



UNIVERSIDAD DE SANCTI SPÍRITUS
José Martí Pérez

FACULTY OF PEDAGOGICAL SCIENCES
FOREIGN LANGUAGES DEPARTMENT

MAJOR PAPER
THE DEVELOPMENT OF THE ORAL SKILLS IN ENGLISH AS A FOREIGN
LANGUAGE IN THIRD GRADERS

AUTHORESS:
LISSET DEL CARMEN LEZCANO SANZ

SCHOOL YEAR
2017-2018



UNIVERSIDAD DE SANCTI SPÍRITUS
José Martí Pérez

FACULTY OF PEDAGOGICAL SCIENCES
FOREIGN LANGUAGES DEPARTMENT

MAJOR PAPER
THE DEVELOPMENT OF THE ORAL SKILLS IN ENGLISH AS A FOREIGN
LANGUAGE IN THIRD GRADERS

AUTHORESS:
LISSET DEL CARMEN LEZCANO SANZ

SCHOOL YEAR
2017-2018

TUTOR:
EVELIO ORELLANA ORELLANA. M.Sc. Associate Professor.

Quote



Proficiency in oral language provides children with a vital tool for thought. Without fluent and structured oral language, children will find it very difficult to think.

Jerome Bruner

DEDICATION

- My investigation is devoted to my whole family, the ones who supported me and guided me all the time.
- To my parents and my husband Alexander Escobar Corvea for being the reason of this effort.
- Especially to my great-grandmother Carmen Pernas Alvariño “Mima” for showing me that everything in this life is possible if you believe in yourself and in your own strength. She is looking after me in heaven, to you and your memory my guardian angel is devoted this work.

ACKNOWLEDGEMENT

I would like to express my entire gratitude to the people who were there when I needed them the most, and my deep gratefulness for those who shared these memories with me, specially to the English teachers staff and to my tutor Evelio Orellana Orellana, who always stood by me in the development of this research.

INDEX

Introduction.....	1
Development.....	5
Conclusion.....	28
Recommendations.....	29
Bibliography.....	30
Annexes.....	34

Abstract

The current major paper makes a bibliographical analysis of the theoretical and methodological groundwork, related to the reinforcement of the oral skills in English at Clerencio López Elementary School in Jatibonico. This research deals with different scientific and theoretical positions and methods that were used to support the criteria selected by the authoress in order to find the contradictions that evidenced the existence of a scientific problem. The scientific methods used from the empirical, theoretical and statistical levels were put into practice with the aim of verifying, stating and evaluating the problematic situation detected and the effectiveness of the proposal made. The major paper is structured in: introduction, development, conclusions, recommendations, bibliography and annexes. In the introduction the importance of the topic and the theoretical and methodological design of the investigation are taken into account. In the development, the most updated groundwork of the theme are stated, it illustrates the initial and final stages of the research. This work has as a main purpose to develop the third graders' oral skills in English as a foreign language at Clerencio López Elementary School in Jatibonico.

INTRODUCTION

Since the triumph of the Cuban Revolution, the educational system has been focused on providing same opportunities and possibilities to the entire children population in order to access the educational program. In Cuba, all the people are educated with a general knowledge and integral culture that permits them to understand the world, to reinforce values, and to defend the achievements of socialism, trying to turn the country into the highest and up dated cultivated country all over the world.

Learning a foreign language has become a paramount aspect in the contemporary society and its mastery in every teaching learning process is of great importance. English is the international language, also considered the universal language and, with the arrival of new technologies like the social networks, the trading and so on, it continues being the most useful of all the languages in the planet. That is why English is the most widely spoken language all over the world. Thus, due to the politic, economic, social and cultural importance it has, the mastery of the English language has reached a great importance in Cuba, it has constituted a basic subject to be learned by most of the students in different educational levels.

The English subject for Elementary School is based on the communicative approach, along with the basic principles of the conscious practice method for the systematization and practice of the linguistic contents and the approaches that make up the teaching of a foreign language and contents of other subjects in order to strengthen the interdisciplinary relationship and the professional pedagogical orientation towards the study of the subject with pedagogical purposes.

It is well known that there are other educational models all over the world that cannot be compared to Cuba's, without disdain of any type, with a level of uniform quality and personal help for those who need it. Education has been privileged, gaining higher result; although unsatisfying facts still remain. For that reason, the Cuban institutions face challenging changes where the main objective is to attain higher learning levels, which make possible a better quality in the teaching-learning process and in this way, to educate students to deal with the demands of the contemporary world.

The Elementary School has received a particular attention in Cuba, for being a decisive element in the students' personality formation and consolidation of the values shared in society. The teaching and learning process of English as a foreign language provides children with a beginning solid overall culture that permits them to face their future lives to deal with current problems that they can solve by developing the communicative skills in this foreign language.

oral skills has been one of the problems elementary school students have faced not only in the English language but also in their mother tongue. Therefore, many endeavors have been carried out to contribute to solve this problem. Among the national and international authors that have worked on this field, the following can be mentioned: Donn Byrne (1989), Rosa Antich de Leon (1989), Jack C Richards(2001), Yoanis Ulloa Tejeda (2002), Mariuska Iglesias (2004), Geonel Rdguez (2005), Miriam Hdez (2008), Isora Enrique (2010), and others have been the most outstanding ones.

In Sancti Spiritus province, the teaching-learning process of the English language has to overcome many problems that arise from teachers' everyday work. During the development of the teaching training period of the authoress at Clerencio Lopez Carreira Elementary School in Jatibonico, and by means of the application of some research methods, some **weaknesses** which affect the development of the oral skills in the Third Grade's English lessons were detected, among them are:

- Lack of fluency and coherence in the oral skills.
- Low mastery of the vocabulary related to the topics object of study in the syllabus of the English subject.
- Incorrect use of the intonation patterns.
- Inconsistent comprehension of questions, phrases, dialogues and orders.
- Students use the language mechanically and not based on real life communicative situations.
- Students do not internalize the given communicative functions.

Despite of these problems in the correct use of the English oral skills, there are some **strengths**, such as:

- Students are creative and enthusiastic

-Students are always ready to participate in lessons.

-Students are disciplined and organized.

-Students attend classes.

The contradiction between the development of oral skills and the weaknesses detected in the diagnosis, constitute the bases for the following **scientific problem** has been stated:

Scientific problem:

How to develop the oral skills in English as a foreign language in third graders at Clerencio López Elementary School in Jatibonico?

Taking into account the problematic situation described and the scientific problem declared, the objective of this research is:

Objective:

To evaluate the effectiveness of the application of a set of teaching activities to develop the oral skills in English as a foreign language in third graders at Clerencio López Elementary School in Jatibonico.

For a better organization of the research, the following **scientific questions are** formulated:

- 1- What are the theoretical and methodological groundwork that support the oral skills in English as a foreign language?
- 2- What is the current state of the oral skills in English as a foreign language in third graders at Clerencio López Elementary School in Jatibonico?
- 3- What characteristics should the set of teaching activities have to develop the oral skills in English as a foreign language in third graders at Clerencio López Elementary School in Jatibonico?
4. What is the effectiveness of the application of the set of teaching activities proposed to develop the oral skills in English as a foreign language in third graders at Clerencio López Elementary School in Jatibonico?

To develop the research and to answer the scientific questions, the following **scientific tasks** will be developed.

- 1- Determination of the theoretical and methodological groundwork that support the oral skills in English as a foreign language.

- 2- Diagnosis of the current state of the oral skills in English as a foreign language in third graders at Clerencio López Elementary School in Jatibonico.
- 3- Proposal of the set of teaching activities to develop the oral skills in English as a foreign language in third graders at Clerencio López Elementary School in Jatibonico.
- 4- Evaluation of the effectiveness of the set of activities proposed to develop the oral skills in English as a foreign language in third graders at Clerencio López Elementary School in Jatibonico.

To put into practice this work, different research methods and techniques of educational research are used.

Among the methods from the theoretical level:

1. **Historical and Logical analysis:** evidenced by studying the historical evolution of the development of the oral skills in the process of learning of the subject English in Elementary School and in the development of the oral skills given by various authors facilitating the theoretical groundwork of the research.
2. **The analytic synthetic method:** by this method, a decomposition of different aspects related to the development of the oral skills from the English lessons in Elementary School is made to integrate it to the set of teaching activities proposed, and for the evaluation of their effectiveness in the teaching-learning process.
3. **Inductive - deductive method:** to establish the necessary directions in the research process and identify general trends and characteristics of teaching experience and to apply the set of exercises to develop the oral skills.

Methods and techniques from the empirical level:

1. **Documental analysis:** to determine how different documents such as methodological guidelines, syllabus, and other documents that deal with the oral skills of English as a foreign language.
2. **Scientific observation:** it allowed to obtain direct and immediate information about how students act during the classes dedicated to the oral skills in the English lessons.

3. **Interview:** conducted with the objective of finding the way students feel in respect to the development of oral skills, students from third grade English class in Clerencio López Carreira.

4. **Pedagogical test:** to determine the initial and final stages of the sample in relation to the development of oral skills in English as a foreign language.

Among the **methods from the mathematical and statistical level:**

1. **Percentage calculation:** to present the quantitative analysis of the obtained data in the application of the methods and techniques, represented in a chart and to reach to conclusions, in order to compare the initial and final outcomes of the work and to measure the effectiveness of the activities proposed.

2. **Descriptive statistics:** it was used to summarize and show the compiled information about the real state of the third graders' oral skills in English as a foreign language at Clerencio López Elementary School in Jatibonico.

For the development of this research, the whole quantity of third grade students from Clerencio López Carreira Elementary School in Jatibonico (15 students) was selected as **population**, because the school has only one group of this level.

The population is characterized by being students between seven and eight years old, the group is formed by students of the third grade at Clerencio Lopez Elementary School in Jatibonico.

They show a particular interest towards the subject in which the teacher demands mental effort, creative thinking and create conditions for the students to take an active part during the lesson. Ten of them have divorced parents and the rest of the parents are still married. According to the grade, there are several pointers that the authoress took into account to develop the proposal in a way that it is funny, entertaining and amusing. They are used to making appreciations that respond to a system and polemic focusing.

Scientific novelty:

This research provides and shows teaching activities to increase the oral skills in the English lessons in third graders at Clerencio López Carreira Elementary School in Jatibonico.

This set of activities gives other alternatives to achieve the objective stated in this research. They are created to improve motivation to develop the oral skills of the English subject for third graders, making emphasis on comprehension, pronunciation, fluency and verbal tenses as the main components of oral skills.

