Pedagogical University

¨Félix Varela Morales¨

MAJOR PAPER

Title: The development of oral fluency aiming at the creation of a learning environment in elementary schools.

Authoress: **Helen Torres Méndez.**

Adviser: **MSc. Juan Carlos Pellón Hernández.**

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Abstract

The Ministry of Education in Cuba prioritizes the teaching of English in elementary schools. The main objective of English in that level is the development of the speaking skill. The goal of teaching speaking is oral fluency, the ability to express oneself intelligibly: reasonably, accurately and without too much hesitation.

The students of 6th B class at Ramón Pando Ferrer elementary school sometimes understand the meaning, they rarely show either confidence in using English words and phrases or reproduce or approximates English pronunciation for most words. Besides, the students never use varied vocabulary and rarely speak either clearly and loudly or smoothly with pauses at the end of phrases or group of words. They hardly ever speak English voluntarily.

The present research came out to propose an interesting, dynamic and motivating system of teaching aids to develop oral fluency favoring a learning environment in 6th B class at Ramón Pando Ferrerelementary school.

Résumé

Le ministère d'éducation à Cuba donne spécial attention à l'enseignement d'anglaisdans l'école élémentaire. L'objectif principal de cette matière dans ce niveau c'est l'enseignement de l'expression orale.L'intention de l'enseignement de l'expressionoralec'est la fluidité orale, laquelle c'est l'habileté de s'exprimer par ils mêmes d'une façon claire, raisonnablement, exacte et sans hésitation.

Les apprenantes de 6eme B àl'écoleélémentaire Ramon Pando Ferrer, parfois comprennent le significats, ils ne montrent pas de confiance quand ils utilisent des motsou phrases an anglais ou même reproduisent ou prononcent correctement la plus part des mots dans cette langue. En plus n'utilisent pas un vocabulaire varie et ne parlent jamais avec clarté. Ils ne parlent pas d'Anglais à volonté.

Cetterechercheestréaliséepourproposer unsystème de matériaux d´enseignement intéressante, dynamique et motivante, lesquelles facilite la création d'une ambiance d'apprentissage positif dans legroupe 6eme B à l'école élémentaire Ramón Pando Ferrer.

Acknowledgements

One must always keep in mind the tenderness of our hearts, despite the toughness of life. On behave of this beautiful phrase said by the national apostle of Cuba, I decided to thank my classmates and roommates for their support during all these days and nights of hard try. I also want to thank my cherished adviser who always was there for me. I will never forget the unlimited assistance of all the teachers, which in a way or another, helped to improve my professional skills and my general-integral formation. Last but not least, I want to thank my whole family which has left its mark on this process and all along my life.

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Introduction

Foreign Language Learning has always been a necessity for humanity. How could ever be possible the communication among people of the world if some of them do not know the language of the others, if each nation were constrained to the limits of its own language? How could we have access today to the abundance of knowledge built up by the humanity throughout the history? Knowing the language of other people is undoubtedly, a bridge to development, culture and understanding among nations. Therefore, each country that aspires to obtain these goals has to pay attention and dedicate efforts to the teaching of foreign language.

The need to learn other languages in our country has gained importance nowadays for many reasons: (1) the ongoing process of globalization leads us to be prepared for the reception and transmission of scientific, cultural, political and commercial information worldwide through the radio, television, newspapers, internet, and so on. This would not be possible without knowledge of at least, the most important and known foreign languages; (2) the fast advance of science and technology impels us to be trained to assimilate the new technologies as soon as possible. Without the technology providers language, (mainly English as an international language or language of commerce), the assimilation of them would grow more difficult; (3) the impetuous development of the tourist industry as the cornerstone of the Cuban economy urges us to know the languages of nations whose people are coming from every part of the world, which leads us to a more efficient service; (4) the internationalist vocation of Cuban people requires of a proficiency at the languages of people which we collaborate within the health, education, culture and sports fields; (5) the ambitious governmental program for developing a comprehensive culture in the population cannot be conceived without the implementation of strategies for massive teaching of foreign language. (Sanchez, 2006).

The teaching of English in Cuba covers Primary Education, Secondary Education (Junior High), Pre-University Education (Senior High), ETP (Polytechnic Education) and the first two years as a common subject in College Education.

In primary education English is taught from the 3rd up to the 6th grade. English lessons are delivered through TV lessons, which are an alternative to the lack of teachers of English in this level.

The schools in which there is a teacher of English for each group the lesson lasts 45 minutes, from which 10 minutes are devoted to after viewing stage, 20 minutes devoted to the TV lesson and 15 minutes to after viewing activities stage. Each lesson has a weekly frequency. English in elementary schools aims at familiarizing children with the foreign language through the speaking skill. Teaching English in 6th B class at Ramón Pando Ferrer elementary school the researcher quickly discovered a number of problems, particularly in the development of oral fluency.

Taking into consideration that oral fluency is the ability to speak without frequent pauses, knowing pronunciation, vocabulary, grammatical structure, sentence structure and linguistic semantics, it can be appreciated that the students sometimes understand the meaning, they rarely show either confidence in using English words and phrases or reproduce or approximates English pronunciation for most words. Besides, the students never use varied vocabulary and rarely speak either clearly and loudly or smoothly with pauses at the end of phrases or group of words. They hardly ever speak English voluntarily. Furthermore, there is no distinction in the classroom between English and the rest of the subjects. The environment of the classroom neither favor the learning of the foreign language nor contain visuals that help children understand common classroom rules in the subject. The present situation might be given by the lack of teachers of English in previous grades.

The aforementioned situation leads the authoress to the following:

SCIENTIFIC PROBLEM

How can teachers of English contribute to the development of oral fluency in the speaking skill of the teaching learning process of English in 6th B class at Ramón Pando Ferrer elementary school?

OBJECT OF STUDY

The development of the speaking skill in the teaching learning process of English in 6th B class, elementary school Ramón Pando Ferrer.

FIELD OF ACTION

Teaching learning process of oral fluency in 6th B class elementary school Ramón Pando Ferrer.

OBJECTIVE

To build up a system of teaching aids favoring a learning environment to develop oral fluency in 6th B class at elementary school Ramón Pando Ferrer.

The dependent variable of the research is the development of fluency in speaking. The independent variable lays in the system of teaching aids to develop oral fluency creating a learning environment in 6th B class.

SUBJECTS OF RESEARCH

Within the four groups of sixth grade at Ramón Pando Ferrer elementary school the researcher was assigned 6th B class to guide the teaching learning process of English language this academic year. 6th B class has 21 students between ten and eleven years old. The majority of the group fits the characteristics of the age.

SCIENTIFIC NOVELTY

The scientific novelty of the research lies in the use of different teaching aids to create a learning environment that favors the development of fluency in speaking in 6th grade.

The contribution of the paper is summed up in the system of teaching aids aiming at the creation of a learning environment to develop fluency in speaking, which will contribute to the motivation of the students to learn English in a new and different way.

SCIENTIFIC QUESTIONS

1. What theoretical-methodological foundations support the teaching of speaking skill to develop fluency?

2. What is the current situation of the development of fluency in the speaking skill in 6th B class?

3. What preliminary teaching aids should aim at the development of oral fluency in 6th B class?

4. What are the transformations obtained with the implementation of the preliminary of teaching aids?

5. What system of teaching aids emerge from the transformations obtained with the implementation of the preliminary teaching aids?

SCIENTIFIC TASKS

1. Analysis of the theoretical-methodological foundations that support the teaching of the speaking skill to develop fluency in 6th B graders.

2. Assessment of the current situation of the development of fluency in the speaking skill in 6th B class.

3. Building up preliminary teaching aids that aim at the development of oral fluency in 6th B class.

4. Evaluation of the transformations obtained with the implementation of the preliminary teaching aids in 6th B class.

5. Conception of the system of teaching aids to develop oral fluency in 6th B class.

Taking a dialectical-materialistic position, and in direct correspondence with the object of study and field of research; the researcher decided to follow a **qualitative paradigm**, in which the following methods were used.

METHODS

From the *theoretical* level: **historical-logical** method was used in determining the antecedents of the scientific problem and the establishment of the theoretical-methodological foundations that gave rise to the proposal.

Analytic - synthetic: It was applied during the study of different sources containing information required throughout the research to establish the general and particular considerations, its analysis and interpretations.

Inductive - deductive: It favored the analysis of the data obtained through the empirical instruments applied in the proposal.

Systematic Approach: It focuses on the general approach during the process of research, and guarantees the systematic structure of the components of the teaching and learning process of English.

From the **mathematical level:**

Percentage analysis: It was used to process the results obtained from the different instruments applied.

From the *empirical* level: **Participantobservation, Document analysis, Teacher's journal, Pedagogical test, Survey and Triangulation** were usedto collect data and derived conclusion.

The research has the following structure: introduction, development, conclusion, references, bibliography, and annexes.

Development

1.1 HISTORICAL ANTECEDENTS

Historical background that supports the development of oral fluency in the teaching of the speaking skill of the English language goes over the treatment of the development of the different linguistic abilities, specifically the order of priority in which they should be taught as well as the treatment of oral fluency in the teaching of English in those methods that give, to a certain extent, some priorities to the development of the speaking ability.

1. ***Grammar-Translation Method*** *(1890s-1930s):* Around the turn-of-the-century, language students often translated cumbersome volumes from Classical Greek or Latin into English via this approach. It consisted mainly of exhaustive use of dictionaries, explanations of grammatical rules (in English), some sample sentences, and exercise drills to practice the new structures. The development of the speaking ability, mainly oral fluency was not given priority.

2. ***Cognitive Approach*** *(1940s-1950s):* This approach introduced the four principle language skills for the first time: listening, speaking, reading, and writing. Oral communicative competence became the focus. The emphasis was given to grammar and vocabulary, though oral fluency was neglected.

3. ***Audio-Lingual Method*** *(1950s-1960s):* With the advent and popularity of audio tapes, this approach ushered in the first recordings wherein the language learner could actually hear and mimic native speakers on reel-to-reel audio tapes, often used with earphones in a language lab setting. Lessons often began with a sample

dialogue to be recited and memorized. This was followed up with substitution pattern and saturation drills in which the grammatical structure previously introduced was reinforced. The objective of the audio-lingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns. Particular emphasis was laid on mastering the building blocks of language and learning the rules for combining them. It was believed that learning structure or grammar was the starting point for the student. There was no emphasis on the development of oral fluency.

