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**MAJOR PAPER**

**THE ORAL EXPRESSION DEVELOPMENT IN ENGLISH AS A FOREIGN  
LANGUAGE IN FIRST GRADE STUDENTS**

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## **DEDICATION**

**“To my family, who have always been there for me”**

## **Acknowledgment**

I would like to express my very great appreciation to my dear parents for their unconditional love, support and encouragement throughout my study and life. To my classmates, who have given me so much to remember. To my teachers since first year till now, for their devotion to the majestic profession of teaching. To my tutor Francisco Joel Pérez González and to my opponent Adalis Rodríguez for his valuable and constructive suggestions during the planning and development of this research work.

## **ABSTRACT**

This Major Paper is a proposal for English language teachers to focus slightly more on developing students' oral production in the English language. This is a concern that came up with the student teacher's observation and bibliography which support the idea that most of the students cannot communicate in the foreign language, despite the years spent in learning the language at school. The work is oriented to the elaboration of some teaching activities for individual and group work based on the use of ICTs. These activities will contribute to the development of oral expression in students, to increase their vocabulary, to improve their communicative functions, to encourage motivation towards learning a foreign language and to enhance students' professional orientation. The results of the methods applied proved the effectiveness of the proposal in developing oral expression in the student from the pedagogical school "Rafael María de Mendive"

**Resumé:**

Ce projet de recherche est une proposition pour que les professeurs d'anglais se concentrent un peu plus sur le développement de la production orale des étudiants en anglais. L'observation et la bibliographie de l'élève-enseignant ont suscité cette préoccupation, qui conforte l'idée que la plupart des élèves ne peuvent pas se communiquer en langue étrangère, malgré les années consacrées à l'apprentissage de la langue à l'école. Le travail est orienté vers le développement de certaines activités d'enseignement pour le travail individuel et en groupe basé sur l'utilisation des TIC. Ces activités contribueront au développement de l'expression orale chez les étudiants, l'approfondissement de leur vocabulaire, l'amélioration de leurs fonctions de communication, l'élimination des fautes de grammaire typiques de la langue et la promotion de la motivation pour l'apprentissage d'une langue étrangère et d'améliorer l'orientation professionnelle des étudiants.

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## **INTRODUCTION**

In a society of changes, where much of the knowledge is relative and what is learned today, expires tomorrow, multiple knowledge and continuous learning appear having the new technologies as main protagonists. The students stop being a mere spectator to become the main protagonist of the teaching-learning process, taking the role not only of receptor but also of transmitter of knowledge. In this way, new technologies will be the tools both for obtaining information and for communication between participants of the educational process, so it is necessary that teachers and students develop the ability to learn and to adapt themselves to these new contexts.

Nowadays technology is part of the culture, so it must necessarily be present at school, which is the way par excellence to place the future of the country in higher steps, because it develops the knowledge and the integral formation of that man that must take care of the planet, to possess an economic culture and to put the technology in function of the best and more adequate knowledge for the benefit of humanity. It is precisely the school, together with the family and the community, that is called to the formation of the new generations.

Many Cuban and foreign authors have researched about the teaching and learning of the foreign language among them: Antich de León, R. (1988), Byrne (1989), M. Finocchiaro (1989), Martínez, F. (2004), Gil. A. (2005), Cebreiro. B. (2007), Ellis. J. (2007), Tedesco (2009), Luna, Martínez, Nelson. (2011), Nayar. A. (2012); Esquivel Vega, V. (2013), Morchio. M. (2014); Camacho Delgado A. (2017).

With regard to the role that the Cuban State should play in promoting these educational initiatives, authors believe that it should be the main driver of this revolution because it has the power to change laws, create infrastructures throughout the country to carry ICT to all corners and is also, who should provide and ensure the gratuity of the service, in order to fulfill the necessity of developing the nation and being equals to the rest of the world, providing the population the rights to be well educated

Teaching English as a foreign language have been presented on different studies plans of Cuba's educational system since the Revolutionary Triumph in 1959, with the establishment of different syllabuses, programs and methodological guide lines for its study. Martinez (1995) believes that, additionally, "the State is responsible for ensuring an education system that is consistent with the objectives of a country plan but not deciding what to teach or how to do it. It should guide the process and ensure that all relevant actors participate". In this way, citizens can be trained with the necessary skills and behaviors to meet these national goals.

In the pedagogical school "Rafael María de Mendive" a diagnosis was developed through different methods and techniques, among them, surveys, interviews, scientific observation; knowledge that later would help to know the potentialities and weaknesses existing in relation to the subject we are researching in.

After a deep research in the teaching practice it could be verified some of these strengths on students' oral expression development, among them: the vast majority of students are motivated to learn English, a fact that will make easier the teaching-learning process; most of the students have smartphones, which will favor the teachers' purpose of using technologies in English lessons; the English teacher has the motivation and the necessary materials to make possible a rapprochement among students and new technologies.

Among students' weaknesses: only a little minority of students use their smartphones in order to learn English; most of the students fear making mistakes when speaking in English, therefore they do not participate in lessons; students do not use any kind of technologies in the classroom for learning, but for chatting with friends and for playing; the majority of the students do not have the level of English they must have in this level of education despite they have been studying the language since primary school; most of the students do not use the communicative functions correctly when speaking.



After analyzing the described problematic situation and taking into account mainly the weaknesses of the students the following **scientific problem** can be stated: How to develop the oral expression, in the English language, in first year students of the pedagogical school “Rafael María de Mendive”?

In order to solve the scientific problem outlined above, the following **objective** has been formulated: To apply teaching activities, supported on the use of ICTs, for developing of oral expression in English language, in students of the pedagogical school “Rafael María de Mendive”

To solve the aforementioned problem and fulfilling the objective, the following **research questions** were formulated:

1. What theoretical and methodological foundations support the development of oral expression of the English language, with the use of ICTs.
2. What is the current state of the oral expression development of the English language in students of the pedagogical school “Rafael María de Mendive”?
3. Which activities can be designed to develop oral expression in the English language, with the use of ICTs, in students of the pedagogical school “Rafael María de Mendive”?
4. What is the effectiveness of such activities in developing oral expression in the English language in students of the pedagogical school “Rafael María de Mendive”?

In order to guide the scientific process, the following **research tasks** will be carried out:

1. Determination of the methodological and theoretical foundations which support the work with oral expression in the English language, with the use of ICTs.
2. Diagnostic of the current state of oral expression development in the English language in students of the pedagogical school “Rafael María de Mendive”
3. Designing of teaching activities using ICTs to favor the oral expression development in students of the pedagogical school “Rafael María de Mendive”

4. Evaluation of the effectiveness of such activities in developing oral expression in the English language in students of the pedagogical school “Rafael María de Mendive”

To correctly develop the research, different **methods and techniques** were used. Within the theoretical level we have:

1. **The historical – logical:** to state the historical evolution of the teaching and learning process of the English language, deepening on the development of the oral skills.
2. **The analytic - synthetic method:** which permitted the analysis of different information resources departing from the current state of the development of the oral expression, allowing us to elaborate more effective teaching activities including the use of ICTs.
3. **The inductive – deductive:** to study information sources and to interpret the information achieved in order to enrich this investigation.

They were also used different empirical level methods, such as:

1. **Scientific observation:** to see how the teaching-learning process of the English language is developed, specially how is going on students’ oral expression and which strategies teachers use to improve them, and to verify if teachers use technologies to better up and to motivate English lessons and if students use them in order to learn English.
2. **Survey:** to know the students’ opinion about the use of technology in English lessons and if it could help them to develop their oral expression in the English language.
3. **Interview:** was carry out to know teachers’ and students’ opinion about the use of ICTs in the teaching-learning process of the English language.
4. **Pedagogical tests:** to check the development that first year students of the pedagogical school have in English, making special emphasis in their oral expression.
5. **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.

6. **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).

Statistical - mathematical level methods were also carried out:

1. **Descriptive statistic:** with its procedure of percentage calculation, to confirm the information achieved during the research and make comparisons to report the development that students have experimented in lessons through the use of ICTs in teaching activities.

