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Testing oral language

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Testing oral language

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Dedicated:

To my family who supported me at all times giving me encouragement and unconditional support.
Index

Introduction........................................................................................................................................7

Chapter I: Generalities

1.1 Evaluation ......................................................................................................................................8

1.1.1. Etymology and definition of evaluation .................................................................................8

1.1.2. Structure of the evaluation ......................................................................................................10

1.2. Learning the English language ..................................................................................................11

1.2.1. Capabilities of the English area ...............................................................................................12

1.3. Oral language .............................................................................................................................20

1.4. Oral expression techniques .........................................................................................................21

1.5. Resources and activities in the teaching of a foreign language ...............................................22

1.5.1. Printed resources .......................................................................................................................23

1.5.2. Audiovisual resources ...............................................................................................................25

1.6. Participatory techniques in oral learning of the English language ..........................................32

1.6.1. Advantages and benefits of the application of participatory techniques ............................34

1.6.2. Types of participatory techniques .............................................................................................35
Chapter II: The expression and comprehension in the oral test

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. The perception of the language</td>
<td>38</td>
</tr>
<tr>
<td>2.2. Oral expression</td>
<td>40</td>
</tr>
<tr>
<td>2.3. Pronunciation in oral expression</td>
<td>52</td>
</tr>
<tr>
<td>2.4. The feedback in the oral test</td>
<td>66</td>
</tr>
<tr>
<td>Didactic application</td>
<td>69</td>
</tr>
<tr>
<td>Synthesis</td>
<td>79</td>
</tr>
<tr>
<td>Recommendations</td>
<td>80</td>
</tr>
<tr>
<td>References</td>
<td>81</td>
</tr>
</tbody>
</table>
List of tables

Table 1. Basic structure of the evaluation concept.......................................................... 10
Table 2. Model of oral expression ................................................................................... 41
Table 3. Understanding confirmation .............................................................................. 43
Table 4. Table of vowel sounds ...................................................................................... 56
Table 5. Sound box of American’s and British consonants ........................................... 57
In the present work we will understand the importance of the oral test. During the last years, in the teaching of English, we have gone from the importance of a correct command of the grammatical structures, to the current vision, in which the most important is to get children to be able to use the foreign language to communicate, without focusing only on the correction of their productions.

Since oral communication takes a primary place in our classes, so it is necessary to develop a list of activities that will help us strengthen our students' use and mastery of oral skills. Likewise as we must facilitate activities for the development of oral competence, it is also necessary to make students aware what expect them when they communicate in a foreign language.

For this, it is necessary to use rubrics with which the students know exactly what we ask them to do when performing their tasks. The present work has been organized into two chapters, which are the two chapters.

In chapter I we detail the generalities about the topic.

In chapter II we detail the skills evaluated in the oral test.
Chapter I

Generalities

1.1. Evaluation

1.1.1. Etymology and definition of evaluation

Etymologically, the term "evaluation" comes from the Latin valere, which means the action of appraising, valuing; that is, to attribute a certain value to a thing. Currently we find that: "In the current Spanish, this word has evolved towards the terms" evaluation "and" assessment "that are considered synonymous today". (Perales Montolio, 2002, p.33). The concept of educational evaluation has been linked to the historical circumstances that education itself has suffered. In the decade of the 40 it began to be used in Education, the evaluative work consisted in comparing objectives and results.

For years, evaluation was considered as a numerical measurement; however, authors like Cronbach, Glaser, Eisner, Scriven, Stake and fundamentally Stufflebeam contributed to change that conception. Thus, new proposals emerge that seek to give a more qualitative dimension to the Evaluation, where the process is as important as the objectives and results. Regarding the evaluation in the field of Education, we can say that it is the process by means of which each teacher collects information in a continuous and permanent way about the advances, difficulties and achievements of the
learning of boys and girls, in order to analyze, reflect and make value judgments to make timely and pertinent decisions to improve the learning processes of students. Currently the evaluation is perceived as a global process, where its only referent is not only the student but also the Professor, the Educational Institution and the Educational System itself.

Santos (1999) says that the task of evaluation is to illuminate the rationale that directs the development of a program and its evolution, identify historical and contextual factors that influence it and facilitate the critical examination of these aspects within and outside the community on which the program acts, which facilitates the understanding of why the process is as it is, as well as reflect on the experience as a whole. Said author adds that evaluation is the process of collecting information and arguments that enable the interested parties, individually and collectively, to participate in the critical debate on the evaluation of pedagogical processes.

The evaluation for Weiss (1990), analyzes the relationship program / social need, measuring the degree, and if possible, the depth, in which its goals are achieved, and therefore, the needs covered, or the problems solved. Evaluation, as a process that includes both political and technical aspects, is understood as the construction of knowledge about the object of evaluation. It implies, an act of questioning about what is evaluated; act of interrogation that can be formulated on the object of evaluation and on the own strategies and practices of the evaluator.

The evaluation as a methodological activity that develops scientifically validated actions generates the understanding of the phenomenon or object to be evaluated. This understanding indicates Santos Guerra (1999) leads to dialogue among those involved, almost naturally causing improvement in the intervention.
1.1.2. **Structure of the evaluation**

After analyzing the evaluation definitions in the different periods, it may seem that all of them are very varied and understand the concept of evaluation in a different way; However, there is a characteristic common to all of them, which is the fact that all consider evaluation as one of the fundamental components of the teaching-learning process.

Now, on the basis of the current conception of evaluation, both in which it is based on educational legislation, and in the definitions formulated by the different authors, there is a characteristic basic structure, without whose presence it is not possible to conceive the authentic evaluation. In the first place, evaluation must be considered as a dynamic, open and contextualized process that develops over a period of time; it is not a punctual or isolated action. Secondly, several successive steps have to be followed during this process so that the three essential and inalienable characteristics of any evaluation can be given: obtaining information, making judgments and making decisions.

**Table 1.**

*Basic structure of the evaluation concept*

![Evaluation Diagram](image)

To obtain information, it is necessary to have sufficient evaluation tools that provide us with this information, which once analyzed should allow us to establish judgments, which may be predictive or not, but which are consequences of the analysis of the data obtained. The process must lead to a form of decisions that can be of a different nature according to the analysis carried out and the needs detected in the student.

1.2. Learning the English language

According to the DCN (National Curricular Design, 2008), the English area aims to achieve communicative competence in a foreign language, which will allow you to acquire information on the latest and latest scientific and technological advances, whether digital or printed in English, as well as allowing them access to new information and communication technologies to expand their cultural horizon. In addition, they are created the conditions and opportunities for the use of innovative methodologies that strengthen their autonomy in learning other languages. The area adopts the communicative approach that involves learning English in full operation, in simulations of communicative situations and meeting the needs and interests of students. The learning of the language is done with authentic texts and full sense, thus avoiding the presentation of words and isolated sentences that do not provide meaning. The English area responds to the national and international demand to train students citizens of the world who can communicate through various means, either direct or indirect, that is, using technological tools, via virtual. Likewise, it allows students to have access to advances in science and technology whose publications are usually done in English.
The English area develops skills of oral expression and comprehension; comprehension of texts and production of texts. 

The area adopts the communicative approach that involves fully functioning English, in simulations of communicative situations and attending to the needs of students.

In other words the DCN, explains to us that there is English language learning in students, it must be communicative and depending on the means that the teacher applies or uses for students: texts, simulating real-life situations and use of ICT.

The MINEDU (2010), maintains that the communicative approach implies learning English in full operation, in simulated or real communicative situations, attending to the needs, interests and communicational motivations of the students.

1.2.1. Capabilities of the English area

Expression and oral comprehension

According to DCN (2008), it involves the interactive development of oral comprehension and production skills. This process occurs in diverse communicative situations and with diverse purposes related to the daily life of the student's family and social environment. Involves listening and expressing one's own ideas, emotions and feelings in different contexts with different interlocutors.

For the MINEDU (2010), this process consists of communicating fluently and clearly, using pertinent verbal and non-verbal resources. It involves the interactive development of the comprehension and production skills of oral texts in different
communicative situations and with different purposes, related to the family and social environment of the student, who learns to listen and express their ideas, emotions and feelings in different contexts and with different inter speakers in an assertive manner, as well as to communicate with intonation and pronunciation relevant to the communicative situation.

The main indicators of this capacity are:

- Plan your participation in different contexts and for different purposes, such as expressing joy, surprise and your points of view.

- Conversation with various interlocutors on topics of social interest, in which expresses their opinions, feelings and emotions such as joy, surprise, among others.

- Exposes his ideas referring to varied topics of personal and social interest, presenting arguments about them.

- Describe specific places, events, events and situations relating cause and precise pronunciation.

- Infers information from television programs and recorded documents on family topics or topics of interest in which a standard language is used.

- Analyze various texts in which the qualities of the voice are taken into account to express ideas, opinions, emotions and feelings.

- Use non-verbal resources and expressions of courtesy to address someone, as well as to initiate, maintain and end a conversation or dialogue.

- Evaluates opinions expressed by native speakers on topics of social interest.
**Reading comprehension**

According to the DCN (2008), the comprehension of texts implies the reconstruction of the meaning of the text, a process that allows to distinguish the main and secondary ideas, taking into account the linguistic structures appropriate to the text. It facilitates the critical reception of information for an adequate communicative interaction and to obtain new learning.

For the MINEDU (2010), it is a process that consists of giving meaning to a text based on the students' previous experiences and their relationship with the context. The reconstruction of the meaning of the text is given through the use of strategies that allow identifying the main and secondary information, taking into account the appropriate linguistic structures of the text. Likewise, the student makes inferences, draws conclusions and issues a critical judgment, as well as reflecting on the comprehension process to take it into account in their future learning.

