

Foreign Language Major

Major Paper

Título: El uso de las tecnologías de la información y comunicación en el desarrollo de la expresión oral en el idioma Inglés.

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ABSTRACT.

Mastery of the English language has gained an extraordinary place in the contemporary world and for Cuba. It is also a fundamental objective in the National Education System in Cuba. This research studies the use of technologies in the development of oral expression where the related problems are taken into consideration: with the little use of new technologies, the little development of oral expression and the little documentation related to it. The objective of the research is: to propose didactic actions to contribute to the use of Information and Communication Technologies in the development of oral expression in the English language. Educational research methods have been used in the investigation: Historical – Logical, Analytical – Synthetic, Inductively-deductive, Observation, Interview, Pedagogical test, Documentary review. A set of didactic actions are applied to develop the ability of oral expression through the use of new technologies.

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Introduction

Mastering a foreign language, with an emphasis on the English language, has gained an extraordinary place in the contemporary world, constituting a fundamental need for the sustained development of nations. Communication in the English language between countries and states of the world favors and satisfies the real social needs in areas of value by virtue of the urgent progress of the peoples.

The Cuban government and State have created the indispensable conditions to guarantee the preparation of the population in favor of the construction of the socialist project, guaranteeing the right to receive an education without obstacles, an aspect that is clearly expressed in the Constitution of the Republic and normative documents of the Ministry of Education.

Similarly, the preparation of the population in the domain of foreign languages has been a priority of the Cuban State for the development of the nation. Cuba maintains diplomatic relations with several nations, including English-speaking nations, which is why the preparation of the population in the command of the English language is required as part of the comprehensive training of new and future generations so that they can develop with agility in decision-making for the sustainable development of the nation.

The contemporary world is also characterized by the accelerated development of science and technology, with; Emphasis on the use of technologies, which one day is the latest in science, in terms of updating, novelty, the next day can be considered outdated.

The need to introduce television and later with computers or other technological means in the different subsystems of the National Education System to promote the comprehensive development of schoolchildren was an aspect of concern for the country's leadership and since the 2003 school year -2004 the Cuban School Model has been perfected in favor of the preparation of students in the management of technology in the teaching process of the subjects of the general curriculum.

The teaching-learning of English has not been alien to the processes of Cuban educational improvement; it has gone through specific transformations since the sixties of the last century, until the current stage. As of 2003, English is inserted in primary education in Cuba with the main objective of familiarizing children with the main characteristics of the English language (sound systems, intonation patterns and grammatical structures) which will help them develop a positive attitude towards this language and that in the long term, it will help them to communicate in English.

The introduction of English in Primary Education from the third grade has been possible with the mediation of television, in such a way that skills such as

listening comprehension and oral expression are perfected from the classroom based on the fulfillment of the general objectives of the curriculum.

The teacher must fulfill two fundamental tasks: instruct and educate; and he must also, given the current conditions, feel immersed in the formative process of the scholar. Under current Cuban conditions, the primary teacher must "learn" the English language "together" with his students. It is hoped that the primary teacher teaches English without fear and makes this educational environment a moment of enjoyment, enriching, motivating, instructive, creative, interesting and interdisciplinary.

The teacher not only contributes to the integral formation of the personality of the schoolchildren, but also contributes to the acquisition of knowledge, the formation of values, norms of behavior and guarantees the personal growth of the students to face the challenges of society. In which he lives, a society that requires a man with skills in handling technology and a correct use of the English language.

There have been several researchers who have stood out in the topics under analysis, among them: Antich de León, R., (1989), Acosta, R., (1997), Neufville, M.S (2006), González Cancio, R., (2009), Herrera Ibarra. S; (2011), Morchio. M; (2014), Berumen Gutiérrez. A; (2014) García Felipe. A O´Farril Enrique, I., (2016), Camacho Delgado, A., (2017), Patterson, M., (2017).

Those who have provided innovative alternatives and valuable criteria to improve the teaching-learning process of the English language in Cuba and the importance of the use of technology as a way to develop the basic skills of the English language.

In the exploratory study carried out in the Julio Antonio Mella elementary school in the municipality of Sancti Spíritus through observations in classes, interviews with students and teachers, pedagogical tests and bibliographical review of the normative documents of the sixth grade, potentialities and limitations were verified, between them:

Strengths:

- ❖ The accumulated experience of teachers at work on primary education that dominate the school model, the psycho-pedagogical characteristics of the school and the role as educators.
- ❖ The interest for learning the English language and by the use of technology by school children.
- ❖ The existence of resources in good technical condition at school.

Weaknesses:

- ❖ Teachers do not always take advantage of the potential of content for the management of technology in the teaching process of the English subject in the grade.
- ❖ Teachers present difficulties in planning coherent activities for the development of oral expression in English language supported by the use of technology as part of the management of English language class.
- ❖ The workbook of the English language subject in the degree does not have sections for the use of Information and Communication Technologies in the development of oral expression in the English language.
- ❖ The lack of systematicity in the planning of assessments of the subject for the use of Information and Communication Technologies in the development of oral expression in the English language.

Procedure above, it is necessary to continue the search for alternatives aimed at perfecting the teaching process learning of the English course in the sixth grade, with emphasis on the use of Information and Communication Technologies in the development of expression oral in the English language. That is determined by the following scientific problem:

How to contribute to the use of Information and Communication Technologies in the development of oral expression in the English language?

Based on the detected problem, it arises as an **objective: to propose didactic actions to contribute to the use of Information and Communication Technologies in the development of oral expression in the English language.**

To organize the research process, the following **scientific questions** propose:

- 1- What theoretical and methodological bases sustain the use of Information and Communication Technologies in the development of oral expression in the English language?
- 2- What is the current state of the use of Information and Communication Technologies in the development of oral expression in the English language?
- 3- What didactic actions contribute to the use of Information and Communication Technologies in the development of oral expression in the English language?
- 4- How to evaluate the effectiveness of didactic actions in the use of Information and Communication Technologies in the development of oral expression in the English language?