The major paper is structured in introduction, development, conclusion, recommendations, bibliography and annexes. In the introduction the importance of the topic and the theoretical and methodological design of the investigation are taken into account. In the development, the most up-dated groundwork of the theme is stated. In this chapter, a various number of authors who have studied the topic of oral skills in the foreign language have been consulted.

DEVELOPMENT

I. METHODOLOGICAL GROUNDWORK THAT SUPPORT THE ORAL SKILLS IN THE TEACHING-LEARNING OF ENGLISH AS A FOREIGN LANGUAGE.

1.1- A brief historical look at the study of a Foreign Language Teaching (FLT).

The history of English Language Teaching (ELT) starts from the 15th Century. The first phase is from the beginning of the 15th Century to the end of 18th Century. The second phase is from the 19th Century. The third and most modern stage is from the beginning of the 20th Century to the present age. In Europe, during the end of 14th Century, French gave way to English language and schools in Europe started teaching English.

Educational institutions in Europe taught English along with other modern and classical languages. During the 19th century, due to various factors, a rapid development of ELT was made, both, in Europe and British colonies. During this period the English speaking population increased to several billions from the previous few millions.

English became the major language of England during the reign of King Henry IV. Later during the 15th Century King Henry V proclaimed English as the official language and by the end of the 15th Century law books were made available in English language. Even during this period grammar schools in England taught in Latin, though the people were communicating in English. English textbooks, including grammar text books were not available until 17th Century Following the Latin texts; teachers used dialogue forms, related to everyday life, in question answer style, to teach English as a foreign language.

By the end of the 16th Century pro-reformationists from Spain and Italy and a large number of French people arrived in England. This unexpected scenario encouraged educationalists in England to bring out English Language Teaching (ELT) text books to teach English to non-English speaking Europeans. Among these immigrants, there were teachers who knew English and some of them started teaching English language to the immigrants from Europe. These teachers could be considered the first non-native English language teachers. Knowledge of English helped many of the migrant communities to improve their career prospects and business.

Jacques Bellot prepared and published two English text books - 'The English School master' and 'Familiar Dialogues' from 1580 to 1590. These textbooks were in an everyday dialogue format. Publication of these text books encouraged many others to bring out ELT books and notable among them was 'The French School-master' (1772) brought out by Holly band, which was depended up on by teachers for several decades.

After the return of Italians and other Europeans to their original countries by the end of the 16th Century, ELT in England temporarily came to a standstill. English language lovers could not stop teaching of Latin and Greek in schools of England. During this period John Webbe, who gave prominence to pictures for teaching, and J.A. Comenius, who gave less importance to grammar, published ELT textbooks. Interest in English philosophy and literature prompted people from many European countries like Germany, Denmark and Netherlands to start learning English. French revolution and restoration also are some of the reasons for people to show interest in English language. Also Shakespeare's plays and poems of romantic poets attracted many Europeans to English language learning. By 18th Century the Russians started learning the English language.

In Russia, Michael Permskii (...) brought out a translation of 'Practical English Grammar' to Russian language prompting others to do the same. In 1797, John Miller published 'The Tutor or A New English and Bengalee Work' from Bengal, India. This book can be considered as the first non-European ELT book.

In the European Junior High Schools, English was taught as an additional language and ELT was called TEFL (Teaching English as Foreign Language). English was a special subject and the teaching methods of Latin and Greek helped ELT teachers. With the launching of Grammar Translation method in Germany in 1780s, new ELT theories and approaches, like Berlitz schools, for meeting the specific needs were implemented by different countries in their institutions. Too many methods made it necessary for reforms in the ELT sector. Scientific study of language learning, Psychology of language learning, paved the way for theoretical foundation of the language learning Pedagogy.

In British colonies English was taught and ELT was called TESL, Teaching English as a Second Language. In these countries England wanted its colony citizens to learn English in addition to their mother tongue. This was for employing the native people who had good knowledge of English, to work in government departments. In colonies like Canada, USA, Australia, and New Zealand, English became the official language.

In countries like India, Burma, Srilanka etc., they ruled over the natives and here the native people were given education which included English language teaching. In addition to the government initiative, Christian missionaries also engaged in imparting education to the natives. European knowledge, culture, literature etc., were taught to the colony citizens in addition to ELT.

The next stage of ELT, that is, from the beginning of 20th Century to the present, it can be divided into three phases. The first phase is from 1900 to 1946 (after the Second World War), the second, from 1946 to 1970 and the third phase from 1970 to the present. During the second phase of the growth of English language, the term ELT was generally accepted. Incorporation of applied linguistics added resources and some scientific base to ELT. New learning theories, approaches and methods of teaching made it necessary for designing the target language learning techniques. At the beginning of the second phase, ELT institutes along with BBC, British Council and publishers of ELT books were located only in London city. This scenario changed with the arrival of a large number of immigrants from the British colonies to United Kingdom during 1960 because of its economic prosperity. It was a great task to teach the children of these immigrants. During this period ELT was called 'English for Immigrants'. By 1970 it was renamed as (TESL) Teaching English as Second Language.

The acronym ELT came into being after the publication of the British Council journal, 'English Language Teaching' in 1946. In due course English language teachers' training programmes were started to make the ELT more effective. Hornsby's writings on situational approaches brought ELT's focus again on classroom which until then depended more on theory because of the influence of Applied Linguistics.

The establishment of Association of Recognized English Language School (ARELS) in 1960, made ELT a full-time profession and ARELS was a source for ELT resources. People from non-English speaking countries started learning English for going to English speaking countries for higher education. Conferences conducted by various associations including ARELS helped the EFL and ESL teachers to share their views, knowledge and experiences.

The requirement of English language was different for people and this necessitated the birth of English for Special Purposes in 1970s. Audio lingual method for teaching was introduced in France, and from 1960s film scripts and tape recorders was used to teach English. Later ELT professionals started using television also for effective teaching for developing communication.

Communication is one of the primary purposes behind language teaching which greatly influenced ELT during the third phase. The preparation of curriculum and text books, evaluation was based on this premise. Initiation of new language learning theories lead to the Communicative Language Teaching (CLT) which became the most acceptable language teaching method for ELT professionals. New text books became a necessity because both learners and teachers wanted activities related to real-life experiences and communication.

In Cuba, the English teaching process has been influenced by different periods, starting from the year 1909 the teachers of this specialty were situated giving alternating lessons to the fourth graders to sixth graders in two or three schools. On September 10, 1929 were created the special English centers in Havana and two months later five centers more.

After the triumph of the Revolution, a space to the English teaching starting from the Junior High School was dedicated the teaching and the teaching of this language was dedicated in Elementary School.

English teaching has embraced all subsystems in Cuba. In Junior High School, English lessons were accompanied by video lessons which allowed an effective quality in the teaching learning process in the whole country. These video lessons, as teaching aids, gave students video sequences of Anglo-speakers in the English language, but students lacked of opportunities to interact in class.

So the teaching of foreign languages began its researching based on psychological stand points to really give it the importance it deserves. Vitgotsky, L.S. (1998: 34) stated: If the word does not keep in mind the perception and the mental elaboration of the sensory material that gives birth to the concept, to study the word separately, it is to place the process in a verbal layer and the concept relationship with the reality remains without exploring.

In the video lessons and classroom, the mechanical correction is used and, out of context, allowing teachers to center their attention on the oral production mistakes that are presented in each of the students. If the student is not able to use what he learned in real situations of daily life, then he is not learning a foreign language, but rather recognizing it.

The authoress of this study considers that the teaching of a foreign language by video lessons can help, but the teacher should never be substituted by any technological teaching aid, since he or she is the one who can facilitate the process and correct students' mistakes and doubts in the use of the language.

The National System of Cuban Education includes foreign language teaching as part of the multilateral and harmonic formation of the new generations, on the bases of the Marxism-Leninism with the objective of using the oral and written language as a way of communication, developing knowledge, habits and necessary skills to communicate.

The general objectives of foreign language teaching in Cuba have been formulated starting from the ends of the education. These objectives refer to the practical domain of the language and culture of their inhabitants and to form feelings, convictions and attitudes.

1.2. Development of strategies for learning English as a foreign language.

The first years of life are crucial for children to acquire basic trust, and forming new attachments are difficult in a new and strange environment. Basic trust comes from the provision of responsive care in supportive, predictable environments. Children need opportunities to develop positive relationships with their peers and other children. The younger the child is, the more important it is to keep things similar between the home and child care. Children who have had major changes in their

lives need as much harmony as possible between their home and child care practices. In the first years, the early experiences of babies and toddlers need to reinforce their identity and self-esteem. (Siraj-Blatchford and Clarke 2000).

According to Siraj-Blatchford and Clarke 2000, children need to feel that their caregivers value and respect their family, particularly their language and culture. This respect is demonstrated in the way babies are spoken to, soothed, fed, carried and nurtured. These early experiences are influenced by diverse cultural practices and values of the family. Early childhood professionals working with babies and toddlers need to show respect for the families cultural practices and incorporate familiar routines for sleeping and eating.

Teaching young learners requires knowledge of the developmental differences between children and teenagers and of the appropriate management skills. This study concerns the personal observations and experiences of a teacher who moved from teaching teenagers to teaching young learners. It includes ideas for classroom management and teaching strategies.

Teaching at primary level can cause a variety of problems and generate a range of worries for many teachers. Unfortunately, it is common for teachers to be asked by their institution to teach young learners even though they do not have specific training. Those first lessons with the class, which are quite probably in a different institution to your Level 2 work, can seem daunting. In this research, the author provides some advice on how to deal with starting work with primary level students and I give ten top classroom management tips by a set of teaching activities to develop the oral skills in the foreign language.

You will find that the children will be highly motivated and excited about learning a foreign language. The principal goal is to maintain this initial motivation and sustain their curiosity and interest so that they develop a real desire to learn the language, even if you do not feel they are learning very fast. You need to be realistic and so do the children about how much they can learn in the relatively short time you will spend with them.

It is quite normal for children to take some time before they actually start producing much language as they will need time to familiarize themselves with you - very

probably the first native speaker of English they have ever met - and assimilate the language before they feel ready and confident enough to produce any.

The author's experience as a teacher of elementary level makes her know the necessity that activities provided to students should reflect cultural and linguistic experiences of the children. Activities to assist babies and beginners learning English as a foreign language are no different from those that are provided from children with English as their first language. It is important to provide a range of interactions, particularly those that happen on a one to one basis, or in a small group. These Level 2 interactions provide the best outcomes for learning and practicing language.