The main indicators of this capacity are:

- Predict the meaning of the text considering the elements for textual.

- Identify main and secondary ideas or the sequence of ideas in stories, comics or other texts referring to social issues of interest.

- Discriminates the characteristics of television and film language.

- Infers the message of the texts it reads, considering the general structure of the text.

- Organize information on various topics of social interest in a sequential manner and hierarchical, using visual schemes for better understanding.
- Evaluate the opinions expressed in the texts.

Cruzado, A. (2002) states that the comprehension of texts is a process that puts into practice the ability to grant considering that the communicative function is: meaning to the text, taking into account previous experiences and information and the context in which it produces contact with the text.

The lectures given in the classes should be considered mostly with the reality of the students because they will allow greater understanding of them, since they will have some knowledge or identification with what was reported.

Text production

According to the DCN (2008) in the production of texts develops the process that involves the expression of ideas, emotions and feelings in the framework of a restructuring of previously planned texts. This motivates the active and creative spirit, and also facilitates the proper management of linguistic and non-linguistic codes.

The knowledge proposed serves as support for the development of communicative competence. They are organized in lexicon, phonetics, non-verbal resources and grammar.

In the lexicon the basic information related to the communicative situations proposed in the degree is proposed. They are used both orally and in writing. Phonetics presents knowledge related to pronunciation and intonation, elements inherent in the production of sound. Grammar contributes to a better production of texts with coherence and linguistic correctness.
In addition to the skills and knowledge, the area develops a set of attitudes related to respect for the ideas of others, the effort to communicate and solve communication problems and respect for linguistic and cultural diversity.

The MINEDU (2008) states that it is a process of elaboration and creation of written texts of different types, with originality and imagination. When writing should have the ability to express ideas, emotions and feelings in the framework of the restructuring of previously planned texts. In this process, linguistic structures are used using criteria of adequacy, cohesion, coherence and correction. The production of texts is accompanied by a process of reflection.

The main indicators of this capacity are:

- Plan the type of text to be produced and select the relevant information to be communicated.

- Organize forms of presentation of the text based on strategies for the production of texts.

- Write stories and experiences related to your personal, family or community context, respecting the rules of spelling.

- Write various types of text to inform and express your ideas on abstract or cultural topics, such as a movie or music.

- Uses the grammatical and orthographic rules of the text it produces.

- Evaluate the drafted text taking into account the adequacy, cohesion and coherence of the text.

Cruzado, A. (2002) states that it is a process of elaboration and creation of oral or
written texts, which shows the ability to express what one thinks, feels or wishes to communicate, making use of linguistic structures using criteria of adequacy, cohesion and coherence. Both processes will be significant insofar as students are given the opportunity to reflect on how the process has been carried out and what strategies have been used. The educational intention within the framework of the General Law of Education is to develop capacities, attitudes and values. Logically, it is pertinent to remember that the capabilities are developed with the content as a platform. On this basis, to state that students are competent to communicate in a foreign language means to develop the comprehension and production capacities of oral and written texts, promoting communicative interactions in which they transcend the proper sense of knowledge of the linguistic code.

It is urgent to review the curricular paradigms in which the teaching of the English language is sustained, taking into account how communicative ability is described in terms of four skills: oral production and written production (productive skills) and, listening comprehension and reading comprehension (receptive skills). Communication will only be given when the skills are used together, and in specific social contexts. Thus, in personal interactions, it is required that those involved handle both comprehension (listening or reading) and production (oral and written).

According to Almeida (1983), communicative methods have in common a fundamental characteristic: the focus on meaning, on meaning and on interaction oriented towards a purpose in the foreign language. The communicative teaching is one that organizes the learning experiences in terms of relevant activities and tasks of real interest and / or need of the student, to enable the use of the target language to perform true actions in interaction with other speakers / users of that tongue.
According to Brown, (2000), there are four interconnected characteristics that can serve as a definition of the communicative teaching of languages. They are:

1. The objectives of the classroom are focused on all the components of communicative competence and are not restricted to grammatical or linguistic competence.

2. The techniques used are designed to involve learners in the pragmatic, authentic, functional use of language for meaningful purposes. The central focus is constituted by the language aspects that allow the apprentice those purposes.

3. Fluency and precision are considered complementary principles that underlie communication techniques. On some occasions, fluency may be more important than accuracy in keeping learners involved in the use of language.

4. In the communicative classroom, students must use language, both receptively and productively, in contexts not previously tested.

The learning of a foreign language like English, represents for many students, of any educational level, serious difficulties. One of the major problems is that related to the process of listening comprehension in its role as receiver. When the student is not able to perceive the sounds, intonation, pauses, stress, words or phrases proper to English, he can not interpret what is being said (much more in the absence of obvious body language) nor can he produce messages by not being able to imitate the phonological system of the language.

Experience tells us that a good alternative for students to get interested in studying, is the new information and communication technologies (ICT), which as a tool, allow us to integrate different symbolic systems that encourage and stimulate
students to develop their more efficient intelligences at even higher levels and draw cognitive bridges "between them and those that make it difficult to achieve certain skills and abilities for learning the English language.

In today's world it is desirable that individuals are constantly prepared to acquire knowledge that will allow them to compete in the labor market, to be sure that their performance is efficient and thus obtain the economic resources to have a lifestyle according to their needs and wishes.

The learning of this knowledge refers not only to those who direct them to an adequate performance in a specific position, but also to those of a foreign language, to excel and have more resources with the purpose of knowing other cultures and broadening their vision of the world and its experiences.

In addition, most of the individuals know some words in English, by television programs, video games, music in English, tourists who visit the country, movies, the purchase of products such as food, clothing, names in English, navigate in Internet. This facilitates the learning of phrases, expressions and vocabulary that are useful at a certain time.

If they were given more importance, the educational level would increase and they would even acquire skills and abilities necessary to have a good performance in the workplace. Learning strategies (cognitive, metacognitive, compensatory, affective and social) are necessary for students to be independent, autonomous and willing to continue learning. It is necessary to insert them into teaching activities and prepare them to make use of them. One of the ways in which learning strategies work is through the promotion and modeling by the teacher as an important part of the process of acquisition and practice of meaningful learning. The application of these strategies
allows students to acquire skills and abilities not only intellectual but attitudinal and social, which is beneficial for both teachers and students themselves because it enables them to acquire discipline and sense of responsibility, two relevant values to excel both in the academic and work world.

For this reason, it is essential that the students know and use the learning strategies that facilitate it especially with the subjects considered difficult such as English, specifically in the comprehension of texts. Learning this language will be easier for students and will motivate them to continue learning it on their own.

With the strategies the student is directly involved in their learning and becomes an individual that can make decisions, solve problems, acquire values, which provide them with greater independence. In order for students to learn autonomously and meaningfully -which is established in the objectives of the institution- one must have not only the aforementioned elements but also have knowledge about the students' cognition, it is considered that this is where the problem lies. not only to learn some subject that has some degree of difficulty but to make the students aware of their situation and how they can improve it.

1.3. Oral language

Oral language is understood as the "exclusively human and non-instinctive method of communicating ideas, emotions and desires through a system of deliberately produced symbols" (Sapir en Martínez et al., 1998, p5).

Likewise, it is one of the most important capacities of development, which allows people to communicate and integrate socially. It also allows intelligence and thought to develop.
Oral language is a facilitator of reading and writing for which a good mastery of linguistic competences must have been achieved: phonological, lexical, syntactic and semantic.

For Bocángel and Gíl (2011) oral language is very important in human relations, therefore, teachers of early childhood education and first grade must be very attentive to the process of acquisition and development of this, as well as the difficulties that could be appreciated.

1.4. Oral expression techniques

According to Rico, (2017, p. 6)

- Elements of rhetoric and oratory for an effective exhibition.
- Non-verbal communication and gestural expression.
- Formal aspects of the exhibition. The effective use of technologies for oral presentations.
- The dialogue, the interview.
- Oral expression in specific relational situations: group exhibitions, participation in debates.
- Organization and realization of the oral presentation. Resolution of unforeseen events.
1.5. **Resources and activities in the teaching of a foreign language**

The didactic resources, also called "pedagogical materials", are the means or instruments used to help the teacher to introduce the contents in the classroom, while facilitating the learning of the students in the foreign language. The resources that can be used in the class are very varied, but we will only make a brief description of the most relevant ones, which is the resource we advocate in this work.

On the other hand, the activities are - within the didactic model - those that allow to reach the marked objectives, developing the contents established for each level. Thus, activities are the ones that ultimately lead to learning, involving the participation of the students in an interactive and creative way. Guillén Díaz and Castro Prieto (1998: 137-140) indicate the following characteristics of the activities:

1) Authenticity: activities should expose students to Real situations.

2) Use of skills: distinguishes between activities aimed at acquiring a skill and activities that involve using a specific skill.

3) Grammatical Accuracy and Fluency: Activities that focus on grammatical accuracy have greater teacher control, while those that focus on fluency are those that control learners and are therefore more creative.

In the beginning, the only material available for the foreign language class was the textbook and, at most, exercise books and reference works. With progress, cassette tapes were introduced for listening comprehension exercises. At present, thanks to the technology we have the most advanced computer programs and audiovisual material. Krashen (1989: 22, 27) also points out language laboratories and even songs. In fact, the
new teaching methodologies, under the linguistic paradigm of Pragmatics, leave aside the language as an object of knowledge to focus on its use and functionality.

