UNIVERSIDAD DE SANCTI SPÍRITUS
José Martí Pérez

FACULTY: PEDAGOGICAL SCIENCES

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THE ORAL EXPRESSION ABILITY DEVELOPMENT FROM THE ENGLISH PRACTICE LESSON IN SIXTH GRADERS

Author: Ramsés Clavo Quiñones

Tutor: Profesor Auxiliar, Lic. Geonel Rodríguez Pérez, MSc.

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ABSTRACT

The present Major Paper deals with the oral expression ability in elementary school and the use of traditional teaching aids to improve the development of this ability of the language. For the realization of the work different up-dated authors on the topic were consulted and the paper assumed those definitions which are related to the students' profile and the type of community the paper is introduced. The work uses different methods, instruments and techniques among them observation guide, pedagogical test, survey, interview, inductive-deductive, historial and logical and statistically the descriptive analysis. The work has as objective to propose a set of teaching aids to contribute to the development of the oral expression ability of sixth graders from "Guillermo Moncada" Elementary School. The teaching aids elaborated are characterized by procedures stated for the use of the teaching aids: first check that the language used is appropriate to the level of the students, relate images to ways of expressing, identify and imitate words which contain certain sounds, do pair work imitation, use the teaching aids to act out conversations in the English language. These teaching aids propiciate the use of multiple functionality for the development of the oral expression ability.

INTRODUCTION

The development achieved by the modern world, especially in the field of science and technology, has been imperative not only for the mother tongue, but also for the English as a foreign language which, by its international use, has reached the character of universal language: English, which has official language status in forty-five countries.

It is known that one of every three inhabitants of the planet speaks English, either as a result of living in an English-speaking country, having studied it in schools in an institutionalized way or using it as a second language for professional or university entrance requirements, as it is currently the case in China.

English is a language that is present in the most diverse activities of the modern world: academic (undergraduate and postgraduate), scientific, commercial, political, economic and cultural; Sufficient reasons for the National Education System in Cuba to maintain the relevance granted to its study in the different levels of education, including elementary school.

The teaching-learning of English has not been alien to the processes of Cuban educational perfection; hence it has undergone specific transformations since the sixties of the last century, until the present day. At the moment it is included in plans and programs of study as part of the effort to achieve that all the citizens reach a comprehensive general culture and the dominion of a foreign language.

Studies on the teaching and learning process of foreign languages in Cuba have made it possible to identify the first signs of the communicative approach at the end of the 1970s. For the purposes of its evolution, it is interesting to mean the study by Rivera Pérez, J. S. (2001), who presents a periodization of the communicative approach, which reflects the treatment of fluency and accuracy.

According to the aforementioned study, the first current in Cuba was the "precommunicative", characterized by the structuring of the process on the basis of situations, and its linguistic base constituted the structuralism of Noam Chomsky. It is in this period when people begin to prioritize fluidity over accuracy.

The second trend was the "pure communicative", based on the communicative approach or no-functional approach (Finocchiaro et al.), Which was characterized

by the structuring of the process on the basis of communicative functions with the linguistic base of the theory of Functions of AD Wilkins. It is in this period that the hyperbolization of fluidity reaches the maximum expression, to the detriment of accuracy.

The third trend is the "systemic-communicative", which is a smoothed version of the communicative approach, that is, a hybrid between the structural and the no-functional approach and that emphasizes the unity of form, meaning and the function. With respect to the treatment given to accuracy and fluency, in this period there is a greater flexibility and dialectical sense.

It is considered that the development of oral expression as an ability has great importance in the process of forming communicative competence in a foreign language taking into account that through it can establish interpersonal relationships, find specialized information on diversity of topics, compare points of view and others.

In relation to the teaching-learning process, oral expression has gained importance and its formation implies two other abilitys: receptive (listening) and productive (speaking). Therefore, it is a dual process that includes the speaker (the one who encodes the message) and the listener (the one who decodes the message). It is logical that it is an interactive process in which, in a dynamic way, the roles are exchanged.

Some important criteria regarding the importance of communicative abilitys have been stated by different foreign and national authors. Among the first can be: Brumfit, C. J. (1985); Coll (1985); Abbott, G. (1989); Byrne, D. (1989); Finnochiaro, M. (1989) and Terroux, G. (1991). Of the national scholars, Antich, R. (1986); Acosta, R. (1996) and Medina, A. (2004, 2006).

Among the main results of the work of these authors are: techniques and procedures for learning pronunciation, specific characteristics of oral language, how to deal with pronunciation errors, the role of accuracy and fluency, requirements and typology of exercises for oral expression and the definition that the purpose of this ability is the development of fluency, with the significance that this implies in the communicative approach.

For Elementary Education the teaching of English as a foreign language is conceived from the third grade on the basis of the following considerations:

- Early teaching of the foreign language is similar to the early teaching of any other ability. The earlier you start, the more possibilities there will be for developing and mastering the foreign language and even starting another.

- Enriches and enhances the child's mental development and intellectual growth. It gives students more thought flexibility.

- Children can pick up all the new things very easily, so they have excellent abilities to learn foreign languages.

- Children are very good imitators, and because they are curious about everything new, they are able to distinguish new sounds very easily. Because they are more uninhibited than adults, they are generally not afraid to make mistakes. Learning the foreign language at an early age ensures correct pronunciation.

- Children have a great imagination that helps them move to other scenarios and in this way to develop the communicative functions according to the communicative situation.

- Early learning of the foreign language favors the child's perception of his / her own mother tongue, as he or she becomes more aware of the regularities and phenomena of this language and contributes to the development of their communicative abilitys.

- It promotes a greater development of the sensibility towards the language and a better hearing in the listening comprehension. It stimulates not only the development of language, but also the general development of the child and as a consequence of this the value of general instruction in Primary Education rises.

- Familiarizes the child with the culture of other peoples, which contributes to the formation of a humanistic conscience without whose development the very existence of man is impossible today.

- Comparing the mother tongue and foreign language learn to identify the distinctive features of each of them and to recognize the value of their own, this

is taught to value and respect the linguistic and cultural diversity that characterizes the world.

- It creates a favorable basis for the further mastery of the foreign language as it is possible to prevent the psychological barriers that arise when the foreign language begins to be taught from the 11 years.

- It guarantees to the students the possibility of advancing or completing the learning of a first foreign language and starting a second one.

- Abilitys and learning strategies necessary in school life, such as listening and reading comprehension, are perfected "(Enríquez O'Farrill, I and Arturo Pulido Díaz, 2006: s / p).

On the other hand, it is necessary to take into account that the teaching of English in primary aims to develop communicative habits and abilities to express themselves easily about themselves, their closest relatives and daily activities at home, school and community. It has to articulate with the conception of teaching-learning process and developmental learning assumed in the Cuban elementary school.

In relation to the language development in class, it is considered to be "a pleasant learning space where the child is stimulated to participate without inhibitions, that is why a climate of cooperation must be created, where habits and abilitys are gradually formed through a process that includes not only study and practice, but also creativity, problem solving and risk taking in learning the foreign language. There must be tolerance for errors and not consider them as such but as a logical process in the progressive learning of the language "(Enríquez O'Farrill, I and Arturo Pulido Díaz, 2006: 9).

The introduction of English in Elementary Education since the third grade has only been possible with the mediation of television and video, given the insufficient number of English teachers to take up teaching; However, it is worrying that in the campus classes, the teleclass or the videoclase has as main goal the practice of the language with the presence of the teacher, few teaching aids are used to stimulate the oral exchange between student-professor or between the students

themselves, so that they can improve abilitys such as listening and speaking from the classroom based on the fulfillment of the general objectives of the curriculum.

This reality has been verified in the "Guillermo Moncada" Elementary School, of the Sancti Spíritus municipality, whose 6th grade pupils have achieved little in the field of oral expression and communication in foreign languages as the teaching of English establishes. Scientific observation, the pedagogical test, the survey and the interview were used for this diagnosis. The results obtained allowed to consider the existence of strengths and weaknesses to be taken into account throughout the researching process, which are listed below:

Strengths:

- Students are interested in learning English.
- The school has the syllabus of the subject and each child has its workbook.
- The school has Plastic Arts Instructors who can develop teaching aids for any activity of the teaching-learning process.

Weaknesses:

- Students have poor decoding of oral messages due to the lack of a solid vocabulary related to family, school and social life in sixth grade students.
- Students have limited interpretation of communicative situations, which undermines fluency and spontaneity in oral communication.
- School has lack of teaching aids based on oral expression for practical classes in English after teleclassing.
- Students do not like to make oral practice exercises in fron of the rest.
- Students have pronunciation difficulties in the English language.

Taking into account the problemic situation described, the following **scientific problem** arises:

- How to contribute to the development of the oral expression ability in English of sixth grade students from "Guillermo Moncada" Elementary School?

To answer the scientific problem raised the following research **objective is drawn:**

- To propose a set of teaching aids to contribute to the development of the oral expression ability of sixth graders from "Guillermo Moncada" Elementary School.

To organize the research process the following scientific **questions are stated**:

1. What theoretical-methodological foundations support the development of oral expression ability in the English language?
2. What is the current state of the oral expression ability of the sixth grade students?
3. What set of the teaching aids should contribute to the development of the oral expression ability in sixth graders from "Guillermo Moncada" Elementary School?
4. How to evaluate the effectiveness of the proposal?

Correspondingly, the following investigative or **scientific tasks are proposed**:

1. Determination of the theoretical-methodological foundations that support the development of oral expression ability in the English language.
2. Diagnosis of the development of the oral expression ability in sixth grade students from "Guillermo Moncada" elementary school, of the municipality Sancti Spíritus
3. Elaboration of the teaching aids for the development of the oral expression in English in sixth grade of the "Guillermo Moncada" Elementary School.
4. Expert validation of the effectiveness of the proposal.
   For this investigative work were taken into account methods and techniques of theoretical, empirical and statistical-mathematical levels.

The **methods of the theoretical level** made it possible to discover, analyze and systematize the results obtained, to draw reliable conclusions that contribute to solving the problem.

- The **historical-logical** allowed and studied the background, development, regularities and current trends of the educational process of teaching English and oral expression as one of their abilitys in Elementary Education.
- The logical procedures of the **analysis-synthesis**, as well as the **induction and deduction**, facilitated the determination of general aspects related to the treatment of the oral expression of English as a foreign language in Primary Education and its specificities in the practice lessons of this language in sixth grade, which also contributed to the systematization of information on the

subject and the selection of the essential aspects for the development of the theoretical frame of reference, as well as the interpretation of the empirical data obtained to arrive at partial, general and elaborate the proposal.

The **methods of the empirical level** used in the course of the research allowed to discover and accumulate a set of data, which serve as the basis for answering the scientific questions. For this purpose were used:

Documentary analysis allowed the determination of regularities about the development of oral expression in Cuban Elementary Education and in the sixth grade English lessons.

The **survey and interview** to teachers, elementary education professionals and specialists in the subject were significant to collect data and criteria that allowed the development of the diagnosis. It was also used the group interview in the diagnostic process with the selected sample.

Scientific observation: It was key in the initial diagnosis and in the development of the proposal and its validation.

Pedagogical test: It was applied to verify the initial state of oral expression ability on the part of the sample selected, before and after the application of the teaching activities proposed.

The **expert criteria** is used to validate the proposal.

Method from the statistical level

The descriptive statistics: It allowed to tabulate the results obtained in each of the methods and techniques in the diagnosis, using the **percentage analysis** for supporting the qualitative results with quantitative data.

The **scientific novelty** of this research lies on the procedures stated for the use of the teaching aids: first check that the language used is appropriate to the level of the students, relate images to ways of expressing, identify and imitate words which contain certain sounds, do pair work imitation, use the teaching aids to act out conversations in the English language. These teaching aids propitiate the use of multiple functionality for the development of the oral expression ability.

For the development of the present research the **population** of sixth grade students from "Guillermo Moncada" Elementary School, of the municipality Sancti

Spíritus, made up of 15 students, was selected as population. The **sample** coincides with the selected population as it is not possible to divide it because it is the total enrollment of the school. The sample is characterized as follows:

- The group is made up of 9 girls and 6 boys.
- 100% live in areas around the school.
- 50% of the children are part of a dysfunctional family (divorced parents).
- In general, 5 children have a high academic achievement, 7 have an average use and only 3 are considered low learners.

DEVELOPMENT

I.- THEORETICAL AND METHODOLOGICAL BASES OF THE DEVELOPMENTOF THE ORAL EXPRESSION IN ENGLISH AS A FOREIGN LANGUAGE

1.1. The teaching-learning process of English as a foreign language

When someone thinks of language learning the 'four abilitys': listening, reading, writing and speaking, immediately come to mind. Of course, other subabilitys such as pronunciation, grammar, vocabulary and spelling all play a role in effective English communication. The amount of attention teachers give to each ability area will depend on the level of learners as well as their situational needs.

Generally beginners, especially those who are no literate, benefit most from listening and oral expression instruction with relatively little work on reading and writing. As fluency increases, the amount of reading and writing in lessons may also increase. With advanced learners, up to half of lesson time can be spent on written abilitys, although your learners may wish to keep their focus weighted toward oral communication if that is a greater need(Brown and Yule;2009: 14).

New ideas and principles for foreign language teaching have emerged, but until some decades ago few of them had any profound effect on Foreign Language Teaching (FLT), and were soon replaced by new ones. The bases of these ideas have often been linked to one or more of the psychology, linguistics (structuralism) or language for communication areas, and in later years this has been in combination with a view of "language as culture and culture as language", with a related shift of focus from teaching to learning(Brown and Yule; 2009:14).

Once a particular idea or principle has gained ground, it has been a popular 'sport' to jump on the bandwagon, tending to see foreign language teaching and learning from the new perspective only and forgetting about, and often being very critical of, other possible approaches, especially those just dumped on the didactical scrapheap.

