General English Course Focused on Speaking Skills to Sixth Graders at Instituto

Bolivariano in Arjona Bolívar

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Content

Abstract

From the perspective of communication skills, the study proposes the construction of strategies for the development of oral skills in English as a foreign language, framed in the SPEAKING (Hymes, 1972) model and the possibility of developing autonomous mechanisms framed in the pragmatics oral production, acquiring sense learning speaking skills efficiently in particular communicative situations experienced by sixth grade students.

Using a mixed descriptive methodology is to establish the diagnosis of speech in English as a foreign language, allowing them to integrate learning experiences in native language with the processes of thought and expression in L2, which are basic in acquiring speaking skills and whose situational and strategic direction favors the progressive acquisition of the competent oral production.

Applying of cognitive, metacognitive, affective, social and compensation strategies in English learning allow develop speaking skills effectively and achieve in the students an efficient level of oral production - oriented in a socio-cultural dimension in English as a foreign language in various communicative practices in specific situations.

Keywords: Speaking skills, Strategies of learning, Communicative competences, Speaking Model, English as a foreign language.

1. Introduction

The paradigm of communicative competence (Hymes, 1972; Mayor, 1994; Cenoz Iragui, 1996), allows the construction of cognitive strategies, meta-cognitive, social, emotional and compensation within the oral production in English as a foreign language (Rueda & Wilburn, 2014) in a situational context, where the structure and function about it's been written. It is related to the possibility to develop autonomous mechanisms in the pragmatic competence (Hymes, 1972), which it is the basis for building meaningful representations thought-language (Vygotsky, 1992), permitting the linguistic domain of the second language (Yi Lin, 2008) and the deployment of knowledge in terms of cognitive transformations, linguistic, communicative and cultural of the speaker-listener person in a foreign language.

This approach is focused on the didactics of English as foreign language (Yi Lin, 2008; Segura, 2012), making sense the learning of speaking skill efficiently in a real communicative context (Segura, 2012; Brown, 2009), as a strategic cognitive process; it seeks to give an effective answer of the problems of the low level of communicative competence that sixth grade students at Instituto Bolivariano (Arjona Bolívar) have in English. It is evidenced through the performance achieved that they have gotten in speaking activities in the classroom (National Ministry of Education – MEN, 2006).

Students, at the beginning of the sixth grade present deficiencies in oral productions due to:

1. Poor oral participation in class, sometimes because of shyness, lack of confidence, afraid of being judged if they make mistakes, or lack of motivation in the activities (Vargas, 2011).

2. Fewer opportunities to practice English out of the classroom (Castro, Castro & Guzman, 2007).

3. Insufficient independent work (Segura-Alonso, 2012).

4. Little use of learning strategies (Oxford, 1990).

These problems evidence the need to do a description of the different types of learning strategies that students use to promote the development of speaking skills since constituted an important tool that students use in their learning process, making them more autonomous, conscious and responsible people for their own learning process.

Likewise, it has been established, through the diagnostic of the performance of the students in the English area subject, elaborated annually by English teachers at Instituto Bolivariano. Most students do not reach an average level of mastery in speaking skills to communicate themselves in every day situation in the classroom or at home.

On the other hand, students' parents of Instituto Bolivariano regarding the performance and effective learning that their children reach in the school environment related to the second language, they needed that the sixth grade students get more knowledge and vocabulary management, simple and complex grammatical constructions that let them use the English language in an effective and adequate way of communicative performance, that is, pragmatic competence (Hymes, 1972) where they can express feeling, emotions, moods with their peers and the teachers.

Taking into account the above, it is possible to ask: What interactive strategies based on the SPEAKING model can be used in English classes to improve sixth grade students oral skills at Instituto Bolivariano (Arjona Bolívar)? This question leads to investigate about the learning process in the classroom. This can develop the pertinent mechanisms to integrate learning in a second language, through the ability to speak (Villar, 2015), it represents an immediate and unpostponable need to guide the learning achievements and the school performance in English toward the bilingualism as high-quality objective and purpose of the Colombian educational

system (MEN, 2010) Recognizing cultural diversity in an increasingly globalized and integrated world (West, 2013) as research subjects implement the application of interactive strategies based on the SPEAKING model in English as a foreign language to improve communication skills in sixth grade students in sixth grade at Instituto Bolivariano (Arjona Bolívar).

2. Theoretical Framework

Some researches (Cárdenas & Miranda, 2014; López, Peña, De Mejía, Mejía, Fonseca & Guzmán, 2014; Conde, 2015) point out the need to achieve structured and functional learning of the language skills to express fluently in a second language (González, 2009; Salinas, 2010), in particular with the conversational elements required for an effective communication (Villar, 2015).

