

UNIVERSITY OF PEDAGOGICAL SCIENCES.
CAP. SILVERIO BLANCO NÚÑEZ.



MAJOR PAPER

Title: Didactic games for the development of oral expression of English Language in fourth graders.

Author: Yulexsi García Alvarez.

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Tutor: MSc: Ambar M. Toledo Rodríguez.

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THOUGHT

“Children live when they play and playing learn how to live. ”

José Martí.



DEDICATORY

- To my daughter Giselle and my little son liuben. They have been the reason of this effort.
- To my husband Liuben Gallo for his help and unconditional support. Babe, thanks for everything.
- To my parents and brothers.
- To all my friends especially to Eidy Perez-Barquero Peraza, Alba Rosa Diaz and Nuris.
- To everyone thank you so much.

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- I'm very grateful for my tutor for her patience and devotion.
- My most heartfelt thanks to my family for their support and encouragement during my studies.
- To everyone who has contributed to the development of this investigation.

SUMMARY

The aim of this major paper is a proposal of didactic games to develop the oral expression towards the English subject, the creation of these instruments, so as the methodology for its construction, usage and conservation, has been clearly detailed on this paper. Different methods have been applied during the investigation in order to determine the development of the oral expression. The existence of the problem in the school object of investigation and also to solve the problem or decrease it. Among the methods can be mentioned: the observation, interview, and the initial and final pedagogical test belonging to the empirical, analysis – synthesis, induction – deduction and historical- logical analysis from the theoretical ones. To check the level of the development of the oral expression of the fourth graders were employed different indicators like vocabulary, coherence, fluency, intonation and pronunciation. After the application of the proposal could be appreciated the effectiveness, contributing to a great development of the oral expression of English Language in fourth graders.

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INTRODUCTION

In the latest years, mainly, Cuban Education has been characterized by great changes in the educational system. Though its main goal is still the formation of an integral developed personality in the students, the continuous improvement of teaching has been established obtaining successful results in the teaching learning process.

English's teaching in primary has served as evidence of these changes and transformations in the teaching learning process that has as objective to develop in the students habits and communicative abilities to be expressed in a simple way about themselves, family and their communities.

A previous study revealed the existence of some problems to treat the development of oral expression. Some of the students have problems in the recognition of meanings, in fluency, in pronunciation and also in expressing their ideas.

Taking into account that language is primary oral, it is necessary to work in the main difficulties observed in this investigation. That is why the **scientific problem** can be determined in this way:

How to contribute to the development of oral expression of English language in fourth graders? For giving solution to this problem the author proposed as: **Objective:** To apply didactic games for the development of oral expression of English language in fourth graders.

For the future development of this research several **research questions** have been edited:

1-What are the theoretical and methodological elements that contribute to the development of oral expression of English language in fourth graders?

2-What is the present state of the development of oral expression of English language in fourth graders from Tomas Perez Castro Primary School?

3-What are the main characteristics of the proposal of didactic games to contribute to the development of oral expression of English language in fourth graders?

4- What results will be obtained with the application of didactic games to contribute to the development of oral expression of English language in fourth graders from Tomas Perez Castro Primary School?

To give answer to these research questions are been elaborated the following **research tasks:**

1-Determination of the theoretical and methodological elements that contribute to the development of oral expression of English language in fourth graders.

2-Diagnosis of the present state of the development of oral expression of English language in fourth graders from Tomas Perez Castro Primary School.

3- Application of the proposal of didactic games to contribute to the development of oral expression of English language in fourth graders.

4-Evaluation of the results obtained with the application of the didactic games to develop oral expression of English Language in fourth graders from Tomas Perez Castro Primary School.

This work is supported by the use of the three levels of investigation methods:

Theoretical level:

Analysis and Synthesis: It was used in different moments of the investigation, such as: in the analysis of the consulted bibliography, of the normative documents and carried out investigations; in the valuation and interpretation of the results obtained and in the application of the proposal for the elaboration of conclusions and recommendations.

Inductive and Deductive: Permitted the analysis of the strategy's theoretical budget of methodological work directed to develop oral expression.

Historical and Logical analysis: Permitted to deepen on the evolution and the development of oral expression in fourth graders.

Empirical level:

Scientific Observation: Permitted to obtain information about the way students behave in English lessons before and after this research taking into account oral expression.

The interview: Permitted to obtain better information about the state of oral expression in fourth graders in the English lessons.

Initial and final pedagogical tests: they were used to verify the initial and final state of oral expression after the application of the didactic games.

Mathematic and Statistic level:

Statistic method: It was used for the examination of obtained empiric data and the establishment of an appropriate generalization, starting from the percentage calculation. It permitted processing the results of the application of the methods and arriving at some conclusions.

For the application of this research was selected as **population** forty students of fourth grade from Tomas Perez Castro Primary School.