When after some time the prevailing idea has proved not so profound and useful after all, there has always been another 'wave-crest' to jump onto. Some ideas have developed as reactions to others, creating 'pendulum swings' in the history of

didactics. This undoubtedly had a dynamic effect, leading to a lot of discussion, seminars and in-service courses about ideas and principles for the teaching of foreign languages in Norway, especially since the beginning of the 1970s. The European Council has also played a prominent role in the spreading of these ideas in most European countries, and a great number of books have been produced on the various aspects of teaching and learning foreign languages.

A typical sign of a more dynamic development in fairly recent years is the fact that prior to the 1970s, curriculum guidelines lasted for decades. Since then such guidelines have been replaced by others at increasingly shorter intervals, declining from about ten years, to just eight years for L97. The latest plan, Caballero, E. (2002), differs from its predecessors in that it is less prescriptive when it comes to advocating particular didactic approaches and methodology. In the main, more freedom is given to the schools and the teachers in such matters, which is a challenge, especially for those English teachers in primary and comprehensive education who have little or no formal qualifications as English teachers.

Caballero, E (2005) states that most of the theoretical discussions have taken place in academic circles, in the colleges and universities. It takes time, however, for new ideas to permeate the traditional boundaries of foreign language teaching in elementary and comprehensive education. New textbooks have contributed a great deal to a positive development; in-service courses for teachers have helped, but there have been and are far too few of them. Moreover, among teachers working in the 'frontline' there is often a sound scepticism of ideas implementing profound and radical changes. Too many reforms have apparently fallen through having been implemented without the necessary trial periods and ensuing documentation that the changes will lead to improvement.

This paper considers that any experienced English teachers welcomes new ideas, but they rarely get dogmatic about them. They approach them with an open mind; they are definitely interested in ideas that have the potential to improve their teaching and the pupils' learning. They want to try them out and see if they work in practice, and/or if they can be adapted to and included in their own set of well-considered principles and practices. A variety of approaches to foreign language

teaching are generally looked upon as essential but they should be based on the clear objectives and the conviction of all concerned that they promote language learning in the pupils in the best possible way. Whether they are 'modern' ideas, or not so modern, is of little relevance as long as they promote learning.

1.1.1. Teaching Oral Language

When teaching English as a foreign language, the content should be based on students´ real context and based on that context, words to teach should be selected (Byrne, D.; 1989: 10).

When selecting words to teach:

✓ Teach words that are central to the concept students must learn.

✓ Teach only words students do not already know.

✓ Teach students to use context clues, when available.

✓ Teach only a few words at a time so meaning is retained.

✓ Relate new words to previously learned words.

✓ Provide multiple exposures to words.

The author Byrne, D. (1989) emphasizes that the words to teach should:

✓ Encourage students to bring their ideas, background knowledge, and experiences into class learning activities.

✓ Be responsive and accepting listeners when students are talking.

✓ Nurture an accepting, risk free environment where students will feel comfortable. Language is not practiced or acquired when students are afraid to use it.

✓ Allow students to express themselves without fear of censure – either by adults or by fellow students.

✓ Pose follow-up questions concerning the activities or conversations held with students. (e.g. Tell me more, What did you do then?, How do you feel about that?, What more can you add?, etc.)

✓ Encourage on-topic student-to-student discussions among class members.

✓ Provide opportunities for speaking, discussion, and expression of ideas, experiences and opinions across the whole curriculum. This will involve a range of

experiences in which the size and type of audience, the situation and purpose will all vary.

✓ Present themselves as good models of oral language.

✓ Establish strategies to manage all forms of communication to ensure that all students have fair and equitable opportunity es to develop their interpersonal speaking and listening abilitys (eg. large and small group discussions).

According to the National System of Education in Cuba, the general goals of English as a foreign language teaching are:

✓ to develop students' English language abilities as a function of their thinking abilities

✓ to promote personal and social development by extending students' knowledge and use of the English language

✓ to encourage enjoyment of and proficiency in speaking, listening, reading, and writing in English

Engagement in the meaningful use of language is essential for self-discovery, expression, communication, and learning.Language growth is promoted when:

✓ Students and teachers collaborate in a community of learners.

✓ Language processes are integrated and provide a balance of oral language activities and literacy, a balance of content, process, and product, and a balance of resource choices. The language arts--speaking, listening, writing, reading--are interrelated and interdependent processes.

✓ Students learn about language and develop their abilities to use language effectively in a natural way. The conventions of language, spelling, grammar, usage, and mechanics develop as part of students' speaking, listening, writing, and reading experiences. Learning the conventions of language within the context of students' own communication makes the knowledge and abilitys relevant and transferable into their academic language usage.

✓ Assessment and evaluation of both process and product are continuous. Regular student self-assessment and teacher assessment of student progress and needs reflect the developmental nature of language use and learning.

✓ The developmental nature of students is taken into consideration. Teachers should plan language experiences to accommodate students' unique backgrounds and characteristics in order to enhance their language development.

1.2. The development of the Oral Expression ability in the English language

The term ability has been defined in different ways in the scientific literature, the psychological and the pedagogical, but in general it is a synonym of knowing what to do. It constitutes the domain of psychic and practical actions that allow us a rational regulation of the activity, with the help of the habits and the knowledge that people have.

The **ability** is a component at the activity that occupies an important role in the development of the different student´s task. It is considered that the students own abilities when they are able to grasp knowledge and operate with it. The ability has to be constructive; the student has to structure the steps to follow for the pedagogical actions to become in ability. The abilitys have to be organized and must have qualities that allow the students to train.

Many authors have defined the term ability and most coincide that the ability must be linked to knowledge and the dialectical unity between them as the element that favors the intellectual development of the students.

Definition of ability

Ability: to do an activity or job well, especially because you have practiced it.

Ability: capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive abilitys), things (technical abilitys), and/or people (interpersonal abilitys).

Oral Expression ability has been defined by different authors.

For Johnson (2003), **oral expression ability** is not just about expressing ideas, but listening attentively to the speaker because inter-human communication is listening. The act of listening has precise objectives: to obtain information, to receive answers, understand what you hear. When you listen, you can see who receives the message; observe the movements and gestures that imply moods; In addition, when you speak you can make inferences, anticipations, interruptions,

ask for explanation, etc. If people talk without listen, do not really talk because when you talk, you need to have response of the listeners.

Oral expression ability – Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters an atmosphere of open communication (Antich, R; 1981: 93).

The authors mentioned and in general all the consulted agree on highlighting that communicative activity gives high priority to oral language. In correspondence with the conception of the communicative approach, the Integrated from the first day of school, although part of the time to the development of oral expression because it is this ability that presents a greater degree of difficulty than the others. Precisely, the communicative competence is manifested through listening, speaking, reading and writing.

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

Finocchiaro (1989), on the other hand, defines oral expression as the production of oral language, that is, learning to speak a foreign language is known as the most difficult aspect in their learning.

Student's **oral expression abilitys** are essential to their learning and academic success. Oral expression problems in students may result in literacy problems (ASHA, 1980). Furthermore, these children may not perform at grade level because of their struggle with reading, difficulty understanding and expressing language, and the fact that they may misunderstand social cues. Oral expression is about the student's ability to express ideas, explain thinking (critical in math), retell stories, and contrast and compare concepts or ideas.

In reference to this topic, the authors sustain that to attain this goal, you will have to bring the students from the stage where they are mainly imitating a model of some kind, or responding to clues, to the points where they can use the language freely to express their own ideas. The development of the oral expression ability is a good source of motivation for most learners.

According to Jean Robin (2002), oral expression is the process of speaking that goes beyond the simple production of sounds concatenated to one another. The fundamental objective of those who study a foreign language is communication, it means sending and receiving messages effectively and negotiating meanings.

For Byrne D. (1989) oral expression does not develop in isolation in the classroom. If sources are sought to develop speech, reading and writing appear as possibilities to achieve this end.

Other authors conclude oral expression as the ability to express ideas, feelings, needs, desires through language, with fluency and precision, as well as the ability to understand the messages they receive from such codes speaking, listening, reading and writing to be able to communicate taking into account them.

The definitions of oral expression have been expanded in decades (Brown, 1981). A current trend has been to focus attention on communicative activities that reflect a variety of contexts: sender-receivers, small groups, sender-receiver, and media.

According to the book Speech Communication Association's guidelines for elementary and secondary students, the **oral expression ability** is an interactive process in which the individual alternately takes on roles of issuer and receiver and includes verbal and non-verbal communication. Hence, the main goal in the teaching of oral expression is fluency in language, understood as the ability to express oneself in a comprehensible, reasonable, accurate and without hesitation.

For Medina (2006), the **oral expression ability** is the process through which the student–speaker, in interaction with one or more persons and in an active position, carries out the double role of receiving and coding the message, with the aim of satisfying his communicative needs in the foreign language. The development of this ability covers a wide spectrum, from the approach based on language and which emphasizes accuracy, up to the one based on the message and which emphasizes meaning and fluency; and its highest aim is that the student should be able to develop communicative acts with the necessary competence. This is mainly the ruling ability in the teaching-learning process of foreign languages and its effectiveness depends on the integration with the rest of the verbal abilitys on the strong entailment between affective-motivational and cognitive elements.

In this research work, the author is identified with the definition given by Medina (2006) who expresses the essential meaning of oral expression ability, due to the fact that he includes in his definition the importance of developing the different component of the language such as: accuracy, fluency, and how important it is to be competent in the use of the language.

Effective **oral expression abilitys** help students to improve their own academic performance; increase their employment options; enhance their subsequent professional competence; and improve their own personal effectiveness.

The term **"oral expression"** is used sometimes to denote the speaking voice and sometimes to denote a form of public address, usually brief and delivered before a small audience (O'Malley; 1991: 21).

Oral expression is a person's ability to express wants, thoughts, and ideas meaningfully using appropriate syntactic, semantic, pragmatic, and phonological language structures. Oral language is important because it provides the foundation for literacy development, it is essential to academic achievement in all content areas, and it is critical for overall success in school. As we know, a great deal of school success depends upon a child's ability to demonstrate competency through oral communication, such as when answering questions in class or participating in group discussions (O'Malley; 1991: 23).

The development of oral expression aims at achieving a better communicative competence. The ability has been given great attention both at national and international levels. Authors such as Antich, (1981; 1989); Abbot [et al.], (1989); Byrne, (1989); Terroux and Woods, (1991); Ur, (1996); Medina, (2006) among others, have offered valuable contributions. Developing oral expression is an aspect of a great priority within the main objectives of the subject.

Oral expression is used for many functions. Through oral expression people can establish relationships, to find out information and compare viewpoints with others. Oral expression is the key for communication. By considering what oral expression tasks can be used in class, and what specific needs learners report, teachers can help learners improve their oral expression and overall oral competence.

Oral expression has received a wide treatment lately because of the importance of this ability development. Its formation and development implies two abilities: a receptive one (listening) and a productive one (oral expression), so it is a dual process which includes the sender or speaker (who encodes the message) and the receiver or hearer (who decodes the message). It is an interactive process in which in a dynamic way the roles are interchanged.

1.2.1. Oral expression ability in foreign language subject in the Cuban school

Curriculum of English is being designed to contribute to reinforce the general curriculum of High School and the formation of the revolutionary and responsible student in an active environment where the habits and the abilitys are gradually formed by means of a process that includes not only the study and the practice, but also the creativeness, the solution of problems and the risks of learning are assumed in the foreign language therefore.

Speaking, listening, reading and writing are integrated as a reflection of the principle which states that the dominion of ability reinforces the progress in others.

The students must expose themselves to different and varied educative activities that are excellent, significant and authentic to stimulate them and to challenge them to use the English in real context.

According to Antich, R, (1975), the progress of the students is evaluated systematically by means of pair works, group works, monologues, in class papers, project works (oral, written or both) and evaluative homework where they demonstrate their abilities in English by means of the accomplishment of the authentic communicative task with very well defined objectives. They have two partial tests in which they have two written questions and one oral The Final Project Work is considered a conclusive activity by means of which the students demonstrate to the level of dominion reached in the foreign language and the developed abilities of independent work.

Many students attribute their unsuccessful communication to the shortage of accumulation. When oral expression with others, students tend to think a large amount of vocabulary is the presupposition of oral communication, and they think the more vocabulary they memorize, the easier and better their oral English is. The

fact is not. If we observe carefully, native speakers such as British and Americans prefer simple words, slangs and idioms for daily communication to complex words and sentence structures. Usually the communication can be achieved successfully in simple words or sentences instead of a series of rigid, standardized structure. For example: Let me know it once you get the information. It's structurally right and acceptable in meaning. But if we pay more attention to the colloquial expression, a simple phrase "get me posted" will be suitable. Again, studetns are accustomed to say "I feel tired" and "You misunderstand me", but if we are careful observers, we may find they are far away from being colloquial compared with the usage of simple word "get". Then we have "I get tired" and "you get me wrong" for colloquial oral expression.

A great deal of school success depends upon a student's ability to demonstrate competency through oral communication, such as when answering questions in class or participating in group discussions. Students who are adept at expressing their ideas verbally are often highly successful in meeting the expectations of school and daily life.

Students who have difficulty communicating their ideas orally may reveal signs of hesitation, labored speech, trouble organizing ideas, and/or an overuse of high frequency vocabulary. In addition, students may have difficulty generating ideas or applying concepts during classroom discussions and activities.

1.3.- The teaching of English as a foreign language in the Cuban primary school

For Primary Education the teaching of English as a foreign language is conceived from the third grade on the basis of the following considerations:

- Early teaching of the foreign language is similar to the early teaching of any other ability. The earlier you start, the more possibilities there will be for developing and mastering the foreign language and even starting another.

- Enriches and enhances the child's mental development and intellectual growth. It gives students more thought flexibility.

- Children can pick up all the new things very easily, so they have excellent abilities to learn foreign languages.

- Children are very good imitators, and because they are curious about everything new, they are able to distinguish new sounds very easily. Because they are more uninhibited than adults, they are generally not afraid to make mistakes. Learning the foreign language at an early age ensures correct pronunciation.

