UNIVERSITY OF HOLGUÍN

CAMPUS "JOSÉ DE LA LUZ Y CABALLERO"

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DIPLOMA PAPER

Title: A Set of Learning Tasks to Improve Oral Expression in English through the Stimulation of Interpersonal Intelligence in freshmen at "José Martí Pérez" Teacher Training School in Holguín

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Holguín

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ABSTRACT

The main goal of the Diploma Paper is to provide a set of learning tasks to improve oral expression in English through the stimulation of interpersonal intelligence in freshmen at "José Martí Pérez" Teacher Training School in Holguín. The application of several theoretical and empirical methods during the research process rendered the difficulties that allowed the researcher to develop this paper. A theoretical analysis is presented in the first chapter on the main aspects of the teaching-learning process of English at Teacher Training Schools, and on the improvement of oral expression.

The second chapter includes the proposal of learning tasks as a way to improveoral expression at this level, main contribution of the paper, and methodological elements related to the proposal.Chapter Three presents the corroboration of the proposal,carried outinitially using Specialists' Criterion (survey) at "José Martí Pérez" Teacher Training School in Holguín. Afterwards a Pedagogical Experience was implemented. The results obtained proved that the learning tasks devised were effective for the improvement of oral expression in English. The paper includes a Certification Letter as an evidence of the application and credibilityof the work developed (Appendix VI)

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INTRODUCTION

Foreign language teaching, particularly English is important for the achievement of specific pedagogical goals. It involves both, how professionals act responsibly towards the teaching process, and how students undertakelearning. Thus, the efficiency of theEnglish teaching-learning process depends on the content analysis on one hand, andhow students build knowledge on the other.The objective of the English teaching-learning process in freshmen at "José Martí Pérez" Teacher Training School in Holguín is to develop all four communicative abilities of the language.

In this context, there have been serious efforts to propose methods, techniques and procedures to improve oral expression, listening comprehension, written expression, and reading comprehension in as accurate a manner as possible.

It must be stated that there are aspects that favor the process, among them the fact that the author has already two years of experience in direct practice teaching. On the learning side, it can be argued that the students showed motivation towards the idea of activating their multiple intelligences (interpersonal ones). Motivation contributes to overturn the low proficiency levels of the students, as a high motivation assists in developing skills in the foreign language through the stimulation of the interpersonal intelligence aspect to improve oral expression. Besides, the students are adolescents (fifteen to sixteen years old), therefore:

- Their memory, imagination and experiences are enriched.
- Their thinking processes are more conscious particularly with the teacher`s guidance.
- Their intellectual development has increased as a result of the influence of the teaching-learning process.
- They carry out independent work more easily.

Nevertheless, there are still insufficiencies in considering the students' learning potential to improve these abilities especially oral expression.

INTRODUCTION

The difficulties spotted related to the improvement of oral expression in freshmen at this school emerged from the process of teaching and from research done on the matter of oral expression improvement as a central objective of the level. A study based on the results obtained from the application of empirical methods (class observation, interview and survey to teachers and students) on how the process of improvement of the oral expression in freshmen at José Martí Perez Teacher Training School in Holguín is undertaken,proved the existence of the following insufficiencies:

➢ Teachers do not often consider how the learning tasks devised actually apply to the students'potential and learning needs.
➢ Students have low proficiency levels in using the English language appropriately.
➢ Teachers tend to use traditional methodologies when devising and implementing the learning tasksintended to improve oral expression.
➢ Teachers lack the necessary theoretical knowledge to improve oral expression from the perspective of interpersonal intelligence stimulation.

The results obtained, as well as the insufficiencies detected during the research process allowed the author to identify the following **Research Problem**: How to improve oral expression in English through the stimulation of interpersonal intelligence in freshmen at "José Martí Pérez" Teacher Training School in Holguín? Thus, the **Research Object** has been formulated in the following terms:the teaching-learning process of oral expression in freshmen at "José Martí Pérez" Teacher Training School in Holguín.

The social expectation to solve the research problem is stated in terms of the following **Research Objective:** The devising of a set of learning tasks to improveoral expression in English through the stimulation of interpersonal intelligence in freshmen at "José Martí Pérez" Teacher Training School in Holguín.The logical evolution of the research and the formulation of the objective allowed the author to precise the **Scope of Action** as:the improvement of oral

expression through the stimulation of interpersonal intelligence in freshmen at "José Martí Pérez" Teacher Training School in Holguín.

It has been also of importance, to follow a logical scientific order to fulfill the objective of this investigational work, so the following **Research Questions** were devised:

1. What theoretical elements support the teaching-learning process of oral expression through the stimulation of interpersonal intelligence in freshmen at "José Martí Pérez" Teacher Training School in Holguín?
2. What is the current state of oral expression in English through the stimulation of interpersonal intelligence in freshmen at "José Martí Pérez" Teacher Training School in Holguín?
3. What set of learning tasks can improve oral expression in English through the stimulation of interpersonal intelligence in freshmen at "José Martí Pérez" Teacher Training School in Holguín?
4. How effective could be the set of learning tasks proposed to improve oral expression in English through the stimulation of interpersonal intelligence in freshmen at "José Martí Pérez" Teacher Training School in Holguín?

To undertake the investigation process the following **Research Tasks** were formulated:

1. To analyze theoretical elements concerningthe teaching-learning process of oral expression through the stimulation of interpersonal intelligence infreshmen at "José Martí Pérez" Teacher Training School in Holguín.
2. To analyze the current stateof oral expression in English through the stimulation of interpersonal intelligence in freshmen at "José Martí Pérez" Teacher Training School in Holguín

3. To devise a set of learning tasks to improveoral expression in English through the stimulation of interpersonal intelligence in freshmen at "José Martí Pérez" Teacher Training School in Holguín.

4. To corroborate the effectiveness of the set of learning tasks proposed to improve oral expression in English through the stimulation of interpersonal intelligence in freshmen at "José Martí Pérez" Teacher Training School in Holguín.

Different **theoretical** and **empirical** research methods were applied to fulfill these tasks:

Theoretical methods:

- Analysis-synthesis: for the analysis and synthesis of different criteria, points of view and sources related to the oral expression skill and its relation to the work with students´ interpersonal intelligence.

- Induction-deduction: from concrete to abstract for the theoretical analysis of the process of oral expression and its relation to the work with interpersonal intelligence.

These methods were applied to analyze the theoretical information, to process the scientific data, to get to generalizations and regularities, and synthesize the content related to the main categories of the research.

Empirical methods:

- Scientific observation: for the determination of the effectiveness of methodological strategies and techniques teachers use in lessons and students´ improvement of the oral expression skill, as well as the work with students´ interpersonal intelligence.

- Survey and interview: for the characterization of the teaching – learning process of the oral expression skill and the current state of the work with students´ interpersonal intelligence.

These methods were used to support the existence of the scientific problem and to demonstrate the effectiveness of the learning tasks proposed in the research.

The **Expected results** of the practical contribution is the set of learning tasks that are appropriate to the objectives, level and characteristics of the students, taking into account their interpersonal intelligence to improve oral expression at "José MartíPérez" Teacher Training School in Holguín.

The **Novelty**of this research is manifested in the assumption and consideration of relevant and current theoretical elements of learning tasks to improve oral expression, taking into account the interpersonal intelligence stated in the research. The**Population** was selected from freshmen at "José Marti Pérez"Teacher Training School in Holguín: 180 students. The **Sample**selected was 30 students who were chosen from groups sixteen and seventeen makes a whole of forty-two (42) students.