The **sample** is integrated by twenty students, which represent the 50% of fourth graders and it was selected intentionally.

Scientific contribution: The application of the didactic games have a great importance for the acquisition of solid knowledge in the students, developing their oral expression, their behaviour, collectivism and challenge among them facilitating the effective use of the language, achieving that the students feel much more motivated fulfilling their protagonic role in the teaching learning process.

Scientific novelty: The scientific novelty is given by using some didactic games for making the students express orally and feel more motivated about this subject where the students' interests play a very special paper in the collective work. By means of them we can see the protagonist paper of the students, we can achieve the unit between the instructive and the educative and it favour the initiatives, creativeness and the cognositive independence of the students during the class.

DEVELOPMENT

1- THE TEACHING LEARNING PROCESS OF ENGLISH LANGUAGE.

The teaching learning process of the English Language in the Primary School contributes to the students' scientific formation of the world, because it takes, as starting point, the language as a social phenomenon and the relationship among thought, language and culture.

The early teaching of the foreign language is similar to the teaching of any other ability while earlier you begin much more possibilities you will have for the development and domain of the foreign language and even for beginning another one.

The early teaching of the foreign language, also enriches and enhances the mental development and the intellectual growth of the students; it provides to the students more flexibility to their thought. Students at this early teaching are able to reach easily all the new contents, that's why they show excellent capacities for the learning of English as a foreign language. (Antich Rosa, 1986).

1.1 Characterization of fourth graders

The fourth graders are approximately nine years old. The students at this age are very good imitators and as they show curiosity for all the new things, they are able to distinguish easily the new sounds. They are less ashamed than adults. That's why, they are not afraid to make mistakes. The English learning in early ages guarantees a correct pronunciation.

The students at this age have a great imagination that helps them to be transported to other scenarios and in this way, they develop the communicative functions according to the communicative situation.

At this age a remarkable amplification of the relationships takes place, fundamentally with the group of partners of its classroom. In the students of fourth grade the communication necessity is increased that is why it gives place to value them as very conservatives, talkative and inquisitives.

Keeping in mind the characteristics of the age, the teacher should propitiate such activities as work in team, discussions on thematic studied and other activities, because it will be a form to satisfy the communication necessity and to favour the educational work.

The early learning of the foreign language favours the student's perception on its own maternal language, because it informs more the regularities and phenomenon of this and it contributes to develop its communicative abilities.

The early learning of a foreign language, also favours the students a bigger development of the sensibility toward the language and a better hearing in the auditory understanding. It not stimulates

alone the language development of them, but also their general development and the value of the general instruction in the Primary Education becomes better.

While comparing the maternal language and the foreigner one, learn to identify the distinctive features of each one of them and to recognize the own value, they learn to respect the linguistic and cultural diversity that characterize the world now a days. Abilities and necessary strategies of learning are perfected in the school life, as the auditory understanding and reading.

Therefore to familiarize with the foreign language from the first ages of the primary would help from very early to develop the necessary linguistic and communicative abilities for the interaction in that foreign language and it would propitiate the learning of a second language, as French, in superior grades.

1.1.2 Characteristic of the English subject:

The English subject in Primary school has a very specific objective which is to make the students express orally about different topics like greetings, colours, school objects and some others. This subject is taught once in a week in a period of 45 minutes. Having a total of 40 classes for the whole course.

1.1.3 English syllabus for fourth grade

English's syllabus for this teaching, for fourth graders, is structured in 40 thematic, Greetings, Personal information, visiting interesting places of the city. Museums, School objects, Family members, occupations, Toys, Games, Parts of the body, Songs, Activities at school, Means of transportation, Clothes, colours, physical descriptions; it contains the orientations of the main activities and the exercises of English's classes for this grade, what will allow with more care these classes. This syllabus is supported by a workbook.

1.1.4 The general objective of the grade is: formulate questions and answers in a simple way; based on specifics, to develop knowledge and skills that allow the students to:

- Achieve communication in the language.
- Learn listening attentively and comprehend the spoken language in monologues and dialogues within the boundaries of the studied language material.
- Reproduce, orally, the linguistic studied and to apply it in certain every day life situation.
- Facilitate the communist formation and the development of the new type of human being through the feelings of friendship and solidarity.
- Understand the social function of language as an instrument of communication and a way of cultural improvement.

2- THE DEVELOPMENT OF ORAL EXPRESSION IN FOURTH GRADERS

English teaching should not only contribute to the functional linguistic efficiency, but also to the ability of creating and reconstructing new knowledge, in order to develop the basic knowledge, habits and abilities on the students. Those habits and abilities will allow them to communicate in a simple way in a foreign language, to understand oral information and to express orally on familiar topics and social life.

