



FACULTY OF PEDAGOGICAL SCIENCES

FOREIGN LANGUAGES MAJOR

MAJOR PAPER

**USING TECHNOLOGY AS A TEACHING TOOL TO DEVELOP ORAL
COMMUNICATIVE COMPETENCE IN TENTH GRADE STUDENTS**

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DEDICATION

To my DAD.

ACKNOWLEDGMENT

To those people who make possible to elaborate this Major Paper.

ABSTRACT

The educational system in Cuba is facing some changes related to the senior high level students' formation process , that main objective is related to better the Cuban socialist project .Then , professors have a great challenge too, because they have to prepare them to fulfill the objective stated. These students should have the necessary English language skills also they should have a great knowledge about the use of technology for the development of oral communicative competence in fact; they should have an appropriate technical level to face all the challenges of the contemporary world. The Major Paper is oriented to the elaboration of didactic activities that permit the integration of ICTs in the teaching learning process of oral communication in tenth grade students. The dialectic and materialist approach as the general method and some research methods were applied in the investigative process to confirm the real state of the development of oral communicative competence so as to evaluate the proposed didactic activities. The scientific novelty is seen on the proposals activities provided which are characterized by being creative, place the students close to real life situations, varies in complexity and can be applied on different moments of the teaching learning process in the senior high level.

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INTRODUCTION

“technology shouldn’t replace the great things already happening in our classroom, but it can enhance, increase, and improve the teaching and learning experience when used for a specific purpose” (Nemeth & Simon, 2013)

After the VII Congress of the Cuban Communist Party, Cuban society has faced lots of changes for updating the economic model, to assure the continuity and irreversibility of the Cuban Socialist Project. The present Cuban Social Policy describes on the Cuban Communist Program, the systematic and sustained improvement of quality to all services provided to the population. Consequently on the Educational branch it is stated as one of the objectives: to form with quality and proficiency the teaching staff, to respond to the necessity of every community and school.

Education in Cuba has the mission of ensuring the professionals’ preparation from the educational branch in both undergraduate and permanent programs. Professionals , who work on the educative system , should have the necessary pedagogical professional skills to lead the teaching learning process in the different subsystems they are supposed to work in, but also they should have a great knowledge of the matter they are specialized in, in fact, they should have an appropriate political ideological, pedagogical, technical, sociological didactic level to face all the challenges of their job, knowing one of the characteristics of the contemporary society: The use of Information and Communication Technologies (ICTs).

At the beginning of the 21st century the range of technologies available in the English language teaching was very diverse. It has increased due to the evolution of the technology itself and it has become essential to the language practice. However, digital tools, have long been a feature of the world of education (Bates, 2005), and particularly language education (Salaberry, 2001). These digital tools

are, of course, significant for getting relevant results in the development of the oral communicative competence in the English Language.

In very recent times we have also seen a growth of overview articles in journals that address these very specific matters. During the last few years, with increasingly more sophisticated multimedia technology, there is renewed interest in the complementary relationship of visual and auditory channels in oral competence (listening and oral comprehension (Brett, 1995; Felix, 1995; Hoven, 1999). Multimedia applications for foreign language learning can provide a more realistic picture of the new language and culture in and out of the classroom, including not only linguistic but also paralinguistic features such as body language, gestures, prosody, etc., which help to convey meaning to the learners (Gassin, 1992; Hurley, 1992; Brett, 1995; Fidel man, 1997;).

The educational system in Cuba is facing some changes related to the senior high level students' formation process , that main objective is related to better the Cuban socialist project .Then , professors have a great challenge too, because they have to prepare them to fulfill the objective stated. These students should have the necessary English language skills also they should have a great knowledge about the use of technology for the development of oral communicative competence in fact; they should have an appropriate political ideological and technical level to face all the challenges of the contemporary world.

Linguistics has dedicated a special attention to the oral communication as a process of transmission and reception of information in the last decades, in the specific case of the English language learning it has a particular connotation, and it lays on the fact that language is not studied in all its dimension and multi formality of the existence of systemic, normative and usual variants, it means that oral communication is a premise so the students can be involved in the communicative activity.

In the pedagogical reality of Foreign Languages in Cuba, the development of the oral communication constitutes a challenge due to the fact that the teaching learning process of English is developed in a socio cultural Spanish speaking context. So, there lays or there is the necessity of propitiating some variants to the students to self-perfect on the linguistics skills out of the classroom and as a result

to contribute to the success in the formative process. From the theoretical production standpoint related to the English teaching learning process as a foreign language some studies are distinguished among them; Mary Finnochiaro (1977), Gillian Brown (1978), Garry Abbot (1978), Donne Byrne (1986), Penny Ur (2000), Jack Richards (2005), Juana I. Perez Morales (2008), Luis Manuel Guiza Suarez (2011). These researches have contributed significantly but they have not emphasized or centered their studies on the needed requirements for teachers to be. The perfection of the oral communication in the teaching of English as a foreign language has been favored with the use of educative software in the different subsystems of education, educative software created by experts from the Ministry of Education in Cuba, they constitute a potential aspect but it has been proved that they do not satisfy enough the development of this skill in tenth grade students, who require the self-analysis of the difficulties and progresses during their language practice out of the context of the classroom.

At Honorato del Castillo Senior High School some limitations have been confirmed about the development of the oral communication in tenth grade students who in different occasions feel frustrated in the English language learning process so professors have pedagogical challenges to be solved through sciences. The integration of the scientific and technological knowledge in the formation processes and in the teaching learning process acquires a full and dialectic relation nowadays having a didactic acting so students can transform the limitations or deficiencies they face in their practice.

From the author's investigative practice, the necessity of applying didactic approaches that can contribute to the solution of the following insufficiencies has been confirmed and among the deficiencies are:

- The lack of a didactic conception that responds to the use of ICTs for the development of oral communication.
- Few systematization procedures that allow the integration of technology for the development of oral communication.

The described reality shows a few scientific precision to the integration of technology that bases their potentialities for the development of oral communicative competence. That is why, the **scientific problem** is stated:

How to develop the oral communicative competence in tenth grade students?

The research will have as a **general objective**: to elaborate didactic activities that permit the integration of ICTs in the teaching learning process of oral communication in tenth grade students.

Scientific questions:

1. What theoretical bases support the oral communicative competence in 10th grade students from Honorato del Castillo Senior High School?
2. Which is the current stage of the oral communicative competence in 10th grade students from Honorato del Castillo Senior High School?
3. What didactic activities are needed to enhance the development of oral communicative competence in tenth grade students from Honorato del Castillo Senior High School?
4. How to validate the didactic activities proposed for tenth grade students from Honorato del Castillo Senior High School?