The Paper includes two chapters. Chapter One concentrates on the analysis of the theoretical aspects related to the teaching of the subject English at Teacher Training Schools in general, as well as the main theoretical elements about the improvement of oral expression at this level, and on the main categories of the research. Chapter Two deals with the devising of the learning tasks, main contribution of the paper, and methodological elements related to the proposal. Chapter Three presents the corroboration of the proposal,carried out via specialists' criterion, and a pedagogical experience. Appendixes are annexed with clarification data.

CHAPTER ONE

1.   Theoretical foundation of the teaching of English oral expression in freshmen at Teacher Training Schools through the stimulation of interpersonal intelligence

In this chapter, the researcher presents an analysisof the existing theory on the teaching of oral expression in English, as a result of the process of investigation and the current state of development of the object of study. Besides, an empirical outlook is presented here to characterize this matter in the teaching-learning process at "José Martí Pérez"Teacher Training School in Holguín.

1.1 The improvement of oral expression in English in freshmen at Teacher Training Schools through the stimulation of interpersonal intelligence

The theoretical foundation that supports the teaching of English oral expression in freshmen at Teacher Training Schools is based upon the principles of general didactics as well as from the didactics of foreign language teaching. It takes the essence of the pedagogical process in relation to language teaching.Particularly, the subject Integrated English Practice I covers the contents related with the basic forms of the language(simple present, simple past, present continuous, past continuous, future, present perfect and past perfect tenses) in communicative situations.

The teaching of this subject to freshmen should facilitate the development of all four communicative abilities of the language, with emphasis on oral expression. At this level, the contents must be presented in communicative-thematic-situational context that allows the students to express themselves about the topics included in the syllabus. The attempts to set up a notion of perfecting the English teaching-learning process are seen in the investigations developed by: Antich, R. (1975); Canale, M. and Swain, M. (1980); Brumfit, C (1985);

Richards, J. (1983, 1988); Byrne, D. (1989);Abbott, G. et al (1989); Finocchiaro, M. (1989); Terroux,G. (1991); Acosta, R. (1996);Brown, DH.(1996);Ur, P (1997); Medina, A. (1996, 2006); among others.

The above mention researchers have provided teachers with a spectrum of tools to direct the teaching and learning of English. As their main contributions to English language teaching they have broaden conceptions on the foundation of the communicative approach, and they included results to be contextualized in the English classroom. Building upon the communicative approach some of them put forth the students' learning needs and potential to face the learning of English as a foreign language.

An approximation to the term of oral expression as a category deemed central to this investigation is presented in this item. It implies an analysis of some other categories, such as: communication and oral communication.

The term communication was defined by Plattor, (1981) as: *"The sharing of ideas, information, and feelings…"*González, R (1989) viewed communication as: *"An interchange; an interrelation, a dialogue, a process associated to men's needs that cannot exist without language".*The historical evolution of the term communication gave birth to oral communication. Byrne, D (1989) referred to oral communication as: *"A two-way process between a speaker and a listener (or listeners) which involves the productive skills of speaking and the receptive skills of understanding (or listening with understanding)".*

Finocchiaro, M. and Brumfit (1983) referred that in the process of oral expression development, fluency and acceptable language are primary goals, and accuracy is not judgedin abstraction but in context. The students are expected to interact with other students or teachers, either individually or through pair and group work. On the other hand, teachers cannot know exactly what language the students will use, so they can easily guide the students to use suggested thematic communicative functions to achieve effective communication, since language learning is learning to communicate.

Byrne, D (1989) stated that: "The main goal in teaching the productive skill of speaking will be oral fluency". It can be defined as the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation (otherwise communication may break down because the listener loses interest or gets impatient)".

Brown,D.H. (1994)described oral expression as an interactive process of building meaning that involves producing, receiving and processing information. Its form and meaning depends on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for oral expression, in order to know how to produce specific forms of language such as: grammar, pronunciation or vocabulary.

Thus, in Finocchiaro and Brumfit's opinion, teachers of English can supply the students with a wide range of language to be used in their classroom work. Of course, students must be able to decide what functions, forms and vocabulary they need to construct meaning by processing the information given by teachers in interaction with others. Teachers must work to design learning tasks based on both interaction among the students and skill integration into the improvement of oral expression in English. The author of this paper assumes this perspective, since it links the development of oral expression with students'interpersonal interaction and how to integrate skills and strategies into the language learning classroom.

Oral expression has gained space in the last decades within foreign language teaching. Its formation and development include both receptive and productive sub-skills. It is generally defined as "*An interactive process in which roles between people are dynamically changed*" Medina, A (2004).

Another definition given by Medina, A (2006) is: "The oral expression is the process through which the student – speaker, in interaction with one or more persons and in an active position,

carries out the double role of receiving and coding the message, with the aim of satisfying his communicative needs in the foreign language. The development of this skill covers a wide spectrum, from the approach based on language and which emphasizes accuracy, up to the one based on the message and which emphasizes meaning and fluency; and its highest aim is that the student should be able to develop communicative acts with the necessary competence. This is mainly the ruling skill in the teaching-learning process of foreign languages and its effectiveness depends on the integration with the rest of the verbal skills on the strong entailment between affective-motivational and cognitive elements."

After the study developed, the author assumes the definition of oral expression offered by Medina, A (2006).These ideas are assumed because of their didactic clarity to define aspects that are key ones to form and develop oral expression. Besides,the definition is updated and contextualized in character. It refers to the skill in more present conditions, and molded specifically to the realities of English in the Cuban schools.

However, further reading led to include more updated elements regarding the opinions of this author. Medina, A (2012) considers that the assumption of formation and development of communicative skills implies forming habits that serve as the foundation of the skills. It is essential to know that habits are components of the communicative skills.

Some other authors highlighted the importance of oral fluency in speaking: Van Ek and Alexander (1980), quoted by Richard -Amato, described oral fluency in terms of reasonable speech with sufficient precision and with reasonable correctness (grammatically, lexically and phonologically).   In addition, Fillmore (1979) describes fluency in terms of "the ability to fill time with talk… the ability to talk in coherent, reasoned and semantically dense sentences showing a mastery of the semantic and syntactic resources of the language, the ability to have appropriate things to say in a wide range of contexts, and the ability to be creative and imaginative in language use ".Another author like Heike (1983) states that "fluent speech is the

cumulative result of dozens of different kinds of processes' with both quantitative and qualitative dimensions.

The theoretical knowledge systematized above shows how important oral fluency is in speaking. It plays a very relevant role in oral expression since through this the speaker expresses himself in a clear manner offering a high level of accuracy and fluency. So, one cannot achieve fluency if accuracy work does not precede it. All teachers of English as a foreign language should take this into consideration when guiding the improvement of oral expression in English, so as to get the students to produce a comprehensible spoken language.The objective of the development of oral expression according to: Terroux, G. (1991), Byrne, D. (1989), and Abbott, G. etal (1989) is to develop the ability of oral fluency to express intelligibly, to generate acceptable speech in both content and form. In order to achieve this objective, teachers should focus the attention of their pedagogical activity on:

➢ Getting the students to practice the pronunciation of all the elements of the sound system in context
➢ Getting the students to learn the forms of the language
➢ Developing the students' linguistic memory
➢ Establishing habits of using the morphological and syntactical patterns, the lexical items and the sentence type of the language so that they can eventually speak with some facility.