In order to reach a better understanding, some concepts of oral expression have been detailed below: Rosa Antich (1986:26) defines oral expression as an active relation between men and the oral expression as an active relationship between the man and the means and it is characterized by their direct connection with the communicative situations and with other extra linguistic factors, as well as for the intention and to have defined objectives.

Donn Byrne. (1989:8). Recognizes the oral expression as a two- way process between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding).It is important to remember that receptive does not imply passive: both in listening and reading, language users are actively involved in the process of interpreting and negotiating meanings.

Migdalia Porro (2003:7) Defines oral expression as a mean of communication by excellence between men of a determined linguistic community, by means of a stablished system known as language.

Vicente Gonzalez Castro (2004:88) defines oral expression, as a process of social interchange by means of signs and systems of messages that are produced as a part of the human activity.

Isora Enríquez O'Farrill (2004: 2).Defines Oral expression as a mean of communication that people use in a variety social contexts to express, interchange with the others with an adequate pronunciation, fluency and coherence; learn about the world around and satisfy the collective and individual necessities.

For the development of this work was taken as reference the concept of Isora Enriquez O'Farrill (2004: 2).Considering that is much more operative and according to the objective proposed .

Speaking relates intimately to the other language skills, but it is most closely connected with listening. This connection between listening and speaking reveals itself in their character as parts of oral communication in which both of them -the receptive skill of listening and the productive skill of speaking take part. In this process, both listener and speaker play different roles and, thus, while one is working on the encoding of the message, the other is decoding the meanings embodied in the language forms produced by the speaker 'and aided by non-verbal means such as facial expressions and gestures. In some situations, one person may do all the speaking and so keep up the flow of

speech (transactional function of language) as, for example, in a lecture; and in other situations, such as in conversations, speakers constantly change roles (interactional function of language).

Teaching the spoken language should take account of both functions of language in their interrelationship, going from the conversational to the expository form of expression, and combining them as much as possible. Exclusive concentration on any of these forms of expression will yield speakers who are only able to take part in conversations or long talks, but are unable to combine them in a natural way.

Furthermore, in the classroom, many sources of talk come from reading and writing activities.

Students need dialogues as conversational models, but these are not necessarily the best stimulus for talking. A reading text on an interesting or relevant topic may be much more productive, often because the ideas are presented more directly. Similarly, a writing activity, done collaboratively in pairs or in small groups, will be accompanied by a good deal of talking to get the activity done.

Speaking is a more complex skill than listening. Here, several interrelated actions -both, mental and physical- must take place instantaneously. Finocchiaro (1983) states that a speaker should perform the following actions:

- a. He must think of the ideas he wishes to express, either initiating a conversation or responding to a previous speaker.
- b. He must change the tongue, lips and jaw positions in order to articulate the appropriate sounds
- c. He must be aware of the appropriate functional expressions as of the grammatical, lexical and cultural features needed to express the idea.
- d. He must be sensitive to any change in the "register" or style necessitated by the person to whom he is speaking, and the situation in which the conversation is taking place.
- e. He must change the direction of his thoughts on the basis of the other person's responses.

In addition to the above, and within the teaching learning process, teachers have to cope with a number of obstacles such as the size of the class, the number of hours for teaching the language, the classroom conditions, and the syllabus itself. Under these conditions, the understanding and implementation of a wide range of more effective techniques.

Teachers need to ensure that the four skills be integrated through situations that permit and encourage authentic communication and also that the learners be taught how to keep the channel of communication open in such situations by asking for repetition and clarification, by interrupting, by expressing agreement or disagreement, etc. Although speaking has been singled out in this chapter, it is assumed that it often follows listening and precedes or follows reading and writing.

The development of oral expression is the main objective of English subject.

2.1 Speaking Skills

Developing speaking requires knowledge of the language system skills in the mastery of language (linguistic skills) and skills in its functioning as speech (communicative skills). Thus, in learning a language as communication, the learner must assimilate its components -pronunciation, vocabulary and grammar- and use them in speech.

Learning to speak, then, requires much practice in the functions and forms of the language. The aim of the teacher is to develop the linguistic and communicative skills integratively and progressively until free and spontaneous speech is attained.

Here are some of the linguistic skills:

- Pronunciation

- articulate sounds accurately;

- blend sounds and words together in speech;

- stress syllables and words properly;

- make stress shifts;

- use contracted and reduced forms;

- make all necessary pauses;

- express various communicative purposes, emotions and attitudes through intentional means.

- read phonological transcriptions;

- make phonological transcriptions;

- establish sound-grapheme correspondences.

- Vocabulary

- employ a general (everyday) or specific vocabulary;

- group words according to meaning;

- choose the appropriate word in a given context;

- employ the processes of derivation and compounding;

- make use of varied vocabulary and phrases;

- make use of true and false cognates;

- paraphrase the meaning of words;

- use the bilingual and/or monolingual dictionary.