- Children have a great imagination that helps them to move to other scenarios and in this way to develop the communicative functions according to the communicative situation.

- Early learning of the foreign language favors the child's perception of his / her own mother tongue, as he or she becomes more aware of the regularities and phenomena of this language and contributes to the development of their communicative abilitys.

- It promotes a greater development of the sensibility towards the language and a better hearing in the listening comprehension. It stimulates not only the development of language, but also the general development of the child and as a consequence of this the value of general instruction in Primary Education rises.

- Familiarizes the child with the culture of other peoples, which contributes to the formation of a humanistic conscience without whose development the very existence of man is impossible today.

- Comparing the mother tongue and foreign language learn to identify the distinctive features of each of them and to recognize the value of their own, this is taught to value and respect the linguistic and cultural diversity that characterizes the world.

- It creates a favorable basis for the further mastery of the foreign language as it is possible to prevent the psychological barriers that arise when the foreign language begins to be taught from the 11 years.

- It guarantees to the students the possibility of advancing or completing the learning of a first foreign language and starting a second one.

- Abilitys and learning strategies necessary in school life, such as listening and reading comprehension, are perfected "(Enríquez O'Farrill, I and Arturo Pulido Díaz, 2006: s / p).

On the other hand, it is necessary to take into account that the teaching of English in primary aims to develop communicative habits and abilities to express themselves easily about themselves, their closest relatives and everyday activities at home, school And community. It has to articulate with the conception of teaching-learning process and learning developer assumed in the Cuban elementary school.

In relation to the language development class, it is considered to be "a pleasant learning space where the child is stimulated to participate without inhibitions, that is why a climate of cooperation must be created, where habits and abilitys are gradually formed through A process that includes not only study and practice, but also creativity, problem solving and risk taking in learning the foreign language. There must be tolerance for errors and not consider them as such but as a logical process in the progressive learning of the language "(Enríquez O'Farrill, I and Arturo Pulido Díaz, 2006: 9).

The introduction of English in Primary Education since the third grade has only been possible with the mediation of television and video, given the insufficient number of English teachers to take up teaching; However, it is worrying that in the frontal classes, those that happen to the teleclass or to the videoclase and that have as objective the practice of the language with the presence of the teacher, little means of teaching are used that stimulate the oral exchange between student-professor Or between the students themselves, so that they can improve abilitys such as listening and speaking from the classroom based on the fulfillment of the general objectives of the curriculum.

1.3.1.- The English class at the Cuban primary school

The methodological basis of the teaching-learning process of English in elementary school is the communicative approach based on the understanding of linguistic forms, through which the communicative functions selected for the degree are expressed. The main emphasis is on oral expression, but it is important to develop

the basic abilitys necessary to establish the sound-writing correspondence of the English language. For this, simple exercises will be done such as completing sentences, phrases and words, about familiar topics that are worked on in each television broadcast (MINED, 2014: 11).

For the development of this subject the teleclass is established, from the television broadcast by the Educational Channel, in which different audiovisual materials (dramatizations, songs, etc.) that exemplify the situations in which the communicative functions are used are inserted. and linguistic contents object of study, and it is specified how to organize the class and the possible activities to develop in the following moments:

• Before the television broadcast

• During the observation of the television broadcast

• After the television broadcast.

Among the possible activities of this third moment, dramatization is recommended, making drawings related to the topics of the observed materials, conducting knowledge and ability meetings, singing and performing different games, among others.

The program specifies that if there is an English language teacher and prefers to dispense with the television broadcast, it is recommended to organize the process taking into account the different phases of the learning cycle of the subject (MINED, 2014: 60). This includes different phases that must be fulfilled in each unit, although not in all classes because time does not allow it, but each of them will be prepared taking into account the diagnosis made by the teacher of their students and the essential contents of each unity. The phases are:

I.- Introduction. The learning objectives, communicative functions and linguistic structures to be emphasized in the unit or class, as well as the characters and themes are presented and illustrated.

II.- Presentation through an initial communicative practice. In this phase, the communicative functions and linguistic structures that correspond to it are introduced, which must be contextualized and orally and in writing; and whenever

possible, supported by audiovisual media. The objective is to facilitate the learning of the foreign language for its use, to communicate.

III.- Work with communicative functions and grammatical structures, the pronunciation, rhythm, intonation and lexical patterns with which different communicative situations are expressed. In this phase the communicative functions and their corresponding linguistic forms will be practiced, following the principles of the approach and the communicative grammar: the consideration of the form, the meaning and the use. The exercise system must go from controlled practice to the application.

• **Controlled practice:** activities that allow systematizing the correct use of communicative functions and linguistic forms, aimed at achieving correct pronunciation and creating correct habits of use of morphology, syntax, pronunciation and vocabulary.

• **Guided, semi-controlled or pseudo-communicative practice:** it represents the transition towards communicative activities; Students have the possibility to perform communicative tasks, but in a guided manner. The professor encourages the use of linguistic-communicative content, without making explicit his intention that the student should use it, so the student faces exercises that claim the use of the linguistic element not mechanically, but in a way that represents a intermediate phase between controlled and free communication.

• **Free practice:** the ability of students to use the communicative functions and the linguistic resources they have practiced is put to the test, so that activities that invite to communicate some idea are designed, as well as to use different linguistic forms, depending on the intention and the communicative situation.

IV.- Listening comprehension and pronunciation practice. In this phase, the development of abilitys that facilitate the understanding of oral texts and the development of pronunciation habits must be guaranteed. The system of exercises and activities should focus on the identification of sounds and their identification patterns, and the practice of them.

V.- Reading. Although as an end there are very few activities of this type, it is important to teach them to establish the correct sound-writing correspondence (how to write and how to pronounce it) because in English it is not like in Spanish.

VI.- The curriculum through English. In each unit, topics that favor the interdisciplinary relationship and the treatment of the transversal axes have to be worked on.

VII.- Practice work. It is a form of independent work that offers many possibilities for the use of the language individually, independently and creatively, according to the communication needs of each one, starting from the assigned task, since the fundamental objective is not linguistic, but the transmission of the message. It also favors the interdisciplinary relationship and the treatment of transversal axes. The final product of the project is presented at the conclusion of the unit, although its orientation, preparation and development begins before and from the class itself.

VIII.- Self-reflection and self-evaluation. At this point in the process, the students reflect on their own learning with the teacher's guidance. This section can be called Learning Journal (MINED; 2014: 61-69).

The **sixth grade primary school program** has the following objectives:

- Formulate and answer simple questions about the topics received in class.
- Communicate, in monologue form, information about family situations, at school and at home, using simple and common expressions and words. Write between 3 and 5 sentences, related to family topics, being a model.
- Respond to instructions in the classroom.
- Recite poems and rhymes and sing songs appropriate for the age. Understand stories, stories or fragments of stories, appropriate for the age, with visual support, by means of non-verbal answers or in Spanish. Answer simple questions about cultural elements and related to contents of the school curriculum.
- Develop and use different language learning strategies that promote understanding, including:
  - ❖ Risk to imitate words and sounds in English.
  - ❖ Repeat sounds, words and phrases after the teacher.

- ❖ Recognize analogous words.
- ❖ Use visual support, gestures, etc. and the context to infer meanings.
- ❖ Listen carefully and participate extensively in the activities.
- ❖ Practice the declamation of rhymes and simple songs.
- ❖ Seek help through repetition.
- ❖ Use and practice the English alphabet.
- Demonstrate moral values and correct social behavior in the participation and interactions in the foreign language that take place in the class.

1.3.2. Oral expression and its diagnosis

In general, when evaluating the oral expression of a language, indicators or aspects such as pronunciation, fluency, intonation, use of vocabulary, diction, cohesion through the use of sentence connectors, are taken into account. coherence; and in the case of higher grades, originality and creativity. In the case of this research, the first four Indicators mentioned above are used considering the level of development reached up to the fifth grade, and the particularities of the English subject for the sixth grade.

From this perspective, the pronunciation is evaluated on the basis of the correct articulation and accentuation of each word in its isolated use or in the set of sentences and sentences; fluency, when there are no spontaneous interruptions during oral communication so that the message is understood; intonation, when using the expressive nuances that denote affirmation, negation and interrogation within the melodic curve, and the vocabulary according to its domain in correspondence with the content map of the degree.

The operationalization of these indicators is described below on the basis of three levels: I (high); II (medium) and III (low).

PRONUNCIATION

- Level I: when the students articulate and emphasize when using each word and the set of these.
- Level II: when students hesitate or do silent times when articulating single words or as a whole.

- Level III: when students omit or add sounds when articulating single words or as a whole.

FLUENCY

- Level I: When the student's oral communication occurs without interruption so that the message is understood
- Level II: When the student's oral communication occurs with one or two interruptions.
- Level III: When the student's oral communication occurs with three or more interruptions.

INTONATION

- Level I: when he uses the expressive nuances that denote affirmation, negation and interrogation within the melodic curve.
- Level II: when you use two of the expressive nuances within the melodic curve.
- Level III: when you use only one of the expressive nuances within the melodic curve.

VOCABULARY

- Level I: when students master the vocabulary of the unit under study, according to the content map of the grade.
- Level II: when the students master most of the vocabulary of the unit under study, according to the content map of the degree.
- Level III: when students master the vocabulary of the unit object of study, according to the content map of the degree

II.-DIAGNOSIS OF THE INITIAL STATE OF THE RESEARCH PAPER

The introduction of English in Primary Education since the third grade has only been possible with the mediation of television and video, given the insufficient number of English teachers to take up teaching; However, it is worrying that in the frontal classes, those that happen to the teleclass or to the videoclase and that have as objective the practice of the language with the presence of the teacher, little means of teaching are used that stimulate the oral exchange between student-professor Or between the students themselves, so that they can improve abilitys

such as listening and speaking from the classroom based on the fulfillment of the general objectives of the curriculum.

This reality has been verified in the "Guillermo Moncada" Primary School, of the Sancti Spíritus municipality, whose 6th grade pupils have achieved little in the field of oral expression and communication in foreign languages as the teaching of English establishes. Scientific observation, the survey and the interview were used for this diagnosis.

The results obtained allow us to consider the existence of strengths and weaknesses to be taken into account throughout the investigative process, which are listed below:

Strengths:

- Students are interested in learning English.
- The school has the syllabus of the subject and each child has its workbook.
- The school has Plastic Arts Instructors who can develop teaching aids for any activity of the teaching-learning process.

Weaknesses:

- Students have poor decoding of oral messages due to the lack of a solid vocabulary related to family, school and social life in sixth grade students.
- Students present limited interpretation of communicative situations, which undermines fluency and spontaneity in oral communication.
- School presents lack of teaching aids based on oral expression for practice lessons in English after teleclassing.
- Students do not like to make oral practice exercises in fron of the rest.
- Students have pronunciation difficulties in the English language.

These weaknesses lead to the analysis of the content of the sixth grade program for, from the objective conditions of the school, to work on the development of oral expression in the complementary English class that must be done on the frequency following the teleclass.

In this regard, the objectives of the program and the content map designed for each of the eleven units that make it up have been taken into account in order to create a laminar that promotes the development of oral expression in English.

The application of the interview to the sixth grade teacher made it possible to verify that, besides not being a graduate of the specialty, she does not have mastery of the theoretical-methodological foundations established in the program for the adequate development of the teaching process of the subject, nor has sought alternatives, with other means of teaching, which suppose the lack of video equipment that prevents the classroom from returning to what is presented in the teleclass.

The survey in which the director and the Cycle Leader participated allowed to corroborate the poor information they have about the work with the English subject in Primary Education, despite being both responsible for the methodological work in the school.

The observation guide applied during the development of the practical classes after the teleclass (4), showed that:

1.- The lesson planning is related to the communicative situations that enhance the work with the communicative functions and the gramatical structures (it was observed in only one lesson).

2.- The exercises planned in the class allow:

- Repetition behind the teacher's model, recorder or video material.
- The imitation of these models working in pairs or small groups.
- The replacement of some elements in the sentence or in the mini-dialogues
- The identification and imitation of words that contain certain sounds.
- The expansion of sentences from the addition of new words.

3.- Teaching means of direct use (photographs, posters, pictures or others) are used to:

- Achievecorrectpronunciation.
- Check the comprehension of the language previously presented.
- Correct important errors, both in form and meaning.
- Create correct habits of use of morphology, syntax, pronunciation and vocabulary.

4.- The students:

- Practice other elements of vocabulary in the same communication contexts.

- Establish the sound-writing correspondence.
- Complete sentences, phrases and words about topics worked on the television broadcast.
- Dramatize.
- Sing or perform games directed to the oral practice of the language.

On the other hand, it was found that the teacher only relies on the blackboard and allusions to contexts or known environments (orally), and does not produce direct-use teaching aids related to the communicative functions and the grammatical categories under study in unity. This affected the achievement of the correct pronunciation of words, the adequate understanding of the language presented, and the creation of correct habits in the use of morphology, syntax, pronunciation and vocabulary.

It was found that students poorly practice other elements of vocabulary in the same communication contexts, have difficulty for establishing the correspondence sound-graph and limitations to complete sentences, phrases and words about topics worked in the television broadcast.

The pedagogical test (initial diagnosis) applied to the students, allowed to identify the following results:

- The majority of students have a limited fluency (60%) in that there are frequent interruptions in their oral discourse that prevent natural and clear communication.
- Pronunciation is an indicator that manifests itself in the second and third level (46.6 and 53.3%), which shows that errors such as hesitation or silent times still predominate when articulating single words or as a whole ; or else, sounds are omitted or added.
- The intonation evidences the poor handling of the aspects that characterize it (affirmation, negation and interrogation) when they establish the oral communication between them or with the teacher.
- Limitations in the domain of the vocabulary of the unit under study (24.6%), which threatens the possibilities of interacting freely with each other, or with the teacher.