Consequently, resources could be classified into two groups: print and audiovisual. Obviously, the vast majority of the first group developed along traditional Linguistics and Structuralism. Beginning with Generativism, audiovisual resources were widely used.

1.5.1. Printed resources

There are many printed resources that can be used in the teaching of a language, especially in the English language. Therefore, we stop at the most relevant ones such as textbooks, exercise books, reference works, didactic films, press clippings and English materials for specific purposes.

1) The first textbooks or manuals for teaching English as a foreign language date from the late 16th century, when French refugees needed to learn the language to communicate (Howatt 1984: 6). Nevertheless, the proliferation of this type of publications takes place in the twentieth century, from World War II, since English would become the international language of business, science, diplomacy, etc. For W. S. Fowler (1982: 193) "the textbook for teaching a language is a description of part of that language. It is necessarily a selection of the language as a set made according to what the author believes will be most appropriate to teach students who have reached a certain level. When selecting a textbook, several factors have to be taken into account, such as if it is accompanied by an introduction, explanatory notes for teachers, if your organization is suitable for the level in question, etc. However, the textbook can not be the only material used in
the process of teaching the new language, since each student has specific and
different needs, necessities that do not always cover the manuals. Therefore, it is
advisable to complement them with other materials, thus adapting the contents to
the interests of the students (Salaberri Ramiro 1990).

2) Exercise books usually accompany and complement the textbook. Most focus on
the grammatical practice of the language, although some also include vocabulary
activities, pronunciation or idiomatic use. Almost all publishers now publish these
notebooks, also called "Workbooks". This type of material is focused on the
students to work on their own, as activities for the home, so they sometimes
include solutions (Odriozola and Trelles 1992).

3) Reference works, such as dictionaries, encyclopedias and grammars, are an
indispensable resource for advancing the learning process. The grammars help to
solve morphological and syntax doubts, while dictionaries solve problems of
pronunciation and lexicon, as well as contain information on sociolinguistic
questions (dialect varieties, registers, etc.). Dictionaries can be bilingual or
monolingual; Although at the beginning of the learning process the use of
bilinguals is justified, at the most advanced levels it is advisable for students to
become accustomed to using monolinguals. In general, reference works are a
good resource, since they guide students to expand their knowledge of the new
language independently (Bestard Monroig and Pérez Martín 1992: 174).

4) Teaching sheets are large color posters that introduce specific themes (eg parts of
a home, family, animals, etc.). They help develop oral and written expression,
activating visual memory. They are very useful to contextualize the contents or to
review the lexicon, giving rise to different types of activities: descriptions,
narratives and even interactive activities to promote communication (for example, dialogues), in which students can talk about content. The same ones (Wright 1976).

5) An advantage of newspaper clippings (newspapers, magazines, advertising brochures, etc.) is its easy to obtain and low economic cost. However, it will have to take into account their suitability for the purposes of teaching. There are several work options presented by this type of material (Martos Collado 1990: 129-130).

6) Beginning in the 1960s, English for Specific Purposes became very important, since the English language became the language of business, science and technology. Apart from the appearance of the English for Specific Purposes, a great increase of specific materials took place to reach the objectives set. This material is made up of graduated texts, and other original documents (articles of specialized publications, scientific conferences, telephone conversations, etc.). The use of authentic material has a greater motivation on the part of the students (Peterson 1999, Edwards 2000).

1.5.2. Audiovisual resources

Today, most of the audio-visual materials that we are going to address are available in schools. However, only a couple of decades ago many of them were not used for economic reasons. Below we describe the main audio-visual resources such as blackboard, magnetic cards, transparencies, slides, auditions, projections, songs, language lab and multimedia material.

1) The blackboard is the traditional resource par excellence, which does not mean that it has become obsolete. This didactic means continues to be useful both for teachers
and students, since it allows from clarifying doubts of writing to making schemes as visual support to the Theoretical explanations.

2) The magnetic slate consists of an iron sheet in which magnetic cards can be attached which can be words, structures Grammar, drawings, etc., to carry out different activities.

3) The overhead projector allows, through the use of transparencies, to present information or diagrams, quickly and cleanly; Also you can highlight in colors those aspects of greater interest. A great advantage of this resource in front of the blackboard is that the teacher is not forced to turn away from the students, hence the majority of teachers use it (Monroig and 1992: 182).

4) The slides are of great didactic value, because through them students can be shown sociocultural issues (monuments, places, etc.), so important within the communicative competences. In fact, Parkinson de Saz (1984: 102) adds that with the slides not only can be learned about the culture of a country, but also its grammar.

5) At present, many manuals are accompanied by tapes or CDs to work on listening comprehension (Bestard Monroig and Pérez Martín 1992: 179). There are two possibilities of presenting the auditions: on the one hand, with adapted language (for example, recordings of reading books), without reproducing natural sounds, noises, interruptions, etc.; And, on the other hand, through authentic language (for example, radio programs, interviews, etc.), which favors listening to different accents and dialects. The first type of material would be appropriate for an elementary level, while the second type would be used for the intermediate-advancing level (Krashen 1989: 21).
6) The projections (Tomalin 1986) are a good didactic resource, since the images support and help to decipher the sound message; Listening to the information, at the same time as the context in which it emerges, facilitates the association of ideas, memorization and memory of the language used. When we talk about projections we refer not only to videos prepared for educational purposes, but also to films, documentaries and television news.

7) Songs can be either an audio-only resource through "listenings", or an audiovisual resource through something as contemporary and popular as video clips. As it is exposed throughout this doctoral work, the songs not only arouse the interest and the motivation of the students, but also allow to develop different aspects linguistic, psicolingüísticos and sociolingüísticos.

8) The language laboratory was developed along with the Audio-Audio Method in the United States in the 1940s. The use of this new technology was due to the need to rapidly train military and health personnel in European languages to participate in the II World War (Nussbaum Capdevila 1994: 90). The language laboratory allows students to practice individual skills at their own pace; In these it is possible to listen, speak, record, to see images, etc. However, this resource is falling into disuse in schools due to its complexity and high cost of maintenance.

9) Multimedia material has greatly benefited the teaching of foreign languages. According to Otto and Pusack (1993: 55): "When applied to a computer workstation, the term multimedia means that the computer with its peripheral hardware has the capacity to store and deliver a whole range of print, visual, and auditory media"; That is to say, it is material (drawings, texts, videos, etc.) adapted
to the computer support, in order to work the different skills implicit in the learning process. Among the advantages of multimedia material are the following:

A) It is much more attractive than, say, the printed material.

B) It allows to work individually, depending on the knowledge of each person.

C) Strengthens the four language skills, especially listening and reading comprehension.

Finally, we must conclude that both the computer and the Internet have become indispensable means in the classroom of foreign languages. The first allows to carry out a multitude of interactive activities, through new software, while the internet is a large resource bank, where we can find all kinds of materials to complete the language class.

The use of these new technologies does not mean that teachers will be dispensed with; instead, they will coordinate their activities. Likewise, the use of new technologies encourages active learning, as it forces students to apply theoretical knowledge to the practical field. An example of this is the website created by Taillefer and Silva (2002) for the practices of English Applied Linguistics, a compulsory subject of the English Philology degree.

Powerpoint presentations are also very positive. This resource would be an innovative way to present a song in class, because it allows you to watch the music video or the song written and sung at the same time. Also, this computer application plays with different colors and styles, which makes the material much more attractive and motivating for students.
Didactic activities

As we mentioned earlier, even the Pragmatic paradigm most of the activities paid more attention to the product than to stimulating the process. According to the new approach, what is important is to enhance the capacities to understand the contents, which will be evaluated through a formative evaluation and not as the final product obtained after summative evaluation (González González 2005). According to White (1988), thanks to the Procedural Approach in the teaching of English as a foreign language, attention is paid to elements such as the strategies and techniques used by the students to carry out the activities, advancing in the learning process. Thus, under the new methodologies, activities constitute one of the main tools of work in the classroom, so it is necessary to plan and adapt them to the concrete context in which they are to be applied, with the purpose of developing communicative competences in The new language.

Before going into this section, it is convenient to clarify that although the terms "exercise, task and activity" are used as synonyms to refer to the work that the students have to do, each one denotes a different didactic approach. Traditional Linguistics has always used the word "exercise". On the contrary, the word "task" is used less, and is associated with work at home. Therefore, the most current term is that of "activity" and, therefore, more related to new methodologies. If we go into more detail, according to Pilar Núñez (2002: 117), an "exercise" is part of an activity, and it is something more mechanical (for example, to work a certain grammatical structure); On the contrary, "activities" are complex sets of actions of the teaching-learning process, which includes the actions of both teachers and students; And, lastly, "tasks" are longer-term and more elaborate work projects, which can encompass a multitude of activities and exercises. Therefore, the development of the teaching program will be carried out through
activities, exercises and tasks. We will focus on the development of activities, because we will mainly refer to the work to be done in class, in which both teachers and students participate.

For Parcerisa, (1992, pp. 37-38), activities are the main component and essential nexus that must include all didactic programming. It is therefore necessary that its design is carried out according to the following basic principles:

1) To provoke in the student a cognitive conflict (the student has doubts of its previous knowledge and to be aware of its deficiencies to enter into a cognitive state

2) Establish a connection between the new contents and the student's mental structure.

3) The subject who learns must perform a mental activity and an active effort.

4) The new learning should be rewarding, through motivating activities and of interest to the learner.

5) Include formative or continuous evaluation activities that analyze progress or possible difficulties in this process.

