UNIVERSIDAD DE SANCTI SPÍRITUS
José Martí Pérez

FACULTY OF PEDAGOGICAL SCIENCES

FOREIGN LANGUAGES MAJOR

MAJOR PAPER

THE DEVELOPMENT OF ORAL SKILL OF THE ENGLISH LANGUAGE IN FIFTH GRADE STUDENTS

Author: Rocío Yero Marin

Tutor: MSc. Evelio Elias Orellana Orellana. Associate Professor.

Consultant professor : Lic. Enmanuel González Pérez. Assistant Professor.

Sancti Spiritus City

2019

Acknowledgements

I would like to express my entire gratitude to so many people in my life who encouraged me and helped me to carry out this research.

- To my mother, for convincing me that there is nothing impossible and for her unconditional support.
- Dari, my brother. When we are together I feel that time has not passed. I feel that he is closed to me. Thanks for encouraging me to study English.
- Armando, my sweet heart. Thanks for carrying me during five years through this tough time, for his smile and complicity.
- Tia Yane, thanks for her support and love. Since I remember, she has been closed to me.
- Dani, my little sister. She has been always with me, in goods and bad moments.
- Abuelo Santiago, every day even if it is a second I think about him. It must be the eternity. I am sure that he is always with me.
- To all my friends and classmates. For their help and advice, for our adventures together and afternoons and coffee nights with lots valuable conversations.
- To my English and French teachers and to my tutor Evelio Orellana who were teaching me and guiding me to be a good professional and a good person.
- To my consultant teacher Emmanuel Pérez for helping me.
- To my primary and secondary students because they were my inspiration
- And to my father. I would like the work carried out by my father for he has been with me, all dedications of his work and all the wisdom that with patience and intelligence he has helped me to be here today.

If I have forgotten to mention anyone within this page, please, be all included in these deep and true THANKS.

Dedication

- This investigation is dedicated to my parents and my boyfriend because they have helped me and supported me all the time.

Abstract

Communication in a foreign language has great social, educational and practical importance. It is a fundamental objective in the National Education System in Cuba. This research studies oral skill of the English Language with the use of teaching aids in fifth graders, where the problem related to the deficiencies in: the development of oral skill, lack of vocabulary about the units of the syllabus, easily distracted, errors in pronunciation, low use of teaching aids are taken into consideration. The aim of the research is to evaluate the effectiveness of the application of the teaching aids to develop the oral skill of the fifth grade students at Remigio Díaz Quintanilla Elementary School in Sancti Spíritus. In the investigation, educational research methods have been used: historical-logical analysis and synthesis, induction – deduction, scientific observation and interview, a questionnaire, pedagogical test, percentage analysis. A set of teaching activities with the use of teaching aids to develop the oral skill is applied.

Résumé

La communication dans une langue étrangère a une grande importance sociale, éducative et pratique. C'est un objectif fondamental du système éducatif national à Cuba. Cette recherche étudie les compétences orales de la langue anglaise grâce à l'utilisation de moyens d'enseignement en 5éme année de la carrière langues étrangères lorsque le problème est lié aux carences du développement des compétences orales, le manque de vocabulaire relatif aux unités du programme d'étude, la distraction facile, les erreurs de prononciation. et une faible utilisation du matériel pédagogique. Le but de la recherche est d'évaluer l'efficacité de l'application des supports pédagogiques pour le développement des compétences orales des élèves de 5éme année de l'école primaire Remigio Díaz Quintanilla à Sancti Spíritus. Au cours de la recherche l'enquête et des méthodes de recherche pédagogique ont été utilisées tels que l'analyse et la synthèse historico-logique, l'induction - déduction, l'observation et l'entretien scientifique, le test pédagogique et l'analyse en pourcentage. Un ensemble d'outils pédagogiques pour développer les compétences orales est appliqué ce qui devient la nouveté principale de cette étude.

INDEX

Introduction

Communication is a process, an action, based on expressive and interpretive skills, so oral skill must be understood as such, along with oral comprehension, reading and writing. In primary education, the development of oral skill in English as a foreign language requires a motivation and the use of resources that facilitate the process of developing communicative competence. For this, teaching aids are considered as one of the essential elements of this process. It is unthinkable for a teacher to carry out any teaching activity using exclusively the oral word and his gestures. The use of teaching aids within the teaching activities must respond to each one of the proposed objectives in the English subject of the Cuban National System of Education.

Cuban researchers like Navarro Dunia (2000); Rodriguez Pérez, Geonel (2005); Piñeiro Milagro (2007); Vergel Carbajal, Lexis (2018) have studied the subject related to oral skill, but there are still some difficulties in this component of the English language in fifth grade students for only a few have researched about this topic in the elementary level.

Different research techniques were put into practice at Remigio Díaz Quintanilla Elementary School to carry out the present research, by means of which not only limitations affecting students' development of oral skill were identified, but also potentialities, which can be taken into account to develop this study.

Potentialities:

-Teachers and students have and use workbooks.

- There are some teaching aids in the staff room.

-Students feel motivated for learning the English language.

Limitations:

- Students used few vocabulary about the units of the syllabus of English for the level.

-The students are easily distracted in English lessons.

-The students make errors in pronunciation mainly the use of /s/ in the initial and final positions.

-They are not able to utter complete sentences, according to the communicative functions of each unit.

-Insufficient use of teaching aids for the proper development of the teaching-learning process of the English as a foreign language.

The contradiction between the development of the oral skill according to the objectives of the grade and the limitations detected in the initial diagnosis, constitute the bases for stating the following **Scientific Problem**: how to contribute to the development of oral skill of the English language in fifth grade students at Remigio Díaz Quintanilla Elementary school in Sancti Spíritus?

The **objective** of this research is: to evaluate the effectiveness of the application of the teaching activities with the use of teaching aids for the development of oral skill of fifth grade students at Remigio Díaz Quintanilla Elementary School in Sancti Spíritus.

Based on the general objective and to organize the investigation process, the following **scientific questions** were formulated:

1. What theoretical and methodological bases support the development of the oral skill of the English language?
2. What is the current state in the development of the oral skill of the students from fifth B in the English language at Remigio Díaz Quintanilla Elementary School?

3. What characteristics must the teaching activities proposed have, with the use of teaching aids, to develop the oral skill of fifth grade students at Remigio Díaz Quintanilla Elementary School in Sancti Spíritus?

4. What will be the effectiveness of the application of the teaching activities with the use of teaching aids in the development of oral skill of fifth grade students at Remigio Díaz Quintanilla Elementary School in Sancti Spíritus?

To give an answer to the scientific questions and to develop the study, the following **scientific tasks** were carried out:

1. Determination of the theoretical and methodological bases that sustain the process of development of the oral skill of English as a foreign language.

2. Diagnosis of the current state in the development of the oral skill of the students from fifth B, in the English language at Remigio Díaz Quintanilla Elementary School in Sancti Spiritus.

3. Proposal of teaching activities, with the use of teaching aids, for the development of the oral skill of the English language in fifth grade students at Remigio Díaz Quintanilla Elementary School in Sancti Spiritus.

4. Evaluation of the effectiveness of the application of teaching activities with the use of teaching aids, to develop the oral skill of the English language in fifth grade students at Remigio Díaz Quintanilla Elementary School in Sancti Spiritus.

Methods from the theoretical level:

• **Historical-logical analysis:** it was used for the determination of the theoretical groundwork related to the development of oral skill in English as a foreign language, according to different authors' criteria and tendencies.

• **Analysis and synthesis:** through the analysis it was possible to decompose the components of oral skill in the different elements that may or may not favor its

development, while the synthesis allowed analyzing the oral skill as a phenomenon that occurs through the union of all its composing elements.

• **Induction - deduction:** induction was made through the study of the different particular indicators and components that help to develop the oral skill; deduction was achieved by the thought and interpretation of all these indicators as a whole and their influence in the development of this language skill.

For obtaining the information during the research, different **empirical methods** were useful, like:

Scientific observation: it was used in the initial and final stages to obtain information about the level of development of oral skill in the English language that the students have and how the teachers treat this ability.

Documentary analysis: it was used in the initial stage to analyzed the objectives of the English syllabus in fifth grade regarding oral skill.

Survey: a questionnaire was applied to the students selected as sample (group B) to gather information about the students´ development of oral skill in English, as well as the way they feel in the English lessons before and after the application of the teaching activities with the use of teaching aids.

Interview: an interview was applied in the initial and final stages to fifth grade, group B students, to determine how teaching aids are used in teaching activities to develop oral skill in the English language.

Pedagogical test: it was applied in the initial and final stages to verify the development achieved by fifth grade students from group B in the development of oral skill in English.

Methods from the statistical-mathematical level

Percentage analysis: it was used as a procedure for processing the information obtained from the application of the different empirical instruments and methods and to compare them at the initial and final stages.

In order to carry out the current investigation, the total enrollment of fifth grade students at Remigio Díaz Quintanilla Elementary School, composed of 78 students, were taken as a **population**. Students from group B, fifth grade at the school composed of 30 students were selected as **sample**. They are between 10 and 11 years old. Eight students have a good use of the English oral skill, ten have average achievement and twelve have low use of the language. This sample was intentionally selected due to these are the students that represent the similar characteristics of the whole population from the psychological and academic points of view.

Scientific novelty:

This research suggests students' likes and real life experiences- based teaching activities with the use of teaching aids, designed to contribute to the development of the oral skill of fifth grade students at Remigio Díaz Quintanilla Elementary School in Sancti Spiritus. These teaching activities take into consideration the principles of the communicative approach. They are aimed at developing oral skill in fifth grade students. The activities are characterized by being motivating and of great interest to children.

DEVELOPMENT

Theoretical and methodological bases that support the development of oral skill in English.