The expert criteria allowed to evaluate the feasibility of using a laminar for the (front) English classes, based on the development of the students' oral expression, centered on communicative situations created from the vocabulary of each unit, according to the map of contents of the degree, and in the theoretical aspects defended by Dr. C. Vicente González Castro about this teaching medium, taking into account that the technological conditions in said school institution do not allow the use of video-class.

Based on the considerations provided by the 8 experts who participated in the evaluation of the proposal, its feasibility and relevance can be determined, as all of them granted an excellent category (5) in seven of the evaluable aspects so that, under similar conditions in another school institution, it is valid and useful to resort to the use of the sheets to develop oral expression in the practical (frontal) English class (Annex 11).

The document analysis allowed to tabulate that the syllabus is conceived, exclusively, for the teaching of the subject in optimal conditions, that is to say when the technical resources are granted. The content system is focused on the work to develop the oral expression through thirteen units.

It is considered that the activities after the projection of the tele-lesson are limited , therefore, it does not suggest a generating pedagogical interchange that presupposes the communicative approach in the English language, when the technological means are not ready to be used. It is unprobable that this work can be done if any other professor is ther facilitator according to the methodological guide lines (Mined:59) the guide lines for the evaluation process is not consecuent with the types of evaluations proposed, where the criteria are not determined and are not established.

The indicators for the oral evaluation include only two forms: self-evaluation an the systematic evaluation, however, the established criteria do not determine a differentiation in each level, from third to sixth are the same. Thus as the given ranks to give the grades in a given evaluation (Annex 16)

III.- THE USE OF TEACHING AIDS IN THE TEACHING-LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE. PROPOSAL CHARACTERIZATION

The use of teaching aids, specially for the development of oral ability in English as a foreign language in young learners is of a great importance.

In different investigations made, it has been demonstrated that with the use of teaching aids, learners:

- 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, abilitys 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.

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 can not be conceived without the outstanding presence of them in all their development. The teaching aids in education are an essential help. They become perhaps more effective procedure to achieve a better understanding of the new linguistic material (lexicon or grammar) in the classes of presentation but, in addition, in their subsequent exercise. They help the teacher to locate their students in

communication situations that facilitate the development of communicative competence.

It can be concluded by saying that, in the context of the teaching of foreign languages, the teaching aids are all elements, natural or artificial, in which the object itself or its graphic representations are included that contribute to objectify the interrelation between the teacher and the students. Students in the process of transmission and acquisition of knowledge, habits, abilitys and abilities. These, in turn, constitute the material base that helps to make more effective the methods and procedures used in the classroom by their dynamic forces in order to make the contents that are taught more accessible and in this way achieve the objectives of the class.

There are different means that contribute to make our classes more illustrative and, at the same time, more enjoyable. Dr. Vicente González Castro, defines two fundamental types of teaching aids:

1. The means of direct use do not need any electronic support for use in class (The sheets, the pictures, the maps, models, the graphics, banners, the blackboard, the signs).

2. The technical means, which do require an electronic support for use in the classes. These are subdivided into three groups:

a) The visual media (Filminas, Slideshow, Retro transparencies)

b) The sound media (Texts, exercises and other teaching activities recorded on tapes or compact discs; Radial educational programs)

c) Audiovisual media, in which the visual and the sound are combined (Video classes and other educational programs; Television educational programs; 35 mm films with teaching character; Computerized teaching programs, and electronic encyclopedias).(Glez Castro, V., 1986: 83-123)

The voice of the teacher is considered a sound means, however although these are located within the technical means, it does not need any electronic support for its use so it is regularly considered a natural means of teaching.

Nowadays, when the use of different means of teaching has been widely generalized to bring knowledge to students in a more objective way, which has a

greater significance in the teaching of foreign languages, the criterion that the VCR, computer, overhead projector, film projectors, compact disc recorder or player are teaching aids, when in fact they constitute the technical support that allows the use of the technical means described above.

The teaching aids must contribute to the teaching-learning process being truly significant and, therefore, in the development of learning. According to the criteria of Dr. C. Santos Palma, the teaching media have a developing conception when:

- They are closely articulated forming a system together with the rest of the other components of the teaching process.
- They are used to populate the mind with images and new knowledge.
- They guarantee a conscious and solid assimilation of knowledge while enriching and expanding it.
- They are included especially as part of the guiding basis of the activity.
- Students interact with them in the material or materialized stage during the learning process.
- They promote not only instructive processes, but also educational ones from their content.
- Facilitate the development of thinking, linking organically to the learning activity of each student.
- Teachers offer their students the opportunity to create media creatively.
- The self-control and self-evaluation actions of the student are involved in their learning, as well as collective control actions.

A teaching aid is a tool used by the teacher as a facilitator to the process of teaching and learning inside the classroom. It is one of the means by which we, as teachers bring life into the theoretical texts by bringing environment inside the classroom indirectly. Also, it is a means of personification to the concrete texts in the students' books. The final purpose remains as a means of relating teaching with the environment that students live in and communicate with.

3.1.- The importance of the use of teaching aids in the development of the oral expression ability in English as a foreign language

1) They help to retain more concepts permanently.

2) Students learn better when motivated properly through different teaching aids.

3) They develop the proper image when the students see, hear, taste and smell.

4) They provide complete example for conceptual thinking.

5) They create the environment of interest for the students.

6) They help to increase the vocabulary of the students.

7) They help the teacher to get sometime and make learning permanent.

8) They provide direct experience to the students.

Teaching through 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. Here, money is saved.

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 method for learning.

Teaching aids are an integral component in any classroom. The benefits of teaching aids include helping learners improve oral expression abilitys, illustrating or reinforcing a ability or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way. Teaching aids also engage students' other senses since there are no limits in what aids can be utilized when supplementing a lesson.

Teaching aids are helping teachers to close the gap and hone the reading comprehension abilitys of their students. Using magazine and newspaper articles, prints ads and even comic books are viable teaching aids that assist in helping students comprehend text. Using aids such as graphs, charts, flashcards, provides learners with visual stimulation and the opportunity to access the content from a

different vantage point. This gives each learner the opportunity to interact with the content in a way which allows them to comprehend more easily.

Teaching aids help to make the learning environment interesting and engaging.

In this respect R. Antich expresses that the motivation is one of the psychological factors for the learning of a foreign language, propitiates in the student an attitude positive towards the language; that the linguistic material of each unit of the program must be contextualized, exercised in a communicative way and apply in situations that require communication (Antich R., 1986: 29).

In the material published on CD of the Medical Education Research 2005 (Cuba-Venezuela) there are very interesting elements:

"The means of teaching greatly reduces the time needed for learning. For this we base ourselves on the means that objectify the teaching. It is not about learning more, it is not that the psychological processes of learning occur faster, more dynamic that would be false.

3.2. Modern vs. traditional teaching aids

Teaching aids are becoming the norm in the classroom. As traditional classrooms with blackboard and chalk become a thing of the past, and smart classrooms become the norm, teaching aids are growing in popularity and advancement. Blackboards are being replaced with white and smart boards. TVs are being replaced with LCD projectors and screens.

Although the Ministry of Education has endowed the schools with the basic equipment necessary for the development class in the different subjects of the curriculum, including English as a foreign language, economic constraints prevent the dynamic of repair or immediate replacement of equipment that is deteriorate or break, hence they can not forget the traditional teaching methods and their effectiveness in the teaching of languages, as with the laminarians that allow the proper development of oral expression.

According to Dr. C. Vicente González Castro in his book Teoría y Práctica de los Medios de Enseñanza (1986), the means of direct use have as a common characteristic that they do not require technical resources to support their use; they can be used as they are.

Among the most notable characteristics of these media, the following can be pointed out:

a) Its didactic value is given depending on the use made of them by the teacher because this is the one who argues, integrates, contributes, establishes the rhythm of the presentation and guides.

b) They are operable by the teachers and, basically, by the students as well.

c) They allow a high degree of objectivity in teaching.

d) They make possible the independent work of the students (solve exercises, tasks, expose investigative works, etc.).

e) They allow prolonged student attention (due to their capacity, color and size they can be exposed for a long time without exhausting their attention, for example, the sheets can be exposed during the whole class or during the treatment of an entire unit).

f) Its construction, in general, is inexpensive and simple.

g) Its didactic use is very limited within the course (they are adjusted to a specific class or unit and then they must be kept for their best conservation and so that they do not lose their communication effectiveness, nor their novelty).

h) They hinder their storage and conservation due to the size or quantity, and the place where they have to be stored (the sheets, maps or photos, if they are not adequately protected, lose their didactic effectiveness because the dust, humidity and intensity of sunlight destroy their completion and finish, fade colors and crack surfaces).

In spite of these last two characteristics, it is important to consider the possibilities that teachers and professors have to elaborate their own media. "The plates, photos, diagrams, franelógrafos and many others, can be easily constructed with very elementary knowledge of drawing, a little creative initiative and good taste" (Glez Castro, V.; 1986: 85).

Although it is difficult to try to classify any of the media groups in particular, it is valid to group them to study them, more organized, from their common elements; such is the case of the means of direct use whose characterization is offered in the following table:

	Media	Level of didactic objectivity
Three-dimensional	Real objects, Samples, Specimens,Conservations, Dioramas, Models and models, Remedos	Real objects and their properties. Material representations of real objects.
Graphics	Photographs, Prints, Sheets, Maps, Posters	Representations of the objects in a schematic way.
Boards	Magnetograms, Franelograms, Composers, Slates, Murals	Symbolic representations of objects and phenomena.
Printed	Textbooks, Manuals, Practice guides, Scheduled brochures and others	Description of objects and phenomena.

As can be seen, the sheets are included among those belonging to the graphics, according to the didactic use of the volume, the area or the surface of the medium, and allow the representations of the objects in a schematic way.

3.3.- The selection of the means of direct use in the lesson

Introducing media in the classroom is enriching it; means to improve the communication possibilities between teacher and students and, fundamentally, to help activate thought processes so that students can more clearly establish the properties of objects and phenomena, their causes and consequences, as well as develop habits, abilitys and beliefs about of nature, social life or thought. The use of these media in the classroom allows establishing a direct link between the object of study (objective reality) and the generalizations and abstractions that take place in the student's mind (mental processes).

When choosing the appropriate medium for each objective and content it is necessary to consider the level of development of the audience (receiver) because of their intellectual development and their previous experience, the ability to interpret the messages that these media transmit depends. "With young students, at elementary and middle levels, the weight of the class is inclined to more

concrete and objective means, occasionally alternating with others (first and symbolic schematics afterwards) that help their interpretation and reading abilitys, the time they enrich their intellect "(Glez Castro, V.; 1986: 87).

The use of direct means of use makes the process of appropriation of knowledge more agile because they act as a means for the integration of the concrete and the abstract, and facilitate the continuity of thought processes; however, as both of them (related in the previous table) differ in preparation time and in the quality of the presentation, it is essential to take it into account at the time of their selection for the class.

3.4.- Particularities of the sheets as means of direct use

The plates allow to show, on a flat surface, schematic or symbolic illustrations of the morphology of organs, pieces, animals, objects, and many more. They can be of different shapes and sizes, depending on the conditions of the room (classroom) and the availability of them that the teacher has.

"In order for the sheets to be observed by all students in a class, they must be of an appropriate size, approximately the height of the drawing must be at least one-tenth of the distance to the last observer. This is the size in which the eye perceives all the exposed details" (Glez Castro, V.; 1986: 101); but since not all the classrooms are the same, nor all the groups have the same number of students, it is almost impossible in practice to adapt the size of the sheets to the particular needs of each class and that is why they are made in an average size, taking into consideration regular dimensions.

One way to make the illustrations look from the whole class, is to use the most appropriate color combination, providing the greatest possible contrasts between the figure and the background.

To build the sheets there are two essential ways: that the teacher cut out the images from other sources or that he determines to draw them directly on the surface of the material. This last variant, which is put into practice in the present work, makes it possible to create an aesthetically pleasing didactic material, whose forms and quality do not differ among themselves because the set of plates can be

adjusted to the measures and characteristics determined by the teacher depending on the objective and content of the class.

The sheets should show the information as "clean" as possible, without unnecessary details or adornments, without extensive or abundant texts, because they will never be used separately from the teacher's explanation, and this is responsible for adding everything necessary while used in the class. The essential advantage of the sheets in the class is that their exposure time is unlimited, although this possibility should not be abused.

The location of the sheets should allow for the best visibility of all students equally, with good lighting, and placed so that their bottom edge is above the shoulders or the head of the students seated.

An important resource for the proper use of the plates is to have a pointer (which can also be made by the teacher) to make the signs about the image without having to interpose his body between him and the students, but to remain at a side without disturbing visibility.

It is important to keep in mind that the sheets should be functional and attractive, simple and clear, carrying the essentials and expressing simple ideas, having a style, visual stability (use of color in a way that allows separation of the elements), emphasis on the essential and the artistic improvement of the presentation.

When assembling the sheets made on cardboard or cardboard (depending on having a laminario for a particular unit or for the subject), you should take care that the margin is evenly distributed on the sides (between one and three inches depending on the sheet), but not so in a vertical sense since to achieve a better visual balance of the composition, the lower margin should be slightly larger than the upper margin, which brings the figure closer to the optical center and form a frame.

There are many ways to assemble laminates on cardboard supports, only depending on the teacher's good taste, the availability of resources and time. The use in the classroom can also be marked by the creativity of this: a small lectern to be placed in front of all, a string on the upper edge of the blackboard to hold them with clothes or other type of loops; or perforate them in the upper edge and

arrange them on a flipchart (set of sheets joined by wide rings that facilitate turning them as they are used), according to the content sequence.

The good conservation of the sheets can be achieved by having a drawer (made for this purpose or not) whose measurements and space allow them to be placed inside, and thus prevent damage to use them again when working the same content for the that were made.

