teaching and learning of English and the oral expression skill at Camilo Cienfuegos Military School. It studies the creation of monologues, the diagnosis of the sample and the group activities applied.

 A historical overview, English as an international language

Of the 4,000 to 5,000 living languages, English is by far the most widely used. As a mother tongue, it ranks second only to Chinese, which is effectively six mutually unintelligible dialects little used outside China. On the other hand, the 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million.

The primary growth in the number of native speakers was due to population increases in the nineteenth century in Britain and the USA. The figures for the UK rose from 9 million in 1800 to 30 million in 1900, to some 56 million todays, Even more striking was the increase in the USA (largely due to immigration) from 4 million in 1800, to 76 million a century later and an estimated 216, 451, 900 today. Additionally, the development of British colonies took large numbers of English-speaking settlers to Canada, several African territories and Australasia.

English enjoys a great world-wide currency. The rapidly developing technology of the English speaking countries has made British and American television and radio programs, films, recordings and books readily available in all but the most undeveloped countries. Half the world's scientific literature is written in English. By comparison, languages like Arabic, Yoruba and Malay have been little equipped to handle the concepts and terms of modern sciences and technology. English is

therefore often the only available tool for the twentieth-century learning. Chavarría, C. (2017).

When Voltaire F. (2010) said the first among languages is that which possesses the largest number of excellent works, he could not have been thinking of publications of the MIT Press, cassette recordings of English pop groups or the worldwide successes of BBC television enterprises. But it is partly through agencies as varied and modern as these that the demand for English is made and met, and by which its unique position in the world is sustained. It is arguable that native speakers of English can no longer make strong proprietary claims to the language which they now share with most of the developed world.

The Cairo Egyptian Gazette declared 'English is not the property of capitalist Americans, but of the entire world', in which different varieties of English have been used, either as a second or as a foreign language to develop the communicative competence on the students.

As it is said before English is largely spread around the world, not only in the English native speaking countries all over the world. Social and political branches of the society like literature, busyness and economy are mostly treated in English. For example, in Cuba it is studied as a foreign language in every level of education, besides that it is an essential requirement for language learners to graduate from any type of course.

For training language learners' speaking skill, components of four communicative abilities need to be included. They are four abilities that Hymes (1972) and Canale (1983) have mentioned. Canale (1983) considered and defined four communicative competences in their model of communicative competence as well as the speaking skill. He argued that the strategic competence, grammatical competence, sociolinguistic competence, and discourse competence are four key abilities of speaking.

To be more precise, according to Brown (2007), grammatical competence involves words and rules. Sociolinguistic competence means speaking in a high level of appropriateness and politeness. Discourse competence focuses on abilities of fluency, cohesion and coherence. Finally, strategic competence means that communication strategies should be applied to release linguistic limitations.

Under the trend of globalization, to EFL learners' increasing need of using English to communicate in international situations, this section will introduce teaching strategies of speaking in different schools. Brown (2007) proposes eight points as principles of teaching learners speaking well in English. They are:

1. Conversational discourse.

 2. Teaching pronunciation.

3. Accuracy and fluency.

4. Affective factors.

5. The interaction effect.

 6. Questions about intelligibility.

7. The growth of spoken corpora.

8. Genres of spoken language.

High-level English speaking skill can be built on above strategies while teachers teaching their students oral communication. In truth, the reason why many adult readers still cannot read fluently and have reading blocks is because they have not been trained by a professional teacher who can teach above strategies yet to develop their skills to communicate using academic of pedagogical language. Arias, L.D. A., & Gutierrez, Y. A. G. (2018).

Practical goal of speaking English as a foreign language

Fluently conversing with foreigners is a practical goal of learning speaking. An English teacher should assist his/her learners integrate their abilities of reading, writing, listening, and speaking proficiency. Celce-Murcia, M., In Brinton, D., & In Snow, M. A. (2016).

Speaking is a productive skill. It could not be separated from listening. At the time of speaking people produce the text and it should be meaningful. In the nature of communication, learners can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Bryne (1998). The author remarks that states that, oral communication (or speaking) is a two-way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Burn and Joyce, 1997: 63).

Harmer, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, three major stages can be applied, those are:

- Introducing new language
- Practice
- Communicative activity.

The author of this research considers that the definition of speaking given by Byrne (1998) due to she remarks the two-way process of speaking in which there is a producer and a receptor of the language, and, as the main goal of this investigation is to make students develop oral monologues, these monologues are to be listed and discussed by the rest of the students in the lesson.

Speaking is the verbal use of language to communicate with others (Fulcher, 2003).

According to

Bennaoui, W. (2014). speaking is defined as the activity and the skill to express oneself in the situation, or the activity to report acts, or situation in precise words or the skill to converse or to express a sequence of ideas fluently, with the objective of achieving a real `proficiency in the communicative act.

Basic strategies of speaking English for beginners:

According to (Fulcher, 2003), the main strategies for speaking English for beginners are:

 1. Making minimal replies.

2. Resorting to help from interlocutors or strategies.

3. Based on pictures and interacting with classmates.

 4. Introducing local cultures.

5. Discussing some familiar topics such as a well-known movie star in English.

6. Using a script, reading it, discussing, and checking comprehension.

7. Playing games of the big wind blows or my teacher says.

 8. Brain-storming through topics of writing.

9. Playing games of guessing a word from an orally given definition.

10. Based on a scenario or problem and finding solutions in pairs.

11. Playing script writing and doing role play in groups.

 According to the author's short experience in the teaching process, she considers that language learners will feel less embarrassed when talking to their peers whose

speaking proficiencies are similar. Through in-class interaction, speaking learners should be able to expand their knowledge of communication through exchanging ideas with peers. After the implementation of a variety of activities in speaking, learners' confidence will be built and they will be able to apply English in tests, travelling, giving lectures in international conferences and so on.

Speaking as a productive skill in English as a foreign language for beginners

Communicative competence is a term in the field of Teaching English as a foreign language and Linguistics, which involves English speakers' grammatical abilities of syntax, morphology, phonology and so on. Moreover, it also involves social knowledge of trans-cultural and intercultural literacy about how and when to interact with foreigners appropriately and politely. Bryne (1998).

Watson, S. (2018) emphasizes that the domain of communicative competence, there are four components that must be mentioned in a course or program of English oral training. They are the learners' needs of building their competences of pragmatics, discourse, grammatical structure and strategic application. The reason is that our learners of English have to not only learn how to interact in an accurately fluent way, but also their language productions appearing in interactional communication, need to fit the appropriate forms from perspectives of cross-cultural discourse and effective communication, not only in speaking but also in writing.