Some successful general aspects to be considered during the English teaching-learning process derived from the theoretical systematization carried out by the author on the category *oral expression*:

➢ Demonstrate the learners the progress they make in the language all the time.
➢ Encourage the learners to take risks.
➢ Teach real interaction patterns.
➢ Correction should not discourage the learners.
➢ Praise the students whenever they are doing anything close to a good job.

➢ Look for opportunities to find something right in the answers of your students.

➢ Never single students out or put them on spot.

➢ Allow the students to be themselves rather than expecting them to comfort to your preconceived ideas.

➢ Give students enough time to prepare what they want to speak about.

➢ Have the students to focus their attention on fluency over accuracy and not to think too much of grammar.

➢ Integrate the development of skills and strategies into the language learning classroom.

The development of oral expression demands interpersonal relations, since interaction among people is the primary function of spoken language. It allows establishing direct contact among the learners, exchanging information, experiences and the creation of a pleasant psychological atmosphere to promote the students' learning. As an interactive process, oral expression facilitates the development of complex qualities in the students, such as: memory, volition, ideals, self-regulation, and self-assessment. It gives the possibility to exchange the students' psychological realities, social values, knowledge and abilities for successful real-life interaction with other people.

Interpersonal relations are central for the development of oral expression; it permits the learners to practice a wide range of real-life spoken language in the classroom, and turns an effective technique if the students are confident and cooperative during the process of learning. It builds on the capacity to notice distinctions among others, for example: contrast in moods, temperament, motivations and intentions. In the more advanced forms of oral expression development students can literally "pass over" into another person's life context. (That is, stand in their shoes, so to speak) and read their intentions and desires. Much of the language produced by students in class is interactional, so the primary purpose in the improvement of oral expression in English is to socialize.

1.2 The stimulation of interpersonal intelligence to improve oral expression in English in freshmen at José Martí Pérez Teacher Training School in Holguín.

The present item is presented under the assumption that all teaching is a social process that cannot occur except through interpersonal interaction (real or implied), among the students and between the teachers and students as they work together, and that teachers of English must be able to stimulate positive interpersonal relations within the class and provide social support to improve oral expression in the teaching-learning environment. The stimulation of interpersonal intelligence to improve oral expression in English in freshmen at José Martí Perez Teacher Training School in Holguín is assumed in this paper, as a complex application of the Theory of Multiple Intelligences that represents the contributions made by Gardner,H. (1989).

Supporting the new paradigm of intelligence, Howard Gardner of Project Zero at Harvard University determined that intelligence is a pluralistic phenomenon, rather than a static structure with a single type of intelligence. Gardner, H defines intelligence as: "the ability to solve problems that one encounters in real life; the ability to generate new problems to solve and the ability to make something or offer a service that is valued within one's culture".

Other theoretical sources were consulted to develop the analysis such as: Binet, A. (1904); Spearman, CH.(1927); Thurstone,L. (1938); Piaget, J. (1963); Guilford, J. (1967);Gardner, H. (1983); Renzulli, J. (1984, 1993, 2001, 2002); Cattell, R. (1985-1990); Sternberg, R. (1986); Armstrong, D. (2000); García, B. (2007); López,E. (2011) and Tamayo, D. (2017).

The consulted authors provide support for understanding the teaching-learning process from this perspective. Their contributions remind teachers that students bring different strengths to the learning environment, so teachers have to widen their repertories to respond to the student diversity of intelligences that walksthrough the classroom doors. Armstrong, D. (2000) is an excellent source for appreciating Gardner's work in the classroom. It presents the disposition

of the human brain to search, interpret, and respond to patterns and provides teachers with one way of interpreting patterns.

The work also demonstrates that each person possesses each of the intelligences, and can develop each of the intelligences as they work together in complex ways, and each of the intelligences allow for a variety of ways to be manifested.

Types of intelligences:

Verbal-linguistic intelligence: students with high verbal-linguistic intelligence love words. They prefer to process information through words and language versus pictures. They may prefer oral or written methods, or excel in both. Additional characteristics include the following:

➤ Are sensitive to the meaning, order, and sound of words
➤ Use varied language
➤ Are avid talkers; good speakers
➤ Like to explain, convince, and persuade through words
➤ Enjoy and excel at word games
➤ Enjoy listening to, telling, and reading stories
➤ Have good memory recall for names and dates

Logical-mathematical intelligence: students with high logical/mathematical intelligence create order out of chaos by analyzing, grouping, and categorizing. They recognize relationships, connections, and patterns more easily than people with less logical intelligence. Additional characteristics include the following:

➤ The ability to handle long chains of reasoning
➤ Reasoning for doing things
➤ Solving problems rapidly
➤ Predicting, analyzing, and theorizing
➤ Dealing with abstraction

Bodily-kinesthetic intelligence: students with high kinesthetic intelligence process information through their bodies-through muscle, sensation, and movement. Their bodies are their avenue to learning and understanding any content or subject and are also their preferred form of self-expression. Additional characteristics include the following:

- A fine-tuned ability to use the body and handle objects (fine and gross motor)
- Ability to express emotions through bodily movement
- Enjoy physical movement and dance
- Constant movement: get up and move around, for example.
- Commitment to comfort
- Use body to accomplish a task
- Experience a strong mind/body connection
- Expand awareness through the body
- Experience a total physical response
- Are often good at creative drama

Intrapersonal intelligence: students with high intrapersonal intelligence have a strong sense of themselves, their wants, and needs. They are self reflective and in touch with themselves. Additional characteristics include the following:

- Well developed sense of self
- Awareness and expression of different feelings
- Self reflection and mindfulness
- Ability to think about thinking (i.e., metacognition)
- Transpersonal sense of self.
- Is often a daydreamer
- Often writes introspectively including prose, poetry, or journal writing
- Excellent self planners and good at goal setting
- Enjoy solitude and likes to think alone
- Good understanding of strengths and weaknesses

➢ Enjoy self-discovery

Musical intelligence:students withhigh musical intelligence learn best through sound, rhythm, and music. These people learn better when music is playing and through musical metaphors. Additional characteristics include the following:
➢ Ability to perceive pitch, tone, and rhythmic pattern
➢ Well developed auditory sense and discrimination
➢ Ability to create, organize rhythmically, and compose music
➢ Pick up and create melodies/rhythm easily
➢ Remember songs easily
➢ Ability to sing or play instruments
➢ Sensitive and drawn to sounds
➢ Posses "schemas" for hearing music
➢ Constantly humming, tapping, and singing

Visual-spatial intelligence: students with high visual intelligence process information best using pictures, visuals, and imagery. They have a sense of direction and an ability to think and plan in three dimensions. Additional characteristics include the following:
➢ Ability to create complex mental images
➢ Active imagination
➢ Ability to find their way mentally and physically around environment
➢ Ability to see the physical world accurately and translate it into new forms
➢ Ability to see things in relationship to others
➢ Ability to use "mind maps"
➢ Use imagery and guided visualizations
➢ Like visual support-video, pictures, photos, charts, posters
➢ Organize space, objects, and areas
➢ Enjoy designing and decorating

Naturalistic intelligence:The naturalistic intelligence involves the full range of knowing that occurs in and through our encounters with the natural world including our recognition, appreciation, and understanding of the natural environment. It involves such capacities as species discernment, communion with the natural world and its phenomena, and the ability to recognize and classify various flora and fauna. If the naturalist intelligence is one of your strengths you have:

➢ A profound love for the outdoors, animals, plants, and almost any natural object.
➢ You are probably fascinated by and noticeably affected by such things as the weather, changing leaves in the fall, the sound of the wind, the warm sun or lack thereof, or an insect in the room.
➢ At a young age you were likely nature collectors, adding such things as bugs, rocks leaves, seashells, sticks, and so on to your collections.
➢ You probably brought home all manner and kinds of stray animals and today you may have several pets and want more.
➢ You tend to have an affinity with and respect for all living beings.