3.5- Characterization of the proposal for the development of the oral expression for the English lessons in sixth grade

The practical class of English is carried out in a frequency subsequent to the teleclass and it has to take into account, as a fundamental phase of the learning cycle of this language in primary education, the work with the communicative functions and the grammatical structures, the patterns of pronunciation, rhythm, intonation and lexicon with which different communicative situations are expressed, on the basis of **controlled practice** with activities that allow systematizing the correct use of communicative functions and linguistic forms.

These activities will be directed to:

- Achieve a correct pronunciation.

- Check the correct understanding of the language previously presented.

- Correct important errors, both in form and meaning.

- Create correct habits of use of morphology, syntax, pronunciation and vocabulary.

This type of practice is the best known and traditional, and for its development you can perform, among others, exercises of:

- ❖ • Repetition behind teacher's model, recorder or video material.
- ❖ • Imitation of these models working in pairs or small groups.
- ❖ • Substitution of some elements in the sentence or in the mini-dialogues so that the student practices other elements of vocabulary in the same communication contexts.
- ❖ • Identification and imitation of words that contain certain sounds.
- ❖ • Expansion of sentences from the addition of new words.

❖ These particularities of the learning cycle of the English language in sixth grade allow us to work on the development of students' oral expression using sheets designed and made by the teacher (or by the Plastic Arts instructor who works at the school) according to the requirements of this means of direct use and of the communicative functions and grammatical structures corresponding to each unit of the program.

❖ The sheets made for each unit of the subject are characterized by:

❖ Show the information as "clean" as possible, without unnecessary details or adornments, without extensive or abundant texts.

❖ Be functional and attractive, simple and clear

❖ Be the bearers of the essentials and express simple ideas.

❖ Have a unit of style and visual stability (use of color in a way that makes it possible to separate the elements)

❖ Emphasize the essentials.

❖ Be made of cardboard and mounted on cardboard, respecting the following rules: uniformly distributed margins on the sides (between one and three inches depending on the sheet) and slightly lower margin than the upper to achieve a better visual balance of the composition from the vertical point of view and bring the figure closer to the optical center when forming a frame, as illustrated below.

❖ Can be used in the classroom in any of the following ways (according to conditions): in a lectern so that they can be observed by all; perforated on the upper edge and arrange them on a flipchart, or with the use of a string on the upper edge of the board, held with clothes or other type of clips.
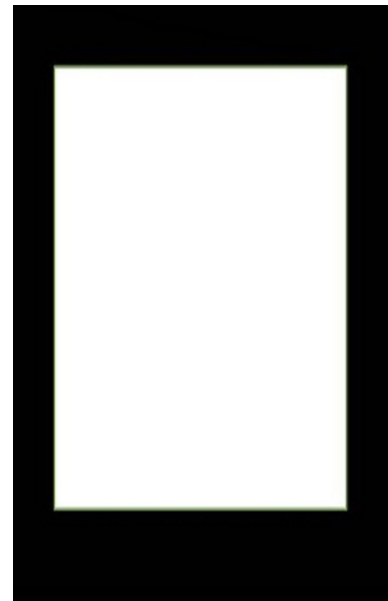
Examples of **lecterns for plates**

Examples of **flip charts** to present the sheets

It is important to take into account the following aspects for the use of a picture set:

- Create a communicative situation that allows the relationship of the content of the unit and the vocabulary with the pictures made for the treatment of oral abilitys (This aspect is based on the considerations of Rosa Antich (1986: 67-68) when it states that *situations* can be of three types: those that take place in the classroom in the course of the class, which the teacher artificially creates by appealing to the imagination of the students or through games, and those that are prepared didactically by visual means).

- Apply the following procedures for the work with the pictures:

➢ Show the sheets using the stands and ways proposed in this brochure.

➢ Check the correct understanding of the language according to images presented: ask yes or no questions and others related to the content of the pictures.

➢ Identification and imitation of words that contain certain sounds.

➢ Repetition after the teacher.

➢ Correct important errors, both in form and meaning, to achieve correct pronunciation.

➢ Imitation of these models working in pairs or in small groups.

➢ Perform the verb treatment (morphology, pronunciation and syntax).

➢ Perform work in pairs or groups for students to ask and answer.

➢ Control, help and make suggestions while students work in pairs or groups.

➢ Perform the enlargement of sentences from the addition of new words.

➢ Stimulate the achievements of the students and motivate them all, permanently, in pursuit of the improvement of the use of a language that today is of great importance because of its presence in the development of any country.

3.6.- Example through a unit of the program

Below is an example through a unit of the program.

Unit 4: Clothing.   2 hours / classes

Objectives of the unit:

• Identify clothing items.

• Describe the clothes.

Orientations for classes

In this unit different garments are presented to describe them according to their color and other characteristics, for which adjectives must be worked on.

The garments are presented and the question **What are you wearing?** which implies the use of continued present tense. It should, therefore, encourage a lot of practice to achieve automation, since at these ages it is not recommended to make many grammatical explanations

The content map (Annex 1) specifies the different aspects to work for each of the units that compose it, as described in the following example:

Communicative functions: ask and answer about the wardrobe

Gramatical structures: It is/It`s; This / that. Questions: What do you wear…? Waht are youwearing…?

Vocabulary:

- Adjetives: thecolors,sunny, hot
- Verbos: toneed
- Sustantivos: handbag, shorts, Tshirt, blouse, dress, skirts, sandals, glasses, hat, belt, bracelet, jeans, pullover, bathing suit, swimming suit, cap, sneakers, bag, umbrella, to go camping.

Pronunciation: Bathing suit skirts, T-shirt, sneakers, umbrella.

Learning strategy to be promoted:

- - Listen with attention and imitate the model
- - Write in thelearningdiary

Interdisciplinaryrelationships:

- *Spanishlanguage***:** patternsofquestions

Educational and cultural content: promote good taste when dressing

Characterization of the sheets for class No 14

❖ **Picture No 1**

Content: children on the river.

Objective: Show the elements that characterize the clothes of the girl who is on the river

❖ **Picture No 2**

Content: wardrobe

Objective: Show the accessories, related or not with the clothing of the character in sheet 1.

Standard Procedures according to the present research paper for elementary school oral language English teaching:

- ➢ Show the sheets using the stands and ways proposed in this brochure. Make a brief introduction of the topic and enhance communicative functions linked to vacation and recreative activities.
- ➢ Check the correct understanding of the language according to images presented: ask yes or no questions and others related to the content of the pictures.
    - ➢ **Questions:**
        Is she on the river?
        Is she with her friends?
        Is she at the water with her friends?
- ➢ The teacher recycles given contents from the first unit and ask questions such as: What is she/ he wearing?
- ➢ The teacher should select the new vocabulary or actions and should defferenciate its use in different contexts related to the teaching aids.
- ➢ Ask students to describe the picture or a wanted element from the picture.
- ➢ Check comprehension by means of questions related to the picture.
- ➢ Make a pair work activity using the picture as a point of reference.
- ➢ The teacher gives feedback and walks about the class, encouraging the students in their doings.
- ➢ Check orally the expositions.

IV.- EVALUATION OF THE PROPOSAL

Expert analysis is a useful validation method to verify the reliability of an investigation that is defined as "an informed opinion of people with experience in the subject, who are recognized by others as qualified experts in it,and that they can give information, evidence, judgments and assessments" (Escobar-Pérez and Cuervo-Martínez; 2008: 29).

After submitting a collation instrument to the consultation and to the judgment of experts, it must meet two quality criteria: validity and reliability. Content validity is

often established from two situations, one that concerns the designof one test and the other, to the validation of an instrument submitted to translation procedures and standardization foradapting it to different cultural meanings. Thisis where the expert's task becomes a fundamental task toeliminate irrelevant aspects, incorporate those that are essential and / or modify those that requireit.

To achieve the validation of the proposal of this Major Paper, the Expert Criteria was necessary. Through a survey, 8 experts gave a specialized opinion.

Five of the experts are Masters of Sciences (62.5%), one is a Doctor of Pedagogical Sciences (12, 5%) and only two have not completed postgraduate training (25%). The average of years of experience is 24, 6 years. The experts consulted are professors of Jose Marti university, the University of Medical Sciences of Sancti Spíritus, Remigio Diaz Primary School, 23 de Diciembre Secondary School.

In relation to the degree of knowledge or information on the subject, seven of the experts mark box 10 (high level), and only one is placed in box 9, which can also be considered as a broad expert on the subject.

About the theoretical analysis carried out on the subject, those who work in Higher Education (62, 5%) state a high level and those who work in primary or secondary education are characterized at the middle level. the experience, the consultation of works of national authors, and the intuition, are elements identified by all (100%) to determine the level of argumentation or foundation that they have on the subject matter of study; however, only five report having knowledge about the subject based on information obtained through publications by foreign authors. In relation to the knowledge of the state of the problem in the country, the totality considers that it must be presented as in the territory taking into account the economic limitations and the few possibilities of replacing or repairing equipment.

4.1.- Experts´ criteria about the proposal

100% of the experts consider, in the highest assessment scale (5) the following aspects evaluated about the proposal of the pictures:

- The foundations on which it is based.
- The relevance in the school context where propose its use.

- The feasibility of use taking into account the existing correspondence between the content of the unit and the image represented in each made sheet.
- The contribution to the development of the oral speaking of the sixth grade students.
- The contribution to the proficiency of the vocabulary.

In relation with the contribution to personal development in the learning of a foreign language, 62.5% considers the value of their employment in the scale of 5 (the highest), an aspect that allows to consolidate the relevance and feasibility of the proposal.

The practical validity of the formal characteristics of the picture set (size and colors) was also highly evaluated, although 25% evaluated as 4 the disposition of the elements included in the pictures.

The use of the suspended pictures (cord) is predominant so that it can be seen by all the students frontally as a way of using it in the classroom (100%), although there were also some high assessments about the use of the flipchart or page stand and the picture stand, despite that its making is somewhat more expensive.

In general, the experts validated the proposal made in this research as pertinent, feasible and useful.

CONCLUSION

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

1- The bibliography consulted permitted to deepen into the principal methodological bases that support the development of oral expression ability, as well as the contribution of the efficient use of traditional teaching aids as a means of supporting the development of this language ability in children.

2- Despite the technological development and the efficiency of the most sophisticated teaching aids to develop oral expression in sixth-graders, the means of direct use and among them, the sheets are still useful in concrete conditions.

3- The preparation of the sheets to develop the oral expression from the practical class of English in the sixth grade students of the Primary School (rural) "Guillermo Moncada", located in the municipality of Santi Spíritus, is based on the following requirements:

   ❖ They show the information as "clean" as possible, without unnecessary details, without adornments, or extensive or abundant texts.

   ❖ They are functional and attractive, simple and clear

   ❖ They are carriers of the essentials and express simple ideas.

   ❖ They have unity of style and visual stability

   ❖ Emphasize the essentials.

   ❖ Comply with the basic rules to achieve the best visual balance of the composition and bring the figure closer to the optical center when forming a frame.

4- The adequate use of the sheets made for each unit of the program in function of the development of the oral expression from the practical class of English (after the teleclass), and as material support for the work with the communicative functions and the grammatical structures in different communicative situations, on the basis of controlled practice, allow to achieve correct pronunciation by students, check language comprehension,

correct errors and create correct habits of use of morphology, syntax, pronunciation and vocabulary .

RECOMMENDATIONS

1.- it is recommended to the Foreign Languages department to continue the development of this topic in next academic years, so as to socialize the results in the territory schools, as an alternative for the development of the oral expression related to the use of the technology in the practical lessons.

2.- The Foreign languages department and the methodologies of the territories warranty the promotion of the brochure done from the results obtained, so as teachers' preparation and its use.

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ANNEXES

Annex 1.- Guía de entrevista

Maestra _____

Objetivo: Constatar el dominio de los fundamentos teórico-metodológicos para el desarrollo del proceso de enseñanza-aprendizaje de la asignatura Inglés en la Escuela Primaria (rural) "Guillermo Moncada" perteneciente al municipio de Sancti Spíritus.

Cuestionario:

1.- Explique cuál es el fundamento metodológico del proceso de enseñanza-aprendizaje de la asignatura Inglés en la Educación Primaria.

2.- Se considera que el énfasis fundamental del proceso de enseñanza-aprendizaje del Inglés en la Educación Primaria está en la expresión oral ¿Qué tipo de ejercicios han de realizarse para ello?

3.- ¿Qué requerimientos metodológicos tiene la teleclase de inglés en la escuela primaria? ¿Cuáles son las actividades que se recomiendan para ponerlas en práctica en el tercer momento de la teleclase?

4.- ¿Puede prescindirse en la escuela de la emisión televisiva? En caso de ser posible, ¿cómo se recomienda entonces organizar el proceso de enseñanza-aprendizaje de la asignatura Inglés?

5.- ¿Cuáles son los medios de enseñanza más apropiados, a su juicio, para desarrollar la expresión oral en la clase práctica de Inglés que sigue a la teleclase? ¿Cuenta el maestro con ellos para su clase?

6.- ¿Qué limitaciones, a su juicio, frenan el desarrollo de la enseñanza del inglés en su escuela?

Annex 2. Encuesta

Director(a):_____ Jefe de Grado:_____

La presente encuesta tiene como objetivo constatar sus conocimientos acerca del desarrollo de la enseñanza-aprendizaje del inglés en la escuela. Agradecemos, de antemano, la sinceridad en sus respuestas.

I - Lea las siguientes consideraciones acerca del proceso de enseñanza-aprendizaje de la asignatura Inglés en la Educación Primaria y marque **V, F o No sé (¿)** según su conocimiento como figura responsable del trabajo metodológico

1.- _____ El fundamento metodológico del proceso de enseñanza-aprendizaje de la asignatura Inglés en la Educación Primaria es el enfoque comunicativo.

2.- _____ El énfasis fundamental del proceso de enseñanza-aprendizaje del Inglés en la Educación Primaria está en la expresión oral para lo que se harán ejercicios sencillos como completar oraciones, frases y palabras, acerca de temas familiares que se trabajen en cada emisión televisiva

3.- _____ La teleclase de Inglés se organiza a partir de actividades concretas teniendo en cuenta los siguientes momentos:

- Antes de la emisión televisiva
- Durante la observación de la emisión televisiva
- Después de la emission televisiva.

