

ACTIVIDADES PARA FORTALECER DE LA FLUIDEZ ORAL A TRAVÉS DE LAS CLASES DE INGLÉS.

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RESUMEN

El desarrollo efectivo de habilidades comunicativas en un idioma extranjero requiere el uso de ciertas estrategias y principios de enseñanza. Desarrollar principios especializados en la competencia lingüística es un proceso que prepara al estudiante para los diferentes niveles educacionales. La movilidad de estudiantes y profesores son aspectos educativos importantes en el proceso de enseñanza-aprendizaje del inglés. La superación de las barreras en el lenguaje es una condición previa para el idioma y provee instrucciones para el idioma extranjero. El objetivo principal de la enseñanza de un idioma extranjero es el desarrollo de hábitos y habilidades así como proveer a los estudiantes con un nuevo conocimiento sobre el idioma, y contribuir a la formación científica y moderna del mundo empezando por el desarrollo del idioma como un fenómeno social y la relación con la cultura. Se elaboraron actividades con su correspondiente estructura para darle solución al problema detectado concerniente con el desarrollo de la fluidez oral en los estudiantes. La aplicación de las actividades permitirá resolver las insuficiencias detectadas incrementando el conocimiento de los estudiantes de un idioma extranjero.

Palabras claves: fluidez oral, proceso de enseñanza-aprendizaje, inglés, actividades.

ACTIVITIES TO STRENGTHEN ORAL FLUENCY THROUGH THE ENGLISH LESSONS.

ABSTRACT

The effective development of communicative skills requires certain strategies and principles of teaching. Building specialized linguistic competence is a process that prepares students for the subsequent stages in education. Student and teacher mobility are important aspects of education within the teaching-learning Process of English. Overcoming the language barrier is a precondition for following and providing instruction in a foreign language. The main objective of the teaching of foreign languages is to develop habits and skills as well as to provide students with new knowledge about a language, and to contribute to the scientific conception of the modern world starting from the quality of language as a social phenomenon and the relation throughout language culture. There were elaborated activities with their correspondence structure to give solution to the problem detected concerning the development of oral fluency in the students. The application of the activities permitted to solve the insufficiencies detected increasing the students' knowledge in a foreign language.

Key words: oral fluency, teaching-learning process, English, activities.

INTRODUCCIÓN

El idioma inglés se ha propagado por todo el mundo como un medio de comunicación, como consecuencia de ello se ha convertido en una prioridad del Ministerio de Educación Cubano. El inglés se enseña en nuestro país con el principal propósito de contribuir a la formación integral de las nuevas generaciones con una concepción científica del mundo. Por esta razón hoy en día el desarrollo económico del país, el impetuoso avance de la Revolución científico-técnica, y la ayuda internacionalista que Cuba brinda a otros países, traen consigo la necesidad de que las nuevas generaciones aprenden inglés, así como ampliar la formación política e ideológica y al mismo tiempo los valores y la cultura de otros países.

Hoy en día dentro de la enseñanza comunicativa de un idioma extranjero se tiene en cuenta con gran fortaleza el aprendizaje basado en tareas, porque ofrece a los estudiantes la oportunidad de utilizar el idioma para propósitos específicos en el desarrollo de la expresión oral. La enseñanza del inglés ofrece a los estudiantes la posibilidad de utilizarlo como una herramienta en la búsqueda de información.

A través de estudios sistemáticos del aprendizaje de un idioma extranjero los estudiantes deben adquirir conocimiento, hábitos y habilidades relacionados con aspectos fonológicos y morfosintácticos para el logro de conocimientos y su puesta en práctica; es por eso que la enseñanza de un idioma implica un gran esfuerzo por parte del profesor y la necesidad de su preparación para garantizar el aprendizaje de un idioma extranjero.

Es importante tener en cuenta que en el proceso de enseñanza-aprendizaje del inglés es necesario tener en cuenta el dominio de los objetivos del idioma, uno de ellos es lograr el desarrollo de las cuatro

habilidades del idioma, donde la expresión oral se desarrolla de manera separada por su grado de dificultad.

El proceso comunicativo en general es el que se establece dentro del proceso de enseñanza-aprendizaje y permite el conocimiento mutuo, así como favorece relaciones interpersonales en cualquier contexto.

Sin ninguna duda la expresión oral es indispensable. En este proceso siempre debe existir un intercambio de información entre el estudiante y el profesor expresando relaciones interpersonales en grupo y de manera individual.