From this perspective, listening and talking get constituted in the primary skills for the learning of English as a Second Language (Vargas, 2011), which can be generated for expression skills and understanding itself (Sanhueza & Burdiles, 2012), point out that having enough motivation to achieve higher performances every day. Pavesi, Bertocchi, Hofmannová & Kazianka (2001) highlight that "the learners are involved in interesting activities that makes sense to them, at the same time they use the language. The learning of the language applies directly to what happens in class and that satisfies the immediate needs" (p. 10).

González & Sanchez (2008), from a linguistic perspective inherent diversity to the acquisition processes of the second language, they talk about the existence of a set of theories that point out the best way of learning the vocabulary of a second language:

Learning in context, the incidental learning through the reading and extensive listening, the explicit instruction, the development of strategies of deduction and memorization, the interaction of the pupils through using communicative activities, finally, the cognitive organization or the schemata theory, applied to learning vocabulary (p.2).

Arango, Puerta, Montoya & Sanchez (2013), point out the existence of a multidisciplinary look of communicative competences in a second language (L2), recognizing that socio-cultural dynamic construction (Vygotsky, 1992) in the native language (L1) is the one that enables their

progressive and consistent advancement (Ledger Book, 1994), process in which learning

strategies for independent oral production (González, 2009), they become the conscious factors

guided to the communicative specific domain from the classroom (Ascencio, 2009). The role of

the didactic developmental strategies of speaking skills in English students as second language

requires planning the communicative situations carefully in which the learners work themselves,

in order to increase the efficiency of the mechanisms of language acquisition (NCLRC, 2004).

Considering that speaking skill is fundamental in the English learning process as a

Second Language, it is understood that the communicative situations inside the classroom will

use not only vocabulary and grammatical constructions for the conversation, but also includes all

functions and structures that make the communication possible with a specific purpose

(pragmatic) between the person who speaks and the person who listens. In this respect, the

learning of speaking skill, according to the NCLR (2004), should include:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right
  words in the right order with the correct pronunciation.

- Functions (transaction and interaction): Knowing when clarity of
  message IS essential (transaction/information exchange) and when
  specify understanding IS not required (interaction/relationship
  building).

- Social cultural and excursions and norms (turn taking, rate of speech,
  length of pause between speakers, relative: Understanding how TO
  take into account who IS speaking TO whom, in what circumstances,
  about what, and for what reason.

Based on the above considerations, the cognitive strategies and academicians (Rodríguez & García-Merás, 2005; Rueda, 2014) for the domain of the oral expression in second language (Villar, 2015), can be understood as a set of teaching and learning mechanisms that are implemented by teachers and students with the purpose to acquire a direct pragmatic competence in particular communicative situations (Hymes, 1972).

According to Hymes (1972) everybody has not only the capacity of speaking but also the capacity of interact with others communicatively. Likewise, the communicative competence refers to the obtaining of the linguistic necessary knowledge that a speaker requires for interacting and communicating effectively in a given situation. Hence communicative competence is essential when you want to speak a language (Bygates, 1991), because, to acquire speaking skill is not only to use grammar or the code of a language well, but also the best way to use their records according to the characteristic of the situation of communication and the other speakers, the intentions, the tone of the interaction, the canal used, the standards of the situation and the genre (Tusón, 1991).

Hymes's model (1972) defines the discursive kind of the class to characterize the communicative events: The situation, all-comers, the purpose, the sequence of acts, the keys of interpretation of the message, the instruments, the standards or rules, and the genre or type of discourse, gathered in the acrostic SPEAKING (Situation, Participants, Ends, Acts Sequences, Keys, Instrumentalities, Norms, Genres):

- Setting: it refers to the spatial location, temporary and psychosocial environment where the participants are (educators, students, context).

- Participants: The people involved in the activity or communicative act, with their psycho-social characteristics (age, sex, social rank, status, verbal repertoire, the role) where their possibilities of interaction are consistent (Goodman, 2003).

- Ends: They are the objectives of the activity achievements or performances expected with verbal communication, implying the skill to produce acts of speech with a communicative purpose and specific learning, in accordance with the context and the situation of the speaker.

- Act Sequences: They understand the structure and organization of the interaction from the content and how they structure the themes according to the activity. The sequence of acts speaks vary according to the activity since, a piece expresses himself in different communicative functions and they constitute a vocal act (Suaza, 2014).

- Key: The key is the degree of formality of the interaction that implies a determined tone according to the context and the purpose, characteristics of intonation, accent, pauses and rhythms in the oral expression used (Hymes, 1972).

- Instruments (instruments): Including the transmission channel and the way of communication, the use of the language elements (Jakobson, 1971).

- Norms: Referred to the own regulations of the conversational interchanges according to the context, the codes, the approvals and disapprovals in the situational communication use (Hymes, 1972). Standards are essential in the inferential construction of the act of speech from what he says to himself, how you say and what for he says to himself (González, 2009).