The **population** taken to make the research possible was 60 students of the pedagogical school "Rafael María de Mendive" and as **sample** was selected one of the groups, composed of 28 students representing 46.7% of the population. It was taken in a nonprobabilistic, intentional way because the members of the sample share similar characteristics on the development of linguistic skills what favored the application of the proposal.

In the selected sample all are women. Their ages range between fifteen and sixteen years old. The majority of them have an acceptable development of the English oral expression but the purpose of this research is to achieve perfection. The more affected parameters that have been found when students are expressing orally are pronunciation, fluency and coherence.

Nevertheless, students are motivated to keep improving their oral skills and more often if it is by means of new technologies like their own cellphones, the teacher laptop, the TV in the classroom, among others. They all are good persons and have good relationships between them. The vast majority of the parents are interested and concerned about their child's teaching performance.

#### **Scientific novelty:**

This Major Paper provides motivating and dynamic teaching activities for individual and group work, based on the use of ICTs, taking as essential point students' characteristics, motivation and enhancement of the professional orientation.

The Major Paper is structured in introduction, development, conclusions, recommendations, bibliography and annexes. In the introduction are taken into account the importance of the topic and the theoretical and methodological design of the investigation. In the development are stated the most up-dated bibliography related with this theme. It also presents the initial and final stages of the research, where it can be seen the development that students have had during the research and thanks to the development of the teaching activities. Finally, it shows the proposal of teaching activities using ICTs.

## DEVELOPMENT

### **Theoretical and methodological foundations that supports the development of oral expression in the English language**

People communicate with each other in many different ways throughout lifetime. One of the most common ways is through speaking to each other. Most people communicate with each other through speaking without any issues. That isn't a skill people are born with, though. People arrive knowing how to make sounds, but the **oral language skills**, or the ability to communicate through speaking, developed over time.

Probably the most obvious part of oral language skills is **vocabulary**, or the understanding of different words. There are a countless numbers of words and, if prompted, almost anyone could mimic the sounds of the words.

In order to effectively communicate, students must learn the meanings of different words. This component of oral language skills will aid in selecting the correct word for what is being communicated. It is known that anyone can make the sounds of a word, but without forgetting the importance of the **phonological skills**. These are important in order to ensure the correct pronunciation of a word. Phonological skills include speaking words using the correct sounds and syllables.

Having a functional understanding of grammar rules and the order of words for the language is also crucial. This fact is called **syntax**. When learning a foreign language people usually learn many words used in the language, but it meant very little until it is learning how to put the words together to form sentences and to permit that someone else speaking that language can understand.

The next component of oral language skills is, understanding the word parts and forms, known as **morphological skills**. These skills deal with three different parts of a word: the prefix, the root word, and the suffix. They also deal with knowing how to put these components together and take them apart to alter the meaning of a word. For instance, when changing the meaning of the word *order* by altering it using prefixes like "re-" and suffixes like "ed-" to get *reorder* and *ordered*.

The last component is **pragmatics**, which deals with understanding the social rules of communication. This mainly involves knowing when it's appropriate to speak and when it's not. Not interrupting others when they speak is a classic example of the pragmatics of oral language.

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.

Byrne (1989) defines oral expression as a two-way process between speakers and listeners and involves the productive skill of speaking and the receptive skill of understanding. The four skills are related” “... Both speaker and listener have a position function to perform. In simple terms the speaker has to encode the message he wishes to convey in appropriate language, while the listener (no less actively) has to decode (or interpret) the message.

According to Martinez Luna Nelson (2011) the oral expression is the set of techniques that determine the general guidelines that must be followed to communicate orally with effectiveness, that is, the way to express without barriers what is thought.

Oral expression is, in the opinion of the authoress, even wider than speech, because it requires paralinguistic elements to complete its final meaning: the voice, the diction, the structure of the message that is wanted to transmit, the fluidity, the volume, the rhythm, the clarity with which it is expressed, the coherence and the emotionality, reasons that show the importance of the constant study of all aspects related with it.

### **The theory of verbal activity**

The theory of verbal activity constitutes an active relationship between man and the environment, and is characterized by its direct connection with communicative situations and other extra-linguistic factors, as well as by this verbal activity intention and by having defined objectives. It has four aspects, in

which is performed: listening, oral expression, reading and writing. From them; Listening and reading are receptive and oral expression and writing are productive.

On the other hand, two of them have an oral code: listening and oral expression and the others two, a written code, reading and writing. The verbal activity consists of inner speech and external speech, the first manifests as a phase of planning in the theoretical and practical activity and the second is nothing more than the external realization of language. In the teaching of any of these aspects of verbal activity it is essential to train the audio motor activities of the linguistic material, without which it is not possible to vocalize internally. This supports the need for students to perform oral exercises in order to achieve the automation of verbal activity, because one of the indicators of the domain of speech in a foreign language is precisely the fluency of the internal language.

After knowing these facts, it is also important to know many others that are highly important when talking about oral skills. Some of them like: Pronunciation, coherence and verbal fluency will be mentioned.

It refers by pronunciation to the way in which a word or language is spoken; the way someone says a word. A word can be spoken in different ways by several individuals or groups, depending on many sociolinguistic factors, such as: the time in which they grew up, the geographical area, the area in which they currently live, their social class, their sex, their age and his education.

Pronunciation almost always becomes an indicator of a student's command of a language as a second language. As Gil (1988, p. 139) indicates, "the acquisition of a good pronunciation is related to the development of skills in two fundamental aspects: the hearing, to recognize the significant sounds and interpret them, and the production of the phonological system of the language".

Saldaña (2008, p.11) states that "pronunciation is perhaps the clearest indicator of a person's domain of a language". For pronunciation to be acquired efficiently when studying a second language it is necessary to focus on significant

communicative processes, without worrying too much about the foreign accent, therefore, the phonic aspect of the language must include the significant values of the accent, intonation and rhythm.

The main aspects that must be taken into account in the teaching of pronunciation are linguistic, psychological and pedagogical. The linguistic aspects are related to the analysis and comparison of the phonological systems of the student's mother tongue and the one that is being taught. The psychological elements of pronunciation are related to the transference, the interference and the acquisition of habits and abilities to know and reproduce the system of sounds of the language. The pedagogical aspects refer to the elaboration and application of criteria for the selection, graduation, integration and exercise of the phonic material to be taught.

The correct conjugation of these aspects in the preparation and execution of the class will lead to the acquisition by the students of an adequate pronunciation. Although it is true that those who learn a foreign language outside of the linguistic medium in which they speak, do not usually pronounce it as if it were their mother tongue, the teacher should aim to develop in his students a pronunciation that is as close as possible to that of the natural speakers of the language they learn. If you manage to establish good pronunciation habits from the beginning of learning, you will not need to invest time later in complex correction exercises.

Coherence is one of the two qualities that give a written or spoken text unity and purpose. The other is cohesion. It refers to the general sense that a text makes sense through the organization of its content. In writing, it is provided by a clear and understood structuring of paragraphs and sentences. For example: An essay is coherent because it has a structure that gives unity and follows an accepted form. It begins with a statement of belief, gives the opposing arguments, refutes these, and summarizes in a final paragraph.



Regarding to Verbal fluency it should be noted that there is no general, universal definition of the concept of fluency. It has evolved with the years and in different disciplines. The concept of fluency was introduced in the psychological literature in 1883 by Galton (Granados, 2002, p.15) and it expresses the greater or lesser facilities with which a subject can call the ideas that are in his or her consciousness. There are two forms of fluency: verbal and visual.

From the authoress view point, verbal fluency implies the capacity of a speaker to express himself correctly with some facility and spontaneity, intelligibly, reasonably accurately and without too much hesitation, both in his native language and in a second language, otherwise communication may break down because the receiver loses interest or gets impatient.

### **Language learning by adolescents**

In adolescents, hearing and phonation devices have lost the flexibility to start learning foreign languages because they have learned more the habits of the mother tongue. The fact that the adolescent's world has expanded considerably creates a contradiction between what he wishes to express and the limitation of the linguistic means he has in the foreign language. This also limits the ability to imitate.