4.- _____ La escuela puede prescindir de la emisión televisiva si tiene profesor de lengua inglesa, el que asumirá entonces la responsabilidad de organizar el proceso teniendo en cuenta las ocho fases del **ciclo de aprendizaje de la asignatura.**

5.- _____ La videoclase no es el único medio de enseñanza para el desarrollo de la asignatura Inglés en la Educación Primaria. Mencione otros.

II.- Mencione las limitaciones que, a su juicio, frenan el desarrollo de la enseñanza del inglés en esta escuela.

Anexo 3. Guía de observación

Objetivo: Constatar el desarrollo de la expresión oral de los alumnos de sexto grado como énfasis fundamental del proceso de enseñanza-aprendizaje del Inglés en la Educación Primaria

Aspectos a observar:

1.- Se planifica la clase práctica de Inglés utilizando situaciones comunicativas que potencien el trabajo con las funciones comunicativas y las estructuras gramaticales.

2.- Los ejercicios planificados en la clase permiten:

- La repetición detrás del modelo del profesor, la grabadora o el material de video.
- La imitación de estos modelos trabajando en parejas o pequeños grupos.
- La sustitución de algunos elementos en la oración o en los minidiálogos
- La identificación e imitación de palabras que contienen determinados sonidos.
- La expansión de oraciones a partir de la adición de nuevas palabras.

3.- Se utilizan medios de enseñanza de uso directo (fotografías, láminas, carteles u otros) para:

- Lograr la pronunciación correcta.
- Comprobar la comprensión del lenguaje anteriormente presentado.
- Corregir errores importantes, tanto de forma como de significado.
- Crear hábitos correctos de uso de la morfología, la sintaxis, la pronunciación y el vocabulario.

4.- Los alumnos:

- Practican otros elementos de vocabulario en los mismos contextos de comunicación.
- Establecen la correspondencia sonido-grafía.
- Completan oraciones, frases y palabras acerca de temas trabajados en la emisión televisiva.
- Dramatizan.
- Cantan o realizan juegos dirigidos a la práctica oral del idioma. .

Annex 4. Prueba Pedagógica

Objetivo: Evaluar el estado inicial de la expresión oral de los estudiantes a través de la descripción y el trabajo en parejas.

❖ **Descripción**

El profesor invitará a que cada niño explique la composición de su familia y describa a uno de sus miembros.

❖ **Trabajo en parejas**

El profesor entregará, a cada pareja conformada, un juego de tarjetas que contienen imágenes de animales para que, de manera alterna, establezcan un diálogo en el que los reconozcan y describan teniendo en cuenta:

- Color
- Tamaño
- Lugares donde pueden encontrarse

Annex 5. Resultados de la Prueba Pedagógica

a)- Gráfico
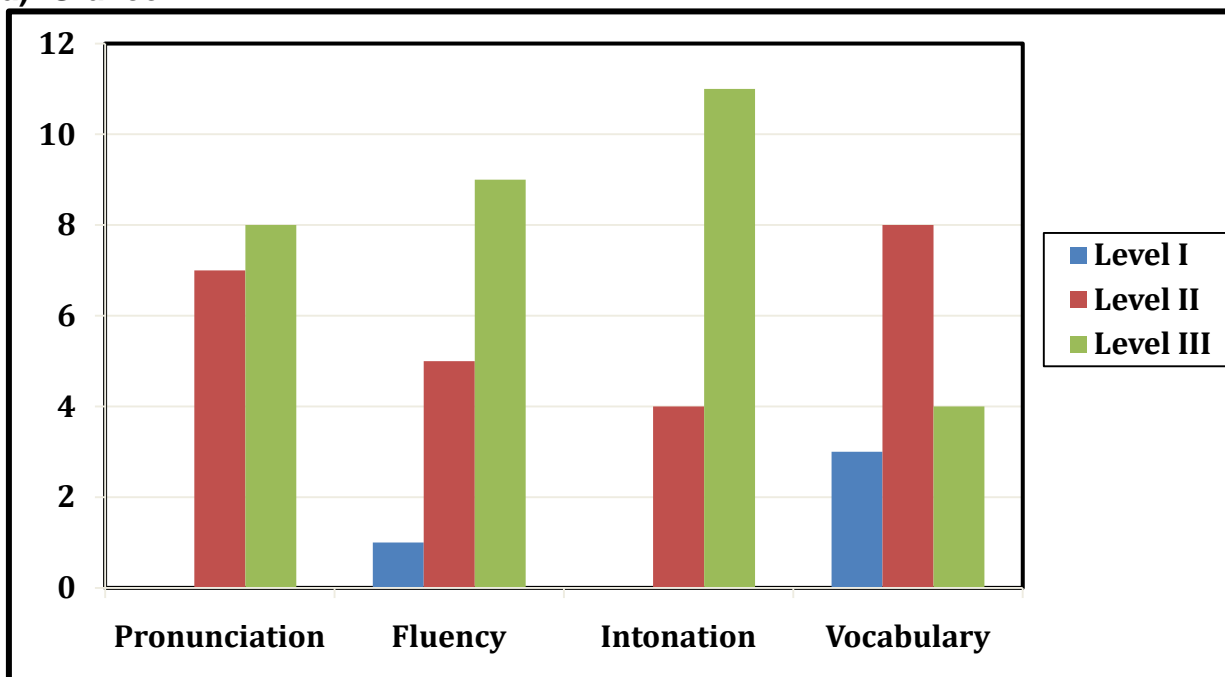
b) Tabla

INDICATORS	LEVEL					
	I	%	II	%	III	%
Pronunciation	0	0,00	7	46,6	8	53,3
Fluency	1	6,6	5	33,3	9	60
Intonation	0	0.00	4	26,6	11	73,33
Vocabulary	3	20	8	53,3	4	24,6

Annex 6. Guía para el análisis documental

Objetivo: Comprobar las particularidades, establecidas por el Mined, para la enseñanza del inglés en sexto grado.

Documentos:
- Programa de sexto grado:
- Orientaciones Metodológicas

Aspectos a analizar:
- Sistema de contenidos y habilidades
- Precisiones para la organización de la clase antes, durante y después de la emisión televisiva
- Indicaciones para le evaluación oral

Annex 7. Resultados del análisis de documental

El programa está concebido, exclusivamente, para la impartición de la asignatura en condiciones óptimas de los recursos tecnológicos, entiéndase: televisión y videocasetera.

El sistema de conocimientos se centra en el trabajo para desarrollar la expresión oral a través de 11 unidades (3 para repasar contenidos: 1, 5 y 11) cuyas temáticas abarcan determinados aspectos relacionados con la vida del escolar.

Las precisiones para la organización de la clase **después de la emisión televisiva** resultan limitadas, en tanto no sugieren un quehacer pedagógico generador del intercambio que exige el enfoque comunicativo de la enseñanza del inglés como lengua extranjera, cuando no se cuenta con las herramientas tecnológicas para ese momento. Resulta poco probable, si no puede trabajarse con la videoclase, que donde no haya profesor de lengua inglesa, el maestro del grupo sea el encargado de facilitar el proceso, como se especifica en las Orientaciones Metodológicas (Mined: 59), ni que pueda poner en práctica las sugerencias del cuaderno de videoclases.

Las indicaciones para la evaluación oral incluyen dos formas: la autoevaluación y la evaluación sistemática. Los criterios determinados no establecen una diferenciación para cada grado; son los mismos de 3ro a 6to, así como los indicadores para otorgar una calificación determinada (Anexo 16)

Annex 8.- Operacionalización de los Indicadores para evaluar la Expresión Oral

PRONUNCIATION

Nivel I: cuando los estudiantes articulan y acentúan al emplear cada palabra y el conjunto de estas.

Nivel II: cuando los estudiantes titubean o hacen tiempos de silencio al articular palabras aisladas o en su conjunto.

Nivel III: cuando los estudiantes omiten o adicionan sonidos al articular palabras aisladas o en su conjunto.

FLUENCY

Nivel I: Cuando la comunicación oral se produce sin interrupciones de modo que se comprenda el mensaje

Nivel II: Cuando la comunicación oral se produce con una o dos interrupciones, y se comprende el mensaje.

Nivel III: Cuando la comunicación oral del alumno se produce con tres o más interrupciones que afectan la comprensión del mensaje.

INTONATION

Nivel I: cuando utiliza los matices expresivos que denotan afirmación, negación e interrogación dentro de la curva melódica.

Nivel II: cuando utiliza dos de los matices expresivos dentro de la curva melódica.

Nivel III: cuando utiliza uno solo de los matices expresivos dentro de la curva melódica.

VOCABULARY

Nivel I: cuando los estudiantes dominan el vocabulario de la unidad objeto de estudio, según el mapa de contenido del grado.

Nivel II: cuando los estudiantes dominan la mayor parte del vocabulario de la unidad objeto de estudio, según el mapa de contenido del grado.

Nivel III: cuando los estudiantes dominan medianamente el vocabulario de la unidad objeto de estudio, según el mapa de contenido del grado.

Annex 9. Comunicación a expertos

UNIVERSIDAD DE SANCTI SPÍRITUS
"JOSÉ MARTÍ PÉREZ"

Presentación

En el Departamento de Lenguas Extranjeras se desarrolla un trabajo de diploma dirigido a contribuir al desarrollo de la expresión oral en escolares de sexto grado, a través del trabajo con láminas elaboradas a partir de situacionme comunicativas según el mapa de contenido de cada unidad. Por tal razón, e inmersos en esta tarea, le solicitamos a Ud. nos dé su conformidad si está en condiciones de ofrecer sus criterios en calidad de experto sobre el referido tema.

Marque con X Sí _____, No ____. Si su respuesta es positiva favor de llenar los siguientes datos

Nombres y apellidos.	
Título académico.	Lic, en: MSc. en Ciencias de la Educación SÍ____ NO____
Institución donde labora.	
Labor que desempeña.	
Dirección del centro.	
Teléfono del centro.	
Dirección particular.	
Teléfono.	

Gracias por haber aceptado colaborar.

Annex 10. Entrevista a expertos

<div align="center">

UNIVERSIDAD DE SANCTI SPÍRITUS

"JOSÉ MARTÍ PÉREZ"

</div>

Presentación

En el marco de nuestro Trabajo de Diploma, Ud. nos comunicó su disposición para cooperar en calidad de posible experto.

Teniendo en cuenta la etapa del trabajo en la que nos encontramos, sometemos a su valoración los criterios expuestos en las dos tablas siguientes con el objetivo de valorar el coeficiente de conocimiento y de argumentación sobre la propuesta de laminario para el desarrollo de la expresión oral de los estudiantes de sexto grado de la escuela Guillermo Moncada, del municipio Sancti Spíritus, centrado en el vocabulario y en la creación de situaciones comunicativas según el mapa de contenidos del grado, para lo cual debe seguir las orientaciones de cada pregunta.

Cuestionario

1. Marque con una X en escala creciente del 1 al 10 el grado de conocimiento o información sobre el tema abordado:

1	2	3	4	5	6	7	8	9	10

2. Valore los aspectos que influyen sobre el nivel de argumentación o fundamentación que Ud. posee sobre el tema objeto de estudio. Marque con una X.

Fuentes de argumentación	Alto	Medio	Bajo
Análisis teóricos realizados por Ud.			
Experiencia.			
Trabajos de autores nacionales consultados.			
Trabajos de autores extranjeros consultados.			
Conocimiento del estado del problema en el país.			
Su intuición.			

Gracias por su colaboración.

Anexo 11. Criterios valorativos de los expertos

Estimado colega:

Someto a su consideración una propuesta de laminarioen función de la expresión oral de los alumnos de sexto grado de la Escuela Primaria Guillermo Moncada, del municipio de Sancti Spíritus, para el desarrollo de la clase práctica posterior a la teleclase de Inglés, que se sustenta ensituaciones comunicativas creadas a partir del tratamiento del vocabulario de cada unidad, según el mapa de contenidos del grado, y en los aspectos teóricos defendidos por el Dr. C. Vicente González Castro acerca de este medio de enseñanza, teniendo en cuenta que las condiciones tecnológicas en dicha institución escolar no permiten el uso la video-clase.

Con la convicción de que sus criterios serán un valioso aporte a su efectiva instrumentación, le proponemos una serie de indicadores sobre los cuales nos interesaría conocer sus valoraciones.

1.- Marque con una X en la casilla vertical, según sus consideraciones en una escala valorativa descendente de 5 a 1

CRITERIOS PARA EVALUAR EL LAMINARIO	Escala valorativa				
	5	4	3	2	1
1.- Fundamentos en los que se sustenta.					
2.- Pertinencia del laminario en el contexto de la institución donde se pondrá en práctica					
3.- Factibilidad de utilización: relaciones entre el contenido de la unidad y la representación gráfica de la lámina.					
4.- Contribución al desarrollo de la expresión oral del alumno de sexto grado.					
5.- Contribución al dominio del vocabulario del grado.					
6.- Contribución al desarrollo personal en el aprendizaje de una lengua extranjera.					
7.- Validez práctica de sus características formales: • Tamaño • Colores • Disposición de los elementos					
8.- Formas de utilización en el aula: • Lámina suspendida (cordel) • Rotafolio					

• Portaláminas					
9.- Otros aspectos que considere necesario señalar					

2.- Considerando los números correspondientes en que aparecen los diferentes aspectos del laminario propuesto, diga qué modificaría y qué incluiría en cada uno de ellos.

Aspectos del laminario	Qué modificar	Qué incluir
1		
7		
8		

3.- Según su criterio, ¿qué resultados se obtendrían con la utilización del laminario propuesto?

