UNIVERSITY OF SANCTI SPÍRITUS "JOSÉ MARTÍ PÉREZ

PEDAGOGICAL SCIENCES FACULTY

FOREIGN LANGUAGES DEPARTMENT

MAJOR PAPER

ORAL EXPRESSION DEVELOPMENT BY USING ICT´S

AUTHORESS: Gabriela López Fajardo

2018 YEAR

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TUTOR: Ph. D. Francisco Joel Pérez González

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- *To Francisco Joel Pérez González, my excellent tutor; for his wise and valuable orientations, his high exigency and his constant motivation.*
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Thank you

DEDICATION

To all my family, for being the main motivation to reach my aims, specially my mother for the unconditional help.

ABSTRACT

Oral expression has been very important nowadays within the teaching learning process at Senior High School and, searching for methods to learn in the easiest way is a fundamental assignment for the development of it; even though, there are some deficiencies at the time producing orally that knowledge. The present research´s objective is: To design teaching activities, supported on the use of ICTs, to develop the oral expression, in English language, in eleventh grade students at Eduardo García Delgado Senior High School in Trinidad. Besides, it shows the possible treatment applied departing from the activities´ application and the main obtained results such as the improvement of the prosodic and grammatical aspects of the ability in the foreign language as well as in the mother tongue. This has been verified through the application of instruments responding to several methods from the theoretical, the empirical and mathematical levels.

RÉSUMÉ

L´expression orale a eu une importance vitale aux temps actuels dans le processus d´enseignement et apprentissage au baccalauréat et, entre les tâches les plus urgentes de son développement, il se trouve la recherche de manières et de régimes de travail pour apprendre de la manière la plus facile possible, bien qu´il y ait des déficiences au moment de produire oralement les connaissances. Cette recherche a comme objectif: dessiner des activités didactiques avec le support des TICs pour développer l´expression orale en langue anglaise dans les élèves de l´onzième année de l´école Eduardo García Delgado de la municipalité de Trinidad. En plus, elle montre le traitement qui peut être donné au thème à partir de l´application des activités et les résultats obtenus principalement comme l´amélioration des aspects prosodiques et grammaticaux de l´habileté aussi bien à la langue étrangère qu´à la langue maternelle. Ceci a été vérifié en appliquant des instruments qui répondent à divers méthodes du niveau théorique, empirique et mathématique.

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INTRODUCTION

Nowadays to learn a foreign language is a necessity for human beings because the development reached by present societies, as a result of the economic and cultural integration, demands its knowledge. This linguistic reality imposes big challenges for learners, because they have to increase the communicative competence in certain foreign language and different communicative contexts, besides the knowledge of their mother tongue.

The contemporary World requires better foreign language speakers, mainly English knowers, due to the rapid spread of new Technologies throughout the World, especially the use of Internet, where the greater quantity to its users, 80 %, use the English language to interact, publish, consult, receive and give courses or lectures.

Cuba, of course, is not an exception in the world. Since the Revolutionary Triumph in 1959, Cuba has established different syllabuses, programs and methodological guide lines for the study of foreign languages, mainly the English language, where in recent years the study of the English language since the elementary school to the university with communicative purposes have been settled down.

One of the main aspects in the teaching learning process is oral expression, and searching for methods to learn in the easiest way is a fundamental assignment for the development of it.

Many Cuban and foreign authors have researched about the oral expression development among we could cite M. Finocchiaro (1989), D. Byrne (1989), G. Abbot (1989), G. Brown (1989), D. Nunan (1991), R. Acosta (1996), R. Antich (1975 and 1986), G. Diaz (2000), J. Cabrera (2004), Penny Ur (1997) etc.

In spite of every transformation in the teaching learning process in different levels and the effort of teachers planning and teaching lessons, there are still difficulties in the oral expression development of students what slows down the total achievement of the objectives and make it difficult to reach an active communicative process, in which students play a central role in the learning process.

After a deep research in the teaching practice it could be verified some strengths and weaknesses on students oral expression development in Senior High School,

among the strengths students are considered as adolescents and their intellectual development is wide, what allows major amplitude of their memories. They are dynamic and feel interested on the use of ICTs; what favors the development of oral expression with a high level cognitive independence. The students have developed good communicative competence in their mother tongue. Most of them have access to ICTs through smartphones, tablets, laptops, etc; and among the students´ weaknesses the mispronunciation of certain words and the lack of motivation to learn new contents and reproduce orally inside or outside the classroom, in which the students' participation is very limited and irregular because they talk about any topic which is not related to lessons and make use of cell phones and laptops to play.

In this level students are supposed to talk with a good pronunciation in the English language, a high level in the vocabulary fluency, coherence during the oral communication and do a correct use of the verbal tenses.

For that reason, the following **scientific problem** has been formulated, due to the contradiction between what it is expected and what it is reached: How to develop oral expression, in the English language, in eleventh grade students at Eduardo García Delgado Senior High School in Trinidad?

Related to the aspects analyzed, the following **objective** has been formulated**:** To apply teaching activities, supported on the use of ICTs, to develop the oral expression, in English language, in eleventh grade students at Eduardo Garcia Delgado Senior High School in Trinidad.

To reach this objective it has been proposed the following **scientific questions:**

1. What theoretical foundations support the work with communicative skills and the oral expression in the English language?
2. What is the current state of the oral expression development in eleventh grade students at Eduardo García Delgado Senior High School?
3. Which activities can be designed to develop oral expression in English language?
4. What effectiveness is obtained in the development of oral expression by teaching activities with the use of ICTs?

To become effective the previous objective, the following **scientific tasks** were set**:**

1. Determination of the theoretical foundations which support the work with oral expression in English language.
2. Diagnosis of the current state of oral expression development on eleventh grade students at Eduardo García Delgado Senior High School.
3. Designing of teaching activities using ICTs to favor the oral expression development on eleventh grade students.
4. Evaluation of the effectiveness obtained in the development of oral expression by using teaching activities with the use of ICTs.

In the development of the present mayor paper different **scientific methods** have been employed**:**

From theoretical level:

Historical and logical analysis: To carry out a study on the history of students' oral expression development.

Analytical and synthetical analysis: For characterizing and summarizing all theoretical aspects about oral expression development in Senior High School.

Inductive deductive method: To study information sources and to interpret the information achieved which is the background of the investigation.

From empirical level:

The interview: To reach direct information from students which have given pieces of information about oral expression development throughout the research process.

Scientific observation: To confirm students' oral expression problem inside and outside the classroom on different communicative situations in the learning process.

The survey: To verify the treatment given to oral expression development by teachers and students actual conditions achieved through the school year.

Documental analysis: It made possible to obtain information about the main aspects able to be approached in this research and to get a greater effectiveness in the mastery of the component of contents**.**

Pedagogical test: It was used with the objective of showing the oral production in eleventh graders.

Pre-experiment: It allowed comparing the initial and final results of the research. It was corroborated, taking into account its two stages (pre-test and post-test).

From statistical mathematical level:

Percentage analysis: To confirm the information achieved during the research and make comparisons to report lessons result using ICTs activities.