González Rey, Fernando (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.

The importance of developing writing as a productive skill in English as a foreign language

In the same vein, Brown (2011) suggests that use of one type of language skill reinforces another, such as writing and reading as well as speaking and listening, introducing various types of instruction which can foster integrated skills, like content-based instruction, theme-based instruction, experiential learning, the episode hypothesis, and task-based teaching.

There are a number of scholars who have different views and thoughts on writing and writing skill. Some of the important scholars' views on writing and writing skill are mentioned here for the better understanding of the writing skill. Álvarez, w. & Rodríguez, a. (2019)

Calderón Castillo, Dalma (2018), in her Diploma Paper, makes emphasis in the importance of developing writing skills as a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterer.

According to Pérez Amores, A. (2013), writing is a system for representing utterances of spoken language by means of permanent visible marks.

Steven Roger (2001) stressed that no one definition of writing can cover all the writing system that have ever existed. However, he says that the writing should fulfill some of the following criteria viz. Writing must fulfill its purpose of communication.

Writing relates conventionally to articulate speech (the systematic arrangement of significant vocal sounds) or electronic programming in such a way that communication is achieved.

An analysis of spoken language and written language and how they affect English learning and teaching

Kachru and Nelson suggest that English has developed from the native language of a relatively small island nation to the most widely taught, read, and spoken language that the world has ever known (2001, p. 9 cited in Kuo, 2006, p. 213). China, one of the leading emerging economies with the world's largest population, perhaps enjoys the largest population of ESL learners. With the proceeding and advancing of globalization, English learning and teaching attracts more and more attention in China. Meanwhile, improving English proficiency becomes a significant topic.

As for English proficiency, there are generally four basic skills involved in the language learning process. They are listening, reading, writing and speaking. Listening and reading are the processes of receiving, whereas, writing and speaking are processes of production, or put it another way, output. Orellana Evelio E. (2010)

In the case of first language acquisition, the first thing to do should be listening, and then speaking and reading, writing usually comes the last. From the author´s point of view, these four skills cannot be divided so clearly and they are interwoven with each other in the process of language acquisition. But the rough sequence is like this. Perhaps it is because of the different degrees of difficulty of these four skills. Generally speaking, receiving is easier than producing and verbal process is easier than written things. In the case of second language learning, this sequence does not always work the same way.

The characteristics and importance of combining English speaking and writing skills in beginners

Accroding to Álvarez Rincón, Y. F., & Parra Rivera, A. L. (2015), in some sense, it can be said that writing skills are more advanced than speaking skills. In the case of first language acquisition, speaking is learned unconsciously in daily life and

writing is learned consciously, usually in schools. But in the foreign language learning situation, speaking is of no easier than writing. There are various reasons for the characteristics and differences of these two skills. Two of them are stated below.

From the author of this research opinion, the first one is the learning environment. For writing, it is usually not so difficult to obtain and refer to written materials. But speaking is a skill which demands more practice in daily life. In Cuba, the English language is not used widely. Except for some loanwords from English, it is seldom use English in our daily lives. For an English language learner, the English class is almost the only language environment for him/her to learn and practice English. But the classroom is only an artificial language environment. Chinese English language learners lack favorable conditions for language acquisition.

The author coincides with the second idea given by Brown, 1983, p. 3) when saying that another difficulty for learning English speaking skills regards grammar.

"…There is, to begin with, no influential description of spoken English which has, say, the status of grammars of written English. Spoken English appears very variable, and is very different from one dialect area to another. Even between speakers who mostly speak „standard English" there is different emphasis in their selection from forms in standard English. …" (Brown, 1983, p. 3)

Grammar offers a set of rules for language, according to which can be comprehend and produced correct language alternatives. For English writing, there are plenty of rules for us to abide by. Whereas, it could hardly find specialized grammar for speaking skills. Sometimes, Cuban English language learners speak according to the rules of writing. But speaking is not just uttering the exact written language. Another point is that native speech varies from area to area, from culture to culture, between different age groups, different levels of education, from different social classes etc. What and How spoken English should be taught? It is an issue which has been discussed by scholars for years and is still subject to debate, since spoken language is both inconstant and changeable.

Correlation and disparities between spoken language and written language

In one sense, it can be said that written language is the written form of what people speak. The difference between them is that one is oral and one is written. But the case is not so simple. These two forms of language perform different functions in human society and the different functions determine their fundamental differences. Although both of them are processes of production, written language is not just spoken language written down and spoken language is not the written language read aloud. It is usual practice that people use different words and sentence structures to express the same thing in writing and speaking. Take the read-aloud case for example:

"Of course if you have actually tried to „speak like a book‟ yourself, you may agree that it can be hard work. It is hard work reading aloud from a book. This may be because it is not something learners are used to; or because the sentences can be awkward to read aloud—too long, too complex, or too technical. It can be tricky to get the correct intonation, and you may find you often have to re-read bits to make them sound right. Reading aloud tends to require considerable attention." (Bygate, 1991, p. 10)

When you are in junior middle school, in the English class, it is common practice to read some certain text aloud. This is a case of speaking written language. From some Chinese English teachers‟ point of view, reading the text aloud can help students to get a more profound impression about it and practice their pronunciation and intonation. But the language which is spoken out is far away from everyday spoken language.

The following statements summarize some of the differences between these two forms of language skills:

1)   Written language tends to use longer and more complex sentences and the sentence of spoken language is shorter and easier to understand.

2)   Written language usually allows for a second thought but spoken language is often produced on the spur of the moment.

3)   Written language usually lasts longer and spoken language is comparably transient, except in the case of audio recordings.

4)   Written language usually tends to transmit information. However, spoken language tends to express more emotions and personal feelings, perform more functions in smoothing interpersonal relations.

These points are only a small part of their differences.

Since written language and spoken language are different in so many ways, it is recognized that different procedures should be followed by dealing with them in English language learning and teaching.

The author of this research considers that he teaching of the language, since its beginning, should always be combining the communicative skills, mainly speaking and writing as productive ones. It must be not only in a dialogue form, which has become the most common way, but students have to be trained and taught how to create monologues in both variants of the language, oral and written.

Teaching Monologues in English as a foreign language in tenth grade at military schools.