A historical analysis of the Teaching-learning process of foreign languages

The learning of a foreign language is a phenomenon that is determined by many factors. In the history of the teaching of foreign languages, different theories have been appearing that have tried to explain how they are learned. These have led to different approaches some of which have been the basis of teaching methods. Brown and Yule (1983). These authors remark that the development of new methodological approaches in the teaching of foreign languages always takes place in a specific historical, sociocultural and socio-linguistic context that characterizes, to a greater or lesser extent, the position and expectations of both teachers and students.

In the case of English as a foreign language, it was since the 14th century that it has acquired its current form and has spread in an extraordinary way, becoming considered by many people as the international language and the most important language of the world.

The teaching of foreign languages, understood as a scientific specialty with its own objectives and instruments, is basically constituted from the Second World War, although it has its precedents in the last decades of the nineteenth century and the first of the twentieth. Throughout much of the 19th century, the influence of the model of Latin teaching extends to modern languages, as well as the influence of different methods that conceive the use of it from diverse philosophical, psychological and linguistic conceptions.

Different methods have been used through centuries in the teaching of foreign languages. The grammar translation method, inherited from the teaching of Latin, a language that was not usually taught for active use in a community, ignores authentic oral communication and social variation of the language that goes with it and is primarily concerned with language written in classical literature. The part of the

6

grammar of this method was criticized partly because it was inappropriate for English and, on the other hand, because of the excessive emphasis that was more on learning from the language than learning how to use it.

The direct method, popularized in the early years of the nineteenth century, emphasized on oral and auditory skill and rejected the use of the students´ mother tongue. Reading and writing were postponed for months and in some programs for years, for fear that the written symbols could confuse learners in the use of sounds.

The reading method was used until World War II. The intensive and extensive reading was accompanied by grammar rules based fundamentally on the structures that appeared in the readings.

The structural approach took hold when the United States entered the Second World War and it was detected that very few people could speak a foreign language, a much-needed skill at that time, so urgent programs of eight or more hours a day emerged to teach oral and auditory skill in some places in that country.

Two events that caused a change in the structural approach were: the ideas of the North American psychologist Skinner, B. F. (1973), which began to be used to explain what happens when a language is taught and learned, the other event was the beginning of the application of the ideas of structural linguistics to the teaching of language by Richards and Rodgers (2001) with the so-called linguistic approach. The most influential idea of Skinner (1973) in this approach was the learning of a language as the formation of a habit. So it is evident how the patterns of the language, according to the structural linguists, required to be addressed by the students in such a way that they could be correctly produced unconsciously.

The audio lingual method flourished between 1950 and 1965, in which long dialogues were used, usually centered on one or more carefully graded structures. Mimicry and the memorization of the dialogue became a slogan of several years, a perfect pronunciation was sought and the lexical meaning was not considered important. The

reading was postponed, and the practice of grammatical patterns was not the main activity in classes. The students were prevented from saying what they wanted to be against the rules of the theory. They could not write versions of what they were listening to; they could not use linguistic forms that had not been practiced before.

The situational approach uses a situation as a central theme. The units of the text usually began with a title about a situation, for example "In the supermarket" and the skill revolved on that topic. Short techniques emerged from this method. Actions were simulated to illustrate plates and real objects were used.

The principle that grammar should be learned unconsciously was harshly attacked by the North American psycholinguist Chomsky, Noam (1966), who subsequently created a linguistic theory that would replace another structuralism model.

In Cuba, the influence or validity of cognitive theory, in the teaching of foreign languages, had two moments with different characteristics. In a first stage, attempts were made to incorporate the generative-transformational grammar to the teaching of the language, above all, in the teaching of grammar. At a later stage, in the 80s, the ideas of this theory were strongly incorporated, especially with regard to the application of the Soviet practical-conscious method.

Very close to the latter appears the eclecticism defended by Henry Sweet and Harold Palmer (2011), prestigious figures in the field of linguistics who considered this as the method of each teacher who, faced with the daily task of teaching a foreign language to his students, makes a combination of techniques and procedures that the experience in the classroom has shown him to be effective and constantly adds the new ideas that have arisen, which is interesting and promising for the improvement of his work and which adapt to his own personality and the characteristics of the students.

There are, however, authoritative opinions such as that of Widdowson (1985) who warn about the difference between the eclectic selection of schools of different

thinking and eclecticism that is merely an excuse for irresponsibility. Until the late 70's and early 80's this method was used in Cuba for the teaching of English at the different levels where it was taught.

Therefore, it is assumed that the evolution of different methods for the teaching of a foreign language has led to the use of positive aspects to be introduced in the latest method; communicative approach.

The communicative teaching of English as a foreign language, its principles

Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. CLT is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. As such, it is most often defined as a list of general features. One of the most recognized of these lists is Nunan's (1987) five features of CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learners´ own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their class and as it used outside the classroom. Under this broad definition, any teaching practice that helps students develop in an authentic context is deemed an acceptable and beneficial form of instruction.

In the classroom, CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities.

In the mid-1990s the Dogma 95 manifesto influenced language teaching through the Dogme language teaching movement, who proposed that published materials can stifle the communicative approach. As such the aim of the Dogme approach to language teaching is to focus on real conversations about real subjects so that communication is the engine of learning. This communication may lead to explanation, but this, in turn, will lead to further communication through classroom activities.

According to some authors who have researched about Communicative Language Teaching like: Byrne, Donn (1989); Finocchiaro, M. and Brumfit, C. (1989) and others, classroom activities used in communicative language teaching include the following:

- Role-play
- Interviews
- Information gap
- Games
- Language exchanges
- Surveys
- Pair-work
- Learning by teaching

However, not all courses that use the communicative approach will restrict their activities only to these characeristics. Some courses will have the students take occasional grammar quizzes, or prepare at home using non-communicative drills, for instance. Glasser's "control theory" exemplifies his attempts to empower students and give them voice by focusing on their basic, human needs: Unless students are given

power, they may exert what little power they have to thwart learning and achievement through inappropriate behavior and mediocrity. Thus, it is important for teachers to give students voice, especially in the current educational climate, which is dominated by standardization and testing. (Simmons, 2010).

One of the most famous attacks on communicative language teaching was offered by Canale, M. and Swain, M. (1980). Widdowson, Henry (1985) responded in defense of CLT, also in the ELT Journal. More recently, other writers have critiqued CLT for paying insufficient attention to the context in which teaching and learning take place, though CLT has also been defended against this charge. (Harmer, J., 2001).

Often, the communicative approach is deemed a success if the teacher understands the student. If the teacher is from the same region as the student, the teacher will understand errors resulting from an influence from their first language. Native speakers of the target language may still have difficulty understanding them. This observation may call for new thinking on and adaptation of the communicative approach. The adapted communicative approach should be a simulation where the teacher pretends to understand only what any regular speaker of the target language would and reacts accordingly. (Hattum, 2018).

In communicative teaching, there is no unified theory and therefore teachers cannot analyze a manual that serves as a typical example, however its teaching is based on principles that characterize this approach and that require how to take this into practice.

For the implementation of the communicative approach, a series of principles is taken into account by different authors like: Harmer (2001), Willis, A and Willis, J. (2007), García Cabrera, S. et al. (2010), who have given a redefinition of the methodological principles for the teaching of English in the Cuban context, stating that:

-Classes should be active and centered on students' educative needs, interests and experiences.

-Materials, tasks, activities and resources should be chosen on the basis of educative and linguistic criteria, and should provide for learning and acquisition.

-Practice should be carried out through meaningful tasks, which engage students in thinking and activity.

-Practice should provide for strategy development.

-Students should be engaged in monitoring, self-correction and self-evaluation tasks; they must as well be asked to question and reflect on what they have learned and how they have learned it.

-Opportunities should be given to learn content from other areas of the curriculum through the medium of English.

-Practice should engage students in cross-cultural comparison.

-Classes should foster an atmosphere of co-operation and open communication among students and teacher.

These basic principles have been complemented by a subsequent contribution: the consideration of the students as the central axis of their learning process. The needs and expectations of the persons, who acquire the language as well as the different ways of learning and their previous experiences in their mother tongue, are fundamental in the learning process. Teaching focuses on the student and therefore the teacher must give up its central position in favor of greater autonomy in learning. (García Cabrera, S. et al., 2010).

The methodological concept of communicative teaching must be open and flexible because the situations, in which the teaching of a foreign language is developed, the ways of learning, the expectations, the conditions are very different. Communicative teaching has many versions or interpretations and all have in common a focus: the

materials, the learning activities as well as the techniques. That is to say, the way in which the approach is carried out in practice may vary in the different versions.

The approach of communicative teaching starts from different theories, all of them see the language as an instrument of communication. From their linguistic presuppositions the teaching of a foreign language aims at the student reaching what Hymes (1972) called linguistic competence, identified in four dimensions of communicative competence: grammatical competence, sociolinguistic competence, discursive competence and strategic competence.

In order to achieve this linguistic competence in a foreign language class based on the communicative approach, a set of principles must be taken into account that can be summarized as follows:

- A clear orientation of the learning process towards the contents that are meaningful for the student, that help him orient in a new world and develop a new perspective on it.

- An active role on the part of the students in their own learning.
- The development of learning strategies and criteria for self-evaluation that provides greater autonomy.

- Variation in social forms of work: individual work, pair work, group work in small or large groups, depending on the possibilities of the group, the objectives and the learning process.

- A reconversion of the role of the teacher and the teaching aids where the former is no longer the protagonist of the teaching-learning process that transmits knowledge, but someone who facilitates learning and stimulates cooperation between students and between students and the teacher.

- Teaching aids that are quite open, flexible and can be used by adding, omitting or modifying everything that is not convenient, taking into account the objectives and needs of the people who learn.

In communicative activities, the student is responsible for the task he is doing, it is an action-oriented approach where all the student's linguistic capacities are functioning and become important. (Finocchiaro, M. and Brumfit, C.,1989).