Interpersonal intelligence:peoplewith high interpersonal intelligence process information through relatedness to others.It involves the ability to work cooperatively in a group as well as the ability to communicate, verbally and non-verbally with other people. They are "people" people. It is in relationship to and with other people that they best understand themselves and the world. Additional characteristics include the following:

➢ Ability to notice and discern subtleties among others, such as moods, temperaments, and feelings
➢ Discerns underlying intentions, behavior, and perspectives
➢ Easily makes friends and enjoys the company of others
➢ Ability to get into the perspective of another
➢ Responds to verbal and nonverbal communications --facial cues and body movements
➢ Recognizes and empathizes with others' feelings
➢ Ability to negotiate and handle conflict resolution

➢ Works cooperatively in a group
➢ Works well with a diverse group of people
➢ Good communication skills
➢ Loves to talk and influence

Gardner's approach provides a framework to identify how students learn; to build on their strongest assets; to help them become more fluentby exposing them to a variety of ways of learning; to better individualize for their interests and needs; and to use teaching strategies that make learning more efficient, successful, and enjoyable. Teachers of English can foster meaningful learning tasks by using multiple teaching tools and strategies and by building positive, supportive relationships with students. Through environments that offer a variety of stimulating, hands-on materials that students individually select, and by creating learning centers that provide natural opportunities to move, be active, and fully engaged in either solo or small group experiences, to better serve and meet the needs of more students in the English class.

The author of this paper highlights the stimulation of interpersonal intelligence to improve oral expression in freshmen at José Martí Perez Teacher Training School in Holguín, since it naturally relays to communication, so Integrated English Practice I teachers' can take advantage of this and have the students benefit from it, as they incorporate and learn new strategies which support the stimulation of interpersonal intelligence to meet the objectives of the syllabus.

Current research on the process of learning and human intelligence from a variety of disciplines, including cognitive sciences, and education has provided information with profound implications to stimulating intelligence to obtain higher educational goals. This research is challenging and stretches the traditional approaches to teaching and learning English, particularly, with regard to oral expression, and how efficient learning occurs.The research process as well has helped to create a mindset as to what "stimulation" is. The term stimulation comes from the Latin term *stimulatĭo, -ōnis*, it is synonym of animation, excitation, and

incitation. The "Diccionario de la Real Academia de la Lengua Española (RALE, 1999)", providestwomeaningsforthisterm:

1) To incite, to excite vividly to carry out an action,

2)To enliven an activity, operation or function. (Translated by the author)

The following researches: Arocas, E.(1994;1997); Heller, K.(1998); Castellanos, D. et al, (2007a, 2007b), have approached the term *stimulation* as a general strategy that integrates psychological, pedagogical and sociological resources to be introduced in specific learning contexts. The author of this investigation assumes *stimulation* in terms of: devising, application, feedback, and evaluation of special efforts towards the implementation of the learning tasks proposed to stimulate the specific area of interpersonal intelligence to improve oral expression in the students at this level.

The systematization of the theoretical foundations that sustain the improvement of oral expression in English at this level through the stimulation of interpersonal intelligence, justifies the need to develop this research, since once interpersonal intelligence is connected to the teaching-learning process of English,it can help teachers to respond to the students' needs by considering the strengths and weaknesses they bring to the classroom doors.

1.3 Characterization of the Integrated English Practice I subject in freshmen at Teachers' Training Schools

The main objective of the English teaching-learning process is to develop the four communicative abilities of the language with special emphasis on the improvement of oral expression. To fulfill this goal, new conceptions have been introduced to improve the teaching process and the learning level of the students. An analysis of some relevant aspects of the syllabus rendered that:

➢ The lessons of the subject Integrated English Practice I for freshmen lasteighty minutes, integrating language forms and skills to develop all four communicative abilities of the language in meaningful contextualized situations, with special focus on oral expression.

> ➤ The contents are organized around functions and structures to be practiced in thematic lessons that include:

- Greetings, leave-takings, introducing yourself / someone, talking about family members, friends and describing people).

- Giving directions (giving instructions, parts of the house).

- Talking about time and weather.

- Daily activities / Routines

- Telephone calls.

- Talking about health.

- Talking about culture and history.

The functions and structures included in each lesson are practiced through communicative tasks in the form of dialogues all related to the storyline of the level. The syllabus presents guidelines for reading comprehension practice and review lessons after units. It suggests tasks like: matching, sequencing, fill in, dramatizations, transpositions, and multiple choice tasks.

In general, the syllabus provides Integrated English Practice I teachers with a wide range of orientations to guide the teaching-learning process as the starting point to improve oral expression in integration with other language abilities. However, it lacks information on how to plan learning tasks that stimulate interpersonal intelligence to favor the improvement of oral expression in English.

Considering that this syllabus and books used to teach are excellent but not designed specifically for the type of students being taught, teachers should analyze deeply the situation putting into practice their didactic and pedagogical knowledge and tools to adapt the content from the books and textbook to the reality, needs, and potentialities of the students.

1.4 Current state of the improvement of oral expression in freshmen at José Martí Pérez Teacher Training School in Holguín.

In order to characterize the improvement of oral expression in freshmen at José Martí Pérez Teacher Training School in Holguín, different research methods were applied, among them:

the scientific observation of lessons, interview to teachers and students and the survey to teachers(seeAppendixes I, II, III).

The results obtained from the application of the above mentioned methods are outlined here:

Analysis of the scientific observation of the lessons

Through the observation of different lessons, mainly practical lessons, the author observed that teachers basically used the tasks from the workbook. They devoted little time to oral practice.There is no view of the process of how the students improve oral expression abilities; there is simply the issue of whether they arrive at a correct answer or not. A critical evaluationof the tasks applied proved that the consideration of interpersonal intelligence is empirical, it occurs spontaneously. Theimprovement of oral expression is simply based on tasks with some predictive power about success in school.The contents, methodologies and teaching media used to fulfill the objectives were not appropriate to the students' needs, interests and potentialities.

On the other hand,the students were usually reluctant to participate in the oral practice tasks, sincethey were not clear about what they had to do to perform the tasks. They were not praised to make sincere efforts to try out language in the form of individualized tasks, strategies or techniques for comprehending and using the language.The behaviors or performance to be attained by the students is not well planned in the evaluation phase of the lesson and it raises inhibitions in them. The situations used for teaching and testing oral expression in class were not always students' center and favor students-teachers' interaction.

Results of the interview and surveyforteachers

The interview was intended to determine the teachers' theoretical and practical knowledge about the improvement of oral expression in English through the stimulation of interpersonal intelligence and how they devise learning tasks to achieve oral expression abilities in their students.Sixty-six percent of teachers stated that interpersonal intelligence is not considered as a teaching tool to improve the students' oral expression in English at this level. Thirteen percent of teachers considered that though they have some theoretical knowledge about this

intelligence profile they have not attempted to implement it in their classes. All 15 teachers agreed that they planned interactive tasks such as: role playing, teaming, grouping and problem solving, but they lack information on how to stimulate interpersonal intelligence to have the student benefit from it.