4. *The Direct Method (1970s):* This method presented discussion in the target language as the major priority. Reference to English equivalents became discouraged. Grammar learning became inductive in nature without overt explanations. Teacher/student interaction became fuller, guessing of context or content, completing fill-ins, and doing "cloze" exercises were the order of the day. The method refrains from using the learners' native languageand uses only the target language. It focuses on question-answer patterns. Fluency had no emphasis.

5. *The Natural/Communicative Approach (1960s-2000s):* This acquisition-focused approach sees communicative competence progressing through three stages: **(a)** aural comprehension, **(b)** early speech production, and **(c)** speech activities, all fostering "natural" language acquisition, much as a child would learn his/her native tongue. A deliberate, conscious approach to the study of grammar is considered to have only modest value in the language learning process. Pairing off of students into small groups to practice newly acquired structures becomes the major focus. The classroom becomes more student-centered with the teacher allowing for students to output the language more often on their own. This method claims that language learning is a reproduction of the way humans naturally acquire their native language. The approach adheres to a communicative approach to language teaching and rejects earlier methods such as the audio-lingual method. It might facilitate the development of oral fluency, though it does not make any emphasis on it.

6. *Communicative Approach (2000 onward):* The communicative approach derives from this new emphasis on the uses of language but with the explicit aim at

developing communicative competence. A communicative syllabus can be multi-dimensional in that the focus in some parts may be on grammatical items, in others functions and notions. It is at the level of methodology that there are significant differences from the other approaches e.g. use of authentic material, a concern to stimulate genuine communication (most appropriately in pairs or groups) and in more selective error correction.

Communicative language teaching (CLT) attempts to replicate the features of a real communication in the classroom, but activities and phases of lessons in which the emphasis is on accuracy still have a place in this approach. However, a language is more than the sum of its parts, a mastery of the parts will not lead to mastery of the language. There must be opportunities to make an integrated use of everything one has learned. To learn a language is to learn to communicate, and accuracy is acquired through the development of oral fluency. The communicative approach includes the teaching of oral fluency in the teaching of the speaking ability.

A review of major papers was made from the academic year 1995/1996 to 2011/2012. The revision was carried out in the Department of Foreign Languages at "Felix Varela Morales" Pedagogical University. Results show that though six researches proposed the development of the speaking ability in English in elementary schools, none of them approached the development of oral fluency as its main goal. At the elementary school Ramon Pando Ferrer in Santa Clara it was detected no existence of any research proposing the development of the speaking ability.

The present research aims at the development of oral fluency in the teaching of the speaking skill in English.

1.2 The Communicative Approach.

Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as the communicative approach to the teaching of foreign languages, or simply the communicative approach.

Teachers are committed by the communicative approach to provide opportunities of meaningful communicative interaction for the learner and to give priority to the learner needs.

Finocchiaro and Brumfit´s (1983) stated the major distinctive features of the communicative approach which are shown below:

- Meaning is paramount.
- Dialogues, if used, center around communicative functions are not normally memorized.
- Contextualization is a basic premise.
- Language learning is learning communicate.
- Effective communication is sought.
- Drilling may occur, but peripherally.
- Comprehensible pronunciation is sought.
- Any device which helps the learners is accepted- varying according to their age, interest, etc….
- Attempts to communicate may be encouraged from the very beginning.
- Judicious use of native language is accepted where feasible.
- Translation may be use where students need or benefit from it.
- The target linguistic system will be learned best through the process of struggling to communicate.
- Communicative competence is the desired goal.
- Linguistic variation is the central concept in materials and methodology.
- Sequencing is determined by any consideration of content, function or meaning which maintains interest.
- Teacher helps learners in any way that motivates them to work with the language.
- Language is created by the individual often through trial and error.
- Fluency and acceptable language are the primary goal; accuracy is judged not in the abstract but in the context.

- Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
- The teacher cannot know exactly what language the students will use.
- Intrinsic motivation will spring form an interest in what is being communicated by the language.

CLT also places great emphasis on helping students use the target language in a variety of contexts and places great emphasis on learning language functions. Its primary focus is on helping learners create meaning rather than helping them develop perfectly grammatical structures or acquire native-like pronunciation.

This means that successfully learning a foreign language is assessed in terms of how well learners have developed their communicative competence, which can loosely be defined as their ability to apply knowledge of both formal and sociolinguistic aspects of a language with adequate proficiency to communicate.

It is the authoress belief, that communicative language teaching enables learners to acquire a language by focusing on the development of communicative competence, and the best way to develop communicative competence is strengthening these areas of competence.

Discourse competence refers to the learner's ability to use the new language in spoken and written discourse, how well a person can combine grammatical forms and meanings to find different ways to speak or write. How well does the student combine the language's elements to speak or write in English? Teachers often call this ability the student's fluency.

Grammatical competence refers to the ability to use the language correctly how well a person has learned features and rules of the language. This includes vocabulary, pronunciation, and sentence formation. How well does the learner understand the grammar of English? Teachers call this accuracy in language use.

Sociolinguistic competence refers to the learner's ability to use language correctly in specific social situations- for example, using proper language forms at a job interview. Socio-linguistic competence is based upon such factors as the status of those speaking to each other, the purpose of the interactions, and the expectations of the players. How

socially acceptable is the person's use of English in different settings? This competency is about appropriacy in using language.

Strategic competence refers to strategies for effective communication when the learner's vocabulary proves inadequate for the job, and his or her command of useful learning strategies. Strategic competence is how well the person uses both verbal forms and non-verbal communication to compensate for lack of knowledge in the other three competencies. Can the learner find ways to compensate for areas of weakness? If so, the learner has communicative efficacy.

Cognitive Competence: the ability to construct and/or re-construct knowledge through language that serves to develop the communication act.

Linguistic Competence: the ability to use and interpret linguistic forms accurately.

Sociocultural Competence: the ability to understand the cultural meaning underlying linguistic forms and to understand the culture of the people whose language is studied.

The researcher ascribes to Neiman CLT principles:

Student-centered class: It claims that if the students are expected to develop skills, they should have the opportunity to work in pairs, groups and for the whole class. Teachers should be leaving the stage for the students to act.

Meaningful practice beyond the sentence level: It establishes that the language operates at levels higher than isolated words or sentences, that language takes meaning in context, that practice the students to experiment with all the language they have in order to convey communicative purposes.

Development of strategies to learn beyond the classroom: It establishes that the students should develop skills and modes to learn on their own. They should not only acquire knowledge and habits but also to learn on their own.

Peer correction in group work: it considers that, to help the students to develop accuracy, teachers should use feedback correction techniques. By using these techniques, students develop self-correction and self-monitoring skills. If they are able to correct their own mistakes they will certainly have the ability to correct their partners' mistakes while working in groups or pairs, and even in situations beyond the classroom.

Task orientation of classroom activities: It considers that the students should learn solving close-to-real life tasks and problems.

It is the authoress view that the guidelines oriented by the Ministry of Education with respect to the curriculum of the English subject in elementary school give essential importance to the treatment of the **speaking skill.**

1.3 Thespeaking skill is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13).

Speaking is a crucial part of second language learning and teaching. Today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

The oral activity consists of internal speech and external speech. (Rosa Antich de León, 1986:64). The external speech is the articulation of words. The internal speech shows itself as a phase of planning of the theoretical and practical activity. For instance, before choosing a path for getting somewhere, we discuss with ourselves until we know why one is better than the other. This backs up the need for the students to do oral activities so as to achieve automatization of oral activity since one of the indicators for the control of a foreign language is fluency of internal language.

Spoken language may be used for two main purposes:

For interaction or social purposes: the emphasis is on creating harmonious interactions and not for communicating any information. E.g. for greeting, making casual, telling jokes, etc. It is the purpose used in Cuban elementary schools.

For transactional purposes: the emphasis is on communicating information. E.g. it is ´´message´´ oriented. Coherence and accuracy are important to present the information.

The teaching of speaking is carried out through these stages:

Presentation stage: In this stage, the teacher's task is to introduce the new communicative function to the students and have them get used to it.

Controlled practice stage: In this stage, the teacher will make the students repeat the communicative function, explain them its use in real life situation and correct their mistakes.

Free Practice stage: Finally, in this stage, the students are supposed to produce the communicative function with the tasks given by the teacher, acting out real life situation they may face in the future and being corrected at the spot.

The goal of teaching speaking is **oral fluency.**

The word fluency comes from the Latin fluere – to flow. Fluency in a language could be defined as the ability to speak it easily and accurately.

http:\\ how do you define fluency - Learn English your way - Cactus Language Training.

Language fluency is the proficiency in a language, most typically foreign language or another learned language. In this sense, "fluency" actually encompasses a number of related but separable skills:

- Reading: the ability to easily read and understand texts written in the language;
- Writing: the ability to formulate written texts in the language;
- Comprehension: the ability to follow and understand speech in the language;
- Speaking: the ability to speak in the language and be understood by its speakers.

Fluency is also defined as the ability to read, write, speak, and comprehend spoken communication quickly, effortlessly, and efficiently with good, meaningful expression.

Fluency is the area of language ability which relates to the speed and ease with which a language learner performs in one of the four core language skills of speaking, listening, reading and writing. Although the concept of fluency relates to all four language skills, it tends to be most closely associated with speaking.http://www.jobs.ac.uk/blogs/tefl-journey/2011/10/08/promoting-speaking-fluency

Fluency (also called **volubility** and **loquaciousness**) is the property of a person or of a system that delivers information quickly and with expertisehttp://en.wikipedia.org/.

1.3.1 What is oral fluency?

Oral fluency is 'the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation'. (Hedge 2000)

Developing speaking fluency, therefore, entails developing the ability to speak without frequent pauses, repetitions and self-corrections. (Hedge 1993)

The authoress will assume the following definition:

Oral fluency is the ability to express oneself intelligibly: reasonably, accurately and without too much hesitation. (García Cabrera y otros, 2007)

Basic fluency

Basic fluency may involve such skills as being able to use greetings, buy things in shops, arrange accommodation, buy tickets, get directions, read signs, and maybe have simple conversations

http:\\How do you define fluency - Learn English your way - Cactus Language Training.