- Genre: It is the type of speech, it can be an interaction, a conversation, a class, an interview (Suaza, 2014). Define the linguistic characteristics of communication and the verbal interchange adjustable to the discursive situation (pragmatics).

In Colombia the learning of English (MEN, 2010) signs up in the acquisition process of communicative skills in a foreign language from the General Law of Education (Law 115 of

1994) and the Law of Bilingualism (Law 1651 of 2013), they establish the importance from the study of the linguistic, pragmatic, social and cultural elements of L2 since L1, from up with the levels of expression, understanding and domain of the English as global language (Crystal, 2003).

3. Methodology

The study is descriptive, combining quantitative and qualitative, it is a mixed research (Creswell, 2009). Through this research model, that uses an analytical method, it seeks to characterize an object of study or a particular situation, to describe its characteristics and properties (Hernández, Fernández & Baptista, 2010). It is combined with certain criteria of classification used to ordering, grouping or systematizing the objects that are used in the investigatory work, besides, it can serve as basis for investigations that require a higher and depth level.

The descriptive design comprises delimitation, registration, analysis and interpretation of the real nature of the phenomenon, and the composition or processes that characterizes it (Bernal, 2010). The approach determines important aspects about how a person, group or thing behaves or works in the present. It can be said, in this sense that the descriptive research in the educational field is oriented to characterize and interpret the real teaching and learning processes inside the classroom (Briones, 1998).

The participants are formed for 48 students in sixth grade at Instituto Bolivariano (Arjona – Bolivar): there are 26 girls and 22 boys. They are between 10 and 12 years old. According to Piaget (1986) corresponds to the stage of the formal operations. A sample was not selected, being taken all of participants: 48 students which represents 100 % of the subject.

The subject was chosen with not probabilistic criteria (McMillan & Schumacher, 2005) intentional, and under expert judgment, taking into account ages, and grades, as well as the pertinence to the group of students with difficulties in understanding and oral expression in English as foreign language (MEN, 2010). In this sense, the sample excludes diagnosed students with sensorial or cognitive deficiency (specific learning disorders). The group of students is located at half a levels of academic performance during the first school period of the year 2016,

as to the learning of the cognitive and communicative skills of the English as foreign language (Sanhueza & Burdiles, 2012).

For effects of investigation they design some instruments to record the information, such as: observation, surveys and workshops.

The observation: it was used to describe as clearly as possible the dynamics of educational activities in the institution that are related to the teaching and learning English as a foreign language.

Questionnaire: They were applied with a diagnostic purpose, through standardized fill-out forms to the students included in the sample. Questionnaire are used to obtain quantifiable punctual information about students' opinions when they do comprehension and speaking activities that are usually develop in the classroom

Workshops: They consist on carrying out various practical related activities with the object or studied phenomenon, under guidance and pre-knowledge from which new meanings, events and productions of the student group are built in their learning process of oral skills in foreign language. Each workshop was applied to achieve a development of knowledge and skills, as well as to obtain a specific result through individual or collective work of participants in some specific aspects of speaking, according to the corresponding skill level (MEN, 2010).

To validate the instruments. We attended three aspects: The content validity, the criterion validity and the construct validity (Escobar & Cuervo, 2008). To validate the content, the instrument designed must ensure that the measure represents the concept measured. This is achieved through the identification and adjustment of the questionnaires and workshops according to operationally defined variables for the study. (See annex F).

Regarding criterion validity, we proceeded to establish comparatively the measuring of the instrument with an external criterion (Escobar & Cuervo, 2008). The more the results   are

related to the criteria, the better the instrument will be validated. As condition of validity established himself the expert judgment (external validity), that provides a reliable mechanism for the evaluation of the instruments applied to investigations in the field of the linguistics applied in the teaching of L2 (Robles & Rojas, 2015), when counting on criteria of professional expertise on the subject of the learning strategies of the English as foreign language: First, by the concept of two English teachers, and second, for the concept and adaptation that was done by the director of this research.

The construct validity indicates how a measurement is related to others according to the theory or hypothesis concerning to the concepts that are being measured (Bernal, 2010), so that taking into account these concepts to correlate them later, obtaining a range of sufficient reliability. In this investigation, we proceeded to do an exploration of theories that support the core of the problem (case-study categories), finding that some aspects included in the tests have enough theoretical and conceptual support and the results can be interpreted and understood not only in an individual way but also in a general way.

The reliability of the workshops is basically assessed using the results of the pilot test (Bernal, 2010), consisting in the application of comprehension exercises and speaking tests to a small group of sixth grade students, through which can be established some similarity and homogeneity in relation to some difficult situations of learning process to acquire the language skills to speak English as a foreign language.

4. Data analysis and results

At this point, the results of a questionnaire that was applied to the students about their speaking needs in a foreign language are analyzed, and the results are compared with indicators of tests applied in the English subject at Instituto Bolivariano. It was done by 30 students at Instituto Bolivariano, being the first time an assessment of skills, needs was carried out in order to speak and to communicate pragmatically speaking in a second language, among sixth graders.