This research will be developed with a **population** of eight groups from eleventh grade from Eduardo García Delgado Senior High School, which is composed of 150 students. The **sample** is 30 eleventh grade students from group number 7 which represents the 20 per cent of the population. It was taken in a non-probabilistic, intentional way because it has the necessary characteristics for the application of the proposal.

They are characterized by being adolescents and their ages range between 15 and 16 years old. 16 are girls and 14 boys. The learning level is average because they present difficulties in the English oral expression. They show a low level in the vocabulary fluency in the English subject. They generally do not distinguish the sounds, they articulate them incorrectly, and they do not assimilate grammatical aspects. They make unnecessary pauses and some other insufficiencies. They are dynamic and feel interest on the use of ICTs. These characteristics have been taken into account for the teaching activities designed with the purpose of developing oral expression with a high level cognitive independence.

Scientific Novelty: This research supplies teaching activities based on the use of ICTs that contributes to enhance the oral expression ability in eleventh graders. It is composed of varied oral exercises to reinforce spontaneity, fluency, intonation, coherence and cohesion in the English language. These activities are characterized as motivating, dynamics, entertaining, actives and didactics.

DEVELOPMENT

THEORETICAL FOUNDATIONS THAT SUPPORT THE TEACHING LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE AND THE DEVELOPMENT OF ORAL EXPRESSION AS A COMMUNICATIVE SKILL

When the language is studied from a psychological viewpoint, it is easy to define that the acquisition of the language by each individual results because men live in society and the language is a product of the human activity, in the same way we can learn different languages and use them in a correct way, according to the context where people use it.

Language does not appear implicit in the man, with its birth. This should be assimilated, produced and used in the communication with the others and itself. For it to occur takes place a mechanism that propitiates it. This aspect is clear in the acquisition of the mother tongue, but does it happen in this way in a foreign language teaching?

The teaching of languages in the world is taught using different stages, which have been represented by exponents and methods that have contributed to the teaching of the most universal of the languages, English.

At-present, there is a direct relationship between the linguistic stand point and the foreign language teaching didactic around the world, to make it more efficient, it is taken into account the transmitter so as the receiver in the communication, it has shown the contextualization concepts, that refers to the relationship among the linguistic element and the situation where communication takes place.

English teaching as a foreign language has suffered several changes so as the use of different methods and focuses.

In Cuba, the English teaching has been influenced by different periods, starting from the year 1909 the teachers of this specialty were situated giving alternating lessons to the fourth graders to sixth graders in two or three schools. On September 10, 1929 were created the special English centers in Havana and two months later five centers more.

After the triumph of the revolution, was dedicated a space to the English teaching starting from the secondary school being ignored the primary teaching.

The National System of Cuban Education includes the foreign languages teaching as part of the multilateral and harmonic formation of the new generations, on the bases of the Marxism-leninism with the objective of using the oral and written language as a way of communication, developing knowledge, habits and necessary abilities to communicate.

The general objectives of foreign language teaching in Cuba have been formulated starting from the ends of the education. These objectives refer to the practical domain of the language and culture of their inhabitants and to form feelings, convictions and attitudes.

For the purpose of teaching and learning a foreign language many have been the methods and approaches used among them can be mentioned:

 -Grammar-translation method.

 -Reading method.

 -Practical method.

 -Phonetic method.

 -Psychological method.

 -Natural method.

Direct method.

 -Audio-oral method.

 -Audiovisual method.

 -Practical conscious method.

All these methods gave birth to the communicative approach which for the first time relates language to real life situations and students´ needs. The ¨communicative Revolution" as Irizar, V.A. named it (1996), it is formed out of the methods, since in fact is not a method as such and it marks rules completely different to the established ones until date(1970). It is what Stern, H.H. (1983) qualified as the stages of the break with the methods to open the way to the appearance of the communicative approach, what he names as ¨communicative teaching language.

 Larsen-Freeman, D. (1986) says that the fundamental objective of one method is to develop the communicative competence what means to learn how to use the

foreign language in the appropriate social context; therefore the students have to know how to understand their speaker.

Nowadays, the communicative approach results in a special way of teaching and understanding meanings, and it is very convenient its application because it looks for the development of the students´ communicative competence and makes emphasis on the lesson that should contribute to develop the oral expression.

In the English teaching learning process are taken into account different aspects of the language from the psychological point of view and the biological, physical and acoustic, so that to speak though it seems to be simple is a complex act, where intervene:

 -Auditive comprehension.

 -Reading.

 -Writing.

 - Oral expression.

Oral expression is the main ability in a foreign language learning; and to develop it, in a right way, it must be joined with other abilities; at the same time is necessary a strong joint among cognitive and emotional elements.

Communication has an important place in personality formation from psychological point of view and it is the fundamental way of its social determination. Communication meaning depends on the characters involved on it, at the same time, feature characters bring about the communication process.

Marx and Engels stated that the language is a real and conscious act that not only expresses the thinking activity, but also the feelings and the will of the human beings.

Vygotsky and Rubinstein (1982) stated that oral expression is a thought and emotions exchange. They declare that human beings have evolved with a historic-cultural concept where communication has a very important role related to every day's life since mankind faces up a constant interaction with its fellows in the society, taking communication as fundamental premise.

According to Rosa Antich (1986:26); oral expression as an active relation between man and the environment is characterized by a direct connection with

communicative situations and with another extra-linguistic factors and because of having its intention and objective.

Vicente Gonzalez Castro (1988:88) states that the oral expression is a predominant form of language, from which high volumes of information can be transmitted in a short period of time, being precise, and with a coherent structural organization.

Don. Byrne, (1989:8), recognizes oral expression like a bilateral process between the speaker and the receiver, which includes the productive skill of the speech and the receptive skill of understanding.

To PhD. Migdalia Porro, (2003:7), the speaking skill is the mean of communication by its excellence among mankind of a certain linguistics community, by means of the system established as a language.

The Speaking skill is a mean of communication that people use in multiple and several social contexts to express themselves, to interact with others with an adequate pronunciation, fluency and coherence. Learning about the world that surrounds us and satisfying the individual and collective needs.

Oral expression plays a part of vital significance in the teaching learning of a foreign language.

How is communication defined?

The analysis of the different theoretical sources have contributed to the emergence of the communication science allowing to understand the existence of different definitions, starting from different positions and the emphasis on some or other aspects of the communicative process.

It is taken as starting point the etymology of communication, there can be found that this term emerges from Latin (communicate), and means "to share" or "to do or to make common". It is considered a polysemantic category therefore its use it is not exclusive of a social science in particular, taken into account the own connotations of the social science that it is treated. For this reason it is considered that it presents several elements such as:

- Communication is a product of the system of material and spiritual relationships that human beings establish in their activity; it is a constant reciprocal interaction.

- Communication is a complex process for its relationship with human behavior, as much as the individual thing and the community.

Communication has three essential components, they are:

Content: It is referred to the information that is exchanged.

Procedural: It has as objective to develop the activity, in what order the content is going to be exposed, logical order and theme sequences.

Personal: They are the interrelationship of the individuals that communicate among themselves, with ideas, feelings, expectations, attitudes and principles that possess each one and in what way one or another contributes to the communicative process.

