

FACULTY: PEDAGOGICAL SCIENCES

MAJOR: FOREIGN LANGUAGES

THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE
ENGLISH LANGUAGE IN SENIOR HIGH SCHOOL.

AUTHORESS: ELIZABETH OLAYA SIBELLO YANTA

MSc. GEONEL RODRIGUEZ PEREZ (A.P)

Sancti Spíritus
2019

ACKNOWLEDGMENT

I would like to thank all of those persons who in one way or another contributed to my formation as a professional. Specially to my dad, my husband , and family in general, my tutor Geonel, my teacher of French Ismerys and every single person who helped me throughout my studies. With every single beat of my heart..... thank you very much.

INDEX

- ACKNOWLEDGMENTS
- ABSTRACT
- INTRODUCTION _____ 1- 6
- 1.1-Theoretical and methodological foundation that support the development of the oral expression ability in the English Language. _____ 7-12
- 2.1 Initial diagnosis stage _____ 13-19
- 3.1 Theoretical grounds of teaching activities in foreign language contexts. _____ 19-23
- 3.2 Information and communication technology (ICTs) _____ 23-25
- 3.2.1 Advantages of using ICTs in the Teaching Learning Process. _____ 25-28
- 3.2.2 ICTs in English Language Teaching and learning. _____ 28-30
- 4.1 The activity system _____ 30-35
- 4.1.1. Experts evaluation _____ 35-36
- CONCLUSION _____ 37
- RECOMMENDATIONS _____ 38
- BIBLIOGRAPHY _____ 39-41
- ANNEX

ABSTRACT

The major paper presents a system of activities related to the use of the technologies to improve the oral expression ability in Senior High School in Eduardo Garcia Delgado 10th graders. For this purpose the paper deepened into the theoretical grounds related to the oral expression ability in foreign languages teaching and systems of activities. Different methods were employed to support the work done among them from the theoretical level the survey, interview, document analysis, pedagogical test. From the empirical level the historical and logical, analysis and synthesis, induction-deduction and from the statistical level the descriptive analysis. The work has as purpose to propose an activity system for the improvement of the oral expression ability in the English language, in 10th graders in Eduardo Garcia Delgado Senior High School. For the accomplishment of this aim, the paper offers a varied system of activities that are characterized as systematic, interdependable, dynamic, graded to the levels of assimilation of the students and demanding.

INTRODUCTION

Learning a foreign language has become a very important issue in the present-day society. Some people learn it to improve their working conditions, others to obtain better jobs but most do it to widen their cultural background and to give a better use to communication and technologies.

After the First World War English became a lingua franca for business and trading, so people from different parts of the world needed to learn it. At first the emphasis was made in the oral expression only and with the time researchers found out that it was necessary to work with the rest of the abilities that is reading, writing and listening, because otherwise learners were turned into functional illiterate persons.

As The United States of America began monopolizing the international market all over the world, English went on gaining followers and so more countries began teaching it. Some countries still today teach it as a second official language and others teach it for professional or economic purposes.

The up-rising of the technologies in the twenty first century brought about a new spectrum for the English teaching and learning, for most media information today is universalized in English. The use of internet, applications such as Bluetooth, zapy, searchers like google and others offer more than eighty five per cent of the information in English. For this reason, the study of the English language has become a necessary tool to face the new challenges the contemporary world is offering.

More than one million impacts are received through the biggest network of communications and 75 % of the information is transmitted in English, for that reason the information, the education and the culture become essential factors to guarantee the economic and social boom, the independence and the sovereignty of the peoples in the world.

Cuba was one of the first countries in Latin America to include the study of the English as a foreign language in the elementary, high school and college curriculum. Though, at first

was only for the privileged class and the talented students. These first steps led the inclusion of it in all the educational systems.

The revolutionary triumph brought with it the First Educational Revolution in Cuba which included the study of foreign languages mainly Russian and English. For the attainment of this purpose some foreign language specialized schools were created and the inclusive education permitted Cuban citizens become specialists of these languages.

The necessity of English teaching as a foreign language is vital in Senior High Schools of the country. Through its history, in these institutions the teaching of this language has always been present with the objective of contributing to the integral formation of the students as future professionals.

It also has as fundamental objective the development of the communicative abilities that permit the students to understand and to express information about personal life, family, as well as the school and social activities that they carry out daily.

Throughout the researching process many international and national researchers have been consulted among them: Vigotsky, L.S. (1988); Abbot, G. (1989); Byrne, G. (1989); Díaz, Carolina and Giovanni Hernández (2013)

Antich de León, Rosa (1988); Acosta Padrón, Rodolfo (1996); Rodríguez, G. (2005); Aparicio, I. (2012); Torres, A. (2012); González, E. (2013); Gutiérrez, D. (2016) among others who have contributed with their out comes to the improvement and evolution of the foreign language teaching and learning process.

In Cuba authors like Da quinta Gladys (2002); Guelmes Lucia Esperanza (2002); Quevedo Iraida (2005); Mijares Luis (2008); Vázquez Gabriel (2009), have also contributed to this aspect from a more national and localized perspective.

As can be observed many researchers have deepened into this matter but still today students do not develop this ability in the wanted way for which it is necessary to continue working on this ability of the language. The students from Eduardo García Delgado in Trinidad have the opportunity to interact in the foreign language every day,

because this township is a touristic resource but in the employment of different instruments and tools was determined that they do not have the needed skills to express orally in the English language. All this leads to structure this Major Paper.

After a careful analysis of the observation of the English lessons, and the results of oral evaluations and surveys to 32th graders in Eduardo Garcia Delgado Senior High School has been detected some strengths and weaknesses in the oral expression abilities, among the strengths: students like to learn English , there are work books and methodological guidelines for the teaching of the subject, students are motivated to learn English, they participate in classes and do the assignment, the students are disciplined, they attend classes, the school has the needed conditions to facilitate learning, the teachers in the school have more than five years of experience as average, the territory motivates students to make constant use of the English language.

Among the weaknesses, they do not understand classroom directions; they do not comprehend short phrases or key words, they make constant speech halting and fragmentary conversations so as to make them very difficult, they have a very limited vocabulary, their grammar and syntax (word order) errors make comprehension difficult, their pronunciation often causes misunderstandings, students act out conversation only in fixed pairs, students over memorize lines to interact among them, they have no speaking strategies, they most of the time use unrelated sentences, students are paper dependable to utter words and phrases, they prefer to activate receptive skills rather than productive ones and students do not internalize the given functions and notions from unit to unit.

Due to the before exposed, it is considered pertinent the necessity to investigate the problem referred to the development of the oral expression ability in the English Language in 10th graders, therefore the following Scientific Problem is formulated:

How to contribute to the improvement of the oral expression ability in the English language at Eduardo Garcia Delgado Senior High School in Trinidad?

With the purpose of solving the scientific problem the following Objective is stated:

To propose an activity system for the improvement of the oral expression ability in the English language, in 10th graders in Eduardo Garcia Delgado Senior High School.

For a better structuring and organization of the work the following Scientific Questions are stated:

1-What are the theoretical and methodological foundations that sustain the improvement of the oral expression ability in the English Language?

2-Which is the current state of the oral expression ability in the English language in 10th graders from Eduardo Garcia Delgado Senior High School?

3-What characteristics should the activity system have to improve the oral expression ability in the English language in 10th graders from Eduardo Garcia Delgado Senior High School?

4-How to evaluate the effectiveness of the activity system to improve the oral expression ability in the English language in 10th graders from Eduardo Garcia Delgado Senior High School ?

Scientific Tasks:

1-Determination of the theoretical and methodological foundation that support the improvement of the oral expression ability in the English Language.

2-Diagnoses of the current state of the oral expression ability in the English Language in 10th graders from Eduardo Garcia Delgado Senior High School.

3-Elaboration of the activity system to improve the oral expression ability in the English language in 10th graders from Eduardo Garcia Senior High School.

4-Evaluation of the effectiveness of the activity system to improve the oral expression ability in the English language in 10th graders from Eduardo Garcia Delgado Senior High School.