On the other hand, memory and imagination have been strengthened and enriched by the greater accumulation of life experiences. The development of memory becomes more conscious under the proper direction of the teacher and the intellectual development reached by the adolescent is increasing, as a result of the educational process, which has strengthened the capacity for independent work.

The growing possibility of independent work must be taken advantage of, both to increase the knowledge and skills of the students and to reinforce their confidence in their own potential to face the linguistic material on their own, and also to compensate for the limited time teachers have in the classroom.

Due to these characteristics of the adolescent it is necessary to apply effective procedures to combat the interference of the mother tongue while speaking the language.

### **Diagnosis of the current state of oral expression development in the English language in seventh grade students**

As part of the diagnosis, some techniques were applied in a sample of 28 students which represents 46.7% of the population, with the objective to verify the initial state of the problem.

#### **Scientific observation analysis:**

One of the methods from the empirical level applied in this researching is a guide of observation; it was made to explore the didactic behavior on the development of students' oral skills. It was taken into account teachers and students' behavior.

Four English lessons were observed to verify how the teaching-learning process of the English language is developed, making special emphasis in the development of the students' oral expression (Annex 1). The obtained results were the following (Annex 2)

In the first item related to the appropriate didactic strategies that teachers use to develop the oral skill in the English language, all teachers use them correctly, representing the 100%.

In the second item related to the teacher's role to motivate students to speak in English during lessons, all teachers use them correctly, representing the 100%

In the third item, related to the right didactic treatment that teachers apply for the development of the oral skill in the English language, explaining the students how to pronounce correctly, helping them to speak fluently and some other aspects that integrate the correct development of this skill, the results were successful in the four lessons representing the 100%.

In the fourth item related to the necessity that students know the importance of speaking English correctly to be understood by others. All teachers do it but just sometimes.

In the fifth item referred to the necessity that the students know the importance of knowing English language as the third language more spoken in the world, also all teachers do it but just sometimes.

### **Survey Analysis:**

A survey was applied on a sample of 28 students which represents the 46.7% of the population involved in this research. It had as objective to know the students' opinion about learning English with the use of technologies in English lessons. (Annex 3)

The results of the survey are explained as follows: (Annex 4)

In the first item, in which students have to express if they consider important learning English at school, the 100 % of the students answered affirmatively.

In item two in which students have to express if they consider English important for their daily life, 17 of the students representing the 60.7%, answered affirmatively and the rest of the students said it was important but just sometimes, representing the 39.3%.

In the third item students should say if they feel comfortable when speaking English, only 4 of them answered affirmatively, representing the 14.3 and the rest answered that only sometimes, representing the 85.7%.

In the fourth item was analyzed the students' opinion about the use of technologies to better up English lessons, 24 of them were agree and the rest said that just sometimes, representing the 85.7% and 14.3% of the respectively.

### **The Interview analysis:**

An interview was applied to four of the English teachers of the pedagogical school "Rafael Maria de Mendive", in order to know their interest and didactic knowledge for developing the oral skill by using the ICTs in the teaching-learning process of the English language. (Annex 5). The results are explained as follows. (Annex 6)

In the first item it was analyzed the importance that teachers conceive to the use of technologies when teaching a foreign language. They all consider that the use of ICTs can facilitate the teachers' work in the classroom because they can have more teaching materials at their disposal but they make emphasis in the importance of knowing how to use them because sometimes students see this work with technologies as an opportunity for playing with cellphones and chatting with friends.

In the second item it was set the teachers' opinion about the use of technologies in English lessons to make easier the teaching – learning process of this language. From their view point with the use of ICTs they can create more dynamic and attractive lessons for students and this fact can facilitate their learning process, but always emphasizing in the idea that students can give wrong uses to these technologies if they are not concentrated in the lesson.

In the last item was analyzed if the school have the conditions that permits the teachers and students to have access to technologies. Teachers affirm that the school do have a specialized classroom for the teaching of English but it does not have space enough for one entire group, sometimes is closed and sometimes it is not working.

## **The pedagogical tests analysis:**

A pedagogical test was applied on 28 students from the pedagogical school “Rafael Maria de Mendive” in order to check the development students have in English, making special emphasis in their oral expression, especially: vocabulary, comprehension, coherence, fluency and pronunciation. (Annex 7)

Students were asked to make a one-minute oral presentation about themselves taking into account some given items (Name and last names, age, nationality, place where he/she lives, people he/she lives with, favorite color, likes and dislikes)

### **1. Vocabulary:**

Good: Students use correctly 80% of the vocabulary they have studied in this year

Acceptable: Students use correctly more than the 50% of the vocabulary studied in lessons

Unacceptable: Students use correctly less than the 50% of the vocabulary they have studied

### **2. Comprehension:**

Good: They understand the 80% of the information given

Acceptable: They understand more than the 50% of the information

Unacceptable: They understand less than the 50% of the information given

### **3. Pronunciation:**

Good: They pronounce approximately the 80% of the English sounds correctly

Acceptable: They pronounce correctly more than the 50% of the words

Unacceptable: They pronounce correctly less than the 50% of the words

### **4. Fluency:**

Good: They show a high level of fluency when speaking English

Acceptable: They show a middle level of fluency when speaking English

Unacceptable: They have no fluency when speaking English

## **5. Coherence:**

Good: Students have a logical and consistent connection, as well as a proper use of grammar rules, in more than the 80% of their speech.

Acceptable: Students have a logical and consistent connection, as well as a proper use of grammar rules, in approximately the 50% of their speech.

Unacceptable: Students have a logical and consistent connection, as well as a proper use of grammar rules, in less than the 80% of their speech.

The results of this method are explained as follows: (Annex 8)

In the first analyzed item 10 of the students have a good vocabulary, 14 are acceptable and the other 4 are unacceptable, this represent the 35.8%, 14% y 14.3% respectively.

In the second item the level of comprehension was analyzed, 15 students were good, 10 were acceptable and 3 were unacceptable, representing the 53.6%, 35.7% and 10.7 % respectively.

Pronunciation was analyzed in the third item were 6 students were good, 20 were acceptable and 2 were unacceptable, representing the 21.4%, 71.4% and 7.1% respectively.

In the fourth item, the fluency when speaking, was analyzed, only 4 of the students were acceptable, 22 were unacceptable and 2 were unacceptable, representing the 14.3%, 78.6% and 7.1% respectively.

And finally in the fifth item, coherence was analyzed, 6 students were good, 20 were acceptable and 2 were unacceptable, representing the 21.4%, 71.4% and 7.1% respectively.

<b>Observed parameters</b>	<b>Good</b>	<b>%</b>	<b>Acceptable</b>	<b>%</b>	<b>Unacceptable</b>	<b>%</b>
Vocabulary	10	35.8	14	50.0	4	14.3
Comprehension	15	53.6	10	35.7	3	10.7
Pronunciation	6	21.4	20	71.4	2	7.1
Fluency	4	14.3	22	78.6	2	7.1
Coherence	6	21.4	20	71.4	2	7.1

### **Design of teaching activities using the Information and Communication technologies (ICTs) to favor the oral expression**

Over the last few years the role of Information and Communication Technology (ICT), in the education area plays an important role, especially in the process of empowering the technology into the educational activities. Education sector can be the most effective sector to anticipate and eliminate the negative impact of ICT. Technology in another side can be the most effective way to increase the student's knowledge.

The use of ICT in education adds value to teaching and learning, by enhancing the effectiveness of learning. It adds a dimension to learning that was not previously available. After the inception of ICT in schools, students found learning in a technology enhanced environment more stimulating and engaging than in a traditional classroom one.

For Duarte (1998) "new technologies are those electronic media that create, store, retrieve and transmit information quantitatively fast and in a large quantity, and do so by changing different types of codes in a hypermedia reality".

Referring to technologies Bunge (1996), he indicates that: "A body of knowledge is technology if and only if, it is compatible with contemporary science and controllable by the scientific method, and it is used to control, transform or create things or processes".