To develop this work it is important to carry out the following **scientific tasks**:

1. Determination of the theoretical basis that support the development of the oral communicative competence.
2. Diagnosis to evaluate the current stage of the development of the oral communicative competence.
3. Elaboration of didactic activities to enhance the development of the oral communicative competence
4. Validation of the applied activities

For the elaboration of the work different methods and tools were used:

Theoretical Methods

- Historical-Logical: It is based on the analysis of the phenomenon route, mainly in the compiled data offered by the history and evolution of the theme.

- Analysis and Synthesis: To develop this research paper an analysis of the bibliography consulted has been done to arrive to a synthesis about the real situation in tenth grade students from Honorato del Castillo Senior High School
- Abstract- Concrete: To put into practice the gathered materials about the topic to synthesize the consulted definitions and concepts related to the topic.

Empirical Methods:

- Observation: To verify in practice the phenomenon.
- Pedagogical test: It allowed ensuring the reality of the oral communicative competence in tenth grade students from Honorato del Castillo Senior High School.
- Pre- experiment: To prove the effectiveness of the didactic activities

Among the mathematic and statistical methods

- Perceptual calculation: To organize the obtained empirical data and to establish the appropriate generalization of them.

As population were selected all the tenth grade students from Honorato del Castillo Senior High School and as sample has been selected intentionally following a homogeneity criteria. Group # 1: The group has 28 students, 15 females and 13 males. The students sample represents a 26.6% of the students registered.

The scientific importance of the work lies on the new ways to work with the oral communicative competence to enrich the student's language use to achieve communication.

The **novelty** of the work is seen in the didactic activities provided which are characterized by being creative, place the students close to real life situations, varies in complexity, can be applied on different moments of the learning process and have been done taking into account the levels of assimilation and the functional and notional approach. The activities given can be used in other schools of the territory for their adaptability, flexibility, efficiency and enjoyability.

DEVELOPMENT

As technologies embed themselves in every day discourse and activity, a curious thing happens. The more we look, the more they slip into the background. Despite our attention, we lose sight of the way they shape our daily lives.

Bruce, 2011

In this phrase Bruce considers that technology becomes the normal and expected means of communication and education, also they point out that important changes occur in expectations about the abilities students have to acquire to be successful language users. The abilities required by English language users should be directly relevant to English language professors. If technology has, as Bruce suggests slipped into the background, it may be necessary to attempt to bring it back into the foreground to explore its implications for language teachers and researchers. Explicit treatment of technology as an object of inquiry invites examination of the technology related practices associated with language use, but it also affords the opportunity to position oneself with respect to technology within society in general and specifically within language teaching.

Before learning in the classroom can begin, it is important for teachers to receive the proper training and professional development to guarantee that they understand how to help ELL students as well as how to use technology in order to increase their motivation, engagement and differentiated learning. Based on the increase of English Language Learners in the classroom, “the teaching profession has increased its focus on teachers’ cultural awareness, and professional development is seen as a means of accomplishing social justice within school environment through equitable instruction, inclusion and improved teacher awareness” (Doran, 2014 p. 63). It is imperative for teachers to receive instruction on strategies to use with ELL students through workshops and professional development opportunities. This opportunity will help teachers

better understand and be able to integrate strategies into their classroom which will support the differentiation for ELL students. In order to better service all students “teachers themselves have frequently articulated a need for more, and better, professional development to help them include and support their learners who are culturally and linguistically diverse” (Doran, 2014)

For these reasons, it is essential for teachers to be given the opportunity to engage in several professional development opportunities to learn the best practices in working with foreign languages students so they feel supported and receive the appropriate education. Although teaching and learning are the essential aspects within a classroom, technology is important to implement into the classroom, in order to support student growth and differentiation: “technology shouldn’t replace the great things already happening in the classroom, but it can enhance, enlarge, and improve the teaching and learning experience when used for a specific purpose” (Nemeth & Simon, 2013, p. 52). By giving teachers the opportunity to attend professional development workshops they will gain knowledge and understanding of how to implement technology, into the classroom. This strategy of infusing technology in the class will motivate English Language Learners in learning, and promote their success in the English Language. In this paper “Using Technology with English Language Learners in the Classroom,” I will make a case for the importance of professional development opportunities for ELL students, as well as the positive effects of implementing technology into the classroom (such as iTouch devices), in order to promote both the learning and motivation of English Language Learners.

The National System of Education in Cuba includes the foreign language teaching as a part of the new generations' integral and harmonic formation. To review the linguistic knowledge in the mother tongue and in a foreign language is one of the most important tasks of the today’s Cuban school. However, the technology implementation is not taking the place it deserves. Nowadays, teachers from Senior High Education aim their attention at structural and semantic aspects of the language without using the technological devices.

The necessity of using the ICTs for developing the oral communicative competence is an interesting topic to reflect about.

English language lessons should give the students the appropriate tools to practice the language as well as using the technologies properly to prepare them for their future jobs.

In the consulted bibliography there is a united criterion about the benefits of using technologies to improve oral communicative competence. Based on this, some of the authors stated:

- Teachers and learners should go online to listen materials about different areas of interest, and then speak about what they have discovered, telling others in the class or out of the classroom context.(The benefits of new technology in language learning, Gary Motternam, 2013)
- Technology shouldn't replace the great things already happening in the classroom, but it can enhance, enlarge, and improve the teaching and learning experience when used for a specific purpose" (Nemeth &Simon, 2013.)
- The use of technology is a way of increasing their motivation, engagement and differentiated learning.
- Professional development workshops should be offered in a variety of ways, such as "study groups, mentoring, observation, peer planning and workshops" (Kose& Lim, 2013) as well as "demonstrations, experimentation with and design of technology learning models and collaboration" (O'Hara et al., 2013
- The majority of teachers use technology for their own productivity but did not facilitate students' use of technology to enhance learning" (O'hara., 2013),
- Technology can now help students to contextualize authentic learning opportunities; help students develop language and literacy skills as they make connections among text, images, video, sound and animation; and

encourage students to construct meaning and to make connections to their prior knowledge”(O’Hara et al., 2013)

- As a result of the increase in use of resourceful technology in the classroom, English Language Learners are being given multiple opportunities to “collaborate with classmates to complete interactive tasks that make good sense to them and result in language learning” (Daniel & Cowan, 2012)
- Reflection after a workshop such as this is key: it gives teachers the opportunities to think about their failures and success and consider which students would benefit from what technology/programs the most.
- Access resources such as translation dictionaries that provide audio pronunciation along with images to support the vocabulary acquisition and audio textbooks”(Liu, Navarrete, Wivagg, 2014)

Making an analysis of the different criteria exposed by some of the researchers of this matter, there is a coincidence on the significance of the use of technologies to encourage oral communicative competence in and out of the classroom context, to reinforce rest of the skills, to practice grammar, pronunciation, and vocabulary, to develop logical and critical thinking, and to develop values in the students.