Communicative competence can be fostered through a communicative approach in a language, since one has to look for activities that resemble the type of activities that the student will have to carry out in his life outside the classroom. Therefore, in this approach, the teacher incorporates activities in which the student will work in pairs or groups. These activities carried out between groups of students, always under the supervision of the teacher, have the advantage of enabling each of the students to have the real opportunity to use the language in the class and interact depending on their possibilities and abilities, it means, the possibility that the students have to participate and their ability to exchange information in the foreign language since their early ages.

Development of oral skill in English as a foreign language in children
When talking about communicative skill, reference is made to criteria such as those issued by Fernández Quesada (2005) and Sánchez Gómez, Esther Lilia (2009), when they state that these are the levels of competencies and skill acquired by individuals through the systematization of certain actions through the experiences and the education that they obtain in the course of their lives that allow them the performance and the regulation of the communicative activity.

The definition of Brown and Yule (1983), considers that the oral skill is an interactive process where a meaning is constructed that includes producing and receiving, in addition to processing information. The form and meaning depend on the context where the interaction takes place, including the participants, their experiences, the environment and the purpose of communicating.

Brown and Yule (1983) remark that oral communication process represents perhaps the most complex skill of human relationships. It is through oral skill essentially that man synthesizes, organizes and elaborates in an increasingly intense way all the experience and human knowledge that comes to him as an individual, through his language. It fixes and expresses the very complex phenomena and connections of reality, it is the instrument that makes social relations possible, it gives speakers an infinite number of possibilities and it is appropriate for continuous improvement, using systematic, oriented and conscious practice.

Taking into account what Brown and Yule (1983) have expressed about oral communication, it can be interpreted that students satisfy their basic human needs, both material and spiritual, only thanks to the fulfillment of three essential communication objectives; the transmission of ideas, emotions or feelings and persuasion or influence on others. Therefore, the mastery of the language, that is, expressing oneself correctly orally, is a fundamental aspect for the success of work in primary institutions.

Throughout the revolutionary stage achievements been obtained, all of them have made the development of infants a reality in both the cognitive and affective spheres, in this period functional systems are formed from the interaction of the individual with the rest of the children. It is here where the early stimulation of language enables the phonemic, lexicological and syntactic content of the language to be acquired from a young age in a practical way, which will later affect the personality formation of the language. (González Cancio, R., 2009).

According to Byrne, Donn (1989), the process of foreign language learning in children within the classroom context goes through three stages, namely: silent period, intermediate period and breakthrough period. In the silent period, as children can already communicate in their own language, they want to be able to use the foreign language in the same way. If they cannot say what they want, they feel frustrated or lose interest. Thus, to speed up the process of speaking, teachers can provide

children with useful or pre-established phrases helping to expand the children's repertoire of language. They can learn these as blocks of sounds the same way they did when they learnt their first language.

After a certain period, children move beyond the silent period and begin using the prefabricated language in different situations. When young foreign language learners finally begin communication in the target language, that is to say, in the intermediate period, mainly learnt by imitation and repetition, researchers have observed two consistent features: the use of telegraphic speech and the use of formulaic speech. Byrne, Donn (1989)

The author states that telegraphic speech refers to the use of a few content words such as an entire utterance without function words or morphological markers. Children use these single words frequently, repeating them and practicing them. Then, the next step in this process involves an elaboration or extension made by the teacher which the children imitate. On the other hand, formulaic speech consists of children using short phrases. Through frequent imitation and repetition such phrases are learnt and used. These formulas often help children to communicate in the foreign language with speakers around them.

Byrne, Donn (1989) concludes saying that, in the breakthrough period, children begin to put the learnt language together to express meaning. It is a process of incorporation. Children incorporate an utterance used by an adult into an already established phrase or one that is being produced from elements already learnt. In this way, children begin to recognize the rules that underlie the foreign language.

Certain factors drawn from theoretical literature can help mitigate the problem. They are different views regarding language acquisition and development. The use of teaching aids is paramount since it is very important to support the teaching learning process using procedures and techniques to help the understanding and use of the four skills of language, giving priority to oral skill since the language is primarily oral.

When using visual teaching aids learning turns more effectively since observation can give the learners more tools to use the language.

Teaching Activities for the development of oral skill in English as a foreign language in fifth grade

To achieve an efficient oral communication it is necessary to form habits and abilities of the speech, which is reached through the exercises preparation, propitiating the speech fixing of an active and useful way to communication. This requires an exercises system stimulus for the students to use the language in the ideas, information and feelings transition by means of speech exercises: dialogue and monologue. (Antich, R.,1989).

Teaching activities, one of the most effective ways 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 abilities and the holistic formation of the personality.(Silvestre, M., 2003).

Several works developed about teaching activities among them: Labarrere (1988), Alvarez de Zayas, R. M. (1997); Alvarez de Zayas, C. M. (1999) there are some points of coincidence in the conception and formulation of the teaching activities. To achieve an efficient communication, it is necessary to develop oral skill by means of different activities that propitiate them to speak in an active way while communicating.

Leontiev, A.N., (1 981) defines an activity as the real process that includes various actions and operations, by means of which he or she responding to his

or her needs, keeps a relationship with reality and states certain attitude toward such reality.

An activity, from a pedagogical view point, is developed in correspondence and interaction with the ideological, economic, social and political transformations. Student's activity is toward the appropriation and conscious assimilation of the science's fundamentals, habits and abilities useful for their future professional life.

Students' cognitive activity (called teaching activity) takes place during the teaching-learning process to be accomplished with certain educative objective. Each activity has inside its course:

-Orientation (in this stage students are told about the objective, why to develop the activity, the procedures, conditions and the way of assessment).

-Development or practice (in this stage students put into practice the procedures and operations assigned).

-Control and evaluation (in this stage students are tested by means of instruments on the effectiveness of the activity).

Fraga (1997) considers that teaching activity is an oriented activity during the development of the lesson, guided to create learning situations, which constitutes a situation created by the teacher to motivate the student´s activity in order to achieve an objective.

This definition suits the current research due to the author makes reference to the teaching activities which are oriented in the lesson, they are aimed at creating learning situations. The proposal of this research is based on learning situations created for the fulfilling of the objective of each of the activities proposed, and they are applied with the use of teaching aids, what also constitute a way of motivating students at the time of using the language.

For the application of these teaching activities, 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). Sufficient, because they assure the necessary exercising as the assimilation of knowledge as for the development of abilities. So, if the student is going to learn, he will learn doing it in an effective way and when she/he is prepared to put the difficulties away; varied, because they have different exigency levels to promote the intellectual effort 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 individuals´ needs. Besides, they are tied with their interests and motives.

Teaching activities constitute a very useful way for motivating students in the learning of the foreign language. If these teaching activities are put into practice with the use of teaching aids, students feel more confident and they can acquire knowledge and develop the communicative skills in an easier way.

Teaching aids for the development of oral skill in English as a foreign language in children

Curbelo Allende (1985), quoted by Barrios Herrero, L. (2014) establishes that the teaching aids are all the materials needed by the teacher or the students, for a structuring at all levels, in all the spheres of the educational system and for all the subjects, to satisfy the requirements of the teaching plan.

The use of teaching aids, especially for the development of oral skill in English as a foreign language in children, is of a great importance.

Some investigations have shown that with the use of teaching aids, any learner, mainly children:

Remember 20% of what they hear.

Remember 30% of what they see.

Remember 50 % of what they see and hear.

Remember 90 % of what they say and do.

Remember 100% of what they pass on to others.

When you hear, you forget.

When you see, you remember.

When you do, you understand.

When you learn, you evaluate.

When you evaluate, you imagine, create and innovate.

The teaching aids constitute one of the systems integrating the non-personal didactic components, together with the systems of objectives, contents, methods and evaluation are an indissoluble part of the whole system of activities of the teacher and students in the process of transmission and acquisition of knowledge, habits, skill and abilities. All these didactic components, personal and non-personal, have a very close interaction and interdependence. For this reason, it is wrong to consider the teaching aids as an element complementary to the teaching-learning process, since they act in a systematic way. (Álvarez Molina, José M., 2005).

According to González Castro, V. (1990), there are different ways that contribute to make English lessons more illustrative and, at the same time, more enjoyable and he defines two fundamental types of teaching aids. The ones which do not need any electronic support for use in class; sheets, pictures, maps, models, graphics,

blackboard, etc. and the technical means, which do require an electronic support to be used in the classroom; these are subdivided into three groups; films, slides, retro transparencies, the sound media, texts, exercises and other teaching activities recorded on tapes or compact discs, radial and television educational programs and PC video games.

Alvarez Molina (2005) refers to the selection and proper use of different teaching aids in the foreign language class of such importance; he remarks that it cannot be conceived without the outstanding presence of them in all their development. The use of teaching aids in primary education constitutes a valuable tool. They become, perhaps, more effective procedure to achieve a better understanding of the new linguistic material (lexicon or grammar) in any type of lesson. Moreover, it is essential to develop oral skill.

Álvarez Molina (2005) remarks that teaching oral skill using teaching aids takes a shorter time than traditional teaching that depends on lecturing and more repetition from the side of the teacher. There will be no need to re-explain the lesson once more, as the learners have learnt the content through using all their senses and emotion. Teaching aids provide direct experience of great experts to the learners.

Students tend to get more involved when learning if teaching aids are implemented into the curriculum. Hands-on aids, such as, maps and other tools that require some sort of interaction from the students, have the highest levels of effectiveness. The tools are designed to involve the students, promote interaction, and promote faster learning and better comprehension. Being able to see, hear or get involved in a topic creates a much better and motivating method for learning.

In this respect, R. Antich (1989) expresses that motivation is one of the psychological factors for the learning of a foreign language; it propitiates in the student a positive attitude towards the language; that the linguistic material of each unit of the program must be contextualized, exercised in a communicative way and applied in situations that require communication.

Therefore, it can be concluded that:

-Teaching aids are all elements, natural or artificial aids used to identify, represent, describe, or make any graphic representations that contribute to make the language easier and naturally as it happens in real life situations.