In correspondence, the following **investigative or scientific tasks** are proposed:

- 1- Determination of the theoretical and methodological foundations that support the use of Information and Communication Technologies in the development of oral expression in the English language.
- 2- Elaboration of didactic actions contributes to the use of Information and Communication Technologies in the development of oral expression in the English language.
- 3- Evaluation of the effectiveness of didactic actions the use of information and communication technologies in the development of oral expression in the English language.
- 4- For this research work, methods and techniques of the theoretical, empirical and statistical-mathematical level were taken into account.

Methods of the Theoretical Level:

- ❖ **Historical - Logical:** To determine the evolution, history of the methodology used in the process of teaching English language in primary education and treatment the use of Information and Communication Technologies in the development of oral expression in the English language.
- ❖ **Analytical - Synthetic:** For the study of the information collected in theoretical sources, as well as the analysis of positions assumed by researchers on the work of the teacher in the development of the ability of oral expression in English in the primary education and the potential of the use of Information and Communication Technologies in the teaching process learning foreign languages.
- ❖ **Inductively-deductive:** It allowed generalizations and particularities on the development of oral expression ability in English in primary education and the potential of the use of Information and Communication Technologies in the learning process of foreign languages.

Empirical Level Methods:

- ❖ **Observation:** To verify how the teaching process learning of the English language subject and the treatment is developed by the use of Information and Communication Technologies in the development of oral expression.
- ❖ **Interview:** To determine how the level of preparation of teachers behaves for the use of the use of Information and Communication Technologies in the development of oral expression in the English language.

Between the Techniques:

- ❖ **Pedagogical test:** To determine the development of oral expression ability in English in the sixth grade students of Julio Antonio Mella Elementary School.
- ❖ **Documentary review:** To evaluate the main objectives of the primary school model, of the English Subject Program in the sixth grade and the

treatment of the use of Information and Communication Technologies in the development of oral expression from normative documents.

With the aim of calculating the information obtained, **the statistical mathematical level method** was applied.

Percentage analysis: For the qualitative and quantitative interpretation of the results obtained in the application of techniques and instruments.

To carry out the investigative process, a population composed of 25 sixth grade students Julio Antonio Mella and the intentionally selected sample of 25 sixth grade students of the school was selected. Representing 100% of the population.

Scientific Novelty

The scientific novelty of work lies in the teaching actions that put into the hands of the teachers contribute to elevate the levels of preparation for the direction of the teaching process learning of the subject of English and enhance the development of the ability of oral expression supported In the use of Information and Communication Technologies in sixth grade students Julio Antonio Mella, didactic actions respond to the current state of development of oral expression ability and favor the study of the English language tie-up with the technologies and the integral formation of schoolchildren of the sixth grade of Julio Antonio Mella Elementary School.

1-Theoretical and methodological bases that support the use of Information and Communication Technologies in the development of oral expression in the English language.

Taking into account what Brown and Yule (1983) have expressed about oral communication, it can be interpreted that students satisfy their basic human needs, both material and spiritual, only thanks to the fulfillment of three essential communication objectives; the transmission of ideas, emotions or feelings and persuasion or influence on others. Therefore, the mastery of the language, that is, expressing oneself correctly orally, is a fundamental aspect for the success of work in primary institutions.

Throughout the revolutionary stage achievements been obtained, all of them have made the development of infants a reality in both the cognitive and affective spheres, in this period functional systems are formed from the interaction of the individual with the rest of the children. It is here where the early stimulation of language enables the phonemic, lexicological and syntactic content of the language to be acquired from a young age in a practical way, which will later affect the personality formation of the language. (González Cancio, R., 2009).

1.1-English and Information and Communication Technologies in Primary School.

It is necessary that all levels of the school encourage learning English and encourage the use and learning of Information and Communication Technologies.

"The incorporation of Information and Communication Technologies in pedagogical practices will involve a greater integration of the school in the context of the information society. (Morchio, 2014)

Berumen, Zermeño and Mejía (20) say that "multimedia is an effective didactic medication tool in the autonomous learning of a foreign language"

"The machines expanded our physical capabilities, Information and Communication Technologies expanding our intellectual capabilities (enhanced and open new possibilities)". (Marqués, 2000)

In today's society, dynamism and motivation, what, undoubtedly, can help us the Information and Communication Technologies in the classroom as they are tools that are going to motivate students and are full of dynamism. These two qualities are also very necessary when learning a language in which we must learn a large amount of vocabulary, grammar and in which it is necessary to acquire the four linguistic competences; For all this the Information and Communication Technologies, without a doubt, open the doors to a more

motivating learning full of dynamism and with which to be able to learn, while children are motivated and have fun, being able to acquire a learning significant.

For this to happen, it is necessary for colleges to have a good number of new technologies and as much as possible that they are varied, in order to create that dynamism and a more complete acquisition of technological competence by students.

With respect to this, Had (2014) comments that "one of the problems with which we are for the incorporation of Information and Communication Technologies (ICT) is the training that teachers have for their didactic use." For this reason, it is necessary that the teachers of the current school are formed in information and communication technologies, since, as Ferres I Prats "a bad program will be as ineffective as a bad teacher". In addition, it is necessary that they also feel motivated when using new methodologies in learning, in our case, from English so that they can thus transmit their motivation and knowledge to their students.

We have to say that, of course, this motivation of teachers is also necessary, not only by information and communication technologies, but also by English, both in the subject of English and bilingual areas.

"To be successful in the teaching of English, it is essential to overcome traditional methods and modify the conceptions and beliefs that have been consolidated in educational practices" (Prato and Mendoza, 2006).