Analysis of the survey applied to the students

In order to get the students' opinion about their role during their oral expression, a survey was applied. Inrespect to how they like or enjoy oral expression lessons,ten percent of the students expressed they like it.Sixty percent stated they do not like the lessons at all, and thirty percent expressed they never did.Concerning how they feel during the performance of oral activities, twelve percent expressed they felt comfortable, fifty percent said they did not always feel comfortable and thirty-eight percent declared they never felt comfortable. Related to the reasons, in general, they mentioned they were afraid to speak in class because they hated to make mistakes. Also they found speaking activities were too difficult for them to cope with. They selected the completion of utterances and written tasks as the most common type of learning in the English classes, though sometimes they presented a conversation learnt by heart. Finally, one-hundred percent of students stated that they have never heard about interpersonal intelligence or of any other type.

The following characteristics derived from the analysis of the instruments

  ➢ Little time is devoted to oral practice

  ➢ Teachers basically used the tasks fromthe workbook

  ➢ There is no view of the process of how the students develop oral expression abilities.There is simply the issue of whether they arrive at a correct answer or not

  ➢ The consideration of interpersonal intelligence is empirical, it occurs spontaneously

➢ The development of oral expression is simply based on tasks with some predictive power about success in school.

➢ Interpersonal intelligence is not considered as a teaching tool to improve the students' oral expression in English at this level

➢ Teachers lack information on how to stimulate interpersonal intelligence to have the student benefit from it

Partial Conclusions of Chapter One

Chapter one was devoted to the analysis of the main theoretical elements of the teaching-learning process of English at Teachers Training Schools and of the improvement of oral expression through the stimulation of interpersonal intelligence. This study revealed the need to devise learning tasks to improve oral expression in English at this level and allowed to corroborate the research problem. As well, there is a theoretical approximation to the elements concerning oral expression, interpersonal relations, and the stimulation of interpersonal intelligence, to achieve higher goals in language learning.

CHAPTER TWO

2. Proposal of learning tasks to stimulate interpersonal intelligence to improve oral expression in English in freshmen at "José Martí Pérez" Teacher Training School in Holguín

This chapter provides the learning tasks designed to improve English oral expression by stimulating interpersonal intelligence. In order to give the required theoretical support to the proposal, some considerations related to the term learning tasks are given.The requirements that were taken into account when designing the tasks are provided as well.

2.1 Theoretical foundation of the learning tasks proposed

One of the essential elements specified in the results of the present investigation which proves to be innovative and useful, is the proposal of learning tasks to improve English oral expression by stimulating interpersonal intelligence in freshmen at "José Martí Pérez" Teacher Training School in Holguín

First of all, the definition of the term *task*upon which the proposal was built will be approached. Second, with such considerations in mind, the learning tasks are presented. The idea is not to provide a *list* of tasks, but, useful learning tasks teachers of English at José Martí teacher training School in Holguín can use to improve oral expression in the students.

Many authors have studied, analyzed and defined the term task, such as:Baxter (1988); Castre (1994); Contreras (1995); Alvarez, C (1996); Monereo (1998); Mariño (1999 and 2000); Rodríguez, R (2002); López (2004); Borrero (2007) among others. These authors recognized the importance of tasks as a means within and out of the lesson.

In order to know the significance and the place of tasks within the teaching-learning process of English, it is necessary to know its essence and to assume a definition. It is important to state that the theoretical study onthe term learning tasks derived from ideas of such authors

like:Alvarez, C. (1996); González, R. (1999); Mariño, (2000); and Rodríguez, R (2001). All these authors consider it as the essential cell of the teaching-learning process.

In their Glossary of Methodological Terms, Medina, A. and Fernández, A. (2008) defined it as: "a task, in language teaching,referred to an activity or action that is carried out as the result of processing or understanding language. It makes language teaching more communicative, since it provides a purpose for a classroom activity that goes beyond the practice of language for its own sake."

This definition is assumed by the author since the objective of thetasks proposed is to improve oral expression in English in the students. According to Medina, A. and Fernández, A. these tasks should be carried out after understanding the language, and they should go beyond the practice of the language. It means that teachers should lead the students to produce, in this case, oral expression, making language meaningful.

Therefore, the tasks should be:

1.-**Varied:** to avoid boredom and learn more and more in a natural way with exercises of difficult types.

2.-**Systematic**: to form and develop habits and skills using exercises that they are accustomed to do.

3.-**Meaningful**: they should know what they are doing. Tasks must have a communicative orientation and be related with the learner´s personal and collective interests.

4.-**Well-oriented**: the students should be oriented towards the activities they are going to face.

5.-**Contextualized:** using conversations, monologues, or sentences which focus on the topics or situations in context.

6.-**Attainable**: the exercises should be sequenced showing a transition from simple to complex.

It is important to state that this proposal also takes into consideration the definition of learning task. The main elements of this concept have been taken from the definition provided by

Medina A. and Fernández A. In the ¨Glossary of Methodological Terms¨, stated in a general way:

Learning tasks are the means of interaction subject-object, that is, between the learners and the language content, under the guidance of the foreign language teacher for learning to take place. That is, focused on the learners to fulfill the aims of a given syllabus. It shares with the other terms mentioned before that the structural units that organize not only language material but also the learner´s actions and operations.

The research literature suggests the following type of tasks to stimulate Interpersonal Intelligence during the improvement of oral expression in English:

- ➢ Participating in jigsaw activities, where each person in a group is responsible for specific tasks.
- ➢ Working on interactive computer software, e-mail, and the Internet.
- ➢ Joininganygroupproject.
- ➢ Sharingcooperativelearningstrategies.
- ➢ Identifying with figures in art or literature.
- ➢ Studying or creating oral histories.
- ➢ Interviewing or creating imaginary interviews with relevant people (real, historical, or literary).
- ➢ Constructing a familytree.
- ➢ Peer tutoring.

Thus, teachers must be aware of the learning tasks the students daily do, and take advantage of the predominant intelligence profile to devise them, to successfully carry out the English teaching-learning process.

To improve oral expression successfully at this level the author of the paper suggests the following suggestions for teachers:

- • Use different structured situations in which reliance on other people is required for successfully completion of the learning task.

- Have the students listen deeply and fully to another student and stay focused only on what he/she is saying.
- Have the studentsguess what another student is thinking or feeling based on various non-verbal clues, and then check their accuracy with the other student.
- Explore different ways to communicate with different tasks, such as: facial expressions, body postures, gestures, sounds (including but not limited to spoken words).
- Have the students take responsibility for the learning of other students rather than their own.

The role of interpersonal relations is essential in an English teaching-learning environment since all members of the group take responsibility for the performance of him/her, all teammates, and the group as a whole. When interpersonal relations are well planned to develop oral expression in English, emphasis is made on both group and individual. When students do real work together they not only meet to share information and perspectives, they produce discrete work products through members' joint efforts and contributions.