- Grammar

- choose the appropriate grammatical categories within the sentence;

- construct different types of sentences, affirmative, negative, interrogative.

--relate grammatical categories within the sentence and the sentences

within the text;

--organize the elements within the phrase;

--employ simple and compound verb forms;

--combine different verb forms

These skills alone, however, do not make possible the realization of the communicative purposes speakers need to express through the functions of the language. This demands, in addition, other skills to operate with the functions.

So far we have talked about oral expression as if it were something that we developed in isolation in the classroom. However, this will not be the case. If we are looking for sources of talk, whether guided or free, it is apparent that many of these will come from reading and writing activities.

Students will, of course, need dialogues as conversational models but these are not necessarily the best stimulus for talk. A reading text on an interesting or relevant topic may be much more productive, often because the ideas are presented more directly. Through reading the learners can also expand their receptive knowledge of the language, especially in the often neglected area of vocabulary. Similarly, a writing activity done collaboratively in pairs or small groups will be accompanied by a good deal of talk-talk that is needed to get something done.

The development of oral expression is a good source of motivation for most learners. Here are some points to pay attention to:

- a) Try to find ways to demonstrating to the learners that they are making progress in the language all the time. Can be done this for example, by repeating an activity from time to time (such as a game or a discussion), so that they can see for themselves how much more language they can use.
- b) Ensure that the controlled practice, when the teacher will monitor and want to correct the students performance is matched by opportunities for free expression, when the student should not be discouraged by correction. Students are always motivated when they find they can be actually do something with the language.(equally, of course, they can be discouraged when they fail, so activities may have to be selected, especially in the early stages.)
- c) Show the students how to make the best use of the little they know. Sometimes they can not express an idea because they do not have the precise language they have in mind. they need to be shown how to get round these difficulties through paraphrase and alterative expressions.

Finally, the teacher should accept that some learners will never achieve a high level of oral proficiency. We all know this, as teachers – and yet we still expect all our students to excel in the

same way. Teachers should be satisfied if the students reach a high level of comprehension (since this is essential for the oral expression) and an adequate level of production. By placing more emphasis on comprehension we are also identifying a goal which is attainable with large classes (especially if teacher exposes the students to a good deal of language e.g. talking to them the teacher, using recorded material, games etc.) and will therefore motivate the majority of the students.

3- THE USE OF DIDACTIC GAMES FOR THE DEVELOPMENT OF ORAL EXPRESSION.

At the beginning is made reference to the classification of games, given by M Esteva (1996), to emphasize in one of them, for the development of oral expression:

The table games, role games, sport games among others, but for carrying out this work the author takes as reference didactic games.

In order to reach a better understanding, some concepts about didactic games have been detailed below.

Juana Gonzalez Bermudez (1984) pointed out: The didactic games are types of exercises that are developed in a ludic way whose solution requires attention, mental effort, abilities, sequences of actions and assimilation with rules that have an instructive character.

According to D. V Mendzheritskaya (1987) the nature of the didactic games consists on making children solve intellectual tasks that are outlined overcoming certain difficulties.

Donn Byrne (1989) pointed out: Didactic games as a form of play governed by certain rules or conventions. They are meant to be enjoyed-wherever they are played. In the language classroom, however games are not only a diversion, a break from routine activities. They must also contribute to language proficiency in some way by getting the learners to use language in the course of the game.

According to M Esteva (1996), Didactic games are those games in which are present rule, where the knowledge is applied in a ludic way, it can be an effective method of the teaching.

For the development of this work was taken as reference the concept of, Donn Byrne (1989) considering that is much more operative and according to the objective proposed.

After studying the concepts, can be determine that the didactic game is the most common and spontaneous activity that the students carry out like means to learn and to face the life. This allows acquiring knowledge, to manage situations in insinuation forms and to express feelings. All students liberate their impulses spontaneously, it also allows to transform the existent thing and to conceive new and original things; a good educator should take advantage of all this to favour the attention to the diversity in the works and the students' games.

The didactic games have as objective to contribute that the students assimilate, exercise and consolidate the knowledge and abilities that constitute the contents of the teaching learning process of the different subjects.

The variety of this type of games is in correspondence with what the student must learn according to his age and his possibilities of cognitive development. In this type of games are present the didactic tasks starting from the objectives that the teacher pursues and of the tasks that the student should carry out.

Through the didactic games we can activate the participation of the students in the teaching process. We also contribute to the development of intellectual abilities and we prepare the students for the independent work.

The didactic game used during the classes should be carefully conceived and prepared; those should be chosen taking into account the fundamental objective of the class and to locate them in the most appropriate moment. It can put into practice in the introduction, with the objective of creating reasons, also as resource in the process of the class with the objective that the students assimilate in a better way the essential knowledge, and also, they can be used as to practice.