For the development of this research were used the following Scientific Methods:

From the theoretical level:

Historical and Logical Analysis: It was used to deepen into different authors' criteria about the learning and teaching process of the oral expression ability in the English Language.

Analytical and Synthetical Method: It permitted to analyze the necessary theoretical supports that permit to synthesize the foundation of the development of the oral expression ability in English language from the view point of the communicative approach. It was used in different moments of the investigation, such as: in the analysis of the consulted bibliography about the development of oral expression ability.

Inductive and Deductive Method: It was used to make generalization between searched components, original inference processes, referring to the diagnosis and the foundation of activities proposal.

From the empirical level:

Scientific Observation: to obtain information about the ways students behave in the English lessons and to determinate the potentialities and weaknesses before and after this research, taking into account the oral expression ability, and through this observation, the results of the application of the proposal could be analyzed and compared with the initial diagnosis.

Document analysis: it was made in order to analyze the treatment of the oral expression ability in the English language in Senior High School.

Pedagogical Test: To test, in the initial stage and in the final stage, the level reached by the students related to the oral expression ability.

Survey: It was used to know about students' interests to learn English and the ways they use to learn it, also how they feel during the English Lessons and the ways they practice the foreign language in their lessons.

From Mathematical level:

The analytical-descriptive through the Percentage Calculation: It was used to reflect the results of the employed tools and techniques.

For the development of this research the following population is selected: 150 10th grade students from Eduardo Garcia Delgado Senior High School, they have the following characteristics: As adolescents, they are experimenting sudden changes in the formation of their personality; they face anatomic and psychological changes. They want to find a place within the class or group so as to be properly recognized.

Intellectually and potentially they are able to do different tasks with a higher mental work, they are more reasonable and have more initiative, cognitive independence, and creativeness. As sample has been selected intentionally and non probabilistic 32 students, 18 of them are girls and 14 are boys. There are 6 students in level 1, 16 students in level 2 and 10 students in the level 3, these results were obtained through the diagnostic test (annex) and also by means of the observation.

These students live in downtown, they coexist with the visiting tourists, they are surrounded by cultural spaces where currently they experience foreign interchanges. They attend classes and participate in them. This class according to the cognitive level are average. The sample reflects the characteristics of the population from the psychological, social, economic and academic stand points.

Scientific novelty, this activity system is characterized by being systematic, interdependable, dynamic, graded to the levels of assimilation of the students and demanding.

DEVELOPMENT

1.1 Theoretical and methodological foundation that support the development of the oral expression ability in the English Language:

In this chapter different theoretical positions and definitions are analyzed in regard to the oral expression ability and its intertwining with the communicative approach, also are considered different methods and approaches related to this topic. In this chapter it is also analyzed the results of the initial state of the research where the outcomes are remarked.

The mastery of a foreign language requires the mastery of all the skills and subskills of the language. Many definitions and concepts have been given in relation to these aspects and for the sake of researching purposes, these skills and subskills are studied separately. This diploma is focused in the oral expression ability as one of the most important and active skills of the language, and the use of the ICTs entailed to a system of activities for its development in the level where the language is taught.

The teaching of the English language in the Senior High School has as fundamental objective the development of the communicative abilities that permit the students to understand and to express orally about personal information, family life, the school and social activities they daily do. Also, the English Lesson must help the pupils get used to the custom and the culture of some countries where English is spoken.

This work refers to some of the definitions and concepts given to the oral expression ability in a mother tongue and in a foreign language among these authors consulted, the work refers to the most up-dated and relevant to the diploma.

According to Johnson and Morrow (1981,p 70), the oral expression which is popular known with the term “oral communication”, is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a high speed level. This definition is properly used once it is taken as a panoramic

view of the oral expression, but it does not deepen into the oral expression ability for it requires of other elements non-mentioned.

Medina A. (2006, p 46) in his work "Foreign Language Didactics" declares that the 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. Its main objective is get students be able to develop the communicative act with the necessary fluency.

Nevertheless, the website [http://www American Speech-Language Hearing Association](http://www.AmericanSpeech-LanguageHearingAssociation.org) (2007, p 12), specifically the *Directory of Speech-Language Pathology ascertains the Oral expression* as pertaining "to the use of words and includes the ability to formulate and produce words and sentences with appropriate vocabulary, grammar, and application of conversational rules" Once again the definition is sordid, because no word or words definitions are clearly explained, nor even what produce and formulate words are, it neither refers to what conversational rules they refer to.

According to Dell Hymes (1976, p 37) the communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

A more recent survey of communicative competence by Bachman (1990, p 35) divides it into the broad headings of "organizational competence," which includes both grammatical and discourse (or textual) competence, and "pragmatic competence," which includes both sociolinguistic and "illocutionary" competence. Strategic Competence is associated with the interlocutors' ability in using communication strategies (Faerch & Kasper, 1983; Lin, 2009).

When children are born, the first stimulus given to them are the sounds together with the touch, these two sensations are the first elements that afterward will bring about the

development of the oral expression. Then, while milking the child once again these two senses stimulate the articulation of the first sounds, words and phrases.

The oral expression is important because it provides the foundation for literacy development, it is essential to academic achievement in all content areas, and it is critical for overall success in school. As it is known, a great deal of school success depends upon a student's ability to demonstrate competence through the oral communication, such as when answering questions in class or participating in group discussions. It responds to the political, economic, social and cultural importance of the foreign languages in today's world.

Characteristics of the Oral Expression:

The following characteristics were selected from Brace, J. Brockhoff, V. Sparks, N. & Tuckey, and J. First Steps Speaking and Listening Book second Edition (2010, p 67) Students who show oral expression difficulties:

Difficulty with grammatical processes of inflection, marking categories like person, tense, and case.

Learning vocabulary.

Difficulty formulating complete, semantically and grammatically correct sentences either spoken or written.

Difficulty explaining word associations, antonyms/synonyms.

Difficulty with retelling, making inferences, and predictions.

Types of Oral Expression Performances

Brown (2004, p 271) describes six categories of the speaking skill area. These six categories are as follow:

1. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, the students get the opportunity to listen and to orally repeat some words.

2. Intensive

This performance is practicing some phonological and grammatical aspects of the language. It usually places students doing the task in peer (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, and so on.

3. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

5. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interviews, role playing, discussions, conversations and games.

6. Extensive (monologue)

The production of the oral expression is considered one of the most difficult skills to develop in the learning of a new language because it demands from the speaker to think in a foreign language and to be understood by the listeners for the previous mentioned, this research considers as a paramount importance some norms to keep in mind to develop the oral expression ability.

Norms for the Oral Expression ability

Senior High School supports a point of view using various forms Self-evaluation of oral presentations of persuasion:

Incorporates materials from a wide range of sources (newspapers, books, technical materials, etc.)

Recognizes a speaker's point of view, purpose, historical and cultural context.

Selects and presents a focused topic.

Analyzes and synthesizes materials presented orally.

Experiments with stylistic elements.

Uses language to solve problems.

Communicative Language Teaching is based on the conception of language as a means of expression and reception of ideas, that's why it is necessary to develop the communicative competence, which implies a deep development of the whole skills.

Teaching is a process of giving guidance to the students to reach the goals. Teaching is also known as "Instruction", it means that the process to make someone do learning. Teaching is an interactive activity between the teacher and students involving class room talk.

Brown (2001, p 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably and competently. In addition, he states that the benchmark of successful acquisition of language is always demonstrated of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Role of Teachers in Oral English Teaching:

Language is a subject. It is also a kind of tool and a means of expression. Human beings communicate with each other by using languages. Correspondingly, oral English teaching is one of the most important contents in English. In oral English teaching, students are the implementers, while teachers play different roles during this process. Teachers are conductors, guiding students to start activities. They are directors, designing scenarios for the activities and assigning roles to students. They are also critics, evaluating students' oral expression appropriately. In this way, teachers can develop students' abilities of oral expression in English. Guo J, Li J (2006, p 98)

According to Celce - Murcia Marianne (2001,p.8) the goal of language teaching is learner's ability to communicate in the target language. Students regularly work in groups or pairs to transfer and, if necessary, negotiate meaning in situations in which one person has information that the other(s) lack. They often have to engage role play to adjust their use of the target language to different contexts. Teaching aids and activities reflect basically real-life situations and demands. It propitiates the integrated use of the other skills and the teacher's role is to facilitate communication and only secondarily to correct errors.