Students with high interpersonal intelligence process information through relatedness to others. It is in relationship to and with other people that they best understand themselves and the world. Additional characteristics include the following:

- Discerns underlying intentions, behavior, and perspectives
- Easily makes friends and enjoys the company of others
- Ability to get into the perspective of another
- Responds to verbal and nonverbal communications-facial cues and body movements
- Recognizes and empathizes with others' feelings
- Ability to negotiate and handle conflict resolution
- Works cooperatively in a group
- Works well with a diverse group of people
- Goodcommunicationskills
- Lovestotalk and influence

Finally, English teachers need to make emphasis on continuous development of interpersonal relations as they try to improve oral expression, since students are taught social skills and are expected to use them as future English language teachers. They should prepare learning tasks to help students achieve their goals and to do high quality work when they are in charge of directing the teaching-learning process of English. The above mentioned features were taken into account to devise the learning tasks proposed.

2.1.1. Proposal of learning tasks to improve oral expression in English by stimulating interpersonal intelligence in freshmen at "José Martí Pérez" Teacher Training School in Holguín

The proposal of learning tasks is to be implemented with freshmen at "José Martí Pérez" Teacher Training School in Holguín in the subject, Integrated English Practice I. These students are from the English specialty and they work with *At your Pace* Textbook. The units chosen for designing the learning tasks were: Unit 3 *Routines*, Unit 4 *Describing people* and Unit 6 *What is there in…, Unit 7 What happened? and Unit 9 May I…?* Their content has proven to be interesting for the students to favor their involvement in the development of the learning tasks designed for the improvement of oral expression. Learning task #1 was implemented in Unit 3 in a written lesson because of its structure, while doing this learning task the students could put in practice contents of this unit such as the use of simple present tenses and connectives. Leaning task #2 was also applied in Unit 3, this time in a rehearsing lesson but in this case they could put in practice their oral and written expression skills when using adverbs of frequency and the communicative function: Asking for and giving information about daily activities. Learning task #3 was carried out in Unit 4 in a listening comprehension lesson; the students used the communicative function: describing people (physical appearance and personal traits). Learning task #4 was implemented in Unit 6 in a rehearsing lesson. The recipients used the communicative function: expressing existence when making a dialogue. Learning task #5 was applied in Unit 7 in an oral expression lesson, this time the students had to give their opinions and points of view about a given topic. Finally learning task #6 was presented in Unit 9 in an oral expression lesson where the students had to tell with their own

words what is asked in the task making sure they use modal verbs. Nevertheless, teachers are free to choose in which unit and type of lesson they will put in practice these learning tasks depending on their type of students and the contents.

Every task contains a title, heading and examples to help the students succeed while doing it.

Learning task # 1 (Unit 3)

Title of the text**:** Handsome is as handsome does

Heading:

<u>Student A</u>

- You have one half of a story. Work with your partner who has the other half. You dictate the first words and your partner writes, then your partner dictates the next words she/he has on his paper and you write. When you have finished, (not before) look at your partner's sheet and read the whole story.

"Handsome is as handsome does"

It was a ____ _____ day in July; ____ ____ _____ was very crowded. A tall ____ _____ ____ was standing, _____ ____ ___ _____ were full. _____ ____ ____, there was a _____ ____. The man ____ ___ long journey _____ ___ ____, he began ___ _____ to the girl. ___ _____ ____ that he was ___ _____ ____ and that his business ____ _____ a good profit._____ _____ to pay _____ _____. He told her _____ ____ ____ a nice house ____ ____ _____, ____ _____ he lived ____ ___ _____ pretty village, _____ ____ _____ lonely there, _____ ____ _____ ___ _____.

_____ the man said ____ ____ ___ at the next station. _____ ____ _____ _____ in a cafe and _____ _____ ____ another train ____ ___ _____ ___ ____. When the train _____ ____ ____ _____ the girl got up "after you" the man said politely. _____ ___ ___ ____ ____ without looking _____ _____. But he did not _____ ___. He had taken ____ _____.

- Your partner missed school yesterday, so she/he could not hear the story the teacher brought to class, she/he asks you because he wants to know about it.

<u>Student B</u>

- You have one half of a story. Work with your partner who has the other half. You dictate the first words and your partner writes, then your partner dictates the next words she/he has on his paper and you write. When you have finished, (not before) look at your partner´s sheet and read the whole story.

"Handsome is as handsome does"

____ ___ ___ hot humid ____ ___ ____, and the train ____ ____ ____. ___ _____ good looking man ____ _____ because all the sits ____ ____. Sitting near him _____ ____ ___ beautiful girl. ____ ____ had a ____ _____ ahead of him, ___ _____ to talk ___ ____ ____. He told her _____ ____ ____ a business man ____ ____ ___ _____ was making ___ _____ _____. She began ___ ____ more attention. ____ _____ ____ that he had ___ _____ ____ near his business, he said ____ _____ in a quiet _____ _____, but he was _____ _____ that he needed a wife.Finally, ____ ____ ____, "let´s get off" ___ ___ _____ _____. We can talk better ___ __ ____ ___ there will be _____ _____ in a couple of hours. ____ ____ ____ stopped at the station ____ ____ ___ ____: "____ ____", ____ ____ ____ _____. She got off the train _____ _____ behind her. _____ ____ _____ follow her. ____ ____ ____ her seat.

- Your partner missed school yesterday so she/he wants to know about the story the teacher brought to class. Tell him/her about it with your own words.

Learning task # 2 (Unit 3)
Title: Routines
Heading: Go around the classroom and ask your partners about their daily routines and the activity they like the most. Then, complete the chart below with their information.
- Get ready to report it to the rest of your classmates orally. Make sure you use adverbs of frequency.

Name of the student	Daily routines	The one he/she likes the most

Example of possible answer: Jason usually gets up at seven o´clock. He always has breakfast at seven thirty. Then he goes to school and often has lunch at twelve thirty, in the afternoon he usually plays football because he loves sports, that´s why this activity is what he likes the most. At night he sometimes reads an adventure book.

Learning task # 3 (Unit 4)
Title: Singing in class
Heading: You have ten minutes to prepare a rap with your partner in which you describe a person of your choosing by his/her physical appearance or personality traits. Get ready to sing it to the class.

Learning task # 4 (Unit 6)
Title: Unscramble
Heading: Work in small groups to unscramble the words given in a card which are related to the parts of the house, its furniture and some appliances
- Get ready to elaborate a dialogue with the members of your group about the parts of the house and its furniture using some of these words.

Words: fsao, netchik, balet, chira, moorthab, deb, kocero, rekamfecofe,rrimor, naf, tescol.

Example of a possible dialogue:

Student A: What´s there in your bedroom?

Student B: In my bedroom there is a bed, a mirror, an electric fan and a closet

Student A: What's your favorite part of the house?

Student B: My favorite part is the kitchen.

Student A: What's there in the kitchen?

Student B: There is a cooker and a coffeemaker. And what's your favorite part?

Student A: My favorite part is the living room.

Learning task # 5 (Unit 7)

Title of the text: Once upon a time

Heading: Work in groups of three (3) or four (4) students and read the text given.

• After reading the text, discuss the end of the story, first in your small group and then share your ideas with the whole class.

-Tell your classmates if you agree or disagree with the behaviour of the frog. Give reasons that support your selection.

-What do you think the princess should have done?

Once upon a time there was a frog.

One day when he was sitting on his lily pad; he saw a beautiful princess sitting by the pond. He hopped in the water, swam over to her, and pocked his head out of the weeds. "Pardon me, O beautiful princess", He said in his most sad and pathetic voice. "I wonder if you could help me". The princess was about to jump up and run, but she felt sorry for the frog with the sadandpatheticvoice. So she asked, "What can I do to help you,little frog? "Well", Said the frog. I am not reallya frog, but a handsomeprincewhowas turned into a frog by a spell. And the spell can only be broken by the kiss of a beautiful princess". The princess thought about this

for a second, then lifted the frog from the pond and kissed him. "I was just kidding", said the frog. He jumped back into the pond and the princess wiped the frog slime off herlips.