Consequently, the activities must be motivating (Krashen 1989: 26), so it is necessary the participation of the students to negotiate in their elaboration. Obviously, these should get the learning of the content exposed in the initial objectives. In fact, activities that integrate all the communicative competences implicit in the learning of a foreign language (ie, linguistic, discursive, strategic, sociolinguistic and sociocultural) must be designed.
Communicative activities focus on the message and are content oriented, what matters is what is transmitted and not the way in which it is transmitted. It is thought that subconscious learning of the new language takes place (as is the case with the acquisition of the mother tongue), by not placing too much emphasis on linguistic structures. Likewise, in terms of Guillén Díaz and Castro Prieto (1998: 137), activities should aim to achieve meaningful learning through the participation and involvement of all students through communicative interactions; This objective would be achieved with activities focused on fluency, in which students are the ones who exercise control and develop their creativity, resulting in being truly communicative activities. Clark (1987: 227-228) also provides a classification of communicative activities, which would distinguish the following:

1) Oral and written comprehension activities to obtain information (for example, reading an article and summarizing, or listening and taking notes).

2) Oral and written expression activities based on personal experience to provide information (eg writing a journal, writing or giving a talk).

3) Activities of personal reaction to artistic elements (for example, reading a novel, a poem or a story and discussing it).

Although in this classification the songs are not mentioned explicitly, these would certainly have room in the last type. In fact, through songs students can develop the four language skills, deducing the meaning of the letter and expressing their feelings and opinions. Obviously, the proposal to use songs as a didactic resource in Higher Education would be carried out through activities that lead to meaningful learning, and to develop the proposed objectives.
1.6. Participatory techniques in oral learning of the English language

The main objective of foreign language teaching is to teach the language as a means of communication using language within the teaching-learning process, taking into account the activity carried out by the participants and the interaction established between them, for this purpose use of a set of participatory techniques that contribute to stimulate oral expression in this foreign language. The application of participatory techniques is based on certain theories of collaborative learning in which students form small teams after receiving instructions from the teacher.

In each team, students exchange information and work on a task until all their members have understood and finished learning through collaboration. This approach is based mainly on two theories: socio-constructivist theory and socio-cultural theory.

The socio-constructivist theory proposed by Piaget defends that individuals learn by themselves through the internalization of learning; but learning is the result of collaborative activities, collaboration is thus facilitating individual cognitive development. The socio-cultural theory proposed by Vygotsky emphasizes social relations in learning processes. The social context influences more than attitudes and beliefs; It has a profound influence on how people think and what they think.

Therefore the construction of knowledge is an individual and at the same time social act. Learners build knowledge individually and, at the same time, with the help provided by others, for example, the teacher, siblings, other relatives, friends, the press, the computer, even television.

Participatory techniques began to be promoted in Cuba in 1994, when teachers, researchers, social workers and others were invited to a contest with the aim of
promoting the presentation of experiences and dynamics created and put into practice during the teaching-learning process.

Watcyn (1997) states that participatory techniques are tools that contribute to strengthening the organization and awareness of the process; are resources and procedures of a dialectical methodology that allows a transformative and creative practice, aimed at achieving the cognitive independence of students through the systematization of knowledge. On the other hand, they strengthen the need for group interaction, contribute to the strengthening of power traits (leadership and mastery of rules in the control of the group), of roles (behavior patterns that identify the position of each one of the participants in the group), and communication (establishment of interpersonal relationships).

With the use of participatory techniques the teaching-learning process becomes much more attractive, but the most important thing is that it develops students as active, democratic subjects, able to seek and build new knowledge and, if they do, with the objective of positively influencing the transformation of the environment in order to strengthen the formation of values, which implies its moral and ethical conduct.

Similarly, Antich de León (1986), states that these participatory techniques are tools that help strengthen the teaching-learning process in a creative way, provoke both individual and group work, facilitate reflection and analysis and take into account the cultural and historical reality of the groups with which they work, as well as their tastes and preferences, the values, among others, all this present in the didactics of oral communication. They contribute to raising the motivational level of the subjects participating in the activities, since they aim to encourage, disinhibit, break down
barriers and integrate group participants making the assimilation of knowledge more accessible.

When participative techniques are used in this important process, the student plays a leading role in the activity, becomes an active subject, capable of seeking and building new knowledge with the objective of positively influencing the transformation of the environment; what will guarantee the integral formation for his future professional performance within the current society.

1.6.1. Advantages and benefits of the application of participatory techniques

According to Agallo (2000), there are many advantages and benefits to be had when applying participatory techniques, among them are:

Advantage

- They facilitate the integral evaluation.
- They stimulate the participation of the members of the group.
- Develop the sense of group.
- Teach to listen comprehensively.
- Teach to think actively.
- They develop capacities of exchange, cooperation, responsibility, creativity, autonomy, critical judgment, etc.
- They encourage communication, interpersonal relationships, which is not achieved with individual work techniques.
Benefits

- Allow the social adaptation of individuals.
- Students overcome fears, inhibitions, tensions and manage to create a sense of security.
- The teaching-learning process is developed in a dynamic and stimulating way.

1.6.2. Types of participatory techniques

Saddlebag (1992), makes a brief classification of the techniques based on the basic senses we have to communicate, taking into account which of them are those that intervene more actively in each of the techniques we use.

Presentation techniques

The objective of these techniques is to achieve a fraternal atmosphere of trust and in this way they can feel integrated into the group. They can be used at the beginning of the school year or a course.

Organizational techniques

These techniques have as main objective that the members of a group know the importance of organizing, seeking an active and democratic participation, includes techniques for group formation.

Analysis techniques

These techniques allow us to associate our own knowledge (experiences) with those acquired, summarize the results of a discussion and promote discussions to broaden topics.
Animation techniques

The objective of these techniques is to develop participation to the fullest. They can be used at the beginning and during the development of the class. Depending on the content, the technique can also be selected as motivation. Preferably these techniques are used after moments of fatigue and to achieve the integration of the participants.

Auditory and Audiovisual Techniques

They are characterized by the use of sound or combination of images, for example "radio drama", "video projection", "radio-forum" etc. These techniques allow to provide elements of additional information and / or enrich the analysis and reflection on a topic.

Visual techniques

They are the written techniques and the graphs. The first refers to all material that uses writing as a central element (for example, the paleographer, work in groups) whose characteristic is that the final product is the direct result of what the group knows, thinks or knows about a certain topic. Graphic techniques refer to all material that is expressed through drawings and symbols, for example, talking maps, drawings, posters, etc.

Communication techniques

They aim to demonstrate the importance and the use that is made of communication, which is a fundamental element in education.

Evaluation techniques

The objective of these techniques is to evaluate the topics or contents treated in a participative and entertaining way, avoiding selfishness and nervousness.
Feedback techniques

They allow to fix the subjects, if somebody could not catch; By working with these techniques, the contents are reinforced.

Targeted games

The games allow to create a pleasant, participative and friendly environment in the teaching-learning process; they do not require planning, they can be used to encourage participants in times of fatigue or recreation.

According to the Corn Team Association (2000) "When we talk about play, we are talking about participation, joy, creativity, education, self-esteem, group, liberation, solidarity, democracy ..." (p.4-5).

In all the proposed techniques, the procedures to be followed in each case are explained for their development or execution, orienting them in such a way that the student always has to contribute something that is unknown to others (to what is called an information gap), which is a fundamental requirement for there to be communication between people.
Chapter II

The expression and comprehension in the oral test

2.1. The perception of the language

The phonological system of the mother tongue is acquired from an early age in a gradual manner motivated by the need to communicate with the surrounding world. When the individual is an adult he has already assimilated the phonological system of the mother tongue, which allows him to use the language as a means of communication; however, when a foreign language is learned, the ear behaves like a pathological ear of people with hearing problems, since the strange phoneme will be incomprehensible and will reject it as strange, it will only recognize the elements of the phonological system of its mother tongue, and not those of the other language as expressed by Iruela (2004, p.65).

The student of a foreign language begins to learn through perception, followed by hearing and perceptual discrimination, which results in the possibility of articulation. A student repeats a sound, a word or a phrase faithfully because he perceives them correctly.

There are several factors that can hinder the full recognition of the phonemes of a foreign language. For example, a student may be able to locate the negative in the text
(reading), integrate the negative in his conversation (speaking) and write negative sentences without major problem (writing), however, auditory perception (listening) of the negative in a certain position within the sentence it is low.

There are factors that influence the auditory discrimination of the negative, by students of English as a second language. One of these is the effect of familiarity with the speaker's voice, familiarity with the spelling of the words and familiarity with the words themselves (cognates). The other factor is the omission of sounds. In connected speech, the process in which the sounds disappear or are not clearly articulated in certain contexts is called "omission". For example, we observe that in the negative sentences of the verb be in present, there is omission of three sounds: (isn't), (He's not).

The other factor is the structure of the syllable with respect to the group of consonants (consonant cluster). Following the contraction the English student does not perceive the word is not because, when forming the contraction, it becomes a single syllable. In English the syllable isn't [isnt] is formed by VCCC (a vowel and three consonants). When trying to perceive the negative, students expect to perceive [ʃsent] by inserting the vowel [e] to break the group of three consonants and form the sound [sen] similar to what they perceive in their mother tongue.
2.2. Oral expression

Conceptual definition

It is the communicative capacity created and developed by man to generate concepts, ideas and terms with meanings. It allows the human being to get in touch and establish connections with their peers, starting from it then the opportunity to set objectives, goals and projects in common. It differs from the oral communication of animals that, although it is carried out with objectives and desires, is not ordered, conscious or full of meanings.

