

Summary

The aim of this dissertation is to analyze the development of oral communication among the students of the third grade of primary school. As shown in the research conducted at the I, II and III educational stage, i.e. *English Language Efficiency Survey* in Primary School (BENJA, 2015), *Speech Skill Study 1* (BUM 1, 2014) and *Speech Skill Study 2* (BUM 2, 2015) the majority of learners of a foreign language have problems with discussing the proposed text, conducting a dialogue or expressing an opinion on a given topic. Reproductive tasks, consisting of performing a series of grammar exercises or reciting a list of words learned by heart, are not a problem.

Therefore, the question arises what methods of work should be used in classes, so as to activate students to communicate in a foreign language. C. Germain⁶ and J. Netten⁷ address this problem by proposing a neurolinguistic approach to second language acquisition (NLA-*neurolinguistic approach*). This approach not only proposes interesting methods of working on lessons, but also takes into account - an extremely important - psychological aspect in the process of learning a foreign language. In order to illustrate the above approach in relation to the development of oral production at a foreign language lesson, this dissertation has been divided into five chapters.

The **first** chapter (*Oral communication in a foreign language class*) is devoted to discussing the most important aspects related to didactics of speaking. It defines not only its goals, but also analyzes in detail the ways to develop speaking skills and how to evaluate oral production. In addition, it also presents the competence to speak in terms of a communicative approach and in a perspective or task-based approach.

The aim of this chapter is also to analyze the phenomenon of oral communication in a foreign language class based on research in this area in our educational reality by analyzing the assumptions of the Core Curriculum (MEN, 2014) at three educational stages, i.e. in primary school in grades 1-3 and 4 -6 as well as in middle school⁸.

The **second** chapter (*Learning a foreign language in the neurolinguistic perspective*) presents the development of theories regarding the relation between the brain and language. It shows the importance of interaction, context and meaning in developing oral communication. In addition, it analyzes the role of explicit and implicit knowledge in the acquisition of a foreign language from the point of view of non-interference, strong interference and weak interference position.

The **third** chapter (*Neurolinguistic approach in acquisition of a foreign language and the development of oral communication in a foreign language class*) is an introduction to the discussion on the use of neuroscience in foreign language didactics. An example is the neurolinguistic approach to second language acquisition of Canadian researchers C.

Germain and J. Netten. In this chapter, the assumptions of the above approach and the strategies used in the class of second language that strengthen the process of developing oral production were presented.

The **fourth** chapter (*Own research: methodology*) is devoted to a deeper look at the specifics of research proceedings in a foreign language teaching in relation to the development of oral production. The subject of the study, research problems as well as the main methodological assumptions are presented in detail. The methods and techniques used in the main study, the principles of sampling were analyzed. Attention was also paid to the difficulties encountered during the implementation of the study. Issues related to the construction of the oral exam and the typology of questionnaire were discussed.

Chapter **five** (*Effectiveness of NLA techniques in developing speaking competences: the course of the study, presentation and discussion of data collected in the main study*) contains the results of the main study and their interpretations. In the first place will be discussed materials prepared in accordance with the assumptions of the neurolinguistic approach. Next, we will discuss in detail the construction of the *Fairyland 49* textbook, then we go to the sample lesson scenario in the experimental and control group. Instruments and evaluation criteria for oral production were also presented. In the next stage, the results of the oral and written examination conducted in the winter and summer semester in the 2016/2017 school year will be analyzed. The auxiliary method in the study was also presented, i.e. a questionnaire prepared for parents of students in the experimental group.

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The **conclusions** summarize the reflection on the process of developing speaking competences, as well as attention to activities related to the challenges posed by the topic of contemporary didactics.

As a result of the research activities carried out, most of the assumed goals were achieved. However, the study showed that developing oral production among the students of the third grade of primary school is not an easy task. This is related to the fact that working with such an age group also applies to discipline.

In conclusion, this dissertation answers some of the questions regarding the development of oral communication in a foreign language classroom. Its important goal is to inspire researchers to seek new solutions, both theoretical and practical in this area.