Useful vocabulary: lily pad, pond, hooped, weeds, spell, lifted, wiped, slime.

Learning task # 6 (Unit 9)

Title: Four C´s

Heading:

You have to imagine that you have won the lottery, then the teacher gives you a copy of the four C´s card and asks you to write on the card: what <u>car</u> you would purchase, what <u>country</u> you would visit, what <u>cuisine</u> you would order on their vacation to that country and finally which <u>celebrity</u> you would choose to have dinner with.

Participants are told to write their answers on their cards and give them to a designated person within their subgroups. The teacher redistributes the cards and commands one student to describe orally the person he thinks is the owner of the card taking into account the information written on it.

Four C´s card:

Four C's card	Example of possible answer:
Car _____ Country _____ Cuisine _____ Celebrity _____	The person in this card would like an Audi. He/she would love to visit Italy because he/she prefers Italian food. There he/she would like to have dinner with Brad Pitt. I think the person who wrote this card is Marie.

The student is supposed to identify the person he is talking about, if he/she is wrong, the class might help or finally the student identifies him/herself.

Partial conclusions of Chapter Two

Chapter Two was chiefly devoted to support theoretically the devising of learning tasks to improve oral expression in freshmen through the stimulation of interpersonal intelligence. The author devised six learning tasks that can be helpful to teachers in how to structure the tasks intended to oral expression in English at this level. The proposal is viewed as a first step toward considering the students' interpersonal intelligence by performing purposeful tasks.

Listed on this chapter, are some suggestions or considerations for teachers in supporting students to improve oral expression. There is an emphasis on continuous sharing among the students, so that teachers have them to work together to improve oral expression in English and grow as teachers to be, for future application of what they have learned.

CHAPTER THREE

3. Corroboration of the effectiveness of the learning tasks to improve English oral expression by stimulating interpersonal intelligence

In order to corroborate the effectiveness of the proposal, three main empirical methods were applied: specialists' criterion, with the purpose to gather the opinions of some experienced professors about the proposal of learning; pedagogical experience, in order to implement the proposal; and finally a survey to the recipients of the proposal, the students, to process their opinions.

Specialists' criterion

The first step was to select English teachers whomeet the necessary requirements to be considered specialists, so that they could provide relevant information to enrich the research process. Some basic requisites were established for the selection, such as: to have a Bachelor in Education,English Major, to have no less than five years of experience as a teacher of English, and to have no less than 4years of experience at the Teacher Training School.The learning tasks were presented to 15 specialists. All 15 professors were initially surveyed;their academic and scientific level is summarized in appendixfive. Three professors demonstrated to have some initial theoretical knowledge on the matter of interpersonal intelligence, but showed no expertise on how to stimulate it to improve oral expression in English. Two professors developed their Diploma Papers on the topic of Multiple Intelligences and show significant knowledge about the theory. In their experience, the stimulation of interpersonal intelligence to improve oral expression in freshmen is often deferred, as professors have theoretical limitations on the topic,which is not commonly treated in their current methodological reunions. Although teachers have limitations to develop oral expression from the perspective of interpersonal intelligence, these two teachers highlighted the effectiveness of stimulating it. They understood its complexity and stated that English teachers should take a moment to think

about the importance of intelligent behavior in class, and apply simple tactics to stimulate it. The other ten professors recognized the need to encourage further study into the efficacy of these learning tasks at this level, since it could potentially result in higher oral expression levels, as well as the need to incorporate the topic to their research projects and preparation.

An analysis of the results obtained in this survey showed the potential benefits of the learning tasks proposed; however, there have been no previous studies on the appropriateness of this line of study to improve oral expression in freshmen at this educational level. The opinions given by all 15 professors surveyed, confirmed the existence of the research problem and evidenced the effectiveness of the proposal.

Pedagogical experience

The author selected a sample of thirty students which represent the thirty percent of the population at "José Martí Pérez" Teacher Training School in Holguín. The empirical characterization of the research was applied to this sample. The students from the group selected ranged between slow and average learners, and very few between average and advanced. The pedagogical experience was applied during three months; itstarted in November 2016 and was extended to February 2017. During these three months the author corroborated the effectiveness of the learning tasks through direct observation and interview to learners. In order to guide the description record, some indicators were established.

The analysis of the results obtained showed minor changes during the first month of the application, since the students were not used to develop this type of learning tasks. However, most of the indicators revealed an improvement in the second month. The progress in the improvement of oral expression was more noticeable by the third month. The students progressively adapted and responded positively to the learning tasks.Some reflection sessions were planned atthe end of each lesson, the students were asked to declare their level of satisfaction with learning tasks and their learning achievements. Sixty percent of the students showed high levels,thirty percent intermediate levels, and ten percent showed minor levels of satisfaction and achievements.

Survey to students

The results of the survey to students indicated high levels of acceptance in the students;they stated their opinions about how effectively they achieved their goals and how well they held themselves in better conditions to attain the goal of oral expression.The students expressed the importance of observing and listening to other classmates' performances to try to improve their own. They hadthe teacher or other advanced learners to listen to their performance for mistake correction. At the end of each reflection session, these attitudes of requesting mediation were encouraged and positively reinforced, so that the experiences were shared by the group.

The students stressed how well they understood and reacted to interaction learning tasks related to the topics covered in the proposal. Theysaid that the learning tasks were a proper choice to be applied in the English lesson, since they helped to improve doing real work together, helping and supporting each other's effort to learn, and to promote each other's success. Each corroboration moment proved the effectiveness of the learning tasks proposed.

Considering the results previously mentioned and the degree of success of each learning task, it can be stated that ninety percent of the suggested tasks proved to be efficient and practical and only ten percent presented a partial level of complexity for the majority of the learners.

Criteria from experienced professors, a pedagogical experience, and the opinions of the recipients permitted to state that the proposal is valid to improve oral expression in English at Teacher Training schools.

Partial Conclusions of Chapter Three

Chapter Three was chiefly devoted to the corroboration via Specialists´ Opinion and Pedagogical experience of the effectiveness of the proposal, which was positive. Both methods were crossed and it can be stated that the results are satisfactory. Along with these, a document to vouch the application of the proposal in the school is included under the name of Certification Letter.This letter vowed the application of the proposal and the general results of the research.(See Appendix VI)

CONCLUSIONS

The theoretical analysis carried in the process of investigation revealed that there are important results in the field of language teaching, particularly in the teaching and learning of oral expression. It allowed the author to assume relevant theoretical elements to support the devising of the learning tasks. Emphasis was made on the conceptions about communication, oral expression, interpersonal intelligence, and learning tasks, as the main categories of the research. The application of empirical instruments revealed the existing insufficiencies, not only in the improvement of oral expression in freshmen, but also the theoretical limitations of teachers on the stimulation of interpersonal intelligence.

The systematization of these theories and the practical analysis carried out, guided the author to the structuring of the learning tasks, based on the objectives and linguistic content of syllabus for freshmen at Teacher Training School. The topics and tasks were adjusted and contextualized to the students' characteristics, needs and interests.

Finally, the proposal of learning tasks was corroborated through the specialists' criterion and a pedagogical experience. The results obtained proved to be feasible and effective, as reflected by the level of satisfaction and learning achievements of the students and the transformations observed in theimprovement of oral expression.