The oral expression is the spoken language production and it is considered one of the aspects more difficult in the learning of a second language because it has three basic functions: to transmit ideas, emotions and to persuade. Báez, M. (2006:14).

As it is known, oral communication is a two-way process between transmitter and receiver that involves the productive skill of speaking and the receptive skill of understanding, or listening and understanding Byrne, D. (1989:8). The diagram below shows the communication process given by Harold Laswell and modified years later by Goebels, where he includes two zones more significative to the original diagram, they are: the intention of the transmitter and the conditions of the addressee or receiver, which are involved in the process of interpreting and negotiating meanings.
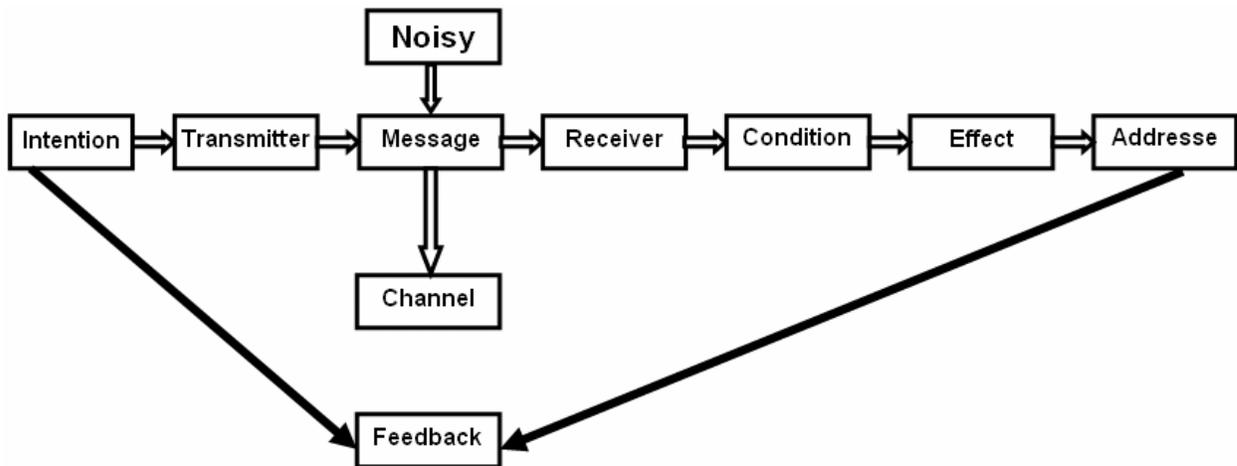
For a better analyses of the diagram above. Starting from the intention with which it pretends to issue a message, because it depends on the resources that the transmitter must provide to the process the desired effect.

The transmitter acquires a dynamic character, because in certain conditions can be represented by the teacher, the student or different sources of knowledge.

The receiver (student or teacher) is another important human element in this process, where the desired effects are produced, depending on the intention and especially because of their social and individual conditions.

The feedback, starting from the results achieved by students, allows to do the necessary changes in the entire communication process.

On the other hand, both transmitter and receiver have an important function to perform because the interaction between transmitter and receiver is a complex process, the transmitter has to encode the message that it wanted to convey in an appropriate language, while the receiver, no less actively, has to decode or interpret the message. It should be taken into consideration that the receiver's interpretation will need to correspond to the transmitter's intended meaning. The message contains a good deal of 'information' that is redundant, at the same time, the receiver is helped by prosodic features, such as stress and intonation, which are part of the meaning of the spoken utterance, as well as by facial and bodily movements such as gestures.

In consonance with these ideas appear in the work of several Cuban authors (Fernández, A.M.; Ortiz, E.; Ojalvo, V.; Gonzalez, F.), some considerations related to communication, provided by Lomov, B. (1983) they are:

- Communication is not limited to verbal language because the whole body is an instrument of it.
- No ways restricted to the transmission of information, not only transmitted, is created within the communicative process itself.
- Communication solves the contradictions between the particular and the general of men, between general and special qualities.
- Man is made of special qualities.

Speech is often characterized by incomplete and sometimes ungrammatical utterances, and by frequent false starts and repetitions, for example, in our English classes, which are seldom small groups, they are class of forty or more, where one student begins to talk to another, transmitter and receiver are constantly changing roles and consequently speaking involves answering to what has been heard. In this case, speaking is an integral part of listening. It is this particular sort of interaction (listen-respond-listen) which is difficult for the learners.

It is stated that the dialogue, exchange of arguments, is one of the necessary instruments of education to this new century. Communicative competence is put into practice when the speaker attempts to establish a dialogue with the listener, it puts all body in movement or some of the different components of communication are exposed according to Barruto (1974), such as:

-The linguistic competence.

-The paralinguistic

-The kinesics.

-The proxemics.

-The executive.   .

There is no doubt that the main goal in teaching the productive ability of speaking will be the oral fluency. This can be defined as the ability to express oneself intelligibly, reasonably accurately and without too much hesitation, otherwise

communication may break down because the receiver loses interest or gets impatient.

So that the student's speech is intelligibility should take into account the following appointment:

Brown, G.(1977: 13) qualified that intelligibility is where the speakers typically go to considerable trouble to make what they are saying clear when a transaction is involved, and may contradict the listener if he appears to have misunderstood. When the message is the reason for speaking, then the message must be understood.

According to Hymes´s (1972) definition for communicative competence is the possibility for a language speakers to use their expressive means, in the written and oral ways, to communicate and to transmit the message to the others through oral and written means according to the situation communication is produced.

Communicative competence is defined as the reciprocal process among two persons or more, but it is not a simple process, far from it, it is too complex and has four key elements for its great development. These four elements are known as sociolinguistics competence, discursive competence, strategic and sociocultural competences, and allow the speakers to communicate efficiently using the linguistic competence, taking into account the person I am going to talk with, what I am going to say, where and how I am going to say what I think.

Communicative activity is taken by the oral language (speak) which involves information production and reception. Production is carried out when talking, and reception when words are heard. Language is the essential communication mean among men because, though the language they can know, think and talk about the surrounding reality; besides, to learn and transmit the culture generation by generation.

Medina A. (2006), in his work "Foreign Language Didactics" declares that oral expression is a process through which the student who speaks and interchanges with his partners has both roles; message receiver and encoder of his own message, to satisfy his communicative necessity in the foreign language. The development of this ability comprises a big spectrum of language, emphasizing on

meaning and fluency. His main objective is to get students be able to develop the communicative act with the necessary fluency.

The authoress of the current research assumed Medina A.´s definition since it states that the communicative process should be developed actively, what it is expected to achieve in the foreign language, besides allowing students, not only to assume the role of message recipient , but also producer and encoder of his own message. In this way students will get more knowledge which could be useful in their future lives. This concept also allows to state a methodology for the future activity proposal design, and also, parameters and pointers to evaluate the correct oral expression development as a principal ability in a foreign language learning.

The previous analysis shows the oral expression importance from a social point of view. It is relevant because learning is a social process and this research is based on the oral expression development in English language and the learning of it. Each teacher should know oral expression objectives to make a right use of these while teaching and, in this way, achieve a right teaching learning process; for this reason the proposition of the following actions should be present:

- To practice the pronunciation of all the phonological system elements in context: the phonological system elements are obtained for the students in the oral way through the auditions. The teacher should be attentive to the prosodic elements such as the rhythm, the intonation and the accent that provides a right oral expression.
- To develop linguistic memory: development of abilities to retain little words first of all, and long words or phrases later.