These games can be more or less complex so that they correspond to the characteristics of the different groups of students.

The degree of complexity can be given for:

- a) The reasoning processes that demand;
- b) The types of relationships that they should settle down;
- c) The content that is selected;
- d) Bigger or minor numbers of pieces.

The phenomenon of the game has fascinated through its history to philosophers, educators, psychologists and anthropologists who have revealed in its investigations, the meaning of this and of its role in the life of the human beings.

The game is a way of the student's intellectual development, of its language, imagination, trials and conclusions of there the high value educational and big possibilities that game offers for the

learning.

The ludic activity besides contributing to wake up the cognitive interest for the subject gathers other values of supreme importance for the education of the students, when developing moral qualities from the personality when carrying out collective and individual work, it cooperates to the enrichment of the feelings, sense of the discipline cooperation and solidarity between the members and relationships of respect.

The game is a generational activity, ethnic, social and cultural, that has a reach that it allows that it is transmitted many times among the own students or to other different groups, and its liked rhymes are disclosed, songs, refrains beats and how many manifestation makes possible its integration, as well as among them the possibility also exists of suggesting new forms.

The game is the most common and spontaneous activity that the student carries out like means to learn and to face the life. This allows acquiring knowledge, to manage situations in insinuation forms and to express feelings. All students liberate their impulses spontaneously, it also allows to transform the existent thing and to conceive new and original things; a good educator should take advantage of all this to favour the attention to the diversity in the works and the students' games.

It is also significant to highlight as our pedagogy through all their history it has recognized the value that has this type of activity like an effective way in the development of the education.

For the elaboration of the didactic games were taking into account the students characteristics that constitute key elements when the stimulation development of some personality aspect it is.

The elaboration of each game was carried out on the students based on the motivational character and cognitive implication, having present that they will be able to reach higher levels of knowledge assimilation.

The didactic games were carried out starting from the previous observation of different didactic materials that respond to the students' interests taken as sample.

Each of the designed didactic games are structured in title, an objective related with the content to treat and the ability of the grade, a guide base directed toward the indicators that are pretend to stimulate, a didactic proceed that it guides the students in what should really make to arrive to the solution and it has been kept in mind the auto control phase by means of which each one starting from the comparison checks if the result is correct.

To design the didactic games was taken into account the content of the subject, the objectives system and the characteristics of the students.

The proposal is conformed by, 10 didactic games which were applied in English lessons. At the beginning appears an activity as example, the rest of them appear in (annex 5).

3.1 CHARACTERISTICS OF THE PROPOSED DIDACTIC GAMES

- It contributes to the development of the oral expression of the English language.
- It permits the development of the students' creativeness and logical thought.
- It guarantees the acquisition of knowledge through the reflexive analysis derived from the communicative situations used.
- It contributes to the formation of values and the integral personality of the students.
- It includes an integral focus of the English teaching learning process.

3.2 Structure of the activities

- Title
- Objective
- Materials
- Organization
- Procedures
- Rules
- Evaluation

3.3 Activity #1

Title: The magic ball

Objective: To reproduce the content by means of asks and answers.

Materials: A real ball and cards.

Organization: First of all the teacher will explain the activity and then will give an example of her own. In order to start the activity the teacher will throw a ball to the air and the student who get the ball will come to the front and will take a card .In that card will appear a question that should be answered by that student. **Procedures:** The class is organized into two teams. One student from team #1 goes to the front and takes one of the cards for answering. After answering, that student will throw the ball to another student from team #2 and then that student will come to the front and will do the same activity.

Rules: Every team should keep in silence; they can not answer the questions if it is not their opportunity. If a team does not know the answer will give the opportunity to answer to the other team. They will have only one opportunity for selecting the card.

Evaluation: Will be taken into account all the indicators mentioned.

Evaluation: B_____ R_____ M_____

4- ANALYSIS OF THE RESULTS.

In order to check up the level of the development of oral expression of fourth graders were used the following indicators:

- 1- Vocabulary
- 2- Coherence
- 3- Fluency
- 4- Intonation
- 5- Pronunciation.

The quantitative evaluation of the indicators declared, was carried out starting from an evaluative scale that understands the levels: high, medium and low that allowed to measure the changes taken place before and after the pedagogical test.

The pedagogical test used for the application of the initial diagnostic, was directed to check the reached level by the students in the results obtained in each one of the indicators declared.

For the confirmation of the results of the knowledge that the students acquired on the oral expression, was applied (Annex 1) the observation guide, (Annex 2) documents analysis, (Annex 3) interview to the students, (Annex 4) the pedagogical test and (Annex 5) the proposal of didactic games.