The oral expression is a coherent communicative statement that occurs in a given situation with an intention and purpose. Oral expression is the set of techniques that determine the general guidelines that must be followed to communicate orally effectively, that is, it is the way to express without barriers what is thought.

Oral expression serves as an instrument to communicate about processes or objects external to it. It should be taken into account that oral production in certain circumstances is broader than speech, since it requires paralinguistic elements to complete its final significance. Oral expression can be spontaneous, but also a product of rigorous preparation. At school, the two forms of production should be promoted, according to the degree to which the students are located. In the first grades, it is suggested to give preference to spontaneous production to "break the ice" and habituate the participation of the students. In contrast, in the last grades it will be preferable to give priority to the prepared exhibition, especially on academic matters.
Model and strategies of oral expression

Bygate (1987) presents an interesting and sufficient scheme for our purposes. This author distinguishes between knowledge and skills of oral expression. The first ones are information that we know, that we have memorized and the second ones refer to the behaviors that we maintain in acts of expression.

Oral Expression Model

Table 2.
Model of oral expression

Source: Bygate (1987)

Human communications are structured and fixed based on the repetition and the experience that the interlocutors are acquiring. The issues of the situation are defined (in the case of the professional interview: work experience, training, interests, reasons for
the request, etc.). The interventions or the turns of speech are established and certain roles are configured. Routines is the name given to these communicative structures, which usually distinguish between information (the content of the transaction) and interaction (structure of interventions).

The knowledge of the routines allows us to exercise the first communicative ability, which is the planning of the discourse. It is necessary to know how to master the turns of the word, that is, to know when to speak, for how long and when the word must be given. Regarding this point, Bygate (1987) distinguishes five concrete strategies:

- Know how to indicate that you want to talk (gestures, sounds, greetings, etc.).
- Knows how to take the word at the right time.
- Know how to take advantage of the word (say everything it touches, adapt to the structure of the interventions, etc.).
- Know how to recognize the indications of others to take the floor.
- Know how to leave the word to another.

With the theme and the agreed shifts of the word, the next work that the interlocutors carry out is the negotiation of the meaning. Interviewer and candidate speak, each from their perspective, and they adapt what they say to their interests and the needs of the other. The skills that are used are usually of two types: the selection of the level of explicitness and the evaluation or confirmation of comprehension.

Bygate (1987) cites several comprehension confirmation strategies, which are presented in the following diagram in the form of a dialogue:
Table 3.  
*Understanding confirmation*

<table>
<thead>
<tr>
<th>Issuer (me)</th>
<th>Receiver (you)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I explain my purpose in advance.</td>
<td>I show cordial.</td>
</tr>
<tr>
<td>I show you cordiality.</td>
<td>You indicate that you understand me (with gestures, assent, facial expression, etc.).</td>
</tr>
<tr>
<td>I evaluate the information we share.</td>
<td>You indicate what you do not understand, or your doubts.</td>
</tr>
<tr>
<td>I precise and autocorrijo my message.</td>
<td>If necessary, you cut me to nuance or contrast some point.</td>
</tr>
<tr>
<td>I check that you understand me.</td>
<td></td>
</tr>
<tr>
<td>I ask you if you have understood me.</td>
<td></td>
</tr>
<tr>
<td>I adapt to your indications and I clarify the message.</td>
<td></td>
</tr>
<tr>
<td>I ask your opinion.</td>
<td></td>
</tr>
<tr>
<td>I summarize what you have told me.</td>
<td></td>
</tr>
</tbody>
</table>

Source: Bygate (1987)

The last component of oral expression, which includes specific skills, is the actual production of discourse. In oral communication, the interlocutors do not always have a lot of time to express and understand what is said, unlike the editor and the reader. The interlocutors use two skills: the facilitation of production and the compensation of difficulties. In the first, the issuers simplify how they are possible grammatical works or constraints of linguistic system (sentences, correction, etc.). In the second, the emitters reinforce their expression and help the receiver to understand what they say.
Finally, the scheme of Bygate (1987) also incorporates the ability of grammatical self-correction based on the rules of the rules on grammar and pronunciation. It is the ability that allows us to look at the form of the speech and correct any error that may have escaped us: a lexical incorrectness, a bad word, etc.

**Micro-skills of oral expression**

Based on the previous model and the various skills detected, the following classification of micro skills can be done, which establishes the various objectives of oral expression that must be worked on in the language classroom.

**i. Plan the speech**

- Analyze the situation (routine, state of the speech, anticipation, etc.) to prepare the intervention.

- Use written supports to prepare the intervention (especially in mono-managed speeches: scripts, notes, notes, etc.).

- Anticipate and prepare the topic (information, structure, language, etc).

- Anticipate and prepare the interaction (moment, tone, style, etc.).

**ii. Conduct the speech**

- Driving the theme

- Find appropriate topics for each situation.

- Start or propose a topic.

- Develop a theme.
- End a conversation.

- Lead the conversation to a new topic.

- Divert or avoid a topic of conversation.

- Relate a new theme with an old one.

- Know how to open and close an oral speech.

### iii. Drive the interaction

- Manifest that you want to intervene (with gestures, sounds, phrases).

- Choose the right moment to intervene.

- Effectively use the floor of the floor:

  Take the time to say everything that is considered necessary.

  Stick to the conventions of the type of discourse (theme, structure, etc.).

  Mark the beginning and end of the word shift.

  - Recognize when a speaker asks for the word.

  - Give the floor to a speaker at the right time.

### iv. Negotiate the meaning

- Adapt the degree of specification of the text.

- Evaluate the interlocutor's understanding.

- Use circumlocutions to supply lexical gaps.
v. Produce the text

- Facilitate production

- Simplify the structure of the phrase.

- Avoid all irrelevant words.

- Use expressions and formulas of routines.

- Use phrases, pauses and repetitions.

- Compensate production

- Autocorrect.

- Precise and polish the meaning of what is meant.

- Repeat and summarize important ideas.

- Restate what has been said.

- Correct production

- Clearly articulate the sounds of discourse.

- Apply the grammatical rules of the language (normative)

vi. Non-verbal aspects

- Control the voice: impostación, volume, nuances, tone.

- Use appropriate non-verbal codes: gestures and movements.

- Control the look: direct it to the interlocutors.
**Didactics of oral expression**

Usually students have unclear and precise ideas about language and oral expression. Surely they have received a grammatical teaching that emphasized orthography, correctness and everything that was written, while implicitly neglecting oral forms. For a long time they have been asked to study grammar with mechanical and closed exercises, and they have been forbidden to talk and collaborate in a group. For all this, it is logical that when the first oral practices begin, especially the most interactive, consider them as a fun pastime, as a kind of rest between strong grammar exercises; that they do not know them as a useful and important learning, and even that they may think they are wasting their time.

Precisely one of the tasks of the teacher is to change these attitudes and make students see the relevance of the oral in everyday life and the great benefit they can get from the various exercises that will be done in class; help them to realize the things that they do wrong, that they could do better and that they would revert to their daily communication. Children often associate the language with a grammar book, with heavy rules that have little relation to their lives.

Do not forget that the development of skills is a long and complex process. From one day to the next, we can notice that students learn words, discover a new concept or realize an unknown fact; instead, it will take months and even years to see substantial improvements in his expressive capacity. And the process of changing attitudes and opinions is even slower.

That is why it is necessary to plan the teaching of oral expression in the medium and long term. Teachers must understand that the positive results of some of the exercises that are carried out in our classroom may not be revealed until after some
time, in a superior course, without us being able to witness it. The development of expression requires practice and exercise, and is consolidated with experience and continuity.

Another feature of the usual treatment of oral expression in the classroom is to insist more on correct speech and less on expressive fluency. Well for the grammatical training of teachers, or for the sociolinguistic situation of the country, the truth is that we have always been more concerned with the grammaticality and the rules of the students' expression, than by ease, security or ease What they show when they speak The student can be so worried about avoiding mistakes and highs that he ends up talking slowly and without saying anything interesting.

The development of this skill ranges from the language-based approach to the message-based approach and its fundamental objective is that the student is able to develop the communicative act with the required effectiveness. That is why it is important to note that for the formation and development of oral expression in English; the learning tasks are the fundamental way for the student to acquire the knowledge and necessary habits that, from the didactic point of view, are necessary to have them present-

Medina (2006) proposes, for the elaboration of these tasks, the following phases:

- Sensitization: Although the dynamics of the communicative situation does not always give the possibility to the speaker to prepare for the communicative act, in the process directed in the classroom, it is useful to prepare the student to operate with this important and difficult skill. Although such preparation is cognitive and affective, the emphasis must be on the latter.
- Elaboration: The communicative act between the student / teacher, student / student and student / group is developed interactively.

- Redefinition: The student critically assesses both their linguistic performance and that of their classmates.

- Generalization: The application of the ability to express oneself orally in various communicative situations is one of the basic objectives of learning the English language. Therefore, this is the phase in which the student applies what he has learned in classes and continues to perfect his oral competence.

The learning task in the development of oral expression

Generally the teachers use as means of interaction between the students and the content of the foreign language are the exercises, activities and techniques. The term exercise is abstract and is commonly related to physical exercise; the activities that, are one of the governing categories of Psychology, go beyond the limits of the teaching-learning process and the techniques, according to Medina (2006, p.48) are "a wide variety of exercises or means used in foreign language class to achieve the objectives set ..."