What is ICTs?

There are many definitions given to the term ICTs. However, we can simply say that ICT or ICTs stand for information and communication technology or technologies where the computer plays a central role. ICTs are defined as a diverse set of tools and resources used to communicate and to create, disseminate, store and manage information.

While according to UNESCO, the term ICTs refers to forms of technology that are used to transmit, process, store, create, display, share or exchange, information by electronic means.

In literature, while different definitions of ICTs are put forward, it can be broadly defined as technologies that facilitate, by electronic means, the acquisition, storage, processing, transmission, and disseminating of information in all form including voice, text, data, graphics and video. This definition mainly focuses on the importance of the intersection of information technology, information content and telecommunications in enabling new forms of knowledge production and interactivity. ICTs allows many people to generate and disseminate information, thus playing an active role in the process of interaction between professionals, learners, policy makers, peers and etc. (qtd in. Michiels & Van Crowder, 2001). In the definition of the ICTs in education, four main elements can be taken into consideration; ICTs as an object that refers to learning about ICTs, an assisting tool, a medium for teaching and learning and finally a tool for organization and management in schools (cited in Jager & Lokman, 1999).

A useful definition of ICTs is that: Generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware (e.g. computers and other devices); software applications; and connectivity (e.g. access to the Internet, local networking infrastructure, and video conferencing). The most significant about ICTs is the increasing convergence of computer-based, multimedia and communications technologies and the rapid rate of change that characterizes both the technologies and their use. (Toomey, 2001, Para. 3)

The ICTs are pretty useful tools for the oral expression development, which have turned into a fundamental resource of the new society. This change affects every social aspects and, therefore, the education. The new methodologic strategies are more effective with the use of ICTs within a computer-assisted learning, without resorting to a virtual model. There are easy programs and resources for the teacher to make a group dynamic in the class with the new technologies.

Among the ICTs we could mention:

- The video games
- Smart phones
- Internet

Some of this ICTs are well used by the education; for example the computer, the audiovisual resources (TV, videos...), Internet or CD players. But there are some ones used in other areas, for example video games. Therefore, it is important to know what is talked about when referring to ICTs applied to the education.

The research is based on definitions done by professionals for making reference to this; for instance González Gisbert (in Adii, 1997) who states that ICTs are the process and products derived from the new tools hardware and software, mediums for the information and communication channels related to the storage, processing and transmission, assumed because it suits the complexity and interest of this major paper.

Cobero (in Adii 1997), pointed out as distinctive feature of ICTs: immaterialness, interactivity, instantaneous, innovation, high quality parameters of image and sound, digitalization, more influence over processes than products, automation, interconnection and diversity.

Overview of the use of ICTs in FL teaching and learning

The Technology

Before discussing the use and relevance of ICTs in Foreign Languages teaching and learning, it would seem useful to review the technologies that are currently used in education.

The following chart gives a general overview of the affordances and limitations of various technological resources widely used today in education. It is taken from Chapter 7 in W.D. Haddad & A. Draxler (2002), Technologies for education: potential, parameters and prospects, a report prepared for UNESCO and the Academy for Educational Development.

AFFORDANCES AND LIMITATIONS OF MODALITIES

MODE	INSTRUMENT	AFFORDANCES	LIMITATIONS
Audio	Digital audio (Web and CD based)	Can present contemporary and topical information easily (Web) Information is durable (e-g-, it can be reviewed many times) Medium is durable Moderate production costs Low reproduction costs Easily catalogued and reused (by developers and users) Can be indexed or catalogued to enable no sequential access	Requires robust PC and/or high-speed Internet connection High storage "overhead" (in terms of hard drive capacity) May not support presentation of complex concepts
Text	Books/Magazines	Portable Durable Can present complex information Sequential structure guides learner Little eyestrain Moderate cost of development	Difficult to modify(as in localization, updating,etc) Requires literacy plus higher-order thinking skills Content is difficult to extract for use in other resources High per-unit cost of

			publication
	Web page	Dynamic and easily modified Hyperlinks enable nonsequential navigation Low cost of development and very low publishing cost Support interactivity Can support assessment	Nonsequential structure may obscure critical information or cause confusion Reading may cause fatigue Requires PC, electricity, connection. Potential additional system requirements
Images	Printed photos, maps and schematic drawing	Concrete, specific, detailed information Appropriate for learners with visual intelligence Engaging and motivating for many learners	Low information value relative to texts Resistant to reuse by learners "Visual literacy" skills required for best use High cost of reproduction
	Digital photos, maps and schematic drawing	Affordances similar to printed photos Easily copied, shared and used Low cost for reproduction and publishing Can be data-based or Web-served for delivery to handheld computers and other "anytime,	Limitations similar to printed photos Require PC and electricity, possibly an Internet connection.

		anywhere" devices	
Audio	Radio	Can present contemporary and topical information easily Highly accessible and potentially engaging format(no literacy skills required) Widespread adoption in developing countries Moderate production cost Highly scalable Low-cost hardware	Information is not durable, learners cannot review a broadcast Poor representation of complex concepts No visual components Synchronous form requires system-wide coordination
	Audiotape	Wide adoption, low cost hardware Information persist(tape may be reviewed many times) Moderate production and reproduction costs Highly accessible Sequential structure guides learner	Poor presentation of complex concepts Medium is not durable, especially in extreme circumstances Studio recordings not easily modifiable or well-suited for current events
Video	Analog	Highly accessible and potentially engaging format(no literacy skills required) Sequential structure guides learners	High production costs; moderate reproduction costs Complex information may be difficult to present effectively

		Concrete, specific, detailed information Appropriate for learners with visual intelligence Engaging and motivating for many learners Moderate hardware cost	Information may prove difficult for some learners to analyze
	Broadcast	Same as analog video Can present contemporary or topical information easily	Same as analog video; however costs may be higher
	Digital (Web and CD based)	Same as analog video Can present contemporary or topical information easily Easily catalogued and reused(by developers and users) Can be indexed or catalogued to enable nonsequential access	Same as analog video Requires robust PC and/or high-speed Internet connection High storage "overhead" (in terms of hard drive capacity)
Simulations	Interactive(Web and CD-based)	Same as noninteractive simulation Active-learning characteristics engage learners via several paths to reinforce concepts Quantitative elements	Requires robust PC and/or high-speed Internet connection Potential additional system requirements

		are supported(and reinforce conceptual learning) Engaging and motivating for many learners Can support assessment	

Advantages of multimedia

Some of the advantages that can be listed for the use of multimedia, according to the authors of the above report, are as follows:

Multimedia can:

- Enhance learning in different locations and institutions of diverse quality;
- Present opportunities to students working at different rates and levels;
- Provide (tirelessly, without holding up other students) repetition when repetition is warranted to reinforce skills and learning.
- Compensate, in the short term, for high students populations and limited number of trained and experienced teachers – in combination with robust teachers development initiatives and improvements in teacher´s working conditions.