Es por estas razones que el principal propósito del profesor debe ser: prestarle especial atención al desarrollo de la expresión oral, debido a que la habilidad de hablar materializa la forma de comunicarse.

Hoy en día se cree que si no se habla inglés con fluidez es difícil comunicarse de manera efectiva en inglés. Debido a la importancia del dominio del inglés por los estudiantes y de que se comuniquen de manera fluida se elabora el siguiente problema científico:

¿Cómo fortalecer la fluidez oral en los estudiantes a través de las clases de inglés?

De acuerdo con el problema científico se determinó como objetivo:

Elaboración de actividades para fortalecer la fluidez oral en los estudiantes a través de las clases de inglés.

Desarrollo

El idioma surge desde la existencia de la humanidad convirtiéndose en elemento esencial entre los hombres como parte de su relación social. El lenguaje se formó y se desarrolló a través de la interacción entre las personas. Es por eso que su aparición jugó un papel importante en la actividad de cada persona.

El lenguaje es solo un medio que influye en el desarrollo de los individuos de expresarse de una forma clara, entender los problemas de la sociedad y mejorar su trabajo de manera crítica y creativa.

Actividades para desarrollar la fluidez oral:

1. incorporar la repetición: una de las mejores maneras de aumentar la fluidez es utilizar el idioma una y otra vez. No significa que sea solo repetir lo que dice el profesor sino poder comunicarse con la audiencia utilizando las herramientas que brinda el profesor.
2. Aumentar las actividades de habla: dejar que los estudiantes trabajen en parejas o en grupos pequeños.
. facilita 100 % una conversación en inglés de manera libre.
. promueve el uso del idioma fuera del aula.
3. Preparación previa antes de hablar: uno de los factores que contribuye a aumentar la fluidez es una adecuada planificación. Estudiantes de un nivel bajo o intermedio necesitan tiempo para preparar lo que van a decir. Escribir en silencio lo que se va a decir antes

de una actividad oral ayuda a mantener concentrado al estudiante en la actividad. Una técnica simple es darle al estudiante uno minutos para una lectura en silencio y pensar antes de enfrentarse a la actividad permite una mejor comunicación.

4. Utilizar temas motivantes: mientras más motivantes y sencillos sean los temas a trabajar, más interesantes serán para los estudiantes, tales como describir un evento reciente o actividad.
5. Asegurar un nivel apropiado: actividades de fluidez deben estar en los diferentes niveles de dificultad en los que se encuentran los estudiantes.

Las actividades deben ser interesantes para que permitan una mejor comunicación. Además los estudiantes aprenden a escuchar, hablar e interactuar en situaciones de diálogos relacionados con actividades diarias, gustos y preferencias con el objetivo de propiciar el desarrollo de la comunicación oral en idioma inglés.

En las actividades elaboradas se propone el uso del trabajo en parejas y en equipo ya que esto juega un papel importante en el aprendizaje del inglés y ofrece ventajas, permitiendo a los estudiantes desarrollar la habilidad de trabajar en grupo para el desarrollo de la expresión oral. Además las actividades propician una atmósfera cobfortable en el aula para el logro del objetivo propuesto.

Fueron elaboradas 9 actividades organizadas teniendo en cuenta los niveles de asimilación del contenido. Las mismas están elaboradas en inglés para ser utilizadas por los profesores en las clases de inglés.

Activity # 1

Title: What do you do last summer? Objective: to write sentences in simple past.

Content: simple past, action verbs. Teaching means: pictures

Procedure: the teacher will ask the students to work in group of four. The students will develop the following exercise.

Match the actions with the pictures. Then rewrite them in simple past. Be ready to read it aloud.

Example: Last summer I packed my bag to go camping.

Pictures

1. build a sand castle
2. hike a lot
3. learn how to scuba dive
4. travel by plane
5. read a very funny story
6. play a lot of computer games
7. eat lots of ice cream
8. spend a week in New York
9. climb a mountain
10. sunbathe on the beach every day
11. go fishing
12. surf a huge wave
13. sleep in a tent
14. drive to Italy
15. make a campfire
16. have a barbecue
17. visit a museum
18. go sightseeing on a tour bus
19. pack my bag to go camping
20. drink coconut milk
21. fly a kite
22. do lots of sports
23. roast some marshmallows
24. buy some souvenirs
25. take a lot of selfies
26. ride a roller coaster
27. stay in a 5-star hotel
28. swim in the sea

Evaluation: written and orally.

Activity # 2

Title: Let´s talk about tourism.

Objective: to talk about general aspects related to tourism.