If it is analyze each obtained response in the diagnostic questionnaire shows that there is a group of students who sometimes understand and speak English and just 10 of them have studied English in other institutions, but 100% of the students believe that English is useful for the future, but they do not have money to pay for an English course. This means that in the future it will be necessary to implement a plan of action to improve these problems found through the surveys, through the implementation of academic strategies at the Bolivarian Institute, which help students to finish high school better prepared in the knowledge and practice of the second language.

In a general way, it was found that there is a gap between the needs of the students in the field of bilingualism and what they have been taught at Instituto Bolivariano in terms of communication and oral expression. Therefore, it arises from the diagnostic results the need to contribute to the development of speaking skills effectively in English by students and to adjust the corresponding curriculum.

The following needs were identified in students: mainly they were focused on communication skills related to oral expression, on the understanding that these skills are the starting point for the development of pragmatic of the speaking as a basic dimension of learning a second language. Similarly, it is valuable to precise the importance of developing these skills

from the classroom activities and provide better opportunities for exercising of oral

communication through the use of integrating strategies.

Then the results of the survey are described:

• 30% of students understand when someone spoke with them in English.

• 70% of students have only studied English at school.

• 90% of students say they like English.

• 30% of students have English studies in other institutions.

• 100% of students like the way their teacher develops the English class.

Related to the communication skills in English, students handle the following

percentages:

    o Speaking _____ 20%.

    o Listening _____ 20%.

    o Reading _____ 30%.

    o Writing _____ 30%.

• 100% of students say that English is important for different reasons.

• 20% of students have had the opportunity to speak with an English native speaker.

• 100% of students answered with positive arguments when they were asked about their

likes.

• 100% of students responded positively to the question: Is it useful for you to learn

English as a foreign language?

The results of speaking activities in the classroom show that sixth grade students used (48 % of the cases) learning strategies which it is classified as medium. This group of students often use metacognitive strategies, including: paying attention to others when they speak English, paying attention to their own mistakes and to the learning progress, setting clear goals for improving language skills, identifying the goals of oral activities in class, the learners use prior knowledge and personal experiences during oral interactions, and they seek ways to practice the language. In contrast, memory strategies are less used by students with a 20% of frequency.

Metacognitive strategies mentioned are possibly the most used because as mentioned Nunan (1991). The developed classes under the communicative approach provide students opportunities to reflect on their own learning process. This process has a great relevance for learning speaking skills because teachers tend to promote feedback exercises in which students are actively involved in critical reflection and conscious of their own learning process.

On the contrary, there are two metacognitive strategies that are not regularly used. The first is to plan the schedule in order to have time to study; and the second it is to investigate the topic or the theme that it is going to be talked in class. This occurs because it is not common to promote in academic spaces strategies such as organizing the time of study and developing of research processes without the teacher's guide, therefore, they are not assumed by students as relevant aspects for learning.

At this level, it is also seen that students use social learning strategies, with a frequency of 32%. Among the group of social strategies the most used are: asking to be corrected during an oral interaction, seeking to understand the culture of the English speakers, and being aware how their ideas can affect the listeners.

The results obtained proved that the use of compensation strategies represents 40% of the cases, which suggests a medium use level. This indicates that in the initial levels, students do not

know enough mechanisms that allow them to face different issues when interacting with others. The most used compensatory strategies are: the use of words or phrases that mean the same to the English word that it is not remembered or it is not known, to ask the partners how the word is said, and to help themselves communicate with gestures when a word is not known. This may reflect that in the initial levels the low knowledge of the language does not allow students to use synonyms. Additionally, since the beginning of learning is common to use the native language to communicate, students do not often use different compensation strategies such as gestures or questions for clarification.

Moreover, the data indicates that students use affective strategies with a frequency of 45%, which equates to a medium use. It is not shown a significant difference between the use of affective strategies and other learning mechanisms of speaking, so, it is evident that they are generally involved regardless of the development level of the second language. The regulation refers in this case to the possibility of generating responses to feelings such as insecurity, stress and nervousness when communicating in a foreign language.

The most used affective strategies are: to be always positive and encouraged, to pay attention when being nervous to do an activity to reduce stress, and dare to speak English even though making mistakes. By contrast, the less used emotional strategy is: to bring an emotional monitoring or evaluation of attitudes about feelings related to learning itself; since it is not a practice that it is commonly promoted by English teachers.

. Teachers, at the Instituto Bolivariano, are not trained to develop skills in teaching English, much less, the ability to speak a foreign language, for this reason, students find difficult to develop ability to communicate effectively in English as a foreign language.