What kind of technology is currently used in FL teaching and learning?

Audio devices: CD, Web, audiocassette recorder. These continue to be the most popular and most widely used devices appropriated by modern language teachers.

Video: DVD, cassette, Web, laserdisc, camera. The use of moving images linked to sound provides learners with exposure to all important elements of spoken communication: gestures, proxemics, pronunciation, intonation, all embedded in natural, cultural context.

Television: Both satellite and terrestrial television programs offers cheap access to contemporary, authentic and potentially culturally rich programs for the language learner. The immediacy of current affairs programs ensures that learners´

exposure to the language is up-to-date and embedded in the real world of native speakers.

Telephone: Because of the relatively poor quality of analogue transmission this medium has not been widely used for language teaching. Its principal uses have been limited to supplementary tutoring for those engaged in distance education. However, with the advent of digital quality and lower connection costs, there is now considerable potential for its extended use, including the possibility of conference calls.

Computers: With the introduction of the multimedia computer, the learner and teacher have at their disposal an instrument which can combine all the advantages of the above-mentioned media in a compact and easily accessible form. The computer may be used as a local machine (stand-alone) or within a network.

Internet: Extensive and profitable use is now being made by many language teachers and learners of email, the World Wide Web, text, audio and video conferencing.

Why use technology with language learners?

The chief reasons for using technology can be summed up as follows. Technology facilitates:

- Exposure to authentic language.
- Access to wider sources of information and varieties of language.
- Opportunities to communicate with the outside world.
- A learner-centered approach.
- Development of learner autonomy.

Prerequisites for successful integration of ICTs

The use of technology in the language classroom occurs successfully when:

- There is a real reason for using it.
- Alternative activities are to hand, if problems arise.
- Training and support is given to students.
- Use of technology is integrated and ongoing.
- The activities are stimulating and worthwhile to the learners.
- Communication is taking place between learners.

- Learners are asked to use language in meaningful ways.

CURRENT STATE OF THE ORAL EXPRESSION IN ENGLISH IN ELEVENTH GRADERS FROM "EDUARDO GARCÍA" SENIOR HIGH SCHOOL

Index to evaluate the pedagogical test made eleventh graders.

Pointer 1: Comprehension.

Good: They understand all the information given by the teacher and by their partners.

Acceptable: They understand only the necessary information given by the teacher and by their partners.

Unacceptable: They do not understand any information given by the teacher and by their partners.

Pointer 2: Pronunciation.

Good: They pronounce the English sounds correctly.

Acceptable: They sometimes pronounce the English sounds correctly.

Unacceptable: They pronounce the English sounds incorrectly.

Pointer 3: Fluency.

Good: They show a high level in the vocabulary fluency in the English subject.

Acceptable: They sometimes show a high level in the vocabulary fluency in the English subject.

Unacceptable: They show a low level in the vocabulary fluency in the English

Pointer 4: Coherence.

Good: They are coherent during the oral communication.

Acceptable: They are sometimes coherent during the oral communication.

Unacceptable: They are not coherent during the oral communication.

Pointer 5: Verbal tenses uses.

Good: They do the correct verbal tenses uses.

Acceptable: They sometimes do the correct verbal tenses uses.

Unacceptable: They do not do the correct verbal tenses uses.

For the execution of the present work, and with the purpose of knowing the real state of the sample, was decided to apply an initial diagnosis, for which several methods were used such as: pedagogic observation, interview and survey. One of

the methods used was the pedagogical observation guide which was used with the objective of identifying deficiencies and potentialities in oral expression development of eleventh graders from Eduardo García Delgado Senior High School in Trinidad. Being used in a systematic way and at any moment of the research the following results were obtained:

It was applied to 30 students from group seven of eleventh grade.

In the first pointer related to the psychological characteristics of the students, four of them are dynamic (13%), seven joyful (23%), eleven active (37%), two unmotivated (7%) and six dissociated (20%).

In the following pointer number two it could be verified that the teachers' treatment to oral expression is insufficient because they do not have enough time to treat all the contents in 45 minutes.

Pointer number three was related to the quantity of activities developed during the lessons and how many of them were oriented towards the development of oral expression. The lessons observed were 16, and the authoress could get an average of 4 activities per lesson and only one, representing 25%, were fully directed towards the development of oral expression; one was a written-based short dialogue, representing 25%; and the last two, representing 50%, were sentence-completion written activities on board without any oral form of evaluation.

Besides, the observation has verified that students' participation is very low, and they talk about other topics not related to the lesson, meanwhile written activities are more accepted to be evaluated during lessons.

On the other hand, students do not have enough time to fix all the contents and they do not pay attention to their difference in the voice related to tone and pitch, and their morphological and physiological difficulties. Then, those differences should be taken into account to offer a correct development of oral expression on eleventh graders, inside and outside the classroom. Teachers should develop activities such as role games, the discussion of any topic dealt with during lessons and individual or group oral presentations; to have the necessary control of the students´ lack of communication and offering the way to eliminate the difficulties that affect the correct learning.

Going on with the observation, an analysis was carry out in the prosodic elements state in oral expression, and it could be verified that only two students(7%) have good articulation, eight acceptable(27%) and the rest unacceptable(66%).The next pointer referring to the mastery of the vocabulary fluency showed that the majority of students (60%) have problem with the use of the vocabulary fluency for which they are evaluated as unacceptable users, eight of them (26%) as acceptable and only four students (14%) do it as good English language users. Besides, from 30 students of the group selected only two students (7%) are evaluated of good because they have good intonation during their oral communication, six of them (20%) are evaluated as acceptable and the majority of students (73%) as unacceptable.

The following pointer refers to the quantity of students who have technological resources, and it could be verified that fifteen (50%) of them have smart phones, eight (27%) have computers and the rest (23%) do not have access to any technological resource.

The previous analysis has been verified through a survey applied to the teacher and other to eleventh graders from Eduardo García Delgado Senior High School. In that research instrument students made reference to the fear of being orally evaluated in front of the class because the others could make fun of their pronunciation mistakes.

For a better verification of the obtained results a pedagogic test was given to students (See annex-7) with the objective of identifying the current state of the oral expression in eleventh graders from Eduardo García Senior High School.

For the application of this instrument a dialogue was carried out, in which 30 students of the selected sample, were evaluated in pairs.

This pedagogic test proved that the learning level of these students is average because they have difficulties in the English oral expression, because in the oral comprehension they are evaluated of Good two students (7%), eight of them (26%) are evaluated of Acceptable while twenty students (67%) are evaluated of Unacceptable users.

In the same way, it could be seen that the students´ pronunciation has been shown in a very low level, only five students (17%) pronounce it in a correct way being evaluated of Good, seven of them (23%) sometime do it correctly, which are evaluated as Acceptable and the rest (60%) are evaluated of Unacceptable.

On the other hand, it has been observed that the mastery of the vocabulary fluency by students shows a low level because the (60%) of students are evaluated of Unacceptable, seven students (23%) use it efficiently sometime, which are evaluated of Acceptable and only five students (17%) use it in a proper way being evaluated of Good.