Content: simple present, verb to be in present and past.

Teaching means: cards

Procedure: the teacher will divide the group in two teams and will name each of them. Then he/she will place some cards in a table in front of the classroom and will explain the students the rules of the game. One student of each team will pick a card and read it aloud and give answer to it. To each correct answer the team will obtain 5 points. The team will obtained more points will win the game.

Cards

<p>How often do you go on holiday? Where have you been?</p>	<p>What are the most popular tourist attractions in your country?</p>	<p>Describe a sightseeing trip you have taken.</p>
<p>Which museums have you visited? Which did you enjoy most? Why?</p>	<p>City trip or beach holiday? Which do you prefer? Why?</p>	<p>What are the benefits of tourism for a country? Explain.</p>

What are possible disadvantages of tourism for a country? Explain.	What kind of jobs are there in the tourism industry? Would like to do one?	What makes a good tour guide? Explain.
For tourists, what is the most convenient way to get around in your country?	Have you flown? Was it short or long haul? Did you suffer from jet lag?	Have you taken a long distance bus trip? How many hours were you on the bus?
Which of the 7 new world wonders do you know? Where are they located?	Which city or country would you like to visit most? Explain why.	Name some landmarks from your city or country. Describe them.
Which countries are the most popular destinations? Discuss. Do online research.	Which cities or countries have you visited? What's your top 3?	Does your country benefit from tourism? In what way?

Evaluation: orally.

Activity # 3

Title: Let's be reporters. Objective: to talk about news and the world.

Content: simple present, simple past, action verbs. Teaching means: cards

Procedure: the teacher will orient the activity previously. He/she will ask the students to work in pairs and to each one will give some cards with questions related to the world and about news.

Cards

News

Do you watch the news on TV? How often do you watch it?	When was the last time you watched the news on TV? What was on the news?	How often do you watch or listen to the news in English? Talk about it.
How has technology changed the way we receive news? Discuss.	Do you think most newspapers print what's important, or what will make them sell more? What about TV news?	Do you buy the newspaper or read it online? Do you have a subscription?
How often do you read the newspaper? Which is your favourite? Why?	Do you think traditional (printed) newspapers will disappear? Explain.	Which international news channels do you know? Do you ever watch them?

How do you keep up with the news? What's your favourite news source?	Local (national) news or international news? Which do you prefer? Why?	Which local TV or radio stations do you know? At what time is the news?
Think of an important news story that you remember. What was it?	Are you interested in sports news? Celebrity news? Business news?	Are there certain things journalists shouldn't report on? Why?
Do you ever browse the website of a newspaper or TV station? Talk about it.	'Bad news sells.' Do you agree? Discuss in group.	Do you think the media is <i>objective</i> ? (= fair, unbiased) Why or why not?

World

How many countries are there in the world? Work in pairs and guess.	How many continents are there? Can you name them?	What is the capital of your country? What are the most important cities?
How can we make the world a better place to live in?	Do you think everyone should live in their own country? Brainstorm and discuss immigration.	What country would you like to live in? Explain why.
What are the biggest countries in the world? Make a top-5.	What are the most populous countries in the world? Make a top-5.	What are the smallest countries in the world? Make a top-5.
What are the most important economies in the world? Brainstorm and discuss.	What are the most dangerous countries in the world? Why do you think so?	How many countries have you been to? Which did you like most? What did you like about it?

To one student will be given questions related to the world and the other one questions related to the news. The students will investigate about the questions given and will create a tv show in the classroom following the situation given by the teacher and the change roles.

Situation

A: You are a tv reporter and you are going to interview a famous personality. Introduce yourself and ask the questions given.

B: You are a famous personality who was invited to a tv show. Answer the questions.

Evaluation: orally.

Activity # 4

Title: let's talk about an important event.

Objective: to talk about an important event in their life.

Content: simple past Teaching means: card.

Procedure: the teacher will ask the students to work in pairs to develop this exercise. It will be given a card to each pair. Using the situation given the students will complete the card and then by using the information in the card they must write a report following the guide given by the professor in a paper.

Card

BEFORE YOU WRITE THINK OF AN INTERESTING EVENT,
FOR EXAMPLE, A SCHOOL COMPETITION, A PARTY, A TRIP,
A CELEBRATION.

FILL IN THE INFORMATION

Reason for the event

When and where it took place

Who was there

What they did

The result was

What happened in the end

Paper

Use the information in the above box to write the report.
Organize your ideas into paragraphs according to the plan below:

Paragraph 1
The background to the event

Paragraph 2
Where, where the event took place.
Who was involved

Paragraph 3
The result of the event
Was it successful?