If teachers bring to the classroom oral communicative activities based on the use of technologies, they will enjoy practicing the language and they will increase their interest towards their future profession finding solutions to the pedagogical problems they can face in the leading of the TLP in elementary, junior and senior high schools.

Related to this, the importance of the methodological treatment of this matter for the success of the ETLP in the Foreign Language career, taking into account the difficulties the students are facing in the development of the oral communicative competence, but also some of the problems that teachers are

facing while working or selecting the suitable oral activities based on the use of technologies to practice the English language in and out of the classroom context together with the development of professional pedagogical skills.

It is been a great concerned, so it was included as one of the Methodological lines of the teachers of English staff, those who teach Integrated English Practice to determine the didactic procedures to facilitate the teachers management in the classroom to contribute to the development of the oral communicative competence of English language by means of using the ICTs.

It is of great importance to state some of the difficulties teachers were facing related to this, among them:

- Although there are varieties of activities to develop the oral communicative competence in the text books, it is insufficient the integration of them with the use of technologies.
- There is not always a good selection or design of the appropriate activities to develop oral communicative competence by means of using technological devices in relation to the peculiarities of the group, to achieve students' participation.(class profile)
- Difficulties in the selection of appropriate learning strategies to teach the students and using the proper technological devices to teach them how to learn the studied matter, and how to teach what they have learned.
- Students sometimes are not the center of the activity; teachers do not take into account the importance of the use of technologies.
- The language system regarding the socio cultural practices is not potential with the necessary intensity.

As a consequence:

Students sometimes are not interested to learn, so the development of the oral communicative competence of the language is affected and they do not have the enough preparation to face challenges of today's modern world by using the appropriate technological device in ELT.

To obtain good results in the application of these didactic procedures some aspects are needed, among them: professors should:

- Deepen on the theoretical and practical references regarding the use of ICTs in foreign language teaching.
- Select the suitable technological device for developing oral communicative competence.
- Know the class profile, taking as a point of reference their interests needs, aspirations. (To be conscious of the students' development in the use of the selected technological device.
- Know the learning goals, the selection of the topic and the flexibility to treat the studied matter to encourage the students to learn and enjoy practicing in the classroom and out of it. (the importance of experiential or significant learning)
- Relate the learning tasks to the solution to the professional pedagogical problems.
- Be creative enough to increase students' interest, challenge and enjoyment while learning.

The teachers of English language have to accomplish the development of the oral communicative competence using technological devices as a way of preparing themselves in their future jobs. And to teach the student

3ts how to communicate themselves knowing “when to speak, when not, what to talk about, with whom, when, where, in what manner”. It means to have oral communicative competence. This is an important aspect to remember.

All the theoretical aspects derived from the studies done by different methodologists, linguistics such as Hymes, Chosmky, Finnochiaro , Rosa Antich(1981) , Espinosa Martinez R. 2004 , Rodriguez Estevez I. 2012 , Gonzalez Valero, Jesus 2016 are essential to achieve communication and to become the English lesson in a language environment. In addition to this, there are many successful cell phone and tablets projects in education mainly in foreign languages studies done by several searchers.

A study by Zhang, Song and Burston (2013) in China looked at whether the learning and retention of vocabulary could be increased through the use of cell

phones and tablets. Also Sad and Reinders (2014) consider that the basic features of those devices are helpful to not only strengthen students' language skills, but also create content that connects the language to the outside world, giving more purpose to what students are doing, then when students see such a purpose, they become more active and feel empowered in the learning process. So, creating learning activities that take advantage of basic video and voice-recording features is a tool teachers can use cell phones to make tasks relevant to students and contribute to develop the oral communicative competence as well as professional pedagogical skills to lead the TLP.

To achieve communicative competence, teachers should take into account some procedures declared by Rodolfo Acosta in his book *Communicative Language Teaching* due to the fact, that this book was written to help professors of English to guide the TLP of the English language career.

1. Conceive oral communicative competence as its main goal and develop skills within the process of communication.
2. Develop communication as a conscious activity.
3. Consider the stages of orientation, realization and control of the learning activities.
4. Follow a logical and pedagogical organization.
5. Relate the contents to the learners' personal experiences and language environments.

Of course this can be achieved through planning activities in which the students:

- Get interested and involved. (Activities having a great meaning to them, a good orientation is needed).
- Practice the language through the interaction between or among students (communicative situations using pair work and group work, discussions, debate, reflexive analysis, problem solving)
- Develop their creativity, logical and critical thinking (solving not

only real life problems but those they can face in their profession).

These activities should encourage the students to learn about the subject, about and from the group, to get involved in the process, to feel the need of learning and to know what is needed to progress in their preparation in and out of the classroom context.

Taking into account the individualities of the Senior high students and the level of preparation they have to face, there is a proposition of some other procedures that teachers can also put into practice to achieve the oral communicative competence through the use of the technological devices (cell phone and tablets), professors should take into account some procedures declared by Scott Chiverton in his article *Cell phones for low-resource environments* published in English Teaching Forum (2017):

By means of them students practice the English language in and out of the classroom context, get the necessary oral communicative competence and prepare themselves for their future job.

The didactic steps are:

1. Determination of students' needs interests, motivations, potentialities, weaknesses and their actual state in the use of technological devices.
2. Identification of the expected learning and educative outcomes. (objectives)
3. Selection the proper technological device according to the potentialities of the content.
4. Planning the learning tasks
5. Implementation of the learning tasks
6. Checking the learning tasks.(individually, in pair, in small groups or in a collective way)
7. Creating the necessary conditions for self-evaluation, and collective

evaluation by the professors and the students.

The topic can be shown by the following lesson form 10th grade English syllabus (Practice section Unit 1)

Initial diagnosis to determine the level of the problem related to the lack of development of students' oral communicative competence in tenth grade students from Honorato del Castillo Senior High School.

An observation guide (**See Annex 1**) was applied to ten English lesson with the objective of knowing students' conditions towards the oral communicative competence and the use of teaching aids (including ICTs) by the teacher. It can be stated that teaching aids are rarely used in the English lessons; just in two lessons the teacher uses teaching aids.

Referring to the mastery of the vocabulary it showed the majority of students (60.71%) have problems with the use of the vocabulary for which they are evaluated as low users, 8 of them (28.57%) as middle and only 3 students (10.71%) do it as high English language user. Problems in some grammatical items like the omission of the third person singular, the incorrect use of irregular verbs in past and problems in word order.