According to Pérez Díaz, L. (2009, p.35) Oral expression is, "a behaviour form which allows establishing the relations and the functions; the communication and the expression of feelings and emotions; the capacity of expressing ideas, stories made in a clear, direct, correct and convincing way. It is susceptible to the learning and the improvement through the practice and the adequate models".

2.1 Initial diagnosis stage

In this stage of the work a qualitative and quantitative analysis is done of the results obtained during the initial stage of the research, after the employment of different tools and techniques where the following results were obtained.

In the survey employed in the item directed to if the subject is important for their future or not there are 12 students which represent the 37.5 percent of the sample who think English is important, 20 students that represent the 62,5 percent think it is not. This says that most of the students are not aware of the importance of learning English for their professional lives.

In the item directed to the ability in the English language they like the most 8 students which represent the 20 % of the sample selected listening, 8 students (20%) selected reading, 10 students (31,2%) selected writing and 6 students (18,7%) selected speaking. This demonstrates that there is not enough motivation for the development of the oral expression.

In the item directed to which the most difficult ability in the English language 7 students (21,8%) selected listening, 6 students (18,7%) selected reading, 9 students (28,1%) selected writing and 10 students (31,2%) selected speaking. This shows that students have difficulties in the oral expression ability.

In the item directed to what they would like to know the most in the English language 7 students (21,8%) selected listening, 7 students (21,8%) selected reading, 6 students (18,7%) selected writing and 12 students (37,5%) selected speaking. This demonstrates that even when there are difficulties and the ability is not well developed some students are interested.

In the item directed to how they feel when speaking English 3 students (9,3%) said they feel secure, 7 students (21,8%) said they feel so so, 12 students (37,5%) said they do not like it and 12 students (31,2%) said they feel insecure. This demonstrates that most of the students feel either insecure or unable to speak in the English language.

In the item directed to why speaking in the English language gets difficult for them 10 students(31,2%) said the reason was that they do not pronounce well, 6 students (18,7%)said they do not know what to say, 5 students (15,6%) said they do not understand,4 students (12,5%) said it seems unreal for them and 7 students (21,8%) said they do not like it. This shows that most of the students consider they have a problem in the oral expression ability.

In the item directed to what they do in oral evaluations in the lessons 15 students (46,8%) said that they memorize, 6 students (18,7%) said they prepare themselves to be spontaneous, 4 students (12,5%) said they improvise and 7 students (21,8%) said in those cases they would do it with only one person. This allows us to know that students are not able to produce information spontaneously in the oral way.

In the item directed to if they are able to use their cellphones or laptops to speak about the topics in the lesson 10 students (31,2%) said they are always able to do so, 6 students (18,7%) said they do it almost always, 8 students (25%) said they use them sometimes and 8 students (25%) said they never use them. This demonstrates that even when most of the students use technologies during the lesson there is still a big part of the class which does not do it.

In the item directed to if they like to record their own voices when they speak in the lessons 18 students (56,2%) said they like to do it and 14 students (43,7%) said they do not like it. This allows us to see that the use of technologies motivates some students to speak orally in the English language.

In the item directed to which topics make students to feel comfortable when speaking English 9 students (28,1%) said Hobbies, 15 students (46,8%) referred to personal information and 8 students said they like to speak about their vacations.

In the item directed to if they feel prepared to speak English with a person outside the classroom 11 students (34,3%) said they feel prepared and 21 students (65,6%) said they do not feel prepared. This shows that students do not have the oral expression ability in the proper way.

In the item directed to their self evaluation of the oral expression ability 3 students (9,3%) placed themselves in the level number 1, 12 students (37,5%) in level number 2, 9 students (28,1%) in level number 3, 6 students (18,7%) in level number 4 and 2 students (6,2%) in level number 5. This demonstrates students do not have a high level when speaking of oral expression.

In the pedagogical observation the following pointer were considered:

- Clear orientation of the objective.
- Propitiation of a previous debate before the oral work
- Correct realization of the feedback.
- Communicative situations are objective and real enough to propitiate a conversation.
- Insurance of the activities orienteer base in lessons.
- Motivation of the students to speak English.
- Linguistic alternatives are given to the students.
- Use of technologies in the development of the oral expression in the English language.
- Correction is developed in a developing way.
- Change of roles in the development of the oral activities during the lessons.

Eight lessons were observed and the followings results were obtain:

In the item directed to the clear orientation of the objective it was known that this parameter was correctly developed in 8 lessons which represents the 100% of the observation.

In the item directed to the propitiation of a previous debate before the oral work it was observed that in 3 lessons (37,5%) the debate was propitiated and in 5 lessons (62,5%) it was not.

In the item directed to the correct realization of the feedback it was observed that in 2 lessons (25%) it was realized and in 6 lessons (75%) it was not.

In the item directed to the conditions of the communicative situations to propitiate a conversation it was observed that the parameter was apply in 4 lessons(50%) and I was not apply in 4 lessons (50%) it was not.

In the item directed to the insurance of the activities orienteer base during the lessons it was observed that this parameter was not apply in 8 lessons (100%).

In the item directed to students motivation to speak English it was observed that they were motivated in 2 lessons (25%) and in 6 lessons (75%) they were not. This shows that there is a necessity to make them speak more.

In the item directed to linguistic alternatives given to the students it was observed that this parameter was apply in 1 lesson (12,5%) and in 7 lessons (87,5%) it was not. This shows that there are not enough alternatives for the students during the lessons.

In the item directed to the use of technologies in the development of the oral expression in the English Language it was observed that this parameter was not apply in any of the lessons: 8 lessons (100%). This shows that technologies are not used at all in the lessons.

In the item directed to the realization of the correction in a developing way it was observed that this parameter was apply in only 1 lesson (12,5%) and in 7 lessons (87,5%) it was not. This shows that students are not able to correct their mistakes in a proper way.

In the item directed to the change of roles during the development of the activities in the lessons that this parameter was never apply as it was not observed in any of the lessons. 8 lessons (100%).

Pedagogic test:

Objective: to determine students' oral expression development in the English language.

Total of students: 32

Presented: 32

Topics to be orally developed:

- All bout you
- Suggestions
- Memories

The following indicators were taken into account for the evaluation.

Level 1

Indicator	Sub- index
Comprehension	<ul style="list-style-type: none">• Comprehend isolated words and phrases• Do not comprehend the teachers directions• Requires continue repetitions.
Fluency	<ul style="list-style-type: none">• Fragmentation of the conversations• Oral production is based on memorized isolated words.• Hesitation• Constant halting
Vocabulary	<ul style="list-style-type: none">• Short vocabulary• Limited personal topics• Vocabulary limited to specific topics• Use of wrong words
Grammar	<ul style="list-style-type: none">• Syntax inexistence• Obscure syntax• Wrong use of verbal tenses
Pronunciation	<ul style="list-style-type: none">• Repetition of words to be understood• Very difficult to understand

Level 2

Comprehension	<ul style="list-style-type: none"> • Understand normal conversations • Understand many ideas in content areas • Understand most of the teacher-student discussions • Repetition is needed
Fluency	<ul style="list-style-type: none"> • Search of correct ways to speak • Usually capable to make questions to understand • Good conversation but with constant halting
Vocabulary	<ul style="list-style-type: none"> • Paraphrase due to the lack of vocabulary. • Words agrupation according to their type • Specializes in the classroom vocabulary.
Grammar	<ul style="list-style-type: none"> • Frequent grammar mistakes but correct syntax • Frequent use of correct verbal tenses. • Understandable meaning
Pronunciation	<ul style="list-style-type: none"> • Can not be understood occasionally • Incorrect use of the prosodic elements(intonation, halting, stress.)

Level 3

Comprehension	<ul style="list-style-type: none"> • Understands all the treated topics • Repetition is occasional
Fluency	<ul style="list-style-type: none"> • Fluent conversations • Close to the native speaker
Vocabulary	<ul style="list-style-type: none"> • Close to their mother tongue's
Grammar	<ul style="list-style-type: none"> • Small grammatical mistakes • Can avoid complex constructions
Pronunciation	Pronunciation and intonation are influenced by the mother tongue.