In the initial pedagogical test applied to the students the following data were gathered:

In the indicator 1, referred to the vocabulary, was checked that only 1 student could obtain the high level, that represents the 5% ,3 students could obtain the medium level that represents the 15% and the rest, 16 students could obtain the low level that represent the 80% of the sample. (Go to annex4)

The indicator 2: referred to coherence; only 3 students could obtain the highest level; that represents the 15%, 6 students could obtain the medium level; that represents the 30% and 10 students could obtain the low level that represents 50%. (Go to annex 4).

The indicator 3: referred to the fluency only 1 student could obtain the highest level; that represents the 5%, 3 students could obtain the medium level that represents the 15% and the rest, 16 students could obtain the low level that represents the 80% of the sample. (Go to annex 4)

In the indicator 4; referred to intonation only 4 students could obtain the highest level that represents the 20%, only 3 students could obtain the medium level; that represent the 15% and 13 students; could obtain the low level that represents the 65% of the sample. (Go to annex 4)

In the indicator 5: referred to pronunciation only 2 students could obtain the highest level that represents the 10%, only 3 students could obtain the medium level; that represent the 15% and 15 students; could obtain the low level that represents the 75% of the sample. (Go to annex 4)

After the application of the final pedagogical test to the students the following data were gathered:

In the indicator 1, referred to the vocabulary, was checked that only 8 students could obtain the highest level, that represents the 40% ,7 students could obtain the medium level that represents the 35% and the rest, 5 students could obtain the low level that represent the 25% of the sample. (Go to annex 4)

The indicator 2: referred to coherence; only 11 students could obtain the highest level; that represents the 55%, 8 students could obtain the medium level; that represents the 40% and 1 student could obtain the low level that represents 5%. (Go to annex 4).

The indicator 3: referred to the fluency only 8 students could obtain the highest level; that represents the 40%, 7 students could obtain the medium level that represents the 35% and the rest, 5 students could obtain the low level that represents the 25% of the sample. (Go to annex 4)

In the indicator 4; referred to intonation only 15 students could obtain the highest level that represents the 75%, only 4 students could obtain the medium level; that represent the 20% and 1 student; could obtain the low level that represents the 5% of the sample.

In the indicator 5: referred to pronunciation only 12 students could obtain the highest level that represents the 60%, only 7 students could obtain the medium level; that represent the 35% and 1 student; could obtain the low level that represents the 5% of the sample. (Go to annex 4)

When analyzing in a general and a comparative way the obtained results can be appreciated that the oral expression increased in relation with the initial state of the sample, facilitating changes on the students.

CONCLUSIONS

Taking into account what is stated in this research work it is concluded that:

1- Studied documents corroborate the important role of oral expression in the teaching learning process of English as a foreign language; it means a developmental, conscious, active and necessary process which helps the improvement of the students' personality.

2- Different methods and instruments that were applied in the initial diagnosis confirmed the existence of potentialities and weaknesses or limitations in fourth graders' oral expression in the English lessons.

3- The didactic games applied allowed to show its potentialities for the development of oral expression of English Language in fourth graders.

4- The final diagnosis made after the application of didactic games corroborated that they are pertinent, because there was a higher level of the analyzed indicators directed to favour the students' oral expression.

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RECOMMENDATION

The author of this research recommends to the Pedagogical Sciences to:

- To carry out further studies to the solution of the aimed remaining problems in coherence, intonation and pronunciation.

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Annex 1

Observation Guide.

Objective: Constatate the kind of activities that are used during the English lessons of fourth grade for the development of oral expression.

Questionary:

- 1- Does it exist correspondence between the presentation classes and free practice classes?
- 2- Are enough the activities of oral practice proposed in classes?
- 3- Do there exists didactic games that allow to potencieate the development of communicative skills in classes?
- 4- Are there exercises or any other section directed to focus on pronunciation in classes?
- 5- Do they facilitate the vinculum of the content with the life of the students and the interdisciplinarity?

Annex 2

Title: Documents analysis.

Objective: To verify in the Syllabus, Methodological Orientations and texts, the work with the oral expression.

Documents to analyze

- Syllabus
- Methodological Orientations of the grade.
- An approach to the teaching of the English Language in primary level
- Curricular adaptations.

These documents allow the teacher to get familiar with the objective of the grade, the kind of activities to use, the different methods and procedures to use for the development of the lesson.

Annex 3

Title: guide of interview directed to the students.

Objective: Constatate the behaviour of the oral expression.

- Do you like English subject?

YES ----- NO ----- SOMETIMES -----

- Do you like to learn by means of the use of didactic games?

YES ----- NO ----- SOMETIMES -----

- Do you develop all the activities in an easier way when there are used didactic games in classes?

YES ----- NO ----- SOMETIMES -----

- Do you feel more motivated when there are didactic games used in classes?

❖ Justify your selection

Annex 4 Initial Pedagogical Test

Title: pedagogical test (initial and final)

Objective: Constatate the state of development of the students of fourth grade about the oral expression ability of English Language.