At the time of English learning it is also necessary for the support of the rest of teachers, staff and families who support and help children see the importance of this language. And it is also necessary for parents to also see the importance of the use of Information and Communication Technologies and new methodologies at school at the time their children are formed.

Both English and the use of Information and Communication Technologies should be started from the first courses. On the one hand, in teaching English it is convenient at these early ages, since the child's brain has more flexibility for the acquisition of knowledge up to the age of five and in this way he will be able to learn English more quickly and easily, thus acquiring a foundation in the language. And Information and Communication Technologies too, because we have children who are digital natives and in their homes are surrounded by technologies and many of them already use them at three years old, it is good to work with them at school and teach students to handle them properly.

1.2-The development of the Oral Expression ability in the English language

The term ability has been defined in different ways in the scientific literature, the psychological and the pedagogical, but in general it is a synonym of knowing what to do. It constitutes the domain of psychic and practical actions that allow us a rational regulation of the activity, with the help of the habits and the knowledge that people have.

The **ability** is a component at the activity that occupies an important role in the development of the different student's task. It is considered that the students own abilities when they are able to grasp knowledge and operate with it. The ability has to be constructive; the student has to structure the steps to follow for the pedagogical actions to become in ability. The abilities have to be organized and must have qualities that allow the students to train.

Many authors have defined the term ability and most coincide that the ability must be linked to knowledge and the dialectical unity between them as the element that favors the intellectual development of the students.

Definition of ability

Ability: to do an activity or job well, especially because you have practiced it.

Ability: capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive abilities), things (technical abilities), and/or people (interpersonal abilities).

Oral Expression ability has been defined by different authors.

For Johnson (2003), **oral expression ability** is not just about expressing ideas, but listening attentively to the speaker because inter-human communication is listening. The act of listening has precise objectives: to obtain information, to receive answers, understand what you hear. When you listen, you can see who receives the message; observe the movements and gestures that imply moods; In addition, when you speak you can make inferences, anticipations, interruptions, ask for explanation, etc. If people talk without listen, do not really talk because when you talk, you need to have response of the listeners.

Oral expression ability – Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters an atmosphere of open communication (Antich, R; 1981: 93).

The authors mentioned and in general all the consulted agree on highlighting that communicative activity gives high priority to oral language. In correspondence with the conception of the communicative approach, the

Integrated from the first day of school, although part of the time to the development of oral expression because it is this ability that presents a greater degree of difficulty than the others. Precisely, the communicative competence is manifested through listening, speaking, reading and writing.

Oral expression pertains 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.

Finocchiaro (1989), on the other hand, defines oral expression as the production of oral language, that is, learning to speak a foreign language is known as the most difficult aspect in their learning.

Student's **oral expression ability** are essential to their learning and academic success. Oral expression problems in students may result in literacy problems (ASHA, 1980). Furthermore, these children may not perform at grade level because of their struggle with reading, difficulty understanding and expressing language, and the fact that they may misunderstand social cues. Oral expression is about the student's ability to express ideas, explain thinking (critical in math), retell stories, and contrast and compare concepts or ideas.

In reference to this topic, the authors sustain that to attain this goal, you will have to bring the students from the stage where they are mainly imitating a model of some kind, or responding to clues, to the points where they can use the language freely to express their own ideas. The development of the oral expression ability is a good source of motivation for most learners.

According to Jean Robin (2002), oral expression is the process of speaking that goes beyond the simple production of sounds concatenated to one another. The fundamental objective of those who study a foreign language is communication, it means sending and receiving messages effectively and negotiating meanings.

For Byrne D. (1989) oral expression does not develop in isolation in the classroom. If sources are sought to develop speech, reading and writing appear as possibilities to achieve this end.

Other authors conclude oral expression as the ability to express ideas, feelings, needs, desires through language, with fluency and precision, as well as the ability to understand the messages they receive from such codes speaking, listening, reading and writing to be able to communicate taking into account them.

The definitions of oral expression have been expanded in decades (Brown, 1981). A current trend has been to focus attention on communicative activities that reflect a variety of contexts: sender-receivers, small groups, sender-receiver, and media.

According to the book Speech Communication Association's guidelines for elementary and secondary students, the **oral expression ability** is an interactive process in which the individual alternately takes on roles of issuer and receiver and includes verbal and non-verbal communication. Hence, the main goal in the teaching of oral expression is fluency in language, understood as the ability to express oneself in a comprehensible, reasonable, accurate and without hesitation.

For Medina (2006), the **oral expression ability** is the process through which the student–speaker, in interaction with one or more persons and in an active position, carries out the double role of receiving and coding the message, with the aim of satisfying his communicative needs in the foreign language. The development of this ability covers a wide spectrum, from the approach based on language and which emphasizes accuracy, up to the one based on the message and which emphasizes meaning and fluency; and its highest aim is that the student should be able to develop communicative acts with the necessary competence. This is mainly the ruling ability in the teaching-learning process of foreign languages and its effectiveness depends on the integration with the rest of the verbal abilities on the strong entailment between affective-motivational and cognitive elements.

In this research work, the author is identified with the definition given by Medina (2006) who expresses the essential meaning of oral expression ability, due to the fact that he includes in his definition the importance of developing the different component of the language such as: accuracy, fluency, and how important it is to be competent in the use of the language.

Effective **oral expression ability** help students to improve their own academic performance; increase their employment options; enhance their subsequent professional competence; and improve their own personal effectiveness.

The term "**oral expression**" is used sometimes to denote the speaking voice and sometimes to denote a form of public address, usually brief and delivered before a small audience (O'Malley; 1991: 21).