ICTs are "the set of tools, supports and channels for the treatment and access to information, which generate new models of expression, new forms of access and new models of participation and cultural recreation" (González, 1998, p.18)

Referring mainly to information, Martínez, (1999, p.37) defined it as "the measure of the free choice of a message". a definition of information strictly based on meaning.

Thompson and Strickland (2004) define information and communication technologies, such as devices, tools, equipment and electronic components, capable of manipulating information that supports the development and economic growth of any organization.

And referring mainly to communication, Gil (2005) affirms the communication is just part of our daily life in a very natural way in almost all its aspects and in almost all its levels.

"New technologies not only constitute a set of tools at the service of teaching and learning activities, but they also form an environment, a space, a cyberspace, in which human interactions take place" (Callister & Burbules, 2006).

Cebreiro (2007, p.163) refers to ICT as "revolving around four basic media: information technology, microelectronics, multimedia and telecommunications". And most important, "they rotate in an interactive and interconnected way, which allows to achieve new communicative realities, and to enhance those that they can have in isolation"

These definitions have for certain a coincidence in considering technologies as technical instruments that revolve around the information or transmission of this, it means, a way to carry out the communication process. This is how the process of teaching and learning a foreign language has experienced an extraordinary development in recent times, especially because of the great advantage of interactivity offered by technological media.



## **Use of technologies in the classroom**

The impact of Information and Communication Technologies (ICT) on education, possibly leads to one of the biggest changes in the field of Education. The new theories of learning that focus their attention not so much on the teacher and the teaching process, as on the student and the learning process, have a good ally in these media, if they are used according to the postulates of socio-constructive learning and under the principles of meaningful learning.

For Tedesco (2009) in a world where information and knowledge accumulate and circulate through increasingly sophisticated and powerful technological means, the role of the school must be defined by its ability to prepare for conscious, critical and active use of the devices that accumulate information and knowledge.

"The technological phenomenon that has revolutionized the world is within the educational systems, its behavior is imminent and revolutionary, it is presented in multiple options and applications" (Esquivel Vega, 2013), the foregoing gives us to understand that the advances technological and education go hand in hand, and today cannot be separated from each other.

The school is not and cannot be an independent world, it must adapt to the society that surrounds it. For this reason, it is vital that teachers learn to manage these ICTs and take advantage of them, especially those who were born in the generations prior to this development. "In life we have always to adapt to different changes" but the big difference with this technological revolution is that the speed of change is ultrasonic and global.

Likewise, and in a slow but continuous process, teachers have adapted their education and its formation to a society of knowledge, in which the students not only receive the information but become managers themselves using technologies as a mean of communication.

Now, teachers can benefit greatly from technological advances to make their work more attractive and to be more efficient. Many activities that are part of your daily routine can be optimized with the help of applications and computing devices, allowing them to devote more time to their own training, which in the long term will not only benefit them but their students.

About this (González & Fernández Costales, 2013) said: "audiovisual media free the teacher from routine work and the mere transmission of information, to enable him to carry out the work of counselor and guide in the formation of his students".

Gutiérrez (2016), reviews that the basic contents of education mandatory cannot be separated from the specific characteristics and needs of every historical moment".

### **Advantages and disadvantages of the use of ICCTs in the classroom**

An advantage of the use of technology in education is its flexibility and ability to adapt, so that students can follow different rhythms in their learning. The more advantaged students may have additional content at their disposal and those who need reinforcement may use support materials to reinforce what they learn in class.

Other advantages for students are the possibility of interaction they offer, so that they pass from a passive attitude on the part of the students to a constant activity, to a search and continuous rethinking of contents and procedures, they also increase the involvement of students in their tasks and develop their initiative because they are constantly forced to make "small" decisions, to filter information, to choose and to select.

It is important to highlight that the use of ICTs favor collaborative work with peers, group work, not only because of having to share a computer with a partner, but because of the need to have others in the successful achievement of the tasks the teacher give them.

The use of technology in the classroom also has benefits in relation to the basic skills of reading comprehension, oral comprehension, oral production and written production; considering oral expression, the most complex ability of the English language for the participation in it of multiple elements such as voice, diction, fluency, volume, rhythm, among others. ICTs could be a key element for better understanding.

To improve the teaching of oral production in a foreign language, recording sounds or videoconferences can be used, helping to create real conversational situations that will promote the acquisition and learning of strategies and habits improvement for oral comprehension.

Through the use of ICTs, we can perform games or teaching activities in the classroom that include audio tracks and songs and through karaoke, which motivate and help students to pronounce words better. In addition, in the case of the songs, the rhyme and the rhythm favor the memorization of the same, which facilitates the students to assimilate the correct pronunciation of the words.

The appropriation that the student makes of the new pronunciations, words and structures is the result of a consensual work between teacher and student, who use the technological elements as mediating instruments of better learning.

As we all know ICT have been naturalized in everyday life: cell phones, tablets, iPods, podcast, DVD, text messages, tablets, apps, etc. It is difficult to find a member of society who does not use these resources at least once. So if the classroom reflects the society in which we live, it is expected that ICT have a leading role or at least exist in English classes at school.

#### Disadvantages

The first one is related to the communication between student-teacher, the teaching function somehow diminishes when transferred in part from ICT, even if it is the teacher who continues guiding the students during the process. We

must also bear in mind that we work with young students, with certain tendency to distraction, and that sometimes consider the use of ICT merely as a game. It is at this point that the teacher has to be careful because this marks the difference between success and failure of the use of ICT in the classroom.

The rest of the drawbacks are more related to different aspects of the ICT while functioning in the classroom, like time and reliability of information. On the one hand, ICTs represent an extra time investment because of the operation of the devices on one hand, and on the other, the search for the information they need, that in many cases, is not reliable. It is better if teachers make a selection prior, always bearing in mind the contents she or he want to teach.

Finally, the inconvenience that most worries parents and teachers, and is the fact that ICTs can cause isolation or lack of communication. In this case will depend on the approach of the activities carried out by the teacher, which can do both, offer more communication or reduce it.

### **Proposal of individual and group work teaching activities for the development of oral expression in English**

The activities proposed below provide the teacher with new ways to strengthen the oral expression of the English language, providing more enjoyable and fun lessons, giving the teaching - learning process of speech a less complex option by using the ICTs. They were designed taking into account the students' characteristics, motivations and the curriculum's objectives of the English subject for this level of education as well as their professional orientation.

The activities are characterized by being Objective, because they start from the analysis of the results of the initial test applied to the students and its main goal is to better up these results; flexible, because they allow changes in the activities as they develop themselves and developmental, because they enable and promote the individual and group work and the development of all languages skills, but specifically the oral expression. The teaching activities are structured in title, objective, type of lesson, materials, orientation, procedures and evaluation.

The English subject in these specialties has as main objective to promote the development of habits and skills in future educators that involve building and rebuilding new knowledge and develop the necessary level of communicative competence so they can communicate and exchange information easily in English. Their program assumes the communicative approach as the main methodological conception to establish the objectives and content systems. The English subject has 8 units, 2 in each semester and 72 hours in total.

## **Activity 1**

### Unity # 3 "My family tree"

Title: Welcome Tingo!

Objective: To develop the use of the oral expression skill through the performance of a mini-video to reinforce students' love for the family and creativity.

Type of lesson: Free Practice

Teaching aids: TV set, a mini-video and a USB device

Orientation:

1. Ask the following question: What do you think the video will be about? (before)
2. Give the best answer to the following questions: (while)
  - Who is Tingo?
  - Who is Nicki?
  - What are Nicki and Tingo doing?
  - Who are the first man and woman Nicki introduced to Tingo?
  - Who are Katty and Kevin?
3. Meet in groups of six and make a representation of the video by making a correct use of your oral expression. (after)

Procedures:

1. The teacher will develop the group in six teams of six members each one
2. The teacher will develop the before, while and after activities
3. When finishing the video each team should make a performance of it

Evaluation: Students will be evaluated by their partners taking into account the following aspects: participation, self-assurance, vocabulary, pronunciation,

fluency and coherence (correct use of grammar structures, ideas' unity, correct use of words). They will choose the best team as winner and give individual marks to the members taking into account their participation in the presentation.