Annex 12.- Currículum abreviado de los expertos

Experto	Grado científico	Título académico	Categoría docente	Años de experiencia	K
1. Rafael García Rdguez	-	MSc	P. Aux	38	
2.Esperanza Alfonso Almeda	-	MSc	P. Aux	37	
3.Geonel Rodríguez Pérez	-	MSc.	P. Aux	32	
4.Yoel Pérez González	Dr. C.		P. Titular	26	
5.Germán González Piñeiro	-	MSc.	P. Auxiliar	28	
6.Yoelvi González Muñoz	-	-	-	12	
7.Pablo González Machado	-	-	-	39	
8. Delia María Hernández Castellano	-	MSc.	-	14	

Annex 13. Resultados del criterio de expertos

a)- Gráfico
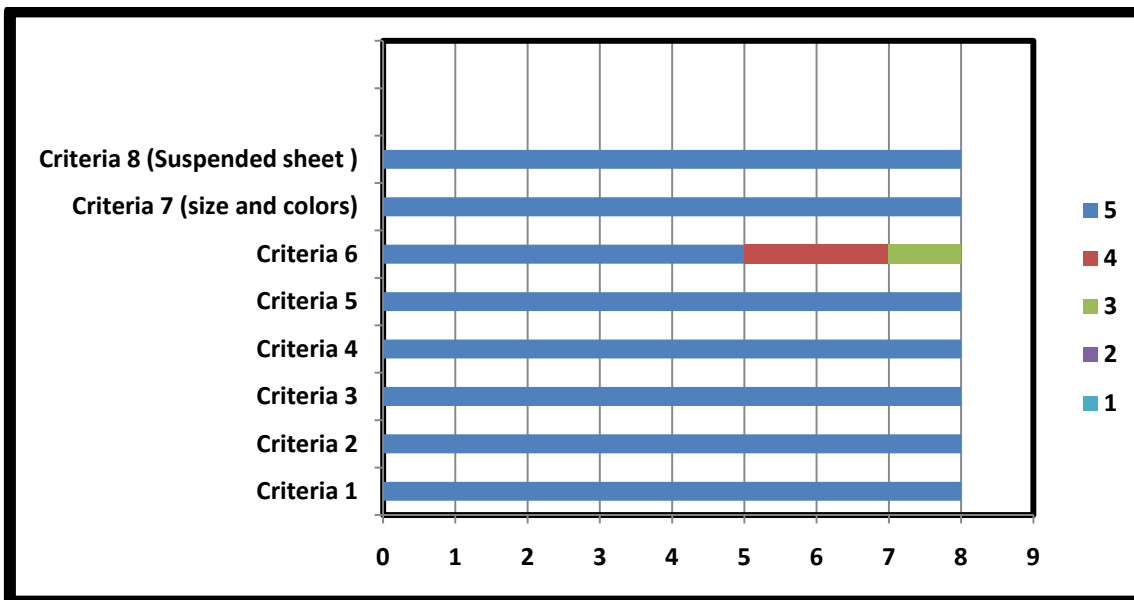
b)- Tabla

CRITERIOS PARA EVALUAR EL LAMINARIO	Escala valorativa				
	5	4	3	2	1
1.- Fundamentos en los que se sustenta.	8				
2.- Pertinencia del laminario en el contexto de la institución donde se pondrá en práctica	8				
3.- Factibilidad de utilización: relaciones entre el contenido de la unidad y la representación gráfica de la lámina.	8				
4.- Contribución al desarrollo de la expresión oral del alumno de sexto grado.	8				
5.- Contribución al dominio del vocabulario del grado.	8				
6.- Contribución al desarrollo personal en el aprendizaje de una lengua extranjera.	5	2	1		
7.- Validez práctica de sus características formales: • Tamaño • Colores • Disposición de los elementos	8 8 6	 2			
8.- Formas de utilización en el aula: • Lámina suspendida (cordel) • Rotafolio • Portaláminas	8 2 2	 3 1	 3 1	 2 4	
9.- Otros aspectos que considere necesario señalar					

Annex 14. Descripción del laminario

En general, las láminas deben estar sobre superficies duras teniendo en cuenta las siguientes normas:

- Márgenes separados por igual en ambos lados (entre dos o tres pulgadas).
- Margen inferior ligeramente mayor que el superior para gestionar un equilibrio visual de la composición desde la vista vertical y cerrar la gráfica al centro óptico para formar un marco.
- Medidas mínimas de 35 x 50 cm o 35 X 45 cm

Pueden emplerase 2 o 3 láminas, en dependencia del trabajo organizado por el maestro, de la situación comunicativa y del vocabulario de la unidad.

UNIT 1. Review (8 hours)

Se recomienda trabajar con ilustraciones correspondientes a los contenidos del grado anterior.

UNIT 2. Going to School (2 hours)

Objetivos:

- Identificar objetos escolares.
- Describir objetos escolares

Communicative functions: Ask and answer about school materials

Gramatical structures: What is this-that?

Vocabulary: Book, pencil, notebook, square, eraser, ruler, pen, sharpener, compass, board, a desk, a computer, a TV set, a VCR, the Cuban coat of arms (brushes, watercolor, colored pencils, clay, color papers).

Pronunciation: Square, desk, coat of arms

Intonation in: What is this-that?

Learning strategy to be promoted:

- Write in the learning diary
- Follow or imitate models
- Make a list of words accompanied by figures

Interdisciplinary relationships: Spanish language:

- Verb to be or be
- Questions patterns

- Affirmative and negative sentences

Educational and cultural content: The punctuality

Situación comunicativa: Estará asociada a la utilización de los materiales escolares según las asignaturas que se estudian en el grado:

- Book, pencil, notebook, eraser, ruler, pen, sharpener (para todas las asignaturas).
- Board, a desk, a computer, a TV set, a VCR, the Cuban coat of arms (para referirse a la clase o aula)
- Incorporar las palabras brushes, watercolor, colored pencils, clay, color papers, si vinculan el contenido con las clases o talleres de Artes Plásticas (estas nuevas palabras permiten ampliar el vocabulario).

Se recomienda la utilización de 2 o 3 láminas que agrupen los materiales escolares para que los identifiquen y describan sus características esenciales.

UNIT 3. Home sweet home (2 hours)

Objetivos:

- Identificar las partes de la casa y el mobiliario
- Describir una casa, incluyendo sus habitaciones y muebles

Communicative functions: Ask and answer about the parts of the house and furniture

Gramatical structures: There is.., There are…, a-an

Formas plurales de los sustantivos

Vocabulary: House, living room, dining, room, door, windows, bathroom, garden, yard, refrigerator, fridge, chairs, TV set, sofa, table, center table, bed, closet, shower, flowers, grow, cooker, kitchen cabinet.

Adjectives: nice, big, small, large, clean.

Pronunciation: There is…, There are…, a-an; refrigerator, fridge, bathroom, small.

Learning strategy to be promoted:

- Make a list of words accompanied by figures
- Use the bilingual dictionary

Interdisciplinary relationships: Spanish language:

- Verb to be or be

- Questions patterns

- Affirmative and negative sentences

Educational and cultural content: Worrying about the family environment

Situación comunicativa: estará relacionada con la ubicación hipotética en una de las habitaciones de la casa donde viven. Esto permite identificar el mobiliario que rodea al alumno en su vivienda y a la vez diferenciarlo del que existe en la casa de otros estudiantes.

Podrían confeccionarse varias láminas, de acuerdo con la estructura más general de una vivienda (sala, cocina-comedor, cuarto y baño) e ir añadiendo vocablos que las tipifiquen en el lugar donde viven: portal, jardín, patio, casa biplanta, etc., de modo que logren describir una casa, incluyendo sus habitaciones y muebles.

UNIT 4: Clothing (2 hours)

Objetivos de la unidad:

- Identificar las prendas de vestir.
- Describir las prendas de vestir.

Communicative functions: ask and answer about the wardrobe

Gramatical structures: It is/It`s; This / that. Questions: What do you wear…? Waht are youwearing…?

Vocabulary:

- Adjetives:thecolors,sunny, hot
- Verbos: toneed
- Sustantivos: handbag, shorts, Tshirt, blouse, dress, skirts, sandals, glasses, hat, belt, bracelet, jeans, pullover, bathing suit, swimming suit, cap, sneakers, bag, umbrella, to go camping.

Pronunciation: Bathing suit skirts, T-shirt, sneakers, umbrella.

Learning strategy to be promoted:

- - Listen with attention and imitate the model
- - Write in thelearningdiary

Interdisciplinary relationships: *Spanish language*: patterns of questions

Educational and cultural content: promote good taste when dressing

Situación comunicativa: diálogo con los alumnos acerca de aquellos lugares que visitan para distraerse los fines de semana o durante las vacaciones (mencionarlos y destacar características); también pueden ser otros sitios de la comunidad o próximos a ella.

Pueden emplerase 2 o 3 láminas, en dependencia del trabajo organizado por el maestro, de la situación comunicativa creada y del vocabulario de la unidad.

UNIT 5. Review (5 hours)

Para esta unidad, en la que se repasan las habilidades y contenidos estudiados, es recommendable retomar las láminas utilizadas en clases anteriores, desde la perspectiva de nuevas situaciones comunicativas. Resultaría muy provechoso, en funcion del enriquecimiento del vocabulario de los alumnos, que se elaboraran nuevas láminas también.

UNIT 6. This is my family (3 hours)

Objetivos:

- Describir a los miembros de la familia

(Continuar el trabajo con los adjetivos; el tema puede extenderse a los amigos y otras personas. Se puede relacionar con otras áreas y seleccionar personalidades de la historia o la cultura cubanas).

Communicative functions: Describir personas

Gramatical structures: What is he/she like?; What does he/she look like?

Vocabulary: Short, fat, ugly, pretty, young, tall, thin, happy, friendly, intelligent, honest, brave, bad, sad, optimistic, pessimistic, tired, bored, handsome

Pronunciation: short, fat, ugly, pretty, tall, thin, friendly, optimistic, pessimistic, tired, borded, handsome

Learning strategy to be promoted:

- Make a list of words accompanied by figures
- Write in the learning diary

Interdisciplinary relationships: Spanish language: the adjectives

Educational and cultural content: Love to family, Formation of values

Situación comunicativa: estará en dependencia de la opción que el maestro tome para el tratamiento del contenido: describir solamente los miembros de la

familia, o incluir la descripción de personalidades de la historia o cultura cubanas. En este último aspecto, podrían trabajarse las figures de Fidel Castro, de José Martí u otro que, incluso, sea espirituano y haya sobresalido por sus acciones revolucionarias o por su actividad creadora en función de la cultura nacional.

Las láminas han de ser varias, en dependencia del trabajo con el vocabulario, y podrán acompañarse con fotos de las personalidades seleccionadas.

UNIT 7. That's the way I like it (3 hours)

Objetivos:

- Preguntar y responder sobre gustos y preferencias.

(Los temas seleccionados para trabajar la función comunicativa son los deportes y las comidas; aunque puede trabajarse esta función relacionada con otros temas).

Communicative functions: Ask and answer about tastes and preferences

Gramatical structures:

-What`s your favorite game?

-What`s your favorite flavor?

-She doesn't like strawberry either.

Vocabulary:

- **Games and sports:** Hopscotch, come and play with me, soccer, swimmig, basketball, volleyball, gymnastics, karate, baseball, tenis.
- **Comidas:** Guava shells, custand, cake, ice-cream, banana pineapple, mango, water melon, orange, chocolate, vainilla, strawberry.

Pronunciation: Sports, hopscotch, soccer, gymnastic, karate, guava shells, custard, ice-cream, pineapple, orange, chocolate, vainilla, strawberry.

Learning strategy to be promoted:

- Listen with attention and imitate the model

- Write in the learning diary

Interdisciplinary relationships: Spanish language: parts of the sentence

Educational and cultural content: Promote good taste

Situación comunicativa: puede trabajarse sobre la base de ambas propuestas: deportes y comidas, aunque en clases independientes.

El maestro se apoyará en los deportes que más identifican a nuestro país a nivel nacional e internacional, sin dejar de aludir a deportistas sobresalientes.

En relación con las comidas, la situación comunicativa ha de permitir la identificación de frutas (cubanas o no) y algunas comidas típicas; para lo cual se recomienda la incorporación de otros sustantivos que enriquecerán el vocabulario de los alumnos (yucca, roasted pork, y otros).

Las láminas podrían incluir la imagen de atletas representando el atuendo de determinados deportes, frutas, alimentos indispensables para una dieta balanceada, platos de la comida criolla nacional y local, etc.

UNIT 8. Describing objects (3 hours)

Objetivos:

- Describir diferentes objetos como medios de transporte y juguetes.

Communicative functions: Discover different objects as a means of transport and toys

Gramatical structures: What is it like?

Vocabulary: Bus, taxi, car, boat, ship, plane, bike, horseback.

Pronunciation: Buss, boat, ship

Learning strategy to be promoted:

- Write in the learning diary

- Make a list of words accompanied by figures

Interdisciplinary relationships: Plastic education: To draw

Educational and cultural content: Promote the care of means of transport

Situación comunicativa: el maestro se apoyará en aquellos medios de transporte que hoy forman parte de la vida socioeconómica de cualquier país: automóviles, camiones y rastras, embarcaciones marítimas, aviones; pero propiciará también la identificación de medios de transporte que se emplean en la comunidad donde viven: carretones o carretas (cart/carts, calesa (buggy), coches tirados por caballos (horse drawn car), tren (train/trains), entre otros.

Si se tratara de otros objetos, el maestro ha de propiciar un intercambio o diálogo en función de nombrarlos y describirlos (sean juguetes o no).

Las láminas que se confeccionen representarán estos objetos de modo que faciliten la identificación y descripción de cada uno de ellos, de ahí que pueden ser de tipo individual (un objeto por cada lámina) o con representaciones de objetos que pueden agruparse por su tipología general (medios de transporte terrestre, aéreo, marítimo).

UNIT 9. Body parts (3 hours)

Objetivos:

- Identificar las partes del cuerpo
- Preguntar y responder acerca de las partes del cuerpo.