How should an English teacher attain oral fluency?

To attain this goal teachers have to bring the students from the presentation stage (where the students understand, get familiar with or recognize the new content a in a meaningful context) to the practice stage (where the students may be given ample opportunities to manipulate or reproduce the content presented) and then to the production stage (where the students can use the language freely to express their own ideas.

In order to develop oral fluency:

Learners should:

- Talk a lot in class and outside of it.
- Get the chance to speak in all lessons.
- Be interested in the topic.
- Understand and express ideas with acceptable language accuracy.

- Work in cooperative activities; group and pair work.

Fluency tasks should:

- build students' confidence.
- be a chance for students to recycle language and vocabulary
- allow students to talk about what they wish to talk about.
- need to listen to each other
- be good for diagnosis: students can experiment with language

- give students space so they can personalize
- have a positive effect on classroom dynamics
- work in real time, then the language will have a direct effect on the outcome of the task.
- have communication in paramount, and requires a genuine use of language.

What can the teacher do during a fluency activity?

- Collect samples of language and go over it with the students at the end.
- Ask the students what they had problems with – what their perception of their performance was…
- Record the students onto tape so they get to hear what they really sound like.
- Provide models of native speakers performing the same tasks.

It is the authoress opinion that teachers should be aware of the fact that as soon as they start directing their students, they are moving away from fluency activities. Teachers must keep in mind that fluency is a process not a product, and the use of teaching aids is an engaging and extremely successful way of developing oral fluency in elementary schools.

1.3.2 What is a Teaching Aid?

A teaching aid is anything that can be used to help reinforce new information or skills. It is helpful to consider the age of your students and the subject you are teaching.http://www.ehow.com/way_5169433_teaching-aids-classroom.html#ixzz2IwuIVSjN

Most teaching aids are visual in nature. Blackboards and whiteboards, posters, calendars, charts, drawings, and overhead projectors are all examples of visual teaching aids. This type of aid is important because many people learn best through use of visual/special thinking. Some teaching aids are aurally-based. These aural aids include recordings of spoken broadcasts and songs. Audio-visual teaching aids include film projectors, videocassettes, DVDs, and movies on the Web. Though audio-visual

aids were once seen as a method for students to teach themselves, they are now considered to be educational tools rather than a replacement for teachers.

Here are some examples of teaching aids:

Theglobe is the earliest-known teaching aid. Originating in ancient Greece, the globe has been used as an educational tool since as early as 150 B.C.

The hornbook was another early teaching aid. Used in classrooms starting in the mid-1400's, the hornbook is a piece of paper containing the alphabet that was mounted on wood, bone, or in some cases leather.

The chalkboard was patented in 1923 by Samuel Read Hall, and replaced the hornbook in classrooms around the world.

Posters and **bulletin boards** generally come in sets that reinforce learning material in a way that appeal to visual learners. Posters can also reinforce teacher expectations and rules, particularly for pre-K to fourth-grade students, providing behavioral incentives and setting academic goals.

Computers have proved to be the most multifaceted teaching aid available. With technology like digital video presenters, power point presentations, and educational software, teachers are now able to quickly and accurately enlarge any physical visual aid, create and edit informational slides, and can ultimately provide their students with information in a faster, more comprehensive way. Computers provide an interactive educational experience that engages learners and makes the task of preparing lesson materials less time-consuming for teachers.

Teaching aids can be as simple as a chalkboard or as complex as a computer program. Because every individual learns in a different way, teachers rely on these tools to explain concepts to students with a wide variety of learning needs. They are an integral component in any classroom. The benefits of teaching aids include helping learners improve comprehension skills, illustrating or reinforcing a skill 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 help to make the learning environment interesting and engaging, but it is needed to take into consideration the student's age, and their most important physiological characteristics.

1.3.3 Children's characteristics

Children are seeking constant excitement and simply have no tolerance for boredom. As reported by Lightbown and Spada (2008), learning depends on learners' characteristics and the environment. Taking in to consideration that children have a marvelous ability to learn languages, and duties are rather simple, such as eating, playing and studying, they do not think much about life and world, so children can remember new words quickly by watching videos, cartoons, or looking at the colorful books, pictures and real objects or joining some games. Besides, it is easy for children to imitate, for them, everything is new, they like to observe the other people and they want to repeat accurately. Therefore, when learning language, they can hear and then repeat words and sentences effectively.

Furthermore, children have some characteristics that are suitable to learn foreign languages. They are curious and eager to learn interesting new things. Children are not shy and they have no fear of mistakes. They can repeat words many times without embarrassment, whereas that is almost impossible with adults. This helps children remember language easily.

Up to Age 12 the brain is a super-sponge. It is during this period that the foundations for thinking, language, vision, attitudes, aptitudes, and other characteristics are laid down. After this stage of development, the windows close; the fundamental architecture of the brain is complete (Kotulak, 1996). Therefore, it is easier to learn a foreign language in these vital years.

Infants can learn by listening, seeing, imitating, and practicing. So you should introduce them to rhymes, songs, games, and counting in a second or third language. Most importantly, make learning fun (Jensen, 1994; Dryden &Vos, 1997; Dryden & Rose, 1995).

Teachers should find creative ways to design learning environments that involve and inspire students; they should also prepare the classroom in advance with resources to enhance students learning.

There are several factors that play a role in whether a student will be successful or not at learning in school. One of these factors is the learning environment.

1.3.4 Learning environment

Learning environment isthe sum of the internal and external circumstances and influences surrounding and affecting a person's learning. (Mosby's Medical Dictionary, 8th edition. © 2009, Elsevier.)

The authoress ascribes the following concept because it includes all the elements required for a successful teaching and learning process.

The learning environment encompasses the physical surroundings and what goes on in the classroom,--the dynamic. http://www.ehow.com/info_7967888_learning-environments-children.html

Teachers must have in mind all the elements to create and maintain a smooth running and productive classroom.

1.4 The following are the **objectives and contents** to be achieved in 6th grade Cuban elementary schools:

- To express oneself meeting communicative purposes such as:
- Asking and giving personal information
- Asking and giving information about objects and places
- Greeting someone, expressing politeness, moods and feelings
- Expressing likes and dislikes

- Introducing yourself and other people

- Expressing existence and quantity

- Describing people, places, objects, daily routine and habits

- Asking and offering help

- Inviting someone and refusing an invitation

- Identifying parts of the body

- Talking about family members

- To understand oral communication in English by means of a conversation with interactive purposes, as well as all the classroom management techniques used by the teacher in the classroom to show verbal and non-verbal behavior according to the context.

This research approaches the implementation of a system of teaching aids to develop oral fluency aiming at the creation of a positive learning environment in 6th B class at elementary school Ramón Pando Ferrer.

Needs assessment

Within the four groups of sixth grade at Ramón Pando Ferrer elementary school the researcher was assigned 6th B class to guide the teaching and learning process of English language this academic year. 6th B class has 21 students between ten and eleven years old. 6th B students display different feelings such as solidarity, courtesy, humanism and comradeship. One part of the group is motivated towards the learning of mathematics and computing, the other prefers sports, music and painting. But in general, the totality of the group is attracted by pictures, illustration and videos.

During the first four weeks of the course, the authoress of this major paper applied different empirical methods to collect all the necessary data to describe the students' real situation regarding fluency in the English language.

The guide to analyze documents (see annex 1) generated that the **syllabus** of the English subject in elementary schools gives essential importance to the treatment of the speaking skill, emphasizing on the comprehension and understanding of oral communication with interactive purposes.

With regard to the **workbook**, 25 lessons were analyzed marking a 31.25% of the total of lessons of the course. The workbook was conceived to support video-lessons and most of the time the activities within the workbook coincided with the content of the TV-lesson. The workbook includes 80 lessons; the first 20 lessons are devoted to reviewing the content studied in previous grades, providing the opportunity to practice prior knowledge. Each lesson in the workbook is divided into three stages.

The first stage is called before-viewing activities. It takes place at the beginning of the video-lesson. It encompasses the objective of the lesson, the homework to be checked, an exercise activating prior knowledge and comments of the content to be taught.

The second stage is called while-viewing activities. It takes place while observing the video-lesson. It contains the basic exercises and activities that appear during the time the video-lesson is observed. Generally, homework is assigned by the tele-teacher.

The third stage is called after-viewing activity. It takes place after the video-lesson is over. It aims at drilling the content taught.

The workbook also includes a section called LOOK. It explains and clarifies the grammar, vocabulary, pronunciation and use of the language taught in the lesson. The pronunciation does not follow the International Phonetic Alphabet; just to the simulated transcription is used. Most of the exercises favoring fluency meet the Communicative Language Teaching principles, though it is important to highlight that the task orientation lack context.

There are 16 exercises aiming at grammar, 45 exercises devoted to pronunciation, and 38 exercises to strength vocabulary. While reviewing there were also found 15

exercises combining grammar, vocabulary and pronunciation and 3 exercises to acquire accuracy.

The **TV lesson** has a weekly frequency. It is broadcasted on Wednesdays from 3:10pm to 3:30pm. In the TV lesson the tele-teacher checks the homework assigned in the previous tele-lesson, motivates the students towards the new content and introduces the new content.

The tele-teacher presents the communicative functions through visuals, mini-dialogues or video-segments. The teaching of pronunciation includes the use of techniques such as: imitation-repetition, contrasting and minimal pairs. Vocabulary is taught using visuals, synonyms, andantonyms, though phoneme-grapheme correspondence is poorly treated. Grammar is scarcely presented and practiced. The nature of the TV-lesson obviously lacks teacher-students' interaction.

Fluency is the area of language ability which relates to the speed and ease with which a language learner performs in one of the four core language skills of speaking, listening, reading and writing. Although the concept of fluency relates to all four language skills, it tends to be most closely associated with speaking.
http://www.jobs.ac.uk/blogs/tefl-journey/2011/10/08/promoting-speaking-fluency/

Oral fluency is the ability to express oneself intelligibly: reasonably, accurately and without too much hesitation. (García Cabrera y otros, 2007)
From the analysis of the definition mentioned above, the following **categories and subcategories of analysis** are stated:
 1. Grammar: -word order, -the use of the subjects, -the use of auxiliaries.
 2. Vocabulary: -meaning, -register variety.
 3. Pronunciation: -pronunciation of sounds that do not exist in Spanish,   -the pronunciation of initial and final sounds, -word stress, -sentence stress, -questions intonation patterns, -affirmative and negative intonation patterns.
 4. Comprehension: -appropriateness of response, -accuracy of response
Level descriptions of how well the students have achieved the standards:

High: Speakers are able to express personal meaning by relying heavily on learned phrases or recombination of these and what they hear from their interlocutor.