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APPENDIX I

Guía de Observación.

Objetivo: Determinar cómo el profesor planifica y desarrolla en clases la expresión oral de los estudiantes

INDICADORES	SI	NO	Observaciones
Objetivo(s) de la clase			
Contenidos a tratar			
Metodologías, medios y técnicas utilizadas para desarrollar la expresión oral en inglés			
Interacción en clase (parejas/tríos/grupos/equipos/con el profesor/con el grupo)			
Desempeño de los estudiantes durante el desarrollo de las tareas			
Estimulación planificada a la inteligencia interpersonal a través de las tareas			
Evaluación			

APPENDIX II

Guía de Entrevista a profesores.

Objetivo: Obtener información sobre aspectos de la preparación de las clases de inglés para el mejoramiento de la expresión oral a través de la estimulación de la inteligencia interpersonal.

Estimado profesor(a):

Estamos realizando una investigación para perfeccionar el mejoramiento de la expresión oral a través de la estimulación de la inteligencia interpersonal. Su cooperación nos será de inestimable valor para este trabajo, al responder las siguientes preguntas. Gracias.

¿Cuál considera usted es el método más propicio para mejorar la expresión en la clase de inglés? ¿Por qué?

¿Cómo logra usted este aspecto en sus clases?

¿Qué criterios tiene en cuenta para elaborar las tareas de aprendizaje que utiliza en su clase?

¿Alguna vez ha concebido el desarrollo de su clase a partir de la estimulación de la inteligencia interpersonal?

¿Posee usted conocimientos teóricos que le permitan diseñar las tareas de aprendizaje para mejorar la expresión oral de sus estudiantes en inglés, desde la estimulación de la inteligenciainterpersonal?

APPENDIX III

Encuesta a alumnos.

Objetivo: Obtener información con respecto a los estados de opinión sobre las clases de inglés que reciben los estudiantes y la práctica del mismo en el aula.

Querido alumno: Necesitamos tu ayuda para un trabajo que realizamos para perfeccionar el proceso de enseñanza-aprendizaje del inglés. Tus respuestas serán de gran utilidad. Gracias.

1- ¿Te gustan las clases que recibes en inglés? SI__ NO__ A VECES__¿Por qué?

2- ¿Disfrutas las tareas de aprendizaje que realizas? SI__ NO__ A VECES__ ¿Por qué?

3-¿De qué forma se organiza el desarrollo de las tareas de aprendizaje en la clase?

En parejas _____ En equipos _____ Individual _____

4- Marca con una X las tareas de aprendizaje que recuerdes hacer durante las clases. (Marca todas las que recuerdes).

___Completar oraciones o espacios

___Responder preguntas escritas

___Responder preguntas orales

___Buscar información

___Narrar

___Resumir oralmente

___Resumir por escrito

___Dramatizar textos

___Hacer diálogos en parejas o tríos

___Intercambiar con tus compañeros en idioma inglés

___Poner ejemplos de tu vida

___Otras. ¿Cuáles?

5- Refiere brevemente cuáles son tus formas preferidas para aprender inglés en la clase.

6- ¿Conoces qué tipo de inteligencia despliegas para resolver tareas en la clase de inglés?

Si____, NO_____, ¿Cuál?_____

7- ¿Consideras qué los profesores tienen en cuenta este aspecto para preparar sus clases?

Si_____, NO_____, A Veces_____, Nunca_____

APPENDIXIV
Specialists' criterion

Objective: to corroborate the feasibility and applicability of the learning tasks proposed to improve oral expression in English through the stimulation of interpersonal intelligence on the paper based on specialists' criterion

Estimado(a) profesor(a)

Usted fue seleccionado como especialista en el tema de la investigación luego de la aplicación de la encuesta elaborada con este objetivo. Saber sus valoraciones críticas sobre los aspectos puestos a su consideración sería de gran utilidad, además puede expresar sus opiniones o sugerencias en relación con otras aristas de importancia que pudieran servir para perfeccionar las propuestas. Muchas gracias.

1.   Marque con una (X) la opción que considere se ajuste a la validez científica dela propuesta realizada, teniendo en cuenta que: 5 MR: Muy relevante, 4 BR: Bastante relevante, 3 R: Relevante, 2 PR: Poco relevante o 1 NR:No relevante

Ways to improve oral expression in English through the stimulation of interpersonal intelligence in freshmen students at Teachers' Training Schools	5 MR	4 BR	3 R	2 PR	1 NR
Use different structured situations in which reliance on other people is required for successfully completion of the learning task Have the students to guess what another student is thinking or feeling based on various non-verbal clues, and then check their accuracy with the other student					
Have the students communicate in different ways with different tasks, such as: facial expressions, body postures, gestures, sounds (including but not limited to spoken words)					
Have the students take responsibility also for the learning of other students rather than their own					

Use fluency learning tasks where errors are not corrected at that time				
Direct the students to share their knowledge; play down competition, among the students; get the students to think of themselves as a team; do a considerable amount of pair work, team work and group work.				
Get the students who make mistakes so they remedy them: get them to identify errors-correct only the errors that interfere with learning				
Plan person-to-person interactions; interacting, teaming, interviewing, telling/retelling, expressing, discussing, affirming, arguing, debating, mediating, arbitrating, and compromising				

1- ¿Cómo considera usted esta propuesta?
2- Considera usted que existan otros aspectos que deban ser tenidos en cuenta para fundamentar la validez de la propuesta. ¿Cuáles?, fundamente.

Appendix V
Academic and scientific level of the specialists selected

Professors	Years of experience %	Bachelor in Education, English	Master	Ph.D.
15	16. 66	10	4	1

APPENDIX VI

CERTIFICATION LETTER

Formadora de maestros: José Martí Pérez
MUNICIPIO: Holguín

El presente documento hace constar que el aspirante Ariannis Rojas Leyva, de la Universidad de Holguín carrera Lenguas Extranjeras Ingles 5to año aplicó y validó en la escuela Formadora de Maestros José Martí Pérez su Tesis de graduación titulada:

A SET OF LEARNING TASKS TO IMPROVEORAL EXPRESSION IN ENGLISH THROUGH THE STIMULATION OF INTERPERSONAL INTELLIGENCE IN FRESHMEN AT JOSÉ MARTÍ PÉREZ TEACHER TRAINING SCHOOL IN HOLGUÍN

Los resultados obtenidos durante y después del proceso de validación pueden ser catalogados de buenos, a partir de la constatación de los resultados de estos estudiantes en la asignatura Práctica Integral de la Lengua Inglesa, a quienes se les aplicaron las tareas de aprendizaje elaboradas. Tales actividades son una modesta contribución a la enseñanza-aprendizaje del inglés.

Dado en Holguín a los____ del mes____ del 2017

Haceconstar: _____.

TUTOR´S OPINION

I undertook the tutoring of Ariannis at a moment in which she needed help to finish what her first tutor and she had already started and successfully brought to an *almost* end: only details and preparation were left for me.

I am satisfied with the work handed over to me by Rojas Leyva and with her interest and concern in presenting and defending a worthy material.

I have met with Ariannis several times now. I am totally positive the grade granted by the Board of Examiners on her dissertation day will be in accordance with my solid certainty as to what she can do.

I can safely state that I speak for both Ph.D. Tamayo and myself. Congratulations, Ariannis.

M.Sc. Miguel Ángel Olivé Iglesias. Associate Professor

June, 2017