Also, it was proved that the students have lack of coherence in the oral communication, only five students (17%) are coherent during their speech, twelve of them (40%) sometime do it being evaluated as Acceptable and the rest of the group (43%) are not coherent being evaluated of Unacceptable.

The majority of them show difficulties in the assimilation of the grammatical structures what have been observed that fifteen students (50%) are evaluated of Unacceptable due to they do not use them correctly, eight students (27%) as regular and the rest of the group (23%) as Good English language users.

Regarding students´ motivation toward ICTs, twelve students (40%) are motivated to use ICTs devices during lessons, nine of them (30%) sometimes feel desire of using technologies and the rest of the class (30%) is not interested in that.

From these results, an alternative to solve the difficulties should be conceived.

PROPOSAL OF ACTIVITIES SUPPORTED ON ICTs TO DEVELOP ORAL EXPRESSION IN ENGLISH IN ELEVENTH GRADERS FROM "EDUARDO GARCÍA" SENIOR HIGH SCHOOL

Leontyev, defines activity through the relation between subject and object. For this author, the subject is any living thing, inclusive of whatever form of sensation and consciousness that the organism has. The object is something in the subject's environment which represents to the organism the satisfaction of a need. Activity is what mediates between subject and object.

According to Leontyev, activity is the processes by which a person's actual life in the objective world is realized – what they are doing (Tätigkeit), as opposed to the

nervous, physiological processes that realize this activity within the organism, including mental processes (Leontyev, 2009) assumed by the authoress of this paper for conceiving her proposal.

In order to give solution to the problem of this paper a set of activities using ICTs has been proposed with the objective to develop speaking skills in 11th graders.

The activities are structured as follows, title, objective, type of lesson, teaching aids, orientation, procedures and evaluation.

Activity one

Title: Making news today

Objective: To enhance oral production related to what people have done over a period of time using ICT´s to better up personal interaction.

Type of lesson: Free practice.

Teaching aids: Video camera or camera in the cell phone, Format Factory Software, computer.

Orientation: Imagine you are a reporter and together with your team create a one minute, 20-second video news story about the topics given below:

- The summer vacations´ beginning.
- The Trinitarian culture.
- Students´ options to continue studies in higher education.
- A famous Trinitarian artist.

Procedures:

- The group will be divided into several teams and each one will be given a topic to develop, related to important events in the school or the community.
- The students gather in groups to research and write the script of their story.
- They film the story using video cameras or the camera in the cellphone and edit the footage using video editing software like Format Factory on the computer.
- The groups make a presentation of their works during the lesson. They explain the content of the works and answer the students´ questions.

Evaluation:

The teacher guides the news process by providing feedback on the idea, and assessing and approving the script and final product.

Activity two

Title: The Hall of Fame

Objective: To enhance oral production related to life stories by using ICTs to reinforce cultural identity and respect on the students.

Type of lesson: Free practice

Teaching aids: Wikipedia or Encarta, Power Point presentation and computer.

Orientation: It has been decided to set up a National Hall of Fame. You are in the committee which decides the persons who are alive and were selected to be included in the hall and the reason why. Work in groups of three or four.

Procedures:

- The teacher will divide the group into different sub-groups and he/she will give the name of an important personality to each group for them to research about that person´s life.

- Student groups have to make an oral presentation supported on a Power Point presentation referring about that person´s career and how he or she rose to fame.

- They will perform the presentation during the lesson and then, they will decide, as a group, the specific section of the hall (acting, sports, music, etc.) the personalities should be located in.

Evaluation: The teacher will evaluate the use of the perfect tenses and communicative functions taking into consideration the prosodic and grammatical elements of the oral expression ability.

Activity Three

Title: Telling Stories

Objective: To enhance oral production related to short storytelling to reinforce responsibility on the students

Type of lesson: Free practice

Teaching aids: Digital storytelling, TV set and flash memory.

Orientation: Watch attentively the following digital storytelling and talk about it.

Procedures:

- The teacher will show on the TV set a short storytelling and will orient the following questions to be answered in oral way by students.

1. Who are the characters of the story?
2. Where is the story developed?
3. What was the weather like?
4. What did the waiter see?
5. Where did she go?
6. What did he find?
7. What happened at the end?
8. Re-invent the final part of the story.

- After having watched the digital storytelling, students will answer the questions orally, by turns, raising their hands when they want to talk.

Evaluation: The teacher will evaluate the use of the past perfect tense and the communicative functions taking into consideration the prosodic and grammatical elements of the oral expression ability.

Activity Four

Title: Role play

Objective: To enhance oral skills related to professions to reinforce equity value on the students and love for work.

Type of lesson: Free practice.

Teaching aids: Computer and images.

Orientation: Watch the image on the computer and make a dialogue about it with your partner. Be ready to perform in front of the class.

Procedures:

- The teacher divides the students into different groups. In each group two students are selected for two different roles.
- The students selected work in pairs to make the dialogue in their notebooks, taking into account the images of their imaginary professions and the guideline shown in the computer.

- They should perform the dialogue in front of the class. The rest of the students watch their performance and listen to their dialogues. Later on the spectator students give them their feedback.

Evaluation: The teacher will evaluate the use of the communicative functions, taking into consideration the prosodic and grammatical elements of the oral expression ability.

Activity Five

Title: Who am I?

Objective: To enhance oral ability related to persons´ description.

Type of lesson: Free practice.

Teaching aids: Power Point presentation.

Orientation: Find out the described person, asking questions to the student in front of the class.

Procedures:

- Students will search about an important personality´s life, taking into consideration moral and physical characteristics.

- They will make a Power Point presentation with the result of the research. During the lesson, each student will give the teacher the written description of the person they will talk about.

- Then, each student will go to the computer in front of the class to carry out their presentations. The rest of the students should identify the person being described by asking questions to the presenter. After having discovered the hidden person, the student will show a photo.

Evaluation: The teacher will guide the activity and correct the pronunciation mistakes of the students. He/she will evaluate the use of the communicative functions taking into consideration the prosodic and grammatical elements of the oral expression ability.

Activity Six

Title: Cooking together.

Objective: To enhance oral ability related to food, in order to reinforce a responsible attitude toward eating habits.

Type of lesson: Free practice.

Teaching aids: Video camera or camera in the cellphone, Format Factory Software, computer.

Orientation: Work in groups. Try to find a recipe in English language and together with your group film a video where you explain the elaboration and the ingredients used.

Procedures:

- The students will be divided into several groups and each group will look for a recipe in English language
- The students will film a video with the elaboration process of the recipe and the ingredients used.
- They film the process using video cameras or the camera in the cellphone and edit the footage using video editing software like Format Factory on the computer.
- The groups make a presentation of their works during the lesson.

Evaluation: The teacher guides the activity by providing feedback on the idea, and assessing and approving the script and final product.

Activity Seven

Title: Trinitarian culinary culture.

Objective: To enhance speaking ability related to food.

Type of lesson: Free practice

Teaching aids: Computer

Orientation: Research about the Trinitarian traditional dishes and make an oral presentation supported on Power Point.

Procedures:

- The class will be divided into different groups. Each group has to research about the Trinitarian traditional dish they prefer.