Oral expression is a person's ability to express wants, thoughts, and ideas meaningfully using appropriate syntactic, semantic, pragmatic, and phonological language structures. Oral language 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 we know, a great deal of school success depends upon a child's ability to demonstrate competency through oral communication, such as when answering questions in class or participating in group discussions (O'Malley; 1991: 23).

The development of oral expression aims at achieving a better communicative competence. The ability has been given great attention both at national and international levels. Authors such as Antich, (1981; 1989); Abbot [et al.], (1989); Byrne, (1989); Terroux and Woods, (1991); Ur, (1996); Medina, (2006) among others, have offered valuable contributions. Developing oral expression is an aspect of a great priority within the main objectives of the subject.

Oral expression is used for many functions. Through oral expression people can establish relationships, to find out information and compare viewpoints with others. Oral expression is the key for communication. By considering what oral expression tasks can be used in class, and what specific needs learners report, teachers can help learners improve their oral expression and overall oral competence.

Oral expression has received a wide treatment lately because of the importance of this ability development. Its formation and development implies two abilities: a receptive one (listening) and a productive one (oral expression), so it is a dual process which includes the sender or speaker (who encodes the message) and the receiver or hearer (who decodes the message). It is an interactive process in which in a dynamic way the roles are interchanged.

1.3 Implementation of the use of Information and Communication Technologies in the development of oral expression in the English language.

According to Titone (1976) bilingualism is "the ability of an individual to express himself in a second language respecting the concepts and structures of the language".

One of the most important skills within a language is oral expression, because in the future this skill will be the one that our students use the most. Although many times it is the most difficult to acquire and on many occasions it is the least worked on in English classes.

The current law, Organic Law 8/2013, of December 9 for the improvement of Educational Quality (LOMCE), gives importance to this competence within the learning of a foreign language and says the following:

The main objective of the Foreign Language area is the active use of the language in a communicative context. The teaching practice would not be understood if the teaching staff did not use the foreign language from the first moment, that is, the classes must be taught in English. It will be through the use of it that students feel the need to use the language in the classroom. From there, the teacher will design communicative tasks and projects, taking into account the elements of the curriculum and the needs of the students. The teacher will assume the role of counselor, promoter and facilitator of the

development of skills in the student, designing activities that the student must solve, making appropriate use of the different types of knowledge, skills, attitudes and values.

Another of the general problems that we find when learning a foreign language such as English is that exposed by Lin and Ocampo (20): "Learning a foreign language is considered as knowing a language other than the native language mother of a student (L1), and she is generally not used in the life of the learner". As this language is not used daily outside the classroom by students, students generally do not see its use and oral expression as important and sometimes do not make an effort to learn it. For this reason, lately schools are being made aware of the importance of working on this competence at school and in the classroom, since outside of it children surely do not speak this foreign language. Thus promoting oral expression in English in the hours of English as well as in the hours of the areas taught in English.

To promote this linguistic competence in the classroom, it will be necessary for teachers to look for tactics to give it importance, such as the following in which it is proposed that children be encouraged "Interest in establishing contacts and communicating with speakers of the foreign language or other languages through the means provided by communication technologies" (Official State Gazette, July 20, 2007, p.66).

2- Didactic actions that contribute of the use of Information and Communication Technologies in the development of oral expression in the English language.

2.1- Assessment of the initial state of the indicators

The analysis of the initial situation of the use of Information and Communication Technologies in the development of oral expression in the English language from the application of a set of techniques and instruments that included the revision of textbooks, Programs, Methodological Orientations, and the observation of students in class.

Review of the textbook and documents that regulate the work of the teacher.

It was of great importance for the researcher, the analysis made to the textbook, methodological guidelines and the program. The guide found in **(Annex 1)** was used.

The sixth grade English workbook for Primary School was prepared in 2014 and although an update of the Methodological Orientations addressed to teachers was carried out, there are not enough recommendations collected for the treatment of the use of in the development of oral expression in the English language.

The program was consulted and it was found that the use of Information and Communication Technologies development of oral expression in the English language is an objective that the student must achieve at the end of the degree.

Similarly, a review of the exercises that appear in the workbook was made; this allowed us to verify that they are insufficient. In the notebook there are 5 exercises related to the use of Information and Communication Technologies in the development of oral expression in the English language, it is necessary to point out that in most cases they do not fit the interests of the group selected as shows.

The pedagogical practice allowed verifying from the daily observation that the students presented difficulties in terms of the use of Information and Communication Technologies in the development of oral expression in the English language.

Regularities derived from the diagnosis

- ❖ The exercises that appear in the workbook aimed at the use of Information and Communication Technologies in the development of oral expression in the English language are insufficient.
- ❖ They do not always correspond to the interests of schoolchildren.

2.2- Observation of subjects during the activity. (Annex 2 and 3)

Cognitive development

- ❖ It was observed that the identification in the development of the ability of oral expression is one of the most affected, only 2 students are at a high level for 8%, 11 in the middle, which represent 44%, specifying difficulties in in that they ignored some elements offered by the initial situation and the remaining 12, low level, which represent 48% because they did not fit the initial situation.
- ❖ Regarding the determination of the use of Information and Communication Technologies in the development of oral expression in the English language, 4 were at the high level representing 16%, 8 in the middle because they know some of the technologies worked that represent 32% and 13 in the low because they do not recognize the technologies as well as the implementation of the same during the activity, which represents 52%.
- ❖ The observation of the third indicator referring to the implementation of the technologies confirmed that 5 were at the high level representing 20%, 8 in the middle for a total of 32% and 12 at the low level because they omit computer elements and the importance of its use.
- ❖ In the ability of oral expression, it was found that it is the most affected indicator. Of the 25 students taken as a sample, 2 are at the high level

because they adjusted to reality, adjustment to the topic and real situations issued by the medium, representing 8%, 10 at the average level, which represents 40%, because they adjusted to reality, adjustment to the theme and sometimes some real situations broadcast by the medium, and 13 in the low that represents 52% because they did not adjust to reality, lack of adjustment to the theme and real situations broadcast by the medium.