Taking into account the previous parameters in the evaluation and according to the obtained results it was stated that :

There are 16 students (50%) in the level 1, there are 10 students (31,2%) in level 2 and 6 students (18,7%) in level 3 which says that there are problems in the oral expression ability in the English language, being the most affected parameters the pronunciation, fluency and the comprehension.

3.1 Theoretical grounds of teaching activities in foreign language contexts.

The cultural-historical activity theory approach supported by Vygotsky and his followers are based on the materialistic and marxist-leninist conception of the world, where the man is seen as unique and unrepeatable and who is able to transform the society by itself or the help of others.

This pedagogical approach departs from the diagnose as a determinant element to highlight the objects potentialities, strengths and weaknesses where the wanted state and the zone of proximal development are related to the amount of help given to it.

Therefore, the activity theory is applied around the world in various disciplines and domains of practice. However, its historical roots since the pioneering work of Vygotsky and Leont'ev are closely intertwined with transformations in education.

Activity Theory is probably most commonly used in educational investigations as a conceptual lens through which data are interpreted. The well known triangular model of an activity system (Engeström, 2015, p. 63) is frequently applied as a graphic model and lens for such interpretive data analyses.

In such analyses, the model of an activity system makes visible the context of the educational processes under investigation. Context is represented as a systemic formation within which specific components and their relations can be identified and examined in detail.

Extending the unit of analysis beyond a single activity system to encompass multiple interconnected activities – i.e., third generation Activity Theory – will become an important challenge as educational processes become increasingly distributed and networked.

Qualitative change and development in activity systems, including schools and other educational organizations, is driven by contradictions.

Contradictions are historically accumulating systemic tensions that can not be observed directly. Only their manifestations, such as disturbances and conflicts, are observable in the daily flow of actions. That is why the examination of contradictions requires historical analysis. Hypotheses generated by historical analysis can then be tested and enriched with data on disturbances and conflicts experienced and articulated by practitioners.

Applying Activity Theory in concrete research typically requires intermediate theoretical concepts. Such intermediate concepts connect general theoretical concepts such as activity system and contradiction to the specific context and data under investigation.

This includes emotion, cognition and action as an interconnected triad, organizational culture, community education and sustainability, and pedagogical content knowledge.

Research based on Activity Theory develop and apply a methodology of their own. Here methodology is understood as the bridge between theory and data. In other words, methodology is more than a collection of specific methods or techniques.

It puts forward and implements a theory-driven set of principles, or “an argumentative grammar” (Kelly, 2004, p.45), upon which the choice of specific methods is based, starting from data collection and reaching all the way to conceptual interpretation of the findings.

The theory above discussed origin has given rise to activity system that assumes the teaching-learning process (TLP) as an organized and intentionally oriented pedagogical process carried out at school, which integrates into a system the transmission of culture

(accomplished under teacher's guidance and involving peer interaction, teaching aids and materials, or any other carefully chosen mediator) and its appropriation (the personal grasping and re-interpretation of culture by the learner), so as to promote the integral and autonomic development of student's personality, i.e. his/her constant growth as a person and as a citizen (Kelly, 2004,p.78)

In order to promote student's growth, developmental didactics investigates the contents, processes and conditions of learning. Contents involve knowledge, skills and values required to learn how to know, how to do (to act), how to coexist (to interact with others), and how to be (to become a better person). The process should emphasize active, creative, personally significant and motivated development. Suitable conditions imply the creation of mediated, cooperative and contextually situated learning.

These assumptions underlie the communicative approach that supports EFL education at present. This approach shows a theoretical conception of language education about its nature, use, teaching and learning, that leads the TLP to develop students' communicative competence in a FL and their preparation to improve it (i.e., learning strategies and skills), encourages learner's cultural enrichment and integral formation according to individual needs and purposes, as well as to the requests (ideals, demands) of his/her society.

In this perspective, communicative competence in a FL brings a psychological configuration that integrates knowledge, abilities, attitudes and values required to communicate in the target language, i.e. to exchange meanings in the interaction with "others" (people or cultural products) depending on the situation, the specific conditions, in which the contact takes place.

Linguistic fundamentals are taken from text linguistics, semantics, applied and comparative linguistics. These studies incorporate findings from different disciplines, such as sociolinguistics, psycholinguistics, pragmatics, stylistics, semiotics, etc.

1- Text or discourse linguistics focuses on the study of speech performance and the analysis of the text as the means of its realization. Their research deals with three

speech planes (semiotic dimensions or facets); namely, the reflection of reality through the proposition or ideas conveyed, the reflection of social and interpersonal relations through intentions, modal attitudes and stylistic correspondence to the socio-communicative situation, as well as the expression of these aspects in the construction/interpretation of the text through the selection, organization, relation and connection of the verbal means employed in it.

2- Semantics studies different kinds of meanings and their forms of expression. Accordingly, it is possible to distinguish:

- Representational meaning – propositions (the message of the text and the idea of the sentence) and word references (the portion of reality words denote)

- Pragmatic meaning –intentions (asserting, asking and inducing), modal attitudes(negation, affirmation, doubt, wish, obligation, necessity, etc., whose expression takes into consideration the role of the partner)and stylistic correspondence with the event (the functional style of the text, e.g., personal or application letters, job or TV interviews, and the stylistic register of the means employed, e.g., formal, neutral, informal)

- Structural meaning - the abstraction of properties, functions and relations common to a type of verbal means (singular/plural, direct/indirect object, coordination/subordination).

3- Applied and comparative linguistics

Applied linguistic studies of English reveal its particular features as to its meanings, forms and contextual use. Comparative linguistic studies investigate similarities and differences between English and Spanish. These studies have contributed to establish that language singularities result from its evolution in the socio-communicative practice of a given lingo-cultural community, and the reflection of its background knowledge, the system of beliefs and values shared by their speakers.

In both fields, the approach followed could be either onomasiological or semasiological. Onomasiological studies move from meaning to form, e.g., if we investigate “how to ask

for information” (intentional meaning), it is possible to establish the existence of different formal patterns.

Semasiological studies follow the opposite direction, from form to meaning this perspective is useful to explore how formal means convey certain meanings, how text cohesion secures the coherent expression of ideas, intentions, attitudes.

3.2 Information and communication technologies (ICTs)

This is an extended term for information technology (IT) which stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary enterprise software, middleware, storage, and audio-visual systems, which enable users to access, store, transmit, and manipulate information.

The term *ICTs* is also used to refer to the convergence of audio-visual and telephone networks with computer networks through a single cabling or link system. There are large economic incentives (huge cost savings due to elimination of the telephone network) to merge the telephone network with the computer network system using a single unified system of cabling, signal distribution and management.

However, ICTs has no universal definition, as "the concepts, methods and applications involved in ICTs are constantly evolving on an almost daily basis". The broadness of ICTs covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form, e.g. personal computers, digital television, email, robots. For clarity, Zuppo provided an ICTs hierarchy where all levels of the hierarchy "contain some degree of commonality in that they are related to technologies that facilitate the transfer of information and various types of electronically mediated communications". Skills Framework for the Information Age is one of many models for describing and managing competencies for ICT professionals for the 21st century.¹

ICTs are leveraged for economic, societal and interpersonal transactions and interactions. ICTs have drastically changed how people work, communicate, learn and

live. Moreover, ICTs continues to revolutionize all parts of the human experience as first computers and now robots do many of the tasks once handled by humans. For example, computers once answered phones and directed calls to the appropriate individuals to respond; now robots not only can answer the calls, but they can often more quickly and efficiently handle callers' requests for services.

ICT's importance to economic development and business growth has been so monumental, in fact, that it's credited with ushering in what many have labeled the Fourth Industrial Revolution.

ICTs also underpins broad shifts in society, as individuals en masse are moving from personal, face-to-face interactions to ones in the digital space. This new era is frequently termed the Digital Age.