The way children interact while learning the foreign language should include:

- ✓ listen and tell short stories everyday
- ✓ introduce new words
- ✓ play word games
- ✓ tie words to actions and objects
- ✓ engage in conversations
- ✓ share simple rhymes and games
- ✓ learn rhymes and songs in languages
- ✓ English expand and model conversations.

Children learning English as a foreign language have experienced a wide range of contexts in which they have acquired their mother tongue, but have a much more restricted range of contexts in English. If their previous language experiences are not taken into account when they start kindergarten and school, and if they are expected not only to learn a foreign language.

It is hardly surprising that without focused English language support they may start to fall behind their peers, who are operating in a language they have been familiar with since birth. Research (Clarke 1996, Tabors 1997) has shown that a number of factors make a difference to the way children approach the learning of a second language and their ability to interact with others. These factors include:

- social factors: some children are more outgoing and are risk takers,
- aptitude factors: some children have more ability as foreign language learners,

- psychological factors: some children are more motivated to learn the foreign, language or their personality affects the way they approach the task,
- environmental factors: the way the environment is set up and managed, the inclusive nature of the program, the range of resources available, the way staff support children to interact with others. “Supporting Children Learning English as a Foreign Language in the Early Years (birth to six years November 2009 Dr Priscilla Clarke • OAM, Early Childhood Consultant).

The author agrees that all these factors, in spite they have to be treated in a separated way from the methodological view point, all of them contribute to the development of the communicative competence of the foreign learners.

1.2.1. The communicative process in English as a foreign language.

There are differences between spoken and written language; oral language acquisition precedes the development of literacy; language learning is teacher-directed and fact-oriented; and students' errors are just like 'sins' which should be eliminated at all cost. In accordance with the above principles, advocates of the skills-based approach view language as a collection of separate skills. Each skills is divided into bits and pieces of sub-skills.

The two productive sub-skills of the language (speaking and writing) are gradually taught in predetermined sequence through direct explanation, modeling and repetition. Furthermore, the skill-building teacher constantly uses discrete-point tests (e.g., multiple choice, true or false, fill in the spaces) to measure the mastery of each sub-skills before moving to the next. (Acuña-Reyes, 1993).

The teaching of a language by isolated skills makes it difficult because the brain cannot store bits and pieces of information for a long time (Anderson, 1984); the skills-oriented programs demotivate students to study the language because what is taught to them is not relevant to their needs and interests (Acuña-Reyes, 1993); the teaching of a language as isolated skills stifles students' creativity; the role of students is too passive and leads to underdevelopment of independent learning skills (Gipps and Mc. Gilchrist, 1999).

Teachers' presentation of language as isolated skills steals both teachers' and learners' time away from productive activities (Goodman, 1986). Despite its

demerits, the skills-based approach is still the most widely used approach throughout the whole world (Ellis, 1993; Rubin, 1993). A basic reason for this is that skills-based. (Acuña-Reyes, 1993).

1.3 Oral skills in the teaching of English as a foreign language.

Language is a tool for communication. People communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place where there is speech. Without speech no one can communicate with one another. The importance of speaking, hence, is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity, which takes place within the confines of community. Finocchiaro, M. (1989).

Language is used in a variety of situations. People at their work places; that either are researchers working in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems. In order to become a well-rounded communicator one needs to be proficient in each of the four language skills: listening, speaking, reading and writing, but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to express one's thoughts, opinions and feelings, in the form of words are put together in a meaningful way, provides the speaker with these advantages. Finocchiaro, M. (1989).

The joy of sharing one's ideas with others is immense. When people speak to others they come to have a better understanding, as Robert Frost once said: 'I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn. Undoubtedly, the clarity in speech reflects clear thinking.

An effective speaker can gain the attention of the audience and hold it until the completion of his message. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life.

From the author's point of view and after 5 years of experience teaching the language in Elementary School, although a certain oral skills should be mainly

develop in a lesson, the rest of the skills of the language are also treated in one way or another, because the logical process of communication requires the use of all of them constantly.

1.3.1. Theoretical and methodological bases that support the development of oral skills in English as a foreign language in young learners.

When the language is studied from a psychological viewpoint, it is easy to define that the acquisition of the language by each individual results because men live in society and the language is a product of the human activity, in the same way we can learn different languages and use them in a correct way, according to the context where people use it.

Language does not appear implicit in the man, with its birth. This should be assimilated, produced and used in the communication with the others and itself. This aspect is clear in the acquisition of the mother tongue, but does it happen in this way in a foreign language teaching?

The teaching of languages in the world is taught using different stages, which have been represented by exponents and methods that have contributed to the teaching of the most universal of the languages, English.

At present, there is a direct relationship between the linguistic stand point and the foreign language teaching didactics around the world, to make it more efficient, the transmitter is taken into account so as the receiver in the communication, it has shown the contextualization concepts, that refers to the relationship among the linguistic element and the situation where communication takes place.

Marx and Engels stated that the language is a real and conscious act that not only expresses the thinking activity, but also the feelings and the will of the human beings. This philosophical affirmation is an important point for the purpose of the present work, because it contributes to the cultural formation of the students.

All mentioned above, turns head to deduce that English teaching as a foreign language has suffered several changes so as the use of different methods and approaches.

For the purpose of teaching and learning a foreign language many have been the methods and approaches used among them can be mentioned:

- Grammar-translation method.
- Reading method.
- Practical method.
- Phonetic method.
- Psychological method.
- Natural method.
- Direct method.
- Audio-oral method.
- Audiovisual method.
- Practical conscious method.

All these methods brought about to the communicative approach which, for the first time, relates language to real life situations and students' needs. The "communicative Revolution" as Irizar, V.A. named it (1996), it is formed by the methods, since in fact, is not a method as such and it marks rules completely different to the established ones until date (1970). It is what Stern, H.H. (1983) qualified as the stages of the break with the methods to open the way to the appearance of the communicative approach, what he names as communicative teaching language.

Larsen-Freeman, D. (1986) says that the fundamental objective of one method is to develop the communicative competence what means to learn how to use the foreign language in the appropriate social context; therefore the students have to know how to understand their speaker.

The Cuban educator Acosta Padrón, R. (1996) referred to this approach from the idea that the language is communication and it tries therefore to develop in the students the communicative competence.

Keeping in mind the previous analysis, the communicative approach means a modern methodological conception that arises since 1970 and that it has been possible due to the contributions of the textual linguistic and the communication theory. It is centered in a didactic of speech, that is to say, in the operation of the language in the process of communication, where it is demanded to the student their competence to understand and to build texts in a coherent way.

Nowadays, the communicative approach results in a special way of teaching and understanding meanings, and it is very convenient its application because it looks for the development of the students' communicative competence and makes emphasis on the lesson that should contribute to develop the oral skills.

On the other hand, independently from the used methodology for the learning of a foreign language, there are other necessary factors to take into account for the development of this process, and they are related to the social context where the socioeconomic, sociolinguistic and sociocultural factors are involved, the students' characteristics.

In the English teaching learning process different aspects of the language from the psychological point of view and the biological, physical and acoustic are taken into account, so that to speak, though it seems to be simple, is a complex act, where intervene:

- Listening comprehension.
- Oral skills
- Reading.
- Writing.

The oral skills plays a part of vital significance in the teaching learning of a foreign language.

The analysis of the different theoretical sources has contributed to the emergence of the communication science allowing to understand the existence of different definitions, starting from different positions and the emphasis on some or other aspects of the communicative process.

It is taken as starting point the etymology of **communication**, there can be found that this term emerges from Latin (communicate), and means "to share" or "to do or to make common". It is considered a polysemantic category therefore its use is not exclusive of a social science in particular, taken into account the own connotations of the social science that it is treated.

Communication is a product of the system of material and spiritual relationships that human beings establish in their activity; it is a constant reciprocal interaction. It

is a complex process for its relationship with human behavior, as much as the individual thing and the community. Báez, M. (2006)

According to Báez, M. (2006), communication has three essential components, they are:

Content: It is referred to the information that is exchanged.

Procedure: It has as objective to develop the activity, in what order the content is going to be exposed, logical order and theme sequences.

Personal: they are the interrelationship of the individuals that communicate among themselves, with ideas, feelings, expectations, attitudes and principles that possess each one and in what way one or another contributes to the communicative process. In the communicative process, learners should develop the four skills of the language: listening, speaking, reading and writing.

Speaking, also known as **oral skills**, constitute the main objective in the teaching learning process of English as a foreign language in beginners.

The **oral skills** is the spoken language production and it is considered one of the most difficult aspects in the learning of a second language because it has three basic functions: to transmit ideas, emotions and to persuade. Báez, M. (2006:14).

As it is known, **oral skills** is a two-way process between transmitter and receiver that involves the productive ability of speaking and the receptive ability of understanding, or listening and understanding. Byrne, D. (1989).

The term **oral skills** has been defined by different authors, from different viewpoints. For the development of this research, the definition selected the one given by Byrne, D. (1989) in her book "Teaching Oral English", due to she makes reference to basic aspects of the language during the teaching-learning process, like: the relation between the transmitter and the receptor, and the way both need to understand each other to achieve a real oral communication.

Taking into account what has been stated by Byrne, D. (1989), it is important that all teachers keep in mind that, when planning and developing oral activities in lessons in elementary level, there should always be an active role of all the students in the communicative task, it does not matter if it is by pair or group work, but there should always be an active and reciprocal role between the speaker and the listener.

In consonance with these ideas, in the work of several Cuban authors (Fernández, A.M.; Ortiz, E.; Ojalvo, V.; Gonzalez, F.), some considerations related to communication, provided by Lomov, B. (1983) appear, they are:

- Communication is not limited to verbal language because the whole body is an instrument of it.
- No ways restricted to the transmission of information, not only transmitted, is created within the communicative process itself.
- Communication solves the contradictions between the particular and the general of men, between general and special qualities.
- Man is made of special qualities.

Barruto (1974), remarks that speech is often characterized by incomplete and sometimes ungrammatical utterances, and by frequent false starts and repetitions, for example, in most English classes, which are seldom small groups, where one student begins to talk to another, as a transmitter and as a receiver are constantly changing roles and consequently speaking involves answering to what has been heard. In this case, speaking is an integral part of listening. It is this particular sort of interaction (listen-respond-listen) which is difficult for the learners.

There is no doubt that the main goal in teaching the productive ability of speaking will be the oral fluency. This can be defined as the ability to express oneself reasonably, accurately and without too much hesitation, otherwise communication may break down because the receiver loses interest or gets impatient.

Without any doubt, the analyzed criteria before showed a double functionality of the teaching activities taking into account each one of the layers intervene in the teaching learning process.