An **initial pedagogical test** was carried out (**Annex 4**) with the objective of verifying if the students use Information and Communication Technologies in the development of oral expression in the English language, which yielded the following results that are illustrated in (**Annex 5**).

It was found that the first indicator is one of the most affected, only 5 students were at a high level for 20%, 7 in the middle, which represent 28%, specifying difficulties in the students because it does not correspond to the situation, 13 that represent 52% in low because it does not correspond to the type of skill requested, it does not fit the initial situation given by its non-identification.

Regarding the determination of the use of technologies, 3 were at the high level, which represent 12%, 9 in the middle because they do not apply some knowledge that does not correspond to the indicated medium, which represents 36% and 13 in low because they do not determine the practical use or uses of computerization that are applied, and they use the meaning that does not correspond to the indicated medium, which represents 52%.

The observation of the third indicator referring to observing the implementation of the technologies allowed corroborating that 6 students were at the high level, representing 24%, 8 in the middle, representing 32% because they do not show mastery of the different computer elements and if they partially recognize the importance of its use, and 11 at the low level for 44% because they do not show mastery of different elements and do not recognize the importance of its use.

In the oral expression it was found that it is the most affected indicator. Of the 25 students taken as a sample, 4 were at the high level because they adjusted to reality, which represents 16%, 5 at the medium level, which represents 20%, because they partially value the knowledge acquired and in situations they verbally recognize their practical meaning in the language and 16 in the low, which represent 64%, because they are not capable of valuing the knowledge acquired as well as not recognizing its practical meaning of the language.

The analysis of the applied instruments allowed corroborating that they did not always adjust to the given initial situation, where they partially value the acquired knowledge on some occasions and do not recognize its practical meaning in the language.

2.3 Theoretical grounding for the proposal of teaching activities to contribute to the development of the use of information and communication technologies in the development of oral expression in the English language.

The verification of the results from the different applied techniques motivates us to create a proposal of teaching activities that allow students to develop the use of Information and Communication Technologies in the development of oral expression in the English language.

The Marxist-Leninist philosophy considers activity as the process in which the natural and social circumstances change man's vital activity and along with it, man changes too. This concept is linked to life process and to man's socio-historical work as a social subject.

In this sense, Rubinstein, S.L. (1977:91) expressed: "(...) activity are all those processes through which the subject, responding to his needs, gets in an interaction with his reality, adopting a given attitude towards the reality. Activity is neither a reaction nor a group of reactions, within it occurs the subject-object interaction. This gives room for the formation of an image or abstract representation of the object in the subject. (...) this way, activity is a process in which occur transformations between the subject and the object with the end of pleasing the needs of the subject."The subject develops determined activities to satisfy their principal needs.

To Rubinstein, S. L. (1977:59), "Every activity of man comes from himself as personal as a subject of that activity". Hence, they postulate results basic for the planning and the development of this educative labor since the formation of the qualities expected to be seen in the students, they must be done with their active participation in the activity.

Carlos M. Alvarez de Sayaz, on the other hand, (1999:66) defines activity as: "(...) the process of practical and sensitive character through which people get in contact with the objects of the world that surrounds them making an influence on these objects for pleasing of their own needs. It is through the activity that man can transform and get to know the world".It is necessary to see individual no as a simple object but a subject capable of creating his own formation, values and convictions.

Gonzalez, V. (2001:91) stated that: "we call activity to these processes through which the subject, responding to his needs, begins an interaction with his reality, adopting a given attitude towards this reality (...) in the way the activity occurs the subject-object interaction, thanks to which psychic reflex permits the interaction". Through activities, the subject has to interact with people around to socialise and to be capable of creating his own personality.

N. Leontiev (1979:11) exposed that: “It is in the activity where the transit of the object towards its subjective form occurs (...) and at the same time in the activity also happens the transit towards the objective results which are the product. From this point of view, the activity appears like the process in which mutual transformations between subject-object take places (...) the activity of the human being appears like a system included within the system of relations of societies”.

After analyzing all the criteria about the activity given from different authors, this research accepts the concept given by Leontiev because it gathers all the characteristics of the proposal of teaching activities for developing the oral skills.

The Didactic principles are derived from the teaching –learning laws of the Foreign Languages. Particular principles of teaching Foreign Languages specify the content of the general didactic principles and also include the specific demands of each subject. That is why they form the essential methodological fundamentals. Methodological fundamentals derived from these principles determine the general organization, conception and development of the Foreign Languages´ Courses.

Didactic principles are general aspects of the structuration of the organizational-methodological content of the teaching process. Among the teaching laws and the didactic principles does not exist a linear relation, a determined principle is not derived from only one law. Principles constitute the fundamentals of the direction of teaching; they determine the pedagogical action of the teacher. They have a general validity and its application range is for every system of education. They are essential because they influence all the teaching process and it has a compulsory character in teachers. The most applicable principles are: Principle of the scientific character of knowledge, Principle of the educational learning, Principle of the direct sensorial perception, Principle of the systematization, Principle of the accessibility, Principle of the approach skills, Principle of the active and conscious assimilation, Principle of the consolidation in the assimilation of knowledge and the Principle of the independent study.

3- Didactic actions for the use of Information and Communication Technologies in the development of oral expression in the English language. (Annex 6)

3.1- Didactic actions for oral expression in the English language.

Activity # 1

Title: Tell me

Objective: To complete the following sentences by means of pictures and after the teacher will check orally.