-From a pedagogical point of view, teaching aids are used to improve the conditions of the educational process of teachers and students.

-They should contribute to objectifying teaching, that is, the means of teaching cannot replace the objective perception of the world or the direct contact of students with a real life environment.

-Teaching aids cannot be substituted by the instructive, formative and educative function of the teacher; he directs, organizes and controls all processes in the space of a classroom.

-Teaching aids should not only transmit information accumulated by man throughout history but also contribute to the formation of the students´ personality.

Results of the initial diagnosis to determine the level of development of students´ oral skill in fifth grade students at Remigio Diaz Quintanilla Elementary School

Scientific observation: (See Annex 1)

An observation guide was applied to thirteen English lessons with the objective of obtaining information on the development of oral skill in English as a Foreign Language in students of fifth grade B in Remigio Diaz Quintanilla Elementary School using teaching aids. It can be stated that the students are little motivated with the use of teaching aids in the English lessons; teachers sometimes use teaching aids to develop the oral skill during the English lessons, teachers use teaching aids such as pictures and cards.

Referring to the oral participation in English lessons, it showed that nine students (30%) are always participating in lessons. Ten students (33, 3%) are not well concentrated and eleven students (36, 6%) do not participate in lessons.

Documentary analysis: (See Annex 2)

The study of the fifth grade English syllabus was developed, to determine the objective of the English syllabus in fifth grade students regarding oral skill, specifically for the determination of the way this official document suggests the construction of sentences construction, the pronunciation of initial and final sound /s/, as well as the analysis of the vocabulary students should use in each of the units.

Interview to the students: (See Annex 3)

The students were interviewed to determine the degree of motivation and to express themselves orally and the result revealed that they feel motivated when the teacher brings teaching aids.

Survey: (See Annex 4)

A survey was applied to the 30 students of fifth grade at Remigio Diaz Quintanilla Elementary School with the objective of determining the degree of motivation for learning the English language in fifth grade students at Remigio Diaz Quintanilla Elementary School.

The following results were obtained:

- In the first question of the survey, it was corroborated that nine students (30%) want to learn English because they like it. Eleven students (36, 6%) because they want to learn another language apart from the mother tongue and ten students (33, 3%) study the subject because it is compulsory, they do not like to learn English.

- In order to know the goals of the students, question number two was applied and it showed that ten (33,3%) students learn English because they want to understand TV

programs, fourteen students (46,6%) want to travel to another country, six students (20%) to play games with tablets or computers.

- Regarding the students´ preferences towards the English lessons where the teacher uses teaching aids the majority of the students nineteen (63,3%) prefer the lessons where the teacher uses teaching aids such as (cards, pictures, videos, songs, games among others) and just eleven (33%) students prefer the lessons just using audiovisual teaching aids.

Pedagogical test: (See Annex 5)

Working with the result of this test, it could be confirmed that the first indicator, related to uttering simple sentences, nine students (30%) were able to make them with the corresponding communicative functions. Eleven students (36, 6%) utter simple sentences according to the communicative functions of the unit and ten students (33, 3%) were not able to utter simple sentences and they had great difficulties in the use of the vocabulary and the pronunciation of the sound /s/ in the initial and final positions.

Five (16, 7%) students had some difficulties in the pronunciation of the sound /s/ in the initial and final positions. Seventeen (56,6%) students have some problems with the pronunciation of the sound /s/ in the initial and final positions in some words and eight students (26,7%) were not able to pronounce the sound /s/ in the initial and final positions of the corresponding words about the unit.

Four students (13,3%) students were able to utter simple sentences according to the communicative functions of the unit, nineteen students (63.3%) have a limited vocabulary to express themselves about the topic related to the unit and seven students (23,3%) could not speak due to a total lack of vocabulary.

Evaluated indicators	High Level	%	Middle Level	%	Low Level	%
Uttering simple sentences.	9	30	11	36,6	10	33,3
Pronunciation of the sound /s/ in initial and final positions	5	16,7	17	56,6	8	26,7
Vocabulary.	4	13,3	19	63,3	7	23,3
Total	6	20	16	53,3	8	26,7

Proposal of teaching activities with the use of teaching aids, to develop English oral skill in fifth grade students.

Several works related to **teaching activities** among them: Labarrere (1996); Alvarez de Zayas, R. M. (1997); Alvarez de Zayas, C. M. (1999); Silvestre, Margarita (2003) state some points of coincidence in the conception and formulation of the teaching activities.

Teaching activities are tasks planned and oriented by the teacher and they are developed by the students, they can be in class or outdoor class, they imply the search and acquisition of knowledge, the development of abilities and the holistic formation of the personality. (Silvestre, M. 2003).

To solve the problem arisen in this research, some teaching activities using teaching aids with the aim of developing oral skill in fifth grade students. The activities are characterized by being motivating and of great interest to children, they follow the following structure: title, objective, teaching aids, procedure and evaluation.

The proposal is based on the study to the English syllabus for fifth grade students' in particular oral skill, which objectives are:

 ➢ To ask and answer simple questions about themselves and other people.
 ➢ To utter simple sentences.

- To act about instructions in the classroom.
- To repeat sounds and words after the teacher.
- To practice the sounds of the English alphabet.

Indicators to evaluate the development of oral skill:

- Uttering simple sentences.
- Pronunciation of the sound /s/ in initial and final positions.
- Vocabulary.

These indicators will be evaluated in three different levels:

High Level. Students who are in high level are able to utter simple sentences with appropriateness according to the communicative functions of the unit, the right pronunciation of the sound /s/ in initial and final positions and with a good use of vocabulary.

Middle level. Students who are in middle level are able to utter simple sentences according to the communicative functions of the unit, with few difficulties in the pronunciation of the sound /s/ in initial and final positions and students who have a limited use of vocabulary, without affecting communication.

Low Level. Students who are in the low level are able to utter simple sentences according to the communicative functions of the unit but with great difficulties in the pronunciation of the sound /s/ in initial and final positions and students who also have a very limited use of vocabulary, which affects communication.

Activity # 1
Title: Dressing my dolls
Unit: 4·"I like to be on fashion. "
Objective: to identify the different clothes to have the best appearance on different occasions.
Type of lesson: Semicontrolled practice

Teaching aids: Different kinds of clothing and a doll made of paper prepared by the teacher. (Cards, pictures, cardboard, poster).

Orientation: The teacher will present male/female dolls (cuquitas), on paper, dressing different types of clothing and shown in a cardboard for the students to work in pairs the questions: Is she or he wearing…? , What is she/he wearing? Students must work in pairs asking and answering about the topic using the vocabulary presented in a list.

List:

Jean, pullover, skirt, short, dress, T-shirt, shirt, blouse, pants, uniform.

Practice: The students will act out the role-play orally and the teacher will walk around the class to help if there is any difficulty to be ready for the evaluation.

Evaluation:

Students who are able to utter simple sentences with appropriateness according to the communicative functions of the unit, the right pronunciation of the sound /s/ in initial and final positions and with a good use of vocabulary will be in the High Level.

Students who are able to utter simple sentences according to the communicative functions of the unit, with few difficulties in the pronunciation of the sound /s/ in initial and final positions and students who have a limited use of vocabulary, without affecting communication will be in the Middle Level.

Students who are able to utter simple sentences according to the communicative functions of the unit but with great difficulties in the pronunciation of the sound /s/ in initial and final positions and students who also have a very limited use of vocabulary, which affects communication will be in the Low Level.

Activity # 2

Title: The Golden Age.

Unit 6:"She looks great "

Objective: to describe physical characteristics and moral qualities of animated characters from stories of The Golden Age.

Type of lesson: Semicontrolled practice

Teaching aids: Pictures of animated characters from stories of The Golden Age: such as (Pilar, Meñique, Piedad ...)

Orientation: The teacher will bring a photo album of the characters from the stories of the Golden Age to class, and will show the students a photo of José Marti and will ask them the following questions:

What is his name?

What is he like?

What does he look like?

After the students answer the questions, the teacher will present the class a photo album of the characters from the stories of the Golden Age for them to:

- Say who the character/s is/are according to the picture.
- Say what he/ she/they is/are like.
- Say what he/ she/they looks/look like.

Practice: When the teacher asks the question about a certain character or the photo album, any student who knows must answer voluntarily and some other students can answer adding some other physical characteristic of moral qualities of the same character. Students must answer about the topic using the vocabulary presented in a list.

List:

Polite, nice, pretty, beautiful, handsome, intelligent, brave, smart, honest, tall, short, thin, fat

Evaluation:

Students who answer the questions correctly, uttering simple sentences with appropriateness according to the communicative functions of the unit, the right pronunciation of the sound /s/ in initial and final positions and with a good use of vocabulary (physical characteristics and moral qualities) will be in the High Level.

Students who have some difficulties when giving the answers uttering simple sentences according to the communicative functions of the unit, with few difficulties in the pronunciation of the sound /s/ in initial and final positions and students who have

a limited use of vocabulary (physical characteristics and moral qualities), without affecting communication will be in the Middle Level.

Students who have some difficulties when giving the answers uttering simple sentences according to the communicative functions of the unit but with great difficulties in the pronunciation of the sound /s/ in initial and final positions and students who also have a very limited use of vocabulary (physical characteristics and moral qualities), which affects communication will be in the Low Level.

Activity # 3

Title: I love my toys.

 Unit 7:" What I like is… "

Objective: To name different objects related to toys.

Type of lesson: Semicontrolled practice

Teaching aids: Box containing toys, such as (doll, ball, pencil, book, bear, cart, dice, boat, butterfly, glove, turtle, and balloon).

Orientation: The teacher will divide the class into four teams. A box containing toys will be put on top of a table in front of the classroom. A leader of every team must be selected.

Practice: The leader of every team must select the two students who will later come to the front to act out the role-play. Student A will pick up a toy from the box and will ask student B ¨what is this? ¨ and student B will answer the question. If one of the two does not act out correctly, other members of the team can participate.