- Students should make an oral presentation supported on Power Point talking about its origins and way of elaboration. They can bring pictures or any other material to support the presentation.

Evaluation: Students will be self-evaluated by their partners. They will choose the best team as winner and give individual marks to the members taking into account their participation in the presentation.

Activity Eight

Title: What I want to be in a future.

Objective: To enhance speaking skills related to future actions in order to reinforce their vocational formation.

Type of lesson: Free practice.

Teaching aids: TV set.

Orientation: Watch attentively the following material and discuss with your partners about it.

Procedures:

- The teacher will play a 15 minutes documentary on the TV in which several people talk about their professions.
- Students should pay attention to the material for them to know the importance of the professions mentioned in the material.
- The teacher will guide a discussion about the material and students should say which job they found more attractive and what they want to be in a future.

Evaluation: The teacher will evaluate the use of the future tense and the communicative functions taking into consideration the prosodic and grammatical elements of the oral expression ability.

VALIDATION OF TEACHING ACTIVITIES TO ENHANCE ORAL EXPRESSION SKILLS IN THE ENGLISH LANGUAGE.

After presenting the proposal of activities and with the objective of solving the majority of the difficulties detected in the oral expression skill, it was necessary to apply a final diagnosis, taking into consideration the proposed pointers, using an

oral test to verify the gradual and positive development of the oral expression in eleventh graders from Eduardo García Senior High School.

At the end of this research, a new pedagogical test was applied (see annex 9) with the objective of proving the students´ final state in enhancing the oral expression in the English language, which was executed in an enthusiastic way and just on time the following results were obtained:

In the initial pedagogical test, just five students (17%) were volunteers to be orally evaluated, and at the end of the research 26 students (87%) were evaluated voluntarily.

In the oral comprehension 2 students (7%) were evaluated of Good before applying the teaching activities proposed and after having done it, 22 students (73%) are evaluated of Good.

In the case of the pronunciation pointer, it was perceived an increment insofar as the obtained results because only five students (17%) were evaluated of Good at the first time and now are evaluated of Good twenty five students (82%). In the mastery of the vocabulary fluency by students is now a little more proficient due to only five students (17%) were evaluated of Good before but now twenty students (68%) use it appropriately.

In the same way, it has been verified that students have improved their coherence where five students (17%) were evaluated of Good and once applied the teaching activities sixteen of them (53%) are evaluated as Adequate English users.

In the following pointer related to the use of verbal tenses, it was shown, one more time, a remarkable improvement in the assimilation of the grammatical structures because before applying this instrument for second time seven (23%) students were evaluated as Good users of the language but now the percentage of evaluated is the (82%) of students what is higher than the previous one.

Regarding the final pointer related to the students´ motivation towards the use of ICTs during lessons, it has been verified that students have increased their motivation to use ICTs because before applying this instrument one more time, just twelve students (40%) were motivated to use ICTs devices during lessons, but now the amount of student motivated for ICTs is twenty eight (93%).

On the other hand, the same pedagogic observation guide was applied, but now with the objective of proving the students´ final state to enhance the oral expression skill of the English language.

All this aspects prove the fundamental role of the New Information and Communication Technologies (ICTs) in the oral expression development of eleventh graders since this learning tool are very common to them in daily life and motivate students, making the lesson more interesting. Besides that, it increases their general culture, which at the same time makes an influence on the society from the interaction with other students, teachers and family.

The application of the teaching activities proposed, sponsored the enhancement of oral expression skill of the eleventh graders to which was verified through a pre-experiment that made possible a comparison of the evolution in the sample, taking into account the behavior of the dimensions and pointers related to the enhancement of English oral expression skill.

During the pre-test process it was corroborated that eleventh graders are not prepared to express orally in the English language due to the scarcity of their speech abilities, their lack of fluency, vocabulary and grammar. They are not also motivated by this subject.

So when concluding the validation process of the teaching activities applied, the pointers suffered a considerable transformation corroborating all the reverse in the results of the first techniques. So that, student's motivation has increased, as well as the correct use of verbal tenses, mastery of vocabulary and proper pronunciation in relation to the oral expression intelligibility in English, in the selected sample, at the same time, allowing students to talk freely, fluently and spontaneity in the English language.

CONCLUSIONS

- The bibliography used on this research has been very useful because it has allowed the authoress to deepen on different theoretical foundations which support the teaching learning process in English at Senior High School and the oral expression development in eleventh grade.

- Through the application of different research instruments, the authoress has verified some difficulties in oral expression development on eleventh grade students at Eduardo Garcia Delgado Senior High School. These difficulties are based on the lack of motivation to learn new contents and reproduce them orally, the low participation on lessons and a very few treatment given by teachers to the development of the ability.

- The teaching activities been proposed are characterized by having a didactic, motivating, dynamic and active character including narrating past events, talking about professions, giving instructions, the description of people, talking about food, etc.

- The results reached after applying the proposal have proven the effectiveness of the teaching activities during the process because students have increased motivation toward the language, as well as the correct use of verbal tenses, mastery of vocabulary fluency and proper pronunciation (articulation, accentuation and intonation) in relation to the oral expression intelligibility in English of the selected sample.

RECOMMENDATION

- ➤ To generalize the solution proposed in the present research.
- ➤ To apply in other grades and teachings taking into account students´ characteristics.
- ➤ To continue researching about the problem.
- ➤ To increase and to diversify the proposal offered in this work.

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Annex 1

Guide for documents analysis.

Student's Workbook and Eleventh graders English Syllabus.

Objective: To verify if exercises and activities from the workbook propitiate the development of the speaking skills.

To verify the treatment of the speaking skills in the syllabus.

Aspects

- Activities related to speaking skills
- The treatment to the contents, teaching aids, methods, evaluation etc.
- The treatment of the speaking skills.

Annex 2

Pedagogic Observation Guide

Objective: To identify deficiencies and potentialities in oral expression development of eleventh graders from Eduardo Garcia Delgado Senior High School in Trinidad; and the ways teachers treat its development.

Aspects to observe

1. The group
2. Amount of students
3. Students psychological characteristics

a) _dynamics   **b)** _joyful   **c)** _actives   **d)** _unmotivated   **e)** _dissociated

4. Teachers treatment to oral expression

a) _too much   **b)** _enough   **c)** _few   **d)** _very few   **e)** _insufficient

5. How many activities does the teacher do during lessons?

6. How many of these are orals?

7. Ways in which the teacher motivates students to express themselves orally

   a) _pictures   **b)** _checking activities   **c)** _games   **d)** _the use of ICTs

8. Students participation

a) _high   **b)** _middle   **c)** _moderate   **d)** _low   **e)** _never

9. Students participate in lessons because:

a) _It is mandatory

b) _Voluntarily

10. Prosodic elements conditions of oral expression

a) _Articulation   **b)** _Fluency   **c)** _Rhythm   **d)** _Intonation

Annex 3

Survey to the students

Objective: To characterize the current state in the oral expression development of eleventh graders from Eduardo Garcia Delgado Senior High School in Trinidad.

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

1-¿Le gusta realizar actividades orales durante la clase?

a) _Si   **b)** _No

2-¿Qué tipo de actividades orales prefiere?