## **Activity 2**

Unit # 2 "My friends"

Title: How is your life going to be in three years?

Objective: To develop the oral expression in students, supported by a smartphone-app, in order to enhance their professional orientation and love for work.

Type of lesson: Free Practice

Teaching aids: smartphones and a smartphone-app

Orientation: Having the dice as a guide, imagine you are famous guessers of the future and tell your partner how his or her life going to be in three years. Be ready to say it aloud.

Procedure:

1. The teacher will check the amount of students who have smartphones in the classroom
2. The teacher will ask the students to form six groups of five students each one
3. The teacher will Zapy a smartphone-app, which will permit to carry out the activity, to one member of each group
4. The teacher will orientate the activity in which one member of the team will be selected at random and the rest will tell ideas, according with what the dice in the app says, about the future of his/her partner in three years, always taking into account their professions.

Evaluation:

Students will be evaluated by their partners taking into account the following aspects: participation, self-assurance, vocabulary, pronunciation fluency and coherence. They will choose the best team as winner and give individual marks to the members taking into account their participation in the presentation.

### **Activity # 3:**

Unit # 4 “Practicing and testing”

Title: Let’s guess a new end!

Objective: To encourage the use of the students' oral expression through the guessing of the end of a funny video to increase students’ imagination and creativity for their future work as teachers and for life

Type of lesson: Free practice

Teaching aids: TV set, USB device and a video

Orientation: Watch carefully the following video and try to find a new end for it.

Procedure:

The teacher will ask the students what they think the video will be about

1. The teacher will play the video and stop it before getting to the end
2. The teacher will ask the students to guess what the end could be

Evaluation: The teacher will show students the real end and the one who got nearer will be the winner.

### **Activity # 4**

Unit # 7 “My hometown”

Title: Let’s know Cuba better!

Objective: To enhance the oral expression of the students by using ICTs to reinforce their cultural identity and love for their motherland.

Type of lesson: Free practice

Teaching aids: TV set, USB device and some videos

Orientation: Watch the videos and select the one you like the most. Be ready to make a one-minute oral exposition about it.

Procedure:

1. The teacher will ask the students what they think the video will be about
2. The teacher will play three mini-videos of different Cuban cities

Evaluation: The teacher will ask the students to make a one-minute oral exposition with their opinion about the video they liked the most, it will be taken into account students’ development of oral skills

## **Activity # 5**

Unit # 7 "My hometown"

Title: I love summer!!!

Objective: To enhance oral skills in the students in order to make them love nature and take care of the environment.

Type of lesson: Free Practice

Teaching aids: Laptop and some photos

Orientation: Watch the image on the computer and make a description about it. Be ready to say it aloud in front of the class.

Procedures:

The teacher will order the students to work in pairs

The teacher will show one picture per pair

Finally, the students will prepare themselves for describing their picture

Evaluation: The teacher will evaluate in each student individually the use of the communicative functions of the language

## **Activity # 6**

Unit # 4 "Practicing and testing"

Title: Movies on TV

Objective: To evaluate the students' oral abilities to increase their cultural level for their future as education professionals

Type of lesson: Free Practice

Teaching aids: TV set, USB device and a video

Orientation: Watch the following fragment of the movie "The last song" and be ready to talk about it in front of the class

Procedure:

1. The teacher will ask the students if they like to watch movies in English language
2. The teacher will ask if someone knows the romantic movie "The last song"
3. The teacher will orientate the activity and play twenty minutes of the movie mentioned (without subtitles) in the TV
4. The students should talk about what happened in the movie.



Evaluation: The teacher will evaluate oral skills (mainly pronunciation, oral comprehension, vocabulary, fluency and coherence) of the students when talking about the movie

## **Activity # 7**

Unit # 4 "Practicing and testing"

Title: Singing aloud.

Objective: To evaluate the students' oral abilities through the singing of the Celine Dion song "My heart will go on" to increase their cultural level for their future as professionals.

Type of lesson: Free practice

Teaching aids: TV set, USB device and a song

Orientation: Listen to the following song, write down its lyrics, find out the meaning of the words you don't know in the dictionary and be ready to sing it aloud with your classmates

Procedure:

1. The teacher will make a small talk about some famous singers and ask for students' opinions about the topic
2. The teacher will ask who knows Celine Dion and her music
3. The teacher will ask the students if they know the "Titanic" love story and in case they do not know it, she/he will tell them
4. The teacher will play a video with the lyrics of the Celine Dion song "My heart will go on"
5. The students will write down the lyrics of the song and find out in their cellphones dictionaries the meaning of the words they do not know.
6. The students will sing the song aloud helped by the lyrics in the video

Evaluation: The teacher will evaluate the students' oral abilities when singing the song

## **Activity # 8**

### **Unit # 2 “My friends”**

Title: Will I be a teacher or a doctor?

Objective: To develop the oral expression in students, supported by a smartphone-app, in order to enhance their professional orientation and love for work.

Type of lesson: Free practice

Teaching aids: smartphones and smartphone-app

Orientation: Taking into account the profession you choose, prepare a performance related with it in which you include its advantages and disadvantages. All team members should participate. Be ready to act it out.

Procedure:

1. The teacher will ask students what they want to be in a future and why
2. The teacher will form teams, including in each one, at least one smartphone
3. The teacher will Zapya smartphone app which contain different professions for the students to select one, no matter if more than one student chooses the same.
4. The teacher will ask each team to create a little performance related with the profession chosen, taking into account advantages and disadvantages of it.
5. The teacher will tell the students to find out the meaning of the words they need to make possible the activity, in their smartphones dictionaries.

Evaluation: Students will be 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. The following aspects should be taken into account: participation, self-assurance, vocabulary, pronunciation fluency and coherence (correct use of grammar structures, ideas' unity, correct use of words).

## **Activity # 9**

### **Unit # 8 “Review”**

Title: Let's think fast!

Objective: To evaluate students' oral abilities through a two minutes' exposition to reinforce their imagination and creativity for their future as professionals.

Type of lesson: Free Practice

Teaching aids: smartphone-app

Orientation: Create a story including all dices. Be ready to share it with your classmates aloud.

Procedure:

1. The teacher will form groups of five members each one
2. The teacher will zapya a smartphone-app named "Story dice" to each of the teams
3. The teacher will teach the students how to work with the new app
4. The students will have only a few minutes to create a small story about what they saw in the dice
5. Students have to read it aloud in the classroom

Evaluation: The teacher will evaluate students' development of the communicative functions of the language

## **Activity # 10**

Unit # 8: "Review"

Title: Playing with the dice

Objective: To evaluate students' oral abilities through a twominutes' exposition

Type of lesson: Free Practice

Teaching aids: smartphone-app

Orientation: According to the number you get in the dice, write down the topic you prefer in your notebook and be ready to do a two minutes' oral exposition about it, in the classroom

Procedure:

1. The teacher will write down in the chalkboard twelve different topics, which can capture the interest of the students, to talk about
2. The teacher will take his/her own cell phone and will go table by table shaking the dice in the cell phone.
3. Each number will have two different topics
4. Students will select the one they like the most depending on the number they had in the dice and make a two minutes' oral exposition about it

Evaluation: The teacher will evaluate students' development of the communicative functions of the language

## **Evaluation of the effectiveness of the proposal of teaching activities to develop writing skill in the English language in the first year students from Foreign Languages major in Higher Education**

A second pedagogical test was applied after the proposal of teaching activities with the objective to verify the development of oral skills in first year students of the pedagogical school "Rafael María de Mendive" after having develop the mentioned activities (Annex 9).

The final pedagogical test was applied using a communicative situation similar to the one used for the initial stage and it was evaluated taking into account the same parameters. The final results were the following (Annex 10).

In the first analyzed item 17 of the students have a good vocabulary, 9 are acceptable and the other 2 are unacceptable, this represent the 60.7%, 32.4% y 7.1% respectively.