Reinhart 2002, defines monologue as the speech of one person who expresses his thoughts and feelings in a particular situation and shows his definite conclusion. Monologue is generally prepared speech. The speaker even may have the plan of his speech. Sometimes it can be unprepared. Of great importance are the speaker's logical pauses, the speed of speech and the gestures.

Reinhart remarks that pupils should be able to express their thoughts and feelings and attitude towards the fact in a definite situation within topics and language

substance the syllabus requires. The pupils' speech should be motivated, situational and addressed to someone.

From the author´s view point a monologue is defined as a conversation made by a single person in which a main topic is developed. The topics can be related to day to day situations and the exposition time can vary according to the teacher demands.

How long is a monologue?

According to Reinhart 2002, an effective monologue should be around one minute, or 90 seconds max. Length goes hand in hand with entertainment, because you don't want your audience to become bored. It is far better to fill a 30 second monologue with great acting choices than to dredge on for 3 minutes of mediocre acting.

According to Arias Toca, M. F., & Castiblanco López, D. I. (2016), characters express their thoughts through monologues, and use them to deliver important speeches to the audience and other characters. They can be used to share feelings, plans, anxieties—anything that a character needs to communicate that can only be accomplished through speech.

Explanation of basic rules how to write a monologue

Sánchez Castillo, V., Rincón Claros, A. I., Toledo Quiroz, N. V., & Gómez Cano, C. A. (2016), state that, when you write a monologue script, try keeping it simple and easy. There are various monologues, and each has its specifications regarding presentation and style. Therefore, when writing, those are simple steps to be considered. For example, dramatic monologues are somehow tricky to write as details of characters should be clearly stated. The same happens when exposing monologues in the English lessons, students should be focused in the topic they are working on and keep their ideas in order.

Steps to follow while write a monologue in English lessons:

According to Reinhart (2002) a teacher should fallow the next step to teach monologues at Junior High schools

1. Figure out the monologue perspective.

To find that distinct of your character's voice, the monologue should be written with an angle or the idea of only one voice being superior to the audience or another actor in your play. That is how you give purpose to a monologue; just by focusing on the point of one voice.

Monologues have two important purposes; you either write it to give your weak character in your play that position of expression or to be seen and heard at last or giving that main voice to have their say in a play. The reason for a monologue presentation could be; a story, secret, an answer to a question or an emotional release by a character.

2. Determine the purpose of the monologue.

As said earlier, the purpose of a monologue includes; a story, secret, an answer to a question or an emotional release by a character. Determining the monologue's purpose gives a clear revelation to the audience that can't be determined via dialogue or through character interaction.

For example; if a character does not speak in the first part of the play, it is important for him or her to give an explanation why the play did not involve him in the first part. That serves an important part in the monologue.

It is also important for you to discover who will be addressed in your monologue.

Framing a monologue involves you figuring out your speaker's audience or who your character will be specifically addressing in the play. If the speaker will be addressing himself, the better for you as the writer. But mostly the speaker

addresses himself or herself in the play. Both of these important details enable you to easily structure your monologue. When a monologue is purposed to address a specific character, this is often considered when the speaker wants to express his or her feelings or thoughts about an experience to the audience.

The beginning, middle and end of monologue should be considered.

For a monologue to be really good; it's beginning, middle and end should be distinct. Just like every other story, a monologue should also include aspects like shifting of beginnings to end of stories that should be clear. Every beginning and end of your monologue should be purposed. Here are several ways you can achieve a beautiful monologue;

You can clearly outline your monologue including each stage; the beginning, middle, and the end. Clearly outlining means noting what happens in every stage of your monologue

Alternatively, you can also write the first and last lines as your beginning and end of your monologue; then you pick from there by building upon your content between to frame ideas and thoughts for the monologue.

3. Try going through other monologues.

Just like writing any other piece, writing a monologue requires experience, and were not to find it but to go through already written articles. This gives you a better and wider scope of aspects in monologue writing such as structure and many other things that should be considered.

Writing a monologue is a difficult and time-consuming task. Choose one of the writing partners to cope with this problem:

What is a monologue?

A monologue is described as a solo speech presentation often delivered to express feelings or thoughts out loud or in a play to address another character or audience which in this case is always silent. Monologues are mostly prolonged speeches given by performers such as comedians or actors at theatre stages. Hernández Chérrez, Elsa . (2015)

Monologue writing format – how to use it

Structures of monologues are like those of stories within a story that a character tries to present. They generally have punchlines; that is the beginning, the middle story and of course the conclusion. All those parts in your monologue just like any other screenplay should be catchy and hook your listeners.

Arias Toca, M. F., & Castiblanco López, D. I. (2016) remark that you have to build a story they are trying to give to the listeners or set up the action or goal that characters try to achieve. Pepper your monologue with twist and turns, revelations and every line should have the impact the character's accomplishments or what he or she tries to achieve.

As detailed earlier, every line in your piece must have a purpose. This generally involves the character's tone or language expression in the play.

If a character yells, screams, cries, stammers or laughs; they must be doing all that for a reason.

Tips of writing a good monologue

The author of this paper proposes some tips to write a coherent monologue taking into a consideration the analysis made to the studied bibliography, mainly, following Estupiñan Benítez, J. R., & Herrera Parra, F. K. (2016) suggestions.

First, you should learn about your audience. Get to know the attention of your teacher and the rest of the students, to achieve that try to speak about interesting

topics and summarize your ideas, speak just what you were asked. That is how you will achieve much success on your connection with the listeners.

Be authentic.

Most of the students try to copy their partner or find the information is the internet, help is always necessary but try to make new thing, for example, when the teacher orients to write a monologue about the nature you need to use your own words and incorporate personal experiences to enrich your work.

Write an entertaining monologue.

Try to impress the audience. Try to use curiosities, interesting facts or even funny phrases to give life to your monologue, make your work unique and easy to understand for the listeners it will also improve your mark.

Monologue

The Oxford English Dictionary defines monologue as "a long speech by one actor in a play" or "a scene in a drama in which only one actor speaks." It is a generally uninterrupted speech or narrative that tells a complete story or expresses a complete line of thought.

Monologues are extended turns of speech without interruption, as used in storytelling, descriptions or presentations. But unlike dialogues, you don't have a partner – you are all by yourself.

Giving shorter or longer speeches in a person's life is a natural occurrence. Being able to do it also in a foreign language requires either good speaking skills background knowledge of the language, or enough preparation. Monologues are manifold in their nature.