1) - As mean to learn (students).

2) - As mean to direct the learning process (teachers).

Language practice, however, does not lead to spontaneous creative use of language. The functional-notional approach encourages the students to speak creatively since the very early stages of the learning process by making emphasis on the use of some items of pronunciation, word-forms, structures, or any other linguistic or cultural items that can be used by students as communicative tools.

These should normally be integrated, but it may sometimes be necessary to isolate certain items from the dialogue in order to provide the students with a set of items they can use in different communicative situations keeping in mind the uses to which the language is put and through the major role given to speech activities.

Different authors have defined oral skills in different ways.

Oral Language is the child's first, most important, and most frequently used structured medium of communication. It is the primary means through which each individual child will be enabled to structure, to evaluate, to describe and to control his/her experience. In addition, and most significantly, oral language is the primary mediator of culture, the way in which children locate themselves in the world, and define themselves with it and within it" (Cregan, 1998, as cited in Archer, Cregan, McGough,Shiel,2012)

<http://pdst.ie/sites/default/files/Oral%20Language%20Booklet%20PDF.pdf>

At its most basic level, oral language is about communicating with other people. It involves a process of utilizing thinking, knowledge and skills in order to speak and listen effectively. As such, it is central to the lives of all people.

According to Johnson and Morrow (1981:70), speaking which is popular with the term oral skills", is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of Level 1. This definition is properly used once it is taken as a panoramic view of the oral skills, but it does not deepen into the oral skills for it requires of other elements non-mentioned.

The definition given by the website [http://www.American Speech Hearing Association](http://www.AmericanSpeechHearingAssociation.org) (2007: 07). Refers to the oral skills as "A group of techniques that determine the general rules that should be followed to communicate orally with effectiveness; it means that it is the form of expressing without barriers what is thought".

Oral skills pertains to the use of words and includes the ability to formulate and produce words and sentences with appropriate vocabulary, grammar, and application of conversational rules.

Children's oral skills are essential to their learning and academic success. Oral skills problems in students may result in literacy problems (ASHA, 1980).

To support those definitions of oral skills, there are the micro skills of oral communication from Brown (2001:271):

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English, stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.

The oral skills is important because it provides the foundation for literacy development, it is essential to academic achievement in all content areas, and it is critical for overall success in school. As it is known, a great deal of school success depends upon a student's ability to demonstrate competence through the oral communication, such as when answering questions in class or participating in group discussions. It responds to the political, economic, social and cultural importance of the foreign languages in today's world.

1.3.2. The teaching of oral skills in English as a foreign language in 3th grade.

From third grade children may comprehend, formulate and answer simple questions about personal information. They must know how to:

- Use the greetings and farewell in simple phrases.
- Ask, say, and spell their names.
- Ask and say their age.
- Respond the teacher's instructions.
- Ask for permission or help
- Ask and answer questions about the family members.
- Ask and answer about their nationality or place where they live in.
- Ask and answer about the school.
- Identify some animals, school objects, clothes, parts of the house, and others.

-Describe the mentioned objects.

In the context of foreign language learning, despite there is a problem, which teachers have been aware of for a long time. It is the problem of the student who is structurally competent but who cannot communicate appropriately. In order to overcome this problem the processes involved in fluent conversational interaction need to be dealt with.

As Keith Johnson quotes Newmark (Communicative approaches and communicative processes, Psycholinguistics and Language Teaching Methodology) Newmark's insight that 'being appropriate' is something different from 'being structurally correct', finds its place within a mode of thinking, predominant in linguistics today.

It is in fact this new mode of thinking which has given new directions to foreign language teaching. It has led to new emphases, not only in syllabus design but also in the teaching communicative use of the language. Language learning today is regarded less of an acquisition of structure and more of a learning of items of use. The teaching of language in relation to categories of use is likely to have methodological implications.

The methodologies for language teaching therefore are to be based on the linguistic insights as to the nature of the language and also on the psychological insights as to the processes involved in its use, for the development of communicative competence in the learners.

Keith Johnson lists three processes involved in the use of a language: scanning the pragmatic information; evaluation where by the utterance can be compared to the speaker's aim and the identification of any discrepancy, and then the formulation of the next utterance. The formulation of utterances and the processes of scanning and evaluation must be made quickly within the real time. The ability to do this is what we mean generally by fluency in a language, says Keith Johnson (Communicative approaches and communicative processes, Psycholinguistics and Language Teaching Methodology, pg 425).

The researcher therefore adopts such methods and techniques which provide an opportunity to the learners to enhance their communicative competence. But the

question remains, how to provide learners with 'the communicative intent' to make them learn the actual meaning of the skills, as well as the correctness of skills.

As Lyons (1968: 413) says and Keith Johnson quotes (Communicative approaches and communicative processes; Psycholinguistics & Language Teaching Methodology, pg. 426), Lyons (1968:413), if the hearer knows in advance that the speaker will inevitably produce a particular utterance in a particular context, then it is obvious that the utterance will give him no information when it occurs; no 'communication will take place, so, no information gap is present.'"

Interpretation of the results of the application of the methods from the empirical level.

✓ **Initial state of the oral skills in students of 3rd grade in Clerencio Lopez Carreira Elementary School in Jatibonico.**

In the initial moments of this investigation a diagnosis was carried out, different methods were applied with the purpose to detect the main inadequacies regarding the oral skills and its levels in the subjects implied in the sample.

One of the empiric methods used in the investigation was the observation. An observation guide was made (Annex 1) with the objective of verifying the students' real state in order to develop the oral skills in English. It was applied to a 3rd grade group of Clerencio Lopez Elementary School from Jatibonico municipality. After the observation it was proved that oral skills in English was not developed appropriately, even when it was an objective of the syllabus, for the student not only to learn in a reproductive way.

In the first observed parameter only three students (20%) were always able to comprehend oral questions and answers, four (26, 7%) sometimes did it properly and the rest (53, 3%) showed big difficulties to comprehend orally.

From 15 students of the group two students (13,3%) were able to pronounce according to their level and three of them (20%) showed some skills in this parameter, but ten students weren't able to do it properly.

Regarding fluently, while pronouncing some words, they showed serious difficulties because only four students (26,7%) always talked fluently, two (13.3%) of them

sometimes did it in a proper way and the rest of the group (60%) had problems to do so.

Regarding the use of verbal tenses, it could be verified that the majority of the students of the group (40%) are not able to use them, five of them (33,3%) use them in a Level 2 way and only four students (26.7%) use the verbal tenses according to their level.

With the observation developed, the author corroborated that the main problems students have in oral communication was in pronunciation, fluency and the use of the verbal tenses objective of the level.

Initial Observed parameters	Level 1	%	Level 2	%	Level 3	%
Comprehension.	3	20	4	26.7	8	53.3
Pronunciation.	2	13.3	3	20	10	66.7
Fluency.	4	26.7	2	13.3	9	60
Verbal tenses uses.	4	26.7	5	33.3	6	40

✓ **Obtained results of the interview.**

An interview (Annex 2) was applied to 100% of the group with the purpose of checking and corroborating the observation results already obtained. In the processing and analysis of this interview the problems with the development oral skills was corroborated, lack of interests in learning a second language and the poor use of the English language outside the school context.

The current limitation with the motivation to work in English lessons is corroborated. Only five students (33.3%) were always motivated, three in occasions (20%) and seven of them (46.7%) answered that they are hardly motivated because they do not feel interest for the subject.

In relation to the oral activities developed in class, the fact that eleven students (73,3%) declared that they do this kind of activities proves that the teacher is working to develop the oral skills. Three students (20%) think that these oral exercises are usually done and only one student (6,7%) expressed that these activities are not developed during the lesson.

It was also confirmed that most of them do not understand when somebody talks to them, out of fifteen students, only four (26,7) answered that they comprehend when the teacher or a partner talked to them, five students declared that they sometimes comprehend some ideas and the rest (40%) do not understand a word in English.

Their motivation to speak or use the language outside the classroom is pretty bad and one of the principal problems from this group. Only three students (20 %) agreed to use the language or some phrases in their daily lives communication, two of them (13,3) declared that they are sometimes motivated to say some words outside their classroom and most of them (66.7 %) affirmed that they only talk in English during the class.

The level of independence to work in class was also checked during the interview and it was pretty clear that most of the students (66.7%) cannot work on their own and needed the help from the teacher, two of them (13,3 %) said that there were able to work with the help of some advanced students and only three students (20 %) answered that they can work by themselves once they have the instructions from the teacher.

In interview, the results coincide with the scientific observation, in the fact that the main problems on the use of the language on the part of the students observed, are recognized by the students at the time of expressing their criteria in relation to the way they feel in the use of the language.

Parameters	Always	%	Sometime	%	Never	%
1-Motivation for the English class.	5	33.3	3	20	7	46.7
2-Oral activities done during the class	11	73.3	3	20	1	6.7
3-Oral comprehension skills	4	26.7	5	33.3	6	40
4-Motivation for talk outside the classroom	3	20	2	13.3	10	66.7
5-The exercises oriented in classes are carried out:						
-with their teacher's help	X	66.7				
-with their partners' help			X	13.3		
-by themselves	X	20				

Results of the initial pedagogical test:

For remarking the existence of the scientific problem, a pedagogical test was applied to the selected sample (Annex 4). This oral test was conceived according to the students' skills. It was applied at the beginning of this investigation, to measure the real state in which the students were regarding oral skills.

After an analysis of the results, it could be affirmed that in parameter 1: comprehension, seven students (46.7%) could not understand what there were asked or answer any question, five students (33.3 %) sometimes did it and only four students (26,7 %) were able to comprehend properly.

In the second parameter referred to the pronunciation skills, only two students (13,3%) had no great problem to pronounce in English and they felt comfortable doing so, four of them (13.3%) had some problems to do it and the rest (60%) could not pronounce the words properly, having many pronunciation mistakes while doing it.

The third parameter regarding the ability to pronounce fluently according to their learning level showed a great number of difficulties. Ten students (66.7%) had not fluently at all while speaking, two of them (13.3 %) were able to pronounce with certain fluency but still having many pronunciation mistakes and only three students (20 %) seem to feel comfortable while talking.

Finally working with the fourth parameter, which was the ability to use verbal tenses it showed many difficulties the students had. Only one student (6.7 %) was able to recognize and use the verbal tense properly while answering personal information question, three of them (20%) had some problems using the tense and the rest (73,3 %) did in a Level 3 way.

In the initial pedagogical test, students showed difficulties in fluency, coherence and mainly in the pronunciation of final sounds like: / m/, /p/, /d/, /θ/, /s/, /h/, /f/, /dʒ/, /tʃ/.