Activities:

- 1- Dramatization of situations using greetings and personal information.
- 2- Questions about school objects, numbers and clothes.
- 3- Moral descriptions.
- 4- Physical Descriptions.
- 5- Ask and answer about the different parts of the body.

Key:

Aspects:

- 1- Hi - Hello- Good morning - Good afternoon - Good evening – Goodbye – What's your name? - I am ____ / My name is _____. – How are you? – I am fine, thank you – How old are you? - I am ____ years old. – What's your nationality? – I am cuban.
- 2- What is it? – What are they? – Is it a/ an _____? – Are they _____?(objects, numbers and colours).
- 3- What is your father like?
- 4- What does he/ she look like?
- 5- Mention the different parts of your body.

Final pedagogical test

Objective: Check the development of oral expression of English Language acquired by the students after the application of the proposed didactic games.

Activities:

- 1- Dramatization of situations by using greetings and personal information.
- 2- Develop mini dialogues by using interrogative questions related to the school objects, the numbers and the clothes.
- 3- Moral descriptions.
- 4- Description of personalities.
- 5- Develop dialogues including the parts of the body.

Key:

Aspects:

- 1- Hello - Hi - Good morning - Good afternoon - Good evening – Goodbye – What’s your name? - I am ____ / My name is____. – How are you? – I am fine, thank you – How old are you? - I am ____ years old. What’s your nationality? – I am Cuban.
- 2- A: What is it?
B: It is a/ an _____?
A: Is it a/ an _____?
B: Yes, it is / No, it is not.
A: What are they?
B: They are _____.
A: – Are they _____?
B: Yes, they are / No, they are not.
- 3- What does he look like?
- 4- What is Celia / Che / Fidel like?
- 5- A: What is he like?
B: He is intelligent, _____.

Behaviour of the stablished indicators to evaluate the oral expression before and after the application of didactic games.

	INITIAL DIAGNOSIS						FINAL DIAGNOSIS					
	H		M		L		H		M		L	
	Q	%	Q	%	Q	%	Q	%	Q	%	Q	%
VOCABULARY	1	5	3	15	16	80	8	40	7	35	5	25
COHERENCE	3	15	6	30	11	55	11	55	8	40	1	5
FLUENCY	1	5	3	15	16	80	8	40	7	35	5	25
INTONATION	4	20	3	15	13	65	15	75	4	20	1	5
PRONUNCIATION	2	10	3	15	15	75	12	60	7	35	1	5

Annex #5

Title: proposal of didactic games.

Objective: Illustrate by means of examples the way of solution.

Activity 1

Title: How can we get to school?

Objective: Reproduce the content related to the means of transportation asking and answering questions to develop oral expression.

Materials: cardboard, with different kinds of transportation.

Procedures: The teacher will divide the classroom in three teams, and asking in front of the classroom is going to establish a competition asking once by team, showing a picture: How can we get to school? Each team has the opportunity to win 10 points by answer.

Recommendation: Every team will mention the means of transportation they know.

Rules: Only one student by team has the opportunity to answer the question, if not, the teacher passes the question to the other team.

Evaluation: Will be taking into account the indicators vocabulary, coherence, fluency, motivation and pronunciation of students at the moment of answering. Will be the winner the one who acquired the mayor quantity of points?

Evaluation: B_____ R_____ M_____

Activity 2

Title: Let's play domino.

Objective: Practice the studied content related to the parts of the body by means of a domino game.

Materials: Cards representing the parts of the body.

Procedures: The teacher divides the classroom into two or three teams, and gives to each team a domino game where appears all the parts of the body already studied, the students should complete taking into account the picture and its writing of words.

Recommendation: Each team has to complete the game with the parts of the body.

Rules: Each team should organize its cards taking into account the correspondence of the picture with the writing.

Evaluation: Will receive extra points that team in which the players be able to read having a good pronunciation. Will start the game the team that be able to answer correctly the question done by the teacher.

Example: What is this? Showing different parts of the body.

Evaluation: B_____ R_____ M_____

Activity 3

Title: Let's complete the clown.

Objective: Reproduce the name of the parts of the body.

Materials: cardboard, pictures.

Procedures: The teacher will divide the classroom into four teams; will give to each team a picture representing a clown made of cardboard without the parts of the body in which they should complete mentioning each of them and placing them in the correct place.

Rules: -Will start the game the team that be able to mention at least five parts of the body.

-Everyone should be in silence.

Evaluation: Will win the team that be able to answer and place correctly each of the parts of the body.

Evaluation: B_____ R_____ M_____

Activity 4

Title: Let's practice mathematics.

Objective: Express orally the numbers in English by means of solving Math exercises to deepen on the important of Math in our daily life.

Materials: cardboards.