Likewise, teachers do not apply appropriate assessments technique to develop speaking skills, so, every teacher applies the traditional evaluation based on objective tests. All these based

on their professional experiences, but they are not training in the area of learning assessment; these assessments only for measuring knowledge of each student and ignoring the developmental assessment of speaking skills which is the basis for learning English language.

Meanwhile, the development of learning units of the ability to speak, was made from the three stages of the PPP approach (Presentation, Practice and Production), they were used to introduce a new language from the vocabulary, structures, pronunciation and grammar, (Spratt, Pulverness and Williams. 2005) giving the students the opportunity to practice the language in a safe learning environment where the difficulties are not for a grade but to practice and correct mistakes to learn communication, dialogue (Spratt, Pulverness and Williams, 2005).

Presentation: It consists on the introduction of the topics by teachers, such us: structures, communication functions or some other aspects of the language in a context or communicative situation that helps to clarify its meaning. It can be done through a pattern of sentences, short dialogues acted by the teacher, and the students read in a book or heard in a recording to illustrate some selected aspects of the language. it will be done some presentations about some short dialogues preceded by situations that seem real experiences and may have some similarities with the daily life. This would be the motivation to start a debate about the situation; the environment, participants, topic, formality (the mother tongue and English would be used because it is an initial level). In addition, learners make questions and answers about the topic, the situations of the dialogues and similar experiences that students have identified in the topic of the conversation.

Controlled practice: Students exercise the taught language by the teacher: sentences or dialogues in choir or in pairs, until they could pronounce correctly, these activities include mechanical and automatic practice patterns: interlacing parts of sentences, complete them, repeat dialogues, write and listening using specified forms in practice and communicative understanding. It is based on information and functions developed in the dialogue presented in

class, contextualizing the situation and generating an environment of interaction in the classroom or in an extracurricular space.

The communicative situation takes into account all aspects such us: the distribution of spaces, resources in the classroom and basic communicative expressions of the participants that express in the dialogue. It is also important to give short and clear examples, using authentic materials, drawings, dramatization techniques and videos, among other elements to facilitate students understanding.

Free production: Students produced in a "free" situation in order to use aspects of language recently learned or acquired. Examples of these are role plays, simulation activities or communicative tasks. By the progress of the previous phrases, students discover the functional expression rules, which include oral forms of communication, the order of the statement, and degree of formality, grammatical function and meaning.

At the end, students show in video tape all the communication tasks elaborated and developed to self-assess their performance in a focus group. This dynamic can identify the difficulties of developing oral production in English and apply compensation strategies and control of the activity itself, enabling the student to apply adjustments to their pronunciation.

During the activities in the classroom, it was evident that some students have difficulties such as: an acceptable level of pronunciation, the knowledge of the second language and the adaptation to the communicative context they also identified emotional and volitional difficulties in the English learning process, such as: fear to intervene in class, insecurity and nervousness, forgetfulness, incorrect pronunciation of phrases or refuse to take part of the oral production activities in the classroom.

In relation to the above, the speaking skills effectively in a foreign language can be hampered by the environment and the given situation in the oral interactions (roles and objectives

of the act of speaking), which act as inhibitors of their communicative skill and from it is derived the judgment of not being able to speak or even thinking about what they want to say then translate into a fluid dialogue.

When oral exchange in a foreign language are presented and did not get sufficiently developed communication skills, a rupture occurred between thought and expression, i.e., excessive distance between the speaking and the original idea, which occurs when they have not developed enough expression and interaction with others in the natural way that provides native language, and in the case of the foreign language, it needs to have as a framework the following aspects: social practice of a structured linguistic content: vocabulary, knowledge of the language and application to the communicative context.

Consequently, learning needs integrated skills associated with specific aspects such as: the students' ability to present to an audience a topic with the right and rich vocabulary and pronunciation management, so it is understood that oral interventions in second language in the classroom should be frequent, varied, sustained through the time and with a level of appropriation of language skills: pronunciation, intonation, rhythm and fluent.

By observing carefully, the teaching and learning English as a foreign language, the oral production is an essential factor of cognitive and language development, the that favors language proficiency and allows self-assessment of progress in the acquisition of communicative competence, as noted in the foreign language curriculum standards (MEN, 2010).

The sensitization phase for the development of strategies, enabled the exploration of prior knowledge, interests and students' expectations, to have a clear idea about their motivations and knowledge versus oral expression, the diagnosis of oral expression and support pragmatics of communication in self-recognition skills, difficulties and own requirements for learning (metacognition)

It developed a set of activities to get the objective of strengthening skills in speaking English as a second language. seven specific activities were conducted:

1) Oral Expression Workshop, through which the most important elements and techniques were effectively communicate;

2) Role play, to engage students to participate exploring the situational and existential meaning they give to the expression of facts, emotions and feelings;

3) Brainstorm, through which students put into practice their skills independently they express ideas at their independently, using English orally;

4) Conversations: Exploring and expressing situations, events, places, feelings and expectations that they have through in familiar contexts for them, from the native tongue and to the foreign language;

5) Descriptions, whereby favored oral proficiency with proper pronunciation and taking advantage of the interest in children in recognition of their favorite characters;

6) Role plays: from speaking in everyday life, it gave moments of interaction, expression and interpretation of the contexts where they live.