Evaluated parameters	Level 1	%	Level 2	%	Level 3	%
Comprehension.	4	26.7	5	33.3	7	46.7
Pronunciation.	2	13.3	4	26.7	9	60
Fluency.	3	20	2	13.3	10	66.7
Verbal tenses uses.	1	6.7	3	20	11	73.3

1.4. Teaching Activities for the Enhancement of Oral skills in English as a foreign language in third grade.

To achieve an efficient oral communication is necessary to form habits and skills of the speech, which is reached through the exercises preparation, propitiate the speech fixing of an active and useful way to communication. This requires an exercises system stimulus to the students to use the language in the ideas, information and feelings transition by means of speech exercises: dialogue and monologue Antich, R. (1988).

Teaching strategies or activities refer to structure , system , methods , techniques,procedures and processes that a teacher uses during the instruction. These are strategies the teacher employs to assist student learning Antich, R.(1988).

Teaching activities, one of the most effectiveness way for oral practice, has been approached by different authors and has been defined in different stages. Studies developed coincide they have a great importance in the learning process; contribute to instruction and education of the personality and to the development of reflexive thought.

On the other hand, teaching activities are oriented by the students to be carried out in class or out of it, they require the search and acquisition of knowledge, the development of skills and the holistic formation of the personality. Silvestre, M (2001:35).

Several works developed about teaching activities among them: Labarrere (1996), Alvarez de Zayas (1997, 1999, 2004) there are some points of coincidence in the conception and formulation of the teaching activities. For the application of these the teacher should take into account the following parameters:

- What elements of thought need to reveal.
- What operations of thought to stimulate, how to combine different types of teaching activities.
- What activities promote cognitive, intellectual and formative exigencies
- The conditions in which they are developed.

➤ What sociocultural aspect they enroll the student.

Moreover, the teaching activities are characterized to be sufficient, varied and differentiated. Caballero, E. (2002:43-44). Sufficient, because they assure the necessary exercising as the assimilation of knowledge as for the development of skills. So, if the student is going to learn she/he will learn doing it of an effective way and when she/he is prepared to put the difficulties away; varied, because they have different exigency levels to promote the effort intellectual in the student since a simple exercise until the solution of a problem, the formulation of a hypothesis and search of solutions. Differentiated, because they are within the range of everybody, they facilitate the attention of the need individuals of the students as to those students need a great dosage as to those students do not need it. Besides, they are tied with their interests and motives.

✓ **Characteristic of the proposal.**

The set of teaching activities presented as a proposal to develop oral skill in English Language in third graders students contemplates activities and exercises to work with this ability and improve it. This proposal offers the possibility to be used in any unit of the syllabus, so that the students enrich their academic preparation regarding any time the teachers use it.

They were made taking into account the different assimilation level, such as the reproductive level in which student has the capacity to use procedures with an instrumental character. Second or reproductive level, where students are able to establish conceptual relations and should apply them in a given communicative situation, and the third or applicative level where the student has the capacity to solve problems and contextualize them, to identify components and interrelations, and establish strategies of solution to lay foundations or justifying what is done.

Main features:

1. They are based on the 3rd grade syllabus.
2. To Improve their oral skills while using the English language for:
 - Communicating simple messages
 - Asking for classroom objects

- Talk about their descriptions about family, classmates or school
 - Developing logical thought
 - Reinforcing mother tongue knowledge
3. Assume a responsible attitude toward their own language by means of different learning strategies that will help them to comprehend and to express orally, such as:
- The use of pictures, gestures, etc
 - To express ideas and skills by means of pictures and symbols (e.g. pictures, dictionaries)
 - The use of the bilingual dictionary.
 - The use of the Spanish language when is necessary and auto evaluate themselves
4. Demonstrate habits and skills of independent work.

In this proposal, the contents were chosen taking into account the student's interests. The activities were selected not only to develop oral skills, but also to increase in those students the needs to look for more information, new knowledge and most important to develop an interest to use the language outside the room.

Activity 1

Title: Let's play

Objective: to express orally using action verbs by means of a group work game do develop the oral skills.

Type of lesson: Free-practice lessons

Teaching aids: school object.

Orientation: This activity can be done with the whole class and it can make students feel very comfortable using this practical vocabulary.

Development: The first thing to do is to have students stand in a circle and toss a small object around the circle. When the students receive the object individually, they should say a vocabulary word to name it within a three seconds range time. If

they stall or take longer than three seconds, they have to leave the circle. The last student standing in the circle is going to be the winner.

Conclusion: At the end of the activity the teacher can work with any pronunciation mistake they might have had during the exercise by doing some repetition work.

Evaluation:

Level 1: students who talk fluently and without pronunciation mistakes.

Level 2: students who remember the words but have problems to pronounce them.

Level 3: students who could not remember the word or were not able to say it

Activity 2

Title: Family tree

Objective: to express the member of the family by means of group work to develop the oral skills.

Type of lesson: Free-practice lesson

Teaching aids: family member cards

Orientation: This is a speaking activity that allows the entire class to participate at the same time.

Development: The teacher is to divide the class in groups of 8-10 students and after that pass out family members cards to each group. These cards are to have a member of the family and a line below to write the name of the student who takes that card. The activity is to form a family in each group of students. After each family is complete and they get into agreement of who they are in the family, they must introduce themselves. Student A says, My name is... I am the Grandpa Student B says, My name is..I am the sister. They return to their seats when they finish and then another group of students introduce themselves, it goes like this until all introductions have been done.

Conclusion: All the groups are going develop the activity and at the end when all of them have done their oral presentations the teacher can select the best students out of each group and create an extra group where he is the one telling them which

member of the family they are to be and they have to introduce themselves as that member without having time to prepare themselves.

Evaluation:

Level 1: students who talk fluently and without pronunciation mistakes.

Level 2: students who remember the words but have problems to pronounce them.

Level 3: students who have no fluently while talking and make many mistakes.

CARDS:

SISTER

MOTHER

Activity 3

Title: Find Someone Who...likes fruits

Objective: to express what their favorite fruits is.

Type of lesson: Free-practice lesson

Teaching aids: small piece of paper

Orientation: This delightful speaking activity shows students how to ask people about their favorite fruits.

Development: To start with the activity each student is given a piece of paper. Later on the students start off by writing about their favorite fruits on their worksheet. Then they go round the class asking and answering 'What are your favorite fruits?' questions. When a student finds someone with the same answer, they write down that person's name on the worksheet.

Conclusion: At the end of the activities they can reports or mention the persons they found with their same likes regarding fruits.

Evaluation:

Level 1: students who talk fluently and without pronunciation mistakes.

Level 2: students who remember the words but have problems to pronounce them.

Level 3: students who have no fluently while talking and make many mistakes.

Activity 4

Title: Describing a family member

Objective: to express what somebody look like.

Type of lesson: Free-practice lesson

Teaching aids: pictures

Orientation: This is a pair work activity.

Development: The first thing to do is to orient the students to cut out or bring to class a picture of a members of the family. Then the teacher is to develop a pair work where they are to work with the person sitting next to them. They should describe the person on the picture orally by asking each other *What does he/she look like?* This is good for practicing adjectives (e.g. tall/short, fat, thin, slim, long hair, etc)

Eg: What does he/she look like?

....is tall, thin and handsome.

..... is short and pretty.

Conclusion: At the end of the activity and after they had enough time to practice the teacher is to select some pair to perform that micro-situation in front of the whole classroom. This a way to check they work during the oral practice.

Evaluation:

Level 1: students who talk fluently and without pronunciation mistakes.

Level 2: students who remember the words but have problems to pronounce them.

Level 3: students who have no fluently while talking and make many mistakes.

Activity # 5

Title: I am a Detective

Objective: to express orally about personal information by means of pair work in order to increase the students' vocabulary and love for the family.

Type of lesson: Free-practice lesson

Orientation: This activity can be done in a variety of scenarios and personalized, according to specific grammar or vocabulary points that you have been reviewing in class.

Development: This activity is going to be developed in pairs, the students are going to select some cards from the model (DETECTIVE'S POSTER) and put into practice the contents taught in class and there is going to be a feedback among students.

There are some possible questions to be asked to each other:

➤ *Personal information:*

-What's your name?

-How are you?

-Where are you from?

-Where do you live?

➤ *Family members:*

-Who do you live with?

-What's your mother's name?

➤ *Occupations:*

-What's your occupation?

➤ *Colors:*

-What is your favorite color?

➤ *Food:*

-What is your favorite food?

Conclusion: Finally, the teacher can talk with the students about the development of the activities, the positives and negative reviews can be analyzed with them and also all the mistakes they still might have done can be corrected. By doing so, the students will understand that they can learn and have fun at the same time.

Evaluation:

Level 1: students who talk fluently and without pronunciation mistakes.

Level 2: students who remember the words but have problems to pronounce them.

Level 3: students who have no fluently while talking and make many mistakes.

Activity # 6

Title: The color bomb

Objective: to express colors by means of a game to develop the oral skills.

Type of lesson: Free-practice lesson

Materials: colored paper, crayons/felt-tips, alarm clock

Orientation: This game can be played in a variety of scenarios and personalized according to the students' needs regarding grammar or vocabulary contents they have been working with in class, the only thing to change in this case are the sheet of papers to be used in the activity; pictures, drawing or object can be also used to tie the teacher's objective with the activities.

Development: The children are to be sitting in a circle and the teacher will set the alarm clock so that the alarm will ring after 1 minute. After that he is to pass a colored sheet of paper around the circle (more than one sheet of paper can be passed around simultaneously). When the alarm clock rings the child that is holding a sheet of paper in his/her hands has to say the color of the paper in English. Everybody will repeat it. If he/she says it properly they will get a reward. If he/she doesn't say it properly then set the alarm clock again and continue the game. Use the same activity for other colors.

Conclusion: Finally the teacher can talk with the students about the development of the activities, the positives and negative reviews can be analyzed with them and also all the mistakes they still might have done can be corrected. By doing so the students will understand that they can learn and have fun at the same time.

Evaluation:

Level 1: students who talk fluently and without pronunciation mistakes.

Level 2: students who remember the words but have problems to pronounce them.

Level 3: students who have no fluently while talking and make many mistakes.

Activity # 7

Title: What am I?

Objective: to express different animals by means of a game to develop the oral skills.

Type of lesson: Free-practice lesson

Orientation: This is a kind of activities that everyone in the room is going to be involve in, because it will catch the students attention and its characteristic and procedure will even turn the less motivated students in the room toward to what is going to be happening in that moment.