1-Complete:

a)My name is: _____

•Thank you

•Alex

b)Can you spell: _____

•Your name

•Your teacher

c)This is:_____

•Fine, thanks

•My teacher Nayara

Activity # 2

Title: This is a pencil

Objective: To identify the different school objects used in a slide

1-Look at the picture and tick the correct answer:

a)___ This is a notebook

___ Those are notebooks

___ These are notebooks

b)___ This is an eraser

___ These are erasers

___ That is an eraser

c)___ This is a pen

___ That is a pen

___ These are pens

d)___ This is a book

___ That is a book

___ These are books

Activity # 3

Title: I am wearing.....

Objective: To identify the clothes by means a slide

1-Complete

Picture:

a) _ _ _ e _

b) _ _ i _ _

c) _ _ _ _ _

d) s _ _ _ _

e) _ _ a _ _

Activity # 4

Title: Mains of transportation

Objective: To recognize the different mains of transportation.

Write the English equivalent for:

a) avión: _____

b) tren: _____

c) bicicleta: _____

d) bus: _____

e) car: _____

Activity # 5

Title: Talk with me.

Objective: To speak about personal information.

The students will complete a dialogue where the teacher will show on TV. Then the students will practice orally with your classmate.

Complete:

A: What's your name?

B: _____

A: How old are you?

B: _____

A: _____?

B: I am from Cuba.

A: What language do you speak?

B: _____

A: What's your nationality?

B: _____

A: _____?

B: I live in _____.

Activity # 6

Title: My family is beautiful

Objective: To speak about the family members

Every student will show a picture of her families on TV and talk about this.

Activity # 7

Title: My name is

Objective: To speak about likes and dislikes.

The students will make a little dialogue based on the different pictures.

Activity # 8

Title: My house is comfortable.

Objective: To speak about the different parts of the house .

The students will describe orally the parts of the house using the pictures keeping in mind the each part.

3.2- Description of the implementation of the didactic actions.

This section briefly describes the implementation of the actions in correspondence with what was declared in chapter 3, so that it includes both what is related to planning and what concerns the dynamics of the interrelation of the use of Information and Communication Technologies in the development of oral expression in the English language in sixth grade.

The performance of each student in the group in the development of oral expression in the English language was systematically and continuously observed.

The students in the "medium" and "high" categories began to act after orienting the tasks from the beginning, they tried to overcome obstacles, they showed joy, they determined the use of technologies, they were aware of the oral expression of the language and after several sessions they requested other tasks at the end of the oriented resolution. In general, they expressed themselves orally in the language.

The rest of those observed needed a lot of help in the first tasks and interrupted their work in the face of obstacles very frequently. However, after completing several activities, they needed less help and expressed themselves correctly in the language.

In these students, the attempt to express the language orally was observed more frequently.

In all cases it was observed that the students expressed themselves orally. Oral expression varied from one student to another and in the same student it manifested itself in different ways at different times as they were gradually incorporated into their work, they expressed themselves in different situations, as well as the proper use of Information and Communication Technologies and transfer analogous to learning situations.

3.3- Analysis of the results achieved after the application of didactic actions.

After applying 100% of the actions in the classes, several observations were carried out to the students

Observation to subjects during activity.

A considerable increase could be observed in the high level of each of the indicators.

It was found that the first indicator is one of the most affected, only 20 students were at a high level for 80%, 3 in the middle, which represent 12%, specifying difficulties in the students because it does not correspond to the situation, 2 that represent 8% in low because it does not correspond to the type of skill requested, it does not fit the initial situation given by its non-identification.

Regarding the determination of the use of technologies, 22 were at the high level, which represents 88%, 3 in the middle because they do not apply some knowledge that does not correspond to the indicated medium, which represents 12%.

The observation of the third indicator referring to observing the implementation of the technologies allowed corroborating that 21 students were at the high level, representing 84%, 3 in the middle, representing 12% because they do not show mastery of the different computer elements and if they partially recognize the importance of its use, and 1 at the low level for 4% because they do not show mastery of different elements and do not recognize the importance of its use.

In the oral expression it was found that it is the most affected indicator. Of the 25 students taken as a sample, 20 were at the high level because they adjusted to reality, which represents 80%, 3 at the medium level, which represents 12%, because they partially value the knowledge acquired and in situations they verbally recognize their practical meaning in the language and 2 in the low, which represent 8%, because they are not able to value the knowledge acquired as well as not recognizing its practical meaning of the language.

The systemic and dynamic expression in their individual and group behavior, based on the information accumulated in the final inquiry, allows students to be located, according to the development of the use of Information and Communication Technologies in the development of oral expression in the English language, in the following: low 2 (8%) and medium 3 (12%); at the top are 20 (80%).

A final pedagogical test was carried out (**Annex 7**) with the objective of verifying if the students adequately formulate mathematical problems, which yielded the following results that are illustrated in (**Annex 8**)

A considerable increase could be observed in the high level of each of the indicators.

In the first indicator, 22 students representing 88% were located at a high level, 3 in the middle, which represent 12%, specifying difficulties in the students because it does not correspond to the situation.

Regarding the determination of the use of technologies, 23 were at the high level, which represents 92%, 2 in the middle because they do not apply some knowledge that does not correspond to the indicated medium, which represents 8%.

The observation of the third indicator referring to observing the implementation of the technologies allowed corroborating that 21 students were at the high level, representing 84%, 4 in the middle, representing 16% because they do not show mastery of the different computer elements and if they partially recognize the importance of its use.

In the oral expression it was found that it is the most affected indicator. Of the 25 students taken as a sample, 20 were at the high level because they adjusted

to reality, which represents 80%, 3 at the medium level, which represents 12%, because they partially value the knowledge acquired and in situations they verbally recognize their practical meaning in the language, and 2 in the low, which represent 8%, because they are not able to value the knowledge acquired as well as not recognizing its practical meaning of the language.