List:

Doll, skateboard, kite, rope, teddy, toy kitchen set, jacks, ball, glove, balloon

Evaluation:

Students who ask the question or answer the questions correctly uttering simple sentences with appropriateness according to the communicative functions of the unit, the right pronunciation of the sound /s/ in initial and final positions and with a good use of vocabulary (toys) will be in the High Level.

Example: What is this? This is a ball.

Students who have some difficulties when asking questions and giving the answers uttering simple sentences according to the communicative functions of the unit, with few difficulties in the pronunciation of the sound /s/ in initial and final positions and students who have a limited use of vocabulary (toys), without affecting communication will be in the Middle Level.

Students who have some difficulties when asking the questions or giving the answers uttering simple sentences according to the communicative functions of the unit but with great difficulties in the pronunciation of the sound /s/ in initial and final positions and students who also have a very limited use of (toys), which affects communication will be in the Low Level.

Activity # 4

Title: What time is it?

 Unit 1:"Days, months and seasons. "

Objective: to say what the time is.

Type of lesson: free practice

Teaching aids: clocks made of paper showing different hours.

Orientation: The teacher will divide the class into five teams. Each team will have a clock to practice what the time is according to their clock.

Practice: The students are going to work in their teams asking one another what the time is. The teacher must walk around the group giving support or any help.

Evaluation:

Students who ask the questions or answer the questions correctly, uttering simple sentences with appropriateness according to the communicative functions of the unit, the right pronunciation of the sound /s/ in initial and final positions and with a good use of vocabulary (numbers) will be in the High Level.

Example: What time is it?

        It is 10 o´clock.

Students who have some difficulties when asking questions and giving the answers, uttering simple sentences according to the communicative functions of the unit, with

few difficulties in the pronunciation of the sound /s/ in initial and final positions and students who have a limited use of vocabulary (numbers), without affecting communication will be in the Middle Level.

Students who have some difficulties when asking the questions or giving the answers uttering simple sentences according to the communicative functions of the unit but with great difficulties in the pronunciation of the sound /s/ in initial and final positions and students who also have a very limited use of (numbers), which affect communication will be in the Low Level.

Activity # 5

Title: What does she/he do?

Unit 2:"Professions and occupations. "

Objective: to use vocabulary referring to the jobs and occupations.

Type of lesson: Review lesson.

Teaching aids: pictures.

Orientation: The teacher shows some pictures, which are related to the jobs.

Practice: The student has to create a small exposition about the characters making an emphasis on the personal information and their occupations.

 e.g.: This is Carmen. She is 23 years old. She lives in Sancti Spíritus. She works in the hospital. She is a nurse.

This is Ramón. He is ….

At the end of the exercise, the teacher will ask fast learners about what they would like to be in a future, in a way of increasing their vocational orientation and professional guidance.

I would like to be a teacher because….

I want to be a doctor because…

List:

Doctor, teacher, singer, police woman, dancer, plumber, dentist, pilot, nurse, waitress

Evaluation:

Students who build the stories using all the personal information, uttering simple sentences with appropriateness according to the communicative functions of the unit, the right pronunciation of the sound /s/ in initial and final positions and with a good use of vocabulary (jobs and occupations) will be in the High Level.

Students who build the stories using 4 sentences, uttering simple sentences according to the communicative functions of the unit, with few difficulties in the pronunciation of the sound /s/ in initial and final positions and students who have a limited use of vocabulary (jobs and occupations) , without affecting communication will be in the Middle Level.

Students who build the stories with 2 sentences, uttering simple sentences according to the communicative functions of the unit but with great difficulties in the pronunciation of the sound /s/ in initial and final positions and students who also have a very limited use of (jobs and occupations) , which affect communication will be in the Low Level.

Activity # 6

Title: Playing with the roulette**.**

Unit 1:"Days, months and seasons. "

Objective: To express themselves orally about personal information.

Type of lesson: Free Practice.

Teaching aids: a roulette

Orientation: The teacher will show the roulette; this one contains questions about personal information. The teacher will explain that each student should roll the roulette and then answer the question.

Practice: After looking at the question, the students should answer it, and they should roll the roulette at least four times.

Evaluation:

Students who express themselves correctly and answer all the questions, uttering simple sentences with appropriateness according to the communicative functions of the unit, the right pronunciation of the sound /s/ in initial and final positions and with a good use of vocabulary (personal information) will be in the High Level.

Students who express themselves correctly and answer all the questions, uttering simple sentences according to the communicative functions of the unit, with few difficulties in the pronunciation of the sound /s/ in initial and final positions and students who have a limited use of vocabulary (personal information), without affecting communication will be in the Middle Level.

Students who express themselves correctly and answer all the questions, uttering simple sentences according to the communicative functions of the unit but with great difficulties in the pronunciation of the sound /s/ in initial and final positions and students who also have a very limited use of (personal information), which affect communication will be in the Low Level.

Activity # 7
Title: Parts of the house.
Unit 10:"The rooms of my house "
Objective: to mention furniture or objects of the different parts of the house.
Type of lesson: Free Practice
Teaching aids: Pictures showing furniture or objects from different parts of the house.
Orientation: The teacher will bring different pictures showing furniture or objects that belong to the different parts of the house such as (sofa, bed, table, refrigerator, and floor)
Practice: the student must come, identify, and express, which part of the house (kitchen, living room, bathroom, bedroom, dining room, and yard) the objects belong to.

Example: this is a sofa; it belongs to the living room.

List:

Chair, armchair, table, gas cooker, cupboard, refrigerator, dressing table, cupboard, TV set, sofa, rocking chair, bed, bedside table, dining table, coffee table, radio, lamps, sink, toilet, shower.

Evaluation:

Students who describe the object correctly and identify them, uttering simple sentences with appropriateness according to the communicative functions of the unit, the right pronunciation of the sound /s/ in initial and final positions and with a good use of vocabulary (parts and objects of the house) will be in the High Level.

Students who describe some object and identify few of them, uttering simple sentences according to the communicative functions of the unit, with few difficulties in the pronunciation of the sound /s/ in initial and final positions and students who have a limited use of vocabulary (parts and objects of the house), without affecting communication will be in the Middle Level.

Students who describe just one object and identify one of them, uttering simple sentences according to the communicative functions of the unit but with great difficulties in the pronunciation of the sound /s/ in initial and final positions and students who also have a very limited use of (parts and objects of the house), which affect communication will be in the Low Level.

Activity #8

Title: My Family Tree

Unit 5:"I love my family "

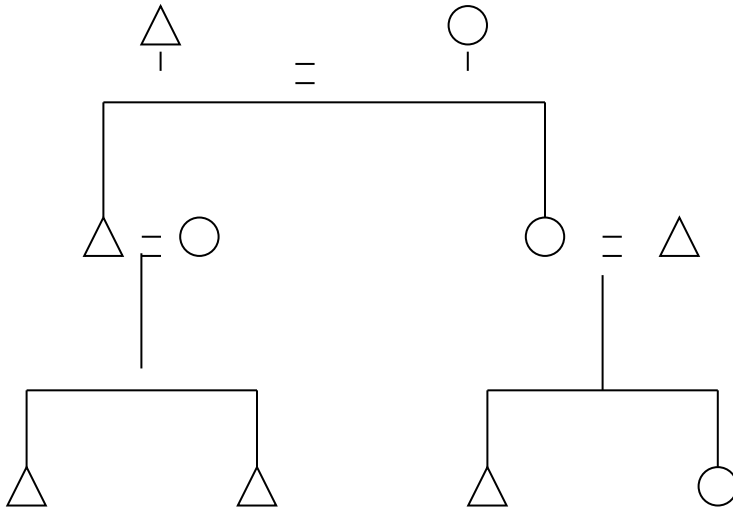**Objective**: to describe the members of the family.

Type of lesson: Free practice.

Teaching aids: family pictures.

Orientation: The teacher will bring a family photo album. She or He will describe the members of her or his family.

Practice: The student must bring their photo album to describe the members of their family. Eg. The triangle represents male sex and the circle the female sex.

Example: This is my father, his name is Eduardo. He is 56 years old. My father is a teacher.

Evaluation:

Students who describe the members of their family, uttering simple sentences with appropriateness according to the communicative functions of the unit, the right pronunciation of the sound /s/ in initial and final positions and with a good use of vocabulary, will be in the High Level.

Students who have few difficulties describing the members of their family, uttering simple sentences according to the communicative functions of the unit, with few difficulties in the pronunciation of the sound /s/ in initial and final positions and students who have a limited use of vocabulary, without affecting communication will be in the Middle Level.

Students who have some difficulties describing the members of their family, uttering simple sentences according to the communicative functions of the unit but with great difficulties in the pronunciation of the sound /s/ in initial and final positions and students who also have a very limited use of, which affect communication will be in the Low Level.

Activity #9

Title: My daily schedule.

Unit 3:"A typical day at school. "

Objective: to describe activities of a daily school life.

Type of lesson:

Teaching aids: a school schedule.

Orientation: The teacher will bring a school schedule for the students to select activities of a daily school life to work in pairs.

School schedule		
Day	**Time**	**Activities**
Monday	7:00 a.m. 2:00 p.m.	I go to school I go to the computer lab
Tuesday	9:00 a.m. 3:00 p.m.	I watch TV lessons I practice sports
Wednesday	10:00 a.m. 4:00 p.m.	I eat the snack I go to my house
Thursday	11:00 a.m. 5:30 p.m.	I copy the lessons I take a shower
Friday	12:00 p.m. 8:00 p.m.	I have lunch I watch the TV programs
Saturday	10:00 a.m. 4:30 p.m.	I help my mother I do the homework
Sunday	9:30 a.m. 5:00 p.m.	I go to the park I visit my grandparents.

Practice: The students will work in pairs asking and answering questions about the activities of the school schedule.