Furthermore, from 28 students, 19 students (67.85%) are evaluated of low because they are not coherent or express fluency during their oral interventions, 6 of them (21.42%) are evaluated as middle and just 3 students (10.71%) as high. The rapid change of the idea without giving a coherent way was remarkable in this aspect.

During the evaluation of the correct students' pronunciation, 13 students (46.42%) do not pronounce English sounds correctly being evaluated as low English language users, 12 of them (42.85%) middle and just 3 students (10.71%) is evaluated as high English language user.

Results of the survey(See Annex 3)

A survey was given to the 28 tenth grade students from Honorato del Castillo

Senior High School with the objective of knowing students' reality and to verify the behavior of the development of oral competence, besides the use of teaching aids by the teachers in the English lessons and the way the students practice the language, the following results were obtained:

-In the first question of the survey, it was corroborated that ICTs are not used in English activities because the majority of students (85.71%) answered "never" and the rest of students (14.28%) answered "sometimes".

- In order to know if students would like to make activities using ICTs, 7 (25%) say "sometimes" and the rest (75%) of them feel that would be great to use ICTs in English lessons.

- In the third question, 6 students (21.42%) feel that they are not prepared ("never") to use ICTs in oral expression activities, 8 (28.57%) of them say "sometimes" and the rest (50%) answered "always".

- Asked if it is important to use oral expression activities in English lessons 3 students (10.71%) say "never", 11 students (39.28%) answered "sometimes" and the rest of them (50%) say that oral expression activities are very important.

Activity 1: Are you really busy?

Objectives:

- To express orally about daily situations so as to reinforce on the importance of having a good preparation and organization for their future work in the society.
- To comprehend the content of the listening **I am really busy** so as to focus on the importance of having a continuous preparation as students of Senior high level through the use of technological devices,(cell phones, tablets and others)

Communicative functions: Describe routines, habits, pastimes and hobbies. Ask and say how often something is done.

Teaching aids: cell phones, tablets and board.

Time bound: 90 minutes

Procedures:

1st.The teacher will create all the necessary conditions to start practicing in the classroom, emphasizing on the importance of learning and practicing the content related to routines, habits, pastimes and hobbies in English language .

By means of having a conversation with the students, asking how they feel, organizing the classroom, and calling the role, creating a good atmosphere to start.) To make the students feel comfortable and reinforce on the necessity to practice and learn, to practice some grammatical rules and vocabulary studied.

2nd In this moment the teacher can also review and control the acquired knowledge of the students by means of checking the independent study, he/she can do it, orally, he/she can take advantage of the advanced students in the classroom to check the assignment, or simply exchanging notebooks, checks the results of the actions done with slow learners, individual character of knowledge, here and important aspect is to apply what is been stated in different documents about controlling the independent work of the students.

3rd The teacher can use some teaching aids to make the students guess what the topic of the lesson is, they can be pictures, photographs, (topic: daily routines) depending on the peculiarities of the group. Or he / she can ask the students to bring pictures, or photos of their albums doing different activities. The professor asks questions but the main objective is to guess the topic of the lesson and to be creative.

(To motivate and to make them feel interested in what is going to be taught, audio-visual method is an effective way to learn by observing images or pictures)

students are supposed to observe and to think, to work in pairs to guess what the topic of lesson is, they copy in their notebooks their topics (work in pairs, it helps to develop logical thinking by making an analysis of the possible topic of the lesson also creativity is develop by trying to be original while looking for the topic),

4th The teacher is checking what they are doing giving the necessary help students say their topics, the professor emphasizes in the correct pronunciation of words, intonation an aspect that was studied in previous lessons, asking the students to listen to the classmates carefully, the teacher asks to select the appropriate topic for the lesson and ask the one who said the selected topic by the group to go to the blackboard and to write it.

(Conditions are set to start, trying to develop logical thinking, and the use of pairs or small groups to develop values of respecting others opinions and to reinforce the unity between the learning task, communication and personality in the interaction)

5thTeacher will involve the students in the process of oral communication by means of asking about their personal experience, a conversation, asking the students if they are busy at school, the kinds of activities they do there, if they are busy after school time and encourage them to say reasons.

The teacher will give them some minutes to get ready and they have to speak about the ideas they discussed before.

6th The teacher will prepare the conditions to start the listening then encourage the students to take out their cell phones or tablets and in group of three discuss the favorite feature or application they can use for getting information from one device to the other. They should talk about why they like the feature and why they use it for. Teachers should take this opportunity to have students practice using descriptive language, giving support for opinions, or making comparisons of different phones and their features. The students will select the feature or application to be used; it could be Bluetooth or Zappya. (The use of cell phone technology is a phenomenon that also has potential for educational initiatives, this include several cell phones features to improve communication and collaboration in language-learning situations.)

7thThe teacher sets a task. He/ she writes on the blackboard a learning task to encourage them to get the general comprehension of the recorded passage entitled, **I am really busy** and ask them to complete the general idea after listening to the recording in their cell phones and tablets.

The dialogue is about: _____ (two or three words)

8th The professor sends a short recorded passage to students and have them listen to it. After some minutes one member of the group should say the answer orally.

9th The professor asks them to play the recording again in order to get more specific details from the recording to be ready to tick the right answers.

1. Steve is full of activities during the week.
2. Steve is always busy at 2:00 pm.
3. Steve has nothing to do after 11 pm.
4. Steve has Thursdays off.

10thAfter some minutes a member from each small group will come to the front of the classroom to say the correct answers and other members should justify the wrong ones. (Students get interested in knowing, the teacher will ask them to check their mistakes, spelling mistakes, emphasizing on the grapheme phoneme correspondence, and to correct them.)

Teacher should determine the activities according to the level of the students they must be appropriate to involve the learners to have a good learning. (by means of knowing about the diagnosis and the peculiarities of the group to improve their level)

11thAt the practice stage the teacher should give the learners an opportunity to reproduce what they have listened to. The students will get a chart to complete what Steve does daily at the same time they are given the chance to talk to one another. The use of pairs (flexible or fixed pairs) and small groups are essential in this stage; their main objective is to consolidate new items being learned.

Complete the chart **what does Steve do every day?**

	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning						
Afternoon						
Evening						

12th Explains what the students are supposed to do, give them some minutes to play the recording again .Students work individually and after they check their work in pairs (students should know what they have to do, the teacher checks).

13th Students are supposed to speak about the listening; they have to express their ideas about what they like from the listening if there is any point of coincidence with the ideas they have about the ideal school.

14th To apply what they know and to find new ways of using the content in a different situation, the professor can use:

Problem solving situation, a communicative situation, a mini dialogue, a piece of writing of a teacher talking about his or her experience among others:

- Plan your journal activities. Interchange them in English with your classmates using your devices. It could be the cell phone or tablets.