(Relacionar partes del cuerpo con algunas dolencias; promover la importancia de cuidar el cuerpo mediante ejercicios para tener buena salud)

Communicative functions: Talk about parts of the room

Gramatical structures:I have…, Headache

Vocabulary:

- Partes del cuerpo: head, body, arm, leg, foot/feet, mouth, ears, eyes, nose, hair.
- Enfermedades: headache, stomache, toothache, sore-throat

Pronunciation: Arms, foot/feet, mouth, headache, stomache, toothache, sore-thache

Learning strategy to be promoted:

- Make a list of words accompanied by figures

- Write in the learning diary

Interdisciplinary relationships: Natural Sciences

Educational and cultural content: Importance of caring for the body and physical health

Situación comunicativa: distintas variantes puede emplear el maestro para este momento de la clase, siempre en dependencia de cómo decida darle tratamiento al vocabulario: al cuerpo completo, a la cabeza, al torso o a las extremidades, para poder establecer la relación con posibles enfermedades asociadas con ellas. Puede propiciarse la situación sobre la base de que alguien haya asistido a una fiesta y tiene una indigestión; que un atleta sufrió una lesión en determinada parte del cuerpo por no cumplir con el entrenamiento o por accidente; que por accidente

en un medio de trasnporte, se sufre de una lesión en la cabeza o en otra parte del cuerpo; que alguno tiene caries por falta del cepillado, adecuado y oportuno, de los dientes; o cualquier otra idea que también permita retomar el vocabulario aprendido anteriormente.

Las láminas han de ser varias y dependerán de las situaciones comunicativas que el maestro cree para cada clase práctica. Podrían reutilizarse algunas de las que corresponden a las unidades 7 y 8.

UNIDAD 10. A visit to the Zoo (3 hours)

Objetivos:

- Describir animales.

(Relacionar esta temática con Ciencias Naturales y promover el cuidado del medio ambiente)

Communicative functions: Talk about animals and compare them

Gramatical structures: As big as…, This is a…,That is an…

Vocabulary: Giraffe, camel, Lion, the jungle king, tiger, dangerous, fish, dusk, bear, hippo, cow, pig, dog, cat,rooster, frog, mouse, mice, donkey, rabbit, sheep.

Pronunciation: Giraffe, jungle, dangerous, dusk, bear, hippo, cow, rooster, mouse, mice, donkey.

Learning strategy to be promoted:

- Make a list of words accompanied by figures

- Write in the learning diary

Interdisciplinary relationships: Natural Sciences

Educational and cultural content: The care of fauna and the environment and the environment

Situación comunicativa: en esta unidad el maestro no puede perder la perspectiva de las relaciones interdisciplinarias con las Ciencias Naturales, ni el entorno en que viven los alumnos. Debe elegir, en primer lugar, la experiencia de quienes hayan visitado algún zoológico (en Sancti Spíritus o en otra ciudad cubana), para identificar y describir los animales que allí se pueden encontrar; pero también la oportunidad que le brinda el entorno para identificar y describir animales.

Las láminas han de ser varias, y dependerán de cómo el maestro determine darle tratamiento al vocabulario y de la situación comunicativa creada; de ahí que pueden representar la imagen de un animal específico, o de grupos de animales por su tipología: aves, mamíferos, rumiantes, etc.

UNIT 11. Review

Se recomienda trabajar con ilustraciones correspondientes a los contenidos tratados en clases anteriores.

Anexo 15. The content map. Sixth grade

Unity	Time background	Communicationfunctions	Gramatical structures	vocabulary	Pronunciation	Learning strategy to be promoted	Interdisciplinaryrelations	Educational and cultural content
1. Review	8 hoursclass	Review of the deceased in previous grades: - Offer personal information - Follow instructions and orders - Request and offer help and permission - Greet and dismiss - Name the letters of the alphabet	What`s your name?; what`s your age?; How old are you?; What time is it?; What day is today?; Can I help you?; May I…?	Open the door Turn around Sit down, Clap your hand, Stand up, Open the book, Come in, Sherpenthepencil, Certainly	Intonation and pronunciation in: What`s your name?; What`s your age?; How old are you?; What time is it? What day is today? Can I help you? May I…? Pronunciation: Stand up Turn around	- Write in thelearningdiary - Repeatwith a loudvoice - Listen carefully and imitate the model	Mathematics: the numbers Spanish language: - The alphabet - Verbs to be or to be - Questionspatterns - Affirmativeorientations - Civic: rules ofcourtesy	Courtesy rules
2. Goingtoshool	2 hoursclass	Ask and answer about school materials	Whatisthis-that?	Book, pencil, notebook, square, eraser, ruler, pen, sharpener, compass, board, a desk, a computer a TV set, a VCR, the Cuban coat of arms	Pronunciation: Square, desk coat of arms Intonation in: What is this-that?	- Write in the learning diary - Follow or imitate models - Make a list of words accompanied by figures	Spanish language: -Verb to be or be - Questionspatterns - Affirmative and negativesentences	Thepuntuality
3. Home sweet home	2 hoursclass	Ask and answer about the parts of the house and furniture	There is There are a-an Formas plurales de los sustantivos	House, living room, dining, room, door, Windows, bathroom, garden, yard, refrigerator, fridge, chairs, TV set, sofa, table, center table, bet, closet, shower, flowers, grow, cooker, kitche cabinet, Adjetives: nice, big, small, large, clean	Pronunciation: There is There are a-an Refrigerator Fridge Batthroom Small	- Make a list of words accompanied by figures - Use thebilingualdictionary	Spanish language: -Verb to be or be - Questionspatterns - Affirmative and negativesentences	Worrying about the family environment
4. Clothing	2 hoursclass	Ask and answer about the wardrobe	It is/ It`s This / that	Adjetivos: los colores sunny, hot Verbos: toneed	Bathing suit skirts, T-shirt, sneakers, umbrela	- Listen with attention and imitate the model - Write in the learning	Spanishlanguage: - Questionspatterns	Promote good taste when dressing

			Pregunta: What do you wear…? Waht are youwearing…?	Sustantivos: Handbag, shorts, T-shirt, blouse, dress, shorts, skirts, sandals, glasses, aht, belt, bracelet, jeans, pullover, beathing suit, swimming suit, cap, sneakers, bag, umbrela, to go camping		diary		
5. Review	5 hoursclass	The functions of the previous unit	Integrate the grammatical structures of the 6. This is my familyunidade santeriores	Use the vocabulary of previous units	Emphasize the sounds in which children have difficulty in pronunciation	- Write in the learning diary - Make a list of words accompanied by figures - Use thebilingualdictionary	Summaryofthestudied	Summaryofthestudied
6. Thisismyfamily	3 hours class	Describe people	What is he/she like? What does he/she look like?	Short, fat, ugly, pretty, Young, tall, thin Happy, friendly, intelligent, honest, brave, bad, sad, optimistic, pessimistic, tired, bored, handsome,	Pronunciation: short, fat, ugly, pretty, tall, thin, friendly, optimistic, pessimistic, tired, borded, handsome	- Make a list of words accompanied by figures - Write in the learning diary	Spanishlanguage; theadjectives	Love to family Formation of values
7. That`s the way I like it	3 hoursclass	Ask and answer about tastes and preferences	-What`s your favorite game? -What`s your favorite flavor? She doesn't like strawberry **either**	Games and sports: Hopscotch, come and play with me, soccer, swimmig, basketball, volleyball, gymnastics, karate, baseball, tenis, Comidas: Guava shells, custand, cake, ice-cream, banana pineapple, mango, water melon, Orange, chocolate, vainilla, strawberry	Sports, hopscotch, soccer, gymnastic, karate, guava shells, custard, ice-cream, pineapple, Orange, chocolate, vainilla, strawberry	- Listen with attention and imitate the model - Write in the learning diary	Spanish language: parts of the sentence	Promotegood taste
8. Describing objects	3 hoursclass	Discover different objects as a means of transport and toys	Whatisitlike?	Bus, taxi, car, boat, ship, plane, bike, horseback	Buss Boat Ship	- Write in the learning diary - Make a list of words accompanied by figures	Plasticeducation: Todraw	Promote the care of means of transport

9. Bodyparts	3 hoursclass s	Talk about parts of the room	I have… Headache	Parts the body: head, body, arm, leg, foot/feet mouth, ears, eyes, nose, hair Enfermedades: headache, stomache, toothache, sore-throat	Arms, foot/feet, mouth, headache, stomache, toothache, sore-thache, sheep	- Make a list of words accompanied by figures - Write in the learning diary	Natural Sciences	Importance of caring for the body and physical health
10. A visit to the zoo	3 hoursclass s	Talk about animals and compare them	As big as…, This is a…, Thatisan…	Giraffe, camel, Lion, the jungle king, tiger, dangerous, fish, dusk, bear, hippo, cow, pig, dog, cat,rooster, frog, mouse, mice, donkey, rabbit, sheep Adjetivos: colorful, tall.	Giraffe, jungle, dangerous, dusk, bear, hippo, cow, rooster, mouse, mice, donkey	- Make a list of words accompanied by figures - Write in the learning diary	Natural Sciences	The care of fauna and the environment and the environment
11. All in all	3 hoursclass s	Integrate the functions of the course	Integrate and practice the grammatical structures of the course	Use the vocabulary learned in the course	Insist on the pronunciation of the sounds that caused the children the greatest difficulty	- Write in the learning diary - Repeat and imitate models	Summaryofthestudie d	- Importance of the study -The vacations

Annex 16.- Criterios y rangos para la evalución oral

CRITERIO	R	B	MB	E
Responde a instrucciones simples dadas por el profesor en inglés	Muy pocas veces	Algunas veces	Con frecuencia	Casi siempre
Utiliza formas simples para saludar y despedirse.	Muy pocas veces	Algunas veces	Con frecuencia	Casi siempre
Formula y reponde preguntas muy cortas y sencillas (por ejemplo: nombre, edad, los miembros de la familia, asignaturas, amigos, ropa, colores, comidas) siguiendo un modelo o estructura dada por el profesor.	Muy pocas veces	Algunas veces	Con frecuencia	Casi siempre
Utiliza palabras y frases memorizadas para responder preguntas simples y cortas (por ejemplo: sustantivos, miembros de la familia, asignaturas, amigos, colores) siguiendo un modelo o estructura dada por el profesor.	Muy pocas veces	Algunas veces	Con frecuencia	Casi siempre
Se incorpora a las actividades en que se canta, se recita, etc., (generalmente apoyándose en acciones).	Muy pocas veces	Algunas veces	Con frecuencia	Casi siempre
Muestra interés y curiosidad acerca de las palabras en inglés, frases, sonidos; puede identificar palabrfas análogas.	Muy pocas veces	Algunas veces	Con frecuencia	Casi siempre
Se arriesga, trata de acercarse a la pronunciación inglesa en palabras y expresiones sencillas	Muy pocas veces	Algunas veces	Con frecuencia	Casi siempre

Anexo 17. Programming grid of the Educational Chanel for Presschool and Primary Education

Hora	Lunes	Martes	Miércoles	Jueves	Viernes	Sábado
10.00 – 10.20					Ahora te cuento Preescolar	Para ti, Maestro 20min ®
10:20 - 10:50	Música 2do	Música 3ro	Música 5to	Música 6to	Música 4to	E. Familiar(Q) ®
	Plástica 2do	Plástica 3ro	Plástica 5to	Plástica 6to	Plástica 4to	Congruencias
10.50 – 11.10	Cívica 6to	Aprender jugando 1ro	La Terraza 3ro	¿Por qué será?5to	Ciencias 6to	10.40 Cartelera
	Historia 6to	Aprender jugando 2do	Si de aprender 4to	Historia 5to	Geografía 6to	escolar
11:10- 11.30	Inglés 5to	Ingles 6to	Revista Pioneril	Inglés 4to	Inglés 3ro	
11.30 – 12.00			Música 1ro			
			Plástica 1ro			
1.00 - 2.00	NTV	NTV	NTV	NTV		
2.00 -2.20	Para ti, Maestro 20min (Q)		Música 5to ®			
			Plástica 5to ®			
2:20 – 2.40	Inglés 5to ®	Ingles 6to ®		Inglés 4to ®	Inglés 3ro ®	
2:40 – 3:10	Música 2do ®	Música 3ro ®		Música 6to ®	Música 4to ®	
	Plástica 2do ®	Plástica 3ro ®	2.30	Plástica 6to ®	Plástica 4to ®	
3.10- 3.30						
3:30 – 3:50	Cívica 6to ®	Aprender jugando 1ro	EDUCINE	¿Por qué será?5to ®	Ciencias 6to ®	
	Historia 6to ®	Aprender jugando 2do		Historia 5to ®	Geografía 6to ®	
3.50 – 4.10	Revista Pioneril	Voy por 10 5to		La Terraza 3ro ®	Educación	
		Voy por 10 6to		Si de aprender 4to ®	familiar	
4.10 – 4: 30	Cartelera escolar 20min (S)					

- **Precisions:**
- The subjects of the curriculum: Musical and Plastic Education, as well as English, will be located in the morning session, with retransmission in the afternoon, to provide possibilities of selection in the schedules, in correspondence with the needs of each educational institution.

- The optional television spots are located in the afternoon session, related to the subjects of History of Cuba "In the clock of history", Civic "Know how to walk", Natural Sciences 5th "Why it will be", Science 6th "Por the paths of science "and Geography of Cuba" Exploring my country ". All of them alternate and do not form part of the frequencies established in the study plan.
- The formative programs for each grade remain in the afternoon session, which alternate in the same television space: (1st and 2nd), (3rd and 4th) and (5th and 6th).
- The Pioneril Magazine is kept, on Wednesdays, with mandatory character.
- An audiovisual space aimed at the Preschool level is incorporated into the education grid.
- It also continues the transmission of programs aimed at improving the teaching staff, on Wednesdays and Saturdays, as well as the school bulletin board, a space that informs the topics to be developed in each program for days of the week.