Evaluation:

Students who ask the question or answer the questions correctly, uttering simple sentences with appropriateness according to the communicative functions of the unit, the right pronunciation of the sound /s/ in initial and final positions and with a good use of vocabulary, will be in the High Level.

Students who have some difficulties when asking questions and giving the answers, uttering simple sentences according to the communicative functions of the unit, with few difficulties in the pronunciation of the sound /s/ in initial and final positions and students who have a limited use of vocabulary, without affecting communication will be in the Middle Level.

Students who have some difficulties when asking the questions or giving the answers, uttering simple sentences according to the communicative functions of the unit but with great difficulties in the pronunciation of the sound /s/ in initial and final positions and students who also have a very limited use of, which affect communication will be in the Low Level.

Activity #10
Title: Interesting landmarks of my city.
Unit 9:"My town "
Objective: to identify the location of interesting landmarks of the city.
Type of lesson: Free Practice
Teaching aids: photos and pictures of different landmarks of the city.
Orientation: The teacher will bring photos and pictures of different landmarks of the city.
Practice: The student must identify the location of interesting landmarks of the city.
Eg. The Major Church is across from a park.
Evaluation:
Students who identify the location of interesting landmarks of the city, uttering simple sentences with appropriateness according to the communicative functions of the unit,

the right pronunciation of the sound /s/ in initial and final positions and with a good use of vocabulary, will be in the High Level.

Students have some difficulties identifying the location of interesting landmarks of the city, uttering simple sentences according to the communicative functions of the unit, with few difficulties in the pronunciation of the sound /s/ in initial and final positions and students, who have a limited use of vocabulary, without affecting communication, will be in the Middle Level.

Students, who have some difficulties identifying the location of interesting landmarks of the city, uttering simple sentences according to the communicative functions of the unit but with great difficulties in the pronunciation of the sound /s/ in initial and final positions and students who also have a very limited use of, which affect communication, will be in the Low Level.

Results of the final diagnosis to determine the application of the teaching activities with the use of teaching aids to develop the oral skill in fifth grade students at Remigio Diaz Quintanilla Elementary School.

After putting into practice the proposal of teaching activities with the use of teaching aids in order to develop oral skill in these students, a final diagnosis was obtained and it was confirmed that the result was higher (percentage) in comparison to the ones of the initial diagnosis which result was lower (percentage):

Scientific observation. (See Appendix 1)

Thirteen English lessons were observed with the objective of obtaining information on the development of oral skill in English as a Foreign Language in fifth grade students at Remigio Diaz Quintanilla Elementary School using teaching aids. It can be stated that the students are highly motivated with the use of teaching aids in the English lessons, teachers almost all the time use teaching aids related to the content to develop the oral skill during the English lessons and teachers not only use pictures and cards but also roulettes, paper dolls and clocks, real toys among others .

Referring to the oral participation in English lessons, it showed that sixteen students (53%) are always participating in lessons. Nine students (30%) are not well concentrated and five students (16%) do not participate in lessons. This final instrument shows that the use of the teaching activities stimulated the development of the students´ motivation leading to more concentration, and enhancing their oral participation in lessons.

Interview to the students: (See Appendix 2)

Thirty children were interviewed to determine the degree of motivation and to express themselves orally and the result revealed that they feel motivated when the teacher brings teaching aids.

Survey: (See Appendix 3)

With the objective of determine the degree of motivation for learning the English. Thirty students were surveyed.

The following results were obtained:

- In the first question of the survey, it was corroborated that seventeen students (56, 6%) want to learn English because they like it. Eleven students (36, 6%) because they want to learn another language and two students (6,6%) study the subject because it is compulsory, they do not like to learn English.

- In order to know the goals of the students, question number two was applied and it showed that sixteen (53,3%) students learn English because they want to understand TV programs, twelve students (40%) want to travel to another country, two students (6,6%) to play games with tablets or computers.

- Regarding the students´ preferences towards the English lessons where the teacher uses teaching aids ,the majority of the students twenty six (86,6%) prefer the lessons where the teacher uses teaching aids such as (cards, pictures, videos, songs, games among others) and just four (13,3%) students prefer the lessons just using audiovisual teaching aids.

Pedagogical test: (See Appendix 4)

To know the current stage of the problems related to the development of the oral skill in English at Remigio Diaz Quintanilla Elementary School.

Uttering simple sentences.

In the second test (appendix 5), 12 students in High Level with the 40%; 13 students were qualified in Middle Level , that is the 43,3% and only 5 students out of 30 are in Low Level representing the 16,6%.

Pronunciation of sounds /s/ in the initial and final positions.

In the second test (appendix 5), 9 students in High Level with the 30%; 15 students were qualified in Middle Level ,that is the 50% and 6 students out of 30 are in Low Level representing the 20%.

Use of vocabulary

In the second test (appendix 5), 15 students in High Level with the 50% ; 11 students were qualified in Middle Level ,that is the 36,6% and 4 students out of 30 are in Low Level representing the 13,3%.

Evaluated indicators	High	%	Middle	%	Low	%
Uttering simple sentences.	12	40	13	43,3	5	16,6
Pronunciation of sound /s/ in the initial and final positions	9	30	15	50	6	20
Vocabulary.	15	50	11	36,6	4	13,3
Total	12	40	13	43,3	5	16,6

Conclusion

-The literature reviewed allowed determining the theoretical and methodological foundations that sustain the learning process of the foreign language with the development of oral skill through teaching activities with the use of teaching aids in fifth grade. It also permitted to determine the role of teaching aids as a support for the application of the teaching activities applied for the development of oral skill.

-The diagnosis revealed a significant number of deficiencies in the development of oral skill, corroborated in: the lack of vocabulary about the units of the syllabus, the students are easily distracted in English lessons, students make errors in pronunciation mainly the use of /s/ in the initial and final positions, they are not able to utter complete sentences, according to the communicative functions of each unit, insufficient use of teaching aids for the proper development of the teaching-learning process of the English as a foreign language.

- The proposal of students' likes and real life experiences- based teaching activities with the use of teaching aids contributed to the development of the oral skill of fifth grade students at Remigio Díaz Quintanilla Elementary School in Sancti Spiritus. These teaching activities take into consideration the principles of the communicative approach. They are aimed at developing oral skill in fifth grade students. The activities are characterized by being motivating and of great interest to children.

-It was corroborated that there was an increase in the development of oral skill while comparing the result of the final diagnostic test to the initial one because most of the students were motivated with the oral practice activities in class using different teaching aids. The use of materials to tell stories greatly increased the English oral skill. The teachers entirely agreed that the teaching activities with the use of teaching aids are valuable tools in the English class to make the lessons easier, enjoyable and keep children interested and motivated.

Recommendations

-To continue deepening into the pronunciation of the sound /s/ in English in initial and final positions.

-To continue working in the development of oral skill in English as a foreign language in fifth graders.

Bibliography

Álvarez de Zayas, C. M. (1999). La Escuela en la vida. (3ra Edición). La Habana: Pueblo y Educación.

Álvarez de Zayas, R. M. (1997). Hacia un currículo integral y contextualizado. Ciudad de La Habana: Editorial Academia.

Álvarez Molina, José M. (2005). La educación de los medios de enseñanza. La Habana: Pueblo y Educación.

Antich de León, Rosa. (1989). English Composition. La Habana: Revolucionaria.

Barrios Herrero, L. (2014). Uso de los medios de enseñanza en la disciplina Histología. Facultad de ciencias médicas Huambo, Angola. *Revista Órbita Pedagógica,* 2(1), 1-22. Retrieved from: http://revista.isced-hbo.ed.ao/rop/index.php/ROP/article/download/33/32/

Bravo Ramos, Juan L. (2004). Los medios de enseñanza: clasificación, selección y aplicación. *Pixel-Bit. Revista de Medios y Educación*, 24, 113-124. Retrieved from: http://www.redalyc.org/pdf/368/36802409.pdf

Brown, G. and Yule, G. (1983). Teaching the Spoken Language: An Approach Based on the Analysis of Conversational English. La Habana: Revolucionaria.

Byrne, Donn (1989). Teaching Oral English. La Habana: Editorial Pueblo y Educación.

Caballero, E. (2002). Didáctica de la escuela primaria. La Habana: Editorial Pueblo y Educación.

Canale, M. and Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47. Retrieved from:

https://www.researchgate.net/profile/Merrill_Swain/publication/31260438_Theoret
ical_Bases_of_Communicative_Approaches_to_Second_Language_Teaching_a
nd_Testing/links/0c960516b1dadad753000000.pdf

Chomsky, N. (1966). Aspects of the Theory of Syntaxt. Massachusetts: The M. I. T.
Press.

Cobo León, Xiomara Justa (2009). Sistema de ejercicios para contribuir a desarrollar
la expresión oral en lengua inglesa en los estudiantes de séptimo grado de la
ESBU "Orlando Nieto Sánchez" de Mayajigua (Tesis de Maestría). Sancti
Spíritus: Instituto Superior Pedagógico "Cap. Silverio Blanco Núñez". Retrieved
from: http://dspace.uniss.edu.cu/handle/123456789/4051

Domínguez, G. I. (2007). Los medios de enseñanza y la comunicación oral. La
Habana: Pueblo y Educación.

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

Fernández, A. M. (2016). La competencia comunicativa como factor de eficiencia
profesional del educador (PhD. Thesis). La Habana: Universidad de La Habana.

Fernández, Quesada. (2005) Esther Lilia Sánchez Gómez- Habilidades
comunicativas en inglés. Tesis Maestría. Instituto superior PEdagíogico Feliz
Varela. Sancti Spiritus. Cuba.

Finocchiaro, M. y Brumfit, C. (1989). The Functional-Notional Approach From Theory
to Practice. Oxford: Oxford University Press.

Fraga Rodríguez, Rafael (1997). Metodología de las áreas profesionales (Printed
Material). La Habana: ISPETP.