In the second item were the level of comprehension was analyzed, 22 students are good, 5 are acceptable and 1 are unacceptable, representing the 78.6%, 17.9% and 3.6 % respectively.

Pronunciation was analyzed in the third item were 12 students were good, 15 were acceptable and 1 were unacceptable, representing the 42.9%, 53.6% and 3.6% respectively.

In the fourth item, the fluency when speaking, was analyzed, 10 of the students were good, 17 were acceptable and only 1 was unacceptable, representing the 35.7%, 60.7% and 3.6% respectively.

And finally in the fifth item, coherence was analyzed, 13 were good, 14 were acceptable and 1 were unacceptable, representing the 46.4%, 50.0% and 3.6% respectively.

<b>Observed parameters</b>	<b>Good</b>	<b>%</b>	<b>Acceptable</b>	<b>%</b>	<b>Unacceptable</b>	<b>%</b>
Vocabulary	17	60.7	9	32.4	2	7.1
Comprehension	22	78.6	5	17.9	1	3.6
Pronunciation	12	42.9	15	53.6	1	3.6
Fluency	10	35.7	17	60.7	1	3.6
Coherence	13	46.4	14	50.0	1	3.6

A group interview was applied to know students' opinion and satisfaction about the usage and effectiveness of the activities. (Annex 11) The results were the following (Annex 12)

After analysing the first item, the 100% considered lessons more enjoyable when using ICTs because they like to work in teams, to use their smartphones and to have fun with the activities oriented by the teacher. In the second item, all students consider a technology classroom environment more stimulating and attractive to learn foreign languages and finally, in the last item, students loved the idea to keep working with technologies in the English lessons because they do not get bored and have the opportunity to work in groups, to make performances, to see videos and to sing in English and learning at the same time.

### **Comparison between the results from the initial and final stage of the research**

A comparison was made between the initial and final results from the pedagogical test in order to evaluate the effectiveness of the proposal of teaching activities to develop the oral skill in first year students of the pedagogical school "Rafael María de Mendive". After the application of the proposal it can be easily see how the students had a great advance in all the aspects that were evaluated. The results are explained as follows (Annex 13):

In the first analyzed item 10 of the students have a good vocabulary, 14 are acceptable and the other 4 are unacceptable, this represent the 35.8%, 14% y 14.3% respectively. After the application of the proposal 17 of the students have

a good vocabulary, 9 are acceptable and the other 2 are unacceptable, this represent the 60.7%, 32.4% y 7.1% respectively.

In the second item were the level of comprehension was analyzed, 15 students are good, 10 are acceptable and 3 are unacceptable, representing the 53.6%, 35.7% and 10.7 % respectively. After the application of the proposal, 22 students are good, 5 are acceptable and 1 are unacceptable, representing the 78.6%, 17.9% and 3.6 % respectively.

Pronunciation was analyzed in the third item where 6 students were good, 20 were acceptable and 2 were unacceptable, representing the 21.4%, 71.4% and 7.1% respectively. After the application of the proposal, 12 students were good, 15 were acceptable and 1 was unacceptable, representing the 42.9%, 53.6% and 3.6% respectively.

In the fourth item, the fluency when speaking, was analyzed, only 4 of the students were acceptable, 22 were unacceptable and 2 were unacceptable, representing the 14.3%, 78.6% and 7.1% respectively. After the application of the proposal 10 of the students were good, 17 were acceptable and only 1 was unacceptable, representing the 35.7%, 60.7% and 3.6% respectively.

And finally in the fifth item, coherence was analyzed, 6 were good, 20 were acceptable and 2 were unacceptable, representing the 21.4%, 71.4% and 7.1% respectively. After the application of the proposal, 13 were good, 14 were acceptable and 1 was unacceptable, representing the 46.4%, 50.0% and 3.6% respectively.

The mentioned aspects show the improvement that most of students have had with the application of the teaching activities proposed, of course the use of ICTs have been very good accepted by students due to the participation that these tools have in their daily lives. It is a fact that students everywhere learn easier when the content is associated with real life experiences, so, technologies can not be forgotten when talking about the society people are living in.

As the authoress said at the beginning of this Major Paper “nowadays technology is part of the culture, so it must necessarily be present at school, which is the way par excellence to place the future of the country in superior steps”. It was applied at the beginning of this research a pre-test in which it was corroborated that the students were not prepared to express orally in the English language due to the scarcity of their speech abilities, their lack of vocabulary, fluency, coherence and wrong pronunciation.

When concluding the validation process of the teaching activities applied, many potentialities can be seen. Students’ mastery of vocabulary, fluency and coherence when speaking as well as proper pronunciation in relation to the oral expression has improve considerably. The majority of the students are able to prepare dialogues and oral presentations in the lessons. They comprehend easier when others are speaking in English. Students talk freely and with spontaneity in the English language.

## **CONCLUSIONS:**

-This research work has allowed to investigate and, therefore, to go deeper into everything related to the teaching-learning process of the English language, with special emphasis on the development of oral expression, with all its implications and through the use of information and communication technologies, concluding that they are close related for the learning of the English language.

-Taking into account the diagnosis carried out in the research, it was found that; it is an urgent need to reinforce the work with the oral expression in the students of this level of education, since the difficulties they present when expressing themselves in English language make impossible a complete effectiveness in their training. In general, there are small potentialities in the language but only in less than 50% of the students.

-The way of solution is aimed at proposing teaching activities, in which individual and group work are used for the development of oral expression in the English language, through the use of Information and Communication Technologies as necessary ways to develop a better teaching- learning process and to cover the needs of the current world.

- The evaluation of the results obtained after the application of the proposal of teaching activities proved their effectiveness and it was also verified the improvement in developing oral skills, showing the effectiveness of the work with the students by means of the activities mentioned before.



## **RECOMMENDATIONS:**

To present this scientific research in future projects with the fundamental objective that everyone knows the effectiveness of the information and communication technologies in the teaching-learning process of English as a foreign language and the significant support it offers to the development of oral expression, specifically. To continue researching about the problem to diversify the proposal of teaching activities been offered in this Major Paper.

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## **ANNEXES:**

### **Annex 1**

#### Scientific Observation Guide

Objective: To verify how the teaching-learning process of the English language is developed, making emphasis in the development of the students' oral expression.

1- The following aspects will be observed in the English lessons:

**a)** The teachers use appropriate didactic strategies to develop the oral skill in the English language:

yes  no  sometimes

**b)** The teachers motivate students to communicate in English during the lesson

yes  no  sometimes

**c)** The teachers give a right didactic treatment for the development of the oral skill in the English language, explaining the students how to pronounce correctly, helping them to speak fluently and some other aspects that integrate the correct development of this skill.

yes  no  sometimes

**d)** Teachers tell the students the importance of speaking English correctly to be understood by others.

yes  no  sometimes

**e)** Teachers teach the students the importance of knowing English language as the third language more spoken in the world.

yes  no  sometimes

## Annex 2

A Scientific Observation Guide was applied to 4 English lessons with the main objective of verify how the teaching-learning process of the English language is developed, making emphasis in the development of the students' oral expression. The results are the following:

Aspects	Yes	%	No	%	Sometimes	%
The teachers use appropriate didactic strategies to develop the oral skill in the English language	4	100	0	0	0	0
The teachers motivate students to communicate in English during the lesson	4	100	0	0	0	0
The teachers give a right didactic treatment for the development of the oral skill in the English language, explaining the students how to pronounce correctly, helping them to speak fluently and some other aspects that integrate the correct development of this skill.	4	100	0	0	0	0
Teachers tell the students the importance of speaking English correctly to be understood by others.	0	0	0	0	4	100
Teachers teach the students the importance of knowing English language as the third language more spoken in the world.	0	0	0	0	4	100

### **Annex 3**

#### Survey.

A survey was applied on a sample of 28 students which represents the 45.9 % of the population involved in this research. It has as objective to know the students´ opinion about learning English and about the use of technologies in English lessons. The results are expressed as follows:

1. Do you consider important to learn English at school?

Yes  No  Sometimes

2. Do you think is important for your daily life to know English well?

Yes  No  Sometimes

3. Do you feel comfortable when speaking English with your teachers or classmates?

Yes  No  Sometimes

4. Do you think that the use of technologies could better up the English lessons?

Yes  No  Sometimes

#### Annex 4

A survey was applied on a sample of 28 students which represents the 45.9 % of the population involved in this research. It has as objective to know the students' opinion about learning English and about the use of technologies in English lessons. The results are expressed as follows:

	Yes	%	No	%	Sometimes	%
If it is important learning English at School	28	100	0	0	0	0
If English is important for daily life	17	60.7	0	0	11	39.3
If students feel good when speaking English	4	14.3	0	0	24	85.7
If technologies can better up English lessons or not	24	85.7	0	0	4	14.3

#### Qualitative analysis:

In the initial state all students consider that it is very important learning English at school but not all of them think it's important for daily life. Only a little minority feel comfortable when speaking and, almost the majority think technologies can better up English lessons.