In this context, it is considered that one of the most effective ways for the student to acquire knowledge, enhance, develop and develop the ability of oral expression in English is through the use of learning tasks.
According to Medina, the learning task is a means of interaction that, under the guidance of the teacher, is used to organize and carry out activities in the language learning process in order to meet the objectives set.

Among the activities that the English teacher can select to carry out the learning task can be the following:

- Imitative: repetition of phrases or expressions to achieve clarity and accuracy.

- Intensive: repetitions of specific phonological or grammatical structures.

- Sensitive: short answers to questions or comments from the teacher.

- Transactional: Dialogs to know certain information.

- Interpersonal: Dialogues to maintain social relations (interviews)

- Extensive: Monologues (short speeches, reports, oral summaries).

Before the task is applied, the teacher must carry out an in-depth study of it in order to select the one that best suits the interests of the students. The learning task must begin with controlled practice until creative practice to solve problems that can be found in the process of acquiring the English language.

In relation to controlled practice, the objective of the activity is to focus on the act. Its main objective is to practice and assimilate language. The student relies on memory, grammatical structures and the linguistic resources studied. This type of practice is related not only to the units already studied, but with a known content.
When the students prepare their activities with time, the proposed objectives are achieved and their participations are of quality. These pre-communicative activities facilitate the establishment of communicative relationships between teachers, students and materials; which are the key to the learning process.

In contrast, in creative practice the type of activity is communicative. These activities have the characteristic that students do not prepare in advance, nor are they made from the material studied. Can be made from the presentation of communicative situations in which learners give oral expression ability a new direction, unexpected, which does not depend on what was presented by the speaker, or from the understanding of what was said and the appropriate reaction in an unexpected situation.

In the teaching-learning process it is almost impossible for the student to correctly use a communicative situation that does not exist in his linguistic experience. Depending on the type of situation presented to the student, he will have to combine different learned rules, remember and reproduce words assimilated in previous units, and integrate them.

In 2009, Gonzales proposed a list of exercises that every English teacher can perform. Among these we have:

a) Recognition exercises: (Identify sounds in contrast, select among several answers, classify contents in true or false)

b) Reproduction exercises (imitate, memorize dialogues, poems, songs, answer guided questions)

c) Production exercises (Develop a conversation, write a letter, express opinions)
These encourage greater dynamism to the learning process and the consolidation of the knowledge imparted, also, to raise the interest for learning related to the most immediate social reality of the student.

It is necessary to emphasize the active and protagonist paper that the student must exercise during the learning under the conduction and guide of the professor, which must be mediated by the learning task that this last orient to the student, in which a dialectic unit between the practice and communication.

The learning tasks enhance the training and development of oral expression, also provides students with opportunities to use language, to express themselves spontaneously on communicative situations related to the most immediate social reality characteristics of a higher basic level. The content of the tasks is very useful because they can be used independently or in an integrated manner according to the needs, interests and motivations of the students.

2.3. Pronunciation in oral expression

Seidlhofer (2001, p. 56) states that "pronunciation is the production and perception of sounds, accent and intonation".

Cantero (2003, p. 545) argues that "pronunciation is the production and perception of speech."

Ur (1996, p.16) "Considers that pronunciation includes: The sounds of language (or phonology), accent and rhythm, and intonation; clarifies that the last two elements should not be ignored in relation to the first".
Irueka (2007), cited by Ahumada (2010, p.7), argues that pronunciation is the "support of oral language, both in its production and in its perception, which makes it intelligible to the oral production of the learner and facilitate listening comprehension."

In oral expression, the speaker produces a message before listeners who do not speak. It happens in, for example, a public statement, an oral presentation, a presentation, a speech, a performance of a play, etc. If there is a participation of the listener and this influences the speech of the speaker, then it is about oral interaction.

The basic processes that intervene in the activities of oral expression are the following:

• Plan what you are going to say.

• Organize ideas.

• Formulate ideas linguistically.

• Articulate the utterance using the phonics skills.

In oral expression several strategies intervene:

In planning, the learners analyze the situation, anticipate the moment, tone and style that they should use; they activate the knowledge they have about the topic they have to talk about, they activate the knowledge they have about the type of text they have to produce (e.g., an argument or an exposition); select the resources they will need (e.g., a dictionary); and; they know the characteristics of the recipient. They can also use written supports to prepare their intervention, such as notes, transparencies or images.
In the execution phase, some of the strategies involved are: avoid using difficult structures; simplify the syntax, use circumlocutions to compensate for lexicon deficiencies; Try things that you do not feel safe but think they can work (eg, Creating new words). It is also necessary to know how to open and close an oral speech, as well as take the time to say everything that suits you. It is also necessary to control the nonverbal aspects, such as the intensity of the voice, control the gaze to direct it to the interlocutors and use the appropriate gestures and movements.

In the evaluation phase, the speaker values his production and if necessary, repeats, summarizes, corrects, and specifies the meaning of what he wants to say, or reformulates what he has said. We see that oral expression is a very complex activity composed of numerous strategies and various processes. In the previous schemes we have seen that pronunciation is one more component of oral expression. Pronunciation is present in production strategies and it is also the essential component of the articulation process of the utterance.

In short, pronunciation is the support for the transmission of oral information and, therefore, the factor that conditions the intelligibility of the message. Therefore, the communicative importance of the pronunciation resides in that it grants intelligibility to the text of which it is a part.

**Dimensions of pronunciation**

Every language has a set of sounds that are organized in a particular way to express thought. There are no languages without sounds articulated or produced through the organs of speech. Not all languages have the same sounds, each of them is expressed through different types of sounds that are organized in systems.
There are, however, some sounds that may be the same in two or more languages but, in general, variations in pronunciation occur. In any language, the sounds are divided into two groups:

A. Segmental sounds

They are sequences of individual sounds that are composed of vowels and consonants and, combine to form analyzable units.

a. The vocals

The traditional characterization of the vowels is based on the non-obstruction of the air flow. Thus, a vowel sound is produced by a current of egressive air that passes through the vocal cords causing them to vibrate. Then it passes through the vocal tract where it is modified by the position of the tongue and lips.

Vocal phonemes have a relevant distinction in most varieties of English. Vocal phonemes, at least in RP and GA, are organized in pairs according to the features of tension and quantity, expressed as a vowel [+ long / + tense] or [- long / - tense].

The vowels [+ long / + tense] are produced with greater muscular effort (and greater articulatory definition) and are more of greater duration or quantity.

The scheme that is used for the study of the vowels is the one designed by Daniel Jones, in which the position of the language is simplified in a two-axis scheme. The vertical axis represents the height at which the tongue is placed and the horizontal axis represents the advanced, middle or backward position of the tongue.

According to this classification we have frontal, central and posterior vowels, and also closed, open, semi-open and semi-closed vowels. In addition, a last important
feature for the study of vowels is the shape of the lips. Thus, we distinguish between those vowels that occur with a rounding of the lips of those that occur without this rounding.

Table 4. *Table of vowel sounds*

<table>
<thead>
<tr>
<th>Frontness or backness</th>
<th>Front (Anterior)</th>
<th>Central</th>
<th>Back (Posterior)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tense</td>
<td>Relaxed</td>
<td>Tense</td>
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<td>Heigh</td>
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<tr>
<td>High</td>
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<td>ɪ</td>
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<tr>
<td>Mid</td>
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<tr>
<td>Low</td>
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<tr>
<td>Lips</td>
<td>Spread (sp)</td>
<td>Neutral</td>
<td>Slightlyrd. Rounded (rd)</td>
</tr>
<tr>
<td></td>
<td>Slightlysp.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Roach (1989)

**b. The consonants**

In English, it is possible to recognize 24 consonant sounds, both for their function and for their phonetic features in most cases. Traditionally these consonants have been grouped in a double entry table in which two fundamental articulatory features are expressed: the place of articulation in the horizontal and the articulation mode in the vertical. In addition, some other features are added to this table, such as the sonority of the consonants.

According to the point of articulation the consonant phonemes can be: interdental, labial, alveolar, Palatal, Velar, and glottal. As for the way of articulating them, they are classified as: occlusive, fricative, affricate, lateral, nasal and semivowel (glides); and by their sonority they are deaf and sonorous.
Table 5.
Sound box of American’s and British consonants

<table>
<thead>
<tr>
<th>Manner</th>
<th>Point of</th>
<th>Bilabial</th>
<th>Labio</th>
<th>Inter-</th>
<th>Alveolar</th>
<th>Palatal</th>
<th>Velar</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td>of art ↑</td>
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<tr>
<td>Plosives</td>
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<td></td>
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<tr>
<td></td>
<td>Voiced</td>
<td>B</td>
<td>d</td>
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<td>g</td>
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<tr>
<td>Affricate</td>
<td>Voiceless</td>
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<tr>
<td></td>
<td>Voiced</td>
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<tr>
<td>Fricative</td>
<td>Voiceless</td>
<td>f</td>
<td>θ</td>
<td>s</td>
<td>ʃ / ʒ</td>
<td>h</td>
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<td></td>
<td>Voiced</td>
<td>v</td>
<td>δ</td>
<td>z</td>
<td>ʒ / ʒ</td>
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<tr>
<td>Nasal</td>
<td>Voiced</td>
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<tr>
<td>Liquid</td>
<td>Voiced</td>
<td>l, r</td>
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<tr>
<td>Glide</td>
<td>Voiced</td>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>y / j</td>
<td></td>
</tr>
<tr>
<td>Flap</td>
<td>Voiced</td>
<td></td>
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</tbody>
</table>

Source: Roach (1989)

B. Suprasegmental sounds

They are those that indicate the characteristics of speech, such as accentuation, tone and rhythm, that accompany individual consonants and vowels and can extend over more than one segmentary element.

a. The accentuation

Quilis, (1999), quoted by Trujillo (2002, p.16), defines the accent as a "prosodic feature that allows to highlight a linguistic unit superior to the phoneme to distinguish it from other linguistic units of the same level". Other authors define it as a term used to refer only to the syllables of the words that receive prominence or that are emphasized within the sentence. In this way, the accent is considered as a concrete and contextualized category, and therefore, an observable phenomenon.
Likewise, the accent is made phonologically on the syllable and its core, which according to Trujillo (2002) calls intensive syllable and phoneme, compared to others (syllables and non-intensive phonemes). In this context, the accent not only has the function of contrasting phonemes with others; but also, it allows to differentiate the meaning granting it a high phonological value. For these considerations a phonological syllable is the set of phonemes that can receive an accent.