When analyzing the dependent variable before and after the proposal was applied, it can be concluded that significant progress can be seen, as can be seen in **(Annex 9)**

Before applying the actions, 5 students were at a high level for 20%, 7 in the middle, which represent 28%, specifying difficulties in terms of the students identifying the activity and the development of the ability of oral expression but does not correspond to the initial situation given., 13 that represent 52% in low because it does not fit the initial situation given by its non-identification. After applying the actions, notable advances were observed, since 22 students representing 88% are located at a high level, only 3 in the middle, for 12% because they did not adjust to the initial situation.

Regarding the determination of the arithmetic operations to be used and their practical meanings, initially 7 were at the high level, representing 28%, 8 in the middle, representing 32% because, but they use some knowledge that does not correspond to the medium indicated and 10 on low for 40%. After applying the proposal, 23 of the students for 92%, are located at a high level, appreciating strengths in this sense and 2 in the middle for 8% because they use some knowledge that corresponds to the indicated medium.

In the third indicator referred to observe the implementation of technologies, before 6 students were at the high level, representing 24%, 8 in the middle, representing 32% and 11 at the low level for 44%, but not they show mastery of the different computer elements and if they partially recognize the importance of their use. Then 21 schoolchildren were at the high level, which represents 84% and 4 in the middle, which represents 16%, because they partially value the knowledge acquired and in situations verbally recognize its practical meaning in the language.

In the oral expression, what was observed during the activity, it was found that, initially, only 4 were at the high level for 16%, 5 at the medium level, which represent 20%, and 16 at the low level, which represent 64%. After applying the actions, it was found that 20 were at the high level for 80%, 3 at the medium level, which represent 12% and only 2 at the low level, which represent 8% because they do not partially value the knowledge acquired and in situations they verbally recognize their practical meaning in the language.

These results achieved in the application of the instruments applied during the different phases of the investigation allowed to ensure the fulfillment of the objective contemplated at the beginning of the investigation.

Conclusions

The consultation and analysis of the different theoretical sources made possible the acquisition of the main conceptual foundations about the use of Information and Communication Technologies in the development of oral expression in the English language.

Based on this knowledge, it was possible to verify that the sixth grade students in the initial diagnosis presented difficulties in the oral expression of the English language.

The study of the use of Information and Communication Technologies in the development of oral expression in the English language, the relationship of the different contents that facilitate the teaching programs in the different subjects facilitated the oral expression in the English language.

It was found that the didactic actions applied for the use of Information and Communication Technologies, allowed a substantial advance in the use of the English language in the sixth grade students of the Julio Antonio Mella elementary school.

Recomendations

- ❖ It is recommended to continue implementing the use of new Information and Communication Technologies in English classes, in order to improve the development of the four skills and new knowledge.
- ❖ It is recommended to increase the activities in the English Notebook and adjustments in the Methodological Orientation Program of the subject related to the use of Information and Communication Technologies.

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Annexes

Annex 1

Guide for the analysis of documents.

Objective: To verify the possibilities offered by the documents of the subject to contribute to the use of information and communication technologies for the development of oral expression in the English language.

- ❖ How work is structured with the use of information and communication technologies for the development of oral expression in the English language?
- ❖ What possibilities does the textbook offer for the student to work on the use of information and communication technologies for the development of oral expression in the English language?

Annex 2

Table of criteria to assess the status of the established indicators.

Objective: Assess the status of the indicators established for the use of information and communication technologies in the development of oral expression in the English language.

COGNITIVE DEVELOPMENT			
	High	Medium	Low
Identify the development of the ability of oral expression	They identify the activity and the development of the ability of oral expression in correspondence with the degree of difficulty.	They identify the activity and the development of the ability of oral expression but it does not correspond to the given initial situation.	It does not correspond to the type of ability requested, it does not fit the initial situation given by its non-identification.
Determine the use of technologies and their practical	They express the use of technologies in such a way that it is possible to	It expresses the use of technologies in such a way that it is possible to determine	It expresses the use of technologies in such a way that it is not possible to determine

meanings.	determine the practical use or uses of the computerization that is applied, in total correspondence with the requirements considered.	the practical use or uses of computerization that are applied, but they use some knowledge that does not correspond to the indicated medium.	the practical use or uses of computerization that are applied, and they use the meaning that does not correspond to the indicated medium.
Observe the implementation of technologies	They consciously observe the implementation of technologies during the activity, showing mastery of the different computer elements and the importance of their use.	They consciously observe the implementation of technologies during the activity, but they do not show mastery of the different computer elements and if they partially recognize the importance of their use.	They partially observe the implementation of technologies during the activity, but do not show mastery of different elements and do not recognize the importance of their use.
Express orally what was observed during the activity	They express orally the different subjects issued by the medium, value the knowledge acquired and verbally recognize its practical meaning in the language.	They express orally the different subjects issued by the environment, they partially value the knowledge acquired and in situations they verbally recognize its practical meaning in the language.	They express orally the different subjects issued by the medium, they are not able to assess the knowledge acquired as well as not recognize its practical meaning of the language

Annex 3.

Guide to register participant observation.

Objective: Obtain information on the development achieved by students in the use of information and communication technologies in the development of oral expression in the English language.

Indicators	High	Medium	Low
Do they identify the development of the ability of oral expression?	2	11	12
Do they determine the use of technologies and their practical meanings?	4	8	13
Do you observe the implementation of technologies?	5	8	12
Do they orally express what they observed during the activity?	2	10	13

Annex 4

Initial Pedagogical test.

Title: Greetings

Objective: To identify the different moments of the days by means of a video.

The teacher will show a video where appear the different moments of the day and the students will respond the following questions orally taking into account what was previously displayed in the video

1- What greetings would you use in the following situations?

- ❖ It's 7:15am and you meet a classmate on your way to school. How would you greet him: _____
- ❖ At 7:00pm your parents take you to visit a family friend. Greetings upon arrival saying: _____

❖ It's time to go to bed and you tell your parents: _____



Annex 5

Results obtained from the initial pedagogical test.