The author concludes that learners may talk about different topics on their own for a given amount of time, the learners of foreign language are given enough time

and resources for preparation, even the ones at the lowest proficiency levels can give good quality speeches.

The implementation of monologues and presentations is not completely new for the learners. By implementing this into the course of study the researcher aimed at finding out to what degree the learners were able to give meaningful, fluent speeches and whether the activity was providing any help in overcoming difficulties with fluency, accuracy and confidence in speaking.

Results of the initial diagnosis to determine the level of development of students´ speaking and writing skills in tenth graders at Camilo Cienfuegos Military School in Sancti Spiritus.

Survey: (See Annex 2)
A survey was applied to 24 students of tenth grade at Camilo Cienfuegos Military School in Sancti Spiritus with the objective of determining the students' motivation with respect to the learning of English. The following results were obtained:
- This survey showed interesting results because the 73.5 per cent of the students manifested that they study English because it is mandatory and their main goal is to obtain good marks, they do not feel motivated about learning the language because this process has been inefficient in the previous levels of education, so they do not have the necessary background to understand the contents of this grade.

Another important fact is the patriotic ideal of the students from Military Schools so they said that they study English just for getting good academic results and watching movies without subtitles. The other 26.5 per cent of the group do want to learn English to speak fluently in that language and their ambitions are to work abroad and to get as much Knowledge as they can for their working development in the future. They also attributed more importance to the oral skills because they do not consider that writing could help them to achieve their goals, the syllabus emphasizes communicative functions and oral practice.

Interview (See Annex 3)

An interview was applied to four teachers with the objective of verifying how motivated the English teachers are at Camilo Cienfuegos Military School, and the results obtained were as follows:

Most of the English teachers are very experienced because of the time they have worked at the school, they expressed that besides that their love for teaching and the language as such have not changed, but even though they include different teaching activities in their lessons the creativity is not at the level they would like to have because of the limited resources regarding digital materials and the prohibit use of internet inside this institution.

They offered some extra credits to the students when they get good marks. They attributed a great relevance to the teaching activities because they are a tool which help them to develop the teaching learning process of English as a foreign language.

Pedagogical test: (See Annex 4)

Interpretation of the results of the application of the initial pedagogical test of speaking and writing skills of the English Language in tenth graders at Camilo Cienfuegos Military School.

The students presented many difficulties when interpreting questions, some of them did not understand the meaning of the question so they could not find the right answer. When writing, the bigger problems learners the word order and the spelling, they did not know how to organize their ideas in a logical order due to the lack of writing abilities.

Another point to analyze was the grammar, they made mistakes with the third person singular and the verb to be in all its forms. The same happened in Speaking, they do not organize their thoughts first so they speak the first thing that

comes to their minds and made a lot of concord mistakes. Also the lack of vocabulary was another issue during their presentations.

Evaluated indicators	Level 1	%	Level 2	%	Level 3	%
Comprehension of questions	3	12.5	12	50	9	37.5
Pronunciation of final sounds /s/	2	8.3	14	58.4	8	33.3
Use of vocabulary	7	29.1	10	41.7	7	29.2
Total	5	20.8	11	45.9	8	33.3

Proposal of teaching activities for the improvement of the creation and exposition of monologues in English language on tenth grade at Camilo Cienfuegos Military School in Sancti Spiritus

Teaching activities:

Activity 1

Unit 7 "Fri da y"

Title: Let´s talk about a friend.

Objective: To talk about a friend using third person singular and the functions, greet someone, introduce yourself and giving directions in a correct way showing domain of the language.

Procedures for orientation: The teacher will explain the students how to develop the activity, explaining them that they need to elaborate at about eight sentences about the topic including information related to the topics stated below. They have to include the study vocabulary and use third person singular correctly. At the end of the presentations the teacher will ask control questions.

Development

 Prepare a presentation talking about your best friend using the next information:

-greetings

- name

-address

-age

-likes and dislikes

a) Possible oral questions to the students: (this questions are asked orally by the teacher at the end of the presentations)

1- Does your friend lives near your house?

2- Do you spend time with your friend?

3- Do you study in the same school? Where does he study?

4- Do you like the same subjects at school?

5- Why is he your best friend?

Evaluation

Level 1 Students who complete eight sentences using the vocabulary and grammar correctly and showing fluency and coherence at the time of speaking and answer the questions stated by the teacher without difficulties.

Level 2 Students who complete four to seven sentences making some pronunciation and coherence mistakes and answer some of the control questions stated by the teacher.

Level 3 Students who complete three or less sentences making many grammar and pronunciation mistakes and could not answer any of the teacher´s questions.

Activity 2

Unit 1 3 "I n your opinion"

Title: Playing Cards.

Objective: to create a monologue using the answers of the questions below emphasizing in pair work showing mastering at the time of formulating questions.

Type of lesson: free practice

Procedure of orientation: In this game, students should form groups of four. Each item will represent a topic.

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to discuss individually as a monologue. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

Is money important in your life? Why?

What is the easiest way of earning money?

What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students discuss open-ended questions to each other so that they talk in complete sentences.

Development

Form groups of four with your partners. Each group will select an item and formulate at least five questions about the topic. Discuss them individually as a monologue with your partners.

a) Diamonds: Earning money

b) Hearts: Love and relationships

c) Spades: An unforgettable memory

d) Clubs: Best teacher

Evaluation

Level 1 Students who state five questions correctly and show fluency and coherence at the time of speaking.

Level 2 Students who can state three to four questions and expose them with some language difficulties.

Level 3 Students who formulate two or less questions and present many difficulties when exposing their ideas.

Activity 3
Unit 1 2 "Ye s terda y"
Title: Arranging my cards.
Objective: To show fluency, coherence and logical thought at the time of speaking of a given topic.
Type of lesson: controlled practice
Procedure of orientation: Divide the classroom into four teams The teacher will handle each team some postcards containing some sentences of an endless short story. Every member of the team has to write in three sentence an appropriate end for the story and be ready to share the whole story with the opposite team.
Development
Work in teams. Prepare an appropriate end for the story individually and be ready to expose the whole story to the opposite team. Be creative and remember to use the vocabulary and functions studied in class.
Story 1
When I went to take my Math final test in 10th grade I was very afraid of making many mistakes and fail the test. I study a lot during the spring break to pass it. But besides that I feel that I was not prepare enough. Then the day came and I had to enter to the classroom very early in the morning, when the teacher gave us the test I ………...