For all its revolutionary aspects, though, ICTs capabilities are not evenly distributed. Simply put, richer countries and richer individuals enjoy more access and thus have a greater ability to seize on the advantages and opportunities powered by ICTs.

Consider, for example, some findings from the World Bank. In 2016, it stated that more than 75% of people worldwide have access to a cellphone. However, internet access through either mobile or fixed broadband remains prohibitively expensive in many countries due to a lack of ICTs infrastructure. Furthermore, the World Bank estimated that out of the global population of 7.4 billion people, more than 4 billion do not have access to the internet. Additionally, it estimated that only 1.1 billion people have access to high-speed internet.

Today's society shows the ever-growing computer-centric lifestyle, which includes the rapid influx of computers in the modern classroom. Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration. DYNAMO takes a holistic and comprehensive approach to promoting ICTs in education. Access, inclusion and quality are among the main challenges they can address. The Organization's

Intersectoral Platform for ICTs in education focuses on these issues through the joint work of three of its sectors: Communication & Information, Education and Science.^[19]

However, hurdles are still at large. "Of the 4.3 billion people not yet using the Internet, 90% live in developing countries. In the world's 42 Least Connected Countries (LCCs), which are home to 2.5 billion people, access to ICTs remains largely out of reach, particularly for these countries' large rural populations." ICTs has yet to penetrate the remote areas of some countries, with many developing countries dearth of any type of Internet. This also includes the availability of telephone lines, particularly the availability of cellular coverage, and other forms of electronic transmission of data. The latest "Measuring the Information Society Report" cautiously stated that the increase in the aforementioned cellular data coverage is ostensible, as "many users have multiple subscriptions, with global growth figures sometimes translating into little real improvement in the level of connectivity of those at the very bottom of the pyramid; an estimated 450 million people worldwide live in places which are still out of reach of mobile cellular service."

3.2.1 Advantages of using ICTs in the Teaching Learning Process.

Information and Communication Technologies have recently gained groundswell of interest. It is a significant research area for many scholars around the globe. Their nature has highly changed the face of education over the last few decades.

For most European countries, the use of ICTs in education and training has become a priority during the last decade. However, very few have achieved progress. Indeed, a small percentage of schools in some countries achieved high levels of effective use of ICTs to support and change the teaching and learning process in many subject areas. Others are still in the early phase of Information and Communication Technologies adoption.

Blanskat, Blamire, kefala (2006) conducted a study carried out in national, international, and European schools. With the aim to draw evidences regarding the advantages and benefits of ICTs in schools achievements. It seeks to measure the impact of ICTs on

students' outcomes. The study also tried to establish a link between the use of ICTs and students' results in exams. The findings are interesting: ICTs has positive impact on students' performances in primary schools particularly in English language and less in science. Schools with higher level of e-maturity show a rapid increase in performances in scores compared to those with lower level.

In addition, schools with sufficient ICTs resources achieved better results than those that are not well-equipped. There is a significant improvement on learners' performances. Finally, teachers become more convinced that educational achievements of pupils are due to good ICTs use. In fact, high percentage of teachers in Europe (86%) states that pupils are more motivated when computers and Internet are being used in class.

Many pupils consider ICTs tools very helpful in that it helps them do assignments teachers see that ICTs enables students with special needs or difficulties. It also helps reduce the social disparities between pupils, since they work in teams in order to achieve a given task. Students also assume responsibilities when they use ICTs to organize their work through digital portfolios or projects. In addition, the study showed that ICTs has significant impact on teachers and teaching processes.

By virtue of government Interventions and training seminars organized in this regard, ICTs tools stimulate teachers. Indeed, an absolute majority of teachers in Europe (90 %) claim to use ICTs to do tasks, such as preparing lessons, sequencing classroom activities, etc. Therefore, teachers plan their lessons more efficiently. ICTs also help teachers to work in teams and share ideas related to schools curriculum. There is also evidence that broadband and interactive whiteboards play a central role in fostering teachers' communication and increasing collaboration between educators.

The ICTs Test Bed evaluation (Underwood 2006) provides an evidence that many teachers use ICTs to support innovative pedagogy. It states: "New technologies that provide a good fit with existing practices, such as interactive whiteboards are first to be embedded, but others like video conferencing, digital video and virtual learning environments are now being incorporated, providing evidence of ongoing learning by the

workforce. Training needs to continue to support innovative pedagogy.” Both examples show that ICTs is being integrated in a continuous process.

Therefore, ICTs can improve teaching by enhancing an already practiced knowledge and introducing new ways of teaching and learning. Transforming teaching is more difficult to achieve. “Changes that take full advantage of ICTs will only happen slowly over time, and only if teachers continue to experiment with new approaches.” (Underwood 2006, p.67) This evaluation came from a teacher training seminar in ITs during the ITMF project. It showed that teachers have not fully changed their use of ICTs in education; however, most of them changed their way of thinking about the application of ICTs in education. Teachers have increased their use of ICTs in lessons where students look for information on the net and use it afterwards for subject specific areas, but hardly any use of ICTs for class presentations. Nonetheless, teachers do not make use of ICTs to engage students more actively to produce knowledge. Similarly, the e-learning Nordic study shows an increase in the use of ICTs to teach but not to innovate teaching methods: “ICTs generally has a positive impact on teaching and learning situations, but compared with the ideal expectations; the impact of ICTs on teaching and learning must still be considered to be limited” (Ramboll, 2006, p.54).

Many teachers use ICTs to support traditional learning methods, for example, information retrieval in which students are ‘passive learners of knowledge instead of ‘active producers able to take part in the learning process. In a document entitled teaching and learning with ICTs, G. Galea (2002, p.132) explains how ICTs can promote teaching and learning. According to her there are two main reasons behind increasing the use of ICTs in education in UK. Firstly, ICTs can change the lessons’ pace: she stated that children in modern society need to develop sufficient potentials and skills that enable them to take full advantage from the new opportunities that ICTs offer. Second, there are groundswells of interest of academic researches in UK in how technological tools can enhance the quality of teaching and learning in schools, and so help learners to achieve better outcomes.

Furthermore, it has been proved that new technologies have lots of benefits on the students.

ICTs allow for a higher quality lessons through collaboration with teachers in planning and preparing resources (Ofsted, 2002, p.69). Students learn new skills: analytical, including improvements in reading comprehension (Lewin et al, 2000, p.34). ICTs also develop some writing skills: spelling, grammar, punctuation, editing and re-drafting (Lewin et al, 2000, p.37).

Still new technologies encourage independent and active learning, and students' responsibility for their own learning (Passey, 1999, p.12) ICTs proves that students who used educational technology felt more successful in school they are more motivated to learn more and have increased self- confidence and self-esteem. It is also confirmed that many students found learning in a technology-enhanced setting more stimulating and much better than in a traditional classroom environment (Pedretti and Mayer-Smith 1998).

3.2.2 ICTs IN ENGLISH LANGUAGE TEACHING AND LEARNING

The utilization of ICT in education has recently started to appeal the potential and significant progress in language learning. It has become a major issue in education world and has been used from preschool through to university that could facilitate students and teacher in teaching and learning process.

ICTs has been publicized as potentially powerful enabling tools for educational change and reform. The computers play significant role in the learning process especially in learning language.

As Hartoyo (2008) stated in his book, a computer is a tool and medium that facilitates people in learning a language, although the effectiveness of learning depends totally on the users. The technology in this era has been grown up not only from the quality but also the efficiency. They are moving fast without any limit from every product. The need

of technological innovation has brought the communication revolution and rapid development of technological application in teaching and learning.

This technology made contribution on improving language communication. Every school has used the ICTs to facilitate the teacher to teach the students in the classroom. Many kinds of application that they use in the classroom improved and enhanced the better lesson.

Hartoyo (2008) also asserts that English language teaching has been shaped by the search for the 'one best method' of teaching the language. Regardless of whether the focus of instruction has been reading, the grammatical rules and vocabulary of the target language (e.g. Grammar Translation Method), speaking (how to communicate the target language such as Direct Method, Audio-Lingual Method, The Silent Way, Suggestopedia, Community Language, Communicative Approach), or other issues (e.g. The Total Physical Response Method), the attempts of the teaching profession have been shaped by a desire to find 'a' better way of teaching than the existing method. The latest method that is developing is Computer Assisted Language Learning (CALL).