Mid: Speakers at this level communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned.

Low: Speakers at this level have no real functional ability and, because of their pronunciation, vocabulary and grammar, may be unintelligible.

The following empirical methods were applied to collect information for the research.

Document analysiswas used to study, analyze and collect information and guidelines contained in the official documents that regulate the teaching learning of English in elementary school.

Participant Observation was used to collect, judge, assess and make decisions throughout the research

Pedagogical test: It was used to determine the students' strengths and weaknesses in the development of the speaking skill throughout the research.

Survey was used to determine the development of the speaking skill in English according to the students' opinion.

Teacher's Journal was used tokeep a record on the teaching learning process during the implementation of the system of teaching aids and also to reflect on the problem under study to try to find a solution to it.

Triangulation: It came to authenticate the data obtained from the different methods and resources used during the different stages of the research. It was also used to establish regularities during the whole process, which helped to integrate such data.

2.1 Results of the implementation of the instruments

A pedagogical test is applied (see annex 3) to the subjects of research with the purpose of evaluating their strengths and weaknesses in the development of oral fluency. The exercise consisted in a role play where the students had to ask for some personal information.

After evaluating the test and taking into account the survey (see annex 4) applied, and the observation guide (see annex 2), the authoress determined that the 66.6% of the students never know how to order words to communicate intelligibly, the 33.3%

sometimes the right order of words. The students rarely use auxiliaries and subjects to ask and answer questions, the 100% of the students do not recognize the use of auxiliaries to produce questions and negative sentences in the English subject, they think that the presence of subjects are not necessary in answers and questions, as it happens in Spanish.

Regarding pronunciation it is always difficult for the 80.9% of the students to pronounce words, while it is sometimes difficult for the 19.04% of them, due to the presence of sounds that does not exist in Spanish. Intonation in questions patterns and affirmative or negative statements is never recognized by the 80.9% of the students, the 19.04% sometimes do recognize them. The totality of the group sometimes stresses neither the right syllable nor the sentence. Most of the students tend to mispronounce some initial and final sounds. They do not show confidence in reproducing or approximating English pronunciation.

It was also determined that the students sometimes use the new vocabulary accurately and hardly ever know the meaning of it. The 9.5% of the students find the learning of the new vocabulary easy; the 38.09% state that it is not that easy and the 52.3% of the students state that it is not easy. The students do not show comprehension, since they are not able to respond to their partner's language input and they do not react to the language situation.

As strength it can be appreciated the students' interest, a huge motivation, and their high levels of outlook towards English learning.

Categories of analysis	Student's level			Student's percentage		
	High	Mid	Low	High	Mid	Low
Grammar	0	2	19	0%	9,6%	90,4%
Pronunciation	0	2	19	0%	9,6%	90,4%
Vocabulary	0	2	19	0%	9,6%	90,4%

Comprehension	0	2	19	0%	9,6%	90,4%

Through the triangulation technique the following **regularities** were stated:

1) The teaching of speaking ability is given priority in the program of the subject.
2) The students' motivation towards the learning of English language.
3) The students hardly ever use auxiliaries, subjects and the right word order.
4) The existence of difficulties in pronouncing sounds that do not exist in Spanish and some initial and final sounds.
5) Little awareness of word and sentence stress.
6) The limited use of vocabulary.
7) Low levels of appropriateness and accuracy when responding.

2.2 Sample of the preliminary teaching aids to develop oral fluency in 6 th B class.

Teaching aids are classified into different categories: tridimensional objects, didactic boards, graphic elements, audio-visual aids, and printed materials.

The authoress chose a diversity of teaching aids to support the teaching of oral fluency. This sample was chosen randomly.

Tridimensional elements: objects.

The objects are materials that teachers use to present, explain, and so on the contents of study in the classroom.

Didactic boards: blackboards

Blackboards are aids to gather and highlight information about the content studied or taught.

Graphic elements: pictures, posters

Pictures are imitations or representations of a person or thing, drawn, painted, photographed, and so on, with the purpose of supporting and reinforcing some specific information.

Posters are printed or handwritten papers that are design with the purpose of advertising some piece of information.

Audio-visual aids: TV lessons

TV lessons are television broadcasting programs that support the teaching and learning process of English in Cuban elementary schools.

Printed materials: workbooks, dictionaries

Workbooks are one of the main teaching aids to reinforce instruction and education. They provide effective practice, review, drilling, test-preparation exercises,and so on, for the contents studied in the classroom.

Dictionaries are books of alphabetically listed words in a language with their equivalents in another language e.g. [a Spanish-English *dictionary*], some of them include definitions, etymologies, pronunciations, and other information.

2.3 Evaluation of the implementation of the preliminary teaching aids.

It is necessary to highlight that the preliminary sample of teaching aids was implemented in exercises that are recommended to be used for the development of oral fluency. (Role plays.)

The sample we are referring to, was put into practice in the ten minutes (before-viewing stage) and in the 15 minutes (after viewing stage). It is also important to point out the decisive role of the teacher's journal (see annex 5) during the description of the evaluation of the implementation of the preliminary teaching aids, since it favored all the information gathered throughout the process of implementation.

Before viewing stage section.

Teaching aid: POSTER

For the ten minutes (before viewing stage) of each lesson, a poster called *attendance data* was created. It is used at the beginning of each lesson. A student selected updates

the attendance data when the teacher calls the roll. By doing this, the students practice the language as well as some mathematic when adding and/or subtracting to come down with the total. The students expressed their motivation towards the activity and they even said that they do update the attendance data every day, though English lessons are once a week.

It came the time to implement the first teaching aid created taking into consideration the contents of study, and the possibility of providing a learning environment. The idea of creating teaching aids came from the need of certain level of help identified in the practice teaching when the students were performing the exercises in the after-viewing stage section.

Grade: 6th.

Lesson: 21

TV lesson: 21-24

Exercise: role play.

Time: 15 minutes.

Topic: Can you help me?

Teaching aid: POSTERS.

While watching the TV lesson different ways of the communicative functions *asking, offering help and asking for permission* were introduced. In the TV lesson pronunciation and variety of expressions had the emphasis.

In the after-viewing stage the teacher assigned a role play to practice the content. While the students were developing the exercise the teacher realized that most of them spoke using isolated words, there were difficulties when ordering words and using the auxiliary in questions and negative sentences. The student's pronunciation affected communication because of the lack of stress and appropriate intonation patterns. The students couldn't remember the variety of phrases to ask and so, comprehension was conditioned by few isolated words. This situation led the teacher to introduce the poster she had created.

Due to the poster's aid the students made good use of the time. This was an engaging way to help the students and at the same time contribute to the creation of the learning environment.

The next 3 lessons were devoted to the same communicative function. The exercises assigned were role plays, too. It can be concluded that there was an increase in the development of oral fluency since the students felt more comfortable and were familiar with role plays. They show motivation towards the activities and expressed how helpful the poster had been for them. It was perceived the awareness of grammar, the use of the basic vocabulary needed, the pronunciation which usually was understood and the level of appropriateness when responding was noticed, too.

The exercises used were the following:

1.

Student A: Imagina que eres el/la maestra del aula y un alumno (a) te brinda ayuda para repartir los lápices. Decide que hacer.

Student B: Solicita a tu maestra (o) que te permita ayudar a repartir los   lápices en el aula. Da las gracias.

2.

Student A: Imagina que eres un abuelito que lleva bolsos pesados. Un niño se te aproxima y te ofrece ayuda. Sin olvidar ser cortes decide que hacer.

Student B: Te diriges hacia tu casa y en el camino te encuentras un abuelito con bolsos pesados. Respetuoso y amable ofrécele ayuda.

3.

Student A: Imagina que eres la maestra y un alumno llega y te saluda. Este te pide permiso para abrir la puerta, pídele que te repita pues no lo escuchaste bien, decide si puede o no. También desea sacar punta, autorízalo a hacerlo.

Student B: Llegas al aula por la mañana, saluda a tu maestra y pregúntale cómo esta, sientes calor, pídele permiso para abrir la puerta y luego para sacar punta. Da las gracias.

4.

Student A: Imagina que camino a la escuela te encuentras con un/una compañero (a) de aula. Salúdala, lleva una mochila pesada y le ofreces ayuda, no la escuchas bien y le pides que hable un poco más alto.

Student B: En la calle un/una compañero (a) de aula te saluda. Responde el saludo y pregunta cómo esta. Acepta la ayuda que te ofrece tu compañero y agradécele.

The next communicative function comprises the learning of the school objects. While viewing the TV lesson the students got familiar with a variety of objects, the pronunciation and relevant grammar related to that topic.

Grade: 6th.

Grade: 6th.

Lesson: 25

TV lesson: 25

Exercise: role play.

Time: 15 minutes.

Topic: School objects.

Teaching aid: OBJECTS.

In the after-viewing stage the teacher assigned a role play to practice the content and potentiate the development of oral fluency.

Once the exercise was oriented and the students started to work they were constantly asking for the name of the objects. On the spot, the teacher had an idea. She got a piece of paper and wrote the name of each object to stick it on them. This was an excellent idea. The students felt confident and in the performing of the activity they exhibited an emerging awareness of the English grammar, most of them spoke simple using basic vocabulary needed with pronunciation that can be usually understood. They spoke slowly with frequent repetition with understanding of limited number of simple learned phrases. The students expressed the support offered by naming the objects, and they got really engaged and asked for another exercise. So in an extra time the teacher decided to play. The game, "I spy with my eye…." was used. The development of the activity was excellent. The teacher felt quite satisfied since the students showed an increasing motivation, interest and knowledge.

The exercise used was the following:

1.