Development: To start with this activities the teacher will choose one child to stand up so the others can see him/her while the rest are to be sitting in their corresponding places. After that he is going to whisper to him/her: e.g. be an elephant, please. The child will imitate an elephant using gestures and mimes but must not make any noises. The other children should try to identify the animal which their classmate is imitating by saying the word in English. Whoever guesses first becomes the next to imitate a new animal.

Conclusion: At the end of the activity some students can volunteer themselves to participate but instead of following the teachers instruction the will imitate any animals their partner ask them to do, even more than one.

Evaluation:

Level 1: students who talk fluently and without pronunciation mistakes.

Level 2: students who remember the words but have problems to pronounce them.

Level 3: students who have no fluently while talking and make many mistakes.

Activity # 8

Title: Counting days

Objective: to express days of the week by means of a game to develop the oral skills.

Type of lesson: Free-practice lesson

Orientation: The following activity will be based on teamwork, and the contents to be used in the game can me modify accordingly with the students' needs and what they are studying in that moment, the teacher can also use different vocabulary, such as the month of the year, numbers etc.

Development: The teacher is to divide the class into 3 teams, and it will take about 3 rows to finish this game, one row per team. Each team is timed and they will take

turn separately. A designated 'player one' starts when the timer starts. Player 1 turns around to the student behind him or her, holds up a certain number of fingers (between 1 and 7) and asks "What day is today?" The other team member must give the correct answer (e.g. [2 fingers] "Today is Monday" or [5 fingers] " Today is Thursday" and so on. This "What day is today" question and answer pattern continues throughout the whole team until the last team member has answered, the timer is stopped and written on the board. The team with the fastest time wins.

The students should not repeat the same day over and over again [e.g. [1 finger] " Today is Sunday!" [1 finger] " Today is Sunday! etc.] But they can repeat every other day if they want. After explaining the game, give the students about 5 minutes to practice it on their own, paying particular attention to some of the students who might not have caught the directions. Make sure to practice the whole interaction with the whole class before starting the game.

Conclusion: At the end of the activity the teacher will analyze all the results and will determine who is the winner and which team did a better job, not only for the timing but also for the quality of their answer taking into account, pronunciation, fluently etc

Evaluation:

Level 1: students who talk fluently and without pronunciation mistakes.

Level 2: students who remember the words but have problems to pronounce them.

Level 3: students who have no fluently while talking and make many mistakes.

✓ **Interpretation of the results in the final state of the oral skills in students of 3rd grade in Clerencio Lopez Carreira Elementary School in Jatibonico.**

After having put into practice the proposal of activities in order to improve the oral skills in these students, a final diagnosis was done and it was confirmed that the results were higher to the ones of the initial diagnosis.

The final results of the class observation showed that from fifteen students of the group ten of them (66,7%) were able to comprehend, three students (20 %) sometimes did it and only two students (13,3%) did it the Level 3 way.

In the second parameter was observed that nine students (60 %) could improve their pronunciation skill, four of them (26,7 %) some time showed to have assimilated

some kind of ability in this matter and two students (13,3 %) are still unable to pronounce according to their level.

The third observed parameter known as fluently while they speak revealed some advances because now seven students (46,7 %) are able to talk in a comfortable way without hesitation, five of them (33,3 %) sometimes do it and only three students (20 %) are still presenting this fluently problem when they want to speak in English.

The ability to use verbal tense was also observed in this final diagnose and it was verified than there was some progress in this parameter too. From fifteen students of the group eight (53,3 %) are able to use the verbal tense according to their learning level, five students (33,3 %) sometime use them properly and only two students (13,3 %) did not acquire this ability.

Final Observed parameters	Level 1	%	Level 2	%	Level 3	%
Comprehension.	10	66.7	3	20	2	13.3
Pronunciation.	9	60	4	26.7	2	13.3
Fluency.	7	46.7	5	33.3	3	20
Verbal tenses uses.	8	53.3	5	33.3	2	13.3

The same

interview was applied to 100% of the group one more time at the end of the investigation, but this time it exposed quite different results proving that the application of the proposal was effective.

The motivation to work in English lessons was increased, this time eight students (53.3%) were always motivated, five in occasions (33.3%) and only two of the kept the same level of low motivation in class.

The oral activities developed in class were also enlarged, now most of the students declared that they do this kind of activities and only two of them expressed that they sometime do it. In this parameter we can witness the work of the teacher in order to increase the number of oral activities in the English lesson.

One of the most important pointer, treated as the students' oral comprehension skill was also developed in a pretty good way, at the end of this investigation seven students (46,7%) declared that they always understand when the teacher or a partner talk to them in English, six students (40%)acknowledged that they

sometimes comprehend some ideas and only three students (13.3%) seem not having acquire this ability.

Their motivation to speak or use the language outside the classroom was also enriched. Only one student agreed that he never use the language outside the room, most of them declared that they feel the motivation or the need to speak in English during their daily life activities as a form of communication or just for the fun of it witch is very good for them.

The level of independence to work in class was also checked during this final interview and in this case most of the students (53.3%) can work on their own once they have the instructions from the teacher, four of them (26.7 %) said that there were able to work with the help of some advanced students and only three students (20 %) answered that they cannot work by themselves.

Pointers	Always	%	Sometime	%	Never	%
1-Motivation for the English class.	8	53.3	5	33.3	2	13.3
2-Oral activities done during the class	13	86.7	2	13.3		
3-Oral comprehension skills	7	46.7	6	40	2	13.3
4-Motivation for talk outside the classroom	11	73.3	3	20	1	6.7
5-The exercises oriented in classes are carried out:						
-with their teacher's help	X	20				
-with their partners' help			x	26.7		
-by themselves	X	53.3				

Finally and to check the improvement of the scientific problem, another pedagogical test was applied to the selected sample. The main purposes of this final test were to measure the students' real skills regarding oral skills after the application of the proposal.

Working with the final result of this test, it could confirmed that the fist pointer, tread as comprehension there was an improvement in the skills, because at the end of this

study nine students (60%) were able to understand what there were asked or answer any question, three students (20 %) sometimes did it and only three of them (20 %)still have some problem with the oral comprehension.

Referring to the oral skills, there was also a great progress, now most of the students (53,3%) of the selected sample had no problem to pronounce in English and they acquired a certain level of confidence to do so , five of them (33.3%) still have some problems to do it and only the 13.3% of the group could not move forward in this specific skill.

The third pointer, regarding the ability to pronounce fluently according to their learning level exposed a reduction in the number of students that are not able to pronouns fluently .Only three students (20%) are still having problems or had not fluently at all while speaking, four of them (26.7 %) got some kind of advance and now are able to pronounce with certain fluency but still having pronunciation mistakes and eight of them (53.3 %) solved their problems in the matter.

As a final point working with the fourth pointer, which was the most affected one because the students did not have any or just a few skills to use verbal tenses, it exposed that many of difficulties the students had regarding this topic were solved.

Evaluated parameters	Level 1	%	Level 2	%	Level 3	%
Comprehension.	9	60	3	20	3	20
Pronunciation.	8	53.3	5	33.3	2	13.3
Fluency.	8	53.3	4	26.7	3	20
Verbal tenses uses.	6	40	5	33.3	4	26.7

At the end of this research six student (40 %) were able to recognize and use the verbal tense properly while answering personal information question, five of them (33.3%) shown some improvement using tenses and only four students (26.7 %) out of fifteen had not modification in this skill and they still have many problems to use tense while communicating in English.

With the application of the proposal, it can be clearly noticed that a discrete advance in the aspects of the language the students were having problem with: comprehension, pronunciation, fluency and verbal tenses.

CONCLUSION:

As a result of the investigative process, the following conclusion could be reached.

1-In all the consulted literature about the oral skills in English language, it is estimated that many authors and language experts have stated their points of view in this concern due to the important role of this skill for the development of an efficient and correct communication; and to promote values in students as well as the integral formation of their personality; which is the main objective of the subject.

2-The diagnosis carried out allowed to confirm the current state of development of the oral skills in the English language in the students from third grade at Clerencio López Carreira Elementary School, regarding comprehension, pronunciation, fluency and verbal tense use.

3-The teaching activities are characterized by being motivating, interesting and dynamic developing the oral skills. These activities are based on the characteristics of the students selected as the sample.

4- The final diagnosis made after the application of the set of activities, corroborated that they effective, because there was a higher level of the analysed indicators directed to favour the students' development of oral skills. After the application of the set of activities designed, a discrete advance in the aspects of the language the students were having problem with: comprehension, pronunciation, fluency and verbal tenses.

RECOMMENDATIONS:

It is recommended to socialize the results of the paper work in different forums and scientific events.

It is also recommended to continue deepening on this field for further works in English Elementary School Students.

BIBLIOGRAPHY:

- Abbot, G. (1989). The Teaching of English as an International Language. A Practical guide. La Habana: Editorial Revolucionaria.
- Acosta Padrón, R. et al (1996). Communicative Language Teaching. Facultades Integradas. Newton Paiva. Belo Horizonte Brasil.
- Acosta Padrón, R; et al (2000). Enfoque interactivo para la enseñanza de la Lenguas. (Tesis de Maestría) ISP Rafael Maria de Mendive, Pinar del Río.
- Addine, F. et al. (2013).Principios para la dirección del proceso pedagógico, in G. García (comp). Compendio de Pedagogía. La Habana: Editorial Pueblo y Educación.
- Addine, F. y García Batista, G. (2004). El principio de la integración del estudio con el trabajo. Fundamentos de la pedagogía revolucionaria (artículo en soporte digital). Recuperado de: www.redalyc.org/pdf/3606/360635567006.pdf
- Álvarez de Zayas, Carlos M. (1999). Didáctica la escuela en la vida. Tercera Edición Ciudad de la Habana: Pueblo y Educación.
- Antich, R. (1988). Metodología de la enseñanza de las lenguas extranjeras. La Habana: Editorial Pueblo y Educación.
- ASHA (1980). The American Speech-Language-Hearing Association. Recuperado de: <https://www.brown.edu/academics/language-studies/>
- Báez García, M. (2006) Hacia una comunicación más eficaz. La Habana: Editorial Pueblo y Educación.
- Bermello, G. y Vega, J. C. (2007). An English Grammar for Spanish-Speaking Teachers-to-be of English. La Habana, Editorial: Pueblo y Educación.
- Bermúdez Serquera, R, y Rodríguez Rebutillo, M. (1996) Teoría y metodología del aprendizaje. La Habana: Editorial Pueblo y Educación.