García Cabrera, S. et al. (2010). Fundamentals for Language Teaching. Villa Clara: Universidad de Ciencias Pedagógicas "Félix Varela".

González Cancio, R. G. (2009). La clase de Lengua Extranjera. Teoría y Práctica. La Habana: Pueblo y Educación.

González Castro, Vicente (1990). Teoría y práctica de los medios de enseñanza. La Habana: Pueblo y Educación.

Haltom (2018) Learning to learn cooperatively. English Teaching Forum, 47(4), 18-21.

Harmer, J. (2001). Coursebooks: A human, cultural and linguistic disaster?. *Modern English Teacher.* 10, 5-10.

Hymes, D.H. (1972). On Communicative Competence. In: J.B. Pride and J. Holmes (eds) *Sociolinguistics. Selected Readings* (pp. 269-293). Harmondsworth: Penguin

Labarrere Reyes, Guillermina and Valdivia Pairol, Gladys E. (1988). Pedagogía. La Habana: Pueblo y Educación.

Leontiev. A. N. (1981). Actividad, conciencia, personalidad. La Habana: Editorial Pueblo y Educación.

Navarro Dunia. Didactic strategies for the teaching of English in Primary   Education. La Habana, 2000.

Nunan, D. (1987). Communicative language teaching: Making it work. *Elt Journal*, 41(2). 136-145. DOI: 10.1093/elt/41.2.136.

Piñeiro, M. (2007)   English for fifth graders. An oral communicative strategy. University   of Pinar del Rio.

Richards, J. C. and Rodgers, T. S. (2001) Approaches and Methods in Language Teaching (2nd Edition). New York: Cambridge University Press. Retrieved from: https://books.google.com.cu/books?isbn=0521008433

Rodríguez Martínez, D. (2018). Teaching activities to develop the oral expression in the English language in tenth grader students. (Diploma Paper). Universidad de Sancti Spíritus "José Martí Pérez". Available at: http://dspace.uniss.edu.cu/handle/123456789/4907

Rodríguez Pérez, G. (2005). La preparación fonológica del docente de idioma Inglés en séptimo grado (Tesis de Maestría). Sancti Spíritus: Centro Universitario "José Martí Pérez". Retrieved from: http://dspace.uniss.edu.cu/handle/123456789/4742

Sánchez Gómez, Esther Lilia (2009). Material de apoyo para el desarrollo de las habilidades comunicativas del idioma Inglés en La Especialidad de Comercio. Sancti Spíritus: Instituto Superior Pedagógico "Cap. Silverio Blanco Núñez". Retrieved from: http://dspace.uniss.edu.cu/handle/123456789/2748

Simmons, A. M. (2010). Motivating Students through Power and Choice. *English Journal.* Retrieved from: https://www.academia.edu/617030/Motivating_Students_through_Power_and_Choice

Silvestre, Margarita (2003). Aprendizaje, Educación y Desarrollo. La Habana: Pueblo y Educación.

Skinner, B. F. (1973). Teaching materials in Foreign Language Teaching. London: Cambridge University Press.

Sweet, Henry and Palmer, Harold. (2011). Harold E. Palmer's alternative 'applied linguistics´. *Histoire Épistémologie Langage*, 33(1), 53-67. Retrieved from: https://www.persee.fr/doc/hel_0750-8069_2011_num_33_1_3206

Vergel Carvajal, Lexis. (2018). Diploma work. The development of the oral expression skill in the English language in second year of junior college (Diploma Paper). Sancti Spíritus: Universidad de Sancti Spíritus "José Martí Pérez". Retrieved from: http://dspace.uniss.edu.cu/handle/123456789/4919

Widdowson, Henry G. (1985). Teaching language as communication. London: Oxford University Press.

Willis, D. & Willis, J. (2007) *Doing Task-based Teaching*. Oxford: Oxford University Press.

Appendix.

Appendix 1

Objective of the Observation Guide: To obtain information on the development of oral skill in English as a Foreign Language in students of fifth grade B in Remigio Diaz Quintanilla Elementary School using teaching aids.

<u>Activities:</u>

1- Se observaron los siguientes aspectos:

a) ¿Están los estudiantes motivados con los medios de enseñanza que se utilizan en el proceso?

___muy motivado   ___ motivado   ___ poco motivado

b) ¿Los medios de enseñanza están usados en función de la expresión oral?

__siempre   ___ a veces   ___nunca

c) ¿Participación de los estudiantes en la clase de inglés?

___mala   ___ regular ___ buena

d) Maneras en las que la maestra usa los medios de enseñanza para fortalecer la expresión oral

___ Juegos y canciones   ___ comparando imágenes

____ describiendo carteles   ___ otros (descripción de lugares)

Appendix 2

Documentary analysis

Objetivo: to determine the objective of the English syllabus in fifth grade students regarding oral skill.

Determination of:

- Sentences construction
- Pronunciation of initial and final sound /s/
- Vocabulary

Appendix 3

Entrevista a los estudiantes

Objective of the interview: to determine the degree of motivation of the students to express themselves orally during the class.

Cuestionario:

1. ¿Te gusta hacer actividades orales durante la clase con medios de enseñanza?
2. ¿Te sientes ayudado por la maestra para hacer actividades orales?
3. ¿Qué medios de enseñanza de los que usa la maestra te gustan más o te sientes mejor con ellos?

Appendix 4

Survey

Objective of the survey: to determine the degree of motivation for learning the English language in fifth grade students at Remigio Díaz Quintanilla Elementary School.

Estimado alumno: Solicitamos de usted que responda con sinceridad las preguntas que realizaremos a continuación, relacionadas con las clases de inglés.

<u>Actividades:</u>

1- Deseas aprender el inglés porque…

___ Te gusta ___ Quieres aprender otro idioma

___ Le gusta a tus padres ___ Te lo exigen en la escuela

2- ¿Qué puedes lograr con el aprendizaje del inglés?

___ Entender los programas de la TV.

___ Jugar con dispositivos digitales.

___ Interactuar con video-juegos.

___ Viajar a otro país o comunicarme con personas de otros países

3- ¿Cómo te gustaría aprender inglés en las clases?

___ Utilizando medios audiovisuales (TV, computadora) u otros

___ Con la maestra y los medios que ella elabora.

___ Utilizando otros medios de enseñanza (imágenes, videos, cartas, tarjetas, juegos, carteles, canciones, fotos…)

Appendix 5

Initial Pedagogical test. (Diagnostic Test)

Objective: to test the oral skill in fifth grade students starting from real situations given in order to diagnose the difficulties stated in the documentary analysis.

<u>Oral Test:</u>

<u>Type of exercise:</u> oral role-play.

1- Cómo saludarías a tu profesora en la mañana:

__ Good-bye

__ Good morning

__ Nice to meet you

2- Como preguntarías el nombre a un compañero:

__ How old are you?

__ Who do you live with?

__ What is your name?

3- Imagina que te diriges a la biblioteca a estudiar, de momento te encuentras con un amigo que no veías hace tiempo. Lo saludas pero recuerdas que vas retrasado y necesitas saber la hora, cómo se la preguntarías, ah, no olvides despedirte.

4- Elabora de forma oral dos oraciones sobre tu familia

Appendix 6

Final Pedagogical test. (Diagnostic Test)

Objective: to test the oral skill in fifth grade students starting from real situations given in order to diagnose the difficulties stated in the paper.

<u>Oral Test:</u>

<u>Type of exercise:</u> oral role-play.

Student A: You are at school the first day on September. You meet a new friend. Ask student B for personal information and answer the questions he is going to ask you.

Student B: You are at school the first day on September. You meet a new friend. Answer student A the questions about your personal information and ask him questions about the same topic.

Hints to follow for the role-play:
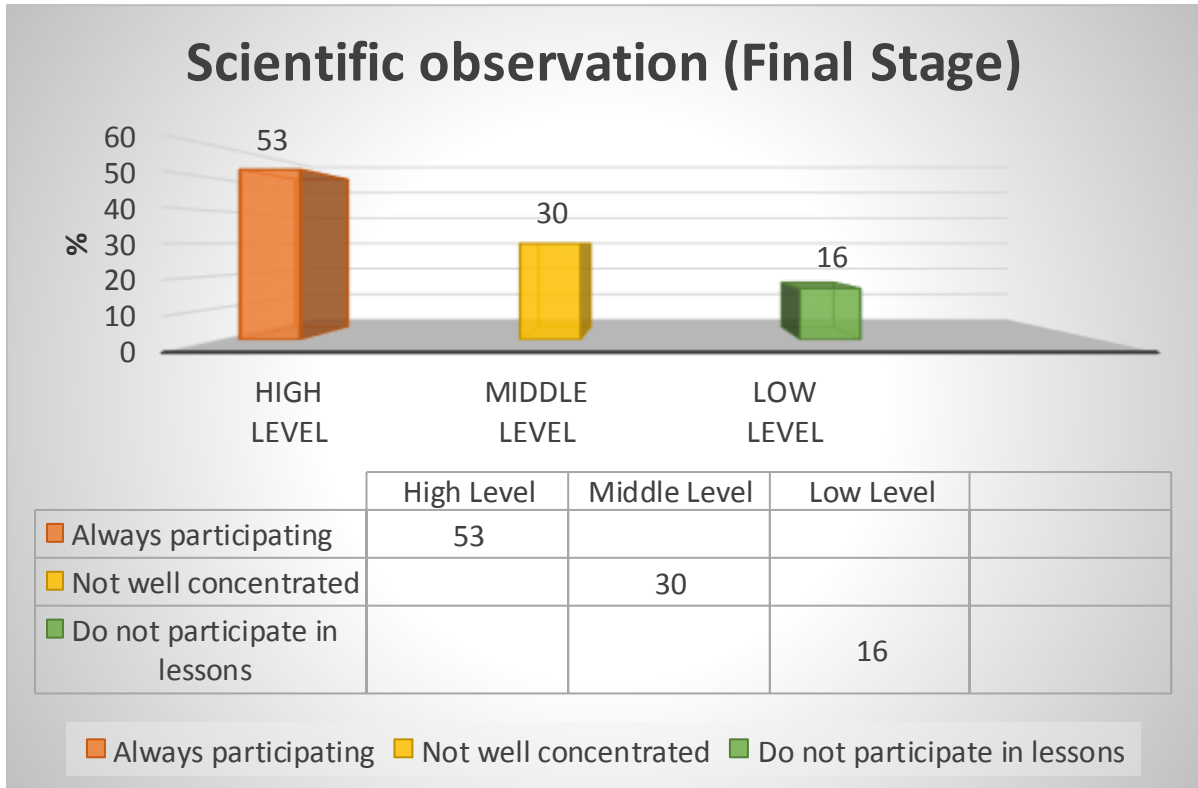
-Greetings.