15th Students after receiving the orientation of the activity, get involve finding the solution of it, they work in small groups, and this is a way for the establishment of interdisciplinary relationship and for the use of the language and the ICTs.

16th The teacher speaks about the importance of this activity and offers help. Encourage the students to be creative. The professor walks and helps the students proposing some ideas for the presentation.

Students are supposed to present their five minute activity to the class

17nd Evaluating the communicative activity.

The teacher will ask the students to evaluate their work by means of a conversation, completing a phrase, answering questions and open talks.

Asking to draw a little face representing their feelings about the progress they have got in this practice and in the proposition of the different ways to teach daily activities. The students state what was new for them, what they need to improve, how they felt practicing. They suggest others what to do to improve their learning. (This is done after the orientation of the professor who takes into account the features of these important components of the TLP, evaluation should be formative, integral, and contribute to the development of the students, co evaluation, self-evaluation, to form values, to grow personally, to determine what is needed, group goals or individual goals)

The teacher congratulates the ones who had made a progress in pronouncing and using the language correctly and looking for creative ways to teach what they practice. Encourage them to go on improving. (Educative character of knowledge, unity between the instruction and education, link between affection and cognitive elements in the TLP and helping the student to look for their learning strategies)

Activity 2: A fatal day

- **Objective:** To express orally about past memories and experiences so as to reinforce on the importance of having a good behavior in the society.
- To comprehend the content of the listening **Princess Diana** so as to focus on the importance of having a continuous preparation as students of Senior high level through the use of technological devices,(cell phones, tablets and others)

Time bound 90 minutes

Procedures:

1st.The teacher will create all the necessary conditions to start practicing in the classroom, emphasizing on the importance of learning and practicing the content related to past memories and experiences in English language.

By means of having a conversation with the students, asking how they feel, organizing the classroom, and calling the role, creating a good atmosphere to start.) To make the students feel comfortable and reinforce on the necessity to practice and learn, to practice some grammatical rules and vocabulary studied.

2nd In this moment the teacher can also review and control the acquired knowledge of the students by means of checking the independent study, he/she can do it, orally, he/she can take advantage of the advanced students in the classroom to check the assignment, or simply exchanging notebooks, checks the results of the actions done with slow learners, individual character of knowledge, here an important aspect is to apply what is been stated in different documents about controlling the independent work of the students.

3rd The teacher can use some teaching aids to make the students guess what the topic of the lesson is, they can be pictures, photographs, (topic:A fatal day) depending on the peculiarities of the group. Or he / she can ask the students to bring pictures, or magazines photos related to bad experiences. The professor asks questions but the main objective is to guess the topic of the lesson and to be creative.

(To motivate and to make them feel interested in what is going to be taught, audio-visual method is an effective way to learn by observing images or pictures)

students are supposed to observe and to think, to work in pairs to guess what the topic of lesson is, they copy in their notebooks their topics (work in pairs, it helps to develop logical thinking by making an analysis of the possible topic of the lesson also creativity is develop by trying to be original while looking for the topic),

4th The teacher is checking what they are doing giving the necessary help students say their topics, the professor emphasizes in the correct

pronunciation of words, final regular verbs sounds, intonation an aspect that was studied in previous lessons, asking the students to listen to the classmates carefully, the teacher asks to select the appropriate topic for the lesson and ask the one who said the selected topic by the group to go to the blackboard and to write it.

(Conditions are set to start, trying to develop logical thinking, and the use of pairs or small groups to develop values of respecting others opinions and to reinforce the unity between the learning task, communication and personality in the interaction)

5thTeacher will involve the students in the process of oral communication by means of asking about their personal past experiences, a conversation, asking the students if they or their friends have had bad events or experiences, and encourage them to speak about them.

The teacher will give them some minutes to get ready and they have to speak about the ideas they discussed before.

6th The teacher will prepare the conditions to start the listening then encourage the students to take out their cell phones or tablets, the students will select the feature or application to be used, it could be Bluetooth or Zapyra.

7thThe teacher sets a task. He/ she writes on the blackboard a learning task to encourage them to get the general comprehension of the recorded passage entitled, **A fatal day** and ask them to complete the general idea after listening to the recording in their cell phones and tablets.

The recording is about: _____ (two or three words)

8th The professor sends a short recorded passage to students and have them listen to it. After some minutes one member of the group should say the answer orally.

9th The professor asks them to play the recording again in order to get more specific details from the recording to be ready to fill the gaps.

Lady Diana Spencer was born in 1961. She had a _____. It could never have prepared her for the _____ being a British princess. Within a few years, she changed from being a shy teenager to the most photographed person on the planet. She hit newspaper headlines around the world, but the biggest _____ at the age of 36. Diana was a kindergarten teacher in London when _____ Prince Charles. She won the hearts of a nation with _____ beauty. The whole world watched the fairytale royal wedding in 1981. A year later, she gave birth to Prince William, _____ sons.

Diana was _____, but she soon developed a charming manner. She took _____ charities and important causes. She highlighted the suffering of the homeless, lepers and AIDS victims. She also campaigned _____ landmines and many countries banned them. Diana and Charles divorced in 1996. She _____ and eating disorders for many years after. She finally found happiness with an Egyptian film producer, Dodi Al-Fayed. Their romance was closely followed by the paparazzi, which _____ that killed her in Paris in 1997. At her funeral, British Prime Minister Tony Blair called her the "People's Princess". To _____ "Queen of Hearts".

10th After some minutes a member from each small group will come to the front of the classroom to say the correct answers (Students get interested in knowing, the teacher will ask them to check their mistakes, spelling mistakes, emphasizing on the grapheme phoneme correspondence, and to correct them.)

Teacher should determine the activities according to the level of the students they must be appropriate to involve the learners to have a good learning. (by means of knowing about the diagnosis and the peculiarities of the group to improve their level)

11th At the practice stage the teacher should give the learners an opportunity to practice spelling words from the text. The use of pairs (flexible or fixed pairs) and small groups are essential in this stage; their main objective is to consolidate new items being learned.

These jumbled words are from the text. Spell them correctly.

Paragraph 1

1. She had a normal, uteiq upbringing.
2. raeeprpd her for the fame
3. the most photographed person on the anltep
4. her tdeha at the age of 36

Paragraph 2

5. she caught the tteesrni of Prince Charles
6. She won the tsahre of a nation
7. The whole world watched the fairytale aoyrl wedding
8. she gave trihbto Prince William

Paragraph 3

9. Diana was nervous at first in iblucp
10. She took a strong rnsttiee in many charities
11. She highlighted the ensfigrfu of the homeless
12. She also campaigned for the otilnobai of landmines

Paragraph 4

13. Diana and Charles oiecdrdvin 1996.
14. She finally found ipnsspeha
15. the fatal car acrhs that killed her
16. To many, she was slypim the "Queen of Hearts".