## **Annex 5**

### Interview

An interview was applied to four of the English teachers of the pedagogical school “Rafael Marfa de Mendive” in order to know their interest and didactic knowledge for developing the oral skill by using the ICTs in the teaching-learning process of the English language.

1. Do you think is important the use of technologies when teaching a foreign language? Why?
2. Do you think that the use of technologies in English lessons could make easier its teaching – learning process? Why?
3. Does the school have the necessary conditions for the students to have access to the technology?

## **Annex 6**

An interview was applied to four teachers of the pedagogical school “Rafael María de Mendive” in order to know their interest and didactic knowledge for developing the oral skill by using the ICTs in the teaching-learning process of the English language. The results from the applied scientific method are explained as follows.

In the first item it was analyzed the importance that teachers conceive to the use of technologies when teaching a foreign language. They all consider that the use of ICTs can facilitate the teachers’ work in the classroom because they can have more teaching materials at their disposal but they make emphasis in the importance of knowing how to use them because sometimes students see this work with technologies as an opportunity for playing with cellphones and chatting with friends.

In the second item it was set the teachers’ opinion about the use of technologies in English lessons to make easier the teaching – learning process of this language. From their view point with the use of ICTs they can create more dynamic and attractive lessons for students and this fact can facilitate their learning process, but always emphasizing in the idea that students can give wrong uses to these technologies if they are not concentrated in the lesson.

In the last item was analyzed if the school have the conditions that permits the teachers and students to have access to technologies. Teachers affirm that the school do have a specialized classroom for the teaching of English but it does not have space enough for one entire group, sometimes is closed and sometimes it is not working.

## **Annex 7**

### Initial Pedagogical test

Objective: To check the abilities that students have when communicating in English, making special emphasis in their oral expression, especially: vocabulary, comprehension, coherence, fluency and pronunciation.

Each student should make a one-minute oral presentation of themselves taking into account the following items:

- Full name
- Age
- Nationality
- Place where he/she lives
- People he/she lives with
- Favorite hobby
- Likes and dislikes
- Social life

## Annex 8

### Initial Pedagogical test analysis

#### Initial State

A pedagogical test was applied on 28 students from the pedagogical school “Rafael María de Mendive” in order to check the development that students have in English, making special emphasis in their oral expression, especially: vocabulary, comprehension, coherence, fluency and pronunciation. The results are explained as follows in the bar chart:

Observed parameters	Good	%	Acceptable	%	Unacceptable	%
Vocabulary	10	35.8	14	50	4	14.3
Comprehension	15	53.6	10	35.7	3	10.7
Pronunciation	6	21.4	20	71.4	2	7.1
Fluency	4	14.3	22	78.6	2	7.1
Coherence	6	21.4	20	71.4	2	7.1

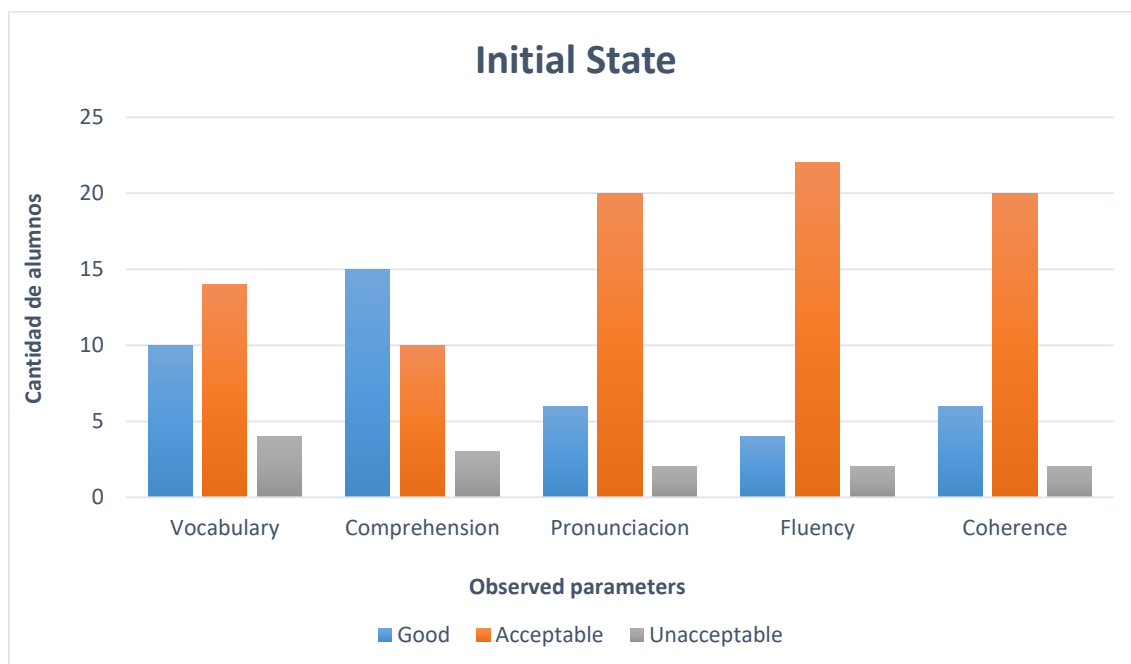


Chart: Pedagogical test results from initial state.

## **Annex 9**

### **Pedagogical Test**

#### **Final State**

A pedagogical test was applied on 28 first year students from the pedagogical school "Rafael María de Mendive" in order to determine the development of the English oral skills after the application of the proposal of teaching activities.

1. Students should make a three minutes' oral exposition starting by one of the following items:
  - a. My Family and I...
  - b. In a future I would like to...
  - c. My city is...
  - d. What I like to do the most is...
  - e. My best friend...
  - f. The perfect day for me...

## Annex 10

### Pedagogical test analysis

#### Final state

A pedagogical test was applied on 28 first year students from the pedagogical school “Rafael María de Mendive” with the objective of determine the development of the oral skill in English language after the application of the proposal of teaching activities. The results are explained in the following bar chart:

Observed parameters	Good	%	Acceptable	%	Unacceptable	%
Vocabulary	17	60.7	9	32.4	2	7.1
Comprehension	22	78.6	5	17.9	1	3.6
Pronunciacion	12	42.9	15	53.6	1	3.6
Fluency	10	35.7	17	60.7	1	3.6
Coherence	13	46.4	14	50.0	1	3.6