Situation.

You met your friend at the Post Office. You want to send a card to a friend talking about an important event in your life. Tell your friend about the event while he/she is asking you the questions in the card. Then use the information in the card to write the report. Organize your ideas into paragraphs. Read your report.

Evaluation: written and orally.

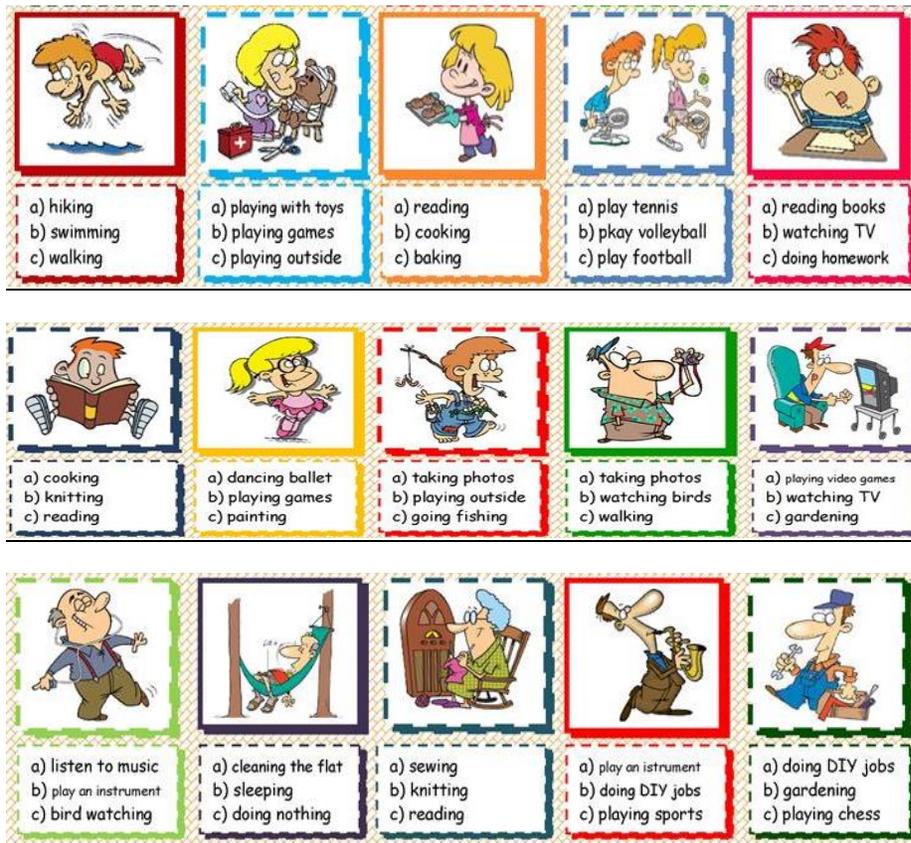
Activity # 5

Title: Let's talk about our hobbies and pastimes Objective: to talk about hobbies

Content: simple present Teaching means: cards with pictures.

Procedure: the teacher will give a card with a picture of a hobby and some items with hobbies and the students will select the correct item according to the pictures and they are going to talk about its favorite hobby and give reasons why they like it.

Cards



Evaluation: written and orally.

Activity # 6

Title: Puzzle hobbies

Objective: To reproduce the grammatical structures studied to talk about hobbies.

Content: verbal tenses, adjectives. Teaching means: picture.

Procedure: The teacher will divide the group into two teams and will give them a picture with a puzzle. The teams will find some verbs related to hobbies in the puzzle and they should write three sentences with each of them talking about a hobby. Then one student from each team will read the sentences of the

first word found in the puzzle and so on. The other will ask questions related to the hobby. The team who obtains more points will win. To each word found the team will win 1 point and to each correct sentences or information given the team will win 5 points.

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

Evaluation: orally

Activity # 7

Title: Pollution

Objective: to comprehend the reading material

Content: simple present, modal verbs.

Teaching means: cards

Procedure: the teacher will work with a reading material entitled "Pollution".

Before reading:

Warm up.

The teacher will ask these questions (in Spanish):

- Where do you live?
- Where are you originally from?
- Do you know of some environmental problems in your community?
- Can you mention some of them?
- What is pollution?

While reading:

Exercise 1

Answer the following sentences.