12th Students are supposed to speak about the listening; they have to express their ideas about what they like from the listening if there is any point of coincidence with any kind of episode they have had in the real or unreal experiences in life. They will have the opportunity to use their technological devices for recording themselves their oral expositions.

Discussion time:

STUDENT A's QUESTIONS (Do not show these to student B)

1. What do you know about Princess Diana?
2. Would you like to have met Princess Diana?
3. What would you like to know about Princess Diana and why?
4. _____
5. _____
6. _____
7. _____

STUDENT B's QUESTIONS (Do not show these to student A)

1. What did you learn from this text about Princess Diana?
2. What questions would you like to ask her?
3. What would you suggest to Princess Diana?
4. _____
5. _____
6. _____
7. _____

13th The teacher speaks about the importance of this activity and offers help. Encourage the students to be creative. The professor walks and helps the students proposing some ideas for interacting each other.

Students are supposed to present their five minute activity to the class

17nd Evaluating the communicative activity.

The teacher will ask the students to evaluate their work by means of a conversation, completing a phrase, answering questions and open talks.

Asking to write a phrase or a symbol representing their feelings about the progress they have got in this practice the students state what was new for them, what they need to improve, how they felt practicing. The teacher congratulates the ones who had made a progress in pronouncing and using the language correctly and looking for creative ways to teach what they practice. Encourage them to go on improving. (Educative character of knowledge, unity between the instruction and education, link between affection and cognitive elements in the TLP and helping the student to look for their learning strategies)

Activity 3: Talking about my friends.

Objective: To express themselves orally about likes and dislikes using the third person singular form the simple present tense so as to reinforce oral expression skill through the use of technological devices.

Teaching aids: cell phones, tablets

Time bound: 45 minutes

Procedure:

1st: The teacher will show from his/her cell phone many pictures about sports, foods, beach, river, colors.

2nd: Then the teacher will order the students to turn on their technological devices (cell phones, tablets or laptops) to share the pictures.

3rd: The teacher explains that each student should think about the likes and

dislikes of a friend of them taking into account the pictures showed.

4th: After looking the pictures the students should write a paragraph about the likes and dislikes of a friend of them.

5th: The students should be able to express themselves orally about the likes and dislikes of a friend of them.

Evaluation: Ten point's students, who express themselves correctly and use correctly the third person singular form, will obtain an excellent mark. 8-9 points students who have mistakes in pronunciation. Less than 7 points students who do not answer correctly and have mistakes in pronunciation.

Activity 4: Asking for and giving directions in your town.

Objective: To express themselves orally about asking for and giving directions so as to reinforce oral expression skill through the use of technological devices.

Teaching aids: Map, cell phone

Time: 45 minutes

Procedure:

1st: The teacher will show a map of a town and will talk about the different places those appear there.

2nd: The teacher will search the Wikipedia application for information about those places.

3rd: The teacher will give a situation where a foreigner is lost and the other person is a foreign language student who will help this first person to get to his or her destination.

4th: After reading this situation the students should make a dialogue using the vocabulary to ask for and giving directions and with the support from the map.

5th: The students should be able to express themselves orally the dialogue.

Evaluation: Ten point's students, who express themselves correctly and use correctly the words related to asking for and giving directions, will obtain an excellent mark. 8-9 points students who have mistakes in pronunciation. Less than 7 points students who do not use correctly the words related to asking for and giving directions and mistakes in pronunciation.

Activity 5: My future vacations

Objective: To express orally about plansthrough the use of technological devices to reinforce the importance of having a good organization before traveling

Organization: Group work

Teaching aids: Cell phone, green board, mini notebooks

Time: 45 minutes

Procedures:

1st: The teacher will show a picture of a beach and she or he will ask questions about the picture and where pictures of places of interest can be found.

2nd: The teacher will encourage students for the use of the Wikipedia application; the teacher will exchange different places with the students where they would like to go on vacation.

3rd: The teacher will give a mini notebook to the students, where a series of words related to vacations appears.

4th: After reading these words the students will prepare themselves to talk about what will they do next vacations.

5th: The students should be able to express themselves orally using all the words from the mini notebook.

Evaluation:

10 point for the students who express themselves correctly and use all the

words, so they will obtain an excellent mark.

9-7 points for the students who have two or three mistakes in the pronunciation of final sounds.

6-2 points for those students who do not use correctly the structure of the future tense, mistakes in the pronunciation of final sounds and they do not use all the words from the mini notebook.

Evaluation of the effectiveness of the proposal of didactic activities to contribute to the development of oral competence in the English language in tenth graders from Honorato del Castillo Senior High school.

Evaluation of the didactic conception by expert criteria.

Resorting to expert criteria as a method for analyzing research results is a recurring formula, but on a large number of occasions it is used only to support the ideas that are defended or the answers given to the questions that have guided the process research (Crespo, 2007, p. 9). However, the bibliography consulted and its application in several theses corroborated that its use is feasible and profitable and at any time of the investigation.

Description of the use of the criteria of experts in the research.

The novelty of the scientific problem addressed, the incipient development in the country of this field of research and the fundamentally theoretical nature of the results that are proposed, led to the use of the experts' criterion, considering as an expert to:

An individual, a group of people or organization capable of offering a maximum of competence, conclusive assessments of a given problem, making actual forecasts and objectives on the effect, applicability, viability, and relevance that the proposed solution may have in practice and offer recommendations of what to do to perfect it. (Crespo, 2007, p. 13) For the selection of the group of experts to be consulted, the scientific level and practical experience in field of action were valued, taking into account the particularity that the object investigated

integrates knowledge of two areas of knowledge investigated, but traditionally approached from different positions; for this reason, it was decided to consider both the level of competence in the subject of school learning and that of ICTs, which may it possible to form a heterogeneous group of experts for the evaluation of the final proposal.

The criterion of the experts was used in three moments: by means of the brainstorming method for the definition of the scientific problem to be investigated, during the investigative process for the determination of these factors that affect the effect of the ICTs on school learning was used the prospective structural method and, finally, for the evaluation of the didactic activities that is proposed as a result, the brainstorming method and the methods of preferences and comparison by pairs were used.(Crespo, 2007, pp. 42-50; 2009, pp. 75-78).

The determination of the competence coefficient of the experts is often made from the comparison of the self-evaluation of the candidates with a pattern table; for the improvement of the selection process of the experts in a more recent article Crespo (2010) has propose some modifications to this method, which were taken into account for the realization of this new procedure.