Student A: Imagina que vas por la calle y te encuentras un/una amiguito (a) quien hacía mucho tiempo no veías. Él/ella comenzó a estudiar inglés y para practicar te pide que le digas cuántos y qué objetos hay en tu aula.

Student B: Te encuentras en la calle a un/una amiguito (a) que no veías hace tiempo. Él/ella le gusta mucho el inglés y para practicar pregúntale sobre los objetos de su aula, cuántos hay y cuáles son.

Grade: 6th.
Lesson: 26
TV lesson: 26
Exercise: role play.
Time: 15 minutes.
Topic: Parts of the house.
 Teaching aid: PICTURES.

In this lesson the students learned the parts of the house. While viewing the TV lesson the different parts of the house were presented, with its respective pronunciation and grammar. During the after-viewing stage the exercise assigned was called: Describe and Draw. This activity was organized in pairs, each pair is given a part of the house in a piece of paper and the role play is assigned. Student A describes his/her room while student B draws it.

This activity was very motivating since it is combined with drawing, which is one of the activities children love the most. While having fun they were learning English. In the performance of the exercise an awareness in grammar was perceived, they used the basic vocabulary needed, though the register variety was limited and their pronunciation was usually understood. Regarding comprehension, they spoke slowly with frequent repetition using a limited number of simple learned phrases.

At the end of the exercise, each picture was collected and the best were selected and used to create a poster that favored the learning environment of the classroom.

The exercise used was the following:

1.

Student A: Imagina que tienes que dibujar para el círculo de interés de artes plásticas. Pídele a tu compañero (a) de aula que te describa su parte de la casa.

Student B: Descríbele a tu compañero (a) la parte de la casa que le toca dibujar de tal forma que pueda adivinar cuál es también.

Grade: 6th.

Lesson: 27

TV lesson: 27

Exercise: role play.

Time: 15 minutes.

Topic: Clothes.

Teaching aids: PAPER DOLLS.

The communicative function we dealt with in this lesson in asking and saying what you are wearing. During the after-viewing stage another role play was assigned. This time the students felt identified with their roles, since the situation they were involved in, often happens in ordinary life. To facilitate the practice of the language and the opportunity of choice, it was created two paper dolls, with which, the students had the opportunity to represent what they were saying while performing. (Changing the clothes).

The students were enjoying a lot, since the paper dolls are Cuban cartoon characters that all children love. (Elpidio Valdés y Maria Silvia).

This time the students made good use of the English grammar, though it was a little bit difficult for them to remember the structure, though the teacher thinks it could have been given by the restricted time it is set to practice the content. With respect to vocabulary the students stopped speaking using single words and started to speak using basic vocabulary needed. The pronunciation could usually be understood and comprehension among them, was good. It can be easily appreciated certain development in oral fluency.

The exercise used was the following:

Student A: Imagina que vas a una excursión y no sabes que ropa usar. Pegúntale a tu mamá/papá que usa cuando está en ese lugar.

Student B: prepárate para decirle a tu hijo (a) que ropa usas cuando estas en una excursión.

Grade: 6th

Lesson: 28

TV lesson: 28

Exercise: role play.

Time: 15 minutes.

Topic: Colors.

 Teaching aid: RAINBOW, PAPER DOLLS.

In this lesson the students worked with the colors, they practiced pronunciation and vocabulary. The teacher presented a rainbow, similar to the real one, with all the colors they are supposed to master. Then in the after-viewing stage the students were eager to start the exercise. This time the teacher decided to combine the new content with the previous one. The exercise assigned was a role play. The students had the paper dolls and the rainbow, while they were choosing what color and clothes would wear Elpidio and Maria Silvia in a given function or context. It was very comforting for the teacher to see the students so interested and motivated. Most of them made good use of the grammar taught while using the basic vocabulary needed and just few words were mispronounced. Understanding among them was good in general. The students prepared the exercise in pairs and then they were asked to come to the front of the class and dress the paper dolls according to their presentations. It was perceived the enthusiast and the involvement of the students in this activity.

The exercise used was the following:

Student A: Imagina que te disfrazas de Elpidio Valdés, el personaje de cuentos más famoso de la historia de Cuba, y vas a una fiesta de un amigo. Averigua que ropa usará tu pareja y de qué color para combinarte.

Student B: Imagina que eres María Silvia, la dama de cuentos más famosa de la historia de Cuba, y te arreglas para una fiesta con tu pareja. Prepárate para decirle que ropa usarás y de qué color.

Grade: 6th

Lesson: 29

TV lesson: 29

Exercise: role play.

Time: 15 minutes.

Topic: Describing objects.

Teaching aid: OBJECTS.

In this lesson the students learned to describe the objects in a simple way. While viewing the TV lesson they practice the grammar, vocabulary and pronunciation required. This time for the after viewing stage the teacher gave all the couples an object of the classroom, (eraser, ruler pencil or a piece of cloth) which were used in previous lessons. Though the exercise was a little controlled, since the students were given the object to be described, it went well and created the basic knowledge for using the item taught freely, next lesson.

Lesson 30 is devoted to the same communicative function so this time while viewing the TV lesson the students had more time to practice the language item taught. This opportunity brought or added some new vocabulary and consequently, more practice. During the exercises the students exhibit an emerging awareness of the English grammar showing perception of the right order of words, the use of subjects and auxiliaries. They spoke using basic vocabulary needed and they were careful when intonating and stressing words and sentences and it was adequate the levels of appropriateness when asking and answering depending on the particular situation given. In this lessons the teaching aids used were the ones used in previous lessons.

The exercises used were the following:

1.Student A: Imagina que tu amiguito (a) perdió un objeto X en el aula. Pídele que lo describa para ayudarlo a encontrar su pertenencia.

Student B: Has perdido tu X en el aula. Tú amiguito (a) desea ayudarte. Prepárate para describirle tu objeto perdido.

2.Student A: Imagina que el fin de semana pasado visitaste un museo en la Habana. Descríbele a c el lugar. Allí perdiste tu mochila favorita. Ella/el no recuerda cual era, descríbesela.

Student B: Tu amiguito (a) visitó un museo en la Habana. Pídele que te cuente como es y que te describa la mochila que perdió, pues no te acuerdas cual era.

Results obtained:

Summing up the process of implementation of the teaching aids it can be concluded that the students improved their oral fluency skills since the progress was notably perceived. The students started communicating minimally by using a number of isolated words and memorized phrases limited to the context in which the language has been learned, supported by a variety of teaching aids that contributed to the creation of a positive learning environment in the classroom. All this led to an increase in the development of oral fluency in 6th B class at Ramon Pando Ferrer.

The proposal

3.1 Foundations of the proposal.

Philosophical foundations

The philosophical bases of the proposal of the present research are grounded by the Marxist-Leninist philosophy. In its most general characteristics, the dialectical materialism studies the nature of the being and its laws to turn the prior objective laws into method of further knowledge and transformation of reality. The historical antecedents of the development of the speaking fluency in English in elementary schools have been poorly studied. The proposal of the system of teaching aids paves

the way for the creation of a positive learning environment that will help the students to develop their fluency in English.

Pedagogical foundations

The school offers the requirements for the development of an appropriate teaching and learning process of English. The proposal contains a group of activities that portrays a social context (task orientation) and it is developed through pair and group work and therefore cooperative learning.

Methodological foundations

The proposal is based on the Communicative approach for the teaching of foreign languages. The authoress assumes the Communicative Language Teaching principles redefined by PhD A. Camacho. (1)Classes should be active and centered on student's educative needs, interests and experiences. (2)Materials, tasks, activities and resources should be chosen on the basis of educative and linguistic criteria, and should be provided for learning and acquisition. (3)Practice should be carried out through meaningful tasks, which engage students in thinking and activity. (4)Practice should provide for strategy development. (5)Students should be engaged in monitoring, self-correction and self-evaluation tasks; they must be as well asked to question and reflect on what they have learned and how they have learned it. (6) Opportunities should be given to learn content from other areas of the curriculum through the medium of English. (7) Practice should engage students in cross-cultural comparison. (8) Classes should foster an atmosphere of cooperation and open communication among students and teacher.

3.2 Systematic nature and peculiarities of the proposal.

There are several definitions of system. The following are some of them:

Del latín systema, un sistema es módulo ordenado de elementos que se encuentran interrelacionados y que interactúan entre sí. http://definicion.de/politica/
"Conjunto delimitado de componentes, relacionados entre sí que constituyen una formación íntegra". (Julio Leyva, 1999)

"Conjunto de elementos que guardan estrechas relaciones entre sí, que mantienen al sistema directa o indirectamente unido de forma más o menos estable y cuyo comportamiento global persigue, normalmente un objetivo." (Marcelo Arnold y F. Osorio, 2003)

As it can be appreciated there is a diversity of existing definitions of system, the following is given by (CECIP) Centro de Estudios de CienciasPedagógicas in the Pedagogical University ´´Félix Varela Morales´´ Santa Clara (2007),which will be followed in this paper, since it was defined taking into consideration the educational practice.

"Concepción analítica (teórica o práctica) sustentada en determinados postulados teóricos que intenta la finalización de un sistema pedagógico y se dirige a la obtención de determinados resultados en la práctica educativa, o a mejorar los ya existentes".

In order to solve the scientific problem, a system of teaching aids is proposed. It arises from a need in the educational practice, supported by the general theory of system. The system does not represent an existing object, but proposes the creation of a new one with a systematic organization, since its components meet the following characteristics: **implication** (the components have been selected), **differentiation** (the components are distinguished among themselves), **dependence** (the components are related among themselves), **totality** (each of the teaching aids is differentiated, but at the same time each of them has specific relations that determine its role, as a whole, it assures the development of oral fluency), **centralization** (there is an element in the system that takes a leading position. This element is the general objective), **hierarchy** (within the system its components are ordered in subsystems: the development of fluency, the creation of a positive learning environment, and elements: the activities to develop oral fluency, the teaching aids respectively), **adaptability** (the system of teaching aids is conceived to potentiate the development of oral fluency in 6th B graders, however its adaptability allows to make the appropriate changes according to the modifications undergone by the context), **integration** (the implementation of the system of teaching aids allowed not only to potentiate the development of oral fluency, but also to contribute to the creation of a learning environment in the classroom).