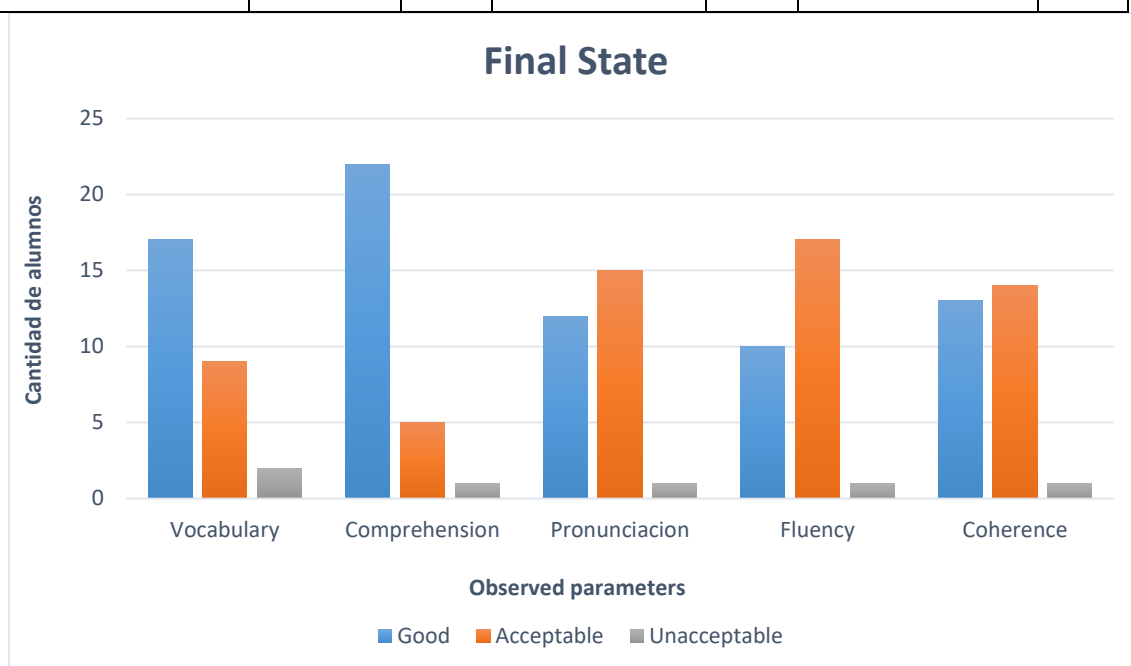


Chart: Pedagogical test results from final state.

## **Annex 11**

### **Group Interview**

**Objective:** To know students' opinion and satisfaction about the usage and effectiveness of the activities.

Now let's have a talk on some necessary aspects to better up our lessons;

1. Do you consider English lessons more enjoyable when using ICTs?
2. Where do you consider you have a better learning, in a traditional classroom environment or in a technology one?
3. Do you consider necessary to keep working with technologies in English lessons?

## **Annex 12**

### **Group Interview results**

A group interview was applied to know students' opinion and satisfaction about the usage and effectiveness of the activities. The results are explaining as follows:

After analysing the first item, the 100% considered lessons more enjoyable when using ICTs because they like to work in teams, to use their smartphones and to have fun with the activities oriented by the teacher. In the second item, all students consider a technology classroom environment more stimulating and attractive to learn foreign languages and finally, in the last item, students loved the idea to keep working with technologies in the English lessons because they do not get bored and have the opportunity to work in groups, to make performances, to see videos and to sing in English and learning at the same time.



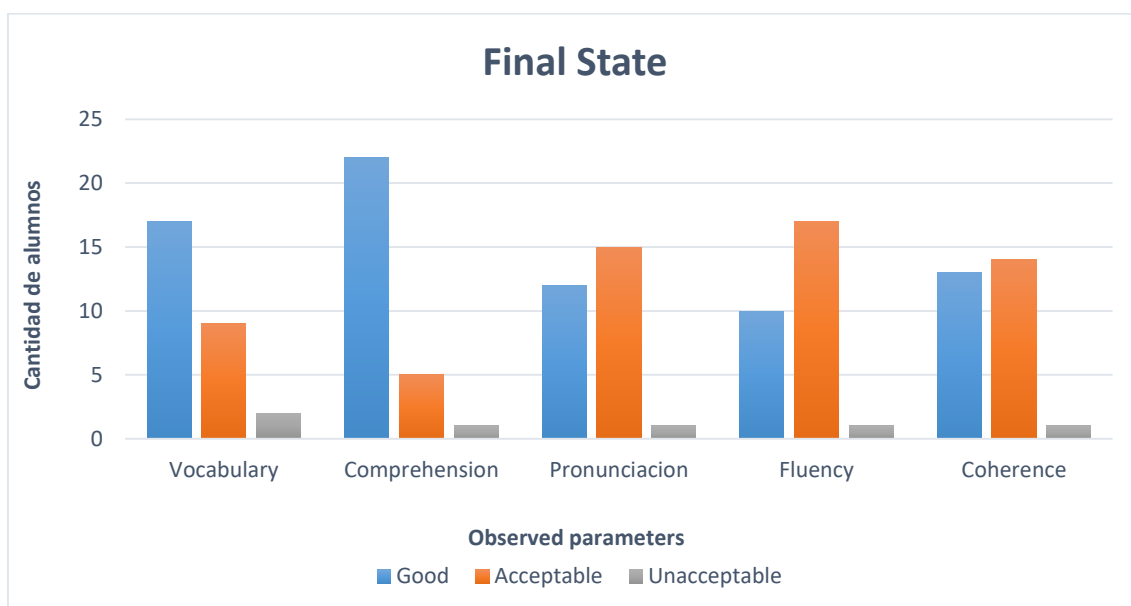
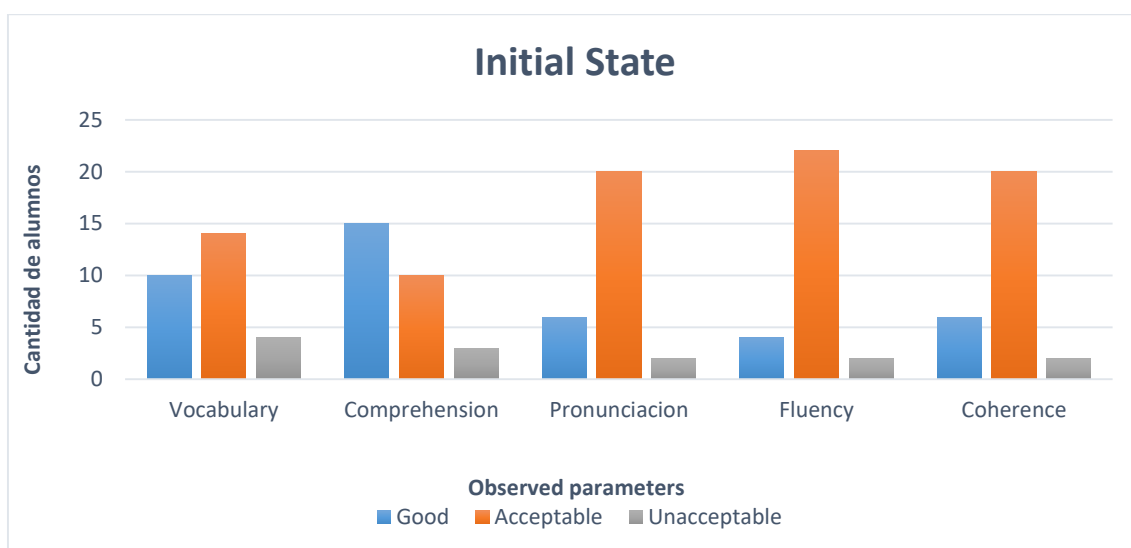
## Annex 13

### Comparison between the Initial and Final State

#### Pedagogical Test

A comparison was made between the results of the pedagogical test from the initial and final state to evaluate the effectiveness of the proposal of teaching activities in first year students from the pedagogical school “Rafael María de Mendive”.

Initial State:



## Annex 14

Quantitative summary results of the initial and final pedagogical test

Observed Parameters	Initial State						Final State					
	Good		Acceptable		Unacceptable		Good		Acceptable		Unacceptable	
	#	%	#	%	#	%	#	%	#	%	#	%
Vocabulary	10	35.8	14	50	4	14.3	17	60.7	9	32.4	2	7.1
Comprehension	15	53.6	10	35.7	3	10.7	22	78.6	5	17.9	1	3.6
Pronunciation	6	21.4	20	71.4	2	7.1	12	42.9	15	53.6	1	3.6
Fluency	4	14.3	22	78.6	2	7.1	10	35.7	17	60.7	1	3.6
Coherence	6	21.4	20	71.4	2	7.1	13	46.4	14	50.0	1	3.6