-Name

-Age

-Where both of you live

-Talk about the clothes you wear (The uniform if it is in the morning and the physical education clothes if it is in the afternoon).

-Say good-bye.

Appendix 7

Results of the scientific observation

Scientific observation (Final Stage)

	High Level	Middle Level	Low Level	
🟧 Always participating	53			
🟨 Not well concentrated		30		
🟩 Do not participate in lessons			16	

🟧 Always participating 🟨 Not well concentrated 🟩 Do not participate in lessons

Appendix 8

Results of the Survey

Survey (Final stage)

	High Level	Middle Level	Low Level	
■ Students who like English	56,6	36,6	6,6	
■ The goals of the students	53,3	40	6,6	
■ Students´s preferences	86,6	13,3	0	

Evaluated indicators

■ Students who like English ■ The goals of the students ■ Students´s preferences
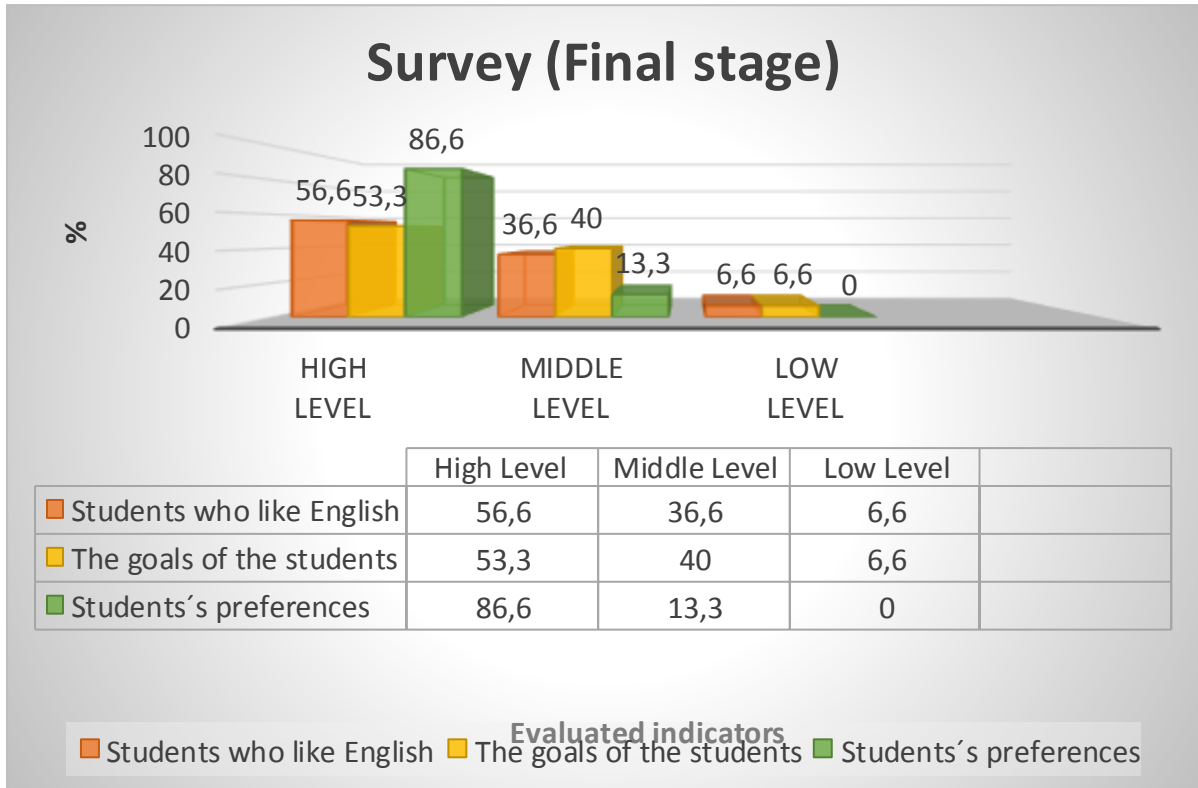
Appendix 9

Results of the Pedagogical Test

Pedagogical Test (Initial stage)

	High Level	Middle Level	Low Level	
■ Uttering simple sentences.	30	36,6	33,3	
■ Pronunciation of the initial and final sound s	16,7	56,6	26,7	
■ Vocabulary.	13,3	63,3	23,3	

Evaluated indicators

■ Uttering simple sentences.   ■ Pronunciation of the initial and final sound s   ■ Vocabulary.
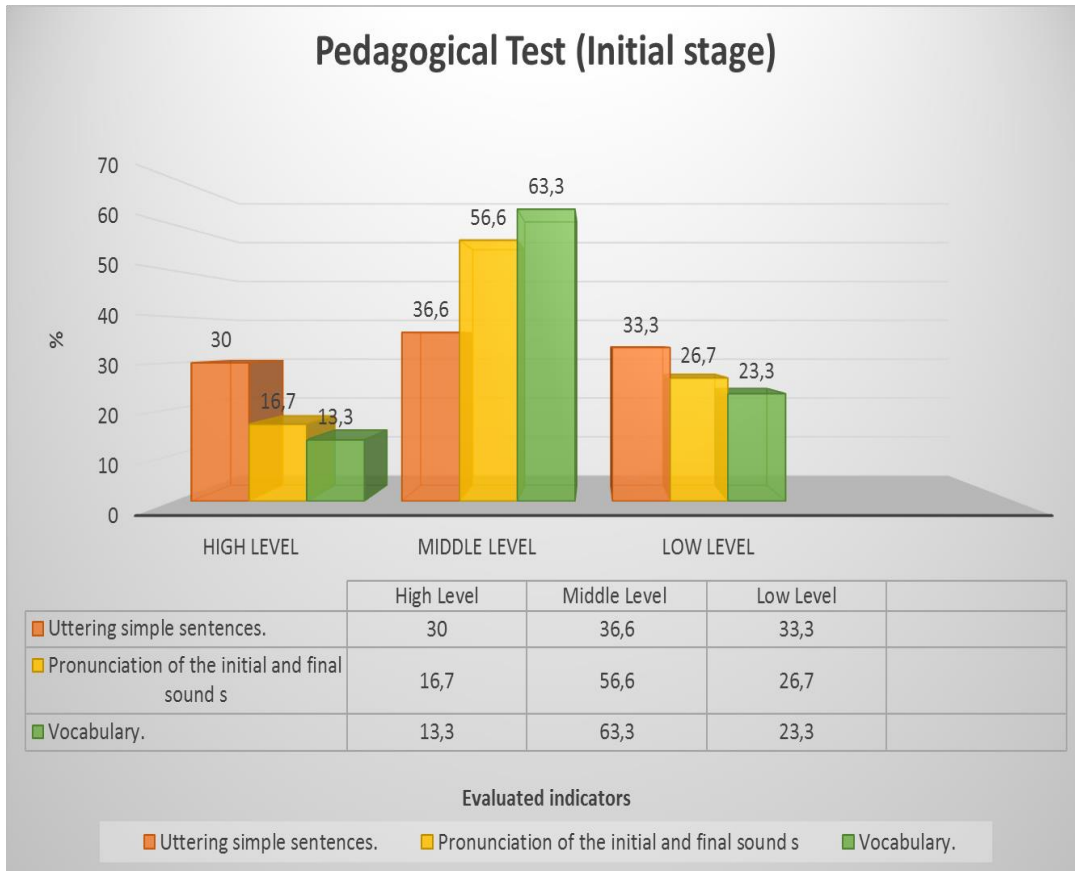
Pedagogical Test (final stage)
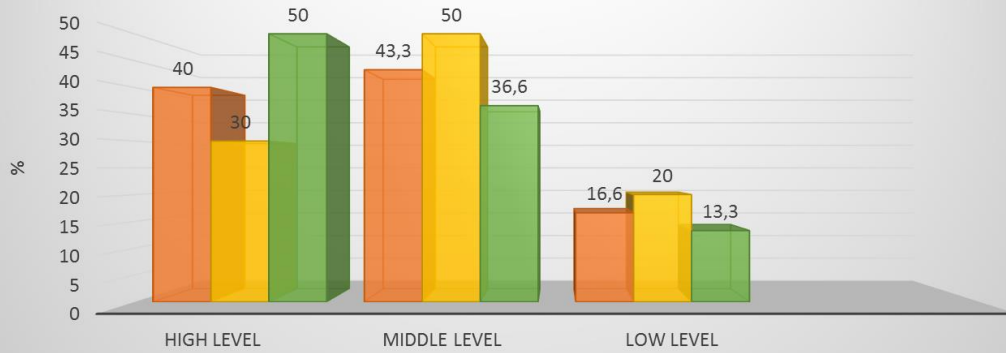
	High Level	Middle Level	Low Level	
■ Uttering simple sentences.	40	43,3	16,6	
■ Pronunciation of the initial and final sound s	30	50	20	
■ Vocabulary.	50	36,6	13,3	

Evaluated indicators

■ Uttering simple sentences.　　■ Pronunciation of the initial and final sound s　　■ Vocabulary.