A) _Debates   **b)** _Monólogos   **c)** _Diálogos   **d)** _Presentación en grupo.

3-¿Con qué frecuencia lo realizas en las clases?

a) _Siempre   **b)** _Frecuentemente   **c)** _A veces   **d)** _Nunca

4-¿Cuál es tu principal dificultad al expresarte oralmente?

5- ¿Cuál es tu principal potencialidad al expresarte oralmente?

6-¿Te gustaría realizar actividades orales fuera del turno de clases?

Annex 4

Interview to the students

Objective: To identify students potentialities and motivation to express themselves orally during lessons.

Questionnaire:

1- Name
2- Group
3- Are you motivated to express orally during lessons? Why?
4- Which are the advantages and disadvantages when you express yourself orally?
5- Are you prepared to express yourself orally? Why?
6- Do you like this way of evaluation? Why?
7- How do you improve your oral expression skill?
8- How does the teacher help you to improve oral expression?

Annex 5

Survey to the teachers

Objective: To check the current state of the treatment given by the teachers of eleventh grade to the oral expression development.

Dear teacher:

The following survey is a way for helping you to find and solve the existing difficulties in the oral expression development of the students at present, for this reason you should be sincere in your answers.

Mark the answer you consider it is correct.

1-Do you orient oral activities to develop the oral expression during lessons?

   a) _ Yes   **b)** _ No

2-How frequently do you orient these activities?

   a) ___ Always

   b) ___ Frequently

   c) ___ Sometimes

   d) ___ Never

3-How do you orient this activities ?

   a) ___ Work in groups

   b) ___ Work in pairs

   c) ___ Individual work

   4-How do you think this activities can help to the oral expression development of the students?

Annex 6

Initial pedagogical test.

Objective: To identify the current state of the oral expression in eleven graders from Eduardo García Senior High School.

Oral Test:

Two persons are talking at the street. . Person A will introduce himself/herself while person B will answer his/her questions.

Person A: Introduce yourself to the other person (name, age and occupation).Talk about what you do in your job. Ask about his/her name, age, profession and why does she/he chose that profession.

Person B: Introduce yourself and answer the questions.

Annex 7

Quantitative summary results of the initial and final pedagogical test.

Observed parameters.	Initial Diagnosis.						Final Diagnosis.					
	Good		Acceptable		Unacceptable		Good		Acceptable		Unacceptable	
	#	%	#	%	#	%	#	%	#	%	#	%
1. Comprehension.	2	7	8	26	20	67	22	73	6	20	2	7
2. Pronunciation.	5	17	7	23	18	60	25	84	4	13	1	3
3. Fluency.	5	17	7	23	18	60	20	68	6	20	4	12
4. Coherence.	5	17	12	40	13	43	16	53	11	36	3	11
5.Verbal tenses use.	7	23	8	27	15	50	25	82	5	17	0	0
6.Motivation to ICTs	12	40	7	23	11	37	28	93	2	7	0	0

Annex 8

Graphic Comparison of the Initial and Final Students´ Oral Expression Situation
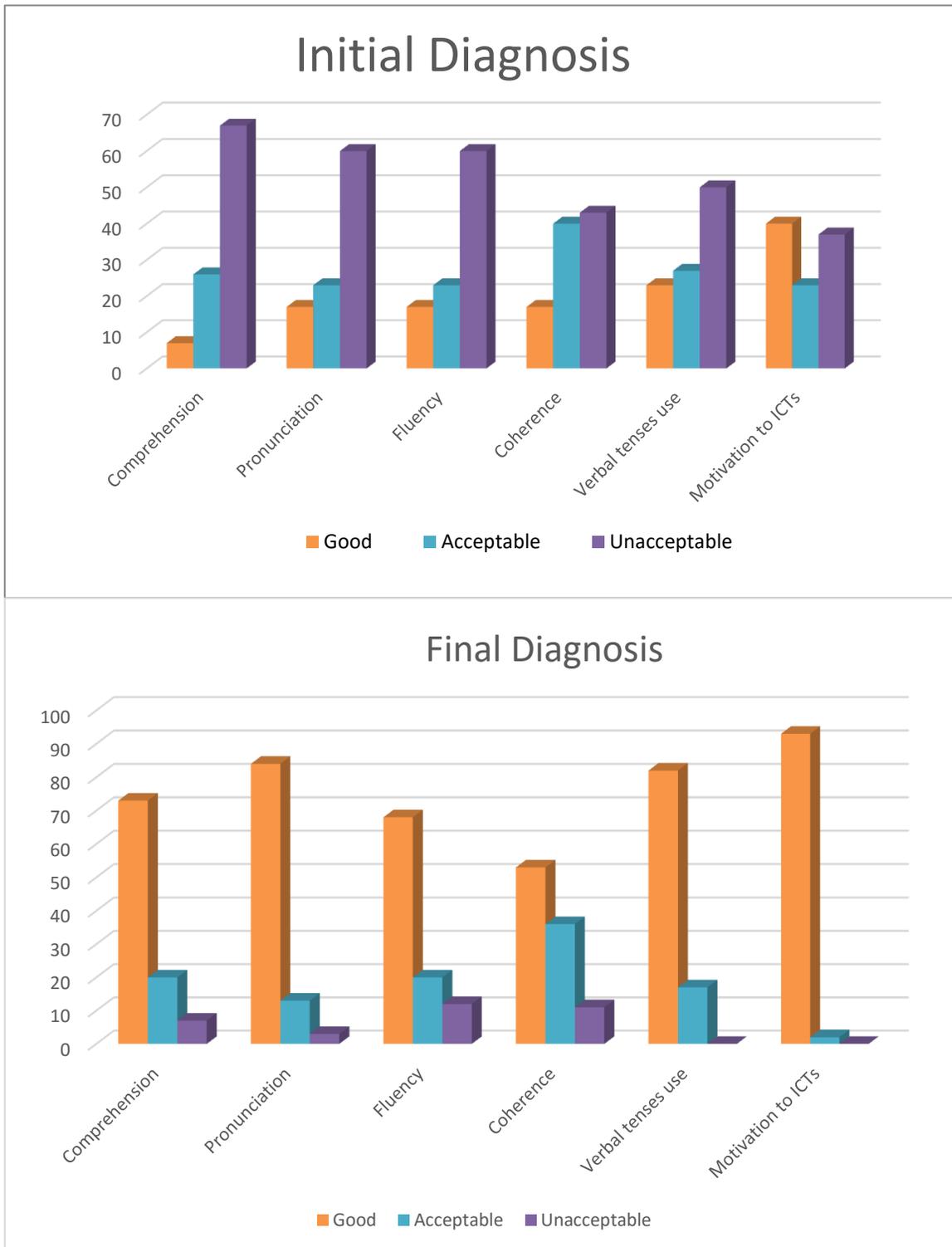
Annex 9

Final pedagogical test.

Objective: To prove the oral expression development in eleventh graders after the application of the activity proposal.

Oral Test:

Work with your partner and find out the answer to the questions below:

1. What is your favorite dish?
2. Which dessert, do you like the most?
3. What is your favorite drink?

Now tell the rest of the class what your partner likes to eat and ask other classmates questions related to the topic.