First a competency questionnaire was presented to the candidates in which the self-evaluation of the knowledge and the sources of argumentation on the topics of interest are considered as indicators, as well as the experience in the field, the teaching category and the scientific degree reached; the scale used was five categories (low, moderate, medium, high and very high). Unlike the traditional method where competition is calculated by the coefficient of knowledge and argumentation, the proposal includes a spreadsheet where you specify as many indicators as you wish to take into account, you define qualitatively what is the minimum level that in each indicator the ideal expert must possess, later you enter the answers of the competence questionnaire and when executing the procedure you get the list with the index and the competence scale of each candidate processed.

Based on this result, it was determined to conform the group to those candidates who surpassed 0.89 of the competence index (medium, high and

very high categories), being composed of a total of 8 experts although the composition of the group varied in each of the moment in which their criteria were required.

Expert assessments of the proposed result

For the evaluation of the proposed result, a survey was applied to the group of experts in which a summary of the main contributions of the didactic activities was presented, and it was requested to evaluate the quality of each indicators on a scale of 4 categories (unsatisfactory, less satisfactory, satisfactory, very satisfactory), with the purpose of reduce the uncertainty between the limits of each of them.

The didactic activities in general were rated in the “very satisfactory” category. The applicability, the level of relevance and the validity were assessed by all the experts as “very satisfactory”, the rest of the indicators were assessed between “very satisfactory” and “satisfactory”. In addition, the experts consider that the proposal is useful, necessary and applicable in the Cuban context, besides it constitutes a proper guide for the use of ICTs in the foreign language English lessons.

CONCLUSION

- The sources reviewed allowed to deepen on the English as a foreign language teaching learning process by emphasizing on the development of the oral communicative competence using didactic activities based on ICTs. It also offered the possibility of knowing the features of the communicative approach and its dialectical relationship for achievement the oral communicative competence.
- During the development of the study, the diagnosis revealed a significant number of insufficiencies in the development of the oral communicative competence in tenth grade students. However, potentialities are also noted which contributed positively in the course of the research.
- The way of solution is focused on offering didactic activities based on ICTs for the development of the oral communicative competence in tenth grade students. The proposal activities are characterized by being creative, vary in complexity and can be applied on different moments of the teaching learning process.
- According to the experts' criteria the didactic activities in general were rated in the "very satisfactory" category. They agree that integrating technology into the classroom and daily lessons has a direct positive impact on English Language Learners. Not only does technology increase their motivation to learn, it also allows the teacher to differentiate lessons for every student based on their needs and understanding of specific information.

Recommendations

To continue looking for alternatives from the scientific stand point mainly from the pedagogical research to improve the obtained results regarding to the development of the oral communicative competence in the English language making emphasis on the correct using ICTs as technological tool.

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ANNEX 1

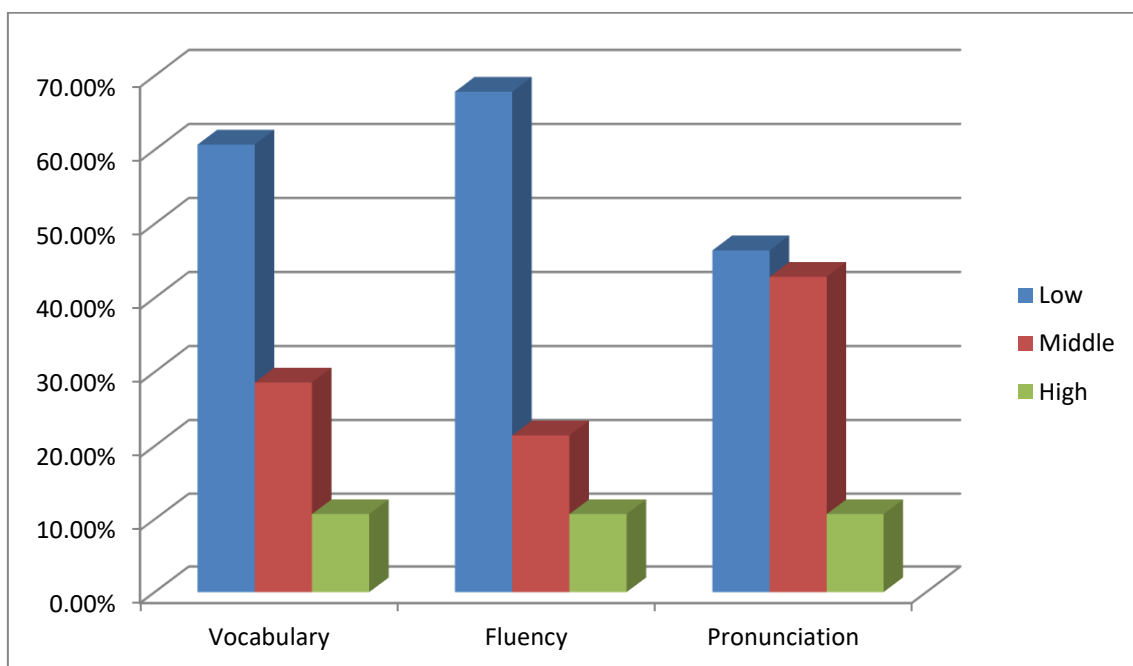
Observation guide

Objective: Obtain information about the development of the oral communicative competence

Aspects to be observed:

- If they express activities with **fluency** phrases and others.
- If they have a wide **vocabulary** of the units
- If they express correctly the words studied. (**pronunciation**)

Results of the observation guide



ANNEX 2

Guide for documents analysis.

Student's Workbook and tenth grade English Syllabus.

Objective: To verify if exercises and activities from the workbook propitiate the development of oral competence through devices (cell phones and tablets)

-To verify the treatment of the oral communicative competence in the English Syllabus.

Aspects

- Activities related to oral communicative competence
- The treatment of the contents, teaching aids, methods, evaluation etc.
- The treatment of the oral communicative competence.

ANNEX 3

Guía de entrevista

Objetivo: Constatar el comportamiento del desarrollo de la competencia oral.

Nombre _____ Grupo _____

Cuestionario:

1. ¿Realizas actividades en inglés a través del uso de las TIC (teléfonos celulares, tablets, etc)?

____ siempre ____ a veces ____ nunca

2. ¿Te gustaría realizar actividades en inglés a través del uso de las TIC (teléfonos celulares, tablets, etc)?