Story 2
Its August 30 and Summer vacation are almost over, during these months I had a lot of fun with my family and friends. We visited many touristic places. I also work on a list of future plans for the next school year. I shared time with my mum at

home and helped her with the house work but today the day is only for me. During the whole day I will……...

Evaluation

Level 1 students who provide a creative end for the story composing by three or more logical sentences and show fluency and coherence at the time of exposing.

Level 2 students who give an end to the story in two sentences and had some problems with fluency when exposing the whole story.

Level 3 Students who give just one sentence as an end for the story and besides had problems with the exposition showing liabilities with fluency and coherence.

Activity 4

Unit 3 "W he re a re yo u

from" Title: Something I

already Know

Objective: To expose a written monologue including the studied contents from previous units showing fluency and coherence at the time of speaking.

Type of lesson: free practice

Procedure of orientation Each student should select a topic and prepare a monologue in no less than 10 sentences, they should prepare a written version and be ready to performance the monologue, they may do it in front of the classroom or from their sit.

The teacher should emphasize in the student' creativity and fluency at the of creating the monologues, they should use their personal information, it is important to pay attention to the logical order of their ideas and the use of the studied vocabulary and communicative functions.

Development

Select one of the following topics related to the previous units and prepare a monologue about it.

-Moving to a new city.

-Calling a friend

-giving directions

Evaluation

Level 1 students who write the monologue in ten sentences or more showing fluency and coherence when exposing and without many grammar mistakes.

Level 2 students who write four to seven sentences and making some mistakes regarding grammar and with lack of fluency and coherence when exposing.

Level 3 students who write three or less sentences with a lot of concord and grammar mistakes and without fluency and coherence when speaking.

Activity 5

Unit 4 "W he re ´s the Pos t Offic e ?"

Title: My home town.

Objective: to describe places using different grammar structures studied in class while demonstrating fluency and coherence at the time of speaking.

Type of lesson: controlled practice

Procedure of orientation: The teacher will explain the students how they should describe the place and the correct use of the grammar structure he also need to put examples of the adjective they can use and write them on the blackboard if needed.

Development

Imagine you are visiting another country and you would like to share with your classmates how is this place like. You should include in your presentation the following contents:

. There is/ There are

. name different places (bank, park, museum…)

. Giving directions (turn right, on the corner of, next to)

. Adjectives (big, interesting, historical…)

Evaluation

Level 1 Students who prepare a coherent monologue in nine or more sentences using the grammar structures correctly and showing fluency when speaking.

Level 2 Students who prepare a shorter monologue in four to eight sentences in a logical order but with some grammar mistakes and also show some problems during the exposition.

Level 3 Students who could not prepare a well-organized monologue and write three or less sentences with grammar issues and besides that have problems with fluency at the time they carry out their exposition.

Activity 6

Unit 1 "Mo ving i n"

Title: Talking about myself

Objective: To talk about the information completed in the chart through a coherent monologue individually showing fluency and domain of the simple present tense and the use of the verb to be.

Type of lesson: controlled practice

Procedure of orientation: the teacher will draw the chart on the blackboard and explain the students what they have to write in this column, he should remember them the use of the simple present. To clear them up about the oral presentation and the importance of showing fluency and mastering of the grammar structures.

Development

Complete the next chart using your own information.

Name	Age	Place of living	Family members and their occupations	address	School	Preferences	Dislikes

a) Prepare a presentation based on the information you have completed before. Be ready to expose it to your partners.

Evaluation

Level 1 Students who completed the chart correctly and prepare a coherent presentation of at about two minutes showing fluency and domain of the vocabulary.

Level 2 Students who complete most of the items of the chart and prepare a shorter presentation with fluency but with some pronunciation mistakes and some lack of fluency.

Level 3 Students who could not complete a half of the items of the chart and prepare a presentation in less than a minute with many grammar and pronunciation mistakes without being fluent when exposing.

Activity 7

Unit 1 3 "I n your opinion"

Title: My school

Objective: To speak about your partner using third person singular organizing this information in a coherent monologue including the answers of the following questions.

Type of lesson: controlled practice

Procedure of orientation: The teacher will formulate a group of information questions related to the school context and explain them that each student should expose his partner´s answers in a monologue**.**

Development

Work in pairs and answer the following question. Prepare a monologue using your partner´s information. Remember the use of third person singular.

a) What is the name of your school?

b) How often do you go to school?

c) What are the main activities you do there?

d) Why did you select this kind of school?

Evaluation

Level 1 Students who can expose the four answers correctly in a fluent and coherent way, with a correct use of the third person singular.

Level 2 Students who can expose three answers with some grammar issues and with less fluency or the four answers but with many language mistakes.

Level 3 Students who can answer two or less questions but present a lot of language mistakes and a great lack f fluency.

Activity 8

Unit 6 "Fri da y"

Title: My future career.

Objective: To present your considerations about the following statement orally and in a written way.

Type of lesson: semi-controlled practice

Procedure of orientation: The teacher will explain the students how to interpret the statement using examples of real-life situations and his own experiences, they may include different adjectives and strong arguments to their presentations.

Development

Read the following statement very carefully. Write a monologue exposing your considerations about it. Be ready to presented in class.

When you finish your studies at this level of education you have to select a major course to become a professional devoted to the military life.

Evaluation

Level 1 Students who present strong arguments during their presentation, showing a correct use of the language and demonstrating fluency when presenting the monologue.

Level 2 students who present some arguments but less explanation besides making some language mistakes and less fluency when speaking.

Level 3 students who present trivial statements with many grammar and concord mistakes without fluency.

Activity 9

Unit 1 0 " An y s ugges tions?"

Title: My English lesson.

Objective: To write a monologue based on the example using your own information showing creativity and domain of the language skills.

Type of lesson: controlled practice

Procedure of orientation: The teacher will write the monologue on the blackboard as a model, then he should explain the students that there are going to create one of their own similar to this one using their personal experiences.

Development:

Read the next monologue and write one of your own making based on the same topic.

My name is Carlos. I am a senior high student, currently I am in tenth grade. This school year I have a new English teacher. I am very excited because English is my favorite subject at school. Her name is Maria, she is very comprehensive and is

always helping us to improve our language skills. I hope to learn a lot from her this school year.

Evaluation

Level 1 Students who complete six sentences without concord mistakes and in a logical sequence, with few grammar mistakes and a correct use of the language.