- Brace, J. et al. (2013). First Steps Speaking and Listening Book Second Edition. Western Australia: Department of Education. Recuperado de: http://det.wa.edu.au/stepsresources/detcms/cms-service/download/asset/?asset_id=20241357
- Brown, Guillian y Yule, George (1977). Teaching the Spoken Language. La Habana: Editorial Pueblo y Educación. ISBN 0521273846 (0-521-27384-6)
- Byrne, D. (1989). Teaching Oral English. La Habana: Edición Revolucionaria.
- Cabo León, X. J. (2009). Sistema de ejercicios para contribuir a desarrollar la expresión oral en la lengua inglesa en los estudiantes del séptimo grado. (Tesis de Maestría) Sancti-Spíritus.
- Caballero, E. (2002). Didáctica de la escuela primaria. La Habana: Editorial Pueblo y Educación.
- Castellanos Simons, D. et al. (2002). Aprender y Enseñar en la escuela. Una concepción desarrolladora. La Habana: Editorial Pueblo y Educación.
- Celce-Murcia, M. (2001). English as a Second or Foreign Language. USA: Heinle and Heinle. Thomson Learning. Recuperado de: www.tesl-ej.org/wordpress/issues/volume5/ej20/ej20r4/
- Colectivo de autores (2002). Compendio de Pedagogía. La Habana: Editorial pueblo y Educación.
- Collazo Delgado, B. (1992). La Orientación en la Actividad Pedagógica, La Habana: Editorial pueblo y Educación.
- Concepción Bernal, O. K. (2008). Actividades para desarrollar la expresión oral Espontánea y fluido con los estudiantes de inglés (Tesis de Maestría) Sancti-Spíritus.
- Danilov, M. A. y. Skatkin, M. N. (1978). Didáctica de la escuela media, La Habana: Editorial del libro para la educación.

Deckert, G. (2014). "The Communicative Approach", in English Teaching Forum, Vol. 42, No. 1, pp. 12-17. Recuperado de: www.academypublication.com/ojs/index.php/.../jltr0605976984

Diccionario Enciclopédico Filosófico. (1984). La Habana: Editorial Progreso.

Doménech Pujol, C. (1999). Educar para la comunicación. En Taller de la palabra, La Habana: Editorial Pueblo y Educación.

Enriquez O´Farril, Isora et al. (2010). Integrated English Practice II. An elementary-lower-intermediate coursebook for undergraduate English teacher education in Cuba. La Habana: Editorial Pueblo y Educación.

Fernández, A. M. (1996). La competencia comunicativa como factor de eficiencia profesional del educador. (Tesis de Doctorado). La Habana.

Fernández, A. M. et al. (2002). Comunicación educativa. La Habana: Editorial Pueblo y Educación.

Fernández, P. I et al. (1996). La comunicación una herramienta imprescindible en el trabajo diario. La Habana: Editorial Pueblo y Educación.

Figuroa Escobar, Ernesto (1982). Psicología del lenguaje. La Habana: Editorial Pueblo y Educación.

Finocchiaro, Mary y Brumfit, Christofer (1989). The Functional–Notional Approach from Theory to Practice. La Habana: Edición Revolucionaria.

Floyd, K. (2005). Communicative Approaches to Education in Foreign Language. Columbia: British Columbia Teacher´s Federation. Recuperado de: <https://www.coe.arizona.edu/sites/coe/files/.../drmollcv2014.pdf>

García González, S. (2010). Fundamentals for FLT. La Habana: Editorial Educación Cubana.

- González, M.V. et al. (2001). *Psicología para Educadores*. La Habana: Editorial Pueblo y Educación.
- González, V. (1989). *Profesión, Comunicador*. La Habana: Editorial Pablo de la Torriente.
- González Soca, A. M. (2002). *El diagnóstico pedagógico integral En Nociones de sociología, psicología y pedagogía*. La Habana: Editorial Pueblo y Educación.
- Guo J, Li J. (2006). Experience teaching in communicative classroom. *Teach Engl China*, Vol.9, No.6, pp.20-24
- Hymes, D. (1970). *Communicative Competence*. In. J.B. Prich and J. Halmes, *Socio linguistic*. Harmondsworth: Editorial Penguin.
- Irizar, V.A. (1996). *El método de enseñanza de idiomas*. La Habana: Editorial Ciencias Sociales.
- Labarrere Reyes, Guillermina y Valdivia Pairol, Gladis E. (2001). *Pedagogía*. La Habana: Editorial Pueblo y Educación.
- Leontiev. A. N. (1981). *Actividad, conciencia, personalidad*. La Habana: Editorial Pueblo y Educación.
- Lorsen-Freeman, D. (1986). *Techniques and principles in language teaching*. Chapter 9. Oxford University Press.
- Martínez Luna, N. (2011). *Acciones didácticas para el perfeccionamiento de la expresión oral en La Lengua Inglesa en los estudiantes de Segundo año de la carrera Lenguas Extranjeras. (Tesis de Maestría) Sancti-Spíritus*.
- Nocedo de León, I. et al (2002) *Metodología de la investigación Educativa: Primera y Segunda Partes*. La Habana: Editorial Pueblo y Educación.
- Ojalvo, V. et al. (1998) *Comunicación Educativa*. CEPES, Universidad de La Habana, Ciudad de La Habana.

- Ortiz, E. (2005). ¿Cómo desarrollar la competencia comunicativas del maestro? Ponencia. Pedagogía 2005. La Habana.
- Pérez Rodríguez, G. (2005) La preparación fonológica del docente de idioma Inglés en Séptimo Grado. (Tesis de Maestría) Sancti Spíritus.
- Petrosky, A. (1981) Psicología general. Moscú: Editorial Progreso.
- Richards, J. (2001). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.
- Rivero Rivero, M. (2005). Educación en la diversidad para una enseñanza desarrolladora. (Soporte digital). Recuperado de: www.cubaeduca.cu/media/www.cubaeduca.cu/medias/.../5175.pdf
- Road, E. (2008). Second language acquisition. London: Oxford University Press. Recuperado de: journals.sagepub.com/doi/abs/10.3102/0034654311433587
- Romeu, A. (2003). Teoría y Práctica del análisis discurso. Su aplicación en la enseñanza. La Habana: Editorial Pueblo y Educación.
- Silvestre, M. y Zilberstein, J. (2002). Hacia una didáctica desarrolladora. La Habana: Editorial Pueblo y Educación.
- Stern, H. H. (1983). Fundamentals concepts of language teaching. London: Oxford University Press. Recuperado de: <https://www.abebooks.com/book-search/isbn/0194370658/>
- Valero González, A. (2008). Actividades para desarrollar la expresión oral espontánea y fluida con los estudiantes de inglés. (Tesis de Maestría). Sancti Spíritus.
- Vigotski, L. S. (1998). Pensamiento y lenguaje. La Habana: Editorial Revolucionaria.

ANNEXES:

Annex-1 Index to evaluate the observation guide and pedagogical test applied in the third graders.

Objective: to prove knowledge and acting ways that possesses the oral skills in English in third graders.

Total time: one month.

Frequency of the observations: All English's lessons.

Type of observation: Open and participative.

Aspects to evaluate during the observation:

1. Comprehension.
2. Pronunciation.
3. Fluency.
4. Verbal tenses use

-Pointer 1: Comprehension.

Level 1: They understand all the information or most of it given by the teacher and by their partners.

Level 2: They understand the necessary or few information given by the teacher and by their partners.

Level 3: They do not understand any information given by the teacher and by their partners.

-Pointer 2: Pronunciation.

Level 1: They pronounce the English sounds correctly or make some mistakes without affecting the comprehension of the message.

Level 2: They mispronounce some English sounds and affect the comprehension of the message partially.

Level 3: They pronounce most of the English sounds incorrectly and affect the comprehension of the message.

-Pointer 3: Fluency.

Level 1: They show a proper level in the vocabulary fluency in the English subject.

Level 2: They sometimes show an adequate level in the vocabulary fluency in the English subject.

Level 3: They show a Level 3 in the vocabulary fluency in the English subject.

-Pointer 4: Verbal tenses uses.

Level 1: They do the correct verbal tenses uses.

Level 2: They sometimes do the correct verbal tenses uses.

Level 3: They do not do the correct verbal tenses uses.

Annex-2 Interview guide

Objetivo: Constatar el comportamiento del desarrollo de la expresión oral en el idioma inglés en los estudiantes de tercer grado en la escuela Clerencio Lopez Carreira en Jatibonico.

Nombre _____

Actividades

1- ¿Te gustan las clases de inglés?

____ siempre ____ a veces ____ nunca

2- ¿Realizas diálogos en la clase de inglés?

____ siempre ____ a veces ____ nunca

3- Al hablar con tus compañeros comprendes el significado de las palabras:

Siempre ____ A veces ____ Nunca ____.

4- ¿Con que frecuencia practicas palabras en inglés fuera del aula?

____ siempre ____ a veces ____ nunca

5- Los ejercicios orientados en las clases los realizas:

- Con la ayuda del profesor: Siempre ____ A veces ____ Nunca ____.
- Con la ayuda de compañeros: Siempre ____ A veces ____ Nunca ____.
- Sin ayuda: Siempre ____ A veces ____ Nunca ____.

Annex-3 Pedagogical test.

Objective: to prove the oral skills in third graders starting from real situations given.

Oral Test:

Student A: You get to a new school where you do not know anybody and you want to make new friends but you need to know them first. Talk to somebody and get to know him/her.

Student B: You are in your school when a new student come to you, get to know each other by asking personal information questions.