Some experts and practitioners of education learning language in CALL, strongly support the utilization of ICTs in language learning to improve efficiency and effectiveness of learning that can improve the quality of understanding and mastery of the language studied.

In other words, the integration of ICTs in the field of language learning is inevitable known that the ICTs and language learning are two aspects which support each other like two sides of the coin inseparable (Hartoyo, 2010).

Fortunately, the use of Computer Assisted-Learning language (CALL) has increased noticeably by English teachers. Consideration of Computer Assisted Language Learning is using computer. This tool is flexible, rich and interactive. It is flexible in the term of time and place. It has also assumed that more than other media can encourage students in learning language. This is due to the computer's ability to present material is more diverse ways than either book or video does. In addition, CALL is able to generate

interaction and improve communicative competence, including providing authentic material to the class or self – learning. The method focuses in computer utilization to enhance language learning.

4.1 The activity system

The activities proposed in this Major Paper depart from the use of the technologies intertwined to an activity-system which is structured as follows: title, type of lesson, time, procedure and evaluation. These activities are to be done in the classroom where the group work and the pair work are decisive in its realization.

Presentation of the activities:

Activity #1

Title: Daily activities

Objective: to improve the oral expression ability in the English Language in 10 graders. To reinforce students relationships in the classroom.

Type of lesson: free practice.

Time: 45 minutes.

Orientation: The teacher will use the very popular app Zapyra to give students some pictures where objects which are used in daily actions or actions are represented and will ask students to form pairs to act conversations out later related to those daily activities and actions. The teacher will ask the students not to delete the information she will Zapyra them because it will be useful in future activities. The teacher will ask students to take their cell phones out to create an app group. Then the teacher will send the pictures to the students.

Development: the teacher will give students 15 minutes for them to choose the picture they want to talk about and for them to prepare the conversation while the teacher

feedbacks them constantly. After that the teacher will ask them to act the conversations out pair by pair and they will be evaluated.

Evaluation: For the evaluation it was set that students would be evaluated according to the same parameters that were used in the pedagogical test. (annex 5)

Activity #2

Title: My Memories

Objective: to improve the oral expression ability in the English Language in 10 graders. To reinforce students love for their city. Type of lesson: free practice.

Time: 45 minutes

Orientation: the teacher will ask students to take their cell phones out to create a group in the app. Then the teacher will send pictures of important and historical places in the city and will ask them to form groups. Each group will select a place and each member of the group will have to say something that happened to them in that place or a memory related to the place somehow. The teacher will order the students not to delete the information because it will be use in future lessons.

Development: students will have 15 minutes to prepare and they will make an oral exposition. They will be evaluated in the process.

Evaluation: For the evaluation it was set that students would be evaluated according to the same parameters that were used in the pedagogical test. (annex 5)

Pictures



Activity #3

Title: I suggest you to go to.....

Objective: to improve the oral expression ability in the English Language in 10 graders.

Type of lesson: free practice.

Time: 45 minutes

In the previous activity the teacher asked students not to delete the information he gave them.

Orientation: the teacher will ask students to take their cell phones out and to look for the pictures she gave them in the previous activity. In that activity they have to tell things that happened to them in those places.

Development: In this activity the teacher will ask them to look for information related to those places and then they will suggest their mates going there giving reasons to support the recommendation. The teacher will ask them to form the same groups they formed in the previous activity and one group will make suggestions to the others. They will be evaluated in the process.

Evaluation: For the evaluation it was set that students would be evaluated according to the same parameters that were used in the pedagogical test. (annex 5)

Activity #4

Title: Where should I....

Objective: to improve the oral expression ability in the English Language in 10 graders.

Type of lesson: free practice.

Time: 45 minutes

Orientation: in the activity number 1 students have to act out conversations related to the activities reflected in the pictures they received. In this activity they will have to look for the pictures they used in activities number 1 and 2 and they will have to say which of those activities can be done in the places from the previous activity and explaining why. The teacher will ask them to take the cell phones out to look for the pictures.

Development: They will have 15 min to prepare. This time they will work individually but always using the information they had in the groups they were before. Each student will have to make an oral exposition of the activity they would do in each of the places. They can all ask questions after each exposition. And they will be evaluated in the process.

Evaluation: For the evaluation it was set that students would be evaluated according to the same parameters that were used in the pedagogical test. (annex 5)

Activity #5

Title: I suggest you to.... Part 1

Objective: to improve the oral expression ability in the English Language in 10 graders.

Type of lesson: free practice.

Time: 45 minutes

Orientation: in this activity students will have to take the pictures from the activity number one they could not match with any of the places in pictures in the activity number 2 and they will have to say in which place they would be able to develop that activity and why not in the previous places from the pictures. This time students will have to work individually during the presentation.

The teacher will ask the students to take their cellphones out to look at the pictures.

Development: They will have 15 minutes to prepare. Each student will have to select one and make the oral exposition later. They will be evaluated in the process.

Evaluation: For the evaluation it was set that students would be evaluated according to the same parameters that were used in the pedagogical test. (annex 5)

Activity #6

Title: I suggest you to.... Part 2

Objective: to improve the oral expression ability in the English Language in 10 graders.

Type of lesson: free practice.

Time: 45 minutes

Orientation: this is a continuation of the previous activity. In the previous activity each student selected a picture and made an exposition. This time each student will send the same picture to a classmate and based on the previous activity, the person who received the picture will have to suggest the sender either a better place to develop that activity or a better way to do it.

The teacher will ask students to take their cellphones out, to create a group in the app Zapyra and to send the pictures to the person they want to.

Development: They will have 15 minutes to prepare and after that each of them will make the exposition. They will be evaluated in the process.

Evaluation: For the evaluation it was set that students would be evaluated according to the same parameters that were used in the pedagogical test. (annex 5)

Activity #7

Title: I remember that...

Objective: to improve the oral expression ability in the English Language in 10 graders.

Type of lesson: free practice.

Time: 45 minutes

Orientation: in this activity students will have to work in pairs. The pairs will be formed according to the distribution in the previous activity. Each person will work with the one who sent the picture to them in the previous activity. They will have to tell a memory, something that happened to them, together as partners. Each of them will tell a piece of the story but they will prepare it together. **Development:** They will have 15 minutes to prepare. They will be evaluated in the process.

Evaluation: For the evaluation it was set that students would be evaluated according to the same parameters that were used in the pedagogical test. (annex 5)

4.1.1. Experts evaluation

For the evaluation of the effectiveness of the proposal were taken into consideration the expertise of 8 experts. They have an average of 25 years of experience. There are 8 masters . In what concerns to the methodological framework of the paper they all coincide in the existence of the problematic situation, the need of providing new alternatives to improve the oral expression ability in the English language in Eduardo Garcia Delgado Senior High School.

They also coincide that the scientific problem, objective, scientific questions and tasks and employed methods coincide with the solution drawn. Also they state that the work is pertinent.

When referring to the applicability of the proposal they considered that:

In the item directed to the theoretical foundations 8 experts (100%) found the proposal very acceptable.

In the item directed to the design 8 experts (100%) found the proposal very acceptable.

In the item directed to how the proposal satisfies 10th graders needs 7 experts (87.5%) found the proposal very acceptable and 1 expert (12.5%) found it acceptable.

In the item directed to the general conceptions of the design components 7 experts (87.5%) found the proposal very acceptable and 1 expert (12.5%) found it acceptable.

In the item directed to the use of the technologies 6 experts (75%) found the proposal very acceptable and 2 (25%) experts found it acceptable.

In the item directed to cooperative work 5 (62.5%) experts found the proposal very acceptable, 2 experts (25%) found it acceptable and 1 (12.5%) found it satisfactory.

In the item directed to the oral expression development 7 experts (87.5%) found the proposal very acceptable and 1 expert (12.5%) found it acceptable.

In the item directed to the use of grammatical structures 5 experts (62.5%) found the proposal very acceptable, 1 expert (12.5%) found it acceptable and 2 experts (25%) found it satisfactory.

In the item directed to the activity system integrity all of the 8 experts (100%) found the proposal very acceptable.