In the closing phase of this proposal, some activities were applied to assess progress and constraints that were presented in the development of speaking skills in English as a second language. in this phase four activities were conducted:

1) General Evaluation of achievements and difficulties, in order to establish the overall results of the pedagogical-curricular proposal;

2) Co-evaluation. It let students and teachers determine the achievements and constraints in the developed experiences;

3) Self-assessment. Established the participation in the activities and the interest generated by the students, and;

4) Personal Plan to advance in English speaking skills.

5. Conclusions and implications

The different activities done, especially those which had an interactive and autonomous purpose (meta-cognitive and affective strategies), promoted students' interventions and the teachers' educational guidance were articulated with these activities, they helped to increase English speaking skill and project learning to the transversality that demands bilingualism as aim in the Colombian system (Law 115 of 1994).

The results obtained in the development indicators of learning motivational processes (stimulation-interest) for oral expression in English, through strategies that linked the affective with cognitive represented innovation options on traditional practices of teaching English in the classroom, which received greater attention and availability by the students.

In the various strategies implemented, teamwork was positive and strengthened social bonds, which contributed to the generation of an atmosphere of participation and enrichment of speaking skills, where the group acts as a reference for setting goals oral communication and the use of space for the expression of ideas using the foreign language (Suaza, 2014).

According to the training workshop methodology applied, the different activities constituted by aspects such as: role plays, dramas, conversations and music, among others, favored the learning processes of the second language from the familiarity that students have with the native language. In relation to the initiatives for achieving autonomous expression in English (metacognitive strategies), students were allowed to express from their knowledge and experiences, pointing out their own interests in relation to their knowledge of English and expressive resources, regardless of the level they had.

From the working experience with different oral activities, it was found that students had some limitations to express their ideas through speaking English in class, so that they considered

them as difficult activities. After being all the activities implemented their perception changed because students showed to be more willing to participate.

It was possible to develop and strengthen the different skills in communicative and learning, starting from nearby elements or easily identifiable. Experience showed positive results to the extent that they were achieved attitude changes through speaking, triggered processes in motivation and stimulation for participating in the learning progress of the second language, although it is understood that this is just the first part of a long-term work.

Cognitive strategies and self-motivation interaction allowed not only the playful enjoyment but also the symbolic representation of ideas students have about English as a foreign language; however, teachers have to keep looking for a complete integration between speaking skills and pragmatic communication as a necessary condition to speak English in the classroom, it constitutes the key to the learning process.

Likewise, it is determined as an essential factor of designing and implementation of teaching programs, projects or other methodological approaches that encourage interdisciplinary spaces, linking subjects or areas with the exercise of speaking English, where students have the opportunity to tell, argue, present, give opinions or talk with the proper use of cognitive, metacognitive, affective and communicative tools in general. Similarly, it is to create a space where students can display their communication skills from the expression of their thoughts, recognizing that they are influenced by the environment in which they live.

On the other hand, it is essential to take into account the role of the English teacher have, which it should not be limited to repetitive and memoristic teaching. It should take an active role as a facilitator of student skills, knowing their interests, needs, in order to propose activities that go beyond the active and participatory learning of the language.

The development process of speaking in a foreign language, satisfies the students learning needs in sixth grade, at Instituto Bolivariano, assuming that teaching strategies to stimulate speaking skills in English can respond to the learning needs in the oral students' production.

It is possible to say that, through the strategies and activities that were carried out, the students advanced in their own processes of experimentation and oral productions and domain knowledge in English based on the sensitization that was gained from the practice of languages and selecting the right communicative strategies to carry out their speaking activities.

It is important to assess the students' expressive capacity and the creation of a climate conducive to the individual's ability to communicate, act and decide on the affective, evaluative, emotional and social levels, being possible, through the appropriate spaces to speak frequently in English, with which basic cognitive and social learning were based on a specific communicative context for the foreign language (pragmatic skills).

In connection with speaking skills in a foreign language, it is established that the main motivation is the student to advance this learning process is social recognition (De Mejía, 2006) to express themselves properly, using the basic rules and integrate all elements of enriching oral expression. The interactive activities that were applied, they achieved meaningful results concerning to the oral skills to relate production with the sociocultural context in which the formation of communication skills were evident.