Another function of the accent that is called culminative, according to which the unaccented units are grouped around one that has an accent that manages to group them, which constitutes a prosodic justification of syntactic concepts such as syntagma, etc. and with the necessary classification of tonic or accented words and unstressed or unstressed words.

The accentuation of words in a statement depends on factors such as:

1. The rhythmic structure of the utterance (the proper rhythm of the language).

2. Pragmatic and discursive principles:
   a) The kinds of words (lexical vs. grammatical)
   b) The informative structure of the statement.
   c) The specific rules of each language.

English is characterized as a language "free of stress"; that is, the accent does not depend on the place in the statement, but it can occur on any syllable depending on several factors. For example, the meaning of individual words can be changed when the voltage is changed:
The man is going to concert the orchestra. The soldier received a good conduct medal. Words that are not commonly accentuated may be when the purpose is to emphasize: not ordinarily stressed may be for the purpose of emphasis: I did not say the book, I said a book.

Linguists usually describe four levels of accentuation as in the following example:

ä důstŷ briéfcasẽ: primary (é) secondary (û) tertiary (è) unstressed (ã)

For teaching purposes, however, we must concentrate on the tonic syllables (primary and secondary) and without accentuation, especially at the initial levels.

One of the characteristics that makes English speaking difficult for foreign students is the tendency to reduce and run all the unstressed syllables together. In informal speech, unstressed vowels are often reduced to one half of the vowel, such as / œ /. For example: The table is orange. Underlined syllables are pronounced with the sound / œ /.

According to the British tradition, the analysis of stress of sentences revolves around the notion of nuclear accent. The same can be defined, from a phonetic point of view, as the syllable that begins with the last tone or movement of the ringing tone (ascending, descending, neutral or the combination: ascending-descending, descending-ascending) in a tonal unit .

Functionally, it can be described as the syllable that marks the beginning of the most significant part of the statement. According to the nuclear intonation approach, the nuclear accent is the accented syllable of the most prominent word in the utterance.

The nuclear accent has been defined according to a functional and formal criterion, as explained below.
1-Phonetically: The definitions used in this sense concentrate on the type of prominence demonstrated by the nuclear syllable. The main definitions refer to the prominent syllable of the most prominent word in the utterance, the main movement of timbre of voice, the syllable that demonstrates maximum prominence, the syllable in which a significant tone begins and others.

2-Distributionally: Reference is made to the position that the nuclear accent takes in the tonal or intonational unit, for example: the last prominent syllable.

3-Functionally: They are of a phonological nature and refer to what the nucleus does: to be the main clue to recognize what speakers consider most important, the main means to mark the focus, etc.

- Common difficulties in accentuation

Generally, Spanish-speaking students when reading English words accentuate the last two syllables of English words, following the accentuation patterns acquired in their mother tongue.

Also, they do not perceive the difference between clear and dark vowels (i / I), since they produce it clearly. This phonological transfer of the mother tongue is more persistent when they find similar semantic and orthographic words
b. Rhythm

The rhythm of English is one of the suprasegmental traits that provide the greatest difficulties for students who learn this language. English does not have a constant rhythm like Castilian, since it consists of a mixture of loud sounds and weak sounds. It can be compared to English pronunciation as if it were a mountain range. In each sentence we have some strong syllables (the tops) and some weak syllables (the valleys).

It must be taken into account that English has an accentual rhythm; that is, it is determined by the number of accented syllables regardless of the number of syllables contained in an English sentence. What marks the rhythm is the frequency with which the tonic syllables occur at roughly equal time intervals without taking into account the number of unstressed syllables that exist between them.

The rhythm will be the same as long as the number of its accented syllables does not vary. The rhythm in Spanish is syllabic because the duration of a sentence depends on the number of syllables it contains, regardless of whether they are tonic or unstressed syllables. Stockwell and Bowen (1962, p.25) define that "the rhythm creates two elements in the language: (1) the length of the syllable; (2) the number of syllables per unit of time ".

In the English language there are two types of words: content words and functional words. The first ones have an accent and refer to nouns, verbs, adjectives and adverbs. Functional words do not have an accent and refer to pronouns, conjunctions, prepositions, auxiliaries and manners.
These functional words have a weak accent and are generally heard as the pronunciation of a schwa / ə /, / I / or /ʊ /. The characteristics that they have is that the volume of the tone is low and the extension of the sound is short.

The rhythm of Spanish is determined largely by the number of syllables in the sentence. Although the relationship between syntactic function and sentence accent in Spanish is undeniable, the qualitative and quantitative contrast that is established between types of words in this language is not as marked as in English. Auxiliary verbs, for example, are accentuated in Spanish despite their secondary semantic function: it is considered, had been reading. This rhythmic pattern is transferred to the foreign language and makes the Spanish speaker unable to understand an English sentence in which the functional words are pronounced weakly and some of their vowels and consonants are omitted.

Similarly, a marked tendency to produce strong forms in unaccented positions can be perceived in their performance in the foreign language. This, in addition to causing a foreign accent, can lead to a change in meaning. In the following example, the listener will understand can not or can depending on the vowel that he hears:

/arkændut / I can not do it.

/arkændut / I can do it.

On the other hand, the English compound nouns are accentuated in the first element while the Spanish nouns, like the adverbs ending in "-mente", are accentuated in two of their syllables, with the strongest accent on the second element.
Tennis shoes, bus stop Letter opener, nail clippers

It would be worth adding that composite formations in English are not limited to nouns: verbs (sight read, brain wash), adjectives (airsick, waterproof) and adverbs (somewhere, likewise) of this type are also recurrent and follow the pattern of mentioned accentuation, which increases the difficulties of Spanish speakers in learning English.

c. The intonation

Each language has its intonation field, that is, the zone between the most acute and the most severe linguistic sounds. And this field of intonation depends on the expressive habits of the language. Apart from individual variants, speakers of some areas tend to express themselves in a tone that is more acute or severe than other speakers of the same language in a different area.

Those who think so, are based on some coincidences that occur in different languages: the tonal rise or suspension usually indicate that the statement is incomplete, while the decline usually accompanies the statement, etc. This is enough to downplay the particularities that the intonation of different languages may present, attributing to it, in the face of the arbitrariness and conventionality of linguistic signs, universal validity.

Perhaps this is responsible, to a large extent, for the carelessness in which the intonation is found. The studies dedicated to the teaching of this are, in fact, much less numerous than those directed to the segments, although lately, most of them as a result of the contrastive analysis, more attention has been devoted to the subject.
Intonation is the melodic line with which the linguistic units of a message are pronounced. When you start to speak, the vocal cords become tense and there is a more or less rapid rise in tone, and at the end of the emission, the relaxation of the vocal cords causes the tonal descent.

The intonation allows us, from the functional point of view, to distinguish different statements such as affirmation, question, exclamation. From the sociolinguistic point of view, intonation also plays an important role, since, in addition to strictly personal information -sex, age, mood, etc.-, it provides us with the data related to the group to which the analyzed individual belongs: provenance geographic, social group, cultural level, etc.

Through intonation, the speaker intentionally confers on the utterance certain significant values: affirmative, interrogative, exclamatory, etc.; but, in addition, expressive values appear that are not necessarily intentional. The physiology of the speaker, for example, can cause completely involuntary variations. For the listener, however, they contain a certain semiotic value in how many exponents of the personality of the speaker, their emotional, physical, etc. It is in the final part of the melodic line, mainly, where all these expressive or significant possibilities are specified. The expressives are a reflection of factors such as attitudes and feelings that, in practice, can be difficult to distinguish. Emotions are involuntary, but they can also hide or pretend. Attitudes, on the other hand, are intentional and depend on reason.

On the other hand, intonation is not the only means of demonstrating attitudes. The speaker has other resources: the gestures, the expressions, the type of voice and, naturally, the other prosodic features. For the correct interpretation of the message, the information provided by the speaker's attitude is decisive.
In the didactic terrain, the first difficulty with which the teacher finds himself is to choose a prosodic norm. Indeed, the intonation distinguishes, in addition to what is considered general, particular intonations and a multitude of melodic variants depending on factors as diverse as the personality of the speaker, his mood, his attitude, etc., to those who already we have mentioned previously.

All this can confuse the student when choosing the correct melodic pattern that should be applied to a specific content.

When evaluating results, the teacher who evaluates each of the linguistic skills separately will find that, in some cases, the percentage and type of errors that occur in each of these facets differ substantially: understanding the language Writing does not necessarily mean understanding the spoken language, how to speak correctly from the morphosyntactic point of view does not necessarily mean phonetic correction either.

Moreover, being able to perceive a phonetic difference does not necessarily mean knowing how to classify it, much less knowing how to produce it. However, a perfect articulation of the sounds, accompanied by a total precision in the placement of accents and pauses, is of no use if they are not accompanied by the melodic movement that the phrase requires.