-Greetings

-How you are

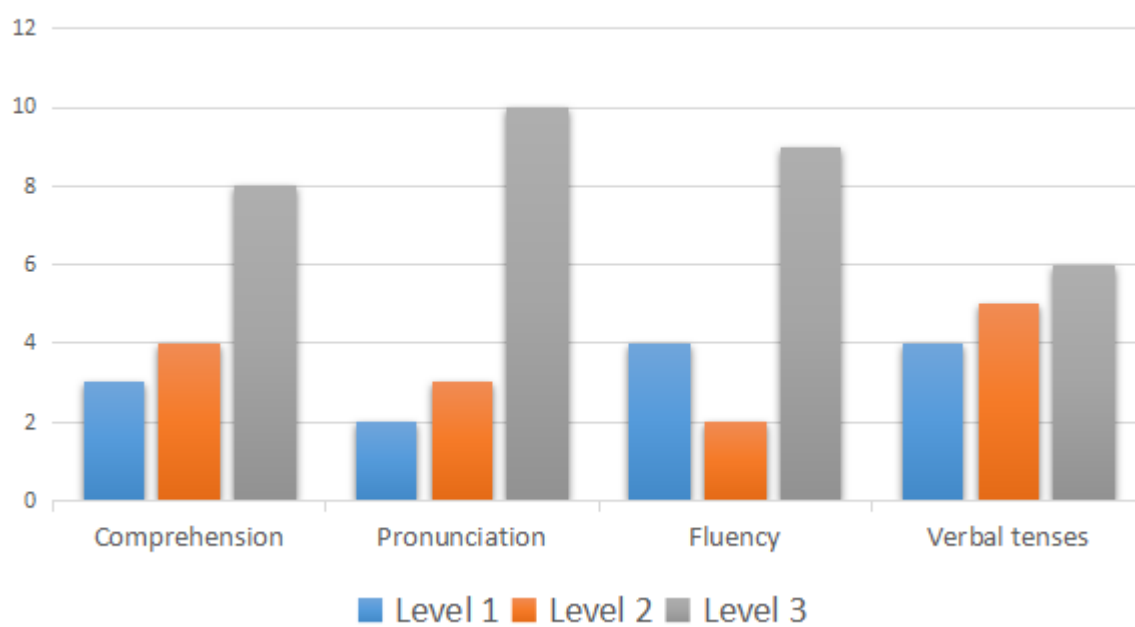
-Name

-Age

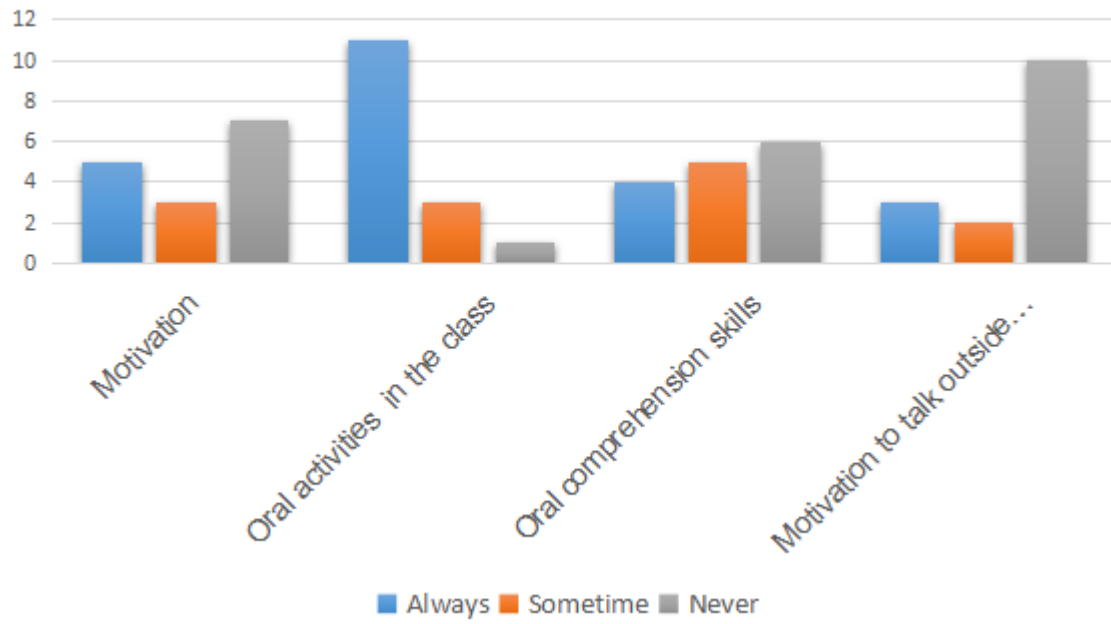
-Where both of you live

-Say good bye

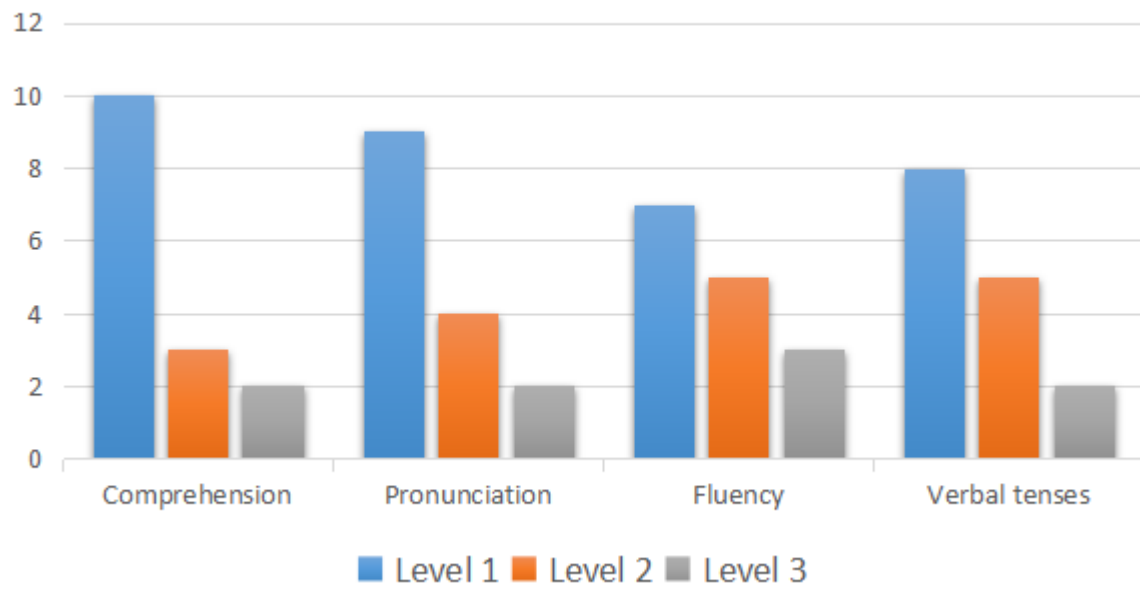
Results of the initial observation guide



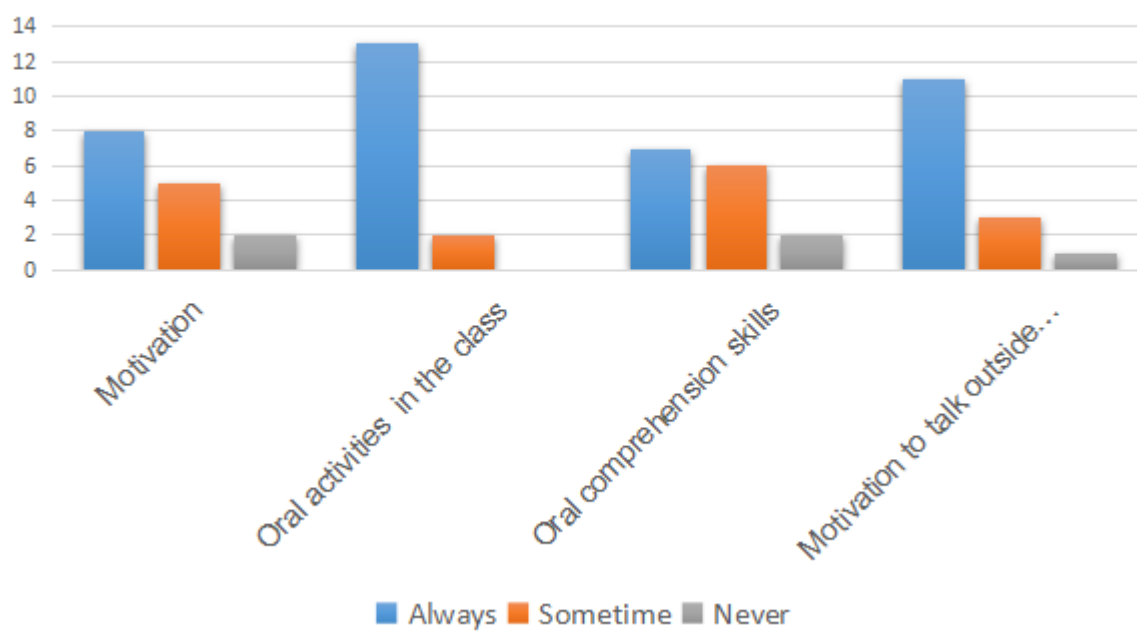
Results of the initial interview guide



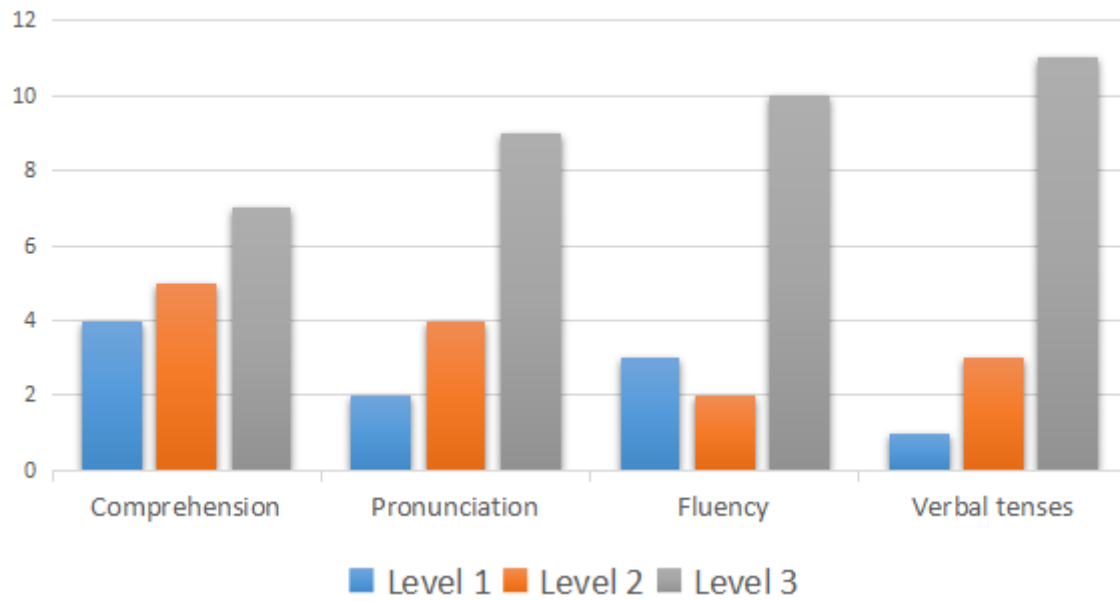
Results of the final observation guide



Results of the final interview guide



Results of the initial pedagogical test



Results of the Final pedagogical test