In this regard, it should recognize the contribution to the communicative cognition in a second language by students, from school to their respective contexts, allowing a better understanding of the environments in which the communicative exchange takes place; which it is related to the knowledge of the different types of audience, i.e. the potential partners that will take place with the communicative exchange. It is important to say that knowledge of possible interlocutor should be considered whether it is a listener "in the presence" (face to face) and a

listener "in absentia" (listener through the distance, imaginary listener or casual listener). which finally allows metacognitive knowledge: knowledge that tells what the task is about; how it should be done; what level of performance; how long should be used; What prior knowledge should be activated; what strategies already known should be operated.

It is observable that, with the improvement of communication skills in the second language, students are able to understand and produce appropriate statements for different purposes in different contexts. These linguistic and cognitive operations are carried out through the efficient use of the language, they are put into play various capacities for effective communication.

Thus, the activities that were done towards the development of communicative competence (Hymes, 1995) through its model SPEAKING, which includes a number of essential knowledge and skills to achieve a communicative action appropriated to the context and the purpose (pragmatic). Then, this allows the consolidation of communication skills (MEN, 1998) as:

- The Linguistic Competence: it is understood not only as the intuitive knowledge that a speaker has on his own tongue, but also knowledge of grammatical aspects complex, which the speaker can produce, understand and reflect on aspects such as syntax, morphology, semantics, and the rules.

- Pragmatic Competition: This can be defined as the ability the speakers have, to interpret the explicit and implicit meanings of the sentences (Speech Acts) effectively made in the various contexts of use.

Taking into consideration the above, it may raise the implication of the use of cognitive strategies, metacognitive, affective, social, learning, for the second language and developing skills for efficient speaking, that let the students access to higher levels of oral production

oriented the cultural dimension of English and complex communicative practices, primarily related to the performance of the speaker in specific cases of communicative exchange (pragmatic), so the oral expression of the participants not only favored in quantity but also strengthened in its quality.

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Appendix

Appendix A.
Diagnostic Questionnaire

OBJETIVO: Identificar las condiciones de desarrollo de habilidades comunicativas en la clase de inglés, en relación con los factores de competencia y apropiación social de la lengua extranjera.

IDENTIFICACIÓN:
Nombre: _____ Grado: _____ Fecha: _____

CUESTIONARIO:

1) ¿Comprendes cuando te hablan en inglés?
 A) Siempre.   B) Casi siempre.   C) A veces.   D) Casi nunca.

2) ¿Sólo has estudiado inglés en la escuela?
A) Sí   B) No

3) ¿Te gusta el inglés?
A) Sí   B) No

4) ¿Has realizado cursos de inglés en instituciones diferentes a la escuela?
A) Sí   B) No

5) ¿Te gusta la forma cómo el profesor de inglés desarrolla la clase?
A) Sí   B) No

6) ¿En cuál de las competencias comunicativas desarrolladas en el idioma inglés te desenvuelves mejor?
A) Hablar.   B) Escuchar.   C) Leer.   D) Escribir.

7) ¿Te parece importante el inglés?
A) Sí   B) No
¿Por qué? _____.

8) ¿Has tenido la oportunidad de conversar con un hablante nativo?
A) Sí   B) No

9) ¿Qué es lo que más te gusta del idioma inglés?
_____
_____

10) ¿Para usted es útil aprender inglés como lengua extranjera?
_____
_____

¡Gracias por tu participación!

Appendix B.
Diagnostic of Strategies and Skills

OBJECTIVE: Identify communicative strategies that 6th grade students put in practice to develop oral skills in English class, in relation to the competence factors and social appropriation of the foreign language. Topics

Strategies	Competence and skill Indicators	Yes	No
Cognitive	He / She recognize the usual lexis in L2		
	He / She identifies syntactic and semantic structures of L2.		
	He / She answer the teacher's questions in L2.		
	He / She does the activities in the logical order of the class.		
	He / She organizes the learned topics earlier and uses them to learn new themes.		
Metacognitive	He / She pays attention to who speaks.		
	He / She recognizes his/her mistakes related to pronunciation.		
	He / She gives his/her own activity goals		
	He / She recognizes the objectives of oral activities.		
	He / She uses his/her prior-knowledge and frequent oral interaction in L2.		
	He / She practices frequently in L2		
Memory	He / She frequently repeats the vocabulary and grammatical forms.		
	He / She uses additional mnemonic resources: cards, graphics and images.		
	He / She organizes lists of common phrases.		
	He / She pronounces following the model given by the teacher.		
Interaction	He / She interact orally with peers in L2		
	He / She frequently strengthens the ability to speak inside and outside the classroom		
	He / She asks the teacher and classmates to be corrected in order to improve oral skills.		
	He / She strives to understand the culture of English-speaking speakers		
	He / She is aware that his/her ideas can affect his/her partners.		
Compensatory	He / She adjusts his/her speaking to the communicative situation.		
	He / She solves problems in his/her oral		

	expression using the context.		
	He / She uses equivalent phrases if he / she do not remember the original.		
	He / She asks to repeat the pronunciation or the meaning of what it was said.		
	He / She uses gestures to make himself/herself understood in oral expression.		
Affective	He / She frequently motivates himself/herself for oral expression in L2.		
	He / She pays attention when someone speaks to.		
	He / She himself/herself controls nervousness.		
	He / She frequently takes risks to participate in oral activities.		
	He / She values his/her own learning.		
	She / He expresses satisfaction / dissatisfaction with what he/she has been learned.		