Level 2 Students who complete five sentences in a logical order with some grammar and concord mistakes.

Level 3 Students who complete three or less sentences with a lot of concord and grammar mistakes.

Activity 10

Unit 1 5 "This c offee is te rri ble "

Title: What I like the most about…. was

Objective: To express orally throughout a monologue about one of the following topics showing fluency at the time of speaking.

Type of lesson: free practice

Procedure of orientation: The teacher will explain the students that they have to select one of the following items and prepare a monologue about the topic, he needs to remember them to pay attention to the logical order of their ideas during the expositions besides they should pay attention to their pronunciation.

Development:

Select one of the following topics and prepare a short monologue about it. Be ready to expose it in class.

a) My first day at Camilo Cienfuegos Military School.

b) The first time I receive English at Senior High.

c) when I take an English test.

d) My English teacher.

Evaluation

Level 1 Students who speak more than two minutes with a correct use of the language demonstrating fluency and accuracy with any or just a few language mistakes.

Level 2 Students who speak more than a minute but less than two using logical ideas but with some language mistakes and with less fluency.

Level 3 Students who speak less than a minute demonstrating a poor use of the language with a lot of grammar mistakes with no fluency at all.

Results of the final diagnosis

Interpretation of the results of the scientific methods and techniques in the final stage of the research to determine the improvement of the creation and exposition of monologues in English language on 10th graders at Camilo Cienfuegos Military School in Sancti Spiritus.

After the analysis of the scientific problem stated in this research through the development of different methods and techniques a group of teaching activities were put into practice in the English lessons of 10 graders at Camilo Cienfuegos Military School in Sancti Spiritus, at this stage of the present major paper a diagnosis was made to corroborate its results in contrast to the ones from the initial diagnosis, in order to verify the effectiveness of the proposal.

Results of the survey (Annex 5):

A final survey to determine the student´s motivation with respect to learning the English language was made to 10th graders at Camilo Cienfuegos Military School, obtaining the following results:

- The results corroborated that less students (less than 73.5 per cent) manifested that they study English just because is mandatory.
- They are more interested in how the learning process of English is nowadays than how it was in previous levels of education.
- They have a made a better effort to study the contents corresponding to the English course.
- More than the 26.5 percent, specifically the 40 percent of the students increased their motivation to learn English and to speak fluently to improve their opportunities to open their working options in the future.

Results of the Interview (Annex 6):

A final interview was applied to the teacher from the English department at Camilo Cienfuegos Military School with the aim of verifying the motivation English teachers feel by the subject and the next results were collected:

- With the application of this proposal of teaching activities they have increased their own motivation towards the subjects, it brings about an improvement of the student´s results in class.
- It was demonstrated that the implementation of teaching activities related to the creation and exposition of monologues achieved a notable change in the development of language skills in ten graders at Camilo Cienfuegos Military School in Sancti Spiritus.
- Another important progress is that throughout the course of this research the use of internet was allowed in Military Schools, so the students have the opportunity now to find updated information related to the subject.

Results of the Pedagogical test. (Annex 7):

A final pedagogical test to corroborate the current development of the speaking and writing skills was applied to ten graders from platoon two at Camilo Cienfuegos Military School in Sancti Spiritus.

In the first indicator seven students (29.1%) showed total comprehension of questions while fifteen students (68.5%) comprehended a less number of questions and finally two students (8.3%) did show any level of comprehension of questions. Regarding to pronunciation of the final sound /s/, six students (25%)did not make pronunciation mistakes of this sound, thirteen students 54.2) had some pronunciation issues and to conclude five students (20.8%) did not respect final sound in almost any occasion when speaking.

According to the use of the vocabulary from the Spectrum 1, nine students (37.5%) use the words present in the student´s book in a correct way, twelve students (50%) included in their answers some of the studied vocabulary and five students (20.8) did not include any of the studied vocabulary.

Evaluated indicators	Level 1	%	Level 2	%	Level 3	%
Comprehension of questions	7	29.1	15	62.5	2	8.3
Pronunciation of final sounds /s/	6	25	13	54.2	5	20.8
Use of vocabulary	9	37.5	12	50	3	12.5
Total	10	41.7	9	37.5	5	20.8

CONCLUSION

-The analysis of the bibliography related to the topic of this research permitted deepening into the teaching-learning process of English as a foreign language by emphasizing on the progression of speaking and writing skills through the use of teaching activities, which is an effective method in Cuban schools. It also offered the opportunity of knowing the particularities of the communicative approach and its dialectical relationship for the accomplishment of the development of speaking and writing skills.

-In the development of the research, the diagnosis revealed that the students had a great number of limitations in writing and speaking skills at the time of creating monologues, which diminish the effectiveness in the formation of students at this level of education, although potentialities are also present and that contributed positively throughout the research as well

-The alternative of solution is aimed at proposing teaching activities for the development of writing and speaking skills in English, which encourage positive behavior and the development of the students´ performance when exposing monologues in this foreign language. These activities facilitate communication among students and at the same time between the students and the teacher as a facilitator during the lessons.

-After evaluating the effectiveness of the application of the teaching activities presented in this major paper, it can be corroborated that the students could improve the process of creation and exposition of monologues showing an improvement in their writing and speaking skills, they increased their domain of the studied vocabulary, the pronunciation of the final sound /s/ and their comprehension of questions according to the learning outcomes of this level of education.

Recommendations

Apply teaching activities to contribute to the improvement of the creation and exposition of monologues in English language in ten graders at Camilo Cienfuegos Military School in Sancti Spiritus

Share the results of this research with the teachers from the English department at the Camilo Cienfuegos Military School in Sancti Spiritus.

Present this major paper in different student´s research events inside or outside the college.

BIBLIOGRAPHY

Álvarez Rincón, Y. F., & Parra Rivera, A. L. (2015). Fortalecimiento de la expresión oral en un contexto de interacción comunicativa. [Fecha de consulta: Abril 10 de 2018]. Obtenido de: https://repositorio.uptc.edu.co/bitstream/001/1513/1/TGT-149.pdf .l

Álvarez, w. & Rodríguez, a. (2019). An Interactive Approach to Language Pedagogy. San Francisco State University. Printice Hall Regents.Englewood Cliffs,New Jersey, U.S.A , pp. 45-52.

Antich de León, Rosa. (1989). English Composition. La Habana: Revolucionaria.