1. What is the biggest enemy of the environment?
2. What are the causes of air pollution?
3. What is wrong with the aerosol?
4. What is the function of the Ozone layer?
5. Why is water suffering from pollution?
6. Why do you think we should all be environment friendly?

Exercise 2

Say Right (R), Wrong (W) or I do not know (Idk).

- a) ___ There are just a few environmental problems.
- b) ___ Pollution do not affect people´s life.
- c) ___ Pollution is caused by the contamination of air.
- d) ___ Cars are big causes of air pollution.
- e) ___ Smoke is the biggest contamination of the Earth.

Exercise 3

Find in the text.

- a) Verb to be in present:
- b) three action verbs:
- c) a sentence with a modal verb:
- d) two nouns:
- e) a proper noun:

After reading:

Exercise 1

Complete the sentences with should/shouldn't do to save the Earth.

Should

Shouldn't

- We _____ burn trees.
- We _____ walk or ride a bike to school.

- We _____ leave the tap running when we are brushing the teeth.
- We _____ turn off the lights and the computer when we leave the room.
- We _____ recycle waste paper, bottles and cans.
- We _____ use aerosols.
- We _____ use low energy light bulbs.
- We _____ drop litter in the streets.

Exercise 2

Work in pairs and make a list of the things you will do to avoid pollution.

Exercise 3

Draw a picture showing a pollution problem. Be ready to explain it.

Evaluation: written and orally.

Activity # 8

Title: Project work

Objective: to develop investigative skills while researching about some environmental issues.

Content:

Teaching means: cards

Procedure: the teacher will divide the group in teams according to the numbers of students. To each team will give a card. Each card has an environmental disaster. The teams will investigate about this disaster following a guide with questions. The activity will be evaluated following the steps to evaluate a project work.

Questions.

- Read the card aloud.
- Investigate about this disaster in no less than 200 words.
- Provide examples all over the world of countries that had suffered from this disaster.
- Draw a map of the world showing where these places are located.
- Show pictures.
- Elaborate a list of activities that can be done to avoid the disaster.
- What would you do to help people who had suffered from this disaster?

Cards

<p>An avalanche is like a mudslide except it is made up of snow and ice. They occur in the mountains after fresh snowfalls and can travel at 80 miles an hour.</p> 	<p>Drought: A drought occurs when there has not been enough rain so that crops and plants can grow. Farm animals die and people don't have enough to eat.</p> 	<p>Forest fires are fires that burn in forest areas. Lightning can start them but usually careless people do. There are 100,000 fires in the US every year. They can travel at 23 kilometers an hour and will destroy everything as they move. Drought and hot weather are also responsible for many fires.</p> 
<p>A blizzard is a severe snowstorm with very high winds, extremely low temperatures, and poor or no visibility. They are especially dangerous for travelers who may get stuck in their cars and could suffer from hypothermia.</p> 	<p>Floods are one of the worst natural disasters and cost the most money. They occur when storms cause rivers to overflow or by high tides. They cause enormous damage and loss of life.</p> 	<p>Volcanoes are explosions that happen from openings in the earth's surface. Most volcanoes are located in the Pacific Rim. When volcanoes erupt, they spew magma, lava, and ash. There are between 1,300 to 1,500 volcanoes on Earth.</p> 
<p>A tornado is a spinning tube of air that touches the ground and a cloud above. They usually travel only a few miles but can destroy everything in their wake. The US has 1200 a year more than anywhere else in the world.</p> 	<p>A hurricane is a strong tropical storm with high winds and heavy rain. Each hurricane has a boy's or girl's name. They cause tremendous damage when they hit land. They occur from June until November in the US.</p> 	

Evaluation: written and orally.

CONCLUSIONES

La enseñanza de un idioma extranjero tiene como principal objetivo enseñar el idioma como medio de comunicación utilizando el mismo en el proceso de enseñanza-aprendizaje. En este proceso resulta de vital importancia la adquisición de los estudiantes de una buena pronunciación ya que el lenguaje es un sistema de comunicación oral que se escucha como unidades mínimas de significado, es integrado para llevar un mensaje, dominando con maestría la habilidad de discurso es la ruta principal para la correcta comprensión de este.

Adquirir una buena pronunciación está relacionado con el desarrollo de habilidades en dos aspectos fundamentales: La audición a reconocer e interpretar sonidos y la producción del sistema fonológico del idioma.

Las actividades elaboradas son de gran ayuda para el desarrollo de la fluidez en idioma inglés en los estudiantes ya que ofrece actividades motivantes e interesantes.

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