In the item directed to Fluency development 7 experts (87.5%) found the proposal very acceptable and 1 expert (12.5%) found it acceptable.

In the item directed to pronunciation development all of the 8 experts (100%) found the proposal very acceptable.

CONCLUSION

1. In the bibliographical revision has been stated different theoretical conceptions and definitions related to the topic. It has also permitted the up-datedness of the theoretical grounds of this major paper. Besides, it has allowed to deepen into the study of this matter where still there is not a finished conception.
2. This stage permitted to corroborate the existence of problems that hinder the improvement of the oral expression ability in 10th graders from the mentioned school. It also permitted to high light the possible causes that hinder the solution to the problem stated.
3. The activity system related to the use of the technology is characterized for its systematic, interdependable, dynamic, graded to the levels of assimilation of the students and demanding structure.
4. The experts consulted stated that the work is well structured from the scientific stand point and that the indicators selected reflect the measurement of the oral expression ability. They also stated that bibliography consulted for the realization of the work is appropriate and the activities are designed according to the students` profiles.

RECOMMENDATIONS

It is recommended the socialization of the theoretical and practical elements which sustain this paper.

It is also recommended the socialization of the work in coming scientific events or forums.

BIBLIOGRAPHY

- Antich de León, Rosa (1988) Propuesta de estrategia didáctica para el aprendizaje de la lengua inglesa.
- Brace, J. Brockhoff, V. Sparks, N. & Tuckey, and J. First Steps Speaking and Listening Book second Edition(2010)
- Brown (2004) Language Assessment: Principles and Classroom Practices.
- Davydov, V. V. (2008). *Problems of developmental instruction: A theoretical and experimental psychological study*. New York, NY: Nova Science Publishers.
- Davi U.K. Ltd.es, B. Dan Ellison, L. (1992).*School Development Planning*.Essex: Longman Group
- Encyclopedic Dictionary, Editorial Ocean (2003)..
- Engeström, Y., Hakkarainen, P., & Hedegaard, M. (1984). On the methodological basis of research in teaching and learning. In M. Hedegaard, P. Hakkarainen, & Y. Engeström (Eds.), *Learning and teaching on a scientific basis: Methodological and epistemological aspects of the Activity Theory of learning and teaching* (pp. 119–189). Aarhus, Denmark: Psykologisk Institut, Aarhus Universitet.
- Engeström, Y. (2015). *Learning by expanding: An activity-theoretical approach to developmental research* (2nd ed.). Cambridge, UK: Cambridge University Press.
- Engeström, Y., Sannino, A., & Virkkunen, j. (2014). On the methodological demands of formative interventions. *Mind, Culture, and Activity*, 21, 118–128.
- Guo J, Li J (2006) Experience teaching in communicative classroom

- Hartoyo (2008). *Individual Differences in Computer-Assisted Language Learning*. Semarang: Pelita Insani Semarang
- Hedegaard, M. (2008). The role of the researcher. In M. Hedegaard & M. Fler (Eds.), *Studying children. A cultural-historical approach* (pp. 202–207), Berkshire, England: Open University Press.
- Hedegaard, M. (2012). Analyzing children's learning and development in everyday settings from a cultural-historical wholeness approach. *Mind, Culture, and Activity*, 19(2), 127–138. Retrieved from <http://doi.org/10.1080/10749039.2012.665560>
- Johnson and Morrow (1981, p 70) The communicative approach
- Kelly, A. E. (2004). Design research in education: Yes, but is it methodological? *The Journal of the Learning Sciences*, 13, 115–128.
- Kozulin, A. (1990). *Vygotsky's psychology: A biography of ideas*. Cambridge, MA: Harvard University Press.
- Robbins, D., & Stetsenko, A. (2002). *Vygotsky's psychology: Voices from the past and present*. New York, NY: Noval Science Publishers.
- Sannino, A., Engeström, Y., & Lermos, M. (2016). Formative interventions for expansive learning and transformative agency. *Journal of the Learning Sciences* (in press).
- Stetsenko, A., & Arieviditch, I. M. (2010). Cultural-historical Activity Theory: Foundational worldview, major principles, and the relevance of Sociocultural context. In S. R. Kirschner & j. Martin (Eds.), *The sociocultural turn in psychology: The contextual emergence of mind and self* (pp. 231–252). New York, NY: Columbia University Press.

- Veresov, N. (2014). Refocusing the lens on development: Towards genetic research methodology. In
- M. Fleer & A. Ridgway (Eds.), *Visual methodologies and digital tools for researching with young children: Transforming visibility* (pp. 129–149). Dordrecht, The Netherlands: Springer.
- Victoria L. Tinio, (1999). *Modificating teaching through ICT. The American journal. 12, 56-63*
- Vygotsky, L. S. (1987). Thinking and speech (N. Minick, Trans.). In R. W. Rieber & A. S. Carton (Eds.), *The collected works of L. S. Vygotsky: Vol. 1. Problems of general psychology* (pp. 39–285). New York, NY: Plenum Press.
- Vygotsky, L. S. (1997a). *The collected works of L. S. Vygotsky: Vol. 4. The history of the development of higher mental functions* (M. Hall, Trans., R. W. Rieber, Ed.). New York, NY: Plenum Press.
- Wertsch, j. V. (1995). The need for action in sociocultural research. In j. V. Wertsch, P. del Rio, &
- A. Alvarez (Eds.), *Sociocultural studies of mind* (pp. 56–74). Cambridge, MA: Cambridge University Press.
- Website [http://www American Speech-Language Hearing Association](http://www.AmericanSpeech-LanguageHearingAssociation.org) (2007, p 12), specifically the *Directory of Speech-Language Pathology*
- Website [http://www language development](http://www.language-development.com) 2007

Annex 1

Encuesta a los estudiantes.

Estimados estudiantes, la presente encuesta se realiza con el objetivo de perfeccionar el proceso de enseñanza- aprendizaje del idioma inglés. Esperamos su más sincera colaboración.

De antemano gracias por su cooperación.

La asignatura ingles es importante para su futuro.

_si _no

De la asignatura inglés lo que más le gusta es:

Oir_ hablar_ leer_ escribir_

De la asignatura ingles lo más difícil es:

Oir_ hablar_ leer_ escribir_

Lo que más me gustaría saber en idioma inglés es:

Oir_ hablar_ leer_ escribir_

Cuando tengo que hablar en inglés me siento:

Seguro_ inseguro_ mas o menos_ no me gusta_

Hablar en ingles se me dificulta porque:

No pronuncio bien_ no sé qué decir_

no entiendo_ parece irreal_ no me gusta_

En las clases evaluativas de forma oral:

Memorizas_ te preparas para lo espontáneo_

Lo haces con una sola persona_ improvisas_

Cuando estas en las clases de inglés puedes usar tu cell o laptop para hablar de las temáticas en clases:

Siempre_ casi siempre_ algunas veces_ nunca_

Cuando hablas en inglés con tus compañeros te gusta grabar lo que dices.

Si_ no_

En que temas te sientes bien para hablar en inglés? _____

Te sientes preparado para hablar en ingles con una persona fuera del aula?

si_ no_

Qué consideras debe ser cambiado para que en las clases de inglés aprendas a:

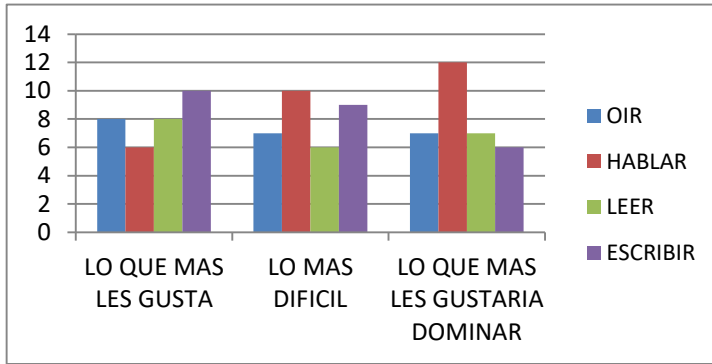
Oir_ hablar_ leer_ escribir_

En una escala de 1 a 5 siendo 1 el menor grado y 5 el mayor, en cuál te ubicarías al hablar en idioma ingles:

1_ 2_ 3_ 4_ 5_

Annex 2

Resultados de la encuesta a los estudiantes



Annex 3

Observación a clases.