Arias Toca, M. F., & Castiblanco López, D. I. (2016). El monólogo como estrategia pedagógica para el aprendizaje de vocabulario y desarrollo de la habilidad oral en inglés. [Fecha de consulta: Abril 10 de 2018]. Recuperado de: https://repository.unilibre.edu.co/handle/10901/8433

Arias, L.D. A., & Gutierrez, Y. A. G. (2018). Digital Literacy and Basic Self-Regulation Habits in Early Childhood Learning of English as a Foreign Language. Folios, (49), 177-196. Recuperado de: http://revistas.pedagogica.edu.co/index.php/RF/article/view/9404/7017

Barrio, J. & Barrio, A. (2018). Análisis de la habilidad comunicativa de los estudiantes y pautas de actuación. Atraer la atención hablando: un reto para la enseñanza preuniversitaria. INFAD, International Journal of Developmental and Educational Psychology, 1(1).

Bennaoui, W. (2014). The Role of Teaching Oral Expression in Enhancing Students' Commucative Proficiency. [Fecha de consulta: Agosto 21 de 2018]. Recuperado de: http://hdl.handle.net/123456789/4499

Blanton, 1992; Brown, 2011; Slearnersedler & Carol, 1993)

Brown (2001:232), Brown, J. S. and Duguid, P. The Social Life of Information. Cambridge, Massachusetts: Harvard Business School Press

Brown, H. D. (2001). Teaching by principle: An interactive approach to Language pedagogy: Second edition. USA: Pearson Education, Inc.

Brown, H. Douglas. (2001). Teaching by principles: An interactive Approach to Language Pedagogy. Second Edition. San Fransisco: San Fransisco State University.

Brown, H.D. (2007). Teaching by principles: An interactive approach to language pedagogy. New York: Pearson Education Inc.

Bryne Donn(1998). Teaching Oral English. La Habana: Editorial Pueblo y Educación.

Burn and Joyce, 1997: 63. Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics, 1(1), 1-47. Retrieved from:https://www.researchgate.net/profile/Merrill_Swain/publication/31260438

Burns, A and Heken Joyce, 1997. Focus on Speaking. Sydney: Macquarie University. Harmer, J. 1984. The Practice of English Language Teaching. London: Longman.

Burns,A.(2009).TheCambridgeguidetosecondlanguageteachereducation.Cambridg eEngland:CambridgeUniversityPress.

Bygate D. (2007). "Promoting Active Learning Using Games". Slideshare.net.

Byrne, Donn. 1998. Teaching Oral English. New York: Longman Group.

Camacho Delgado Alfredo et al (2017) Compilation of Materials for Didactics of Foreign Languages. Universidad Central de Las Villas. Cuba. Faculty of Foreign Languages

Celce-Murcia, M., In Brinton, D., & In Snow, M. A. (2016). Teaching English as a second or foreign language (4th Edtition). Boston: National Geographic Learning.

Chavarría, C. (2017). "Role play" una estrategia didáctica para la enseñanza del inglés en la educación media. Universidad Militar Nueva Granada, Facultad de Educación y Humanidades, Especialización en Docencia Universitaria. Bogotá DC [co]: (2017). Universidad Militar Nueva Granada. Obtenido de https://repository.unimilitar.edu.co/handle/10654/11843

Chomsky, N. (1966). Aspects of the theory of Syntax.Cambridge: MIT Press.

Estupiñan Benítez, J. R., & Herrera Parra, F. K. (2016). Estudio de Transferencia de Lenguaje a través de monólogos orales en Estudiantes en Inglés como Lengua Extranjera. [Fecha de consulta: Julio 04 de 2018] Obtenido de: http://repository.udistrital.edu.co/handle/11349/3550

Faerch & Kasper, 1983, p. 36 Practical English language teaching: Learners. NY: McGraw-Hill.

Finocchiaro, M. y Brumfit, C. (1989). The Functional-Notional Approach From Theory to Practice. Oxford: Oxford University Press.

Fulcher, 2003). On classroom management. Cambridge: Casmbridge University Press.

Fulcher, 2003, Doing Task-based Teaching. Oxford: Oxford University Press.

Fulcher, G. (2003). Testing second language speaking. Edinburgh: Pearson Education.

González Rey, Fernando (2009). Education and development of the personality [e-book]. Retrieved: https://books.google.com.cu/books?isbn=0814791360

Harmer, (in Tarigan, 1990: 12) Coursebooks: A human, cultural and linguistic disaster? Modern English Teacher. 10, 5-10.

Heaton, J.B. 1988. English Language Test. New York: England: Longman.

Heaton., JB. (1998). Writing English Language, new Edition. Longman Inc. New York.

Hernández Chérrez, Elsa . (2015) El monólogo como estrategia metodológica para mejorar el proceso de enseñanza-aprendizaje de los estudiantes de la enseñanza militar. Tesis inédita de la Universidad Complutense de Madrid, Facultad de Educación, Departamento de Didáctica y Organización Escolar. 2015. (citado 25 sep 2020) Madrid. Disponible en: https://eprints.ucm.es/29610

Hymes Dell (1972) and Canale (1983) have mentioned. Canale and Swain (1980) - Hymes, D. H. (1971).On Communicative Competence. Philadelphia: University of Pensylvania Press

Kachru and Nelson. Catchru Models. The three Cyrcles of English-Ana Valpa. Retreaved from www.avgalpa.medium.com

Leung, 2015 Imported Communicative Language Teaching.Implications for Local teachers.English Teaching Forum, 43(4), 2-9.

Orellana Orellana, Evelio (2010). The importance of integrating skills in the teaching of foreign language.(Monografía) Retrieved from: https://www.monografias.com/trabajos17/integrated-skills/integrated-skills.shtml

Pérez Amores, A. (2013). A System of Activities to Develop the Writing Skill through Intercultural Communication in Third Year Medical Students in the University of Medical Sciences of Villa Clara (Masters Degree Thesis).Villa Clara: Universidad Central de Las Villas. Retrieved from: http://dspace.uclv.edu.cu/bitstream/handle/123456789/3858/Tesis%20Alfredo %20P%C3%A9rez%20Amores%20%28PDF%29.pdf?sequence=1&isAllowed =y

Peter T. Daniels (2006) defines writing as a system of more or less permanent

Reinhart 2002 The expert language learner: A review of good language learner studies and learner strategies. In K. Johonson (Ed), Expertise in foreign language and teaching (pp. 37-64). Amsterdam: John Benjamin.

