Abstract

The aim of the article is to set forth some thoughts about the role the Language and Literature teachers should have vis a vis the most frequent Oral Speech needs the Venezuelan high school students have. The teaching of language and literature requires stimuli and evaluation by specialists given that for the most part its activities are focused on the oral expression of their attitudes, sentiments and values. It is necessary for the teachers to progressively devote themselves to the development of the Venezuelan adolescents' linguistic, cognitive and communicational skills based on an integral intervention programme that will tend to the macro areas of the teaching of the mother tongue. Among the theoretical assumptions backing this research are: Reizabal (1993); Nunan (1996); Nuñez (2001); Serrón (2001); Fraca (2004); and the Bolivarian High School Plan (2004). Based on the facts set forth, a series of guidelines are presented for the design of a workshop that would allow to creatively analyse the oral communication of the Venezuelan students.

Keywords

Democratic perspective, oral speech, interdisciplinarity, communication principles, workshop.