____ siempre ____ a veces ____ nunca.

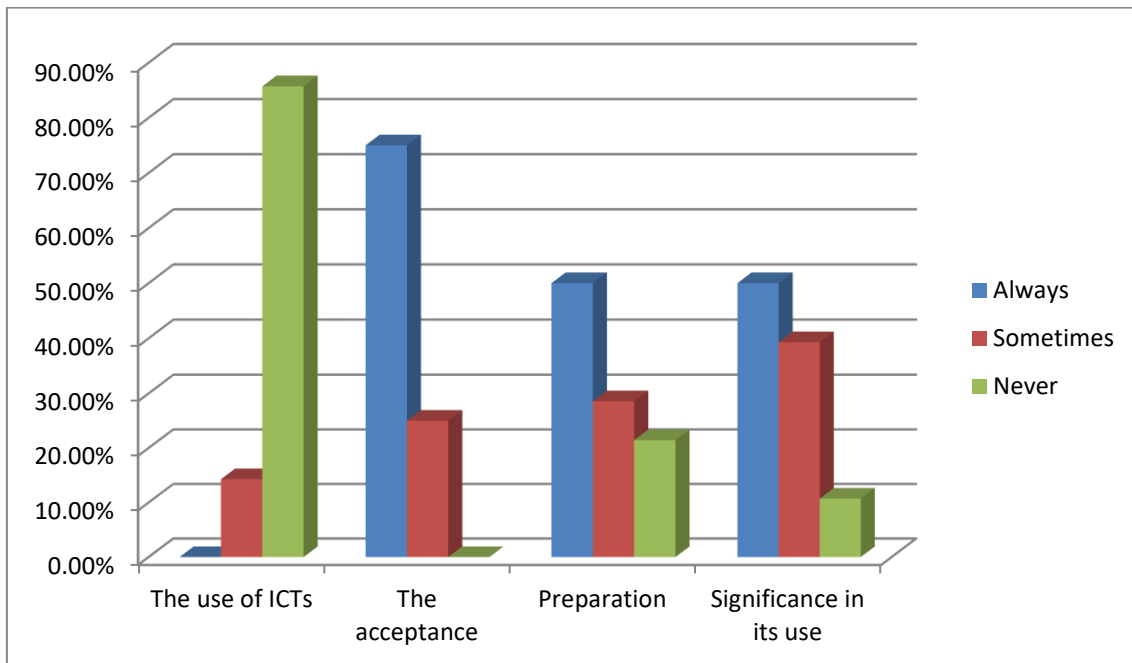
3. ¿Consideras que estás preparado/a para trabajar actividades de expresión oral utilizando las TIC (teléfonos celulares, tablets, etc)?

____ siempre ____ a veces ____ nunca

4. ¿Consideras importante el uso de las TIC en actividades de expresión oral en las clases de inglés?

____ siempre ____ a veces ____ nunca

Results of the survey



ANNEX 4

Pedagogical Test

Objective: Checking real situation of tenth graders inoral communicative competence

Name _____

Read carefully the following text:

Michael is a young and talented Cuban reporter who works for a news agency in Havana. He always gets up at 6 o'clock in the morning on weekdays, and also on Saturday. He exercises from 6:30 to 7 o'clock; then he takes a shower. He always has breakfast at 7:30. At 8 o'clock he takes a bus to his office. His workweek is very long and busy, so from Monday to Saturday he rarely gets home before 6 pm. In the evening, he often plays chess with one of his neighbors, watches TV, or works on his computer. He sometimes prepares specials dishes for dinner. He usually goes to bed at midnight. Michael never gets up early on Sunday. He wakes up just before noon. He sometimes stays home all afternoon surfing the Internet.

Michael's Daily Activities

On weekdays

On weekends

In the morning

In the evening

On Saturday

On Sunday

1. Say (T) True or (F) False, justify the false ones.

----- Michael is an engineer.

----- He works in Havana.

----- He takes a shower at 6, 30.

----- Michael goes to bed at 9.00 o'clock.

----- Michael gets up early on Friday.

2. Answer the following question

What does Michael do on Sunday?

What does he do from Monday to Saturday?

3. Ask a friend and tell about:

What do you do ...?

- On weekends
- On school week
- At home

Levels for the analysis of the Pedagogical test.

Without Level: It means that students have a limitedly vocabulary, it does not permit them answering some questions.

Slow learners: The students answer one or more questions because they know some words.

Average learners: They dominate several words and they can create sentences that allow them to answer questions.

Fast learners: They have a vast vocabulary and they establish a fluently communication.

ANNEX 5

Encuesta

Objetivo: Conocer la disponibilidad de recursos tecnológicos de la muestra seleccionada:

Dispositivos	Celulares	Tabletas	Ordenador Portátil
Cantidad	17	10	12

Nota: Todos los estudiantes poseen al menos un dispositivo

ANNEX 6

Guide for the evaluation of the proposal of integrative exercises by specialist criteria.

Objective: Evaluate the relevance and possible effectiveness of the proposal of integrative exercises based on the criteria of specialist.

Object: Evaluation of the proposal of integrative exercises

Mr. (s)

You have been selected for your experience and methodological teaching level to give your evaluation of the proposal of integrative exercises designed to contribute to the development of the four aspects of verbal activity in the English language for tenth grade students from Honorato del Castillo Senior High school of the Sancti Spiritus province.

The evaluation must conform to the following requirements determined by Nerelys de Armas Ramirez and a group of authors in the work characterization and design of the scientific results as contributions of educational research, Pedagogy (2003) to evaluate the results:

- That are feasible: Real possibility of its use and the resources that are required.
- That are applicable: They must be expressed clearly enough to be possible for others to implement.
- That are generalizable: Their condition of applicability and feasibility allow in normal conditions the extension of the result to other similar contexts.
- That they have relevance: Because of its importance, its social value and the needs to which it responds.
- That they have novelty and originality: The result acquires greater value when it reflects the creation of something that until the present moment did not exist.
- That are valid: It refers to the condition of the results when it allows the achievement of the objectives for which it was conceived.

ANNEX 7



Lady Diana Spencer was born in 1961. She had a normal, quiet upbringing. It could never have prepared her for the fame and glamour of being a British princess. Within a few years, she changed from being a shy teenager to the most photographed person on the planet. She hit newspaper headlines around the world, but the biggest one was for her death at the age of 36.

Diana was a kindergarten teacher in London when she caught the interest of Prince Charles. She won the hearts of a nation with her shy smiles and natural beauty. The whole world watched the fairytale royal wedding in 1981. A year later, she gave birth to Prince William, the first of her two sons.

Diana was nervous at first in public, but she soon developed a charming manner. She took a strong interest in many charities and important causes. She highlighted the suffering of the homeless, lepers and AIDS victims. She also campaigned for the abolition of landmines and many countries banned them.

Diana and Charles divorced in 1996. She struggled with depression and eating disorders for many years after. She finally found happiness with an Egyptian film producer, Dodi Al-Fayed. Their romance was closely followed by the paparazzi, which led to the fatal car crash that killed her in Paris in 1997. At her funeral, British Prime Minister Tony Blair called her the "People's Princess". To many, she was simply the "Queen of Hearts".