	High	Medium	Low
Indicators			
Identify the development of the ability of oral expression	5	7	13
Determine the use of technologies and their practical meanings	3	9	13
They observe the implementation of technologies	6	8	11
They express orally what they observed during the activity	4	5	16

Annex 6

Activity 1



Activity 2

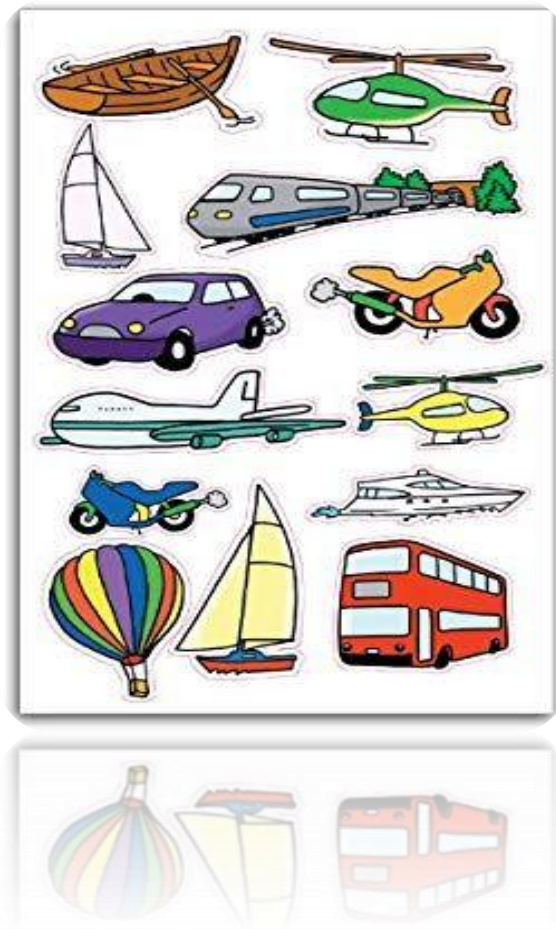




Activity 3



Activity 4



Activity 5



Activity 6



Activity 7



Activity 8



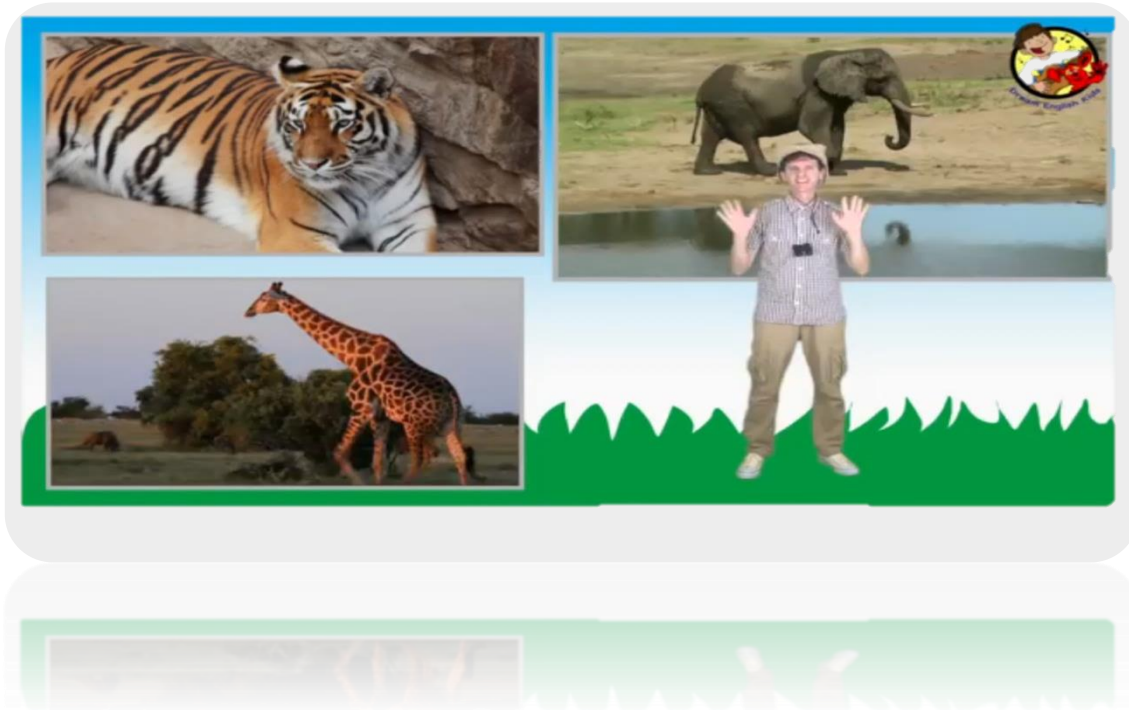
Annex 7

Final Pedagogical Test.

Title: I visit the zoo.

Objective: To identify different animals by means of a video.

The students will see a video where appear different animals. Then they has recognize orally.



Annex 8

Results of the final pedagogical test.

	High	Medium	Low
Indicators			
Identify the development of the ability of oral expression	22	3	-
Determine the use of technologies and their practical meanings	23	2	-

They observe the implementation of technologies	21	4	-
They express orally what they observed during the activity	20	3	2

Annex 9

Comparative results of the results obtained.

Indicators	High		Medium		Low	
	Pre	Pos	Pre	Pos	Pre	Pos
Identify the development of the ability of oral expression	5	22	7	3	13	-
Determine the use of technologies and their practical meanings	3	23	9	2	13	-
They observe the implementation of technologies	6	21	8	4	11	-
They express orally what they observed during the activity	4	20	5	3	16	2