In other words, the system of teaching aids has a collection of closely related elements subject to a logical and hierarchal arrangement, operating as a whole that overcomes each of its parts separately and it is aimed at achieving a result according to the context it was created for.

The system of teaching aids was built up taking into consideration its effectiveness in the development of oral fluency, and as a second result, its support to the creation of a learning environment in the classroom.

The designing of the system of teaching aids took into consideration the regularities resulting from the diagnose test, the methodological requirements of the Communicative Language Teaching approach, and the students characteristics. It covers 16 lessons of the English syllabus language in 6th grade and attempts to contribute to the comprehensive formation of the students, and to the development of oral fluency favoring a learning environment in the classroom. Its flexible nature allowed the needed changes in the teaching aids as well as in the activities created to contribute to the development of oral fluency in the speaking skill. Pair work and group work prevail as classroom organization. The teaching aids have correspondence with the contents of the syllabus, the characteristics of the students, and the degree of complexity of the exercises. The close interrelationship and interdependence among these elements create an indivisible whole, granting the proposal a systematic nature.
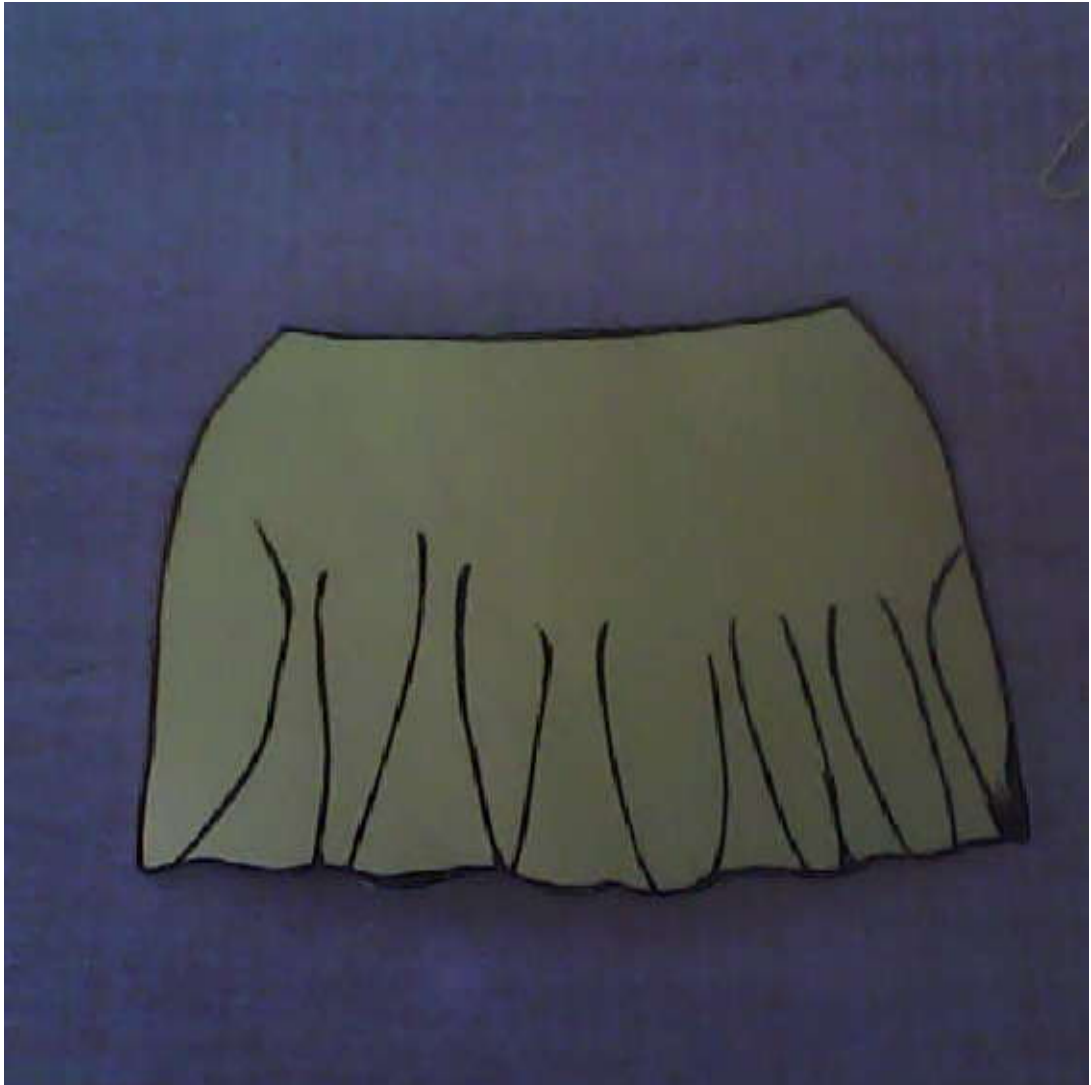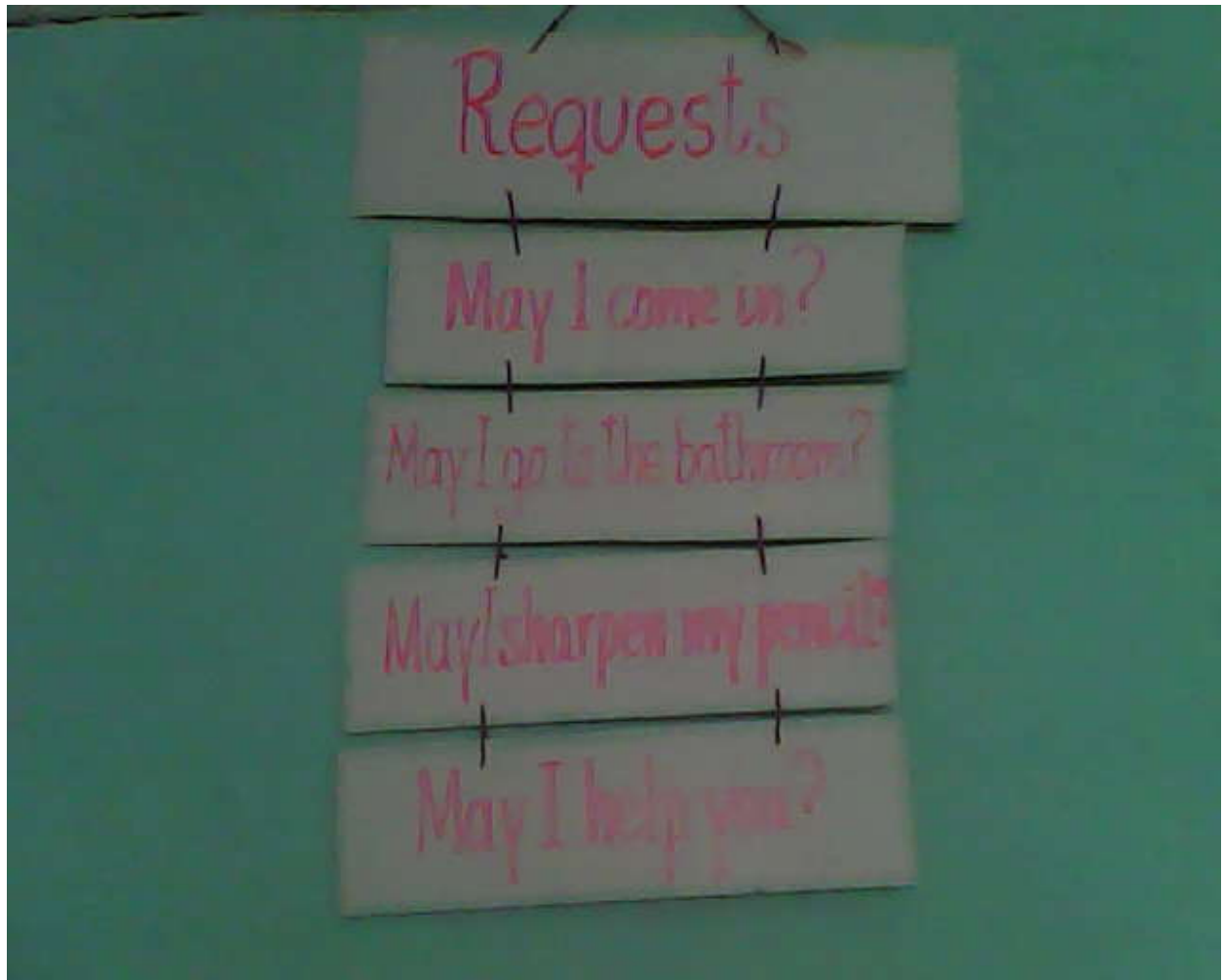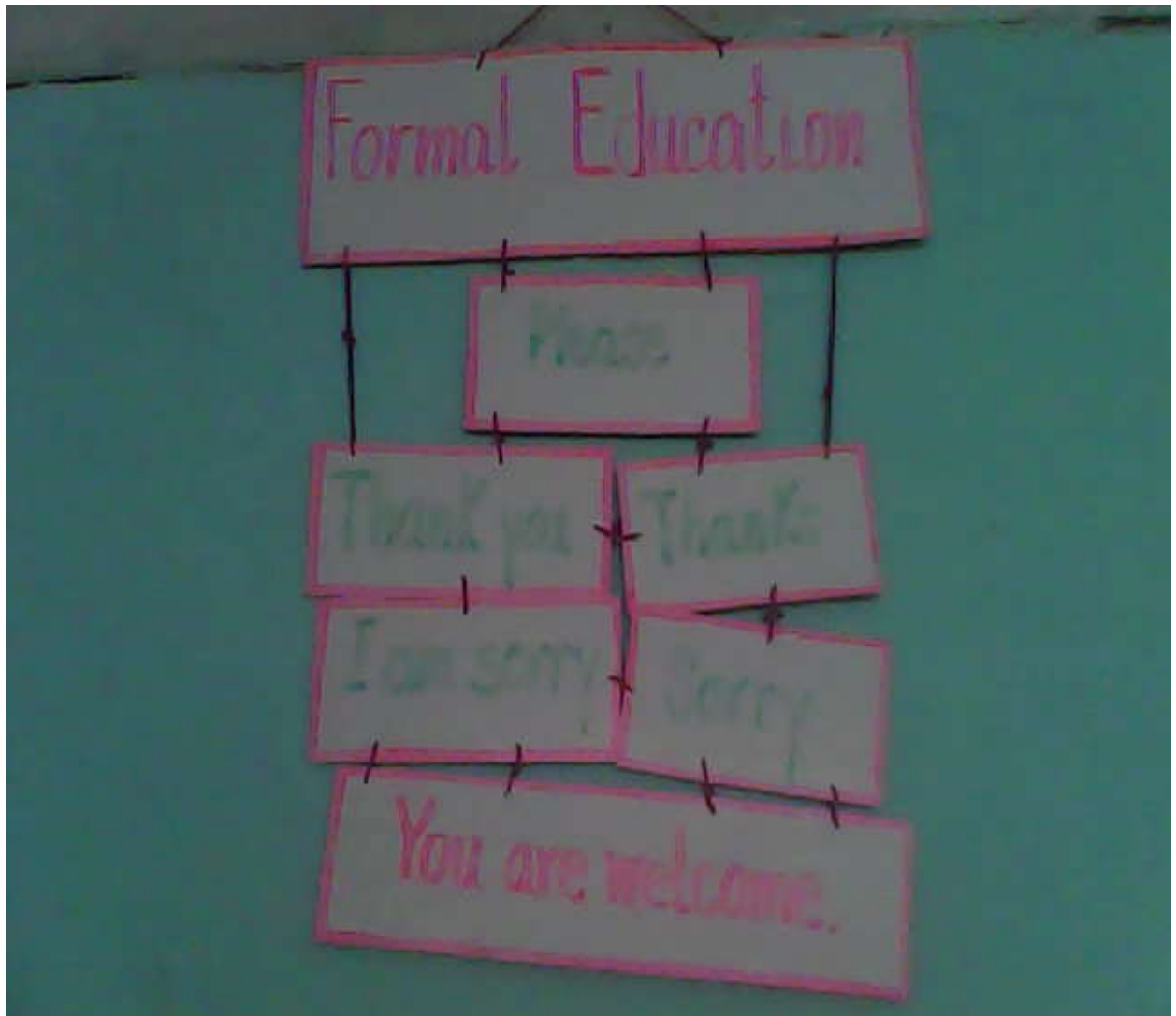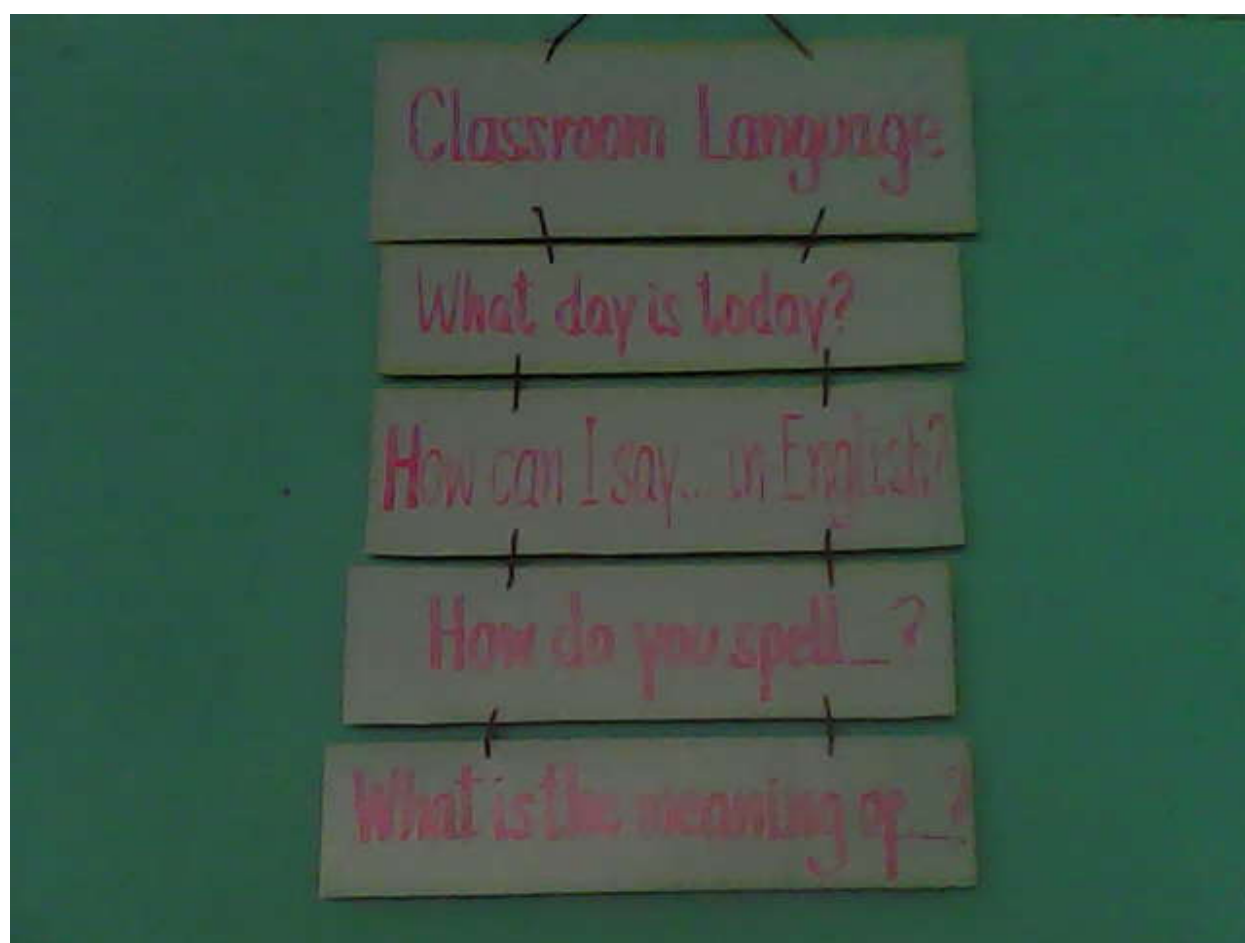
3.3 The system of teaching aids.
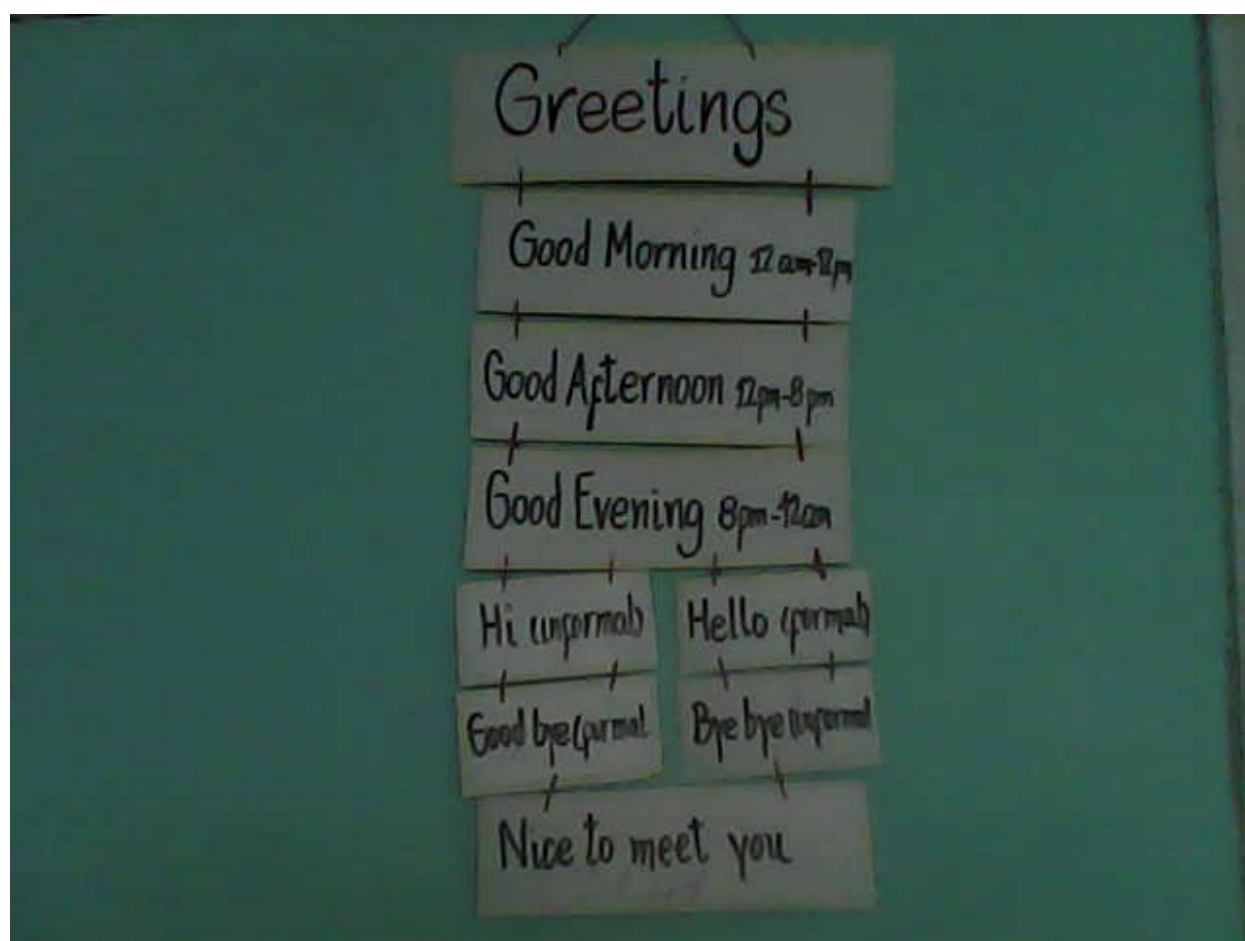
TV SET