Sánchez Castillo, V., Rincón Claros, A. I., Toledo Quiroz, N. V., & Gómez Cano, C. A. (2016). Importancia del inglés e Inclusión de monólogos como Herramienta de Aprendizaje. Amazonia Investiga, (2016).(Citado 25 sep 2020) 5(8), 58-66. Disponible en: http://www.udla.edu.co/revistas/index.php/amazoniainvestiga/ article/view/524/pdf_19

Schiller, 2007. In Schiller's (2007) The Language Teaching Matrix. Cambridge: Cambridge University Press

Steven Roger (2001) Kachru and Nelson suggest that English has developed from the native language of a relatively small island nation to the most widely taught, read, and spoken language that the world has ever known (2001, p. 9 cited in Kuo, 2006, p. 213).

Turk, 2003; p.194. The Conditions of Learning and Theory of Instruction (4th Ed.). New York: Holt, Rinehart, and Winston.

Turk, Christopher. (2003). Effective Speaking: Communicating in Speech. Wales: Cardiff University press.

VoltaireF. (2010). LKanguage _school in Geneva, French-German. www.thelanguagecenter.fr

Watson, S. (2018). Higher-Order Thinking Skills (HOTS) in Education. [Fecha de consulta: Agosto 27 de 2018]. Retrieved from https://www.thoughtco.com/higher-order-thinking-skills-hots-education-3111297

Welsh, S. (2017). The evolution of monologue as an education. Arts Praxis, 4 (1), 54-64.

Wilson (1983:5) Communicative language teaching: Making it work. Elt Journal, 41(2). 136-145. DOI: 10.1093/elt/41.2.136.

Annexes:

Annex 1

Documentary analysis

Objective: To analyze the objectives of the English syllabus in tenth graders regarding writing and speaking skills.

Determination of:

- Learning outcomes

- Comprehension of grammatical functions

- The required vocabulary for writing monologues

- Creation of monologues

Through the analysis of this empirical method the author realized that the syllabus does not contain specific orientations according to the writing standards for the creation of monologues, however this is one of the main aspects to evaluate in each partial test throughout the school year. A positive aspect is the vocabulary and grammatical functions to teach in each unit is very clear. The text book is aimed at the development of the oral language based on real life situation in a foreign country.

Annex 2

Initial Survey

Objective: To determine the students' motivation with respect to the learning of English language at Camilo Cienfuegos Military School in Sancti Spiritus.

Questionnaire: Dear student, this survey has the objective of assessing the English teaching learning process and the development of the speaking and writing skill, due to that, try to be honest in your answers because this is the only way to find the real problems and propose solutions.

You study English because…

_ You like English and you want to speak fluently in that language

_ You do not like English but it is mandatory study this subject at school

Do you agree with one of the statements below? Do you study English because you want to…?

-Get good marks.

-Visiting a foreign country and communicate with the people who live there.

- To watch movies without subtitles.

-Speak with native speakers of the language on the streets.

Annex 3

Initial Interview
Objective: To verify how motivated are the English teachers at Camilo Cienfuegos Military School.

1. Do you enjoy teaching English in this level of education? Why?
2. Do you encourage your students when you notice they are learning correctly a given content?
3. Do you include in your lessons creative teaching activities in the English Language? How often do you carry out them?

4. Which are the benefits and liabilities teaching activities have for students?

Annex 4

Initial Pedagogical test

Objective: To corroborate the development of speaking and writing skills in tenth graders at Camilo Cienfuegos Military School in Sancti Spiritus.

How do you say in English the next expressions?

1. Good morning students! It means:
-Buenas noches.

- Yo soy su profesora.

-Buenos Días estudiantes.

2. How do you feel today? It means:

- ¿Cómo te sientes hoy?

-Yo vivo en sancti Spiritus.

-Mi escuela es bella

3. Are you Cuban? It means:

＿＿＿¿Eres cubano?
＿＿＿¿Dónde vives?

＿＿＿Eres de Sancti Spiritus?

4. Next, some pictures will be shown to the students where famous personalities of

Cuban history will appear Students will select one of them and describe him or her correctly using the foreign language in a paragraph with no less than 100 words.

5. The learners will carry out simple monologues using their personal information and their likes and dislikes.

Annex 5

Final Survey

Objective: To determine the students' motivation with respect to the learning of English language at Camilo Cienfuegos Military School in Sancti Spiritus.

Questionnaire: Dear student, this survey has the objective of assessing the English teaching learning process and the development of the speaking and writing skills, due to that, try to be honest in your answers because this is the only way to find the real problems and propose solutions.

How often do you study English?

----- Everyday

___On weekends

___Whenever I have a test

___only during the English lessons

When you study English you think about…?

___Succeeding the subject

___travelling abroad

___communicate with people from other countries

___Enrich your general formation and improve your Knowledge

Annex 6

Final Interview

Objective: To verify how motivated are the English teachers at Camilo Cienfuegos Military School.

1- Do you feel motivated after the application of the proposal of teaching activities related to monologues?

2- How are they contributing to the improvement of the development of language skills in your students?

3- Which advantages have they brought to the development of your English lesson?

4- How often did you apply them during your lessons? Did you notice any change in your student´s performances? Which ones?

Annex 7

Final Pedagogical Test

Objective: To corroborate the development of speaking and writing skills in tenth graders at Camilo Cienfuegos Military School in Sancti Spiritus.

1- Read the next sentences

My name is <u>Jose</u> and I am <u>fifteen</u> years old.

I study at <u>Jose Marti Junior High School</u> in <u>Santa Clara</u> province.

I love my School because I have <u>wonderful teachers</u> there.

<u>English</u> is the subject I love the most because it teaches me <u>a new language</u>.

When I finish my studies there I want to be a <u>doctor</u> to <u>help people to get better from their diseases.</u>

a) Elaborates a question from each one of the sentences.

b) Change the underlined words using your personal information.

2- Write a short monologue in no less than five sentences and be ready to expose it to your teacher. You can use a topic of your preference related to the studied units from the Spectrum 1.

Annex 8

Students

	Comprehension of questions	Pronunciation of final sounds /s/	Use of vocabulary
Initial Stage Level 1	12.5	8.3	29.1
Final Stage Level 1	29.1	25	37.5
Initial Stage Level 2	50	58.4	41.7
Final Stage Level 2	62.5	54.2	50
Initial Stage Level 3	37.5	33.3	29.2
Final Stage Level 3	8.3	20.8	12.5