In addition to the greater or lesser degree of foreign accent that confers, a wrong intonation will reduce intelligibility to the language, affecting the comprehension of the message. The intonation, the rest of the skills that can be distinguished in the language, should be considered as an aspect separate from the domain of it and, therefore, object of the same attention and exercised with equal intensity.
It would be useful, on the other hand, to make use of the technical possibilities that the latest discoveries have placed at the service of teaching: language laboratories, more refined recording techniques, digital sonographs, audiovisual equipment, etc.

In this sense, and for the teaching of intonation, in some centers has been used to display the melodic line using equipment prepared for this purpose: the student, while listening through the headphones, can observe on a monitor the fluctuations experienced by the melodic line of a model sentence. Next, you can record your own version of the phrase and compare the contours of the intonation curve with those of the model phrase, repeating this audiovisual exercise as many times as necessary.

2.4. The feedback in the oral test

The feedback could be described as a conversation between the teacher and the student in order to communicate their perceptions regarding the teaching-learning and evaluation processes. This dialogue is carried out, through a deep reflection, in order to improve the processes and results of learning. For this, the teacher explains to the student the strengths and deficiencies and the student exposes their doubts and / or problems and, through consensus dialogue, both parties plan tasks, activities and / or strategies that lead to learning.

Black and Wiliam (1998: 12) affirm that "the dialogues between the students and the teacher must be deep and reflective, focused to evoke and explore the comprehension and conducted in such a way that the students have the opportunity to explore their ideas".
On the foregoing, a quality feedback process must:

- Be based on a pedagogy - for example constructivist -. 

- Motivate the student intrinsically to understand the desired learning objectives; compare the current level with the standard and get involved in actions that overcome the learning problems.

- Occur during the learning process or within a period of no more than a week to be relevant.

- Provide positive, critical and specific information about what the student understands and what is difficult.

- Introduce the student a concept of quality of the task approximated to that of the teacher.

- Plan improvement strategies.

- Promote the self-regulation of learning.

- Listen to what the student says and accept their comments as important pieces of information - without judging if they are correct or erroneous - because they reveal what the student is thinking, in terms of expressed needs -. 

- Start from the firm conviction that the student can learn.

- Complement with the student’s self-assessment.

- Anticipate the next steps that can improve student performance.
It is also a difficult aspect for teachers to get started on feedback. If it is the moment of interaction, Boston (2002) advises to ask questions and discussions in class, which together with the observation of the teacher can be developed in this way:

- Invite students to discuss their opinion about the topic in pairs or small groups and then ask one of them to share the group's comments with the rest of the class.

- Present several possible answers to a question and ask the students to discuss them and base their selection.

- Likewise, all students can be asked to write a response to several proposals and read some of them.

- Likewise, students can be invited to write their definition on a keyword in the subject before and after the instruction.

- Another way is for students to summarize the main ideas of a class, discussion or assigned reading.

- You can also have students complete or answer some questions at the end of the class.

- Interviewing students is equally possible in these cases.

- Do a task in class or qualitative assessment.
DIDACTIC
APPLICATION
LESSON CLASS

SESSION TITLE:
I LOVE MY FAMILY

I. GENERAL INFORMATION

1.1 Educational Institution : The Morochucos
1.2 Level : Secondary
1.3 Teacher : Arturo Aguilar Rojas
1.4 Grade and Section No : 1º C
1.5 Hours : 2 hours
1.6 Session Number : 2
1.7 Title of the session : I love my family
1.8 Date : September 18 - 2018

II. EXPECTED LEARNING:

<table>
<thead>
<tr>
<th>Competitions</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>- Reading Comprehension</td>
<td></td>
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<tr>
<td>- Oral expression</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Capacities</th>
<th>Indicators</th>
</tr>
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<tbody>
<tr>
<td>Identify the meaning of expressions through images and relate it to their daily life. It is expressed correctly with the vocabulary learned.</td>
<td>• Includes an audio where a family is described.</td>
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<td></td>
<td>• Make a conversation about your family by answering and asking for each of its members.</td>
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<tr>
<td>DIDACTIC SEQUENCE</td>
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<tr>
<td><strong>START (13')</strong></td>
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<tr>
<td>1. Students respond to the teacher’s greeting.</td>
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<td>2. Students guess how many people are in the teacher’s family.</td>
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<td>- There are ____ people in your family. You have a big / small family.</td>
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<tr>
<td>3. The teacher shows the image (Annex 1 or show a real picture of his family) and reveal the correct answer.</td>
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<tr>
<td>4. Students indicate who the members of the teacher's family are. The teacher provides the correct answer.</td>
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<td><strong>Development (70')</strong></td>
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<tr>
<td>5. Students work in pairs:</td>
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<tr>
<td>Student A receives cards with reference images of members of the male family and the B female student. (Appendix 2).</td>
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<td>6. Students complete the words in English of the members of the family (the first and last letter are included).</td>
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<td>7. The teacher monitors the work of the groups in pairs.</td>
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<td>8. Students verify the correct spelling in pairs and then with all the class.</td>
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<td>10. Students mix the cards and place them face down.</td>
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<tr>
<td>11. A student takes a card by placing it face up and then a second trying to make it the corresponding pair (Example: father &amp; mother). Finding the couple will keep both cards. If you can not find the couple, you will return the card to the table, placing it face down and it will be your partner's turn. The student who accumulates the most cards will win. Useful phrases: I start. It's my turn. This is father, so I need to find mother.</td>
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<td><strong>WEATHER</strong></td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
<td>7'</td>
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</tbody>
</table>
12. Students listen to Audio 1 and choose the cards of the family members that are mentioned in the correct order. (brother, sister, father, mother). The teacher asks some questions: (listen to the audio again if necessary) - Does Pancho have a big or small family? (a big family) - How many brothers and sisters does Pancho have? (13: 7 brothers and 6 sisters); - What is his father's job? (he's a taxi driver); - What does his mother do? (she has a store in their house and sells everyday products)  

13. Students work in pairs with a different classmate and conduct an interview taking as an example the audio and including other questions (take turns interviewing): - Do you have a big or small family? I have a ______ family. - How many brothers and sisters do you have? I have ___ brothers and ___ sisters. - What is your father's job? He’s a/an _______. - Whereabouts in Peru is he from? He’s from _______ (town) - How old is he? He’s ______ years old. (similar questions for the other members of the family). 

14. The teacher monitors the work of the peers, assisting them if necessary and taking note of mistakes they may make.  

15. Students share their conversations with the class  

16. The teacher congratulates everyone for the work done.

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**Close (7')**

17. Feedback: The teacher writes the errors that could identify while monitoring the work of the students. He asks the class if they find some error in each of the sentences written on the board. The students participate and find the errors, they approach the blackboard and correct them.  

18. Metacognition: Students answer the questions: - What are the questions for asking about family? - What is the questions for asking about a person's job? - What is the questions for asking about a person's age? - What is the questions for asking about a person's hometown?

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**Homework to work at home**

Students should bring a photo of their family or a newspaper / magazine photo that shows a family.
APPENDIX 1

Checklist

<table>
<thead>
<tr>
<th>N°</th>
<th>Name and surnames of students</th>
<th>It includes an audio where a family is described.</th>
<th>Make a conversation about your family</th>
<th>Inquire about their family roots</th>
<th>Express clearly feelings towards your family</th>
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## APPENDIX 2

### COEVALUATION SHEET

<table>
<thead>
<tr>
<th>Nº</th>
<th>CRITERIA</th>
<th>NAMES</th>
<th>Participate giving opinions</th>
<th>Respect the opinions of others</th>
<th>Collaborate with everything the group needs</th>
<th>Work with order and cleaning</th>
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Anexo 1: TEACHER’S FAMILY
Anexo 2: FAMILY CARDS (Pegar sobre cartulina de ser posible)

G________R G________R

F___R M___R
Synthesis

In the teaching of the English language, the main objective will be to develop communication and, for that, it is essential to speak, something that for many students, is not easy or comfortable. The oral skill must be worked in class, as in any other educational stage. It is the responsibility of the teacher that the classroom becomes a place where communication is the basis of learning. The reality is that still many teachers understand and develop their classes as a unidirectional process in which the teacher is the one who must communicate and the rest receive the message and, thus, it will be difficult to encourage and improve oral expression.

To get a student to speak, he or she must feel comfortable, confident and motivated. Learning the language of English is not so easy or something that we can learn in a few days, even in a short period of time, and this is something that we should also be able to transmit to our students, so they do not lose heart If the results do not arrive as soon as they expected.

To communicate orally is to dare to produce sounds out loud and this brings complications. In some cases, it is said that oral expression causes anxiety, but also demands speed, spontaneity and a direct exhibition. Oral expression is also closely related to affectivity, that is to say, that feeling of shame that so often appears when a language has to be spoken in which the individual does not feel safe. Oral expression in English will be compromised.
Recommendations

It is suggested to train teachers in the English area constantly regarding the use of strategies as a motivational part to stimulate oral communication.

Likewise, emphasis will be placed on the process of interacting with students in the metacognition of each session in such a way that their way of thinking and feeling would be facilitated and encouraged by oral communication.

It is the responsibility of the teacher that the classroom becomes a place where communication is the basis of learning and therefore must be comfortable and must be a clean environment.
References


Fonseca, L. (2002). *Group of Exercises for the Teaching of the Pronunciation of the Sounds of the English Language to the Students of Basic Secondary of*