Greetings

Good Morning 12am-12pm

Good Afternoon 12pm-8pm

Good Evening 8pm-12am

Hi (informal)   Hello (formal)

Good bye (formal)   Bye bye (informal)

Nice to meet you
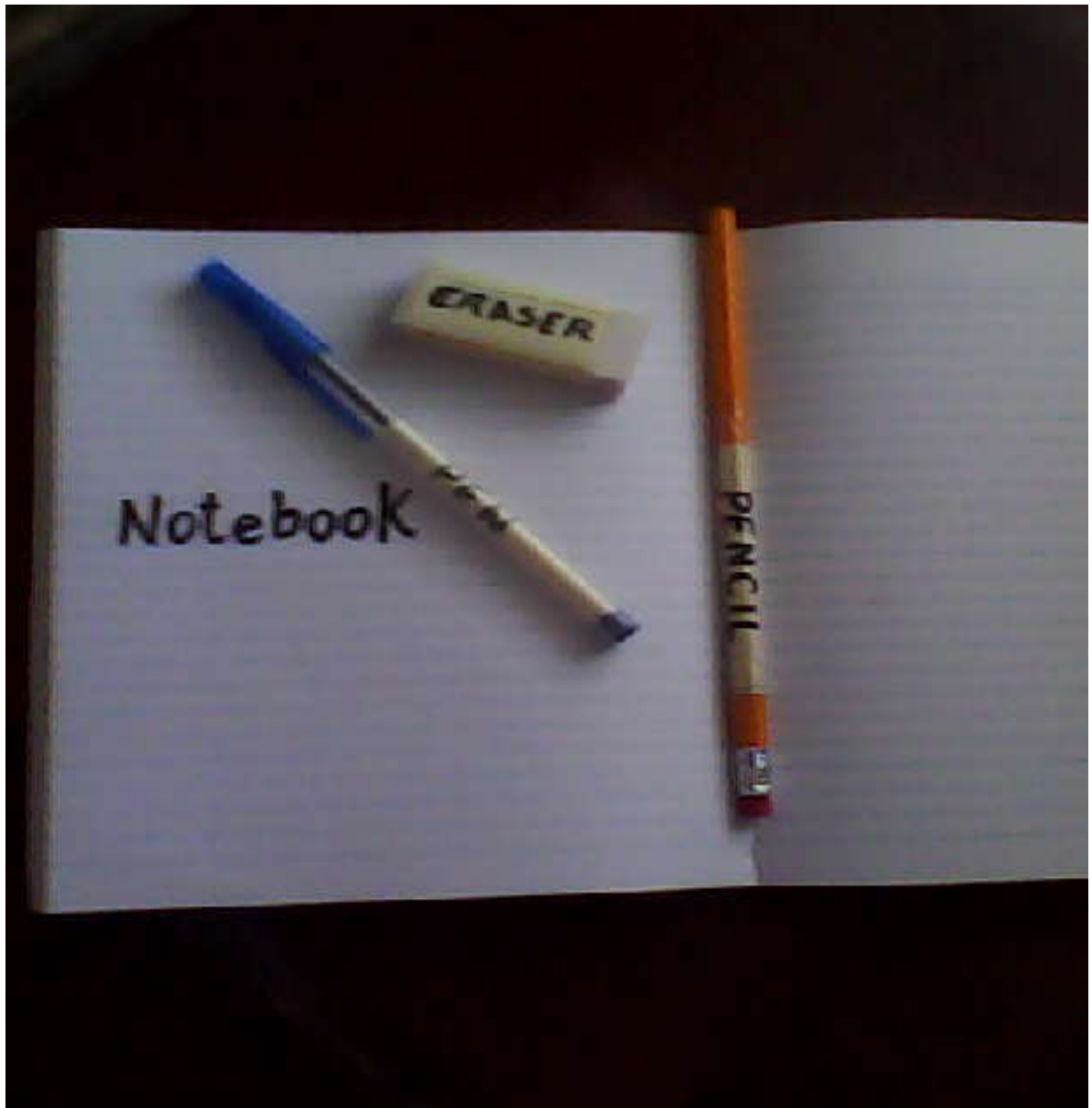
Conclusion

1. The teaching of fluency in the speaking skill is supported by the requirements of the Communicative Language Teaching approach, and it assumes basic oral communicative functions expressed through simple conversations without frequent pauses, knowing pronunciation, vocabulary, grammatical structure, sentence structure and linguistic semantics.

2. The diagnose of the current situation of 6th B graders at Ramon Pando Ferrer elementary school revealed the students difficulties in oral fluency, and also the need to create a new way that favored a learning environment in the classroom.

3. The design of the preliminary teaching aids took as a starting point the students suggestions, the communicative functions taught at this level, and the students' needs and characteristics shown in the diagnose of 6th B graders at Ramon Pando Ferrer elementary school.

4. The preliminary teaching aids led to the development and improvement of the process of building up the system of teaching aids to enhance the development of oral fluency and the creation of a learning environment in 6th B class. The impact on the students was very positive, since it provided a new way of learning the foreign language.

5. The system of teaching aids proved to be an effective way to develop oral fluency enhancing the creation of a positive learning environment in the classroom.

Recommendations

- ➢ It is recommended to put into practice the proposal in the teaching of English in each of the academic years in elementary schools.

- ➢ It is recommended to continue improving the use of teaching aids to develop oral fluency and the creation of a learning environment in the elementary level.

- ➢ It is recommended to spread the proposal over the elementary schools of the province and the country, as well.

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Annex 1

Document Analysis Guide

Objective: Corroborate the existence of   objectives, contents and activities that contribute to the development of speaking fluency taking into account the student's learning needs.

Rubrics to consider

- Determine the objectives, contents and methodological guidelines in 6th grade.

- Determine activities that develop speaking fluency.

- Determine activities aiming at grammar, vocabulary and pronunciation.

- Determine the existence of Communicative Language Teaching methodology in the documents analyzed.

Annex 2

Observation Sheet

Objective: Corroborate the development of speaking fluency in 6thB class.

Rubrics to consider

Dimensions	Rubrics	Comments	Level
Grammar	-word order -the use of subjects -the use of auxiliaries.		
Vocabulary	-meaning -register variety.		
Pronunciation	-intonation patterns -word stress - pronunciation of sounds that do not exist in Spanish, -the pronunciation of initial and final sounds		
Comprehension	-appropriateness of response -accuracy of response		

Level descriptors:

Grammar

High: the students have a grasp of basic grammar features.

Mid: the students exhibit an emerging awareness of English grammar.

Low: the students lack of English grammar necessary to connect ideas and speak in sentences.

Vocabulary

High: the students have basic vocabulary recognition.

Mid: the students speak simple using basic vocabulary needed.

Low: the students mainly speak using single words.

Pronunciation

High: the students may mispronounce words, but pronunciation can usually be understood.

Mid: the students use pronunciation that can usually be understood.

Low: the students typically use a pronunciation that significantly inhibits communication.

Comprehension

High: the students understand simple learned phrases easily, and some simple new phrases containing familiar vocabulary, spoken slowly with frequent repetitions.

Mid: the students understand a limited number of very simple learned phrases, spoken slowly with frequent repetitions.

Low: the students understand only a few isolated words, and extremely simple learned phrases.

Annex 3

Pedagogical test

Objective: Corroborate the level of development of the speaking fluency in 6[th]B class.

Rubrics to consider:

Grammar, Vocabulary, Pronunciation, Comprehension.

Student A: Estás en el parque y llega un niño o una niña que conociste hace poco.

- Saluda a esa persona.

- Pregunta cómo está.

- Pregúntale su edad.

- Pregunta en qué trabaja su mamá.

- Pregunta dónde vive y qué hace en su casa.

- Pregúntale si le gusta la matemática.

- Despídete.

Student B: En el parque te encuentras con un niño o una niña que conociste hace poco.

- Salúdense.

- Pregunta cómo está.

- Responde cuántos años tienes y dónde vives.

- Tu mamá es doctora y en tu casa haces la tarea y practicas fútbol.

- No te gusta la matemática y prefieres el inglés.

- Despídete

Annex 4

Survey

Objective: To corroborate information about the current situation in the teaching of speaking and the development of oral fluency.

Rubrics to consider: Grammar, Vocabulary, Pronunciation, Comprehension.

1. Te gustaría hablar en inglés correctamente

____ Siempre   ____ A veces   ____ Nunca

2. ¿Cómo te resulta el aprendizaje del nuevo vocabulario en inglés?

____ Fácil   ____ No tan fácil   ____ Difícil

3. Utilizas correctamente el nuevo vocabulario en los diferentes ejercicios del aula

____ Siempre   ____ A veces   ____ Nunca

4. Te resulta difícil pronunciar las palabras cuando hablas en ingles

____ Siempre   ____ A veces   ____ Nunca

5. Puedes identificar una pregunta por la entonación que se utiliza

____ Siempre   ____ A veces   ____ Nunca

6. Sabes cómo ordenar correctamente las palabras para poder entender y ser entendido en inglés

____ Siempre   ____ A veces   ____ Nunca

7. Consideras importante la utilización de verbos auxiliares para preguntar y responder en ingles

____ Si   ____ No sé   ____ No

8. Utilizas el sujeto en cada oración

____ Siempre   ____ A veces   ____ Nunca

9. Entiendes a tu compañero cuando hablan

____ Siempre   ____ A veces   ____ Nunca

Annex 5

Teacher's journal:

Objective:to jot down/collect at the end of each lesson all the information obtained/data from the observation during the implementation of the preliminary teaching aids aiming at the development of oral fluency.

Rubrics to consider:

- Motivation of the students
- Performance quality
- Language development (grammar, vocabulary, pronunciation)
- Level of comprehension
- Increase or decrease in the development of oral fluency

Here it is an example of the journal.

Lesson: 25

Exercise: role play

Time: 15 minutes

Teaching aid: rainbow

Topic: the colors

Comments:

During the development of this exercise, it was observed that:

The students were eager to start the exercise. They were motivated by the use of the teaching aid, however soon they discovered they didn't know how to pronounce some of the colors, and I figured that a simulated transcription written on the blackboard was

worth trying. The students were, then, able to pronounce and use the names of colors in the communicative function they were studying.

The teaching aid served as an input to study the colors, I explained my students that the colors my teaching aid has are not the ones a real rainbow has, then I mentioned the colors a real rainbow has.

I supported my teaching today in the use of a teaching aid I created, and in the extensive use of the blackboard for the simulated transcriptions.

I am very satisfied with the implementation of the rainbow to teach the colors in today's lesson, I have also realized of the importance of using the blackboard as if it were the student's own notebooks because I am also teaching them how to use the notebook efficiently to study in the future.