Procedures: The teacher divides the classroom into two teams. The starter team has to go to the front and select a card containing a Math operation, the teacher should have three different types of cards on the desk and according to the students level she or he has to order the students to take the cards according to the colours every card has a different value according to the exercise. The student has to solve the exercise and to answer it in English.

Recommendation: Every team has to practice the numbers by solving math operations.

Rules:

- 1- Will start the team that can be able to solve the Math operation that the teacher will ask orally.
- 2- The teacher is the encharged of checking each exercise.
- 3- The winner team will be the one that can obtain more points and that can solve the math operations in a correct way.

Evaluation: Will be taken into account the correct pronunciation of each number.

Evaluation: B_____ R_____ M_____

Activity 5

Title: Let's play parch.

Objective: Practice the studied content by means of questions that they will find in the game.

Materials: Cardboard.

Procedures: The classroom will be divided into two teams. The teacher will give a cardboard to each team. Each team will have to throw the dice and according to the number of the dice they have to walk and answer the question they have in the selected number. If they can't answer the question, they won't be allowed to walk

Recommendation: Each team has to practice the studied content by means of questions and answers.

Rules: Will be the winner the one who be able to arrive faster to the end.

Evaluation: Will be taken into account all the indicators mentioned.

Evaluation: B_____ R_____ M_____

Activity 6

Title: Who am I?

Objective: Describe persons according to their physical and moral description.

Materials: Pictures representing heroes of our Cuban revolution.

Procedures: The teacher will start talking about the effort made by the Cubans people to fulfil the conquest of our revolution and then, will explain that by means of this game we are going to remember to some of those personalities that fought for our freedom. The teacher will play in front of the classroom different pictures of heroes of our Cuban revolution such as: Fidel Castro, Ernesto Guevara, Camilo Cienfuegos, José Martí, Carlos Manuel de Céspedes, Antonio Maceo, Julio Antonio Mella. Raúl Castro and others.

The first student who raises his-her hand will be the one who will Start the game, he-she will go to the front ,will select a picture and will describe it using some of the adjectives studied before such as: Short, fat, tall, young, old, thin, intelligent, honest, revolutionary...

Recommendation: Each team has to describe different personalities of our revolution taking into account their physical and moral characteristics.

Rules: Will be the winner team the one who mention a major quantity of adjectives.

Evaluation: Will be taken into account all the indicators.

Evaluation: B_____ R_____ M_____

Activity 7

Title: I want to be...

Objective: Identify occupations in English to deepen on the student's future occupation.

Organization: this activity will be done by teams where the students will dramatize some of the studied occupations, they will practice all the studied communicative functions related to this Topic and the teacher will make emphasis on waking up interests in the students for these occupations.

Procedures

The class is divided into two teams. A pupil from team #1 goes to the front and acts out an occupation and asks: What's my job? Then a pupil from team #2 must guess it by answering: You are a.... If it is guessed, team #2 scores one point; if it is not, then the turn for dramatizing goes to team #1. After the mention of each occupation the teacher will explain the characteristics of it so as to increase the students' cultural level and vocation.

Rules: Will be the winner team the one who guess a major quantity of occupations.

Evaluation: The teacher will evaluate the activity in an oral way. The students will be given a mark taking into account the criteria and the participation of the students.

Evaluation: B_____ R_____ M_____

Activity 8

Title: What 's there in the box?

Objective: identify the school objects by means of a game to deepen on the importance of taking care of the school objects.

Procedure: This game is for guessing what's there in the box. The teacher will divide the classroom into three teams. One member of each team has to go and pick an object and has to say its English name.

Recommendation: Each team has to say the name of the hidden object.

Rules: The winner team will be the one that can mention more objects in a correct way.

Evaluation: The teacher will evaluate orally taking into account all the indicators and finally in the dramatization of a communicative situation.

Activity 9

Title: Try to guess it!

Objective: identify the school objects by means of a guessing game to deepen on the importance of taking care of the school objects.

Procedure: The teacher divides the class into two teams and one of them hides an object somewhere in the room without letting the members of the opposite team see where. The members of the guessing team begin asking questions of the Yes-No type to find out what object it is and where it is, until the object and the place are guessed.

Rules: The winning team is the one that requires the smallest number of questions to guess.

The teacher will evaluate the activity in an oral way. The students will be given a mark taking into account the criteria and the participation of the students.

Evaluation: B_____ R_____ M_____

Activity 10

Title: Who is?

Objective:

Procedure: First of all the teacher will divide the classroom into two teams. Team red and team blue. One student from team red will select the picture to describe and will try to mention as much as possible physical characteristics and team blue should guess taking into account the description who is the person described.

Rules: Will be the winner team the one who guess a major quantity of pictures.

Evaluation: The teacher will evaluate the activity in an oral way.

The students will be given a mark taking into account the criteria and the participation of the students.

Evaluation: B_____ R_____ M_____