Appendix C.
Activity: Presentation

SETTING: In the classroom, using the descriptive scheme, the teacher makes the introduction of the activity, giving personal information about himself, such as name, age, nationality, occupation, family members who he lives and likes.

PARTICIPANTS: The teacher and the students.

ENDS: The students will be able to give personal information.

ACT SEQUENCES: The teacher gives a vocabulary based on a video where a person is giving personal information; then questions are asked about what the video shows to determine the students' comprehension; after that the teacher gives his personal information; later every student writes or completes their own information and shares it with a partner and finally the students socialize their work to the whole class.

KEY: It can be worked in a formal way initially for the whole class, then students introduce themselves in an informal way and they use emotional nuances in expression.

INSTRUMENTS: Direct oral, linguistic code: English

NORMS: The students follow the scheme or prototype of personal presentation.

GENRE: Descriptive and informative.

Appendix D.
Activity: Control Practice

SETTING: In the classroom, the students will make their own physical descriptions and some famous people's physical appearance in various fields: sports, music, movies. the motivation that generates self-knowledge and identification with some famous people will be significant for the class.

PARTICIPANTS: Students - teachers

ENDS: Students will be able to describe themselves and others orally, about their physical characteristics and personality trait.

ACT SEQUENCES: The students will follow the exemplification made by the teacher, using the conventional vocabulary and grammatical forms. Every student will choose a partner, or a famous person to describe him/her. The student will practice his/her own description of his physical and personality traits, he/she will take into account the description given by the teacher in a dialogic context.

KEY: Formal and informal description of the physical characteristics and personality traits. Using gestures and symbolizations to accompany the physical description of the character chosen.

INSTRUMENTS: Oral direct. Using posters, pictures and icons.

NORMS: Autoregulation of verbal and nonverbal elements used in the description, not using offensive or rude expressions. The teacher will control directly of the way and the mechanic of the oral expression, making a continuous assistance and guidance to improve pronunciation.

GENRE: Formal and informal descriptive. it will favor the exchange of ideas about the structure of the personal description using the learned grammatical forms.

Appendix E.
Memorize: Feelings

SETTING: In the classroom and in the social and family environment. The student is in communicative situation with peers and with other partners to memorize expressions related to moods and emotions.

PARTICIPANTS: Students, teacher and others people such as family members and friends.

ENDS: Memorize expressions related to moods and expressions to improve the pragmatics of oral communication and recognition of communicative intentions.

ACT SEQUENCES: A catalog of moods and emotions is made. The expressions are presented by the teacher and then memorized by the students. In a brief way, the students answer the question: How would you feel if? seeking to justify the answer later. The activity will be transferred to an environment outside the classroom to build a small anecdote, according to a model given by the teacher: "The boy who cried wolf".

KEY: Informal and usual expressions for moods and emotions. The students use an effective nuance to refer to their own emotional feelings and to people around him.

INSTRUMENTS: Oral expression. Written record of emotions and moods. Active listening to stories about emotional (affective) situations.

NORMS: Students produce a complete narrative sequence about how they have felt. The teacher adjusts the pronunciation and regulates expression using examples that the student must memorize and repeat.

GENRE: Narrative (story) about moods and emotions in their relationship with others.

Appendix F.
Role Playing

SETTING: In the classroom. In communicative situation of autonomous production of a narrative or story about occupations, professions or activities (chores) at home, community, school.

PARTICIPANTS: Students - teacher

ENDS: Making of a short story about professions and occupations that most people in the community have, using the basic oral vocabulary and grammatical forms.

ACT SEQUENCES: The teacher characterizes the most common occupations in the community and interactive learning about the vocabulary that the students need. Each student does a mimicry representation of a profession or occupation and the rest of the class must discover what it is, naming the occupation in English. It is aimed at students to characterize, imagine and represent a narrative incidental situation, using dialogue about professions, for example, I'm a mechanic, and you?

KEY: Informal expression to talk about various activities or occupations in the community. Using proxemics, kinetic and emotional elements to improve the pragmatics of oral communication.

INSTRUMENTS: Oral expression, images of professions, characterization of the occupations by students.

NORMS: Informal and autonomous exchange of expressions about occupation and professions. Each student must adjust their oral constructions, integrating the vocabulary seen in class with the representation of each occupation. The teacher guides and controls the pronunciation and the use of regular expressions to refer to the occupations in the community.

GENRE: Description and narration of situations related to professions or occupations. Informal dialogue and representation (mimicry) about it.