Parámetros a observar

Se orienta el objetivo claramente

Se propicia el debate preciso antes del trabajo oral

Se realiza la retroalimentación correctamente

Las situaciones comunicativas son lo suficientemente objetivas y reales para propiciar la conversación

Se asegura la base orientadora de las actividades en clase

Los alumnos se motivan por hablar en inglés

Se brindan alternativas lingüísticas a los estudiantes

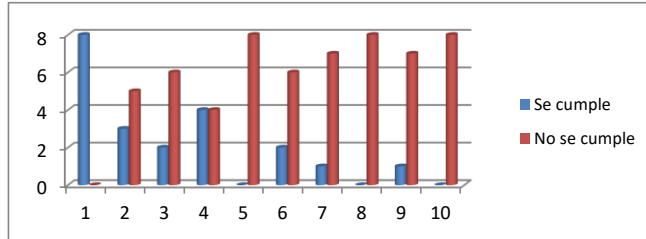
Se usa la tecnología en función del desarrollo de la expresión oral en inglés

Se realiza la corrección de manera que sea desarrolladora

Se cambia de roles durante el desarrollo de las actividades orales en clases.

Annex 4

Resultados de la observación a clases



Annex 5

Parámetros para la evaluación

Level 1

Indicator	Sub- index
Comprehension	<ul style="list-style-type: none">• Comprehend isolated words and phrases• Do not comprehend the teachers directions• Requires continue repetitions.
Fluency	<ul style="list-style-type: none">• Fragmentation of the conversations• Oral production is based on memorized isolated words.• Hesitation• Constant halting
Vocabulary	<ul style="list-style-type: none">• Short vocabulary• Limited personal topics• Vocabulary limited to specific topics• Use of wrong words
Grammar	<ul style="list-style-type: none">• Syntax inexistence• Obscure syntax• Wrong use of verbal tenses
Pronunciation	<ul style="list-style-type: none">• Repetition of words to be understood• Very difficult to understand

Level 2

Comprehension	<ul style="list-style-type: none">• Understand normal conversations• Understand many ideas in content areas• Understand most of he teacher-student dicussions• Repetition is needed
---------------	--

Fluency	<ul style="list-style-type: none"> • Search of correct ways to speak • Usually capable to make questions to understand • Good conversation but with constant halting
Vocabulary	<ul style="list-style-type: none"> • Paraphrase due to the lack of vocabulary. • Words agrupation according to their type • Specializes in the classroom vocabulary.
Grammar	<ul style="list-style-type: none"> • Frequent grammar mistakes but correct syntax • Frequent use of correct verbal tenses. • Understandable meaning
Pronunciation	<ul style="list-style-type: none"> • Can not be understood ocassionally • Incorrect use of the prosodic elements(intonation,halting, stress.)

Level 3

Comprehension	<ul style="list-style-type: none"> • Understands all the treated topics • Repetition is ocational
Fluency	<ul style="list-style-type: none"> • Fluent conversations • Close to the native speaker
Vocabulary	<ul style="list-style-type: none"> • Close to their moher tongue' s
Grammar	<ul style="list-style-type: none"> • Small grammatical mistakes • Can avoid complex construcctions
Pronunciation	Pronunciation and entonation are influenced by the mother tongue.

Annex 6

Prueba pedagógica

Objetivo: determinar el desarrollo de la expresión oral en el idioma inglés de los estudiantes.

Temas a desarrollar oralmente en inglés:

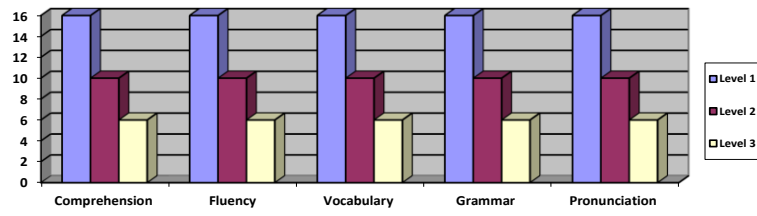
All about you

Do you have any suggestions?

Memories

Annex 7

Resultados de la prueba pedagógica



Annex 8

Encuesta a expertos

Toda vez que se ha ampliado el perfil del profesor de idiomas y se ha creado la carrera de Licenciatura en Educación, Especialidad de Lenguas Extranjeras y ha surgido una nueva modalidad de estudios superiores: la Universalización, es necesario perfeccionar el currículum de la disciplina encargada de los estudios lingüísticos de las lenguas extranjeras en la formación de profesores de lenguas en esa nueva modalidad de estudios superiores. En tal sentido, ofrecemos un diseño curricular para dicha disciplina según el nuevo perfil en el nuevo contexto.

Necesitamos que la propuesta sea valorada por expertos, por lo que recurrimos a usted para solicitar su cooperación.

De antemano,

Gracias

DATOS GENERALES DEL ENCUESTADO:

Nombre y apellidos:

Centro y Dpto. donde labora actualmente:

Categoría científica o título académico:

Categoría docente:

Años de trabajo en Educación:

CRITERIOS ACERCA DE LA PROPUESTA

1. ¿Cómo evalúa usted la propuesta? En la escala los valores representan las siguientes categorías:

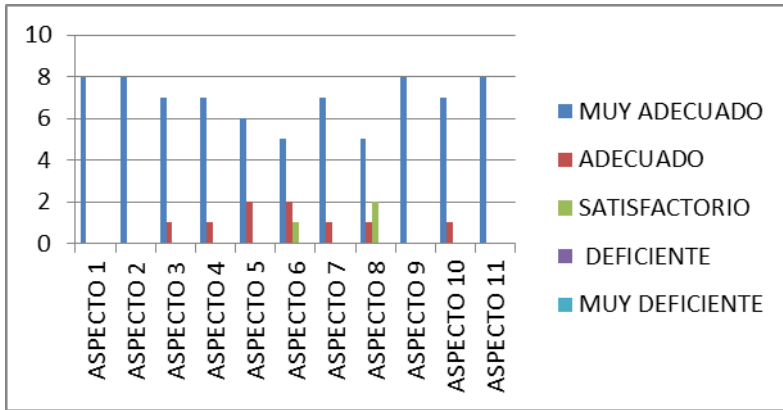
5 "Muy Adecuado"

Annex 9
Currículo abreviado de los expertos

Expertos	Centro de Trabajo	Departamento donde trabaja	Categoría científica	Categoría docente	Años de experiencia
Regina de la Caridad Rodríguez Muñoz	CUM: Julio Antonio Mella Trinidad	Desarrollo	Master en Ciencias de la educación Licenciada en educación. Especialidad: Lengua inglesa	Profesor Auxiliar	35
Aleida Josefa Santos Muñoz	CUM: Julio Antonio Mella Trinidad	Desarrollo	Master en ciencias de la educación superior. Mención: lengua inglesa.	Profesor auxiliar	51
Maily Gómez Moreno	Escuela de economía: José Mendoza García	Humanidades	Master en ciencias de la educación. Especialidad: Lengua Inglesa	Profesor Asistente	11
Yodanki Capo Márquez	Dirección Municipal de Educación	Secundaria Básica y Pre-universitario	Master en ciencias de la educación	-	18
Mirelis Álvarez Puentes	Dirección municipal de educación	Secundaria Básica y Pre-universitario	Master en ciencias de la educación	Instructor adjunto	39
Rogelio Pérez Rojas	Dirección municipal de educación	Secundaria Básica y Pre-universitario	Master en ciencias de la educación	-	22
Mislady Quiñones Guevara	IPU: Eduardo García Delgado	Secretaria Docente	Master en ciencias de la educación	-	25
Yelena Hernández González	Dirección Municipal de educación	Secundaria Básica y Pre-universitario	Master en ciencias de la educación	-	16

Annex 10

Resultados de la Evaluación por expertos



Annex 11

Fotos de las actividades

Actividades diarias



Lugares

